



Instructional Leadership Teams

Instructional Leadership Team Self-Assessment Survey

The first review of Instructional Leadership Team (ILT) Self-Assessment Survey response data sets the stage for on-going analysis and a template for professional conversations. While the ILT Self-Assessment Survey process accumulates quantitative, perceptual data employing a five point scale, it is critical to remember that this is not about the numerical values. Rather, it is about using the school's data to structure professional conversations to better understand the structure, functions and activities of your school's Instructional Leadership Team and how that compares with specific standards associated with effective Instructional Leadership Teams. The survey scores represent a potential starting point for discussions about what your school may need to do to improve. The scores themselves will not change the instructional practices in your school, the discussions and subsequent actions by your ILT can make that happen. Remember, it is not about the numbers, it is about the conversations.

The ILT Self-Assessment Survey is intended for use with schools that have existing Instructional Leadership Teams. The expectation is that the survey will be continuously given to ascertain the ILT's progress over time, most likely annually or as needed. Similar past experiences have illustrated the valuable practice of documenting the ILT actions, goals and outcomes as a means of tracking and assessing ILT growth and progress.

The design consists of six major conditions that define effective instructional leadership teams and for each condition, there are five elements that comprise each condition. The survey is based on the individual perceptions of the ILT members and should be done independently. There are thirty statements or elements that require the participants to choose a single response ranging from 0 to 4. The Likert Scale employed is similar to the one created by American Institutes for Research for the MA Monitoring Site Visits: Turnaround Practices Indicators and Continuum which is located on page 3 of that document. This is the scale: 0=No evidence yet 1=Limited evidence 2=Developing 3=Providing 4=Sustaining

Procedures for ILT Self-Assessment Survey Administration

Pre-Survey Meeting with Administration

Target audience: District Administration, Principal, District Curriculum Leaders

Agenda: The purpose of this meeting is to ascertain District support for this process, allocation of resources and to provide a basic understanding of the design, purpose, timelines and activities associated with the ILT survey.

Pre-Survey Meeting with Instructional Leadership Team and Principal

Target Audience: Principal and ILT members

Agenda: Review of ILT Self-Assessment Survey design and components, survey procedures and timelines and explanation and scheduling of post-survey activities.

Administration of Survey

Post-Survey Review of School Data

Target Audience: ILT Members and Principal

Agenda: Prior to the sharing of the data with the ILT and in order to create the most productive opportunities for discussion of the results among the staff, it is imperative that the Principal and/or Team Facilitator analyze, review and understand the data. If needed, he/she should contact ESE support team or person who can facilitate this process. The Instructional Leadership Team will review the ILT Survey data using the Placemat Protocol.

Placemat Protocol for Reviewing ILT Self-Assessment Survey Data

Initial Analysis: Divide the ILT members into small groups of about 4 members per cluster. Distribute the placemats and have each member review the survey data for all conditions and elements. Highlight data points of interest and annotate thoughts, ideas, questions and concerns. Next, have each cluster member share out their reflections and prep for larger group discussion. Each cluster will address the questions on the placemat and prepare to present answers to the following questions:

- What are the strengths/positive patterns in the data? What are the challenges/negative patterns in the data?
- From your point of view, what factors (positive/negative) might be contributing to the results?
- What questions arise from this analysis? What else might we need to know?
- Based on your data from the ILT Self-Assessment Survey's Conditions and Elements, what are the goals and sequences of your action plan? How will your ILT share the responsibilities for this work?
- What resources, logistics and supports are needed to carry out the next steps? What else do we need to do to prepare?

A final large group conversation should be conducted with the goal of achieving the strongest consensus possible on the following:

1. What is it that we are all seeing? Are we all seeing the same thing?
2. Does what we see – how we perceive ourselves - jive with the reality of our school?
3. What does the data suggest as a focusing question(s) for continuing exploration and self-assessment?

Optional Deeper Analysis Strategy: If there is time and the group is large enough to facilitate and support the process, have a cluster focus on a single condition and answer the questions only with the specific condition in mind. You may also have a cluster review more than one condition, depending on the size of your ILT.

Once the large group discussion is completed, focus more specifically on the question in the center of the placemat, "What questions should we address next?" Use this question to facilitate a further discussion and identify a set of specific focal points to begin your work and craft these into an action plan for your ILT.

After analysis of your data is completed, the key outcome should be group consensus on the critical issues and needs of the ILT. This will be an outcome derived from the intersection of school culture, group values about what is important at the school, and analysis of the data. Furthermore, it will be influenced by the ILT's facility for engaging in collaborative inquiry. Ideally it should identify specific targets or focusing question(s) that the ILT members can use as a launching point for collaborative inquiry. Alternatively, the outcomes can be used as a common framework for discussion and action planning by relevant school groups.