Instructional Leadership Team
Self-Assessment
adapted with permission from the
NISL 2016 Edition of the School Leadership Instrument

Your DSAC Team or ESE Liaison can provide a unique link to this SurveyMonkey® survey.

1. **Section 1: CLEAR PURPOSE AND DIRECTION**

	No Evidence Yet	Limited Evidence	Developing	Providing	Sustaining
ILT has a clear and compelling purpose that is mutually agreed upon by all team members	○	○	○	○	○
ILT has clearly defined instructional improvement goals with specific desired outcomes and milestones.	○	○	○	○	○
ILT purpose is based on a shared commitment to improve instructional practices leading to higher student achievement	○	○	○	○	○
ILT purpose aligns with the school/district vision	○	○	○	○	○
ILT is able to focus on learning and instruction vs. administrative or policy issues	○	○	○	○	○

Comment:

2. **Section 2: LEADERSHIP**

	No Evidence Yet	Limited Evidence	Developing	Providing	Sustaining
The principal has an active and empowering (but not dominating) role on the ILT	○	○	○	○	○
Team members share leadership responsibility and accountability for the success of the ILT	○	○	○	○	○
ILT practices distributed leadership to maximize the effects of their efforts	○	○	○	○	○
Scope and decision-making authority of the ILT known by team members and others in the school/district	○	○	○	○	○
ILT members engage others in the school/district and community to launch and support instructional improvement efforts	○	○	○	○	○

Comment:

3. **Section 3: EFFECTIVE TEAM MEMBERSHIP**

	No Evidence Yet	Limited Evidence	Developing	Providing	Sustaining
ILT has highly motivated team members actively participating in team meetings and initiatives	○	○	○	○	○
ILT members have clear roles and responsibilities	○	○	○	○	○
The tasks and interdependencies of team members are clearly defined	○	○	○	○	○
Team members have a range of complementary competencies	○	○	○	○	○
Team members engage in skillful dialogue to analyze problems, identify solutions, and monitor success	○	○	○	○	○

Comment:

4. **Section 4: RESOURCES**

	No Evidence Yet	Limited Evidence	Developing	Providing	Sustaining
ILT has access to and uses data concerning school and student achievement	○	○	○	○	○
ILT has access to and uses instructional best practices and benchmarking data	○	○	○	○	○
ILT has access to and uses the systems and tools needed to track and analyze data	○	○	○	○	○
ILT has the time and resources to pursue professional development in order to improve instruction	○	○	○	○	○
ILT has the time and financial resources to design, develop, and implement instructional improvements	○	○	○	○	○

Comment:

5. **Section 5: EFFECTIVE TEAM PROCESSES**

	No Evidence Yet	Limited Evidence	Developing	Providing	Sustaining
ILT has shared values and norms from working together	○	○	○	○	○
There are processes for planning team meetings and coordinating work	○	○	○	○	○
ILT has adequate time for reflection and problem solving in order to generate the best results	○	○	○	○	○
ILT has clear agreements on how decisions will be made	○	○	○	○	○
ILT has ways of resolving disagreements or conflicts	○	○	○	○	○

Comment:

6. **Section 6: SUPPORTIVE ENVIRONMENT**

	No Evidence Yet	Limited Evidence	Developing	Providing	Sustaining
ILT/school/district culture encourages creative thinking and risk-taking	○	○	○	○	○
The school/district culture supports professional development and professional learning communities	○	○	○	○	○
The school/district has a clear vision for improved higher student achievement	○	○	○	○	○
The school/district vision is well known by all faculty and staff	○	○	○	○	○
The school/district demonstrates commitment and provides resources to support instructional improvements leading to higher student achievement	○	○	○	○	○

Comment:

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