The 8 Roles of School Leaders™ District-level Assessment

District-level Leader Skills to Leverage School Performance
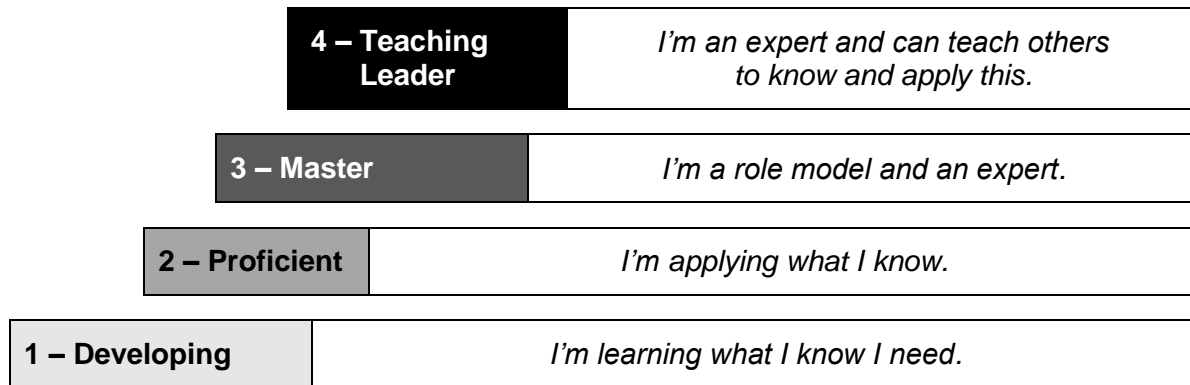
GLISI — Georgia Leadership Institute for School Improvement

New Roles to Meet Our Goals

Space is provided on the pages that follow for you to assess your current mastery level. Keep this page clean so you can copy it and use it with your team(s) back at school – or to re-assess yourself in the future to track your progress.

What is your level of mastery in each role?

4 – Teaching Leader	*I'm an expert and can teach others to know and apply this.*

3 – Master	*I'm a role model and an expert.*

2 – Proficient	*I'm applying what I know.*

1 – Developing	*I'm learning what I know I need.*

Role	Level of Mastery?
1.0 Curriculum, Assessment and Instruction Leader	1 2 3 4
2.0 Data Analysis Leader	1 2 3 4
3.0 Process Improvement Leader	1 2 3 4
4.0 Learning & Professional Development Leader	1 2 3 4
5.0 Relationship Leader	1 2 3 4
6.0 Performance Leader	1 2 3 4
7.0 Operations Leader	1 2 3 4
8.0 Change Leader	1 2 3 4

1.0 – Curriculum, Assessment & Instruction Leader

> **The Curriculum, Assessment & Instruction Leader** demonstrates the ability to implement a systems approach to instruction in a standards-based environment by leading collaborative efforts to prioritize curriculum, develop aligned assessments, and plan instruction to improve student achievement.

- Sets expectations for a standards-based approach to curriculum, assessment and instruction
- Ensures alignment of curriculum, assessment, and instruction
- Sets direction for the utilization of performance standards by all staff
- Leads the learning of performance standards
- Ensures ample opportunities for staff learning of performance standards
- Provides resources (time, funding, scheduling, expertise, professional learning) to support standards-based learning at the district and school levels
- Provide support and structure for the codification, implementation, and sharing of best practices across schools
- Ensures the alignment of prioritized curriculum with stated and national assessments
- Assists schools in mapping instructional delivery of the prioritized curriculum
- Monitors the implementation of standards-based approaches at the school level
- Aligns test objectives with curriculum standards at the district level
- Develops benchmark assessments at the district level through collaboration with school-based personnel
- Ensures teachers meet state and national criteria for "highly qualified."

Your Examples:

In-Class Self-Assessment: *Circle your answer <u>after</u> the class discussion on this topic.*				
What is my current Level of Mastery in this Role?	**Date:**			
Curriculum, Assessment & Instruction Leader	1	2	3	4

2.0 – Data Analysis Leader

The Data Analysis Leader demonstrates the ability to lead teams
to analyze multiple sources of data to identify improvement needs, symptoms
and root causes.

- Sets expectation for data-informed decision making
- Leads the district to use data for comprehensive school improvement planning
- Selects appropriate technology systems and solutions to collect, analyze, and report data
- Analyzes standardized test scores and other school data to ensure high student achievement and accountability
- Disaggregates data to reveal achievement gaps between groups of students
- Leads schools to analyze classroom, grade level, and school results
- Provides professional learning of data analysis to assist school personnel
- Presents system-wide data to appropriate stakeholders
- Monitors data for continuous improvement of programs, and student and staff performance

Your Examples:

In-Class Self-Assessment: *Circle your answer <u>after</u> the class discussion on this topic.*

What is my current Level of Mastery in this Role?	Date:			
Data Analysis Leader	1	2	3	4

3.0 – Process Improvement Leader

The Process Improvement Leader demonstrates the ability to identify and map core processes and results to create action plans designed to improve student achievement.

- Sets expectations for alignment of school and system goals

- Identifies and maps core district processes

- Develops system-wide plans for improvement

- Develops project plans to implement identified improvements

- Establishes the use of cross-functional teams to analyze issues for system and school improvement

- Utilizes benchmarking to ensure continuous improvement of all processes

- Develops and utilizes a Balanced Scorecard to ensure organizational effectiveness and student achievement system-wide

- Studies improvement results and makes recommendations for continuation and/or modification of processes

Your Examples:

In-Class Self-Assessment: *Circle your answer <u>after</u> the class discussion on this topic.*

What is my current Level of Mastery in this Role?	Date:			
Process Improvement Leader	1	2	3	4

4.0 – Learning & Performance Development Leader

> **A Learning and Performance Development Leader** demonstrates the ability to apply proven, systemic processes for improvement through analyzing human performance, planning for improvements, and designing, developing and supporting implementation of solutions to close performance gaps. Helps the organization achieve its mission, vision, goals and initiatives by taking a systems view of leader performance and supply, and by ensuring the capture, codification and development of new knowledge and organizational learning. An L+PD leaders also helps individuals make full use of their strengths toward personal and organizational goals, and facilitates a collaborative teaching and learning organization which develops leaders at all levels.

- Commits to the continuous improvement of all staff for high performance

- Commits to the use of distributed leadership across the organization

- Models continuous learning by leading learning

- Sets expectations for teaching and learning by all staff

- Identifies desired performance for all staff

- Develops performance criteria for desired performance for all staff

- Provides trained performance coaches to support the development of all staff

- Ensures the alignment of learning opportunities with organizational direction

- Monitors the results of learning for transfers to practice

- Designs and provides a knowledge management system to institutionalize new knowledge and best practices

- Leads the development of professional learning communities throughout the district

- Sets expectations for collaborative, job-embedded professional learning, where staff share their learning as a normal part of the school culture

- Provides learning opportunities for parents and other stakeholders

Your Examples:

In-Class Self-Assessment: *Circle your answer <u>after</u> the class discussion on this topic.*

What is my current Level of Mastery in this Role?	Date:			
Learning & Performance Development Leader	1	2	3	4

5.0 – Relationship Leader

> **The Relationship Leader** demonstrates the ability to identify and develop relationships among customer and stakeholder groups and communicate school goals and priorities focused on student learning.

- Builds and sustains trust among internal and external alliances
- Sets the expectation for positive internal and external relationships to achieve organizational goals
- Communicates effectively the district's purpose to align teaching and learning
- Establishes and monitors the organization's brand
- Leads the organization to engage a unified, cohesive team that captures and utilizes the strengths of all staff
- Focuses on relationships among school(s), customers, and stakeholders
- Communicates district priorities to the public
- Develops communication strategies for implementation including district newsletter, webpage, brochures, and events
- Establishes expectations for school councils
- Establishes mechanisms and structures for continuous feedback from all stakeholders
- Utilizes stakeholder feedback for continuous improvement
- Develops standard perception surveys for the district and schools to identify customer satisfaction from parents, teachers, and students
- Conducts focus groups to determine further information revealed from perception surveys

Your Examples:

In-Class Self-Assessment: *Circle your answer after the class discussion on this topic.*

What is my current Level of Mastery in this Role?	Date:			
Relationship Leader	1	2	3	4

6.0 – Performance Leader

> **A Performance Leader** demonstrates the ability to strategically plan, organize, measure, monitor and manage school systems and processes necessary to improve student achievement.

- Develops performance foundations including mission, vision, and value/beliefs for the district
- Sets expectations for all schools to collaboratively develop performance foundations aligned with the district direction
- Assists in the development of a district-wide plan for improvement by identifying realistic performance measures and aligning key indicators for goals
- Develops processes (such as a Balanced Scorecard) for monitoring, managing, and communicating indicators of achievement for district goals
- Set expectations for schools to develop and utilize accountability processes such as Balanced Scorecard
- Sets expectations for schools to develop measurable school-wide, grade level, and teacher goals that focus on student achievement
- Links individual and organizational goals, performance, and results
- Ensures leadership succession planning for continuity in organizational effectiveness and student achievement

Your Examples:

In-Class Self-Assessment: *Circle your answer after the class discussion on this topic.*

What is my current Level of Mastery in this Role?	Date:			
Performance Leader	1	2	3	4

7.0 – Operations Leader

The Operations Leader demonstrates the ability to effectively and efficiently organize resources, processes, and systems to support teaching and learning.

- Effectively and efficiently organizes resources, processes, and systems to support teaching, learning, and organizational effectiveness

- Assists in determining and providing necessary resources for schools to effectively implement the instructional program

- Develops a budget to align resources with district-wide instructional priorities

- Provides a system to recruit, select, hire and retain highly qualified personnel

- Develops, executes, and monitors a system for district-wide safety and security

- Maintains facilities to create positive learning environments that support teaching and learning

- Develops a system of transportation to safely transport students to and from schools on time

Your Examples:

In-Class Self-Assessment: *Circle your answer <u>after</u> the class discussion on this topic.*

What is my current Level of Mastery in this Role?	Date:			
Operations Leader	1	2	3	4

8.0 – Change Leader

The Change Leader demonstrates the ability to drive and sustain change in a collegial environment focused on continued improvement in student achievement.

- Creates a sense of urgency for school improvement
- Utilizes change theory to successfully initiate and sustain change efforts
- Develops strategies for assisting the community with change such as new programs, attendance lines, instructional practices, school calendar, etc.
- Nurtures schools, staff, and stakeholders as they navigate through change processes
- Balances pressure and support for positive change
- Builds buy-in from staff and community for change implementation
- Monitors the change process for desired results
- Makes decisions to adjust change strategy based on analysis of results

Your Examples:

In-Class Self-Assessment: *Circle your answer <u>after</u> the class discussion on this topic.*

What is my current Level of Mastery in this Role?	Date:			
Change Leader	1	2	3	4

Your Team(s):
Are All 8 Roles Covered?

In order for a school to be optimally managed and led, all 8 of the "New Roles to Meet Our Goals" must be present. The good news of distributed leadership is that they don't all have to be covered by ONE (very tired) person! Rather, the better practice is to assemble one or more school leadership teams comprised of each type of Leader. It is also a good idea to cascade this idea down through all other teams in your school – e.g. grade level teams, content-area teams, etc.

Take-Home Activity: Are All 8 Roles Covered?

Complete this activity with your team(s) in your school. Take as much time as you need to work through this process together.

1. Depending on the organizational structure in your school/district, schedule a meeting with your primary team(s) – which may include (but are not limited to) one or more of the following:

   - Central office / district leadership team

   - School leadership team

   - Grade-level team

   - Content-area / department team

   - Support team

2. Make a photocopy of **The 8 Roles of School Leaders™ (District-level) – Team Coverage Assessment** for each member of the team.

3. Each member of the team should review **The 8 Roles of School Leaders™ (District-level**) and complete the assessment individually. (You may wish to assign this a pre-work assignment for the meeting.)

4. As a group, share and discuss your results.

5. Using the Team Coverage Table on the next page, have a recorder enter each team members' name into the column that corresponds to their level of mastery in each of the 8 Leadership Roles.

6. Use the Team **Coverage Guidelines** to have a meaningful conversation around the following questions:

   a. Are all of **The 8 Roles of School Leaders™** covered by the current membership of our team?
   If not, what steps must we take to ensure that all roles are covered within our team?

   b. Are there people on the team who can "grow" into one or more of the 8 Roles over time? Brainstorm the learning opportunities that can facilitate (and speed up) that process.

   c. What must we as a team do *immediately* to "fill the gap" that currently exists? Generate a discussion around reviewing the individual performance skills for each school leader to determine areas where leadership may be lacking.

The 8 Roles of School Leaders™ – Team Coverage Assessment

Team Name:	
Assessment Date:	

Team Coverage Guidelines

• *If no one scores 3-4 on a role, support should be obtained form another leader in your school/district.*	**Team members at this level:** - *Can serve as leaders in this role* - *Can serve as mentors for others still developing in this role*	**Team members at this level:** - *2+ members can work together as co-leaders in this role,* - *Should pursue learning / experience in this role*	**Team members at this level:** - *Should not serve as a leader in this role at this time* - *May pursue learning / experience if desire future leadership in this role*
Leadership Role in the "New Work"	**Team member(s) at Level 4**	**Team Member(s) at Levels 2 – 3**	**Team Member(s) at Level 1**
Curriculum, Assessment & Instruction Leader			
Data Analysis Leader			
Process Improvement Leader			
Learning & Performance Development Leader			
Relationship Leader			
Performance Leader			
Operations Leader			
Change Leader			