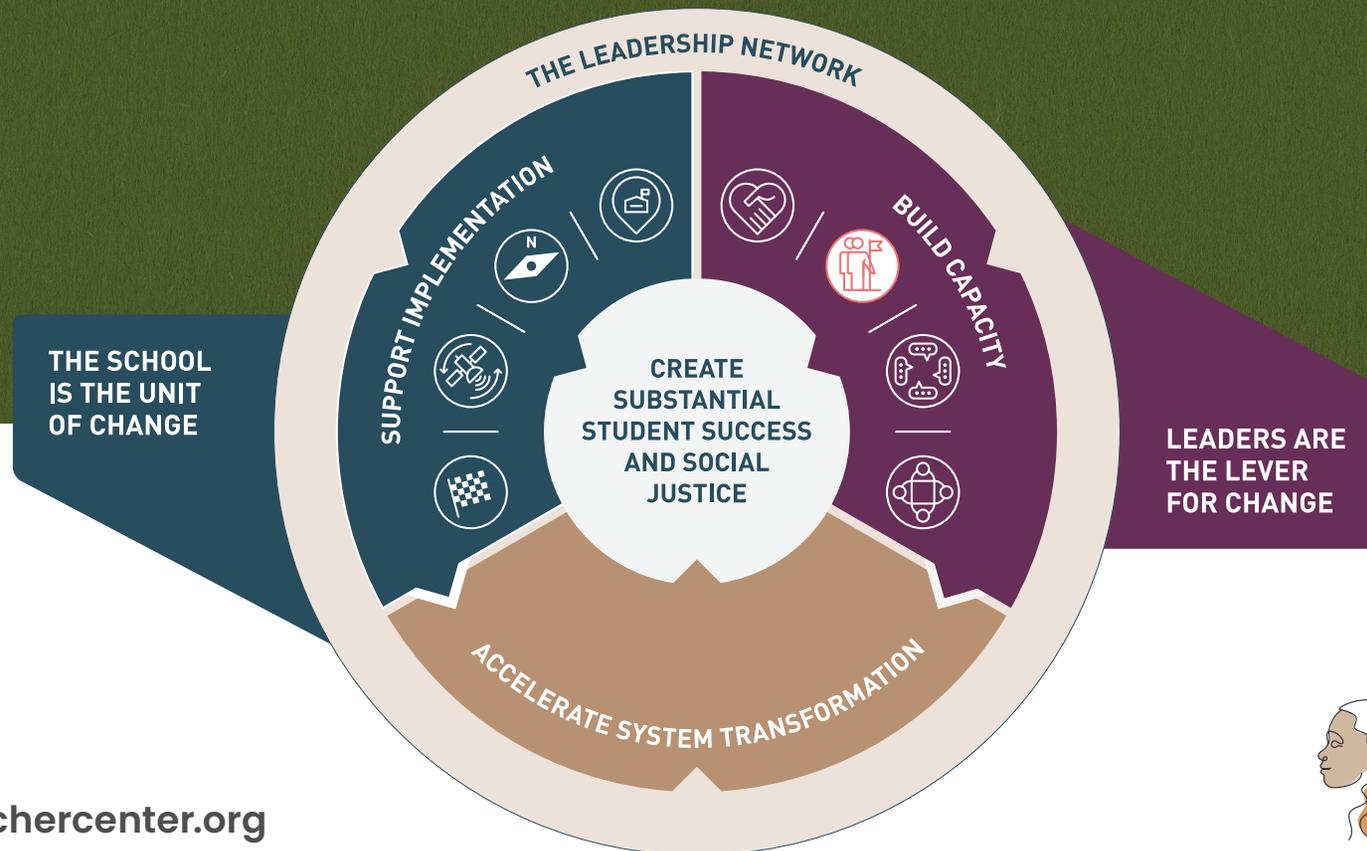


Instructional

Leadership Team

Continuum



INSTRUCTIONAL LEADERSHIP TEAM CONTINUUM

For additional copies of this publication contact:

New Teacher Center
831-600-2200
partnerships@newteachercenter.org
newteachercenter.org



INSTRUCTIONAL LEADERSHIP TEAM CONTINUUM OVERVIEW

What is the purpose of an Instructional Leadership Team (ILT)? Why is an ILT important to the success of a school?
Continuous professional learning and student growth is guided by an effective ILT.

An ILT is of particular importance as school staff and communities shift to rigorous academic standards and supportive learning conditions. The ILT continuum is designed for school leaders at various levels of implementation, including launch, development, or refinement.

The ILT is unique in its composition and purpose in the following ways:

- consists of instructional leaders who are deeply committed to coaching and professional learning
- institutes a shared, common vision of teaching and learning across the school community
- develops and facilitates continuous and focused professional learning for every educator within the school
- supports school improvement through collaboration and distributive leadership



Each domain defines what to look for across five developmental levels of implementation. Within each domain are aligned Core Leader Skills, which are the leadership skills and behaviors that support achieving effective practice.

SHARED VISION

To what extent are formal practices in place to create, build, and sustain a highly effective ILT that supports all staff and students?

COMMUNITY OF PRACTICE

To what extent does the ILT develop staff capacity to collaborate and strengthen teaching and learning?

PROFESSIONAL LEARNING

To what extent is the ILT's purpose shared among staff?
 To what extent does the ILT support all staff with teaching and learning?

SHARED VISION: *Develops a clear vision and creates aligned systems and structures that support increased collaboration and teacher leadership*

	Emerging	Developing	Effective	Strategic	Transformative
VISION OF TEACHING AND LEARNING	The school leader is beginning to set a vision in areas such as College and Career Ready Standards (CCRS) or social and emotional learning (SEL)	The administrative team begins to align and develop the school's vision of teaching and learning to CCRS instruction and SEL	The ILT develops and articulates a school-wide vision of effective classroom instruction that cuts across content areas and departments; staff contribute to the vision	The ILT guides a collaborative process for developing a common vision and shared definitions of instructional practices that are aligned to the school's vision of effective instruction	The ILT leverages stakeholders to deepen and expand a common vision of effective instruction with an equity lens that supports every student to achieve rigorous standards
STRATEGIC PLANNING	Strategic planning has little to no connection to the school-wide vision of teaching and learning and an analysis of data; the school leader analyzes school data in isolation of staff and/or for compliance	The administrative team develops a strategic plan with some connection to data and a school-wide vision of teaching and learning; the plans are focused on improving instruction and culture	The ILT refers to multiple types of data when developing a school-wide strategy for improvement; ILT decisions are based on improving instruction and student outcomes; staff are provided opportunities to give input into the strategic plan	The ILT develops a school-wide strategic plan based on an analysis of multiple sources of data, identifies clear instructional priorities, sets measurable goals, aligns strategies, and includes consistent progress monitoring; the plan is constructed collaboratively with staff	The ILT continually refines a school-wide strategic plan; the ILT engages in a continual process of assessing the impact of improvement strategies with internal and external feedback and uses it to improve instruction, the function of the ILT, and the whole school improvement process
DATA PRACTICES	The school leader establishes instructional goals, data systems, and assessment calendars when required by the district	The administrative team defines the school's comprehensive assessment system, which includes interim/benchmark, and summative assessments, as well as a process for gathering formative data, such as student work	The ILT sets SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals and continuously assesses whether the school is on track to meet end-of-year summative goals; the ILT ensures educators have time and support to analyze assessment items, data, and student work	The ILT ensures teacher leaders and educators are supported to facilitate data meetings and skillfully analyze data from different assessments at set times of the year; the ILT analyzes data to make key management, resource allocation, and professional learning decisions	The ILT develops rigorous and shared progress monitoring systems designed to improve school-wide instructional practices; multiple forms of data are included in goal-setting; the ILT shares findings from data analysis with both internal and external stakeholders on a regular basis and asks the audience for input



To what extent is the ILT's purpose shared among staff? To what extent does the ILT support all staff with teaching and learning?

SHARED VISION: *Develops a clear vision and creates aligned systems and structures that support increased collaboration and teacher leadership*

CORE LEADER SKILLS

Modeling Civic Leadership

- Embodies the school vision consistently through words and deeds, holding others to high expectations for school conditions and student outcomes

Engaging in Change Leadership

- Includes others in goal-setting, inspiring others to take actions designed to achieve the mission and honors intellectual capital and the capacities of others to achieve excellence
- Models both persistence in pursuing goals and perceptiveness in knowing when to adapt in order to achieve necessary outcomes
- Clearly communicates the vision to all stakeholders, confirming understanding and enlisting commitment and support to achieve agreed-upon goals

Monitoring Progress

- Maintains and tracks both long-term and short-term improvement goals for every staff member that are tied to the larger school goals



To what extent is the ILT’s purpose shared among staff? To what extent does the ILT support all staff with teaching and learning

COMMUNITY OF PRACTICE: Rallies a school community around a compelling vision and fosters engagement that is observable

	Emerging	Developing	Effective	Strategic	Transformative
CONDITIONS FOR SUCCESS	The principal organizes the ILT, but does not share the purpose with the faculty; staff are unaware of the ILT or perceive it as a compliance activity; instructional decisions are made elsewhere	The school leader establishes working agreements, norms, and roles; communicates the purpose of the ILT with staff in order to increase support and improve the impact of the team	ILT members lead activities to support effective team development and establish the foundation of a team learning together; the ILT uses multiple, ongoing methods to communicate the purpose of the ILT to the staff	Purposefully develops itself as an effective team through the use of protocols and ongoing reflection; the ILT regularly revisits its effectiveness as a team; the ILT and staff begin each year by working to ensure that all members of the staff, especially new members, understand the purpose of the ILT	Purposefully develops itself and all educators through the use of protocols and ongoing reflection; the ILT regularly revisits its effectiveness as a team based on the school's performance and feedback from staff; all staff understand the purpose and role of the ILT within the context of the broader school system
ILT SELECTION	The ILT is composed of school leaders and a few staff; the school leader appoints members based on factors such as seniority or personal preference; criteria for membership in the ILT are not established or not communicated to staff	The administrative team appoints school leaders and teachers that represent the staff overall, but do not represent teams of teachers and all content areas, departments, and grade levels; criteria for membership in the ILT have been established, but are not communicated to staff	Includes school leaders, instructional leaders and teacher leaders who are selected based on criteria that have been communicated to all staff (e.g. achievement, leadership skills, and a willingness to work with peers); the school leader(s) monitors and provides feedback on the ILT and its members' work	Composition reflects a commitment to equity and diversity by representing multiple points of view; the ILT builds the leadership capacity of non-members in order to have a fluid ILT membership over time; ILT members and educators develop common criteria for the ILT roles and responsibilities	Composition reflects a commitment to equity and diversity; the ILT continually expands the pool of educators who can serve in diverse leadership roles, which results in fluid ILT membership over time; ILT members and educators develop common criteria for ILT roles and responsibilities and regularly revisit those criteria to ensure alignment to the school's vision
STRUCTURES	The school leader convenes administrative staff and instructional leaders inconsistently during the school year; the school leader creates the agenda; meetings lack consistent routines and procedures; agendas are not shared with the staff	Meetings occur inconsistently; the schedule and agenda is developed mainly by the administrative team; the ILT sometimes uses routines and procedures that support the team's working styles and focus on teaching and learning	The ILT meets regularly based on school needs and develops agendas with input from the ILT members; the ILT consistently uses routines and procedures: start/end times, attendance, role assignments in order to stay focused on teaching and learning; ILT meeting minutes are shared with all staff	The ILT meets regularly based on school needs and develops agendas with input from ILT members; meeting times and agendas are flexible to meet the ongoing needs of the school; routines/procedures and effective team development supports the ILT to focus on teaching and learning	In team meetings led by ILT members, educators have a high amount of efficacy and demonstrate leadership; the ILT focuses on matters relevant to the school through deliberate learning experiences that include school visits, readings, observing, and study of best practices; minutes are recorded and shared with faculty for input



To what extent are formal processes in place to create, build and sustain a highly effective ILT that supports all students and staff?

COMMUNITY OF PRACTICE: Rallies a school community around a compelling vision and fosters engagement that is observable

	Emerging	Developing	Effective	Strategic	Transformative
NORMS AND AGREEMENTS	The school leader sets norms for the team; the norms are referred to initially, but there is little discussion or reflection about them	Individuals on the team provide some input on norms provided by the administrative team; norms are occasionally referenced, but do not guide the work of the ILT	ILT members help create and follow norms; intentional efforts made to ensure norms are being upheld and revisited; occasionally, ILT members point out instances when norms not followed	ILT members help co-create, refine and support the norms that reflect the school community and drive teamwork; ILT members address breaches in culture so that all staff feel welcomed, heard and celebrated	ILT members foster a culture in which norms are evident across the school; grade and/or content teams revisit and co-constructs norms; relevant restorative practices are used to build community
ROLES AND RESPONSIBILITIES	The school leader does not have or define instructional leadership roles based on the school's vision and priorities; the school leader facilitates ILT meetings	The administrative team defines the roles of ILT members; roles have limited connection to the school's vision and priorities; the administrative team facilitates ILT meetings and may have some shared facilitation	The ILT has clear, well-developed leadership roles & responsibilities aligned to school's professional learning plan/ priorities; ILT members share facilitation & use inquiry-based techniques: ask questions, actively listen, and synthesize ideas	The ILT ensures that all staff are supported, and are able/ supported to act on their roles and implement initiatives; ILT members begin to train educators and teacher leaders to facilitate inquiry-based meetings and elicit active engagement that leads to making meaningful decisions	Working groups and committees are led effectively and in tandem with the ILT, which contributes to innovative practices and new learnings across the school; ILT members and teacher leaders continue to build educators' capacity to facilitate inquiry-based meetings
TWO-WAY COMMUNICATION	The ILT communicates with staff through published meeting minutes which are available for the staff to read after each meeting	The ILT minutes are available for the staff to read and ILT members are asked to provide updates to teacher teams	The ILT has a two-way communication structure that provides aligned information to teacher teams and a process to gather feedback for the ILT	The ILT two-way communication structure includes multiple methods of providing information to teams and receiving feedback and ideas from staff	Staff feel empowered to provide feedback to the ILT in regular feedback loops and are supported when communicating with stakeholders

CORE LEADER SKILLS

Establishes Trusting and Honest Discourse

- Minimizes unproductive conflict by maintaining consistent dialogue with all stakeholders, anticipates issues and addresses them properly

Building Leader Capacity

- Intentionally builds instructional leadership team independence and interdependence

Engaging Leaders to Maximize Leadership Capacity

- Positions teacher leaders in authentic ongoing responsibilities to improve teacher practices and accelerate substantial student success
- Calibrates and aligns leadership work so that staff experiences consistent feedback that drives results

Communicating Priorities with Stakeholders

- Convenes and engages instructional leadership team (and relevant others) to solve school-wide challenges and make shared decisions
- Works to cultivate an environment where the whole school embraces and accepts the leadership efforts of teachers and other school leaders
- Leads in an organized and timely manner and is able to maximize instructional leadership work efficiently and effectively, strategic actions communicate competence to stakeholders



To what extent are formal processes in place to create, build and sustain a highly effective ILT that supports all students and staff?

PROFESSIONAL LEARNING: Informs, guides, and develops the instructional practices of staff

	Emerging	Developing	Effective	Strategic	Transformative
PROFESSIONAL LEARNING (PL) PLANNING AND IMPLEMENTATION	The school leader periodically engages staff in professional learning to complete compliance requirements; school leaders begin to mobilize an ILT to take collective responsibility for improved outcomes and achievement by developing intentional focus areas for professional learning	The administrative team mainly drives professional learning with inconsistent input from the ILT and/or educators; the ILT facilitates professional learning through team structures; meetings inconsistently focus on improving instructional and social and emotional learning and practices; grade-level or team meeting agendas are mostly set by the ILT	A shared vision and clear instructional and social and emotional learning focus areas accompanied by best practices and strategies that improve student learning are well-known and observed throughout almost all school-based professional learning; ILT members gradually develop capacity to lead teams and coach teachers	Professional learning is characterized by staff as data-driven, practice-centered, and collaborative; the ILT co-constructs differentiated professional learning plans, systems, and accountability with educators; all coaching, team and grade-level meetings, all-staff PL and observation of practice are focused on advancing the school's vision and sustained improvement in instructional practice	The ILT shapes professional learning through a robust system of feedback and data and consistently builds capacity among staff to coach, facilitate team and grade-level meetings, all-staff PL, and observation of practice; teams of educators collaborate across the school to refine practices, analyze data, and improve instruction and social and emotional learning; teacher leaders and teams influence and shape the decisions and agendas of the ILT
PROGRESS MONITORING	School leaders analyze readily available data from required yearly assessments, teacher evaluation systems, and/or required staff, family, and student surveys; the analysis is rarely connected to professional learning decisions and outcomes	The administrative team is focused on improvement areas based on data; structures are in place for collecting and analyzing data that inform educators' instruction; the ILT develops systems to collect data from regular classroom observations, feedback, and coaching	The ILT actively monitors and identifies new areas to improve student learning experiences through a school-wide system of data collection; the ILT draws connections between student data, classroom observation, coaching trends, and collaboration to inform its professional learning plans and corresponding strategies	Each ILT member leads a team that leverages the school-wide data system and formative data to identify sequential short-term goals and strategies that are in alignment with school-wide goals and priorities; each team develops an action plan and establishes a process to monitor progress toward goal(s); ILT recognizes and celebrates the efforts of teams to achieve goals	The entire school community has a results-orientation to student learning and instruction; teams provide and receive feedback on goals and action plans, while supporting implementation and sharing of best practices; results from each collaborative team guide the work of teams and are critical to the continuous improvement process of the school



To what extent does the ILT develop staff capacity to collaborate and strengthen teaching and learning?

PROFESSIONAL LEARNING: Informs, guides, and develops the instructional practices of staff

	Emerging	Developing	Effective	Strategic	Transformative
INSTRUCTIONAL PLANNING	Professional learning about curriculum consists of the school leader providing sporadic, discrete knowledge and tasks to teachers about CCRS; curriculum and materials are not examined in light of the school's vision and CCRS	Implementation of CCRS curriculum is varied across grade levels and content areas; instructional practices, scope and sequence documents, lesson plans, and materials across the school are inconsistently updated; educators plan in isolation of each other and the ILT	The ILT consistently examines curriculum and instructional practices through the lens of CCRS and the school's vision of instruction; identifies gaps in curriculum and materials in selected pilot grade levels and/or content areas; ILT members guide teams to plan lessons and analyze student work	Members of ILT and educators build capacity to improve instructional materials through review of lesson plan alignment with a scope and sequence, fidelity to the school's instructional model, and/or alignment between assessments and standards; each ILT member supports teams to map standards to lesson/unit plans and regularly analyze student work	Teams of educators collaborate across the school to refine practices, analyze data, and improve instruction; the ILT disseminates and helps to refine high-quality lesson plans, unit plans, scope and sequence documents, and effective strategies as evidenced by classroom implementation of curriculum
PROFESSIONAL LEARNING SYSTEMS	Staff are open to observations for evaluation only and/or at specific times; grade-level or team meetings occur occasionally with some topics focused on supporting teaching and learning and the school-wide focus areas; observation and feedback are not focused on improving student outcomes	Feedback and observation are inconsistently implemented and generally do not result in improved student outcomes; the ILT rarely seeks out and incorporates input from staff on professional learning; collaboration among educators lacks clear purpose, routines, and content focus	ILT establishes systems and structures that support consistent learning walks and one-to-one coaching; ILT sets priority areas for observations based on data and input from staff; at least monthly, ILT identifies and provides resources for grade-level or team meetings, including practice-based protocols, such as collaborative study of videotaped lessons and analysis of student work	Staff expect to observe ILT members modeling effective strategies, to be observed as part of adult learning, and to assess their own practice; the ILT and teacher leaders consistently lead and co-lead practice-centered study; ILT team members consistently lead teams that develop effective CCRS and SEL practices	Systems are in place so that all ILT members model effective instructional or SEL practices for colleagues and/or co-teach as needed in their own and others' classrooms; joint observation with debrief and peer coaching is a common practice; the ILT establishes sustainable systems that monitor professional learning for quality, relevance, and sustainability

CORE LEADER SKILLS

Establishes Trusting and Honest Discourse

- Encourages respectful dialogue among stakeholders where risk-taking, disagreement, and differing points of view are respectfully sought, heard, and considered

Builds Collaborative Learning Environments

- Models and facilitates continuous learning and expects every person on campus to be visibly learning
- Fosters and focuses collaborative culture on improving adult practice to benefit all students
 - Develops a strong network with others both inside and outside of school to ensure initiatives lead to improved outcomes for both the school and system
 - Engages in collaborative problem-solving when challenges and barriers arise



To what extent does the ILT develop staff capacity to collaborate and strengthen teaching and learning?