

Reflection Tool

Influence	Beginning	Emerging	Proficient	Excellent
Implementation	Leader understands that the use of an implementation cycle may be beneficial to implementing improvements in the school but creates one without teacher input.	Leader understands that the use of an implementation cycle is vitally important to implementing improvements. The leader engages in creating a cycle with teachers.	Leader engages in dialogue with teachers to create a program logic model. They use the program logic model to help them create an implementation cycle. They go through the implementation cycle once and collect evidence to help them understand impact. However, they do not use that evidence to guide new learning around the improvement.	Leader sets a clear, practical and impactful vision for quality instruction with teachers. The leader engages in dialogue with teachers to create a program logic model together. They use the program logic model to help them create an implementation cycle. They go through the implementation cycle once and collect evidence to help them understand impact. They use that evidence to help guide them through the process of making additional improvements.
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Instructional Strategies	Leader understands that the use of a variety of instructional strategies in the classroom is necessary to engage students. However, the leader does not have an understanding regarding the nuances of putting those strategies into practice.	Leader understands that the use of a variety of instructional strategies in the classroom is necessary to engage students. The leader can offer one of several strategies to use in the classroom but does not necessarily want to model them for the teacher.	Leader engages in dialogue with teachers that focus on different instructional strategies, which provides an opportunity to set a clear, practical and impactful vision of instructional leadership. These strategies are part of the focus of faculty meetings, PLCs or department meetings, and the leader offers samples of research to support the use of those strategies. The next step is for the leader to consistently focus with teachers on evidence of impact.	Leader collaboratively sets a clear, practical and impactful vision for quality instruction with teachers, using a program logic model. The leader engages in dialogue with teachers at faculty meetings, PLCs or department meetings around different instructional strategies to use in the classroom to meet the needs of students. Those strategies are offered with background research, and there are opportunities to see those strategies modeled through peer classroom observations or the use of videos that help model the lesson. Additionally, instructional strategies mentioned are used with students, and evidence is collected to understand their impact.
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Student Engagement	Leader does walkthroughs and formal teacher observations where student engagement is a focus. However, the leader does not ask students questions to gauge student understanding.	Leader does walkthroughs and formal teacher observations in which student engagement is a focus. The leader sits down and asks individual students questions to gauge student understanding.	Leader does walkthroughs and formal teacher observations in which academic and social-emotional student engagement is a focus. The leader creates a program logic model with teachers that may help students feel less alienated and more engaged. They also use an implementation cycle to help build a common language and common understanding around that student engagement area of focus.	Leader engages in a program logic model with teachers to discuss areas of need when it comes to student engagement. The leader does walkthroughs and formal teacher observations in which academic and social-emotional student engagement is a focus. The leader uses the program logic model with teachers to define ways of helping students feel less alienated and more engaged. They also use an implementation cycle to construct a common language and common understanding around that student engagement area of focus, and they collect evidence to understand impact.	
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Focus on Learning	Leader sits in the back of the classroom during formal observations and does not speak with students. The leader takes notes focusing on learning intentions that are addressed by the teacher. The leader understands what the learning intentions for the class may be because there is an expectation that teachers will have them visible for students during class.	Leader understands that there needs to be a balance between knowledge and skills taught in the classroom. The leader will occasionally ask teacher for further details about the focus on learning taking place in class and ask teachers to explain how their instructional practices help build both knowledge and skills.	The leader works collaboratively with teachers to gain a better understanding of knowledge dimensions and the need for surface-, deep- and transfer-level learning. They take that learning and work together to create an implementation cycle to help them focus on one of those areas.	The leader works collaboratively with teachers to gain a better understanding of knowledge dimensions, conceptual understanding and the need for surface-, deep- and transfer-level learning. They take that learning and work together to create an implementation cycle to help them focus on one of those areas. The team members work together to collect evidence to understand the impact their combined thinking is having on student learning.
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Collective Teacher Efficacy (CTE)	Teachers mostly work in silos. However, if teachers want to work in groups, that is fine as well. The leader appreciates that teachers will work cooperatively but does not necessarily need to see the evidence that it's working.	Teachers can either work in silos or work in cooperative grade level, PLC or department-specific groups. It all depends on what the leader wants, any of the work being done needs to follow district mandates, and teachers must provide evidence that what they are doing is working.	Leaders, as well as teacher leaders and coaches, have a deep understanding of teaching and learning. Teachers feel comfortable challenging each other's thinking and learning from that level of challenge. The group members have constructed a goal together and are beginning to collect evidence to see if their effort is working, but they are not necessarily consistent in doing so.	Each collaborative group (i.e., PLC, grade level, department, faculty) has a strong belief in each other. Together, they construct a goal that is deeply focused on a challenge they are facing (e.g., school consolidation, student learning, achievement gap). Teachers feel comfortable challenging each other's thinking and learning from that level of challenge. The group members work together and consistently try new strategies they learned from each other to meet that challenge, and they collect evidence to see if their efforts are working. The leader can provide evidence of impact when it comes to CTE.	
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Evidence of Impact	Leader rarely collects evidence to understand how his or her leadership actions are helping to change the school climate. However, it is on the leader's radar and is something he or she would like to begin doing.	Leader understands the need to collect evidence around the things he or she is trying to change in the school. The leader randomly collects evidence around the changes he or she values and feel like he or she controls. The evidence collected is usually mostly anecdotal notes from teachers.	Leader works with teachers to engage in collaborative dialogue around what needs to be improved in the school community. The leader readily pays attention to the needs of students and teachers and engages in program logic to define the improvements needed, as well as the necessary actions to achieve those improvements. The leader engages in implementation cycles, goes through the learning process encouraged by collecting evidence during those cycles, and consistently uses that evidence to improve his or her practice.	Leader works with teachers to engage in collaborative dialogue around what needs to be improved in the school community. The leader readily pays attention to the needs of students and teachers and engages in program logic to define the improvements needed, as well as the necessary actions to achieve those improvements. The leader engages in implementation cycles, goes through the learning process encouraged by collecting evidence during those cycles, and consistently uses that evidence to improve his or her practice.
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