

A Work in Progress

TRANSFORMATIONAL AND INSTRUCTIONAL LEADERS

The chart that follows contains a list of practices of both transformational and instructional leaders. Rank order these practices from where you spend the most time to the least amount of time. A rank of 1 will indicate the practice where you spend the most time, and a rank of 10 will indicate the practice on which you spend the least amount of time. Suggestion: Read all the statements first, then go back and complete the ranking.

Rank	Leadership Practice
	1. Visiting classes to check in on teachers and students
	2. Implementing the teacher evaluation process to ensure student learning
	3. Meeting with the leadership team to ensure teachers have what they need
	4. Observing instruction for practices that are known to improve learning
	5. Communicating the vision and mission to stakeholders
	6. Participating in professional learning communities plus meetings where teachers analyze data and plan lessons to meet student learning needs
	7. Recognizing teacher accomplishments
	8. Leading, organizing, and participating in professional learning with teachers
	9. Keeping teachers informed on progress toward school goals
	10. Providing teachers meaningful feedback for instructional improvement and growth in student learning

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List the numbers of the items that you gave top rankings (i.e., 1, 2, and 3).

List the numbers of the items that you ranked at the bottom (i.e., 8, 9, and 10).

The odd numbers represent practices of *transformational leaders*, and the even numbers are practices of *instructional leaders*. Are you spending your time on the practices that research shows have the greatest impact on student learning?

How can you re-purpose some of the time you spend outside of instructional leadership and apply it to instructional leadership practices?
