

## Self-Assessment Re: Key Steps in Leading Instructional Improvement

Low Mid High

- |    |   |           |
|----|---|-----------|
| 1) | Compelling need for change/improvement well established and vast majority are <b>committed</b> (not simply compliant) to creating viable solutions.<br>Comments (evidence, issues, challenges, questions, etc):   | 1-2-3-4-5 |
| 2) | Shared Understanding/Consensus re: Improving instruction/curriculum goals(e.g. <b>What</b> exactly are we improving and <b>why</b> ? Key strategies, Research base etc. Comments (evidence, issues, challenges, questions, etc):  | 1-2-3-4-5 |
| 3) | Established “ <b>Culture of Feedback</b> ” – All understand and participate in a viable system of giving and receiving feedback (video/ teacher team learning walks/ Principal walk throughs, coaching, learning pairs, etc.)<br>Comments (evidence, issues, challenges, questions, etc): | 1-2-3-4-5 |
| 4) | <b>Skillful data usage</b> - PLCs (Common Formative Assessments, State/ Local Tests, Student surveys, Classroom observations, Progress monitoring of Tier 2/3 intervention students, etc.<br>Comments (evidence, issues, challenges, questions, etc):                                     | 1-2-3-4-5 |
| 5) | Positive/healthy human relationships, <b>Respectful</b> school culture. <b>Trust</b> levels are high, staff can count on one another. (“good vibes” abound)<br>Comments (evidence, issues, challenges, questions, etc)  | 1-2-3-4-5 |

**Overall conclusions** – implications/goals for focus/action going forward: