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LEVERAGE LEADERSHIP IMPLEMENTATION INVENTORY

INSTRUCTIONS

The following assessment has been designed to provide school and system level leaders a tool to determine the current state of Leverage Leadership implementation, set goals for deeper implementation, and monitor progress over time.

Please assess your implementation of the following practices:
- Data Driven Instruction,
- Student Culture,
- Observations and Feedback,
- Leading Adult Professional Development and
- Staff Culture
- Strategic Planning

Once finished, tally your "score" on the final page and color code to create a "heat map" of your current implementation. Reflection questions for prioritizing and planning next steps are provided on the final page of this assessment.

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Leading Data Driven Culture:	
To what extent does your team:	1. **We haven't started this ye** 2. **Started but inconsistent** 3. **Proficient Implementation** 4. **Exemplary Implementation**

1. Have high quality, standards aligned, interim assessments in place across schools, grades and subjects that are aligned to end-goal assessments (state tests, college entrance exams, etc.)	
2. Begin the year with a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching)	
3. Lead initial and ongoing professional development that prioritizes data driven instruction (includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs)	
4. Have a system to create, implement, and monitor aligned lesson/curriculum materials (including "do nows", in-class independent work, exit tickets, quizzes and unit assessments) that meet or exceed the rigor of the standards and end-goal assessments	
5. Recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintain focus on the process throughout the year.	
6. Masterfully conduct deep analysis of school wide and individual teacher data so that school wide patterns (high and low outliers) can be identified and be used to create effective action plans.	
7. Lead effective interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (using monitoring tools, student work analysis, and classroom observations)	
8. Hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning.	

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9. Follow through with teachers to observe and monitor the impact of reteach lessons on student achievement	
10. Lead effective lesson/unit planning activities that are connected to the trends that the data shows.	

Leading School Culture *To what extent does your team:*	1. We haven't started this ye 2. Started but inconsistent 3. Proficient Implementatior 4. Exemplary Implementatio
1. Have a clear vision for school culture that can be clearly articulated to and by faculty, students, and parents (what students/teachers will do/say, what redirection looks/sounds like, what happens when students struggle to meet expectations after redirection)	
2. *Have* a tool in place that effectively communicates the vision for student culture that uses common language for in class routines (e.g. school culture rubric/checklist).	
3. Have a clearly defined minute by minute plan for common school-wide systems (arrival/breakfast, morning meetings, hallway transitions, in class routines, lunch, celebrating learning, discipline referrals)	
4. Effectively roll out new routines and procedures that enables modeling and practice	
5. Lead effective professional development to implement culture routines and procedures that models leadership and monitors and holds teachers accountable to effective practice	
6. Demonstrate all-school leadership presence during implementation that models specific teaching techniques for teachers that align to the instructional and cultural vision.	
7. Consistently *use* a tool (e.g. culture rubric) that enables leaders to actively measure student culture and identify the gaps between reality and the vision	

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8. Effectively lead a whole school reset when necessary to revamp a whole school routine/procedure	
9. Lead effective discipline conversations with parents	
10. Manage school support staff (Deans, Assistant Principals, etc.) to ensure that school culture leadership is shared and executed effectively.	

Leading Observation and Feedback *To what extent does your team:*	1. We haven't started this yet 2. Started but inconsistent 3. Proficient Implementation 4. Exemplary Implementation
1. Have the instructional expertise to identify quality action steps that name the highest leverage issue in the class and can create action steps that are measurable, observable, and bite sized	
2. Have deep content knowledge in one or more of the core subject areas (Math, Language Arts, etc.) including knowledge of best teaching practices and current standards and the ability to model lessons for new or struggling teachers	
3. Maintain a *weekly* observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching	
4. Have a common system for tracking feedback to teachers that allows leaders to track the number of observations they have conducted, the action steps issued, and trends across teachers that can inform professional development.	
5. Have a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, an exemplar of these action steps in practice, and an opportunity to practice live during the meeting.	
6. Create an expectation that teachers will plan and practice during their feedback sessions.	

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7. Have systems in place to follow up with teachers following observation and feedback meetings (teacher binders, tracking systems, etc.)	
8. Consistently identify high leverage trends across multiple observations to ID topics for grade-level or whole school professional development	
9. Use genuine moments of affirmation that are organically embedded into feedback meetings, are linked to previous action steps, and ask teachers to reflect on the impact of their own improvements.	
10. Judiciously provide real time feedback that takes place during class, supports the flow of class, uses nonverbal signals and gives teachers clear "what to do."	

Leading Adult Professional Development To what extent does professional development	1. We haven't started t 2. Started but inconsist 3. Proficient Implemen 4. Exemplary Implemen
1. Prioritize the highest leverage actions to practice as the PD objective	
2. Occur on regular, designated professional development days on the highest leverage topics that are based on school need	
3. Differentiate for new/struggling teachers, proficient/advanced teachers, instructional leaders/teacher coaches, support staff	
4. Regularly receive feedback from a supervisor or expert peer prior to delivery	
5. Enable participants to see effective models (video, written exemplars, live models, etc.) so that they can identify effective strategies and practices	

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6. Provide adequate time for clear follow up plans that will ensure at least 90% implementation	
7. Model effective pacing and time management (start and ending on time, quick pace, tightly managed transitions, etc.)	
8. Provide participants with tools that will improve their practice (such as cheat sheets that enables stronger peer-peer feedback	
9. Lead small/groups of participants to reach the right conclusions mostly on their own and encourages reflection time for capturing big takeaways and action steps.	
10. Receive follow up with observations/feedback focused on the learned technique or skill, additional practice rounds for those who struggle to implement, follow up sessions to deepen understanding of content	

Leading Staff Culture *To what extent does your team*	1. We haven't started 2. Started but inconsist 3. Proficient Implemen 4. Exemplary Implemen
1. Clearly define mission that is measurable, time bound, and ambitious, such that some people may not see it as possible (i.e. increasing the likelihood that mission aligned individuals will join the team and those that are not will self-select out).	
2. Articulate a set of core values that name specific actions that spell out what the values look like in practice	
3. Make expectations clear with clear job descriptions, "who to go to for what" documents, and transparently identify opportunities for growth and criteria for consideration for advancement	
4. Set measurable goals for school culture (using rubrics, staff survey/retention data, etc.)	

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5. Regularly assess the quality of staff culture by identifying trends in staff survey data, conducting listening tours, and seeking to understand the motivations of baffling teachers	
6. Demonstrate staff culture leadership presence (e.g. tracking positive staff interactions, having quick meetings with staff they do not immediately coach, talking with all staff members at social functions, being present in work spaces, and identifying bellwether staff to seek input on staff culture issues)	
7. Intentionally plan staff culture events by calendaring them at the start of the school year, ID the value/mission element the event supports, assigning owners so that staff culture is shared responsibility)	
8. Close the gap to realign the school to the staff culture vision by developing action steps to respond to poor culture, communicating actions that reflect staff feedback and common norms	
9. Inspire their staff by having a compelling story about why you do this work, referring to the why during PD, and by using regular communication (e.g. weekly emails) to remind everyone of the school's mission.	
10. Actively lead effective difficult conversations with staff members by remaining emotionally constant, communicating empathy in appropriate moments, and using difficult conversations to re-inspire using the mission.	

Strategic Planning	
To what extent does your team have:	1. We haven't started thi 2. Started but inconsister 3. Proficient Implementa 4. Exemplary Implementa
1. A clear set of data-driven, student outcome goals that are specific, measurable, attainable, results-oriented, and time bound (e.g. *By EOY 2017, 8th grade mathematics proficiency rates will increase from 33% to 50%.*)	
2. A clear set of data driven, implementation goals that align to the "super levers" of Data Driven Instruction, Student Culture, and Observation and Feedback (e.g. move from a 35 to a 75 on the DDI implementation rubric, move from a 2 to a 3 on the school culture rubric, average 12 observation/feedback meetings weekly)	

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3. A user-friendly dashboard that provides leaders with formative data in the following domains: DDI (student outcomes and DDI Rubric Scores), Student culture (school culture rubric scores, behavioral/attendance data), and Observation/Feedback (quantity/quality of OF)	
4. A comprehensive set of laser focused drivers (actions, tools, trainings, schedules, resources) that align to the levers and contain only items that most effectively and efficiently get to the goal. Drivers should include activities necessary to plan, roll out, execute, monitor, and follow-up implementation of the levers.	
5. A meeting schedule to that identifies the core team assignments (team objectives/purpose, leadership, membership) and meeting frequency, location, and resources necessary (standing agenda items/templates, protocols, etc.).	

6. An annual calendar/schedule that maps out when the following DDI activities will take place:
    a. State assessments
    b. Major curriculum review/alignment milestones
    c. IA planning, administration, analysis, action planning and reteach
    d. All DDI PD for instructional leaders and teachers (including opening PD in DDI, ongoing targeted PD to address needs that arise from the assessment analysis (content specific, improved analysis, video review)
    e. Where/When/Who will attend regular weekly data meetings	

7. An annual calendar/schedule that maps out when the following Student Culture activities will take place:
    a. Dates when initial culture PD will take place to roll out schoolwide routines and procedures
    b. Dates when positive school culture events/community meetings will take place
    c. Dates when culture will be assessed, using a school culture rubric
    d. Dates when culture reset may take place in highest priority areas	

8. An annual calendar/schedule that maps out when the following Obs/Feedback activities will take place:
    a. Ideal weekly schedule that spells out when observation and face to face feedback will occur
    b. Dates when monthly step back OF tracker review will take place to determine trends across classrooms to inform PD	

9. An annual calendar that maps out all PD objectives (driven by data/need), key presenters, and pre-work necessary, prioritized to target highest leverage needs for the school, as evidenced in DDI, Culture, OF data. PD calendar should detail August PD, first month PD, and ongoing PD	

10. Weekly schedules that proactively block off time for leaders to accomplish the following:
    a. DDI (looking at student work, monitoring WDM/IA analysis meetings),
    b. Student Culture (leading/monitoring student culture routines and procedures) and
    c. OF (observing and providing feedback to ILs/faculty).	

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I. Identify Trends

Transfer the score from the above assessment to the table below. Identify the key trends that you notice about your team's implementation of Leverage Leadership core practices.

Core Action	Data Driven Instruction	Student Culture	Observation / Feedback	Leading Adult PD	Leading Staff Culture	Strategic Planning
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
Total	_____/10	_____/10	_____/10	_____/10	_____/10	_____/10

1.	We haven't started this yet
2.	Started but inconsistent
3.	Proficient Implementation
4.	Exemplary Implementation

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II. Reflect on the two following questions:

a. Given the achievement goals that you have for your school and the timeline on which you aim to achieve them, what do your results tell you about what you and your leaders need

b. What are the two most important actions that you could take in coming weeks to move you towards this goal?