Professional Growth System for Leadership Teams

DISPOSITIONAL
LEADERSHIP

This detailed inventory of the Professional Growth System (PGS) is intended to provide your Leadership Team with an opportunity to conduct a self-assessment of the team's collective knowledge, skills and experiences related to the various key components of the thinking dispositions of the School Leadership Implementation Model (SLIM), as well as organizational research related to group effectiveness. The first item within each category focuses specifically on the Leadership Team's understanding of the importance of key constructs and/or the team's collective knowledge, skills and efficacy; and the second item in each category focuses on the Leadership Team's current practice (i.e., the extent to which the team effectively and successfully uses the identified skill category in a consistent manner in your school and/or district community). For the second item, you may indicate N/A if the item is not applicable in your given context and situation (for example, if your Leadership Team has not yet had the opportunity to use the specified skills in a school and/or district context).

It is important to note that this detailed inventory is *not* intended as an evaluation or definitive assessment, but rather is intended to serve as a "living document" that provides a tool for reflection and further discussion with your Leadership Team, trusted colleagues in your district and/or trusted teachers at your school.

Instructions:

(1) *School and/or district context is critical in the self-assessment and goal-setting process. In order to help ensure that your specific school and/or district context is taken into account in your self-assessment and goal setting processes, please note below the overarching topic(s) you are currently most focused on in your school/district or the overarching topic(s)/areas you are currently trying to implement at your school/district:*

     ___*a.*   *New Standards or Curriculum*
     ___*b.*   *A New Teaching Framework*
     ___*c.*   *Reading, Math, or the Family Path*
     ___*d.*   *Other (please specify: _____)*

     Other key aspects of School/District Context to be Considered:

     _____
     _____
     _____
     _____
     _____

(2) *As you read each inventory item, mark the appropriate circle or button that most closely matches your level of agreement or disagreement with each statement related to your Leadership Team's collective knowledge, skills, efficacy and/or current practice. Please keep the overarching topic(s) you noted above in mind as you reflect on these items. If your team has not yet had the opportunity to use a given skill, you may mark not applicable (N/A).*

NOTE: Whenever possible, please gather information and formative feedback (formal and informal) for your ratings on each category.

I. Leadership Team Structure & Characteristics		Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Common Purpose/Goals	(1) Our Leadership Team (individually and collectively) understands the importance of establishing a common purpose and shared goal(s).	O	O	O	O	
	(2) We have a clearly defined common purpose and shared goal(s) that are explicitly communicated to the team, and others in the school/district community.	O	O	O	O	N/A ☐
Commitment & Shared Responsibility	(3) Our Leadership Team (individually and collectively) understands the importance of establishing a shared sense of responsibility for achieving common goals.	O	O	O	O	
	(4) Our members demonstrate a strong commitment to our common purpose and shared goal(s); our team members regularly demonstrate a shared sense of responsibility for achieving common goals.	O	O	O	O	N/A ☐
Diverse Membership	(5) Our Leadership Team understands the importance and value of including diverse and varied individuals on the team (e.g., diverse in experiences, responsibilities, skills, disciplines and cultures).	O	O	O	O	
	(6) Our Leadership Team is made up of individuals representing a variety of experiences, responsibilities, skills, disciplines and cultures; we regularly assess our composition to ensure diverse perspectives and input, and as needed revise our membership.	O	O	O	O	N/A ☐
Trust & Inter-dependence	(7) Our Leadership Team understands the importance of shared trust and has the collective knowledge, understanding and efficacy needed to work interdependently.	O	O	O	O	
	(8) We have a strong sense of shared trust among Leadership Team members and we regularly rely on the knowledge, expertise, actions and resources of each other; members of our Leadership Team regularly and effectively work with each other interdependently to achieve our common purpose/goal(s).	O	O	O	O	N/A ☐

II.	Leadership Team Processes	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Norms for Interactions & Processes	(9) Our Leadership Team understands the importance of establishing clear norms and common operating procedures for communication, conflict resolution, meeting attendance, leadership styles and accountability.	O	O	O	O	
	(10) We consistently and effectively use established norms to guide how our group will function (e.g., how decisions are made, how conflicts are resolved, protocols and procedures for meetings).	O	O	O	O	N/A ☐
Clear Performance Goals & Action Plans	(11) Our Leadership Team has the collective knowledge, skills and efficacy needed to establish clear performance goals and action plans that are aligned with our common purpose/goal(s).	O	O	O	O	
	(12) We have established clear performance goals and action plans that are regularly and consistently communicated to Leadership Team members, as well others at our school/district; the established performance goals and action plans are effectively used to guide our decisions and actions.	O	O	O	O	N/A ☐
Accountability & Monitoring Progress	(13) Our Leadership Team has the collective knowledge, skills and efficacy needed to systematically collect and analyze accountability data that measures our progress towards common goals.	O	O	O	O	
	(14) We regularly and systematically collect, review and report on outcomes-based accountability data to measure our progress toward common goals.	O	O	O	O	N/A ☐
Decision-Making & Problem-Solving	(15) Our Leadership Team has the collective knowledge, skills and efficacy needed to engage in group decision-making and problem-solving processes that explore alternatives for consideration (i.e., avoids group-think) and ensures the participation of diverse voices/input.	O	O	O	O	
	(16) We regularly and effectively uses decision-making and problem-solving processes that include diverse sources of input and adequate exploration of alternatives for consideration (i.e., avoids group-think) to make valid and meaningful decisions that best meet the needs of our students.	O	O	O	O	N/A ☐

III. Effective & Timely Individual and Group Communication		Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Intra-team Communication	(17) Our Leadership Team has the collective knowledge, skills and efficacy needed for effective intra-team (internal) communication and interactions.	O	O	O	O	
	(18) We regularly and effectively use numerous and diverse protocols and practices (in group and individual communication) to ensure strong intra-team communication.	O	O	O	O	N/A ☐
External Communication	(19) Our Leadership Team has the collective knowledge, skills and efficacy needed for productive on-on-one interactions and group communication with other teachers, students, parents and community members; we understand the importance of establishing clear _two-way_ communication practices between the team and others not on the Leadership Team.	O	O	O	O	
	(20) We regularly and effectively use numerous and diverse protocols and practices in one-on-one interactions and group communications with other teachers, students, parents and community members; our Leadership Team regularly and effectively engages in _two-way_ communication with others not on the Leadership Team.	O	O	O	O	N/A ☐
Mobilizing Diverse Individuals & Groups	(21) Our Leadership Team has the collective knowledge, skills and efficacy needed to motivate and mobilize individuals and groups of teachers, students, parents and community members from diverse cultural perspectives and backgrounds.	O	O	O	O	
	(22) We regularly and effectively mobilize individuals and groups of teachers, students, parents and community members from diverse cultural perspectives and backgrounds.	O	O	O	O	N/A ☐

III. Effective & Timely Individual and Group Communication (continued)		Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Managing Conflict	(23) Our Leadership Team has the collective knowledge, skills and efficacy needed to proactively and productively manage conflict (within the team and in the broader school/district community) for healthy outcomes.	O	O	O	O	
	(24) We effectively manage individual and group conflict (both within the Leadership Team, and in the broader school/district community) in a proactive and productive manner.	O	O	O	O	N/A ☐
Dealing with Difficult Discussions	(25) Our Leadership Team has the collective knowledge, skills and efficacy needed to effectively manage defensive, off-task and unproductive conversations both within our team and in the broader school/district community and to help ensure that difficult discussions (individual and group) move efficiently and productively.	O	O	O	O	
	(26) We effectively manage defensive, off-task and unproductive conversations that arise at our meetings and within the broader school/district community; we regularly use numerous discussion protocols and communication strategies to ensure that difficult discussions (individual and group) are productive and lead to positive action.	O	O	O	O	N/A ☐
Incorporating Key Concepts	(27) Our Leadership Team has the collective knowledge, skills and efficacy needed to effectively incorporate adaptive challenges, collective efficacy and collegial inquiry into our group work.	O	O	O	O	
	(28) We regularly discuss adaptive challenges, collective efficacy and collegial inquiry; we effectively work with other teachers and staff at our school/district to help them understand the usefulness and value of these concepts.	O	O	O	O	N/A ☐

IV.	Thinking and Acting Interdependently					
		Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Collaborative Learning Culture	(29) Our Leadership Team has the collective knowledge, skills and efficacy needed to establish and maintain a positive, collaborative learning culture at our school/district.	O	O	O	O	
	(30) We effectively apply "thinking and acting interdependently" in order to create a collaborative learning culture at our school/district.	O	O	O	O	N/A ☐
Adaptive Challenges	(31) Our Leadership Team has the collective knowledge, skills and efficacy needed to help our school/district solve adaptive challenges that require new learning, innovation and new patterns of behavior.	O	O	O	O	
	(32) We regularly and effectively use interdependence to help our school/district solve adaptive challenges.	O	O	O	O	N/A ☐
Motivation/ Influence	(33) Our Leadership Team has the collective knowledge, skills and efficacy needed to influence teacher actions in a positive and constructive manner.	O	O	O	O	
	(34) We effectively use adult learning strategies to motivate teachers at our school/district and to influence teacher actions in a positive and constructive manner.	O	O	O	O	N/A ☐
Problem-Solving	(35) Our Leadership Team has the collective knowledge, skills and efficacy to work interdependently with the principal(s) and other key stakeholders at our school/district to solve grade-level and building-level conflicts and problems.	O	O	O	O	
	(36) We work interdependently and effectively with the principal(s) and other key stakeholders at our school/district to solve grade-level and building-level conflicts and problems.	O	O	O	O	N/A ☐

V. Metacognition & Flexibility		Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Considers Diverse Views	(37) Our Leadership Team understands the importance of seeking out and listening to diverse points of view; we have the collective knowledge, skills and efficacy needed to gather opinions and feedback from multiple, diverse sources (within given time constraints) before making significant decisions.	O	O	O	O	
	(38) We actively and systematically gather opinions and feedback from multiple, diverse sources (within given time constraints) before making significant decisions, including deliberately seeking out the points of view of others with opinions and approaches that differ from our team's and from less vocal/visible staff and students.	O	O	O	O	N/A ☐
Flexible Perspectives	(39) Our Leadership Team understands the importance of regularly taking the time to examine issues from the perspective of the "balcony view" before taking action; and we have the collective knowledge, skills and efficacy needed to flexibly use a "balcony" or "dance floor" view as needed.	O	O	O	O	
	(40) We regularly take the time to examine problems/issues at our school/district from the perspective of the "balcony view" before taking action; and we can flexibly switch between a "balcony" and "dance floor" view in our approach to problems and planning.	O	O	O	O	N/A ☐
Reflection & Continuous Improvement	(41) Our Leadership Team has the collective knowledge, skills and efficacy needed to engage in self-assessment of our group processes and practices, and as needed and appropriate, to effectively gather formative feedback (formally or informally) from others at our school/district.	O	O	O	O	
	(42) We regularly and systematically engage in self-assessment of our group processes and practices, and gather formative feedback (formally or informally) from others in the school/district community; we use the continuous improvement process to modify group behaviors and actions as needed and appropriate.	O	O	O	O	N/A ☐

VI. Gathering Information for Improvement and Innovation		Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Grade-Level and Building-Level Data to Inform Instruction	(43) Our Leadership Team has the collective knowledge, skills and efficacy needed to effectively use grade-level and building-level student assessment data (including longitudinal data) in a formative manner to inform program and curricular needs, school/district improvement goals, and our school//district targeted overarching topic area (e.g., Common Core, Teacher Evaluation System, School Improvement process using Wise Tool).	O	O	O	O	
	(44) We purposefully and systematically use grade-level and building-level student assessment data (including longitudinal data) in a formative manner to inform program and curricular needs, school/district improvement goals, and our school/district targeted overarching topic area (e.g., Common Core, Teacher Evaluation System, School Improvement process using Wise Tool).	O	O	O	O	N/A ☐
Grade-Level and Building-Level Data to Inform Professional Development	(45) Our Leadership Team has the collective knowledge, skills and efficacy needed to effectively use grade-level and building-level student assessment data (including longitudinal data) in a formative manner to inform the professional development needs of our school/district and its staff.	O	O	O	O	
	(46) We purposefully and systematically use grade-level and building-level student assessment data (including longitudinal data) in a formative manner to identify professional development needs of our school/district and its staff; and these data and recommendations of the Leadership Team are regularly used to inform professional development decisions.	O	O	O	O	N/A ☐

VI. Gathering Information for Improvement and Innovation (continued)		Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Linking Data to Actions	(47) Our Leadership Team has a strong knowledge and understanding of data patterns, data displays and implications of the data related to student performance; and we collectively have the knowledge, skills and efficacy needed to link this data to specific actions at the grade and/or building levels (i.e., practices and behaviors to be addressed).	○	○	○	○	
	(48) We regularly and effectively use our collective knowledge and understanding of data patterns, data displays and implications of the data related to student performance to inform specific actions at the grade and/or building levels (i.e., practices and behaviors to be addressed) and to mobilize others at our school/district.	○	○	○	○	N/A ☐
Using Multiple and Diverse Forms of Data	(49) Our Leadership Team understands the importance of gathering and using multiple and diverse forms of grade-level and building-level data/information that go beyond just student performance data (e.g., attendance patterns, classroom schedules, course-taking patterns, homework expectations) in establishing the direction of our school/district; and we have the collective knowledge, skills and efficacy needed to gather and analyze the types of other data/information needed.	○	○	○	○	
	(50) We regularly and systematically gather and use multiple and diverse forms of grade-level and building-level data/information that go beyond just student performance data (e.g. attendance patterns, classroom schedules, course-taking patterns, homework expectations) for decision-making and planning purposes related to school/district performance and our targeted overarching topic area (e.g., Common Core, Teacher Evaluation System, School Improvement process using Wise Tool).	○	○	○	○	N/A ☐