

Instructional Leadership Inventory

There are many different ways, times, and places to provide leadership in schools today. Given the increase in expectations for administrators, in some cases, the role of *leading* has changed so dramatically that leadership in schools is much like leadership in businesses – strategic planning, budgeting, managing employees, etc. Yet, if we were to be true to our purpose, then all of us, not just those deemed “administrator” would need to provide *instructional leadership*.

Instructional Leadership involves all the existing expectations for today’s leadership but begins with and maintains an added emphasis on the trait of “excellence in our field.” Instructional leaders keep student learning at the heart of all decision making. Instructional leaders continually learn about and refine their craft. And, instructional leaders view every opportunity to lead in at least two ways:

1. as an opportunity to model quality teaching and learning; and,
2. as an opportunity to focus the decision making on student learning.

Anyone – principals, deans, classroom teachers, media specialists, curriculum and instruction coordinators, district administrators, to name a few – *anyone* who is willing and able in a school or school district can serve as an instructional leader.

How willing, able, and ready are you? This inventory is intended to serve as a tool for your personal growth toward instructional leadership, whether you intend to do so from the classroom, from collegial conversations, from decision-making committees, from the role of an administrator or from any other role. The inventory explores the seven key components as identified by Stephen Covey in an article titled “Seven Habits of Highly Effective Leaders” (5/6/96), for instructional leaders to consider:

- Component 1:** Excellence in the field
- Component 2:** Self-knowledge
- Component 3:** Strategic Thinking
- Component 4:** The ability to build relationships
- Component 5:** Willingness to help others succeed
- Component 6:** A desire to continually learn
- Component 7:** The ability to communicate

Directions: Attached you will find a series of statements regarding the components of leadership. For each statement, rate *yourself* on a scale of 1 – 4 (1 – “I do not feel strong in this trait;” and 5 – “I feel I excel in this trait.”)

Tally your scores for that component, and based on your findings, write a personal goal and an accompanying action plan to begin your growth journey toward improved instructional leadership!

Component 1: Effective instructional leaders build capacity for **excellence in the field** by modeling quality teaching and learning, focusing decision making on student learning, and participating in leadership opportunities.

Circle the appropriate score: 1 – low; 4 – high: 1 2 3 4

Component 2: Effective Instructional Leaders maintain a keen and continually evolving **self-knowledge** by maintaining a sense of efficacy, conducting accurate self assessments, and remaining open to feedback.

Circle the appropriate score: 1 – low; 4 – high: 1 2 3 4

Component 3: Effective instructional leaders practice **strategic thinking** by inviting change, planning collaboratively, and thinking systemically.

Circle the appropriate score: 1 – low; 4 – high: 1 2 3 4

Component 4: Effective instructional leaders have the **ability to build relationships** with all stakeholders by valuing and establishing trust and rapport with all contributors.

Circle the appropriate score: 1 – low; 4 – high: 1 2 3 4

Component 5: Effective instructional leaders demonstrate a **willingness to help others succeed** by collaborating with, inviting, and inspiring others during the change process.

Circle the appropriate score: 1 – low; 4 – high: 1 2 3 4

Component 6: Effective Instructional Leaders nurture their **continual desire to learn** with on-going study, direct application, and reflective practice.

Circle the appropriate score: 1 – low; 4 – high: 1 2 3 4

Component 7: Effective instructional leaders have the **ability to communicate** effectively, honestly, and purposefully.

Circle the appropriate score: 1 – low; 4 – high: 1 2 3 4

On Becoming Instructional Leaders

Reflection Questions

1. What does instructional leadership mean to you? What does the "ideal" instructional leader look like?
2. What would be your criteria/measures of success as an instructional leader for your team(s)?
3. Within your current job, what are the barriers to being instructional leaders?
4. What resources/support would you need to overcome barriers/be the instructional leader you described in #1?
5. What are the current/projected future trends in education that you would want to highlight as an instructional leader?