

Reflective Leadership Development Tool:

for Applying ISLLC Leadership Standards into Practice

Overview/Background:

The Reflective Leadership Development Tool (RLDT) was initially designed in September, 2008 as part of a proposal from the Leadership for Educational Achievement Foundation (LEAF), Inc. to the executive committee of THE COUNCIL. The proposal sought to create a professional development credential for superintendents who demonstrated their commitment to professional growth and implementation of successful school improvement initiatives focused on teaching and learning. In order to become credentialed, superintendents were required to demonstrate where and how their leadership skills, as defined by the ISLLC standards, were enhanced and applied toward a productive, well documented, school improvement effort. The RLDT was conceived as a tool to assist superintendents interested in attaining this credential. At that same time, a decision had been reached to align all professional development offerings provided by THE COUNCIL through LEAF to the ISLLC Leadership Standards. Once this decision was reached, the RLDT was then viewed as a useful tool for a wider variety of applications. Superintendents are invited to use this tool as they reflect on their own leadership practice as well as that of their leadership team, both individually and collectively.

Applications:

The tool itself is quite simple by design. It can be used for individual reflection or, as part of the evaluation process to assist superintendents in framing discussions with district-level and/or school-level leaders. It can also be used to assess the efficacy of the district leadership team. As part of the reflective process, it provides a means to establish and maintain a clear focus on the essential skills and dispositions required for success as an educational leader. Additionally, the focus of the RLDT can be broad in nature, providing insight on leadership acumen generally, or targeted to a single leadership initiative in order to determine what is needed to ensure its success. In the first instance, when used to assess the leader's overall level of ISSLC awareness, skill level and impact as it relates to the entire spectrum of job responsibilities, the detail noted in the "evidence" box will cover a wide range of initiatives. When focused on a single school improvement effort, goal or problem being addressed, a separate RLDT would be completed for each such initiative and the notations listed in the "evidence" box would be specific to that interest.

Select Your Focus:

It is important to determine how you intend to use the RLDT at the outset by providing the information requested below.

1. The RLDT will be used as a tool for reflection on (check one):

an individual leader *or* a leadership group/team

2. The RLDT will be used to focus reflection on (check one):

a broad/holistic application taking into consideration how the leadership team functions on multiple initiatives *or* a specific leadership initiative, goal or issue (if selected provide a description leader or in the box below

If selected, describe the specific initiative, goal or issue:

Rating Scales/Rubrics:

Self-Rating: Using a scale of 1 – 4 make a judgment regarding your overall knowledge of, and effectiveness in the discharge of each function as it relates to either: 1.) a specific change initiative, goal or problem, or; 2.) in a more general sense regarding a wide array of leadership initiatives. Use the “Evidence” box to list/describe specific details in support of your rating. The following rubric will be helpful in determining your rating:

1	2	3	4
You have an emerging awareness of this standard/function and are beginning to consider its relevance to your work	You are developing plans to apply this standard/function based on your knowledge of it and belief in its relevance to your work	You are currently applying this standard/function directly to a goal or initiative of significance	You have applied this standard/function and have been able to measure its positive impact related to a goal or initiative of significance

Impact on Student Learning: Using a scale of 1 – 4 determine the extent to which actions (those already initiated and those being planned) will likely have an impact on student learning and achievement. The rationale for your rating should be provided in the “Evidence” box. This scale is designed to assist in determining which actions have the greatest potential for achieving desired outcomes. The following rubric will be helpful in determining your rating:

1	2	3	4
Little or no impact to be expected: Actions being planned or taken are not related to student learning in any significant way	Some impact to be expected: Actions being planned or taken are indirectly related to student learning	Moderate impact to be expected: Actions being planned or taken demonstrate some level of direct impact on student learning	High level of impact to be expected: Actions being planned or taken are directly related to conditions that impact student learning

Purpose of Ratings: Areas in need of attention will be identified through this process and action plans can be developed based upon your findings. Remember, this tool can be used for individual reflection, group/leadership team reflection, as part of a coaching or mentoring program, or as part of an evaluation process.

Cautions in Using this Tool:

Caution #1: Contextual Awareness is a Must

While the ISLLC Standards are widely regarded as the “gold Standard” for educational leaders, they are not meant to serve as a “step by step” recipe that guarantees success. Contextual, situational and circumstantial realities need to be taken into account by leaders when initiating change efforts. These contextual realities should emerge through the reflective process. The RLDT is simply a tool to provide a focus for reflection. It is not a “play book.”

Caution #2: Avoid Isolation

The ISLLC Standards represent the best thinking of educational leaders and experts throughout the nation and they are intended to “. . . provide high-level guidance and insight about the traits, functions of work, and responsibilities expected of school and district leaders.” They are not intended to be studied in isolation, divorced from the “real world” of educational leadership. The study of the ISLLC Standards as a stand alone document with the hope that through their knowledge alone they will somehow be translated into productive action, is mere folly. Rather, ISLLC provides a frame of reference upon which leaders can plan and initiate action, as well as reflect upon actions taken. Meaning is developed and enhanced and a leader’s skills are honed when “real” school improvement work is taking place, “real” lessons are being learned, and “real” best practices are being identified. The RLDT helps frame these “real work” conversations and should provide leaders with insight into where, when and why actions need to be taken.

ISLLC Standard #1:

Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders

Functions

A. Collaboratively develop and implement a shared vision.	Self-Rating Impact on Student Learning	1 1	2 2	3 3	4 4
Evidence:					
B. Collect and use data to identify goals, assess organizational effectiveness and promote organizational learning	Self-Rating Impact on Student Learning	1 1	2 2	3 3	4 4
Evidence:					
C. Create and implement plans to achieve goals	Self-Rating Impact on Student Learning	1 1	2 2	3 3	4 4
Evidence:					

ISLLC Standard #1:

Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders

Functions

D. Promote continuous and sustainable improvement	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					
E. Monitor and evaluate progress and revise plans	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					

ISLLC Standard #2:

Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

Functions

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					
B. Create a comprehensive, rigorous, and coherent curricular program	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					
C. Create a personalized and motivating learning environment for students	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					

ISLLC Standard #2:

Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

Functions

D. Supervise instruction	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					
E. Develop assessment and accountability systems to monitor student progress	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					
F. Develop the instructional and leadership capacity of staff	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					

ISLLC Standard #2:

Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

Functions

G. Maximize time spent on quality instruction	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					
H. Promote the use of the most effective and appropriate technologies to support teaching and learning	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					
I. Monitor and evaluate the impact of the instructional program	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					

ISLLC Standard #3:

Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment

Functions

A. Monitor and evaluate the management and operational systems	Self-Rating Impact on Student Learning	1 1	2 2	3 3	4 4
Evidence:					
B. Obtain, allocate, align, and efficiently utilize human, fiscal and technological resources	Self-Rating Impact on Student Learning	1 1	2 2	3 3	4 4
Evidence:					
C. Promote and protect the welfare and safety of students and staff	Self-Rating Impact on Student Learning	1 1	2 2	3 3	4 4
Evidence:					

ISLLC Standard #3:

Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment

Functions

D. Develop the capacity for distributed leadership	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					
E. Ensure teacher and organizational time is focused to support quality instruction and student learning	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					

ISLLC Standard #4:

Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources

Functions

A. Collect and analyze data and information pertinent to the educational environment	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
	Effectiveness of Actions taken	1	2	3	4
Evidence:					
B. Promote understanding, appreciation and use of the community's diverse cultural social, and intellectual resources	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					
C. Build and sustain positive relationships with families and caregivers	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					

ISLLC Standard #4:

Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources

Functions

D. Build and sustain productive relationships with community partners	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					

ISLLC Standard #5:

Acting with integrity, fairness, and in an ethical manner

Functions

A. Ensure a system of accountability for every student's academic and social success	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					

ISLLC Standard #5:

Acting with integrity, fairness, and in an ethical manner

Functions

B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					
C. Safeguard the values of democracy, equity, and diversity	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					
D. Consider and evaluate the potential moral and legal consequences of decision-making	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					

ISLLC Standard #5:

Acting with integrity, fairness, and in an ethical manner

Functions

E. Promote social justice and ensure that individual student needs inform all aspects of schooling	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					

ISLLC Standard #6:

Understanding, responding to, and influencing the political, social, economic, legal, and cultural content

Functions

A. Advocate for children, families, and caregivers	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					
B. Act to influence local, district, state, and national decisions affecting student learning	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies	Self-Rating	1	2	3	4
	Impact on Student Learning	1	2	3	4
Evidence:					

