



Intentional Leadership for Educators 360 Perception Exercise

Instructions:

- Select 6 - 10 people who will provide valuable and candid feedback to your questions
- Select a combination of both personal and organizational relationships
- Complete the conversations face-to-face if possible
- Allow ample time (we recommend a minimum of 1 hour)
- Explain this is part of a Leadership Development Program exercise you are participating in and that their feedback is very valuable to your growth
- Do not defend or justify - just listen and take notes; tell them there will be no retribution to what they say
- Tell them you are very interested in their feedback and that you want them to be honest and candid

Questions:

- What do you see as my strengths?
- In what areas do you think I could be stronger or more effective?
- What are some things you have heard other people say about me or ways they describe me?
- What effect do I have on people in a negative way?
- What effect do I have on people in a positive way?
- What do others think I view as important in our school?
- With regard to my presentation - dress, style, grooming, manner of speaking and interacting - what do you think works well about me?
- With regard to my presentation - what do you think does not work well about me?
- How would you describe my general attitude, mood or demeanor?
- What areas in our school do you think need more of my attention?
- What relationships in our school do you think need more of my attention?
- Is there anything that I have done that has affected our relationship in a negative way?
- Is there anything I have done that has affected our relationship in a positive way?
- What do you think I can do to be a better manager or leader?
- What specific suggestions do you have for me?
- Do you have any other feedback that would be helpful for me to know?

Data Analysis Protocol: Identifying a Focus Area & Goals

Step	Notes
<p>1. What do the data say? Make factual statements about the data.</p> <ul style="list-style-type: none"> • What strengths do you see? • What weaknesses? • What patterns? Anomalies? <p>"In reading, we have moved from ___% to ___% in ___ years."</p>	
<p>2. What is confirming? Why?</p> <ul style="list-style-type: none"> • What makes sense about the results? <p>"This makes sense because we really invested a lot into our literacy curriculum and professional development."</p>	
<p>3. What is surprising? Why?</p> <ul style="list-style-type: none"> • What did you see that you didn't expect to see? <p>"I'm surprised at the percentage of students that didn't move from Intensive to Strategic on DIBELS given our interventions..."</p>	
<p>4. What implications do you see for our focus this school year?</p> <ul style="list-style-type: none"> • What might this mean about our focus as a school? Which measure do we need to pay the most attention to if students are to succeed? <p>"We really need to focus on math achievement, which has been declining for several years..."</p>	<p><i>Note: The Focus Area identified here will be used to develop goals</i></p>
<p>5. What questions need further exploration?</p> <ul style="list-style-type: none"> • What additional indicators should we use? • What is our plan for getting these data? • In what areas do we need to do a deeper dive in subsequent meetings? <p>"I think we need to learn more about...so I think we should collect data on..."</p>	
<p>6. What are some draft goals?</p> <ul style="list-style-type: none"> • What are some goals we might aspire to based on this initial analysis? (re-visit with whole ILT) <p>"Increase by 20% students meeting the college readiness benchmark score in Math on EXPLORE by the end of this school year"</p>	<p><i>Note: See Goal Setting Process handout for some consideration in creating goals.</i></p>

II. Performance Gaps

Subject	Where do you see some of the greatest performance gaps?	Why do you think these gaps exist? Thoughts/Insights
Composite EOG/EOC- Overall		
Reading EOG- Overall		
Math EOG- Overall		
Science EOG- Overall		
Math I EOC- Overall		

III. AMIOs

IV. EVASS Growth

Growth Status	Exceeds, Met, or Not Met	
	2012-2013	2013-2014
Composite EOG/EOC- Overall		
Reading EOG- Overall		
Math EOG- Overall		
Science EOG- Overall		
Math EOC- Overall		

Thoughts/Insights

VI. Data Analysis

What are your school's greatest strengths? (supported by data analysis)

1.

2.

3.

Deep Data Dive Worksheet

Elementary and Middle School (Grades 3-8)

I. Performance Composite

Subject	2012-2013	2013-2014	+/-	Thoughts/Insights
Composite EOG/EOC				
Reading EOG- Overall				
Math EOG- Overall				
Science EOG- Overall				
Math I EOC				

Are there any reading proficiency/participation targets that you did not meet in 2013-2014?

Consider any reading proficiency/participation targets that you did not meet in 2013-2014 that you met in 2012-2013 and any targets you met in 2013-2014 that you had not met in 2012-2013.

Why? Thoughts/Insights

Are there any math proficiency/participation targets that you did not meet in 2013-2014?

Consider any math proficiency/participation targets that you did not meet in 2013-2014 that you met in 2012-2013 and any targets you met in 2013-2014 that you had not met in 2012-2013.

Why? Thoughts/Insights

Are there any science proficiency/participation targets that you did not meet in 2013-2014?

Consider any science proficiency/participation targets that you did not meet in 2013-2014 that you met in 2012-2013 and any targets you met in 2013-2014 that you had not met in 2012-2013.

Why? Thoughts/Insights

VII. Next Steps: Key Levers we all have at our schools- Time, People, and Resources

Growth Areas	Time	People	Resources
1.			
2.			
3.			

SAM Meeting Notes Week of _____

Monday	
Notes:	Follow Up:
Tuesday	
Notes:	Follow Up:
Wednesday	
Notes:	Follow Up:
Data Introduced:	
1. Celebrate Good Work	
2. Ask, Don't Tell	
3. Circle Back	
Thursday	
Notes:	Follow Up:
Friday	
Notes:	Follow Up:

SAM Meeting Notes Week of _____

Student Success by Design

I. Student Analysis Guiding Questions

Describe key characteristics of student need in your school. Do your data sources suggest any particular student groups that you should prioritize?	
What are your priority grades/subjects? (Focus on no more than 3)	
What specific actions or strategies in your building are leading to positive student outcomes? How do you know?	
What specific actions or strategies in your building are not leading to positive learning outcomes? How do you know?	

II. School Culture Analysis Guiding Questions

Is school safety an area of prioritization? How do you know?	
Are there specific components of your school culture you should prioritize (consider student attendance, suspensions, and serious incident data)? How do you know? Are any of the components defined above specific to particular grades or student groups? How do you know?	

How would you describe the culture of expectations among your staff and students? Is it a culture of high expectations? How do you know?	
What specific actions or strategies in your building are NOT leading to improving key elements of safety and school culture? How do you know?	
What specific actions or strategies in your building ARE leading to improving key elements of safety and school culture? How do you know?	

III. Teacher Data Analysis Guiding Questions

What are the major areas of strength among your teaching staff? How do you know?	
What are the major areas of weakness among your staff? How do you know?	
Are your current staffing investments deliberate? How do you know? What data are you using to guide those decisions?	
What position exchanges should be considered to impact teaching and learning in your school? How will they impact teaching and learning?	

How are you maximizing the time and expertise of your allotted instructional support staff members?	
Are you balancing expertise on teacher terms? How do you know?	
Is there a strategy for Collaborative Planning Time? What is it? What are things you need to consider to make it happen for all core teachers/EC/ESL etc.? What are the expectations for this collaborative planning time? How do you know the teachers are meeting these expectations?	
Do you have structures in place for teachers to have manageable caseloads/preps and true personal relationships with students?	
How are you leveraging your best teachers? Are you strategic in cases of high teacher load? How do you release teachers from duties not related to teaching and learning?	

IV. Use of Time/Master Schedule

Is my master schedule aligned with my highest priority goals? How do you know?	
Are my students engaging in rigorous coursework and sufficient loads? Examples? How do you know it is happening for all students?	

<p>To what extent is your school differentiating based on need? How are teachers determining individual or small group student needs?</p>	
<p>What does a typical student day look like? Are priority classes happening when students learn best?</p>	
<p>What does a student's trajectory (K-5, 6-8, K-8, 9-12, K-12) look like in my school? Is it cohesive and is it preparing my students for the next level to ensure college and career ready? How do you know?</p>	

