

# The 8 Roles of School Leaders™

## School-level Assessment

*Performance Skills to Increase Student Academic Achievement*



GEORGIA'S LEADERSHIP INSTITUTE  
FOR SCHOOL IMPROVEMENT

8 Roles Assessment - SCHOOL

# New Roles to Meet Our Goals

Space is provided on the pages that follow for you to assess your current mastery level. Keep this page clean so you can copy it and use it with your team(s) back at school – or to re-assess yourself in the future to track your progress.

What is your level of mastery in each role?

<b>4 – Teaching Leader</b>	<i>I'm an expert and can teach others to know and apply this.</i>
<b>3 – Master</b>	<i>I'm a role model and an expert.</i>
<b>2 – Proficient</b>	<i>I'm applying what I know.</i>
<b>1 – Developing</b>	<i>I'm learning what I know I need.</i>

Role		Level of Mastery?			
1.0	Curriculum, Assessment, and Instruction Leader	1	2	3	4
2.0	Data Analysis Leader	1	2	3	4
3.0	Process Improvement Leader	1	2	3	4
4.0	Learning and Professional Development Leader	1	2	3	4
5.0	Relationship Leader	1	2	3	4
6.0	Performance Leader	1	2	3	4
7.0	Operations Leader	1	2	3	4
8.0	Change Leader	1	2	3	4

# 1.0 – Curriculum, Assessment & Instruction Leader

**The Curriculum, Assessment, and Instruction Leader** demonstrates the ability to implement a systems approach to instruction in a standards-based environment by leading collaborative efforts to prioritize curriculum, develop aligned assessments, and plan instruction to improve student achievement.

- Leads team(s) in learning about performance standards
- Assists teachers in unwrapping performance standards
- Leads grade-level team(s) in prioritizing grade-level standards based on analyzed student achievement data
- Insures alignment of prioritized curriculum with stated and national assessments
- Assists teachers in mapping instructional delivery of prioritized curriculum
- Leads team(s) in the design of formative assessments to determine student learning and to guide effective instruction
- Assists in the development of common, periodic benchmark assessments to monitor instructional effectiveness and student learning
- Organizes meetings to allow teachers to collaboratively examine student work

**Your Examples:**

**In-Class Self-Assessment:** Circle your answer after the class discussion on this topic.

**What is my current Level of Mastery in this Role?**

**Date:**

Curriculum, Assessment & Instruction Leader

1      2      3      4

## 2.0 – Data Analysis Leader

**The Data Analysis Leader** demonstrates the ability to lead teams to analyze multiple sources of data to identify improvement needs, symptoms, and root causes.

- Analyzes standardized test scores and other school data
- Disaggregates data to reveal achievement gaps between groups of students
- Leads team(s) to analyze classroom, grade level, and school results
- Presents data for further analysis school-wide
- Leads root cause analysis to determine reasons for needed improvements
- Assists team(s) to generate individual teacher and grade level goals based on analyzed data
- Assists team(s) in monitoring goal progression throughout the school year

**Your Examples:**

**In-Class Self-Assessment:** Circle your answer after the class discussion on this topic.

**What is my current Level of Mastery in this Role?**

**Date:**

Data Analysis Leader

1	2	3	4
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## 3.0 – Process Improvement Leader

**The Process Improvement Leader** demonstrates the ability to identify and map core processes and results to create action plans designed to improve student achievement.

- Assists in identifying and mapping core school processes
- Assists in the development of school-wide plans for improvement
- Leads cross-functional teams to analyze school issues for improvement
- Teaches teams and individuals to use analysis and decision-making tools and processes
- Conducts action research to study pilot instructional programs and practices
- Studies improvement results and makes recommendations for continuation and/or modification

**Your Examples:**

**In-Class Self-Assessment:** *Circle your answer after the class discussion on this topic.*

**What is my current Level of Mastery in this Role?**

**Date:**

Process Improvement Leader

1	2	3	4
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## 4.0 – Learning & Performance Development Leader

**A Learning and Performance Development Leader** applies proven, systematic processes for improvement through analyzing human performance; planning for improvements; and designing, developing and supporting implementation of solutions to close performance gaps. This leader helps individuals make full use of their strengths toward personal and organizational goals and works to create a collaborative teaching and learning organization which develops leaders at all levels.

- Leads development of professional learning plans for staff
- Models continuous learning
- Leads development of professional learning communities throughout the school
- Assists in the development and implementation of study groups of teachers to learn effective, proven instructional practices
- Encourages collaborative, job-embedded professional learning, where teachers share their learning as a normal part of the school culture
- Provides learning opportunities for parents and other stakeholders

**Your Examples:**

**In-Class Self-Assessment:** Circle your answer after the class discussion on this topic.

**What is my current Level of Mastery in this Role?**

**Date:**

Learning & Performance Development Leader

1      2      3      4

# 5.0 – Relationship Leader

**The Relationship Leader** demonstrates the ability to identify and develop relationships among customer and stakeholder groups and communicate school goals and priorities focused on student learning.

- Focuses on relationships between school(s), customers, and stakeholders
- Communicates school priorities to the public
- Assists in communication strategy implementation including school newsletter, webpage, brochures, and events
- Participates as a member of the school council
- Encourages parental participation in the school through focused activities and volunteer groups
- Develops and administers perception surveys to identify customer satisfaction from parents, teachers, and students
- Conducts focus groups to determine further information revealed from perception surveys

**Your Examples:**

**In-Class Self-Assessment:** *Circle your answer after the class discussion on this topic.*

<b>What is my current Level of Mastery in this Role?</b>	<b>Date:</b>			
Relationship Leader	1	2	3	4

## 6.0 – Performance Leader

**A Performance Leader** demonstrates the ability to strategically plan, organize, measure, monitor, and manage school systems and processes necessary to improve student achievement.

- Assists in the development of school-wide plan for improvement by identifying realistic performance measures and aligning key indicators for goals
- Develops processes (such as a Balanced Scorecard) for monitoring, managing, and communicating indicators of achievement for goals
- Assists teachers in the development of measurable individual and grade level goals that focus on student achievement
- Collaborates with team(s) in teacher selection and assignment
- Helps develop a monitoring system of focused walk-throughs to ensure the identified curriculum is also the implemented curriculum
- Develops selection, assignment and scheduling of teacher peer coaches and mentors
- Links individual and organizational goals, performance, and results

**Your Examples:**

**In-Class Self-Assessment:** Circle your answer *after* the class discussion on this topic.

<b>What is my current Level of Mastery in this Role?</b>	<b>Date:</b>			
Performance Leader	1	2	3	4

# 7.0 – Operations Leader

**The Operations Leader** demonstrates the ability to effectively and efficiently organize resources, processes, and systems to support teaching and learning.

- Assists in determining and providing necessary resources for teachers to effectively implement the instructional program
- Assists with budget development to align resources with school-wide instructional priorities
- Participates in the development of the school-wide schedule to allow for collaborative teacher planning time and sufficient time and opportunity for student achievement
- Monitors school discipline practices and needs
- Ensures school safety by recommending and implementing proven security practices

**Your Examples:**

**In-Class Self-Assessment:** Circle your answer after the class discussion on this topic.

**What is my current Level of Mastery in this Role?**

**Date:**

Operations Leader

1	2	3	4
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# 8.0 – Change Leader

**The Change Leader** demonstrates the ability to drive and sustain change in a collegial environment focused on continuous improvement in student achievement.

- Develops strategies for assisting the school community with change such as new programs, attendance lines, instructional practices, school calendar, etc.
- Nurtures the team(s) as they navigate through change processes
- Assists school leadership in balancing pressure and support for change
- Builds buy-in from staff and community for change implementation

**Your Examples:**

**In-Class Self-Assessment:** *Circle your answer after the class discussion on this topic.*

<b>What is my current Level of Mastery in this Role?</b>	<b>Date:</b>			
Change Leader	1	2	3	4

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# Your Team(s): Are All 8 Roles Covered?

In order for a school to be optimally, all of The 8 Roles of School Leaders™ must be present. The good news of distributed leadership is that they don't all have to be covered by 1 (very tired) person! Rather, the better practice is to assemble one or more school leadership teams that are made up of each type of Leader. It is also a good idea to cascade this idea down through all other teams in your school – e.g. grade level teams, subject teams, etc.

## Take-Home Activity: Are All 8 Roles Covered?

*Complete this activity with your team(s) back at school. Take as much time as you need to work through this process together.*

1. Depending on the organizational structure in your school/district, schedule a meeting with your primary team(s) – which may include (but are not limited to) one or more of the following:
  - Central office / district leadership team
  - School leadership team
  - Grade-level team
  - Subject / department team
  - Support team
2. Make photocopies of next page and distribute them to all members of the team.
3. Each member of the team works individually to review The 8 Roles of School Leaders™ and fill out the self-assessment. (You may wish to assign this as pre-work prior to the meeting.)
4. As a group, share and discuss your results.
5. Using the Team Coverage Table on the next page, have a recorder enter each team members' name into the column that corresponds to their level of mastery in each of The 8 Roles of School Leaders™.
6. Use the **Team Coverage Guidelines** provided to have a meaningful conversation around the following questions:
  - a. Are all of the 8 Roles covered by the current membership of our team?  
If not, what are we going to do about it?
  - b. Are there people on the team who can grow into one or more of the 8 Roles over time?  
If so, brainstorm on learning opportunities that can facilitate and speed up that process.

<b>The 8 Roles of School Leaders – Team Coverage Assessment</b>			
Team Name:			
Assessment Date:			
<p><b>Team Coverage Guidelines</b></p> <ul style="list-style-type: none"> <li>If no one scores 3-4 on a role, get support from another individual in your school/district</li> </ul>	<ul style="list-style-type: none"> <li>Can serve as leaders in this role</li> <li>Can serve as mentors for others still developing in this role</li> </ul>	<ul style="list-style-type: none"> <li>2+ members can work together as co-leaders in this role, if no 4's are available</li> <li>All at this level should pursue learning/experience in this role</li> </ul>	<ul style="list-style-type: none"> <li>Should not serve as a leader in this role at this time</li> <li>May pursue learning/experience if desire future leadership in this role</li> </ul>
<b>Leadership Role in the "New Work"</b>	<b>Team member(s) at Level 4</b>	<b>Team Member(s) at Level 2 – 3</b>	<b>Team Member(s) at Level 1</b>
Curriculum, Assessment & Instruction Leader			
Data Analysis Leader			
Process Improvement Leader			
Learning & Performance Development Leader			
Relationship Leader			
Performance Leader			
Operations Leader			
Change Leader			