

Building Distributive
Leadership Capacity

Planning and Rollout

Driving Instructional
ImprovementReflecting and
Making Adjustments

Evaluate Results, Assess Needs and Adjust

Who Is the Primary Audience for This Guide? [Instructional Leadership Teams](#)

When Is This Guide Most Useful? [Middle and End of the School Year](#)

Vision of Excellence

Strong Instructional Leadership Teams intentionally set aside time at the middle and end of the school year to holistically assess the school's progress, as well as the successes and challenges of individual teacher teams. ILTs schedule these reflective discussions in advance, review important data points beforehand, and engage openly and honestly to better understand what went well and what didn't. These conversations are driven by thoughtful analysis of student, teacher, team and school-level data. Together, team members agree on adjustments to make for the following semester or year, plan for those adjustments, and pilot key changes, when possible.

Essential Questions

- How do effective ILTs reflect on their progress in order to celebrate school-level success and make adjustments?
- How do ILT members assess the progress of their teacher teams?
- How do ILTs use evidence to identify areas of improvement and make adjustments that will lead to greater success?

Objective 1: Reflect On and Discuss School-Wide Progress and Challenges

Key Action Steps

- ✓ **Plan for mid-year and end-of-year reflections**
 - Set aside at least one ILT meeting at the close of each semester [to reflect on school-wide progress and challenges](#). If possible, extend the meeting time or select an alternate time or location to allow for a deeper conversation.
 - During the [spring reflection session](#), revisit discussions from the fall to support subsequent school-year planning.
 - Gather feedback from stakeholders who are not part of the ILT (e.g., Team Specialists, Instructional Superintendents, Network partners, and other school staff) and consider including them in your reflections.
- ✓ **Reflect on school-wide and ILT progress and growth**
 - Gather and examine data to inform the ILT reflection; this could include a school-wide survey of students, teachers and/or Senior/Team Leads, recent LEAP evaluation data, student performance data, or district administered surveys. Ensure all ILT members have access to the same data to inform the conversation.
 - Provide participants with a reflection for growth template to complete independently prior to meeting.
 - Engage your Instructional Superintendent and other Network support partners in an honest discussion of school-wide successes and challenges. School leaders should use these conversations to help narrow in on a few focus areas for the ILT.
- ✓ **Engage in a group reflection and surface necessary changes**
 - Revisit UIP goals, team SLOs, and key roles and expectations developed at the beginning of the semester or year.
 - Use a [group reflection protocol](#) to reflect on progress and growth opportunities. For progress, be sure to name and celebrate the successes accomplished and specific actions that led to these accomplishments. For growth opportunities, be sure to narrow in on root causes before initiating discussion about what to do differently.
 - Identify specific action steps and adjustments for the following semester or year.



**MAKING
CONNECTIONS**

The **formal process for mid- and end-of-year conversations** grounded in the LEAP framework should be a compliment to your ILT's reflection and growth process. Preparation for those conversations and the data and feedback included can inform your reflections and help Senior/Team Leads think about the reflections they will engage with as a team. Be sure to access the guidance and resources available for LEAP [mid-year](#) and [end-of-year conversations](#).

Objective 2: Evaluate the Progress of Teacher Teams

Key Action Steps

- ✓ **Plan for a mid-year and end-of-year reflection period with teams**
 - Set aside at least one collaborative teacher team meeting at the close of each semester to reflect on team progress and challenges. If possible, extend the meeting time to allow for a deeper conversation.
 - Leverage scheduled 1:1 time between Senior/Team Leads and school leaders to discuss planning and facilitation of team reflection meeting. School leaders should be clear on expectations and provide feedback to their Senior/Team Leads.
- ✓ **Ask team members to use data to evaluate team and individual teacher progress toward goals**
 - Gather and share data to inform the team reflection; this might include a student or teacher survey or student performance data. Ensure all team members have access to the same data sets to inform reflections.
 - Ask team members to prepare for the meeting using a [reflection template](#). In preparation for this meeting, Senior/Team Leads should also reflect individually on their own practice as teachers; this will provide a model for members of their teaching team.
 - Use time during a 1:1 check-in between Senior/Team Leads and members of their teaching team to ensure readiness for group reflection time. This can occur before or after the team reflection, and can help to surface challenges a team member may not feel comfortable sharing in the group setting.
- ✓ **Engage with your collaborative teaching team in a group reflection and surface necessary changes**
 - Revisit school-level and team-level goals (e.g., UIP goals and SLOs) and key roles and expectations developed at the beginning of the semester or year.
 - Use a [group reflection protocol](#) to reflect together about progress and growth opportunities. For progress, be sure to name and celebrate the successes accomplished and specific actions that led to these accomplishments. For growth opportunities, be sure to narrow in on root causes before initiating discussion about what to do differently.
 - Brainstorm to identify specific action steps and adjustments for the following semester or year.



SPOTLIGHT ON SCHOOLS

While mid-year and end-of-year reflections are extremely helpful, **ILT members should consider requesting feedback on a continuous basis**. In one school, Senior/Team Leads developed a [thinking map](#), which they give to teachers on their teams at the end of every learning cycle. The map asks them questions such as: What went well during this cycle? What would you like your Senior/Team Lead to improve on? What other feedback do you have? Senior/Team Leads then follow-up through 1:1 conversations to expand on each teacher's feedback.

Objective 3: Determine Key Adjustments for the Following Semester or Year

Key Action Steps

- ✓ **Confirm necessary changes to make for the following semester or year**
 - Get feedback on possible changes from your Instructional Superintendent and network partners for any school-wide changes.
 - Plan to [communicate a summary of the ILT's reflection and key adjustments](#) to the school's staff and broader community (e.g. parents, community partners). Be sure to discuss how and when these changes will be communicated, and draft talking points to ensure consistent messaging.
- ✓ **Pilot changes in ILT and/or teacher teams**
 - Begin to implement any larger changes with a small group of willing teachers or teacher teams as a pilot. Elicit feedback from pilot participants to inform the larger rollout in the subsequent semester or year.