

The Nova Scotia Leadership Academy Culminating Assessment

**Spring
Final Year of the
Instructional Leadership Program**



The Culminating Assessment

Instructional leadership ensures that all students have ongoing access to high quality teaching and learning to achieve curriculum outcomes.

Rationale for the Culminating Assessment

The culminating assessment is an opportunity for Participants in the Nova Scotia Instructional Leadership Academy to show what they know and are able to do related to the *Standards of Instructional Leadership*. The culminating assessment will also provide an opportunity for Participants to show how they have narrowed the gap between theory and practice.

The culminating assessment is designed to be a job-embedded experience. It reflects the principles of fair, valid, and reliable assessment, and, as such, is grounded in authentic performance-based experiences. The culminating assessment touches upon the range of learning experiences the Participants engaged in during their NSILA course work.

During the culminating assessment, Participants will illustrate their acquired skills and competencies in areas such as vision and mission, coaching for instructional improvement, collaborative learning cultures, data use for instructional and school improvement, leading change, creating cultures based on principles of social justice and equity, and leadership for high quality instruction and assessment that improves student learning.

Only those Participants who have successfully completed all six courses of the NSILA Program are eligible for the Culminating Assessment.

Standards of Instructional Leadership

The culminating assessment is based on the seven *Standards of Instructional Leadership*. These standards define the components of instructional leadership and describe the competencies, skills, dispositions, and behaviours that are present when we observe great instructional leadership.

Column I contains the overall description of the **standard**.

Column II includes some **indicators**, which further describe examples of the behaviours and actions of the instructional leader as they relate to each standard.

| Standard | Indicators of the ILA Participant's Behaviours and Actions |
|---|---|
| <p>Standard I: VISION FOR INSTRUCTION</p> <p>The instructional leader facilitates the development, implementation, and stewardship of a shared vision for instruction that supports learning for all.</p> | <ul style="list-style-type: none"> • collaboratively develops and acts upon a shared vision of effective instruction • consistently reinforces the vision for the purpose of increasing student achievement • systematically collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning • creates and implements plans to achieve instructional goals • monitors and evaluates progress and revises plans • abandons practices that are inconsistent with the vision of effective instruction |

| | |
|--|---|
| <p>Standard II: LEADING AND MANAGING CHANGE</p> <p>The instructional leader identifies and articulates the urgency for instructional improvement and is knowledgeable and strategic about change management and systems thinking.</p> | <ul style="list-style-type: none"> • uses data and evidence to answer the question, why change? • understands deeply why it is difficult for organizations and individuals to change • recognizes that all change has a personal element and pays attention to the emotional and cognitive aspects of change • knows how to take action effectively to lead and manage change • coaches teachers as they move through the change journey • balances pushing for change while protecting aspects of culture, values, and norms worth preserving • adapts change strategies as the need arises |
| <p>Standard III: COLLABORATIVE LEARNING CULTURE</p> <p>The instructional leader builds a school culture that is characterized by caring, trust, and respectful relationships that motivates teachers to engage in collaborative inquiry for instructional improvement.</p> | <ul style="list-style-type: none"> • hears and values the voices of all learners in the school • clarifies and develops agreement around the underlying beliefs and assumptions that affect teaching and learning • develops the leadership capacity of all teachers • creates learning opportunities for teachers to serve as instructional leaders in the school and across networked learning communities • models working collaboratively with teachers in communities of practice • celebrates the achievements of individuals and teams |

| | |
|---|--|
| | |
| <p>Standard IV: PROFESSIONAL LEARNING</p> <p>The instructional leader facilitates high quality and job-embedded learning for teachers based on research, best practices, and teacher development needs.</p> | <ul style="list-style-type: none"> • promotes and models life-long learning • fosters a culture of high expectations for engaging in ongoing professional learning • involves teachers in planning and facilitating high-quality professional learning • evaluates the effectiveness of school-based professional learning • uses educational research and critical inquiry to inform approaches to professional learning and school improvement • expects staff to apply research and new learning in their practice • regularly reviews his/her own practices, sets personal targets, and takes responsibility for his/her own professional learning • understands that powerful learning comes from reflection on practice • creates time and space for individual and collective reflection |

| | |
|--|--|
| <p>Standard V: HIGH QUALITY INSTRUCTION</p> <p>The instructional leader is knowledgeable about and deeply involved in the effective implementation of curriculum, instruction, and assessment.</p> | <ul style="list-style-type: none"> • makes it a priority to assist teachers to learn and implement instructional strategies and effective assessment practices • builds a system for effective supervision that is focused on professional growth and guiding instructional improvement • emphasizes content knowledge and research-based instructional and assessment strategies in observations, conversations, and performance appraisals • creates an environment of trust and risk taking for teachers to implement innovative strategies • ensures that teachers use appropriate pedagogy to respond to the multiple dimensions of student diversity • demonstrates a sound understanding of the curriculum and the curriculum implementation process • maintains high visibility and engages in ongoing teacher conversations and coaching to monitor instructional practices and to gather data about student learning • promotes the use of new and emerging technologies that enhance student engagement and learning • ensures that instructional and assessment practices and resources are equitable, inclusive, and culturally responsive • challenges under-performance at all levels and ensures effective corrective action and follow-up |
|--|--|

| | |
|---|--|
| <p>Standard VI: UNDERSTANDING AND USING DATA TO IMPROVE INSTRUCTION</p> <p>The instructional leader uses data to ensure a consistent and continuous school-wide focus on improving instruction and student achievement.</p> | <ul style="list-style-type: none"> • monitors the achievement of school improvement goals • provides professional learning opportunities that enable staff to gain a deep understanding of data collection and data analysis • analyses a robust variety of qualitative and quantitative school data from students, parents, teachers, and external resource people to help improve instruction • uses disaggregated student data to inform teachers learning priorities • examines student achievement data as the foundation for teacher conversations about teaching and learning • monitors student progress and provides regular feedback to teachers about their instruction |
| <p>Standard VII: POSITIVE LEARNING ENVIRONMENT</p> <p>The instructional leader promotes the success of every student by ensuring that staff acts with integrity, fairness, and in an ethical manner to create and sustain an inclusive and equitable school learning environment.</p> | <ul style="list-style-type: none"> • promotes a school culture where people respect and value diversity and make curricular connections to student identities • demonstrates a strong commitment to eliminating the achievement gap • ensures that students’ diverse needs inform curriculum, instruction, and assessment • believes and communicates that high quality instruction will close the achievement gap • facilitates professional dialogue that examines instructional practices to remove inequities • develops an inviting school environment that encourages parental and community involvement in instructional activities • evaluates the learning environment through |

| | |
|--|----------------------------------|
| | the lens of equity and diversity |
|--|----------------------------------|

Components of the Culminating Assessment

- a. Teacher surveys of the Participant's growth as an instructional leader
- b. Participant's self-evaluation of his/her growth as an instructional leader
- c. Coaching Observation and Feedback
- d. Interview with the Participant
- e. Culminating Assessment Report

Overview of the Process

a. Teacher Surveys

- i. Teachers will complete two surveys including *Form A: Standards of Instructional Leadership* and *Form B: Coaching for Instructional Improvement*.
- ii. The ILA Participant will select the teachers to be surveyed.
- iii. Two to four teachers, as determined by the size of the school, will complete Form A and Form B.
- iv. Different teachers may be used to complete Form A and Form B.
- v. The ILA Participant will meet with the selected teachers prior to March 1st to discuss the process and inform teachers of the Participant's designated ILA Assessor.
- vi. The surveys will be available to teachers on the NSEL/ILA web site on March 1st. The completed surveys will be returned on-line to the designated ILA assessor at least one week prior to the Culminating Assessment school visit.
- vii. The surveys will ask teachers to reflect upon the ILA Participant's actions as related to the seven *Standards of Instructional Leadership* and their experience being coached by the Participant.
 - a four-point rating scale will be used
 - a comment to a maximum of 200 words

b. Participant's Survey

- i. The Participant will complete two surveys including *Form C: Standards of Instructional Leadership* and *Form D: Coaching for Instructional Improvement*.
- ii. These two surveys mirror Form A and Form B completed by teachers.
- iii. The surveys will:
 1. ask the Participant to reflect upon her/his growth as related to the seven standards of instructional leadership and his/her experiences coaching teachers.
 - a four-point rating scale will be used
 - a comment of 4-7 jot notes

c. Coaching Observation

- i. The ILA Assessor will observe two coaching sessions.
- ii. The coaching observation and teacher feedback session will be performed at the ILA Participant's school, or mutually agreeable relevant location.
- iii. Coaching observation #1 will last for approximately 15 minutes. During the observation, the Participant may use the *Developing the Artisan Teacher: Observation Field Book*, an iPad, or other recording tool.
- iv. Following the first observation, the Participant will either provide immediate feedback to the observed teacher or simulate a follow-up "30 Second Feedback" coaching session with the ILA Assessor playing the role of the observed teacher.
- v. Coaching observation #2 will last for approximately 15 minutes. During the observation, the Participant may use the *Developing the Artisan Teacher: Observation Field Book*, an iPad, or other recording tool.
- vi. Following the second observation, the Participant will either provide immediate feedback to the observed teacher or simulate a follow-up "5 Minute Feedback" coaching session with the ILA Assessor playing the role of the observed teacher.

d. Participant's Interview

- i. The interview will be conducted at the Participant's school or a mutually agreed upon relevant location, and will last approximately one and a half hours.

- ii. The interview will review the information gathered from the teacher's and Participant's Form A, B, C, and D surveys and will discuss:
 - 1. the Participant's rating of herself/himself
 - 2. the similarities and differences between the teachers' and the Participant's perceptions
 - 3. significant teacher comments and observations
- iii. The Participant will discuss her/his actions around the seven *Standards of Instructional Leadership and Coaching for Improvement*.
- iv. The Participant will also be asked to discuss:
 - 1. the exciting experiences of the courses and practicum experiences
 - 2. the challenges of the courses and practicum experiences
 - 3. the areas of greatest personal and professional growth
 - 4. future steps and action plans
- v. The Participant will be provided with the opportunity to provide her/his impressions about the overall strengths and weakness of the Instructional Leadership Program.

e. The Culminating Assessment Report

A summative report, including a rubric level and closing comment, will be completed within ten days of the personal interview and emailed to the Participant. When required, there will be follow-up with the Participant.

| Level | Evidence |
|-------------------|--|
| Proficient | There is strong evidence of connections between knowing and doing in the application of learning theory and impactful leadership, as defined by the <i>Standards of Instructional Leadership</i> , and successful coaching. Participants who are at the Proficient Level will be recommended to the Department of Education and Early Childhood Development to graduate from the Nova Scotia Instructional Leadership Academy Program. |
| Incomplete | Successful completion of the Culminating Assessment is still pending. |
| Fail | Level of understanding and application of learning theory and standards of instructional leadership do not meet the standard. |

Schedule

The ILA Assessors will visit each school, or relevant location for one-half day during April and May of the graduation year. Each Participant will receive further instructions for planning and set-up purposes during the winter term.

Appendices

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| Rationale for the Culminating Assessment | 2 |
| Standards of Instructional Leadership | 3 |
| Components of the Culminating Assessment | 8 |
| Overview of the Process..... | 8 |
| Appendix 1: Teacher Surveys | 14 |
| Appendix 2: Participant’s Surveys | 24 |
| Appendix 3: Participant’s Interview | 33 |
| Appendix 4: Final Report..... | 37 |

Appendix 1: Teacher Surveys **<SAMPLE ONLY>**

Standards of Instructional Leadership

NSILA On-line Teacher Survey Response - FORM A

Fill out this form using the computer as this form is interactive. **Save as** your school (other) your name Form A (e.g. *Horton Jane Smith Form A*) and **email** to Sandi at scarmich@eastlink.ca or Tony at tstewart@nseic.ca.

Your Name: Click here to enter text.

School: Click here to enter text.

ILA Participant: Click here to enter text.

Please choose one of the four choices for each Standard by using the **drop down boxes**.

This is to be an overall rating for the standard and not a rating for each indicator.

Please refer to *Standards and Indicators of Instructional Leadership* provided as examples of the expected behaviours or actions for each Standard.

If the Drop Down menu (under Choose an item) for each standard does not work on your machine, please type in one of the following indicators: Disagree, Somewhat Disagree, Somewhat Agree, or Agree.

Standard I-Vision for Instruction

The instructional leader facilitates the development, implementation, and stewardship of a shared vision for instruction that supports learning for all.

Indicators:

- collaboratively develops and acts upon a shared vision of effective instruction
- consistently reinforces the vision for the purpose of increasing student achievement
- systematically collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning
- creates and implements plans to achieve instructional goals
- monitors and evaluates progress and revises plans
- abandons practices that are inconsistent with the vision of effective instruction

Standard I Rating: Choose an item.

Comment on the actions that the ILA Participant is using to implement Standard 1. (200 word limit).

Standard I Comment: [Click here to enter text.](#)

Standard II-Leading and Managing Change

The instructional leader identifies and articulates the urgency for instructional improvement and is knowledgeable and strategic about change management and systems thinking.

Indicators:

- uses data and evidence to answer the question, why change?
- understands deeply why it is difficult for organizations and individuals to change
- recognizes that all change has a personal element and pays attention to the emotional and cognitive aspects of change
- knows how to take action effectively to lead and manage change
- coaches teachers as they move through the change journey
- balances pushing for change while protecting aspects of culture, values, and norms worth preserving
- adapts change strategies as the need arises

Standard II Rating: Choose an item.

Comment on the actions that the ILA Participant is using to implement Standard 2. (200 word limit)

Standard II Comment: [Click here to enter text.](#)

Standard III- Collaborative Learning Culture

The instructional leader builds a school culture that is characterized by caring, trust, and respectful relationships that motivates teachers to engage in collaborative inquiry for instructional improvement.

Indicators:

- hears and values the voices of all learners in the school
- clarifies and develops agreement around the underlying beliefs and assumptions that affect teaching and learning
- develops the leadership capacity of all teachers
- creates learning opportunities for teachers to serve as instructional leaders in the school and across networked learning communities
- models working collaboratively with staff in communities of practice
- celebrates the achievements of individuals and teams

Standard III Rating: Choose an item.

*Comment on the actions that the ILA Participant is using to implement Standard 3.
(200 word limit)*

Standard III Comment: [Click here to enter text.](#)

Standard IV- Professional Learning

The instructional leader facilitates high quality and job-embedded learning for teachers based on research, best practices, and teacher development needs.

Indicators:

- promotes and models life-long learning
- fosters a culture of high expectations for engaging in ongoing professional learning
- involves teachers in planning and facilitating high-quality professional learning
- evaluates the effectiveness of school-based professional learning
- uses educational research and critical inquiry to inform approaches to professional learning and school improvement
- expects teachers to apply research and new learning in their practice
- regularly reviews his/her own practices, sets personal targets, and takes responsibility for his/her own professional learning
- understands that powerful learning comes from reflection on practice
- creates time and space for individual and collective reflection

Standard IV Rating: Choose an item.

*Comment on the actions that the ILA Participant is using to implement Standard 4.
(200 word limit)*

Standard IV Comment: [Click here to enter text.](#)

Standard V- High Quality Instruction

The instructional leader is knowledgeable about and deeply involved in the effective implementation of curriculum, instruction, and assessment.

Indicators:

- makes it a priority to assist teachers to learn and implement instructional strategies and effective assessment practices
- builds a system for effective supervision that is focused on professional growth and guiding instructional improvement
- emphasizes content knowledge and research-based instructional and assessment strategies in observations, conversations, and performance appraisals
- creates an environment of trust and risk taking for teachers to implement innovative strategies
- ensures that teachers use appropriate pedagogy to respond to the multiple dimensions of student diversity
- demonstrates a sound understanding of the curriculum and the curriculum implementation process
- maintains high visibility and engages in ongoing teacher conversations and coaching to monitor instructional practices and to gather data about student learning
- promotes the use of new and emerging technologies that enhance student engagement and learning
- ensures that instructional and assessment practices and resources are equitable, inclusive, and culturally responsive
- Challenges under-performance at all levels and ensures effective correction action and follow-up

Standard V Rating: Choose an item.

*Comment on the actions that the ILA Participant is using to implement Standard 5.
(200 word limit)*

Standard V Comment: [Click here to enter text.](#)

Standard VI - Understanding and using Data to improve Instruction

The instructional leader uses data to ensure a consistent and continuous school-wide focus on improving instruction and student achievement.

Indicators:

- monitors the achievement of school improvement goals
- provides professional learning opportunities that enable teachers to gain a deep understanding of data collection and data analysis
- analyses a robust variety of qualitative and quantitative school data from students, parents, teachers, and external resource people to help improve instruction
- uses disaggregated student data to inform teachers learning priorities
- examines student achievement data as the foundation for teacher conversations about teaching and learning
- monitors student progress and provides regular feedback to teachers about their instruction

Standard VI Rating: Choose an item.

*Comment on the actions that the ILA Participant is using to implement Standard 6.
(200 word limit)*

Standard VI Comment: [Click here to enter text.](#)

Standard VII- Positive Learning Environment

The instructional leader promotes the success of every student by ensuring that staff acts with integrity, fairness, and in an ethical manner to create and sustain an inclusive and equitable school learning environment.

Indicators:

- promotes a school culture where people respect and value diversity and make curricular connections to student identities
- demonstrates a strong commitment to eliminating the achievement gap
- ensures that students' diverse needs inform curriculum, instruction, and assessment

- believes and communicates that high quality instruction will close the achievement gap
- facilitates professional dialogue that examines instructional practices to remove inequities
- develops an inviting school environment that encourages parental and community involvement in instructional activities
- evaluates the learning environment through the lens of equity and diversity

Standard VII Rating: Choose an item.

*Comment on the actions that the ILA Participant is using to implement Standard 7.
(200 word limit)*

Standard VII Comment:

Coaching for Instructional Improvement

NSILA Teacher On-line Survey Response - Form B

Fill out this form using the computer as this form is interactive.

Save as your school (other) your name Form B (e.g. *Horton John Smith Form B*) and **email** to Sandi at scarmich@eastlink.ca or Tony at tstewart@nseic.ca .

Your Name: Click here to enter text.

School: Click here to enter text.

ILA Participant: Click here to enter text.

Please think about the coaching experiences that you have had with the ILA Participant, and then rate the statements below.

If the Drop Down menu (under Choose an item) for each question does not work on your machine, type in one of the following descriptors: Disagree, Somewhat Disagree, Somewhat Agree, or Agree.

1. Overall the coaching experiences were valuable.

Question 1 Rating: Choose an item.

Question 1 Comment: *(200 word limit)*

Click here to enter text.

2. Feedback from the coaching sessions enabled me to reflect upon best practice.

Question 2 Rating: Choose an item.

Question 2 Comment: *(200 word limit)*

[Click here to enter text.](#)

- 3.** Feedback from the coaching sessions enabled me to improve instructional practice.

Question 3 Rating: Choose an item.

Question 3 Comment: *(200 word limit)*

[Click here to enter text.](#)

- 4.** The ILA Participant used communications skills such as questioning, listening, seeking clarification, and synthesizing during the coaching and feedback sessions.

Question 4 Rating: Choose an item.

Question 4 Comment: *(200 word limit)*

[Click here to enter text.](#)

- 5.** The ILA Participant coached with confidence, clarity, and sensitivity.

Question 5 Rating: Choose an item.

Question 5 Comment: *(200 word limit)*

[Click here to enter text.](#)

6. The ILA Participant provided timely and clear coaching feedback after the observation.

Question 6 Rating: Choose an item.

Question 6 Comment: *(200 word limit)*

[Click here to enter text.](#)

7. During the coaching feedback session, the ILA Participant made clear connections between the instructional move (cause) and the impact on student learning (effect).

Question 7 Rating: Choose an item.

Question 7 Comment: *(200 word limit)*

[Click here to enter text.](#)

Appendix 2: Participant's Surveys <SAMPLE ONLY>

Standards of Instructional Leadership

NSILA Participant's On-line Self-Evaluation Survey- Form C

Fill out this form using the computer as this form is interactive. **Save as** your school (other) your name Form C (e.g. Horton Jane Smith Form C) and **email** to Sandi at scarmich@eastlink.ca or Tony at tstewart@nseic.ca .

Name: Click here to enter text.

Please choose one of the four choices for each Standard by using the **drop down boxes**. This is to be an overall rating for the standard and not a rating for each indicator. Please refer to *Standards and Indicators of Instructional Leadership* provided as examples of the expected behaviours or actions for each Standard.

If the Drop Down menu (under Choose an item) for each standard does not work on your machine, type in one of the following indicators: Disagree, Somewhat Disagree, Somewhat Agree, or Agree.

Standard I-Vision for Instruction

You, as the instructional leader, facilitate the development, implementation, and stewardship of a shared vision for instruction that supports learning for all.

Indicators:

- collaboratively develops and acts upon a shared vision of effective instruction
- consistently reinforces the vision for the purpose of increasing student achievement
- systematically collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning
- creates and implements plans to achieve instructional goals
- monitors and evaluates progress and revises plans
- abandons practices that are inconsistent with the vision of effective instruction

Standard I Rating: Choose an item.

Comment on the actions that you are using to implement Standard 1. (4-7 jot notes)

Standard I Comment: [Click here to enter text.](#)

Standard II-Leading and Managing Change

You, as the Instructional leader, identify and articulate the urgency for instructional improvement and are knowledgeable and strategic about change management and systems thinking.

Indicators:

- uses data and evidence to answer the question, why change?
- understands deeply why it is difficult for organizations and individuals to change
- recognizes that all change has a personal element and pays attention to the emotional and cognitive aspects of change
- knows how to take action effectively to lead and manage change
- coaches teachers as they move through the change journey
- balances pushing for change while protecting aspects of culture, values, and norms worth preserving
- adapts change strategies as the need arises

Standard II Rating: Choose an item.

Comment on the actions that you are using to implement Standard 2. (4-7 jot notes)

Standard II Comment: [Click here to enter text.](#)

Standard III- Collaborative Learning Culture

You, as the instructional leader, build a school culture that is characterized by caring, trust, and respectful relationships that motivates teachers to engage in collaborative inquiry for instructional improvement.

Indicators:

- hears and values the voices of all learners in the school
- clarifies and develops agreement around the underlying beliefs and assumptions that affect teaching and learning

- develops the leadership capacity of all teachers
- creates learning opportunities for teachers to serve as instructional leaders in the school and across networked learning communities
- models working collaboratively with teachers in communities of practice
- celebrates the achievements of individuals and teams

Standard III Rating: Choose an item.

Comment on the actions that you are using to implement Standard 3. (4-7 jot notes)

Standard III Comment: [Click here to enter text.](#)

Standard IV- Professional Learning

You, as the instructional leader, facilitate high quality and job-embedded learning for teachers based on research, best practices, and teacher development needs.

Indicators:

- promotes and models life-long learning
- fosters a culture of high expectations for engaging in ongoing professional learning
- involves teachers in planning and facilitating high-quality professional learning
- evaluates the effectiveness of school-based professional learning
- uses educational research and critical inquiry to inform approaches to professional learning and school improvement
- expects teachers to apply research and new learning in their practice
- regularly reviews his/her own practices, sets personal targets, and takes responsibility for his/her own professional learning
- understands that powerful learning comes from reflection on practice
- creates time and space for individual and collective reflection

Standard IV Rating: Choose an item.

Comment on the actions that you are using to implement Standard 4. (4-7 jot notes)

Standard IV Comment: [Click here to enter text.](#)

Standard V- High Quality Instruction

You, as the instructional leader, are knowledgeable about and deeply involved in the effective implementation of curriculum, instruction, and assessment.

Indicators:

- makes it a priority to assist teachers to learn and implement instructional strategies and effective assessment practices
- builds a system for effective supervision that is focused on professional growth and guiding instructional improvement
- emphasizes content knowledge and research-based instructional and assessment strategies in observations, conversations, and performance appraisals
- creates an environment of trust and risk taking for teachers to implement innovative strategies
- ensures that staff use appropriate pedagogy to respond to the multiple dimensions of student diversity
- demonstrates a sound understanding of the curriculum and the curriculum implementation process
- maintains high visibility and engages in ongoing teacher conversations and coaching to monitor instructional practices and to gather data about student learning
- promotes the use of new and emerging technologies that enhance student engagement and learning
- ensures that instructional and assessment practices and resources are equitable, inclusive, and culturally responsive
- Challenges under-performance at all levels and ensures effective correction action and follow-up

Standard V Rating: Choose an item.

Comment on the actions that you are using to implement Standard 5. (4-7 jot notes)

Standard V Comment: [Click here](#) to enter text.

Standard VI- Understanding and using Data to improve Instruction

You, as the instructional leader, use data to ensure a consistent and continuous school-wide focus on improving instruction and student achievement.

Indicators:

- monitors the achievement of school improvement goals
- provides professional learning opportunities that enable teachers to gain a deep understanding of data collection and data analysis
- analyses a robust variety of qualitative and quantitative school data from students, parents, teachers, and external resource people to help improve instruction
- uses disaggregated student data to inform teachers learning priorities
- examines student achievement data as the foundation for teachers conversations about teaching and learning
- monitors student progress and provides regular feedback to teachers about their instruction

Standard VI Rating: Choose an item.

Comment on the actions that you are using to implement Standard 6. (4-7 jot notes)

Standard VI Comment: [Click here to enter text.](#)

Standard VII- Positive Learning Environment

You, as the instructional leader, promote the success of every student by ensuring that teachers acts with integrity, fairness, and in an ethical manner to create and sustain an inclusive and equitable school learning environment.

Indicators:

- promotes a school culture where people respect and value diversity and make curricular connections to student identities
- demonstrates a strong commitment to eliminating the achievement gap
- ensures that students' diverse needs inform curriculum, instruction, and assessment

- believes and communicates that high quality instruction will close the achievement gap
- facilitates professional dialogue that examines instructional practices to remove inequities
- develops an inviting school environment that encourages parental and community involvement in instructional activities
- evaluates the learning environment through the lens of equity and diversity

Standard VII Rating: Choose an item.

Comment on the actions that you are using to implement Standard 7. (4-7 jot notes)

Standard VII Comment: [Click here to enter text.](#)

Coaching for Instructional Improvement

NSILA Participant's On-line Survey Response - Form D

Fill out this form using the computer as this form is interactive.

Save as your school (other) your name Form D (e.g. Horton John Smith *Form D*) and **email** to Sandi at scarmich@eastlink.ca or Tony at tstewart@nseic.ca .

Name: Click here to enter text.

Please think about the coaching experiences that you have had with your teachers and then rate the statements below.

If the Drop Down menu (under Choose an item) for each question does not work on your machine, type in one of the following indicators: Disagree, Somewhat Disagree, Somewhat Agree, or Agree

1. Overall the coaching experiences were valuable for those I coached.

Question 1 Rating: Choose an item.

Question 1 Comment: (4-7 jot notes)

Click here to enter text.

2. Feedback from the coaching sessions enabled those I coached to reflect upon best practice.

Question 2 Rating: Choose an item.

Question 2 Comment: (4-7 jot notes)

Click here to enter text.

3. Feedback from the coaching sessions enabled those I coached to improve instructional practice.

Question 3 Rating: Choose an item.

Question 3 Comment: (4-7 jot notes)

[Click here to enter text.](#)

4. I used communications skills such as questioning, listening, seeking clarification, and synthesizing during the coaching and feedback sessions.

Question 4 Rating: Choose an item.

Question 4 Comment: (4-7 jot notes)

[Click here to enter text.](#)

5. I coached with confidence, clarity, and sensitivity.

Question 5 Rating: Choose an item.

Question 5 Comment: (4-7 jot notes)

[Click here to enter text.](#)

6. I provided timely and clear coaching feedback after the observation.

Question 6 Rating: Choose an item.

Question 6 Comment: (4-7 jot notes)

[Click here to enter text.](#)

7. During the coaching feedback session, I made clear connections between the instructional move (cause) and the impact on student learning (effect).

Question 7 Rating: Choose an item.

Question 7 Comment: *(box will expand as you type - no limit on content):*

[Click here to enter text.](#)

Appendix 3: Participant's Interview **<SAMPLE ONLY>**

1. Survey Results:

- A. Discuss the survey results, both yours and the completed surveys from teachers.
- B. Discuss the similarities and differences between your survey and the teachers' survey results.

Notes

2. Standards of Instructional Leadership:

Discuss your growth and experiences around the Standards

You may wish to comment on the following:

- a.** where were you before starting the ILA program; where are you now; and where do you want or need to go in the future
- b.** the areas of greatest personal and professional growth
- c.** future steps and action plans

Notes

3. Coaching for Instructional Improvement:

Discuss your experiences and practices with coaching.

Notes

4. The ILA Program as a Coherent Learning Experience:

Comment on the following:

- a. the exciting experiences provided by the program and practicum experiences
- b. the challenges of the program and practicum experiences
- c. the overall strengths and weaknesses/areas for growth of the Instructional Leadership Program

Provide a quote that may be used on the ILA web site

Notes

Appendix 4: Final Report

CULMINATING ASSESSMENT REPORT

Name: _____

Assessor: _____

Proficient: There is strong evidence of connections between knowing and doing in the application of learning theory and impactful leadership, as defined by the *Standards of Instructional Leadership*, and successful coaching. ILA Participants who are at the Proficient Level will be recommended to the Department of Education and Early Childhood Development to graduate from the Instructional Leadership Academy Program.

Incomplete: The successful completion of the Instructional Leadership Academy Culminating Assessment is pending.

Fail: The level of understanding and application of learning theory and the standards of instructional leadership do not meet the Instructional Leadership Academy standard.

Level of Achievement:

Comments:

Signature of Cohort

Participant: _____

Signature of Assessor: _____

Date: _____

