

# Analytical Tool: Instructional Leadership

## Implementation

This checklist is intended for administrators (vice principals, principals, district administration, and others) who want to build PLCs at the site level and encourage positive collaborative and professional behavior within those PLCs. Use this checklist to determine your strengths and weaknesses as an instructional leader. It can also act as a starting point for a career development plan: which of these skills do you want to strengthen, and how can you do so?

Key: 1=Strongly Disagree; 2=Disagree; 3=Neither Agree Nor Disagree; 4=Agree; 5=Strongly Agree

Instructional Leadership	1	2	3	4	5
I am very familiar with the instructional strategies that my teachers use.					
I would feel comfortable teaching a lesson in a classroom while faculty members observe.					
PLC members view me as an instructional expert.					
I visit the meetings of the PLCs that I'm responsible for on a regular basis.					
My faculty have participated in some kind of focused instruction on how PLCs work in the last year.					
I actively work to create and promote an atmosphere of trust.					
Faculty members feel comfortable discussing their professional concerns with me.					
My faculty view me as a resource that they can come to for help on good teaching practices.					
I communicate constantly with the faculty members I'm responsible for.					
I help my faculty set professional goals within their PLCs.					
I model good, effective collaboration for my faculty by working closely with other administrative members.					
I visit my faculty's classrooms regularly.					
I am familiar with my faculty's individual strengths, weaknesses, and teaching styles.					
I hold my faculty responsible for ongoing improvement.					
My staff and I regularly celebrate our accomplishments.					