Case Study: Instructional Leadership Team

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Instructional Goals

The State Assessment data shows that our school is actually performing higher than the state averages in both growth percentile and passing rates. Our growth percentile is pretty consistent: 50% across all content areas. The content areas included in the assessment table are math, reading, writing, and science. Based on the details of the data, our primary areas of focus need to be reading and science, as those are the subjects in which our students score the lowest. These two subjects can certainly be integrated within curricular plans, and would be idea to get the maximum instructional opportunities.

While I will certainly want to emphasize high expectations and motivate both students and teachers, I understand that in our lower performing areas, it will take some time. The goals for 2021 were created with those factors in mind. The SMART goals will be emphasizing the passing rate, which will assist with increasing our growth percentile. For math, we will increase the passing rate of students from 77% to 82%. For reading, we will increase the passing rate of students from 71% to 76%. For writing, we will increase the passing rate of students from to 89% to 93%. For science, we will increase the passing rate of students from 55 to 60%.

Qualities of the Instructional Leadership Team

Based on the current needs of our students and our instructional goals, we need individuals who can help our teachers increase our student achievement and school rating. "Strong instructional leaders can therefore have a positive effect on student outcomes and learning in their schools" (Brolund, 2016). This will come from hands-on working with students, as well as providing training for teachers. We will need teacher leaders who are flexible, diverse, and relatable to our school community. They will need to possess thorough knowledge of all

state standards and subject matter, as our 1,100-student body population ranges from grades K-6. Also, possessing a knowledge base of blended learning would be a plus, because with times changing, technology integration is basically a requirement in classrooms. Our instructional leadership team members should have experience with teaching (coaching and intervention would be a plus); as well as have great interpersonal and technology skills.

Ideal Candidates and Qualifications

For the three positions that need to be filled, I would like to seek a new reading coach, math coach, and science coach. I believe that we could also use interventionist for each of these subjects as well, but since we only have three positions available, I would want to consult with my assistant principal to determine which does she think we should prioritize-intervention or coaching. Because we have several areas which need room for improvement, we need individuals who can help "grow" us as a school. Based on the information given, we want to improve our school rating as well as student achievement.

As far as credentials, as with any highly-qualified teacher they would need to have a bachelors degree in early childhood and/or elementary education. If they have any additional certifications, such as blended learning, Google certifications, speak another language, etc.- that would be beneficial to their role on the instructional leadership team as well.

Interviewing Potential Instructional Leadership Team Candidates

In most school districts, all vacancies have to go through human resources for approval and posting. Positions will be posted on our district website, usually found labeled "Employment Opportunities" or "Vacancies". To remain fair, all applicants must follow the same process, regardless if they are already faculty or not. When it comes time to select candidates for

interviews, if there are staff members who are interested, qualified, and a good fit- I would certainly consider them as priority for referring to hire.

When selecting candidates, one key stakeholder in this process is the assistant principal. He or she has vested time within our school, and their knowledge of the school's needs and culture will be valuable in the decision-making process. "The teachers and administrators you hire will enter your school with their own beliefs about education and expectations about what it will be like to work at your school" (Shafer, 2018). Because my assistant principal has been at our school and I am new, they would have a better perspective of which candidates would be great for the new roles. While I love team selection and interviews, I would most likely just include myself and the assistant principal in the decision-making process. In the interviews we will review candidates' qualifications and qualities to determine who is best fit for our school.

Measuring Effectiveness

As school leader, supporting my staff means everything. When striving to meet our instructional goals, teamwork is essential. I can support my instructional team by attending the PLC meetings that are held with teachers. In these meetings I plan to do more listening versus leading, and in any feedback, I will make sure that we are sharing a vision of growing students and giving them the resources, they need. When monitoring teacher leaders, I have to be careful not to come off as "micro-managing," while still having a balance of high expectations. I will routinely check for progress of our action plans and other plans we have set to achieve our instructional goals. I plan to monitor the new roles for effectiveness by checking over plans and reviewing data together alongside them. In *Shared Leadership*, I love the strategy of having all members of the ILT sit in a circle to demonstrate how everyone is valued and the importance of

working together as a team (EL Education, 2019). Also, keeping agendas of meetings will be

helpful so that I can go back and check. Most of all, maintaining constant communication with

the members of the instructional leadership team would be the greatest way of determining

effectiveness, so that I can be included as much as possible in their actions, and allow much

opportunity for feedback.

References

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