

# Quiz: Your Instructional Leadership Quotient

Mark the appropriate category for each action. For any checkmark you make in the final column, also list the name(s) of the individuals who have or will be taking responsibility for that action.

Action	I do this	I could and would do this if I had the time	Someone else does this or needs to do this
1. Ensure that teachers have the resources they need.			
2. Participate in professional learning sessions (beyond "dropping in").			
3. Establish coaching relationships among teachers.			
4. Engage in frequent classroom walk-throughs and observations.			
5. Give feedback to teachers as a result of your observations.			
6. Have conversations that are focused on instruction.			
7. Model the use of research-based instructional strategies at staff meetings.			
8. Teach teachers about instructional and/or assessment practices.			
9. Know and use the principles of adult learning when working with teachers.			
10. Know each teacher's current level of understanding regarding a specific instructional initiative, their learning preferences, and/or their teaching style.			
11. Arrange for teachers to participate in professional learning activities directly relevant to what they individually need to further their content knowledge and use of research-based instructional strategies.			

Action	I do this	I could and would do this if I had the time	Someone else does this or needs to do this
12. Stay informed about current research on effective schools.			
13. Provide teachers with research on instruction and effectiveness.			
14. Initiate contact with families around issues of student achievement.			
15. Monitor student progress, at both the classroom and the individual level, and report findings.			
16. Disaggregate data to determine the strengths and weaknesses of different sub-groups of students.			
17. Make decisions based on analysis and interpretation of school data and on research.			
18. Facilitate collaborative efforts among teachers.			
19. Be directly involved in helping teachers design curricular activities or address instructional issues.			
20. Recognize teachers' efforts to use new knowledge and strategies.			
21. Maintain your own and your teachers' attention on established instructional goals.			
22. Protect instructional time.			
23. Create experiences for teachers to serve as instructional leaders.			
24. Ensure that teachers address essential content.			
25. Establish a norm of continuous improvement.			

Source: Compiled from Marzano, Waters, & McNulty, 2005; Cotton, 2003; Blase & Blase, 1999; Glickman, Gordon, & Ross-Gordon, 1995; Smith & Andrews, 1989.