



Lead 360° Principal Academy Results for Cohort 1

The Schultz Center Leadership Institute launched its first academy program for principals in the fall of 2007. The curriculum for the Principal Academy incorporated all requirements for demonstrating competence of the Florida Principal Leadership Standards, and other leadership skills and knowledge necessary to lead schools in the high stakes environment of K-12 public education today. The curriculum for the Principal Academy was designed to be competency-based, selecting course content from a framework consisting of five themes and 19 competencies organized into three phases of instruction (Years 1, 2, and 3). Throughout this period, collaborative work, reflective inquiry, and performance tasks utilizing the content and skills under development were integrated with relevant, job-specific concerns of principals.

The Lead 360° instrument was designed to assess themes and competencies of the Schultz Center Leadership Model in both an independent, stand-alone fashion and in such a way that it could be used within academy groups over time. The assessment was designed to gauge both individual and group progress toward achieving higher levels of competence on the knowledge and skills covered in the model. Individuals were assessed at the beginning of the first year of the Principal Academy, again about midway through the 3-year course of study, and again toward the end of the third year. A sufficient range was incorporated into the numeric “rating” scale for items within each competency (0-10), and descriptive labels associated with ratings were intended to convey the expectation for constructive use, self-reflection, and continuous improvement.

Two reports are provided to reflect the progress made by individuals and the group of participants making up Cohort 1 of the Principal Academy. These reports include:

- *Year to Year Comparisons Group Profile Report*
- *Percentage Growth in Group and Self Perceptions Report*

The first report (*Year to Year Comparisons Group Profile Report*) reflects the group total ratings (all feedback groups other than Self) and the aggregate (combined) Self ratings within competency areas across the three assessment periods: fall 2007, midyear 2009, and spring 2010. For this report, all individuals participating in the Principal Academy at each assessment period were included in the report of results. Feedback Providers were selected

independently for each assessment period representing: Direct Reports, Peers/Colleagues, and Supervisor(s). Individuals were strongly encouraged to complete the Self Survey reflectively and critically to gain the best indication of how individuals felt that Academy content and collaborative work had provided them with a better arsenal of skills, knowledge, and tools to use in the work of leading schools.

The second report (*Percentage Growth in Group and Self Perceptions Report*) illustrates in a vertical bar chart the percentage of change reflected (overall) by the Group Total and by Self Ratings. The chart is arranged from largest to smallest percentage growth – as rated by the Group Total. This choice was made to reflect that the role of leadership required of school principals is most visible in the ability of individuals to influence and lead others. Direct Reports (teachers and those under direct supervision of principals) are the largest and likely the most vocal and visible reflection of principals to bring about change and optimal conditions for student achievement. Group Total ratings, therefore, are used to represent the most visible means of gauging the leadership capacity of individuals and the group.

Overall Group Total Ratings increased most in these Competency Areas:

1. Optimizer (Theme I)
2. Managing the Learning Environment (Theme III)
3. Direction (Theme I)

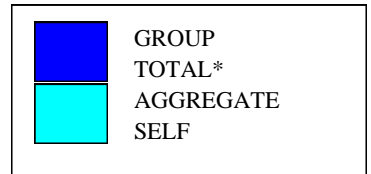
Individual Self Ratings increased most in these Competency Areas:

1. Leveraging Technology (Theme V)
2. Follow Through and Accountability (Theme V)
3. Leveraging Resources (Theme V)

Lead 360® Year to Year Comparisons

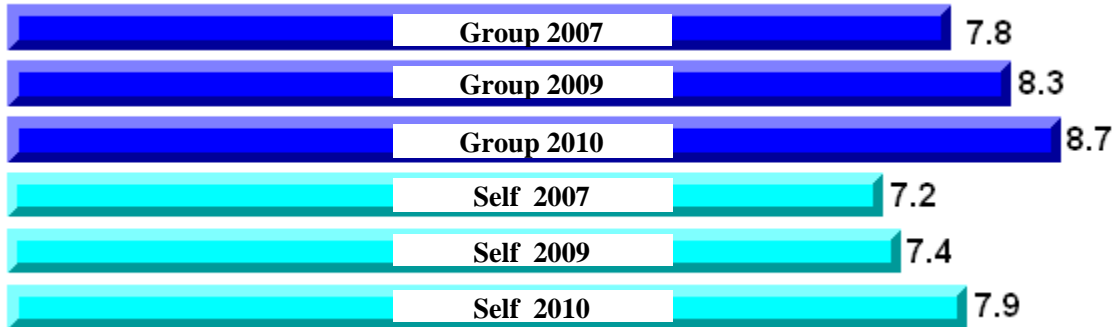
Group Profile Report

Cohort 1 Principals



I. Establishing and Living a Clear Vision and Purpose

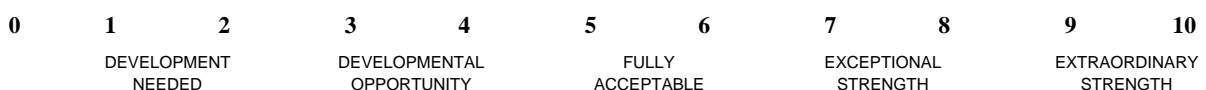
DIRECTION: successful leaders establish and define clear goals and are able to set strategic operational objectives that keep the focus on long term progress.



OPTIMIZER: successful leaders are able to negotiate effectively and persuasively with diverse groups while articulating goals and directions in positive and convincing ways.



CULTURE: successful leaders establish a positive learning environment characterized by shared beliefs, cooperation, and a safe and secure setting conducive to learning.

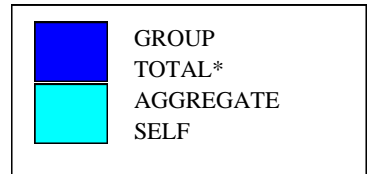


* Note: Total Group does not include self.

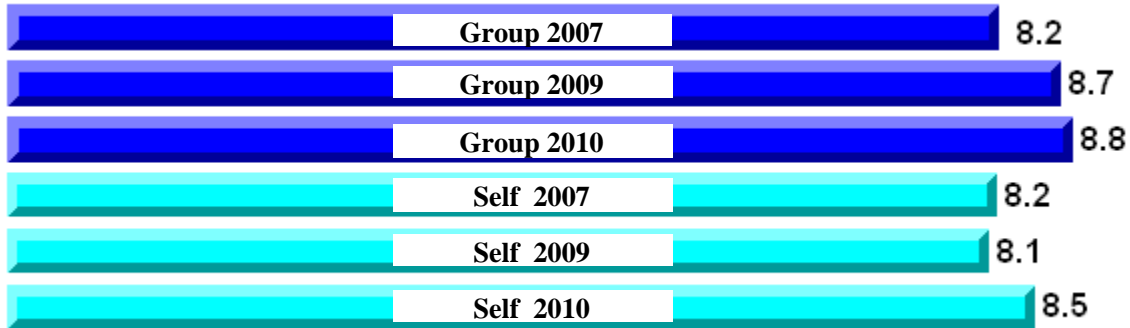
Lead 360 Year to Year Comparisons

Group Profile Report

Cohort 1 Principals

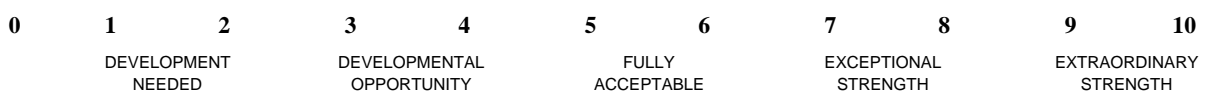
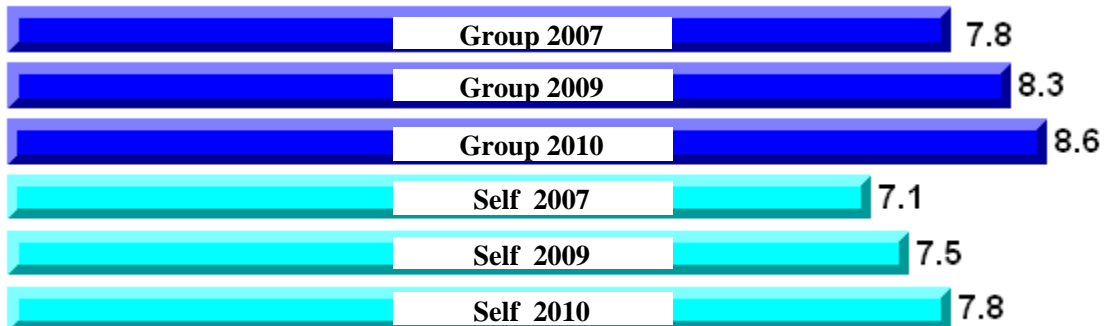


ETHICAL LEADERSHIP: successful leaders act confidently and proactively with purpose and integrity, displaying characteristics of fairness and honesty when dealing with others.



II. Leading and Managing Innovation and Improvement

CHANGE: successful leaders are able to challenge the status quo when necessary and facilitate the change process with multiple stakeholder groups.

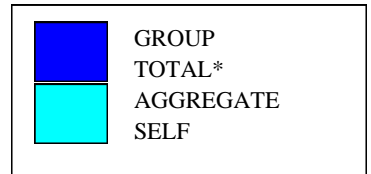


* Note: Total Group does not include self.

Lead 360 Year to Year Comparisons

Group Profile Report

Cohort 1 Principals



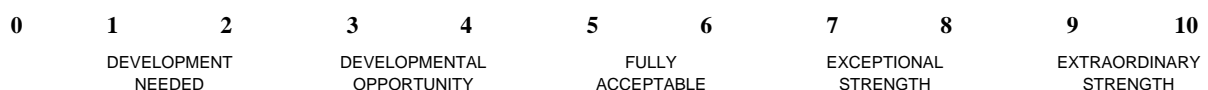
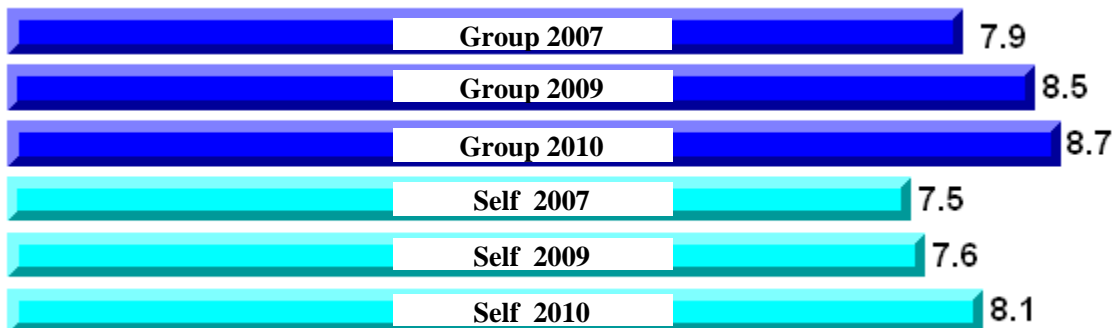
SITUATIONAL ADEPTNESS: successful leaders are able to use information from a variety of sources, dynamics, and relationships in order to effectively manage innovations and implement solutions.



INNOVATION: successful leaders recognize appropriate and promising new practices, technologies, and methods which offer the potential for increased or enhanced learning.



DECISION MAKING AND PROBLEM SOLVING: successful leaders gather information (data) to inform and analyze situations using effective group techniques to engage in meaningful dialogue about potential solutions.

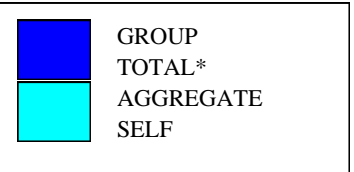


* Note: Total Group does not include self.

Lead 360® Year to Year Comparisons

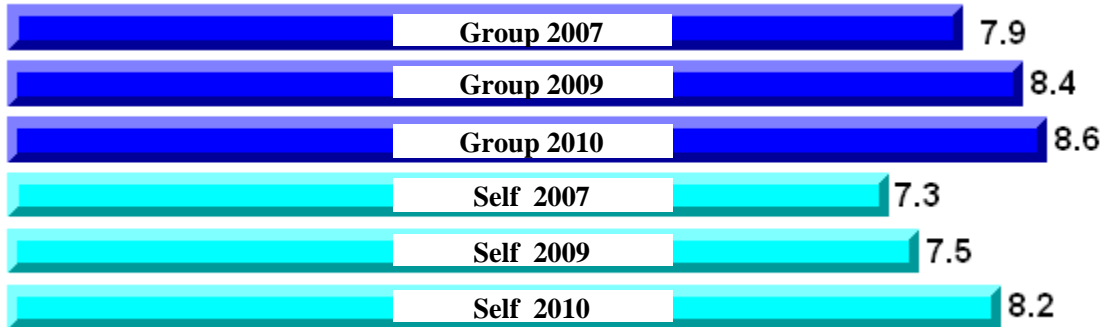
Group Profile Report

Cohort 1 Principals

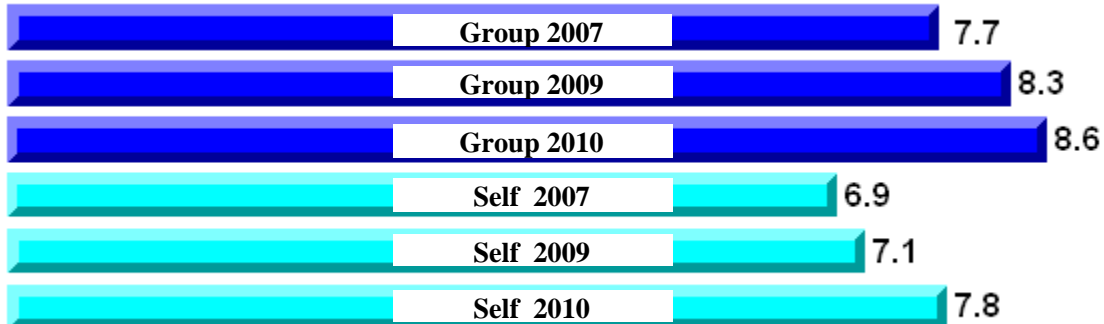


III. Acquiring and Implementing Deep Knowledge of Teaching and Learning

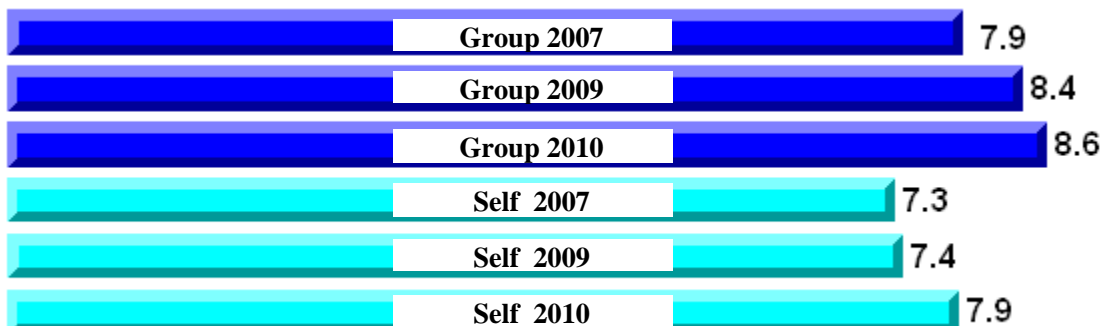
INSTRUCTIONAL LEADERSHIP: successful leaders establish an effective instructional program, ensuring that provisions are made for meeting individual needs, and appropriate assessment methods are used to diagnose, monitor, and guide instruction.



MANAGING THE LEARNING ENVIRONMENT: successful leaders organize processes and procedures to maximize opportunities for learning and make informed choices about methods, materials, and technologies that support learning.



DEVELOPING AND MENTORING OTHERS: successful leaders are able to recognize the potential in others and use effective communication and mentoring skills to encourage and motivate.

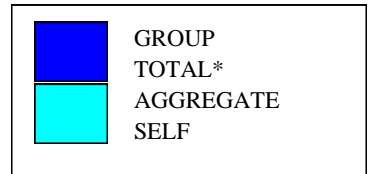


* Note: Total Group does not include self.

Lead 360 Year to Year Comparisons

Group Profile Report

Cohort 1 Principals

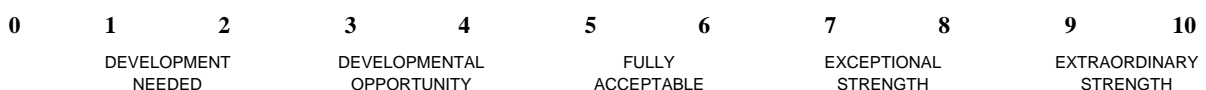
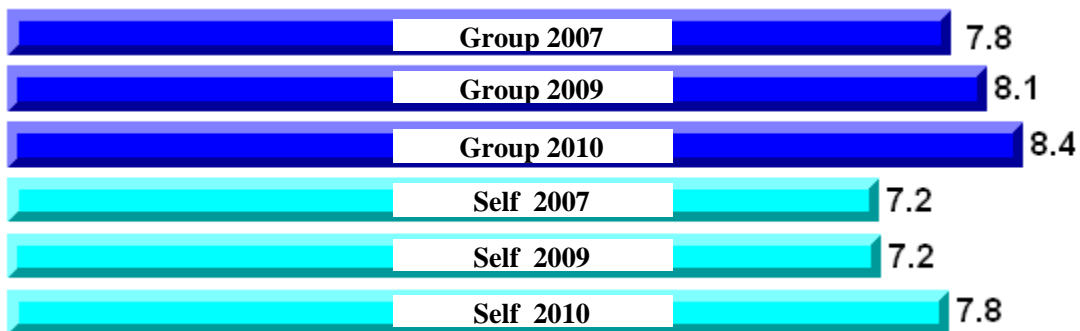


IV. Developing Capacity for High-Performing Teams and Collaborative Relationships

MANAGING CONFLICT: successful leaders are able to recognize multiple perspectives and use effective communication skills to find solutions and reach consensus, clearly articulating opposing views in respectful and equitable ways.



COMMUNICATION: successful leaders establish routine and multiple pathways for communicating, value open and honest feedback, and seek to improve communication with all stakeholders.

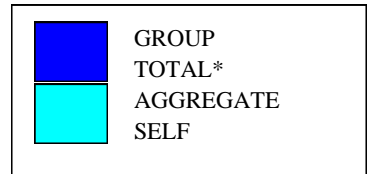


* Note: Total Group does not include self.

Lead 360 Year to Year Comparisons

Group Profile Report

Cohort 1 Principals



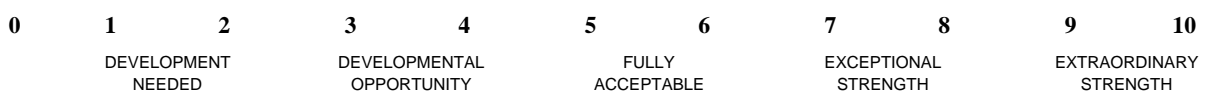
LEVERAGING DIVERSITY: successful leaders recognize and value the diversity of groups and opinions expressed in their communities and staffs and are able to collaborate successfully by responding to diverse interests and needs.



BUILDING EFFECTIVE TEAMS: successful leaders are able to create functioning groups which communicate effectively and work together collaboratively to plan, implement, and evaluate strategies and improvement processes.



DEVELOPING PEOPLE: successful leaders are able to identify, recruit, nurture, and encourage staff members to recognize their own talents, and set high standards for their professional growth and continuous learning.

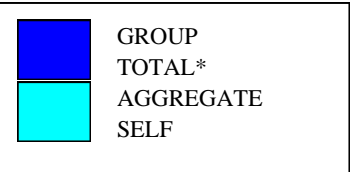


* Note: Total Group does not include self.

Lead 360® Year to Year Comparisons

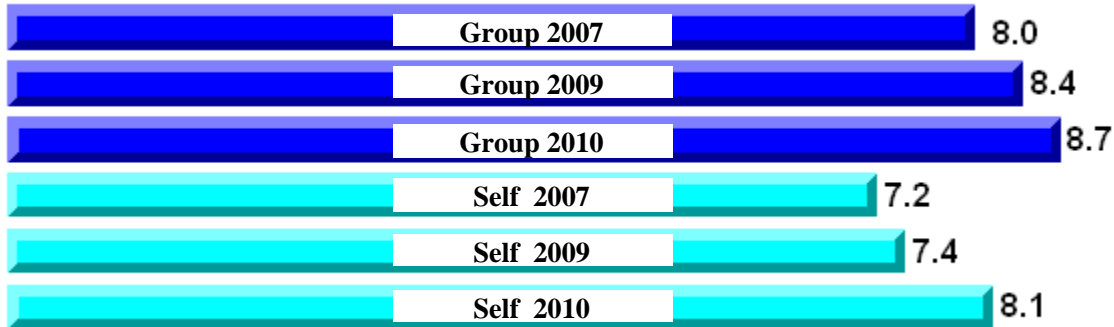
Group Profile Report

Cohort 1 Principals



V. Creating Organizational Accountability Systems that Sustain Results-Driven Performance

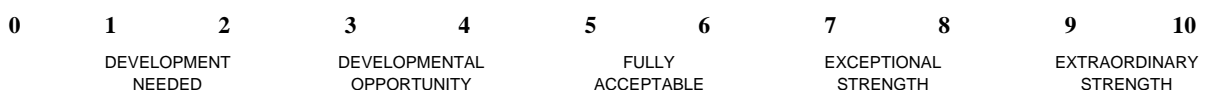
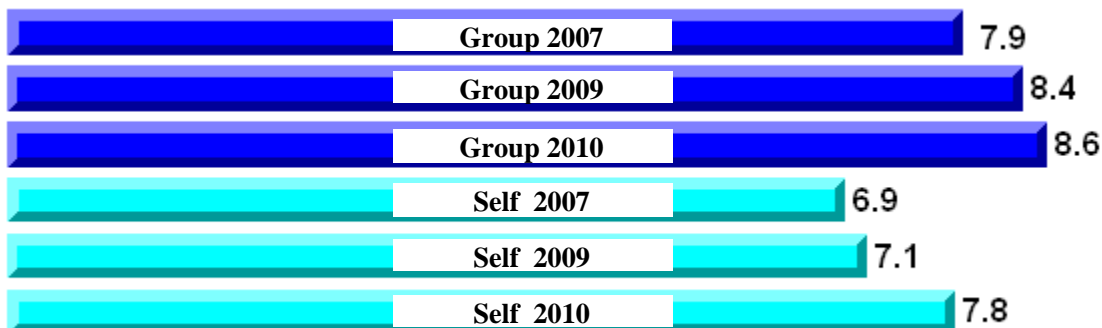
FOLLOW THROUGH AND ACCOUNTABILITY: successful leaders create feedback loops and procedures to allow for interim and long term checkpoints appropriate for gauging progress toward achieving goals.



LEVERAGING TECHNOLOGY: successful leaders make effective use of technology for instruction and administration, and provide efficient and timely access to data necessary for planning, monitoring, and evaluating progress.



LEVERAGING RESOURCES: successful leaders optimize the allocation of resources (human, financial, material, and time) to support the mission and priorities of the district for learning.

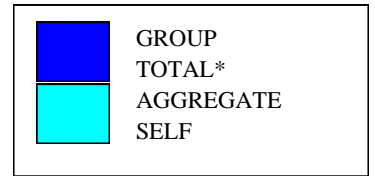


* Note: Total Group does not include self.

Lead 360 Year to Year Comparisons

Group Profile Report

Cohort 1 Principals



0 1 2 3 4 5 6 7 8 9 10

 DEVELOPMENT DEVELOPMENTAL FULLY EXCEPTIONAL EXTRAORDINARY

 NEEDED OPPORTUNITY ACCEPTABLE STRENGTH STRENGTH

* Note: Total Group does not include self.