**Instructional Leadership Style Matrix**

Instructional Leadership Styles Using the School Paradigm Matrix

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|  | **Empowerment – Connection** | **Control - Comparison** |
| **High Function – High Capacity - Intentional** | **1 – Paradigm – Empowering**  **Narrative** – Every day we are moving to a move solid manifestation of empowerment, and we are building the capacity through the development of the strengths and efforts of our community.  **Hearts and Minds** – We build community and team structures, high trust levels are intentionally cultivated, growth is the goal for both teachers and students, and we see knowledge as a continuous construction.  **Skills** – Developing high-functioning, student-centered classrooms, PBL, Inquiry, Active engagement of PLC structure, and POS promoting practices in all areas of the school.  **Policy and Organization** – Policy is regularly re-aligned with the evolving school vision to move school forward. Structures are put in place to build capacity and support a teacher-powered school, and reinforce commitments, to meet students’ fullest potential. | **2-Paradigm – Managing**  **Narrative** – Every day we are becoming more skilled at the implementing the programs and professional development we have chosen, and we have systems in place to make sure that our efforts are consistent.  **Hearts and Minds** – We build an efficient school that feels sane and solid. We are committed to all students and the school. We take pride in our school.  **Skills** – Developing high-functioning, student-centered classrooms, D.I., Implementing programs with fidelity, using data to make decisions.  **Policy and Organization** – Policy is in place to create function and order and keep everyone on track. Structures support function and consistency. |
| **Low Function – Low Capacity - Accidental** | **3- Paradigm – Enabling**  **Narrative** – We are all engaged each day in practices that are for students and take into consideration who they are. Good teaching is difficult to define.  **Hearts and Minds** – We all really care about our students. We have pride in our school.  **Skills** – Uneven application of teaching skills, common result is characterized by good intentions that translate into little/uneven student growth and/or positive climate.  **Policy and Organization** – Few policies are in place. The idea that policies are needed is subtly resisted. Those that are are treated as suggestions by most. | **4-Paradigm – Coercing**  **Narrative** – I will be making sure that everyone implements the programs with fidelity like those who I favor.  **Hearts and Minds** – One day the morale at the school will be better when everyone finally starts doing what they are supposed to do.  **Skills** – Taking control of your classroom. D.I. Focus on directly improving test scores, and whatever works to keep students on task.  **Policy and Organization** – Policies are almost all in response to an existing problem area and are intended to limit liability to risk, and are defined by mistrust. |

**Potential Disposition and Skill Levels of teachers**

Descriptions of 5 levels of dispositions and 5 levels of skill sets that any teacher may possess at any time.

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|  | **Dispositions/Effort** | **Skills/Knowledge** |
| **A Level**  **Exemplar** | **D:A** – Committed to creating a high function, student-centered student-centered classroom community. And being a good teammate and leader in the school. | **S:A** – Confident in the use of student-centered classroom practices, cooperative and PBL learning, inquiry and can explain what and how they can do it. |
| **B Level**  **Contributor** | **D:B** – Motivated to be a good teacher and be part of the solution. | **S:B** – Has facility with lots of sound practices that engage students and promote real learnings and a positive classroom. |
| **C Level**  **Under the radar** | **D:C** – Open to ideas for improvement. Congenial with students and the other members of the faculty. | **S:C** – Uses many strategies that “work” in some reasonable sense. Keep students engaged. |
| **D Level**  **Limiting Movement Up** | **D:D** – Set in their not very effective ways. See students as the cause of their problems. Prefer to work on their own. | **S:D** – Use a lot of ineffective, reactive, or randomly related strategies that occasionally produce some learning or order, including a lot of 3 and 4-Style practices. |
| **E Level**  **Red Flag** | **D:E** – Resistant to change. Low self awareness. Stuck in victim mode. | **S:E** – Most practices are an attempt to get through the day and cope or react to external issues. 4-Style or 3-Style. |

D:A = Disposition level A, S:B = Skill level B, etc