



Leadership Innovation Configuration (IC) Map

Purpose and Intended Use:

The purpose of an innovation configuration (IC) map is to define quality and measure fidelity of new and innovative practices. This document is intended as a planning and monitoring tool for the successful facilitation of Leadership as defined and described by Florida’s Multi-Tiered System of Supports (MTSS) Project. This innovation configuration map can be used at the state, district, school, team, and individual level to reflect on practice, monitor implementation, and plan for professional learning. This is not an evaluation tool, but a resource to guide reflective practice and refine practice over time. The most ideal way of applying the behaviors, or the desired outcome, in each component is stated at the left end of the continuum, with decreasingly desirable levels or variations appearing along the continuum to the right. The number 1 or ideal variation of each desired outcome signifies the highest-quality application. This map, then, can be used to measure the degree to which the leadership behaviors are approaching ideal application.

Component Level Criteria:

- 1 = Ideal Application
- 2 = Acceptable Application
- 3 = Less than Acceptable Application (In Need of Additional Support/Practice)
- 4 = Inadequate Application

Establish and articulate a clear vision with a sense of urgency for change, maintain focus and deliver a consistent message of implementation over time			
1	2	3	4
Clearly and directly articulates the mission/vision reflecting the elements of; a responsibility for the achievement for all students, as well as the commitment that the district will develop the capacity to do so	Articulates the mission/vision reflecting the element of a responsibility for the achievement for all students	Articulates the mission/vision vaguely and/or indirectly	Does not articulate or imply the mission/vision

Communicates a rationale that strongly demonstrates the immediate need for the change	Communicates a rationale that demonstrates the need for change, but not the necessary immediacy	Communicates the impending change, but does not describe the need or the urgency	Does not communicate regarding the change
Communicates the mission/vision routinely and consistently	Communicates the mission/vision infrequently <u>or</u> inconsistently	Communicates the mission/vision infrequently <u>and</u> inconsistently	Does not communicate the mission/vision

Evidence Comments:

Focus on schools (districts are successful when schools are successful)			
1	2	3	4
Understands that district performance only improves when school performance improves and provides strategic supports targeting school needs identified through data analysis	Provides school supports planfully but does not use data to identify them	Provides supports to schools randomly without a strategic plan and without using data to identify them	Provides no support to schools
Actively creates strategic leadership development efforts to help principals become stronger leaders	Supports and encourages principal participation in leadership development activities	Does not encourage principal participation in leadership development activities	Provides no leadership development to principals and does not support participation in leadership development activities
Creates/maintains <u>integrated</u> data systems that facilitate timely, effective school and classroom level data-based decision making	Creates/maintains data systems that facilitate timely, effective school and classroom level data-based decision making (not integrated)	Creates/maintains data systems that are difficult to use in making timely data-based decisions at the school and classroom level	Fails to create data systems

Evidence Comments:

Create relationships with stakeholders based upon mutual respect and shared responsibility			
1	2	3	4
Establishes relationships with external (community, unions, parents) and internal (district staff, school staff) stakeholders which reflect mutual respect and a shared responsibility to achieve the district mission/vision	Establishes relationships of mutual respect and shared responsibility with some external and/or internal stakeholders	Establishes relationships with stakeholders which reflect either mutual respect or shared responsibility	Is isolated, difficult to reach, and unresponsive to questions and requests – has not established relationships with internal and external stakeholders

Evidence Comments:

Engage in expert problem solving			
1	2	3	4
<p>Problem Identification – Identifies the correct problem efficiently and effectively with the problem identified as the gap between the current state and the goal state</p>	<p>Uses data to identify the problem, but does not do a gap analysis</p>	<p>Identifies a problem, but does not use data to do so</p>	<p>Does not engage in data-based problem identification</p>
<p>Problem Analysis – Engages in good problem analysis with an understanding that there are many potential causes (hypotheses) for school underperformance and uses data to verify those hypotheses</p>	<p>(Intentionally blank)</p>	<p>Generates hypotheses not based in research, and/or does not use data to verify</p>	<p>Does not engage in problem analysis (generate hypotheses)</p>
<p>Plan Development & Implementation – Knows that there are several identified highly-effective strategies for school improvement and always applies appropriate strategies based upon school-specific needs and verified hypotheses</p>	<p>Applies strategies based upon school-specific needs and verified hypotheses, which do not reflect knowledge of the research base of highly-effective strategies for school improvement</p>	<p>Applies strategies linked neither to school-specific needs or verified hypotheses</p>	<p>Does not implement strategies for improvement</p>
<p>Plan Evaluation – Always evaluates the effectiveness of implemented strategies and makes changes when indicated</p>	<p>Sometimes evaluates the effectiveness of implemented strategies and makes changes when indicated</p>	<p>Evaluates the effectiveness of implemented strategies, but does not make changes when indicated</p>	<p>Does not evaluate effectiveness of implemented strategies</p>

Evidence Comments:

Invest in professional development			
1	2	3	4
<p>Creates, promotes, maintains a strategic professional development plan which:</p> <ul style="list-style-type: none"> • is linked to the district mission/vision statement • uses data to identify personnel PD needs • describes a comprehensive system for the delivery of PD • uses data to evaluate effectiveness and fidelity of PD efforts • includes a coaching and/or ongoing technical assistance component 	<p>Creates, promotes, maintains a strategic professional development plan which includes most of the elements in Column 1.</p> <p style="text-align: center;"><u>or</u></p> <p>Supports the development of PD activities linked to a strategic plan, but does not take part in the creation of the plan</p>	<p>Supports creation of and participation in PD activities, but PD activities are not linked to a strategic PD plan</p>	<p>Does not address PD needs or support participation in PD activities</p>

Evidence Comments: