

The Institute for
Education Leadership

LEADERSHIP

SELF-REVIEW TOOL

Gap Analysis
Scoring Sheet



Ministry of
Education

INTRODUCTION

GAP ANALYSIS SCORING SHEET AND ACTION: NEXT STEPS

This Gap Analysis Scoring Sheet allows the board committee responsible for guiding the administration of the Leadership Self-Review Tool (LSRT) to analyse responses to the survey. It is designed to be used for recording mean scale scores and capturing ideas about possible next steps. The data recorded here can then be used to guide reflection and conversations about the most appropriate action to take to respond to significant gaps.

Specifically, the committee can use this scoring sheet to record the mean scale scores for the “Evidence of Current Practice” ratings and “Priority” ratings for each indicator. Once these ratings have been recorded, the mean gap score for each indicator can be calculated. These mean scores should be calculated for all respondents and for each respondent group (e.g., director, superintendents, principals, vice-principals, aspiring leaders, consultants).

The mean gap score shows the discrepancy between the perceived level of a current practice and the priority that respondents feel it should have (see the legend below). A large gap score for an indicator that has received a high priority rating suggests that some form of action would be appropriate to reduce the gap. The scoring sheet contains spaces, labelled “Action: Next Steps”, for capturing ideas for remedial action.

Time must be provided for the kind of meaningful reflection and discussion needed to determine the action and next steps required. These deliberations may occur among committee members and/or the members of the various respondent groups. Ultimately, however, a procedure will be required for recommending follow-up action (e.g., a presentation to the senior administrative team) and implementing it.

SURVEY

RATINGS LEGEND

EVIDENCE OF CURRENT PRACTICE

- 1 - No evidence
- 2 - Very little evidence
- 3 - Some evidence
- 4 - Moderate level of evidence
- 5 - A lot of evidence
- NA - Not applicable/Don't know

PRIORITY

- 1 - Very low priority
- 2 - Low priority
- 3 - Moderate priority
- 4 - High priority
- 5 - Very high priority
- NA - Not applicable/Don't know

DOMAIN 1

SCHOOL AND DISTRICT IMPROVEMENT

Indicator 1: The board provides support for building a common vision and mission for the school.

Mean Score

Current Practice

Priority

Gap

ACTION: Next Steps

Indicator 2: All members of the system (e.g., trustees, leaders, staff, school council members) work together to take responsibility for the learning of all students.

Mean Score

Current Practice

Priority

Gap

ACTION: Next Steps

DOMAIN 1

Indicator 3: The board recognizes the importance of professional learning communities and communities of practice as ways of supporting school improvement.

Mean Score**Current Practice****Priority****Gap****ACTION: Next Steps**

Indicator 4: The board supports capacity building as the route to improved student achievement.

Mean Score**Current Practice****Priority****Gap****ACTION: Next Steps**

DOMAIN 1

Indicator 5: The board exhibits a culture that supports school-based innovation within the board's shared vision.

Mean Score**Current Practice****Priority****Gap****ACTION: Next Steps**

Indicator 6: The board provides financial resources to support school improvement planning.

Mean Score**Current Practice****Priority****Gap****ACTION: Next Steps**

DOMAIN 2

FOSTERING A CULTURE OF PROFESSIONALISM

Indicator 1: The board has policies and processes in place that enhance positive working relationships.

Mean Score

Current Practice

Priority

Gap

ACTION: Next Steps

Indicator 2: The board supports the development of a positive and supportive climate in its schools.

Mean Score

Current Practice

Priority

Gap

ACTION: Next Steps

DOMAIN 2

Indicator 3: The board recognizes excellence at all levels of the organization.

Mean Score

Current Practice

Priority

Gap

ACTION: Next Steps

Indicator 4: Flexible structures at all levels of the system communicate a culture of respect.

Mean Score

Current Practice

Priority

Gap

ACTION: Next Steps

DOMAIN 3

LEADERSHIP DEVELOPMENT

Indicator 1: The board's leadership development model is based on a definition and a shared understanding of effective leadership that is consistent with evidence of best practice.

Mean Score

Current Practice

Priority

Gap

ACTION: Next Steps

Indicator 2: The leadership development framework is consistent with evidence-based best practices, institutionalized, and communicated to all personnel.

Mean Score

Current Practice

Priority

Gap

ACTION: Next Steps

DOMAIN 3

Indicator 3: Leadership development processes reflect contemporary understandings of leadership and learning.

Mean Score**Current Practice****Priority****Gap****ACTION: Next Steps**

Indicator 4: The board's leadership development plan is evaluated on an ongoing basis.

Mean Score**Current Practice****Priority****Gap****ACTION: Next Steps**

DOMAIN 4

ADMINISTRATIVE STRUCTURES

Indicator 1: The board has a system for coordinating demands made on schools and for gatekeeping external requests.

Mean Score

Current Practice

Priority

Gap

ACTION: Next Steps

Indicator 2: The board provides support for principals and vice-principals to implement board policies and procedures.

Mean Score

Current Practice

Priority

Gap

ACTION: Next Steps

DOMAIN 4

Indicator 3: The board provides technical support for technology applications in schools and for data-driven decision making.

Mean Score**Current Practice****Priority****Gap****ACTION: Next Steps**

Indicator 4: The board has clear lines of communication to support a variety of principal and vice-principal functions.

Mean Score**Current Practice****Priority****Gap****ACTION: Next Steps**

DOMAIN 4

Indicator 5: The board provides human resources to support the principal and vice-principal as instructional leaders.

Mean Score**Current Practice****Priority****Gap****ACTION: Next Steps**

DOMAIN 5

PARENT AND COMMUNITY SUPPORTS

Indicator 1: The board provides training for school council chairs.

Mean Score

Current Practice

Priority

Gap

ACTION: Next Steps

Indicator 2: The board has developed protocols for schools' liaisons with community agencies and services (e.g., public health agencies, municipal services, community police).

Mean Score

Current Practice

Priority

Gap

ACTION: Next Steps

DOMAIN 5

Indicator 3: The board provides communication expertise for public communications (e.g., letters home, press releases for events, communications related to emergencies).

Mean Score**Current Practice****Priority****Gap****ACTION: Next Steps**

Indicator 4: There are protocols for communication between the board and principals and vice-principals about parental concerns and complaints.

Mean Score**Current Practice****Priority****Gap****ACTION: Next Steps**

DOMAIN 5

Indicator 5: The board provides support for the use of school volunteers.

Mean Score

Current Practice

Priority

Gap

ACTION: Next Steps

DOMAIN 6

SUCCESSION PLANNING, INCLUDING RECRUITMENT, TO BUILD CAPACITY AND TO RETAIN AND SUSTAIN EFFECTIVE LEADERS

Indicator 1: The board has well-developed, well-communicated, and inclusive identification and recruitment practices.

Mean Score

Current Practice

Priority

Gap

ACTION: Next Steps

Indicator 2: The board provides training and development for aspiring leaders.

Mean Score

Current Practice

Priority

Gap

ACTION: Next Steps

DOMAIN 6

Indicator 3: The board uses selection processes that are systematic, transparent, and inclusive.

Mean Score

Current Practice

Priority

Gap

ACTION: Next Steps

Indicator 4: Supports are in place for newly appointed administrators.

Mean Score

Current Practice

Priority

Gap

ACTION: Next Steps

DOMAIN 6

Indicator 5: The board's placement and transfer processes for principals and vice-principals include supports for success.

Mean Score**Current Practice****Priority****Gap****ACTION: Next Steps**