

On Track 360° for Principals

Individual Profile

Compiled Confidentially
for

Sample Data

8/10/11



©School Leadership Services. All rights reserved.
P. O. Box 157 Clemmons, North Carolina 27012
Phone: 336-712-3396

Table of Contents

Individual Profile Outline	2
Individual Standards Report	3
Feedback by Provider Group Report	8
High to Low Report	14
Perception Gap Report.....	16
Snapshot Summary Report	18
Turnaround Scale Report	20
Detail Report	21
Comments by Feedback Providers Report	31

On Track 360° Individual Profile Outline

Understanding the Reports

All Individual Profile reports contained here are based on the feedback provided by you and others on the On Track 360° instrument. Each feedback provider has reported the degree to which you are perceived to *have the skills or demonstrate the characteristics* described by a set of indicators comprising each element within the standards. These elements are grouped within six standards which together encompass the qualities of high performing leaders in successful and challenging schools. Each report is a representation of the feedback provided by individuals belonging to the groups listed below.

On Track 360° Participant: Sample Data

- o Group 1: Direct Reports 8
- o Group 2: Peers/Colleagues 6
- o Group 3: Supervisor(s) 2
- o Self: 1
- o Total number of responding feedback providers: 17

The number of feedback providers for each group may not be the same as the number to whom you sent invitations since not all providers may have responded. Note: Please recall that, to protect the anonymity of feedback providers, provider groups 1 and 2 will not be shown if the number of persons responding from that category of feedback providers drops below 3.

On Track 360° Individual Standards Report

Understanding This Report

The Individual Standards Report provides you with your first look at the consolidated feedback results. This report presents your Total Group Average (TGA) ratings (Groups 1, 2, and 3) on standards and elements, along with your Self feedback. The order of the feedback provided mirrors the order on the **On Track 360°** instrument. Each report provides results in both numeric and graphic forms. Numeric ratings for “self” and for each “feedback group” are calculated across all indicators within elements, using the same (0-10) scale. Horizontal bar graphs are used to show these numeric ratings in visual form.

The top bar under each element represents the average rating given by all feedback groups (TGA). To the right of the bar you will find the numeric value of the TGA. The bar directly beneath the TGA represents your self perception feedback (Self). To the right of this bar you find the numeric value of your self perception feedback.

The scale used to represent ratings of all elements is shown at the bottom of each report page for reference.

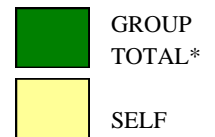
How to Interpret and Use This Information

Use this report as a high level overview of your results. Look at the average rating displayed for each standard area and element.

- o What standards for you are strong, and where you might need some development?
- o Where does your self perception differ from the summary ratings of others (TGA)?
- o Begin to identify places where your perception (Self) differs from the summary ratings given by others (TGA). This will help form a clear picture in your mind of where your strengths and developmental needs are as perceived by yourself and others.

Individual Standards Report

On Track 360° Participant: Sample Data



I. Strategic Leaders establish a vision for learning and set clear goals for ensuring progress toward achieving them.

Sharing the Vision: Successful strategic leaders develop and communicate the system's vision for quality and improvement.



Personal & Professional Ethics: Successful strategic leaders practice personal and professional ethics with individuals and groups.



Collaborative Culture: Successful strategic leaders create a culture of shared beliefs and collaboration among staff members and stakeholders.

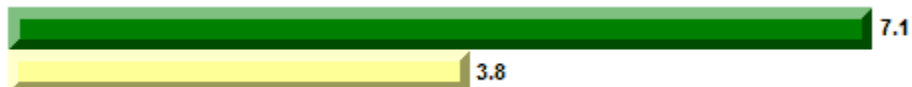


Situational Adeptness: Successful strategic leaders communicate and negotiate effectively with multiple groups and perspectives.



II. Improvement Leaders use proactive thinking to explore solutions and engage groups in the process of implementing them to bring about change.

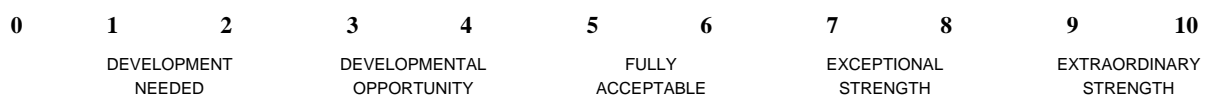
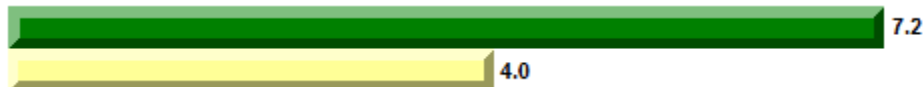
Innovation & Change: Successful improvement leaders serve as change agents to lead innovation and facilitate the change process.



Implementing Solutions: Successful improvement leaders select and implement research-based solutions to achieve improvement goals.



Proactive Thinking: Successful improvement leaders demonstrate proactive thinking to solve problems and make decisions.



On Track 360° Feedback by Provider Group Report

Understanding This Report

The Feedback by Provider Group Report offers an opportunity for more in-depth understanding of your feedback results. This report displays your results from standards and elements (with definitions), by Group 1 (Direct Reports), Group 2 (Peers/Colleagues), and Group 3 (Supervisor) shown separately, as well as the Total Group Average (TGA) and your Self feedback.

The legend in the upper right corner of the page assists you in understanding the color coding used on different bars in the graphical display. The stacked horizontal bars are in the same order as presented in the legend.

The presentation order of the feedback reported by standards and elements mirrors the order of subject matter presented on the On Track 360° instrument. It is not prioritized in any other way.

The horizontal line at the bottom of each page in the report, and the numeric scale with value labels, are included as a reminder of how the instrument indicators were rated.

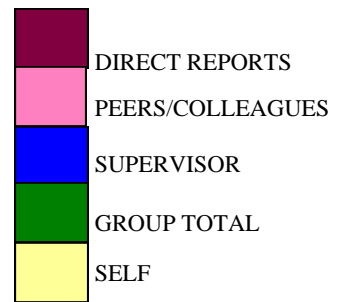
How to Interpret and Use This Information

This report is best used to analyze and compare the feedback given by specific groups Direct Reports (Group 1), Peers/Colleagues (Group 2), and Supervisor (Group 3), with your Self ratings. By comparing the relative ratings provided by each group, you are able to determine how ratings from each group contribute to the overall Total Group Average rating (TGA). It also can be used to compare each feedback provider group rating to your own self ratings.

- o Does one group provide you consistently with higher or lower ratings?
- o Is there one group providing you feedback that is significantly higher or lower than you perceive yourself?
- o Does any one group report slight or significant differences from the way you and the other two groups rate you?
- o Is there any one standard or element area where all groups (and yourself) perceive you very similarly?

If the answer to any of these questions is yes, think about reasons or conditions that may have contributed to each pattern occurring. For example, if other groups consistently rate you higher on certain attributes, these areas may be considered some of your “hidden strengths.” Areas that you consistently rate yourself higher than your supervisor, or other feedback providers, may suggest areas that are “blind spots” for you.

On Track 360° Individual Profile
Feedback by Provider Group Report
On Track 360° Participant: Sample Data



I. Strategic Leaders establish a vision for learning and set clear goals for ensuring progress toward achieving them.

Sharing the Vision: Successful strategic leaders develop and communicate the system's vision for quality and improvement.



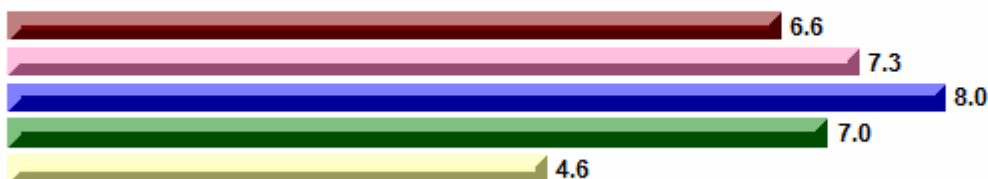
Personal & Professional Ethics: Successful strategic leaders practice personal and professional ethics with individuals and groups.



Collaborative Culture: Successful strategic leaders create a culture of shared beliefs and collaboration among staff members and stakeholders.



Situational Adeptness: Successful strategic leaders communicate and negotiate effectively with multiple groups and perspectives.



On Track 360° High to Low Report

Understanding This Report

The **On Track 360°** High to Low Report provides you with an illustrated list of all the elements rank-ordered from highest to lowest by summary rating of the Total Group Average (TGA). Remember, the Total Group Average does not include your self feedback and is not included in this report. The report includes all 24 elements in the six standards areas.

A horizontal bar is shown as a visual representation of the numeric value. This is based on the feedback rating scale used to evaluate each indicator. To the left of each bar is the point value representing the TGA for each element. A descriptive label for each element is shown to the right. Notice, at the bottom of the page, a reminder of the **On Track 360°** feedback rating scale is displayed including both numeric ratings and descriptive value labels.

How to Interpret and Use This Information

Use this report to further your understanding of your strengths and areas of opportunity, as they are perceived by (all) others.

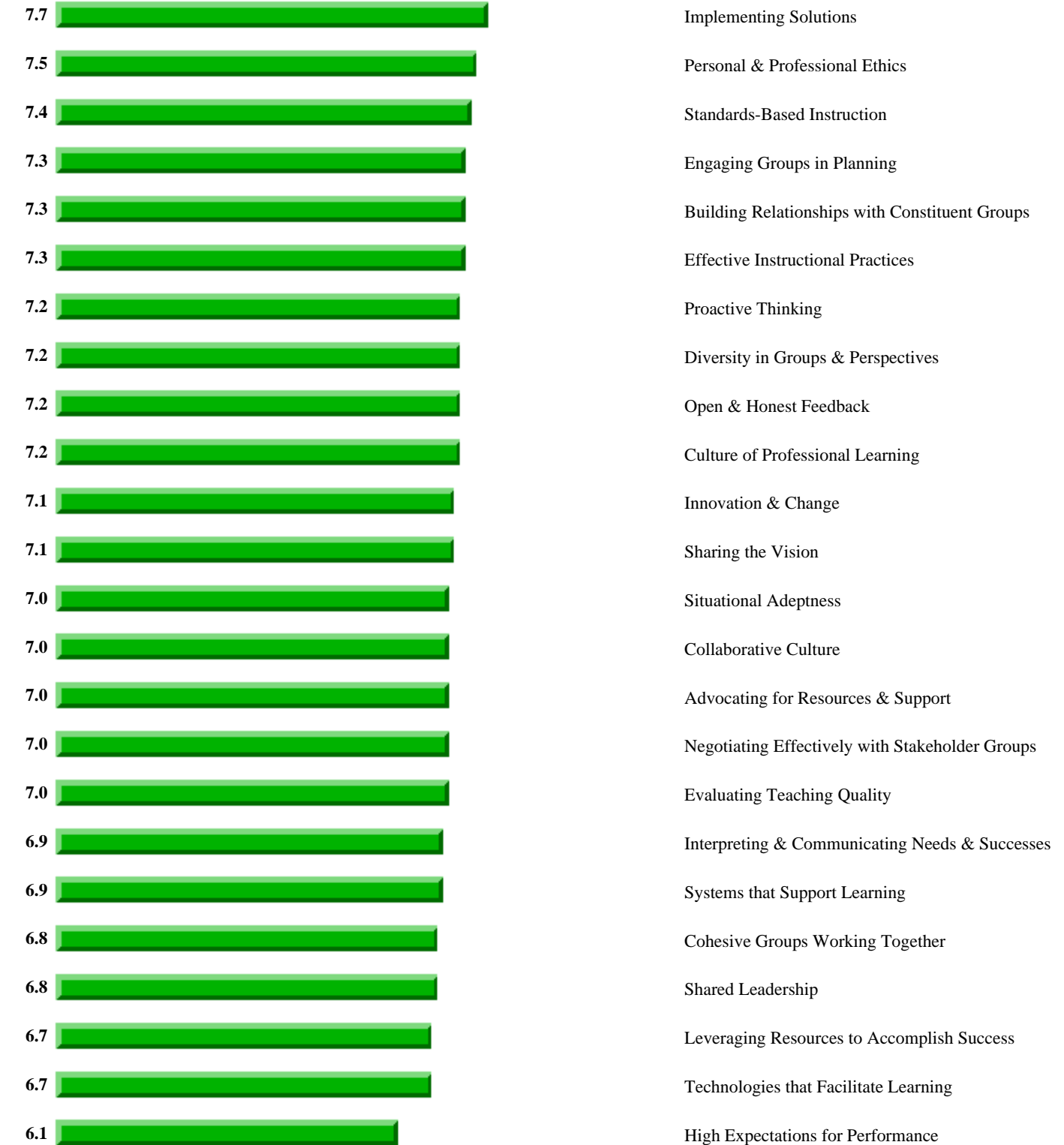
- o If you look at the top 3 or 4 elements, do they fall within particular standards areas?
- o What about the bottom 3 or 4 elements? Do they fall in specific standards or identify elements in different standards areas?
- o Look at your self ratings on these "highest" and "lowest" rated elements. Reflect on whether your ratings are in agreement with those element areas rated at the lower end of the High to Low Report. Does this align with your self perception?

On Track 360° Individual Profile

High to Low Report

On Track 360° Participant: Sample Data

Elements are rank-ordered from High to Low by Total Group* Ratings



0 1 2 3 4 5 6 7 8 9 10
 DEVELOPMENT DEVELOPMENTAL FULLY EXCEPTIONAL EXTRAORDINARY
 NEEDED OPPORTUNITY ACCEPTABLE STRENGTH STRENGTH

On Track 360° Perception Gap Report

Understanding This Report

The **On Track 360°** Perception Gap Report focuses specifically on the differences (gaps) present between the Total Group Average (TGA) and your self perception for each element. In this usage, the term gap simply means “a distinguishable difference.” The **On Track 360°** elements are listed on this report from the largest negative gap to the largest positive gap. Bars extending from the midpoint to the right indicate positive gaps where people perceived you higher than you perceived yourself. Bars extending to the left indicate negative gaps where people perceived you lower than you perceived yourself. Elements that show no bar and have a numeric value of 0.00 displayed indicate areas where the Total Group Average and your own ratings were exactly the same.

The report is a graphic display of all 24 elements. Horizontal bars (green) are shown for each element to illustrate how much difference exists between the perceptions you hold of yourself and how others perceive you. If you see yourself exactly as all other feedback providers see you on a particular element, no bar will be created. The number next to each bar indicates the point value describing the numerical differences that exist between your ratings as compared to the Total Group Average ratings given by all others.

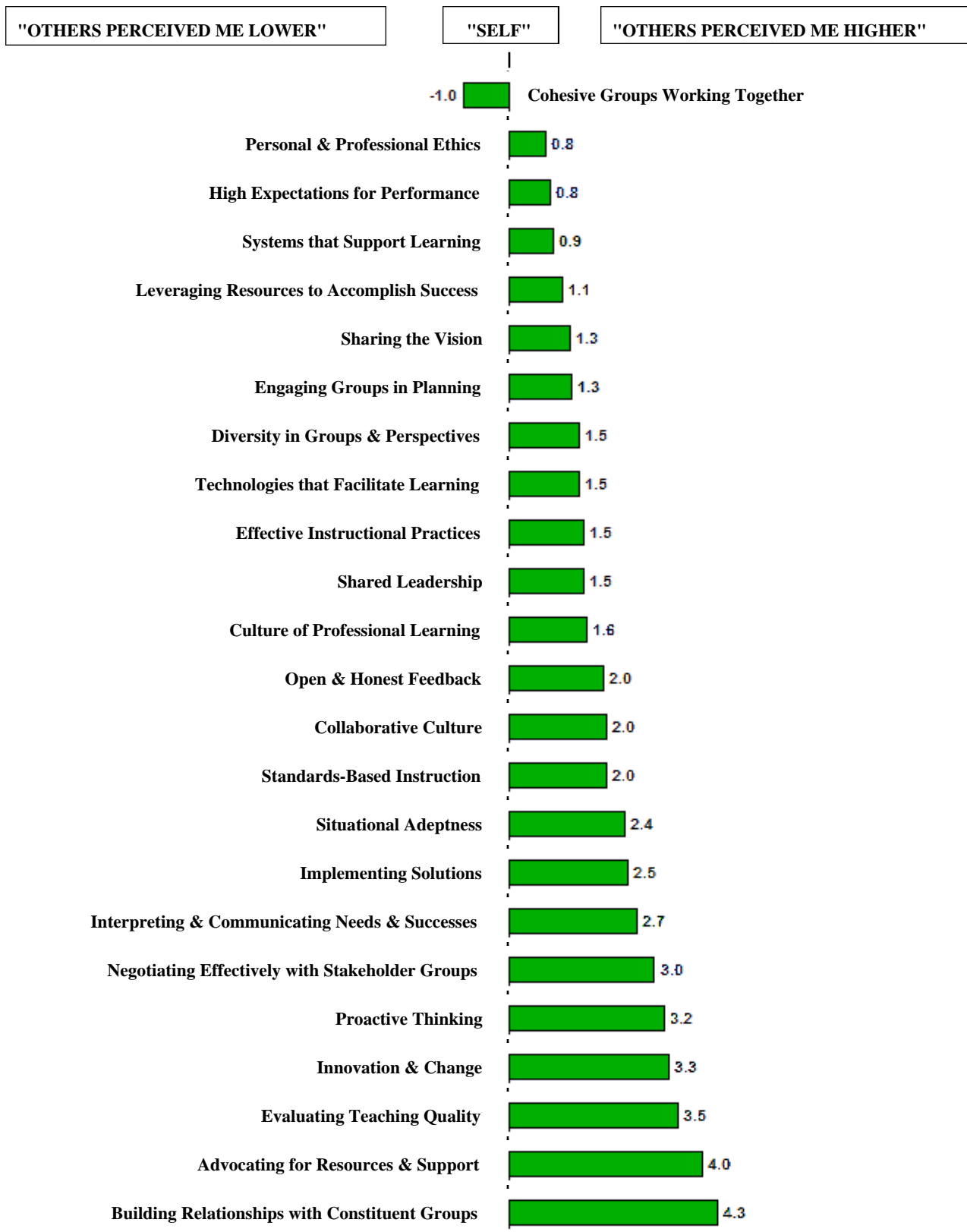
How to Interpret and Use This Information

The Gap Analysis Report highlights areas where differences exist between how you see yourself on particular dimensions and how others see you (positively or negatively). Review the information presented looking for element areas where your perception differs most from the perceptions of others.*

- o Are there elements within the same standards areas where you typically ranked yourself higher or lower than the Total Group Average?
- o What are the specific elements where you typically ranked yourself higher or lower than the Total Group Average?
- o Pay attention not only to the number of gaps that were higher or lower, but also the size of the gaps. For example, if your self perception was significantly higher than the Total Group Average, you may be overlooking needed development in a specific element area (sometimes called a blind spot). Conversely, if your self perception was significantly lower than the Total Group Average in a particular area, you may overlooking unrecognized strengths (sometimes called hidden strengths), which you should acknowledge and use in your work with others and in building on other developmental opportunities for yourself.

*Because the **On Track 360°** is a recently developed instrument, historical data does not exist to allow us to state conclusively what makes for a statistically significant gap between groups. Instead, as a rule of thumb, you may wish to focus on elements where gaps are more than 1.0 or less than -1.0 as those where your perception about a particular element is clearly different than the perception held by others.

On Track 360° Profile
Perception Gap* Report
On Track 360° Participant: Sample Data



* "Gaps" are determined by comparing "Self" to "Total Group" ratings.

***On Track 360*• Snapshot Summary Report**

Understanding This Report

The Snapshot Summary Report is a visual recap of significant information that has appeared on one or more of the previous reports presented to you as part of your confidential profile results. This report provides a "snapshot" of four important highlights from your report data:

- Top 4 Strengths - the 4 element areas in which your feedback providers rated you most positively.
- Top 4 Opportunities (for development) - the 4 element areas in which your feedback providers gave you the lowest overall TGA ratings.
- 4 Positive Gaps - the 4 element areas where people perceived you higher than you perceived yourself.
- 4 Negative Gaps - the 4 element areas are ratings where people perceived you lower than you perceived yourself.

There may not be exactly 4 or the same number of element areas listed in each part of the Perception Gap Report. This may happen when “ties” in the actual numeric value of ratings (TGA) occur.

How to Interpret and Use This Information

This report is a high level “snapshot” to be used as you formalize your Individual Leadership Development Plan.

Use this information to assist your own decision making and planning. These “top” and “bottom” score rankings are all relative to your performance only. There are no percentile rankings or proficiency levels. Whether your ratings are all very high, very low, or somewhere in between, each person will be able to distinguish their own highest and lowest ranked elements, and the elements where the greatest “gaps” exist.

On Track 360 Individual Profile
Snapshot Summary Report
On Track 360 Participant: Sample Data

Reviewing the data within each separate report offers you the opportunity to look at your results from a different perspective. For personal planning of your own leadership development, this high level "snapshot" is helpful.

TOP 4 STRENGTH AREAS

TGA*

Implementing Solutions	7.7
Personal & Professional Ethics	7.5
Standards-Based Instruction	7.4
Engaging Groups in Planning	7.3

TOP 4 DEVELOPMENT AREAS

TGA*

High Expectations for Performance	6.1
Leveraging Resources to Accomplish Success	6.7
Technologies that Facilitate Learning	6.7
Cohesive Groups Working Together	6.8

"People perceive me higher than I perceive myself." (Highest 4)

TGAP**

Building Relationships with Constituent Groups	4.3
Advocating for Resources & Support	4.0
Evaluating Teaching Quality	3.5
Innovation & Change	3.3

"People perceive me lower than I perceive myself." (Lowest 4)

TGAP**

Cohesive Groups Working Together	-1.0
Personal & Professional Ethics	0.8
High Expectations for Performance	0.9
Systems that Support Learning	0.9

On Track 360° Individual Profile

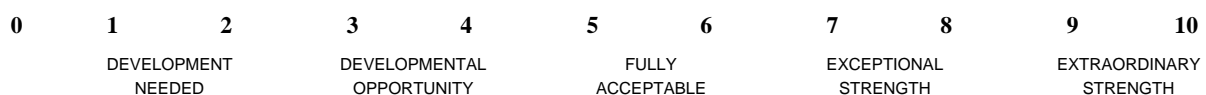
Turnaround Scale Report

On Track 360° Participant: Sample Data

	DIRECT REPORTS
	PEERS/COLLEAGUES
	SUPERVISOR
	GROUP TOTAL
	SELF

Your Turnaround Scale Report

Whether your current school assignment happens to be one considered to be a "turnaround" school, this special add-on scale gives you an idea of your relative strength in the leadership behaviors currently thought to be most necessary for the success of school leaders in these highly challenging schools. The scale is made up of 10 items and a single composite total rating representing your relative strength on this particular set of leadership skills. The illustration of your Turnaround Scale strength is shown in a set of comparison bars representing the Total Group Average (TGA) ratings given by yourself (Self) and each of the other Feedback Groups:



* Note: Total Group does not include self.

On Track 360° Detail Report

Understanding This Report

The **On Track 360°** Detail Report provides the most definitive and complete summary of your feedback results. Designed for the statistically-minded, this report allows for an in-depth examination of each indicator used to describe the 24 element areas within the standards.

The structure of the Detail Report lists first the standard, then the element, followed by each indicator describing the element. For each indicator a detailed set of comparative data is shown for your review.

Detail Report Abbreviation Definitions

Self	Self feedback (always a whole number)
DR	Average of Direct Report feedback
P/C	Average of Peer/Colleague feedback
SUPV	Supervisor feedback (sometimes may include more than one)
TGA	Total Group Average (average of Group 1, Group 2, and Group 3)
TGAP	Gap difference between Total Group Average and Self feedback
#Prov	Total number of responding feedback providers, excluding self

How to Interpret and Use This Information

Use this report to analyze specific element areas you may wish to further develop, or understand more fully. Although you are encouraged to review this information, please devote more time on a summary level review of the **On Track 360°** results than extensive analysis of particular indicators.

Read the specific indicators within elements as you build action steps for your own Individual Leadership Development Plan.

On Track 360° Profile

Detail Report

On Track 360° Participant: Sample Data

I. Strategic Leaders:

Sharing the Vision

	<u>Self</u>	<u>DR</u>	<u>P/C</u>	<u>SUPV</u>	<u>TGA</u>	<u>TGap</u>	<u>#Prov</u>
1. The principal develops action plans for improvement that set both short and long term goals for reporting progress.	4	6.1	6.7	9.0	6.4	2.4	16
2. The principal readily accepts the role of leader and acts courageously to benefit the organization and to accomplish its goals.	4	5.9	8.0	8.0	6.8	2.8	16
3. The principal effectively establishes goals and objectives that advance the school's vision for learning.	6	6.6	8.0	8.5	7.2	1.2	16
4. The principal demonstrates a personal commitment to quality and continuous improvement.	6	6.0	7.8	8.0	6.8	0.8	16
5. The principal communicates the school's vision for learning in many ways with teacher, parent, and community groups.	8	6.4	7.5	8.5	6.9	-1.1	16
6. The principal reviews progress and carries out tactical planning in order to meet short and long term goals.	7	7.4	8.3	8.5	7.8	0.8	16

Personal & Professional Ethics

	<u>Self</u>	<u>DR</u>	<u>P/C</u>	<u>SUPV</u>	<u>TGA</u>	<u>TGap</u>	<u>#Prov</u>
7. The principal takes personal responsibility and acts in a manner consistent with spoken words.	6	7.3	8.5	9.0	7.8	1.8	16
8. The principal demonstrates diplomacy, fairness, and tact in working with individuals and groups.	8	6.6	8.4	8.0	7.3	-0.7	15
9. The principal monitors and sets high standards for professional conduct of himself/herself and of all staff members.	7	6.1	8.5	9.0	7.1	0.1	16
10. The principal exhibits integrity and professionalism when dealing with staff members, employee groups, and the public.	6	6.6	8.2	8.5	7.3	1.3	16

Collaborative Culture

	<u>Self</u>	<u>DR</u>	<u>P/C</u>	<u>SUPV</u>	<u>TGA</u>	<u>TGap</u>	<u>#Prov</u>
11. The principal creates an organizational climate in which every person feels that their work is valued and important.	6	5.9	7.3	8.5	6.5	0.5	16
12. The principal expects team members to provide the quality and spirit of service essential for high performance.	4	5.5	7.7	7.0	6.4	2.4	16
13. The principal promotes a collaborative culture within the school which recognizes, celebrates, and rewards good performance.	5	6.8	7.5	9.0	7.1	2.1	16
14. The principal recognizes and celebrates the meaningful contributions individuals make to accomplishing the school's mission.	5	6.5	7.8	8.5	7.1	2.1	16

Situational Adeptness

	<u>Self</u>	<u>DR</u>	<u>P/C</u>	<u>SUPV</u>	<u>TGA</u>	<u>TGap</u>	<u>#Prov</u>
15. The principal communicates high standards for performance with all groups and defines specifically what needs to change in order to achieve goals	5	6.9	7.2	9.0	7.0	2.0	16
16. The principal adapts his/her own leadership style to adapt to the political realities of the school and community.	4	6.9	7.8	7.0	7.3	3.3	16
17. The principal creates collaborative structures that engage teams in professional dialogue and makes decisions that are necessary to meet improvement goals.	5	6.0	7.0	6.5	6.4	1.4	16
18. The principal exhibits integrity and professionalism in dealing with staff members, parents, and community groups.	6	7.0	7.3	8.5	7.1	1.1	16

On Track 360° Profile

Detail Report

On Track 360° Participant: Sample Data

Turnaround Scale Report Detail

	<u>Self</u>	<u>DR</u>	<u>P/C</u>	<u>SUPV</u>	<u>TGA</u>	<u>TGap</u>	<u>#Prov</u>
1. The principal develops action plans for improvement that set both short and long term goals for reporting progress.	4	6.1	6.7	9.0	6.4	2.4	16
2. The principal readily accepts the role of leader and acts courageously to benefit the organization and to accomplish its goals.	4	5.9	8.0	8.0	6.8	2.8	16
15. The principal communicates high standards for performance with all groups and defines specifically what needs to change in order to achieve goals	5	6.9	7.2	9.0	7.0	2.0	16
20. The principal models persistence in striving to reach goals despite encountering barriers and occasional setbacks.	7	6.6	8.0	9.0	7.2	0.2	16
21. The principal leads groups to overcome longstanding problems by focusing on a few high priority goals with visible payoffs.	4	5.9	7.2	9.0	6.4	2.4	16
25. The principal demonstrates a willingness to try new tactics and discard failed ones based on evidence of what works.	6	6.4	8.5	9.0	7.3	1.3	16
29. The principal is able to analyze situations in a logical way and identify causes and effects.	8	7.4	8.0	9.0	7.6	-0.4	16
38. The principal implements rigorous methods for evaluating teaching quality by defining a model that incorporates the observaton of teaching practice and its impact on student results.	3	7.0	7.5	9.0	7.2	4.2	16
47. The principal assesses the skills of individuals and teams to increase effectiveness and develop capacity for instructional decision making and leadership.	5	6.6	6.7	9.5	6.6	1.6	16
72. The principal demonstrates personal skills and knowledge by using data about system performance to identify and act on high priority problems and initiate steps toward improvement.	9	6.9	8.2	9.0	7.4	-1.6	15
85. The principal is able to recognize patterns and relationships among individuals and stakeholder groups in order to improve the way people and systems operate.	7	5.8	6.5	8.0	6.1	-0.9	16
90. The principal gains the support of trusted "influencers" inside and outside the organization to gain momentum for making change.	4	5.8	7.3	9.5	6.4	2.4	16

On Track 360° Comments from Feedback Providers

Understanding This Information

The information included as comments from feedback providers is verbatim feedback. It is recorded verbatim from **On Track 360°** survey.

The purpose of this information is to provide you with comments your feedback providers want you to know in addition to their feedback ratings on the actual **On Track 360°** instrument. Comments are specific, they glean an insightful perspective for you as you interpret the data found in your individual profile.

Please understand, these comments, when provided, are listed in no particular order.

On Track 360°

Comments by Feedback Providers

On Track 360°

Participant: Sample Data

Following are comments made by feedback providers. These have been recorded verbatim.

Please comment on how this principal establishes a vision for learning and sets clear goals for ensuring progress toward achieving them. (Your comments will be presented exactly as you enter them and will not be edited.)

Comments will be here.

Please comment on how this principal establishes coalitions among stakeholder groups that support school and district goals, and communicates their needs and successes. (Your comments will be presented exactly as you enter them and will not be edited.)

Comments will be here.

Please comment on how this principal implements a high quality instructional system that supports the learning of all students and adults. (Your comments will be presented exactly as you enter them and will not be edited.)

Comments will be here.

Please comment on how this principal organizes and integrates processes that support instruction and monitor progress. (Your comments will be presented exactly as you enter them and will not be edited.)

Comments will be here.

Please comment on how this principal organizes and supports teams that effectively plan for instruction and improvement. (Your comments will be presented exactly as you enter them and will not be edited.)

Comments will be here.

Please comment on how this principal uses proactive thinking to explore solutions and engage groups in the process of implementing them to bring about change. (Your comments will be presented exactly as you enter them and will not be edited.)

Comments will be here.