

Building Leadership Team Rubric

	Level of Implementation	Evidence	Next Step
<p>1. Meet monthly. Schedule is created at beginning of school year and shared with all building staff and DLT</p>	<p>Full</p>	<ul style="list-style-type: none"> <li>- Monthly meetings have been scheduled at the beginning of the school year</li> <li>- BLT monthly calendar</li> <li>- BLT Sign-In sheet</li> </ul>	<ul style="list-style-type: none"> <li>- To schedule meetings for 2014/2015 school year</li> </ul>
<p>2. Principal attends every meeting (100%) and expects BLT members to be prepared</p>	<p>Full</p>	<ul style="list-style-type: none"> <li>- BLT Sign-In sheet</li> <li>- BLT Agenda</li> <li>- Resources ahead of time</li> </ul>	<ul style="list-style-type: none"> <li>- To continue for 2014/2015</li> </ul>
<p>3. Membership on team includes a representative from each grade level/department (including preschool) and special education. Think about staff that can cover multiple roles i.e. Title I is assigned to 2nd grade team so is dually 2nd grade representative and Title I. Additional considerations are: social worker, after-school programming, parent, speech therapist, psychologist. It's also important to have your "Opinion Leaders" at the table.</p>	<p>Full</p>	<ul style="list-style-type: none"> <li>- List of members w/ their role at the meetings</li> </ul>	<ul style="list-style-type: none"> <li>- To continue for 2014/2015 with the possibility of bringing in other outside individuals as we see needed</li> </ul>
<p>4. Principal is the facilitator who assigns defined roles/responsibilities that rotate among all team members. 3 roles are always included:  a. Recorder: Minutes are taken electronically during the meeting in order to capture group thinking (not recreated after the meeting),  b. 5-Step Process Checker and  c. Reflective Questioner</p>	<p>Full</p>	<ul style="list-style-type: none"> <li>- Notes are taken at each meeting with role being assigned to different members</li> </ul>	<ul style="list-style-type: none"> <li>- To continue for 2014/2015</li> </ul>
<p>5. Group norms are followed and monitored for meeting effectiveness at the end of each meeting</p>	<p>Progressing</p>	<ul style="list-style-type: none"> <li>- Notes with norms</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to enforce the norms and make sure</li> </ul>

			they are being followed at each meeting
6. Team forms, agenda, & protocols guide the critical learning during the BLT meeting	Progressing	<ul style="list-style-type: none"> <li>- Posted agenda and 5-step process is being used</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to have deeper conversations about caused and effect</li> </ul>
7. Dialogue is focused on changing instruction (what the adults do) to effect student achievement	Progressing	<ul style="list-style-type: none"> <li>- BLT notes</li> <li>- TBT share out</li> </ul>	<ul style="list-style-type: none"> <li>- Making sure we are focused on what adults can do and not about the student</li> </ul>
8. Team has a defined common language and understanding of: <ul style="list-style-type: none"> <li>a. assessment literacy,</li> <li>b. research/evidence based instruction that defines your Instructional Framework,</li> <li>c. high quality professional development, d. data analysis,</li> <li>e. learning standards and curriculum f. differentiation</li> </ul>	Progressing	<ul style="list-style-type: none"> <li>- BLT notes</li> <li>- Analyzing data</li> <li>- Agendas from PD</li> </ul>	<ul style="list-style-type: none"> <li>- Define these terms for staff</li> <li>- Continue with PD for 2014/2015</li> </ul>
9. 5-Step process is a part of every meeting with dialogue relating to adult and student data. For example: Steps 1-3 are done during one meeting. The next month you would revisit your implementation of Steps 3- 4 and discuss fidelity to implementation along with additional needs/supports. Step 4 could be an agenda item for several months until there is data to complete Step 5. <ul style="list-style-type: none"> <li>a. Identified strengths and weaknesses are attributed to factors within the teacher's control</li> <li>b. Strategies are being evaluated on their effectiveness and impact</li> <li>c. Descriptions of strategies are specific enough to allow for replication</li> </ul>	Full	<ul style="list-style-type: none"> <li>- BLT Rubric</li> </ul>	<ul style="list-style-type: none"> <li>- To keep linking adult behavior to student outcomes</li> </ul>

<p>(i.e., implementation, frequency, duration, resources)</p> <p>d. Team members collaboratively analyze student work in-between data collection points</p>			
<p>10. Subgroup data is reviewed at every meeting related to "gap" groups. Instructional needs are prioritized and communicated to all staff and monitored for growth each month.</p>	<p>Progressing</p>	<ul style="list-style-type: none"> <li>- BLT notes</li> <li>- TBT share out</li> </ul>	<ul style="list-style-type: none"> <li>- Sub group analysis</li> </ul>
<p>11. TBTs/BLT understand the distinction between an instructional strategy and activity. (strategy vs. activity = what the teacher does vs. what the student does)</p>	<p>Full</p>	<ul style="list-style-type: none"> <li>- BLT notes</li> <li>- PD for all staff</li> </ul>	<ul style="list-style-type: none"> <li>- Show evidence in TBT notes on instructional practices</li> </ul>
<p>12. TBT representative shares to update where they are within the 5-Step process. This could include sharing student data and/or explaining the specific teaching strategies/actions adults are implementing that are showing positive results. Dialogue supports reflective questions regarding how to replicate specific instruction or modify if needed. You may invite all members of a specific TBT to the meeting to share a complete debrief of their most recent 5-Step process.</p>	<p>Progressing</p>	<ul style="list-style-type: none"> <li>- BLT notes</li> <li>- TBT grade level binders</li> </ul>	<ul style="list-style-type: none"> <li>- Have a share out board where strategies/activates can be posted and shared</li> </ul>
<p>13. BLT monitors effectiveness of TBT implementation through use of TBT self-assessment and observational data from walkthroughs at least 3x/year</p>	<p>Full</p>	<ul style="list-style-type: none"> <li>- BLT notes</li> <li>- TBT rubric results</li> <li>- TBT binders</li> </ul>	<ul style="list-style-type: none"> <li>- Continue with walkthroughs</li> <li>- Continue to use the rubric</li> </ul>
<p>14. BLT analyzes TBT implementation data to determine what supports are needed to have at least 90% of TBTs highly effective AND follows-through with a plan of action for that support</p>	<p>Progressing</p>	<ul style="list-style-type: none"> <li>- BLT notes</li> </ul>	<ul style="list-style-type: none"> <li>- We will follow through with next steps</li> <li>- Monitor at meetings</li> </ul>
<p>15. Feedback is provided to all staff after every BLT meeting as a result of the adult/student data collected. There is a process in place that is followed to share what happens in BLT and</p>	<p>Full</p>	<ul style="list-style-type: none"> <li>- BLT notes</li> <li>- Feedback from BLT to TBT</li> <li>- Feedback from DLT To</li> </ul>	<ul style="list-style-type: none"> <li>- To put a spot for questions</li> <li>- What is going to be shared back at TBT</li> </ul>

questions staff have that need to be addressed by BLT.			BLT	
16. Feedback/Communication is provided to the DLT after every BLT meeting that is related to what support & PD is needed specifically by the building.	Full		<ul style="list-style-type: none"> <li>- PD is provided as requested by the DLT</li> </ul>	<ul style="list-style-type: none"> <li>- Continue with PD as needed by the staff</li> </ul>
17. BLTs report to the DLT quarterly data on: implemented instructional strategies (adults) and student performance by subgroup	Progressing		<ul style="list-style-type: none"> <li>- Quarterly Assessment results</li> </ul>	<ul style="list-style-type: none"> <li>- Include instructional strategies for each grade level to the DLT</li> </ul>
18. BLT reviews their service delivery (special education) plan showing where all students are receiving core instruction at the start of the year and their plan for monitoring the effectiveness.	Full		<ul style="list-style-type: none"> <li>- BLT notes</li> <li>- Schedules as where students are being served</li> </ul>	<ul style="list-style-type: none"> <li>- Will share in the fall where all students with disabilities are served</li> </ul>