

## 2015-2016 Building Leadership Team (BLT) Practice Profile

**Establishing Commitment** – The building has made a commitment to use the Ohio Improvement Process (OIP) framework and everyone agrees to and implements that format. Structures are in place to develop distributive leadership, high expectations, shared responsibility, and collaborative work environments.

TARGET PERFORMANCE	TAKE NOTES ON POTENTIAL ACTIONS THAT WOULD IMPROVE THE TEAM'S PERFORMANCE LEVEL	POSSIBLE BARRIERS TO PROGRESS
<p>The Building Leadership Team (BLT) builds a culture focused on learning for all adults and all students as evidence by the following:</p> <ol style="list-style-type: none"> <li>1. Establishment of high expectations and equitable structures for all students.</li> <li>2. Membership of the BLT includes individuals representing key components of the various levels and content areas, including special education, early learning, gifted, support staff, union representative, building administrators, parents and stakeholders.</li> <li>3. Commitment through its consistent use of the following actions:               <ol style="list-style-type: none"> <li>i. Meetings are scheduled at least monthly and are held as scheduled</li> <li>ii. Principal attends BLT meetings</li> <li>iii. Team members come prepared</li> <li>iv. Data protocols are used.</li> <li>v. Agendas are developed collaboratively and clearly demonstrate the use of the 5-Step Process and effective OIP meeting protocols.</li> </ol> </li> <li>4. Differentiated coaching, professional development, and resources in order to support Teacher Based Teams (TBTs) to improve classroom instruction.</li> </ol>		<ol style="list-style-type: none"> <li>A. Membership on the Building Leadership Team (BLT) is not representative across the staff.</li> <li>B. Orientation to the Ohio Improvement Process is not provided.</li> <li>C. Meeting roles and responsibilities have not been defined.</li> <li>D. Distributed leadership is not evident</li> <li>E. Monthly meetings do not occur.</li> <li>F. BLT meetings are conducted as informational staff meetings.</li> <li>G. Meeting discussions are dominated by individual team members/agendas.</li> </ol>

**Learning Organization** – An organization in which all adults are continually involved in a collaborative learning process that improves teaching for the purpose of increased student achievement.

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<p>The BLT creates a learning organization by building the collective capacity of the school community through the following:</p> <ol style="list-style-type: none"> <li>1. The BLT identifies data-driven needs and probable causes in order to create, refine and/or implement the action steps of the Focused Plan that reflect the delivery of professional development.</li> <li>2. Professional development is used to increase the capacity for teachers to differentiate instruction to teach a range of learners. Some examples of the professional development priorities may include: <ul style="list-style-type: none"> <li><b>Climate and Conditions:</b> establish a culture of respect, personal regard, competence, and integrity for all staff, students and families.</li> <li><b>Assessment literacy:</b> the knowledge and skills needed to gather accurate information about student achievement and use the assessment process and results to effectively improve achievement.</li> <li><b>Research/evidence-based instruction:</b> including differentiation, inclusive practices, effective instructional strategies, Ohio's Learning Standards, etc. to meet the needs of all learners.</li> <li><b>Data collection and analysis:</b> monitor the TBTs' effective implementation of the district's curriculum, assessment and instructional practices, and climate/expectations.</li> </ul> </li> <li>3. The BLT supports TBTs by implementing the follow: <ol style="list-style-type: none"> <li>i. Job-embedded training and support in the 5-Step Process and associated procedures, protocols, and processes for teams who are struggling, new staff members, as well as the continued growth of all teams.</li> <li>ii. Multiple opportunities for practicing new instructional strategies.</li> <li>iii. Coaching in the 5-Step Process that includes opportunities for observation and formal feedback.</li> </ol> </li> <li>4. The BLT analyses adult implementation data and its impact on student performance data, future targets for professional development are identified, planned for and/or forwarded to the District Leadership Team (DLT).</li> </ol>		<ol style="list-style-type: none"> <li>A. The BLT provides no professional development to TBTs.</li> <li>B. The BLT does not use data to identify the building's professional development needs.</li> <li>C. Professional development needs are not aligned with either the district's priorities or common instructional needs.</li> <li>D. The school climate does not reflect respect, personal regard, competence, and integrity for all staff, students, and families.</li> <li>E. Opportunities for observation or feedback for TBTs from BLT are few or do not exist.</li> <li>F. The BLT does not focus on instructional improvement.</li> <li>G. Low student achievement is attributed to student and family deficits rather than adult practices.</li> <li>H. Stereotypes and assumptions justify low student achievement.</li> </ol>

**Structures and Communication Processes** – All levels of the organization embrace a systemic and systematic infrastructure that clearly communicates with each other about adult practices and their effect on student learning.

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<p><b>Adult practices are improved and/or impacted when:</b></p> <ol style="list-style-type: none"> <li>1. The BLT ensures that an equitable infrastructure is in place for all students. Students will have access to high quality core instruction within an instructional framework that includes:               <ol style="list-style-type: none"> <li>i. A system of assessments</li> <li>ii. Research/evidence based instruction</li> <li>iii. High quality professional development</li> <li>iv. Data Analysis</li> <li>v. Ohio's Learning Standards and supporting curriculum</li> <li>vi. Differentiation</li> <li>vii. Equitable practices are built on the district's non-negotiables.</li> </ol> </li> <li>2. Structures and processes for communication within the team are evident throughout the school year at BLT meetings and include:               <ol style="list-style-type: none"> <li>i. Group norms which are monitored throughout the year.</li> <li>ii. A facilitator who assigns defined roles/responsibilities that are carried out with fidelity by all team members.</li> </ol> </li> <li>3. Structures and communication processes between the <b>BLT</b> and each <b>TBT</b> are evident throughout the school year.               <ol style="list-style-type: none"> <li>i. TBTs share their 5-Step Process minutes.</li> <li>ii. TBT representatives share possible steps for replication of instructional strategies when positive results are obtained.</li> <li>iii. TBT representatives share challenges of implementing specific strategies and the BLT helps to problem-solve possible supports.</li> <li>iv. BLT provides feedback to TBTs about implementation of their strategies related to student outcomes.</li> </ol> </li> <li>4. Structures and communication processes between the <b>BLT</b> and the <b>school staff</b> are evident throughout the school year.               <ol style="list-style-type: none"> <li>i. BLT meeting minutes are disseminated to all staff members.</li> <li>ii. The communication system includes a feedback loop between the building's staff members and the BLT.</li> </ol> </li> <li>5. Structures and communication processes between the BLT and the DLT are event. On at least a quarterly basis, BLTs report the following to the DLT:               <ol style="list-style-type: none"> <li>i. TBT student data as requested by the BLT, including student performance by subgroup.</li> <li>ii. Adult implementation data as requested by the BLT/DLT.</li> <li>iii. Building level needs based on data and alignment to the district Focused Plan (e.g., support in professional development).</li> </ol> </li> <li>6. Structures and communication processes between the <b>BLT</b> and <b>families</b> are evident and include feedback loops between families and building staff.</li> </ol>		<ol style="list-style-type: none"> <li>A. Roles and responsibilities of the BLT members are not clearly defined or communicated.</li> <li>B. Consistent or regular communication is not provided to all staff regarding BLT meetings.</li> <li>C. Student and adult data is not shared or analyzed.</li> <li>D. Feedback is not provided to TBTs regarding the implementation of strategies.</li> <li>E. A building-wide collaborative culture does not exist.</li> <li>F. Students are not provided equitable instructional opportunities based on race, ethnicity, disability and economic status.</li> <li>G. Buildings operate independently of one another.</li> </ol>

**Instruction and the Learning Process** – The BLT uses the 5-Step Process to examine adult implementation and student data to make decisions to monitor the progress of their building Focus Plan and make adjustments to the action steps.

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<p>The BLT uses the following problem-solving process:</p> <p><u>Step 1 - Collect Data</u></p> <ol style="list-style-type: none"> <li>1. Collect student performance data including: sub-group data, behavior data, and equity data.</li> <li>2. Collect adult implementation data.</li> </ol> <p><u>Step 2 - Analyze Student and/or Adult Data</u></p> <ol style="list-style-type: none"> <li>3. Determine overall student performance strengths and areas of need across the building.</li> <li>4. Identify the obstacles, common errors, misconceptions and/or trends in student performance data by building/grade/level/subject level.</li> <li>5. Prioritize student learning needs.</li> <li>6. Determine adult implementation strengths and areas of need across the building</li> </ol> <p><u>Step 3 – Determine Building Actions</u></p> <ol style="list-style-type: none"> <li>7. Create supports and/or provide trainings needed to improve identified strategies.</li> <li>8. Review and/or refine the building action steps in the focused action plan relative to the data and BLT needs.</li> </ol> <p><u>Step 4 – Implementation Monitoring</u></p> <ol style="list-style-type: none"> <li>9. Determine how and when the building will implement and monitor decided actions.</li> <li>10. Provide feedback to the TBTs based on the collected data.</li> </ol> <p><u>Step 5 – Collect/Discuss Data</u></p> <ol style="list-style-type: none"> <li>11. Define adult implementation and student performance data for review at the next meeting.</li> <li>12. Determine which changes in student performance are direct results of adult practices.</li> <li>13. Identify successful practices that can be replicated and identify areas of need for professional development/support.</li> </ol> <p>*Steps 1 and 5 can be integrated</p>		<ol style="list-style-type: none"> <li>A. Building actions are based on anecdotal rather than valid and reliable data sources.</li> <li>B. The team analyzes data but no connection is made to using the 5-Step process as part of the BLT protocol.</li> <li>C. Connections between adult practices and student performances are not made.</li> <li>D. Content of BLT meetings are driven by a traditional staff meeting agenda.</li> <li>E. Selected groups of students are excluded from data discussions.</li> <li>F. Monitoring of TBT data is perceived as, or may actually become, punitive.</li> <li>G. Data is treated as summative, rather than formative or benchmark.</li> <li>H. Ineffective instructional strategies are allowed.</li> <li>I. PD development is compliance-driven, developed by an independent PD committee, etc.</li> </ol>