“Leadership Teams: Working Toward High Quality Implementation”

Self-assessment Rubric

The “Keys To Success for Indistar Schools” provides broad statements that help point schools in the direction of effective Indistar implementation and continuous school improvement. They range from keys to success from the principal and Leadership Team (LT) to teachers, Instructional Teams (IT), coaches, and a broad range of stakeholders. Schools that implement these keys with fidelity see results that significantly improve adult practices and resulting student achievement.

Keys to Success for Indistar Schools

1. **School Leadership Team** meets regularly (typically twice a month) to review multiple data sources, including evidence of indicator implementation, monitor progress, and guide continuous improvement of professional practice.
2. **School Leadership Team** dialogues with the coach and district liaison via coaching comments and reviews.
3. **Instructional Teams** meet regularly (including large blocks of time) to review student performance data and develop and refine differentiated instructional plans and formative assessments.
4. **Principal** provides direction for the teams, focuses on instruction, builds leadership capacity of others.
5. **Teachers** implement effective instructional practice, guided by indicators.
6. **Coaches** (including district liaisons) regularly review the work of the Leadership Team and provide guidance, reflection, pressure, and support.
7. **Teachers, parents, school board members, and district personnel** review reports through the Guest Login to stay abreast of the evolving plan and offer feedback.

The purpose for this rubric is to provide SEAs a tool to help schools self-assess their progress toward implementing the first key – School Leadership Team - with fidelity and with the expectation that it will greatly enhance the adult practices and student success in the building. In addition, SEAs can participate in this self-assessment, gain valuable insights, and can then provide targeted professional development and technical assistance to districts and schools.

Not included in each rubric, but essential to effective implementation, is the work of the Process Manager, who has several key roles including:

- Establish and distribute agendas and relevant Wise Ways to all LT members in advance of meetings
- Take notes at meetings, either directly into the tool or entered immediately after the meetings
- Distribute minutes of the meetings prior to the next meeting

Self- assessment Rubric

Note: The entries within each cell are examples and are general and suggestive in nature. They are not a specific list that must be followed exactly. In order to obtain a score of "III," the school should meet the conditions for getting a score of "II." Similarly, in order to obtain a score of "IV," the school should meet the conditions for getting scores of "II" and "III."

Leadership Team

Component: Leadership Team	**I. No Development or Implementation**	**II. Limited Development or Implementation**	**III. Full Development or Implementation**		**IV. Exemplary Development or Implementation**
Leadership Team (LT) Composition (Applies to Assess, Create, and Monitor)	• No LT exists	• The LT includes limited representation: o Principal o Assistant Principal o Instructional Coach o Process Manager	• The LT includes representation from the school staff, including: o Special Education o ELL o Reading o Math		• The LT includes representation from parent and community groups
Frequency of LT Meetings	• No meetings held	• LT meetings held occasionally, but less than twice a month	• LT meetings held twice a month		• LT meetings held more frequently, as needed
LT Attendance and Participation	• No LT exists	• Some (not all) LT members attend meetings • Some (not all) LT members participate in meetings	• All LT members attend regularly and participate		• Additional staff and stakeholders are invited to attend some LT meetings to add perspective and provide feedback • All members engage in dialogue, questioning, and debate

Leadership Team (Continued)

Component: Leadership Team	I. No Development or Implementation	II. Limited Development or Implementation	III. Full Development or Implementation		IV. Exemplary Development or Implementation
Agendas	• No agendas created	• Agendas created for some meetings • Agendas provide date, beginning and ending times, and locations • Agendas provide Indistar topics to be discussed and/or decided	• Agendas created for all meetings • Agendas distributed prior to meetings		• Agendas reviewed and revised, if necessary, at the beginning of meetings
Minutes	• No minutes kept	• Minutes from some LT meetings kept	• Minutes from all meetings kept • Minutes reviewed at the beginning of meetings • Minutes accepted or revised to accurately reflect the previous meeting		• Minutes consistent reviewed at meetings • Minutes emailed or otherwise distributed to all staff in a timely manner

Assess

Component: Assess	**I. No Development or Implementation**	**II. Limited Development or Implementation**	**III. Full Development or Implementation**		**IV. Exemplary Development or Implementation**
Selection of Indicators to Assess	• No indicators are assessed	• Selecting indicators to assess based on perception without use of data	• Selecting indicators to assess based upon data, including o State-level student achievement o School-level data o Attendance and behavior data		• Selecting indicators to asses using multiple sources of data, including: o Classroom-level formative assessments o Summaries of walkthroughs and/or observations o Student and parent attitude surveys
Use of Wise Ways	• No use of Wise Ways (WW)	• Assessing indicators with use of WW for some	• Assessing indicators by reading, discussing, and applying WW		• Assessing indicators by considering additional research from reference sections of WW
Determining "Level of Development or Implementation"	• No attempt to determine "Level of Development or Implementation"	• Determining "Level of Development or Implementation" without use of data	• Analyzing data relevant to the indicator to determine "Level of Development or Implementation," including: o State-level student achievement o School-level data o Attendance and behavior data		• Analyzing data relevant to the indicator to determine "Level of Development or Implementation," including: o Classroom-level formative assessments o Summaries of walkthroughs and/or observations o Student and parent attitude surveys

Assess (Continued)

Component: Assess	**I. No Development or Implementation**	**II. Limited Development or Implementation**	**III. Full Development or Implementation**		**IV. Exemplary Development or Implementation**
Determining Priority and Opportunity Scores	• No attempt to determine Priority and Opportunity Scores	• Determining Priority and Opportunity scores based on limited analysis of school-based capacity, policies, and budgets	• Determining Priority and Opportunity scores based on discussion of: o Student needs o School-based capacity o Capacity to provide professional development and support o Federal, state, and local policies and budgets		• Determining Priority and Opportunity scores based on objective and evidence-based analysis of Level III
Describing the Current Level of Development or Implementation	• No attempt to determine the Current Level of Development or Implementation	• Describing the current level of development or implementation in generalities	• Describing the current level of development or implementation accurately and specifically		• Describing the current level of development or implementation accurately and specifically, with some illustrative examples

Create

Component: ***<u>Create</u>***	**I. No Development or Implementation**	**II. Limited Development or Implementation**	**III. Full Development or Implementation**		**IV. Exemplary Development or Implementation**
Selecting Objectives	• No objectives selected	• Selecting objectives based on ranking from Priority Opportunity scores	• Selecting “quick-win” objectives using objective information in addition to the Priority Opportunity scores		• Selecting “quick-win” objectives with input from staff and community
Describing “how it will look when this objective is fully met “… and information needed to provide evidence if it is fully met	• Description does not address the objective or has not been entered	• Description relates to the objective and some examples of evidence are provided	• Description of how it will look when fully met and description of evidence are: o Aligned to the objective o Consistent with WW		• Description addresses all components described in WW and additional references and is: o Focused o Attainable • Description of evidence is: o Specific o Thorough

Create (Continued)

Component: ***Create***	**I. No Development or Implementation**	**II. Limited Development or Implementation**	**III. Full Development or Implementation**		**IV. Exemplary Development or Implementation**
Creating Tasks	• No tasks created to address the objective	• Creating tasks based on superficial assessment of indicators with minimal use of WW • Creating tasks partially aligned to the objective • Creating tasks that partially achieve full implementation	• Assigning various members of the LT responsibility, not just one or two members • Identifying a person responsible for each task • Creating tasks that are focused and attainable o Build on strengths identified in the Assess component o Align to the indicators o Are consistent with WW • Setting reasonable dates for achievement of tasks • Identifying the frequency by which the task will recur • Recording notes from discussion that will assist the person responsible for the task		• Analyzing areas of strength to identify factors that can contribute to improvement • Creating timelines using backward planning

Monitor

Component: ***Monitor***	I. No Development or Implementation	II. Limited Development or Implementation	III. Full Development or Implementation		IV. Exemplary Development or Implementation
Monitoring Progress	• No monitoring of implementation or progress on tasks	• Monitoring is done infrequently • Monitoring based on perceptions of progress	• Monitoring task completion and achievement of objectives is done regularly at twice monthly LT meetings • Monitoring of task progress is done by the LT member responsible for the objective • Monitoring discussions are lead by the LT member responsible for each objective • Monitoring discussions are based on data and evidence of progress		• Analyzing multiple sources of data (see Assess for full list) to: o Monitor progress o Evaluate fidelity of implementation o Adjust due dates based on analysis of task completion data

Monitor (Continued)

Component: *Monitor*	**I. No Development or Implementation**	**II. Limited Development or Implementation**	**III. Full Development or Implementation**		**IV. Exemplary Development or Implementation**
Providing Evidence and Sustaining Progress	• No evidence cited • No plans for sustainability	• Providing general statements about evidence and sustainability without specific information	• Providing specific concise statements of evidence clearly aligned to the objectives • Providing clearly aligned, specific, and detailed plans for sustaining the objective		• Providing documents in the Document Upload with detailed specific evidence and/or plans for sustaining the objective