

Building Leadership Team Assessment Tool (BLT-AT)

BLT Discussion Guide: Practice Profile (Part 1)

LEADERSHIP DOMAIN 1: CULTURE OF CONTINUOUS IMPROVEMENT		
Building Leadership Teams (BLTs) engage in continuous learning through inquiry processes. They promote school-wide learning by using a systematic improvement process, establishing and maintaining focus, aligning the work of leadership teams, using data wisely, using evidence-based practices with fidelity, and monitoring processes and outcomes.		
Characteristics of Effective Practice by Schools	Acceptable IMPLEMENTATION	Acceptable SCALE
1. Use a systematic improvement process	<ul style="list-style-type: none"> • The school uses the Ohio Improvement Process (OIP) by establishing leadership teams at the building and teacher-team levels. • The school's leadership teams use the five steps of the OIP. • The school designs and uses procedures and tools that encourage continuous improvement—both individual and collective. 	<ul style="list-style-type: none"> • At least 75% of the school's educators understand and use the Ohio Improvement Process (OIP) or a comparable improvement process. • At least 75% of the school's educators use systematic procedures for improving their own practice.
2. Establish and maintain focus	<ul style="list-style-type: none"> • The school adopts a small set of focused school-wide improvement strategies that align with district-wide improvement strategies. • The school makes staff assignments that support the accomplishment of district-wide and school-wide goals. • The school provides instructional personnel with coaching support that prepares them to use school-wide strategies for improving teaching and learning. 	<ul style="list-style-type: none"> • At least 75% of the school's instructional personnel can list the school-wide improvement strategies. • At least 75% of the school's instructional personnel have received coaching support that prepares them to use school-wide strategies for improving teaching and learning. • At least 75% of the school's instructional personnel endorse district-wide and

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	<ul style="list-style-type: none"> When employing new personnel, the school selects individuals whose skills and dispositions fit with school and district priorities. 	school-wide goals and strategies.
3. Maintain alignment across leadership teams	<ul style="list-style-type: none"> The school ensures that the work of teacher teams (e.g., TBTs) is aligned with the work of the BLT. 	<ul style="list-style-type: none"> All teacher teams (e.g., TBTs) share their minutes and their data summaries with the BLT.
4. Use data wisely	<ul style="list-style-type: none"> The BLT determines which types of data are instructionally relevant and ensures that all teacher teams can generate (or locate) and interpret those types of data. 	<ul style="list-style-type: none"> At least 75% of instructional personnel can identify and interpret instructionally relevant data.
5. Ensure fidelity in the use of evidence-based practices	<ul style="list-style-type: none"> The BLT Identifies evidence-based strategies for instruction and intervention. The BLT works with the school's teacher teams (e.g., TBTs) to share evidence-based strategies for instruction and intervention. The BLT supports school efforts to ensure that all instructional personnel are able to use agreed-upon evidence-based strategies for instruction and intervention. 	<ul style="list-style-type: none"> The use of agreed-upon instructional strategies is recorded in 75% of all walk-through observations. Teacher-team data show fidelity of implementation levels of 75% or higher.

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6. Monitor improvement structures and processes (e.g., BLT meetings, fidelity of implementation, school-wide data use)	<ul style="list-style-type: none">• The BLT routinely monitors the effectiveness of its meetings.• School leaders and BLT members routinely monitor the implementation of focused improvement strategies across the school.• School leaders and the BLT routinely monitor school-wide data use.	<ul style="list-style-type: none">• At least 75% of instructional personnel participate in discussions focusing on data gauging the effectiveness of improvement processes (e.g., leadership team meetings, fidelity of implementation of agreed-upon practices).