

## WORKSHOP GUIDE FOR OLAC MODULE: *Teacher-based Teams (TBTs): What Districts Need to Know*

### OVERVIEW

**Note to Facilitators:** This workshop is set up in a flexible way to enable its use as an individual learning activity, an online learning experience, or a traditional face-to-face professional development session (or series of sessions). It is also possible to mix and match assignments to create a blended learning experience. The inclusion of objectives and evaluation rubrics also enables an individual, school district, or agency to submit the course materials to a university to determine whether or not the training might serve as a credit-bearing learning experience. The amount of material included in the workshop would translate to 1-semester-hour of credit in many universities that give credit for participation in workshop activities. For use as a guide to a not-for-credit workshop or with a university that does not require rubrics, these parts of the guide can be omitted or distributed as information-only items to participants.

**Workshop Description:** The workshop draws on material provided in the module titled, “Teacher-Based Teams (TBTs): What Districts Need to Know,”—a learning resource developed and disseminated by the Ohio Leadership Advisory Council (OLAC) through its website (<http://www.ohioleadership.org/>). The narrative, videos, and charts comprising the workshop explain how the structured and systematic use of teacher-based teams (TBTs), when they are aligned with the work of building leadership teams (BLTs) and district leadership teams (DLTs), contributes to the improvement of educational processes and outcomes for all students in Ohio schools. For principals and other school leaders, this aligned work informs what might be called *inclusive leadership practice*—a set of commitments and actions that shifts district and school culture in ways supportive of all learners, including those with disabilities.

**Workshop Goals:** The overarching goal of the workshop is to enable educators to structure and participate in teacher-based teams in order to improve core instruction and learning supports for all students. The specific learning objectives that provide specification for the overarching goal come from three sets of relevant standards: *Ohio’s Leadership Development Framework* (2<sup>nd</sup> edition), the Ohio Standards for Principals, and the Educational Leadership Constituent Council (ELCC) Building Level Standards. Relevant objectives from each of the three sets of standards are keyed to the experiences listed in the Learning Experiences Matrix below.

**Evaluations of Learning:** The module includes a pre- and post-assessment that can be used at the beginning and end of the workshop to evaluate changes in the degree to which participants understand the content that the workshop presents. Rubrics keyed to learning objectives (the OLAC Essential Practices, the Ohio Principal Standards, and ELCC standards) can be used to assess participants’ performance of the four activities comprising the workshop.

## LEARNING EXPERIENCES MATRIX

Objectives <sup>1</sup>	Individual Activity	On-line Small Group Activity	Face-to-Face Group Activity	Evaluation Method
<a href="#">Didactic materials</a>	Read narrative within the module and watch videos.	Read narrative within the module and watch videos.	Read narrative within the module and watch videos.	Pre- and post-assessment included in the module
<a href="#">Activity #1 Objectives</a>	Read Activity Prompt #1 and provide a written response that answers both questions.	Read Activity Prompt #1 and discuss each question in turn on a discussion board, wiki, or blog.	Based on your review of the module, be prepared to engage in a small- or large-group discussion using the two questions provided in the activity prompt below.	<a href="#">TBT Rubric #1</a>
<p><b>Activity Prompt #1:</b> Michael Fullan's work, as referenced in the module, supports the development of collective capacity as a necessary element for whole-system reform. In what ways does Ohio's use of aligned leadership teams support the development of collective capacity? What are the key roles of the superintendent, the principal, and the teacher in fostering collective capacity? Visit the video repository on the OLAC website and identify one video that helps you better understand what it means to develop collective capacity. What video did you select?</p>				
<a href="#">Activity #2 Objectives</a>	Read Activity Prompt #2; then develop a written analysis of teams in your district and school.	Read Activity Prompt #2; then discuss the teams in your district and school in a posting to an online discussion board, blog, or wiki. Interact with at least two other principals regarding the similarities and differences of teams in your district.	Read Activity Prompt #2; then spend about 30 minutes writing about the teams in your district and school. Share your district/school reports during the regional PD meeting. Discuss the similarities and differences of teams in your respective districts.	<a href="#">TBT Rubric #2</a>
<p><b>Activity Prompt #2:</b> Thinking about your district/school's preparedness to implement effective teacher-based teams (TBTs), identify all the teams, noting their purpose and membership, in operation across the district. Identify the teams that can be repurposed as TBTs, as well as the teams that can be eliminated to allow for greater focus on the core work of instruction and achievement.</p>				

Objectives <sup>1</sup>	Individual Activity	On-line Small Group Activity	Face-to-Face Group Activity	Evaluation Method
<a href="#">Activity #3 Objectives</a>	After reading the material in the module and watching the videos, write responses to the questions included in Activity Prompt #3.	After reading the material in the module and watching the videos, participate in an on-line discussion (on a discussion board, blog, or wiki) based on the questions included in Activity Prompt #3.	After reading the material in the module and watching the videos, participate in the regional PD meeting discussion (either small or large group) based on the questions included in Activity Prompt #3.	<a href="#">TBT Rubric #3</a>
<p><b>Activity Prompt #3:</b> What are the advantages of integrating a Multi-Tiered System of Support (MTSS, such as RtI) as a strategy within the work of TBTs? What has to happen at the district level, the school level, the teacher-team level, to support such integration and ensure that the MTSS (e.g., RtI) is not used as a parallel process driven by special education? What actions do you need to take to support the effective use of the MTSS (e.g., RtI) as part of the work of the TBTs in your school? [Hint: Think about how the 5-step process can provide support for including RtI as part of the work of TBTs.]</p>				
<a href="#">Activity #4 Objectives</a>	Read Activity Prompt #4 (Self-assessment) below and complete the <a href="#">self-assessment and reflections form</a> included with the training packet. Submit the completed form to the training facilitator.	Read Activity Prompt #4 (Self-assessment) below and complete the <a href="#">self-assessment and reflections form</a> included with the training packet. Share your self-assessment on-line with a small group of other participants. Using a discussion board, blog, or wiki discuss commonalities and differences in self-assessments across group members.	Read Activity Prompt #4 (Self-assessment) below and complete the <a href="#">self-assessment and reflections form</a> included with the training packet. Discuss your self-assessment with a small group of other participants during the regional PD meeting. Focus attention on commonalities across group members and any notable differences. Then share your small group's analysis with the large group that includes all training participants.	<a href="#">TBT Rubric #4</a>
<p><b>Activity Prompt #4: Self-assessment:</b> As a school leader (principal or assistant principal) or aspiring leader (candidate in an administrator preparation program), you already feel confident about using certain leadership practices to cultivate effective use of TBTs in your school</p>				

Objectives <sup>1</sup>	Individual Activity	On-line Small Group Activity	Face-to-Face Group Activity	Evaluation Method
and district. But you may feel less confident about using other practices. Use the self-assessment and reflections form that is part of the training guide to evaluate where you are now and to reflect on what you need to do to become more confident about practices that now may seem less feasible.				

## OBJECTIVES

### ALL OBJECTIVES<sup>2</sup>

#### *OLAC Essential Practices (Building Leadership Team)*

OLAC 1.1: Establish data teams (including course, grade level, grade band or vertical team, department) and implement procedures for the effective use of data to assess the impact on student learning, and to make decisions about teaching and learning.

OLAC 1.2: Create a school culture that supports the effective use of data to improve student performance by organizing and presenting data in ways that identify gaps and trends in student performance and requiring intentional decisions regarding curriculum and instruction, interventions, and professional development.

OLAC 1.3: Support the use of current aggregated and disaggregated student achievement data to establish measurable strategies aligned with district goals for instruction and achievement.

OLAC 1.4: Ensure data teams use building, course, and classroom data to constantly monitor progress in meeting performance targets for the building and at each grade level, planning for the success of all children and designed to close achievement and expectation gaps.

OLAC 1.5: Ensure the skillful and accurate use of data by providing ongoing training and support throughout the building.

OLAC 1.6: Monitor staff use of data to inform instructional decisions and organization for learning (e.g., schedules, grading, grade level configurations, interventions, etc.).

OLAC 1.7: Provide support to all building-level data teams and regularly review and analyze building level data and to provide guidance for classroom level actions.

OLAC 3.2: Establish priorities for instruction and achievement based on data and aligned with district goals.

OLAC 3.3: Monitor the implementation of the school instructional program and the follow through on the implementation of the data team's specific recommendations for instructional strategies.

OLAC 3.5: Require the systemic implementation and ongoing evaluation of prevention/intervention strategies as part of the building's instructional program to ensure that all students meet performance targets.

OLAC 3.6: Require the frequent use of collaboratively developed common formative classroom assessments to gauge student progress toward meeting district goals.

OLAC 5.2: Use resources to provide training on the effective use of data for planning and instruction.

OLAC 6.2: Keep the purpose of ensuring the success of every student central to all decisions.

OLAC 6.6: Promote shared leadership through the effective use of professional learning communities and building-level data teams aligned with the building-level strategies/action steps for improving instruction and achievement.

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<sup>2</sup> Specific standards are identified using a coding system whereby the first portion of the standard label is an abbreviation for the source of the standards (Ohio Leadership Advisory Council, Ohio Principals Standards, Educational Leadership Constituent Council) and the second portion includes a number representing the general area or domain in which the standard is located, a period, and then the specific number of the standard in that area or domain.

## ***Ohio Principal Standards***

OPS 1.2: Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.

OPS 2.5: Principals understand, encourage and facilitate the effective use of data by staff.

OPS 4.1: Principals promote a collaborative learning culture.

OPS 4.2: Principals share leadership with staff, students, parents and community members.

## ***ELCC (Building Level Standards)***

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

## **ACTIVITIES BY OBJECTIVES**

### **Activity #1 Objectives:**

#### ***OLAC Essential Practices***

- OLAC 1.2: Create a school culture that supports the effective use of data to improve student performance by organizing and presenting data in ways that identify gaps and trends in student performance and requiring intentional decisions regarding curriculum and instruction, interventions, and professional development.
- OLAC 1.5: Ensure the skillful and accurate use of data by providing ongoing training and support throughout the building.
- OLAC 1.6: Monitor staff use of data to inform instructional decisions and organization for learning (e.g., schedules, grading, grade level configurations, interventions, etc.).
- OLAC 1.7: Provide support to all building-level data teams and regularly review and analyze building level data and to provide guidance for classroom level actions.
- OLAC 5.2: Use resources to provide training on the effective use of data for planning and instruction.
- OLAC 6.6: Promote shared leadership through the effective use of professional learning communities and building-level data teams aligned with the building-level strategies/action steps for improving instruction and achievement.

### ***Ohio Principal Standards***

- OPS 2.5: Principals understand, encourage and facilitate the effective use of data by staff
- OPS 4.2: Principals share leadership with staff, students, parents and community members.

### ***ELCC***

- ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
- ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.

### **Activity #2 Objectives:**

#### ***OLAC Essential Practices***

- OLAC 1.1: Establish data teams (including course, grade level, grade band or vertical team, department) and implement procedures for the effective use of data to assess the impact on student learning, and to make decisions about teaching and learning.
- OLAC 3.2: Establish priorities for instruction and achievement based on data and aligned with district goals.
- OLAC 6.2: Keep the purpose of ensuring the success of every student central to all decisions.

#### ***Ohio Principal Standards***

- OPS 4.1: Principals promote a collaborative learning culture.
- OPS 4.2: Principals share leadership with staff, students, parents and community members.

#### ***ELCC***

- ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

### **Activity #3 Objectives:**

#### ***OLAC Essential Practices***

- OLAC 1.6: Monitor staff use of data to inform instructional decisions and organization for learning (e.g., schedules, grading, grade level configurations, interventions, etc.).
- OLAC 3.5: Require the systemic implementation and ongoing evaluation of prevention/intervention strategies as part of the building's instructional program to ensure that all students meet performance targets.
- OLAC 3.6: Require the frequent use of collaboratively developed common formative classroom assessments to gauge student progress toward meeting district goals.

### ***Ohio Principal Standards***

- OPS 1.2: Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.

### ***ELCC***

- ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

### **Activity #4 Objectives:**

#### ***OLAC Essential Practices***

- OLAC 1.1: Establish data teams (including course, grade level, grade band or vertical team, department) and implement procedures for the effective use of data to assess the impact on student learning, and to make decisions about teaching and learning.
- OLAC 1.2: Create a school culture that supports the effective use of data to improve student performance by organizing and presenting data in ways that identify gaps and trends in student performance and requiring intentional decisions regarding curriculum and instruction, interventions, and professional development.
- OLAC 1.3: Support the use of current aggregated and disaggregated student achievement data to establish measurable strategies aligned with district goals for instruction and achievement.
- OLAC 1.4: Ensure data teams use building, course, and classroom data to constantly monitor progress in meeting performance targets for the building and at each grade level, planning for the success of all children and designed to close achievement and expectation gaps.
- OLAC 1.5: Ensure the skillful and accurate use of data by providing ongoing training and support throughout the building.
- OLAC 1.6: Monitor staff use of data to inform instructional decisions and organization for learning (e.g., schedules, grading, grade level configurations, interventions, etc.).
- OLAC 1.7: Provide support to all building-level data teams and regularly review and analyze building level data and to provide guidance for classroom level actions.
- OLAC 3.5: Require the systemic implementation and ongoing evaluation of prevention/intervention strategies as part of the building's instructional program to ensure that all students meet performance targets.
- OLAC 3.6: Require the frequent use of collaboratively developed common formative classroom assessments to gauge student progress toward meeting district goals.
- OLAC 5.2: Use resources to provide training on the effective use of data for planning and instruction.
- OLAC 6.6: Promote shared leadership through the effective use of professional learning communities and building-level data teams aligned with the building-level strategies/action steps for improving instruction and achievement.



### ***Ohio Principal Standards***

- OPS 1.2: Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- OPS 2.5: Principals understand, encourage and facilitate the effective use of data by staff.
- OPS 4.1: Principals promote a collaborative learning culture.
- OPS 4.2: Principals share leadership with staff, students, parents and community members.

### ***ELCC***

- ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
- ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.
- ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
- ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
- ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.
- ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.
- ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

### **TRAINING OBJECTIVES**

<b>Objective</b>	<b>Major Concept(s)</b>
<b><i>OLAC Essential Practices</i></b>	
OLAC 1.1: Establish data teams (including course, grade level, grade band or vertical team, department) and implement procedures for the effective use of data to assess the impact on student learning, and to make decisions about teaching and learning.	Support educator teams; manage structures and resources, including time
OLAC 1.2: Create a school culture that supports the effective use of data to improve student performance by organizing and presenting data in ways that identify gaps and trends in student performance and requiring intentional decisions regarding curriculum and instruction, interventions, and professional development.	Foster culture of inquiry
OLAC 1.3: Support the use of current aggregated and disaggregated student achievement data to establish measurable strategies aligned with district goals for instruction and achievement.	Use data effectively
OLAC 1.4: Ensure data teams use building, course, and classroom data to constantly monitor progress in meeting	Support educator teams, use data effectively

Objective	Major Concept(s)
performance targets for the building and at each grade level, planning for the success of all children and designed to close achievement and expectation gaps.	
OLAC 1.5: Ensure the skillful and accurate use of data by providing ongoing training and support throughout the building.	Use data effectively, provide high-quality PD
OLAC 1.6: Monitor staff use of data to inform instructional decisions and organization for learning (e.g., schedules, grading, grade level configurations, interventions, etc.).	Cultivate instructional effectiveness; ensure implementation, monitoring, and evaluation
OLAC 1.7: Provide support to all building-level data teams and regularly review and analyze building level data and to provide guidance for classroom level actions.	Support educator teams; ensure implementation, monitoring, and evaluation
OLAC 3.2: Establish priorities for instruction and achievement based on data and aligned with district goals.	Cultivate instructional effectiveness, maintain focus
OLAC 3.3: Monitor the implementation of the school instructional program and the follow through on the implementation of the data team’s specific recommendations for instructional strategies.	Ensure implementation, monitoring, and evaluation
OLAC 3.5: Require the systemic implementation and ongoing evaluation of prevention/intervention strategies as part of the building’s instructional program to ensure that all students meet performance targets.	Cultivate instructional effectiveness; ensure implementation, monitoring, and evaluation
OLAC 3.6: Require the frequent use of collaboratively developed common formative classroom assessments to gauge student progress toward meeting district goals.	Cultivate instructional effectiveness; ensure implementation, monitoring, and evaluation
OLAC 5.2: Use resources to provide training on the effective use of data for planning and instruction.	Provide high-quality PD; manage structures and resources, including time
OLAC 6.2: Keep the purpose of ensuring the success of every student central to all decisions.	Maintain focus
OLAC 6.6: Promote shared leadership through the effective use of professional learning communities and building-level data teams aligned with the building-level strategies/action steps for improving instruction and achievement.	Distribute leadership, support educator teams
<b><i>Ohio Principal Standards</i></b>	
OPS 1.2: Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.	Maintain focus
OPS 2.5: Principals understand, encourage and facilitate the effective use of data by staff.	Use data effectively
OPS 4.1: Principals promote a collaborative learning culture.	Foster culture of inquiry, support educator teams
OPS 4.2: Principals share leadership with staff, students, parents and community members.	Distribute leadership, connect to the community
<b><i>ELCC</i></b>	

Objective	Major Concept(s)
ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	Use data effectively
ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.	Cultivate instructional effectiveness
ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	Use data effectively
ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Cultivate instructional effectiveness, use data effectively
ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	Cultivate instructional effectiveness, distribute leadership
ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.	Distribute leadership
ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	Manage structures and resources, including time
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	Use data effectively, connect to the community

**READING LIST**  
**(References Cited in the Module are Highlighted)**

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**OLI<sup>4</sup> Teacher-based Teams Training**  
**SELF-ASSESSMENT AND REFLECTIONS FORM**

**Instructions:** Using the 4-point Likert scale, rate your current level of confidence in performing the listed leadership practices by placing check marks in the applicable cells. Then answer the reflection questions.

Leadership Practice	Rating			
	High confidence level	Moderate confidence level	Limited confidence level	Very low confidence level
Structuring teacher-based teams (with appropriate norms, membership, schedules, and so on) to accomplish the data gathering, data analysis, planning, and monitoring work that promotes improved outcomes for teachers and students.				
Selecting and analyzing relevant data.				
Making improvements in the norms, values, beliefs, and practices that constitute school culture.				
Identifying professional development programs that meet the evident needs of one or more teams of teachers.				
Collaborating with content experts to monitor the rigor of academic courses of study.				
Monitoring the use of effective teaching practices.				
Monitoring the effectiveness of team functioning.				
Evaluating the relevance and quality of teacher-made and commercial assessment tools.				
Identifying promising instructional strategies and interventions to address a variety of learning needs.				
Structuring teacher-based teams in ways enabling them to use Multi-Tiered Systems of Support (e.g., Response to Intervention) effectively.				
Organizing time to allow for productive TBT meetings.				
Allocating resources to address the instructional and professional development needs surfaced by TBTs.				
Distributing leadership functions to teachers and other education professionals.				
Building the leadership capacity of teachers and other education professionals.				

**Reflection Questions:**

1. With which practices do I feel most confident? What evidence supports my feeling of confidence about using these practices?
2. With which practices do I feel least confident? What evidence leads to my belief that I am not confident in using these practices?
3. What steps will I take to share with less-confident colleagues the practices with which I currently feel most confident?
4. What steps will I take to improve my ability to perform the practices about which I currently feel least confident?
5. What strategies will I use for monitoring my progress toward developing those practices with which I currently feel least confident?



## RUBRICS

### TBT RUBRIC #1

Standards	Target	Acceptable	Unacceptable
OLAC 1.2, OLAC 1.5, OLAC1.6, OLAC1.7, OLAC 5.2, OLAC 6.6, OPS 2.5, OPS 4.2, ELCC 2.3, ELCC 3.4	Integrates understanding of team structures; data use; high-quality professional development; and implementation, monitoring, and evaluation to describe the systemic arrangements needed to build collective capacity in effective and efficient ways.	Integrates understanding of team structures; data use; high-quality professional development; and implementation, monitoring, and evaluation to describe how a school district might operate in order build collective capacity.	Demonstrates limited understanding of team structures; data use; high-quality professional development; and/or implementation, monitoring, and evaluation in attempting to describe the district-wide arrangements for building collective capacity.
	Effectively uses three or more ideas presented in Michael Fullan’s work to describe system-wide arrangements needed to build collective capacity.	Uses one to three ideas presented in Michael Fullan’s work to describe system-wide arrangements needed to build collective capacity.	Describes system-wide arrangements for building collective capacity without making reference to ideas presented in Michael Fullan’s work.
	Uses very clear, elaborate, and subtle language (either oral or written) to present ideas.	Presents ideas clearly and elaborately using oral or written language.	Presents few ideas or explains them in ways that are unclear.

## TBT RUBRIC #2

Standards	Target	Acceptable	Unacceptable
OLAC 1.1, OLAC 3.2, OLAC 6.2, OPS 4.1, OPS 4.2, ELCC 4.1	Provides a detailed and compelling explanation of how to use existing district structures strategically to support instructional improvement.	Demonstrates how to use existing district structures strategically to support instructional improvement.	Recognizes existing district structures but does not offer a compelling description of how they might change in order to support instructional improvement
	Provides a detailed and workable change strategy that links determinations about school and district structures to the need to focus district and school goals.	Provides a change strategy that links determinations about school and district structures to the need to focus district and school goals.	Offers preliminary ideas about how district and school structures might change but does not create a plan that is likely to support a set of focused district and school goals.
	Uses very clear, elaborate, and subtle language (either oral or written) to present ideas.	Presents ideas clearly and elaborately using oral or written language.	Presents few ideas or explains them in ways that are unclear.

**TBT RUBRIC #3**

<b>Standards</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<p>OLAC 1.6, OLAC 3.5, OLAC 3.6, OPS 1.2, ELCC 2.2</p>	<p>Incorporates a detailed understanding of RtI into a carefully crafted and workable plan for embedding it (or some similar multi-tiered system of support) in an overall strategy for district and school improvement.</p>	<p>Draws on a clear understanding of RtI to develop a workable plan for embedding it (or some similar multi-tiered system of support) in an overall strategy for district and school improvement.</p>	<p>Demonstrates a rudimentary understanding of RtI and how it might relate to an overall strategy for school improvement.</p>
	<p>Develops a plan that offers a coherent and feasible set of options for keeping RtI from reverting to an initiative that belongs to the special education unit only but sustains it as a true collaboration between general and special education units.</p>	<p>Develops a plan that offers at least three important options for keeping RtI from reverting to an initiative that belongs to the special education unit only but sustains it as a true collaboration between general and special education units.</p>	<p>Identifies two potential barriers to an initiative that would position RtI as a true collaboration between general and special education units.</p>
	<p>Uses very clear, elaborate, and subtle language (either oral or written) to present ideas.</p>	<p>Presents ideas clearly and elaborately using oral or written language.</p>	<p>Presents few ideas or explains them in ways that are unclear.</p>

## TBT RUBRIC #4

Standards	Target	Acceptable	Unacceptable
OLAC 1.1, OLAC 1.2, OLAC 1.3, OLAC 1.4, OLAC 1.5, OLAC 1.6, OLAC 1.7, OLAC 3.5, OLAC 3.6, OLAC 5.2, OLAC 6.6, OPS 1.2, OPS 2.5, OPS 4.1, OPS 4.2, ELCC 1.2, ELCC 1.3, ELCC 2.2, ELCC 2.3, ELCC 3.4, ELCC 3.5, ELCC 4.1	Exhibits the ability to assess personal competence AND needs for improvement through the identification of a pattern of capabilities and needs.	Exhibits the ability to assess personal competence OR needs for improvement through the identification of pattern of capabilities OR needs.	Exhibits limited self-awareness by failing to take the self-assessment seriously or by identifying only strengths or only weaknesses.
	Provides compelling evidence supporting the determination of all of the practices that already are well developed and all of those that need to improve.	Provides relevant evidence supporting the determination of three or more practices that already are well developed and three or more that need to improve.	Offers limited evidence supporting claims either about personal competence or needs for improvement.
	Presents a clear and detailed plan for coaching other professionals in using practices with which he or she is already comfortable AND a clear and detailed plan for learning practices with which he or she is not yet comfortable.	Lists three or more ideas for sharing with other professionals those practices with which he or she is comfortable AND lists three or more ideas for learning practices with which he or she is not yet comfortable.	Is able to create a rudimentary plan for learning how to perform practices with which he or she is not yet comfortable OR for coaching other professionals in the use of practices with which he or she is already comfortable.
	Uses very clear, elaborate, and subtle language (either oral or written) to present ideas.	Presents ideas clearly and elaborately using oral or written language.	Presents few ideas or explains them in ways that are unclear.