

School Leadership Team Review Process Guide

Structuring an Effective School Leadership Team



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To know why to do something is wisdom
To know how to do it is skill
To know when to do it is judgement
To strive to do it best is dedication
To do it for the benefit of others is service
To want to help others is compassion
To do this quietly is humility
To get the job done is achievement
To get others to do all these things is
LEADERSHIP

*Quotation shared by
Diane Algra, AmeriCorp Director
Corporation of National Service*



The purpose of this guide is to provide a review process, strategies, and tools to support school leadership teams in developing effective practices. The documents provided in this toolkit are meant to serve as examples and only as examples. The Georgia Department of Education does not endorse any particular form provided.

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OVERVIEW

The *School Leadership Team Review Process Guide* provides a consistent and pervasive process for conducting an external review of a school leadership team's practices based on the *High Impact Practices Implementation Rubric: Leadership Team*. The Georgia Department of Education's (GaDOE) Office of School Improvement school effectiveness specialists (SES) and the RESA school improvement specialists (SIS) will conduct an initial review in all assigned federally identified tier III (CSI) schools. Following the review, the school's continuous improvement team (CIT) will review the identified needs and develop action steps to incorporate into the school's short-term action plan (STAP). Ongoing leadership team observations and feedback provided by the GaDOE SES, and RESA SIS will assist the school's leadership team in building capacity to support the continuous improvement cycle.

PURPOSE

With the accountability requirements of the *Every Student Succeeds Act (ESSA, 2015)*, schools must evaluate their programs through data-driven, evidence-based practices. The school leadership team review process assesses a school's level of implementation of the Effective Leadership System in the Georgia Systems of Continuous Improvement (GSCI) and focuses on the following structures:

1. **Creating and Maintaining a School Climate and Culture Conducive to Learning:** the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
2. **Cultivating and Distributing Leadership:** the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
3. **Ensuring High Quality Instruction in All Classrooms:** the structure of the leadership system that reduces the variability in the quality of instruction across all classrooms
4. **Managing the School and Its Resources:** the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the school functions according to its mission
5. **Driving Improvement Efforts:** the structure of the leadership systems that methodically, intentionally, and effectively improves the school's major systems, structures, and processes



Schools must address the challenges of meeting the needs of all learners and the expectation that all students will achieve academically. One way to improve practices is to create a school team that will lead processes designed to transform teaching and learning.

Therefore, it is imperative that all schools implement a collaborative team approach which develops plans to ensure that leadership tasks are executed efficiently and effectively. An effective leadership team keeps abreast of evidence-based practices in curriculum, instruction, assessment; bases all decisions on analysis of multiple sources of data; serves as a change agent within the school; evaluates the effectiveness of practices within the school; and monitors the implementation of the

school improvement plan. Since “it would be rare, indeed, to find a single individual who has the capacity or will to master such a complex array of skills” (Marzano et al., 2005, p. 99), many school leaders have found that creating and guiding a leadership team helps to successfully distribute leadership tasks and responsibilities. Such teams can provide leadership in the areas of problem-solving, communication with colleagues, motivation, professional development, and coaching, all with a goal of leading to greater student achievement.

SCHOOL LEADERSHIP TEAM REVIEW GOALS

To establish a common framework for reviewing and evaluating the current practices and processes of a school leadership team based on high impact practices.

To provide exemplars and monitoring tools to support the development of capacity-building action plans based on the high-impact practices of highly effective school leadership teams.

To assist schools in reaching operational status on the ten concepts of the High Impact Practices Implementation Rubric: Leadership Team.

To support schools in creating an effective leadership team that positively impacts student learning and teacher practices.

SCHOOL LEADERSHIP TEAM REVIEW PROCESS



OVERVIEW OF THE SCHOOL LEADERSHIP TEAM REVIEW PROCESS

Before the School Leadership Team Review Process

1. Meet with the principal to review the purpose of the process
2. Obtain leadership team documents
 - School Improvement Plan (SIP)
 - Short-term Action Plan (STAP)
 - Leadership team meeting schedule
 - List of team members/positions
 - Leadership team roles and responsibilities
 - Schedule of team members planning periods
 - Agenda/Minutes template
 - Leadership team meeting norms
 - Decision-making protocol
 - Data analysis protocol
 - Other pertinent documents
3. Meet the leadership team and conduct review process **Orientation**
 - [School Leadership Team Review Orientation Guide](#)



During Leadership Team Review Process

1. Administer Leadership Team **Self-Assessment**
 - [High Impact Practice Implementation Rubric: Leadership Team](#)
 - [Microsoft 365 Forms: Leadership Team Self-Assessment Form](#)
2. Conduct Leadership Team **Interviews**
 - [Leadership Team Interview Questions](#)
 - [Microsoft 365 Forms: Leadership Team Review Interview Form](#)
3. Conduct Leadership Team **Observations**
 - [High Impact Practice Implementation Rubric: Leadership Team](#)
 - [High Impact Practice Implementation Rubric: Leadership Team Feedback Form](#)
 - [Microsoft 365 Forms: Leadership Team Observation Form](#)



After Leadership Team Review Process

1. Summarize the Data
 - Leadership Team Self-Assessment Data
 - Leadership Team Interview Data
 - Leadership Team Observation Data
2. Create Leadership Team Review **Summary Report**
 - A summary report template is provided in a separate document
3. Present Summary Report to the Principal
4. Develop **Next Steps** with Leadership Team
 - [High Impact Practice Implementation Rubric: Leadership Team Reflection Tool](#)
5. Collaborate with principal to **Identify Support Needs**
6. Monitor School Leadership Team Progress



SCHOOL LEADERSHIP TEAM ORIENTATION PROCESS



School Leadership Team Review: Orientation Components

- Purpose of Orientation
- Prepare for Orientation
- Conduct Leadership Team Review Orientation

Purpose of Orientation

The intent for conducting a leadership team orientation is to provide the principal and the leadership team members with the purpose and a detailed outline of the leadership team review process. Optimally, the orientation will be conducted during a regularly scheduled leadership team meeting. The review process schedule, encompassing all components, should be developed prior to the orientation in order to provide the leadership team with a detailed timeline of events.

Prepare for Orientation

1. Meet with the principal and review the purpose and components of the School Leadership Team Review process.
2. Collaborate with the principal to develop a schedule for all review components: orientation, self-assessment, interviews, summary report meeting.
3. Schedule a date to provide an orientation of the review process to the leadership team, preferably during a regularly schedule leadership team meeting.
4. Collect the following documents:
 - School Improvement Plan (SIP)
 - Short-term Action Plan (STAP)
 - Leadership team meeting schedule
 - List of team members/positions
 - Leadership team roles and responsibilities
 - Schedule of team members planning periods
 - Agenda/Minutes template
 - Leadership team meeting norms
 - Decision-making protocol
 - Data analysis protocol
 - Other pertinent documents

Conduct Leadership Team Review Orientation

1. Introduce yourself to the leadership team, including the scope of your support role at the school.
2. Provide the team with the [Leadership Team Orientation Guide](#).
3. Explain the purpose of the review process and the components.
4. Provide time for Q&A.
5. Proceed to the next step of the review process: ***School Leadership Team Self-Assessment***

SCHOOL LEADERSHIP TEAM SELF-ASSESSMENT PROCESS



School Leadership Team Review: Self-Assessment Process Components

- Purpose of Self-Assessment
- Prepare for Self-Assessment
- Provide Leadership Team Review Orientation
- Conduct Self-Assessment
- Summarize Data

Purpose of Self-Assessment

Effective school leadership teams implement processes designed to transform teaching and learning to support student success. Therefore, it is imperative that all schools implement a collaborative team approach which develops plans to ensure that leadership tasks are executed efficiently and effectively. To build capacity and create an effective leadership team, members must be aware of the high impact practices that will support their individual and collective development. It is essential that the team take a critical and ongoing look at their current strengths and areas of opportunity to implement and/or refine these high impact practices. The self-assessment process is a foundational piece of data that will support the development of action steps to move the team towards operational or exemplary status.

Prepare for Self-Assessment

1. Communicate the purpose of the leadership team self-assessment to the principal.
2. Review the process, sharing the [High Impact Practices Implementation Rubric: Leadership Team](#).
3. Select dates for the self-assessment window.
4. Duplicate the [Microsoft Office 365 Form High Impact Practices Implementation Rubric: Leadership Team Self-Assessment](#).
5. Create a copy of the Microsoft Office 365 Form High Impact Practices Implementation Rubric: Leadership Team Self-Assessment.
6. Customize the document's title to include the school's name.
4. See [Directions for Duplicating Microsoft Office 365 Forms](#) section of this guide

Conduct Self-Assessment

1. Share the designated school's Microsoft Office 365 Self-Assessment form link to the **High Impact Practices Implementation Rubric: Leadership Team Self-Assessment** with the school's principal.
2. Ask the school's principal to forward the link to the leadership team members and provide the completion due date for the self-assessment.
3. Monitor completion status during the self-assessment window and communicate completion rate to principal.
4. The goal is for 100% of the leadership team members to complete the self-assessment.

Summarize Data

1. Following the established close date for the survey, retrieve the data from Microsoft Office 365 form.

2. Prepare a summary report of the self-assessment findings using the data reports from the Microsoft 365 survey and a copy of the High Impact Practices Implementation Rubric: Leadership Team.

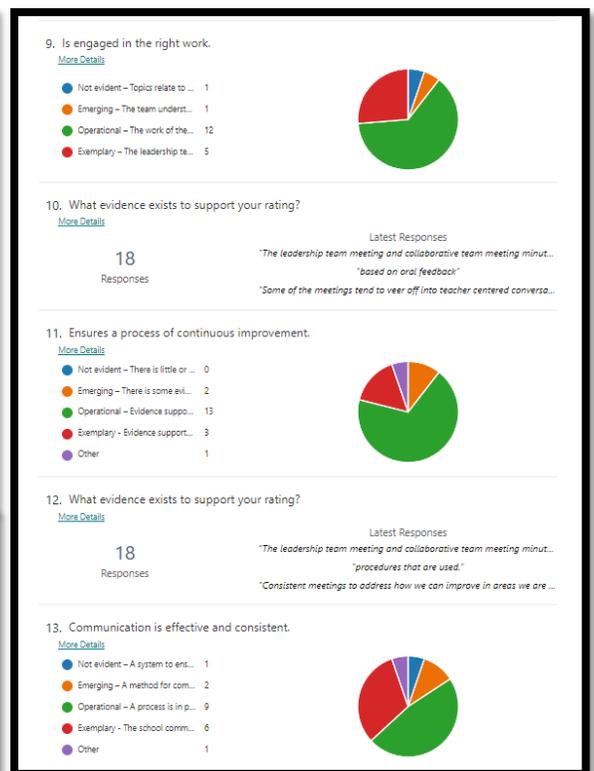
- Highlight the indicators levels most commonly identified by the leadership team on the rubric. You may find partial competencies across indicator levels based on the ratings and evidence provided on the survey.
- Indicate ratings in the **Not Evident** and **Emerging**, or partial competencies in the **Operational** or **Exemplary** levels, as areas of opportunity to build team capacity.
- Retain the survey results and highlighted rubric to include in the triangulated summary report

3. Proceed to the next step of the review process: **School Leadership Team Interview Process.**

Example Rubric and Survey Results

| CONCEPT | NOT EVIDENT | EMERGING | OPERATIONAL | EXEMPLARY |
|---|--|---|---|--|
| 1. TEAM COMPOSITION | <input type="checkbox"/> There is no evidence that a leadership team exists. The principal and/or the administrative team primarily make(s) decisions that impact the school community. | <input checked="" type="checkbox"/> A school leadership team exists but is composed only of a limited number of administrators and/or instructional staff without intentional selection of the team members to reflect representation of the school community. | <input type="checkbox"/> Leadership team members are purposefully and intentionally identified and selected based on a set of criteria for an interdisciplinary and inclusive team that represents a variety of experiences, responsibilities, and the school community. | <input type="checkbox"/> Team members are purposefully and intentionally identified and selected based on a set of criteria for an interdisciplinary and inclusive team that represents a variety of experiences, responsibilities, and the school community. When appropriate, the team involves a wider range of LEA representation and community stakeholders for relevant issues. |
| 2. VISION, MISSION and NORMS | <input checked="" type="checkbox"/> There is no evidence that a leadership team vision and/or mission statement exists to guide the work of school improvement. Team norms have not been established. | <input type="checkbox"/> The team's vision and mission statements have been established but are not aligned to the team's school improvement work. Team norms have been established, however they are not consistently reviewed and followed. | <input type="checkbox"/> Clear vision and mission statements have been collaboratively established by the leadership team. Evidence supports an alignment with the team's school improvement work. Team norms are established and consistently followed and are randomly checked for effectiveness. | <input type="checkbox"/> The vision and mission of the leadership team are established and guide the work of school improvement. An annual review process has been established. Team norms are established, followed, and monitored for meeting effectiveness at the end of each meeting. |
| 3. MEETING FREQUENCY and PURPOSE | <input type="checkbox"/> The leadership team does not meet. No agenda is created. | <input checked="" type="checkbox"/> The leadership team meets as needed. Meetings are rarely scheduled in advance. Agendas are created for some meetings. Agendas provide topics to be discussed and/or decided that are mainly informational or operational and are not focused on student learning. Minutes are recorded for some meetings. Minutes are sometimes distributed to team members. | <input type="checkbox"/> The leadership team develops a year-long schedule and meets a minimum of twice per month. Agendas are created for all meetings and distributed prior to meetings. Agendas are reviewed at the beginning of meetings and revised, if necessary. Agendas focus on student learning and show a clear connection to the school improvement plan. Minutes are recorded for all meetings. Minutes are distributed within 48 hours to leadership team members. | <input type="checkbox"/> The leadership team develops a year-long schedule and meets a minimum of one hour, twice per month. Additional meetings are convened as needed to monitor the school improvement plan. Agendas are shared with all staff members 24 hours in advance and focus on student learning with action steps aligned to the school improvement plan, data, and strategies to improve student learning. Time frames and a person responsible are outlined for each agenda item. Minutes and next steps are distributed within 48 hours to all staff members. |

| CONCEPT | NOT EVIDENT | EMERGING | OPERATIONAL | EXEMPLARY |
|---|--|---|--|--|
| 4. ATTENDANCE | <input type="checkbox"/> The principal attends some meetings. | <input checked="" type="checkbox"/> The principal attends most meetings. Team members attend sporadically. | <input type="checkbox"/> The principal attends every meeting. Assistant/associate principal(s) attend most meetings. Leadership team members are expected to be present. | <input type="checkbox"/> The principal and all assistant/associate principal(s) attend every meeting. All leadership team members, or their designee, are present. |
| 5. ROLES and RESPONSIBILITIES | <input type="checkbox"/> Roles and responsibilities are not defined or used during meetings. | <input checked="" type="checkbox"/> The principal facilitates the meeting. Roles and responsibilities are loosely defined and used. | <input type="checkbox"/> Leadership team meetings take place with or without the principal serving as the facilitator. Roles and responsibilities are strategically assigned based on team member strengths (facilitator, timekeeper, recorder, chat monitor). Team members play an active role in creating, implementing, supporting, and monitoring school improvement initiatives that support student and staff achievement. The team is open to modify actions, strategies, and processes based on data. | <input type="checkbox"/> The role of facilitator alternates among core team members. Defined roles and responsibilities often rotate among all team members to build capacity (facilitator timekeeper, recorder, chat monitor). Team members clearly understand the importance and role of the team and are actively involved in creating, implementing, supporting, and monitoring school improvement initiatives that support student and staff achievement. The team assumes ownership in the school improvement process and initiates practices to modify actions, strategies, and processes based on data. |
| 6. COLLABORATIVE PROCESSES and PROTOCOLS | <input checked="" type="checkbox"/> School decisions are centrally controlled and distributed to the team with no evidence of collaborative decision making. | <input type="checkbox"/> The principal seldom promotes active engagement of the leadership team. Attempts are made to implement a protocol for conducting business and an organized framework to guide the work of the leadership team. Although most decisions remain centrally controlled, there is | <input type="checkbox"/> The principal promotes active engagement and building a culture of collaboration with the leadership team. A protocol for conducting business and an organized framework exist to guide the work of the team. The leadership team has a clearly defined process for shared decision-making and problem solving that guides the work of school improvement. | <input type="checkbox"/> The principal is consistent in promoting active engagement and building a culture of collaboration with the leadership team. Protocols and an organized framework for conducting business are consistently implemented. This protocol keeps the work of the leadership team focused and maximizes the talents of the team members involved. |



SCHOOL LEADERSHIP TEAM INTERVIEW PROCESS



Leadership Team Review: Interview Process Components

- Purpose of Interviews
- Prepare for Interviews
- Conduct Interviews
- Summarize Data

Purpose of Interviews

The purpose of the interview component is to ask each current leadership team member a standardized set of questions aligned to the ten concepts on the high impact practices rubric to: a) identify the high impact leadership team practices that are regularly implemented, b) identify misconception among team members, and c) identify areas of opportunity for growth and capacity building of the leadership team. The GaDOE SES, with assistance from the RESA SIS as needed, will conduct all interviews for consistency of the process and data collection.

Note: The interview component of the review process is not intended to select new leadership team members, as this is the responsibility of the school principal and administrative team.

Prepare for Interviews

1. If necessary, recruit and provide an orientation of the interview process to GaDOE or RESA colleagues.
 - Recruiting assistance should only be necessary with large leadership teams to expedite the process. It is preferable that the SES conduct all interviews over a period of 1-3 days for consistency and to meet the objectives of this process.
2. Communicate the purpose of the interview process to the principal.
 - Review the interview process.
 - Share the [Leadership Team Review Interview Questions](#).
*This document should not be provided to the leadership team members in advance, as this may adversely affect the outcome and overall purpose.
 - Schedule a date(s) for the interviews to take place.
3. Obtain a school bell schedule, planning period schedule, and school map.
4. Ask the principal for a private space(s) in the school and recommended timeframe (before-during-after school) to conduct the interviews.
5. Obtain a list of the leadership team members, including positions and planning periods.
6. Develop an interview schedule allotting 15-20 minutes for each interview.
7. Email the schedule to the principal for distribution to the leadership team.
 - The email should include the purpose of the interviews and an outline of the process but **should not** include a list of the interview questions.
8. Communicate the interview schedule, date(s), location in the building, school address and other logistics to colleagues assisting in the interview process, as applicable.
9. Create a duplicate of the [High Impact Practices Implementation Rubric: Leadership Team Interview Microsoft Office 365 Form](#) and save with the schools name in the title to electronically capture the responses.
 - Email the school's form link to the interview team, as applicable, on the scheduled day of the interviews.

Conduct Interviews

1. Prepare the interview space(s):
 - Provide a hard copy of the interview questions for the leadership team members to reference during their individual interview time. This copy should remain in the interview room and not be distributed.
 - Set up a computer to electronically capture responses on the High Impact Practices Implementation Rubric: Leadership Team Interview Microsoft Office 365 Form duplicated and saved with the school name.
 - If you prefer to capture responses by hand, make enough copies of the [Leadership Team Review Interview Questions](#) to record responses from each individual to be interviewed. **This method of data collection is not suggested, as this will significantly increase the time necessary to summarize the data.*
 - If available, obtain the help of a staff member, such as the media specialist, or student aide, to follow the schedule and direct the leadership team members to the interview area at their scheduled time.
2. Introduce yourself to the interviewee, including the scope of your support role at the school, and briefly remind them about the review process and purpose of the interview component.
3. Inform the interviewee this will be a 15-minute interview and all responses are confidential.
4. Provide the interviewee a copy of the Leadership Team Review Interview Questions.
5. Read each question prompt to the interviewee as written.
 - Avoid prompting, commentary, or leading the interviewee's answers, but do answer any clarifying questions posed by the interviewee.
6. Record the responses electronically on the duplicated Microsoft 365 Form. You may choose to script the responses on a paper version and record electronically following the interviews.
7. Listen for attributes described within the operational level of the HIP Implementation Rubric: Leadership Team.
8. After the final question, thank the interviewee for their time and commitment to improving their leadership team processes.

Summarize Data

1. Debrief with your colleagues, if any assisted, making sure all information was entered in the electronic Microsoft Form.
2. Before leaving for the day, communicate with principal that interviews are complete and provide informal feedback.
 - Do not provide written feedback at this time.
3. Prepare a summary report of the most common issues identified during the interview process.
 - Include strengths and areas of opportunity aligned to the High Impact Practice Rubric: Leadership Team.
 - Retain the report to triangulate all data points at the conclusion of the review process.
4. Proceed to the next step of the review process: **Leadership Team Observation Process**.

SCHOOL LEADERSHIP TEAM OBSERVATION PROCESS



Leadership Team Review: Observation Process Components

- Purpose of Observation
- Prepare for Observations
- Conduct Observations
- Summarize Observation Data

Purpose of Observation

Observing, providing coaching support, and building the overall capacity of a school's leadership team on effective processes is a primary function of the school effectiveness specialist. The observation component of the leadership team review process provides baseline data of the functionality of the team based on the high impact practices rubric. When triangulated with the leadership team's self-assessment and interview components, the SES will have a solid understanding of how to further support the team's growth and development. During these observations, the SES should remain a neutral observer and refrain from interacting.

Prepare for Observations

1. Communicate the purpose of the observations and review the process with the principal, sharing the High Impact Practices Implementation Rubric: Leadership Team and the [High Impact Practices Implementation Rubric: Leadership Team Feedback Forms](#).
2. Duplicate the [Microsoft Office 365 High Impact Practices Implementation Rubric: Leadership Team Observation Form](#).
 - Create a copy of the High Impact Practices Implementation Rubric: Leadership Team Observation form in Microsoft Office 365 Forms application.
 - Enter the school name in the title of the copied form.
3. If necessary, recruit and provide an orientation of the observation process to GaDOE or RESA colleagues.
4. Recruiting assistance should only be necessary with large leadership teams. It is preferable that the SES conduct all observations for consistency and to meet the objectives of this process.

Conduct Observations

1. Use the High Impact Practices Implementation Rubric: Leadership Team Feedback Form or a duplicated version of the [Microsoft Office 365 High Impact Practices Implementation Rubric: Leadership Team Observation Form](#), to observe and evaluate the leadership team meeting.
2. Assess the meeting proceedings against attributes listed in the High Impact Practices Implementation Rubric: Leadership Team. Document as follows:
 - Concept Rating:** Check the appropriate level of implementation for each of the ten concepts on the rubric. If you do not observe or have evidence of implementation, mark the concepts as "Not Evident".
 - Comments:** Provide commentary on positive attributes and best practices observed related to the ten concepts. Use the language of the rubric for guidance in crafting your comments.
 - Evidence:** Record observed evidence to support each concept rating.
 - Next Steps:** Provide suggested and incremental next steps for consideration to improve the teams level of implementation on each concept.

Summarize Observation Data

1. Debrief with your colleagues, as applicable, making sure all information was entered in the electronic platform.
2. Before leaving for the day, communicate with principal and provide informal feedback.
 - Do not provide written feedback at this time.
3. Review the leadership team meeting schedule and secure a date for the second observation.
4. Repeat the observation process for the second meeting.
5. Summarize the data from both observations using the data summary and excel forms from the High Impact Practices Implementation Rubric: Leadership Team Observation Form.
 - Include strengths and areas of opportunity aligned to the High Impact Practice Rubric: Leadership Team.
 - Retain the report to triangulate all data points at the conclusion of the review process.
6. Proceed to the next step of the review process: **Leadership Team Review Summary Report**

SCHOOL LEADERSHIP TEAM REVIEW SUMMARY REPORT



School Leadership Team Review Summary Report Components

- Purpose of the Report
- Prepare Report
- Present Report

Purpose of the Summary Report

The Leadership Team Review Summary Report provides an overview of the triangulated data collected during the review process. The summary report provides the leadership team with an external support tool designed to identify area of strength and areas of opportunity to improve team practices to drive student achievement. The GaDOE SES will prepare the report, share the report with their program manager for feedback, and deliver the final report to the principal and the principal's supervisor. If the CSI school has received a GSAPS review, the summary report should include any GSAPS target actions related to the leadership team. The expectation is for the principal, with the support of the SES as requested, to review the report with the leadership team in order to develop next steps for building the teams capacity on concepts rated below the operational level. A summary report template is provided in a separate MS WORD formatted document.

Prepare Report

1. Triangulate all three data sources to create the final **Leadership Team Review Summary Report**; include observation results, leadership team interview summary, and the leadership team self-assessment data.
2. Review GSAPS report and include leadership team target action, as applicable.
3. Prepare suggested next steps based on the high impact practices rubric.
4. Identify exemplary resources to build team capacity.
5. Review report with GaDOE program manager for feedback.
6. Revise report as necessary based on program manager feedback.
7. Schedule a feedback meeting with the principal and the principal's supervisor to review the summary report.
8. Communicate the scheduled meeting date to DES and program manager and request their attendance.

Present Report

1. Provide principal and the principal's supervisor with a copy of summary report.
2. Discuss findings and provide suggested next steps for increasing the leadership team's capacity. *Note: the leadership team will make the final determination on their action steps for building team capacity and improvement.*
3. Provide a list or links to available resources.
4. Support the principal in preparing a presentation of findings to the leadership team, or present finding to leadership team upon request.
5. Present finding to the leadership team during a regularly scheduled leadership team meeting.
6. Proceed to the next step of the review process: **Develop Action Steps and Identify Support Needs.**

DEVELOP ACTION STEPS and IDENTIFY SUPPORT NEEDS



Develop Action Steps and Identify Support Needs Components

- Purpose for Developing Action Step
- Develop Action Steps
- Identify Support Needs
- Implement Action Steps

Purpose for Developing Action Steps

When leadership teams regularly review their actions, processes, and practices measured against high impact, researched-based practices and develop action steps to build team capacity, the focus creates a growth-mindset for improvement. The school leadership team is the main driver for maintaining a cohesive school vision and strategies focused on school improvement and student achievement and must continually strive to build their internal capacity to lead.

Develop Next Steps

1. Support the leadership team in determining next steps using the [High Impact Practice Implementation Rubric: Leadership Team Self-Assessment Reflection Tool](#).
 - **Activity:** Lead the team in completing the self-assessment reflection tool by defining and developing statements for all ten components of the high impact practices rubric:
 - Where Are We Now?
 - Where Are We Going?
 - How Will We Achieve Our Goal?
2. Developing an action plan for building the capacity of the leadership team in concepts rated as not evident or emerging.
3. Review and include identified GSAPS target actions, if applicable.
4. Identify target dates for full implementation of identified goals. (Where are we going?)
5. Determine milestones for monitoring progress on implementing action steps. (How will we achieve our goals?)
6. Add the action steps to the school's short-term action plan (STAP).

Identify Support Needs

1. Review agreed upon action steps and identify supports needed to accomplish each step. (GaDOE, RESA, district, school).
2. Secure supports to implement action steps.
3. Implement action steps.
4. Proceed to the next step of the review process: **Monitor Leadership Team Progress.**

MONITOR SCHOOL LEADERSHIP TEAM PROGRESS



Monitor School Leadership Team Progress Components

- Purpose for Monitoring
- Observe Leadership Team
- Monitor Action Step Implementation
- Provide Ongoing Feedback
- Conduct Leadership Team Self-Assessment Bi-Annually

Purpose for Monitoring School Leadership Team Progress

Providing an external view and ongoing feedback on the functionality of the leadership team can assist the principal with continuous improvement efforts. The GaDOE SES and RESA SIS will regularly attend leadership team meetings and provide reflections and feedback on the progress of agreed upon action steps to assist with building team capacity.

Observe Leadership Team

1. Attend regularly scheduled leadership team meetings.
2. Provide support or professional development as requested.

Monitor Action Step Implementation

1. Review agreed upon action steps for team improvement at scheduled milestones.
2. Determine fidelity and level of implementation.

Provide Ongoing Feedback

1. Provide ongoing feedback, based on the high impact practices rubric, to the principal.
 - Optional Tool: [High Impact Practices Implementation Rubric: Leadership Team Feedback Form](#)

Conduct Leadership Team Self-Assessment Bi-Annually

1. Guide the principal and leadership team in conducting the self-assessment process (step 2) bi-annually.
2. The self-assessment may be completed by the team during a leadership team meeting and does not need to be completed anonymously unless requested by the principal.
2. Compare previous self-assessment ratings to determine progress towards operational or exemplary status on the high impact practices rubric.
3. Review and adjust action steps for improvement, as necessary.

SCHOOL LEADERSHIP TEAM REVIEW DOCUMENTS



School Leadership Team Review Documents

The tools provided in this section will assist in the facilitation of the Leadership Team Review process.

Tool 1: [High Impact Practices Implementation Rubric: Leadership Team](#)

Tool 2: [School Leadership Team Review Orientation Guide](#)

Tool 3: [High Impact Practices Implementation Rubric: Leadership Team Interview Questions](#)

Tool 4: [High Impact Practices Implementation Rubric: Leadership Team Feedback Form](#)

Tool 5: [High Impact Practices Implementation Rubric: Leadership Team: Self-Assessment Reflection Form](#)

Tool 6: [How to Duplicate Microsoft 365 Forms](#)

High Impact Practices Implementation Rubric: Leadership Team

| CONCEPT | NOT EVIDENT | EMERGING | OPERATIONAL | EXEMPLARY |
|---|---|---|--|---|
| 1. TEAM COMPOSITION | <input type="checkbox"/> There is no evidence that a leadership team exists. Decisions that impact the school community are made primarily by the principal or administrative team members. | <input type="checkbox"/> A school leadership team exists but is composed only of a limited number of administrators or instructional staff without intentional selection of the team members to reflect representation of the school community. | <input type="checkbox"/> Leadership team members are purposefully and intentionally identified and selected based on a set of criteria for an interdisciplinary and inclusive team that represents a variety of experiences, responsibilities, and the school community. | <input type="checkbox"/> Team members are purposefully and intentionally identified and selected based on a set of criteria for an interdisciplinary and inclusive team that represents a variety of experiences, responsibilities, and the school community. When appropriate, the team involves a wider range of local education agency representation and external community stakeholders for relevant issues. |
| 2. VISION, MISSION and NORMS | <input type="checkbox"/> There is no evidence that vision and mission statements, specific to the leadership team, exist to guide the work of school improvement. Team norms have not been established. | <input type="checkbox"/> The leadership team's vision and mission statements have been established but are not aligned to the team's school improvement work. Team norms have been established; however, they are not consistently reviewed or followed. | <input type="checkbox"/> Clear vision and mission statements have been collaboratively established by the leadership team. Evidence supports an alignment with the team's school improvement work. Team norms are established, consistently followed, and randomly reviewed for effectiveness. | <input type="checkbox"/> The vision and mission of the leadership team are collaboratively established and guide the work of school improvement. An annual review process has been established. Team norms are established, followed, and reviewed for meeting effectiveness at the end of each meeting. |
| 3. MEETING FREQUENCY and PURPOSE | <input type="checkbox"/> The leadership team does not meet. No agenda is created. | <input type="checkbox"/> The leadership team meets as needed. Meetings are rarely scheduled in advance. Agendas are created for some meetings. Agendas provide topics to be discussed and/or decided that are mainly informational or operational and are not focused on student learning. Minutes are recorded for some meetings. Minutes are sometimes distributed to team members. | <input type="checkbox"/> The leadership team develops a year-long schedule and meets a minimum of twice per month. Agendas are created for all meetings and distributed prior to meetings. Agendas are reviewed at the beginning of meetings and revised, if necessary. Agendas focus on student learning and show a clear connection to the school improvement plan. Minutes are recorded for all meetings. Minutes are distributed within 48 hours to leadership team members. | <input type="checkbox"/> The leadership team develops a year-long schedule and meets a minimum of one hour, twice per month. Additional meetings are convened as needed to monitor the school improvement plan. Agendas are shared with all staff members 24 hours in advance and focus on student learning with action steps aligned to the school improvement plan, data, and strategies to improve student learning. Time frames and a person responsible are outlined for each agenda item. Minutes and next steps are distributed within 48 hours to all staff members. |

| CONCEPT | NOT EVIDENT | EMERGING | OPERATIONAL | EXEMPLARY |
|--|---|---|--|---|
| <p>4. ATTENDANCE</p> | <p><input type="checkbox"/></p> <p>The principal attends some meetings.</p> | <p><input type="checkbox"/></p> <p>The principal attends most meetings. Team members attend sporadically.</p> | <p><input type="checkbox"/></p> <p>The principal attends every meeting.</p> <p>Assistant principals attend most meetings.</p> <p>Leadership team members are expected to be present.</p> | <p><input type="checkbox"/></p> <p>The principal and all assistant principals attend every meeting.</p> <p>All leadership team members, or their designees, are present at each meeting.</p> <p>Leadership team meetings are a valued part of the school's culture and promotes inclusive stakeholder engagement and participation beyond the internal team (i.e., parents, students, community members)</p> |
| <p>5. ROLES and RESPONSIBILITIES</p> | <p><input type="checkbox"/></p> <p>Roles and responsibilities are not defined or used during meetings.</p> | <p><input type="checkbox"/></p> <p>The principal facilitates the meeting.</p> <p>Roles and responsibilities are loosely defined and used.</p> | <p><input type="checkbox"/></p> <p>Leadership team meetings take place with or without the principal serving as the facilitator.</p> <p>Roles and responsibilities are strategically assigned based on team member strengths. (facilitator, timekeeper, recorder, chat monitor)</p> <p>Team members play an active role in creating, implementing, supporting, and monitoring school improvement initiatives that support student and staff achievement.</p> <p>The team is open to modify actions, strategies, and processes based on data.</p> | <p><input type="checkbox"/></p> <p>The role of facilitator alternates among core team members.</p> <p>Defined roles and responsibilities often rotate among all team members to build capacity. (facilitator, timekeeper, recorder, chat monitor)</p> <p>Team members clearly understand the importance and role of the team and are actively involved in creating, implementing, supporting, and monitoring school improvement initiatives that support student and staff achievement.</p> <p>The team assumes ownership in the school improvement process and initiates practices to modify actions, strategies, and processes based on data.</p> |
| <p>6. COLLABORATIVE PROCESSES and PROTOCOLS</p> | <p><input type="checkbox"/></p> <p>School decisions are centrally controlled and distributed to the team with no evidence of collaborative decision making.</p> | <p><input type="checkbox"/></p> <p>The principal seldom promotes active engagement of the leadership team.</p> <p>Attempts are made to implement a protocol for conducting business and an organized framework to guide the work of the leadership team.</p> <p>Although most decisions remain centrally controlled, there is some evidence of a collaborative decision-making process.</p> | <p><input type="checkbox"/></p> <p>The principal promotes active engagement and builds a culture of collaboration with the leadership team.</p> <p>A protocol for conducting business and an organized framework exists to guide the work of the team.</p> <p>The leadership team has a clearly defined process for shared decision-making and problem solving that guides the work of school improvement.</p> <p>There is evidence that decisions are made collaboratively.</p> | <p><input type="checkbox"/></p> <p>The principal is consistent in promoting active engagement and building a culture of collaboration with the leadership team.</p> <p>Protocols and an organized framework for conducting business are consistently implemented. Protocols keeps the work of the leadership team focused and maximizes the talents of the team members involved.</p> <p>The leadership team has flexible but clearly defined processes for shared decision-making and problem-solving.</p> <p>There is strong evidence that decisions are made collaboratively.</p> |

| CONCEPT | NOT EVIDENT | EMERGING | OPERATIONAL | EXEMPLARY |
|---|--|--|---|--|
| <p>7. DATA-DRIVEN PRACTICES</p> | <p><input type="checkbox"/></p> <p>There is little or no evidence of the use of data to guide and inform decision-making and problem-solving tasks.</p> <p>Data is rarely used to develop, implement, and monitor school improvement processes.</p> | <p><input type="checkbox"/></p> <p>The school leadership team gathers some data to make decisions and solve problems, but it tends to be summative and is not necessarily timely.</p> <p>Annual school improvement goals are based on summative data.</p> | <p><input type="checkbox"/></p> <p>The school leadership team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development.</p> <p>The school leadership team gathers diagnostic, process, formative, and summative assessment data in a timely manner to make decisions, solve problems, and implement the school improvement process.</p> <p>Adjustments are made to the school improvement plan, through short-term action plans of 45-days or less, to address data-based needs.</p> | <p><input type="checkbox"/></p> <p>The school leadership team is highly data-driven; acquiring, analyzing, and displaying useful and current data and identifying relevant data patterns to make decisions and solve problems at the student level.</p> <p>The team understands that being data driven is a cyclical process that leads to new ideas, questions, and possibly the need for more data.</p> <p>The team develops an annual calendar to monitor formative data points throughout the year.</p> <p>Adjustments are made to the school improvement plan, through 30-day short-term actions plans, to address data-based needs.</p> |
| <p>8. CONTINUOUS IMPROVEMENT CYCLE</p> | <p><input type="checkbox"/></p> <p>There is little or no evidence of a systematic process for continuous improvement. Topics relate to operations only with no clear purpose.</p> <p>Discussions focus on issues and concerns in random fashion with the principal fielding these and attempting to address them rather than engaging the team in collaborative problem solving.</p> | <p><input type="checkbox"/></p> <p>Topics extend beyond operational issues.</p> <p>There is some evidence that improvement processes exist, but these processes are unsystematic and do not intentionally target issues directly impacting student achievement or instructional practices.</p> | <p><input type="checkbox"/></p> <p>Leadership team meetings are focused on student achievement and continuous school improvement. The leadership team addresses:</p> <ul style="list-style-type: none"> Where are we now? Where are we going? How will we get there? How do you know? <p>The school improvement cycle includes monitoring the implementation of initiatives and using data to evaluate the impact of curriculum, instruction, assessment, interventions, and professional development.</p> <p>The school improvement cycle ensures a direct impact on student achievement, instructional practices, and organizational effectiveness.</p> | <p><input type="checkbox"/></p> <p>Leadership team meetings are focused on student achievement and continuous school improvement. The leadership team continuously addresses:</p> <ul style="list-style-type: none"> Where are we now? Where are we going? How will we get there? How do you know? <p>The school improvement cycle includes monitoring the implementation of initiatives and using data to evaluate the impact of curriculum, instruction, assessment, interventions, and professional development.</p> <p>The team reflects on improvement needs, identifies desired outcomes, analyzes barriers to achievement, and adjusts the school improvement plan monthly.</p> |

| CONCEPT | NOT EVIDENT | EMERGING | OPERATIONAL | EXEMPLARY |
|---|---|--|---|--|
| <p>9. SCHOOL and STAKEHOLDER COMMUNICATION</p> | <p><input type="checkbox"/></p> <p>There is no process in place to ensure the flow of information and exchange of idea.</p> | <p><input type="checkbox"/></p> <p>A process for communication exists that allows information to be distributed to some stakeholders.</p> <p>A process for two-way communication exists but has not been effectively implemented.</p> <p>Input from stakeholders pertains primarily to operational matters.</p> | <p><input type="checkbox"/></p> <p>A process for communication exists that allows information to be distributed to all stakeholders.</p> <p>A process is in place that ensures the flow of information and communication is two-way.</p> <p>All stakeholders have an opportunity to engage in the exchange of ideas and provide input regarding important decisions pertaining to school improvement initiatives.</p> | <p><input type="checkbox"/></p> <p>There is a systematic process in place to engage the entire school staff in distributive decision-making on school improvement initiatives.</p> <p>The leadership team actively communicates, seeks input, and encourages multiple stakeholder perspectives through a formal process regarding important decisions.</p> <p>The leadership team reviews and considers the input before relevant decisions are made. This two-way communication process supports a shared vision in the school and cultivates an environment of trust and collaboration.</p> |
| <p>10. DEVELOPING LEADERSHIP CAPACITY</p> | <p><input type="checkbox"/></p> <p>Team members rarely receive professional learning to build leadership capacity or enhance personal growth.</p> <p>Efforts to build leadership capacity within the school do not exist.</p> | <p><input type="checkbox"/></p> <p>Team members sporadically receive training to develop leadership capacity, but topics are often isolated and not embedded in the work of the team.</p> <p>Leadership team members attempt to form a variety of schoolwide teams with limited professional learning to support implementation.</p> | <p><input type="checkbox"/></p> <p>Team members are provided with, and pursue, professional learning opportunities to enhance their personal growth and capacity as a school leader.</p> <p>Professional learning is ongoing and embedded in the work of the team.</p> <p>Leadership team members ensure the establishment and training of a variety of schoolwide teams, whose members perform essential tasks aligned to the school vision and goals.</p> | <p><input type="checkbox"/></p> <p>The principal ensures a succession plan is in place for the leadership team.</p> <p>The principal builds the capacity of the leadership team through ongoing professional learning and consequential tasks embedded in the work.</p> <p>Team members exhibit a sense of collective responsibility and have the mindset of empowering all personnel in the school to lead where they operate.</p> <p>The leadership team involves and encourages all personnel to lend themselves to meaningful work tied to the school vision and goals.</p> <p>Leadership team members provide professional learning to support the function of a variety of schoolwide teams to build the leadership capacity of staff members.</p> |

[Fillable .pdf version](#)

School Leadership Team Review Orientation Guide

Why do we need an effective school leadership team?

Schools must address the challenges of meeting the needs of all learners and the expectation that all students will achieve academically. One way to improve practices is to create a school team that will lead processes designed to transform teaching and learning. Therefore, it is imperative that all schools implement a collaborative team approach which develops plans to ensure that leadership tasks are executed efficiently and effectively. An effective leadership team keeps abreast of evidence-based practices in curriculum, instruction, and assessment; bases all decisions on analysis of multiple sources of data; serves as a change agent within the school; evaluates the effectiveness of practices within the school; and monitors the implementation of the school improvement plan. Since “it would be rare, indeed, to find a single individual who has the capacity or will to master such a complex array of skills” (Marzano et al., 2005, p. 99), many school leaders have found that creating and guiding a leadership team helps to successfully distribute leadership tasks and responsibilities. Such teams can provide leadership in the areas of problem solving, communication with colleagues, motivation, professional development, and coaching, all with a goal of leading to greater student achievement.

Goals:

1. To establish a common framework for reviewing and evaluating the current practices and processes of a school leadership team based on high impact practices.
2. To provide exemplars and monitoring tools to support the development of capacity-building action plans based on the high-impact practices of highly effective school leadership teams.
3. To assist schools in reaching operational status on the High Impact Practices Implementation Rubric: Leadership Team.
4. To support the school in creating an effective leadership team that positively impacts student learning and teacher practices.

Protocol Components:



1. **Self-assessment:** School leadership team members will individually evaluate what they believe is the current level of practice of their leadership team using the *High Impact Practice Implementation Rubric: Leadership Team*. The self-assessment will be administered using a Microsoft 365 Survey Form link provided to the principal.
2. **Interview:** All school leadership team members will be individually interviewed using a standardized set of questions aligned to the *High Impact Practice Implementation Rubric: Leadership Team* to assist in determining the level of operational status on the high impact practices and processes of highly functioning leadership teams.

3. **Observations:** The school leadership team will be observed during two regularly scheduled leadership team meetings. Evidence will be gathered to assist in determining the operational status of the leadership team based on the *High Impact Practice Implementation Rubric: Leadership Team*.
4. **Summary Report:** After all components of the review process have been completed: self-assessment, individual interviews, and observations, a summary report of the triangulated data will be presented to the principal.
5. **Next Steps:** The principal and/or designee will present the results of the school leadership team review to the leadership team. After results have been presented, the leadership team will collaboratively determine action steps and support needs to move the team toward *operational* or *exemplary* status in concepts scoring *not evident* or *emerging* on the *High Impact Practice Implementation Rubric: Leadership Team*.
6. **Monitor Progress:** The school leadership team, with the support of identified external providers (GaDOE, RESA, District), will monitor their progress by conducting semi-annual self-assessments and revising action steps to continue building the leadership capacity of all team members.

School Leadership Team Interview Questions

Directions: Listen for attributes described within the operational level of the High Impact Practices Implementation Rubric: Leadership Team. Scribe responses from the interviewee.

| Concept | Question | Response |
|--|--|----------|
| 1. TEAM COMPOSITION | <ul style="list-style-type: none"> How are leadership team members selected? | |
| 2. VISION, MISSION and NORMS | <ul style="list-style-type: none"> How does the leadership team's vision, mission, and norms influence and impact the team's work? | |
| 3. MEETING FREQUENCY and PURPOSE | <ul style="list-style-type: none"> How often does the Leadership Team meet? What is the typically timeframe? Are agendas and minutes provided? When are the agendas and minutes distributed? | |
| 4. ATTENDANCE | <ul style="list-style-type: none"> Are all team members required to attend every meeting? Are other faculty/staff members or stakeholders invited or encourage to attend leadership team meetings? | |
| 5. ROLES and RESPONSIBILITIES | <ul style="list-style-type: none"> Describe the process used to assign roles and responsibilities to team members? | |
| 6. COLLABORATIVE PROCESSES and PROTOCOLS | <ul style="list-style-type: none"> How are team members assigned to action committees or groups within the team? Can you provide an example? | |
| 7. DATA-DRIVEN PRACTICES | <ul style="list-style-type: none"> Describe how the leadership team collects and analyzes data and how these data are used to implement appropriate interventions. | |
| 8. CONTINUOUS IMPROVEMENT CYCLE | <ul style="list-style-type: none"> Describe the process used to develop the school improvement plan. Describe the process for monitoring the school improvement initiatives. | |
| 9. SCHOOL and STAKEHOLDER COMMUNICATION | <ul style="list-style-type: none"> Describe how the leadership team fosters two-way communication and distributive decision-making on school improvement initiatives. Describe how the leadership team works to engage parents and community members to be actively involved in helping the school achieve its continuous improvement goals. | |
| 10. DEVELOPING LEADERSHIP CAPACITY | <ul style="list-style-type: none"> How does the school's administration practice shared or distributive decision making within the leadership team? | |

High Impact Practices Implementation Rubric: Leadership Team Feedback Form

Directions: Assess leadership team meeting proceedings against attributes listed in the High Impact Practices Implementation Rubric: Leadership Team. Document as follows:

- Concept Rating:** Check the appropriate level of implementation for each of the ten concepts on the rubric. If you do not observe or have evidence of implementation, mark the concepts as “Not Evident”.
- Comments:** Provide commentary on positive attributes and best practices observed related to the ten concepts. Use the language of the rubric for guidance in crafting your comments.
- Evidence:** Record observed evidence to support each concept rating.
- Next Steps:** Provide suggested and incremental next steps for consideration to improve the teams level of implementation on each concept.

| Concept Ratings | | Feedback | |
|----------------------------------|---|----------|------------|
| Concept | Concept Rating | Comments | Next Steps |
| 1. TEAM COMPOSITION | <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Exemplary | | |
| 2. VISION, MISSION and NORMS | <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Exemplary | | |
| 3. MEETING FREQUENCY and PURPOSE | <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Exemplary | | |
| 4. ATTENDANCE | <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Exemplary | | |
| 5. ROLES and RESPONSIBILITIES | <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Exemplary | | |

| Concept Ratings | | Feedback | |
|--|---|----------|------------|
| Concept | Concept Rating | Comments | Next Steps |
| 6. COLLABORATIVE PROCESSES and PROTOCOLS | <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Exemplary | | |
| 7. DATA-DRIVEN PRACTICES | <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Exemplary | | |
| 8. CONTINUOUS IMPROVEMENT CYCLE | <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Exemplary | | |
| 9. SCHOOL and STAKEHOLDER COMMUNICATION | <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Exemplary | | |
| 10. DEVELOPING LEADERSHIP CAPACITY | <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Exemplary | | |

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High Impact Practices Implementation Rubric: Leadership Team Self-Assessment Reflection Tool

Directions: Using the data and information contained within the leadership team review summary report, lead the leadership team in completing the self-assessment reflection tool. Guide the team in developing agreed upon statements for all ten components of the high impact practices (HIP) implementation rubric. Include milestones for assessing progress toward implementation of action steps (How will we achieve our goal?) and target dates for full implementation (Where are we going?).

| Exemplary Criteria | Where we are now? | Where are we going? | How we will achieve our goal? |
|---|-------------------|---------------------|-------------------------------|
| <p>1. TEAM COMPOSITION: Team members are purposefully and intentionally identified and selected based on a set of criteria for an interdisciplinary and inclusive team that represents a variety of experiences, responsibilities, and the school community. When appropriate, the team involves a wider range of local education agency representation and external community stakeholders for relevant issues.</p> | | | |
| <p>2. VISION, MISSION and NORMS: The vision and mission of the leadership team are collaboratively established and guide the work of school improvement. An annual review process has been established. Team norms are established, followed, and reviewed for meeting effectiveness at the end of each meeting.</p> | | | |
| <p>3. MEETING FREQUENCY and PURPOSE: The leadership team develops a year-long schedule and meets a minimum of one hour, twice per month. Additional meetings are convened as needed to monitor the school improvement plan. Agendas are shared with all staff members 24 hours in advance and focus on student learning with action steps aligned to the school improvement plan, data, and strategies to improve student learning. Time frames and a person responsible are outlined for each agenda item. Minutes and next steps are distributed within 48 hours to all staff members.</p> | | | |
| <p>4. ATTENDANCE: The principal and all assistant principals attend every meeting. All leadership team members, or their designees, are present at each meeting. Leadership team meetings are a valued part of the school's culture and promotes inclusive stakeholder engagement and participation beyond the internal team (i.e., parents, students, community members)</p> | | | |

| Exemplary Criteria | Where we are now? | Where are we going? | How we will achieve our goal? |
|--|-------------------|---------------------|-------------------------------|
| <p>5. ROLES and RESPONSIBILITIES: The role of facilitator alternates among core team members. Defined roles and responsibilities often rotate among all team members to build capacity. (facilitator timekeeper, recorder, chat monitor) Team members clearly understand the importance and role of the team and are actively involved in creating, implementing, supporting, and monitoring school improvement initiatives that support student and staff achievement. The team assumes ownership in the school improvement process and initiates practices to modify actions, strategies, and processes based on data.</p> | | | |
| <p>6. COLLABORATIVE PROCESSES and PROTOCOLS: The principal is consistent in promoting active engagement and building a culture of collaboration with the leadership team. Protocols and an organized framework for conducting business are consistently implemented. Protocols keeps the work of the leadership team focused and maximizes the talents of the team members involved. The leadership team has flexible but clearly defined processes for shared decision-making and problem-solving. There is strong evidence that decisions are made collaboratively.</p> | | | |
| <p>7. DATA-DRIVEN PRACTICES: The school leadership team is highly data-driven; acquiring, analyzing, and displaying useful and current data and identifying relevant data patterns to make decisions and solve problems at the student level. The team understands that being data driven is a cyclical process that leads to new ideas, questions, and possibly the need for more data. The team develops an annual calendar to monitor formative data points throughout the year. Adjustments are made to the school improvement plan, through 30-day short-term actions plans, to address data-based needs.</p> | | | |

| Exemplary Criteria | Where we are now? | Where are we going? | How we will achieve our goal? |
|--|-------------------|---------------------|-------------------------------|
| <p>8. CONTINUOUS IMPROVEMENT CYCLE: Leadership team meetings are focused on student achievement and continuous school improvement. The leadership team continuously addresses: Where are we now? Where are we going? How will we get there? How do you know? The school improvement cycle includes monitoring the implementation of initiatives and using data to evaluate the impact of curriculum, instruction, assessment, interventions, and professional development. The team reflects on improvement needs, identifies desired outcomes, analyzes barriers to achievement, and adjusts the school improvement plan monthly.</p> | | | |
| <p>9. SCHOOL and STAKEHOLDER COMMUNICATION: There is a systematic process in place to engage the entire school staff in distributive decision-making on school improvement initiatives. The leadership team actively communicates, seeks input, and encourages multiple stakeholder perspectives through a formal process regarding important decisions. The leadership team reviews and considers the input before relevant decisions are made. This two-way communication process supports a shared vision in the school and cultivates an environment of trust and collaboration.</p> | | | |
| <p>10. DEVELOPING LEADERSHIP CAPACITY: The principal ensures a succession plan is in place for the leadership team. The principal builds the capacity of the leadership team through ongoing professional learning and consequential tasks embedded in the work. Team members exhibit a sense of collective responsibility and have the mindset of empowering all personnel in the school to lead where they operate. The leadership team involves and encourages all personnel to lend themselves to meaningful work tied to the school vision and goals. Leadership team members provide professional learning to support the function of a variety of schoolwide teams to build the leadership capacity of staff members.</p> | | | |

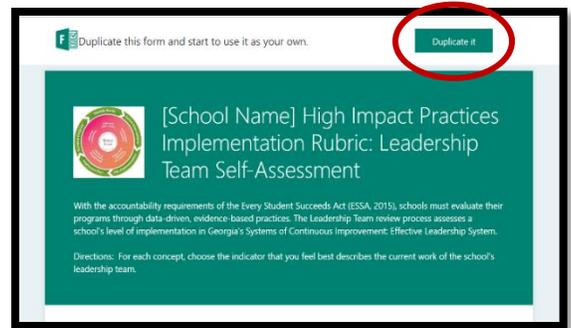
[Fillable .pdf version](#)

How To Duplicate Microsoft Office 365 Forms



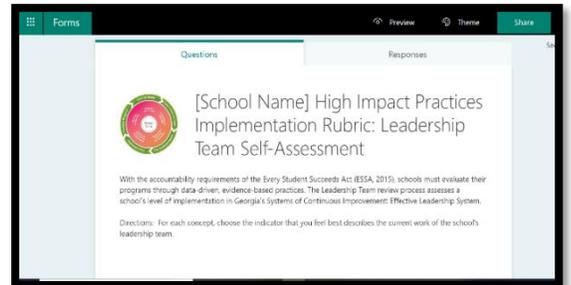
Duplicate form

1. Click on the desired Leadership Team Review tool template (Microsoft Forms). *See links included in each process step.*
2. Click on the **Duplicate It** button to create a copy in your Microsoft Office account.



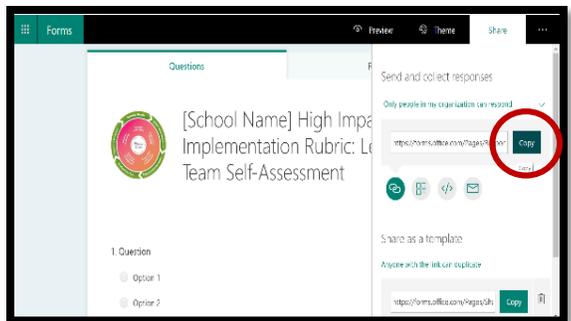
Personalize Form

1. Click on the title: [Enter school name] High Impact Practices Implementation Rubric: Leadership Team Self-Assessment (Copy).
2. Highlight **Enter school name** and type the name of the school participating in the review.



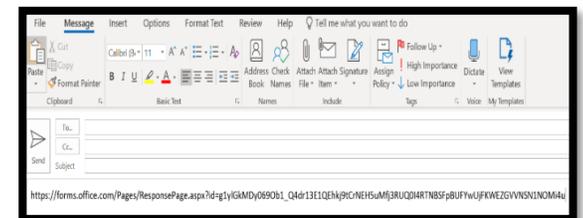
Copy Form Link for Distribution of Survey

1. Click on the **Share** tab.
2. Click the **Copy** link. This will create a link to share the form with the school.



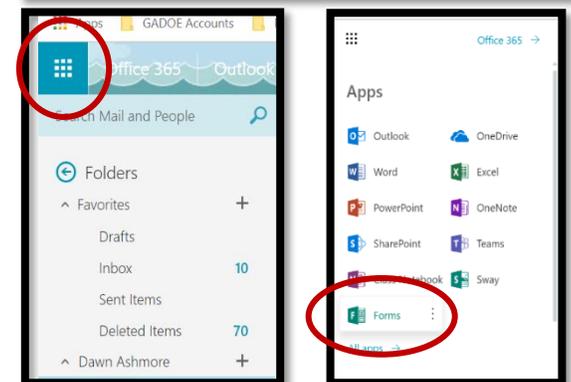
Email Form

1. Open Microsoft Outlook.
2. Click New Email.
3. Place the cursor in the body of the email.
Click **Paste**. You should see the link to the form.



Accessing Forms

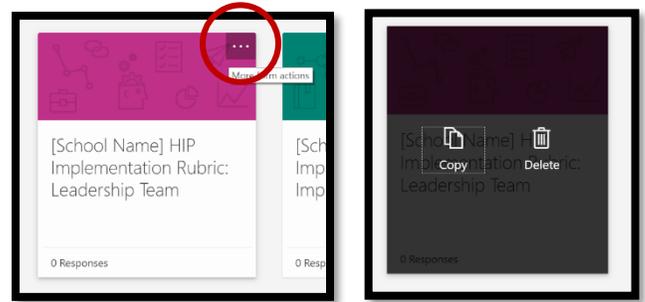
1. Open Microsoft Outlook 365.
2. Click on the **App Launcher**, top left corner.
3. Click on the **FORMS** tab.
4. Click on the **Form** you want to access.





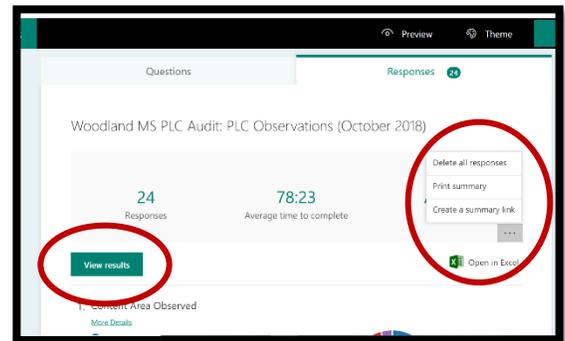
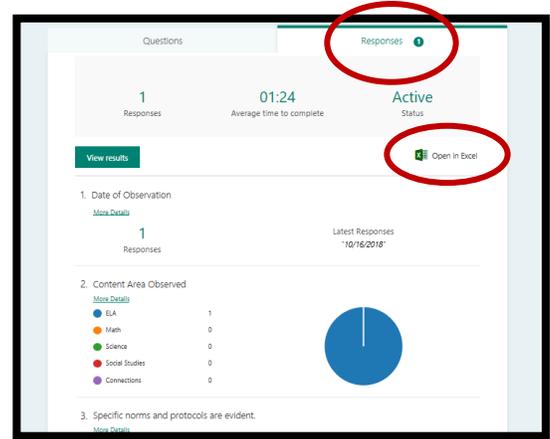
Creating a Copy

1. Click on the **Forms Application** to access the **Forms** main page.
2. Click the ellipses in the top right corner of the form you wish to make a copy of.
3. Click **Copy**.
4. Personalize the new form by changing the name.



Analyze Responses

1. Click on **Responses** to access the data based on submitted forms.
2. There are multiple ways to access the data:
 - a. **Open in Excel**, see link on right under Active Status.
 - b. Print a **Summary** containing the response graphs of the data.
 - i. Click the **ellipses (...)** located under **Active Status** on top right
 - ii. Click Print Summary.
 - c. The **View Results** tab will provide data input by each respondent.
3. You can share the results by clicking **Get a Summary Link** and emailing the link to the appropriate designee.



CONCEPT 1: TEAM COMPOSITION TOOLS



If the school received a score of 1 or 2 on the *High Impact Practice Implementation Rubrics: Leadership Team* in the area of **Team Composition** the following tools, strategies, or processes are suggested to assist in obtaining a level 3 or 4. This guide does not contain an exhaustive list and should be used as examples only.

Operational Criteria:

Leadership team members are purposefully and intentionally identified and selected based on a set of criteria for an interdisciplinary and inclusive team that represents a variety of experiences, responsibilities, and the school community.

Exemplary Criteria:

Team members are purposefully and intentionally identified and selected based on a set of criteria for an interdisciplinary and inclusive team that represents a variety of experiences, responsibilities, and the school community. When appropriate, the team involves a wider range of local education agency representation and external community stakeholders for relevant issues.

Tool 1: [Five Questions to Assist Leaders in Selecting School Leadership Team Members](#)

Tool 2: [Leadership Team Selection Tool](#)

Tool 3: [Leadership Team Commitment](#)



GaDOE Resources

[GaDOE Office of School Improvement](#)
[Georgia Leader Keys Effectiveness System](#)



Additional Resources

[Building Strong School Leadership Teams to Sustain Reform](#) (National Education Reform)
[Characteristics of Instructional Leadership Team Members](#) (Center for Educational Leadership)
[Leader and Teacher Professional Learning Toolbox: Supporting the Development of Professional Learning Communities](#) (GAPSC)
[Professional Standards for Educational Leaders](#) (CCSSO)
[Strategies for Creating Effective School Leadership Teams](#) (William & Mary)
[School Leadership and Decision Making](#) (Center on Innovations in Learning)

Five Questions To Assist Leaders In Selecting School Leadership Team Members

Use the following guiding questions to evaluate the current leadership team members or to assist in selecting the most qualified staff members for the team.¹

1. Does the person have a strong character?

Any doubt at this point should disqualify a person. His or her character is foundational to everything else. No matter how qualified a person may seem, if he or she has questionable character, problems will develop in short order.

2. Does the person have the competency and skills to do the work?

This question is so obvious that it may seem silly to engage this issue. Bringing people onto a leadership team without doing due diligence on their competency and skills for the job can be a mistake. Typically, hiring friends and fun people to do a job for which they are not qualified is a recipe for disaster.

3. Does the disposition of the person match the team and the leadership?

Many have undoubtedly served on teams with highly competent people. Sometimes a person can act very self-serving. Regardless of how competent and gifted he or she is, that type of toxic behavior can destroy a team.

4. Will the person align with the vision of the leadership team?

If you are on a leadership team and you disagree with the major direction of the leadership, remove yourself from the team. If you are a leader seeking to bring a person on the team, and you sense that he or she does not align with your vision, run from that choice immediately. A team with diverse visions is not a team at all.

5. Can you trust the person?

Clarification of the specific meaning of “trust” in this context is ultimately whether or not the person is looking after their own interests and preferences or the interests of the team, the leader, and the organization. If doubts of the motivation of a prospective team member exists, moving on to the next choice is the best advice.

¹ Adapted from Thom Rainer at <https://thomrainer.com/2013/06/five-questions-to-help-leaders-select-team-members/>

Leadership Team Selection Tool

The Leadership Team Selection Tool² highlights characteristics of the team prior to the leadership team initiative. This tool can be completed by the principal or the principal's cabinet. The tool facilitates selection of a school improvement leadership team. It provides information for school leaders on strategic issues that may need to be addressed, and areas needing further focus or development to build an effective team.

| Guiding Questions | Responses |
|---|-----------|
| Membership Who is on the team? | |
| Member Selection How are members selected? On what basis? | |
| Constituencies What constituencies are currently represented on the team? Who is not represented? | |
| Team Skills /Needs What is the skill set of team members? What skills need further development? | |
| Member Roles What is the current focus of the team, and what is currently expected of team members? | |
| Team Norms What norms historically characterize the team? | |
| Member Roles Outside the Team What commitments do team members have that complement or conflict with member responsibilities? | |
| Meeting Schedule/Resources How often does the team meet? What resources are available for team member development? | |
| Legitimacy/Credibility How does the school community view the team? Team members? | |

² Adapted from: "Advancing Student Learning Through Distributed Instructional Leadership: A Toolkit for High School Leadership Teams", 2010, Wisconsin Department of Public Instruction.

Leadership Team Commitment

The Leadership Team Commitment can be used to inform current or future team members of the expectations and responsibilities of serving on the leadership team.³

What to expect as a member of the Leadership Team:

You have been chosen or elected to be a member of the team because you are respected by your colleagues, and you are willing and able to contribute additional time and commitment to the school as a whole.

By becoming a member of the Leadership Team, I am agreeing to the following responsibilities:

- ✓ Assist in assigning roles and responsibilities.
- ✓ Contribute to the definition of team goals.
- ✓ Assist in prioritizing and coordinating goals.
- ✓ Helping to integrate individual contributions into team's final project.
- ✓ Attend meetings consistently and punctually.
- ✓ Consistently complete team assignments and tasks on time.
- ✓ Carry my share of team's responsibilities.
- ✓ Contribute information and/or research.
- ✓ Participate in team brainstorming of solutions/alternatives to problem.
- ✓ Assist in constructively evaluating pros and cons of generated solutions.
- ✓ Participate in team discussion.
- ✓ I will not monopolize team's discussion time.
- ✓ Listen actively by paraphrasing/building upon ideas of others.
- ✓ Encourage others to participate.
- ✓ Emphasize issues rather than personalities.
- ✓ Offer constructive solutions to conflict.
- ✓ Constructively address free riders (members not contributing adequately to team).
- ✓ Resolve conflict using objective criteria.

Signature _____

Date: _____

³ Adapted from: Alghalith, A., Blum, M., Medlock, A., & Weber, S. (2004). Truman State University, Division of Business and Accountancy

CONCEPT 2: VISION, MISSION and NORMS TOOLS



If the school received a score of 1 or 2 on the *High Impact Practice Implementation Rubrics: Leadership Team* in the area of **Vision, Mission and Norms** the following tools, strategies, or processes are suggested to assist in obtaining a level 3 or 4. This guide does not contain an exhaustive list and should be used as examples only.

Operational Criteria:

Clear vision and mission statements have been collaboratively established by the leadership team. Evidence supports an alignment with the team's school improvement work. Team norms are established, consistently followed, and randomly reviewed for effectiveness.

Exemplary Criteria:

The vision and mission of the leadership team are collaboratively established and guide the work of school improvement. An annual review process has been established. Team norms are established, followed, and reviewed for meeting effectiveness at the end of each meeting.

Tool 1: [School Leadership Team School Vision Statement Tool](#)

Tool 2: [School Leadership Team School Mission Statement Tool](#)

Tool 3: [School Leadership Team Core Values Activity](#)

Tool 4: [Developing Team Norms Activity](#)

Tool 5: [Developing Team Norms Worksheet](#)

Tool 6: [Sample Leadership Team Meeting Norms](#)



GaDOE Resources

[Leader Keys Effectiveness System, Performance Standard 1: Instructional Leadership Fact Sheet](#)



Additional Resources

[Developing a Shared Vision is Key to Success](#) (NASSP)

[Forming Ground Rules \(Creating Norms\)](#) (SRI)

[How to create a compelling team vision to guide you and your team](#) (Kiss the Frog Now

<https://kissthefrognow.com/>)

[School Mission Statements: The 2021 Guide \[+ 6 Writing Tips\]](#) (Prodigy)

School Leadership Team Vision Statement Tool

A vision statement is your leadership team's goal – where you hope to see the team in the future. A vision is concise and easy to recall. Every leadership team member should be able to recite the team's vision statement.⁴ The leadership teams' vision statement should align to the schoolwide vision statement.

Structure of a Vision Statement: Use the guiding questions to develop your leadership team vision statement. Begin the process with individual team members completing the statements independently. Select a protocol to seek input from all team members to develop a final statement.⁵

| What would you like the work of your leadership team to become? | What would you like your leadership team to strive for? What level of excellence? | What would you like your leadership team to look like in the future? |
|---|---|--|
| The _____ School Leadership Team Will... | The _____ School Leadership Team Will... | The _____ School Leadership Team Will... |
| | | |

Complete the sentence:

My vision of a school leadership team that works is...

⁴ Adapted from; Prodigy, School Mission Statements: The 2021 Guide [+6 Writing Tips] <https://www.prodigygame.com/main-en/blog/school-mission-statements/>

⁵ Adapted from; New York City Department of Education [School Leadership Teams Handbook](#)

School Leadership Team Mission Statement Tool

Structure of a Mission Statement⁶

A mission statement is a statement of the purpose that will guide the school leadership team. It should be brief, measurable, and aligned to the schoolwide mission statement. The mission answers 3 key questions:

- 1) What do we do?
- 2) For whom do we do it?
- 3) What is the benefit?

Use this tool to create your leadership team mission statement.

The mission of (the name of your school/district) leadership team is to (your primary purpose) by providing (your primary functions or activities) to (your stakeholders). (Any additional clarifying statements)

Note: The order of the components of the mission statement may vary from the above sentence structure.

⁶ Adapted from the Texas Tech University Health Science Center

School Leadership Team Core Values Activity

What Are the Shared Core Values of Your Team?⁷

| | | | | |
|----------------|---------------|---------------|--------------|----------------|
| Acceptance | Decisiveness | Happiness | Mindfulness | Selflessness |
| Accountability | Empathy | Honesty | Motivation | Safety |
| Achievement | Encouragement | Inclusiveness | Optimistic | Service |
| Boldness | Excellence | Innovation | Originality | Teamwork |
| Benevolence | Fairness | Intelligence | Passion | Thoughtfulness |
| Brilliance | Fun-Loving | Joy | Performance | Trust |
| Community | Flexibility | Kindness | Proactive | Understanding |
| Compassion | Growth | Knowledge | Quality | Usefulness |
| Charity | Generosity | Love | Recognition | Vision |
| Daring | Grace | Leadership | Relationship | Wisdom |
| Dependable | Health | Loyalty | Reliability | Zeal |

From the list above, choose and write down every value word that resonates with you. Do not overthink your selection. As you read through the list, simply write down the words that feel like a core value to you personally. If you think of a value you possess that is not on the list, write it down.

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

From the list you have just created pair off with the person next you. Compare your list to theirs and create a list of ten values words you share in common or that you can agree upon.

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

From your new list, work as an entire team (table) to create a list of five value words that you can determine to be the five shared common core values of your School Leadership Team.

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

⁷ Adopted from; New York City Department of Education [School Leadership Teams Handbook](#)

Developing Team Norms Activity

Team norms are a set of rules developed by group consensus designed to establish a safe, orderly, and productive context for the work. Team norms should be developed⁸ during the initial team meeting. Norms should be reviewed and adapted annually, or any time new team members are added.

This activity will enable a group to develop a set of operating norms or ground rules. In existing groups, anonymity will help ensure that everyone is able to express their ideas freely. For this reason, it is essential to provide pens or pencils or to ask that everyone use the same type of writing implement.

Supplies: Index cards, pens or pencils, poster paper, display board, tape, tacks Time: Two hours

Directions

1. Explain to the group that effective groups generally have a set of norms that govern individual behavior, facilitate the work of the group, and enable the group to accomplish its task.
2. Provide examples of norms.
3. Recommend to the group that it establish a set of norms:
 - To ensure that all individuals have the opportunity to contribute in the meeting;
 - To increase productivity and effectiveness; and
 - To facilitate the achievement of its goals.
4. Give five index cards and the same kind of writing tool to each person in the group.
5. Ask each person to reflect on and record behaviors they consider ideal behaviors for a group. Ask them to write one idea on each of their cards. Time: 10 minutes.
6. Shuffle all the cards together. Every effort should be made to provide anonymity for individuals, especially if the group has worked together before.
7. Turn cards face up and read each card aloud. Allow time for the group members to discuss each idea. Tape or tack each card to a display board so that all group members can see it. As each card is read aloud, ask the group to determine if it is similar to another idea that already has been expressed. Cards with similar ideas should be grouped together.
8. When all of the cards have been sorted, ask the group to write the norm suggested by each group of cards. Have one group member record these new norms on a large sheet of paper.
9. Review the proposed norms with the group. Determine whether the group can support the norms before the group adopts them. Used with permission of the National Staff Development

⁸ Learning by Doing © 2006, 2010 Solution Tree Press • www.solution-tree.com

Developing Team Norms Worksheet

| When Establishing Norms, Consider ⁹ : | Proposed Norm |
|--|---------------|
| Time <ul style="list-style-type: none"> • When do we meet? • Will we set a beginning and ending time? • Will we start and end on time? | |
| Listening <ul style="list-style-type: none"> • How will we encourage listening? • How will we discourage interrupting? | |
| Confidentiality <ul style="list-style-type: none"> • Will the meetings be open? • Will what we say in the meeting be held in confidence? • What can be said after the meeting? | |
| Decision Making <ul style="list-style-type: none"> • How will we make decisions? • Are we an advisory or a decision-making body? • Will we reach decisions by consensus? • How will we deal with conflicts? | |
| Participation <ul style="list-style-type: none"> • How will we encourage everyone's participation? • Will we have an attendance policy? | |
| Expectations <ul style="list-style-type: none"> • What do we expect from members? • Are there requirements for participation? | |

⁹ Learning by Doing © 2006, 2010 Solution Tree Press • solution-tree.com Used with permission of the National Staff Development Council, www.nsd.c.org, 2006. All rights reserved. From Keys to Successful Meetings by Stephanie Hirsh, Ann Delehant, and Sherry Sparks. Oxford, OH: National Staff Development Council, 1994.

Sample Leadership Team Meeting Norms

The following are examples of norms¹⁰ that can be used to assist in developing norms for the leadership team.

| Sample Leadership Team Meeting Norms | | |
|---|---|--|
| Keep electronic distractions to a minimum | Issues raised will be discussed by Leadership Team, voted on by thumbs up or thumbs down, majority rule and in case of tie vote the issue will further be discussed at the next meeting | It is okay to be the messenger with bad news. You can expect a problem-solving approach, not recrimination. |
| One voice at a time | Trust each other. Have confidence that issues discussed will be kept in confidence. | Own the whole implementation of the product, not just your little piece; recognize that you are part of something larger than yourself. Be responsible to own the whole picture. |
| Listen attentively | Don't be defensive with your colleagues. | The discussion of issues, ideas, and direction will not become a personal attack or return to haunt you in the future. |
| Respect all opinions and ideas | Avoid territoriality; think instead of the overall good for the staff, the school, and the district. | It is safe to be wrong. Thoughtful decision making is expected. |
| Begin and end on time | Decision making is by consensus. Consensus hopes for unanimous support. Individual team members may not fully agree with a team decision but will fully support it. | Support each other - don't throw each other under the bus. |
| Attend all Leadership Team meetings | Re-state decisions and action steps (done through real time minutes projection) | Practice being open-minded. |
| Approve minutes and agenda, prioritize for time as needed | Focus on agenda items | Transparency: avoid hidden agendas. |
| Information sharing of all departments and then continue with problem solving | If an issue is voted down the department chair will inform the staff member(s) and then encourage the staff member(s) with the issue to meet with Principal | Team members agree to hold themselves and each other accountable for commitments made to one another |

¹⁰ Adapted from bbodwell@earthlink.net, info@wisconsinPBISnetwork.org, getthepicture.ca/a-list-of-ground-rules-for-effective-meetings, normessasweb.uark.edu/bestpractices, and www.schoolimprovementcoach.org

CONCEPTS 3: MEETING FREQUENCY and PURPOSE TOOLS

CONCEPTS 4: ATTENDANCE TOOLS



If the school received a score of 1 or 2 on the *High Impact Practice Implementation Rubrics: Leadership Team* in the area of **Meeting Frequency and Purpose and/or Attendance** the following tools, strategies, or processes are suggested to assist in obtaining a level 3 or 4. This guide does not contain an exhaustive list and should be used as examples only.

Meeting Frequency and Purpose

Operational Criteria:

The leadership team develops a year-long schedule and meets a minimum of twice per month. Agendas are created for all meetings and distributed prior to meetings. Agendas are reviewed at the beginning of meetings and revised, if necessary. Agendas focus on student learning and show a clear connection to the school improvement plan. Minutes are recorded for all meetings. Minutes are distributed within 48 hours to leadership team members.

Exemplary Criteria:

The leadership team develops a year-long schedule and meets a minimum of one hour, twice per month. Additional meetings are convened as needed to monitor the school improvement plan. Agendas are shared with all staff members 24 hours in advance and focus on student learning with action steps aligned to the school improvement plan, data, and strategies to improve student learning. Time frames and a person responsible are outlined for each agenda item. Minutes and next steps are distributed within 48 hours to all staff members.

Attendance

Operational Criteria:

The principal attends every meeting. Assistant principals attend most meetings. Leadership team members are expected to be present.

Exemplary Criteria:

The principal and all assistant principals attend every meeting. All leadership team members, or their designees, are present at each meeting. Leadership team meetings are a valued part of the school's culture and promotes inclusive stakeholder engagement and participation beyond the internal team (i.e., parents, students, community members)

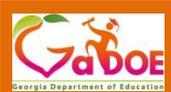
Tool 1: [Sample Leadership Team Calendar](#)

Tool 2: [Sample School Leadership Team Data Presentation Calendar](#)

Tool 3: [Guidelines for Developing An Effective Leadership Team Agenda](#)

Tool 4; [Leadership Team Agenda Template](#)

Tool 5: [Leadership Team Agenda Standard Operating Process Guide](#)



GaDOE Resources

[Strengthening Your Leadership Team: Knowing What To Do](#) (Metro RESA)



Additional Resources

[Conducting Effective Meetings to Improve Student Achievement and Organizational Effectiveness](#) (Georgia Leadership Institute for School Improvement)

[The Meeting Wise Checklist](#) (Harvard)

Sample Leadership Team Meeting Calendar

Create an annual calendar to share internally with the leadership team members and staff. The meeting dates should be protected within the calendar. Only emergencies should supersede the scheduled dates. Include due dates for agenda items, dates for agenda distribution (at least 24 hours in advance), and meeting dates and timeframe.

| XYZ School | | | | | | |
|-------------|------------------------------------|-------------------------------|---|--|-----|-----|
| August 2021 | | Leadership Team Meeting Dates | | | | |
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| 27 | 28 | 29 | 30 | 31 Call for Leadership Agenda Items 3pm | 1 | 2 |
| 3 | 4 Leadership Agenda Due 3pm | 5 | 6 Leadership Team Meeting 3:30-5pm | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 Call for Leadership Agenda Items 3pm | 15 | 16 |
| 17 | 18 Leadership Agenda Due 3pm | 19 | 20 Leadership Team Meeting 3:30-5pm | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 Call for Leadership Agenda Items 3pm | 29 | 30 |
| 31 | | | | | | |

Sample School Leadership Team Data Presentation Calendar

Creating an annual data presentation calendar to share internally with the leadership team and staff will aid in scheduling and communicating the data presentation expectations for committees or team chairs. Determining in advance when teams will be expected to present their data will assist in assuring all data points are reviewed in a timely and consistent manner.

| School Leadership Team Data Presentation Calendar | | | | | | | | | | |
|---|--|--|---|---|--|---|--|--|--|---|
| | August | September | October | November | December | January | February | March | April | May |
| 1 st Monthly Meeting 3:30-5:00pm | 9 th – Startup Activities Review SIP Goals Establish SIP Committees | 6 th – Student & Teacher Attendance Discipline STAP #1 Observation data | 11 th – Student & Teacher Attendance Discipline EL Data Intervention programs Data | 8 th – Student & Teacher Attendance Discipline Data Unit 2 Data SS/Math | 6 th – Student & Teacher Attendance Discipline Data STAP #3 Exam schedules | 10 th – Student & Teacher Attendance Discipline Data 1 st sem. exam data & Grade Distributions TKES Summary | 7 th – Student & Teacher Attendance Discipline Data Unit 4 SS Mentor Programs Data | 7 th – Student & Teacher Attendance Discipline Data STAP #5 | 4 th – Unit 5 Math CIS Data Graduation Cohort Team Counselors Report | 2 nd – Unit 4 ELA Unit 6 Math /Sci/SS Observation data EL Data |
| 2 nd Monthly Meeting 3:30-5:00pm | 23 rd – Diagnostic data review – all contents Review Title Budget Professional Learning Team | 20 th – Unit 1 data Math/SS/Sci Graduation Cohort Team Counselors Report | 25 th – Unit 1 data (ELA) STAP #2 Unit 2 Data – Sci Observation data Mentor Programs Data | 29 th – Intervention programs Data Graduation Cohort Team Observation data Counselors Report | 20 th – Unit 2 data (ELA) Observation data Unit 3 Data (Math/Sci/SS) | 24 th – STAP #4 Observation data Intervention programs Data | 21 st – Unit 3 ELA Unit 4 Math/SS Graduation Cohort Team EL Data Counselors Report | 21 st – Observation data Intervention programs Data Unit 5 SS/SC | 18 th – Student & Teacher Attendance Discipline Data STAP #6 | 16 th – Student & Teacher Attendance Discipline Data TKES Summary Preliminary EOC Finals Schedule EOY Activities |

Guidelines For Developing An Effective Leadership Team Agenda

- Create a clearly written agenda¹¹ for every meeting to ensure the team remains on task and on schedule throughout the meeting.
- Agendas should be distributed at least 24 hours prior to meetings to help ensure team members come to each meeting prepared.
- Facilitators are generally responsible for preparing the agenda, so they will need to gather general input from members prior to creating the agenda. Information can be gathered through informal conversations, emails, anonymous drop box. Always request a due date for input.
- Only put items on the agenda that need to be addressed in a face-to-face format.
- Ensure that each agenda item has sufficient time for meaningful discussion and problem solving.
- Agendas ideally focus on similarly related items connected to the meeting's purpose. Too many different topics prevent a team from going in-depth on the topic and causes confusions about purpose of the meeting.
- Agenda topic(s) should be broken down into manageable sections for discussion and actions.
- Strategically order the agenda topics to ensure the meeting runs smoothly.
- Place agenda items that need creative or energetic thought near the beginning of the agenda, if appropriate. Place 'hot' topic items strategically on the agenda.
- Use a verb associated with each agenda item to help the team understand the purpose for the agenda item (i.e.: make a final decision on...; review and discuss...; brainstorm...; develop...)
- Include an outcome expectation associated with each agenda item.
- Use a 'parking lot poster' to facilitate with questions or topics that might lead dialogue away from the purpose of the meeting and off the agenda.

¹¹ *Leadership Lesson: Tools for Effective Team Meetings. How I Learned to Stop Worrying and Love my Team. Yvette Pigeon, Ed.D., and Omar Khan, M.D., M.H.*

Leadership Team Agenda Template

School Name: _____

Date: _____

Time: _____

Location: _____

| ATTENDANCE | | |
|---|---|---|
| <input type="checkbox"/> LT Member Name, Position | <input type="checkbox"/> LT Member Name, Position | <input type="checkbox"/> LT Member Name, Position |
| <input type="checkbox"/> LT Member Name, Position | <input type="checkbox"/> LT Member Name, Position | <input type="checkbox"/> LT Member Name, Position |
| <input type="checkbox"/> LT Member Name, Position | <input type="checkbox"/> LT Member Name, Position | <input type="checkbox"/> LT Member Name, Position |
| <input type="checkbox"/> LT Member Name, Position | <input type="checkbox"/> LT Member Name, Position | <input type="checkbox"/> LT Member Name, Position |

| MEETING OBJECTIVES |
|---|
| Participants will... <ul style="list-style-type: none"> • Reflect on their leadership work and plan for continuous improvement. • Apply questioning, facilitation, and decision-making strategies that facilitate adult learning and structure meaningful conversations that drive improvements in teaching and learning. • Review the School Improvement Plan (SIP) to assess implementation progress and impact on student learning. |

| SCHOOL VISION and MISSION |
|---------------------------|
| VISION: |
| MISSION: |

Enter the school improvement goals from the SIP. Record action steps due within 30-45 days of the date of the leadership team meeting, include any incomplete past due action steps.

| SCHOOL IMPROVEMENT PLAN GOALS AND CURRENT ACTION STEPS | | | | |
|--|--------------|----------------------|-------------------------|-------------|
| SIP Goals | Action Steps | System/ Structure | Position Responsible | Due Date |
| SIP Goal #1: | 1. | | | |
| | 2. | | | |
| | 3. | | | |
| | 4. | | | |
| | 5. | | | |
| SIP Goal #2: | 1. | | | |
| | 2. | | | |
| | 3. | | | |
| | 4. | | | |
| | 5. | | | |
| SIP Goal #3: | 1. | | | |
| | 2. | | | |
| | 3. | | | |
| | 4. | | | |
| | 5. | | | |

AGENDA

| Action Item | Discussion Leader, Time Allotment, and Purpose | Preparation, Resources, and Protocols | Minutes |
|---|--|---|---------|
| Leadership Team Norms: <ul style="list-style-type: none"> Start and end on time Respect differing views Remain engaged Support final decisions | DL: Time: Purpose: <input checked="" type="checkbox"/> Information <input type="checkbox"/> Input <input type="checkbox"/> Decision | Team Roles: Facilitator: Minute Recorder: Timekeeper: | |
| What changes, if any, should we make to the agenda? | DL: Time: Purpose: <input type="checkbox"/> Information <input checked="" type="checkbox"/> Input <input type="checkbox"/> Decision | Read agenda and come prepared with suggested changes. | |
| What deltas from the previous meeting will we focus on during the current meet? | DL: Time: Purpose: <input type="checkbox"/> Information <input type="checkbox"/> Input <input checked="" type="checkbox"/> Decision | Review previous meeting deltas: <input type="checkbox"/> (Delta 1) <input type="checkbox"/> (Delta 2) <input type="checkbox"/> (Delta 3) | |
| What is the status of each action steps for SIP goal #1? | DL: Time: Purpose: <input type="checkbox"/> Information <input type="checkbox"/> Input <input type="checkbox"/> Decision | Review action steps for goal #1 above. Responsible position will prepare update. | |
| What is the status of each action steps for SIP goal #2? | DL: Time: Purpose: <input type="checkbox"/> Information <input type="checkbox"/> Input <input type="checkbox"/> Decision | Review action steps for goal #2 above. Responsible position will prepare update. | |
| What is the status of each action steps for SIP goal #3? | DL: Time: Purpose: <input type="checkbox"/> Information <input type="checkbox"/> Input <input type="checkbox"/> Decision | Review action steps for goal #3 above. Responsible position will prepare update. | |
| What does the analysis of our data review show? What are the next steps? | DL: Time: Purpose: <input type="checkbox"/> Information <input type="checkbox"/> Input <input type="checkbox"/> Decision | Data Source: Data Analysis Protocol: | |
| What operational matters need to be discussed? How will operational items affect instruction? | DL: Time: Purpose: <input type="checkbox"/> Information <input type="checkbox"/> Input <input type="checkbox"/> Decision | | |

| AGENDA | | | |
|---|--|---|-------------------------------------|
| Action Item | Discussion Leader, Time Allotment, and Purpose | Preparation, Resources, and Protocols | Minutes |
| What do we see as the next steps? Who should take responsibility for them? And what should the timeframe be? | DL: Time: Purpose: <input type="checkbox"/> Information <input type="checkbox"/> Input <input type="checkbox"/> Decision | Review meeting discussions/decisions Seek team input Complete "Next Steps" chart on page | |
| What did we do well this meeting, and what should we change for the next meeting? (Plus/Delta) 1. Was the agenda distributed in time for everyone to prepare? 2. How well did team members prepare for the meeting? 3. How well did we estimate the time needed for each agenda item? 4. How well did we allocate our time for decision making and discussion? 5. How well did everyone stay on-topic? How well did team members speak up when they thought someone was off-topic? 6. How effective was the process for each agenda item? | DL: Time: Purpose: <input type="checkbox"/> Information <input checked="" type="checkbox"/> Input <input type="checkbox"/> Decision | Review guiding questions Review meeting discussions/decisions Complete one Plus and one Delta suggestion on sticky note Post on Plus/Delta chart upon meeting adjournment Minute Recorder will enter plus/deltas into minutes Note: Deltas are suggestions for improvements, not complaints. | Plus +: Delta Δ : |

| Next Steps | Person(s) Responsible | Due Date |
|------------|-----------------------|----------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| Dates/Reminders |
|---|
| <ul style="list-style-type: none"> • • • |

[MS Word Template](#)

Leadership Team Agenda Standard Operating Process Guide

System: **Effective Leadership**
 Structure: **Cultivating and Distributing Leadership**
 Process Name: **Develop the Leadership Team Agenda**
 School-level District-level

Purpose of the process: To organize productive, effective leadership team meetings that build collective leadership capacity that continuously improves outcomes for students.

Who is responsible for monitoring this process? Principal

| Action Step | Position Responsible | Link to applicable tool(s)/resource(s) | Completion Date |
|--|------------------------------|--|-----------------|
| 1. Seek input (suggested agenda items and rationale for including the agenda items) from team members for upcoming meeting (one week prior to meeting) | Chair of Leadership Team | How to Get Input from your Team Members (Robin) | |
| 2. Select agenda items that affect the entire leadership team | Chair of Leadership Team | How to Design an Agenda for an Effective Meeting (Harvard Business Review) | |
| 3. Chair and Recorder meet to review and discuss the agenda items | Chair of Leadership Team | | |
| 4. Build agenda with items posed in question form that need to be answered by the leadership team (prioritize agenda items in case time limit is reached during the Leadership Team meeting) | Recorder for Leadership Team | | |
| 5. For each agenda item, note whether it is for information, for input, or for making a decision (for any item that requires a decision, list how that decision will be made by the team) | Chair of Leadership Team | Eight Strategies for How to Make Group Decisions (Dan Steer) | |
| 6. Estimate and assign a realistic amount of time needed for each agenda item (remove items when the total time exceeds 90 minutes) | Chair of Leadership Team | The Seven Imperatives to Keep Meetings on Track (Harvard Business Review) | |
| 7. Ensure that the first three items on every agenda are the same: <ol style="list-style-type: none"> What changes, if any, should we make to the current agenda? What deltas from the previous meeting will we focus on during the current meeting? What is the status of each action item for our three | Recorder for Leadership Team | | |

| Action Step | Position Responsible | Link to applicable tool(s)/resource(s) | Completion Date |
|---|------------------------------|---|-----------------|
| School Improvement Goals? | | | |
| 8. Ensure that the last item on every agenda is the same: a. What did we do well this meeting, and what should we change for the next meeting (plus/delta)? | Recorder for Leadership Team | How not to Screw Up Pluses and Deltas (GEMBA Academy) | |
| 9. Assign the leader who will facilitate each agenda item (different leaders for different agenda items) | Chair of Leadership Team | | |
| 10. Email the agenda to each Leadership Team member (for them to review, to plan to lead any assigned agenda item, and to offer any suggested changes)- three days before the Leadership Team meeting | Chair of the Leadership Team | | |
| 11. Make any necessary revisions to the agenda the day before the meeting (inform the Leadership Team members if there is a substantive change) | Recorder for Leadership Team | | |

What is needed to complete the process (including funding if applicable)?

- List of the previous meeting's plus/deltas
- List of Leadership Team members and contact information
- Agenda template
- Copy of the School Improvement Plan with action steps for the goals

How do you know when the process is implemented?

When any edits are made to the agenda based on feedback from team members

How long does the process typically take and what is the final product?

One week - A finalized Leadership Team agenda

CONCEPT 5: ROLES and RESPONSIBILITIES TOOLS



If the school received a score of 1 or 2 on the *High Impact Practice Implementation Rubrics: Leadership Team* in the area of **Roles and Responsibilities** the following tools, strategies, or processes are suggested to assist in obtaining a level 3 or 4. This guide does not contain an exhaustive list and should be used as examples only.

Operational Criteria:

Leadership team meetings take place with or without the principal serving as the facilitator. Roles and responsibilities are strategically assigned based on team member strengths. (facilitator, timekeeper, recorder, chat monitor) Team members play an active role in creating, implementing, supporting, and monitoring school improvement initiatives that support student and staff achievement. The team is open to modify actions, strategies, and processes based on data.

Exemplary Criteria:

The role of facilitator alternates among core team members. Defined roles and responsibilities often rotate among all team members to build capacity. (facilitator timekeeper, recorder, chat monitor) Team members clearly understand the importance and role of the team and are actively involved in creating, implementing, supporting, and monitoring school improvement initiatives that support student and staff achievement. The team assumes ownership in the school improvement process and initiates practices to modify actions, strategies, and processes based on data.

Tool 1: [Leadership Team Positions](#)

Tool 2: [Leadership Team Functions](#)



GaDOE Resources

[Georgia Leader Keys Effectiveness System](#)

[Leader Keys Effectiveness System, Performance Standard 2: School Climate Fact Sheet](#)

[Georgia Systems of Continuous Improvement: Effective Leadership System](#) (Cultivating and Distributing Leadership Structure)



Additional Resources

[A Guide to Effective Meetings-- In-Person and Virtual](#) (University of Wisconsin-Madison Office of Strategic Consulting)

[The Handbook for SMART Teams](#) (smartlearningsystems.com)

[Leadership Matters: Teachers' Roles in School Decision Making and School Performance](#) (American Educator, Spring 2018)

[Teacher Leader Model Standards](#) (The National Network of State Teachers of the Year)

Leadership Team Positions

As the instructional and organizational leader of the school, the principal is ultimately responsible for the effective implementation of the school improvement process. However, effective implementation must include the sharing of responsibilities and decision making with other members of the team. Below is a list of leadership positions¹² and responsibilities that would be established for each School Leadership Team at the beginning of each school year. Each team should elect these positions. Any team member other than the school principal may serve as an officer on the School Leadership Team.

SAMPLE ROLES AND RESPONSIBILITIES

Chairperson/Facilitator

- Meets regularly with principal to discuss school issues and develop meeting agenda.
- Standing items on the agenda should include:
 - Reviews minutes from last meeting
 - Updates from any sub-committee meetings or assigned projects
 - Reviews monthly progress towards meeting goals and objectives
 - Determines next steps and requests agenda items for next meeting
 - Establishes next meeting date
- Reminds team members about meetings at least one week in advance
- Distributes the agenda at least 24 hours in advance
- Ensures other roles are assigned
- Establishes norms and protocols
- Moves the team through each agenda item
- Keeps the team focused on the topic of discussion and team goals
- Assists in completing reports due for the team
- Promotes open discussion to resolve conflicts and develop consensus
- Ensures resources and materials needed for meeting are available

Co-Chairperson/Facilitator

- Conducts the meeting and assumes all responsibilities of chairperson/ facilitator when the chairperson/facilitator's must be absence
- Assumes all responsibilities of chairperson if the chairperson is unable to complete term
- Reminds members of the norms and protocols
- Calls everyone back from breaks
- Facilitates celebrations of the accomplishments and outcomes at the end of the meeting

Recorder

- Documents minutes for agenda items and all agreed-upon outcomes of the meeting
- Updates the short-term action plan (STAP)
- Summarizes the group discussion at the end of each agenda item to ensure accuracy
- Distributes minutes to SILT within 48-hours
- Posts minutes of each meeting in an agreed upon platform that is visible to stakeholders
- Secures copies of minutes, quarterly/annual reports, School Leadership Team Handbook, and other important documents

¹² Adapted from <http://quality.wisc.edu/effective-meetings-best-practices-assign-key-roles.htm>

Chat Monitor

- For virtual meetings, monitors the chat box to assure all voices are heard

Timekeeper

- Makes sure the meeting starts and ends on time
- Monitors time spent on each item according to the allocated time on the agenda
- Signals the group shortly before the time is up to allow the group to wrap up the discussion

Team Members

- Attend all meetings as scheduled
- Commits to working collaboratively with team
- Represent the interests of constituent group - not just their own
- Bring issues and concerns of constituent group to team meetings
- Communicate information from the School Leadership Team to their constituent group

Examples of Effective Leadership Team Functions

This document can assist in guiding the leadership team to discovery of specific items which should be addressed at leadership team meetings.

Leadership Team Functions

1. Serves as a steward of the school's mission, vision, and core value (commitments)
2. Facilitates the development of the School Improvement Plan following **Georgia's Systems for Continuous Improvement Framework**.
3. Monitors and assesses the effectiveness of the school improvement plan (SIP) and short-term action plan (STAP) and amends as warranted.
4. Develops short-term action plans that provide guidance to reaching improvement goals
5. Monitors achievement, discipline, attendance, subgroup, and climate data to assure the learning environment is producing results consistent with the school's SIP and STAP goals.
6. Disaggregates all forms of assessment data.
7. Ensures that every student performing below proficient is receiving additional intensive, multi-tiered support.
8. Establishes, implements, and monitors an instructional observation plan that informs the coaching cycle and SIP implementation plan.
9. Reviews observation results, provides written feedback to teachers, and prepares professional learning plans tailored to teacher needs.
10. Provides support and inspects numeracy and literacy across the curriculum.
11. Discusses progress and provide support to guide the work of collaborative planning teams and/or various teaming (PLC, grade level collaboration, department, etc.) meetings.
12. Plans and implements student and teacher incentives and rewards for improved performance.
13. Creates and implement policies and procedures that enhance achievement and meet educational, safety, and parent involvement goals.
14. Builds the capacity of the school to address parent and staff concerns.
15. Builds the capacity of the school to improve in the following areas: Coherent Instruction, Effective Leadership, Family and Community Engagement, Supportive Learning Environment, and Professional Capacity.

The School Leadership Team seeks to build the collective capacity of collaborative teams of teachers....

1. What do we need to conduct ourselves as a high-functioning team?
2. What do we expect all teachers to know and be able to do?
3. How will we know when they are able to do it?
4. How will we respond when teachers already know it?
5. How will we develop tier 1 instruction in our professional development and support of teachers?
6. How will we respond when teachers are struggling?
7. How will we respond when teachers are successful?
8. How will we know if our support is the catalyst for teachers' professional growth?

CONCEPT 6: COLLABORATIVE PROCESSES and PROTOCOL TOOLS



If the team scored a 1 or 2 on the Leadership Team Assessment Rubric in the area of **Collaborative Processes and Protocols**, the following tools, strategies, or processes are suggested to assist in obtaining a level 3 or 4. This guide does not contain an exhaustive list and should be used as examples only.

The school leadership team must use a consensus-based decision-making process as their primary means of making decision. Teams must develop methods for:

- Collaborative Problem Solving
- Solution Seeking
- Effective Conflict Resolution Strategies

Operational Criteria:

The principal promotes active engagement and building a culture of collaboration with the leadership team. A protocol for conducting business and an organized framework exist to guide the work of the team. The leadership team has a clearly defined process for shared decision-making and problem solving that guides the work of school improvement. There is evidence that decisions are made collaboratively.

Exemplary Criteria:

The principal is consistent in promoting active engagement and building a culture of collaboration with the leadership team. Protocols and an organized framework for conducting business are consistently implemented. Protocols keeps the work of the leadership team focused and maximizes the talents of the team members involved. The leadership team has flexible but clearly defined processes for shared decision-making and problem-solving. There is strong evidence that decisions are made collaboratively.

Tool 1: [The Principles of Consensus Decision-Making](#)

Tool 2: [The Potential Pitfalls of Consensus Decision-Making](#)

Tool 3: [Decision-Making Protocol Exemplar](#)

Tool 4: [Establishing S.M.A.R.T. Goals](#)

Tool 5: [Establishing S.M.A.R.T.E.R. Goals](#)

Tool 6: [Logic Model for School Improvement Initiatives](#)

Tool 7: [Sample Logic Model for School Improvement Initiatives](#)



GaDOE Resources

Georgia's Systems of Continuous Improvement: [Effective Leadership System](#)
[Data-Driven Decision Making Process Guide](#)



Additional Resources

[Consensus-Based Decision-Making Processes](#) (American heart Association)
[A Practical Guide for Consensus-Based Decision Making](#) (James Madden)

The Principles of Consensus Decision-Making

| Process | How Decisions are Made |
|---------------------------|---|
| Inclusive: | As many stakeholders as possible are involved in group discussions |
| Participatory: | All participants are allowed a chance to contribute to the discussion. |
| Collaborative: | The group constructs proposals with input from all interested group members. Any individual authorship of a proposal is subsumed as the group modifies it to include the concerns of all group members. |
| Agreement Seeking: | The goal is to generate as much agreement as possible. Regardless of how much agreement is required to finalize a decision, a group using a consensus process makes a concerted attempt to reach full agreement. |
| Cooperative: | Participants are encouraged to keep the good of the whole group in mind. Each individual's preferences should be voiced so that the group can incorporate all concerns into an emerging proposal. Individual preferences should not, however, obstructively impede the progress of the group. |

THE PROCESS OF CONSENSUS DECISION-MAKING¹³

There are multiple models of how to make decisions by consensus that vary the number of steps the group will employ to reach consensus and finalize decisions. The basic model involves collaboratively generating a proposal, identifying unsatisfied concerns, and then modifying the proposal to generate as much agreement as possible.

| STEP 1 | STEP 2 | STEP 3 | STEP 4 | STEP 5 | STEP 6 |
|------------|----------------------------|-----------------------------------|-------------------------------------|------------------------------|---|
| Discussion | Identify Emerging Proposal | Identify Any Unsatisfied Concerns | Collaboratively Modify the Proposal | Assess the Degree of Support | Finalize the Decision OR Circle Back to Step 1 or 3 |

¹³ Hartnett, T. The Basics of Consensus Decision Making. <http://www.groupfacilitation.net/>
<http://www.groupfacilitation.net/Articles%20for%20Facilitators/The%20Basics%20of%20Consensus%20Decision%20Making.pdf>

The Potential Pitfalls of Consensus Decision-Making

Potential Pitfalls

If consensus-based decision-making is not working for your team, consider whether the team has fallen victim to one of the common challenges below:

| | |
|--|---|
| Poorly defined or Undefined Issues | <p>The issues are not well-defined, or there is disagreement about how they should be defined.</p> <p>It's important that all members have a clear understanding of the issues.</p> |
| Vested Personal Interests | <p>Several members have a vested personal interest in a proposal and have lost sight of the team's common mission to serve the school.</p> <p>It's important that all members understand its common mission.</p> |
| Disparity of Power and or Lack of Information | <p>There is a disparity of power and/or resources among the members. The members may have different levels of expertise and different access to information about the problems. All members have an equal voice on the team.</p> <p>It's important that all members have access to the same information and actively participate in the team's deliberations equally.</p> |
| Intimidation - Fear - Coercion | <p>Cross-talking, loud rebuttals, and sarcastic tones intimidate members from sharing their ideas. In the worse cases people are personally insulted, belittled, or laughed at. It is unlikely in such an environment people would feel good about being part of the process and willingly contribute ideas that might add value but run counter to the ideas of others in the group.</p> |

Decision-Making Protocol Exemplar

Among other responsibilities, the school leadership team is charged with making difficult decisions that influence and determine the direction of the school. In order to reach consensus, there must be a process that every team member is familiar with, trained on, and capable of executing with fidelity.

I. Declaratory Statement:

The decision-making declaratory statement is a guarantee – mutually agreed upon by all Leadership Team members. The statement serves as a reminder of the tenets that govern how the team will arrive at decisions.

Decisions made by the Leadership Team will honor varying perspectives; they will be reached following collective discussion and will ultimately serve the best interests of children.

II. Summary of the problem we are trying to solve or issue we're trying to address:

When a problem is presented to the Leadership Team for review, both a “problem statement” and a “contextual summary” will be provided. See example below:

Problem Statement: Should non-administrative staff members be included in the process of reviewing and/or interviewing candidates?

Contextual Summary: Historically, non-administrative staff members have been included in the candidate review process. However, the school has recently done away with this practice because most, if not all, interviews are scheduled when teachers are in class. The Principal has decided that the best use of a teacher's time is spent teaching – and should therefore avoid any other or commitments that would distract them from their primary responsibility.

III. Guiding Considerations

The Leadership Team has selected 6 Guiding Considerations. These considerations represent the inquiries that must be attached to every problem that we attempt to solve. In many ways, they drive the entire protocol.

Guiding Considerations

1. Is this in the best interest of children?
2. Can this be executed with minimal disruption to the school community?
3. Does this correspond with the school's goals and/or strategic initiatives?
4. Can our teachers, faculty, and staff successfully execute?
5. Is this technically and/or operationally manageable?
6. Is this financially feasible?

IV. Individual Review and Reflection

When the Leadership Team is presented with a problem statement and the corresponding contextual summary, they will have a period of time to silently reflect on the issue. During this time, it is expected that the issue to be addressed and analyzed against the six guiding considerations.

Additionally, during the period of review and reflection, it is advised that team members do the following:

- Document perspectives and/or concerns
- Critique with concrete justifications
- Brainstorm ideas

V. Group Identification

Once everyone has had an opportunity to silently reflect on the issue, the facilitator will separate the team into three groups. The groups will represent persons who:

- a. Support the proposed idea
- b. Do not support the proposed idea
- c. Propose an alternative course of action

Once in groups, team members will openly discuss their shared positions and begin to craft a comprehensive argument to be presented to the entire leadership team for consideration.

VI. Representative Voice from Varying Perspectives:

Once each group has discussed their perspective, shared their thoughts, and crystallized their positions, a representative should be identified to make an oral argument/presentation to the team to advocate for their position.

VII. Oral Argument

A designated person or persons will argue their group's position to the Leadership Team

VIII. Leadership Team Vote

Once all groups have been heard, a secret vote will be taken on the matter at hand. The result of the vote will serve as a formal recommendation for the Principal.

Establishing S.M.A.R.T. Goals

S.M.A.R.T. goal development should be based on an assessment of your school's comprehensive needs analysis and underlying root causes.

| S.M.A.R.T. Goals | | |
|--|---|---|
| Specific | <p>Do you know exactly what you want to accomplish with all the details?</p> <p>What result are you expecting to accomplish? Be specific.</p> <p>Why is this goal important?</p> | Goals must be well defined. They must be clear and unambiguous. |
| Measurable | <p>Can you quantify your progress, so you can track it?</p> <p>How will you know when your goal is accomplished?</p> <p>How many or how much? Be specific.</p> <p>How will we determine progress and document the effectiveness?</p> | Define specific criteria for measuring progress toward the accomplishment of each goal you set so that you can measure and keep track of your progress. |
| Achievable (Attainable) | <p>Is your goal a challenge but still possible to achieve?</p> <p>Is the goal realistic based on school/district data?</p> <p>Is the goal a stretch, but possible?</p> | <p>Goals must achievable.</p> <p>The best goals require you to stretch a bit to achieve them, but they are not impossible to achieve.</p> |
| Results-based or Relevant (Realistic) | <p>Is your goal realistic and within your reach?</p> <p>Are you willing to commit to your goal?</p> <p>Does the goal align to the outcomes expected in the school improvement plan, the Consolidated LEA Improvement Plan, and the school/district's Comprehensive Needs Assessment?</p> <p>Does the goal relate to the work being done, or will be done, during the school year?</p> | <p>Almost certainly your goal is realistic if you truly believe that it can be accomplished.</p> <p>Your goal must be consistent with other goals established and fits with your immediate and long-term plans.</p> |
| Time-Bound | <p>Does your goal have a deadline?</p> <p>What is the timeframe for reaching the goal? List the time frame or beginning and ending dates.</p> | <p>Goals must have a clearly defined time frame including a starting date and a target date.</p> <p>If you don't have a time limit, then there is no urgency to start acting towards achieving your goals.</p> |

Establishing S.M.A.R.T.E.R. Goals

| | ELEMENT | GUIDING QUESTIONS | RESPONSE |
|----------|--|---|----------|
| S | SPECIFIC | <ul style="list-style-type: none"> Do you know exactly what you want to accomplish with all the details? What result are you expecting to accomplish? Be specific. Why is this goal important? | |
| M | MEASURABLE | <ul style="list-style-type: none"> Can you quantify your progress, so you can track it? How many or how much? Be specific. How will we know when the goal is accomplished? How will we determine progress and document the effectiveness? | |
| A | ATTAINABLE | <ul style="list-style-type: none"> Is your goal a challenge but still possible to achieve? Is the goal realistic based on school/district data? Is the goal a stretch, but possible? | |
| R | RESULTS-BASED/ RELEVANT | <ul style="list-style-type: none"> Is your goal realistic and within your reach? Does the goal align to the outcomes expected in the school improvement plan, the Consolidated LEA Improvement Plan, and the school/district's Comprehensive Needs Assessment? Does the goal relate to the work being done or will be done during the school year? | |
| T | TIME-BOUND | <ul style="list-style-type: none"> Does your goal have a deadline? What is the timeframe for reaching the goal? List the time frame or beginning and ending dates. | |
| E | EMOTIONALLY COMPELLING/ ENERGETIC | <ul style="list-style-type: none"> Is the goal written in a way to galvanize support from its team? Does the goal motivate and inspire the team to implement the actions steps connected to the goal with fidelity? Does the goal avoid disconnectedness from the school and district? | |
| R | ROBUST | <ul style="list-style-type: none"> Did the team attain input from all team members and leaders in the formation of the goal? Is there substantial team and leadership ownership in the goal? Does the goal statement include the major process(es) that will empower the improvement effort of the school/district? | |

Sample S.M.A.R.T.E.R. Goal Template #1

By the end of the _____ school year, as measured by the Georgia Milestones _____, the percentage of students classified as a Developing Learner will increase from _____ percent to at least _____ percent, the percentage of students classified as a Proficient Learner will increase from _____ percent to at least _____ percent, the percentage of students classified as a Distinguished Learner will increase from _____ percent to at least _____ percent by implementing _____ strategies or processes with high fidelity and continuous progress monitoring.

Sample S.M.A.R.T.E.R. Goal Template #2

_____ team, with input and ongoing _____, will increase _____ on _____ by _____ percent by the end of the _____ school year by implementing _____ strategies or processes with high fidelity and continuous progress monitoring.

(student or teacher performance) *(instrument used to measure if goal was met)*

Logic Model For School Improvement Initiatives

SIP Goal(s): _____

Intervention: _____

| Learning Outcomes (People need to know this for this intervention to work) | Priority Performances (What people do in practice) | Success Measures | Organizational Goals |
|--|---|------------------|----------------------|
| | | | |
| | | | |
| | | | |
| | | | |

Sample Logic Model For School Improvement Initiatives

SIP Goal(s): EL-1, 3, 5: Increase administrative capacity to serve as instructional leaders.

Intervention: Administration will conduct weekly observations to determine the effectiveness of collaborative planning and provide effective team and/or individual teacher feedback.

| Learning Outcomes (People need to know this for this intervention to work) | Priority Performances (What people do in practice) | Success Measures | Organizational Goals |
|--|--|--|--|
| <ul style="list-style-type: none"> Know the expectations and schedule for monitoring collaborative planning teams: Master schedule List of teachers to be monitored each week Schedule of Collaborative Planning Meeting Assigned teams to monitor each week Method of data collection and due dates Process for reviewing the data | <ul style="list-style-type: none"> Determine the expectations and schedule for monitoring collaborative planning teams: Develop Master schedule Generate the list of teachers to be monitored each week Develop the schedule for Collaborative Planning Meeting Assign each administrator a list of teams to monitor each week Determine and develop a process for data collection Determine the schedule for reviewing the data with the administrative team Determine the schedule for reviewing the data with the leadership team | <ul style="list-style-type: none"> Collaborative teams meet weekly as scheduled Administrators complete weekly monitoring as scheduled Data is reviewed with administrative team as scheduled Data is reviewed with the leadership team as scheduled | <ul style="list-style-type: none"> Administrators will develop a comprehensive plan for monitoring collaborative planning teams throughout the school year. The leadership team will analyze the collaborative planning monitoring data in order to determine action steps for improvement in teaching and learning. |
| <ul style="list-style-type: none"> Comprehend the Georgia Standards of Excellence for assigned content area(s) Understand the expectation of state and/or district curriculum for assigned content area(s) | <ul style="list-style-type: none"> Locate and identify the Georgia Standards of Excellence for assigned content area(s) Deconstruct content standards to develop an understanding of the expected level of rigor for assigned content area(s) Review the state and district curriculum documents to develop an understanding of expectations for teaching and learning for assigned content area(s) | <ul style="list-style-type: none"> Administrators demonstrate a general understanding of content standards Administrators demonstrate a working knowledge of state and district curriculum Administrators can identify instructional resources aligned to the content standards to support individual teachers and collaborative planning teams | <ul style="list-style-type: none"> Administrators will be able to identify and provide feedback to collaborative planning teams on the appropriateness of teaching strategies and instructional tasks, planned and/or reviewed, in relation to content standards. |
| <ul style="list-style-type: none"> Comprehend the Achievement Level Descriptors for GMAS courses and EOC assessments | <ul style="list-style-type: none"> Locate the Achievement Level Descriptors for GMAS EOC assessments Develop familiarity with the expectations of what student are expected to know, understand, and do at each level Provide support and/or professional learning to assigned teams on how to utilize the ALDs in instructional planning | <ul style="list-style-type: none"> ALDs are utilized by collaborative planning teams and/or individual teachers of GMAS courses in instructional planning to increase the rigor of student tasks | <ul style="list-style-type: none"> Administrators will be able to identify the appropriate level of rigor and depth of knowledge required for GMAS content standards Administrators will be able to provide support to GMAS teachers in utilizing the ALD rubrics |

| Learning Outcomes (People need to know this for this intervention to work) | Priority Performances (What people do in practice) | Success Measures | Organizational Goals |
|--|---|---|--|
| <ul style="list-style-type: none"> Have knowledge of, and be able to identify, the High Impact Practices for Standards-based Classrooms | <ul style="list-style-type: none"> Use the High Impact Practices for Standards-based Classrooms rubric in classroom observations and provide evidence-based feedback to teachers Use data collected from utilization of the rubric to provide feedback to collaborative planning teams and/or department chairs | <ul style="list-style-type: none"> Trend data reveals improvement in high impact practices in all classrooms Collaborative planning teams plan for and implement standards-based classroom high impact practices Department chairs hold their team accountable for implementing High Impact Practices for Standards-based Classrooms | <ul style="list-style-type: none"> Administrators are effective in recognizing and providing feedback on high impact standards-based classroom practices Teachers are effective in implementing high impact standards-based classroom practices |
| <ul style="list-style-type: none"> Understand the concepts, and be able to identify, High Impact Practices for Collaborative Planning | <ul style="list-style-type: none"> Use the High Impact Practices for Collaborative Planning rubric in collaborative planning observations and collect trend data Use data collected from utilization of the rubric to provide feedback to collaborative planning teams and/or department chairs/team leads | <ul style="list-style-type: none"> Trend data reveals improvement in high impact practices for all collaborative planning teams Collaborative planning teams plan for, implement, and document high impact practices Department chairs/team leaders hold their team accountable for implementing practice | <ul style="list-style-type: none"> Administrators are effective in recognizing and providing feedback on high impact collaborative planning practices Department chairs and/or team leaders are effective in implementing high impact collaborative planning practices |
| <ul style="list-style-type: none"> Comprehend the Teacher Keys Effective System standards and levels of effectiveness as characterized in the TAPS rubrics. | <ul style="list-style-type: none"> Evaluate teachers at the appropriate level using the TAPS Rubrics (Teacher Assessment on Performance Standards) | <ul style="list-style-type: none"> All teachers are appropriately rated based on classroom observations and contributing factors as identified in TKES Teacher data shows increased effectiveness over time | <ul style="list-style-type: none"> Administrators are proficient in evaluating all teachers based on TAPS rubric indicators Administrators are effective in providing feedback and support to increase the effectiveness of all assigned teachers |
| <ul style="list-style-type: none"> Comprehend the steps/process for conducting effective feedback sessions using the Six Steps for Effective Coaching Feedback as identified in the book Leverage Leadership by Paul Bambrick-Santoyo | <ul style="list-style-type: none"> Develop professional learning on the Six Steps for Effective Coaching Feedback using Leverage Leadership resources Conduct professional learning on the Six Steps for Effective Coaching Feedback Practice, through roleplay, feedback sessions with the administrative team. Video roleplay sessions Analyze roleplay session videos to improve administrator practice Apply knowledge of the Six Steps for Effective Feedback by conducting individual and team feedback sessions with assigned staff | <ul style="list-style-type: none"> Administrators conduct effective feedback meetings as scheduled Teachers demonstrate improvement in instructional planning practices Classroom observation data shows increased student engagement Students demonstrate increased achievement School climate and culture ratings improve | <ul style="list-style-type: none"> Administrators are proficient in providing effective feedback, to both individual teachers and collaborative planning teams, that has a positive impact on educator practices, student achievement, and school climate and culture. |

CONCEPT 7: DATA-DRIVEN PRACTICES TOOLS



If the school received a score of 1 or 2 on the *High Impact Practice Implementation Rubrics: Leadership Team* in the area of **Data-Driven Practices** the following tools, strategies, or processes are suggested to assist in obtaining a level 3 or 4. This guide does not contain an exhaustive list and should be used as examples only.

Operational Criteria:

The school leadership team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development. The school leadership team gathers diagnostic, process, formative, and summative assessment data in a timely manner to make decisions, solve problems, and implement the school improvement process. Adjustments are made to the school improvement plan, through short-term action plans of 45-days or less, to address data-based needs.

Exemplary Criteria:

The school leadership team is highly data-driven; acquiring, analyzing, and displaying useful and current data and identifying relevant data patterns to make decisions and solve problems at the student level. The team understands that being data driven is a cyclical process that leads to new ideas, questions, and possibly the need for more data. The team develops an annual calendar to monitor formative data points throughout the year. Adjustments are made to the school improvement plan, through 30-day short-term actions plans, to address data-based needs.

Tool 1: [Professional Learning Communities Assessment Tool](#)

Tool 2: [Student Learning Data Review](#)

Tool 3: [Student Achievement Data Review](#)

Tool 4: [Performance Analysis Data Review](#)

Tool 5: [Performance Analysis Worksheet](#)

Tool 6: [Human Performance Improvement Factors](#)

Tool 7: [Human Performance Improvement Factor Analysis](#)

Tool 8: [Causal Analysis Tools Protocol](#)

Tool 9: [Georgia's Systems of Continuous Improvement Adapted Fishbone Causal Analysis Tool](#)

Tool 10: [The Five Whys Root Cause Analysis Example](#)

Tool 11: [The Five Whys Root Cause Analysis Tool](#)

Tool 12: [Performance Factor Solutions Protocol](#)

Tool 13: [Intervention Selection Guide](#)

Tool 14: [Performance Factor Intervention Overview](#)

Tool 15: [Determining Validity of Root Causes](#)

Tool 16: [Georgia Department of Education Data Locator](#)



GaDOE Resources

- [Data-Driven Decision Making Companion Guide](#)
- [Statewide Longitudinal Data System \(SLDS\) Dashboard](#)
- [Georgia Insights](#)
- [GaDOE Data Collections](#)



Additional Resources

- [Continuous Improvement in Education: A Toolkit for Schools and Districts](#) (Northeast REL)
- [24+ Root Cause Analysis Templates](#) (Word Templates Online)
- [How to Perform a Root Cause Analysis](#) (Process.st)
- [Root Cause Analysis Community of Practice Summary](#) (US Department of Education)

Professional Learning Communities Assessment Tool

A key element of building instructional leadership teams is creating a data-driven decision-making culture. This questionnaire¹⁴ assesses your perceptions about your principal, staff, and stakeholders based on the dimensions of a professional learning community (PLC) and related attributes. The questionnaire contains a number of statements about practices which occur in some schools. Read each statement and check the scale point that best reflects your personal agreement with the statement. Be certain to select only one response for each statement.

Scale: Strongly Disagree (SD) Disagree (D) Agree (A) Strongly Agree (SA)

| Statements | | Scale | | | |
|---|--|-------|---|---|----|
| | | SD | D | A | SA |
| Shared and Supportive Leadership | | | | | |
| 1. | Staff members are consistently involved in discussing and making decisions about most school issues. | | | | |
| 2. | The principal incorporates advice from staff members to make decisions. | | | | |
| 3. | Staff members have accessibility to key information. | | | | |
| 4. | The principal is proactive and addresses areas where support is needed. | | | | |
| 5. | Opportunities are provided for staff members to initiate change. | | | | |
| 6. | The principal shares responsibility and rewards for innovative actions. | | | | |
| 7. | Leadership is promoted and nurtured among staff members. | | | | |
| 8. | Decision-making takes place through committees and communication is clear across grade and subject areas. | | | | |
| 9. | Stakeholders assume shared responsibility and accountability for student learning without evidence of imposed power and authority. | | | | |
| 10. | Staff members use multiple sources of data to make decisions about teaching and learning. | | | | |
| Comments | | | | | |

¹⁴ Source: Hipp, K. K., & Huffman, J. B. (Eds.) (2010). *Demystifying Professional Learning Communities: School Leadership at Its Best*. Lanham, MD: Rowman & Littlefield.

Student Learning Data Review

The following protocol¹⁵ provides mechanisms for collecting and analyzing data and identifies areas for future focus and development by the leadership team. It provides guidelines for conducting a student learning review for gathered data.

Step 1: Understand the Baseline

1. What is the distribution of students, recent historical trends, and expected future trends by:
 - Race/Cultural Background
 - Economically Disadvantaged (ED)
 - English Language Learners (EL)
 - Students with Identified Special Learning Needs (SWD/504)
 - Student Mobility

Step 2: Examine Disaggregated Outcomes

1. What are the patterns in student learning, attendance, grades, and promotion rates across the demographic groups identified above?
2. What are key turning points in student learning outcomes? (e.g., for students who fail to graduate, what grade level, course, or set of circumstances are key risk factors?)
3. What areas can the school focus on to address the gap between your vision or preferred state (all students learning to high levels) and the current reality (the vision gap)?

Step 3: Analyze Current Practices

1. For the areas identified in Step 2, what current practices are in place for students who are not meeting achievement goals?
2. What underlying processes affect student access to effective learning opportunities?
 - Student assignment to experienced teachers
 - Behavior management practices and policies
 - Assignment processes and structure of special education programming
 - Formative assessment practices
 - Intervention practices or wraparound services

Step 4: Consider Common Problems in Student Learning that May Need to be addressed.

1. Is high quality co-teaching occurring between special and regular education teachers?
2. Does grouping for services result in separation of students by ability level or background?
3. Do teaching practices address each individual child's learning needs?
4. Is there a culture of formative assessment to ensure that each child's learning is appropriately scaffolded and supported?
5. What supports are in place to ensure that a child with a history of failure can achieve at the highest levels?
6. How does the school identify and fuel each child's passion for learning?

Step 5: Answer Summary Questions

1. How will you work to help students who struggle?
2. How will you work to help students who are not challenged?
3. How will you improve access to high quality teaching and learning for all students?

¹⁵ Adapted from Kelley, C. & Shaw, J. (2009). *Learning First! A School Leader's Guide to Closing Achievement Gaps*. Thousand Oaks, CA: Corwin Press, pp. 68–69.

Student Achievement Data Review¹⁶

| Means and standards used to evaluate improvement of student achievement | | |
|---|--|--|
| What data and metric resources are used to evaluate initiatives to improve student achievement? | <input type="checkbox"/> Test Scores <input type="checkbox"/> Stakeholder Surveys <input type="checkbox"/> Narratives <input type="checkbox"/> School Interventions Data <input type="checkbox"/> Student Portfolios <input type="checkbox"/> Attendance Data | <input type="checkbox"/> Georgia School Assessment on Performance Systems (GSAPS) <input type="checkbox"/> Other Data Sources: _____ _____ _____ |
| What data sources are shared and discussed at school leadership team (SILT) meetings? | <input type="checkbox"/> School Based Budget <input type="checkbox"/> Class Size <input type="checkbox"/> School GOSA Report Card <input type="checkbox"/> Student Discipline/PBIS Data <input type="checkbox"/> School Interventions Data <input type="checkbox"/> Student/Teacher Attendance <input type="checkbox"/> School Survey Report <input type="checkbox"/> CCRPI <input type="checkbox"/> Student Progress <input type="checkbox"/> Student Demographics | <input type="checkbox"/> Building/School Facilities Report <input type="checkbox"/> Georgia School Assessment on Performance Systems (GSAPS) <input type="checkbox"/> Other Data Sources: _____ _____ _____ |
| What training is provided to understand and evaluate the data? | | |
| How often does the team review and evaluate data to measure progress? | | |

Notes:

¹⁶ Adopted from New York City Department of Education [School Leadership Teams Handbook](#)

Performance Analysis Data Review

Directions: Assist the leadership team in identifying positive trends and opportunities for growth using multiple data sources. Start by analyzing a data set related to a problem of practice from your school improvement initiatives. Consider distributing differing data sets to small teams and merge findings.

Improvement Initiative: _____

Problem of Practice: _____

Data Source(s): _____

| Plus + | Delta Δ |
|--------|----------------|
| | |

Guiding Questions: Use the following questions to reflect on available data and how to best use that data as you move forward.

1. What does each particular data set measure?
2. What data points stand out to you?
3. What questions are generated by this data?
4. Do the data reflect a particular point in time or an accumulation of points over time?
5. How do the data within a set support or refute each other? (i.e.: GMAS vs. unit tests)
6. What other data exist that might add clarity?
7. Where might you get data to verify your initial conclusions?
8. Have the data changed? Is there a trend?
9. What are the implications if future data demonstrate a continuation of the trend?
10. What other data exist that may give insight to what is contributing to the results you are seeing?

Performance Analysis Worksheet

Directions: Following the data review conduct a performance analysis¹⁷: 1) Describe the current performance or “As Is” state of your problem of practice and 2) Identify the goal(s) or “Desired Outcome” expected when performance targets are met.

Problem of Practice: _____

| Current Performance “As Is State” | Desired Outcome “To Be State” |
|--------------------------------------|----------------------------------|
| | |

¹⁷ Adapted from: Page, D. & Hale, J. (2013) The School Improvement Specialist Field Guide. Thousand Oaks, CA: Corwin Press, pp. 41–43.

Human Performance Improvement Factors

Directions: This activity will assist the team in capturing the group's beliefs about what is impacting performance and focus attention on a broad range of factors. The team will identify all the drivers¹⁸ of performance that must be addressed to implement and sustain change.

The Work—the activities adults must do in schools to produce the outcomes and results of the school. The processes, methods, activities, decisions, and effort that create results and support teaching and learning.

1. What *work* of adults in the school (or school district) impacts the outcomes and results that need to improve?
2. What is impacting the effectiveness, quality, and value of the *work* of adults in the school (or school district) that is *within* the control of the adults in the school or school district? How do you know these factors are impacting the adults' work?
3. What is impacting the effectiveness, quality, and value of the *work* of the adults in the school (or school district) that is *outside* the control of the adults in the school or school district, and which must be managed? How do you know these factors are impacting the adults' work?

The Workplace—the situation in which the work of education occurs within the school and/or school district. The place where teaching and learning occurs and the context that impact teaching and learning.

1. What within the *workplace* impacts the adults' work and its results? (Consider the culture, job or work design, leadership, supervision, organizational design, available support, time, resources, staffing, teamwork, rewards and sanctions, alignment, and so on.) How do you know that this is an impacting factor?
2. Of those *workplace* factors, which are in control of the adults who work in the school or who support the work of the school? Which are out of their control (that they must overcome or responded to in order to do their work effectively and get the needed results)?

The Workers—the adults who work within the school or school district whose performance impacts the outcomes and results. Student, teachers, school and district staff, administrators, coaches, partners, volunteers, and stakeholders who impact teaching and learning.

1. Do all *workers* have the knowledge or skills required to achieve the results? What (if any) knowledge and skills need to be enhanced? For whom? How do you know?
2. Are the *workers* motivated to do what needs to be done? What increases or impairs motivation to achieve the right results? What would encourage the right behaviors? How do you know? Does every worker know what is expected? How are expectations set and communicated? How is individual performance inspected and evaluated? What happens when a worker is not meeting expectations?
3. Are the *workers* individually able to achieve success? Are the workers able to perform their work with the degree of skill and collaboration needed to achieve success? How do you know this?
4. What are you personally in control of that could make it possible to achieve the needed improvements and results?
5. What actions produce results that currently *exceed* what is required?
6. What actions contribute to a failure to produce the desired result?

¹⁸ Adapted from: Page, D. & Hale, J. (2013) The School Improvement Specialist Field Guide. Thousand Oaks, CA: Corwin Press, pp. 41–43.

Human Performance Improvement Factor Analysis

Directions: Applying the Human Performance Improvement Factors¹⁹, identify issues that are impeding the “Desired Outcomes” from your performance analysis activity. What factors in the **Marketplace, Workplace, Work, and Workers** are hindering your school/district from achieving the results your team desires?

| | |
|---|---|
| Marketplace (in which your school operates) | Factors: <ul style="list-style-type: none"> • • • • • |
| Workplace (school or district) | Factors: <ul style="list-style-type: none"> • • • • • |
| Work (of the school’s employees or students) | Factors: <ul style="list-style-type: none"> • • • • • |
| Workers (school or district employees and students) | Factors: <ul style="list-style-type: none"> • • • • • |

1. Complete a “Round Robin” review of the **Human Performance Improvement Factor Analysis** and give each group an opportunity to provide feedback. (Use poster paper to create factor charts)
2. Analyze the factors for commonality between each group’s analysis.
3. Identify the top 4-5 factors, via a [nominal group activity](#), to become the focus of the School Improvement Plan.

¹⁹ Adapted from: Page, D. & Hale, J. (2013) The School Improvement Specialist Field Guide. Thousand Oaks, CA: Corwin Press, pp. 41–43.

Causal Analysis Tools

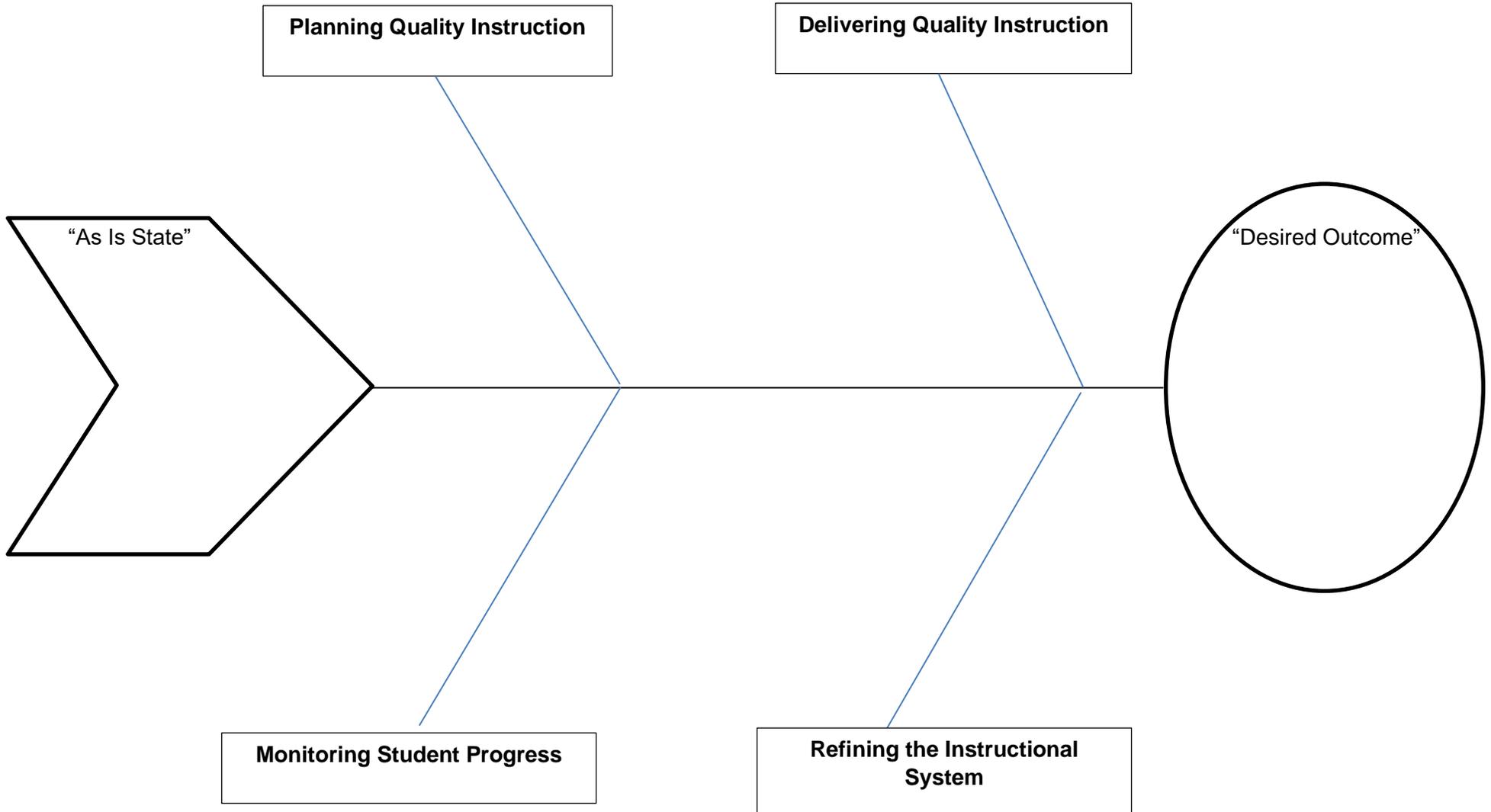
Adapted Fishbone:

- Referencing the **Performance Analysis “Current Performance”** and **“Desired Outcomes”** activity, as well as the identified performance factors from the **Human Performance Factor Analysis** activity, facilitate the leadership team in completing an adapted fishbone activity through the lens of **Georgia’s Systems of Continuous Improvement**. (See GSCI Adapted Fishbone Worksheets)
 - Activity Steps:
 - Divide leadership team, or entire faculty if Principal prefers, into “system’s teams”.
 - Each system team will complete a fishbone causal analysis, referencing the **performance analysis “current performance”** and **human performance factors** directly related to their system and structures.
 - Teams may add any additional causes they deem appropriate and have data to support.
 - Facilitate a round-robin nominal activity to identify the top 2-3 concerns/priorities for each system’s fishbone.

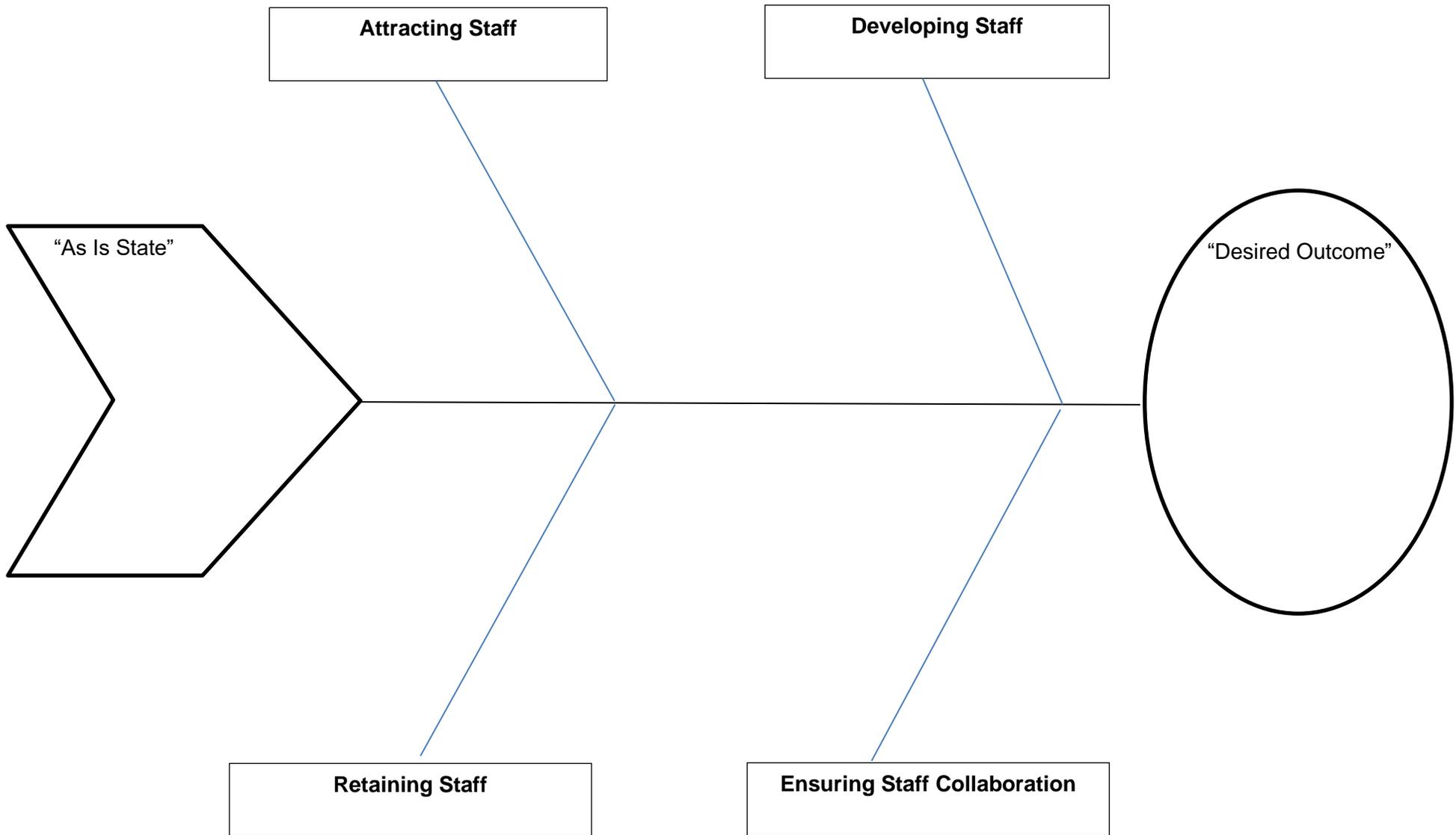
The Five Whys:

- Referencing the chosen priority concerns from the **Adapted Fishbone** analysis above, complete a **Five Whys** protocol for each priority to determine the root cause of each concern.
- Provide guidance on the definitions of **Root Causes** verses **Contributing Factors**.
 - **Root Cause:** A **root cause** is a factor that caused a nonconformance and should be permanently eliminated through process improvement. The fundamental reason for the occurrence of a problem. *The most basic cause (or causes) that can reasonably be identified that leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem’s recurrence.*
 - **Contributing Factor:** A *determining or causal element or factor*. Is either an action or lack of action that caused an incident or made the incident worse? We do not fix contributing/causal factors, we fix root causes that allowed or failed to prevent the Contributing Factor from happening.
- Have teams determine if their **Five Whys** protocols for their priority concerns uncovered the root cause of the issue or merely a contributing factor by utilizing the **Determining Validity of Root Causes** checklist.
- If the root cause has not been identified, continue to analyze the **Five Whys** to see if a root cause can be identified and ultimately addressed in the School Improvement Plan (SIP).

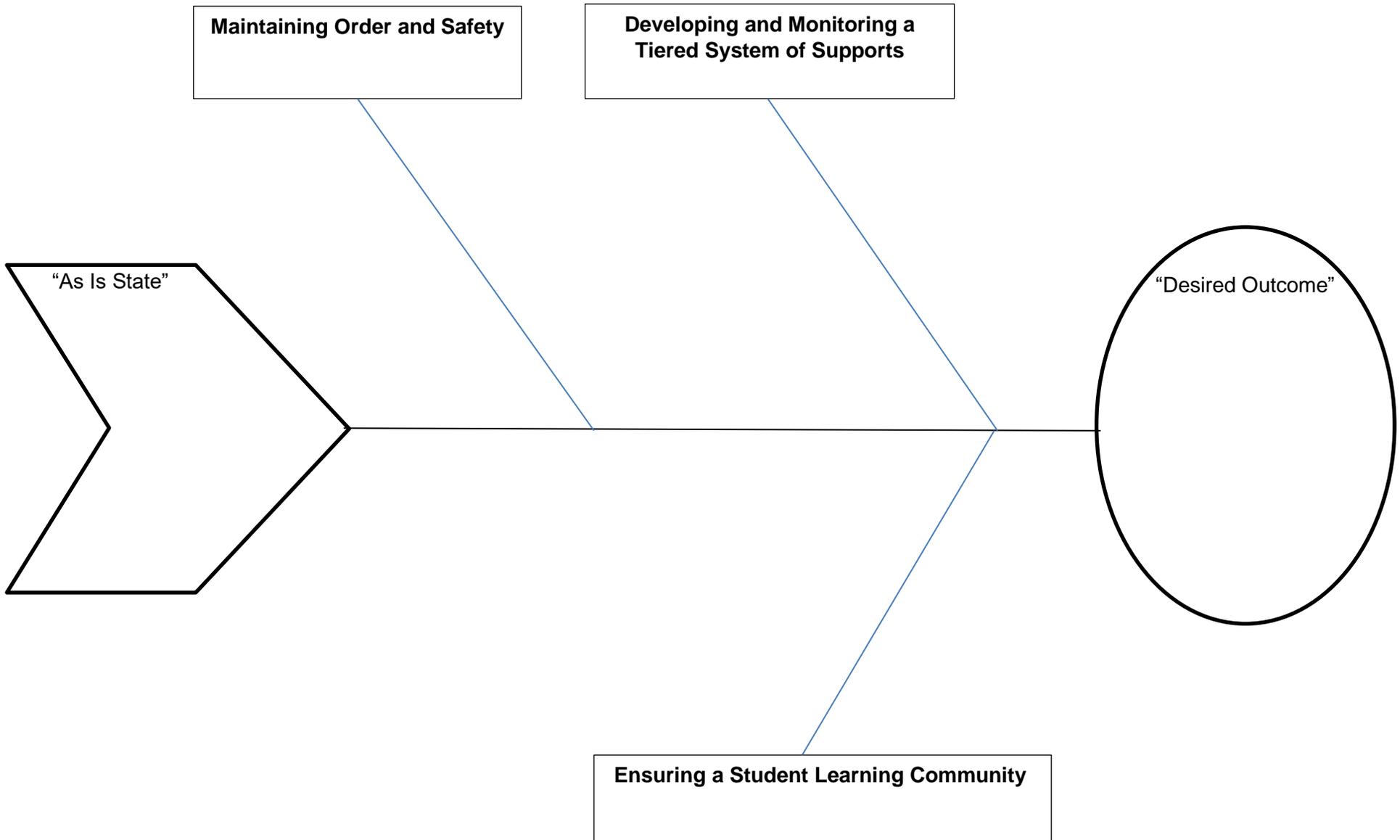
Coherent Instruction System



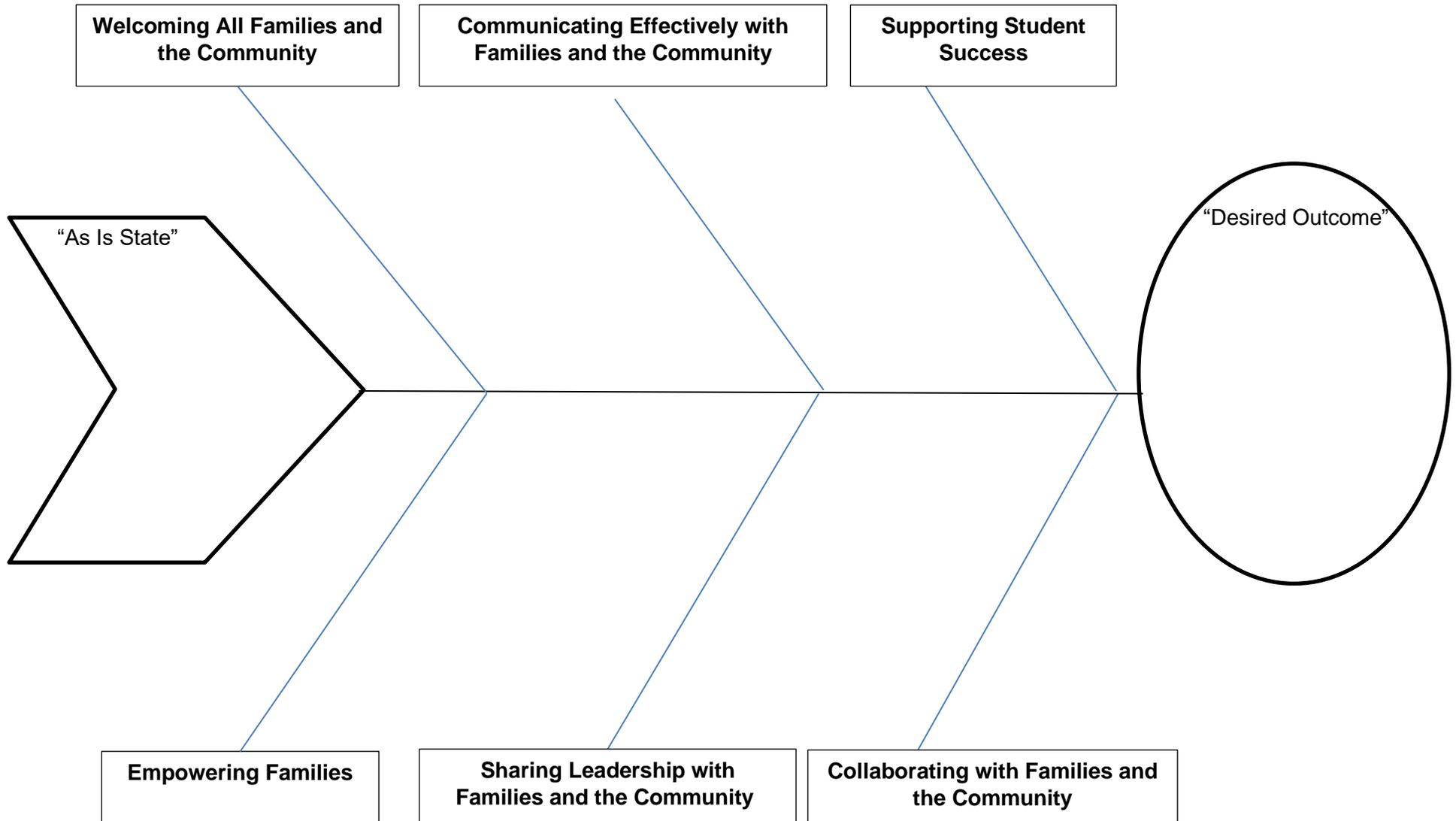
Professional Capacity System



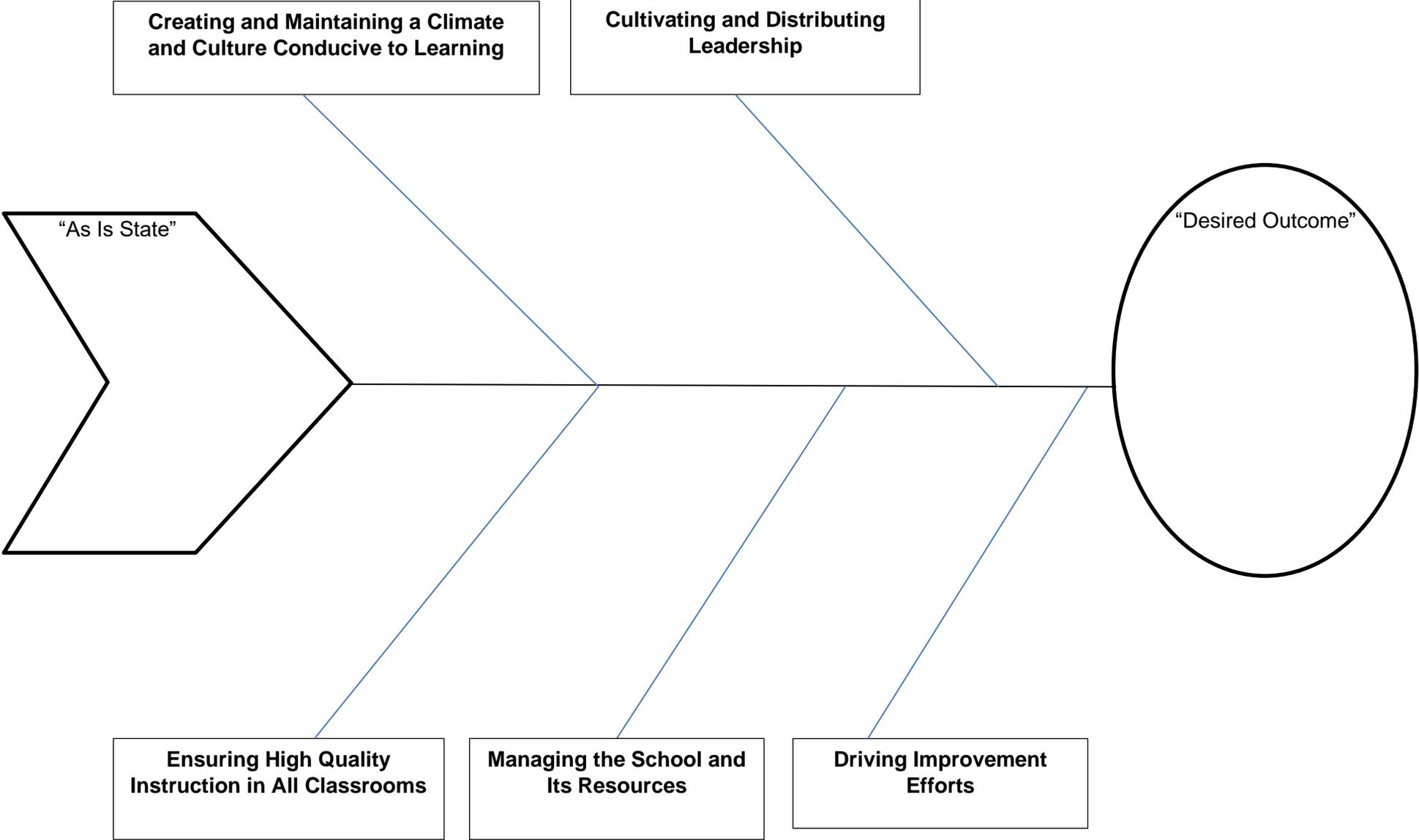
Supportive Learning Environment System



Family and Community Engagement System



Effective Leadership System



The Five Whys Root Cause Analysis Example

Guidelines: To use the **Five Whys**²⁰, start with a discrete problem, and then draft five questions. The exact questions you will use will depend on the answers you get to the previous question. Your goal is to surface the rationale, beliefs, and logic behind the group's conclusions about why a problem exists; what is contributing to that problem, who is or is not contributing or being affected, and what is in their control. Once you have your answers, you can ask the group about what causes they can affect and what they think about what they uncovered. Use their answers to validate their beliefs and to identify possible interventions.

Example: Here is an everyday example of using the **Five Whys** to determine a root cause:

Problem statement – your car gets a flat tire on your way to work.

1. Why did you get a flat tire?
 - There was a nail in the tire.

2. Why was a nail in the tire?
 - You ran over nails in your garage.

3. Why were there nails on the garage floor?
 - Nails fell from a box on a shelf that had fallen apart.

4. Why did the box fall apart?
 - The box of nails on the shelf was wet. *

5. Why was the box of nails wet?
 - There was a leak in the roof, and it rained hard last night. (Root cause=leak in the roof)

* If you stopped here and “solved” the problem by sweeping up the nails, you would have missed the root cause of the problem

²⁰ Retrieved from the companion website for *The School Improvement Specialist Field Guide* by Deb Page and Judith Hale. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2013 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

The Five Whys Root Cause Analysis Tool

| | |
|-----------------------------|---|
| Problem Statement | <i>One sentence description of event or problem.</i> |
| Why? → | |
| Contributing Factors | <ol style="list-style-type: none"> 1. 2. 3. <p><i>Contributing factors may need to be addressed or considered when developing an intervention but are not the root cause of the problem.</i></p> |
| Root Cause | <ol style="list-style-type: none"> 1. <p><i>To validate root causes, ask the following: If you removed this root cause, would this event or problem have been prevented?</i></p> |

Performance Factor Solutions Protocol

Essential Question: How can you, as a leadership team, select the right set of solutions to address the systemic factors impeding the school's performance?

Directions:

1. Review [Georgia's Systems of Continuous Improvement framework](#) to develop a common understanding of the five systems and the structures within each system.
2. Using Georgia's Systems of Continuous Improvement framework, list the performance causes that were identified in the causal analysis activities ([Adapted Fishbone](#) and [Five Whys](#)) that relate to the **Workplace**, **Workers**, and **Work** factors.
 - a. **Workplace:** The situation in which the work of education occurs within the school and/or school district. The place where teaching and learning occurs and the context that impact teaching and learning
 - b. **Worker:** The will, skill, or readiness issues that are impacting performance and the desired results. The adults who work within the school or school district whose performance impacts the outcomes and results. Student, teachers, school and district staff, administrators, coaches, partners, volunteers, and stakeholders who impact teaching and learning.
 - c. **Work:** the activities adults must do in schools to produce the outcomes and results of the school. The processes, methods, activities, decisions, and effort that create results and support teaching and learning.
3. Mark each performance cause as a Cause --"C" or Root Cause-- "RC"
4. Research and identify one or more possible evidence-based interventions or solutions to address each identified cause. Utilize the guiding questions on the "*Intervention Selection Guide*" on the following page to guide your thinking.
5. Identify the person/position, or "Owner" of the intervention or solution, who will oversee the implementation, monitoring, and reporting of progress to the leadership team, should that intervention be included in your School Improvement Plan and/or Short-term Action Plan

Performance Factor Intervention Selection Guide

Guidelines: Identify the interventions you believe will have the highest probability of addressing the underlying causes affecting the school's performance. Look critically at your recommended solutions to ensure that they address the actual cause and are comprehensive enough to bring about and sustain the desired change. Use the guiding questions and intervention categories below to guide your thinking.²¹

1. If the cause is _____, what can we do to eliminate or mitigate the cause?
2. Whose behavior must change?
3. What four things might we do to support this change to solve the problem and improve performance?
4. Whose support do we need?
5. What could we do to develop people's (**Workers**) capability to do the new work?
 - a. Provide developmental opportunities
 - b. Provide performance support
 - c. Reframing
6. What could we do to improve the **Work** that is required?
 - a. Setting and/or clarify expectations
 - b. Provide feedback
 - c. Provide information
 - d. Redesign the structure of the work
 - e. Clarify roles and responsibilities
 - f. Provide consequences
 - g. Provide new or different resources
7. What could we do to improve the **Workplace** environment?
 - a. Change the culture
 - b. Improve leadership
 - c. Implement a talent/workforce management process
 - d. Develop strategic alliances
 - e. Provide governance
 - f. Measure performance
 - g. Confirm that our practices are aligned with our vision, mission, and goals

²¹ Adapted from the companion website for The School Improvement Specialist Field Guide by Deb Page and Judith Hale. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2013 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book

Performance Factor Intervention Overview: The Workplace

| The Workplace | | | |
|---|--------------------|-----------------|-----------------------------|
| GSCI Systems and Structures | Performance Causes | Intervention(s) | Person/Position Responsible |
| Coherent Instruction: <ol style="list-style-type: none"> 1. Planning for Quality Instruction 2. Delivering Quality Instruction 3. Monitoring Student Progress 4. Refining the Instructional System | | | |
| Professional Capacity <ol style="list-style-type: none"> 1. Attracting Staff 2. Developing Staff 3. Retaining Staff 4. Ensuring Staff Collaboration | | | |
| Supportive Learning Environment <ol style="list-style-type: none"> 1. Maintaining Order and Safety 2. Developing and Monitoring a Tiered System of Supports 3. Ensuring a Student Learning Community | | | |
| Family & Community Engagement <ol style="list-style-type: none"> 1. Welcoming all Families to the Community 2. Communicating Effectively with Families and the Community 3. Supporting Student Success 4. Empowering Families 5. Sharing Leadership with families and the Community 6. Collaborating with Families and the Community | | | |
| Effective Leadership <ol style="list-style-type: none"> 1. Creating and Maintaining a School Climate and Culture Conducive to Learning 2. Cultivating and Distributing Leadership 3. Ensuring High Quality Instruction in All Classroom 4. Managing the School and Its Resources 5. Driving Improvement Efforts | | | |

Performance Factor Intervention Overview: The Worker

| The Worker | | | |
|---|--------------------|-----------------|-----------------------------|
| GSCI Systems and Structures | Performance Causes | Intervention(s) | Person/Position Responsible |
| Coherent Instruction: <ol style="list-style-type: none"> 1. Planning for Quality Instruction 2. Delivering Quality Instruction 3. Monitoring Student Progress 4. Refining the Instructional System | | | |
| Professional Capacity <ol style="list-style-type: none"> 1. Attracting Staff 2. Developing Staff 3. Retaining Staff 4. Ensuring Staff Collaboration | | | |
| Supportive Learning Environment <ol style="list-style-type: none"> 1. Maintaining Order and Safety 2. Developing and Monitoring a Tiered System of Supports 3. Ensuring a Student Learning Community | | | |
| Family & Community Engagement <ol style="list-style-type: none"> 1. Welcoming all Families to the Community 2. Communicating Effectively with Families and the Community 3. Supporting Student Success 4. Empowering Families 5. Sharing Leadership with families and the Community 6. Collaborating with Families and the Community | | | |
| Effective Leadership <ol style="list-style-type: none"> 1. Creating and Maintaining a School Climate and Culture Conducive to Learning 2. Cultivating and Distributing Leadership 3. Ensuring High Quality Instruction in All Classroom 4. Managing the School and Its Resources 5. Driving Improvement Efforts | | | |

Performance Factor Intervention Overview: The Work

| The Work | | | |
|---|--------------------|-----------------|-----------------------------|
| GSCI Systems and Structures | Performance Causes | Intervention(s) | Person/Position Responsible |
| Coherent Instruction: <ol style="list-style-type: none"> 1. Planning for Quality Instruction 2. Delivering Quality Instruction 3. Monitoring Student Progress 4. Refining the Instructional System | | | |
| Professional Capacity <ol style="list-style-type: none"> 1. Attracting Staff 2. Developing Staff 3. Retaining Staff 4. Ensuring Staff Collaboration | | | |
| Supportive Learning Environment <ol style="list-style-type: none"> 1. Maintaining Order and Safety 2. Developing and Monitoring a Tiered System of Supports 3. Ensuring a Student Learning Community | | | |
| Family & Community Engagement <ol style="list-style-type: none"> 1. Welcoming all Families to the Community 2. Communicating Effectively with Families and the Community 3. Supporting Student Success 4. Empowering Families 5. Sharing Leadership with families and the Community 6. Collaborating with Families and the Community | | | |
| Effective Leadership <ol style="list-style-type: none"> 1. Creating and Maintaining a School Climate and Culture Conducive to Learning 2. Cultivating and Distributing Leadership 3. Ensuring High Quality Instruction in All Classroom 4. Managing the School and Its Resources 5. Driving Improvement Efforts | | | |

Determining Validity of Root Causes

Directions: Use the following checklist²² to examine the root cause(s) listed for each school-identified overarching need within the *Comprehensive Needs Assessment*. If the leadership team can answer “Yes” to all questions, this indicates a valid root cause. If it is determined that one or more questions should be answered “No” that root cause is not valid. The team should then re-examine the appropriate data sources used to determine this root cause and make adjustments, as necessary.

| Overarching Need #1: | | | | |
|----------------------------------|---|------------|-----------|-----------------|
| Root Cause #1: | | | | |
| Root Cause Validity | | Yes | No | Comments |
| Validity of Root Cause | 1. Does the school/district team that identified the root cause; possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement? | | | |
| | 2. Is there proof the identified root cause exists? (i.e., concrete, measurable and/or more than two data elements that provide evidence) | | | |
| | 3. Does this root cause avoid being a contributing factor? (the root cause is self-sufficient and does not need anything else for the stated effect to occur). | | | |
| | 4. Does the root cause provide the best explanation for the stated effect and no other alternative explanations exist that more accurately identify the issue? | | | |
| Reliability of Root Cause | 5. Will appropriately addressing the root cause eliminate the problem? | | | |
| | 6. Will appropriately addressing the root cause prevent the problem from reoccurring as the result of the same cause ? | | | |
| | 7. Will appropriately addressing the root cause avoid leading to similar problems ? | | | |

Goal Statement:

²² Questions are adopted from the Clark County School District’s *School Improvement Planning Basics – Root Cause Analysis*, Preuss, P.G. (2003) *School Leader’s Guide to Root Cause Analysis: Using Data to Dissolve* and Max Ammerman’s *Root Cause Analysis Handbook* (1998).

Georgia Department of Education Data Locator

| Data File | Description | Location | State Level Data | District Level Data | School Level Data |
|---|---|---|------------------|---------------------|-------------------|
| AP Assessment Results (GOSA) | Provides number of students tested, number of AP tests administered, and number of AP tests that scored 3 or higher on the exam by total and disaggregated by subject | https://gosa.georgia.gov/downloadable-data | | | X |
| Attendance (GOSA) | Attendance data collected from the Student Record showing percentage of students absent 0 to 5 days, 6-15 days, and more than 15 days. Provides data for all students and disaggregated by student subgroups. | https://gosa.georgia.gov/downloadable-data | | | X |
| CCRPI Data Files (GaDOE) | Data files for participation rates, financial efficiency, school climate, CCRPI component scores, achievement indicators, content mastery, graduation rates | http://www.gadoe.org/CCRPI/Pages/default.aspx | X | X | X |
| Charter Systems/Schools Annual Report (GaDOE) | Shows demographics and achievement data for charter systems and schools | http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/Annual-Reports.aspx | X | X | X |
| City Data | By collecting and analyzing data from a variety of government and private sources, we're able to create detailed, informative profiles for every city in the United States. From crime rates to weather patterns, you'll find the data you're looking for on City-Data.com. | http://www.city-data.com/ | X | X | X |
| Directly Certified (GOSA) | Provides the percentage of students who are directly certified (receive SNAP or TANF, homeless, unaccompanied youth, foster or migrant). | https://gosa.georgia.gov/downloadable-data | | X | X |
| Drop Out Rate (GOSA) | Provides student dropout percentages. Provides data for all students and disaggregated by student subgroups. | https://gosa.georgia.gov/downloadable-data | | | X |
| Enrollment by Ethnicity/Race and Gender (GaDOE) | Provide student enrollment by ethnicity/race and gender, filter by FTE period, for state, district and schools | https://oraapp.doe.k12.ga.us/ows-bin/owa/fte_pack_ethnicsex_pub.entry_form | X | X | X |
| Financial Efficiency Star Rating (GOSA) | Provides expenditures per student, CCRPI performance scores, and FESR rating. | https://gosa.georgia.gov/downloadable-data | | X | X |
| Free and Reduced Lunch (GaDOE) | Shows free and reduced percentage | https://oraapp.doe.k12.ga.us/ows-bin/owa/fte_pack_frl001_public.entry_form | | X | X |

| Data File | Description | Location | State Level Data | District Level Data | School Level Data |
|--|---|---|------------------|---------------------|-------------------|
| GAA Scores (GOSA) | Provides number of students tested as well as totals and percentages of performance levels disaggregated by subject. | https://gosa.georgia.gov/downloadable-data | | | X |
| GAA Testing Brief (GaDOE) | Shows a summary of statewide GAA results | http://www.gadoe.org/Curriculum-Assessment/Assessment/Documents/GAA/2016_GAA_Brief.pdf | X | | |
| Georgia Insights | Georgia Insights is an initiative of the Georgia Department of Education, focused on improving the clarity and accessibility of district and school-level data through public-friendly and easy-to-use dashboards. | http://www.gadoe.org/Georgia-Insights/Pages/default.aspx | X | X | X |
| Georgia Milestones Statewide Scores (GaDOE) | Provides statewide, district and school results for each Milestone assessment | http://www.gadoe.org/Curriculum-Assessment/Assessment/Pages/Georgia-Milestones-2016-2017-Statewide-Scores.aspx | X | X | X |
| Georgia School Grades Reports (GOSA) | Provides school reports for all public elementary, middle, and high schools in Georgia. The reports include A-F letter grades based on school performance as well as other information about schools, such as performance on state tests, the make-up of the student body, and the graduation rate. | https://schoolgrades.georgia.gov/ | X | X | X |
| Georgia Student Growth Model (GaDOE) | Provides a graphic representation of the district, school and grade level student growth percentiles (SGPs) and allows for comparison at each level | http://gastudentgrowth.gadoe.org/ | X | X | X |
| Georgia Student Growth Model (GSGM) Data Files (GaDOE) | Provides district, school and grade level student growth percentiles (SGPs) data files. | http://www.gadoe.org/Curriculum-Assessment/Assessment/Pages/GSGM-Data-Files.aspx | X | X | X |
| Georgia Student Health Survey (GaDOE) | Displays results of Georgia Student Health Survey | http://www.gadoe.org/Curriculum-Assessment/Curriculum-and-Assessment/GSHS-II/Pages/GSHS-Results.aspx | X | X | X |
| Graduation Outcomes (GOSA) | This dashboard shows what high school graduates do after graduation | https://hsgrad.gosa.ga.gov/ | X | X | X |
| Graduation Rate (GOSA) | Provides total number and percentage of high school graduates by school system and school disaggregated by student subgroups. | https://gosa.georgia.gov/downloadable-data | | X | X |
| High School Completers (GOSA) | Provides total number and percentage of graduates by graduate type at school system and school levels and disaggregated by student subgroups. | https://gosa.georgia.gov/downloadable-data | | X | X |

| Data File | Description | Location | State Level Data | District Level Data | School Level Data |
|--|---|---|------------------|---------------------|-------------------|
| High School Graduate Outcomes Dashboard (GOSA) | This dashboard shows what high school graduates do after graduation. For each public high school, this interactive dashboard shows: - The percentage of graduates enrolled in college/university or working, - The top in-state and out-of-state colleges by enrollment, and - The percentage of students who earn a credential or degree within five years. | High School Graduate Outcomes Dashboard | X | X | X |
| K-12 Student Discipline Dashboard (GOSA) | The dashboard summarizes district- and school-level discipline data for all public schools in Georgia. Aggregate data are provided on in- and out-of-school suspension rates, expulsion, the total number of disciplinary incidents, and the total number of students receiving disciplinary action. | K-12 Student Discipline Dashboard | X | X | X |
| Kids Count | KIDS COUNT is a project of the Annie E. Casey Foundation and a premier source of data on children and families. Each year, the Foundation produces a comprehensive report — the KIDS COUNT Data Book — that assesses child well-being in the United States. The indicators featured in the Data Book are also available in the Data Center. | https://datacenter.kidscount.org/ | X | X | X |
| Lexiles (GOSA) | Provides the number of students tested and the number of students with a Lexile score on or above the midpoint of the Lexile Range for a given test. | https://gosa.georgia.gov/downloadable-data | | | X |
| Milestones Assessment (GOSA) | Provides number of students tested as well as totals and percentages of performance levels disaggregated by subject area and student subgroups | https://gosa.georgia.gov/downloadable-data | | | X |
| Milestones Test Score Ranges and Cut Scores (GaDOE) | Shows the score range and cut scores for beginning, developing, proficient and distinguished learners | http://www.gadoe.org/Curriculum-Assessment/Assessment/Documents/Milestones/GA_Milestones_Test_Score_Ranges_2017-2018.pdf | X | | |
| National Assessment of Educational Progress Statewide Scores (GaDOE) | Displays summary results of NAEP testing in Grades 4 and 8 in reading, math and writing | http://www.gadoe.org/Curriculum-Assessment/Assessment/Pages/NAEP-Statewide-Scores.aspx | X | | |
| Retained Students (GOSA) | Provides number and percentage of retained students at school, system, and state levels disaggregated by student subgroups. | http://gosa.georgia.gov/sites/gosa.georgia.gov/files/OBIEE-Help/Retained_High_School_Completers.htm | X | X | X |

| Data File | Description | Location | State Level Data | District Level Data | School Level Data |
|--|---|---|------------------|---------------------|-------------------|
| SAT and ACT Scores (GaDOE) | Shows scores for SAT and ACT assessments | http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/SAT-and-ACT-Results.aspx | | X | X |
| School Discipline Incidents and Actions (GaDOE) | Shows discipline incident and action data at school level | http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Student-Discipline.aspx | | | X |
| School System Financial Reports (GaDOE) | Provides financial data for each district | https://app3.doe.k12.ga.us/ows-bin/owa/fin_pack_revenue.entry_form | | X | |
| Schools Like Mine (GOSA) | Find schools with similar student populations to their school. It also lists the school's letter grade and College and Career Readiness Performance Index (CCRPI) to allow for comparison of performance between the "like" schools. | https://schoolslikemine.gosa.ga.gov/ | | | X |
| Strategic Waiver School Systems Evaluation (GOSA) | Displays the SWSS Evaluation results by school and district. SWSS performance contracts provide local school districts with governance flexibility as a means to increase student achievement. Progress toward meeting those goals is monitored by GOSA on an annual basis and reported to the State Board of Education (SBOE). | Strategic Waiver School Systems Evaluation Dashboard | | X | X |
| Student Enrollment By Disability (GOSA) | Provide downloadable data file for SWD enrollment by disability | https://oraapp.doe.k12.ga.us/ows-bin/owa/fte_pack_sw_d_enroll_pub.entry_form | X | X | |
| Student Enrollment By Ethnicity/Race and Gender (GOSA) | Provide downloadable data file for overall student enrollment by race/ethnicity and gender | https://oraapp.doe.k12.ga.us/ows-bin/owa/fte_pack_ethnicsex_pub.entry_form | X | X | X |
| Student Enrollment By Grade (GOSA) | Provide downloadable data file for overall student enrollment by grade level | https://oraapp.doe.k12.ga.us/ows-bin/owa/fte_pack_enrollgrade.entry_form | X | X | X |
| Student Enrollment by Grade Level (PK-12) (GaDOE) | Provide student enrollment by grade level, filter by FTE period, for state, district and schools | https://oraapp.doe.k12.ga.us/ows-bin/owa/fte_pack_enrollgrade.entry_form | X | X | X |
| Student Mobility Rates (GOSA) | Provides downloadable data file for the percentage of students who entered or withdrew from a district/school during the year. | https://gosa.georgia.gov/downloadable-data | | X | X |
| Students with Disabilities Assessment Results (GaDOE) | Shows number of and proficiency rates of SWD students on Milestones assessments | http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Federal-Data-Reports-Sp-Ed.aspx | X | X | X |
| Students with Disabilities Discipline Data (GaDOE) | Summaries of SWD discipline | http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Federal-Data-Reports-Sp-Ed.aspx | X | | |
| Students with Disabilities Exit Data (GaDOE) | A brief on reported numbers and reasons for students leaving IDEA | http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Federal-Data-Reports-Sp-Ed.aspx | X | | |

CONCEPT 8: CONTINUOUS IMPROVEMENT CYCLE TOOLS



If the school received a score of 1 or 2 on the *High Impact Practice Implementation Rubrics: Leadership Team* in the area of **Continuous Improvement Cycle** the following tools, strategies, or processes are suggested to assist in obtaining a level 3 or 4. This guide does not contain an exhaustive list and should be used as examples only.

Operational Criteria:

Leadership team meetings are focused on student achievement and continuous school improvement. The leadership team continuously addresses: Where are we now? Where are we going? How will we get there? How do you know? The school improvement cycle includes monitoring the implementation of initiatives and using data to evaluate the impact of curriculum, instruction, assessment, interventions, and professional development. This cycle ensures a direct impact on student achievement, instructional practices, and organizational effectiveness.

Exemplary Criteria:

Leadership team meetings are focused on student achievement and continuous school improvement. The leadership team continuously addresses: Where are we now? Where are we going? How will we get there? How do you know? The school improvement cycle includes monitoring the implementation of initiatives and using data to evaluate the impact of curriculum, instruction, assessment, interventions, and professional development. The team reflects on improvement needs, identifies desired outcomes, analyzes barriers to achievement, and adjusts the school improvement plan monthly.

Tool 1: [Georgia's Systems of Continuous Improvement School Improvement Process](#)

Tool 2: [Georgia's Systems of Continuous Improvement Short-Term Action Plan](#)

Tool 3: [Georgia's Systems of Continuous Improvement Project Work Plan](#)

Tool 4: [Determining Validity of Action Steps Protocol](#)



GaDOE Resources

[GaDOE Selecting Evidence-Based Interventions Handbook](#)

[Data-Driven Decision Making Companion Guide](#)

[Georgia's Systems of Continuous Improvement](#)



Additional Resources

[Continuous Improvement in Education: A Toolkit for Schools and Districts](#) (Northeast REL)

[Evidence-Based Practices in School Improvement Resources](#) (US Department of Education)

[Leveraging Evidence-Based Practices for Local School Improvement](#) (US Department of Education)

[Rural Problems of Practice Toolkit](#) (US Department of Education)

Georgia’s Systems of Continuous Improvement School Improvement Process

Step 1: [Identify Needs](#) – consult many sources to determine what in the school needs improvement

- [GaDOE Educating the Whole Child Resource](#)

Step 2: [Select Interventions](#) – research many sources to determine the solutions that have a good chance of meeting the identified school needs

- [GaDOE Evidence-based Practices Guidelines](#)

Step 3: [Plan Implementation](#) – develop a team and plan to implement the solutions that are most promising and can be carried out at the school

Step 4: [Implement Plan](#) – carry out the plan to implement the promising solutions, making real-time adjustments where/when needed

Step 5: [Examine Progress](#) – determine whether the implementation of the promising solutions is meeting the originally identified needs of the school



Georgia's Systems of Continuous Improvement Short-Term Action Plan

| | | | |
|--|-----------------------|------------------|--|
| School: | | District: | |
| School Vision | School Mission | | |
| District Goal | | | |
| School Improvement Plan SMART Goal (Specific and strategic, Measurable, Attainable, Results-oriented, and Time-bound) | | | |

| Details of Work the School Staff Will Engage In | | | | | | | | | | |
|---|--|--|--|---|--|--|---|---|---|---|
| Action Step | GSCI Systems and Structures What systems and structures are this action step a part of? | School Action Steps What action steps will the school team implement to meet this goal? | Resources What resources are needed to implement the action step? | District Support What support, if any, will the district be providing to implement this action step? | Timeline What is the intended date of completion of this action step? | Position(s) Responsible Who is responsible for monitoring the implementation of this action step? | Success Criteria for Implementation What data will be used to evaluate the progress of implementation of this action step? | Success Criteria for Impact on Student Achievement What data will be used to evaluate the impact of this action step on student performance? | Artifacts What artifacts will show evidence of the completion of this action step? | Completion of Action Step What is the date that the school completed this action step? |
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |

Improvement Project Work Plan

When implementing a new initiative or major project, developing a project work plan²³ will assist with formulating a clear plan of action, capturing the tasks and action steps necessary for project implementation. Information should include when each stage of the work (action steps) will be completed, what the expected outputs (deliverables) are, and what outcomes (results) are expected. Strategies for stakeholder communication, methods of evaluating implementation and effectiveness, both formative and summative, and resources needed for effective implementation should be clearly identified prior to the work beginning.

| IMPROVEMENT PROJECT WORK PLAN | | | |
|--|---|---|--|
| NAME OF PROJECT: | | DURATION: | |
| TEAM MEMBERS: | | SPONSOR: | |
| | | SCHOOL IMPROVEMENT PLAN GOAL: | |
| OTHER STAKEHOLDERS INVOLVED: | | | |
| DRIVING QUESTION: What problem of practice are we trying to solve? | | | |
| EVIDENCE OF SUCCESS: | | | |
| ACTION STEPS | | | |
| TASKS: How will the plan be implemented? | STEPS: What will we do to make it happen? | DUE DATE: What date will this action be complete? | PERSON RESPONSIBLE: Who will oversee the work? |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

²³ Form retrieved and adapted from the companion website for *The School Improvement Specialist Field Guide* by Deb Page and Judith Hale. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2013 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

IMPROVEMENT PROJECT WORK PLAN

| | | | |
|--|---|--|---------------------------------------|
| KICKOFF: How will we launch this project? How will we gain commitment to this plan? | | COMMUNICATION PLAN: How will we keep people informed throughout the project? | |
| | | | |
| FORMATIVE ASSESSMENT: How will assess progress during the project? | WEEKLY | | |
| | MONTHLY | | |
| | QUARTERLY | | |
| SUMMATIVE ASSESSMENT: How will we measure results at the end of the project and prove our effectiveness? | PERFORMANCE MEASURES AND TARGETS (GOALS) | HOW WE WILL COLLECT PERFORMANCE DATA? | FINAL EVIDENCE OF OUR SUCCESS? |
| | | | |
| RESOURCES NEEDED | On-Site People, Facilities, Time: | | |
| | Equipment, Materials: | | |
| | Support/Funding: | | |
| | Other: | | |

[MS Word Template](#)

Determining Validity of Action Steps Protocol

Directions: Use the following checklist to examine each action step listed for each school goal in the most current School Improvement Plan. All boxes must be checked “Yes” to indicate a valid action step. If the leadership team determines one of the boxes should be checked as “No”, that action step is not valid. The leadership team should then re-examine why this action step was selected and determine an appropriate action step that will meet the criteria.

| | | | |
|--|------------|-----------|-----------------|
| Overarching Need #: | | | |
| Goal: | | | |
| Action Step #__: | | | |
| Action Step Checklist: | Yes | No | Comments |
| 1. Is the action step clearly and logically related to the goal? | | | |
| 2. Is the action step for this goal attainable? | | | |
| 3. Is the action step necessary to accomplish the goal? | | | |
| 4. Does the action step identify and incorporate evidence-based strategies? | | | |
| 5. Does the action step monitor for effective implementation? | | | |
| 6. Does the action step include a clear and reasonable timeline for completion? | | | |
| 7. Are the name(s) and/or position(s) of the person(s) responsible for accomplishing the action step clearly identified? | | | |
| 8. Are supplemental action steps included to address specific subgroup needs (if necessary)? | | | |

Several online databases have been developed to assist schools with identifying evidence-based interventions. Below is a list of common databases:

- [Evidence for ESSA](#) from the Center for Research and Reform in Education at Johns Hopkins University
- [IES's What Works Clearinghouse](#)
- [Best Evidence Encyclopedia](#)
- [Child Trends](#)
- [The Doing What Works Library \(DWW\)](#)
- The National Center for Education Evaluation (NCEE) and Regional Assistance is one of four centers in the Institute of Education Sciences (IES).
- [Results First Clearinghouse Database](#)
- *Ask a Regional Educational Laboratory*

Additional resources can be found in the [2018 GaDOE Evidence-Based Practice Guidelines](#)

Note: This is not an exhaustive list. LEAs can utilize other reputable databases and identify other practices that are supported by studies/research.

CONCEPT 9: SCHOOL and STAKEHOLDER COMMUNICATION TOOLS



If the school received a score of 1 or 2 on the *High Impact Practice Implementation Rubrics: Leadership Team* in the area of **School and Stakeholder Communication** the following tools, strategies, or processes are suggested to assist in obtaining a level 3 or 4. This guide does not contain an exhaustive list and should be used as examples only.

Operational Criteria:

A process for communication exists that allows information to be distributed to all stakeholders. A process is in place that ensures communication is two-way. All stakeholders have an opportunity to engage in the exchange of ideas and provide input regarding important decisions pertaining to school improvement initiatives.

Exemplary Criteria:

There is a systematic process in place to engage the entire school staff in distributive decision-making on school improvement initiatives. The leadership team actively communicates, seeks input, and encourages multiple stakeholder perspectives through a formal process regarding important decisions. The leadership team reviews and considers the input before relevant decisions are made. This two-way communication process supports a shared vision in the school and cultivates an environment of trust and collaboration.

Tool 1: [School Newsletter Sample](#)

Tool 2: [Email Distribution](#)

Tool 3: [Department or Collaborative Team Meeting Agenda Template](#)



GaDOE Resources

Family-School Partnership Program: [Building Capacity](#)



Additional Resources

[Developing a Communication Plan](#) (Regional Educational Laboratory Southwest)

[Tools for Engaging Stakeholders Online](#) (US Department of Education)

Toolkit of Resources for Engaging Families and the Community as Partners in Education, Part 4:

[Engaging at the Data Conversations](#) (Institute of Education Sciences)

[School Newsletter Templates](#) (Canva)

[Microsoft Office Templates](#)

School Newsletter Sample

Create a weekly or bi-weekly school newsletter for the delivery of leadership team and other pertinent information.

| | | |
|--|--|----------------|
| Excellence School Newsletter | <i>From the desk of the Principal</i> <i>"It takes all of us involved to be involved to create success" – Author Unknown</i> | August 2017 |
| School Vision: School Mission: School Motto: | | |
| School Improvement Plan Goals 1. Increase student achievement for all student, and each subgroup, by 3% annually, as determined by state improvement targets. 2. Increase the 4-yr. Graduation Rate by 5%, from 65% to 70%. 3. Increase teacher capacity through professional learning opportunities to meet individual and content needs in order to improve TAPS summative ratings to level 3 or higher. | | |
| Leadership Team Minutes <ul style="list-style-type: none"> ○ The Leadership Activity was delivered by the team leader. The activity expressed the importance of working together as a team, communicating, and depending on each other for problem solving. Reflection was conducted by many members. ○ Reminder to keep all documents in a "binder" for final evaluation at the end of the year. ○ We have various Parent Events planned for the year. Please sign up on the calendar on the One-drive; each teacher must commit to 3 activities per semester. ○ Remember to include the following dates on your meeting calendar: <ul style="list-style-type: none"> ○ Monday – Job Embedded Staff Development ○ Tuesday – PLC's ○ Wednesday – Leadership Meeting ○ Thursday – Team Meetings ○ Friday – Data Teams ○ Reminder to make sure your content meeting minutes include all contributions made and by whom. Please use the 7th grade SS meeting minutes as the example. ○ Reminder that Lesson Plans are due Thursday by 5:30 this week. Beginning next week, plans are due by 4:00 on Thursday ○ Please note that the One-Drive has been organized by year. Be sure that you place your items in the appropriate folder. If there is anything that you want placed on the One-Drive, please notify Academic Coach so that she can add that for you. Syllabi should be submitted as grader level content | <p style="text-align: center;">IT'S A HEART THING</p>  | |

Email Distribution

Deliver all leadership team meeting minutes schoolwide through a staff email.

To: All Staff

Re: Leadership Meeting Minutes August 12, 2014

Staff,

Please read all minutes, if you have any questions, please see a member of the leadership team for clarification.

Thanks,
Principal

School Visions:

School Mission:

School Motto:

School Improvement Plan Goals:

1. Increase student achievement for all student, and each subgroup, by 3% annually, as determined by state improvement targets.
2. Increase the 4-yr. Graduation Rate by 5%, from 65% to 70%.
3. Increase teacher capacity through professional learning opportunities to meet individual and content needs in order to improve TAPS summative ratings to level 3 or higher.

SLT Minutes:

- The Leadership Activity was delivered by the team leader. The activity expressed the importance of working together as a team, communicating, and depending on each other for problem solving. Reflection was conducted by many members.
- Reminder to keep all documents in a "binder" for final evaluation at the end of the year.
- We have various Parent Events planned for the year. Please sign up on the calendar on the One-drive; each teacher must commit to 3 activities per semester.
- Remember to include the following dates on your meeting calendar:
 - Monday – Job Embedded Staff Development
 - Tuesday – PLC's
 - Wednesday – Leadership Meeting
 - Thursday – Team Meetings
 - Friday – Data Teams

Reminder to make sure your content meeting minutes include all contributions made and by whom. Please use the 7th grade SS meeting minutes as the example.

Reminder that Lesson Plans are due Thursday by 5:30 this week. Beginning next week, plans are due by 4:00 on Thursday

Please note that the One-Drive has been organized by year. Be sure that you place your items in the appropriate folder. If there is anything that you want placed on the One-Drive, please notify Academic Coach so that she can add that for you. Syllabi should be submitted as grader level content

Department or Collaborative Team Meeting Agenda Template

Have all team leaders/department chairs distribute all information in a department or collaborative team meeting²⁴.

Collaboration Meeting Notes _____ Team Planning Agenda

Date:

| | | | |
|--|--|---|--------------------|
| Attendance: | <ol style="list-style-type: none"> 1. 2. 3. 4. 5. | <ol style="list-style-type: none"> 6. 7. 8. 9. 10. | |
| Agenda: | | | Facilitator |
| School Vision: School Mission: School Motto: | | | |
| School Improvement Plan Goals 1. Increase student achievement for all student, and each subgroup, by 3% annually, as determined by state improvement targets. 2. Increase the 4-yr. Graduation Rate by 5%, from 65% to 70%. 3. Increase teacher capacity through professional learning opportunities to meet individual and content needs in order to improve TAPS summative ratings to level 3 or higher. | | | |
| Moments of Praise (Any highlights/glows that have occurred the previous week) | | | |
| Leadership Meeting Minutes | | | |
| Instructional Focus (What do we want our students to know?) | | | |
| Instructional Methods/Strategies/Best Practices (What will we do for those who already know it? What will we do for those who don't know it?) | | | |
| Behavioral or Academic Interventions Discussed (RTI, Behavior Contracts, Progress Monitoring) | | | |
| Questions/Concerns/Professional Development Needs/Recommendations | | | |

²⁴ Adapted from <http://www.osceola.k12.fl.us/depts/ResearchEvalAcct/documents/CelebrationMiddlePLCMinutesTemplate.pdf>

CONCEPT 10: DEVELOPING LEADERSHIP CAPACITY



If the school received a score of 1 or 2 on the *High Impact Practice Implementation Rubrics: Leadership Team* in the area of **Developing Leadership Capacity** the following tools, strategies, or processes are suggested to assist in obtaining a level 3 or 4. This guide does not contain an exhaustive list and should be used as examples only.

Operational Criteria:

Team members are provided with, and pursue, professional learning opportunities to enhance their personal growth and capacity as a school leader. Professional learning is ongoing and embedded in the work of the team. Leadership team members ensure the establishment and training of a variety of schoolwide teams, whose members perform essential tasks aligned to the school vision and goals.

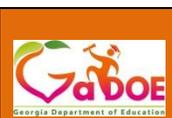
Exemplary Criteria:

The principal ensures a succession plan is in place for the leadership team. The principal builds the capacity of the leadership team through ongoing professional learning and consequential tasks embedded in the work. Team members exhibit a sense of collective responsibility and have the mindset of empowering all personnel in the school to lead where they operate. The leadership team involves and encourages all personnel to lend themselves to meaningful work tied to the school vision and goals. Leadership team members provide professional learning to support the function of a variety of schoolwide teams to build the leadership capacity of staff members.

Tool 1: [Strengths, Weaknesses, Opportunities, And Threats \(SWOT\) Analysis Tool](#)

Tool 2: [Instructional Leadership Team Self-Assessment Questionnaire](#)

Tool 3: [Self-Reflection Rubric For Leadership Team Members](#)



GaDOE Resources



Additional Resources

[Leader Social and Emotional Toolkit](#) (GLISI)

[Instructional Leadership Team Growth Continuum](#) (Center for Educational Leadership)

[Leader Capacity Toolkit](#) (GLISI)

Strengths, Weaknesses, Opportunities, And Threats (SWOT) Analysis Tool



Transitioning from your current role to the role of instructional leader provides significant opportunities and challenges. Complete the chart below, identifying the strengths, weaknesses, opportunities, and threats you see in mobilizing the leadership team to take on an instructional leadership role and be an important player in improving teaching and learning at your school.

| | |
|-----------------------------|--------------------------|
| <p>Strengths</p> | <p>Weaknesses</p> |
| <p>Opportunities</p> | <p>Threats</p> |

Instructional Leadership Team Self-Assessment Questionnaire

Answer the following questions by placing a check mark in the column that best represents your opinion about the Instructional Leadership Team at your school.

| To what extent... | Not at All | 2 | Some-what | 4 | To a Great Extent |
|---|---|---|-----------|---|-------------------|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Is the work of the leadership team related to the school's improvement goals? | | | | | |
| 2. Are the efforts of the leadership team coherent and in line with team norms? | | | | | |
| 3. Are the roles and responsibilities of leadership team members clearly defined? | | | | | |
| 4. Do all leadership team members contribute equally to accomplishing the team's work? | | | | | |
| 5. Is the staff informed of leadership team decisions and do they support these decisions? | | | | | |
| 6. Do individual members of the leadership team deliver the same message to their respective teams? | | | | | |
| 7. Does the leadership team hold itself accountable for following through on decisions and actions? | | | | | |
| 8. Does the leadership team honor and encourage divergent points of view on the leadership team? | | | | | |
| 9. Does the leadership team seek input and feedback from divergent points of view from the rest of the staff? | | | | | |
| 10. Does the team evaluate their meetings and agreed upon norms? | | | | | |
| 11. Does the leadership team remain focused on setting and communicating direction for school improvement and limit distractions by a myriad of other duties? | | | | | |
| Our team's greatest strengths so far... | Our team's opportunities for improvement as we move forward... | | | | |

Self-Reflection Rubric For Leadership Team Members

The intended use of the self-reflection rubric²⁵ is to allow current leadership team members to reflect on their roles, responsibilities, and participation on the leadership team.

Directions: In order to reflect upon your service to the Leadership Team, circle a number on a scale of 1-3 (3 being a superior performance) above the statement that best describes the level of participation.

| Organization and Coordination | | | | |
|--|--|----------|---|----------|
| 1 | 1.5 | 2 | 2.5 | 3 |
| I have not contributed to (1) assigning roles or (2) defining goals. | I have assisted in (1) assigning roles and (2) defining goals. | | I have assumed leadership role in (1) assigning roles and (2) defining goals. | |
| Example of my contribution: | | | | |
| Coordination | | | | |
| 1 | 1.5 | 2 | 2.5 | 3 |
| I have not contributed to either (1) prioritizing and coordinating tasks or (2) integrating individual contributions into the final product. | I have assisted in (1) prioritizing and coordinating tasks to meet deadlines and/or (2) integrating individual contributions into the final product. | | I have assumed a leadership role in (1) prioritizing and coordinating tasks and/or (2) integrating individual contributions into final product. | |
| Example of my contribution: | | | | |
| Participation | | | | |
| 1 | 1.5 | 2 | 2.5 | 3 |
| (1) I frequently miss meetings, or I arrive late, (2) I miss deadlines, and (3) I fail to complete my share of responsibilities. | (1) I seldom miss meetings or arrive late, and (2) I satisfactorily complete assignments in a timely manner. | | (1) I am punctual, attend meetings, and am well prepared for all meetings; (2) All of my assignments are of high quality and meet deadlines. (3) I assist in motivating team members to accomplish goals. | |
| Example of my contribution: | | | | |
| Problem Solving | | | | |
| 1 | 1.5 | 2 | 2.5 | 3 |
| I have not (1) contributed information/research, (2) brainstormed solutions, or (3) assisted in evaluating solutions/alternatives. | (1) I have contributed information/research, (2) brainstormed solutions, and (3) assisted in evaluating solutions/alternatives. | | (1) I contribute information/ research, (2) offer insightful or creative solutions, and (3) provide a framework for evaluating solutions/ alternatives | |
| Example of my contribution: | | | | |

²⁵ Adapted from: Alghalith, A., Blum, M., Medlock, A., & Weber, S. (2004). Truman State University, Division of Business and Accountancy.

Group Dynamics

| 1 | 1.5 | 2 | 2.5 | 3 |
|---|--|---|--|---|
| (1) I monopolize team's discussion time, (2) I do not listen to others, (3) I do not encourage participation of others, OR (4) I do not contribute to discussion. | (1) I participate without monopolizing discussion, and (2) I listen to others. | | (1) I participate without monopolizing discussion, (2) I build upon ideas of others, and (3) I actively encourage the participation of others. | |

Example of my contribution:**Conflict Resolution**

| 1 | 1.5 | 2 | 2.5 | 3 |
|---|--|---|--|---|
| (1) I have offered no constructive solutions to resolve conflict, or (2) I have undermined conflict resolution by emphasizing personalities rather than issues. | (1) I have offered solutions to resolve conflict, and (2) emphasized issues rather than personalities. | | (1) I have resolved conflict based upon objective criteria, (2) I have encouraged win-win solutions, and (3) I have addressed free-rider problems constructively without creating hostilities. | |

Example of my contribution:**My Goal for Growth**

RESEARCH

Indicator (ID04): All teams prepare agendas for their meetings.

Indicator (ID05): All teams maintain official minutes of their meetings.

Evidence Review: Some decisions concern the general operation of the school and its continuous improvement. The Mega System places those decisions with a Leadership Team that is headed by the principal and includes teachers and other staff. In order to facilitate communication and coordination among the grade levels and the departments of the school, a typical composition of the Leadership Team is the principal and team leaders from the Instructional Teams. The Leadership Team needs to meet twice each month for an hour each meeting. Less frequent meetings lead to drift and loss of continuity; less time for each meeting creates hurriedness and insufficient attention to the work at hand. Effective teams operate with agendas, keep minutes, stay focused, and follow through with the plans they make.

Indicator (ID06): The principal maintains a file of the agendas, work products, and minutes of all teams.

Explanation: These days, files are probably electronic and kept on the school server. But in whatever form, it is good practice to keep a central file of the work done by the teams. Along with team documents, a central filing system could contain other documents relevant to school improvement. For example:

- Documents such as the school's policies and procedures, schedule, programs, curriculum guides.
- Evaluations of the school's programs.
- Observational data collected from classroom observations (in aggregate form, without teacher names).
- Perceptions data such as surveys of teachers', parents', and students' perceptions about the school.

Questions:

1. Do your school teams assemble their documentation?
2. Is a copy kept by the principal in an organized, central location?
3. Is this an electronic system or paper in file drawers?
4. Who has access to the information?

Of course, such data suggests all sorts of confidentiality requirements. According to a 2011 U.S. Department of Education report on Safeguarding Student Privacy, "The use of data is vital to ensuring the best education for our children. However, the benefits of using student data must always be balanced with the need to protect students' privacy rights. Students and their parents should expect that their personal information is safe, properly collected and maintained and that it is used only for appropriate purposes and not improperly disclose the report states. It is imperative to protect students' privacy to avoid discrimination, identity theft or other malicious and damaging criminal acts. All education data holders must act responsibly and be held accountable for safeguarding students' personally identifiable -- from practitioners of early learning to those developing systems across the education continuum (P–20) and from schools and their contractors.

Indicator (ID07): A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).

Explanation: Some decisions concern the general operation of the school and its continuous improvement. Schools typically place those decisions with a Leadership Team that is headed by the principal and includes teachers and other staff. In order to facilitate communication and coordination among the grade levels and the departments of the school, a typical composition of the Leadership Team is the principal and team leaders from the Instructional Teams. The Leadership Team needs to meet twice each month for an hour each meeting. Less frequent meetings lead to drift and loss of continuity; less time for each meeting creates hurriedness and insufficient attention to the work at hand. Effective teams operate with agendas, keep minutes, stay focused, and follow through with the plans they make.

For instructional teams, they recommend the teachers who "teach and are responsible for the same students. This team meets at least twice a week for a minimum of 45 minutes each time".

Indicator (IE05): The principal participates actively with the school's teams.

Explanation: Active participation doesn't mean that the principal attends every team meeting, but the principal certainly attends some team meetings. And for teams on which the principal is a member—on the Leadership Team—the principal is a regular attendee. Beyond attendance, the principal ensures that teams have ample and regular time to meet and stresses the importance of the work of the teams. The principal provides guidance for the work products to be produced by the team and reviews the work to offer feedback.

According to Marzano (2003), "one of the common misconceptions about leadership at the school level is that it should reside with one individual--namely the principal" (p. 174). While the principal should be the one to keep everyone focused on improving student learning, leadership should be shared among teachers, support staff, parents, and, in some cases, the students themselves in order to achieve that objective.

Indicator (ID02): All teams have written statements of purpose and by-laws for their operation.

The literature on school change (e.g., Hassel et al., 2006; ADI, n.d.; Reinventing Education, 2002) suggests that the following are necessary for needed changes to be successful:

A clear vision. What will the school look like when the restructuring process is completed?

An empowered leader, a change agent, who can maintain a focus on the vision, motivate members of the school community, plan, communicate, and persist in keeping the change process on track. Getting the right leader in each school and the right oversight by the district are critical.

Improvement teams, generally at both the district and school level. These teams, which should have no more than seven or eight members, work with the team leader to create improvement plans and obtain input from and communicate with all members of the school community. District teams' decisions can be informed by input from the school teams.

Indicator (ID03): All teams operate with work plans for the year and specific work products to produce.

Explanation: Teams provide a structure to share and build leadership, make decisions, learn together, and produce work more efficiently than is possible with individuals acting alone. Teams are called by many names, but a typical structure includes a Leadership Team, teacher Instructional Teams and a School Community Council that includes parents. Of course, a school may have other teams, but these three teams are a basic structure for school improvement.

Teams need regular and sufficient time in the schedule. As this indicator makes clear, teams also need a stated purpose and a work plan that outlines the team's responsibilities and work products.

Questions:

1. Do all of your teams operate with work plans and clear expectations for the work products they are to produce?
2. Where are these plans and expectations recorded?
3. How are they communicated?
4. How are work products reviewed?

Finding regular dedicated time in a busy school schedule for people to come together and meet as a team is not easy. Teachers need time to meet together as instructional teams to plan instruction and review student progress. The principal and other key leaders in the building need time to meet together as a leadership team to review the overall health and direction of the school. Redding (2006) writes that "decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible" (p. 45) It is imperative for these teams to feel as if what they are doing in that carved out time is important. That it is productive. That there is a well-thought out plan and direction for what they are doing in their time together.

When team resources are focused, and members are all working to accomplish the same purpose, teamwork can be very rewarding and productive. This is best accomplished when team members use a proactive approach rather than a reactive approach to accomplish their purpose (Adams, 1987).

Indicator (ID08): The Leadership Team serves as a conduit of communication to the faculty and staff.

Explanation: A typical Leadership Team includes the principal, key administrators, and teacher leaders of Instructional Teams. The team serves as a means of communication among school personnel, especially in regard to school improvement efforts and everyone's role in them.

Questions:

1. Is your Leadership Team constituted in a way that enables it to receive input from faculty and staff and to convey information to them?
2. How is this communication handled?
3. Are Leadership Team agendas and minutes made available?
4. Is the evolving school improvement plan accessible?

In order to facilitate communication and coordination among the grade levels and the departments of the school, a typical composition of the Leadership Team is the principal and team leaders from the Instructional Teams.

Team members are expected to “attend meetings regularly, represent the interests of constituent group (not just their own), determine how to engage stakeholders in meaningful ways in school affairs; commit to working collaboratively with team; bring issues and concerns of constituent group to team meetings and communicates the activities and decisions made by the School Leadership Team; and communicate information from the School Leadership Team to their constituent group” (p. 4).

Indicator (ID10): The school's Leadership Team regularly looks at school performance data and aggregate classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Explanation: Student performance data is typically disaggregated by sub-groups; for example, race, ethnicity, gender, income, special education, bilingual/ELL, Section 504 plans,

Homeless/McKinney Vento Act, migrant. Classroom observation data may be aggregated to show patterns of professional practice across the faculty. Both of these data sources are important for planning professional development, and the Leadership Team is the ideal decision-making body for planning professional development.

Question: Does your Leadership Team consider both disaggregated student outcome data and data on patterns of professional practice to determine professional development needs and plan appropriate professional development?

Finding time for school leaders to meet is not easy, but essential. The Leadership Team is positioned to take a broad view of the data available to them and to make decisions on the focus and direction of the school. They can assess where there are strengths to be celebrated and weaknesses that need shoring up. Professional development can be a huge drain on resources (time and money) if it is not well thought out and implemented. The Leadership team must use all available information in order to make wise decisions on where best to use those resources.

Simply sharing the data with instructional staff does not necessarily mean that change is imminent. Levin (2012) writes, “A further important caution is that assessment and data do not tell people what to do next. The latter requires work to review the research, share and test new practices, and help teachers integrate better practice into their classrooms in a sustainable way. Elmore (2000) states that “if the purpose of leadership is the improvement of teaching practice and performance, then the skills and knowledge that matter are those that bear on the creation of settings for learning focused on clear expectations for instruction” (p. 20)

Indicator (IF02): The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.

Explanation: Summary accounts of classroom observations are called “patterns of practice” and aggregate the observations from several or all teachers without revealing teachers' names. When the principal (or peer observers) conduct classroom observations, they determine if specific indicators of effective practice are demonstrated. The patterns of practice analysis then show the percent of teachers demonstrating each indicator for a grade level, subject area, grade-level cluster, or across the faculty. The analysis is useful in planning professional development.

Questions:

1. Does your principal record indicators of effective practice during classroom observations?
2. Do you also use peer observations, teacher to teacher?
3. Does the principal aggregate the observations to show patterns or practice?
4. Does the Leadership Team review this analysis in planning professional development?

The Leadership Team can then use the data gathered from observations and determine what professional development is needed for individual teachers, or building-wide. They can also determine how best to address the needs and concerns of teachers in the building (Redding 2006). If principals note strengths in one teacher that would assist another teacher struggling with the same skill, the first teacher could be assigned as a mentor. According to Coskeran (2013), teacher-to-teacher mentoring can be a powerful tool for school improvement—if it is done properly.

Indicator (IF02): The Leadership Team monitors school-level student learning data.

Explanation: Instructional Teams and individual teachers monitor student learning data for their grade levels and subject areas, and for individual students in order to make adjustments in instructional plans and to identify students in need of greater differentiation and support. The

Leadership Team looks at school-level data, including appropriate disaggregation, to adjust the evolving improvement plan and recommend changes in curriculum and student support services.

Questions:

1. Does your Leadership Team monitor various sources of student learning data to make decisions and recommendations regarding the evolving improvement plan, curriculum, and student support services?
2. Are these data sources reviewed alongside data on prevailing professional practices that impact the outcomes?

The school improvement plan is a good beginning point to establish coherent streams of data to facilitate decision-making. For example, the school improvement plan might include an objective to improve reading achievement by adopting a strategy of reading across the curriculum. Professional development will be provided for teachers to improve their skills in teaching reading across the curriculum. Was the training provided? Who attended? How did the participants evaluate the effectiveness of the training? Do minutes of Instructional Team meetings show that teams carried the training into their discussions and plans? How does the school assess the degree to which teachers changed practices as a result of the training? How does the school determine the effectiveness of the changed practices? Putting all these pieces together depends upon first instituting standard practices and procedures that: (1) link the improvement plan to subsequent activities, such as professional development; (2) maintain records of participation in trainings; (3) gather participant evaluations of trainings; (4) require minutes of team meetings; (5) gather information from individual teachers on changed practices; (6) gather information about short-term effectiveness of changed practices, such as teacher ratings; and (7) determine improvements in student learning that might result from particular changes in practice.

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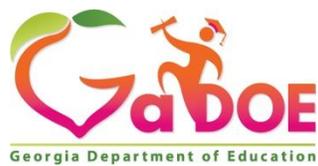
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