

High Impact Practices Implementation Rubric:

Leadership Team

Self-Assessment Reflection Form

**March 26, 2019**

**A process for school leadership teams to assess their progress on implementing the concepts of effective practice within the *High Impact Practices Implementation Rubric: Leadership Team***



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| **Exemplary Criteria** | **Where we are now?** | **Where are we going?** | **How we will**  **achieve our goal?** |
| --- | --- | --- | --- |
| **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 LEA representation and community stakeholders for relevant issues. |  |  |  |
| **2. VISION, MISSION and NORMS:** 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:** 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. Leadership team meetings take place with or without the principal serving as the facilitator. |  |  |  |
| **4. ATTENDANCE:** The principal and all assistant/associate principal(s) are expected to attend every meeting. All leadership team members, or their designee, are expected to be present. The leadership team meetings are a valued part of the school’s culture and promotes inclusive stakeholder engagement and participation beyond the core team (i.e.; parents, students, community, etc.) |  |  |  |
| **5. ROLES and RESPONSIBILITIES:** The role of facilitator alternates among core team members.  Defined roles/responsibilities often rotate among all team members to build capacity. (timekeeper, taskmaster, recorder of minutes, etc.) 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:** Protocols and an organized framework for conducting business are consistently implemented. This protocol keeps the work of the leadership team focused and maximize 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. |  |  |  |
| **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. |  |  |  |
| **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 frequently reflects on improvement needs, continuously identifies desired outcomes, analyzes barriers to achievement, and adjusts the school improvement plan as needed. |  |  |  |
| **9. SCHOOL and STAKEHOLDER COMMUNICATION:** The leadership team actively communicates, seeks input, and encourages multiple stakeholder perspectives through a formal process (i.e., survey data) 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. |  |  |  |
| **10. DEVELOPING LEADERSHIP CAPACITY:** 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. The principal builds the capacity of the leadership team through ongoing professional learning and consequential tasks embedded in the work. The principal ensures a succession plan is in place for the leadership team. Team members in turn provide professional learning to support the function of a variety of schoolwide teams and build the leadership capacity of staff members. There is a systematic process in place to engage the entire school staff in distributive decision making on school improvement initiatives. |  |  |  |



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