

DISTRICT LEADERSHIP TEAM (DLT) EFFECTIVENESS SURVEY

Instructions: As a District Leadership Team, use the Continuum Rating Scale of 1-4 to rate your DLT on each of the items below on a scale of 1 to 4. Tally the total score by Section as directed in the “Total Score” line. For any Section with a Total Score lower than 3, identify what action needs to be taken by the DLT to move to a higher score. The tasks within each Section may need to be prioritized if many items receive a low rating.

Results of this survey may be used in conjunction with the district’s BLT Effectiveness Survey results to review effectiveness of structures and systems throughout the district.

Use the Continuum Rating Scale below to respond to each item in the survey:
“To what extent is this item implemented?”



SECTION A: UNDERSTANDING OF DLT RESPONSIBILITIES

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| EXPECTATIONS OF DLT WORK | 1. All members of our DLT are committed to continuous improvement in our building. | |
| | 2. Our DLT maintains a district-wide focus on high achievement for ALL students. | |
| | 3. Our DLT uses the Decision Framework to implement the Ohio Improvement Process in our district, and has developed the data-driven District Focused Action Plan that includes district goals, strategies and indicators, and action steps. | |
| | 4. Our DLT implements and monitors the progress of the District Focused Action Plan through adult implementation and student performance indicators, and makes necessary adjustments based on the data. | |
| | 5. Our DLT continuously assesses our district’s professional development needs to ensure there is common understanding of assessment literacy, research/evidence-based instruction, data analysis, high quality professional development, learning standards and curriculum. | |
| | 6. Our DLT has ensured that all BLTs and TBTs are trained in and consistently use the Ohio 5-Step Process in their work. | |
| TOTAL Score divided by 6 | | |

SECTION B: FORMING OR REPURPOSING BUILDING TEAMS (BLTs) AND TEACHER BASED TEAMS (TBTs) TO IMPLEMENT AND MONITOR THE FOCUSED ACTION PLAN

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| TYPE | 7. We have identified the name and types of teams we already have in place that can be effectively used to complete the district/building improvement plans. | |
| LEVEL | 8. We have identified all levels that actively participate on the identified teams, e.g., building leadership teams, professional learning communities, department, grades, multiple grades. | |
| PURPOSE | 9. We know the purpose of each identified team and have repurposed them (changed their work), if necessary; or we have formed BLTs and/or TBTs to implement and monitor the district/building plans. | |
| BALANCE | 10. BLTs and TBTs identified to accomplish the work are balanced with other types of teams that need to operate within our building. | |
| TOTAL Score divided by 4 | | |

SECTION C: CREATING SCHEDULES AND ROUTINES THAT SUPPORT COLLABORATIVE TEAMS

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| SCHEDULE | 11. Time has been found for our BLTs and TBTs to meet, e.g., early release/early start, modified schedules during work day. | |
| | 12. Our BLTs and TBTs have discontinued ineffective/unnecessary practices, and instead use that time for effective and focused collaboration. | |
| | 13. Our BLTs and TBTs have a regular calendar/time table that allows for teams to meet regularly and consistently with uninterrupted time, ideally weekly for TBTs and monthly for the BLTs. | |
| | 14. Our BLTs and TBTs have a regular calendar/time table that allows for full participation of each member. | |
| ENSURING THE EFFECTIVE USE OF THE OHIO 5-STEP PROCESS BY BLTs AND TBTs | 15. <i>Step 1:</i> Our BLTs and TBTs collect and chart relevant data for analysis. | |
| | 16. <i>Step 2:</i> Our BLTs and TBTs analyze pre-assessment data, identifying strengths and obstacles for all students, particularly targeting identified student sub-groups (e.g., students with disabilities). | |
| | 17. <i>Step 3:</i> Our BLTs review adult implementation data relative to student achievement data; and TBTs identify research-based instructional strategies to implement in all TBT classrooms relative to student performance data. | |
| | 18. <i>Step 4:</i> Our BLTs and TBTs implement and monitor instructional practices, as well as system supports that produce conditions for learning, e.g., job-embedded PD. | |
| | 19. <i>Step 5:</i> Our BLTs and TBTs analyze post-assessment data, determine levels of progress, identify strengths and obstacles, and make course corrections. | |
| TOTAL Score divided by 9 | | |

SECTION D: MAKING DLT MEETINGS PURPOSEFUL

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| MEETING MANAGEMENT | 20. Our DLT develops and distributes an agenda using a standard template that includes outcomes, topics related to outcomes, process, and summary of discussion from the previous meeting prior to each meeting. | |
| | 21. Our DLT provides and distributes minutes/meeting notes that summarize the discussion, decisions and assignments after each meeting. Notes reflect priority assessments and response to common questions. | |
| | 22. Our DLT maintains minutes/meeting notes in an accessible location for all staff members. | |
| | 23. Our DLT follows standard meeting operating procedures (norms, purpose, roles, decision-making and conflict resolution processes, clear expectations for performance and accountability). | |
| MEETING CONTENT: EFFECTIVELY USING THE OHIO 5-STEP PROCESS | 24. <i>Step 1:</i> The DLT collects and charts district-wide student performance (both aggregate and sub-group) and adult implementation data based on building-level results | |
| | 25. <i>Step 2:</i> The DLT analyzes district-wide student performance (both aggregate and sub-group) and adult implementation data relative to District Focused Action Plan | |
| | 26. <i>Step 3:</i> The DLT ensures district-wide effective strategies are in place to meet student performance (both aggregate and sub-group) and adult implementation targets of the District Focused Action Plan | |
| | 27. <i>Step 4:</i> The DLT ensures district-wide systems, structures and support s are in place for full implementation of effective strategies | |
| | 28. <i>Step 5:</i> The DLT collects, charts, and analyzes the District's Focused Action Plan's <i>Progress Measures</i> of student performance (both aggregate and sub-group) and adult implementation data based on building-level results | |
| TOTAL SCORE DIVIDED BY 9 | | |

SECTION E: DEFINING ROLES AND RESPONSIBILITIES

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| ACTIVE MEMBERSHIP ON DLT | 29. Our DLT has a person(s) who guides discussion. | |
| | 30. Our DLT has a person(s) who reminds the group of the team's outcomes, purpose, topics and process. | |
| | 31. Our DLT has a person(s) who regulates group activities and contributions. | |
| | 32. Our DLT has a person(s) who monitors time and moves the team through a process/protocol. | |
| | 33. Our DLT has a person(s) who coordinates the data and information necessary for team functioning. | |
| | 34. Our DLT has a person(s) who poses questions to the team and lets members work through them in discussions. | |
| | 35. Our DLT monitors behaviors and practices consistent with the expected changes in the building plan. | |
| | 36. The roles and responsibilities of our DLT are shared equally among all members, so no one person (s) shoulders the responsibilities of the entire team. | |
| MEMBERSHIP CLARITY OF ROLES AND RESPONSIBILITIES | 37. DLT members are prepared to carry out their roles and responsibilities. | |
| | 38. DLT members act as district instruction leaders, modeling the use and application of data to inform instructional effectiveness. | |
| | 39. DLT members ensure access to valid, reliable and useful data. | |
| | 40. DLT members ensure data is shared across levels, i.e., DLT, BLTs, TBTs. | |
| | 41. Each DLT member is on "equal footing or partnership" with all members of the team. | |
| DLT MEMBERS AS INSTRUCTIONAL LEADERS | 42. District leadership has adjusted their work days to accomplish the work of instructional leaders. | |
| | 43. Our DLT has membership that reflects all appropriate stakeholders. | |
| | 44. Our DLT members assume the responsibility of assessing student learning based on valid and relative student assessment data reported by the BLTs. | |
| | 45. Our DLT members organize and present data in ways that identify gaps and trends in student performance and adult practices. | |
| | 46. Our DLT members make intentional decisions about teaching and learning, i.e., curriculum, instruction, interventions, professional development. | |
| | 47. Our DLT members constantly monitor student progress in meeting performance targets using district, building and/or classroom data. | |
| TOTAL Score divided by 19 | | |

SECTION F: COMMUNICATING PLAN INDICATORS AND ENSURING EFFICIENT DATA FLOW

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| DATA FLOW: METHODS AND CONTENT | 47. Our DLT has and effectively uses tools/templates for communicating data and information within and across teams (DLT, BLTs, and TBTs) and other stakeholders. | |
| | 48. Our DLT has developed and adheres to a data flow schedule that encompasses all levels of collaborative teams (DLT, BLTs, and TBTs), and is easily accessible by all staff members throughout the district. | |
| | 49. Our DLT gathers building-level data into district-wide data in an efficient and user-friendly format | |
| | 50. Once district/building data is analyzed, our DLT provides timely feedback and direction to BLTs that support ongoing improvement of both the BLTs and TBTs. | |
| COMMUNICATION PLAN: METHODS AND CONTENT | 51. Our DLT has developed and adheres to a communication plan with reporting schedule that ensures all collaborative teams (BLTs and TBTs) and other stakeholders are kept informed in a timely and efficient manner | |
| | 52. Our DLT knows what data and information relative to the District Focused Action Plan to communicate across collaborative teams (DLT, BLTs, TBTs) and other stakeholders. | |
| TOTAL Score divided by 6 | | |

TOTAL SCORES FOR ALL CONDITIONS

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| <i>CONDITION A:</i> EXPECTATIONS OF DLT WORK | |
| <i>CONDITION B:</i> FORMING OR REPURPOSING BUILDING TEAMS (BLTs) AND TEACHER TEAMS (TBTs) TO IMPLEMENT AND MONITOR THE PLAN | |
| <i>CONDITION C:</i> CREATING SCHEDULES AND ROUTINES THAT SUPPORT COLLABORATIVE TEAMS | |
| <i>CONDITION D:</i> MAKING MEETINGS PURPOSEFUL | |
| <i>CONDITION E:</i> DEFINING ROLES AND RESPONSIBILITIES | |
| <i>CONDITION F:</i> COMMUNICATING PLAN INDICATORS AND ENSURING EFFICIENT DATA FLOW | |