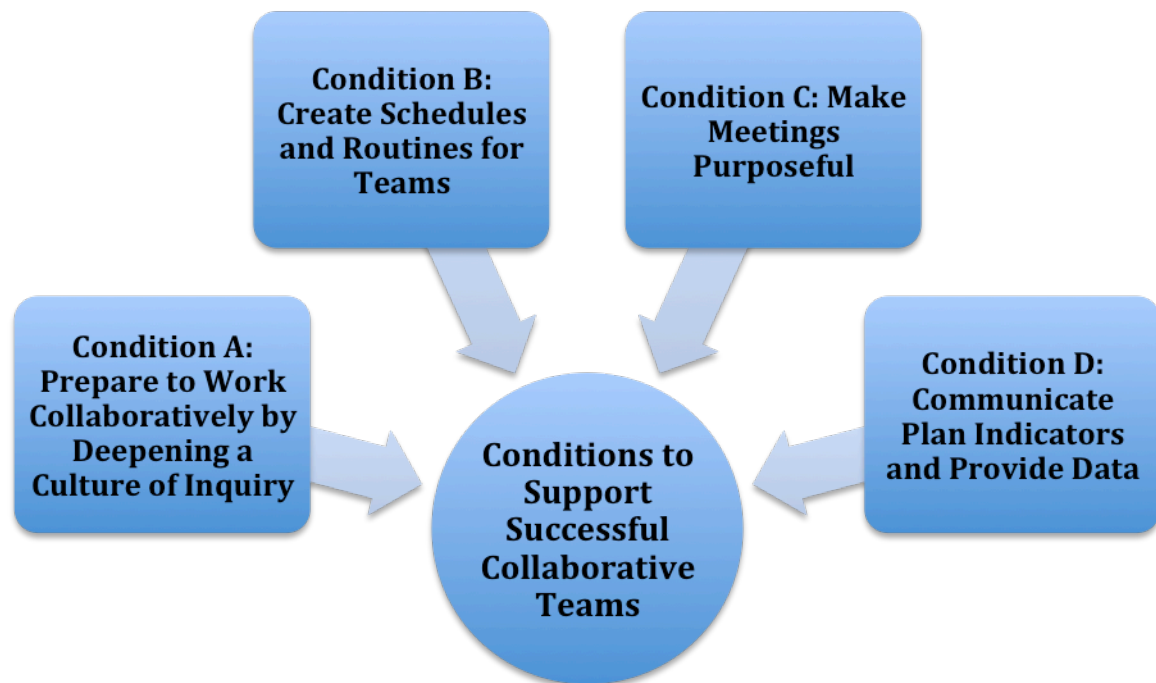


Resource 12 B: Implementation Effectiveness Survey: Conditions to Support Successful Collaborative Teams: BLTs

In order for districts and schools to effectively implement collaborative structures, i.e., DLT/CSLT, BLTs, they must assess their readiness to support the structures by examining whether they have created the conditions for successful implementation. Once the DLT/CSLT and BLT have identified the conditions that are not in place for successful implementation, they can then work toward establishing them. It is not imperative that all conditions for success are in place prior to implementation; however, there are basic conditions that, if not established, may thwart the process. These are:



The following resource describes the four conditions necessary to support successful implementation of collaborative teams and provides a way for teams to rate the extent to which these conditions exist in the school. It can be used in the following ways:

- By a BLT to determine the overall status of these conditions in the school.
- By a BLT to identify specific tasks related to these conditions that must be implemented more effectively in order to achieve success for the team.
- By a BLT as a baseline and progress measure for judging growth in supporting and implementing collaborative teams.
- By a BLT to inform the DLT/CSLT so it may review OIP structures and systems effectiveness throughout the district.

Note: These conditions parallel the first four criteria in Resource 5 OIP Implementation Criteria and Rubric

Effectiveness Implementation Survey: Conditions to Support Successful BLTs

Instructions: As a BLT, rate each of the items below on a scale of 1 to 4. Tally the total score by Condition as directed in the “Total Score” line. Sort Conditions from highest to lowest total score. For any Condition with a total score lower than 3, identify items or tasks which need to be done to move it to a higher score. The tasks within each Condition may need to be prioritized if many items receive a low rating.

To what extent is this item implemented?



CONDITION A: PREPARING EDUCATORS TO WORK COLLABORATIVELY BY DEEPENING THE CULTURE OF INQUIRY

FORMING OR REPURPOSING TEAMS	1. The BLT has identified the name and types of teams in place at all levels (department, grades, multiple grades) to determine the extent to which the schools have teams to accomplish the work of the district/school plans, e.g., vertical, data, instructional/content, project, grade level.	
PURPOSE	2. The BLT has repurposed teams (changed their work), if necessary, or has formed teams (TBTs) to implement and monitor the school plans.	
STAGES OF TEAM DEVELOPMENT	3. The BLT knows where the team is in the stages of team development.	
	4. The BLT knows how to move the team through the stages of development to become a high performance team.	
ROLES AND RESPONSIBILITIES	5. The BLT has a person(s) who guides discussion and regulates group activities and contributions, a person who monitors time and moves the team through a process/protocol and a person(s) who coordinates the data and information necessary for team functioning.	
	6. The building administrator and/or DLT representative ensures access to valid, reliable and useful data.	
	7. The building administrator and/or DLT representative ensures data is shared across levels, i.e., DLT/CSLT, BLTs, TBTs.	
	8. The BLT uses the Building Decision Framework (BDF) to identify critical needs and develops a focused plan aligned with the goals and strategies of the district focused plan (OIP Stages 1 and 2).	
	9. The BLT implements, monitors and evaluates the progress and impact of the school plan through adult implementation and student performance indicators, making necessary adjustments based on the data (OIP Stages 3 and 4).	
	10. The BLT makes intentional decisions about teaching and learning, i.e., curriculum, instruction, interventions, professional development.	
NORMS OF COLLABORATION	11. The BLT constantly monitors student progress, behaviors and practices in meeting performance targets and indicators identified in district and school plans.	
	12. The BLT knows the seven norms of collaboration as tools for productive communication among group members.	
PROFESSIONAL DEVELOPMENT	13. The BLT practices the seven norms of collaboration for productive communication.	
	14. The BLT continuously assesses its professional learning needs to ensure there is common understanding of assessment literacy, research/evidence-based instruction, data analysis, learning standards and curriculum, the Ohio 5-Step Process and provided appropriate job-embedded professional development.	
TOTAL Score divided by 14		

LIST THE EVIDENCE TO SUPPORT RATINGS IN CONDITION A:

CONDITION B: CREATING SCHEDULES AND ROUTINES THAT SUPPORT COLLABORATIVE TEAMS

MEMBERS	15. The BLT has membership that includes all appropriate stakeholders (see OIP Guide or Resource 5).	
SCHEDULE	16. Time has been found for the BLT and TBTs to meet regularly, e.g., early release/early start, modified schedules during workday, and the building administrator has adjusted his/her work day to accomplish the work of instructional leader.	
	17. The BLT discontinues practices no longer needed, e.g., spelling bees, showcases and conduct time audits to determine amount being spent and number of students affected) and uses that time for collaboration.	
	18. The BLT and TBTs have a regular calendar/time table that allows for all teams to meet regularly, consistently with uninterrupted time, ideally weekly for TBTs and monthly for the BLT.	
	19. The BLT and TBTs have a regular calendar/time table that allows for full participation of each member.	
ROUTINES: USE OF THE OHIO 5-STEP PROCESS IN BLT MEETINGS	20. Step 1: The BLT collects and charts relevant building and classroom data.	
	21. Step 2: The BLT analyzes adult implementation and student performance relative to the Step 1 data.	
	22. Step 3: The BLT reviews and/or refines the school focused plan action steps relative to the Step 2 data analysis and provides feedback to TBTs.	
	23. Step 4: The BLT implements and monitors instructional practices and system supports that produce conditions for learning, e.g., job-embedded PD, identified in Step 3.	
	24. Step 5: The BLT defines the adult and student data for review at next BLT meeting.	
TOTAL Score divided by 10		

LIST THE EVIDENCE TO SUPPORT RATINGS IN CONDITION B:

CONDITION C: MAKING MEETINGS PURPOSEFUL

MEETING MANAGEMENT	25. The BLT develops and distributes an agenda using a standard template that includes outcomes, topics related to outcomes, the Ohio 5-Step process (see above), and summary of discussion from the previous meeting prior to each meeting.	
	26. The BLT 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.	
	27. The BLT maintains minutes/meeting notes in an accessible location.	
	28. The BLT follows standard meeting operating procedures (norms, purpose, roles, decision-making and conflict resolution processes, clear expectations for performance and accountability).	
MEETING FOCUS	29. The BLT uses a results-oriented agenda. For example, an agenda that provides time to analyze data, examine/study work or discuss implications of data.	
	30. The BLT does not use collaboration time to discuss information that can be distributed in written form.	
	31. BLT members come to meetings prepared.	
PROTOCOLS	32. BLT conversations during team meetings are focused on the work of the plan.	
	33. The BLT uses protocols to structure conversations.	
TOTAL Score divided by 9		

LIST THE EVIDENCE TO SUPPORT RATINGS IN CONDITION C:

CONDITION D: COMMUNICATING PLAN INDICATORS AND PROVIDING AVAILABLE DATA

SHARING WORK	34. The BLT shares its work and provides feedback with other teams.	
METHODS	35. The BLT knows how (methods) and has tools/templates for communicating data and information within and across teams, i.e., DLT/CSLT, BLT, TBT, and with other stakeholders.	
	36. The BLT knows how often (frequency) data and information is to be communicated within and across teams, i.e., DLT/CSLT, BLT, TBT, and with other stakeholders.	
CONTENT	37. The BLT knows and consistently monitors the plan indicators.	
	38. The BLT knows what data and information to communicate across teams, i.e., DLT/CSLT, BLT, TBTs, and to other stakeholders.	
TOTAL Score divided by 5		

LIST THE EVIDENCE TO SUPPORT RATINGS IN CONDITION D:

TOTAL Score for All Conditions	
CONDITION A: PREPARING EDUCATORS TO WORK COLLABORATIVELY BY DEEPENING THE CULTURE OF INQUIRY	
CONDITION B: CREATING SCHEDULES AND ROUTINES THAT SUPPORT COLLABORATIVE TEAMS	
CONDITION C: MAKING MEETINGS PURPOSEFUL	
CONDITION D: COMMUNICATING PLAN INDICATORS AND PROVIDING AVAILABLE DATA	

NEXT STEPS

Identify the next steps for the BLT to move the highest priority condition(s) forward:

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