# Resource 12 A: Implementation Effectiveness Survey: Conditions to Support Successful Collaborative Teams: DLT/CSLT

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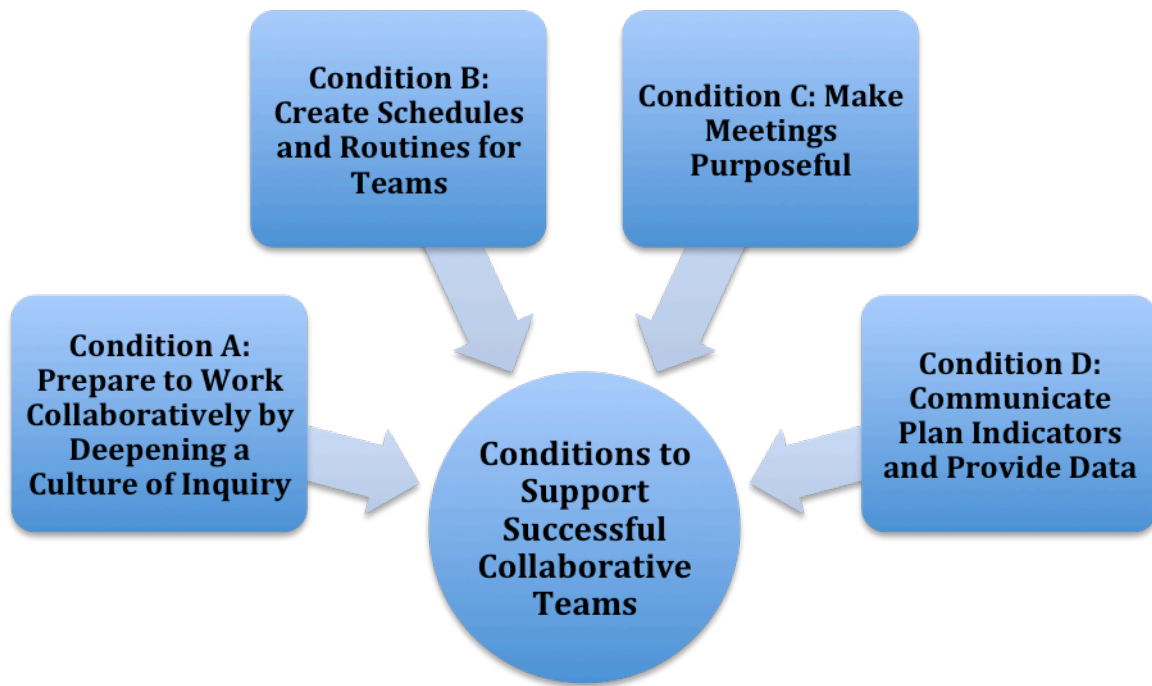
The following resource describes the four conditions necessary to support successful implementation of collaborative teams and provides a way for teams to rate the extent to which these conditions exist in the district/community school. It can be used in the following ways:

a) By a DLT/CSLT to determine the overall status of these conditions in the district or community school.
b) By a DLT/CSLT to identify specific tasks related to these conditions that must be implemented more effectively in order to achieve success for the team.
c) By a DLT/CSLT as a baseline and progress measure for judging growth in supporting and implementing collaborative teams.
d) By a DLT in conjunction with the results from Resources 12B and 12C in order to 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

Implementation Effectiveness Survey: Conditions to Support Successful DLT/CSLT

Instructions: As a DLT/CSLT 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?

1	**2**	**3**	**4**

0-25% IMPLEMENTATION	**26-50% IMPLEMENTED**	**51-89% IMPLEMENTED**	**90-100% IMPLEMENTED**

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

FORMING OR REPURPOSING TEAMS	1. The DLT/CSLT has identified the name and types of teams in place at all levels (department, grades, multiple grades) to determine the extent to which the district/community school and buildings have teams to accomplish the work of the district/school plans, e.g., vertical, data, instructional/content, project, grade level.	
PURPOSE	2. The DLT/CSLT has repurposed teams (changed their work), if necessary, or has formed teams (BLT, TBTs) to implement and monitor the district/community school plans.	
STAGES OF TEAM DEVELOPMENT	3. The DLT/CSLT knows where the team is in the stages of team development.	
	4. The DLT/CSLT knows how to move the team through the stages of development to become a high performance team.	
ROLES AND RESPONSIBILITIES	5. The DLT/CSLT 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 DLT/CSLT ensures access to valid, reliable and useful data and models the use and application of data to inform instructional effectiveness.	
	7. The DLT/CSLT ensures data is shared across levels, i.e., DLT/CSLT, BLTs, TBTs.	
	8. The DLT/CSLT uses the Framework (DF) to identify critical needs and develops a focused plan based on the data that includes goals, strategies, indicators and action steps (OIP Stages 1 and 2).	
	9. The DLT/CSLT implements, monitors and evaluates the progress and impact of the district/community school plan through adult implementation and student performance indicators, making necessary adjustments based on the data (OIP Stages 3 and 4).	
	10. The DLT/CSLT makes intentional decisions about teaching and learning, i.e., curriculum, instruction, interventions, professional development.	
	11. The DLT/CSLT constantly monitors student progress, behaviors and practices in meeting performance targets and indicators identified in district and school plans.	
NORMS OF COLLABORATION	12. The DLT/CSLT knows the seven norms of collaboration as tools for productive communication among group members.	
	13. The DLT/CSLT practices the seven norms of collaboration for productive communication.	
PROFESSIONAL DEVELOPMENT	14. The DLT/CSLT 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 DLT/CSLT has membership that includes all appropriate stakeholders (see OIP Guide or Resource 5).	
SCHEDULE	16. Time has been found for the DLT/CSLT to meet regularly.	
	17. The DLT/CSLT discontinues ineffective/unnecessary practices and policies and uses that time and effort for focused collaboration.	
	18. The DLT/CSLT has a regular calendar/time table that allows for all teams to meet regularly, consistently with uninterrupted time, ideally weekly for TBTs and monthly for BLTs/DLT/CSLT.	
	19. The DLT/CSLT has 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 DLT/CSLT collects and charts district/community school and building (BLT) adult implementation and student performance relative to the data.	
	21. Step 2: The DLT/CSLT analyzes district/community school and building (BLT) adult implementation and student performance relative to the data.	
	22. Step 3: The DLT/CSLT reviews and/or refines the district/community school focused plan strategies/indicators relative to the data.	
	23. Step 4: The DLT/CSLT establishes district/community school-wide implementation and monitoring action steps/tasks for Step 3.	
	24. Step 5: The DLT/CSLT defines the adult and student data for review at next meeting.	
TOTAL Score divided by 10		

LIST THE EVIDENCE TO SUPPORT RATINGS IN CONDITION B:

CONDITION C: MAKING MEETINGS PURPOSEFUL

MEETING MANAGEMENT	25. The DLT/CSLT 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 DLT/CSLT 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 DLT/CSLT maintains minutes/meeting notes in an accessible location.	
	28. The DLT/CSLT follows standard meeting operating procedures (norms, purpose, roles, decision-making and conflict resolution processes, clear expectations for performance and accountability).	
MEETING FOCUS	29. The DLT/CSLT 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 DLT/CSLT does not use collaboration time to discuss information that can be distributed in written form.	
	31. DLT/CSLT members come to meetings prepared.	
PROTOCOLS	32. DLT/CSLT conversations during team meetings are focused on the work of the plan.	
	33. The DLT/CSLT uses protocols to structure conversations.	
TOTAL Score divided by 9		

LIST THE EVIDENCE TO SUPPORT RATINGS IN CONDITION C:

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CONDITION D: COMMUNICATING PLAN INDICATORS AND PROVIDING AVAILABLE DATA

SHARING WORK	34. The DLT/CSLT shares its work and provides feedback with other teams.	
METHODS	35. The DLT/CSLT 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 DLT/CSLT 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 DLT/CSLT knows and consistently monitors the plan indicators.	
	38. The DLT/CSLT 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 DLT/CSLT to move the highest priority condition(s) forward:

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