



## SCS Instructional Leadership Teams Professional Learning

### Instructional Leadership Team (ILT) Effectiveness Rubric

**Purpose:** Use this tool at the beginning of the year, middle of the year and end of the year to reflect on effectiveness and identify areas of improvement. ILTs, Central Office Staff, Advisors can also use the rubric to organize feedback to ILTs.

**Directions:** Place a number 1 by each for each of the indicators that are evident in your team. If you do not have significant evidence write a 0 in the space. Add the points. Compare your points to the ILT Phase. The value scale ranges from 1 to 4. This is located at the bottom of the assessment tool.

*Is the Cycle of Professional Learning aligned to District Priorities?*

☐

No

☐

Yes

Key
BOY: Beginning Of Year
MOY: Middle Of Year
EOY: End Of Year

### Instructional Leadership Team Effectiveness Assessment Tool

Indicator	Actions of Highly Effective Teams	0 or 1 Pts. BOY	0 or 1 Pts. MOY	0 or 1 Pts. EOY
<b>Establish a Shared Academic Vision and Goal Setting</b>				
➤ Team defines a vision for high quality school and classroom practices that reflect Tennessee standards, <b>curriculum with fidelity</b> , and high expectations for students.	Develops and clearly communicates a unifying vision for instructional practices aligned to Tennessee standards for all students.			
	Improves the instruction for all learners through structured walks designed to gauge the level of Tennessee standards implementation.			
<b>EVIDENCE</b>		<b>TEAM STANDARD ALIGNMENT</b>		
<b>Forms of evidence.</b> Examples of data reviewed, examples of walkthroughs, informal observations, ILT agendas and meeting notes, documented conversations and ILT coaching/professional learning		B1. Leveraging Educator Strengths.		
<b>Model Culture Norms</b>		BOY	MOY	EOY
➤ Team composition is appropriate and shares leadership for improving teaching and learning.	Shares and is organized around common understanding of the team's <b>purpose</b> and <b>instructional priorities</b> .			
➤ Meetings are scheduled, structured, and frequent.	Represents all relevant specialties (e.g. Principal, Admin Content Leads and Teacher Content Leads) and is appropriate size.			
	Assigns Roles and responsibilities to members, who execute their responsibilities consistently.			
	Provides <b>equity of voice</b>			
	Uses a meeting <b>calendar</b> with scope and sequence aligned to data availability and/or <b>cycle</b> .			

	Meets regularly (2-3 times per month)						
	Uses an agenda with a clear <b>focus</b> .						
	Allows <b>sufficient time</b> for meaningful discussion and problem solving (time is adjusted thoughtfully)						
	Uses agreed-upon <b>norms</b> to build trusting relationships.						
<b>EVIDENCE</b>		<b>TEAM STANDARD ALIGNMENT</b>					
<b>Forms of Evidence.</b> List of membership by position, agenda, Meeting Schedule, Team meeting minutes with defined actions, Self-assessment survey results or video of team process, Evidence consistent with communication approach e.g. notes, newsletters, emails, Wikki, Sharepoint, Google Docs		C4: Teacher Leader					
<b>Implement Cycle of Professional Learning</b>			<b>BOY</b>	<b>MOY</b>		<b>EOY</b>	
<ul style="list-style-type: none"> <li>➤ Team crafts and facilitates cycle of professional learning and problem solving.</li> <li>➤ It is aligned to District priorities and speaks to the greatest instructional need of the school.</li> </ul>	Collects and analyzes data to determine the current state of instruction.						
	Articulates the <b>instructional goal</b> with specific focus areas to improve.						
	Allows safe practice and reflection.						
<b>EVIDENCE</b>		<b>TEAM STANDARD ALIGNMENT</b>					
Conversations with teacher-leaders and other teachers, meeting minutes, copy of the CPL, identified goals, evidence of growth and improvement.		A1. Capacity Building					
<b>Monitor Instructional Effectiveness</b>			<b>BOY</b>	<b>MOY</b>		<b>EOY</b>	
<ul style="list-style-type: none"> <li>➤ Team uses timely and relevant data sources.</li> </ul>	Monitors impact of CPL to make corrections as needed.						
	Maximizes use of available data sources (e.g. IReady, NWEA, TNReady, informal classroom observations, student work) before or instead of creating new data systems.						
	Analyzes data (both qualitative and quantitative) that is relevant to priorities and timely (e.g. immediately after testing period)						
	Tracks lesson plan feedback						
	Tracks feedback from informal walkthrough using IPGs.						
	Implementing curriculum with fidelity						
	Pacing adherence within a week						
	Providing formal/informal feedback or instruction						
	Increasing student outcomes						
<b>EVIDENCE</b>		<b>TEAM STANDARD ALIGNMENT</b>					
<b>Forms of evidence.</b> Assessments, lesson plans, observation by peers, curriculum maps, Professional learning calendars, Professional Learning Plans		A2. Data Analysis & Use A4. Progress Monitoring C1: Evaluation					
<b>Lead School Improvement Planning</b>			<b>BOY</b>	<b>MOY</b>		<b>EOY</b>	
<ul style="list-style-type: none"> <li>➤ Team develops an action plan to maintain school-wide focus on high achievement</li> </ul>	Establishes structures for teacher and/or vertical planning.						

for all students.		Evaluates the School Improvement plan for impact and process.						
		Systematically considers <b>root causes</b>						
		Uses <b>appropriate level of analysis</b> (ILT analyzes grade & school-wide trends; Teacher Teams analyze class, grade, & individual students)						
<b>EVIDENCE</b>			<b>TEAM STANDARD ALIGNMENT</b>					
<b>Forms of evidence.</b> Action steps that respond areas of development, vertical planning minutes, list of district and building SMART Goals, student and stakeholder feedback, surveys, educator focus group.			C3: Induction, Support, Retention & Growth					
<b>Data to Drive Decision Making</b>			<b>BOY</b>		<b>MOY</b>		<b>EOY</b>	
➤ Team uses data to drive results by providing insight and action or strategy adjustment.	Has a process for <b>tracking/monitoring implementation of action items</b> generated as a result of data.							
	Meetings result in <b>substantial</b> new action(s) or revision(s) to current strategy that clearly addresses specific root causes.							
	Assigns actions to owners who have the ability, time, resources, and authority to execute the action.							
	Assigns a reasonable deadline to actions given the complexity and scope of the proposed strategy.							
	<b>Evaluates</b> if previous actions were implemented (fidelity) and working as intended. Asks, “if not, why not?”							
	Regularly informs stakeholders of key data and the work of the team.							
<b>EVIDENCE</b>			<b>TEAM STANDARD ALIGNMENT</b>					
<b>Forms of evidence.</b> Quantitative and qualitative data, that is valid, reliable and timely (e.g. summative and formative assessments, TEM Data, State Assessment, student work, meeting notes, curriculum maps, sample classroom assessment, work samples, use of rubrics data tracking tool, data team meeting, intervention schedule and plans, lesson plans)			A2. Data Analysis & Use A4. Progress Monitoring					
			<b>BOY</b>		<b>MOY</b>		<b>EOY</b>	
<b>Total Points</b>								
<b>Scale</b>	<b>Evidence Description</b>	<b>ILT Phase</b>	<b>Place a check mark by the appropriate indicator.</b>					
4	All indicators are evident all (100%) of the time.	<b>Highly Effective</b> = 27 to 33 points						
3	Most (75%) indicators are evident (75%) of the time.	<b>Effective</b> =22 to 26 points						
2	Indicators are evident sometimes (50%) and /or many indicators (50%) not yet evident.	<b>Partially Effective</b> =19 to 21 points						
1	All or most indicators are not yet evident (0%).	<b>Not Effective</b> =Less than 18 points.						

