Instructional Leadership Team (ILT) Effectiveness Tool

Purpose: Use this tool biweekly and/or quarterly to reflect on the effectiveness of the ILT and identify areas for improvement. ILDs, Central Office Staff, and Advisors may use the instrument to organize feedback to Instructional Leadership Teams.

Directions: Place a number 1 by 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 and determine if your team is categorized as Proficient, On-Target, or Emerging. This information is located on the last page of the assessment tool.

Indicator 1: Establishes a Shared Academic Vision and Goal Setting	Actions of Highly Effective Teams	Example of Meeting Look Fors	1st Quarter (0 or 1) Pt.	2nd Quarter (0 or 1) Pt.	3rd Quarter (0 or 1) Pt.	4th Quarter (0 or 1) Pt.
ILT defines a vision for high quality school and classroom practices that reflect Tennessee standards, curriculum with fidelity, and high expectations for students.	Demonstrates ability to clearly articulate school's mission that is measurable, time bound, and aligned to TN Academic Standards	The written agenda, used to guide the meeting, is rooted in standards-aligned action items and district initiatives.				
	Articulates a detailed, clear and concise schoolwide professional learning plan that is aligned to building staff capacity and instructional priorities to improve student learning.	Qualitative and Quantitative Data are referenced appropriately during the meeting and is aligned to building capacity around the school's improvement priorities.				
	Facilitates shared expectations for the learning environment to ensure that ILT members are mission / vision aligned and use common school-wide systems in a minute by minute plan.	Shared ownership (admin and teacher leads) is evidenced in agenda items related to cultural levers.				
	Develops and/or sustains a collegial environment evidenced by learning communities use their collective strengths, skills, and experience to improve classroom practice.	Authentic CPL activities are discussed and proposed reflect collaboration and reliance on appropriate teacher leaders.				
Indicator 1 Total:			/4	/4	/4	/4
TEAM Rubric Alignment: A1, B1, B2	Notes, Feedback, and/or Evidence:					

Artifacts to increase ILT effectiveness can include: Cycle of Professional Learning, School Improvement Plan, Trends from Walkthroughs using the Instructional Practice Guide, Instructional Leadership Team Meeting Agendas and Notes, Documented Conversations, and Instructional Leadership Team Coaching/Professional Learning Feedback

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Indicator 2: Model Cultural Norms	Actions of Highly Effective Teams	Example of Meeting Look Fors	1st Quarter (0 or 1) Pt.	2nd Quarter (0 or 1) Pt.	3rd Quarter (0 or 1) Pt.	4th Quarter (0 or 1) Pt.
Bi-monthly ILT meetings are scheduled and structured. ILT team is strategically composed for improved teaching and learning.	**Shares leadership with all ILT members and organizes work around common understanding of the team's purpose and instructional priorities.**	*A written agenda, with items rooted in standards aligned teaching and learning, drives each meeting. Next meeting data is established.*				
	Holds each other accountable for collaboratively established school improvement goals, preparation/engagement evidenced by planning weekly data meetings, tasks, and action planning for gaps in student learning.	*The current CPL contains authentic activities related to school improvement goals, is referenced when discussing data – related trends and potential CPL support opportunities, includes monitoring of current support items and person(s) who are accountable.*				
	Demonstrates a commitment to improving student learning.	*Meeting dialogue and tasks are focused on student learning and mastery.*				
	Uses multiple ways to communicate educators' individual responsibility for whole school success.	*ILT members' areas of accountability are reflected in the conversations they lead and meeting report outs. The agenda is preplanned and report out expectations are communicated prior to start of ILT meetings, worktime, and training sessions.*				
	Provides equity of voice by using agreed upon 'equity of voice' norms during meetings.	*Meeting norms include statements related to monitoring air time, and assumption of positive intention. Agenda items are led by different members of the team. Everyone contributes.*				
Indicator 2 Total:			/5	/5	/5	/5
TEAM Rubric Alignment: B4	Notes, Feedback, and/or Evidence:					

Artifacts to increase ILT effectiveness can include: Instructional Leadership Team Members & Responsibilities, Instructional Leadership Team Meeting Agenda and/or minutes with defined actions, Instructional Leadership Team Meeting Schedule, Teacher Leader/Student Achievement & TVAAS Data, Teacher Leader/Peer Observation Feedback

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Indicator 3: Implement Cycle of Professional Learning	Actions of Highly Effective Teams	Example of Meeting Look Fors	1st Quarter (0 or 1) Pt.	2nd Quarter (0 or 1) Pt.	3rd Quarter (0 or 1) Pt.	4th Quarter (0 or 1) Pt.
ILT team crafts and facilitates Cycles of Professional Learning (CPLs) that are aligned to district priorities and problem solves the greatest instructional needs of the school.	Conducts informal observations using Instructional Practices Guides (IPGs) and/or TEM evaluations are used to improve professional and instructional practices, including the development of growth goals, and feedback to staff members to improve performance based on growth goals.	*The agenda includes a discussion of trends derived from formal and informal observations of practice and the CPL is modified to address teacher support related to these trends.*				
	Creates and executes cycles of professional learning aligned to the school's vision for professional learning and growth.	*The current CPL contains activities related to school improvement goals, is referenced when discussing data – related trends and potential CPL support opportunities.*				
	Modifies school/grade-level professional learning goals and plans that prioritizes data driven instruction.	*Meeting dialogue and tasks are focused on data collection and observed trends.*				
	Leads high-quality, job-embedded professional learning opportunities by ongoing analysis of student work, modeling assessment analysis, action planning for achievement data, adapting to student learning needs, and organizational goals.	*ILT and PLC meeting agendas includes a discussion of current CPL offerings, monitoring of CPL effectiveness, and adjusting offerings based on feedback monitoring.*				
Indicator 3 Total:			/4	/4	/4	/4
TEAM Rubric Alignment: C1, C2	Notes, Feedback, and/or Evidence:					

Artifacts to increase ILT effectiveness can include: Cycle of Professional Learning Benchmark Assessments & Interventions, Instructional Practice Guide Evidence, Instructional Leadership Team Meeting, Minutes, Evidence of Growth and Improvement (ex. Use of tracker)

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Indicator 4: Monitor Instructional Effectiveness	Actions of Highly Effective Teams	Example of Meeting Look Fors	1st Quarter (0 or 1) Pt.	2nd Quarter (0 or 1) Pt.	3rd Quarter (0 or 1) Pt.	4th Quarter (0 or 1) Pt.
ILT team uses timely and relevant data sources and collects data to monitor effectiveness of instruction as an ongoing process.	Establishes and sustains a focus on student achievement through timely and continuous data collection, monitoring, and use of systems for aligning classroom material to standard rigor.	*The agenda includes the discussion of learning walk findings, student data (i.e.. school-based common assessment, formative), and subsequent action(s) needed to ensure rigor.*				
	Collects, tracks, and monitors implementation of multiple data sources (i.e. student work, formative assessment data) and progress monitoring data (i.e. universal screening data) to evaluate the quality, equity, and efficiency of instruction, supports, and academic goals.	*The agenda includes the discussion of data collection, progress monitoring data, and subsequent action(s) needed to establish systems of support.*				
	Observes and monitors taught/retaught lessons and develops actions/next steps driven by analysis of progress.	*The agenda includes a discussion of original and follow-up observations to determine impact of feedback and implications for further development.*				
	Uses evaluation data from Instructional Practice Guides (IPGs) observations, learning walks, and/or TEM to determine trends and assess educator strengths and growth opportunities	*The agenda includes a discussion formal and informal observation trends and implications for teacher development.*				
Indicator 4 Total:			/4	/4	/4	/4
TEAM Rubric Alignment: A2, A3, A4	Notes, Feedback, and/or Evidence:					

Artifacts to increase ILT effectiveness can include: School Improvement Plan, Cycle of Professional Learning, Assessment Monitoring, Intervention Plan Monitoring, Formal & Informal Observation Data Analysis (Tracking Tool), and Related Action Plans

Revised and Adapted from RelayGSE May 2019
*Evidence and look fors listed may vary and are only examples

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Indicator 5: Lead School Improvement Planning	Actions of Highly Effective Teams	Example Meeting Look Fors	1st Quarter (0 or 1) Pt.	2nd Quarter (0 or 1) Pt.	3rd Quarter (0 or 1) Pt.	4th Quarter (0 or 1) Pt.
ILT team develops continuous action plans and action steps to maintain a school-wide focus on high achievement for all students.	Creates systems of support and development for all staff members acknowledging that support for high performance is as important as support for low performance.	The agenda includes the discussion of learning walk findings, student data (eg. school-based common assessment, formative), and subsequent action(s) needed to ensure rigor.				
	Maintains a collaborative and transparent process for establishing high-priority goals for student learning and aligns resources accordingly.	The agenda includes the discussion of data collection, progress monitoring data, and subsequent action(s) needed to establish systems of support.				
	Evaluates school-wide performance for effectiveness, and achievement of school improvement plan goals and objectives	The agenda includes a discussion of follow-up observations to determine impact of feedback and implications for further development.				
	Establishes consistent and transparent processes for setting smart goals, monitoring performance, and assessing progress of each staff member to help improve professional and instructional practices, and holding all staff members accountable for results.	The agenda includes a discussion formal and informal observation trends and implications for teacher development.				
Indicator 5 Total:			/4	/4	/4	/4
TEAM Rubric Alignment: D3	Notes, Feedback, and/or Evidence:					

Artifacts to increase ILT effectiveness can include: Summative and Formative Assessment Data, TEM Data, TN Ready Data, Evidence of Student Work, Intervention Schedule and Plans, Lesson Plans, Insight and/or School Created Surveys

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Indicator 6: *Data to Drive Decision Making*	Actions of Highly Effective Teams	Example Meeting Look Fors	1st Quarter (0 or 1) Pt.	2nd Quarter (0 or 1) Pt.	3rd Quarter (0 or 1) Pt.	4th Quarter (0 or 1) Pt.
ILT team uses data to drive results by providing insight, deep analysis cycles, and action/strategy adjustment using a detailed implementation calendar.	**Aligns initiatives and allocation of resources to effectively address priorities/needs established in the school improvement plan. Outcomes are tracked on an ongoing basis.**	*The agenda includes the discussion of learning walk findings, student data (eg. school-based common assessment, formative), and subsequent action(s) needed to ensure rigor.*				
	Solicits and uses staff and community feedback to influence decision-making around priorities/needs.	*The agenda includes the discussion of data collection, progress monitoring data, and subsequent action(s) needed to establish systems of support.*				
	Engages with the school leadership team to review multiple data sources (including interim assessments aligned to end of school goals and student learning needs) to drive analysis meetings based on grade level and/or content area with focus on the process throughout the year.	*The agenda includes a discussion of follow-up observations to determine impact of feedback and implications for further development.*				
Indicator 6 Total:			/3	/3	/3	/3
TEAM Rubric Alignment: A2, B2	Notes, Feedback, and/or Evidence:					

Artifacts to increase ILT effectiveness can include: School Improvement Plan Cycles of Professional Learning, Monitoring of Instructional Leadership Team, SMART Goals

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Indicator:	TEAM Rubric Alignment:	1st Quarter Total Points	2nd Quarter Total Points	3rd Quarter Total Points	4th Quarter Total Points
Establish a Shared Academic Vision and Goal Setting	A1. Capacity Building B1. Leveraging Educator Strengths B2. Environment				
Model Culture Norms	B4. Ownership				
Implement Cycle of Professional Learning	C1. Evaluation C2. Differentiated Professional Learning				
Monitor Instructional Effectiveness	A2. Data Analysis & Use A3. Interventions A4. Progress Monitoring C1: Evaluation				
Lead School Improvement Planning	D3. Employee & Fiscal Management				
Data to Drive Decision Making	A2. Data Analysis & Use B1. Leveraging Educator Strengths				
OVERALL TOTAL:		/24	/24	/24	/24

SCORING: PROFICIENT= 20-24   ON-TARGET= 19-15   EMERGING= 15 OR BELOW