

BUILDING LEADERSHIP TEAM (BLT) EFFECTIVENESS SURVEY

BUILDING _____

Instructions: As a team, use the Continuum Rating Scale of 1-4 to rate your BLT 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 BLT to move to a higher score. The tasks within each Section may need to be prioritized if many items receive a low rating.

BLTs may be asked to report the results of this BLT Effectiveness Self-Survey as directed by the DLT.

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



SECTION A: UNDERSTANDING OF BLT RESPONSIBILITIES

EXPECTATIONS OF BLT WORK	1. All members of our BLT are committed to continuous improvement in our building.	
	2. Our BLT maintains a building-wide focus on high achievement for ALL students.	
	3. Our BLT uses the Decision Framework to implement the Ohio Improvement Process in our building, and has developed action steps that support the goals and strategies of the District Focused Action Plan.	
	4. Our BLT implements and monitors the progress of the building plan through adult implementation and student performance indicators, and makes necessary adjustments based on the data.	
	5. Our BLT continuously assesses our building’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 BLT has ensured that all 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 TEACHER TEAMS (TBTs) TO IMPLEMENT AND MONITOR THE PLAN

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 plan.	
LEVEL	8. We have identified all levels that actively participate on the identified teams, e.g., 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 TBTs to implement and monitor the district/school plans.	
BALANCE	10. 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

SCHEDULE	11. Time has been found for our BLT and TBTs to meet, e.g., early release/early start, modified schedules during work day.	
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	12. Our BLT and TBTs discontinue practices no longer needed (e.g., spelling bees, showcases and conduct time audits to determine amount being spent and number of students affected) and use that time for collaboration.	
	13. Our BLT and TBTs have a regular calendar/time table that allows for teams to meet regularly, consistently with uninterrupted time, ideally weekly for TBTs and monthly for the BLT.	
	14. Our BLT 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 BLT AND TBTs	15. Step 1: Our BLT and TBTs collect and chart relevant data for analysis.	
	16. Step 2: Teams analyze pre-assessment data, identifying strengths and obstacles for target population students and skill/sub-skill identified in the plan.	
	17. Step 3: Teams define behaviors for instructional strategies identified in the plan and process for examining student work and students' conditions for learning.	
	18. Step 4: Teams implement and monitor instructional practices and system supports that produce conditions for learning, e.g., job-embedded PD.	
	19. Step 5: Teams analyze post-assessment data, determining level of progress, identifying strengths and obstacles and make course corrections.	
TOTAL Score divided by 9		

SECTION D: MAKING MEETINGS PURPOSEFUL

MEETING MANAGEMENT	20. Our BLT 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 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.	
	22. Our BLT maintains minutes/meeting notes in an accessible location for all staff members.	
	23. Our BLT follows standard meeting operating procedures (norms, purpose, roles, decision-making and conflict resolution processes, clear expectations for performance and accountability).	
MEETING FOCUS	24. Our BLT uses a results-oriented agenda. For example, an agenda that provides time to analyze data, examine/study work or discuss implications of data,	
	25. Our BLT does not use collaboration time to discuss information that can be distributed in written form.	
PROTOCOLS	26. Our BLT conversations during team meetings are focused on the work of the plan.	
	27. Our BLT uses protocols to structure conversations.	
TOTAL Score divided by 8		

SECTION E: DEFINING ROLES AND RESPONSIBILITIES

CHAIR/CO-CHAIRS, FACILITATOR OR TEAM LEADER	28. Our BLT has a person(s) who guides discussion.	
	29. Our BLT has a person(s) who reminds the group of the team's outcomes, purpose, topics and process.	
	30. Our BLT has a person(s) who regulates group activities and contributions.	
	31. Our BLT has a person(s) who monitors time and moves the team through a process/protocol.	
	32. Our BLT has a person(s) who coordinates the data and information necessary for team functioning.	
	33. Our BLT has a person(s) who poses questions to the team and lets members work through them in discussions.	
	34. Our BLT monitors behaviors and practices consistent with the expected changes in the building plan.	
	35. The roles and responsibilities of our BLT are shared equally among all members, so no one person (s) shoulders the responsibilities of the entire team.	
BUILDING	36. The building administrator and/or DLT representative has prepared the teams on their roles and	

ADMINISTRATOR AND/OR DLT REPRESENTATIVE	responsibilities.	
	37. The building administrator and/or DLT representative, as instructional leader(s), model the use and application of data to inform instructional effectiveness.	
	38. The building administrator and/or DLT representative ensures access to valid, reliable and useful data.	
	39. The building administrator and/or DLT representative ensures data is shared across levels, i.e., DLT, BLTs, TBTs.	
	40. The building administrator and/or DLT representative is on an "equal footing or partnership" with all members of the team.	
	41. The building administrator has adjusted his/her work day to accomplish the work of instructional leader.	
MEMBERS	42. Our BLT has membership that reflects all appropriate stakeholders.	
	43. Our BLT members assume the responsibility of assessing student learning using formative assessment data.	
	44. Our BLT members organize and present data in ways that identify gaps and trends in student performance and adult practices.	
	45. Our BLT members make intentional decisions about teaching and learning, i.e., curriculum, instruction, interventions, professional development.	
	46. Our BLT members constantly monitor student progress in meeting performance targets using district, building and classroom data.	
TOTAL Score divided by 19		

SECTION F: COMMUNICATING PLAN INDICATORS AND PROVIDING AVAILABLE DATA

SHARING WORK	47. Our BLT shares its work and provides feedback with other teams.	
METHODS	48. Our BLT knows how (methods) and has tools/templates for communicating data and information within and across teams, i.e., DLT, BLT, TBTs.	
	49. Our BLT knows how often (frequency) data and information is to be communicated within and across teams, i.e., DLT, BLT, TBTs.	
CONTENT	50. Our BLT knows and consistently monitors the plan indicators.	
	51. Our BLT knows what data and information to communicate across teams, DLT, BLT, TBTs.	
TOTAL Score divided by 5		

TOTAL SCORES FOR ALL CONDITIONS

CONDITION A: UNDERSTANDING OF BLT RESPONSIBILITIES	
CONDITION B: FORMING OR REPURPOSING TEACHER TEAMS (TBTs) TO IMPLEMENT AND MONITOR THE PLAN	
CONDITION C: CREATING SCHEDULES AND ROUTINES THAT SUPPORT COLLABORATIVE TEAMS	
CONDITION D: MAKING MEETINGS PURPOSEFUL	
CONDITION E: DEFINING ROLES AND RESPONSIBILITIES	
CONDITION F: COMMUNICATING PLAN INDICATORS AND PROVIDING AVAILABLE DATA	