

District Leadership Team Practice Profile

Purpose: Identifies the critical components of a high-functioning district leadership team to enable it to reach expected implementation.

Operational Definitions

Expected Implementation - Includes goals, strategies and activities that exemplify implementers who are able to generalize knowledge, skills and abilities to a wide range of settings and various contexts; demonstrate use of these skills consistently and independently.

Acceptable/Developmental Implementation - Includes goals, strategies and activities that exemplify implementers who are able to implement required knowledge, skills and abilities but in a more limited range of context and settings. Use skills inconsistently and often requires coaching support.

Unacceptable Implementation - Includes goals, strategies and activities that exemplify implementers who are not yet able to implement required skills or abilities in any context.

	Expected Implementation	Acceptable-Developmental Variation	Unacceptable Variation (non-example)
	Description of Implementer behavior	Description of Implementer behavior	Description of Implementer behavior
<u>Support Implementation</u>			
<p>Contribution to the Outcome: Supporting implementation through the Ohio Improvement Process creates the foundation for sustainable change. Supporting implementation of building leadership team and teacher-based team structures creates the foundation for sustainable change through organizational shared leadership.</p>			
<p>Knowledge, Skills and Abilities: Knowledge of the Ohio Improvement Process, roles and responsibilities of the district leadership team, building leadership t and teacher-based teams, collaboration, organizational change and effective communication, planning and facilitation of meetings</p>			
a.	DLT establishes structures for systemwide learning and aligns core beliefs of the district and schools.		DLT does NOT establish structures for systemwide learning and does not align core beliefs of the district and schools.
b.	DLT identifies members and responsibilities of the district leadership team, building leadership teams and teacher-based teams.		DLT does NOT identify members and responsibilities of the district leadership team, building leadership teams and teacher-based teams.
c.	DLT shares expectations for data use and decision-making authority, empowering all stakeholders to contribute to purposeful choices and resource management.	DLT inconsistently shares expectations for data use and decision-making authority, empowering all stakeholders to contribute to purposeful choices and resource management.	DLT does NOT share decision-making.

d.	DLT enlists and develops actively engaged members who communicate consistently with all stakeholders.		DLT does NOT enlist and develop actively engaged members who communicate with all stakeholders.
e.	DLT evaluates and aligns resources to the district plan to provide professional learning, coaching, selecting and onboarding of staff.	DLT evaluates and aligns resources to the district plan.	DLT does NOT evaluate and align resources to district plan.
f.	DLT roles and responsibilities are assigned, future meeting dates are set with agendas established and communicated to all DLT members.	DLT roles and responsibilities are assigned and future meeting dates are set and communicated to all DLT members.	DLT does NOT prepare agendas prior to meetings. DLT does NOT assign or communicate roles and responsibilities.
g.	DLT meets minimum of quarterly or monthly if an Intensive support district or under an academic distress commission.		DLT does NOT meet consistently.
h.	DLT sets expectations for the direct involvement of administrators (superintendents, principals) in ensuring focused instructional practices are being implemented at a high level and principals are supported as their schools' " lead learners " (that is, leaders who make visible efforts to engage educator colleagues in meaningful discussions about teaching and learning).	DLT sets expectations for the involvement of administrators in ensuring focused instructional practices are implemented and principals are supported as instructional leaders.	DLT does NOT set expectations for the involvement of administrators in ensuring focused instructional practices are implemented and principals are supported as instructional leaders.
i.	DLT provides differentiated support across the system to help educators implement a focused set of instructional strategies.	DLT provides support across the system to help educators implement a focused set of instructional strategies.	DLT does NOT provide support across the system to help educators implement a focused set of instructional strategies.
j.	DLT welcomes opportunities to improve by engaging in self-reflection and critique, accepting criticism from external sources, and basing improvement strategies on evidence (from both internal and external sources) of current strengths and weaknesses	DLT engages in self-reflection and accepts critique from external sources regarding improvement efforts.	DLT does NOT engage in self-reflection and does not accept critique from external sources regarding improvement efforts.
k.	DLT expectations and timelines are established.		DLT does NOT establish expectations and timelines.
Possible Evidence: DLT minutes, professional development agendas such as collaborative inquiry or collaborative structures, One Plan, stakeholder communications			

<u>Identify Critical Needs</u>			
Contribution to the Outcome: To design a quality plan, critical needs are identified by analyzing multiple data sets such as organization, community, implementation, adult and student.			
Knowledge, Skills and Abilities: Collecting, organizing, analyzing and prioritizing data (including using tools like the One Needs Assessment) conduct root cause analysis			
a.	DLT identifies multiple sources of varying levels of data that include additional district and community data to be collected and analyzed.	DLT identifies additional district data to be collected and analyzed.	DLT does NOT identify district data to be collected and analyzed.
b.	DLT analyzes the data collected using an established protocol, such as the One Needs Assessment, and the team systematically identifies and prioritizes the district's critical needs.	DLT analyzes the data collected using an established protocol, such as the One Needs Assessment.	Only one or a limited number of people complete the One Needs Assessment <i>*All LEA are required to complete the One Needs Assessment if receiving any federal funds.</i>
c.	DLT uses an established protocol (such as Fishbone, Five Whys) to analyze, identify and prioritize the district's critical needs.		DLT does NOT use a protocol for root cause analysis or prioritize the district's critical needs.
Possible Evidence: Meeting minutes, One Needs Assessment, root cause protocols, initiative inventory, resource evaluation, cost and benefit analysis, Future Ready Framework, School Based Health Survey, Reading Achievement Plan or Local Literacy Plan, Striving Readers Grant implementation data, Quality School Improvement Grant implementation data			
<u>Research and Select Evidence-Based Strategies</u>			
Contribution to the Outcome: Benefits of investing time in selecting an evidence-based strategy include greater likelihood of positive student outcomes (if the strategy is implemented as outlined in the research) and clear understanding of time and resources needed for successful implementation.			
Knowledge, Skills and Abilities: Engage in research, including the use of evidence-based clearinghouses such as What Works Clearinghouse, evidence for ESSA and Ohio's evidence-based clearinghouse, Ed Reports , Knowledge of ESSA levels, program evaluation aligned to district demographics.			
a.	DLT uses multiple established evidence-based clearinghouses, and other reputable sources, to identify evidence-based strategies to address the root causes. Using a decision-making protocol, the DLT evaluates the research teams' recommendation and selects evidence-based strategies. The team uses an initiative inventory, resource evaluation, cost and benefit analysis, district capacity inventory, hexagon tool, etc.	DLT uses established evidence-based clearinghouse and other reputable sources to identify evidence-based strategies to address the root causes.	DLT does NOT research evidence-based practices. DLT does NOT select evidence-based practices. DLT does NOT use a decision-making protocol.

b.	<p>DLT or a research team uses multiple, established evidence-based clearinghouses and other reputable sources to find possible strategies/programs to address the root causes.</p> <p><i>DLT determines members of the research team (made up of qualified members with knowledge of the desired content).</i></p>	<p>DLT uses at least one established evidence-based clearinghouse to research possible strategies/programs to address the root cause(s) of the critical need(s).</p>	<p>DLT selects strategies/programs without consulting one of the established evidence-based clearinghouses.</p>
<p>Possible Evidence: Meeting minutes, research team reports, reports/recommendations from evidence-based clearinghouses and research studies from reputable academic sources</p>			
<p><u>Plan for Implementation</u></p>			
<p>Contribution to the Outcome: Creating a multiyear plan gives schools the time to move through the stages of implementation to make positive, systematic and systemic change.</p>			
<p>Knowledge, Skills and Abilities: Ability to write SMART goals, identify adult implementation indicators, identify student performance indicators, communicate, implementation stages</p>			
a.	<p>DLT revises, or creates, a limited number of SMART goals aligned to identified priority needs.</p> <p>(Specific, Measurable, Attainable and Achievable, Realistic and Relevant and Timely)</p>	<p>The DLT has NOT created SMART goals.</p> <p>Goals are beyond the district's capacity to implement.</p>	
b.	<p>DLT creates a detailed, multiyear implementation plan for the chosen evidence-based strategies with:</p> <ul style="list-style-type: none"> -Adult implementation indicators; -Student performance indicators/benchmarks; -Progress monitoring timeline; -Detailed action steps. 	<p>The DLT does NOT have a detailed plan for implementation that includes adult and student performance indicators with action steps</p>	
c.	<p>DLT supports the BLT in creating the building-level plan.</p>	<p>DLT does NOT support BLT in creating the building-level plan</p> <p>DLT does the BLT plan for them.</p>	

Possible Evidence: DLT meeting minutes, One Plan, communication protocols for BLT to/from DLT, initiative inventory, fiscal resources planning documents, BLT meeting minutes

Implement and Monitor

Contribution to the Outcome: Implementation is the main focus of the district leadership team. Monitoring is collaborative learning through observing implementation of adult practices and their impact on student performance.

Knowledge, Skills and Abilities: Collection and analysis of data, problem-solving/creating solutions, mid-course corrections, create and use a Practice Profile, stages of implementation

a	DLT ensures all staff understand what “full implementation of identified strategies” means in practice (Practice Profile).	DLT does NOT define what implantation looks like and sounds like for staff (Practice Profile).	
b	As scheduled , DLT analyzes quantitative and qualitative adult implementation data, BLT meeting minutes, action steps from the One Plan and district student performance data throughout the year. *At minimum three times a year.	DLT analyzes adult implementation data, BLT meeting minutes, action steps from the One Plan and district student performance data throughout the year. *At minimum three times a year.	DLT does NOT analyze both adult implementation and student data, BLT meeting minutes, action steps or district student performance data.
c	DLT uses detailed analysis of adult implementation data utilizing a fidelity tool to provide feedback and decide if additional professional development, coaching or resources are necessary. DLT analyzes the effectiveness of the professional development trainers and transfer of learning to classroom practice . DLT analyzes the effectiveness of coaching supports.	DLT uses analysis to decide if additional professional development or training are necessary. DLT conducts limited analysis of the effectiveness of the professional development trainers. DLT conducts limited analysis of the effectiveness of coaching supports.	DLT does NOT provide additional professional learning when needed. DLT does NOT analyze the effectiveness of the professional development trainers or the transfer of learning to classroom practice. DLT does NOT analyze the effectiveness of its coaching supports.
d	DLT makes course correction recommendations (adjusts action steps, adult indicators, timeline, etc.) using a decision-making protocol and communicates to all stakeholders throughout the year .	DLT makes course correction recommendations and communicates to all staff.	Course correction recommendations are NOT made or are NOT reflected in the One Plan.

f	DLT communicates to BLTs updates on the process of implementation (such as fidelity of implementation, feedback on BLT process, impact data etc.)	The DLT does NOT communicate updates on the process of implementation.
Possible Evidence: DLT meeting minutes, One Plan, professional development agendas, two-way communications with BLTs, stakeholder communications, Practice Profile, data calendar		
Examine, Reflect, Adjust		
Contribution to the Outcome: Determines if the implemented evidence-based strategies had the expected district outcomes and if adjustments to the plan or process are necessary.		
Knowledge, Skills and Abilities: Examine, evaluate and reflect on goals and implementation		
a.	DLT examines and evaluates implementation of adult practices and their impact on student performance using multiple sources of quantitative and qualitative data annually .	DLT does NOT examine and evaluate implementation of adult practices and their impact on student performance.
b.	DLT reflects on successes, makes detailed plans to replicate and identifies ways to improve practices and discontinue practices that are duplicative or ineffective.	DLT does NOT reflect on successes to replicate and practices to improve. DLT does NOT discontinue ineffective practices.
c.	DLT adjusts as needed, communicating changes, successes and challenges to all stakeholders annually .	DLT does NOT adjust as needed.
Possible Evidence: DLT meeting minutes, One Plan, professional development agendas, stakeholder communications, Support Tool		