

Leadership and Leadership Implementation Team Rubric

Structure	Critical Feature	Aware	Developing	Succeeding
Organization	Membership and Representation	The team includes only school administrators or supporting administrative staff/specialists.	The team includes learning team leaders, grade level and parent representatives. Some core content areas and programs (e.g., special education, English ELD, Title I), may also be represented.	The team includes all learning team leaders and representatives from all core content areas or grade levels. Representatives from programs (e.g., special education, ELD, Title I) and parents actively participate as members. There is flexibility to add school staff experts to the team as needed to link the communication from other teams and address specific improvement work or needs.
Organization	Roles and Responsibilities	The roles of members are informally understood (e.g., attendance, participation, preparation).	Multiple roles (e.g., facilitator, note taker, time keeper) are defined and responsibilities of members (e.g., attendance, participation, preparation) are informally understood.	Responsibilities of members (e.g., attendance, participation, preparation) are defined, documented and adaptable.

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Organization	Meeting Frequency	Team meets once a month.	Team meets twice a month for less than two hours.	Team meets more than two times per month. Meetings are long enough to focus on school improvement and student learning.
Organization	Meeting Agenda and Facilitation	Agenda is created during or prior to the meeting by a single person (without input).	Agenda is created and shared prior to the meeting with input by others.	A formal process exists to propose agenda items prior to meeting, assist agenda development, and document meeting results with different members sharing leadership (e.g., facilitating specific agenda items during meeting).
Function	Vision and Mission	District and school vision and mission statements exist and the team understands their need to create a team aligned vision and mission based on their common beliefs.	Team roles and responsibilities for implementation of the continuous improvement plan are linked to the team's vision and mission and involve consistently applied agreed upon processes.	Team vision and mission are known throughout the school and colleagues acknowledge the team's roles and responsibilities for implementation of the continuous improvement plan that foster a cohesive and dynamic focus on school improvement.
Function	Relationships	A small number of team members share ideas, perspectives and opinions to collaborate, solve problems and resolve conflicts.	Most members on the team share ideas, perspectives and opinions to collaborate, solve problems and resolve conflicts.	Team relationships are trusting, mutually respectful and supportive of openly sharing ideas, perspectives and opinions to collaborate, solve problems and resolve conflicts.

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Function	Discussion and Decision Making	The team utilizes a limited number of discussion techniques (e.g., brainstorming, open discussion) to make decisions.	The team discussions and decisions reflect expertise and perspective of some team members using agreed upon protocols.	The team discussions and decisions reflect the expertise and perspectives of all team members, including those invited to contribute on a temporary basis, and a variety of discussion protocols.
Function	Responsive and Systemic Planning (Plan-Do-Study-Act: PDSA)	School improvement planning includes action steps. School improvement planning is considered short-term work that ends once the plan is written.	School improvement planning provides processes and procedures for school staff to think about changes needed initially and throughout the PDSA implementation cycle.	School improvement planning continually gathers implementation and student achievement evidence to identify and record next steps in the PDSA cycle as evidenced in the continuous improvement plan.
Communication	Communication	The team understands the need for a communication plan to share information with all stakeholders.	The communication plan identifies appropriate timelines for sharing the continuous improvement plan action steps with school staff.	The communication plan is implemented with fidelity and identifies how instructional changes are shared collaboratively with stakeholders (e.g., school staff, students, school board, families and community).

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Communication	Feedback Loops	The team allows school staff to informally provide and receive anecdotal information on instructional successes and challenges.	The team establishes processes for school staff to share reflections on student achievement and make recommendations for improving.	<p>The team uses and acts upon focused, formal feedback processes linked to all stakeholders who provide and receive information on systemic changes in instruction and their impact on student learning.</p> <p>Practices inform policies and policies enable practices that support implementation. PDSA feedback loops communicate implementation barriers and successes.</p>
Focus on Improving Instruction and Learning	Alignment (Assessment, Instruction, and Curriculum)	The team identifies the need to establish a plan to align curriculum, assessments and instruction to the Minnesota Academic Standards benchmarks.	The team identifies gaps and overlaps to establish a plan for scaffolded learning to align curriculum, assessments and instruction to the Minnesota Academic Standards benchmarks to ensure learning at higher cognitive levels and transfer learning to real-life situations.	The team leads staff effort for scaffolding learning to align curriculum, assessments and instruction with the Minnesota Academic Standards benchmarks to ensure learning at higher cognitive levels and transfer learning to real-life situations.

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Focus on Improving Instruction and Learning	Instruction	The team explores and selects usable interventions (instructional strategies or practices) that are evidence-based using data analysis to identify and address instructional needs.	The team guides implementation of the usable interventions (instructional strategies or practices) using in-depth data analysis.	The team is monitoring usable interventions for fidelity and impact of implementation using in-depth data analysis (including observation) within both short and long PDSA cycles.
Focus on Improving Instruction and Learning	Capacity Building	The team identifies and shares features of selected usable interventions (instructional strategies or practices) including instructional changes needed to maximize impact.	The team provides support for staff to transfer learning about usable interventions (instructional strategies or practices) to classroom through instruction-focused learning teams.	The team coaches staff in deepening their content expertise by using both student achievement and implementation data from usable interventions (instructional strategies or practices) to accelerate and maximize student learning.
Data-Driven Decision-Making	Use of Data Process	The team performs a comprehensive needs assessment by gathering and analyzing implementation and achievement data, disaggregated by student group, to assess impact of usable interventions.	The team acquires, displays, and communicates useful, current and relevant data patterns to all staff to evaluate implementation and student achievement (e.g., root cause analysis).	The team uses PDSA cycles to evaluate implementation and achievement data to inform next steps and confirm root cause.

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Data-Driven Decision-Making	Use of Schoolwide Accountability Data	The team examines aggregated state and local student performance data to verify school achievement, explore graduation gaps and hypothesize potential root causes.	The team implements short-term cyclical processes of examining local student achievement data aligned to Minnesota Academic Standards benchmarks to adjust usable interventions and maintain evidence for the continuous improvement plan.	The team uses multiple-year student achievement data aligned to Minnesota Academic Standards benchmarks to guide and adjust alignment of assessments and instruction.
Data-Driven Decision-Making	Data Management System	The team develops a system that links multiple types of student data and provides in-depth analysis of relationships at multiple levels (e.g., school, learning team, classroom, and individual).	The team provides access to data (including school, learning team, and classroom performance) that allows for real-time identification of changes needed in the instructional system and to support student needs.	The team provides access for students and parents or guardians to acquire student level data to track learning and make decisions about college and career plans.