

To use this PowerPoint you will need the following documents found in this module:

OIP Stage 3 for the BLT

- The BLT 5-Step Process Visual
- The BLT 5-Step Meeting Agenda and Minutes Template

IMPORTANT!

Before receiving this training, BLT members should have completed one of the following:

1) Teacher Based Team 5-Step Process training

OR

2) viewed the following PowerPoint:

Teacher Based Teams to Support Student Learning: The Five-Step Process
in the OIP Module: Stage 3 for TBTs.

USING THE OHIO 5-STEP PROCESS IN BUILDING LEADERSHIP TEAM (BLT) MEETINGS



Leadership practices that contribute to better instruction:

- 1. Focusing on goals and expectations for student achievement*
- 2. Creating structures and opportunities for teacher collaboration*
- 3. Attending to teachers' professional development needs*

Leadership and Learning Center from Wahlstrom K. L . et. al. 2010

District Leadership Team

Building Leadership Team

Building Leadership Team

Teacher Based Team

Teacher Based Team

Teacher Based Team

Teacher Based Team

Teacher Based Team

Teacher Based Team



DLT/CSLT

- Build Capacity to Train TBTs in Ohio 5-Step Process
- Provide TBT Training in Ohio 5-Step Process
- Collect Data on Quality of TBT Implementation
- Set Benchmark Standards
- Use BLT Student Performance and Adult Implementation Data to Provide Guidance and Support to BLTs
- Determines district wide and/or building-to-building support needed from internal and external sources



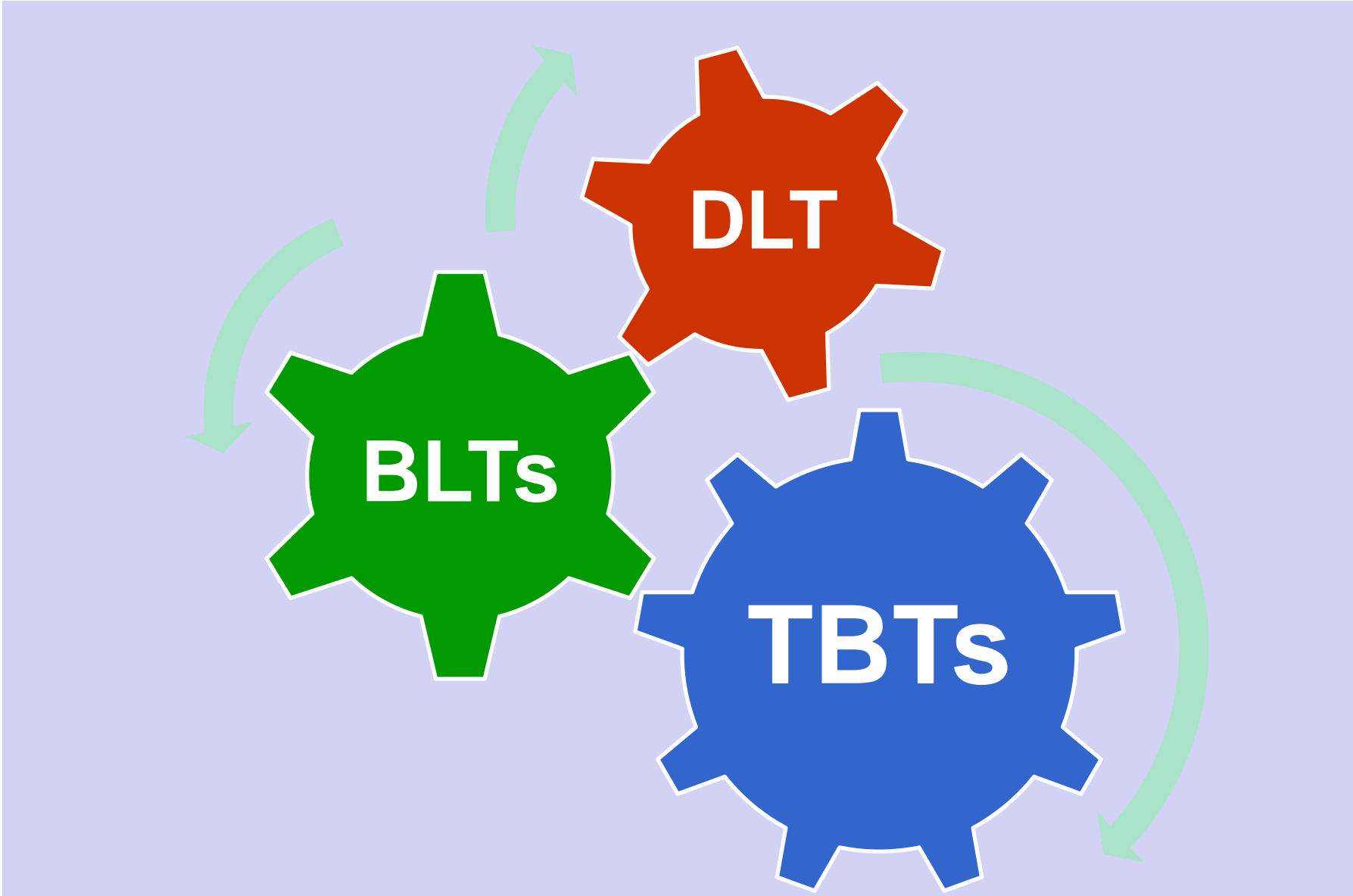
BLT

- Monitor TBT Implementation and instructional practices
- Use the data to make decisions around professional development and other supports needed by TBTs
- Identify Strengths and Weaknesses of TBT Student Data
- Provide timely flow of BLT Data to DLT Level (as defined by DLT)
- Articulate roles and responsibilities of BLT to building staff



TBT

- Give common assessment to students
- Analyze results
- Use assessment data to group students by needs or deficit skills
- Provide intervention/enrichment- by differentiating instruction
- Re-assess students, evaluate effectiveness of practices
- Summarize student performance and instructional practice data and report to BLT



Building Leadership Teams

Responsibilities

Develop, implement, and monitor the focused building improvement plans

Build a school culture that supports effective data-driven decision making

Establish priorities for instruction and achievement aligned with district goals

Ensure conditions for, support and monitor Teacher Based Teams

Monitor and provide effective feedback on adult implementation and student progress using the Ohio 5-Step Process

Report building-level adult and student results to DLT and TBTs

Make recommendations of resources, time, and personnel to meet district goals

**Monitor and provide
effective feedback on
adult implementation and
student progress using
the Ohio 5-Step Process**

Ohio 5-Step Process

Recommended protocol for all shared leadership teams in the Ohio Improvement Process

- District Leadership Team (DLT)
- Building Leadership Teams (BLTs)
- Teacher Based Teams (TBTs)

PROTOCOLS ARE CRITICAL for...

- Identifying appropriate goals for student learning
- Assessing student progress toward the goals
- Accessing expertise of colleagues
- Planning, preparing, and delivering lessons
- Using evidence to evaluate instruction
- Reflecting on process

Gallimore et. al 2009



Where Are We Going?

District Focused Action Plan:

- Goals
- Strategies
- Projected Adult and Student Indicator Results

Where Are We Going?

Building Focused Action Plan

Inherited from District Plan:

- Goals
- Strategies
- Adult and Student Indicators

Developed by BLT:

- Building Action Steps and Tasks
- Additional Building Indicators, if needed





BLT 5-Step Process Meeting Agenda and Minutes Template

BLT 5-Step Process Meeting Agenda and Minutes Template

Date

Time

Site

Facilitator:

Timekeeper:

Recorder:

Team Members Present:

Step 1: Collect and chart adult implementation and student performance data	<ul style="list-style-type: none"> • <i>Data is available from all TBTs for all students and subgroups</i> • <i>Analysis is done</i> • <i>Data provided prior to meeting</i> 	<ul style="list-style-type: none"> • <i>Data is available from the BLT and/or building personnel</i> • <i>Analysis is done</i> • <i>Data provided prior to meeting</i> 	
What data have been collected by: TBTs? BLT members or building personnel?			
Step 2: Analyze adult implementation and student performance relative to the data	<ul style="list-style-type: none"> • <i>Determine overall student strengths and areas of concern by grade levels, subject areas, etc.</i> • <i>Are there patterns, trends and urgent needs?</i> • <i>Identify points of possible replication, e.g., high performing grade/subject areas, strong performance in skill/content areas, etc.</i> 	<ul style="list-style-type: none"> • <i>Determine overall adult performance strengths and areas of concern by grade levels, subject areas, etc.</i> • <i>Are there patterns, trends, and urgent needs?</i> • <i>Identify points of possible replication, e.g., high performing TBTs, effective instructional strategies, etc.</i> 	Develop feedback to TBTs relative to: <ul style="list-style-type: none"> • <i>Growth/areas of concern in student performance</i> • <i>Growth/areas of concern in adult performance</i> • <i>Grade-levels, subject areas that may be worthy of replication</i> • <i>Specific professional development/support that the district or building will provide</i>

How Are We Doing?

Steps 1 and 2



BLT Step 1: Collect and chart adult implementation and student performance data

Adult Implementation Data Source Examples:

- Classroom walk-through results focused on specific “look fors” aligned to district and building strategies and indicators
- Differentiated support needs reported by TBT representatives
- TBT 5-Step Process Rubric responses
- Data-driven professional development evaluations
- Staff perception survey results

BLT Step 1: Collect and chart adult implementation and student performance data

*Example Student Data Sources for All
Students and Any Identified Sub-groups:*



Formative
Assessment
Data

Summative
Assessment
Data



Climate and
Conditions
Data



BLT Step 1: Collect and chart adult implementation and student performance data

- ✓ Data is available from
 - *all TBTs for all students and subgroups*
 - *the BLT and/or building personnel*
 - *DLT feedback*
- ✓ Data set analysis is done prior to the meeting with the results provided prior to BLT meeting
- ✓ Data and analysis results provided prior to meeting

BLT Step 2:

Analyze adult implementation and student performance relative to the data



FOCUS!
FOCUS!
FOCUS!



Ohio

Department
of Education



Focusing on Adult Implementation

...

BLT Step 2: **Analyze adult implementation** **relative to the data**

Determine overall adult performance strengths and areas of concern by grade levels, subject areas, etc.

Determine patterns, trends, and urgent needs

Identify points of possible replication (e.g., high performing TBTs, effective instructional strategies)



Focusing on Student Performance



BLT Step 2: Analyze student performance relative to the data

Determine overall student strengths and areas of concern by grade level and subject areas

Determine patterns, trends and urgent needs

Identify points of possible replication (high performing grade/subject areas, strong performance in skill/content areas, etc.)

**ALL
STUDENTS
AND
IDENTIFIED
SUBGROUPS**

Step 2 Feedback to BLTs Relative to:



- ***Growth and areas of concern in student performance***
- ***Growth and areas of concern in adult performance***
- ***Grade-levels, subject areas that may be worthy of replication***
- ***Expectations for improvement/changes***

Steps 3 and 4



Where Are We Going Next?

BLT Step 3:

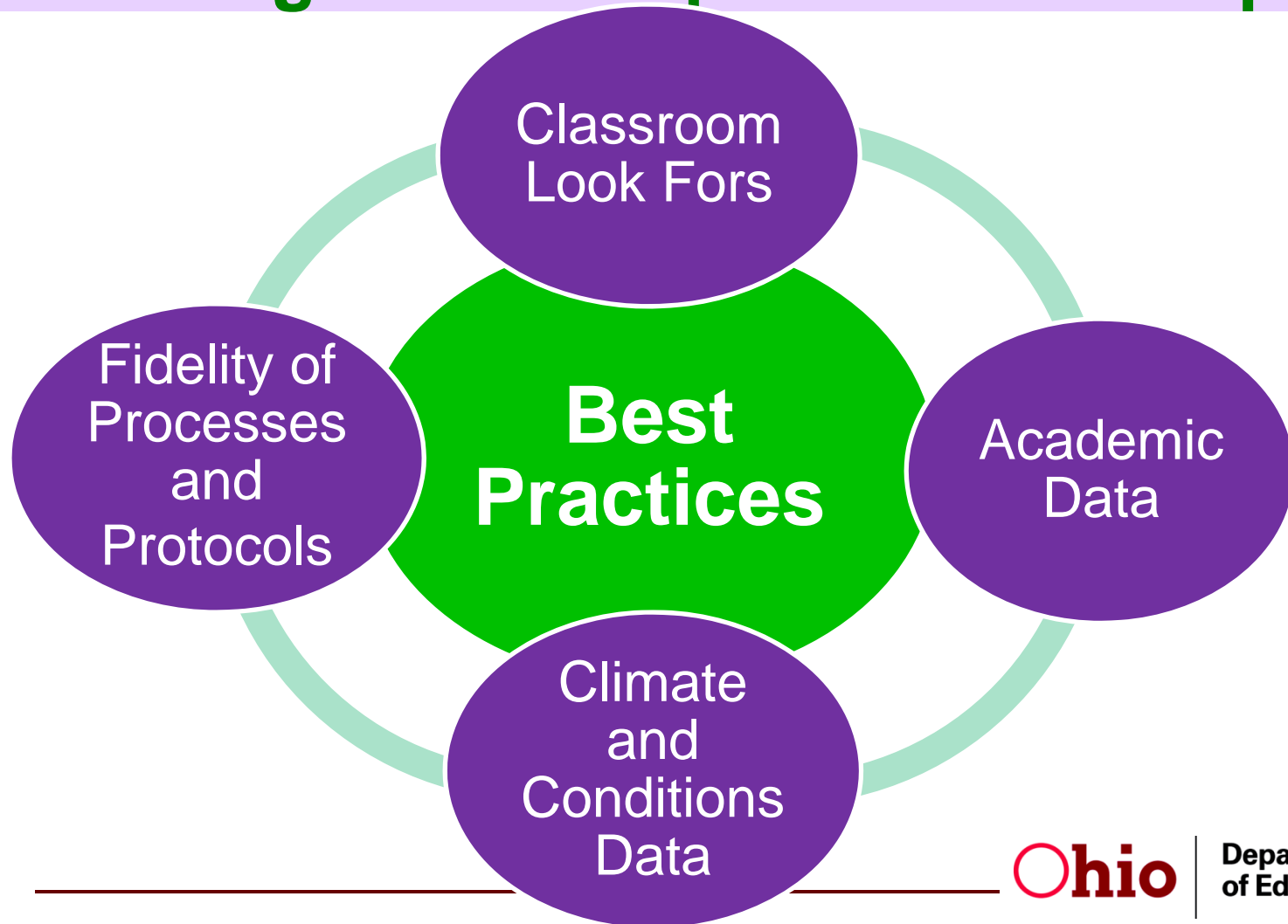
Review and/or refine the building action steps relative to the building data, TBT needs, and DLT feedback

- ❑ **ACADEMIC:** *Are your current building action steps meeting the needs of your adults as they work to improve student growth and achievement?*
- ❑ **CLIMATE AND CONDITIONS:** *Are your current building action steps fully supporting your adults and students as they work to improve the overall culture of your building (attendance, discipline, graduation, perception, etc.)*

What changes need to be made to the plan to ensure fidelity of implementation and gain desired results?

- *Student performance indicator(s) and/or assessments(s) used?*
- *Adult implementation indicator(s) or "look fors"?*
- *Professional development or other support actions needed?*
- *Other additional or refined changes?*

**BLT Step 4:
Establish building-wide implementation and
monitoring action steps/tasks for Step 3**



BLT Step 5:

Define adult implementation and student performance data for review at next meeting

*Data from and to **all TBTs, as well as the DLT**, should be shared on common forms and should include...*

- ✓ Pre- and post-data for all students and all identified subgroups
- ✓ Data results on adult “look fors”
- ✓ Best practices that had high student results on TBT/classroom data
- ✓ Other pertinent data points

Needed Supports for BLTs and TBTs

PD, Resources, Materials

What supports are needed based on TBT work?
What supports are needed based on student/adult data results?

Support Provisions

How and by whom will these supports be provided?

Timeline

What is our timeline for providing these supports?

FEEDBACK AND COMMUNICATION LOOP



- What are the important talking points?*
- Who needs to be informed?*
- What is the communication/feedback timeline?*
- What are implementation details, expectations and timeline?*
- When and how will the implementation be monitored?*

Meeting Evaluation

5-Step Process

- Did we implement the protocol full, partial, or not at all?

Insight Gained

- What successes and obstacles did we encounter and learn from?

Reflections

- What should we replicate, omit or refine at our future meetings?

