SBLT Self-Assessment Rubric

School:

Rating Scale:
1= Minimal - No evidence of component
2= Basic - Some evidence of component; may be evident occasionally/inconsistently
3= Proficient - Consistent evidence of component but room for improvement
4= Distinguished - Evidence is a model for the district

	Rating (1-4)	Component	Evidence for Ratings
PREPARE		**Preparing for Meeting**	
		1. Team meets regularly and at least three hours per month is protected for team to meet	
		2. Roles and responsibilities are assigned to team members	
		3. Meeting space encourages collaboration and helps team members feel comfortable	
		4. Working agreements and protocols are defined, shared, and assessed	
		5. Team uses a goal-oriented agenda so the focus of meeting is clear and the team remains on target	
		6. Team has developed calendar of meeting times, data review, assessment administration timeframes, and professional development opportunities	
		Communication	
		7. All adults in building are regularly informed of key school data, the work of the SBLT, and SIP progress	
		8. Families and the community are regularly informed of key school data and SIP progress	
		Collaborative Culture	
		9. Team maintains a professional tone throughout meetings by observing the Seven Norms of Collaborative Work	
		10. Team follows working agreements and protocols and fulfills assigned roles	
		11. Team celebrates small wins and improvements in data	
		12. Each team member understands their school data and is open to accepting insights from others about why they are getting the results they are getting	
		13. SBLT supports individual teachers and teacher teams through monitoring the progress of professional development, teacher team meetings, and coaching	
INQUIRE		**Problem Identification**	
		14. Team identifies timely, relevant and valid data to measure progress towards goals, strategies, and implementation steps in SIP	
		15. Team uses quantitative and qualitative data sets to identify areas of need and to measure progress of SIP overall and in selected focus groups	
		16. Team identifies problems of practice and/or equity-based problems that are focused on adult actions and within the school's locus of control	
		Problem Analysis	
		17. Data is used appropriately given the purpose of the assessment/metric	
		18. Team identifies root causes of problems to understand why results and/or inequities are occurring	
		19. Team discussions around root cause start with core instructional practices, moving to Tier II or Tier III when appropriate	
ACT		**Action Plan**	
		20. Action items clearly address root causes of problems	
		21. Team considers action items that reflect Multi-Tiered Systems of Support (MTSS)	
		22. Action items clearly identify timeline, person(s) responsible, resources needed, and plan for assessing progress	
		Act and Assess	
		23. Team uses a process and set of protocols to implement and monitor action items	
		24. Team uses a tool for tracking progress on action items	