**IC Map Team: Keisha Becerra, Katy Enterline, Barbara Lissner, Tamasa Pinkerton**

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| **Component A: Establishes and Maintains a Clear Focus**  **The Data Team…..** | | |
| a   * Establishes norms, purpose, and an agenda for each meeting. * Uses protocols to help remain on-task. If conversations become off-task, a variety of strategies are used to refocus the meeting (e.g. timekeeper, refocus word, etc.). * Develops an action plan for next steps prior to leaving the meeting and makes plan on how to monitor progress. | b   * Establishes a purpose and agenda for the meeting. * Addresses all the agenda topics in the allotted time. * Develops an action plan for next steps prior to leaving the meeting. | c   * Fails to have a stated purpose or agenda for the meeting. * Discusses random, off topic, or irrelevant issues until the allocated time is over. |

**IC Map Team: Charlene Dickerson, Craig Hammond, LeTicia Taylor**

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| **Component B: Assumes Collective Responsibility**  **The Data Team….** | | | | |
| a  Communicates and meets routinely with consistent attendance by most members. A notification is provided when a team member is absent.  Fosters a balance of advocacy and inquiry for your own ideas and the ideas of others.  Provides a summary of decisions, actions, and responsibilities agreed upon during the meeting.  Agrees to follow through and monitor the progress of actionable items. | b  Communicates and meets routinely with consistent attendance by most members. A notification is provided when a team member is absent.  Fosters a balance of advocacy and inquiry for your own ideas and the ideas of others.  Reaches decisions about future actions to take and assigns them to team members. | c  Communicates and meets routinely with consistent attendance by most members.  Has active participation both verbally and physically by members.  Reaches decisions about future actions to take. | d  Communicates and meets sporadically with team members missing the meeting without notifying others.  Has disparate participation and discussion among its members, where 1-2 members attend or dominate the conversation.  Fails to establish action items. | e  Fails to communicate and meet on a regular basis. |

**IC Map Team: Sonya Dobbs, Karen Flowers, Alison McArther, Sudhir Sinha**

**IC Map Team: Debbie Mitchell, Kristine Mains, Laronda Cawthorn**

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| **Component C: Fosters a Culture of Trust**  **The Data Team…** | | | |
| a.   * Creates psychological safety and engages diverse stakeholders representing differing perspectives about a topic before, during, and after the meeting via on-going and transparent communication. * Recognizes that disagreements may occur, but is committed to resolving them professionally without placing sarcasm, put-downs, blame, and having hard feelings. * Has student-centered conversations that lead to actions, where team members regularly communicate and monitor their work and progress. * Shares authentic, raw student data, which accurately represents current performance levels, in order to meet student learning needs. | b.   * Creates psychological safety, so team members are engaged before, during, and after the meeting through on-going communication. * Avoids sarcasm, put-down, or blame language. * Has student-centered conversations that lead to actions, where team members regularly communicate their work and progress. * Presents multiple sources of data, including student artifacts, to celebrate successes and analyze the data to foster improved student achievement. | c.   * Creates psychological safety, so team members are engaged during the meeting. * Avoids sarcasm, put-down, or blame language. * Has student-centered conversations that lead to actions. * Withholds or presents single-source or limited data to celebrate successes or meet student learning needs | d.   * Fails to engage all team members during the meeting. * Interacts negatively using sarcasm, put-downs, or blame language. * Disregards feedback provided for instructional improvement. |

**The IC Map Team: Mary Laurens Seely, Antoinette Williams, Ruth Gurich**

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| **Component D: Uses relevant data to drive decision making**  **The Data Team…..** | | | | |
| a  Identifies decision(s) to be made prior to collecting data and reframes it as a question prior to collecting data.  Analyzes data from multiple sources, both quantitative and qualitative data, to generate multiple, possible solutions.  Models continuous improvement by using data to guide implementation and monitor progress toward a student-centered solution. | b  Identifies decision(s) to be made prior to collecting data and reframes it as a question.  Collects data from multiple sources, including both quantitative and qualitative data, to analyze prior to making a decision. | c  Identifies decision(s) to be made prior to collecting data.  Collects data from multiple sources to analyze prior to making a decision. | d  Considers only data that supports the initial assumptions instead of analyzing data to generate multiple theories to test. | e  Relies on opinions and assumptions when making decisions instead of using data. |