Developing

# ^Sustaining Effective Building Leadership Teams

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# Objectives

- Participants will have knowledge of the foundations to developing an effective building leadership team (BLT).
- Participants will gather information on the foundations to sustaining an effective building leadership team (BLT); including process examples.

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# Part 1

- KESA requirements
- Considerations for creating **B**uilding **L**eadership **T**eams
- BLT Resource Document
- Continuous Reflection/Refinement

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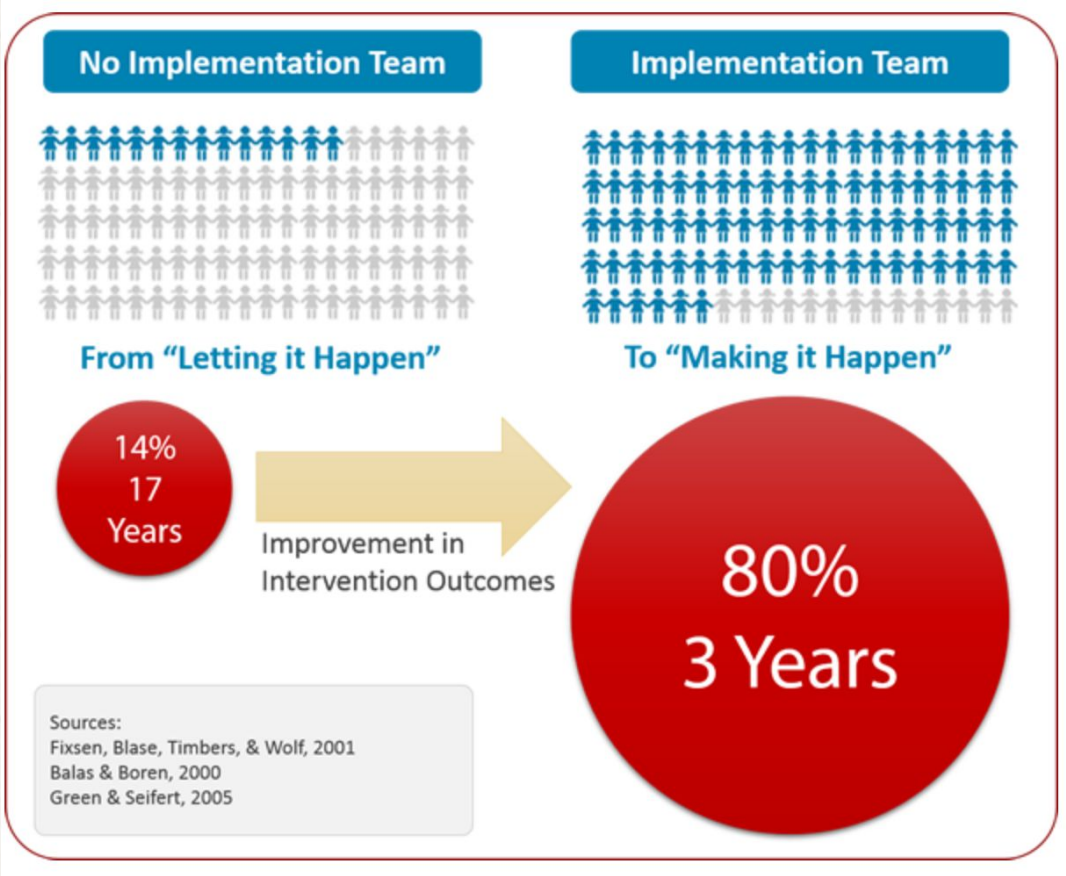
# Research on teams…



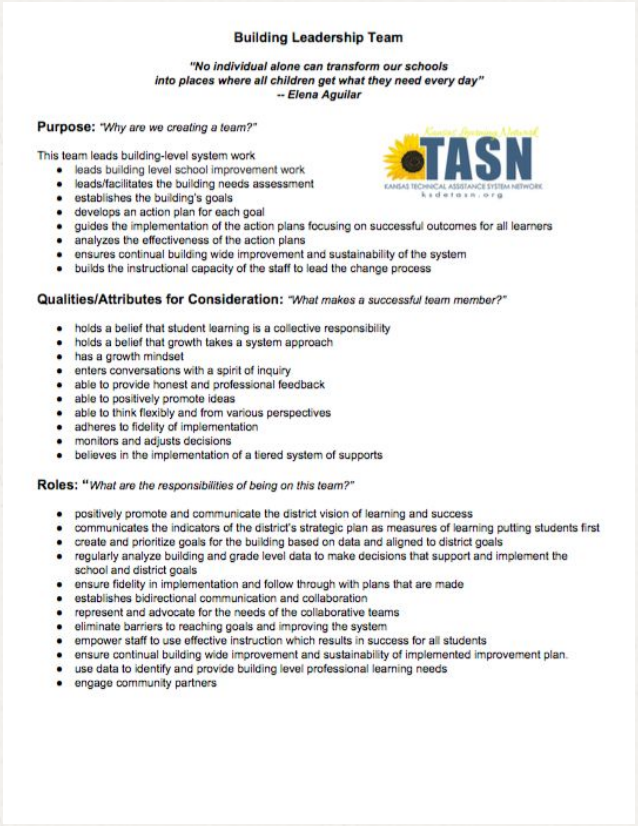
# KESA

*The BLT …*

- *leads/facilitates the building needs assessment*
- *establishes the building's goals for the five-year cycle*
- *develops an action plan for each goal*
- *oversees the implementation of the action plan*
- *analyzes the effectiveness of the action plan.*

Kansas Education Systems Accreditation (KESA)-

# BLT Resource Document



**Building Leadership Team**

***"No individual alone can transform our schools into places where all children get what they need every day"***
***-- Elena Aguilar***

**Purpose:** *"Why are we creating a team?"*

This team leads building-level system work

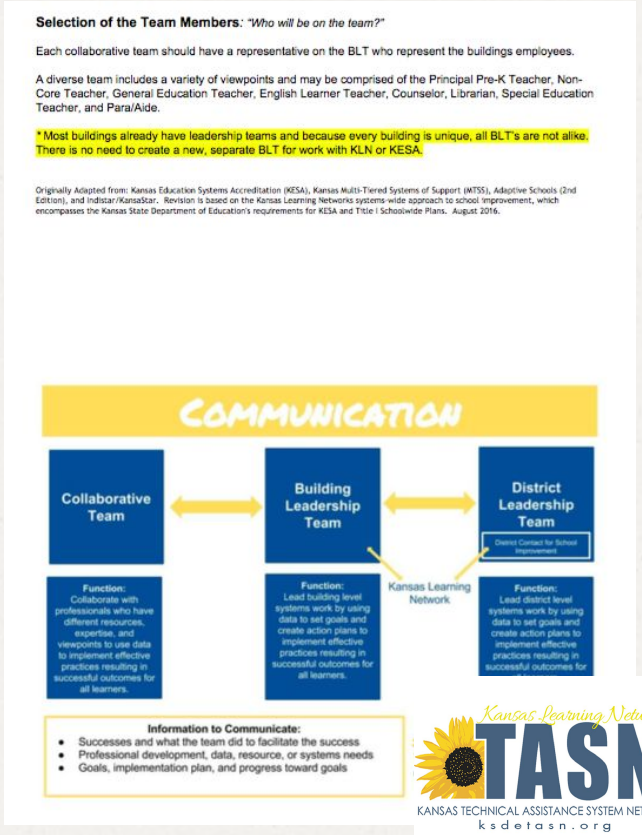
- leads building level school improvement work
- leads/facilitates the building needs assessment
- establishes the building's goals
- develops an action plan for each goal
- guides the implementation of the action plans focusing on successful outcomes for all learners
- analyzes the effectiveness of the action plans
- ensures continual building wide improvement and sustainability of the system
- builds the instructional capacity of the staff to lead the change process

**Qualities/Attributes for Consideration:** *"What makes a successful team member?"*

- holds a belief that student learning is a collective responsibility
- holds a belief that growth takes a system approach
- has a growth mindset
- enters conversations with a spirit of inquiry
- able to provide honest and professional feedback
- able to positively promote ideas
- able to think flexibly and from various perspectives
- adheres to fidelity of implementation
- monitors and adjusts decisions
- believes in the implementation of a tiered system of supports

**Roles:** *"What are the responsibilities of being on this team?"*

- positively promote and communicate the district vision of learning and success
- communicates the indicators of the district's strategic plan as measures of learning putting students first
- create and prioritize goals for the building based on data and aligned to district goals
- regularly analyze building and grade level data to make decisions that support and implement the school and district goals
- ensure fidelity in implementation and follow through with plans that are made
- establishes bidirectional communication and collaboration
- represent and advocate for the needs of the collaborative teams
- eliminate barriers to reaching goals and improving the system
- empower staff to use effective instruction which results in success for all students
- ensure continual building wide improvement and sustainability of implemented improvement plan.
- use data to identify and provide building level professional learning needs
- engage community partners



**Selection of the Team Members**: *"Who will be on the team?"*

Each collaborative team should have a representative on the BLT who represent the buildings employees.

A diverse team includes a variety of viewpoints and may be comprised of the Principal Pre-K Teacher, Non-Core Teacher, General Education Teacher, English Learner Teacher, Counselor, Librarian, Special Education Teacher, and Para/Aide.

* Most buildings already have leadership teams and because every building is unique, all BLT's are not alike. There is no need to create a new, separate BLT for work with KLN or KESA.

Originally Adapted from: Kansas Education Systems Accreditation (KESA), Kansas Multi-Tiered Systems of Support (MTSS), Adaptive Schools (2nd Edition), and Indistar/KansaStar. Revision is based on the Kansas Learning Networks systems-wide approach to school improvement, which encompasses the Kansas State Department of Education's requirements for KESA and Title I Schoolwide Plans. August 2016.

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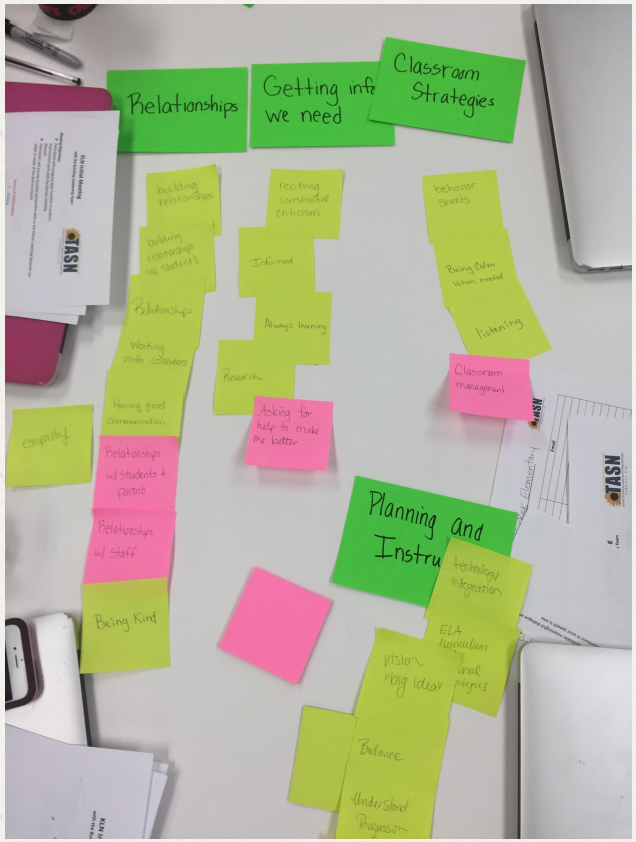
# Collective Expertise

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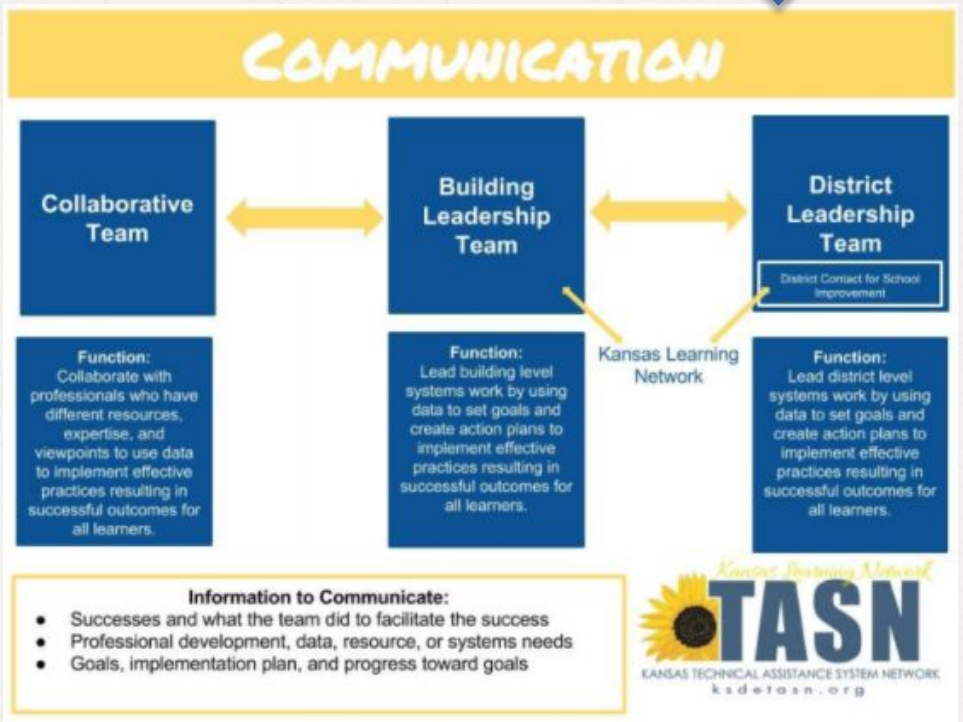
# Considerations

- Systems level work
- Two-way communication
- Serving as a representative



# Continuous Reflection/Refinement

**Communication Reflection**

A belief we hold about communication in our building is...

On one hand we communicate well about...

and on the other hand we might improve communication by:

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# Continuous Reflection/Refinement

One pattern I am beginning to see in our building-wide communication is….

because….

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# Continuous Reflection/Refinement

**What might be some examples of qualities/attributes/ or expertise your team is exemplifying?**

**What qualities or attributes are "must-haves" for leadership team members?**

**What possible viewpoints are we needing to consider as we work toward reaching our goals?**

**What might we need to consider when adjusting the leadership team?**

# Sustaining Effective Building Leadership Teams

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# Part 2

- The Adaptive School
- Norms
- Dialogue vs. Discussion
- Collaborative Cycle of Inquiry

# The Adaptive School

According to Garmston & Wellman (2016), “to be adaptive and meet the demands of omnipresent change requires more than linear thought, old problem-solving formulas, and recycled strategic plans. In the work of school improvement, human energy matters as much as the elements of good management do - maybe more” (p. xiii).

# Norms of Collaboration

1. Pausing
2. Paraphrasing
3. Posing Questions
4. Putting Ideas on the Table
5. Providing Data
6. Paying Attention to Self and Others
7. Presuming Positive Intentions

Center for Adaptive Schools www.adaptiveschools.com

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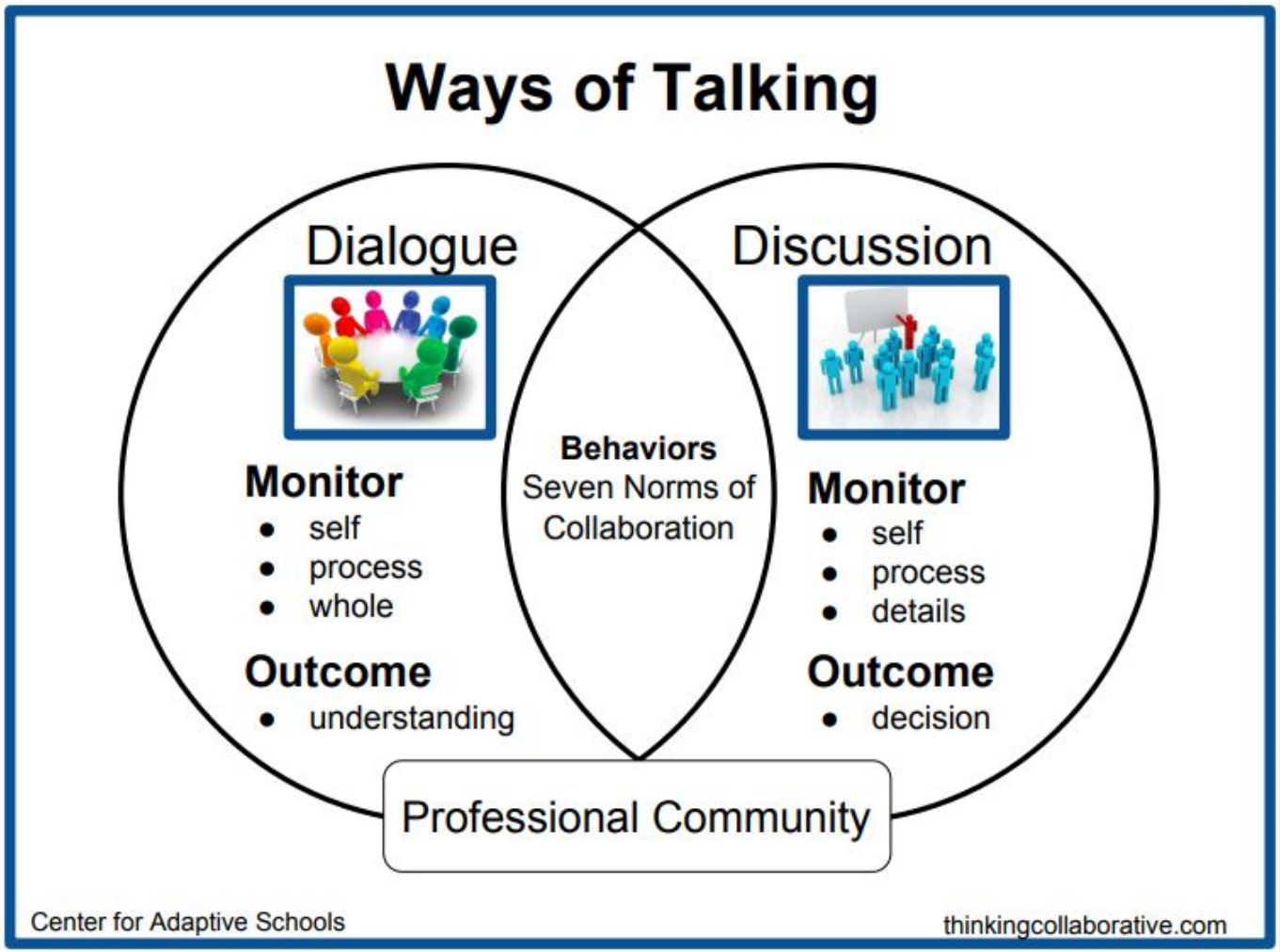
# Ways of Talking



# Collaborative Cycle of Inquiry

Figure 11.1. The Collaborative Learning Cycle
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# Data Statements

- 98% of respondents found this structure supportive in giving all Building Leadership Team members a voice.
- 99% of respondents found this structure to promote a non-judgemental atmosphere.
- 92% of respondents found that paraphrasing (but not dominating) as positively supporting the conversations.

# Part 3

- Example
- Unified Schoolwide Analysis U.S.A.
- Difficult Conversation

# Collaborative Cycle of Inquiry

Figure 11.1. The Collaborative Learning Cycle
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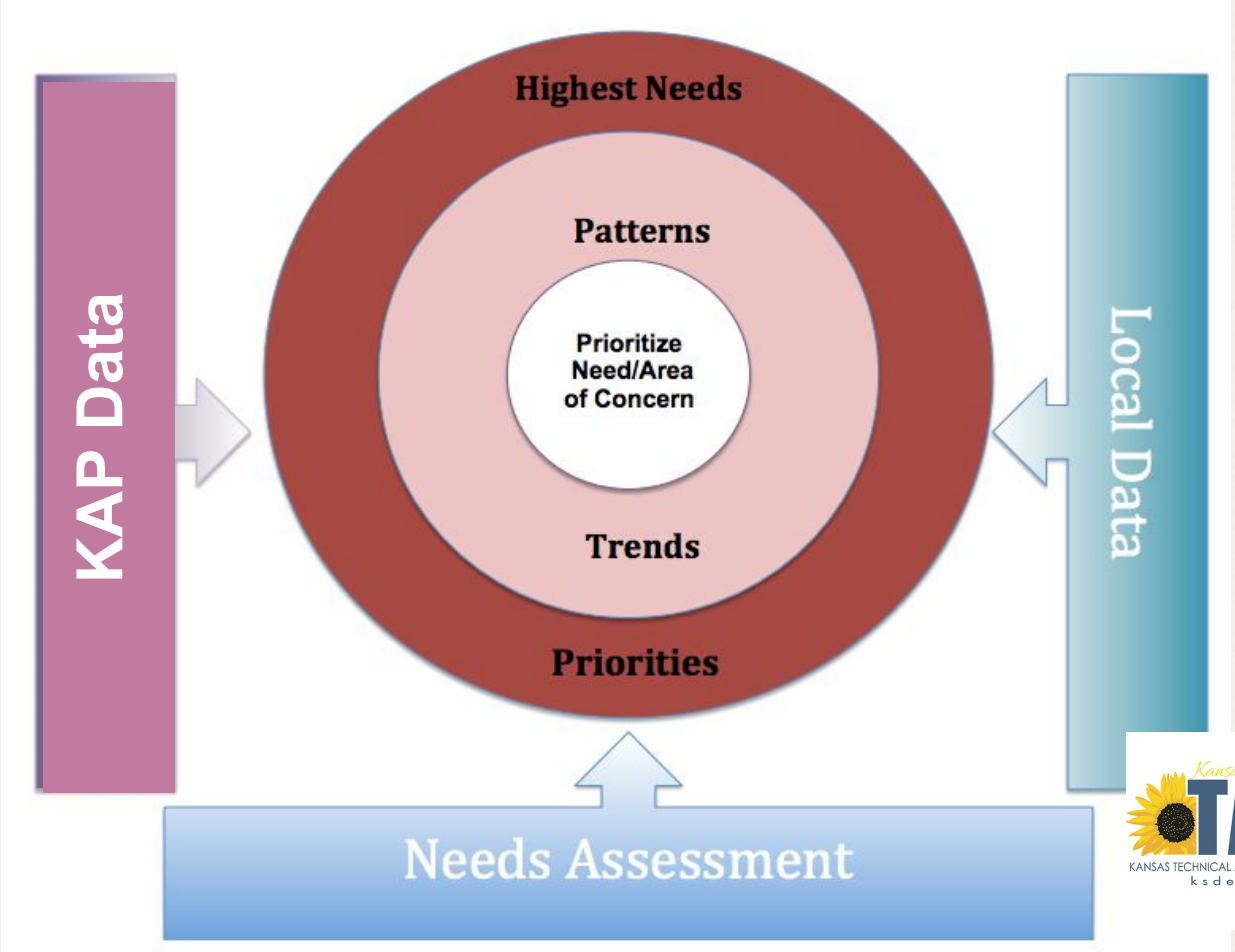
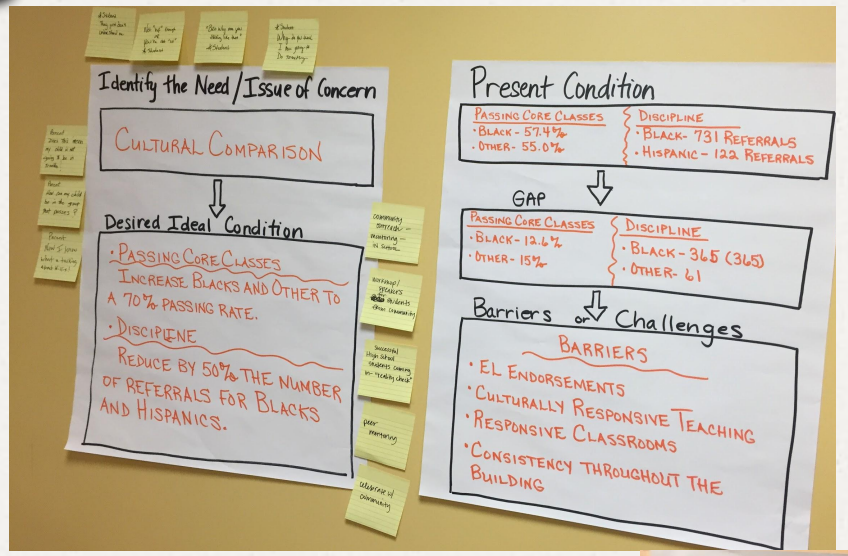
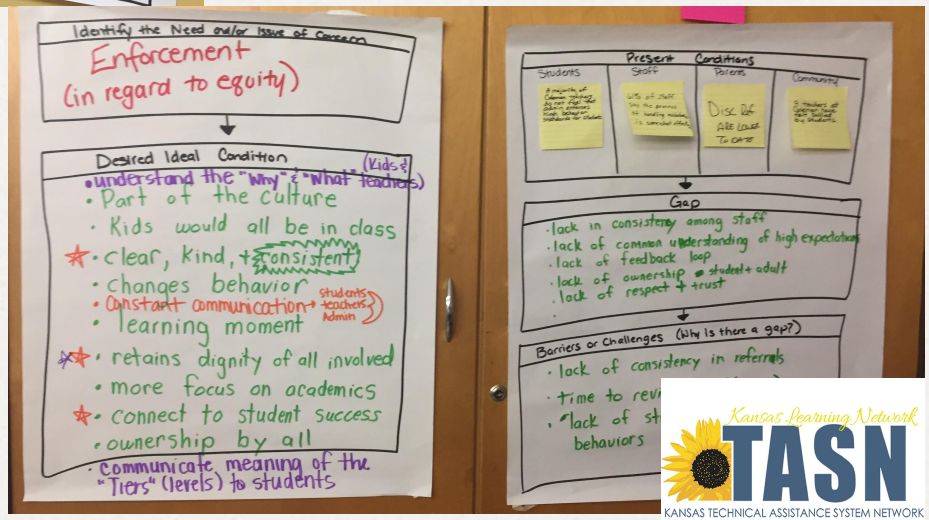
# Unified Schoolwide Analysis



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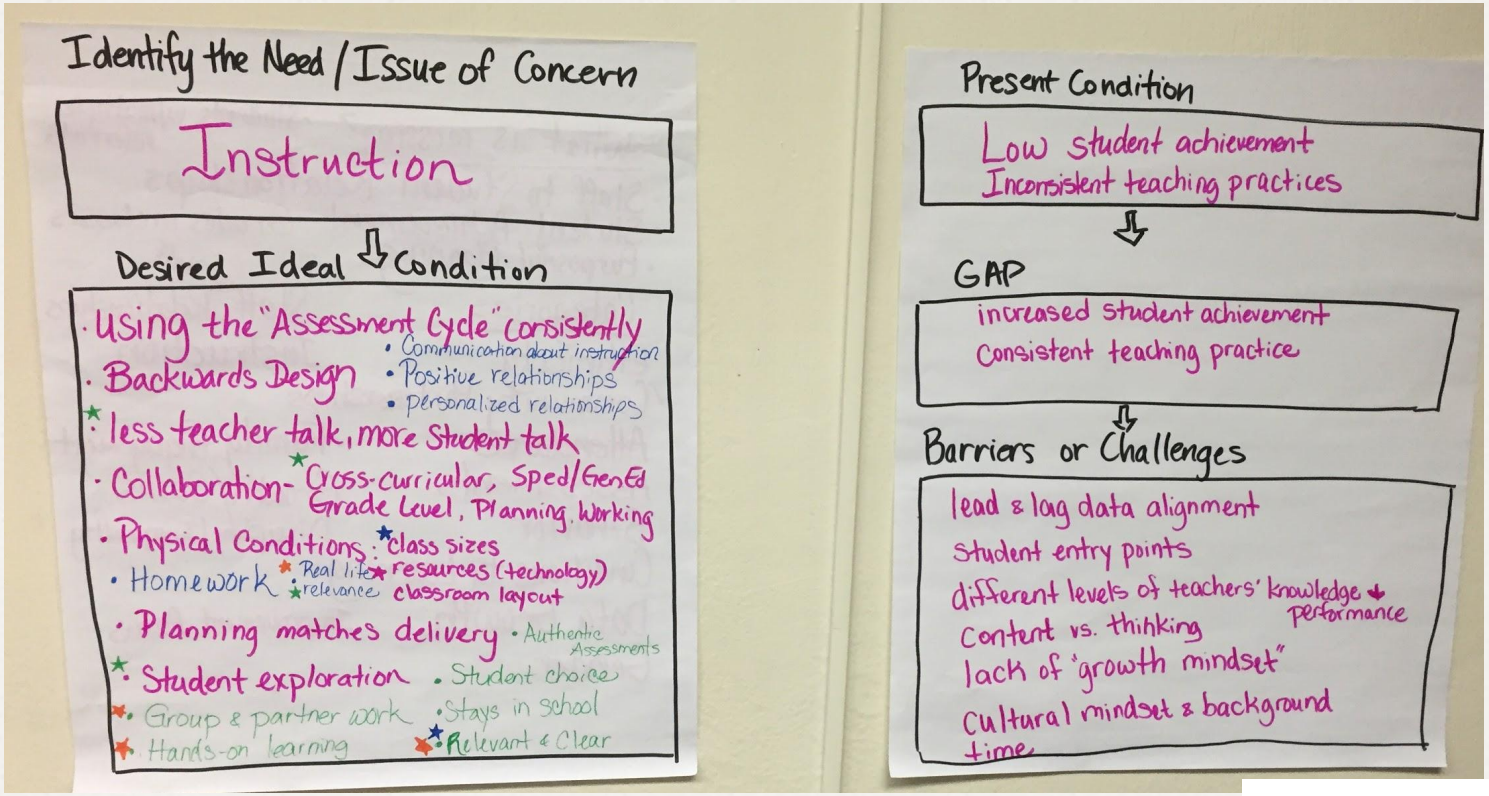


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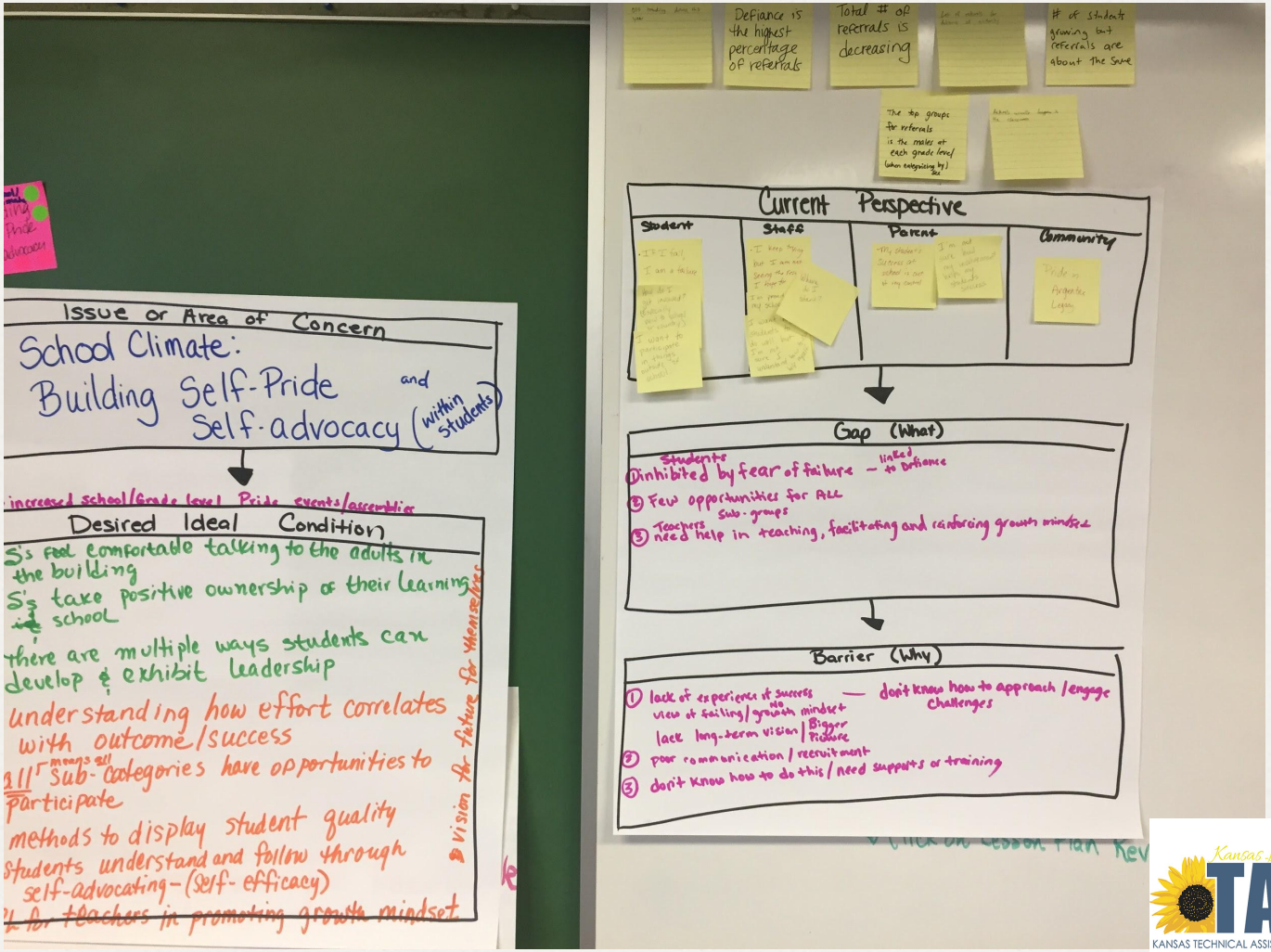


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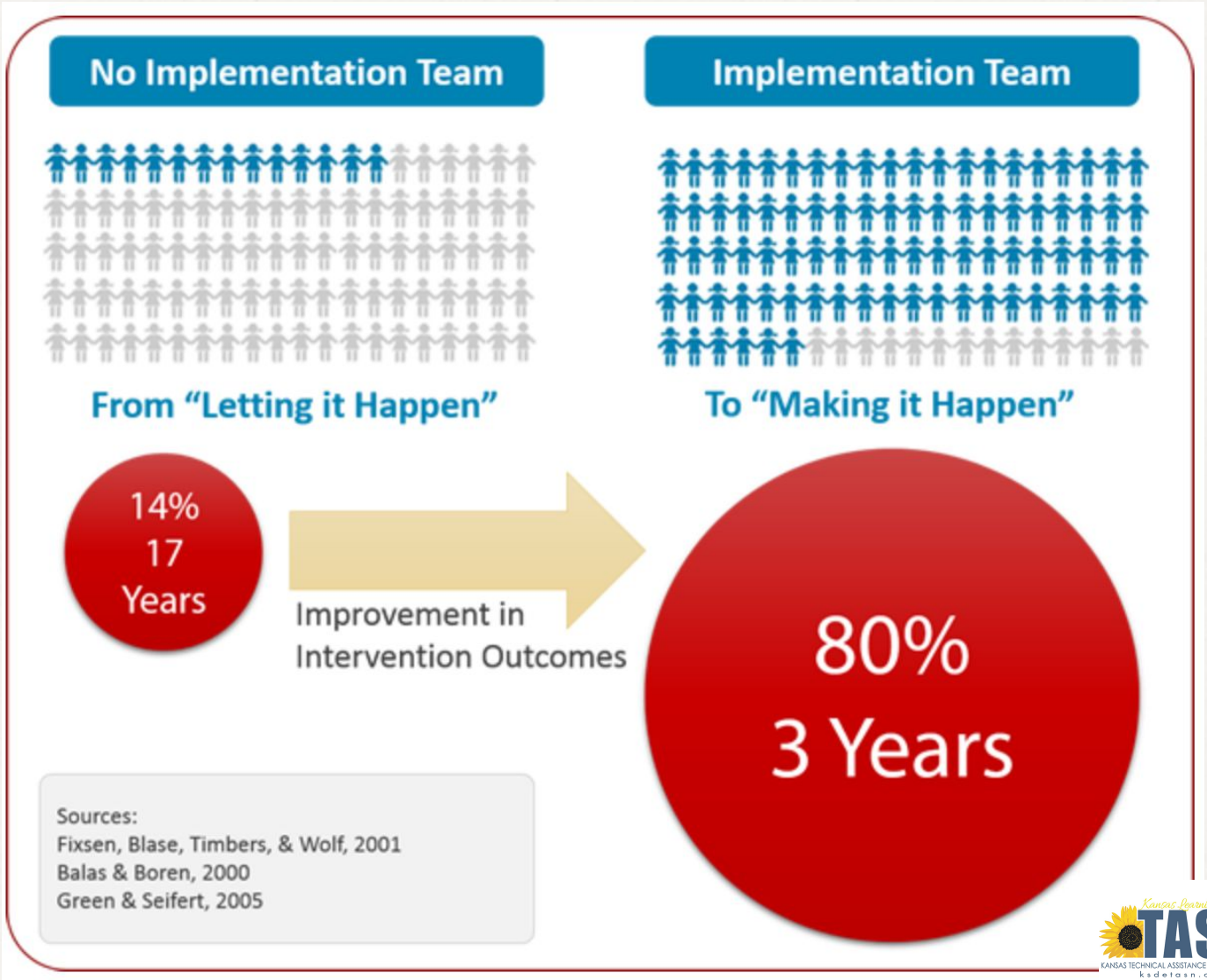
# Data Statements

- 100% of the respondents found the U.S.A. process supportive of their work.
- 97% of the respondents found that using data to structure conversations positively supported the process.
- 98% of the respondents found this facilitation of root causes and priorities positively support the process.


No Implementation Team
Implementation Team
From "Letting it Happen"
To "Making it Happen"
14%
17
Years
Improvement in
Intervention Outcomes
80%
3 Years
Sources:
Fixsen, Blase, Timbers, & Wolf, 2001
Balas & Boren, 2000
Green & Seifert, 2005

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