

Developing Building Leadership Teams (BLTs) and Teacher-Based Teams (TBTs)

Coaching skills or actions...

- a) What is the most important skill for you as a coach?
- b) What is the 2nd most important skill?
- c) What is the 3rd most important skill that coaches use?

Coaching BLTs

1. Why do we have TBTs and BLT's? What are they supposed to be doing?
 - a. Have your BLT discuss both of these questions?
 - i. See if you can reach agreement
 - ii. Capture your agreements and share with your TBTs
2. WHO is responsible for the improvement of the school?
3. STOP and Process this idea with your BLT
 - a. Do you as a BLT assume responsibility for the improvement of the whole school?
 - b. If so, how do you determine if what you are doing is having an impact?
 - c. Who is responsible for sharing what is already working?
 - d. Talk about these three questions and see if you can reach agreement as a BLT
4. What is the most important decision or action that your BLT took this school year?
 - a. Work individually and then report out as BLT members
 - b. See if you can agree on what were the most important decisions that you made this last year
5. What is the first and primary responsibility of the BLT?
 - a. Stop and see if your BLT can reach agreement on what is the primary responsibility of the BLT?
6. BLT should be assessing the progress of the school in an ongoing way
 - a. How will you know if you are making progress??
 - i. What kind of evidence will you collect?
 - ii. How often?
 - b. What actions can you take?
 - i. How will you know if your actions or supports worked?
7. If your BLT has not collected any data on your TBTs, use the following scale first

with your BLT to see where they think on average your TBTs are. Then have a discussion about what this means for your BLT work.

- 8 Then distribute the scale to you TBTs (Use Survey Monkey if you have that capacity, otherwise just distribute paper copies.)

Compile and analyze the data and have a discussion with your BLT as to what your TBTs might need.

Take action to provide your TBTs with the support you think they need. Repeat at least once per semester

- 9 Where are Your Teacher Teams on a 1-4 scale?

- a. Using effective structures? (time, protocols)

1	2	3	4
----------	----------	----------	----------

List any evidence that you have for your rating

- b. Effective facilitation in the TBT process?

1	2	3	4
----------	----------	----------	----------

List any evidence that you have for your rating

- c. A clear understanding of teaching practices?

1	2	3	4
----------	----------	----------	----------

List any evidence that you have for your rating

- d. Use of student work/student thinking

1	2	3	4
----------	----------	----------	----------

List any evidence that you have for your rating

- e. Effective use of formative assessment practices to understand the impact of those teaching practices

1	2	3	4
----------	----------	----------	----------

List any evidence that you have for your rating

Coaching TBTs

10 Coaching BLT with their TBTs

- a. Observations of TBTs matters
 - i. Frequency matters
 - ii. Have each BLT member observe at least 3 TBTs each semester

11 Discuss with your BLT

- a. When BLT members observe TBTs, have them bring back:
 - i. One thing that they learned from each TBT
 - ii. One thing that each TBTs needs to make progress
- b. Next have a discussion with BLT members what you learning about your TBTs
 - i. What else can we do to learn more from our TBTs?

12 What are TBTs supposed to do? How are they supposed to do this?

- a. As a BLT agree on what the TBTs do in their meetings

13 TBTs look at 3 primary things:

- a. Unpacking standards to identify and agree on important learning outcomes
- b. Develop and use shared Formative Assessments
- c. Agree on a shared Instructional Practice

14 How should TBTs study teaching practices?

- a. Choose a practice to address an important learning need
- b. Write out a clear description of the steps in the process
- c. Have a team member model the steps in the practice
- d. (Deliberately) Practice until you have “mastered” the practices with all students

15 Coaching TBTs

- a. Principals and BLT member should use the TBT self-assessment when

they observe

- b. Ask the TBT where they think they are strongest in the process?
- c. Assess where you think they need help?
- d. Assess what would help them the most? (Solicit information and offer suggestions if you can.)

16 Principals and BLTs should:

- a. Review your data to see the progress of students in:
 - i. Categorical programs
 - ii. Student subgroups
 - iii. Other interventions

17 Coaching supports

- a. Principals should ask:
 - i. Are students making sufficient progress (i.e. are they on track to catch up? When?)
 - ii. How do you know?
 - 1. What is your evidence?
 - iii. How often should we review progress?
 - iv. How do we share what is working/ not working?
 - v. Why is that working/not working?
 - vi. Can we do more/less of that?

Brian A. McNulty Ph. D.

Creative Leadership Solutions

Brian.mcnulty@creativeleadership.net

303.819-1625 (c)

References

Balu, R., Zhu, P., Doolittle, F., Schiller, E., Jenkins, J., and Gersten, R., (2015). Evaluation of Response to Intervention Practices for Elementary School Reading. IES, National Center for Education Evaluation and Regional Assistance. USDOE Washington DC

Darling- Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S., (2009). Professional learning in the learning profession: A status report on teacher development in the US and abroad. NSDC. Oxford OH.

Darling- Hammond, L., and Richardson, N., (2009b). Teacher learning: What matters. *Educational Leadership*. 66 (5) 46-53. ASCD. Arlington VA.

Darling-Hammond, L., (2010). *The flat world and education: how America's commitment to equity will determine our future*. Teacher College Press. NY,NY

David, J. L. (2008/2009). What the research says about...Collaborative inquiry. *Educational Leadership*, 66 (4) 87-88. ASCD. Alexandria, VA.

Elmore, R., F. (2006). *School Reform from the Inside Out: Policy, Practice, and Performance*. Harvard Education Press. Cambridge MA

Fink, S. & Silverman, M., (2014). *Principals as Instructional Leaders:*

A framework for central-office support of site administrators that promises better teaching and learning. *School Administrator* April 2014

Number 4. Vol. 71. Pp 23-26

Fullan, M., (2010). *All systems go: the change imperative for whole system reform*. Corwin. Thousand Oaks California

Fullan, M. (2014). *The Principal, Three Keys to Maximizing Impact*. San Francisco, CA: John Wiley & Sons, Inc.

Gallimore, R. R., Ermeling, B.A, Saunders, W.M & Goldenberg, C. (2009) "*Moving the Learning of Teaching Closer to Practice: Teacher Education Implications of School-Based Inquiry Teams*." *The Elementary School Journal*.Volume 109, Number 5. The University of Chicago. Pp.537-553.

Hargreaves, A., & Fullan, M., (2012). *Professional Capital: Transforming Teaching in every school*. Teacher College Press NY:NY

Harris, A., (2014). *Distributed Leadership Matters: Perspectives, Practicalities, and Potential*. Corwin. Thousand Oaks CA.

Keller, G., & Papason, J. (2013). *The ONE Thing: The Surprisingly Simple Truth Behind Extraordinary Results*. Bard Press. Austin TX.

Kouzes, J. M., and Barry Z. Posner, B.Z., (2010). *The Truth About Leadership: The no-fads, heart-of-the-matter facts you need to know*. Jossey-Bass. San Francisco CA

Hargreaves, A., & Fullan, M., (2012). *Professional Capital: Transforming Teaching in every school*. Teacher College Press NY:NY

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.

Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. New York: Routledge.

Leithwood, K. & Seashore Louis, K., (2012) *Linking Leadership to Student Learning*. Jossey-Bass. San Francisco CA,

Levenson, N. and Cleveland, C., (2016). *Improving Special Education*. *The District Management Journal*, Fall 2016 (Vol. 20, p. 12-27)

Marzano, R. J. (2007). *The art and science of teaching*. Alexandria, VA: ASCD.

Marzano, R.J., Waters, J.T., & McNulty, B.A. (2005). *What works in school leadership: research to results*. Alexandria, VA: ASCD.

McNulty, B.A. and Besser, L. (2011). *Leaders make it happen: An administrators guide to data teams*. Englewood CO: Lean + Learn Press.

McKinsey & Company. (September, 2007). *How the world's best performing schools systems come out the top*. Retrieved on August 31, 2009 from <http://www.mckinsey.com/client-service/socialsector/ourpractices/philanthropy.asp>

Reeves, D. B., (2006) *The learning leader: how to focus school improvement for results*. Alexandria, VA: ASCD

Reeves D.B., (2007). *The Daily Disciplines of Leadership: How to Improve Student Achievement, Staff Motivation, and Personal Organization*. San Francisco: Jossey-Bass.

Reeves, D. B., (2011). *Finding your leadership focus: what matters most for student results*. NY,NY: Teacher College Press.

Robinson, V., M., J.(2007). *School leadership and student outcomes: identifying what works and why*. Australian Council of Educational Leadership (ACEL), Winmallee Australia. #41

Robinson, V. M.J., Lloyd, C. A., & Rowe, K.J., (2008). *The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types*. *Educational Administration Quarterly*; 44;(5)pp 635-674.

Robinson, V., (2011) *Student-centered leadership*. San Francisco: Jossey-Bass. San Francisco CA.

Saunders, W.M., Goldenberg, C.N., & Gallimore, P. (2009). *Increasing achievement by focusing on grade-level teams: A prospective, quasi- experimental study of title I schools*. *American Educational Research Journal*. 44 (4). Pp 10006- 1033.

Schmoker, M.J., (2011). *Focus: Elevating the essentials to radically improve student outcomes*. Alexandria, VA: ASCD

Troen, V. & Boles, K.C., (2012). *The Power of Teacher Teams: With Cases, analysis, and strategies for success*. Corwin, Thousand Oaks CA

William, D. (2007). *Content then process: teacher learning communities in the service of formative Assessment*. Reeves, D. B.(ed.) *Ahead of the curve*. Bloomington, IN: Solution Tree.