The Critical Role of the BLT
• Clarify the roles, purposes, and critical actions of the BLT
• Make commitments for follow-up action
District/Building Leadership Teams

State Diagnostic Teams (SDTs) work with selected high support districts
State Support Teams (SSTs) work with districts and schools in need of improvement
Educational Service Centers (ESCs) work with other districts requesting assistance

Teams use data tools to identify critical needs

STAGE 1
Identify Critical Needs of Districts and Schools

STAGE 2
Develop a Focused Plan

STAGE 4
Evaluate the Improvement Process

STAGE 3
Implement and Monitor the Focused Plan

District/Building Leadership Teams

STAGE 1
Identify Critical Needs of Districts and Schools

STAGE 2
Develop a Focused Plan

STAGE 4
Evaluate the Improvement Process

STAGE 3
Implement and Monitor the Focused Plan

Who is involved?

District/Building Leadership Teams

Regional Service Providers

External Vendors

Higher Education

Who is involved?

State Diagnostic Teams

State Support Teams

Educational Service Centers

Regional Managers

Single Point of Contact

Who is involved?

STAGE 1
Identify Critical Needs of Districts and Schools

STAGE 2
Develop a Focused Plan

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Evaluate the Improvement Process

STAGE 3
Implement and Monitor the Focused Plan

Who is involved?

District/Building Leadership Teams

Teacher Based Teams

Regional Service Providers

External Vendors

Higher Education

Who is involved?

Review data

Gather evidence of implementation and impact

How do these teams work in districts and schools?

How do these teams work in districts and schools?

How do these teams work in districts and schools?

Provide technical assistance and targeted professional development

Leverage resources

STAGE 1
Identify Critical Needs of Districts and Schools

STAGE 2
Develop a Focused Plan

STAGE 4
Evaluate the Improvement Process

STAGE 3
Implement and Monitor the Focused Plan

5 Step Process

1

2

3

4

5

Do these teams work in districts and schools?

Do these teams work in districts and schools?

Do these teams work in districts and schools?

STAGE 1
Identify Critical Needs of Districts and Schools

STAGE 2
Develop a Focused Plan

STAGE 4
Evaluate the Improvement Process

STAGE 3
Implement and Monitor the Focused Plan

5 Step Process

1

2

3

4

5

Do these teams work in districts and schools?

Do these teams work in districts and schools?

Do these teams work in districts and schools?

Ohi o Improvement Pro cess

Revised November 2008

Revised November 2008
Review of the Research
OLi4 Foundations
Largest Leadership Study to Date

• Nine states
• 43 school districts
• 180 schools
• Data from a total of 8,391 teachers and 471 school administrators
Two Overall Findings

1. **Collective leadership (collective capacity)** has a stronger influence on student learning than any individual source of leadership.

2. **Higher-performing schools award greater influence to teacher teams.**

Seashore Louis et al., 2010
The BLT exists to improve instructional practice and performance.
To Measure Progress Towards Their Purpose, the BLT Monitors...

1. Staff learning progress (Adult Actions)
2. Student learning progress
To Measure Progress Towards Their Purpose, the BLT Monitors...

1. Staff learning progress (Adult Actions)

2. Student learning progress
Research consistently shows that supporting adult learning is directly and positively linked to enhancing children’s achievement. Drago-Severson, 2009
What is the first and primary responsibility of the BLT?

Stop and reach agreement on the primary responsibility of the BLT.
What is the first and primary responsibility of the BLT?

To help support and strengthen your TBS
Make some quick notes for your BLTs work.
The purpose of “Monitoring Data” is...

- **Feedback** to the TBTs
- **Support** to the TBTs
BLT Monitoring

• Use 5-step rubric to collect monitoring data (handout)

• Three data points on each TBTs
  1. TBT Teams self evaluate.
  2. Principal monitors TBTs.
  3. BLT members monitor a TBT (that is, not their own).
BLT Monitoring

Frequency of Monitoring Plan for 2 inquiry cycles—in the fall and the spring.

– Collect and analyze data
– Make decisions and commitments for support
– Provide for support
– Collect another round of data
Where are your TBTs now?

What do your TBTs need?
Insights from TtoT/BLT Teacher Sessions

• BLT members know that TBTs need more support.
  
  *Most BLT members rated their TBTs overall as a 1 or 2 on a 4-point scale.*

• Most BLT members had not visited a TBT that was not their own.

STOP Stop and discuss why this is important.
How has your BLT improved the performance of your TBTs?

Stop to see if you can identify one action that your BLT has taken to improve TBT practices and performance.

– How well did it work?
– How do you know?
– How did you share this with the school?
Make some quick notes for your BLTs work.
Monitoring only matters if you act on the data.
Negative Monitoring
Does Not Work!!!
You cannot expect changes in student performance...

...before there are changes in adult performance.
What We Believe Happens...
The Myth of Linearity

“Greater implementation means better achievement, right?”

<table>
<thead>
<tr>
<th>Degree of Implementation</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>20%</td>
</tr>
<tr>
<td>Seldom</td>
<td>40%</td>
</tr>
<tr>
<td>Moderate</td>
<td>60%</td>
</tr>
<tr>
<td>Extensive</td>
<td>80%</td>
</tr>
</tbody>
</table>
The Non-Linear Path of School Improvement
To Measure Progress Towards Their Purpose, the BLT Monitors...

Year 2

1. Staff learning progress (Adult Actions)
2. Student learning progress
The BIG question for the BLT...

Are our student supports and interventions working?
How do we know?
2. Student Learning Progress

- Based on benchmark or other assessments
  - Which individual and subgroups of students are/are not making progress? Why?
  - What actions will we take to facilitate progress? e.g., strengthening Tier 1, interventions and supports

- Follow the same 5-step process as TBTs
What are inclusive leadership actions?

- Creating a culture of inquiry
- Distributing leadership
- Shaping the discourse about school inclusiveness
- Encouraging and supporting professional learning communities (TBTs/BLTs/DLTs)
- Informing yourself about learning difficulties and interventions
Clarifications and Agreements on TBTs
What are TBTs supposed to be doing?

Stop and reach agreement on what TBTs are supposed to do in their meetings.
TBTs look at three primary things:

1. Unpacking standards to identify and agree on important learning outcomes
2. Developing and using shared Formative Assessments
3. Agreeing on a shared Instructional Practice
Make some quick notes for your BLTs work.
Where to start with “teaching practices”

• Start with an important learning outcome
• Choose a simpler practice
• Make it work for all kids--- Modify, adapt, expand, etc.
• Learn from using the practice
• Share your learnings
Insights from TtoT/BLT teacher sessions

• BLT members were unclear on instructional practices in the TBTs.
  • BLTs need to know what practices TBTs are working on and are finding effective.
  • BLTs need to share effective practices across the school.
  • What teaching practices should they focus on?
• Caution re: Hattie, effect sizes and meta-practices
Make some quick notes for your BLTs work.
Positive outcomes are unlikely in the absence of building leadership (BLT) that supports and holds teacher teams accountable for sustaining the inquiry process until they see tangible results.

Gallimore et al., 2009
Inquiry and Learning

Your BLT should be able to answer the BIG Inquiry Questions.

Are you making progress?

– *How* do you know?
– Do you know *Why*?
Inquiry and Learning

Your BLT should be able to answer the BIG Inquiry Questions.

If you are not making progress...

– How and When do you know?

– Do you know Why?
STOP and Process

How are these ideas consistent with your perceptions?

- Confirmed my perceptions:

- Surprising – not my previous perceptions:
In Your Handout

Review and address the BLT Planning Questions
All successful school systems have come to trust and respect teachers.

Fullan (2010)
Other questions?

Any Questions?