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 your 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)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

List any evidence that you have for your rating

   b. Effective facilitation in the TBT process?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

List any evidence that you have for your rating

   c. A clear understanding of teaching practices?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

List any evidence that you have for your rating

   d. Use of student work/student thinking

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

List any evidence that you have for your rating

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


Bloomingston, IN: Solution Tree.