



# School Leadership Team

Roles & Responsibilities

*Division of Family and Community Engagement*

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*Your beliefs become your thoughts,  
Your thoughts become your words,  
Your words become your actions,  
Your actions become your habits,  
Your habits become your values,  
Your values become your destiny.*

*Mahatma Gandhi*

# Session Agenda

Core Values

What is a School Leadership Team

Review

Decision Making

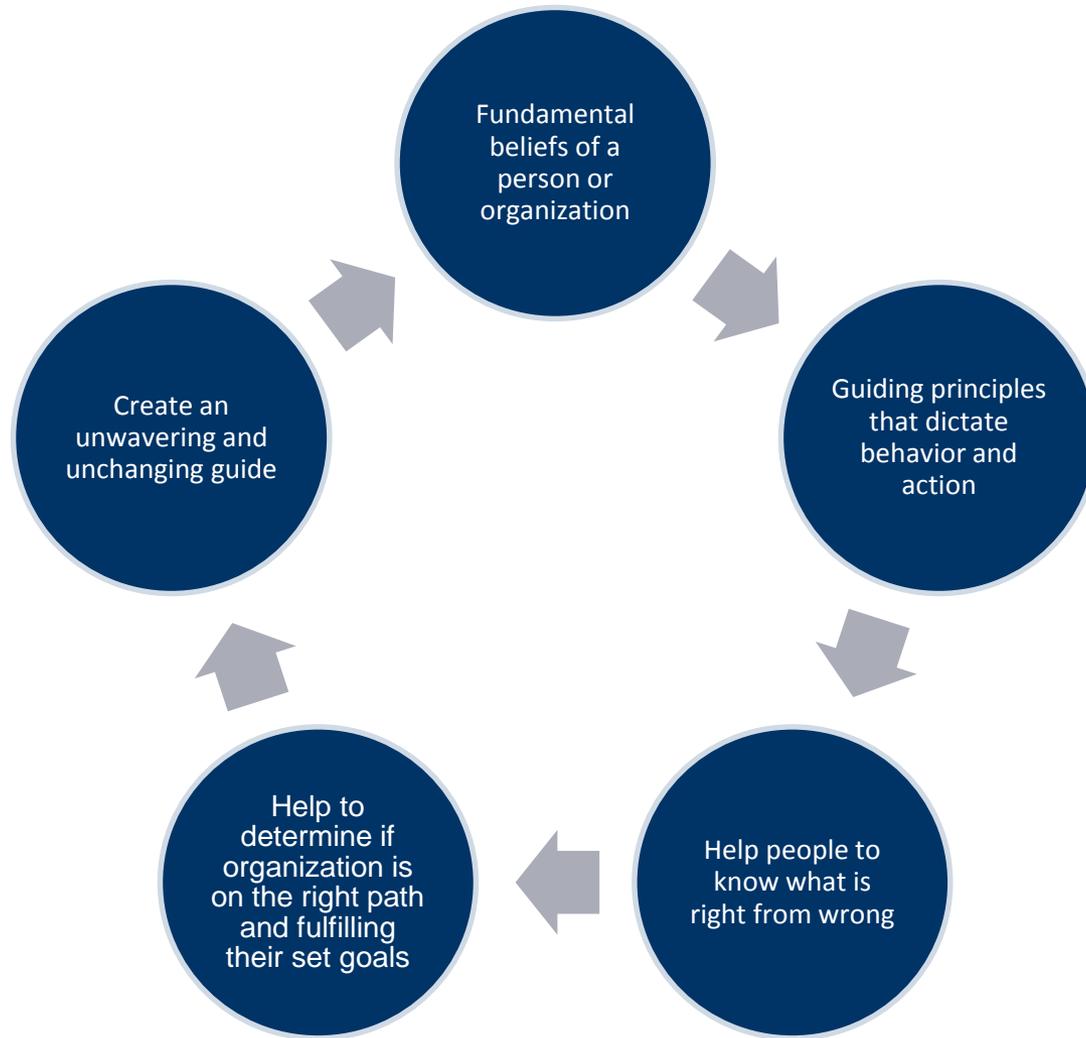
CEP

Coaching Strategies

# What Are the Shared Core Values of Your Team?

Acceptance	Decisiveness	Happiness	Mindfulness	Selflessness
Accountability	Empathy	Honesty	Motivation	Safety
Achievement	Encouragement	Inclusiveness	Optimistic	Service
Boldness	Excellence	Innovation	Originality	Teamwork
Benevolence	Fairness	Intelligence	Passion	Thoughtfulness
Brilliance	Fun-Loving	Joy	Performance	Trust
Community	Flexibility	Kindness	Proactive	Understanding
Compassion	Growth	Knowledge	Quality	Usefulness
Charity	Generosity	Love	Recognition	Vision
Daring	Grace	Leadership	Relationship	Wisdom
Dependable	Health	Loyalty	Reliability	Zeal

# School Leadership Team - Core Values



Chancellor's Regulation A-655	Fact or Fiction
All SLTs should have a minimum of ten members and a maximum of 17 members. In determining the size of the team, budget allocation must be considered.	Fact
Students and CBO members of the SLT may count, with permission of the local Superintendent and the DLT, if a team can not achieve an equal number of parents and staff.	FICTION
The SLT mimics a true democratic process of governance sharing in the equality of all parties; with equal voting rights.	FICTION
In order to establish an SLT, a school must first establish a PA/PTA.	FACT
Teams must develop method for engaging in collaborative problem solving and solution seeking and, when necessary, effective conflict resolution strategies.	FACT

## New York State Education Law 2590-h

- Requires the School's Chancellor to take steps to ensure that School Leadership Teams (SLTs) are in place in every New York City Public School.

## State Education Commissioner's Regulation 100.11

- Establishes the requirement that all school districts create a plan for school-based planning and shared decision-making that involves parents, teachers, and administrators.

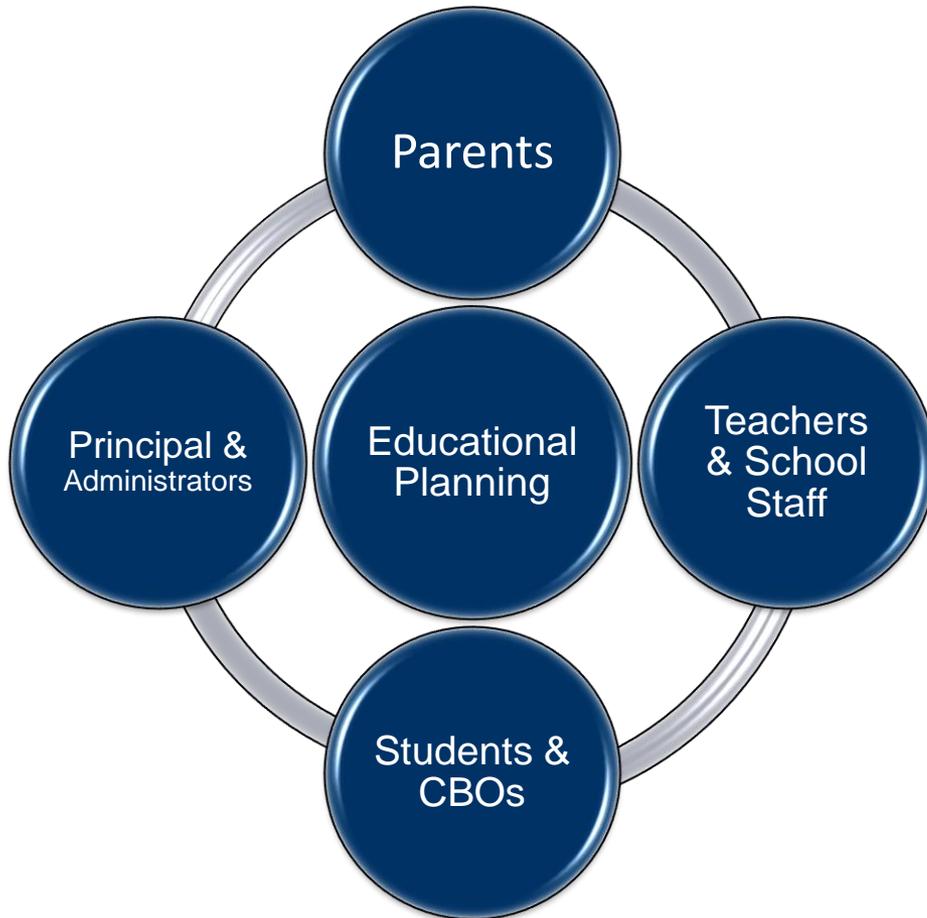
## Chancellor's Regulation A-655

- Establishes guidelines to ensure the formation of SLTs in every New York City public school.
- District Leadership Teams (DLTs) in every community school district as well as in District 75.

## School Leadership Team Bylaws

- Required to establish bylaws that conform to CR A-655 and governs the day-to-day workings of the SLT.

# School Leadership Team



The fundamental purpose of the school leadership team is to determine the school's educational direction – that is, the school's overall educational vision, its goals and priorities, the strategies that will be used to achieve that vision and the alignment of resources to accomplish those strategies. To be effective, the team will need to develop a culture in which there is a shared goal for all children to achieve high levels of learning and a spirit of partnership among all constituencies to achieve this goal.

# School Leadership Team - Core Responsibilities

- Develop the Comprehensive Educational Plan (CEP)
- Shape path to a collaborative school culture
- Develop school-based educational policies aligned with the school-based budget (Galaxy Table of Organization – Public View)
- Work in a collaborative manner to understand and evaluate effect on student achievement

# School Leadership Team - Governance

Team Composition	Officers	Quorum
Term	<b>Bylaws</b>	Term Limits
Order of Business	Meetings	Remuneration

# School Leadership Team – Shared Decision Making

SLTs must use a consensus-based decision-making process as their primary means of making decision. Teams must develop methods for:

- Collaborative Problem Solving
- Solution Seeking
- Effective Conflict Resolution Strategies

# The Goals of the Consensus Process Include

Better Decisions:

Through including the input of all stakeholders the resulting proposals can best address all potential concerns

Better  
Implementation:

A process that includes and respects all parties, and generates as much agreement as possible sets the stage for greater cooperation in implementing the resulting decisions

Better Group  
Relationships

A cooperative, collaborative group atmosphere fosters greater group cohesion and interpersonal connection

## School Leadership Team – Shared Decision Making

There are multiple models of how to make decisions by consensus that vary the number of steps the group will employ to reach consensus and finalize decisions.

The basic model involves collaboratively generating a proposal, identifying unsatisfied concerns, and then modifying the proposal to generate as much agreement as possible.

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Discussion	Identify Emerging Proposal	Identify Any Unsatisfied Concerns	Collaboratively Modify the Proposal	Assess the Degree of Support	Finalize the Decision OR Circle Back to Step 1 or 3

# School Leadership Team – Shared Decision Making

## Potential Pitfalls

If consensus-based decision-making is not working for your team, consider whether the team has fallen victim to one of the common challenges below:

- The issues are not well-defined, or there is disagreement about how they should be defined. (It's important that all members have a clear understanding of the issues)
- Several members have a vested personal interest in a proposal and have lost sight of the team's common mission to serve the school. (Everyone has to be reminded that they are part of a team with a common mission)
- There is a disparity of power and/or resources among the members. The members may have different levels of expertise and different access to information about the problems. (All members have an equal voice on the team. Information should be shared so all members understand the proposals and can actively participate in discussions)

# Comprehensive Education Plan (CEP)

A framework for continuous school improvement that engages school staff and parents in a systematic review of the effectiveness of instructional programs and educational strategies that support student achievement and meet rigorous State and City content and performance standards.

School Leadership Teams serve as the vehicle for meaningful consultation with parent and staff representatives. It is expected that the CEPs prepared by schools will reflect a spirit of collaboration and shared responsibility among partners who share a common goal: continuous improvement of education practices and higher levels of student achievement. Once the CEP is approved, it serves as a focus for implementing instructional strategies, professional development opportunities, and parent involvement activities

# Developing school-based educational policies that are aligned with the school-based budget

- Develop and review the school's Comprehensive Educational Plan (CEP), including the annual goals and objectives

Identify Educational Issues

Set Priorities

Establish Goals

Align Resources

- Provide recommendations to the principal regarding the alignment of a school-based budget and staffing plan with the CEP

# S.M.A.R.T Goals

Specific

Measurable

Achievable

Realistic/Results  
Focused

Time-Bound

S.M.A.R.T. Goals are goals that specific, measurable, achievable, realistic and time-bound.

# S.M.A.R.T Goals

*Specific*

Simplistically written  
and clearly define what  
you are going to do

# S.M.A.R.T Goals

*Measurable*

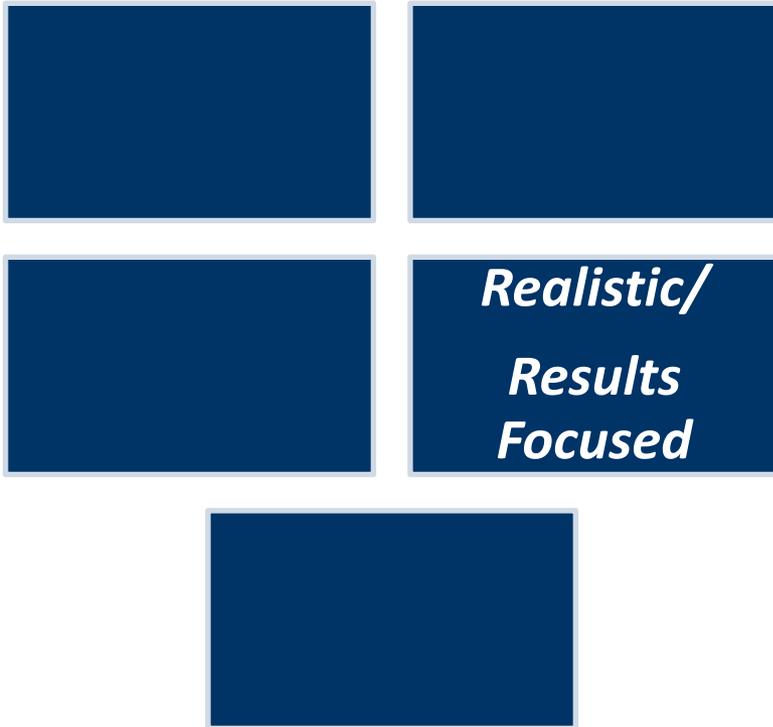
Tangible evidence that you are accomplishing the desired goal.

# S.M.A.R.T Goals



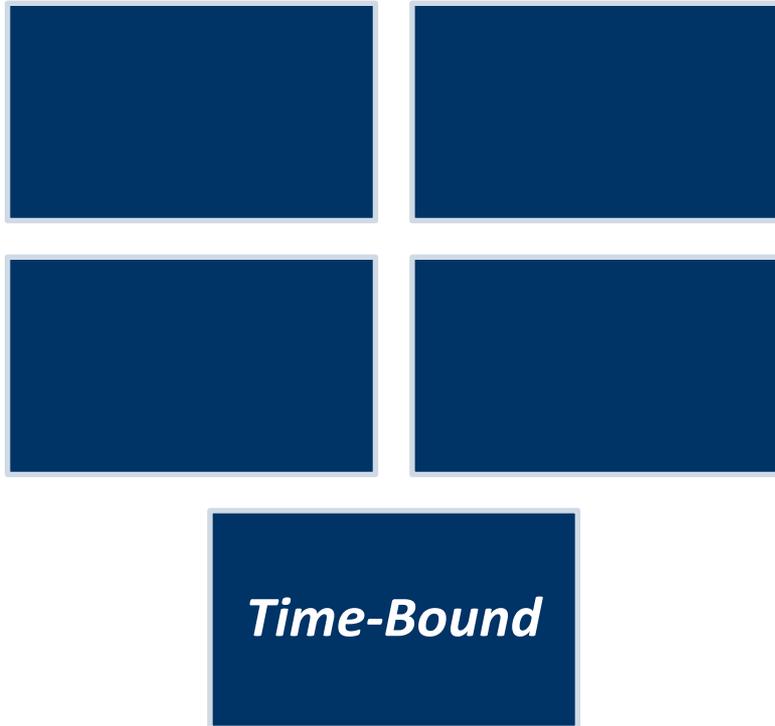
Challenging, but defined well enough so that you can achieve established goal.

# S.M.A.R.T Goals



Measure the outcomes,  
not the activities.

# S.M.A.R.T Goals



Linked to a beginning and an ending to create a sense of urgency by which to judge the worthiness of the goal.

## Keep In Mind...

1. Disperse responsibilities throughout the team
2. Disseminate information broadly so team members can make informed decisions
3. Cultivate dynamic leadership among team members
4. Adopt ownership of a well defined vision for the school and team
5. Make professional Development an ongoing activity of the Team

# FOR MORE INFORMATION

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