

School Leadership Teams Roles & Responsibilities



*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

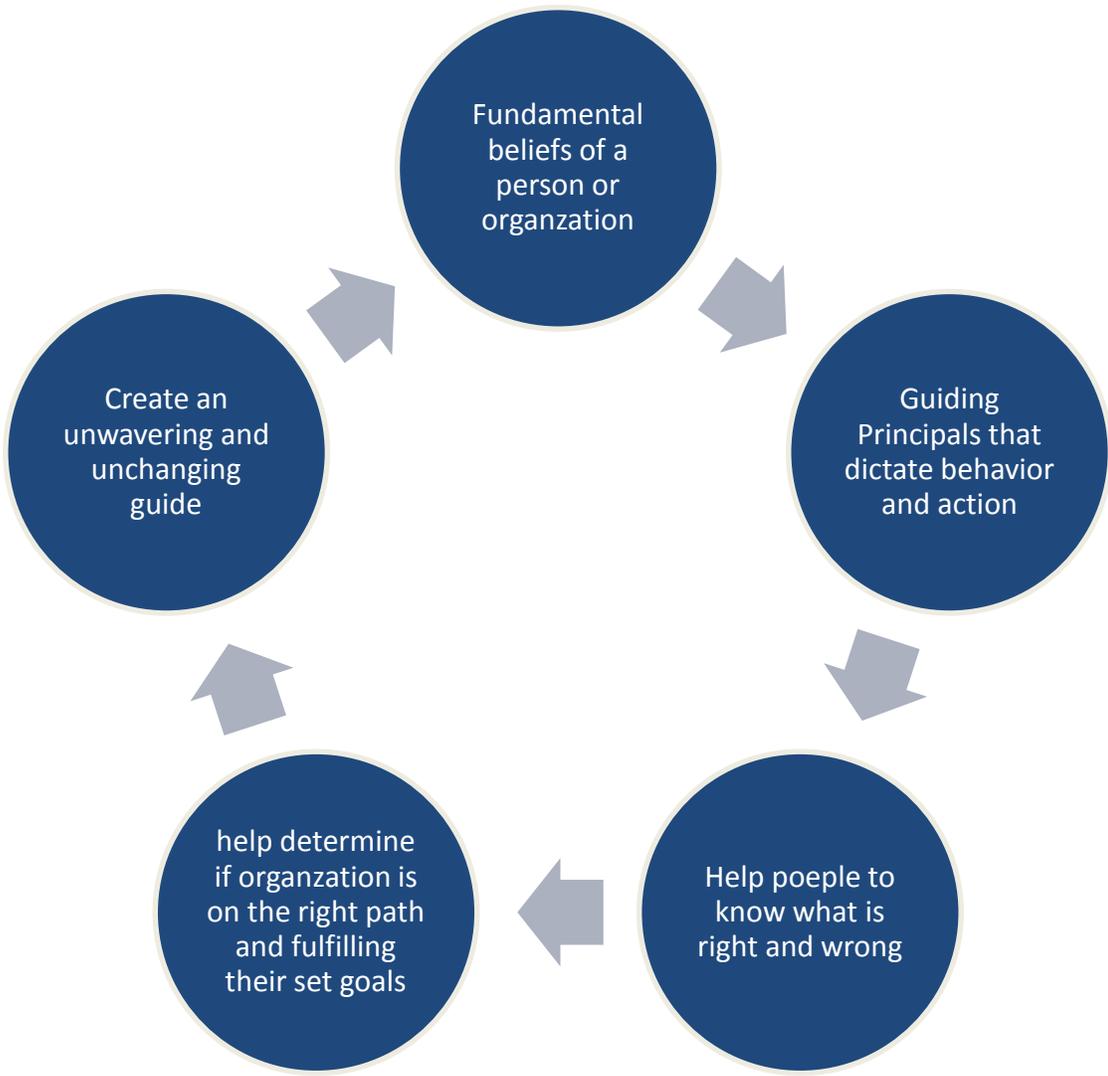
From the list on the screen, choose and write down every value word that resonates with you. Do not overthink your selection. As you read through the list, simply write down the words that feel like a core value to you personally. If you think of a value you possess that is not on the list, write it down.

From the list you've just created pair off with the person next you. Compare your list to theirs and create a list of ten values words you share in common or that you can agree upon.

From your new list work as an entire team (table) to create of list of five value words that you can determine to be the five shared common core values of your School Leadership Team.

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School Leadership Team



Chancellor’s Regulation A-655	Fact or Fiction
<p>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.</p>	
<p>Students and CBO members of the SLT may count, with permission of the local Superintendent and the DLT, if a team cannot achieve an equal number of parents and staff.</p>	
<p>The SLT mimics a true democratic process of governance sharing in the equality of all parties; with equal voting rights.</p>	
<p>In order to establish an SLT, a school must first establish a PA/PTA.</p>	
<p>Teams must develop method for engaging in collaborative problem solving and solution seeking and, when necessary, effective conflict resolution strategies.</p>	

School Leadership Team

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

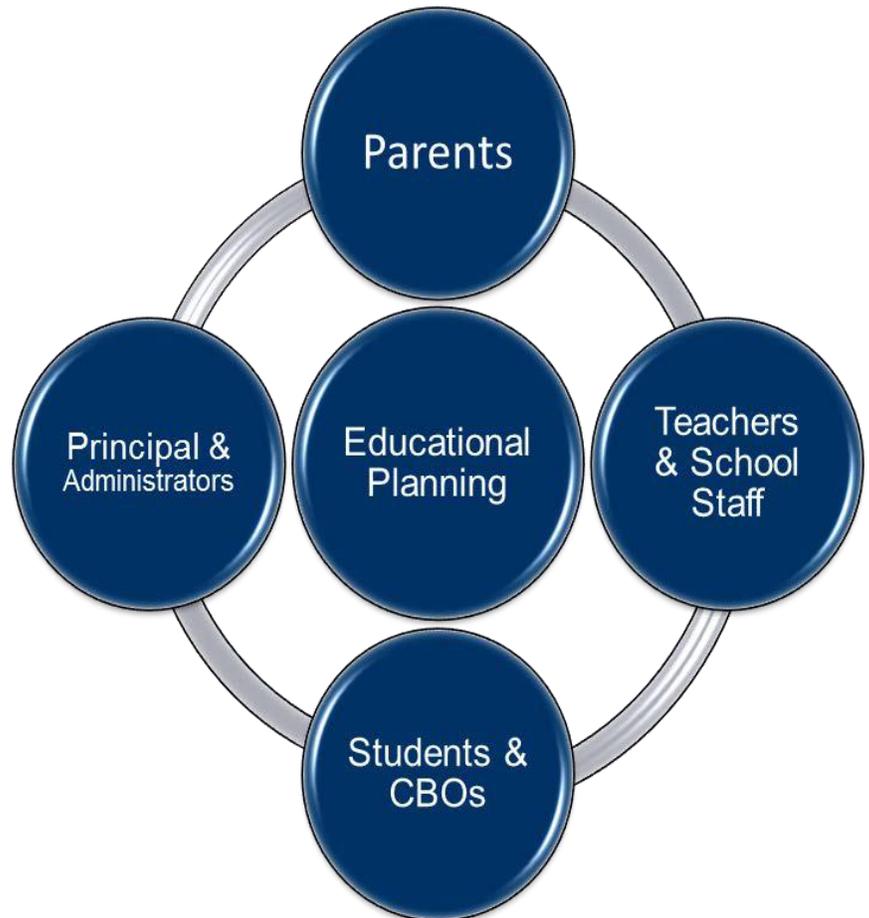
- Required to establish bylaws that conform to CR A-655 and governs the day-to-day workings of the SLT.

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.

The primary responsibility of the SLT is to create, develop, review and assess the school's Comprehensive Education Plan.

- Develop the Comprehensive Education 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



Governance

Bylaws	Provide operating guidelines for the team. Bylaws give the team structure and serve as an important reference when discussing procedural rules.	
Team Composition	<p>The SLT must have between 10 and 17 members.</p> <ol style="list-style-type: none"> 1. Equal number of parents and staff members 2. Constituent group must ensure that SLT elections are open to all members of the constituent group. 	<p>3 mandatory members</p> <ol style="list-style-type: none"> 1. Principal 2. UFT Chapter Leader 3. Parent Association President <p>Mandatory members are included when determining if an SLT is balanced.</p>
Officers	<ol style="list-style-type: none"> 1. Chairperson/Co-Chairpersons 2. Secretary 	<p>Other Team Positions</p> <ol style="list-style-type: none"> 1. Time Keeper 2. Facilitator, 3. Financial Liaison
Quorum	Minimum number of members that must be present for a meeting to be valid.	<ol style="list-style-type: none"> 1. Bylaws may state a specific quorum number 2. Include a majority clause
Term	<ol style="list-style-type: none"> 1. CR A-655 does not dictate a required term length for elected SLT members. 2. The most common term length is two years. 	<ol style="list-style-type: none"> 1. CR A-655 does not require term limits for elected SLT members. 2. Most SLT bylaws have set term limits at two terms and include a provision that allows an individual to seek a third term if there are no other interested members of the constituent group.
Order of Business	<ol style="list-style-type: none"> 1. Must specify the order of business for SLT meetings 2. Provides a framework for each meeting's agenda. 	The Order of Business provision can be amended by consensus of the team.
Meetings	<ol style="list-style-type: none"> 1. SLT should meet at least once a month during the school year 2. Meetings must be scheduled at a time convenient for the parent members. 3. Meetings must be scheduled at a time convenient for the parent members. 	<ol style="list-style-type: none"> 1. The SLT should develop ways to ensure that the school community is notified of upcoming meetings. <p>There are 4 key documents that all SLT members should have at each meeting:</p> <ol style="list-style-type: none"> 1. The CEP 2. The school-based budget 3. The SLT bylaws 4. CR A-655
Remuneration	SLT members are eligible to receive annual \$300 remuneration for their service, provided they complete at least 30 hours of service on the SLT and attend a mandatory training session.	Team members who complete less than 30 hours of service may request remuneration on a pro-rata basis.

School Leadership Team Building

Espoused values, group norms, habits of thinking and acting, personnel behavior, are among the more readily understood elements that represent the organization’s culture. These patterns not only evolve over time, they also are shared or handed-down over time to succeeding generations within an organization. If the cultural norms are congruent with the mission of the organization, the organization flourishes. If the cultural norms are incongruent or even toxic, the organization cannot flourish.

Complete the sentence:

My vision of a School Leadership Team that works is...

The Principles of Consensus Decision Making

Process	How Decisions are Made
Inclusive:	As many stakeholders as possible are involved in group discussions
Participatory:	All participants are allowed a chance to contribute to the discussion.
Collaborative:	The group constructs proposals with input from all interested group members. Any individual authorship of a proposal is subsumed as the group modifies it to include the concerns of all group members.
Agreement Seeking:	The goal is to generate as much agreement as possible. Regardless of how much agreement is required to finalize a decision, a group using a consensus process makes a concerted attempt to reach full agreement.
Cooperative:	Participants are encouraged to keep the good of the whole group in mind. Each individual's preferences should be voiced so that the group can incorporate all concerns into an emerging proposal. Individual preferences should not, however, obstructively impede the progress of the group.

Establishing Goals

Goal development should be based on an assessment of your school’s needs, derived from the recommendation from your most recent intervention.

S.M.A.R.T Goals		
Specific	Do you know exactly what you want to accomplish with all the details?	Goals must be well defined. They must be clear and unambiguous.
Measurable	Can you quantify your progress so you can track it? How will you know when you reach your goal?	Define specific criteria for measuring progress toward the accomplishment of each goal you set so that you can measure and keep track of your progress.
Achievable	Is your goal a challenge but still possible to achieve?	Goals must be achievable. The best goals require you to stretch a bit to achieve them but they are not impossible to achieve.
Realistic (Relevant)	Is your goal realistic and within your reach? Are you willing to commit to your goal? Is your goal relevant to your life purpose?	Almost certainly your goal is realistic if you truly believe that it can be accomplished. Your goal must be consistent with other goals established and fits with your immediate and long-term plans.
Time-Bound	Does your goal have a deadline?	Goals must have a clearly defined time frame including a starting date and a target date. If you don’t have a time limit then there is no urgency to start taking action towards achieving your goals.

District Level Capacity Building

Pursuant to State Education Law Section 2590-h, the SLT is responsible for developing an annual school Comprehensive Educational Plan (CEP) that is aligned with the school based budget for the ensuing school year. The School-based budget provides the fiscal parameters within which the SLT will develop the goals and objectives to meet the needs of the students and the school's educational program.

1. Educational issues which will be subject to cooperative planning and shared decision making at the building level by teachers, parents, administrators, and, at the discretion of the board of education or BOCES, other parties such as students, school district support staff, and community members;
2. Manner and extent of the expected involvement of all parties;
3. Means and standards by which all parties shall evaluate improvement in student achievement;
4. Means by which all parties will be held accountable for the decisions that they share in making;
5. Process by which SLT disputes will be resolved at the local level; and
6. Manner in which all State and Federal requirements for the involvement of parents in planning and decision making will be addressed by the overall plan.

How are you working to build capacity on your team?

SLT Diagnostic Tool

<i>Educational Issues Subject to Shared Decision Making</i>	
What educational issues are addressed by the SLT?	<input type="checkbox"/> Instructional <input type="checkbox"/> Social <input type="checkbox"/> Emotional <input type="checkbox"/> Parent Involvement <input type="checkbox"/> English Language Learners <input type="checkbox"/> Special Education <input type="checkbox"/> Title I <input type="checkbox"/> Other, _____
Which issues have been identified as CEP goals?	
How were these goals prioritized by the team?	
How will team measure the success of prioritized goals?	

Notes

<i>Involvement of all parties</i>	
What constituent groups are represented on the SLT?	<input type="checkbox"/> Parents <input type="checkbox"/> UFT <input type="checkbox"/> DC37 <input type="checkbox"/> Other, specify _____ <input type="checkbox"/> Community Based Organization <input type="checkbox"/> Student
How is team balanced reflected on your team?	<input type="checkbox"/> Number of Parents _____ <input type="checkbox"/> Number of Staff Members _____
How are team members involved in the creation and assessment of the CEP?	<input type="checkbox"/> CEP Goal & Priority Setting <input type="checkbox"/> Gathering, reviewing and assessing data <input type="checkbox"/> Committee & Subcommittee members <input type="checkbox"/> Assessments and Evaluations <input type="checkbox"/> Other, specify _____
How is the team communicating with the respective constituencies?	<input type="checkbox"/> Bulletin Board Postings <input type="checkbox"/> Email <input type="checkbox"/> Public Meetings <input type="checkbox"/> Newsletter <input type="checkbox"/> Minutes are Backed-Packed Home <input type="checkbox"/> PA/PTA President's Report <input type="checkbox"/> UFT Report <input type="checkbox"/> Principal's Report
What mechanism is used to solicit feedback and identify concerns from constituent groups?	<input type="checkbox"/> School Community Survey <input type="checkbox"/> Town Hall Meetings <input type="checkbox"/> Focus Groups <input type="checkbox"/> Suggestion Box <input type="checkbox"/> Other, Specify _____
How is full team participation measured?	

Notes

<i>Means and standards used to evaluate improvement of student achievement</i>	
What data and metric resources are used to evaluate initiatives to improve student achievement?	<input type="checkbox"/> Test Scores <input type="checkbox"/> Narratives <input type="checkbox"/> Student Portfolios <input type="checkbox"/> Attendance <input type="checkbox"/> Parent Surveys <input type="checkbox"/> Quality Review <input type="checkbox"/> School Quality Snapshot <input type="checkbox"/> Other, Specify _____
What data sources are shared and discussed at SLT meetings?	<input type="checkbox"/> School Based Budget <input type="checkbox"/> School Quality Snapshot <input type="checkbox"/> School Report Card <input type="checkbox"/> School Survey <input type="checkbox"/> Arts in Schools Report <input type="checkbox"/> Building/School Facilities Report <input type="checkbox"/> Class Size <input type="checkbox"/> Student Progress <input type="checkbox"/> Student Demographics <input type="checkbox"/> Student Attendance <input type="checkbox"/> Other Data Sources
What training is provided to understand and evaluate the data?	<input type="checkbox"/> District Leadership Team <input type="checkbox"/> Superintendent <input type="checkbox"/> Network <input type="checkbox"/> Principal <input type="checkbox"/> Inquiry Team <input type="checkbox"/> NY State Education Department <input type="checkbox"/> Academic Coach
How often does the team review and evaluate data to measure progress?	

Notes



Shared Decision Making and Accountability

Describe the process used by the team to make decisions?	
How are resources aligned effectively to support CEP goals and priorities?	
How are the CEP goals and priorities communicated to the School Community?	
Describe how the team ensures that the CEP is a “Living Document.”	

Notes



<i>Dispute Resolution</i>	
How are conflicts identified by the team?	
What internal supports are used to help resolve team disputes?	
What external supports are used to help resolve team disputes?	<input type="checkbox"/> Superintendent <input type="checkbox"/> District Leadership Team <input type="checkbox"/> Network <input type="checkbox"/> FACE <input type="checkbox"/> Independent Mediator

Notes

<i>Coordination of state and federal requirements for parental involvement</i>	
How does the CEP prioritize Parent Involvement?	
How does the team identify and address Title 1 Parent concerns?	
Does the Title 1 Parent Involvement Policy (PIP) identify educational issues that would promote student excellence?	
How are Title 1 Funds used to support struggling students?	
What areas are impacted?	<input type="checkbox"/> Academic <input type="checkbox"/> Behavior <input type="checkbox"/> Attendance <input type="checkbox"/> Other, please specify _____
How did the implementation of the Parent Involvement Policy impact the area(s) cited above?	

Notes



**Department of
Education**

Carmen Fariña, Chancellor

Notes: