



School Leadership Team

School Based Shared Decision Making

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Session Agenda

Reflection

School Leadership Team Myths

Review of Basic Material

Steering the Elephant

Decision Making

Consensus-Based Decision Making

Support for SLTs

Reflection

Don't underestimate the power of your vision to change the world. Whether that world is your office, your community, an industry or a global movement, you need to have a core belief that what you contribute can fundamentally change the paradigm or way of thinking about problems.

Leroy Hood

School Leadership Team Myths

	True or False
Every New York City Public School must have a School Leadership Team.	True
The principal is responsible for shaping the path to a collaborative school culture.	False
The SLT is the primary vehicle for developing school-based educational policies and ensuring that resources are aligned to implement those policies.	True
The SLT assists in the evaluation and assessment of the school's educational programs and their affect on student achievement.	True
The SLT reviews the school's annual Comprehensive Educational Plan (CEP) after the principal has created the draft, and it is aligned with the school-based budget.	False
In Title I schools, the SLT is responsible for facilitating consultation with Title I parent representatives regarding the joint development of the CEP, Parent Involvement Policy and School-Parent Compact.	True
The SLT must have balance between staff and parents; this is not inclusive of the mandatory members of the SLT.	False

Background

Agency	Requirement
State	<ul style="list-style-type: none">• New York State Education Law, Section 2590-h.• Commissioner's Regulation 100.11
City	Chancellor's Regulation A-655 (CR A-655)
School	<ul style="list-style-type: none">• SLTs are required to establish bylaws that conform to the requirements of CR A-655.<ul style="list-style-type: none">○ Attachment 4 of CR A-655 includes a bylaws template.

Governance

Team Composition	Order of Business	Meetings
Officers	Bylaws	Term
Term Limits	Quorum	Remuneration

Decision-Making

Majority decisions tend to be made without engaging the systematic thought and critical thinking skills of the individuals in the group. Given the force of the group's normative power to shape the opinions of the followers who conform without thinking things through, they are often taken at face value. The persistent minority forces the others to process the relevant information more mindfully. Research shows that the decisions of a group as a whole are more thoughtful and creative when there is minority dissent than when it is absent.

Phillip G. Zimbardo

Decision-Making

We make decisions everyday...

1. What decisions have you made today?
2. What information did you use to make your decision?
3. Who was impacted by the decisions you made today?
4. Did you need the support of others?
5. Was the decision based on instinct or analysis?
6. What was the outcome of those decisions?
7. What kind of decision did you make today?

Decision-Making

Consensus
Each member
agrees to
support
decision

**Majority
Rule:**
More than half
of the group
votes in favor

**Executive
Decision:**
Leader Decides

Unanimous:
All members of
the group agree

Expert:
Group defers to
an expert or
small group

Default:
Decision made
by an action or
inaction

Decision-Making

Negotiation

Discussion designed to result in agreement

Conflict Resolution

Process designed to bring hostile sides together

Mediation

Work with opposing sides to reach a settlement

Group Dynamics

The way group members interact with one another

Consensus

A collective / group opinion or agreement

Consensus-Based Decision-Making

The Goals of Consensus as a Decision Making Process

Better Decisions:

Because it includes the input of all stakeholders the resulting proposals can better address potential concerns.

Better Implementation:

A process that 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.

Consensus-Based Decision-Making

Basic Principles

Inclusive:	As many stakeholders as possible are involved in the group's discussion
Participatory:	All participants are allowed a chance to contribute to the discussion
Collaborative	The group constructs proposal 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 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 preference 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.

Consensus-Based Decision-Making

The Process of Consensus Decision Making

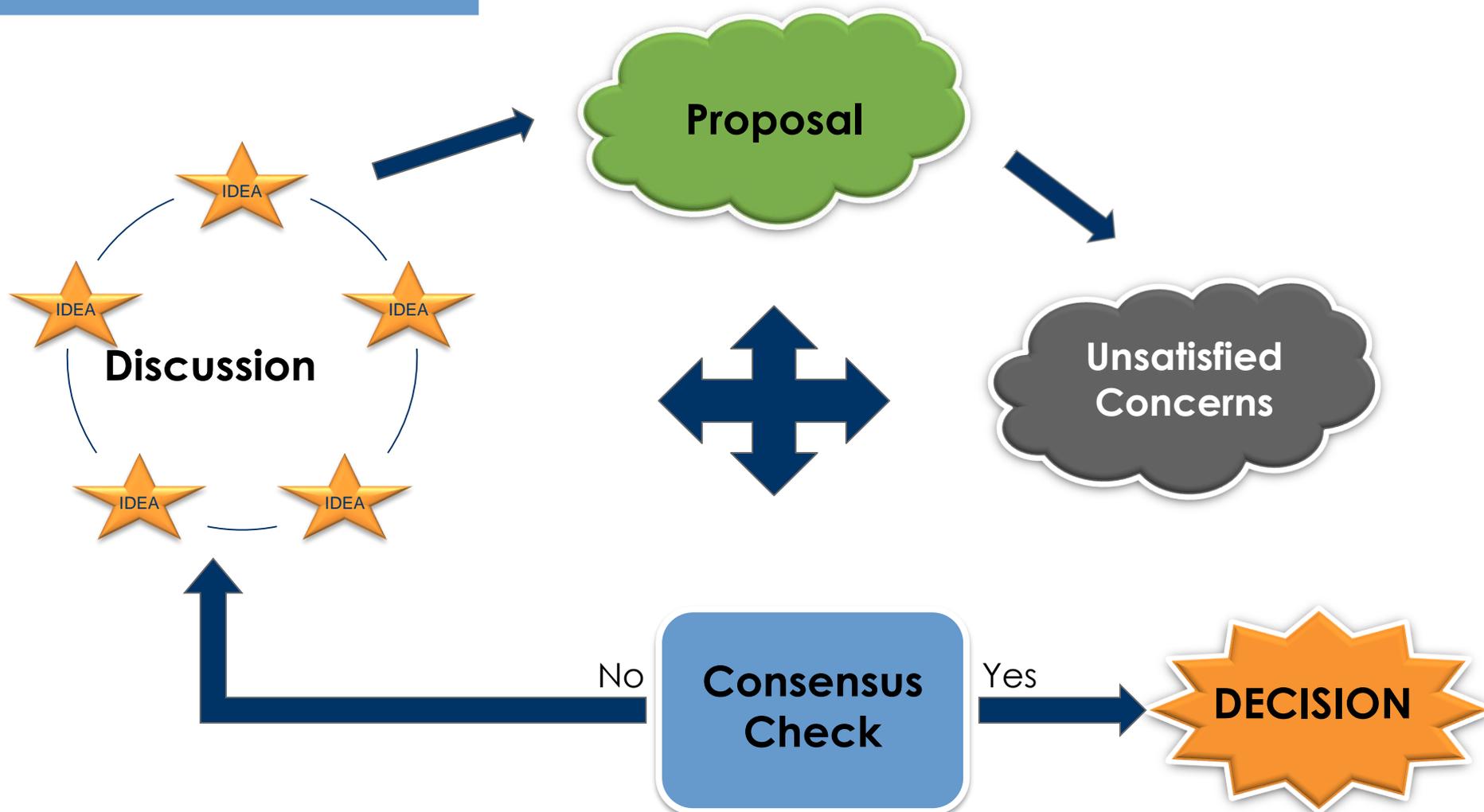
There are multiple models of how to make decisions by consensus that vary the number of steps the group will employ to reach consensus and finalize decisions.

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

Consensus-Based Decision-Making

A Model



Consensus-Based 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:	
Poorly-defined or Undefined Issues	<p>The issues are not well-defined, or there is disagreement about how they should be defined.</p> <p>It's important that all members have a clear understanding of the issues.</p>
Vested Personal Interests	<p>Several members have a vested personal interest in a proposal and have lost sight of the team's common mission to serve the school.</p> <p>It's important that all members understands its common mission.</p>
Disparity of Power and or Lack of Information	<p>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.</p> <p>It's important that all members have access to the same information and actively participate in the team's deliberations equally.</p>
Intimidation – Fear - Coercion	<p>Cross talking, loud rebuttals, sarcastic tones intimidate members from sharing their ideas. In the worse cases people are personally insulted, belittled, or laughed at. It is unlikely in such an environment people would feel good about being part of the process and willingly contribute ideas that might add value but run counter to the ideas of others in the group.</p>

Activity I - Seeking Solutions

In the past week, students have been given suspensions for fighting and or bullying.. In total, nearly 8 students were suspended.

As members of your School leadership Team you are tasked with offering solutions and recommendations to bring back to your constituent groups (administrators, staff and parents).

You must address three aspects of activities:

1. Possible reason for why the activity is occurring?
2. What Solutions and strategies can be offered? (Be innovative and imaginative)
3. How can the solutions be implemented? What is your implementation plan?

One person will act as scribe.

You will record a summary of your team's ideas for presentation to the group.

One team member will act as an observer.

You will note aspects about the way your team worked (how decision were made? How was consensus reached?)

When completed, a member of your team will present a summary of ideas to the larger group. All three aspects must be presented.

Activity II - Lost on the Moon

You are a member of a space crew. You were scheduled to rendezvous with your mother ship on the lighted side of the moon. Due to mechanical difficulties, your ship was forced to land at a spot on the moon 62 miles from the rendezvous point. During landing, most of your equipment was damaged. Your survival depends on reaching the mother ship. Working by yourself, you must choose the most important items for your 62 mile trek.

A list of 15 items left undamaged after landing are noted. Your task is to rank them in order of their importance to your crew in allowing them to reach the rendezvous point. Place a number 1 by the most important item and provide a statement of your rationale.

Place a number 2 beside the next most important item and provide your Statement of rationale. Continue until each item has a number ranking with number 15 being the least important.

Item	Rank	Rationale
Box of Matches		
Food Concentrate		
50 Feet of Nylon Rope		
Parachute Silk		
Portable Heating Unit		
Two .45 caliber Pistols		
One Case of Dehydrated Milk		
Two Tanks of Oxygen		
Stellar Map (of the Moon's Constellation)		
Life Raft		
Magnetic Compass		
Five Liters of Water		
Signal Flares		
First Aid Kit		
Solar Powered FM Receiver-Transmitter		

FOR MORE INFORMATION

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[SLT Resource Page](#)

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