



# Building Leadership Teams and the Continuous School Improvement Process

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# Leadership Team

Role of BLT

Continuous Improvement  
Cycle

Updates in BLT Manual





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The Building Leadership Team's (BLT) role is to help lead the school's effort in reaching the Red Clay Consolidated School District's "Academic Success for All" vision. In addition, the BLT supports the improvement of teaching and learning with an explicit goal of raising student achievement for each student and narrowing achievement gaps. The BLT makes decisions about the school's instructional program, and then leads professional development and collaborative time.





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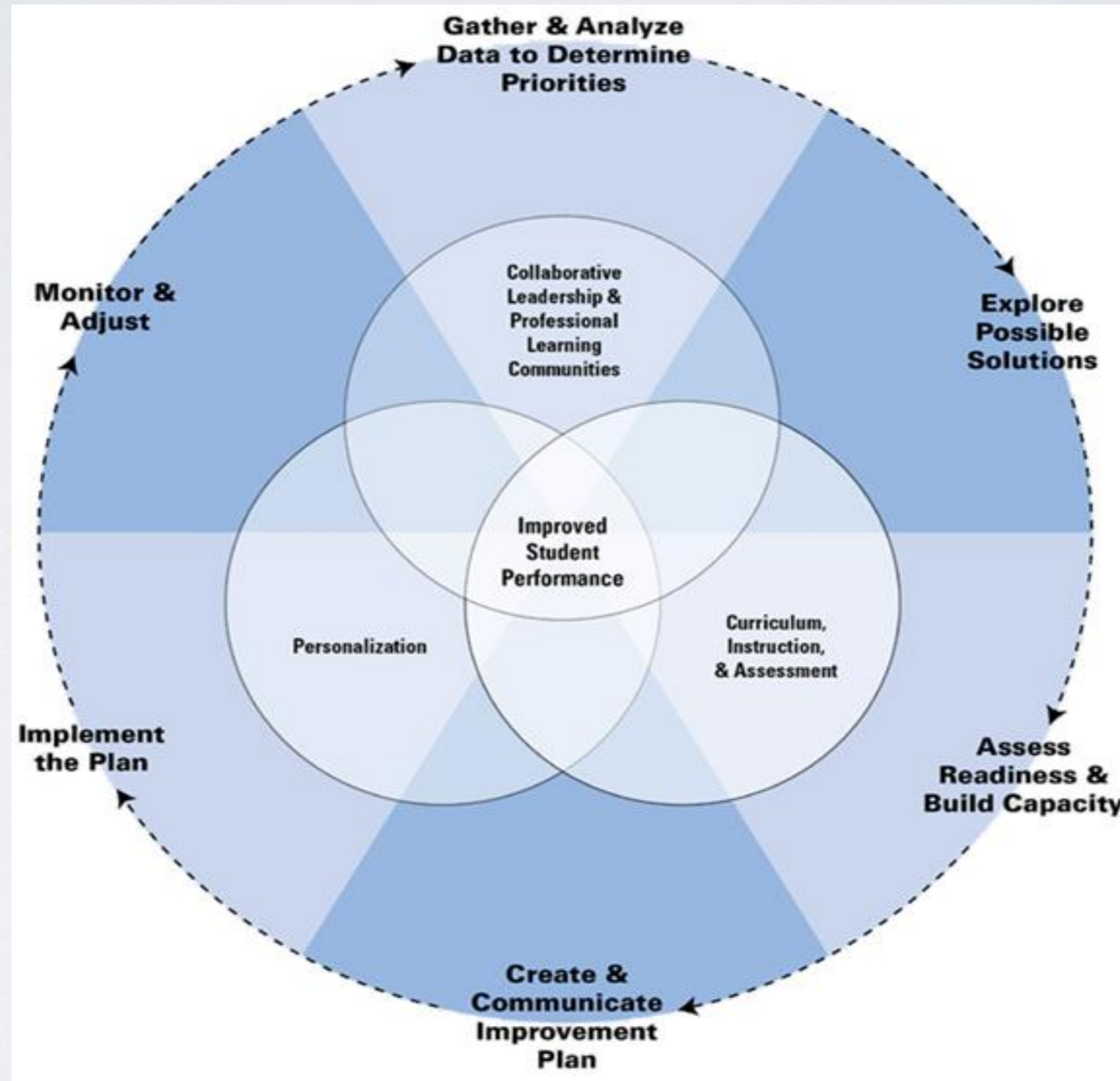
The leadership team focuses on continuous improvement as a way to ensure that school improvement efforts continue. Moody, Russo, and Casey (2005) note that the “improvement cycle curves back on itself” (p.175). The leadership team is continuously looking at student data, examining instruction, developing an action plan, and assessing its effectiveness to ensure that improvement efforts move forward.



## Role of BLT

The leadership team helps ensure that effective changes implemented as a result of the improvement process become part of the school's practices and culture. The leadership team may need to examine building practices and structures to make sure they are not hindering institutionalization of the new strategy.

# Diagram of Continuous School Improvement Process





## “Academic Success for All” Vision

All members of the Red Clay community will demonstrate the ***belief and expectation*** that every student be given equal opportunity and equal access to a high quality inclusive education with the ultimate goal of being college and/or career ready.

All Red Clay schools will develop a greater ***capacity*** to teach all learners. The Red Clay Consolidated School District is committed to continuous improvement through examining and realigning appropriate ***structures, supports, and resources*** for the instruction of all students in all schools.



BLT Manual  
Updates



## BLT Manual Updates

### Goals of the Leadership Team:

Provide leadership necessary to improve teaching and learning and help achieve the “Academic Success for All” vision.

Assist the school in improving student achievement for each student and narrow achievement gaps

Develop a collaborative environment with the goal of building capacity in others to meet the specific needs of each student

Ensure focus and alignment with RCCSD Strategic Plan

Establish shared purpose, mission, commitments, and goals

Model effective characteristics of learning communities

Support effective implementation of the Common Core State Standards (CCSS) through the development, implementation, and monitoring of the school’s CCSS implementation plan



## BLT Manual Updates

### BLT Meetings

BLT meetings will occur at least once a month. The BLT will monitor each PLC team's essential outcomes, progress towards achieving SMART goals, professional development needs, and any additional resources needed to achieve their goals. In addition, the BLT will monitor, assess, and amend their School Success Plan and CCSS Implementation Plan monthly and report on their progress.

The BLT Monthly Review report will be completed and submitted via SchoolStream.



## BLT Manual Updates

### Common Core State Standards (CCSS)

#### CCSS Building Implementation Plan

The BLT will work collaboratively to develop, implement, and evaluate a CCSS Building Implementation Plan for their school to effectively support their teachers and the phases of implementation for the CCSS. The plan will align with the District's implementation plan and should support the characteristics of effective professional development.





## BLT Manual Updates

### Quarterly Data Collaborative Meetings

Quarterly (4 times per year), Principals will present during collaborative administrative meetings, the steps they have taken to move the PLC, CCSS Building Implementation Plan, and continuous school improvement model forward.

Principals will be called upon to present evidence regarding how their school has addressed specific conditions (i.e. supported collaborative efforts in their school, monitored the work of the teams, how the results of common formative assessments are being used by teams, data analysis of student achievement, and how the school is providing for systematic intervention and enrichment).

Principals will be asked to provide artifacts that demonstrate the effectiveness of their teams.

Principals will meet with their respective Director for an in-depth discussion of their school's progress to achieving the goals in their School Success Plans, CCSS Building Implementation Plan, and PLCs. In addition, the Director of Curriculum and Instruction may attend these meetings to ensure ongoing support is provided to schools.

# Characteristics of the Building Leadership Team Members

To help ensure the BLT operates effectively and fulfills the functions listed above, it is critical that team members are knowledgeable about instructional best practices and research, organizational change, adult learning theory, data analysis, and distributive leadership. DuFour and Marzano (2011) list several factors to consider when selecting team leaders and/or BLT members:

**Their influence with colleagues**

**Their willingness to be a champion of the PLC process and continuous school improvement model**

**Their sense of self-efficacy and willingness to persist**

**Their ability to think systematically**



BLT Manual  
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# Checklist for Identifying Potential Teacher Leaders



## BLT Manual Updates

Guiding Questions	Yes	No
Is the potential teacher leader familiar with the characteristics of adult learners?		
Does the potential teacher leader understand how to apply the collective knowledge of their colleagues in order to improve teaching and learning in the school?		
Does the potential teacher leader understand educational research and use that knowledge to model and coach colleagues in the selection and use of research-based strategies?		
Does the potential teacher leader understand that teaching and learning is rapidly changing and uses that knowledge to support and lead relevant professional learning?		
Does the potential teacher leader have a comprehensive understanding of the teaching and learning process?		
Does the potential teacher leader model the practices of continuous learning, reflection upon teaching practices, and collaboration with colleagues?		
Is the potential teacher leader familiar with current research on assessment (formative and summative) methods?		
Does the potential teacher leader use knowledge of formative and summative assessments to focus on continuous improvement of instruction?		
Is the potential teacher leader familiar with the cultural backgrounds and languages spoken by the school's families and in the community?		
Does the potential teacher leader use knowledge of the school's and community's diversity to reach out to and work collaboratively with family and community members?		
From College of William and Mary School of Education Strategies for Creating Effective School Leadership Teams		

## Summer Sessions

CCSS Trainings July 9, 16, 23, 30 ( 8 a.m. – 3 p.m.)

CCSS & PLC Trainings July 10 & 17 (9 a.m. – 3 p.m.)

*Leaders of Learning* Book Study July 11, 18, 25 (9 – 10:30 a.m.)



BLT  
Support

