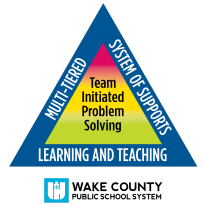


# Essential Qualities of Instructional Leadership Team



The effectiveness of any effort in school improvement pivots on having the right people around the table at the right time. As you consider the membership of your Instructional Leadership Team, think about building your **DREAM TEAM**...a team that shares leadership and creates sustainability of infrastructures to ensure the achievement of ALL students. The professional learning will enable this team to engage in ongoing data-based problem solving to advance the work of learning and teaching across tiers of instruction to implement and sustain Standards and Shifts, Curriculum, PLTs, and cultural responsiveness. After reviewing the information below, you may determine this **DREAM TEAM** already exists in your building. If so, bring them! Consider the responsibilities of other teams and time out of the building (i.e. curriculum resource professional learning, Core Team, etc.) as indicated on the "Scaling Vision 2020 Instructional Blueprint" provided at April 2017's Principals' Meeting.

## Roles and Responsibilities

Engage in ongoing data-based problem-solving to build the capacity of school teams to advance the work of learning and teaching across tiers by:

- Attending all district-wide MTSS professional learning.
- Modeling instruction of core actions in ELA and Math within spheres of influence.
- Committing to meeting at least once a month to reflect on learning, plan implementation, and monitor the health and well-being of the school.
- Connecting and aligning implementation with SIP.
- Engaging with an open mind and committing to the work.
- Analyzing gaps and trends in various data points and problem-solving ways to address them.

## Skill Sets

School leaders who...

- are reflective practitioners.
- are masters of content and pedagogy.
- have social capital and are influencers.
- possess growth mindset.
- believe all students can learn.
- have experience and facility with data analysis.
- are problem-solvers by nature.
- communicate and collaborate effectively.
- think creatively and critically.
- represent perspectives in the building including those that may not always align with administration's.

# Team Membership

The following lists are recommendations for building your Instructional Leadership Team.

	ELEMENTARY	SECONDARY
<b>Required</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Principal</li> <li><input type="checkbox"/> 2 General Ed Teachers (not 3rd grade)</li> <li><input type="checkbox"/> Special Ed Teacher</li> <li><input type="checkbox"/> IRT</li> <li><input type="checkbox"/> Instructional Coach</li> <li><input type="checkbox"/> School Psychologist</li> <li><input type="checkbox"/> Intervention Team Facilitator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Principal</li> <li><input type="checkbox"/> 2 General Ed Teachers (not 6th grade ELA or Math I)</li> <li><input type="checkbox"/> Special Ed Teacher</li> <li><input type="checkbox"/> IRT/API</li> <li><input type="checkbox"/> Instructional Coach (if applicable)</li> <li><input type="checkbox"/> School Psychologist</li> <li><input type="checkbox"/> Intervention Team Facilitator</li> </ul>
<b>Recommended</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SIP Team representative</li> <li><input type="checkbox"/> School Counselor</li> <li><input type="checkbox"/> Behavior Team representative</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SIP Team representative</li> <li><input type="checkbox"/> School Counselor</li> <li><input type="checkbox"/> Behavior Team representative</li> </ul>

**\*Each school will be provided sub funding for the two general ed teachers to attend the 6 days and 1 special education teacher for the 6 days. Schools teams may include additional staff at their own expense. Some members of the team may serve in several capacities as outlined above.**