Leadership Team Norms 2015-2016

Time
Meet twice/month – One meeting to make a schedule for Early Release and discuss concerns
3:35-5:00 – end on time;

Other meeting to evaluate Early Release/Inservice – Generally the morning after the inservice, unless it
would be a Monday, then schedule for Tuesday – 7:30 meeting

Listening
No side conversations
Ask – “May I add a comment...” or something similar

Respect other team members

Confidentiality
Open if others want to attend – like closed session they can come to discuss their topic then leave and
the meeting will continue
All discussions will be confidential
Agenda – send to all staff
Post minutes – send to all staff to share information
Minute taking (rotate people to take notes – by volunteer – ask when meeting reminder email is sent
out) – Ryan Lang will send reminders of meetings

Decision Making
Listen
Advisory team

Participation
Asking
Attendance
Email responses within 24 hours when things go out during the school year

Expectations
Respect
Collaboration
Fulfill obligations
Have crucial conversations
Share information with other teachers

Team Assessment
Mid-Year
Summer/June
LEADERSHIP TEAM MEETING
Tuesday, February 23, 2016

1. Mission & Vision Statements

2. Roles — Who will refocus the team if discussions go on & on? Who will take notes?

3. Early Release Agenda – March 3rd

4. Book Study – Visible Learning

5. Superintendent Search/Process

6. Other

Mission Statement
The Bruce School District provides a student-centered environment with dynamic educational opportunities in an ever-changing world.

Vision Statement
The Bruce School District strives to create a collaborative learning community focused on results ensuring student success.
## Leadership Team Self-Assessment 2015-16

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>To what extent...</td>
<td>Not at All</td>
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<tr>
<td>1. The leadership team work is related to the school's mission, vision and goals?</td>
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<td>2. The leadership team has representation from appropriate stakeholders (Elem., MS, HS, Specials, SpEd, Administration, etc).</td>
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<td>3. Roles and responsibilities of leadership team members is clearly defined?</td>
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<td>4. All leadership team members contribute equally to discussions and accomplishing the team's work?</td>
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<td>5. The rest of the staff supports leadership team decisions?</td>
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<td>6. Individual members of the leadership team deliver the same message to their respective teams?</td>
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<td>7. The leadership team follows team norms.</td>
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<td>8. The leadership team honors and encourages divergent points of view on the leadership team?</td>
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<td>9. The leadership team seeks input and feedback from divergent points of view from the rest of the staff?</td>
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<td>10. The leadership team culture promotes trust.</td>
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<td>11. The leadership team members listen and communicate respectfully with each other.</td>
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<td>12. The leadership team member are dedicated and attend meetings regularly.</td>
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<td>13. The leadership team constructively resolves conflict.</td>
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<td>14. The leadership team members ‘walk the talk’ and model the values of the Bruce Schools.</td>
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Comments:
**CALL Report Summary 2015-2016**

### Areas of Strength

- 5.2 Clean and safe learning environment
- 4.4 Integrating external expertise into school instructional program
- 5.1 Clear, consistent and enforced expectations for student behavior
- 4.2 Structuring and managing time

### Areas Most in Need of Improvement

- 2.4 Summative evaluation of teaching staff
- 1.3 Integrated instructional design
- 2.3 Formative evaluation of teaching
- 1.4 Providing appropriate services for all students

### Survey Item

1. **Focus on Learning**
   - 1.1 Maintaining School-Wide Focus on Learning
   - 1.2 Formal Leaders are Recognized as Instruction Leaders
   - 1.3 Integrated Instruction Design
   - 1.4 Providing appropriate Services for All Students

2. **Monitoring Teaching and Learning**
   - 2.1 Formative Evaluation of Student Learning
   - 2.2 Summative Evaluation of Student Learning
   - 2.3 Formative Evaluation of Teaching
   - 2.4 Summative Evaluation of Teaching

3. **Building Nested Learning Communities**
   - 3.1 Collaborative School-Wide Focus on Teaching and Learning
   - 3.2 Professional Learning
   - 3.3 Socially Distributed Leadership
   - 3.4 Coaching and Mentoring

4. **Acquiring and Allocating Resources**
   - 4.1 Personnel Practices
   - 4.2 Structuring and Managing Time
   - 4.3 School Resources are Focused on Student Learning
   - 4.4 Integrating External Expertise Into School Instructional Program
   - 4.5 Coordinating and Supervising Relations with Families

5. **Maintaining a Safe and Effective Learning Environment**
   - 5.1 Clear, Consistent and Enforced Expectations for Student Behavior
   - 5.2 Clean and Safe Learning Environment
   - 5.3 Student Support Services Provide Safe Haven for All Students