

Appendix U
The Instructional Leadership Team



THE INSTRUCTION LEADERSHIP TEAM

The Instructional Leadership Team leads the school’s effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school’s instructional program and leads and monitors the implementation of a sound instructional focus.

What the ILT <u>IS</u>:	What the ILT <u>IS NOT</u>:
<ul style="list-style-type: none"> • Focused on student achievement • Centered on teaching and learning • Fully committed • A model of a learning community • Knowledgeable about how students learn • Unique to each school • A place where divergent ideas are heard and leadership is shared. 	<ul style="list-style-type: none"> • Additional responsibilities for an existing committee • Composed of only those who happen to be available • An elite group • The Governance Council (ILT members may also serve on the Governance Council) • Responsible for the day-to-day business of the school (although they may make recommendations) • Dominated by one person or group

Characteristics of an Instructional Team Member

- School leaders (formal and informal, catalysts, and motivators)
- Reflective of multiple perspectives and diverse opinions
- Representative of the school community
- Committed to leading the long term improvement process to better their school and provide their students with the best
- Willing to tackle tough issues and take risks together
- Supportive of other team members, encouraging each others’ participation, expression, and ideas.

Working Together to Achieve Outstanding Results

The ILT <u>DOES</u>:	The ILT <u>LEADS</u> the entire school in:
<ul style="list-style-type: none"> • Consider school activities and decisions to ensure that they are consistent with the instructional focus • Meet regularly and frequently (at least twice a month) • Hold themselves mutually accountable for their responsibilities and for improving student performance • Learn (through formal training, reading, self-study, reflection, and conversation) about the improvement process and what works to make good schools better • Maintain clear objectives and a clear agenda for each meeting • Guide the school’s Whole School Improvement process • Develop a process to keep continuity in their planning, building upon and learning from each meeting • Help individual school community members develop their own skills • Check frequently that all members understand the conversation, are abreast of ILT work, and aware of decisions that have been made • Come to consensus and make decisions collaboratively • Find creative, constructive ways to resolve conflict • Celebrate successes large and small. 	<ul style="list-style-type: none"> • Challenging all community members in examining beliefs regarding the abilities of all students • Analyzing school data and student work to identify strengths and opportunities for improvement • Changing school structures to support the instructional focus • Identifying and eliminating barriers to improvement • Developing and implementing targeted professional development plans • Involving faculty in strengthening professional relationships and networks • Facilitating two-way communication between the ILT and other school community members • Creating and implementing a school Whole School Improvement plan focused on significant growth in student achievement.

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