

## **School Leadership Team Recruitment and Selection**

The purpose of this document is (1) to outline preferred skills, roles, and responsibilities for individuals mutually agreeing to participate on a School Leadership Team (SLT), and (2) to assist district leaders in determining who to recruit and mutually select to participate on the SLT.

### **Team Description**

The School Leadership Team builds and maintains an implementation infrastructure to support school staff in their use of effective innovations (EIs)

- Uses district processes and procedures for the selection and use of EIs
- Plans and coordinates implementation efforts within the school
- Engages in school-wide data analysis to support implementation
- Ensures communication amongst different groups/ teams within the school and across the district
- Ensures meaningful participation from multiple and diverse perspectives of staff, students and families

A school leadership team is of functional size and membership includes:

- School Administrator with decision-making authority
- School Leadership Team coach to organize and facilitate the team
- General team members with diversity across professional roles and identity markers (i.e., race, gender) and representative perspectives from both internal and external stakeholder groups
  - General/special ed
  - Instructional and non-instructional
  - Grade-level, Department, Content areas (e.g., K-12, behavior, reading, math)
  - Families
  - Community members
  - Students

Diverse and representative team membership does not necessarily mean having a different individual for each perspective. In addition, it may not be practical to have all perspectives represented at every meeting. A “core” group of team members (e.g., 5-7 members) may be present at all meetings and others may be invited based on the agenda and topics being discussed.

In addition, consideration should be given to prioritizing individuals who do not require a substitute.

## Role Descriptions

### General Team Member

#### *Qualifications and Skills*

Individuals who demonstrate the following qualifications and skills are likely to be successful as members of a school leadership team:

- Ability to meet timelines for and manage multiple projects, tasks, and activities
- Willingness to engage in continued professional learning
- Ability to accept coaching supports and feedback
- Effective communication skills
- Fluent and effective use of technology
- Successful experience implementing MTSS
- Successful experience with data analysis and use

#### *Responsibilities*

School Leadership Team Members are responsible for:

- Viewing the use of an effective innovation from a school-wide lens
- Regular attendance at School Leadership Team professional learning sessions and monthly meetings
- Use district processes / procedures that will be used across all schools to support high-quality use, scale-up, and sustainability of effective innovations (e.g., review process, communication plan, barrier removal process)
- Plan and coordinate implementation efforts within the school
  - Develop and use of an Implementation Plan to guide the team's efforts
  - Develop systems and structures to support staff in high-quality use of selected effective innovations
  - Develop resources needed to support the implementation of a multi-tiered system of support (MTSS) framework within the school
- Regular analysis of school-wide data to identify successes, precise problem statements, contributing factors, and a plan to address needs
- Collaborating with team members and other school staff whose work supports the school's use of effective innovations
- Accurately and effectively communicate information to and from district and school groups/teams and staff (e.g., accomplishments, barriers, need to know)

#### *Estimated Time Allocation*

The time commitment for School Leadership Team members will be greater during installation. As the school moves beyond installation, the SLT will no longer be attending MiMTSS professional learning sessions.

Minimum time allocation during installation is approximately 6-12 hours per month, in addition to the number of days required for professional learning sessions.

Time allocation includes, but is not limited to, the following activities:

- Attendance at MiMTSS SLT Professional Learning Sessions
- Monthly SLT Meetings

## **School Leadership Team Coach**

### *Qualifications and Skills*

Individual(s) who demonstrate the following qualifications and skills are likely to be successful in the role of a School Systems Coach:

- Experience in successful use of MTSS at the school level
- Prior knowledge and experience in:
  - PBIS and Applied Behavior Analysis
  - Scientifically Valid Reading Research
  - Content Area Reading Strategies
  - Student Engagement (i.e., attendance, behavior, course performance)
- Understanding effective and ineffective methods for supporting implementation
- Successful experience with data analysis and use
- Ability to demonstrate effective coaching practices (e.g., modeling, feedback)
- Ability to facilitate people through the change process and address adaptive challenges
- Ability to demonstrate facilitation skills in large and small group meetings
- Effective organizational and communication skills
- Ability to develop and meet timelines for completion of projects, tasks, and activities
- Ability to manage multiple projects
- Willingness to engage in continued professional learning
- Ability to accept coaching supports and feedback
- Fluent and effective use of technology
- Respected by colleagues

## *Responsibilities*

School coaches are responsible for:

- Receiving on-going coaching from the coach coordinator to deepen knowledge, skills, and abilities necessary for the role
- Fully participating in School Leadership Team Coaching Support Sessions
- Facilitating team meetings and/or specific agenda topics with the goal of developing the School Leadership Team's collective capacity to fulfill those functions
- Regular communication with the school administrator before and after team meetings
- Prompting the SLT to monitor the activities within the implementation plan
- Developing a coaching service delivery plan for each school the coach supports aligned to the school's data
- Providing assistance with installing the structures and tools necessary to implement MTSS components with fidelity and sustainability through modeling, consultation, and feedback.
- Developing the School Leadership Team's fluency around resources, assessment tools, and data use
- Enhancing the team's skills and assisting them in adapting the MTSS components to fit the culture and context of school/district

## *Estimated Time Allocation*

The time commitment for a school systems coach is greater during installation. As the school moves beyond installation, the school coach will no longer be attending MiMTSS professional learning sessions.

Minimum time allocation during installation is approximately 3-4 days per month, in addition to the number of days required for professional learning sessions.

Time allocation includes, but is not limited to, the following activities:

- Attendance at MiMTSS SLT and Coaching Professional Learning Sessions
- Attendance at monthly Coaches Meetings
- Meetings with Administrator
- Facilitation of Monthly SLT Meetings
- Preparing to facilitate monthly meetings
- Completion of assigned action items

## **School Administrator**

### *Qualifications and Skills*

The school administrator identified to participate on the School Leadership Team in an individual who can make significant decisions involving school priorities and allocation of resources to support school priorities (e.g., staffing, funding, budget).

## *Responsibilities*

School administrators on the SLT are responsible for:

- Regular attendance at SLT meetings
- Meeting with the SLT Coach before and after SLT meetings to determine and / or review meeting agenda topics / items
- Removing school-level barriers impeding the SLTs efforts or supporting the use of the district barrier removal process to request district support for barrier removal
- Political support for implementation best practices and the need to ensure the school is organized to successfully use, scale-up, and sustain effective innovations
- Ensuring visibility for the school's efforts to develop and use structures to support high-quality implementation of effective innovations
- Allocating resources needed to support professional learning and coaching for the school leadership team and school staff

## *Estimated Time Allocation*

The minimum time allocation for School administrators on the SLT is approximately 6-12 hours per month, in addition to the number of days required for professional learning sessions.

Time allocation includes, but is not limited to, the following activities:

- Attendance at MiMTSS SLT Professional Learning Sessions
- Meetings with the SLT Coach
- Monthly SLT Meetings
- Completion of assigned action items

## **Recruitment**

Internal staff are most frequently recruited to be members of the School Leadership Team, since this is often in addition to an existing role. When recruiting from existing staff, only individuals with the qualifications, skills and time to complete responsibilities should be considered.

Prior to recruiting from existing staff, complete a committee audit to better understand membership of existing teams and to distribute roles and responsibilities across multiple individuals whenever possible.

If external staff will be recruited, guidelines outlining specific steps which include the development of a formal job posting and a defined application process need to be developed. If additional steps are needed to recruit staff for this role, those should be included in the guidelines.

## **Selection**

When selecting School Leadership Team members, it is recommended to engage in a formal selection process, using a set of standard questions to examine the candidates' strengths and areas needing further learning and practice. The number and type of questions may be different for general team members than for the School Leadership Team coach.

When a formal selection process is used, a selection protocol including a standard set of questions should be developed and included within the selection guidelines. Selection questions which can be used for the School Leadership Team coach, as well as General Team Members, are included in Appendix A of the District Coaching System.

A less preferred option for selecting team membership is to have a formal conversation with the potential members to discuss the role, answer any questions, and secure a mutual commit to fulfill the role.

## Post-Selection

Following selection, team members will need additional support to ensure they have the skills necessary to fulfill the role. MiMTSS TA Center will provide professional learning following an established scope and sequence.

If a formal selection process is used, team member responses from the selection protocol can be used to identify additional learning for the team. In addition, coaching will be provided to the SLT by the School Leadership Team coach to support them in their role.

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