

Building Leadership Capacity

Thursday, January 13, 2022

3:30 - 4:30



Purpose of Meeting:

- **Build leadership capacity**
- **Build leadership and direction with in the GLT**
- **Establish Point Teachers for the team**
- **Review the expectations associated with the Point Teacher**



Building Leadership Capacity:

- Extending the job of accomplishing the goal, which is increasing student growth and success
- Modeling leadership behaviors:
 - Practice strong levels of **communication**
 - Be **confident** in your approach with the team
 - Be honest and establish trust with in your team
 - Be **positive**
 - Address issues **together with support from the campus coaches and administrative team**
 - **Make decisions**
 - **Avoid procrastination and delays**
 - Focus on growth mindset with the idea that the team can accomplish what it is passionate about
 - **Provide objective feedback**



Build leadership and direction with in the GLT:

- Servant Leadership
- Participative Leadership
- Providing directional leadership is key to our success:

Our intention is for the GLT's to have **Autonomy** and **NOT** feel that the teams are being micromanaged as they develop ways to better serve students.

Our goal in meeting with this team is to empower you and your GLT's!

We feel you are the KEY to Our Success!



Establish Point Teachers for the GLT's:

- Point Teacher - Who better to lead within a collaborative GLT
 - You understand the dynamics of your GLT
 - You understand the team's abilities, inabilities, and frustrations
 - You have the ability to lead through suggestion, examples, ideas, and your own personal successes
 - You can foster the enthusiasm in your GLT
- We All are interested in the GLT's success and we know what directions we need to take, but there are times when our colleagues listen better to those that are serving within the team at the same level
- We are interested in increasing the teams cooperation in getting the job done



Review Expectations:

1. Agency -the ability to take action or choose what action to take
 - a. It gives you a sense of power over what you are trying to accomplish and allows you to make a difference within the GLT's
2. Point teacher helps team interpret **relative student data** and **identify instructional strategies**
3. GLT and PLC will discuss instructional strategies and ensure that those strategies are connected to campus data
4. **Act as liaison** between Campus Coaches and teacher team
5. Define strengths and weaknesses
6. **Has a working knowledge of what data points are out there and interpreting which to use (streamline data)**
7. **Facilitate the movement and sharing of students during 3rd period per GLT action plan**
8. Lead the Teacher Led GLT meetings

Moving Forward: Focus areas to consider

1. Discuss what data points to focus on when working together in GLT (guided by Sandy Dickerson and Campus coaches)
2. Review data tools that can be used to help the point teacher lead the data discussion with their GLT (Sandy Dickerson will be working with campus coaches and point teachers)
3. **Root Cause Analysis & Action Planning**
4. The goal is for each team to develop a plan on how they will provide purposeful learning opportunities and strategies for our struggling learners.



Root Cause Analysis & Action Planning

- We must first identify the **Root Cause** before we can establish an **Action Plan**
- We tend to approach problems with a broad spectrum sometimes rather than being very specific about the situation.
- We **MUST** remain open minded about our approach and if we narrow root cause to the fact that our students are:
 - Lazy
 - Just not doing the work
 - Absent a lot ...

We are missing opportunities to help the students that really need the assistance when using this type of vernacular to support our students lack of follow through.

We should focus our attention on common root causes, such as:

- **Cognitive Skill Gap**
- **Concept Gap**
- **Content Knowledge Gap**
- **Habits Gap**
- **Learning Strategy Gap**
- **Foundational Skills Gap**
- **Environmental Factors**

