GUIDANCE FOR SEZP
TEACHER LEADERSHIP TEAMS

SEA-SEZP Partnership Team

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Introduction

The SEZP-SEA Partnership Team deeply believes that cultivating and sustaining a high-functioning Teacher Leadership Team (TLT) is an essential component of transforming a school for both the children who learn there and the adults who work there. Given that, being part of a TLT is both a great opportunity and a significant responsibility for all involved. Creating a transformative TLT requires a shared commitment to collaboration and an investment of time and energy from both school leaders and teachers.

Empowering teachers to have an authentic voice in shaping the vision, priorities, and working conditions for their school is a key ingredient in creating more nimble and responsive schools that can prepare students for a rapidly changing world. At their core, TLTs are a vehicle for teacher voice, school-wide collaboration, and shared decision-making. However, each TLT will need to engage in thoughtful planning within the group and deliberate communication with the school community in order to operate effectively within their school's unique context.

Every school in the Springfield Empowerment Zone is in a different place on its journey to creating a high-functioning TLT. Some leaders and educators are thriving in an environment centered on distributed leadership and shared decision-making. Some schools are still working to build trust and establish the psychological safety that is a precondition to building a high-functioning team. Others are still puzzling out how to most effectively solicit input on important topics and find ways to efficiently communicate decisions to all staff.

This document is designed to serve as a blueprint for building and sustaining a high functioning TLT and is divided into three sections:
  I.   What are Teacher Leadership Teams?
  II. How do effective TLTs operate?
  III. School Planning

Section 1: What are Teacher Leadership Teams (TLTs)?

This section defines TLTs and explains their purpose. It also outlines who serves on the TLT and whose interests they represent, as well as the primary responsibilities of the TLT.

Definition & Purpose: What are TLTs and why do they exist?

The CBA states that *"All schools shall have a Teacher Leadership Team (TLT) as the vehicle for shared decision-making at the school level."* Teacher Leadership Teams are school-based teams that were created to ensure that teachers play a substantive role in decision-making on issues that are critical to the well-being of teachers and to the continuous improvement of their school.

In traditional districts, important decisions about how to run schools have historically been made by central office or the school principal and school leaders and teachers were expected to implement them. As stated in the CBA, the SEZP was designed with a different vision in mind: *"The Springfield School Committee has created the Empowerment Zone to empower school communities to make decisions at the school level in return for accountability for results. To maximize the likelihood of success, each school must be permitted to implement programs that meet the needs of its students and community."* Through the Teacher Leadership Team, teachers and principals have both the autonomy and the responsibility to make many important decisions about the school through the creation of their annual [School Operational Plan](). The School Operational Plan is an essential driver of the school improvement process and plays a critical role in each school's efforts to improve outcomes for students.

Outcomes & Scope of Work: What are TLTs responsible for each year?

According to the CBA, TLTs are responsible for the *"development and approval of policies set forth in the annual operational plan, or subsequent revisions to this plan."* A school's operational plan is typically comprised of the school's annual priorities, a student and staff calendar, and a set of educator working conditions that includes the following:
1. Allocation of discretionary funds made available by the principal, including in areas such as:
   - Wraparound services for students and families
   - After-school programs
   - School supplies
2. School curriculum issues
3. Professional development activities applicable to the school as a body
4. School calendar
5. Schedule for staff and students, provided that all teachers will continue to receive duty-free lunch and regular student free preparatory time
6. Class coverage and substitutes
7. Schedule of school-wide parent/teacher meetings
8. Work before and/or after the regular school year
9. Notices and announcements
10. School health and safety issues
11. Staff dress code
12. Rotation of duties
13. Class size
14. Bulletin boards

15. Other items as designated by the SEZP provided there is no material conflict with other provisions of this document
16. Family-teacher communication

TLT members are also responsible for soliciting input from their peers to inform the School Operational Plan. School Operational Plans for current and past school years can be found [here](#).

Composition: Who serves on the TLT?

There are three options for TLT team member composition, according to the SEZP-SEA contract: two "default" TLT models and a TLT "with modifications" from the default models.[1] All TLTs are comprised of teachers[2] selected by their peers and typically include:
- a teacher representing each grade level (Default Model #1) OR each content area (Default Model #2),
- a specialist not represented by a grade level (Default Model #1) or a content area (Default Model #2) team,
- an SEA building representative (only in the case that none of individuals elected to represent the grade level, content area, or specialist teams is an SEA building representative), and
- a teacher designated by the principal.

Schools that elect to have a TLT "with modifications" from the default models, will include at least three SEA bargaining members selected by their peers.

TLT members are elected for two-year terms in order to ensure that there is continuity in the group's work year over year.

Representation: Whose interests do TLT members represent?

Each TLT member is expected to understand and advocate for the interests of the group they represent (e.g., 7th grade team) during TLT meetings, listen to the perspectives represented by their fellow TLT members at meetings, and also to work collaboratively with their fellow team members to make decisions in the best interests of the students and the school, taking into consideration practical operational and financial constraints.

While each TLT member should do what they can to accommodate the needs and interests of the group they represent, making decisions will often require compromise. Whenever possible, the TLT should make decisions by consensus, or mutual agreement, which means making decisions that everyone on the team can live with, even if it means a represented subgroup may not get 100% of what they want.

TLT members are expected to facilitate regular two-way communication between the group they represent (e.g., 7th grade team) and the TLT as whole. In practice, this will mean TLT members regularly communicate with their colleagues about what topics are upcoming on the TLT agenda, solicit feedback from their colleagues on those topics, share those interests/perspectives at TLT meetings, and then report back to their colleagues on any decisions and outcomes, as well as the factors that led

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[1] For a detailed overview of the three options for TLT composition, see Appendix 1: TLT Selection Guidance and Form
[2] Teacher is defined here as a member of the SEA Bargaining Unit

to the final decision. In the event that a TLT member ends up supporting a decision that is in conflict with the preferences of the group he or she represents, the TLT member should share the factors that influenced the team's final decision.

Section 2: How do effective TLTs operate?

This section provides guidance and best practices for operating an effective TLT and also includes easy to understand recommendations and tips on how to run an effective TLT. When possible, we have included links to helpful resources, protocols, and customized templates.

TLT Timeline: What are the key milestones and deadlines that influence the work of TLTs?

Month	Activity
Aug-Nov	TLT Selection
By Mid-Nov	TLT kickoff meetings
Early Dec	TLTs review the previous year's School Operational Plan, along with all available student and staff data and results[3]
December	School Planning launches
December/Early Jan	TLT members share relevant data and results and solicit feedback from staff on previous year's plan
Mid-Jan-Mid-Feb	TLTs develop School Operational Plans and share draft plans with staff
Late Feb	TLTs submit School Operational Plans to SEZP
Early Mar	TLTs receive feedback on plans, make any needed revisions, update staff on changes, and re-submit to SEZP
Mid-Mar	SEZP posts School Operational Plans (prior to transfer window)
June	SEZP board votes to approve School Operational Plans

* See APPENDIX 2 - Tentative Timeline of Important SEZP Dates" for a tentative list of other important SEZP dates (e.g., survey windows, school quality reviews, etc.)

TLT Selection: How and when are TLT members selected?

TLT shall be selected by their peers at elections that will be held annually between August and November at a full faculty meeting. The election will be run jointly by the building principal and SEA building rep(s) and/or Executive Board members at the school (See APPENDIX 1 - SEA-SEZP TLT Selection and Faculty Engagement Form for a detailed overview). In the interest of providing continuity year over year within the TLT, we are shifting to staggered two-year terms for TLT members. The intent is for a mix of about half new and half returning TLT members each year.

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[3] Data sources include: Assessment Data (e.g., MAP, MCAS), Survey Results (e.g., Insight, Family Engagement, MESH, Collaboration), School Quality Reviews, etc.

Preconditions for TLT Success: How do you lay the groundwork for an effective TLT?

Individuals elected to the TLT hold an important leadership role and are responsible for collectively making decisions that affect all teachers at their school. Sometimes, making those decisions will be challenging given competing interests and operational constraints. For the group to be effective, it is essential that TLT members take the time to establish trust with one another and create a safe space for problem solving, respectful disagreement, and deliberation from day one.

We recommend that each TLT dedicate their first 1-2 meetings to laying the foundation for a year of successful work together. Specifically, TLTs should aim to do the following at their first 1-2 meetings:
- Get to know each other and build relationships.
  - [Compass Points Protocol](). An Exercise for Understanding Preferences in Group Work
- Set operating norms (before, during, after meetings).
  - [Protocol for Creating Norms and Ground Rules]()
  - [Protocol for Creating Norms]()
  - APPENDIX 3 – SEA's List of Possible Norms
- Create meeting schedule and timeline for the year, keeping in mind important school and Zone milestones (e.g., SQRs, team meetings, staff surveys, school planning deadlines, etc.)
- Create a team overview/roadmap.
  - [Guidance on how to create a team roadmap]()
- Develop a staff communications plan that includes multiple methods for two-way communication regarding regular meetings and important decision-making during the school planning process.

TLT meetings: What are the ingredients to running an effective TLT meeting?

Regular Meetings, Scheduled in Advance

While the TLT is required to meet "*at least monthly with the principal,"* we recommend that during the school planning process (December - March), when TLTs are developing School Operational Plans, that TLTs meet every other week or even weekly. This will ensure the team has sufficient time to plan, solicit feedback from the school community, and to make informed decisions by mutual agreement.

Group Norms & Ground Rules

Creating agreed upon norms and ground rules for the group is an important early step for your team. You may want to review your norms at the start of each meeting to remind everyone of how you've agreed to operate or at least including norms on your printed agenda. Sample protocol for setting norms can be accessed below:
- [Protocol for Creating Norms and Ground Rules]()
- [Protocol for Creating Norms]()
- APPENDIX 3 – SEA's List of Possible Norms

Agreed Upon Process for Decision Making

According to Article 22 of the CBA, "*The goal is to reach important decisions impacting the school by mutual agreement."* However, each TLT should set aside time to agree on a process for both making decisions (e.g., voting in the event a consensus cannot be reached) and documenting decisions made by the team.

Clear Internal Team Roles and Responsibilities

Identifying and assigning roles and responsibilities is an important early step in the development of an effective team. Roles can be assigned for the full year or rotate from meeting to meeting, but it is essential that everyone on the TLT is clear on who is responsible for what. Some useful roles you may want to consider, include:

- Meeting facilitator/chair (responsible for facilitating the meeting and keeping team engaged)
- Time-keeper (responsible for keeping the meeting on schedule, sometimes can be managed by the facilitator, but often helpful to have this live with another person)
- Note-taker (responsible for capturing decisions, next steps, and capturing any key points/considerations leading to decisions AND for distributing notes to the TLT in a timely fashion -- i.e., within 48 hours of meeting)
- Agenda developer (responsible for "owning" creation of the agenda. Everyone should have an opportunity to provide input to the agenda, but ultimately one person needs to put the final version together and distribute to the group)

Meeting Agendas with Clear Objectives

Creating a consistent format for your meeting agenda can make the agenda development process more efficient. At a minimum, the agenda should clearly identify what the desired outcomes/objectives are for the meeting and devote sufficient time to each of those items. It may also be helpful to identify whether an item on the agenda demands a decision at the meeting, or if it's just an item for discussion. We also recommend allotting a few minutes at the end of your agenda to set agenda items for the next meeting. For a template agenda, see APPENDIX 4 – Agenda Template.

Consistent Format for Capturing Notes

Creating a consistent format for capturing notes can be very helpful in keeping your meetings transparent and making it easy both for TLT members and the broader school community to stay up to speed on the team's work. Notes should always clearly capture:

- Decisions made by the group
- Next steps with owners
- Important takeaways or discussion points without public attribution[4] (especially if the information was critical in informing the group's decision on an important topic)
- Proposed topics for the next meeting
- For a template, see APPENDIX 5 – Notes Template

Consistent Process & Timeline for Communicating with School Community

One of the most essential roles of the TLT is to keep the school faculty informed and included in the TLT's decision-making process. While the CBA does state that, *"SEA leadership/staff and teachers in the school are welcome to attend meetings of the Teacher Leadership Team,"* it is unlikely that the majority of teachers will attend meetings. Given that, it is the responsibility of the TLT to develop strategies to ensure that the faculty feel that the work of the TLT is transparent and that faculty feel informed about the work of the TLT. Communicating effectively with all staff will require multiple communication strategies. A few brainstormed ideas are included below:

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[4] When a group is responsible for making important and sometimes difficult decisions, it is critical that a safe space be established where people can openly and respectfully debate differing ideas and perspectives. For this reason, we highly recommend that relevant content be shared, but without attribution.

- Email TLT meeting agendas and summarized notes to all faculty
- Post summarized notes in an area regularly visited by faculty
- Post TLT meetings on the internal school calendar; if using Outlook, link to the agenda/notes in the calendar appointment
- Provide a brief verbal summary of TLT decisions at regular all faculty meetings
- Provide a brief verbal summary of TLT decisions at other team meetings (e.g., grade level meetings, content team meetings, etc.)
- Save meeting agendas and notes to a shared folder that all staff can access

Section 3: School Planning

This section describes the school planning process and timeline, previews the annual planning components and outlines the role of the TLT and broader staff/faculty in developing components of the plan.

School Planning Overview

School Planning is the annual process through which schools develop a comprehensive improvement plan for the following school year. A school's principal, TLT, and faculty play essential roles in analyzing the school's progress in order to drive and inform different elements of the school planning process, which is divided into two phases, outlined below:

Phase I: Launches in Mid-December (tentative) and includes the development of school priorities, educator working conditions and student and staff calendars. This part of the process is driven jointly by the TLT and principal and is informed by analysis of interim data from the Roadmap for Student Success and feedback from school faculty.

Phase II: Launches in late February and includes the development of the budget and staffing plan, selection of district services, and the development of a strategic action plans that outline action steps necessary to improve in priority areas. While these components are deeply informed by the priorities set in Phase I of planning, the principal is owner of this portion of the planning process, and there is no required TLT vote. However, in the interest of transparency and collaboration, we do recommend that the principal share a summary of their proposed plans with the TLT and faculty and solicit feedback prior to submission to inform their final decisions.

School Planning Timeline (tentative)

DRAFT Dates	Deliverable/Task
Mid December	Phase I planning documents released, including guidance and templates for: 1. School Priorities 2. Educator Working Conditions 3. Student and Staff Calendar
Late February	Phase II planning documents released, including guidance and templates for: 1. Budget and Staffing Plan 2. Strategic Action Plan 3. Optional district services menu

Mid-to-late Feb	Phase I DRAFT documents due (Priorities, Educator Working Conditions, Student and Staff Calendars)
Early March	SPS optional service selections due
Early March	SEZP deadline to provide feedback to principals on Phase I documents
Mid-March	Phase I documents posted on website as "final draft pending Board approval," prior to the SPS transfer window
Mid-March	Initial DRAFT budgets due in online tool (principals only)
Late March	Final draft budgets due in online tool (principals only)
May	Strategic Action Plan due

Phase I School Planning Components

School Priorities

Evidence-based school priorities drive decision-making throughout the school planning process and inform everything from educator working conditions to student and staff calendars to resource allocation. School priorities are outlined in a one or two-page document using a template provided by SEZP and are informed by a holistic set of data sources regarding the school's performance

Educator Working Conditions

All SEZP schools are given flexibility to differentiate their school programs—including school calendar, hours, duties, and professional development—the Educator Working Conditions document enables each school to inform current and prospective teachers of their employment expectations for the following school year and create an academic environment and school culture aligned with the school's priorities. This short document outlines the specific school-level teacher working conditions outlined in the SEA-SEZP collective bargaining agreement.

Student & Staff Calendars

The student and staff calendars include school start and end times, days off for students, and professional development days. Draft calendars templates are created in an online spreadsheet and must reflect agreements made in the Educator Working Conditions. SEZP will use this information to create the individual school calendars posted online and to schedule transportation for each school.

Phase I Document Development & Approval: Process & People

According to Article 22 of the CBA, the school operational plan (comprised of the components above), "*shall be agreed upon by a majority of the Teacher Leadership Team and also by the building principal after allowing for feedback from the faculty. The goal is to reach important decisions impacting the school by mutual agreement. However, if an agreement cannot be reached at the school level, the SEZP shall make the final decision when approving the final school operational plan or subsequent revisions.*"

Additionally, "*Each school will implement a process to engage teachers in the development of the school's operational plan. Engagement of teachers must be substantive and allow for opportunities for leadership to both share information and receive feedback from teachers in the building to ensure staff support and buy-in.*"

With those requirements in mind, we recommend the process below for development and approval of the school operational plan:

1. **Data Review (Dec):** TLT members and the principal review previous year's operational plan along with all student and staff data available to begin identifying needed changes.

2. **Faculty Input (Dec - Jan):** TLT members and the principal are responsible for ensuring the faculty at large has an opportunity to review current year Phase I documents, along with relevant school data, and provide feedback on what's working, what's not, and suggestions for improvement. This process should begin as early as December.

3. **Plan Development (Mid-Jan - Feb):** Principal and TLT members develop the school priorities, educator working conditions, and student and staff calendars based on input from faculty on prior year's operational plan, the results of the school quality reviews, assessment data, survey results, and other key data points.

4. **Faculty Feedback (Feb):** TLT members and the principal share the final drafts of the school priorities, educator working conditions, and student and staff calendar with the faculty for review and provide opportunities for faculty to provide meaningful feedback before documents are finalized and submitted

5. **TLT & Principal Agreement (Mid-Feb):** Principal & majority of TLT must agree on all elements of these three documents, or the decision goes to SEZP Board. Ideally, the TLT and principal will approve the documents via mutual consent (i.e., everyone can live with the plan) and then submit to SEZP leadership for review.

6. **SEZP Feedback (Late Feb - Early March):** SEZP leadership will review final draft documents to ensure that all proposed changes are operationally feasible (e.g., can be accommodated by district transportation), are in alignment with the CBA, and are consistent throughout submitted documents. SEZP leadership will then follow up with any flags or clarifying questions.

7. **Plan Revisions (Early - Mid March):** If the SEZP provides feedback after draft documents are finalized that requires a change (e.g., a change in school start time cannot be accommodated by SPS transportation dept.), the Principal and majority of TLT must re-vote and faculty must be updated on the changes and have an opportunity to provide feedback.

8. **SEZP Approval (Mid-March):** SEZP leadership approves the school priorities, educator working conditions, and student and staff calendar and posts them to the SEZP website prior to the transfer window.[5]

9. **SEZP Board Approval (June):** At the end of the school year, the SEZP Board will review school operational plans and make final approval decisions.

Note on changes to the operational plan throughout the year: According to the SEA-SEZP CBA, *"Principals may submit a request to the SEZP to alter their operational plans following submission of*

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[5] Note that if any further changes to Phase I documents are necessary after posting in mid-March (i.e. due to an oversight), Principals must notify SEZP and we will discuss how/if the change can be made with the SEA Leadership prior to responding to the principal.

their operational plans or during a school year after engaging their Teacher Leadership Team and faculty in the decision-making process. The SEZP will have sole and final authority in approving any school year modifications to school operational plans. The SEZP will notify SEA of any changes."

Phase II School Planning Components

Budget & Staffing Plan

Principals are required to produce a balanced budget and staffing plan in an online budget tool. Principals will record salary and non-salary budget items, including SPS and third-party services, and develop a balanced budget for the next school year. Principals are responsible for submitting optional district service selections and a balanced budget & staffing plan to SEZP. Principals must ensure the budget and staffing plan aligns with the school priorities and working conditions. *There is no TLT or faculty vote on the budget or staffing plan (including no votes on stipends).* However, Principals must communicate decisions about structural stipends (Critical Needs, Department Chair, and extra ELT) to all faculty prior to the transfer window.

Strategic Action Plan

The Strategic Action Plan is a living document that outlines the action steps, owners and timeline needed to bring the school's priorities to life and focuses primarily on outlining tasks that are required to successfully launch the school year (i.e. tasks from the spring through early fall). It is also a vehicle for principals to distribute leadership to various teams in the school, and make the school's work transparent and inclusive.

The principal is responsible for distributing leadership over the tasks in the strategic action plan, and is the compiler and synthesizer of the document. However, the principal should engage the TLT, school-based leadership teams, and faculty in outlining tasks in their areas of expertise. Teams are encouraged to use the "On the Right Path" Best Practice Guide for research-based change ideas when generating action steps.

The action plan is a tool that the principal and staff should reflect upon when determining what action steps are leading to better leading indicator data and should be reviewed, monitored, and adjusted as tasks are completed and new tasks need to be developed. The principal should ensure that the full faculty has an opportunity to review and provide feedback before the Strategic Action Plan is submitted, however, there is no required TLT or faculty vote on the Strategic Action Plan.

Looking Ahead…

This guidance document is by no means comprehensive and we expect that it will evolve and change over time. We hope to learn more from TLTs in the coming year about what works, what challenges still persist, and what practices should be shared. However, this is our initial attempt at providing resources and recommendations that we hope will make the critical and exciting work of the TLTs a bit easier this year.

Please feel free to reach out to us at any time at partnership@springfieldempowerment.org with feedback and recommendations on how to make this document more useful to you and your team in the future.

APPENDIX

APPENDIX 1 - SEA-SEZP TLT Selection and Faculty Engagement Form

TLT Selection and Faculty Engagement Form – Fall 2018

Purpose of this Form:

Article 22 of the SEZP-SEA contact requires that SEZP schools establish a TLT as the vehicle for shared decision-making at each school. This form serves as the official record of each school's TLT composition and selection process for review and approval by SEZP, as required by the contract. There are three sections to this form: Part I, where we outline new provisions that apply to all TLTs and ask about the **team member composition** of your TLT; Part II, where we ask about your **election process** for your TLT; and Part III, where we ask about your plan for **engaging educators** in the development, implementation and revision of the school operational plan. (Note: Sections to complete are in red.)

Part I: TLT Provisions & Team Member Composition

There are three options for TLT team member composition, according to the SEZP-SEA contract: two "default" TLT models and a TLT "with modifications" from the default models. **Please read the descriptions below of the possible TLT models (Options 1, 2 and 3), including provisions that apply to all TLTs and fill in the chart that corresponds with the model your school has selected.**

Provisions that apply to all TLTs, including default and modified structures (excerpted from Article 22)**:**
- New members of the Teacher Leadership Team shall be elected annually between August and November of each school year at a full faculty meeting. The date of the election shall be publicized to all faculty at least two weeks in advance of the election
- Beginning in the fall of 2018 and after a school / program has been in place for three full years, some portion of the TLT will be elected for two-year terms at the next annual election. The remaining portion of the TLT will be elected for two-year terms the following year. The intent is to have approximately 50% of the TLT elected each year. *Recommended process for determining first 2-year terms: before electing members, place positions (e.g. 6th grade rep, 7th grade rep) in a hat and draw for those that will be elected for 2 years.*
- The election will be run jointly by the building principal and SEA building reps and/or Executive Board members at the school

TLT Composition Options:

Option 1: Default TLT Model #1: Default TLT model #1 must have the following members: one (1) representative from each grade level selected by the respective grade level team in a secret-ballot election (e.g. 1 for 6th grade, 1 for 7th grade, 1 for 8th grade); one (1) representative elected by the specialists not included on a grade level team at the school in a secret-ballot election (specialists include all SEA bargaining unit members who do not belong to a grade level team, such as special education teachers, physical education teachers, guidance counselors, etc.); an SEA building rep if and only if no current building rep is elected from a grade level team or specialist team; and an additional representative from the SEA bargaining unit designated by the principal. The building rep, if necessary, would be chosen by a vote of the faculty after the original TLT election is completed.
Option 2: Default TLT Model #2: Default TLT model #2 must have the following members: one (1) representative elected by educators teaching in a core content area department in a secret-ballot election; one (1) representative elected by the specialists not included in a core content area department in a secret-ballot election (specialists include all SEA bargaining unit members who do not belong to a grade level team, such as special education teachers, physical education teachers, guidance counselors, etc.); an SEA building rep if and only if no building rep is elected from a content area

team or specialist team; and an additional representative from the SEA bargaining unit designated by the principal. The building rep, if necessary, would be chosen by a vote of the faculty after the original TLT election is completed.

Option 3: TLT with Modifications from the Default Models:
From the SEZP-SEA CBA: "So long as the Teacher Leadership Team contains at least three SEA bargaining members selected by their peers and who are SEA bargaining unit members, any modification to the team structure, meeting schedule, participants, or any other aspect of the team is acceptable but must be approved by SEZP after consultation with the SEA.

"In new schools or schools that are transitioning due to school model or configuration changes, the SEZP – in consultation with the SEA – will develop a plan for the development or transition of the TLT until the school has reached all grade levels or has fully transitioned. The SEZP will have sole and final authority in determining any transitioning TLT structures."

Please check the option you have selected and specify your membership below:
☐ Option 1 (Default Model #1)
☐ Option 2 (Default Model #2)
☐ Option 3 (Modifications from Default Models) (*Please note: Select this option only if you have approval to use a TLT with modifications from the default or are part of a new or transitioning school. You must already have secured approval from the SEZP to choose this option, by submitting the "Proposal for TLT with Modifications" Form.*)

TLT member first and last name and email address	TLT Member Position (E.g., 7th grade math)	How selected? (E.g. 6th grade rep, math team rep, specialist rep, principal appointee, etc.)	Term
			☐ 1 year ☐ 2 year
			☐ 1 year ☐ 2 year
			☐ 1 year ☐ 2 year
			☐ 1 year ☐ 2 year
			☐ 1 year ☐ 2 year
			☐ 1 year ☐ 2 year
			☐ 1 year ☐ 2 year
			☐ 1 year ☐ 2 year
			☐ 1 year ☐ 2 year
			☐ 1 year ☐ 2 year
			☐ 1 year ☐ 2 year
			☐ 1 year ☐ 2 year
			☐ 1 year ☐ 2 year

Part II: TLT Selection Process

As noted above (Part I) TLT elections shall be held annually between August and November at a full faculty meeting, and the election will be run jointly by the building principal and SEA building rep(s) and/or Executive Board members at the school.

The SEA has produced guidance for TLT elections that follow the SPS-SEA SCDM team guidelines; however, schools may decide to use their own, different selection process. Whatever process used must ensure fairness and transparency to the faculty and include a vote of each team that will be selecting a representative for the TLT.

Please read the descriptions of each TLT selection model below (Options A and B). **If you are using the SCDM model, under Option A, please write the date of your elections and ensure the principal and all building reps in the school sign off below. If you are using an alternative TLT election process, under Option B, please describe the process, specify the date of the elections, and then have the principal and all building reps sign off below**. By signing off on an alternative model, the principal and building reps are signifying that they agreed to an election format and timing different from the SCDM process.

Option A: SCDM Election Process for TLT

Description of SCDM election process:
- SEA Rep(s) run the election (Note: In SEZP, the Principal must co-run the election as well)
- Only SEA members should be present
- Only members of the bargaining unit employed at the school are eligible to vote. Itinerant teachers and ETLs are considered central office employees assigned to a school and therefore not eligible to be candidates or vote
- Teachers can self-nominate
- Candidates must address the Faculty orally and/or in writing (e.g. email) as to why they wish to be elected. SEA recommends that all candidates address the full faculty. Elections will then happen in the appropriate teams
- A candidate is elected when he/she has received a majority of the votes cast plus 1 (50% plus 1 vote) by teachers present and voting. If no one receives 50% +1 of the votes cast in the initial vote, the two educators on the team who received the highest number of votes, shall have their names on a subsequent ballot
- The election takes place in one meeting and the results shall be provided to the full faculty by the end of the meeting

If you followed the SCDM election process, please indicate this below.

Validation & Signatures for <u>SCDM Process</u> for TLT Elections:

Please write the date of your TLT Elections: _____

Principal Printed Name   Signature

_____   _____

Union Building Rep(s) Printed Name   Signature

_____   _____

_____   _____

_____   _____

_____   _____

Option B: Alternative Election Process for TLT

If your school uses a different process or timing for elections, please describe that process here and ensure the principal and all school building reps sign off below.

Validation & Signatures for Alternative Process for TLT Elections:

Please write the date of your TLT Elections: _____

Principal Printed Name   Signature

_____   _____

Union Building Rep(s) Printed Name   Signature

_____   _____

_____   _____

_____   _____

_____   _____

Part III: Faculty Engagement Process

As noted in Article 22, "The Teacher Leadership Team shall participate in the development and approval of policies set forth in the annual operational plan, or subsequent revisions to this plan." It is important for TLTs to determine "how the principal and TLT will engage educators in the development, implementation and revision of the annual school operational plan." Please answer the following questions to address how the principal and TLT will engage educators:

Question: How will the TLT (including the building principal) engage the full faculty in the development, implementation and revision of the annual school operational plan? For example, this may include procedures for communication before and after TLT meetings and cycles of communication leading up to development of the annual school operational plan.

Please submit this form to charbour@springfieldempowerment.org

APPENDIX 2 - Tentative Timeline of Important SEZP Dates

Month	Activity
September	• MAP Testing Window #1 Open (Aug. 28-Sept. 18)
October	• MESH (SEL) Survey Open (late Oct)
November	• ELL Saturday Academies begin (Nov. 3) • MESH Survey Open (closes Nov. 19) • Insight Survey Open (all month) • MAP Testing Window #2 Opens (Nov. 26)
December	• School Quality Reviews • School Planning Phase I Launches (mid-Dec) • MAP Testing Window #2 Closes (Dec. 18) • School presentations to SEZP Board (Dec. 20)
January	• School Quality Reviews (early Jan) • Family Surveys Open (all month) • Data step back meetings with SEZP Team
February	• School Planning Phase II launches • Empowerment Academies (vacation week)
March	• School Plans Posted Online • District Transfer Window • DESE required Turnaround Site Visits (TSV) begin
April	• Collaboration Survey Open (all month)
May	• MAP Testing Window #3 Opens (May 1)
June	• MAP Testing Window #3 Closes (June 7)

APPENDIX 3 – SEA's List of Possible Norms

OUR OWN ACTIONS
- We will balance advocacy with inquiry and be as interested in the other perspective as our own.
- We will listen for the quiet voice, and reach out to those who don't speak quickly in groups.
- We will monitor our personal air time…the group is large and our time is short.
- We will use "I" language.
- We will try to see other's perspective and to listen without judgement.
- We will listen, listen, and listen.
- We will pause and gather data before engaging and judging… be open minded.
- We will take enough time, gather enough data before deciding, and then follow through.
- We will encourage full participation.
- We will be invested in the work of the group.
- We will be invested in the work of the school
- We will be fully present.

CONFLICT
- We will ask and raise tough questions.
- We recognize that conflict is an asset.
- In the absence of conflict, the team is not effective.
- We expect disagreements with our colleagues: the dissonance is part of making sense of this complicated endeavor called education. Treat our differences as a potential resource.
- We will disagree agreeably. Learning to be honest, direct, sensitive, and non- defensive is probably the hardest collaborative skill to master. It is worth the effort, however, because when we collaborate, we increase our chances of creating solutions to our problems that are far more powerful than the ones we come up with on our own. None of us is as smart as all of us.
- We will encourage the asking and raising of tough questions.
- We will be willing to engage in conflict and stay engaged to resolution.
- We will check for understanding and agreement.

TRUST:
- Building trust in the group is a job for all of us
- We will share our feelings in service of getting to a better place.
- We will lean into discomfort.
- We will express vulnerability, and respect the openness of others
- We will take responsibility for identifying what is troubling us and for sharing it with the appropriate person.
- We will treat the candor or others as a gift: honor confidentiality.
- We will take risks, make some mistakes, and then let go.

APPENDIX 4 – Agenda Template

Template for TLT Meeting Agendas

Meeting:
Date & Time:
Location:

Materials. *Link to any relevant materials that should be reviewed to prepare for discussions or decisions that are on the agenda.*
- **…**
- **…**

Objectives. *Clearly identify what needs to be accomplished by the end of the meeting.*
1. …
2. …
3. …

Agenda. *Allot sufficient time for each topic of discussion or decision point. Identify whether agenda items demand a decision at the meeting or merely discussion. Set aside a few minutes at the end of your agenda to set agenda items for the next meeting and capture next steps.*

I. Review norms

II. Recap previous meeting:
    a. Recap decisions
    b. Check in on progress on action-items/next steps

III. Topic 1: Discussion of X

IV. Topic 2: Decision about Y

V. Next Steps
    a. Action-items from meeting
    b. Topics for next agenda
    c. Key points/decisions to communicate to faculty

**Note: Agendas should be shared widely in advance of every meeting. Possible strategies include:
- *Emailing agenda to all staff*
- *Posting agenda in a public space at the school*
- *Saving agendas in a shared drive that all staff can access*
- *Announcing upcoming agenda topics in all staff or team meetings*

APPENDIX 5 – Notes Template

Template for TLT Meeting Notes

Meeting:
Date & Time:
Location:
Attendees:

Decisions. *Notes should capture all decisions agreed to by the group*
1. ...
2. ...
3. ...

Action Items. *All next steps or action items should be captured with an owner listed*
- ...
- ...
- ...

Key discussion points. *Important takeaways or discussion points should be captured (without attribution to the speaker). It's especially important to include any points that informed the group's decision on an important topic.*
- ...
- ...
- ...

Proposed agenda topics for next meeting. *If the group discusses proposed topics for the next meeting, those topics should be captured here to aid creation of the next agenda.*
- ...
- ...
- ...

Date, time, and location of next meeting:

**Notes should be shared widely following every meeting using multiple methods of communication. Possible methods of sharing notes include, but are not limited to:

- *Emailing notes to all staff*
- *Posting notes in a public space at the school*
- *Saving notes in a shared drive that all staff can access*
- *Summarizing notes in all staff or team meetings*