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**Standing Agendas for Leading an Instructional Team of Leaders (ITL)[[1]](#footnote-1)**

***A tool for principals leading Opportunity Culture schools***

This set of tools provides examples and options for **standing agendas for weekly meetings of a schoolwide Instructional Team of Leaders (ITL)** that includes Multi-Classroom Leader (MCLs) teams in Opportunity Culture schools.

The first example is for **improving data-driven instructional leadership of MCLs**: Use this agenda for reviewing data of each instructional team and identifying strengths—and changes in instruction and leadership to address challenges. Use it immediately following interim assessments for each team (e.g., every 6 weeks).

The second example is for **professional development of MCLs:** Use this agenda to prepare both new and experienced MCLs for instructional leadership skills and competencies they will need to use soon.

Adapt and/or combine both agendas to fit your school’s schedule and MCLs’ needs. Some topics may be addressed in MCL professional learning communities (PLCs) and in one-on-one coaching for each MCL by the principal or other schoolwide instructional leader (based in part on observations of the MCL’s team leadership and classrooms). In addition, summer training can prepare MCLs for skills they will need at the start of school. High-performing principals of Opportunity Culture (OC) schools use differing agendas for the weekly meeting of their instructional team of leaders, MCL PLCs, and one-on-one coaching. *Cover critical content at the right time to help your MCLs excel.*

**Instructions for Principals:**

1. Before school begins, determine a schedule for weekly meetings of the schoolwide Instructional Team of Leaders (ITL). Map the ***specific topics to cover in ITL meetings*** through the year. Align this with interim assessment schedules and the content that MCLs need at each juncture (e.g., setting goals and planning assessments at start of year or in summer). Determine how subjects/grades without MCLs will be led.[[2]](#footnote-2)
2. Decide **which topics to cover in other meetings or training** such as MCL PLCs, one-on-one MCL coaching, and summer training. Reduce administrative and other less-valuable meetings from MCL schedules.
	* See [OC MCL trainings](https://opportunityculture.org/professional-learning/) focused on leader competencies & teacher observation and feedback, for summer and through the year.
	* See your district’s MCL selection materials and evaluation competencies & job descriptions.
	* Add instructional planning and data-driven instruction (monitoring student work & adjusting instruction) from sources such as [*Leverage Leadership*](http://www.wiley.com/WileyCDA/WileyTitle/productCd-1118138600.html) and [*Driven by Data*](http://www.wiley.com/WileyCDA/WileyTitle/productCd-0470548746.html). Note: some actions described in these resources would be done by MCLs, rather than principals, in OC schools.
3. **Make standing agendas for weekly ITL meetings**; use OC agenda templates to get started.
4. In advance, **adjust the ITL agenda for each meeting as needed** to cover emerging issues.
5. Ensure that **great thinking is followed by great action**: see the example [ITL Action Plan](#ActionPlan) tool below

**Standing Agenda: Instructional Team of Leaders**

***Multi-Classroom Leader (MCL) Data-Driven Leadership***

**Time:** 60 minutes for 1 MCL

**Objectives:**

* Understand what is working well and what needs improving on each MCL-led team.
* Identify changes to make in instruction and leadership following interim assessments.

**Tips for Using:**

* Use immediately after interim assessments—for example, every 4 to 6 weeks.
* Ideally, stagger assessments and schedule review of each MCL team as soon as possible after its interim assessment. Add one or more ITL meetings periodically to cover all teams quickly after assessments, if needed, so that MCLs can work with their teaching teams to improve quickly.
* Follow team meeting with one-on-one coaching for MCLs who presented thier progress to guide next steps.

**Agenda:**

1. Update from MCL for Teaching Team (1 team per meeting; if more, add time accordingly).

*Use your school’s data-driven instruction methods. Below is simple agenda.*

* 1. Brief reminder of this MCL’s team’s annual goals and any short-term objectives.
	2. Brief report by MCL on your action steps since last time you presented—what changes you have made in instruction and leadership?
	3. Recent Progress/Successes and Trouble Spots. Underlying causes for each?
		1. Student learning growth, based on interim assessment data
		2. Behavior/discipline
		3. Teacher/teaching improvements
		4. Other
1. Observation of MCL’s classroom(s)—group visits one or two of the MCL’s classrooms
2. Discussion and determination of improvements to make in instruction and leadership to use strengths and address trouble spots.
3. Next steps: MCL to make Action Plan and share with principal/AP.

**MCL Action Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Goal?** | **Action Step(s)** | **By Whom?** | **Who Is Affected? /****Who Will Communicate?** | **By When?**  | **Done?** |
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**Standing Agenda: Instructional Team of Leaders**

***MCL Professional Development Discussion***

**Time:** 60 minutes

**Objectives:**

* Understand instructional skills. Topics covered should include these, at least: assessment and instructional planning, teaching methods, monitoring outcomes, and adjusting instruction. Use resources relevant to your instructional planning and monitoring process; [*Leverage Leadership*](http://www.wiley.com/WileyCDA/WileyTitle/productCd-1118138600.html) is one source to consider.
* Understand leadership skills and competencies. Include practical skills and competencies using your district’s OC selection and professional learning materials.
* Identify changes to make in instruction and leadership, for each MCL and schoolwide.

**Tips for Using:**

* Schedule each topic to precede the time when MCLs will most need the skill to lead their teams.
* Use summer training to address some topics. Bolster with professional development discussions.

**Agenda:**

1. Professional Development Discussion. Skill focus and assigned materials for this discussion:
	1. Brief summary of major content by volunteer team member.
	2. Key lessons? (Volunteer to summarize. Reserve discussion for next step.)
	3. How does this apply to our instructional leadership? (Group discussion.)
		1. What does this look like when we do this poorly?
		2. What does it look like when we do it well?
	4. What changes should we make to do this well more often?
		1. As individuals?
		2. Schoolwide?
	5. Add any agreed steps to Team Action Plan; assign person to add and share.
2. Optional: Classroom Visits to Observe This Skill/Competency. Visit as an ITL team. Observe. Notice instruction and climate as they relate to the topic studied today.
	1. What is working?
	2. What could be improved, based on our reading/study/discussion?
	3. Should we add changes to Action Plan for MCLs, AP and/or principal to do schoolwide? Discuss.
	4. Add any agreed steps to Team Action Plan; assign person to add and share.

**Team Action Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Goal?** | **Action Step(s)** | **By Whom?** | **Who Is Affected? /****Who Will Communicate?** | **By When?**  | **Done?** |
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**Schoolwide Instructional Team of Leaders (ITL) Action Plan**

**Instructions:**

* Use the ITL Action Plan to plan action steps for changes determined following interim assessments (e.g., every 6 weeks) or professional development discussions.
* Add actions as decided by the team.
* A separate plan may be made for each instructional team based on ITL decisions.
* Keep in a commonly accessible online storage spot (and/or notebook or folder, if helpful).
* When an action has achieved the goal and has been communicated, put an X in “Done.”

**ITL Action Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Goal?** | **Action Step(s)** | **By Whom?** | **Who Is Affected? /****Who Will Communicate?** | **By When?**  | **Done?** |
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1. *ITL is made up of principal and MCLs and instructional assistant principal, if any (e.g., in large schools).* [↑](#footnote-ref-1)
2. For example, during first year or two of OC implementation when not all grades or subjects are covered in all schools.

 [↑](#footnote-ref-2)