

## **Educational Leadership Team Norms**

*Adopted 10.26.11*

### **What rules govern attendance?**

- Team members will arrive on time for all meetings.
- Members will make meeting attendance a priority; absences will be at the discretion of the member with courtesy notice.
- The use of a surrogate is encouraged as appropriate.
- Extended ELT members are invited to attend at the discretion of their principal based on agenda topics.

### **What rules will govern how we talk together (during and after meetings)?**

- Engage professionally and respectfully, assume good intentions, and ensure all voices are heard.
- Be open and transparent, even during debate.
- Stay purpose driven, agenda focused, and communicate outcomes effectively throughout the system. A volunteer will be identified on a rotational basis to be a timekeeper at each meeting.
- Build in time for informal connections - 15 minutes after end of meeting (9:30-9:45 a.m.).
- Check in on how we are sharing ELT decisions/discussions with others.

### **What other expectations do we have from our team members?**

- Be open, honest, supportive, engaged, and “fully present”
- Direct communication-check for understanding.
- Equal-distributed leadership that honors the wisdom and efforts of others.
- Honor the work of task teams.

### **What decision-making procedures will we use?**

- Decision-making process should be situational.
- Articulate type of process up front (by direction, consensus, consent, majority) and each person’s role within that process (advisory, decision-maker, authority)
- Process should be thoughtful and include time for research, going back and talking to others, etc. before final decision is made.
- Decisions should be framed around outcomes and leave room for individual implementation to honor uniqueness of each setting.
- If, after a decision is made, an individual finds that it doesn’t work in their setting as agreed ,but still honors the intended outcome, they communicate back to ELT about the alternative approach.
- Individual school decisions will include consideration of the PreK-12/tech. impact. Decisions made in smaller administrative groups (e.g. PK-5, K-8, 9-12, etc.) that have broader preK-12/tech. implications, shall be brought to ELT prior to implementation. These smaller groups will ask themselves “Are there implications that require communication and engagement with the larger core ELT ?”

### **How will we assess our team functioning?**

- Task team to develop a tools to assess (1) our functioning as a team and (2) the organizational effectiveness towards meeting CPCI goals, action steps, etc.
- At beginning of meeting, review prior decisions and current agenda/topics; at the end of meeting review decisions and determine next agenda topics with the team.
- Build in time at the end of the agenda for guest speaker decisions.