



Instructional Leadership Team Guide and Resources

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ILT's - Why? Purpose? Work?

Why

It is apparent that the roles and responsibilities of a principal have become increasingly complex. It is well-documented that school administrators who enlist highly effective teachers and conduct business in a distributed leadership style have a better chance of reaching their goals. A broad spectrum of research shows that highly effective schools are those that have fostered and supported a community of distributed leadership, shared responsibility, and provide time for professional collaboration for the purpose of improving student achievement.

Purpose

In order to have continuous school improvement, a shared commitment to the execution of high quality instruction accessible to all students by a coordinated team of administrators and teachers must exist. This group is known as an Instructional Leadership Team (ILT). By engaging in two-way communication with all school stakeholders, the ILT team uses data at their disposal to develop a clear message and assist in the implementation of best practices for the school. “If we create shared leadership structures in schools, where school leaders work with empowered teacher leaders, we can build better opportunities for feedback and growth, retaining effective teachers, and driving increased student achievement.”¹

Work

The ILT assists in the execution of various instructional improvement activities within the school. Below you will find a list of foundational activities that allow the ILT to serve as the hub for all teaming structures and collaborative activities within the school. Please note that this is not an exhaustive list.

- ❑ Develops a shared definition of high quality instruction and ensures a focus on instruction and continuous improvement through professional development (PD) sessions, learning walks (LW), peer observations, and lesson study groups
- ❑ Develops and aligns instructional focus to school and district improvement plans, Massachusetts Turnaround Practices, and current Massachusetts Curriculum Frameworks
- ❑ Assists the principal in making decisions to govern the school through shared decision making
- ❑ Is a key driver of change in realizing the school’s mission, vision, and core values
- ❑ Supports, coordinates, monitors, and communicates with professional learning communities (PLCs), departments, grade level teams, or any other team within the school.
- ❑ Makes instructional decisions based on internal and external data
- ❑ Develops an understanding of the school’s climate and culture through staff, student, and stakeholder surveys or focus group interviews

¹ *Denver Public Schools “Differentiated Roles Pilot: Strategy for Evaluation and Decision Support”*

ILT Membership

“The days of the principal as the lone instructional leader are over. We no longer believe that one administrator can serve as the instructional leader for an entire school without the substantial participation of other educators. Instead of looking to the principal alone for instructional leadership, we need to develop leadership capacity among all members of the school community.” Linda Lambert

Who Should Be on a Leadership Team?

- Principal
- Teachers representing various grade levels/subjects
- Special Education Teacher
- ELL Teacher
- Instructional Coaches
- Other

Roles & Responsibilities

Principal must:

- Share school vision and instructional goals as they relate to school improvement, turnaround, and district goals
- Be committed to sense of urgency and change
- Select members of the staff that are well respected and represent the diverse needs of the school
- Share with the entire staff the purpose and expected outcomes of the ILT
- Prepare agenda for regular meetings
- Be an active, engaged participant
- Be a collaborative member, share decision making authority
- Focus on instruction and student achievement
- Set high expectations for teaching and learning

Selected members must:

- Be committed to collaborate with school leadership to work towards school-wide change and improvement outside of their regular classroom duties
- Create a vision statement that allows all students to be successful
- Be open to making meaningful changes to their own instructional practices and serve as a model for colleagues in the building
- Demonstrate effective interpersonal skills
- Participate in and encourage open discussions of instructional issues
- Analyze data to make informed decisions about associated action steps
- Communicate information, discussions and decisions from the ILT meeting to staff they represent so everyone feels a part of the school improvement efforts
- Voice interests and ideas from the staff they represent
- Collect instructional data via walkthroughs and examining student work
- Use data to improve instruction and determine staff needs
- Be willing to provide professional development
- Exhibit patience, communication skills, and a sense of humor

Meeting Logistics

Agenda

- Establish meeting dates one year out
- Prepare and distribute before the meeting
- Focus on instructional issues
- Insure agenda is outcome based
- Establish time limits for each agenda item, including start and end time
- Develop next steps and responsibilities of all members in preparation for the next meeting
- Utilize protocols when appropriate¹
- Establish and follow through on group norms²

Sample Group Norms

- Everyone contributes to the group
- Focus discussion on meeting objectives
- Demonstrate mutual respect
- Listen actively to members when speaking
- Honor team time
- Be flexible and adaptable
- Make consensus driven decisions
- Be present and prepared
- Maintain confidentiality within the group
- ELMO (Enough, Let's Move On)

Roles

- Facilitator
 - Collaborates with principal to facilitate ILT meeting, ensure norms are honored, follows up with individual members regarding action steps. There are three types of facilitation:
 - Fixed: A member volunteers or is asked by the principal
 - Co-facilitated: Two members plan their facilitation roles before each meeting
 - Rotating: A different facilitator for each meeting, following a facilitation schedule or volunteering at the end of the previous meeting
- Note Taker
 - Takes detailed notes, including assigned next steps for group members
- Time Keeper
 - Ensures agenda and time is adhered to
- Communicator
 - Communicates with school community about what was discussed during meeting and collects feedback when appropriate

¹National School Reform Faculty have many protocols such as: Looking at Student Work, Future Protocol, Facilitation Scenarios Activity, etc. that can be accessed on-line

²Norms, are important for a group that intends to work together on difficult issues, or who will be working together over time. They may be added to, or condensed, as the group progresses. Starting with basic ground rules builds trust, clarifies group expectations of one another, and establishes points of “reflection” to see how the group is doing regarding process.

Stakeholder Communication

Member Communication

- Information to share at the ILT meeting
 - The agenda for current meeting
 - The minutes from the previous meeting
 - Related documents, data, surveys
- Conversation guidelines at the ILT meeting
 - Set discussion norms and follow them at every session
 - Insure all voices are equal, just watch your “air time”
 - Maintain confidentiality, ask for clarification if you are unsure whether or not you can share with those outside of the ILT
- Information to share outside of the ILT meeting
 - Agendas
 - Send out 2 days before
 - Make hard copies for your analog friends
 - Minutes
 - Distribute digitally within two days after the meeting
 - Some teams send out the minutes for members to edit, some as a “read only” documents
 - Store minutes electronically
 - Updates and meeting time changes
 - Post in electronically ILT folder and alert all to the change
 - Surveys, learning walk results, timely data, relevant articles
 - Post and share electronically in an ILT folder
 - If related to the next meeting’s work, bring hard copies to share

Communicating with Faculty

- Strive for transparency with faculty
- Explain the ILT to faculty: what it is, and what it’s not
- Develop a consistent system for communicating with school community on current work (i.e. faculty meetings, weekly communication, grade level teams)
- Share findings generated from a learning walk within 2 days
- Invite interested faculty to attend a portion of an ILT meeting

Communicating with Students

- Consider including student leaders at one of your ILT meetings when appropriate
- Share relevant information with the student council and other co-curricular groups
- Share student survey findings with students
- Invite students to share ideas with ILT regarding student-related initiatives

Communicating with Whole School Community

- Parent surveys--share results with parents
- Take a role as an ILT member at your school’s open house
- Choose members to present current work to district and at School Committee meetings

Examining Instructional Practice Strategies

What is the role of the instructional leader in leading pedagogical improvement?

Instructional leadership is a major component of school leadership. It is the work of the instructional leaders to guarantee that all students, every day throughout their school have access to high quality instruction. Their main charge is to lead instructional change and the improvement of student growth and achievement. A strong instructional leader engages in the following activities in their school community:

- ❑ Developing a shared vision of high quality teaching and learning and provides on-going open communication about such practices and expectations.
- ❑ Communicating the vision and associated action steps to all stakeholders
- ❑ Leading a dialogue on equity and diversity school-wide
- ❑ Using data to make informed decisions regarding school and district goals with clear expectations for all stakeholders as well as a process to monitor effectiveness of all decisions and actions
- ❑ Supporting and providing feedback for teacher growth based on evidence of student learning
- ❑ Allocating and deploying resources based on data
- ❑ Focusing on the continuous learning of staff by examining data
- ❑ Scheduling adequate time and space for collaboration
- ❑ Managing school wide systems and processes critical to teaching and learning
- ❑ Build and calibrate capacity of teacher leaders in examining instructional practice through leading learning walks, peer observations, lesson study, looking at student work and video analysis

Learning Walks

Learning walks or instructional rounds allow a building administrator to lead a group of teachers into a variety of classrooms to examine one focused area of instructional practice. Participants collect data based on a designed rubric through written observations about a teacher's instructional practice and evidence of student learning. After collecting the information, the group engages in a robust discussion about what was seen, its implications for improving instruction and learning, and how it relates to school improvement or district goals. It is imperative that all individuals involved understand that the observations conducted are not evaluative in nature, but instead allow participants identify patterns or trends to deepen their understanding of what is required to engage in school wide improvement.

Peer Observation

Peer observations allow teachers to observe each other during the school day and provide an opportunity to have meaningful conversation about their instructional practice. Participants build common understanding about what strong instructional practice looks like, try out new instructional practices or curriculum in a low-risk environment, and makes the work of teaching and learning more public. All teachers have the opportunity to observe instruction and to receive and give generative feedback on instructional practice. Peer observations align with a more traditional evaluation cycle as there is time for a pre-and post-conference, observation, and follow up regarding changes made based on the observation.

Lesson Study

Lesson study is a long term professional development practice rooted in inquiry and problem solving that allows a team of teachers (who typically teach the same subject) to collaboratively design a research-based lesson reflective of effective instructional practices that are aligned to curriculum frameworks. A teacher volunteers to teach the *research lesson* in front of their team to get and give feedback on the lesson's design,

and reflect on the outcomes to better understand student learning and improve the lesson. This practice makes student learning a focus of the lesson. Lesson study allows teachers to be the driver of instructional change, promotes data driven decision making and creates a sense of ownership for all involved.

Calibration

Calibration activities focus professional development on developing a shared understanding of *high-quality instruction, rigor, and student engagement* and is a critical professional development goal for leadership teams and faculty. Examples of calibration activities include: observing instruction through direct study or through video examples, looking at student work using a common rubric, or developing common assessments. Calibration practices help build the coherence and coordination necessary for rapid improvement and eliminates variance in instructional quality that so commonly impedes higher performance.

Using and Understanding Data

“Where attainable knowledge could have changed the issue, ignorance has the guilt of vice.” Alfred North Whitehead

Instructional Leadership Teams drive the *cycle of inquiry* within their schools. All educators and all teams trying to meet the challenge of raising achievement and producing well educated students need to be skilled in using data to solve educational problems. Data aids educators in taking a critical stance towards instruction, and is a key tool to the educator as *problem solver*.

Instructional Leadership Teams must analyze school data and use it to identify and articulate the challenges and establish an appropriate instructional focus so that the outcomes for all students are equitable and meet expected standards. Monitoring the data related to individual student progress and instructional decisions within tiered support is another key function of the team. If the school has an existing data team then there needs to be a plan for how the data team and the Instructional Leadership Team will work together. The ILT should familiarize itself with the following procedures and concepts:

Cycle of Inquiry¹ - As the ILT begins to ask questions about how their school is performing, external data and locally produced data from common assessments, examining classroom instruction through learning walks, looking at student work, and reviewing educational research will establish the entry point for the ILT to clearly articulate the instructional needs of students and teachers with a goal for establishing a strategic academic focus. The cycle of inquiry, therefore, is an engine that produces knowledge.

Data Literacy - An ILT needs to be data literate. To understand what a measure is *actually* measuring will prevent wrong assumptions when analyzing data. The ability to make an explicit statement about data observed is a skill that will benefit the ILT in communicating the status of a school and help define its instructional focus. A good starting point is the [District Data Toolkit Module 1.8.2R](#) (see link below).

Internal Data - Since data is anything that can be observed or heard, it is important to think beyond MCAS and other assessment data to all of the data that may be collected in relation to instructional problem solving. Taking an inventory of all of the currently available data can establish whether or not there is a need to create data, such as a survey or a common formative assessment, in the absence of existing measures. The *District Data Toolkit Module 1* categorizes data types as: Demographic, Perceptions, Student Outcomes, and School Processes. Comparing the intersections of these data can answer most ILT inquiry questions.

External Data Resources - Below is a list of resources to help data users interpret and understand the data that are available from MA Department of Elementary and Secondary Education at <http://www.doe.mass.edu/research/resources/resources.html>

[Student Growth Percentile](#) Growth scores measure change in achievement over time as opposed to grade-level achievement results in any given year.

[District Data Team Toolkit \(DDTK\)](#) This toolkit is designed to help district data teams establish, grow, and maintain a culture of inquiry and data use

[Early Warning Indicator System \(EWIS\)](#) Information about the new Early Warning Indicator System can be found on the Edwin Analytics webpage at the link above.

[Student Performance Data](#) MA Department of Elementary and Secondary Education releases several reports that allows schools to closely examine student performance.

[ACCESS](#) : English language learner (ELL) students are assessed annually to measure their proficiency in reading, writing, listening, and speaking English, as well as the progress they are making in learning English.

[Edwin Analytics](#) There are many other reports that provide context for student performance such as disciplinary reports, demographic reports, or program reports available through Edwin by logging into the security portal.

Root Cause Analysis – The key part of using data effectively to improve instruction is the quality of the thinking about why the problem(s) identified exist. The old decision trap of “*ready, shoot, aim*” plagues all organizational problem solving and must be avoided at all costs. It is critical to push root cause thinking to the deeper levels. The outcome of a root cause analysis that is sufficiently deep and taps into the core² realm of causes should lead to an instructional focus and possibly a related organizational focus that underlie gaps in performance.

¹. See the *District Data Toolkit module 2* or *Data Wise*, K. Boudett and E. City, Cambridge University Press for models

². See *District Data Toolkit: 4.2.5T Dimensions Bullseye*

Frequently Asked Questions

What does ILT mean?

ILT stands for Instructional Leadership Team.

Who should be on the ILT?

The team is comprised of building administrators, faculty, and support staff that represent a cross section of grade levels and content.

What are important roles on an ILT?

Each ILT should have a Facilitator, Note Taker, Timekeeper, and a Communicator on the team.

Who creates the agenda?

Either the principal, facilitator(s), or the team at the end of the meeting can create an agenda. It is dependent upon the team norms established at the beginning of the year.

How often should the team meet?

Meetings should be scheduled at the beginning of the year and recognize various commitments already on the school and district calendar. The frequency of the meetings is dependent upon the needs of the school; however, it is important to keep the day and time consistent throughout the year.

How many members on a team?

There should be between 10-15 members on a high school ILT and 8-12 members on a middle school or elementary team.

How does a team recruit new members?

It is important to replace members when they step down from their duties. ILT members can suggest potential new members or the team can ask for nominees for consideration.

How does a team deal with absences?

If a member of the ILT has is consistently absent from meetings, it is the responsibility of the building principal to address that member privately to understand the reason(s) for the absence and next steps.

What to do when there's less than a quorum?

There are times when a quorum will not be reached. If that occurs the meeting should occur but the team should avoid making any significant decisions. Members who were present should make every effort to connect with the absent members to discuss the meeting and provide context for the meeting notes that were distributed.

How does a team deal with quarrelsome members?

Sometimes a member providing “push back” is productive as it helps extend the group’s thinking about a particular subjective. If the feedback is counterproductive, it is important to refer back to the team norms to ensure respectful dialogue. In extreme cases, the principal may need to address the behavior privately with that member of the team.

Should the school/district stipend after-school meetings?

Monetary compensation is based on collectively bargained agreements as well as district policies and procedures. If monetary compensation is not possible, it will be important to identify different ways to incentivize staff to join the team and recognize their work in some way throughout the year.

What's the role of the Principal?

The principal must distribute leadership to include equity of voice, responsibility, and action for all members. Within this distributive structure, the principal will know when to talk and when to listen. As both a member of the committee and the building leader, there are times when the principal needs to make decisions regarding the ILT's actions as they understand the day-to-day realities of building management and implementing instructional initiatives.

Are subcommittees effective?

The scope of the work of an ILT may include several complex, detail-heavy initiatives, and well organized subcommittees can help the ILT by focusing on one of the initiatives, working between meetings, and reporting out to members at meetings. Subcommittees that aren't making much progress between meetings may be an indication that the ILT is taking on too much work.

How does the ILT deal with the necessity for initiating/conducting observations (Learning Walks, Peer Observation cycles, Lesson Study groups) while recognizing members' anxiety of observing peers?

There should be established procedures, protocols, and norms for how these types of visits are conducted. It is extremely important for participants to understand that these observations are not evaluative in nature. It will be important to build consensus on what strong instructional practice looks like which can be done through the use of the [Massachusetts Online Calibration Tool](#) and examining student work. Additionally, when starting on this path the first visits conducted should be done in ILT member classrooms.

How does the ILT monitor its instructional initiatives and track progress?

The ILT will need to track progress on initiatives in order to assess effectiveness. You can do this by generating local data from peer observations and student work or using state wide data.

Should the ILT involve the faculty in its deliberations?

There must be a level of transparency when the ILT conducts their work. Faculty should have consistent updates from ILT members during school-wide, grade level, or team meetings. Faculty should have the ability to provide feedback at either ILT meetings or through another forum. High levels of transparency provide opportunities for those outside of the ILT to better understand the decision-making process and be more willing to engage in instructional changes.

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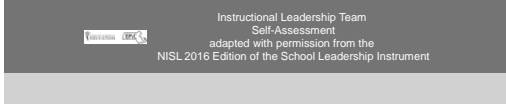
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Instructional Leadership Team Self-Assessment

adapted with permission from the

NISL 2016 Edition of the School Leadership Instrument

This Self-Assessment is available as a SurveyMonkey® Survey. Ask your DSAC for a unique link.



1. Section 1: CLEAR PURPOSE AND DIRECTION

	No Evidence Yet	Limited Evidence	Developing	Providing	Sustaining
ILT has a clear and compelling purpose that is mutually agreed upon by all team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ILT has clearly defined instructional improvement goals with specific desired outcomes and milestones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ILT purpose is based on a shared commitment to improve instructional practices leading to higher student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ILT purpose aligns with the school/district vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ILT is able to focus on learning and instruction vs. administrative or policy issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

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2. Section 2: LEADERSHIP

	No Evidence Yet	Limited Evidence	Developing	Providing	Sustaining
The principal has an active and empowering (but not dominating) role on the ILT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team members share leadership responsibility and accountability for the success of the ILT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ILT practices distributed leadership to maximize the effects of their efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scope and decision-making authority of the ILT known by team members and others in the school/district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ILT members engage others in the school/district and community to launch and support instructional improvement efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

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3. Section 3: EFFECTIVE TEAM MEMBERSHIP

	No Evidence Yet	Limited Evidence	Developing	Providing	Sustaining
ILT has highly motivated team members actively participating in team meetings and initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ILT members have clear roles and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tasks and interdependencies of team members are clearly defined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team members have a range of complementary competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team members engage in skillful dialogue to analyze problems, identify solutions, and monitor success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

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4. Section 4: RESOURCES

	No Evidence Yet	Limited Evidence	Developing	Providing	Sustaining
ILT has access to and uses data concerning school and student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ILT has access to and uses instructional best practices and benchmarking data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ILT has access to and uses the systems and tools needed to track and analyze data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ILT has the time and resources to pursue professional development in order to improve instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ILT has the time and financial resources to design, develop, and implement instructional improvements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

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References will be provided as each module is developed.

Module 1 References

Research

MA Department of Elementary and Secondary Education
Turnaround Practices Research and Evaluation Reports

<http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/support-for-level-3-4-and-5-districts-and-schools/school-and-district-turnaround/turnaround-in-massachusetts/turnaround-and-emerging-practices-reports.html>

Videos

Teaching Channel

<https://www.teachingchannel.org/videos/power-of-leadership-teams>

PowerPoint Presentations

The Aspen Institute Education and Society Program
check back for link to this PPT at the ILT Project website

Articles

Educational Leadership: The Many Faces of Leadership,
September 2007, Volume 65, Number 1 Teachers as Leaders Page 14-19

“American” Public School System
Instructional Leadership Teams: Leading the Way to Successful
Common Core State Standards Implementation

<https://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/Domain/8555/Instructional%20Leadership%20Teams%20Leading%20the%20Way%20to%20Successful%20CCSS.pdf>

Strong Teams, Strong Schools: Teacher to Teacher Collaboration Creates
Synergy that Benefits Students by Dennis Sparks

JSD <https://learningforward.org/docs/default-source/jsd-april-2013/sparks342.pdf> April 2013, Vol. 34 No.2

4 Dimensions of Instructional Leadership: Instructional Leadership Framework 2.0
Center for Educational Leadership, University of Washington: College of Education

http://faculty.winthrop.edu/edleadership/NetLEAD/4dimensions_instructional_leadership_framework_v1.0.pdf

Teacher Leadership and Collaboration: Implementation Guidance,
Denver Public Schools: Teacher Leadership and Collaboration
<http://teacherleader.dpsk12.org/implementation-guide/overview/>

Leading from the Front of the Classroom: A Roadmap to Teacher Leadership that Works
<http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=2402&download>

Leading Change from the Classroom: Teachers as Leaders, American Institutes for Research
<http://www.sedl.org/change/issues/issues44.html>

3 Keys to Building Strong Instructional Leadership Teams, Insight Education Group Professional Development, School Leadership and School Improvement, Jason Stricker, April 3, 2017
<http://www.insighteducationgroup.com/blog/3-keys-to-building-strong-instructional-leadership-teams>

Module 2 References

Research

MA Department of Elementary and Secondary Education
Turnaround Practices Research and Evaluation Reports
<http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/support-for-level-3-4-and-5-districts-and-schools/school-and-district-turnaround/turnaround-in-massachusetts/turnaround-and-emerging-practices-reports.html>

Videos

Teaching Channel
<https://www.teachingchannel.org/videos/teacher-teaming-evolution>

Articles

Educational Leadership: Ten Roles for Teacher Leaders, September 2007,
Volume 65, Number 1 Teachers as Leaders Page 74-77
New Leaders for New Schools: Forming Aligned Instructional Leadership Teams, Ben Fenton, ASCD
www.ascd.org/ascd-express/vol5/504-fenton.aspx

Teacher Leadership and Collaboration: Implementation Guidance,
Denver Public Schools: Teacher Leadership and Collaboration
Objective 3: Develop Structures, Systems, and Agreements for ILT Meetings
<http://teacherleader.dpsk12.org/implementation-guide/overview/>

Building Effective Leadership Teams: A Practitioner's Look
<https://www.google.com/search?q=Building+Effective+Leadership+Teams%3A+A+practitioner%27s+look+PPT&oq=builidin&aqs=chrome.0.69i59j69i57j0l4.2146j0j8&sourceid=chrome&ie=UTF-8#q=Building+Effective+Leadership+Teams+in+schools:+A+practitioner's+look+PPT>

Training for Instructional Leaders: Building School Success, One Student at a Time
Session One: Effective Teaming and Instructional Planning Center for Innovation and Improvement/Virginia Support for School Improvement
http://www.doe.virginia.gov/support/school_improvement/training/teacher_leader/session_4/manual_training_for_instructional_leaders.pdf

Strategies for Creating Effective Leadership Teams
<https://education.wm.edu/centers/ttac/documents/packets/strategiesforCreatingEffectiveSchoolLeadershipTeams.pdf>