



# LEADERSHIP:

- EFFECTIVE TEACHER LEADERSHIP
- SCHOOL BUILDING MEETINGS 101
- WORKING COLLABORATIVELY WITH ADMINISTRATION

MODULE ONE



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# Leadership – Building Teams of Leaders

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A **Team** leadership and decision sharing enables the school to increase its leadership capacity in order to manage change and build capacity.

We need Leadership **Teams** to:

- ❑ *Engage teachers*
- ❑ *Recruit*
- ❑ *Advocate*
- ❑ *Communicate*
- ❑ *Lead in transforming schools into LEARNING ORGANIZATIONS*



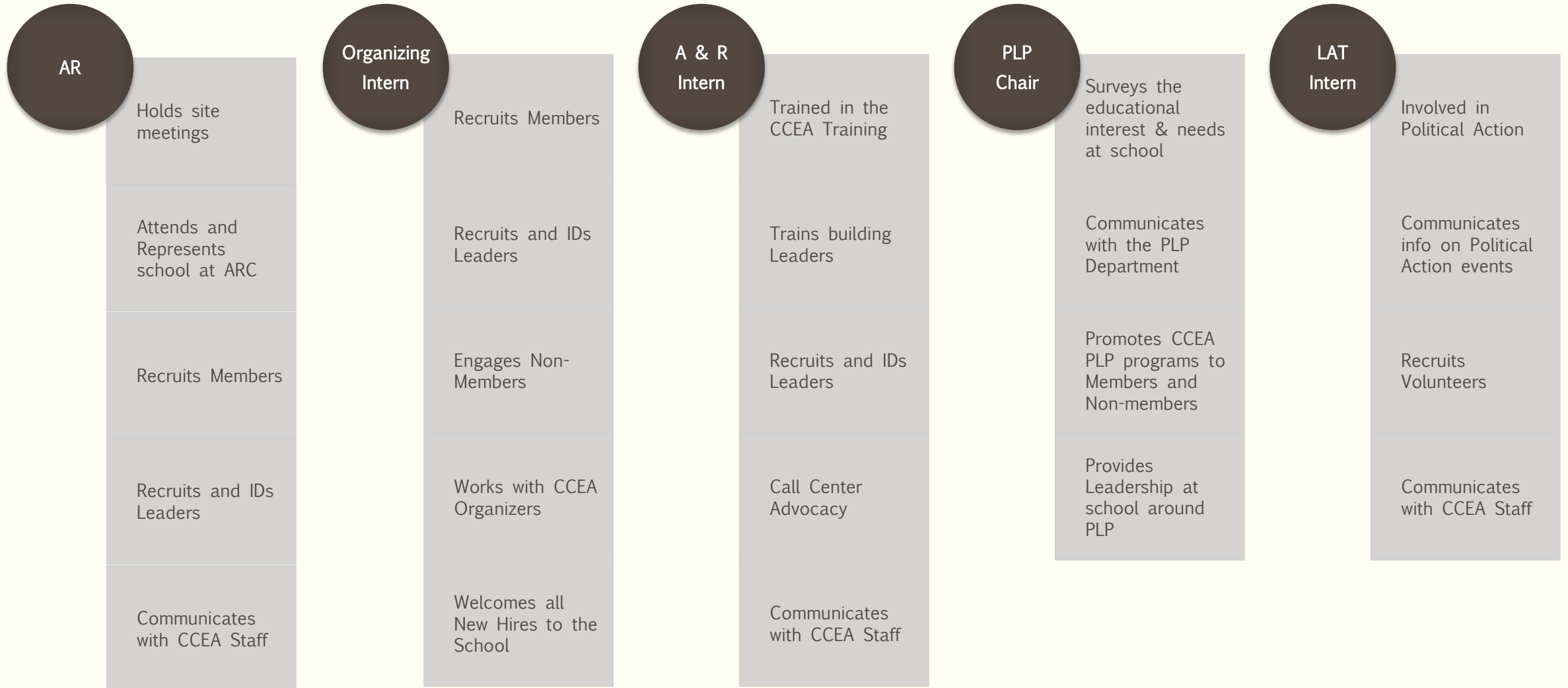
# WHY LEADERSHIP TEAMS?

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- Research shows that schools with strong collaborative leadership are the most successful in supporting student achievement.
- The opportunity to lead is inherently self-motivating.
- A school's culture either supports or diminishes the ability to develop shared leadership.
- Teachers want to be a voice for their profession and student achievement, because teachers believe that those closest to the students are most capable of making the best, most meaningful educational decisions.
- Team structures ensure effective communication, support, engagement, and builds relationships at the school site.
- Strong Team leadership helps to facilitate collaboration and supports good school climate.
- Strong Leadership teams build respect, confidence and trust.
- Teachers see and feel the presence of CCEA.

# School Buildings Leadership Team Model:

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# Five Key Characteristics of an Effective Leadership Team

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1. **Common Purpose:** A team must establish its purpose with an objective and a set of goal(s).
2. **Clear Goals:** What is the team trying to accomplish? What work needs to be done to achieve the desired outcome? What does success look like?
3. **Diverse Team:** Bringing different people together who can offer different perspectives will help create a more effective, solution based collaborative relationship.
4. **Strong Communication and collaboration:** Effective communication between team members and administration, sets the foundation for collaboration.
5. **Trust and Commitment:** One of the key building blocks of successful teams is a strong sense of shared trust among team members as well as trust in your relationship with administration.

# Effective Leaders play a critical role:

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## What is an effective Leader?

- ✓ *An effective leader is someone who has the respect of colleagues; colleagues listen to and follow his/her leadership.*
- ✓ *True Leaders don't create followers, they create more leaders.*
- ✓ *A leader has the vision and conviction that a dream can be achieved, and inspire the power and energy to get it done!*

## Leaders play a key role:

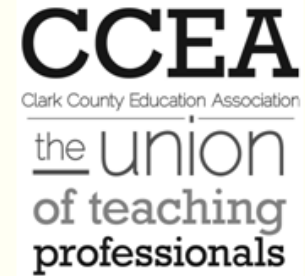
- Leaders represent the schools within CCEA.
- Leaders ARE the voice of the profession.
- Leaders advocate for the educators in their schools.
- Leaders create great learning environments for students' success.
- Leaders hold regular meetings to get members and non-members involved and informed.
- Leaders communicate CCEA's professional development, political action and activities.
- Train new leaders to become leaders like them!







# TEACHER ADVISORY COUNCIL (TAC)



*Suggested Guidelines for effective TAC and communications  
at the school*

# TEACHER ADVISORY COUNCIL (TAC)

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*The Teacher Advisory Council (TAC) plays a key role at your school site, acting as the voice for teachers and licensed professionals. As such, every TAC works to meet the needs of those teachers and licensed professionals at your school site, and can play a vital role in solving problems, facilitating communication, and building a cooperative relationship with the Administration.*

# What does TAC do?

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TAC's main objectives are the following:

- Improve the morale of the professional staff at your school site
- Inform the principal of actual or potential problems at your school site
- Make sure that teachers and licensed personnel are involved in the goals of your school, especially as it relates to the student enrolled there.
- Improve communications between the principal and all faculty
- Provide input on your school's budget
- Work with the principal at your site at the start of each school year to develop an *equitable* plan of assignments (CBA Article 10-5)
- In addition, TAC advises the principal regarding the following:
  - Revision of daily start and departure times at your school site (CBA Article 22-1)
  - Assignment of teachers during the workday and outside the workday (CBA Article 22-2 & 22-4)

# How is TAC established?

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- The decision of whether or not your school will have a TAC rests with the teachers and licensed professionals at your school site.
- If a *majority* of the teachers and licensed professionals choose to have a TAC, the election must be held no later than *DECEMBER 15<sup>th</sup>* of every school year.
- If a new principal is placed at your school in the middle of the school year, the teachers have fifteen (15) days from the date of the placement to decide again whether to have a TAC formed.

# How do I know that TAC will voice MY issues?

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- Once a TAC has been elected, TAC's role is to hold discussions and meetings with teachers and licensed personnel for input.
- Further, TAC is elected by the teachers and licensed personnel and school be a good representative of the makeup of the faculty at large.
- It is TAC's main role to advocate the interest of teachers and licensed personnel so that you do have a voice.

# Negotiated Agreement: Relevant Articles

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## ARTICLE 10: TEACHER ADVISORY COUNCIL

### 10-1

A Teacher Advisory Council shall be established in each school or central work location where the majority of the faculty desires such a council. Time for discussion relating to the desire of the faculty to have a Teacher Advisory Council shall be provided each faculty at the orientation sessions and/or faculty meetings routinely scheduled at the start of the school year. The principal's presence at or participation in said discussion is not required. The Teacher Advisory Council shall be allowed to meet without the presence of the building principal or designee.

### 10-1-1

In the case of itinerate specialists, e.g., speech pathologists, psychologists, occupational therapists and physical therapists, itinerate employees may elect representatives from each region to meet with the appropriate district or region administrator for the specialty area.

# Negotiated Agreement: Relevant Articles

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## 10-2

In a school or central work location, which chooses to have a Teacher Advisory Council, the election of the Teacher Advisory Council shall be held no later than December 15. Other than the election or designation of a replacement due to resignation, there shall be no more than one election of the Teacher Advisory council in the school year.

## 10-3

If a majority of the teachers in a school choose not to elect a Teacher Advisory Council, The teachers may elect one of their number to perform the normal functions of the Teacher Advisory Council.

## 10-4

The principal or administrator of a school or central work location with a Teacher Advisory Council and the council shall meet at the request of either party to discuss school operations. Although they may discuss matters covered by the Agreement, they are not to discuss grievances filed pursuant to Article 4, Grievance and Arbitration Procedure, nor take any action contrary to this Agreement. Such grievances are to be handled in the manner set forth in said Article 4.

# Negotiated Agreement: Relevant Articles

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## 10-5

The Teacher Advisory Council shall seek the following objectives:

- Improve the morale of the professional staff;
- Apprise the principal of actual or potential problems involving the professional staff of the school;
- Secure the maximum productive and constructive involvement of members of the professional staff in the prime goal of the school, namely, the education of the students enrolled there;
- Improve communications between the principal and members of the professional staff; and
- Provide input on the school's budget.
- At the beginning of the school year, principals shall work with TAC to develop an equitable plan of assigning personnel in emergency situations when a substitute is not available. Special consideration will be given to those specialists whose programs are cancelled due to emergency situations.

## 10-6

The Teacher Advisory Council may not serve as a committee for entertainment, social, fundraising nor any similar activity in the building.



# Negotiated Agreement: Relevant Articles

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## Article 22 : Hours of Work

### 22-1

Classroom teachers covered by this Agreement shall be required to work at the school premises a regular workday of seven (7) hours and eleven (11) minutes including the duty-free lunch period provided below (the workday). This is not applicable to teachers whose work year is less than one hundred and eighty-four (184) days as provided for in Article 21-1. The daily starting and departure time for classroom teachers shall be set in each school by the principal, subject to any limitations due to transportation, enrollment or other aspects of the student day. Except in cases of temporary changes necessitated by emergencies, the principal shall seek the advice of the Teacher Advisory Council regarding any revision in the daily schedule. **The principal shall seek the advice of the Teacher Advisory Council regarding any revision to the daily starting and departure times for teachers once they have been set.** Individual teacher schedules, within the established starting and departure times, may be revised by the principal without seeking the advice of the Teacher Advisory Council.

# Negotiated Agreement: Relevant Articles

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## 22-2

During each workday, classroom teachers referred to in 22-1 above shall be granted a duty-free lunch period of thirty (30) minutes. **This duty-free lunch period will not be interrupted except when emergencies make it necessary to alter a teacher's assignment or special events as determined by the Teacher Advisory Council, if one exists at the school, in conjunction with the principal, alter the foregoing.** The School District will continue to allow elementary teachers to combine classes during student recess periods to a level approved by the principal in order to provide a break for teachers on as many days as possible.

## 22-3

The principal shall have the authority to permit divergence by teachers within the workday.

## 22-4

Assignments of classroom teachers of the bargaining unit during their workday to lunch duty, yard or playground duty, hall duty and other functions, such as nonpaying extracurricular assignments outside their workday, shall be determined by the principal with the advice of the Teacher Advisory Council, if one exists at the school.

# Negotiated Agreement: Relevant Articles

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## 22-5

It is recognized that certain meetings for educational, not extra-curricular, activities may be scheduled to extend beyond the day without additional compensation for the purposes listed below:

### 22-5-1

Attendance at general faculty meetings.

### 22-5-2

Special meetings may be called by the superintendent or school principal. It is agreed, however, that there shall be no more than three (3) such meetings per school year. Reasonable notice shall be given.

## 22-6

Individual parent conferences which exceed the workday may be scheduled at the mutual convenience of both teacher and parent. When this is not successful, the principal shall schedule the conference at an appropriate time.

# Negotiated Agreement: Relevant Articles

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## 22-7

Non-paying extracurricular assignments exceeding the workday may be made when volunteers are not available. Involuntary assignments shall be made on an equitable basis. Every reasonable attempt shall be made to give at least ten (10) working days notice.

## 22-8

When a teacher specialist is in charge of the entire student class of a regularly assigned classroom teacher, the regularly assigned classroom teacher may, with the permission of the principal, leave the classroom and use that time for professional purposes. The principal shall not unreasonably withhold such permission from the requesting teacher.

## 22-9

Travel time of any teacher required to travel during the normal school day shall be considered as a part of such teacher's teaching day.

# Negotiated Agreement: Relevant Articles

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## 22-10

The provisions of 22-1 through 22-9 above relate to the time classroom teachers and other employees covered by this Agreement are required to remain at the school premises where their primary functions are performed. It is further recognized by the parties that all employees covered by this Agreement will find it necessary to work additional time either at such premises or away from such premises to fulfill the full scope of their professional responsibility. As a result, the employees covered by this Agreement agree to perform that additional work necessary to adequately fulfill their professional responsibility without additional compensation except as otherwise provided by specific provisions of this Agreement.

## 22-11

It is the intent of the District that the time added to the teachers' workday beyond the seven (7) Hours shall be implemented with the start of the 1990-91 contracted school year and shall be used to increase existing periods at the secondary level and subject areas at the elementary level.

# Negotiated Agreement: Relevant Articles

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## ARTICLE 38: WAIVER OF CONTRACT PROVISIONS

38-1

The parties to this Agreement recognize the need for on-going school improvement activities and agree that from time to time waivers to contractual terms as set forth herein are desirable. It is therefore agreed that individual school sites when implementing site-based school improvement plans may implement specific waivers to the terms of this Agreement in accordance with the provisions set forth below.

38-2

Waivers will only be requested to deal with specific conditions at a particular site. Any waiver must specify the contractual terms waived and the specific changes to the Agreement, including the length of time the waiver is to be in force. No waivers may be requested which deal with any employee compensation, benefits, or welfare.

38-3

The parties value the participation of employees in the governance process at the site. The purpose of shared governance is to improve student learning. The District and Association share the commitment to create a positive culture within the District and to support the participation of employees in the governance structure. To facilitate this culture, the District and Association agree to the following:

# Negotiated Agreement: Relevant Articles

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## 38-3-1 Waiver Procedure

1. A waiver request of a contract provision, once initiated, must be signed by 25% of the licensed staff at that site, including the responsible administrator. The proposal shall be submitted to the Association's President and to the District's Deputy Superintendent of Instruction no later than May 1 for the ensuing school year. The petition must clearly identify which contract provision(s) is/are petitioned for waiver.
2. Upon approval through 38-3-1-1, a secret ballot vote shall be conducted by the responsible site administrator and an Association representative. The waiver request must receive the support of 70% of the votes cast by licensed personnel assigned to that work site including itinerant personnel. A reasonable opportunity shall be afforded to all site licensed personnel to participate in the voting process. The tabulation process may be observed by any interested party.
3. Upon voter approval of 70%, the waiver request shall be submitted in writing to the Association's President and the District's Superintendent for final approval.
4. A waiver may be renewed or rescinded by following the above procedure. **A waiver is valid for only one year.**

## **GUIDELINES:**

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- An election of the Teacher Advisory Council shall be held **no later than December 15th**.
- It is advised that the building Association Representative: (who is elected by the CCEA members in the building to represent them at the CCEA Association Representative (AR) Council Meetings) or previous Chairperson of the Teacher Advisory Council initiate the time and place of the election with the approval of the principal.
- TAC should be made up of a fair representation of all grade levels, departments and/or specialty areas of the licensed staff. The subgroups should elect their representative by either a written ballot or voice vote. How the licensed staff is represented is determined solely by the staff itself.
- Regular meetings should be scheduled and minutes kept at each meeting. We recommend that each TAC member be familiar with Article 10 and Article 22-1, 22-2, 22-3, and 22-4, of the contract.
- Schedule a TAC Leadership training with CCEA staff.



## OPERATIONS:

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1. TAC members elect a chairperson, vice chairperson, and recorder. *(Provide CCEA staff with names of TAC members)*
2. TAC members determine the time and dates for Meetings.
3. The TAC should have the following available:
  1. CCEA contract (current)
  2. Previous minutes
  3. Copy of the CCSD Staff Policy Handbook
  4. TAC Leadership Training Manual
4. TAC recorder takes notes at every meeting. The School secretary may take notes for the administration.
5. TAC shall request a copy of the school site's budget

**NOTE:** TAC members may meet anytime without administration being present.

# **OPERATIONS:**

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## **Communications**

1. Submit a draft copy of minutes to all TAC members and administration for any corrections.
2. When corrections are made, minutes are to be printed or emailed and distributed to all licensed staff and administration.
3. TAC representatives should hold informal discussions/meetings with their respective faculty members for input on the agenda/meetings.
4. TAC is the voice for all faculty, so input and consensus should be reached on items to put into the agenda, as well as alternative solutions to present to the administration.
5. Agenda and its items:

## **Printed Agenda**

- TAC may submit an agenda of it's own to the administration.
- Administration may submit an agenda to TAC.
- A combination of the above may be the basis of the meeting.

# OPERATIONS:

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## Agenda Items

1. Seek input from faculty (which includes TAC members), and/or
2. Seek input from administration.

## Confidentiality

Some problems that are presented to TAC require a high level of **confidentiality**. TAC members may need to confirm information or seek out factual information in regard to problems that are presented to them, and therefore, require some form of protection against charges of invasion of privacy. The faculty member, who is seeking help from TAC, also needs protection.

It is important that faculty feel comfortable in speaking to TAC about an issue to raise. This requires asking for input and also being open to hear differing ideas.

## Written Policy Statement

The TAC should draft a *written policy statement* containing the following:

1. TAC's Mission and Goal this year
2. Confidentiality (short and simple)
3. Expectation of TAC team members.

# Working as an Effective Leadership Team

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## Remember the 5 Characteristics of an Effective Leadership Team (see slide 6)

1. A successful and impactful TAC team MUST have a clear sense of mission.
2. They must have specific, measurable goals that the members are committed to achieve as a team.
3. To be successful, each TAC team member must clearly understand their role and the roles of others.
4. The team must also share our expectations of one another directly.
5. The TAC team must ALL participate in setting goals and clarifying roles, relationships, and responsibilities.
6. To successfully meet the goal, there must be a high level of trust and respect among members.
7. As a TAC team, each member should work to appreciate each person's unique style and learn to work with the differences.
8. TAC members must share their thoughts, opinions, feelings, hopes, and concerns with one another in an open environment
9. To maintain a strong TAC team, members should give one another constructive feedback so that every member can grow.

# Working as an Effective Leadership Team

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10. Ensure that there is full participation in meetings and around the major decisions that affect the school.
11. The TAC team should use a problem solving process to analyze situations, generate alternatives, and select the best course of action.
12. Always work toward consensus in making team decisions (there is no I in TEAM).
13. When making a TEAM decision, clarify who will do what, by when (action and implementation is just as important as the ideas)
14. AS a TAC team, always try to improve upon working better together.

# Important Guidelines and Tips on decision making:

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1. Consider the issue(s) from all **view points** (including the administration)
2. Consider the issue(s) from the standpoint of **shared common goals and interests** (i.e. how does this impact student learning.)
3. Allow all participants the opportunity to state their feelings in an open manner.
4. **Brainstorm** – Be solution oriented (Don't just complain about a problem...think of a solution)
5. **Compromise**
6. Take time to **cool off** as needed (i.e. Can we table this discussion for a week so we can all come back with more solutions and compromises)
7. **Be Respectful** of everyone's opinion (this includes the administration)
8. Don't be quick to jump to conclusions
9. **Listen** carefully to all points of views and proposals (Listening is the most important step to finding a solution)

# **Important Guidelines and Tips on decision making:**

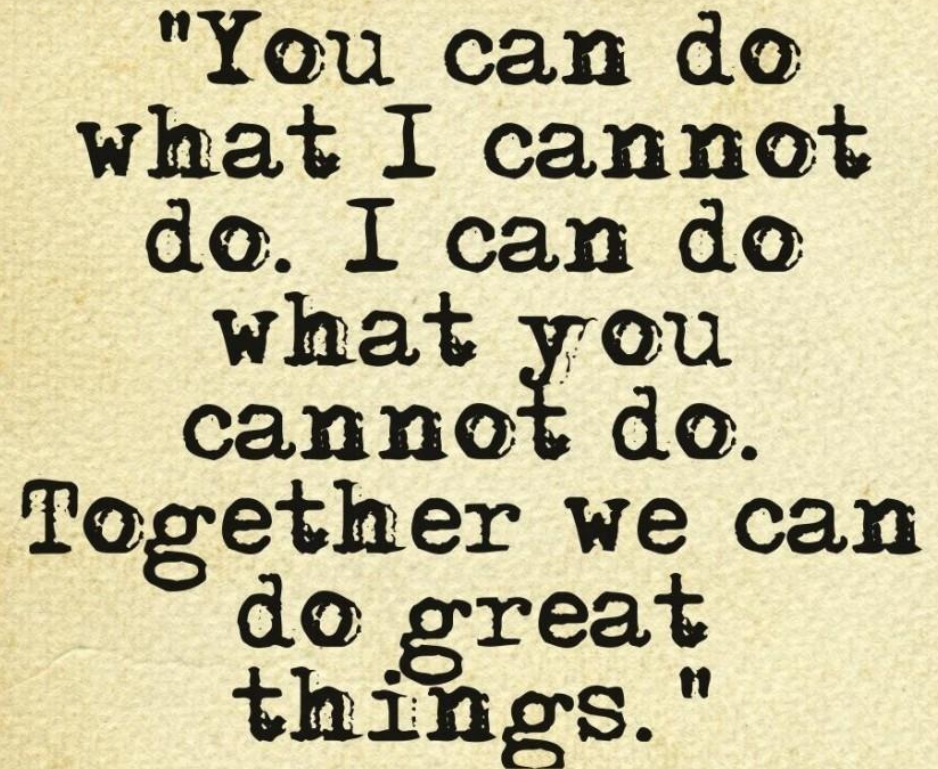
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1. Feel free to **express your real concerns** to any proposals and issues
2. **Negotiate** mutually fair cooperative agreements
3. Always **communicate** all discussions with all faculty
4. Maintain **professionalism** throughout the process

# Sample Agenda for TAC meetings

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1. Short summary on the prior meeting
2. TAC Concern(s)/Issue(s)
  - How does this issue affect the working environment
  - How does this issue affect student learning/education.
  - What are the possible solutions
  - How does this solution enhance or affect student learning/education
3. Next Steps on possible solutions
  - Who will do what by when
4. Any Team issue(s)
5. Administrative Response, if any
6. Next Meeting date/time

A quote by Mother Teresa on aged, textured paper. The text is written in a bold, black, typewriter-style font. The quote reads: "You can do what I cannot do. I can do what you cannot do. Together we can do great things."

**"You can do  
what I cannot  
do. I can do  
what you  
cannot do.  
Together we can  
do great  
things."**

*- Mother Teresa*



# SCHOOL BUILDING MEETING 101

- Organizing the Meeting
- Running the Meeting Effectively
- Conduct Post Meeting Follow Up
- Communicate with CCEA Staff



# Organizing the Meeting

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## Notify School Staff of the Meeting

- In Person:
  - Break up the work by grade level or department.
- Use the CCEA Bulletin Boards to communicate
- Email staff through interact
- Ask the Office Manager to announce the meeting on the PA
- Use Social Media:
  - Facebook
  - Twitter
  - Edmodo

## Make a Plan to Invite ALL staff to participate

- Include outreach to NON MEMBERS based on who knows whom, grade level or departments.
- Divide up the school and report back to each other
- Be open and inclusive to ALL staff



# Running the Meeting Effectively

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1. Establish the purpose of the meeting with a brief Agenda.
2. Agenda should contain the following:
  1. Purpose
  2. Current Updates:
    1. School site updates
    2. CCEA updates
    3. PLP
    4. Legislative
3. Running the Meeting:
  1. Stick to the agenda & assign time for each agenda item
  2. Plan ahead on the needed time for each agenda item
  3. End in an ask or assignment for attendees
  4. Invite all attendees to participate in the next meeting
  5. Schedule the next meeting date/time.



# Conduct a Post-Meeting Follow Up

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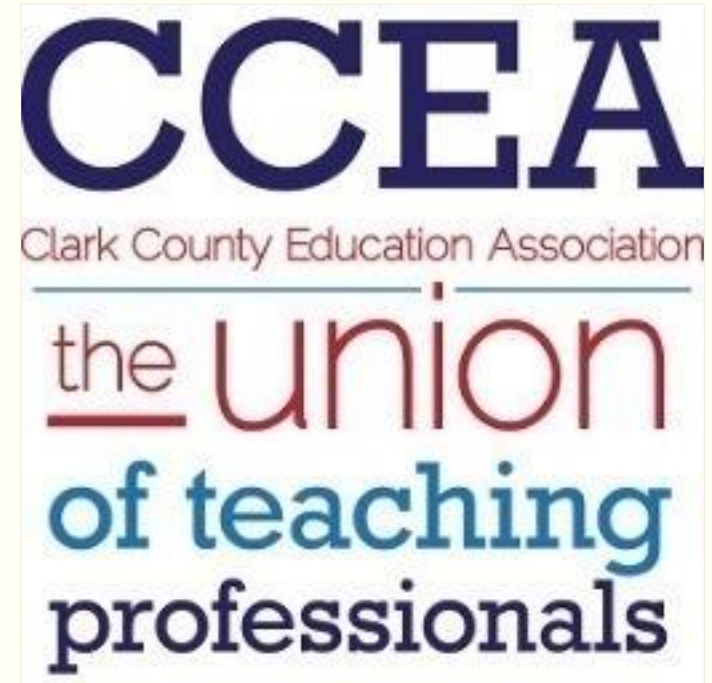
- **After each meeting, the Leadership Team should meet and debrief:**
  - Discuss what went well, what was challenging, what to do differently next time
  - Keep records on what was brought up at this meeting to share with CCEA staff and share with staff for next meeting
- **Discuss the follow up plans and assignments with each other**
- **Make sure that each Leader takes a piece of the assignment**
  - Remember, no one person can do it all. Sharing in the work means accomplishing the goal



# Communicating with CCEA

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- ❑ Building Leadership Teams should regularly communicate and stay connected to the school's UniServ Director and CCEA news to discuss what is going on at their building, share news with fellow teachers, and follow up on the key issues affecting teachers at your building.
- ❑ Leaders should stay connected with one another so that the team can lead more effectively.







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# WORKING COLLABORATIVELY WITH ADMINISTRATION

Why Partnership is important  
How to develop a Partnership  
Confronting Issues and challenges together

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# Why Partnership is Important & Necessary

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- The goal should be to **build a partnership** with administrators that focuses on looking for solutions to problems that not only benefit both the union and the admin/district, but are also in the best interest of students.
- Research shows that effective collaboration between teachers and administrators has a positive impact on student achievement.
- A partnership promotes healthy relationships through the school, gives voice to a greater number of people, resulting in more input and better decision.
- Teachers and Administration both have the same goal—the best for their students.
- Teachers can't do it alone, Administration can't do it alone, the community can't do it alone: We all have to work together to turn Clark County around.

*“[We] all have a fixed amount of energy. We can use that energy to push together or pull apart.”*  
ABCUSD Superintendent



# How To Develop a Partnership:

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1) Identify what interests you have with your administrators:

- This is the first step towards changing the relationship into a collaborative one.

2) Meet as a team with your administrator and share the idea of partnership and collaborating to change the school climate and meet the goals together.

*“I’m going to extend my hand and see who grabs it,”*

-ABCFT President

3) Act on the interest and schedule a meeting with the administration.

- Don’t expect the first meeting to accomplish anything specific other than voicing your willingness to move beyond the mindset that in order to “win” the other party must “lose.”
- If hard feelings or distrust existed in the past, spend time getting to know each other. This will lead to genuine respect over time.

4) Schedule Regular Meetings

- Don’t let the first meeting be the last, and do not wait until there is a problem to have a meeting. Schedule regular meetings to grow the relationship

5) Write Mission Statement and Guiding Principles:

- This should clearly outline how the partnership will function and those involved will be held accountable.

# How To Develop a Partnership:

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A Partnership Agreement should address the following:

## 1. Structure:

- Who is on the team on both sides
- Are there any subgroups or working groups for different job descriptions?

## 2. Basic Goals & Objectives:

- Goals we will work on together to try and achieve this year
- Common Interests and separate interests

## 3. Procedural:

- How often to meet and when?
- Decision making – How will decisions be made?

## 4. Communication:

- How will the parties share information as a partnership and with the rest of the school?
- How will existing access to programs and school-site information be altered to ensure common knowledge for decision making?

# How To Develop a Partnership:

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## 5. Challenges :

- How will challenges that inevitably arise be resolved among the partners?

## 6. Relationship to CBA:

- School specific agreements should not violate anything in the collective bargaining agreement or district policy, or law.
- This is site based, so the decisions made at your school are not binding on any other schools or binding by Collective bargaining.

## 7. Training:

- Training as a partnership group?

# Confronting Issues and challenges together

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- There is no shortage of issues—from school morale, communication, assignments, curriculum, support and training, to simply time.
- However, to work through these issues collaboratively the following must occur:
  1. Frame issues based on the primary purpose of the partnership (i.e. to support student achievement and learning)
  2. All parties must set aside the “blame game” and titles at the door, roll up their sleeves, and honestly tackle the issues together without blame.
  3. Think outside of the box when working to solve a problem. There is a win-win to be found there. Never give up! Some things will take time.
  4. The challenge is to get from “us” or “them” to “we.”
  5. Remember, the Leadership team is critical to how information and decisions could be accepted by the school as a whole. In this way, you are important to the partnership.

