

## Tool 1a: Defining Roles & Responsibilities

### Purpose

Each team member has the responsibility to contribute positively to the progress of the SBLT. To maximize the positive impact, effectiveness, and efficiency of the group, team members must know and understand one another's roles and responsibilities – [Tool 1a: Defining Roles & Responsibilities](#) may help with this process. SBLT members are responsible for advancing the equity vision of the school in order to ensure that all students are college, career, and community ready. **As such, team composition should reflect the needs of the school, and every effort should be made for SBLTs to be representative of their school's student body.**

**NEW FOR 2018-19:** High schools can invite students to serve on their SBLTs. This is not required – it is optional.

### When to Use

This tool may be used at your first SBLT meeting of the year so members can understand their roles.

### How to Use

As a team, discuss the roles in the tool listed below and their associated responsibilities. Every SBLT needs one person serving in each role, and that person can be anyone on the SBLT. All members of the team are engaged participants. This means that as a team member, you agree to adhere to working agreements and group norms, seek and provide data as needed, contribute positively to group outcomes, clarify the decision-making process, and balance participation.

The principal has a unique role on the SBLT, which includes:

- Providing overall equity-focused leadership to the ongoing development of the SBLT, including the selection of team members
- Ensuring the focus and quality of the team's work and monitoring the implementation of decisions, paying particular attention to the effects of decision making on students in focus groups
- Providing clarity about the decision making process, the level of authority of the team, and the communication to all staff
- Developing group-member facilitative leadership skills, seeing that meeting work follow-through occurs, and working with the facilitator to employ good group processes
- Providing group-members with training and professional learning so that all members are able to facilitate difficult conversations, analyze data, and ensuring that the equity vision "lives" in school
- Asserting key ideas, challenging potential "groupthink" tendencies, and clearly stating "non-negotiables" for the school.

As such, he or she should not take on one of the roles listed below.

Role	Description
Recorder	Records basic ideas and documents decisions and actions as facilitator paraphrases. Records publicly so group can see running notes.
Timekeeper	Monitors time spent on each agenda item and signals group when running over and nearing the end of the meeting.
Facilitator	Remains neutral to content and clarifies role when switching to advocate. Keeps group on task. Directs processes. Encourages balanced participation. Protects participants and ideas from attack. Contributes to agenda planning.

<b>Role</b>	<b>Description</b>
<i>Data Point Person</i>	<i>Uses MMSD Data Dashboard and other data tools to support the work of school and teacher teams. Compiles data and provides preliminary analysis to team members prior to team meetings. Is familiar with assessment tools and student data including assessment results, attendance, and behavior. Disaggregates data so that the progress of students in focus groups can be monitored and accelerated. Supports other users in their assessment literacy. Supports teacher teams in their use of data. Works with central office staff to identify user-friendly reports. Attends monthly district professional development to align and support data literacy and use.</i>
<i>FACE Liaison</i>	<i>Gathers monthly with other FACE Reps for Professional Learning Community work to support implementation of school's SIP Family &amp; Community Engagement plan. Communicates with staff, families, and community in a culturally and linguistically competent way.</i>

## Mandatory Versus Flexible: SBLT Toolkit

Mandatory	Flexible
Every effort should be made for SBLTs to be reflective of their school's student body	<i>High schools may invite students to sit on the SBLT</i>
None	<i>Otherwise, use of this guidance tool is optional</i>