BLT Teaming Form

Team Membership and Capacities

What is the purpose of this team?
(e.g., teams lead and support implementation and sustainability of equity-based inclusive education)

Membership: Membership of a Building Leadership Team reflects not only specific stakeholder roles but also certain characteristics and expertise needed to achieve the purpose articulated above. Consider:

☐ **Do members bring knowledge from various arenas?** (e.g., academic, behavior and SEL instruction/intervention)

☐ **Do members (and consult members) represent a variety of roles?** (e.g., representatives from general and special education, administration, TLC, counseling. [Consult: english language learning, gifted and talented, EA,ESP])

☐ **Are primary decision makers part of the team?** (e.g., principal, assistant principal, superintendent, Chief State Officers)

Who will be on our Building Leadership Team?	Strength/Capacity/ Perspective	Role and/or Responsibility

Team Functioning and Operations

What are our team norms?
(e.g., teams develop ground rules that fit the context and culture of their organization. The norms set the tone and expectations for the team.)

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How will our team operate?	
(e.g., effective teams have a documented scope of decision-making authority and guidelines for how we will make decisions)	
What decisions will this team be making? Not making? (e.g., using data to make adjustments to schoolwide processes like PBIS, but not looking at individual student data to determine interventions)	
What will be the decision-making process? (e.g., consensus will be used for decisions related to a schoolwide program; majority vote will be used for logistics; tools will be used to make explicit decisions)	
What will be our process for monitoring team functioning? (e.g., discussing what went well and ideas for improvement at the conclusion of each meeting)	

Team Meetings & Collaboration

When will we meet?									
(e.g., effective teams meet regularly to collaborate on and ensure progress toward their goals)									
Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May

Communication Structures

How will team members communicate with each other? (e.g., Who will take and distribute the notes? Who will notify team of meeting changes?)	How will we communicate with external stakeholders? (e.g., staff members, family and community members, school boards)