



ESSENTIAL COMPONENTS OF IMPACTFUL SCHOOL LEADERSHIP TEAMS (SLT)

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1. Collective Efficacy
2. Distributed Leadership
3. Instructional Coherence via Professional Learning
4. Data to Drive Improvement and Action
5. Trust, Communication and Shared Responsibility

RESEARCH

Impactful school improvement depends on effective school leadership teams building leadership capacity across the organization and creating shared responsibility for teaching, learning and continuous improvement.

HIGH IMPACT SCHOOL LEADERSHIP TEAMS

Collective Efficacy: Shared belief that, together, educators can positively impact student learning. SLT strengthens this belief by setting common goals, solving problems collaboratively, sharing the work, and celebrating progress .

Distributed Leadership: Responsibility is shared among principals, teacher leaders, coaches, and other staff. Distributed leadership increases expertise, builds leadership capacity, and makes improvement efforts more sustainable by engaging educators in meaningful leadership roles .

Instructional Coherence: Maintain a consistent focus on teaching and learning. SLT aligns professional learning experiences, instructional practices, and school goals so educators receive clear, consistent messages and opportunities to build collective expertise .

Data: Use multiple sources of data to monitor progress, identify challenges and then make informed decisions. SLT engages in collaborative analysis, evaluate the impact of instructional practices, and develop targeted action plans that promote continuous improvement and accountability.

Shared Responsibility: Build trust through open communication, shared decision-making, and mutual accountability. SLT members value diverse perspectives, engage in productive dialogue, and communicate their learning and progress with the broader school community to build transparency and collective ownership .

EXAMPLES OF EVIDENCE

Collective Efficacy:

- Shared ownership of student success
- Confidence that the team can overcome challenges
- Commitment to continuous improvement
- Shared labor, with responsibilities distributed across team members
- Every member has a voice in discussions and decision-making

Disributed Leadership:

- Leadership based on expertise rather than position
- Teacher leaders actively involved in decision-making
- Shared responsibility for implementing improvement initiatives
- Variety of active roles that leverage individual strengths and encourage broad participation

Instructional Coherence:

- Common instructional expectations
- Alignment of goals, professional learning, and classroom practice
- Professional learning experiences that are collaborative, job-embedded, and responsive to school needs
- Consistent support for teachers through coaching, reflection, and shared learning

Data:

- Regular review of student and implementation data
- Collaborative problem-solving
- Decisions based on evidence rather than assumptions
- Clear action steps, responsibilities, and timelines established before the meeting ends

Shared Responsibility:

- Honest conversations about practice
- Collective accountability for results
- Communication and sharing with the larger school community
- Structures that ensure every voice is heard and valued

RESOURCES

Maine Department of Education

ESEA Federal Programs-Guidance

Continuous School Improvement -Section 1003

<https://www.maine.gov/doe/index.php/learning/esea/guidance>