



Standards for Teacher Leadership

Learning Forward Colorado

Fall 2011 Cindy Harrison

Purpose of School Leadership Team

School leadership teams are based on the understanding that change is needed, change must occur at the school level, and school leaders create an understanding of change and a sense of urgency and purpose for it. Leadership for change is distributed among multiple people within the school, including the principal, teacher leaders and perhaps other stakeholders.

Munger, L. And Von Frank, V. (2010). Change. Lead, Success: building Capacity with School Leadership Teams

Responsibilities of School Leadership Teams



- Team members take collective responsibility for the work of the school. Examining school wide data points and identifying areas of strength and need is part of this team's work.
- All work is focused on student learning and aligns with the school improvement plan.
- Team members work collaboratively with teachers across the school to establish structures for learning teams including membership, norms, facilitation, and work of the team.
- Design and assist in the implementation of processes for learning teams to utilize such as protocols, data dialogues, SMART goals.
- Assess student learning data as well as school and learning team work on a continuous basis and revise plans as necessary.

- Actively encourage the creation of a culture where teachers take responsibility for ALL students and their success.
- Facilitate learning teams as they examine data, identify student strengths and weaknesses and plan for appropriate instruction.

Purpose for Our Leadership Team:

Preferred & Probable Future

District Example

Probable Future 	Preferred Future 	IMPLICATIONS for Our Work
<ul style="list-style-type: none"> • Funding decline continues; no bonds passing • Confidence by public in decline • Private schools 2 → ? Increase – • voucher? charter? home school? • Sporadic success with some programs/isolated • Bigger gap – Kids with needs & our ability to serve • Violence “control” strategies increased attention • Union’s role changed • □ increases • Instructional methods – radical experiments • Curriculum bare bones? or specialization – tracks? • Business running some • Schools - remediation 	<ul style="list-style-type: none"> • Town meeting format – educated public • \$ based on outcomes • Diversified focus for some schools – competing with private – needs driven STORE FRONT - MALL • Schools for community – linked to re-education – “Staff Development” for adults job seeking skills - \$ • Partnership with college – recruit shortfall of teachers – we get \$ - train 5th year here • Technology providing basis for individualized work – students working in teams – THEME – Virtual classroom pilots • Accountability / results set with parents/kids – portfolio management – set product specifications involve community rubrics clear = levels of comp. varies • Learning environments – healthy, vital, SAFE!!, shared responsibility – part of curriculum 	<p><u>As Individuals</u></p> <ul style="list-style-type: none"> • Start 1 on 1’s with key stakeholders – lunch & listening (Go in pairs) • Collect signs of success • Collect info/interest in private schools – collaborate? • Clean our offices/files; MAKE SPACE <p><u>As a Group of 17 People (DLT)</u></p> <ul style="list-style-type: none"> • Encourage talks about environmental scan – formalize assumptions • Videos of alternative school experiment – collected – supper talks with staff and students • Support? radical experiment student-focused = collect success stories and tell them • Situation assessment on technology

Preferred & Probable Future

Purpose: To develop two snapshots of the future (two Visions) – preferred and probable – and implications for the short term.

Concept of Future Scenarios: A scenario is a story or vignette. In this case, it is a story about the future. A **probable** future is what will “probably” happen if we do nothing different. It may be a bit on the grim side and can be a bit depressing. Pain and emotion are natural elements of the change process. They tend to create useful tension. A **preferred** future is what we would rather have happen and assumes that we have taken action in new ways and made appropriate changes. What’s unique about this three-column format is the tension created by the display in the participants. The brain sees the two snapshots side-by-side and knows that a decision needs to be made between the two. Dissonance frequently results. This makes the commitment to action and the implications needed for column three somewhat more compelling.

Before You Begin: This exercise flows easily as a follow-up step to the scanning and forecasting discussion. It needs a readiness “on ramp” for groups - warm-ups, compelling questions and conversation – prior to beginning the exercise. **Pre-work** needs to be sent out ahead of time with guiding questions to think about.

Some Possible Applications

- A group that must begin to radically redefine their preferred future to keep pace with external changes.
- A group that has lost credibility with primary constituencies or customers and needs them back.
- A system where too many good ideas are going on and there seems to be no way to focus.

Steps in a Nutshell and Dialogue

1. Explain the purpose. Orient them to the wall template.
2. Table groups brainstorm PROBABLE future. Total group prioritizes.
3. Table groups brainstorm PREFERRED future. Total group prioritizes.
4. Discussion and identification of implications for next ____ months – individuals and as a group.

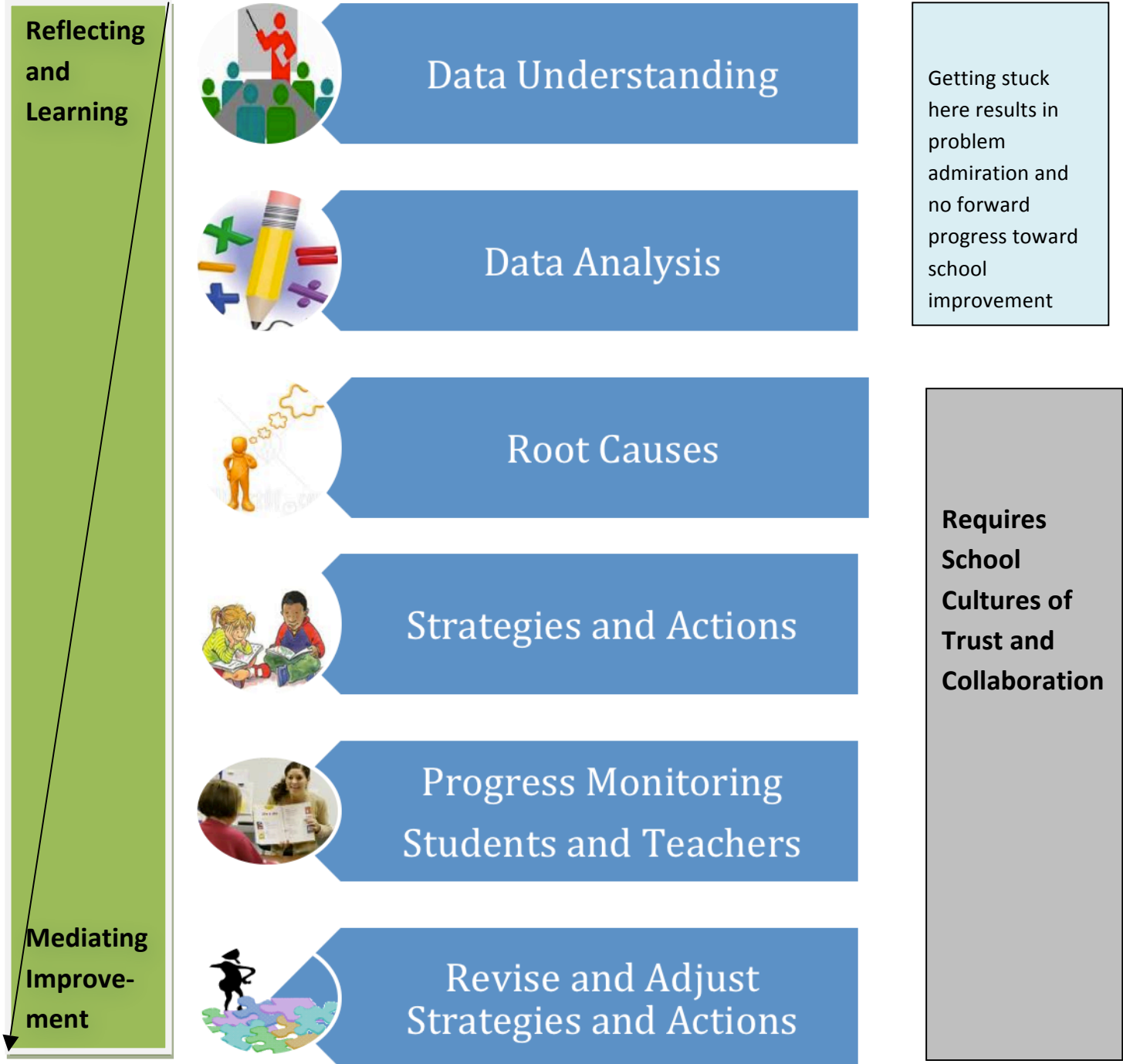
Time

- Preparation of pre-work and wall chart = 1.2 hours.
- The exercise and dialogue may take up to 2-3 hours.

Edgewater Elementary School Preferred Future

Current State (data)	Preferred State	Actions
Low performing school	Model school-envied by all	
Some parents choosing not to send students to Edgewater	Better or outstanding reputation	
	Teachers respected	
	High level of parental comfort and participation	
	Buy in from students and parents	
	Teachers in control of their decisions	
	Working smarter not harder	
	High sense of efficacy	
Writing scores in bottom quartile	Increased student achievement	
Overall improvement from 2004- decline	Progressive growth	
	Students will love to learn and will be successful	
9 teachers on SLT 1 student achievement coach	Teachers will be leaders in their educational career	
Average years of teaching experience= 9 Total number of staff =58 Full time Teachers = 31 Part time teachers = 9 Full time Paras = 2 Paras = 9 Full administrators= 2	Stable staff (less turn over)	
Total students = 436 White =90 Hispanic =323 Black = 9 Asian = 4 American Indian = 10	Diversity and bi-literacy (students and staff)	
Parents opting for other schools	Become a neighborhood school	
Number of professional development days=10	Increased collaboration	
Uniform district pay scale	Performance pay	

Data Conversations Cycle



from the work of Chrysann McBride

Models of Professional Learning

- **Action Research**
- **Peer Walks**
- **Data Conversations**
- **Training**
- **Lesson Study**
- **Collaborative Assessment**
- **Study Groups**
- **Curriculum Development**
- **Examining Student Work**
- **Book Studies**
- **Visitation/Observation**
- **Instructional Rounds**

Data Teams Process*

Step 1: Collect and chart data

- Look for trends and patterns across individual students, different groups of students and different teachers.
- Choose one area for the focus of instruction for the next 4-6 weeks.
- Consider level of student need with that focus area in mind and fill out the chart below.

Area of focus for instruction _____

Names of teachers	# of students who took assessment	# of students proficient and higher	# of students not proficient	Names of students who are currently proficient	Names of students likely to be proficient at end of teaching-who are already close	Names of students likely to be proficient at end of teaching-who are far from proficient and in need of additional support	Names of students not likely to be proficient – who are in need of extensive support

*Adapted from Doug Reeves

Step 2: Analyze Strengths and Obstacles

- Think about what knowledge and skills are involved in the focus area.
- What strengths do students generally have if they are proficient in this area?
- What obstacles or other reasons might explain why students did not achieve proficiency? Look for trends, use error analysis, identify misconceptions student may have, etc.
- Star the obstacles/reasons which are within your sphere of control.

Strengths of Students Who are Proficient	List Obstacles to Achieving Proficiency

Step 3: Write your SMART Goal

- **S** pecific, Data Driven
- **M** easurable and Observable
 - Answers the questions **who, what, how measured, by when**
- **A** ttainable, Realistic, Focused
- **R** esults Oriented, Focused on Student Achievement
- **T** imebound

Percentage of _____ scoring at proficiency or higher in _____ will increase
(Student Group) (content area and/or skill)
from _____ percent to _____ percent by the end of this SMART goal cycle as measured by _____.

(assessment measure)

Or write a SMART goal for each student's growth

Step 4: Identify Instructional Strategies <ul style="list-style-type: none"> • Examine “best practices for teaching your identified area of focus. • Identify strategies that your group believes will have the greatest impact on student learning. 	Step 5: List results indicators for each strategy <ul style="list-style-type: none"> • What will you see if this strategy is working for students? • List indicators for each strategy.
What support/training/coaching do you need to be successful as a group of teachers?	

6. Discuss assessment results by grade level/content area, teacher, classroom and individual classes

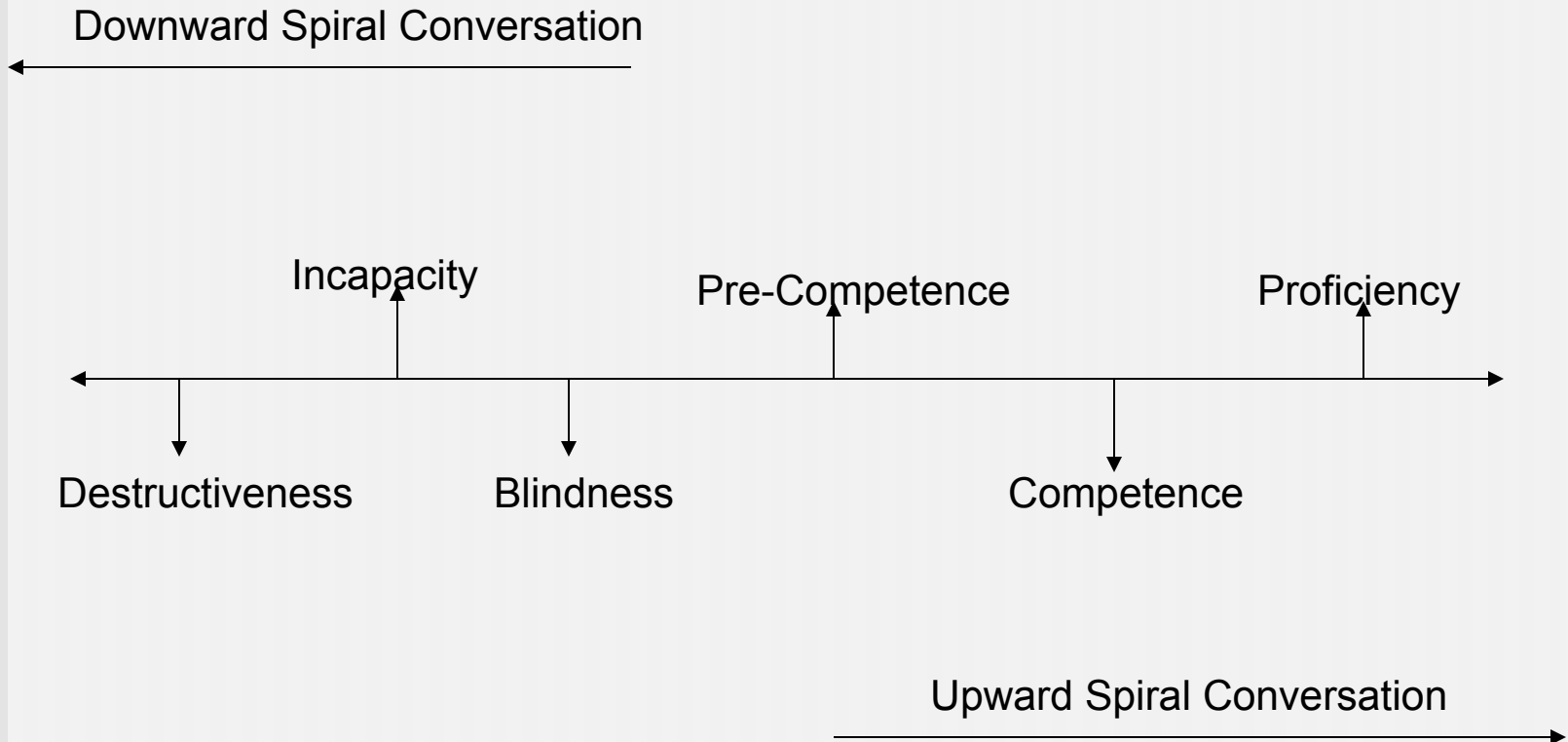
- Compare and contrast results
- Identify areas of success and areas of challenge
- Identify areas of significant differences between classrooms, teachers, grade levels etc.
- Identify best practices for all teachers to use

Patterns	Actions to take

ERROR ANALYSIS : 5 KEY QUESTIONS

1. What might the students have been thinking to make this error? What are our hypotheses?
2. How can we find out which of these hypotheses is true?
3. What different teaching strategies could we use to “fix” or undo whatever led to this error and help students solidify their skills and concepts?
4. How are each of us going to plan and manage time and tasks in class so that we’ll get fifteen minutes (or whatever it takes) to re-teach the skills and concepts. [Target: at least 2 times a week for groups of students who don’t have it.]
5. How can the team help? Determine whether there is a way to share/exchange knowledge, skill, or students to benefit both students and colleagues.

Cultural Proficiency Continuum



What is Cultural Proficiency?

- **A way of being that enables both individuals and organizations to respond effectively to people who differ from them.**
- **Cultural proficiency is not an off-the-shelf program. It is an approach; it provides tools and help for an increasingly diverse world with an increasing number of well-intentioned and fearful people.**
- **The use of specific tools effectively describing, responding to, and planning for issues that emerge in diverse environments**
- ***Policies and practices* at the organizational level and *values, beliefs and behaviors* at the individual level that enables effective cross cultural interactions among employees, clients, and community.**

... listening... requires not only open eyes and ears, but open hearts and minds. We do not really see through our eyes or hear through our ears, but through our beliefs... It is not easy, but it is the only way to learn what it might feel like to be someone else and the only way to start the dialogue.

-Lisa Delpit

Cultural Destructiveness

Using one's power to eliminate the culture of another.

Examples

- *Genocide or Ethnocide*
- *Exclusion Laws*
- *Ignore/Avoid certain curriculum topics*

"When we create new boundaries, we can get rid of THAT neighborhood!"

"Why are those kids speaking Chinese at lunch?"

"There are so many problems coming from the trailer park."

"If we could get rid of the special needs students, our scores would improve."

Cultural Incapacity

Believing in the superiority of one's own culture and behaving in ways that disempower another's culture

Examples

- *Disproportionate allocation of resources to certain groups*
- *Lowered expectations*
- *Expecting "others" to change: My way or the highway.*

"Another generation to never leave the trailer park."

"His mom admitted he was special education when she came to the school, so we can't expect him to do well"

"The apple doesn't fall far from the tree."

Lack of attempts to have hire personnel that reflect an equal representation of staff/administrators that mirror the diversity in the district.

Cultural Blindness

Acting as if cultural differences do not matter or as if there are not differences among/between cultures.

Examples

- *Discomfort in noting difference*
- *Beliefs/actions that assume world is fair and achievement is based on merit*

"Our school does not need to focus on multicultural education- we have no diversity."

"Everyone learns the same."

"Just don't recognize their religion. We don't want to offend."

"I'm not prejudiced. I don't see color in my students."

Cultural Pre-competence

Recognizing the limitations of one's skills or an organization's practices when interacting with other cultural groups.

Examples

- Delegate diversity work to others, to a committee
- Quick fix, packaged short-term programs
- Unclear rules, expectations for diversity competence for all staff

"Diversity is covered through our Language Arts curriculum."

Cultural programs asked to be lead by those of that background.

"I'll do my best to make the Special Education student feel part of the Honors course."

"Make sure you do an activity for Black History month."

Cultural Competence

Interacting with others using the essential elements of cultural proficiency as the standard for behavior and practice.

Examples

- Advocacy
- On-going education of self and others
- Support, modeling, and risk-taking behaviors

"You are you. I am me. But together, we are we."

SIT plan goals for all students.

"I think it is interesting to look at another's perspective through another lens."

"Our county mission statement capitalizes ALL."

Cultural Proficiency

Esteem culture; knowing how to learn about organizational culture; interacting effectively in a variety of cultural groups

Examples

- Interdependence
- Personal change and transformation
- Alliance for groups other than one's own

"We differentiate to the needs of all learners."

"My boys aren't doing well in reading. I need to start integrating more non-fiction."

"With the addition of ____, our classroom experience has become richer. The other students are learning from him also."

"Thank you for calling the parents and explaining in Spanish about our field trip"