

Collaborative Leadership Series

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Introductory Story

In a small sample study of over 500 teachers, 85% answered that their faculty meetings did not provide them with any useful information that they could use in the classroom. The teachers surveyed believed that most of the information provided at a faculty meeting could have been sent delivered in another format such as e-mail. Out of the over 500 teachers surveyed, 80% of them answered that their faculty meetings did not provide professional development but they would like that setting to be a place they could share best practices (DeWitt. 2015).

Faculty meetings should focus on learning.

When it came to the observation process, which is an important aspect of leadership, another survey of 217 teachers showed that 45% of teachers didn't believe that their formal observation was useful to them and 30% said the formal observation was sometimes useful to them. However, out of those 217 teachers, 77% answered that their principal does not co-construct any goals with them during the year (DeWitt. 2015), which could be beneficial to the observation process because feedback could be given to teachers based on the goal they chose.

Observations should focus on learning.

In a separate study of over 4,000 teachers Quaglia and Lande (2016) found that 53% of teachers surveyed believe that their principals know the goals of each teacher, and only 56% feel comfortable sharing their opinions in their schools. This lack of dialogue has potential to lead to a school climate that is based in compliance more than authentic learning.

Our goals, which we should share with one another, should focus on learning.

Fortunately, principals are looking for help. In a small sample survey of over 230 principals, 98% said they would work with a leadership coach to improve their practices. When asked what they needed help with, the following are some of the answers that were provided:

- Currently, I need to develop a clearer understanding of instructional leadership
- The crucial conversations with other adults.
- Tips and strategies to get through hard conversations effectively.
- How to provide feedback for growth.
- Creating a team with fellow administrators.
- Engaging in activities that will make me a better instructional leader.
- Culture building
- Building teacher's efficacy

- Evaluation of teachers
- Instruction
- Facilitation/working with adult learners

Collaborative leadership is needed to meet the needs of teachers, principals, students and parents. It combines transformational and instructional leadership, but includes ways to engage the whole school community and put our focus on learning, regardless of whether that means social-emotional learning or academic learning.

The following description helps to lay out a 5-day collaborative leadership course for new and veteran leaders, as well as for those teacher leaders and instructional coaches who aspire to engage more of the staff they work with on a daily basis. This course is competency based and requires participants to collect evidence of learning, all of which will help them build capacity.

Needs Assessment

Are you familiar with the work of Peter DeWitt?

If yes, have you ever purchased any books or attended any conference sessions with Peter?

What leadership challenges are you currently facing in your school/district?

What, if anything, have you already done to address these challenges?

Why do you think that approach didn't work for your school/district?

What outcomes would you expect from the DeWitt Collaborative Leadership: 6 Influences That Matter Most Workshops should you decide to bring him in to your school/district?

How will you measure success?

Resources:

Required

- Collaborative Leadership: 6 Influences That Matter Most (Corwin Press. September 2016) (CL6).

Additional

- Flipping Leadership Doesn't Mean Reinventing the Wheel (Corwin Press. 2014).
- School Climate Change: How Do I build a Positive Environment for Students (ASCD. 2014).
- Dignity For All: Safeguarding LGBT Students (Corwin Press. March. 2012).

Day 1

FOCUS: Collaborative Leadership

Resources:

Required

- Collaborative Leadership: 6 Influences That Matter Most (Corwin Press. September 2016).

Additional

- School Climate: Leading with Collective Efficacy (Corwin. 2017).
- Coach It Forward: Coaching Practices That Impact School Leadership (Corwin. 2018)

Workshop Description:

Foundation Day for Collaborative Leadership helps set the foundation of what collaborative leadership by providing a deeper understanding of John Hattie's research, which is at the heart of the collaborative leadership work. Additionally, participants will explore the nuances of instructional leadership and how to increase their leadership self-efficacy, as well as the self-efficacy of others. This is instrumental in fostering a school climate that focuses on how well students and adults in the school community learn together.

At the end of this session, participants will be required to do readings from the required text, and they will have to go back to school and collect evidence that helps them understand to the extent that they are an instructional leader.

AGENDA:

- **Introduction**
- **Learning Intentions and Success Criteria**
- **What is your current reality?**
- **What is collaborative leadership?**
- *Collaborative leadership includes the purposeful actions we take as leaders to enhance the instruction of teachers, build deep relationships with all stakeholders through understanding self-efficacy (.63) and building collective efficacy (1.57) to deepen our learning together.*
- **Meet, Model, Motivate Framework**

- o Meet
 - o Model
 - o Motivate
 - 4 Types of Leaders
- Activity:** Leadership reflection
- Collaborative Leadership Growth Cycle
 - o Goal setting
 - o Current reality
 - o Evidence collection
 - o Action steps
 - o Collaboration
 - Collaborative Clarity – Define the process behind collaboration
 - Instructional leadership (.42)
 - End of day:
 - o Action Planning

Day 2

FOCUS: Collective Efficacy

Resources:

Required

- Collaborative Leadership: 6 Influences That Matter Most (Corwin Press. September 2016).

Additional

- School Climate: Leading with Collective Efficacy (Corwin. 2017).
- Coach It Forward: Coaching Practices That Impact School Leadership (Corwin. 2018)

Workshop Description:

Collective efficacy is key to helping a school community go to the next level. It is the belief we have in our staff, and centers around a problem of practice that is focused on our current reality.

Now that participants have spent day one gaining an understanding of instructional leadership and self-efficacy, they are now well-positioned to create an environment where collective efficacy can take place, and that is what they will learn more about during this day.

In this workshop, participants will learn the nuances of collective efficacy, as well as how to build it through authentic professional learning and development. Additionally, at the end of this session, participants will be required to do readings from the required text, and they will have to go back to school and collect evidence that helps them understand to the extent that they build collective efficacy.

- Review of Instructional Leadership and self-efficacy

- **Evidence sharing**
 - Participants will be partnered up where they will have to share their evidence of learning from the last session.
- **Collective efficacy**
 - Definition
 - Examples of how to create it
 - Research
- **Sample reading – The 10 Mindframes of Learning**

What Evidence do we collect?

- Examples of evidence to collect for observations
 - Principal notes (walkthroughs)
 - Teacher notes
 - Student work
 - **Exit surveys** (Peter creates a Survey Monkey for group)
- **Professional Learning and Development**
 - Research
 - Examples of PL&D
- **Action plan:** Participants create an action plan from the day
 - **What is our current reality?**
 - What evidence do you have to support it?
 - **How will we meet our goal?**

Day 3

FOCUS: The Power of Feedback on Learning

Resources:

Required

- Collaborative Leadership: 6 Influences That Matter Most (Corwin Press. September 2016).

Additional

- School Climate: Leading with Collective Efficacy (Corwin. 2017).
- Coach It Forward: Coaching Practices That Impact School Leadership (Corwin. 2018)

Workshop Description:

The fourth influence of Collaborative Leadership is feedback, and it is much more complicated than most leaders think. After participants take time to review questions around building collective efficacy, we move into exploring the levels of feedback needed in order to help teachers and staff grow, as well as the triggers that often accompany receiving feedback. Using the feedback model, participants will learn how this will help them have more impactful formal teacher observations that include teacher voice and authentic learning goals.

Secondly, we explore the levels of instructional feedback that students need. These discussions and activities will bring participants to the 5th influence which is assessment capable learning. Throughout the day participants will first learn about the

social-emotional aspects of building assessment capable learners, as well as the enabling conditions that all schools should have in order to engage all students.

At the end of this session, participants will be required to do readings from the required text, and they will have to go back to school and collect evidence that helps them understand the quality of the feedback they provide to staff, or how they create an inclusive school climate for students that help build social-emotional learning.

- **Review Collective Efficacy**
- **Evidence sharing**
 - Participants will be partnered up where they will have to share their evidence of learning from the last session.
- **Feedback**
 - Definition
 - Types of feedback
 - Feedback triggers
 - Instructional feedback
 - Sharing of Learning Intentions and Success Criteria
- **Assessment capable learners**
 - Social-Emotional Learning
 - Enabling conditions for School climate and SEL

What Evidence do we collect?

- Examples of evidence to collect for observations
 - Principal notes (walkthroughs)
 - Teacher notes
 - Student work
 - **Exit surveys** (Peter creates a Survey Monkey for group)

Action plan: Participants create an action plan from the day

- **What is our current reality?**
 - What evidence do you have to support it?
- **How will we meet our goal?**

Day 4

FOCUS: Student Engagement

Resources:

Required

- Collaborative Leadership: 6 Influences That Matter Most (Corwin Press. September 2016).

Additional

- School Climate: Leading with Collective Efficacy (Corwin. 2017).
- Coach It Forward: Coaching Practices That Impact School Leadership (Corwin. 2018)

Workshop Description:

Having spent day 3 on social-emotional learning to build assessment capable learners, day 4 focuses on the academic side of student growth. Participants will learn about surface to deep level learning, as well as more of Hattie's high effect influences that help students grow academically.

Lastly, family engagement will be explored. Unfortunately, many school leaders state that they want increased family engagement, but the actions they take only push messages out to parents that can be viewed as one-sided monologue more than two-way dialogue. In this last influence from Collaborative Leadership, participants will learn increased ways to build dialogue with families.

At the end of this session, participants will be required to do readings from the required text, and they will have to go back to school and collect evidence that helps them understand how they contribute to the academic needs of students, or how they create an inclusive school climate where families feel engaged.

- **Review assessment capable social-emotional learning**
- **Evidence sharing**
 - Participants will be partnered up where they will have to share their evidence of learning from the last session.
- **Academic focus**
 - Definition
 - Surface to deep level learning
 - SOLO taxonomy
 - High impact influences
 - The importance of Learning Intentions and Success Criteria
- **Social - Emotional**
 - Adverse Childhood Experiences (ACE)
 - Trauma Informed Schools
 - Enabling conditions for School climate and SEL
- **Family engagement**
 - What do we want from families?
 - How do we communicate?
 - National PTA Standards

Action plan: Participants create an action plan from the day

- **What is our current reality?**
 - What evidence do you have to support it?
- **How will we meet our goal?**

Day 5

FOCUS: Leadership impact

Resources:

Required

- Collaborative Leadership: 6 Influences That Matter Most (Corwin Press. September 2016).

Workshop Description:

Very often principals want to be better instructional leaders but they get caught up with the idea that they may not have expertise in the curriculum the teacher is teaching.

However, Hattie's research tells us that subject matter knowledge does not have a high effect size (.19), which doesn't mean that it doesn't matter, but it does mean it doesn't matter as much as we think. What really matters are the relationships leaders have with the teachers, the goal they chose together, and the teaching strategies that the teacher chooses to use.

Unfortunately, what happens is that leaders go into the classroom and complete an observation, but they aren't always clear on whether their observation helped change practice. Knight says that Praxis is an important aspect to his partnership principles where coaches and teachers work in partnership with each other to meet their goal. Leaders can use the partnership principles as well, and one of the principles they need to pay close attention to is praxis. Knight defines praxis as putting a strategy into practice and making it a habit, and not just a one and done because they were being observed.

During this hands-on workshop day, we will wrap up our sessions together by dividing the day into three sections. The first part of the day will be an evidence sharing session with two other participants. The second part of the day will be spent reviewing any information that the participants need a deeper sense of learning in, and the third part of the day will be team or individual time where participants will formulate a plan focusing on how to move forward.

Evidence Into Impact

- **Sharing of Learning Intentions and Success Criteria**
- **Evidence sharing**
 - Participants will be partnered up where they will have to share their evidence of learning from the last session.
- Review of the 6 influences on learning based on a survey participants will fill out between sessions 4 and 5.
- Individual/Team time
 - Goal
 - Do we have capacity?
 - What are our learning needs?
 - Where do we go from here?

Intended Outcomes**Participants will learn:**

- The definition and complexities of collaborative leadership.
- The 6 influences from Hattie's research where they should focus.
- How to redesign the structures they have in place to help them have deeper and more impactful conversations with teachers, students and parents.
- Increase their ability to identify effective strategies for improvement.
- Learn how to increase consistency in providing feedback to teachers based on a common set of agreed upon effective components of teaching.
- Several activities to use with their staff to elicit the teachers' voice and input into coaching, thus increasing teachers' investment.
- A deeper understanding of the Claims, Evidence, Impact, Judgment model for providing feedback to teachers.
- To share best practices and be a resource