

Building Instructional Leadership

Capacity in Classrooms, Schools, and Districts

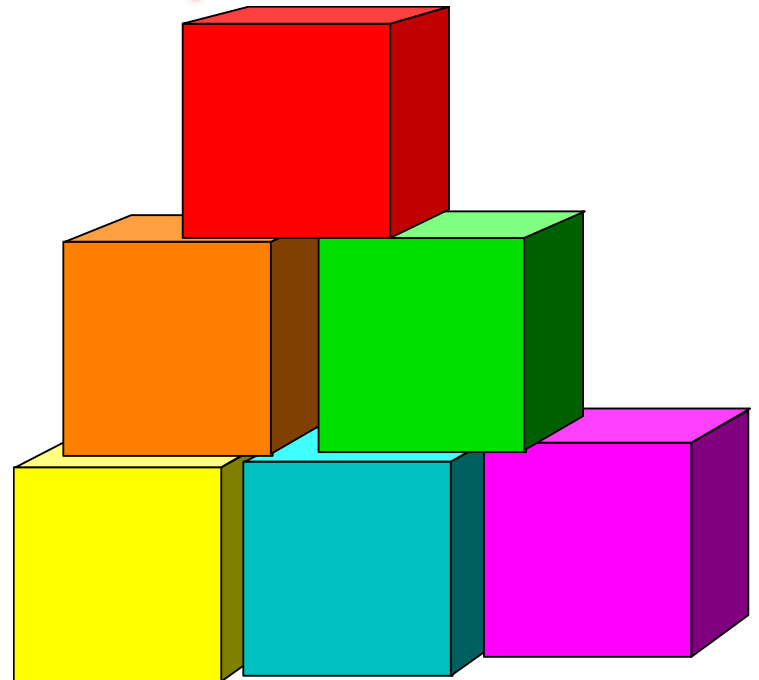
Alaska School Leadership Institute

May 25, 2016

Anchorage, Alaska

Facilitated By

Al Bertani, Senior Design Consultant; Lexie Domaradzki, Consultant; Jacqueline Edmond-Long, Consultant; and Shelby Skaanes, Consultant



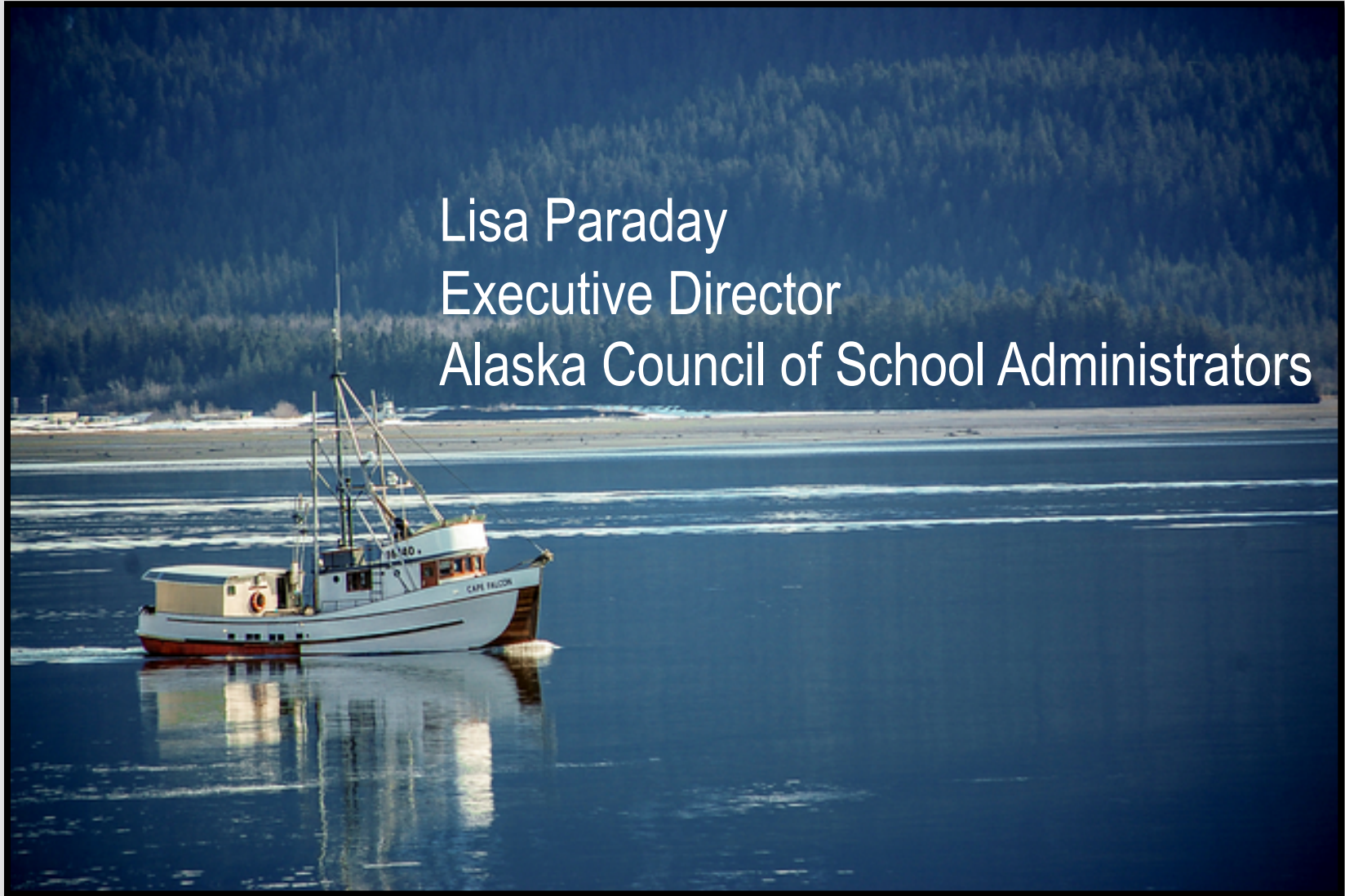
Where Do Good Ideas Come From Steven Johnson

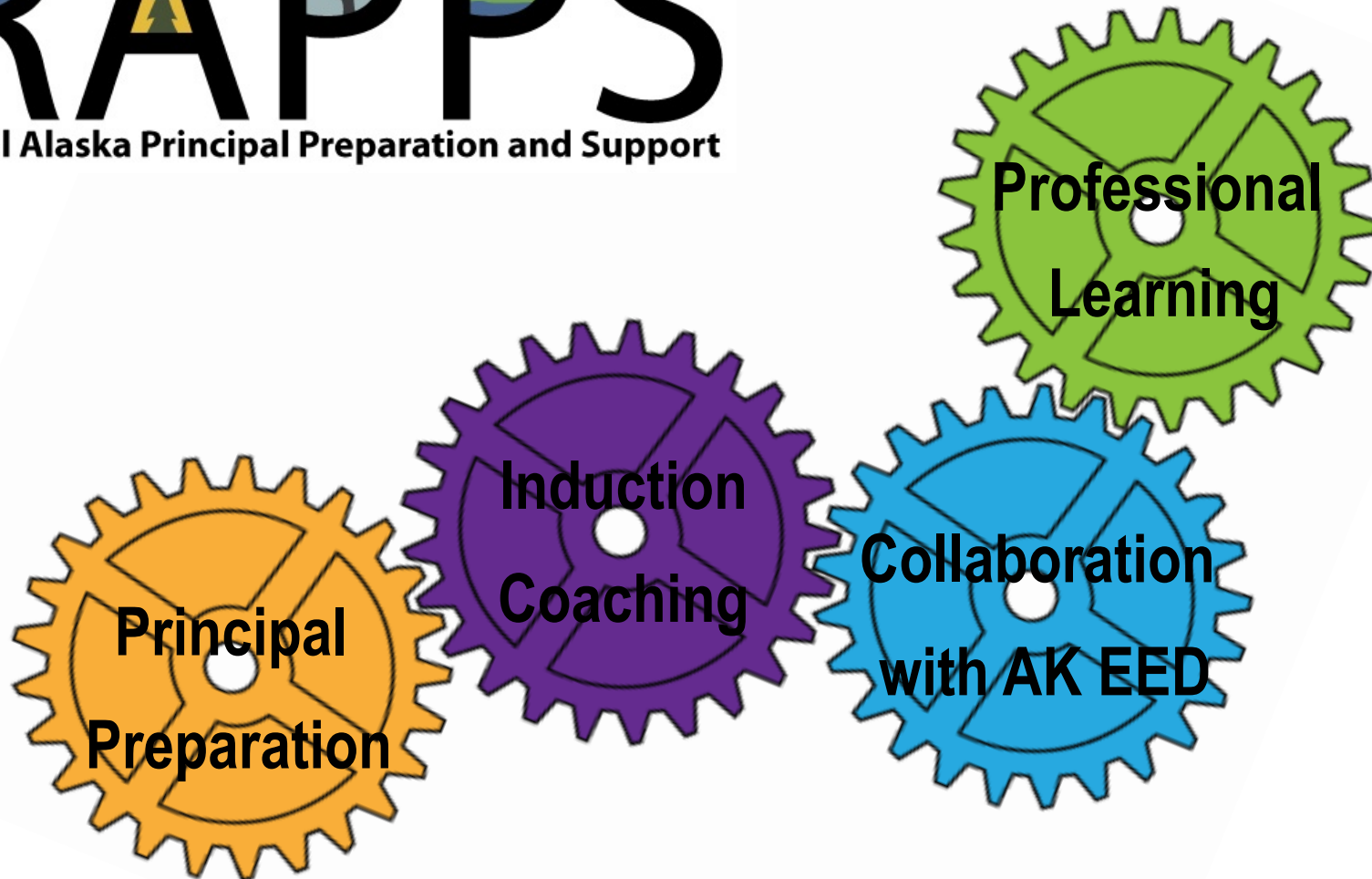
Youtube video – Where Good Ideas Come From

Trailer from How We Got to Now – PBS TV Series

Welcome to ASLI 2016

Lisa Paraday
Executive Director
Alaska Council of School Administrators





BUILDING ON THE PAST



DESIGN TEAM

Al Bertani, Senior Design Consultant

Brad Billings, EED

Kathy Blanc, ASDN

Gerry Briscoe, SERRC

Lexie Domaradzki , Consultant

Jacqueline Edmond-Long, Consultant

Susan McCauley, EED

Lisa Paraday, ACSA

Shelby Skaanes, Consultant

Kelly Tonsmiere, ASDN

Design Process

- ✓ Review of Evaluation Summary from ASLI 2015
- ✓ Consultation with District Leadership Reps.
- ✓ RAPPS Management Team Input
- ✓ Design Team Planning Meetings for Coordination



✋ Please Raise Your Hand If You Are a Returning Attendee to the Alaska School Leadership Institute

✋ Please Stand-Up If You Are a New Attendee to the Alaska School Leadership Institute

What I want to learn...

- ◆ How to do my job better...
- ◆ Useful nuggets for leading...
- ◆ Leadership skills and strategies...
- ◆ Building capacity with my team...
- ◆ Anything – I'm brand new to my job!

MATERIALS

Folder – Left Pocket

- ▶ Agenda – Yellow Paper
- ▶ Attendees – Salmon Paper
- ▶ Home Groups – Blue Paper
- ▶ Learning Lab Groups- Green Paper
- ▶ Plenary Materials – Yellow Sheets

Folder – Right Pocket

- ▶ Critical Friends – Tan and Goldenrod Paper
- ▶ Lab 1 – Human Capital Strategies
- ▶ Lab 2 – Instructional Excellence
- ▶ Lab 3 – Leading Effective Implementation

Purposes

Purposes

1. To ensure **instructional excellence** and build instructional leadership capacity in the implementation of the Alaska Standards for Reading, Writing, and Mathematics
2. To build instructional leadership capacity to lead the **high quality implementation** of the Alaska Standards for Reading, Writing, and Mathematics.
3. To explore successful **human capital policies and practices** for the recruitment, retention, and development of educational professionals.
4. To engage school and district teams in outlining **implementation plans** for the 2016–2017 school year.
5. To sustain the ASLI professional learning community through **role-alike critical friends** groups discussing problems of practice.

SESSION NORMS

1. The **LEARNING** belongs to you, and it rests largely with you.
2. Enter into the discussions **ENTHUSIASTICALLY!!!**
3. Give **FREELY** of your experience, but don't dominate the discussion.
4. **CONFINE** your discussions to the task assigned.
5. Say what you **THINK...** be honest!
6. Only **ONE PERSON** should talk at a time...
avoid private conversations while someone else is talking...
7. Listen **ATTENTIVELY** to the presentations and discussions.
8. Be **PROMPT** and **REGULAR** in attendance.
9. Follow the **HAND SIGNAL** from the session leader – Finish the sentence you are speaking not the paragraph you are thinking.
10. Place your cell phone on **SILENT** or **VIBRATE** to limit distractions.

INSTITUTE DESIGN

Use Our Time To:

1. Consider new ideas
2. Meet and learn with other rural educators from around the state
3. Work with your team to reflect on the last school year and jump start your planning for next year.

OUTCOMES

1. New ideas and skills for leading learning.
2. A vision and draft plan for 2016 – 2017.
3. A network to support and push your work.

What We Believe About Learning

Consider this:

We Learn About...

10% of what we READ

20% of what we HEAR

30% of what we SEE

50% of what we both SEE & HEAR

70% of what we DISCUSS with others

80% of what we EXPERIENCE personally

95% of what we TEACH to someone else

Adapted from Eldon Ekwall, 1974

Plenary Theme

Building Leadership Capacity

Lexie Domaradzki

Building Leadership Capacity



Leadership: Two Primary Tasks

Direction-setting: helping members of the organization establish a widely agreed on direction or set of purposes considered valuable for the organization; and

Influence: encouraging organizational members to act in ways that seem helpful in moving toward the agreed on directions or purposes. (p. 7)

“When principals and teachers share leadership, teachers’ working relationships are stronger and student achievement is higher” (p. 10).

Investigating the Links to Improved Student Learning: Executive Summary of Research Findings (Wahlstrom et al., 2010)

"Leadership is not about titles, positions, or flow charts. It is about one life influencing another."

John C. Maxwell

"Example is not the main thing in influencing others. It is the only thing." *Albert Schweitzer*

"The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things."

Ronald Reagan

Building Relational Trust

Building Relational Trust

- Safety First: Increasing a sense of...
 - Status: a feeling of valuable contribution that acknowledges their importance
 - Protocols & Processes
- Certainty: creating a sense of stability and open up information when possible
 - How we work
 - How to access support
 - What work is ahead of us
 - Decision making process
- Autonomy: Creating opportunities where there is choice
- Relatedness: Creating a sense of belonging

Building Relational Trust

- Facilitating the right connections that foster DIALOGUE:
 - Asking people the right question
 - The questions do not imply a specific answer. They help people arrive at their own insights.
 - Small group discussion to reduce status threats and increase sense of relatedness.
 - Implicit respect inherent in the question that suggests that you know people have good answers.

Your Brain at Work (pg. 231, Rock)

Building Relational Trust

- Foster an environment of “insights”
 - People who have more insights do not focus harder on the problem, are not more determined and are not necessarily geniuses.
- They observe their own thinking and thus, can change how they think. They have better cognitive control and thus can access a quieter mind, on demand.

Your Brain at Work (pg. 81, Rock)

"Leadership is not about titles, positions, or flow charts. It is about one life influencing another." *John C. Maxwell*



How might ASLI support your efforts with Setting Direction and Influencing others to mobilize in that direction?

- Critical Friends
 - Opportunity to problem solve with colleagues
 - Sense of relatedness
 - Equal Status
- Role Alike Team Time
 - Equal Status
 - Sharing of Insights
 - Sense of Relatedness
 - Forward Planning: Setting Direction
- School and District Team Time
 - Foster environment of insights
 - Asking people the right questions
 - Forward Planning (Setting Direction, Certainty, Autonomy)



Protocol for Critical Friends Conversations

CRITICAL FRIENDS CONVERSATIONS

- ✓ Each day begins with a critical friends conversation
- ✓ Table groups divide into role alike trios
- ✓ Attendees organize and serve as time keepers
- ✓ Use The Consultancy Protocol for conversations
- ✓ Each member will have an opportunity to discuss a specific challenge one day during the week
- ✓ Trio members serve as Critical Friends for one another

THE CONSULTANCY PROTOCOL

- | | | |
|---------------|---|---|
| Step 1 | Description of Challenge, Problem, Dilemma
<i>(4 minutes)</i> | |
| Step 2 | Clarifying Questions
<i>(2 minutes)</i> | |
| Step 3 | Discuss and Recommend
<i>(15 minutes)</i> | |
| Step 4 | Presenter Reflection
<i>(5 minutes)</i> | SEE TAN AND
GOLDENROD SHEETS |

Adapted from The Facilitator's Book of Questions; Allen and Blythe; Teachers College Press; 2004

THE CONSULTANCY PROTOCOL

- Step 1 Description of Challenge (4 minutes)
- Overview of Challenge
 - Frames a Question for the Group to Consider
 - Presents Evidence as Appropriate

THE CONSULTANCY PROTOCOL

Step 2

Clarifying Questions (2 minutes)

- Group Asks Questions for Clarification Purposes
- Questions that Have Brief, Factual Answers
- Presenter Responds with Brief, Factual Answers

THE CONSULTANCY PROTOCOL

Step 3

Discuss and Recommend (15 minutes)

- Group Members Talk to One Another about the Challenge Described
- Potential Questions

What did we hear?

What didn't we hear that we think might be relevant?

What assumptions seem to be operating?

What questions does the challenge raise for us?

What do we think about the challenge?

What might we do or try if faced with a similar challenge?

What would we recommend?

- Group Members Make Suggestions serving as Critical Friends
- Presenter Doesn't Speak – Only Listens and Takes Notes

Adapted from The Facilitator's Book of Questions; Allen and Blythe; Teachers College Press; 2004

THE CONSULTANCY PROTOCOL

Step 4

Presenter Reflection (5 minutes)

- Challenge Presenter Reflects on What He/She Heard
- Challenge Presenter Shares What He/She Is Now Thinking
- Challenge Presenter Highlights Specific Ideas/Comments that Resonated

THE CONSULTANCY PROTOCOL

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Learning Labs

Institute Content Themes for ASLI 2016

- ◆ Lab 1 – Human Capital Strategies
Al Bertani
- ◆ Lab 2 – Instructional Excellence
Shelby Skaanes
Jacqueline Edmond-Long
- ◆ Lab 3 – Leading Effective Implementation
Lexie Domaradzki

SCHEDULE

7:00-8:00 a.m. Morning Coffee and Collegial Conversation
Alaska/Aleutian Ballroom

8:00-9:00 a.m. Opening Plenary Sessions
 > **Capacity Building Across the Institute**
 > **Critical Friends Conversations**

9:00-10:30 a.m. Learning Lab 1B – Dillingham
 Learning Lab 2A – Katmai
 Learning Lab 3C – King Salmon

10:30-10:45 a.m. BREAK

10:45-12:00 p.m. School & District Team Time (Separately)
Alaska Ballroom

12:00-1:00 p.m. LUNCH

1:00 – 2:30 p.m. Learning Lab 1B – Dillingham
 Learning Lab 2A – Katmai
 Learning Lab 3C – King Salmon

2:30 – 2:45 p.m. BREAK

2:45 - 4:00 p.m. School and District Team Time (Jointly)
Alaska Ballroom