

Building Instructional Leadership

Capacity in Classrooms, Schools, and Districts

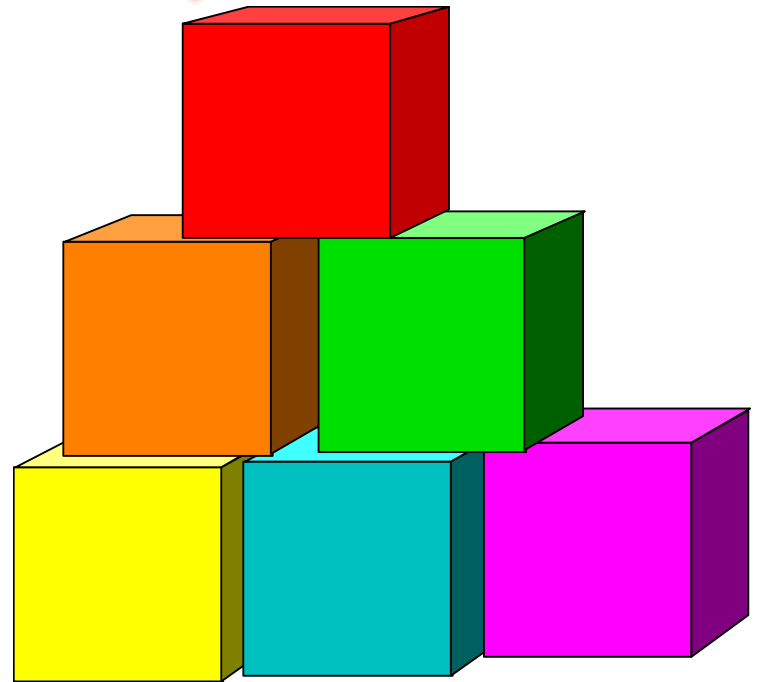
Alaska School Leadership Institute

May 26, 2016

Anchorage, Alaska

Facilitated By

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WELCOME BACK TO ASLI 2016

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

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.

Plenary
Theme

Building Teacher Leadership Capacity

Building Leadership Capacity: Teacher Leadership

**Alaska School Leadership Institute
Anchorage, AK**



**Jacqueline J. Edmond-Long, President
Edmond Educational Enterprises, LLC**



I FACILITATE THINKING.
I ENGAGE MINDS.
I LISTEN TO QUESTIONS.
I ENCOURAGE RISK.
I SUPPORT STRUGGLE.
I CULTIVATE DREAMS.
I LEARN EVERY DAY.

I TEACH.

What is Teacher Leadership?

- Teachers typically define career satisfaction in terms of their ability to be of service to others and make a difference in the lives of their students.

(McLaughlin & Lee, 1988)

- Teachers view leadership as a collaborative effort, a “banding together” with other teachers to promote professional development and growth and the improvement of educational services.

(Troen & Boles, 1992)

(Boyd-Dimock and McGree, 1995)



What are the benefits of Teacher Leadership?

- Personal gains
- Intellectual and professional growth
- Decreased isolation
- Confronting obstacles as a team
- Role definitions
- Time
- School culture



(Boyd-Dimock and McGree, 1995)



Skills of a Teacher Leader

- Building skills and confidence in others
 - Providing support and encouragement for other teachers
- Building trust and developing rapport
 - Building support with parents and community
 - Building a team spirit among the faculty
- Diagnosing organizational conditions
 - Analyzing and making program adjustments/improvements
- Dealing with processes
- Managing the work

(Lieberman, Saxl, and Miles, 1988)

(Boyd-Dimock and McGree, 1995)



Skills of a Teacher Leader

- Promoting a clear vision
- Taking initiative
- Persevering in the face of obstacles
 - Exercising patience
- Facilitating communication and reflection among the faculty
- Celebrating and recognizing program successes
 - Using alternative strategies such as a summer program to build skills

(Boyd-Dimock and McGree, 1995)



10 Ways to be a Teacher Leader

1. **Resource Provider**
2. Instructional Specialist
3. Curriculum Specialist
4. **Classroom Supporter**
5. Learning Facilitator
6. Mentor
7. School Leader
8. **Data Coach**
9. Catalyst for Change
10. **Learner**

(Harrison and Killion, 2007)



1. Resource Provider

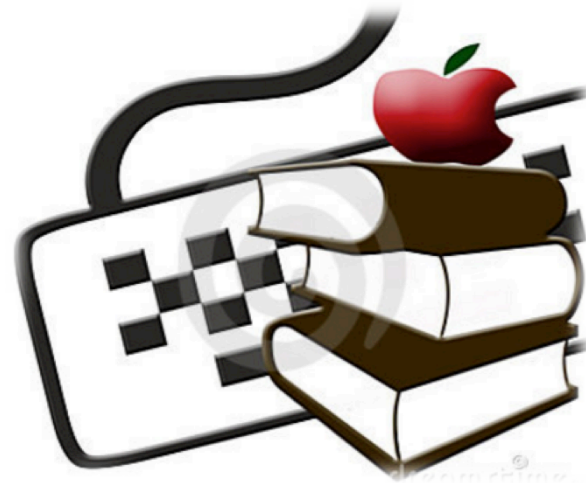
Shares Resources

Instructional

- Websites
- Instructional materials
- Readings
- Grade-level pacing guides
- Lesson or unit plans
- Resources to use with students

Professional

- Articles
- Books
- Assessment tools



(Harrison and Killion, 2007)



2. Instructional Specialist

- Help colleagues implement evidence-based teaching strategies.
- Aid colleagues in incorporating strategies into lesson plans or differentiating instruction.
- Study and practice the use of research-based classroom strategies (Marzano, Pickering, & Pollock, 2001)
- Explore appropriate instructional methodologies and share findings with colleagues.

(Harrison and Killion, 2007)



3. Curriculum Specialist

- Understand content standards
- Links between the different curriculum components
- Use the curriculum in planning instruction and ensuring that assessments appropriately link to the curriculum.
- Consistent implementation of the throughout the school.
- Ensure that teachers understand and agree on the standards
- Monitor fidelity of the adopted curriculum
- Ensures the use of pacing charts
- Aids in the development of assessments

(Harrison and Killion, 2007)



4. Classroom Supporter

- Work inside classrooms to help teachers implement new ideas through
 - lesson demonstration
 - co-teaching
 - observing and giving feedback through reflective conversations
- Teacher's self-efficacy is enhanced through consultation with peers. (Blase and Blasé, 2006)
- Examples of work are through the use of graphic organizers, manipulatives, and kinesthetic activities.

(Marzano et al., 2001)

(Harrison and Killion, 2007)



5. Learning Facilitator

- Assist with the planning of professional development
- Facilitating professional development
 - Becomes more relevant
 - Focused on teachers' classroom work
 - Aligned to fill gaps in student learning

“When teachers learn with and from one another, they can focus on what most directly improves student learning.

(Harrison and Killion, 2007)



6. Mentor

- Serves as a role model
 - By helping new teachers become familiar and acclimated to the school
 - Advise new teachers about school-wide instruction, curriculum, procedures, practices and politics
 - Mentors student teachers

(Harrison and Killion, 2007)



7. School Leader

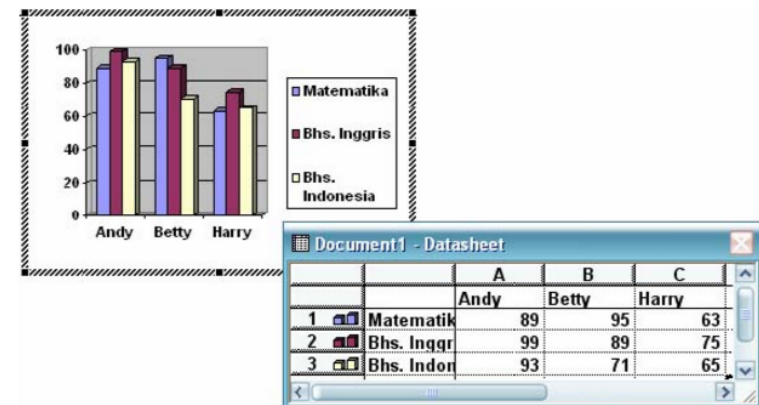
- Shares the school's vision
- Professional goals are in alignment with the school and district
 - Membership on the School Improvement Team
 - Serve as Grade-level or Department Chair
 - A supporter of school initiatives
 - School Representative on community or district task forces or committees

(Harrison and Killion, 2007)



8. Data Coach

- Lead conversations in data analysis
- Use information to enhance instruction



(Harrison and Killion, 2007)



9. Catalyst for Change

Visionaries!

- “Never content with the status quo but rather always looking for a better way.”
(Larner, 2004, p.32)
- Secure in their own work
- Strong commitment to ongoing improvement
- Pose questions to generate analysis of student learning
(Harrison and Killion, 2007)



10. Learner

- Most important role!
 - Model continuous improvement
 - Demonstrate on-going, life-long learning
 - Use information to assist in school-wide achievement



(Harrison and Killion, 2007) 

How does one get started?

- What does my school need?
- What do my colleagues need?
- What are my strengths?
- What is my skill set and how does it fit into these 10 areas?
- Are there some other areas where I might lead at my school?

(Harrison and Killion, 2007)



Additional Ways to Lead

- Research colleague
- Develop and implement programs they personally believe will result in positive change

(Troen & Boles, 1992)

(Boyd-Dimock and McGree, 1995)



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Resources

Boyd-Dimock, Victoria and Kathleen M. McGree.
“Leading change from the Classroom: Teachers as
Leaders”. *Issues...about Change* (1995): Volume 4
Number 4

Harrison, Cindy and Joellen Killion. “Teachers as
Leaders.” *Educational Leadership* (September 2007):
Volume 65 Number 1: Pages 74-77





**“It’s All About The
Students”**



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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MAXIMIZING YOUR TEAM TIME

LOOK BACK	INTEGRATING YOUR ASLI 2016 LEARNINGS	LOOK FORWARD
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What are your implementation priorities for 2016 – 2017?

1. How will you ensure **instructional excellence** using professional development to support your implementation priorities?
2. How will you integrate your new learnings **about implementation science** to support your implementation priorities?
3. How will you use your professional development and implementation science learnings to improve **human capital policies and practices**?

MAXIMIZING YOUR TEAM TIME

Implementation Priority Goal:

ACTIONS	TIMELINE	PERSON RESPONSIBLE	RESOURCES NEEDED

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
> Building Capacity Across the Institute
> Critical Friends Conversations
- 9:00-10:30 a.m. Learning Lab 1C – **Dillingham**
Learning Lab 2B – **Katmai**
Learning Lab 3A – **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 1C – **Dillingham**
Learning Lab 2B – **Katmai**
Learning Lab 3A – **King Salmon**
- 2:30 – 2:45 p.m. BREAK
- 2:45 - 4:00 p.m. School and District Team Time (Jointly)
Alaska Ballroom



