

Plenary Sessions

Materials Packet

ROLE-ALIKE CRITICAL FRIENDS ADVANCE ORGANIZER
ASLI 2015

Challenge/Problem/Dilemma:

Recommendations:

Alaska School Leadership Institute 2015
ROLE ALIKE CRITICAL FRIENDS PROTOCOL*

Drawn From

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

Step 1 Presentation of the Challenge, Problem, or Dilemma (5 minutes)

- Overview of the Dilemma
- Presenter Frames a Question for the Group to Consider
- Presents Artifacts as Appropriate

Step 2 Clarifying Questions (3 minutes)

- Group Asks Questions for Clarification Purposes
- Questions for Clarification Have Brief, Factual Answers
- Presenter Responds with Brief, Factual Answers Offering Minimal Details

Step 3 Discussion of the Dilemma (15 minutes)

- Group Members Talk to One Another about the Challenge, Problem, or Dilemma Presented

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, problem, or dilemma raise for us?*
- + *What do we think about the dilemma?*
- + *What might we do or try if faced with a similar dilemma?*
- + *What have we done in similar situations?*

- Group Members Make Suggestions – Sometimes – Group Works to Define the Issues More Thoroughly and Objectively
- Presenter Doesn't Speak – Only Listens and Takes Notes

Step 4 Presenter Reflection (5 minutes)

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

* An Advance Organizer will be provided to each participant for note taking purposes (see goldenrod sheet)

Materials developed by Al Bertani; Senior Design Consultant; RAPPs Program; ASLI 2015

BUILDING LEADERSHIP CAPACITY AS AN UPLIFTING LEADER

What You Lead...	Why You Lead...	How You Lead...

UPLIFTING LEADERSHIP FRAMEWORK

Hargreaves and Boyle; ASCD Educational Leadership; February 2015

Inspiring Dream	Learn from Others	Work with Competitors
Good Data and Good Judgment	Pushing and Pulling People Into Change	Short Term Success and Long-Term Sustainability

Meeting Effectiveness

Please rate the different meetings in your organization using the following categories. 4=High; 1=Low

Leadership Team Meetings...					Faculty/Staff Meetings...				
1. Clearly defined agenda	4	3	2	1	1. Clearly defined agenda	4	3	2	1
2. Processes for meeting	4	3	2	1	2. Processes for meeting	4	3	2	1
3. Strong facilitation	4	3	2	1	3. Strong facilitation	4	3	2	1
4. Record of deliberations	4	3	2	1	4. Record of deliberations	4	3	2	1
5. Evaluation of meeting	4	3	2	1	5. Evaluation of meeting	4	3	2	1

Al Bertani and Joanne Quinn 2012

MEETING BASICS

If a groan is the typical response to your announcement of a meeting, consider going back to the basics to identify areas for improvement.

The first task for the convener of any meeting is to be clear about the reason for meeting:

1. Dispense information.
2. Make decisions on group issues.
3. Solve problems.
4. Create new options, visions, directions, and proposals.
5. Plan/strategize on group tasks.
6. Establish new governance procedures.
7. Air concerns.
8. Evaluation progress on work.
9. Invest in the group's learning and growth.
10. Celebrate successes (Champion, *Tools for Change Workshops*. NSDC, 1993).

HAVE AN AGENDA for every meeting. If there is an opportunity for others to suggest items for the agenda, distribute the Agenda Input form on Page 5 with a note inviting suggestions.

DISTRIBUTE THE AGENDA at least a week before the meeting. Note time, date, and place of meeting prominently on the agenda.

LABEL EACH AGENDA ITEM so participants understand how much input (and therefore preparation) is expected from them.

SET STARTING AND ENDING TIMES. Assign a time to each agenda item.

PLACE AGENDA ITEMS strategically. Items that will benefit from high energy should be near the top of the agenda.

IDENTIFY A RECORDER for each meeting, preferably a non-participant.

IDENTIFY WHAT IS EXPECTED to occur as a result of the meeting. This can be done in minutes that are distributed or in simple chart form similar to that on Page 5.

EVALUATE EACH MEETING as a group. Keep a record of the suggestions so you can improve your next meeting.

alternatives to meetings

ROUND ROBIN MEMOS

Write a memo. List the names of everyone who needs to see it. Circulate the memo to each person listed. Put your name last so the memo comes back to you.

FYI COPIES OF MINUTES/LETTERS/REPORTS

Copy and distribute with a short note.

E-MAIL

Can be read by recipient when convenient and revisited as needed.

INFORMAL CONVERSATION/HALL TALK

Happens more naturally. But some who need information may be overlooked.

ONE-TO-ONE CONVERSATIONS

Heightens the listener's sense of importance. Time consuming and may not be consistent.

TELEPHONE CALLS

Good way to gauge reactions as people hear what you have to say. Repetitive.

EXECUTIVE SUMMARIES

Time saver for everyone except the writer.

BULLETIN BOARD MESSAGES

Easy. Difficult to determine if information has been seen by all who need it.

NEWSLETTERS/WEEKLY BULLETINS

Gets out information to a large group. Time intensive.

BROWN BAG LUNCHES

Voluntary. Not everyone who needs to be there can be counted on to be present.

Sources: *Keys to Successful Meetings* by Stephanie Hirsh, Ann Delephant, and Sherry Sparks (NSDC, 1991) and *Mining Group Gold* by Thomas Kayser (McGraw-Hill, 1995).

Agenda input

TOPICS OR IDEAS FOR THE MEETING. _____

PLEASE SEND OR FAX TO:

Name _____

Address _____

Phone _____

Fax _____

DUE: No later than three days before _____
(the meeting date).

1. Place the following item on the agenda:

2. _____ will be
available to lead the discussion.

3. Time needed: _____ minutes

4. Type of item:

- ☐ For Information
☐ For Discussion
☐ For Decision (What type of decision is required?)
☐ For Evaluation
☐ For Our Growth
☐ For Solution
☐ For Proposal
☐ For Airing Concerns
☐ For Fun
☐ Urgent
☐ Long Range

5. Non-group members who should be
present for this discussion:

6. Signature: _____
 Print name: _____
 Date: _____

What do we do now?

COMMENTS TO FACILITATOR: Distribute a copy of this follow-up sheet to each participant along with the minutes of the meeting.

Group: _____

Date: _____

Summary: _____

Decisions reached: _____

NEXT STEPS:

WHAT DO WE NEED TO DO?	WHO IS RESPONSIBLE FOR THIS?	WHEN IS IT DUE?

Meetings about Work

Key Question

How can we best utilize time, format and content of our meetings to promote purposeful professional conversations that support a personalized school culture, professional learning and a shared model of leadership?

1. How well do we structure all adult meetings around instruction?	
2. How well do we protect time for these meetings to occur regularly?	
3. How well do we help leaders learn how to facilitate these meetings to produce results?	
4. How well do we model good teaching through these meetings?	
5. How well do we make the craft of teaching the subject of these meetings?	

Change leadership-A practical guide to Transforming Our Schools: Wagner, Kegan, Lahey, Lemons, Garnier Helsing, Howell, Rasmussen: Jossey-Bass 2006

Leadership challenges come from the internal situation and the external environment. Assess your school and reflect on where your sources of challenge lie.

	SITUATIONAL PRESSURES				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1. Our school is well-positioned to be successful in the current environment.	5	4	3	2	1
2. Our school has an excellent reputation in the community.	5	4	3	2	1
3. The structure and behavior of key parent groups is stable and supportive.	5	4	3	2	1
4. Our district's policies are consistent and clear.	5	4	3	2	1
5. Our test scores are good and definitely not declining.	5	4	3	2	1
6. We are not undergoing any major changes that have created concerns or disruptions inside the school.	5	4	3	2	1
7. Teachers' skills are keeping pace with new research and demands.	5	4	3	2	1
8. New state curricular and testing changes are not likely to be difficult for us to implement.	5	4	3	2	1
9. Our student population is stable and we do not anticipate any significant changes.	5	4	3	2	1
10. We are not concerned about losing students to private schools or other schools of choice.	5	4	3	2	1
11. Our families are completely satisfied with the quality of the school.	5	4	3	2	1
12. Our district's taxpayers are satisfied with our costs and the value that they see.	5	4	3	2	1
13. We don't have a problem getting the resources that we need to do the job.	5	4	3	2	1
14. We don't need to worry about political or economic shifts affecting us significantly.	5	4	3	2	1
15. Well-qualified professionals are eager to fill all our job openings.	5	4	3	2	1
16. Labor relations are excellent in our school.	5	4	3	2	1

INTERPRETING YOUR SCORE

Total your score from each of the 16 items above. Your score could range from 16 to 80.

- A score of 25 or lower indicates a fairly stable environment. A steady-as-she-goes strategy (continuous improvement focus) should be sufficient.
- A score of 35 or above indicates an unstable environment. Expect precipitating events in such an environment, even though you cannot always predict what they will be or when they will occur. Be a flexible change master.
- Above 60? You are in a pressure-cooker environment that demands a continuous change leadership focus.

Source: *Building Strong School Cultures: A Guide to Leading Change*, by Sharon Kruse and Karen Seashore Louis. © Corwin Press, 2009. Used with permission.

Consider the following items. Assess the relationship between the district office and building leadership efforts. Where are your sources of internal support? Where might reaching out to external mentors and coaches be needed?

Use the space provided at the bottom of the form to add any areas specific to your context.

IN MY DISTRICT ...	Always	Sometimes	Never
A high level of trust exists between central office staff and building leadership teams.			
Communication is regular, clear, and focused on school and student success.			
Central office staff view learning about new initiatives and ideas as part of their role.			
Decision making is open and transparent.			
When problems arise in the district, the central office can be counted on to help.			
Central office staff offer opportunities for professional learning and development.			
Instructional and curricular matters are a prominent topic of discussion.			
People like coming to the district office for events; they are always worthwhile.			
Central office staff support school improvement agendas and efforts.			
Resources are provided to support school culture change efforts.			

Source: *Building Strong School Cultures: A Guide to Leading Change*, by Sharon Kruse and Karen Seashore Louis. © Corwin Press, 2009. Used with permission.

TEN ROLES for TEACHER LEADERS

Harrison and Killion; ASCD – Educational Leadership; September 20017

Resource Provider	Instructional Specialist	Curriculum Specialist	Classroom Supporter	Learning Facilitator
Mentor	School Leader	Data Coach	Catalyst for Change	Learner