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RTI Leadership Team Session
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@MetisTeam

Welcome to the RTI Leadership Session

A Request

Please power down all electronic devices and "Be Present"

If you need your cell phone on- please select a silent mode option

Thank you!

Our beliefs

We recognize that educators are in a complex and challenging profession. It is important to remember the multiple programs, processes and information we are expected to master.

We instruct and facilitate with the belief that building assets (individual development) is more powerful than operating from a deficit model.

Our beliefs

We take the long view:

Effective professional learning takes place in a supportive and collegial environment where leaders can practice new skills and solicit feedback from colleagues.

Norms of Collaboration

Norms of Collaborative Work
Garmston and Wellman

Pausing

Paraphrasing

Posing Questions

Putting Ideas on the Table

Providing Data

Paying Attention to Self and Others

Presuming Positive Intentions

Learning Targets

- Build understanding of the research behind distributed leadership and why it is important.

- Build understanding of learning configurations, protocols and strategies to improve group effectiveness.

- Build understanding of the role of a leadership team within a school to improve student performance.

- Understand how to establish a cycle of gathering information for innovation and improvement in my school.

Success Criteria

- Identify areas of distributed leadership that could be improved on our team and in our school.

- Use learning configurations, protocols and strategies to improve our group effectiveness.

- Develop steps to increase effectiveness of our leadership team in order to improve student performance.

- Analyze the comprehensive assessment system in our school and diagnose potential areas that may need to be developed/improved.

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)

Viviane Robinson's writes that her work has been supported by

"…the shift from leadership style to leadership practices" (p. 3). This is a significant departure from the leader-centric conceptions of leadership that emerged in the early 1900s in the literature.

Student-Centered Leadership (2011)

Leadership Capabilities and Pathways

Handout

The **effects of leadership on student learning**
are **mostly indirect**
(not significant or not important)

One fundamental question:
What pathways does leadership influence travel when it has an impact on student learning?

Sharing Leadership

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

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

Dispositions of Leadership

- **Communitas** *(Latin): fellowship or organized society thinking* & acting interdependently; engaging beyond walls

- **Parousia (Greek):** "personal presence" communication

- **Kaizen** *(Japanese): commitment to continuous growth; simply* means good change

- **Metis** *(Greek): gathering information; diagnosis*

- **Humilitas** *(Latin): Humility for receiving support & feedback*

Dispositions of Leadership

1. Acquired patterns of behavior that are under one's control and will as opposed to being automatically activated.

2. Overarching sets of behaviors, not just single specific behaviors.

3. Dynamic and idiosyncratic in their contextualized deployment rather than prescribed actions to be rigidly carried out.

4. More than desire and will, dispositions must be coupled with the requisite ability.

5. Dispositions motivate, activate, and direct our abilities.

Why consider Dispositions of Leadership?

"When we experience the world as 'too complex' we are not just experiencing the complexity of the world. We are experiencing a mismatch between the world's complexity and our own at this moment. There are only two logical ways to mend this mismatch – reduce the world's complexity or increase our own."

(Kegan and Lahey, 2009

Vivian Robinson Relational Trust

"In schools with a **higher level of trust,** teachers experience a **stronger sense of professional communit**y and are more willing to **innovate and take risks**. In addition, **students** in high trust schools **make more academic and social progress** than students in otherwise similar low trust schools."

(Student-Centered Leadership, p. 34)

Building Relational Trust

- Safety First: Increasing a sense of...
  - Status: a feeling of valuable contribution that acknowledges their importance

  - Certainty: creating a sense of stability and open up information when possible

  - Autonomy: flexibility, sponsorship, and decision making

  - Relatedness: opportunities to network, collaboration

  - Fairness: giving to and for others

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)

Dispositions: Effective and Timely Communication & Thinking and Acting Interdependently

Determinants of Relational Trust (Robinson)

Interpersonal respect-e.g. civility, deep listening to others' concerns, inclusive processes
Personal regard for others-e.g. extent of caring about staff
Role competence-e.g. ability to do one's job well, including addressing incompetence
Personal integrity-e.g. puts children's interests above own personal and political interests; walks the talk; communicates accurately

Trust (Heifetz)

Practicable Values-model and support respect, listening, and integrity
Predictable Skills-role competence

Leadership Team Rubric

- Examine Section I with your teammates

- Discuss where you feel you currently place yourself as a leadership team on each statement in Section I

The Work of the School Leadership Team

- Improve achievement through a systems approach:
  - Ensure strong implementation of Core Instruction (Tier 1)
  - Ensure that teachers have resources, support and professional development to meet the needs of their students
  - Ensure that there are structures, processes and protocols designed to increase effective collaboration

The Work of the School Leadership Team

- Improve achievement through a systems approach:
  - Analyze data at least 3 times per year to see system improvements and system gaps
  - Ensure that students who are not responding receive the support they need to close the gap
  - Provide leadership support to staff for leading school- wide implementations
  - Solve complex problems related to improved student learning
  - Establish two-way communication between staff and leadership team

Conflict is inevitable…

Cognitive conflict is healthy (data, 3-point conversation)

Affective conflict-emotional and personal (voice tone, body language, use of language-pronouns)

Conflict is a predictable first step in the change process or when adaptive challenges are encountered.

Conflict is inevitable and a vital part of beginning to move a school in a positive direction.

School Leaders' Field Guide (Whiteley & Domaradzki)

Balancing Relationship, Process, and Task

Attention to Relationship

- Congruence with shared norms and values: Productive teams ensure psychological safety for all group members by behaving congruently with agreed-upon norms.

- Balanced participation: Teams become more cohesive when members encourage and elicit contributions from others and when team members seek and honor diverse perspectives.

Attention to Task

Actions: The decisions that a team makes lead to a series of potential actions. These actions typically come in one or more of three forms: implementation of some new program or practice, transfer of knowledge and skills to a new arena, or desisting from continuing some practice or habits.

Attention to Process

Shared tools and structures: An expert team applies tools and structures for focusing its tasks and follows agreed-upon protocols. Effective processes preserve healthy relationships, as well as ensure that team tasks will be accomplished.

Subcomponents of Process

- Learning Configurations
  - Learning pairs
  - Subject area teams
  - Triads, trios
  - New to You
- Protocols
  - Chalk talk
  - POMS
  - Carousel
- Strategies
  - Pausing, paraphrasing, posing
  - Pace and Lead

Communicating a Challenging Message

PACE (existing state):

AND (no buts)

LEAD (desired state):

Pace and Lead
Protocol

Relationship Between Task and Process

Task, Process,
Strategies doc.

Leadership Team Rubric

- Examine Section II with your teammates

- Discuss where you feel you currently place yourself as a leadership team on each statement in Section II.

Closing for the morning

Lunch

Dispositions of Leadership

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Metis *(Greek): gathering information; diagnosis*

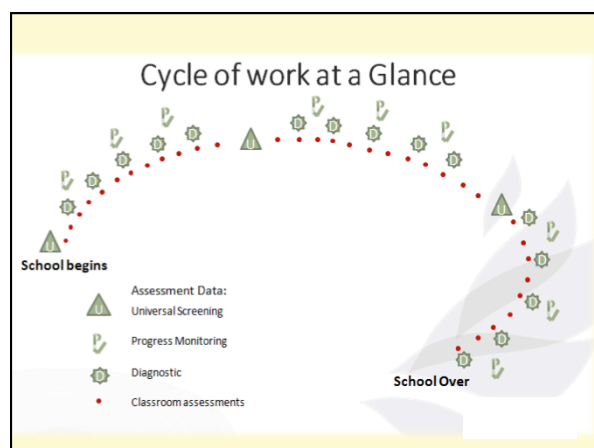**Gathering Information for Improvement and Innovation**

Utilizes data-based evidence to make decisions and provide formative feedback for setting direction and planning change

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Quantitative Data

- **What data** does your school analyze...
  - Leadership team, staff

- **When** does your **Leadership team** analyze and discuss...
  - Universal Screening, Behavior, At-Risk Report etc.

- **When** does your **staff** analyze and discuss...
  - Universal Screening, Progress Monitoring, At-Risk Report), Diagnostic, Program data, etc.

Whole Team

Cycle of work at a Glance

School begins

Assessment Data:
Universal Screening

Progress Monitoring

Diagnostic

• Classroom assessments

School Over

Considering your own context...

- Using the Cycle of Work slide, discuss the following.
  - Describe how this cycle is currently working in your school.
  - Describe what areas you might refine.
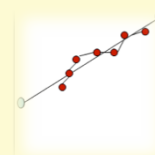
- #1's go first, #2's, etc...

Gathering Information for Improvement and Innovation

Using Multiple and Diverse Forms of Data

Metis *(Greek): gathering information; diagnosis*

- **Student demographics**

- **Classroom observations-coherence and consistency**

- **School-level structures**

Our role as a leaders...

- Leading the efforts: Group & Individual
  - Establishing the opportunity to problem solve: school-wide patterns, grade level patterns, for specific groups of students

  - Establishing procedures, protocols, and practices of examining data and patterns

Asking High Quality Data Analysis Questions

Handout Pg 23

Our role as leaders once information has been examined…

– Diagnosing whether the issue is lack of knowledge, lack of skill, lack of resources
  - Knowledge: Professional Development
  - Skill: Professional Development, Practice, Feedback
  - Resources: Problem solve to find

Leadership Team Rubric

- Examine Section VI. with your teammates

- Discuss where you feel you currently place yourself as a leadership team on each statement in Section VI.

Structured Dialogue

Structured Dialogue

- One comment per Post-it and respond to:
  – What makes sense to me from yesterday…
  – A question I have is…

- Add to the thread if your idea connects

- Start a new thread with a new idea

Closing