



## Building Teacher Leadership Capacity

### Part One: The Faces of Leadership

Defining and Embracing What Teacher Leadership Looks Like; Communicating for the Leading and Learning Styles of Adults

Presented by: Dr. Fran Prolman

CEESA Conference  
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### Participants will...

- Define leadership and the faces of leadership that teacher leaders represent
- Analyze leadership responsibilities and which ones support first order or second order change
- Analyze the highest leadership leverage strategies and their implications for your leadership role
- Reflect upon the norms of a teacher leadership culture and how to promote it

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### Participants will...

- Interpret adult learning styles as they relate to your leadership style
- Identify your learning style and consider the implications for those whom you lead
- Expand your skill of Type Talking at work
- Analyze how “type talk” determines success as a leader

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## Leadership Quiz



- Individually, reflect on what patterns/trends you see with your leadership skills.
- With your dialogue partner, discuss:
  - Which skill is your strongest?
  - Which skill do you need to develop more?
  - What are the consequences if a leader does not exhibit these skills?
- *Share whole-group reflections.*

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## Leadership is . . .

**1. Elmore:** "the guidance and direction of instructional improvement . . . enhancing the skills and knowledge of people in the organization . . . holding individuals accountable"

**2. Hargreaves and Fink** "putting in place learning that engages students . . ."

**3. DuFour:** "a shift to professional community with a focus on learning. . . a shift from intentions to results"

**4. Heifetz and Linsky:** "mobilizing schools, families and communities to deal with difficult issues"

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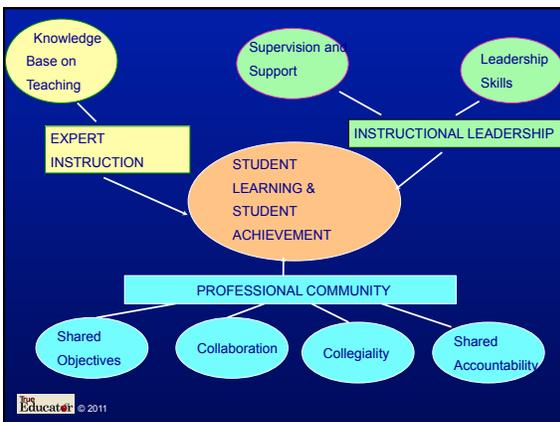
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### PURPOSE OF SUPERVISION

To involve members in spreading a vision of high quality learning and teaching across an entire school.  
*Glickman*

To increase the opportunity and the capacity of schools to make a difference for student learning.  
*Sergiovanni*

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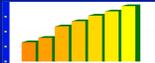
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### Findings from McRel's Meta-Analysis



- There is a relationship between leadership and student achievement; leadership matters.
- There are 21 leadership responsibilities, each with statistically significant and positive relationships to student achievement.
- Leaders perceived as strong do not always have a positive impact on achievement.

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### Marzano's Leadership for Second Order Change

- Change Agent
- Flexibility
- Ideals/Beliefs
- Intellectual Stimulation
- Knowledge of Curriculum, Instruction, and Assessment
- Monitoring/Evaluating
- Optimizer



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### Please Understand Me...

- Type Watching at work
- The Myers-Briggs Analysis and its implications for your leadership
- SF' s and TJ' s
- Coming from a place of understanding as opposed to judgment

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### Communicating for the Leading and Learning Styles of Adults

- THE MYERS-BRIGGS
- THE MIND STYLE DELINEATOR
- THE 4MAT SYSTEM

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ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

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## Building Teacher Leadership Capacity Part Two: Having Courageous Conversations

Skills for Confronting Mediocrity, Dealing with Resistance and Navigating Through Change

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### Participants will...

- Identify the obstacles to having difficult conversations, and proactively plan for them
- Analyze their personal temperament as it relates to fostering courageous conversations and expand their reflective practice strategies
- Clarify the vision of what optimal teacher performance looks like, analyze the gap, and address the difference.

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### Participants will...

- Build a “conference platform” in preparation for having a difficult conference
- Practice the difficult conversation skill set with collegial feedback
- Analyze the phases of the change process and how to stay separate from but supportive of teachers going through it

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**Participants will...**

- Craft data driven questions that minimize defensive behavior and focus on reflective practice
- Expand your strategies for dealing with resistant and passive aggressive behavior

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**Every child  
deserves  
an expert instructor.**



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***Mediocre teaching is . . .***

Instruction that is not good enough to help most children make progress and not bad enough to be grounds for termination.

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**Leaders  
Combating Mediocrity  
with the 3Cs!**

Control – structures, processes, resources

Conviction – belief that each child deserves expert instruction

Competence – select data, describe problem, design a plan

Adapted from *The Skillful Leader* by Tripp, Platt, et al.

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**CONTROL**

Adequate structures, processes and resources to support evaluators and supervisors charged with taking on mediocre performance

Adapted from *The Skillful Leader* by Tripp, Platt, et al.

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**CONVICTION**

A widely shared institutional belief that

- every child deserves and can have expert instruction
- supervisors and evaluators must be advocates for students

Adapted from *The Skillful Leader* by Tripp, Platt, et al.

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**COMPETENCE**

Increased technical capacity to select data, describe the problem, and design a plan at either the individual or institutional level.

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**“To confront means to hold someone accountable face to face.”**

... to talk openly and honestly about unmet expectations, broken promises or sometimes unprofessional behavior

... so that problems are resolved and relationships (*and student learning*) benefit.

Adapted from Patterson et al, *Crucial Confrontations*, 2005

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**Getting your mindset in order**

1. Recognize your own irrational ideas and potential weaknesses

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*Inner Skiing by Timothy Gallway*



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"I skate to where the puck is going to be, not where it has been." -Wayne Gretsky



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**Preparing your platform:**

What will you hold yourself accountable for when the conference is over?

What do you want to make sure you do not do?

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### Underpinnings for Difficult Conferences

- 1 Self Awareness**  
I recognize the common fears supervisors bring to these conferences.
- Preparedness**  
I know the details and background of the case. I have thought about and am prepared for the teacher responses I may encounter.
- Platform**  
I am committed to a platform of criteria for evaluating my own performance, regardless of what the teacher does or does not do.
- Separateness**  
I do not regard the teacher as a problem which I have to solve. The teacher is responsible for his/her own behavior. I am responsible for being faithful to my platform. Separateness doesn't rule out empathy and compassion, but it does rule out taking responsibility for someone else's decision and behavior. Only s/he can be responsible for that.
- Skilfulness**  
I am continuing to improve my skills in active listening, probing for specificity, refocusing, confronting, saying what I really want, and facilitating problem solving which results in a plan of action.

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### Preparing

1. Develop clear statements re what the required level of performance is
2. Identify the standards where performance does not meet
3. Get data from multiple sources to diagnose the problem
4. Use data to name the gap between present and required performance

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### Role Play Slide/Debrief

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## Role Play

	Teacher	Administrator	Observer
Reader 1	A	B	C
Reader 2	B	C	A
Reader 3	C	A	B

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## Your conference

1. Compose 2 “Students need . . .” statements (**desired outcome**)
  - Identify 3 relevant sources of data to collect and analyze
  - Compose a clear statement or two that describes the gap between present performance and desired outcome

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## School Administrator Dance

<http://www.youtube.com/watch?v=PwE1lIFeY9A>



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## Building Teacher Leadership Capacity

### Part Three: Leading Effective Team Building and Fostering Facilitation Skills

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### Participants will...

- Analyze the five dysfunctions of teams and the skills necessary to lead teams to a higher level of functioning
- Expand your repertoire of strategies to build trust, relationship building, and interpersonal influence
- Identify the attributes of learning teams that maximize results
- Highlight the communication skills that withhold judgement, foster reflection, and derive from data

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### Participants will...

- Expand your facilitation skills through the use of protocols, tasks, and strategies
- Identify the fundamentals of reflective practice, and the strategies that promote it.
- Consider the conditions that need to be present for powerful adult learning, and design an action plan that will move their teams/schools closer to that vision.

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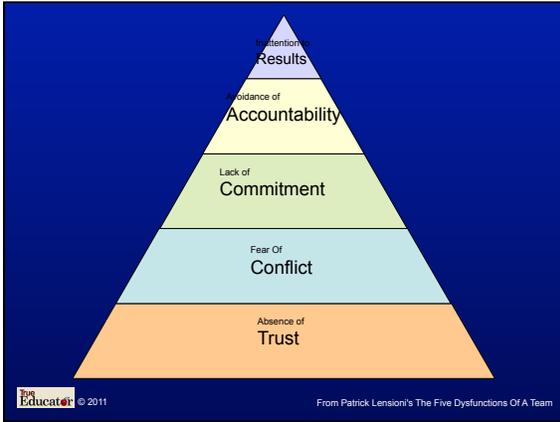
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**Summarizer**

I used to ...

but now I ...

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**True Educator**  
Professional Development for True Success in Education

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