Learning Intentions

To understand:

• The importance of collaboration as a school leader

• Six influences based in research that matter for collaborative leadership

• Three areas where leaders can focus on the six influences immediately
Collaborative Leadership

Collaborative leadership includes the purposeful actions we take as leaders to enhance the instruction of teachers, build deep relationships with all stakeholders and deepen our learning together. It includes the managerial side, as well as instructional and transformational leadership, and is the greater whole of all of those parts.

Collaborative Leadership

• (Hattie)
• Involves all stakeholders
  • Teacher voice
  • Student voice
  • Let parents in on the secret of school

6 Influences

• Instructional leadership .42
• Collective Teacher Efficacy 1.57
• Professional Development .51
• Feedback .72
• Assessment Capable Learners 1.44
• Family Engagement .49
3 Areas That Matter

- Faculty Meetings
- Teacher Observation
- Family Engagement

The 5 Dysfunctions of a Team

- Inattention to Results
- Avoidance of Accountability
- Lack of Commitment
- Fear of Conflict
- Absence of Trust

Collaborative Leadership Framework

- Negotiators
  - Define the goal and distribute what should be done.
  - More may think that they can't do what they do.

- Collaborators
  - Work with others to co-construct goals.
  - Are driven by open communication and transparency.

- Bystanders
  - Don't define a goal and nor do they inspire collaboration, and in many cases, want to be told what to do.

- Regulators
  - Define the goal and dictate what should be done.
  - Controlling people who think outside the box and are never satisfied with predetermined constraints and parameters.
Collaborative Leadership

- Motivate
  Stakeholders to want to be a part of the process (Collective Efficacy)
- Model
  What the goal looks like
- Meet
  Stakeholders where they are...and not where you think they should be.

Without a Positive and Inclusive School Climate...

Instructional Leadership - 0.42
**Instructional Leadership .42**

- Creating an inclusive, safe and engaging school climate
- Being visible & engaging
- Collaborative Leader/ Instructional Coach
- Exploring data collaboratively
- Focusing on learning
- Communicating high & appropriate academic expectations for all

---

**Visibility Isn’t Enough**

---

**Within School Variance**

The variability between schools in most Western countries is far smaller than the variability within schools (Hattie 2015).
Within School Variance

The 2009 PISA results for reading across all OECD countries shows that the variability between schools is 36 per cent, while the variance within schools is 64 per cent (OECD, 2010).

Within School Variance

- Shift the Narrative
- Agree on what a year’s progress looks like
- Expect a year’s worth of progress
- Develop new assessment and evaluation tools to provide feedback to teachers
- Know Thy Impact
- Ensure teachers have expertise in diagnosis, interventions and evaluation
- Stop ignoring what we know and scale up success
- Link autonomy to a year’s progress

Self-Efficacy

Teachers with low teaching efficacy don’t feel that teachers, in general, can make much of a difference in the lives of students, while teachers with low personal teaching efficacy don’t feel that they, personally, affect the lives of the students (Ashton & Webb, 1986).
**Collective Efficacy – 1.57**

**Collective Teacher Efficacy**

- Provide professional development that is co-constructed with staff
- Create a building level stakeholder group that focuses on a co-constructed aspiration
- Encourage and require staff to share best practices focused on a common goal at faculty meetings
- Emotional bank account (Covey)

**Professional Development – .51**
Do you walk into a faculty meeting with an idea and walk out with the same one?

What is Flipping?

• Send an article, blog, video, etc. to the stakeholders before a meeting
• They view it at their leisure before a meeting

Collaborative Inquiry
(Donohoo)

4-Stage Model
• Teams identify student learning needs
• Develop a question about a particular link between professional practice and student results.
• Teachers test new approaches in their classrooms while gathering evidence and artifacts.
• Teams collectively analyze data to assess the impact of their actions & determine their next steps.
Where to focus?
Teacher talk vs. Student talk
Growth mindset statements
Surface level vs. Deep level?

Feedback - .72

Cycle of Collaborative Teacher Observation
Observing again
Co-constructing a goal
Finding resources
Observing student learning/teacher instruction
Giving/Receiving feedback
DeWitt. 2016
Collaborative Questions (pre-conference)

• What is your goal for the lesson?
• Why are you passionate about that goal?
• How does it focus on student learning?
• Describe what it will look like?
• How will you maximize student engagement?
• In what ways will you foster formative assessment?
• Are there resources you need from me before the lesson?
• What evidence will you need to help you show student growth?

Collaborative Questions (Post-Conference)

• On a scale of 1-10, how close did the lesson come to reaching your goal?
• What would have to change to make it closer to a 10?
• Was the student engagement compliant engagement or authentic engagement?
• What evidence do you have to show student growth?
• Is there a different teaching strategy you would use to achieve a higher impact on student learning?
• When I go in to observe the next lesson, what will I see that is different from the first?

Collaborative Tips (Pre & Post-Conference)

• Have the meeting in the teacher’s classroom instead of your office.
• Encourage teachers to create their goal. Don’t do it for them.
• Help them find ONE article, blog or link to a video.
• Keep a file listing each teacher’s goals. If they’re comfortable with it, put them up on the wall. Be transparent.
• Share your goal. Get teacher input on what your goal should be.
Assessment-Capable Learners

1.44

Aspirations Profile

<table>
<thead>
<tr>
<th>Future/Dreaming</th>
<th>Present/Doing</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Imagination</td>
<td>Aspiration</td>
</tr>
<tr>
<td>Sets goals for the future, but does not put forth the effort to reach those goals.</td>
<td></td>
</tr>
<tr>
<td>Sets goals for the future and puts forth effort to reach those goals.</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Hibernation</td>
<td>Perspiration</td>
</tr>
<tr>
<td>Has no goals for the future and puts no effort in the present.</td>
<td></td>
</tr>
<tr>
<td>Works hard in the present, but has no goals for the future.</td>
<td></td>
</tr>
</tbody>
</table>

Student Voice

47% Students have a voice in decision making at school.
52% Teachers are willing to learn from students.
50% I know the goals my school is working on this year.
### Self Worth
- **46%** I am a valued member of my school community.
- **51%** Teachers care if I am absent from school.
- **60%** I am proud of my school.

### Engagement
- **43%** School is boring.
- **44%** My classes help me understand what is happening in my everyday life.
- **66%** I feel comfortable asking questions in class.

### Purpose
- **93%** I believe I can be successful.
- **76%** Teachers believe in me and expect me to be successful.
- **71%** I believe I can make a difference in the world.
- **34%** Teachers know my hopes and dreams.
Relationships matter

Students care if teachers are absent from school. 84%

Teachers care if students are absent from school. 12%

Students care about teachers as individuals. 88%

Teachers care about students as individuals. 55%

Family Engagement- .49

What about the parents?

- Do you accurately explain what you do:
  - in the classroom? Your thoughts
  - feedback as opposed to grades
  - in the school?
    - mandates & accountability
    - curriculum changes
    - relationships with universities
What about the parents?

- Flip your communication
- Let parents in on the secret of school
- Before Open House
- Before PTA meetings
- Page Refrigerator Page

Turn & Talk

How do you engage parents?

Are the structures in place aligned?

Faculty Meetings

PAC Meetings

Grade Level Meetings
Plan

• What is one action you will take the next day you’re in school?
• What will this look like in 3 months?
• What will it look like in a year?