Creating a Culture of Collaboration Through Shared Leadership

all materials at: greatschoolspartnership.org/mpa-2016
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Who is in the room?
Outcomes

I can identify best practices in shared leadership
Outcomes

I can reflect on current leadership practices and propose adjustments to ensure shared goal-setting and decision-making.
Outcomes

I can plan for structures that will help to establish a culture of collaboration and trust within my school or district.
Welcome & Introductions

What is Shared Leadership?

Self-Reflection: Strengths & Challenges

Strategies for Distributing Leadership

Resources & Questions
Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.
GSP has assisted the Maine Principals’ Association with the Summer Leadership Retreat since 2013.
We Believe

In equitable, personalized, rigorous learning for all students leading to readiness for college, careers, and citizenship
We Believe

That schools must simultaneously attend to policy, practice, and community engagement.
We Believe

School improvement is **context-based**, not one-size fits all.
# Proficiency-Based Learning Simplified

**A Great Schools Partnership Learning Model**

<table>
<thead>
<tr>
<th>Graduation Requirement</th>
<th>Reporting Method</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>Transcripts and Report Cards</td>
<td>Cross-Curricular Graduation Standards 5–8 standards taught in all content areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Body of Evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics</td>
</tr>
<tr>
<td>YES</td>
<td>Transcripts and Report Cards</td>
<td>Content-Area Graduation Standards 5–8 standards for each content area</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verification of Proficiency</td>
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<tr>
<td></td>
<td></td>
<td>Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time</td>
</tr>
<tr>
<td>NO</td>
<td>Progress Reports</td>
<td>Performance Indicators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summative Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graded summative assessments are used to evaluate the achievement of performance indicators</td>
</tr>
<tr>
<td>NO</td>
<td>Teacher Feedback</td>
<td>Learning Objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formative Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ungraded formative assessments are used to evaluate student learning progress</td>
</tr>
</tbody>
</table>

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When you hear the term “shared leadership” what does that mean to you?
STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

The school’s governance structure and decision-making process have not been clearly articulated or publicly shared, and participation in major school decisions remains closed to most stakeholders. Most decisions are top-down and made with little input from the staff despite some attempts to broaden participation in governance. The school has not institutionalized processes that encourage and support aspiring teacher-leaders, and school-supported professional development does not explicitly address leadership-building skills. School priorities have not been clearly articulated or communicated, which has created confusion about staff responsibilities and led to a general reticence about taking risks or trying new approaches.

3 DEVELOPING

The school has developed a shared governance structure, but roles, operational specifics, and accountability procedures remain somewhat vague and undefined. Teachers and other staff members have a greater understanding of the rationale for and intention of decisions made by the principal, and efforts to improve communication and transparency are fostering greater trust and confidence in the administrative team. Leadership roles are routinely offered to the staff, but decision-making authority is limited and leadership responsibilities fall within narrowly defined parameters. Teachers do not feel entirely comfortable questioning administrative decisions, suggesting alternative approaches, or incorporating new strategies into their classroom practice. The principal operates under the belief that he or she needs to be involved in every school decision, which creates a “bottleneck” when it comes to implementing and advancing new initiatives.

5 PERFORMING

The school has created a leadership committee made up of a representative selection of stakeholders (administrators, teachers, students, parents) from diverse socioeconomic, cultural, and special-needs backgrounds. A consistent leadership team—made up of skilled, knowledgeable, and motivated faculty—plays a major role in leading school-improvement efforts, shaping the school’s strategic plan and academic goals, advocating for the concerns of staff and students, and improving communication and understanding between the administration (school board, superintendent, school administrators) and all stakeholders in the school community. All teachers are held to high expectations, but they are also given the decision-making autonomy they need to address and remain responsive to student needs. The school culture is collaborative, respectful, and collegial, and the staff members take pride in conducting themselves in a professional and respectful manner during interactions with students, parents, and the public. The faculty is involved in critical instructional decisions, including the selection of instructional resources, the design of professional development, and the creation of the school’s action plan. Administrators and other school leaders listen to and honor all voices in the school community, especially voices that have traditionally been marginalized or underrepresented.

STEP 4 >> SCORE YOUR SCHOOL

Place an X on the scale below to indicate your school’s performance in this dimension.

1 2 3 4 5
NOT Addressed INITIATING DEVELOPING PERFORMING
GBP: Shared Leadership
Self-Reflection

Read the descriptors and:

• Use the orange highlighter to mark phrases or sentences that you feel are current strengths in your building or district.

• Use the green highlighter to mark phrases or sentences that you feel are challenges or needs in your building or district.
GBP: Shared Leadership
Self-Reflection

In groups:
• Stand in a circle
• Hold your highlighted sheet in front of you
• Discuss the strengths you have
• Discuss the challenges you face
• What are the commonalities?
• What strengths could you share that might help others think differently about sharing leadership in their role?
Shared Leadership

“Developing the leadership capacities of all members of the school community”

What are the job expectations of a building leader?
Gone Are the Days…

Multiple hats of the principal

- Guidance Counselor
- Parent
- Disciplinarian
- Curriculum Leader
- Evaluator
- Test Coordinator
- Instructional Leader
- Cook, bus driver, custodian…
What does this cause?

Administrator Burnout
Solution?

Shared Leadership

Maximize the leadership skills within your building and access those skills!
Why?

1. Common Vision
Staff Buy-in
Movement in the same direction
Why?

Shared Leadership

4 Improve Student Learning
Empowering Teachers
Why are teacher leaders important to your school?

What roles do teacher leaders currently play in your school?
### Working Conditions Standard 5 – Teacher Leadership

Teachers are involved in decisions that impact classroom and school practices.

<table>
<thead>
<tr>
<th>Element</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
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</thead>
<tbody>
<tr>
<td>5a</td>
<td>Teachers are aware of sound educational practices (i.e. methods of teaching, content, etc.).&lt;br&gt;Teachers have little input into decisions made about instructional practices (i.e. instructional materials, pedagogy, pacing, etc.).&lt;br&gt;Data and learning from collaborations with colleagues rarely inform teachers’ classroom decision making.</td>
<td>Teachers implement sound educational practices.&lt;br&gt;Teachers have autonomy to make decisions about the design and delivery of instruction to meet the learning needs of students.&lt;br&gt;Teachers use data and best practices from collaboration to inform instruction.</td>
<td>Teachers monitor and document the impact of instructional practices and seek opportunities for ongoing development.&lt;br&gt;Teachers make appropriate decisions about instructional practices that maximize student learning.&lt;br&gt;Teachers assess and improve their instructional practices based on effective use of data and sharing best practices through collaboration with colleagues.</td>
<td>Teachers assume leadership in sharing exemplary practice with colleagues to improve instruction across the school.&lt;br&gt;Teachers assume leadership in working collaboratively with colleagues to improve instructional practices across the school.&lt;br&gt;Data use and best practice from collaboration drive school-wide instructional decision making and improvement planning.</td>
</tr>
<tr>
<td>5b</td>
<td>Teachers are aware of select leadership opportunities. Some teachers in the school are invited to participate in leadership roles.&lt;br&gt;Opportunities for teacher leadership are limited in responsibility.</td>
<td>Multiple opportunities are available for teachers to participate in school leadership and individuals representative of the diversity of the faculty pursue them (i.e. School Improvement Team, committees, PLC lead, etc.).&lt;br&gt;Formal and informal opportunities for leadership are available and vary in responsibility and impact on the school.</td>
<td>Leadership opportunities are abundantly available and actively pursued by teachers.&lt;br&gt;Formal and informal opportunities for teacher leadership emerge out of collaboration and decision making. Professional development and supports are provided to encourage teacher leadership.</td>
<td>Leadership is distributed, systematically fostered, and pervasive across the school.&lt;br&gt;Teachers’ leadership is a celebrated and an integral component of developing school policies, practices, and school improvement planning. Teachers encourage their colleagues to take on leadership in classrooms, the school, the district and the profession and support them in their efforts.</td>
</tr>
<tr>
<td>5c</td>
<td>Processes are in place to address concerns and/or shape school policies and practices, but there is little or no teacher input.&lt;br&gt;Processes are not efficient. Processes are not equitable.</td>
<td>Processes for teacher involvement in decision making are defined, but are limited.&lt;br&gt;Processes in place are generally efficient and can be adapted to improve efficiency.</td>
<td>Teachers are consistently involved in the decision making processes at the school.&lt;br&gt;Processes in place are efficient and consider equity of representation and participation.</td>
<td>Teachers are valued and significant leaders in decision making processes.&lt;br&gt;All educators assume responsibility to ensure that all processes are efficient and equitable.</td>
</tr>
</tbody>
</table>

- **HIGHLIGHT** phrases that best describe your school.
In groups:

- Hold your highlighted sheet in front of you.
- In what areas do we see many “accomplished” or “distinguished”?
- In what areas do we see many “developing” or “proficient”?
- What might account for these patterns?
How might this look different if filled in by someone in a different role?

In what ways could you improve teacher voice in decision-making processes?
How?

1. Identify **vision** for your school as a staff
2. Create an **action plan** as a staff
3. Identify **professional development** needs
4. Identify **strengths** of your staff
5. **Match** those strengths with PD needs
6. Evaluate after each PD session and **adjust** PD as needed
• How can shared leadership benefit your school?

• How might shared leadership inform your action planning this week?
Resources


Questions?
THANK YOU

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