COLLABORATIVE LEADERSHIP

SIX INFLUENCES That Matter Most

PETER M. DEWITT
Hattie’s Research

- Over 1,400 Meta-analysis
- 300 million students
- 251 influences on learning…
- .40 – a year’s worth of growth for a year’s input
Who is doing the collaborating?
Engagement

Authentic vs. Compliant

cc: UNDP in Europe and Central Asia - https://www.flickr.com/photos/46920115@N03
“Collaborative leadership includes the purposeful actions we take as leaders to enhance the instruction of teachers, build deep relationships with all stakeholders through understanding self-efficacy (.63) and building collective efficacy (1.57) to deepen our learning together.”
Negotiators
Define the goal themselves and then get stakeholders to believe in that goal. These people are generally more concerned about the process than they are the outcomes.

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

Bystanders
Don’t define a goal 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. These people never think outside the box and are controlled by predetermined constraints and parameters.

DeWitt, 2015
Leadership shouldn’t mean going to the dark side.
Collaborative Leadership

Motivate

Model

Meet

Stakeholders to want to be a part of the process (Collective Efficacy)

What the goal looks like

Stakeholders where they are...and not where you think they should be.

DeWitt 2015
6 Influences

- Instructional leadership .42
- Collective Teacher Efficacy 1.57
- Professional Development .51
- Feedback .75
- Assessment Capable Learners 1.44
- Family Engagement .49
Instructional Leadership - .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
Self-Efficacy (.63)

“Refers to beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments”

Bandura, 1997
Why Self-efficacy Matters

Scaffolding increases student learning

Teachers with a sense of self-efficacy (.63) → Scaffolding highly likely to be implemented

Teachers w/ low self-efficacy → Scaffolding unlikely to be implemented

Strategies are unlikely to be initiated unless teachers believe they have the skills and capabilities to selectively support their students where needed. Zee & Koomen (2016).
Want to raise self-efficacy?

- Built in mechanism (protocol)
- Evidence teachers trust
- Strategy makes a difference in weeks…not months (Guskey).
Collective Efficacy – 1.57
Collective teacher efficacy refers to the collective self-perception that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities.

Perfect. I Survived Another Meeting That Should Have Been An Email. ow.ly/KBfjH
What is Flipping?

- Send an article, blog, video, etc. to the stakeholders before a meeting
- They view it at their leisure before a meeting
Welcome to TouchCast:
a fun, easy way to create, share
and watch interactive videos.

Login with Facebook

Sign Up With Email

Log In

Another Time
What could you flip?
Principal’s Advisory Council

- Co-chairs – Per APPR
- 1 stakeholder per grade level
- 1 stakeholder per special area
- Create the focus for faculty meetings
- Morale is low! – Finding solutions to building level issues
High Impact Strategies (Hattie)

- Teacher credibility - 0.90
- Teacher clarity - 0.75
- Feedback - 0.75
- Teacher – student relationships - 0.72
- Formative assessment - 0.68
- Not labeling students - 0.61
- Classroom management - 0.52
- Professional development - 0.51
Where to Focus?

- Surface level vs. Deep level questions
- Growth vs. Fixed Mindset
- Teacher talk vs. Student Talk
- Negative vs. Positive interactions
- Non-instructional vs. Instructional conversations
Feedback only sticks when it’s wrapped around a goal (learning intention) and success criteria.
3 Feedback Triggers (Stone & Heen)

Truth Triggers – Upset about the substance. It’s off, unhelpful or simply untrue

Relationship Triggers – Tripped by the particular person. It’s what we believe about the giver (no credibility!).

Identity Triggers – It’s hurting the identity we set for ourselves.
3 Forms of Feedback (Stone & Heen)

Appreciation – Thanks.

Coaching – Here’s a better way to do it.

Evaluation – Here’s where you stand.
Cycle of Collaborative Teacher Observation

- Observing student learning/teacher instruction
- Finding resources
- Giving/Receiving Feedback
- Co-constructing a goal
- Observing again

DeWitt. 2016
Collaborative Tips - (Pre-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 teachers find ONE article, blog or link to a video.

› Keep a file listing each teacher’s goals.

› Leaders should share their goal. Get teacher input on what the goal should be.
Assessment - Capable Learners 1.44
Engagement

Authentic vs. Compliant

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Students need an emotional connection to the classroom...

Use artifacts they understand
• Music
• Pop culture

Understand cultural nuances
“Persons are not born into a minority status nor are they minoritized in every social context (e.g., their families, racially homogeneous friendship groups, or places of worship). Instead, they are rendered minorities in particular situations and institutional environments that sustain an overrepresentation of Whiteness.”

High Impact Strategies for Students (Hattie)

- Response to Intervention – 1.07
- Classroom discussion - .82
- Evaluation & reflection (with evidence) .75
- Reciprocal teaching - .74
- Metacognitive strategies - .69
- Self-questioning - .64
- Study skills - .63
- Concept Mapping - .60
- Direct instruction - .59
- Peer tutoring - .55
- Cooperative vs. competitive learning - .54
- Goals - .50
Surface to Deep Learning Strategies

Acquiring Surface Level
- Highlighting, note-taking, mnemonics, underlining, and imagery

Consolidating Surface Level
- Teaching test taking, rehearsal, and learning how to receive feedback

Acquiring Deep Level
- Organization, strategy monitoring, concept mapping, and metacognitive strategies

Consolidating Deep Level
- Self-questioning, self-monitoring, self-explanation, self-verbalizing, peer tutoring, collaboration, and critical thinking techniques

Transfer Learning

Similarities and Differences

Hattie & Donoghue 2016
Common Language

- Learner dispositions/Learner qualities

- As a school team (i.e. PAC, Faculty meeting, Kids Club) create a list of 5 words that focus on learning

- Create a culture where these words are used by students, teachers and parents

- Create a rubric focusing on how deeply they are used by students
What About the Parents?

• Do you accurately explain what you do:
  • In the classroom?
    • Feedback as opposed to grades
  • In the school?
    • Mandates & accountability
    • Curriculum changes
    • Relationships with universities
Questions:

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