

Ways to Maximize your Building Leadership Team

Courtney Goodman, K-5 principal

Welcome!

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Today's agenda

1. Learn methods for establishing a building leadership team, with a focus on collective efficacy
2. Set an effective purpose for your building leadership team (purpose & norms of collaboration)
3. Learn a few new ways to lead with collaboration in mind
4. Draft your next steps to foster teacher leadership in your building

My leadership team is like...because...

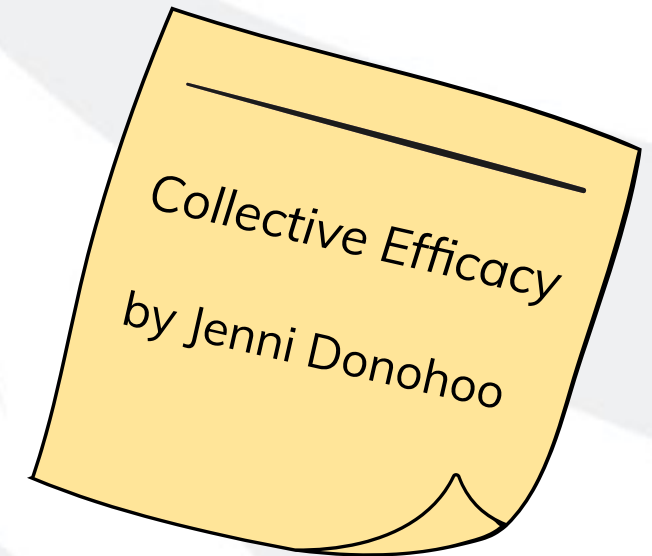


Use the chat to type in your response.

What is collective efficacy?

Collective efficacy is 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.

When teachers share this belief, it outranks **every other factor** in regard to impacting student achievement including socioeconomic status, prior achievement, home environment, and parental involvement.



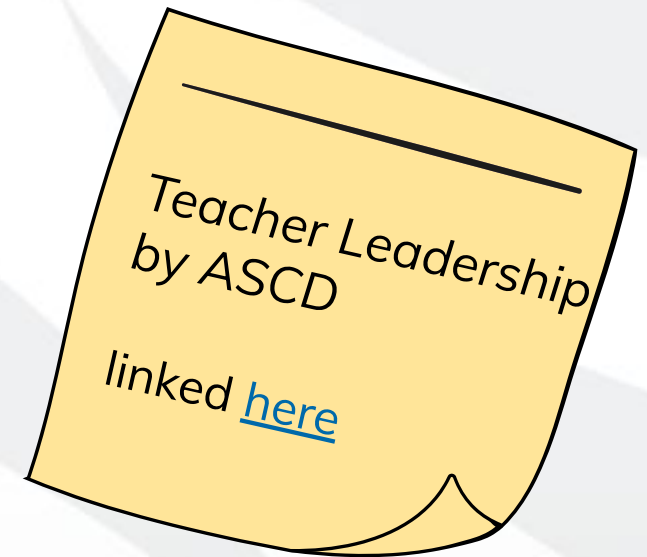
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Why teacher leadership?

“Teacher leadership is critical for really helping a school building **build their capacity to increase student learning and student achievement...**” —Tanya Tucker

Building collective efficacy and fostering teacher leadership go hand in hand.



Ways to establish a Leadership Team

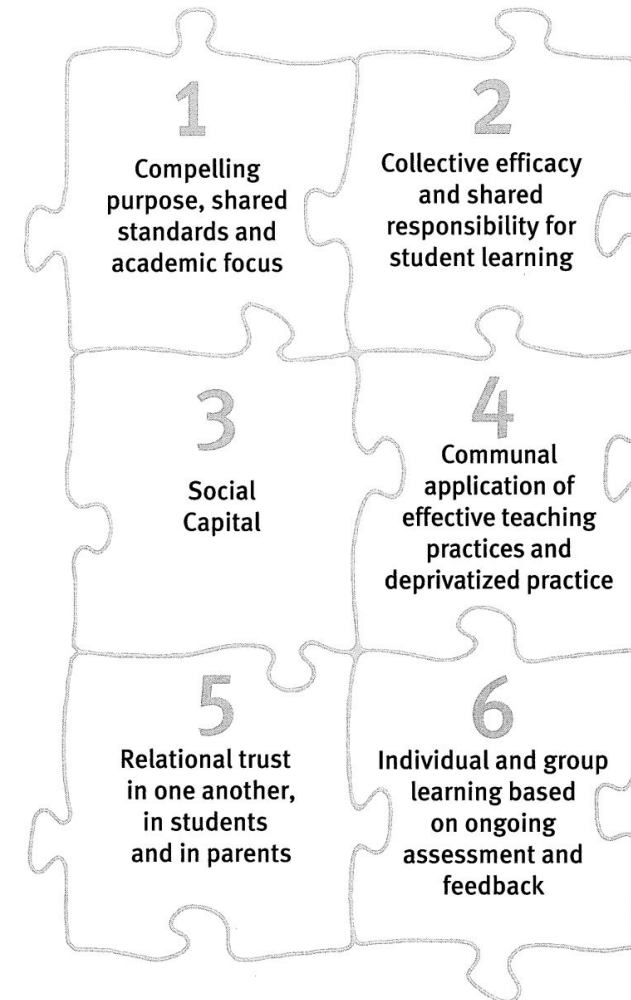
- Surveys
 - ◆ self or peer nominate
- Volunteers
 - ◆ volunteer or paid
- Time
 - ◆ determine the amount & frequency
- Rotation
 - ◆ Every year or two
- Representation
 - ◆ all voices



Purpose

- Establish a clear purpose: what are you doing & why?
 - ◆ Consider “The Elements of Professional Community” from Adaptive Schools when developing your purpose (www.thinkingcollaborative.com)

The Elements of Professional Community



Purpose

1. Common purpose for working together
2. Personal efficacy=collective efficacy
3. Social capital leads to productive teams
4. Fewer “closed doors”
5. Trust is the glue
6. Learning how to learn together requires conscious attention, purposeful structures and meaningful feedback.

The Elements of Professional Community



Examples of Purpose Statements

Purpose: This leadership team will collaborate to develop action plans and goals to support student learning, while representing all teachers and voices in a positive and collaborative way.

Purpose: This leadership team will meet to collaborate between teams and between teams and administration, to proactively problem solve, and to address the nuts & bolts of the school day/month/year.

The **purpose** of this team is to enhance student learning, promote equity of services, promote quality education, implement one District-identified goal/area of focus and implement building learning goals, ensure meaningful parental input and lead the building's efforts to comply with State requirements for the benefit of the individual school as well as the District.

Purpose connects to Goals

- Connect your team's purpose to the goals
 - ◆ Task focus
 - ◆ Process skills development
 - ◆ Group development



**“Productive groups are made, not born.” -
Garmston & Wellman**

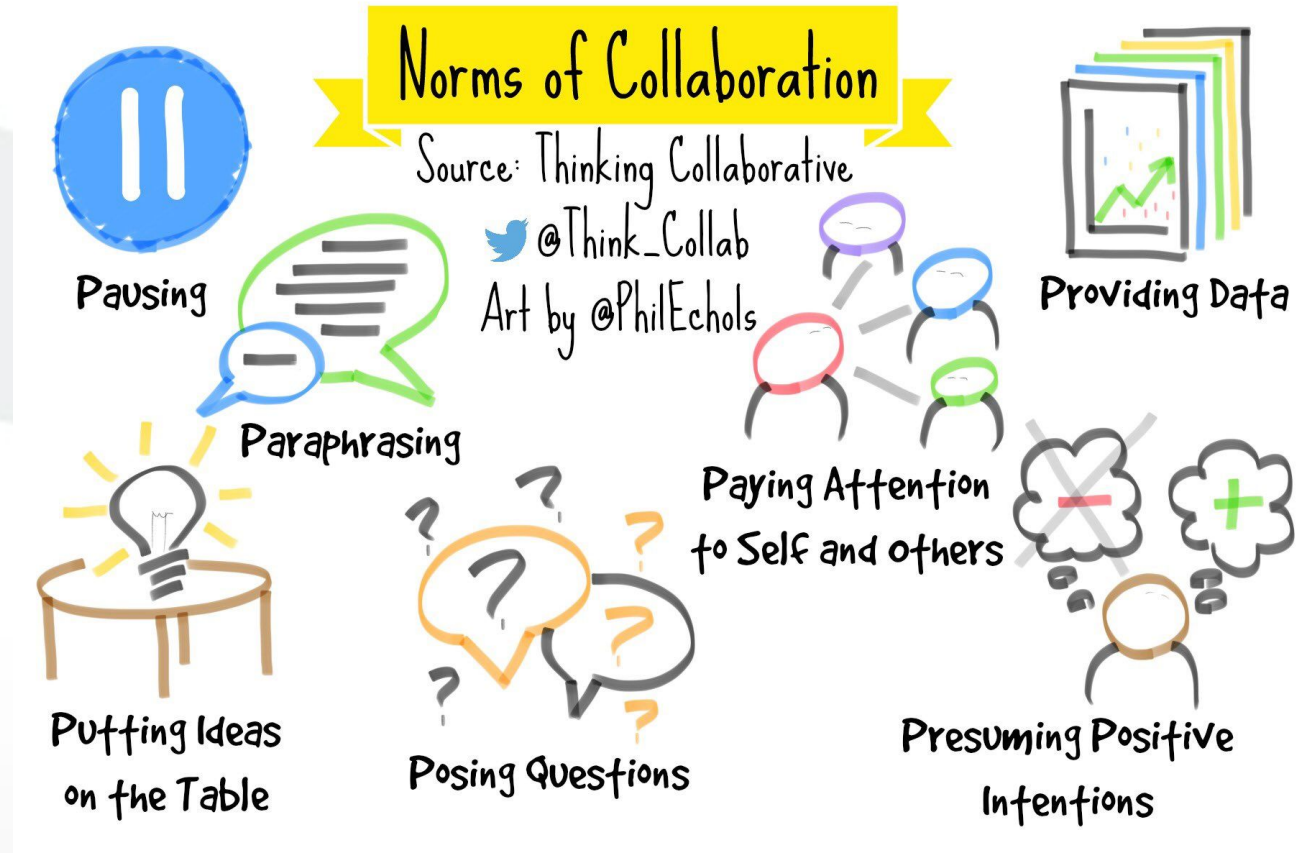
Goal Examples

- 85% of students at each grade level in grades 2-8 will achieve at the 40th percentile or higher on the Math and Reading MAP.
- Our system for MTSS will be fully implemented by the end of the 2023-2024 school year.
- We will review and refine our school-based “green” initiatives.



Norms vs. Working Agreements

- **Norms:** general best practices of all productive groups
- **Working agreements:** agreements that each specific group creates, depending on their needs
 - ◆ i.e. “be on time” or “silence your cell phone”



Norms of Collaboration

Source: Thinking Collaborative

 @Think_Collab

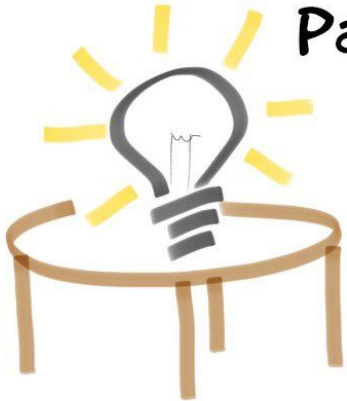
Art by @PhilEchols



Pausing



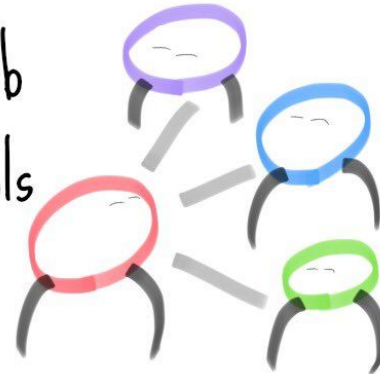
Paraphrasing



Putting Ideas
on the Table



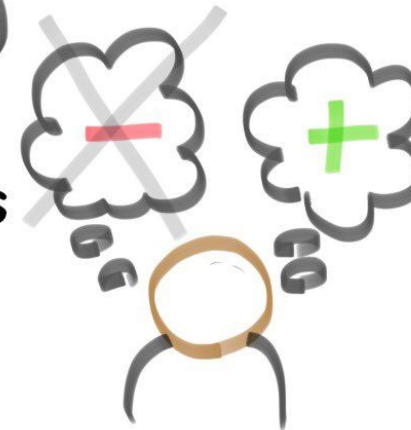
Posing Questions



Paying Attention
to Self and others



Providing Data



Presuming Positive
Intentions

Practice

Paraphrasing

Sounds like...

- “You’re concerned about...”
- “You have two goals here: one is about...and the other is about...”
- “It’s important to you that we...”

Posing Questions

Sounds like...

- “What are some of our feelings about...?”
- “What might be some ways...?”
- “How might

Let's Practice

- Pick a partner
- Pick a problem of practice (something you have experienced while leading a team)
- First person shares the problem
- Other partner will paraphrase or pose questions
- First partner will confirm paraphrase is correct or answer questions
- Swap roles and repeat



Facilitative Strategies

★ **Find areas of agreement**

“You and I are both concerned about how our students learn language.”

★ **Return focus to the objective**

“You’re right. Some students struggle to demonstrate positive social skills. That’s why our work on this topic is so important.”

★ **Name the elephant**

“It sounds to me like everyone is thinking, but not saying that our students can’t reach these goals. Are we saying that students from a low socio-economic background cannot learn this skill?”

Facilitative Strategies

★ **Offer help**

“How can I best help you implement small group instruction in your classroom?”

★ **Dignify differences**

“That philosophy is different from this one. Both certainly have their place in education. Right now, we’re focused on . . .”

★ **Reflect and redirect**

“You’re upset that you have to implement this program. Now, do you want to start with the observation protocols or video samples?” (offer two choices of where to begin)

Facilitative Strategies

★ **Inquire about intent**

“Would you like help solving that problem, or are you only sharing information?”

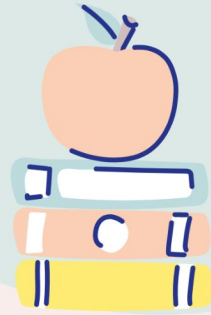
★ **Recognize others’ expertise**

“You’re very experienced, what ideas do you have to offer, and what have you done in the past when facing a similar problem?”

★ **Feel, felt, found**

“You feel x. I felt the same way when y. I found that z.”

This quick
guide can
be printed
and
reference
d during
meetings



FACILITATIVE STRATEGIES

Find Areas of Agreement

Use to find common ground in a conversation. "You and I are both concerned about how our students learn language."

Name the Elephant

Use to help focus on the unsaid feelings. "It sounds to me like everyone is thinking, but not saying that our students can't reach these goals. Are we saying that students from a low socio-economic background cannot learn this skill?"

Inquire about Intent

Use when you aren't certain the speaker's purpose. "Would you like help solving that problem, or are you only sharing information?"

Recognize others' expertise

Honors others' experiences. "You're very experienced, what ideas do you have to offer, and what have you done in the past when facing a similar problem?"

Return focus to the objective

This helps focus attention to the topic. "You're right. Some students struggle to demonstrate positive social skills. That's why our work on this topic is so important."

offer help

Use when you want to offer help. "How can I best help you implement small group instruction in your classroom?"



Created by Dr. Courtney Goodman
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Let's Practice

- Pick a partner
- Pick a problem of practice (something you have experienced while leading a team)
- First person shares the problem
- Other partner selects one of the facilitative strategies to practice
- First partner will provide feedback or praise to partner based on their use of the strategy
- Swap roles and repeat



I want my leadership team to be like...because...



Use the

Make a Plan

Based on your learning in this session, jot down the following:

1. One thing you'll start
2. One thing you'll continue & strengthen
3. One thing you'll stop



Share one of these reflections in the chat.

Questions?

Thank you for joining me today!

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