Building Leadership Capacity
The Norms of Collaboration

1. Pausing
2. Paraphrasing
3. Posing questions
4. Putting ideas on the table
5. Providing data
6. Paying attention to self and others
7. Presuming positive intentions
Select the Leadership **Learning Targets** that resonate with you
Learning Targets

I can ....

– *utilize* leadership concepts and techniques to build my RTI team’s capacity.

– *assist* our team in building capacity in groups with whom we work in our school and District.

– *capture* one or two ideas presented today that will assist our team to refine the leadership section of our handbook.
<table>
<thead>
<tr>
<th>Robinson’s Three Capabilities (Finer-grained Knowledge, Skills and Dispositions)</th>
<th>Attributes</th>
<th>Leithwood’s Three of Four* Leadership Pathways</th>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building Relational Trust</strong></td>
<td>Develop the trust that is essential for doing the hard work of improving teaching and learning (can’t achieve much on your own), engage others in the work that delivers for learners; respect (valuing the ideas of others), trustworthiness, competence, and integrity</td>
<td><strong>Emotions Path</strong> (emotions direct cognition)</td>
<td>Commitment, networking between staff, teacher efficacy, collective efficacy (leads to persistence), stress, trust, morale</td>
</tr>
<tr>
<td><strong>Applying Relevant Knowledge</strong></td>
<td>Deepen teacher knowledge, develop expertise to do the work, using knowledge about effective teaching, teacher learning, and school organization to make high-quality administrative decisions</td>
<td><strong>Rational Path</strong></td>
<td>Quality of instruction, student learning (standards), curriculum, problem-solving capabilities, “technical core”, establishing high expectations, shared goals about academic achievement, orderly environment</td>
</tr>
<tr>
<td><strong>Solving Complex Problems</strong></td>
<td>All about context specific to each school, take many conditions into account for making decisions, discern challenges and craft solutions that adequately address them</td>
<td><strong>Organizational Path</strong></td>
<td>School infrastructure, professional networks, structures to support collaboration, instructional time, complexity of teachers’ workload, opportunities for teachers’ growth, time devoted to instruction</td>
</tr>
</tbody>
</table>

*Family Path Not Included

Determinants of Relational Trust
(Vivian Robinson)

Interpersonal Respect

Personal Regard for Others

Role Competence

Personal Integrity

(Student-Centered Leadership, p. 34)
“In schools with a higher level of trust, teachers experience a stronger sense of professional community and are more willing to innovate and take risks. In addition, students in high trust schools make more academic and social progress than students in otherwise similar low trust schools.”

(Student-Centered Leadership, p. 34)
Leithwood
The Emotional Path

“The rational and emotional paths are much more tightly connected than many leaders believe. Considerable evidence indicates, for example, that emotions direct cognition: they structure perception, direct attention ....and bias judgment in ways that help individuals respond productively to their environments.”

Leithwood (referencing Oatley et al., 2006) in Leadership and Learning, “Leadership and Student Learning: What Works and How,” edited by Robertson and Timperly, Chapter 4
RTI Logic Model

Logic Model Built upon the Rational and Organizational Paths (Absent Relational and Family Paths)

Logic Models function when all components are implemented.

Tier One* Instruction  Tier Two* Instruction  Tier Three* Instruction

Utilizing Data-Based Decision Making* (Comprehensive Assessment System)
Predominately quantitative

Leadership Teams*

Leadership Team Capabilities (Robinson and Leithwood*)

Building Relational Trust
(Pre-condition for the work)

Integrating Educational Knowledge

Solving Complex Problems

The Family Path*
(50% of the impact on student achievement)

Dispositions of Leadership

Communitas
Thinking and Acting Interdependently

Metis
Gathering Information for Improvement and Innovation
(predominately qualitative)

Parousia
Effective and Timely Individual and Group Communication

*Logic Model Built upon the Rational and Organizational Paths (Absent Relational and Family Paths)
(Logic Models function when all components are implemented).
Dispositions
Acquired patterns of behavior that are under one's control and will as opposed to being automatically activated. Dispositions are overarching sets of behaviors, not just single specific behaviors. They are dynamic and idiosyncratic in their contextualized deployment rather than prescribed actions to be rigidly carried out. More than desire and will, dispositions must be coupled with the requisite ability. Dispositions motivate, activate, and direct our abilities.

Ron Ritchart *Intellectual Character* (as presented by Costa and Garmston, AACP Spring Retreat, May 2013)
Dispositions of Leadership

• **Communitas (Latin):** fellowship or organized society thinking & acting interdependently; engaging beyond walls

• **Parousia (Greek):** “personal presence” communication

• **Kaizen (Japanese):** commitment to continuous growth; simply means good change

• **Metis (Greek):** gathering information; diagnosis

• **Humilitas (Latin):** Humility for receiving support & feedback
Levels of Abstraction

Communitas
Thinking and acting interdependently

Shared Leadership

Commonly agreed upon instructional strategies

Collaborative Meetings

All teaching with understanding agreed upon strategies as the whole and the sum of parts

Individual teacher’s specific instructional choices and actions
*Logic Model Built upon the Rational and Organizational Paths (Absent Relational and Family Paths) (Logic Models function when all components are implemented).
Leadership Team

(Guidance Document)

- Responsibilities
- Supporting Fidelity and Sustainability
- Team Norms: Consideration of Policies and Practices
- Time Commitment of the team
- Temperament
- Team Membership
- Decision Making
- Leadership
Team Meeting Format

The Team Meeting Format is an eight page resource designed to establish roles and encourage participation in efficient and effective meetings.
Suggestions:

- Maintain a “Facilitator” for an extended period until your team is functioning well.
- Place “Hot Topics” at the end of an agenda.
- Adapt the format below to make it work for your team.
- Before beginning, spend a few minutes, if needed, venting or debriefing so the team time will be focused and discussion purposeful.

**Team** *(Insert name)*

**Team Roles**

**Facilitator** *(Insert name)*

Actively facilitates meeting with the agreed upon agenda, protocols and task completion topics. Alerts group to whether the team is having a dialogue or a discussion-reminds team of Norms and Protocols.

**Information Organizer and Processor** *(Insert name)*

Organizes the agenda and the materials and documents for the meeting.

**Recorder, Disseminates Information** *(Insert name)*

Collects products and takes summary notes for distribution.

**Process Observer/Timer** *(Insert name)*

The process observer looks for and documents the Smart team skills, behaviors and processes-reports out at the team the ratios or specific instances a skill was used-(examples paraphrases, inquiries into the thinking of others). If turn taking is timed-remind speakers. Briefly leads the team in REFLECTION with DATA.
Assign Roles on Page 7

Review the Team Meeting Roles and then decide who might assume the role of the facilitator, recorder, process observer and time keeper. Notice we have split the process observer and time keeper into two roles.

In a Round Robin (time keeping 45 seconds), discuss how you might use or have used a structured Team Meeting format to improve performance at your school or in your work.
Most Important Role: 

*Engaged Participant*

Adapted from the Adaptive Schools Sourcebook

- **Uses** Seven Norms of Collaboration
- **Monitors** one’s own and others’ adherence to meeting standards
- **Seeks** and provides data
- **Opens the door for others** to speak
- **Is conscious of one’s own** assumptions and knowledge of how those interfere with one’s own listening
Leadership Team Meeting Format

“Adults do not learn from experience but reflection on experience”
Garmston and Wellman

What are we going to do?
Do it

How did we do?
Factors Making a Difference in Team Effectiveness

- Positivity
- Inquiry balanced with advocacy
- Turn taking
- Focus on others more than focus on self
- Social sensitivity
What are the implications of these ideas about group member capabilities for you and your work?

• To know one’s intentions and choose congruent behaviors.

• To set aside unproductive patterns of listening, responding, and inquiring.

• To know when to self-assert and when to integrate.

• To know and support the group’s purpose, topics, processes, and development.
Leadership Team

(Guidance Document)

- Responsibilities
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- Decision Making
- Leadership
## Component 6: Leadership

### Component 6. Leadership. How do building leaders create the necessary conditions for the successful RTI implementation?

<table>
<thead>
<tr>
<th>Item</th>
<th>Questions to Consider</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>What mechanisms are in place for staff communication?</td>
<td>No communication systems in place.</td>
<td>Limited mechanisms in place.</td>
<td>A coherent mechanism for staff communication in place.</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>Has the building leader (or designee) have regular staff meetings that systematically review instruction?</td>
<td>No.</td>
<td>Meetings are held but instruction is not systematically reviewed.</td>
<td>Yes.</td>
</tr>
<tr>
<td></td>
<td>Has the building leader (or designee) have regular staff meetings that systematically review student progress in Tier 2?</td>
<td>No.</td>
<td>Meetings are held but instruction is not systematically reviewed.</td>
<td>Yes.</td>
</tr>
<tr>
<td></td>
<td>Has the building leader (or designee) have regular staff meetings that systematically review student progress in Tier 3?</td>
<td>No.</td>
<td>Meetings are held but instruction is not systematically reviewed.</td>
<td>Yes.</td>
</tr>
<tr>
<td></td>
<td>Does the building leader (or designee) regularly attend these meeting?</td>
<td>No</td>
<td>Sometimes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Does the building leader ensure that staff have adequate resources (curriculum materials, collaboration time, data management systems) to effectively implement a tiered-service delivery model?</td>
<td>No</td>
<td>Sometimes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Responsibilities of the Team

• **Building** trust
• **Communicating** (bi-directional)
• **Designing** and implementing policies to meet expectations
• **Establishing** schedules that support the system

• **Planning** professional development
• **Managing** resources: time, staff, materials & funding
• **Implementing** practices with fidelity
• **Building** sustainability
• **Collaborating** between school and district
Finding Time

• Be deliberate to spend time in the “important and not urgent” (Covey’s Quadrant 2)
  - Collaboration
  - Meetings
  - Interventions

• What to cease using?
• What to adjust or alter?
• What to create new?
Team Membership

- Gives the team external legitimacy with the staff
- Represents a diversity of experience and perspectives
- Possesses the capacity to provide leadership outside of meetings
- Represents key groups within the structure of the school
- Provides for communication throughout the school
- Possesses the capacity to function effectively internally.
Fidelity and Sustainability
Starting Points

**Fidelity**
How can we **support** the staff with professional development and information?
How can we **monitor** the moving parts (procedures of a process) at a high level?

**Sustainability**
How can we effectively **communicate** throughout the system?
How can we **collaborate** and provide continued knowledge and resources?
Solo Write (bulleted list)

1. What have been the most successful aspects (goals and processes) of your RTI leadership team?

2. What are the least refined aspects (goals and processes) of your RTI leadership team?

3. As you look ahead, what are some thoughts about next steps for your team?
In Round Robin Fashion

Summarize thoughts about your response to the three questions posed. The recorder should collect take-a-way notes.
RTI Logic Model

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