Teacher

Leaders

Resource Notebook

The Changing Culture

* For nearly a century the model for schools has been the autocratic style; principals served as managers, and teachers were employees.
* Roles are changing for both principals and teachers.
* Principals seek to empower others, to let go of control and to build a community of relationships that tends to be self-organizing.
* Teachers are the fulcrums of change. They alone know what the day-to-day problems are and what it takes to solve these problems.

--John Gabriel, *How to Thrive as a Teacher Leader*, 2005, p.1.

Solo School Leadership? An Idea Past Its Prime

 . . . our research and that of others validates the conclusion that leading a school requires a complex array of skills. However, the validity of this conclusion creates a logical problem because it would be rare, indeed, to find a single individual who has the capacity or will to master such a complex array of skills. . . . Taken at face value, this situation would imply that only those with superhuman abilities or the willingness to expend superhuman effort could qualify as effective school leaders.

 Fortunately, a solution exists if the focus of school leadership shifts from a single individual to a team of individuals.

 --Robert Marzano excerpt in Kise and Russell, *Differentiated School Leadership,* 2008, p. 2.

Teacher Leaders

General Information

What is Teacher Leadership?

Reflect on the following statements individually and then as a team to respond to the question “What is Teacher Leadership?”.

Teacher leadership is . . . .

Teacher leadership is not. . . .

Team definition of teacher leadership:

When Am I a Teacher Leader?

 Many leaders do not see themselves as leaders. Take time to reflect on your roles in your school to discover your leadership.

* Think of times that you feel you have shown leadership in your school?
* What skills or qualities were needed for this event?
* How do you feel you developed these skills or qualities?
* How do you continue to nurture and develop these skills and qualities?

* What are barriers to nurturing and developing your skills and qualities? How could you address these barriers?

Teacher Leadership

* Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of their school communities to improve teaching and learning practices with the aim of increased student learning and achievement. Such team leadership work involves three intentional development foci: individual development, collaboration or team development, and organizational development.

-J. Barr-York, “What Do We Know about Teacher Leadership?. Review of Educ. Research.

Reflect: As a small group in a faculty meeting or in a leadership team meeting, review the description of teacher leadership.

Which of these points do you see being lived out at your school?

How is it being lived?

By whom is it being lived?

What skills are exhibited as it is being lived?

What is a Teacher Leader?

* Teacher leaders are those whose dreams of making a difference have either been kept alive or have been reawakened by engaging with colleagues and working within a professional culture.
* Teacher leaders are those teachers who are reflective, inquisitive, focused on improving their craft, and action-oriented; they accept responsibility for student learning and have a strong sense of self. They know their intentions well enough not to be intimidated into silence by others, are open to learning and understand the three dimensions of learning in schools: student learning, the learning of colleagues, and learning of their own.

--Lambert, Linda. Leadership Capacity for Lasting School Improvement, 2003, p. 33.

Reflection: As a small group in a faculty meeting or in a leadership team meeting, reflect on the description of teacher leadership. Which of these points do you see being lived out at your school? How is it being lived? By whom is it being lived? What skills are exhibited as it is being lived?

What is Teacher Leadership?

Teacher leadership is . . .

* Teachers learning together
* Teachers sharing ideas and resources
* Teachers solving problems together
* Teachers making or assisting in making informed decisions
* Teachers facilitating meetings
* Teachers determining important staff development issues
* Teachers actively engaged in curriculum decision horizontally and vertically
* Teachers working together with the principal in a positive team atmosphere
* Spontaneous
* Homegrown (developed in your own school environment)
* Influence beyond one’s own classroom
* Flexibility
* Open to any teacher

Teacher leadership is not. . .

* Taking on the administration
* Having arbitrary authority over other teachers
* Simple delegation of administrative tasks
* Teachers doing tons of new jobs and responsibilities and burning out
* An administrative job description
* Management of large-scale change

Leadership Qualities

 There are a number of qualities that leaders have in common. Many of the qualities are seen in teachers. Review the list to decide which of these qualities you might have for leadership. No one person will likely have all the qualities.

* Principled
* Honest and Ethical
* Organized
* Perceptive
* Empathetic and Supportive
* Altruistic
* Accessible
* Resourceful
* Fair
* Accepting
* Vulnerable
* Forward-Thinking
* Global
* Decisive and Incisive
* Intelligent

-- John Gabriel, *How to Thrive as a Teacher Leader*, 2005, pps. 14-20.

Reflection: Which of these qualities do I have? Circle your choices. How am I using these qualities at my school? In what other ways might I use my qualities at my school?

Consider the qualities you did not select. What other people at your school might possess these qualities? How do you see these people using their qualities?

Roles of Teacher Leaders

 There are countless opportunities for leadership in the school. Consider the following list. Add others that you feel are opportunities at your school.

* Grade/Level/Subject Area Leader
* Vertical Leader
* Back-up Leader
* Mentor
* Peer Coach
* Note-taker/Recorder
* Parliamentarian
* Timekeeper
* Presenter
* Conference Attendee
* Speaker/Writer
* School Improvement Plan Chair or Team Member
* Faculty Representative
* Host Teacher
* Instructional Audit Leader
* Interview Team Member
* Community Leader
* Student Activities Coordinator
* Technology Leader
* Supplies Coordinator
* Other Opportunities:

--Adapted from John Gabriel, *How to Thrive as a Teacher Leader,* 2005, pps. 5-14.

Reflection: Which of the above roles have you held in your school? What leadership skills/qualities did you need for each of these roles?

What additional leadership roles have you held in your school? What leadership skills/qualities did you need for each of these roles?

6 Areas of Leadership

 According to John Gabriel, there are 6 areas of leadership that are essential to being an effective teacher leader. The following areas need to be defined and understood by teachers. It is important to relate these areas to the work that teachers are currently doing or could be doing. This page and the following pages will help teachers reach consensus and give real examples of the areas of leadership at work in the school.

* Organizational Leadership – Systems in place to stay focused and on track
* Strategic Leadership – Assembling the best team of people possible to get the job done
* Interpersonal Leadership – An articulate leader, a dynamic speaker, a motivator and a powerful writer who persuades people to do their best
* Adaptive Leadership – Becoming your own best advocate for increased involvement; navigating challenges and affecting change
* Motivational Leadership – Building climate and community in the building; creating, nurturing, and promoting a supportive environment
* Instructional Leadership – Improving Student and Teacher Achievement; becoming a resource/a partner for others in instructional practices

--John Gabriel, *How to Thrive as a Teacher Leader,* 2005, p. vii.

How to Thrive as a Teacher Leader

 Individually and then as a group define each of the 6 areas John Gabriel suggests for teacher leadership.

1. Being organized.

What does it mean?

What does it look like?

2. Being strategic.

What does it mean?

What does it look like?

3. Being interpersonal.

What does it mean?

What does it look like?

1. Being adaptive.

What does it mean?

What does it look like?

5. Being motivational.

What does it mean?

What does it look like?

6. Being an instructional leader.

What does it mean?

What does it look like?

Why Become a Teacher Leader?

 Ask each person to identify three reasons why it is important to become a teacher leader. Participants should record each reason on a separate sticky note. After everyone has written his/her reasons, share your reasons with a group of 3-4 other people. Review the reasons from all participants. Group similar responses together and decide on the best wording for this grouping. Combine all of the reasons from your group to create a final list. Decide whether each reason is a benefit to teachers or to students or to the school.

Record the group’s responses by category on chart paper using a “Y” chart for each area of benefit (teachers, students, school). Post your chart and share the charts from all groups in a gallery walk.

Teachers

Students

Schools

Teacher Leaders - Assumptions

How do you feel about each of these assumptions? Dialogue as a group to share your ideas about each statement.

* Teacher leadership should only include a few selected teachers.
* Formal teacher leadership roles (lead teacher, department/grade level chair, etc.) can separate the teachers in these roles from the rest of the faculty.
* Teacher leaders can exert broad influence on their colleagues and stay in their classrooms if they choose.
* Teacher leaders influence teaching and learning through their involvement with school-wide change.
* Teacher leaders accept both the opportunities and the responsibilities that come with leadership.
* Teacher leaders are born.
* The professional development of teacher leaders requires a substantial commitment.
* Teacher leaders are viewed as “technicians” who have mastered a certain set of skills or techniques.

Leadership Capacity

 Schools are at differing levels of developing leadership capacity. The following Leadership Capacity Levels help define the level of leadership that might be present in a school. Review the levels to determine at what level you feel your school might be operating.

* Low Leadership Capacity Schools:
* Principal-dependent
* Lack of professional culture
* Significantly unsuccessful with students
* Only the principal is referred to as the “leader” in the school
* Teacher leadership is not a topic of conversation or interest
* Educators deflect responsibility while preferring blame; they avoid focusing on teaching and learning while holding fast to archaic practices
* Tests and test scores may be considered the only valid measures of student success
* Moderate Leadership Capacity Schools
	+ Lack a compelling purpose and focus
	+ Hold few conversations among members of the whole community
	+ Suffer from fragmentation and polarization
	+ Allow an isolated inner core of decision makers or decision making by dispersed and individual action, not broad-based inclusive decision making
	+ Reveal a lack of success for the more vulnerable or challenged students
* High Leadership Capacity Schools:
	+ Amplify leadership for all, learning for all, and success for all.
	+ Have a fabric of structures and processes that form a more lasting and buoyant web of interrelated actions
	+ The principal is only one of the leaders in the school community; s/he models collaboration, listening, and engagement
	+ Each participant shares the vision and understands how the school is moving toward the vision and understands how he or she contributes to that journey.
	+ The quality of the school is a function of the quality of the conversations within the school
	+ Student success is revealed by multiple measures of contributions, products and performances, including the present of student voice.

-- Linda Lambert, “What Does Leadership Capacity Really Mean?”, National Staff Development Council, Spring 2005.

Reflection: First individually and then as a small group respond to the following questions:

In each category (low, moderate, high) which features do you think are true of your school? Circle the statements in each category and discuss as a group.

Which description best fits your overall school culture?

What evidence do you see in your school to support your overall category?

Six Critical Factors for Realizing High Capacity Leadership Schools

The following six areas must be addressed to fully realize leadership capacity at its highest level.

* The school community’s core values must focus its priorities. (Accept responsibility for all students’ learning and include all voices)
* As teacher leadership grows, principals must let go of some authority and responsibility.
* Educators must define themselves as learners, teachers, and leaders.
* We must invest in each other’s learning to create reciprocity.
* We must believe that the first tenet of leadership capacity is “broad-based participation.”
* Districts must negotiate the political landscape to provide professional time and development, a conceptual framework for improvement, and tailored success practices (fitting the principal to the school.)

-- Linda Lambert, “What Does Leadership Capacity Really Mean?”, National Staff Development Council, Spring 2005.

Fostering Teacher Leadership

* School Culture and Context can facilitate leadership when the following are present:
	+ A school-wide focus on learning, inquiry, and reflective practice.
	+ Encouragement for taking initiative.
	+ An expectation of teamwork and shared responsibility, decision making, and leadership
	+ Teaching professionals being valued as role models
	+ A strong sense of community among teachers that fosters professionalism
* Teacher leadership also is nurtured through roles and relationships when:
	+ Colleagues recognize and respect teacher leaders who have subject-area and instructional expertise
	+ High trust and positive working relationships exist both among teacher peers and with administrators.
	+ Teacher leadership work that is central to the teaching and learning processes is routinely assigned.
	+ Teacher-leader and administrator-leader domains are clearly defined, including shared leadership responsibilities.
	+ Interpersonal relationships between teacher leaders and the principal flourish
	+ J. York-Barr, “What Do We Know About Teacher Leadership”, Review of Education Research.

Reflection: Individually and then in small groups, review the listing of supporting features to foster teacher leadership. Circle the features you feel are present at your school. How could other features become a part of your school culture? What steps would be needed to create these features? How could you be a part of creating these features in your school?

Thinking as a Leader

* To be a leader, a teacher must think as leaders do. Rather than asking, “What am I going to do?” leaders ask, “What is it that I am trying to get others to do, and what reasons might they have for doing those things?”

-- Phillip C. Schlechty, *Working on the Work*, 2002, p. 44.

Reflection: In your opinion what are some of the areas of need at your school? Select one area of need and ask the questions: “As a school leader, what is it that I think we should do to address this area of need? What reasons might others have for following my ideas? Why might they be opposed to my ideas? What steps would I need to take to address the area of need I have identified?”

Teacher Leaders Work Within the Boundaries

 Teacher leaders are effective in working with others. They know the boundaries of their work and respect the work of others. When working with others, consider the following points.

* Working with Your Administrator:

-Pick Which Sword to Fall On-

1. How important is this issue to teachers and administrators?

2. What is the root cause of this issue or where did it originate?

3. How might this affect teachers and administrators in the long run?

4. Am I prepared to face the consequences of being right?

5. Am I doing this for the right reasons?

6. Will my involvement complicate or help matters?

7. If I choose not to push the issue, will teachers understand and still respect me? Will I be able to live with myself as a professional, as a leader?

* Don’t Blindside Your Supervisor
* Ask for Help
* Evolve
* Be the Good Cop
* Show the Barometer/Share What it is Like
* Foster an Honest Relationship
* Make Your Supervisor Look Good

--John Gabriel, *How to Thrive as a Teacher Leader, 2005,* pps. 74-79.

Reflection: Think of a problem area at your school. Ask yourself the key questions for “Pick Which Sword to Fall On” to help you decide the value of the problem and whether you should pursue the issue further.

Brainstorm the boundaries you feel are important to know in your school in order to be an effective leader for the school.

Teacher Leaders – Being Open

Read the following story. Using only the facts as they appear in the story, answer the questions. The story might be best if read to a group at the same time.

 It was hot and sticky in East Harlem. Tempers flared easily in the heat and humidity—it is the roughest time of the year in the city. A businessman had just turned off the lights in the store when a man who spoke with a strong accent appeared and demanded money. The owner hesitated, and then opened a cash register. The contents of the cash register were scooped up, and the man sped away. A police officer was given details of the event very soon after it happened.

Answer each statement by marking it as True, False, or Unknown – T, F, U.

 1. A man appeared after the owner had turned off his store lights.

 2. The robber spoke with a strong accent.

 3. It was summer when this incident occurred.

 4. The man who opened the cash register was the owner.

 5. The man who demanded money scooped up the contents of the cash register and ran away.

 6. A businessman had just turned off the lights when a man who spoke with a strong accent appeared in the store.

 7. Money from the cash register was scooped up by someone.

 8. The details of his event were promptly reported to a policeman.

 9. The owner scooped up the contents of the cash register and sped away.

 10. The following events occurred: someone demanded money; a cash register was opened; its contents were scooped up; and the man dashed out of the store.

Teacher Leaders – Being Open

 All ten statements are unknown. Each statement makes strong inferences about the facts in the story. We often make inferences automatically and unconsciously. Can educational leaders check their assumptions to avoid erroneous judgments? Impartial leadership can.

1. We do not know for certain that the owner and businessman are the same person. If they are not, the owner might not be a man.
2. We don’t know whether this was a robbery or someone demanding rent or strongly requesting payment for services or goods.
3. It can be hot and humid in late spring or early fall.
4. Again, we don’t know if the owner was a man.
5. The owner could have been the one to scoop up the contents of the cash register. Does “sped away” necessarily mean ran away? What if the money were scooped up by our accented man who was on roller skates or was leaning out of his car at a drive-up window? Or, what if this were a sidewalk sale, and the owner scooped up the cash register contents, then jumped in a waiting taxis and sped away.
6. We don’t know if the man actually appeared in the store. He could have appeared at the door or at the window. He may not have entered the store.
7. We know there was something in the cash register, but we don’t know if it was money. What if the cash register contained only food stamps? Vouchers? Coupons? Receipts? A gun?
8. We don’t know if the police officer was a man. We don’t know whether someone promptly reported this event or happened to mention it casually to a passerby who worked as a police officer.
9. It is possible that the owner scooped up the contents, but we don’t know.

10. This if fine until we get to “dashed out of the store.”

--Jeffrey Glanz. *Finding Your Leadership Style: A Guide for Educators,* 2002, pps. 96-98.

Case Study – How Jennifer Learned to be a Leader

Leaders shaped their learning about leadership in many ways. Read the case study below and then discuss the many different forms of learning that Jennifer’s story included. List the varying ways and cite examples for each. In which of these ways of learning are you currently engaged? What areas would you like to explore?

 Jennifer watched intently as the new principal and the teachers at Belvedere practiced leading. She participated in several modes of interaction, including leadership-team meetings and retreats, faculty meetings, study groups, and an action research team. In doing so she tried out her emerging skills, taking turns as a facilitator, process observer, critical questioner, and involved participant. It soon became a habit for Jennifer to design meetings thoughtfully and to reflect upon and debrief them afterwards. She found this process to be very much like lesson planning.

 Jennifer’s study group read and discussed *Building Leadership Capacity in Schools* (Lambert, 1998), followed by Garmston and Wellman’s *The Adaptive School* (1999), a sourcebook that details the processes of leading and learning. Jennifer found instructional leadership coaching, which became a regular feature of school, to be a mutual exchange of ideas and observations; she realized that each time she was coached, she was coaching as well. Reflection was built into the life of the school through coaching, questioning, and journaling. She and others arranged for the whole faculty to be trained in inquiry and dialogue.

 In the fall of 2000, Jennifer entered the nearby university to seek formal preparation in educational leadership and secure an administrative credential. As a result of the cohort arrangement at the university, which allowed her access to multiple sources of knowledge and deepened her understanding of the theory underlying good practice, Jennifer accelerated her learning and was moved to pursue a principalship.

 Jennifer paid attention to her learning at Belvedere; she was alert to what others were doing and thinking as well as to what she was thinking and experiencing. Principal Trevor drew her attention to the leadership perspective and often coached her by asking what she was noticing and experiencing about her emerging role as a leader. This kind of attention is essential for “job-embedded” professional development (also known as “leadership task enactment”), whereby skills are learned primarily on the job rather than in a training session. Jennifer participated in experiences that called on her to think in new ways about working with colleagues—about teaming, designing, facilitating, analyzing, and debriefing. She experienced coaching from the new perspective of mutuality and reciprocity.

 Jennifer synthesized the research she read in study groups and at the university with her current knowledge, and made sense of them in ongoing dialogues with colleagues. She also recognized that some skills needed to be directly taught because they were relatively new to the school and could be more efficiently learned through training. Reflection on practice enabled her to weave her new knowledge into her work.

-- Linda Lambert, *Leadership Capacity for Lasting School Improvement*, 2003, pps. 26-27.

Teacher Leaders

Leadership Inventories

What Do Successful People Do? 16 Habits of the Mind

Leaders are successful people. The following list includes the 16 Habits of the Mind that might lead to success. Place a check to the left of each habit that you feel applies to you. How have you used one or more of these habits in your school in a real life scenario?

|  |
| --- |
|  Successful People . . .  |
|  | Persist |  | Think about Thinking (Meta-cognition) |
|  | Think and Communicate with Clarity and Precision |  | Take Responsible Risks |
|  | Manage Impulsivity |  | Strive for Accuracy |
|  | Gather Data through all the Senses |  | Find Humor |
|  | Listen with Understanding and Empathy |  | Question and Pose Problems |
|  | Create, Imagine, and Innovate |  | Think Interdependently |
|  | Think Flexibly |  | Apply Past Knowledge to New Situations |
|  | Respond with Wonderment and Awe |  | Remain Open to Continuous Learning |

--Using the 16 Habits the Mind – Costa & Kallick

Leadership Task Reflection Grid

Complete the grid individually and then review responses as a group. What are your strengths as a group? Which responsibilities are left uncovered? If you were to work as a team, in what areas will you struggle?

|  |  |
| --- | --- |
| Responsibilities I enjoy and do well: | Responsibilities I enjoy but struggle to do well: |
| Responsibilities I don’t enjoy but do well: | Responsibilities I don’t enjoy an don’t do well: |

--Kise and Russell, *Differentiated School Leadership,* 2008, p. 59.

Assessing Your Readiness for Teacher Leadership

 Complete the following inventory to help determine your readiness for teacher leadership. Use the Scoring Protocol following the inventory to help you assess your readiness.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Attribute** | **Strongly****Disagree** | **Disagree** | **No Opinion** | **Agree** | **Strongly Agree** |
| To meet each student’s needs, I select from among various teaching strategies. |  |  |  |  |  |
| Individual teachers can influence how other teachers think about, plan for, and conduct their work with students. |  |  |  |  |  |
| Teachers should be recognized for being innovative in classrooms whether they succeed or fail. |  |  |  |  |  |
| Teachers should decide on the best methods of meeting educational goals set by policy making groups. |  |  |  |  |  |
| I am willing to observe and provide feedback to fellow teachers. |  |  |  |  |  |
| I would like to spend time discussing my values and beliefs about teaching with my colleagues. |  |  |  |  |  |
| It is important to me to have the respect of the administrators and other teachers at my school. |  |  |  |  |  |
| I would be willing to help a colleague who was having difficulty with his/her teaching. |  |  |  |  |  |
| I can see the points of view of my colleagues, parents, and students. |  |  |  |  |  |
| I would give my time to help select new faculty members for my school. |  |  |  |  |  |
| I am a facilitator of the work of students in my classroom. |  |  |  |  |  |
| Teachers working collaboratively are able to influence practice in their schools. |  |  |  |  |  |
| I can continue to serve as a classroom teacher while serving as a leader in my school. |  |  |  |  |  |
| Cooperating with my colleagues is more important than competing with them. |  |  |  |  |  |
| I am comfortable working with parents, and I know my school’s community well. |  |  |  |  |  |
| My work contributes to the overall success of our school program. |  |  |  |  |  |
| Mentoring new teachers is part of my responsibility as a professional teacher. |  |  |  |  |  |
| School faculty and university faculty can mutually benefit from working together. |  |  |  |  |  |
| I would be willing to give my time to participate in making decisions about such things as allocation of resources, professional development or student assignments. |  |  |  |  |  |
| I value time spent working with my colleagues on curriculum and instructional matters. |  |  |  |  |  |
| I am effective in working with almost all of my colleagues. |  |  |  |  |  |
| I have a responsibility to help all students in my school be successful. |  |  |  |  |  |
| I recognize and value points of view that are different from mine. |  |  |  |  |  |
| I am effective in working with almost all of my students. |  |  |  |  |  |
| I want to work in an environment where I am recognized and valued as a professional. |  |  |  |  |  |

Scoring Protocol:

1. Count the number of times you chose “Strongly Disagree.”

Multiply by minus two and write the number here:

2. Count the number of times you chose “Disagree.”

 Multiply by minus one, and write the number here:

3. Ignore the number of times you chose “No Opinion.”

4. Count the number of times you chose “Agree.”

 Write the number here:

5. Count the number of times you chose “Strongly Agree.”

 Multiply by two, and write the number here

6. Write the sum of these four numbers here:

Calculating Your Results:

If the number on line 6 is **between 35 and 50**, virtually all your attitudes, values and beliefs parallel those related to teacher leadership.

If the number on line 6 is **between 20 and 34**, the majority of your attitudes, values and beliefs parallel those related to teacher leadership.

If the number on line 6 is **between -5 and 19**, some of your attitudes, values and beliefs parallel those related to teacher leadership. Several do not.

If the number on line 6 is **-4 or below**, few of your attitudes, values and beliefs parallel those related to teacher leadership.

Discovering Teacher Leadership

What characteristics do I value in a colleague?

 On the following page is a list of qualities or characteristics that might describe someone with whom you work. Read through the list and select the three most desirable or important characteristics for a colleague to posses and the three least desirable characteristics for a colleague.

 Take two minutes to explain your choices and the reasons for them to other members of your group. After this dialogue, make an attempt as a group to arrive at consensus on the three most important or desirable qualities and the three least important or least desirable qualities for a colleague.

 The responses from each group can be shared with the entire group.

Most Important or Desirable. Include Your Explanation for Your Choices:

1.

2.

3.

Least Important or Least Desirable. Include Your Explanation for Your Choices.

1.

2.

3.

|  |  |  |
| --- | --- | --- |
| MOST | CHARACTERISTICS | LEAST |
|  | Listens carefully and communicates effectively |  |
|  | Friendly and sociable |  |
|  | Orderly and efficient |  |
|  | Good sense of humor |  |
|  | Admits errors openly and honestly |  |
|  | Is creative and has new ideas |  |
|  | Shows respect and consideration for others |  |
|  | Uses praise frequently |  |
|  | Does what you want him/her to do |  |
|  | Is willing to compromise |  |
|  | Never becomes angry; stays calm and cool |  |
|  | Follows rules and procedures |  |
|  | Says what he/she thinks; is frank |  |
|  | Honest and trustworthy |  |
|  | Helpful and supportive of others |  |
|  | Independent and self-reliant |  |
|  | Punctual and responsible |  |
|  | Strives to do his/her best |  |
|  | Other: |  |

-Adapted from I/D/E/A

School Culture and Teacher Leadership

Brainstorm a list of Organizational and Cultural Drivers/Resources and Barriers/Restrainers to Teacher Leadership in your school.

|  |  |
| --- | --- |
| Drivers/Resources | Barriers/Restrainers |
|  |  |
|  |  |
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|  |  |
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|  |  |

Building Leadership Capacity Through Commitment

 Review the following chart. Place a check to the left for each statement that is true in your school regarding the development of teacher leaders. Use the blank spaces to add your own ideas. If there are areas that are not currently being used in your school, how could you help create these areas?

|  |  |
| --- | --- |
| Benchmarks in the Development of Teacher Leadership | Strategies that Encourage Teacher Leadership |
|  | We initiate new actions by suggesting other ways to accomplish tasks or goals. |  | We create opportunities for dialogue that deepens understanding of issues. |
|  | We solve problems instead of asking permission and assigning blame. |  | We shift from a permission-giving or withholding stance to one of consistent problem solving (whether one-on-one or in small or large groups). |
|  | We volunteer to take responsibility for issues or tasks. |  | We surface issues and conditions without knowing the answer; we raise questions without easy answers. |
|  | We invite other teachers to work together, to share materials, and to visit classrooms. |  | We continually indicate that time is available for shared work—offer to cover classrooms, ask staff to attend professional development activities in pairs, and build small-group conversations into every faculty meeting. |
|  | We listen to each other and particularly to new members of the staff. |  | We model respectful listening in every setting; do not rush communications. |
|  | We admit to mistakes and unsolved instructional issues and ask for assistance from colleagues. |  | We seek help together. |
|  | We talk about children in a way that suggests that all children can learn. |  | We model appropriate behaviors with children and use reflective strategies in faculty meetings, and we invite a high level of risk taking. |
|  | We try to become more skillful in conversations, in facilitation, in asking inquiry questions, and in best teaching practices. |  | We become more skillful at facilitating conversations, reflection, and designing faculty interaction time. |

 --Linda Lambert, *Leadership Capacity for Lasting School Improvement,* 2003, p. 37.

Leadership Responsibility Matrix

Check the box that best expresses your rating using the following key:

1. I don’t think I am best suited to this responsibility.
2. I understand this responsibility and could cover some of it.
3. I have strategies and ideas that work for me in this area.
4. I can do this easily.
5. I already do this and can share with others what I’ve learned.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Leadership Responsibilities*** | 1 | 2 | 3 | 4 | 5 |
| ***Interactive Leader*** |  |  |  |  |  |
| 1. Being visible |  |  |  |  |  |
| 2. Being situationally aware |  |  |  |  |  |
| 3. Gathering input |  |  |  |  |  |
| 4. Advocating for the school |  |  |  |  |  |
| ***Reflective Leader*** |  |  |  |  |  |
| 5. Providing time for reflection |  |  |  |  |  |
| 6. Learning from positive and negative results |  |  |  |  |  |
| 7. Delaying decisions to allow for reflection |  |  |  |  |  |
| ***Administrative Leader*** |  |  |  |  |  |
| 8. Establishing standard operating procedures and routines |  |  |  |  |  |
| 9. Maintaining school focus and monitoring strategy implementation |  |  |  |  |  |
| 10. Managing school administrative processes |  |  |  |  |  |
| 11. Setting clear expectations and providing related feedback |  |  |  |  |  |
| ***Visionary Leader*** |  |  |  |  |  |
| 12. Setting school direction |  |  |  |  |  |
| 13. Acting as change agent and optimizer |  |  |  |  |  |
| 14. Influencing beliefs |  |  |  |  |  |
| ***Systemic Instructional Leader*** |  |  |  |  |  |
| 15. Gaining extensive knowledge of curriculum, instruction, and assessment |  |  |  |  |  |
| 16. Being involved in instructional decisions |  |  |  |  |  |
| 17. Aligning curriculum and standards |  |  |  |  |  |
| 18. Using data, assessment, and testing effectively |  |  |  |  |  |
| ***Community Instructional Leader*** |  |  |  |  |  |
| 19. Building relationships |  |  |  |  |  |
| 20. Team building for effective collaboration |  |  |  |  |  |
| 21. Incorporating qualitative data into decisions |  |  |  |  |  |
| 22. Showing appreciation, recognizing accomplishments |  |  |  |  |  |
| ***Planful Leader*** |  |  |  |  |  |
| 23. Using “next action” thinking |  |  |  |  |  |
| 24. Establishing goals and maintaining focus |  |  |  |  |  |
| ***Flexible Leader*** |  |  |  |  |  |
| 25. Being flexible |  |  |  |  |  |
| 26. Being open |  |  |  |  |  |

-- Kise and Russell, *Differentiated School Leadership*, 2008, p. 62.

Individual Leadership Capacity Survey

The elements in this survey are characteristics of high leadership capacity staffs. Please rate yourself on this survey using the rating scale below. Members of a team or committee may also want to complete the survey. Together you may want to review your ratings.

NO – Not Observed C – Consistently Performed

I – Infrequently Performed TO – Can Teach to Others

F – Frequently Performed

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Leadership Capacity** | NO | I | F | C | TO |
| **A. Broad-based participation in the work of leadership** |
| Assists in the establishment of representative governance and work groups (e.g., teams, councils, study groups) |  |  |  |   |   |
| Seeks to increase interactions among staff, students, and community members in order to build relationships and increase participation |  |  |  |  |  |
| Shares authority and resources broadly |  |  |  |  |  |
| Engages others in leading opportunities |  |  |  |  |  |
| **B. Skillful participation in the work of leadership – Models, describes, and demonstrates the following skills:** |
| Developing a shared vision with colleagues |  |  |  |  |  |
| Facilitating group processes |  |  |  |  |  |
| Communicating (especially listening and questions) |  |  |  |  |  |
| Reflecting on practice |  |  |  |  |  |
| Inquiring into the questions and issues confronting the school community and using evidence to improve practice |  |  |  |  |  |
| Collaborating on planning |  |  |  |  |  |
| Challenging colleagues’ beliefs and assumptions about who can lead and learn |  |  |  |  |  |
| Managing conflict among adults |  |  |  |  |  |
| Problem-solving with colleagues, students, and parents |  |  |  |  |  |
| Managing change and transitions |  |  |  |  |  |
| Using active learning designs with adults |  |  |  |  |  |
| Communicating the relationship between leadership and learning |  |  |  |  |  |
| **C. Shared vision results in program coherence** |
| Participates with others in the development of a shared vision and insists upon a vision that serves all children well |  |  |  |  |  |
| Asks questions that keep the school on track with its vision |  |  |  |  |  |
| Thinks about and aligns school standards, instruction, assessment, and programs according to the school’s vision |  |  |  |  |  |
| **Leadership Capacity** | **NO** | **I** | **F** | **C** | **TO** |
| Suggests that the school keep its vision alive by reviewing it regularly |  |  |  |  |  |
| **D. Inquiry-based use of information informs decisions and practice** |
| Engages with others in posing questions about the work of the school |  |  |  |  |  |
| Discovers and interprets classroom and school data |  |  |  |  |  |
| Communicates with others about evidence |  |  |  |  |  |
| Helps to create time for dialogue and reflection |  |  |  |  |  |
| **E. Roles and actions reflect broad involvement, collaboration, and collective responsibility** |
| Gives attention to the classroom, the school, the community, and the profession |  |  |  |  |  |
| Encourages others to give attention to collegial activities beyond the classroom |  |  |  |  |  |
| Attends to building relationships with others |  |  |  |  |  |
| Encourages colleagues and parents to share responsibility for school improvement |  |  |  |  |  |
| **Reflective practice consistently leads to innovation** |
| Encourages reflection among colleagues and students |  |  |  |  |  |
| Uses reflective practices such as peer coaching, journal writing, and collaborative planning |  |  |  |  |  |
| Demonstrates and encourages initiative (e.g., posing questions, accessing resources, joining networks) |  |  |  |  |  |
| Invites and supports new ways of doing things |  |  |  |  |  |
| Works with others to develop accountability criteria and processes for our school |  |  |  |  |  |
| **G. High or steadily improving student achievement and development** |
| Works with members of the school community to establish and implement student expectations and standards |  |  |  |  |  |
| Teaches and assesses so that all children learn |  |  |  |  |  |
| Provides feedback to children and families about student progress |  |  |  |  |  |
| Talks with families about learning expectations and performance |  |  |  |  |  |
| Performs many roles as teacher/administrator of student learning: facilitator, coach, advisor, mentor |  |  |  |  |  |
| Makes sure that school inquiry process includes evidence of student performance and development |  |  |  |  |  |
| **Tally** |  |  |  |  |  |

If you have areas that are NO/I, find opportunities to observe these skills in practice and be trained in them.

If you have areas that are F/C, find more opportunities to demonstrate and practice these skills.

If you have areas that are TO, find opportunities to coach others and participate in formal governance groups.

--Linda Lambert, *Leadership Capacity for Lasting School Improvement,* 2003, pps. 106-109.

Leadership Capacity School Survey

 The elements in this survey are characteristics of high leadership capacity schools. Please rate your school using the following scale:

1 – We do not do this at our school.

2 – We are starting to move in this direction.

3 – We are making good progress here.

4 – We have this condition well established.

5 – We are refining our practice in this area.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Leadership Capacity | 1 | 2 | 3 | 4 | 5 |
| **A. Broad-based, skillful participation in the work of leadership. In our school, we:** |
| Have established representative governance groups |  |  |  |  |  |
| Perform collaborative work in large and small teams |  |  |  |  |  |
| Model leadership skills |  |  |  |  |  |
| Organize for maximum interaction among adults and children |  |  |  |  |  |
| Share authority and resources |  |  |  |  |  |
| Express our leadership by attending to the learning of the entire school community |  |  |  |  |  |
| Engage each other in opportunities to lead |  |  |  |  |  |
| **B. Shared vision results in program coherence. In our school, we:** |
| Develop our school vision jointly |  |  |  |  |  |
| Ask each other questions that keep us on track with our vision |  |  |  |  |  |
| Think together about how to align our standards, instruction, assessments, and programs with our vision |  |  |  |  |  |
| Keep our vision alive by reviewing it regularly |  |  |  |  |  |
| **C. Inquiry-based use of information to inform decisions and practice. In our school, we:** |
| Use a learning cycle that involves reflection, dialogue, inquiry, and action |  |  |  |  |  |
| Make time available for this learning to occur (e.g., faculty meetings, ad hoc groups, teams) |  |  |  |  |  |
| Focus on student learning |  |  |  |  |  |
| Use data/evidence to inform our decisions and teach practices |  |  |  |  |  |
| Have designed a comprehensive information system that keeps everyone informed and involved |  |  |  |  |  |
| **D. Roles and actions reflect broad involvement, collaboration, and collective responsibility. In our school, we:** |
| Have designed our roles to include attention to our classrooms, school, community, and profession |  |  |  |  |  |
| Seek to perform outside of traditional roles |  |  |  |  |  |
| Have developed new ways to work together |  |  |  |  |  |
| **Leadership Capacity** | **1** | **2** | **3** | **4** | **5** |
| Have developed a plan for sharing responsibilities in the implementation of our decisions and agreements |  |  |  |  |  |
| **E. Reflective practice consistently leads to innovation. In our school, we:** |
| Make time for ongoing reflection (e.g., journaling, peer coaching, collaborative planning) |  |  |  |  |  |
| Encourage individual and group initiative by providing access to resources, personnel, and time |  |  |  |  |  |
| Have joined with networks of other schools and programs, both inside and outside the district, to secure feedback on our work |  |  |  |  |  |
| Practice and support new ways of doing things |  |  |  |  |  |
| Develop our own criteria for accountability regarding individual and shared work |  |  |  |  |  |
| **F. High or steadily improving student achievement and development. In our schools, we:** |
| Work with members of the school community to establish and implement expectations and standards |  |  |  |  |  |
| Teach and assess so that all children learn |  |  |  |  |  |
| Provide feedback to children and families about student progress |  |  |  |  |  |
| Talk with families about student performance and school programs |  |  |  |  |  |
| Have redesigned roles and structures to develop resiliency in children (e.g., teacher as coach/advisor/mentor, school-wide guidance programs, community service) |  |  |  |  |  |
| Tally |  |  |  |  |  |

--Linda Lambert, *Leadership Capacity for Lasting School Improvement,* 2003, pps. 110-112.

Reflection: What does your tally of the elements of high leadership capacity schools tell you? What are your strengths? What are your areas for improvement?

If there are areas that you have not begun, consider whether these areas might benefit your school.

Which of these areas might be effective at your school?

How could you implement these areas?

What resources do you already have to help your implementation?

What barriers might you encounter as you begin implementation?

Leadership Type Assessment – Personality Type Theory

 Researchers and practitioners have used the theory of personality type to develop leaders and create high-functioning teams. Personality Type Theory explores the preferences people have for gaining energy, taking in information, making decisions and approaching work or life. Preferences are usually the areas in which we feel most comfortable. However, preferences do not keep us from developing skills in other areas. We can use our preferences as our strengths and non-preferred areas as places to grow and develop. Understanding our preferred areas and our non-preferred areas is important in leadership development. It is important to remember that all of the preferences in the Personality Type Theory are valuable and viable processes.

The following assessment uses the Personality Type Theory to help determine your leadership preferences. Place an “X” on the continuum to reflect your preferences. All descriptions may not match your responsibilities or level of work completely, but try to respond to all areas.

Once you have completed the assessment, tally your results to determine your leadership personality type. The materials that follow the assessment share information about your preferred type. Remember that not all descriptions may match you completely. The descriptions are based on patterns. There are exceptions to all descriptions. Many of your responses may have been clearly identified and may be very far on the right or left of the continuum. However, other response may have been in the middle range which means that you do not have a strong preference for an area. For this assessment try to determine the best match for you.

Leadership Type

**EXTRAVERSION AND INTROVERSION: GAINING ENERGY FOR LEADERHSIP**

**Extraversion (E): Gaining energy through action and interaction, the outside world**

**Introversion (I): Gaining energy through reflection and solitude, the inner world**

**E / / / / / I**

|  |  |  |
| --- | --- | --- |
| I’d rather be out and about visiting classrooms and chatting with students. |  | I’d rather be in my office working on projects but available if needed. |

**E / / / / / I**

|  |  |  |
| --- | --- | --- |
| Interruptions often energize me. |  | Interruptions drive me nuts. It takes too long to get my mind back to what I was doing. |

**E / / / / / I**

|  |  |  |
| --- | --- | --- |
| I like gathering information through site visits, conferences, and conversations. |  | I like gathering information through reading and research. |

**E / / / / / I**

|  |  |  |
| --- | --- | --- |
| I usually take action and then reflect. |  | I like gathering information through reading and research. |

**E / / / / / I**

|  |  |  |
| --- | --- | --- |
| In groups, I offer ideas quickly. |  | In groups, I form ideas internally and offer them somewhat later. |

**E / / / / / I**

|  |  |  |
| --- | --- | --- |
| I prefer breadth—knowing something about a lot of topics in education. |  | I prefer depth—knowing a lot about my specialty areas in education. |

**E / / / / / I**

|  |  |  |
| --- | --- | --- |
| I prefer communicating fact-to-face or via telephone. |  | I prefer communicating via e-mail or memos. |

**E / / / / / I**

|  |  |  |
| --- | --- | --- |
| To work through my problems, I like to talk them out with someone. |  | I work through my problems. I like to think them through on my own. |

**SENSING AND INTUITION: YOUR PREFERENCE FOR GATHERING INFORMATION**

**Sensing (S): Gathering information through the five senses, first paying attention to facts and reality**

**Intuition (N): Gathering information through hunches, connections, and analogies, first paying attention to what could be**

**S / / / / / N**

|  |  |  |
| --- | --- | --- |
| I put together detailed procedures and policies. |  | I concentrate on the big picture of strategy and vision. |

**S / / / / / N**

|  |  |  |
| --- | --- | --- |
| I tend to focus on a narrow band of initiatives. |  | I tend to be attracted to several new initiatives at once. |

**S / / / / / N**

|  |  |  |
| --- | --- | --- |
| Past experiences and facts are reliable guides. |  | Future possibilities and ideas are reliable guides. |

**S / / / / / N**

|  |  |  |
| --- | --- | --- |
| I prefer receiving relevant facts and examples. |  | I prefer receiving relevant theories and metaphors. |

**S / / / / / N**

|  |  |  |
| --- | --- | --- |
| I excel at maintaining order in my building. |  | I excel at challenging the status quo in my building. |

**S / / / / / N**

|  |  |  |
| --- | --- | --- |
| I gather facts and then determine direction. |  | I often “know,” then look for facts to back up my hunch. |

**S / / / / / N**

|  |  |  |
| --- | --- | --- |
| I’d rather perfect skills before learning new ones. |  | I love learning new skills but often start learning another set before using the first ones. |

**S / / / / / N**

|  |  |  |
| --- | --- | --- |
| I use proven methods to solve problems. |  | I like solving new problems in unusual ways. |

**THINKING AND FEELING: HOW WE MAKE DECISIONS**

**Thinking (T): Basing decisions on principles, objectivity, and logical if-then, cause-effect reasoning**

**Feeling (F): Making decisions based on values, considering the impact of each alternative on the people involved.**

**T / / / / / F**

|  |  |  |
| --- | --- | --- |
| I enjoy working with data, identifying patterns and useful information. |  | I enjoy working with people and building relationships. |

**T / / / / / F**

|  |  |  |
| --- | --- | --- |
| My decisions come from logic, awareness of precedents, and cause-effect reasoning. |  | My decisions come from values-based analysis and the impact on people involved. |

**T / / / / / F**

|  |  |  |
| --- | --- | --- |
| I value being viewed as competent. |  | I value being viewed as caring. |

**T / / / / / F**

|  |  |  |
| --- | --- | --- |
| I prefer to work through conflict. |  | While I know how to work through conflict, I prefer to avoid it. |

**T / / / / / F**

|  |  |  |
| --- | --- | --- |
| I emphasize fairness through adherence to rules. |  | I emphasize fairness through consideration of circumstances. |

**T / / / / / F**

|  |  |  |
| --- | --- | --- |
| I tend first to see the flaws in ideas and practices. |  | I tend first to see the positives in ideas and practices. |

**T / / / / / F**

|  |  |  |
| --- | --- | --- |
| I tend toward skepticism. |  | I tend toward acceptance. |

**T / / / / / F**

|  |  |  |
| --- | --- | --- |
| I’m at ease when providing constructive criticism. |  | I dislike telling people unpleasant things. |

**JUDGING AND PERCEIVING: OUR APPROACH TO LIFE**

**Judging (J): Preferring to plan your work and work your plan. Judging types are not more judgmental but rather prefer to come to judgments, bring closure, and wrap things up.**

**Perceiving (P): Preferring to stay open to the moment. Perceiving types are not more perceptive but rather prefer to continue to perceive (gather more information), process, explore options, and allow for spontaneity.**

**J / / / / / P**

|  |  |  |
| --- | --- | --- |
| I like to work on big projects at a steady pace. |  | I like to do more of the work close to the deadline. |

**J / / / / / P**

|  |  |  |
| --- | --- | --- |
| I do my best work when I’m not under pressure. |  | I do my best work when an upcoming deadline adds pressure. |

**J / / / / / P**

|  |  |  |
| --- | --- | --- |
| I have a built-in clock; I know how long something will take. |  | It’s hard for me to estimate how long something will take |

**J / / / / / P**

|  |  |  |
| --- | --- | --- |
| I feel better if my work is done before I play. |  | I might work first, play first, or combine work and play. |

**J / / / / / P**

|  |  |  |
| --- | --- | --- |
| I know when I have too many things to do; then I can say no to new commitments. |  | I say yes to new commitments then struggle to keep things under control. |

**J / / / / / P**

|  |  |  |
| --- | --- | --- |
| I like to implement a plan. |  | I like to respond to a situation. |

**J / / / / / P**

|  |  |  |
| --- | --- | --- |
| I naturally come to conclusions and definite choices. |  | I naturally enjoy finding more options. |

**J / / / / / P**

|  |  |  |
| --- | --- | --- |
| Producing a product in line with a timetable is appealing. |  | I enjoy the process of searching and creating more than finishing. |

-Kise and Russell, *Differentiated School Leadership*, 2008, pps. 6-19.

**DISCOVERING YOUR LEADERSHIP TYPE:**

**Determine your Leadership Type by recording the preferences you chose MOST OFTEN as best describing your natural ways of being energized (Extraversion or Introversion), gaining information (Sensing or Intuition), making decisions (Thinking or Feeling), and approaching life (Judging or Perceiving). Tally your areas by the letter closest to the “X” you marked. If you selected the center area, review this response to determine the type that might best match you and adjust your “X” to reflect your new response.**

|  |  |
| --- | --- |
| **TYPE** | **TALLY** |
| **Extraversion (E)** |  |
| **Introversion (I)** |  |
| **Sensing (S)** |  |
| **Intuition (I)** |  |
| **Thinking (T)** |  |
| **Feeling (F)** |  |
| **Judging (J)** |  |
| **Perceiving (P)** |  |

**My Leadership Type is: (Circle the Letter that received the highest tally in each pairing)**

**E or I S or N T or F J or P**

**Reflection:**

**Which of your beliefs about leadership and education come from your personality type?**

**Considering your leadership type, how and when do you feel you lead best?**

**What do you feel are your challenges in leading based on your type?**

**Leadership Roles Categorized by Type Preference**

**Interactive Leader (Extraversion)**

1. Being visible
2. Being situationally aware
3. Gathering input
4. Advocating for the school

**Reflective Leader (Introversion)**

1. Providing time for reflection
2. Learning from positive and negative results
3. Delaying decisions to allow for reflection

**Administrative Leader (Sensing)**

1. Establishing standard operating procedures and routines
2. Maintaining school focus and monitoring strategy implementation
3. Maintaining school administrative processes
4. Setting clear expectations and providing related feedback

**Visionary Leader (Intuition)**

1. Setting school direction
2. Acting as a change agent and optimizer
3. Influencing beliefs

**Systemic Instructional leader (Thinking)**

1. Gaining extensive knowledge of curriculum, instruction, and assessment
2. Being involved in instructional decisions
3. Aligning curriculum and standards
4. Using data, assessment, and testing effectively

**Community Instructional Leader (Feeling)**

1. Building relationships
2. Team building for effective collaboration
3. Incorporating qualitative data into decisions
4. Showing appreciation and recognizing accomplishments

**Planful Leader (Judging)**

1. Using “next action” thinking
2. Establishing goals and maintaining focus

**Flexible Leader (Perceiving)**

 1. Being flexible

 2. Being open

Type and Leadership Styles

|  |  |  |  |
| --- | --- | --- | --- |
| ISTJ | ISFJ | INFJ | INTJ |
| Lead by establishing protocols, guiding others in following them, and organizing for efficiency. They implement what they plan, meeting all objectives. Decisive and dependable, they expect the same from others.  |  Lead by caring, setting clear procedure and performance expectations, focusing on achieving results through positive relationships. They respect bureaucracies, systems, and procedures and expect others to do the same.  |  Lead by inspiring others to work toward causes, such as helping all students succeed. They provide specific feedback to help others support that purpose, accommodating personal needs unless they go against the common good.  |  Lead through clear, logical plans and expectations. Their questioning style motivates others toward a deep, strategic understanding of a vision. They use their autonomy and authority to make a vision a reality  |
| ISTP | ISFP | INFP | INTP |
| Lead through action, finding novel, efficient solutions to problems in concrete, linear ways. They work within working systems in a flexible, easygoing style, yet challenge inefficiencies and perfect successful solutions. | Lead by setting high expectations for themselves and others, with autonomy for results-oriented staff. Calm even in crises, they establish harmonious, enjoyable environments with few confrontations or emotional outburst. | Lead through their educational values, basing decisions on the needs of others. They help their staff grow in their positions and abilities. Profoundly democratic, their low-key style avoids fanfare and sidesteps the negative assumptions of others. | Lead by envisioning new systems, analyzing problems, and clarifying various aspects and viewpoints. Motivating others via their excellent ideas, they manage in a hands-off manner, assuming that conflicts and problems will be resolved. |
| ESTP | ESFP | ENFP | ENTP |
| Lead by taking charge in expedient, practical ways. Focused on the moment, they get the job done while maintaining an enjoyable work environment. Their can-do attitude keeps others focused on action and results. | Lead by engaging others, mobilizing people to get the job done. Easygoing, they value their authority to influence others. They are team players, enlisting the help of others to keep track of on-going details and to follow through. | Lead by empowering others to reach their potential and follow a pathway to meaning. Ethics and relationships are key. They easily identify others’ thoughts and feelings, and can motivate them to embrace innovative ideas or strategies. | Lead through energy and enthusiasm for events and initiatives, motivating others to join them. Taking a principled, systemic view of leadership, they expect staff to work efficiently and autonomously to implement their vision. |
| ESTJ | ESFJ | ENFJ | ENTJ |
| Lead through efficient, logical, and goal-oriented systems. They expect others to work as hard as they themselves do, look for action as proof of accountability, and are consistent in their behaviors, beliefs, and expectations of others. | Lead by meeting staff needs, providing support and resources through the networks of people they’ve established over time. Efficient, reliable, and predictable, they respect hierarchies and expect others to work within them. | Lead by building relationships, giving responsibilities to best-suited individuals, and minimizing office politics. They believe that people make things happen, preserving community, and managing with humor and good-natured fun. | Lead by marshalling others to work toward goals. Excellent problem solvers, they are creative and efficient, expecting others to comply with routines yet allowing autonomy to competent staff. |

-Kise and Russell, *Differentiated School Leadership*, 2008, pps. 168-183.

ISTJ

|  |  |
| --- | --- |
| **Main Leadership Roles** | Administrative, Systemic Instructional Leadership |
| **Management Style** | Excel when they can establish procedures and protocols, guide others in following them, organize for efficiency, and proceed with implementing plans, working to meet all designated objectives. They are decisive, dependable, and expect the same from others. |
| **General Strengths** | * Working with details—schedules, documents, regulations, data
* Using past experience and accurate facts to draw conclusions
* Keeping daily activities running smoothly
* Solving immediate problems
* Carrying through on commitments
 |
| **At Their Best as Leaders** | * Implementing plans & monitoring change efforts
* Taking a commonsense approach to solving problems
* Running a team where all are treated fairly
* Modeling efficiency and reliability
* Effectively using hierarchies, traditions, and structures for stability
 |
| **Typical Areas of Growth as a Leader** | * Exploring impact of logical choices on people
* Planning the big picture, 3-5 years out
* Being flexible
* Considering change if the status quo is okay, being overly cautious
* Delegating tasks
 |
| **Collaboration Style** | * Naturally organize everything and everyone
* Take task-oriented, time-saving approach
* Provide pressure toward closure, limiting options
* May irritate others by waiting too long to contribute ideas while pondering them
 |
| **Communication Style** | * Reflective time before answering
* Factual, down-to-earth, businesslike approach
* Sequential, detailed communication of events and plans
* May come across as inflexible or uncaring
 |
| **Practical Next Steps** | * Ask a trusted team member for feedback on how decisions, communication are being perceived.
* Bring others into the process. Get concrete about what needs to be different in 3-5 years. Identify what needs to change.
* Limit non-negotiables where possible. Allow for reflection before deciding whether exceptions could be made.
* List out what you value most. What might still be made better? Where could change be advantageous?
* Praise can be factual, which often seems more sincere to ISTJs.
* Ask how else you could spend your time for the greatest impact.
 |

ISTP

|  |  |
| --- | --- |
| **Main Leadership Roles** | Administrative, Systemic Instructional Leadership |
| **Management Style** | Excel in action–oriented leadership environments, taking a concrete, linear approach to finding novel and efficient solutions to problems. Their flexible, easygoing style lets them work within working systems yet challenge inefficiencies and perfect new, effective approaches. |
| **General Strengths** | * Taking on challenges, solving problems, fixing situations
* Working independently on what needs to be done
* Being objective, unbiased, realistic
* Accepting and dealing with risks
* Working effectively in crisis situations
 |
| **At Their Best as Leaders** | * Troubleshooting while shooting from the hip
* Developing practical, efficient routines or methods
* Influencing by having all necessary information
* Cutting red tape to address the situation at hand
* Expecting only the best from everyone
 |
| **Typical Areas of Growth as a Leader** | * Developing relationships with people on a personal level
* Working with ambiguity
* Setting long-term goals, both personal and organizational
* Being aware of the individual needs and motivations of others
* Having unrealistic expectations of others
* Factoring in how others view actions
 |
| **Collaboration Style** | * Quietly expect each team member to contribute
* Complete their share of tasks on their own
* Provide relevant information and examples of what works
* May irritate others by being too set on their own efficient, logical approaches to tasks
 |
| **Communication Style** | * Communicate through action more than words
* Emphasis is on concrete terms, realistic images, and specific examples
* Prefer giving feedback after time for reflection
* May come across as rigid because they tend to only voice ideas after forming conclusions
 |
| **Practical Next Steps** | * Talk with a school leader who prefers “feeling” about selecting the best community building activities for the staff
* When you’re trying new solutions and can’t predict results, list possible outcomes and what actions you could take
* Use a planning process to set organizational goals. Then determine personal goals that will help you move that plan forward.
* Become familiar with the “feeling” styles for communication, collaboration, and conflict.
* Remember that people and the systems they create aren’t always logical.
* Understand the political nature of your work environment and your position in it.
 |

ESTP

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| **Main Leadership Roles** | Administrative, Systemic Instructional Leadership |
| **Management Style** | Excel at making things happen in practical, expedient, and pragmatic ways. They focus on the here-and-now aspects of getting the job done while keeping the work environment enjoyable for all. Their can-do attitude keeps others focused on what is or isn’t working and who is taking action. |
| **General Strengths** | * Being adaptable, observant, and realistic
* Meeting practical needs in the most efficient way
* Reminding others of the joys of this life, this present time
* Solving problems in a straightforward, logical manner
* Taking on challenges that need fixing now
 |
| **At Their Best as Leaders** | * Negotiating and selling ideas
* Guiding others in crisis situations, staying effective
* Tackling tasks in efficient, expedient ways
* Procuring what others need to get the job done
* Adding fun or excitement to work and routines
 |
| **Typical Areas of Growth as a Leader** | * Setting priorities and following through
* Being sensitive to the emotional needs of others
* Examining personal as well as external factors when problems arise
* Embracing new strategies or methods with which they have no experience
* Taking time for reflection
* Mapping out long-range plans and goals
 |
| **Collaboration Style** | * Help things happen because they believe nothing is impossible
* Focus energy on resolving issues rather than processing theories or possible scenarios
* Need to see the practical benefits of team efforts
* May irritate others by ignoring protocols or procedures
 |
| **Communication Style** | * Concentrate on accuracy and practicality
* Straightforward about the positive and the negative
* Prefer sequential communications, immediate answers to questions
* May come across as confrontational when they are merely seeking clarity
 |
| **Practical Next Steps** | * List your current responsibilities and goals. Decide what will happen if you don’t meet them. Prioritize and plan backward.
* When problem solving think through others’ needs and perspectives.
* The next time things don’t go as planned, use a T-Chart to diagnose what went wrong.
* Use your network skills to find out who is trying new skills. Then call or visit to gain firsthand experience from them.
* Be reflective about your work.
* Ponder your goals for the next year, for 5 years from now. Then plan backward. What do you need to be doing?
 |

ESTJ

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| **Main Leadership Roles** | Administrative, Systemic Instructional Leadership |
| **Management Style** | Excel at expecting results and working to get systems in place that are efficient, logical, and goal oriented. They expect others to work as hard as they themselves do, look for action as proof of accountability, and are predictable in their behaviors, beliefs, and expectations of others. |
| **General Strengths** | * Organizing and supervising
* Taking action and getting results
* Separating facts from emotions
* Valuing rituals, traditions, and celebrations to foster belonging
* Tracking details and following rules and procedures
 |
| **At Their Best as Leaders** | * Making things secure, stable, and predictable
* Using standards and data to move toward desired results
* Focusing on practical, real-world relevance and results
* Using facts and past experiences to make decisions
* Developing orderly, efficient environments with procedures, expectations and controls
 |
| **Typical Areas of Growth as a Leader** | * Developing flexibility in thinking and adapting actions
* Delegating leadership responsibilities
* Dealing with change and disruptions in plans
* Focusing on the human elements of leadership
* Allowing for flexibility in how others reach goals
* Making exceptions when circumstances warrant them
 |
| **Collaboration Style** | * Take charge but also take responsibility
* Organized and task oriented
* Push to clarify goals, responsibilities, time lines, standards, etc.
* May irritate others by proceeding independently
 |
| **Communication Style** | * Direct, realistic, matter-of-fact, efficient
* Provide detailed instructions to others, trying to eliminate room for error
* Use logic to persuade others
* May come across as narrow-minded if they efficiently assume they have enough information
 |
| **Practical Next Steps** | * Use a problem-solving model on your own. Make yourself concentrate on Intuitive and Feeling steps.
* Reflect on how to delegate to others. Ask those who take the roles to explain how they will report progress.
* Adopt an “open door policy” at least one day a week where everything that comes to your attention is addressed.
* Become aware of the needs of staff members as you tackle new change initiatives
* Set clear expectations for final results but let teachers develop their own plans to get there.
* Set precedents, but before saying no, allow time for reflection.
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ISFJ

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| **Main Leadership Roles** | Administrative, Community Instructional Leadership |
| **Management Style** | Excel at setting clear expectations so people know where they stand and what needs to happen. People feel cared for through the ISFJ management style. The focus is on achieving results through positive relationships. They respect bureaucracies, systems, and procedures and expect others do so as well. |
| **General Strengths** | * Tireless working to get the job done
* Keeping and enjoying traditions
* Providing stability, improving efficiency
* Offering sensible and matter-of-fact attention to the daily concerns of people
* Dutifully learning about new ideas or methods
 |
| **At Their Best as Leaders** | * Taking care of details so others can be successful
* Valuing and honoring contractual commitments
* Motivating others through kindness and cooperation
* Encouraging others to do their best
* Organizing through administrative systems, structures, and rules
 |
| **Typical Areas of Growth as a Leader** | * Letting go of traditions if progress requires it
* Making room for one’s own needs
* Understanding constructivist and inquiry-based instruction
* Being direct with others when necessary
* Setting priorities
* Requiring others to follow through
 |
| **Collaboration Style** | * Willing to work hard, expecting the same of others
* Prefer groups that value relationships
* May provide ideas and resources but prefer to let others decide whether or not to use them
* May irritate others by not being forthcoming with opinions or preferences
 |
| **Communication Style** | * Good listening skills
* May communicate their opinions or wishes indirectly
* Accurately recall specific details of conversations and situations
* May come across as passive-aggressive to those who readily speak their minds
 |
| **Practical Next Steps** | * Meet with others in the same position and get their input on what needs to change
* Set up a personal and professional calendar. Make time for friends and interests.
* Use a learning styles framework when working with adults or students.
* Study the Intuition/Thinking communication style and decide how you might use this to clarify your messages.
* List criteria for setting priorities: deadlines, school goals, teacher needs, etc. Then prioritize your tasks accordingly.
* Remember that requiring others to complete their duties helps them grow and allows you to concentrate on the work that best uses your strengths.
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ISFP

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| **Main Leadership Roles** | Administrative, Community Instructional Leadership |
| **Management Style** | Perfectionists and lead others to have the same high expectations for themselves, providing for autonomy for results-oriented staff. They work to establish a harmonious, enjoyable work environment. While they work well in crises, they prefer to avoid confrontations and negative emotional outbursts. |
| **General Strengths** | * Working invisibly to meet others’ needs
* Showing sensitivity and loyalty
* Recognizing others’ strengths and contributions
* Preserving tradition and community values
* Providing direct, personal, caring assistance
 |
| **At Their Best as Leaders** | * Encouraging all to uphold mission and values
* Conscientiously organizing to accomplish tasks
* Enrolling people in practical, kind, and cooperative ways
* Staying flexible when problems or ambiguities arise
* Working within systems, structures, and rules
 |
| **Typical Areas of Growth as a Leader** | * Dealing with conflict
* Changing the status quo
* Thinking strategically, broadening possibilities
* Taking a tough stance
* Establishing authority
* Taking credit for accomplishments
 |
| **Collaboration Style** | * Work to establish harmony
* Prefer win-win approach to problems
* Loyal to group, processes, and traditions
* May irritate others by avoiding conflict
 |
| **Communication Style** | * Speak louder through actions than words
* May not offer opinions readily—unless values are violated
* Concentrate on practical matters, facts, details
* May come across as illogical or emotional if group dynamics seldom allow them to be heard
 |
| **Practical Next Steps** | * Seek out classes in conflict resolution, ideally ones that use type concepts. Facing personal conflict helps develop skills for working with staff to resolve interpersonal conflicts.
* Work with a colleague who thinks very differently from you.
* Practice thinking “outside the box” with a colleague who prefers Intuition.
* Your preferred path is empathizing when others fall short. When others need corrective feedback to advance school or district goals, work out in advance what you will say and require.
* Some ISFPs benefit from “assertiveness training.”
* Remember that educational leadership has its political side. Think of taking credit as a pathway for obtaining resources others need.
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ESFP

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| **Main Leadership Roles** | Administrative, Community Instructional Leadership |
| **Management Style** | Excel at engaging and motivating others through an easygoing management style that mobilizes people to get the job done. They value their position of authority and use that to influence others. They are team players who enlist the help of others to keep track of on-going details and follow-through. |
| **General Strengths** | * Troubleshooting in the moment
* Tackling nuts-and-bolts of organization
* Being generous with time and talents
* Negotiating and communicating warmth, excitement, and acceptance
* Approaching work flexibly, easygoing yet realistic
 |
| **At Their Best as Leaders** | * Mobilizing others to take action
* Viewing each person as important, keeping work fun
* Responding to opportunities, problems
* Sensing and responding to an organization’s overall sense of well-being
 |
| **Typical Areas of Growth as a Leader** | * Setting and sticking to firm limits
* Understanding the big picture
* Long-term planning
* Separating the important from the urgent, setting priorities
* Following organizational procedures
* Exploring theories and models
 |
| **Collaboration Style** | * Work to make collaboration fun, harmonious
* Need input, feedback, and encouragement
* Prefer short-term projects with assistance on follow-through
* May irritate others by socializing too much
 |
| **Communication Style** | * Positive, humorous communicators
* Enjoy conversations, focus on people’s needs and emotions
* May avoid conflict, stay silent instead
* May come across as un-businesslike
 |
| **Practical Next Steps** | * Use thinking skills. Set precedents, use logical consequences, and create trust.
* Take time to reflect on how your actions connect to student achievement and other overall goals.
* Work with someone else so you don’t get bogged down in the details. Use your values to set goals and plan backward.
* Rank your priorities.
* Review organizational policies that affect your work. Talk with someone who can explain the rationale.
* Identify 2 or 3 educational models being used by colleagues. Learn more about them.
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ESFJ

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| **Main Leadership Roles** | Administrative, Community Instructional Leadership |
| **Management Style** | Excel at leading by meeting staff needs, providing support and necessary resources, often through the networks of people they’ve established over time. They handle tasks efficiently and predictably, enjoying the authority to make things happen. They respect and expect others to work within hierarchies. |
| **General Strengths** | * Being organized, prompt, and accurate
* Knowing what matters for people and organizations
* Encouraging others and motivating them
* Planning to meet the physical, social, and emotional needs of others
* Working with data to pinpoint where others need help
 |
| **At Their Best as Leaders** | * Encouraging others in their roles
* Structuring the work environment to allow everyone to show their best selves
* Providing support and assistance
* Understanding the impact of demands on people and trying to compensate
* Organizing for people so all needs are met
 |
| **Typical Areas of Growth as a Leader** | * Setting limits to meet own needs
* Setting boundaries so as not to seem meddlesome
* Focusing on strategies as well as relationships
* Planning for change
* Being businesslike
* Using logic to persuade others
 |
| **Collaboration Style** | * Active team player, ready to do his/her part
* Cooperative, seeking group harmony
* Adept at keeping team on task
* May irritate others by making decisions too quickly
 |
| **Communication Style** | * Warm and caring, people-centered
* Seek others’ opinions, thrive on conversation
* Concentrate on details important to those they know
* May come across as opinionated in their drive to get things done
 |
| **Practical Next Steps** | * Work with someone who prefers Thinking to set logical criteria.
* Monitor others’ view of your interventions. Before you help, ask what the person needs or whether they want help at all.
* Look at workplace goals with your values in mind. Make action plans.
* Ask who benefits most from the status quo. Use your values as motivation to seek change.
* Remember that most school leaders prefer Thinking and put business before relationships.
* Especially in conflict situations, think through if-then, cause-effect, and natural consequences. Ignore how you feel.
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INFJ

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| **Main Leadership Roles** | Visionary, Community Instructional Leadership |
| **Management Style** | Excel at leadership through strong, authentic values. They inspire others to work toward a cause or purpose, such as educating all students regardless of circumstances. They are adept at providing specific feedback to help others support that purpose, accommodating personal needs unless they go against the common good. |
| **General Strengths** | * Providing insights, especially about what matters to people
* Dealing with complex issues
* Developing others, unearthing their potential
* Being organized to reach goals
* Adding creativity
 |
| **At Their Best as Leaders** | * Actively and accurately anticipating how relationships and events will play out
* Developing long-range goals and an organizational sense of vision and purpose
* Using their understanding of others to motivate them toward common goals
* Building consensus, promoting understanding, winning cooperation
* Providing freedom and autonomy
 |
| **Typical Areas of Growth as a Leader** | * Backing vision with concrete data, goals, measurable steps
* Sharing corrections, engaging in necessary confrontation
* Recognizing and dealing with organizational politics
* Working solo too long on ideas before seeking input
* Paying attention to reality, what is
* Adding logic, if-then, cause-effect to communication
 |
| **Collaboration Style** | * Help others bridge differences, emphasizing empathy and harmony
* Perform solo tasks that contribute to group goals
* Prefer small, efficient teams
* May irritate others by going too far on their own before getting input
 |
| **Communication Style** | * Quiet enthusiasm
* Concentrate on values, creativity, and possibilities
* Like time for reflection or writing to think through ideas—want time before articulating orally
* May irritate others by reading between the lines, finishing their thoughts for them
 |
| **Practical Next Steps** | * Ask for specific critique on plans for people involved in the implementation
* Frame feedback in terms of what will help the person grow, resolving conflict as the route to productive future relationships
* Talk with an objective outside about “What’s in it for the other players?”
* At each step include others who are impacted by the decisions being made.
* List what you value in the present moment, including your personal life.
* Develop a specific set of Thinking questions to think through your arguments.
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INFP

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| **Main Leadership Roles** | Visionary, Community Instructional Leader |
| **Management Style** | Excel at leading through their values concerning education. They are committed to helping their staff grow in their positions and abilities and make decisions based on the needs of others. Profoundly democratic, they manage in a low-key fashion, avoiding fanfare and sidestepping the negative assumptions of others. |
| **General Strengths** | * Upholding values and ideas
* Focusing on what is compassionate and caring
* Modeling honesty and hard work
* Adding a spirit of harmony and peace
* Tirelessly working for causes they value
 |
| **At Their Best as Leaders** | * Inspiring others with creative visions of what could be
* Building an environment where all feel valued
* Motivating others to work toward a positive vision of the future
* Facilitating people and processes democratically
* Overseeing complex projects from start to finish, ensuring the overall purpose is met
 |
| **Typical Areas of Growth as a Leader** | * Dealing with conflict
* Working the system, understanding politics
* Meeting deadlines by avoiding perfection
* Considering values of others
* Being realistic
* Setting clear expectations
 |
| **Collaboration Style** | * Prefer to work alone or with a small, creative team
* Facilitate group harmony
* Agreeable—unless values are violated
* May irritate others by “lone wolf” behavior, but they need to process before sharing ideas
 |
| **Communication Style** | * Persuading through values, emotions, strength of ideas
* Strong non-verbal language
* Stories or images to convey ideas
* May come across as stubborn because they hold thoughts until they are convictions
 |
| **Practical Next Steps** | * Seek specific training in conflict management. Practice logic and a method for keeping emotions at bay.
* Map out allegiances within your organization and the roles each “player” fills.
* Identify when timeliness is more important then perfection. Act accordingly. Schedule time for detailed paperwork—ask a colleague to hold you accountable.
* Evaluate whether others’ values are as appropriate to their situations, position, or vision as yours are to your goals.
* Remember that reaching a vision requires dealing with reality.
* Develop an appreciation for structure and order.
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ENFP

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| **Main Leadership Roles** | Visionary, Community Instructional Leadership |
| **Management Style** | Excel at ethical, caring leadership, empowering others to reach their full potential as a pathway to more happiness and satisfaction. Relationships are key to how they lead; they easily identify others’ thoughts and feelings. They know how to motivate others to embrace new ideas and innovative strategies. |
| **General Strengths** | * Bringing energy, enthusiasm, and ideas to any endeavor
* Influencing and persuading others
* Pursuing new possibilities
* Celebrating and appreciating others
* Finding creative solutions
 |
| **At Their Best as Leaders** | * Energizing others through the strength of their ideas
* Guiding others toward change
* Creating a catalytic vision of what could be
* Adapting quickly to changing situations and new directions
* Working from inspiration, flexible plans
 |
| **Typical Areas of Growth as a Leader** | * Promoting too many new ideas or initiatives
* Underestimating physical, mental, and time limitations
* Confronting difficult people or dealing with office politics
* Setting clear expectations and guidelines for others
* Spending time in reflective practice
* Administrative tasks—schedules, budgets, etc.
 |
| **Collaboration Style** | * Strive for diversity
* Network, building synergistic coalitions
* Hub of helping all get along
* Build relationships with each team member
* May irritate team members by expanding agendas or trying to pursue too many priorities at once.
 |
| **Communication Style** | * Focus on the big picture of possibilities and human potential
* Affirm others and in turn appreciate feedback
* Concentrate on values, impact on people
* May be seen as “all ideas” without supporting facts, details, or logic
 |
| **Practical Next Steps** | * Chart out your initiatives and rank them according to your values.
* Use reflective time to evaluate the cost of over commitment.
* In conversation with a trusted other, use logic, cause-effect, and if-then reasoning to determine costs or benefits of confrontation and then determine a course of action.
* Ask your staff for examples of what they want and don’t usually receive from you.
* Schedule reflective time into your week—a set time at some location –to think through a recent situation or decision.
* Look for systems that work for you and other members of your team who enjoy detailed work.
 |

ENFJ

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| **Main Leadership Roles** | Visionary, Community Instructional Leadership |
| **Management Style** | Excel at knowing their staff personally, giving responsibilities to the individuals who can best carry them out, and minimizing office politics. They believe that people make things happen and work to preserve relationships, managing with a sense of humor and good-natured fun. |
| **General Strengths** | * Tirelessly pursuing endeavors they believe in
* Being responsive and responsible
* Motivating people to work toward goals
* Building relationships and community
 |
| **At Their Best as Leaders** | * Bringing energy and enthusiasm to activities and organizations
* Creating harmonious environments
* Mentoring, communicating confidence in others
* Organizing small and large undertakings
* Planning yet allowing people autonomy
 |
| **Typical Areas of Growth as a Leader** | * Being objective and logical
* Accepting criticism, not taking it personally
* Understanding organizational politics and those who don’t look for “win-win”
* Dealing with “win-lose” players or situations
* Caring for self as well as others
* Limiting the number of interests and initiatives
 |
| **Collaboration Style** | * Relationships and harmony come first
* Value everyone’s opinions and ideas
* Focus on improving things for the common good
* May irritate others by hesitating to challenge others when challenge is needed
 |
| **Communication Style** | * Natural communicators, connecting emotionally
* Listen well and hear what is being said
* May avoid delivering tough messages
* May come across as bossy as deadlines approach
 |
| **Practical Next Steps** | * Use a problem-solving model to form arguments. Concentrate on facts and Thinking criteria.
* Brace yourself to hear flaws first and remember that Thinking types show care by helping others improve.
* Know that one can be political while acting with integrity. Get an organization chart.
* Before and after meetings, question others’ motives. Practice detachment and let others sometimes help themselves. Take care of yourself, too.
* Determine priorities for each quarter of the year and stick with them.
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INTJ

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| **Main Leadership Roles** | Visionary, Systemic Instructional Leadership |
| **Management Style** | Excel at laying out clear, logical plans and expectations. Their questioning style motivates others to be ready with answers and in-depth understanding of the strategies and actions under their direction. They enjoy the autonomy and authority leadership provides, using it to make the vision become reality. |
| **General Strengths** | * Envisioning how to change things, shift paradigms, break new ground
* Analyzing, contrasting, categorizing
* Setting priorities and establishing plans
* Using logic, clarifying concepts
* Thinking and acting independently
 |
| **At Their Best as Leaders** | * Long-range planning for school improvement, including goals and time lines
* Challenging the system with sincere questions
* Providing autonomy to competent colleagues
* Making complex decisions while accounting for details
* Setting a vision, fostering coherence of purpose, and following through
 |
| **Typical Areas of Growth as a Leader** | * Adding details to vision
* Being patient with “slower minds”
* Enjoying the present moment
* Taking time to train and develop others
* Being aware of the impact of critique and skepticism
* Listening to others’ input and ideas
 |
| **Collaboration Style** | * Challenge group consensus with alternatives that bring new perspectives
* Autonomous roles that contribute to group tasks
* Small teams where each person counts
* May irritate others by proceeding without them
 |
| **Communication Style** | * Straightforward, terse, single-minded
* Critique readily to improve or change ideas and plans brought to them
* Emphasize outside-the-box perspectives
* May come across as overly critical or arrogant
 |
| **Practical Next Steps** | * Look at Sensing needs during change and include them in planning.
* When others don’t “see” our vision, think about what will capture their attention.
* Schedule time for friendships and interests outside of work.
* Delegate tasks, training those who need help.
* Practice voicing positives first and showing appreciation.
* Write down others’ ideas and ponder their merit. Ask for input before you’ve worked out your full vision.
 |

INTP

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| **Main Leadership Roles** | Visionary, Systemic Instructional Leadership |
| **Management Style** | Excel at envisioning new systems, analyzing situations, and easily identifying different aspects and view points. They motivate others via the clear excellence of their idea, adopting a hands-off style and expecting that others will resolve their own conflicts and work toward the presented vision. |
| **General Strengths** | * Conceptualizing systems, structures, programs
* Finding unique solutions to complex problems
* Theorizing, contributing intellectual insights
* Pointing out logical errors or long-term consequences of courses of action
* Providing clear analytical frameworks for understanding
 |
| **At Their Best as Leaders** | * Setting the vision and letting others work in their own style to get there
* Holding everyone to high achievement standards, then raising the bar
* Influencing through depth of knowledge, power of ideas
* Developing frameworks that organize priorities, actions
* Focusing on key factors that lead to continuous improvement
 |
| **Typical Areas of Growth as a Leader** | * Learning to delegate
* Handling project details
* Giving positive feedback and praise
* Recognizing how one’s style affects others
* “Translating” complex ideas
* Accepting other styles of excellence
 |
| **Collaboration Style** | * Work independently on tasks for the group
* Appreciate intellectual “equals”
* Minimal meeting time for working on clear goals that require group input
* May irritate others by holding ideas until they’re polished
 |
| **Communication Style** | * Are terse and precise in word choice
* Prefer writing over verbal communication
* Can use language skills to gain power, position
* May come across as too intellectual to be useful to others
 |
| **Practical Next Steps** | * Delegate. Monitor what happens when people use their strengths.
* Look at Sensing and Feeling needs during change and for communication.
* Practice first through written communication. Focusing on specifics is fine.
* Remember that engaging others through Feeling skills may ultimately provide you with more resources or support.
* Practice explaining your thoughts in 3 to 5 easily understandable points.
* Study other types of intelligence—interpersonal, intrapersonal, and emotional.
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ENTP

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| **Main Leadership Roles** | Visionary, Systemic Instructional Leadership |
| **Management Style** | Excel at enthusiastic, principle-centered leadership of projects, initiatives, and events that interest them, motivating others to join in. They have a systemic view of leadership, expecting staff to work efficiently and autonomously on the implementation details that will bring the leadership vision to fruition. |
| **General Strengths** | * Envisioning new ideas and embracing theories
* Adding both energy and insights to endeavors
* Exhibiting resourcefulness in dire or complicated situations
* Meeting challenges proactively
* Solving complex problems, thinking creatively
 |
| **At Their Best as Leaders** | * Fearlessly tackling new endeavors, engaging others through the power of their vision
* Setting high standards for self and others while organizing to meet them
* Dealing with multiple multi-faceted issues and situations
* Seeking new ideas, models, and logical systems
* Constantly improving what is in place
 |
| **Typical Areas of Growth as a Leader** | * Staying open to other’s ideas
* Recognizing the roles of emotions and values
* Avoiding over commitment of time and resources
* Working with details, nuts-and-bolts of implementation
* Acknowledging others’ contributions
* Following procedures, processes, rules
 |
| **Collaboration Style** | * Offer new ideas, multiple approaches
* Work best with competitive, competent co-workers
* Need freedom to pursue goals, support for ideas to generate more
* May irritate colleagues by taking center stage
 |
| **Communication Style** | * Focus on models, theories, and ideas
* Enjoy intellectual banter and debate
* Actively seek other opinions, ideas, and feedback, offering logical critiques
* May come across as challenging or dismissive of others’ ideas
 |
| **Practical Next Steps** | * Ask questions. Listen and reflect before critiquing.
* Get to know your staff and their personalities so that your decisions include some understanding of the impact on others
* Partner with a “realist”, prioritize organizational goals, and focus resources.
* Work with someone strong with details. Look at Sensing and Judging needs during change and plan for meeting them.
* Reflect, listing the contributions of your staff or team that lead to your overall effectiveness and that of the organization. Start specifically acknowledging their value.
* Note actual results of bending rules or seeking loopholes.
 |

ENTJ

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| **Main Leadership Roles** | Visionary, Systemic Instructional Leadership |
| **Management Style** | Excel at taking charge, solving problems, and marshalling others to work toward goals, yet allowing people flexibility in how they meet them. They are efficient and expect others to comply with efficient routines, yet prefer working with the strategic aspects of leadership over day-to-day details. |
| **General Strengths** | * Organizing systems, structures, and people
* Tirelessly working to solve complex problems
* Making efficient use of time and resources
* Pursuing depth of knowledge and theoretical understanding
* Thinking on their feet, being decisive
 |
| **At Their Best as Leaders** | * Motivating others through dynamic, forward-thinking visions
* Charting how and then achieving high goals
* Using logic and conceptual thinking
* Providing strong, standards-based leadership
* Staying rational, focused, and effective throughout change efforts
 |
| **Typical Areas of Growth as a Leader** | * Patience
* Appreciating different styles, points of view
* Meeting the emotional and physical needs of self and others
* Sharing leadership, mentoring potential leaders
* Structuring the details of plans and initiatives
* Rethinking current course of action, models, or methods
 |
| **Collaboration Style** | * Goal-oriented, businesslike approach
* Engage as long as collaboration is efficient and effective, meeting goals and objectives
* Work best with confident, tough-minded, dedicated colleagues
* May irritate others because they can’t not lead
 |
| **Communication Style** | * Analytical, direct, efficient
* May employ conceptual model
* Enjoy task-oriented relationship and conversation
* May come across as driven, missing emotional cues or needs of others
 |
| **Practical Next Steps** | * Get logical. Step into the shoes of others and consider their needs.
* Study the value of “soft skills.” Read the ISFP leadership style page.
* Try to reduce organizational stress.
* Develop and coach leadership in others so you have more time for even bigger endeavors.
* Read through Sensing and Feeling needs during change.
* Find the person most likely to challenge your plans or actions—and listen to what they tell you
 |

Teacher Leaders

Classroom Leadership

Leaders in the Classroom First

Teacher Leaders begin with their own classrooms. Effective Classroom Leaders :

* Focus on learning and teaching first
* Become experts in the Art and Science of teaching
* Develop skill as reflective practitioners
* Ask the right questions about learning and teaching and about school improvement
* Narrow the focus to areas that have the most potential for improving student learning
* Identify the emotional relevance of each inquiry topic
* Work as a team and take ownership
* Make their processes and thinking public

Reflection: In small groups, discuss how becoming a better teacher helps you become a better school leader.

Teacher Leaders Create Student Leaders and Learners

A Teacher Leader creates student leaders in the classroom. Teacher leaders who foster student leadership also advance student learning because leading is a form of learning.

Teacher leaders can make the following key assumptions about student leadership:

* All children have the right, responsibility, and capacity to be leaders.
* Leadership can be understood as reciprocal, purposeful learning in community.
* Learning is deeply intertwined with leading.
* Learning communities should be designed to evoke leadership from all children.
* Leading is a public expression of learning; because every student can learn, every student can lead.

 --Linda Lambert, *Leadership Capacity for Lasting School Improvement,* 2003, p. 55.

Reflection: How do you feel that leading and learning are connected? Cite examples of student learning that are also leadership development.

How are you enabling every student to lead? What barriers and resources support every student leading and learning?

Using Constructivist Learning to Support Student Leaders

Constructivist learning supports student learning and leading.

*“Constructivism is based on an understanding of student voice and the need to ignite the brain and focus learning. Pondering ideas and interacting with others enables learners to construct their own meaning and shared knowledge. Meaning becomes most apparent to students when they learn from the literature and history of their own cultures, and is constructed as students make sense of the discrepancies between what they used to know and believe and what they are now experiencing.”* - Linda Lambert. *Leadership Capacity for Lasting School Improvement*, pps. 57-59.

Constructivist learning can be distinguished from other learning theories by the following principles.

**Knowledge and beliefs are formed within the learner.** Rather than considering learners as “empty vessels,” constructivist-learning theory assumes that learners bring experience and understandings to the classroom. Consequently they do not encounter new information out of context, but rather apply what they know to assimilating this information, or else accommodate what they know to match new insights. Either way, the process of knowledge acquisition is interactive.

**Learners personally imbue experiences with meaning.** The values and beliefs they have already formed help learners to interpret and assign meaning, as do their interactions with other students. Meaning is constructed and shaded by students’ previous experiences. Thus two students reading the same poem will interpret the meaning of the poem’s images first according to their individual schemas and second by their interactions with the perspectives of other students.

**Learning activities should cause learners to gain access to their experiences, knowledge, and beliefs.** Constructivist approaches to learning include those that allow learners to use what they know to interpret new information and construct new knowledge. Questions posed to students should prompt their writing to connect with what they know and believe. When these connections are made, learners draw on what they know and reshape it in new and newly meaningful ways.

**Culture, race, and economic status affect student learning individually and collectively.** Student identities and origins affect their experiences both in and out of school. While it is important to incorporate these experiences into the learning, it is even more important to help students understand how their ethnicity and economic status affect them in school and beyond. Poor and minority students often get the message that they have not contributed to the history, literature, arts, or economics of their society because their experiences and accomplishments are not reflected in the formal curriculum.

**Learning is a social activity that is enhanced by shared inquiry.** Students learn with greater depth and understanding when they share ideas with others, engage in the dynamic and synergistic process of thinking together, consider other points of view, and broaden their own perspectives. Constructivism advances the idea that learning is a social endeavor requiring engagement with others in order to gain a growing understanding of the world and one’s relationship to it.

**Reflection and meta-cognition are essential to the construction of knowledge and meaning.** Learners clarify their understandings when they are able to reflect on their learning and to analyze the ways they construct knowledge and meaning. Students develop as learners when they are aware of the processes they engage in as they “come to know.” This awareness enhances their ability to learn and make sense of new information.

**Learners play a critical role in assessing their own learning.** Teachers traditionally establish learning goals and criteria for success and evaluate student progress. Student self-assessment makes the processes for learning explicit to students, shaping their personal schemas and enabling them to actively engage with new learning in the future.

**The outcomes of the learning process are varied and often unpredictable.** Since students help direct their own learning and generate both understanding and meaning, the teacher gives up a degree of control over both the process and outcomes. Student interpretations and perspectives may be richer than the teacher imagined and may take a different path than anticipated.

A Personal Plan for Teacher Leadership

Creating a personal plan to guide your leadership journey may be a helpful strategy. Consider the following questions to help you create your plan for developing as a teacher leader.

* What major understandings have you developed about yourself as you have experienced and read about teacher leadership?
* Visualize the teacher leader you would like to be. What does s/he do and say?
* How does s/he respond to others?
* What additional skills, knowledge, or attitudes will you need in order to achieve your desired image of a teacher leader? How will you develop these skills, knowledge, and attitudes?
* What do you want your students to say about you 20 years from now?

 --Linda Lambert, *Leadership Capacity for Lasting School Improvement,* 2003, p. 42.

The Path of a Teacher Leader

Roland Barth feels that teachers who choose the path of teacher leadership experience:

* A reduction of isolation, which comes from frequent companionship and collegiality among other adults
* The personal and professional satisfaction that comes from improving their schools
* A sense of instrumentality, investment, and membership in the school community
* New learning about the school, the process of change and about themselves, which accompanies being a leader
* Professional invigoration and replenishment, which spills over into their classroom teaching. These teachers become owners and investors in their schools, rather than mere tenants.

Reflection: Discuss Barth’s feelings about teacher leaders.

If you are a teacher leader in your school, with which of these statements do you agree?

Are there any statements with which you disagree?

In what ways are you an owner and investor in your school?

In what ways are you a tenant in your school?

Which areas of your school would you like to explore for new learning, i.e. curriculum development, decision making, committee responsibilities, improvement needs, data analysis, etc.

 --Linda Lambert, *Leadership Capacity for Lasting School Improvement,* 2003, p. 41.

Time for Leadership

Finding time is difficult in all school work; there are countless tasks that need attention and limited time. Using time wisely is a leadership skill that needs development. Making meetings effective, sharing responsibilities, and delegating tasks, etc. can help to use time wisely. Setting priorities and targets focuses time and attention as well.

Consider the following activity to help a group/team/committee focus its time and work.

* Give each participant three Post-It notes. Each note represents one hour of time.
* Create headings on a wall listing the tasks that require your time. For example: Individual Planning Time, Student Tutoring Time, Time for Parent Meetings, Collaborative Planning Time (PLTs), Student Activity Time (clubs, coaching, extra-curricular activities), Time for Committee Meetings, and so on. This process can be used for multiple topics that vie for attention and time from leadership.
* Ask each participant to use the three notes to indicate where they feel time should be spent to the best advantage. Their choices should reflect the areas to which they would most like to give their time. Participants can put a note on three different areas or use 2 or 3 notes for one area.
* Discuss the chart as a group when it is completed. What areas indicate the group’s priorities for use of time? Are the choices achievable? Can all areas be managed effectively if time is designated as people would like to see the time divided? What changes would be needed to achieve this ideal division and prioritization of time?

- Linda Lambert. *Leadership Capacity for Lasting School Improvement*, p. 79.

Finding Time

 Consider the following ideas for dialogues about the need for time and the prioritization of time in your school. Try one or more of these strategies with your group/team/committee to help use your time wisely.

* At a staff meeting, have everyone agree on the most important goal in the school according to the school’s vision and plan. Consider whether the most important goal receives the most important time at the school. If not, explore ways to rectify the situation.
* When planning for the next faculty meeting or for your leadership team’s professional development day, pay particular attention to how time is used. Will the agenda go out ahead of time? Have you built in substantial time for the most important item? Have you taken the time to include a reflective conversation such as a dialogue or protocol? Have you allowed time for feedback from a process observer? Have you provided time for follow up?
* At a staff or team meeting, begin by asking everyone to write briefly on how best they used time that week. Discuss in pairs and share. What did you notice about the criteria individuals used for the best use of time? Discuss.

--Linda Lambert, *Leadership Capacity for Lasting School Improvement,* 2003, p. 79.

Teacher Leaders Build Relationships with Parents

Teacher leaders help schools to reexamine traditional parent roles in their schools. In a traditional view parents are seen as customers. Schools provide their parents/customers with good information about the school and protect them from struggling with the tough problems of the school. In this model communicating information is sending/giving information to parents—a one-way street. In traditional views, parents, when given information, should in turn be unquestionably loyal to the school.

Teacher leaders help build a more reciprocal relationship with parents as partners—a new model of parental involvement. Through rethinking roles, parents become co-leaders and co-learners; everyone learns from each other. Tough issues are shared with parents for input in solving concerns.

|  |  |
| --- | --- |
| Traditional Roles for Parents | Reciprocal Roles for Parents |
| Customers to be satisfied | Partners to be engaged |
| Servants to the school | Collaborators with faculty and staff |
| Obstacles to change | Facilitators of change |
| Critics to be persuaded | Co-learners |
| Students of parenting | Co-teachers |
| Audience for staff decisions and actions | Decision makers with staff |
| Fund raiser | Resource developers |
| Clerks and carpenters | Team members |

Reflection: What do you feel is the role of parents in your school? Are they viewed in traditional roles or in reciprocal roles?

What would be a first step in moving parents to a reciprocal role in your school?

What would you add to this list at your school as you move to a reciprocal role for parents?

What obstacles might you discover as you try to move to a reciprocal role?

--Linda Lambert, *Leadership Capacity for Lasting School Improvement,* 2003, pps. 66-67.

School Leaders Involving Parents

Consider the following possible ways to involve parents in your school to create a reciprocal role. These ideas could be discussed in leadership meetings, parent focus groups, or teacher’s meetings.

|  |
| --- |
| **ACTS OF PARENT LEADERSHIP** |
| * Contributing data of their own to conversations about student development and performance
* Participating in decision making, planning, and development
* Joining school research teams, which might include conducting focus groups with other parents and community members
* Participating in curriculum and instructional practices such as securing apprenticeships and developing project-based learning
* Organizing and influencing other parents to participate
* Advocating for school programs
* Influencing policymakers on behalf of students and schools
* Developing resources (e.g., advocating with businesses, assisting with grants, and influencing district budget decisions)
* Organizing and participating in parent/student/teacher conferences
* Helping to set program evaluation criteria and providing evaluative feedback
 |

--Linda Lambert, *Leadership Capacity for Lasting School Improvement,* 2003, p. 74.

Reflection: Which of these ideas might be effective at your school? Which of these ideas might benefit your school?

What other suggestions could be added to this list of parent acts?

Which of these ideas might be a threat to your school (leaders, teachers, and/or parents)? How could you reduce the threat to others?

The Challenge to Create a Reciprocal Community

 Parents, as well as school leaders, need to rethink their roles. It is a challenge to move parents to a reciprocal view of the school.

 Parents are notorious for supporting programs in schools that meet their needs rather than the needs of all children.

Parents support programs that:

* Separate and label children so that students are in classes with others like themselves (or like the parents’ image of themselves).
* Erect competitive structures so that some students win and many others lose.
* Use more traditional instructional and assessment practices that confuse information with knowledge and test results for the presence of knowledge.

Parents want the best scores for their children so that they will have future success in the best colleges and careers. School leaders need to be courageous in helping parents understand that a handful of individual students with high test scores does not create a democratic society. In addition, parents must be assured that their children will not be sacrificed for the good of the rest. Schools must provide the best for all students.

Reflection: How do the parents of your school view the school’s programs? What is the primary interest of parents at your school? In what areas might your parent base need educating about the benefits of a school for all students?

 --Linda Lambert, *Leadership Capacity for Lasting School Improvement,* 2003, p. 68.

Guidelines for a Reciprocal Community

 To create a reciprocal community, school leaders should consider the following guidelines:

|  |  |
| --- | --- |
| Guideline | Possible Best Practices |
| State explicitly your school’s high expectations of parent participation. | Use a public forum and written communications to share your expectations |
| Engage parents in developing a shared vision. | Provide forums in which parents are asked to discuss their deepest hopes for all students |
| Make learning transparent. | Keep classrooms open for visitations, hold “walkthroughs” with parents, discuss how learning occurs and how it can be recognized, and conduct public exhibitions of student work. |
| Establish relationships that are reciprocal in purpose and behavior. | Hold conferences that explore how children learn at home and what this means for learning in the classroom. Each encounter should enable both the parents to be better at parenting and the school to be better at teaching. |
| Develop structures and processes for parent-to-parent leadership and advocacy. | Design phone trees for opinion polling, conduct focus group studies, and inform parents about new learning practices. Ask parents to exchange services. |
| Assume that parents have the right, responsibility, and ability to struggle with tough issues. | Seek parental input in school issues. Involve parents in decision making. |
| Keep parent participation broad-based. | Consider language translation, evening gatherings, baby-sitting, and offering food at meetings so that all parent groups might participate and thus eliminate meetings/events that are dominated by a small part of your total population. |
| Ask parents to assess their own leadership skills | Hold conversations about parent leadership, ask parents to write reflective statements about their own leadership, and survey parents about leadership behaviors. |

 --Linda Lambert, *Leadership Capacity for Lasting School Improvement,* 2003, pps. 69-70.

Reflection: Which of these guidelines and best practices could benefit your school and your parent community? How could you help the school to implement one of these best practices?

Teacher Leaders

Meeting Resources

Identifying Effective Meetings

Review the following chart as a resource to help you determine how effective or ineffective the meetings at your school might be. Check the box to the left of each grouping that best describes a meeting at your school. After completing the sheet, review your choices. Are your meetings more ineffective or effective? How could you help ensure that meetings become effective in all the categories?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Ineffective Meetings |  | Effective Meetings |
|  | * Meetings start late.
* Meetings end late.
 |  | * Meetings start promptly.
* Meetings start at a consistent time.
* Meetings end at a reasonable time.
* Agenda items have time limits
* Someone monitors time and maintains pace.
 |
|  | * Members digress from the topic at hand.
* Members engage in side conversations.
* Members engage in grading, planning, or other unrelated work.
 |  | * Members stay on task with topic at hand.
* Members leave unrelated work at the door.
* Someone helps keep the group focused on agenda items.
 |
|  | * Meeting purpose is unclear.
 |  | * Meeting purpose is clear.
* Members understand the goal of the meeting.
 |
|  | * Agenda is unclear or there is no agenda.
* Agenda deals mainly with housekeeping or general administrative items
 |  | * Agenda is clear and precise.
* Agenda centers on professional growth and meeting the needs of students.
* Members are able to add agenda items and are clear on this procedure.
* Agenda is distributed before meeting to team members.
 |
|  | * Members are often tardy or absent, or leave meetings early.
* Interruptions are frequent.
 |  | * Entire team is present.
* Set meeting times and dates enable members to block out time to prevent conflicting obligations.
* Members inform team ahead of time if they will be absent.
* Representatives attend in place of absent members.
 |
|  | * There is no record.
 |  | * Minutes are recorded.
* Minutes are reviewed and approved by all team members.
 |
|  | * Misinformation is common.
* Information is assumed.
 |  | * Minutes are disseminated.
* Information is explicit.
 |
|  | * Members are not prepared
 |  | * Members arrive prepared and ready to work
 |
|  | * Roles are unclear.
 |  | * Members have clear, formal roles or take on informal leadership roles.
* Expectations are clearly illustrated.
 |
|  | * Members don’t listen to one another.
* Members cut each other off.
 |  | * Members exhibit attentiveness to colleagues and don’t talk until speakers have finished their points.
* Members clarify paraphrase, and rephrase what is being discussed.
 |
|  | * Members monopolize time or the floor.
 |  | * All voices and opinions are encouraged.
* Talk time is monitored.
 |
|  | * Agenda pushing is present.
 |  | * Members serve the students’ best interests.
 |
|  | * Members are committed to self.
 |  | * Members are committed first to cause and then to one another and to achieving excellence.
 |
|  | * Inability to agree turns to rancor.
 |  | * Opposing viewpoints are welcomed, weighed, and discussed in a professional manner with the understanding that the final decision is not about teachers but about students.
* Process for achieving agreement and consensus is clear.
 |
|  | * Negativity dominates meetings.
 |  | * Positive climate is established through professional leadership.
 |

- John Gabriel, *How to Thrive as a Teacher Leader,* 2005, pps. 182-183.

School Assessment Questions

Review the following questions as a faculty or leadership team. Ask the questions one at a time, allowing for dialogue and brief writing time after each one. Record the group responses. Collect the data and share with other groups that might benefit from your work together. The School Assessment Questions can be used with focus groups, students, and/or parents as well as the staff at the school.

1. Do you have opportunities to participate in leadership at this school? Give an example.
2. How skillful do you feel you are in your collaborative work with others? What are your areas of strength? Areas for growth?
3. Do we work together collaboratively? If so, please offer examples.
4. Are the purpose and core values of our school clear? How would you personally describe them?
5. How do we use data to improve student development and performance?
6. How do you think we are doing with regard to student performance?
7. Can you think of an occasion when we have posed our own questions and sought our own answers about teaching and learning?
8. Are there other opportunities for reflective practice (such as coaching, writing, and dialogue) that we might look into?
9. What principal actions have encouraged and supported the above work? In what ways has the district supported our efforts to build leadership capacity?

10. As you reflect upon these questions, are there other comments that you would like to add?

--Linda Lambert, *Leadership Capacity for Lasting School Improvement,* 2003, pps, 30-31.

Leadership Strategies for Working with Other Teachers

 To be effective in leading others, consider the following strategies:

* Use humor
* Include all teachers and content areas
* Explain strategies briefly and then give participants a chance to practice or observe them
* Frame new approaches as easy and adaptable
* Build from teachers’ existing work
* Present yourself as a continual learner
* Include samples of student work

--Jason Margolis, “How Teachers Lead Teachers”. *Educational Leadership*. Vol. 66. No.5.

Reflection: Plan a presentation for a new program for your school to enrich the reading program or math program for the new school year. Outline the purpose and desired outcomes for the new program. How could you frame your presentation to incorporate as many of the features listed above?

Effective Meetings – Teacher Faces

Draw a picture that shows how a typical teacher looks in a meeting at your school.

Write a brief explanation of for this teacher’s face. What does this picture tell you?

Effective Meetings - Energizers

The following characteristics may be factors that energize a meeting:

* Community norms are clearly established.
* Meetings are managed by a skilled facilitator and a process observer.
* Agenda is focused on issues that affect teaching and learning.
* Strategies are in place for distributing work among participants.
* Agenda is developed collaboratively.
* Meetings are designed so important issues are thoughtfully examined.

Reflection: At your last meeting, how many of the criteria for creating energy were in place?

If the criteria were not present, how was the meeting impacted?

How could you have used more energizers for a more effective meeting?

Effective Meetings – Engaging Reluctant Teachers

The following strategies for Engaging Reluctant Teacher Participation might be helpful in creating a more effective meeting:

* Use strategies such as round-robin technique
* Include external facilitators
* Incorporate conflict-reducing strategies
* Take time to ask for and understand everyone’s point of view
* Use frequent consensus checks
* Share roles and responsibilities
* Establish friendly, humorous signals for off-task conversations

Reflection: Recall a meeting or event in which others were reluctant to participate. Which of the ideas above could have helped you to engage these people? How could you have used the strategy effectively?

Engaging Reluctant Teachers: Questions to Ask Ourselves

 Consider the following questions to help you in engaging reluctant teachers in your school.

* How well do I really know this person’s aspirations, values, history, and interests? Respect and trust grow from relationships.
* How well do our community norms frame our behaviors together as a group?
* To what extent have we developed participation patterns around our professional work, such as using dialogue and evidence to focus on student learning?
* What opportunities for personal goal setting and learning have we made available so that individual interests and passions can be linked to school and district goals?
* How assessable and equitable is information, including resource information?
* How often and in what ways have I genuinely asked this individual for advice and consultation?
* Have we created feedback loops that involve the multidirectional flow of personal, written, and online information?
* When new things are added to the plate, what is removed to make room for them?
* How well do I use questions that evoke reflection, evidence observed, and inferences about my own practice, whether in conversation or when coaching?

--Linda Lambert, *Leadership Capacity for Lasting School Improvement*, 2003, p. 19.

Effective Meetings – Building Consensus

 Being a leader often requires skill in building consensus within the groups with which you work. Review the following points about consensus as well as the charts on the next two pages (Shared Decision Making Continuum and Decision Making). Use the reflection at the bottom of this page to help you apply these points to a specific meeting.

Consensus means:

* All group members contribute
* Everyone’s opinions are heard and encouraged.
* Differences are viewed as helpful.
* Everyone can paraphrase the issue.
* Everyone has a chance to express feelings about the issue.
* Those who disagree indicate a willingness to experiment for a certain period of time.
* All members share the final decision.
* All members agree to take responsibility for implementing the final decision.

Consensus does not mean:

* A unanimous vote.
* The results are everyone’s first choice.
* Conflict or resistance will be overcome immediately.

Consensus does not mean that each person agrees with the decision 100 percent. Rather, team members are told that they need to get 70% comfortable with the decision, but support it 100% when they leave the room. Even when not 70% comfortable, a person cannot block a popular decision without coming up with an alternative or pointing the team in another direction.

Reflection: Recall a recent meeting at your school where decisions were made on a key issue. Apply the points above to the decision-making process at the meeting as well as the ideas in the charts for the Shared Decision Making Continuum and Decision Making found on the following pages. Are there ways that the process could have benefitted from the points in this material? How could you as a teacher leader have used these ideas to help the decision-making process? How might these points be helpful in preparing for a future meeting where a decision might be made that affects teachers in your school?

Shared Decision Making Continuum

Authoritative

Consulting

Voting

Consensus

Teacher Leaders have no say in decisions that affect them.

A select group of Teacher Leaders has a voice. Teacher Leaders have token membership..

Teacher Leaders take a majority vote on decisions.

Teacher Leaders reach consensus on decisions.

Decision Making

People Need to be Involved in the Decision When . . .

People are impacted by the decision

People are responsible for implementing the decision

People can be held directly accountable for results

Degree of Involvement Increases

Leadership Team Actions

 Consider the leadership team at your school. Which of the following might apply your team?

|  |  |
| --- | --- |
| Status | Actions of the Leadership Team that Help the School |
|  | Continually remind colleagues of the vision for the initiative and why it is important |
|  | Models a “we’re all in this together” attitude |
|  | Find points of agreement that can serve as common ground during the implementation of the innovation |
|  | In staff meetings, work in small groups generating explicit ideas and connections on how innovations can advance the shared vision of the school and how it fits the shared purpose |
|  | Provide differentiated support for teachers based on their response to the initiative |
|  | Create time for staff to discuss the change and its implications |
|  | Discuss disagreements and contentions in staff and team meetings |
|  | Probe for questions and concerns from colleagues and bring them to the leadership team for resolutions |
|  | Develop a transition plan with the principal that anticipates various responses and attempts to be proactive |
|  | Communicate the transition plan to all stakeholders |
|  | Create a unified front: Agree upon a consistent uniform message |
|  | Emphasize the fact that things will stabilize as the innovation becomes better defined and institutionalized |
|  | Design effective decision-making procedures, problem-solving tools, and conflict resolution tools |
|  | Model effective mediation strategies |
|  | Communicate the fact that the innovation will disrupt the established routine to some extent |
|  | Be consistent in using procedures that foster a sense of stability |
|  | Take an active role in creating and implementing operational procedures |
|  | Meet frequently with small groups to hear concerns and respond |
|  | Actively seek input from staff |
|  | Work to develop “ownership” rather than “buy-in” for the initiative |
|  | Work with the principal to offer multiple opportunities to discuss the innovation openly and honestly |
|  | Help the staff understand the stages and the implications of changes |
|  | Explicitly communicate the ways in which input informs decisions |
|  | Be transparent about the difference between decisions and input |

--Robert Marzano, et al, *School Leadership that Works,* 2005, p. 122.

Teacher Leaders

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Teacher Leaders

Appendix