

# Leading With Intention: Fostering Collective Leader Efficacy Among School Teams

November 12th, 2024



@Instructional\_lead\_collective



# Emotion Grid

Enraged	Panicked	Stressed	Jittery	Shocked	Surprised	Upbeat	Festive	Exhilarated	Ecstatic
Livid	Furious	Frustrated	Tense	Stunned	Hyper	Cheerful	Motivated	Inspired	Elated
Fuming	Frightened	Angry	Nervous	Restless	Energized	Lively	Enthusiastic	Optimistic	Excited
Anxious	Apprehensive	Worried	Irritated	Annoyed	Pleased	Happy	Focused	Proud	Thrilled
Repulsed	Troubled	Concerned	Uneasy	Peeved	Pleasant	Joyful	Hopeful	Playful	Blissful
Disgusted	Glum	Disappointed	Down	Apathetic	At ease	Easygoing	Content	Loving	Fulfilled
Pessimistic	Morose	Discouraged	Sad	Bored	Calm	Secure	Satisfied	Grateful	Touched
Alienated	Miserable	Lonely	Disheartened	Tired	Relaxed	Chill	Restful	Blessed	Balanced
Despondent	Depressed	Sullen	Exhausted	Fatigued	Mellow	Thoughtful	Peaceful	Comfy	Carefree
Despair	Hopeless	Desolate	Spent	Drained	Sleepy	Complacent	Tranquil	Cozy	Serene

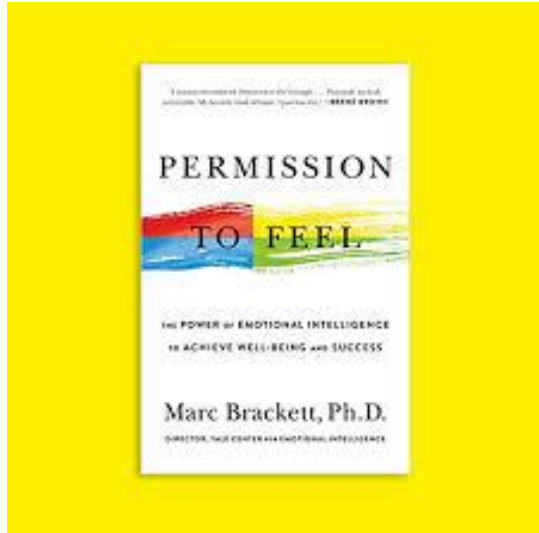
High Energy

Low Energy

Low Pleasantness

High Pleasantness

By understanding and managing our emotions effectively, we can respond to situations more thoughtfully rather than react impulsively.



Marc Brackett, PhD

# SUCCESS CRITERIA:

**By the end of this workshop, participants will be able to:**

- **Define ways they foster Collective Leader Efficacy (CLE).**
- **Explore (for the purposes of transfer) how your team develops a **shared understanding**.**
- **Explore (for the purposes of transfer) how your team engages in joint work.**
- **Explore (for the purposes of transfer) ways to **evaluate impact**.**

# STUDENT OBJECTIVE?

**How is the work you do in your school,  
district, university tied to student  
objectives?**

# CONFIDENCE VS. COMPETENCE

**We pay too much attention to the most confident voices – and too little attention to the most thoughtful ones.**

**Certainty is not a sign of credibility. Speaking assertively is not a substitute for thinking deeply.**

**It's better to learn from complex thinkers than smooth talkers.**

# Collective Leader Efficacy

Collective leader efficacy is a school or district leadership team's ability to develop a *shared understanding* and *engage in joint work* that includes *evaluating the impact* they have on the learning of adults and students in a school.

DeWitt, Nelson (2024). *Leading with Intention: How School Leaders Can Unlock Deeper Collaboration and Drive Results*. Corwin Press.

# Non-Example/Example of CLE

**Collective leader efficacy** is a school or district leadership team's ability to develop a *shared understanding* and *engage in joint work* that includes *evaluating the impact* they have on the learning of adults and students in a school. DeWitt/Nelson

## From (non-example)

At Forest Glen School, the principal unilaterally decides on the focus areas for teacher development without input from other administrators or instructional leaders. There is little discussion or shared understanding among the leadership team about how these initiatives are impacting student or adult learning.

## To (example)

The leadership team at Maplewood High School meets monthly to analyze student assessment data and review professional development outcomes for teachers. They collaboratively create action plans to address identified gaps in student learning and teacher practice, continuously reflecting on their impact and making adjustments as needed.



# How do we develop **shared understanding** (Problem of Practice)?



Collaborative Inquiry Cycle Placemat (DeWitt, 2023).			
<b>1. Problem of Practice</b>		<b>3. Evaluation</b>	
<p>What are your 3 main priorities as a school?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>What is your success criteria?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>• If you do this with intentionality, what would success look like?</p>	<p>What is your evidence of impact?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>i.e., Demographic, Perceptions, Student Learning, School Processes</p>	<p>Data Source #1 (Related to student learning. Need identified in academic plan).</p> <p>_____</p> <p>_____</p> <p>_____</p>
<ul style="list-style-type: none"> <li>What is your evidence saying about your school and student growth and achievement?</li> <li>What does your academic plan or strategic plan focus on?</li> <li>Are your priorities focused on the adults in the school, or are they focused on students?</li> <li>How do they focus on equity and inclusion?</li> </ul>	<p>What are your intended outcomes?</p> <ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul>	<p>Data Source #2 (Related to student learning. Need identified in academic plan).</p> <p>_____</p> <p>_____</p> <p>_____</p> <ul style="list-style-type: none"> <li>Demographic data</li> <li>Perceptions data</li> <li>Student learning data</li> <li>School processes data</li> </ul>	<p>Data Source #3 (Related to teachers and leaders own learning).</p> <p>_____</p> <p>_____</p> <p>_____</p>
<b>2. Implementation</b>		<b>4. Reflection &amp; Next Steps</b>	
<p>What is your working Theory of Action (TOA)?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Intentional Implementation</p> <ol style="list-style-type: none"> <li>Have you created a logic model?</li> <li>What learning moves (activities) will you make?</li> <li>What is your timetable?</li> <li>What impact are you hoping to have on students, teachers, and leaders?</li> </ol> <ul style="list-style-type: none"> <li>How will you engage in a reciprocal transfer of learning during this process?</li> </ul>	<ol style="list-style-type: none"> <li>What did you learn while engaging in this cycle?</li> <li>How did this impact students in a positive way?</li> <li>What improvements did you make to your practice?</li> <li>What would you do differently next time?</li> </ol>	
<ul style="list-style-type: none"> <li>Think of this as an <i>If/Then</i> statement. <b>IF</b> you engage in these actions, <b>THEN</b> what are you expecting or hoping will happen?</li> </ul>			

How do we develop a **shared understanding?**

How do we  
*evaluate the impact?*



How do we  
*engage in joint work?*

How do our actions  
impact student and  
adult learning in  
positive ways?

How do we evaluate  
our own impact?



# SHARED UNDERSTANDING

**We often have a shared language but what we lack is a shared understanding.**

# SHARED UNDERSTANDING

**I heard you say, "Student Engagement." What does that look like in your classroom?**

How do we develop a **shared understanding?**

How do we  
*evaluate the impact?*

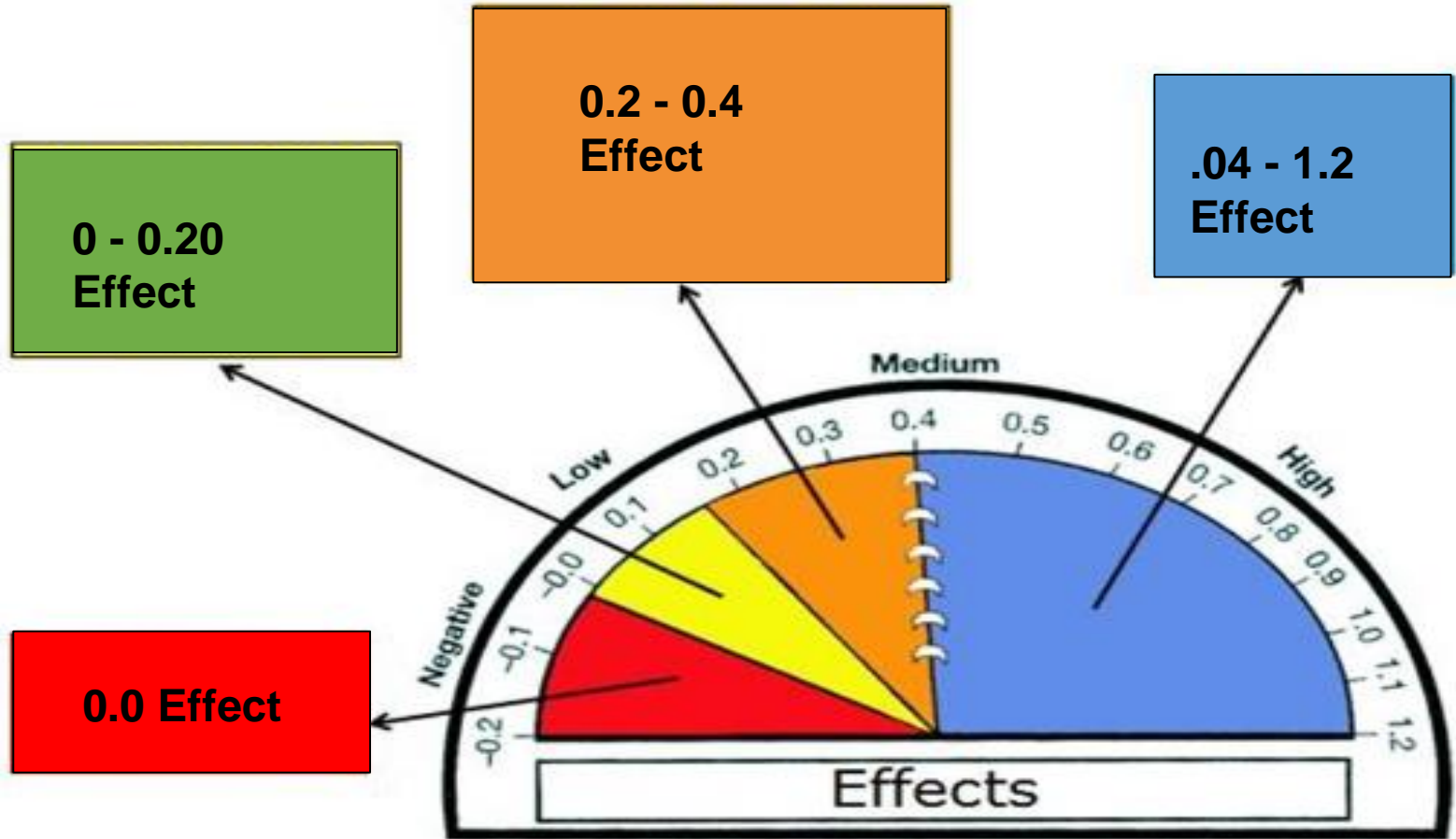


How do we  
*engage in joint work?*

# CHALLENGE THINKING

**Collaboration doesn't working any better than if you do it on your own if you're not challenging each other's thinking.**

# Barometers of Influence





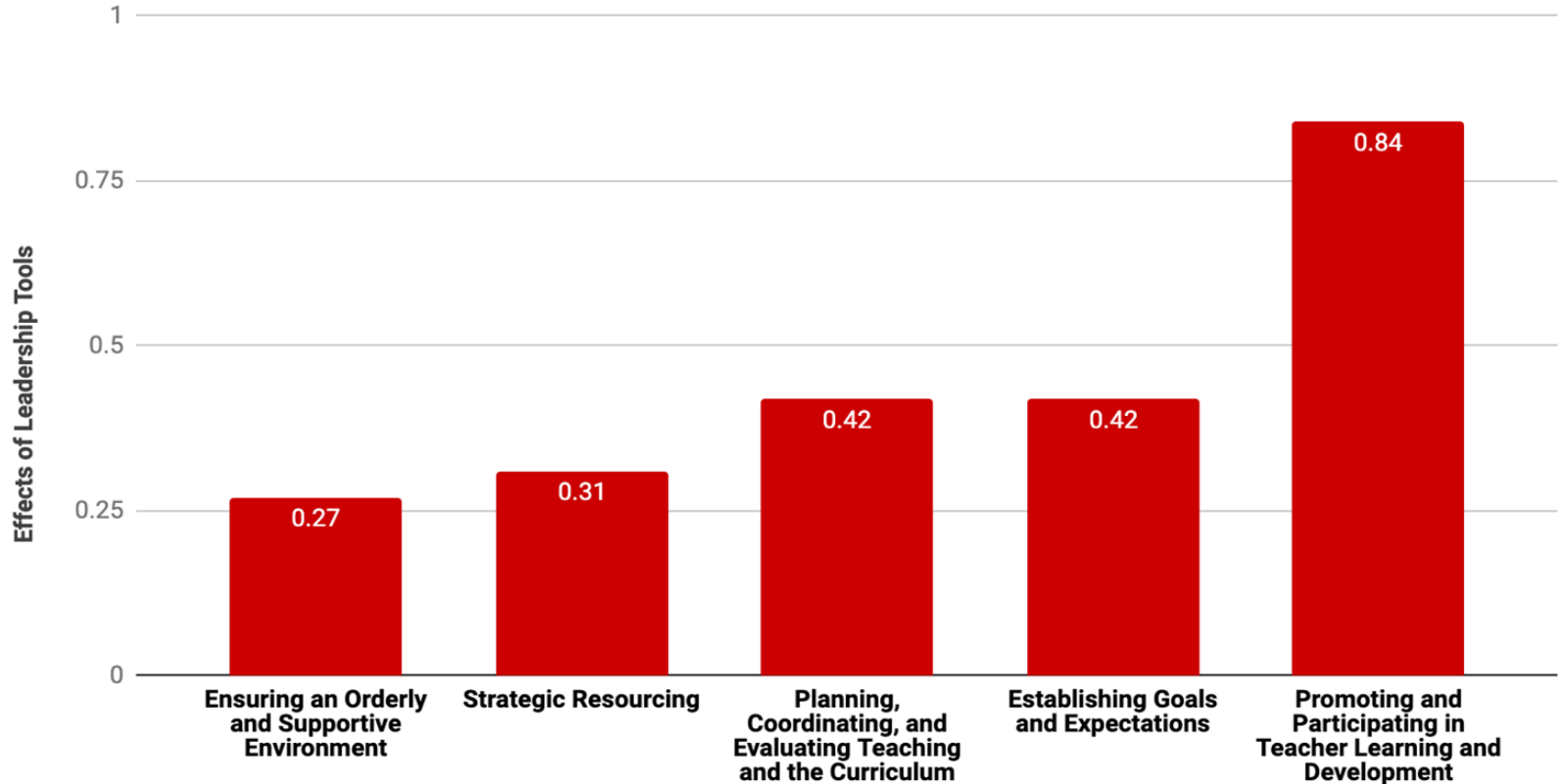
# Rank the Leadership Dimensions

- Planning, coordinating, evaluating teaching & the curriculum
- Ensuring an orderly & supportive environment
- Establishing goals & expectations
- Strategic resourcing
- Promoting & participating in teacher learning & development



# Effects of Leadership Tools

Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. *Educational Administration Quarterly*, 44(5), 635-674.



How do we develop a **shared understanding?**

How do we  
*evaluate the impact?*



How do we  
*engage in joint work?*

# Meta-Analysis

*Effect of Teacher Coaching on Instruction and Achievement*

*“results across 60 studies that employ causal research designs, find pooled effect sizes of 0.49 standard deviations (SD) on instruction and 0.18 SD on achievement.”*



Kraft MA, Blazar D, Hogan D. [The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence](#). Review of Educational Research [Internet]. 2018;88 (4) :547-588.

# Impact

**Impact** - *The measurable influence or effect that the collective actions of a leadership team have on the growth, development, and success of students and staff, as demonstrated by improvements in learning outcomes, professional practices, and overall school climate and culture.*



# Types of Data

<p>Demographic Data – Describe the system.</p>	<ul style="list-style-type: none"><li>• Community - Location, history, economic base</li><li>• School district – Description, history</li><li>• Students – Living situation, gender, etc.</li><li>• Staff – Number of teachers, years of experience</li><li>• Parents – educational level</li></ul>
<p>Perceptions Data – How we do business. Culture, climate, values and beliefs.</p>	<ul style="list-style-type: none"><li>• Schoolwide self-assessment – surveys</li><li>• Empathy interviews</li></ul>
<p>Student Learning Data – How our students are doing?</p>	<p>Assessment FOR learning – Assessment helps teachers gain insight into what students understand in order to plan and guide instruction and provides helpful feedback to students.</p> <p>Assessment AS learning – Students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking increased responsibility for their learning.</p> <p>Assessment OF learning – Assessment informs students, teachers, and parents, as well as the broader educational community.</p>
<p>School Processes Data – What are our processes?</p>	<p>Instructional – Differentiated instruction, inclusion, inquiry</p> <p>Organizational – Data teams, instructional coaching</p> <p>Administrative – Attendance programs, class size, Discipline</p> <p>Continuous School Improvement – Evaluation, leadership, vision, etc.</p> <p>Programs – Accelerated reader, 9<sup>th</sup> grade programs, AVID, etc.</p>

# Impact



# Collective Leader Efficacy

From (I used to think...)

Principal sets the direction of the school.

School priorities are focused on adults and/or test scores.

Our PLC's and data team meetings focus only on strategies.



To (Now I think...)

Instructional leadership team sets the direction of the school.

School priorities are focused on student objectives based on data and evidence.

Our PLC's and data teams focus on strategies and impact.



**THANK YOU!!!**



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