A Developmentally Intentional Teacher Leadership Cohort Year 2

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Teacher Leadership Cohort

**Who?**
26 Teachers and Administrators

**What?**
A Developmental Curriculum that aims to build capacity internally and teach leadership skills.

**When?**
Monthly over 3 years > 50 hours

**Why?**
• Adaptive & Mixed Challenges
• Teacher Voice
• Cultural Shifts
• Shared pedagogical approaches
• Increased retention & job satisfaction
• Student achievement
The Current Climate of Education

COVID COMPLICATES
TEACHER SHORTAGE
IN MATH THE
U.S RANKS 36TH
OUT OF 79 COUNTRIES

EDUCATORS TEACHING ONLINE AND IN
PERSON FEEL BURNED OUT

EQUITY IN EDUCATION

SPECIAL EDUCATION
TEACHER SHORTAGE
LIKELY TO GET
WORSE

PANDEMIC

THE TOP 10 JOBS IN 2010
DIDN’T EXIST IN 2004

INDIA HAS MORE
HONORS
STUDENTS THAN
NORTH AMERICA
HAS KIDS
## Step 1: Understanding the Challenges

### TECHNICAL PROBLEMS VS. ADAPTIVE CHALLENGES

The single biggest failure of leadership is to treat adaptive challenges like technical problems.

<table>
<thead>
<tr>
<th>TECHNICAL PROBLEMS</th>
<th>ADAPTIVE CHALLENGES</th>
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<tbody>
<tr>
<td>1. Easy to identify</td>
<td>1. Difficult to identify (easy to deny)</td>
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<tr>
<td>2. Often lend themselves to quick and easy (cut-and-dried) solutions</td>
<td>2. Require changes in values, beliefs, roles, relationships, &amp; approaches to work</td>
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<td>3. Often can be solved by an authority or expert</td>
<td>3. People with the problem do the work of solving it</td>
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<td>4. Require change in just one or a few places; often contained within organizational boundaries</td>
<td>4. Require change in numerous places; usually cross organizational boundaries</td>
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<td>5. People are generally receptive to technical solutions</td>
<td>5. People often resist even acknowledging adaptive challenges.</td>
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<td>6. Solutions can often be implemented quickly—even by edict</td>
<td>6. “Solutions” require experiments and new discoveries; they can take a long time to implement and cannot be implemented by edict</td>
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Source: Groupsmith, adaptive from the Practice of Adaptive Leadership, Heifitz et. al., 2009
School leadership is now too complicated for a single person.

Teachers should be developed as leaders.

Teacher leaders can foster collaboration and comradery in schools which can reduce stress and yield positive gains for teachers and students alike.

The Recommended Solution: Shared Leadership
Teachers become leaders in their schools by being respected by their peers, being continuous learners, and using skills and influences to improve educational practices of their peers. (Wenner & Campbell, 2017)
A *cultures of sameness* is known as an *egalitarian* norm – one in which every teacher is considered organizationally equal and is only separated by length of tenure.

School cultures that uphold traditional norms of seniority, egalitarianism, and working in isolation present barriers to teacher leaders’ ability to fulfill their roles effectively.
A Three Year Developmentally Intentional Teacher Leadership Institute

Year 1: Self Awareness & Developmental Diversity

Year 2: A Developmental Approach to Collaboration & Teaming

Year 3: Assuming a Leadership Role & Passion Projects
Year One Curriculum: Leading with developmental diversity in mind

1. Introduction to teachers as leaders & ETS
2. Teacher Leader Standards
3. Adaptive and technical challenges
4. Setting a developmentally intentional improvement goal
5. Professional book club

START

FINISH

Introduction to teachers as leaders & ETS
Teacher Leader Standards

Introduction to Learning-Oriented Leadership & Ways of Knowing

Adaptive and technical challenges

Setting a developmentally intentional improvement goal
Year Two Curriculum: A Developmental Approach to Teaming & Collaboration

1. Norms/Check Ins & meeting logistics
2. Egalitarian Norms, Group Think, & Team Dynamics
3. Administering team improvement surveys & setting an improvement goal.
4. Teaming
5. Strategies & role playing for critical conversations & overcoming resistance.
6. Book Club: Strengthsfinder (by Don Clifton)
What Outcomes Can We Expect?

*Findings from similar districts*

- Increased Efficacy
- Increased Collaboration
- Assumption of Additional Leadership Roles
- Reduced Stress
A Body of Research for Teacher Leadership

- Teachers who engage in leadership are associated with higher levels of retention and report greater job satisfaction.

- Higher student achievement is correlated with models of school leadership that have input from all stakeholders, *including teacher leaders*.

- A survey of 1,000,000 teachers and 25,000 schools found that schools with the highest levels of instructional and teacher leadership average at least 10 percentile points higher in both math and English Language Arts on state tests,— even after controlling for factors like school poverty, size, and location.
Thank you!
Teachers/Administration in the TLC

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<th>Name</th>
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<tbody>
<tr>
<td>Ben Bolger</td>
<td>Dan Guyton</td>
<td>Patrice Silagi</td>
<td>Dr. Ashley Janosko</td>
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<tr>
<td>Steve Buonaspina</td>
<td>Heather Hammett</td>
<td>Admin</td>
<td>Scott McKinney</td>
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<tr>
<td>Tommy Clayton</td>
<td>Erin Lanigan</td>
<td>Dr. Melissa Varley</td>
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<td>Noelle Fenimore</td>
<td>Sharon Leahy</td>
<td>Steve Hopkins</td>
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<td>Jennifer Fischer</td>
<td>Brenda Marley</td>
<td>Jackie Bartlett</td>
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<td>Kimberly Fleming</td>
<td>Nadezhda Mims</td>
<td>Annie Corley</td>
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<td>Christina Froehlich</td>
<td>Susan Poage</td>
<td>James Finley</td>
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<td>Maria Graziano</td>
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