Implementing collective leadership to create collective responsibility for change

#LearnFwd19 | St. Louis, MO
Every state invested in student-centered, educator-led innovation by 2030
“Bright spot” models for teacher leadership, engagement, & capacity-building

Curricula & tools for teams show ROI on professional learning within current budgets & staff structures

Collective leadership approaches fuel student learning, school improvement goals

14K-member Collaboratory sparked movements for teacher leadership and networked communities for educators

Teacherpreneurs book and pilots inspire spread of hybrid roles

Supported blogging and storytelling positions

100+ teachers as national education thought leaders

CTQ’s model for virtual and blended communities of practice boosts engagement 2-6x

Coaching and supports raise educator micro-credential earning rate by 30+ points

9 in 10 CTQ partners "strongly agree" their districts and schools have stronger improvement strategies, increased collective efficacy

Schools using our approach report up to 10 percentage point increases in student benchmark scores

Now reaching two state agencies, 19 districts and district networks with collective leadership supports
Let’s connect!

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Center for Teaching Quality
Alesha Daughtrey

Center for Teaching Quality
CTQ Baton
How we’re using time today

- Why collective leadership?
- What competencies support collectively led change work?
- What tools and strategies support collective leadership development?
- How might you take these ideas into your own work?
Norms for our work

- Trust the process.
- Assume good intentions.
- Step up and step back.
- Model habits of mind and behavior that support teaching, learning, and leading.
- Dare yourself to be an innovator.
- What else supports our effort today?
What does “change” look like?
## Distinguishing Technical and Adaptive Work

<table>
<thead>
<tr>
<th></th>
<th>Technical Work</th>
<th>Adaptive Work</th>
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<tbody>
<tr>
<td><strong>The Solution</strong></td>
<td>... is clear</td>
<td>... requires learning</td>
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<tr>
<td><strong>The Problem</strong></td>
<td>... is clear</td>
<td>requires learning</td>
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<tr>
<td><strong>Whose Work is It?</strong></td>
<td>experts or authority</td>
<td>stakeholders</td>
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<tr>
<td><strong>Type of Work</strong></td>
<td>efficient</td>
<td>act experimentally</td>
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<tr>
<td><strong>Timeline</strong></td>
<td>ASAP</td>
<td>longer-term</td>
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<td><strong>Expectations</strong></td>
<td>fix the problem</td>
<td>make progress</td>
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<td><strong>Attitude</strong></td>
<td>confidence and skill</td>
<td>curiosity</td>
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</table>
What does it look like to be “leader” v. a “boss”? 
Traditional leadership for change and improvement is easy to define and implement but nearly impossible to sustain.
Big investments...

4 in 5 dollars spent on personnel

$18b invested in professional learning and leadership development

24 states with formal supports or incentives for teacher leaders

50 states emphasizing some type of continuous improvement effort under ESSA plans
...small gains

- 16% teacher turnover annually; highest in disadvantaged communities
- 1 in 4 principals leave annually
- 19% educators are dissatisfied with professional learning opportunities
- 31% fewer states making uniform progress on NAEP; increased achievement gaps
- 70% change efforts fail
Collective leadership leverages the capacity of educators in many roles to accomplish complex leadership work, within and across schools.
Mathematics achievement (SD) vs. Years of experience

- **Above average environment**
- **Average environment**
- **Below average environment**

Schools’ overall professional environment rating percentile

*Kraft & Papay, 2014*
Case studies: Collective leadership work in context

**School-level leaders**
- Walker-Gamble Elementary/Clarendon Co. School District 3 (small rural)
- School District of Philadelphia (large urban)

**District-level leaders**
- Nazareth Area School District (small sub/ex-urban)
- School District of Philadelphia (large urban)

**State-level leaders**
- Walker-Gamble Elementary/Clarendon Co. School District 3 (small rural)
What competencies, mindsets, and practices supported collectively led change in the case you explored?

What traditional leadership competencies, mindsets, and practices might have been downplayed or abandoned?
Core practices
to support collective leadership

- De-siloed work
- Reflection & analysis
- Action orientation
- Clear challenges, flexible solutions
- Shared responsibility
- Shifting roles based on work
- Articulation of challenges, successes, & learning
- Networked practice
Think about a recent change effort in which you or your team engaged.
Systems conditions
to support collective leadership

- Vision and strategy
- Supportive administration
- Capacity & resources
- Work structures
- Relationships & social norms
- Shared influence
- Orientation toward improvement
<table>
<thead>
<tr>
<th>Vision &amp; strategy</th>
<th>Supportive administration</th>
<th>Capacity &amp; resources</th>
<th>Work structures</th>
<th>Relationships &amp; social norms</th>
<th>Shared influence</th>
<th>Orientation to improve</th>
<th>RESULTS</th>
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Password:

The playbook SUBMIT
More information about Supportive administration

- Downloadable tool: Assessing your current state
- Downloadable tool: Understanding your team’s why
- Downloadable tool: Designing your team’s how
- Downloadable tool: Implementing your team’s plan
Creating a Plan for Redesigned Learning

- Center for Teaching Quality
  - Free

Assessing How Time is Currently Used

- Center for Teaching Quality
  - Free

Managing Change

- Center for Teaching Quality
  - Free

Ensuring Alignment to the Shared Purpose

- Center for Teaching Quality
  - Free
What's the first need or challenge you’ll need to address to reach the goal? Record it here.
If the need or challenge were solved, here's what I/we would...
<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>What does each person/group care about?</th>
<th>How might s/he/they describe the need or challenge?</th>
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<tbody>
<tr>
<td>Who else needs to more fully understand the need or challenge?</td>
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<td>What people or groups are affected by the need or challenge?</td>
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<td>Who are the decision makers who could influence an outcome?</td>
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## Vision & strategy
- Supportive administration
- Capacity & resources
- Work structures

## Capacity & resources
- Relationships & social norms
- Shared influence
- Orientation to improve

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<td>NO CHANGE</td>
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**TeachingQuality.org**
Vision & strategy

**CHALLENGE DEFINITION**

The need or challenge that I am/we are addressing is...

What might we do to respond to that underlying problem of practice?

- Why?
- Why?
- Why?
- Why?
- Why?

Our problem of practice is...

Our theory of action is...

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<table>
<thead>
<tr>
<th>Name/Team</th>
<th>Application</th>
<th>Our School</th>
<th>Rate</th>
<th>Date</th>
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[TEACHINGQUALITY.ORG](https://teachingquality.org)
Core practices
to support collective leadership

- De-siloed work
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- Articulation of challenges, successes, & learning
- Networked practice

Supportive administration

TEACHINGQUALITY.ORG
THE NO IN INNOVATE

ABANDONMENT DUE TO INITIATIVE FATIGUE

PAST

OVERWHELMED

ANXIOUS

ORGANIZED

FUTURE list for ORGANIZED abandonment

Make a list of all your go-to leaders.

Now imagine they’re gone. Who’s on your list of could-go-to leaders?
Compass points for leadership

**North**
Sure, let’s go. Let’s get this done.

**West**
What are the details? What are the guidelines?

**East**
Why? What is the point? What is the big picture?

**South**
Does this work for everyone else? Have all the members of this group been considered?
Rebalance the scales

Deciding
- Why is this work important?
- How will we meet our goals?
- Who should execute the work?
- How do we support others?

Doing
- What am I putting in place?
- What or whose expectations do I need to meet?
- When do I need to have work complete?
- Where can I fill in gaps in my knowledge?
### Immunity Map Worksheet

Choose a goal that would make a big difference, one you truly want to achieve. Ask yourself (or imagine asking a group of people who know you well): What is the single most powerful change I could make to improve my life (or work performance, relationship, finances, etc.)?

Next, specify what concrete behaviors are necessary to achieve this goal. Frame them as positive statements (for example, “delegate more” vs. “stop doing all the work myself”).

Ask yourself (or an imagined observer): What’s the thing you do, or don’t do, that most gets in the way of your goal? Take stock of the things you do instead of the behaviors that could create positive change. You don’t need to explain or understand your obstructionist behaviors. Just notice them and write them down. Define your actions, not your feelings.

Big assumptions, says Lahey, “are the beliefs and internalized truths we hold about how the world works, how we work, and how people respond to us. They are assumptions that make each hidden commitment feel necessary.” Look for assumptions that anchor and inform your specific hidden commitments. Notice how your assumptions lead to the very behaviors that undermine, rather than support, your goal.

### Improvement Goal

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<th>Improvement Goal</th>
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### Behaviors That Go Against My Goal

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<th>What I’d need to do differently:</th>
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### Hidden Competing Commitments

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<th>Worry Box:</th>
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Find the full article, “How to Overcome Immunity to Change,” in the May 2011 archives at experiencelife.com.

What supports do you need to make and sustain shifts to collective leadership?
Take our 3 minute survey!

[Image of survey interface]

kickup.co/2019LF

SESSION ID: 2302

NOTE: Session ID should be in all CAPS and is case-sensitive.
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