How do we support new school leaders as they develop skills in the CPSEL and Equitable Leadership practices?

Agenda for Day One

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The Seven Norms of Our Collaborative Work

**Promoting a Culture of inquiry:** Exploring perceptions, assumptions, beliefs, and interpretations promotes the development of understanding. Inquiring into the ideas of others before advocating for one’s own ideas is important to productive dialogue and discussion.

**Pausing:** Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion and decision-making.

**Paraphrasing:** Using a paraphrase starter that is comfortable for you: “So…” or “As you are…” or “You’re thinking…” and following with a paraphrase assists member of the group to hear and understand each other as they formulate decisions.

**Probing:** Using gentle open-ended probes or inquires such as, “Please say more…” or “Can you tell me more about…” or “Then, are you saying…?” increases clarity and precision of the group’s thinking.

**Putting ideas on the table:** Ideas are the heart of meaningful dialogue. Label the intention of your comments. For example, you might say, “Here is one idea…” or “One thought I have is…” or “Here is a possible approach”… or “I’m just thinking out loud…”

**Paying attention to self and others:** Meaningful dialogue is facilitated when each group member is conscious of self and others and is aware of not only what he/she is saying, but also how it is said and how others are responding. This includes paying attention to learning styles when planning for, facilitating and participating in group meetings. Responding to others in their own language is one manifestation of this norm.

**Presuming positive intentions:** Assuming that other’s intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional put-downs. Using positive intentions in your speech is one manifestation of this norm.

Adapted from William Baker, Group Dynamics Associates, Edited by Art Costa and Bob Garmston.
What has been your experience with helping others to improve through conversation?

What coaching is.
What coaching is not.

Read page 16, Discuss
As an elementary school principal leads a staff meeting, he says that he believes all students in this school are capable of learning at high levels. Then he invites comments from the staff.

A 2nd-grade teacher raises her hand and says, "I've been teaching for a dozen years and I know that some children will never be able to learn what others are able to learn. Some children just don't have the home lives, the innate intellectual ability, or even the desire to learn as much as other children."

The principal, visibly red in the face, says, "That is a really unprofessional attitude. That is not the attitude a teacher should have in this school."

Or

The principal says, "I want to learn more about your views. You've had a lot of experience as a teacher in this building and in this district. Tell us more about why you believe as you do."

Which response from the principal is most likely to keep this conversation going? Which response is most likely to encourage other teachers to speak up and share their points of view? Which response is most likely to shut down honest exchanges between teachers and principal?

This sort of exchange between a principal and a teacher—particularly when it occurs in full view of an entire school staff—is at the heart of the relationships that these individuals will have with each other.

The quality of these relationships is key to a staff's ability to work with each other and achieve the kind of sustained collaboration necessary to do the hard work of school improvement.

"We talk a lot about the importance of a productive school culture. But it's the social relationships between people in schools that form that culture. A high-performing culture is ultimately about the quality of those relationships," says Dennis Sparks, executive director of the National Staff Development Council.

Listen Carefully

By Joan Richardson

Good communication skills build relationships that foster school improvement

Set Aside . . .

1. Your story
2. Your inquisitiveness
3. Your solutions
4. The need for conclusions
How do we best support others?

<table>
<thead>
<tr>
<th>Pause</th>
<th>Paraphrase</th>
<th>Probe</th>
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<tbody>
<tr>
<td>Provides time for thinking</td>
<td>Provides an opportunity to re-hear our ideas</td>
<td>Sparks opportunities for reflection and review</td>
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Sparks is not the only educator concerned about relationships in schools. In his newest book, Leading in a Culture of Change (Jossey-Bass, 2001), Michael Fullan calls relationships "Job Two." Relationships have even become the focus of serious research: University of Chicago researchers Anthony Bryk and Barbara Schneider have examined the role of social relationships in Chicago public schools and concluded that schools with a high degree of "relational trust" are far more likely to make the kinds of changes that help raise student achievement than those where such relations are low, according to a recent article in the Harvard Education Letter (July/August 2002). In an unrelated story out of Chicago, the magazine Catalyst reported that a highly touted professional development effort at the city’s Manley High School failed largely because of lack of trust and poor relationships among key players in the effort.

Although he’s been working in this area for many years, Robert Garmston will quickly admit that it’s difficult to sell school staff members on the value of paying more attention to their relationships with each other. "Our experience is that people are so busy and their plates are so full that asking them to pay attention to the ways they communicate is just a crazy maker," Garmston says.

He recommends that principals begin such work by laying out the rationale for such an emphasis. Introduce staffs, he says, to the professional learning communities work of Karen Seashore Louis and to the more recent research from Chicago.

Focusing on the conversations teachers and principals have with each other is the starting point for this work, say both Garmston and Sparks. But improving the quality of conversations among staff members cannot be done in isolation, they say.

Although some time must be spent learning new skills, those new skills can quickly be put to use in the context of a school's regular work, such as staff meetings, team meetings, and curriculum committees.

"You work on the culture and the relationships simultaneously with the other work that you're doing," Sparks says.

One place a school staff might begin is by taking the inventory offered on Pages 4 and 5 (offered in the PDF version through the Comprehensive Members area of NSDC’s site). Garmston uses this tool as a way for staff members to kick off a discussion about the way they communicate with each other and to identify the skills they want to focus on. Garmston’s book, The Adaptive School (Christopher-Gordon, 1999), provides substantial background for further work in this area.

Once a staff identifies skills it wants to improve, Garmston recommends a regular reminder at the start of each meeting and a check-in at the end of each meeting to gauge the group’s progress.

Learn new skills

Listen to Hear

Because communication is a two-way street, it doesn’t happen unless the intended message is received. While great amounts of time are devoted to being an excellent speaker or writer, relatively little time is devoted to learning how to be a good receiver.

Sparks says effective listeners just focus on listening carefully without devoting part of their attention to what they will say next. See the tool on Page 3 (offered in the PDF version through the Comprehensive Members...
Listen Carefully

area of NSDC’s site) for an activity that will help your group practice this strategy.

Paraphrase

Garmston draws a clear distinction between the practice of paraphrasing and the "effective listening" of several decades ago.

The effective listening strategy ("I hear what you’re saying") took the emphasis off the speaker and placed it on the listener, he says. In the paraphrasing that he recommends, the emphasis remains with the speaker.

In the example at the beginning of this article, the principal paraphrased the statement of the teacher by capturing the essence of her message and then asking for more information.

Garmston and his colleague Bruce Wellman describe three types of paraphrasing in their book, The Adaptive School.

Avoid obligatory language

Spark recommends paying close attention to obligatory words that you use in both verbal and written conversations. For example, how many times today will you say or write a sentence that includes these words?

* You must ...
* You ought to ...
* You should ...
* You have to ...
* You need ...

"If someone is 'shoulding' us, we may feel coerced and patronized. Shoulds ask us to live out the values and intentions of others as if there is only one right way to do something. In the process, we lose our voice and vitality, which is ultimately destructive to the relationships we're trying to build," Sparks says.

Tools for Schools, October/November 2002

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What support might you need to improve these listening and coaching skills?
Demonstration

1. A’s - Observe the speaker for signs of thinking and cognitive shifts. Watch the eyes, the posture, breathing, gestures, tonality, language.


3. Share your observations with your partner after the demonstration.

4. What do we gain for investing this time in these types of conversation?

Listen to hear - don’t listen to speak
Lunch Time!
The Four Tools of Cultural Proficiency

Guiding Principles, p. 44

- Culture is a predominant force
- People are served in varying degrees by the dominant culture
- Acknowledge group identities
- Diversity within cultures is important
- Respect unique cultural needs

The Guiding Principles are the core values, the foundation upon which the approach is built.

The Continuum, p. 36

- Cultural destructiveness
- Cultural incapacity
- Cultural blindness
- Cultural pre-competence
- Cultural competence
- Cultural proficiency

There are six points along the cultural proficiency continuum that indicate unique ways of perceiving and responding to differences.

Essential Elements for Cultural Competence p. 36

- Assess Culture
- Value Diversity
- Manage the Dynamics of Difference
- Adapt to Diversity
- Institutionalize Cultural Knowledge

The Essential Elements of cultural proficiency provide the standards for individual behavior and organizational practices.

Barriers to Cultural Proficiency, p. 37

- The presumption of entitlement
- Systems of oppression
- Unawareness of the need to adapt
- Resistance to change

The barriers to cultural proficiency are systemic privilege, oppression, and resistance to change.
Culture is Predominant Force
• Shapes Assumptions and Beliefs
• Determines Behaviors
• Can be a cause of conflict

People are Served in Varying Degrees by the Dominant Culture
• There is a dominant culture
• The burden for change need to be shared

Acknowledge Group Identity
• You cannot NOT have a cultural identity
• Dignity in a group identity is as important as individual identity

Diversity Within Cultures is Significant
• Each group has needs that are not met within the boundaries of the dominant group
• Expression of an individual’s identity is not disrespectful to yours.

Each Group Has Unique Cultural Needs
• Dominant groups can fail to recognize important differences
• Member of target groups need to tell their stories

How do new school leaders experience the force of culture as they begin their new roles?

What examples of dominant cultures are evident in the workplace of our candidates?

What’s important in helping our candidates identify group identities in their schools?

How do we help our candidates meet the needs of groups in their school cultures?

How do we help our candidates discover the differences in the groups they work with?
A Candidates View of the Induction Processes

Sample 2-year timeline

Ongoing

- Individual Coaching
- Cohort Coaching
- Collaboration Logs

Beginning of Year 1

- Application Packet
- CPSEL Assessment
- Candidate Position Profile
- Program Orientation
- Individual Leadership Plan
- Candidate Observation
- Professional Development / Job Shadow

Beginning of Year 2

- Coaching Observations
- CPSEL Assessment
- Coach Program Survey
- Candidate Program Survey
- Professional Development Survey
- Individual Leadership Plan
- District Program Survey

End of Year 2

- Coaching Observation
- CPSEL Assessment
- Coach Program Survey
- Candidate Program Survey
- Professional Development Survey
- District Program Survey
- Exit Interview

Document, Assessments, Meetings
CAPEA Coaches

The Program
- selects, prepares, and assigns coaches to their candidates
- supports and supervises the coaches
- gathers data to determine effectiveness to program goals.
- provides the framework for development of an Individual Induction Plan.
- provides ongoing training in coaching skills
- regularly assesses the quality of the series provided by coaches using participant feedback, direct observation of coaching, growth of the candidate and compliance with program requirements.

The Coach
- is trained prior to being assigned.
- is committed to a candidate for two years, 40-60 hours a year
- maintains a confidential relationship.
- coordinates with the candidates supervisor
- assists in the implementation of the Individual Induction Plan (IIP).
- assists in investigating, goal setting, action planning, observation, data gathering, facilitation and reflection.
- documents growth and attainment of the CPSEL.
- monitors and improves their coaching skills.

What assets do you bring to this set of requirements?

What challenges do you foresee?
### CPSEL

<table>
<thead>
<tr>
<th>1. Creating a Shared Vision</th>
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<tbody>
<tr>
<td>Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. Develop, support and allocate resources to support the vision.</td>
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<th>2. Instructional Leadership</th>
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<tr>
<td>Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. Discover the culture, guide the instructional program and professional growth of staff using data.</td>
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<th>3. Managing &amp; Learning Environment</th>
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<td>Organize and allocate time, money, capacity of individuals to build the capacity of school systems to meet organizational goals.</td>
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<th>4. Family &amp; Community Engagement</th>
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<tbody>
<tr>
<td>Collaborate with the community, families, and other agencies. Create an inclusive and diverse team. Include the perspectives and involvement of multiple stakeholders. Recognize diversity as a strength and inclusiveness as essential to excellent decision-making, planning and working.</td>
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<th>5. Ethics &amp; Integrity</th>
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<td>Model reflective practice that leads to continuous growth. Sustain professional commitment and effort. Maintain and represent the ethical standards of professionalism. Keep balance and perspective in your personal and professional life.</td>
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<th>6. External Context &amp; Policy</th>
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<td>Understand, respond to, and influence the larger political, social, economic, legal, and cultural context that affects teaching and learning. Interact with stakeholders responsible for policy, procedures and practices in their school, district, and government.</td>
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### ISLLC Dispositions

#### Leadership

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<tr>
<th>Vision</th>
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<tbody>
<tr>
<td>Every student learning</td>
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<td>Collaboration with all stakeholders</td>
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<tr>
<td>High expectations for all</td>
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<tr>
<td>Examining assumptions and beliefs</td>
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<tr>
<td>Continuous improvement using evidence</td>
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<tr>
<th>Instruction</th>
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<tbody>
<tr>
<td>Learning as the fundamental purpose of school</td>
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<td>Diversity as an asset</td>
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<tr>
<td>Continuous professional growth and development</td>
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<tr>
<td>Lifelong learning</td>
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<tr>
<td>Collaboration with all stakeholders</td>
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<td>High expectations for all</td>
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<th>Management</th>
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<tr>
<td>A safe and supportive learning environment</td>
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<tr>
<td>Equitable distribution of resources</td>
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<tr>
<td>Operating efficiently and effectively</td>
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<tr>
<td>Management in service of staff and student learning</td>
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<th>Community Engagement</th>
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<td>High standards for all including family and community as partners</td>
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<tr>
<td>Collaboration with all stakeholders</td>
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<td>Respect for the diversity of family composition</td>
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<th>Ethics and Integrity</th>
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<tbody>
<tr>
<td>The common good over personal interests</td>
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<td>Taking responsibility for actions</td>
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<tr>
<td>Ethical principles in all relationships and decisions</td>
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<tr>
<td>Modeling high expectations</td>
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<tr>
<td>Continuously improving knowledge and skills</td>
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<th>Political Structures &amp; Forces</th>
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<tbody>
<tr>
<td>Advocate for children and education</td>
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<tr>
<td>Influence policies at every level</td>
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<tr>
<td>Uphold and improve laws and regulations</td>
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<tr>
<td>Eliminate barriers to achievement</td>
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<tr>
<td>Build on diverse social and cultural assets</td>
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</table>
Listen to hear, don’t listen to speak.

Set Aside

1. Your story
2. Your inquisitiveness
3. Your solutions
4. The need for conclusions

Practice every chance you get
1. Determine who’s “A”, who’s “B”.


3. There is no response to each statement on pages 3-9

4. Beginning on page 12 the listener will paraphrase, in shorter, different words, what the speaker said. Continue to the end of the booklet.

5. How did it feel to be listened to in this way? What was difficult about this exercise?
We don’t learn from experience, we learn from reflecting on experience.

- Appreciations
- Hesitations
- Implications
- Next, I’d like...