

Shared Leadership

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Modules within the OCPEA's OLI4 Project

The modules focus specifically on the role of the principal in supporting higher levels of learning for all students, faculty, and staff. In particular, the modules are intended to highlight the development of principal knowledge and skills in leading teacher learning and development, supporting the effective use of building leadership team (BLT) and teacher-based team (TBT) structures, and supporting the collective capacity of the school and district in meeting the instructional needs of and improving results for all children, including children with disabilities. Specific examples incorporated into the modules address the use of the Ohio Improvement Process (OIP) or align with the OIP as an instructional/improvement framework; the effective use of data to make instructional decisions; how to gain focus around the core work of teaching and learning; how to identify and implement fully shared instructional practices; how to monitor the degree of implementation and the effects of such implementation on student, adult, and organizational learning; and how to support the ongoing development of an inquiry-oriented school culture that supports school personnel in assessing their individual and collective impact on student learning. The modules of this project align with the work of the Ohio Leadership Advisory Council (OLAC).

Course Description

This online learning experience is designed for pre-service school leaders focusing on shared leadership in schools and within teams/groups, and also helping teachers to share leadership among teams/groups. Students gain knowledge, experience and resources supporting shared leadership in meeting the needs of all children including those with disabilities through readings, videos, slideshow presentations, and case studies. Students explore and share their personal experiences with children with disabilities expanding the knowledge and skills needed through reading, reflective writing, dialogue, and problem-based learning.

Course Objectives:

During this learning experience students . . .	Assessments
Apply the concepts learned by developing detailed plans to lead a team/group utilizing shared leadership methods and ideas. (We prefer the student do some actual team leading in a school, but understand that certain restrictions may interfere with making this possible for all.)	Reflective writings Responses to discussion questions Problem-based learning experiences
Demonstrate effective shared leadership within their teacher-led group or team.	Reflective writings Responses to discussion questions

Resources:

- Telfer, D.M. (2011). *Moving your numbers: Five districts share how they used assessment and accountability to increase performance for students with disabilities as part of district-wide improvement*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. www.movingyournumbers.org
- McNulty, B. & Besser, L. (2011). *Leaders Make it happen!: An administrator's guide to data teams*. Englewood, Colo.: Lead and Learn Press.

Optional Resources:

- Howley, A., & Howley, M. (2012). *Higher education guide to Moving Your Numbers: Guide for administrator preparation programs*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. www.movingyournumbers.org

Allison, E. (2011). *Leadership performance coaching*. Englewood, Colo.: Lead and Learn Press.

OLAC Modules: - The Collaborative Process

- Collaborative Teams and Organizational Structures

Available at www.ohioleadership.org

Case Study included

Activities/Lessons:

1. Read McNulty & Besser: Ch. 1-2 (Optional are Ch. 4-5)
 - Students write a brief reflection on their district's use (or non-use) of shared leadership and the success of that venture. Does everyone feel involved and included in decision-making?Read *Moving Your Numbers*: pp. 4-6; pp. 7-15 (BloomVernon Local – Ohio); and pp. 29-41 (Wooster City Sch – Ohio)
 - Students discuss in small groups what they understand to be the keys to these districts improvement? Then discuss in large group – put the most important ideas from the entire class on chart paper.
2. Students respond to writing prompts based on readings.
 - Relate what you read in McNulty & Besser to what the districts did in the Wooster and Bloom Vernon School Districts (both Ohio districts). What applies? What are the keys in both readings, that you saw in action in the districts.
 - Implementation of a plan is always the key. Why do school districts plans (which can be very good!) sometimes fail when they are implemented? Why can it be so difficult to implement well and to implement deeply.
 - Based on what you now know, develop a short plan to change methods and processes in your district to raise the achievement levels for all students.
2. Students respond to one another through discussion questions.
4. Students engage in problem based learning (**The Case Study** included).
5. Students apply principles and concepts using case studies, to develop their improvement plan for their own district.

Second Activity/Lesson:

1. Read and review the OLAC Module: *The Collaborative Process*

This can be run like the “flip classroom.” Have the candidates watch the Module and nay videos that go with it, and then have the class discuss what they saw and understood.

 - a. Do they see this kind of collaboration in their school district?
 - b. How similar is their own, or how different, in their own districts?
 - c. How would one go about moving a building to a strong building based on collaboration and teams?
 - d. Once teams are in place, how would one deepen the culture to make this an expectation?
 - e. When teams are not working well, how can one help a team to work more effectively and efficiently?
2. Read and review the OLAC Module: *Collaborative Teams and Organizational Structures*
 - a. Repeat the above, or have both Modules reviewed before the discussion.

Case #1

Module: Shared Leadership Case Study Group Activity

- Purpose – Students will work as a “data team” to analyze data and to develop a proposed Improvement Plan.
- Directions:
 - Students will investigate data from their schools Decision Framework (or building data if not an OIP district) which includes such data as OAA and OGT scores and student discipline data. After their review, the team is to choose one school’s data and identify an area of need (improvement) based on the data.
 - Working together, students will research possible strategies to address the identified area of improvement and develop a purposed Improvement Plan.
 - The Improvement Plan should address the following items:
 - Statement of the Need (Problem) – briefly describing the problem (area of improvement)
 - Goal – briefly describe the overall goal to be achieved
 - Strategies / Action Steps – identify the key strategies that will be used achieve the goal
 - Indicator – identify how you will evaluate if the goal is achieved

A. As a group/team, this project can be run as the above is stated.

A. As an individual, one can utilize a written response (20 minutes) if online or as an individual project:

1. As a position leader in your school, how would you begin to lead your staff toward resolution of this case?
2. How would you choose the committee members (consider who is directly affected by this data)?
3. Then follow the steps in the Improvement Plan listed above.

B. Explain and detail out how would plan could be developed as a team? Discuss the steps one would take to make this a team effort, making sure everyone on the team has a voice.

C. As the leader of this team, how does one handle disagreements within the team on the action steps to be taken? How does the leader react if the steps the group wants to take disagree with the leader’s vision of what steps would be most effective? (Consider what could result if the leader throws out the team’s recommendations, and merely inserts one’s own recommendations? Is the leader willing to go with the group, since they were given the chance to develop the recommendations?)

Alignment with OLAC, CEC, and OPS/ELCC

OLAC Modules: - The Collaborative Process
Collaborative Teams and Organizational Structures
Available at www.ohioleadership.org

Ohio Principal Standards:

This Module aligns with Ohio Principal Standards 2 (Use of Data), 3 (Use of Resources), 4 (Collaboration). http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/StandardsPrincipals_sept07.pdf.aspx

CEC:

This Module aligns with 2012 Standards 5 (Instructional Planning) and 7 (Collaboration). <https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>