

Leadership Workbook

The Principal's Role
Teams
Professional Development

Academic Development Institute

Academic Development Institute

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Information Tools Training

Positive results for students will come from changes in the knowledge, skill, and behavior of their teachers and parents. State policies and programs must provide the opportunity, support, incentive, and expectation for adults close to the lives of children to make wise decisions.

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Success Indicators

School Leadership and Decision Making: Establishing a team structure with specific duties and time for instructional planning.

- A team structure is officially incorporated into the school improvement plan and school governance policy.
- All teams have written statements of purpose and by-laws for their operation.
- All teams operate with specific work plans for the year and specific work products to produce.
- All teams prepare agendas for their meetings
- All teams maintain official minutes of their meetings
- The principal maintains a file of the agendas, work products, and minutes of all teams.
- A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more) for an hour each meeting.
- The Leadership Team serves as a conduit of communication to the faculty and staff.
- The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
- The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.

School Leadership and Decision Making: Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction.

- The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.
- The principal communicates the likelihood of success based on the plan and hard work.
- The principal personally engages parents and the community in the improvement process. Teachers are organized into grade-level, grade-level cluster, or subject-area instructional teams.
- The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.
- The principal keeps a focus on instructional improvement and student learning outcomes.
- The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.
- The principal monitors curriculum and classroom instruction regularly.
- The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.
- The principal challenges and monitors unsound teaching practices and supports the correction of them.
- The principal develops the leadership capacity of others in the school.
- The principal participates actively with the school's teams.
- The principal celebrates individual, team, and school successes, especially related to student learning outcomes.
- The principal provides incentives for teacher and student accomplishment.

School Leadership and Decision Making: Aligning classroom observations with evaluation criteria and professional development.

- The principal compiles reports from classroom observation, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.
- The Leadership Team reviews the principal's classroom observations and takes them into account in planning professional development.

Indicators in Action

- Professional Development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.
- Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.
- Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.
- Teachers are required to make individual professional development plans based on classroom observations.
- Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
- The principal plans opportunities for teachers to share their strengths with other teachers.
- Teacher evaluation examines the same indicators used in professional development.

Leadership Course Objectives

Objectives:

As a result of this course, participants/leadership teams will know and be able to:

- Recognize indicators of effective leadership
- Implement practices that build a system of leadership among staff, teams, parents, and students
- Establish structures and performance expectations for effective leadership teams
- Identify experiences and professional development opportunities that build the leadership capacity of staff and leadership teams



The Principal's Role

What is a Change Agent

A change agent is simply something or someone that leads or causes a change. When preparing a loaf of bread, the difference between a flat loaf and a light and airy loaf of bread is the change agent, or yeast. In an organization, the change agent is a person or a team of persons who lead a change project. In a school, the change agent could be a principal, an administrator, or a leadership team comprised of teachers, principal, or others instrumental in the operation and functioning of the school. The role of a change agent is not one to be taken lightly or without much thought and preparation. Niccolo Machiavelli writes in "The Prince" that "[t]here is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in introducing a new order of things." (<http://www.isixsigma.com/dictionary/ChangeAgent-393.htm>)

Characteristics of a Change Agent

While each organization is as unique as each individual who makes up the organization, there are some basic characteristics that apply to all situations. A change agent must be able to do the following five things:

- Communicate clearly, concisely, and effectively
- Motivate team members and sustain the pursuit of goals and objectives
- Coordinate, integrate, and synthesize
- Plan and prepare for implementation
- Implement strategies and tactics.

Perhaps the sixth should be stated, Leap over buildings with a single bound. It might not be as easy to spot a change agent as identifying the man with the big letter "S" on his chest, but every organization has within its personnel, either natural change agents or those who are easily trained to be such. In "Implementing Diversity," Marilyn Loden writes:

Within every organization, people respond to new ideas in distinct and predictable ways, based on differences in individual tolerance and perceived risk. The variations in individual response to new ideas have been categorized by behavioral scientists into five distinct response groups, each group either more or less tolerant of change than the others. One's placement in a particular segment is based on the level of perceived opportunity and risk associated with valuing diversity.

Innovators (2.5%) Eager to explore and invent; idealistic; organizational maverick; sees diversity as a creative opportunity.

Change Agents (13.5%) Influences implementation and leads change; seeks out and passes on information—an opinion leader; sees diversity as knowledge enhancing.

Pragmatists (34%) Cautious, relies on peer experiences and endorsement; sees diversity as desirable after proven by change agent.

Skeptics (34%) Closed to personal exploration; mainstream popularity required before trying something; relies heavily on authority and majority endorsements; sees diversity as potentially harmful and moving too fast.

Traditionalists (16%) Pessimistic; against change; avoids involvement; sees diversity as dangerous and a threat to the status quo; likes the "good old days."

(Cornell: Cooperative Extension Diversity Website, <http://www.cce.cornell.edu/programs/diversity/chgagt.htm>)

It is important to point out that all the categories listed will be found in every organization and that the listing is not meant to indicate "bad" or "good" characteristics. All people will fall into one of these categories at some point or another depending on the circumstances and what they are being required to change. The point of looking at the list is not to label those in the organization who might not be willing to change; the purpose is to look honestly at yourself and decide whether or not you have the potential and the skills to be a change agent. The website further lists some valuable characteristics found in change agents, which are as follows:

1. Self-responsible and self-challenging
2. Good listener
3. Comfortable with discomfort

Indicators in Action

4. Willing to take risks and make mistakes
5. Good model for respect and partnership
6. Non-defensive
7. Continual learner
8. Ability to clarify vision and concepts
9. Consistent
10. Pioneering spirit and long-term perspective
11. Dialogues with colleagues
12. Encourages others
13. Facilitates involvement of others

GEESE FLY; BUFFALO DON'T

Have you ever heard the honking overhead in the fall? Have you ever wondered why geese fly in a "V" formation? Here are some answers, and some excerpts from *Can You Teach Buffalo to Fly Like Geese?* by Bob Ash, used at an REI conference sponsored by the Illinois State Board of Education in April of 1996.

Geese fly in a "V" and in a flock for a reason.

Geese fly in a "V" formation, scientists say, because as each bird flaps its wings, it makes an updraft for the bird right behind it. Some theorize that flying in the "V" formation adds a 50% to 70% greater flying range to the flock as a whole, compared to what one goose could do flying on its own. The synergistic effect lets all the geese help each other. The flock flies as far and as fast as the group can, and the group can fly farther and faster than any one goose in the flock.

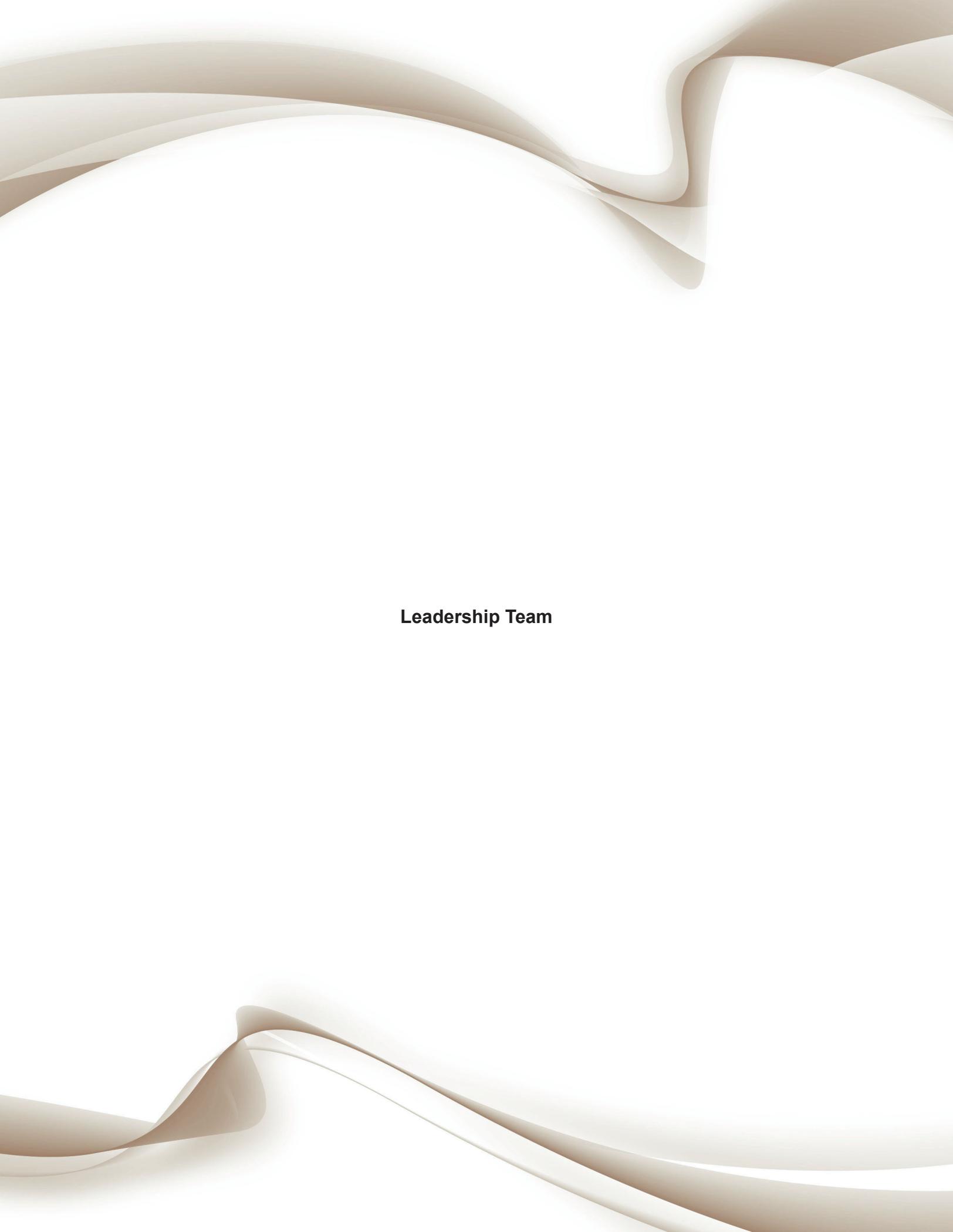
The lead buffalo guides the buffalo herd. They are allowed to wander off alone from time to time. The lead buffalo sets the pace of the herd, either fast or slow, depending upon the leader. If the leader is tired, the pace slows.

When the leader of the geese, the point goose, gets tired, it drops back, and another takes its place. Sometimes the leader cannot do it all. Sometimes the leader needs help. Sometimes a follower needs to be the leader. Sometimes a flock, at different times, has several different leaders. Stephen R. Covey says, "Synergy is when the whole is greater than the sum of its parts. The relationship, which the parts have with each other, is a part in and of itself. It is not only a part, but the most catalytic, the most empowering, the most unifying, and the most exciting part." Geese have it; effective teaching teams have it. Buffalo don't.

We usually hear the geese honking before we look up and see them. What is all the noise for? Geese honk for encouragement. Those flying behind others encourage those ahead to keep up their speed. Every one pushes every other one to reach its full potential. If the lead buffalo does not encourage, neither does any other buffalo. Effective teaching teams often sound like a gaggle of geese.

If a goose falls or is hurt, two others will stay with it. They protect the fallen one and stay with it either until it can fly or until it dies. After either event, they fly to catch up with the others. However, if the lead buffalo leaves an injured herd member, so does the rest of the herd. Good teaching team members support each other.

Geese finish the flight. Buffalo go as far as the lead buffalo takes them. Effective teaching teams finish the task. Too bad buffalo don't fly.



Leadership Team

Building Strong Leadership Teams

Continuous school improvement to achieve student success requires a coordinated team approach (shared leadership) and access to the information (data) upon which good decisions can be made. The decisions of teams and of individual teachers are guided by student learning data and data about instructional practices. A Leadership Team meets twice each month, monitors school-level student learning data and guides processes of continuous school improvement. The Leadership Team maintains a school culture that is friendly, supportive, and focused on children's learning. The Leadership Team provides training and guidance for non-certified and support staff so they understand the school's purpose and their role in it, greet visitors cordially, and interact positively with students.

Developing A Productive Team

Team-building is an effort in which a team studies its own process of working together and acts to create a climate that encourages and values the contributions of team members. Their energies are directed toward problem-solving, task-effectiveness, and maximizing the use of all members' resources to achieve the team's purpose. Sound team-building recognizes that it is not possible to fully separate one's performance from those of others.

Team-building works best under the following conditions (Francis and Young, 1979):

- There is a high level of interdependence among team members. The team is working on important tasks in which each team member has a commitment and for which teamwork is critical for achieving the desired results.
- The team leader has good people-skills, is committed to developing a team approach, and allocates time to team-building activities. Team management is seen as a shared function, and team members are given an opportunity to exercise leadership when their experiences and skills are appropriate to the needs of the team.
- Each team member is capable and willing to contribute information, skills, and experiences that provide an appropriate mix for achieving the team's purpose.
- The team develops a climate in which people feel relaxed and are able to be direct and open in their communications (culture of candor).
- Team members develop a mutual trust for each other and believe that other team members have skills and capabilities to contribute to the team.
- Both the team and individual members are prepared to take risks and are allowed to develop their abilities and skills.
- The team is clear about its important goals and establishes performance targets that cause stretching but are achievable.
- Team-member roles are defined, and the team develops effective ways to solve problems and communicate.
- Team members know how to examine team and individual errors and weaknesses without making personal attacks, which enables the group to learn from its experiences.
- Team efforts are devoted to the achievement of results, and team performance is frequently evaluated to see where improvements can be made.
- The team has the capacity to create new ideas through group interaction and the influence of outside people. The team pursues good ideas and rewards innovative risk-taking.
- Each member of the team knows that he or she can influence the team agenda. There is a feeling of trust and equal influence among team members that facilitates open and honest communication.

The Leadership Team in every school has taken on a momentous task. They have been called upon to direct, demonstrate, encourage, plan and guide a reform that will affect the whole school community. While this may seem a daunting task for any group of people, the results of the effort reaches further than the day-to-day operations of the school. It affects the lives of each of the children within the bounds of the school community. The responsibility is great; the rewards are greater.

The Leadership Team is responsible for keeping the process on track. For this to be possible, the Leadership Team needs a clear vision of the goal. What is the mission statement for your school? When you have a clear idea of your mission and goals, you must gather the support you need to manage the change process. This support can

be broken down into four categories: managing your resources, staying focused, communication, and celebrating your successes.

Gathering Support for Change

Manage Resources

1. You need all the time you can get and it is never enough. Instructional Teams especially need a lot of time, in blocks sufficient to get into their work with unit plans and student data. One role of leadership is to find the time others need. Released time with subs, early dismissal, hourly rate paid time, after school meetings – be creative in helping teachers and teams find time.
2. Get people the resources they need in a timely manner. Get them books, supplies, training, field trips, speakers, desks, support and most importantly, time.
3. Get staff the training they need. Use each other to teach new skills. Ask for short reports of something new someone tried. Keep a sharing log or journal on file in the lounge or working area. Free teachers up to do research. Encourage collegial help. Suggest collaborative, team, or joint coursework. Use the district assistance.
4. Help and encourage teachers to begin implementing classroom change. The idea is to get them moving in the right direction. Small steps can lead to larger ones.
5. Never assume, verify. Stay tuned in to the grapevine and the “gripe-vine.” Make sure teachers are hearing and understanding the facts, the substance, and the correct context instead of hearsay, rumor, out of context, “he said-she said,” half-truths, falsehoods, and misquotes that can scurry throughout an organization. Understanding is socially constructed.
6. Plan ahead as much as you can and anticipate problems. You know your school, district, staff, and parents. Take time to look at data--both student outcomes and indicators of effective practice for staff. Know your district standards, testing requirements, schedules, school improvement plans, materials procurement requirements, purchasing processes, union and other contracts and in general, all of the system processes. Look for the roadblocks ahead of time so you can build bridges, clear roads, and have a clear cut plan for improvement.
7. Use your performance measures, classroom checklists, assessment scores, and other data. Monitor and use the data to measure and illustrate the change process. Use data to see where your teachers are and where your overall school is in regards to your plans, timetable, and integration of the new way to replace the old way.
8. Change requires clarity of vision, methods, and communication. Keep focused on the mission or vision statement. Ask if a crisis is something that requires you to change your vision or if it is just a cloud that is obscuring your view for a short time. Anticipate district changes that impact your vision and work within them to keep your school on track.
9. Look at previous organization changes and critique what occurred. Examine and brainstorm about other change attempts in your building and identify what remains of the change. What worked to implement it? What didn't work? What did teachers like or dislike about the change?

Communicate

10. Make sure upper management is supportive. Involve your central office administrators and support staff through invitations to participate in events, receipt of copies of reports, informal contacts. Share successes; keep them in the communication loop.
11. The school administration needs to support and lead. Recognize the principal's power and responsibility. Principals and other administrative staff need to promote the planned changes informally and formally. They need to praise enthusiastic changers, reward them, visit their classrooms, share with others the good things they see, provide resources promptly, assist when asked, explain the importance of the change to resistors, share information, help with union contract difficulty, be out in front in support. Administration should develop a systems view of the overall organizational change process in terms of habits, forms used, responsibility assignments, communication flow, time use, resource sharing, data and assessment collection and use.
12. Involve the whole community. Parent and community support can be a powerful motivator for staff.

13. The Leadership Team needs to communicate system-wide activities and change events that occur, and check that participants understand. The team needs to verify and discuss information released, informally and formally in faculty meetings and Instructional Team meetings. Ask questions about the information. Ask for input before the information is sent out.
14. Listen to the students because they see the whole system. Only students see all the parts of the learning community on a regular and ongoing basis. They see the home, bus, teachers, lunchroom, library, computer lab, etc. They see all the bricks in the wall, all the parts and the interaction of the parts of the system. Check with them from time to time for input regarding a change you are considering. Ask them what would best help them.
15. Involve your union and make them allies. Inform union reps at the onset of anticipated changes that may affect working conditions or contractual language and get their help to clarify for compliance and avoid adversity. Build “win/win” union participation in organizational change. Recognize and plan to work with and around existing problems or grievances by involving them in the change and by pointing out the benefits of change for all participants.
16. The informal culture is a good base to spread change. Maintain contacts with all involved on an informal basis. Help spread the good news, good ideas and practices through the informal grapevine. Start your own rumors, but the good ones and the true view. Help teachers make small changes in the structure of what they do and the methods they use.

Celebrate

17. Make the change process fun and celebrate your success. On a regular and frequent schedule, have progress parties and give awards to changers. Get press coverage and involve the central office administration. Communicate success to parents, enter success on a public calendar or public chart of “see how far we are.” Use your data to illustrate success. Take and post pictures. Energize the process, build excitement and sponsor positive kinds of competition. Learning is social and collaborative.
18. Leadership Team members need to communicate as achievements occur. Some ways to communicate include: a progress newsletter, a place in the lounge or work area where progress can be written down for all to read, a school progress journal, a large calendar to track success, reporting informally to the “grapevine,” post pictures, reports at faculty meetings, post success information in a weekly bulletin or daily digest, attend Instructional Team meetings and share information from one team to another, contact the local press.

A Successful Leadership Team

It takes dedication and determination to serve on the Leadership Team that will direct your school through school improvement. This is not a small undertaking, nor will it be accomplished overnight. There are certain conditions that are necessary for supporting the members on the Leadership Team. Lieberman (1992), states that “vision, structure, time, and skills are all essential to the success of new teacher roles and responsibilities.”

In an article on the SEDL website, entitled “Leading Change from the Classroom: Teachers as Leaders,” the four components to Lieberman’s statement are defined and outlined:

Vision. It is important that teacher leadership roles be part of an overall vision and set of values that accepts and expects teachers to participate in leadership. When new roles are unrelated to a broad vision of teacher participation, leadership positions do not receive the systemic support necessary for success and change.

Structure. Teachers need structure for their work. Although the structure will vary according to the school and community context, it must bring legitimacy to the new role and facilitate the understanding that knowledgeable and well-respected teachers can provide leadership.

Time. Time to experiment, reflect, and create is essential for teachers. They need time to talk to other teachers, develop materials, deal with conflicts, and build collegial relationships.

Skills. There are skills and abilities, which can be labeled and learned, that make leadership more effective.

- Promoting a clear vision
- Taking initiative
- Persevering in the face of obstacles
- Analyzing and making program adjustments/improvements
- Building support with parents and community
- Building a team spirit among the faculty
- Providing support and encouragement for other teachers
- Facilitating communication and reflection among the faculty
- Celebrating and recognizing program success
- Using alternative strategies such as a summer program to build skills
- Exercising patience

Leadership Team Meeting Agenda Template

Meeting Location: _____

Meeting Date: _____

Time Meeting Begins: _____

Time Meeting Adjourns: _____

Team Leader: _____

Approval of Minutes from previous Meeting:

Topics to discuss:

Team Effectiveness:

Student Learning Data:

Instruction:

Curriculum:

Student Behavior:

Professional Development:

Parents:

Other Business:

Adjournment:

Date, time, and location of next meeting: _____

Leadership Team Meeting Minutes Template

Meeting Location: _____

Meeting Date: _____

Time Meeting Begins: _____

Time Meeting Adjourns: _____

Team Leader: _____

Members Present: _____

Approval of minutes from previous meeting:

Notes and actions taken on topics discussed

Team Effectiveness:

Student Learning Data:

Instruction: Curriculum:

Student Behavior:

Professional Development:

Parents:

Other Business:

Adjournment:

Date, time, and location of next meeting: _____



Professional Development

Professional Development

Professional development parallels the school improvement plan and evidence of research-based practices in the classroom. When the school improvement plan calls for new expertise to enable the school to move in a new direction or to address a particular problem, professional development is a means for elevating the skill and knowledge of administrators, teachers, and staff. When classroom observations by the principal or other teachers (as in collegial coaching and collegial learning) indicate a general need for improvement across the faculty, well-planned professional development is a way to improve. When classroom observations by the principal or another teacher show an individual teacher's areas that need improvement, that teacher's personal development plan can include training or coaching to assist the teacher in the area of need.

The list of indicators of research-based instructional practices included below provides the basis for classroom observations. The principal or another teacher would meet with the observed teacher before the observation to review the indicators and again after the observation to discuss the observer's impressions. The teacher and the observer then create or update a professional development plan for the teacher, listing: a) observed strengths and ways the teacher might share his/her expertise with other teachers, and b) areas that need improvement and steps toward improvement. The observer assists the teacher in carrying out these next steps. An observation template is included in this workbook, as well as a sample report.

Continuous improvement of each teacher's skills is achieved through a variety of means including whole-faculty workshops, consultations with Instructional Teams, the principal's work with individual teachers and with teams, and through collegial learning—teacher-to-teacher (including peer observations, study groups, coaching, and mentoring). While teacher evaluation is something apart from professional development, evaluation should include examination of the teacher's proficiency with the same indicators used to plan professional development for each individual teacher and for the faculty as whole.

The Professional Development Plan for Teachers Template included in this workbook provides a post-observation agenda for a meeting between the observer and the teacher as well as an action plan and record of the meeting's conclusions. This plan is premised upon one or more observations of the teacher using a checklist of research-based indicators such as those provided below. Analysis of the plans for all teachers provides guidance in providing professional development targeted to areas in need of improvement across the faculty. The areas of strength outlined in the plan create an inventory of expertise within the faculty, useful in pairing teachers for coaching and in selecting teachers to lead workshop sessions and study groups.

Indicators of Effective Practice

Curriculum, Assessment, and Instructional Planning: Engaging teachers in assessing and monitoring student mastery

- Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.
- Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunity for others.
- All teachers re-teach based on post-test results.

Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Teacher directed whole class or small group instruction—Introduction

- All teachers review the previous lesson.
- All teachers clearly state the lesson's topic, theme, and objectives.
- All teachers stimulate interest in the topic.
- All teachers use modeling, demonstration, and graphics.

Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Teacher directed whole class or small group instruction—Presentation

- All teachers explain directly and thoroughly.
- All teachers maintain eye contact.
- All teachers speak with expression and use a variety of vocal tones.

Indicators in Action

- All teachers use prompting/cueing.

Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Teacher directed whole class or small group instruction—Summary and confirmation of Learning

- All teachers re-teach when necessary.
- All teachers review with drilling/class recitation.
- All teachers review with questioning.
- All teachers summarize key concepts.

Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Teacher-Student Interaction

- All teachers encourage students to paraphrase, summarize, and relate.
- All teachers encourage students to check their own comprehension.
- All teachers verbally praise students.

Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Student-directed small-group and independent work

- All teachers travel to all areas in which students are working.
- All teachers interact instructionally with students (explaining, checking, giving feedback).
- All teachers interact managerially with students (reinforcing rules, procedures).
- All teachers interact socially with students (noticing and attending to an ill students, asking about the weekend, inquiring about the family).

Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Computer-based instruction

- When instruction is computer-based, students are engaged and on task.
- When instruction is computer-based, all teachers assess student mastery in ways other than those provided by the computer program.

Classroom Instruction: Expecting and monitoring sound homework practices and communication with parents

- All teachers systematically report to parents the student's master of specific standards-based objectives.
- All teachers maintain a file of communication with parents.
- All teachers regularly assign homework (4 or more days a week).
- All teachers check, mark, and return homework.

Classroom Instruction: Expecting and monitoring sound classroom management

- All teachers maintain well-organized student learning material.
- All teachers use a variety of instructional modes.
- When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.
- All teachers display classroom rules and procedures in the classroom.
- All teachers reinforce classroom rules and procedures by positively reteaching them.
- All teachers correct students who do not follow classroom rules and procedures.

TICO Form

Teacher Interview and Classroom Observation (TICO) Instrument
Based on Indicators from the
Handbook on Restructuring and Substantial School Improvement,
 Center on Innovation & Improvement
Clusters of Variables
 20 minute observation and 15 minute interview

School: _____

Grade Levels of School (e.g. K-8): _____ Total Enrollment: _____

Observer: _____ Date of Observation: _____

Room Number: _____ Name of Teacher: _____

Grade Level Observed: _____ Subject Observed: _____

Begin Time: _____ AM PM End Time: _____ AM PM

Total Time: _____ minutes

Distribution of Time Observed (Minutes):

Teacher-Directed (Whole Class): _____ Teacher-Directed (Small Group): _____

Student-Directed Groups: _____ Independent Student Work: _____

Computer-Based: _____

(If two or more instructional modes take place simultaneously, assign the time to each; the combined time of the five modes may, thus, exceed the total time of the observation. Indicate this situation in the Notes section of this form.)

I. Observation of Teaching (Y=Yes; N=N; X=no occasion for the observation)

A. Classroom Management (Y = Yes; N = No; X = no occasion for the observation)

IIIC01	When waiting for teacher assistance or finished with assignment, students are occupied with curriculum-related activities	Y N X
IIIA35	Students are engaged and on task	Y N
IIIC10	Teacher reinforces classroom rules and procedures by positively teaching them	Y N
IIIC05	Teacher uses a variety of instructional modes	Y N

B. Student-Directed Groups and/or Independent Work

The teacher . . .

IIIA31	Interacts instructionally with students (explaining, checking, giving feedback)	Y N X
IIIA32	Interacts managerially with students (reinforcing rules, procedures)	Y N X

C. Teacher-Directed: Whole-Class or Teacher-Directed Small Group

Was observer present when lesson began? _____ YES _____ NO

Indicators in Action

Lesson Introduction

The teacher . . .

III A09	Clearly states the lesson's topic, theme, or chief objective	Y N X
III A11	Uses modeling, demonstration, graphic	Y N

Lesson Presentation

The teacher . . .

III A13	Explains directly and thoroughly	Y N
III A16	Uses prompting/cueing	Y N

Teacher-Student Interaction

The teacher . . .

III A26	Encourages students to check their own comprehension	Y N
III A21	Re-teaches following questioning	Y N

Was observer present when lesson ended? _____ YES _____ NO

II. Interview with Teacher (may be conducted before or after observation, when teacher is free)

(Y = Yes; N = No)

The teacher . . .

III A01	Is guided by a document that aligns instruction to a standards-based curriculum	Y N
I I A01	Uses a standards-aligned unit of instruction for each subject and grade level developed by the Instructional Team	Y N
I I A02	Uses a unit of instruction that includes standards-based objectives and criteria for Mastery	Y N
III A02	Develops a weekly lesson plan aligned with unit of instruction	Y N
I I C01	Organizes instruction around learning activities aligned to objectives	Y N
III A03/04	The teacher uses objective-based pre-tests and post-tests	Y N
I I B04	Teacher individualizes instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others	Y N
I I B05	Re-teaches based on post-test results	Y N
III A05	Maintains a record of each student's mastery of specific learning objectives	Y N
III A06	Tests frequently using a variety of evaluation strategies and maintains record of results	Y N
I I I C01	Provides curriculum-related activities for students when they have completed other work or are waiting for assistance	Y N
I I I B06	Systematically reports to parents the student's mastery of specific objectives	Y N
III A40	If using computer-based learning, assesses student mastery in ways other than those provided by the computer program	Y N X

(X indicates the teacher does not use computer-based learning)

TICO Data Compiler

TICO Data Sheet	Teacher Name							
Observation								
IIIC01								
IIIA35								
IIIC10								
IIIC05								
IIIA31								
IIIA32								
IIIA09								
IIIA11								
IIIA13								
IIIA16								
IIIA26								
IIIA21								
Interview								
IIIA01								
IIA01								
IIA02								
IIIA02								
IIIC01								
IIIA03 & IIIA04								
IIIB04								
IIIB05								
IIIA05								
IIIA06								
IIIC01								
IIIB06								
IIIA40								
Note: Enter 1 for yes. The last column provides total for each row. Complete column for each teacher.								
Note: Excel worksheet may be prepared for all teachers or for groups of teachers (e.g., by grade level or subject area)								

Reporting TICO Data

Teacher Interview and Classroom Observation Instrument (TICO)

Tally Sheet

Data are reported as the percentage of teachers whose practice reflects an indicator. Data may be disaggregated by grade level and/or subject area. Here are examples of tabulation and statement of finding. This would be done for each indicator.

School: _____

Date of Review: _____

TICO Observation

Indicator: IIIC01

When waiting for teacher assistance or finished with assignment, students are occupied with curriculum-related activities.(exclude in # of Teachers Observed any teacher marked as no occasion for the observation)

Grade Level	# of Teachers Observed (Column A)	# of Indicators Observed (Column B)	% of Indicators Observed (B / A)
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Whole School	8	4	4/8 = 50%
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Fifty percent of observed teachers' classrooms exhibited behavior reflecting this indicator.

Indicator: IIIA35

Students are engaged and on task.

Grade 4 Classes	# of Teachers Observed (Column A)	# of Indicators Observed (Column B)	% of Indicators Observed (B / A)
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	3	3	3/3 = 100%
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All of the Grade 4 Classes observed had evidence of this indicator.

Indicator: IIIC05

Teacher uses a variety of instructional modes.

Math Classes	# of Teachers Observed (Column A)	# of Indicators Observed (Column B)	% of Indicators Observed (B / A)
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	4	1	1/4 = 25%
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This indicator was observed in 25% of the math classes observed

Professional Development Plan for Teachers Template

Teacher's Name: _____

You will need a copy of the completed Classroom Observation Instrument.

Identified below are the three top areas of strengths and three areas that most indicate a need for improvement based on the Classroom Observation Instrument.

Indicators	<u>Strengths</u> Ways to Share Expertise	Timeline to Completion
1.		
2.		
3.		

Indicators	<u>Areas to be Improved</u> Strategies To Be Used	Timeline to Completion
1.		
2.		
3.		

Teacher's Signature: _____ Date: _____

Observer's Signature: _____ Date: _____

Collegial Learning and Collegial Coaching

The purpose of a learning community is realized when all its members are engaged in learning. Some of teachers' learning is called professional development, but that, of course, is only one avenue for learning; teachers also learn from each other, from the trials and errors of plying their craft, from each student's own story.

Collegial learning is a way for teachers to learn from one another, internalize the instructional methods they have developed during instructional team meetings, and contribute to the school's continuous improvement. The school community improves as each of its members develops greater skill and knowledge. A team structure—Leadership Team, Instructional Teams, and SCC—provides a framework for collaboration; but structures alone will not guarantee professional learning.

"School is not a place for important people who do not need to learn and unimportant people who do. Instead, school is a place where students discover, and adults re-discover, the joys, the difficulties, and the satisfactions of learning" (Barth, 1990). In the context of collegial learning, adults represent both teacher and learner. The roles shift naturally between colleagues. Teachers "are researchers, students of teaching, who observe others teach, have others observe them teach, talk about teaching, and help other teachers. In short, they are professionals" (Barth, 1990).

"One of the most effective ways for teachers to develop is for them to share what they do and draw on the experience of others" (Senge, 2000). The power of peer observations along with the shared-discussion of teaching and learning is dynamic. This experience of collegial learning and coaching will serve to deepen the mutual respect of team members, even as the confidence of professional knowledge is strengthened.

While, teachers coach students everyday in their classrooms, they are less practiced and comfortable in "coaching" peers. As team members they have established effective teaming practices, but, collegial coaching moves the team members from a forum of teaming to a closer exploration of the teaching practices traditional schooling has held in isolation. In collegial coaching we must re-establish our purposes and modes of collaboration when we open our classroom doors and invite one another in to observe, and constructively discuss our instructional practices, while we progressively develop an interdependence for increasing the academic achievement of students. Working with collegial coaching fundamentals will prepare your team to:

- Strengthen an environment of trust by understanding ourselves and others
- Increase interdependency
- Recognize and learn to practice coaching qualities
- Develop communication guidelines, or shared expectations
- Periodically review "before" and "after" observation-discussion questions to refine, or supplement
- Identify a time (i.e., Team meetings) for reflection and discussion of observations

"Coaching is a mutual conversation between two individuals who each have information to share and skills to gain from interacting with each other" (Kinlaw, 1999).

Understanding Ourselves and Others

To strengthen an environment of trust we must feel confident in our self-knowledge, and appreciate the talents and expertise of others within our team. How can "collegial coaching" give value to your team? Consider the statement, "Everyone is a teacher and everyone is a learner," (Barth, 1990). How does it align with the purpose of collegial coaching?

An environment characterized by high levels of trust have these elements:

- Openness—inviting all members to participate by offering information, ideas, feelings, thoughts, and reactions
- Sharing—offering ideas, materials and resources to help meet the goal
- Acceptance—communicating positive regard to other members about their contributions
- Support—recognizing the strengths and capabilities of team members
- Cooperative intention—expecting all members to function cooperatively and collaboratively to achieve the goal

Indicators in Action

Here are some communication norms to consider for collegial coaching:

- Establish cooperative confidentiality as collegial coaches.
- Listen carefully.
- Share relevant information.
- Offer suggestions respectfully.
- Receive suggestions constructively.
- Develop shared meaning.
- Determine a consensus for improved practice in teaching.

Creating an atmosphere of trust, and increasing interdependence are necessary in establishing productive collegial coaching within teams. They help to build a deeper purpose in our endeavors to continuously and systematically professionalize teaching and learning. But, it is also valuable to stretch and practice established coaching qualities that will help to build the capacity of all team members to believe in our ability as collegial coaches. Meaning, our role shifts back and forth, sometimes we are “coach” and at other times, we are “colleague-as-learner.” Recognizing and exercising the five key qualities of an effective coach will mutually strengthen our ability for both roles.

The five key qualities of an effective coach are:

- **Competency** – The coach has information, ideas, and skills that are helpful to the learner, and helps to build on the learner’s current knowledge and skills. The competent coach promotes self-discovery, and shares his own knowledge and skills as needed.
- **Objectivity** – An effective coach leaves his own expectations and strong personal feelings outside, while focusing on the learner’s perspective and intent. Supporting a colleague-as-learner encourages an examination of an idea or purpose for its own sake.
- **Adaptability** – Sometimes the best coaching (like teaching) is through spontaneous learning situations even while addressing the goals.
- **Caring** – Genuine interest shown through encouragement, empathizing with challenges and celebrating achievements creates the environment where all learning feels safe and professional growth is the outcome.
- **Honesty** – Constructive and complimentary feedback that assists in success is respectful and collegial.

Engaging in the reciprocal roles of “coach” and “learner” through collegial coaching is at the heart of professional learning. If colleagues agree to exercise the above five qualities of coaching as they work to improve their teaching, the task of developing collegially becomes integral to the task of improving schools.

Collegial Coaching Template

Observation and Discussion Instrument

Discussions about teaching are valuable in their own right. Collegially, we learn by talking about our work.

Collegial coaching: Adding the dimension of coaching to our discussions enables us to dig deeper in sharpening our craft. In collegial coaching, we observe each other teaching. Both parties coach—the observer and the observed.

Subject(s) to be observed: _____

Grade level to be observed: _____

Questions to discuss BEFORE an Observation:

Teacher-Directed Introduction and Presentation:

- What is it you want students to know and be able to do as a result of the lesson?
- What are your expectations for student behavior during your presentation, and how do you reinforce your expectations with the students?
- How will you exercise the Think and Know (explain directly and thoroughly, stimulate interest, model, demonstrate) aspects of whole group instruction?
- How will students display the Show (paraphrase, summarize, and relate) aspect of whole class instruction?
- What are some strategies you use to involve all students during whole class instruction?
- What interactions among students should I expect to see?

Student-Directed Instruction (Group or Individual):

- What activities will you have students engaged in?
- How do you think these activities will support the lesson?
- How have you differentiated the activities to meet the individual needs of students?
- What will you do during this time? How will you interact with students?
- Do you make changes to a student's assignment if he/she masters the objective in an assigned activity?
- What interactions among students should I expect to see?
- Does any particular student, or group of students, within this class present special challenges? How are you dealing with them?
- How do you encourage student self-direction and responsibility for learning?

Before observation discussion date: _____

Observation date: _____

Collegial Coaches: _____ (Signature)

_____ (Signature)

Questions to discuss AFTER observation:

Teacher-Directed Introduction and Presentation:

- As you look back on the lesson, how do you think it went?
- What happened that makes you think that way?
- What do you remember about student response and behavior during the lesson? How did their actions match what you expected/hoped would happen?
- What do you remember about your actions during the lesson? Your interactions with students?

Student-Directed Instruction (Group or Individual):

- How successful were students in moving toward mastery of your objectives?
- What management techniques do you think work particularly well in your classroom?
- How did you encourage students to help each other with their work?
- What do you remember about your interactions with students?
- Did your presentation create an interest in the topic?
- Were the students self-directed and on-task?

Reflections:

Observer: Here is what I appreciated the most about observing your classroom.

Observed: Here is what I would like to know more about to improve my teaching.

After observation discussion date: _____

Collegial Coaches: _____ (Signature)

_____ (Signature)

References:

Barth, R. (1990). *Improving Schools from Within*. San Francisco: Jossey-Bass.

Kinlaw, D. C. (1999). *Coaching for Commitment: Interpersonal Strategies for Obtaining Superior Performance from Individuals and Teams*. San Francisco: Jossey-Bass.

Senge, P., Cambron-McCable, N., Lucas, T., Smith, B., Dutton, J., Kleiner, A. (2000). *Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares about Education*. New York : Doubleday.

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