

**A New Perspective on Leadership in Schools**  
**October 20, 2008**

**Group A – Brainstorming**

- People impacted by the decision (or responsible for implementation) are involved in process. \*
- **Fluid not fixed by position or people\***
- Open and non-threatening environment must precede decision-making process
- **School culture promotes collaboration**
- Communication is clear and transparent
- Allows for minority voice\*
- **Must be cross-departmental—not hierarchical**
- Involve all stakeholders, including parents, community, and students—definitely support staff
- **Definition of roles to allow for flexibility**
- Leadership is a interaction between people
- Engenders ownership in the decision
- Parameters set collaboratively
- **Clarity about how decisions are made (i.e., input versus consensus)**
- More open sharing of information
- **Student learning at center of all decisions**
- Based on students not convenience of adults

**Group A – Summary**

- Need enough buy-in to prevent the undermining process
- Key element: A school culture of trust, collaboration, mutual respect

## **Group B – Brainstorming**

- Bottom up
- Collaborative
- Stratified
- Distributed authority/accountability
- Learning/student focused (defined)
- Flexible, non-policy bound
- Inclusive (participants)
- Culture of engagements
- Parental/community engagement
- Clearly communicated
- Culturally sensitive
- Voice opinions anonymous
- Efficient, effective, timely
- Culture that encourages
- Measurable outcomes for professionals and students
- Integrated use of technology (administrative and instructional)
- Blueprint that aligns school improvement, state standards, and national framework
- Broad, inclusive engagement of all professionals
- Ongoing process
- Shared expertise
- Processes focusing on mutual accountability/transformation
- Students as co-creators of teaching and learning
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## **Group B - Summary**

- Our value statements = inclusive participation/mutual accountability; How? 360° Accountability
- Student Focused
- Research and evidence based and informed
- Transparent d. m.
- Rewards risk-taking
- Ongoing professional development, including initial training

### **Group C – Brain Storming**

- Student learning core to all decisions
  - Loop to inform new set of decisions
  - Teachers ideas valued and used—impact decisions
    - A) Curriculum
    - B) Organization of school structure—department
- Process in place for teachers voices heard
  - Clarity
  - Transparent
  - Who is making decision; How is decision made
- Collaboration takes time
  - Needs to happen fast (efficient)
  - Short term, long term—culture change needed
  - Decentralize the politics of change several levels
  - Variety of decisions—several levels
  - Faculty model, intellectual model
- Information and data available to **all** shared
  - Two-way communication
- Distributive model
  - Learning communities-school based decisions
  - Professional knowledge of teachers valued

### **Group C – Summary**

- Decision-making focus on quality of teaching and learning
- Must be student focused
- (Authority needed) Process clear and transparent
  - Not undermined
- Identify what decisions—several levels
  - School based
- Information and data available to all (shared)
- Teacher voice valued (shift in power—accountability for results)
- Culture change needed (shift in power—accountability for results)
- Process/collaboration should be efficient
- Extend boundaries
  - Current structures

- Teacher leadership career path backward map (i.e., teacher recruitment, teacher retention, professional development)

### **Group D – Brainstorming**

- Every adult involved
- Time to collaborate
- Completely different school day/year
- Equal voice
- Atmosphere of professionalism
- Transparent process/procedures
- Authority to make decisions
- Through the lens of what's best for students
- Respect and trust
- Clarity around budget control
- Buy-in from parents and community involvement
- Strong communication/engaged community
- Shared leadership
- Culture PLC
- Culturally responsive
- Focused on improving student learning
- Confident principal
- No principal
- Feedback constructive/supportive
- Proactive seeking input
- Correcting the course along the way
- Decisions supported by data/facts
- Focus on changing culture of schools
- Cultivation Community Partnerships
- Every decision maker knows how to analyze/use data
- Able to respond to challenges facing schools/education
- Everyone has the capacity to engage in collaboration

### **Group D -- Summary**

- Definition of Leadership
  - Collaborative? Shared? Role of Principal?
  - Traits of leaders
  - Process for defining leadership team

- Variables that impact decision-making
  - Time
  - Structure
- Managing versus leading
  - Need to define shared-accountability
- Accountability
  - Data
  - Research-based
- What is and should be actually valued in our schools?
  - Role of parents
  - Student learning—achievement—does data capture?

## Large Group Final Report Out

### Redefinition of Roles

- Reciprocal accountability
- Transparency
- Structure/culture change
- Professional development
- Process
- Trusting relationships
- Lack of clarity about what we mean by decision-making
- Focus on quality of student learning (including other learners)
- Inclusivity/transparent
- Culture change structure
- Collaboration
- Guide by data
- Fluid/flexible/risk
- Redefinition of roles
- Extension to community/parents
- Absence of dealing with role of principal
- (Does this gets us to addressing uneven student outcomes)
- Policy/district, national decisions
- Focus on what you are trying to accomplish
- Model doesn't have to look the same
- Engage/active in policy decisions urgency
- Collaboration vision (Improving quality of education in America)
- Not collaboration for own sake
- Assess student learning
- Teach better
- Why? Data driven
- Teacher buy-in
- Conversations on teacher's leadership