PDXPERT™
COLLECTION

Understanding Teacher Leadership 2: Processes and Challenges

Category: Teacher Leadership

THE MASTER TEACHER®
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PDX 113845

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop's alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Teacher Leadership

Duration: Full workshop – 3 hours

Desired Outcomes:
Participants will…
- Unlock the door to their leadership potential.
- Measure unique talents and interests.
- Learn to set boundaries so they don't spread themselves too thin.
- Examine team roles and dimensions to bring out the best in others.

Learning Forward Standards for Professional Learning:
- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:
- Handouts:
  - Activity Sheet 1: Meet My Ride
  - Activity Sheet 2: License to Lead
  - Activity Sheet 3: Cranking Out the Horsepower Talent Inventory
  - Activity Sheet 4: Running on All Cylinders—Comparing Staff Dimensions
  - Workshop Agenda
  - Attendee Notes
  - 3-2-1 Evaluation Form
  - Certificate of Completion
- "Think About It" Exercise
- Ready, Set, Go Planning Activity

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Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.

Main Topics:

1. Getting Started
2. Why Me? Why Now?
3. Buckle Up
4. The Open Road
5. Looking Under Our Hood

Subtopics:

1. Getting Started
    a. What to Think About
    b. Outcomes of This Workshop

2. Why Me? Why Now?
    a. What Makes Our Engine Purr?
    b. Minimum Qualifications
    c. Driver's Manual
    d. Calling All Drivers
    e. Food for Thought

3. Buckle Up
    a. Common Doubts
    b. Setting Boundaries

4. The Open Road
    a. Refueling Station
    b. Taking a Test Drive

5. Looking Under Our Hood
    a. Food for Thought
    b. Think About Yourself
    c. In Other Words...

6. The Last Lap
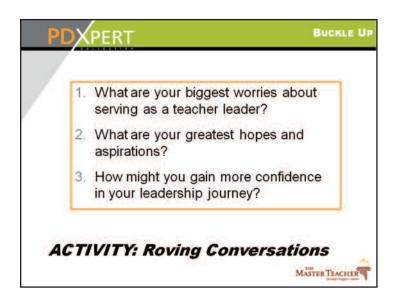   a. Wisdom Walk

Presentation Outline

This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-4	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)		**15**
Activity – Meet My Ride	2	(5)
Topic 1 – Why Me? Why Now?	5-16	**45**
Activity – License to Lead	16	(20)
Topic 2 – Buckle Up	17-24	**35**
Activity – Roving Conversations	21	(15)
Activity – Table Talk	24	(10)
Break		
Topic 3 – The Open Road	25-28	**15**
Topic 4 – Looking Under Our Hood	29-37	**60**
Activity – Cranking Out the Horsepower	32-33	(25)
Activity – Running on All Cylinders	36	(15)
Topic 5 – The Last Lap	38-40	**10**
Activity – Last Lap	40	(5)

Total of 3 hours (not including break)

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

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Slide 21

Activity: Roving Conversations
Allow 15 minutes for this activity.

Instructions: Ask participants to stand and find a partner anywhere around the room (if an odd number of staff are present, form one group of three). Prompt teachers to consider their responses on **Activity Sheet 2: License to Lead** and the other things they've learned during this workshop as they discuss these questions with their team-mates.

Read question 1 aloud and give pairs 3 minutes to discuss. Remind the group to give equal sharing time to their partner. At the end of 3 minutes, use a signal to stop the group. Direct participants to rove to a new partner they haven't spoken with today. Repeat the process for questions 2 and 3.
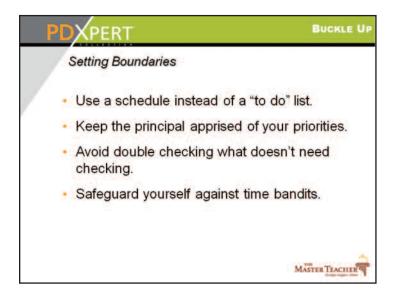
At the end of the 9 minutes, ask a few volunteers to share their thoughts and discoveries from these roving conversations.

Listen for common worries and hopes. See if there are any patterns or leverage points you might use to make teacher leadership seem less daunting.

Debriefing Question: Ask people what "ahas" came out of their roving conversations

Slide 22

Explain that teachers must recognize that although they may be able to do anything, but they can't do everything. As leaders, it's important for teachers to understand that it's possible to set boundaries to ensure they don't spread themselves too thin. These eight tips will help staff members keep additional assignments or roles in check.

Use a schedule, rather than a "to do" list. *Schedules outline reasonable times to complete daily tasks; "to do lists are vague and open ended.*

Keep the principal apprised of your priorities. *A brief conversation each week ensures the principal knows what's on your plate. It's also a way keep priorities aligned with school goals.*

Avoid double checking what doesn't need checking. *Fight the urge to double check what you've assigned to someone else.*

Safeguard yourself against time bandits. *Don't wait for people who are late or alter deadlines to accommodate lack of follow-through.*

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"Think About It" Exercise

Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

The Etymology of Project Management

Originally used to describe someone in construction, architecture, or information technology, the term *project manager* has taken up residency in our nation's lexicon.

Staff members become project managers of new initiatives. Teachers hang the term on classroom bulletin boards and rotate weekly jobs. High school students sign up for courses about project management and learn the basics of overseeing small projects. And parents invite offspring to serve as project managers of ever-important chores, like feeding Buster or taking out the trash.

Wikipedia says a project manager's only duty is to ensure the success of a project by minimizing risk. This happens through formal and informal channels like asking penetrating questions of team members, detecting unstated assumptions, and resolving interpersonal conflicts.

Teacher leaders push team goals forward by becoming purveyors of projects. Consider these five essential dimensions as you set out to motivate colleagues, drive tasks, and see assignments to fruition:

1. Initiator: Project managers are people of action. Yet, they must also stand apart from the team's day-to-day undertakings to readily and objectively observe progress. While peers become deeply enmeshed in tasks, the PM sits in the balcony and intervenes when things get stalled.

2. Modeler: Since project managers are generally not the supervisors of group members, they have to rely on role modeling and rapport-building to influence behavior. An aura of trustworthiness and reliability sets the stage for how peers feel and perform.

3. Negotiator: Positive outcomes often require resources and people-power outside the scope of the immediate team. Thus, project managers must emphasize broad organizational goals and mutual benefits with the entire staff. PMs are skilled negotiators who make it clear to other parties how they'll be better off for the project's success.

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4. Coach: A good project manager finds ways to help team members excel. They make presentations, share information, set up budget controls, mediate disagreements, and schedule work as necessary. As a neutral party, the PM has to recognize when it's time to show and tell and when it's better to grow and sell.

5. Working Member: Project managers not only have to lead the work, they have to pitch in and do some of the work—especially in areas where they possess special expertise. Contributing in this way solidifies the perception that the project manager is an integral part of the team.

Now, think of a project that will require you to act as a project manager.

What is one way you will act as an Initiator?

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What are a few things you might have to do as a Modeler?

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What is a situation in which you might have to act as a Negotiator?

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What is something you might have to do to Coach team members?

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Name a situation in which you might have to act as a Working Member?

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