

Collaborative Leadership

Professional Learning Guide



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What is Collaborative Leadership

Collaborative Leadership focuses on research-based influences to foster a supportive and inclusive school climate, increase academic and social-emotional learning, and maximize the efficacy of all school stakeholders. It combines transformational and instructional leadership, and includes ways to engage the whole school community and put the focus on learning.

The series of one to five workshops defines the meet, model, motivate framework for collaborative leadership, identifies the four types of leaders, and builds capacity with actionable steps to inspire real improvement.

Who is Collaborative Leadership for?

Collaborative Leadership is for every leader who wants to collaborate more effectively around influences that matter and provide impact for student learning.

Instructional Coaches

Teacher Leaders

Principals

Vice Principals



Hattie's Influences

Building upon John Hattie's Visible Learning research, Collaborative Leadership focuses on six key influences to enact a positive impact on learning. These influences were intentionally chosen because of their ability to work collaboratively in bringing stakeholders together to foster growth through maximizing their strengths and contributions.

Collective Teacher Efficacy

1.39

Each stakeholder in a school has a strength. This influence is about bringing those individuals together to maximize that strength with a goal of fostering a stronger focus on learning.

Collaborative leaders foster collaborative expertise.

Self-reported Grades

1.33

Hattie tells us it is important for all students to know where they are, how they got there, and where they should go to next.

Collaborative leadership is needed to help build relationships with students, meet them where they are, and bring them to a new level.

Referred to as Assessment-capable Learners

Feedback

.74

Feedback is one of the most powerful influences on learning and achievement, when done correctly.

Collaborative leaders foster growth in stakeholders and themselves, and feedback is what will help get them there.

Parental Involvement

.45

In order to have parental support, parents need to know what changes are happening in the school, and they need to feel as if they have a voice in some of the process.

Collaborative leaders bring diverse parents together in order to meet this goal.

Referred to as Family Engagement

Professional Development Programs

.37

Professional development is beneficial when it is ongoing and focuses on student learning, the goals of teachers, and the school community.

Collaborative leaders foster and inspire professional learning and use their venues such as faculty meetings in order to do it.

Referred to as Professional Development

Principals/School Leaders

.37

Being an instructional leader is specifically about putting a focus on learning.

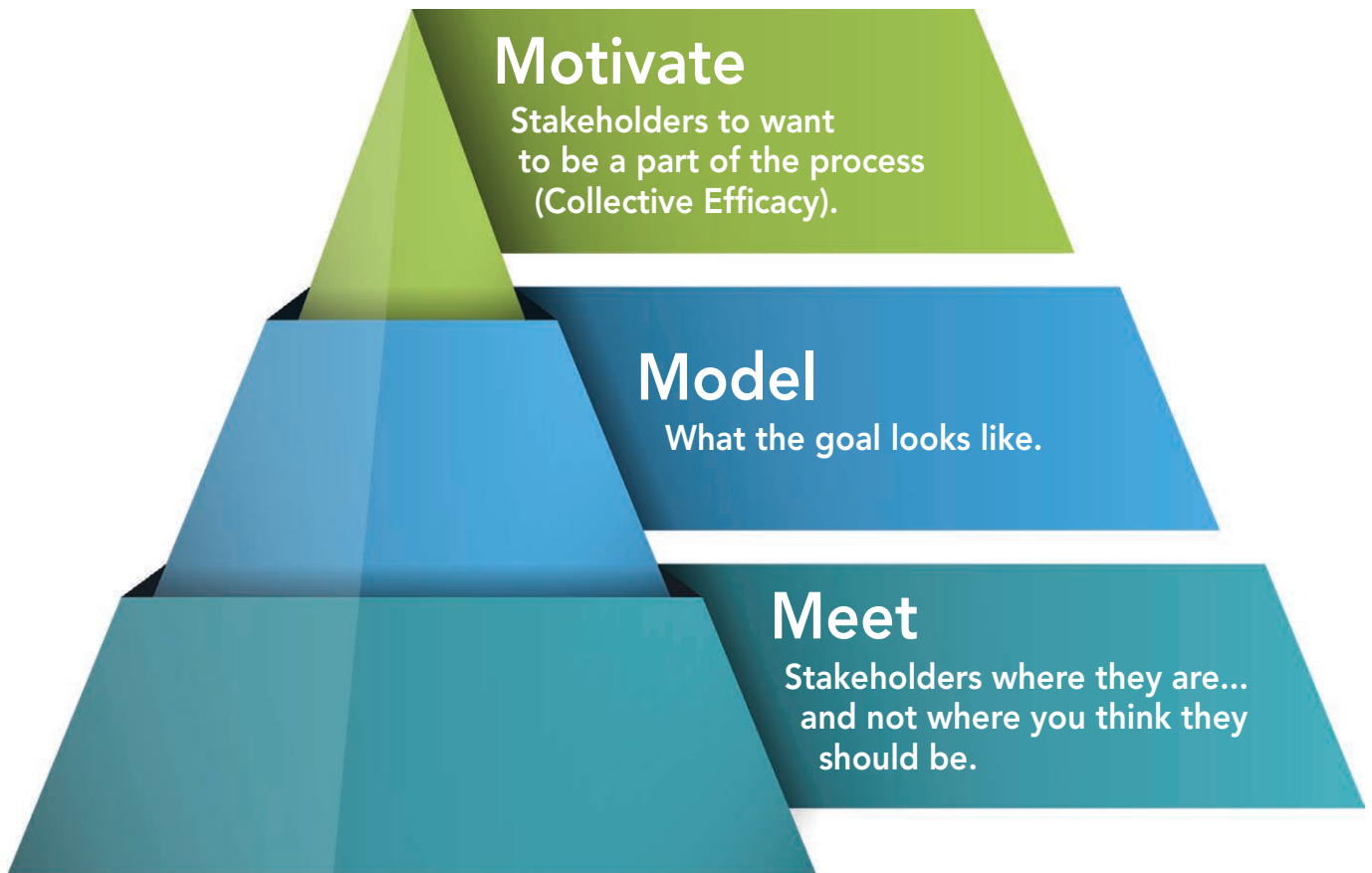
Collaborative leaders bring stakeholders together in order to keep that focus.

Referred to as Instructional Leadership

Meet, Model, Motivate

A collaborative leader is someone who uses evidence and research to **meet** stakeholders where they are, **models** how to do it, and **motivates** them to improve.

Collaborative Leadership



This is a key element of the Collaborative Leadership model. While Collaborative leaders bring their own ideas and practices to the table, they are open to change based on stakeholder feedback.

The Workshops

Day 1: Foundation Day

Highlighting 6 of John Hattie's high effect influences on learning, foundation day will explore the different stakeholders that leaders need to work with, and is meant to inspire participants to share best practices.

Day 2: Collective Efficacy

Participants will learn the nuances of collective efficacy, as well as how to build it through authentic professional learning and development.

Day 3: The Power of Feedback on Learning

Participants will use the feedback model to explore how more impactful formal teacher observations help teachers and staff grow, including the triggers that often accompany receiving feedback.

Day 4: Student Engagement

Learn about surface to deep level learning, as well as more of Hattie's high effect influences that help students grow academically, including family engagement.

Day 5: Leadership Impact

Divided into three parts, this session includes sharing of evidence, reviewing information for comprehension, and formulating a plan for moving forward.

Outcomes

Workshop attendees will gain a stronger understanding of:

- The definition and complexities of Collaborative Leadership
- The six influences from Hattie's research upon which they should focus
- How to redesign the structures they have in place to help them have deeper and more impactful conversations with teachers, students, and parents
- The ability to identify effective strategies for improvement
- How to provide teachers with consistent feedback based on a common set of agreed upon components
- Activities to use with their staff to elicit the teachers' voice and input into coaching, thus increasing teachers' investment
- The Claims, Evidence, Impact, Judgment model for providing feedback to teachers
- How to communicate best practices and become a resource to all educators



Meet the Consultants



Jenni Donohoo

Jenni has been seconded to the Curriculum and Assessment Policy Branch in the Ontario Ministry of Education for the past few years. She earned a doctorate in education from the Joint Program at the University of Windsor, Brock and Lakehead in 2010.



John Krownapple

John specializes in facilitating professional learning and organizational development focused on social justice, equity, diversity, and inclusion. He is the coordinator for Cultural Proficiency for the Howard County Public School System in Maryland.



Kara Vandas

Kara previously worked as the Director of Teacher Effectiveness for the Colorado League of Charter Schools, where she was responsible for partnering with over 30 public charter schools in the implementation of Data Teams and Rigorous Curriculum Design.



Sonja Hollins-Alexander

Sonja has been in the field of education for 24 years at the school, district, and higher education levels. During this time, she has served as a school social worker, teacher, assistant principal, principal, coordinator, director of professional learning, and chief of staff in Atlanta, Georgia.



Tommy Thompson

Tommy is principal of New London High School in Connecticut, recognized as one of America's Best High Schools by U.S. News & World Report in 2014 for its dramatic transformation, and has been officially recognized by the Connecticut State Department of Education.



Why Choose Collaborative Leadership?

1. **Foster** a supportive and inclusive climate
2. **Increase** academic and social emotional learning
3. **Maximize** the efficacy of all school stakeholders

About the Thought Leader



Peter DeWitt (Ed.D) is a former K–5 teacher (11 years) and principal (8 years). He leads workshops and provides keynotes nationally and internationally focusing on Collaborative Leadership and fostering inclusive school climates. His work has been adopted at both the state and university level, and he works with numerous school districts and school boards on Collaborative Leadership around North America and the U.K. Peter works as a school leadership coach in North America. Additionally, Peter is a Visible Learning Trainer who works closely and presents with John Hattie.

His Finding Common Ground blog (Education Week) has been in circulation since 2011. He is the 2013 School Administrators Association of New York State's (SAANYS) Outstanding Educator of the Year, and the 2015 Education Blogger of the Year (Academy of Education Arts & Sciences), and sits on the panel of experts for NBC Universal's Education Nation.

Peter is the author of *Dignity for All* (Corwin, 2012), *Flipping Leadership Doesn't Mean Reinventing the Wheel* (Corwin, 2014), *Collaborative Leadership* (Corwin, 2016), *School Climate* (Corwin, 2017), and *Coach It Further* (Corwin, 2018).