



# 1

## What Is Collaborative Leadership?

*Whatever one's style, every leader, to be effective, must have and work on improving his or her moral purpose.*

—Michael Fullan

**I**n our leadership training, we are told to be visible. After all, it's important to be seen in the hallway, on the sidewalk, and in the cafeteria. Being visible contributes to a safe school climate, partly because visibility means that leaders are present and able to maintain a calm atmosphere. Behavior changes when the principal is around, right? However, what we learned from Dr. Trudy Cowen's leadership is that we can be visible but contribute to a negative school climate at the same time. It's more important to engage positively with teachers, families, and students. We, as leaders, need to create positive relationships with the different stakeholders in the school community, as Tim Cooper does at Waterville High School, because that all leads to a more positive and engaging school climate. Tim exemplifies the idea of collaborative leadership.

Collaborative leadership includes the purposeful actions we take as leaders to enhance the instruction of teachers, build deep relationships with all stakeholders through understanding self-efficacy (0.63), and build collective efficacy (1.57) to deepen our learning together.

## The Hattie Effect

You will notice that there are numbers next to self-efficacy and collective efficacy, which will play an important part in this book. Those numbers, referred to as *effect sizes*, come from the work of John Hattie (2009, 2012a). Hattie's research, which provides the best lens on what works in education, involves over 1,500 meta-analyses and 300 million students. Hattie's research focuses on influences on learning. For example, some of the influences that have an important impact on learning are feedback (0.75), classroom discussion (0.80), and reciprocal teaching (0.74). All of the influences Hattie has researched come with effect sizes.

If the influence has an effect size of 0.40, which Hattie refers to as *the hinge point*, it equates to a year's worth of growth for a year's input. Any influence with an effect greater than 0.40 equates to more than a year's worth of growth, and any influence with an effect size lower than 0.40 equates to less than a year's worth of growth for a year's input. For example, in the definition of *self-efficacy*, which refers to the belief we have in ourselves that we can make learning happen or can have an impact on the learning of our students, you saw that it had an effect size of 0.63. Additionally, collective teacher efficacy has an effect size of 1.57, which equates to almost four years of growth on the part of the teacher. On the other side of the scale, retention has an effect size of  $-0.13$ , which has a negative impact on learning.

Hattie's research revolves around a list of influences on learning, or strategies or circumstances that have an impact on learning, such as classroom discussion, reciprocal teaching, metacognitive activities, student mobility, and family engagement. The list of influences grew from 138 in 2009 to 150 in 2015 and far beyond 250 today (Hattie, 2015a, 2016). His research

has been used by ministries of education, countless teachers and leaders, and has professionally been implemented in over 7,000 schools.

Hattie's work is not without some criticism. School and district leaders need to be careful to understand the nuances of the research's implications before making policy decisions based on the work. One such criticism states that when the meta-analysis is averaged with the effect size of the research, the researcher misses out on certain nuances in the research (Killian, 2015). For example, school leadership has an effect size of 0.39, but when you take out the moderators of transformational leadership versus instructional leadership, you will find that transformational leadership has an effect size of 0.11, while instructional leadership's effect size is 0.41.

People who read Hattie's more recent work (2015c)—and are not aware that the influences are an average—tend to jump to different conclusions than those who understand the averaging because they look at the effect size as the be-all and end-all, and it is not. There is much more to the story. School leaders need to keep in mind the specific culture and students in their schools whenever they aggregate this kind of data. To get the deeper story, educators must read Hattie's original work (2009) on specific influences. Despite the criticism, I have included Hattie's research here because it offers us important insight into learning and provides the catalyst we need to kick off these important conversations.

## The Importance of Self-Efficacy

Secondly, let's take time to understand self-efficacy and collective efficacy because they are central themes in the book. Bandura (1994) defines *self-efficacy* as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave" (p. 2).

This concept of self-efficacy was first introduced by Bandura (1977) and focused on whether individuals believed

that they had the capabilities to meet the demands of a specific task. McCormick, Tangum, and López-Forment (2002) suggest that “research findings have demonstrated a consistent relationship between self-efficacy and work-related performance” (p. 35). That work-related performance can contribute to a more productive and innovative school climate.

### Building Self-Efficacy

We build self-efficacy in these ways:

- Providing support to teachers through supplying resources they need (e.g., articles, sacred prep time, and professional development based on their needs)
- Coconstructing goals with them
- Giving feedback around those goals

Through collaborative leadership, teachers with a low level of self-efficacy can change their mindsets to have a strong sense of one. In fact, McCormick and colleagues (2002) suggest that “efficacy beliefs are derived from experience” (p. 38), and collaborative leaders help contribute to efficacy through providing positive experiences to teachers, students, and parents. Bandura (1986) has identified four major categories of experiences that influence efficacy. A discussion of those four categories follows.

### Experiences That Influence Efficacy

**Personal performance accomplishments:** A challenging activity brings out the strongest indicators for changing self-efficacy.

**Vicarious experiences:** McCormick et al. (2002) write, “By observing new skills and strategies in others, people enhance their task capabilities” (p. 38).

**Positive feedback:** In Bandura's research he referred to this as *social persuasion*. However, feedback was one of the major contributors. Positive feedback, when given correctly, helps to increase a person's level of self-efficacy.

**Physiological condition:** Social and emotional well-being matter because they contribute to a person's level of self-efficacy. (Bandura, 1986)

All four categories have a strong relationship to leadership, and throughout the book, self-efficacy will be explored through the lens of students, teachers, families, and leaders. Collaboration is an important element of those four categories, and examples that fit into these four categories will be provided throughout the book.

Thirdly, in the collaborative leadership definition the topic of collective teacher efficacy was used. Tschannen-Moran and Barr (2004) define *collective teacher efficacy* as "the collective self-perception that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities" (p. 190). The collective efficacy of teachers leads to a stronger school climate for students.

### Building Collective Teacher Efficacy

We build collective teacher efficacy in these ways:

- Collaborative inquiry (Donohoo, 2016)
- Authentic professional learning communities (PLCs), in which teachers engage in learning activities with one another
- Faculty meetings where there is a problem of practice (POP) that staff investigate and bring evidence to share with others so that they can learn from one another
- Coteaching and mentoring

## In Pursuit of Collaboration

We know that self-efficacy, collective teacher efficacy, and collaboration are interrelated. For some of us, the word *collaboration* conjures up images of people working together with their sleeves rolled up, making one idea stronger. To others, the word *collaboration* makes them cringe, as they think of yet another meeting where they are asked for their input but know deep down inside that the decision has already been made. Collaboration is sometimes just code for “agree with me so we can move forward, and no one will get hurt.”

In order for collaboration to be real and for teachers, students, and parents to feel as though they are a part of a school climate in which they are valued, collaboration needs to include times where we not only learn from one another but also challenge each other’s thinking. Kuhn (2015) found,

More productive collaborations have been identified as those in which participants directly engage one another’s thinking. They listen and respond to what their peers say. In less successful collaborations, participants are more likely to work in parallel and ignore or dismiss the other person’s contributions. (p. 146)

I believe that our moral purpose as leaders is to challenge our long-held beliefs, build the collective efficacy of staff, help raise the self-efficacy of students and families, and create opportunities in which we learn together through collaboration and a stronger school climate. Michael Fullan (2001), someone I respect greatly for his work in leadership over many decades, writes,

You don’t have to be Mother Theresa to have moral purpose. Some people are deeply passionate about improving life (sometimes to a fault, if they lack one or more of the other four components of leadership: understanding of the change process, strong relationships, knowledge adding, and coherence making

among multiple priorities). Others have a more cognitive approach, displaying less emotion, but still being intensely committed to betterment. Whatever one's style, every leader, to be effective, must have and work on improving his or her moral purpose. (p. 13)

## What the Research Says

Research suggests that collaborative leadership can have a positive effect on student learning and achievement. In their longitudinal study involving 192 elementary schools, Hallinger and Heck found that “collaborative leadership positively impacted growth in student learning indirectly through building the academic capacity in schools” (2010, p. 673). The researchers also suggest that there are three important elements to collaborative leadership to assist in its success. Those three areas of focus that Hallinger and Heck found were vision, governance, and resource allocation.

### Collaborative Leadership: Elements of Success

- **Vision:** Making decisions to facilitate actions that focus the energy of the school on improving student outcomes and fostering commitment
- **Governance:** Empowering staff and encouraging participation
- **Resource allocation:** Obtaining and allocating resources to support teaching and learning (Hallinger & Heck, 2010, p. 657)

All three of these elements can be achieved by a leader. Authoritative leaders can make sure all three areas are done to compliance, and collaborative leaders can bring together stakeholders to achieve them in a more democratic way. However, this is partly the issue with collaborative leadership and school climate. Not all leaders understand they need to be collaborative and not authoritative.

Huggins, Klar, Hammonds, and Buskey (2016) suggest that any change in leadership style from the norm “requires both principals and teachers to adopt new roles and responsibilities” (p. 204). In order to adopt new roles and responsibilities and work toward a more collaborative school climate, we need to ponder the following questions.

### Questions to Ponder When Working Toward a More Collaborative School Climate

- Do we really know what collaboration looks like?
- Do we expect people to collaborate and come up with the same end product?
- Do we expect adults to collaborate and come up with the answer we want as leaders? (That is compliant collaboration and not authentic collaboration.)
- Do we go into collaboration as adults, even when we are doing it with students, and expect to learn something in the process?
- Do we show students, and adults, what collaboration looks like before we have them dive into it?
- Does our school climate support collaboration or compliance?

## Collaborative Leadership Framework

This whole idea of leadership, like the many ideas that came before this one, should be about *growth*. For most of us, that is a different way of thinking about leadership than how we learned during our leadership training. For many people, being a leader means you have hit the pinnacle of your career and now need to focus on everyone else’s growth.

However, leadership is about growth for others and ourselves. We cannot go back to our first years of leadership, but we certainly don’t have to keep making the same mistakes we made that first year. Therefore, collaborative leadership is about growth. It’s about fostering the growth of different

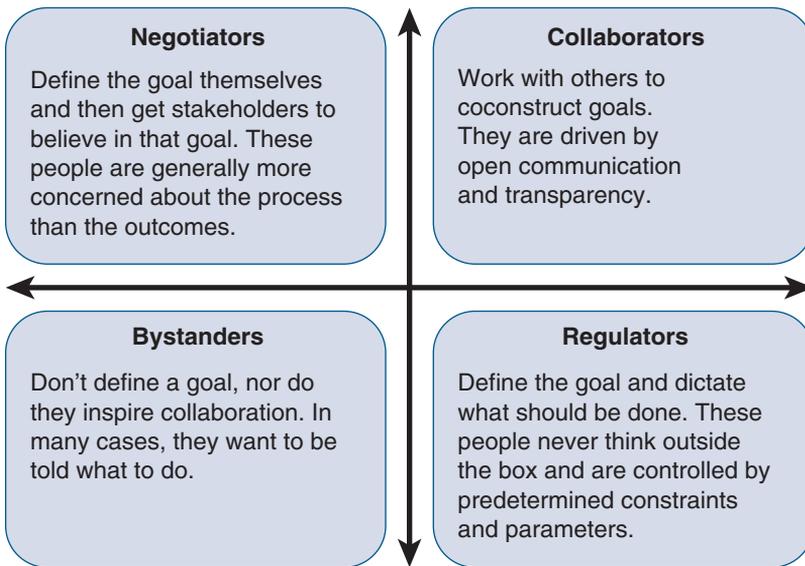
stakeholders in the school community; it's about fostering our own growth as leaders; and it's about going deeper in our learning and with our relationships. An important aspect to leadership is having a shared understanding of the following:

- Developing and sharing a vision centered on the learning of all students
- Creating and supporting continuous learning opportunities for all staff
- Promoting team learning and collaboration among all staff
- Establishing a culture of inquiry, innovation, and exploration
- Embedding systems for collecting and exchanging knowledge and learning
- Learning with and from the external environment and larger learning system
- Modeling and growing learning leadership (Schleicher, 2008)

In my experience working with school leaders in the United Kingdom, Australia, and North America, I have found some specific types of leaders, which I define as bystanders, regulators, negotiators, and collaborators (DeWitt, 2016a, p. 4). They are all part of what I refer to as the Collaborative Leadership Framework, which is illustrated in Figure 1.1.

The framework is not meant to be a criticism of leaders. It is meant to offer a reflective tool for leaders to study and understand how they might lead, depending on the situation. Those four different types of leadership styles can be more clearly defined the following ways:

**Bystanders:** These leaders don't define any positive goals, and they don't inspire stakeholders to collaborate. They have low-growth performance and have low-partnership qualities. Teachers work in silos, and the principal remains in her or his office more than being visible.

**Figure 1.1** Collaborative Leadership Framework

**Regulators:** These leaders define goals for the teacher and the school. Although they have high performance, they control the whole environment. These leaders know what idea they want to exit a meeting with well before they ever enter that meeting. Unfortunately, they do not inspire true partnerships around the school as much as they promote compliance, which ultimately creates a hostile school climate in which teachers wait to be told what to do.

**Negotiators:** These leaders seem as though they are inspiring collaboration, but what they do is define goals behind closed doors and then slowly make their way around the school or district and get people on board with their ideas. They create coalitions. This works just as long as stakeholders believe in the goals, rather than feel they have to achieve them because they're coming from the top.

**Collaborators:** These leaders find the perfect balance between inspiring stakeholders to collaborate and coconstructing

building- and classroom-level goals. They believe in a high level of transparency and honesty and enjoy a high level of performance because stakeholders feel as though they have a voice in the process.

All leaders spend time in each one of these quadrants because they're situational and often based on our reactions to those situations. For example, when it comes to faculty meetings, some leaders stay in the regulation stage because their staff doesn't always speak up, and the agenda is based on lists of important dates and new compliance items that may be coming from the state or central office.

When it comes to working with families, leaders may be in the bystander stage where they wait for families to come to them when there is an issue, or they allow a parent to barge into their office and vent at them, while they sit behind their desk and pretend to really listen to the issue. After the parent leaves, they tell the teacher to keep a low profile for a little while, and they themselves remain in the office until the dust settles. Day by day, they sit waiting to see if the parent calls back, without reaching out to the parent to see if the matter is resolved.

Given another situation, such as stakeholder meetings that involve different representatives from each grade level or department, leaders in the negotiator stage want everyone to come to consensus. These leaders give the illusion of shared decision-making, when the decision may have already been made before the meeting ever started.

And lastly, leaders may be in the collaboration stage when it comes to teacher observation because they coconstruct a goal with a teacher, so they can provide effective feedback to the teacher during the formal process.

So we have four different situations and four different ways to handle each of those situations. It's very possible to be collaborative in the areas we like to focus on, a bystander in those areas we dislike, a regulator when it comes to school safety protocols, and a negotiator when we really want to get what we want.

## Collaborative Leadership Growth Cycle

An important element of understanding which quadrant in the Collaborative Leadership Framework that we may be in at any given time is taking the opportunity to work through a growth cycle. Regardless of where leaders start, whether they spend time in the bystander, regulator, or negotiator stage, they can take the necessary steps to move into the collaboration stage. It is important that leaders who choose to go through this cycle choose one area to work on. Choosing one area is an important distinction because too often our ideas fail when we choose too many in the beginning. If we have too many choices, we choose not to choose at all, so start small. The question leaders need to ask when it comes to their own leadership style is this: Where should I start? Figure 1.2 shows the Collaborative Leadership Growth Cycle.

When it comes to leadership practices, it's important for leaders to understand their current reality. However, we first

**Figure 1.2** Collaborative Leadership Growth Cycle



need to start with a goal that has a 0.51 effect size. After reading the introduction, you understand that a 0.51 is well over the hinge point of 0.40.

### Collaborative Growth Goal

**What area of your leadership would you like to work on?  
Where do you need to be more collaborative?**

- Feedback?
- Parent engagement?
- Student relationships?
- Offering instructional strategies to teachers?

**Understand current reality.**

- Reflect on where you think you are with that particular goal.

**Collect evidence.**

- Distribute teacher surveys.
- Review observations you've completed in the past.
- Engineer focus groups.

**Be more collaborative.**

- Offer one piece of feedback around a goal you created with a teacher before his or her observation.
- Stand out on the sidewalk and try to engage more families—even a few that typically try to blow by you on the sidewalk.
- Go to the Teaching Channel and look for high-impact teaching strategies. Keep those in your toolbox to offer to teachers after an observation or during a walkthrough.

Many leaders don't have the benefit of a coach, so the goal becomes very important in this process because a leader's job encompasses so many different aspects of schooling. They don't often have a clear picture of their current reality because they may lack input from central office administration, without someone directly above them that can shadow them to provide a baseline survey of where their needs are in

leadership. My purpose is to help leaders help themselves, and that means goal setting first. That goal can lead them to a better understanding of their current reality in that situation. The following explains each part of the Collaborative Leadership Growth Cycle.

### **Goal Setting (Effect Size of 0.51)**

The ultimate goal should be to become a collaborative leader by focusing on one specific situation in their leadership. Remember, often leaders believe they have to become a collaborative leader in every aspect of their leadership, especially after reading books like this. They don't. In order to change traditional practice, we all have to start small and not be too lofty. Think of it as a grassroots effort to change our leadership style. So the bottom line is to choose one area of leadership that you want to change the most.

Let's look at the faculty meeting (DeWitt, 2014) for an example. Leaders want to change the way they run faculty meetings and make them less about checking off a list of items teachers need to complete and more about making those meetings about professional development. Therefore, their goal is to flip their faculty meetings. Flipping is the process of sending an article, blog, or video to teachers about three days ahead of the meeting so they can read or watch it and come to the meeting with some surface-level knowledge in order to have deeper conversations with colleagues at the meeting. By flipping the meeting this way, you will build collective teacher efficacy.

### **Current Reality**

The next step for leaders is to understand the current reality in that specific situation. What has been their leadership style leading up to this point? Have they been bystanders in the process, where faculty make negative comments about how they can't do the things on the list and the leader remains quiet, hoping that the complaints will stop? Or have they been regulators, where they go through the list of tasks on their faculty agenda and tell staff by when they must be completed?

It is important for leaders to understand their faculty meeting leadership style because that typically contributes to whether they have a positive or negative school climate. If they regulate the meeting, it is most likely that their teachers feel regulated during most of their day, which contributes to a more hostile school climate.

## Evidence Gathering

After leaders understand their current reality, they will do some evidence gathering to help them reflect on past practice and will understand how to move forward. Without using evidence, we are just remembering it the way we *think* it happened and not necessarily the way it *did* happen. This evidence-gathering mission that leaders go through needs to include artifacts such as surveys or interviews with a well-rounded group that provide the leader with honest answers. Clearly, this will take a positive school climate, something I will focus on in this book. It is important to choose one or two ways to collect evidence to get an idea of how the faculty meeting felt to the teachers sitting on the receiving end.

### Stop. Collaborate and Listen!

As a way to gather evidence, provide a simple anonymous exit survey after the faculty meeting. Teachers and staff can leave it in an "Exit Survey" box within 24 hours after the meeting ends. Ask the following questions:

- What did you learn at the meeting?
- How will you use it?
- What were you hoping to learn?
- What would you like us to do differently next time?

If you want to step it up a bit and make it more anonymous, send out a link to a Google Survey where you can ask the same questions and keep track of the data it provides for you regarding faculty meetings.

## Action Step

After leaders go through the evidence-gathering portion of the Collaborative Leadership Growth Cycle, it's important to choose a next step. What will the next step be? Perhaps, the leader has a school stakeholder group (that involves grade-level representatives or chairs from different departments) already in place, and they can talk with the group about coconstructing a goal for the next three faculty meetings. I've met leaders who get excited about making faculty meetings about professional development (PD), and they want the stakeholder group to come up with a yearlong plan. Try not to do that. Often when leaders do a yearlong plan around faculty meetings and PD, they hit the implementation dip (Fullan, 2001) part-way through and drop the idea altogether, so choose a faculty focus for the next three months and then build on that momentum. Celebrate the small successes.

Leaders often have questions about coconstructing goals for faculty meetings and the feeling of being caught in the middle between central office initiatives and the needs of teachers. One of the ways leaders can make the collaborative growth cycle more impactful is to involve another colleague who can hold the leader responsible for achieving the goal. We often do better with a goal when we have a critical friend who can help keep us invested. Research that shows reciprocal teaching has a 0.74 effect size (Hattie, 2012a). It is an influence on learning that works for adults and students.

Lastly, it's important to remember that we shouldn't reinvent the wheel, and if the district initiative is going to stay the district initiative (and hopefully leaders and teachers had a say in it), we should do our best to focus on that district initiative. If we stick with the same faculty meeting goal for our Collaborative Leadership Growth Cycle, let's use an example of how a district initiative can be addressed in the faculty meeting, which contributes to a school climate that focuses on learning. The following is an example of a possible initiative that school districts adopt.

### District Initiative: *Literacy*

**Stakeholder Group:** What are high-quality literacy practices?

**October Faculty Meeting:** Staff members bring their best literacy practice and are prepared to have dialogue around those practices.

- The leader sends one article or blog out to staff regarding best practices in literacy. This will help prime the pump when it comes to dialogue. Timperely and colleagues (2007) found that the best professional development challenges the beliefs of staff, so leaders should find something that will challenge beliefs.
- The leader looks for the common theme among the ideas shared by staff.
- The leader and staff discuss the common themes and come up with two or three to explore in the next faculty meeting.

**November Faculty Meeting:** Dive deeper into the *shared* practices from October.

- Facilitate Q&A around what was shared at the last meeting (reflection time).
  - How do we engage students with these practices?
  - What is our current reality?
  - How many teachers use these practices?
  - What does that look like?
  - If we could paint a picture of the perfect literacy lesson, what would that look like?
  - Partner with a colleague from another grade level to discuss.

The ultimate goal where the cycle is concerned is to choose an area in which leaders can be more collaborative at the end. I chose the faculty meeting because it's one of those areas that often is a waste of time for teachers because most of the items spoken about could have been sent out in an e-mail. However, some other ideas include how teachers and leaders can engage with families, the teacher observation process, or the positive ways we talk with students. This focus is not only on learning

but on how teachers and staff can focus on authentic collaboration as opposed to compliant engagement.

If leaders are looking for goals to work on in their leadership practices, there are six influences (DeWitt, 2016a) that I believe will help any leader be more impactful.

### Six Influences That Matter Most

**Instructional leadership (0.42):** Instructional leadership is highly important to how a school community focuses on learning. High-quality instructional leaders coconstruct goals with their staff to provide professional development that helps teachers understand what the best high-impact learning strategies are, as well as helps teachers understand the important part gathering evidence plays in driving instruction.

**Collective teacher efficacy (CTE; 1.57):** CTE describes how much more powerful teachers can be when they work together to improve student learning. In order to build CTE, we need to have an understanding of self-efficacy. Self-efficacy (0.63) describes the confidence we have in ourselves to achieve our goals. Unfortunately, there are teachers who suffer from a low level of self-efficacy, which means that they do not believe they have an impact on the learning happening in their classrooms. It is important that school leaders work collaboratively to build the collective efficacy of teachers and students.

**Professional development (PD; 0.51):** Timperley, Wilson, Baraar, and Fung (2007) state that if we want PD to be effective it needs to meet the following characteristics:

- Occurs over a long period of time (3–5 years)
- Involves external experts
- Deeply engages teachers
- Challenges teachers' existing beliefs
- Encourages teachers to talk to each other about teaching
- Provides opportunities for teachers to learn within the school structure
- Has support of administrators

**Feedback (0.75):** Feedback has three levels: (1) task feedback for new learning; (2) process-level feedback when the student or teacher has some degree of proficiency; and (3) self-regulation when the person receiving the feedback has a high degree of proficiency. Effective feedback can only be given when it's wrapped around learning intentions and success criteria.

**Assessment-capable learners (1.44):** *Assessment-capable learners* can be defined as those students who can tell you where they are, how they got there, and where they're going next. Some schools call them *self-directed learners*.

**Family engagement (0.49):** Collaborative leadership is about building dialogue with families. Communication between families and schools needs to be two-sided. In addition to letting families know how they can support the school and students, we also need to explicitly ask them how we can help support them.

In Figure 1.3, you will see a rubric that I created for leaders, teacher leaders, or instructional coaches to use to reflect on their leadership practices around the six influences that matter most. However, the first section revolves around school climate because that is the plate that everything else sits on. Without a supportive school climate, it will be difficult for the six influences to reach their full potential.

A leader can choose one of the six influences that matter most from the rubric as a goal to work on during the Collaborative Leadership Growth Cycle. For example, family engagement may be an area where leaders find themselves in the regulation stage because they are always putting out one-sided communication rather than building dialogue. In the current reality stage of the growth cycle, leaders can send out surveys to parents to get feedback on their level of engagement with families. Additionally, on the survey the leader can ask for examples of better ways to communicate with the community and use those examples. The important thing to remember is that doing a survey is easy, but putting suggestions into action and then making those actions a habit is the hard part.

**Figure 1.3** Collaborative Leadership Rubric

Collaborative Leadership Rubric		Bystander	Regulator	Negotiator	Collaborator
<b>School climate</b>	Has stakeholder groups only if mandated by the district, but the meetings focus more on tasks and being reactive rather than goals and being proactive. Sporadically communicates to parents about events and important dates they need to know. Has district-mandated safeguards for students, but doesn't always follow through on them.	Has stakeholder groups that achieve the goal set by the leader. Creates one-sided communication with parents. Offers curriculum and safeguards that are inclusive of all students, regardless of race, gender, religion, ability, and sexual orientation, because they want all students to feel safe and because it is district-mandated.	Has stakeholder groups, some of which include parents and students, that ultimately will achieve the goal set by the leader. Creates mostly one-sided communication with parents. Offers curriculum and safeguards that are inclusive of all students, regardless of race, gender, religion, ability, and sexual orientation.	Has several stakeholder groups, some of which include parents and students, that focus on coconstructed goals. Surveys families for feedback on communication, as well as offers curriculum and safeguards that are inclusive of all students, regardless of race, gender, religion, ability, and sexual orientation.	
<b>Instructional leadership</b>	Leaves instructional strategies up to the teacher. Teacher observations offer little to no feedback to teachers.	Creates protocols to make sure mandated curriculum is being followed. Checks lesson plans on a rotating basis to ensure teachers are pacing appropriately. Observations are based on district-mandated curriculum that must be followed and focus on evaluative feedback around issues in the classroom that need to be improved.	Engages in conversations to make sure that teachers are following top-down mandates. Observations focus on goals that the leader wants the teacher to establish, and the feedback provided to teachers in the postconversation focuses on those goals, as well as other parts that can be improved.	Coconstructs goals with teachers and staff at the beginning of the year and encourages teachers to do the same with students. Preobservation and postobservations are collaborative in nature and the feedback provided is based on the learning intentions and success criteria established around the teacher's goal.	

<b>Collaborative Leadership Rubric</b>		<b>Bystander</b>	<b>Regulator</b>	<b>Negotiator</b>	<b>Collaborator</b>
<b>Professional development</b>	Teachers are free to do whatever professional development they choose as long as there is money in the budget or the PD is free and on the teacher's own time. Faculty meetings revolve around important dates and times. The quicker the faculty meeting, the better!	Teachers are mandated to take part in districtwide professional development, and what they learned must be seen in the classroom. Teachers are free to do PD on their own time as long as it fits into district goals as well as adheres to mandates and accountability measures.	Teachers are mandated to take part in districtwide professional development, and what they learned must be seen in the classroom. Teachers are free to do PD on their own time. Teachers are encouraged to share their new learning at faculty meetings and PLCs.	Teachers have a mixture of responsibilities. They need to attend district-mandated PD but are also encouraged to attend Edcamps and share their best practices at faculty meetings. Faculty meetings are flipped in order to provide teachers and staff with deeper learning around the coconstructed goals and common themes of teachers and staff.	Provides evaluative, coaching, and appreciative feedback after observations and walkthroughs based on a coconstructed goal with the teacher. Additionally, this leader understands how people receive feedback (Stone & Heen, 2015) as well and takes that into consideration when working with teachers.
<b>Feedback</b>	Provides praise and little constructive feedback. Praise is important, but it doesn't replace feedback.	Provides evaluative feedback after observations and walkthroughs based on what the leader believes is important.	Provides evaluative, coaching, and appreciative feedback after observations and walkthroughs based on what the leader believes is important.	Provides evaluative, coaching, and appreciative feedback after observations and walkthroughs based on what the leader believes is important.	Provides evaluative, coaching, and appreciative feedback after observations and walkthroughs based on a coconstructed goal with the teacher. Additionally, this leader understands how people receive feedback (Stone & Heen, 2015) as well and takes that into consideration when working with teachers.

(Continued)

**Figure 1.3** (Continued)

<b>Collaborative Leadership Rubric</b>		<b>Bystander</b>	<b>Regulator</b>	<b>Negotiator</b>	<b>Collaborator</b>
<b>Collective teacher efficacy</b>	Teachers mostly work in silos. However, if teachers want to work in groups, that is fine as well. The leader appreciates that teachers will work cooperatively but does not necessarily need to see evidence that it's working.	Teachers can either work in silos or they can work in cooperative grade-level or department-specific groups. It all depends on what the leader wants, and any of the work that is being done needs to follow district mandates, and teachers must provide evidence that what they are doing is working.	“As a leader, along with my teacher leaders and coaches, I have a deep understanding of teaching and learning. Please feel free to join us in the conversation and work with us toward that goal, but unless you fit into our present understanding, your ideas will not be fully considered. However, if you do agree with us, you will be an important part of the team.”	“As a leader, I understand the research behind self-efficacy, and I will help build a relationship with you because I respect your voice and expertise. There will be equal give and take, where I will listen to your ideas as well as share mine. However, I will ask you for evidence so you can prove your strategies are working, and I will provide you with the same courtesy. It is my goal to establish stakeholder groups and PLCs that maximize the involvement of all teachers.”	
<b>Assessment-capable learners</b>	“Students need to learn the curriculum for their grade level and perform well on state tests and districtwide growth measures. However, some students may just be	“Students need to learn the curriculum for their grade level and perform well on state tests and districtwide growth measures. Additionally, I know that	“Students need to learn the curriculum for their grade level and perform well on state tests and districtwide growth measures. We should look at Hattie's top-ten	“How do students learn best? How do we, and our students, know what makes a good learner a good learner? We need to answer those questions first, and then look	

Collaborative Leadership Rubric				
	Bystander	Regulator	Negotiator	Collaborator
<b>Assessment-capable learners (continued)</b>	unteachable (though we know that's not politically correct to say). By the way, who is John Hattie?"	Hattie has a list of top-ten influences, and we need to put those into action. That does not mean I have done a great deal of research on Hattie, but I know his name and have heard other schools are using his work."	influences and use those. I want to see those in action when I observe students."	at our growth measures and research more about formative assessment to make sure that we are meeting the needs of our students in real time. This will help us understand our current reality when it comes to student learning and then choose the influences by Hattie that will help us meet our goal. Additionally, we should focus on having a better understanding of why those specific influences worked in Hattie's research and try our best to replicate that."
<b>Family engagement</b>	"Don't call us, we'll call you."	"Here is what you need to do to support your child."	"Here is what you need to do to support your child, but we are open to your feedback. However, you may not see any evidence that we listened to your feedback because we are more concerned with our goals."	"Let's work together. Please provide us feedback in how we are communicating. What is your goal for your child when it comes to academic and social-emotional learning?"

## In the End

In order to understand our school community, we should first seek to understand ourselves as leaders, and that begins with looking at our leadership styles. How often do we spend time in the mindset of a collaborative leader, and how often do we find ourselves in the mindset of a regulator, negotiator, or bystander? It's important to understand that just as teachers can suffer from a low level of self-efficacy, leaders can suffer from that same issue as well. After so many years of accountability, mandates, and initiative fatigue, leaders can find themselves feeling lost within their positions and retreating to their offices where they can hide from issues. To combat that feeling, try to move forward with one goal because as I once heard Michael Fullan say at a conference in New Zealand, "Just because you're stuck with their policies doesn't mean you need to be stuck with their mindset." It's really important to understand that no matter how hard we try to hide, those issues will find us, and we need to be prepared. Just remember that this book is about starting small, creating a goal, and understanding your current reality—and inspiring others to do the same.

### ACTION STEPS

- What goal will you work on?
  - Faculty meeting focus
  - Teacher observation
  - Parent communication
  - Student voice
- What is your current reality when it comes to that issue you are focusing on?
  - Negotiator, bystander, or regulator
- How will you gather evidence?
  - Student or teacher surveys

- How will you address the evidence/findings with staff?
- How will you know that you have reached the collaboration stage?

### DISCUSSION QUESTIONS

- When have you experienced the four leadership styles mentioned in this chapter?
- How might self-efficacy be enhanced in your school?
  - How does it affect the adults in the school community?
- In what ways can you begin working on the collective efficacy of staff?
- How do you meet, model, and motivate?
  - If you could paint a picture of it, what would it look like?

### TIM AND TRUDY

- What would Tim need to do to make his leadership stronger?
  - What information could he use from Chapter 1 to make that happen?
- Where would Trudy need to begin to start working on her leadership skills?

## Collaborative Leadership Reflection Tool

**The following are some reflective questions to answer (also found in the Appendix on page 179). Answer them honestly in the comfort of a private setting. If you have a critical friend with whom to complete this, answer the questions and then discuss with her or him. This is not a judgment, but a reflective tool.**

I'm not overly concerned with the goals of my staff as long as they don't get in the way of the task I need to complete in my office.	True	False
I don't know the goals of each staff member in my building.	True	False
I prefer to wait for staff, teachers, students, or families to contact me about an issue, even if I know about it first.	True	False
I prefer to sit back and listen to staff members during conversations to hear their line of thinking.	True	False
Meeting central-office needs is the most important aspect of my job.	True	False
I like to walk into a meeting with one idea and walk out with the same one.	True	False
I expect the notes from each PLC, grade level, or department meeting to make sure people are doing their jobs.	True	False
I set goals with each teacher before a formal observation so I know where I should aim my feedback.	True	False
I know I will find something for the teacher to improve on before I enter their classroom for an observation.	True	False
I check the lesson plans of all of my teachers on a consistent basis and hand them back with feedback they can read.	True	False
I discuss lesson plans with teachers on a consistent basis, and they give me insight into what students are learning so I can provide them with the best feedback possible.	True	False
I need to get the answers to my questions on a regular basis.	True	False
I listen to other people's concerns fully before I provide my insight.	True	False

I try my best to say <i>our</i> faculty and <i>our</i> school instead of <i>my</i> faculty and <i>my</i> school.	True	False
I do not have to have all of the answers before I walk into the meeting because I know the collective power of the staff will come up with the best solution to our problem.	True	False
I often have meetings after a meeting because I want to further explain my goal.	True	False
I steer the conversation with staff toward my idea, but in the end, I want them to think it's actually their idea so they're on board.	True	False
I need to have all of the answers before I go into an individual or group meeting.	True	False
I don't really like to question initiatives coming from central office.	True	False
I like to build consensus.	True	False
I am OK with faculty asking me any question in a faculty meeting. I prefer to discuss the elephant in the room and come out with a better understanding of the mindset of staff.	True	False
I don't mind respectful confrontation, as long as it leads to a better place for both of us.	True	False
It is important for me to foster opportunities for all staff members to share their voices.	True	False
I make sure that those teachers who dominate meetings understand that everyone has the right to talk.	True	False
Leadership Style: _____		