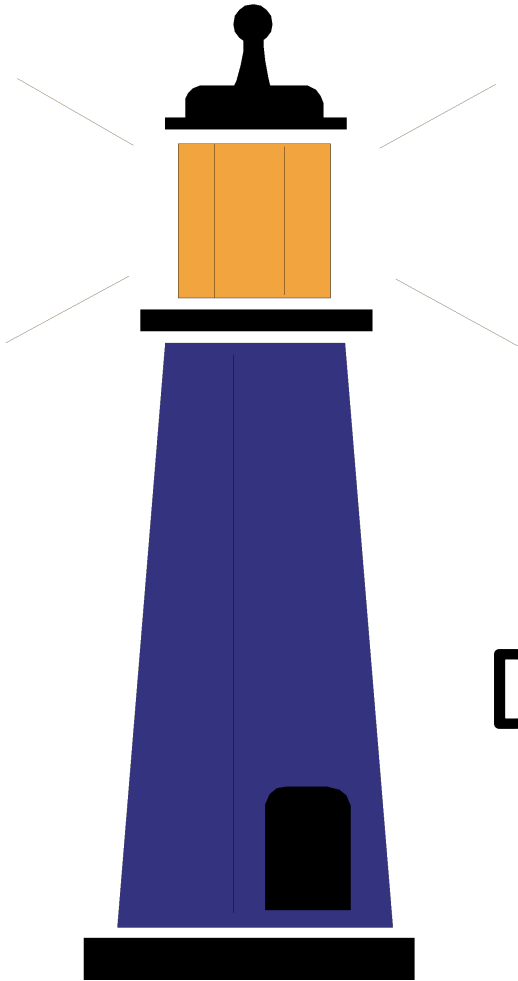




Lighthouse Module 4 Distributed Leadership



Oregon School Boards Association

Agenda

- Review homework
- Complete Module 4 on Distributed Leadership



Sheridan School District Lighthouse Survey Fall 2012

1. Is this describing the current situation in Sheridan or what leadership should be?
2. Is it describing leadership or management?
3. [Or is it focused on instruction, learning and PD?]

	LEADERSHIP	MANAGEMENT
W H A T I S		
W H A t s h o u l d b e		
	Instruction & Learning / Professional Development Focus	

Sheridan School District
Lighthouse Survey
Fall 2012

1. Keeping all staff and students focused, aimed toward the same goal. Supporting everyone involved, working as a team
2. Power down
- 3.
4. To give a focus on the way district needs to go
5. Maintain a focus on our student achievement goals

Are we where we want to be?

How do we get there?

Distributed District-Level Leadership:

- **Collaboratively** establish clear non-negotiable goals for improving instruction and student achievement
- Establish specific achievement targets
- Determine strategies to meet the goals
- Keep the focus on the improvement goals
- Continually monitor progress
- Ensure adequate support
- Appropriate flexibility to meet the improvement goals

Leadership Roles School Board

- Learn together as a board team
- Set the expectations – Clearly define the outcomes
- Create conditions for success (support)
- Hold the system accountable to the expectations (pressure)
- Build the public will – engage the community

Pressure and Support

- Both are necessary for success.
- Pressure and support can be combined in a seamless way.
- Pressure without support leads to resistance and alienation.
- Support without pressure leads to drift or waste of resources.

Reducing Tension with Support

Richard Elmore talks about “Reciprocity of Accountability”



Leadership Roles

District Leadership Team

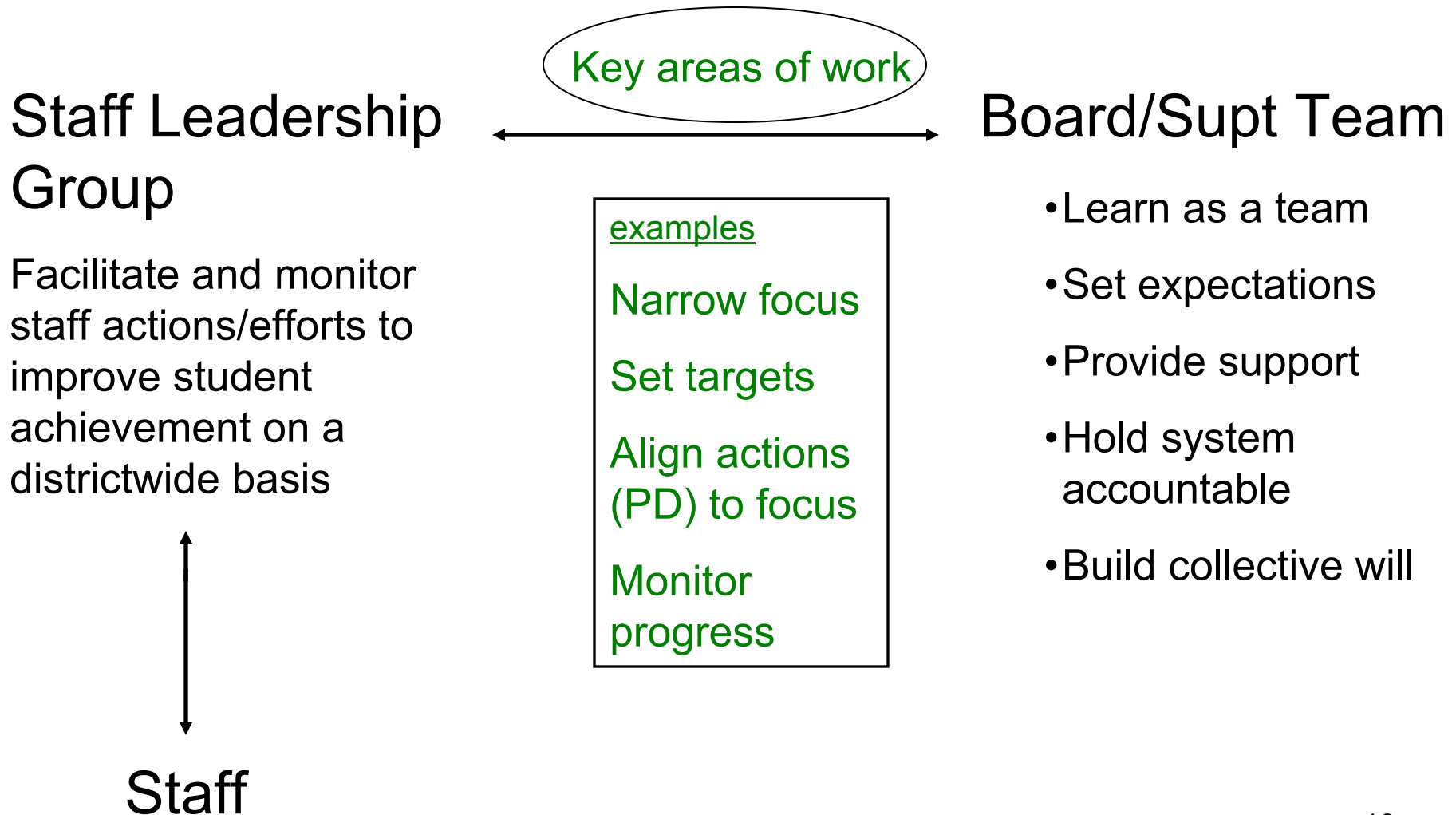
- Provide input into the focus area
- Provide the design of the districtwide improvement effort
- Lead the implementation – A change in results for students by
 - A change in the culture of the school (7 conditions!)
 - A change in instructional practice
- Monitor the implementation
- Plan/support the collaborative inquiry - professional development
- Engage the entire (licensed) staff in action research
- Shepherd the initiative

Sheridan's Teaching & Learning Team

- Support Great Teaching in the Sheridan School District
- Plan and Provide Professional Development
- Shared Leadership Including Teacher Voice
- Smooth the Change Process
- More in Depth Learning of What is Going on in the District

Continuum of Leadership

Connecting the Work





District Leadership Team

Significantly changes the system

- Organizational change process
- Connecting the process to:
 - 7 Conditions
 - Key Areas of Board Performance
- A deeper look at urgency

Our Iceberg Is Melting

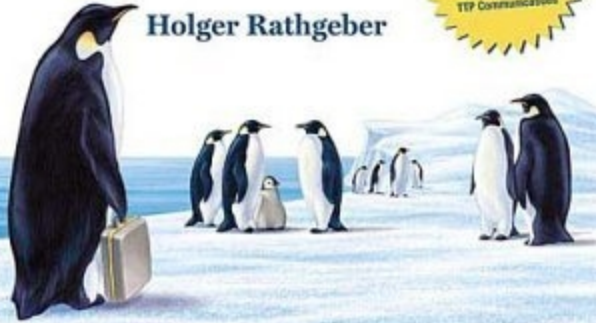
Changing and Succeeding
Under Any Conditions

John Kotter

THE AWARD-WINNING AUTHOR
FROM HARVARD BUSINESS SCHOOL

Holger Rathgeber

"...a stroke of
sheer genius"
—Michael Demaree,
TEP Communications



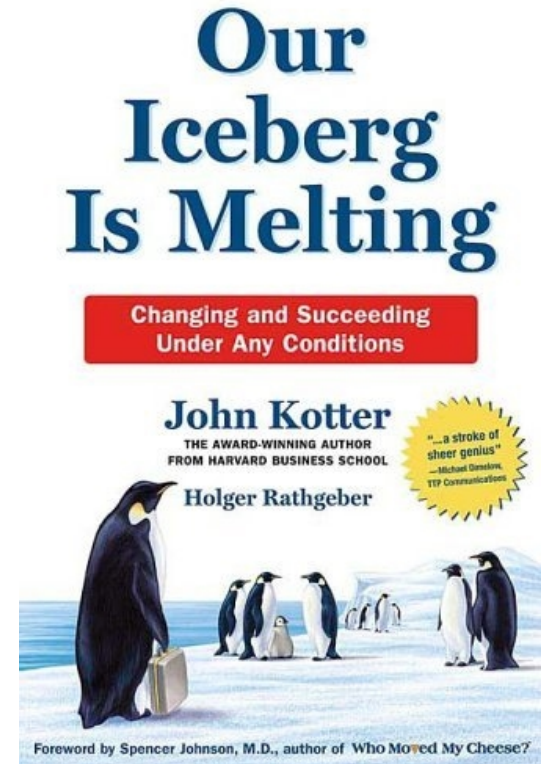
Foreword by Spencer Johnson, M.D., author of *Who Moved My Cheese?*



Iceberg Video

Change Leadership Process

- Set the Stage
- Decide What to Do
- Make it Happen
- Make it Stick



Source: Kotter, J. & Rathgeber, H. (2005) *Our Iceberg is Melting Changing and Succeeding Under Any Conditions*. New York, NY: St Martin's Press.

Set the Stage

1. Create a Sense of Urgency

Help others see the need for change and the importance of acting immediately.

2. Create the Guiding Team

Make sure there is a powerful group guiding the change – one with leadership skills, credibility, communications ability, authority, analytical skills, and a **sense of urgency**.

Decide What to Do

3. Develop the Change Vision and Strategy

Clarify how the future will be different from the past, and how you can make that future a reality.

Strategy (How):

1. Curriculum
2. Quality of Instruction
3. Level of Student Engagement

*If in 5 years, everything you put into place to change the achievement of your students worked, **what does the district look like?***

What does one see, hear & experience?

Make it Happen

4. Communicate the Vision for Understanding and Buy-In

Make sure as many others as possible understand and accept the vision and the strategy.

5. Empower Others to Act

Remove as many barriers as possible so that those who want to make the vision a reality can do so.

Make it Happen

6. Generate Short-Term Wins

Create some visible, unambiguous successes as soon as possible.

7. Don't Let Up

Press harder and faster after the first successes. Be relentless with initiating change after change until the vision is a reality.

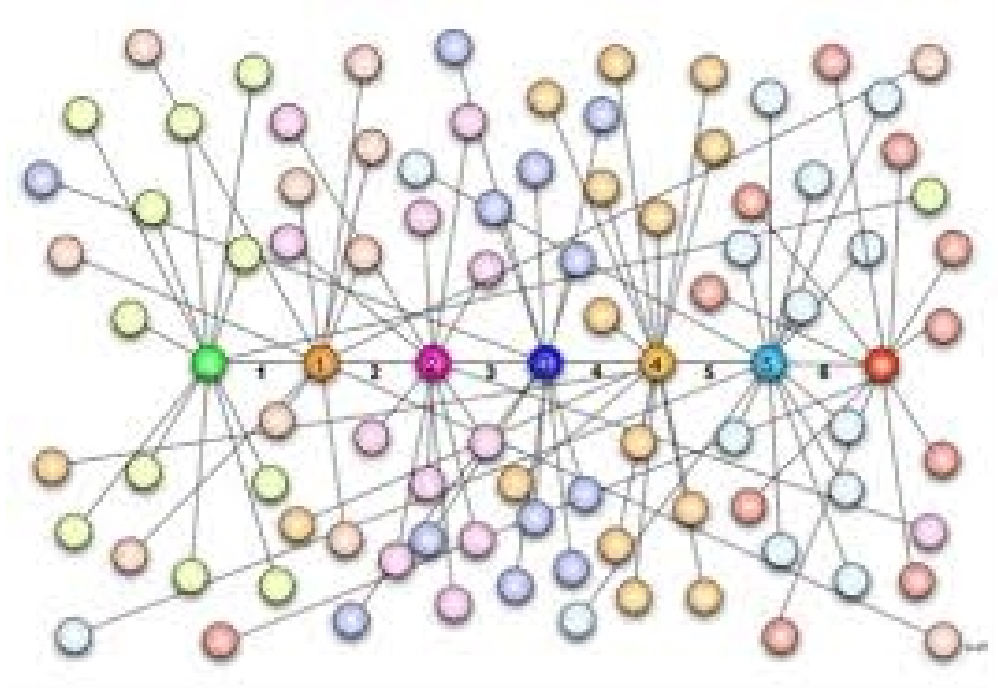
Make it Stick

8. Create a New Culture

Hold on to the new ways of behaving, and make sure they succeed, until they become strong enough to replace old traditions.

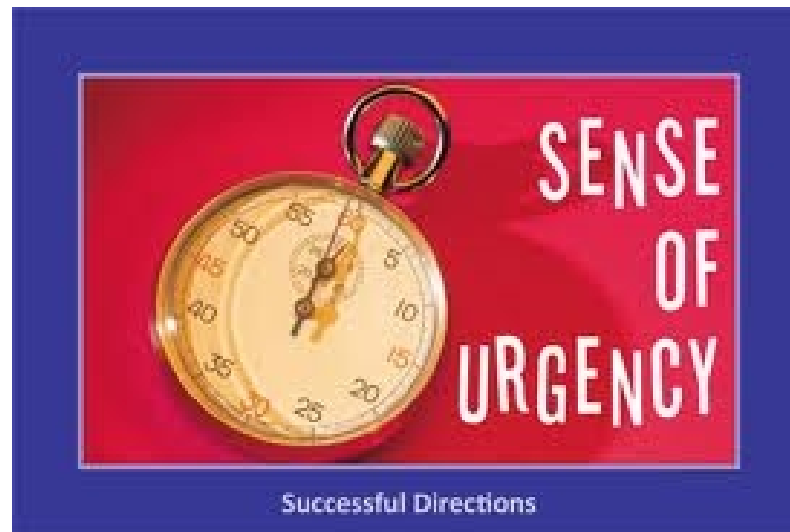
Making Connections

- 7 Conditions
- 8-Step Change Process
- 7 Key Areas of Board Performance



5 minute break





Complacency	A False Sense of Urgency	A True Sense of Urgency
Pervasive, insidious and invisible	Pervasive, insidious and mistaken	Rare and immeasurably important

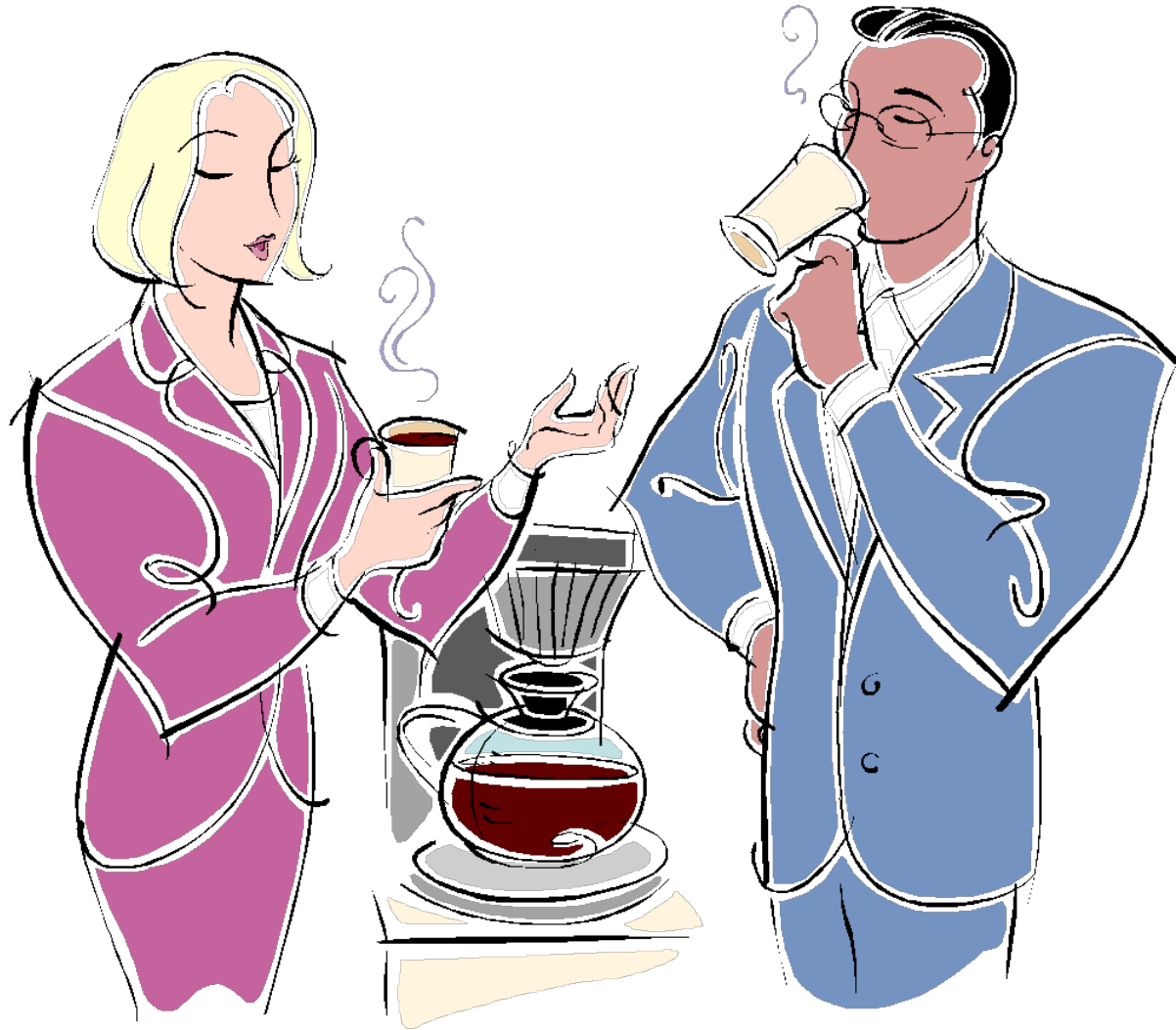
Learning is the Answer!

Moving from complacency and false urgency to true urgency

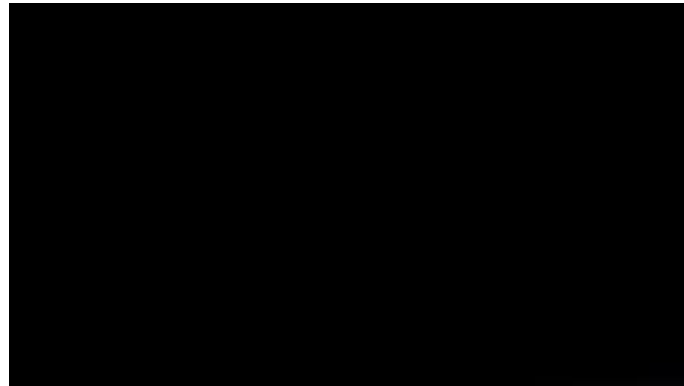
- What is our current reality?
- Why change at all?
- What is possible?
- What steps to get there?



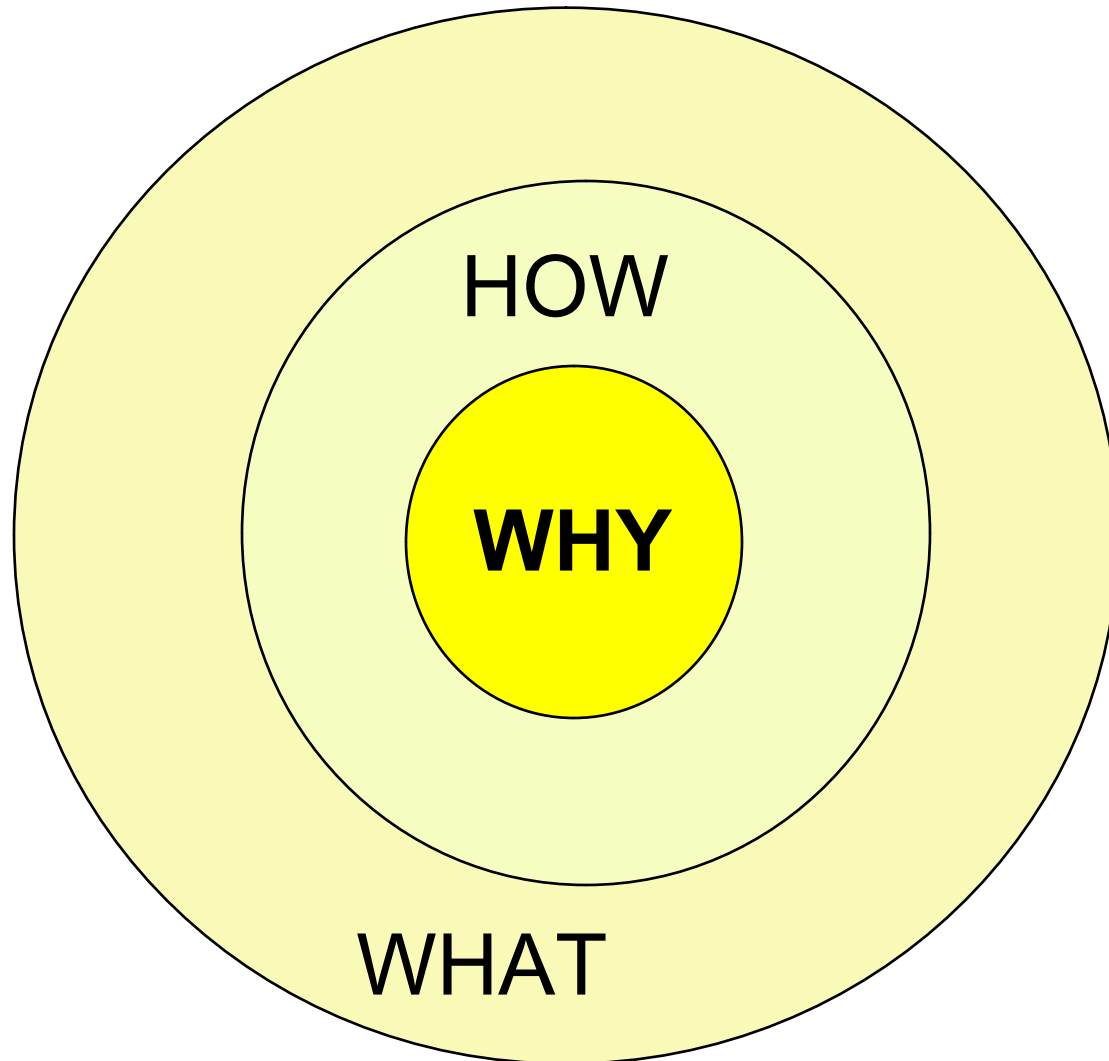
Break Time



Why do you do it?



Simon Sinek's "Golden Circle"



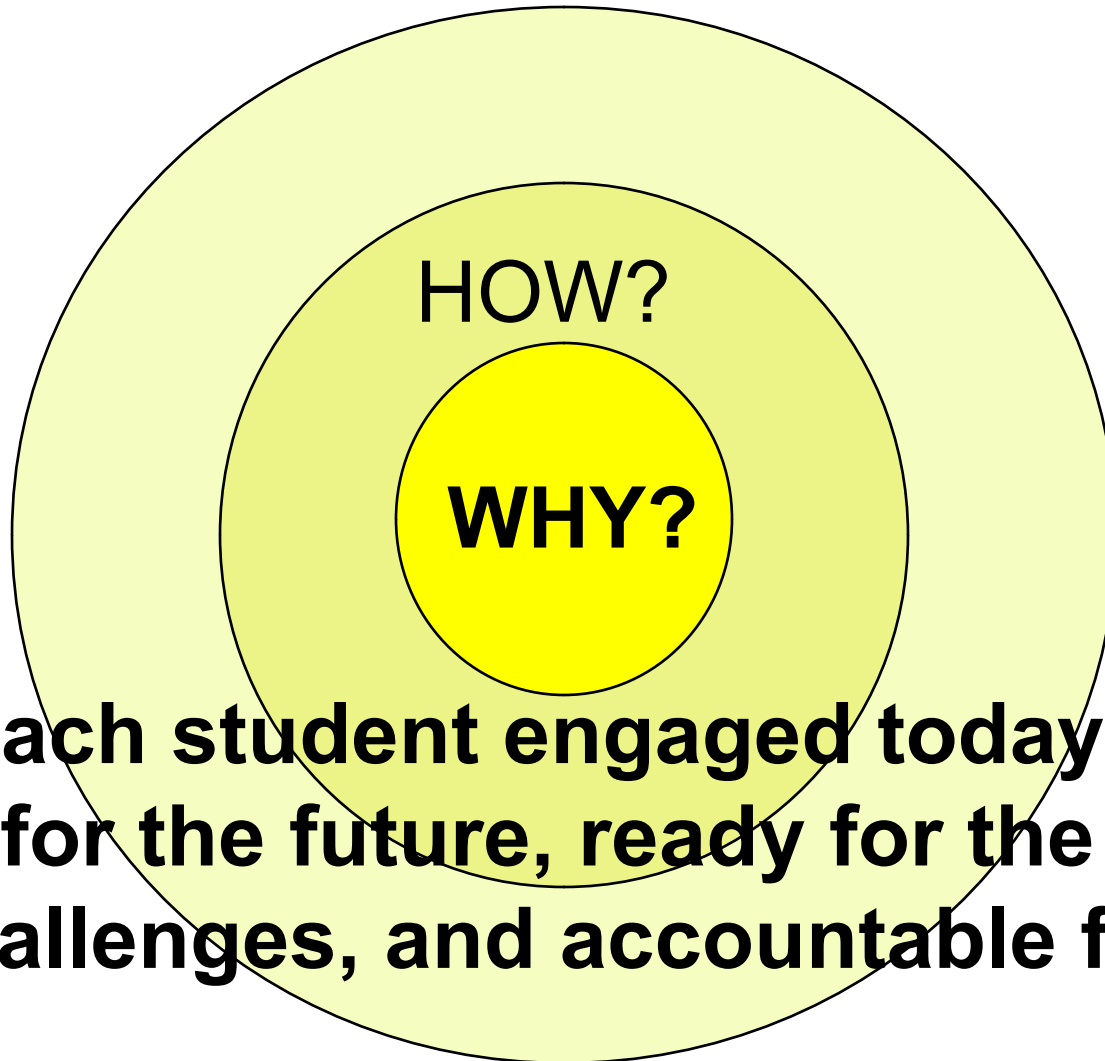
Education's Golden Circle

HOW: Instruction, programs & initiatives

WHY?

WHAT: Educate students = achievement

Sheridan's Golden Circle



WHAT: Each student engaged today, inspired for the future, ready for the next set of challenges, and accountable for their learning.