

Quality Leadership

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Agenda for Presentation

- Welcome and Goals
- Quality Leadership Defined
- Management Competencies and the related Self-Assessment (MCSA)
- Modeling Quality Leadership: PLCs
- Wrap-Up and Final Thoughts



Quality Leadership Defined

How do you define quality leadership?

What are the important skills leaderships need to have to be successful?

Please go to the link below or se the text option and type in words/phrases that come to mind as you define quality leadership.

- Website: PollEv.com/cherisemoore395
- Text: [CHERISEMOORE395](https://www.textnow.com/text/cherisemoore395) to [37607](https://www.textnow.com/text/37607) to join the session, then text a response.

Quality Leadership Defined

Management Competencies Self-Assessment (MCSA)



The Management Competencies

- Nationally validated competencies (PRO-NET, 2000; Addendum, 2018)
- 36 competencies spanning the following 8 domains:
 1. Leadership Skills
 2. Instructional Leadership
 3. Resource Management and Allocation
 4. Human Resources Management
 5. Program Monitoring and Reporting
 6. Professional Development Practices
 7. Community Collaboration
 8. *Equity**

The Management Competencies: Leadership Skills

- Models appropriate professional behavior and encourages other staff members to act in a professional manner
- Demonstrates effective interpersonal and communication skills
- Encourages active involvement of all staff and stakeholders in decision-making process
- Establishes and promotes the philosophy, goals and objectives of adult education
- Initiates and facilitates change process
- Advocates for the development of the field of adult education at national, state and local levels
- *Consistently operates with a partnership mindset, and deliberately seeks and explores internal and external partnerships to establish and realize a common vision for students and broader community.**
- *Resolves conflicts by seeking clarification, eliciting patterns and links across ideas, and facilitating a methodical approach to reach a mutually agreed upon compromise or solution.**
- *Exercises effective negotiation skills to gain consensus and produce favorable outcomes during high-stakes decision making.**
- *Practices a collaborative interest-based decision-making process that engages key stakeholders, honors diverse stakeholder interests, and results in solutions based on common interests.**
- *Utilizes innovative marketing strategies to effectively promote mission, services, and distinguishing organizational attributes that benefit students and families.**

The Management Competencies: Instructional Leadership

- Initiates and monitors the process of curriculum design and development and supports instructional processes and strategies based on research in adult learning and development
- Compiles and/or uses various needs assessments to determine staff, learner, and community needs
- *Establishes structures, expectations, and supports to cultivate high functioning professional learning communities (PLCs)**

The Management Competencies: Resource Management & Allocation

- Identifies and applies for additional funding independently or collaborates with other programs and partners
- Effectively manages allocates the budget
- Uses financial resources to support the program's mission and goals and to foster continuous program improvement and accountability
- Identifies and utilizes resources to enhance the instructional process
- *Understands and applies knowledge of financial best practices including short and long-term budget projections, need-based prioritization, and routine budget oversight and monitoring**
- *Leverages funding by employing strategic, unconventional approaches to cross-sector teaming and partnerships to maximize available funds and resources**
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The Management Competencies: Human Resources Management

- Using established criteria, recruits, hires, evaluates and terminates staff

The Management Competencies: Program Monitoring & Reporting

- Promotes clear procedures for collecting, documenting and reporting data
- Monitors and evaluates the program and uses the data for program improvement and accountability

The Management Competencies: Professional Development Practices

- Plans, promotes and models life-long learning practices
- Promotes continuous professional development for staff
- Encourages and promotes professional development activities related to technology
- *Supports peer-to-peer capacity building through job-embedded coaching and mentoring of novice teachers by more experienced peers**

The Management Competencies: Community Collaboration

- Builds relationships with various agencies and institutions to enhance the delivery of services
- Accesses and makes available information to clients about community resources and issues, and relevant laws and regulations

The Management Competencies: Equity*

- Promotes an environment that values and appreciates linguistic differences (moved from existing Leadership Skills domain)
- Promotes organization wide, culturally responsive policies and practices
- Establishes systemic supports for historically underserved students, nontraditional students, students with disabilities (SWDs), English learners (ELs), and LGBTQs, to achieve access and success
- Upholds and communicates an organizational belief that that all students are capable of success, and that their individual identity and agency is affirmed and valued
- Analyzes structural aspects of curriculum, and identifies barriers to learning and opportunities to incorporate diverse perspectives and experiences

Management Competencies Self-Assessment (MCSA)

Management Competencies Self-Assessment (MCSA) tool

- 21 questions: 1 per competency
 - 3 ways to evaluate each question (self-assessment, relevance, program goal for the year)
- Instant access to results
- The results can form the basis for an individual, annual PD plan
- Location:
<https://calpro-online.org/competencies/managementselfassessment.asp>



Modeling Quality Leadership Through Professional Learning Communities

What is a PLC?

An ongoing systematic process in which educators:

- work **collaboratively** in recurring **cycles of collective inquiry** and **action research** to achieve better results for the students they serve.
- operate under the assumption that the key to improved learning for students is **continuous job-embedded learning for educators**.

Adapted from Learning by Doing, Dufour, Eaker. Many C. 2006

Background

An PLC is committed to structured processes and deeply collaborative teamwork addressing four critical questions:

- What do we want students to learn?
- How will we know if they have learned it?
- What will we do if they don't learn it?
- What will we do if they already know it?

Background

Research suggests that educational change is more likely to occur when leaders:

- (a) create a **supportive learning environment**,
- (b) use **data-driven decision making**,
- (c) use a **distributive style of leadership**, and
- (d) function as a **change agent**.

(Ellmore, 2000)

Background

According to Rosenholtz (1989), faculty who feel supported in their own **learning efforts** and professional growth through supports such as **networks, sharing, and problem-solving**, in turn, become more committed and effective than faculty without those supports.



PLC Basics

- ❑ Big Ideas
- ❑ Cultural Shift
- ❑ Building Blocks



PLC BIG IDEAS



PLC Big Ideas Key Elements



CULTURAL SHIFT



What is a Cultural Shift?

- Modifies the very culture of the school or program assumptions, expectations, habits, roles relationships and norms
- Everything looks different than before



Cultural Shifts in a PLC

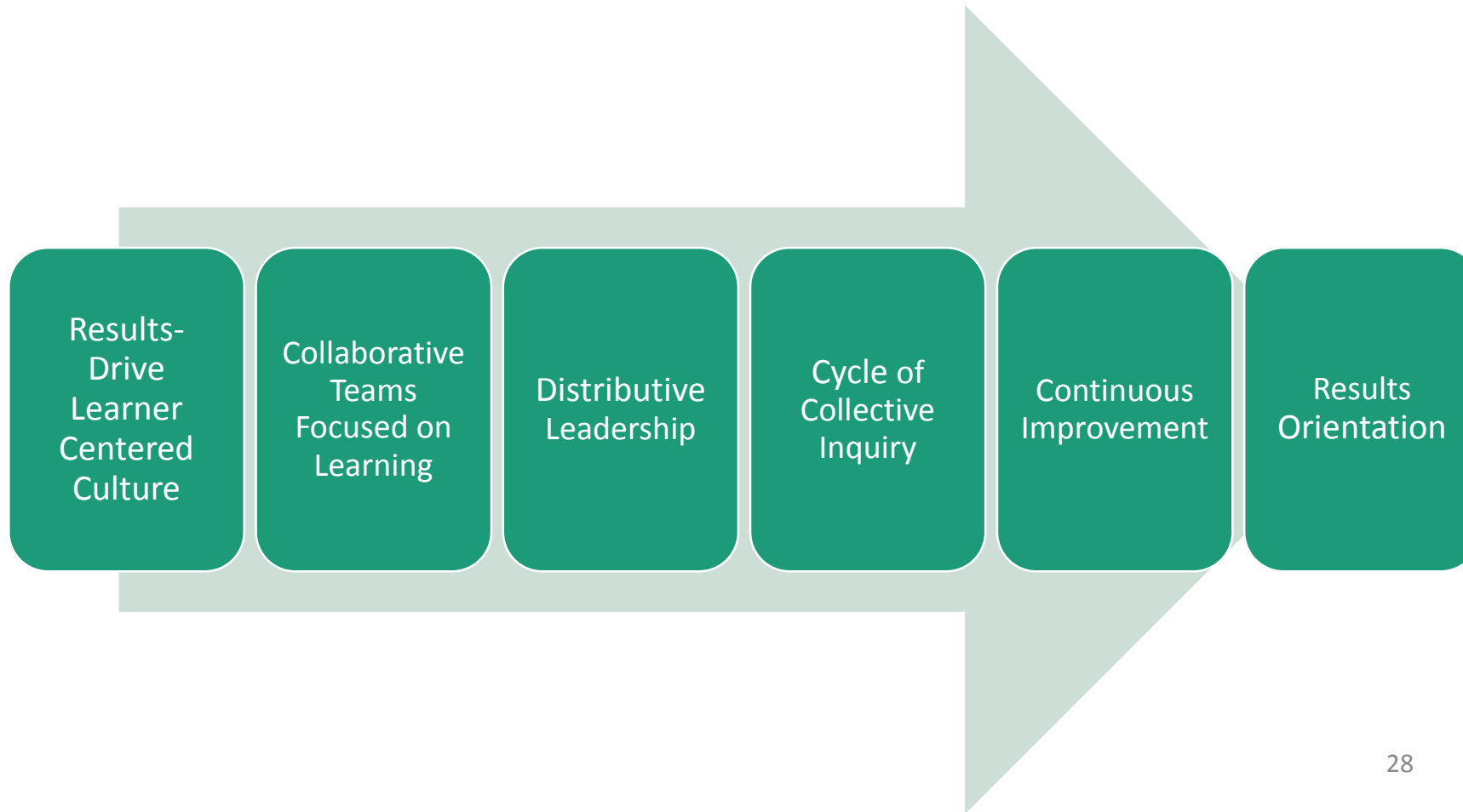
A Shift in the Work of Teachers

- From isolation... → to collaboration
- From each instructor clarifying what students must learn... → to collaborative teams establishing essential learning.
- From each instructor determining the pacing of the curriculum... → to collaborative teams of instructors agreeing on common pacing.
- From individual instructors attempting to discover ways to improve results... → to collaborative teams of instructors helping each other improve.
- From privatization of practice... → to open sharing of practice.
- From decisions made on the basis of individual preference... → to decisions made collectively by building shared knowledge and best practices.
- From an assumption that “these are my students”... → to an assumption “these are our students”.

PLC BUILDING BLOCKS



Six Building Blocks



Six Building Blocks

1. A Results-Driven Learner Centered Culture

Demonstrated by a collaboratively developed and widely understood **shared mission, vision, values, and goals**. The college and the staff need to answer these 4 questions.

- Why do we exist?
- What kind of institution do we want to become?
- How will we behave in order to become that kind of institution?
- What steps are we going to take and when will we take them to become that kind of institution?



Six Building Blocks

2. Collaborative teams focused on learning and collective Inquiry

Educators **work together interdependently** in collaborative teams to

- achieve common goals for which they are mutually accountable,
- identify student learning outcomes,
- develop common assessments,
- analyze student achievement data, and
- support one another by sharing strategies and material.

Six Building Blocks

3. Distributive leadership

Administrators incorporate concepts and strategies of **shared decision making**, individual and **team empowerment** in “**loose–tight**” leadership style.

They understand:

- they cannot undertake this initiative alone, and
- that staff must feel **ownership** in the decisions that drive them.



Six Building Blocks

4. An ongoing cycle of inquiry, which is the heart of an FLC.

- **Plan**—What is it we want students to know?
- **Teach**—How will we apply research-based instructional strategies to the needs and abilities of students?
- **Assess**—How will we know if students have learned it?
- **Reflect**—How will we respond when students experience difficulty learning?
How will we respond when students already know it?

Six Building Blocks

5. *Commitment to continuous improvement*

Seeking better ways to achieve mutual goals and to accomplish their fundamental purpose of learning, FLC teams engage in an **ongoing continuous improvement cycle** of

- Gathering evidence of current levels of student learning
- Researching and developing strategies and ideas to build on that learning
- Implementing the strategies and ideas
- Analyzing the impact of the strategies and ideas to discover what was effective and what was not
- Applying the new knowledge in the next cycle of co improvement



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Six Building Blocks

6. *Results orientation*

FLC teams

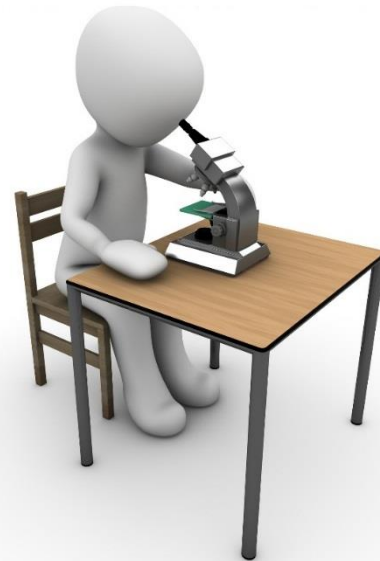
- create a series of **common formative assessments (CFAs)** to gather ongoing evidence of student learning, and
- use the evidence of student learning to inform and improve their practice.

The CFAs become the **most powerful tool** in improving student learning outcomes.



FLC Data Analysis Protocol

Turing Data into Information and
Acting on It!



Protocols for Data Analysis

- Builds awareness and understanding of team member's viewpoints, beliefs, and assumptions about data while **suspending judgments**.
- Assists groups in making **shared meaning of data**.
- Help to replaces hunches and feelings with **data-based facts**.
- **Examines patterns and trends** of performance indicators.
- Generates "**root-cause**" discussions that move from identifying symptoms to possible causes.

Common Formative Assessment: Example

Text	Beginning Level Informational Texts
Target Skills	Analyzing visual imagery
Method	Constructed written response
Common Formative Assessment	Student presented example of WW II era British propaganda poster. Asked to provide written response to three questions that engage in examination and analysis: 1. What is the purpose of the graphic? 2. What visual imagery lends itself to its purpose? 3. What key ideas of the era and social beliefs make this image potentially effective?



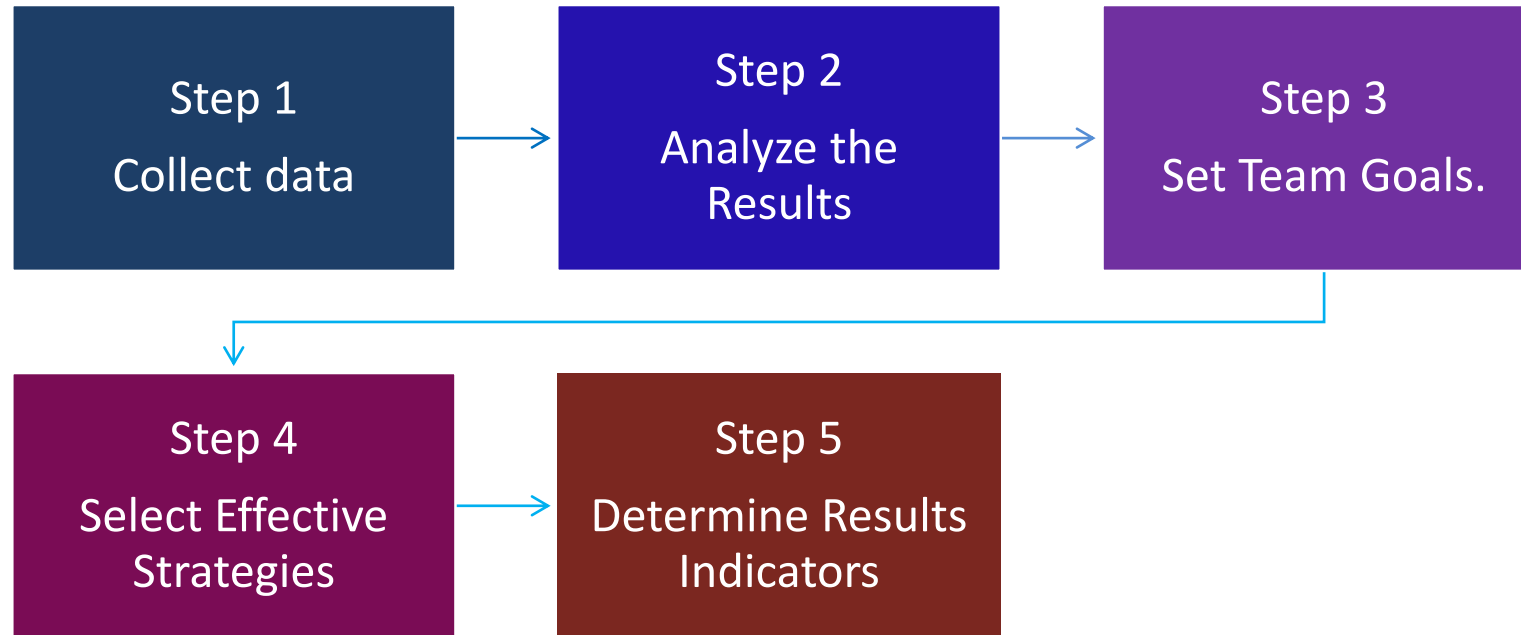
1. What is the purpose of the graphic?	2. What visual imagery lends itself to its purpose?	3. What key ideas of the era and social beliefs make this image potentially effective?

Rubric Example

- **Content:** Analyzing visual imagery for political content
- **Target - Skill Area:** Analysis
- **Assessment Method:** Constructed Written Response

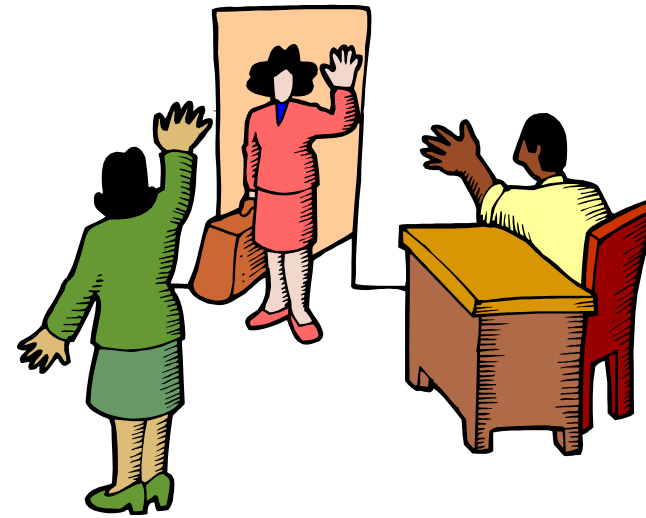
4 Exceeds	Student shows a mastery of understanding by using specific details and historical facts to describe the prevailing socio-political beliefs of the era and place, the purpose of the poster, and can tie those to a discussion of how the visual images present in the poster would be effective in achieving its end.
3 Proficient	Student shows understanding of most applicable concepts by describing in broad and general terms and at least one historical fact the prevailing socio-political beliefs of the era and place, the purpose of the poster, and can tie those to a discussion of how the visual images present in the poster would be effective in achieving its end.
2 Nearly Proficient	Student shows some understanding by describing the purpose of the poster, and can tie it to a discussion of how the visual images present in the poster would be effective in achieving its end.
1 Not Proficient	Student shows slight understanding of applicable concepts by describing the purpose of the poster and can identify at least one visual aspect of the image that lends itself to that purpose.
0 Shows No Understanding	Student shows no evidence of understanding through writing.

Collaborative Steps to Analyze CFA Data



Wrap-up

- Final Thoughts
- Questions



For Additional Information

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THANK YOU!