



# PROJECT: BUILDING LEADERSHIP CAPACITY STARTS WITH ME!

MOLLIE B HOOVER ELEMENTARY

MARCI GALINOWSKI

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# BACKGROUND LEADING TO THIS INQUIRY

- After reviewing my IPLI Survey Data it was clear that my building was lacking in teacher leadership opportunities, but the desire by teachers to do more was there. At about the same time, I was presented with the opportunity to create paid leadership positions within my building.

# PURPOSE OF THIS INQUIRY

- Therefore, the purpose of my action inquiry was to arm myself with additional knowledge and skills in order to support these newly appointed leaders, plan for ways to implement this team, and plan for leading these new teacher leaders through the goal setting process. I also needed to figure out what sorts of duties I was willing to release control of in order for them to take charge and lead.

# MY WONDERING

- With this purpose, I wondered what I could do to better prepare myself to create leadership opportunities and support teacher leaders within my own building.

# MY ACTIONS

- Phoned and emailed Dr. Steve Gruenert
- Reached out to my mentors and other experienced leaders regarding what resources they used when developing leadership teams.
- Brainstormed with other principals to see what types of things they had pushed off their plate and allowed teacher leadership to manage.
- Read Articles & Books on Empowering Teachers

# MY ACTIONS

- Using the information at hand I began to put a list of ideas I needed to keep in mind when forming a team.
- I also began to brainstorm ideas for what responsibilities I could pass on to the team.
- I decided which two teachers I needed to guide the team and explained what I was doing and their role.

# MY ACTIONS

- Shared some of my research findings with the new Leadership Team chairs.
- Together we created a Leadership Team application and informational presentation/email to the staff.
- Collected applications, reviewed them as a group.
- Selected new teammates, developed norms and prioritized tasks.

# DATA COLLECTION

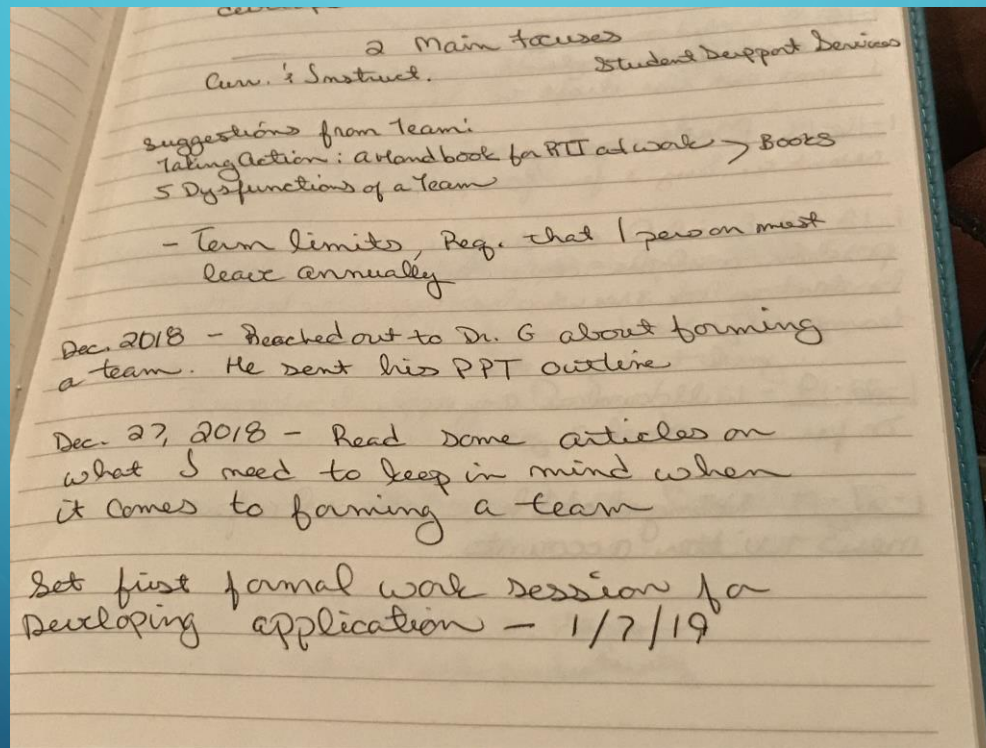
- I began keeping a journal of the websites, articles, videos, and conversations I had with others.
- As the team and opportunities for leadership became clearer, I also documented what tasks we might tackle, as well as, what things I wanted to push off my plate in order to focus more on getting out of the office and into the classroom.



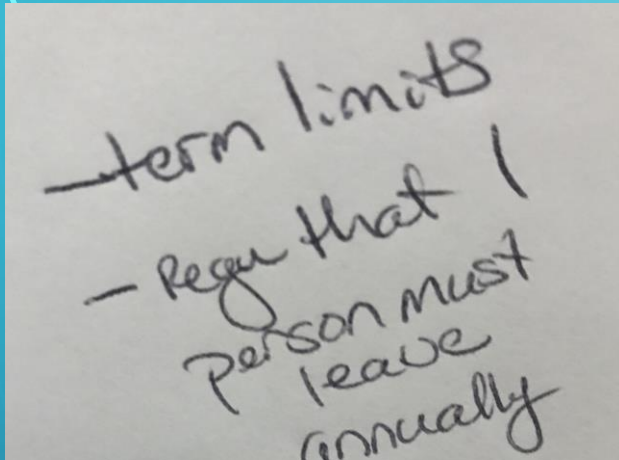
# MY DATA


- Answers from the Leadership interest application.
- Comments from my Leadership Team chairs.
- Notes of information guiding the formation of the groups function, interest questions, etc... from articles read, emails, personal conversations, and videos.
- Lists of leadership opportunities for teachers.

# MY DATA



# MY DATA



 HOOVER LEADERSHIP TEAM INTEREST APPLICATION 2019.pdf  
191 KB

**HOOVER LEADERSHIP TEAM**

The Hoover School Leadership Team will work to ensure that everyone in the school remains focused on the essential business of the school – improving student outcomes.

Key functions of the leadership team include leading teacher teams in examining assessment data and making important decisions based on data to continuously improve our school; serving as a communication liaison between school staff and the administration to ensure all ideas and concerns are considered; evaluating school-wide programs and curriculum and determining its impact on student success; determining school improvement plan goals and the path Hoover will take to reach those goals.

issues, including working on 45-day projects called “rocks.”

The only other suggestion I have is to maybe add something more about evaluating school-wide programs and curriculum and it’s impact on student success.

**Pitfall #5: Failing to regularly update your broader staff about the ILT’s function, goals, and progress.**

A screenshot of an email thread, tilted at an angle. The email is from Steve Gruenert to Marci Galinowski, dated Tue 11/27/2018 11:12. The subject is "RE: Leadership Team Information". The body of the email says "Follow up. Completed on Saturday, January 12, 2019. You replied to this message on 11/27/2018 12:18 PM." There are two attachments: "Selecting Your School Improvement Team.docx" (19 KB) and "Selecting Two Teacher-Leaders.2.pptx" (162 KB).

# MY DATA

- Responses to the Leadership Interest Application revealed a lot about the character of the applicants.

One of the important tasks you will have as a team member is to promote the goals of the team to the staff. How would you handle a situation when you or a staff member do not agree with a process for meeting a school goal?

7 responses

Disagreement is always going to be a part of life, especially in the workplace. I would fully expect to use my diplomatic mediator skills on more than one occasion if selected as a member of the Hoover Leadership Team.

If another team member and I do not agree the first step is to talk to the other member about the issue in a respectful manner. I would seek to understand their perspective while examining my own priorities and desires. Having an open mind, being flexible, and willing to discuss a disagreement openly are the keys to making progress.

Disagreeing with someone is always a difficult thing. I would hope that the leadership team would plan carefully and would have good, sound reasoning to back up new ideas. I have found that when people understand why something is required, they are more open to doing it. Getting staff involved by offering surveys would be one way to let people express their opinion, and the leadership team should listen to the ideas shared. Clear communication would hopefully alleviate staff not following the procedures. In the end, once the decision has been made, staff should be held accountable for following through with our school wide expectations.

It's important to listen to other people's ideas. I think that being a part of a leadership team means leading by example. It's okay if not everyone agrees, but hopefully through the process of implementing new ideas, it will become clear to everyone what is working best for our students. If not, you go back to the drawing table and begin again.

Let people know you're listening. Explore the issues the disagreeing staff member shares. Have the best interest of everyone at heart. Distinguish between a healthy disagreement and destructive criticism. Focus on the goals.

Please describe what strengths you would bring to the team (communication, organization, follow-through with tasks, etc...). \*

I think my biggest strengths are a positive attitude, coming up with ideas, recognizing strengths and weaknesses, and openness to try new things.

Please describe what strengths you would bring to the team (communication, organization, follow-through with tasks, etc...). \*

Strengths include: leadership, clear communicator, organized, respectful of others and their time, fair and kind, integrity, treat others as professionals, committed and loyal to the organization. I know all of the students, and work uniquely with all staff. I feel I have much to give and contribute and I'm being greatly under-utilized right now.

# MY DISCOVERIES

- It was harder than I thought to give up control.
- There are many things I was focusing on that when given up provide me with more time, and give my teachers an opportunity to lead.
- Teachers step-up and do more when they know it's important and you trust them.

# WHERE AM I HEADING NEXT

- I am going to continue look for opportunities for teachers to take on leadership roles.
- I am going to continue working through the IPLI process with my team next year.
- I am going to continue to note resources that I come across, and tips & tricks from others that will help me guide my team.

# BIBLIOGRAPHY

Buffum, A. G., Mattos, M., & Malone, J. (2018). *Taking action: A handbook for RTI at work*. Bloomington, IN: Solution Tree Press.

Colon, L. (2016, July 27). National Association of Elementary School Principals: Serving all elementary and middle-level principals. Retrieved January 12, 2019, from <https://www.naesp.org/blog/building-instructional-leadership-capacity>

Lencioni, P. (2012). *The advantage*. San Francisco, US: Jossey-Bass.

Lencioni, P., & Okabayashi, K. (2008). *The five dysfunctions of a team: An illustrated leadership fable*. Singapore: John Wiley & Sons (Asia).

Stricker, J. (2018, July 19). 3 Keys to Building Strong Instructional Leadership Teams. Retrieved January 12, 2019, from [https://www.insighteducationgroup.com/blog/3-keys-to-building-strong-instructional-leadership-teams?hs\\_amp=true](https://www.insighteducationgroup.com/blog/3-keys-to-building-strong-instructional-leadership-teams?hs_amp=true)



## **Building Leadership Capacity Starts with Me!**

**Principal Name:** Marci Galinowski

**School Name:** Mollie B. Hoover Elementary

**Principal's Email Contact:** mgalinowski@cville.k12.in.us

### **Background Leading to My Inquiry (Slide 2)**

After reviewing my IPLI Survey Data it was clear that my building was lacking in teacher leadership opportunities, but the desire by teachers to do more was there. At about the same time, I was presented with the opportunity to create paid leadership positions within my building.

### **The Purpose of My Inquiry (Slide 3)**

The purpose of my action inquiry was to arm myself with additional knowledge and skills in order to support these newly appointed leaders, plan for ways to implement this team, and plan for leading these new teacher leaders through the goal setting process. I also needed to figure out what sorts of duties I was willing to release control of in order for them to take charge and lead.

### **My Wondering (Slide 4)**

With this purpose, I wondered what I could do to better prepare myself to create leadership opportunities and support teacher leaders within my own building.

### **My Actions (Slide 5-7)**

I started by calling and emailing team building expert Dr. Steve Gruenert. I also solicited advice from my mentors and other experienced leaders regarding what resources they used when developing leadership teams. My next step was to brainstorm with other principals to see what types of things they had pushed off their plate and allowed teacher leadership to manage. I read some articles and books on empowering teachers.

Using the information at hand, I began to put a list of ideas I needed to keep in mind when forming a team. I also began to brainstorm ideas for what responsibilities I could pass on to the team. I decided which two teachers I needed to guide the team and explained what I was doing and their role. Shared some of my research findings with the new Leadership Team chairs. Together we created a Leadership Team application and informational presentation/email to the staff. We collected applications and reviewed them as a group. We then selected new teammates, developed our new group norms and prioritized tasks.



### **Data Collection (Slide 8)**

I kept a journal of the websites, articles, videos, and conversations I had with others. As the team and opportunities for leadership became clearer, I also documented what tasks we might tackle, as well as, what things I wanted to push off my plate in order to focus more on getting out of the office and into the classroom.

### **My Data (Slides 9-12)**

The data that I collected throughout the action inquiry included:

- Answers from the Leadership interest application.
- Comments from my Leadership Team chairs.
- Notes of information guiding the formation of the groups function, interest questions, etc... from articles read, emails, personal conversations, and videos.
- Lists of leadership opportunities for teachers.

### **My Discoveries (13)**

It was harder than I thought to give up control. There are many things I was focusing on that when given up provide me with more time, and give my teachers an opportunity to lead. Teachers step-up and do more when they know it's important and you trust them.

### **Where I Am Heading Next (Slide 14)**

I am going to continue look for opportunities for teachers to take on leadership roles. I am going to continue working through the IPLI process with my team next year. I am going to continue to note resources that I come across, and tips & tricks from others that will help me guide my team.

### **Bibliography (Slide 15)**

Buffum, A. G., Mattos, M., & Malone, J. (2018). *Taking action: A handbook for RTI at work*. Bloomington, IN: Solution Tree Press.

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