



Leadership Skills for Success

*Crossing School of Business and
Entrepreneurship*

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Initially, our team wanted to explore

How pairing inexperienced and experienced teacher leaders would develop and increase the leadership competencies of all participants.

The relationship between teacher leader development and increased student achievement.



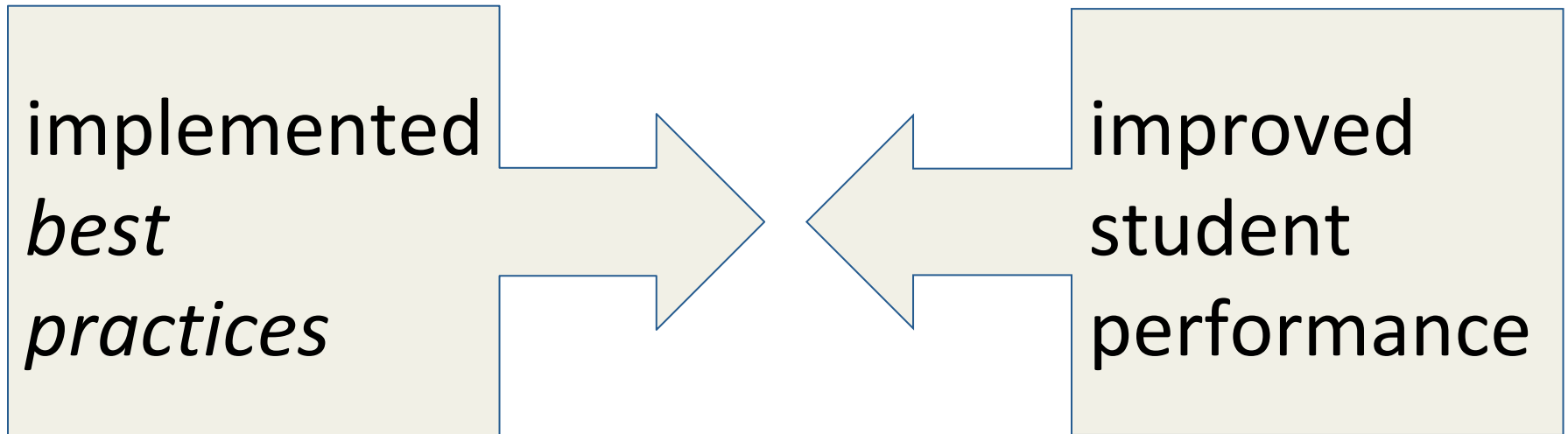
Purpose of This Inquiry

Identify school leadership skill sets necessary to facilitate student achievement and explore ways to best share and implement practices across school locations statewide



Our Wondering

- Will identifying and sharing (between teacher leaders) the practices of successful teacher leaders lead to:



Our Actions

8 Teacher Leaders paired

Site visits to respective sites

Success practices identified and implemented

What practices did you see your peer implement?

Leaders were interviewed as a pair for data collection

After visits, what practices did you implement?

Teacher Interview Results

100% of teacher leaders benefited from this experiment and wished to continue it.

Experienced
teacher leaders...

...Benefited from
examining own
practices

...Remembering
WHY, then training
HOW, reinforced
own practices and
consolidated
successes

...Believed Layered
Reviews within PLC
process is critical to
leveraging leadership
strategies

New teacher leaders...

...believed site visit
and pairing method
was MORE beneficial
than standard PD
meetings

...saw results from real-
time coaching and
feedback on best
practice implementation”

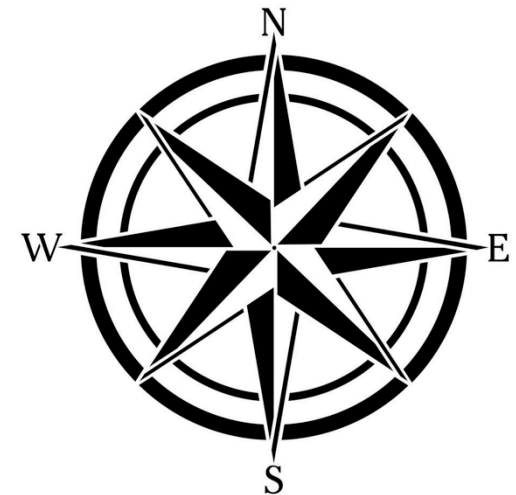
...Felt pairing
with
experienced
leader critical
to growth

Discoveries

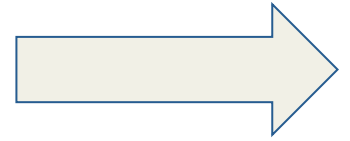
Participants
trusted
seasoned
staff and
followed
them
“naturally”

Similar
leadership
practices
identified
across all
locations (ex.
problem solving
within weekly
meetings)

Studying
Leadership
vs. policies/
systems
created
growth
environment



Where We Are Heading Next

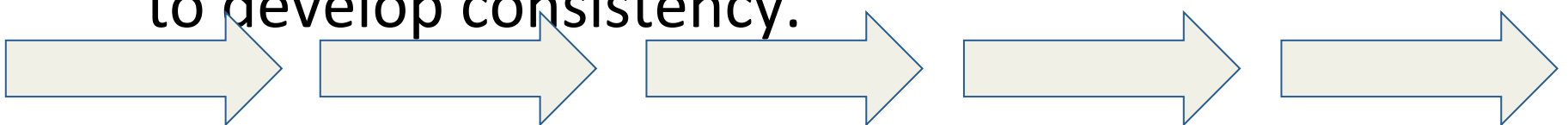


1. Leaders will continue visiting one another's sites and implement improvement practices in a peer coaching model.

2. Practices will be studied and condensed into *Best Practices*

3. Leaders will implement and track best practices (Layered Reviews)

4. Performance data tracked at each location to determine effectiveness on student performance to develop consistency.



Inquiry Brief

(2018-2019)

Mills/Jackson/Hill

- Purpose:

Identify site leader skill sets necessary for success

- Question (Wondering):

Will identifying and sharing (with site leaders) the practices of successful site leaders lead to 1) implementation of *best practices* at sites and 2) improved student performance?

Pre-determine which practices to look at?

Guiding questions:

Their best practices - filter - observation

Common terminology is a necessity. Clarify terminology = best practices

Video that shows the best practices - for Training

Need an instructional framework...

Matrix of BP's - 20 BP's are a reflection of the leaders who build the system

- Sub-questions:

1. What are the practices of successful site leaders?
2. What will the effect of direct observation (site visits) be?
3. What effect will pairing site leaders together, for collaborative purposes, have?

- Method (What will we be doing?)

1. 20 site leaders will be paired.
2. Leaders will visit one another's sites.
3. SL's will identify success practices as they visit site and reflect on their own sites.
4. Practices will be studied and condensed into *best practices*.
5. SL's will track new best practices that they implement (*note – this step will be a long-term process and extend past this AR cycle. Initial performance data will be collected)
6. Performance data tracked (*note – this step will be a longer term process and extend past this AR cycle. Initial performance data will be collected)
7. SL Pairing
8. Survey Questions:
 - What practices of the site leader are leading to success?
 - What practices are not leading to success?
 - What percentage of time between did the leader spend between staff dev, student behavior management and task completion?

- Data Collection:
 1. # of site visits conducted – Google Doc
 2. Document Practices site leaders credited as being impactful - Journals
 3. Best practices identified – Activity at Winter Prof Dev
 4. Implementation of best practices
 - What practice? What location? When? Where?
 5. Performance data review
 - How does performance correlate to *best practice* implementation?

- Calendar (timeline):
 1. November/December – pair sites AND site visits conducted
 2. January - practices and *best practices identified (activity at January staff prof. dev. sessions)*
 3. February - *best practices* implementation AND Performance Data Review
 4. March – Feb cntd. AND data analysis
 5. April/May – final presentation

- Data Analysis:
 1. Were the leadership practices identified what you expected? Why or why no?
 2. Did implementing the best practices at new sites increase student data/performance?