**MCEA Leadership Team Institute Assignments**

**Spring 2016**

**Module 1: Learning to Lead**

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| **Outcome, Evaluation, Follow On 4.5 Outside Hours** |
| Participants will learn their leadership style. They will develop “growth plans” for reaching into other areas. Tool Completed in Class**ASSIGNMENT 1:** Action Planning reflection entry and personal growth plan.  (60 Mins) |
| Participants will understand the attitudes that can undermine effective teamwork. Tool and Activity used in Class. Follow on: Complete the “Story of My Team” with a group at your school. **ASSIGNMENT 2:** 1 Page reflection  entry (30 Mins) |
| Follow on,  Share your leadership Story of Self with a group of colleagues.  **ASSIGNMENT 3:** 1 Page entry reflecting on the usefulness and feedback of sharing your story.  (60 Mins) |
| Participants will explore several team tools to propose using with a team that they are part of.  They will develop a plan for their next meeting that incorporates learning from this module into that plan and apply those changes.**ASSIGNMENTS 4 and 5:** Turn in a Plan for Successful Teamwork that includes the incorporation of the tools explored in Module 1. (1 Hour) |
| **ASSIGNMENT 6:** 1 page Reflection on your learning in Module 1.  (1 Hour) |

**The following pages contain the guiding questions and directions for completing your required assignments for Module 1. These assignments must be submitted electronically as attachments, or embedded in the body of an email, via email to your assigned CPD Facilitator. Handwritten work, even if sent as a scanned copy, will not be accepted. Your CPD Facilitator Clifford Cooper (Clifford\_j\_cooper@mcpsmd.org) will contact you directly with further directions and any clarifications you might need. ALL assignments must be submitted no later than 5:00 PM - 30 days from your participation in this Module- to your CPD Facilitator – no late work will be accepted. ALL coursework is required to be completed satisfactorily in order for your CPD to be granted.**

**Assignment 1. Action Planning**

Now that you have identified your own leadership style, how can you put it to work? Use the following questions to guide your thinking.

1. Based on the information you obtained from this assessment, what do you view as your personal strengths as a leader?
2. What are your areas for improvement as a leader?
3. Think of a specific situation or situations in which you will need to influence others to accomplish a goal. What strengths can you use to your advantage?
4. How do you plan to adapt your leadership style to meet the requirements of the situations?

**Assignment 2: Stories of My Team Reflection & Questions to Consider**

Use the following questions to reflect on how the “stories” you and your teammates tell and the perceptions each has about students, colleagues and leaders blocks or supports strong teaching and learning. (1 page)

1. From your perspective, what are the prevailing stories on a team that you work with?
2. How do these differences manifest in how your team functions? Makes decisions? Has difficult conversations? Implements solutions?
3. If asked, what do you think members of your team would say is your story?
4. When you completed this activity with a team of colleagues, what were their thoughts about the prevailing stories at your school? How can this sort of activity help improve the culture at your school?

**Assignment 3: Reflection on the Usefulness of your Story of Self**

A story of self has three components --

1. What is an issue that you want to change in the world?
2. What values do you hold or challenges have you faced that would resonate with your audience?
3. Why you are called to leadership on your issue?

Reflect on how using the technique of “Story of Self” with your colleagues could make a difference in the culture and nature of your work. (1 Page)

**Assignment 4 and 5: Plan for Successful Teamwork**

You have learned that successful teamwork does not simply happen by chance. There are specific practices and structures that you can use to lead successful work. Use the following questions to plan a successful team meeting. (1 Page writing ad 1 Page Agenda)

1. What is the purpose of the meeting and who is part of this team? Is it a one-time meeting or will it be on-going?
2. What are the norms that you will use with this team? What processes will you use to devise, enforce, reflect on and improve these norms?
3. What will you do to ensure that all voices are part of the meeting?
4. What will you do to ensure that this meeting is collaborative in nature and not simply a meeting where information is delivered?
5. Develop an agenda using one of the templates included in Module 1 or use the template that you normally use, but reflect on if that type of agenda allows for the collection of decisions made during the meeting, has outcomes and allows you to list action items.

**Assignment 6: Reflecting on Your Learning from Module 1**

Module 1 is focused on who you are as a leader on a team. You explored your leadership style, you developed a “Story of Self”, practiced the skill of listening and explored some tools that you personally could use with a team you work with. How do you think the learning you did in Module 1 will change how you work with your colleagues on teams? What do you think will be your biggest challenges in working as a leader with your colleagues? What do you think you’re most likely to implement from this module? (1 Page)

**Module 2: Stronger Together**

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| **Outcome, Evaluation, Follow On 4.5 Outside Hours** |
| Participants will understand the strengths and areas for growth for their teams.  They will be able to identify the traits of teams that support strong student learning.**ASSIGNMENT 7:** 1 Page Reflective Entry – What is the stated Mission of your school? How is that aligned with how your team operates? Why or why not? (30 Mins) |
| Participants will understand the 4 stages of team development. Using the tool Assess the Stage of Development of a Team you work with.   Identify how this impacts discussions about teaching and learning.  **ASSIGNMENT 8:** Turn in Completed Tool (Will need to Scan from Module Handouts)**ASSIGNMENT 9:** 1 Page Reflection on the stage of your team. (Total Time 60 Mins) |
| Participants will learn their conflict management style and will develop strategies for dealing with conflict on a team. Tools completed in class.Complete the full cycle of “Faces of Conflict” engage in the conversation you have been putting off.  **ASSIGNMENT 10:** TURN IN Completed faces of Conflict Plan **ASSIGNMENT 11:** 1 page entry reflecting on the conversation and outcomes.   (60 Minutes)  |
| Participants connect content to context.  Follow on Project- Participants will identify a significant problem or opportunity that their team is facing. They will commit to completing and recording a full Interest-based  process for coming to a solution.  **ASSIGNMENT 12:** Turn in Statement of issue, matrix of interests, describe the widening process used, the narrowing process used, a summary of how the solution was selected and a short reflection of the process. (2 Hours)  |

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**Assignment 7: Your School’s Mission and Your Team’s Actions**

What is the stated Mission of your school? How is that aligned with how your team operates? Why or why not? (1 Page)

**Assignment 8: Assessing Your Team**



Using your Module 2 Handouts – Tools for Schools - complete the Stages of A Team Assessment tool while considering a specific you team you work closely with. Scan and attach with your completed assessment with your Assignment 9, 1 page reflection.

**Assignment 9: Reflecting on the Stage of Your Team**

In Module 2 you learned that one of the best ways to improve the effectiveness of a team is to develop collegial relationships and set agreements for how to accomplish the work of the team. Why do you think that that the team you work with is at the stage that your assessment indicates? What could you do specifically to improve the effectiveness of this team that you are a part of?

**Assignment 10: Faces of Conflict Plan**

You began working with the Faces of Conflict tool in Module 2. Here you will complete the planning for a person you struggle to work with effectively. While the intent is that you try this process with a person you work with, there is some latitude in who you choose. The purpose is to try the process and apply your newly learned skills.

**4 Steps of Planning and Addressing Your Face of Conflict**

1. **Know Your Stake in the Conversation**

What is the conversation that you have been putting off having with your “face of conflict”?

What would be the ideal outcome if you had a productive conversation about this conflict?

What are your assumptions about how the conversation will go, and why it will be difficult?

Why is this issue creating a response from you? What are your emotions around it and why?

Are the others involved aware there is a conflict? How do you think they are feeling? Are there some common feelings with yours? Is this a point to start the conversation?

1. **Cultivate Curiosity and Mutual Learning**

In the conversation, open with an invitation to solve an issue that will have mutual importance.

A common question is, “How do I begin the conversation?” Here are a few conversation openers:

"I have something I’d like to discuss with you that I think will help us work together more effectively.

"I’d like to talk about \_\_\_\_\_\_\_\_\_\_\_\_ with you, but first I’d like to get your point of view."

"I need your help with what just happened. Do you have a few minutes to talk?"

"I need your help with something. Can we talk about it (soon)?" If they say, "Sure, let me get back to you," follow up with them.

"I think we have different perceptions about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I’d like to hear your thinking on this."

"I’d like to talk about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I think we may have different ideas on how to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_."

"I’d like to see if we might reach a better understanding about \_\_\_\_\_\_\_\_\_\_\_. I really want to hear your feelings about this and share my perspective as well."

**Write a possible opening for your conversation here**:

**Key points to remember:**
Try to learn as much as possible about your “face of conflict” and his/her point of view. Pretend you’re entertaining a visitor from another planet, and find out how things look on that planet, how certain events affect them, and what the values and priorities are there. If they really were from another planet, you’d be watching their body language and listening for the unspoken energy as well. Do that here. What do they really want? What are they not saying? Let them talk until they’re finished. Don’t interrupt except to acknowledge. Whatever you hear, don’t take it personally. It’s not really about you. Try to learn as much as you can in this phase of the conversation. You’ll get your turn, but don’t rush it.

1. **Advocacy**

When you sense that they’ve expressed all their energy on the topic, it’s your turn. What can you see from your perspective that they’ve missed? Help clarify your position without minimizing theirs.

For example: “From what you’ve told me, I can see how you came to the conclusion that I’m not a team player. And I think I am. When I introduce problems with a project, I’m thinking about its long-term success. I don’t mean to be a critic, though perhaps I sound like one. Maybe we can talk about how to address these issues so that my intention is clear.”

1. **Problem Solving**

Now you’re ready to begin building solutions. Brainstorming is useful, and continued inquiry. Ask your opponent/partner what they think would work. Whatever they say, find something that you like and build on it. If the conversation becomes adversarial, go back to inquiry. Asking for the other’s point of view usually creates safety, and they’ll be more willing to engage.

If you’ve been successful in centering, adjusting your attitude, and in engaging with inquiry and useful purpose, building sustainable solutions will be easy.

**Tips and suggestions**

A successful outcome will depend on two things: how you are and what you say. How you are (centered, supportive, curious, problem-solving) will greatly influence what you say.

* Acknowledge emotional energy – yours and theirs – and direct it towards a useful purpose.
* Know and return to your purpose at difficult moments.
* Don’t take verbal attacks personally. Help your opponent/partner come back to center.
* Don’t assume they can see things from your point of view.
* Practice the conversation with a friend before holding the real one.
* Mentally practice the conversation. See various possibilities and visualize yourself handling them with ease.
* Envision the outcome you’re hoping for.

**Assignment 11: Reflect on your conversation with your “face of conflict”**

What worked well? What was difficult? Do you think that this will improve how you work together? What surprised you about this process?

Assignment 12: Interest Based Problem Solving Applied

**What is a significant problem that your school faces?**

**Who might the stakeholders be in solving this problem?**

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**In the space below, reflect on the following questions. How might you engage these stakeholders? If you were doing this for real, how many meetings do you think you might need to budget to get to a viable resolution or solution for this problem? What sort of training and support might the stakeholders need in order to participate in an interest based problem solving process?**

Matrix of Stakeholder Interests

For each of the stakeholders you listed above, what are their interests in solving the problem – remember to use interests and not jump to “solutions” or positions.

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**Categorizing the Interests**

You are now ready to review these interests and identify those that are common (and must be addressed by the options you generate) and those that are divergent (you will try to meet these interests also, unless they are in direct conflict with each other.

Your task is now to

1. Categorize the interests, eliminate duplicates, and look for themes of categories (if there are any).
2. Identify common interests, divergent interests and conflicting interests.

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| Common Interests |
| Divergent Interests |
| Conflicting Interests |

**Generating Criteria**

You have identified interests that must be met by any options you generate.

You now need to generate two criteria for evaluating the options that you propose to meet the interests of as many of your stakeholders as possible.

**The evaluation criteria are:**

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| 1. |
| 2. |

**Generating Options**

Brainstorm as wide a list of options for meeting the interests identified by the stakeholders.

**Options**

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**Decide on the Best Option**

You are now ready to evaluate the options for addressing the problem your school faces. Rank your options from most favorable to least favorable. MAKE SURE TO USE YOUR CRITERIA DEVELOPED IN THE PREVIOUS STEP. You should be seeking consensus on these rankings.

**What was the Final Decision?**

**Module 3: Collaborative Planning**

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| **Outcome, Evaluation, Follow On 4.5 Outside Hours** |
| Develop a 10 minute meeting plan that allows you to describe to your peers where collaboration is defined in your MCEA/MCPS Policy Document.**ASSIGNMENT 13:** Submit plan,  provide meeting,  1 page reflection entry  (90 Mins) |
| Participants will develop a working definition of collaboration. Follow on, present this definition at a staff or team meeting.  Get feedback and Revise. **ASSIGNMENT 14:**  Complete a 2 page revision and reflection entry.  (60 mins) |
| Participants will analyze the culture for collaboration in their school in light of several scholarly articles.Select one of the featured resource articles and reading protocols found in the Module 3 handouts. It can be one used in the training. Complete with a peer group at your school. **ASSIGNMENT 15:**  Provide the completed capture sheet and 1 page reflection entry. You will need to scan the completed capture sheet from one found in your module handouts. (90 mins) |
| Participants will understand the skills and tools required to participate in collaborative planning.  **ASSIGNMENT 16:** Reflect on the quality of planning that occurs in your collaborative planning time. What would you do to improve that? 1 page reflective entry (30 Mins) |

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Assignment 13: Planning to Discuss Collaboration

Using the template below, plan for and schedule a 10 minute meeting with your colleagues that presents the key points about your rights to working in a collaborative environment.

**Ten Minute Meeting Toolkit:**

**MCEA/MCPS Collaboration Language**

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| Time | Topic | Key Points |
| 2 Minutes | Why do we need to know about Collaboration?  |  |
| 4 Minutes | What are the key pieces of policy that provide each employee with the right to collaboration? You received all the documents required for this in Module 3.  |  |
| 3 Minutes | What should we do here in our school?  |  |
| 1 Minute | Wrap up -  |  |

Assignment 13 Continued: Your 10 Minute Meeting Reflection

Use the following prompts to reflect on your 10 Minute Meeting on Collaboration. Summarize the experience of providing a 10 minute meeting for your colleagues. What was most surprising to your colleagues about the content you provided? What was of most interest? What sorts of questions were asked? How could the knowledge of these rights change the culture for collaboration in your school?

Assignment 14: Defining Collaboration

Just as you explored in Module 3, you will develop a working definition of collaboration. Provide this working definition at a staff or team meeting.  Get feedback and Revise.  Provide your initial draft definition, the changes that are made by your colleagues, a final copy and short reflection about how the discussion of what collaboration is at your school can improve your school’s culture for collaboration.

Assignment 15: Using a Reading Protocol

In your Module 3 Handout Packet, there were several articles about collaboration and several reading protocols and “idea capture sheets.” Select one of the articles and find a peer group to complete the reading protocol with you. Submit a scanned copy of the completed capture sheet.

Assignment 15 Continued: Reflect on the Reading Protocol Process

Use the following questions to reflect on the reading protocol process.

1. Do the teams at your school routinely use professional articles as part of team meetings?
2. What was difficult about selecting and using a reading protocol with your peers?
3. What was a benefit of using a protocol to “digest” the content found in your selected article?
4. In the future, do you think that you would likely use a reading protocol again with your peers? Why or why not?

Assignment 16: Quality of Your Collaborative Planning Time

You explored many concepts, tools and resources that support the assertion that highly collaborative teams have students who learn at higher levels. Use the following space to reflect on your current situation in regards to collaborative planning time and what you hope that the future of your collaborative planning time will be like.

**Module 4: Culture, Climate and Engagement**

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| **Outcome, Evaluation, Follow On 4.5 Outside Hours** |
| Using the capture sheet, do a walk through and listening tour of your school. What did you see and hear? What do you think that means for students, parents and teachers?  **ASSIGNMENT 17:** Completed Walk Through EvidenceCapture Sheet, 1 Page Reflection  (2 Hours) |
| Participants will explore what engagement and strategies for increasing it. They will develop possible action plans for improving culture, climate and engagement.**ASSIGNMENT 18 (5 Total Pages):** Using the norms that are most relevant for your school, develop a School Culture Improvement Plan that includes the following components. A Page 1, Describe the norms chosen and the rationale for selecting them. B Page 2, Develop a plan for reporting this out and identifying solutions to improve these.  C Page 3, Provide a description of the process and any tools developed. D Page 4, Interview other key leaders in the school and provide a summary of their feeling about the process. E Page 5, Provide a 1 page reflection entry on your personal process with your school. (2.5 Hours)  |

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**Assignment 17: Walkthrough Evidence Capture Sheet**

Use this form to note evidence you find of the 12 Norms of a Healthy School Culture. This will not be a walkthrough in the usual sense, in that you might not physically “walk through” your school. To complete this task, you might use your memory, have discussions with colleagues and use other resources to consider if and how your school evidences these norms of healthy school culture. The purpose of this activity is for you to more thoughtfully apply what you learned in Module 4 to the real life setting in your school.

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| **Norm** | **Evidence you find of this norm** |
| **Collegiality** |  |
| **Experimentation** |  |
| **High Expectations** |  |
| **Trust and Confidence** |  |
| **Tangible Support** |  |
| **Reaching Out to a Knowledge Base** |  |
| **Appreciation and Recognition** |  |
| **Caring, Celebration and Humor** |  |
| **Involvement in Decision Making** |  |
| **Protection of What’s Important** |  |
| **Traditions** |  |
| **Open and Honest Communications** |  |

**Assignment 17 Continued: Reflecting on Your 12 Norms Walkthrough**

Use the following questions to reflect on the evidence that you observed while doing your school walkthrough.

1. What if any are patterns that you notice across the evidence?
2. Are there norms that you were unable to observe and site any evidence of? Why do you think that is the case?
3. What are the norms that you found the strongest evidence of? What do you think this says about the culture of your school?
4. In Module 4 you learned about resources and actions that you can take as a leader in your school to improve and sustain a healthy school culture. Given the evidence you noted during your walkthrough, what are the likely steps you think you will work to implement at your school?

**Assignment 18: Plan to Improve and Sustain a Healthy School Culture**

During Module 4 you learned that all improvement of Climate and Engagement begin with changes in Culture – the things you and your colleagues SAY and DO. You learned about the 12 Norms of Healthy School Culture and their linkage to the Gallup Engagement Survey Tool. For this assignment you are being asked to develop a plan for intentionally improving or sustaining the culture at your school. Your plan needs to include the following components:

1. Page 1: Describe the norm you chose that your evidence indicates are areas of need for your school and the rationale for selecting them.
2. Page 2: Develop a draft communication about the norms that your school needs to work on and describe a plan for communicating this out to colleagues and gathering their feedback.
3. Page 3: Determine what actions you would put in place to improve the norms you identified. Provide a description of the processes and any tools you would use or develop to support the implementation of these actions.
4. Page 4: Interview other key leaders or colleagues in your school and provide a summary of their feeling about the plan you have developed.
5. Page 5: Provide a 1 page reflection entry on your personal feelings about implementing your Plan to Improve and Sustain a Healthy School Culture with your school. Use the following questions to help you frame your reflection. What did the process of planning for this cause you to think about? What are your plans for moving forward with you plan? What do you think will be you biggest challenges in moving your plan forward? If you do move your plan forward, what do you think will be the biggest benefits for your colleagues?