


# Building the Capacity of the Leader through Professional Growth


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 In order to change an organization, you must change people

 Change begins with measuring yourself and increasing your own capacity as a leader

# Activity – Up and About and Around the House

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 Stand up and walk around until you find another person in the room that you don't know. Once you've found that person, ask one another the following question:

# Building Capacity

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How did you get to be as good as you are?



Share a few responses.

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 To change an organization, the people within the organization must change and must increase their capacity to lead.

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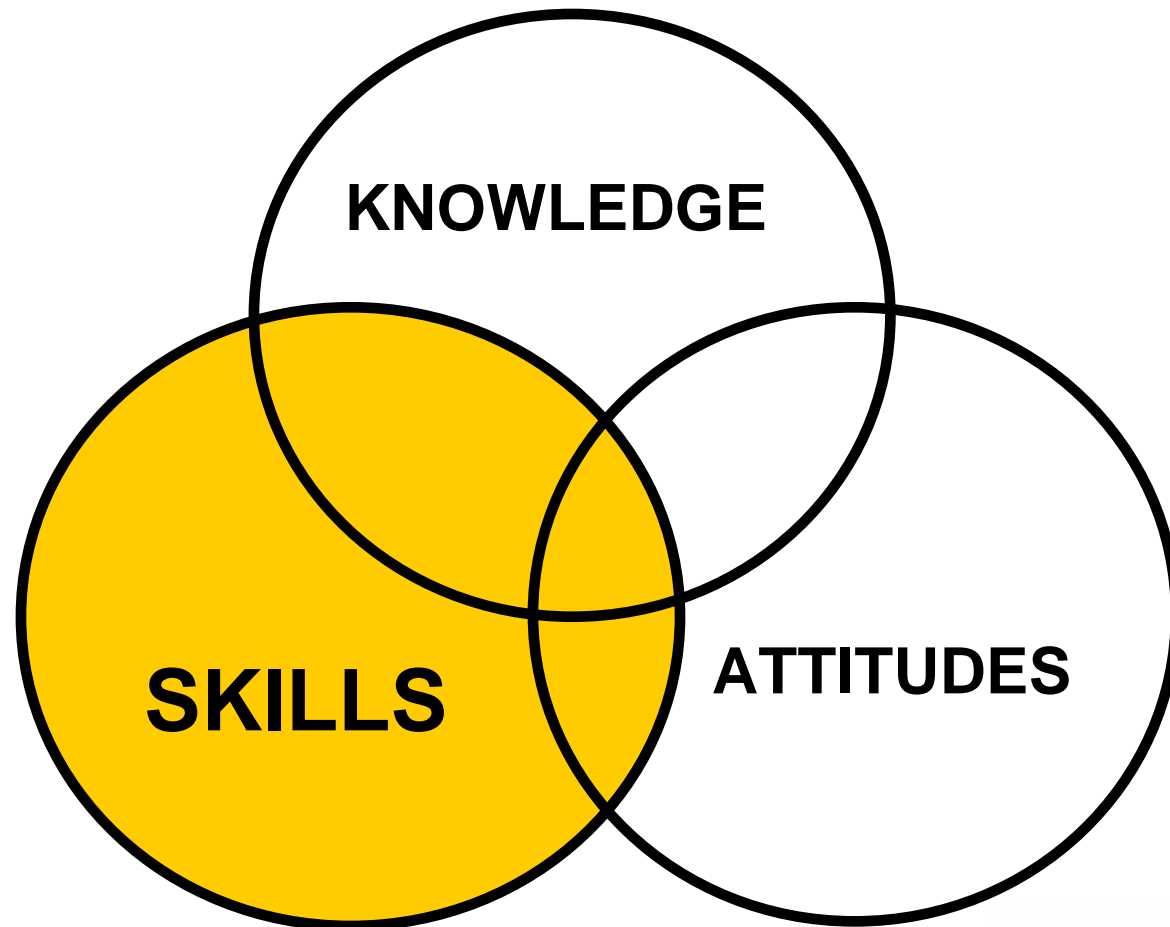
 Knowledge of teaching and learning

 Skills necessary to effectively lead a school

 Attitudes that you display and what messages do you send

# What Does it Take?

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# Effective Change Begins with Vision


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“The clearer the new vision  
the *more* immobilized  
people become! *Why?*”

*Black & Gregersen, 2002*

# Vision

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-  Vision is both an image and a process. Developing a shared vision is a process that disturbs the status quo.

# Implementing a Vision

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“The clearer the new vision, the easier it is for people to see all the specific ways in which they will be incompetent and look stupid. Many prefer to be *competent at the wrong thing than incompetent at the right thing.*”

*Black & Gregersen, 2002*

# McREL Study

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“The data from our meta-analysis demonstrates that there is, in fact, a substantial relationship between leadership and student achievement.”

*Balanced Leadership.* McREL, 2003.

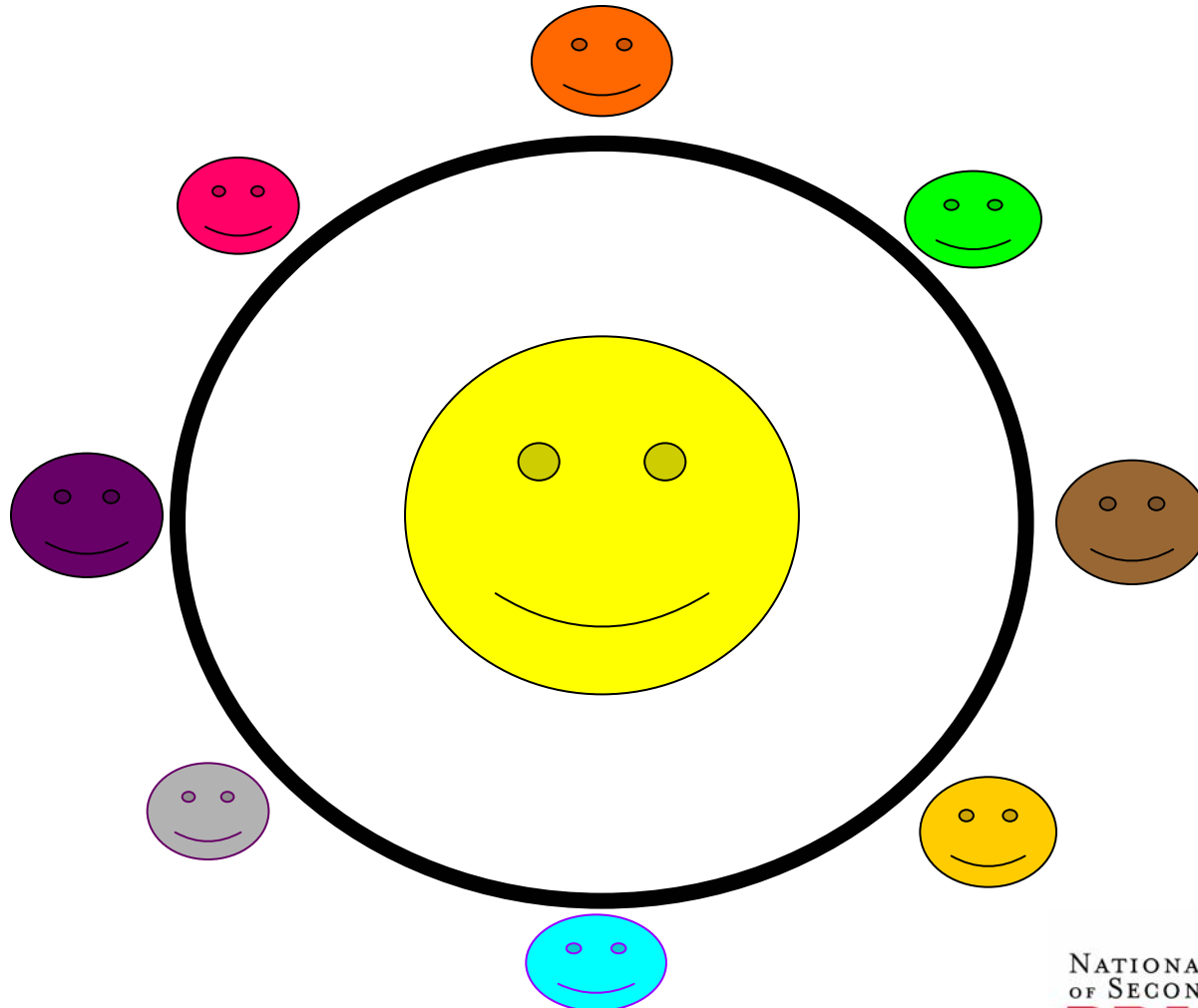
# How Principals See Themselves

	Percent Saying “Excellent”		
	Principals	Teachers	Parents
Respecting the people in the school	78	36	34
Being approachable	71	39	34
Being a visible presence throughout the school	67	38	42
Supporting teachers in the school to be the best teachers they can be	65	33	28
Encouraging students to achieve	59	35	34
Being a good listener	53	30	27
Being an overall leader of the school	45	30	34
Providing opportunities for teachers’ professional development	43	31	22

“Metropolitan Life Survey of the Teacher 2003: An Examination of School Leadership.”

# 360 Feedback Instrument

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# NASSP 360° Assessment

## (See Participant Materials Module 4 #1)

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### Measures 10 Skill Dimensions

 Setting Instructional Direction

 Teamwork

 Sensitivity

 Judgment

 Results Orientation

 Organizational Ability

 Oral Communication





 Written Communication

 Development of Others


 Understanding Own Strengths and Weaknesses

# Activity

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-  Read the definition for each skill and reflect on your personal performance
-  Read the key behaviors under each skill and rate yourself by circling the number that best depicts your performance
-  Calculate the skill quotient for each skill
-  Analyze the results to get a sense of your perceptions of your strengths and weaknesses

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 Distribute the Observer Rating  
(located on BRIM website) to  
colleagues, peers, teachers,  
central office staff, parents to get  
perceptual data from others on  
your strengths and weaknesses

# NASSP's Individual Professional Skills Assessment Tool (IPSA)

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 Online at [www.principals.org](http://www.principals.org)

 \$39 for members, \$49 for others

 Includes Four Tools

 Analysis of Development Assets and Needs

 360° Self and Observer Assessment

 In-Basket Performance Assessment

 Developmental Activity Suggestions

# Demonstrated Weakest Skills

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## **EDUCATIONAL LEADERSHIP**

Setting Instructional Direction

Teamwork

Sensitivity

## **RESOLVING COMPLEX PROBLEMS**

Judgment

Results Orientation

Organizational Ability

## **COMMUNICATION SKILLS**

Oral Communication

Written Communication




## **DEVELOPING SELF AND OTHERS**

Development of Others

Understanding Own Strengths and Weaknesses





# Strengths Finder (Gallup)

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-  Online resource that provides indication on 34 themes of behavior
-  Purchase *Now, Discover Your Strengths* by Buckingham & Clifton (2001) ISBN #0-7432-0114-0.
-  Computer code on the inside dust cover allows access

# Leadership Essentials

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-  Lead people
-  Lead learning
-  Manage the business of the school
-  Manage your personal growth

# Balanced Leadership Framework


(McREL 2004) Part 1

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 Affirmation...

 Culture...

 Change Agent...

 Curriculum,  
instruction,  
assessment...

 Communication...

 Contingent  
rewards...

 Discipline...

# Balanced Leadership Framework

(McREL 2004) Part 2

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 Flexibility...

 Focus...

 Ideals/beliefs...

 Input...

 Intellectual stimulation...

 Knowledge of curriculum, instruction, assessment...

 Monitors and evaluates...

# Balanced Leadership Framework

(McREL 2004) Part 3

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 Optimizer...

 Resources...

 Order...

 Situational awareness...

 Outreach...

 Relationships...

 Visibility...

# Quick Review Activity

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 See Participant Materials  
Module 4 #2

 Review the 21 Leadership  
Responsibilities from McREL

# Balanced Leadership Framework:

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“Effective Leadership means more than simply knowing what to do – it’s knowing when, how and why to do it. Effective leaders know how to balance pushing for change while at the same time, protecting aspects of culture, values, and norms worth preserving...They know how to gauge the magnitude of change they are calling for and how to tailor their leadership strategies accordingly.”

McREL Meta-Analysis on Leadership (2004)

# School Leadership Study


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“What a school principal does is second only to teaching in raising student achievement, especially in our nation’s lowest performing schools.”

*NASSP, Newsleader, October, 2005*

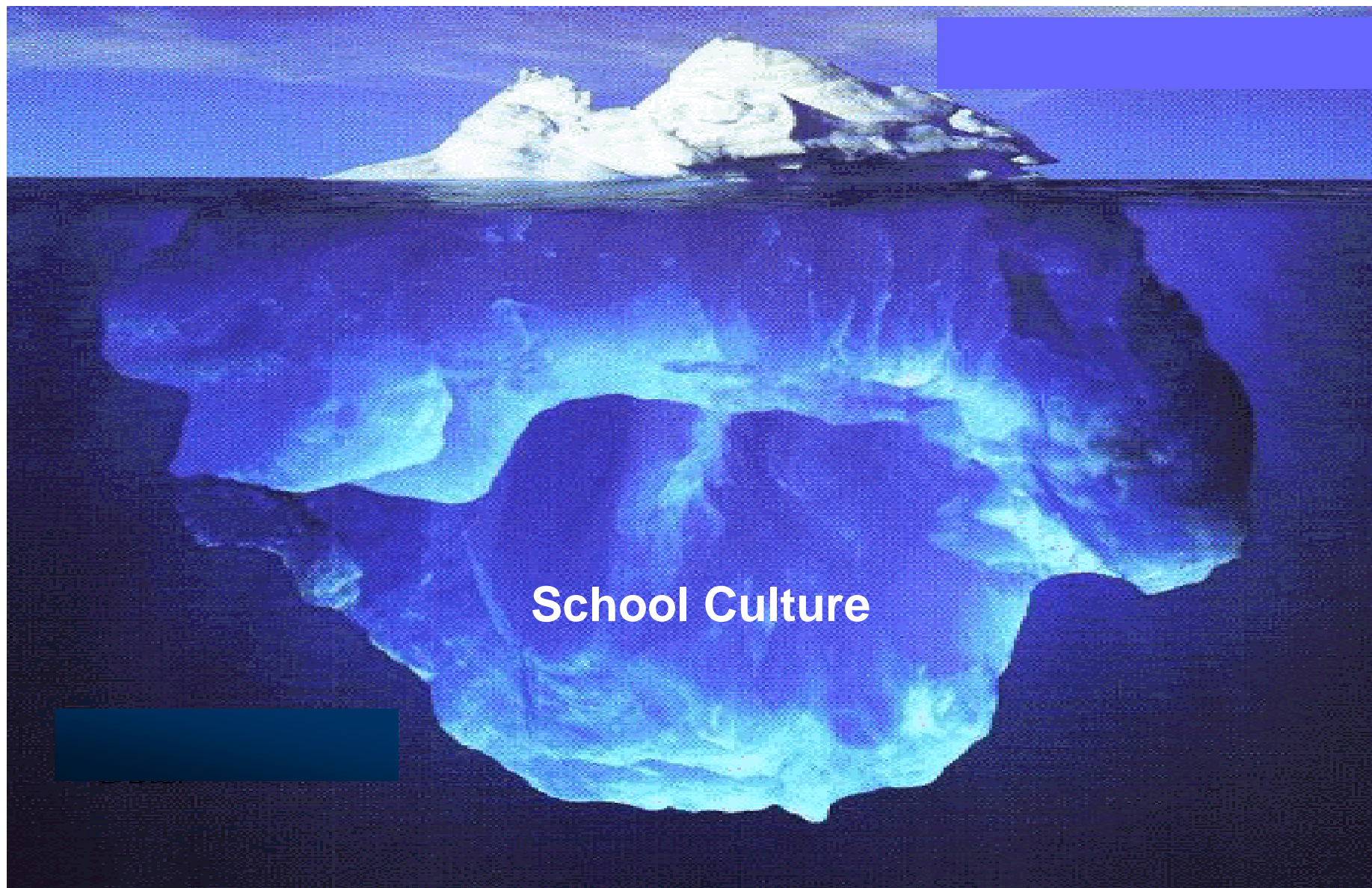
# Other Resources

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 Wallace Foundation Drivers of Effective Leader Behaviors (PM, Module 4 #3)

 ISLLC Standards (PM, Module 4 #4)

 National Staff Development Council Standards (PM, Module 3 #5)



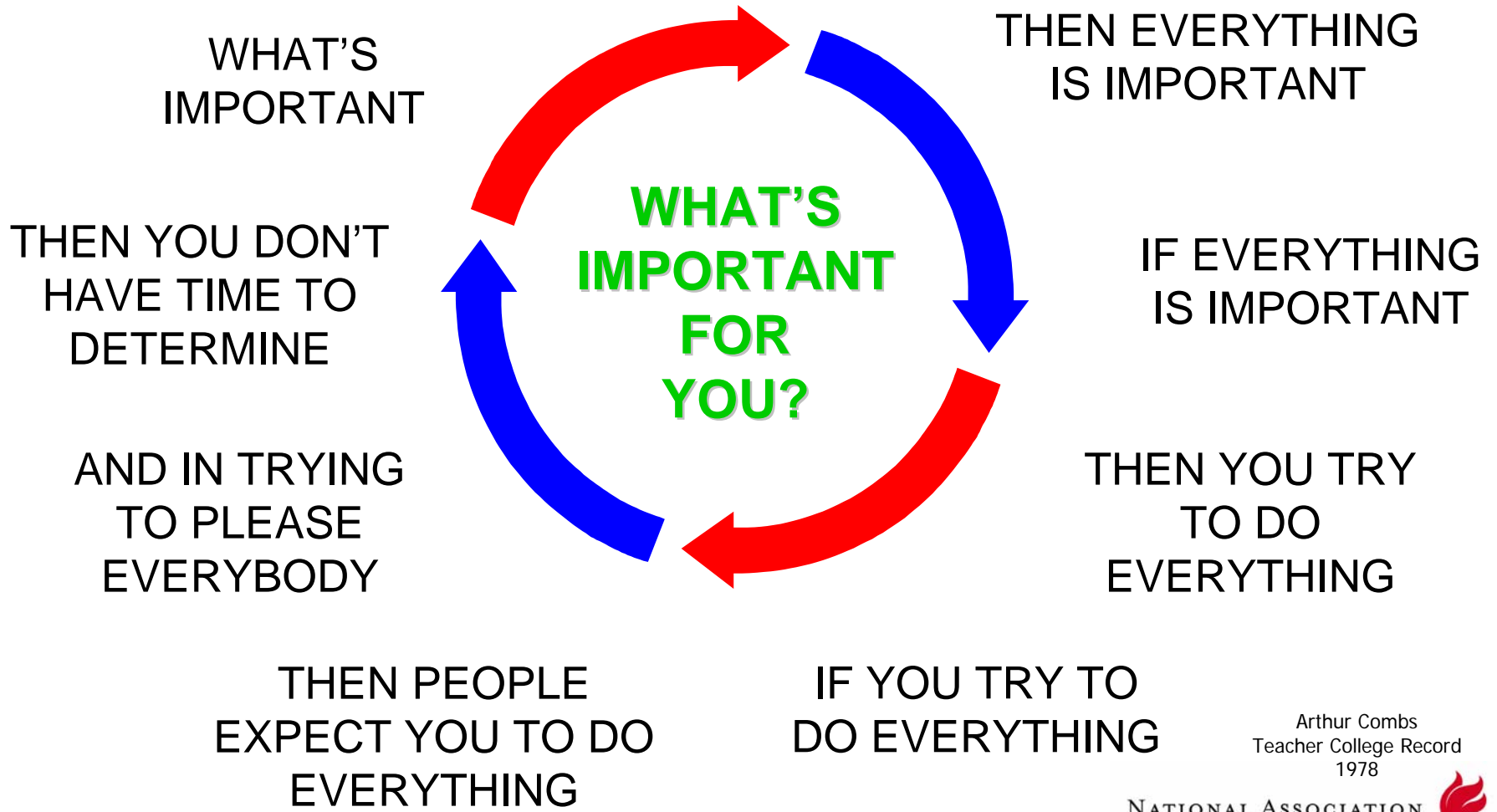
School Culture

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***“Significant changes in schools begin, I believe, with significant changes in what leaders think, say, and do.”***

***~ Dennis Sparks***

# IF YOU DON'T KNOW WHAT'S IMPORTANT



Arthur Combs  
Teacher College Record  
1978