



CREATING DYNAMIC LEARNING COMMUNITIES  
at school • at home • at work



**Summer Institute**

June 14-16, 2009

# Facilitation Strategies For Leadership

Presented by Adam Drummond

**2009 Summer Institute – Granlibakken, Lake Tahoe, California**

Susan Kovalik & Associates, Inc.  
*dba* **The Center for Effective Learning**  
930 S. 336<sup>th</sup> Street, Suite A, Federal, WA 98003  
253.815.8800 Fax 253.815.8816  
[www.theCenter4Learning.com](http://www.theCenter4Learning.com)

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## Facilitation Strategies for Leadership

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## Goal Sessions:

- Identify usable strategies for strengthening HET leadership in your school or district.
- Share how Blount County and Huntington County have developed teacher leadership programs.
- Create a plan to develop a program in one's own district.

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“It is easy enough to vocalize for change, but one must have something to change to that is reasonably well understood and ready and waiting for use” (Hart, 2002, p. 8).

**Leslie Hart**

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## Process of Staff Development

- Presentation/Explanation of theory behind the practice
- Demonstration
- Opportunities for Initial Guided Practice
- Prompt feedback about their efforts
- Sustained coaching

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## Approaches to Successful Teacher Leadership

- Demonstrative Approach
- Data Approach
- Consultative Approach
- Collaborative Approach

Dufour, R., & Eaker, R. (1998) Professional Learning Communities at Work. NES. Bloomington, IN.


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## In-School Coaching Structures

- Shadow Opportunities
- Peer Coaching
  - Specific Objectives (monthly)
  - Guest Teacher opportunities
  - Build into PL 221 plans
- Paid Coaching
  - HET Associates
  - In-House support


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## District-Wide Coaching Structures

- Model Teaching Week
  - Intern
  - TS
  - TT
- Cohort Support System
- Yearlong Professional Development Program


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## Guiding Principles

1. Teachers cannot change a behavior or practice until they SEE what the new behavior or practice LOOKS like in a real world setting multiple times.
2. For professional development to truly be effective and sustained, it must be accompanied with on-going COACHING in a non-threatening environment


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## Cohort Support System

1. Divide schools into teams
2. Utilize teacher leaders at each building to foster professional development/growth
3. Create opportunities for self-assessment, reflection, walk through
4. Set goals for teams to accomplish
5. Monitor goals
6. Reflect


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## Demonstration Classroom Model Overview

1. Four comprehensive 8 week training modules for ALL teachers
2. Modules include:
  - Goal setting
  - Observations of best practice strategies in the Demonstration Classrooms
  - Professional development & coaching on strategies
  - Time to implement the strategy with follow-up coaching
  - Reflection on goals


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## Structure Of Modules

- **Week One:** Coach meets with teachers to discuss previous goal and to set a new goal. Observation time is scheduled for the Demonstration Classroom.
- **Week Two:** Teacher receives a ½ day in-service which includes a visit to the Demonstration Classroom for observation. Teacher debriefs with the coach or Demonstration Classroom teacher.

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## Structure Of Modules

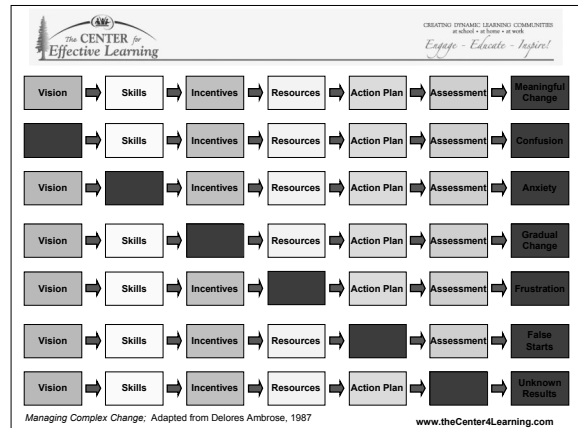
- **Week Three:** Implementation plan is created with coach in order to reach goal.
- **Week Four:** Teacher works on reaching goal; ability to revisit Demonstration Classroom and work with coach
- **Weeks Five – Eight:** Teacher works on reaching goal; coach is available for consultation

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**Take it Back!**

- Reflect on information from the presentation.
  - 3 questions you have
  - 2 action steps to begin sustainability
  - 1 resource you need
- Share your ideas with your Learning Club.

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*“Never before has the pressure been so high to find ways to support successful teaching and learning through effective professional development...the National Staff Development Council has proposed an additional goal: That all teachers in all schools should experience high-quality professional learning by 2007.”*

**Judy Salpeter**

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## Resources

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Lipton, L., & Wellman, B. (2009) How to Talk So Teachers Listen. *Educational Leadership*, 65 (01). Alexandria, VA.

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