

# Shared Leadership Peer Feedback - Project Checklist

Project Initiator: L

Peer Assessor: RAY

Has a title page (Project Name, Participants, Date, Contact Information)	✓
Is written in such a way as it could be shared with others to initiate your project	✓
<ul style="list-style-type: none"> <li>a) Provides a description of your population and situation.</li> <li>b) Identifies the individuals who will participate in the project</li> <li>c) Clearly states the results you hope to achieve (goals) <i>Expand Goal One</i></li> <li>d) Identifies necessary supports (time, expertise, training, etc.) <i>See feedback.</i></li> <li>e) Contains a timeline (with approximate dates) that guides the process.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>
Shows an understanding of the change process	✓
<ul style="list-style-type: none"> <li>a) Stages (info/interest/preparation/early use/ routine use) - <i>Possible self monitoring activity for the team.</i></li> <li>b) Individual differences (motivations/personality types)</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> </ul>
Identifies the role of the principal	X
Clearly connects leadership efforts to student achievement <i>This requires further details</i>	P G ✓
Connects leadership to learning (co-learning, constructivist approach,	✓
Addresses pertinent mental models	✓
Contains steps/processes/structures that broaden participation/involvement	✓
Addresses the development of leadership skills:	✓
<ul style="list-style-type: none"> <li>a) Team building</li> <li>b) Trust building</li> <li>c) Conflict resolution</li> <li>d) Consensus building</li> <li>e) Decision making</li> </ul> <i>together</i>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>
Has an action orientation that gathers and analyzes measureable data	✓
Incorporates:	✓
<ul style="list-style-type: none"> <li>a) reflective practice,</li> <li>b) inquiry</li> <li>c) innovation</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul>
Contains plans to deal with resistors	X
Builds in short term success celebrations <i>Dec 16-20 June 23-25</i>	✓

*Reference in Goal One*

# SHARED LEADERSHIP PROPOSAL

Building Leadership Capacity in Transition Teachers

(A)

Goal One was expanded and includes  
a reference to student achievement  
Will there be measures that can be  
used to assess goal results?

A few suggestions remain  
unaddressed -

- Role of principal
- Dealing with resisters

[nbed.nb.ca](http://nbed.nb.ca)

EDUC 6133  
7/16/20

## OUR SCHOOL

Community School is a rural K-12 school situated on the banks of the [redacted] in the village of [redacted]. It also serves the nearby communities of [redacted]. In addition to this [redacted] is the only rural New Brunswick school that has an early learning center for children 3 and 4 years old.

The 17 teachers of the school have currently been placed into 1 of 3 teams: Elementary, Middle School or High School. It has been necessary for the principal, vice-principal, guidance counselor and resource teacher to be members of all three teams. Team meetings are rare and usually led by an administrator. Staff meetings are also rare. There is little communication between grade level teams. There are many negative feelings held by staff members toward the way the school is currently operating.

## PROJECT RATIONALE

Because [redacted] is a K-12 school, students has the ability to remain within the same building from the time they enter school until graduation. Because of this, it is often assumed that the expectations within the different grade levels of the school (pre-school to kindergarten, lower elementary, upper elementary, middle and high school) would be clear and known. However, this is not always the case. Parents, students and teaches often raise concerns about the lack of preparation and information offered as students prepare to move from lower to upper elementary, upper elementary to middle school, and from middle school to high school. The goal of this project is to ease these transitions by first increasing the leadership capacity of the teachers involved. Once this has been done and a collaborative plan is in place, the parents and students concerned will also be included.

*Is this  
some things that  
must wait until  
the following year?*

## PROJECT PARTICIPANTS

Project participants will include transitional teachers (pre-school and kindergarten teachers, grade 2 and 3 teachers, grade 5 and 6 teachers, grade 8 and 9 teachers), the guidance counselor, the vice principal and eventually parents and students.

## PROJECT PROPOSAL FOR 2012-2014

### GOALS:

1. To establish a Professional Learning Community at \_\_\_\_\_ CS that will focus on improving student achievement by better preparing students, parents and teachers for transition between levels within the school by providing them with expectations, making sure they are prepared emotionally, and by completing grade level outcomes assessments, etc.
2. To strengthen the leadership skills of all transitional teachers (those teachers directly involved with students as the move from one level to another within the school) at \_\_\_\_\_ CS during transition team meetings
3. To build healthy professional relationships among transition teachers at \_\_\_\_\_ CS

### IMPLEMENTATION:

During my first year at \_\_\_\_\_ CS, I plan to focus a lot on building relationships. Relationships with students and teachers will be my primary focus. I believe that getting to know the teachers and students will be the most important part of my job. Once I have a feel for the school and its values and beliefs, I will then be able to move forward with my proposal. In an attempt to build strong relationships, the entire staff of \_\_\_\_\_ CS will take part in a series of sessions aimed at team building and trust building during the first year.

As I enter my second year, this proposal will hopefully address the need for shared leadership in our school. As the new vice-principal I am very interested in helping to redistribute power and authority in the school. I hope to help build a skilled teacher-leader group that can help with this. Although this proposal is

focused on the transitional teachers within the school, it would be possible to have all 17 teachers follow similar plans when dealing with other areas of concern.

### **Transitional Team Development**

The Transitional Team of teachers will meet after school once every 2 weeks. Teachers will take turns presenting at meetings. Teachers who are willing to take part, and who are skilled in specific areas, will be the first to take part. Teachers who are more resistant will be asked to facilitate later in the year. This will give them a chance to see what is expected of them. As an administrator, I will join in so that teacher can see my shared participation. I will allow other teachers to lead the discussions and will only add input when it is required.

During the first few months of implementation, teachers will take part in activities designed to help build leadership capacity. It will be the responsibility of the presenting teacher to plan this activity with support from me as the vice-principal. The resources provided in the EDUC 6133 binder will be used to help everyone get started.

After completing the skill development required, the team members will be asked to begin researching the impact of transitioning on students. Each member will be expected to explore research on transitioning. Teachers will propose how to address the needs of students in a creative way. Teachers will collect appropriate data from students, parents and/or other staff members.

Once the team has gathered information, they will begin to identify areas that they could focus on to improve student achievement with regard to transitioning within the school. They will formulate a plan of action, and implement the procedures and protocol necessary for smooth transitions. Any final decisions will require consensus from the group as a whole.

### **RESOURCES**

*Am? - You removed the last sentence.* *Still no mention of time provided for meetings.*

The binder of resources received during the EDUC 6133 Shared Leadership Course will be used when creating the skill building sessions that will take place during

transition team meetings. The textbook, "Building Leadership Capacity In Schools" by Linda Lambert will also be used.

### PROJECT TIMELINE FOR 2012-2014 TRANSITION TEAM

WHEN (Week of...)	WHAT	WHO	PRESENTER/ FACILITATOR
Aug 27 – 30, 2012 Oct 9, 2012 Jan 7, 2013 April 19, 2013 June 25, 2012 Aug 26-29, 2013	Trust and Team Building Activities (one activity per session) ✓ Teachers will be encouraged to become part of the trust and team building process. Resistance from some is expected. It is hoped that most teachers will show some level of interest, if not initially, over time. It is hoped that strong trust and team relationships are formed.	All Teaching Staff – Grades K – 12	Vice-Principal L. with help from Teachers
Sept 3 – 6, 2013	Teachers will be informally interviewed using Appendix B from the textbook used during ED 6133. This will provide an overall sense of how staff members feel about Shared Leadership within the school.	Transition Team	Vice-Principal L.
Sept 16 – 20, 2013	The benefits of teaming will be reviewed with teachers. Teacher input concerning a transition team will be sought.	Transition Team	Pre- School and Kindergarten Teacher
Sept 30 – Oct 5, 2013	Teachers will take part in the "Change Wave" activity from ED 6133. Teachers will be asked to share how this activity made them feel.	Transition Team	Guidance
Oct 14 - 18, 2013	Teachers will discuss mental models and how they impact education.	Transition Team	Grade 2 Teacher
Oct 28 – Nov 1, 2013	Teachers will complete an activity to help set up norms and protocols for the Transition	Transition Team	Grade 3 Teacher

	Team.		
Nov 12– 15, 2013	Teachers will meet to discuss their vision for the team. A shared vision will be created.	Transition Team	Grade 5 Teacher
Nov 25 – 29, 2013	Teachers will meet to discuss setting goals, with consensus, for their team.	Transition Team	Grade 6 Teacher
Dec 2 – 6, 2013	Teachers will participate in an activity centered on conflict resolution.	Transition Team	Grade 8 Teacher
Dec 16-20, 2013	Before breaking for Christmas, teachers will participate in a reflection activity that allows for celebration of achievement and growth.	Transition Team	Guidance
Jan 13 – 14, 2014	Teachers will participate in an activity on personality types to them understand differences in opinion.	Transition Team	Grade 9 Teacher
Jan 27 – 31, 2014	Teachers will participate in an activity that addresses decision making skills.	Transition Team	Pre- School and Kindergarten Teacher
Feb 10-14, 2014	Teachers will brainstorm the needs of transitional students and complete professional reading on the topic.	Transition Team	Vice – Principal L.
Feb 24 – 28, 2014	Teachers will continue to discuss the needs of transitional students and what can be done to improve student achievement (known expectations, preparedness, outcomes testing, etc).	Transition Team	Grade 2 Teacher
March 10 – 14, 2014	The team will begin preparing for a student/parent night. The focus of this night will be to gain information from parents/students on what they find difficult about transitioning.	Transition Team	Grade 3 Teacher
March 24 – 28, 2014	Student/parent night will be held. Information will be collected.	Transition Team, Students & Parents	Grade 8 and 9 Teachers

April 7 – 11, 2014	Information will be discussed from student/parent night. Where do we go from here?	Transition Team	Grade 5 and 6 Teachers
April 21 – 25, 2014	Begin preparations for fall transitions. What needs to be done? How will we do it?	Transition Team	Vice-Principal L.
May 5 – 9, 2014 May 19 – 23, 2014 June 2 – 6, 2014	Continue with preparations for fall transitions. Implement agreed upon procedures and protocols. Possible meeting with parents and students to discuss what has been put in place for September.	Transition Team	Guidance, Grade 2 and 3 Teachers, Grade 5 and 6 Teachers
June 16 – 21, 2014	Teachers will be asked to complete Appendix B once again to see if improvements have been made throughout the first year.	Transition Team	Pre- School and Kindergarten Teacher
June 23 – 25, 2014	Before breaking for the end of the year, teachers will participate in a reflection activity that allows for celebration of achievement and growth.	Transition Team	Grade 8 and 9 Teachers
Sept 2014 and Beyond	Continue to implement transitioning procedures. Team will continue to meet regularly to reflect on procedures in place and discuss needed changes, etc.	Transitioning Team	To be decided by team

## CONCLUSION

It is expected that the Transition Team will continue into the 2014-2015 school year. The team will meet on a regular basis to reflect and discuss possible changes. Shared Leadership skills will continuously be developed within the team. Eventually, Shared Leadership will be used to help solve other issues related to student learning within the school.