A Mental Model for Becoming a Stronger Instructional Leader

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Instructional Leadership is Complex, Challenging, and Important

“Change in education depends upon what teachers do and think - it's as simple and complex as that.”
Michael Fullan
Rigor/Relevance Framework
Quadrant D Leadership
Quadrant D Leadership
Benefits of Using 4 Quadrant Leadership Model for Instruction

• Simple mental model to guide admin/teacher/student actions
• Connect many initiatives
• Common language on leadership
• Elevate teacher/student leadership
• Following procedures and requirements is a beginning step not an end goal
Quadrant D Leadership

Characteristics of Principals

Planner ➔ Adventurer
Director ➔ Mentor
Producer ➔ Facilitator
Supervisor ➔ Booster
Quadrant D Leadership Personal Skills

Quadrant C
- Adventurer
- Director
- Producer
- Supervisor

Quadrant D
- Booster
- Facilitator
- Mentor
- Planner

Quadrant A

Quadrant B
Quadrant D Leadership

Characteristics of Staff

**Become Less:**
- Independent
- Turf Protector
- Habitual
- Reactive

**Become More:**
- Interdependent
- Open/Sharing
- Introspective
- Proactive
“Nobody cares how much you know, until they know how much you care.” – Theodore Roosevelt
Relationship Building

- Knowing Staff
- Behaviors
- Frequency of Contact
- “Being There”
- Active Listening
- Observations
- Positive
Team Building Activities

• Short physical and mental tasks
• Unique tasks put everyone on equal footing
• Silly tasks add humor and fun
• Competition drives teams to work
• Always reflect on lessons learned about teamwork
• Let staff take the lead
Without reflection, we go blindly on our way, creating more unintended consequences, and failing to achieve anything useful. Margaret J. Wheatley
Conditions - PRESET

- **P**oint of View
- **R**eference
- **E**motional Engagement
- **S**ilence
- **E**xperience
- **T**rigger
Reflection Strategies

- Feedback & Thoughtful Questions
- Surveys
- Peer Observations
- Site Visits
- Peer Review of Learning/Student Work
- Video Analysis
- Book Study
- Personal Writing
Three Reflective Questions for Instructional Leaders

• Are teachers teaching the “right” skills and knowledge?
• Are teachers teaching in a way that yields results?
• Are teachers seeking to improve?
Resources to Support Instructional Leadership
School leaders responsible for Career and Technical Education programs have the typical responsibilities and challenges of all high school administrators. However, there are additional and unique demands of CTE programs. These include state program approval and re-approval process, acquisition and maintenance of expensive equipment, work with industry advisory committees, collaboration with other school administrators and teachers frequently strong in technical skills but still learning pedagogy.

The focus on supporting school leaders in working with CTE programs is based on the CTE Leadership Competency Model. This reflects the scope of competencies which leaders need to be effective and encompass the generic areas of school leadership plus the unique demands of CTE programs.

Competence Through Blending Skills and Knowledge

School leaders obtain and retain competency through the continues development of skills and acquisition of current knowledge. The CTE TAC works to support leaders through development and revision of knowledge resources and frequent communication with school leaders through the website, newsletters, technical assistance visits to schools, and regional and state workshop in cooperation with CTE professional organizations.
• An iBook organized around most significant challenges to CTE Instructional Leadership with ideas, resources and activities.
### Quadrant D Leadership Styles Inventory

<table>
<thead>
<tr>
<th>Personal Leadership Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person Completing Survey</strong> ___________________________________________</td>
</tr>
<tr>
<td><strong>Completed on, (Circle one): Self Supervisor Subordinate</strong></td>
</tr>
<tr>
<td><strong>Directions:</strong> This survey is about your personal characteristics and tendencies as a leader. Check “( \checkmark )” the item in each pair of statements that best describes the action you are most likely to do most comfortable acting as a leader.</td>
</tr>
<tr>
<td><strong>Clearly define areas of responsibilities for staff (D)</strong></td>
</tr>
<tr>
<td><strong>Listen to the concerns and needs of staff (M)</strong></td>
</tr>
<tr>
<td><strong>Serve as a role model for staff (P)</strong></td>
</tr>
<tr>
<td><strong>Facilitate teambuilding activities among staff (F)</strong></td>
</tr>
<tr>
<td><strong>Search for innovations and potential improvements (I)</strong></td>
</tr>
<tr>
<td><strong>Ensure there are adequate resources to support initiatives (Pi)</strong></td>
</tr>
<tr>
<td><strong>Support staff that are willing to take risks (A)</strong></td>
</tr>
<tr>
<td><strong>Make sure everyone is committed to the school vision (D)</strong></td>
</tr>
<tr>
<td><strong>Coach staff in improving their skills (M)</strong></td>
</tr>
<tr>
<td><strong>Follow “chain of command” directives (Pi)</strong></td>
</tr>
<tr>
<td><strong>Solve problems in creative and clever ways (A)</strong></td>
</tr>
<tr>
<td><strong>Use student data to measure progress (Mo)</strong></td>
</tr>
<tr>
<td><strong>Bend “the rules” if it is in the interests of students (I)</strong></td>
</tr>
<tr>
<td><strong>Build consensus among staff teams (F)</strong></td>
</tr>
<tr>
<td><strong>Take actions when staff are feeling overworked and stressed (P)</strong></td>
</tr>
<tr>
<td><strong>Clarify priorities and direction (D)</strong></td>
</tr>
<tr>
<td><strong>Provide time for staff collaboration (M)</strong></td>
</tr>
<tr>
<td><strong>Ensure district policies are followed when solving a problem (Pi)</strong></td>
</tr>
<tr>
<td><strong>Pursue even when faced with initial setbacks (A)</strong></td>
</tr>
</tbody>
</table>

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Reflecting on Data

Career Readiness Data Handbook — Measuring What Matters
Dr. Richard Jones
Dr. Craig Mertler

Career Readiness Data Handbook — Measuring What Will Matter Most for Students
Leadership for College and Career Readiness

Dr. Richard Jones
Dr. Kathleen Weigel
Make the Complex Simple

Real understanding requires and leads to a shift in one’s mental model.” Renate Nummela Caine
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