Building coalitions of students, families, practitioners, policy makers, and researchers around interventions and strategic improvements in practice and policy that are culturally responsive
Module 3: Systemic Change
Academy 1: Fostering Team Leadership in Culturally Responsive Systems

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We strive to produce the most reliable and current academies possible. Therefore, our academies are updated regularly based on facilitator and participant feedback, on subject-matter expert input, and on up-to-date research. You will find the version of this academy on the Table of Contents page. Please check our web site regularly -- www.NCCRESt.org -- to find new versions and addenda to this academy.

Module 3 Collaborative Leadership Teams
Academy Abstract
This academy investigates change from interpersonal perspectives. Using knowledge about cultural responsivity and group development, and by building trust-building skills, participants learn to facilitate change. As a result of the activities and information shared at this Leadership Academy, module participants will develop strategies for easing the change process for individuals and groups.

Academy Outcomes
As a result of the activities and information shared at this Leadership Academy, module participants will:

- Recognize the characteristics and importance of culturally responsive systems.
- Use Process Roles to conduct effective and efficient meetings.
- Foster trust within a group and with stakeholders.
- Develop a strong team: establish norms, foster relationships, and celebrate successes.

Academy Agenda:
Review the agenda, noting the structure of the academy (lecture, activities, question-answer period, break time, assessment), and process for answering participant questions.

ACADEMY OVERVIEW ................................................................. 10 MINUTES
ACTIVITY: COLLABORATIVE LEADERSHIP TEAMS ................................................................. 25 MINUTES
LECTURETTE: CULTURAL RESPONSIVITY .............................................................................. 10 MINUTES
ACTIVITY: CULTURALLY RESPONSIVE GROUP PRACTICES .................................................. 35 MINUTES
LECTURETTE: DEVELOPING TRUST ...................................................................................... 15 MINUTES
ACTIVITY: TRUST BUILDING ................................................................................................. 40 MINUTES
BREAK ................................................................................................................................. 10 MINUTES
LECTURETTE: GROUP DEVELOPMENT .................................................................................. 20 MINUTES
ACTIVITY: GROUP DEVELOPMENT THINK-PAIR-SHARE ...................................................... 20 MINUTES
THINGS TO REMEMBER ........................................................................................................ 5 MINUTES
OUTCOMES REVIEW ........................................................................................................... 10 MINUTES
QUESTION TIMES AT END OF EACH LECTURETTE ................................................................. 5 MINUTES
TOTAL .................................................................................................................................. 3:35

Academy Materials
You should have these materials prior to conducting the Academy:

- FACILITATOR’S MANUAL
- ACADEMY POWERPOINTS and access to a PowerPoint presentation system
- FACILITATOR LESSON PLANS: Lesson plans are provided as Appendix A.
- PARTICIPANT HANDOUTS: Handouts are provided as Appendix B and contain the Leadership Academy overview and agenda, paper for note-taking, activity handouts, self-assessment and academy
evaluation, and resources. (Handouts can be copied double sided and in black and white).

- **NAME TAGS** (Make sure you have broad tipped felt pens for name tags so that people write their names in large print that can be read from a distance).
- **CHART PAPER**
- **MARKERS**
- **TAPE**

### Appendices

Lesson plans and participant handouts can be found in Appendices A and B respectively at the end of each academy.
NCCRESSt Academies

The goal of all academies is to create a network of skilled and knowledgeable teacher leaders, administrators, community members, and family members who will serve as effective transformational agents of change for culturally responsive practices and systems. Academy participants are generally teams of educational professionals from schools and districts, selected to advance knowledge and practice related to culturally responsive systems and practices. Academies are organized into modules that share an overarching theme. The modules include:

Module 1: Culture and Cultural Responsiveness
- Academy 1: Appreciating Culture and Cultural Responsiveness
- Academy 2: Uncovering Diversity
- Academy 3: Spotlighting Issues of Power and Privilege to Create Change

Module 2: Culturally Responsive Practices and Pedagogy
- Academy 1: Practicing Cultural Responsivity
- Academy 2: Exploring Culturally Responsive Pedagogy
- Academy 3: Applying Culturally Responsive Practices and Pedagogy

Module 3: Collaborative Leadership Teams
- Academy 1: Fostering Team Leadership
- Academy 2: Engaging Stakeholders in Culturally Responsive Systems
- Academy 3: Creating Culturally Responsive Systems

Module 4: Collection and Use of Evidence
- Academy 1: Mining Meaningful Data
- Academy 2: Identifying School-wide Patterns of Student Performance
- Academy 3: Looking at Student Work to Target Instruction

Module 5: Literacy Practices
- Academy 1: Culturally Responsive Literacy Practices
- Academy 2: Tiered Literacy Intervention
- Academy 3: Intensive Literacy Instruction in the Classroom

Module 6: Special Ed Referral Process and Pre-referral Strategies
- Academy 1: Pre-referral Process
- Academy 2: Referral Process
- Academy 3: Strength Based Assessment

Academies are designed to (1) engage adult learners in advancing their knowledge and skills about culturally responsive practices within organizations; (2) build communities of practice in which inquiry and public discourse are cornerstones of continual improvement in culturally responsive systems; and (3) embody approaches to learning that affirm the sociocultural histories and experiences that all members of the academies bring to shared learning. Finally, the Leadership Academies create forums for open discussion to help school and community members think more broadly and systemically about culturally responsive schools and classrooms.

Facilitator Note

Each Facilitator Manual provides detailed information about every aspect of an academy from the academy outcomes through the academy content and, finally, evaluations. In most cases, you will follow the same process when presenting every academy: (1) Introduction to NCCRESSt Academies; (2) Academy Overview; (3) Academy Session; (4) Self-evaluation; and (5) Academy Evaluation.

Please make sure that you prepare for each academy by reviewing all the materials: Facilitator Manual, lecturette presentation, lesson plans, activity handouts, and participant materials.
If you have questions or comments about this or any other academy, please contact NCCRESt.
We welcome your questions, suggestions, and feedback.

Tips for Facilitating Leadership Academies

Before delving into the flow of the academies, please read through the following tips that can help you and your participants get comfortable and maintain focus on learning and growing. Notice that each tip is accompanied by an icon. These icons signal specific types of facilitator behavior and you will notice them appearing throughout the academy as symbols for actions, explanations, and notations. We hope that you enjoy facilitating these learning opportunities as much as we have.

TIPS FOR GETTING STARTED: Introduce the academy facilitators, and provide an overview of NCCRESt and sponsors of the academy. Talk a bit about what a Leadership Academy is, its structure, how it is designed, and present the academy topic and outcomes. Explain the roles the facilitators will play and have participants introduce themselves and briefly tell what they’d like to learn or take away with them at the end of the academy, focusing on what would be useful to them in their practice. This should take no longer than 15 minutes. You are provided with a PowerPoint to lead this introduction.

TIPS FOR MOVING THINGS ALONG: Included in the academy is a time schedule for activities – stick to it! Each activity has a built in timer, simply click to the next slide when you finish reading the instructions, the timer will keep you on schedule so you won’t have to watch the clock. Try to begin and end on time, and instead of scheduling multiple breaks, invite people to get up to stretch, get a drink or use the bathroom as needed.

During discussions, try not to let one person dominate the conversation or go off on tangents that are narrowly focused on their own experiences. To “cut people off” politely, ask others what they think or ask a questions to get the discussion moving in a different direction.

TIPS FOR MANAGING ACTIVITIES: Before beginning an activity, briefly review the activity with the group and discuss its purpose. Read through the tasks and look over supporting materials. Ask if there are any questions. If necessary, have each group select a person who will take notes and report to the larger group the outcomes of their discussion or work.

While the participants are working in their small groups, circulate from group to group to make sure they are on task and to answer any questions. Be available if a group gets stuck, but don’t interfere in the group process unless they need assistance.

TIPS FOR LECTURETTES: Practice timing yourself so you don’t run over the allotted period. Copies of the PowerPoint slides and facilitator notes are provided in this manual. Each slide is accompanied by a lecturette icon (as seen on the right), a pause for questions and answers is identified by a question icon (seen below in the “tips for participant questions” section), and a stop sign icon indicates a participant activity.

TIPS FOR PARTICIPANT QUESTIONS: Paper is included in the participant materials for note-taking. Urge participants to jot down notes and save their questions for the Q and A periods so the academy does not run over the allotted time.

TIPS FOR LEAVE-TAKING: To wrap things up, ask people to take a minute to think about what they learned during the academy. Ask the participants to complete the self-assessment and share their thoughts and any last words. Use the overhead or chart paper to record what they say as a way to highlight new learning and congratulate the group on their hard work. Ask participants to complete the Academy Evaluation before they leave as a way to improve future academies.
Professional Learning Principles

NCCRESt has a set of Professional Learning Principles for work with educators who work in practice, policy, and research settings. These principles emerged from a variety of research traditions, particularly those focused on sociocultural perspectives. As a lens for understanding human learning, sociocultural perspectives help us understand the relationship between individual psychological characteristics, identification with and mastery of specific cultural and linguistic heritages, and the contexts in which learning occurs. This perspective offers us a way of understanding the interaction between the tasks or activities that focus learning and the various ways that the tasks may be understood and valued by learners. Finally, the kinds of intellectual and affective tools that learners bring to tasks, or the kinds of tools they may need to develop, are also influenced by the nature of tasks and the learners’ own cultural and psychological characteristics. This framework is particularly useful as the United States navigates the increasing cultural and linguistic diversity of our school-age population. Our principles have been influenced by research from the Center for Research on Education, Diversity, and Excellence (CREDE) as well as the National Staff Development Council.

PRINCIPLE 1: Professional Learning is focused on improving learning within a diverse, multicultural community. The diverse, multicultural context that characterizes most contemporary communities must be grounded in the outcomes, content, and activities of any professional learning activity.

PRINCIPLE 2: Professional Learning engages educators in joint, productive activity through discourse, inquiry, and public practice. Effective professional learning is reached by continuous, collaborative interaction with colleagues through discussion, knowledge development and understanding, and directed inquiry around practice.

PRINCIPLE 3: Professional Learning is a facet of daily practice, not a compartmentalized activity. Since professional learning is embedded within practice, it becomes part of daily discourse, shared discussions about student learning and student products, as well as more formalized mentoring and coaching, meetings, study groups, and examination of evidence from inquiry cycles.

PRINCIPLE 4: Professional Learning results in improved learning for students who have been marginalized from the academic and social curricula of the US public school system. Professional learning scaffolds teacher learning so that the influence of individual cultural identity and values on individual and systems practices are understood, mediated by expanding professional knowledge of the sociocultural dimensions of learning, and its impact assessed through student involvement and performance in academic and social curricula.

PRINCIPLE 5: Professional Learning influences decisions about what is taught and why. Since professional learning is generative, educators’ knowledge will expand and become more complex as it develops. It is expected that professional learning will result in examination and improvements to the content and process of instruction for culturally and linguistically diverse learners.

PRINCIPLE 6: Professional Learning is focused on the diffusion of professional knowledge to build sustainable educational communities focused on improving learning outcomes for students and their families who are culturally and linguistically diverse. As educators gain knowledge, they also have the responsibility for sharing and mentoring others both in the practice of professional learning and in the expanded knowledge that comes from such activity.
Academy 1:
Fostering Team Leadership in Culturally Responsive Systems
Leading Change in Culturally Responsive Systems: Fostering Team Leadership

This academy investigates change from interpersonal perspectives. Using knowledge about cultural responsivity and group development, and by building trust-building skills, participants learn to facilitate change. As a result of the activities and information shared at this Leadership Academy, module participants will develop strategies for easing the change process for individuals and groups.

Facilitator Note: Allow 10 minutes for the introduction to the academy (Slides 1 - 7).

Introduction – Facilitators and Sponsors:
Introduction: Introduce the academy facilitators (your position and background, and co-facilitators, if any) and the school or district that is sponsoring the academy.

Introduction - NCCRESt:
The National Center for Culturally Responsive Educational Systems (NCCRESt) is funded by the Office of Special Education Programs at the U.S. Department of Education. The mission of NCCRESt is to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and to reduce inappropriate referrals to special education.

As a result of the work of NCCRESt, we expect to see an increase in the use of prevention and early intervention strategies, a decrease in inappropriate referrals to special education, and an increase in the number of schools using effective literacy and behavioral interventions for students who are culturally and linguistically diverse. As part of our work, we link existing general education reform networks with special education networks. We also synthesize existing research into products that are made accessible in both print and electronic versions. These publications support the efforts of professionals, families, researchers, advocacy organizations and others involved in the work to create culturally responsive, inclusive school communities.
Introduction – Leadership Academies:
Leadership Academies: NCCRESt helps educators develop leadership skills for culturally responsive practice through leadership academies.
The academies are designed to be used by local researchers and professional developers who are invested in collaborating with schools. The goal of this collaboration is to build more culturally responsive schools that successfully educate students from diverse cultural and linguistic backgrounds. The approach includes careful consideration of the content for professional development, adult learning principles, and selection of teams from schools and districts that can support their colleagues’ learning and practice. In this way, professional development can build on converged needs, create a sense of common purpose and extend the creativity and skill of practitioners.
NCCRESt specifically works with school districts and state education agencies to build information systems that help leadership teams focus on goals for instructional, curricular, and cultural improvement. NCCRESt also works toward empowering action research agendas among school professionals.

Introduction – Participants:
Have participants introduce themselves and briefly tell what they’d like to learn or take away with them at the end of the Academy, focusing on what would be useful to them in their practice.

Agenda:
Academy Overview - 10 minutes
Activity: Collaborative Leadership Teams - 25 minutes
Lecturette: Cultural Responsivity - 10 minutes
Activity: Culturally Responsive Group Practices - 35 minutes
Lecturette: Developing Trust - 15 minutes
Activity: Trust Building - 40 minutes
Lecturette: Group Development - 20 minutes  
Activity: Group Development Think-Pair-Share  20 minutes  
Things to Remember - 5 minutes  
Outcomes Review - 10 minutes  
Question Times at End of Each Lecturette - 5 minutes  
Total - 3:35

Outcomes:
As a result of this academy, participants learn skills and acquire information to support them in their professions. These outcomes provide a glimpse of the academy topics. You may wish to run through these outcomes quickly, or give the participants a brief preview of the lessons as you talk about each outcome. These are the four outcomes for this academy:

- Use Process Roles, as defined in the Collaborative Leadership Team Handbook, to conduct effective and efficient meetings.
- Foster trust within your group and with stakeholders.
- Develop a strong team: establish norms, foster relationships, and celebrate successes.
- Recognize the characteristics and importance of culturally responsive systems.

Activity: 1 Collaborative Leadership Teams Handbook
For this activity, you will find the lesson plan and a copy of the handout (if applicable) in Appendix A: Facilitator Materials. This activity has a built-in timer: simply click to the next slide when you finish reading the instructions, the timer will keep you on schedule so you won’t have to watch the clock.

Facilitator Materials:
Collaborative Leadership Teams Handbook*

Participant Materials:
Collaborative Leadership Teams Handbook **

Time Limit
20 minutes

Purpose
This activity gives participants information on what a Collaborative Leadership
Team (CLT) is, the overall purpose of a CLT, its role within the educational community, and its potential members and their roles on the CLT. Additionally, this activity familiarizes participants with their academy teams.

*Found in Appendix A
** Found in Appendix B

Facilitator Note: Allow 5 minutes to explain this activity, and 20 minutes to complete the activity (Slides 8 - 13).

Part 1 – Assign Teams
Provide 5 minutes for this part of the activity.
Ask participants to break into groups of six to eight, depending on attendance. This provides a manageable number of participants for each group, allowing rich discussion while keeping groups small enough that quieter participants get a chance to participate.

Decide how you will group participants. By school? Grade level? Proximity? Keep in mind that mixing up participants from different backgrounds and job functions will provide participants with different perspectives during small group activities.

Part 2 – Read Handbook
Provide 10 minutes for this part of the activity.
Ask participants to spend some time reading the CLT handbook. It is fairly short; however, participant reading speeds will differ. Allow them to spread out or leave the immediate area. Provide them with a time that they will need to return so the academy will progress on schedule.

Part 3 – Discuss Process Roles
Provide 5 minutes for this part of the activity.
This academy stresses roles and responsibilities. Ask groups to discuss the process roles they read about in the CLT handbook.

Activity: 1 Collaborative Leadership Teams Handbook
20 minutes remaining
Time to move on…

Gently remind the participants that it is time to end the activity and move on to the next topic in the academy. If they were in groups, ask them to rearrange themselves so they can all see you and the presentation.

Facilitator Note: You should now be around 35 minutes into the academy. Adjust your presentation if you are running over this allotted schedule.

First Step:

“For professionals, the first step toward cultural responsibility is building self-awareness and developing a sense of one’s own cultural identity. Clarifying our personal values by identifying the adages we grew up with, the lessons our parents taught us, and our moral standards as adults is one strategy (Lynch & Hanson, 1998).”


Facilitator Note: Allow 10 minutes for this lesson on cultural responsibility (Slides 15 – 23).

Cultural Identity:

“Cultural identity is fluid and highly nuanced, so that no two families may share the same values or levels of acculturation. By the same token, although there may be some convergence of professional values due to educational training, no two professionals will share all the same values. Developing culturally reciprocal relationships with families involves an understanding of each family’s uniqueness and the recognition that the relationship...”

variables of cultural identity of both the family and the professional.”


Awareness of cultural identity:
...occurs at three levels: overt, covert, and subtle.

The overt level is an awareness of obvious aspects of cultural difference, such as outward appearance.

The covert level is an awareness of aspects of cultural difference that are not immediately identifiable, such as communication styles or religion.

The subtle level is an awareness of aspects of cultural difference that are embedded, even taken for granted, such as our values and belief systems.”


What does it mean to be culturally responsive?

Cultural responsivity refers to the ability to learn from and relate respectfully to people from your own and other cultures.

It includes adjusting your behaviors based on things you learn about other cultures.

It requires openness to experiencing and thinking about things from other points of view.

Cultural responsivity is not something that you master once and then forget; it is not about changing others to be more like you. It is about cultivating an open attitude and acquiring new skills, and it involves exploring and honoring your own culture while learning about and honoring other people’s cultures. Developing the ability to be culturally responsive is a life-long journey that is both enriching and rewarding.
Cultural responsivity principles:

- There is no checklist of behaviors or beliefs that describes a particular culture
- Every student should be understood from his/her unique frame of reference
- All students are a dynamic blend of multiple roles and identified cultural groups

The benefits of becoming culturally responsive:

- Increased level of comfort with members of different cultures
- Increased knowledge of own culture
- Increased freedom to explore other ways of being
- Discovery of passions and interests that complement current interests
- Increased capacity to teach members of diverse cultures
- Increased resources and knowledge

Indicators of cultural responsibility:

- Awareness of and sensitivity to personal cultural heritage/s
- Value and respect for differences between cultures
- Awareness of the role of cultural background and experiences, attitudes, and values
- Acknowledgment of personal competency and expertise
- Comfort with differences in race, ethnicity, culture, and beliefs
- Sensitivity towards potential negative emotional reactions
- Willingness to contrast own beliefs and attitudes

- Acknowledgement of personal competency and expertise
- Comfort with differences in race, ethnicity, culture, and beliefs that exist between self and students
- Sensitivity towards potential negative emotional reactions toward others that may cloud interpersonal connections
- Willingness to contrast own beliefs and attitudes with those of culturally different people in a non-judgmental fashion
What are culturally responsive educational systems?

Culturally responsive educational systems are grounded in the belief that students live in a racist class-conscious society but can excel in academic endeavors if their culture, language, heritage, and experiences are valued and used to facilitate their learning and development.

These systems are concerned with:

- instilling a caring ethics in the professionals that serve minority students;
- supporting the use of curricula with ethnic and cultural diversity content;
- encouraging the use of communication strategies that build on students’ cultures; and
- nurturing the creation of school cultures that are concerned with deliberative and participatory discourse practices.

Moreover, culturally responsive educational systems create spaces for teacher reflection, inquiry, and mutual support around issues of cultural differences.

Features of culturally responsive educational systems:

- Practitioners and Administrators assume responsibility for the learning of ALL students from ALL cultural and linguistic backgrounds.
- Every student benefits academically, socioculturally & linguistically.
- Access to high quality teachers, programs, curricula, and resources is available to every student.

Now's a good time to ask questions or clarify something you heard…

Participants may have jotted notes on the information you presented. Take a moment to ask if they have questions or need clarification on anything they’ve heard to this point. Don’t get caught up in a debate over the information – make sure you stay on task and on the material presented since you have only a short time to facilitate the academy. Limit this period to 5-7 minutes.
Activity 2: Culturally Responsive Group Processes

For this activity, you will find the lesson plan and a copy of the handout (if applicable) in Appendix A: Facilitator Materials. This activity has a built-in timer: simply click to the next slide when you finish reading the instructions, the timer will keep you on schedule so you won’t have to watch the clock.

Facilitator Materials:

Culturally Responsive Group Processes*
Participant Materials:
Accountability Hot Topic**
Collaborative Leadership Team Process Roles**
Collaborative Leadership Teams Handbook**
Team Meeting Agenda**

Time Limit:
30 minutes

Purpose:
This activity allows participants to practice using CLT Process Roles by holding a short meeting and discussing a current educational issue.

*Found in Appendix A
**Found in Appendix B

Facilitator Note: Allow 5 minutes to explain this activity, and 30 minutes to complete the activity (Slides 25 - 31).

Part 1 – Assigning Process Roles
Provide 5 minutes for this part of the activity.

The goal of this part of the activity is for the participants to assign CLT Process Roles for their small groups. The groups may use the Collaborative Leadership Team Process Roles handout and the descriptions of process roles in the Collaborative Leadership Team Handbook to aid in this assignment.

The Collaborative Leadership Team Process Roles handout lists a variety of people that might have interest in team membership. On the handout, these stakeholders are represented by dotted circles. It also describes the official CLT Process Roles, including Facilitator, Time Marker, Decision Taker, Greeter, and Temperature Taker. The Collaborative Leadership Team will probably consist of many more people than the few which have those official roles.

Note: Explain to participants that the terms “Process Roles” and “Collaborative Leadership Team Roles” are used interchangeably throughout this activity.

Step 1:
Provide a minute or so for existing teams to partner with two to three other teams.
This should create small groups of 6 – 9 participants.

Breaking into groups can be time consuming. Be prepared for how you will handle this so your time isn’t wasted on this part of the activity. Will they be grouped by proximity? School? Grade Level?

**Step 2:**

Give the groups 5 minutes to decide who is assigned each official Collaborative Leadership Team Process Role in the group. Remind groups that they need to be culturally responsive when assigning the roles: when electing CLT officials, keep in mind the diversity of the community, school, and team membership.

**Part 2 – Hot Topic – Accountability**

Provide 15 minutes for this part of the activity.

**Step 1:**

Provide 10 minutes for participants to read the Accountability Hot Topic.

The hot topic reports that some states are tying student promotion to test scores, and opponents are “concerned with the validity and reliability of making high stakes decisions that often are based on performance of single exams.”

**Step 2:**

Explain that the issue is not whether it is right or wrong to promote students based on performance. Rather, the issue for this part of the assignment is that this method of promoting students is not culturally responsive because it is based on a single measure.

**Step 3:**

As a whole group, spend 5 minutes discussing the reason why this is not a culturally responsive practice.

**Part 3 – Team Meeting**

Provide 10 minutes for this part of the activity.

**Step 1:**

As an alternative to the Accountability Hot Topic’s position of promoting students based on a single test, have the small groups use the Team Meeting Agenda as a guide for their mock CLT meeting, and ask them to come up with an alternative way(s) of making student promotion more culturally responsive.

**Step 2:**

Remind the groups to keep their roles during the discussion. This can be difficult when discussing a heated topic such as accountability.
Activity 2: Culturally Responsive Group Processes

20 minutes remaining

Activity 2: Culturally Responsive Group Processes

10 minutes remaining

Activity 2: Culturally Responsive Group Processes

5 minutes remaining

Activity 2: Culturally Responsive Group Processes

2 minutes remaining
Activity 2: Culturally Responsive Group Processes

1 minute remaining

Time to move on…

Gently remind the participants that it is time to end the activity and move on to the next topic in the academy. If they were in groups, ask them to rearrange themselves so they can all see you and the presentation.

Facilitator Note: You should now be around 1 hour 25 minutes into the academy. Adjust your presentation if you are running over this allotted schedule.

Developing trust:

To be effective at creating change, the people involved in or affected by the change must trust the Collaborative Leadership Team.

The Collaborative Leadership Team (CLT) develops trust on two levels.

First, it is essential for the team members to trust and rely on each other if the CLT is to be an effective change agency. The members must be dependable and responsible for the CLT to be influential and trusted by their stakeholders.

“The foundation of all group work is trust.”

“It is an interwoven thread throughout the stages and cycles of a team’s life, and it must be continually monitored and nurtured.”

Michigan State University Extension (http://www.msue.msu.edu/msue/)
Facilitator Note: Allow 15 minutes for this lesson on trust (Slides 33 – 39).

Developing trust:
The second level of trust is at the stakeholder level – the level at which the CLT groups want to instigate change. “If you have a good relationship and mutual trust between yourself and those you are working with, you are more likely to find them receptive to the new ways of thinking and the improvement methods you want to introduce.”


You can encourage people to trust you if you:
- Do what you say you will do and do not make promises you can’t or won’t keep.
- Listen to people carefully and tell them what you think they are saying. People trust others when they believe they understand them.
- Understand what matters to people. People trust those who are looking out for their best interests.

How do you develop trust?
Peter S. Adler and Juliana E. Birkhoff provide “Twenty Tools, Tips and Trust Building Strategies to facilitate the trust building between and among change agents and stakeholders.” http://www.resolv.org/pubs/buildingtrust/bt06.html

These are four basic trust-building concepts that are elaborated upon in the following slides:
- Concentrate on relationships first
- Acknowledge different ways of knowing
- Create a group plan and agreements
- Define decision making
How do you develop trust? Concentrate on relationships first:

Build strong relationships with people. In doing so, you develop trust and mutual respect. These relationships affect the way you create change and the way the people receive change, making the process more comfortable and collaborative.

It is important for team members to know each other as individuals. Encourage team members to step outside their typical roles and engage in a fun activity such as sharing a meal or attending a social event together. Trust will develop among team members once relationships are built. Furthermore, invite each team member to consider the impact of the change effort in their own lives as well as in the lives of others. This collaborative ownership further builds trust among team members.


“People need to know each other as individuals, not just as scientists, community members, or representatives of organizations. Learn each other's histories. Share a meal together. If people do not know each other, they will not trust each other and will revert to fear-based interactions. As a collateral procedure, it is often useful to have stakeholders create interpersonal "contexts" by having each participant identify what the impacts of a decision might mean in their own lives, versus for their community or group.”

How do you develop trust? Acknowledge different ways of knowing:

People interact with the world in different ways. Some people are quick to make and adopt change; some like to see change tested by others before suggesting or adopting a new innovation. Some people want to know how a change affects the greater good before trying it out; some want to know how it affects specific people before suggesting its adoption. To build trust, you must find a way to touch every person’s values by addressing the various ways of knowing. Some of these ways of knowing are covered later in this lecturette.

Explain the significance of recognizing multiple ways of ‘knowing’ and communicating practiced by team members. Collaborative leadership teams are diverse organizations composed of members of diverse cultural groups, varying occupations, and community roles. The teams therefore benefit from appreciating and respecting the different ways of knowing held by the people with whom they work.

Peter S. Adler and Juliana E. Birkhoff: Twenty Tools, Tips and Trust Building Strategies, Acknowledge Different Kinds of Knowledge:
“From the beginning, explicitly legitimize that there are different ways of "knowing" and different modes of communicating important facts and ideas. No one -- scientists, Native Americans, planners, farmers, ranchers, people from the neighborhood -- wants to see their kind of knowledge trivialized and most people have specific "ways" they want to be engaged.”

How do you develop trust? Create a group plan and agreements:

When there is a plan, people trust it will be followed. They want open communication and agreements. If you are part of this plan, they trust you will stick to it. If you earn this trust and keep your agreements, then people are more likely to follow your lead in the future.

It is crucial that plans and procedures are known by all members of a CLT. Policies for attendance, amount of time devoted to meetings, and ways to handle logistics issues must be discussed among team members. Expect that the CLT will be composed of a diverse group of individuals, each of whom may have a different expectation of the way these policies should be handled. Once members have come to consensus, it will be necessary to answer any questions participants may have about the policies.

Peter S. Adler and Juliana E. Birkhoff: Twenty Tools, Tips and Trust Building Strategies, Create a Game Plan and Group Covenants:

“Stakeholder processes usually have beginnings, middles, and ends but, at the start, not everyone knows the plan. Make game plans negotiable and transparent. Groups come with expectations that collaboration will be made up of diverse interests. They also may have expectations about how long it will take to accomplish the work. Stakeholder groups require flexibility for work to go faster or slower but “time” is a key element of culture and handled differently by different people. Engage the group in some gentle discussions about how much time people can devote to meetings and how they will handle attendance, alternates, and ‘logistics.’”

How do you develop trust? Define decision making:

Who decides what will happen? How is the decision made? By telling the stakeholders exactly how the process works, they understand how their lives are affected. Laying out procedures, and sticking to them, allows them to build trust in you and in the system.

As the CLT is a team of diverse individuals, it is necessary to establish group processes

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for decision making. Furthermore, set group standards for team representation, the procedure for making final decisions.


“Clarify the "rules of the road" before you start trying to build agreements -- who will make final decisions, how representation will be established, how the group will decide things. Craft opening moves that will help the parties manage complex technical discussions. Set the stage also for informal versus formal across-the-table discussions by asking stakeholders to identify when they are speaking officially or unofficially.”

Now’s a good time to ask questions or clarify something you heard…

Participants may have jotted notes on the information you presented. Take a moment to ask if they have questions or need clarification on anything they’ve heard to this point. Don’t get caught up in a debate over the information – make sure you stay on task and on the material presented since you have only a short time to facilitate the academy. Limit this period to 5 - 7 minutes.

Activity 3: Trust Building

For this activity, you will find the lesson plan and a copy of the handout (if applicable) in Appendix A: Facilitator Materials. This activity has a built in timer: simply click to the next slide when you finish reading the instructions, the timer will keep you on schedule so you won’t have to watch the clock.

Facilitator Materials:  
Trust Building*  
Participant Materials:  
Trust Building Strategies**  
Trust Script**  
Additional Materials:  
chart paper, markers, tape, sticky-notes  
Time Limit:  
35 minutes  
Purpose:
This activity provides opportunity for participants to apply their knowledge about trust, and compare their ideas with others.

*Found in Appendix A

**Found in Appendix B

Facilitator Note: Allow 5 minutes to explain this activity, and 35 minutes to complete the activity (Slides 41 - 48).

**Part 1 – Role Playing**

Provide 10 minutes for this part of the activity.

**Step 1:**

In this activity small groups are given a script of a team meeting. The scenario is as follows:

Joshua, a fifth grade student, is having difficulty pronouncing some of the letters of the alphabet. His teacher, Samin, has asked Ezra, the speech teacher, to observe Joshua in class. Ezra has also conducted an informal assessment with Joshua, and has concluded that Joshua could benefit from speech services. Maria, the principal, has called a meeting with Samin, Ezra, Jim (school psychologist), and Joshua’s parents, Jennifer and Paul. Maria is very new to the school.

**Step 2:**

Option A - Ask participants to: a) break into groups, b) assign the roles of Joshua, Samin, Ezra, Maria, Jim, Jennifer, and Paul, c) read through the script, and d) then move on to Part 2 to complete the activity.

Option B – Ask participants to read through script individually and move on to Part 2 to complete the activity as a group.

**Part 2 – Scoring Trust Building Strategies**

Provide 10 minutes for this part of the activity.

The Trust Building Strategies handout contains four strategies for building trust in teams. Ask groups to use the handout as a tool for scoring how well each strategy was demonstrated in the scene on a 1 - 5 scale.

**Part 3 – Compare and Contrast**

Allow 15 minutes for this part of the activity.

**Step 1:**

As groups are completing Part 2 of this activity, display four pieces of chart paper around the room, one for each trust-building strategy. Under the strategy, list the 1 – 5 scoring scale in column form.

**Step 2:**

Next, each small group places a sticky note on the chart papers corresponding to their scoring decisions for the trust strategies. For example, if the group related the “concentrate on relationships first” as a 2, they would place their sticky note in the “2” column on the corresponding chart paper. This representation of all groups’ measurements of the trust strategies provides the participants with a visual way to compare conclusions.

**Step 3:**

After the scoring procedure is completed, conduct a whole group discussion about the
results. Invite participants to offer comments about what the group in the script did well and suggest ways to improve their interactions. If there are any major discrepancies on the chart paper results, have groups discuss the scoring differences.
Activity 3: Trust Building
10 minutes remaining

Activity 3: Trust Building
5 minutes remaining

Activity 3: Trust Building
2 minutes remaining

Activity 3: Trust Building
1 minute remaining
Time to move on…

Gently remind the participants that it is time to end the activity and move on to the next topic in the academy. If they were in groups, ask them to rearrange themselves so they can all see you and the presentation.

Facilitator Note: You should now be around 2 hours 25 minutes into the academy. Adjust your presentation if you are running over this allotted schedule.

Stretch!

Give your participants a chance to stretch their legs, get a drink, make a phone call, or chat with others. You’ll find them re-energized after this 10 minute break.

Group Development:

Developing an effective Collaborative Leadership Team takes time. Just as important as building trust between group members, taking deliberate care of team development leads to greater success in reaching the goals of the Collaborative Leadership Team.

Bruce Tuckman developed a five-stage team-development model in 1965 that demonstrates how community-building goes through five stages of forming, storming, norming, performing, and adjourning or transforming. (http://www.catalystonline.com/products/)

The following slides elaborate on those stages and some content is provided by Alan Chapman at www.businessballs.com.

Facilitator Note: Allow 20 minutes for this lesson on trust (Slides 51 – 56).
Forming:
Forming is the stage of introductions and relationship building. A group goes through the forming stage multiple times: first when the team is new, and again whenever a new member joins the process. Time and patience are important whenever a new member joins and a period of group reformation takes place.

Alan Chapman, www.businessballs.com, on characteristics of a forming stage:
- High dependence on leader for guidance and direction.
- Little agreement on team aims other than received from leader.
- Individual roles and responsibilities are unclear.
- Leader must be prepared to answer lots of questions about the team’s purpose, objectives and external relationships.
- Processes are often ignored.
- Members test tolerance of system and leader.
- Leader directs.

Facilitator Instructions:
Allow the participants a few minutes to think, pair up, and share with each other a significant “forming” experience.

Storming:
Team members determine to whom they can turn for leadership and guidance in the storming stage. Group members may air dissatisfaction and find new ways through conflicts.

Alan Chapman, www.businessballs.com, on characteristics of a storming stage:
- Decisions don’t come easily within group.
- Team members vie for position as they attempt to establish themselves in relation to other team members and the leader, who might receive challenges from team members.
- Clarity of purpose increases but plenty of uncertainties persist.
- Cliques and factions form and there may be power struggles.
- The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues.
- Compromises may be required to enable progress.
• Leader coaches.

Norming:
Norming is the eventual agreement on how the group operates. As stakeholders grow more comfortable with one another, patterns of collaboration develop and consensus can be built. This is the stage where trust is developed.

Alan Chapman, www.businessballs.com, on characteristics of a norming stage:

• Agreement and consensus is largely formed among team, who respond well to facilitation by leader.
• Roles and responsibilities are clear and accepted.
• Big decisions are made by group agreement.
• Smaller decisions may be delegated to individuals or small teams within group.
• Commitment and unity are strong.
• The team may engage in fun and social activities.
• The team discusses and develops its processes and working style.
• There is general respect for the leader and some of leadership is more shared by the team.
• Leader facilitates and enables.

Performing:
In the performing stage, team members work together in a way that values difference and produces high quality collaboration and results.

Alan Chapman, www.businessballs.com, on characteristics of a performing stage:

• The team has a shared vision and is able to stand on its own feet with no interference or participation from the leader.
• There is a focus on over-achieving goals, and the team makes most of the decisions against criteria agreed with the leader.
• The team has a high degree of autonomy.
• Disagreements occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team.
• The team is able to work towards achieving the goal, and also to attend to relationship, style and process issues along the way.
- Team members look after each other.
- The team requires delegated tasks and projects from the leader.
- The team does not need to be instructed or assisted.
- Team members might ask for assistance from the leader with personal and interpersonal development.
- Leader delegates and oversees.

Facilitator Instructions:
“Performing” is the high-point of the team’s activity cycle. Ask participants to think of a time when they were in a group that achieved high success. Why do they think the process went well? What would they do again? Ask participants to write a few notes to themselves for the following activity.

Adjourning/Transforming:
Collaborative work is closed and accomplishments are celebrated in the adjourning phase. If collaborative work is ongoing, transforming is a time to reevaluate goals and vision.

Alan Chapman, www.businessballs.com, lists characteristics of this stage:
- Tuckman’s fifth stage, Adjourning, is the break-up of the group, hopefully when the task is completed successfully, its purpose fulfilled; everyone can move on to new things, feeling good about what’s been achieved.
- From an organizational perspective, recognition of and sensitivity to people’s vulnerabilities in Tuckman’s fifth stage is helpful, particularly if members of the group have been closely bonded and feel a sense of insecurity or threat from this change.

Now’s a good time to ask questions or clarify something you heard…
Participants may have jotted notes on the information you presented. Take a moment to ask if they have questions or need clarification on anything they’ve heard to this point. Don’t get caught up in a debate over the information – make sure you stay on task and on the material presented since you have only a short time to facilitate the academy. Limit this period to 5 - 7 minutes.
Activity 4: Group Development Think-Pair-Share

For this activity, you will find the lesson plan and a copy of the handout (if applicable) in Appendix A: Facilitator Materials. This activity has a built in timer: simply click to the next slide when you finish reading the instructions, the timer will keep you on schedule so you won’t have to watch the clock.

Facilitator Materials:
   Group Development Think-Pair-Share*
Participant Materials:
   Phases of Group Development**
Time Limit:
   35 minutes
Purpose:
   This activity allows participants to link the concepts of group development to prior experiences.
*Found in Appendix A
**Found in Appendix B

Facilitator Note: Allow 5 minutes to explain this activity, and 15 minutes to complete the activity (Slides 58 - 63).

Part 1 – Think
Allow 10 minutes for this part of the activity.
Participants use the Group Development handout to recall times they went through the cycle of group development.

Part 2 – Pair-Share
Allow 5 minutes for this part of the activity.
Participants pair-up and share the experiences they noted for the Forming – Adjourning activities.
Activity 4: Group Development Think-Pair-Share
15 minutes remaining

Activity 4: Group Development Think-Pair-Share
10 minutes remaining

Activity 4: Group Development Think-Pair-Share
5 minutes remaining

Activity 4: Group Development Think-Pair-Share
2 minutes remaining
Activity 4: Group Development Think-Pair-Share
1 minute remaining

Time to move on…
Gently remind the participants that it is time to end the activity and move on to the next topic in the academy. If they were in groups, ask them to rearrange themselves so they can all see you and the presentation.

Facilitator Note: You should now be around 3 hours 20 minutes into the academy. Adjust your presentation if you are running over this allotted schedule.

Things to remember:
These are the highlights of the academy. Participants should have a good understanding of these outcomes. Briefly run through the list. In the next activity, Outcomes Review, the participants will have the opportunity to explore these in depth.

Facilitator Note: Allow 5 minutes to highlight the main topics of the academy (Slides 65).
Outcomes Review

For this activity, you will find the lesson plan and a copy of the handout (if applicable) in Appendix A: Facilitator Materials. This activity has a built-in timer: simply click to the next slide when you finish reading the instructions, the timer will keep you on schedule so you won’t have to watch the clock.

Facilitator Materials:
Outcomes Review*

Participant Materials:
Outcomes Review**

Time Limit:
10 Minutes

Purpose:
The outcomes review provides the participant with a brief way of reflecting on knowledge and skills gained in this academy.

*Found in Appendix A
**Found in Appendix B

Facilitator Note: Allow 5 minutes to explain this activity, and 10 minutes to complete the activity (Slides 66 - 70).

Part 1 – Review Academy
Provide 5 minutes for this part of the activity.
Participants use the Outcomes Review handout to work in groups and brainstorm the knowledge and skills they learned in the academy. Groups should focus on one outcome, or at most, two outcomes.

Part 2 – Sharing Results
Provide 5 minutes for this part of the activity.
Bring the whole group together to share the results from the small groups. Since the groups focused on one outcome, take time to have all groups report out and make sure that groups cover the big ideas from the academy.
Outcomes Review
Activity: Outcomes Review
Participant Handouts: Outcomes Review
Time Limit: 10 minutes
Step 1: Complete your chosen outcome and talk with your small group about what you’ve learned. (5 minutes)
Step 2: Share your ideas with the whole group. (5 minutes)

Outcomes Review
5 minutes remaining

Outcomes Review
Activity: Outcomes Review
Participant Handouts: Outcomes Review
Time Limit: 10 minutes
Step 1: Complete your chosen outcome and talk with your small group about what you’ve learned. (5 minutes)
Step 2: Share your ideas with the whole group. (5 minutes)

Outcomes Review
2 minutes remaining

Outcomes Review
Activity: Outcomes Review
Participant Handouts: Outcomes Review
Time Limit: 10 minutes
Step 1: Complete your chosen outcome and talk with your small group about what you’ve learned. (5 minutes)
Step 2: Share your ideas with the whole group. (5 minutes)

Outcomes Review
1 minute remaining
Thank you!
Thank the participants for coming, congratulate them on what they’ve learned, and ask them to fill out the Academy Evaluation as they leave.
Resources


This article describes the National Science Foundation's systemic reform programming, including major accomplishments and barriers to systemic reform. The challenges of systemic reform and new directions for education reform are discussed. The focus is on the results and challenges of policies implemented by the systemic initiatives, namely the mandate for the alignment of standards, curriculum, instruction, and assessment with the implementation of a standards-based K-12 mathematics and science education program; increased science and mathematics requirements for high school graduation; the delivery of intensive, high-quality professional development; and improvement in student achievement after three years of funding. A broader view of education reform in the future will require policymakers and educators to pay more attention to formulating mutually supportive policies across education, health, and social services; establishing fiscal policies that provide sufficient funding to ensure equitable outcomes; and revising accountability policies to facilitate rather than impede the reform efforts.


Due to poor school performance among significant numbers of minority students in U.S. schools, many parents, educators, and policymakers now look to teacher education programs (TEPs) to prepare preservice teachers more effectively for student diversity. Unfortunately, although multicultural TEPs and courses have been in existence for quite some time, we know very little about the nature of teacher learning and development and the conditions that promote teacher learning for student diversity in both preservice courses and field experiences. Moreover, we know little about what program components improve learning experiences for culturally and linguistically diverse students. In this article, we propose a reconceptualization of multicultural teacher education. For this purpose, we summarize basic principles of cultural-historical theory that must be considered by teacher educators who prepare preservice teachers for student diversity. We also discuss how cultural-historical theory can inform research designs as teacher educators attempt to assess preservice teacher learning. Through preliminary analysis of a study conducted in a preservice teacher education course, we include examples of how constructs from cultural-historical theory are being used to assess teacher learning about teaching and learning in multicultural contexts.


Business, nonprofit, and public sector leaders are facing new and daunting challenges—rapid-paced developments in technology, sudden shifts in the marketplace, and crisis and contention in the public arena. If they are to survive in this chaotic environment, leaders must develop the skills they need to lead effectively no matter how fast the world around them is changing. Leading in a Culture of Change offers new and seasoned leaders' insights into the dynamics of change and presents a unique and imaginative approach for navigating the intricacies of the change process.


Summarizes research on how organizations implement change successfully. Focuses on five lessons for implementing and sustaining change: (1) be sure it will add value; (2) match the change process to the challenge; (3) provide management support; (4) prepare the system for change; and (5) help people align.

A special issue on visionary leadership is presented. Articles discuss an analysis of 13 of the better known lists of the characteristics of effective professional development; the role of shared values and vision in creating professional learning communities; how principals can most effectively lead their schools through successful organizational change; the significance of certain aspects of brain research on school leadership, teachers, and students; and visionary leadership in schools that go beyond test scores to focus explicitly on students' social and emotional development. An introduction to the special issue is also provided.


Part of a special issue on creating communities for growth. A study examined leadership in community schools. Data were obtained from leaders of a full-service community school project in Grand Forks, North Dakota. Results revealed that leaders had confidence that they could collaborate based on earlier work on less complex projects, saw their interrelationships as paramount to success, saw themselves as a team facilitating a network, were flexible about project details, valued data and project evaluation, and were inspired by their involvement in national networks. Results also showed that the converging goals of leaders' organizations strongly influenced leaders' commitment, leaders maintained their organizations' support, external support assisted leaders in mobilizing internal support, the community council was crucial for involvement beyond the original partners, professional development allowed professionals from different fields to understand one another's valuable roles, and the management team was heavily involved in the project. In relation to four organizational change frames, results showed that the structural frame was used most often, followed by the human resource, political, and symbolic frames. Implications of the results are presented.