

MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO
WAYS OF KNOWING

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Implementing IB through a Distributive Leadership Model

*presented by Dr. Linda Cartlidge
Suncoast Community High School
Riviera Beach, Fl.*

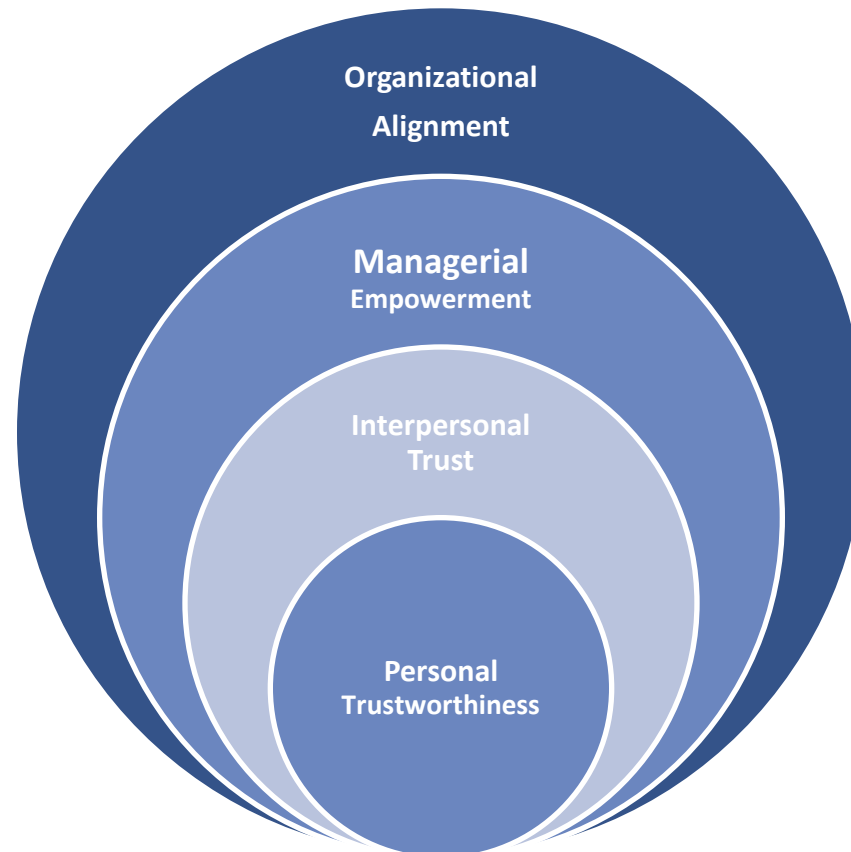


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Seven Habits of Highly Effective People

Stephen Covey

Four Levels of Leadership





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Built to Last: Cult-like Culture Preserve the Core

Jim Collins and Jerry I. Porras

Mission Statement

To provide a challenging, innovative program to a diverse student population, empowering each individual to successfully compete in and contribute to the global society while maintaining a safe school environment, and allocating resources accordingly.



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International Baccalaureate Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.



International Baccalaureate Mission

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.



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International Baccalaureate Mission

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



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Candace Crowley - CNN Political Analyst

- **There is not a way to bring people together – not personally connected.**
- **Don't appreciate differences. It always starts out as a fight.**
- **Not know the “why” of their position.**
- **Never know where people are coming from.**

(November 18, 2013 Keynote at the Forum of the Palm Beaches)



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Global Job Skills Required

for Apple, Google, Samsung, World Bank:

- Communication
- Self-Direction
- Conceptual Learning
- Collaboration
- Creativity
- Synthesizing and Disseminating Information
- Critical Thinking



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Top 10 Soft Skills for Job Hunters

- 1. Strong Work Ethic**
- 2. Positive Attitude**
- 3. Good Communication Skills**
- 4. Time Management Abilities**
- 5. Problem-Solving Skills**
- 6. Acting as a Team Player**
- 7. Self-Confidence**
- 8. Ability to Accept and Learn from Criticism**
- 9. Flexibility/Adaptability**
- 10. Working Well under Pressure**



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IB Learner Profile

IB learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Open minded
- Caring
- Risk-takers
- Balanced
- Reflective



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Branding Process

Learner Profile

Open-minded	Principled	Reflective	Communicators	
Balanced	Caring	Risk-Taker	Knowledgeable	
		Thinkers		

Areas of Interaction

Environments Social Education	Community Service	Human Ingenuity		Health Education
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Mission Statement

Diverse Global	Contribute	Innovative	Challenging Empower Compete	College Career
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Vision

				Imagination
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Synonyms

Universal	Responsible	Growing	Focused	Future
Inclusive	Commitment	Resilient	Positive	Possibilities
Distinct		Improvement	Progress	Independent
World		Evolution	Initiative	
			Action	
			Drive	
			Collaborative	
			Leader	



World



Committed



Reflective



Leaders



Future



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WE ARE SUNCOAST.

We are the WORLD.

We are COMMITTED.

We are REFLECTIVE.

We are LEADERS.

We are the FUTURE.

WE ARE SUNCOAST.



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WE ARE SUNCOAST VIDEO



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Branding Your School Activity

**Five words that describe who you are
as an
IB World School.**



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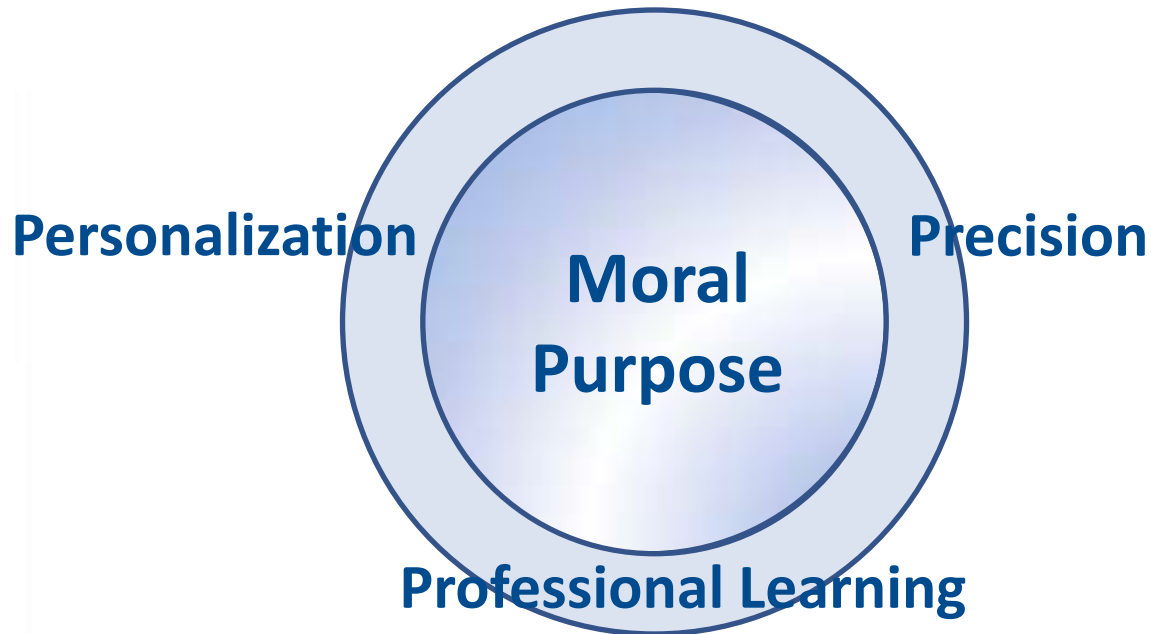
BREAKTHROUGH

BREAKTHROUGH



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Michael Fullan





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Michael Fullan

PERSONALIZATION:

**High trust environment-character and competency,
teamwork, productivity, shared vision**

PRECISION

**Precise to the learning needs of the individual-
assessment for learning**

PROFESSIONAL LEARNING

Focused, ongoing learning for each and every teacher



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BUILT TO LAST - Jim Collins

Cult-like Culture – Great places to work only for those who buy into the core ideology



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Great by Choice - Jim Collins

Preserve the Core – Stimulate Progress

**Continual process of relentless self-improvement
with the aim of doing better and better,
forever into the future**



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Transforming School Culture by Dr. Anthony Muhammad

A leader:

- Shows a direction;
- Aligns and influences;
- Motivates and inspires.

A manager:

- Plans and budgets;
- Organizes and allocates resources;
- Controls and solves problems.



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Transforming School Culture –

Dr. Anthony Muhammad

**Leadership is about people and change.
People buy into your mission.**



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Four Types of Educators & Their Goals

Educator Classification	Organizational Goal
Believer	Academic success for each student
Tweener	Organizational stability
Survivor	Emotional and mental survival
Fundamentalist	Maintaining the status quo



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Believers

Student learning is about *direct impact*. ***All students must be successful.*** Intrinsically motivated, excellent work ethic, *flexible*, handle their own discipline - *do not like to speak up when toxic conversations are going on.*

High Expectations*Positive pressure*Connected to school and community*Passive and permissive of others



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Tweeners (New to School)

Want to make a positive difference, loosely connected to the school community, *overtly* compliant and optimistic but *covertly* may be suffering from the challenges of teaching. Need right *ongoing* support.



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Survivors

Minority group. Associated with non-learning. Very ineffective. Not passionate. Students not interested in learning. Enjoy being a survivor. *Student bargaining.*



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Fundamentalist

- Vanguards of tradition and *protective of status quo*.
- *Autonomy, low accountability* and ultimate control of curriculum.
- Strive in informal vs. formal environments.
- *Resist change* because they *do not trust* the judgment or skills of leader.



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Fundamentalist

- Need to be part of the *decision making process*.
- *Deeply rooted in their opposition to change* that it consumes and defines them.
- Defined by their *political positions* within the school.
- Require *strict monitoring*.

More believers the healthier the culture.



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Old Contract

Unwritten set of norms, values and practices – teacher right to *autonomy*, *teacher judgment was sole criterion for determining student academic success.*

Content and instructional expert - Freedom of interaction. *Meeting with other teachers was a waste of time.*

Belief in the Normal Distribution – Social stratification;
(Bell Curve)



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New Contract

Values that promote *transparency* of school performance, *standardized curriculum* and *assessments*, proficiency ratings and new strategies.



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Patterns of the Fundamentalist

- **Methods of influence –**
 - **Defamation - *rule by intimidation***
 - **Disruption - *disrupt or delay* the implementation of policies or strategies that will force them to change their practices- change initiative itself becomes the target**
 - **Distraction - *passive aggressive behavior* that articulates that they are being forced to change and they do not agree. Non-verbals and negative comments.**

Focus on the emotional level rather than rational.



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Activity

Turn and talk to your partner about what the dominant group is at your school and how you have dealt with them. Share as a group.



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Implications for Practice

Building a healthy school culture – Culture of Collaboration

- School wide focus on learning
- Focus on research and empirical evidence
- Create frequent opportunities for Fundamentalists to voice their viewpoints
- Encourage intellectual dialogue about organizational goals
- Celebrating the success of all stakeholders
- Creating systems of support for Tweeners



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21 Irrefutable Laws of Leadership

John Maxwell

“Leadership is influence - nothing more, nothing less.”



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Professional Learning Communities

Rick DuFour

- **Providing the resources and support that enable people to succeed at what they are being asked to do.**
- **Remind people of the moral imperative of why they became teachers.**
- **Life changers.**



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Leadership

Robert Marzano

- Leadership for change is most effective when carried out by a **small group of educators** with the **principal** functioning as a **strong cohesive force**.
- The leadership team must operate in such a way as to provide **strong guidance** while **demonstrating respect for those not on the team**.
- Effective leadership for change is characterized by **specific behaviors** that enhance **interpersonal relationships**.



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Leadership

Robert Marzano

- **Positive** people.
- Voice disagreement **tactfully** (*ability to make a point without making enemies.*)
- **Honesty** improves dynamics on the leadership team.
- Disagreement is not about title.



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Leadership Defined

Influence

Increased Productivity

Support



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Distributive Leadership

Distributed leadership moves beyond the single charismatic leader who transforms an organization to the idea that leadership is “stretched over” many individuals in the organization.

(Angelie: 2010)



Responsibility



Authority



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What is sustainable leadership?

Sustainable leadership is supported best by long-term succession planning involving a “*distributed leadership*” model, whereby “*deeper and wider pools of leadership talent*” are developed within the school. School leaders should be mindful of ways to motivate, challenge and empower teachers to accept and enjoy leadership roles, and to support them on that path.

(Hargreaves and Fink, 2005)



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Distributed Leadership Model at Suncoast





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Leadership Team:

Principal

Assistant Principals

Professional Development Team:

Professional Development Chair

Subject Area Specialists

IB Coordinators:

Extended Essay

Creativity, Action, Service

Personal Project

Counseling Services:

Communications

College Education

Dual Enrollment

ESE/504

Mental Health Services

Scholarships

Monitoring

Magnet Coordinators:

CS/CTE

IIT

Magnet/IB

MSE

Technology

IBCC

AP Capstone

Hospitality Committee

Employee Building Council

Department Chairs:

Computer Science

Counseling Services

English

Fine Arts

Math

PE

Science

Social Studies

Technology

World Languages

Individual Leadership Roles

CTA Representative

Reading Coach

Collegial Learning Teams:

Interdisciplinary, Course Specific, Vertical & Horizontal



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Distributive Leadership Model

Brainstorm in Groups a Distributive Leadership Model at your school. Discuss the barriers and solutions.



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Causal Links to Student Achievement



Student
Achievement

Classroom
Strategies &
Behaviors

Planning and Preparing

Reflecting on Teaching

Collegiality & Professionalism

INNOVATING: The teacher is a recognized leader in helping others with this activity.



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Marzano Evaluation System Domains 2-4 as a Leadership Model

Leadership is the ability to increase productivity for your organization.

John Maxwell



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School Impact

“ The relationships among the adults in the school has more impact on the quality and character of the school and the achievement of students more than any other factor.”

by Roland Barth



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Great by Choice and Good to Great

Level 5 Leaders:

- Inspired Motivation
- Purpose beyond ourselves
- Making the world a better place for future generations

Powerful mixture of personal humility plus strong professional will.

Honesty, Gratitude & Humility