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Implementing IB through a Distributive Leadership Model

presented by Dr. Linda Cartlidge
Suncoast Community High School
Riviera Beach, Fl.
Seven Habits of Highly Effective People
Stephen Covey

Four Levels of Leadership

- Organizational Alignment
- Managerial Empowerment
- Interpersonal Trust
- Personal Trustworthiness
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.
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.
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.
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)
Global Job Skills Required

for Apple, Google, Samsung, World Bank:

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

IB learners strive to be:

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

#### Learner Profile

<table>
<thead>
<tr>
<th>Trait</th>
<th>Quality</th>
<th>Description</th>
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<tbody>
<tr>
<td>Open-minded</td>
<td>Principled</td>
<td>Reflective</td>
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<td>Balanced</td>
<td>Caring</td>
<td>Risk-Taker</td>
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<td>Knowledgeable</td>
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<td>Thinkers</td>
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#### Areas of Interaction

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<thead>
<tr>
<th>Environment</th>
<th>Community Service</th>
<th>Human Ingenuity</th>
<th>Health Education</th>
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<tbody>
<tr>
<td>Social Education</td>
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<td>Environments</td>
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#### Mission Statement

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
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<tbody>
<tr>
<td>Diverse Global</td>
<td>Contribute</td>
<td>Innovative</td>
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<td></td>
<td>Challenging</td>
<td>Empower Compete</td>
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<td>College Career</td>
<td>Imagination</td>
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<td>Synonyms</td>
<td>Universal</td>
<td>Responsible</td>
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<tr>
<td>Inclusive</td>
<td>Commitment</td>
<td>Resilient</td>
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<tr>
<td>Distinct</td>
<td>Improvement</td>
<td>Progress</td>
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<tr>
<td>World</td>
<td>Evolution</td>
<td>Initiative</td>
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World  
Committed  
Reflective  
Leaders  
Future
WE ARE SUNCOAST.

We are the WORLD.
We are COMMITTED.
We are REFLECTIVE.
We are LEADERS.
We are the FUTURE.

WE ARE SUNCOAST.
WE ARE SUNCOAST VIDEO
Branding Your School Activity

Five words that describe who you are as an IB World School.
BREAKTHROUGH
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
BUILT TO LAST - Jim Collins

Cult-like Culture – Great places to work only for those who buy into the core ideology
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
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.
Leadership is about people and change. People buy into your mission.
## Four Types of Educators & Their Goals

<table>
<thead>
<tr>
<th>Educator Classification</th>
<th>Organizational Goal</th>
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<tbody>
<tr>
<td>Believer</td>
<td>Academic success for each student</td>
</tr>
<tr>
<td>Tweener</td>
<td>Organizational stability</td>
</tr>
<tr>
<td>Survivor</td>
<td>Emotional and mental survival</td>
</tr>
<tr>
<td>Fundamentalist</td>
<td>Maintaining the status quo</td>
</tr>
</tbody>
</table>
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*
**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.
Survivors

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.
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.
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)*
New Contract

Values that promote *transparency* of school performance, *standardized curriculum* and *assessments*, proficiency ratings and new strategies.
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.
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.
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
“Leadership is influence - nothing more, nothing less.”
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.
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.
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.
Leadership Defined

Influence

Increased Productivity

Support
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)
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)
Distributed Leadership Model at Suncoast

Leadership Team

- Professional Development Team
- Counseling Services Coordinators
- Coordinators
- Department Chairs
- Employee Building Council
- Personal Project Coordinator
- CAS Coordinator
- EE Coordinator
- Collegial Learning Teams
**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
Distributive Leadership Model

Brainstorm in Groups a Distributive Leadership Model at your school. Discuss the barriers and solutions.
INNOVATING: The teacher is a recognized leader in helping others with this activity.
Marzano Evaluation System
Domains 2-4 as a Leadership Model

Leadership is the ability to increase productivity for your organization.

John Maxwell
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
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*