

Dispositions of Leadership TodaysMeet (ArtandGary)

ASCD

October 31, 2014

Arthur L. Costa (artcosta@aol.com)

Gary Whiteley (gary.whiteley@gmail.com)



Wi-Fi
SSID: CEL2014!
PASSWORD: CEL2014!

Presentation Materials

Web - www.ascd.org/mydownloads

App – www.ascd.org/cel14app



Room Overcrowding

Meeting rooms that fill to capacity will be restricted. In compliance with fire regulations, **Standing Room is Not An Option. Please find a seat or find another session to attend. All Friday and Saturday morning sessions will be repeated in the afternoon.**

Thank You!



Rate your Sessions!

**Conference App – tap the session, then
“Rate/Actions” tab, then “Rate Sessions.”**

Or go to www.ascd.org/evaluations.

**The evaluation will be open from October 30-
November 15, 2014.**

We greatly appreciate your feedback!





Just Like Me

Topics for Our Time Together

Linking Leadership with Student Learning

What are Dispositions and Why They are Important

Dispositions of Leadership

Communitas: Thinking and Acting Interdependently

Adaptive Thinking: Metacognition and Flexibility

High-performance Teams and Goal Setting



FIRST: LINKING LEADERSHIP WITH STUDENT LEARNING

What do we know?



DISPOSITIONAL
LEADERSHIP

Linking Leadership with Student Learning



Viviane Robinson performed a best evidence synthesis (BES) of research with her colleagues Hohepa, & Lloyd and published it in 2009.

The BES was an investigation of the link between educational leadership and the core business of teaching and learning.

The book *Student-centered Leadership* (2011) by Robinson is grounded in the best evidence synthesis (BES).



The book *Linking Leadership to Student Learning* (2012) by Kenneth Leithwood and Karen Seashore Louis is based upon investigations from 2004 to 2010 and are well documented in the numerous Learning from Leadership reports (Wallace Foundation).

Leithwood and Seashore Louis, with their colleagues Kyla Wahlstrom and Stephen Anderson, provided a solid research-based foundation for linking school-level leadership to student learning.



Side-by-Side

Robinson's Three Capabilities

Leithwood's Three of Four* Leadership Pathways



Solo: Side-by-Side Activity (5 to 7 minutes)

Please Reference Learning Guide Page One

First: Identify Key Words or Phrases

Second: Consider how Building Relational Trust and the Emotions Path are “pre-conditions” for leadership influence

Third: Organize your thoughts in order to share



Side-by-Side Comparison of Robinson's Capabilities and Leithwood's Leadership Pathways

Robinson's Three Capabilities (Finer-grained Knowledge, Skills and Dispositions) ¹	Attributes	Leithwood's Three of Four* Leadership Pathways ²	Attributes
Building Relational Trust	Develop the trust that is essential for doing the hard work of improving teaching and learning (can't achieve much on your own), engage others in the work that delivers for learners; respect (valuing the ideas of others), trustworthiness, competence, and integrity	Emotions Path (emotions direct cognition)	Commitment, networking between staff, teacher efficacy, collective efficacy (leads to persistence), stress, trust, morale
Applying Relevant Knowledge	Deepen teacher knowledge, develop expertise to do the work, using knowledge about effective teaching, teacher learning, and school organization to make high-quality administrative decisions	Rational Path	Quality of instruction, student learning (standards), curriculum, problem-solving capabilities, "technical core", establishing high expectations, shared goals about academic achievement, orderly environment
Solving Complex Problems	All about context specific to each school, take many conditions into account for making decisions, discern challenges and craft solutions that adequately address them	Organizational Path	School infrastructure, professional networks, structures to support collaboration, instructional time, complexity of teachers' workload, opportunities for teachers' growth, time devoted to instruction

*Family Path Not Included

¹Robinson, V., (2011). *Student-Centered Leadership*. 22-38.

²Leithwood, K. et al. (2012). *School Leaders' Influences on Student Learning: The Four Paths*. 3-5



Turn and Talk (5 minutes)

Today's Meet Opportunity

What is new information for you?

What is the significance of this information?

How might school leaders apply this information?



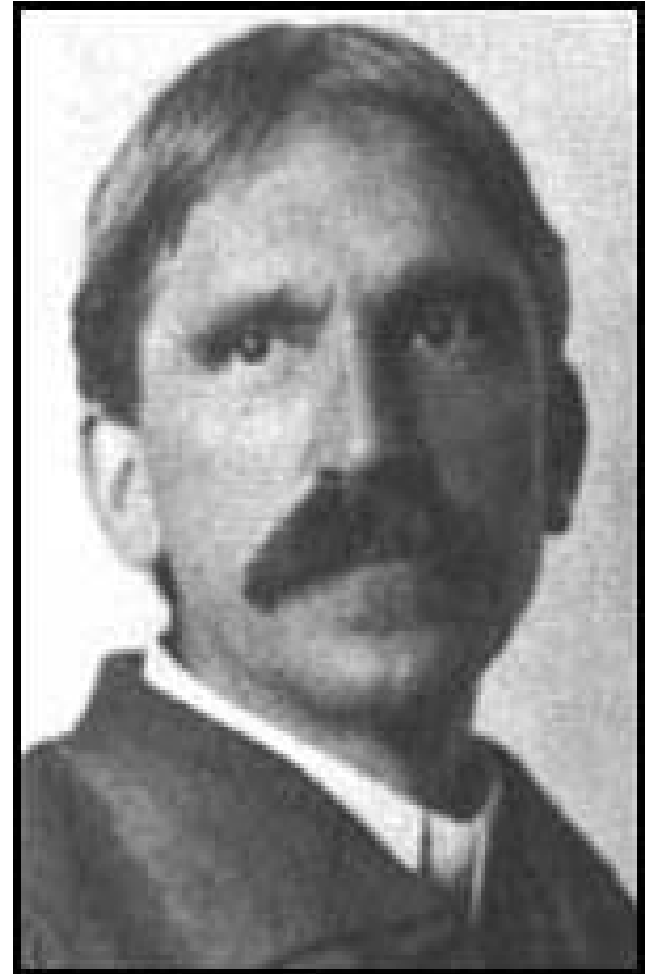
What are Dispositions? Why are they important?



Dispositions

“Knowledge of methods alone will not suffice; there must be the desire, the will to employ them. This desire is an affair of personal dispositions.”

John Dewey How We Think
(1933) p. 30



Dispositions

“Intelligent performance is not just an exercise of ability. It is more dispositional in nature in that we must activate abilities and set them in motion. Dispositions concern not only what we can do (our abilities) but what we are actually likely to do.” In other words, dispositions must be developed, nurtured, supported and practiced on a regular basis.

Dottin, E. *Dispositions as Habits of Mind* (2010) p. 12



Ron Ritchart *Intellectual Character*



- 1. Acquired patterns of behavior that are under one's control and will as opposed to being automatically activated.**
- 2. Overarching sets of behaviors, not just single specific behaviors.**
- 3. Dynamic and idiosyncratic in their contextualized deployment rather than prescribed actions to be rigidly carried out.**
- 4. More than desire and will, dispositions must be coupled with the requisite ability.**
- 5. Dispositions motivate, activate, and direct our abilities .**



Why Consider Dispositions of Thinking?

“When we experience the world as ‘too complex’ we are not just experiencing the complexity of the world. We are experiencing a mismatch between the world’s complexity and our own at this moment. There are only two logical ways to mend this mismatch – reduce the world’s complexity or increase our own”

In Over Your Head (2009) Kegan and Lahey

Reflection on Learning-Close Read (complete solo then form a pair or trio)



Solo: Close Read (Learning Guide p. 2)

Pairs or Trios (5 to 7 minutes) TodaysMeet

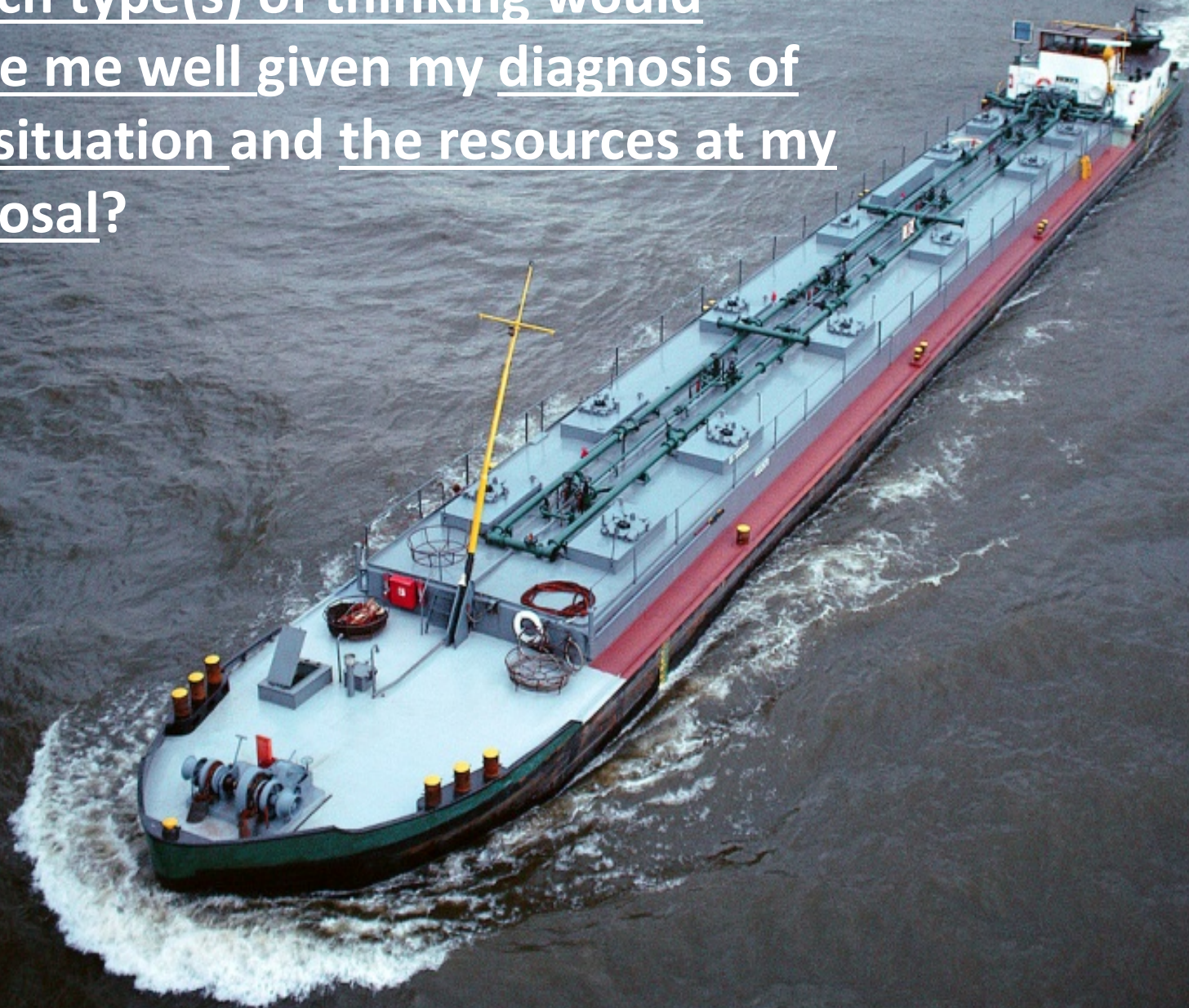
- Read the passage the first time to get the flow.
- Read the passage to identify vocabulary that you believe is important.
- Please move and form a Pair or Trio:
Summarize your understanding of dispositions. What are the implications for you as a leader?



P.F. Willerton in *Basic Shiphandling*

“There may be more than a dozen forces acting upon a vessel’s axes at a given moment, and the resultant may not be anticipated but due partially to a force which has escaped discovery.”

Which type(s) of thinking would serve me well given my diagnosis of the situation and the resources at my disposal?



Six Dispositions of Leadership

- There is not a simple formula for piloting a vessel in the open ocean, just many forces that need monitoring and the appropriate response given the conditions.
- How is the unpredictability of ship handling a useful metaphor for leading a school district or school?

Balcony/Dance Floor

Observing the action (to assess the situation) and in the action (to influence the direction)



The Lanai View

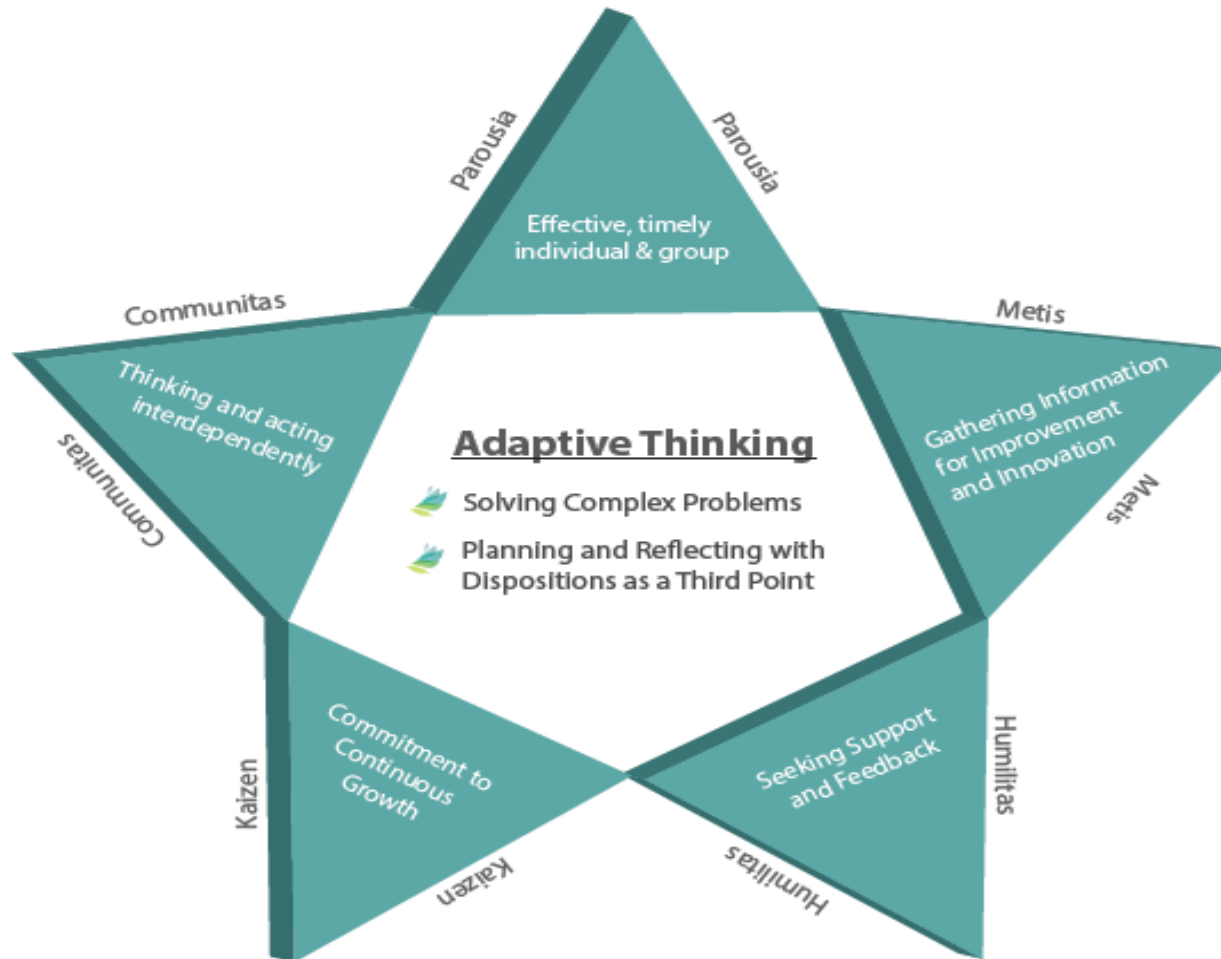


The Beach View

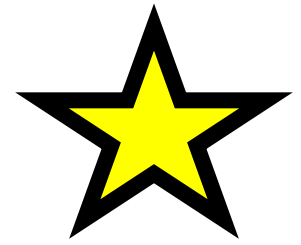


Dispositions of Leadership

Learning Guide Page 3



Dispositions of Leadership



- **Communitas (Latin):** *fellowship or organized society thinking & acting interdependently; engaging beyond walls*
- **Parousia (Greek):** “personal presence” communication
- **Kaizen (Japanese):** *commitment to continuous growth; simply means good change (growth mindset)*
- **Metis (Greek):** *gathering information; diagnosis*
- **Humilitas (Latin):** *Humility for receiving support & feedback*
- **Metacognition:** Adaptive Thinking-Planning, Problem Solving (monitoring), and Reflecting



Round Robin at Tables (5 minutes)

Why might Dispositions of Leadership be important ?

For what reasons might you share Dispositions of Leadership with teachers?

Please be prepared to share.



Thinking and Acting Interdependently



Promotes a positive, collaborative learning culture through shared leadership.

It is challenging to Think and Act Interdependently

Dan Lortie in *Schoolteacher* (1975)

“But through the long, formative decades of the modern school system, schools were organized around teacher separation rather than teacher interdependence.”

(p. 14)



Lortie continues:

“... the workplace of the teacher — the school — is not organized to promote inquiry or build the intellectual capital of the occupation” (p. 56).



From: Investigating the Links to Improved Student Learning: Executive Summary of Research Findings (Wahlstrom et al., 2010)

“When principals and teachers share leadership, teachers’ working relationships are stronger and student achievement is higher.”

(p. 10)

Got Trust?



Vivian Robinson Relational Trust

“In schools with a **higher level of trust**, teachers experience a **stronger sense of professional community** and are more willing to **innovate and take risks**. In addition, **students in high trust schools make more academic and social progress** than students in otherwise similar low trust schools.”

(Student-Centered Leadership, p. 34)



Determinants of Relational Trust (Robinson) Learning Guide Page 4

Interpersonal respect-e.g. civility, deep listening to others' concerns, inclusive processes

Personal regard for others-e.g. extent of caring about staff

Role competence-e.g. ability to do one's job well, including addressing incompetence

Personal integrity-e.g. puts children's interests above own personal and political interests; walks the talk; communicates accurately

Trust (Heifetz) Learning Guide Page 4

Predictable Values-model and support respect, listening, and integrity

Predictable Skills-role competence

The Cascading Effect

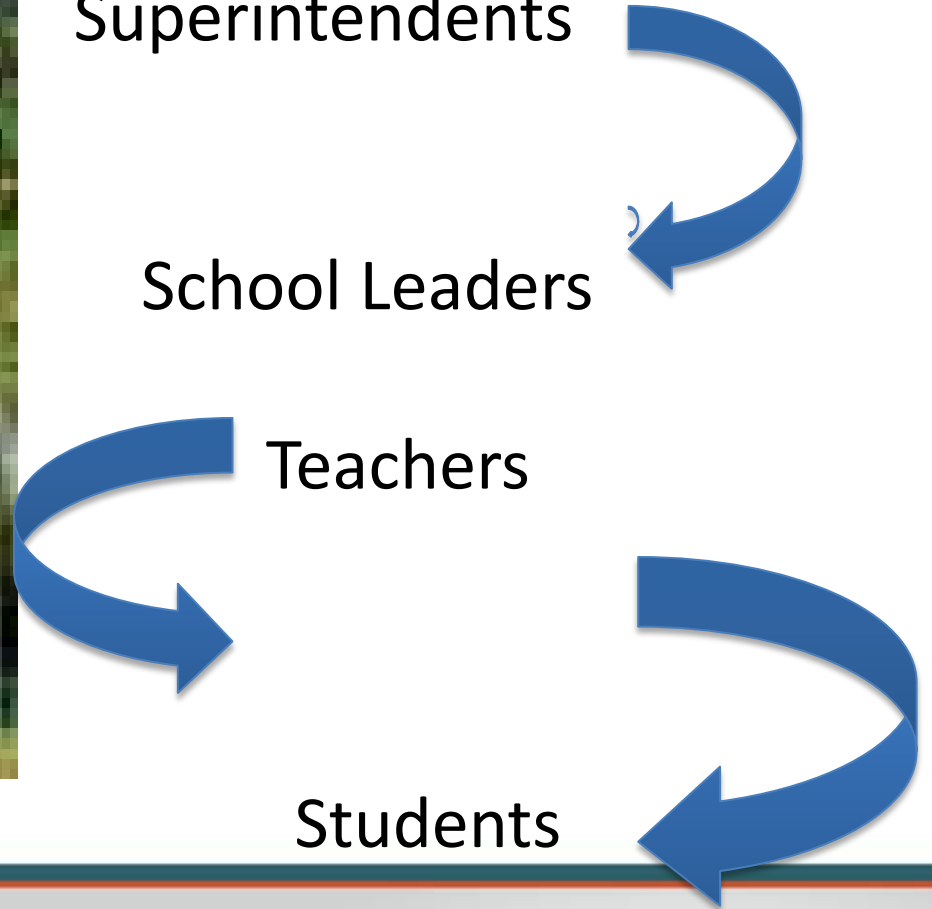


Superintendents

School Leaders

Teachers

Students



Reflection on Learning...Got Trust?



DISPOSITIONAL
LEADERSHIP

Learning Guide Page 4 (5 minutes)

Rapport can be established immediately.

Trust takes time and is earned.

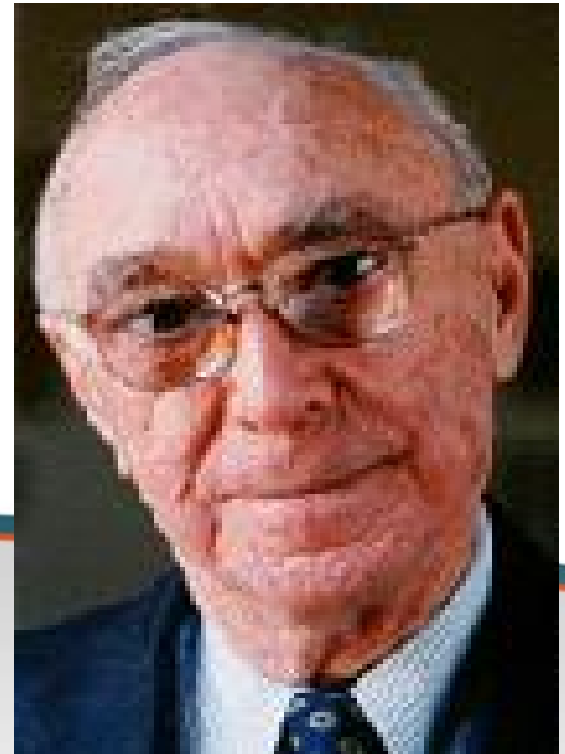
First: Complete the section : “My Thoughts”

Second: Please stand, find a partner near you,
and share “My Thoughts”



CONCEPT ATTAINMENT TAKE AND BAKE (T & B)

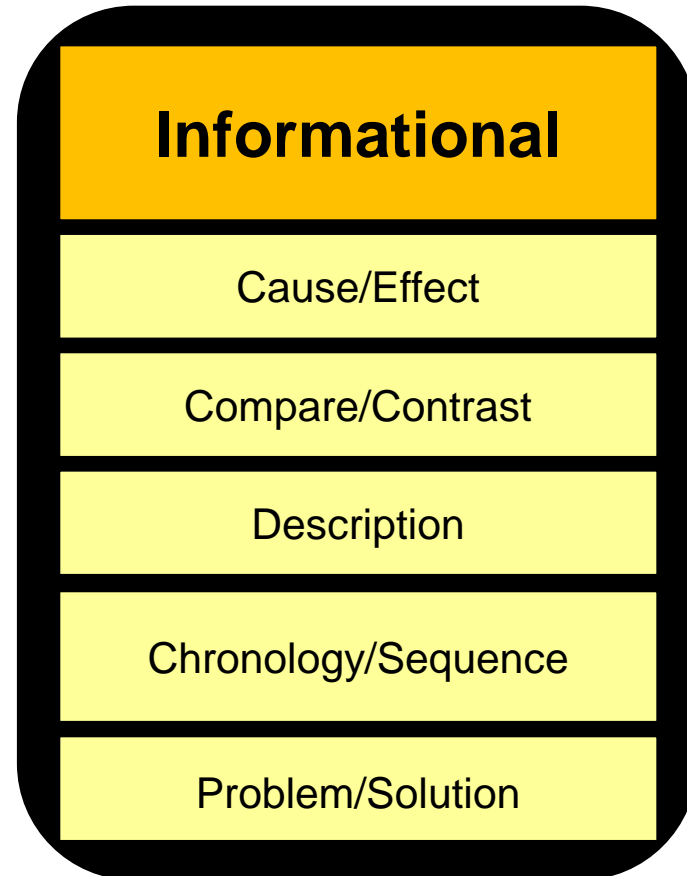
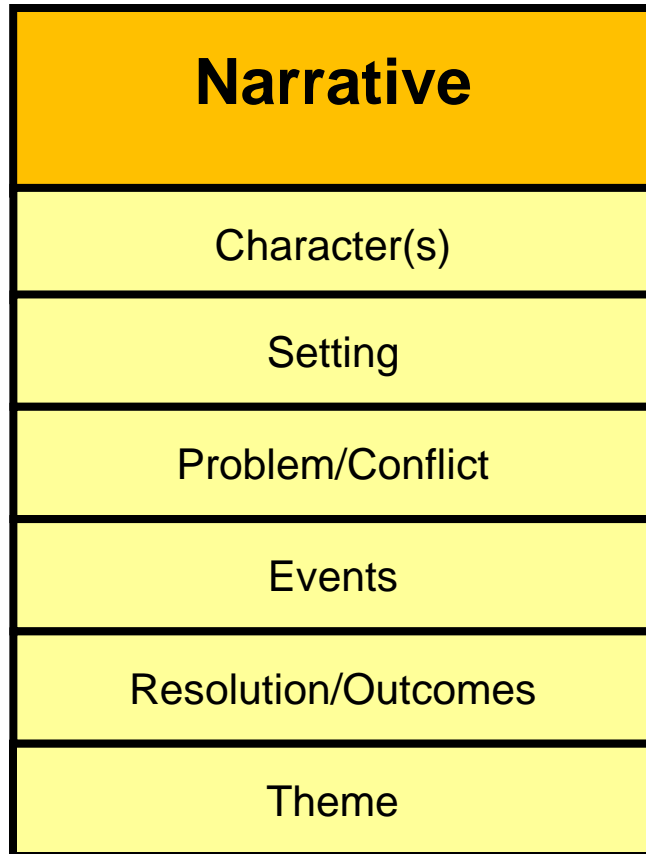
- ✓ Examples
- ✓ Non Examples
- ✓ Attributes
- ✓ Generalization



DISPOSITIONAL
LEADERSHIP

Jerome Bruner

Option ONE-Text Structures (T & B)



Option TWO -Mathematics: Coherence across grades and link to major topics within grades (T & B)

- Carefully connect the learning within and across grades so that students can build new understanding into foundations built in previous years.
- Begin to count on solid conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.



What does it look, sound, and feel like?

(T & B)



Concept
Attain-
ment

Concept Attainment Activity

Learning Guide Page 6-10 minutes)

(T & B)

First: List Examples of either (a) Math or (b) ELA

Second: List Counter Examples

Third: Develop a Generalization

Reflection on learning: Concept Attainment (T & B)



In Table Groups: Your work as an Interdependent Team-7 minutes (T & B)

- How did your participation as a group member benefit the entire group?
- What did you observe group members doing that demonstrates interdependent thinking?



Transition to Adaptive Thinking (LG p. 3)



Adaptive Thinking Metacognition and Flexibility

Incorporates into practice the intrapersonal skills of planning, problem resolving, and reflecting.



Sharon Daloz Parks, in the book *Leadership Can be Taught* (2005)

Parks notes that “technical problems (even though they may be complex) can be solved with knowledge and procedures already in hand. In contrast, adaptive challenges require new learning, innovation, and new patterns of behavior.”

The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World (2009) by Heifetz, Grashow, and Linsky

“But authorities cannot solve an adaptive challenge by issuing a directive or bringing together a group of experts, because the solutions to the adaptive problems lie in the new attitudes, competencies, and coordination of the people with the problem itself” (p. 73).



Adaptive Thinking: Metacognition and Flexibility



DISPOSITIONAL
LEADERSHIP

Reflection on learning-Adaptive Thinking

SOLO: What are your take aways?



METACOGNITION AND MINDFULNESS

Looks like/sounds like:

- Audiating
(Inner humming)
- Self-talk (Inner dialogue)
- Self-Questioning
- Inner-coaching
- Mental rehearsal



Homo sapiens, sapiens

“a human being who knows their
knowing”

(or maybe it’s “knows *they*’re knowing”).



THEORY OF METACOGNITION

- Like an internal compass, metacognition is the center of our “executive functions.”
- Metacognition is the control and management of all our cognitive resources.

(Auto-regulation)



5 OF MANY DIMENSIONS OF METACOGNITION

1. Knowing about yourself as a learner and factors affecting cognition (including brain functioning)
2. Being aware of, identifying, selecting and managing appropriate cognitive strategies
3. Knowing why and when to use certain cognitive strategies and allocating resources to their use
4. Attending to and being aware of comprehension and task performance
5. Assessing the processes and products of our learning; revisiting and revising learning



Side-by-Side Comparison of Robinson's Capabilities and Leithwood's Leadership Pathways

Robinson's Three Capabilities (Finer-grained Knowledge, Skills and Dispositions) ¹	Attributes
<p>Building Relational Trust</p> <p align="center">⇒</p> <p>Emotions</p>	<p>Develop the trust that is essential for doing the hard work of improving teaching and learning (can't achieve much on your own), engage others in the work that delivers for learners; respect (valuing the ideas of others), trustworthiness, competence, and integrity</p>
<p>Applying Relevant Knowledge</p> <p align="center">⇒</p> <p>Rational</p>	<p>Deepen teacher knowledge, develop expertise to do the work, using knowledge about effective teaching, teacher learning, and school organization to make high-quality administrative decisions</p>
<p>Solving Complex Problems</p> <p align="center">⇒</p> <p>Organizational</p>	<p>All about context specific to each school, take many conditions into account for making decisions, discern challenges and craft solutions that adequately address them</p>

Which Dispositions of Leadership would support the capabilities or paths? (LG page 3)

What questions do I need to ask myself (interrogative self-talk) as I confront complex problems? (auto-regulation)

*Family Path Not Included

¹Robinson, V., (2011). *Student-Centered Leadership*. 22-38.

²Leithwood, K. et al. (2012). *School Leaders' Influences on Student Learning: The Four Paths*. 3-5

Closing Today's Meet



Rate your Sessions!

**Conference App – tap the session, then
“Rate/Actions” tab, then “Rate Sessions.”**

Or go to www.ascd.org/evaluations.

**The evaluation will be open from October 30-
November 15, 2014.**

We greatly appreciate your feedback!



Topics for Our Time Together

Linking Leadership with Student Learning

What are Dispositions and Why They are Important

Dispositions of Leadership

Communitas: Thinking and Acting Interdependently

Adaptive Thinking: Metacognition and Flexibility

High-performance Teams and Goal Setting





Go TEAM!



DISPOSITIONAL
LEADERSHIP

Today's PowerPoint in Pdf

metiseducationconsulting.com

resources



First Person Goal Setting



Why Goal-Setting Works

Robinson, V. (2007). *School Leadership and Student Outcomes: Identifying What Works*

“Goal setting works by creating a discrepancy between what is currently happening and some desired future state. When people are committed to a goal, this discrepancy is experienced as constructive discontent that motivates goal-relevant behaviour. Goals focus attention and lead to more persistent effort than would otherwise be the case” (p. 10)

Conditions Required	Processes Involved Goals	Consequences
Capacity to meet goals	Create a discrepancy between current and desired action or outcome	Higher performance and learning
Commitment to goals	Motivate persistent goal-relevant behavior	Sense of purpose and priority
Specific and Unambiguous	Focus attention and effort	Increased sense of efficacy self-management, and enjoyment of the task



High Performance Team



High-performance Team (trios)

First Person Goal Setting

A commitment to continuous growth cannot be overstated. Deliberate practice and intrinsic motivation are keys to improved performance.

Team members need to be fully committed to the process and a contributing team member.

Referencing the Professional Growth System (PGS) p. 10

- Collaborative Learning Cultures
- Adaptive Challenges



Learning Guide Page 9

First: Select one of the following:

Number 1, 2, 5, or 6

Second: Please stand-find a Partner near you

Third: Taking turns discussing how the statement selected might apply in your work.



Michelangelo di Lodovico Buonarroti Simoni

“The greater danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.”



Goal Setting with Professional Growth System and Support & Feedback



Humilitas: Humility for receiving support & feedback (Go it alone?)

