

Building and Utilizing "Leadership Density" in your school to implement CPS

Lives in the Balance Summit
November 2, 2018

About me....

- 25th year in education
- K-12 grade levels as a teacher, coach, school administrator
- Private and Public school settings
- 2008-2014: Assistant Principal at Durham Community School, Durham, Maine (K-8 School- 400 students)
- 2014-2017: Gr. 3-5 Assistant Principal at Falmouth Elementary School, Falmouth, Maine (K-5 School- 920 students)
- 2017- Present: Principal at Yarmouth Elementary School, Yarmouth, Maine (Gr. 2-5 school- 345 students)
- Passionate advocate for Collaborative and Pro-Active Solutions in schools since 2009!

What is your story?

- Elementary Schools?
- Middle/Junior High Schools?
- High Schools?
- Other?
- "Turn and Talk"- Describe your school: size, setting, current initiatives, school vision (if you know it!)

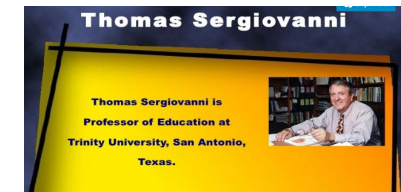
Kindergarten Boots: Student Voice



Breakout Session Goals:

- **Meaningful-** Questions and Feedback is A-OK
- **Why** Leadership Density?
- Understand how **CPS** relates to other current school initiatives
- "Customized"* examples of CPS implementation
- **Common characteristics** of successful CPS implementations
- Begin building your own **CPS roadmap** for implementation in your specific school setting.

Leadership Density



Sergiovanni (1987)- Leadership Density

- Enabling a process that facilitates active involvement of other school organizational members in the leadership process.
- Defined as: *deliberate role taking on the part of any member of an organization that moves the organization or organizational member(s) toward attainment of personal and/or organizational goals.*
- Inherent in this definition is the assumption that the goals of the organization and/or of individuals are morally, ethically, and legally grounded.
- The concept of leadership in schools described here depicts leadership as a school-wide, organizational construct instead of a function of position, authority, or power invested in principals and other individuals in schools.
- From this perspective, leadership need not be vested in any one particular person(s). Rather, leadership roles can be assumed by anyone possessing: (a) the capability to successfully engage in leadership tasks; (b) a personal investment in the task(s); and (c) sufficient commitment to see the task(s) successfully completed.

Shared Leadership

Leadership should be everywhere
Leadership density
Community of leaders
Leadership increases in value if it is shared

Shared Followership

Leader is the head follower.
Teachers and leaders share ideas, purpose, values, beliefs.

Leader as Lead Follower

The leader is the nucleus in the amoeba.

Acts as a model for other followers, eg by supporting teachers, engaging in conversation, leading discussion, assisting meetings, presiding over ceremonies, use of language, displaying attitudes.

The leader's actions symbolize the vision and help teachers and students make sense of it.

Change in Schools

Technical (Rules, Policies, Procedures) and Adaptive (Attitudes, Beliefs, Behaviors) Change Process

Which is more durable? Is it important to have both?
(Turn and Talk)

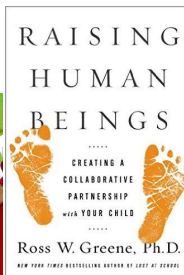
Common Vision: What is the purpose?

"Action without vision is only passing time, Vision without action is merely day dreaming, But vision with action can change the World."

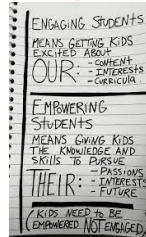
Nelson Mandela

© Getty Images

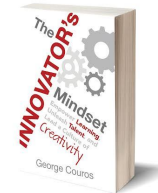
CPS and Other School Initiatives



George Couros: The Innovator's Mindset



- Engaging and Empowering Students
- Technology
- Customization vs. Standardization
- Will change lead to something better?



Have Schools Forgotten Their Why?

"Great organizations start with the "why" and then move toward the *what* and the *how*."

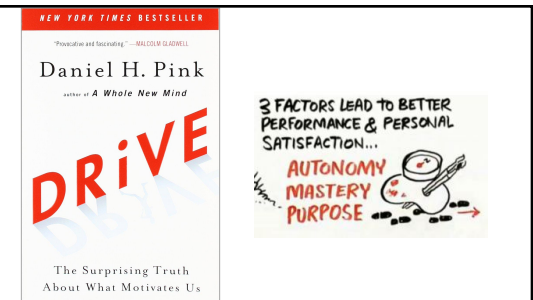
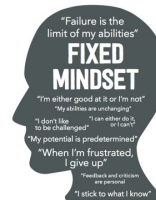
"I believe education's *why* is to develop learners and leaders who will create a better present and future."

"When forward-thinking schools encourage today's learners to become creators and leaders, I believe they, in turn will create a better world."

Inspire innovation rather than demand compliance....

George Couros on Change and Leadership

"In reality, you can't make anyone change; people can only change themselves. What you can do is create the conditions where change is more likely to happen. As a leader, you can create those conditions by taking a strength-based approach for learning and leadership and unleashing talent in your organization." (Turn and Talk)



Response to Intervention

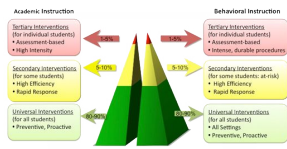
Emphasis on Tier I Teacher Skill

Designing Schoolwide Systems for Student Success

Differentiation

Scientific, Data-Driven

Research Based



PBIS (Adult Action Plan*)

Be Safe	Be Respectful	Be Responsible	Be Kind
<p>use equipment appropriately</p> <p>keep hands and feet to self</p> <p>prepare for 5</p> <p>always report</p> <p>hib</p>	<p>voice level: 0-4</p> <p>take turns</p> <p>play by the rules</p>	<p>return equipment</p> <p>line up on time</p> <p>report hurts and wrongs to adult</p> <p>own your mistakes</p>	<p>good sportsmanship</p> <p>include others</p> <p>caring conversations</p> <p>apologize for mistakes</p>

Responsive Classroom & Restorative Justice



Durham Community School CPS Journey

- Durham, Maine
- 420 Students
- K-8
- Part of RSU 5 (Durham, Freeport and Pownal)

CPS Journey at DCS

JULY 2009: ATTENDED LEVEL 1 TRAINING IN PORTLAND WITH DR. GREENE

2009-10 SCHOOL YEAR: LOST IN SCHOOL BOOK GROUP

JUNE/JULY 2010: STATE OF MAINE JUVENILE JUSTICE GRANT WRITTEN AND SUBMITTED

JANUARY 2011: DURHAM COMMUNITY SCHOOL AWARDED \$14,000.00 GRANT. DURHAM CPS IMPLEMENTATION TEAM FORMED IN JANUARY 2011

GRANT BEGAN FEBRUARY 2011; COMPLETED SEPTEMBER 2012

GOAL: TO MAKE CPS INTERVENTIONS AT DURHAM COMMUNITY SCHOOL A TECHNICAL AND ADAPTIVE CHANGE

Rolling out CPS at DCS

Kim Hopkins- 1 hour weekly

CPS team consists of a staff member from each of the pods within the school (K-2, 3-4, 5-6, 7-8, special education, guidance, social work and specials)

First Step- Create Timeline/Roadmap for implementing CPS through the school

Our CPS Road Map: Feb. - March 2011

February 1, 2011- March 31, 2011:

- Read/Re-Read Book: Lost at School
- Review Video Clips of CPS through the website.
- CPS Coaching with Kim

Our CPS Roadmap: April- June 2011

April 1, 2011-June 1, 2011:

- CPS team members will use CPS with student
- CPS team members select one student to work with using CPS throughout the rest of the school year. Each person has a "buddy" to work with (cognitive coach) through the process to observe and support work, expose people on a smaller scale.
- May 4, 2011: CPS education @ staff day- CPS and ALSUP introduction with Kim as Guest Speaker

Our CPS Roadmap: Sept. 1- Nov 1. 2011

September 1, 2011-November 1, 2011:

- All Staff Using ALSUP (Integrate into Policies)
- Before SAT, there should be an ALSUP form to accompany any and all referrals.
- Classroom ALSUP binder
- Training and support happening with core team leading the work.

Our CPS Road Map: Nov.- Feb. 2012

All Staff Trying CPS/Plan B

Troubleshooting?

Utilize PLCs/Grade Level Teams

Continued team support- transition to School Culture Action Team. Parent Education through website.

Our CPS Roadmap: Nov. 2011-Feb. 2012

November 1, 2011-February 1, 2012:

- CPS to be embedded in our culture
- All using the same language and paperwork
- All Skilled in using Plan B
- Policies & Procedures
- Response To Intervention
- Support: Get Parents and Families Involved: Newsletter, PTA, Book Club, Parent Education Nights, Parent to Parent Connections (2012-13)

Technical vs. Adaptive Change at DCS

Technical Changes: (Problem Solving Team Paperwork (RTI), School Handbooks, New Staff Training, CPS Mentors) [DCS Link](#)

Adaptive Change: "It's what we do here"- part of the embedded culture [DCS Video](#)

Significant Reduction in ODR's and Suspensions: over 40 % reduction over a three year period.

Falmouth Elementary School CPS Journey

October 2014: PBIS Team attends Lives in the Balance Summit

Team: K-5 Classroom Teacher Reps, Guidance, Social Work, UA, Administration

2014-15 School Year:

Assistant Principal works with individual teachers. Team members review Lost in School and Lives in the Balance Resources.

Share our work to entire staff at PBIS update. [Lives in the Balance Videos](#)

CPS at FES

2015-16: PBIS team members spend the year becoming more skilled at CPS understanding and practice. Role play and sharing CPS attempts with students and receiving feedback. Technical change to RTI Behavior Tier III embeds CPS into the systemic process with resources available. CPS "toolkit".

2016-17: Team changes name to "School Culture and Climate Committee". Team continues to "sharpen" CPS skills and prepare for staff kickoff on January 10, 2017 with presentation by Dr. Greene to entire staff. Team members will challenge their team to attempt CPS with one student between now and the end of the school year, allowing for discussion during team meetings. Also, these conversations can take place during collaborative student meetings during team time.

Yarmouth Elementary School

October 6, 2017:

"Empowering Learners through School Culture":

Full inservice day for all grade K-4 teachers/staff & middle school, high school instructional support staff. Keynote speaker in the morning was Dr. Greene with CPS training throughout the afternoon. Responsive Classroom practices were also woven into the lens of empowerment.

Yarmouth Elementary School - CPS

- Read the book "Lost & Found"
- ALSUP Training with Ross in March of 2018
- Sent staff members to advanced training summer of 2018. Building capacity and ownership in team.
- Child Study Team is using the ALSUP.
- Share out Plan B success at staff meetings this winter.
- Ross to visit again this year with a greater focus on Plan B.
- Team will develop a "road map" this spring.

Common Success Characteristics

- Start small with a Core Group- 4 to 6 months to become skilled in Plan B.
- Who makes up the group? Balance of representation from grades/roles, staff of influence, saboteurs to "win over"
- Growth Mindset is key! Build the skill and practice with students. Share with team to improve!
- Teaching the Model to Others: The goal is just like with the students. Promote independence.
- ALSUP's can be overlooked. Spend several weeks as a team become skilled.
- Continue Plan B on each other and on students. role play and critique.
- When rolling out to staff educate without overwhelming. Connect to vision of the school!
- Keep the work on an awareness level to all staff. Share work at staff meetings- success and challenges.
- Sit in on a plan B with others; invite others to attend; put out a challenge to teach and attempt
- Technical and Adaptive changes allow for the initiative to be a meaningful and durable change over time!

Your CPS "Road Map"

Key Questions to answer:

- Describe your school. Size? Structure and organization?
- What is your plan to get administrative support?
- How could you build leadership density in your school setting based on your structure?
- What other initiatives are you implementing at this time? Are they conflicting or congruent with CPS? How will they impact your timeline?
- How will your team handle saboteurs?

Remember that...

**Meaningful Change
Takes Time!!!!**