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# Collective Leadership Practices Improve Teacher Efficacy and School Culture

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# Consultancy Project & Report

Organization:	Gardner-Webb University College of Education
Project Title:	COLLECTIVE LEADERSHIP PRACTICES IMPROVE TEACHER EFFICACY AND SCHOOL CULTURE
Candidate:	Vic Stine
Consultancy Coach:	Dr. Dale Lamb
Defense Date:	July 1, 2022
Authorized by:	Cheryl Sniker, Director of Teacher Effectiveness, Clover School District

## Approval

This consultancy project was submitted by Vic Stine under the direction of the persons listed below. It was submitted to Gardner-Webb University College of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Dr. Dale Lamb, Faculty Advisor  
Gardner-Webb University

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Date

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Cheryl Sniker, Site Advisor  
Director of Teacher Effectiveness

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Date

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## **Abstract**

COLLECTIVE LEADERSHIP PRACTICES IMPROVE TEACHER EFFICACY AND SCHOOL CULTURE. Stine, Vic, 2022: Consultancy Project, Gardner-Webb University.

Experience has shown, and research correlates, teachers are the single most important school-related factor affecting student achievement. For students, the difference between having a quality teacher and having an incompetent teacher can exceed one grade-level equivalent in annual achievement growth (Hanushek et al.,1992). Shortages in the teaching force continue to increase nationwide, reaching crisis proportions. Challenges facing educators, including ever-changing needs of students, adjustments in education services, increased documentation requirements, lagging student outcomes, new initiatives, discipline concerns, and the expectation for teachers to perform to meet ever-increasing demands have resulted in disengagement of educators and decisions from them to leave the profession. Redesigning the work of teachers and administrators through a model of shared decision-making, recognizing and reinforcing intrinsic motivation in teachers by capitalizing on their leadership in professional development, allows educators to grow in the profession feeling valued, empowered, and supported. The purpose of this innovative project was to provide teachers collective leadership opportunities to mentor, coach, train, and engage in reciprocal learning experiences. A collective leadership climate provides improved perceptions, increased teacher job satisfaction, improvement in self-efficacy, teacher retention, and increased student academic performance, all leading towards improvement in self-efficacy and an increase in teacher retention.

*Keywords:* teacher job satisfaction, teacher retention, collective leadership, teacher capacity

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## 1 Introduction

### 1.1 Project Purpose

The purpose of this project was to confirm the significance and impact an environment of established collaborative leadership practices and commitment to growth have on teacher job satisfaction in a rural, high-poverty, elementary school located in the piedmont area of South Carolina. Due to increasing demands on teachers, the need exists to capitalize on the shared strengths within our school to provide quality instruction, to meet diverse student needs, to mentor and support new teachers, and to infuse value and self-efficacy within our staff for sustained positive school-level climate and overall job satisfaction.

Approaching leadership differently within the school required the commitment of district leaders to allow the flexibility for me, as principal, to create time for the development of and participation in collective practices within the school. While participating in the state of South Carolina's Collective Leadership Cohort, analyzing attitudes through efficacy surveys of the 45-member teaching staff provided through this cohort, the benefit of these practices was realized. Work was done through the project to create system structures with the master schedule to allow mentoring and new teacher development for five new teaching faculty members, personalized staff development implemented through a Professional Learning Community (PLC) inquiry cycle for all classroom teaching staff, and the initiation of teacher support through hybrid roles of two teachers, providing modeling and support in facilitation of PLC and data analysis.

### 1.2 Project Qualification

Initial steps included approaching the district-level staff with interest in participating in the State Collective Leadership Cohort. Sharing the climate benefits for teachers and sharing strengths in various professional development settings, this topic was chosen for further research and school improvement of climate and attitudes in what seems an ever-increasing environment of high stress and increasing demands on educators. This project was also chosen due to my sincere belief in the importance of building relationships through trust in shared decision-making, along with an ability to recognize and support intrinsic motivation in teachers, knowing the value to the school by capitalizing on shared leadership practice.

The plan for project initiation was as follows:

#### **Phase 1 – August 2020**

- Establish collective leadership roles and responsibilities based on school-specific talents and needs
- Small scale initiation – measuring worth and benefit

#### **Phase 2 – August 2021**

- Based on talents, needs, and benefits, establish job-sharing roles
- Secure funding for personnel for collective leadership needs
  - Time for coaching, mentoring, training (specifics based on school district need)
  - Completion date for the two phases will be April 2022.

- Future plan for district based on results from school trial

### **Problem of Practice Established**

Do our district and school initiate and develop a collective leadership culture?

A major challenge our school and district face is retaining our well-matched and highly qualified teachers. Teachers are leaving the profession because of burnout from long hours, performance data pressures, and additional expectations beyond the education for the child, among other reasons. How do we provide collective leadership opportunities for our top educators, allowing time to leave the classroom to mentor, coach, train, and share their expertise? We must innovatively share leadership with our expert teachers and continue to benefit from their positive impact on student learning in the classroom setting as well.

In partnering with the school district, support was provided by the district director of teacher effectiveness, who served in the capacity of project host.

## **1.3 Project Complexity and Impact Assessment**

Consulting the project host and site mentor was essential in completing the Project Assessment Matrix. Following the steps using the project assessment tool provided information to gauge the complexity and anticipated impact of the project. Completion of the project assessment matrix indicated an absolute medium project.

### **1.3.1 Project Complexity**

Project complexity was established by considering six total criteria including the 12-month timeframe. Completion of the project in consideration of the following criteria, consideration of basis, and score indicated a total medium project.

<b>Criteria</b>	<b>Basis</b>	<b>Score</b>
Delivery timescale	12-month timescale	2
Stakeholders	Internal stakeholder involvement	1
Operational change	Some new processes/retraining	2
Contract complexity	No new contracts	1
In-house expertise	New project – no history	4
Dependencies	Little impact	2

### **1.3.2 Project Impact**

Base criteria were met as the project established collective leadership roles and practices were established within the school. Project impact was established by reviewing the following criteria.

Criteria	Basis	Score
Indirect strategic contributions	Higher academic performance, shared responsibility, increased innovation, and commitment	2
Return on investment (ROI)	3-4 years	2
Operational effectiveness	Improving work of a large team	2

#### 1.4 Project Charter Information

The project charter served as a foundation for the Collective Leadership Initiative Consultancy Project and as a contract between the project sponsor and the project manager. The project defined and created an understanding of the goals, objectives, and purpose of the project plan and requirements. The project charter was created by the project manager and included the input from a small team including the site mentor, teacher leaders, and a site-based accountability coach. The charter involves a process involving sharing the strengths of teacher leaders and allowing experienced and new teachers to partner with administration to support a shared vision to provide observations, mentoring, coaching, and various focused trainings for teacher colleagues. The process also involves teacher leaders committing to a shared vision and established values of improving instructional practices and supporting colleagues for enhanced student performance.

Stakeholders include the teaching faculty and staff; the district cohort; all PK-5 students; and ultimately, the school community and families. The project purpose is to confirm the significance and impact an environment of established collaborative leadership practices and commitment to growth have on teacher job satisfaction and student performance. Human resources allow opportunities for teachers to plan, participate, develop, and reflect on innovative professional development opportunities. Deliverables include system structures to allow personalized staff development within a PLC, a new teacher development plan providing mentoring, and instructional modeling and support. A schedule for various milestones was anticipated from the vision and framework plan initiated in December 2020 through the completion of the project outcomes reflection in April 2022. Project plan objectives include a master calendar and schedule allowing for shared practice, a mentoring and support plan for new teachers, and a PLC inquiry cycle focused on personalized needs. Risks identified in the charter included potential schedule changes and reluctant participants. The consultant identified additional risks within the risk assessment process. Constraints included changes of focus and priorities for the district and school amid the COVID crisis. Dependencies were minimal, as stakeholders have agreed to required interaction and participation. Communication systems were established early and agreed upon by all participants.

## **2 Project Objectives**

### **2.1 Outline of Partnering Organization's Objectives**

#### **2.1.1. Objectives**

Objective 1: Initiate personalized faculty staff development plan implemented within a PLC.

The school and district will benefit from having purposeful and targeted professional development for faculty staff members. Benefits include increased teacher capacity, time effectiveness, increased student achievement, and positive climate.

Objective 2: Model a new teacher development plan including orientation and scheduling including opportunities for mentoring, modeling, coaching, and professional development.

The school and district benefit from the development of teacher capacity. The practice nurtures the spirit of collegiality, self-efficacy, and trust, all resulting in positive climate, job satisfaction, and increased teacher retention.

Objective 3: Instigation of master schedule allowing system structure for team collaboration, peer and lead teacher observation, modeling, vertical planning for data analysis, and sharing of best practice instructional strategies.

The school and district benefit from efficient and effective use of scheduling time for data analysis and informed next steps instructionally to improve the impact on student learning.

#### **2.1.2 Success Criteria**

Success for the organization as a result of this project includes having a diverse and highly skilled teaching staff who know how to leverage strengths and support one another for high levels of individualized support and positive student outcomes. Increased teacher feelings of capacity improve the environment of the school and provide a model for the district.

### **2.2 Student's Personal Leadership Objectives**

#### **2.2.1 Objectives**

Objective 1: Initiating and sustaining a collegial learning environment for teachers, supporting individualized personal and professional growth, and shared decision-making to enhance the working environment for the benefit of job satisfaction.

Developing my leadership skill set by highlighting and developing the energy and individual strengths of the teachers through mentoring, coaching, and professional development will, in turn, ensure deeper student learning, higher motivation, and engagement. Embedding shared leadership practices supports my personal belief in the contribution and acceptance of feedback for growth and the development of self-efficacy through shared ideas and strengths. Personal development in this dimension sustains the ability to thrive in a rapidly changing and complex educational environment.

Objective 2: Create an active feedback culture within the school environment.

The ability to give and receive formative feedback enhances the school environment and increases self-awareness as to the needs of the school. It develops the necessary skill set and highlights the importance of becoming a reflective leader.

### **2.2.2 Success Criteria**

The success of the project goals will be an ongoing measurement of the knowledge and skill set development within the continuous practice of an organized formative data collection process for school-based decision-making; modification of existing practice; and appropriate and purposeful initiative development and implementation.



### 3 Project Scope

#### 3.1 Definitive Scope of Work

The project involved creating a system structure allowing experienced and induction-level teachers an opportunity to receive and provide personalized staff development and individualized support in a collective, shared decision-making environment. The primary goal of providing this collective environment is to develop teacher leaders who commit to a shared vision and established values for improving instructional practices and supporting colleagues, resulting in enhanced teacher efficacy, job satisfaction, and improved student performance.

#### 3.2 Project Benefits

The following are benefits of the project:

- Personalized staff development plan based on individualized goals
- New teacher development plan including orientation, mentoring, coaching, and individualized professional development
- Master schedule development allowing system structure for team collaboration, professional development, vertical planning, data analysis, and student goal structuring and planning

#### 3.3 SMART Goals

The project goals were developed and implemented as follows:

Goal	Implementation date
By June 2021, a master schedule that provides 30 minutes of morning time for various teacher collaborative practices, student goal setting, and conferencing will be built and put into place for the 2021-2022 school year. At the end of the third quarter, 95% of the faculty will indicate they strongly agree or agree they feel a responsibility to improve the school and feel they participate in decision preparation and planning.	8/2021
Beginning in July 2021 and throughout the 2021-2022 school year, new teachers will be involved in a school-based, new teacher development plan including orientation, mentoring, coaching, and individualized professional development. The success of this goal will be measured by survey data indicating over 90% of the new teachers to our school felt supported and professional development, coaching, and mentoring practices assisted in their growth, as indicated in a March 2022 survey of new teachers.	8/2021
Beginning in August 2021, a personalized professional development plan based on identified individual professional goals will be implemented within a PLC. This inquiry cycle will be piloted for the district and serve for teachers to earn continuing education credits. The success of the practices implemented through the inquiry cycle will be measured as 90% of the faculty agreeing or strongly agreeing that professional development opportunities are based on individualized needs.	8/2021

## **4 Disciplined Inquiry**

### **4.1 Introduction and Theoretical Framework**

The purpose of this mixed methods action research study is to confirm collective leadership practices positively impact teacher job satisfaction in a rural Title I school.

In reviewing the plan for the consultancy project, a qualitative and quantitative mixed methods action research design was determined a best practice. Multiple sources were utilized in the analysis of data. This intentional process will assist in finding commonalities and have the effect of developing a more comprehensive understanding of the problem, thereby increasing the validity and reliability of the research.

Action research originated in the late 1930s through the work of Kurt Lewin, first known as “field theory” (Herr & Anderson, 2015). Lewin’s quasi-experimental tests in factory settings showed increases in productivity through participation versus coercion (Herr & Anderson, 2015). Results of his action research included improvement of social relationships, communication, and cooperation.

Benefits to utilizing mixed methods action research include allowance for integrated data, careful reflection, and critical diagnosis of data. Comprehensive data can be collected by integrating qualitative findings and quantitative data revealing complements and/or contradictions (Merriam & Tisdell, 2016). The participatory style of mixed method data collection allows for reflection and voice to be given to study participants about their experiences. The cyclical process of diagnosing the problem, finding the solutions, taking action, reflecting, and refinement of action while involved in scholarly research increases the depth and validity of the study. One of the greatest strengths is the ability to make change within the study, which is a great way to review real-world problems. The process itself is collective in nature and provides a relationship-building experience and also involves critical analysis for change. This approach for the action research serves to assist in carefully collecting data to confirm the collective leadership practices positively impact educator job satisfaction.

### **4.2 Hypothesis**

The purpose of this mixed methods action research study is to confirm collective leadership practices positively impact teacher job satisfaction in a rural Title I school.

Collective leadership, defined as the opportunity for shared leadership, ownership, and the sharing of instructional practices, allows educators to grow in the profession feeling valued, supported, and empowered. Bandura’s (1977) work in the 1970s demonstrated one group’s confidence in abilities associated with greater success. Bandura (1977) named this behavior “collective efficacy.” Researchers have found this to be true; when teams believe they can experience greater success by unifying efforts, they can overcome significant challenges. So, could this be true for educators considering increased district-level demands, increased requirements from state departments of education, the impact of COVID-19, the influence of technology, the decline of family structure, and the influence

of social media? Lieberman and Miller (2004) pointed out “three roles for teacher leaders as advocates, innovators, and stewards focusing on the teacher leaders’ role in the process of change” (p. 20). Empowerment leads to involvement. Taking initiative to address problems spontaneously can help broaden and sustain school improvement efforts (Doherty, 2021). Trusting relationships built from collegiality, building confidence, respecting each other’s views, and collectively arriving at efficient and workable practices/solutions are powerful. Extensive educational leadership opportunities have led to this problem for research.

### **4.3 Research Questions**

This research will focus on two areas in the context of collective leadership within the school. The first area includes the personal investment, intrinsic drive, motivation, and teacher areas of excellence that give self-satisfaction and pride when imparted to colleagues. The second area includes how administration acknowledges teacher talent and expertise within the school and consults with, accepts, and considers their input as worthy of impacting decision-making, resulting in teacher empowerment.

1. What collective leadership practices add value to a positive school climate, teacher empowerment, and self-efficacy?
2. What system conditions are required for a successful shared leadership model?
3. How is leadership capacity built in educators?

### **4.4 Literature Review**

See Appendix J.

### **4.5 Methodology**

This research focuses on two areas in the context of collective leadership within the school. The first area includes the personal investment, intrinsic drive, motivation, and teacher areas of excellence that give self-satisfaction and pride when imparted to colleagues. The second area includes how administration acknowledges teacher talent and expertise within the school and consults with, accepts, and considers their input as worthy of impacting decision-making, resulting in teacher empowerment.

In reviewing the plan for the consultancy project, a qualitative and quantitative mixed methods action research design was determined a best practice to address the research questions:

1. What collective leadership practices add value to a positive school climate, teacher empowerment, and self-efficacy?
2. What system conditions are required for a successful shared leadership model?
3. How is leadership capacity built in educators?

To carry out the research, a questionnaire was designed using the Qualtrics web-based platform including five closed-ended, 4-point Likert items measuring attitudes of agreement and disagreement within the collective leadership practices. To complement each Likert item, five open-ended questions were designed. All 10 questions focus on the areas previously described. The purpose of the survey in a mixed methods questioning

format was to confirm collective leadership practices positively impact teacher job satisfaction. The weighting of both quantitative and qualitative methods was equal and was used to connect the data. The selective sample for the study consisted of 45 certified teacher participants ranging in teaching experience from less than 1 year to over 30 years. The pre- and post-surveys were electronic, including the purpose of the study, researcher information, and informed consent. To initiate the project, the pre-survey was issued in the spring of 2021. The initial analysis of pre-survey data drove the initiation of shared decision-making practices and the collection of additional data sources, including efficacy surveys provided through participation in the South Carolina Collective Leadership Cohort. Post-surveys were also collected, analyzed, and used in the reflective cycle for the planned response to the problem of practice.

## 5 Continuous Improvement Systems

### 5.1 Continuous Improvement Planning

Initial approval was given in support of developing a framework for collective leadership practices within the school. The school was given approval to actively participate in the state of South Carolina's Collective Leadership Cohort. The challenges of the school and district of retaining teachers and a decrease in job satisfaction realized school- and district-wide among teachers were identified as a problem of practice. The need to give new teachers extra support and experienced veteran teachers new opportunities for advancement and leadership was identified through state and school data, reviewed, and accepted as a focus by the district's director of teacher effectiveness. Three questions of focused research were developed:

1. What collective leadership practices add value to a positive school climate, teacher empowerment, and self-efficacy?
2. What system conditions are required for a successful shared leadership model?
3. How is capacity built in educators?

A school team, representative of leadership in various departments, was formed as the project team. The initial focus was to establish a framework outline. From this work, the following core practices for the school action plan were identified:

- Articulation of work challenges, successes, and learning
- Shared responsibility for accomplishing learning and impact
- Networked practice supporting transparency of actions, communication, alignment, coherency, and transference
- Work-based task assignment for engagement of members highlighting strengths within the scope of work

The following tasks within the scope of the project timeline were identified and approved as task foci based on school efficacy survey results and school needs-based survey results:

1. Construct a personalized staff development plan based on individual professional goals in correlation with teachers' student learning objectives, delivered within a PLC.

The intended outcome of continuing education credits earned for teachers of this piloted school-initiated plan was achieved. A stipulation of using the inquiry cycle for the plan proved to provide ongoing teacher reflection and open dialog on the benefits of the learning cycle. The district is planning to offer this structure within other schools as a professional development opportunity for educators. This work plan is being shared with the district board of education as well as with the district leadership team for implementation in the 2022-2023 school renewal of the district strategic plan.

2. A new teacher support plan, including orientation, mentoring, coaching, and professional development.

An awareness of the need for extra support for new teachers was established and a focus for the project. Identified areas of extra support were in the need of guidance of

who the “go-to” people are within the school, who are the experts in delivering certain aspects of instruction who will model for the new teachers, and what are the new teacher needs in extra information for development, i.e., classroom management, parent communication, personal organization, and time management. The shared success of the implementation of new teacher observational cycles with experienced teacher leaders has become a shared practice within the district based on this model.

3. System structures within the master schedule allowing for collective efforts for staff to align schedules for regular collaboration and observations of one another’s practice within the interest of shared innovative work.

As previously stated, the schedule structures allowing the work of collective leadership teams have become a shared practice within the district.

4. Continued participation in the Collective Leadership Cohort, sponsored by the state of South Carolina.

Continued networking with other schools considering practices, challenges, and supports. Ongoing data collection and analysis of specific school needs. This membership offers continued awareness and growth of core practice and creates system conditions within a collective leadership culture.

Membership within the cohort will be advised, and the sharing of benefits will be created.

## **5.2 Continuous Improvement Actions**

Based on the recommendations, intentions for the school and district are as follows:

1. As a result of the piloted PLC’s success in providing personalized staff development based on individual professional goals in correlation with student learning objectives, this work plan option will be available for other schools within the district to utilize for in-house personalized professional development. This plan will be shared with building principals, articulated through our director of teacher effectiveness, for the upcoming 2022-2023 school year.
2. A new teacher support plan, including orientation, mentoring, coaching, and individualized professional development will provide additional new teacher support ideas considering best practice. Shared success using the feedback observation cycles and partnering experienced expert teacher leaders with new beginning teachers has been shared, is being used in a neighboring school within the district, and will be shared as an option within the district.
3. The value of creating system structures within the master schedule allowing for collective efforts for staff to align schedules for regular collaboration and observations of one another’s practice within the interest of shared innovative work has also been shared within our district. Aspects of the schedule structure have been initiated within neighboring schools.
4. Continued networking within the Collective Leadership Cohort has generated interest of other schools within the district considering membership based on the benefits of the continued awareness and growth of core practices and creating system conditions within the shared or collective leadership culture.

### **5.3 Continuous Improvement Feedback**

An integrated feedback system based on action research design is recommended to address the problem of practice identified as a loss of teacher job satisfaction. Formative assessment, including attitude surveys with both qualitative and quantitative data parts as well as interviews and observations, will serve to provide input throughout the process. Ongoing and systematic analysis, evaluation, and reconceptualization of next steps of action will be required for defined work challenges. The summative evaluation of interventions consists of the analysis of pre- and post-survey integrated mixed method questions, along with triangulation of other attitudinal and support survey data taken throughout the project cycle. With evaluation and reconceptualization of needs, further experimentation can be taken in a cyclical approach.

### **5.4 Continuous Improvement Implementation**

Based on the feedback systems of action research design, limiting the scope focus was critical within the planning process to answer only what actions and supports provide teacher job satisfaction. Remembering the process is cyclical, not linear, and involves continuous evaluation, participation, communication, reflection, and planning for continued action is critical to the strategic planning process.

## 6 Deliverables

### 6.1 To Partnering Organization From Candidate

The following are deliverables to the partnering organization agreed upon by the project team:

Deliverable	Due Date	Significance
Draft master schedule	May-21	<ul style="list-style-type: none"> <li>Provides for input</li> <li>Provides for planning in alignment of schedules for regular collaboration, shared innovation, and leadership work</li> </ul>
Final master schedule	Jul-21	<ul style="list-style-type: none"> <li>Allows for regular collaborative practice</li> <li>Allows time for data-informed goal construction and sharing innovation strategies and leadership work</li> </ul>
Teacher handbook additions	Jul-21	<ul style="list-style-type: none"> <li>Provides revised vision and mission</li> <li>Provides support identification, communication pathways to guide work</li> </ul>
New teacher orientation	Jul-21	<ul style="list-style-type: none"> <li>Provides informational and management support</li> <li>Provides first steps in forming relationships and sharing of social norms</li> <li>Fosters a trust-based, transparent growth environment</li> </ul>
New teacher development plan	Jul-21	<ul style="list-style-type: none"> <li>Provides individualized support and skill attainment</li> <li>Builds relationship, capacity, and opportunity for experienced teachers to share strengths building their efficacy through use of mentoring and coaching</li> </ul>
PLC – Personalized Professional Development plan	Jul-21	<ul style="list-style-type: none"> <li>Provides for individualized staff development, shared strategies for best practice, school goal awareness, and shared ownership</li> <li>Earns continuing education credits</li> <li>Enhances collective impact on student achievement</li> </ul>

### 6.2 Deferred Deliverables

The following resulted in a deferred deliverable within the project.

Deferred Deliverable	Reasoning
Professional development videos	Planning for the project, we suspected to be existing within a virtual environment due to the COVID-19 pandemic; however, we were able to remain face-to-face in the school allowing for live professional development practice, although we have provided for plans to create a hybrid plan of delivering some forms of PD in alternate settings.



## 7 Communications Plan

### 7.1 Communications Plan Development

A communications plan was developed to provide effective communication between all stakeholders. The purpose of the communication plan was to define who needs to be aware of and informed about the project, how often information will be distributed, and who will be responsible for the dissemination of information and by what method. The scope and goals of the project needed to be defined and approved before creating the communication plan. Information needed to be communicated to all stakeholders providing an awareness of project goals, planning, and budgetary needs; this also included the flexible scheduling needs for teachers to temporarily come out of the classroom for the collaborative practices involved in professional development, observation, modeling, coaching, and receiving and giving feedback. Soon after project scope development, a communications management plan was created which included emailing, face-to-face meetings involving specific stakeholders, and communication through phone conferencing on a bi-weekly and monthly basis.

### 7.2 Stakeholder Engagement Plan

Stakeholder	What information is needed	Why it is needed	When	Manner of delivery
School/District	Detailed project proposal	Approve project charter	May 2020	Via email
	Efficacy survey results - participation in state Collective Leadership Initiative cohort	To best inform the project goals	December 2020	Google shared drive/faculty meetings
	Budgetary needs	Plan and implementation of system conditions for project	March 2021	Via email
	Master schedule draft	To inform plan structure for work of project and to receive input	April 2021	Team meeting
	Faculty pre-survey analysis	To best inform the proposed treatment plan	May 2021	Team meeting
	Master schedule final	To contribute to project goals	May 2021	Team meeting
	Handbook additions/revisions	To contribute to project goals	June 2021	Via Google shared document
	Professional development plan using PLC	To contribute to project goals	July 2021	Outline shared in Google drive
	New teacher development observation cycles	To contribute to project goal	September 2021 and January 2022	Outline schedule shared in Google drive

	Faculty post-survey analysis and reflection data analysis	To best inform best practice next steps and value of treatment plan	March 2022	
	General project updates	Monitoring progress towards project goals	As project milestones are completed with monthly updates	Via email from project consultant
The Consultant	District strategic goals	To contribute to research	August 2020	Via district website
	Membership in state collective leadership cohort	To inform best practice in action research project	August 2020	Hybrid of virtual and face-to-face meetings
	Budgetary needs approval	To enable project plan	June 2021	Approval via email
Educators	Pilot PLC example for continuing education credits	To contribute to project goal of teacher development	March 2022	Google drive shared inquiry cycle
	Observation cycle plan	To contribute to new teacher development	March 2022	Google drive

## 8 Risks

### 8.1 Mitigation and Contingency

Due to the nature of my project, there are no major risks to the organization related to providing teachers collective leadership opportunities to mentor, coach, train, and engage in reciprocal learning experiences; however, some minor risks could affect the success of the project. These risks are outlined and assessed below.

<b>Risk</b>	<b>Mitigation Plan</b> (what to do to avoid the risk occurring)	<b>Contingency Plan</b> (what to do if the risk occurs)	<b>Impact</b> (what the impact will be to the project if the risk occurs)	<b>Likelihood of occurrence</b> (e.g., %, or high/ medium/ low)
Poor infrastructure -Lack of scheduled time for teachers to collaborate	Time was prioritized and built into the master schedule for the 2021-2022 school year	Time for collaboration will be given during grade-level planning times and secured by blocking the calendar from meetings, guests, and conferencing	High	Low
Inefficient use of limited time	Scheduled time, expectations, norms for behavior, and goals of time established and published in the forefront of each meeting (reminders)	Re-emphasis of the connection of learning to individual's professional and student goals. Mid-year conferences with each teacher focused on purposeful use of time within PLC, learnings within coaching cycle for new teachers, and documented individual plans going forward to achieve goals.	Medium	Low
Lack of teacher buy-in/ownership	Learning based on teacher needs, goals set by teachers individually, continuing education credits earned through process	Individual goals and work through the PLC are the same as teacher's student learning objectives and evaluative process, based on South Carolina's 4.0 Rubric. Continuing education credit is earned through the reflective process	High	Low
Interrupted Learning – Covid priorities for remote learning environment,	Provision for participation through WebEx, shift of focus for PLC to teaching in remote learning environment, and	Continued focus on student learning objectives goals and PLC adjustment to virtual and online (Canvas) option of delivery. Focus of learning remains on individual goals through a	High	Medium

staff absences	providing staff coverage.	teaching environment that is remote		
Local budgeting constraints resulting in the loss of staff to provide PLC, mentoring, coaching and materials to supplement trainings, coaching, mentoring.	Resources and staff position secured through district funding before project implementation.	Use resources allotted for project plan and implementation, prioritize trainings, and utilize other teacher leaders for delivery of PLC and observation cycles for new teachers	Medium	Low
Staff turnover changing perceptions, buy-in, ownership, relationships	In-school orientation plan and mentor support provided. District evaluation support plan implemented.	The assignment of an experienced mentor would be a priority. Training in orientation of staff member would include norms, reason for PLC, connective benefit to personal professional goal and student target goals emphasized and assistance in designing a professional growth plan for the year established	Medium	Medium

## 8.2 Constraints

Some constraints were presented during the course of the project due to the COVID-19 pandemic. These included timeline adjustments, restrictions of face-to-face interactions, and district priority focus shift to the safety and general welfare of our community members. To address the constraints, minor adjustments were made in the mode of communication to stakeholders during a portion of the project planning phase.

## 9 Budget

Due to the nature of the project and operating within an educational environment with limited funding and fiscal resources, effective teacher leaders were chosen to facilitate professional learning, coach, and mentor new teachers. The following budgetary requirements were necessitated:

- Planning time for PLC inquiry cycle – addition of two teachers pay for 2 days each (paid through school, summer funding budget)
- Release time for teachers – covered by substitute pay within district and school budget
- Materials for professional development – covered by school professional development funds

The following were the expenses incurred within the following budget plan:

### Budget Plan

#### Collective Leadership Initiative

<b>Funding</b>	<b>Budget</b>	<b>Actual</b>	<b>Difference</b>
Professional development funds	\$2,000.00	\$2,000.00	0
Summer payroll funding – 2021	\$1,000.00	\$1,000.00	0
School Business	\$500.00	\$500.00	0
<b>Total</b>	<b>\$3,500.00</b>	<b>\$3,500.00</b>	<b>0</b>

<b>Expenses</b>	<b>Budget</b>	<b>Actual</b>	<b>Difference</b>
Salary for planning	\$1,000.00	\$800.00	\$200.00
Release time for teachers	\$500.00	\$320.00	\$180.00
Teacher materials & travel expenses for Collective Leadership Initiative involvement	\$2,000.00	\$1,100.00	\$900.00
<b>Total expenses</b>		<b>\$2,420.00</b>	

The budget was approved by the school district and school leadership at the onset of the project. Budget was monitored and controlled by the school administration and reported to district leadership.

## 10 Analysis and Recommendations

Based on the analysis of pre- and post-survey data, ongoing efficacy data through state-sponsored cohort membership, feedback after interventions, and existing literature (Eckert, 2018), the positive benefits of collective leadership practices, including increased job satisfaction, sustained engagement, and capacity of teacher leaders can be confirmed. An action research inquiry project design allowed for integrating sources of data, reflection, further planning of intervention, and action.

The purpose of the action-research inquiry was designed to answer the following questions:

1. What collective leadership practices add value to a positive school climate, teacher empowerment, and self-efficacy?
2. What system conditions are required for a successful shared leadership model?
3. How do you build leadership capacity in educators?

Both pre- and post-surveys included five closed-ended, 4-point Likert items measuring attitudes of agreement and disagreement within collective leadership practices stated as follows:

1. The leadership at this school promotes trust and collegiality among staff.
2. At this school, teachers are respected as education professionals.
3. Adults at this school feel a responsibility to improve it.
4. This school leadership promotes staff participation in decision preparation and planning that affect school practice.
5. Professional development opportunities at my school are individualized to my needs.

To complement each Likert item, five open-ended questions were designed as follows:

1. How does school leadership promote trust and collegiality among staff?
2. At this school, how are teachers respected as educational professionals?
3. What improvement activities do adults at this school engage in when they feel a responsibility to improve the school?
4. How does school leadership promote staff participation in decision preparation and planning that affect school practice?
5. How are professional development opportunities at my school individualized to my needs?

The weighting of both quantitative and qualitative methods was equal and was used to connect the data. The survey sample included 45 certified teacher participants ranging in teaching experience from less than 1 year to over 30 years. Both pre- and post-surveys were sent electronically. Data analysis and review were ongoing throughout the project. Pre- and post-surveys were analyzed for attitudes of agreement and disagreement of collective leadership practices within the school.

Results of closed-ended quantitative style questions indicated a response rate of 53% (n=24) to the pre-survey compared to a 100% (n=52) response to the post-survey.

Review and comparison of pre- and post-data indicated the following significant findings:

Teachers indicated an over 92% strongly agree or agree response to all closed-ended questions except for indicating an 88% response to their belief that professional development is personalized. Here, an intervention of personalized professional development within a PLC was implemented and realized an increase in post-test responses to the same question at 90% strongly agree or agree. The increase indicates the worth of personalized professional development as a practice that adds value to a positive environment.

Results of the open-ended questions from both surveys were analyzed by coding all responses, categorizing responses, and organizing them into themes. Responses were compared from pre- and post-sets. The numbers of responses were not equal to those of the closed-ended types; however, patterns of common responses indicated the following:

#### Open-Ended Response

<b>6. How does school leadership promote trust and collegiality among staff</b>	<b>Pre-test/Post-test frequency</b>
Planning time	4/1
Shared decision-making	4/2
Discussion/meetings	4
Transparent leader	3
Values ideas	2/1
Communicates	1
Follows through	1
There isn't much trust	1
Confidence in conversation	1
<b>7. At this school, how are teachers respected as educational professionals?</b>	
Input valued	8/2
Trusted to make instructional decisions	7/1
Hard work is noticed	1
No trust – no respect	1
Treated with respect	1/1
<b>8. What improvement activities do adults at this school engage in when they feel a responsibility to improve the school?</b>	
Open communication	2/1
Lack importance of instruction	1
Leadership team/committees	5/2
Collaboration	2
Professional development	3
PTO	/1
<b>9. How does school leadership promote staff participation in decision preparation and planning that affects school practice?</b>	
Planning	3
Observations	1
Surveys	3/1
Leadership/Team meetings/faculty meetings	6/2
Asks for feedback/listens	5
Emails/reminders	1

<b>10. How are professional development opportunities at my school individualized to my needs?</b>	
Surveys	4
Teacher needs	3
Tied to Student Learning Objective	1
Area of weakness for staff who do not have a homeroom class	1
Support for subjects taught	/2

Findings in open-ended response type indicate the following:

Most commonly shared was the comment of *shared decision-making* and *providing planning time* in the promotion of trust and collegiality among staff. Another repeated response with regularity was *discussion and meetings*, followed by *transparent leader* who values ideas as answering how does school leadership promote trust and collegiality among staff.

Teachers strongly believe, indicated by 52% of answers of pre- and post-survey results, when *input is valued*, they feel respected as educational professionals. When asked “what improvement activities do adults at this school engage in when they feel a responsibility to improve the school,” respondents mostly communicated *leadership teams/committees* as their form of engagement. This was also the prevalent answer to how school leadership promotes staff participation in decision preparation. Faculty respondents indicated that professional development opportunities were individualized through *teacher need and survey*.

Perception data collected and analyzed throughout participation in the state’s Collective Leadership Initiative provided a baseline of attitudes toward teacher self-efficacy.



Larne						
	December 2020			March 2022		
	School (n=33)	Cohort (n=993)	Difference between School and Cohort	School (n=38)	Corhort (n=739)	Difference between School and Cohorts
All in all, I am satisfied with my current job	4.24	4.16	0.08	4.24	4.14	0.09
Teachers at this school value the work I do at this school	4.21	4.05	0.16	4.37	4.10	0.27
The principal values the work I do at this school	4.36	4.30	0.06	4.47	4.30	0.17
Students value the effort I make on their behalf	4.15	4.03	0.12	4.29	4.00	0.29
I feel that I am making a significant educational difference in the lives of the students at my school	4.24	4.18	0.06	4.53	4.21	0.32
If I try really hard, I can make progress with even the most unmotivated students	4.06	4.11	-0.05	4.21	4.06	0.15
If I put my mind to it, I can work well with any teacher at this school	4.42	4.40	0.02	4.47	4.38	0.09
I can work well with administrators at this school	4.48	4.47	0.01	4.71	4.45	0.26
Collectively, the teachers and administrator(s) at this school can solve most any problem, no matter how difficult	4.27	4.20	0.07	4.39	4.16	0.24
Do you consider yourself to be a teacher leader beyond your classroom? (no=1, yes=2)	1.67	1.77	-0.10	1.89	1.82	0.08
<b>Total Efficacy Score</b>	<b>40.12</b>	<b>39.66</b>	<b>0.46</b>	41.58	39.61	<b>1.97</b>

Efficacy scores taken in December 2020, compared to March 2022, revealed improvement in all areas assessed and also indicate significance in above-average perceptions compared to those schools involved in the state cohort. Findings here indicate stability in teacher job satisfaction as data are compared over the participation within the Collective Leadership Initiative cohort. Baseline data revealed teachers at this school felt they were not leaders beyond the classroom. As a result of the interventions provided, this area went from below cohort averages in December 2020 to above-average perception within the cohort schools reported in March 2022. Significant in analysis are the gains in teacher perception of positive impact on students.

### Significant Findings

- Educators indicated in 52% of the open-ended responses that the act of leadership valuing the input of teacher response adds to a positive and collegial environment.
- The practice of individualizing professional development through a PLC inquiry cycle was valued by educators as indicated by a 100% strongly agree and agree response in quantitative post-intervention data.
- Teachers given opportunities to lead outside of the classroom increases efficacy indicated in 95% of teachers reporting in post-survey efficacy data that they feel they are leaders outside of their classrooms.
- Empowered teachers feel they can impact students educationally as a result of collective leadership practices, indicated by 90% of teachers reporting in post-intervention surveys that they can make a significant educational difference in the lives of their students.

### **Significant Findings and Theoretical Framework**

Findings confirm collective leadership practices, including the opportunity for shared decision-making, ownership, and sharing of instructional best practice, allow educators to grow in the profession feeling valued, supported, and empowered. Within the context of Bandura's (1977) collective efficacy theory, this project confirms the belief that unifying efforts collectively can overcome significant challenges. Confirming the research of Darling-Hammond et al. (2002), opportunities for new teachers to observe expert teachers, attend orientation, and receive personalized professional development have been effective. Redesigning the work of teachers, providing flexibility within the schedule, experiences for expert teachers to share strengths outside of the classroom, and adopting best practice within a sustained PLC to provide personalized professional development have resulted in job satisfaction and increased self-efficacy of teachers and have positively impacted student achievement.

### **Recommendations**

**1. Require schools within the district to engage in strategic alignment of goals and resources, enabling them to develop collective leadership practices and to provide relevant professional development to support these practices.**

Identification of key challenges and goals should be articulated from the district to the schools and evaluated within the context of the individual school. Collective leadership creates shared responsibility and decision-making, accountability, and self-efficacy, confirming Bandura's (2012) extensive studies. Consistent communication of challenges and data-informed reflection and action orientation develop networked practice. Networked practice supports transparency in instructional and leadership practice, indirectly influencing a positive climate within the school as indicated within the questionnaire data. Improved student outcomes result from effective teams and leadership within successful systems. Eckert's (2018) research confirmed increased job satisfaction and sustained engagement of teachers when schools invest in professional capital composed of human, social, and decisional capital.

**2. Schools and districts should provide flexibility to create system conditions including work structures, capacity, and resources for collective leadership opportunities.**

Providing a work structure to support collective leadership efforts within the schools is imperative. Schedules include flexible time for shared practice of observation, modeling, coaching, and professional development. With one in five teachers saying they would not return to the classroom following COVID-19 (Darling-Hammond et al., 2020), schools face high percentages of attrition. Considering this and adding preexisting workforce challenges, it is critically important our teachers be well supported as they meet the complex needs of our students. Flexible scheduling allows for mentoring and modeling of strategies for beginning teachers. Induction teachers within the project timeframe participated in observation cycles responding favorably to the benefits of having someone to observe, receive, and give feedback to concerning best practice. New teachers, facing a multitude of changes within the classroom (Darling-Hammond et al., 2020), should have ongoing opportunities to observe, discuss, plan, and receive feedback from experienced, expert educators. Expert teachers should have opportunities to share strengths out of the

classroom and to think of themselves as leaders, as evidenced in an overall increase in teacher efficacy attitudes.

**3. Schools and districts should provide personalized professional development for educators based on individual identified needs.**

Following the humanistic motivational theory, confirmed in Maslow's (1993) research, schools and districts should offer individualized professional development to provide for the different needs of educators. Allow and promote teacher experts sharing of strengths within schools and networking to share across the district. Allow teachers to create student learning objectives and professional goals that meet unique professional, personal, and district-wide developmental goals. Using Richardson's (2003) professional development inquiry model within a PLC for collective practice allows teachers to try new strategies, gather data along the way, and engage in collegial dialogue regarding what works and discontinuing practice that evidence supports does not work for student learning outcomes. Teachers working collaboratively while concentrating on specific student needs as part of the project intervention resulted in 100% of PLC attendees reporting their time was valued and the work allowed them to grow as a teacher in the area of focus. Indications the time was well spent and supported planning and instruction for students was communicated favorable by attendees at 91%.

## **11 Reflection**

### **11.1 Professional Learning**

The experience of working within the school and district on this project has strengthened my ability to plan, organize, and allocate time more effectively. I have realized the strength and importance of clear communication in giving and receiving feedback. Through the process, I have confirmed the value of trust in building a positive climate to establishing a respectful culture within the school. The consistent practice of making data-informed decisions within all change processes involving those affected by the change to have input and voice has impacted my practice, as well as the need for flexibility in supporting teachers' individualized needs.

### **11.2 Personal Development**

Through the experience of the project and program, I have confirmed my belief in knowing the worth of vulnerability. When you admit you do not know or you have made a mistake, it opens the door to learning. I have changed the way I react to negative feedback, reflecting on it and not personalizing it. I use it to get a clearer picture of attitudes toward something. My growth has been in self-empowerment and confirmation of my own ability to persevere in uncertain times.

**Appendix A**  
**Final Presentation**



**COLLECTIVE LEADERSHIP PRACTICES IMPROVE TEACHER EFFICACY AND  
SCHOOL CULTURE**

VIC STINE  
GARDNER-WEBB UNIVERSITY

# PURPOSE OF STUDY

*Collective Leadership Practices Increase Teacher Job Satisfaction*

## COLLECTIVE LEADERSHIP COMPASS



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Confirm	Confirm Collective Leadership Practices
Empower	Empower Teachers
Establish	Establish Climate
Support	Mentor, Coach, and Support

## Research Questions



What collective leadership practices add value to a positive school climate, teacher empowerment, and self-efficacy?



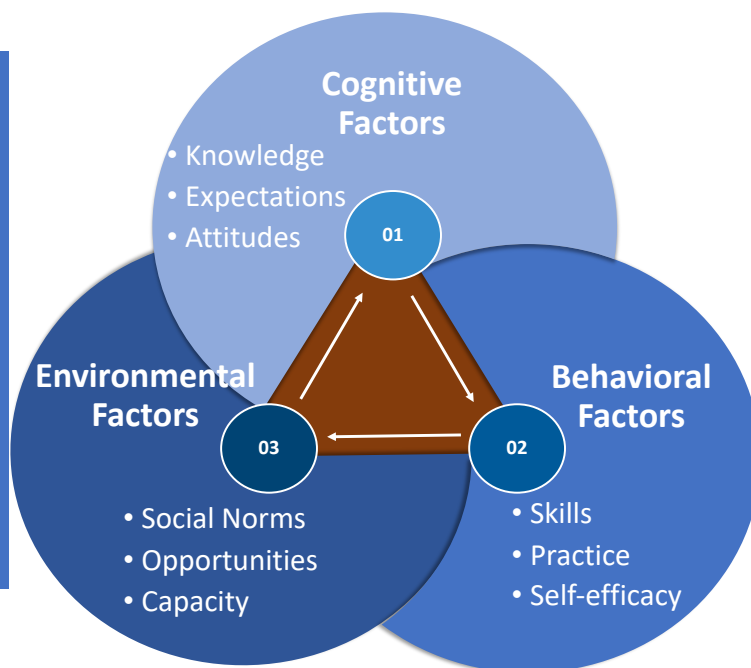
What system conditions are required for a successful shared leadership model?



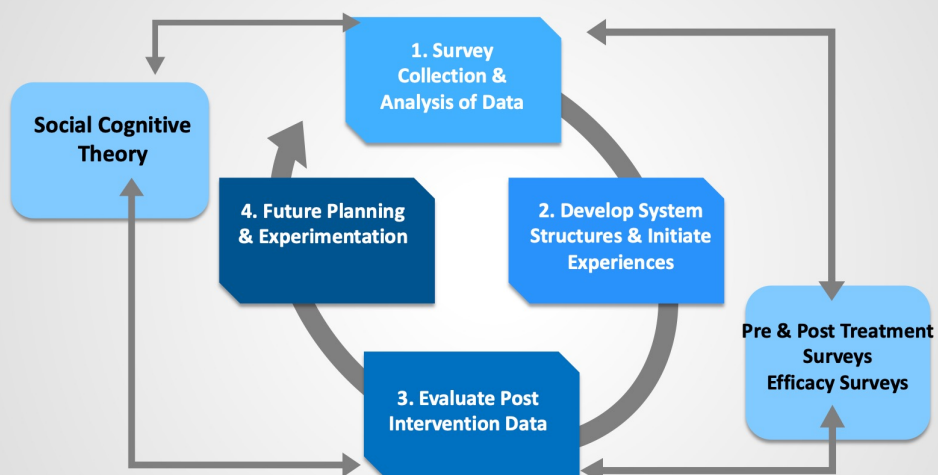
How is leadership capacity built in educators?

## THEORETICAL FRAMEWORK

- SOCIAL COGNITIVE THEORY



## Action Research Design Mixed Methods



# Surveys

## Pre & Post Treatment Surveys

- **Measuring attitudes of agreement and disagreement of collective leadership practice :**  
*4-point Likert (1 = Strongly Disagree – 4 = Strongly Agree)*  
*Complementing open-ended questions – coded & categorized*

Pre-survey response  
= 53%

**Administrations**  
**05/21 & 3/22**

Post-survey response  
= 100%

## Efficacy Surveys

- **Comparison from December 2020 to March 2022**

## Pre- Intervention Survey Results

### *Findings Pre-Intervention Survey*

- Positive percentage in attitudes related to Collective Leadership practices
- **Need for individualized PD**

### *Themes of Open-ended Response*

**Q: How leadership promote trust and collegiality among staff –**

- **Need for work structures to allow shared practices**

**Q: How are teachers respected as education professionals -**

- **Need for shared decision making and valuing teacher input**

### *Efficacy Data Findings*

**Q: Do you consider yourself a leader beyond your classroom**

- **Need for teachers to see themselves as leaders outside of the classroom**





## Post-Intervention Survey Results

### *Findings Post-Intervention Survey*

- Attitudes to Collective Leadership practices – 90% favorable response
- Significance of response rate - 100%
- Individualized PD - 88% to 90% favorable response

### *Themes of Open-ended Response Questions*

- Lower response of open-ended
- Substantiate - **Work structures to allow shared practices**
- Confirmed - **Need for shared decision making and valuing teacher input**

### *Efficacy Data Findings*

**Improved perceptions of self-efficacy**

## Significant Teacher Findings

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**85%** Report Job Satisfaction

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**95%** Opportunities To Lead Outside The Classroom Increase Empowerment & Self-Efficacy

---

**90%** Can Significantly Impact Students

---

**100%** PLC Attendees Report Benefits of Growth

## Connections to Theoretical Framework

**Collective Leadership Practices Allow Educators to Grow in the Profession Feeling Valued, Supported, and Empowered.**

- *Bandura, Maslow*

*New teachers who receive coaching, modeling, and mentoring, develop capacity and empowerment.*

- *Darling-Hammond & Ingersoll*

*Redesigning the work of teachers results in job-satisfaction.*

- *Eckert*

## Recommendations

- **District Strategic Alignment of Goals**
- **System Conditions for Collective Leadership Opportunities**
- **Personalized Professional Development**

## Appendix B

### CITI Certification



Completion Date 28-Sep-2020  
Expiration Date 28-Sep-2023  
Record ID 38632266

This is to certify that:

**Vickie Stine**

Has completed the following CITI Program course:

**Graduate School of Education Research Investigators**  
(Curriculum Group)

**Graduate School of Education Research Investigators**  
(Course Learner Group)

**1 - Basic Course**  
(Stage)

Not valid for renewal of certification  
through CME.

Under requirements set by:

**Gardner-Webb University**

**CITI**  
Collaborative Institutional Training Initiative

Verify at [www.citiprogram.org/verify/?w35aa911a-79ed-417f-8324-58d74463830e-38632266](http://www.citiprogram.org/verify/?w35aa911a-79ed-417f-8324-58d74463830e-38632266)

# Project Charter

## CONSULTANCY PROJECT CHARTER

1. General Project Information				
Project Title:		Collective Leadership Initiative – Larne Elementary		
Project Host(s):		Mrs. Cheryl Sniker, Director of Teacher Effectiveness		
Project Sponsor (GWU):		Dr. Dale Lamb		
Project Manager:		Vic Stine	Date: 5/07/2020	
Project Description		<p>A process involving sharing strengths of teacher leaders, allowing experienced and skilled teachers, as well as induction level teachers, classroom coverage to partner with administration to support a shared vision to provide <b>observations, mentoring, coaching,</b> and various focused trainings for teacher colleagues. This work supports the profile of the South Carolina graduate by helping schools develop the culture and learning experiences to promote student attainment of world class knowledge, skills and life characteristics.</p> <p>Teacher leaders will commit to a shared vision and established values of improving instructional practices and supporting colleagues for improved student performance. Teacher leaders will embrace a mindset shift to <i>“I share the responsibility for the learning of students and adults in this school.”</i></p> <p>Planned response to analyzed data will be common practice. Collaborative and collective responsibility, reflective practice, and networking (mentoring, coaching, teams, vertically and departmentally planning across grade levels) leads to best practices and increased student achievement, academically and whole child (self-knowledge, social maturity, and resiliency). Shared instructional leadership creates meaningful opportunities to allow teachers to temporarily leave the classroom.</p>		
2. Project Participants and Roles (add or delete lines as needed)				
	Name	Role	Telephone	E-mail
Project Manager:	Vic Stine	Initiating, facilitating	704-718-4466	Vickie.stine@clover.k12.sc.us
Team Members:	Cheryl Sniker	Project Host	803-810-8072	Cheryl.sniker@clover.k12.sc.us
	Betsy Eaton	Site Mentor	803-810-8654	Betsy.eaton@clover.k12.sc.us
	Jane Keefauver	Teacher Leader	803-810-8659	Jane.keefauver@clover.k12.sc.us
	Mary Helen Allen	Coach	803-810-8607	Maryhelen.allen@clover.k12.sc.us
3. Stakeholders (e.g., those with a significant interest in or who will be significantly affected by this project)				
Students K-5				
Teaching faculty & staff				

District cohort
<b>4. Project Purpose Statement</b>
<b>Project Purpose</b> <i>Describe the need this project addresses</i>
<ul style="list-style-type: none"> <li>• Need to support induction teachers with coaching/mentoring, and share strengths of experienced skilled teachers to support teacher retention/decrease attrition</li> <li>• Need to capitalize on the strengths within our school</li> <li>• Need to inspire personal/professional growth</li> <li>• Need to increase student performance</li> <li>• Need to provide innovative professional development</li> <li>• Need to cultivate collaborative/reciprocal coaching culture</li> </ul> <p>Innovative initiative providing teachers collective leadership opportunities to mentor, coach, train, and engage in reciprocal learning experiences. Implementing the collective leadership framework will improve student performance through effective, innovative coaching, using data driven instructional practices. The Collective leadership climate will provide teacher professional development opportunities, improved perceptions, and increased teacher recruitment and job satisfaction.</p>
<b>Resources</b> <i>Describe the resources made available by the project host for this project</i>
<p>Human resources –</p> <ul style="list-style-type: none"> <li>• Allow opportunity for teachers to participate in outside PD, scheduling, substitute funding</li> <li>• Innovative professional development</li> <li>• Provide constructive feedback by host</li> <li>• Professional development budget – for collective leadership cohort</li> </ul>
<b>Project Deliverables</b> <i>List the high-level “products” to be created (e.g., improved xxxx process, employee manual on yyyy)</i>
<ol style="list-style-type: none"> <li>1. Personalized staff development plan based on individual professional goals and teacher leader talents</li> <li>2. Mentoring plan designed to develop strengths and increase teacher retention</li> <li>3. Revision of master schedule to systematically provide extended time to collaborate, on a quarterly basis.</li> <li>4. Collaboration focused on developing and sharing expertise schoolwide</li> <li>5. Collection of professional development videos for training in alternative setting or time, available to staff and possible share across district</li> </ol>
<ol style="list-style-type: none"> <li>1. Vision and Framework plan for 2021-2022 – <b>December 2020</b></li> <li>2. Identify individual needs and goals – <b>February 2021</b></li> <li>3. Coordination of professional development – <b>April – May 2021</b></li> <li>4. Implementation of Individualized PD opportunities - <b>August 2021</b></li> <li>5. Receiving &amp; Utilizing feedback – <b>October 2021</b></li> <li>6. Focused PD based on feedback – <b>November-December 2021</b></li> <li>7. Draft plan for pilot of micro-credentials – <b>February 2022</b></li> </ol>
<b>Project SMART Objectives</b> <i>Include 3 to 5</i>

<ol style="list-style-type: none"> <li>Beginning in December 2020 and going through February 2022, I will design the master calendar to allow for scheduled collective leadership opportunities.</li> <li>Beginning in December 2020 and going through February 2022, I will provide support specific to new teachers to facilitate the development of professional individualized goals to increase teacher retention.</li> <li>Beginning in December 2020 and going through February 2022, I will facilitate the sharing of the expertise through collective practices.</li> <li>Beginning in December 2020 and going through February 2022, I will effectively plan, develop, model and implement the visionary leadership skills necessary to begin micro-credentialing.</li> </ol>			
<b>Major Known Risks (including significant Assumptions)</b> <i>Identify obstacles that may cause the project to fail.</i>			
<b>Risk</b>		<b>Risk Rating (Hi, Med, Lo)</b>	
Lack of planning		Low	
Lack of normal school schedule (COVID 19)		Hi	
Reluctant participants		Med	
Lack of diverse strengths		Low	
Lack of acceptance into Cohort		Low	
<b>Constraints</b> <i>List any conditions that may limit the project team's options with respect to resources, personnel, or schedule (e.g., predetermined budget or project end date, limit on number of staff that may be assigned to the project).</i>			
<p>Schedule constraints due to change of focus for district during crisis, time at home, virtual learning focus could affect project dates, however, project could still be initiated. The state may not offer the collective leadership cohort due to COVID, however the project can still be developed, initiated, and implemented.</p> <p>Other schedule priorities, emergencies, time constraints</p>			
<b>External Dependencies</b> <i>Will project success depend on coordination of efforts between the project team and one or more other individuals or groups? Has everyone involved agreed to this interaction?</i>			
<p>The project is dependent on the involvement of the collective leadership cohort. All stakeholders have agreed to the required interaction and collaborative efforts to ensure the project's success and are fully supportive.</p>			
<b>5. Communication Strategy</b> <i>(specify how the project manager will communicate to the Host, Sponsor, Project Team members and Stakeholders; e.g., frequency of status reports, frequency of Project Team meetings, etc.)</i>			
<ul style="list-style-type: none"> <li>Host – Monthly virtual, or face-to-face/virtual meetings</li> <li>Sponsor – as needed, and semester reporting, TBD</li> <li>Project team communication will be weekly/bi-weekly, face-to-face/virtual meetings</li> <li>Stakeholders – quarterly meetings face-to-face/virtual</li> </ul>			
<b>6. Sign-off</b>			
	Name	Signature	Date (MM/DD/YYYY)
Project Host	Cheryl Sniker		
Project Sponsor	Dr. Dale Lamb		
Project Manager	Vic Stine		
<b>7. Notes</b>			

## Appendix D

### Master Schedule

#### Detailed Schedule Information 2021-22 8.13.21

Activity Schedule		3-5 Intervention Schedule		K-2 Intervention Schedule	
Time	Grade level	Time	Grade level	Time	Grade level
7:30-7:55	Open	7:30-8:05	Planning	7:30-8:05	Planning
7:55-8:35	3 <sup>rd</sup>	8:10-8:50	2 <sup>nd</sup> FIT	8:10-8:50	2 <sup>nd</sup> FIT
8:40-9:20	1 <sup>st</sup>	8:50-9:05	Push-in?	8:50-9:20	Push-in?
9:30-10:00	PK	9:05-9:35	4 <sup>th</sup> Double	9:20-9:50	2 <sup>nd</sup> Double
10:15-10:55	4 <sup>th</sup>	9:40-10:20	4 <sup>th</sup> FIT	9:50-10:20	1 <sup>st</sup> Double
11:05-11:45	K	10:25-10:55	3 <sup>rd</sup> Double	10:25-10:55	3 <sup>rd</sup> Double
11:45-12:15	Lunch	11:05-11:45	5 <sup>th</sup> FIT	11:05-11:45	5 <sup>th</sup> FIT
12:15-12:30	Open	11:50-12:20	Lunch	11:50-12:20	Lunch
12:35-1:15	2 <sup>nd</sup>	12:25-12:55	Push-in?	12:25-12:55	1 <sup>st</sup> FIT
1:25-2:10	5 <sup>th</sup>	12:55-1:25	5 <sup>th</sup> Double	1:00-1:30	^K FIT
1:35-2:10		1:35-2:10	3 <sup>rd</sup> FIT	1:35-2:10	3 <sup>rd</sup> FIT

**7:35-7:55 – K-5 Morning Meeting Time - “EAGLE UP” Time** 4<sup>th</sup> and 5<sup>th</sup> grade choose a common 20 minute chunk that works best for their grade level (morning may not be best suited for their needs) \* Monday – WLAR & Character ed \* Tuesday & Thursday - Math Fluency - Numbers of the Day, Calendar Math \* Wednesday - Second Step \* Friday - morning meeting, conferencing LA or behavior, restorative circle, Brain Boosters

	*Recess Begins	Recess Ends	Lunch Begins	Lunch Ends	Extra Information - Teachers should plan to eat lunch with their students til 9/7. Each grade level should have a teacher at recess on a rotating schedule, send plan to Rikard
5 <sup>th</sup> grade	10:20	10:40	10:45	11:05	*recess duty 4 <sup>th</sup> /5 <sup>th</sup> TAs + Bryant + Pettus **Lunch - one class eats in classroom, rotating schedule (4 <sup>th</sup> /5 <sup>th</sup> TA, Bryant, McKay)
2 <sup>nd</sup> grade	10:45	11:05	11:10	11:30	*recess duty 2 <sup>nd</sup> /3 <sup>rd</sup> TAs + Cope + Pettus **Lunch - 2 <sup>nd</sup> /3 <sup>rd</sup> TAs, + 1 teacher
1 <sup>st</sup> grade	11:10	11:30	11:35	11:55	*recess duty 1 <sup>st</sup> TA/Hester and Pettus + Eaton ** Lunch - 1 <sup>st</sup> TA, Hester, 1 teacher



<b>3<sup>rd</sup> grade</b>	11:35	11:55	12:00	12:20	*recess duty 2 <sup>nd</sup> /3 <sup>rd</sup> TAs + Talley/Love + Pettus **Lunch -2nd & 3rd TA, one class eats in classroom, rotating schedule
<b>4<sup>th</sup> grade</b>	12:00	12:20	12:25	12:45	*recess duty 4 <sup>th</sup> /5 <sup>th</sup> TAs + McKay + Pettus **Lunch - one class eats in classroom, rotating schedule
<b>Kindergarten</b>			11:45	12:10	** Lunch - all classes eat in classroom
<b>PreK</b>			12:50	1:20	

### 5<sup>th</sup> Grade Schedule

#### 3 man team (5th grade)

7:35 – 8:55	Block 1 – 80 min	
9:00 – 10:20	Block 2 – 80 min	
10:20-11:05	Recess & Lunch (students place bookbags outside FLEX classroom)	
11:05-11:45	40 minutes Flexible Intervention Time (FIT) - Intervention, ESOL, GT, SPED	
11:50-1:20	Block 3 – 90 min	*12:50-1:20 30 Min Doubles Intervention
1:25-2:10	Activity	

\*Double intervention students need to have SS/Science at this time of day or be on 2-man team

#### 2 man team (5th grade)

7:35 – 9:35	AM Block – 120 min	
9:35 – 10:20	Switch to PM Block – 45 min	
10:20-11:05	Recess & Lunch (students place bookbags outside FLEX classroom)	
11:05-11:45	40 minutes Flexible Intervention Time (FIT) - Intervention, ESOL, GT, SPED	
11:50-1:20	PM Block – 90 min	*12:55-1:25 30 Min Doubles Intervention
1:25-2:10	Activity	

### 4<sup>th</sup> Grade Schedule

7:35-9:30	AM Block - 115 minutes	9:05-9:35 30 Min Doubles Intervention
9:35-10:15	40 minutes Flexible Intervention Time (FIT) - Intervention, ESOL, GT, SPED	
10:15-10:55	Activity	
11:00-11:50	PM Block – 50 minutes	
11:50 – 12:35	Recess/Lunch	
12:40-2:10	PM Block – 90 minutes	

### 3<sup>rd</sup> Grade Schedule

#### 3 man team (3rd grade)

7:35 – 7:55	Eagle Up Time – 20 minutes	
7:55 – 8:35	Activity	
8:40 – 10:00	Block 1 - 80 minutes	
10:05 – 11:30	Block 2 - 85 minutes	

11:30-12:15	Recess & Lunch (students place bookbags outside Block 3 on way to lunch)
12:20-1:40	Block 3 – 80 minutes
1:40-2:10	30 minutes Flexible Intervention Time (FIT) - Intervention, ESOL, GT, SPED

\*No double intervention students on a 3-man team

2 man team (3rd grade)

7:35 – 7:55	Eagle Up Time – 20 minutes	
7:55 – 8:35	Activity	
8:40 – 10:40	AM Block – 120 minutes	10:25-10:55 30 Min Doubles Intervention
10:40 – 11:25	Switch to PM Block – 45 minutes	
11:30-12:10	Recess & Lunch (students place bookbags outside Block 3 on way to lunch)	
12:15-1:40	PM Block – 85 minutes	
1:40-2:10	30 minutes Flexible Intervention Time (FIT) - Intervention, ESOL, GT, SPED	

**2<sup>nd</sup> Grade Schedule**

7:35 – 7:55	Eagle Up Time – 20 minutes	
7:55 – 8:10	Phonics, Spelling, and Word Study	
8:10-8:50	40 Minutes Flexible Intervention Time (FIT) - Intervention, SPED	
8:50-9:50	Reading (RML, guided reading, independent reading, word work)	9:20-9:50 30 min doubles intervention
9:50-10:30	Writer's Workshop	
10:45 – 11:30	Recess & Lunch	
11:35-12:40	60 minutes - Math	
12:35-1:15	Activity	
1:20-2:10	50 minutes – Science/SS	

**1<sup>st</sup> Grade Schedule**

7:35 – 7:55	Eagle Up Time – 20 minutes	
7:55 – 8:40	45 minutes	
8:40-9:20	Activity	
9:25-11:05	100 minutes	9:50-10:20 30 min doubles intervention
11:05-11:50	Recess & Lunch	
11:55-12:25	30 minutes	
12:25-12:55	30 minutes Flexible Intervention Time (FIT) - Intervention, ESOL, SPED *can be until 1:30 through 1 <sup>st</sup> Nine Weeks	
12:55-2:10	75 minutes	

**Kindergarten Schedule**

7:35 – 7:55	Eagle Up Time – 20 minutes	
7:55 – 11:00	185 minutes	
11:05-11:45	Activity	
11:45-12:10	Lunch	
12:15-1:00	45 minutes	
1:00-1:30	30 minutes Flexible Intervention Time (FIT) - Intervention, ESOL, SPED *this intervention time to begin after 1 <sup>st</sup> Nine Weeks	
1:30-2:05	35 minutes	

**PreK Schedule**

7:35 – 7:55	Eagle Up Time – 20 minutes
7:55 – 9:30	95 Minutes
9:30-10:00	Activity
10:05-12:20	135 Minutes
12:20-12:50	Lunch
12:55-2:10	75 Minutes

## Possible TA schedules (recess/lunch)

5 <sup>th</sup> grade	
10:20-11:05	5 <sup>th</sup> grade recess/lunch
11:05-11:45	5 <sup>th</sup> grade FIT (cover for GT teacher)
11:50-12:35	4 <sup>th</sup> grade recess/lunch
12:35-1:05	Lunch

4 <sup>th</sup> grade	
9:35-10:15	4 <sup>th</sup> grade FIT (cover for GT teacher)
10:20-11:05	5 <sup>th</sup> grade recess/lunch
11:10-11:40	Lunch
11:50-12:35	4 <sup>th</sup> grade recess/lunch

3 <sup>rd</sup> grade	
10:45-11:30	2 <sup>nd</sup> grade recess/lunch
11:30-12:15	3 <sup>rd</sup> grade recess/lunch
12:15-12:45	Lunch
1:40-2:10	3 <sup>rd</sup> grade FIT (cover for GT)

2 <sup>nd</sup> grade	
8:10-8:50	2 <sup>nd</sup> grade FIT
10:45-11:30	2 <sup>nd</sup> grade recess/lunch
11:30-12:15	3 <sup>rd</sup> grade recess/lunch
12:15-12:45	Lunch

1 <sup>st</sup> grade	
11:05-11:50	1 <sup>st</sup> grade recess/lunch
11:55-12:25	Lunch
12:25-12:55	1 <sup>st</sup> grade FIT

## Appendix E

### Teacher Handbook Additions

#### Sample Handbook Addition - Roles & Responsibilities

##### ROLES AND RESPONSIBILITIES

##### **Front Desk Receptionist - Mrs. Talley**

Duty	Description/additional notes
Answer Phones	-
Subs in the Building	Email first thing
Raptor	Tardy/Early Dismissal/Visitors
Transportation Change Report	Send by 1:45 / File all notes
Email Teachers & TAs	Forgotten items: iPad, lunch box, etc.
Keep Binders	Teachers & TAs schedules, Daycare waivers, Employee Contact Information, Transportation List, etc.
File Emergency Plans	
Copy/Count out flyers, etc.	
Call Classrooms	Early Dismissals (check IDs)
Book Conference Rooms, Empty PK Room	
Master Key Check Out	
Fire Drill / Lock Down Duties	

Call Parents w/ transportation issues	
Birthday Pencils for Principal	
Schedule Parent/Teacher Conferences	
Spirit Rock	
Copy DSS IDs and file	
Maintain Exterminator Notebook	
Enter Work Orders	For custodians only
Back up Nurse, Registrar, & Secretary	
Lunch / Recess Duty	
Cameras	
Marquee	

## Sample of handbook addition – Larne Lingo

### Get to Know Larne 2021-2022



***Vision Statement: Larne Elementary School is a safe, student-centered environment where individuals are academically and socially supported and encouraged to own their learning opportunities.***

Larne Elementary School was built in 2009. The name “Larne” (sounds like “barn”) comes from the sister city relationship that the Town of Clover has with the Town of Larne in Northern Ireland. This sister city relationship was formed because of the large number of Scotch-Irish families that settled in this area.

Principal: Mrs. Vickie L. Stine  
 Asst. Principal: Mrs. Julie Rikard  
 Number of students: 550  
 Number of teachers and staff: 90  
 Office Number: 803-810-8600  
 Fax Number: 803-810-8670

### Learning Larne’s Lingo

**Academic Intervention** – Larne is proud to have 2 certified teachers serving as interventionists. The purpose of our interventionists is to reduce the class size during core curriculum and provide differentiated learning instruction to students with similar needs.

**Book Fair** – Larne Elementary School holds 2 Scholastic Book Fairs each year – one in fall and one in spring. Students are able to preview books and purchase during the week. Parents are invited to visit the book fair with their child(ren) between 7:00 and 7:30 am during the week or send in money for students to purchase books during the day.

**BRT** – (Bible Released Time) – A program for 3<sup>rd</sup> – 5<sup>th</sup> graders that parents may approve for their student. Students do leave school grounds on a church bus during their activity time. This program is not associated with the school or School District in any way. Students attend once per week during their activity period and miss an activity class each quarter.

**Canvas** – A cloud-based learning management system that all Clover School District uses. Parents can enroll, allowing them to view grades, upcoming assignments and due dates.

**Class DoJo** – Classroom community building app used to track student behavior and open communication between parents and teachers.

**CogAT Testing** – **The Cognitive Abilities Test (CogAT)** is a 2<sup>nd</sup> grade assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. The CogAT score is one of the dimensions used for admission into the gifted and talented program.

**CSDA Field Trips** – (Clover School District Auditorium) – Elementary students K – 5<sup>th</sup> grade attend one or more performances during the year at the CSDA. Examples include holiday band performances by the middle and high school students, special guests to the school district, and theater performances.

**DreamBox** – An interactive on-line adaptive math application that personalizes instruction from intervention through enrichment. DreamBox is aligned to state standards and can be used at home and school for math fluency, concepts, and problem-solving skills.

**Field Day** – Field Day is an annual celebration, which is held rain or shine. Students play games that they've learned and practiced in P.E. all year. The PTO sells drinks, candy, and chips to students and parents. More information will be shared in the spring.

**Genius Hour** - Genius Hour is a movement that allows students to explore their own passions and encourages creativity in the classroom. It provides students a choice in what they learn during a set period of time during school.

**GT Program** – The South Carolina State Board of Education recognizes the need to provide gifted education services to identified students in grades 1-12. Gifted and talented students are those who are identified in grades 1-12 as demonstrating high performance ability or potential in academic and/or artistic areas. In Clover, G & T students are identified for grades 3 – 8.

**HUGO Reading Assembly** – Reading Reward for students. Hugo the Hornet, the Charlotte Hornets mascot, entertains students in a high energy, interactive assembly that focuses on the importance of reading.

**iReady** – iReady is an online assessment and instruction program that helps teachers provide all students a path to proficiency and growth in reading and mathematics.

**InfoSnap Code** – Every student in the Clover School District has a registration number or code that is unique to them. This code is sent home with instructions for online registration each spring.

**Inquiry-Based Learning** – A form of active learning, directed by students, that starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. Students explore, investigate, and research topics based on their own curiosity.

**Jump Rope for Heart** – This annual event raises money for the American Heart Association and is held in February every year. Through Jump Rope for Heart kids learn jump rope skills, how their heart works and raise money to help kids with special hearts.

**LarneFest** – Annual Arts Integration event for students. Students learn about another culture through art, music, food, games, etc.

**Parent Portal** – Allows parents to access to their students' grades and attendance. For students in grades 3 – 12.

**Parent/Teacher Conferences** – Held in October (end of the 1<sup>st</sup> quarter of school) each year. Parents may sign up for a conference time with teachers in order to discuss concerns and find out how their children are doing in school.

**PBIS** – *Positive Behavioral Intervention and Support practice*. Proactive model of discipline support that teaches behavioral expectations for all students in order to create and maintain a nurturing and academically successful learning environment.

**PTO** – Acronym for **Parent Teacher Organization**. In a nutshell it's a group of parents and teachers that work together for the benefit of the school and the children. Parent volunteers are needed and appreciated! Officers are elected each spring by the families of Larne Elementary School. The PTO supports our students and school by organizing and running our annual fundraiser, volunteering for events like Field Day, LarneFest, and our book fairs, celebrating student achievement, and purchasing/providing supplies and equipment for our school. Just a few of the PTO events are listed below:

**Boosterthon/Fun Run** – Larne Elementary School's only fundraiser. Usually held in October each year, students find sponsors for the Fun Run. Sponsors may sign up online or by sending in a check or cash with the students. On Fun Run day, students walk/run laps with grade level peers.

**Breakfast & Book Fair** – Each year during the Scholastic book fair weeks, the PTO organizes and sponsors our annual Book Fair and Breakfast events.. Parents, guardians, grandparents, etc. can sign up to have breakfast with their child and then take them shopping at the book fair.

**Club Larne** – This annual behavior incentive is usually held in May each year. Students that meet behavior expectations are treated to a dance party and snacks sponsored by the Larne PTO.

**Santa Shop** – For a week in December, the PTO hosts a Santa Shop. Students are able to preview gifts to give family and friends. Items range in price from \$0.25 to \$5.00. Once purchased, the gifts are wrapped by PTO volunteers and delivered to homerooms the same day they are purchased. Students are then able to bring home.

**Reading A-Z** – Instructional resource that provides leveled reading resources that can be accessed at school and at home. Provides personalized reading instruction, assessment, and practice for students in K – 5<sup>th</sup>.

**Reading Recovery** - (Literacy Enrichment and Acceleration Program) is based on the premise that early intervention is the key to ensuring optimal success in reading and writing. This program is designed to be an early intervention, enrichment, and acceleration program for first grade students. A certified Reading Recovery teacher, classroom teachers, and trained instructional assistants will assess these students. The students are assigned to flexible groups directed by a facilitator. If you would like to learn more about the Reading Recovery program, please feel free to call our school for information.

**SIC** – School Improvement Council. The SIC is mandated by law to exist in every public school in South Carolina. SICs play a key role in the education of our state's children, bringing together parents, educators and community stakeholders to collaborate on the improvement of their local school. This parent volunteer committee meets every other month.

**State Testing (SC Ready and SC PASS)** – In May, Clover School District participates in state testing for 3<sup>rd</sup> – 5<sup>th</sup> grade graders in the areas of Math, Science, and English/Language Arts by participating in SC PASS and SC READY testing.

**STEM/STEAM Projects** - Science, Technology, Engineering and Math – the STEM subjects. Preparing students for careers in the 21<sup>st</sup> century, Art and Design is added to create “STEAM”.

**Thanksgiving Lunch** – Annual Thanksgiving Lunch. Family/guests are able to purchase a traditional Thanksgiving Lunch prepared by our café staff and Chartwell’s Food Services, and eat with their student(s). Family members/guests must RSVP in advance for their meal. Be on the lookout for an RSVP flyer at the end of October.

**Title I** – Larne is a Title I school. **Title I, Part A (Title I) of the Elementary and Secondary Education Act**, provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Title I is designed to help students served by the program to achieve proficiency on challenging state academic achievement standards. Title I schools may use Title I funds, along with other federal, state, and local funds, to operate a "schoolwide program" to enhance the instructional experience for all of Larne’s students.

**Title I events** – Larne Elementary School holds several school-wide and grade-level Title I events each semester. Parent outreach and education is a main focus of our events. Family members and guests are invited to attend all Title I events. At Title I events, students may sing songs, share Genius Hour presentations, display student-created iMovies, and share math and reading projects



## Appendix F

### New Teacher Orientation & Development

# Larne Elementary New Employee Orientation

2021-2022

Vic Stine, Principal

Julie Rikard, Assistant Principal



## Agenda

- Welcome/Introductions
- Who Are We?
- Support
- Important to You at Larne
- Transportation/Positive Behavior Support
- PowerSchool
- Supply Requests
- General Information – Larne
- Technology (1:1, e-Learning, Web-Ex, Canvas, SeeSaw)
- Building Tour
- Closing – Reflections – Questions

*“Alone we can do so little. Together, we can do so much!”* – Helen Keller

## Appendix G

### Teacher Observation Schedule

**October 19<sup>th</sup>**

<b>Time</b>	<b>Teacher</b>	<b>Mentor</b>	<b>Classroom of Observation</b>
9:30 – 10:00	Hurst	Dover	Vichathep
	Lessmeister	Johnson	Currence
	Flanagan	Eaton	Frazier
10:05 – 10:35	Hurst	Dover	Currence
	Lessmeister	Johnson	Frazier
	Flanagan	Eaton	Vichathep
10:40 – 11:10	Hurst	Dover	Frazier
	Lessmeister	Johnson	Vichathep
	Flanagan	Eaton	Currence

Coverage will be from 9:20 – until 12:15 pm

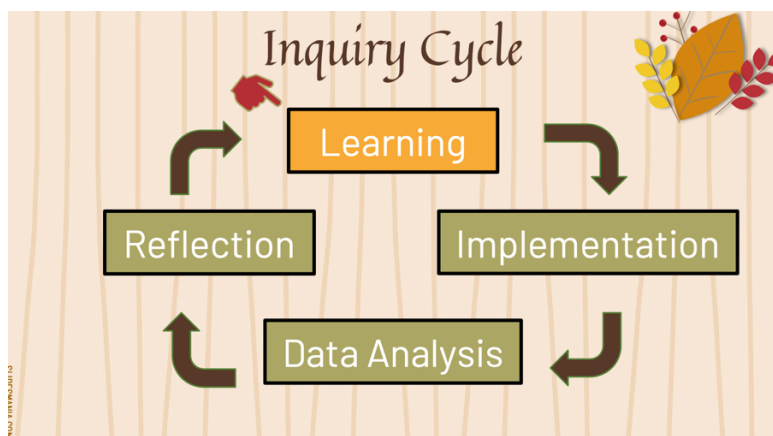
<b>Coverage</b>	<b>Classroom</b>
S. Love	Hurst
Shepherd	Lessmeister
S. Brown	Flanagan

- Teachers would observe class instruction at the designated times. They rotate to the next classroom with their mentor.
- After observing three classrooms, teachers and mentors come back to the conference room and discuss takeaways from the lessons.
- Mrs. Howard and Mrs. Green will join discussion.
- Lunch will be provided for all (15 lunches)




## Appendix H

### PLC Professional Development Sample





## Our Agenda

-  Strategy Learning
-  Planning for Implementation
-  Inquiry Cycle Timeline

MLO TINKAS.3.11.15

## Strategy Learning

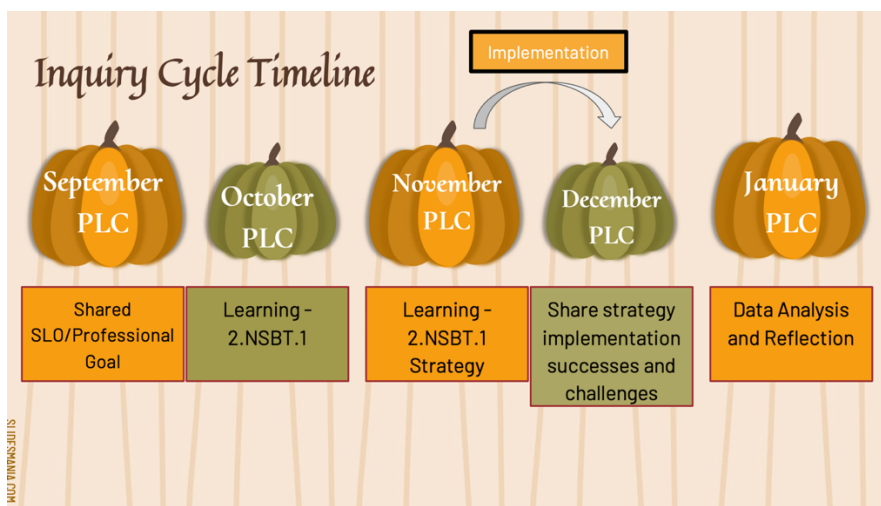
### Strategies for 2.NSBT.1

- 2.NSBT.1 - Understand place value through 999 by demonstrating that:
- 100 can be thought of as a bundle (group) of 10 tens called a 'hundred';
  - The hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones;
  - three-digit numbers can be decomposed in multiple ways (e.g. 524 can be decomposed as 5 hundreds, 2 tens, and 4 ones OR 4 hundreds, 12 tens, and 4 ones, etc.)

#### Strategies -

- [Show It Three](#)
- [Eliminate It](#)
- [Counting Collections](#)
- [Make It Right](#)
- [Number of the Day](#)

MLO TINKAS.3.11.15



### Implementation Plan

- Who will benefit from this strategy?
- When and how often will this strategy be incorporated into instruction?
- How will progress be documented?

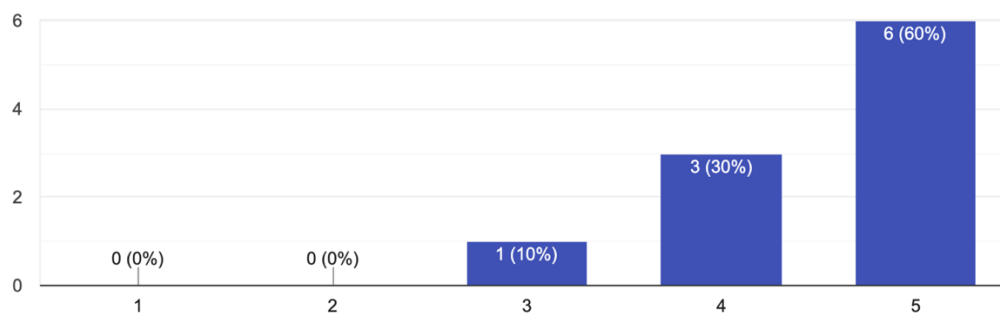
Please document your answers to the questions above [here](#). Please find the document with your name to begin.

## Appendix I

### PLC Reflection Data

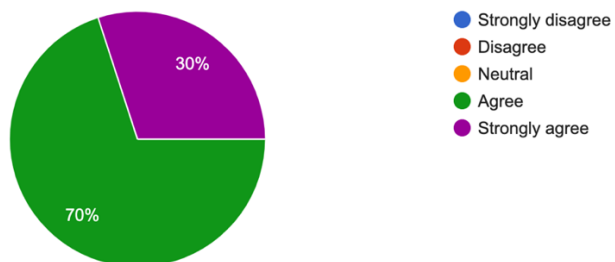
After analyzing your classroom data, there was overall growth in the domain of focus for the ELA PLC work.

10 responses



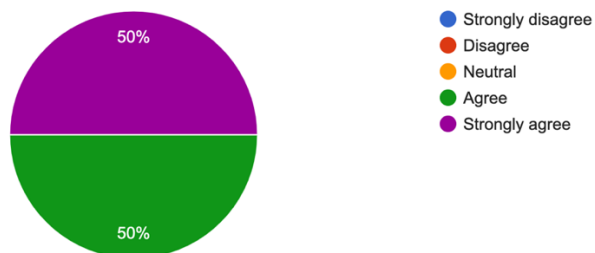
Our PLC time was valuable and allowed me to grow as a teacher of reading.

10 responses



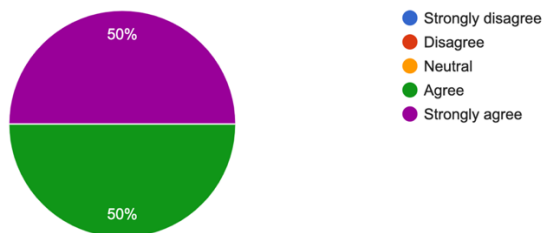
The time spent in ELA PLC supported my planning and instruction for students.

10 responses



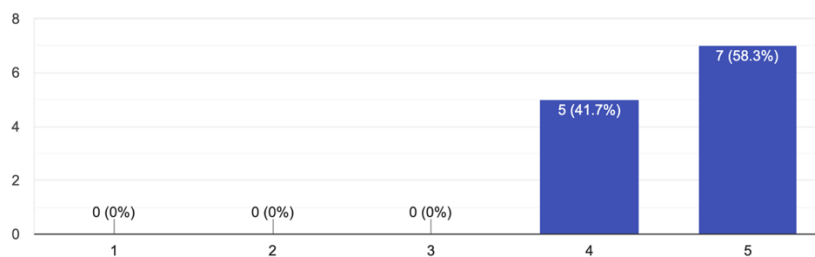
I can use what I learned this year during our ELA PLC when planning reading instruction in the future.

10 responses



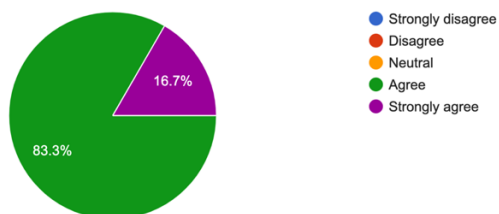
After analyzing your classroom data, there was overall growth in the domain of focus for the math PLC work.

12 responses



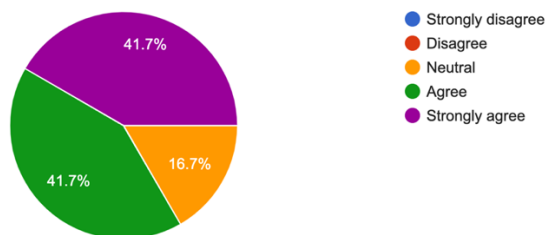
Our PLC time was valuable and allowed me to grow as a teacher of mathematics.

12 responses



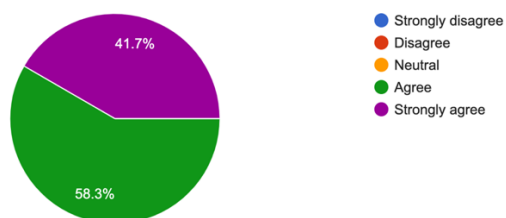
The time spent in math PLC supported my planning and instruction for students.

12 responses



I can use what I learned this year during our math PLC when planning mathematics instruction in the future.

12 responses





## Appendix J

### Professional Literature Review

This literature review is organized around a top priority affecting school culture, teacher job satisfaction and teacher retention. The review includes the conceptual framework describing the *why* of shared/collective leadership practices, the *what* of collective leadership, *how* these capacities can be developed within a school, and the *impact* these components can have on teacher job satisfaction and improvement in student learning.

Experience has shown, and research correlates, teachers are the single most important school-related factor affecting student achievement. A highly competent teacher workforce is the central component of many educational improvement policies and reform efforts. For students, the difference between having a good teacher and having an incompetent teacher can exceed one grade-level equivalent in annual achievement growth (Hanushek et al.,1992).

Shortages in the teaching force, the most significant influence on student success, have been increasing across the country, reaching crisis proportions. Districts have invested time, manpower, and finances to combat this growing concern. Challenges facing educators include the ever-changing needs of students, changes in educational services, increased documentation, lagging student outcomes, new initiatives, student bullying, and discipline issues, to name a few. A corporate education reform movement incorporating business-inspired practices emphasizing teacher competition and accountability has served to increase teacher workload and stress, rendering the teaching career less attractive to potential and current educators (Darling-Hammond, 2015). Corporate models of reform rely tremendously on the dated *Theory X* management where employees are controlled through external rewards and punishments. Educators within this model report a lack of support from school leadership, lack of professional

collaboration, and lack of shared decision-making (Darling-Hammond et al., 2002). Teachers become disengaged because of demands and working conditions, often lose hope trying to keep up, and become dissatisfied with teaching and leave the profession, resulting in decreased student learning and increased taxpayer costs to replace the teacher (Ronfeldt et al., 2013).

Schools are challenged to meet the economic, social, emotional, academic, and physical demands of each student and often the family, frequently with decreasing resources. Similarly, the requirement of educators to perform additional administrative tasks and to develop professionally to meet demands proves to be neglected when wage gaps continue to grow for similarly credentialed employees, from 5.3% in 1993 to over 21.4% in 2018 (Allegretto & Mishel, 2016).

An educational shift toward personalized learning, technology integration, and 21<sup>st</sup> century skill acquisition (Eckert, 2018, p.18) brings an exciting perspective but continues to present a challenge for educators to keep up. To capitalize on these opportunities and meet the needs of today's students, collective leadership practice within schools is critical and must be a priority.

Grounded in the theoretical context of social exchange, collective leadership is built on the conceptualizations of Maslow's (1943) hierarchy of needs theory. The impact of Maslow's theory and research can be applied to the belief that the basic needs of an individual must be met before learning can take place (Maslow & Frager, 1987). Maslow's theory of motivation is demonstrated in how respectful culture is built in schools through consistent recognition, celebration, praise, and building and maintaining professional and respectful relationships. Other examples exist in mentoring new teachers, who especially benefit from having a relationship

with an experienced teacher in their field. Professional experiences have provided clear evidence of mentoring, which motivates or disheartens a new teacher.

Collective leadership, defined as the opportunity for shared leadership, ownership, and the sharing of instructional practices, allows educators to grow in the profession feeling valued, supported, and empowered. York-Barr and Duke (2004) commonly defined teacher leadership as encompassing the practices through which teachers, individually or collectively, influence colleagues, principals, policymakers, and others to improve teaching and learning. Added support from Bandura's (1977) work in the 1970s demonstrated one group's confidence in abilities associated with greater success. Bandura (1977) named this behavior "collective efficacy."

Researchers have found this to be true; when teams believe they can experience greater success by unifying efforts, they can overcome significant challenges. Hargreaves and Fullan (2012) maintained that educators get better together through transparent practice, collection of evidence and personal judgment, and collective responsibility and accountability. So, could this be what keeps teachers within the school doing the work and not burning out because of the increased demands, considering increased district-level tasks, increased requirements from state departments, added COVID-19 guidelines, increased need for proficiency in technology, decline of family structure, and the increasing influence of social media?

Teachers consistently site the following four working conditions as important in deciding *where* to teach and *whether* to stay (Johnson et al., 2005):

1. School leadership – administrative support
2. Accountability systems – the dissatisfaction with the influence of school assessment and accountability measures on their teaching

3. Resources – instructional materials, adequate support personnel
4. Opportunities for professional collaboration and shared decision-making – connectedness to common and shared purpose.

Similarly, Lieberman and Miller (2004) pointed out “three roles for teacher leaders as advocates, innovators, and stewards focusing on the teacher leaders’ role in the process of change” (p. 20). Empowerment leads to involvement. Taking initiative to address problems spontaneously can help broaden and sustain school improvement efforts (Doherty, 2021). How can this kind of leadership begin and flourish, and what are the gains for all?

Researchers agree: Strong preparation for teachers including observing experienced teachers, an active internship, receiving feedback, assistance with selecting instructional materials, and providing appropriate professional development will enhance teachers’ sense of efficacy and effectiveness, improving student outcomes (Darling-Hammond et al., 2002). Like Darling and Hammond et al. (2002), the most effective induction programs, according to Ingersoll and Strong (2011), include opportunities for new teachers to observe expert teachers, attend orientation sessions and professional development designed exclusively for them, and have reduced workloads and extra classroom assistance. A comprehensive system of support for new teachers through mentoring and induction has been found to increase teacher retention twice those of new teachers not receiving comprehensive and quality types of new teacher support (Kardos & Johnson, 2008).

An increasing need for a model of collective leadership exists. An effective model includes a systematic and thoughtful way of development of administrators and teacher leaders to address the adaptive nature of the challenge of transforming schools to improve student outcomes (Eckert, 2018). Principal support directly influences teacher capacity for leadership,

working conditions, resources, and work strategy. Eckert's (2018) theory in practice shows sustained engagement of teachers, increased job satisfaction, and sustained commitment to education when schools invest in professional capital composed of human, social, and decisional capital.

To understand the impact an adaptive collective leadership team can have, it is useful to look to examples beyond schools. The Sodexo company demonstrated an example of cultural development success by assigning mentors and mentees, aligning resources and strategies for professional development, and meeting monthly, realizing a 74% increase in organizational commitment and over a 70% increase in job satisfaction (Woodworth, 2008). Similarly, IBM offers each new employee 2 years on the job to learn important aspects of the business culture, explore interests within the company, and receive coaching (Loeb et al., 2012). Professional development is personally related to each employee's chosen skill set.

Organizations must have effective teams and leadership to create successful systems. Effective teams require psychological safety, work with structure and clarity, have the expectation to commit, and believe their work makes a difference.

Redesigning the work of teachers and administrators to better support student outcomes, collective leadership provides flexibility for individual focus on the improvement of outcomes for students. Meaningful leadership development activities and experiences alone are not enough to move schools forward toward meeting goals. Schools must adopt best practices in providing sustained professional learning communities to improve teaching practice and increase student achievement (Mongeau, 2020).

The principal's role in ensuring the success of the collective leadership model in the school is imperative and includes their own development and the ability to provide capacity,

conditions, resources, and work design to enable a successful model. School communities combining collective strengths to become greater than the sum of their parts validates research indicating the factors that contribute to attracting and keeping teachers satisfied and the importance of this in the recruitment, development, and retention of excellent educators for improved student outcomes.

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**Appendix K**  
**Originality Report**

Collective Leadership Practices Improve Teacher Efficacy and School Culture Vic Stine  
ORIGINALITY REPORT  
16% SIMILARITY INDEX

Dale S. Lamb

Dale S. Lamb