

Playmakers Task 1: Survey to Evaluate Your Current Reality

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| My colleagues willingly shared their materials with me. | | | | |
| I believe my colleagues have good intentions in their interactions with me. | | | | |
| I am not afraid to share student learning results with my colleagues. | | | | |
| I believe that everyone on my team makes meaningful contributions. | | | | |
| Our team celebrates our collective accomplishments. | | | | |
| Input for decisions in values from all staff members. | | | | |
| I feel that others value my work and my contributions. | | | | |

Source: Adapted from DuFour, et al (2010). Learning by doing: A handbook for professional learning communities at work (2nd ed.). Bloomington, IN: Solution Tree Press; Stephenson, S. (2009). Leading with trust: How to build strong school teams. Bloomington, IN: Solution Tree Press.

Choose a statement of relative **agreement** from the table above.

| To what do you attribute your performance in this area? | What elements of your practice are enabling sustainability in this area? |
|---|--|
| | |

Choose a statement of relative **disagreement** from the table above.

| To what do you attribute your performance in this area? | What elements of your practice should be reviewed to improve this area in your school? |
|---|--|
| | |

Playmakers Task 3a: Differences Between Working Groups and Leadership Teams

Read the statements below. Put a + by the statement in each row that most closely aligns with your current team practices. Team = grade level/department or building-level.

| Working Groups | Leadership Teams |
|--|--|
| Have a strong, clearly focused leader | Have shared leadership roles |
| Have individual accountability | Value individual and mutual accountability |
| Have a purpose that is the same as the broader organizational mission | Have a specific team purpose that the team itself delivers |
| Produce individual work and products | Produce collective work and products |
| Hold efficient meetings | Have open-ended discussion and encourage active problem solving |
| Effectiveness measured indirectly by their influence on others | Performance measured directly by assessing collective work and products |
| Processes for accomplishing goals are discussion, decision, and delegation | Processes for accomplishing goals are discussion, decision, and sharing of actual work |

Source: Kirtman, 2013, p. 35.

Circle **three** leadership team elements that will maximize your collective capacity to impact equitable student achievement in your building.

Discuss: *What are the dangerous detours and seductive shortcuts* to be mindful of as you engage in this collaboration?*

As #playmakers, what is your first bold step to becoming a leadership team? Name it below.

We commit to...

Playmakers Task 3b: Leadership Team Competencies

Kirtman (2013) defines **competency** as “an observable behavior that demonstrates skills, learning, and experience” (p. 5). His work on competencies for leaders is based on his research on more than 300 school districts and 1,000 educational leaders. The competencies represent observations of effective leaders and the results of data analysis on more than 600 educational leaders on a series of reliable leadership inventories.

*Please read the six leadership **competencies**, with identified attributes, below. Use them as a lens to evaluate your current learning team membership. Respond to the questions on the next page as you consider the demonstrated strengths of your current learning team.*

Six Leadership Competencies

1. Challenges the status quo

- Challenges common practices and traditions if they are blocking improvements
- Is willing to take risks
- Looks for innovations to get results
- Does not let rules and regulations block results and slow down action

2. Builds trust through clear communications and expectations

- Is direct and honest about team commitments and obligations
- Invites productive conflict as a means to maximize productivity and problem-solving
- Follows through with actions and on all commitments
- Is comfortable dealing with destructive conflict

3. Creates a commonly owned plan for success

- Supports the creation of written plans with input from stakeholders or teammates
- Advocates for teammates investing in the plan
- Clarifies agreed-upon behavioral commitments associated with the plan
- Facilitates the collaborative team in adjusting the plan based on new data and changes
- Collaborates to develop clear measurements for each goal in the plan

4. Focuses on team over self

- Commits to the ongoing development of the leadership team and collaborative team
- Builds a collaborative culture
- Seeks constructive feedback
- Provides both praiseworthy and constructive feedback aligned with the shared mission
- Supports the professional development of the leadership team and collaborative team

5. Has a high sense of urgency for change and sustainable results in improving student achievement

- Can be very decisive
- Uses student learning results to inform needed instructional change
- Supports school wide use of high-leverage practices to ensure sustainability of change
- Stays focused on the direction of the leadership team and the collaborative team
- Is able to effectively expect, deal with, and manage change

6. Commits to continuous improvement

- Has a high sense of curiosity for new practices to improve results
- Possess and willingness to change current practices for self and others, based on data
- Works collaboratively with team when considering changing practices to obtain results

- Takes responsibility for own action, making no excuses, and models it at a team level
- Keeps teammates focused on factors within their sphere of influence
- Has strong self-management and self-reflection skills

Now complete the series of tasks below as you reflect on the six leadership competencies offered above.

| Task # | Task Directions |
|--------|--|
| 1 | Identify your greatest leadership strength (+) and your greatest leadership vulnerability (Δ). |
| 2 | Identify a leadership strength for each member of your team. You will share these with each other and will use the table below to chart the capacity of your team. |
| 3 | Chart your collective leadership strengths in the table below. Then have table discussion using the reflective questions. |

| Leadership Competency | Team members who strongly demonstrate this competency |
|--|---|
| Challenges the status quo | |
| Builds trust through clear communication and expectations | |
| Creates a commonly owned plan for success | |
| Focuses on team over self | |
| Has a high sense of urgency for change and sustainable results | |
| Commits to continuous improvement | |

Reflection: Table Discussion

Now, as you monitor your team leadership capacity:

1. *Where are you showing the most strength?*
2. *Where are you showing the most vulnerability?*
3. *Who in your building demonstrates the missing leadership assets you need to enhance the capacity of your learning team?*
4. *How will you act in response to your learning team needs?*

Playmakers Task 5: Unpacking Mental Models

In schools, the actions of adults are related to the outcomes of students. Sometimes the actions are less direct, and arise from underlying mental models, biases, or mindsets of which we may or may not be aware.

Reflect on a current event in your school. The event could be a celebration or an opportunity for event. Individually or collaboratively use the framework below to process your reflection.

| | |
|--|--|
| <p>Identify an event in your school. The event could be academic or non-academic.</p> <p><i>Consider: What happened?</i></p> | |
| <p>Acknowledge any patterns or trends you notice that have contributed to that event.</p> <p><i>Consider: Is the event isolated or do we have evidence of the event from our past?</i></p> | |
| <p>Determine the structures, policies, or protocols that contributed to the event.</p> <p><i>Consider: What conditions, rules, or adult behaviors may be contributing to the event?</i></p> | |
| <p>Reveal the ways in which the event came to be.</p> <p><i>Consider: What thoughts or mental models enable the event to occur?</i></p> | |

Playmakers Task 6: Gifts, Talents, and Virtuosities

Think about the team of people you work with. They may or may not be sitting next to you today.

Write down 2-3 virtuosities of each individual. Virtuosities consider *the strongest skills or assets they contribute* as a member of your team.

| Individual | Gift, Talent, or Virtuosity |
|------------|-----------------------------|
| | 1. |
| | 2. |
| | 3. |

| Individual | Gift, Talent, or Virtuosity |
|------------|-----------------------------|
| | 1. |
| | 2. |
| | 3. |

| Individual | Gift, Talent, or Virtuosity |
|------------|-----------------------------|
| | 1. |
| | 2. |
| | 3. |