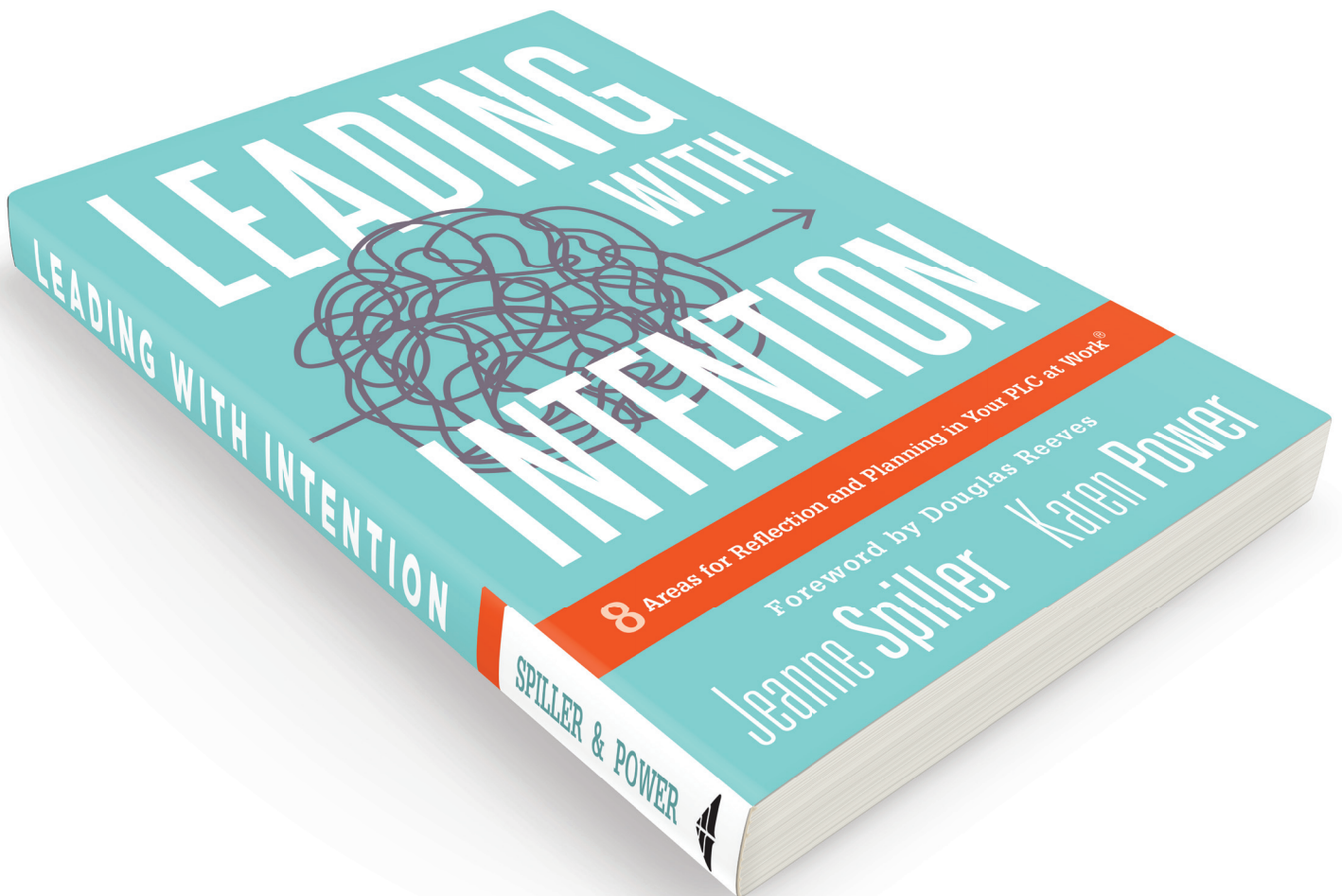


Leading with Intention
BOOK STUDY
with Solution Tree

by Karen Power & Jeanne Spiller

Book Study Overview

The book study has been organized into four sessions, each 45 minutes in length. Participants will be asked to read the assigned chapters (in advance) and come to the session ready to discuss the reading, using the guiding questions identified for each session.



TUESDAY, August 4

Chapter 1: Achieving Focus and Staying Intentional

Chapter 2: Establishing and Maintaining Organization

In this session, leaders will consider strategies to develop priorities and stay focused during these unprecedented times. We will support your thinking of organizational practices that will provide consistency in how you lead.

Chapter One: Guiding Questions

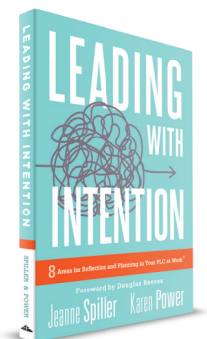
1. How do you determine your daily areas of focus? What are some distractors that impact this?
2. During our current reality, what actions can you take to ensure you have an intentional focus? In what ways could you message this to staff?
3. When things are smooth sailing, it is easier to speak and stay true to your “why.” In this difficult time, why would knowing and honoring your “why” be even more important?

Chapter Two: Guiding Questions

1. In what areas or during what parts of the day do you feel things are more chaotic in your district or school? During our current reality, what steps can you take to feel more organized?
2. Is it time to review your current safety procedures? With COVID-19, we have opportunities to focus on health and safety. What might you need help with? How can we help?
3. What clues will help you be sure that your messages are clear to others? Can you determine if your actions are truly aligned to your intentions? How will you adjust?

Your next steps:

- ➔ Use the tools and resources found in chapters one and two to determine next steps for your personal leadership journey.
- ➔ Share your learning and commitment to action with at least one other person to help you develop personal accountability.
- ➔ Read chapters three and four and join us on August 11!



TUESDAY, August 11

Chapter 3: Building Shared Leadership

Chapter 4: Using Evidence for Decision-Making and Action

In this session, leaders will review the how and what of shared leadership, developing collective ownership within school or district. We will explore the importance of evidence versus opinion in determining next steps.

Chapter Three: Guiding Questions

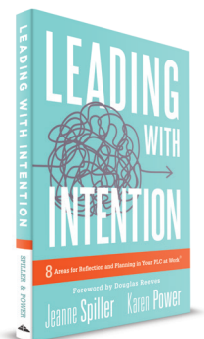
1. Are you a leader who shares leadership, or are you trying to do it alone? Why is it important, especially in our current reality, for you to develop a shared leadership model?
2. Whom do you initially think about when you consider building a guiding coalition? How do you ensure that you don't "give away the power" but authentically share it with others?
3. Is collaboration a priority in your school or district? What steps can you take to create a tight expectation for interrelatedness? Why is this important to student learning?

Chapter Four: Guiding Questions

1. As you reflect on your own practices, do you rely primarily on your own experiences to support decisions? Especially in our current reality, why is the use of evidence versus experience so important?
2. What actions can you take to develop more data-informed practices? How can you share this with your staff?
3. How can you become more focused on identifying root cause to determine instruction and interventions needed to support student learning? In a virtual or blended scenario, what steps will be needed?

Your next steps:

- ➔ Use the tools and resources found in chapters three and four to determine next steps for your personal leadership journey.
- ➔ Share your learning and commitment to action with at least one other person to help you develop personal accountability.
- ➔ Read chapters five and six and join us on August 18!



TUESDAY, August 18

Chapter 5: Prioritizing the Student

Chapter 6: Leading Instruction

In this session, leaders will consider their ability to focus on the student, removing barriers and distractors. We will review the importance of instructional leadership as we enter a unique and challenging school year.

Chapter Five: Guiding Questions

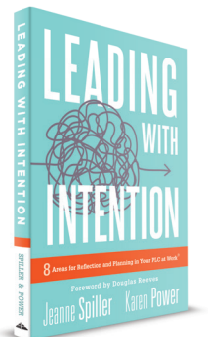
1. What do you stand for? How can you “check in” to ensure that you are putting students first in your school or district leadership? In the classroom? Why is this critical in our current reality?
2. How do you communicate unwavering belief in your students? Can you think of an example of how you hold strong to your belief in student success and model this in your actions? Do you have an opposite example? What could you have done differently?
3. How would students and parents describe their experiences with you as a leader? Equitable or inequitable? What can you do to improve this rating?

Chapter Six: Guiding Questions

1. Is there common understanding among collaborative team members of essential learnings required for mastery? Why should this be a priority in our current reality?
2. What is your tight expectation for lesson planning in your district or school? What support are you providing teachers to understand the value of instructional planning? How can you help?
3. What tools and actions do you currently use to understand how and what instruction occurs in your classroom? What can you do to improve your knowledge and provide more feedback and support to teachers?

Your next steps:

- Use the tools and resources found in chapters five and six to determine next steps for your personal leadership journey.
- Share your learning and commitment to action with at least one other person to help you develop personal accountability.
- Read chapters seven and eight and join us on August 25!



TUESDAY, August 25

Chapter 7: Fostering Communication

Chapter 8: Developing Community and Relationships

In this session, leaders will consider the value of communication; building effective listening skills and respectful relationships. We will discuss the need for parent and community relations during these challenging times.

Chapter Seven: Guiding Questions

1. Since March 2020, communication with families, students, and staff has been increasingly more important. What have you learned and what great practices can you share with us?
2. On a scale of 1 to 10 (10 being the most effective), how would you rate your listening skills? How can you increase this rating? What actions will create more productive listening skills?
3. In what ways is it difficult for you to engage in critical crucial conversations? What can you do to increase your intentionality to think win-win and seek to understand before being understood?

Chapter Eight: Guiding Questions

1. How has your ability to build relationships and a sense of community helped you lead your organization during the past seven months? What are some lessons learned and aha moments? How might you increase your effectiveness?
2. In your current practice, on what qualities of “leadership by permission” do you focus? What actions can you take to model these qualities?
3. What is the difference in the “what first” mentality versus the “why first” focus? During our current reality, how can you prioritize and deepen understanding of our “why?” How will this guide your work?

Your next steps:

- ➔ Use the tools and resources found in chapters seven and eight to determine next steps for your personal leadership journey.
- ➔ Share your learning and commitment to action with at least one other person to help you develop personal accountability.
- ➔ Stay in touch, reach out to us anytime! We are here for you!

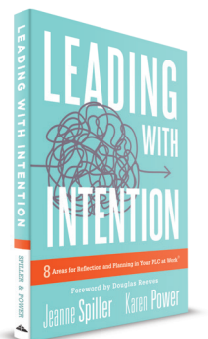



Figure 1.1: Template for Reflecting on Intentionality During the Day

Distractor	My intentional focus	What I did
		


Distractor	My intentional focus	What I did
		

Figure 1.4: Daily Time Log Template

Category	Day One	Day Two	Day Three
Daily Focus			

Figure 1.5: Assessment Tool for Simplifying Focus and Actions in Daily Practice

Directions: Use the following five-point scale to self-assess your focus on priorities.

1. I am totally distracted from this priority and recognize I have not created a simplistic way for others to understand this focus.
2. I struggle some days with staying focused on this and believe others are not always sure this is a focus.
3. I speak about this priority often and have set up structures and systems that help others understand this work; however, my daily actions are not always aligned with this priority.
4. I believe most days my actions and messages represent the simplicity of what I want to accomplish at this school. However, there are times I do allow distractors to get in the way.
5. I am strongly aligning all of my actions and messages so it is simple for others to understand this is a priority.

Priorities	Score and reflection	What actions can I take to increase my focus and simplify the direction if necessary?
Priority one	I give myself a score of _____ because	
Priority two	I give myself a score of _____ because	
Priority three	I give myself a score of _____ because	

Figure 1.7: Template for Establishing Cohesiveness

1. What are the priorities of your school?	2. Why are these your priorities?
3. Is there a shared understanding of the why behind your priorities?	4. If yes, how do you know? If no, what are your next steps?

Figure 2.1: Template for a Reflection on Current Reality for Organization

Current area of concern:

How do you know? What evidence do you have?

Root Causes	Next Steps (Actions) to Address This Issue

Figure 2.3: How Do You Know When You Belong? Self-Assessment

Student Responses	Teacher Rating Scale		
	I am great at this!	I do a pretty good job.	I need to improve in this area.
They know my name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They spell my name right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They ask me what I want to be called.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They take time to talk to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They recognize my moods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They listen to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They smile at me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They take an interest in what's important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They ask me to help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They let me help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They recognize when I'm gone and welcome me when I return.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They share my ideas with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They are honest with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They include me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They appreciate my contributions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They don't change what I've done without asking me first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When they ask for my opinion, they incorporate it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They welcome me back no matter what.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They may not like what I did, but they don't hold it against me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They trust me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They can disagree without making me feel "put down."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: Hewitt, M. B. (2007). *Helping students feel they belong*. eJournal of the International Child and Youth Care Network 101. Accessed at www.cyc-net.org/cyc-online/cycol-0706-hewitt.html on August 29, 2018.

Figure 2.4: Template for Clarifying Mixed Messages

What priorities do I want to be sure are clear and aligned in my building?	What actions am I taking to align with this priority?	Whom can I ask, and how can I check for clarity?

Figure 3.1: Selecting and Reflecting on Guiding Coalition Members

Criteria	What it means	Who fits this criteria in my school?	Action: What do I need to do to have a balance of these qualities on my guiding coalition and to address issues?
Positional power	Are enough key players on board so that those not on the coalition cannot easily block progress?		
Expertise	Are various points of view and areas of knowledge adequately represented on the team so members can make informed, balanced decisions?		
Credibility	Does the group have enough members with good reputations who garner trust and respect so others respect the team's decisions?		
Leadership	Does the group include enough proven leaders to be able to drive the change process?		

Source: Adapted from Kotter, J. P. (2012). *Leading change*. Boston: Harvard Business Review Press.

Figure 3.2: Template for Critical Considerations When Structuring Teams

Team	Critical Considerations	Next Steps
	<p>What is the overall purpose of the collaborative team's work?</p> <p><input type="checkbox"/> To improve student learning in one focused content area</p> <p><input type="checkbox"/> To create ownership of a grade level or group of students and student learning in all subjects</p> <p><input type="checkbox"/> To provide a common purpose or collaborative structure for singletons or teachers who do not have anyone to collaborate with</p>	
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Figure 3.4: Guiding Questions for Leaders and Teams

Critical question one: What do we want students to know and be able to do?	Critical question two: How will we know if they have learned it?
<ul style="list-style-type: none"> • What priority standard is this planning or assessment focused on? • Are we truly planning from essential skills and concepts? • Where does this standard fit in the overall plan for the year or unit? • Let's review the unpacked standard. What knowledge and skills are packed into the overall standard? Do we understand the standard? • Are we focused on one specific learning target or several today? • Have we discussed the prerequisite skills students need to have mastered? Are we planning to scaffold the learning? • Do we know what to expect for grade-level proficiency? Is it rigorous enough? • How do we know what level of rigor this represents? • How are we planning instruction to align with the level of rigor in the standard? • Do we need to look at the curriculum resources to find good instructional strategies or suggestions? • Are we going too slow with the instructional plan and not getting to the rigorous skills quick enough or leaving them out? • How will we share the learning expectations and goals with students? 	<ul style="list-style-type: none"> • Let's review the assessment plan. Did everyone assess using the same formative assessments? Summative assessments? • Did we do a preassessment? Why or why not? • Do we have grade-level proficiency clearly aligned with the rigor of the standard? Are we setting goals too low? Too high? • Did we involve students in understanding why they are being assessed this way and what is expected in the rubric and scoring guide? • Did we plan several formative checks for understanding? Why or why not? • Do our assessment questions align with the level of rigor in the unpacked standard? • What have we learned from previous formative assessments? • Did we try to assess too much? Too little? • Are our assessment data giving us information that really tells us what the students can or cannot do? • Did we really focus on essential skills and concepts? • What are we seeing as root causes for student deficits in the categories close to proficient and far from proficient? • Can you break the root causes down more? What skills are really missing? • Do we need to redo this assessment with more time? Different questions? More instruction? • Do all students need to be reassessed? Why or why not? Who does or does not? • Are we using our curriculum and state assessment resources? Exit tickets? Suggested questions? • Are we using practice assessments and questions from the state assessments? As a team?

Figure 4.1: Leadership Template for Data Focus

Indicator	Data: Percentage From Current Year	Data: Percentage From Previous Year	Reflections: Root Causes and Action Plan	Check-In Plan: Formative Data to Use to Monitor Progress
Staff attendance				
Student attendance (number of students absent from school on a daily basis)				
Discipline referrals (Per type of incident)				
High school graduation rate				
Students failing English language arts courses				
Students failing mathematics courses				
Students reading at grade level				
State or provincial English language arts test results				
State or provincial mathematics test results				
District benchmarks (percentage of students proficient on district benchmarks)				

Figure 5.1: Student-Centered Decision-Making Protocol

<p>What is the issue that requires a decision to be made? _____</p> <p>Using the following template, complete each square, beginning with the first priority—the student. This is the first criteria in this decision-making protocol, the second priority being safety, the third policy compliance, and the last being how resources are impacted.</p>	
<p>1. Students</p> <p>Describe how this decision will impact students.</p>	<p>2. Safety</p> <p>Describe how this decision will impact the safety of students and staff.</p>
<p>3. Policies</p> <p>Will this decision go against any school, district, school board, federal, or state or provincial policies?</p>	<p>4. Resources</p> <p>Consider the resources (human and otherwise) necessary to address this issue. Are they available? What will be required?</p>

Figure 6.1: Lesson-Planning Template

Preplan	Essential Standards and Outcomes What will you expect your students to master?	Learning Objectives What will your students be able to learn?
	Assessment (Begin With the End in Mind) How will you know whether your students have made progress toward the objective? How and when will you assess mastery?	Essential Question This is a higher-order question that is directly derived from the standard, introduced at the beginning of the lesson, discussed throughout the lesson, and answered by students at the end of the lesson to show understanding of the concepts taught.
	Higher-Order Questions (Three to Five) What questions will be answered to provoke higher-order thinking and include moderate to high depth of knowledge (DOK) complexity levels? What would the ideal student response be for each question? What type of collaborative structure will you use so all students are engaged?	Vocabulary Include the essential vocabulary that should be introduced or reviewed.

Figure 6.2: Protocol for Conducting Learning Walks

Teacher: _____ Subject: _____ Date: _____			
Focus of Observation	Strengths	Concerns	Next Steps
Safety: Is the physical and psychological climate conducive to risk taking?			
Objectives: Is there clarity regarding purpose, focus of the learning objectives, and alignment with the curricular unit?			
Teaching: Is learning skillfully orchestrated and differentiated?			
Engagement: Are students paying attention, and are they actively involved in learning?			
Learning: Does the teacher use on-the-spot and interim assessments to fine-tune teaching?			

Source: Adapted from Marshall, K. (2009, February 3). Mini-observations: Seven decision points for the principal. Education Week. Accessed at <https://edweek.org/ew/articles/2009/02/04/20marshall.h28.html> on March 16, 2018.

Figure 6.3: Student-Focused Observation Tool

<p>What kinds of text and levels of rigor (in content, activities, tasks, and so on) are students using?</p> <p>What concerns do you have?</p> <p>Next steps:</p>	<p>What behaviors do students demonstrate when reading independently?</p> <p>What concerns do you have?</p> <p>Next steps:</p>
<p>What are some examples of questions students answer and ask?</p> <p>What concerns do you have?</p> <p>Next steps:</p>	<p>What are some examples of observed high levels of student engagement?</p> <p>What concerns do you have?</p> <p>Next steps:</p>
<p>Other student observations:</p> <p>What concerns do you have?</p> <p>Next steps:</p>	<p>Other student observations:</p> <p>What concerns do you have?</p> <p>Next steps:</p>

Figure 6.4: Grade 8 Mathematics Team Minute Template

Team: Grade 8 Mathematics	
Date: January 24	
<input type="checkbox"/> All members present	
<input type="checkbox"/> Review of team norms	
Standards addressed in this cycle:	
Unwrapped standard:	
Skills	Concepts
Discussion:	
Next Steps:	

Figure 7.1: Reflection Template—Seeking Understanding

Current Situation or Problem That Improved Communication Could Impact	What has been done so far to clarify the situation or problem?	What steps or actions could you take to improve the situation or problem?

Figure 8.2: Personal Reflection on Parent and Community Engagement

Take a few minutes to reflect on your current reality in the area of parent and community engagement.

1. What is strong in this area?
2. What concerns might you address with an action plan?
3. Who could help you with this?
4. What are your next steps?

Consider 8 leadership areas and add personal reflections as you reflect and learn more about your leadership journey.

Achieving Focus and Staying Intentional	Establishing and Maintaining Organization
Building Shared Leadership	Using Evidence for Decision-Making and Action
Prioritizing the Student	Leading Instruction
Fostering Communication	Developing Community and Partnerships