

FASD Spring Forum

Developing a Purposeful Community

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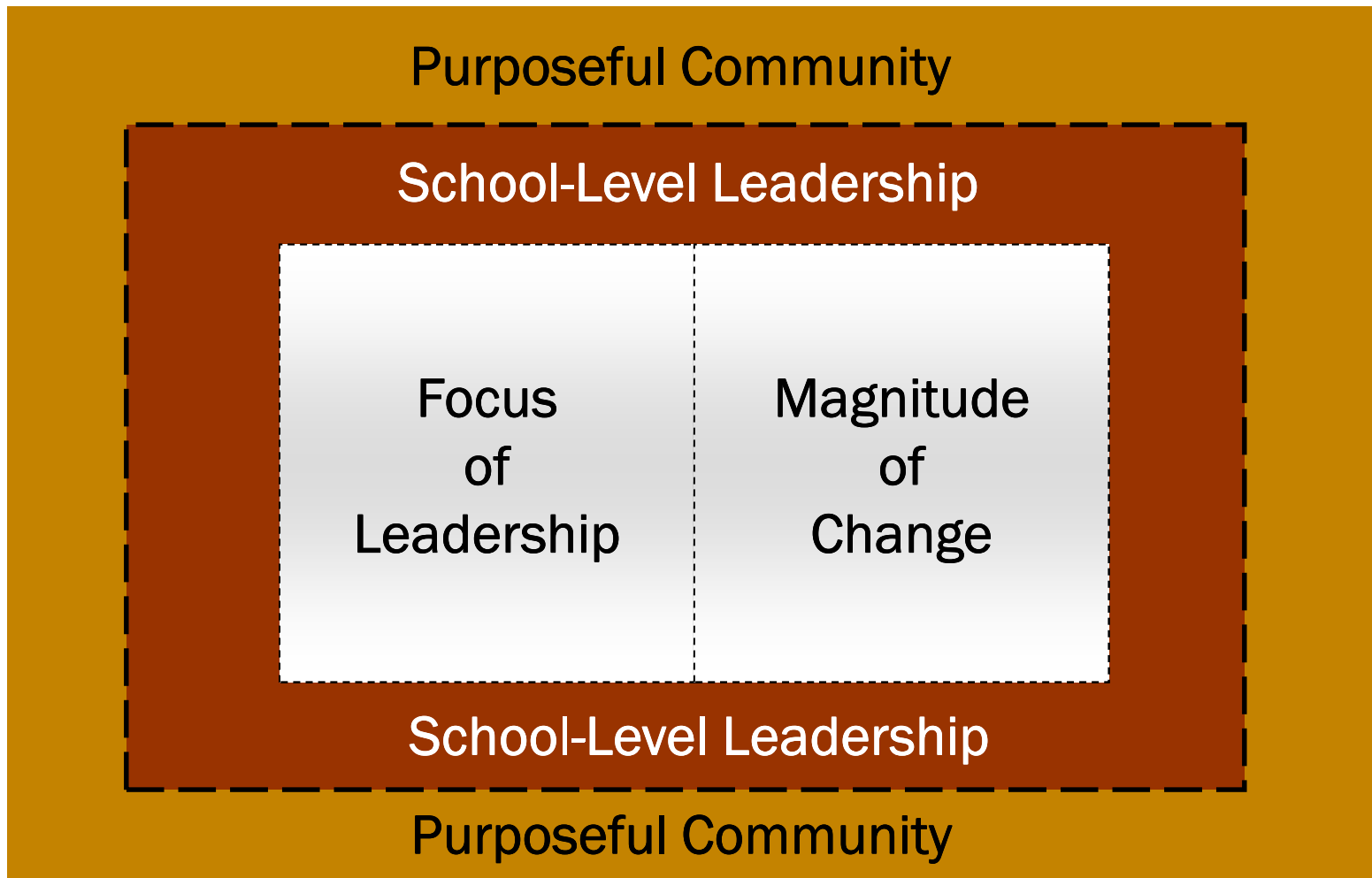


Session Outcomes

Increased:

- *understanding of* the relationship between a purposeful community and student achievement.
- *understanding of* the four characteristics of a purposeful community and how they relate.

Balanced Leadership Framework®



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What is a purposeful community?

A purposeful community is one with the **collective efficacy** and capability to develop and use **assets** to accomplish purposes and produce **outcomes that matter to all** community members through **agreed-upon processes**.

(McREL, 2004)

Community-Building

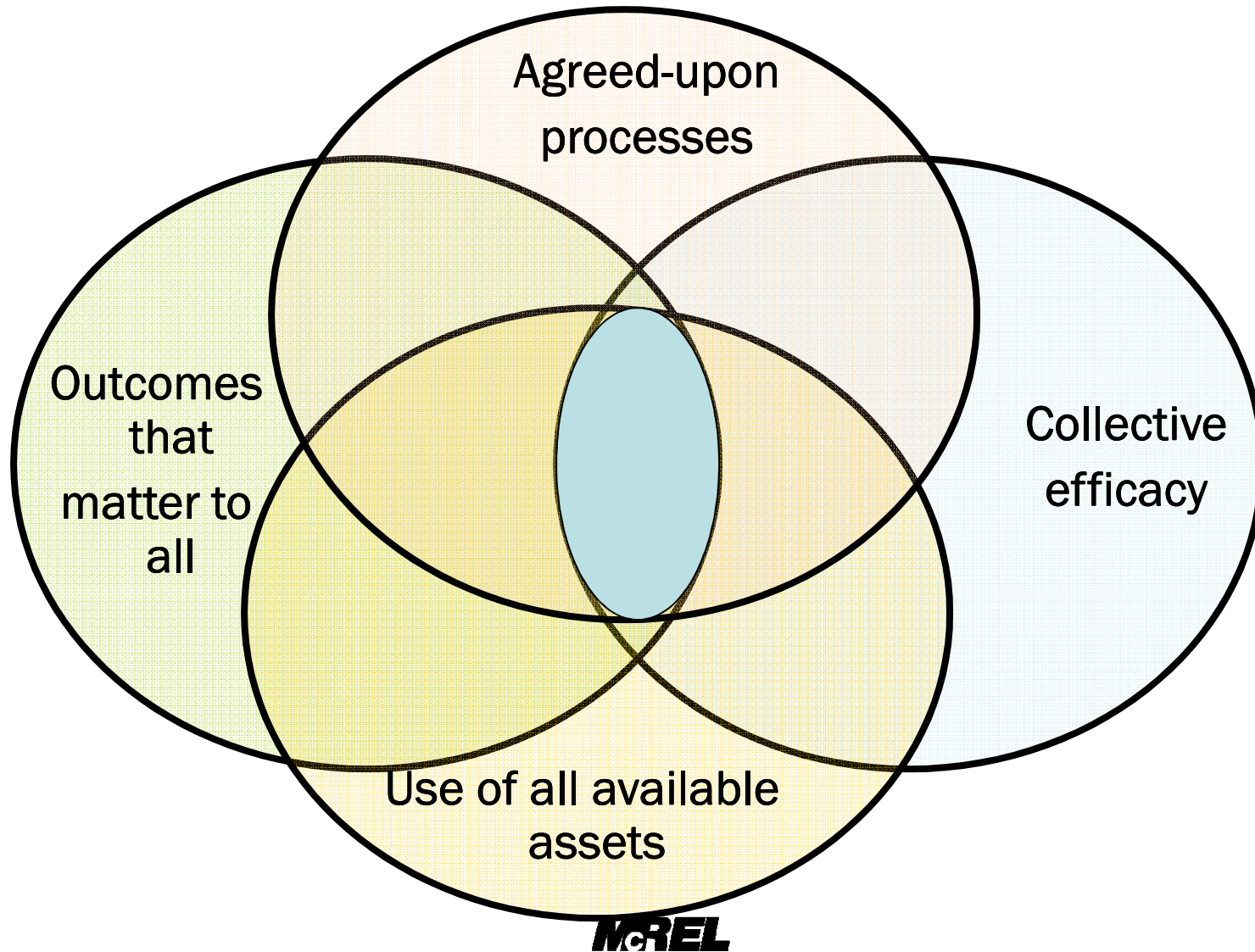
1. Identify a community to which you belong.
For each community determine:
 - Its purpose,
 - The agreed-upon manners of working, and
 - The assets that support it.
2. Share your community with a partner.
3. Consider whether or not this community is purposeful.

Characteristics of a Purposeful Community

- Accomplish purpose and produce outcomes that matter to all
- Development and use of all available assets
- Agreed-upon processes
- Collective efficacy

Collective efficacy is the characteristic that distinguishes purposeful community from other theories about communities.

Purposeful Community



Associated Leadership Responsibilities

- Affirmation
- Communication
- Culture
- Ideals/beliefs
- Input
- Relationships
- Situational awareness
- Visibility

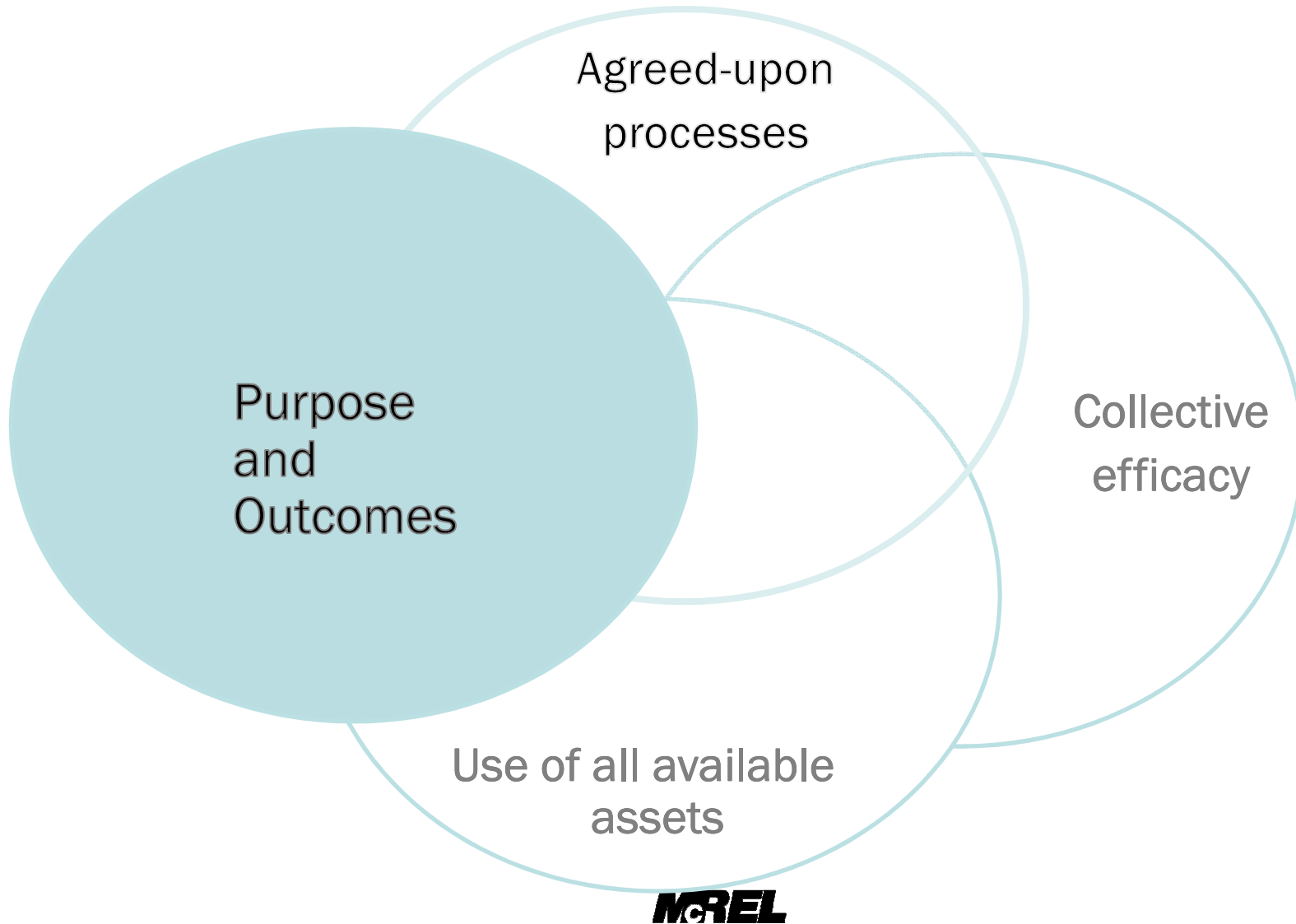
Guided Reflection – Purposeful Community Survey

- Review the Outcomes that Matter to All section of the Purposeful Community Survey.
- Record how **you** would answer these questions.
- Record how you think **your staff** would answer these questions.
- How purposeful is **your school** when it comes to determining what outcomes matter most?

Accomplish Purpose and
Produce Outcomes that
Matter to All



Purposeful Community



Accomplish Purpose and Produce Outcomes That Matter to All

- Moving from coincidental to intentional or purposeful
- Moving from a community where we can accomplish outcomes individually to a community where we can accomplish outcomes only because we are together

Holding Environment

- A **holding environment** is a figurative “safe place” for all staff members to talk about what is going on in the organization.
- It is where they can talk with one another about the challenges they face, debate issues, and clarify assumptions.

Examples:

Structured dialogues

Protocols

Strategic questioning

Study groups

Focus groups

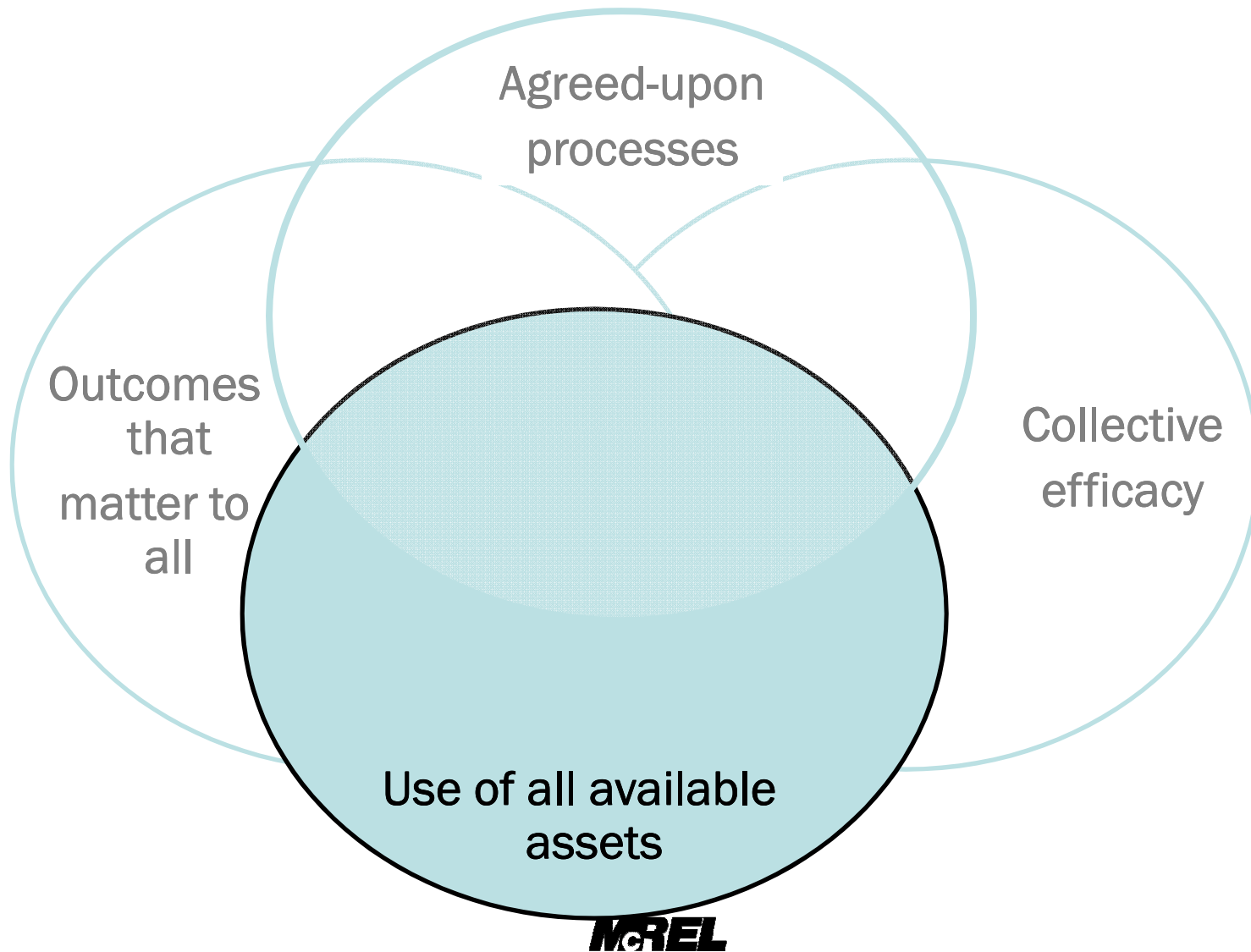
Holding Environment

The key to the holding environment is to provide enough structure so that changes perceived as **second order** can be addressed in a positive and productive manner.

Purpose and Outcomes That Matter to All

- What is it that we can only accomplish because we are together as a community that we cannot accomplish individually?
- What do we expect to see in our schools when we have successfully accomplished outcomes that matter to all of us?

Purposeful Community



Development and Use of All Available Assets

- Tangible and intangible assets are different.
- The strategic and effective use of assets can have an impact on research-based practices.

Tangible Assets to Consider

Leaders

Institutions

Geographical spaces

Individuals

Foundations

Businesses

Intangible Assets

Intangible assets “represent the ways that people and resources are brought together to accomplish work. They form the identity and personality of the organization by defining what it is good at doing, and in the end, what it is.”

Intangible assets *are not* easy to measure, so leaders pay far less attention to them than to tangible assets, despite their importance.

(Ulrich & Smallwood, 2004)

Intangible Assets to Consider

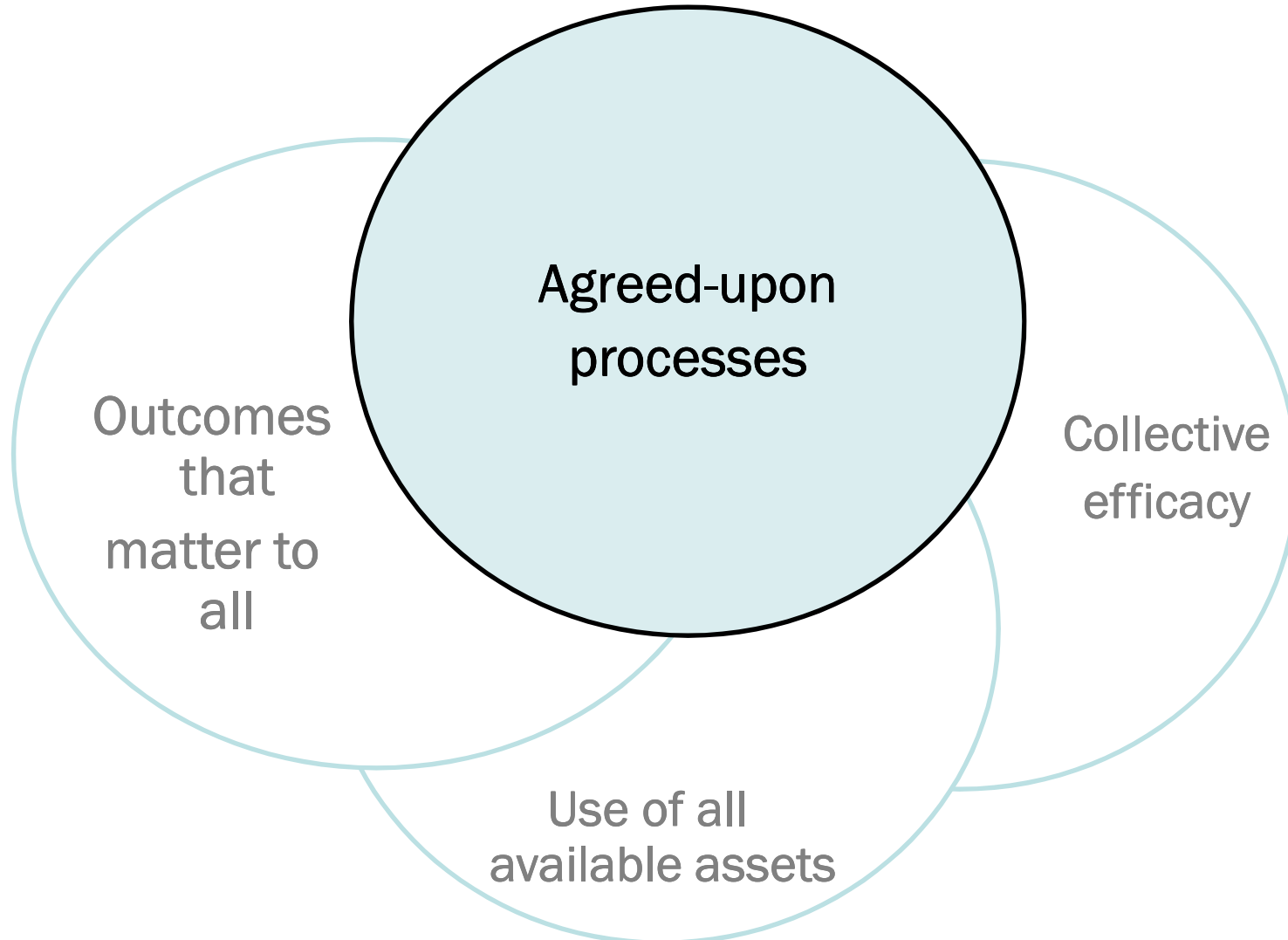
- Leadership
- Strategy execution
- Communication and transparency
- Brand equity
- Reputation
- Networks and alliances
- Technology and processes
- Human capital
- Workplace organization and culture
- Innovation
- Intellectual capital
- Adaptability

(Low & Kalafut, 2002)

Considering Intangible Assets

1. Think about how intentional your school or district is in utilizing intangible assets.
2. Using the intangible assets rubric, determine how effective you think your school or district has been in utilizing intangible assets.
3. Be prepared to share your insights with a colleague.

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Agreed-Upon Processes

Operating Principles
Working Agreements

What are agreed-upon processes?

“Agreed-upon processes are the processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.”

(Waters & Cameron, 2006)

Small-Group Activity

With your colleagues:

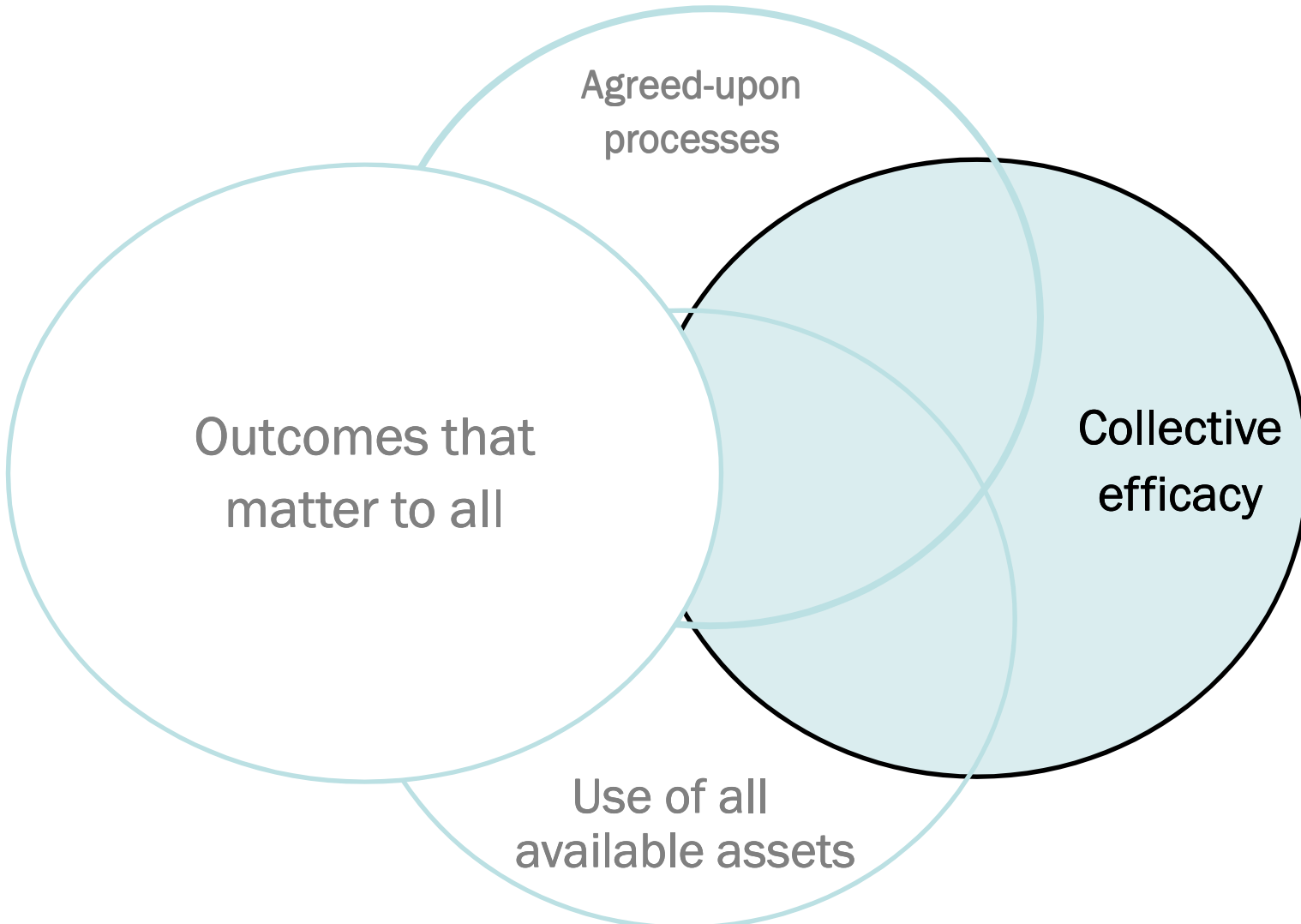
- Think about the operating principles that were in place when you arrived at your current school.
- Were they instituted formally or informally?
- Share your insights with your colleagues.

Agreed-Upon Processes and the Research on Group Enablement

Review the quotes from the research on group enablement.

- Do the operating principles and agreement you developed support the concept of group enablement?
- Discuss how these operating principles and agreements might lead to shared leadership opportunities.

Purposeful Community



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What is collective efficacy?

“For schools, collective efficacy refers to the **perceptions** of teachers in a school that the faculty as a whole can execute the courses of action necessary to have positive effects on students.”

(Goddard, 2001)

“Efficacy judgments are *beliefs* about individual or group capability, *not necessarily accurate assessments of those capabilities.*”

(Goddard, Hoy, & Hoy, 2004)

Why collective efficacy?

A strong research base

Quantitative research

Multiple studies identify a positive relationship between collective efficacy and student achievement

Key Research Findings

- There is a positive and significant relationship between collective efficacy and student achievement.
- Collective efficacy is a stronger predictor of student achievement than socioeconomic status.
- Collective efficacy is task specific.

Conclusions from Literature

“Efficacious schools are more likely to:

- Accept challenging goals,
- Demonstrate stronger efforts, and
- Persist in efforts to overcome difficulties and succeed.”

“Weak collective efficacy is likely to lead to reduced effort and a propensity to give up when things get tough.”

(Hoy, Smith, & Sweetland, 2002)

Implications for School Leaders

- Collective efficacy can be developed.
- Interpretations of past events affect the development of collective efficacy.
- School leaders' interpretations have an impact on collective efficacy.

School Leaders' Contributions

- Set feasible goals.
- Interpret achievement data as evidence of success or failure to meet the goals.
- Identify exemplars of successful performance.
- Create opportunities for teachers to observe one another.
- Persuade teachers of the ability to become an effective organization through supervision and staff development.
- Reduce teacher stress from district mandates and community expectations. *(Ross, Hogaboam-Gray, & Gray, 2004)*

Developing Collective Efficacy

Mastery experience

Vicarious experience

Social persuasion

Affective states

Developing Collective Efficacy

In your group:

- Read the quotations about how to develop collective efficacy from your assigned section.
- Select one quotation and share the meaning it holds for you as a leader with your group.
- Continue until each participant has an opportunity to select and share one quotation.
- Capture key ideas in your notes.

Debrief

1. What strategy will you use to develop collective efficacy in your setting?
2. How will you emphasize the leadership responsibilities to help you develop collective efficacy?

The most powerful way to develop collective efficacy is through mastery experience.

“Teachers as a group experience successes and failures. Past school successes build teachers' beliefs in the capability of the faculty, whereas failures undermine it. If success is frequent and too easy, however, failure is likely to produce discouragement. A resilient sense of collective efficacy requires experience in overcoming difficulties through persistent effort.”

(Goddard, 2003)

The explanatory style of the leader makes a big difference in how individuals interpret success or failure.

“The behavior of school leaders seems likely to influence the interpretations in either positive or negative ways. Leadership that is calm in the face of conflict goes a long way toward limiting misinterpretation and either over- or under-reaction.”

(Hoy, Smith, & Sweetland, 2002)

Interpreting Success

According to Bandura, “If the success is attributed to internal or controllable causes, such as ability or effort, self-efficacy beliefs are enhanced. But if the success is attributed to luck or the interventions of others, self-efficacy may not be strengthened.”

(Goddard, Hoy, & Hoy, 2004, p. 5)

Interpreting Failure

According to Seligman (1990), “learned helplessness” is caused by experiences in which people learn that nothing that they do matters and their responses do not bring them what they want. They learn to expect that, in the future, their actions will once again be futile.

Learned helplessness is the belief that your actions will be futile.

Two Dimensions of Hope

Permanence – the extent to which you perceive the events as permanent

Permanent: Schools will never change.

Temporary: At times, schools struggle with change.

Pervasiveness – the extent to which you perceive the events as pervasive and catastrophic

Universal: All schools need to be fixed.

Specific: This school needs to address some things.

(Seligman, 1990)

Think-Pair-Share

With a partner:

- Think about recent messages you have heard about students at your school.
- Pair with the person next to you.
- Discuss the messages and the extent to which they reflected permanence and pervasiveness.
- Share how you responded to those messages.

Creating Hope

“Finding *temporary* and *specific* causes for misfortune is the art of hope.

Temporary causes limit helplessness in time, and specific causes limit helplessness to the original situation.

On the other hand, *permanent* causes produce helplessness in the future, and *universal* causes can spread helplessness throughout all endeavors. Finding permanent and universal causes for misfortune is the practice of despair.”

(Seligman, 1990)

For More Information

- Visit the McREL Web site
www.mcrel.org
- gcameron@mcrel.org