Leadership and Teaming in CTTI

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Internal Evaluation of Leadership and Teaming within CTTI

- Program implementation

- Examination of prioritized outcomes

- Emergent themes

- Major methodology
  - Observations of leadership development programming
  - Surveys of participants in leadership programming
  - In-depth interviews and observations with 10 case study teachers over 1, 2, or 3 years

Leadership Development and Teaming Implementation and Outcomes

- Implementation
  - Leadership development workshops implemented as planned in most cases
  - Some issues with scheduling and teacher attendance
  - Various active teams in schools

- Outcomes
  - Compared findings to outcomes prioritized by CTTI Steering Committee

Prioritized Leadership and Teaming Outcomes

Leadership	• Develop key leadership skills in order to engage in curriculum changes • Develop skills in collaborating with adults within a teaching and learning environment • Act as change agents within their individual schools • Able to tap talents of CTTI and non-CTTI teachers in development and design of new curricula • Administration on board with changes proposed by CTTI teachers
Collaboration and Teaming	• Integrate big ideas in math and science and can support discussions of bridging ideas in math and science throughout the high school curriculum • Engaged in 12th grade AND 9-11th grade curricula (identification, adaptation, and implementation) through active teacher-leader teams • Use leadership skills when engaged in curriculum changes and able to lead school-based changes in curricula • Use current content knowledge and contemporary research in curriculum modifications and development • Take the lessons learned from CTTI and transmit these to other teachers in terms of content and pedagogy

Leadership & Teaming Outcomes: Findings

- Highly evident
  - Leadership skill development
  - Collaboration between CTTI participants and non-participants
  - Application of CTTI content and leadership learning on teams
  - Thinking and working on implementing innovations

- Moderately evident
  - Actual implementation of changes to curricula
    - Also a function of timeline: more changes to come

- Challenge areas
  - Direct principal/administrative support in implementing new curricular changes
    - Often a result of school structures than of true lack of support
  - Major school-level changes
    - Most often school/district politics

Emergent Themes: Leadership

1. What types of leaders?
2. In what roles?
3. Leading in what ways?

1. What Types of Leaders?

1a. <u>Novice</u>—new to leadership, CTTI as a game-changer

1b. <u>Emerging</u>—already considered themselves leaders or enacted leadership in school; CTTI is a springboard for further development

1c. <u>Established</u>—more established teachers with a strong sense of leadership either formal or informal; CTTI further develops this

2. In What Roles?

2a. <u>Informal</u>—leadership from within the ranks; not in a formally recognized position

2b. <u>Formal</u>—formally recognized position

2c. <u>Outside of school</u>—leading outside of the regular school environment

3. Leading in What Ways?

3a. <u>Advocates</u>—those who advocate for instructional innovation (and sometimes for CTTI as a platform for this)

3b. <u>Self-Improvers</u>—those who are leading in a more individual fashion; often it "diffuses" to other teachers in the school

3c. <u>Action-takers</u>—those who are taking concrete steps to make positive changes in the schools

Emergent Themes: In-School Teaming

4. Who is teaming?

5. In what ways?

6. Within which teams?

4. Who is Teaming?

4a. Teams include multiple CTTI teachers

4b. Teams include CTTI teachers and other non-participating teachers

4c. Cross-departmental teaming

5. Teaming in What Ways?

5a. Teams discuss 12th grade curricula

5b. Teams discuss/use specific CTTI concepts and tools

5c. Teams using general CTTI learning in their work

6. Working Within Which Teams?

6a. Department teams

6b. Course teams

6c. Other teams

Sample Findings

	Who is leading?			…in what roles?			…in what ways?			Who is teaming?				…on which teams?			…in what ways?		
	1a. Novice	1b. Emerging	1c. Established	2a. Informal	2b. Formal	2c. Outside	3a. Advocates	3b. Self-Improvers	3c. Action-Takers	4a. Teaming among participants	4b. Teaming CTTI with non-participants	4c. Teaming across dept.	5a. Dept. teams	5b. Course teams	5c. Other teams	6a. Discuss 12th grade	6b. Discuss CTTI on teams	6c. CTTI learning affects teams
School A	Moderate	Strength	Strength	Strength	Challenge	Moderate	Strength	Strength	Strength	Strength	Strength	Moderate	Strength	Strength	Challenge	Moderate	Strength	Strength
School B	Strength	Strength	Moderate	Strength	Moderate	Strength	Strength	Strength	Strength	Strength	Moderate	Challenge	Strength	Strength	Moderate	Strength	Strength	Strength

Green = Strength

Yellow = Moderate

Red = Challenge

Implications

- Case school commonalities
  - All are creating self-improvers, advocates, and action-takers
  - Most schools have informal leaders
  - Most schools have emerging leaders
  - CTTI learning affects teaming in some way in all schools
  - Nearly all have teaming between participants and non-participants

Implications

- Case school differences
  - Variations in:
    - Presence of formal leaders
    - Presence of novice and established leaders
    - Types of teams present at schools
    - Degree to which CTTI-specific concepts and tools used on teams
    - Extent of between-department teaming
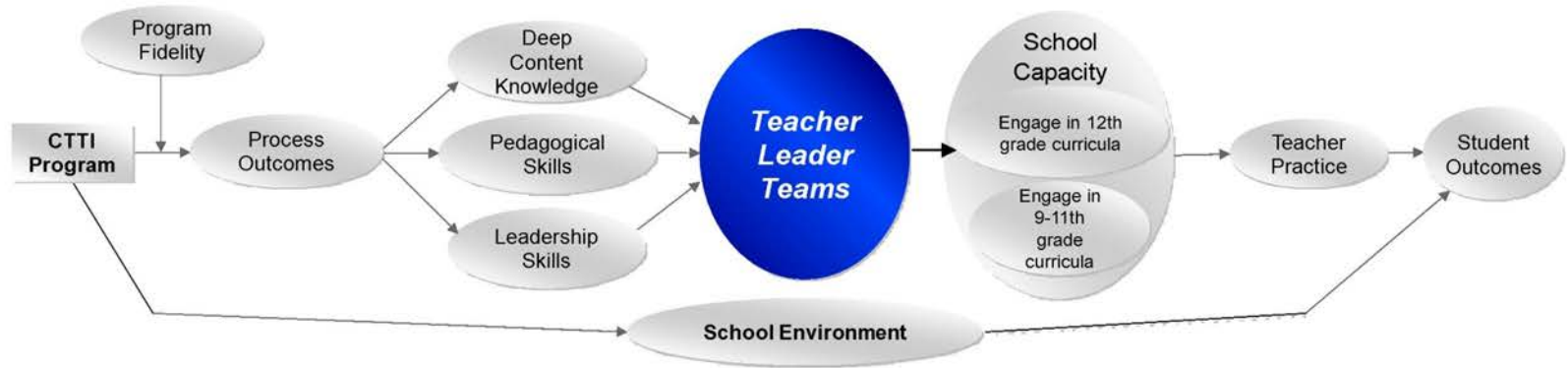 - Implications for efficacy of teachers to implement change

Figure 1. The Theory of Change Model building on the CTTI Program Model to envision the chain of events with Teacher/Leader Teams seen as agents of change guiding curriculum development, change in teacher practice, and student outcomes.