

Innovative Leadership Convening
December 7th 1:00-5:00
December 8th 8:00-1:00

Pre-Work to complete before 12/7-12/8

- Review the Innovative Leadership Competencies
- Reminder: bring headphones and a charged device.

December 7 Afternoon Session, 1:00-5:00

- I. (12:45-1:00 as teams arrive) **Activity: Social Networking:** Find your seat at the table where you see a RBL Networking Card with your picture.
 - A. Complete the following prompts:
 1. **Ask me:** List 2 topics or questions about your RBL work about which you would be glad to share.
 2. **I'd like to ask:** List 2 topics or questions about which you would like to connect with others.
 - B. Add your RBL Networking Card to the RBL Network Poster.
 - C. During breaks and prior to the happy hour today, peruse the RBL Network Poster to identify folks with whom you would like to connect!

- II. (1:00-1:15) **Welcome, Introductions & Framing**

- III. (1:15-2:00) **Activity: Innovative Leadership Competencies: Introduction and Alignment**
 - A. Review the Innovative Leadership Competencies with examples of associated Mindsets & Behaviors that demonstrate these competencies. (1 printed copy per participant)
 - B. Active Learning: Here are the Innovative Leadership Competencies.
 1. Take a moment to reflect on these competencies and the associated mindsets and behaviors and respond to the following 2 sentence stems. Write your responses on your Innovative Leadership Competencies Copy in the Reflection Section.
 - a) I demonstrated (insert one of the IL Competencies) when....
 - b) My team member demonstrated (insert one of the IL Competencies) when...
 2. Now, consider: Which Innovative Leadership Competency has been most effective in your RBL innovation journey so far? Be prepared to give an example of where YOU or someone on your team has exhibited this competency.
 3. When you are ready, go stand by that competency (placed around the room) and be ready to share with those around you.
 - a) Why did you choose this competency?
 - b) Why has this competency been the most effective in your RBL innovation journey so far?
 - c) How have you exhibited this competency? Or, How have you seen someone on your team exhibit this competency?
 - d) Share out: Each "Competency Group" select a representative to summarize the most important points in response to the questions above that your group discussed to share with the larger group.
 - (1) Why did you choose this competency?
 - (2) Why has this competency been most effective in your RBL innovation journey so far?

(3) How have you exhibited this competency? Or, How have you seen someone on your team exhibit this competency?

IV. (2:00 -2:45) **Activity: Innovative Leadership Competencies in Action**

- A. Explore the Innovative Leadership Competencies in Action Playlist. *(You will need your device and headphones for this.)*
- B. Use the Identifying Innovative Leadership Competencies In Action document to take notes by competency. *(1 printed per participant)*
 - 1. As you watch the videos, identify the Innovative Leadership Competencies you see represented in each clip. What did I see in action in these clips?
 - 2. Include the evidence for why you think the leader demonstrated the particular competencies you noted. What was it that the leader did, said, thought, or exhibited that makes you think they are demonstrating the competency? Use the mindset/behavior language where applicable.
- C. Small Group Discussion: Guiding questions
 - 1. What IL competencies did you notice?
 - 2. Where do you see evidence of the IL competencies in the mindsets and behaviors you observed in the Innovative Leadership Competencies in Action Playlist?
 - 3. What IL competencies do you think would address the problem? Think about the specific root causes you are focused on at your campus/district.
 - 4. What IL competencies are you interested in pursuing for your own personal growth?
 - 5. What IL competencies do you want to find out more about?

V. (2:45-2:55) Break

VI. (2:55-3:45) **Activity: Innovative Leadership Self Assessment, How have I been a part of our progress?**

- A. Complete the Innovative Leadership Self Assessment using the paper copy. Note: *we recommend doing the averages at the end vs. throughout. (1 copy printed per participant)*
- B. Then, please enter your self ratings and averages on the Google Form Version.
- C. Complete your Hexagon based on the results from your Innovative Leadership Self Assessment.
 - 1. Select the hexagon color that most closely represents your role:
 - a) Superintendent: Orange
 - b) Curriculum & Instruction: Blue
 - (1) District/Network Curriculum/ Teaching & Learning
 - (2) Campus Curriculum- instructional coaches etc.
 - c) Technology: Red
 - (1) District/Network Tech
 - (2) Campus Tech coach/support
 - d) Human Resources / Personnel: Yellow
 - e) Finance / Legal: Grey
 - f) Campus Leader: Green
 - (1) Principal
 - (2) Assistant Principal
 - g) Classroom Teacher: Purple
 - 2. Based on your Innovative Leadership Self Assessment Results,
 - a) Number the corresponding competencies (mindsets/behaviors) to denote your perceived strengths and targeted areas for improvement.
 - (1) If your average is closest/rounds to a 1 - Color Red
 - (2) If your average is closest/rounds to a 2-3- Color Yellow
 - (3) If your average is closest/rounds to a 4-5- Color Green
 - b) Use the thinking prompts, "Here's what - So what - Now What" *(printed on back of hexagon)*, to reflect on your results and write your responses on the back of the hexagon. *(Please make individual written reflections at bottom of self assessment and then we will share out with team.)*

(1) Here's what I learned about myself... , So what (why does it matter)...., Now what will I do. *Include the specific mindsets/behaviors you want to target for improvement.*

VII. (3:45-4:15) **Activity: Innovative Leadership Team Assessment - Who is here? Who is "in" the work with us? Who "gets it?"**

- A. Follow the questions and steps below to help develop a visual representation of your team's Innovative Leadership Competency Composition - the combined strengths and areas for improvement.
 1. Place your hexagons together (no right or wrong way) so you can see your team represented here today.
 2. What stands out to you?
 - a) What stands out to you as overall team strengths?
 - b) What stands out to you as overall team areas for improvement?
 - c) Is there anything you can point to for why these strengths AND areas for improvement are present?
 3. Who else is not here today, but deeply involved in the work?
 - a) Make them a hexagon (Select the color of hexagon based on role, list name, do not fill in their competencies)
 4. As you consider what you've accomplished to date, how has your team composition either helped or not helped this work?
 5. Who else is not here today AND should be deeply involved in the work? Who are we missing at the table?
 - a) What is the most appropriate way to engage these people given their readiness?
 - b) What's the very next step to engage these people? Conversation, video share, learning expedition together? Who is going to own these steps?

VIII. (4:15-4:30) **Framing the pitch**

- A. Present your team's Sustainability & Scale Planning Tool including up to two areas where you are stuck and why these are your priorities for moving forward -- be specific about how this is impacting sustainability and scale of your pilots.
- B. Present your team's consolidated innovation competencies and describe how you will capitalize your collective strengths to address your challenges and push forward.
- C. Bonus: Speak to your team's' plan to address (develop or recruit) essential competencies you identified as critical and/or missing.

December 8th Morning Session, 8:00-1:00

- I. (8:00-8:10) **Welcome: Recap Day 1 and Frame Day 2**
- II. (8:20-9:50) **Activity: Are we there yet? Institutionalizing Innovation in our District/Campus DNA.**
 - A. Introduction to Institutionalizing Innovation: Sustainability & Scale Planning Tool.
 - B. Work with your team to match *Descriptions* to each *Focus Area* deemed vital to innovation sustainability and scale.
 - C. Once the Focus Areas are matched to their Descriptions and you've checked your work, read through each Focus Area/Description again.
 - D. Utilize the Sustainability & Scale Planning Tool to Consider the following 3 questions for each Focus Area:
 1. What has already been accomplished? - YELLOW
 2. Where are you stuck? - PINK
 3. Where do you need to next go to support pilot sustainability and scale over the next 6 to 12 months? BLUE
- III. (9:50-10:45) **Pulling it all together. So what are we going to do? The PITCH is back!**
 - A. Pitch Planning time: Each team will have 3 minutes to pitch. Please address the following in your pitch

1. Present your team's Sustainability & Scale Planning Tool including up to two areas where you are stuck and why these are your priorities for moving forward -- be specific about how this is impacting sustainability and scale of your pilots.
2. Present your team's consolidated innovation competencies and describe how you will capitalize your collective strengths to address your challenges and push forward.
3. Bonus: Speak to your team's' plan to address (develop or recruit) essential competencies you identified as critical and/or missing.

IV. (10:45-12:00) **Pitch Time**

- A. Smartest person in the room = THE ROOM! Utilize the Collaborative Pitch Feedback & Reflection Doc to provide feedback to the team who is pitching & consider the reflection questions to push your own thinking and make the most of this time!
 1. FEEDBACK for Team (*if you need a prompt... try I like.. I wonder*).
 2. Where do we see a challenge this team unearthed that is reflected in our team as well?
 3. Where do we see solutions this team came too that could work for us or inspire our team as well?
 4. Where do we have an idea/solution/opportunity to connect with this team to share something we have learned?
- B. PITCH TIME

V. (12:00-1:00) Lunch and depart