Pentucket Regional School District

Adaptive Leadership Menu

<u>I enact significant change using a systematic process</u>

1. **Communicating via the exchange of messages, symbols, thoughts, signs, and / or opinions**

   ➢ Am I able to communicate effectively using non-verbal skills? How am I strengthening my ability to convey messages by using tone, expressions, active listening, and body language/gestures?
   ➢ Am I able to communicate effectively using verbal skills? How can I strengthen my ability to verbally express emotions and thoughts to individuals, small groups, and the public?
   ➢ Am I able to communicate effectively using writing skills? How can I strengthen my ability to convey messages using letters, personal journals, electronic writing, reports, articles, and memos?
   ➢ Am I able to communicate effectively using visual/auditory tools? How can I strengthen my ability to convey a message using photography, music, plays, video, signs, symbols, maps, colors, posters, banners, and designs?

2. **Collaborating effectively with others using flexible, shared leadership**

   ➢ Am I able to network and build consensus? How can I strengthen my ability to network and build consensus?
   ➢ Am I able to delegate and work effectively with others? How strengthen my ability to delegate and work effectively with others?
   ➢ Am I able to build trusting relationships with a variety of stakeholders? How can I strengthen my ability to build trusting relationships with a variety of stakeholders?
   ➢ Do I understand and execute effective teaming processes? How can I strengthen ability to understand and execute effective teaming processes?

3. **Thinking strategically**

   ➢ Do I have a systems perspective, understanding the implications of actions on the big picture? How can I better understand implications of actions?
   ➢ Am I focused on outcomes? How can I better leverage action to achieve an intended outcome despite distractors?
   ➢ Am I able to develop and implement an action plan? How can I better discern and implement steps to close the gap between the present and future state?
   ➢ Am I able to see things from others' points of view? How can I better understand the views of others?

4. **Exerting independence**

   ➢ Do I recognize and use my personal strengths? How can I strengthen my understanding and use of personal strengths?
   ➢ Do I employ sound judgment? How can I strengthen my ability to make sound decisions?
   ➢ Do I use my own effort and ability as a resource? How do I strengthen the use my own effort and ability as a resource?
   ➢ Do I exert good character? How do I strengthen my internal values rather than relying upon external regulation to guide action?

5. **Exploring creative solutions**

   ➢ Do I reframe problems to apply fresh ideas and creativity? How can I strengthen my ability to see problems in new ways that allow for the application of creativity?
   ➢ Do I go beyond conventional thinking? How can I strengthen my ability to think differently?
   ➢ Do I seek the divergent views of others? How can I better seek the divergent views of others?
   ➢ Do I find unique opportunities to create value? How can I better create valuable solutions?

Adaptive Leadership Menu Rubrics

1. Communicating via the exchange of messages, symbols, thoughts, signs, and / or opinions

Low Outcome
➢ Elements of the student's non-verbal communication detract from or confuse the intended message.
➢ Elements of the student's verbal communication detract from the effective expression of emotions / thoughts.
➢ Elements of the student's writing skills detract from the effective communication of a message.
➢ Elements of the student's visual/auditory tools detract from the effective communication of a message.

Moderate Outcome
➢ Student conveys a message effectively using non-verbal skills such as tone, expressions, active listening, and body language/gestures.
➢ Student effectively expresses emotions and thoughts verbally to individuals, small groups.
➢ Student conveys message effectively in writing using, for example, letters, personal journals, electronic writing, reports, articles, or memos.
➢ Student conveys a message effectively using, for example, photography, music, plays, video, signs, symbols, maps, colors, posters, banners, and designs prioritized his goal(s) in order to reach an intended outcome.

High Outcome
➢ Student's use of non-verbal communication skills connects with the audience and enhances the intended message.
➢ Student's verbal communication is tailored to the audience and enhances the intended message.
➢ Student's written communication is tailored to the audience and enhances the intended message.
➢ Student's use of visual /auditory tools is tailored to the needs of the audience and enhances the intended message.

V* = Variation above or below grade span that requires a description

Low Depth of Complexity
➢ Student actions result in only minor improvements to his ability to convey messages by using tone, expressions, active listening, and body language/gestures.
➢ Student actions result in only minor improvements in ability to verbally express emotions and thoughts to individuals, small groups, and the public.
➢ Student actions result in only minor improvements in ability to convey messages using letters, personal journals, electronic writing, reports, articles, and memos.
➢ Student actions result in only minor improvements in ability to convey a message using photography, music, plays, video, signs, symbols, maps, colors, posters, banners, and designs.

Moderate Depth of Complexity
➢ Student has taken new action resulting improved ability to convey messages by using tone, expressions, active listening, and body language/gestures.
➢ Student has taken new action resulting in improved ability to verbally express emotions and thoughts to individuals, small groups, and the public.
➢ Student has taken new actions resulting in improved ability to convey messages using letters, personal journals, electronic writing, reports, articles, and memos.
➢ Student has taken new actions resulting in improved ability to convey a message using photography, music, plays, video, signs, symbols, maps, colors, posters, banners, and designs.

High Depth of Complexity
➢ After pursuing best practices, student implements one or more new strategies that improve ability to convey messages by using tone, expressions, active listening, and body language/gestures.
➢ After pursuing best practices to accomplish a specific outcome, student implements an action plan that improves ability to verbally express emotions and thoughts to individuals, small groups, and the public.
➢ After pursuing best practices, student implements an action plan that results in improved ability to convey messages using letters, personal journals, electronic writing, reports, articles, and memos.
➢ After pursuing best practices, student implements an action plan that results in improved ability to convey a message using photography, music, plays, video, signs, symbols, maps, colors, posters, banners, and designs.

V* = Variation above or below grade span that requires a description

2. Collaborating effectively with others using flexible, shared leadership

Low Outcome
➢ Student actions demonstrate limited networking or consensus building.
➢ Student does not employ the strengths or contributions of others in reaching a goal.
➢ Student demonstrates a limited ability to build trust among team members.
➢ Student actions demonstrate limited understanding or execution of teaming skills.

Moderate Outcome
➢ Student actions demonstrate ability to network and build consensus.
➢ Student delegates and works effectively with others.
➢ Student builds trusting relationships with a variety of team members.
➢ Student demonstrates understanding and execution of effective teaming processes?

High Outcome
➢ Student builds a wide network of supports and develops a coalition supporting a goal.
➢ Student shares responsibility in ways that capitalize on the strengths of all team members.
➢ Student supports a trusting work environment in which stakeholders are able to take risks in support of a goal.
➢ Student facilitates team processes in ways that build the confidence and competence of team members.

V* = Variation above or below grade span

Low Depth of Complexity
➢ Student actions result in unchanged or only minor levels of improvement in ability to network and build consensus.
➢ Student actions result in unchanged or only minor levels of improvement in ability to delegate and work effectively with others.
➢ Student actions result in unchanged or only minor levels of improvement in ability to build trusting relationships with a variety of team members.
➢ Student actions result in unchanged or only minor levels of improvement in understanding and ability to execute effective teaming processes.

Moderate Depth of Complexity
➢ Student implements one or more strategies resulting in improved ability to network and build consensus.
➢ Student implements one or more strategies resulting in improved ability to delegate and work effectively with others.
➢ Student implements one or more strategies resulting in improved ability to build trusting relationships with a variety of team members.
➢ Student implements one or more strategies resulting in improved understanding and ability to execute effective teaming processes.

High Depth of Complexity
➢ After pursuing best practices, student implements one or more new strategies resulting in improved ability to network and build consensus.
➢ After pursuing best practices, student implements one or more new strategies resulting in improved ability to delegate and work effectively with others.
➢ After pursuing best practices, student implements one or more new strategies resulting in improved ability to build trusting relationships with team members.
➢ After pursuing best practices, student implements one or more new strategies resulting in improved understanding and ability to execute effective teaming processes.

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<u>3. Thinking strategically</u>

Low Outcome
➢ Student's view is limited to components of a system.
➢ Student actions demonstrate a lack of focus on intended outcomes.
➢ Student actions are not planned or do not follow a plan.
➢ Student does not consider or act on divergent points of view.

Moderate Outcome
➢ Student demonstrates a systems perspective.
➢ Student demonstrates a focus on outcomes.
➢ Student develops and implements an action plan.
➢ Student able to see things from others' points of view.

High Outcome
➢ Student uses a strategy to effect a change from the current state to the future state using feedback to confirm results.
➢ Student is able to prioritize and maintain a focus on intended outcomes despite competing interests.
➢ Student develops and implements a project plan that establishes timelines, milestones, and feedback loops.
➢ Student uses multiple perspectives to manage change.

V* = Variation above or below grade span

Low Depth of Complexity
➢ Student actions result in unchanged or only minor levels of improved ability to understand implications of actions.
➢ Student actions result in unchanged or only minor levels of improved ability to marshal and leverage action to achieve an intended outcome despite distractors.
➢ Student actions result in unchanged or only minor levels of improved ability to discern and implement steps to close the gap between the present and future state strengths.
➢ Student actions result in unchanged or only minor levels of improved ability to understand the views of others.

Moderate Depth of Complexity
➢ Student implements new strategy that results in an improved ability to understand implications of actions.
➢ Student implements a new strategy that results in improved ability to marshal and leverage action to achieve an intended outcome despite distractors.
➢ Student implements a new strategy that results in improved ability to discern and implement steps to close the gap between the present and future state strengths.
➢ Student implements a new strategy that results in an improved ability to understand the views of others.

High Depth of Complexity
➢ After pursuing best practices, student implements one or more new strategies resulting in improved ability to understand implications of actions.
➢ After pursuing best practices, student implements one or more new strategies resulting in improved ability to marshal and leverage action to achieve an intended outcome despite distractors.
➢ After pursuing best practices, student implements one or more new strategies resulting in improved ability to discern and implement steps to close the gap between the present and future state strengths.
➢ After pursuing best practices, student implements one or more new strategies resulting in improved ability to understand the views of others.

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4. Exerting independence

Low Outcome
➢ Student actions demonstrate limited recognition or use of personal strengths.
➢ Student judgment does not contribute to effective solutions.
➢ Student effort or application of ability does not have a positive impact.
➢ Student relies upon external regulations to guide actions.

Moderate Outcome
➢ Student recognizes and uses personal strengths.
➢ Student employs sound judgment.
➢ Student uses his/her own effort and ability as a resource.
➢ Student exerts good character.

High Outcome
➢ Student uses personal strengths to transcend limitations.
➢ Student judgment serves as a role model for others.
➢ Student demonstrates effort and the application of ability to reach a goal and as a resource for others.
➢ Student character serves as a role model for others.

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Low Depth of Complexity
➢ Student actions result in unchanged or only minor levels of improved effort to understand and use personal strengths.
➢ Student actions result in unchanged or only minor levels of improved ability to make sound decisions.
➢ Student actions result in unchanged or only minor levels of improved use of effort and ability as a resource.
➢ Student actions demonstrate unchanged or only minor levels of improved effort to leave a good and lasting legacy.

Moderate Depth of Complexity
➢ Student implements new strategy strengthening his/her understanding and use of personal strengths.
➢ Student implements new strategy that results in improved ability to make sound decisions.
➢ Student implements new strategy that results in an improved use of effort and ability as a resource.
➢ Student implements new strategy that results in improved use of internal values rather than relying upon external regulation to guide action.

High Depth of Complexity
➢ After pursuing best practices, student implements one or more new strategies resulting in improved understanding and use of personal strengths.
➢ After pursuing best practices, student implements one or more new strategies that improve ability to make sound decisions.
➢ After pursuing best practices, student implements one or more new strategies to improve the use of effort and ability as a resource.
➢ After pursuing best practices, student implements one or more new strategies that improve the use of internal values rather than relying upon external regulation to guide action.

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<u>5. Exploring creative solutions</u>

Low Outcome
➢ Student is unable to see problems from more than one way.
➢ Student is limited to conventional thinking.
➢ Student does not value the divergent views of others.
➢ Student actions do not access opportunities to created added value.

Moderate Outcome
➢ Student reframes problems to apply fresh ideas and creativity.
➢ Student goes beyond conventional thinking.
➢ Student seeks the divergent views of others.
➢ Student finds unique opportunities to create value.

High Outcome
➢ Student is able to frame problems from multiple perspectives.
➢ Student is able to use original ideas to develop breakthrough solution(s).
➢ Student integrates the divergent views of others into problem-solving.
➢ Student achieves value-added solutions for multiple stakeholders.

V* = Variation above or below grade span

Low Depth of Complexity
➢ Student actions result in unchanged or only minor levels of improved ability to see problems in new ways that allow for the application of creativity.
➢ Student actions result in unchanged or only minor levels of improved ability to think differently.
➢ Student actions result in unchanged or only minor levels of improved ability to seek the divergent views of others.
➢ Student actions demonstrate unchanged or only minor levels of improved ability to create valuable solutions.

Moderate Depth of Complexity
➢ Student implements new strategy that results in an improved ability to see problems in new ways that allow for the application of creativity.
➢ Student implements new strategy that results in an improved ability to think differently.
➢ Student implements new strategy that results in an improved ability to seek the divergent views of others.
➢ Student implements new strategy that results in an improved ability to create valuable solutions.

High Depth of Complexity
➢ After pursuing best practices, student implements one or more new strategies resulting in improved ability to see problems in new ways that allow for the application of creativity.
➢ After pursuing best practices, student implements one or more new strategies that improve ability to think differently.
➢ After pursuing best practices, student implements one or more new strategies that improve ability to seek the divergent views of others.
➢ After pursuing best practices, student implements one or more new strategies that improve ability to create valuable solutions.

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Notes:
A technical challenge is solved through addition, expertise, and information.
Adaptive challenges are the problems that require change at the core of what people are doing, feeling, and thinking and require a tailored approach beyond calling an expert.

Ron Heifetz and Marty Linsky at Harvard University's John F. Kennedy School of Government.