

# Missouri Leadership Development System (MLDS)



## Developing Level Participant **GUIDE**



## **Missouri Leadership Development System (MLDS) Emerging Leader Participant Guide (Facilitator Guide)**

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Speaking on behalf of the design team and the other contributors to this publication, we reserve the right to get smarter and to improve upon this effort as the publication is used and feedback is available for its improvement. Our highest hope is that this publication will prove to be a valuable asset in the development of Missouri's developing level school administrators, to the great benefit of the students, teachers, schools, districts, and communities they serve.

Sincerely,

Mike Rutherford  
June 30, 2017



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# Overview

## The Missouri Leadership Development System (MLDS)

The primary purpose of the Missouri Leadership Development System (MLDS) is the development and support of effective school leaders. Effective school leadership is an essential factor to ensure equitable access to excellent education for all Missouri students.

In the fall 2014, a group of key stakeholders currently engaged in principal development and support were convened by the Department of Elementary and Secondary Education (DESE) to identify the essential competencies of a transformational principal. Transformational principals are effective leaders who work with and through a broad range of stakeholders and contexts to create high quality learning opportunities for students. Transformational principals are leaders who collaborate with others to identify needed changes to enhance student learning. These main competencies of transformational leadership were clustered into 5 categories:

## The Transformational Principal is...



These 5 categories, or domains, summarize the main roles a principal must assume, often times simultaneously, to effectively lead a school that is focused on instruction. Each domain is described through a particular set of competencies.



The competencies, or specific skills necessary in each role, were created and projected across the MLDS Continuum. The MLDS Continuum extends from aspiring, to emerging, to developing and then to transformational. Each level occurs throughout a principal’s career beginning with preparation.

Professional development and support are necessary to ensure a leader’s progression across the continuum indicating their mastery of the competencies at each of the four levels.

The **Principal** as the **Instructional Leader** ensures a guaranteed and viable curriculum.

**Leadership Competency #4**—Engages and supports staff to vertically and horizontally align curriculum to state/district standards (PSEL 4a,b;6d; 9i;10a,e)

Aspiring Leader	Emerging Leader	Developing Leader	Transformational Leader
Understands standards as they apply to horizontal and vertical alignment of local curricula and content areas.	Examines and becomes familiar with the existing curriculum and learning standards.	Facilitates staff discussions to ensure curriculum is comprehensive, rigorous, aligned, and engaging and supports continuity and fidelity across all grades and content areas.	Ensures staff regularly collaborates to continuously monitor and adjust the vertical and horizontal alignment of the curriculum to improve student learning.

The **Distinguished Transformational Leader** coaches, trains and/or mentors others in how to ensure a guaranteed and viable curriculum.

The **Principal** as the **Instructional Leader** ensures a guaranteed and viable curriculum.

**Leadership Competency #5**—Supports staff use of a variety of research-based practices appropriate to the intended content. (PSEL2b; 4b,c,d,e; 10a,f)

Aspiring Leader	Emerging Leader	Developing Leader	Transformational Leader
Understands a variety of research-based instructional practices and how to appropriately match learning content	Identifies existing instructional practices and reinforces those that are appropriate to the learning content	Builds teacher capacity with a variety of instructional practices appropriate to the learning content	Facilitates opportunities for collaboration and modeling of instructional practices appropriate to the learning content

**Leadership Competency #6**—Observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response. (PSEL2b; 4b,d;6a,e,f;10c,e,f)

Understands and engages in meaningful feedback related to effective teacher practice	Observes classroom instruction and provides meaningful and timely feedback to build teacher practice and student response	Observes classroom instruction and provides meaningful and timely feedback to intentionally meet individual teacher strengths and areas for growth	Develops a systemic process for the continuous improvement of all teachers’ instructional practice
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There are approximately 2,200 principals and 1,300 assistant principals currently serving in Missouri schools. In addition, there is an estimated 1,100 that earn an administrator certificate each year. These active and future principals likely have mastery or partial mastery of some of the competencies at the various levels while still needing new learning and additional support to develop mastery in others. This training and support will be necessary in order to achieve the goal of having a transformational principal in every school.



# MLDS Commission, Design Team, Meetings and Members

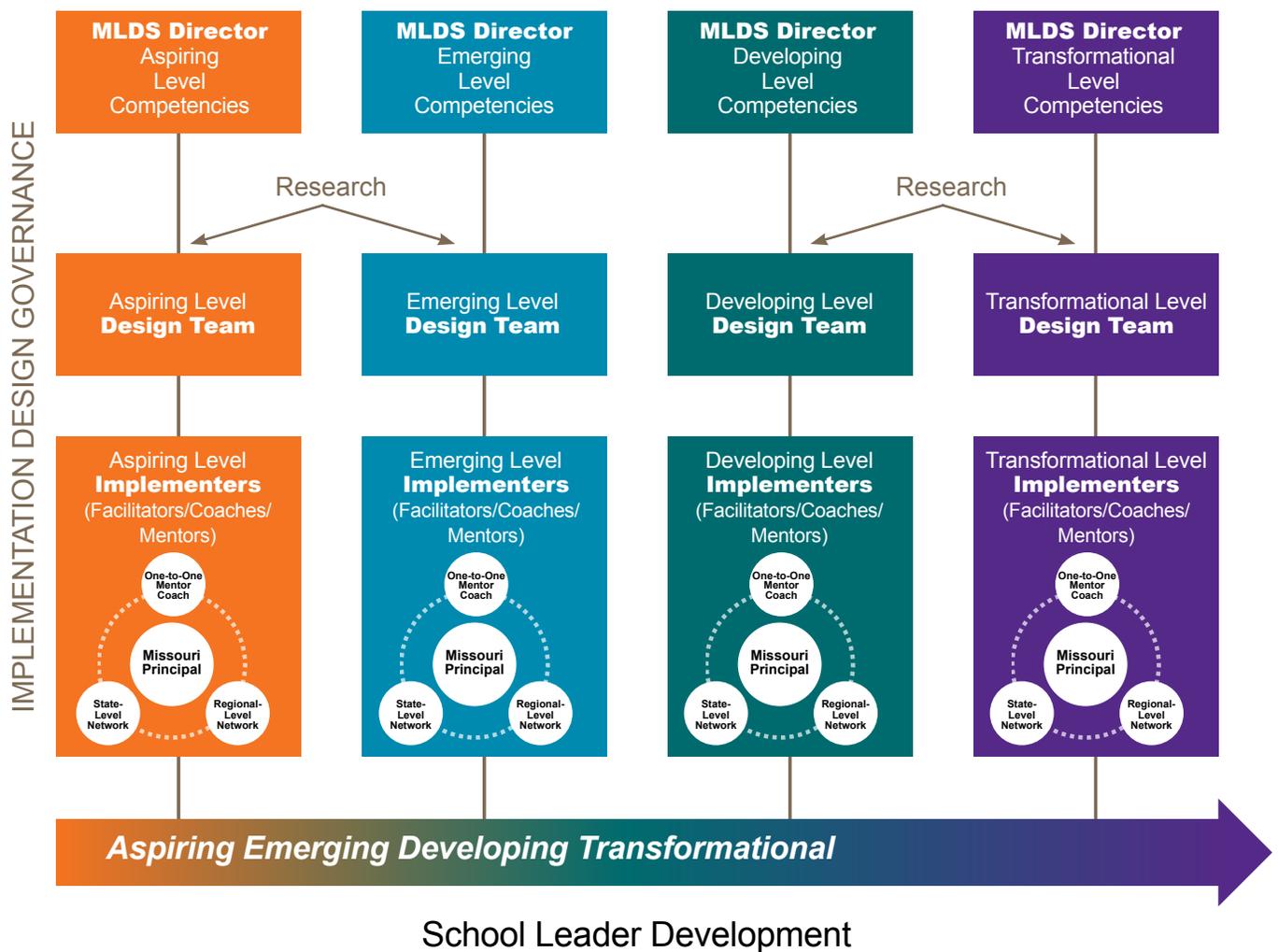
The MLDS organizational structure is designed to deliver the training and support necessary to ensure Missouri principals master the essential competencies of the MLDS. The key components of this delivery system include:

- Governance
- Design
- Implementation by facilitators, coaches, and mentors

This organizational chart demonstrates the relationship between the various levels of the MLDS:

## The LDS Commission

State Educational Agency | Education Administration Programs  
Professional Associations | Regional Service Centers



## Governance

The governance component of the MLDS is responsible for establishing and executing the processes of interaction and decision-making among the key stakeholders involved in training and supporting effective transformational leaders in Missouri's schools. Governance for the MLDS is provided through two separate elements:

- MLDS Commission
- MLDS Directors

The MLDS Commission is a body of 12-15 key stakeholders representing the state agency, education administration programs, professional organizations, practitioners and regional service providers. The state agency (DESE) chairs the commission. The MLDS has the following Mission and Vision:

***The Vision of the LDS is that every school in Missouri will be led by a highly effective principal***

***The Mission of the LDS is to develop highly effective school principals in Missouri by creating a leadership development system to ensure excellent school leadership in service to all students***

The MLDS Commission and MLDS Directors meet quarterly and participate in regular professional development to ensure the competencies of the system remain current and relevant and its implementation efficient and effective. The duties of the MLDS Commission, among others, include the following areas:

- Vision, mission, values and goals that further the main focus of the MLDS and drive the development of action plans, meeting topics, agendas, etc.;
- A Business Plan that includes funding for the system, pricing and negotiation and ongoing investment;
- Human Resources for the system such as generating job descriptions for designers and implementers and selecting and acquiring directors;
- Communication to all key stakeholders about important topics and information like marketing, recruiting, quality, etc.; and
- Succession planning to maintain the integrity of the system and ensure appropriate and necessary representation.

An additional element of governance for the MLDS occurs through individuals who serve as directors for each of the levels. There is one Lead Director who oversees the Emerging Level of the MLDS. The MLDS Directors meet 4-6 times per year. These directors oversee essential functions in each of the 4 levels of the MLDS Continuum:

- Aspiring Level – preparation phase, or pre-service, that results in an administrative certificate
- Emerging Level – the initial years of practice resulting in readiness for the next phase
- Developing Level – the subsequent years of practice after the initial years when leadership skills are further developed and refined resulting in readiness for the next phase
- Transformational Level – the target phase when principals possess the necessary skills and knowledge to lead schools fully responsive to the learning needs of its students
- The Distinguished Transformational Principal – a select percentage of principals of proven effectiveness able to coach, train and mentor other principals through the LDS continuum

The MLDS Directors report to the MLDS Commission on various areas specific to their particular leadership level of development. The specific areas of a level of the MLDS Continuum for which they oversee and are accountable include the following:

- Lead a team of designers in creating learning content, activities and materials specific to a particular level of the system
- Oversee a team of implementers to ensure that quality training and support are provided to all principals on the competencies of that particular level of the system



- Ensure consistency and alignment of training, support and implementation across the four levels of the MLDS Continuum
- Actively participate in the evaluation of processes and outcomes at a particular level of the system to ensure principals are successfully mastering appropriate competencies resulting in effective school leadership
- Regularly provide information to the MLDS Commission regarding the effectiveness of the training and support provided to principals in mastering specific competencies in that particular level of the system

The interdependent work of the MLDS Commission and Directors provide for the efficient and effective management and execution of the MLDS System in service to Missouri principals as they develop, acquire and apply essential leadership knowledge and skills necessary for the success of all students.

## Design

The design phase of the MLDS is responsible for constructing a plan for delivering training and support to principals in their efforts to master the leadership competencies for each level of the MLDS Continuum. The Design team for each level will generally consist of 10-15 individuals tasked with the following:

- Actively participate in facilitator training to effectively deliver the learning experiences contained in this facilitator guide
- Develop training and support materials (e.g. articles/reading material, video, case studies, activities, tasks, tools, etc.) to assist principals in mastering competencies at each particular level
- Prepare those who facilitate, coach, and mentor to train and support principals in a way that ensures the fidelity of the delivery of materials at a particular level of the MLDS Continuum
- Participate in exercises/activities with other designers in the MLDS Continuum to ensure consistency and alignment of principal training and support
- Provide feedback and evaluative information to the MLDS Director for a particular level of the MLDS Continuum

High-quality models from other states and districts were gathered by the professional associations to inform the development of the domains, competencies and continuum of the LDS. Information, tools and other appropriate resources from the Rutherford Learning Group (RLG), the School Administration Manager (SAMs) Project, and other relevant research inform the learning materials that will be created for each of the four levels of the MLDS Continuum. Ongoing research will be conducted to ensure the competencies of the system remain current and relevant and its implementation efficient and effective.

The Developing Level Design Team for the MLDS worked through a formal process in order to create six separate learning experiences for developing level school administrators. A formalized process is an important step as it builds commitment while a product alone simply builds compliance. This formal design process occurred over a span of four months featuring a major work session each month. Additional background and preparation work occurred in between each of the four major work sessions. The Developing Level Design Team first began with an exercise in capacity mapping which identified the strengths and interests of the design team members. The team next developed a mission, vision and core values. These included the following:

**Mission** – The Missouri Leadership Development System is a comprehensive research- based program which ensures every student in Missouri will attend school with an effective confident leader by developing, supporting and refining the leadership capacity of all Missouri school principals.

**Vision** – Create a comprehensive leadership development system of learning experiences that include comprehensive, relevant and engaging treatments that will serve as a blueprint for developing and supporting transformation school principals.

**Core Values** – Equity (statewide consistency), Fidelity, Sustainability, Relevance, High Quality



# Adult Learning Theory

The Emerging Level Design Team used guiding principles as it developed treatments that would be included in various learning experiences. These guiding principles included:

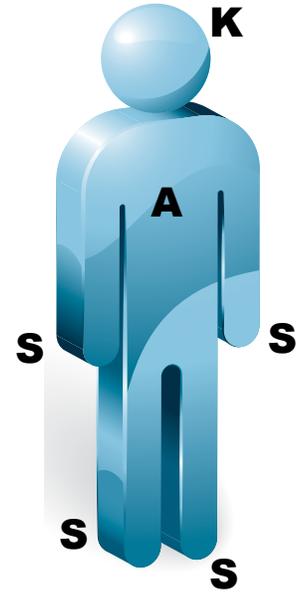
## Guiding Principle 1: Knowledge, Skills and Attitudes (ksas)

Knowledge, skills and attitudes combine to reflect particular characteristics necessary to do a job effectively.

**K** – knowledge: basic understanding, content

**S** – skills: can do, demonstrate, explain, coach

**A** – attitudes: based on experience, commitment to helping other grow



## Guiding Principle 2: WHY before the WHAT and HOW

A Learning continuum reflects a sequence of skills building from one level of difficulty or complexity to the next. The skills are cumulative meaning current skills are added to skills learned at an earlier level.

**Awareness** – knowledge, the why, basic understanding (THEN)

**Early skill building** – modeling, practice learning, trial and error (THEN)

**Advance skill building** – continuous improvement and reflection (THEN)

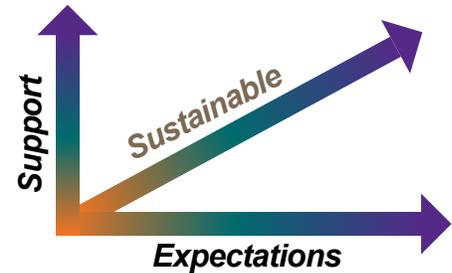
**Leadership/Renewal** – Articulate model for others, collaboration

## Learning Continuum



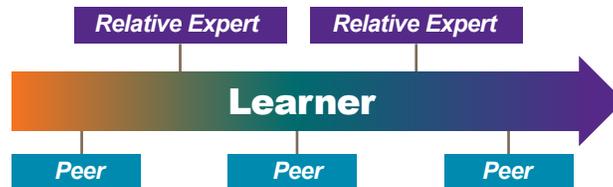
## Guiding Principle 3: Designing for Sustainability

To sustain is to endure or continue. A balance between support and expectations is a necessity for optimal learning to occur. As expectations increase so should support.



## Guiding Principle 4: Optimal spacing of work with peers, relative experts and established experts

Lev Vygotsky developed the Zone of Proximal Development to describe what a learner can do with help and what they can do without help. This theory is used to optimally determine when learners should interact with peers, relative experts and established experts (Vygotsky, 1980).



The formal process also included clarification of the MLDS competencies. This involved “unpacking” the language of the competencies to determine their specific intent. This was important in order to ensure that treatments and learning experiences appropriately addressed the intent of the competency. The process of unpacking each of the 32 competencies involved special attention regarding:

- Essence of the competency
- Use of Nouns
- Use of Verbs
- Use of Modifiers
- Implications



## Developing Learning Experiences

Once the competencies were unpacked, they were grouped into authentic learning experiences. A learning experience is an interaction or activity in which learning takes place. Within each learning activity are various treatments. These treatments were created to fully develop each of the learning experiences.

The MLDS Design Team next identified various engagement platforms. An engagement platform refers to the means by which the learner is introduced to learning. The engagement platforms included the following:

- Regional Meetings
- Conferences
- Learning Labs
- District Push-In
- One-to-One Mentoring / Coaching
- Retreats
- Online Events
- Twitter Events
- Other Engagement Platforms, tbd.



The Developing Level design team participated in three major work sessions over three months to develop learning experiences and treatments.

- **Work Session 1**

- Map the capacity of the design team members
- Review a mission, vision, values and norms
- Review design principles
- Clarify MLDS domains and competencies
- Clarify and discern client (end-user)
- Develop initial treatments
- Capture artifacts for MLDS work space
- Unpack the 32 MLDS Developing Level competencies

- **Work Session 2**

- Engage in Formative Design work to assemble competencies into learning packages
- Present tentative learning experiences for group review
- Capture artifacts for MLDS work space

- **Work Session 3**

- Finalize Formative Design work
- Identify engagement methods and approaches
- Introduce the Summative Design work
- Present tentative experiences into corresponding engagement platforms
- Draft language for a facilitator training manual
- Capture artifacts for MLDS work space



## Implementation

The implementation component of the MLDS is responsible for putting into effect or executing the training and support developed by the MLDS Designers. Facilitators, coaches and/or mentors (implementers) work directly with Missouri principals to assist them as they work to master the leadership competencies associated with particular levels of the MLDS Continuum. The Implementation team for each level will generally consist of 20-40 individuals tasked with the following:

- Providing direct training and support to principals using appropriate learning materials (e.g. printed material/articles, video, case studies, activities, tasks, tools, etc.) which result in principals mastering competencies at each particular level of the continuum
- Delivering training and support that ensures a fidelity of delivery across the MLDS Continuum
- Participating in exercises/activities with other implementers in the MLDS Continuum to ensure consistency and alignment of training and support
- Providing feedback and evaluative information to the MLDS Design team and Director for each particular level of the MLDS Continuum

MLDS Implementation by facilitators, coaches and/or mentors occurs across three separate layers of training and support. These various layers work interdependently to ensure efficient and effective support and development for the principal.



One-to-one mentoring and coaching is provided at the Emerging and Developing Levels. Additional coaching occurs at the Transformational Level. Facilitation of networks with other principals occurs regionally in smaller groups. Networking also occurs through a series of state meetings where all principals gather and participate in professional development together.

The training, support, mentoring, coaching, regional and state networks provided by the MLDS Implementation Teams result in principals mastering competencies at each level of the MLDS Continuum.



# Crosswalk: Learning Experiences – MLDS Competencies – PSEL

## Learning Experience

## MLDS Competencies

## Professional Standards for Educational Leaders (PSEL)



### Critical Firsts

Managerial 10	Safe and functional school	2a; 5a,c; 8g; 9e; 10h
Managerial 11	Routines, procedures, schedules	3d,e; 5a,c,e; 9a,e,f,h,j; 10a
Managerial 13	Clear expectations and guidelines	2a,d,f; 4a; 7a,c; 9b,h; 10a,f
Relational 19	Resources support student well-being	2c,e,f; 3a,b,c,d,f,h; 5b; 8e,g,l; 10a
Relational 20	Positive relationships with students	2e; 3a,b,d; 5b,d,e)
Relational 21	Positive relationships with staff	2a,e,f; 7e; 9j
Relational 24	Positive relationships with families	2d; 3a,h; 5d,f; 8a,b,c,d,g; 10a
Relational 25	Positive relationships with community	3f; 5d,f; 8a,b,c,d,f,g,j; 10c
Innovative 27	Engages in professional networks	6i; 10g
Innovative 30	Applies time management practices	6i



### Recognizing and Developing Excellent Instruction

Visionary 3	Examines data to evaluate mission	1d,e; 4a; 6e; 9a; 10a,b,g
Instructional 4	Examines existing curriculum	4a,b; 6d; 9i; 10a,e
Instructional 5	Identifies existing instructional practices	2b; 4b,c,d,e; 6d,e; 10a,f
Instructional 6	Conducts observations and gives feedback	2b; 4b,d; 6a,e,f; 10c,e,f
Instructional 7	Assesses use of assessments	4a,b,f; 6d
Instructional 8	Assess teacher use of data	2c; 3a; 4b,g; 6e; 7g; 9g; 10a,c,e,g,h
Instructional 9	Uses data for professional learning	6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g
Managerial 12	Analyzes personnel strengths & weaknesses	6a,b; 9b; 10a
Innovative 26	Gathers knowledge, skills and best practices	4c,e; 6f; 10a,c,f,i
Innovative 31	Acts to promote student learning	2a; 3g,h; 7f; 8h; 9f; 10d,i
Innovative 32	Considers change promoting student learning	2b; 3f; 7f; 8j; 9f; 10d,e,i



### Understanding Self and Others

Visionary 1	Examines existing core values and culture	1a,b,d,e; 5f; 7c; 10c
Visionary 2	Examines communication of vision/mission	1c,d,f,g; 5f; 8c,h; 9l
Visionary 3	Examines data to evaluate mission	1d,e; 4a; 6e; 9a; 10a,b,g
Instructional 9	Uses data for professional learning	6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g
Managerial 11	Routines, procedures, schedules	3d,e; 5a,c,e; 9a,e,f,h,j; 10a
Relational 18	Analyzes diversity of the school	1c; 2d,e; 3a,b,c,e,f; 4a; 5b; 7b,d; 10a,c
Relational 20	Positive relationships with students	2e; 3a,b,d; 5b,d,e)
Relational 21	Positive relationships with staff	2a,e,f; 7e; 9j
Relational 22	Analyzes culture of support/respect	2b,d,e,f; 3g,h; 6h; 7a,b,c,d,e,g; 9k; 10a,d,f
Relational 23	Identifies potential teacher leaders	6g; 7b,d,h; 10a,e,j
Relational 24	Positive relationships with families	2d; 3a,h; 5d,f; 8a,b,c,d,g; 10a
Relational 25	Positive relationships with community	3f; 5d,f; 8a,b,c,d,f,g,j; 10c
Innovative 27	Engages in professional networks	6i; 10g
Innovative 28	Reflects on leadership experiences	2b; 6i; 10c,g,h
Innovative 29	Receptive to feedback	6i; 10c,g,h
Innovative 30	Applies time management practices	6i



## Crosswalk: Learning Experiences – MLDS Competencies – PSEL

### Learning Experience

### MLDS Competencies

### Professional Standards for Educational Leaders (PSEL)



#### A Primer on Decision Making

Visionary 1	Examines existing core values and culture	1a,b,d,e; 5f; 7c; 10c
Visionary 3	Examines data to evaluate mission	1d,e; 4a; 6e; 9a; 10a,b,g
Instructional 9	Uses data for professional learning	6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g
Managerial 10	Safe and functional school	2a; 5a,c; 8g; 9e; 10h
Managerial 11	Routines, procedures, schedules	3d,e; 5a,c,e; 9a,e,f,h,j; 10a
Managerial 12	Analyze personnel strengths and needs	6a,b; 9b; 10a
Managerial 14	Use data to determine interventions/support	6a,b,c,h; 9k; 10f
Relational 18	Analyzes diversity of the school	1c; 2d,e; 3a,b,c,e,f; 4a; 5b; 7b,d; 10a,c
Relational 19	Resources support student well-being	2c,e,f; 3a,b,c,d,f,h; 5b; 8e,g,l; 10a
Innovative 26	Gathers knowledge, skills and best practices	4c,e; 6f; 10a,c,f,i
Innovative 28	Reflects on leadership experiences	2b; 6i; 10c,g,h
Innovative 31	Acts to promote student learning	2a; 3g,h; 7f; 8h; 9f; 10d,i
Innovative 32	Considers change promoting student learning	2b; 3f; 7f; 8j; 9f; 10d,e,i



#### Reading and Shaping School Culture

Visionary 1	Examines existing core values and culture	1a,b,d,e; 5f; 7c; 10c
Visionary 2	Examines communication of vision/mission	1c,d,f,g; 5f; 8c,h; 9l
Visionary 3	Examines data to evaluate mission	1d,e; 4a; 6e; 9a; 10a,b,g
Instructional 5	Identifies existing instructional practices	2b; 4b,c,d,e; 6d,e; 10a,f
Instructional 9	Uses data for professional learning	6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g
Managerial 12	Analyzes personnel strengths & weaknesses	6a,b; 9b; 10a
Managerial 14	Use data to determine interventions/support	6a,b,c,h; 9k; 10f
Relational 20	Positive relationships with students	2e; 3a,b,d; 5b,d,e
Relational 21	Positive relationships with staff	2a,e,f; 7e; 9j
Relational 22	Analyzes culture of support/respect	2b,d,e,f; 3g,h; 6h; 7a,b,c,d,e,g; 9k; 10a,d,f
Innovative 31	Acts to promote student learning	2a; 3g,h; 7f; 8h; 9f; 10d,i
Innovative 32	Considers change promoting student learning	2b; 3f; 7f; 8j; 9f; 10d,e,i



#### Making Time for Instructional Leadership

Visionary 3	Examines data to evaluate mission	1d,e; 4a; 6e; 9a; 10a,b,g
Instructional 9	Uses data for professional learning	6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g
Managerial 11	Routines, procedures, schedules	3d,e; 5a,c,e; 9a,e,f,h,j; 10a
Managerial 12	Analyzes personnel strengths & weaknesses	6a,b; 9b; 10a
Managerial 14	Use data to determine interventions/support	6a,b,c,h; 9k; 10f
Innovative 28	Reflects on leadership experiences	2b; 6i; 10c,g,h
Innovative 30	Applies time management practices	6i
Innovative 31	Acts to promote student learning	2a; 3g,h; 7f; 8h; 9f; 10d,i
Innovative 32	Considers change promoting student learning	2b; 3f; 7f; 8j; 9f; 10d,e,i



# Crosswalk: Learning Experiences – MLDS Competencies – PSEL

## Learning Experience

## MLDS Competencies

## Professional Standards for Educational Leaders (PSEL)



### Designing and Leading Change

Visionary 3	Uses data to evaluate existing vision	1d,e; 4a; 6e; 9a; 10a,b,g
Instructional 9	Engages teachers in professional learning	6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g
Managerial 10	Maximizes use of school facilities	2a; 5a,c; 8g; 9e; 10h
Managerial 11	Clear routines and procedures	3d,e; 5a,c,e; 9a,e,f,h,j; 10a
Managerial 13	Staff accountability and expectations	2a,d,f; 4a; 7a,c; 9b,h; 10a,f
Managerial 14	Data to inform personnel issues	6a,b,c,h; 9k; 10f
Managerial 15	Compliance with personnel records and reporting	9h
Managerial 16	Input to develop school budget	2a; 5c; 8j; 9a,b,c,d,h
Managerial 17	Collects input for non-financial resources	2a; 5c; 8j; 9a,b,c,d,h
Relational 18	Raises consciousness on equity issues	c; 2d,e; 3a,b,c,e,f; 4a; 5b; 7b,d; 10a,c
Relational 20	Positive relationships among students and staff	2e; 3a,b,d; 5b,d,e
Relational 21	Positive staff relations and high expectations	2a,e,f; 7e; 9j
Relational 25	Relationships with community stakeholders	3f; 5d,f; 8a,b,c,d,f,g,j; 10c
Innovative 30	Monitors time commitments	6i
Innovative 31	Change for school improvement	2b; 3f; 7f; 8j; 9f; 10d,e,i
Innovative 32	Anticipates change and develops alternatives	2b; 3f; 7f; 8j; 9f; 10d,e,i



### Communication Influencing and Persuasion Skills

Visionary 2	Communicates vision	1c,d,f,g; 5f; 8c,h; 9l
Instructional 6	Observes and provides meaningful feedback	2b; 4b,d; 6a,e,f; 10c,e,f
Managerial 12	Recruit and select quality staff	6a,b; 9b; 10a
Managerial 13	Staff accountability and expectations	2a,d,f; 4a; 7a,c; 9b,h; 10a,f
Relational 18	Raises consciousness on equity issues	1c; 2d,e; 3a,b,c,e,f; 4a; 5b; 7b,d; 10a,c
Relational 19	Network of relationships in/out of school	2c,e,f; 3a,b,c,d,f,h; 5b; 8e,g,l; 10a
Relational 20	Positive relationships among students and staff	2e; 3a,b,d; 5b,d,e
Relational 21	Positive staff relations and high expectations	2a,e,f; 7e; 9j
Relational 22	Develops a collaborative culture	2b,d,e,f; 3g,h; 6h; 7a,b,c,d,e,g; 9k; 10a,d,f
Relational 24	Quality relationship with families	2d; 3a,h; 5d,f; 8a,b,c,d,g; 10a
Relational 25	Relationships with community stakeholders	3f; 5d,f; 8a,b,c,d,f,g,j; 10c
Innovative 27	Expands professional relationships and networks	6i; 10g
Innovative 29	Seeks feedback to improve practice	6i; 10c,g,h



### Human Resource Leadership

Instructional 6	Observes and provides meaningful feedback	2b; 4b,d; 6a,e,f; 10c,e,f
Instructional 7	Facilitates formative and summative teacher assessments	4a,b,f; 6d
Instructional 9	Engages teachers in professional learning	6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g
Managerial 12	Recruit and select quality staff	6a,b; 9b; 10a
Managerial 15	Compliance with personnel records and reporting	9h
Relational 23	Empowers teacher leadership	6g; 7b,d,h; 10a,e,j



# Missouri Leadership Development System (MLDS)

Nomenclature, sequence, and structure:

The thirty-two MLDS developing level leader competencies are not addressed individually and in sequence. Rather, they are embedded in nine larger, more authentic, Learning Experiences (LE). The nine learning experiences, other than portions of LE 1, Critical Firsts, which specifically address beginning of the year issues, are not presented in a dependent sequence. The nine LEs are designed to engage administrators across a span of several years in multiple engagement platforms, or venues, such as regional meetings, state conferences, coaching/mentoring sessions, or learning labs. Each LE is comprised of a number of treatments, that represent specific activities and approaches designed to foster mastery of the competencies. The treatments that comprise each of the nine LEs are presented in the recommended sequence (unless otherwise noted) that best accomplish the aims of the LE.

## Developing Level Learning Experience 1:



**Critical Firsts-** How successful school leaders build positive momentum by succeeding at key initial leadership tasks and opportunities.

### Introduction and Rationale:

As the saying goes, “One doesn’t get a second chance to make a first impression.” First impressions constructed from initial experiences are memorable and persistent (Srivastava, Guglielmo, & Beer, 2010). These initial perceptions shape beliefs that are difficult to alter, even in light of contradictory new experiences (Gawronski, Rydell, Vervliet, & DeHouwer, 2010). In his study, “Getting Off on the Wrong Foot: The Timing of a Breach and the Restoration of Trust,” Ohio State University researcher Robert Lount (2008) maintains

*First impressions matter when you want to build a lasting trust. If you get off on the wrong foot, the relationship may never be completely right again. It’s easier to rebuild trust after a breach if you already have a strong relationship.*

The idea that first experiences are extra memorable has a long and extensive history in teaching-learning theory. Harold Gullickson’s 1936 study *The Relationship Between Degree of Original Learning and the Degree of Transfer*, was one of the earliest contributions. Madeline Hunter, in the mid-1980s, included *degree of original learning* as one of the key factors in transfer theory (Hunter, 1982), as did David Sousa in his 1995 book *How the Brain Learns*. More recently, Mike Rutherford (2013), in *The Artisan Teacher: A Field Guide to Skillful Teaching*, devoted an entire chapter to the practice of designing initial learning experiences to take advantage of a student’s natural tendency to recall easily and transfer broadly anything that is judged to be new, novel, or different.

In school leadership, as in life and in the classroom, not every task or interaction is equal in its impact. Initial experiences are like double coupons. They carry their own content and effect, and, more importantly, set the template and expectation for future experiences. In practical terms then, a school administrator’s first faculty meeting, first contact with staff, first weekly memo, first Professional Learning Community (PLC) meeting, or first \_\_\_\_\_ (fill in the blank) are indeed critical firsts. As such, they are worthy targets for careful planning, sharp design, and best efforts.

In Critical Firsts, the school administrator learns the importance of making a positive impact as an emerging leader. The experience helps school administrators be more proactive and purposeful as they plan initial school engagements. Participants will examine best practices, tools, and protocols for designing successful first opportunities typical of the opening of a new school year.



The learning experience Critical Firsts seeks to:

- A. Increase emerging level leaders' awareness of the large and persistent effects of first experiences.
- B. Identify key windows of opportunity for creating success and positive momentum in typical, beginning of the year school experiences.
- C. Provide school leaders with practical and timely strategies for creating successful and future-shaping initial school experiences.

### **MLDS Engagement Platforms and Treatments for LE 1**

Critical Firsts- How successful school leaders build positive momentum by succeeding at key initial leadership tasks and opportunities.

**Treatment 1: Introduction to AMP and MLDS EXERCISE:** Visual Synectics, Expression Cards, and Introductions

**Treatment 2: Principal Panel**

**Treatment 3: Gallery Walk on Critical Firsts**

**Treatment 4: Leading and Facilitating Effective Meetings**

**Treatment 5: Principles of Successful Leadership Transitions**

(approximate time allotment: 45 minutes)

**Engagement Platforms: Regional meeting, Retreat, Online event.**

**EXERCISE:** Read the entire essay Leadership Transitions & Succession Planning (Rutherford, 2016), highlight especially resonant passages, and be ready to discuss with colleagues the portion of the reading titled Transition Management.

**Leadership Transitions & Succession Planning** In the education world spring and summer bring, in addition to showers, flowers, and vacations, an annual churn of leadership positions. Many districts and schools will enter the fall season with new superintendents, principals, and other administrators in place. It can be an exciting time of new possibilities and opportunities. All too often, however, the transition of leadership leaves the affected organization in a state of uncertainty and turmoil that negatively affects the work of adults and the outcomes for students. It is sometimes the case that for months prior to, and after a leadership transition, the affected organization is distracted from its core business and pours much energy into posturing, politicking, and predicting- all to the considerable detriment of teaching and learning.

With skillful succession planning and adept transition management, leadership transitions need not result in a period of poor productivity. On the contrary, leadership transitions can offer a semi-regular opportunity for a school or district to be reminded of its enduring values, to recommit to its responsibility to evolve and adapt, and to recognize that the purpose of the organization is infinitely more important than the personality of any individual contributor. Examples of effective transition management can be found in many types of organizations. Exemplary practices can be found in the military, the church, higher education, and some business enterprises. Less exemplary examples also abound and can often be seen in politics, collegiate and professional sports, and, well... K-12 education.



As I interpret it, one of the core principles of servant leadership is that leaders should adopt a long-term perspective on the leadership needs of their organizations. They should strive to be wise stewards of the organization's health and effectiveness both during and after their tenure as leader.

To this end, here are some practical (and conceptual) principles that can guide education organizations that desire to take the long-term, steward's perspective with respect to changes in leadership.

Three foundational thoughts that support healthy leadership transitions:

1. In consistently and sustainably successful organizations, leadership is seen as a function, not a person. Each school's and district's fortunes rise and fall on the function of leadership, not only on the contributions of specific leaders. Just as individual leaders can be developed, the function of leadership can be developed within every organization.
2. Leadership is a set of learnable skills. Mostly, leaders are made, not born. Since leadership is a function of a strong life, school, or district, it is instructive to remember that, as a function, leadership is best understood as a set of skills that can be learned and applied by all.
3. The truest test of a leader's service to the organization is found in the performance of the organization after the leader departs.

A. Success principles before a transition (succession planning): The success principles for succession planning speak to the need to build components of the organization that are durable and long-lived, elements that will dependably guide the organization before, during, and after leadership transitions.

**Build leadership density.** Leadership density refers to the number of leaders and the depth of leadership know-how spread throughout the organization. Schools and districts that have high leadership density are better positioned to handle leadership transitions with agility, grace and positivity. Districts with a well-designed leadership pipeline process are making a wise investment toward seamless and productive leadership transitions to the great benefit of all stakeholders.

**Develop human capital.** One of the best ways to ensure an organization's future success is to develop the knowledge, skills, and values of the people who will work in the organization through and beyond a leadership transition. Skills and abilities, once developed, endure and shape the success of the enterprise no matter who occupies current or future leadership positions.

**Shape a strong, positive culture.** Culture remains. It endures. The literature on organizational culture is replete with accounts of how difficult it is to change culture and how resilient and pervasive it is. Schools and districts with weak, disjointed cultures are especially susceptible to large swings in performance during a leadership transition. As the respected management consultant Peter Drucker famously quoted "Culture eats strategy for breakfast."

**Develop and maintain clarity of purpose.** Perhaps the first and most important task of a successful education leader is to establish and maintain clarity of purpose. The vocabulary list for this concept is well known...mission statements, vision casting, core values identification, goal setting, coherence of effort, teamwork, and shared commitment to a common future. This work not only sets the stage for present day success, but also for stability, focus, and purposefulness through transitions of leadership.

**Design effective processes, structures, and routines.** Organizations that design and maintain effective management routines, processes, rituals, and practices establish an important set of core business competencies that ensure smooth operation throughout a leadership transition. When the



operational aspects of the enterprise are well honed and successful, there exists a sense of efficacy, confidence, and optimism that contributes greatly to successful leadership transitions.

**Develop communication capacity– before it’s needed.** Leadership transitions create questions and uncertainty among staff. Lack of information, whether real or imagined, creates “worst case scenario” thinking. Sustainable performance throughout a transition is only possible through stepped-up communication on all channels– written, spoken, large group, small group, and individual.

**Communicate professionally, knowledgeably, and favorably about the leadership team that will follow the transition.** When a transition is pending or in progress, it’s on everyone’s mind. Leaders do well to acknowledge this and communicate authentically, naturally, and professionally. Express gratitude for the opportunity to serve. Be humble and don’t listen too much to expressions like “it will never be the same around here.” Express confidence in the organization’s ability to continue effectively, perhaps even more effectively. Highlight the skills and abilities of the leader who will replace you. Do this with and for all stakeholder groups. Above all, put the needs of the organization, and particularly its needs during transition, ahead of any or all personal needs for praise, congratulations, compliments, or ego boosts.

B. Success principles after a transition (transition management). The success principles for transition management speak to the actions taken by new leaders through and after a transition that optimize the transition and the long-term health and effectiveness of the organization.

**Practice pro-active communication.** It is best to overcommunicate during a leadership transition. The various stakeholder groups with which a leader communicates routinely will not have a long history of interpreting communication from the new leader. For this reason, provide as much communication as possible, in all types and groups, to build familiarity and reduce misunderstandings. Focus first on routine communication, not high stakes, or emotionally loaded issues. Toss tennis balls before slippery eggs.

**Reinforce culture through symbolic actions.** Every leadership decision or action has a dual nature. There are technical components to every decision/action and symbolic components to every decision/action. During a transition, the symbolic nature of leadership actions is exaggerated. As people search for clues as to the true nature of the new leader, every word, deed, decision, action, or inaction will be assigned a symbolic meaning. This is unfair to new leaders, but it is nonetheless true and predictable. Rather than lament the unfairness of the transition scrutiny, new leaders do well to capitalize on this window of symbolic effect as an opportunity to make the transition even more positive and effective.

**Recognize the safety and security needs of staff.** Maslow’s hierarchy reminds us that until our safety and security needs are met, it is difficult for humans to focus on higher level needs including the work at hand. Leadership transitions create uncertainty about each organizational member’s formal and informal status and outlook for the future. Insiders may become outsiders, and the unwritten list of “up and comers” may have a few additions and deletions. It is wise, during a transition, to reassure staff as to their basic needs for safety and security. When staff receive little or no communication about these basic needs, it is a human survival response to assume a “worst case scenario” until proven otherwise.

**Be versatile in your leadership style.** One of the benefits of self-knowledge is the ability to be versatile and flex to a more effective leadership style when needed. Leaders with low levels of self-knowledge find it harder to be versatile, since they are not as knowledgeable about their own and others’ preferred style, temperament, or approach. A leader might realize, for example, that her preferred style is to be quietly introspective when considering options. In a leadership transition, however, the leader shows versatility by intentionally reasoning out loud with staff when considering options, knowing that this better meets



the staff's needs to become familiar with her thinking and reasoning.

**Project personal humility and service.** Leaders are given opportunities, especially during the first few months of a transition, to articulate their beliefs and values about education and leadership. If a leader embraces the tenets of servant leadership, this is a particularly effective time to project those values and beliefs.

**Highlight strengths of the organization that should be carried forward.** New leaders are wise to remember that time did not begin with their arrival on the scene. Even low-performing schools and districts undoubtedly have strengths and assets that can be built upon and are best not abandoned. Many new leaders in transition make it a practice to interview each staff member individually and ask a version of these three questions: 1. What, in your opinion, are this school's (or district's) most valuable strengths and assets that we should continue and build upon? 2. What, in your opinion, are some practices or programs that are not performing as well for our students— things we might consider scaling back or ending? 3. How can I best support you, personally, to help you continue to grow and develop?

**Communicate professionally, knowledgeably, and favorably about the leadership team that preceded the transition.** (This principle intentionally mirrors the final principle under succession planning.) When a transition is in progress, it's on everyone's mind. Leaders do well to acknowledge this and communicate authentically, naturally, and professionally. Express gratitude for the opportunity to serve. Be humble and don't listen too much to expressions like "things are really looking up around here since you arrived." Express confidence in the organization's ability to have a successful and smooth transition and continue to become ever more effective. Highlight the skills and abilities of the leader who preceded you. Do this with and for all stakeholder groups. Above all, put the needs of the organization, and particularly its needs during transition, ahead of any or all personal needs for praise, congratulations, compliments, or ego boosts.



# Missouri Leadership Development System (MLDS)

## Developing Level Learning Experience 2:



Recognizing and developing excellent instruction: How successful school leaders cultivate strong instructional practices and develop an emphasis on skillful teaching through observation and feedback.

### Introduction and Rationale:

Stephen Fink in his study *School and District Leaders as Instructional Experts: What We Are Learning* (2012) noted that

*“The quality of teaching is the most important variable improving their instructional practice.”*

An administrator’s first essential step toward improving teaching is her ability to see, notice, and observe; in other words, to recognize excellent teaching. Dictionary.com provides these definitions of recognize: rek-uh g-nahyz (verb)

1. to identify as something or someone previously seen or known
2. to identify from knowledge of appearance or characteristics
3. to perceive as existing or true

When school leaders recognize excellent instruction, they are not seeing it for the first time. Rather, they are identifying episodes of excellent teaching by comparing them to what they have seen, learned, and experienced before. The act of recognizing, then, involves two parts. First the observer must have acquired and organized a knowledge/experience base that can be quickly and accurately accessed. Then, the observer must have the processing ability to interpret, in real time, what is being observed in light of the observer’s knowledge base. That’s Step 1: Acquire and organize a knowledge base about instruction; then Step 2: Use the knowledge base to filter current reality for what’s most important toward improvement.

One of the key differences between how experts and novices observe differently is that experts tend to notice meaningful patterns in the contextual field where novices tend to notice less connected details (Bransford, Brown, & Cocking, 2000). A casual observer looks up at the sky and sees clouds. A meteorologist sees patterns of cloud types that have meaning for forecasting weather.

In *How People Learn- Brain, Mind, Experience, and School* (Bransford et al., 2000) the authors note

Research shows that it is not simply general abilities, such as memory or intelligence, nor the use of general strategies that differentiate experts from novices. Instead, experts have acquired extensive knowledge that affects what they notice and how they organize, represent, and interpret information in their environment. This, in turn, affects their abilities to remember, reason, and solve problems. (p. 31)

As a school leader becomes more and more capable of recognizing excellent instruction, the next, complementary step is to be able to skillfully communicate that which is observed back to teachers in a manner that encourages growth and improvement (Costa and Garmston, 1994). Providing growth-evoking feedback and coaching to teachers is central to the role of school administrators, indeed to all management positions inside or outside education. Waldroop and Butler (1996) note “the goal of [feedback and] coaching is the goal of good management: to make the most of an organization’s



valuable resources.” The awareness of how important feedback and coaching is for teachers increased significantly when researchers Joyce and Showers (1988) showed that skillful feedback and coaching can dramatically increase teachers’ application of new skills vs. staff development alone, that does not include a coaching component. The expectation that school administrators be instructional leaders in addition to their role as enterprise manager is now mainstream. Feedback and coaching skills are recognized as key components of that role. (Steiner and Kowal, 2007).

For emerging Missouri school administrators, the logic model is solid:

- A. Instructional quality is the prime mover of student achievement.
- B. Skillful administrators can learn to recognize patterns of excellent instruction.
- C. Adult learners can learn, grow, and develop substantially.
- D. Teachers apply new skills best when skillful feedback and coaching is employed.
- E. Administrators can improve their feedback and coaching skills through practice.

The learning experience, Recognizing and developing excellent instruction, seeks to develop administrators’ abilities to:

- A. Observe classroom instruction actively and skillfully.
- B. Recognize and name specific patterns of excellent instruction using a common, professional language.
- C. Choose promising topics for feedback to optimize teacher growth.
- D. Provide episodes of growth-evoking feedback and coaching to teachers.
- E. Link individual teacher feedback to overall school instructional goals.

#### [MLDS Engagement Platforms and Treatments for LE 2](#)

**Recognizing and developing excellent instruction:** How successful school leaders cultivate strong instructional practices and develop an emphasis on skillful teaching through observation and feedback.

#### **Treatment 1: Deming’s Marble Drop Experiment**

#### **Treatment 2: Brainstorm Lexicons And Taxonomies From Which One Can Build An Organized Knowledge Base (OKB)**

#### **Treatment 3: Build a Graphic Organizer for your Knowledge/Experience Base with Recognizing Excellent Instruction**

#### **Treatment 4: Group Discussion: Do we know what we see or see what we know?**

#### **Treatment 5: Close Read: Essay on Cause and Effect**

#### **Treatment 6: Picture Studies: Using Classroom Images to Practice the Identification of Cause and Effect**

#### **Treatment 7: 7 Principles of Active Observation**

#### **Treatment 8: Feedback & Coaching Lab, Session 1: 30 Second Feedback**

#### **Treatment 9: Feedback & Coaching Lab, Session 2: Craft Conversations**

#### **Treatment 10: School Walk Around (SWA)**



**Treatment 11: Developing a Common, Professional Language to Describe Excellent Instruction**  
(approximate time allotment: variable, according to each exercise.)

**Engagement Platforms:** Regional meeting, Retreat, Learning lab, Individual activity, Work with mentor, Work with colleague(s)

**Introductory Note:** One of the key differences between how experts and novices observe differently is that experts tend to notice meaningful patterns in the contextual field where novices tend to notice less connected details (Bransford, Brown, & Cocking, 2000). A casual observer looks up at the sky and sees clouds. A meteorologist sees patterns of cloud types that have meaning for forecasting weather. *In How People Learn- Brain, Mind, Experience, and School* (Bransford et al., 2000) the authors note that research shows that it is not simply general abilities, such as memory or intelligence, nor the use of general strategies, that differentiate experts from novices. Instead, experts have acquired extensive knowledge that affects what they notice and how they organize, represent, and interpret information in their environment. This, in turn, affects their abilities to remember, reason, and solve problems.

There is compelling evidence that our language (what we call something) strongly impacts our thinking (what we notice) (Mitterer, et al, 2009, Klemfuss, et al, 2012) (Vygotski, 1986). Studies have demonstrated that teaching people new color words changes how people are able to discriminate colors. (Boroditsky, 2011, p. 65). So, the language we choose to describe an element of excellent instruction not only helps us organize our thinking, it determines what we are able to see (Rutherford, 2016). (Adapted from MLDS Emerging Level Facilitation Guide, Learning Experience 2: Recognizing and Developing Excellent Instruction, Introduction, pages 24-27.)

The following exercise, *Introduction to The Artisan Teacher: A Field Guide to Skillful Teaching*, seeks to develop administrator's instructional expertise by increasing their ability to see patterns of excellence in classroom instruction, to name those patterns, and to use this deeper understanding to support and develop teachers and teaching. There are many excellent lexicons available to educators who want to build their capacity for seeing and understanding teaching effectiveness. The Artisan Teacher lexicon of terms is featured in this publication as an example of a comprehensive, practical, and easy to access resource. Pattern recognition and deep understanding are supported by a common professional language, not necessarily any particular common professional language. Which language is used is less important than the degree to which the language is actually used, shared, and deeply understood.

**EXERCISE:** Introduction to *The Artisan Teacher: A Field Guide to Skillful Teaching*.  
(approximate time allotment: 30 minutes)

Find a suitable space, grab a highlighter and a pen or pencil, and pre-read *The Artisan Teacher: A Field Guide to Skillful Teaching* (Rutherford, 2013). Here's how to pre-read (Adler and Van Doren, 1972). Examine the front and back cover of the book. Read each page before page 1. Read the Foreword, pages 1-5. Read How to Use This Field Guide on pages 7-9. Read The 23 Themes on pages 9-11. Then, skip to the back of the book and read End Notes on pages 161-163. Scan through the References on 161-174. Read Acknowledgements on page 175 and About the Author on page 177. Then, flip through the pages of the book, stopping from time to time to look at illustrations and other text features. Finally, choose three chapters from the book (ones that peaked your interest), and read a paragraph from each chapter- perhaps a beginning paragraph, then a mid-chapter paragraph, then a closing paragraph.

Either individually, or in small groups, address some or all of the following thought/discussion prompts:

- If an interested colleague, who was unfamiliar with the book, asked "What type of book is it?" – How would you respond?
- Why do you think this book is titled a field guide?



- What is the overarching theme of the book?
- What is the underlying structure of the book?
- What is the author’s purpose in writing the book?
- What else, if anything, do you know about the author?
- What other books, from your reading history, are similar to this one?
- Based on your pre-read, which two of the 23 themes, most captured your interest?
- Of the 23 themes, were any surprising to you?
- With which of the 23 themes are you most familiar?
- With which of the 23 themes are you least familiar?
- Of the 23 themes, which two are, in your opinion, most important for student learning?
- As a teacher, which of the 23 themes were strengths of yours?
- If your faculty were to study three themes from the book, which three would you choose?
- If your faculty were to study just one theme, which would you choose? Why?
- Based on your pre-read, how likely are you to read the entire book?

**EXERCISE: Mini- Socratic Seminar on an Artisan Theme**  
(approximate time allotment: 25 minutes)

A Socratic seminar is a group discussion strategy that leads to higher level thinking and interdependent learning. Named after Socrates, the great Greek questioner, a Socratic seminar asks participants to read a piece of writing (or consider a piece of art) and participate in a small group discussion by responding to these three prompts (or similar):

1. Re-name this selection of writing with a new title that captures the essence of the author’s purpose. Choose a new title that is catchy and interesting, but that also provides a window into the essence of the theme’s nature. *This prompt causes the participants to consider the gestalt of the selection, before considering the details.*
2. Pan for gold. Share specific excerpts from the selection that were especially valuable or insightful, in your opinion. Cite the page, paragraph and line of the passage(s) that were extra important to you. Allow the group to locate the passage, then share why it resonated with you. *This prompt steers the participants into the details of the text.*
3. Share applications. Contribute a specific idea from the text that has immediate application for your work. Make a commitment to apply this idea. *This prompt pushes the participants toward the future and how they might specifically apply ideas from the selection.*

In all cases, participants are invited to not only respond to the prompts, but also to respond to others’ responses.

For the first Socratic seminar, it is recommended that the group read and discuss Artisan Theme 5: Overt Responses (pages 37-42). An excellent follow-up seminar topic is Artisan Theme 20: Complementary Elements (pages 135-139). Overt Responses is a fundamental of instruction, necessary for competence. Complementary Elements is a “next level” theme, likely to push participants thinking toward instructional excellence. As such, the two themes are complementary.



**EXERCISE:** Artisan Theme Safari: Spotting Artisan Themes in the Wild.  
(approximate time allotment: 30 minutes per round)

**Round 1:** Grab an Artisan Teacher Memory Jogger Card, or pages 9-11 from the Artisan Teacher Field Guide, or download a list of the 23 Artisan themes from <http://www.rutherfordlg.com/the-23-artisan-themes/>. With your support list in hand, spend five minutes or so in three classrooms. Jot down any themes you notice. Remember a theme is a pattern or an approach, not a technique. Using white boards to assess student mastery is a technique. The theme or pattern that informs that technique is called Overt Responses. Writing an “I can...” statement on the board is a technique. The theme is called Clear Learning Goals. Next, choose one Artisan theme that you observed- perhaps one that you saw more than once, or one that was particularly effective, and immediately read the chapter on that theme. Highlight and annotate text from the chapter that specifically supports your observations. Your goal is to link practice to theory, to learn as much as you can about the science and art behind an episode of effective practice that you just observed.

**Round 2:** Reverse the process. First choose a theme from the Artisan Teacher Field Guide and do a close read on the chapter. Highlight and annotate text that seems particularly important and/or descriptive. Now, observe for five minutes or so in three classrooms. Look specifically for evidence of the theme on which you’re focusing. Your goal is to link theory to practice, to search for something in current reality that, theoretically, could or should be happening. Be prepared to be amazed, and also disappointed. Skillful observers recognize not only what is there, but what is missing. If an observer, having just read Theme 18: Performance Feedback (PFB), immediately observed a classroom, two things would stand out; the presence of PFB, and the absence of PFB. Observing live instruction with the schema of PFB, or any theme, active in the observer’s mind sharpens the eye and deepens understanding. The observer is more likely to notice shades of PFB, partial PFB, opportunities for PFB, perfectly timed PFB, and how PFB exists in concert with other complementary themes.

**Extra Credit Exercises:** After a few round 1s and round 2s, take a partner (or two) on the safari and compare notes and observations along the way. APs make great partners and so do teacher leaders. Also, form an accountability group with other instructional leaders. Set a goal for your safaris and allow others to hold you accountable to your goals- reciprocate the support for others.

**EXERCISE:** Identifying Artisan Theme Complements  
(approximate time allotment: 1 hour for all exercises)

In all types of professional endeavors, and especially in the creative professions such as dance, music, graphic design, athletics, journalism, and education, it is more effective to improve performance through addition, rather than only through correction (Buckingham and Clifton, 2001). Successful athletic coaches seek not only to eliminate players’ mistakes, but also to understand each players’ unique strengths and “coach up” complementary skills that augment those strengths. In boxing, a great combination, sometimes called a 1-2 punch, is an advanced skill that can turn a good boxer into a great one. A vocalist with impressive range can improve even more through excellent breath control. A witty writer who can turn poignant on a dime attracts more readers than the wittiest or the most poignant writer. Peanut butter is good and chocolate is great, but Reese’s Cups are amazing!

And, so it is with teachers and teaching. Instructional leaders who can see and coach complements to an individual teacher’s current set of abilities possess a powerful tool for supporting a teacher’s “next level” growth.

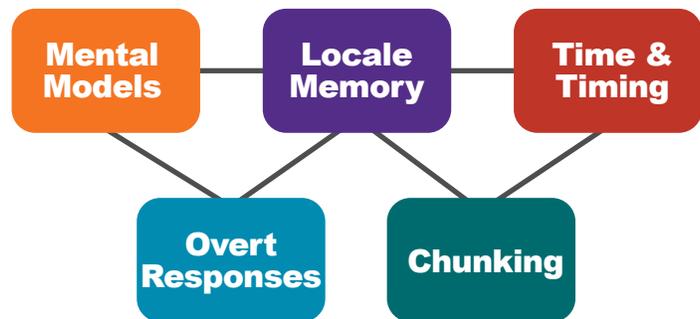
**Warm-up:** Read Theme 20: Complementary Elements. This theme describes a teacher’s ability to create accelerated and deepened learning by positioning instructional elements in sequences that produce positive interplay. As administrators, we are looking at the concept of complementary elements in a different way- not as an instructional design, but as a development strategy. The concept of complementarity, however, is the same. Two things can be said to be complementary when they, in



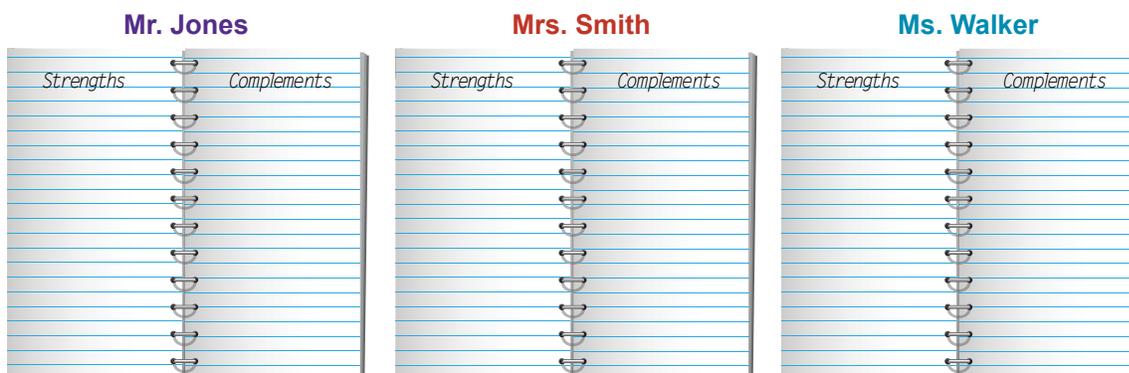
a way of thinking, complete each other. The Free Dictionary.com defines complementary as “combining two or more things in such a way as to enhance or emphasize each thing’s qualities.” Merriam Webster’s Collegiate Dictionary (10th Edition) offers “Serving to fill out or complete” and “mutually supplying each other’s lack.” (Rutherford, 2013).

Displayed Thinking + Mix and Match Themes: Create multiple sets of cards with all 23 theme names and definitions on them. Using a large bulletin board or cork board area, push pins, and segments of yarn, position the theme cards to illustrate natural combinations (complements). Link themes to other themes that are complementary in nature and be prepared to explain why and how the linked themes complement one another. For example, one might link Theme 5: Overt Responses to Theme 6: Mid-Course Corrections and then explain “These two themes complement one another because they work in a sequence—Overt Responses tells teachers who’s with them and who’s not, and Mid-Course Corrections speaks to what to do with that information—one leads to the other.”

**Extra Credit:** Include in your explanations the type of complement involved—completeness, yin-yang, contrast, role swap, or preliminary practice (Refer to Theme 20: Complementary Elements).



## Complement Matrix



### Treatment 12: Next Level Coaching- Helping Teachers Achieve Their Potential

(approximate time allotment: 3 hours for 2 rounds of observing + coaching)

**Engagement Platforms: Learning lab, Individual work, Work with mentor**

Introductory Note: Next Level Coaching- Helping Teachers Achieve Their Potential is adapted for the MLDS from *Seven Tools for Developing Teachers and Teaching™* and *Feedback & Coaching Lab™* (Rutherford, 2009). *Feedback & Coaching Lab* is a facilitated half-day experience that assembles 12-15 participants at a volunteer school for the purpose of developing observation and feedback skills through direct modeling, practice, and immediate feedback. *Feedback & Coaching Lab* participants observe classroom teaching in small groups, practice collecting relevant data, analyze and discuss observations to clarify patterns of effective instruction, identify teacher talents and strengths, and provide teachers with growth-evoking feedback and coaching.



**EXERCISE:** Next Level Coaching Quick Description: Next Level Coaching is a proactive method for adding an element to a teacher’s practice or changing/improving an element of a teacher’s practice. Instructional coaching is direct, straightforward, and positive. It is intended to be used with teachers at all levels of effectiveness. Intended Effect: Next Level Coaching seeks to directly improve instruction by adding effective practices and/or substituting effective practices for ineffective ones. When to and when not to: Next Level Coaching should be used to teach fundamental, important concepts and practices- not to correct minor errors.

**Outline of a Next Level Coaching session:**

- 1. Introduction:** Greeting, set the tone, outline the session.
- 2. Identify** the theme or practice you wish to add to the teacher’s repertoire. Describe the essence of the theme and the probable benefits.
- 3. Generate** examples of the theme from outside education to build conceptual understanding.
- 4. Generate** examples of the theme in action inside education settings, but not limited to the teacher’s subject area or grade level.
- 5. Select** theme examples for application.
- 6. Determine** steps for support and accountability of initial practice.
- 7. Plan** for support and accountability towards mastery and transfer.
- 8. Invite** Feedback from the teacher on the coaching experience.

**Note:** Next Level Coaching can be used with an individual teacher or a small group (3 or 4) of teachers. Small group coaching increases efficiency since it affects multiple teachers at the same time. It also increases depth and quality of thought since it is a collaborative exercise instead of an individual one.

When choosing the small group, it is advisable to place inexperienced and/or lower performing teachers into groups of more experienced and/or higher performing teachers.

Any mixture of grade level and content can be used in small group coaching. If the group is mixed as to grade and subject, it will be easier to direct the discussion toward themes of effective instruction, rather than content concerns. If the group is job-alike, they will be more likely to focus on content, rather than pedagogy.

**Working Notes:** Plan ahead for a successful Next Level Coaching session.

- Theme:
- Outside school examples:
- Inside school examples:
- Plan for application:
- Plan for support and accountability:



**Other notes:**

**Create an artifact** to support and document the Next Level Coaching session. Use a large format piece of blank paper. Graphically illustrate the theme, critical attributes of the theme, outside examples, inside examples, and application choices.

After a number of themes have been shared, ask administrators to identify possible complements to the themes listed. Chart these complements by linking them to the observed themes.

Select one of the complement themes to use as the Next Level Coaching topic.

For high-performers: coach complement themes For mid-performers: coach addition themes For low-performers: coach substitution themes.



## Treatment 13: Key Lesson Planning: Improving Lessons Before They Exist

(approximate time allotment: 3 hours for 2 rounds of observing + coaching)

**Engagement Platforms:** Learning lab, Individual work, Work with mentor

**Introductory Note:** Key Lesson Planning: Improving Lessons Before they Exist is adapted for the MLDS from *Seven Tools for Developing Teachers and Teaching™* and *Feedback & Coaching Lab™* (Rutherford, 2009). *Feedback & Coaching Lab* is a facilitated half-day experience that assembles 12-15 participants at a volunteer school for the purpose of developing observation and feedback skills through direct modeling, practice, and immediate feedback. *Feedback & Coaching Lab* participants observe classroom teaching in small groups, practice collecting relevant data, analyze and discuss observations to clarify patterns of effective instruction, identify teacher talents and strengths, and provide teachers with growth-evoking feedback and coaching.

### EXERCISE: Key Lesson Planning

**Quick Description:** A pre-conference of sorts, Key Lesson Planning seeks to engage the teacher in a brief “think ahead” toward an upcoming lesson. The coach asks open-ended questions inviting the teacher to think about specific goals for the upcoming lesson, devise student activities and experiences most likely to produce the desired learning, and imagine assessment cues that will indicate mastery.

**Purpose/Rationale:** To proactively improve a lesson through a session of facilitated thinking/planning that serves to sharpen goals, align activities, and clarify assessments. **Intended Effect:** To provide an opportunity for a teacher to think ahead to an upcoming lesson in a deeper, different, or enhanced way. **When to and when not to:** The more accomplished the teacher, the richer the reflective conversation is likely to be. Therefore, reflective planning is an excellent tool for working with peak performers. Key Lesson Planning should not be used to discuss lessons that are imminent. An interim of 2-5 days between the coaching session and the lesson is optimal. Key Lesson Planning is not effective for providing “guiding” feedback. It depends solely on the teacher’s own thinking, albeit facilitated thinking, so does not allow for providing suggestions.

Key Lesson Planning is loosely adapted from tenets of Cognitive Coaching: A Foundation for Renaissance Schools (Costa and Garmston, 1994). A revised (3rd) edition, *Cognitive Coaching: Developing Self-Directed Leaders and Learners* (Costa & Garmston, 2016) is now available. Further information about the Cognitive Coaching process can be found at [www.thinkingcollaborative.com](http://www.thinkingcollaborative.com).

### Outline of a Key Lesson Planning Session:

- 1. Introduction:** Greeting, set the tone, outline the session.
- Using positive presupposition, invite the teacher to **reflect upon goals** for an upcoming lesson. Listen for noun clarity (content) and verb clarity (level of thinking/doing). Probe for increased clarity, if appropriate.
- Using positive presupposition, invite the teacher to **reflect upon planned teaching strategies/ learner activities**. Listen for congruency between learner activities/experiences and the learning goals discussed earlier. Probe for increased clarity about this link, if appropriate.
- Using positive presupposition, invite the teacher to **reflect upon assessment “look-fors.”** Listen for plans to elicit overt responses from students and plans for possible mid-course corrections. Probe for clarity, if appropriate.
- If an observation is planned, **invite teacher to direct the observation**/data gathering for the observation.
- Invite teacher to **provide feedback** on the coaching experience. Invite feedback on the process and the content of the session.



**Note:** Key Lesson Planning can be used with an individual teacher or a small group (3 or 4) of teachers. Small group coaching increases efficiency since it affects multiple teachers at the same time. It also increases depth and quality of thought since it is a collaborative exercise instead of an individual one.

When choosing the small group, it is advisable to place inexperienced and/or lower performing teachers into groups of more experienced and/or higher performing teachers.

**Create an artifact** to support and document the Key Lesson Planning session. Use a large format piece of blank paper. Graphically illustrate the teacher's thinking on goals, activities/experiences/approaches, and assessment cues.



### **EXERCISE:** Key Lesson Planning

Key Lesson Planning is a version of Reflective Planning that focuses, as the name implies, on extra-important episodes of instruction. While every lesson is important, none are more impactful toward student learning than initial lessons and final lessons.

Another way to identify key lessons is to examine school data to determine curriculum elements where students are underperforming. An initial or final lesson from a unit where students have historically underperformed is indeed a key lesson.

Initial lessons (for example- the first lesson in a unit) are key since effective initial lessons accomplish three objectives. First, they introduce a schema or framework onto which subsequent information can be organized. Second, they generate interest, anticipation, and enthusiasm for the upcoming content. Third, they teach key, initial information that will set the stage for successful learning as the unit progresses.

Final lessons are key since they offer an opportunity for closure and for connecting the learning of the unit to a broader set of understandings. This closure/connection process is the basis for transfer, the ability of a learner to apply learning in new or larger contexts.

Rather than focus on content, Key Lesson Planning focuses on the schema building process that precede an initial lesson and follow a final lesson.



# Missouri Leadership Development System (MLDS)

## Developing Level Learning Experience 3:



Understanding Self and Others: How successful administrators cultivate self-knowledge and customer focus to create success for all stakeholders.

### Introduction and Rationale:

Of all the traits that quickly come to mind when one imagines a particularly successful leader...courage, vision, commitment, integrity, service- rarely do we place on the A list the trait of honest self-awareness. An insatiable curiosity about the nature of those one purports to lead, likewise, does not make the top ten. These two leadership attributes, however, are directly and tightly linked to success in all enterprises, inside and outside education. The degree to which a school administrator knows well both self and others is the degree to which the administrator is able to design and act for success- both personal and organizational.

In their work *Heart, Smarts, Guts, and Luck* (Tjan, Harrington, and Hsieh, 2012) Tjan states “In my experience — and in the research my co-authors and I did for our book, *Heart, Smarts, Guts, and Luck* — there is one quality that trumps all, evident in virtually every great entrepreneur, manager, and leader. That quality is self-awareness. The best thing leaders can do to improve their effectiveness is to become more aware of what motivates them and their decision-making.”

A logical complement to self-knowledge is the leader’s knowledge of others, customers and coworkers. The best in the business not only study their customers, they have a persistent curiosity and keen fascination with all aspects of their customers’ habits, motivations, home life, relationships, fears, goals, and preferences.

A focus on understanding self and others is the basis for creating a culture of trust (Hurley, 2006). When school administrators spend a great amount of time and energy learning about and studying others, they are rightly perceived as being other-focused, rather than purely self- focused (Russell, 2013). The often quoted observation by former president Teddy Roosevelt “Nobody cares how much you know, until they know how much you care” rings especially true for school administrators. Andrew (2015) explains “When people know how much you care, you have begun building the foundations of trust-based relationships. In business, developing and sustaining relationships based on trust puts you on the track to success, as relationships, particularly trust-based relationships, equal success” (para. 2).

One of the keys of being a successful leader is the ability to build and develop relationships of trust with pertinent stakeholders (Covey, 2006). From the students you serve to the colleagues with whom you collaborate and the community members with whom you engage, creating and sustaining relationships is essential.

The learning experience Understanding Self and Others builds administrators’ abilities to:

- A. Develop a deeper and more nuanced understanding of self, including one’s motivations, talents, weaknesses, preferences, personality, values, purpose, temperament, and tendencies.
- B. Discern how the complementary elements of mission, vision, and core values can create clarity of purpose for self and school.
- C. Use capacity mapping to build awareness of the unique and valuable skills and abilities possessed by the current faculty and staff.
- D. Develop a deeper understanding of students by connecting their school and home contexts.
- E. Build and sustain positive, trusting relationships with stakeholders and stakeholder groups.



## MLDS Engagement Platforms and Treatments for LE 3

Understanding Self and Others: How successful administrators cultivate self- knowledge and customer focus to create success for all stakeholders.

### **Treatment 1: Build a Personal Leadership Platform**

### **Treatment 2: Clarifying Mission, Vision, and Core Values Fighting Fuzzy Purpose**

### **Treatment 3: Applying Customer Service Strategies to School Stakeholders**

### **Treatment 4: Capacity Mapping of Faculty and Staff**

### **Treatment 5: Bus Tour of Student Addresses**

### **Treatment 6: Self-knowledge Instruments**

(approximate time allotment: 75 minutes)

### **Engagement Platforms: Regional meeting, Retreat**

The underlying theme of Learning Experience 3: *Understanding Self and Others* is that by gaining self-knowledge, school administrators become better equipped to understand and serve all client constituencies. The learning sequence follows these steps. First, school administrators build more accurate and complete self-knowledge. Next, they use that understanding to see and value differences. Then, through personal versatility, they can work more successfully with others.

The first and foundational step in the process is to gain self-knowledge. It is paradoxical that a person might have a limited understanding of themselves. After all, with whom do we spend more time than ourselves?

**Paradox-** *par-uh-doks*, noun: *a statement or proposition that seems self-contradictory or absurd but in reality expresses a possible truth.* (Dictionary.com)

It is a common understanding in psychology and the social sciences that humans are very capable of beliefs about their own nature that are contradictory to others' experiences. Joseph Luft and Harrington Ingham developed the Johari Window to illustrate how people possess blind spots, aspects of our nature which are known to others but invisible to self (Luft & Ingham, 1955). The Dunning-Kruger Effect describes how an individual's incompetence limits their ability not only to do something, but also to assess their own level of performance at the task (Kruger & Dunning, 1999). According to Emily Pronin, who coined the phrase "introspection illusion," people tend to attribute bias in an uneven way. We tend to see our own actions as free from bias and others' actions as biased. This bias misattribution may be a source of conflict and misunderstanding between people (Pronin, 2007). In *Crucial Conversations-Tools for Talking When Stakes are High*, the authors explain that the human mind will create a false narrative, an explanatory story, to position us in a positive way when we are in a difficult communication (Patterson, Grenny, McMillan, & Switzer, 2012).

It is clear. If we are to gain self-knowledge, we need some help from outside ourselves. Self-knowledge instruments such as the DiSC™ work behavior assessment, The Myers-Briggs Personality Type Indicator™, the Keirsey Temperament Sorter, and/or other instruments can provide insights and understandings into a school leader's internal nature that would be difficult to realize without the aid of the instrument.



**EXERCISE:** Complete a DiSC work behavior assessment, or another self-knowledge instrument, and gain insights into your personal set of natural tendencies and predispositions. With your facilitator, engage in multiple processing activities to deepen your learning and plan for how you might put this new learning to work for your own development and service to your school.

**Treatment 7: Serving Each and Every Child: Understanding Extraordinary Constituent Groups**  
(approximate time allotment: 60 minutes)

**Engagement Platforms: Regional meeting, Retreat**

School leaders are charged with the responsibility of creating learning, achievement, and success for each and every student. Popular education culture is replete with phrases and slogans that speak to this aim. “No child left behind” “Learning for all” “All children can learn” “Every child, every day” The vision that a school can create success for every student and not merely most of them, is powerful, compelling and hopeful. An important beginning step on the journey from success for most to success for all begins with an intentional effort to identify and understand a school’s extraordinary constituent groups.

For the purpose of school leadership for school improvement, the term extraordinary constituent group describes any student or group of students whose circumstances create specific obstacles to success. The careful, deeper understanding of these circumstances and obstacles can provide school leaders with insights and avenues for increasing success for these students... perhaps even all students.

There is nuance involved in the success for all approach and, in some cases, controversy too. A starter list of the ambiguities involved includes:

*One could make the case that every student is extraordinary in some ways.*

*The term extraordinary connotes that there must also be groups of students that are, by the same definition, ordinary.*

*The basics of a quality education- skillful instruction, aligned and relevant curriculum, keen assessment, adequate time for learning, etc. are shown to be important for all students’ learning, whether typical or exceptional.*

*The additional support and instructional alternatives provided to special needs students are shown to be quite effective for all students.*

*Extraordinary constituent groups sometimes include students whose circumstances involve divisive and polarizing political, religious, or social issues.*

The effort to identify and more deeply understand extraordinary constituent groups is fraught with ambiguity and controversy. School leaders who take up this effort do well to first check their levels of courage, empathy, and purpose. The prize of leading schools that are designed to deliver success for all, rather than most, is well worth the effort. The benefits of pursuing success for all students are substantial for students of extraordinary constituent groups. Just as importantly, these efforts produce rich benefits for every student and every adult in the school community.

**EXERCISE:** View and discuss an empathy awareness video. Students with extraordinary circumstances are often able to hide in plain sight. One avenue toward better understanding extraordinary constituent groups is to simply increase our awareness of their presence.



**EXERCISE:** Identifying extraordinary constituent groups.

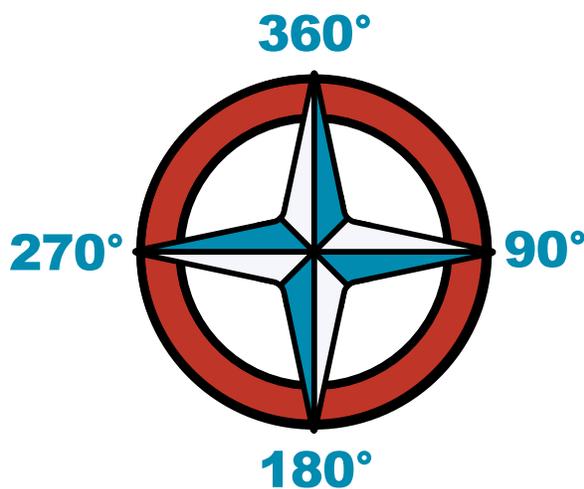
A. Brainstorm as many possible ECGs as your group can imagine. Do not limit the list to ECGs at your own school. Build as large and inclusive a list as possible. Remember the definition of an ECG: Any student or group of students whose circumstances create obstacles to success. In a brainstorming session, it is important not to stop to discuss each entry, but rather to focus on identifying as many possibilities as possible.

B. With the large list as a resource, now identify which of the possible ECGs are present at your school.



**EXERCISE:** Mapping obstacles and responses for extraordinary constituent groups. Create an ECG map.

Then, choose an ECG and complete as much as possible for that ECG.



**Treatment 8: 360° Leadership Assessment**  
(approximate time allotment: Two weeks for data collection, 60 minutes for debrief and analysis)

**Engagement Platforms: Regional meeting, Retreat, Coaching/Mentoring**

Leadership is outward facing. The function of leadership, by definition, pertains to the effects of leadership on the people, programs, and systems of an organization. These effects can be obvious and commonly understood, or they can be subtle and nuanced. Different people in an organization often report different effects from leadership behaviors and decisions. Since leadership affects all aspects of an organization through multiple individuals and groups, it

is wise to obtain feedback from as many points as possible to build an accurate understanding of a leader's impact and effectiveness. This process, modeled on the points of a compass, has come to be known as a 360° assessment, since it seeks to provide feedback from a full circle of stakeholders. In a school setting, a 360° assessment for a principal might seek input and feedback from students, parents, teachers, classified staff, community members, central office leaders, and/or other stakeholders.

**EXERCISE:** To be determined



# Missouri Leadership Development System (MLDS)

## Developing Level Learning Experience 4:



A primer on decision making for new school administrators: How to get things done, empower others, and make the right call on tough issues.

### Introduction and Rationale:

School administrators are asked daily to make hundreds of decisions. Some are simple, some are complex, and some are seemingly impossible - all are important. If the sheer number of important decisions to be made were not challenging enough, administrator decision making is made more complex by a number of cultural and contextual factors.

Communities and the schools that serve them are increasingly more diverse. In addition to demographic distinctions and implications, schools must also address a growing diversity of individual student needs. Expectations for the statistical performance of schools is higher and more visible. And, the political structures that govern and fund schools are increasingly polarized (Shapiro & Stefkovich, 2016).

Since one of the fundamental purposes of public schooling is to prepare the citizenry to participate in a democratic society, it falls on schools to pattern their decision making after democratic principles. School leaders are not merely making management decisions, they are at the same time expected to model participative, democratic governance (Fullan, 2005).

School leaders have, by virtue of their official position, a good deal of power over valuable, and often scarce, resources. Administrators routinely make decisions about things that impact the quality of other's work lives - budgets, room assignments, committee responsibilities, supervision duties, and planning periods, etc. With power over resources comes a responsibility to exercise that power in an ethical and moral manner with both integrity and transparency, (Fullan, 2005, Strike, Haller & Soltis, 2005). In his work, *Paradigms and Promises: New Approaches to Educational Administration*, Foster (1986) writes "Each administrative decision carries with it a restructuring of human life. That is why administration at its heart is the resolution of moral dilemmas."

Each administrative decision contains in it a natural duality. Not only must school leaders make decisions that are rational and technically competent, but also must consider the symbolic, sometimes irrational, impact of the decision on others' perceptions and the school's culture (Deal & Peterson, 1994, 2009).

The learning experience: **A primer on decision making for new school administrators** seeks to:

- A. Develop a clear-eyed understanding by administrators of the importance and potential pitfalls of leadership decisions.
- B. Engage school administrators in an array of learning designs that will build their awareness and basic skills in administrative decision making.
- C. Provide practice and feedback toward initial mastery in the areas of participative decision making, empowerment of others, avoiding unintended consequences, and ethical/moral decision making.

### MLDS Engagement Platforms and Treatments for LE 4

A primer on decision making for new school administrators: How to get things done, empower others, and make the right call on tough issues.

#### Treatment 1: The Technical/Symbolic Duality of Leadership Decisions

#### Treatment 2: An Introduction to Participative Decision Making

#### Treatment 3: A Primer on Ethical Decision Making



## Treatment 4: Consensus Decision-Making

(approximate time allotment: 60 minutes)

### Engagement Platforms: Regional meeting, Retreat

Sometimes an administrator needs to make a quick decision, communicate it to the staff, and move on. At other times, it is wise to get advice or delegate decisions to others. It is an asset to have several decision strategies at the ready to match the needs and demands of each situation. Consensus decision making is a participative approach to decision making that involves all members of the group reaching consent, not necessarily complete agreement, on a group decision. Consensus building takes considerable time and energy and, therefore, is not appropriate or needed for every leadership decision. However, when the implementation of the decision requires people to volunteer their commitment and best work, not merely compliance, the investment in consensus decision making can produce broader support, better teamwork, and more sustainable follow-through.

Although there are many variations, the basic steps in consensus decision making are:

1. Discuss, among the group, the issue to be decided.
2. Choose the level of consensus necessary for successful implementation.
3. Identify any emerging proposals or ideas that have broad support.
4. Identify concerns and shortcomings with the emerging ideas.
5. Working together, modify the emerging idea to address as many concerns as possible.
6. Check for consensus along the way.
7. Finalize the decision - or - circle back to steps 2, 3, 4, or 5 and proceed again.

**Note:** A common way to check for consensus is fist to five. In a fist to five check, each participant indicates his current level of consensus by holding up a hand with 0 (fist) 1, 2, 3, 4, or 5 fingers raised.

**Five:** I support this decision and will actively recruit others to support it and will work to ensure its successful implementation.

**Four:** I support this decision and will work to ensure its successful implementation.

**Three:** I hesitantly support this decision

**Two:** I do not support the decision



**One:** I do not support the decision, but will not actively recruit others to oppose it. I will comply with its implementation.

**Fist:** I do not support the decision and will actively recruit others to oppose it. If implemented I will withhold efforts to ensure its success.

Simulate consensus decision-making using non-school issues. Create a scenario that involves a decision to be made by the attending group. Choose a non-school issue that does not represent an authentic school decision. Choose a facilitator(s) and proceed through the steps of consensus decision making to make the decision. Then, debrief the experience. Choose another issue, a new facilitator(s), and work through the scenario again. Then debrief the experience.

**EXERCISE:** When to (and when not to) use consensus decision making

Discuss the advantages and disadvantages of consensus decision-making. Build a pros vs. cons chart to record the discussion. Then, based on the discussion and chart, identify school decisions that would be a good fit for consensus decision-making. Also, identify counter examples—school decisions for which consensus decision-making might be inappropriate or unneeded.



# Missouri Leadership Development System (MLDS)

## Developing Level Learning Experience 5:



Reading and Shaping School Culture: How to see and shape the invisible, but powerful, forces that fuel or freeze a school's improvement efforts.

### Introduction and Rationale:

Each and every school comes equipped with a strong, existing culture. This invisible, but powerful, force is the primary determiner of success for a school's improvement efforts (Fullan, 2007; Hollins, 2015). It is an unfortunate twist that many school administrators are selected for their positions based on their abilities to produce tangible, structural results; designing a school schedule, supervising employees, enforcing school discipline, or balancing a budget. However, beginning on day one of the job as school administrator, the primary factor for success is no longer tangible (Cunningham & Cresso, 1993). It is the leader's ability to understand, assess, and positively shape the intangible, but powerful, force that fuels or freezes a school's improvement efforts- school culture.

Culture, being an invisible force, lends itself to several definitions and descriptions...

- The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristics of a community or population. (The American Heritage Dictionary, 1975)
- The set of attitudes, values, goals, and practices that characterizes a company or corporation. (Merriam-Webster's Collegiate Dictionary, 1993)
- The guiding beliefs and values evident in the way a school operates (Fullan, 2007)
- The qualities of any specific human group that are passed from one generation to the next. (Kotter & Heskett, 1992)
- A system of informal rules that spell out how people are to behave most of the time. (Deal & Kennedy, 1982)
- The way we do things around here. (Bower, 1966)

The culture of a school plays an essential role in improving performance. Positive culture can infuse work with meaning, passion, and purpose (Deal & Peterson, 1999). A positive school culture is associated with more rapid and lasting school improvement, higher teacher motivation, greater teacher collaboration, more application of professional development skills, reduced absenteeism, and higher levels of adult and student learning (Hofstede, 2005; Fullan, 2007; Deal & Peterson, 2009).

The learning experience **Reading and Shaping School Culture** seeks to develop administrators' abilities to:

- A. Gain a clearer understanding of the nature and power of school culture by identifying, describing, and analyzing powerful non-school organizational cultures.
- B. Demonstrate the ability to understand, read, and assess current school culture by applying culture assessment criteria.
- C. Understand elements of culture such as heroes, stories, myths, traditions, rituals, ceremonies, symbols, and signs, which have, over time, shaped the current school culture.
- D. Assess and improve aspects of personal and organizational trust.

### MLDS Engagement Platforms and Treatments for LE 5

Reading and Shaping School Culture: How to see and shape the invisible, but powerful, forces that fuel or freeze a school's improvement efforts

#### Treatment 1: Creating an Operational Definition of School Culture

#### Treatment 2: Re-estimating the Effect Size of School Culture



### Treatment 3: Assessing School Culture: Making the Invisible Visible

### Treatment 4: Identifying the Elements of School Culture

### Treatment 5: Building a Culture of Trust

### Treatment 6: Shaping and Reshaping School Culture

(approximate time allotment: 75 minutes)

**Engagement Platforms: Regional meeting, Retreat, Online event.**

In Learning Experience 5, Treatment 4: Identifying the Elements of School Culture, our purpose was to build understanding of the various contributors (elements) to a school's culture. We identified this starter list of elements: Heroes, Priests, Rites and Rituals, Routines, Ceremonies, Signs and Symbols, Shared Values, Shared Vision, History, Stories, Myths, Legends, Shared Beliefs, Group Norms, Place and Physical Structure, Language, Jargon, and Metaphor.

The elements of school culture serve as a helpful framework for seeing and understanding an existing school culture. These same elements also serve as leverage points toward shaping and reshaping school culture (Gruenert and Whitaker, 2015.) This treatment focuses on four elements of school culture that turn out to have particular utility in positively shaping and reshaping school culture: Heroes, rituals, events, and ceremonies. (Deal and Kennedy, 1982) (Deal and Peterson, 2009).

**EXERCISE:** Change the elements - change the culture. Create a plan for improving school culture by leveraging four elements of school culture: Heroes, rituals, events, and ceremonies.

Part A: Build examples of how the four elements affect school culture.

Part B: Create an inventory of how each element is currently guiding school culture.

Part C: Design a plan to use the element to shape or reshape school culture.



### Treatment 7: Understanding and Employing the Cultural Network

(approximate time allotment: 30 minutes)

**Engagement Platforms: Regional meeting, Retreat, Online event.**

In their 1982 classic *Corporate Cultures: The Rites and Rituals of Corporate Life*, Terrence E. Deal and Allen A. Kennedy introduce the concept that every organization has a communication and relationship network through which cultural messages are sent and meaning is derived. Leaders of these organizations who desire to impact culture do well to identify this cast of characters, and employ them in service to the organization's current and future health.



Cast of Characters (adapted from Deal and Kennedy, 1982)

**Priests** intervene between the divine (admin) and the common (faculty) and interpret messages from above.

**Storytellers** make the happenings of a school interesting and memorable.

**Whisperers** traffic in semi-secret information.

**Gossips** have an agenda and use the network to advance that agenda.

**Spies** are trusted by two or more cultural subgroups.

**Cabals** have hidden connections and communication channels to one another.

**Saboteurs** are secretly working against the mission and vision of the school.

**Members** include everyone who interacts with other members and characters.

EXERCISE: Two nametags. Imagine that everyone who works at your school, including yourself, wears two nametags. One nametag contains the person's known identity, such as John Smith, Science Teacher. The other nametag contains the person's cultural network identity, such as, John Smith, Whisperer. Use this approach to identify some of the cultural network cast of characters currently operating in your school, and how you might use this knowledge to shape school culture. Remember that in your school, and in your district, you may have a double identity too.



Encourage participants to engage in this activity with a light and open heart. The point is to become more aware of how cultural information travels and impacts behaviors at school, not to label people in a derogatory way. It is advisable to use initials or pseudonyms rather than real names.



# Missouri Leadership Development System (MLDS)

## Developing Level Learning Experience 6:



Make Time for Instructional Leadership: Managing the management so principals do the instructional work necessary to move teaching practice forward.

### Introduction and Rationale:

Research shows that principals can make a dramatic difference in student performance if their focus is on work with teachers to improve practice. Most leaders fall into a trap where their focus becomes school management. The culture in many schools supports a principal as manager rather than instructional leader.

In 2003 the Wallace Foundation funded the **SAM<sup>®</sup> process** to determine if leaders could create structures and culture where they could spend the majority of their time on instructional work rather than management. Ten years of research resulted in a surprising answer: Yes, and the success of a principal is not limited by staffing, social economic factors or school size.

Additionally, these principals worked a shorter day and expressed a higher level of job satisfaction. The research is clear: principals can spend the majority of their time working to improve teaching and learning. (PSA, 2011, Vanderbilt, 2015) The SAM process is now used by schools across the United States with services provided by the non-profit National SAM Innovation Project, NSIP.

Stephen R. Covey, in his bestselling book *7 Habits of Highly Effective People*, illustrates the school leader's dilemma through what he calls the time management matrix. In Covey's illustration, leaders are encouraged not to mistake urgency for importance in daily tasks, but rather to focus on the things that are not urgent, yet important. (Covey, 1989)

School leadership is second only to teaching among school-related factors in its impact on student learning. (Leithwood, 2004) High quality school leadership is an important factor in attracting and retaining high quality teachers (Mitgang, 2008). Once employed, high quality teachers are more engaged and productive when administrators focus on instructional capacity building and the moral implications of excellent instruction (Fullen, Cuttress & Kilcher, 2005).

Teacher working conditions, in schools where administrators are highly engaged in instructional leadership, are reported as more positive, professional, collegial, and productive (Wahlstrom, Louis, Leithwood, & Anderson, 2010).

This learning experience, **Making time for instructional leadership**, will focus on three activities developed and provided by the National SAM Innovation Project (NSIP):

- A. TimeTrack<sup>®</sup> Dashboard: Participants will use a SAM principal's time spent on management and instruction to determine the principal's overall priorities. Participants will also review the principal's time spent with an individual teacher to determine next steps in the teacher's development and consider how to apply the lessons learned in this simulation with their work with their own teachers.
- B. Time/Task Analysis<sup>®</sup> Participants will learn more about the instructional and managerial descriptors used by SAM principals and use a modified version of NSIP's Time/Task Analysis to track their time during a randomly selected school day while identifying barriers to instructional leadership time and focus.
- C. First Responders<sup>®</sup> Participants will identify and train key staff members to make the first effort in dealing with specified management issues at the school. Participants will use the NSIP training and support materials to begin developing a school culture where the principal is not the first person approached for management issues.



## **MLDS Engagement Platforms and Treatments for LE 6**

Make Time for Instructional Leadership: How effective administrators can succeed at both school management and instructional leadership.

### **Treatment 1: Examining Principal Time Use**

### **Treatment 2: Gather Data on Administrators' Time Use**

### **Treatment 3: Getting Ready for Instructional Leadership**

(approximate time allotment: 120 mins).

#### **Engagement Platforms: Regional meeting, Retreat, Mentor/Coach**

Readiness work challenges the assumptions of principals and leads them to a different level of engagement with their school communities. To be effective, the principal creates awareness, acceptance and gains the permission of support staff, teachers, students and the broader community to change their style of leadership. This requires building a common understanding that it makes sense for principals to make instructional leadership their priority.

Getting Ready for Instructional Leadership begins with a one-word question: "Why?" It progresses to a self-assessment of the skills the principal has and the behaviors he/she exhibits that would help or hinder success. Is the principal's human relations IQ high enough for this to work? Is the principal open to learn from teachers, students and parents as he/she guides improvement?

To be an instructional leader requires the principal to change. This isn't an easy task for anyone and is especially hard when the change desired is counter to the norm. People think they know what principals are supposed to do because they had them when they went through school. The traditional principal they likely experienced spent very little time on teaching and learning improvement efforts. Instructional leaders transcend the norm with a personal commitment and the help of their teachers and school community. Working through the following activities helps principals think about the changes that will happen as they transition to the role of an instructional leader.

#### **EXERCISE:**

The length of time school communities spend on readiness activities varies greatly. The most successful schools spend more time up front building understanding and support for the changed role of the principal and keep revisiting the readiness steps as they implement the project.

- Talk with your school's leadership team about what it would "look like, feel like" if you spent more time on instructional improvement and less time on management. Ask the question: "How will you feel if I am 100% available to you for instructional issues but 0% available, initially, for management issues?"
- If applicable, talk with your assistant principals. Are they supportive? Ask them: "Would you be willing to have your time tracked for a week for your own professional development?"
- Talk with your school's teachers' union representative: Does he/she think you are good at working with teachers on instructional improvement?
- Make list of time winners and losers in the school. Talk with staff members who will lose time with you. Can they be supportive? (Example: the school's administrative assistant will likely be a time loser. They will have less time with the principal than before. How will they feel about it? Can you explain your passion for making the change in a way they will appreciate and accept?)



- Meet with your secretary and other office support staff. Ask for their permission and support as you attempt to make this change in how you use time. Schedule one time each day to work on management issues with them.
- Practice and role-play with your secretary and office support staff on how to explain to parents/ students/staff when you are not available due to instructional work. Make your calendar available to them so they can schedule as needed. Communicate that you should rarely be the first step in any management issue but you will need their help in communicating the change in a way the school community can understand and appreciate.
- Talk with parent and student group representatives about why you want to make this change. Can you explain your reasons in a persuasive way?
- Take a look at your calendar for yesterday. Try to enter all the things you actually did—how you spent your time. Highlight the management work that you could have delegated. Looking at the same calendar, make a list of the instructional work you would have liked to do. Are you willing to spend time each day analyzing your use of time?
- Talk with your supervisor(s) about the change you are making. Explain that you will be on a calendar/ schedule and your office staff will make every effort to keep you on task. How will the supervisor feel when asked if his/her call is urgent or could a call be scheduled at a time that does not conflict with instructional work?

#### **Treatment 4: Selecting Your SAM**

(approximate time allotment: 120 minutes)

#### **Engagement Platforms: Regional meeting, Retreat, Mentor/Coach**

The quality of the teacher is the single most important school-based factor of student success. The principal's most important function then is to build the capacity of their teachers. That's why principals must be the school's instructional leader. To be an instructional leader requires the principal to change. This isn't an easy task for anyone and is especially hard when the change desired is counter to the norm. People think they know what principals are supposed to do because they had them when they went through school.

The traditional principal tends to spend the majority of time on managerial functions. While these are essential to the effective operation of the school, they do not connect directly with growing a teacher's instructional capacity and therefore have little impact on the learning of students. To be clear, these functions must still be completed. However, the instructional leader creates a structure and process where managerial functions are addressed effectively and efficiently while allowing for the principal to focus on instruction and improving student learning. A critical component of the shift from management to instruction is the School Administration Manager (SAM).

**EXERCISE:** Listed below are the essential functions of a SAM. For each function, list the name or names of people on staff who have the skills to accomplish this function.

<b>Functions</b>	<b>Staff Name</b>
✓ Is able and willing to meet daily with the principal daily	
✓ Is able to schedule and review instructional time with the principal	
✓ Is able to hold the principal accountable for meeting their goals	
✓ Is able to use facilitative coaching to motivate the principal	
✓ Is able to ensure that managerial functions are accomplished	

*Looking through the list of named staff members, determine who would best serve as your SAM.*



## Treatment 5: Collecting Baseline Data

(approximate time allotment: 1 week)

**Engagement Platforms: Regional meeting, Retreat, Mentor/Coach**

The data collection process was developed to establish baseline data on how principals are currently spending their time. This is important for creating a “starting point” on a principal’s quest to be an instructional leader. Here is how it works:

### EXERCISE:

- A trained data collection specialist will be at your school building for 3-5 consecutive days. This could be Monday through Friday, but could also be Wednesday through Tuesday or other days of the week. Schedules will dictate how best to achieve a series of 3-5 consecutive days.
- The trained data collection specialist will not engage directly with you or with your staff. Their goal is to be invisible and simply shadow you throughout your day. To the extent possible, it is important for you to forget they are there and be as “business as usual” as possible. This will help generate “authentic” data on where and how you spend your time.
- Once the 3-5 collection days are complete, you will receive your data. This will be data on how you spend your time as the leader of a school. This will serve as your baseline and allow you to begin strategically shifting your time towards that of an instructional leader.

## Treatment 6: Using Data and the Time Track Calendar

(approximate time allotment: 120 mins.)

**Engagement Platforms: Regional meeting, Retreat, Mentor/Coach**

Now that your data collection is complete, you can begin the task of becoming an instructional leader. Your data is likely to include information like the following.



This comprehensive view of how you spend your time as a school leader is a necessary first step in becoming an instructional leader. It is critical to know where you are now as an instructional leader in order to grow and become the type of instructional leader you wish to be.

Another critical step in becoming an instructional leader is building your understanding on exactly what is meant by instructional leader. How do instructional leaders engage with their students? How do instructional leaders interact with their staff? Where do instructional leaders spend their time? What do instructional leaders do that other school leaders don't?

**EXERCISE:** The following is a list of things done by school leaders. They have been categorized into instructional and managerial tasks. In order to generate your baseline data, a trained data collector described what you were doing based on these tasks. Every five minutes, the data collector would note specifically what you were doing and assigned it to one of these tasks. These data points, noted every five minutes for 3-5 days, created a profile of you as a school leader and how much time you spent on instructional and managerial tasks.

<u>INSTRUCTIONAL LEADERSHIP DESCRIPTORS</u>	<u>EXAMPLES</u>	<u>Notes for SAM and Principal</u>
<b>Student Supervision:</b> principal assists while a teacher is teaching students.	<ul style="list-style-type: none"> <li>• using proximity to redirect student(s)</li> <li>• verbally redirecting a student so he/she pays attention—engages in the manner the teacher expects</li> <li>• provides a pencil for a student, materials, etc.</li> </ul>	Student Supervision also allows the principal to better understand what is happening in a classroom. It allows the principal to both observe and assist.
<b>Work with Student(s):</b> principal teaches student(s) or engages in conversation about content	<ul style="list-style-type: none"> <li>• teaching an individual or a group of students without a teacher present</li> <li>• talking with an individual or group of students while their teacher is present—assisting the teacher by engaging the students in a conversation about content</li> <li>• correcting or improving student knowledge or performance</li> </ul>	Work With Students can also be used to help the principal to understand what is happening in the classroom. Some SAMs schedule their principal to work with a specific student who is having difficulty as the leader can assist the student while seeing how the teacher manages instruction.
<b>Feedback: Directive:</b> principal gives direction concerning instructional practice to an individual teacher. (directive feedback)	<ul style="list-style-type: none"> <li>• principal tells teacher to put the learning objective on the board</li> <li>• principal tells teacher to move around the classroom while teaching</li> <li>• principal tells teacher to include a variety of strategies in lesson plans</li> </ul>	Directive Feedback is instructional practice direction. SAMs sometimes schedule principals for Directive Feedback sessions when it is not clear to the teacher what is expected.
<b>Office work/prep:</b> principal is individually doing work in or out of the office tied to curriculum, instruction and/or assessment that is preparatory in nature	<ul style="list-style-type: none"> <li>• principal is reviewing lesson plans</li> <li>• principal is preparing instructional feedback, evaluations, etc.</li> <li>• principal is preparing for an instructionally focused meeting</li> </ul>	Some SAMs make a point of scheduling instructional office work/prep time for their principal prior to an employee supervision or feedback session.
<b>Walkthrough:</b> principal is observing instruction briefly in one or more classrooms—usually less than fifteen minutes in any one room	<ul style="list-style-type: none"> <li>• principal observing, taking data or notes</li> <li>• monitoring climate in instructional places</li> <li>• can be an informal way for a principal to understand what is happening in a classroom in order to assist a teacher</li> </ul>	Time/Task Analysis data collection, or shadowing, combines Observation and Walkthrough as the data collector does not know how long the principal will stay in the classroom.
<b>Observation:</b> principal is observing instruction in one classroom for fifteen minutes or more	<ul style="list-style-type: none"> <li>• principal observing, taking data or notes</li> <li>• monitoring climate in instructional places</li> <li>• can be part of a formal evaluation process with specific time requirements</li> <li>• can be an informal way for a principal to understand what is happening in a classroom in order to assist a teacher</li> </ul>	Time/Task Analysis data collection, or shadowing, combines Observation and Walkthrough as the data collector does not know how long the principal will stay in the classroom.
<b>Feedback: Non-Directive:</b> principal is conversing with an individual teacher about instruction in a non-directive manner	<ul style="list-style-type: none"> <li>• conversation with the teacher about a lesson where the principal is non-directive</li> <li>• coaching a teacher using a reflective approach</li> </ul>	SAMs makes sure that the principal couples walkthrough and observations with the three kinds of feedback: directive, non-directive and celebration.
<b>Parents/guardians:</b> any interaction the principal has with parents or guardians about instructional practice, student achievement, curriculum and/or assessment	<ul style="list-style-type: none"> <li>• conversation with parent or guardian regarding instruction</li> <li>• conversation with parent or guardian concerning a student grade, test or progress</li> </ul>	SAMs sometimes schedule principals to meet with individual parents about student progress as a way to increase engagement.



<b>Decision making committees, groups, meetings:</b> principal participates with formal or informal instruction/curriculum/assessment decision making groups (anytime the principal is seeking input about decisions that impact instruction)	<ul style="list-style-type: none"> <li>• instructional discussions (CIA) with a formal group—like PTA, PLC, site advisory committee, etc.</li> <li>• instructional discussions (CIA) with an informal group—like a group of teachers or parents in the staff room</li> </ul>	Some SAMs will schedule the principal to meet in focus group sessions with diverse members of the school community to discuss instructional issues in order to give the principal a greater degree of understanding.
<b>District: meetings, supervisor, others:</b> any time the principal spends with supervisors and others at a district level	<ul style="list-style-type: none"> <li>• supervisor calls principal to discuss assessment results</li> <li>• district science coordinator meets with principal to discuss implementation of science modules</li> </ul>	
<b>External: officials, others:</b> anyone from outside the school or district that engages in the principal with instructional (CIA) issues	<ul style="list-style-type: none"> <li>• principal works with Kiwanis Club to develop a mentoring program for students</li> <li>• principal talks with advocacy group about assessment results</li> </ul>	
<b>Modeling/teaching:</b> principal teaches a class or group of students while a teacher watches	<ul style="list-style-type: none"> <li>• principal is teaching the teacher by modeling an instructional practice or technique—teacher is present</li> </ul>	Some principals will have multiple teachers attend a modeling/teaching session.
<b>Professional development:</b> principal delivers professional development or participates in a professional development session	<ul style="list-style-type: none"> <li>• principal presents on instruction, curriculum or assessment</li> <li>• principal attends a session on instruction, curriculum or assessment</li> </ul>	Many SAMs encourage their principal to attend teacher professional development sessions and then schedule the principal for focused walkthroughs and feedback sessions to support teacher success.
<b>Planning, curriculum, assessment:</b> principal attends and/or participates in a group session of teachers and/or others	<ul style="list-style-type: none"> <li>• principal meets and or participates with a group focusing on curriculum, instruction or assessment</li> <li>• principal gives feedback or employee supervision to a group</li> </ul>	
<b>Feedback: Celebration:</b> principal gives celebratory feedback to an individual about curriculum, instruction or assessment	<ul style="list-style-type: none"> <li>• principal congratulates a teacher on improvement or performance</li> <li>• principal congratulates a student for academic progress or success</li> <li>• principal congratulates parent success in engaging child/student</li> <li>• principal congratulates support staff and/or others for CIA success</li> </ul>	Many SAMs will ask a principal to identify at least one person he/she was impressed with after a walkthrough. The SAM then schedules the principal for a Celebration meeting with the person identified.
<b><u>MANAGEMENT DESCRIPTORS</u></b>	<b><u>EXAMPLES</u></b>	<b><u>Notes for SAM and Principal</u></b>
<b>General Management:</b> principal is doing management work where curriculum, instruction and assessment are absent.	<ul style="list-style-type: none"> <li>• completing payroll forms</li> <li>• dealing with a student's behavior issue</li> <li>• working on the budget</li> </ul>	TimeTrack is designed for the SAM and principal to focus on increasing instructional time. Many SAMs use the General Management descriptor as a time saver rather than identifying the specific management work.
<b>Student Supervision:</b> principal assists in monitoring and guiding students for safety and rule observance	<ul style="list-style-type: none"> <li>• hallway monitoring</li> <li>• recess, bus and cafeteria duty</li> <li>• discussions with students about behavior without consequence</li> </ul>	Student Supervision also allows the principal to get to know students.
<b>Student Discipline:</b> principal engages students about behavior problems or transgressions—includes consequences	<ul style="list-style-type: none"> <li>• principal dealing with student discipline referrals</li> <li>• giving a student a consequence for misbehavior</li> <li>• correcting student behavior and applying or implying a consequence</li> </ul>	
<b>Employee Supervision:</b> principal gives direction concerning a non-instructional issue—also includes conversations with staff about non-school issues	<ul style="list-style-type: none"> <li>• principal tells secretary to call a parent</li> <li>• principal tells an aide to make copies for a meeting</li> <li>• principal tells a recess duty aide to make sure students are wearing their coats outside</li> <li>• principal talks about a sports team with a staff member</li> </ul>	
<b>Employee Discipline:</b> principal give an oral or written warning or takes other punitive action	<ul style="list-style-type: none"> <li>• principal gives a custodian an oral warning about a cleaning procedure</li> <li>• principal gives an aide a written reprimand about student supervision</li> </ul>	
<b>Office work/prep:</b> principal is individually doing any work in or out of the office not tied to instruction and/or assessment that is preparatory in nature	<ul style="list-style-type: none"> <li>• principal is reviewing recess duty assignments</li> <li>• principal is completing payroll forms</li> <li>• principal is preparing the lunch schedule</li> </ul>	As the principal increases instructional time, some SAMs make a point to schedule a daily office briefing session with the principal so he/she is current and the support staff in doing management work the way the principal desires



<b>Building Management:</b> work the principal does related to custodial and maintenance in the school	<ul style="list-style-type: none"> <li>• principal directing custodian on a cleaning issue</li> <li>• principal consults with maintenance person about painting a room</li> </ul>	
<b>Parents/Guardians:</b> any interaction the principal has with an parent or guardian devoid of CIA	<ul style="list-style-type: none"> <li>• principal talking with parent about bus issue</li> <li>• principal working with parents on playground project</li> </ul>	
<b>Decisions making committees, meetings:</b> principal participates with formal or informal decision making groups about anything that is not curriculum, instruction or assessment	<ul style="list-style-type: none"> <li>• conversation with teacher advisory group about the lunch schedule</li> <li>• meeting with PTA Fall Festival planning group</li> <li>• informal focus group on dress policy</li> </ul>	
<b>District: meetings, supervisor, others:</b> any time the principal spends with supervisors and others at a district level about management, non-CIA issues	<ul style="list-style-type: none"> <li>• supervisor calls principal to discuss vandalism report</li> <li>• district buildings and grounds director calls to schedule fire alarm upgrade</li> </ul>	
<b>External: officials, others:</b> anyone from outside the school or district that engages in the principal about management issues, non-instructional	<ul style="list-style-type: none"> <li>• principal works with Kiwanis Club to develop a new playground</li> <li>• principal talks with fire marshal about sprinkler system</li> </ul>	
<b>Celebration:</b> principal gives celebratory feedback to an individual about personal, management or non-instructional issues	<ul style="list-style-type: none"> <li>• principal congratulates a teacher on wife's promotion at IBM</li> <li>• principal congratulates a student for scoring a touchdown</li> <li>• principal congratulates parent</li> </ul>	Many SAMs will remind the principal of important life events for staff members so he/she can be supportive and build better relationships.

**EXERCISE:** In which of the descriptors did your baseline data show you spent the most time? In which of the descriptors do you wish you had spent more time?



**TimeTrack** has a single point of entry for graphs and charts. Click the graph icon and explore.

The printer icon allows you to print any calendar. You can elect to hide the details if you would like to share your schedule with others without disclosing what/who/why.

The graph icon is live and shows the principal's monthly record. Place your cursor anywhere on the icon and the instructional time for each month will appear.

The first step in the SAM process is being **In the Green and Above the Line**. This shows that the team has increased instructional time and focus improving teaching practice and student learning and is above their time baseline. Calendar items in green are instructional. The tab at the bottom of each day show if the principal is in the green.

**TimeTrack** interface details:

- Calendar: May 19, 2014 to May 23, 2014
- View: 1 Day, Work Week, Week, Month
- Buttons: New Event, AutoSelect, First Responders
- Time slots: 7 am to 4 pm
- Activities: Student, Daily Meeting, Lunch Supervision, Working Lunch, etc.
- Notes section at the bottom with columns for Instruction and Hours Worked.

Instruction	5	5.25	5.00	4.75	3.75
Hours Worked	9.5	9.5	9.83	9.5	9.5
	55.3%	51.7%	50%	39.5%	

TimeTrack is a special tool that will be used to help principals shift time from management tasks to instructional tasks. Training on this tool will help you get it set up and begin to use it.

### Treatment 7: Establishing First Responders

(approximate time allotment: 2 hours)

**Engagement Platforms: Regional meeting, Retreat, Mentor/Coach**

As the title suggests, First Responders respond first to various issues in the school. Acting as a first responder, they

- support the principal's focus on instructional improvement;
- actively listen, offer resources and try for a solution to a specific management issue;
- provide efficient, effective and quick responses to students, staff and parents;
- build a professional learning community in which responsibilities are shared.



Principals select and establish first responders to respond first to specific management issues. They might approach someone on staff and ask, “Would you help me be a better instructional leader?” It is important to stress that the reason for having first responders is to allow the principal to focus more specifically on the instruction and the extent of student learning in the school. When the staff person responds with the expected “sure” or “ok”, the principal might say, “Would you take a first shot at solving a specific management issue so I’m not pulled away from my focus on instruction and student learning.”

The key to first responders is to follow the rule of WWPDP, or “what would the principal do?” In this way, management in the school continues to happen the way the principal wants it to happen. In order for this to happen, first responders must be trained. The training should answer the following questions:

**EXERCISE:**

- What information do First Responders need to effectively deal with their assigned issues?
- How do First Responders get this information?
- When a First Responder has a question, who is the first point of contact?
- When a how does an issue get sent back to the principal or other school leader?
- For resolved issues, who needs to know?

Here is a sample of what a possible First Responder list:



**First Responders™**  
**Whitewater ES**  
**Beth Thompson, Principal**

Area	1st	2nd	3rd
After School Programs	Brenda Stewart	Pamela Potts	
Athletic Events	Brenda Hallford		
Behavior	Marguerite Doolittle	Yulanda Grey	Kathryn Swett
Budget/Finance	La Tisha Alexander		
Building Technology	James Davis		
Certified Staff	Renee Goltz	Kristen Hahn	Kathryn Swett
Classified Staff	Renee Goltz	Margarite Doolittle	Kathryn Swett
Dress Code (Students)	Cynthia Johnson	Margarite Doolittle	Antionette Nelson
Duty Assignments	Kathryn Swett	LaTisha Alexander	Renee Goltz
Facilities	Kathryn Swett	James Davis	LaTisha Alexander
Fire Drills/Lockdowns	Kathryn Swett	LaTisha Alexander	
Health/First Aid	Kathy Black	Antionette Nelson	LaTisha Alexander
Maintenances	James Davis	Irma Hunter	Helen Reyes
Purchase Orders	LaTisha Alexander		
Records Request	Antionette Nelson	LaTisha Alexander	
Student Attendance	Antionette Nelson	Margarite Doolittle	
Substitutes	Antionette Nelson	Kathryn Swett	
Supplies	LaTisha Alexander	Renee Goltz	Kristen Hahn
Transportation/Field Trips	Renee Goltz	Kathryn Swett	LaTisha Alexander



# Missouri Leadership Development System (MLDS)

## Developing Level Learning Experience 7:



### Designing and Leading Change

#### Introduction and Rationale:

“Make a friend of change.” (Chinese proverb).

**Change** [cheynj] -*verb*: To make the form, nature, content, future course, etc. of something different from what it would be if left alone. (Dictionary.com).

**Navigation** (nav-i-gey-shun')- *noun*: The art and science of plotting, ascertaining, and directing the course of a vessel toward a chosen destination (Dictionary.com).

In nautical terms, the officers and crew of seagoing vessels have the ability to choose a destination for a voyage that is different from where the ship might naturally drift, and then use all means available- sails, rudder, the stars, maps, GPS satellites...to move toward that chosen destination. This process is called navigation. Navigation toward a chosen destination must be active. The sea is a changing environment and often unpredictable. To reach the destination requires timely moves- changes in rudder, sail, and weight distribution keep the vessel on track through changing tides, winds, currents, and weather. Occasionally, when the sea is exceptionally turbulent, or thick with pirates, the best course is to change destinations, if only temporarily, in order to preserve integrity of the ship and the lives of the crew.

The job of school principal is, in most ways, unrelated to the job of a sea captain. Technically, the two careers have little in common. In two important ways, however, they are similar. Both careers are built on the premise that a collective of people can intentionally choose a destination and not merely drift about. And, both careers require the skill of **active navigation**.

Successful change leaders do well to position the need for change as active navigation. Absent the understanding that that change is the positive, proactive approach to arriving at one's destination, it is easy, in fact natural, to view change as negative, external, and corrective. Educators, like all people, are drawn to growth, learning, improvement, development, adaptation, and reinvention. These dimensions of change generate engagement and commitment. When change is perceived to be a management response to obsolescence, underperformance, or ineffectiveness, it is natural for educators, like all people, to retreat to compliance or even resistance.

John Dewey is credited with the quote: “We don't learn from experience. We learn from processing our experience.” In building a school leader's capacity to lead change, it is helpful to remember that experiencing change is not the same as understanding it. Every educator has experienced change. In fact, change is so common and pervasive that even relatively young educators are likely to feel well-versed in the topic.

Over time, as one reflects and processes dealings with change, meaningful patterns can emerge from the contextual field of our experiences. These patterns may remain largely invisible to novice leaders, or appear chaotic, random, and without meaningful pattern. One of the marks of expertise is the ability to see patterns, connections, and relationships where others do not. (Bransford, et al., 2000). A chess master, for example, can see patterns and potential moves in a chess game that a novice would likely not notice.



## Treatment 1: Managing Organizational Energy for Change

(approximate time allotment: 45 minutes)

Engagement Platforms: Regional meeting, Retreat, Online event.

One common pattern in change leadership is that change efforts often run out of fuel before they accomplish their objective. Change takes energy. It requires more organizational energy to change something than to leave it unchanged. Energy for change tends to be plentiful in the early stages. Change can be exciting, even motivational, at the beginning of the process. It is later, once the initial hoopla has passed, that change efforts tend to stall.

An insightful way to examine this energy dilemma is to consider what has come to be called simply the formula for change:  $D \times V \times FS > R$ . The precise attribution of the change formula is open to debate. An early version of it is attributed to David Gleicher who first introduced it in the early 1960's. It is also known as the Beckhard-Harris change model (Beckhard and Harris, 1977). It was popularized in its present form by Kathleen Dannemiller (Dannemiller and Jacobs, 1992). Despite its nebulous attribution, the formula provides valuable insight into the dilemma of how to keep a change effort going long enough to make it stick.

Here's how the formula works:  $D \times V \times FS > R$ . D represents the degree of Dissatisfaction with the current state of things. V represents a clear and compelling Vision for what things will be like after the change. FS represents First Steps in the change process which should be incremental and successful to build in momentum for change. R represents the natural and inevitable Resistance to change.

**EXERCISE:** Write the change formula on large format paper, leaving enough room around each element in the formula to add notes and clarifications. Examine each term in the formula and, along with colleagues and facilitator, build understanding of the nature and consequences of each individual term- D, V, FS, R. Next, consider how the formula functions as a whole. For example, the three terms to the left of the > sign are multiplied, therefore no term can have a value of zero. Work with different values for the terms to get a sense of how to maximize the energy on the left side of the inequality. Consider the right side of the inequality. Note that R, resistance, is built into the formula. Consider that resistance to change is natural and expected, not a sign of poor performance or lack of commitment.

For discussion: Share a personal or professional example of a time when a change effort stalled for lack of energy. In hindsight, which of the terms from the change formula might have been better executed to keep the change moving?

**D** × **V** × **FS** > **R**

**For discussion:** How might you use the change formula to design or redesign a current or future change effort to increase the likelihood of success?



## Treatment 2: Shaping Values and Beliefs to Support Change

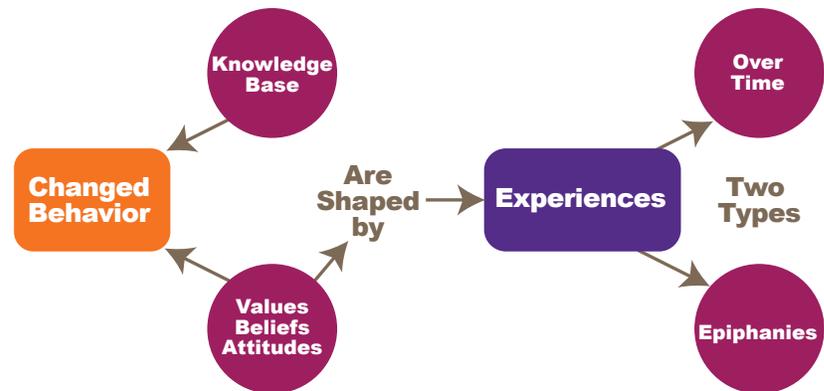
(approximate time allotment: 45 minutes)

**Engagement Platforms:** Regional meeting, Retreat, Online event

What educators do, their behavior as practicing professionals, is not simply a function of what they know. Educators, and all people, don't always behave according to their knowledge base. The positive effects of diet and exercise, for example, are widely known. Still, many intelligent people continue to consume poor diets and get too little exercise (Stretcher & Rosenstock, 1997). To more fully understand an educator's behavior, one must consider not only the educator's knowledge base, but also the educator's attitudes, values, and beliefs (Mackenzie, Hemmings & Kay, 2011; Stanovich and West, 2008; Regan and Fazio, 1977; Jullisson, Karlson & Garling, 2005). This relationship among behavior, beliefs, and experiences can be illustrated in the following flow diagram:

**EXERCISE:** Draw the flow diagram on large format paper. Use the diagram as a graphic organizer and insert notes, thoughts, examples, and questions as they occur during the presentation and discussion.

**For discussion:** Share personal or professional examples of how beliefs, values, and attitudes affect behavior.



**For discussion:** Epiphany: A sudden, intuitive perception of or insight into the reality or essential meaning of something, usually initiated by a commonplace occurrence or experience. (Dictionary.com). Share an example of an educational epiphany that has strongly influenced your values/beliefs/attitudes.

**For discussion:** Consider the quote: "A leader is a provider of experiences." How might you design/provide experiences for faculty/staff members that could shape values and behavior for change?

Provide ample opportunity for participants to remember and share examples of experiences (both over time experiences and epiphanies) that have shaped their personal beliefs and behaviors.

Point out that experiences designed to be "over time" can elevate to epiphanies.

Suggest that leaders choose a few key people on their faculty/staff and practice designing experiences for them that might lead to new beliefs and behaviors.

## Treatment 3: The Anatomy of a Habit

(approximate time allotment: 45 minutes)

**Engagement Platforms:** Regional meeting, Retreat, Online event

"First we make our habits, then our habits make us." (*From Success- One Day at a Time*, by John Maxwell, 2000).

Willpower is overrated. Many administrators, often people of strong will and a history of accomplishment, lean too heavily on their own personal will and power to implement change. And why not? School administrators are success stories. They have overcome obstacles, delayed gratification, balanced family and career, obtained advanced degrees, and climbed the ladder. It is understandable that they would continue to lean on these attributes as they assume the role of change agent. Willpower is certainly necessary, especially in the early stages of personal or school change. Willpower is not,



however, sufficiently long-lasting to embed the elements and behaviors of change into the fabric of the organization so they become consistent and widespread. Consistent, widespread, long-lasting...these are products of *habit*, not *willpower*.

According to Charles Duhigg, author of *The Power of Habit- Why We Do What We Do in Life and Business*, “The key to exercising regularly, losing weight, raising exceptional children, becoming more productive, building revolutionary companies and social movements, and achieving success is understanding how habits work.” (Duhigg, 2012, from book jacket).

As educational change agents, it is helpful to understand how habits can complement willpower to produce positive, sustainable improvement. **The Anatomy of a Habit**, is a model for understanding how habits are successfully built and maintained to the great benefit of educators and schools.

### **Anatomy of a Habit:**

**Trigger.** During a habit’s formation, before it operates at the subconscious level, it must be repeated consciously. A trigger is a signal that shifts the behavior decision from the subconscious to the conscious level. For example, a runner might place her running shoes next to her alarm clock. When the alarm sounds, the shoes trigger the runner to consciously make the run/no run decision.

**Meaningful Thought.** After a trigger causes the shift to consciousness, an M-thought is a pre-planned best argument for making the right decision. Keeping with the running example, the runner might imagine how great it feels to sprint the final 100 yards to finish an early morning run.

**Accountability.** It is positive to the habit building process to keep track of progress. Write it down, chart it, graph it, or journal it. Written accountability keeps us honest and motivates future actions.

**Celebration / Artifact creation.** As milestones are met, it helps to reinforce the new habit with regular celebrations, recognitions, gold stars, ribbons, etc. Celebrating a milestone and/or creating an artifact to commemorate incremental successes build confidence and a sense of efficacy.

**EXERCISE: For discussion:** Share one of your most productive personal or professional habits. Remember, a habit is something you do repeatedly at the subconscious level. It does not require willpower or conscious attention. For example, a principal might share... “One of my most productive habits is that whenever a meeting or appointment is cancelled or postponed, I immediately head to a classroom for a quick round of observation and feedback. Since a lot of my appointments and meetings get rescheduled, this means I get in an extra 3-5 observations every week.”

**For discussion:** Consider the four steps contained in Anatomy of a Habit. Generate personal and professional examples that illustrate the process.

**For discussion:** How might you apply Anatomy of a Habit to a current personal or professional change target?

**For discussion:** How might you apply Anatomy of a Habit to the undoing of an undesirable habit?

**For discussion:** What are some organizational habits that your school would benefit from, if established? How might you use insights from Anatomy of a Habit to establish these new organizational habits?



**For discussion:** Respond (agree, disagree, discuss) to the statement: Willpower is often overrated by school leaders. Sustained change is more the product of embedded habits than of extraordinary personal power.

Since the term “anatomy” points to the physical body, it may be helpful to ask participants to create a graphic organizer of the four parts of Anatomy of a Habit by connecting them to a stick figure or a human representation. Trigger and M-thought occur in the brain, accountability and celebration occur through the hands or feet, etc.

Emphasize that the core elements of the Anatomy apply to both personal and professional habits.

#### **Treatment 4: Understanding Change Curves and Implementation Dips**

(approximate time allotment: 45 minutes)

**Engagement Platforms: Regional meeting, Retreat, Online event**

The change curve, also called the implementation dip, is an illustration of an important understanding about the change process—that performance dips before it improves. Knowing this, and planning for it, is a fundamental skill in change leadership.

The original change curve model is attributed to Elisabeth Kubler-Ross from her book *On Death and Dying* (Kubler-Ross, 1969). Kubler-Ross explained that people proceed through five stages of grief when confronted with the prospect of dying—denial, anger, bargaining, depression, and acceptance. A diagram of these emotions in sequence traces a downward, then upward, curve. This shape has come to be known as the change curve.

Kubler-Ross’s change curve has since been widely applied to all manner of business and societal changes. Michael Fullan, in *Leading in a Culture of Change* (2007), states “All successful schools experience implementation dips as they move forward. The implementation dip is literally a dip in performance and confidence as one encounters an innovation that requires new skills and new understandings. Leaders who understand the implementation dip know that people are experiencing two kinds of problems when they are in the dip—the social-psychological fear of change, and the lack of technical know-how or skills to make the change work (Fullan, 2001).”

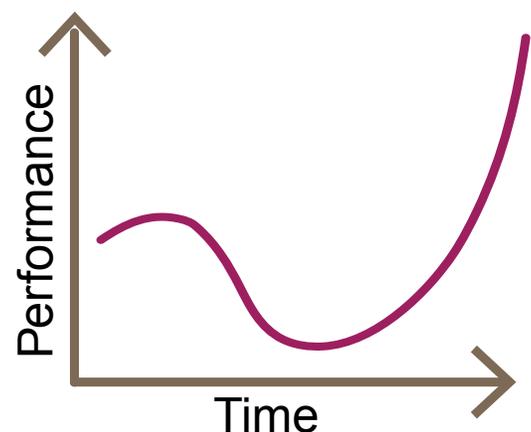
**EXERCISE:** Generate personal examples (outside education) of the implementation dip—changing how one holds a tennis racket or golf club, how driving to work on a different route is awkward before it is faster, how moving to a new town causes us to change our car radio presets and how this is frustrating, then fruitful.

**For discussion:** Describe how emotions, confidence, outlook, and attitude tracked through the different parts of the change curve- the beginning of the curve, the descent, the bottom, the ascent, the point where your performance passed your prior best.

Where do you think the change curve goes, if we were to extend it into time?

What about multiple change curves? How might one change effort affect the success of a following change effort?

What are some practical ways school administrators can apply their deeper understanding of change curves and implementation dips?



## Treatment 5: Sustaining Effort for Change

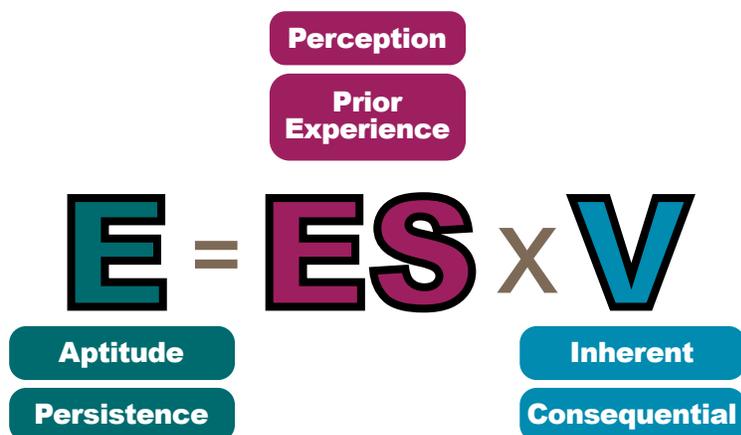
(approximate time allotment: 45 minutes)

**Engagement Platforms: Regional meeting, Retreat, Online event**

Organizational change requires effort. No successful school improvement initiative was ever accomplished without calories burned, attentions focused, and time invested. While it is possible for a school to improve its practice through the efforts of just a few key people, it is preferable to have as many people as possible, even everyone, contributing to the cause. School leaders, equipped with a deeper understanding of human effort, and particularly *how and why people choose to give or withhold effort to a particular task*, can be more effective change agents.

One avenue of study into the understanding of human effort is known as Expectancy-Value Theory (EVT) (Atkinson, 1964). EVT proposes that human beings give effort to tasks according to two variables—the degree to which they believe they can *successfully accomplish* the task, and the degree to which they *value* the task. Taking the opposite approach, EVT maintains that humans will withhold effort from tasks that appear undoable or that are of little to no value. (Fishbein, 1963; Fishbein & Ajzen, 1975; Eccles & Wigfield, 2002).

Expectancy Value Theory is used to understand and predict human effort in a variety of fields, including education. It is useful to consider that students tend to give or withhold classroom effort according to the same variables of expectation for success and value (Feather, 1992; Eccles, 2002; Rutherford, 2013). For students in classrooms and for adults on faculties, the relationship among effort, success, and value can be expressed in the following formula:



Each of the three terms can be further clarified by including two factors of each term.

**Effort** is comprised of Aptitude and Persistence. Aptitude refers to the person's rate of learning with respect to a task. Persistence refers to a person's stick-to-it-ive-ness, how long they are willing to give effort to the task.

**Expectation of Success** is comprised of Perception and Prior Experience. Perception is the degree to which the task looks doable on its face. Prior Experience refers to the person's recent history with effort and task success.

**Value** is comprised of Inherent value and Consequential value. Inherent value refers to tasks that are enjoyable or seem important based on the task itself. Consequential value refers to tasks that have little inherent value, but come with external consequences that are seen as valuable.

**EXERCISE:** Create a graphic organizer illustrate the Expectancy-Value Theory formula and annotate the organizer with notes, clarifications, examples, and insights gained throughout the presentation/discussion.



**For discussion:** Can you spot  $E = ES \times V$  in your own daily life? Consider how you decide which tasks deserve your effort and which do not.

**For discussion:** Consider the three variables and the six factors. Which of these particularly resonate with you as a valuable insight?

**For discussion:** Describe how  $E = ES \times V$  can be valuable in classroom instruction for the purpose of increasing student effort.

**For discussion:** What aspects of  $E = ES \times V$  seem particularly applicable to adult effort with respect to school improvement?

### **Treatment 6: Organized Abandonment- finding the fuel for school improvement**

(approximate time allotment: 45 minutes)

#### **Engagement Platforms: Regional meeting, Retreat, District push-In, Coaching/Mentoring**

In the words of renowned management consultant Peter Drucker “All living organisms must have a functioning system of elimination...or they will soon perish.” (Drucker, 1999, p. 74) Such it is with school organizations. It is common for school and district leadership to continue to add new expectations, new tasks, and new priorities without first determining what will be eliminated to free up the resources for these new tasks. It is preferable, even essential, for leaders to have an organized process for proactively determining what they will stop doing- to free up the necessary resources for future growth and improvement. Drucker’s name for this proactive approach is organized abandonment.

More from Peter Drucker...The first policy, and the foundation for all others is to abandon yesterday. The first need is to free resources from being committed to maintaining what no longer contributes to performance, and no longer produces results. In fact, it is not possible to create tomorrow unless one first sloughs off yesterday. To maintain yesterday is always extremely difficult and time consuming. To maintain yesterday always commits the institution’s scarcest and most valuable resources, and above all its ablest people, to non-results. Yet, to do anything different, let alone to innovate, always runs into unexpected difficulties. It therefore always demands leadership by people of high and proven ability. And if these people are committed to maintaining yesterday, they are simply not available to create tomorrow. The first change policy, therefore, throughout the entire institution, has to be Organized Abandonment. (Drucker, 1999, p. 74)

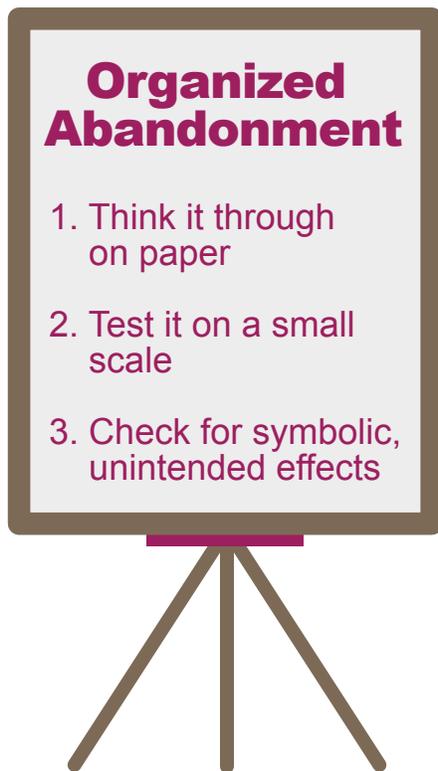
Drucker argues that abandonment called for in these three cases:

1. Abandonment is the right action if a product, service, market, or process still has a few good years of life.
2. Abandonment is the right action if the only argument for keeping a product, service, market, or process is that it’s already paid for.
3. Abandonment is the right action if the maintenance of the old and declining product, service, market, or process is causing a new and growing product, service, market, or process to be starved, stunted, or neglected.

#### **A three-step pilot process:**

1. Think it through on paper. Assemble a team of people that are experienced and knowledgeable in the system. Have the team construct a cause – effect diagram of the system’s probable reaction to the proposed abandonment. Share the diagram with a broader circle of people to check for possibilities you might have missed. “The change leader puts every product, every service, every process, every market, every distribution channel, every customer and end-use on trial for its life on a systematic, regular basis.” (Drucker, 1999, p.74)





## Organized Abandonment

1. Think it through on paper
2. Test it on a small scale
3. Check for symbolic, unintended effects

2. Test the abandonment on a small scale. Try it with a single grade, subject, school, department, etc. Compare the observed effects with the predictions from step 1. Modify the abandonment strategy by applying things learned in the pilot. Also, modify the strategy to account for predicted differences between the small-scale pilot and full-scale abandonment. “Neither studies nor market research nor computer modeling are a substitute for the test of reality. Everything improved or new needs therefore first to be tested on a small scale, that is, it needs to be piloted.” (Drucker, 1999, p. 87).
3. Check for symbolic, unintended effects of the abandonment. Remember that the major impact of leadership actions such as abandonment is often symbolic, rather than technical, in nature. What culture shaping, symbolic message does this abandonment, and the abandonment process, send to internal and external stakeholders and customers?”

### Principles of Successful Re-Deployment:

1. Check your sequence: It is first, abandon. Then, redeploy. All too often, schools and districts spend the resources from an anticipated abandonment well before they exist.
2. The Myth of the Bank. It is tempting to believe that we can save the resources generated from abandonment – put them in the bank for future use. Usually, however, the time, energy, money, space, staffing, etc. from abandonment quickly find new homes. Left to chance, these new homes will likely produce no better results with the new resources than did the abandoned activity. Therefore, an essential part of the abandonment process must be to proactively plan for the effective and relatively immediate redeployment of resources.
3. Exploit Success. Keep a list of activities that are producing results that are better than expected. Re-deploy resources towards these activities.
4. All resources are not equal. By far the most valuable freed resource from the organized abandonment process is the time and energy of the organization’s ablest and highest performing people. Apply these *golden nuggets* to the very most promising new opportunities.

**EXERCISE:** Perform a close read (read through once for the author’s overall message, then a second time to highlight details and identify insights.) on the Peter Drucker inspired introduction to this treatment. Prepare to engage in a group discussion on these and other prompts:

1. Do you agree with the opening premise that schools and districts often add the new without much attention to abandoning the old?
2. Does the biological metaphor (All living things must have a functioning system of elimination or they will soon perish.) ring true to you? In what ways are biological elimination and organizational elimination the same? Different?
3. The introduction is laced with quotes from Peter Drucker. Which one was your favorite? Why?
4. What education examples can you share of the three reasons for abandonment?
5. Drucker suggests strongly that abandonment be piloted first on a small scale. Do you concur? Why?
6. To what degree do you believe that the myth of the bank is true?
7. Comment on Drucker’s suggestion that the time and energy of our best performers represent our greatest asset.



# Missouri Leadership Development System (MLDS)



## Developing Level Learning Experience 8:

Communication and Influencing Skills

### Introduction and Rationale:

“Certainly, a leader needs a clear vision, but a vision is of little value unless it is shared in a way so as to generate enthusiasm and commitment. Leadership and communication are inseparable.” Claude I. Taylor

Many of the most important aspects of a school’s work require the skill and wisdom of diverse individuals and teams with varied skills and experiences. This type of work design holds at once great promise for high-performance and great probability for misunderstanding, misconception, misdirection, and unneeded conflict.

In fact, given the complexities involved in sending and receiving even simple messages, it is astounding that communication occurs at all. It is all the more astounding that it can and does occur with clarity and positive effect.

Think of all the steps involved in the one-way communication of a single, simple, spoken message.

1. The sender forms, from trillions of possible neural connections, a thought to be communicated.
2. The sender translates the thought into language by choosing words and combining those words in such a way as to represent the thought.
3. The sender augments the words with tone, pace, pitch, volume, and inflection to further clarify the expression of the thought.
4. The sender adds non-verbal cues to the message to add even more meaning- eye contact, facial expression, gestures, posture, and movement.
5. The receiver’s eyes, ears, and other senses then receive the flood of incoming information (the words + the verbal cues + the nonverbal cues) and sends it on to the receiver’s brain for interpretation.
6. The receiver’s brain extracts meaning from the incoming information by de-coding the words and interpreting the added non-verbal information.
7. The receiver’s brain then adds in assumptions, values, beliefs, past experiences, and current context in order to construct additional layers of meaning from the communication.

Note that, at each step of the communication process, there is an opportunity for a break in the chain. If we also factor in the speed at which the back and forth of conversation occurs, the added complexity of multiple communicators, and the occasional layer of extra-emotional content, it seems a small wonder that the chain ever holds together.

Education leaders can become more effective communicators by simply being more aware of the links in the chain, appreciating some of the complexity involved, and developing their skills. Many of the skills involved in effective communication are simple and straightforward. A few are more advanced and require more time and effort to develop. Everyone can learn to be a more effective communicator and a more influential person.

This Learning Experience is designed to take the natural communication gifts of each participant and augment those abilities with specific skills and techniques for improvement. Participants in this Learning Experience should expect to become improved public speakers, adept writers, skilled listeners, memorable storytellers, precise questioners, expert non-verbal communicators, skilled interviewers and interviewees, and more powerful influencers.



## Treatment 1: Effective Public speaking and Presenting

(approximate time allotment: 60 minutes)

### Engagement Platforms: Regional meeting, Retreat, Conference session

When one thinks of themselves in the role of public speaking and presenting, it is natural to imagine that this is a relatively rare occurrence that is usually done by professionals or people with exceptional natural skills. In fact, school administrators engage in public speaking and presenting on a daily and routine basis. Anytime a school administrator communicates with a group in a public setting, they are engaged in public speaking and presenting. Faculty meetings, grade level meetings, parent gatherings, PLC meetings, leadership team meetings, school board meetings, awards ceremonies, graduations, and numerous other impromptu gatherings are all venues that require skills in public speaking and presenting. Some people do seem to have high natural abilities in this area. Fortunately though, public speaking and presenting are learnable art forms. School administrators can increase their effectiveness through preparation, feedback, and practice.

**4 Things to Remember:** A brief introduction to some of the relevant science and art that can inform a school administrator's efforts to improve speaking and presenting skills.

- 1. All audiences are distractible.** The human brain can process information much faster than anyone can speak. A public setting provides less accountability for the listener than a small group or one-to-one setting. Therefore, public speaking is a contest of attention. Effective speakers know that it is practically impossible to keep another person's attention. Rather, they seek to gain the listener's attention, then regain it, again, and again.
- 2. Practice, Practice, Practice.** Effective public speakers are willing to do one thing that most others are not. They are willing to practice. They take every opportunity to speak in public and they make sure that each speech or presentation has been practiced multiple times before sharing it with the public.
- 3. Feedback is the breakfast of champions.** Audiotape, videotape, and audience members provide different types of feedback— all valuable. Excellent speakers and presenters solicit feedback, they don't just accept it.
- 4. Believe in what you are talking about.** Many imperfections in style or delivery can be overcome with enthusiasm and genuine believability. It is nearly impossible to give a rousing talk on a topic that is not compelling to you. We are naturally more interesting when we are speaking about something that interests us.

**EXERCISE:** Small group discussion/processing: Consider the information provided in 4 things to Remember. Elaborate on the 4 things. Share connections, examples, questions, and experiences around the information contained in 4 things to Remember.

### The Communication Coach's Scorecard

As with every learnable skill, it is beneficial to have a coach. The Communication Coach's Scorecard provides a set of skill categories valuable for self-improvement.

**Posture.** Posture is the first and most fundamental non-verbal communication platform. Effective speakers do well to face the audience straight on, take a slightly wider than normal stance, hold shoulders back, keep chin up, and place hands comfortably at the side.

**Movement.** Even slight changes in position serve to focus the audience's attention. Consider using "arc and park" if the presentation stage allows for it.



Communication Coach's Scorecard	
Posture	_____
Movement	_____
Gestures	_____
Facial Expressions	_____
Vocal Variety	_____
Eye Contact	_____
Language	_____
Dress & Appearance	_____
Visual Aids	_____
Structure / Organization	_____
Stories	_____
_____	_____
_____	_____
_____	_____



**Gestures.** Hand and arm gestures should accent and support the spoken words, not upstage them. Effective speakers choose their gestures purposefully, not just to create movement.

**Facial Expressions:** From an early age, the human brain learns to interpret the meaning of dozens of subtle facial expressions. Use facial expressions to reinforce the spoken word- keep them congruent to avoid misinterpretation.

**Vocal Variety.** Avoid monotone speaking. Instead, vary pitch, pace, and volume to continue to regain the audience's attention.

**Eye Contact.** Speak to individual people, not just to the room. Even in a large venue, the audience will be more responsive when the speaker makes brief (2-5 seconds) eye-contact with individuals throughout the audience.

**Language.** Use vocabulary and sentence construction that is a half-step more formal than the norm for the audience. This shows respect and preparation. Don't use language several steps above the audience—that's just showing off.

**Dress & Appearance.** Use the same rule as Language. Dress a half-step more formally than the audience (but not more) as a gesture of respect.

**Visual Aids.** Use visuals as a backdrop to your presentation, not as the main mode of communication. Use only a few visuals, make them simple and compelling, and put them away after they are used. Human beings respond more energetically to other humans, not to images and PowerPoint slides.

**Structure / Organization.** Even a short presentation will benefit from a framework. String of pearls, tell them x 3, chronological narrative, and lessons learned are all effective structures.

**Stories.** People remember information best when it is embedded in a narrative format. A story, riddle, or anecdote makes the presentation difficult to forget.

**EXERCISE:** Show a video of a brief talk or presentation. TED talks are great for this. Ask the participants to recognize the 11 coach's scorecard principles and assess the speaker in each area. Then ask participants to use the scorecard to design growth feedback for the speaker.

## **Treatment 2: Foundations of Interpersonal Communication**

(approximate time allotment: 75 minutes)

### **Engagement Platforms: Regional meeting, Retreat, Conference session**

As important as public speaking and presentation skills are, one on one communication remains the workhorse of information flow in any organization. Education leaders who excel at this crucial skill do so to the great benefit of the adults and students they serve.

"While no single conversation is guaranteed to change the trajectory of a career, a business, a marriage, or a life, any single conversation can." Susan Scott, author of the national bestseller *Fierce Conversations: Achieving success at Work and in Life, One Conversation at a Time*.

**4 Things to Remember:** A brief introduction to some of the relevant science and art that can inform a school administrator's efforts to improve interpersonal communication skills.

1. Effective interpersonal communicators are *assertive*, rather than passive, aggressive, or passive-aggressive.

Assertive communication emphasizes high and equal consideration for the message and the receiver of the message.

Passive communication overemphasizes care for the feelings of the sender and receiver of the message and underemphasizes the message itself.

Aggressive communication overemphasizes the importance of the message and underemphasizes care for the participants.

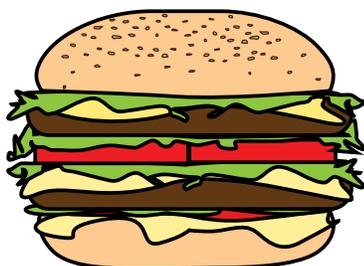


Passive-aggressive communication, perhaps the most insidious combination, feigns care for the participants and attempts to manipulate rather than communicate.

2. *Congruence* between verbal and non-verbal communication is key for believability. When these two aspects of communication are not in alignment, the listener always believes the non-verbal aspect.
3. *Abundant* two-way communication on non-threatening topics makes success with the occasional tough conversation more likely. Think...tennis balls and slippery eggs.
4. *Special skills* are required for especially sensitive and/or heated situations.

**The Hamburger Technique.** This communications technique is also called an *I-message*. The hamburger analogy refers to the technique's approach to surrounding the meat of the message with two softer, easier to digest buns.

Here's an example...instead of using a *you message* such as...“Tom, *you're* late for work again. If *you* don't start caring more about *your* job, *you* may just lose it.” Switch to an I message and surround the meat with two buns... “Tom, when the B hallway is unsupervised in the morning (Bun), I am concerned that something may happen that could have been prevented with supervision (Meat). How can we improve on this (Bun)?



**Bun:** When \_\_\_\_\_ happens...

**Meat:** I am \_\_\_\_\_ because \_\_\_\_\_

**Bun:** What can we do about this?

The hamburger technique is not magic, and it won't result in a successful communication every time it is employed. It is, however, a solid and usually productive tool that is well worth learning and applying. The technique's essential attributes are that it deescalates the conversation by not using the accusatory word *you*, and that by talking about how the situation affects the speaker (the I message) it is less debatable and arguable. It is easier to argue that “you don't care about your job” is untrue than it is to argue that “I'm concerned that something may happen...” is untrue.

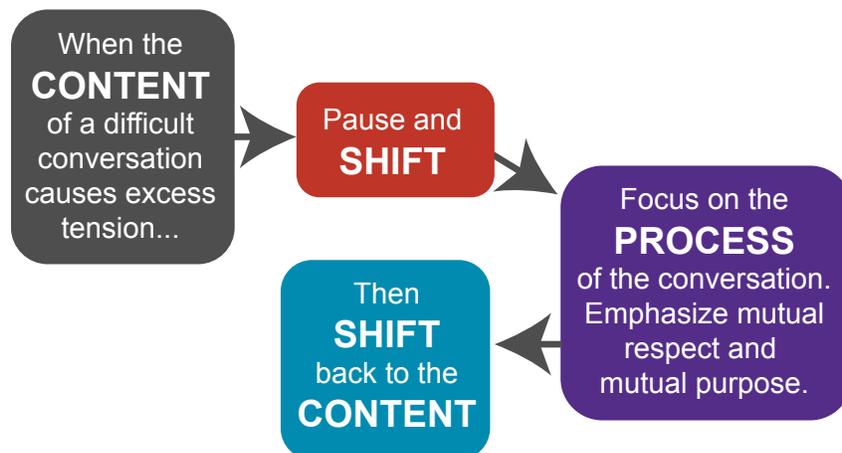
**Avoid binary thinking.** Binary thinking is the human brain's survival response to an urgent, complex, and emotional situation. Our brains attempt to simplify the choices down to just two. Fight or flight. Good guys or bad guys. Right or wrong. For me or against me. In or out. In a true life or death situation, our brain's ability to cut through the complexity and provide a single choice between two clear paths is an amazing and valuable skill. This can be problematic when the situation involves emotions that activate our binary response, but content and context that require more thought, insight, and options- such as most school administration situations. A fundamental skill in effective problem solving is our ability to recognize binary thinking when it arises and make a conscious choice not to limit ourselves to the quick, one way or the other, responses to situations that require better and deeper thinking. Effective communicators know that binary thinking exists, understand its purpose, and avoid it when necessary.



**Content-Process Shift.** An effective way to avoid binary thinking (see above) is to shift the conversation away from the content, and the tension that it is producing, to the larger purpose that makes the content relevant. Then, when both parties are more conscious of their mutual purpose, reenter the content of the conversation. For example, in a disciplinary hearing, an effective principal might say “Mr. Jenkins, I feel the frustration building in myself and perhaps you do too. Let’s stop talking about your son’s possible suspension for just a moment and reestablish our purpose for having this meeting. We disagree on some important issues, but

we also share an important goal—doing what’s in the best interest of your son and the school he attends. Let’s take a breath, and if you’re willing, let’s keep talking and see if we can design a solution that can work.” Notice that the principal shifted the conversation temporarily away from the content, reestablished the mutual goals of the meeting, and then shifted back to the

content. In the best-selling communication book *Crucial Conversations- Tools for talking when the stakes are high*, the authors call this strategy Step out – Reestablish mutual purpose and mutual respect – Step back in (Patterson, Grenny, McMillan, & Switzer, 2002).



**EXERCISE:** Deepen understanding of the 4 Things to Remember.

After discussing the operational definitions of assertive, passive, aggressive, and passive-aggressive, construct a typical school type administrative message and then practicing communicating it from all four approaches. Begin and end with assertive communication. Model how the communication might change from the approach of passive, aggressive, and passive-aggressive. Recognizing the different approaches is the first step toward becoming more assertive and avoiding the ineffective approaches.

Again, construct a typical administrative message and model/practice speaking the message with different combinations of verbal-nonverbal cues. This can become humorous, but it makes the point—much of the understanding of a message is derived from non-verbal cues.

Do a tennis ball – slippery egg demonstration. The point is to model how we’re more effective communicators if we communicate frequently with simple messages that are not difficult to handle. Ask two people to toss a tennis ball back and forth- have fun, get used to each other’s tossing and catching style, if the ball drops- no big deal. This builds up experience with each person’s communication style that will come in handy for future, more difficult conversations Now, trade in the tennis ball for an egg coated with vegetable oil. The tennis ball practice should make this more difficult toss and catch more successful. Tip: A hard-boiled egg is preferred.

Generate examples of both personal and professional interactions that might be improved through the application of the hamburger technique. Model the “you message” version first, then modify the communication using the hamburger technique. After several rounds, discuss key take-aways and applications.

Recall and share the last time(s) when your brain engaged in binary thinking. What were the conditions that prompted this response? Recall and share a time when a person with whom you were speaking descended into binary thinking. What were the conditions that prompted this response? How might you remind yourself to recognize binary thinking in yourself and others and avoid it, when appropriate?



In groups of 3 or 4, model situations where a content-process shift would be an effective communication move. Have one person play the role of the administrator, another person play the role of the parent, teacher, or other, and the remaining one or two play the role of observers and feedback providers. Then rotate and work through several rounds.

### **Treatment 3: Interview for the Job you Have**

(approximate time allotment: 75 minutes)

#### **Engagement Platforms: Regional meeting, Retreat, Conference session**

This treatment represents a bit of a backdoor approach to developing communication, influencing, and persuasion skills. The premise is that the process of preparing oneself for an interview causes a clarification of purpose, values, and tactics that contributes mightily to success in one's current position. The strategies for effectively preparing for a job interview turn out to be the same strategies that prepare a leader for effective on the job performance. To be excellent where you are, be prepared to leave.

The elements of interview preparation that most directly contribute to effective on the job performance are:

- 1. Deep self-knowledge.** Be clearly aware of your work behavior profile, your leadership style, your personality traits, your personal mission, your core values, your "hot buttons," your time management style, and the types of people with which you prefer to work.
- 2. An organized knowledge base.** Organize your knowledge base on effective school leadership. Examining and reflect upon the best of what you know about successful education administration, both from experience and from study.
- 3. A structure for recall and communication.** Structure your knowledge base, both self-knowledge and leadership knowledge, into a framework, a mental model, that enables recall and application of that knowledge base in real-time, as in an interview.

Successful education leaders, whether they are seeking a new position or not, don't always know more than everyone else. They tend, instead, to have more of what they know at the ready (Bransford, et al, 2001). They are able to recall and apply what they know in real time, at the speed of school, which turns out to be similar to the speed of an interview.

**EXERCISE:** Re-examine and recommit to your personal mission, vision and core values. Update them, revise them, write them down, shore up areas that are weak. Practice speaking of your personal mission, personal and organizational vision, and your personal set of core values so that they are concise and understandable to others. Choose clear language, avoid "red flag" words that might distract a listener's attention from your intended message.

Be *prepared* to answer the question: What values, principles, and personal purpose will guide your thinking and behavior as a leader of this organization?

**EXERCISE:** Identify the best strategies, ideas, and practices from your body of knowledge about effective leadership – both from experience and intentional study. Brainstorm all the pearls of knowledge and skill that you possess. Examples: I can read and shape culture, I can select excellent teachers, I can provide effective growth feedback, I know how to increase parent involvement, I'm good at aligning curriculum and assessments, I'm an effective team-builder, etc.



**EXERCISE:** Organize your best strategies, ideas, and practices into a mental model. A visual representation is helpful- five points of a star, six pillars of a building, eight compass points, or similar. Your mental model should graphically (and memorably) structure your OKB (organized knowledge base)—I believe this and this, I value this and this, I can do this and this and this and this. Next, develop a short speech (2 minutes or so) on each element of your mental model that describes how and why this is important and how you'd use this area of knowledge or skill to the benefit of your stakeholders. Rehearse this speech until you are familiar enough with it that you can dependably remember and speak about the main points. Don't try to memorize it, just become familiar and flexible with the bullet points.

**EXERCISE:** As you work through your day, find opportunities to communicate parts of your mental model that apply to your current task or situation.

If you are speaking with a skeptical parent in front of the school one morning, practice speaking about the parent involvement point of your star.

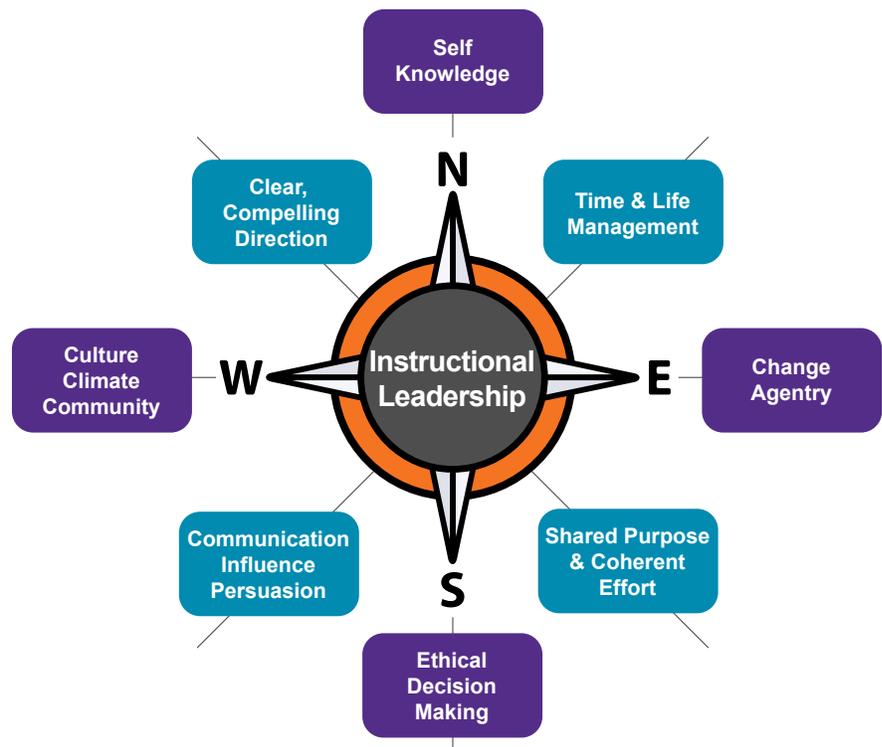
If you're observing a classroom, imagine how you'd use the effective feedback pillar of your building.

If you're interviewing an assistant principal, speak about the North point of your compass- your mission, vision, and core values to see if there is a good fit.

**EXERCISE:** Devise interview questions for other participants that provide them an opportunity to practice speaking about what they believe, value, know, and can do. Provide feedback to one another on fluency, clarity, and persuasiveness.

Also, devise interview questions that are designed to distract or disguise. Practice pivoting from the distractor back to the part of the mental model that is most appropriate. The ability of a school leader to avoid distraction and turn the organization's attention back to what matters most is a prized skill on the job and in an interview.

Here's an example: Q: What if two teacher candidates were exactly equal in every way, but one of them was the daughter of a board member- which one would you hire? A: (Thinking past the disguised issue to the element from your mental model on instructional leadership) As a student and appreciator of excellent teaching, I've never seen two teachers who are absolutely identical in their set of talents and abilities. If I were to be selected for this position, one of the things I'd bring to the table is a keen eye for skillful instruction. We'd offer the position to the more skillful teacher and it would be my job to know whom that is. I believe that's what the board would expect me to do."



## **Treatment 4: Communication Through Print, Visual, and Social Media**

(approximate time allotment: 40 minutes)

### **Engagement Platforms: Regional meeting, Retreat, Conference session, Virtual event**

School administrators must also communicate with internal and external constituencies and stakeholders through the written word, and sometimes through the intermediary of print, visual, and social media. This treatment attends to some success principles for communicating clearly and effectively through newsletters and memos, newspaper articles, television news coverage, and social media posts.

#### **Success Principles for Written Communication**

Stick with factual information, mostly. Since written communication lacks the non-verbal cues that accompany spoken communication, it is particularly unreliable at conveying nuance, emotional tone, and energy level.

Say the most important things first, like a headline. Don't bury the most crucial information deep in the text where only the most dedicated readers might find it.

Remember that written information is by definition an artifact. That means it has a long shelf life. Resist committing things to writing that will appear dated and obsolete in the near future.

Because we are education leaders, grammatical mistakes, misspellings, and poor sentence structure are particularly embarrassing. Proof read everything. Even better, have someone else also proofread everything. It is difficult to spot one's own mistakes.

Other success principles...

#### **Success Principles for Newspaper Interviews**

Ask the reporter what type of article he/she is writing. A human interest story is a different animal than an investigative report or a typical news report. This will allow you to know more about the author's purpose in writing the article.

Remember that the reporter has an agenda that may be different than yours. It is a good idea to know ahead of time what the reporter is seeking to accomplish through the interview or article.

When possible, ask the reporter to provide you with the questions ahead of time so you can be better prepared to provide quality responses.

The reporter will likely ask you more questions and record more responses than can appear in the article. A newspaper article must fit into a predetermined number of column inches.

Remember that "no comment" is a comment.

Consult with district leaders when you suspect the interview will be adversarial or controversial. It is a good idea to review what types of information can be shared and what is confidential.

The vast majority of newspaper reporters and writers are high quality professionals who operate ethically, want to do good work on behalf of their publication, and want to establish a positive relationship with school officials. It is good business to reciprocate this approach.

Other success principles...

#### **Success Principles for On-Camera Communication**

A professional education reporter will advise you on the basics of how to appear natural and competent on camera. Follow their advice.

Remember that most of your on-camera time will be edited in post-production and only a short segment will actually be shown on air, perhaps only seconds. So, get to what you want to say right away and say it succinctly.



Unless your interviewer asks you to do so, don't look directly at the camera. Rather, look off to the side into the eyes of the interviewer.

The camera shot will likely frame only your face and perhaps a bit of your shoulders. Therefore, your gestures and posture will go unnoticed. Communicate emotion and enthusiasm with your facial expression.

Typically, because of the lack of a full body image, a video interview subtracts energy and emotion. To appear enthusiastic and engaged, it is important to dial up your energy a bit beyond what would feel natural for a person to person interaction.

If you know you'll be on camera on a particular day, avoid wearing tight patterns or stripes. Also avoid pure white or black clothing. Blue, red, and green always look good on camera.

Do the interview outside if possible. The lighting is usually better and more natural. It also suggests that you don't spend all day behind your desk.

Your camera crew will likely attend to this, but if they don't, be sure to check what is behind you during the interview. The camera flattens depth perception and causes the background to appear closer than it really is.

Other success principles...

### **Success Principles for Communicating through Social Media**

Post positive messages, not critiques or negative reactions to other posts.

Use social media to highlight what is positive at your school, to recognize great work, to highlight accomplishments, and to promote others—not as a platform for self-congratulation.

In keeping with the above, if you post a selfie, be sure that the intent of the selfie is to promote or highlight the person(s) or setting, not yourself. Humility is refreshing and compelling on social media.

Be careful of abbreviations, slang, emojis, memes, and tropes that you do not understand.

Remember that liking and retweeting other posts implies your support and agreement- even if you comment to the contrary.

Some people hold religious beliefs or other strong values that preclude the use of social media. Remember to be sensitive to these constituents.

An image is much more compelling and interesting than text.

Don't be too concerned about the number of followers you command. Use social media to have a quality impact on a few important stakeholders, not thousands of strangers.

Avoid using your school social media accounts for political activity. Great schools are non-partisan.

Other success principles...

**EXERCISE:** For each of the categories above identify which success principles are most resonant with your personal experiences. In a small group setting, share additional successful principles in each category that would improve the list.

### **Treatment 5: Principles of Personal Influence**

(approximate time allotment: 30 minutes)

#### **Engagement Platforms: Regional meeting, Retreat, Conference session, Virtual event**

*in-floo-uh ns* – noun: The capacity or power of persons or things to be a compelling force on, or produce effects on the actions, behavior, opinions, etc., of others. (Dictionary.com)

The essential attribute of personal influence is the ability of a person to affect the thinking and/or behavior of other people. To be an effective influencer, one goes beyond skillful communication and employs a variety of interpersonal behaviors that move others to thought and action. In the education arena, the ability to move others to action in the service of student success and school improvement is a key, perhaps the key, attribute of leadership.



The following set of influence principles is not intended to be exhaustive, but rather a starter set of strategies that, in conjunction with solid communication skills, enable school leaders to more powerfully shape the course of school improvement.

**Being present in the moment.** Administrators have to do many things at once. They multi-task, deal with distractions, and try to balance work, home, and personal lives. Still, administrators are powerful when they are 100% present and available to the opportunity at hand - not thinking too far ahead, not dwelling in the past, not being preoccupied, not being self-focused. We all know what it's like to be in the presence of someone who is distracted. And, we've experienced how powerful a moment can be when the person we're sharing it with is "all-in" with us (Bowling & Hoffman, 2000). With all distractions and pressures of the school swirling around in an administrator's mind... those that can, if just for a moment, block it all out and simply be present and available to staff members are exercising a powerful component of personal presence.

**A little personal complexity.** Leaders who can't be described with a single word are more compelling to staff than those who can be. "He's strict, but spontaneous." This is not to suggest that administrators should be complicated and unpredictable. It is just an observation based on experience. A little complexity draws staff members' attention and engagement. It makes the leader more unique, more interesting, and more memorable (Leiter & Maslach, 2006).

Princess Diana was greatly loved and admired throughout the world. Perhaps her most endearing characteristic was her ability to be both royal and common. She was Diana, Princess of Wales, a member of the British Royal Family, and also a former kindergarten teacher. This duality is often a part of strong personal presence. We are drawn to individuals who are intelligent - yet approachable, beautiful - yet humble, large - yet gentle, silly - yet profound, or accomplished - yet other-focused.

**Being influence-able.** Staff members are more influenced by leaders who are influenced by their staff members. Influence, like trust and communication, is a two-way street (Fukushima, 1999). A principal might say to the faculty "I've changed my thinking after reading the survey we completed last week. These words signal that what faculty members do personally affects the thoughts and feelings of the principal. Interesting isn't it... being influence-able makes the administrator more influential.

**Loss of self-consciousness.** There is something extra compelling about a leader that occasionally becomes so engaged in the work of serving others that they temporarily forget to worry about what others think of them. I suspect this is because we are all self-conscious beings and to see another person temporarily freed from the normal state of "worrying what others think" is compelling.

Mihaly Csikszentmihalyi (1990), in his national best-seller *FLOW- The Psychology of Optimal Experience*, identifies loss of self-consciousness as a key indicator of the Flow state (pp. 62-63). Flow, according to Csikszentmihalyi, is the state of being completely caught up in an activity such that it is enjoyable and satisfying. A violinist, in the middle of a concert, or a rock climber, completing a technically difficult part of an ascent might be said to be in a state of flow. When a school administrator is in the "flow," it is a particularly influential moment.

**EXERCISE:** Small group discussion:

**Prompt A:** Identify the four principles of personal influence in the leadership behaviors of well-known leaders or celebrities. Share how the well-known people used the four principles to their advantage and to the benefit of their following.

**Prompt B:** Identify the four principles of personal influence in the leadership behaviors of particularly influential leaders from your past experience- both inside and outside education. Share how the leaders used the four principles to their advantage and to the benefit of their organizations.

**Prompt C:** Identify which of the four principles resonates most with your personal style and values. Explain why you chose this principle.

**Prompt D:** Imagine how you might apply one or more of the principles of personal influence to your own leadership situation. What might you do to begin? What follow-up might you choose? How will you hold yourself accountable for trying and adapting one or more of the principles?



# Missouri Leadership Development System (MLDS)



## Developing Level Learning Experience 9:

### Human Resource Leadership

#### Introduction and Rationale:

Education is a people business. Between 80%-90% of total budget outlays for schools provide for the salaries and benefits of staff. Of all the variables that affect student learning, the one with the highest effect size is the skill and abilities of teachers (Haycock, 1998). The variable with the second highest effect size is the skill and abilities of school leaders (Fink, 2012). In both cases... people.

Education leaders do well to recognize the outsized importance and effect of the people who work in schools. The pipeline that provides excellent schools with the ongoing supply of human resources needed for high-performance can be designed and optimized for peak effect. In most school systems, the responsibility for human resource leadership is shared between central administration and building level administration. This Learning Experience is primarily designed to develop human resource leadership skills in building level administrators. However, when both central and school level administrators work cooperatively and skillfully in a complementary fashion, students benefit in large and long-lasting ways.

The leadership skillsets involved in optimizing the HR pipeline are well known and best practice strategies abound. Here is a starter list of areas where top HR leaders excel:

- Recruiting / creating a quality pool for selection
- Selection / understanding and recognizing elements of teacher quality
- Selection / interviewing skills and non-interview methods of performance prediction
- Induction and onboarding of new staff
- Recognizing employees in meaningful and motivation ways
- Work design
- Creating authentic and meaningful work
- Community building as a method of attracting and retaining talent
- Creating school cultures that attract and retain talent
- Talent identification and development
- Coaching peak performers
- Developing marginal performers
- Designing rites, rituals, and ceremonies to mark employee milestones and accomplishments
- Out-counseling / removal of incompetent performers
- Employee assessment and evaluation
- Professional learning
- Team development
- Identifying leadership potential among staff / increasing leadership density
- Retention of key staff
- Coaching for performance improvement
- Mentoring for career optimization

As the above list is considered, it is helpful to assess each participant's level of awareness and skill in each of the mentioned HR skillsets. To personalize this assessment, it is helpful to delineate which of the HR leadership functions are the domain of central administration, which are the responsibility of building level leadership, and which are shared. No matter who is ultimately responsible, each school's future accomplishments are mightily shaped by leaders' abilities to attract, select, develop, retain, and optimize the performance of people.



## Treatment 1: Attracting and Retaining Teaching Talent

(approximate time allotment: 30 minutes)

### Engagement Platforms: Regional meeting, Retreat, Conference session, Virtual event

The quality of a school's instructional program, meaning the actual teaching skills and abilities of its faculty, is the highest effect-size variable toward the successful learning and achievement of students (Fink, 2012). Given this truth, the ability of a school to establish and sustain a culture that, over time, attracts and retains top teaching talent is an important and essential endeavor.

One pervasive organizational trend observed over the past twenty-five years is the emphasis that creative, innovative enterprises place on attracting and retaining top talent (Lawler, 2008). Today's creative class workers, including in the education sector, express a different set of needs when describing an ideal job setting than typical employees of a generation ago. Key attractors include the opportunity to work on a high-performing team, to do meaningful work that makes a difference, to have professional and collegial relationships with peers and supervisors, to personally identify with the purpose and aims of the organization, and to enjoy a measure of trust, autonomy, and deep ownership in the organization's work (Rigoni & Adkins, 2016).

It is important to realize that exceptionally skillful teachers have other employment options (Feng, 2014). They are a highly prized both inside and outside the field of education. And why not? Consider this starter list of characteristics of exceptionally talented teachers.

They are...

- Excellent problem solvers
- Creative and innovative
- Accountable and responsible
- Effective communicators
- Skillful collaborators and team players
- Early starters and late stayers
- Persistent and resilient
- Self-motivated and low-maintenance
- And, they accomplish great results with limited resources

It is not surprising that, with this type of skillset, they annually have job opportunities not only at schools near and far, but also with non-educational enterprises (Goldhaber, Grout, Holden, & Brown, 2014).

It is also important to realize that, because extra-skillful teachers have more options, more opportunities, and more potential employers, they are potentially more mobile. Talent is a powerful attractor of other talent (Johnson & Birkeland, 2003). Therefore, in an environment of mobility, exceptionally talented teachers tend to congregate, rather than separate.

This treatment seeks to provide a framework for a school leader to assess and develop a school culture and a set of professional working conditions that can attract and retain top teaching talent- to the great benefit of learners and learning.

**EXERCISE:** Respond to the introductory text, above. To what degree does your personal experience and knowledge base confirm or deny these basic tenets from the introduction:

- A. Instructional quality is the top effect-size variable with respect to student achievement.
- B. Excellent teachers are attracted to schools already staffed with excellent teachers.
- C. The effectiveness of the principal is a key ingredient in an effective teacher's employment choices.
- D. Exceptionally skillful teachers, because of their skillsets, have many employment options inside and outside of education.



E. A school can design its culture and working conditions to intentionally attract and retain highly talented teachers.

F. What other responses might you offer to this treatment's introductory statements?

Particularly skillful teachers are attracted to and retained in schools where they are **valued, appreciated, recognized, and developed.**

Creating a Great Place to Work

<http://www.rutherfordlg.com/new/wp/wp-content/uploads/2015/11/great-place-to-work-111015.pdf>.

What Type of Talent are You Seeing

<http://www.rutherfordlg.com/new/wp/wp-content/uploads/2015/12/What-type-of-talent112515.pdf>.

How Talent Friendly is Your School

<http://www.rutherfordlg.com/new/wp/wp-content/uploads/2014/04/SOCLNotes7TalentFriendly.pdf>.

### **Skillful teachers work where they are valued.**

What teacher characteristics are valued most at your school? Is it a teacher's good attitude, work ethic, local community connections, years of experience, or extracurricular activities? All these attributes are valuable, of course. A school that seeks to attract and retain talent, however, values teachers' instructional talents and skills above everything else. In the school setting, time is a dependable measure of value. Where administrators spend the majority of their time is what is seen by the staff as most valued. Value is also accurately interpreted by what administrators communicate about most, what they choose to share with parents and community members, print in the newsletter, Tweet about, or point out to visiting administrators or district leaders.



### **Skillful teachers work where they are appreciated.**

A definition (Dictionary.com) of appreciate is [to be fully conscious of, to be aware of, to detect] as in a person who appreciates modern art or fine wine. To appreciate is to see the actual and accurate value of something, to notice fine gradations of quality, to be an enthusiast or even a connoisseur. A professional chef prepares consistently high-quality meals every day. However, when the local paper's restaurant columnist is in the house, it calls out the best of the chef's abilities. Why is this? Perhaps truly talented performers are extra-motivated to perform in the presence of someone who knows the difference between good, great, and exceptional. Excellent teachers, likewise, enjoy teaching in a school where the administration knows and appreciates the finer points and nuances of effective teaching.



## **Skillful teachers work where they are recognized.**

In talent-friendly schools, administrators regularly recognize effective episodes of instruction. They provide immediate and specific feedback to teachers on their instructional moves, approaches, and strategies. Their feedback is abundant, immediate, and specific recognition of teachers' talents and efforts, not in a general way as in "nice job," but specifically as in "when you..., I noticed..., that caused..., your students benefitted because..." In survey after survey of job motivation factors, the recognition of achievement by valued peers and supervisors is consistently at or near the top of the list (Hertzberg, 2008).

## **Skillful teachers work where they can be developed.**

Ultimately, the greatest attractor of talent is the opportunity for growth and development. In his bestselling book *Flow- The Psychology of Optimal Experience*, Mihaly Csikszentmihalyi writes that human beings report the most gratifying times in their lives are not moments of high leisure, but rather instances where one has developed the capacity to do a difficult thing exceedingly well (Csikszentmihalyi, 1990). Some administrators focus much of their classroom observation time on evaluation instruments or supervisory walkthroughs. Administrators in talent-friendly schools focus their energies mostly on the development of teachers and teaching. They agree with that old Iowa proverb, "You don't make the lambs fatter by weighing them more often. You make them fatter by feeding them." Administrators who develop a reputation for developing talent, will, over time, attract more than their fair share of it.

**EXERCISE:** Gallery Walk. Make and display a poster for each of the four attributes of a talent friendly school. Include the attributes (valued, appreciated, recognized, developed) and, also the short description of each attribute. In a team of 3-5, rotate among the posters and discuss these three thought prompts:

1. To what degree does your administrative knowledge and experience confirm the presence and validity of this attribute?
2. How might you go about assessing the presence or absence of this attribute at your school?
3. What steps might you take to further develop this attribute at your school?

### **Treatment 2: Elements of Teaching Quality**

(approximate time allotment: 30 minutes)

#### **Engagement Platforms: Regional meeting, Retreat, Conference session, Virtual event**

To understand an important idea, it is often helpful to break it into its component parts, examine the parts separately, understand the interrelationships between and among the parts, and then show how the parts fit together to make the whole. This process is often called analysis. Bloom's Taxonomy of Thinking Skills lists analysis as a higher order thought process (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956).

As school administrators seek to improve their instructional programs by selecting and developing high quality teachers, it is useful to ground these endeavors in an understanding of what comprises high quality teachers and teaching. The following model is a simplification of a complex set of attributes and qualities that comprise excellent teaching:



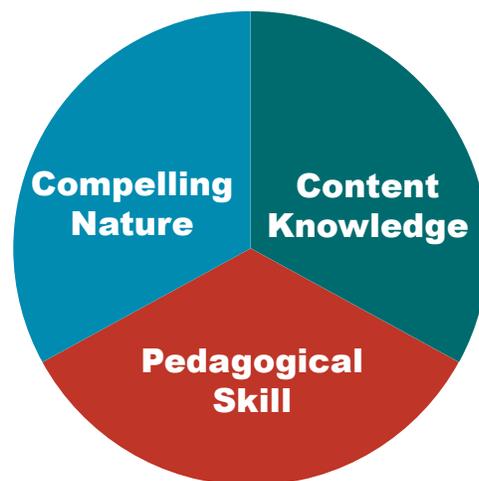
Three elements of teaching quality:

### **Content Knowledge.**

One cannot teach something one does not know. Certainly, an excellent teacher must himself possess a keen understanding of the knowledge and skills that comprise the content he wishes to teach to others.

Furthermore, it is best if a teacher has quite a bit of content knowledge in reserve. It places a teacher in a difficult circumstance to teach 100% of what they know of a subject. For one thing, it limits the teacher's flexibility to differentiate and vary the pace and depth of instruction to match student needs. Outstanding fourth grade teachers know the third and fifth grade curriculum as well. Successful Algebra II instructors also know how the Geometry and Calculus I content, allowing them to make connections and extensions in their students' best interests.

Another important aspect of content knowledge is a keen understanding of how the state in which the teacher practices assesses mastery and achievement in the teacher's subject and/or grade level. This complementary form of content knowledge can be called standards knowledge. Standards knowledge includes the issue of alignment among assessment, instruction, and curriculum, and also issues of depth, pace, rate, and degree of instruction. An excellent US History teacher not only knows a lot about US History, but also knows a lot about how her state measures US History achievement and how she and colleagues should best design and pace individual lessons for maximum benefit.



### **Pedagogical Skill.**

ped-uh-goh-jee – noun. The art or science of teaching; education; instructional methods. Pedagogical skill refers to the how of teaching, rather than the what. It represents the teacher's repertoire of teaching skills, approaches, strategies, and techniques. Pedagogical skills inform a teacher's decision-making minute by minute during the school day.

How a teacher introduces a new lesson so as to activate each learners' prior knowledge and create a framework for adding to that knowledge is a pedagogical skill. Grouping students into collaborative teams, for optimal participation is a pedagogical skill. Designing quality practice and rehearsal opportunities to maximize recall and transfer is a pedagogical skill.

Pedagogy is the collective craft knowledge that any individual teacher draws from when designing and leading classroom instruction.

### **Compelling Nature.**

Compelling nature is a measure of the teacher's affective skills. It is the teacher's ability to create and sustain positive relationships with students, to be interesting, to be a person of significance in the student's life, and to cut a wide path through the attention span of students. Compelling nature is the teacher's ability to establish a personal connection characterized by influence, affinity, interest, respect, admiration, loyalty, importance, and positive regard. In essence, compelling nature is the ability of the teacher to draw students in, toward themselves, and in so doing, toward the lessons to be learned.

**EXERCISE: 12 Good Questions.** 12 Good Questions simulates a teacher interview in which the questions are designed to elicit the teacher's level of development in the three elements of teaching quality: content knowledge, pedagogical skill, and compelling nature. Questions 1-4 provide insights on



the teacher's content knowledge. Questions 5-8 provide insights on the teacher's pedagogical skills. Questions 9-12 provide insights on the teacher's compelling nature. Note that the 12 good Questions text includes not only the question, but also a set of "listen-fors" that point toward the presence of the element in question.

In groups of 3-5, pose each question, then role play how a teacher might answer in a way that points toward the presence of that particular element of quality. Practice follow-up questions and answers too. Finally, create some counter-example responses that do not predict the presence of the element.

Extra credit: Share how the document 12 Good Questions might be used for a staff development activity involving all teachers.

## 12 Good Questions:

### Questions 1-4: Content knowledge.

**Question 1:** Can you identify a curriculum goal or standard that students find especially difficult to master? How might you go about teaching this standard differently? *Listen for... speed and ease of recall. Skillful teachers know which areas of the curriculum are more problematic and adjust accordingly.*

**Question 2:** Describe a portion of curriculum where the sequencing of the learning is crucial. *Listen for... specific examples of dependent curriculum sequences. Skillful teachers know what parts of the curriculum require a specific order of instruction.*

**Question 3:** Is there any curriculum you'd like to teach if there was more time in the school year? *Listen for...speed and ease of recall. Skillful teachers teach only a fraction, perhaps 20%, of what they know from the curriculum. It should be easy to give examples from the other 80%.*

**Question 4:** As you think about a future episode of teaching, talk about specific learning goals that are most important to you. *Listen for...clear and assessable verbs such as diagram, solve, create, and discuss. Be wary of fuzzy verbs such as understand, know, appreciate, and experience.*

### Questions 5-8: Pedagogical skills

**Question 5:** Describe some strategies you've found effective in increasing students' ability to remember what they have learned. Follow-up with: How do you think that strategy works? or, why is that approach so successful? *Listen for... specific instructional approaches. Skillful teachers teach according to principles of learning that enhance memory and can describe how the principles of learning operate.*

**Question 6:** Are there strategies that you've found successful in accelerating learning, actually causing students to learn faster? *Listen for... specific instructional approaches. Skillful teachers teach according to principles of learning that accelerate learning and can describe how the principles of learning operate.*

**Question 7:** Describe a time that the classroom environment either helped or hindered the learning in your classroom. *Listen for...a specific element of the physical or social classroom environment and the teacher's understanding of environmental cause and effect.*

**Question 8:** Can you describe any other principles of effective teaching that you rely on for successful learning? *Listen for...specific conceptual or theoretical instructional approaches. Excellent teachers don't follow recipes. Rather, they teach according to scientific principles such as mental models, personal relevance, locale memory, etc.*



## Questions 9-12: Compelling nature

**Question 9:** For you personally, what is the most fulfilling and satisfying thing about teaching? *Listen for...genuineness and sincerity. High efficacy teachers derive genuine fulfillment from their work.*

**Question 10:** Describe one of your favorite teachers...what made them especially successful? *Listen for...specific characteristics of compelling nature such as the ability to connect with students, genuine enjoyment of the work, accomplishments that were due to skillful practice.*

**Question 11:** Describe a time when you found yourself so wrapped up in something that you lost track of time. *Listen for...an example from the teacher's work life. One proof of high efficacy is regularly getting lost in the moment of an interesting and challenging task. Be wary if all the examples of this come from leisure time or hobbies.*

**Question 12:** Teachers who establish a personal connection with students seem to be more effective in teaching them. Why do you think this is so? *Listen for...the teacher's understanding of compelling nature as the ability of the teacher to connect with students, draw them toward self, and, in so doing, connect them to the work at hand.*

### Treatment 3: Orientation, Onboarding, and Induction of New Staff

(approximate time allotment: 45 minutes)

#### Engagement Platforms: Regional meeting, Retreat, Conference session, Virtual event

The first year of teaching is challenging. Many beginning teachers, citing discouragement from isolation, lack of resources, and overwhelming expectations choose to leave the profession (Henry, Bastian, & Fortner, 2011). Teacher attrition carries not only a loss of opportunity cost for the teacher and the school, but a financial loss of approximately 30% of the teacher's salary (US Department of Labor). Effective orientation, onboarding, and induction programs can increase the likelihood of teacher retention and provide benefits for schools, teachers, and the students they serve (Ingersoll and Strong, 2011).

**EXERCISE:** Article jigsaw. In groups of 3-5, each participant choose an article on teacher induction from the list below. Read the article, summarize the main points, and be prepared to share a summary report with the group.

10 Reasons to Have a High-Quality Teacher Induction Program

<https://newteachercenter.org/blog/2014/05/04/ten-reasons-to-have-a-high-quality-teacher-induction-program/>.

School Leaders: 6 Strategies for Retaining New Teachers

<https://www.edutopia.org/blog/school-leaders-six-strategies-retaining-new-teachers-elena-aguilar>.

High Quality Mentoring and Induction Practices

[https://newteachercenter.org/wp-content/uploads/high-quality-mentoring\\_induction-resource.pdf](https://newteachercenter.org/wp-content/uploads/high-quality-mentoring_induction-resource.pdf).

Role of the Principal in Beginning Teacher Induction

[https://newteachercenter.org/wp-content/uploads/role-of-the-principal\\_practice-brief.pdf](https://newteachercenter.org/wp-content/uploads/role-of-the-principal_practice-brief.pdf).

What the World Can Teach Us About New Teacher Induction

[http://www.newteacher.com/pdf/PDK\\_Article\\_Jan05.pdf](http://www.newteacher.com/pdf/PDK_Article_Jan05.pdf).

Beginning Teacher Induction: What the Data Tell Us.

[http://www.edweek.org/ew/articles/2012/05/16/kappan\\_ingersoll.h31.html](http://www.edweek.org/ew/articles/2012/05/16/kappan_ingersoll.h31.html).

**EXERCISE:** Create a graphic organizer (illustration) of the elements of an effective teacher induction program. Based on your current knowledge base, experience, and information from the article jigsaw activity, build a graphic organizer showing the most important components of an effective teacher induction program.

**EXERCISE, cont'd.** Based on elements illustrated in the graphic organizer, assess your school's current practices with respect to teacher induction. Based on the elements illustrated in the graphic organizer, identify opportunities for improvement of your school's teacher induction practices.



# Missouri Leadership Development System (MLDS)

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## MLDS Developing Level Competencies

### The Developing Principal

#### A **Visionary Leader** at the Developing Level

- Uses a diverse group of stakeholders to collaboratively review, develop, and/or revise the school vision
  - Deliberately and effectively communicates the vision to stakeholders
  - Uses multiple sources of data to evaluate the existing vision and plan for continuous improvement
- 

#### A **Instructional Leader** at the Developing Level

- Facilitates staff discussions to ensure curriculum is comprehensive, rigorous, aligned, engaging and supports continuity across all grades and content areas
  - Builds teacher capacity with a variety of instructional practices appropriate to the learning content
  - Observes classroom instruction and provides meaningful and timely feedback to intentionally support individual teacher strengths and areas for growth
  - Facilitates teacher development and use of formative and summative assessments
  - Facilitates teacher analysis of individual student data to improve the instructional process and student growth
  - Engages teachers to collaboratively design and implement a program of professional learning
- 

#### A **Managerial Leader** at the Developing Level

- Collaborates with staff to maximize the use of the school facility and grounds to support student learning
- Collaboratively develops clear routines, procedures and schedules for staff and students
- Collaborates with staff to recruit, screen and select candidates with a high probability of success
- Holds staff accountable and revises expectations, guidelines and procedures as necessary
- Uses data to develop targeted interventions and supports for addressing personnel issues
- Works with staff to ensure compliance with all personnel records and reporting
- Collects input from staff to establish priorities that inform the school budget and determine resource allocation
- Collects input from staff to establish priorities that inform the use of non-fiscal resources



## **MLDS Developing Level Competencies**

### **The Developing Principal**

#### **A Relational Leader** at the Developing Level

- Raises teacher consciousness of the importance of equity in the teaching and learning process as it relates to ethnicity, gender, economic background, etc
  - Develops a network of relationships and pathways both in and out of the school that provide for the welfare of the students
  - Models and promotes positive relationships between students and all school personnel
  - Builds positive staff relationships and communicates high expectations
  - Leads staff in the development, improvement or refinement a collaborative culture
  - Empowers and provides opportunities for teacher leadership
  - Engages in an ongoing assessment of the quality of relationships with families
  - Identifies key stakeholders in the community and begins to build relationships with them
- 

#### **A Innovative Leader** at the Developing Level

- Models and shares the gathering of knowledge, skills and best practices related to improved teaching and learning
- Contributes actively in professional networks to expand relationships and avenues for new knowledge and understanding
- Engages in personal reflection on performance strengths and weaknesses and seeks professional development experiences to improve practice
- Actively seeks performance feedback and makes adjustments to improve and refine practice
- Deliberately monitors and adjusts time commitment to school priorities
- Responds to challenges and issues by addressing appropriate changes that lead to school improvement and increased student learning
- Anticipates changing circumstances and develops multiple alternate strategies based on new knowledge and understanding



**Professional Standards for Educational Leaders  
(PSEL)**

# Professional Standards for Educational Leaders

National Policy Board for Educational Administration

# 2015

October 2015

formerly known as ISLLC Standards

**[Link to PSEL](#)**

