

Transformational Level Participant Guide



Missouri Leadership Development System (MLDS) Transformational Level Participant Guide (Facilitator Guide)

Lead Author:

Mike Rutherford, Ed.D. Rutherford Learning Group, Inc.

Contributing Authors:

Teresa Tulipana, Ed.D., University of Missouri, Kansas City

Missouri Leadership Development System Commission:

Dennis Cooper, Ed.D.

Rita Fisher, Ed.D.

Jennee Gregory, Ed.D.

Doug Hayter, E.D.

Paul Katnik, Ed.D.

Phil Lewis

Joe Sartorius, Ph.D.

Mike Schooley, Ed.D.

Missouri Leadership Development System Design Team:

Alan Bancroft

Patty Corum, Ed.D

Annette Cozort

Mike Dawson, Ed.D.

John Edgar

Neil Glass, Ed.D.

Jennee Gregory, Ed.D.

Phil Lewis

Charlie Malam

Jim Masters, Ed.D.

Gena McCluskey

Tom Okruch

Lynn Proctor

Brett Schriewer

Shelton Smith, Ed.D.

Julie Sperry, Ed.D .

Jen Tiller, Ed.D.

Teresa Tulipana, Ed.D.

Andy Turgeon

Beth Whitaker, Ed.D.

Other Contributors:

Paul Katnik, Ed.D., Assistant Commissioner, MODESE

Jim Masters, Ed.D. Director, Educator Evaluation and Training, MODESE

Nicole Smith, Executive Assistant, MODESE

Cindy McPhail, Graphic Artist and Publication Designer

Acknowledgements:

The Missouri Leadership Development System (MLDS) Transformational Level Participant Guide and Facilitator Guide represent the considerable work of many exceptional educators, mostly from Missouri, and also from around the nation. It was a pleasure and a fascinating professional experience for me to serve as facilitator to the design team and lead author of this publication.

I'd like to specifically acknowledge the support of several key contributors to the process. Many thanks to Dr. Paul Katnik, Asst. Commissioner, Office of Educator Quality for his original vision and leadership in shepherding this project throughout its tenure and ensuring that MLDS continually aligns with and supports Missouri's broader aims and aspirations for its public education system. Dr. Jim Masters, Director, Educator Evaluation & Training, was our team captain. Jim served and lead the group skillfully and flexibly, shifting nimbly among the roles of organizer, contributor, designer, facilitator, trouble-shooter, and cheerleader. Nicole Myers provided essential logistical and administrative support. Seemingly clairvoyant, Nicole was always two steps ahead, anticipating the group's needs before we realized them. Dr. Jenifer Tiller, in addition to her design team and MLDS specialist contributions, served as online curator of the team's written and visual artifacts. Cindy McPhail served as graphic artist and publication designer.

I'd like to particularly acknowledge the substantial and excellent work of the project design team. The team, each member an accomplished and successful educator, consistently placed the group's core values of excellence, service, sustainability, intellectual & personal humility, and personal versatility ahead of individual needs and agendas. The team was persistent, dutiful, and never failed to imbue their efforts with passion, rigor, humor, and optimism. I additionally appreciate that the design team allowed me the flexibility to serve sometimes as leader, sometimes as facilitator, and often as co-designer.

Speaking on behalf of the design team and the other contributors to this publication, our highest hope is that this collection of leadership lessons will be transformational in the development of Missouri's most exceptional school administrators, to the great benefit of the students, teachers, schools, districts, and communities they serve.

Sincerely,

Mike Rutherford
December 30, 2018

Table of Contents

	Overview of the Leadership Development System	pg. 5
	LDS Commission and Design Team	pg. 7
LE 1	Learning Experience 1: Critical firsts	pg. 13
LE 2	Learning Experience 2: Recognizing and developing excellent instruction	pg. 15
	T14: Talent Development Coaching	
	T15: Team Coaching	
	T16: Teaching Studies	
	T17: Positive Expectancy	
LE 3	Learning Experience 3: Understanding self and others	pg. 24
	T9: Giving Voice to All Constituents	
	T10: Recognizing and Understanding Bias	
LE 4	Learning Experience 4: A primer on decision making	pg. 32
LE 5	Learning Experience 5: Reading and shaping school culture	pg. 33
	T8: Building True Community Inside Schools	
LE 6	Learning Experience 6: Making time for Instructional Leadership	pg. 37
LE 7	Learning Experience 7: Designing and leading change	pg. 39
LE 8	T7: Supporting Innovation and Creativity	
	T8: Both/and... Continuous Improvement / Transformational change	
	Learning Experience 8: Communication, influencing, and persuasion skills ...	pg. 49
	T6: Marketing, branding, and telling your school's story	
	T7: Advocacy and Inquiry: Using the ladder of inference	
	T8: Principles of Persuasion	
LE 9	Learning Experience 9: Human resource leadership	pg. 60
	T4: Leading High-Performing teams	
	T5: Leading Learning for Others: Adult Learning and Motivation	
LE 10	Learning Experience 10: Principles of servant leadership	pg. 66
	T1: Servant Leadership in the Workplace	
	T2: Creating Meaningful Work	
	T3: Extreme Listening	
	T4: Purposeful Delegation	
LE 11	Learning Experience 11: Principles of systems leadership	pg. 73
	T1: Futuring and Paradigm Studies	
	T2: Program Accountability and Effect Size	
	T3: Dealing with Dilemmas	
LE 12	Learning Experience 12: Principles of personal and professional sustainability	pg. 82
	T1: Principles of Personal and Professional Sustainability	
	T2: Personalized Professional Learning	
	T3: Cultivating Professional Networks	
	Bibliography	pg. 90

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
--	---	--	--

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

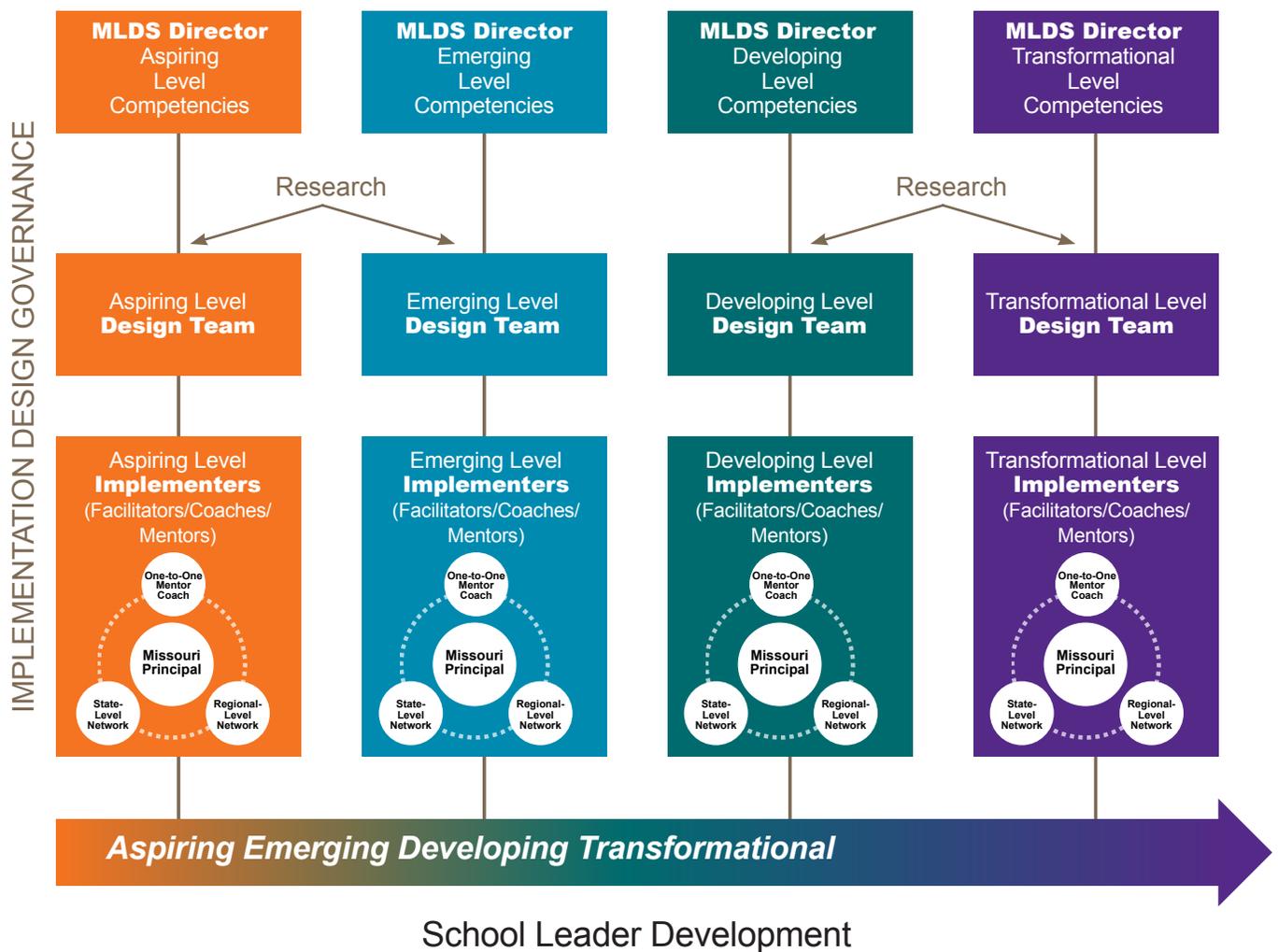
The MLDS organizational structure is designed to deliver the training and support necessary to ensure Missouri principals master the essential competencies of the MLDS. The key components of this delivery system include:

- 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:

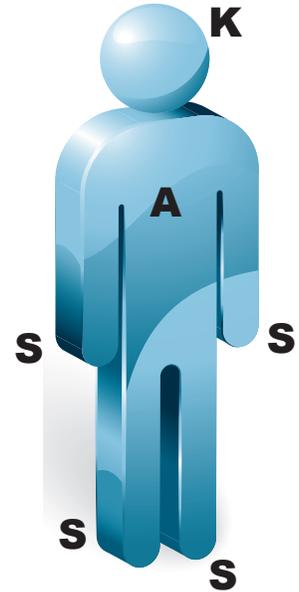
Guiding Principle 1: Knowledge, Skills and Attitudes (ksas)

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



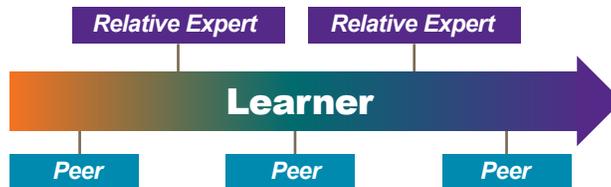
Guiding Principle 3: Designing for Sustainability

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.

Implementation

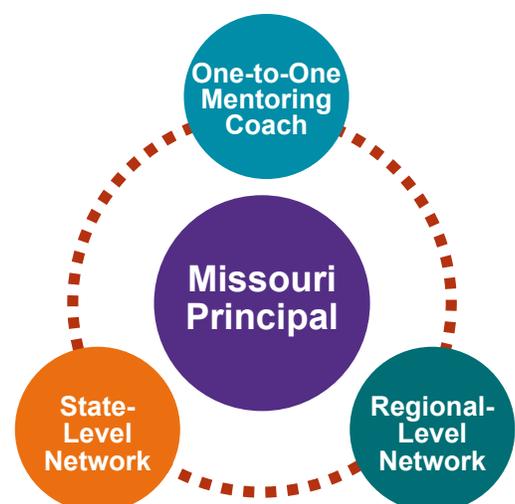
The implementation component of the MLDS is responsible for putting into effect or executing the training and support developed by the MLDS Designers. Facilitators, coaches and/or mentors (implementers) work directly with Missouri principals to assist them as they work to master the leadership competencies 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.



Missouri Leadership Development System (MLDS)

Nomenclature, sequence, and structure:

The thirty-two MLDS transformational level leader competencies are not addressed individually and in sequence. Rather, they are embedded in twelve larger, more authentic, Learning Experiences (LE). The twelve 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 twelve 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 twelve LEs are presented in the recommended sequence (unless otherwise noted) that best accomplish the aims of the LE.

Transformational 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



Missouri Leadership Development System (MLDS)

Transformational 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

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

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

Treatment 14: Talent Development Coaching

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

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

Introductory Note: Talent Development Coaching is adapted for the MLDS from Seven Tools for Developing Teachers and Teaching™ and Feedback & Coaching Lab™ (Rutherford, 2009, 2018). 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: Talent Development Coaching

Quick Description: Talent Development Coaching recognizes an individual teacher's unique and enduring talents, strengths and abilities and seeks to build upon them through the process of observation and coaching.

Purpose: To improve teaching effectiveness by optimizing a teacher's current best practice in areas of talent, strength, and ability.

Best Applications: Use TDC after several observations indicate a recurring pattern of effectiveness in a teacher's repertoire. TDC reinforces these effective practices and supports their more consistent, flexible, and generalized use. TDC can be employed with all teachers across the spectrum of overall effectiveness. The more able a teacher is currently, the more effective TDC can be in supporting growth.

Notes: Once a pattern of recurring effectiveness (a talent) is identified, use an Artisan Teacher Observation Field Book (or similar medium) to sketch/ capture episodes of the pattern in classroom action. These artifacts can then be used to more effectively communicate to the teacher which aspects of instruction are particularly ripe for further development.

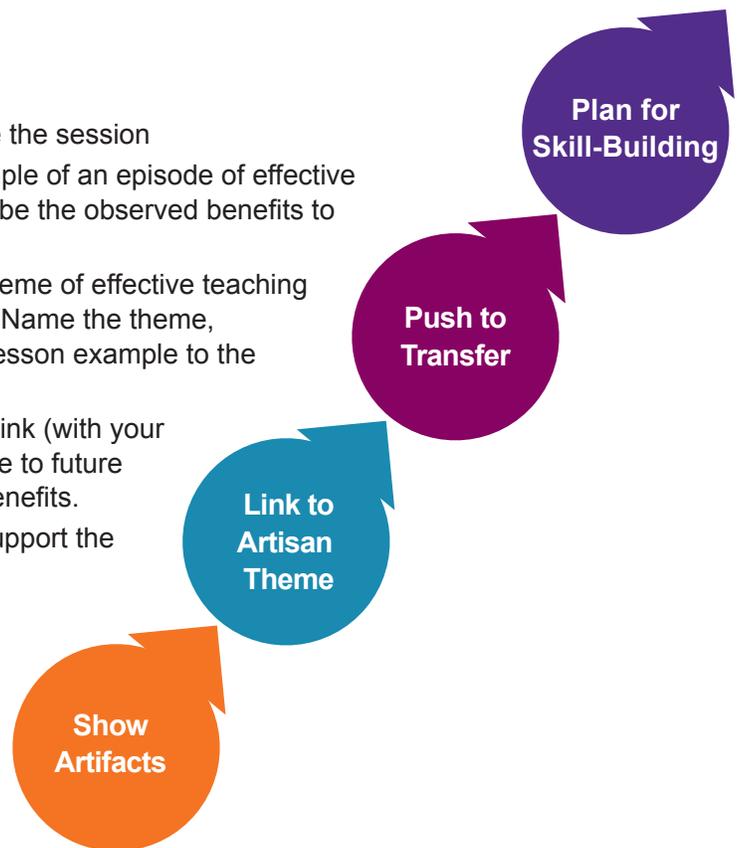
Don't rush into TDC. TDC represents a healthy investment of time and energy into an individual teacher's practice. Use TDC after a recurring pattern of skillfulness has been recognized and confirmed.

Talents are both naturally occurring and the product of deliberative effort and practice. TDC can optimize and develop either type of talent.



Outline for Talent Development Coaching

1. Introduction: Greeting, set the tone, outline the session
2. From your sketch/notes, describe an example of an episode of effective teaching from the observed lesson. Describe the observed benefits to learners and learning.
3. Link the specific example to a pattern or theme of effective teaching (An Artisan Teacher Theme, for example). Name the theme, describe its essence, and clearly link the lesson example to the theme.
4. Push toward transfer. Ask the teacher to think (with your support) of future applications of this theme to future lessons and to describe probable future benefits.
5. Design specific skill-building activities to support the teacher's development.
6. Invite teacher to provide feedback on the process and content of the coaching experience.



Advanced Technique:

Take Away – Compensate – Add Back

One effective approach to teacher skill-building is to ask the teacher to voluntarily not use one of their most productive practices- then let the teacher's brain compensate for the loss by developing other practices. A teacher's brain likely has a well-developed neural network for the theme that produced the practice. The teacher's brain will quickly compensate for the loss by constructing other productive practices. Then, add the withheld practice back to the mix, and the teacher will have multiple expressions of the theme rather than one predominate one.

An example: A teacher might be particularly effective at Overt Responses. The teacher often uses individual white boards to elicit visual responses from students. Take away the white boards for a time. The teacher's brain, being adept at Overt Responses, will quickly compensate for the loss of white boards by thinking of other ways to elicit Overt Responses (hand signals, shoulder partner talk, etc.). Now, add back the white boards and the teacher will have even more options for eliciting Overt Responses.

Traces of Talent

Speed – Talents spring from our highest-speed, best connected, mental networks.

Easy – Teachers often make difficult moves look commonplace- watch for this.

Flexible – When a teacher is performing more like a chef than a cook.

Recurring – Talents, being our best mental networks, don't go into hiding- they reappear frequently.

“Curve Ball” – When something unexpected happens in the classroom, teachers revert to their highest speed networks to respond.

Treatment 15: Team Coaching

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

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

Introductory Note: Team Coaching is adapted for the MLDS from Seven Tools for Developing Teachers and Teaching™ and Feedback & Coaching Lab™ (Rutherford, 2009, 2018). 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: Team Coaching

Quick Description: Team Coaching is Key Lesson Planning or Next Level Coaching with a small group of teachers rather than an individual teacher.

Purpose: Team 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.

Best Applications: The coaching structures best suited for team applications are Key Lesson Planning and Next Level Coaching. The other coaching/feedback tools are specifically designed to be individual in nature and do not lend themselves to group settings. It is especially productive to use Team Key Lesson Planning with small groups of teachers who share a common upcoming lesson. Also, use Team Next Level Coaching with teachers who would benefit from the addition of a common Artisan theme.

Notes: Team Coaching will often take at least twice as long as a corresponding individual session so plan accordingly.

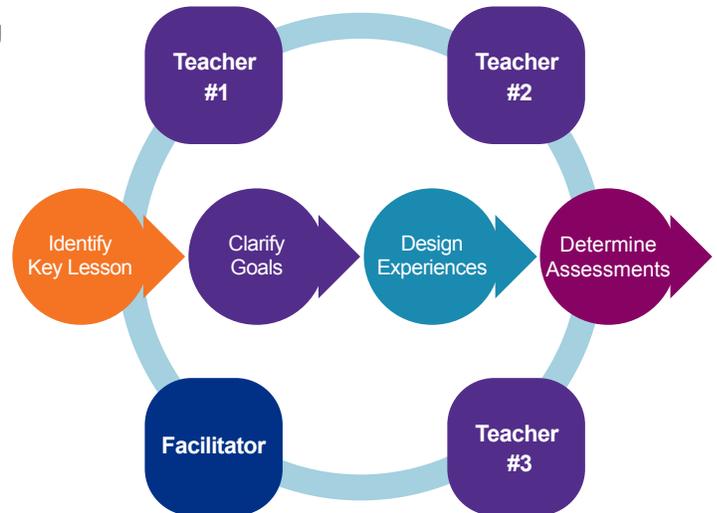
It is effective to mix the levels of expertise in the small group. This way experienced teachers can model their thinking and planning for others.

Team Coaching is typically less stressful than individual coaching. Therefore, it is a good method to introduce skeptical or anxious teachers to the process. Since the team size is small, it is recommended that especially skeptical or anxious participants be seeded into the TC sessions one at a time.



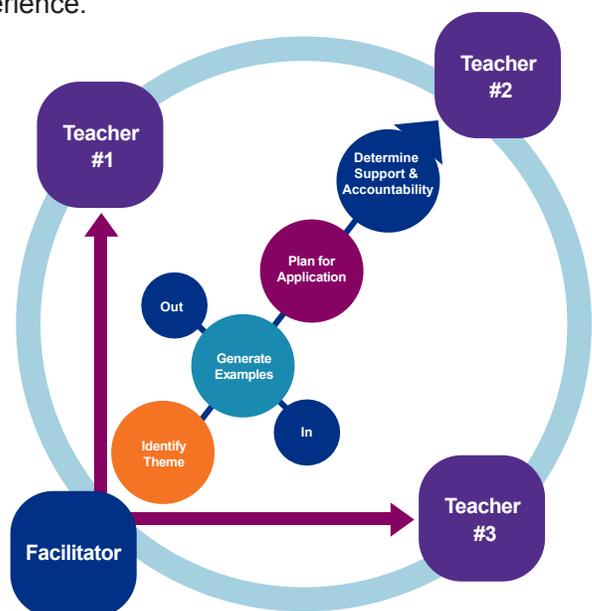
Outline for Team Key Lesson Planning

1. Introduction: Greeting, set the tone, outline the small group session.
2. Using positive presupposition, invite the teachers 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. Record thoughts on a visual medium so all can see.
3. Using positive presupposition, invite the teachers to reflect upon possible teaching strategies/learner experiences Listen for congruency between learner activities/experiences and the learning goals discussed earlier. Probe for increased clarity about this link, if appropriate. Record thoughts on a visual medium so all can see.
4. Using positive presupposition, invite the teachers to reflect upon assessment “look–fors.” Listen for plans to elicit overt responses from students and plans for possible midcourse corrections. Probe for clarity, if appropriate. Record thoughts on a visual medium so all can see.
5. Invite teachers to provide feedback on the coaching experience. Invite feedback on both the process and the content of the session.



Outline for Team Next Level Coaching:

1. Introduction: Greeting, set the tone, outline the session.
2. Discuss the theme you wish to add to the group’s repertoire. Describe the theme’s essence and the probable benefits.
3. Generate examples of the theme from outside education to build conceptual understanding. Capture the generated examples on the illustration.
4. Generate examples of the theme in action inside education settings, but not limited to the teachers’ subject areas or grade levels. Capture the examples on the illustration.
5. Select theme examples for application and practice. Circle or denote choices on the illustration.
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.



Treatment 16: Teaching Studies

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

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

Introductory Note: Teaching Studies is adapted for the MLDS from Seven Tools for Developing Teachers and Teaching™ and Feedback & Coaching Lab™ (Rutherford, 2009, 2018). 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: Teaching Studies

Quick Description: Teaching Studies is a small group, facilitated “teachers observing teacher” experience. A Teaching Studies session involves 3-5 teachers observing another teacher’s classroom for 15 minutes or so. The observed teacher then joins the observing teachers and facilitator for a 15 minute facilitated discussion.

Purpose: Teaching studies builds on teachers’ natural curiosity about the innerworkings of others’ classrooms. Both the observing teachers and the observed teacher benefit from the observation and skillfully facilitated discussion that follows. Teachers who participate in Teaching Studies are better able to recognize and understand important patterns of effective instruction by observing them in action in others’ classrooms. The observed teacher is affirmed and, also gains understanding as they participate in the ensuing discussions.

Best Applications: Teachers at all levels of experience and expertise benefit from Teaching Studies. TS is most impactful as a part of a regular schedule of observations/discussions, rather than a single episode.

Notes: Prior to the observation, it is important to communicate to the teacher observers that the observation is not a critique, an evaluation, or a judgment of the observed teacher’s skills. It is an opportunity to learn and gain deeper insights into the teaching-learning process by observing it firsthand and discussing it with colleagues.

Begin the discussion phase of Teaching Studies only after the observed teacher joins the group.

Keep the process moving- 15 minutes of observing + a quick break to assemble the group + 15 minutes of debriefing, then adjourn the session.

It is effective to mix the experience/expertise levels of the observing teachers.

Teaching Studies is an effective school culture builder. It conveys the notion that a valuable amount of teaching know-how currently exists within the faculty.

The teacher to be observed need not be exceptionally skilled. Avoid, however, choosing a teacher that is currently very low-performing. Allow lower-performing teachers to participate as observers several times before asking them to host an observation team.

Be an active facilitator of the TS discussion. Play both the role of a facilitator and the role of an observer/participant. This way the facilitator can model the best types of interaction and add to the conversation while supporting it.



Outline for Teaching Studies

1. Introduce the concept and brief the observer teachers on the upcoming experience. Remind them that this is not a critique, judgment, or evaluation. Prep the observers with some inside information on the classroom to be observed. Remind the observers not to participate in the lesson, but to observe it.
2. Accompany the group into the observed teacher's classroom and watch the action for approximately 15 minutes. Ask the observers to make mental notes only...nothing written.
3. Convene the observing teachers and the observed teacher around a table and facilitate the discussion around these three prompts.

A. Popcorn Feedback: Ask the observers to recall effective moments of instruction. Keep this positive and rapid-fire. Try for a dozen or so responses in a few minutes. The facilitator should play both roles—facilitator and active participant.

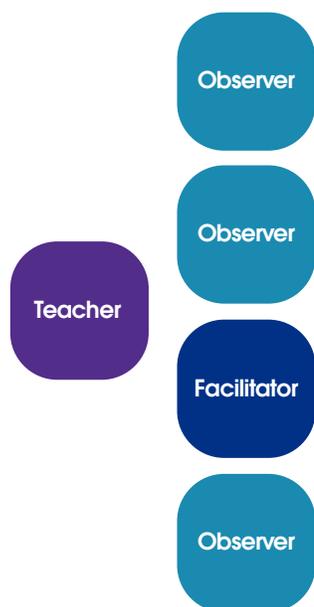
- B. Q/A with Observed Teacher: What questions do you have for the teacher on the lesson, content, students, context, next steps, etc.? Observers ask – observed teacher responds. Facilitator should pose Qs also.

- C. Applications: Each observing teacher (round robin style) will share responses to this prompt: How might I take one idea from this observation/discussion and apply it back into my own

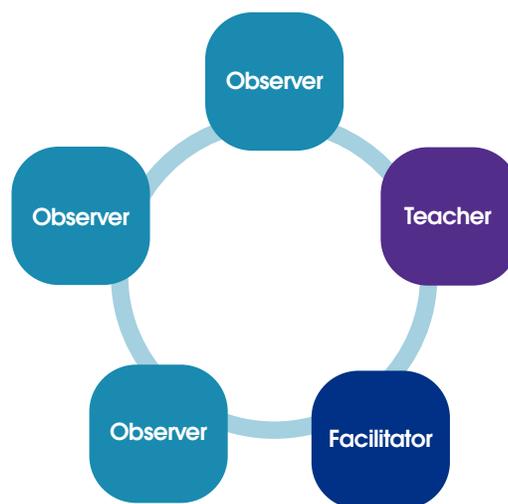
classroom practice? The observed teacher should add comments as a supporter/consultant with tips and ideas for success.

4. Follow up on any relevant development opportunities with individual participants.

15 Minute Observation



15 Minute De-Briefing



Treatment 17: Positive Expectancy

(approximate time allotment: 45 minutes)

Engagement Platforms: Learning lab, Individual work, Regional meeting, Work with mentor

Exercise: Read and discuss: Positive Expectancy

Then, ask attendees to read the Introductory Note, below, and add to their connections, applications, and lessons learned.

I heard it!



There was a man who was an avid outdoorsman. He loved the mountains of southwest Virginia, where he grew up and later retired. The man had a young son who often accompanied him on many hikes and hunting trips through those hardwood forests of the Blue Ridge. The boy was constantly amazed at all the things his father could see and hear in the forest, things that he mostly missed. One day, as they were walking, the man stopped, knelt down, and pointed out where a deer had rubbed its antlers on a small tree. The boy had just walked right past the tree and didn't notice. Another time, at dusk, the man stopped quickly and whispered "shh...listen." The boy froze and listened. The man said, "A wild turkey just flew up into a tree to roost for the night." "I didn't hear it," said the boy. "Listen carefully," said the man. "There may be another one." The boy listened so carefully his ears started to hurt. After a few long moments... it happened. Wumpf, wumpf, wumpf, wumpf, rustle, rustle... silence. "I heard it!" the boy whisper-shouted, wide-eyed at how loud and distinctive the big bird's wing thrusts sounded in the quiet forest.

Introductory Note: One cannot provide insight about something one cannot himself see. Our ability to develop teachers and teaching is dependent upon our ability to recognize pertinent happenings during a classroom observation. What we recognize, indeed what we even notice, during a classroom observation is dependent on what we expect to see once inside.

"We don't see things as they are. We see them as we are."
~ Anais Nin

It is important to remember that we see with our minds, not merely with our eyes. During an observation, an administrator's brain doesn't simply compile observational data. Rather, it quickly extracts a subset of all observable things and constructs meaning from that subset. Not only does what we notice affect our meaning, but how we construct meaning affects what we notice, or do not notice, next (Argyris, 1990) (Isaac, 1992). Meaning making is a subjective process. It is powerfully shaped by our expectations (Crimmins, 2016).

Perhaps this is why humans are so susceptible to being fooled, tricked, conned, robbed, or scammed. Our expectations of what will happen next warp our actual observation of what is happening now.

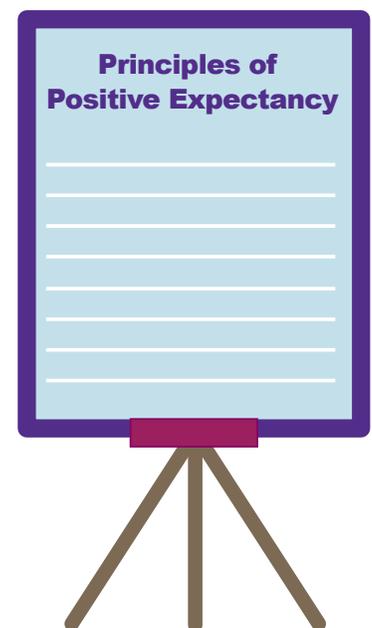
An essential component of effective classroom observation is awareness of the relationship between what is expected and what is seen. Keen observers can make this relationship work in their favor by actively and intentionally modifying what they expect to see prior to an observation. We can call this process positive expectancy.

Principles of Positive Expectancy- a starter list.

1. First, quiet your mind. Be fully present, wishing to be nowhere else.
2. Consciously shift thinking from evaluation/assessment to curiosity/learning.
3. Move from "I hope there are positive things to observe here."
To "There are learning here, I hope I'm sharp enough to see them."
4. Move from "I'm looking for these 5 things." To
"I'm looking for what's here."
5. Expectations cut both ways. Don't over-notice success in a skillful teacher's classroom and don't over-notice struggle in a less skillful teacher's classroom.
6. Expect to learn something valuable from every classroom observation, no matter the level of teaching skill. Hold yourself accountable for this learning.
7. Keep a log or journal of your insights from each and every observation. Monthly or so, look for themes and patterns in your collection.



8. More...
9. More...



Missouri Leadership Development System (MLDS)

Transformational 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

Treatment 7: Serving Each and Every Child: Understanding Extraordinary Constituent Groups

(approximate time allotment: 60 minutes)

Engagement Platforms: Regional meeting, Retreat

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

Treatment 9: Giving Voice to All Constituents

(approximate time allotment: 60 minutes)

Engagement Platforms: Individual work, Regional meeting, Work with mentor, District venues

Introductory Note: Consistently high-performing schools, like high-performing organizations everywhere, enjoy the benefits of robust, timely information flow throughout the entire network of leaders, employees, customers, and stakeholders. This robust information flow, from all constituents, can be termed *organizational voice* (Morrison, 2014). The absence of this information flow, the absence of voice, can be termed *organizational silence* (Henricksen & Dayton, 2006).

Organizational silence refers to a collective-level phenomenon of saying or doing very little in response to significant problems that face an organization (Morrison, 2014., p. 173).

The benefits of organizational voice and the costs of organizational silence are both substantial and accrue to both the organization as a whole and to the individual constituents and constituent groups. School leaders do well to embrace and develop all constituent voices, not only because of a heightened sense of fairness, obligation and/or social justice, but also because of their deep calling to create and sustain excellent schools where all students succeed.

Exercise: Recognizing benefits and costs of voice and silence.

Voice—benefits to the organization

- a. Specific and timely feedback
- b. Commitment rather than mere compliance
- c. Greater awareness of current reality
- d. Early recognition of problems
- e. Greater accountability for results



- f. Release of discretionary effort
- g. Enhanced innovation and creativity
- h. Positive climate of inclusion, respect, collaboration, community
- i. Greater agility, fast to market solutions
- j. Increased tolerance, appreciation of differences
- k. Higher performance, greater productivity, improved results
- l. Others...
- m. Others...
- n. Others...

Silence—costs to the organization (in addition to the reduction/absence of the above benefits)

- a. Diffused accountability
- b. “Go along to get along” approach- lack of organizational integrity
- c. Procrastination
- d. Development of cliques and sub-groups
- e. Silo organizational structures- lack of cross-communication
- f. Sabotage activities
- g. Faux compliance
- h. Withholding of information needed for improvement
- i. Lower performance, less efficiency, stagnant or declining results
- j. Others...
- k. Others...
- l. Others...

Voice—benefits to the constituent

- a. Sense of belonging and ownership
- b. More meaningful work
- c. Sense of self-efficacy
- d. Sense of self-determination
- e. Sense of contribution to a worthy cause or mission
- f. Increased dignity, respect, self-worth, self-esteem
- g. More pride in personal and team performance
- h. Greater sense of agency (agency- noun: the state of being in action or of exerting power; synonym: instrumentality, Dictionary.com)
- i. Development of versatility and flexibility
- j. Others...
- k. Others...
- l. Others...

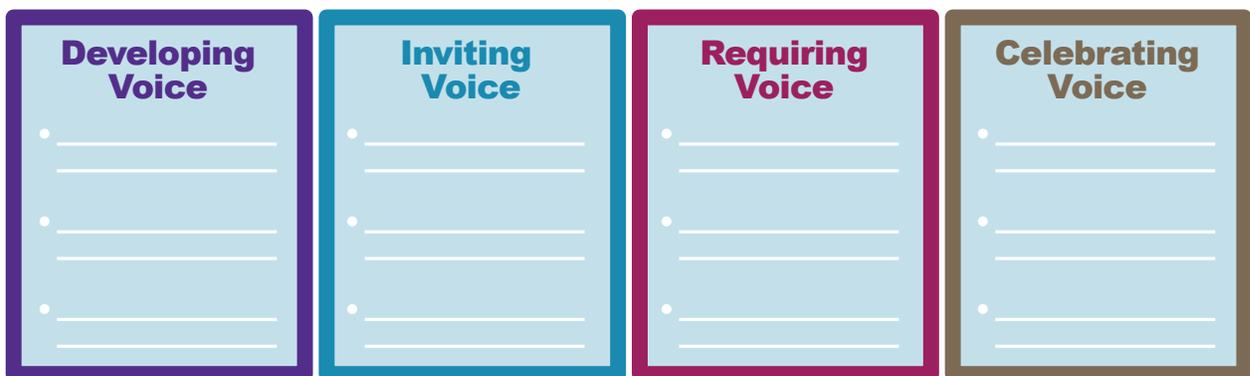
Silence—costs to the constituent

- a. Sense of isolation
- b. Lack of motivation
- c. Loss of positive self-image
- d. Feelings of resentment
- e. Less satisfying relationships
- f. Less meaningful work
- g. Less integrity to values, goals, and aspirations
- h. Poor future outlook
- i. Others...
- j. Others...
- k. Others...



Organizational structures that promote constituent voice can be thought of as belonging to four broad categories.

1. Structures that develop constituent voice. Providing opportunities for all constituents to express themselves may prove ineffective if the constituents don't feel prepared, worthy, or able to effectively claim and share their voice. Opportunities to receive coaching, teaching, and development of one's voice is a necessary prerequisite to claiming and sharing one's voice. An example: Krista Sherman of Mason, MI recently shared a unit plan that guided grade 9-12 disabled students through a voice building experience by asking them to listen to episodes of NPR's This I Believe podcast series. Then the students wrote, read, and recorded their own podcasts. [<http://www.readwritethink.org/classroom-resources/lesson-plans/giving-voice-students-through-1096.html>]
2. Structures that invite constituent voice. Successful schools make it easy for constituents to regularly share their voice without having to give a speech to the student body, faculty, or PTA meeting. Examples include morning meetings, focus groups, input sessions, Likert (5 choices on a continuum) scales, feedback exercises, surveys, homeroom forums, multi-votes, leave a post-it bulletin boards, informal conversations, asking what people think, recording voice notes on a smart phone, email canvassing, lunch with the principal, shadow a student day, and just being observant and curious.
3. Structures that require constituent voice. We know that in effective classrooms, student engagement is not only invited, but is regularly required. Invited can mean optional. Required means mandatory. The teacher who requires students to imagine a synonym for the word angry, write it on a whiteboard, then hold it high is using mandatory engagement, not optional. This approach is significantly more effective than to pose a question to the whole class... "who can name a synonym for the word angry? Jody? Can anyone help Jody?" So it is with constituent engagement. Regularly, school leaders should design constituent voice into the very fabric of school life. At an elementary school in Johnson City, TN, the principal and APs called every Kindergarten parent within 48 hours of the Kindergarten orientation night to ask them if the meeting met their needs, what other questions they had, and how might the school improve its outreach to families with new K students. That sure beats a suggestion box...mandatory, not optional.
4. Structures that celebrate constituent voice. The best way to grow future constituent voice is to recognize and celebrate current constituent voice. When school leaders display, disseminate, and act upon constituent voice, they expand its value, prestige, and utility. Effective leaders speak often of "what they're learning by listening to constituents." They record it, share it, display it, disseminate it, publish it, tweet it, post it, extract themes from it, make decisions based on it, and take actions informed by it. When constituents contribute their voice and then recognize the effects of that contribution in tangible ways, they are more likely to contribute again, think more deeply about their contributions, and encourage others to contribute. When constituent voice is not acknowledged, processed, and acted upon, it loses its agency and eventually results in cynicism.



Exercise: Apply student voice techniques to other constituents.

Recent innovations in classroom instruction have emphasized the benefits of enlarging student voice, choice, and engagement. Many of these classroom innovations are well suited for application to other constituent groups. Consider the following classroom strategies and make applications of these strategies to other non-student constituent groups.

Five Ways to Give Your Students More Voice and Choice by Rebecca Alber, posted 3/31/14
<https://www.edutopia.org/blog/five-strategies-more-voice-choice-students-rebecca-alber>

#1 Stuff we want to know about

#2 Task force teams of inquiry

#3 Assessing their needs and wants

#4 Think-alouds

#5 Project options and self-grading

Giving Students Voice: Five ways to welcome student input and bolster your school's success by Leah Shafer, posted 8/18/16
<https://www.gse.harvard.edu/news/uk/16/08/giving-students-voice>

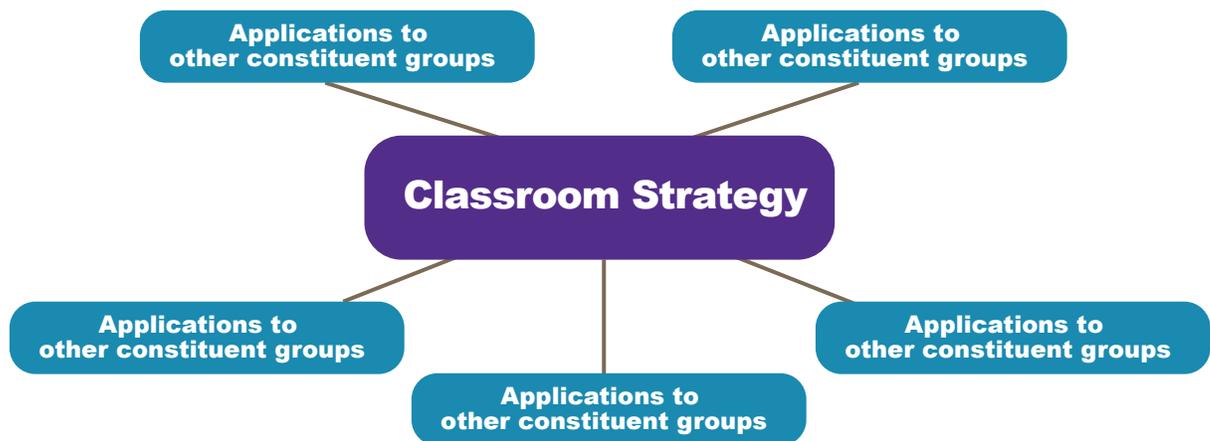
#1 Regularly solicit student input.

#2 Engage students in studying and assessing their school.

#3 Include authentic student representation on leadership teams.

#4 Invite students to any discussion related too their own learning.

#5 More broadly, consider young people as stakeholders and partners in their school.



Treatment 10: Recognizing and Understanding Bias

(approximate time allotment: 60 minutes)

Engagement Platforms: Individual work, Regional meeting, Work with mentor, District venues

Introductory Note: We are all biased. Bias is a natural element of human thought and behavior. Bias is the result of a human brain trying to navigate a complex reality at the speed of life. We take mental shortcuts. We replay automatic scripts. Mostly we do this without conscious awareness (Kahneman, 2011). Just because something is natural (of nature) doesn't mean it is beneficial, however. Transformational school leaders, because of their unique position and their opportunity to do great good, must recognize and understand bias and the role bias can play in important decisions, behaviors, and relationships.

Bias can be explicit, meaning it is above board and known to us. And, bias can be implicit, meaning it is beneath our awareness and unavailable for our consideration. A person could know that they dislike spiders. The same person may not know they have a bias against southern accents. For a school leader, implicit bias can be particularly pernicious since it operates beneath the awareness of the leader. Implicit biases often run counter to a person's espoused beliefs (Staat, 2015). A school administrator might be quite strong in her conscious commitment to equity, but still suspend black and brown students at a higher comparative rate.

Implicit bias can be psychological in nature. Implicit psychological bias leads to irrational decision making which harms the entire school enterprise. Confirmation bias, favoring explanations that confirm our own pre-existing beliefs is an example of implicit psychological bias. Anchoring bias is irrationally liking our first ideas best. Attribution bias is our tendency to blame others for our problems. Gambler's fallacy is attributing design causes to random events. Groupthink is mistaking consensus for rightness. Bandwagon is overvaluing the decisions of others. These are all examples of implicit psychological bias (Shuttleworth, 2009). Being unaware of these types of bias leads us to make less than optimal, or even irrational, choices.

Implicit bias can be social in nature. Implicit social bias leads us to favor choices that benefit our "in group" and work against our "out group" (Staats, 2016). Implicit social bias leads not only to irrational choices and behaviors, but also to inequity (Gladwell, 2006).

The purpose of this MLDS treatment is to build awareness, understanding, and recognition of the pervasive presence of all types of bias in the work of school leaders. It may be impossible to completely eliminate bias, but it is within our grasp to surface it, and improve our choices, our behaviors, and our results, to the great benefit of the schools and communities we serve.

bias **bahy-uh** s —noun a particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned Dictionary.com



Exercise A: Close read Understanding Implicit Bias: What Educators Should Know by Cheryl Staats. *American Educator*, Winter, 2015-16. Participate in a facilitated Socratic Seminar with colleagues. Available at https://www.aft.org/sites/default/files/ae_winter2015staats.pdf

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.



The specific prompts for the Socratic seminar can be changed. Design the first prompt to aim at the big picture of the selection. Design the second prompt to lead to discussions of text details. Design the third prompt to address the question “so what?” The ideal size for a Socratic seminar is 5-8 people. Larger groups can be successful too, especially if the participants have some experience with the method.

Note: Consider not asking participants to pre-read the selection. Rather, provide 12-15 minutes at the beginning to read the selection. This will ensure that all participants have read the selection and the reading is fresh in their minds.

Socratic seminars are a mainstay of the Paideia approach to schooling. Paideia (also spelled Paideia) is an ancient Greek phrase meaning “the rearing and education of the ideal citizen.” Paideia programs foster critical and creative thinking through Socratic seminar, intellectual coaching, and mastery of information. More information and resources on Paideia can be found at the National Paideia Center, 29 ½ Page Avenue, Asheville, NC 28801. www.paideia.org info@paideia.org. Additional Socratic seminar prompts are available at <https://www.paideia.org>

Exercise B: Watch the TEDx Talk: Are you biased? I am. By Kristen Pressner. After viewing, ask participants to engage in small group, then large group discussions around the following prompts: 1. Comment on how this talk provides examples of implicit bias existing beneath a person's awareness, inaccessible to the person's own introspection. 2. Comment on how this talk illustrates that an implicit bias can be directly opposed to a person's explicit beliefs and values. 3. Comment on how this talk provides ideas for surfacing implicit bias. 4. Comment on how you might make personal applications of ideas from the talk. 5. Other prompts designed by the MLDS facilitator...

Exercise C: Take an IAT (Implicit Association Test) and debrief the experience. IATs in a number of domains are available at: <https://implicit.harvard.edu/implicit/takeatest.html> After taking an IAT of your choice, debrief the experience with colleagues. What was predictable? What was surprising? What

IATs seek to identify implicit bias by measuring response speed with stereotypical pairings vs. response speed with non-stereotypical pairings. Our brains, according to the IAT hypothesis, operate faster when we are accessing previously learned associations than when we are making less practiced associations. Facilitators should emphasize that the IAT is a method of recognizing and understanding how implicit bias works rather than a perfectly valid and reliable measurement of a person's bias.

Exercise D: Link implicit bias to prejudice, stereotype, and discrimination. Watch the 9:53 video [Prejudice & Discrimination: Crash Course Psychology #39](https://www.youtube.com/watch?v=7P0iP2Zm6a4).
<https://www.youtube.com/watch?v=7P0iP2Zm6a4>

For discussion:

1. Differentiate among these four terms: implicit bias, prejudice, stereotype, and discrimination.
2. How might I apply information from this source to my role as a transformational school leader?

Exercise E: Cognitive bias jigsaw. Watch the video: 12 Cognitive Biases Explained: How to Think Better and More Logically., From the Practical Psychology website (10:08 run time). List the names of the 12 cognitive biases for all to see. All participants should then re-watch the section of the video on their selected bias and report out to the rest of the group. The report should include a definition of the cognitive bias, explanation of how it works, with examples, and some ideas for applications to school leadership. 12 Cognitive Biases Explained: https://www.youtube.com/watch?v=wEwGBIr_Rlw

Extra Credit: Make a 12 Cognitive Biases Poster. Post it in a conference room or other space where important decisions are made. Refer to the poster to guard against poor decision due to preventable cognitive bias.

The 12 Cognitive Biases:

- | | |
|--------------------------------|--------------------------|
| 1. Anchoring bias | 7. Outcome bias |
| 2. Availability heuristic bias | 8. Overconfidence |
| 3. Bandwagon effect | 9. Placebo bias |
| 4. Choice supportive bias | 10. Survivorship bias |
| 5. Confirmation bias | 11. Selective perception |
| 6. Ostrich bias | 12. Blind spot bias |



Missouri Leadership Development System (MLDS)

Transformational 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

Missouri Leadership Development System (MLDS)

Transformational 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 (Hofsteade, 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

Treatment 7: Understanding and Employing the Cultural Network

Treatment 8: Building True Community Inside Schools

(approximate time allotment: 45 minutes)

Engagement Platforms: Individual work, Regional meeting, Work with mentor

Introductory Note: Anyone who has reached adulthood has, at some time, experienced the high-performance work design called true community. Perhaps it was an athletic team, the cast of a theatrical performance, a church or civic group, a fraternity or sorority, or just a close group of friend-colleagues that, usually for a short time, reached this highest level of group cohesiveness... true community. The results are impressive. Heightened awareness, effortless communication, boundless energy, sharpened focus and extended persistence are but a few of the characteristics of a group that has reached true community.

But is it reasonable to expect these "peak experiences" to exist inside schools? Many school leaders have decided that it is not only reasonable to seek community as a work design, but necessary to do so. True community is, perhaps, the only work arrangement that enables the creativity and commitment necessary to realize the mission of learning for all.

This MLDS treatment will examine the phenomenon of true community, make the case for its place in school organizations, and describe the practical steps to its creation and maintenance. Key inspiration for this program is credited to M. Scott Peck, M.D., author of the best-selling books *The Road Less Traveled* and *The Different Drum...Community Making and Peace*.

An excellent description and discussion of the stages and maintenance of true community in business, social, governmental, and educational groups is found in *The Different Drum...Community Making and Peace*, ©1987 Touchstone Publishers, ISBN 0671-66833-1

A Definition of True Community: *"If we are going to use the word (community) meaningfully, we must restrict it to a group of individuals who have learned how to communicate honestly with each other, whose relationships go deeper than their masks of composure, and who have developed some significant commitment to rejoice together, mourn together, to delight in each other, and to make others' conditions our own."* M. Scott Peck, M.D. from *The Different Drum- Community Making and Peace*.



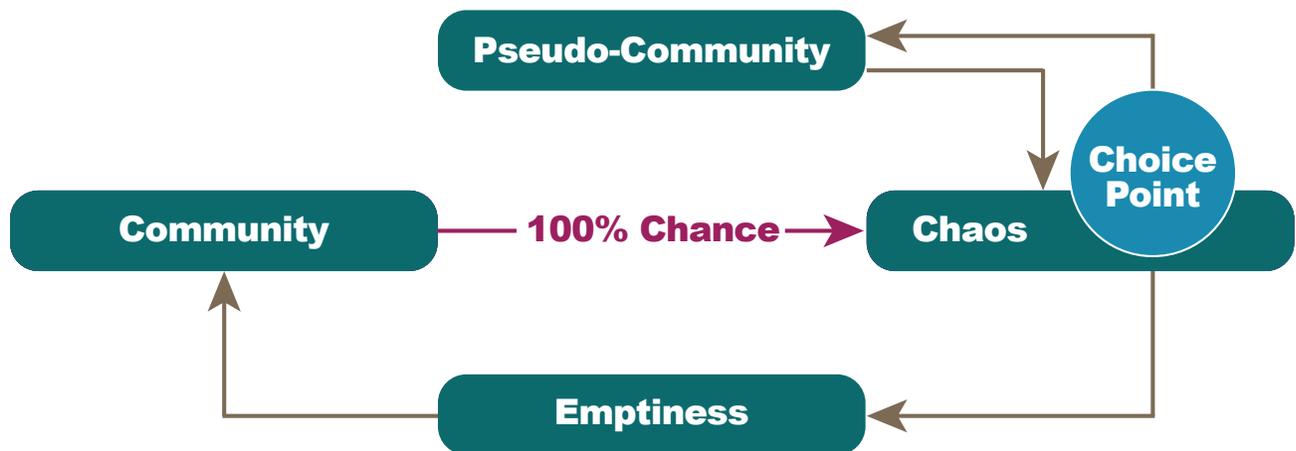
Elements of True Community:

1. Communicate honestly with each other.
2. Relationships go deeper than our masks of composure.
3. To delight in each other.
4. To make others' conditions our own.

Exercise: Assess the presence/absence of these four elements of true community in various teams and groups of which you are a member.

Facilitation Note: Mix and match the group members in such a way as to start with small groups (2 or 3) and then progress to ever larger groups. The purpose of this sharing exercise is to recognize true community as a specific type of work design that has its own specific characteristics. Since everyone has had the experience of true community, sharing identified examples of the characteristics should help enhance recognition.

Stages of Community Development



Adapted from *The Different Drum...Community Making and Peace*, by M. Scott Peck, M.D.

1. Pseudo-community

The first stage on community development is called Pseudo-community, or false community. When individuals are placed into a group environment, their first instinct is to be polite and pretend that the group is already a community. The essential dynamics of pseudo-community are conflict avoidance and the downplaying of individual differences.

2. Chaos

Once individual differences inevitably surface, the group, being unaccustomed to effectively handling these differences, moves into chaos. Chaos is a stage of uncreative and unconstructive fighting and struggle. Since chaos is energy intensive, it is always temporary. Chaos is a choice point for a group. From chaos, the group can move back to pseudo community, or ahead to emptiness.

3. Emptiness

Emptiness can be partially defined by what it is not. It is a stage of not pretending, not fighting, and not struggling. It is a preparatory stage for true community. In emptiness members empty themselves of the obstacles to true community such as preconceptions, expectations, prejudices, the need to control, and the need to be right.

4. True community

True community is a natural, if rare and fleeting, state of human connectedness. Group dynamics are more graceful, innovative, and creative. The group's work is higher quality and the work experience is more meaningful and needs satisfying. True community is temporary. Changes in the group's purpose, the environment, or group membership eventually cause the group to retreat back to chaos. However, having experienced true community, and being more adept at managing the negative aspects of chaos, the group will often navigate back through emptiness and back to true community.

Exercise: Share examples of when and how the different stages of community development have been experienced by group members.

What caused the team/group to move to the next (or prior) level?

What did you notice about the nature and quality of the work? What types of school work would most benefit from true community?

When/where?

What stage?

What results?

What next?



Missouri Leadership Development System (MLDS)

Transformational 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® 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® 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® 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® 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

Treatment 4: Selecting your SAM

Treatment 5: Collecting Baseline Data

Treatment 6: Using Date and the Time-Track Calendar

Treatment 7: Establishing First Responders



Missouri Leadership Development System (MLDS)



Transformational 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

Treatment 2: Shaping Values and Beliefs to Support Change

Treatment 3: The Anatomy of a Habit

Treatment 4: Understanding Change Curves and Implementation Dips

Treatment 5: Sustaining Effort for Change

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

Treatment 7: Supporting Innovation and Creativity

(approximate time allotment: 45 minutes)

Engagement Platforms: Individual work, Regional meeting, Work with mentor

Introductory Note:

Innovation: in-uh-vey-shuh n – noun. the act of innovating; introduction of new things or methods. (Dictionary.com)

Creativity: kree-ey-tiv-i-tee – noun. the ability to transcend traditional ideas, rules, patterns, relationships, etc., and to create meaningful new ideas, forms, methods, etc.; originality, progressiveness, or imagination. (Dictionary.com)

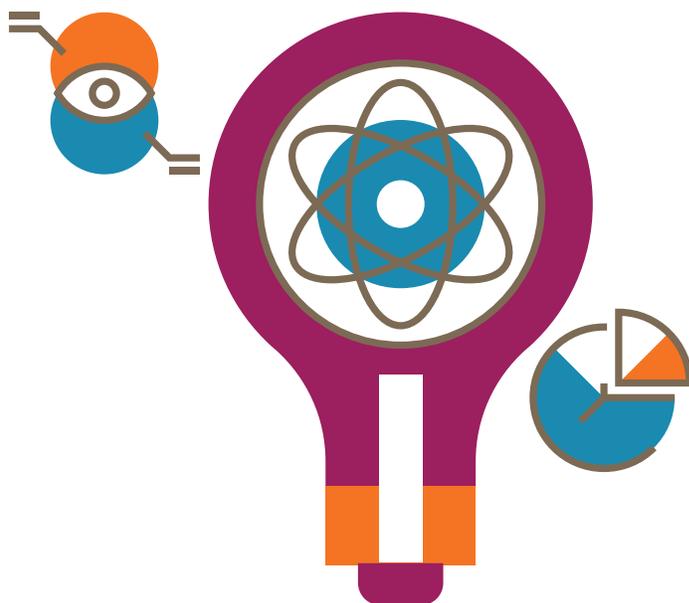
A good measure of school improvement can be attained through the careful application of known processes, procedures, and methods. This approach is undoubtedly a good starting place for school leaders. At some point in a school's improvement journey, however, it becomes necessary to break with convention and invent new approaches, methods, and practices that allow for continued growth toward excellence.

The benefits of an innovative, creative workplace are many. Success is available to more students, learning is more engaging, the work of teachers and staff is more meaningful, students and faculty become more adaptive, and talented faculty are attracted and retained.

Talented people are drawn to workplaces that are innovative, creative, and future driven. Is it that an innovative workplace attracts and retains innovative people? Or do the people in an innovative workplace become more innovative by working there? Perhaps both are true.

Creativity is not so much an individual trait as it is driven by context, culture, and environment. Mihaly Csikszentmihalyi, author of *Creativity, The Psychology of Discovery and Invention*, points to the spurt of artistic creativity that occurred in Florence, Italy between 1400 and 1425. He contends that this flourishing of artistic creativity could not have simply been a random concentration of creative individuals. Rather, he suggests it was fueled by a convergence of cultural and environmental factors (Csikszentmihalyi, 1996).

Also, according to Csikszentmihalyi, it is important to be in the right place. Information and ideas are not, even in the online age, evenly distributed. They tend to clump (Csikszentmihalyi, 1996). It is still the case



that for one who aspires to creativity and innovation in theater, New York is the best place to live. For screenwriting, Los Angeles; for country music, Nashville; for politics, Washington, D.C.; For educational innovation and creativity... why not your school?

School leaders can design schools to support innovation and creativity. By so doing, they benefit their schools by attracting and retaining innovative staff and by releasing the latent creativity in all staff.

Design principles that support innovation and creativity.

Nurture curiosity. Ask questions. What if...? Why not? I wonder... In many schools the teachers ask most of the questions. Break this mold (Geurin, 2017). Model curious questioning from the top. *“The cure for boredom is curiosity. There is no cure for curiosity.”* Dorothy Parker (from page 69 of *Future Driven*, by David Geurin).

Build Trust. Innovation and creativity flourish in a culture of trust. Trust is optimized when leaders practice the trust building behaviors of reliability, acceptance, openness, and congruence (See Emerging Level MLDS Facilitation Guide, Learning Experience 5, Treatment 5: *Building a Culture of Trust*).

Embrace risk and failure. In innovative companies, leaders embrace, even celebrate failure as a natural by-product of the creative process, according to Faisal Hoque and Drake Baer in *Everything Connects. How to Transform and Lead in the Age of Creativity, Innovation, and Sustainability* (2014). Leaders might institute a “Flop of the Month” award or another ritual that communicates the value of taking risks and learning from mistakes.

Flatten the organization. Shed layers of bureaucratic red tape that depress innovation. Promote fast to market implementation of new ideas, shorten the creative cycle, emphasize autonomy and self-management.

Collaborate. Regularly work with others both inside and outside the school walls. Seek input from health care professionals, law enforcement, the arts community, military personnel, small business owners, tech entrepreneurs, etc. Innovative ideas often cross professional boundaries.

Create innovative spaces for planning, teaching, and learning. The design of the physical environment affects thinking. Mihaly Csikszentmihalyi points to the importance of the spatial environment to creative endeavors. *“The spatiotemporal context in which one lives has important consequences.”* (Csikszentmihalyi, 1996, p. 127).

Create innovative work designs. Job-alike teams work well for implementing ideas that have already been developed. Mixed teams are best for creative work. Mix subjects, grade levels, home towns, gender, politics, age, experience, personality types, group size, meeting times, meeting locations, etc. Pro tip: Intergenerational collaboration (mixed ages) is a mark of a GPTW (Great Place to work).

Autonomy, Mastery, and Purpose. Daniel Pink, in his 2009 book *Drive. The Surprising Truth About What Motivates Us*, identifies these three attributes as crucial for an innovative workplace. Autonomy is the condition of empowerment and self-management. Creativity blossoms when faculty are respected as professional operators, not mere recipe followers. Perhaps it’s more rewarding to be a chef than a cook. Mastery is the product of practice, feedback, and experience. One cannot innovate a practice or approach that has not first been mastered. Purpose represents the common vision at which all innovation and creatively is aimed. Tom Peters and Robert Waterman, in their 1982 business classic *In Search of Excellence- Lessons from America’s Best-Run Companies*, cite simultaneous loose-tight properties as one of the eight common principles observed in successful American companies. Loose-tight properties refers to a group of people who are consistent (tight) on the purpose and values of the company, but simultaneously flexible (loose) on the methods and approaches for accomplishing results.



Emphasize growth, learning, and feedback—not grades (for students) and evaluation (for adults). It is widely accepted that curiosity, growth, discovery, learning, and feedback are conditions that promote innovation and creativity; and that critique, judgement, assessment, compliance and evaluation are conditions that retard innovation and creativity (Shalley & Gilson, 2004).

Provide teams what they need and release them from the rest. Warren Bennis and Patricia Ward Biederman cite this as one of the common principles of success in the great groups they studied for their 1997 book *Organizing Genius- the Secrets of Creative Collaboration*. Bennis and Biederman studied how some of the world's most innovative developments came to be and the leadership moves that supported the innovations. Innovations studied included the Manhattan Project, Disney Animation Studios, Lockheed-Martin's development of the stealth bomber, and Apple's development of the Macintosh computer (Bennis and Biederman, 1997).

Publish and disseminate. Our thinking is clearer, our ideas are sharper, and our recommendations are more useful when we know they will be shared with colleagues and disseminated to a wider audience. This is true for both students and staff (Geurin, 2017).

Use innovation to improve schools. Supporting innovative and creative thinking in the workplace will increase the number and utility of ideas. A second leadership challenge is found in the organizational adoption of promising new ideas. In the scientific community, Thomas Kuhn's *The Structure of Scientific Revolutions* introduced the idea of paradigms and paradigm shifts in how the scientific community responds to creativity and innovation (Kuhn, 1962). Likewise, Andy Hargreaves and Michael Fullan provide a compelling structure for supporting school change and innovation in their 2012 book *Professional Capital- Transforming Teaching in Every School* (Hargreaves & Fullan, 2012). The MLDS Developing Level Guide offers guidance in how to move from promising ideas to improved outcomes in Learning Experience 7: *Designing and Leading Change*.

Exercise: Read and discuss. Read the Introductory Note and highlight portions that are particularly interesting and/or resonant. Assemble into discussion groups of 3-5 and share each person's highlights.

Exercise: Identify examples of the design principles in non-school settings. Assemble into discussion groups of 3-5 and share examples of where/when you've experienced or noticed any of the twelve design principles in operation in non-school organizations. Note the effects of the design principles on the non-school organizations' success in generating innovation and creativity.

Exercise: Assess your school's current status relative to the twelve design principles for supporting innovation and creativity. Note which principles are well-embedded into your school's culture and practice and which are not yet strongly present.

- A. Share with a small (3-5) discussion group how your school's strongest of the design principles came to be well-embedded and the positive effects of this principle in action.
- B. Share with a small discussion group a design principle you wish to emphasize and grow in your school's culture and practice. Ask for input and advice on how you might proceed.



Treatment 8: Both/And... Continuous Improvement / Transformational Change

(approximate time allotment: 60 minutes)

Engagement Platforms: Individual work, Regional meeting, Work with mentor

Introductory Note:

“How did you go bankrupt?” Bill asked. “Two ways,” Mike said. “Gradually and then suddenly.” (Ernest Hemingway, *The Sun Also Rises*) (Hemingway, E., 1954)

In all natural systems, change tends to occur gradually, and then suddenly. This principle of change applies equally to both improvement and decline. We improve gradually, then quickly. We decline over time, then all at once.

Note: This observation that change happens gradually, then suddenly is often referred to as Dornbusch’s Law. Rudiger Dornbusch (1942-2002) was an influential professor of Economics at MIT. Notably, he was doctoral advisor to Nobel Prize winning (2008) economist Paul Krugman. Dornbusch’s law, as applied to economic change, states that... *“In economics, things take longer to happen than you think they will, and then they happen faster than you thought they could.”*

Human infants grow and develop gradually, even predictably, over time and then they experience growth spurts. These spurts of rapid growth and development often upend the child’s and the family’s equilibrium. Humans develop gradually, then abruptly.

As humans age, health and vigor decline gradually over time. Then, near death, it is common for the decline to accelerate. We die slowly, and then quickly.

From 2006-2016, the video streaming service Netflix increased its net income by \$150M. From 2016-2018 their net income increased by \$670M (Macrotrends, 2018). Business success is gradual, then abrupt.

Antarctica, the Earth’s largest reservoir of ice, is changing as the earth’s climate warms. These changes have been gradual, even unnoticeable, for many years. It is likely that, as major ice sheets cleave and shrink, the effects will also be more abrupt and more consequential in the future. Climate effects are gradual, and then abrupt.

The dinosaurs enjoyed a 250 million year period of successful evolutionary adaptation until the Cretaceous-Paleogene extinction event 66 million years ago (Serenio, 1999). The age of the dinosaurs changed gradually, then abruptly.

Exercise: Identify and share personal/professional examples of Dornbusch’s Law. Populate charts for several categories outside education such as sports, business, medicine, technology, the arts, science, hobbies, TV shows, food, etc...



Schools, being natural systems, tend to change just like all other systems... gradually, then rapidly. School leaders do well to equip themselves with knowledge and skills that can be applied to effectively lead through times of gradual change and through times of abrupt, transformational change.

Principles for designing and leading continuous improvement.

Continuous Improvement (CI), also known as Kaizen, the Japanese expression meaning “good change,” is a long-term approach to work that systematically seeks to achieve small, incremental improvements to processes that improve efficiency

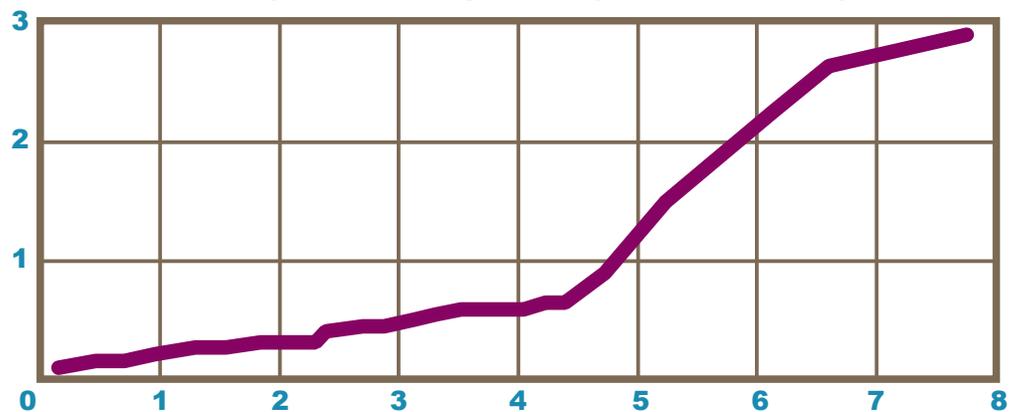
and quality (Liker & Morgan, 2006). W.E. Deming is widely credited for applying the tenets of CI to automobile manufacturing in Japan, especially at Toyota (Deming, 1986). These successful applications of CI created much interest in the management movements that became known as Total Quality Management (TQM) and Statistical Quality Control (SQC).

While CI, TQM, SQC, and their more recent iterations, Six Sigma, Lean/Agile manufacturing, are primarily aimed at creating continuous improvement in manufacturing and software development processes, certain of their core principles are equally applicable to non-manufacturing enterprises including schools. Once a school identifies an approach, process, or practice that is effective and delivers value to the teaching/learning mission of the school, that process is an opportunity for optimization or continuous improvement.

From Deming’s 14 Points (American Society for Quality, www.asq.org.)

1. **Create purpose for improvement.** Why before how.
2. **Adopt the new philosophy.** Invite faculty/staff to enroll in the process, by choice.
3. **Cease dependence on inspection to achieve quality.** Trust that faculty are doing their best and have students’ interests at heart.
4. **Work with one supplier to reduce costs.** Partner with vendors and suppliers to create value for your school and all constituents. Examples- school photos, yearbooks, technology, transportation services, food services, fund raisers, athletic equipment, consultants, etc.
5. **Continuous improvement.** Hold every process, procedure, and practice to the highest standard of quality and seek incremental gains in efficiency.
6. **On the job training.** Embed professional development into the work day in authentic and practical ways.
7. **Leadership.** Bring to bear on each improvement opportunity every available leadership principle- communication skills, clear purpose, change agency, influence, persuasion, cultural forces, decision making, self-awareness, time management, etc.

Change happens gradually, then suddenly



8. **Drive out fear.** Create a school climate and culture that is positive, safe, transparent, growth oriented, professional, strengths-based, and free from blame, coercion, ridicule, shame, and contrived collegiality.
9. **Break down silos.** Remove barriers that prevent anyone from collaborating with anyone else for the purpose of improvement.
10. **No slogans.** Don't trivialize change and improvement. Treat everyone as a professional that is motivated primarily by the importance and meaningfulness of the work itself.
11. **No quotas or numerical goals.** Let the standard always be our best work, our most excellent performance- not an external standard or a comparison to others or the past.
12. **Remove annual ratings or merit systems.** Feedback, coaching, and growth are motivational, annual ratings and assessments are not.
13. **Institute education and self-improvement programs.** The opportunity to learn, grow, develop, and improve oneself is highly motivational to top employees. Treat everyone as a top employee.
14. **Involve all workers in the improvement process.** Get everyone involved in school improvement- faculty, staff, parents, community, clerical staff, bus drivers, cafeteria staff, custodial staff, para-professionals, and students.

Exercise: Deming's 14 points represent a summary of the practices that paralleled a major paradigm shift in Japanese and American manufacturing in the latter part of the 20th century. Admittedly, these 14 points are not new, nor are they aimed primarily at the education enterprise. Still, they represent a set of profound knowledge and practices that are still very much at play in contemporary organizations. Identify which of Deming's 14 points have particular resonance with your school's improvement aims. Look at the 14 points individually, then in a small group (3-5). Share which points resonate and why. Then post the 14 points and conduct a large group multi-vote to check for group consensus and priorities.

Additional principles associated with Kaizen. (Panneman, 2017), (Hallinger, 2003), (Liker & Morgan, 2006), (Liker & Convis, 2012), (Hoque & Baer, 2017), (Christensen & Overdorf, 2000)

1. **Optimize the whole.** Map your school's value stream [value stream- The sequence of activities required to design, produce, and deliver a product or service to customers]. Use this visual to identify opportunities to add value and improve processes.
2. **Eliminate waste.** Identify and eliminate any practice, process, or procedure that does not add value to teaching and learning.
3. **Build quality in.** Automate or standardize any tedious or repetitive process that is prone to human error.
4. **Deliver fast.** In Kaizen, when a piece of work reaches a customer it is valuable. Until then it isn't. Manage school process flow so as to limit "work in process." Move value to teachers and students rapidly.
5. **Create and share knowledge.** Provide the school infrastructure and technology necessary to properly capture and make available information and learning as it is generated in real time.
6. **Defer commitment.** Redesign school practices to be more like the JIT (Just In Time) processes used in modern manufacturing. Delay decisions until the last responsible moment so as to maximize the currency, relevance, and amount of information available to make the best decision.



7. **Respect people.** Respect students by delivering to them the most educational value at the highest possible efficiency. Respect faculty and staff by creating the conditions that make it possible for them to find meaning in their work and to realize high levels of personal and professional satisfaction on the job.
8. **Fix all problems before they occur.** Identify patterns of school problems (inefficiencies) and look upstream of those problems for opportunities to improve the process in ways that eliminate or reduce the downstream problem.
9. **If #8, above fails- Fix problems right after they occur.** Some school problems are unique outliers and not systemic in nature. Look for patterns and trends within the apparent chaos of problems. These patterns are the best candidates for process improvement.
10. **To solve problems, look first to the system, not the people.** It is easier to blame people for a failure than to blame the system in which the people must operate. It is possible that a failure to deliver value to teachers and students is a personal/personnel failure. It is more likely, however, that the failure to deliver value is due to a system or process problem- a fully functional employee that is placed in a system that consistently prevents value from being delivered.

Exercise: These 10 CI practices represent a more contemporary look at today's state of the art process management. Again- Identify which of the 10 practices have particular resonance with your school's improvement aims. Look at the 10 points individually, then in a small group (3-5). Share which practices resonate and why. Then post the 10 practices and conduct a large group multi-vote to check for group consensus and priorities.

Principles for designing and leading transformational change.

Transformational Change: A shift in the culture of an organization resulting from a change in the underlying strategy and processes that the organization has used in the past. A transformational change is designed to be organization-wide and is enacted over a period of time. (from businessdictionary.com).

Continuous improvement strategies deal with incremental change within a current paradigm. Transformational or disruptive change strategies deal with a shift in paradigms and/or a fundamental shift in the way an organization operates.

Principals for designing and leading transformational change.

1. **Align the top.** Transformational school improvement requires effort from everyone, but it has to start at the top. Spend time examining your own commitment to the change and build coherence and consensus among the school's leadership team. (strategyand.pwc.com, 2017)
2. **Identify and recruit high priests.** High priests are informal, but powerful, thought leaders in the school. They are looked up to and are influential in the eyes of others. Enlist them in the leadership of the school's change initiatives (Deal & Kennedy, 1982).
3. **Declare amnesty for the past.** Look to the future. Absolve any residual angst around how things were done in the past. Cognitive and emotional energy dedicated to the past is unavailable to create the future. (Drucker, 1999) (strategyand.pwc.com, 2017)
4. **Showcase quick wins and early successes.** Transformational change creates momentum for continued improvement. Early bursts of success provide the momentum to overcome inertia of the status quo. (strategyand.pwc.com, 2017)
5. **Set up a parallel organization.** For some changes, it makes sense to continue to do things as they have been done and create change on a parallel track. In the future, as the change produces results, it can expand to all tracks. (strategyand.pwc.com, 2017)



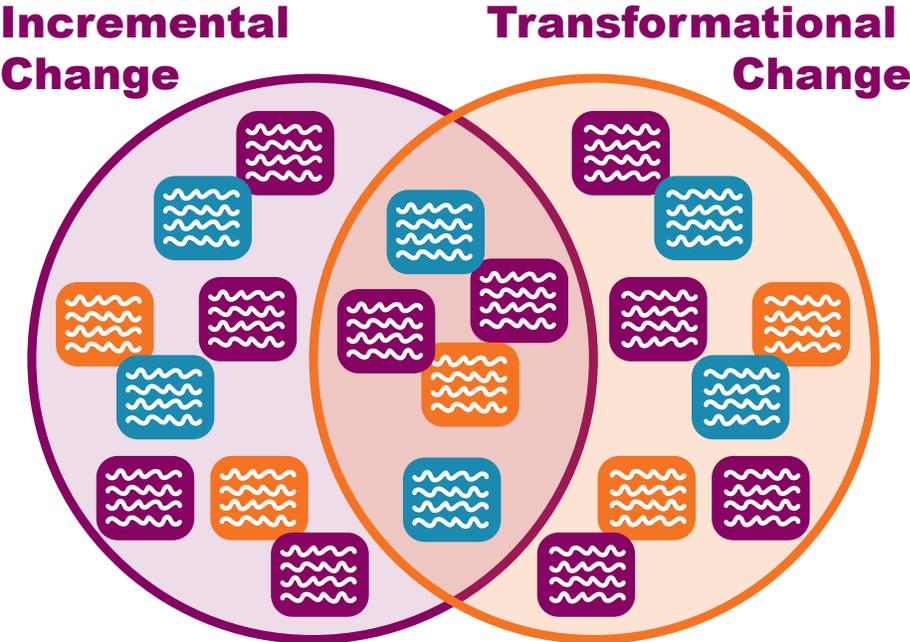
6. **Expect implementation dips.** Whenever an individual or an organization attempts to do something in a new way, their initial forays are less productive than the current way of doing business. This is called an implementation dip. Implementation dips are a positive sign that the organization is indeed changing. Change leaders should explain ahead of time that a dip is expected and is evidence of growth, not an early indication that we've made a mistake (Fullan, 2007) (Kubler-Ross, 1969). (For more information on implementation dips see the MLDS Developing Level Guide, Learning Experience 7, Treatment 4: Understanding change curves and implementation dips.)
7. **Communicate before, during, and after.** Communication is always important of course. During the rapid pace of transformational change, information becomes even more essential. When information is scarce, it is a natural tendency for faculty and staff to imagine worst-case scenarios. Since thinking drives behavior, this become counterproductive quickly. Margaret Wheatley, in her excellent book, *Leadership and the New Science*, suggests that, organizationally, information should be treated like air, not like money. With air, everyone gets to breath as much of it as they need to do their work. With money, one only gets what a manager thinks they need to accomplish the work. During rapid change... treat information like air (Wheatley, 1992).
8. **Put everything on the table.** Transformational change is systemic by nature. Therefore, everything in the system must be in the game. If new ways of teaching require new ways of scheduling, staffing, or supervising, so be it. Even sacred cows should be on the table. Perhaps, especially sacred cows should be on the table. This sends a powerful message that the universe around us is changing, not just us. (strategyand.pwc.com, 2017)
9. **Shape culture through symbolic actions.** Every leadership action and decision has a dual nature, part technical, part symbolic. During rapid change, it is the symbolic nature of leadership actions that take center stage. Change leaders are wise to recognize this heightened state of symbolic interpretation and use it to advance the change. (Deal & Petersen, 2009). (For more information on the technical/symbolic duality of leadership actions, see the MLDS Developing Level Guide, Learning Experience 4, Treatment 1: The technical/symbolic duality of leadership decisions.)
10. **Take field trips.** Seeing is believing. To support transformational change, it is beneficial to arrange field experiences where faculty and staff can visit a school or a program that is implementing a similar change. Vision creates energy for change. Going to see something is compelling. Even if that something is not a perfect model, and even if the visited school/program has different demographics and conditions, it is still energizing to go see it. Generally, people don't resist their own data. They resist others' data. A visit builds personal ownership that results in less compliance and more commitment (Senge, 1990).
11. **Recognize and embrace resistance.** Resistance to change is a natural, even healthy, response to a sudden shift in the environment. Transformational change leaders do well to recognize resistance and position it as a healthy aspect of change, not a defect in thinking or a lack of moral standing. It is most effective to recognize resistance, but overwhelm it with a compelling vision, well-designed first steps, and irresistible reasons to make the change (Dannemiller & Jacobs, 1992). (For more information on the relationship among vision, reasons, first steps, and resistance, see the MLDS Developing Level Guide, Learning Experience 7, Treatment 1: Managing organizational energy for change.)



12. Keep the weight off. In a sudden, profound change event, it is quite normal for faculty and staff to quickly backslide into former, more comfortable routines and habits. Place structural and cultural obstacles in the environment so as to make backsliding harder or even impossible. If on a diet, take the cake out of the refrigerator. (strategyand.pwc.com, 2017)

Exercise: These 12 transformational change principles represent a sampling of approaches to successfully leading rapid, transformational change. Again- Identify which of the 12 principles have particular resonance with your school’s improvement aims. Look at the 12 points individually, then in a small group (3-5). Share which principles resonate and why. Then post the 12 principles and conduct a large group multi-vote to check for group consensus and priorities.

Exercise: Now consider all the change principles and practices together, both the incremental change ideas and the transformational change ideas. Construct a Venn diagram arraying all the principles and practices into one of three categories- Suited mostly for incremental change, suited mostly for transformational change, or suited for both incremental and transformational change. There are 36 principles/practices in all. Distribute the 36 onto the Venn diagram in the locations that seem best. Do this first individually, then in a large open space activity to create an artifact of the group’s learning. Finally, debrief the entire Treatment by sharing your new learning with several colleagues.



Missouri Leadership Development System (MLDS)



Transformational 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

Treatment 2: Foundations of Interpersonal Communication

Treatment 3: Interview for the Job you Have

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

Treatment 5: Principles of Personal Influence

Treatment 6: Brand Building- Telling Your School's Story

(approximate time allotment: 45 minutes)

Engagement Platforms: Individual work, Regional meeting, Work with mentor

Introductory Note: Marketing, branding, public relations, advertising, and messaging are all important aspects of a company's quest to attract new customers, turn them into repeat customers, and perhaps even turn a few of them into raving fans that will spread the good word to others. We know these concepts are important for a company to compete in a free market environment, but do they have currency in the public education world, where students are often assigned to schools that are all pretty similar by design? The answer is surely yes. While the tactics of marketing and brand building differ in the business and education worlds, the concepts transfer perfectly. School leaders do well to build and position their school's brand in the education marketplace so as to increase engagement, support, and good will.

Some definitions from the business world (from www.businessdictionary.com)...

Brand.

Unique design, sign, symbol, words, or a combination of these, employed in creating an image that identifies a product and differentiates it from its competitors. Over time, this image becomes associated with a level of credibility, quality, and satisfaction in the consumer's mind (see positioning). Thus brands help harried consumers in a crowded and complex marketplace, by standing for certain benefits and value. Legal name for a brand is trademark and, when it identifies or represents a firm, it is called a brand name. See also corporate identity. (businessdictionary.com)

From Seth Godin's book *Linchpin*- A brand is the set of expectations, memories, stories and relationships that, taken together, account for a consumer's decision to choose one product or service over another. If the consumer (whether it's a business, a buyer, a voter or a donor) doesn't pay a premium, make a selection, or spread the word, then no brand value exists for that consumer (Godin, 2011).

"Your brand is what people say about you when you're not in the room." (Jeff Bezos, Founder and CEO of Amazon)

Marketing.

The management process through which goods and services move from concept to the customer. It includes the coordination of four elements called the 4 P's of marketing:

- (1) identification, selection and development of a product
- (2) determination of its price
- (3) selection of a distribution channel to reach the customer's place
- (4) development and implementation of a promotional strategy. (businessdictionary.com)



Success Principles for Educational Brand Building

Begin with the End in Mind. In *7 Habits of Highly Effective People*, Stephen Covey reminds us that “all things are created twice,” first in our minds and then in reality. Therefore, we should “begin with the end in mind” (Covey, 1989).

The end-product of brand building is to create a specific set of thoughts and feelings in the mind of customers, or constituents. Target... affordable chic; Airbnb... adventure and community; Burt's Bees... natural, high quality body care products with a touch of social/environmental activism; Nike... equipment for greatness- just do it... Ford F-150 pickup truck... tough, capable, best of class.

Get the idea? Start with identifying these thoughts and feelings and then build the brand to dependably cause them. What exactly do we want our constituents (parents, students, faculty, community, etc.) to think and feel about our school?

Midwood Elementary School, Home of the Comets... family, optimism, inclusive, become the best version of you, holistic, community

Riverton High School, Home of the Wolves... team-oriented, the pack is the wolf and the wolf is the pack, future driven, opportunity, purpose, relevance

Your school...

Exercise: If your school could own a part of your constituents' minds and choose a set of thoughts and feelings that are uniquely evoked by your school, what would those thoughts and feelings be? Reflect, brainstorm, list, share.

Align your brand with your mission, vision, and core values. In fact, your brand should be your mission, vision, and core values... projected into the world. Remember, a brand is not something a school can dictate. A brand is a set of thoughts and feelings in the mind/heart of constituents that are consistently activated upon engagement with the school.

So, if a school has been through a powerful mission-vision-values identification process, it's brand building should focus on consistently creating thoughts and feelings in the minds of all constituents that are aligned with the school's mission (core purpose for existence), vision (image of an improved future school), and core values (constitution, rules of engagement, how we roll).

Exercise: Draw a diagram of your school's mission, vision, and core values. Now align the thoughts and feelings of your intended brand message to your mission, vision, and core values. Assess the degree of alignment. Share and receive feedback.

Understand your market.

Who, in the total educational marketplace, do you want to engage with your brand? Keep in mind that an effective brand has just as much impact internally as externally. So, include faculty, staff, and other professionals or paraprofessionals that work inside the school.

Make a list:

Internal constituents: Teachers, administrators, staff, itinerant staff...

External constituents: Students, parents, community, local businesses, media...

Internal/external constituents: Board members, central office leaders, maintenance workers...

Conduct market research: What do these constituents think/feel now about your school? What is most important to them? What issues have their attention? What educational experiences have they had? Who/what is your competition in the marketplace? What is their brand? How are they different?



Exercise: Make the three lists. Identify which market research questions apply to each list. Make a plan to complete the market research. Share and receive feedback.

Clarify your brand message.

The best and most memorable brands have a simple, easy to remember message. Crest is the toothpaste your dentist probably uses. Remember the commercial “4 out of 5 dentists prefer Crest”? Volvo makes cars that are safe and durable. “Volvo for life.” Olive Garden provides tasty Italian food in a family atmosphere. Olive Garden might suggest that the word “family” also conjures thoughts of large portions and fair prices, but they don’t say that overtly- they keep it simple.

What thought/feelings do you want to evoke in your constituents? Make a list. Now pare the list down to its simplest, most memorable form. This is your clarified brand message.

Exercise: Make a list. Pare it down. Represent your school’s brand message. Share your choices with others and receive feedback.

Create a Unique Selling Proposition (USP).

A Unique Selling proposition (USP) is a branding/marketing concept that means a product’s (or person’s or school’s) key points of differentiation in a crowded marketplace.

Supermarket shelves are organized by product category, not by brand. So, many products from the same category are right next to each other on the shelves. If Proctor & Gamble’s Tide wants to stand out on a shelf full of laundry detergent options, it must lead with its USP- why Tide instead of any of the other options? Tide’s USP? Tide is solid, proven, dependable- the gold standard (or orange). Smuckers’ jelly is displayed right next to many other brands. Why buy Smuckers? Because “with a name like Smuckers, it has to be good.” The name Smuckers is unique, it’s different, it makes you smile... surely the jelly inside does likewise.

Schools are not positioned on shelves like laundry detergent and jelly, but schools can and should have a well-thought out USP. What makes your school different? What do your students and families receive that isn’t offered in other settings? Considering all the pros and cons, why choose your school?

A strong USP helps the marketplace find you. No one drives onto a Volvo sales lot looking for a cheap, sexy car. Volvo stands for safety and longevity, not cheap thrills. Customers are already pre-qualified when they drive onto the lot. Make your school known for its hi tech, innovative programs and families who are looking for hi-tech, innovative programs will find you.

People have USPs too. Everyone knows who Dr. Martin Luther King was and exactly what he stood for. Mother Theresa is never confused with Lady Gaga- both have strong, clear USPs.

A school’s brand contains its USP. Find your school’s unique blend of attributes that complement one another. A school that positions itself as hi-tech and hi-touch, is more compelling than a school that is hi-tech and online.

Exercise: Design your school’s USP. Brainstorm all the attributes of your school. What makes your school unique and different. Choose several that are complementary. Share your choices with others and receive feedback.

Find your complex duality.

Brands and people are more interesting and memorable if they embody a little complexity- not too much, just a little. Dairy Queen, now that it serves both food and ice cream, calls itself Grill n Chill. Target is not just known for low prices, but for low prices on sophisticated, chic items. Tesla cars are not merely electric and therefore eco-friendly, they are also luxury and high-performance.



Princess Diana was both royal and common. Ronald Reagan was known as both strong and warm. Students find teachers who cannot be described with a single descriptor more compelling and memorable. For a teacher, it's better to be known as organized- and occasionally spontaneous, than as organized- and occasionally obsessively organized.

Exercise: Design your school's complex duality. Brainstorm all the attributes of your school. Choose two that are complementary and not redundant. Share your choices with others and receive feedback.

Design your brand representation.

With a clarified brand message in mind, one can then determine what combinations of logos, colors, tag lines, images, stories, and behaviors best represent the brand to constituents. Remember the sequence. First, clarify the brand message. Then, design brand representations that are congruent to the brand message.

Teachers are more successful when they first select learning goals, then clarify them, then match classroom activities and experiences precisely to those goals. Teachers are less successful when they start the planning process with a menu of favorite activities and experiences, then attempt to tease out the goals to which these activities might align.

Design a brand message of trust, dependability, and strength. Then choose the color blue to represent that message, just like Dell, Lowe's, HP, American Express, and Ford.

The most powerful brand representations are often behaviors, not images, logos, and color selections. Chik-fil-a customers are consistently greeted by the words "It's my pleasure to serve you" or, simply "It's my pleasure." Ritz-Carlton hotel employees are trained to, when engaging with a guest who is lost, never point to their destination. Rather, they escort the guest to the destination. Luxury retailer Nordstrom famously allows returns on all items with or without a receipt at any time (no expiration date) after the purchase. These are examples of behavioral representations of a brand.

A brand is most impactful when the full spectrum of its representations- the visual, audible, emotional, and behavioral, are both coherent and consistent.

Note: As of February, 2017, Nordstrom has revised its return policies. They are still quite liberal and customer focused. Evidently, some customers took great advantage of the store, returning items after they'd been worn several times. Still the concept is solid- behaviors drive a brand's message.

Exercise: Assess your school's brand representations. To what degree are they consistent, compelling, and congruent? How might you improve your school's brand representation? Share your choices with others and receive feedback.

What behaviors, similar to the examples from Chik-fil-a, Ritz-Carlton, and Nordstrom, might you design into your school's brand representations? Share with others and receive feedback.

Permeate your brand message into all aspects of school life.

Brand building is most effective when it is consistent and pervasive. Once a brand message and a set of brand representations have been determined, seek to embed them into as many aspects of school life as possible. Some starter ideas... school letterhead, other school stationary such as note cards, email signature icons and messages, social media hashtags, beginning and/or ending of school announcements over the PA system, stickers, posters, yard signs, banners, crawling messages on video boards, morning rituals, lunch rituals, end of day rituals, newsletters, social media images and profiles, t-shirts, cozies, Yeti's, magnets, clips/binders, front door signage, school buses, etc.

Exercise: Think of three areas where you might increase your school's brand representation. Share with others and receive feedback.



Create an elevator speech.

An elevator speech is a human resource concept that arises from the possibility that upon interviewing for a job, one just might end up in the elevator with the CEO. What if the CEO asked “why should we hire you?” At that point one has only the time it takes the elevator to reach the top floor to make the case. In real life the elevator/CEO scenario is probably rare. However, it is still quite an advantage to have one’s brand message distilled into a short talk that spans no more than 30 seconds or so. Preparing an elevator speech sharpens and tightens the brand message, making it clearer and more memorable. After preparing an elevator speech, it is surprising to find how many non-elevator opportunities one encounters each day where all or parts of the elevator speech can be used to great effect.

Exercise: Develop an elevator speech around this scenario. A family is moving into your area and is gathering information about local schools and which ones might be a particularly good fit for their children. A friend introduces the father to you in the checkout line at a local supermarket. The father asks what your school is like. Give a 30 second response. Share and receive feedback.

Create a brand persona.

The best brands feel personal. They are like a person. They have a persona.

A useful branding exercise is to pitch 3-5 adjectives that describe the type of person that would best resonate with your school’s constituents. Here is a starter list...

daring	energetic	expert	eloquent	active
quirky	trendy	fast	smart	reliable
charitable	affordable	fun	extravagant	dry
responsible	funny	beautiful	simple	zen
artistic	bold	serious	professional	corporate
sophisticated	silly	rebellious	caring	witty
confident	young	chill	experienced	flamboyant
honest	resourceful	efficient	creative	exclusive
discrete	over the top	rugged	secure	vigilant
blunt	weird	peaceful	effective	handy
fashionable	modest	hipster	angry	goofy
strong	childlike	centered	analytical	enlightened

Note: This activity courtesy of Braveen Kumar in his July16, 2017 Shopify Blog: How to Start Your Own Brand from Scratch in 7 Steps. <https://www.shopify.com/blog/how-to-build-a-brand>

Exercise: Draw a large stick figure to represent your school’s persona. Choose 3-5 adjectives from the list. Or- create your own. Add them to the diagram. Share and receive feedback.

Build a brand narrative.

Stories and narratives are superb mental models (Rutherford, 2013, p. 87-90). They allow the human brain to recall, process, and transfer great amounts of information.

“Story is a sense-making device. It identifies a necessary ambition, defines challenges that are fighting to keep us from achieving that ambition, and provides a plan to help us conquer those challenges. When we define the elements of a story as it relates to our brand, we create a map that customers can follow to engage our products and services.” (Miller, D. 2017, p.9-10).

NY Times bestselling author Donald Miller, in Building a Story Brand, lays out a template for an effective brand story: A character (the hero)... has a problem... and meets a guide... who has a plan... and calls the hero to action... that helps the hero avoid failure... and ends in success. (Miller, D. 2017, p.21).

According to Miller, the most effective brand narratives DO NOT position themselves as the hero of the story. The customer/client is the hero. The brand plays the role of the guide... who has a plan, calls the hero to action, helps the hero avoid failure, and helps the hero realize success (Miller,



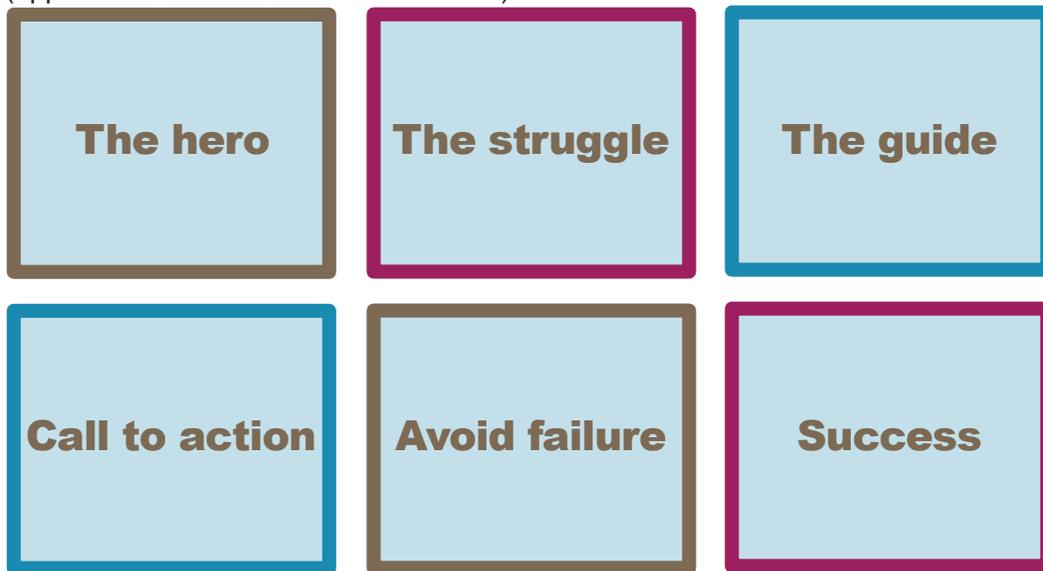
D. 2017).

School leaders can apply this template to their school's effort to build a brand narrative. The heroes of the story are students, the school plays the role of the guide, who calls the heroes to action, helps them overcome problems to avoid failure, and achieve success. Stories are made even more compelling if they also include villains, external struggles, internal struggles, side-kicks, obstacles, last-minute heroics, etc.

Exercise: Storyboard your school's brand narrative. Create a multi-panel (like a comic strip) representation of the character/hero, the hero's external and internal struggles, the arrival of the guide, the call to action, the avoidance of failure, and the realization of success. Share your storyboard and narrative with others and receive feedback on clarity and emotional impact.

Treatment 7: Advocacy and Inquiry: Using the Ladder of Inference

(approximate time allotment: 45 minutes)



Engagement Platforms: Individual work, Regional meeting, Work with mentor

Introductory Note:

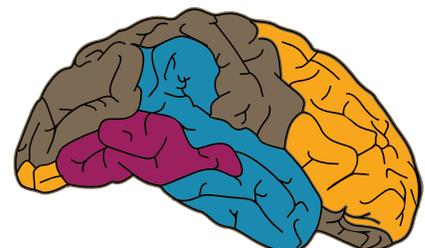
School leaders often find themselves in situations where decisions must be made quickly, absent all needed information, and pertaining to issues that others care about strongly. It is no wonder that school leaders, especially in these types of fast-paced, high-stakes situations, are often misunderstood, misunderstand others, and make less than effective decisions.

Communications experts suggest that the human brain, when confronted with a fast and important dilemma, make a super-fast, beneath our awareness, string of interpretations that result in quick conclusions on which we over-confidently base important decisions and actions (Argyris, 1991).

To further complicate matters, we each have an innate tendency to believe:

1. That our beliefs are the truth
2. That this truth is obvious to self and others
3. That our beliefs are based on real data
4. The data we notice are the real data (Argyris, 1990)

If we could only slow down the process, be more aware of this string of interpretations, and be more intellectually



humble, we could make wiser decisions and be the cause of fewer misunderstandings for ourselves and others.

The ladder of inference is a metaphor that allows us to do just that- make our string of interpretations (rungs on the ladder) more explicit, so they can be better understood and contribute to better decisions and actions.

“There is something exhilarating about showing other people the links of your reasoning. They may not agree with you, but they can see how you got there. And, you’re often surprised yourself to see how you got there, once you trace out the links.”

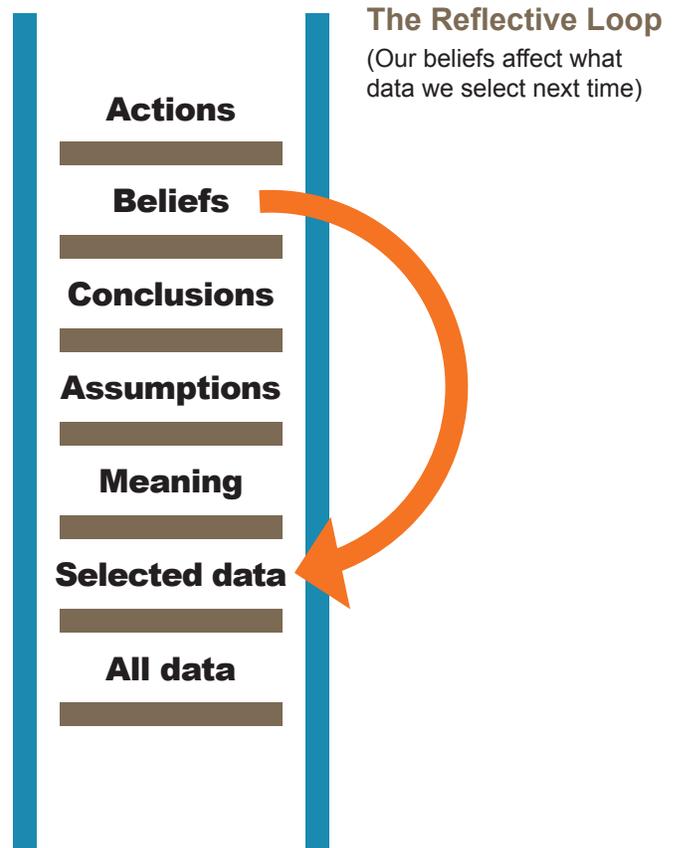
Rick Ross, from The Fifth Discipline Fieldbook (Senge, et al., 1994, p. 246).

Moving up the ladder.

- Step 1. From all observable data, we *select* a subset of that data on which to base our thinking.
- Step 2. We add *meaning* to this data by comparing it to similar experiences, applying what we’ve learned in the past, and generally forming a theory that makes sense to us.
- Step 3. No data set is ever complete, so we make *assumptions* to fill in these gaps in meaning.
- Step 4: We bring closure to the thinking process by drawing *conclusions*. These conclusions, since they are based on incomplete sets of data, are inferences.
- Step 5: We adopt *beliefs*. These beliefs are interpretations of how the world works based on patterns of conclusions.
- Step 6: We take *actions*.

The Ladder of Inference* (Senge, et al, 1994)

Exercise: Provide participants with a blank



ladder with six rungs. Ask them to label the rungs- all data, selected data, meaning, assumptions, conclusions, beliefs, actions.

Then ask them to write in a common “run up the ladder” that leads to misunderstandings. For example: Jane came to the meeting late. She’s not on board with this new project. She’s probably badmouthing me to others. She’s not to be trusted. You just can’t trust colleagues. I’m going to suggest that Jane be removed from the team.

Then ask them to develop alternate runs up the ladder that lead to very different actions. For example: Jane stopped by the copy room and prepared materials for all the interns at the meeting. Even so, she was only a few minutes late. I should have done that. Thank goodness Jane caught the error. Jane is probably saving my butt in other areas too. Jane is a real team player. I’m fortunate to be on such a strong team. I’m going to suggest that Jane be the next team leader.

Using the ladder of inference.

The ladder is helpful as a tool for personal *reflection*, to become more aware of one’s own thinking and reasoning.

What assumptions did I make here? Might other assumptions have been just as valid? What data did I select from all the available data? Did I miss pertinent data that others saw?

The ladder is helpful as a tool for advocacy, to make one’s thinking and reasoning more visible to others.

I’m thinking that these data mean this _____. What other meanings do you see? Here’s what I’m beginning to believe about this. What other beliefs make sense to you?

The ladder is helpful as a tool for inquiry, to make others’ thinking and reasoning more visible.

I see your conclusion. What assumptions are you making to reach that conclusion? When you say (your inference), are you saying (my inference)?

The Reflexive Loop

Note that near the top of the ladder, when we adopt beliefs, those beliefs have an effect on the bottom of the ladder, which data are selected in the future. This is sometimes referred to as a self-fulfilling prophecy. For example: I may adopt a belief that teachers who graduated from a certain university are usually quite effective. In future interviews, I am more likely to notice insightful answers from these teachers and overlook insightful answers from teachers from other universities. My beliefs have warped my ability to see and select pertinent data from the field of all data.

Exercise: Generate examples of how the reflexive loop works to modify human reasoning. Ask participants to use the ladder of inference illustration to guide their sharing of examples.

Exercise: Consider the entire treatment on the ladder of inference. Ask participants to share how they plan to use this information to enhance their decision making and communication skills. Share and adopt others’ ideas where appropriate.



*The Ladder of Inference is a psychological construct first attributed to Chris Argyris in his book *Overcoming Organizational Defenses* (1990). The Reflexive Loop is attributed to William Issac in his 1992 working paper “The Ladder of Inference” published by the MIT Center for Organizational Learning. The illustration is adapted from *The Fifth Discipline Fieldbook* (Senge, P., et al, 1994)

Treatment 8: Principles of Persuasion

(approximate time allotment: 45 minutes)

Engagement Platforms: Individual work, Regional meeting, Work with mentor

Introductory Note:

A key function of leadership is to activate and channel the potential of a group, and individuals within the group, toward a chosen goal. Communication, influence, and persuasion are three skillsets that make this more likely to occur.

Clear, compelling *communication* supports and organizes the efforts of most members of any organization who are already primed to fully engage and collaborate toward the organization’s goals.

Influence is an interpersonal force that shapes people’s thoughts and actions. Influence operates to subtly, but effectively, nudge and align individuals’ efforts toward greater coherence in support of the organization’s goals.

Persuasion seeks to course correct another’s fundamental approach or way of thinking toward the aims and goals of the organization. “Persuasion: the act of replacing someone’s worldview with something better.” (Chris Anderson, author of *Ted Talks- The Official TED Guide to Public Speaking*)

Exercise: Develop and share an original simile that illustrates the relationships among communication, influence, and persuasion.

Examples: It’s like a computer. When operating well, one only needs to be clear and skillful in using the apps and programs to accomplish one’s work. Sometimes a computer benefits from a restart, to nudge the apps and programs back into good working order. Sometimes a computer needs a major upgrade to a newer and better operating system.

It’s like interior decorating. For a room with a great design and furnishings, just keep things clean and uncluttered. Sometimes a room needs a refresh- same style and design, just a few new items and/or a small repositioning. Sometimes a room needs an altogether new look, a complete redesign.

It’s like a GPS app. When all’s well, it communicates position, direction, and estimated arrival time. Sometimes it suggests a slight reroute to avoid traffic or save time. Sometimes the GPS commands “make a legal U turn.”

And/or Exercise: Develop and share a graphic organizer or illustration that clarifies the similarities and differences among communication, influence, and persuasion.

Examples: A 3-circle Venn diagram, a 3-column chart, a staircase with 3 steps.

Principles of Persuasion

Priming

People are more likely to change their viewpoint if they receive information about other views ahead of



time. A movie trailer primes an audience to choose to see an upcoming movie. Commercials promoting a psoriasis remedy prime a patient to ask her doctor about the treatment, increasing the odds of a prescription. If several friends give a new restaurant good reviews, a person is primed to believe the food is better than if there had been no priming. A real estate agent, just before entering a house showing, primes the buyers by saying “I think this may be the one. I can’t wait to see what you think.”

Reasoning

People are more likely to change their viewpoint if the change makes logical sense. It is true that many decisions are made based largely on emotional factors. Still, there is a logical component to every shift of view. If the reason for an outcome is either A, B, C, or D... and it can be shown that reasons A, B, and C are highly unlikely... reason D starts to look more reasonable.

Familiarity

People are more likely to change their viewpoint if the new view seems familiar rather than alien. It is effective to proactively place artifacts of the new viewpoint into the context and environment of the person to be persuaded. Speak, write, create visuals, introduce new vocabulary, ask questions. When the new viewpoint is more officially presented it will be seen as a familiar (more trusted) alternative, rather than an outlier.

Personal or group association

People are more likely to change their viewpoint if respected others hold the new viewpoint. This is why celebrities and athletes are often asked to endorse products. We associate the person’s success and notoriety with the advertised product.

Personal versatility

People are more likely to change their viewpoint when important others show versatility in their approach to persuasion. Logical types do well to offer some emotional connection in their arguments. Talkers are more persuasive when they also listen. Impatient types are persuasive when they wait. Team players are persuasive when they choose to stand alone.

Advocacy: The Ladder of Inference

People are more likely to change their viewpoint if their thinking is made more explicit. We often make important decisions in the blink of an eye. When we slow down the process and attend to the individual steps that comprise important decisions, we are more likely to see and embrace alternatives.

The Ladder of Inference is a helpful tool to make our decision making more visible and, therefore, more flexible (Argyris, 1990). Note: An excellent discussion of the ladder of inference, and its many organizational applications is found in *The Fifth Discipline Fieldbook* (1994) by Peter Senge, et al., pages 242-246.

Exercise: Provide participants with a blank ladder with six rungs. Ask them to label the rungs- all data, selected data, meaning, assumptions, conclusions, beliefs, actions. Ask participants to create authentic (real or imagined) scenarios of the ladder of inference in action. Then, ask participants to create scenarios where alternative decisions are made more likely by making the steps on the ladder more visible.

Missouri Leadership Development System (MLDS)

Transformational 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

Treatment 2: Elements of Teaching Quality

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

Treatment 4: Leading High-Performing Teams

(approximate time allotment: 45 minutes)

Engagement Platforms: Individual work, Regional meeting, Work with mentor

Introductory Note:

“We cling to the myth of the Lone Ranger, the romantic idea that great things are usually accomplished by a larger-than-life individual working alone. Despite the evidence to the contrary, we still tend to think of achievement in terms of the Great Man or Great Woman, instead of the Great Group”

“In a society as complex and technologically sophisticated as ours, the most urgent projects require the coordinated contributions of many talented people. Whether the task is building a global business or discovering the mysteries of the human brain, one person can’t hope to accomplish it, however gifted or energetic he or she may be. There are simply too many problems to be identified and solved, too many connections to be made.”

Warren Bennis, from *Organizing Genius: The Secrets to Creative Collaboration*

Almost everything of noteworthy beauty, utility, and performance is designed and built by teams of people, not brilliant individuals. From the beginnings of our species to the modern era, homo sapiens have thrived by skillfully working together. Humans quickly progressed from small hunter-gatherer bands to early agricultural villages, to tribes, to cities, to nation-states, and to multi-national corporations (Hariri, 2014). As this is being written, the international space station (ISS) is orbiting approximately 250 miles overhead. The ISS is a scientific collaboration including astronauts and scientists from the US, Canada, Japan, Russia, Belgium, Denmark, France, Germany, Italy, The Netherlands, Norway, Spain, Sweden, Switzerland, and the United Kingdom. It seems we were created to collaborate. It also seems that when we fail to work together we can create widespread hardship and suffering through war, racism, prejudice, and corruption. *Teams hold the promise for creating both the best of times and the worst of times.* (Inspiration from Charles Dickens, 1859: *A Tale of Two Cities*)

Education Leaders are called on to design and lead perhaps the most collaborative of all enterprises... the education of children and youth. Transformational Ed leaders do well to harness the power, creativity, and innovation available from high-performing teams.

Exercise: Ask participants to reflect on times in their lives that they were a part of a high-performing team. Ask them to share and record the common characteristics of these teams. Then, ask participants to reflect on times in their lives when they were a part of a low-performing or dysfunctional team. Ask them to share and record the common characteristics of these teams. Create an artifact showing the most common characteristics of both types of teams.



Leading High-Performing Teams, the basics

Not all work is teamwork

Teams are high-performance, and high-maintenance. Reserve teamwork for instances where only teamwork can produce the intended outcome. Much work inside a school can be best accomplished by an individual or adapted from other, similar work. A Ferrari is not the best choice of vehicle to pick up mulch from the garden center. Better to save the Ferrari and take the station wagon to get the mulch.

Create the team

The first element of team leadership is to create (design) the team to match the work to be done. Team design and creation includes these elements:

1. Design the team to match the work. There are many team designs- advisory teams, improvement teams, governing teams, ad-hoc committees, task forces, etc.
2. Choose the right people for the team (as opposed to the best people). Generally, diverse teams are needed for creative work and less diverse teams are best for implementation work.
3. Assign people to their best-fit roles on the team. Aim for getting the right people in the right seats on the bus where they can contribute their unique gifts.
4. Establish a clear purpose for the team's existence. A team must have an important reason to exist- a clear mission and purpose. Teams need not exist perpetually. Talented people with fuzzy direction will turn their powers on one-another and the organization that created the team.
5. Establish the team's boundaries. A playground analogy: When a play area has no fence, children tend to keep to the middle of the area. A strong fence encourages children to play hard right up to the fence. Teams must have clear boundaries to play hard and be productive.

Support the team.

Think empowerment, not abandonment. Once designed and launched, the team now requires its leadership to shift roles to that of a team supporter. Supporting teams effectively requires a leader to balance the team's needs for both direction and freedom. High-performing teams need direction, but not too much. They need engagement but also autonomy. A helpful analogy is to think of a railroad track built to turn a curve. The ties are placed close enough to support the train, but not so close that they prevent the turn. Team leadership can be like that. Leaders should interact and engage with the team, but not so much that it prevents a turn.

Leaders should flex to play multiple roles during this phase of a team's life. At the right moment, leaders should be advocates, cheerleaders, protectors, shields, consultants, confidants, encouragers, coaches, and supervisors.

Sustain the team

If the team is to exist for longer than a single project or decision, then its capabilities should be preserved. Leadership skills here include raising up new leaders within the team, distributing leadership, helping teams onboard new members, building autonomy, and encouraging renewal.

Exercise: Create four posters illustrating the four basic elements of high-performance team leadership. Assemble participants into discussion groups of 3-5 and ask them to visit each poster. While at each poster (2-3 minutes each) ask participants to discuss the illustrated element and provide examples and elaborations of the element in action.

Leading the Great Group

Occasionally a team-task combination emerges that can produce breakthrough results. Let's call this exceptional moment when the right team meets the right opportunity a great group.

Revisiting Warren Bennis and Patricia Ward-Biederman's excellent book *Organizing Genius: The Secrets to Creative Collaboration*, it is apparent that leaders can make particularly effective moves when presented with the opportunity to lead a great group. Bennis and Biederman write a compelling narrative of the journeys and accomplishments of truly great groups from American history.



Organizing Genius describes great groups such as the Manhattan Project (development of the world's first atomic bomb), the beginnings of Apple computer, Disney animation studios, Lockheed-Martin's secret development of the first stealth (invisible to radar) aircraft, and the 1992 Clinton presidential campaign (Bennis & Biederman, 1997).

The authors identified fifteen characteristics shared across all the great groups. Some of these traits may well be applicable to today's transformational educational teams.

Characteristics of a Great Group (Bennis & Biederman, 1997)

1. **Greatness starts with superb people.** Great Groups are comprised of people who want to do the next thing, not the last one. They tend to be deep generalists, not narrow specialists.
2. **Great Groups and great leaders create each other.** The leader of a Great Group has to invent a leadership style that suits it. The standard model, especially the command-and-control style simply won't work.
3. **Every Great Group has a strong leader.** Great Groups are made up of people with rare gifts working together as equals. People don't want to be managed, they want to be led.
4. **The leaders of Great Groups love talent and know where to find it.** Great Groups are headed by people confident enough to recruit people better than themselves.
5. **Great Groups are full of talented people who can work together.** People, however gifted, must be able to work side by side toward a common goal.
6. **Great Groups think they are on a mission from God.** They are filled with believers, not doubters, and the metaphors that they use to describe their work are commonly those of war and religion. Great Groups are engaged in holy wars.
7. **Every Great Group is an island – but an island with a bridge to the mainland.** People who are trying to change the world need to be isolated from it, free from its distractions, but still able to tap its resources.
8. **Great Groups see themselves as winning underdogs.** They inevitably view themselves as the feisty David, hurling fresh ideas at a big, backward- looking Goliath.
9. **Great Groups always have an enemy.** Sometimes the enemy is real, sometimes made up. But you can't have a war without one.
10. **People in Great Groups have blinders on.** Great Groups are full of indefatigable people who are struggling to turn a vision into a machine. The key word is focus.
11. **Great Groups are optimistic, not realistic.** People in Great Groups believe they can do things no one has ever done before. The people most likely to succeed combine reasonable talent with the ability to keep going in the face of defeat.
12. **In Great Groups the right person has the right job.** Effective leaders allow great people to do the work they were born to do.
13. **The leaders of Great Groups give them what they need and free them from the rest.** Brilliant people want a worthy challenge, a task that allows them to explore the whole continent of their talent. They want colleagues who stimulate and challenge them and whom they can admire. What they don't want are trivial duties and obligations.
14. **Great Groups ship.** Successful collaborations are dreams with deadlines. They are places of action, not think tanks or retreat centers.
15. **Great work is its own reward.** Great Groups are engaged in solving hard, meaningful problems. Paradoxically, the process is difficult but exhilarating.



Exercise: Create 15 posters or labels around an open space signifying the 15 characteristics of a great group. Assemble participants into discussion groups of 3-5 and ask them to visit all 15 positions and engage in a 60 second discussion of the essence of the characteristic at each position. Then ask participants to choose 3 of the 15 positions and engage in a lengthier discussion about the applications of the characteristic to Ed leadership.

Optional- ask participants to multi-vote for 5 of the 15 characteristics as most important and applicable to Ed leadership. Analyze the group's multi-vote results.

Treatment 5: Leading Learning for Others: Adult Learning & Motivation

(approximate time allotment: 45 minutes)

Engagement Platforms: Individual work, Regional meeting, Work with mentor, District venues

Introductory Note: Excellent schools are centers of learning for all, children and adults. Quality professional development not only increases a school's immediate outcomes, it positions the school to attract and retain more talented employees in the future. The ability of school leaders to design conditions for adults that are built around growth, development, reinvention, innovation, and lifelong learning is key to a school's health, vitality, and capability.

What motivates adult professionals?

Motivation and learning are not the same thing. Motivation, however, is directly connected to effort, and effort is directly connected to learning (Feather, 1992). Perhaps the seminal work in adult motivation theory was published in 1968 in the *Harvard Business Review*. Frederick Herzberg's ***One more time: How do you motivate employees?*** provided that the things that motivate and de-motivate employees are not two sides of the same coin. Herzberg's work maintained that adult professionals are motivated by **achievement, recognition, responsibility, and the work itself**. Herzberg called **company policies, supervision, working conditions, and salary** "hygiene factors," meaning that the lack of these things can demotivate an employee, but their presence is not particularly motivating. Frequent washing of one's hands can prevent the flu, but one can't handwash themselves to health and vitality. Likewise, not having a clear faculty handbook can cause problems, but having a clear faculty handbook does not serve to motivate people to come early, stay late, and give their best efforts.

Exercise: Consider Herzberg's four highest rated adult motivators. Assess the degree to which each of these is present in your school. Identify and share how you might design ways to increase the presence and effect of each of these four factors.

Achievement: The realization of goals- student learning, achievement, and success.

Recognition: Especially from knowledgeable and credible colleagues

Responsibility: Having autonomy, agency, and ownership with respect to one's work

The work itself: The sense that one's work is meaningful, authentic, important, and challenging



Principles of adult learning and development.

Generally, Malcolm Knowles (1913-1997) is recognized as an early and seminal contributor to what we now call adult learning theory. Knowles was one of the first to suggest that the field of andragogy (the science of teaching adults) exists as a complement to the field of pedagogy (the science of teaching children and youth). Knowles believed that successful adult learning should be designed with these differences in mind. The following adult learning principles reflect the essential elements of Knowles' work (Knowles, 1980).

Principle A: Adults see themselves as more autonomous, independent, and self-determining than do children.

Implications: Involve faculty members in the design, implementation, and assessment of their own learning. Provide choices and alternatives. Assess benefits and outcomes rather than attendance and attention.

Principle B: Adults have more life experience on which to build/consider than do children.

Implications: Learning opportunities that are authentic and job-embedded are more compelling than knowledge transfer or concept attainment. Having more possible life connections also causes adults to be more prone to misconceptions- so ample reflection and processing time are needed.

Principle C: Adults are more conscious of risk and reputation than children.

Implications: Design adult learning so that participants can learn new things without having to admit they didn't already know. The more experienced an adult professional, the more pressure they may feel to pretend they don't need or have already mastered the learning.

Principle D: Adults are more motivated to learn in areas that have immediate application to their work or social roles.

Implications: Focus on why before how. Adults need to know the benefits of the learning and the cost of not learning. Practice JIT (Just In Time) learning since adults are particularly interested in learning for immediate application. School is often subject centered. Make adult learning problem/opportunity centered.

Many churches require a series of marriage counseling sessions prior to the wedding.

The one year anniversary might be better timing.

"When the student is ready, the teacher will appear." (Buddhist proverb)

Exercise: Ask participants to design and construct a poster that represents the essential elements and implications of each of the four adult learning principles (A, B, C, and D) above. Then, ask participants (in groups of 3-5) to stand near each poster and discuss these two prompts:

1. How might I use this principle to re-design/improve a current learning opportunity at my school?
2. How might I use this principle to design a successful new learning opportunity at my school?

Reassemble the participants into the larger group and ask them to share major insights.

Missouri Leadership Development System (MLDS)

Transformational Level Learning Experience 10:



Servant Leadership in the Workplace

Treatment 1: Servant Leadership in the Workplace

(approximate time allotment: 45 minutes)

Engagement Platforms: Regional meeting or other group venue

Introductory Note:

In the words of Robert K. Greenleaf, who coined the term servant leader, the best test of servant leadership is... “Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, and more likely themselves to serve others?”

Key words... healthier, wiser, freer, more autonomous, more likely to serve others.

We can apply this test to ourselves as school leaders. Do our [teachers, students, families], because of our leadership, grow as persons? Do our [teachers, students, families], while being served become healthier, wiser, freer, more autonomous, more likely to serve others?

Exercise: Ask participants to reflect on the above definition of servant leadership. How is this definition different, surprising, or at odds with current conceptions of Ed leadership?

Exercise: Conduct a Socratic Seminar on the reading- *Servant Leadership in the Workplace*, by Joe Iarocci. Visit www.serveleadnow.com for more information about Cairway and servant leadership. *Servant Leadership in the Workplace*. © 2017, Joseph J. Iarocci Cairway Center for Servant Leadership Excellence LLC. Atlanta, Georgia U.S.A ISBN 978-0-692-86126-4

About the author: After serving as CEO of the Robert K. Greenleaf Center for Servant Leadership, Joe Iarocci founded Cairway. The Cairway mission is to promote servant leadership in the workplace. Before joining the Greenleaf Center, Joe spent thirteen years with CARE USA, one of the world’s largest international nongovernmental organizations dedicated to ending extreme poverty. Joe served CARE as General Counsel, Chief Financial Officer and Chief of Staff. Joe practiced business law prior to joining CARE, representing individual entrepreneurs as well as multinational corporations. Joe currently serves on the boards of Social Accountability International, the Georgia Center for Nonprofits and the Foundation Center-Atlanta. Joe is uniquely passionate about spreading awareness and increasing implementation of servant leadership practices organizations and individuals. His favorite quote is by E.B. White: “I get up every morning determined to both change the world and have one heck of a good time. Sometimes this makes planning my day difficult.”

On meaningful work... “Deprived of meaningful work, men and women lose their reason for existence.”
Fyodor Dostoyevsky

Servant Leadership makes work meaningful in three ways... First, belonging to a community. Second, contributing to a mission. Third, growing as a person.

Joseph J. Iarocci

Servant Leadership Values Applicable for Ed Leaders

Deep Self-knowledge and awareness
A long-term, sustainable view that includes attention to future leadership transitions
Personal courage
A strong and tight link to one's higher calling– one's true north
Personal humility
Deep interest in the growth and development of others
Deep ownership
Humane use of data and analytics
Intergenerational collaboration
Civility
Community
Authentic and meaningful work

Exercise: Ask participants to consider the following 12 values of servant leadership in education. Of the 12, ask participants to identify which values (3 perhaps) particularly resonate with them. Optional: Ask participants to multi-vote their top 5 choices to illuminate the group's most resonant values.

Treatment 2: Creating Meaningful Work

(approximate time allotment: 45 minutes)

Engagement Platforms: Individual work, Regional meeting, Work with mentor, District venues

Introductory Note: In repeated surveys of employees regarding what attributes of the workplace are most attractive, inviting, and important, one item consistently appears at the top of the list... the nature of work itself. Is it meaningful, authentic, and important? In servant leadership, it is considered one of the key functions of effective leadership to design and assign work in a way that contributes to the wellbeing of the worker, not only to the success of the enterprise.

"Deprived of meaningful work, men and women lose their reason for existence."
Fyodor Dostoyevsky

"Servant leadership make work meaningful in three ways. First, belonging to a community. Second, contributing to a mission. Third, growing as a person."
Joseph J. Larocci

"There is no income level at which people are not desperate for meaning."
David Brooks

Characteristics of meaningful work

Purpose: Meaningful work is always connected to a larger purpose that is seen as important, consequential, valuable, and linked to the well-being of others.

Autonomy: Work is more meaningful when one has agency, autonomy, and ownership.

Challenge: Meaningful work is complex, daunting, but within reach. It occupies one's entire area of ability. It represents a considerable stretch, but is not impossible.

Mastery: Meaningful work involves craft mastery, skill development, and peak performance in an area of one's strength and ability.

Recognition: Work is seen as meaningful when it evokes recognition from colleagues and others that are credible and knowledgeable.

Community: Work is meaningful when it provides opportunities to work together with like-minded colleagues to create synergy, collaboration, teamwork, and positive interdependence.



Exercise: Jigsaw brainstorm. Ask participants to choose one of the six characteristics of meaningful work that most triggers their interest. To the degree possible, divide the group into teams that focus on their first or second choice. Ask teams to brainstorm how the work of faculty and staff could be enriched and made more meaningful in the area of focus. Report back to the larger group and discuss.

Optional: Ask participants to brainstorm how the work of the principal could be enriched and made more meaningful in the six focus areas.

<https://www.theatlantic.com/business/archive/2016/07/meaning-work-happiness-brooks/489920/>

<https://www.fastcompany.com/40513648/4-ways-to-help-employees-find-meaning-at-work>

<https://peterstark.com/meaningful-job/>

Treatment 3: Extreme Listening

(approximate time allotment: 45 minutes)

Engagement Platforms: Individual work, Regional meeting, Work with mentor, District venues

Introductory Note: “I have a bias about this that suggests that only a true natural servant automatically responds to any problem by listening first,” writes Robert K. Greenleaf in his landmark 1970 essay, *The Servant as Leader*.

Becoming a better listener is perhaps the best investment an education leader can make. The positive effects of skillful listening are many... trust is built, voice is developed, goals and priorities are understood, people are valued, insights are gained, community is developed, needs are met, ideas are shared, creativity is sparked, and missions are accomplished.

Ironically, when we listen well, we communicate loudly and clearly. Joe Iarocci, CEO of Cairnway (www.serveleadnow.com) provides six things that listening communicates:

1. I respect you and your views
2. I value learning
3. I am smart enough to know that I am not as smart alone.
4. I want those around me to speak up.
5. I am self-confident.
6. I hope to model servant leadership.

How to be a better listener This is embarrassingly simple and not a bit surprising. Everyone already knows the basic techniques of better listening. Here is a quick review.

1. Be mentally and physically present.
2. Assume a neutral listening pose.
3. Offer uninterrupted speaking time.
4. Ask clarifying and deepening questions to affirm and understand.

Exercise: Quote rodeo. Listed below are quotes about listening. Post the quotes around a room, divide up into random groups of 3-5, conduct a gallery walk- stopping and discussing the quotes that best capture your interest and spark your imagination

“Most people do not listen with the intent to understand; they listen with the intent to reply.”
Stephen R. Covey



“Listening is an art that requires attention over talent, spirit over ego, others over self.”

Dean Jackson

“One of the most sincere forms of respect is actually listening to what another has to say.”

Bryant H. McGill

“Listening is an attitude of the heart, a genuine desire to be with another which both attracts and heals.”

L. J. Isham

“The first duty of love is to listen.”

Paul Tillich

“When you talk, you are only repeating what you already know. But if you listen, you may learn something new.”

Dalai Lama

“Listening is about being present, not just about being quiet.”

Krista Tippett

“The most basic of all human needs is to understand and be understood. The best way to understand people is to listen to them.”

Ralph Nichols

“When people talk, listen completely. Most people never listen.”

Ernest Hemingway

“Wisdom is the reward you get for a lifetime of listening when you would have rather talked.”

Mark Twain

“Deep listening is the kind of listening that can help relieve the suffering of another person. You can call it compassionate listening. You listen with only one purpose: to help him or her to empty his heart.”

Tich Nhat Hanh

“The earth has music for those who listen.”

William Shakespeare

“Listening is a magnetic and strange thing, a creative force. The friends who listen to us are the ones we move toward. When we are listened to, it creates us, makes us unfold and expand.”

Karl A. Menniger

“The word listen contains the same letters as the word silent.”

Alfred Brendel

“God gave us mouths that close and ears that don't, that must tell us something.”

Anonymous

“The most important thing in communication is hearing what isn't said”

Peter Drucker

“Listening is being able to be changed by the other person.”

Alan Alda

“Leaders who refuse to listen will soon find themselves surrounded by people with nothing to say.”

Andy Stanley

“The quality of a person's attention determines the quality of other people's thinking.”

Nancy Kline



“Listening advice... A. Don’t talk. B. Don’t think about talking.”

Paul Klipp

“I’m always relieved when someone is delivering a eulogy and I realize I’m listening to it.”

George Carlin

Treatment 4: Purposeful Delegation

(approximate time allotment: 30 minutes)

Engagement Platforms: Individual work, Regional meeting, Work with mentor, District venues

Introductory Note:

*“Leadership is often defined as getting work done through people. Servant leadership seeks to **get people done through work.**”*

Anonymous

“Tend to the people, and they will tend to the business.”

John Maxwell.

Peter Drucker, the renowned author and business consultant, was once asked, “What is the most important decision an executive makes?” Drucker answered: “Who does what.”

*“Servant-leaders delegate intentionally, mindfully – and **purposefully** – with the goal of helping others to grow and develop.”*

Joe Iarocci

Delegation is an essential leadership function. In essence, delegation is simply the division of tasks and projects among those who are available to do the work. Delegation is an important time management skill for executive leaders since it entails not attempting to do everything oneself.

At a more strategic level, delegation also offers an opportunity for the development of skills and judgement in others that will benefit the organization in the future as delegates matriculate into positions of senior leadership. So, delegation is beneficial in the present, as a time management tool, and it is beneficial in the future, as it develops and prepares employees for future roles.

Under the umbrella of servant leadership, where one acts upon a calling to serve the individuals in an organization and not simply to direct them, delegation has an additional, higher purpose. The highest purpose of delegation is to prepare and develop people for their own benefit, not just the organization’s benefit. *Delegation should be used to purposely enrich the jobs and lives of others.* Fortunately, well designed delegation can accomplish all three aims at once... time management for the leader, skill development for the organization, and job enrichment for the employee.

Principles of purposeful delegation

Give everyone a promotion. We do our best work, and we grow the most, when the task represents a challenge, yet is within our reach. Rather than delegating tasks that are well within a person’s current abilities, consider delegating tasks that will stretch the person’s abilities. Not only will the person develop through this approach, they will also likely give the task a higher priority and bring their best effort to the task since it represents a stretch opportunity. Give APs principal work to do, administrative assistants AP work to do, and volunteers/interns administrative assistant work to do.

Connect work to mission. We enrich a person’s work life when we take care to clearly link the delegated task to the larger purpose or mission of the organization. Think why before what and how. An AP supervising a JV basketball game will likely do a better job and be more enriched if they see themselves “creating a positive school climate” than if they see the work as merely “covering the game.”



Be transparent about delegation that is not particularly enriching or developmental. Be honest. If a task is just a task, say so. Leaders do well to avoid saying “I have a growth opportunity for you,” when the task is really just a non-development bit of dirty work that, nonetheless, needs to be done. Not every task in one’s career will be a developmental bonanza. No one expects that. People take pride in pitching in and doing whatever it takes for the team to be successful. When that’s what’s on menu- say so. And... say THANKS.

Delegate for breadth and depth of experience. We can likely get better work in less time if we keep delegating the same types of tasks to the same people. People build craft mastery when they are able to work on several rounds of the same or similar task. Craft mastery is valuable and is part of an enriched job experience. Leaders should also, however, delegate for breadth of experience. Results will be slower and the quality of the work will be less perfect, but the overall development of the delegate will be greater.

A personal note: In my first job as a High School AP, I recall how our principal, Dr. Bill Shipp, rotated all the AP assignments among the four of us. At first this seemed ineffective to me. Why not just keep us all doing the same thing so that we could get really good at it? I quickly realized that Dr. Shipp’s purpose in rotating our responsibilities wasn’t just to get the job done. He was purposely preparing each of us for the future role of principal. When that day came, I was much better prepared for the job. Purposeful delegation is “getting people done through work.”

Involve employees in designing their delegated responsibilities. There is great effect in overtly communicating to an employee “My purpose in delegating to you is not only to get the work done, but to develop you and enrich your work. Tell me about your goals and interests, so I can do a better job of designing your work to offer growth opportunities in those areas.” It’s also wise to add “I won’t always be able to delegate work that is in your strike zone, but I’ll be better able to do that with your input.”

Go for empowerment, not abandonment. When we miss the mark with purposeful delegation we usually miss in two ways. First, we delegate, but then micromanage the work to a degree that it subtracts the growth opportunities for the delegate. Or, we delegate, then abandon the delegate with no support, guidance, encouragement, or feedback. It’s better to aim for **empowerment** which provides both support and autonomy; feedback and responsibility.

“An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success.”
Stephen R. Covey

In *Servant Leadership in the Workplace*, Joe Iarocci, CEO of Cairnway, elaborated on the servant leader’s role with respect to empowerment:

“Servant-leaders in the workplace act to empower their followers in two senses of the word “empowerment.” First, servant-leaders empower their followers by sharing organizational authority. They know that this kind of empowerment gives people a stake in outcomes, increases innovation, and raises employee engagement. Second, servant-leaders help their followers grow stronger, more confident, wiser and more autonomous – as employees and as whole people. That’s another form of empowerment. Servant-leaders are good stewards of power. They don’t try to grab power or hoard it once they have it. Instead, servant-leaders are generous with power.”
(Iarocci, 2017)



Delegate for both personal and professional growth. Purposeful delegation should involve delegation designed to promote an employee's **personal**, as well as professional growth and development. Delegated tasks and projects can provide experiences that develop strategic thinking in the analytical, courage in the meek, and empathy in the self-assured. Remember Greenleaf's test of servant leadership...

“Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, and more likely themselves to serve others?”

Robert K. Greenleaf

Exercise: Ask participants to read and consider the *list of seven principles for purposeful delegation*. Ask each participant to recall and cite examples, both pro and con, of experiences with these principles. Ask them to consider experiences from both sides of delegation- from the side of the delegator and the side of the delegate. Then, randomize the group into sets of 3 or 4 and ask them to share/discuss their remembered experiences.

Exercise: Then, based on the conversations and insights from above, ask participants to consider their personal delegation practices going forward. Which of the seven principles (or other principles) provide their best next step toward being an even more effective and purposeful delegator? Ask participants to make a commitment to which principle(s) they intend to design into their practice going forward.

Exercise: Job enrichment through purposeful delegation is not 100% in the hands of the delegator. Ask participants to consider how they might apply the principles and alter their practices when they are in the role of the delegate, not the delegator.

Missouri Leadership Development System (MLDS)

Transformational Level Learning Experience 11:



Futuring and Paradigm Studies

Treatment 1: Futuring and Paradigm Studies

(approximate time allotment: 45 minutes)

Engagement Platforms: Individual work, Regional meeting, Work with mentor, District venue

Introductory Note:

Futuring is the field of using a systematic process for thinking about, picturing possible outcomes, and planning for the future. Futurists are people who actively view the present world as a window on possible future outcomes. They watch trends and try to envision what might happen. (Definitions.net)

Paradigm Shift, a concept identified by the American physicist and philosopher Thomas Kuhn, is a fundamental change in the basic concepts and experimental practices of a scientific discipline. (Wikipedia.org)

Paradigm Shift. An important change that happens when the usual way of thinking about or doing something is replaced by a new and different way. (businessdictionary.com)

“Foresight is good judgment, sound decision-making and wisdom in knowing what will be needed in the future. Its synonyms include prudence. Foresight is the lead that the leader has.”
(Robert Greenleaf)

Capacity Mapping (or capability mapping) is the analysis of an organization’s structure and resources, aimed at identifying its inherent abilities and potential. (businessdictionary.com)

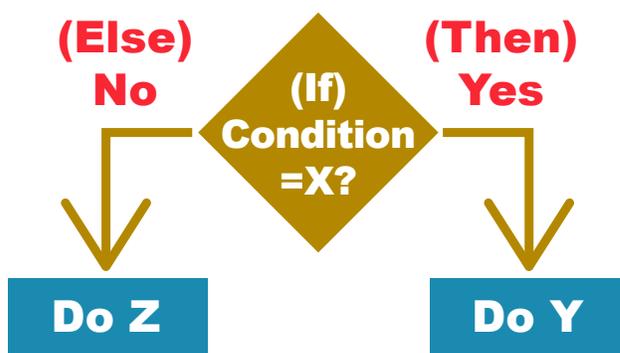
Cultivating IF-THEN thinking. The study of foresight, *futuring*, and paradigm shifts is not so much about predicting the educational future as it is about preparing schools to be agile, flexible, and capable of responding to new challenges as they arise. *Futuring*, as an education leader, is to rise above the business of everyday school life to engage in *if-then* thinking.

IF: Future schools will have more programs that exist outside of the normal school day such as early college, extended day, and/or weekend and summer programs... THEN... what types of flexible spaces and engaging facilities will support these new avenues of service?

IF: Future schools will be more diverse, inclusive, and multicultural... THEN: How will recruiting, selection, and onboarding adapt to provide faculty/staff that are ready and prepared for this type of student body?

IF: Future schools will have more students who do not speak English as their primary language... THEN: How can schools use signage, facilities, and communications to promote a welcoming atmosphere for families?

IF: The future of work for graduates includes multiple job/career shifts... THEN: How can we build student’s capacities for unlearning, relearning, and reinvention?



Exercise: Using the above IF-THEN scenarios as examples, engage in a time of intentional IF-THEN thinking. In groups of 3-5, brainstorm a number of IF-THEN scenarios and then share selected scenarios with other groups. Multi-vote the complete list of scenarios to determine group consensus on which are the most likely and/or potentially important. Note that any single IF may have a number of THEN responses. According to the rules of brainstorming- first get as many IF-THEN scenarios as possible onto the list, without regard to their actual likelihood of happening. Then, reduce the total list to those most likely and/or most important.

Broadening our view.

The following segment is adapted from an article written by Joe Iarocci in 2015 and published online at [www.serveleadnow.com](https://serveleadnow.com), used by permission. <https://serveleadnow.com/servant-leadership-7-ways-cultivate-foresight/>

Here are 7 ways to cultivate foresight:

1. **Diversify intentionally.** Interact with people different from you – in age, gender, race, religion, national origin and worldview. Because of their diverse perspectives, these folks might see things coming that you would have missed. Looking through multiple lenses should help you see the future more fully.
2. **Listen deeply.** Improve your listening because every conversation might contain some hint about the future. Have you heard three people report three similar occurrences lately? Perhaps that occurrence is the harbinger of a new trend soon to be apparent.
3. **Read widely.** Yes, it's good to have deep expertise. But don't be the buggy whip expert surprised by the success of the Model T Ford. Look for trends in places unfamiliar to you. If you are in the nonprofit sector, read *The Wall Street Journal*; if you work on Wall Street, read *The Nonprofit Times*.
4. **Think systemically.** Within a system, an action in the present usually causes a reaction in the future. So, good servant-leaders hone their skills in "systems thinking" so they can better foresee the future, especially the likely consequences of their decisions, allowing them to create the future rather than react to it.
5. **Predict habitually.** Build your predictive muscles, so to speak, by making regular and well-considered predictions, then testing them against reality. If you can, make it a group exercise by getting your team to join you for predictions of emerging trends or important events in your business.
6. **Network constantly.** The wider a radio telescope's antenna is spread, the farther into space it can hear. The wider a servant-leader's network is spread, the farther into the future it can hear. Servant-leaders use their networks to pick up and transmit important information about what is ahead.
7. **Live technologically.** Trace human history since the industrial revolution and see how technology forms the future. Like it or not, to improve our foresight we must stay abreast of changes in the technology. These days, opportunity is more likely to snap (from Snapchat, that is) than knock.

Exercise: Consider Iarocci's *7 Ways to Cultivate Foresight*. Of the seven, which two or three offer the best opportunities to better cultivate foresight as an education leader? Share your ideas with a group of 3-5 and compare notes.



Treatment 2: Program Accountability & Effect Size

(approximate time allotment: 60 minutes)

Engagement Platforms: Individual work, Regional meeting, Work with mentor, District venue

Introductory Note: School leaders are responsible and accountable for the *systems, programs, and people* that comprise the education enterprise. Accountability is necessary in all three of these domains. Leaders are accountable for themselves and their personal decisions and actions. Leaders are accountable for other people employed and deployed throughout the system. Leaders are accountable for the overall results of the entire enterprise- the system itself. And, leaders are accountable for the programs, initiatives, projects, and approaches that are deployed to accomplish results. It is this last domain of accountability, *accountability of programs*, that is the focus of this MLDS treatment.

What is a program?

In the realm of program accountability, it is instructive to view educational programs in their essential state- as *organizational structures* that combine people and resources to have a positive effect on the school or district's mission. A program is a deployment structure. It is a design that coordinates an array of resources- people, budget, space, technology, time, etc. into a coordinated plan that, theoretically, will produce better results than any number of alternative arrangements of the same resources. $P = P \times R \times S$
Programs = People x Resources x Structures.

What is Effect Size?

Effect Size is the degree of impact, or effect, a program has upon the mission of a school and/or district. It is the size of the difference that is produced by doing a particular thing vs. doing something else (or nothing at all). Effect sizes can be large or small and can be positive or negative. In educational research, effect sizes can be determined statistically. In educational practice, leaders are often called on to make decisions based on a combination of data sources with varying degrees of validity and reliability.

According to www.statisticssolutions.com: *Effect size is a statistical concept that measures the strength of the relationship between two variables on a numeric scale. The effect size of the population can be known by dividing the two population mean differences by their standard deviation.* In educational research, measures of effect size are generally viewed as being valid for comparing the impact of different interventions or experimental treatments (programs) on a population. For more information go to: www.statisticssolutions.com/statistical-analysis-effect-size/

A football analogy. One way of understanding and improving accountability of school and district programs is to view programs like a football coach views a playbook. The mission of the team is to win games. The playbook contains many different deployment structures of the team's resources (plays). The coach chooses the plays that have the largest effect size on the team's mission (to win games) A good coach wouldn't continue to choose plays, again and again, that lost yards – or gained only a few yards. In the school business, programs are, in this way of thinking, our plays. They are simply deployments of our human and material resources that we hope will have a large, positive effect size on our mission.



Exercise: Program diagrams. In order to better identify program components and structures, ask participants to draw a diagram of three currently operating school or district programs. Provide large format paper and plenty of color choices in markers and highlighters. The diagrams should illustrate how the people and other resources of the program are arrayed and interconnected. Ask participants to display and explain their diagrams and entertain questions and feedback from other group members.

Effect Size- Implications for decision making.

Large-Positive Effect Size: Program should be continued, expanded, and/or replicated. This is clearly an effective deployment structure.

Small-Positive Effect Size: It is human nature to overvalue the term “positive” and undervalue the term “small.” Many small-positive effect size programs simply do not produce enough results to justify the large investment of people and resources. Again, from the football field...

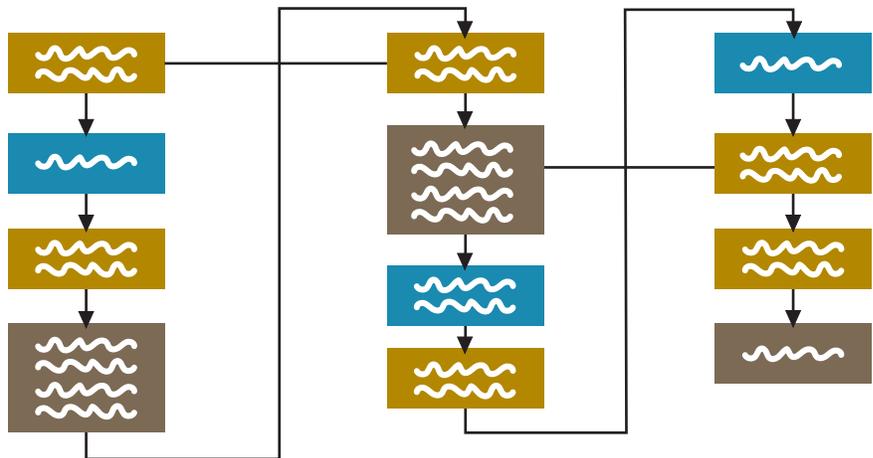
... plays that dependably gain two yards are producing a positive effect. But the size of the effect is such that the team will not accomplish its mission. Indeed, at two yards per play, the team will not score, or even make a first-down. A good coach would call another play.

Small-Negative Effect Size: The implications here are counter-intuitive. Innovative strategies often produce negative results in their early stages. Consider a teacher implementing a new behavior management approach. Early results will likely be unimpressive. Student behavior might even deteriorate further for a time. If the approach is evidence-based and well chosen, it will likely produce good results as the teacher and students become more adept. The key for leaders is to discern whether the small negative effects are the results of start-up issues or are the results a harbinger of things to come?

Large-Negative Effect Size: Cut losses. Redeploy valuable people and resources.

Unknown Effect Size: The time we have with students, and educators’ careers, are too short and valuable to continue to operate programs with unknown effect sizes. Since effect size seeks to measure a program’s effect against other programs, it is possible to not have informative data on any or all of the currently operating programs. An effective practice is to design the measurement of effect size into the charter of any new programs. For existing programs with unknown effect sizes a leader should gather data as soon as possible. In the interim, a leader must use his or her best intuition and common sense.

Program Structure



Barriers to program accountability.

1. *Over-personalization.* Since people are an integral part of educational programs, it is common that the people involved in a program structure, over time, personally identify with the structure. This adds emotional and political layers to the objective analysis of effect size and can cause programs to continue long after their effect size has diminished. Returning to the football coach analogy, this would be like a coach continuing to call favorite plays from the past, even though the team is now comprised of players with different strengths.

In a school or district culture where leaders continually hold programs accountable for high effect size, people are viewed as having broader capabilities and expanded roles. Flexibility is the norm. In fact, people are often about the business of re-deploying themselves and available resources in innovative new combinations, seeking greater and greater effect.

2. *Unclear Mission, Vision, and Core Values.* Effect size is defined by mission. Without clear mission, vision, and core values- effect size is incalculable. In practice, it is sometimes the case that a school program has a stronger, clearer mission than the school itself. This can be counterproductive. Apart from the school's or district's mission, programs have no right or reason to exist, much less to have their own mission. A program might have, rather than its own mission statement, a statement of mission effect... something like: "The purpose of (name of program) is to have a large, positive effect on the mission of (name of school or district). Specifically, the program seeks to..."

3. *Poor Data Quality.* It is difficult to establish program accountability without some sense of how effect size will be measured. Some common dysfunctions...

Data are measurable and collectable- but have not been collected.

The data collected and attributed to the program do little to determine the program's accurate effect size. Data are sometimes generalized and/or extrapolated far beyond their limits of validity and reliability.

Personal and/or political agendas have shaped the type and degree of data collected to describe a program's effectiveness.

4. *Too many programs, not enough effect.* The notion that more programs create more impact than fewer programs is ill-founded. Programs are but structures for deploying people and resources, both of which are limited. Even the best designed structure will not be effective if there are not enough people and/or resources available to fuel it. It is almost always an effective move to do fewer things better.

Exercise: In order to better understand the concepts that counter program accountability, ask participants, in small discussion groups, to recall and share examples of times they have experienced any of the barriers to program accountability.

Effective practices in program accountability.

1. More accountable schools and districts practice effective stewardship of their people and resources. They save them for their best uses, rather than squander them on too many good uses.
2. More accountable schools and districts are proactive in that they don't create new programs without first freeing up the people and resources necessary for program and mission success. When contemplating a new program, they are disciplined to first ask "What program(s) will we first abandon, to free up the people and resources necessary to initiate this new program?"
3. More accountable schools and districts say "no thank you" to many gifts and grants. They recognize that well-meaning government or private agencies often make gifts and/or grants to fund a pilot program, without providing any additional resources to continue the program past the pilot period. If they do accept a temporarily resourced pilot program, they do so with a proactive plan for how they will continue the program, if successful, after the pilot.



Exercise: In order to better understand the concepts that support program accountability, ask participants, in small discussion groups, to recall and share examples of times they have experienced success with any of the three effective practices above.

Exercise (optional): The Green Bean’s Dilemma- An allegory in leadership. Ask participants to read the Green Bean’s Dilemma and identify inferences or lessons learned with respect to program accountability. (This tale it is not a bit scholarly and quite a bit odd. Its use is entirely optional.)

A green bean might think... “I’m a green bean. All my friends are green beans. I want to continue to be a green bean. I’ve heard about this digestion business and I see no future in it!”

Another green bean might think... “I’m a green bean. This has been the perfect structure to get me to where I am today. I now see an opportunity to be an important, contributing part of a larger, more important mission. My valuable components- the vitamins, minerals, proteins and carbohydrates, cannot be utilized until the I cease to be a green bean. Perhaps I’ll help provide the building blocks for an artist, physician, or teacher.”

“I’ve heard digestion is a painful process but I’m willing to go through with it to become all that I can be. Besides, I’ve seen what happens to green beans who refuse to change...they rot on the vine or get eaten by birds.”

Problem:

$$12 \div 4 = 3$$

Dilemma:

$$\sqrt{\begin{matrix} ab^2 \\ 2bc \end{matrix}} \times \binom{N! \ 3x2}{0}$$

Treatment 3: Dealing with Dilemmas

(approximate time allotment: 45 minutes)

Engagement Platforms: Individual work, Regional meeting, Work with mentor, District venue

Introductory Note:

A dilemma is similar to a problem. A dilemma looks like a problem and is often mistaken for a problem. In the world and work of school administration, it is important to be able to discern the difference between problems and dilemmas.

Some help from the dictionary:

Problem *prob-luh m* (noun) (dictionary.com) From the Greek *problema*- an obstacle

- A. Any question or matter involving doubt, uncertainty, or difficulty
- B. A question proposed for solution or discussion

Synonyms: difficulty, complication, trouble, dispute, issue

Dilemma *di – lem – ma* (noun) (American Heritage Dictionary of the English Language) From the Greek: *di* (two or double) *lemma* (propositions or assumptions)

- A. A difficult or persistent problem
- B. A situation involving a difficult or unpleasant choice



- C. A predicament that seems to defy solution

Synonyms: bind, catch 22, impasse, fix, jam, pickle, quandary

School administrators, because of their natural inclination to push through difficulties toward solutions, often become adept, even fearless, problem solvers. This straightforward approach to overcoming obstacles and getting results is highly valued in school leaders. These attributes are reinforced in the interview and evaluation protocols of school districts.

Dilemmas, however, differ from mere problems in that they are systemic in nature, rather than local. Dilemmas often masquerade as problems, but are not solved in the same way problems are solved. In fact, attempting to solve a dilemma directly and quickly, as if it were only a problem, can multiply the negative aspects of the dilemma.

Dilemmas are to be expected as schools seek to change and improve. They are a natural byproduct of seeking change in a complex system. As such, we should expect dilemmas, even anticipate, predict, and celebrate them. We should not, however, mistake dilemmas for problems and seek to solve them as such.

Below are twelve principles that can support school leaders as they move from prodigious problem solvers to systemic dilemma detectives.

Principles for dealing with dilemmas:

- 1. Resist the quick fix.** Remember, dilemmas often masquerade as mere problems- inviting a speedy attempt at solution. Since dilemmas are more systemic than problems, quickly devised solutions often trigger unintended consequences.
- 2. Resist solving a dilemma with a program.** Dilemmas are more organic and idiosyncratic than problems. Problems are more mass-produced than dilemmas. Problems, therefore, are more likely to be addressed well with an off the shelf solution. Dilemmas, being more unique in their composition, are resistant to treatment with ready-made programs.
- 3. Resist the urge to blame people.** Dilemmas, being systemic in nature, resist being solved by simply swapping out people. Most reasonably competent employees, given the same system dynamics, will eventually produce similar results. Look first to the system's designs and limitations. It is usually the system that needs improvement, not the people working inside the system. If a dilemma can be quickly addressed by changing out a few people, it may have been simply a personnel problem.
- 4. Resist an emotional response.** Dilemmas, by their nature, are frustrating, even infuriating. An emotional, heated response is unlikely to produce a solution and is very likely to make things worse. An instinctive-emotional response, by design, shifts the brain into fight or flight mode and away from reasoning, analysis, innovation, and creativity. Dilemmas require a health care mentality (stay calm and think through your options), not a criminal justice mentality (the guilty shall pay).
- 5. Beware of consensus, compromise, and agreement.** A dilemma is not impressed by a group's level of agreement on a solution. Dilemmas are often well-solved by collaborative groups, since such groups deliver more ideas and generate more interplay among ideas. Collaborative groups, however, often mistake their agreement on a solution for the solution itself. Dilemmas are not solved by agreement alone.



groupthink- noun. *A pattern of thought characterized by self-deception, forced manufacture of consent, and conformity to group values and ethics.* (Meriam-webster.com)

6. Enlarge your frame of reference. Gain some altitude. Dilemmas are systemic, their treatments must be systemic as well. If one could sketch out or diagram a dilemma, the illustration would be larger than expected. Dilemmas stretch out across grade levels, subject areas, departments, time frames, and budget lines.

7. Get an education. Dilemmas require deeper understanding and a broader knowledge base. It is unlikely that any given school leader, in the midst of solving a particular dilemma, will conveniently possess all the knowledge and insight needed to solve the dilemma. If the dilemma could be easily treated with current resources, someone would have likely already solved it. Albert Einstein's famous quote applies here: "We cannot solve our problems at the same level of thinking that created them."

8. Look for environmental causes & effects. Especially for dilemmas that involve human nature and interpersonal dynamics, the keys to unlocking a satisfactory solution often lie in the subtle interplay of the dilemma and its context/environment. Perhaps an ineffective team is ineffective because it always meets after school when energy is scarce. Perhaps arranging cafeteria tables into smaller groups instead of long rows would improve the quality of interaction. Perhaps hosting a guest speaker in the media center instead of the gymnasium would improve listening. Humans are innately attuned to their context and environment. Dilemma solutions are often found here.

9. Solve root causes not symptoms. The health care approach is helpful here again. Physicians do well to not simply treat a patient's symptoms, but to identify the causes of the symptoms. In some cases, treating the symptoms can mask the underlying causes and allow them to worsen while hidden from view. Schools leaders can benefit by making the full spectrum of cause-effect relationships inside a dilemma explicit. Draw it out. Make a flow-chart. Attempt to represent all the possible connections. Differentiate between causes and effects, between symptoms and root causes. Dilemmas are like many-headed monsters. You must find their heart to kill them.

10. Design solutions for improvement, not perfection. All solutions to all dilemmas produce mixed results. It is reasonable to expect to be able to improve results when dealing with dilemmas, but not reasonable to expect total victory. Don't allow perfection to be the enemy of improvement.

11. Dilemmas reveal themselves as patterns within apparent chaos. Experienced school leaders see patterns where others see random happenings. An experienced high school principal, supervising a football game, can quickly see the difference between crowd movements that foretell an imminent argument and crowd movements that are the result of spilled popcorn. To the untrained eye both look like random, sudden movements. On the other hand, sometimes it takes a newcomer to see patterns to which veterans have grown accustomed. The acclaimed effective schools researcher Dr. Lawrence Lezotte once observed: "You cannot improve a school from the outside. And, you cannot improve a school from the inside. To improve a school, you must be an insider with the eyes of an outsider."

12. Dilemmas require collaborative work around common artifacts. Many heads are better than one when dealing with intractable dilemmas. Those many heads, however, can produce chaos unless they are tethered to a common set of artifacts that define reality.



Anais Nin quoted *"We don't see things as they are. We see them as we are."*

Collaborative groups need a set of facts or truths on which they can agree, and return to for guidance, throughout their work. Without a set of "in common" artifacts, collaborative group members tend to view the dilemma only through their personal experiences with it. Even if it is a short list, school leaders are wise to define elements of the dilemma that represent solid, testable facts and truths. On this foundation, a collaborative group can build viable solutions.

We hold these truths to be self-evident... (Thomas Jefferson, preamble to the U.S. Declaration of Independence, 1776)

Exercise: Ask participants to consider the **Principles for dealing with dilemmas** in some of the following ways:

Multi-vote the list to reveal which principles enjoy the strongest support from the group. (*See facilitation note*)

Ask each individual to identify 3 of the 12 principles they consider most relevant to their work. Then ask them to share their thoughts in a small group (3-5).

Ask each individual to identify which 3 principles they already employ with good results- ask them to elaborate to a small group (3-5) how it works.

Ask each individual to identify 3 of the 12 principles that are new to them or that they aren't now employing effectively. Ask them to share this assessment with others in a small group setting.

Post the 12 principles around an open space in a gallery walk fashion. Ask participants in small groups to visit 3 or 4 of the 12 posters and discuss these principles in greater depth.

Ask participants to jigsaw the 12 principles, study/discuss a smaller number of them, and present their work to the larger group with recommendations, Q/A and discussion.



Missouri Leadership Development System (MLDS)

Transformational Level Learning Experience 12:



Principles of Personal and Professional Sustainability

Treatment 1: Principles of Personal and Professional Sustainability

(approximate time allotment: 60 minutes)

Engagement Platforms: Individual work, Regional meeting, Work with mentor, District venue

Introductory Note:

School administration is a demanding career. It is also a career where, because of the steep and long learning curve, success and longevity are linked. It is difficult to be a successful school administrator with little experience. And, it's difficult to gain that experience in a job that, because of its demanding nature, fosters short careers (Viadero, 2009).

A common attribute of the most successful education leaders is the depth and breadth of their success. They have discovered how to extend their professional effectiveness into other important life dimensions as well... the physical, social/emotional, and spiritual domains.

An Informal Self-Assessment

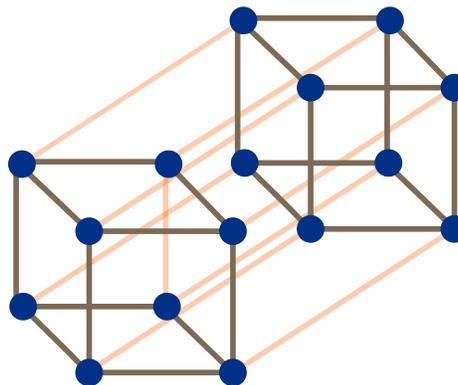
Assess your current level of development in the four dimensions:

Physical

Social/Emotional

Spiritual

Professional



Exercise: Ask participants to pause and complete a brief assessment of their own development in each of the four dimensions. Remind participants that the assessment is informal and impermanent- they can change their minds later, if desired. Also remind participants that their marks on the lines do not represent an absolute measure of their development, but is only intended to show their relative level of development among the four domains- which is farther to the right, next, etc.

Growth, Rather than Balance. Most popular literature and common-sense advice suggest that busy administrators should seek a balance among the competing demands of life. The conventional wisdom is that there are only 24 hours in each day and one should allocate time and attention to work, self, home, recreation, rest, etc. on a daily or weekly basis. A corollary of this theme is the suggestion that we should keep the various dimensions of life separate as in “don’t bring your work home with you” or “keep your personal issues out of the workplace.”

More successful administrators understand and apply the concepts of balance and separation, but they also understand the underlying issues with greater nuance and insight. Experiences from their own lives and others’ have proven that success is not a zero-sum equation, a finite pie with just so many pieces to go around. Often, they’ve witnessed, the more pie one eats, the more abundant the pie becomes. They see the essential question as one of *growth*, rather than *balance*. This is an apparent paradox.

Paradox- **noun** A seemingly contradictory statement that may nonetheless be true. (dictionary.com)

Examples of paradox:

Standing is often more tiring than walking.

The more I give away the more I seem to have.

The more I eat, the hungrier I become.

The faster I travel (near light speed) the slower time goes by (general relativity).

Energy is like a wave and like a particle (from quantum theory).

The more realistic I become, the more optimistic I become.

The stronger my ego, the more selfless I can be.

Other examples...

Exercise: Ask participants to generate and share other examples of paradox until the group appears comfortable and knowledgeable with the concept.

Growth = Increasing Complexity, Not Merely Balance

Excerpts from the national bestseller *Flow- The Psychology of Optimal Experience* by Mihaly Csikszentmihalyi

It is by becoming increasingly complex, that the self might be said to grow. Complexity is the result of two broad psychological processes: differentiation and integration. Differentiation implies a movement toward uniqueness, toward separating oneself from others. Growth in differentiation leaves one a more unique individual, less predictable, possessed of rarer skills. Integration refers to its opposite: a union with other people, with ideas and entities beyond the self. A complex self is one that succeeds in combining these opposite tendencies (Csikszentmihalyi, 1990).

Complexity is often thought to have a negative meaning, synonymous with difficulty and confusion. That may be true, but only if we equate it with differentiation alone. Yet, complexity also involves a second dimension– the integration of autonomous parts. A complex engine, for instance, not only has many separate components, each performing a different function, but also demonstrates a high sensitivity because each of the components is in touch with all the others. Without integration, a differentiated system would be a confusing mess (Csikszentmihalyi, 1990).

Growth Involves Both Differentiation and Integration



An Informal Self-Assessment

Assess your current level of development in the two aspects of complexity

Exercise: Growth, Complexity and the 4 Dimensions. Create posters to anchor four areas for gathering around the space. The posters should identify the domains (physical, social/emotional, spiritual, professional) and provide for a T-chart effect where participants can generate ideas for growth in both categories- differentiation (growing as an individual) and integration (growing as a team). Divide participants into groups of 3-5 and assign each small group to an area. Ask participants to brainstorm individual (differentiation) and group (integration) growth activities and post them to the areas. Groups should rotate through all four domain areas and leave ideas for each.

Ripple effects over time. The underlying assumption that supports the growth, rather than balance approach to personal and professional sustainability is that by focusing on growth, development, and complexity, rather than balance, limits, and apportionment, one will benefit from the interplay of the domains over time. Increased health and vitality produce a ripple effect over time that leads to sharper cognition and memory. Engaging in a book club causes self-reflection that produces a ripple effect over time that leads to greater awareness of implicit bias. This is the source of the growth that increases the size of the pie over time.

Exercise: Using large format paper, ask participants to diagram and share some of the ripple effects over time that might be expected as growth in one domain causes a ripple effect over time resulting in growth in another domain. Since ripple effects propagate over time, it is helpful to diagram past, current, and future effects.

Physical		Social/Emotional	
Differentiation	Integration	Differentiation	Integration
~~~~~	~~~~~	~~~~~	~~~~~
~~~~~	~~~~~	~~~~~	~~~~~
~~~~~	~~~~~	~~~~~	~~~~~
~~~~~	~~~~~	~~~~~	~~~~~
~~~~~	~~~~~	~~~~~	~~~~~
~~~~~	~~~~~	~~~~~	~~~~~
~~~~~	~~~~~	~~~~~	~~~~~
~~~~~	~~~~~	~~~~~	~~~~~
~~~~~	~~~~~	~~~~~	~~~~~

Spiritual		Professional	
Differentiation	Integration	Differentiation	Integration
~~~~~	~~~~~	~~~~~	~~~~~
~~~~~	~~~~~	~~~~~	~~~~~
~~~~~	~~~~~	~~~~~	~~~~~
~~~~~	~~~~~	~~~~~	~~~~~
~~~~~	~~~~~	~~~~~	~~~~~
~~~~~	~~~~~	~~~~~	~~~~~
~~~~~	~~~~~	~~~~~	~~~~~
~~~~~	~~~~~	~~~~~	~~~~~
~~~~~	~~~~~	~~~~~	~~~~~

Treatment 2: Personalized Professional Learning

(approximate time allotment: 45 minutes)

Engagement Platforms: Individual work, Regional meeting, Work with mentor, District venue

Introductory Note:

This treatment is a bit of an outlier. Every other MLDS Learning Experience and component Treatment is built to align with the Missouri Leadership Development System (MLDS) Transformational Level Competencies and more broadly to the Professional Standards for Educational Leaders (PSEL). This treatment is intended to provide flexibility and encourage personalized learning in areas that are aligned to the above standards and competencies, and also supportive of a Missouri principal's unique needs, interests, passions, and priorities.



A Plan for Designing Personalized Professional Learning (PPL).

Consider the possibilities.

If you could devote some time and resources to some advanced learning on one particular idea, topic, concern, need, or interest, what might that one thing be? A personalized professional learning project is not necessarily a one-time opportunity. One could certainly take this journey multiple times. Still, in the life of a busy school administrator, this is a rare and valuable opportunity. Here are some starter ideas for choosing:

Think about what your constituents need from you. What area, if you had greater knowledge and skills, would most benefit your school family?

Think about your interests and passions. What are you most curious about? What ideas energize you? What strikes you as a particularly key, important, or fascinating area to study?

Think about unfinished business. Are there some topics you uncovered in prior studies, professional development, or graduate school that peaked your interest, but you were unable to follow-up at that time?

Think about the future. What new ideas have captured your attention lately? Are there emerging trends or approaches that resonate with you but have not yet found their way into MLDS, graduate programs, or professional development offerings?

Check alignment.

There is great flexibility in choosing a Personalized Professional Learning (PPL) topic, but not unlimited flexibility. As ideas start to form and PPL topics take shape, it is advisable to check alignment to the relevant competencies and standards that have been adopted and/or developed by the state of Missouri. The MLDS competencies and the PSEL standards are broad enough and clear enough to support most PPL topics. At this early stage, it is the right time to identify which competencies and/or standards provide the aiming point for your PPL work.

Design support and accountability.

All successful undertakings require both support and accountability. We are at our peak performance levels when we have high amounts of support and high amounts of accountability for our work.

Support. Identify what you'll need to be successful in your PPL work. Think in terms of time, budget, logistical support, travel, and other resources. Think in terms of people. Who can provide assistance and support to your work? Perhaps you have a MLDS specialist that can support you, or a mentor, colleague, organization, or association.

Accountability. Identify accountability partners and structures that can hold you to your commitment to complete the work. It is wise to inform others of your intentions and goals. This way they can add an element of positive accountability to your work over time. It is extra wise to inform district leaders of your work, especially if it is the least bit controversial or unique.

Build your team.

You will likely learn more, push yourself more, have more fun, and be more likely to complete your PPL work if you engage in the process with a team of like-minded professionals. There are many types of supportive team structures.

Project team- several admins working on the same PPL project

Support team- one PPL idea, several supporters and contributors

Accountability team- several PPL ideas, regular check-ins



Choose your approach.

Design your PPL work to match your preferred learning style. How do you best learn? What types of engagements optimize your own learning? Are you a writer, a listener, a collaborator, a sketcher, a researcher, an interviewer, a conceptualizer, a narrator, a story-teller, a site visitor, or...? You may choose to tie this approach into your enduring artifact (See Create an enduring artifact, below.)

Follow the learning.

Make a plan for your PPL work, but expect to change course along the way. This does not suggest that planning is not important. A solid plan and a proposed timeline are essential elements. Almost all truly important, consequential, and beautiful works, however, are the result of mid-course adaptations, not simply dogged and disciplined following of a plan. Effective teachers always have a solid plan. And, they don't hesitate to change the plan to take advantage of new information as the lesson progresses. Make a plan. Then adapt the plan to follow the learning.

Create an enduring artifact.

Decide how you will represent your learning to yourself and the world. Create an artifact that will capture the essence of your learning and also serve as an enduring resource for self and others. This enduring artifact should represent your preferred approach to learning (See Choose your approach, above) and should be disseminated to the broader educational leadership community. This enduring artifact serves as a culmination to your own PPL endeavor and also as a contribution to the field of education leadership.

Starter ideas for an enduring artifact: Write an article for publication, present at a conference, create a podcast, produce an animated video, build a social media presence, draw and publish a sketch-note, host an online chat or series of chats, write a blog post and invite feedback, etc.

Exercise: Use A Plan for Designing Personalized Professional Learning to create a possible PPL project. Share thoughts in small groups of 3-5 and provide feedback on the viability and design of the plan.

Treatment 3: Cultivating Professional Networks

(approximate time allotment: 75-90 minutes)

Engagement Platforms: Individual work, Regional meeting, Work with mentor, District venue

Editor's Note: This MLDS treatment was developed and written by Dr. Teresa Tulipana, a MLDS leadership development specialist based at UMKC in Kansas, City, MO. The treatment was lightly edited by Mike Rutherford. Many thanks to Teresa for her great work and this excellent addition to the MLDS Transformational Level Participant and Facilitation Guides. Teresa can be reached at tulipanat@umkc.edu

Introductory Note:

Throughout our lives, we have been a part of learning networks. Have you ever asked a friend how she got her tomato plants to produce so much fruit? Or your parents how they stayed married for 40 years? Maybe you asked the person sitting next to you on the plane about the book they were reading? Or someone where they got their hair cut? Learning networks occur naturally and they occur all the time.



Our ability to learn from those both known and unknown to us has expanded dramatically. This is due, in part, to the expansion of digital connections. With this expansion comes a responsibility to intentionally develop a learning network that supports and aligns with our goals and individual learning needs. Absent this effort, we can easily fall prey to information overload.

In a 2016 research paper, Krutka and Carpenter stated

“Even though PLNs might offer learning experiences that are similar in ways to that available via other avenues, PLNs cast a far wider net for potential experiences that can meet the diverse needs of whole teachers. Various teachers in our study indicated that PLNs afforded access to additional resources and ideas, collaboration with new and diverse colleagues, re-consideration of the very meaning of their work and identities, and even the support needed to stay in the profession.” (Krutka & Carpenter, 2016)

Harnessing the power of a strategically created PLN can foster an enhanced sense of efficacy, deepened professional connections, increased knowledge base, improved motivation, and more positive morale.

A Definition of Professional Learning Network (PLN):

PLNs are uniquely personalized, complex systems of interactions consisting of people, resources, and digital tools that support ongoing learning and professional growth. (Trust & Carpenter, 2016)

Ten Reasons Why Every Leader Needs a PLN *(modified from bit.ly/sylviaPLN)*

<https://twitter.com/sylviaduckworth/status/740573767336857600?lang=en>

1. Find great resources, conferences, and ideas for stakeholder engagement
2. Share your own resources and ideas
3. Follow amazing school leaders and their blogs
4. Get support when needed
5. Make international connections
6. Flatten the walls of your school
7. Collaborate globally on projects
8. Find round-the-clock inspiration
9. Learn the latest trends in education
10. Never run out of ideas for new things to try

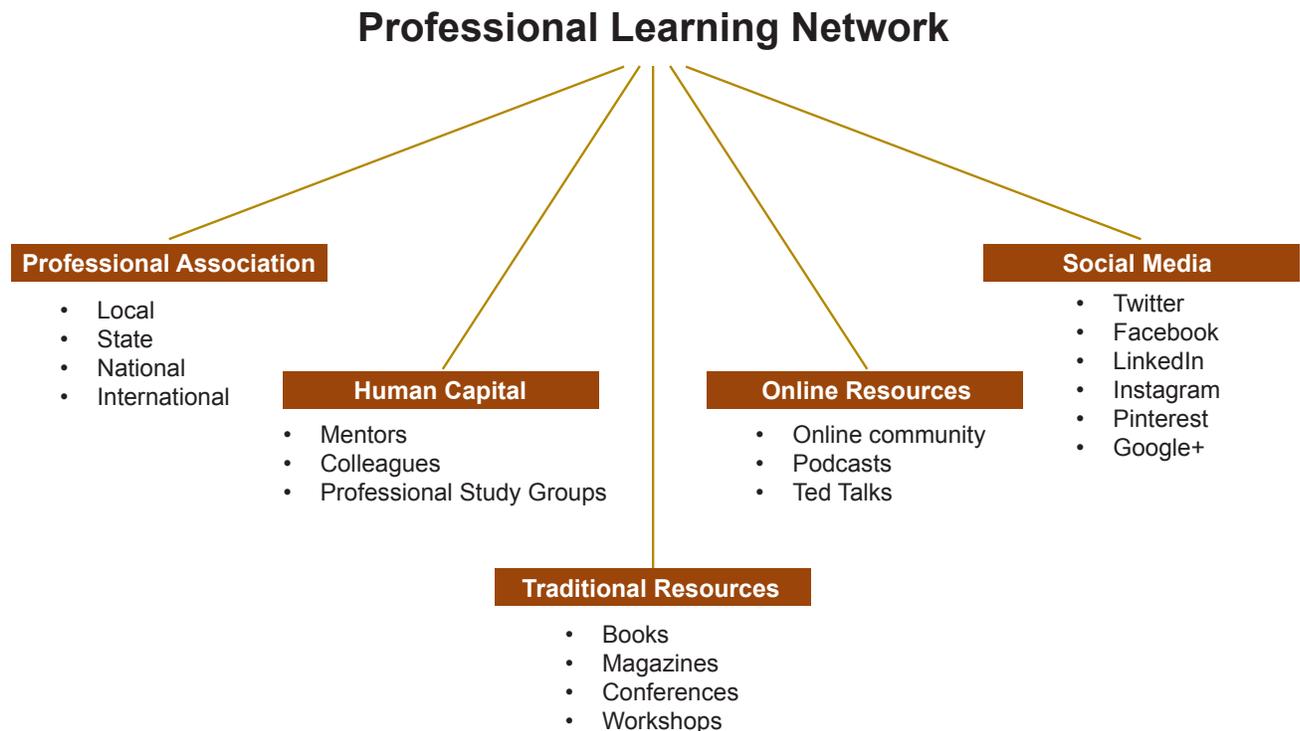
Exercise: In naturally occurring groups, determine the top three reasons it's important for leaders to intentionally develop a PLN. Have groups share out prior to disclosing the ten reasons adapted from Sylvia Duckworth.

Exercise: On individual t-charts, have participants record what they'd like to learn through engagement with a PLN and what they can share. Use the ideas below to spark participants thinking. Retain t-charts for future reflection.

Curation or Productivity Tools: Though not technically a part of the PLN, it is important to develop a system for curating articles, ideas, resources accessed through your PLN. i.e. Pocket, Evernote, Google Keep, Diigo, Pinterest, etc...

What do I want to learn?	What can I share?
<ul style="list-style-type: none"> • Solve a problem • Something of interest • Technology tip • Engagement strategy 	<ul style="list-style-type: none"> • Insights • Opinions • Knowledge • Passion areas

Exercise: Guide participants through the intentional development of their PLN. Graphically represent the PLN as a web of connections.



To create further networking and expansion of individual networks, facilitators can embed sharing strategies throughout the development of the PLN. Sharing strategies could include a quick shoulder partner share or a “Get One- Give One” protocol. With “Get One- Give One” participants are asked to write their name, email address, Twitter handle, and a PLN resource on an index card. Once written, participants stand, find someone they don’t know, introduce themselves and share about the resources. After both partners share, index cards are exchanged.

If time is a concern, the development of the PLN can be accelerated by sharing all elements of a PLN at the beginning and directing participants to work on their entire PLN versus chunking by PLN element.

In order to be productive, we must be purposeful. *“Some growth occurs organically over time without much effort, but significant exponential growth that really makes a difference requires intentional decisions and actions”* (McClure, 2017).

Exercise: Participants will self-assess their PLN web in relation to the What do I want to learn? What can I share? t-chart created at the beginning of the treatment. Prompt the self-assessment by asking strategic questions such as:

- Who in your network positively impacts the learning goals you identified?
- Which learning goals are not currently addressed by your PLN?

Be a contributor! PLN's are about consuming and contributing. There are many ways to contribute to the learning of others.

Join a conversation
Start a school hashtag
Write a blog
Start a podcast
Present at a conference
Write an article
Share a resource

Exercise: Challenge participants to set a goal for at least one way they will share what they know with their PLN.

The Do's and Don'ts of a PLN (credit to Lee Watanabe-Crocket)

The 5 Do's

1. Do focus on collaboration
2. Do reach beyond your school or district
3. Do seek out the experts
4. Do find other professionals with common interests
5. Do use separate personal and professional profiles

The 5 Don'ts

1. Don't spread yourself too thin
2. Don't post anything that you wouldn't say in class or at a professional event
3. Don't be afraid to ask questions
4. Don't miss out on professional development opportunities
5. Don't forget the "professional" part of your PLN (this means the sharing part!)

Exercise: Through direct instruction, participants will be reminded of 5 Do's and 5 Don'ts for responsible participation in a PLN.



Missouri Leadership Development System (MLDS)

Bibliography

- Aguilar, E., (2016). *School leaders: Six strategies for retaining new teachers*. Retrieved from <https://www.edutopia.org>.
- Anderson, C. (2016). *TED talks: The official TED guide to public speaking*. Toronto, Ontario, Canada: Harper Collins Publishers.
- Andrew, M. F. (2016, February 19). *People don't care how much you know until they know how much you care*. Retrieved from <https://www.linkedin.com/pulse/show-how-much-you-care-michael-f-andrew>.
- Ardichvili, A. (2013). *The role of HRD in CSR, sustainability, and ethics, a relational model*. Human Resource Development Review, 12(4), 456-473.
- Argyris, C. (1986). Skilled incompetence. *Harvard Business Review*. Sept., 1986.
- Argyris, C. (1990). *Overcoming organizational defenses*. Needham Heights, MA: Allyn and Bacon.
- Argyris, C. (1991). Teaching smart people how to learn. *Harvard Business Review*. 69,3 p.99-109.
- Ashley, W. C., & Morrison, J. L. (1995). *Anticipatory management: 10 power tools for achieving excellence into the 21st Century*. Leesburg, VA: Issue Action Publications.
- Atkinson, J.W. (1964). *An introduction to motivation*. Princeton, NJ: Van Nostrand.
- Ayres, K. (2009). *The elements of trust*. Retrieved from <https://www.keithayres.typepad.com/files/elements-of-trust.pdf>.
- Bennis, W. & Biederman, P. (1997). *Organizing genius- The secrets of creative collaboration*. New York, NY: Basic Books.
- Bhattacharya, K., & Han, S. (2001). Piaget and cognitive development. Emerging perspectives on learning, teaching, and technology. Retrieved from <http://projects.coe.uga.edu/epltt/>.
- Bloom, B., Englehart, M., Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, NY: Longman.
- Boroditsky, L. (2011). How language shapes thought. *Scientific American*, 304(2), 62-65.
- Boudett, K.P., City, E.A. & Murnane, R.J., editors (2013). *Data wise- A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press.
- Bower, M. (1966). *The will to manage*. New York, NY: McGraw-Hill.
- Bowling, D. & Hoffman, D. (2000). Bringing peace into the room: The personal qualities of the mediator and their impact on the mediation. *Negotiation Journal*, 16, 5-28.
- Bransford, J. D., Brown, A. L., & Cocking, R. (2000). *How people learn: brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Burgess, D. (2012). *Teach like a pirate: increase student engagement, boost your creativity, and transform your life as an educator*. Dave Burgess Consulting, Incorporated.
- Christensen, C.M. & Overdorf, M. (2000). Meeting the Challenge of Disruptive Change. *Harvard Business Review*, Mar.-Apr., 2000.
- Christensen, C.M., Raynor, M.E. & McDonald, R. (2015). What is disruptive innovation? *Harvard Business Review*: Dec., 2015, 44-53.

- Costa, A. and Garmston, R. (1994). *Cognitive coaching: A foundation for renaissance schools*. Norwood, MS: Christopher Gordon Publishers.
- Couto, V., Cagler, D. & Plansky, J. (2017). *Fit for growth: A guide to strategic cost cutting, restructuring, and renewal*. Retrieved from <https://www.strategyand.pwc.com>.
- Covey, M.R. (2006). *The speed of trust: The one thing that changes everything*. New York, NY: Free Press.
- Covey, S. (1989). *The 7 habits of highly effective people*. New York, NY: Free Press.
- Crimmins, J. (2016). *7 secrets of persuasion*. Wayne, NJ: The Career Press.
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York, NY: HarperCollins.
- Csikszentmihalyi, M. (1996). *Creativity- The psychology of discovery and invention*. New York, NY: Harper-Collins Publishers.
- Cunningham, W.C. and Cresso, D.W. (1993). *Cultural leadership: The culture of excellence in education*. Needham Heights, MA: Allyn & Bacon.
- Danielson, C. (2011). *Enhancing professional practice: A framework for teaching*. ASCD.
- Deal, T.E., & Peterson, K.D. (1994). *The leadership paradox: Balancing logic and artistry in schools*. San Francisco, CA: Jossey-Bass.
- Deal, T.E., & Peterson, K.D. (2009). *Shaping school culture: Pitfalls, paradoxes, and promises*. San Francisco, CA: Jossey-Bass.
- Deal, T.E., & Peterson, K.D. (2009). *Shaping school culture: The heart of leadership*. San Francisco, CA: Jossey-Bass.
- Deal, T.E., and Kennedy, A.A. (1982). *Corporate cultures: The rites and rituals of corporate life*. Boston, MA: Addison-Wesley.
- Deming, W.E., (1986). *Out of Crises*. Cambridge, MA: MIT Center for Advanced Educational Services.
- Desimone, L., Smith, T., & Phillips, K. (2013). Linking student achievement growth to professional development participation and changes in instruction: A longitudinal study of elementary students and teachers in Title I schools. *Teachers College Record*, 115(5), 1-46.
- Dornbusch, R. & Fischer, S. (1990). *Macroeconomics*. New York, NY: McGraw-Hill.
- Drew, S., & Klopfer, C. (2014). Evaluating faculty pedagogic practices to inform strategic academic professional development: A case of cases. *Higher education*, 67(3), 349-367.
- Drucker, P. (1999). *Management challenges for the 21st century*. New York, NY: Harper-Collins Publishers.
- DuFour, R., & Marzano, R. J. (2015). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press.
- Duhigg, C. (2012). *The power of habit. Why we do what we do in life and in business*. New York, NY: Random House.
- Eccles, J.S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109-132.
- Eddins, B., Russell, B., Farris, A., & Kirk, J. (2013). Ethics tools anchored by action learning: A praxis framework for collaborative decision making. *National Forum of Educational Administration & Supervision Journal*, 30(3), 6-19.

- Feather, N.T. (1992). Values, valences, expectations, and actions. *Journal of Social Issues*, 48, 109-124.
- Feng, L, 2014. Teacher placement, mobility, and occupational choices after teaching. *Education Economics*, 22 (1), 24-57.
- Ferch, S.R., Spears, L.C., McFarland, M. & Carey, M., editors (2015). *Conversations on servant leadership- insights on human courage in life and work*. Albany, NY: State University of New York Press.
- Fink, S. & Markholt, A. (2011). *Leading for instructional improvement: How successful leaders develop teaching and learning expertise*. San Francisco, CA: Jossey-Bass.
- Fink, S. (2012). *School and district leaders as instructional experts: What we are learning*. Seattle, WA: Center for Educational Leadership, University of Washington, College of Education.
- Fishbein, M. & Ajzen, I. (1975). *Belief, attitude, intention, and behavior: an introduction to theory and research*. Reading, MA: Addison-Wesley.
- Fishbein, M. (1963). An investigation of relationships between beliefs about an object and the attitude toward that object. *Human Relations*, 16, 233-240.
- Foster, W. (1986). *Paradigms and promises: New approaches to educational administration*. Buffalo, NY: Prometheus Books.
- Fullan, M. (2007). *The new meaning of educational change*. New York, NY: Routledge
- Fullan, M., Cuttress, C. & Kilcher, A. (2005). 8 forces for leaders of change. *Journal of Staff Development*, 26, 4.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books.
- Gawronski, B., Rydell, R. J., Vervliet, B., & De Houwer, J. (2010). Generalization versus contextualization in automatic evaluation. *Journal of Experimental Psychology: General*, 139(4), 683-701.
- Geurin, D. (2017). *Future driven- Will your students thrive in an unpredictable world?* Bolivar, MO: David Geurin.
- Godin, S. (2011). *Linchpin: are you indispensable?* New York, NY: Penguin Group.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York, NY: Bantam Books.
- Greenleaf, R. K. (2004). *A Life of Servant Leadership*, San Francisco, CA: Berrett-Kohler.
- Gullickson, H. (1936). The relationship between degree of original learning and degree of transfer. *Psychometrika*, 1, 37-43.
- Gunter, H., Hall, D., & Bragg, J. (2013). Distributed leadership: A study in knowledge production. *Educational Management Administration & Leadership*, 41(5), 556-581.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional leadership and transformational leadership. *Cambridge Journal of Education*, 33(3), Nov., 2003.
- Harari, Y.N. (2014). *Sapiens, a brief history of humankind*. Vintage Books.
- Hargreaves, A. & Fullen, M. (2012). *Professional capital- Transforming teaching in every school*. New York, NY: Teachers College Press.
- Hattie, J. A. C. (2009). *Visible learning: A synthesis of 800+ meta-analyses on achievement*. New York, NY: Routledge.
- Haycock, K. (1998). Good teaching matters: A lot. *Thinking K-16*, 3(2), 3-14. Retrieved from http://www.edtrust.org/documents/K16_summer98.pdf.

- Hemingway, E. (1954). *The sun also rises*. New York, NY: Scribner.
- Henry, G.T., Bastian, K.C., & Fortner, C.K. (2011). Stayers and leavers: Early career teacher effectiveness and attrition. *Educational Researcher*, 40, 271-280.
- Hertzberg, F. (2008). *One more time- How do you motivate employees*. Boston, MA: Harvard Business School Publishing.
- Herzberg, F. (1968). One more time: How do you motivate employees? *Harvard Business Review*. 46 (1): 53–62.
- Hofstede, G. (2005). *Culture and organization: Software of the mind*. New York, NY: McGraw Hill.
- Hoque, F. & Baer, D. (2017). *Everything Connects. How to Transform and Lead in the Age of Creativity, Innovation, and Sustainability*. New York, NY: McGraw-Hill Education.
- Hoque, F. (2014, June 4). *How to create a culture of innovation*. Retrieved from <http://www.fastcompany.com>.
- Hunter, M. (1982). *Mastery teaching*. El Segundo, CA: TIP Publications.
- Hurley, R.F. (2006). *The decision to trust*. Cambridge, MA: Harvard Business Review Press.
- Iarocci, J. (2017). *Servant Leadership in the Workplace*. Retrieved from <http://www.serveleadnow.com>.
- Ingersoll, R., Merrill, L., & Stuckey, D. (2014). *Seven trends: The transformation of the teaching force*. CPRE Research Report # RR-80. Philadelphia: Consortium for Policy Research in Education. DOI: 10.12698/cpre.2014.rr80
- Ingersoll, R.M., and Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Education Research*, 81, 201-233.
- Jaffe, D. T. and Scott, C. D. (2003). *Mastering the Change Curve* (Second Edition). King of Prussia, PA: HRDQ.
- Kubler-Ross, E. (1971). *On Death and Dying*. New York, NY: Macmillan.
- James, G. (2012). *Be customer focused: 4 basic tactics*. Retrieved from <http://www.inc.com/geoffry-james/be-customer-focused-4-basic-tactics.html>.
- Johnson, S. and Taylor, K., Editors (2006). *The neuroscience of adult learning: new directions for adult and continuing education*. San Francisco, CA: Jossey-Bass.
- Joo, B., Sushko, J., & McLean, G. (2012). Multiple faces of coaching: Manager-as-coach, executive coaching, and formal mentoring. *Organization Development Journal*, 30(1), 19.
- Joyce, B., and Showers, B. (1988). *Student achievement through staff development*. New York, NY: Longman.
- Jullisson, E., Karlsson, N., & Garling, T. (2005). Weighing the past and the future in decision making. *European Journal of Cognitive Psychology*, 17(4), 561-575.
- Jung, C.G. (1921). *Psychologische Typen*. Zurich, Switzerland: Rascher Verlag.
- Kerpen, D. (2015). *Likeable social media- How to delight your customers, create an irresistible brand, and be amazing on Facebook, Twitter, LinkedIn, Instagram, Pinterest, and more*. New York, NY: McGraw-Hill.
- Klemfuss, N., Prinzmetal, B., & Ivry, R. B. (2012). How does language change perception: A cautionary note. *Frontiers in psychology*, 3, 78.
- Knight, J. (2007). *Instructional coaching: A partnership approach*. Thousand Oaks, CA: Corwin Press.

- Knowles, M. S. (1970, 1980) *The Modern Practice of Adult Education. Andragogy versus pedagogy*, Englewood Cliffs, CA: Prentice Hall/Cambridge.
- Kotter, J.P. and Heskett, J.L. (1982). *Corporate culture and performance*. New York, NY: The Free Press.
- Kruger, J., & Dunning, D. (1999). Unskilled and unaware of it: How difficulties in recognizing one's own incompetence lead to inflated self-assessments. *Journal of Personality and Social Psychology*. 77 (6): 1121–34.
- Kuhn, T.S. (1962). *The structure of scientific revolutions*. Chicago, IL: The University of Chicago Press.
- Lawler, E. E. (2008). *Strategic talent management: Lessons from the corporate world*. Madison, WI: Consortium for Policy Research in Education.
- Leiter, M.P., & Maslach, C. (2006). The impact of interpersonal environment on burnout and organizational commitment. *Journal of Organizational Behavior*, 9(4), 297-308.
- Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. Hoboken, NJ: John Wiley & Sons.
- Liker, J.K. (2004). *The Toyota way. 14 management principles from the world's greatest manufacturer*. New York, NY: McGraw-Hill.
- Liker, J.K., Convis, G.L. (2012). *The Toyota way to lean leadership*. New York, NY: McGraw-Hill.
- Liker, J.K., Morgan, J.M. (2006). *The Toyota production development system*. New York, NY: Productivity Press.
- Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How Teaching Conditions Predict Teacher Turnover. *Peabody Journal of Education*, 80 (3), 44-70.
- Lount, R., Zhong, C., Sivanathan, N., Murnighan, J. (2008). Getting off on the wrong foot: the timing of a breach and the restoration of trust. *Personality and Social Psychology Bulletin*, 34 (12), 1601-1612.
- Luft, J., & Ingham, H. (1955). *The Johari window- a graphic model of interpersonal awareness*. Proceedings of the Western Training Laboratory in Group Development. Los Angeles, CA: University of California Los Angeles.
- Mackenzie, N.M., Hemmings, B. & Kay, R. (2011). How does teaching experience affect attitudes towards literacy learning in the early years? *Issues in Educational Research*, 21(3).
- Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works: Research based strategies for increasing student achievement*. Alexandria, VA: ASCD.
- Maxwell, J. (2000). *Success one day at a time*. Nashville, TN: J. Countryman.
- McClure, C. (2017). *The importance of intentionality in personal growth*. Retrieved from <https://www.linkedin.com/pulse/importance-intentionality-personal-growth-chris-mcclure>.
- McLeod, S.A. (2014). *Carl Rogers*. Retrieved from <http://www.simplepsychology.org/carl-rogers.html>.
- Merriam-Webster's Collegiate Dictionary (1993). 10th ed., Springfield, MA: Merriam-Webster, Inc.
- Miller, D. (2017). *Building a story brand*. New York, NY: Harper-Collins Publishers.
- Mitgang, L. (2008). *Becoming a leader: Preparing school principals for today's schools*. New York, NY: Wallace Foundation.
- Mitterer, H., & McQueen, J. M. (2009). Foreign subtitles help but native-language subtitles harm foreign speech perception. *PLoS one*, 4(11), e7785.

- NSIP Brochure (2013). Retrieved from http://www.samsconnect.com/wordpress/wp-content/uploads/2013/05/SAM_Brochure.pdf.
- Patterson, K., Grenny, J., McMillan, R., & Switzer, A. (2012). *Crucial conversations- tools for talking when the stakes are high*. New York, NY: McGraw-Hill
- Peters, T. & Waterman, R.H. (1982). *In search of excellence- Lessons from America's best-run companies*. New York, NY: Warner Books, Inc.
- Pink, D.H. (2009). *Drive- the surprising truth about what motivates us*. New York, NY: Riverhead Books.
- Pronin, E. (2007). Perception and misperception of bias in human judgment. *Trends in Cognitive Sciences*. 11 (1): 37–43.
- Pronin, E., Lin, D. Y., & Ross, L. (2002). The bias blind spot: perceptions of bias in self versus others. *Personality and Social Psychology Bulletin*. 28 (3): 369–381.
- Regan, D.T. & Fazio, R. (1977). On the consistency between attitudes and behavior: Look to the method of attitude formation. *Journal of Experimental Social Psychology*, 13, 28-45.
- Rice, J.K. (2010). Principal effectiveness and leadership in an era of accountability. What research says. Retrieved from <http://www.caldercenter.org/upload/CALDER-Research-and-Policy-Brief-8-.pdf>.
- Rigoni, B., and Adkins, A. (2016). *What millennials want from a new job*. Retrieved from <https://hbr.org/2016/05/what-millennials-want-from-a-new-job>.
- Robinson, V., Lloyd, C. & Rowe, K. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44, 5.
- Russell, N.S. (2014). *Trust, Inc.: How to create a business culture that ignites passion, engagement, and innovation*. Pompton Plains, NJ: Career Press.
- Rutherford, M. (2013). *The artisan teacher: A field guide to skillful teaching*. Weddington, NC: RLG Publishing.
- Rutherford, M. (2015). *A great place to work*. Retrieved from <http://www.rutherfordlg.com/new/wp/wp-content/uploads/2015/11/great-place-to-work-111015.pdf>.
- Scott, S. (2004). *Fierce Conversations: Achieving success at work and in life, one conversation at a time*. New York, NY: Berkley books.
- Senge, P. (1990). *The fifth discipline- The art and science of the learning organization*. New York, NY: Doubleday/Currency.
- Senge, P. M., Roberts, C., Roth, G., Ross, R. & Kleiner, A. (1999). *The Dance of Change*. New York: Doubleday.
- Senge, P., Kleiner, A., Roberts, C., Ross, R. & Smith, B. (1994). *The fifth discipline fieldbook*. New York, NY: Doubleday.
- Sereno, P.C. (1999). The evolution of dinosaurs. *Science*, 284, 2137-2146.
- Shalley, C.E. & Gilson, L.L. (2004). What leaders need to know: A review of social and contextual factors than can foster or hinder creativity. *The Leadership Quarterly*, 15, 33-53.
- Shapiro, J.P. & Stefkovich, J.A. (2016). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (4th ed.). New York, NY: Routledge.
- Sklar, D. (2015). Building a culture of excellence: Learning from our successes. *Academic Medicine*, 90(7), 835-837.

- Sobrero, P. M. (2004). Futuring: The implementation of anticipatory excellence. *Journal of Extension* [On-line], 42(2). Retrieved from <http://www.joe.org>.
- Srivastava, S.; Guglielmo, S. & Beer, J. (2010). Perceiving others' personalities: Examining the dimensionality, assumed similarity to the self, and stability of perceiver effects. *Journal of Personality and Social Psychology*, 98(3), 520-534.
- Stanovich, K.E., & West, R.F. (2008). On the relative independence of thinking biases and cognitive ability. *Journal of Personality and Social Psychology*, 94(4), 672-695.
- Steiner, L. and Kowal, J. (2007). Issue Brief: *Principal as instructional leader: Designing a Coaching Program That Fits*. Washington, DC: The Center for Comprehensive School Reform and Improvement.
- Strauch, B. (2010). *The secret life of the grown-up brain: The surprising talents of the middle-aged mind*. New York, NY: Viking.
- Stretcher, V. and Rosenstock, I.M. (1997). The Health Belief Model. In Glanz, K., Lewis, F.M. and Rimer, B.K., (Eds.). *Health Behaviour and Health Education: Theory, Research and Practice*. San Francisco: Jossey-Bass.
- Strike, K.A., Haller, E.J. & Soltis, J.F. (2005). *The ethics of school administration*. New York, NY: Teachers College Press.
- The New American Heritage Dictionary of the English Language. (1975). New York, NY: The American Heritage Publishing Co.
- Tjan, A., Harrington, R., & Hsieh, T. (2012). Heart, smarts, guts, and luck: *What it takes to be an entrepreneur and build a great business*. Cambridge, MA: Harvard Business Review Press.
- Trust, T, Krutka, D.G. & Carpenter, J.P. (2016). Together we are better: Professional learning networks for teachers, *Computers & Education*, 102, 15-34.
- Trust, T. (2012). Professional learning networks designed for teacher learning, *Journal of Digital Learning in Teacher Education*, 28 (4), 133-138.
- Ubben, G., Hughes, L., & Norris, C. (2015). *The principal: Creative leadership for excellence in schools*. New York, NY: Pearson.
- Van Merriënboer, J. (2016). How people learn. *Wiley Handbook of Learning Technology*, 15.
- Viadero, D. (2009, October 28). *Turnover in Principalship Focus of Research*, Retrieved from <https://www.edweek.org>.
- Vygotski, L. (1986). *Thought and language*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. S. (1980). *Mind in society: The development of higher psychological processes*. Boston, MA: Harvard university press.
- Wahlstrom, K., Louis, K.S., Leithwood, K. & Anderson, L.E. (2010). *Investigating the links to improved student learning: Executive summary of research findings*. Retrieved from <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/Investigating-the-Links-to-Improved-Student-Learning-Executive-Summary.pdf>.
- Waldroop, J., & Butler, T. (1996). The executive as coach. *Harvard Business Review*, 74(6), 111.
- Watanabe-Crocket, L. (2017, October 12). *5 do's and don'ts for building your professional learning network*. Retrieved from <https://www.https://globaldigitalcitizen.org>.
- Wheatley, M.J. (1992). *Leadership and the new science- Learning about organization from an orderly universe*. San Francisco, CA: Berrett-Koehler Publishers.
- Wong, H.K., Britton, T., & Ganser, T. (2005). *What the world can teach us about new teacher induction*. *Phi Delta Kappan*, 86 (5), 379-384.