BETTER LEADERS
What is the purpose of your life?
What is a metaphor for your life?
What are my goals for next year?
PARTNERS
What you do makes a difference, and you have to decide what kind of difference you want to make.

Jane Goodall
WHAT IS A LEADER?
What leadership strategies are being successfully employed in this film?

How might they be used by leaders in schools?
What leadership strategies are being successfully employed in this film?

How might they be used by leaders in schools?
What is a Leader?

I respect the teachers with whom I work.

I push hard to see instruction improve for our students.

I rarely say things I regret.

I don’t hesitate to say what has to be said.

I use my time effectively.

People can count on me to do what I say I’ll do.

My main concern is what is best for teachers and students.

I have positive relationships with collaborating teachers.

I know what I am trying to accomplish in my work.

I don’t let setbacks bother me too much.

Complete the survey by indicating how much you disagree or agree with each of the following statements by filling in the appropriate number.
WALK ON SOLID GROUND
People who do best in life have a well-defined identity on a number of fronts. They are secure in their boundaries, they know what they like and don’t like, what they believe in and value, and they love and hate the right things. They are not wishy-washy and what psychologists call identity diffused, wondering who they are or what they are about, or thinking that they are everything. You get a good definition of who they are just from being around them. (p. 144)

Henry Cloud, Integrity (2006)
If you want to live a meaningful life, imagine yourself ten years from now, then ask yourself what you’ll wish you’d done by then. Then do those things.

Donald Miller
What is the purpose of your life?
What is a metaphor for your life?
What are my goals for next year?
PARTNERSHIP PRINCIPLES
Partnership

1. Equality
2. Choice
3. Voice
4. Dialogue
5. Reflection
6. Praxis
7. Reciprocity
This place is so beautiful!
Your Questions

What are the principals that guide your actions?

What are your short-term and long term goals?
CLARIFY YOUR STORY
Stories are a potent force for building community, capturing the imagination, and exerting influence... Stories can offer successful examples of dealing with change. Personal stories are powerful leadership tools for showing humanity and building trust. Humorous stories can ease tension. And, if you interview employees, their stories can capture the collective wisdom of an organization.

Carol Kinsey Goman
An effective story

- Is built on central ideas
- Includes values that can be clearly articulated
- Is emotionally energizing for others because it describes what people can do to achieve their goals
CREATE A MESSAGE MAP**

QUESTIONS

➤ What is your Burning Platform?**
➤ Where are you right now?
➤ What successes have you had?
➤ What is your destination?

**BILL JENSEN, SIMPLICITY: THE NEW COMPETITIVE ADVANTAGE
Sample One-Page Description

Instructional Coaching

Instructional coaching is a confidential partnership entirely focused on making it easier for teachers to meet the needs of their students. If coaching isn’t a valuable and worthwhile activity for you, I haven’t done my job well.

Coaching and My PD Plan

Instructional coaching is an easy and powerful way you can complete your My PD Plan.

What Can We Do Together?

All teachers identify the focus for their coaching cycle; often goals relate to student behavior (such as increasing engagement), achievement (as measured by, for example, formative assessment), and attitude (for example, encouraging students to read for pleasure).

Many of the teaching practices we might use in pursuit of your goal may be drawn from the Big Four described in Jim Knight’s High-Impact Instruction:

- Content Planning
  - Guiding Questions
  - Learning Maps

- Formative Assessment
  - Specific Proficiencies
  - Checks for Understanding
  - Teaching and Learning Modifications

- Instruction
  - Thinking Prompts
  - Questioning

- Cooperative Learning
  - Stories
  - Authentic Learning

- Community Building
  - Learner-Friendly Culture
  - Power With, Not Power Over
  - Freedom Within Form
  - Expectations
  - Witness to the Good
  - Corrections

Contact Information:
Wayne Gretzky: Room 99 Extension 2857
Your Tasks

Create your one-page document
10:00
The Multiplier Effect: Tapping the Genius Inside Our Schools

Liz Wiseman | Lois Allen | Elise Foster

Foreword by Clayton Christensen
It isn’t how much you know that matters. What matters is how much access you have to what other people know. It isn’t how intelligent your team members are: it is how much of that intelligence you can draw out and put to use.
What does a multiplier do?
What does a diminisher do?
REality Check Ahead
To confront reality is to recognize the world as it is, not as you wish it to be, and have the courage to do what must be done, not what you’d like to do.

*Bossidy & Charan*
*Confronting Reality*
Avoiding reality is a basic and human tendency.  

_Bossidy & Charan in Confronting Reality_
Why We Don’t See Reality

Confirmation bias
Habituation
Primacy Effect
Stereotypes
Teaching is a daily exercise in vulnerability… No matter how technical my subject may be, the things I teach are things I care about—and what I care about helps define my selfhood.

Parker Palmer
The Courage to Teach
Habits of Unrealistic Leaders*

Filtered information
Selective hearing
Wishful thinking
Fear
Emotional over-investment
Unrealistic expectations

*Bossidy & Charan*
Strategies for Confronting Reality

Video
One-to-one interviews with educators
One-to-one interviews with students
Surveys
Questions About Classrooms

- What is it like to be a student in this classroom?
- How do students feel in this class?
- Is this teacher using effective teaching practices?
- Are students engaged?
Questions About Classrooms

- Are students experiencing meaningful learning experiences of filling in time?
- Does this class increase or decrease love of learning?
- Will students remember this class?
Questions About Schools

- Are our teachers focused on becoming better teachers or making excuses?
- Is our school improving or declining?
- Do our teachers focus on students and teaching during team meetings, or do they focus on blaming, excuse-making, or finger-pointing?
Questions About Schools

- Are our leaders supportive and positive?
- Do our leaders encourage our teachers to meet high standards?
- Do our leaders walk the talk?
Questions About Professional Development

- Do teachers spending meaningful time working with coaches?
- Do teachers set goals with coaches?
- Do teachers hit their goals?
Questions About Professional Development

- Does our professional development improve how teachers teach?
- Does our professional development improve students’ lives?
- Do teachers value our professional development?
Your Questions

How easy is it for you to confront reality?

How easy is it for the teachers you partner with to confront reality?
UNDERSTANDING SCHOOL CULTURE
GOALS

TEACHER MOTIVATIONS

LEADS TO

LEAD TO

COLLABORATION

LEADS TO

TEACHER COMPETENCE

LEADS TO

STUDENT ACHIEVEMENT

LEADS TO
The **only thing** of real importance that **leaders** do is to **create** and **manage culture**. If you do not manage culture, **it manages you**, and you may not even be aware of the extent to which this is happening.”

*Edgar Schein*
Culture

Artifacts
Espoused Values
Assumptions
Culture

See
Say
Do
Strategies for Changing Culture

One-to-one conversations

Meaningful norms for individuals, teams, entire organizations

Implementing Better Conversations

Recognizing and rewarding positive change

Walking the talk
What are the artifacts, espoused values, and assumptions in your school?

What can be done to move your school toward becoming a moving school?
CHANGE
Attempt / Attack / Abandon Cycle
The emotional cycle of changes that we use is adapted from Kelley/Connor’s model of change cycles based upon interaction with our clients implementing the 12 Week Year.
The valley of despair … is when most people give up. All of the pain of change is felt and the benefits seem far away or less important—and there is a fast, easy way to end the discomfort: Going back to the way you used to do things. After all, you rationalize that it wasn’t so bad before.

*Moran and Lennington*
The people who set out to make it through the Dip—the people who invest the time and the energy and the effort to power through the Dip—those are the ones who become the best in the world. They are breaking the system because, instead of moving on the the next thing, instead of doing slightly above average and settling for what they’ve got, they embrace the challenge… and push through all the way to the next level.

*Seth Godin*
[complex] change stimulates resistance because it challenges people’s habits, beliefs, and values. It asks them to take a loss, experience uncertainty, and even express disloyalty to people and cultures. Because adaptive change forces people to question and perhaps redefine aspects of their identity, it also challenges their sense of competence. Loss, disloyalty, and feeling incompetent: That’s a lot to ask. Now wonder people resist.

*Heifetz & Linksy*
How likely is it that you will experience “the dip?”

What are some strategies you can use to move through it?
STAY DETACHED
Six simple strategies

• Use the Better Conversation Habits
Six simple strategies

• Use the Better Conversation Habits

• Go to the balcony

• Separate your role from yourself
Remember, when you lead, people don’t love you or hate you. Mostly they don’t even know you. They love or hate the position you represent.

*Heifetz & Linksy*
Six simple strategies

- Use the Better Conversation Habits
- Go to the balcony
- Separate your role from your self
- Change your thinking to change your emotions
TAKE THE LONG VIEW
Six simple strategies

• Use the Better Conversation Habits
• Go to the balcony
• Separate your role from your self
• Change your thinking to change your emotions
• Take the long view
• Make each day worth it
How easy is it for you to stay detached?
What can you do to stay detached but also connected?
2:00
Have it Together, but Be Responsive
#1 BESTSELLER
THREE MILLION COPIES SOLD

Why Some Companies Make the Leap... and Others Don’t

GOOD TO GREAT

http://freebookss.com

JIM COLLINS
Coauthor of the bestselling 
BUILT TO LAST
Larger-than-life, celebrity leaders who ride in from the outside are negatively correlated with going from good to great.
What is leadership?

1. Highly capable individual
2. Contributing team member
3. Competent manager
4. Effective leader
5. Level Five Leader
What is a Level 5 Leader?

Collins (2001) Good to great

- **Level 5 leaders**
  - ...embody a paradoxical mix of personal humility and professional will.
  - ... display a compelling modesty, are self-effacing, understated
  - ... display a workman like diligence, are more plow horse than show horse
  - ... attribute successes to factors other than themselves
  - ... look in the mirror and blame themselves when things go poorly
When you review the five levels of leadership, where do you think you need to focus your attention?
Having it together

• Use a list of teachers to plan your week.

• Develop a strategy, such as mapping, to plan your week.

• Set aside a specific time each week to plan your next week.

• Identify Most Important Tasks (MITs) at the start of each day
Having it together

• Develop a ritual for noting what you have learned each day.

• Use technology and rituals to help you be highly reliable.

• Under promise and over deliver.
What strategies do you, or do you plan to use, to help you “have it together.”
TAKE CARE OF YOURSELF
Find confidants
Find sanctuary
Never forget the moral purpose behind what you do.
Moral purpose, defined as *making a difference in the lives of students*, is a critical motivator for addressing the sustained task of complex reform. Passion and higher order purpose are required because the effort needed is gargantuan and must be morally worth doing. (p.18).

But it’s not easy.
When you lead people, you often begin with a desire to contribute to an organization or community, to help people resolve important issues, to improve the quality of their lives. Your heart is not entirely innocent, but you begin with hope and concern for people. Along the way, however, it becomes difficult to sustain those feelings when many people reject your aspirations as too unrealistic, challenging or disruptive. Results arrive slowly. You become hardened to the discouraging reality. Your heart closes up.

*Heifetz & Linsky (2003)*
Leadership on the Line.
Losing Hope
Heifetz & Linsky (2003) *Leadership on the line*

<table>
<thead>
<tr>
<th>Quality of Heart</th>
<th>Becomes</th>
<th>Dressed Up As</th>
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<tbody>
<tr>
<td>Innocence</td>
<td>Cynicism</td>
<td>Realism</td>
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<tr>
<td>Curiosity</td>
<td>Arrogance</td>
<td>Authoritative knowledge</td>
</tr>
<tr>
<td>Compassion</td>
<td>Callousness</td>
<td>The thick skin of experience</td>
</tr>
</tbody>
</table>
Your Questions

Are you remembering your moral purpose?
What you do to take care of yourself?
What are the three strategies you plan to practice?
How will you do that?
As we try to improve, we are drawn to the large, dramatic, and splashy programs for change, but we are impacted more by the small and simple changes in our daily routines. We don’t change the world through epiphanies, but by doing lots of little things that add up to sustained transformation. Simple things are not always easy to change, but by improving one thing at a time, we make progress toward great things.

*Dave Ulrich, writing to his great-great-grandfather*

*From Bill Jensen, What Is Your Life’s Work?*