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ABSTRACT

Standards-based education is likely to remain prevalent in education far into the future. Effective leaders must protect and support teachers, who are the heart of every school. Chapter 1, "The First Key: Understanding Motivation," explores the importance of motivation in promoting change in schools. Teachers and staff can choose to change schools when they have the competence to change, believe potential consequences make efforts to change worthwhile, and perceive a connection to caring colleagues as they attempt to change. Chapter 2, "The Second Key: Communication Skills," argues communication is central during the critical stages of the problem-solving model, including defining problems and exploring solutions. Chapter 3, "The Third Key: Self-Directed Teams," explains the importance of teamwork in generating support for the steps necessary to carry out changes. Effective teamwork requires sharing responsibility, values, and standards of quality. Chapter 4, "The Fourth Key: Continuous Learning," demonstrates the need for principals to continually improve the system within which teachers work to achieve improvements in instructional processes. Chapter 5, "What Are a Leader's Values?" explores such important values as responsibility for one's actions, respect for self, others, and school property, and the importance of hard work. Chapter 6, "What Is a Discovery School?" defines the essential characteristics of effective schools, leadership, and teamwork. Essential assumptions of discovery schools include the primacy of student achievement in measuring success, the need for a community of learners, and the foundational role of team learning. (Contains one appendix, "Assorted Leadership Tools Cross-Referenced to the Text," and a bonus section, "Additional Resources, Training Aids, Forms".) (TEJ)

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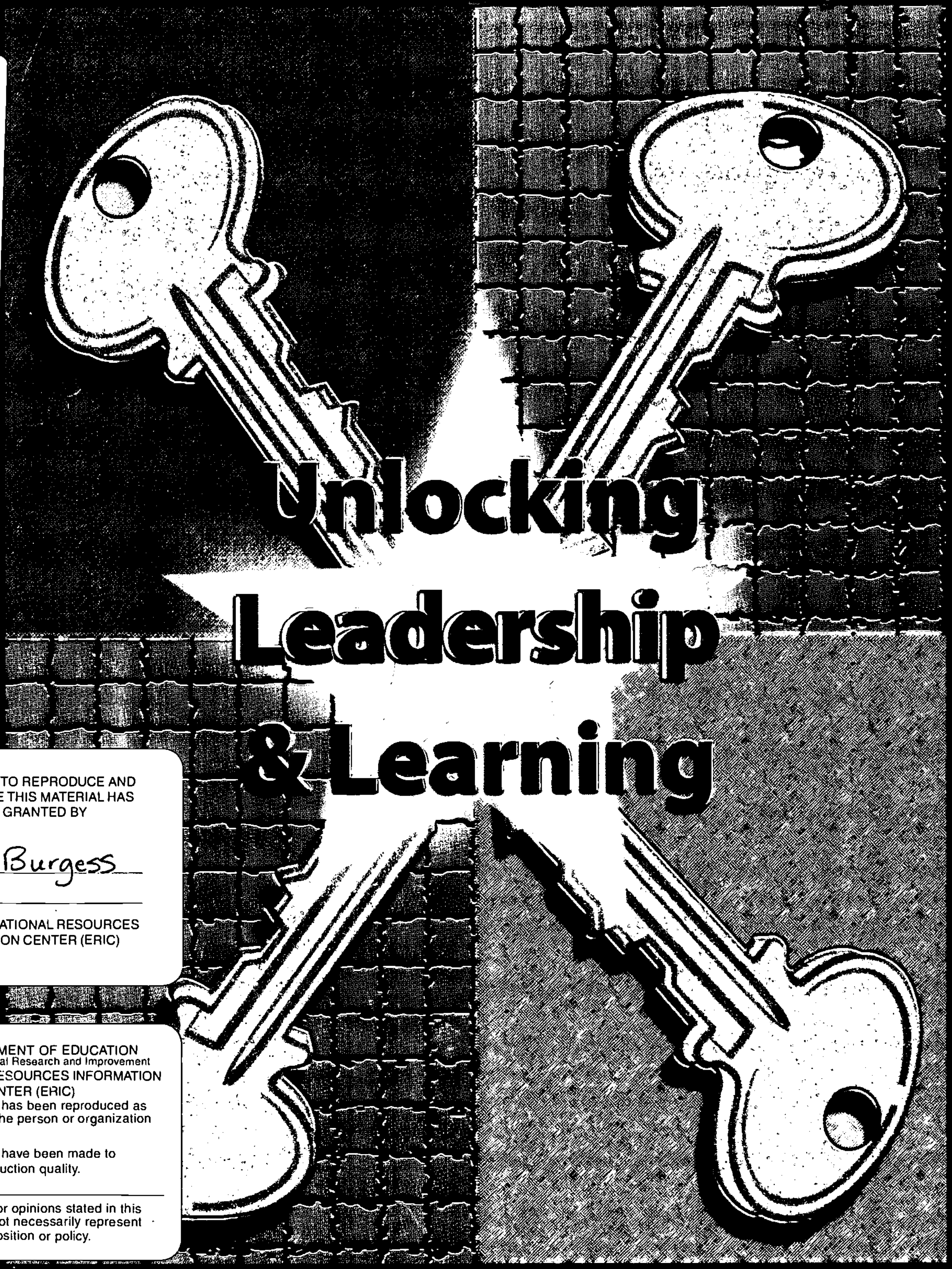
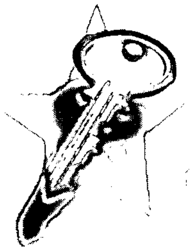


Unlocking Leadership & Learning

David G. Burgess

THE PRINCIPAL'S KEYS
UNLOCKING LEADERSHIP & LEARNING



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THE PRINCIPAL'S KEYS
UNLOCKING LEADERSHIP & LEARNING

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— David G. Burgess —

David G. Burgess is a principal in one of the best school districts in Virginia, and recently retired after 23 years in the Coast Guard Reserve, where he was a recipient of numerous service awards. Dave has "been there" and implemented practical leadership techniques; trained military personnel and educators; and published books on achieving success through effective leadership, teamwork and group problem-solving.

Dave Burgess has served many roles which provided him with practical experiences for this book: principal, teacher, commissioned officer (retired), school counselor, author, adjunct professor, quality facilitator, and educational consultant.

Anyone in management or supervision is faced with the same challenge: How do you get the most out of your people? Before you can successfully manage others there are fundamental concepts and skills that must be mastered. Why? Because the manager doesn't win (or lose) the game; the players do. The manager positions his players to win!

Dave Burgess can teach you what you need to know in order to be an effective manager or supervisor. Dave can be reached by phone at 804-740-7149 or email at PRINCIPALSKEYS@aol.com.

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The author wishes to thank each of the colleagues listed below who gave pointed criticism and extremely helpful suggestions about how to make this book better. Each is a consummate professional in his or her own right, and I dedicate this book to them.

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A MESSAGE FROM THE AUTHOR

As we begin a new century, the thorny issues of student performance and school accountability are on the minds of many people, especially school leaders. For the foreseeable future, standards-based education will be with us, along with such equally weighty issues as school choice, minority achievement, school safety, and parents' roles in education. Regardless of the issue at hand, one thing has not changed and will never change: **Teachers are the heart of any school.**

And, much as the body's skeletal system protects the heart, the school leader must protect and support the heart of the school – teachers – so they can give the instructional process (teacher-student interaction) everything they've got. Indeed, one definition of leadership might be to get the most out of those you lead – the most dedication, the most commitment, and the most productivity.

This book asks the question: *What is leadership?* To answer this question, I have chosen a conversational format with many concrete examples, practical forms, and highlighted key points. More specifically, this book contains:

- a metaphor for implementing practical leadership and management ideas that work
- an easily understandable concept of motivation (from the leader's point of view) that "blows away" traditional boss-centered intimidation
- easy to use (and remember) communication skills, as well as a practical problem-solving model that puts responsibility where it belongs – on those seeking the magic wand you do not have
- easy to implement ideas for developing true self-managed teams in schools (K-12)
- effective but simple process improvement tools, and a systematic cross-functional problem-solving model
- a continuous learning model for implementing ongoing process improvements; the model is linked to ideas for staff development
- key components of a "Discovery School" – what it looks like and how to achieve it.

As we begin a new century, all the rules have changed for schools – expectations, challenges, accountability. Yet the fundamental process of the school – the instructional process – is still the reason schools exist. School administrators who can create work and learning environments wherein teachers and students can do their best work will not have to worry about outcomes on accountability reports to parents, the public and the state. The "rub," of course, is how to create productive, fulfilling environments for everyone in the school.

Who may benefit from reading this book? I have purposely taken a non-traditional approach to providing practical and proven ideas for:

- new principals, assistant principals and aspiring school principals
- educational leadership faculty seeking practical applications for leadership and management issues of future school principals
- experienced administrators seeking ready to use ideas that work
- staff development professionals and those involved in district-wide training initiatives
- lead teachers, department chairpersons and curriculum specialists involved in supervising and collaborating with others
- superintendents and aspiring superintendents looking for fresh ways to strengthen systems and motivate staff.

I welcome your comments about the ideas in this book. Please send them to me in care of the publisher. I would love to hear how you have adapted something I've suggested to fit your situation. If you want to contact me directly regarding consulting, training and/or speaking, please see the publisher's Web site link or e-mail me at PRINCIPALSKEYS@aol.com.

As James Bond once said to Q, "Things get messy in the field." Leadership is both messy and exhilarating at the same time, most of the time. Good luck!

THE PRINCIPAL'S KEYS – UNLOCKING LEADERSHIP & LEARNING

INTRODUCTION

The principal was lost in thought. Where had the time gone? It seemed like yesterday that he was fresh out of college, bursting to teach. He remembered his first teaching contract. For the princely sum of $7,300, he would teach sixth grade. But he would have done it for nothing – he was on fire about teaching and learning. Now he waited for a retirement banquet in his honor.

The buses were gone. It was only 3:00, but already preparations were underway in the cafeteria. He smiled to himself, thinking how the committee had summarily dismissed him when he poked his head in to say hello.

As he waited, a young teacher named Pat knocked on his office door. Upon entering, she asked if he had a moment to discuss something she was considering. "I've been wondering what I should do about my career," she said. "I love teaching and you seem to think I'm good at it. But there is something I need to know."

"What's that?" he asked.

"I want to get a master's degree. In fact, I'm thinking of being a principal someday. But I realize that in my classroom I make the rules and I take the consequences," she noted. "Of course, that's a type of leadership," she continued, "but it's not like running a school. I guess that's what I'm puzzled about. *What is leadership? What does it take* *to be a successful leader?"* I've admired your leadership here, and I'd like to know more."

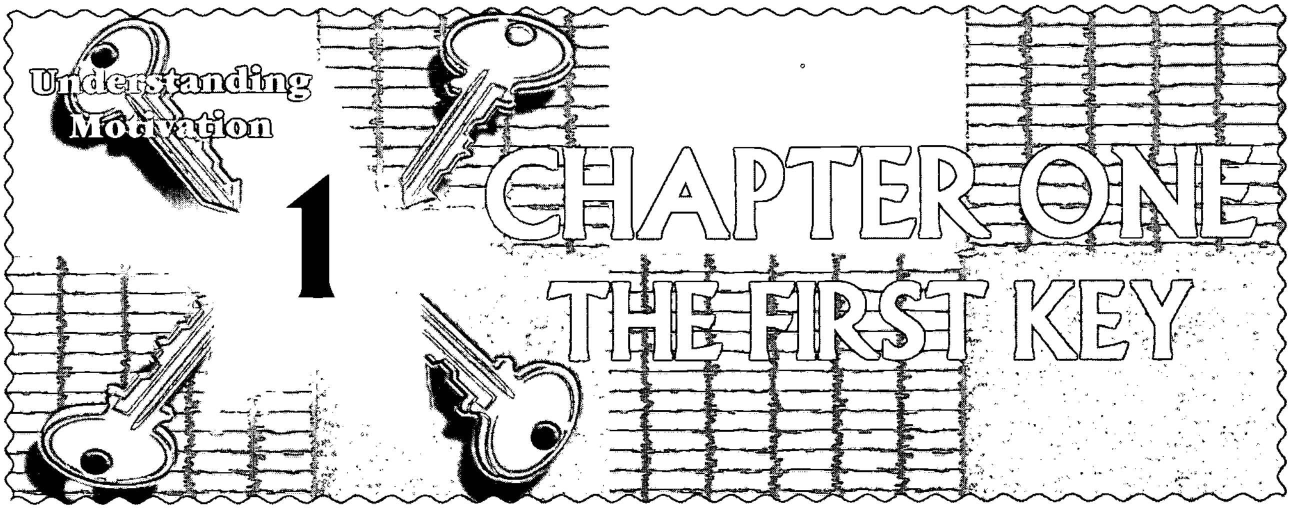
The principal thought a moment. Then he said, "I've done a lot of things in my career – been a teacher, a guidance counselor, and a military reserve officer – also had the chance to teach graduate courses and work for the state department of education. I've even had a couple of books published," he continued, "but none of that has given me a bigger challenge *or* more satisfaction than being a principal."

He reached down and picked up a set of four keys hanging on the side of the desk. "I keep these keys to remind me every day of what is really important. They've been with me a long time, and each one represents an idea I think is important when you lead and manage others."

"There are, of course, lots of theories about how to be a leader. But you've got to find what works for you. For me, these four key concepts have kept me focused. You see, you've got to keep the main thing the main thing. That's what the keys have done for me."

"Can we talk about the keys?" asked Pat.

"Sure," the principal replied. "I'm glad you're interested in becoming a principal. You'll make a great one! Let's get started."



Understanding Motivation

1 CHAPTER ONE

THE FIRST KEY

The principal began, “As a leader, contrary to what you might think, your job is not to control others. The first lesson I learned as a guidance counselor was that if any child who was sent to me did not want to change his behavior, all the advising or cajoling or even threatening wasn’t going to work.

“In essence,” the principal continued, “each person you attempt to lead – which after all, means you are asking him to change his behavior to accomplish some task – always makes a choice with his behavior. He may defiantly comply or refuse. The important concept here is *choice*. You might say that each follower asks himself, ‘What’s in it for me?’

“That’s not something they usually teach you in leadership courses. It’s not even an idea some people agree with. But, again, over many years it dawned on me that it didn’t really matter what reward I promised or what I threatened, if the person I was working with – whether a student or adult – didn’t want to change, no amount of coercion would work, positive or negative.

See References & Notes

Sighing, he said, “Unfortunately, as Dr. Glasser says, stimulus-response interaction is still the prevailing leadership style in this country. From my own experience – especially in the military – I know that’s true.

“But look at some examples that contradict this so-called obvious way to ‘lead’: Would anyone risk his life in a battle based on someone yelling at him or otherwise coercing him? Why would a smaller player risk injury every time he carries the ball in a football game—because the coach somehow motivated him to do it? No, it always comes down to each individual making a choice as to whether or not he will do whatever he is asked – or told – to do.

See References & Notes

“But,” he continued, “despite what Glasser and Covey have said and shown to be true, most leaders continue to try to force their people to do what they want them to do."

Pat asked, "So if you can't force people – whether adults or children -- to do what you want them to do, how can you, the leader, get the job done?"

"Well, Pat," the principal replied, "that's a good question. Before I answer it, I want to caution you that if you ignore the first key, that is, if you try to force change on those you lead, the likelihood of achieving real, lasting change, let alone the quality work you want, is very slim."

"So," Pat summarized, "you're saying that if the leader understands what really motivates people to change and do their best, he or she has a much better chance of achieving the goals of the school."

"Yes. I've found there are really three essential psychological conditions that explain why people behave as they do when they are asked to follow a leader.

"The first psychological condition is *competence*," he noted. "People must believe in their own hearts that they can accomplish what you ask of them. People are driven to learn, I believe – to try to get better. Everyone wants to be a winner, and no one wants to look foolish.

"Anyone's competence rests, first of all, on his ability to do the task at hand. You have to have the skill for the task. Ability comes first, but you also must be willing to do the task. One without the other doesn't work. For instance, you might be willing to skydive but if you haven't practiced and developed the ability to land, you probably won't be around to try a second time.

"Or you might have the ability but are unwilling to skydive because you are scared. Willingness is another word for confidence. Willingness means trying to change because the *consequence* or result of changing is worth the effort it will take. That's the second condition," he concluded.

Pat asked, "So if someone has the ability and the confidence, why isn't leading others as simple as providing good training and then reinforcing confidence?"

"You're catching on," the principal replied. "It's the *choice* thing again. Let me give you another example," he said, smiling.

"I once had a teacher who taught first grade for nine years. In fact, that's all she had ever taught. She had a lot of materials and units, but did not realize she was just going through the motions. Her effectiveness and classroom

> ***"If the leader understands what really motivates people to change and do their best, he or she has a much better chance of achieving the goals of the school."***

management began to slip, but she couldn't see it. So," he continued, "I had a talk with her.

"It so happened that we had a second grade opening for the next year, and I asked her to move up; not looping and then returning to the first grade but becoming a second grade teacher for the foreseeable future. I knew she had the ability but she wasn't sure she had it, so she was unwilling to change. "I asked her to give it a try," he continued. "If it didn't work, we would assess the situation at the end of the year.

"Well, after I helped her design a plan to get materials and support, she agreed to do it. I was prepared to leave her, with my assistance for another year. In fact, I don't ever give anyone a choice that I'm not prepared to back up.

"She wasn't great that next year, but what a difference in her attitude! The second year she really took off, and now she wouldn't trade second grade teaching for anything. There's no stronger reinforcement than success."

Pat then asked, "But what about a teacher who is really having problems? One who is basically unable and unwilling to make changes and improve?"

"Pat," he replied, "you said a mighty important word just then: *improve*. As a leader you must always resist the temptation to try short-term, instant fixes. Real change begins with self-evaluation and the setting of realistic goals.

"I once had a high school math teacher with just such a problem. Of course, it was also a problem for her students, and for me, in the sense that the parents of her students were often at my door with their complaints.

"What I found out," the principal said, "was that she did need to improve, sure. But the third condition of motivation was lacking in her life: *connectedness* to others. Through non-judgmental listening to her, I found out that she had undergone a painful divorce, was dealing with two very young children as well as a sick mother and a prying ex-mother-in-law. And on top of that, her ex-husband was not financially supporting her family. She did not know where to turn—she felt cut-off from others and confused. School was only one of her priorities.

"Now, as the school's leader, I know I am first of all a manager of each staff member's performance. But," he continued, "I knew that to disregard one of the three primary conditions of motivation would lead to inevitable failure. This teacher had a lot of potential, and she was worth the effort. So we devised an improvement plan and I hung in there with her. She also did not change overnight, but gradually, as she got her life together, she was ready to make professional changes, and she improved.

But my point," he emphasized, "is that no one will make the *choice* to try and improve unless he believes he has the *competence* (knowledge and skills), believes the potential *consequence* for making changes is worth the effort and risk, believes he is important to others, and is *connected* to someone who cares about him as he makes changes.

"I like to think," the principal continued, "of the three essential conditions of the first key as the C-3 Concept of Motivation."

See Appendix 1A

"In other words," Pat said, "as human beings we are always seeking to satisfy our own psychological needs to have and make choices, to feel competent, to believe the potential consequences of making change are worth the risk, and to be connected to others."

"That's right!" the principal exclaimed.

"What are some other ways you as the school's leader used this concept to lead others?" Pat asked.

After pausing, the principal said, "One way that is very satisfying to people – that really covers all three conditions — is to establish self-directed teams in your school. Your sixth grade team is a good example. I found that when you treat professionals as adults who can think and plan, and they realize when given responsibility to do a job, accountability goes along with it — they'll jump at the chance to work in teams. Of course, the principal is always ultimately responsible for everything, so he or she had better believe in the competency and choice-making ability of the faculty. That's the rub with real empowerment: the principal is still ultimately responsible

> ***"In leading others, coercion yields compliance; giving choices builds commitment."***

for everything.

"Pat, how does your team feel about having the freedom to implement the curriculum here?" he asked.

Pat replied, "It's been great. We know you care about and monitor our work, and we really appreciate the trust you show in us. We feel you believe we are competent enough to make the right choices, and we really are a team – we are connected!"

The principal smiled. "Another thing I found was that the idea that teachers are leaders is very empowering. After all, who is in charge in the classroom? Who implements the curriculum? Who has the power to make students' lives rich, or miserable? That leader in the classroom, that's who. But, as you know, in order to do this, you have to give teachers real choices and constantly ask for their input into curriculum and school-wide decisions.

"Notice," he emphasized, "that I said 'input' – the principal always has the last say as well as the responsibility."

"Our teachers appreciate how you have allowed us choices and asked for our constructive criticism. It lets us know you do value what we do," Pat noted.

"Pat," the principal summarized, "I guess what I'm saying is this: if you want teachers who feel connected to each other and to you as their leader, teachers who have real choices and seek to improve as professionals, then you as the principal have to shoulder the risk. And it is risky – mistakes will be made – that's inevitable. But even a mistake can be a learning experience. That's the price of building trust in the school – but it's worth it."

"So the first key is understanding human motivation," noted Pat. "That makes sense."

Smiling, the principal leaned over, took a sip of his coffee, and smiled. "Yes, I think so."

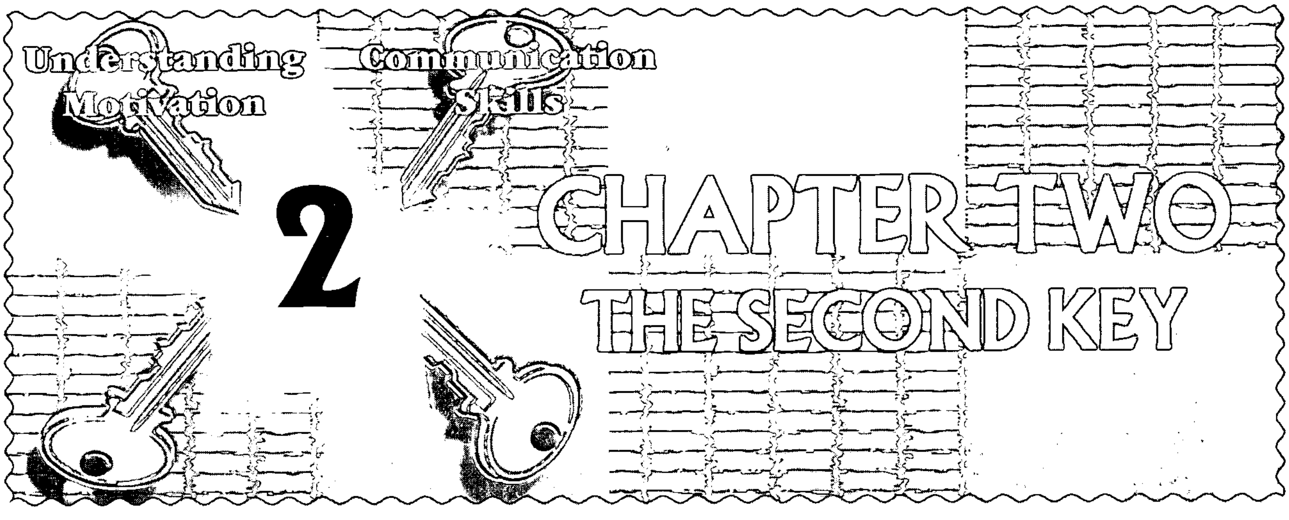
C-3 CONCEPT OF MOTIVATION

People may CHOOSE to change their behavior IF they believe:

C1 they have the COMPETENCE to change.

C2 the potential CONSEQUENCE is worth the effort to change and the risk of failure.

C3 they are CONNECTED to someone who cares about them as they try to change.



2 CHAPTER TWO

THE SECOND KEY

Pat paused, then said, “OK, we’ve talked about why people do what they do, and why a principal or anyone in a leadership position ignores human motivation at his or her own peril.

“But what does leadership really look like? Are all effective leaders the same? If not, why not?” she asked all at once.

“Whoa,” the principal said, “that’s a lot to consider. I guess I’m different from a lot of principals. By that I mean I’m probably more of a cheerleader and coach than most. As far as all leaders being alike, well, *there’s no one way to lead*, in my opinion. For every ‘give’em hell’ type like General Patton or Vince Lombardi, there’s someone like Martin Luther King or Mother Teresa. There are many different leadership styles,” he continued, “but you can’t copy someone’s style.

“What works for me is what I learned as a counselor: non-judgmental, active listening is probably the most effective tool a leader can have.”

The principal continued, “I probably spend 90 percent or more of my day communicating with people: teachers, parents, staff members, and children. In fact, a researcher I heard recently, said principals make an average of 150 decisions every day.

“Here’s why I say that non-judgmental, active listening is such a powerful tool for a principal: Of the three essential conditions of human motivation, I believe connectedness is perhaps the most powerful of the three. Unless the person whose behavior you want changed, feels you care – are connected to her – she isn’t likely to change much.”

“Tell me some more about that. Why would connectedness be so powerful?” asked Pat.

“Because we are social, communicating, interacting beings. We not only have our own language, we also have very highly developed emotions,” he answered. “As any counselor will tell you, it is human emotion that drives our behavior.

> ***“By trying to really understand someone—***
>
> ***not judging (or condoning) her behavior***
>
> ***but seeking to understand her point of view—***
>
> ***you are sending the message: ‘You are important.’”***

“Therefore, if you want to problem-solve with someone or plan together, then sending a message that she is *important*, by trying to understand her feelings, is the highest compliment you can pay her. In fact, establishing some basis of trust is crucial to building any relationship, so—on a larger scale—having a workplace of trust, where everyone is learning how to improve together, has always been my number one goal.”

The principal continued, “Let me give you some examples. There are really only four basic communication skills,” he emphasized, “and the good news is they can be learned by anyone. When used systematically, they help develop trusting relationships, which is the foundation you need for problem solving and working with people.

See Appendix 2A

“The first skill is that of *listening*. Not merely hearing but really paying attention. I always wanted my teachers and staff to feel they could tell me anything because I made time—even when there wasn’t time—to listen. The secret is that you listen with all your senses, not just your ears. Of course, you hear with your ears, but your eye contact is just as crucial. Remember, too, that your goal is to send the message that the speaker is important, so look her in the eye. You also listen with your whole body. Sit up, lean in toward her, perhaps touch her gently on the arm or at least shake her hand.

“Interestingly enough, most human communication really comes through non-verbal means anyway—through body language. Some say it’s as much as 90 percent of human communication.”

The principal continued, “As the speaker begins to talk, your goal is to listen and focus on what you *don’t* hear and see as well as what you do see and hear. It’s a rare person who will look you in the eye and lie. Look at her body signals. Where are her eyes?

"Now, if you watch any good interviewer on television, she consistently asks certain types of questions that elicit reactions from people. She asks *open-ended questions.*

See Appendix 3A

"That is the second communications skill. Open questions invite discussion, differing viewpoints, and especially they don't put a person on the defensive. *Closed questions*, however, which require short answers or yes or no responses, close down conversation, and allow people with problems to avoid discussion.

See Appendix 4A

"The ultimate closed question, of course, is 'Why? Why did you do that?' Most people, especially children, either do not know why they did something or they hear nothing in your question but an accusation. Technically, why questions can generate open responses, but the accusatory tone outweighs the usefulness."

Continuing, the principal said, "This might be a good time to point out that your goal in most problem-solving situations is to see that a mistake made is not repeated."

"What's done is done," paraphrased Pat.

"Precisely. When someone has made a mistake—no matter how grievous unless it was an illegal act, your goal as the leader has to be to first deal with the situation, and then see that the mistake doesn't recur. 'Beating up' on the mistake-maker only serves to drive behavior underground, especially when one is confronted by the boss."

> ***"Having a workplace of trust, where everyone is improving together, has always been my number one goal."***

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"In other words," Pat noted, "forgiveness of sins prevents cover-ups."

"That's it! Now, is that easy to do when you (as the principal) are ultimately responsible for everything that happens? Of course not. But if you want that workplace of trust, it's another price you'll pay."

"What's the third skill?" Pat asked.

"The third skill involves *restatements*, and they really have two parts. It is crucial that you be able to reflect back (as a mirror reflects an image) the content or details of what a person says, as well as the main ideas you hear. I'll give some examples in a minute.

See Appendix 5A

"To me, the ultimate reflection that has the greatest effect on building trust and understanding is to reflect a person's feelings and emotions. I call these *feeling statements*, specifically sending a *You message*. That's the fourth skill."

See Appendix 6A

See Appendix 7A

"How is that done?" Pat inquired.

"After you listen, reflect details and draw conclusions about the main ideas you hear, you make an educated guess as to how a person feels based upon 1) what he says, 2) what he doesn't say that you might expect to hear, and 3) his body language."

"Can you give an example?" asked Pat.

"OK," the principal responded. "Let's say a parent comes to you and she's angry. Her child's teacher took away a privilege, and she doesn't think it's fair. The scenario might go something like this: The parent enters your office and sits. Since you've already heard from your secretary that the parent wants to see you and 'She looks mad,' you say, before she says anything, 'Hello, Ms. Smith. You seem angry. [feeling word] What seems to be the matter?' [open question]

"The parent says, 'Ms. Jones isn't treating my son right. She takes away his privileges at the drop of a hat. She has it in for him. I want him out of her class.'

"You say: 'I'm sorry you feel Ms. Jones isn't being fair [reflect main idea]. It's upsetting and confusing when you hear one thing from your son and another from his teacher.' " [feeling words]

Pat summarized, "The key point here is to use a feeling word or words. Is that right?"

"Right. I've shown that I'm trying to understand her, and care about her feelings about her son. That's a basis for problem-solving together, rather than being caught in a blame game."

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Pat asked, “What happens next?”

“The parent will likely agree, and say something like, ‘That’s right. What are you going to do about it?’

“You say, ‘Give me the details of what you’re concerned about, and we’ll have a conference with Ms. Jones and your son as soon as possible to straighten this out. I always believe that involving everyone in the solution is the best way to go. I can’t get Ms. Jones right now since it disrupts instruction to pull a teacher out of class.’ ”

“That’s a good example. What about handling a situation involving staff members?” Pat asked. “Say one teacher complaining about another.”

“What you’re talking about, unfortunately, sometimes happens. I’ve found that for some it is easier to complain to me about someone else than to deal directly with that person. I’d begin, again, by reflecting feelings. For example, a teacher says: ‘I’m concerned that Ms. Allen isn’t holding up her end of team planning jobs. She…’ I would say, ‘You’re frustrated by Ms. Allen’s behavior as a team member of yours.’ I’d pause for her response; if none, I would say, ‘I’ll listen to what you say, but I expect you to address Ms. Allen about your concerns. I don’t have a magic wand for dealing with team issues. I can give you some suggestions for how to confront her in a positive way if you’d like.’ ”

That surprised Pat. “But people don’t like to confront others. At least, I don’t. How can you confront someone without making matters worse?”

“Confrontation is a strong word,” the principal replied. “But there’s a tactful way to do it, again using feeling words. It’s called an *I message*. I used to teach this to counselors when I taught graduate classes; it works best if you have some sort of relationship/understanding/mutual respect already in place.

See Appendix 8A

“An *I message* is personal – *me*, sharing *my* feelings about a specific action of another, and the effect it has on *me*,” the principal noted.

“Then it’s the opposite of a *You message*,” Pat concluded.

“Right. The teacher could say, ‘Ms. Allen, I feel frustrated when you don’t have the materials ready on time because it makes more work for everyone, and it wastes all our time.’ ”

“It puts the responsibility where it belongs,” Pat noted.

"Yes, this is now a win-win situation since I've given the teacher a strategy to confront her problem, and it takes me out of the loop as the magician with the magic answers to everyone's problems. The over-used term is *empowerment* – the teacher can now confront tactfully."

Pat looked puzzled. "OK, but that doesn't seem like a natural way for people to talk, and won't Ms. Jones get angry when she's confronted?"

See Appendix 9A

"These are skills that must be practiced and, as with anything you learn from scratch, it is awkward at first. Just go to a golf driving range, and you'll see new behaviors forming in the context of frustration. And, yes, Ms. Allen will not likely relish hearing about her behavior. But, what is the alternative?" he asked, rhetorically.

"In fact," the principal stated, "I believe there are only three things you can realistically do if you don't like someone's behavior:

1) Try to get the other person to change.
2) Live with the person's behavior as it is.
3) Leave the situation altogether.

" And," the principal asked with a twinkle in his eye, "if Ms. Allen gets upset, what have we talked about that the other teacher could say?"

Pat thought a moment, then said, "You're really angry about what I have said."

"Right, don't offer any ideas yet – just acknowledge her feelings; send the message that *she* is important, but you don't like her *behavior*. You've put the ball squarely in her court.

"Honest confrontation – while initially unpleasant – is the only real basis for honest working relationships. My teachers may not have always agreed with me, but they always knew where I was coming from."

"But what about problems with students? Do these same techniques work?" Pat asked.

"Good question. Yes, they do. We all have feelings at any age, and part of maturing is learning about them. A good example might be when two students are sent to me for fighting. That's against the rules, of course, and will have consequences. But remember my goal of not repeating mistakes. Trying to solve problems by fighting is like trying to dry your hair with a wet towel. It doesn't work, but students have to learn why it won't work.

"I might say, 'Bill and John, you both seem angry; you're mad enough to hit each other.' That's my first sentence. Of course, they may be surprised their principal might realize they have feelings, but none the less both plunge in and begin talking at once. I lay down ground rules—one person speaks at a time, and both will be heard. But I've sent the message that their feelings are important.

"As the story unfolds, I'll clarify the details I hear, and then summarize what

I think is the cause of the fight. I tell them that what I decide about punishment has a lot to do with their cooperation and willingness to correct the situation. You see, they are still the same skills."

"Right, but is there some sort of way to make sure all this gets done correctly?" Pat asked.

See Appendix 10A

"Yes, there are five steps that will work in what is essentially a counseling mode. It would work in the last example with children, and works especially well with adults who want *you* to solve their problems for *them.*

"Step 1: What is the problem? Your goal is to be able to define the problem in behavioral terms. But, again, you must first send the message you think the other person has worth and is important. A good way to begin is to use a *You message* to show you realize the person probably doesn't want to be there. You next use restatements to narrow the focus, and you finish this step when you can summarize the person's problem (in behavioral terms), and she agrees that's what it is. Once the problem has been defined, the actual problem-solving can begin because the person with the problem now has a *specific focus."*

"In other words, problem-solving with people means treating the person you are helping as a person with a problem, not a problem-person," Pat paraphrased.

"Wonderful observation, Pat. In *Step 2*, you determine if the speaker has attempted anything to solve it, which puts the expectation on her to solve her own problem.

"*Step 3* is the exploration phase, where possible *alternatives* can be considered as well as *consequences*. This is the heart of problem-solving. And this is where the person develops her own plan.

"*Step 4* is equally critical: What will trigger the plan? For example, if you want to lose weight and get into shape, the first thing you might do is buy a good pair of athletic shoes.

"*Step 5* is the review/assessment phase. It is critical to follow-up with the person as her plan is implemented. You reinforce small steps and improvements – this is the connectedness I mentioned before.

"Would this be a good place for a positive *I message*?" Pat inquired.

"Yes – positive I messages definitely promote connectedness," he replied.

"Note that the plan is always the other person's own plan, not 'our' plan, unless you want to be a part of it. If you have a part in the implementation, that would be a collaboration plan."

Pat looked puzzled. "Sounds more like counseling than anything else."

"Right again. That's what counselors do. They show people how to solve

> ***“Seek first to understand,***
>
> ***then to be understood.”***
>
> – Stephen Covey

their own problems, and that’s what you have to do as a principal. Many people want the principal, as the ‘person in charge’ to solve their problems for them. That’s a quick trip to Ulcer-ville.”

“But what about times you must communicate with groups, especially in problem-solving?” Pat asked. “Are there other skills you need?”

“Two simple techniques I found useful were *acknowledgments* and *bridging*. With acknowledgments, you send the message you are listening and value each person’s input. This also helps move the discussion along. With bridging, you make those connections that are crucial in group problem-solving. It’s the connections that create synergy, and form a basis for consensus on decisions.”

See Appendix 14A

“So what you’re saying,” Pat reflected, “is that it’s worth taking the time to learn these techniques because they are the basis for working together as well as for problem solving.”

“Yes. What I’ve learned is that if you force a plan or a solution on someone and it doesn’t work, then you get blamed, even though you did not carry out the plan. But when a person knows you expect him to be responsible, *and* that you think he is important, he stands a much better chance of succeeding. And even if a plan isn’t perfect, you still have a relationship in place as a basis for further problem-solving.

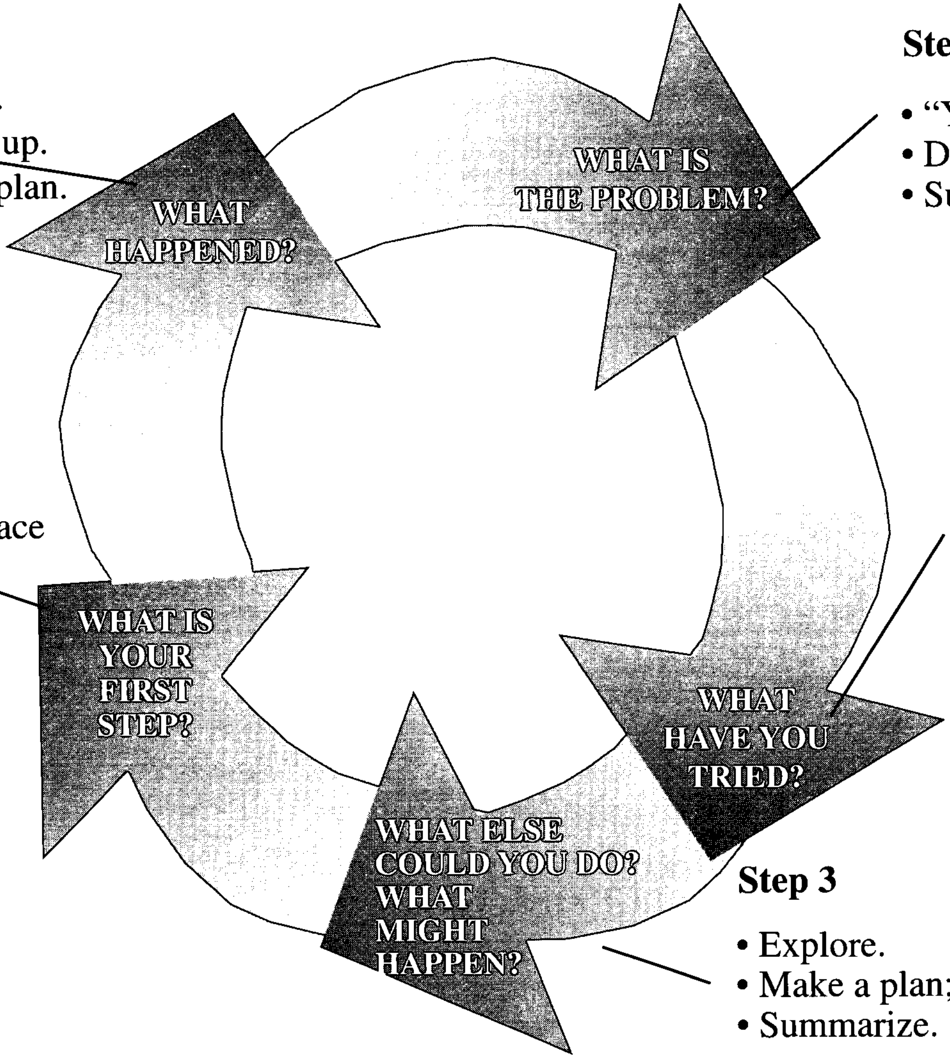
“I particularly liked habit 5 from Dr. Covey’s book because he really nails how important it is to understand others if you want to be successful. Covey also makes the valid point that attempts to understand others must be made with sincere motives, not to manipulate. He’s absolutely right.”

See References & Notes

“And so the second key is developing your communication skills,” Pat summarized.

“Right. They’re vital.”

PROBLEM-SOLVING MODEL



Step 1

- "You" message.
- Define in behavioral terms.
- Summarize.

Step 2

- What happened?
- Summarize.

Step 3

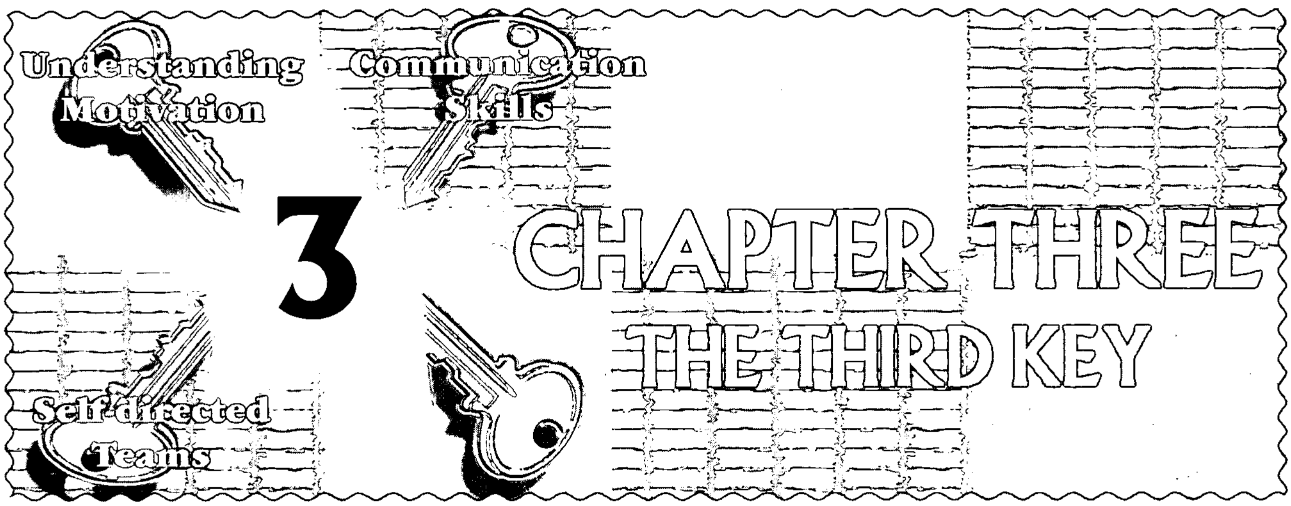
- Explore.
- Make a plan; write it down.
- Summarize.

Step 4

- Be specific.
- Set date, time, & place to review what happened.

Step 5

- Review.
- Follow-up.
- Revise plan.



3 CHAPTER THREE

THE THIRD KEY

Pat paused for several moments. “So the first two keys to being a successful leader are to understand and respect what motivates people to behave, and then to develop the skills to effectively communicate. What’s the third key?”

“Well,” the principal replied, “the first two keys are the leadership keys. But they are useless if you don’t give people a structure in which to work to their maximum potential. That’s the third key—establishing *self-directed teams*. The leader’s role becomes that of managing self-directed, role-related teams.”

Pat raised an eyebrow, and said, “So even though our national psyche celebrates the Lone Ranger, the hero who single handedly saves the world, the home run hitter, what you’re saying is that if you want a high-performing school, establishing self-directed teams is critical.

“But,” Pat persisted, “isn’t teaching done one classroom at a time? Teachers don’t perform together as a basketball team does, for instance. What is a self-directed, role-related team? Why do you need self-directed teams in a school? And how do they work?”

“Well,” the principal began, “if you as the leader understand why people do what they do, and you *trust* them to do what’s right, then it’s only logical that putting people together and letting them manage and direct what they do, should be more efficient *and* more effective than the usual ways teachers are managed.

“All of us are better than any of us.”

– Ray Kroc, founder of McDonalds

“The leadership keys are useless if you don’t give people a structure within which they can work to their maximum potential…the leader’s role is to manage self-directed teams.”

“Teams of teachers are made up, by definition, of those who deliver the primary service of the school – instruction – to the students. Since they are ‘closest to the customers’ so to speak, it makes sense that they *own* what they do, and that they *decide* how to teach and *structure* their classrooms. Then they can continually make adjustments where and when changes are needed, just like a basketball team calls ‘time out’ to adjust strategy. That’s the effectiveness part.

“And teachers sharing ideas and materials – making mistakes but learning from them – is also more efficient.”

“That still sounds confusing,” Pat observed.

“Does it make sense for each teacher in the third grade, for example, to chase down materials and do extensive planning alone, when the third grade team of four teachers could split the workload *and* give each other input/feedback on how the teaching unit is going?” he asked rhetorically.

“We’ll talk more about this in a minute, but solving problems so they stay solved, and improving work processes, are both intensified when you have high performing teams.

See Appendix 1A

“Furthermore,” the principal continued, “if you remember the C3 Concept of Motivation, working on high performing teams who manage their own work processes, is also highly motivating and satisfying.

“In fact, sharing ideas and giving feedback among team members generates more choices for how to get things done, and they are also connected to others who care about them as colleagues, whose success is interrelated with their own success. Perhaps most important of all, working on teams that reach mutual decisions builds everyone's *commitment* to what has to be done."

"I see, you're not alone when you face the good, the bad or the ugly," Pat concluded. "What is the principal's role relative to self-directed teacher teams? That has to be a big change from the traditional role."

The principal replied, "It is definitely a change from handing out orders like a potentate. But it's also the logical thing to do if you understand that people always act in their own best interests anyway, seeking to meet their own needs. My role is to set the vision for the student outcomes we want – not to be the micro-manager who picks apart lesson plans and completes checklists on teachers during observations. I am much more of a coach and mentor than I am the boss. One of Glasser's main points is that leading is not bossing. Bossing, he says, is based on stimulus-response interactions, not collegial relationships.

See References & Notes

"I guess what I'm saying is the principal who wants his faculty working in self-managed teams is really establishing what could be called shared leadership."

Pat asked, "What are the specifics people need to understand about working in teams? Team members have more to do than sit there and take orders."

"The main behaviors in team situations are facilitation, presenting, coaching and consulting. What's vitally important in team planning and decision-making – and very often overlooked – is paying attention to the interaction *process* itself, not just the results.

"Effective teams have mutual goals and respect for the importance of an interdependent working relationship; they are accountable for their collective and individual actions; and team members display a strong commitment to the group: the *team's* decisions, communications, mistakes, collective lessons learned, and successes.

"The secret to effective teacher teams, if I may be so bold, is when the communication skills I spoke of earlier are used without fail during team meetings as well as daily interactions. Mutual respect based upon team members' perceptions that they are understood is what gets them through the rough spots."

See Appendix 9A

"Tell me more," Pat implored.

"Well, there are only a few basic roles on a self-directed or self-managed team. One is the team leader; another is that of facilitator; next would be timekeeper; and the last one would be a recorder or scribe. Of course, depending on the size of the group, more than one role per person might apply. I always recommend that teams rotate roles periodically, except for team leaders who generally are in place for two years.

"The central point I want to make about team functioning is that it is a *sharing* of leadership and responsibilities. No one member is more important than any other team member. It is our team's success that's important—not an individual's success.

"Now there are tons of books available on teams and team-building, but, to me, these are the basics."

Pat nodded, then asked, "OK, how do you go about setting up or developing teams in a school? Aren't grade levels and departments already teams?"

"Yes and no," he replied. "Most grade level teams and departments are teams in name only. Many don't even share materials, let alone ideas. There can be no commitment to the team without the visible willingness to jump in and help with the work.

See Appendix 21A

"The best advice I can give is to get the 'team' together and begin with their most basic *beliefs* about education. Using a structured exercise where conflicting beliefs are discussed, for instance, coercion vs. commitment – competitive learning vs. cooperative learning – can help members begin to appreciate each other's points of view. Notice again, understanding others is the goal of human communication in this setting. And high-performing teams also develop strong, shared values.

See Appendix 25A

"Another central concept to teamwork is *quality*. It's helpful to discuss what quality is, and what quality looks like. What are quality outcomes? Quality efforts? How is it defined? Honest expression of opinions here can lead to the realization that quality is what the student and parent 'customers' say it is—nothing else. Standards-based education is an outcome of customer dissatisfaction as much as an honest effort to reform schools, in my view.

"Getting back to changing behavior, there is only so much preparation you can do. Team members really have to jump in and 'just do it'. It helps to realize that all teams advance through four basic stages as they move toward performing as a team.

> ***“A team must have:***
> - ***mutual goals***
> - ***respect for the importance of the working relationship of members***
> - ***accountability for collective and individual actions***
> - ***strong commitment to the teaming process and the team’s success***

The four basic stages of team development are:

⇒ forming

⇒ storming

⇒ norming

⇒ performing

“That is, beyond *forming* for a common reason, say to teach third grade, for instance, there will be a period of adjustment—perhaps very stormy—before the team will agree on their roles and procedures for working together – *norming* – and can begin really *performing* as a team.”

See Appendices 23A, 24A, 26A

“So what you’re saying is that team-building is a developmental process and doesn’t follow a strict time frame,” Pat summarized.

“Nice restatement, Pat. You’re correct. Of course, some teams never get past the storming stage. Most, however, will work things out in time. *You have to trust the process.*”

"What are some examples of self-managed teams you've worked with?" asked Pat, looking pensive.

Pausing for a moment, the principal began, "At the elementary level I've had success with three types of teams that really form the backbone of the school. The first is the *Grade Level Team*. Since it doesn't appear that grouping children by chronological age will ever cease – as it would in a true developmental-mastery learning model – this is a logical approach. I've already alluded to a third grade teacher team as an example.

"And since I would characterize my style as one of shared leadership, I found a *Management Team* is a vehicle to help ensure teacher input into, and ownership of, major decisions, policies, procedures, goals, etc."

"How does a management team work?" asked Pat.

"Well," he replied, "I've tried it several different ways, but it's important to remember that the size of a team has a lot to do with its effectiveness. For instance, it didn't take me long to realize that you don't bring up a new idea or concept in a faculty meeting, and expect to get consensus or closure—there are just too many people.

"A management team, however, is much smaller. Typically, a management team includes each grade level's team leader or department chair, one specialist representing special area teachers, the librarian, one special education teacher, a school counselor, and the general resource teacher or assistant principal. This group offers plenty of viewpoints, yet rarely numbers more than 12 at any meeting, including me."

"We can talk more about how that works in a minute, but what is the purpose of a management team?" asked Pat.

Smiling, the principal said, "No less than to keep me on track. While, of course, I have ultimate responsibility for what goes on in the school, I trust these representatives of the entire faculty to question, probe, disagree – without being disagreeable – and—best of all—share their good ideas about running the school."

"So the purpose," Pat offered, "is to set school policy and procedures?"

"Not usually to set policy, since the school board and central office do that, but more to offer the best ideas about how to implement policies. Of course, I am always legally responsible for carrying out school policy. What I want are different viewpoints and good ideas."

"How often does the management team meet?" asked Pat.

> “***The key point I want to make about team functioning is that it is a* sharing *of leadership and responsibilities. No one member is more important than any other team member. It is our* team’s *success that’s important—not an individual’s success.***”

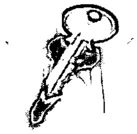
“Once per month usually. A scheduling vehicle that worked for me was to have one day each week that’s a ‘Late Day’. That is, for example, each Tuesday of the month, the teachers know to stay from 2:30 to 4:00 p.m. for a scheduled meeting or training of some sort. This year we ran the following schedule, as you know:

First Tuesday:	Management team (team leaders/department chairs)
Second Tuesday:	Faculty meeting (pass information)
Third Tuesday:	Staff development (training or sharing of ideas)
Fourth Tuesday:	Grade level/department meetings (held in classrooms)

“Of course, the same procedures for open communication apply: non-judgmental listening, honest sharing of viewpoints, and a commitment to team decisions.”

“What about when a team wants to do something and you don’t?” asked Pat.

“That happens, as you might imagine. When it does, I tell the team as honestly as I can why I will make a decision contrary to their wishes. Again, my experience is that if people feel they are listened to; that their opinions are important and they are understood, then they will support such decisions. In fact, that's the definition of *consensus*: that team members will support – not just go along with – decisions made when the decision-making process has considered all points of view."



Reaching consensus

Even though I may not agree with the team's decision, I can support it because it has been reached through a process that has considered my point of view.

Pat paused, then asked, "What's the difference between a management team and a school improvement team or school council?"

"I'd say the difference is one of degree and purpose. Both those configurations have parents involved, and you also have more people than on a management team. Parents are customers of the school, of course. But, regardless of the make-up, any team should operate on the basis of honest sharing of viewpoints, non-judgmental listening and consensus decision making.

"The power, of course, of a school improvement team is that the entire *school community* has input into major procedures and decisions, and can support the school as they pursue a common vision for the school."

"What's another type of team you have created?" asked Pat, taking notes.

See Appendix 15A

"A *Child Study Team* can be a very effective way to problem solve, document interventions, and support teachers as they exhaust all remedies within regular education before a child is considered for evaluation for possible special education placement."

"Who serves on a child study team?" asked Pat.

"Typically, it's the principal or designee, guidance counselor, general resource teacher or assistant principal, special education teacher, social worker and psychologist, who meet with referring teachers. Parents are always invited to attend child study meetings.

"The key to a child study team's success is for the team members to actively listen and use non-judgmental responses as they interact with the referring teacher and the parents when they are present. Does that sound familiar? Teachers can be easily overwhelmed and/or intimidated when they meet with a group of their peers, let alone when parents are also present.

Some believe they are being judged as having not done enough to help a child, and teachers resent that."

"I can certainly can see the importance of a non-judgmental process for teachers, parents and child study team members," Pat noted.

"Another team that works at any level is a *Teacher Assistance Team*, or TAT. In a TAT, teachers select who will serve on the team and the principal is not involved at all! The purpose of a TAT is for teachers to share ideas, develop alternative approaches — find better ways to do things. For example, someone wants new ideas for classroom discipline, or has a particularly difficult child who just can't seem to learn. It's also a very safe and effective way to generate interventions to try before referring a child to a Child Study Team."

"The key," Pat noted, nodding her head, "would seem to be that teachers are free to discuss concerns and don't have to worry they will be judged by you."

"Right. They know I trust them as professionals to try a better way, whether it's how to organize your classroom or how to deal with Johnny," he said.

Pausing a minute, Pat asked, "What kind of teams are effective at the secondary level?"

"Well," the principal noted, "as you know, we do much more with integrating the curriculum in the elementary school. So, with the emphasis on academic disciplines in secondary schools, the *English, Math, Science and Social Studies departments* are logical groupings within which to develop teams. Secondary schools can also have School Improvement Teams, of course, as well as a Management Team.

"A wonderful concept called a *School Based Assistance Team* or SBAT is, I believe, a real necessity. SBAT functions much like Student Assistance Teams and Child Study Teams. The purpose is to use a team approach to identify problems students are having – not problem students – gather data, and plan interventions within regular education – how best to reach 'at risk' students.

See Appendices 16A, 17A, 18A, 19A & 20A

See References & Notes

"Another secondary school entity is the *Student Assistance team.* However, it is more narrowly focused on students with substance and alcohol abuse issues and problems, but the interactive process is still the same. It is similar in make up to the SBAT.

"Again, the first thing to remember is to create an atmosphere of trust among the professionals working together. What skills do you think would be needed?"

Pat was taken by surprise. She thought and then said, "Of course! Nonjudgmental listening and open, honest feedback help create the climate you want. Would they use the five-step problem-solving model?"

"Yes, because problems are problems and people are people. Basic communication skills don't change – they work!" exclaimed the principal.

"That's a lot to remember," Pat decided.

"Here are some user-friendly forms I used in a book not too long ago. They seem like a good summary of what the SBAT team in particular, and also teams in general, try to do and how they do it."

"The third key, then, is to establish and manage self-directed teams?" Pat asked.

See Appendices 16A, 17A, 18A, 19A, 20A

"Yes, they're the vehicle that gets you up the mountain," the principal replied. He reached into a drawer and pulled out the forms of which he had spoken.

"To sum up what you've said about teams," Pat mused, "they can be more efficient and effective than individuals working alone, but there are definite skills and procedures you have to use."

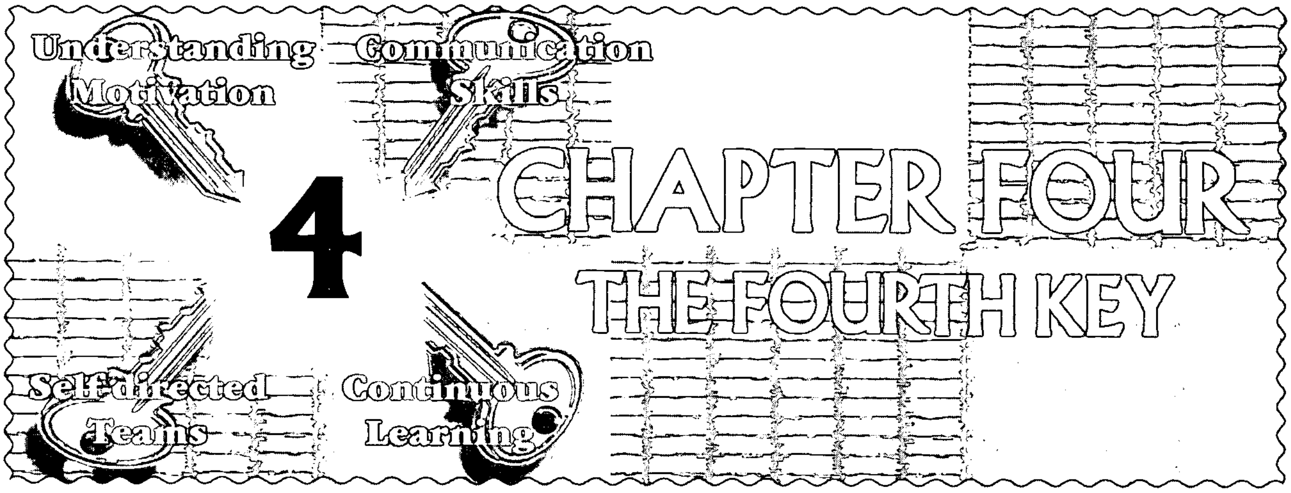
"Correct, Pat. The communication skills and problem-solving model process we've talked about are the critical strategies of successful teams. There are a lot of books out there on creating teams, team-building, and so forth, but as a leader you've got to remember you're still trying to change people's behavior in a positive way — that doesn't change; it's just more powerful when you get groups to do it together.

See Appendices 22A, 23A, 24A

"And team learning is also a very exciting concept," Pat enthused. "It's so motivating – I'm not alone and we're getting better together. Who hasn't ever wanted to recapture the feeling of when your team won the big game — to be part of a winning team?

"Working on teams is the logical structure for the two leadership keys," he agreed.

> ***"Team learning is a very exciting concept. It's so motivating – I'm not alone, and we're getting better together. Who hasn't wanted to recapture the feeling of when your team won the big game — to be part of a winning team?"***



4

CHAPTER FOUR

THE FOURTH KEY

"OK," Pat said, "you've said there are four keys. Besides understanding human motivation, communicating effectively, and managing self-directed teams, what else is there?"

"I call the fourth key *continuous learning*," he responded. "When you have a faculty and staff committed to finding a better way, nothing can hold you back. It's closely related to the team learning we just spoke about."

The principal paused, then said, "Often we focus so hard on the teacher-student interaction process that we forget that instruction is only as good as those who instruct. Methods can become stale and teachers comfortable with the *status quo* rather than looking at other approaches. Add the fallacy that the principal has only to do a better job of motivating teachers to improve achievement, and this leads to frustration on everyone's part."

"Because that goes against what the C3 Concept says: that coercion doesn't work because each person chooses what she will do," Pat noted.

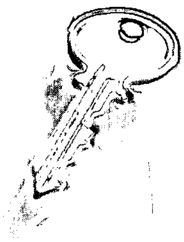
See Appendix 1A

"Yes. The plain fact is that, if all the up-to-date instructional knowledge lies only with the principal, the school is in trouble. Every successful principal knows that the curriculum is what happens when teachers shut their doors. *Teachers instructing students is the primary, critical process in the school.* Everyone and everything else must support the instructional process.

"In fact, in my school there are only two types of employees: those who teach and those who support teachers, myself included. The teaching/learning act is central; therefore, so are the teachers."

"Like successful coaches and managers, I guess," Pat reflected. "They don't hit or tackle or shoot baskets, so they do everything possible to support their players."

"Right!"



> “***Every successful principal knows that the curriculum is what happens when teachers shut their doors. Teachers instructing students is the primary, critical process in the school. Everyone and everything else must support the instructional process.***”

“But how do you create a *commitment* to continuous learning? How do you get support staff to agree that teachers have the most important job in the school?” Pat inquired. “The secretaries, custodians, and lunchroom manager all have to do their best, too, don’t they?”

“Of course,” he replied. What we’re talking about here is knowing your role, and tying your performance in your role to the main thing in the school. They aren’t mutually exclusive.”

“I guess I’m confused,” Pat sighed.

“The unifying concept here is gaining a commitment on the part of all employees in the school to continuously improve how to do the job. You might say the principal’s job is to *build a work culture of commitment* – everything can be improved in some way,” the principal replied.

“Sounds more like cheerleading than managing,” Pat noted.

“It’s a major change from what principals have traditionally done,” the principal agreed, smiling.

See References & Notes

“The principal *must* commit to continuously improving the system within which teachers work, if he wants to improve the instructional process. And improving instruction is critical to boosting achievement. As Deming noted, management owns the processes within which employees work. He said as much as 85 percent of the problems in most organizations are the result of faulty work processes, not individual errors. This is a critical point – if you want to improve processes, the principal needs to be engaged; be in those classrooms; and constantly be asking the question when faced with problems in work processes: *Is there something we could do to prevent ______ from happening in the first place?*”

“Then how do you, as the building administrator, build commitment to continuous learning and improvement of how things get done?” Pat inquired.

“Through day-to-day, painstaking attention to processes—to how things get done. Every day I’m trying to build a workplace culture that values getting better—individually and collectively. By building, I mean it is my direct daily management actions that help shape the workplace environment. What I pay attention to, the staff pays attention to.”

“Give me a definition of continuous learning,” Pat asked.

“Continuous learning means learning by doing; learning by analyzing data; learning as team members; learning as individuals—but *always pursuing a better way*—a way to improve how we do our jobs.”

“So what you’re saying,” said Pat, “is that by focusing on everyone’s doing better, and also focusing on the importance of the teaching/learning act, everyone has some ‘buy-in’ to continuously improving what she does.”

“Right again,” said the principal. Then he asked a question, “Pat, what is our mission at this school? What does our mission statement say?”

Pat replied, ‘Our mission is to provide the highest quality instruction in a caring, student-centered environment.’”

> “***In my school there are only two types of employees: those who teach, and those who support teachers, myself included. The teaching/learning act is central; therefore, so are the teachers.***”

> ***“The principal’s job is to build a work culture of commitment-everything can be improved in some way.”***

“OK, the mission statement helps everyone focus on what’s important, but what do you, as the principal, actually do to foster this continuous learning?” asked Pat.

See References & Notes

“Well,” he thought a minute, “there are several procedures and techniques I use to manage our systems. Some I have borrowed from ideas on Total Quality Management or TQM, continuous improvement, and so on.”

The principal continued, “The heart of continuous learning and continuous improvement is constantly thinking about prevention—then taking action to prevent problems as much as possible. A teaming environment is ideal to foster group thinking this way, but there is an obstacle.

“Big time-wasters in any organization are ineffective, and inefficient meetings. And you can’t afford this because you want communication and interaction in a teaming environment. Bad meetings, I think, begin with bad planning; they are often conducted poorly and then further compounded by poor follow-up.

“Well, guess what? The same communication skills I spoke of earlier as the second key are what a successful *facilitator* uses to run a good, productive meeting. Here’s a description of the role.”

Pat interrupted, “How would you define a facilitator?”

The principal replied, “A facilitator serves as an impartial guide, so-to-speak, who does five things that can help ensure a productive meeting:”

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The Facilitator's role is to

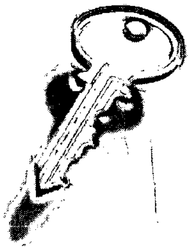
- remain neutral (does not add ideas)
- clarify process and content issues he or she sees occurring
- offer ideas to help processing of issues and problems
- keep the group on-task
- energize the meeting

"Can you give an example?" asked Pat.

"Sure. Let's say I call a meeting of the management team I spoke of earlier. If I, as the principal, conduct the meeting, I will soon realize that discussion of the very points on which I most need input often doesn't occur because my teachers are reluctant to disagree with the boss. Try as I might to be a non-threatening, careful listener, I am always the boss.

"However, if I have trained all team leaders – indeed, the whole staff – in the basic communication skills and the five-step problem-solving model, I can feel confident that someone else can conduct the meeting while I can concentrate more on listening rather than leading. An added bonus is the invaluable experience facilitators receive in dealing with their peers in a different way. Also, don't forget that team leaders get constant practice as facilitators in their own grade level meetings."

Pat thought a minute, then asked, "What else can contribute to effective and efficient meetings?"



> ***"Continuous learning means learning by doing; learning by analyzing data; learning as team members; learning as individuals—but* always *pursuing a better way—a way to improve how we do our jobs."***

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> ***"Our mission is to provide the highest quality instruction in a caring, student-centered environment."***

See Appendix 27A

"*Meeting guidelines* ensure all 'play fair' and produce decisions that everyone can support. I spoke earlier about consensus, but it's important to remember that not all decisions need to be made by consensus; however, if they are not, it's the group members who must decide how a decision is reached. Again, a skilled facilitator can ensure that this occurs.

See Appendix 28A

"Here is a copy of the meeting guidelines we use, as well as a way to reach *consensus*."

The principal shifted in his chair, then leaned across his desk and said, "Once you take the time upfront to learn how to have productive meetings, and ensure everyone has had communication/listening skills training, then you can really look at your critical processes and problems – use data and experience to continuously improve. You have a framework for success.

See Appendices 29A, 30A, 31A, 32A

"Besides ground rules at meetings, I feel an *agenda* is also critical – one that is built from the process of the last meeting – as a logical follow-up and extension. Clear minutes are also important, as are a *responsibility chart* with deadlines everyone agrees to, and an anonymous *assessment* of the meeting process itself, by the members."

"OK," Pat sighed, " I know effective meetings are critical. But what about large problems that cut across grade levels, say discipline problems or low test scores?"

"You've asked a good question, Pat. Here schools can learn from what successful businesses do. They identify the root causes of problems and then attack them so they don't recur."

"That sounds wonderful. How do you do that?" asked Pat.

See Appendix 33A

"Here's another place where a management team can be invaluable. From their viewpoints in the real world of the classroom, and yours as the building administrator, critical, cross-school problems can be *identified* and then systematically followed through to a *solution*. If you remember, we used a *cross-functional, four-phase problem-solving model* last year to attack our attendance problem. Framed in a positive way, we tried to find out: What is causing lower attendance, and what can we do to improve?"

Pat reflected, "I remember a couple of techniques that really helped us define the problem and identify possible causes and effects."

"Yes. You're speaking of generating a *problem statement* that gains consensus on what the problem is, shows the effects of the problem, and also shows the benefits of solving the problem.

See Appendices 34A, 35A, 36A

" I found that especially helpful," said Pat, "in giving a positive focus to what we wanted rather than focusing just on what was wrong."

The principal continued, "And then we followed that up with the *fishbone diagram* that helped identify possible causes of the problem. That was vital as we pared down and prioritized possible solutions to try."

See Appendix 37A

"How are we doing this year on attendance?" asked Pat.

"Attendance is up 2.3 percent, which shows real improvement. One of the key concepts of process improvement is *measuring* your critical processes. Too often, organizations have problems that may get better or may not after they implement a possible solution, but if they don't tie in evaluation measures, they don't know why things got better or worse!

"Simple statistics are invaluable in charting trends and controlling your critical processes. Deming called this SPC or Statistical Process Control.

See References & Notes

"That was a good example of dealing with a problem at its root cause and then instituting a process improvement to see it stays fixed. Remember, we identified three procedures we could try, which we felt would result in improved attendance: 1) Letter reminders to parents citing excused and unexcused absences, 2) counselor interventions, and 3) social worker interventions.

"Also," he noted, "when a problem is identified and solved at its root cause, you've done more than just solved a problem; you've improved a process. The solution becomes a process improvement."

"I know there's much more to the four phase model – and many more techniques and tools." Pat noted.

"Yes, again there are many books; unfortunately most deal with examples from the business world. What's important is to 'jump in' and try these techniques on your own. No book or guide could ever exactly fit any one situation anyway. Just as no two students are exactly alike, so teachers adapt their instruction."

"What are some other ways you manage the systems in which we work?" asked Pat.

> ***"Once you take the time up front to learn how to have productive meetings, and ensure everyone has had communication and listening skills training, then you can really look at your critical processes and problems – use data and experience to continuously improve. You have a framework for success."***

"We've already talked at length about self-directed teams and a management team. I can't emphasize enough the importance of a teaming environment—and of *trust*," said the principal.

"Why?" Pat inquired.

"Because when those who deliver the central process of the school – instruction – contribute ideas that are honestly listened to and considered in an environment that values input and finding a better way, then you have a vehicle to define your work processes, measure those processes, and continuously improve. It doesn't happen in an environment of distrust—of competing to out do your colleagues or cover up mistakes.

See Appendix 39A

"In other words," he continued, "since I'm responsible for the system, if I can 'bubble up' innovation and problem solving prevention and intervention ideas from those who are closest to the students, the end result is improved processes. You might call this 'bottom-up' management – it certainly is the antithesis of the old style principal who told teachers every step to take. I like to think of my actions as *trust management*. Trust management is something like using good top soil and tending your garden—you create a fertile environment in which your vegetables can grow tall and strong."

"How often do the management teams and grade level teams meet, and for how long?" Pat asked.

"I generally meet with the management team once per month and generate an agenda, as well as ask team leaders, the key members of the management team, for items they wish to discuss," replied the principal. "We also address ongoing items from the last meeting.

"Most grade level teams meet weekly, and I try to sit in on these meetings – not lead or even participate because then all eyes look to me to run the meeting – on a rotating basis. But I always want a copy of each team's minutes. These minutes really help me stay on top of things.

See Appendix 30A

"Last year, as you will recall, in addition to grade level team meetings at the end of the year to develop class lists (grade level assignments) for the next year, we also had mid-year alignment meetings that helped re-focus everyone on what's expected at each grade level."

"You mean," Pat inquired, "when the kindergarten team met with the first grade team, grade one met with grade two, and so on?"

"Yes. Who better to make mid-course modifications or give me a rough draft of where students should be placed for next year than the teachers? And, again, this helps ensure 'buy-in' from the teachers. There's nothing like real, meaningful participation to build loyalty and support – it's that trust thing again."

"What are some other ways you actually manage work systems?" asked Pat.

"I'm constantly looking for, calling attention to, and reinforcing those who get it right, so-to-speak. That is, I'm looking for real life examples of what I want — call them role models or even champions; it's critical that there be good examples and informal leaders in your school," he replied.

See References & Notes

"Why?" asked Pat.

"Because," he responded, "it's human nature not to bring problems to the boss—but if staff members trust each other to help problem-solve, that's fine with me. I know that drives the control freaks crazy, but remember, I'm concerned with improving the system and producing learner outcomes – I'm not concerned with controlling others."

"How do you develop these champions?" asked Pat.

"Well, team leaders have a critical role – as do all management team members. But what's critical is that I try to 'catch them doing good' — I look for and verbally praise those who accomplish tasks and show initiative."

"In the Plan of the Week you give us each Monday morning, you make mention very often of what has been done by staff members and teams," noted Pat.

See Appendix 40A

"Yes, and how often do I simply say thank you or thanks for organizing a successful event or whatever?"

"Weekly!" exclaimed Pat. "It's a great way to start the week, I have to admit."

> ***“When a problem is identified and solved at its root cause, you’ve done more than just solve a problem; you’ve improved a process. The solution becomes a process improvement.”***

A wise former principal of mine used to say that teachers are underpaid and underthanked. The principal can’t increase their pay, but he certainly can provide thanks and recognition.

“What else do you do to develop teachers and staff?” she inquired.

“*Mentoring* new employees, I believe, is critical. As you know, within our learning structure, I expect the team leaders to be mentors to new teachers. I also do this for new cafeteria workers, custodians, and so on. There is no other profession with which I am familiar where rookies — new teachers — are expected to do exactly the same job as a veteran, and also do it behind closed doors – away from veteran eyes who could otherwise provide feedback. Remember also that new employees are no different from veterans in that they will be much more likely to go to a buddy first, than to the principal with a problem or concern.

“Of course, I spend more time with new hires and do all I can to support them, but there is no substitute for an offer of concrete help from a mentor or peer in a caring way. These kinds of professional relationships can be very worthwhile, but, again, I have to manage the system and pay attention to see that this happens. I have regular meetings with mentors and new hires during the year just to touch base. Of course, I also observe new teachers more frequently and provide specific feedback.”

See Appendix 42A

“Yes, your observation form is very complete, and I appreciate your concrete feedback with an eye on improvement. I really feel appreciated and understood when we discuss an observation," Pat said. "I also like the two-part forms when you do Part I of the observation, and I complete Part II, and then we compare them at the conference."

See Appendices 43A & 44A

"Thanks, Pat. That's my goal — to provide accurate feedback that you can use to improve. And I can't stress enough the benefit of having a professional self-evaluate what went well and could be improved. Again, I can't *make* anyone a better teacher — it has to be the teacher's choice to make necessary changes, as Key #1 noted," the principal replied.

"You mentioned staff development," said Pat, "as another way you work on improving work systems."

"Yes. Top businesses know the value of constant employee training to upgrade skills and knowledge. Unfortunately, staff development, or inservice training, has far too often been poorly done in schools. I believe good staff development is critical to improvement, but it has be relevant to what teachers want and need."

"Why?" asked Pat.

"Because, again, as a leader I can't *make* anyone learn anything that has no value to that person, any more than a teacher can make a child learn. But if you honestly ask for feedback and ideas *from* teachers, and they see you using their input, you will get their buy-in."

"You're tilling the garden soil again, in a sense," Pat noted.

"Right," he replied with a smile.

"How do you get input into your performance as a principal, and what contributes to good staff development?" asked Pat.

"One of the chief ways I get input is by using an anonymous end of the year survey by teachers. I ask each of them to complete one form evaluating me as the administrator as well as one form evaluating the learning and work climate of the school. I combine this with what I believe is needed from my experience, data gathered (such as test scores), as well as what I want to accomplish. For example, remember when I gave the faculty training in the C3 Concept and in communications skills?" asked the principal.

See Appendices 52A & 53A

"Yes, it was unusual to be trained by the principal, but it showed us what you expected, and we certainly have seen you model those skills," noted Pat. "You also arranged for a consultant to show us how to conduct more effective meetings. Those sessions were down-to-earth and practical."

"Businesses call that 'just-in-time training.' That's training that can be immediately used," he noted.

"What else contributes to good staff development?" asked Pat.

"As I said earlier, it needs to be scheduled and carefully planned. I use the management team as a sounding board for what I think needs to be done. Other ideas include sharing of ideas/procedures/examples, etc., which can be very effective — in fact, lecturing to adults (as staff development often is done) is deadly, whereas small group interaction is very need-fulfilling for adults.

"And asking for volunteers from the faculty to present/conduct staff development is also another way to grow leaders. There's nothing like presenting to and receiving positive feedback from one's peers — it's very satisfying.

"And you will recall that the teachers know Tuesdays are late days (2:30 to 4:00 p.m.), and each second Tuesday will be staff development tied to our school's biennial plan or identified needs and desires of teachers. This past year we also devoted the fourth Tuesday of each month to technology training and discussion, since the central office provided more computers in each classroom."

See Appendix 39A

"I see. More just-in-time training," noted Pat. "So, to sum up continuous learning, there are several techniques and procedures you use to manage the systems we work in — you call what you do 'trust management.' And trust management leads to a culture of commitment to finding a better way, through continuous learning."

See Appendix 1A

"Excellent, Pat! You captured what I'm trying to do. For me as the principal, understanding the C3 Concept of Motivation, and employing communication skills, are my leadership keys; creating a teaming structure and a continuous learning environment, are my management keys. To be a successful principal, you have to be a leader *and* a manager — the roles are forever intertwined.

"Or, put another way," said the principal, "it comes down to two critical questions you have to constantly address, as a leader and manager: What do you want? How do you get it?"

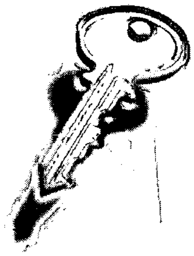
"The first is leading, and the second is managing," Pat summarized. "I get it!"

"That's right. I want a school committed to continuous learning and employees committed to being continuous learners themselves. My management goal is process improvement and problem-solving at the root-cause levels — that's the framework for improving both support processes and the instructional process — with the end result of improved student achievement."

"I've been taking notes. How does this look as a summary of your actions?"

Pat asked.

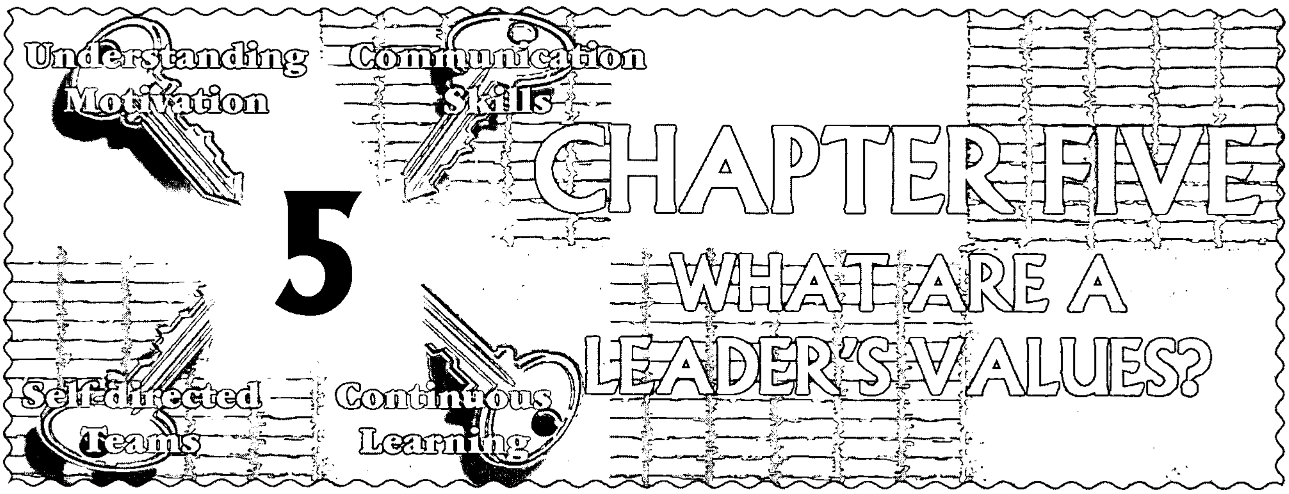
The principal looked over her notes, and said, "That's it! Thanks!"



> ***"Understanding the C3 Concept of Motivation, and employing communication skills, are the leadership keys; creating a teaming structure and a continuous learning environment, are the management keys. I believe to be a successful principal, you have to be both a leader and a manager — the roles are forever intertwined."***

TRUST MANAGEMENT STRATEGIES FOR CONTINUOUS LEARNING

1. Process improvements to prevent problems – teaching techniques and data analysis to keep small problems small or to avoid problems altogether.
2. Problem-solving procedures that get to root causes so problems do not recur: problem solutions become process improvements.
3. Effective and efficient meetings, wherein communication skills become facilitation skills to move decisions to consensus.
4. Management team and self-directed grade level teams provide feedback to the principal and each other, analysis of data, and planning for continuous improvement.
5. Developing champions among the staff or models of success.
6. Mentoring less experienced teachers.
7. Staff development – targeted to prevention and continuous improvement.



5

CHAPTER FIVE

WHAT ARE A LEADER'S VALUES?

"Let's switch gears for a moment," Pat said. "We've talked about practical ideas for leadership and management – about how to operationalize what you call trust management as you build a culture of commitment to continuous learning.

"But what about those tough decisions that you have to make every day—where there are no clear guidelines as to what is right or wrong—it's your interpretation of the situation, and your call?"

"Interesting question, Pat. In the heat of the daily intensity—you have teachers wanting immediate action – often because they have waited too long to do something; parents wanting answers to carefully-worded, half-truthful questions; and sometimes dealing with those who actually lie to cover-up what has been done – or not done – often you really don't have a clear road map to follow.

"Sure, you have school board policies and regulations, plus state and local laws to enforce, but as a principal you also have a lot discretionary power."

He paused, then said, "I guess when I think about it, to use an economic analogy, I make decisions based on both a macro and a micro perspective, if you will."

"Explain, please," Pat said with an excited tone.

"At the macro or large perspective, I try to let our students and parents know, in a variety of ways, what I believe is important: that young people learn many things beyond reading, writing and math.

"Now, the term *values* is a loaded one as far as parents are concerned. Many people believe that you only get your values from home and church, and that school is strictly about academics. In other words, some think that you leave your values and emotions at home when you come to school.

"As a principal, it's important to realize this state of affairs exists, and not get into a debate about it. What I have done, as you know, is choose to focus on three key characteristics to foster in our students. They are not all inclusive, but they do give a focus that most parents can support. And to me they are critical concepts. You will recall this page from the front of the student handbook:"

Students at _______________ school are:

Responsible for their actions.

Respectful of themselves, others, and school property.

Hard workers who always do their best.

He continued, "I happen to believe that *responsibility* is the single most important concept we can get across to students and parents. Without responsibility, what do you have?"

"You are left with sheer and utter chaos," guessed Pat.

"Yes. As you know, leadership is an overriding theme at our school. We call our students here our 'Future Leaders,' and our teachers are the 'Leadership Team'. Leadership is a powerful concept parents can get behind—and it's also the truth. Children are the future. To paraphrase Abraham Lincoln, they will walk in our place one day, make the decisions, and run the world.

See Appendices 45A & 46A

"In fact, every year we celebrate Leadership Month in February to drive home the basic concepts of responsibility, respect and hard work, but I also emphasize these concepts in many other ways."

"I liked the flier you devised last year. Do you have one?" asked Pat.

See Appendix 47A

"Sure. Here it is, and the questions teachers used to frame their instruction during the month. All our grade levels did a month-long integrated learning unit on leadership. Last year we also talked a lot about 'quality,' so that was included as well. I loved the posters the fourth grade teachers had children do. They shared the concepts – quality, responsibility, respect, hard work – in the corners. The children had to tell and show what about their lives were examples of those concepts. They were take-home projects so parents got to see what this was all about.

"And since I believe so strongly in the basic concepts, they also help keep me grounded in my day to day pursuits," he added.

"How so?" asked Pat.

"Well, to me as a principal, *responsibility* means remembering to praise the teachers and staff for what goes right, and also taking full blame for what goes wrong. The failure of a teacher, for instance, to do something, follow-through—whatever—is also my failure. My job is not pointing the finger of blame—it's providing feedback and ensuring mistakes don't happen again."

After a moment, he continued, "*Respect* is also a critical concept. There is the respect you show for others. And there is the respect you receive from others, if you earn it. That's where self-esteem really comes from—earning the respect of others as well as gaining confidence from having success."

"That's why no one can give someone self esteem, then," mused Pat.

"That's right. Children have to experience real success in order to feel respect for themselves—you can't give anyone self-respect. And it's also critical in our society that children—the future—learn to get along. I know it sounds trite, but we live in a republic with a capitalistic economy. We have to depend on each other, or our society will become second class, or worse.

"That's one reason we do Leadership Month in February, to tie in the birthdays of two of our greatest Presidential leaders—Lincoln and Washington—as well as African American leaders during Black History Month. I believe these basic characteristics are fundamental to any person's success, especially a leader's.

"Respect as a value, for me, is central in what I do every day. Even as people tell me half-truths, lies, and worse, I have to remember to treat them with respect. That's where feeling statements and active listening really are important, as we discussed.

"Notice sometime how people – parents or colleagues – get upset, not with the decision made about a problem they're having, but when they don't feel they were treated with respect."

"You're right. I remember last week during the conference involving you, me and Ms. White. She finally came around to agreeing with what she needed to do at home to help Billy, after you spent a lot of time reflecting her feelings and gaining her confidence. She really does believe now that we need to work together, and the school is not to blame," noted Pat.

"Thanks, Pat. The last critical, macro concept is *hard work*. It's not glamorous; it's what you might call sweat equity. Again, I think it's critical that children learn the value of working hard, and that our teachers and I reinforce it every chance we get. At the end of many school days, what do I ask children over the intercom?"

Pat smiled and said, " 'Boys and girls, ask yourselves: Have you worked as hard as your teachers today?' "

See Appendices 48A, 49A & 50A

"As you know, we have academic pep rallies every quarter, when we give small awards for each of these concepts, as well as math and reading achievements. The awards are separate from honor roll, although there is an obvious overlap."

"So the real focus is to mold, foster and reinforce steps toward responsibility, respect and hard work—it's what leaders do," Pat summarized.

"Yes. For me, as far as hard work goes, I have to realize the job can't be done well without long hours, and I have to maintain a positive attitude—even when I don't feel so confident inside. That's what's really hard."

"Why?" asked Pat.

"Because teachers are boss-watchers; parents are principal-watchers; they seize on doubt. We all want to know the person in charge is proceeding with confidence—we need that reassurance."

"How do you maintain that positive outlook, even when you are often the only one who knows certain details which may raise doubts in your own mind?" asked Pat.

"I personally choose to focus on the positive in any situation—even the worst problem you are faced with is a chance to creatively problem solve. The reason you can't let them 'see you sweat' is that you owe your followers the perception that someone is in charge and will pursue the best solution. That's a big part of what a leader does—stay the course. You make the tough calls and live with the consequences.

"What's helped me survive for these many years are three other values—what I call micro-values: self-control, honesty and integrity.

"*Self-control?*" Pat asked, raising an eyebrow.

"Yes, it sounds trite but think of all the situations when people are trying to 'get to you'—get you to emotionally lose control so they win and you lose; or in a crisis situation, say, where a child is hurt, or you've received a bomb threat and so on. Again, people are boss-watchers and principal-watchers—your example of how to handle adversity shouts about your leadership."

"Can I have an example?" asked Pat.

"Recently, a parent stormed in and accused one of our teachers of grabbing her child by the shoulder. She was nasty and wouldn't listen to reason, or facts. I did my best to reflect her feelings and promised to investigate. Turns out, the teacher did nothing wrong and the child later admitted she lied. Now, I could have gone on the attack, but by remaining calm, I was able to back the teacher and get to the truth as well—but I'm not saying it was easy. When you and one of your teachers are under attack, it's never easy or pleasant."

"Talk to me about *honesty*. Why is this a critical value?" asked Pat.

"As a principal, you are faced with so many problems and issues, if you play games and tell one person one thing, and another something else, that habit will eventually catch up with you. Besides, I can't think of anything more antithetical to a true teaming environment. Honest feedback is at the heart of teamwork."

Do you have an example?" asked Pat.

"Many, unfortunately. Perhaps the best is delivering honest, caring but accurate feedback on employee performance – say a new teacher with definite pluses and minuses. Of course, using *I messages* helps to cushion the negative, but no one likes his faults pointed out to him."

"Often I use an *I message* to begin, for example: '________, I am worried that your students don't seem to pay attention, because they can't learn that way.'

"This puts my concerns on the table about a problem. Once she reacts, we can deal with concrete issues and try strategies and techniques. But it's never easy to confront someone."

"That must be hard," Pat noted, "separating the deed from the doer. I know I don't like to tell people when they aren't doing something right, whether a child or adult."

"I've found out in the long run that people do appreciate honesty and frankness; but *first* you've got to acknowledge their feelings and get past the emotions," he concluded.

"How about *integrity*?" Pat asked. "Isn't that the same as honesty?"

"Yes and no. You asked me originally about making the tough decisions—the ones without a clear map or template to follow—this is where your own personal integrity comes in. For the most difficult decisions, I think it comes down to doing what you believe is the right thing to do: anticipate the consequences as far as you can, plan for negative repercussions—and remember that you are paid to interpret situations and make decisions."

"Integrity is also about following-through on what you said you would do – so others trust what you say, and will believe your actions match your words."

"Give me an example," Pat implored.

"There are many I could give: withholding tenure from a borderline teacher; considering retention for a borderline student; confronting the PTA president whose Saturday fund-raiser just trashed the gym—and on and on.

"Again, I'm not saying this is easy, but if you don't have your own internal road map—your own values—where else do you turn?"

"I see. I'm hearing you say there are six basic values you hold that help make the tough calls: responsibility, respect, hard-work, self-control, honesty and integrity" Pat summarized.

"Right. There are others, of course, and the highest of all is my own faith. But these six are equal on a day to day basis in the trenches."

"Can we talk a little about your Principal's Guarantee?" asked Pat.

"Sure. A few years ago I heard a tape of a keynote speech at a conference. The speaker spoke about a teacher's guarantee to students. I agreed so wholeheartedly with the ideas in the speech, I adapted them into my school for those who teach and those who support teachers, myself included.

"This is in the front of the teacher handbook. It also helps keep me focused on what's really important."

"It is personal and powerful," noted Pat.

PRINCIPAL'S GUARANTEE*

TO THE TEACHERS OF________________SCHOOL

I guarantee you can expect that ...

1. I will serve as your principal with pride. I value the opportunity to be your principal. I will do my best and expect the same from you.
2. I will be knowledgeable, keep up-to-date, attend training, read journals, attend conferences, so I have the latest information to serve you better. You have the most important job in the school.
3. I will treat you with respect and expect the same from you. I will never use sarcasm because it is a put-down.
4. I will collaborate with you in a variety of ways because everyone does not learn and grow the same way or at the same rate.
5. I will be enthusiastic and energetic. You will hear, see, and feel through my voice and face how excited I am about what I do.
6. I will make my expectations of you very clear. You will know where you stand at all times and where you can get help.
7. I will make my feedback to you specific, consistent and fair. Perhaps the worst thing about making a mistake is not learning from it so the mistake won't be repeated.
8. I will support every teacher and person who works at this school so that our school is a learning organization in which you can all succeed.
9. I will listen to you – ask for your questions, observations and feedback. I expect to learn from working with you how to be a better principal.
10. I will not give up on you — I want you to succeed.

YOU CAN COUNT ON ME!

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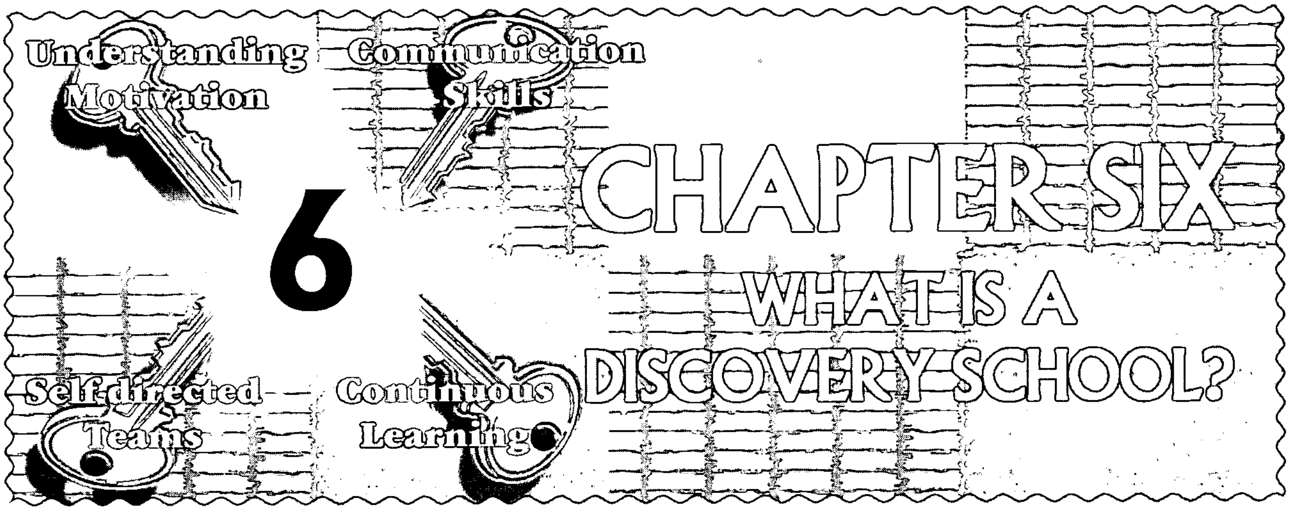
* Adapted from a speech by Connie Podesta



6

CHAPTER SIX

WHAT IS A DISCOVERY SCHOOL?

"We've talked about making tough decisions ... choosing a path and sticking to it...but our school really *is* different from any other in which most of us have ever worked. Can you summarize what you are trying to do and how someone might begin to implement some of your ideas?" Pat asked.

"Certainly. If I had to put a name on the kind of school I'm trying to create, I would call it a 'Discovery School.' "

"Why?" asked Pat.

"I've always liked the concept of discovering. Discovery and discovering are dynamic concepts—it's a never-ending process once you begin. You might say life is like a long journey over a scary suspension bridge. We know we are supposed to reach the other side, but we don't know what awaits us on the way because—by the way—we have to build the bridge while we cross it! We build that bridge one day at a time, always going from the known (our present experience) to the unknown future we are trying to create.

"What helps me to continue the journey is the stimulation that leading others provides me—working with colleagues to discover better ways to create the future we want."

See Appendix 51A

Pat paused, then asked, "What are the underlying assumptions of a discovery school? What are the basic tenents that support your leadership and management decisions?"

"Very good question, Pat," the principal replied. "I would say there are ten basic assumptions that keep us anchored to what we are trying to accomplish. Here's a list."

Assumptions of a Discovery School

1. Success is defined by student achievement – period.
2. Building a community of learners and leaders will result in increased student achievement.
3. Trust is central to the workplace; communication among individuals is central to building trusting relationships.
4. Power is given to those closest to the action. Each employee must have clear roles, responsibilities and discretion to carry out responsibilities.
5. Leaders and followers must continually question the *status quo.*
6. People are self-directed because all want to be winners; self-evaluation leading to improvement is intrinsically motivating.
7. Everyone is a leader in his or her role within the school.
8. Leaders need a new role definition and new skills. They must truly lead, not coerce.
9. Leaders do not "beat up" on those who are trying to find a better way.
10. Team learning is the foundation of continuous learning.

"Number five would seem somewhat controversial," Pat observed. "I thought you wanted followers committed to results."

"I do. That's precisely the point. With continuous learning, you are never satisfied with what you have achieved—you can always improve. But how do you do that? By allowing your followers to question, experiment, and try new things —you innovate or you stagnate.

"Once you let the genie of empowered employees out of the bottle, there is no turning back. From then on, you share power, although, as I've said before, as the principal you never let go of the ultimate responsibility. It's a dynamic tension.

"But that's OK. It's this sharing of power—sharing of a vision—that is so exciting! It's what continuous learning is all about."

"Well then, what does a Discovery School look like? What are the results of transforming a school into a Discovery School?" she asked.

You innovate or you stagnate.

The principal wrote for a moment, then enthusiastically replied, "There are really five outcomes (results) I am constantly trying to achieve."

What are the results of transforming a school into a Discovery School?

1. Documented student achievement.
2. Happy, involved, productive teachers and staff who constantly try to get better.
3. Innovative instructional practices and learning experiences for students.
4. Satisfied students and parents who "spread the word" about their experience.
5. A successful, respected school with a reputation for high quality instruction and achievement.

"And the four keys to leadership success we have been talking about are how you, as the school's administrator, seek to achieve these outcomes," Pat summarized.

"Yes, they keep me focused on what I'm trying to accomplish as a leader and a manager."

The Four Keys to Success As a Principal

1) **Understanding motivation**

2) **Maximizing communication skills**

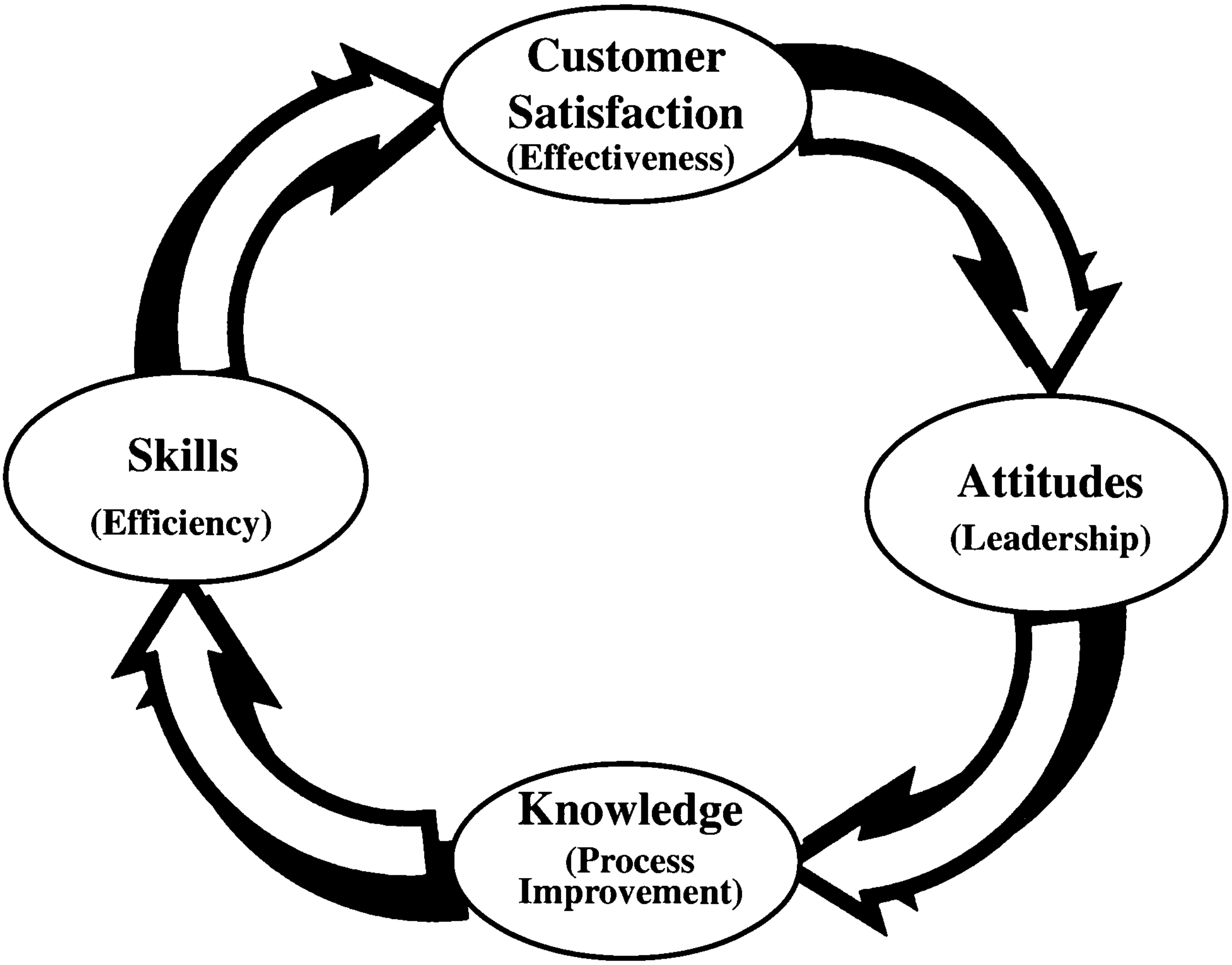
3) **Managing self-directed teams**

4) **Creating a continuous learning environment**

"You know," Pat said, "I've worked in schools where this is 180 degrees from what's going on. But if a principal really wanted this type of transformation, how would he or she begin? When I get my own school, say?"

"It always helps, when you are going on a trip, to have a road map. Here's a simple model of what I think the change process looks like. I call it the *Continuous Learning Model.* In this model you'll notice the arrows go in one direction, and they are continuous, just as learning is. The process – as it does in the business world – starts with *customer satisfaction.* A student is a teacher's customer; a teacher is my customer; parents are the customers of the faculty; and I am the customer of the superintendent."

CONTINUOUS LEARNING MODEL


Customer Satisfaction (Effectiveness)
Attitudes (Leadership)
Knowledge (Process Improvement)
Skills (Efficiency)

"The Continuous Learning Model starts with customer satisfaction – you are effective if your customers value what you do; if they believe you deliver quality outcomes. The outcomes I mentioned before are really what I as the leader have learned will satisfy our customers. Without satisfied customers a school can't be successful any more than an ice cream shop that never sells any ice cream."

"If students aren't learning, and teachers and parents aren't happy, you're not successful," Pat summarized.

"Right again," the principal replied. "Customers fall into two categories: internal (within the school) and external (outside the school)."

"What are some ways you assess how well you are satisfying all your customers?" Pat asked.

"You need to have both ongoing and end of the year assessments. Again, the management team fulfills a key role in providing ongoing feedback to me on my actions throughout the year. An active student council is also an important group to listen to, and that PTA executive board is your constituent leader group among parents. If you're honest with them, you will get all the feedback you can handle."

"But you have to *want* feedback, right?" Pat asked.

"Yes. You want your customers to see you first and foremost as a leader who listens; someone who cares about improving things; someone who cares about solving problems so they stay solved.

See Appendices 52A & 53A

"At the end of the year, anonymous surveys can give you specific feedback you can quantify. I especially like a survey that assesses the culture among the teachers in the school."

"You really haven't created a culture of continuous learning if the teachers don't agree that you have," Pat noted.

"That's true. Here's one I've used. It doesn't just assess my performance, but assesses how the teachers perceive their own interactions with each other. I tabulate the results and share them during pre-school week.

"Do you have any surveys you've used with parents and students?" Pat asked.

"Sure. Here they are."

SCHOOL
REPORT CARD

____________________ SCHOOL

Dear parents,

Please take a moment to let us know how we're doing. Return form to your child's teacher or the school office.

(Circle one response for each item.)

1.	I feel welcome when I visit this school.	Yes	No
2.	The school and grounds are clean and well maintained.	Yes	No
3.	The school provides a safe environment for learning.	Yes	No
4.	The school holds high academic expectations for all students.	Yes	No
5.	The school holds high expectations for discipline of all students.	Yes	No
6.	My child's teacher(s) communicate effectively with our family.	Yes	No
7.	I am aware of what my child is expected to learn in order to be promoted at the end of the school year.	Yes	No
8.	I volunteer at least one hour per month (at school and/or at home).	Yes	No
9.	The guidance counselor/department is effective in assisting students and parents.	Yes	No
10.	My child is receiving a quality education.	Yes	No

WHAT OVERALL GRADE WOULD YOU GIVE OUR SCHOOL?

A B C D F

COMMENTS: ____

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____

STUDENT
END-OF-YEAR
ASSESSMENT

1) What did you like the most this year about ______ grade?

2) What should we change?

3) Rate our school as a good place to learn on a scale of 1 – 10 (10 at the top).

10 ___ 9 ___ 8 ___ 7 ___ 6 ___ 5 ___ 4 ___ 3 ___ 2 ___ 1 ___

4) Additional Comments:

> ***“You want your customers to see you first and foremost as a leader who listens, someone who cares about improving things, someone who cares about solving problems so they stay solved.”***

“A critical part of understanding customer satisfaction lies in the definition of quality. Quality is what your customers want and need – how satisfied they are with what you do – your effectiveness. Once you’re aligned with them on the *right things* (outcomes they desire), then you concentrate on doing the *right things right.* That’s your efficiency measure. Are you giving them what they want in a timely, cost-effective manner? Are students learning in a caring school environment that is fiscally and physically well-managed?”

“OK, but what do you actually do to begin these changes?” Pat said, somewhat perplexed.

“Once you know what your customers want, the second component of the Continuous Learning Model is *attitudes (leadership).* You have to make it safe for people to discuss what they do—to identify their wants and desires, their shortcomings and perceived barriers to overcome. The change process can be intimidating. Establishing study groups by grade level or departments is a great way to begin this process. Remember how we defined a problem statement? You may want to establish a school improvement team or some sort of steering committee to compile important data, set short and long term goals, and keep the change process on track. The purpose of making changes is to come up with more effective ways to improve student learning in an environment where people enjoy working. Remember? What do we want? How do we get it?”

“Isn’t that time consuming?” asked Pat.

“It can be—but of what use is a quick fix? I’ve found that in any kind of change effort, about 20 percent of the group are ready and willing to go for change; about 20 percent will dig in their heels and resist; and the remaining 60 percent could go either way—it’s your task to convince them to risk making changes.”

"How?" asked Pat.

"Again, by sending signals you are a listener who doesn't have all the answers, and who welcomes input and feedback. This makes everyone more comfortable with change. And by connecting at an emotional level and sharing beliefs about learning and education, you begin to create that environment of trust. The second component is critical, so you can't skip over it and go straight to *process improvement*, component three."

"So, you're saying it's critical that you involve the staff in defining the mission, and creating a vision of what you would like the school to look like—as a place of learning for students and as a trusting workplace for faculty and staff," Pat summarized.

"Yes. Understanding where people are coming from and how dubious most are about previously ill-planned reform attempts at other schools, and convincing them at the gut level that this will be difficult, but not impossible—that's what's crucial for creating a climate for change. What keeps you going is remembering people want to be winners—want to get better—often even those who initially seem the most negative."

"So the process improvement ideas we spoke of earlier can't happen unless attitudes and communication linkages are addressed first," Pat said.

"Right. It's exactly when you reach that critical mass of committed people who decide they will make the effort to change, and then they experience some success at improving a critical process—once that happens and they see empowerment for them is real and it works—look out!

"Another key here is to have *measures* for your critical processes, so that you know why you are or are not improving. For example, you can't teach students if they aren't in school. So you establish a baseline measure of attendance, try interventions to improve attendance, and look at the results. Up or down, you get *feedback*. As Blanchard said, 'Feedback is the breakfast of champions.'"

See References & Notes

"The fourth component of the Continuous Learning Model is *skills*. Shouldn't skill-building come sooner?" asked Pat.

"Well, it actually overlaps all levels, but I purposely put it here because once the other structures are in place, skill-building becomes critical to continuous learning and process improvement. You might say the ring that holds the keys to success together is staff development or training."

"The ring that holds the keys to success together is training."

"But realize that ideas for training and staff development need to come from the faculty and staff – what they want – as well as what you feel they need. Good staff development is critical; bad staff development is worse than none at all."

"What makes for good staff development?" Pat asked.

"Here are five basic factors that I believe contribute to effective staff development."

"FIVE CRITICAL FACTORS FOR EFFECTIVE STAFF DEVELOPMENT"

1. Topics for training are generated by needs of faculty and staff.
2. Training has clear, measurable goals tied to student achievement outcomes.
3. Training is hands-on and interactive, with very little lecture.
4. Small group discussion is part of training because it is both productive and need-satisfying for participants.
5. Training is assessed/evaluated by those trained, for both process and content; feedback is used by both trainers and planners to improve.

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> ❝ ***Process improvements can't happen unless attitudes and communication linkages are addressed first.*** ❞

See References & Notes

"Wow!" Pat exclaimed. "At other schools where I've been, every one of those factors was violated."

"Unfortunately, staff development training has too often been seen as something you do *to* people rather than with them."

"That's hard to believe when you think of how satisfying learning is," Pat noted. "But I know from experience it's right.

"I know we're running out of time, but I've just got a couple more questions. Why do you think Total Quality Management or TQM has been a somewhat hard sell in this country—especially in schools?" Pat asked.

"Because it requires a major change in how managers behave—a shift away from what Glasser calls 'boss management'. It's really an empowerment model that puts the responsibility on management for creating systems in which employees—those closest to the customer who know best how to do their jobs—are free to do those jobs to the best of their abilities. That's risky for managers/bosses, as we've been talking about, and people don't like risk or change much anyway. It also puts accountability on those empowered to act. Some teachers don't want the responsibility that goes with decision making."

"How do you define TQM?" asked Pat.

"Here's a breakdown of what I think it means."

WHAT DOES TQM MEAN?

Total	All employees are **committed** to customer satisfaction and continuous improvement of processes.
Quality	Customer **satisfaction** defines what quality is.
Management	**Management owns the processes** within which employees work. Therefore, managing for quality results means: **Alignment** with customers and focus on their needs, **Leadership** that listens to and empowers employees in a workplace environment of trust, and **Measurement** of critical work processes in order to continuously improve products and services.

"Speaking of TQM, I can see how the Continuous Learning Model and TQM are closely related," said Pat.

See References & Notes

"Yes. It's unfortunate that Deming never articulated a theory of what motivates people in the work setting, since one of his main concepts is that management creates the systems in which people work. As we have discussed, in order to achieve quality results, workers must choose to do their work the best they can within the structures they inherit. For example, a sixth grade teacher does not pick the students in her classes; she has to work with those who are assigned to her."

"I've learned a lot about leadership and management. What about the principal's role in instructional leadership?"

After a deep breath, the principal said, "Pat, what's important is: don't let yourself get 'wrapped around the axle,' so-to-speak. That is, don't get so caught up in the 'numbers' that you forget that good processes – in this case, good teaching – will cause good test results, but probably not immediately. Of course, there are many other factors in student performance, but there is no substitute for good instruction.

“To me, accountability in education means teaching the standards required by the state and assessing progress in two ways: ongoing assessments in the classrooms, and the so-called high stakes assessments. What is critical for the principal is to use student performance data not just to assess how you’ve done, but also to guide your instructional planning for the future. But the best instructional planning won’t make any difference unless the framework is there to put the planning into action: committed professionals who work together in self-directed teams.”

“Is there anything else you would like to add about leadership and management?” asked Pat.

“There’s a helpful question I have learned to ask that seems to help convince people to follow my lead: ‘Will you please help me?’ It sends a message that you care about the person you’re talking to, and will try to work with that person rather than act as the boss,” he replied.

“That’s what I asked you originally,” laughed Pat. How would you briefly summarize all that we’ve talked about?” she asked, checking her watch.

The principal paused, then said, “*I believe that leaders are made, not born.* Leadership is not a series of mysterious traits but a set of skills and principles that, once learned, can unlock the power of people in any organization. I’ve also found that if you treat people with respect and believe in their ability to change, most will give it their very best shot. They may not reach the stars, but they will be successful more often than not.”

“Thank you so much. Let’s eat!”

"NO PRINTED WORD NOR
SPOKEN PLEA

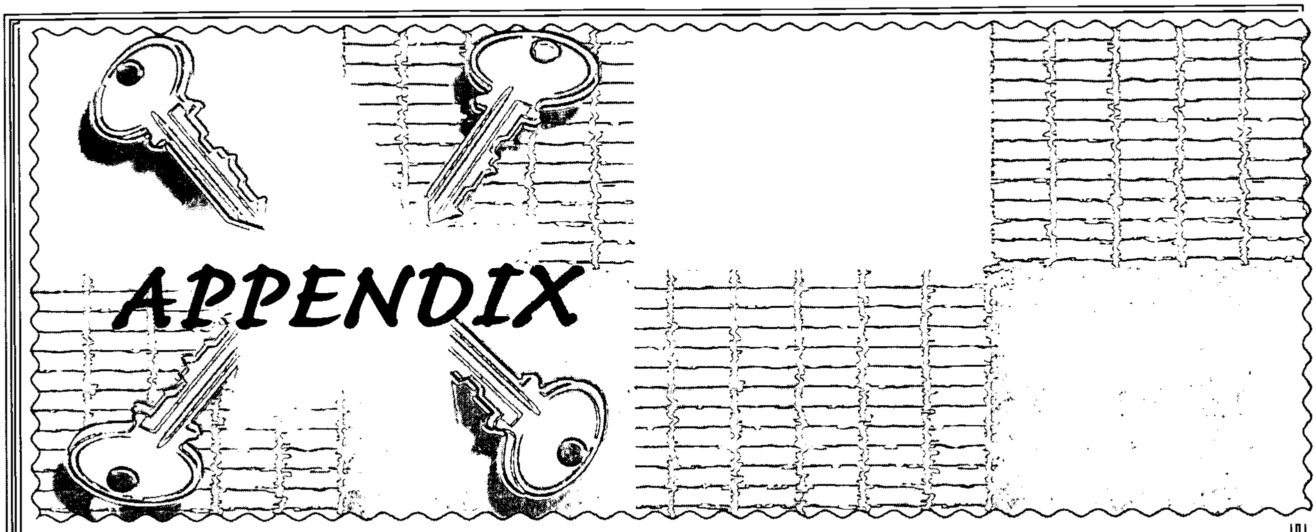
CAN TEACH YOUNG MINDS WHAT
THEY SHOULD BE,

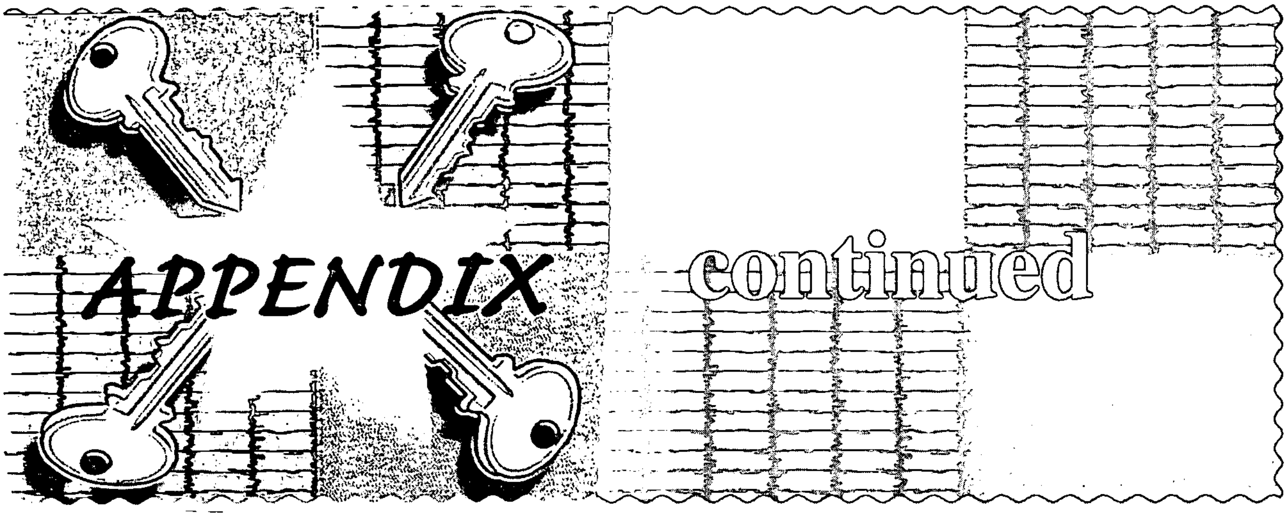
NOR ALL THE BOOKS ON ALL THE
SHELVES

BUT WHAT THE TEACHERS
ARE THEMSELVES."

– ANONYMOUS

APPENDIX





APPENDIX continued

C-3 CONCEPT OF MOTIVATION

People may CHOOSE to change their behavior IF they believe:

(1)...they have the COMPETENCE to change.

(2)...the potential CONSEQUENCE is worth the *effort* to change and the *risk* of failure.

(3)...they are CONNECTED to someone who cares about them as they try to change.

A successful change in one's behavior is self-motivating because it satisfies basic psychological needs we all have for success and a feeling of belonging.

But motivation is only motivation if that individual chooses to change his behavior. Even then – if he chooses to try to change – he will also choose to what extent, and for how long, he will engage in new behaviors.

Therefore, it stands to reason that individuals cannot be motivated from outside themselves because each person has unique perceptions (an internal personal filter) of what is satisfying.

So, if individuals cannot be motivated from outside themselves (threats or treats), what are the implications for leadership and management? The leader's primary tasks become to:

a Develop a workplace of trust.

b Teach individuals to critically evaluate their work.

c Provide ongoing education and training.

Of these three, developing a workplace of trust is the most critical. Productive change occurs in a workplace where there is trust among employees and trust between employees and management. In such a workplace, true continuous improvement of performance can occur because employees' basic needs to feel competent and connected make up the workplace culture.

Listening involves more senses than hearing alone.

- Look at the person
- Focus on words
- Say something to show you are listening
- Attend to the speaker (lean in)
- Focus on feelings (what is said and not said – body language carries most of the message)

See page 10 in text

ASKING QUESTIONS

Open questions encourage individuals to explain what they are concerned about, what happened (details), and how they feel. They are conducive to the sharing of a problem. **Closed questions**, on the other hand, encourage defensiveness, and are blocks to communication.

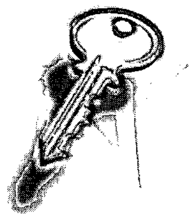
OPEN QUESTIONS	CLOSED QUESTIONS
☑ What happened?	☒ Did you do that?
☑ What would be a better way to handle it?	☒ Are you going to do that again?
☑ How do you feel about teaching?	☒ Do you like teaching?
☑ How do you plan to do your lesson plans?	☒ Did you do your lesson plans?
☑ Can you tell me what happened?	☒ Did you intervene?

See page 11 in text

Why Not Ask Why?

Asking why someone does something leads to defensive reactions and cover-ups.

Instead, try asking:



What made you think to do that?

or

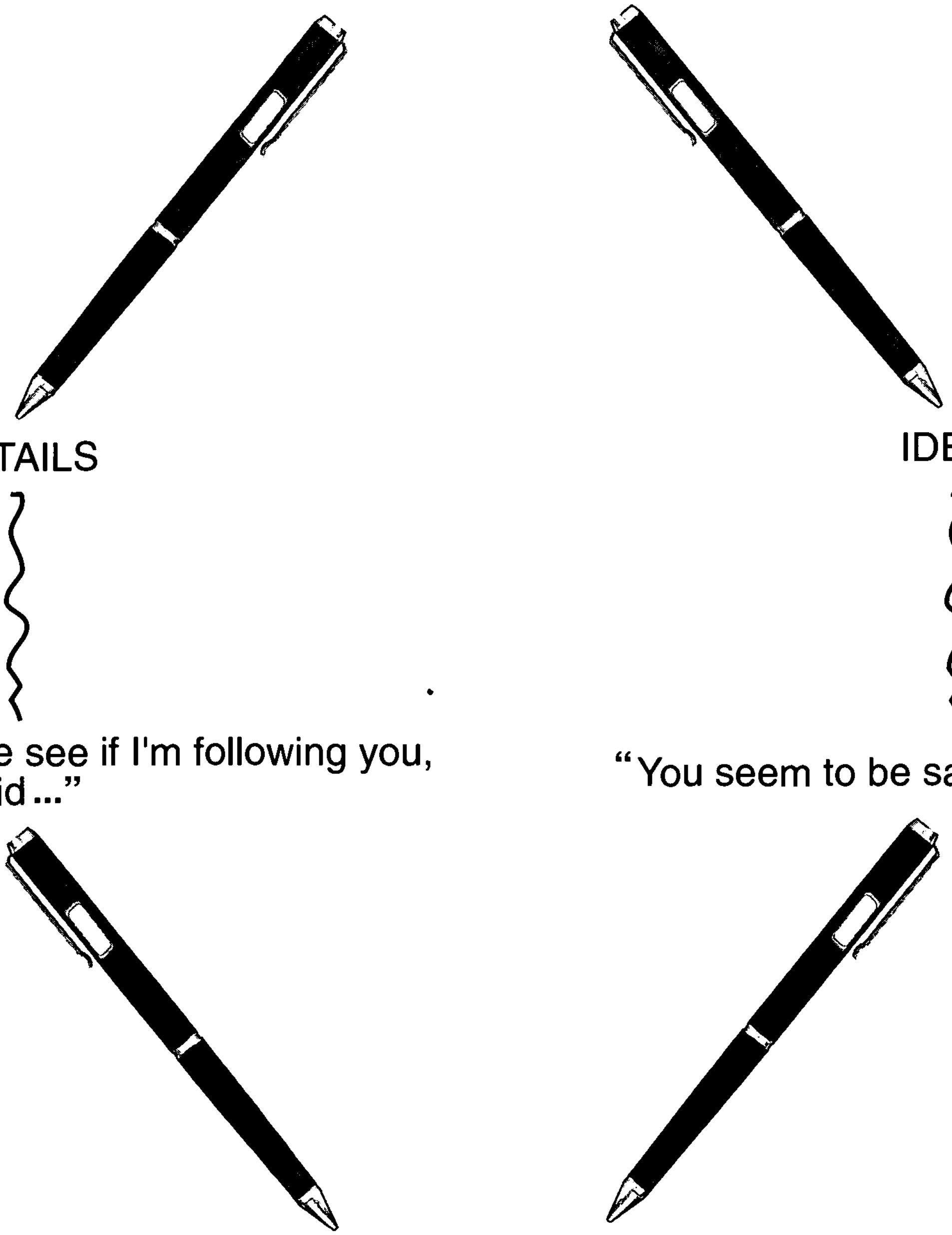
What was on your mind when you decided to …?

or

How did you decide to do that?

See page 11 in text

RESTATEMENTS: CLARIFY AND SUMMARIZE



DETAILS

"Let me see if I'm following you, you said..."

IDEAS

"You seem to be saying..."

"Correct me if I'm wrong. I heard you say..."

See page 12 in text

FEELING WORDS

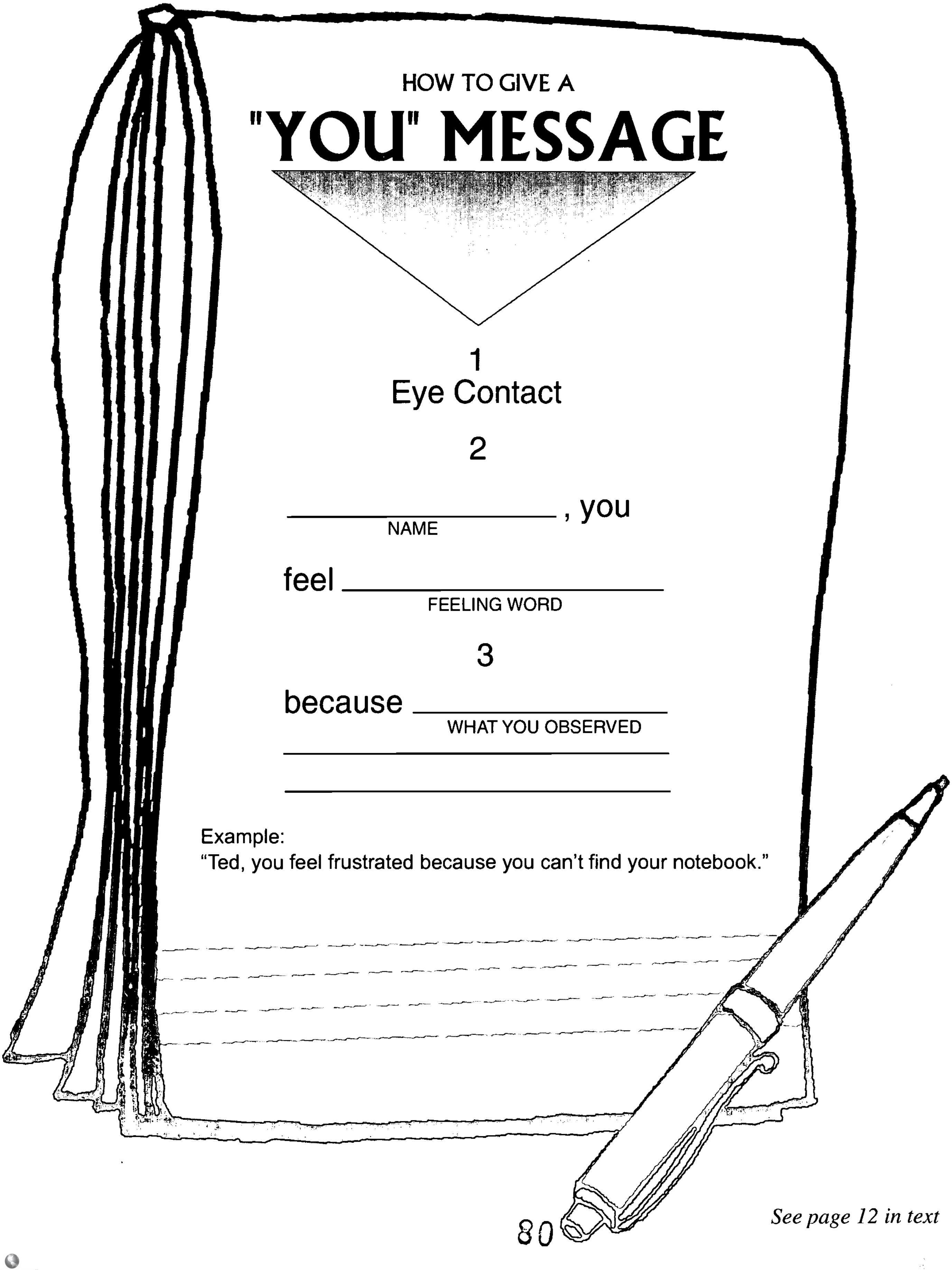
Pleasant

- Accepted
- Amused
- Calm
- Certain
- Challenged
- Cheerful
- Comfortable
- Confident
- Contented
- Cozy
- Delighted
- Eager
- Enjoyed
- Enthused
- Excited
- Fabulous
- Fascinated
- Free
- Friendly
- Grateful
- Happy
- Hopeful
- Important
- Included
- Involved
- Joyful
- Liked
- Loved
- Neat
- Needed
- Peaceful
- Pleased
- Powerful
- Proud
- Refreshed
- Relaxed
- Relieved
- Safe
- Satisfied
- Secure
- Settled
- Strong
- Super
- Sure
- Touched
- Trusted
- Unburdened
- Warm

Unpleasant

- Afraid
- Aggravated
- Alone
- Angry
- Annoyed
- Ashamed
- Bitter
- Bored
- Cheated
- Confused
- Depressed
- Desperate
- Disappointed
- Discouraged
- Disgusted
- Distant
- Disturbed
- Down
- Embarrassed
- Exhausted
- Frightened
- Frustrated
- Furious
- Helpless
- Hopeless
- Hurt
- Left-Out
- Lonely
- Mad
- Miserable
- Mixed-up
- Nervous
- Put-down
- Rejected
- Restless
- Sad
- Scared
- Shocked
- Shy
- Startled
- Tearful
- Teased
- Tense
- Terrified
- Tired
- Worried
- Worthless
- Uninterested

See page 12 in text



HOW TO GIVE A

"YOU" MESSAGE

1
Eye Contact

2

____________________, you
NAME

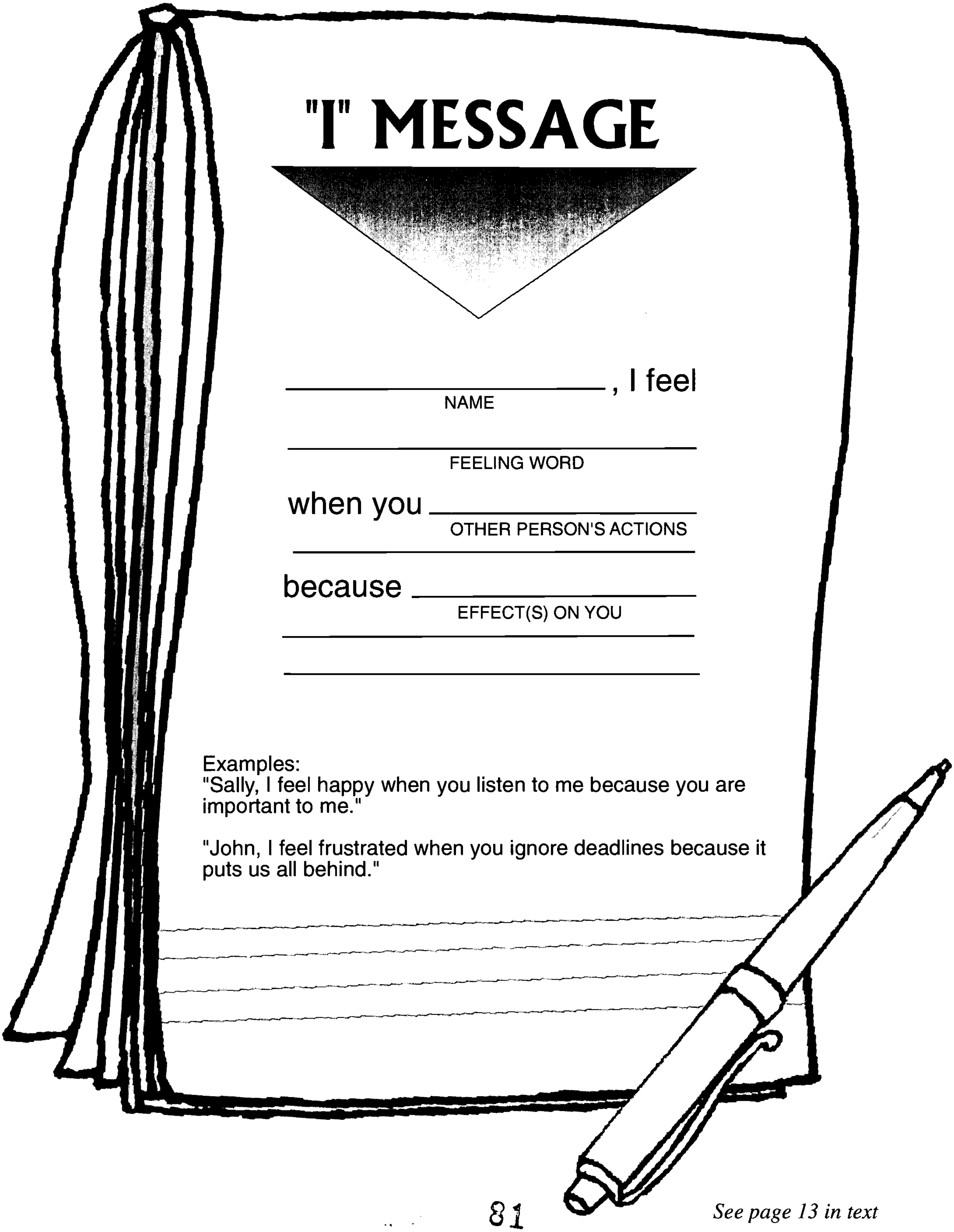
feel ____________________
FEELING WORD

3

because ____________________
WHAT YOU OBSERVED
____
____

Example:
"Ted, you feel frustrated because you can't find your notebook."

See page 12 in text



"I" MESSAGE

____________________, I feel
NAME

____
FEELING WORD

when you __________________
OTHER PERSON'S ACTIONS
____

because ___________________
EFFECT(S) ON YOU
____
____

Examples:
"Sally, I feel happy when you listen to me because you are important to me."

"John, I feel frustrated when you ignore deadlines because it puts us all behind."

See page 13 in text

COMMUNICATION SKILLS

LISTEN

Look at the person
Focus on words
Focus on feelings
Say something to show you are listening

OPEN-ENDED QUESTIONS

"How did you feel about that?"
"Can you tell me more?"
Who? What? Where? When? How?

CLARIFY& SUMMARIZE

"Correct me if I'm wrong. I heard you say…"
"You seem to be saying…"
"Let me see if I'm following you. You said…"

FEELING STATEMENTS

You Message

"You feel __________."
" It's ____________ing to you."
"That must have made you feel_________."

CONFRONTATION AND COMPLIMENT

I Message

" I feel_________ when you______
because____________________."

See page 14 in text

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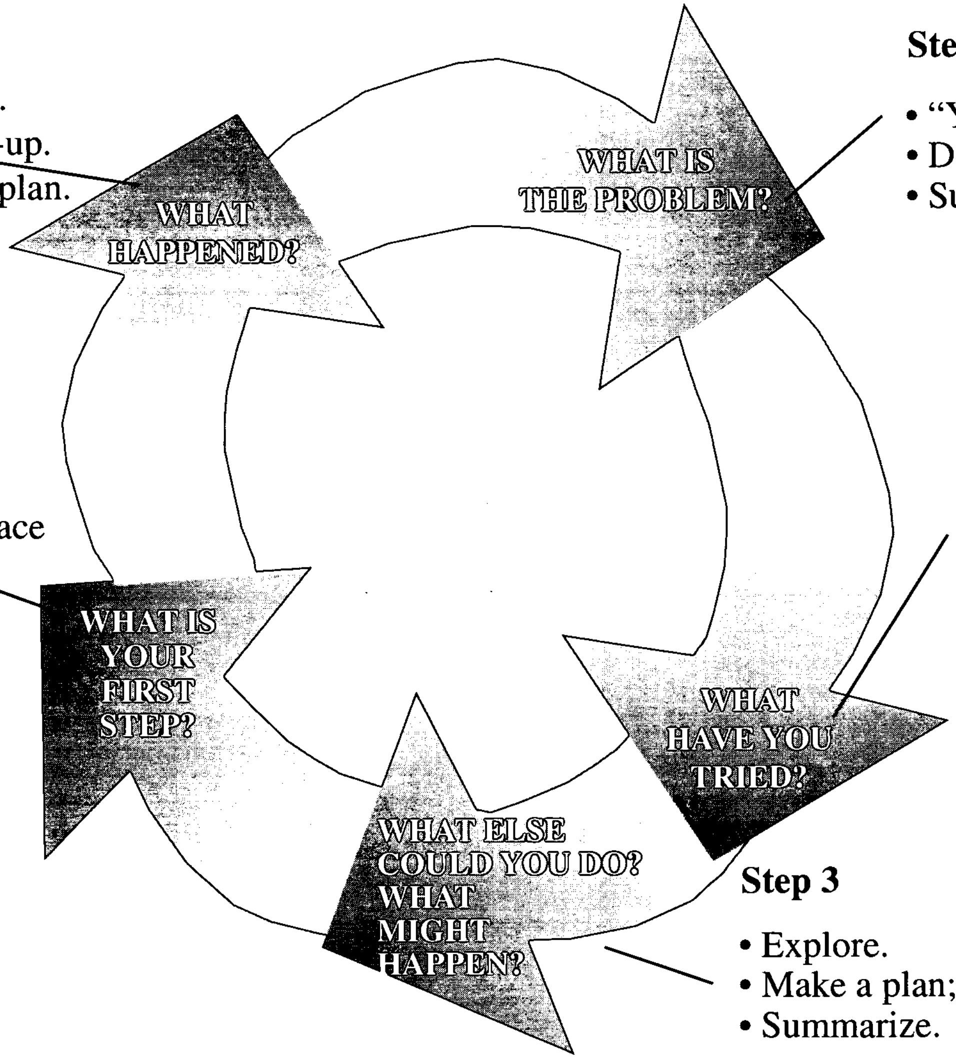
PROBLEM-SOLVING MODEL



Step 1

- "You" message.
- Define in behavioral terms.
- Summarize.

Step 2

- What happened?
- Summarize.

Step 3

- Explore.
- Make a plan; write it down.
- Summarize.

Step 4

- Be specific.
- Set date, time, & place to review what happened.

Step 5

- Review.
- Follow-up.
- Revise plan.

See page 15 in text

RECOGNIZING TYPES OF QUESTIONS

CLOSED-ENDED QUESTIONS

Listener: Did you decide not to get married?

Talker: Yes.

Listener: Was your relationship with him a very personal one?

Talker: No.

??????????????????????????

OPEN-ENDED QUESTIONS

Listener: What made you decide not to get married?

Talker: Well, the last time Bill and I were together we began talking about. . . .

Listener: Tell me more about your relationship with him.

Talker: In the beginning it was very close. But as time went by it seemed . . . .

??????????????????????????

PRACTICE

Write one open and one closed question. Then, change the closed question to an open one.

OPEN-ENDED	CLOSED-ENDED	**LISTENER QUESTIONS**
X		1. Tell me about your family.
	X	2. Do you have a large family?
		3. Does your fiance want you to attend that college?
		4. What prompted that quick decision?
		5. How did that happen?
		6. How many are there in your family?
		7. What happened next?
		8. How did you become so involved?
		9. Did you decide to take that job?
		10. How old are you?
		11. Tell me about your school.
		12. How long have you been out of school?
		13. What are some of the reasons that influenced you to change your major?
		14. What's your new job like?

See page 11 in text

COMMUNICATION SKILLS PRACTICE SHEET

1. **TOPIC:** Tell about something that happened to you recently about which you had strong feelings.

2. **TOPIC:** Tell about a place you'd like to go for a special vacation or visit.

3. **TOPIC:** Tell something that you remember about when you were in high school.

4. **TOPIC:** Tell about a "gift" that you'd like to give a friend that would make him or her happy.

5. **TOPIC:** Tell about a person who has had an important impact on your life.

6. **TOPIC:** Tell something about yourself or your life of which you are proud.

7. **TOPIC:** If you could be guaranteed success at something—anything that you would like—what would it be?

Directions: Three individuals take turns as speaker, listener and observer. Listener responds to speaker with a specific communication skill (see 9A); observes records on tally sheet (see 13A). Observer then gives feedback to listener on skills he or she observed.

See page 14 in text

COMMUNICATIONS SKILLS TALLY SHEET

LISTENING BEHAVIORS	OPEN QUESTIONS	CLOSED QUESTIONS	CLARIFY SUMMARY RESTATEMENTS	FEELING STATEMENTS "YOU" MESSAGES

See page 14 in text

TWO MORE SKILLS USED IN GROUPS

ACKNOWLEDGMENT

The purpose of an acknowledgment is to move a group along and acknowledge a person's contribution without evaluating or ignoring it.

Examples:
"Thanks for sharing..."
"All right."
"OK."
"Thanks."

BRIDGING

The purpose of bridging is to recognize similarities and differences, and build commonality and togetherness.

Examples:

- bridging ideas or facts:
  "Jane and Lori, you both seem to really like teaching math."

- bridging feelings
  "Jane and Lori, you both sound eager to try out the new math program."

- noting similarities and differences:
  "Bill seems excited about the new math program, but John sounds nervous."

See page 16 in text

THE ABCs OF A CHILD STUDY TEAM

A	B	C
Step 1 Teacher identifies the problem(s).	**Step 1** Teacher makes a formal request for assistance to Child-Study Team (CST).	**Step 1** CST refers student for consideration of handicapping condition. Referral is completed at CST meeting.
Step 2 Teacher contacts the parent(s). Teacher should document the contact with the date, time, subject, and relevant comments.	**Step 2** Teacher participates in CST meeting with other members: Counselor Social Worker Principal Psychologist Resource Teacher Parent	**Step 2** Full evaluation of student includes: Psychological Social History Medical Educational Hearing Screening Observation
Step 3 Teacher discusses problem with principal, counselor, and/or resource teacher to develop interventions.	**Step 3** CST develops a plan of strategies to be tried by teachers and others. Plan should be documented.	**Step 3** Meeting is set up to discuss evaluation results and eligibility for special placement due to handicapping condition.
Step 4 Teacher tries interventions: Counseling Parent Contact(s) Resource Help Reduced Workload Modified Instruction etc. (If problem is not resolved, go to Level B.)	**Step 4** CST reviews plan to decide if it needs to be modified, is successful, or if the problem needs to go to Level C. Level C only takes place if recommended by CST.	**Step 4** (If found eligible) IEP meeting with: Teacher Psychologist Principal Social Worker Counselor Special Ed. Rep Parents

See page 25 in text

SCHOOL-BASED ASSISTANCE TEAM REQUEST FOR ASSISTANCE

Name of Student ______________________ Date ________
Age ________ Birthdate _________
Grade ________ Teacher _________
Room ________ School _________

1. Describe what you would like the student to be able to do that he/she does not currently do (behavioral description may be attached).

2. Describe what the student does (strength) and what he/she does not do (weakness).

Strength	Weakness

3. Describe what you have done to help the student effectively manage learning or behavior.

   a. Classroom practices:

   b. Specific strategies:
      1) Academic
      2) Social

4. Background information and/or previous test data:

5. Interviewer (pre-meeting) comments:

See page 26 in text

CONDUCTING A
30 MINUTE
PROBLEM-SOLVING MEETING

Minutes 1-5

1. *Open meeting, introduce participants, verify attendance.* The team facilitator formally opens the session, welcomes the participants. Introduces each person by name and position, and ensures all required members are present.
2. *Select a recorder.* The team selects a recorder. The facilitator reminds other team members of their duties (review the student information; be supportive, succinct, and to the point; make recommendations).

3 *Clarify the meeting's purpose.* The team facilitator states the meeting's purpose (to assist the referring teacher to design interventions for his/her classroom to meet the need of students with learning or behavior problems).

4. *Present major concerns.* The team facilitator begins the discussion. Then the following take place:
    - review reason why the teacher requested the meeting;
    - summarize the student's strengths and weaknesses;
    - address additional information concerns; and give the teacher an opportunity to react, state expectation, and/or add information.

Minutes 6-8

5. *Establish intervention priorities and goals.* Teacher and team members reach a consensus on the most important target for intervention. Select concrete, possible, realistic targets that can be met in the school setting. Identify positive actions, don't just remove negative ones.

Minutes 9-19

6. *Brainstorm possible interventions.* Set a designated time. Record proposed intervention strategies (remedial, alternative, instructional, behavioral) on newsprint/chalkboard/other visual means. Encourage diverse response and build on other ideas. Generate as many ideas as possible; do not judge or comment at this point. Avoid "killer phrases" such as, It won't work; I've tried that; That's silly; Yes, but I can't.

See page 26 in text

Minutes 20-21

7. *Select intervention strategies.* The referring teacher evaluates the brainstormed intervention and may seek clarification from the team. He/she then selects interventions.

Minutes 22-26

8. *Plan implementation and documentation.* The facilitator leads discussion to plan how the intervention will be implemented, evaluated, and documented. Plan steps for implementation. Identify needed resources.

Minutes 27-30

9. *Follow-up.* Set date for follow-up meeting (recommend within two to six weeks; no longer than one grading period). Content, recommendation, and intervention plan are officially recorded, documented, and submitted for dissemination.

See page 26 in text

SCHOOL-BASED ASSISTANCE TEAM SELF-ASSESSMENT

Date______ Team_________ Student ID#_________

Circle the number that most nearly describes how you view the current functioning of the assistance team on the following dimensions. The letter(s) are abbreviations for the following responses.

SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree

1.	Members agree about team goals.	SA	A	U	D	SD
2.	Members understand team goals.	SA	A	U	D	SD
3.	All members participate actively.	SA	A	U	D	SD
4.	Task responsibility is shared.	SA	A	U	D	SD
5.	Communication is clear and jargon-free.	SA	A	U	D	SD
6.	Members actively use on-task behaviors (i.e., ask relevant questions, elaborate).	SA	A	U	D	SD
7.	Comments are focused and relevant.	SA	A	U	D	SD
8.	Student problems are identified clearly.	SA	A	U	D	SD
9.	The team defines a specific measurable intervention goal.	SA	A	U	D	SD
10.	Brainstorming results in a wide range of intervention alternatives.	SA	A	U	D	SD
11.	Evaluation of alternatives is not done until the list is complete.	SA	A	U	D	SD
12.	The team seeks everyone's ideas and opinions as input to decisions.	SA	A	U	D	SD
13.	The team selects specific strategies of intervention.	SA	A	U	D	SD
14.	The team effectively resolves conflicts and disagreements.	SA	A	U	D	SD
15.	The team develops a plan to measure the success of selected intervention.	SA	A	U	D	SD
16.	I feel involved in the team.	SA	A	U	D	SD
17.	Team members always work closely together.	SA	A	U	D	SD
18.	I feel comfortable expressing my ideas and feelings to the team.	SA	A	U	D	SD

See page 26 in text

19.	Team members are accepting and open minded.	SA	A	U	D	SD
20.	I feel I am an important part of the team.	SA	A	U	D	SD
21.	Team members respond to each other in a caring and an understanding way.	SA	A	U	D	SD
22.	Team interaction helps task achievement.	SA	A	U	D	SD
23.	The team facilitator helps task achievement.	SA	A	U	D	SD
24.	Too little time is allotted for the team meeting.	SA	A	U	D	SD
25.	Too much time is allotted for the team meeting.	SA	A	U	D	SD

Please write any comments pertinent to your SBAT experiences.

See page 26 in text

WHAT DO YOU BELIEVE ABOUT EDUCATION?

1. Natural selection theory	⇔	1. Talent can be developed
2. Excellence for a few	⇔	2. Excellence for all
3. Remediation	⇔	3. Prevention
4. Competitive learning	⇔	4. Cooperative learning
5. Exclusive programs	⇔	5. Inclusive learning
6. Mystery learning	⇔	6. Mastery learning
7. Fear	⇔	7. Trust
8. Failure	⇔	8. Success
9. Killer phrases	⇔	9. Validation phrases
10. Student as passive receiver of information	⇔	10. Student as active learner and worker
11. Teacher as worker	⇔	11. Teacher as front-line manager
12. Principal as front-line manager	⇔	12. Principal as middle manager
13. Boss management	⇔	13. Lead management
14. Coercion	⇔	14. Commitment
15. External evaluation of worker	⇔	15. Self-evaluation by worker
16. School counselor as quasi-administrator	⇔	16. School counselor as human relation expert

See page 21 in text

CHARACTERISTICS OF HIGH PERFORMING TEAMS

PURPOSE

1. Members can describe and are committed to a common purpose.
2. Goals are clear, challenging, and relevant to the purpose.
3. Strategies for achieving goals are clear.
4. Individual roles are clear.

EMPOWERMENT

5. Members feel both a personal and a collective sense of power.
6. Members have access to necessary skills and resources.
7. Policies and practices support team objectives.
8. Mutual respect and willingness to help each other are evident.

RELATIONSHIPS & COMMUNICATION

9. Members express themselves openly and honestly.
10. Warmth, understanding and acceptance is expressed.
11. Members listen actively to each other.
12. Differences of opinion and perspective are valued.

FLEXIBILITY

13. Members perform different roles and functions as needed.
14. Members share responsibility for team leadership and team development.
15. Members are adaptable to demands of change.
16. Various ideas and approaches are explored.

OPTIMAL PRODUCTIVITY

17. Output is high.
18. Quality is excellent.
19. Decision-making is effective.
20. A clear problem-solving process is apparent.

RECOGNITION & APPRECIATION

21. Individual contributions are recognized and appreciated by leaders and other members.
22. Team accomplishments are recognized by members.
23. Group members feel respected.
24. Team contributions are valued and recognized by the organization.

MORALE

25. Individuals feel good about their membership on the team.
26. Individuals are confident and motivated.
27. Members have a sense of pride and satisfaction about their work.
28. There is a strong sense of cohesion and team spirit.

See page 27 in text

HIGH-PERFORMING TEAMS GROUP DEVELOPMENT CYCLES

STAGE 1 – FORMING

Descriptors:

- The "polite" (sniffing) stage.
- Feeling of moderate eagerness with high expectations.
- Members focus on similarities.
- Members are dependent on authority and hierarchy.
- A strong need for inclusion – Where do I fit in? What is expected of me? Am I competent for this task? Am I committed to the team's purpose?

Recommended Leader Behaviors:

- Provide structure by holding regular meetings and assisting in task and role clarification.
- Encourage participation by all, domination by none.
- Facilitate learning about one another's areas of expertise and preferred working modes.
- Share all relevant information.
- Encourage members to ask questions of you and one another.

STAGE 2 – STORMING

Descriptors:

- Members experience a discrepancy between expectations and reality.
- There is competition for power and/or attention.
- Feelings of dissatisfaction with dependence on authority.
- The group needs direction one minute and refuses it the next.
- Individual versus team agendas are voiced.
- Frustration abounds! There is anger around goals, tasks, and action plans.
- Confusion exists. "I thought I knew what this group was about!"
- There are negative reactions to leaders and other members.

Recommended Leader Behaviors:

- Engage in joint problem-solving; have members give reasons why an idea is useful and how it can be improved.
- Establish a norm supporting the expression of different viewpoints.
- Discuss the group's decision-making process and share decision-making responsibility appropriately.
- Encourage members to state how they feel as well as what they think when they obviously have feelings about an issue.
- Provide group members with the resources needed to do their jobs, to the extent possible (when this isn't possible, explain why).

See page 22 in text

STAGE 3 – NORMING

Descriptors:

- Decreased dissatisfaction after a number of group task successes.
- Members are resolving discrepancies between expectations and reality.
- They begin resolving animosities, and cohesion begins.
- There is a newly found commitment to group goals.
- Harmony, support, trust, and respect are developing.
- Self-esteem and confidence are seen.
- Communication is more open and feedback is heard.
- Responsibility and control are shared.
- "Team" language is used: "we" versus "I" and "they."

Recommended Leader Behavior:

- Talk openly about your own issues and concerns.
- Have group members manage agenda items, particularly those in which you have a high stake; be as objective as possible.
- Give and request both positive and constructive negative feedback in the group.
- Assign challenging problems for consensus decision.
- Delegate as much as the members are capable of handling; help them as necessary.

STAGE 4 – PERFORMING

Descriptors:

- Members are excited about participating in team activities.
- There is friendly, cooperative interaction among sub-groups as well.
- There are intense group pride and internal loyalty.
- There is high group confidence that any task will be accomplished successfully.
- There is obvious trust among team members.
- Leadership is a shared responsibility.
- Performance is maintained at high levels.
- Group "celebrations" occur often and are perceived as rewards.

Recommended Leader Behaviors:

- Set challenging goals as a group.
- Look for new opportunities to increase the group's scope.
- Question assumptions and traditional ways of behaving so as to encourage continuous improvements.
- Develop mechanisms for ongoing self-assessment by the group.
- Appreciate each member's contribution.
- Develop members to their fullest potential through task assignments and feedback.
- Foster and maintain group interest in career development and self-improvement activities.

See page 22 in text

WHAT IS A QUALITY SCHOOL?

MY EXAMPLE OF WHAT GOES ON IN A QUALITY SCHOOL	WHAT MAKES IT QUALITY?

DEFINITION OF QUALITY

See page 21 in text

TRAPS TEAMS NEED TO AVOID

TRAP #1: *Avoid getting "hung up" on words.* For example, some people prefer to talk about *goals*, others like *issues*, while others talk of *problems*. Remember, the words are not as important as the intent.

TRAP #2: *Avoid arguing about the purpose of your group.* Agree on a common purpose as soon as possible so your team can get to the business of setting goals.

TRAP #3: *Avoid premature suggestions of solutions before doing a careful analysis.* Take time to explore the options and alternatives before deciding the final plan.

TRAP #4: *Avoid endlessly discussing or arguing about unsolvable issues without accurate data.* This can result in a more productive use of time, less wasted-time.

TRAP #5: *Avoid working on a task as if you can ignore the maintenance of the group and still have a good product.* Problems that arise within the group need to be managed effectively so the team can move forward.

TRAP #6: *Avoid letting personal agendas get in the way of the team goals.* In a team environment, success is defined by the accomplishments of the group, not by individual "superstars."

See page 22 in text

MEETING GUIDELINES

Participants will:

1. Be punctual.
2. Listen actively.
3. Participate actively.
4. Be willing to reach consensus.
5. Share responsibility for team's progress.
6. Refrain from carrying on one-to-one or side meetings.
7. Have freedom to check process and ground rules.
8. Respect the agenda and time limits.

Meetings:

9. Start on time.
10. Are uninterrupted.

See page 33 in text

WHAT IS CONSENSUS?

Consensus means each member agrees to support the action to be taken by the team because each person's point of view has been considered.

How Do We Reach Consensus?

1. Present all projected group strategies in writing.
2. Wait 48 hours. Discuss all concerns brought before the group in writing. Revise strategies.
3. Present revised strategies.
4. Take consensus (if reached – stop).
5. Allow three (3) minutes for discussion.
6. Take consensus again.
7. If no consensus,
   a. Table strategies, including all defeated strategies (may be reconsidered at a later date).
   b. Majority may rule in small group.
8. Publish all accepted or rejected strategies in the minutes.

Five Degrees of Consensus

5 (fingers) = Total agreement
4 (fingers) = Some reservations
3 (fingers) = Can live with it – trust others
2 (fingers) = Doubts – need more discussion
1 (fingers) = Do not like! Revise strategy
0 (fingers) = Absolute NO!

- A span of more than two fingers results in future discussion.
- Allow three minutes for discussion in small groups or to ask clarifying questions for the presenter.
- Re-vote (Majority may rule in small group – no one person should be able to defeat a strategy).

See page 33 in text

AGENDA

GROUP________________________________
DATE__________ TIME___________ PLACE__________

__________**OPENING & WARM UP/CHECK IN**

√ **REVIEW**

Ground rules, housekeeping details, breaks including when and how long for lunch

Responsibility Chart/Assessment of last meeting if applicable

√ **DESIGNATE RECORDER**

To take minutes and complete Responsibility Chart

√ **DESIGNATE TIMEKEEPER**

√ **OVERVIEW OF AGENDA FOR TODAY**

Set target timelines for agenda items

Item 1_____________ Time Allowed___________
Item 2_____________ Time Allowed___________
Item 3_____________ Time Allowed___________
(additional items on reverse)

__________ **LUNCH**
__________ **RESUME AFTER LUNCH**
√ **REVIEW MORNING'S ACTIVITY**
√ **SHORT MOVEMENT WARM-UP MAY BE IN ORDER**
√ **CONTINUE THE AGENDA**

__________ **RECORDER REVIEWS RESPONSIBILITY CHART**
__________ **BUILD AGENDA**
√ **PRIORITIZED WITH TIMELINES FOR NEXT MEETING**

__________ **MEMBERS COMPLETE ASSESSMENT FORM**

See page 33 in text

MEETING MINUTES

GROUP____________________ DATE_______________

RECORDER______________________________________

ATTENDEES (SIGNATURES)

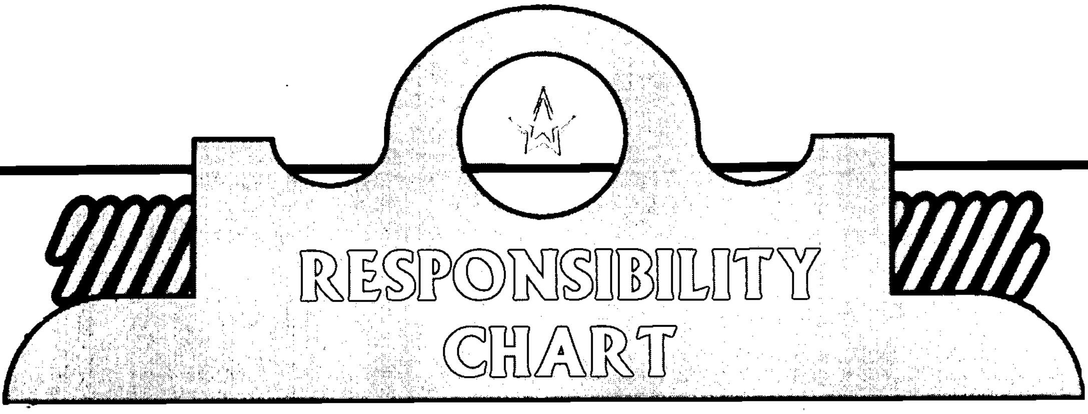
CONTENT OF MEETING

OLD BUSINESS (SEE RESPONSIBILITY CHART)

NEW BUSINESS

MEETING DATE AND TIME__________ AT ______________

See page 36 in text



RESPONSIBILITY CHART

GROUP ______________________________ DATE ________________________

WHAT IS TASK?	WHO IS RESPONSIBLE?	WHEN DUE?	STATUS

See page 33 in text

ASSESSMENT OF MEETING

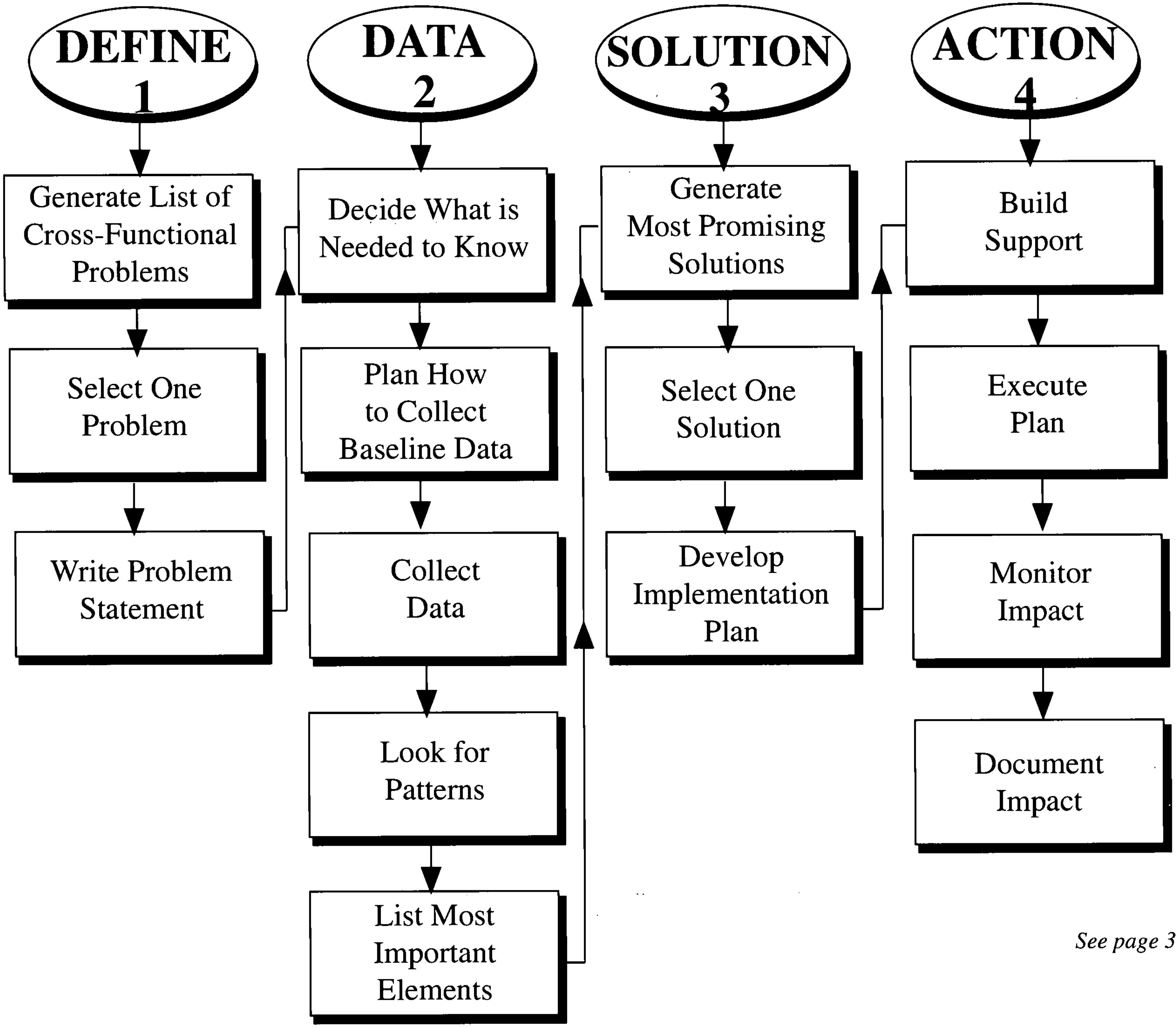
GROUP______________________ DATE_____________

CONTENT OF MEETING	MOST OF THE TIME				VERY LITTLE OF THE TIME	
Did the members...						
Come prepared?	6	5	4	3	2	1
Discuss the content in a meaningful way?	6	5	4	3	2	1
Add value to the discussion?	6	5	4	3	2	1
Meet the goals, outcomes, and objectives?	6	5	4	3	2	1
Define the follow-up activities well?	6	5	4	3	2	1
PROCESS OF MEETING						
Did the members...						
Participate equally?	6	5	4	3	2	1
Meet the responsibility of the roles?	6	5	4	3	2	1
Create synergy?	6	5	4	3	2	1
Openly express opinions?	6	5	4	3	2	1
Permit others to express themselves?	6	5	4	3	2	1
Listen to others?	6	5	4	3	2	1

Additional comments about how the meeting can be improved (use the back of this form if you need to):

See page 33 in text

FOUR-PHASE PROBLEM SOLVING MODEL


DEFINE
1
DATA
2
SOLUTION
3
ACTION
4
Generate List of Cross-Functional Problems
Select One Problem
Write Problem Statement
Decide What is Needed to Know
Plan How to Collect Baseline Data
Collect Data
Look for Patterns
List Most Important Elements
Generate Most Promising Solutions
Select One Solution
Develop Implementation Plan
Build Support
Execute Plan
Monitor Impact
Document Impact

See page 33 in tex.

PROBLEM STATEMENT

Current State	Impact	Desired State

Purpose: Gain consensus on what the problem is
Show the current effects of the problem
Show the benefits of solving the problem

See page 34 in text

PROBLEM STATEMENT

STAFF DEVELOPMENT AT INNOVATION SCHOOL

Current State	Impact	Desired State
71% of faculty members rate staff development activities as fair or poor quality (as shown on recent survey).	Waste of time. Frustrated staff. Student needs unmet. Cynicism of staff. Activities are irrelevant/ inappropriate.	Staff development activities are valued by a majority of faculty members.

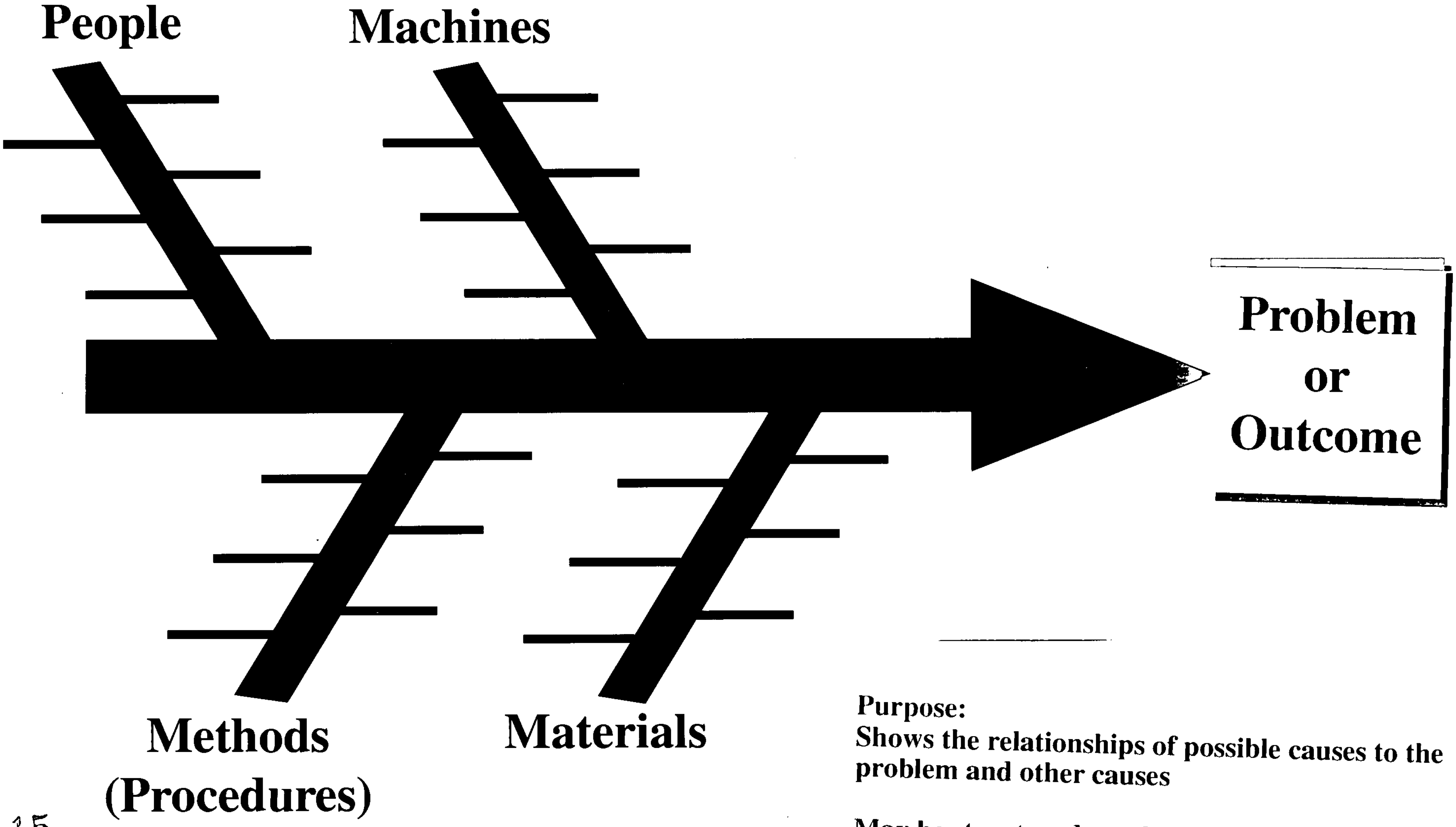
See page 34 in text

PROBLEM STATEMENT – DROPOUTS

Current State	Impact	Desired State
25% of our students do not graduate from high school.	Loss of human potential. Dissatisfied students and parents. Unproductive/unskilled citizens not ready for workforce. Potential criminal behavior. Remedial social services required. Resource drain on community.	All students graduate from high school with knowledge and skills to apply that knowledge, in post secondary education or the workplace.

See page 34 in text

CAUSE AND EFFECT ANALYSIS (FISHBONE DIAGRAM)



Purpose:
Shows the relationships of possible causes to the problem and other causes

May be structured to address a problem or to address a desired outcome

See page 34 in text

MISSION STATEMENT

At ______________________ School
our mission is to provide quality instruction
in a safe, student-centered learning environment.

SCHOOL EXPECTATIONS

In conjunction with parents, we expect our students to be:

♦ Responsible

♦ Respectful

♦ Hard Workers

SCHOOL RULES

A student at ______________________ School is expected to:

1. Come to school prepared to work and learn.
2. Use proper voice level:
   0 = silence
   1 = whisper
   2 = normal
   3 = outside
3. Keep hands and feet to yourself.
4. Treat school property as if it were your own.
5. Walk in halls quietly.

See page 30 in text

TRUST MANAGEMENT STRATEGIES FOR CONTINUOUS LEARNING

1. Process improvement to prevent problems – teaching techniques and using data to keep small problems small or occur not at all.

2. Problem-solving procedures that get to root causes so problems do not recur; problem solutions become process improvements.

3. Effective and efficient meetings, wherein communication skills become facilitation skills to move decisions to consensus.

4. Management team and self-directed grade level teams provide feedback to the principal and each other, analysis of data, and planning for continuous improvement.

5. Developing champions on the staff/models of success.

6. Mentoring younger teachers.

7. Staff development – targeted to prevention and continuous improvement.

See page 35 in text

PLAN OF THE WEEK

February 16 – 20

- "There is no security on this earth, only opportunity."
  – attributed to a World War II general.

- Thanks to all of you for another great SCA fundraiser/activity. And thanks to the unsung financial wizard behind the accounting scene.

- Professional Growth Plan schedule. Structured plans are over. I will conference on mid-term reports with classroom teachers this week; non-classroom teachers/staff next week; and support personnel the first week in March. If you haven't signed up, please do so on the sheet on the white board. And should a conflict arise, we'll reschedule, so plan to have your mid-term report ready to go as scheduled.

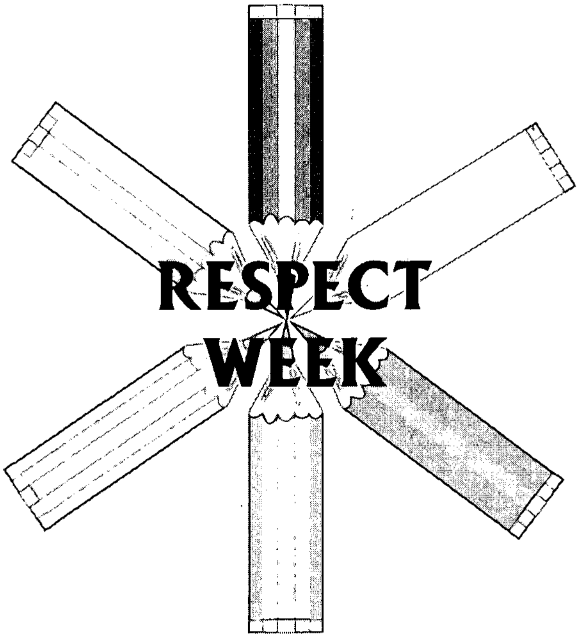
- My Professional Growth Plan went well. ____________ has a genuine comfort level with the professionals here at ______________________________, as do I.

- Safety committee will meet Wednesday, as I forgot to schedule it sooner in the month. Normally, it meets the first Wednesday of the month.

- Remember to begin with a positive observation during the parent conferences on Thursday and to reflect feelings, however much you may disagree with the content of a parent's message. The feelings are there and must be acknowledged, or you'll never get beyond emotions. If parents bring children with them, perhaps to visit the Book Fair later, please have them sit outside your room on the floor, and provide appropriate reading materials. Please remind parents the Book Fair will be open from 2:00 to 7:00 p.m. on Thursday.

- Thanks to ______________ for offering to cover the fair from 6:00 to 7:00 p.m. during the PTA board meeting

See page 36 in text



RESPECT WEEK

Mon (19)		Presidents Day, Book Fair begins
	7:00	County Public School Spelling Bee Good luck, __________.
Tue (20)	2:30	Management team meets in A-1; main agenda item will be brainstorming about the next biennial plan, and the superintendent's upcoming evaluation
Wed (21)	2:30	Safety committee meets in A-1
Thur (22)	3:00 - 6:30	Parents' visitation conferences
	6:00	PTA board meeting in media center
	7:00	PTA meeting
Fri (23)		TGIF!

See page 36 in text

CLASSROOM OBSERVATION

Teacher________________________ Grade/Subject ____________ Date __________

School ________________________ Observer ________________ Duration _______

LESSON SUMMARY

I INSTRUCTION **COMMENTS**

____ Clear & organized instructional plans
____ Motivation for the lesson established
____ Gave clear directions & appropriate assignment
____ Systematic & orderly progression of lesson
____ Made effective use of instructional time
____ Provided instruction appropriate to varied learning styles
____ Incorporated higher level thinking skills
____ Provided frequent assessment indicators of student progress
____ Generated active pupil involvement
____ Provided review and reinforcement of key concepts
____ Made effective use of instructional aids

II MANAGEMENT OF LEARNING ENVIRONMENT

____ Established & maintained standards & consequences for student behavior
____ Procedures for movement & getting materials well-established
____ Ensured that materials & information could be read, seen, or heard by all students
____ Students not in the instructional group were involved in other activities
____ Children appeared to accept responsibilities

III CLASSROOM CLIMATE

____ Visibly demonstrated enthusiasm for teaching
____ Conveyed mutual respect for each student
____ Employed "Why," "How" and "What if.." questions to extend learning
____ Employed appropriate "Wait" time after asking questions
____ Maintained an attractive, organized, and safe classroom

See page 37 in text

CLASSROOM OBSERVATION PART I

Teacher ________________ Grade/Subject ___________ Date _____________

School __________________ Observer _______________ Duration __________

Lesson summary:

Commendations: (Instruction/management of learning environment/classroom climate)

Recommendations:

Principal's signature:____________________ indicates the principal has reviewed the observation summary with the teacher.

Teacher's signature:___________________ indicates the teacher has read and received a copy of the observation summary.

See page 38 in text

SELF-EVALUATION OF CLASSROOM OBSERVATION
PART II

Teacher ________________ Grade/Subject ___________ Date _____________

School __________________ Observer _______________ Duration __________

Lesson Summary:

Commendations (What did you do well in terms of instruction/management of learning environment/classroom climate? Be specific):

Recommendations (What would you change to improve how you taught this lesson? Be specific):

See page 38 in text

Once each year our school celebrates

LEADERSHIP MONTH

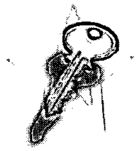
February 20-24

What challenges do Americans face as they struggle to balance the demands of the democratic political system, the world's largest multicultural society, and a global marketplace where seven of every ten American products must compete against products from around the world?

What challenges do Americans face as they prepare for the future? What must students know and be able to do to be successful in the future?

These are weighty questions indeed. Perhaps the answer lies in the aphorism, "The more things change, the more they stay the same." How can this be? Because the BASICS don't change. In order to be a successful student, a successful parent, a successful worker, a successful anything—you've got to get the basics right. In the next century, those persons who can read critically, communicate clearly, and solve problems in teaming situations will be the success stories.

Here we have a clear mission:



"To provide quality instruction in a caring, student-centered learning environment."

But providing the best instruction is not enough. Teachers can only teach; they cannot learn for their students. At ________________ School we believe the keys to success as a student, and later as an adult, lie in students' learning there are no shortcuts to success. We expect all children to be ...**responsible** for their own learning ...**respectful** of each other while earning the respect of others ...**hard workers** who learn from mistakes and persevere to achieve quality results.

The traits of responsibility, respect and working hard are also the characteristics of leaders. And leaders always have high expectations for their followers. Our teachers comprise our "Leadership Team" who together strive every day to continuously improve all that they do for students – our "Future Leaders."

In celebration of the future—and the joy of preparing future leaders – each year we celebrate Leadership Month. February encompasses the birthdays of our two most famous presidents: George Washington and Abraham Lincoln. February is also when Black History Month is celebrated. It is a wonderful time to celebrate achievement because leaders are achievers. As Dr. Martin Luther King said, "We may not know what the future holds, but we know who holds the future."

See page 43 in text

February

Sun	Mon	Tues	Wed	Thur	Fri	Sat
						1
2	3	4	5	6	7	8
		Quality Week				
9	10	11	12	13	14	15
	Responsibility Week					
16	17	18	19	20	21	22
		Respect Week				
23	24	25	26	27	28	29
	Hard Work Week					

In February, we will celebrate:

- ♦ Quality Week – Feb. 3-7
- ♦ Responsibility Week – Feb. 10-14
- ♦ Respect Week – Feb. 17-21
- ♦ Hard Work Week – Feb. 24-28

- We will learn that "Leaders Are Readers" by having community and parent leaders read to and interact with our students.

- We will learn about first-hand experiences in the Civil Rights Movement in the local area from a retired school board employee.

- We will feature our Leadership Program, called Friendly Helpers, in a number of ways.

- We will celebrate achievement with an Academic Pep Rally featuring the Director of Elementary Education.

As a school, we are dedicated to continuous improvement in all that we do, and we get the basics right!

See page 43 in text

LEADERSHIP MONTH

Quality Week ☆ February 3 – 7

What is the definition of *quality*?
What are synonyms for quality?
What is quantity?
Is quality different from quantity? How?
Is quantity without quality a good thing? Give example.
What are concrete examples of quality?
    In products (results); in efforts (doing your best); in people (heroes)
What can each child in your room produce as an example of quality work?

Responsibility Week ☆ Feb 10 – 14

What is the definition of *responsibility*?
Why is it sometimes difficult to do the responsible thing?
Can people be successful without being responsible? Explain.
Who are examples of responsible people in your life?
What are your home responsibilities? School responsibilities?
What does responsible behavior look like at school? At home?
What are the rewards for being responsible? In school? Outside of school?

Respect Week ☆ February 17 – 21

What does *respect* mean? What does it mean to treat others with respect?
What does disrespect mean?
Have you ever treated others with disrespect? Explain.
Has anyone ever treated you with disrespect? Explain.
Who do you respect in your own life? Are they responsible? How do you know?
What does it mean for someone to respect you?
How do you earn the respect of others?
What do you do that you think others respect you for doing? Explain.

Hard Work Week ☆ Feb 24 – 28

What does it mean to *work hard*? Is hard work only physical work?
How are hard work and responsibility related?
Can you be responsible to do something that takes effort without working hard? What happens if you don't work hard?
Tell about something that you worked hard to get done right. How did you feel about yourself after you did it right? How did others feel about you?
Whom do you know that works hard at his job? At being a student? At being a parent?
How is working hard related to self-respect?
What do you think about this statement: "It's a good thing that work is good." Is the person who said this a responsible person? Someone who has earned others' respect? Someone who feels good about himself or herself?

See page 43 in text

ACADEMIC
PEP RALLY

To recognize achievement, responsibility, hard
work and cooperative attitudes; to foster school spirit;
to culminate Leadership Month (February).

Fourth Friday of each quarter at 1:00 p.m.;
all grades meet in multipurpose room for a
celebration of success; students wear school
t-shirts and/or school colors.

Parents and community partners are invited/encouraged to attend.

Children will cheer for the school, e.g,

East is east – west is west
______ _____ is the best

Classroom teachers will select seven children to be recognized each month for the behaviors/achievements listed below:

"You can count on me" award (responsibility)
"Sweat of my brow" award (hard work)
"Sharing and caring" award (respect)
Reading achievement award
Math achievement award
"Getting better" award (overall improvement)
"Role model" award (overall excellence)

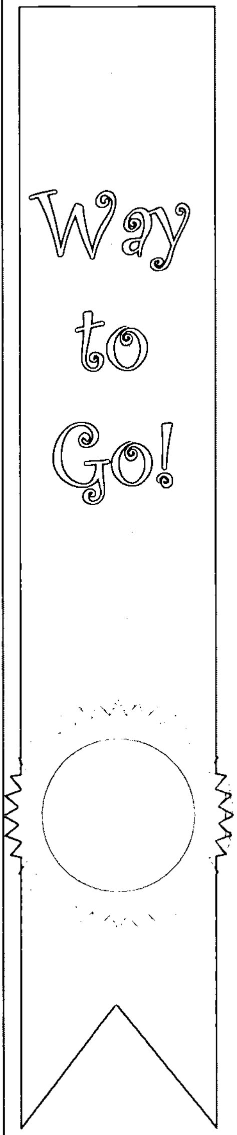
Classroom teachers will pass out the awards to students on the stage.

2 pocket folders, pencils, ribbons, painter's hat,
buttons, bookmarks, plastic tumblers,
refrigerator magnets, message boards, squeeze
key chains, wooden rulers (bumpers stickers for all students)

See page 45 in text

ACADEMIC PEP RALLY

TEACHER__________________ **GRADE**_____ **DATE** ________



RESPONSIBILITY: "You Can Count On Me"

Student: ____

HARD WORK: "Sweat Of My Brow"

Student: ____

RESPECT FOR OTHERS: "Sharing And Caring"

Student: ____

OVERALL IMPROVEMENT: "Getting Better"

Student: ____

READING ACHIEVEMENT:

Student: ____

MATHEMATICS ACHIEVEMENT:

Student: ____

ROLE MODEL: "Overall Excellence"

Student: ____

See page 45 in text

HONOR ROLL

TEACHER____________________ GRADE______________

NINE WEEKS PERIOD: 1ST 2ND 3RD 4TH

A HONOR ROLL

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________

A – B HONOR ROLL

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________

See page 45 in text

ASSUMPTIONS OF A DISCOVERY SCHOOL

1. Success is defined by student achievement – period.
2. Building a community of learners and leaders will result in increased student achievement.
3. Trust is central to the workplace; communication among individuals is central to building trusting relationships.
4. Power is given to those closest to the action. Each employee must have clear roles, responsibilities and discretion to carry out responsibilities.
5. Leaders and followers must continually question the *status quo.*
6. People are self-directed because all want to be winners; self-evaluation leading to improvement is intrinsically motivating.
7. Everyone is a leader in his or her role within the school.
8. Leaders need a new role definition and new skills. They must truly lead, not coerce.
9. Leaders do not "beat up" on those who are trying to find a better way.
10. Team learning is the foundation of continuous learning.

See page 49 in text

WORKPLACE CULTURE SURVEY FOR TEACHERS

Rate each item 1-5
1 = almost never
2 = less often than not
3 = about half the time
4 = more often than not
5 = almost always

Interaction

1. We talk in concrete and precise terms about things we're trying in our teaching. 1 2 3 4 5
2. We plan lessons and make materials together. 1 2 3 4 5
3. We teach each other things we know about teaching. 1 2 3 4 5
4. We all recognize that teaching is inherently difficult and ask for and give assistance for problems with students and teaching issues. We know we'll get help without being judged. 1 2 3 4 5

Experimentation

5. Teachers and administration encourage me and back me up when I try new things. 1 2 3 4 5

Reaching Out to Knowledge Base

6. This is a curious school. We are always searching for new and improved ways to teach. 1 2 3 4 5

Appreciation & Recognition

7. In this school there is a close relationship between job performance and recognition of that performance. 1 2 3 4 5

Caring, Celebration, and Humor

8. We enjoy being with and around one another. We offer comfort and help when needed and join in celebrations together. 1 2 3 4 5

Traditions

9. We have annual events and ceremonies that we look forward to each year. 1 2 3 4 5

See pages 38 & 53 in text

High Expectations

10. Good teaching is taken seriously here. This shows up in serious attention to teacher evaluations and letting me know clearly how I stand in relation to the expectations of the district. I get prompt and useful feedback. 1 2 3 4 5

Protecting What's Important

11. We are protected from unreasonable demands on our time and energy that interfere with time with students, and instructional planning. 1 2 3 4 5
12. Meetings are worthwhile and productive. 1 2 3 4 5

Tangible Support

13. Priorities for use of money and time show me that the development of staff is a top priority. 1 2 3 4 5

Professional Respect

14. I feel trusted and encouraged to make instructional decisions on my own, and my principal backs me up when I do. 1 2 3 4 5

Decision Making

15. I feel our decision making processes are fair and legitimate. 1 2 3 4 5
16. I feel I am consulted about decisions to be made in this school and that I am listened to and can influence policy. 1 2 3 4 5

Communication

17. People speak honestly but respectfully to one another. We are not afraid to disagree and can do so without jeopardizing our relationships. 1 2 3 4 5
18. Conflicts between individuals are resolved quickly and intelligently. 1 2 3 4 5
19. The information flow keeps me informed about what's going on in the school. 1 2 3 4 5

Initiative

20. Staff members show initiative in developing new ideas for the school and seeing them come to life. 1 2 3 4 5

See pages 38 & 53 in text

ADDITIONAL RESOURCES, TRAINING AIDS, FORMS

PROFESSIONAL GROWTH PLAN OF ACTION

As a <u>school professional</u> who is interested in continuously improving your ability to provide services to children, to effectively communicate and collaborate with parents and faculty, and to improve yourself as a professional, we ask you to consider what has transpired **today** as it pertains to you.

1) What is one idea or concept that you heard today that you feel merits action on your part to improve how you deliver services to your customers?

2) What do you need to do in order to incorporate this idea into your school? Some examples might include talking/planning with your colleagues; observing a skillful colleague; evaluating a videotape of yourself; obtaining feedback from parents (written or oral) after conferences; learning or revisiting active listening skills, etc.

3) Reformulate this idea or concept into a goal.

    a) My goal is to:

    b) When will you begin working toward achieving this goal, and what is your first step?

    c) What steps will you take, and how will you assess your progress? (Use reverse if necessary.)

    d) When will your goal be achieved?

    e) How will you know you have achieved your goal?

4) If you wish, share your plan with a neighbor and/or your group.

PROGRESSIVE DISCIPLINE POLICY

Rationale: Learning cannot take place in a chaotic environment. The teacher-student learning interaction process is the most critical in the school. But teachers cannot make students learn or behave. They can, however, establish fair rules and consequences for positive and negative behavior, as well as provide well-planned, engaging instruction. Our goal is to teach self-control and foster self-discipline in students who are expected to be responsible, respectful, and to do their best.

Along with clear expectations, rules and consequences, parental involvement is also key to making a positive learning environment a reality. Within such an environment, students can be challenged to learn as much as they are capable of learning. The progression of steps teachers are to follow are listed below:

1. **Positive telephone call** to each student's parent(s) during the first two weeks of school.

2. **Rules and consequences** are jointly established on the **first** day of school.

   Rules should reflect school-wide expectations as stated in the Student-Parent Handbook.

   Principal will come to each class the first two weeks of school to explain the School Board's *Code of Student Conduct.*

3. The teacher will administer the **consequences** of misbehavior as defined by class and school rules.

4. A **time out area in the classroom** is established.

   Time out is never a punishment; rather, it is a place in the classroom where students can regain control of behavior that is disrupting the learning environment, during no more than a five minute period. Ideally, the time out area should block the student's view of classmates and vice versa. When a student can explain what he/she will change to rejoin the group, time out has served the purpose of refocusing the student on positive behavior necessary for both himself and others to learn. A problem has been solved.

   If time out is ineffective, teacher may return to step 3 and/or move to step 5.

5. **Teacher calls parents** to enlist their support and assistance. Step 5 should be more effective because step 1 was carried out. All parent contacts must be documented.

6. **Teacher-parent-student conferences** at school make the point that a child's academic success is logically related to appropriate behavior. Having the student wait while the important adults in his life discuss his behavior, and being called in at the end of the

conference to participate in the plan, helps ensure "buy-in" from the student. The student also sees clearly the importance of positive behavior, its consequences, and his or her responsibilities. He also observes home and school working together.

The principal, school counselor and assistant principal are available to participate in teacher-parent-student conferences.

7. If the student continues to behave in a manner that disrupts the learning environment, he/she will be referred to the office, using the standard form. The teacher will explain that the student is causing a problem that cannot be allowed to continue, and the student is choosing to be sent to the office.

   Student will be confined in a **Time Out area of the school.**

   Student will devise a **plan** to follow the rule(s), and will not be readmitted until the teacher can come to the resource room, discuss and, ultimately, approve the student's plan. This puts the responsibility on the student for his own behavior and its consequences. It is a form of problem-solving, and also reinforces to the student that the *teacher* is in control of the classroom learning environment.

8. If the first six steps have been followed, and student continues to disrupt the learning environment, he will be sent to the principal and placed in the **Sustained Time Out Program (STOP)** room for a specified period. A letter citing the student's *Code of Student Conduct* violation(s) will be sent home for his parent to sign.

   Teacher will supply assignments appropriate for independent work and/or work that has been taught during time in the **STOP** room. Writing of math facts and handwriting practice are also appropriate.

   Letter from the principal will ask the parent to call the principal regarding the matter, or principal may call the parent, depending on when the referral is received. Failure of a student to return the letter is a further violation of the *Code of Student Conduct.*

9. Continued disruption will result in an **out-of-school suspension** (OSS) for a specified period of time, and student will not be readmitted until the parent brings the student to school to meet with the principal.

10. **Single serious incidents:** Serious violations of the *Code of Student Conduct* (such as carrying a weapon, drugs, etc.) will be dealt with immediately by the principal, and the student will be suspended to a hearing before the District Disciplinary Officer.

ADDITIONAL CONSIDERATIONS & SUPPORT

Each teacher should review the *Code of Student Conduct* yearly during pre-school week.

School counselor: The purpose of the school guidance and counseling program is to help all students learn. At any point in the discipline process, referral may be made to the school counselor. The counselor is not a disciplinarian, but does address extenuating issues affecting behavior, as well as make clear the consequences of a student's actions if change does not occur. The counselor is coordinator of the Time Out Resource Room, but is not responsible to provide discipline. He will work closely with the principal on this intervention.

Class meetings/class discussions: Teachers in grades 3, 4 and 5 are expected to conduct regular class meetings, and teachers in grades K, 1 and 2 are expected to reinforce rules and consequences on a regular basis. The school counselor is available to assist in these matters, and will tailor the classroom guidance program to the needs of a given grade level.

Teacher Assistance Team (TAT): The general resource teacher will coordinate this approach to providing confidential help to any teacher requesting assistance. The goal is for teachers to offer ideas to other teachers to solve problems of any kind, not just those related to discipline. The principal is not involved in this process.

Child Study Team (CST): The purpose of the child study team is to consult with referring teachers to address needs of students that are adversely affecting achievement. Interventions are monitored and remedies sought within regular education. As a last resort, evaluation for a handicapping condition may be recommended by the CST.

Documented parent contacts are part of the referral process. The general resource teacher chairs the CST.

CITIZENSHIP REPORT ON__________________PERIOD____________

Your child is expected to demonstrate the following correct behaviors during the period above.

KEY

Satisfactory ☆ Improving ☆ Needs to improve

	Mon.	Tues.	Wed.	Thurs.	Fri.
☆ Be in seat on time					
☆ Have paper, pencil, and be ready to work					
☆ Be quiet while teacher is giving directions					
☆ Follow directions					
☆ Complete all work					
☆ Work quietly					
☆ Stay in seat					
☆ Raise hand before speaking					
☆ Keep hands to him/herself					
☆ Other					

Please sign and return tomorrow. Please make any comments on the back.

Date	Teacher Signature	Parent Signature

STUDENT REFERRAL FORM

Date: ____________________

To: ____
From: ____
Student(s): ____
____
____
____

Reason for referral: ______________________________________
____
____
____

Possible issues or circumstances contributing to the referral: ____________
____
____
____

What would you like to see happen? ______________________________
____
____
____

Reply to referral source: ______________________________
____
____
____

STUDENT BEHAVIOR RATING SCALE

Student ______________________________ Date ____________
Teacher ______________________________

The items below reflect problems which students may have. Please check once if you have noticed this student having this problem; check twice if the problems seem severe.

LEARNING

___ Both ability and achievement well below age expectations
___ Significant discrepancy between ability and achievement
___ Short attention span–difficulty concentrating
___ Poor printing or writing–difficulty copying from board
___ Difficulty following oral directions
___ Forgets almost immediately what was seen or heard
___ Confuses left and right or shows reversals in reading or writing
___ Significant differences in reading, written expression and/or math levels
___ Difficulty learning and/or remembering ideas, facts, rules or dates
___ Excessive motor activity
___ Significant difficulty with math concepts and computations
___ Difficulty comprehending what is read

COMMUNICATION

___ Has inadequate vocabulary for age level
___ Experiences difficulty in expressing self in complete sentences
___ Exhibits inaccurate grammatical use
___ Has difficulty organizing ideas into logical sequence of events
___ Has difficulty "finding" the exact word wanted
___ Has difficulty recalling or relating precisely a past event or sequence
___ Misunderstands the obvious intent of simple statements
___ Uses gestures rather than words to express wants and needs
___ Exhibits poor articulation skills
___ Exhibits fluency problems (stuttering)
___ Exhibits voice problems (intensity, pitch, intonation)

BEHAVIOR

___ Blames others
___ Bullies
___ Teases
___ Defiant
___ Destroys property
___ Dislikes school
___ Disobedient
___ Disruptive
___ Easily angered
___ Fights
___ Lies

___ Steals
___ Swears
___ Throws objects
___ Anxious
___ Attention-seeking
___ Boisterous
___ Cries easily
___ Excitable
___ Hypertensive
___ Hypochondriac
___ Noisy

___ Out of seat
___ Overactive
___ Restless
___ Tense
___ Worries
___ Daydreams
___ Depressed
___ Drowsy
___ Easily confused
___ Easily led
___ Inattentive

___ Loner
___ Overly shy
___ Preoccupied
___ Quits easily
___ Slow worker
___ Uncooperative
___ Unmotivated
___ Clumsy
___ Dependent
___ Distractible
___ Energetic

___ Impulsive
___ Immature
___ Inflexible
___ Interrupts
___ Irresponsible
___ Moody
___ Self-conscious
___ Shows off
___ Temper tantrum

Describe additional behaviors

BEHAVIOR FREQUENCY ASSESSMENT

STUDENT ____________________ TEACHER ______________ DATE ____________________ GRADE ________

List the student's behaviors. Check the frequency of each behavior listed. You may make additional comments.

	Very Often		Often		Sometimes		Seldom		Very Seldom	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post

HOW DOES THE BEHAVIOR FREQUENCY ASSESSMENT WORK?

Student Becky
Date 2/4/01
Teacher Burns
Grade 6

Check the frequency of each behavior	Very Often		Often		Sometimes		Seldom		Very Seldom	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Completes assignments						√			√	
Follows directions						√			√	
Stays in seat				√					√	
Raises hand before speaking					√				√	
Argues with teacher	√					√				

In the sample chart, Becky has improved on all behaviors targeted for intervention by the teacher after a period of four weeks. Does this mean that Becky's problem no longer exists? Not necessarily, but improvement has occurred.

This approach stresses two things:

1. The goal of improvement.
2. The idea that change is a process of gradual improvement, and the teacher can influence and reinforce change.

BEHAVIOR MODIFICATION CHART

______________________________ School

Behavior Expectation For ______________________________

Period ______________________________

BEHAVIORS

____

____

____

____

POINTS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 am					
1 pm					
1 am					
1 pm					
1 am					
1 pm					
1 am					
1 pm					
TOTAL POINTS					

If ______________ earns ______ points during the ____________ period,
he/she will earn ______________________________

______________________________ Student

______________________________ Counselor

• •

TO: ______________________________

Please monitor ______________________________ for the behavior(s) he/she agreed to change. Give one (1) point for satisfactory morning behavior in each area and one (1) point for satisfactory afternoon behavior in each area. Give no (0) points for unsatisfactory behavior.

Please send him/her to see me daily at ______________ am/pm for the length of the contract.

____

Guidance Counselor

BEHAVIOR MODIFICATION CHART EXAMPLE

Adams Elementary School
Behavior Expectation For *Joe James*
Period *M-F Jan. 5-9*

BEHAVIORS	POINTS		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Stays in Seat	1	am	1	1	0	1	1
	1	pm	1	1	1	1	1
Raises Hand Before Speaking	1	am	0	1	0	1	1
	1	pm	1	0	1	0	1
Keeps Hands to Self	1	am	0	1	0	1	1
	1	pm	0	0	0	0	0
Completes Work	1	am	1	1	0	0	1
	1	pm	0	1	0	0	1
	TOTAL POINTS		4	6	2	4	7

If *Joe* earns *6* points during the *daily* period,
he/she will earn *one Adams dollar (to be used on trinkets or small rewards).*

Joe James

Mr. Burgess

A SAMPLE BEHAVIOR MODIFICATION PLAN

(PARENT)

This plan was developed by a parent to meet the specific needs of her child. It has been used by many other parents with great success. Of course, changes are made to meet the particular needs of each child and family situation. It has provisions for immediate reinforcement as well as long-term rewards for the child to work toward.

HOMEWORK-DONE NEATLY AND CORRECTLY

1. Each assignment-3 points
2. Weekly spelling test-Improved grade
   A-3 points
   B-2 points
   C-1 points

3. Assignment book signed by teacher-1 point

POINTS MAY BE USED AS FOLLOWS:

WATCH TV FOR ONE HOUR-4 POINTS

1. Watch cartoons on Monday
2. Watch _______________ on Tuesday
3. Watch _______________ on Sunday

SOMEONE TO SPEND THE NIGHT-30 POINTS (ONCE EVERY 3 MONTHS)

SCHOOL SKATING PARTY-20 POINTS (ONCE EACH MONTH)

CHOOSE THE PLACE WE GO TO EAT-20 POINTS

1. McDonald's
2. Burger King
3. Pizza Hut
4. Taco Bell
5. L.J.Silvers

GO TO A FRIEND'S HOUSE TO PLAY-4 POINTS (FOR ONE HOUR)

For maximum effectiveness, both the parent and child should be involved when setting up the plan. It is useful to have a sample to give parents to help them get started.

REFERENCES & NOTES

***Dr. Kenneth Blanchard's best known work told the story of a manager who effectively addressed goal-setting and performance of employees in one-minute increments. All references in this book are from:

Blanchard, K & Johnson, S. (1983). *The One Minute Manager.* New York: Harper.

***Several forms used throughout the book are taken from the following sources:

Burgess, D. (1995 2nd ed.). *Total Quality Counseling: A Comprehensive Manual for Elementary/Middle School Counselors.* Doylestown, PA: Mar*Co Products.

Burgess, D. & Dedmond, R. (1994). *Quality Leadership and the Professional School Counselor.* Alexandria, VA: American School Counselor Association.

***Dr. Steven Covey produced a seminal work based on research into what makes leaders successful. All references in this book are from:

Covey, S. (1989). *The Seven Habits of Highly Effective People.* New York: Simon & Schuster.

***Dr. W. Edwards Deming is credited with teaching Japanese engineers how to build quality products in the 1950s, after they had lost World War II. His ideas on management practices and statistical process control were not adopted in the United States until Japanese products had become industry standards in automobile manufacturing and electronics. Deming is usually considered the father of Total Quality Management (TQM), although he never used the term. All references in this book are from:

Deming, W. (1986). *Out of the Crisis* (2nd ed.). Cambridge, MA: Center for Advanced Engineering Study.

***Dr. William Glasser, a board-certified psychiatrist, has articulated a comprehensive theory explaining the psychological and physiological basis for human behavior, which he originally called Control Theory, and which he now calls Choice Theory. All references in this book are from:

Glasser, W. (1990). *The Quality School: Managing Students Without Coercion.* New York: Harper Collins.

***Connie Podesta's speech to the National Association of Elementary School Principals Conference in 1996 included a "Teacher's Guarantee" to students. The author adapted the "Principal's Guarantee" from that idea.

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		= Grand Total	

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The Principal's Keys

Unlocking Leadership & Learning

DAVID G. BURGESS

- ★ The helpful ideas in this book are for new principals, assistant principals and aspiring school principals; educational leadership faculty seeking practical applications for leadership and management issues of future school principals; experienced administrators seeking ready to use ideas that work; staff development professionals and those involved in district-wide training initiatives; lead teachers, department chairpersons and curriculum specialists involved in supervising and collaborating with others; superintendents and aspiring superintendents looking for fresh ways to strengthen systems and motivate staff.
- ★ A conversational format to answer the question, "What is leadership?"
- ★ A metaphor for implementing practical leadership and management ideas that work
- ★ An easily understandable concept of motivation (from the leader's point of view) that "blows away" traditional boss-centered intimidation
- ★ Easy to use (and remember) communication skills, as well as a practical problem-solving model that puts responsibility where it belongs – on those seeking the magic wand you do not have
- ★ Easy to implement ideas for developing true self-managed teams in schools (K-12)
- ★ Effective but simple process improvement tools, and a systematic cross-functional problem-solving model
- ★ A continuous learning model for implementing ongoing process improvements; the model is linked to ideas for staff development
- ★ Key components of a "Discovery School" – what it looks like and how to achieve it
- ★ A bonus section includes many useful training aids and forms
- ★ PLUS Much More!

Ideas that are...

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Achievement-focused
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