

ed



Leadership Cohort II

Fayette, McDowell,
Raleigh Counties, WV
February 2015

Building a Resilient & Reflective Community



Intended Outcomes

- Gaining a better understanding of school community relationships
- Allowing us time to gain a better understanding of the organization of our culture
- Collaboratively developing a shared vision
- Promote continuous and sustainable improvement
- Building capacity as an “entrepreneurial leader” with attention given to risk taking, creativity, and a can-do attitude.
- Developing distributive leadership.

Describe your school community as though it were a TV show...

- Wheel of Fortune
- Glee
- MASH
- ER
- Boston Legal
- Modern Family
- As the World Turns

What do you know about your school community? culture?



How do beliefs permeate the culture?

Metaphorically Speaking:

Understanding School Communities via Metaphors

School community acts as a web



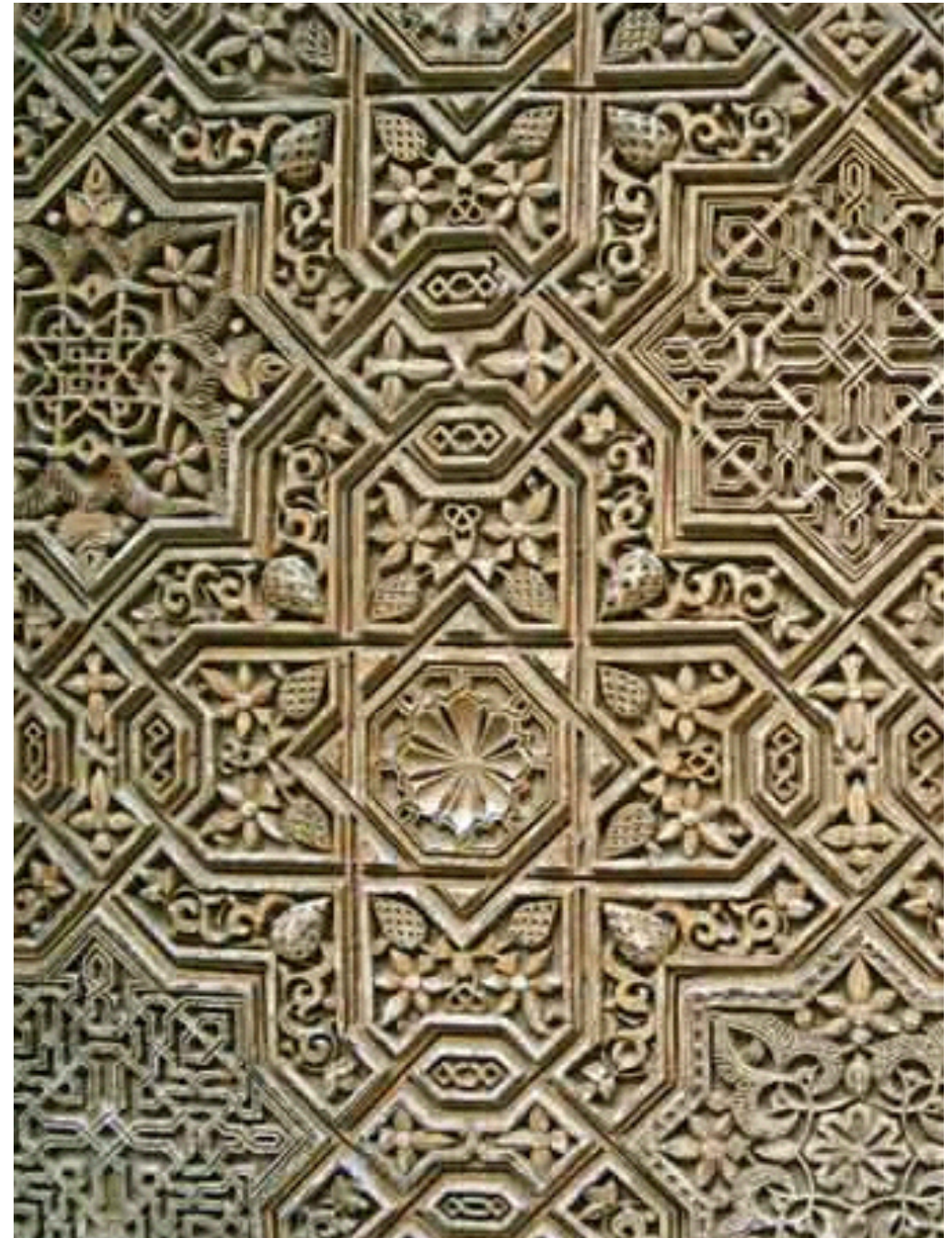
“School cultures are complex webs of traditions and rituals that have been built up over time as teachers, students, parents, and administrators work together.”

Deal & Peterson, *Shaping School Culture: The Heart of Leadership*, p.4

The community is set up as a complex pattern

“The school community is made up of complex pattern of norms, attitudes, beliefs, behaviors, values, ceremonies, traditions, and myths that are deeply ingrained in the very core of the organization.”

Barth, “The Culture Builder,” Educational Leadership, 5(8), p. 8



Community is the glue

School
community is the
“normative glue
that holds a
particular school
together.”

Sergiovanni, *The Lifeworld of
Leadership*, p.1



School community is a garden

“A garden is influenced both by internal and external factors. Its most vital elements occur underground and are not readily visible. Most importantly a garden is fragile and very high maintenance.”

Dufour & Burnett

“Pull Out Negativity by Its Roots,” JSD,
23(3)27-28



Common Threads

A School's Community can be intangible

A School's Community can be complex

A School's Community evolves over time

A School's Community is very powerful

Intangibles as we build culture

Cannot see, hear, or touch culture, it is under the surface

Difficult to get a handle on it

Values, beliefs, assumptions are all at the core

Which metaphor fits your school?

- Garden
- Web
- Pattern
- Glue

Learning can unfreeze a stuck community



Mission, Vision, Core Values

Mission

The fundamental purpose of our school

Vision

Describes our ideal school, so compelling that it motivates all involved to work together to make the ideal reality.

Core Values/Commitments

Describe the concrete actions and commitments we agree to as a staff to create the school we envision (PLC)

Mission Example

Shanghai American School inspires in all students:

A lifelong passion for learning;

A commitment to act with integrity and compassion, and;

The courage to live their dreams.



leadership



Creating the Change

- Creating context for change
- Developing and communicating a shared vision
- Planning and providing resources
- Investing in professional development
- Checking progress
- Continue to give assistance

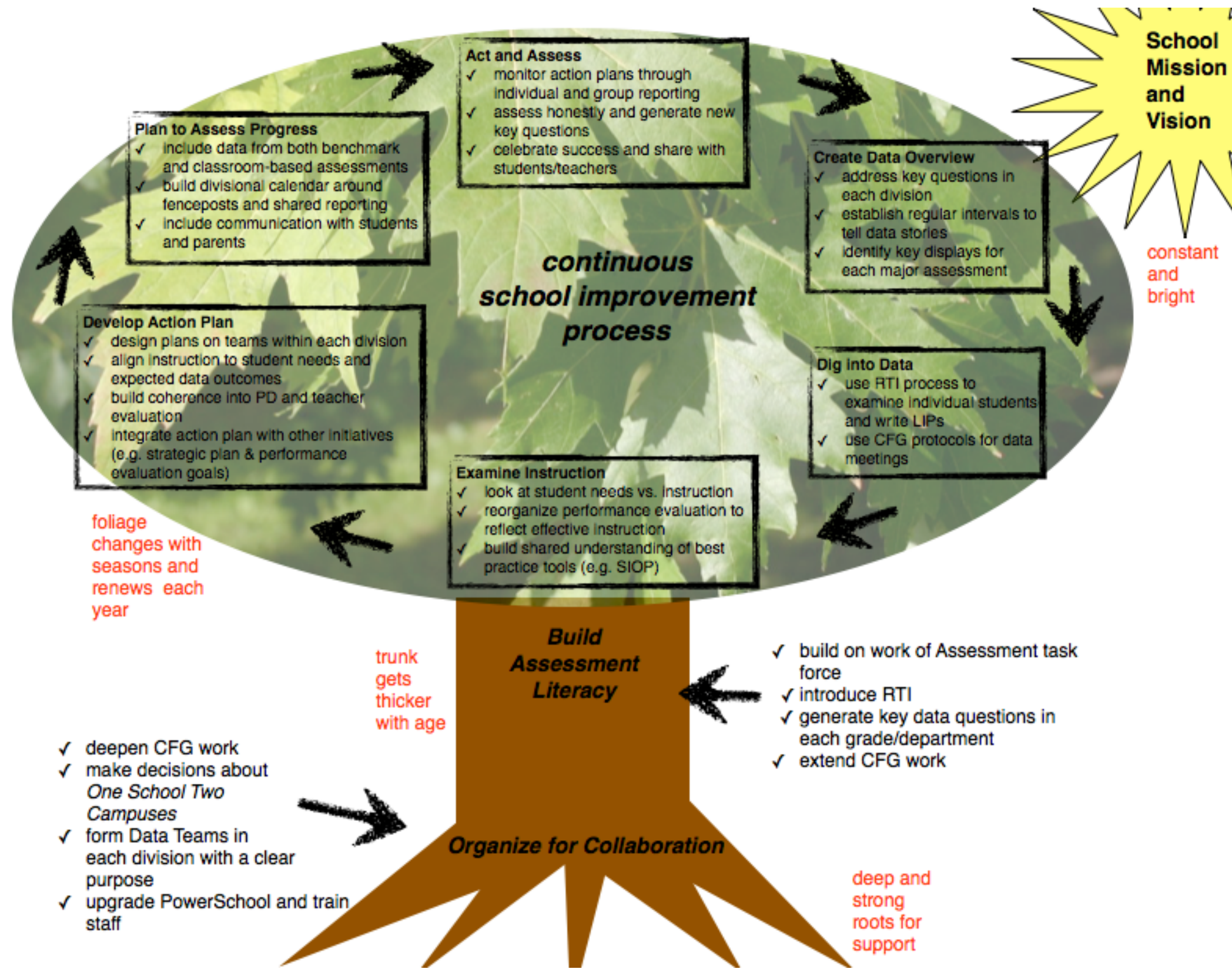


“I am a member of a team, and I rely on the team, I defer to it and sacrifice for it, because the team, not the individual, is the ultimate champion.”

~Mia Hamm







Student Name _____	Date Plan Developed _____
Teacher(s) _____	Student Identification # _____
_____	Grade/Age _____
_____ Special Ed _____ ESOL Level _____	Parent _____

ASSESSMENT RESULTS FOR READING, MATH, OR BEHAVIOR

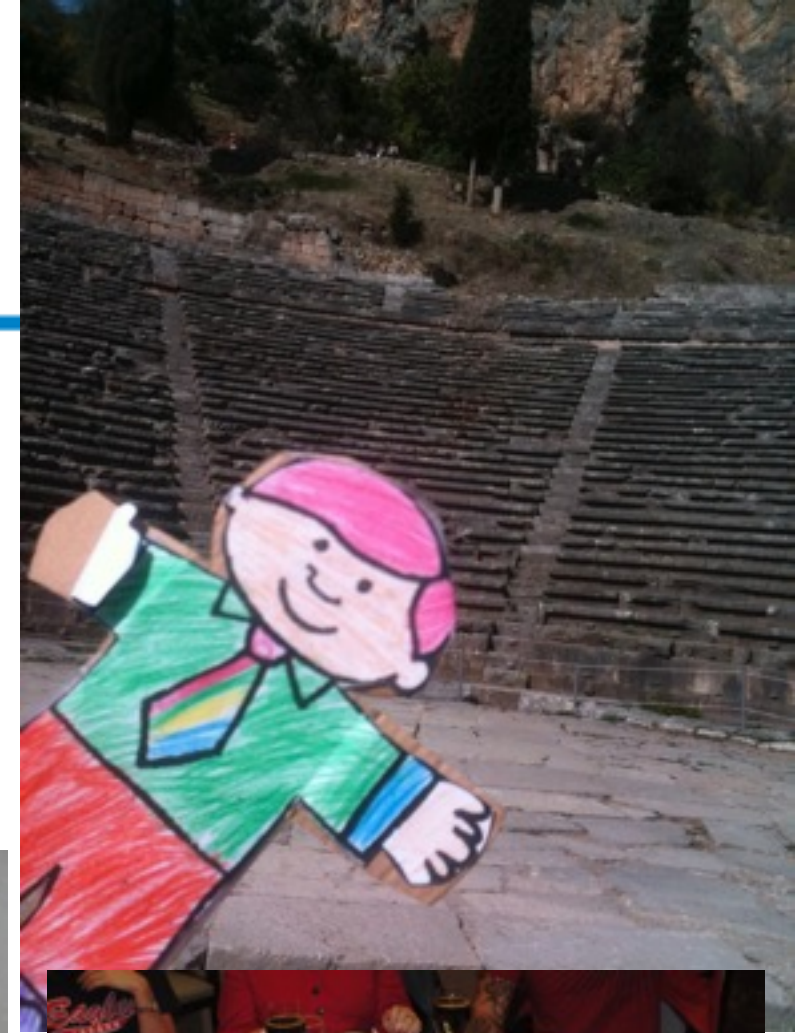
AREA OF NEED:	RESULTS		

IMPROVEMENT GOAL(S)

GOAL	MEASURE	REVIEW DATE

INTERVENTION

TYPE	DATES & TIME	PERSON(S) RESPONSIBLE





Talk at your table about what verbal and/or non-verbal signals we give our students about building community.





Repairing Trust

The 4 A's of Absolution

Admit it

Apologize

Ask Forgiveness

Amend Your Ways

☀️ How well is your current job meeting your need for “baseline rewards” - salary, benefits, a few perks?

☀️ How much of your work is routine? How much is non-routine?

☀️ If you're a boss, how might you replace “if-then” rewards with a more autonomous environment and the occasional “now that” reward?

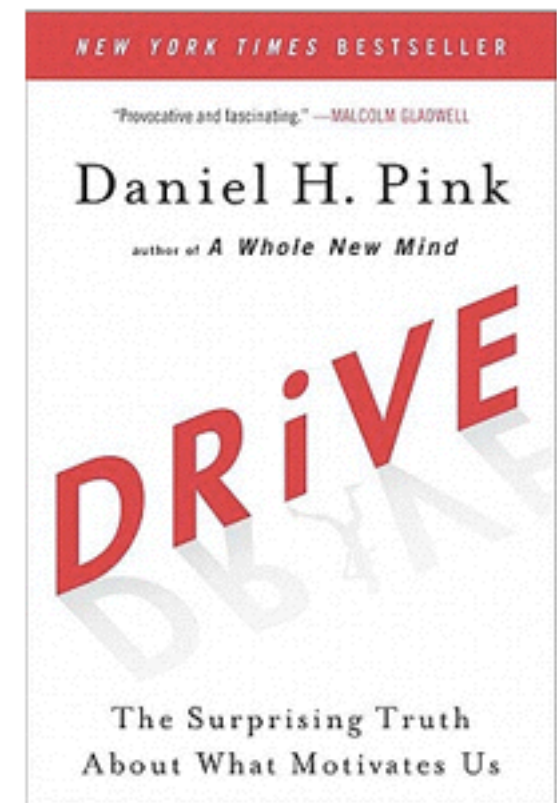
☀️ As you think about your own best work, what aspect of autonomy has been most important to you? Autonomy over what you do (task), when you do it (time), how you do it (technique), or with whom you do it (team)? Why? How much autonomy do you have at work right now? Is that enough?

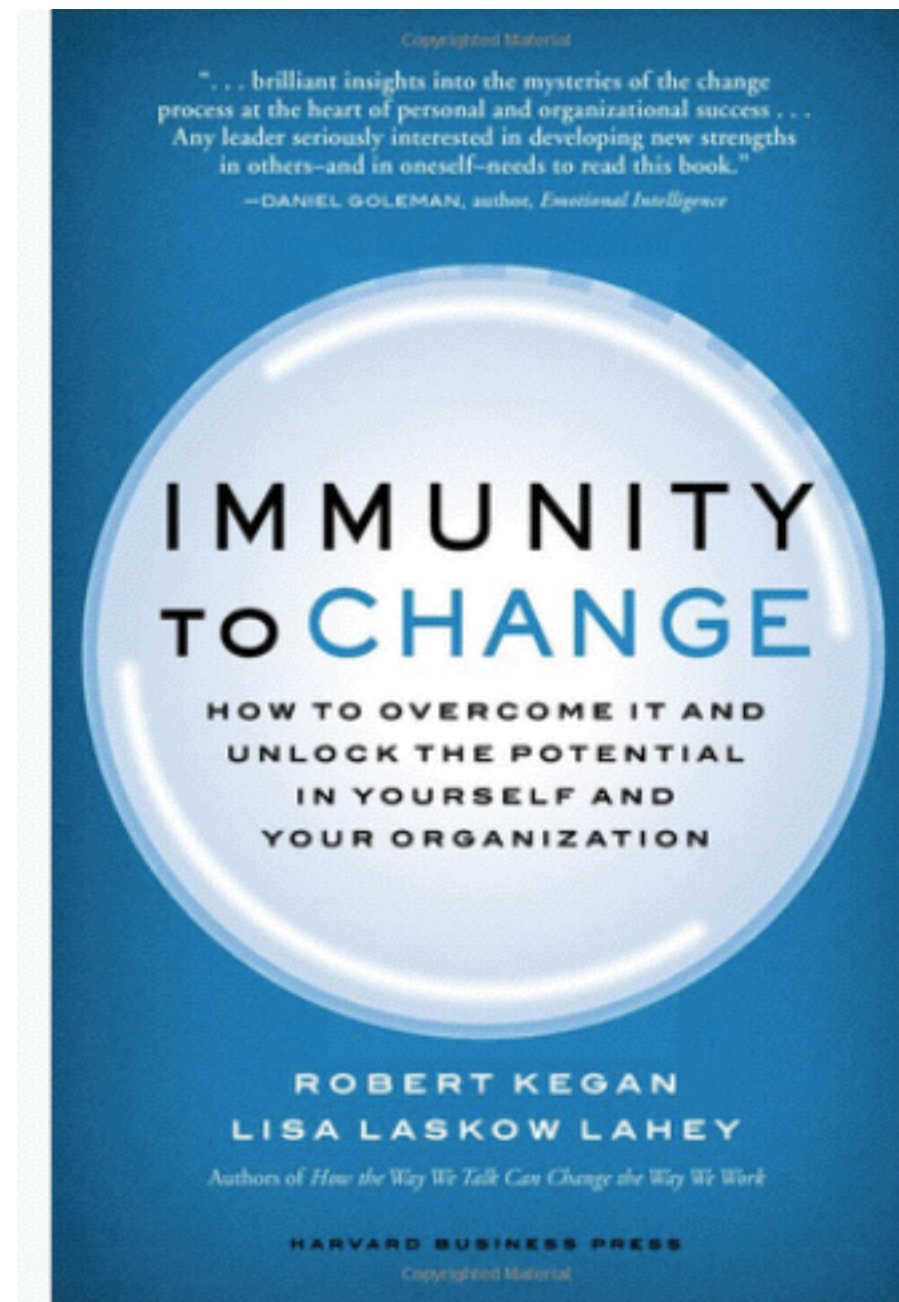
☀️ Are you in a situation to delegate any tasks that might hold you back to more challenging pursuits? How might you hand off these tasks?

☀️ How would you redesign your office, your classroom, or your home - the physical environment, the processes, the rules- to promote greater engagement and mastery by everyone?

☀️ Is education today too Type X?

☀️ What are the things that truly motivate you?









Teasing Out Trust

In regards to professionalism, trust, and input from administration, the following requests have been followed through since June:

School Culture

- All teams met with me and notes were taken about concerns, lists were made for changes and highlights of what was working were shared.
- Contact information of how to get in touch with me over the summer was made available and open door extended to all.
- Set norms meetings and will revisit throughout the year as requested by teachers.
- Weekly list of information given by administration, celebrations are included in list with birthdays and announcements.
- Request to have some team money or social funds spent on dinners. Drive book discussions were designed for all to be involved.
- 5% increase + step in new contracts that went out. An added step with the expat scale, as well as a step for the PRC scale.
- Positive interactions by admin with staff on daily basis, lunch with students, positive emails sent out, highlights in Lane's Lines, etc.
- Gave a gift of the rose activity with staff.
- Added staff breakfasts by quarters this year due to staff requests.
- Due to staff input have scheduled the holiday party after Christmas.

How do you celebrate your teachers?

- Birthday calendar posted in front office
- Morning announcements
- Work towards whole school assemblies or events
- Clarification of Sunshine Committee role
- Recognition of milestones from each other & admin
- Wellness activities for staff on a Wednesday
- Learning celebrations



Leadership Model

- ☒ Stipend cuts due to budget
- ☒ Supervision shared by all
- ☒ Leadership shared within committee
- ☒ Meetings on designated Wednesdays and/or after school
- ☒ Shared leadership
- ☒ Sign-up for committee will happen today

Summer Reading

Thompson, M. (2005). The pressured child. New York, NY: Ballantine Books

Zhao, Y. (2009). Catching up or leading the way: American education in the age of globalization. Alexandria, VA: ASCD

Resilient Playgrounds: School-based practice in action. New York, NY: Routledge (Taylor & Francis group).

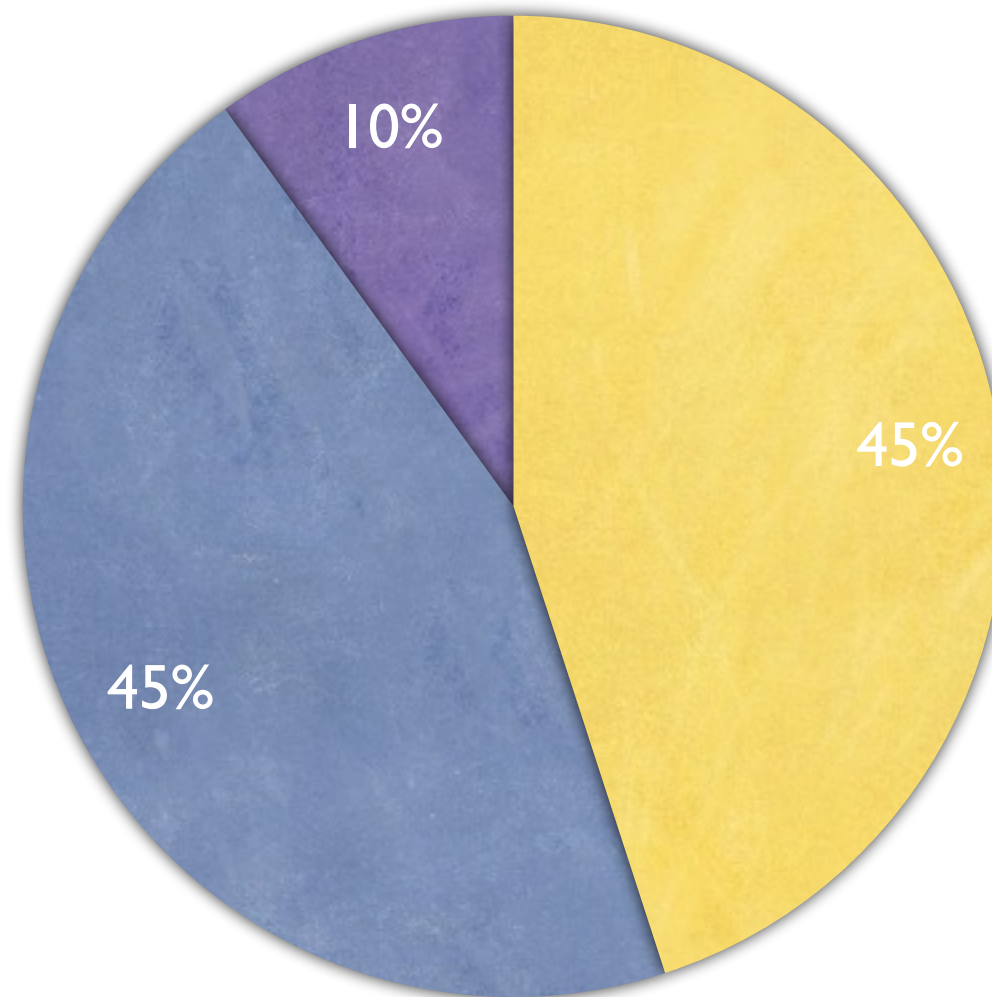
Richard Louv (2008). Last Child in the Woods.

Algonquin Books of Chapel Hill.



FAT= Faculty Advisory Team

● Yes ● No ● Not Sure

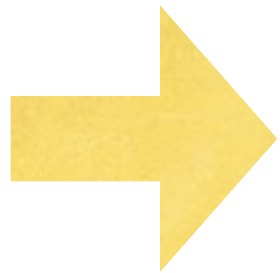


Team Meetings

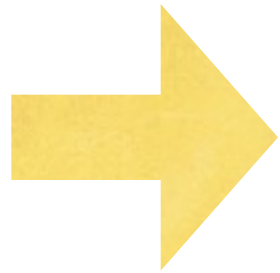
- ~ Each 7 day rotation will have one designated Nuts & Bolts meeting, and;
- ~ A shared student work and/or team work towards a common assessment



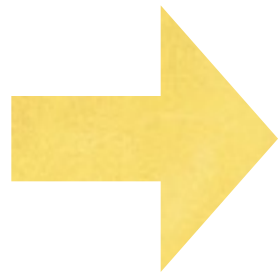
End of Year Survey Results



TA's included in Extended Recess, Book Clubs, Dinners



Coffee maker in Staff Lounge...I tried to get a barista!

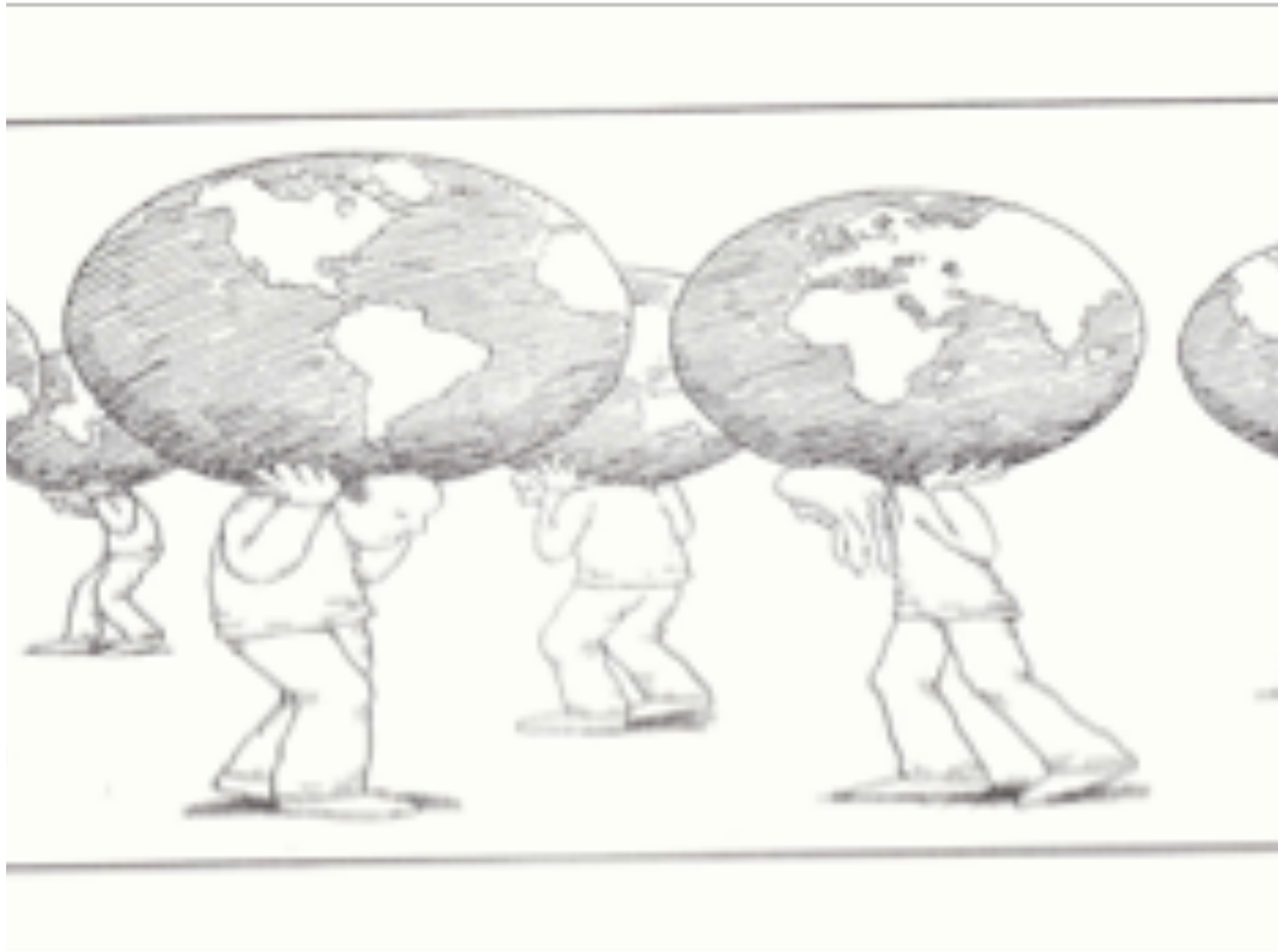


Special TA Recognition Day
Happy Hours!

This Year

- Working toward responding to more interventions with our students
- Using data in a SMART way
- Preparations for WASC visit in fall 2011
- 21 new staff members
- 3 new school board members
- New director of Communications
- 3 year compensation plan for staff

What can we do to provide change?



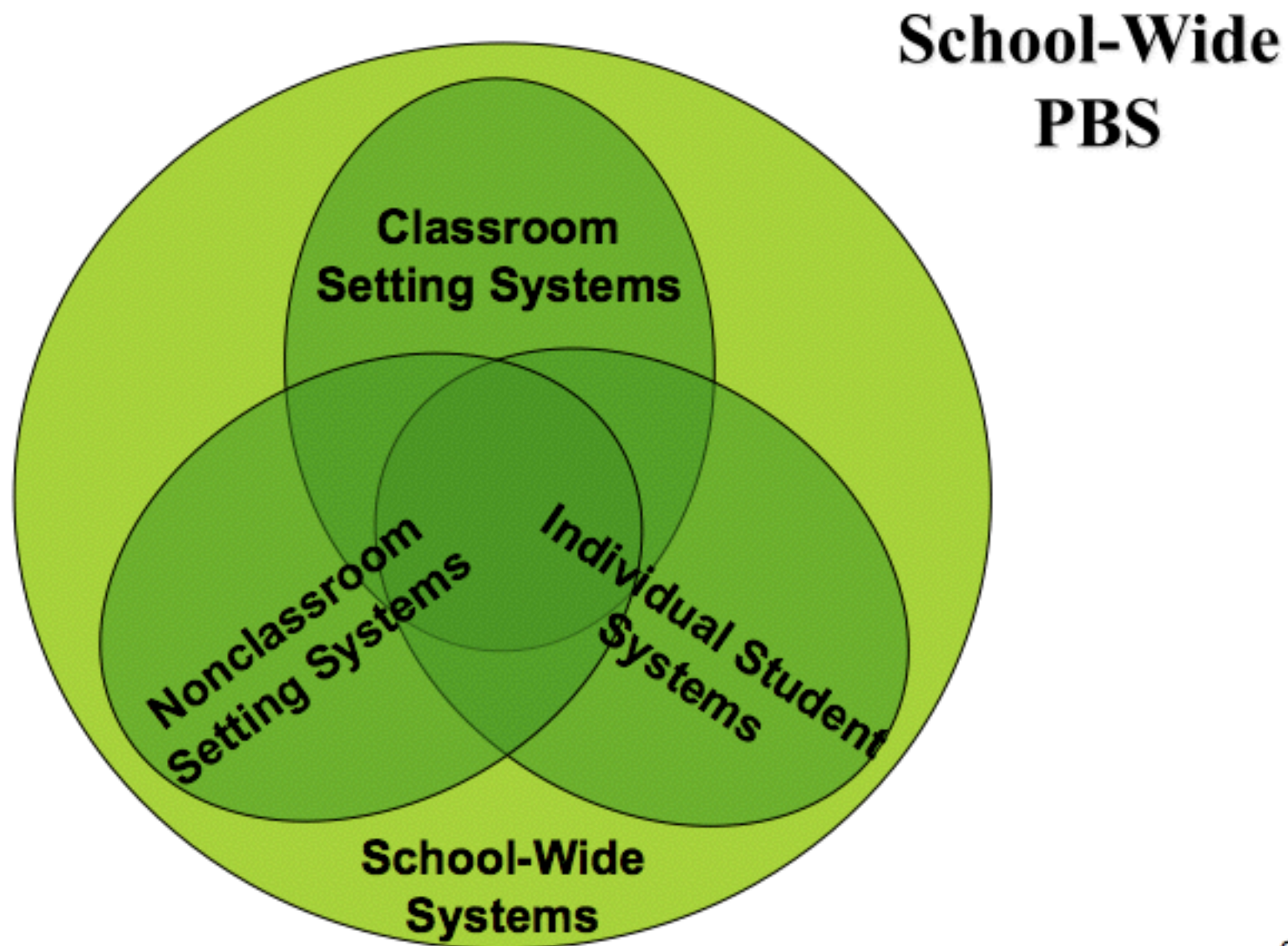


Starting a conversation with all of us....which always ends for what is best for our students!

Why we look at positive interventions and behaviors?

- Consistent with research-based principles of behavior that allow for a common approach to discipline
- Builds a system for continuous monitoring and review

Systems Work



6

TRUST

- In every relationship what we do is far greater than what we say.
- Good words signal, declare intent and create enormous hope.
- And when those words are followed by appropriate behavior they increase trust, sometimes dramatically.
- Stephen Covey listed 13 behaviors that contribute to trust.
- The first 5 flow from character, the next 5 from competence, and the last three from both.

The 13 Behaviors

1. Talk Straight

2. Demonstrate
Respect

3. Create Transparency

4. Right wrongs

5. Show loyalty

6. Deliver Results

7. Get Better

8. Confront Reality

9. Clarify Expectations

10. Practice
Accountability

11. Listen First

12. Keep
Commitments

13. Extend Trust

High Trust is where we want to head

- People are candid and authentic
- Information is shared openly.
- People are willing to share credit.
- Transparency is practiced value.
- New ideas are welcome.
- Mistakes are tolerated.
- There are “few meetings after the meeting.”
- People talk straight and confront one another.
- High degree of accountability.
- There is high energy level.



Our behavior can inspire a sense of community!

Dr. Debra Lane
Principal~Lifelong Learner
debbie@edwardsedservices.com

Thank You!



“LIKE” us on Facebook
Follow us on Twitter

STEVEN W. EDWARDS, PH.D.
PRESIDENT & CEO

P 202.359.5124 **F** 703.837.0223

E steve@edwardsedservices.com

W edwardsedservices.com

