

## Chapter 13: Moving Up and Across from 2- to 1 Paradigm Location: “Making the Left Hand Turn” and Actualizing Your Potential

“Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.”

– Margaret Mead

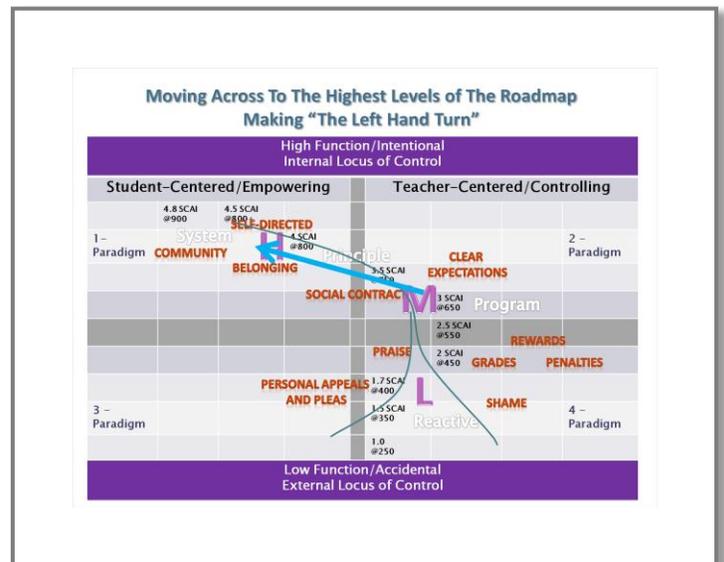
“Non est ad astra mollis e terris via” - “There is no easy way from the earth to the stars”

– Senecac

In this chapter we explore the process of facilitating the movement of a school to the highest regions of the school effectiveness roadmap. For most schools that will require making an intentional “left hand turn” toward the more empowering, connected, growth-oriented and trusting top left corner of the roadmap and the 1-Paradigm quadrant. But for all schools it will mean recognizing and then actualizing the highest potential for the adults and students at the school. In practical terms we are discovering an emergent, but self-evident future for our school, rather than forcing it into a mold. We are being pulled by a vision of what our school can be at its best that represents a place in which we will most like to work and learn, is consistent with the laws of human development and is defined by quality and excellence.

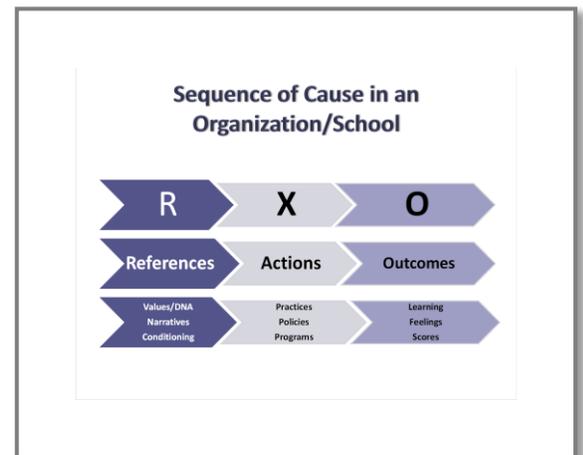
It will be helpful to keep in mind that the nature of movement up the roadmap will be similar at all units of size - individuals, classrooms and schools. So our starting point will be to appreciate that our effectiveness as a leader in the school’s process of growth and emergence, we be strongly related to the extent to which we embrace our own growth journey. In many ways the schools effort will mirror our own. Likewise, our efforts will be best served by adults who are willing to embody that growth and improvement mindset, at the same time they work to make the school’s vision a reality.

Each school on this journey will need to define the qualities of their target destination for itself. Our school may be committed to a wide variety of missions or “what’s” – PBL, Leadership, STEM, SEL, the Arts, College Prep, Montessori, Waldorf, or General Education, etc., but the nature of the, “why’s” and “how’s” that will lead to reaching your highest potential will have a common set of qualities. In this book I offer the 1-Paradigm region of the roadmap as that general target, and an attempt to capture that self-evident aspirational roadmap location. There are many ways to actualize lower quality or more modest levels of effectiveness, but as we examine what is required for the highest levels, the gate narrows. We find that the pathway to a high quality learning environment that reflects coherence with the needs of human learners lands at a pretty explainable target location. That destination has a nature and therefore can be defined both practically and operationally as to what it is as well as what it is not. And what will get us there and what will not.



The nature of the movement to the highest levels is a movement both up and over on the roadmap. Each chapter in the book will offer some insight into our process of moving to our target destination. In this chapter, we explore a synthesis of the essential ideas for the job of moving our school from the middle to high regions of the roadmap pathway. The content of this chapter is organized into seven sections representing a progressive set of considerations for our necessary work, which are summarized below.

1. **Trust and Building the Soil.** The foundation of an effective process up the growth pathway will imply a quality of trust that pervades the effort – both in leadership and among all stakeholders. This will include setting a course for where the effort is going, and embodying a commitment to what it will take to get there. And putting in place core process values that can be refined and executed with ever greater levels of expertise and innovation.
2. **Vision and Taking Aim toward Our Destination.** To a great extent our success will be a function of our ability to create a shared vision of a more actualized school. That vision will be fundamental to all decision making and what is played out as action. As one transformative leader put it, the goal is everyone in one canoe going in one direction.
3. **Promoting Social Bonds and Effective Structures.** The social agreements and bonds necessary for feelings of safety, fairness, accountability need to be cultivated and maintained systematically. Without an ongoing focus of promoting the level of function (i.e., the vertical axis on the roadmap – capacity, coherence, intention and efficiency) our effort can potentially descend and take on qualities of the 3-Paradigm.
4. **Promoting Connection and Community Bonds.** Efforts to move toward the 1-Paradigm location will naturally encourage greater degrees of connection and community. However, moving up the pathway will also require intentional effort toward cultivating practices, routines, rituals, and ways of being that promote connection among the adults and students at the school.
5. **Empowerment and Distribution of Voice and Leadership.** The goal in the 1-Paradigm will be to empower adults and students to contribute and express their sense of agency in the ways that make the most sense for the individual and collective good. So we will want to be intentional about the process of empowerment, encouraging shared ownership and voice. We may need to leave some 2-Paradigm baggage behind and accept some level of discomfort as we make the left hand turn.
6. **Effective Use of Data, Evidence and Planning.** Knowing where we are on the roadmap and being able to recognize how we can best focus energy for change is useful in our process of moving forward on the journey. Conceiving our process using the R-X-O logic will be helpful here. Outcomes are evidence of our progress, not our main driver. Our vision drives us, and our outcome data tells us how we can make our X's more effective.
7. **Promoting Congruence and High Quality among the Pedagogical Practices.** As our vision of an actualized school emerges, we will progressively recognize the practices, policies and programs that will support our movement upward as well as those that we will want to leave behind. For schools needing to make a significant left hand turn, appreciating that no amount of well-executed 2-Paradigm practice will lead to 1-Paradigm results is important. And for all schools, it will be useful to engage the process of examining current and prospective practices from the lens of coherence and long-term impact.



## 1. Trust and Building the Soil.

As we begin our exploration of the “how” for moving our school up, we need to start with the quality of trust. If we reflect on all of the improvement efforts with which we have been involved in any capacity, we can ask the simple question “if there was trust in the equation, how did it go, and conversely, if there was not, what happened to the effort over time?” Our likely answers to these questions are why I lead off this chapter examining trust, even before we discuss the equally critical quality of vision. In chapter 6 we explored the essential qualities for creating the quality of trust within the process. All five of those elements will need to be sufficiently present if we expect to realize sustained progress.

1. Trust in the Commitment Level and the Qualities of the Leaders as People
2. A Clear Sense of the Destination for the Journey
3. Process Values are Primary, Outcome Values are Secondary
4. Social Bonds and Sanity Promoting Structures Sufficiently Cultivated
5. Communal Bonds and a Sense of Team Sufficiently Cultivated

In this section we will examine these ingredients in terms of our effort to move a school toward an emergent destination that may not be familiar or even comfortable for many of the adults and students initially.

### Leaders as People – Personal Trust Qualities

We are asking others to venture into uncharted waters with us. Why would they trust us? One effective 1-Paradigm leader suggested his goal was everyone in one canoe rowing together. If we that analogy, why would they trust us to steer the canoe effectively? Simply reflecting on that question should prove instructive, but I will offer a few areas that you might consider as well.

- **Honesty and Integrity.** If we are going to take a risk, we need to trust that the one leading us into the unfamiliar is being honest with us. So we don’t need someone who feels the need to be unrealistic and optimistic in ways that insult our intelligence. And we don’t like it when someone agrees with everyone in public and then acts in very different ways in private and when it is time to create policy. We need to walk our talk.
- **Commitment.** If we are going to engage in a journey that implies a long-term effort, we need to know the visionary will be in place for the duration. And we want to know that the person who is articulating the vision actually buys it, and is passionate about it themselves.
- **Having a Winner Attitude.** We all have a winner in us. We can define a winner as “someone who does what it takes to reach the goal.” We could characterize it as the opposite of a quitter. We want to know that when the going gets tough the ones leading the effort will rise to the occasion. Winners believe in themselves and have a grounded confidence. And winning energy is comforting and contagious.
- **A Yes Mindset.** All of the transformative leaders I have interviewed and have known share the inclination to find a way to “make it happen” – to find the “yes.” That does not mean they are agreeable necessarily, it means that they see and get excited about possibilities.
- **Appreciate the Little Things and what is Important to Others.** Embodying a sense of higher purpose is essential, but on the ground level of the effort, we need to appreciate that the little things matter – no matter whether we judge that they should or not. This effort will mess with peoples’ things. We may not be able to make everyone happy, but at least being considerate and respectful (and not dismissive) will encourage others not to abandon the vision because of how they feel about a particular situation.

## Setting Out the Course of Our Destination

How do you feel when someone tells you to “trust them, it is a great idea?” More trusting? Likely not. Before we set out on an implicitly long and challenging journey, we want to know where we are going, why it is a good idea, what it will take to get there, and why it is better than where we are now. Hopefully this book will have assisted you in effectively answering those questions. But we need to assume we will have to provide satisfying answers in multiple forms on a continuous basis. As we will explore in the next section, when others share the vision of the destination, everything works more effectively.

But we will need to conceive of our destination as both an emergent idea (that is self-evident and can be recognized by those who adopt a clear-sighted perception) and a concrete phenomenon that can be operationalized into minute detail (if we had the time and desire). The 1-Paradigm location implies a collective journey, a shared vision (conception), and a collaborative and distributed process for creating the specifics. But as a leader, we need to have a lot of the various pieces conceived into a picture of success. Being too wed or attached to the specifics will lead to unhelpful rigidity, and being too open will lead to the effort taking on 3-Paradigm qualities.

	Empowerment Connection Trust	Control Comparison Fear
High Function Intentional Leadership	1-Paradigm School - Empowering Leadership <ul style="list-style-type: none"> <li>• Vision-Driven Facilitative Leadership</li> <li>• Student-Centered Classrooms</li> <li>• Community Climate</li> <li>• Mostly 1-style teaching</li> </ul>	2-Paradigm School - Managed Leadership <ul style="list-style-type: none"> <li>• Efficiency-Driven Top-Down Leadership</li> <li>• Teacher-Centered Classrooms</li> <li>• Institutional Climate</li> <li>• Mostly 2-style teaching</li> </ul>
Low Function Accidental Leadership	3-Paradigm School - Amorphous <ul style="list-style-type: none"> <li>• Enabling Passive Leadership</li> <li>• Unstructured learning</li> <li>• Insecure Climate</li> <li>• Lots of 3-style teaching (but also a random combo of others)</li> </ul>	4-Paradigm School - Bossy Leadership <ul style="list-style-type: none"> <li>• Dominating and Self-serving Leadership</li> <li>• Lecture and Test Teaching</li> <li>• Domesticating Climate</li> <li>• Mostly 4-style teaching</li> </ul>

In figure 13.1 below the 1-Paradigm “what’s” and “how’s” are contrasted to those of the 2 and 3-Paradigms. It is helpful to know where we aren’t going and what won’t get us there as well as better understanding the 1-Paradigm by way of contrast to other potential roadmap locations. First, we need to recognize that we can’t move up the roadmap into the 1-Paradigm location using 2-Paradigm R’s and X’s. What our research tells us (Shindler, 2016), is that schools at different points on the pathway are both doing and trying to do different things (and experiencing different outcomes). So doing a great job of being a 2-Paradigm school will only help us move within the confines of the 2-Paradigm region of the roadmap. We need to make a left hand turn to access the 1-Paradigm. That will mean a potentially substantive adjustment in the R’s of both adults and students. However, the recommendation here is not to exchanging standardization and control for unbridled freedom and relativism. Doing this will land us in the 3-Paradigm region of the map. While in the mind of some, the logic of the 3-Paradigm is appealing – i.e., we all get to do what we feel like - in practice, the lack of coherence, function and share intention leads to both unhappy as well as unproductive results. Over the course of the effort, we will need to clarify for ourselves and others why our R’s/principles, choices and prospective practical applications/X’s qualify as 1-Paradigm and not the less useful 2 and 3-Paradigm variety.

**Figure 13.1: Classification of 1-Paradigm destination vs. the 2 and 3-Paradigm**

Area	1-Paradigm	2-Paradigm	3-Paradigm
<b>Goal/Our Why</b>	To grow and evolve as a collective into an environment where the most authentic learning, occurs in the most fundamentally sound environment for promoting human actualization, and collective and individual growth.	To create a safe, positive and orderly environment where students can learn to fundamental knowledge and social skills to be competent and contributing citizens.	To create an individualized learning environment that allows students the freedom to do what they like, (but in actuality the experience is defined to a great extent by each students subjective experience and each teacher)
<b>Guiding Ethos /Value</b>	Quality Processes	Desirable Outcomes	Freedom of Choice,
<b>Long-Term Results</b>	High performance, a healthy climate and an ever stronger and connected sense of community.	Adequate performance, a safe climate, an overall experience that is familiar to most parents and students.	Mixed levels of ability depending on subjective experiences, mixed social experiences depending.
<b>Students' Needs</b>	To be, live and learn in an environment where they can reach their true potential, feel a sense of belonging to the community, and gain a sense of contribution and sharing and discovery of their gifts.	To be given a well-rounded curriculum, caring teachers and supports when they have special needs to achieve success and enjoy school.	To be given rich learning opportunities that provide them with stimulation and a chance to explore. (but in actuality this is too difficult to execute and students experience the accidental nature of it all.)
<b>Common R's</b>	Community, Respect for difference, Inquiry, Internal motivation, Critical thinking, Self-Reflection, Belonging and Acceptance, Growth Mindset, Social and Emotional Development., Creativity, Empowerment and Everyone is a Leader.	Positive Reinforcement, Character, Grit, Persistence, Following the Rules, Respecting Authority, Doing quality work, Being prepared for college, Compleitive competence.	Self-expression, Creativity, Freedom, Novelty, Unconventional choices, Individualism. Something good happens just by being at school.
<b>Common X's</b>	Team projects, Inquiry, Labs, Creative Projects, Process-focused tasks, Direct Instruction of foundational skills, Socratic discussions, games, open play or non-directed social time, Process focused assessment, Authentic Research, Service Learning. Peer assessment.	Direct Instruction, Interactive presentation, cooperative learning, computer assisted instruction, Selected Response assessment, Work sheets, Labs, Expository writing, Text and program based curriculum.	Student design projects. Unsystematic tasks where tasks are active but lack purpose. Students doing a lot of one thing. Resistance to assessment or subjective grading, busy work. Discussions. Teachers telling stories.
<b>Motivation</b>	Build intrinsic motivation, and self-direction with clear boundaries, recognition of the satisfaction in work, and working collaboratively to accomplish things.	Provide extrinsic rewards for desired behavior, encourage students to see what appropriate behavior looks like with comparisons.	Provide each student opportunities to engage in tasks that satisfy their interests. But in practice the motivation level can be low and a lot of time is spent idly.
<b>Adult Relationships</b>	Collaborative Community defined by a sense of share purpose.	Collegial professionals	Caring Community, congenial but random.
<b>Use of Data</b>	Recognition/Evidence for how to grow and assess the gap between the current state and the desired state.	Address symptoms of problems reflected in data to meet standards of performance.	Used unsystematically and as it interests those at the school. Or is required.
<b>The Problem</b>	Things we can do better to become more of the school we want to be.	Indicators of performance and behavior that are below the set standards.	It is not going the way we intended.

## Process Values

In most cases, making the “left hand turn” toward the 1-Paradigm from the 2-Paradigm will imply shifting the emphasis from outcomes to process as the primary value and driver. As discussed in chapter 6, when we take a systematic approach to refining and improving the quality of our processes, a number of things happen, including the following.

- We become more proficient at executing those processes which leads to better quality outcomes in the long-term.
- It provides a forum for a shared growth process that bonds the adults and encourages an efficient way to reflect, receive feedback, innovate and move toward excellence.
- It encourages a growth vs a fear of failure mindset.
- The flaws, undesirable side-effects and limiting qualities of 2/4-Paradigm practices are revealed as they are given closer examination within the process.
- It encourages persistence and trust in the target destination for the school.

An emphasis on outcomes will limit our growth. If teachers are concerned about a bottom line (such as test scores, referral rates, looking good to others, etc) we are implicitly encouraging them to do “whatever it takes” to obtain those outcomes. As a result, in the 2-Paradigm logic, there is a lot of doing “what works.” What works can be translated into – “you told me to value this outcome, so I am doing whatever I can find to effect it, no matter if it is congruent, healthy, is aligned with my values or the vision of the school.” On some level we all do this in our day. But among the many problems with a focus on “doing what works” is that it usually leads to poorer results in the long-term.

Transformative leaders recognize that momentum, trust, confidence moving forward, persistence and peace of mind require an environment that is free of mixed-messages. So we need to make our values explicit and demonstrate in our actions, policies and words that we are sincere. During the stretch of years where basketball coaching legend John Wooden’s teams won 10 national championships in 12 years, he never told them he wanted them to win the game. He told them in so many words to execute the processes that the team valued and that they had practiced, and make their best effort. When the outcome is the goal (e.g., winning in the sports metaphor), we will always experience at least a little anxiety that comes from fear of failure and that breeds insecurity rather than trust. When the process is the goal, we can put our energy into becoming excellent. One leader put it this way “When we are all doing our best to make the school a great place for our students, by definition we can’t fail - that is success!”

In schools that are already far along the pathway into the 1-Paradigm, their commitment to process values can be seen in the high quantity of words that they use to explain the various priority/valued processes at the school – both in terms of what the adults are committed to but also what they want to develop in the students. Outcomes can be stated in a few words, but process values need to be explained and operationalized. So as you engage your growth process, you will want to have concise elegant ways of saying what you are about, but beneath that vision and mission statement should be a vast definition of what it looks like in practice, as well as a substantive rationale for why it is best to do it that way.

In those schools in which transformative leaders have led successful movement up on the roadmap, in nearly every case what they do it defined by a) a commitment to the process, b) no mixed messages undermining that message, and c) walking the talk. All three are essential. The quality of trust is built over time. If we do not walk out talk, others will lose trust in the integrity of

the process. Gerald has been able to turn around a series of schools. Very quickly the teachers in each school recognize that he is committed to the process, and he can be authentic and consistent in his actions and messaging because it is not a game he is playing to achieve a secondary outcome. He is not preaching good teaching, so the school gets good scores, and/or so he can add a feather to his cap. He is about helping teachers grow as individuals and as a collective. As a result, the energy moves effectively in that direction with minimal hesitation, resistance and fear of failure.

In the same way, John, who has inherited 2-Paradigm schools and moved them into 1-Paradigm levels of function, is a paragon of commitment to the process. He encourages teachers to fully be about what the school is about, and let the outcomes follow. In many cases he has supported his faculty as they persist in implementing ideas and processes even when the secondary indicators don't show initial results. But he has faith in the efficacy of the process and projects that faith onto others. Eventually, the sound ideas have translated into measurable results that others can appreciate. But the outcomes are not the goal. Our research at ASSC supports this phenomenon. Change needs to start with the quality of the R's, move to the X's and eventually the O's will manifest. But the quality (i.e., roadmap location) of all three will inevitably reflect one another.

### **A Trusting World-View as a Fundamental R at the School**

All of us have a somewhat complicated view of trust as a result of our life experiences. We all have reasons not to trust other adults or students. And in the real world, we know that being trusting in some cases can lead to bad results. So to say that we value trust is not to say that the goal is to trust that everything is fine, that is naiveté, and will lead to – a lack of trust in our leadership. So what does it mean to be committed to trust as a fundamental R at the school? It means that we trust in the following:

- The basic goodness in people and their innate ability and desire to find purpose and value in their work and contribute to the good of the whole. It may be masked by a lot of fear and bad habits, but it is there somewhere wanting to express itself.
- Everyone functions best in an environment that is defined by certain qualities (e.g., psychology of success), and so it would make sense to work to create those qualities as primary concerns.
- People function best when they are trusted. Trust breeds more trust. More trust breeds more good things. Moreover, our experience in any group will support the reality that trust breeds liking, liking breeds winning, and winning breeds more liking and trusting.

#### **Power of Yet.**

In a classroom in a 1-Paradigm school, the teacher created a poster with the Heading "The Power of YET." On one side of the poster was a list of phrases like I can't, or it is not done, or I don't know. On the other side was the same list, but with "yet" added to each phrase to make them for example, I don't know yet.

In the 1-Paradigm world, it is about the process, so all of us can use the power of yet to keep us in a growth mindset and not fall into a fixed ability mindset.

## **2. Vision and Taking Aim toward Our Destination**

Our success moving up the roadmap to the highest locations will be related to the strength and clarity of the vision that is pulling us upward. A vision is an idea. It is abstract, but like any abstraction it exists in its practical manifestations. Where does it exist? This is a really important question for us to ask ourselves early and often in the process? If we look to effective schools and other institutions in the process of improvement, we can see that it needs to exist in a) a leader's mind and heart as a picture of quality, and b) in the collective within the school community as a shared picture and embraced and owned personally, and c) documents that reflect and operationalize those shared values and ideals. Our vision needs to be in the DNA of the school. Our next question might be isn't that a contradiction, how can it exist in all three places? On the surface this may seem contradictory, but it is one of the paradoxes on the process that we need to accept. We also need to accept that there is no simple, linear way to move the vision between the three locations. Think about our school as an eco-system will be more useful than thinking of it as an organizational chart.

Effectively leading will mean embracing that vision needs to be centralized so that it can maintain coherence, integrity and so that decisions can be made efficiently. If this is absent, the effort will descend into the 3-Paradigm where things happen accidentally, randomly, and without a congruent intention. A popular phrase to describe this is "mission drift." But if we do not cultivate a shared collective vision, we will never quite get out of the passive compliance based ways of being that define the 2/4 side of the horizontal axis of the roadmap. So we will not get there without cultivating a shared vision, no matter how pure and altruistic the vision of any individual. If we examine those schools that we would characterize as being vision-driven, we will recognize both the influence of visionary leaders as well as a shared collective vision, co-existing imperfectly with some tension and messiness, but still able to growth interdependently.

### **Guiding Questions as the Essence of Our Ideas**

To a great degree what takes place at our school is the results of the answers to a set of questions. If our actions are not informed by a process of self-reflection related to quality internal guiding questions/R's, we are likely just going through the motions. As we discussed in chapter 7, there are guiding questions that will raise the quality level of our actions and those that will limit them. Moving to the highest levels of the roadmap will mean we are asking empowering guiding questions.

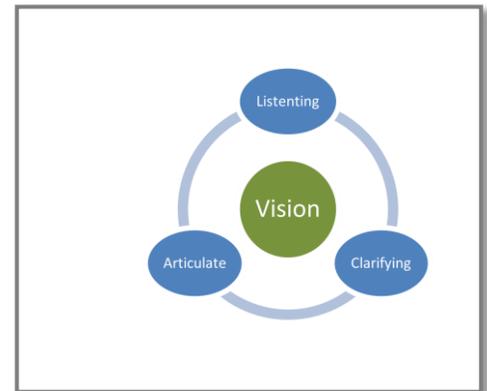
One of our important guiding questions will need to be "what are we about?" The school that is about "school" will not find itself very high on the pathway. We need to be clear about our purpose. A purpose may be something that the school has had for 100 years or something you will need to develop. But we need a "why." Then, for example, let's say we are about creating leaders, or scientists, or artists or well-rounded humans, then that leads us to a next level of empowering questions like – what do \_\_\_ do? And what qualities do \_\_\_ have? And what skills do they have to have? And each of the answers to these questions will lead us to another level of guiding question.

Yet to grow effectively as a 1-Paradigm institution, our vision needs to be driven in large part by our "how" questions as well as our "who" and "why" questions. How do people learn science best? How do excellent teachers approach their work? How do we want to feel each day when we come to work? How do our students think about themselves and others? Questions help us clarify our intentions and reduce the amount of time we act in an unreflective habitual manner - playing out our subjectively developed definition of "school." Questions force us to articulate

answers that can be used to guide future action. Questions give us something to discuss and debate. They bring out the practical realities as well as give us a window into one another's values and guiding R's. In 1-Paradigm schools there is an expectation that there are a lot of discussions about the how. In schools lower on the pathway, these discussions are less frequent, because they tend to evoke conflict. But one of the hallmarks of the 1-Paradigm, growth mindset school is that the adults learn to embrace "getting real" and talking about practice.

### **Cultivating Vision – Listening, Focusing Attention and Articulating**

In practical terms, promoting a sense of real-time vision almost always involves a leader committed to an effective flow of communication. The process of effective communication is as much art as science, and will be driven by both a commitment to the process as well as the outcome of people feeling like things are sound and transparent. As discussed in chapter 7, the practical act of promoting vision will involve three main components – listening, clarifying and articulating.



- **Listening.** Transformative leaders want to know. They find ways to get out there, talk to both adults and students, and learn what people are thinking. This is both a practical act of finding out what is really happening in the classrooms and hearts and minds, as well as a symbolic act of showing we want to know and that we care what others think and what they are experiencing. One leader rephrased the familiar classroom adage (students don't care what you know until they know that you care) into his context as a leader, "the teachers won't care about your vision for the school unless they believe you care about them."
- **Clarifying.** As we collect ongoing information about the experiences, practices, feelings, narratives, etc. of the school, we will need to support the process of making sense of it all for ourselves and others. In the 1-Paradigm classroom, the teacher does an effective job of helping students process and represent their data before making broad conclusions. In the same way the 1-Paradigm leader takes what they have learned and the available data and processes it as honestly, transparently, and collaboratively as possible. Much like in the active listening process, we need to check in on what we are hearing and seeing. Do we have it right? We are acting as the eyes and ears of the collective. So we want perceptions to be accurate. Next, we need to make inferences about what is going on. Here we want to help the adults keep attention on the "real problems" and not the symptoms. What are the priority areas of attention in our growth? What is the next level of growth and what would it look like? The use of guiding questions throughout the process will be valuable. We are asking, not telling. And effective questions will pull the discourse up and keep it from focusing so much on what is lacking (which has its place, but will not encourage our movement up).
- **Articulating.** Vision needs to be centralized and synthesized to be actionable. That may be one person or a committee. But after listening and clarifying, the collective needs to hear from leadership ideas, actions, initiatives, conclusions, and understandings that reflect what was clarified. We have all been to a listening session in which needs and input were provided and later seen the conclusions and wondered how that conclusion could have come from that input. When there is a disconnect in this process, no matter how innocent the reasons, the result will likely be the assigning of motives that will be potentially damaging - i.e., the leaders were not listening, they had their own preset agenda, they are phonies, etc. So maintaining a loop of feedback and/or gaining consensus on the big ideas and initiatives will be essential. In a broad sense, we need to find opportunities to

communicate - “This is what I heard, this is what it means, this is what we should do, and this is why.” And as much as possible, we will want to contextualize the process into terms of a) where we are currently, b) where we are going and c) what it would seem to make sense to get us to the next level on our journey.

When a leader engages in a continuous process of asking, clarifying and articulating, those in the school learn to trust feel a solid sense of the vision. Everyone may not like everything, but they will appreciate that it is grounded in a desire for the collective good, and the leadership has the courage to be upfront about the what’s, how’s and the why’s.

### **3. Promoting Social Bonds and Structures**

The essence of the 1-Paradigm school is that it makes vision-based decisions – using an R-X-O logic. So our guiding question need to be “does this X (policy, practice, structure, routine, etc.) serve our vision?” Building structures that promote the capacity to actualize our vision is vital. As one effective leader phrased it “form follows function.” Some of the areas that should be given priority attention include:

- Does the daily schedule support the needs of the vision?
- Are there effective processes in place for collaboration, innovation and sharing process expertise?
- Are there strong and evident social bonds and agreements that help everyone feel safe, sane and like things are fair?
- Are there communal bonds that are cultivated to make the school day feel enjoyable, collaborative, and human?

#### **The Schedule**

Often we use a schedule because we have gotten used to it, and changing it would be inconvenient. But, if we find our schedule limiting our capacity, we need to consider rethinking it. If we examine various 1-Paradigm schools that have made improvements to their schedule, we find that the commitment to their Values/R’s is evident in their choices. In one newly designed middle school that had a commitment to integrated curriculum and PBL, there was a great demand for collaborative planning time. As a result, the schedule built in two hours of teacher collaboration on both T and Th. The school found that to meet their goals related to planning at least that much time was necessary. At a high performing K-8 school, the school Director changed the schedule every year based on the needs and desires of the teachers. Given that each year goals and agenda change, it was judged at the school that the schedule should be adjusted to meet the individual and collective goals.

#### **Collaborative Planning**

Moving up the roadmap implies becoming an increasingly more effective team. Conceiving structures to plan collaboratively are an essential part of our growth and day to day effectiveness. We need time to process our X”s. To share, refine and improve them in a systemic and reliable forum. We also need time to conceive and plan quality lessons, often with others. Those outcomes require time and a quality system. Some of the models that schools have chosen to employ include:

- A systematic use of the Professional Learning Community (PLC) format. Built into the schedule are times when members of a grade level, subject area or interdisciplinary team meet, plan and process new ideas.

- The “instructional rounds” approach from Yale University (AITSL, 2018). In this process teams a) identify a problem area, b) observe one another and collect data related to the problem, c) debrief in detail, and d) make recommendations for the future.
- The creation of “inquiry groups.” These groups meet regularly and as needed to address areas of concern of growth.

All of these models have a unique benefit, are intended to solve real problems (what we do, i.e., our X’s), in a collaborative, evidence based, systematic manner. We might consider adopting one of these models, or synthesizing them to meet our needs. Whatever system we pursue, it should function to serve our needs. Some of those needs will likely include the following. First a way to engage in a process of sharing and receiving feedback related one’s growth. Ideally that includes (non-evaluative) opportunities to observe one another’s practice and provide feedback. Second, an efficient forum for processing ideas, sharing new resources and information, solving problems, and doing the things that require being in the same place at the same time. Third, a team that is responsible for ensuring coherence across the curriculum and assessment process. And ultimately an organizational structure for making decisions. Teams should have an elected leader that can represent the group at leadership committee meetings.

### **Social Contract and School and Classroom Agreements**

In every relationship there is an underlying social contract whether it is between two persons, between a teacher and his/her students, or the school administration and the teachers and staff. As we move up the roadmap to higher destinations, our goal is to make these underlying agreements more solid, explicit and needs satisfying. Issues of fairness and incongruence can undermine sanity, confidence and morale. Here are a few ideas to consider in this area to encourage your growth up the pathway.

- One of the basic sources of stress and unhappiness occurs when an adult has an unspoken expectation of another and gets upset when the other person (adult or student) does not meet their expectation. Therefore, we need to cultivate a principle at the school that expectations and agreements are spelled out, and if they are not, it is on us when others do not do what we had expected.
- Many 1-Paradigm schools have school-wide agreements. Often the same agreements can be used for adult and student interactions. But you will likely want to create a list for each group.
- As discussed in chapter 11 and TCM, creating classroom social contracts and/or agreements can have an added benefit to any school-wide agreements. There is a greater opportunity for them to be created and owned by students. Agreements are lot more empowering as well as effective when they were conceived and committed to by the group that will ultimately use them.
- All those entrusted with upholding a social contract need to weigh the needs of both the collective and the individual. For the collective, the primary need is for the leader/teacher to follow through and do what the contract implies they should do. A contract is only valid and legitimate to the degree it does its job of encouraging accountability. For the individual, it is helpful to have members reflect on what they have agreed to. Our goal is to promote growth and empowerment, so it may mean finding creative ways for individuals to fulfill their commitments to the collective as well as taking into account personal situations and needs.
- When a democratic decision is made to put a policy in place, it needs to be consistently applied. Everything is connected, and your actions affect me. So we do not have to love a policy to apply it, we just need to appreciate that some policies (such as for tardiness,

deadlines, discipline referrals, homework, etc.) only work if everyone applies them. Having no policy for an area would usually be better than having one that is not followed.

- An agreement at one school states “We find ways to solve problems ourselves, before we ask an adult for help.” The students in this school are very effective doing this - something with which adults in many schools often struggle. In a 1-Paradigm school, the principle is that we solve problems directly and use an effective process for communication, and when the occasion arises we rely on a process for conflict resolution. What we see in schools that communicate effectively includes:
  - The use of “I-messages” and speaking in specific and constructive terms.
  - And assumption that loaded conversations require a degree of conscious mindfulness and an awareness of the tendency for egos to take over.
  - Going around others is seen as disrespectful and counterproductive. So issues are engaged directly with those who are more responsible for the concern.
  - Gossip and excessive complaining is not welcome.

There are times that we need to go to an administrator to complain about something, but it should be reserved for cases where a) direct communication has been tried, b) we recognize that it is going to elevate the emotional and political nature of the issue, and c) it is too important to leave be. How leaders respond to those who are inclined to solve problems passively (i.e., reinforcing tattletales) will set the precedent. Putting in place a protocol for dealing with conflict and holding to it will be essential to encouraging the norm for honest and direct forms of communication.

#### **4. Promoting Connection and Communal Bonds**

The nature of the 1-Paradigm location creates and is created by connection and communal bonds. If our school is actualizing its potential, the experience of both students and adults will be characterized by increased levels of feelings of family, team, school pride, shared identity, home, acceptance and belonging to something larger. These bonds are created naturally in a quality learning environment. When we work together to create and learn, recognize one another's gifts, and learn to know each other more deeply, we connect. So on one level, creating the 1-Paradigm teaching and learning environment will encourage that feeling of “team wins” connection, and the liking and trusting that go along with it. If we reflect on groups with which we felt a lot of affection long after the experience, it was likely because we felt a common bond forged by experiences. Likewise when we reflect on times when we have had the most fun, it probably had to do more with a deep sense of satisfaction in what we were engaged with and/or the experience of a connected group effort rather than an activity that was assumed to be “fun.” But we should recognize that everyone finds different things fun, and satisfying. Some of us like more intimate and thoughtful experiences. Some find more experiential contexts more exciting. Some people love being part of a team and others would rather be more independent. So while we can generalize to a large degree what makes for a quality community environment, we do need to consider a lot of variability of human needs and personalities.

While communal bonds will be best cultivated organically as part of a quality environment, we can do a lot to encourage them as well. Without some encouragement or opportunities to really get to know one another, engage in team-building, mix with a broader circle of members, and see each other as something other than a student or teacher, our level of connection to others will be limited. So to promote greater levels of connection and communal bonds we might consider some of the following ideas.

- Going on a retreat together. This is an especially powerful way to start the year. The goal is to build connection, get to know one another, build collective agreements and

cultural norms and set the tone for the year. They can help people start the year as connected humans rather than isolated entities and roles within an institution.

- Include collaborative time in faculty meetings, where groups create something or process ideas in groups.
- For some faculty gatherings, systematically assign teachers and staff into mixed groupings for tasks. Encourage everyone to interact and get to know everyone.
- Spend the first week or so in classrooms building teamwork skills and a classroom culture.
- Use classroom meetings effectively to make decisions, check in emotionally and process both future plans as well as past events.
- Give students multiple ways to serve the school.
- Give classes and student groups multiple ways to serve the community or make a difference in the world.
- Conduct fun and low stakes competitions between classes (see principles of healthy competition in Ch.. 11 and TCM). The focus should be on the innovation, creativity and shared effort of the class, not on an ultimate reward.
- Encourage support for all those in extracurricular activities. They can be a great source of pride and community building.
- Include student work on the walls. Try to represent as many students as possible, and not just top quality efforts.
- Have students do peer tutoring. Any configuration is a plus. But some schools find it powerful to have a systematic process where students from an older grade come and work with students of a younger grade once a week or so.
- Connecting members of the school with parents and the community as a whole.
- Having the adults and students get to know their local community.
- Traditional gatherings, as well as organic celebrations of something meaningful.
- Traditions that are unique to the school, even if they seem a little silly.

A final thought on building community. We need to recognize that certain practices will undermine our efforts to promote connection. These will include competitive and comparative structures, focusing on too much on outcomes, public shaming, allowing in groups and cliques, as well as neglecting the social contract bonds. It is a lot easier to destroy community than it is to build it, so be mindful of those sources of toxicity that will limit your efforts up the pathway.

## **5. Empowerment, Voice and Distribution of Leadership**

Among the most fundamental shifts that characterize the “left hand turn” from the 2 to the 1-Paradigm will relate to who has the power. In the 1-Paradigm, the goal is to create maximum levels of internal locus of control, agency, voice, and self-direction. Therefore, our intention will need to be to maintain the explicit school R/value that we all look for opportunities to systematically empowering others and distributing leadership. Classrooms should mirror the school as a whole. When I see a student casually and confidently walk up to the principal in a 1-Paradigm school and make a suggestion about how the school could be better (as I do often in empowering schools), what I see is evidence of a thousand classroom X’s from the past and an overall school environment that encourages that level of empowerment. An empowering culture cannot come from a program or an initiative, it needs to be part of the DNA/fundamental R’s at the school. In most cases building more trust, voice, self-direction and distributed leadership is a matter of just doing it. As Ernest Hemmingway put it “the best way to find out if you can trust someone is to trust them.” But depending on where we are on the roadmap and what the adults

and students have been used to, we will want to build the skills, expectations and capacity for trust and autonomy to grow deliberately based on where we are today.

### **Teacher Leadership and Empowerment**

In the book *Trusting Teaches with School Success* authors Farris-Berg & Dirkswager (2013) describe the effectiveness of “teacher powered schools.” In these schools teachers are given the primary responsibility for running the school, and the results are encouraging. When teachers were given the freedom to design their own systems and practices, the common outcomes of the process were a more intentional approach to self-improvement and more meaningful and constructivist curriculum for students. And in general, the schools moved more toward 1-Paradigm function than the 3-Paradigm disorder some might have expected. Among the take away lessons from these schools is that when we give people ownership over their own work and growth most often they take advantage of it to produce more good for everyone.

The essence of empowerment in the 1-Paradigm school is for the leaders to empower adults individually and collectively to embrace the vision of the school and then grow and express that vision in their own R’s and X’s. And fundamental to expressing that vision is to grow in their knowledge, skill and confidence to empower students to become more self-directed and embrace their own growth process. Autonomy driven by a vision of empowerment and growth is a powerful force moving both the school and each classroom up the pathway. Autonomy without vision or the intention for growth is simply intellectual freedom. When it comes to promoting a more empowered faculty and staff, it starts with the intention to be so. Our explicit/collective and implicit/internal guiding questions should include “How can we support ever more empowered and self-directed students?” “Will this practice, policy, or program promote more internal or external locus of control? And “How can we give away more power, ownership, and responsibility and find occasions for students to be leaders?” A teacher with those intentions will need only opportunities and structures to create, share and express them. These are a few of the ideas that will help support this process.

- **Personal Goal Setting as the basis for Professional Growth.** As discussed in chapter 8, to encourage personal ownership and self-reflection, our school’s performance assessment process should feature yearly personal goal setting. Goals should be specific, relate to one’s own growth trajectory, and include clear observable outcomes for various points in the year.
- **Autonomy over Choices Related to Areas One is Expected to Execute.** The guiding principle here should be that we all are expected to own the consequences of the choices that are made within our domains. That starts with being given autonomy over those choices. We might want to include some oversight, but faculty and staff should feel like they own such things as what they teach, grade level or subject area decisions and coordination, the appearance of their rooms, and classroom level management choices, etc. But with autonomy comes accountability, and the need to justify choices within the lens of the school vision.
- **Peer Coaching and Observation.** As discussed earlier and in chapter 8, teachers need the opportunity to observe and learn from one another, provide feedback using agreed upon criteria for quality, and a chance to reflect and refine their practice with the insights and support of peers.
- **Teacher-Led Professional Development.** Teachers who have developed a model practice or have acquired information that would be of benefit to the collective should be encouraged to lead professional developments for the whole.
- **Formal Teacher Leaders.** Those teachers who have demonstrated a high level of proficiency for demonstrating their own competency as well as being able to facilitate

others understanding and skills related to creating the high function 1-Paradigm classroom and/or a specific skill set such as a content area, reading, special education support, or social and emotional learning are given release time to work with others.

- **Site Decision-Making/Vision Committee.** Democratic schools need representative decision making bodies and groups that can process data or create policy.
- **A Commitment to the Truth and Non-Defensiveness.** The expectation that constructive criticism or suggestions for ways to improve the school are desirable and welcome – especially when the suggestions come from students. Sharing is caring.

### **Student Empowerment**

Our move up and across on the roadmap will imply a corresponding commitment to the empowerment of students as well as the adults. When we observe empowering practices/X's it is most often in the classroom of a teacher who possesses the value/R that empowerment is a priority goal for their students individually and collectively. And when we find a teacher committed to empowerment it is likely in a school that has made it a priority and purposefully encourages it. So as with most areas of our move over and across, cultivating more empowerment will come from using empowering questions to guide our actions classroom and school-wide.

As a teacher if I am looking for ways to empower my students and cultivate empowering structures I will find them. And as with the other essential qualities of the 1-Paradigm location, the more we empower students the more we are able to empower them. We might break down the broad domain of empowering practice into a few sub-categories.

- **Internal Locus of Control.** We encourage students to view their actions within the lens of cause (their thinking, choices, intentions) and effect (their circumstances), being the author of our own fate, and we are responsible for our actions.
- **Self-Direction.** We encourage students to be able to manage themselves and deal with problems related to organization, collaboration, conflict, and sharing, using quality strategies, without an over-dependence on adult direction.
- **Agency.** We help students recognize that they are capable of achieving their goals and meeting the demands of the task.
- **Ownership.** We give and giving them ownership control over those parts that they are capable of managing. And then helping them reflect on the effects of their choices after the fact.
- **Voice.** We allow students to be co-creators of the class, and include them in as many choices as possible, especially those that affect them most directly.
- **Contribution.** The reward in the 1-Paradigm school is that students learn that the greatest motivator/satisfier is the feeling of contribution and sharing one's gifts and being appreciated for it (and we can add half jokingly that the reward is also that we don't give extrinsic rewards).

When we have the intention to cultivate these qualities we will find ways to give up power and help our students learn to trust themselves and develop in their knowledge of how to take advantage of growth opportunities for themselves and the whole class. However, we need to keep this intention in perspective. Cultivating empowered students is a process, and needs to be engaged in with great care and viewed as an incremental process – when they show they are ready we give more power. Giving away power to those who are not ready for it, or tend to abuse it will nose dive us into the 3-Paradigm and lead to all manner of dysfunction and emotional suffering. Some of the forms that that empowerment can take in the classroom and school will include:

- **Student Involvement In Creating the Classroom Agreements/Social Contract.** Engage in a process where students democratically develop the guiding principles for behavior and the consequences for violating those principles.
- **Students Roles In the Practical Management of the Class.** A series of classroom jobs and roles can be created. Anything that students can do, they should be doing. Roles and duties should be rotated regularly.
- **Student Led-Conferences.** Students prepare for the conference by representing their growth over a period of time with work samples. The student then presents the exhibits of their growth and performance to their teacher and parent(s).
- **Students Develop Goals or Design Success Criteria for Projects.** As students become more expert in understanding the nature of quality generally, they can be given more and more ownership over creating their own criteria for judging the quality of their proposed work products.
- **Peer Editing and/or Evaluation.** Students learn how to apply quality criteria to the process of assessing one another and accepting feedback from peers.
- **Reduced Direction, Supervision and Critical Feedback by Teachers.** For some tasks the teacher should send an implicit or explicit message to students that they trust the students to be engaged, pursuing excellence, and self-assessing for quality by themselves without the need for supervision by the teacher. The teacher may be engaged with a few students, interacting informally with students, or even doing a similar task themselves and later sharing their own insights along with the students when they are done. But this is only possible after cultivating a high level of self-direction, students have internalized criteria for quality, and students perceive the freedom as a gift and not neglect.
- **Student Run Class Meetings.** Once students learn what a well-run meeting looks like, you can begin to give students more opportunities to run meetings. The recommendation is that the meeting is short and has a narrow purpose and a well-established protocol. You will want to start with having students who are willing and able lead, but eventually encourage more students to run the meetings. It is a recipe for disaster and emotional damage to have anyone unqualified run a class meeting where students are asked to divulge emotionally, discuss delicate or sensitive information, or speak about being wronged publically.
- **Student Run Clubs, Events, Teams, Committees.** When I see a student walk up the Principal at a school and suggest a new club or after school group (recognize the level of agency and empowered school culture that implies) and the principal tells them to draw up a proposal and they will help make it happen, I know I am in a 1-Paradigm school.
- **Students are Represented on Site Governance Committees.** Students provide an invaluable perspective to a school site council. It sends a symbolic message to the students that the adults want to know what they think, but it also tends to provide insights that can only be gleaned from enlisting the input of students.
- **A Thousand Acts a Day.** In the 1-Paradigm classroom teachers treat students like the goal is for the students to grow, mature, become more capable, feel into their power and to cultivate a POS. So when students question “why” and make suggestions for how things can be better, and advocate for themselves the teachers sees it as progress and not a threat to their authority.

Considering data use as a form of empowerment is worthwhile. As we will discuss in the next section, data is power. When we ask a question (in a survey or another inquiry process) we empower others. The school-based leadership team should be empowered to process the various sources of assessment data collected at the school and be tasked with the data

analysis, priority setting, and strategic planning, as well as data dissemination. And when schools add students to the data analysis process it adds a powerful perspective and valuable insight.

## **6. Effective Use of Evidence, Data and Strategic Planning**

One of the most vital aspects of our move up the roadmap is how we conceive and use assessment evidence and data and incorporate it into our strategic planning. The goal will be to have our assessment data serve our vision-driven journey effectively. It is useful to contrast the idea of assessment within the lens of our destination – i.e., the more effective 1-Paradigm, with its common use in a 2-Paradigm structure. In the 1-Paradigm, data is used as evidence of progress toward the destination. In the 2-Paradigm the goal is to do what it takes to improve outcome measures. So in a 2-Paradigm approach there is a tendency to take the most direct and short-term action to improve indicators of low performance, and to assume adequate indications of performance to mean things are on track. In this paradigm there is also a counterproductive level of attention placed upon outcome comparisons – between the school and other schools, between teachers, and between students and arbitrary proficiency standards. As has been explored earlier (See Ch 9), when we place preeminent value on the outcome, it commonly leads to an effort to solve “symptoms” of the real problems, with “whatever works.” While this can lead to potentially more positive results when compared to an absence of data use to inform decision making (i.e., 3 and 4-Paradigm), it will limit the growth trajectory of the school and keep it stuck in the 2-Paradigm performance location.

Therefore making the left hand turn will necessarily involve transitioning to a more effective and evolved use of assessment data. As with most of the other aspects of our move up the pathway, the starting point to high quality data use will be a well-conceived vision and picture of our destination. Processing of assessment data is engaged in the service of the vision, and it functions as indirect evidence of how we are doing in the process of moving toward our vision-based destination. Therefore we will need to identify a number of data indicators that will best help us validly, reliably and meaningfully assess our progress and performance. This should involve a thoughtful process and include broad participation and expertise. Our guiding question will be “what assessment data will best help us know how well we are succeeding at what we most value?” Our data use will be more meaningful and impactful if the teachers in the school value the data that is being collected and see its validity and usefulness.

In the 1-Paradigm mindset, our goal is to know the honest reality for the purpose of growth. There is a de-emphasis as we move up the roadmap on the notion of whether we are or are not meeting the standards – outcome thinking. We will want to shift to move process values. So our assessment data needs to support that shift. As a teacher I am not so much asking, “are my students meeting the standards,” as “am being most effective in the process of developing the skills that my students need to get to the next level?” When we focus on outcomes, we tend to look at the symptoms of the essential reality, and think in terms of comparisons. Both of these tendencies are limiting. They lead away from a focus on growth – our own and our students, and/or to becoming expert in cultivating and implementing quality processes. In the 1-Paradigm our use of assessment data needs to encourage a collective growth mindset. Our “real problems” are related to what we are doing, and how we are doing it. Our success is therefore related to how well we are becoming an organization and community of individuals who move most effectively toward their desired destination. Therefore our data sources need to function to provide information as to how we are doing in our effort to develop ever more quality processes.

We will likely want to assess a few indicators of learning and academic progress. The most meaningful indicators will be those that are the most direct and authentic. For example if our target outcome is for students to be able to think scientifically, the most authentic means of assessment will involve creating clear and specific criteria for quality performance in that area. And we will want to provide that criteria to students and having them practice it early and often. An indirect assessment of science knowledge may have its place in our overall plan, but only secondarily and should be considered a much less valid source of evidence of our success. 1-Paradigm teachers are experts in authentic assessment construction. And in the 1-Paradigm, teachers are expected to, and trusted to have a detailed knowledge of their students levels of learning (i.e., skills, knowledge, dispositions, performance, reasoning) progress. Moreover, in the 1-Paradigm, students are assumed to be the primary users of classroom assessment data and are expected to, and trust to take ownership of their learning progress. Therefore, a parent who leaves a student led conference at our school should feel much more informed about their child's learning experiences and progress than they could from reading a test score. We may be required to or choose to still give the test, but as an indirect indicator of real learning, it will not represent the students' success as well as the more authentic measures. It may be helpful to explore what other 1-Paradigm schools are doing in this area. Often, schools develop their own measures of academic progress to fit their goals and academic program. Assessment defines success. So whatever we measure will strongly influence what we do in practice. (examples)

As you determine the most essential indicators of your success, in addition to student learning it is likely that you find the need to assess other salient indicators such as the quality of student experiences, school operations, teacher experiences, social and emotional health, and other areas important to you. Thankfully, there has been a proliferation of excellent tools for assessing these areas. For example, the Alliance for the Study of School Climate (ASSC) had developed the School Climate Assessment Instrument (SCAI). It is an eight dimension survey of a broad range of school factors. As discussed throughout this book and specifically in chapter 2, what we have found is that success as measured by the SCAI on these eight factors is highly predictive of schools success generally including student achievement. Given your school's goals and vision, including a measure of school climate in your assessment protocol is encouraged.

#### **School D: What Moving Up Would Imply**

School D is a very successful school with a high level of function. We could place its roadmap location as somewhere between the 1- and 2-Paradigm in the high function level. Its performance rating is around 3.7 SCAI and 70%tile student achievement. In figure 13.2 we can see SCAI ratings from teachers/staff and students across the eight dimensions at the school. From the ratings we can ascertain that the school is well-run, students feel safe, the academic program is solid, students are happy to be there and behavioral issues are low.

**Figure 13.2: School D: Overall SCAI Mean Ratings for Each Dimension by Group:**

<b>Dimensions</b>	<b>Middle School Staff</b>	<b>Middle School Students</b>
D1 Physical Environment	3.58	4.09
D2 Teacher Relations	3.66	
D3 Student Interactions	3.90	3.87
D4 Leadership	3.53	-
D5 Management Discipline	3.69	3.55
D6 Learning / Assessment	3.89	3.76
D7 Social-Emotional Culture	3.80	3.49
D8 Community	4.19	4.17
[ ] Overall Climate Rating	<b>3.70</b>	<b>3.80</b>

School D is much like other schools at its location on the roadmap. Students are learning. There is a clear intention to the procedures and things run smoothly. The adults are committed and have high expectations for students. Leadership is attentive and interested in making the school excellent. But as one examines the SCAI ratings it is clear that to move to the next level up the roadmap, the school will need to embody the left hand turn more intentionally. On a practical level, that will mean making a greater commitment to empowering teachers and students and providing more voice and ownership. Examining SCAI dimension 7 scores related to the social-emotional climate at the school, in Figure 13.3 below, one can see ratings where the issues of empowerment are apparent. For example, item 7c represents a red flag. When students feel empowered, they rate this item highly, so for students to rate their level of school pride low, it says to me that they feel a little repressed. This is further confirmed by the low ratings for student voice (7d) and ease in approaching adults (7h) as well as the effect of adults on their levels of stress (7j) and their own level of stress (7k).

**Figure 13.3: School D: SCAI Dimension 7 (Social-Emotional Culture) Ratings for Teachers/Staff and Students**

### **D7 Social-Emotional Culture**

	<b>Middle School Staff</b>	<b>Middle School Students</b>
7a students feel part of a community	4.25	3.92
7b student's avoidance of abusive language	3.74	3.43
7c student's sense of school pride	3.91	3.03
7d students voice	3.67	3.14
7e student safety from violence	3.92	4.19
7f expectations for students	4.35	3.49
7g graduates leave with sense of gratitude	4.12	4.15
7h student comfort in adult conversations	3.78	3.41
7i maintenance of traditions	4.21	4.08
7j adult influence on student stress	3.73	3.04
7k stress resilience	3.26	2.89
7l students part of something large	3.84	-
[ ] Dimension - 7 Scores	<b>3.80</b>	<b>3.49</b>

What we can conclude broadly is that School D has done an excellent job of creating function, order and a positive climate (moving up the vertical axis), but it has not put the same level of intention into being an empowering place (moving across on the horizontal axis). The implication is that for School D to move to the next level on the roadmap they will need to embrace the challenge of becoming a more trusting, empowering and emotionally connected place. In this case, school D is in fact embracing that challenge. They are making a purposeful effort to encourage student voice and ownership, they are incorporating more project-based and inquiry-based instruction and are re-examining their classroom management approach.

School D is a good example of a school that has embraced a POS and a growth mindset. Implementing more trusting and empowering X's will take time and require raising the level of the R's by way of becoming a more effective professional learning community, but the will is there for it to happen at the school. They can see the higher destination and appreciate why it is worth doing what it will take to get there. They use their assessment data as evidence of their progress and are open-eyed and honest about what the data tell them – the epitome of a growth mindset. Therefore, their growth edge will mainly be defied by a process of clarifying and operationalizing the next level as a vision/R's as well as in practice/X's.

### **Systematic Use of Your Assessment Evidence**

Chapter 9 outlined ideas for processing data and a strategic planning framework. It will be important to have both a school-wide and classroom based logic for processing data effectively. In the next section we will discuss ideas related to the classroom level – where the rubber meets the road and arguably the more important of the two levels. However, the school level is also vitally important and can be the difference between spinning our wheels and feeling solid in our journey forward. On the school level there are a number of essential considerations including:

- Do we have a school-wide system for effectively using assessment data and translating it into strategic plans and actions?
- Is our assessment system serving our vision? Or does it serve less meaningful purposes like external accountability or to be able to say we are doing it?
- What do we learn from our data? Is it meaningful or just a formality?
- Do those at the school know what the data say? Is the process transparent and honest?
- Are those that are part of the team examining data the right ones to be doing it? And/or are they able to translate what they learned into useful action later?
- Is the collection of assessment data making our school better?

In the 1-Paradigm approach, school-wide assessment should be viewed within the lens of continuous improvement. We are always improving and everything is data. But if you are actively engaged in a process of school improvement and an effort to move up the pathway, it is highly recommended that you conceive your assessment system at this stage as the process of bridging the gap between your current location and your desired location. If not, you can find yourself in the situation of most schools where your data collection and strategic planning are mostly formalities that require a lot of effort and provide little benefit. Therefore it is worth the time and effort to define and articulate both your current location and your desired location, based on a broad set of data indicators (see process in Ch.9). Next you will want to engage a team in making sense of the gap between the two states based on the evidence. Here you will want to identify the school's a) real problems, b) excessive gap areas, and c) priority areas. And finally set SMART goals to address your needs. This process may take a couple of intense days of work or it may take years of reflection and contemplation. But in the end, there is almost no

way to fail if you engage the process sincerely, as both the process and the outcome will be inherently valuable.

You are encouraged to consider participation within the effort for representativeness, expertise and continuity. There will be a place to engage all teachers and staff within the process, but at some point, deep analysis and visionary insights will be required. Typically that is best accomplished with time and devotion to the task by a chosen few. Broad input should be encouraged, but eventually a few trusted members of the school community will need to synthesize it into a coherent product. As you initiate the task consider all the deep learning, insight and wisdom that will come from exploring the schools vision and exploring the data. That insight is powerful. So ask yourself, how it can be used subsequently to effect change. The better we can comprehend our ideal school clearly, the better we are able to recognize it as happening or not happening when we observe what is taking place around the school, as well as within our own practice. Therefore linking the responsibilities of those engaged in assessment data analysis, strategic planning and planning and delivery of professional development can be of great benefit.

## **7. Moving our Level of Pedagogy/X's Up to the Pathway**

The place to start when examining pedagogy is principle one – it's all connected. If our goal is to move our school up the roadmap and actualize the 1-Paradigm, it needs to happen in the classroom. But classrooms will reflect the R's at the school generally. So as a leader, if we want connected, empowered, trusting, rigorous, quality-driven, collaborative, and self-directed classroom communities, we will need to embed those values into everything at the school. And as with the R's and X's at the school broadly, each classroom will need to embrace a process of growth toward a vision of quality. Given that everything is connected, we as a collective will be as good as the average of the X's that were used that day. Improved R's and X's from each individual will take us a step further up the pathway. A rising tide floats all boats. In other words, the personal growth of each member of the school community up the pathway puts the collective as a whole one more step further along the pathway forward.

The process of moving up will require a guiding vision of pedagogy and some form of process to operationalize that vision into practical detail. So our starting point will be to articulate a clear vision/picture in the form of a conceptual framework, or set of principles for classifying (within the school collective and within each classroom by the individual teacher) X's/pedagogical practice into levels of quality – i.e., 1) those that are target level, 2) those that are fine, 3) those that should only be used in emergencies only, and 4) those that have no place in the school. This can imply a formal document like a "things we do, and things we don't do list," involve ongoing activities where practices are classified into levels of desirability, or be done more organically within discussions and activities within the professional development and growth process. But applying a principle that is also highly valuable in the classroom, we should not hold anyone to an expectation that has not been clarified and processed sufficiently.

Moving up will imply both doing some X's better and reducing or removing other X's entirely. Therefore, we will examine each of the three domains of pedagogy – instruction, assessment and classroom management and explore each in terms of the kinds of practices that will move us up and those that will move us down or keep us stuck. If we were able to observe all practices/X's at the school on a given day and classified them into one of the four levels of desirability (above), and then averaged them, we could very accurately locate the school on the roadmap and infer its climate and academic performance. So improvement will relate as much

to things we stop doing and leave in the past as things we add or do better. That reality needs to be embraced as a school – growth implies changing bad habits, and that may mean some discomfort and growing pains. But what we are losing is not so much a safety net as it is deadweight keeping us collectively and individually down. And as a leader, it is our job to cultivate an appreciation of all the opportunities within the challenge. Change will mean growing as individuals and as a collective. And the winners will be us, our level of self-respect, our level of pride in our school and one another, and most importantly the lives of our students in the long-term.

### **R's that will encourage our movement up the pathway from 2 to 1-paradigm**

- I have an intention to be excellent and grow every day.
- I have a POS and a growth orientation – so I trust the process, and I am not afraid of making mistakes.
- I will not mistake clever ways of doing things for high quality, excellent practice.
- When I get the instinct to use a clever strategy, I will ask myself is this helping us in the long-run be more efficient, or am I avoiding living up to the R's to which I have committed
- I will look for ways to be more trusting of my students and my own potential
- I will see the challenges that I face each day as useful information into ways that I can better grow.
- I worry less every day about looking powerful, and ask myself how I can create more power within the class by promoting and empowering learning context.
- I take care in the process aspects of my job to use clarification, instruction, reflection, and assessment to help my students individually and collectively grow in the skills they need to be excellent in all critical procedures and processes.

### ***Classroom Instruction***

As we conceive our improvement agenda in the area of classroom instructional practices, we might use the analogy of exercise. Almost all forms of exercise will have some benefit. Yet the kinds of exercise that will be best will depend on our fitness goals. If our school's mission is based in producing great scientists, leaders, artists, or career professionals, our pedagogical emphases will need to reflect the kinds of instructional models that are best suited to achieving our goals. It is a safe assumption that to produce great athletes will require an expert use of a wide range of exercise regimens. Likewise to produce 1-Paradigm outcomes in the area of instruction we will need to use a wide range of instructional models, practices and strategies that we have determined that will best promote our goals.

In the 1-Paradigm classroom a wide range of instructional models are used to process knowledge, skills, concepts, products, performances, processes, and dispositions. Depending on the nature of the learning targets, teachers may use one or a combination of several learning models including direct instruction, concept attainment, inquiry, laboratories, discuss formats, cooperative structures, project-based learning, problem-based learning, viewing video content, web-based research, group presentations. Most all of these forms of instruction will be useful at some point, and as 1-Paradigm teachers we need to embrace our growth and facilitating all of them.

An important aspect of the process of making the shift from the 2- to the 1-Paradigm we will need to transition from a value on the outcome to the process. When our message to students is to “score well on the test,” “Complete your homework,” “Get the right answer,” and/or we are asking them to focus on the outcome. These messages are not so much harmful as they are limiting. When teachers and students are primarily concerned with being on task, following directions and how many answers they will get right in the end, learning takes a domesticating and routinized character. The implicit value in the room is for the teacher to do whatever it takes

to get the students to the right answers and for the students to do whatever it takes to cope with the learning task, and if they are motivated by grades to do whatever it takes to get a good score.

Over time given the focus on growth in process understanding and application, essential skill development, and building connections and meaningful application students in the 1-Paradigm classroom progress both in the quality of their work but in their approach to learning itself. Therefore, the 1-Paradigm teachers need to become expert in leading process development. They need to recognize and implement those which will be most effective in a given situations. 1-Paradigm teaching will include countless iterations of building facility with new process, using some form of the following sequence:

- Introduce the new process of skill systematically and deliberately.
- Practice the new process with simple content and in a low stakes context.
- Debrief and analyze the nature of the process and what is required to execute it well.
- Incorporate the process or skill into ever more challenging contexts
- Include formative self-assessment of the process aspects of the task during and after as appropriate.
- Use higher stakes applications of the process as summative assessments.

Some of the processes that are used in high functioning classrooms include, peer editing, cooperative learning, brainstorming, conflict resolution, inquiry, executing roles, scientific method, listening skills, and effective use of technological tools.

Regardless of the content emphasis at our school, the 1-Paradigm target location will imply a commitment to project based-learning (PBL) and inquiry and investigative learning processes. Quality application of each of these instructional models requires the development of many sub-skills. Often prerequisite support skills may need to taught using micro-direct instruction and concept attainment, such as how to function in groups, how to research, how to process evidence and sources, how to present, how to organize information, etc. Recalling our discussion above on professional development, developing expertise in creating high quality PBL and inquiry in one's class is as complex as rocket science and it greatly supported by a PLC structure that allows sharing of ideas, rubrics, micro lessons, units, and work products. As you might recognize the skills and dispositions required for success in the 1-Paradigm classroom will be similar for both the teacher and the student – a commitment to deeply understanding the nature of the task and applying quality processes.

Our guiding questions in the area of instruction will include:

- What models of instruction will be the best fit for the learning targets for the lesson or unit?
- Are students developing the skills and processes expertise they will need to succeed in the next task as well as growing in those skills and process applications for where we want them to go?
- Are the kinds of instructional contexts we are creating in the classroom authentic and as close to real world applications as can?
- How can we engage students in the process of design and implementation?

## **The Place of Programs in the Process of Moving Toward Higher Levels of Function**

Those entities out there called “programs” have a precarious place in the authentic improvement process at any school. For those schools in the lowest levels of the function continuum a program can provide greater consistency of both R’s and X’s, and as a result, a quality program usually will lead to some improvement in O’s for those schools – contingent on the fact that the program is a “quality” program, not just a gimmick and/or as we discussed later, an effort to directly address a symptom rather than the real problem.

However as we move up the function continuum, adding programs become less of a guarantee of a positive results. In fact, in many cases, they can make us less functional, or at least keep us stuck in lower roadmap locations. We need to first ask, is any X – as small as a phrase we use in our classes, or as large as a school-wide math program – consistent with the R’s that will lead us up the pathway? If the implied R’s in a program is 2-paradigm (teacher-centered and external), it may help the most desperate school, but it will not help the already functional school. Simply put, we see hundreds of schools stuck in the location of school D, and they implicitly believe that more faithful implementation of a program will lead them to better results. And it does not. If we operate at a program level of thinking as our highest level, we will be stuck in the middle of the pathway.

Therefore, as the need or desire for any particular program arises in our conversation, we will want to keep in mind three principles:

1. Programs have the potential of leading a school either up or down. Program R’s can vary in every extreme, the only constant is that they are “programs” and by definition cannot help us with the higher levels of thinking - principles or systems.
2. Programs that imply a set of R’s that are lower quality than those at the school currently, will lead down the continuum.
3. Programs that are consistent with 1-paradigm R’s and represent 1-paradigm X’s can encourage the movement up the pathway (for an already relatively functional school), but only if they are used to serve the values and system R’s at the school. In other words like any program, a purchased external program can be a useful tool in the service of the larger goal/R’s of the teacher with their eyes on a location further up the pathway.
4. The term “evidence-based” is essentially meaningless to a school moving from the 2- to the 1- Paradigm. What that label means is that the use of the program encouraged some schools somewhere to obtain some outcome measure better than some other schools. If I told you there was research to say that starving people who were given donuts reported more energy than those who were not. Would you rush to fill your lunch program with donuts?

So a program can never be “the answer.” The answer is to change the way we collectively think about our jobs. But some programs can be useful tools, once we have created a clear and systematic set of R’s and the kinds of X’s that will get us to our target location.

### ***Classroom Assessment***

How we elect to assess defines what it means to be successful and will greatly influence the motivational climate and affective reality at the school. Assessment at all levels should serve the school’s vision. So given our profile of a successful student, we might ask, “what is that student able to do (best case) after their years with us?” Then we will want to ask “what is the best way to see those outcomes and processes (i.e., knowledge, skills, reasoning, products, performances, and dispositions) that is the most authentic to the real world, supports students in their learning process, supports teachers in their facilitation and encourages the kinds of outcome we most want?” When we ask ourselves those questions, it encourages us to give the area of assessment its proper place, as well as to recognize that we likely have room to grow in this area.

One of the essential areas of improvement on our journey up the pathway is cultivate expertise in process assessment across the school. The necessary development in students' process skills simply will not happen without the clarity, reinforcement, importance, and values encouraged as a result of putting in place quality authentic process assessment systems. In fact, they can make the difference in whether our left hand turn trend ascends toward the top of the roadmap or dives into the 3-Paradigm. Without clear targets for assessment quality even the best intentions ultimately translate into low quality work and poor motivational outcomes. Teachers who commit to mastering the skill of the development and use of emphasizing and formally and informally assessing the process aspects of the learning achieve a much higher level of student motivation and performance, as well as an increased in their students' level of internal locus of control, growth mindset and psychology of success generally. When we teach students skills and assess them on their investment in the process of applying those skills, they tend to value doing quality work, collaborating effectively, and in the end, outcomes tend to be of high quality.

These are a few of the many areas where process assessment can be incorporated:

- Assessing the process aspect of a project
- Grading part or all of a task focusing on the process or investment level
- Assessing procedural and lab execution
- Rubrics for independent task quality (i.e., working at a station)
- Assessing the quality of cooperative group interactions
- Assessing the peer-editing or revision process
- Grading the quality of the preparation

**Case Example** – Students at a high functioning 1-Paradigm school in the area were engaged in a project-based task. One aspect of the assessment involved the teacher assessing the quality of the students' process and outcomes based on a rubric that included some standard elements as well as some elements created just for this task. But students were also asked to use "Core Elements" (that had been created by the grade level team at the school, were emphasized with students and used for many assignments – they included growth, innovation, collaboration/teamwork, and quality) to assess their own processes and outcomes. Students considered the core elements and how they applied to their efforts both during and after the task and ultimately produced an assessment summary incorporating the elements.

### **Some of the Assessment X's that Will Lead Us Down or Limit Our Growth**

Given that how we assess will define success in a very real and practical way for our students, we will want to make sure that what do and imply in this area sends the intended message.

Some of the practices that we will therefore want to discourage will include:

- **Student-Student Comparisons.** This usually takes the form of norm-referenced grading or a competitive grading logic – i.e., grading on a curve. Comparisons are motivation killers, and promote a psychology of failure mindset.
- **Public Display of Performance.** Representing quality work is useful, but consider whether a display of any kind (lists, rosters, awardees, etc.) imply winners and losers.
- **Using Objective Test Results as the Primary Measure of Success.** Indirect measures like objective tests can provide useful input, but your job in the 1-Paradigm is to find the most meaningful, direct and authentic measures of learning.
- **Purely Subjective Grading.** Process assessment needs to be done systematically or not at all. Giving a subjective grade for participation is not the recommended (i.e., 10% participation at the end of the quarter defined by the teacher's personal criteria). Clear

rubrics and regular feedback need to be part of the assessment process. See TCM website for an article on this topic.

- **Disproportionate Use of Summative Assessment.**

In general, the move toward the 1-Paradigm will entail more focus on formative as opposed to summative assessment. Summative assessment leads to a “do what it takes” mindset rather than a focus on quality. James Popham in the book *Trans-formative Assessment* (2009) outlines a useful protocol for thinking about implementing a process-based way of thinking about teaching. In the book the author helps teachers appreciate how having clear target outcomes and learning process increments provides the teachers with opportunities to make adjustment in their teaching, and for students to assess where they are at key points in the process.

As we transition our pedagogy from an outcome and comparison to a process and growth value structure, it will often involve an adjustment for students. What we are transitioning toward is ultimately more natural, satisfying, enjoyable, growth promoting, and performance enhancing, but that does not mean students will not need to accommodate the new value emphasis and the changes in their world. As we have discussed, and will be true of all elements of the transition, it will require students to a) understand both the what’s and the why’s of things that are new to them, b) trust that we are sincere and we will not pull the rug out from under them if they do in fact begin to trust us and the focus on quality and doing things the right way over completion and doing it any way that gets results and c) reflect on the benefits and advantages of the changes in how things are being done. But if we need a concrete human reminder of why we are encouraging our students to make this adjustment, we might just locate a student who had gotten used to an empowering, trusting, connected 1-Paradigm environment for a time and was then later placed into an outcome comparison and control-based 2-Paradigm environment. If we ask them about their experience in each context and what it feels to now be disempowered, it may help clarify and motivate our thinking.

**Adult Attachment to Mediocrity is Likely**

Depending on what the adults in the school have been used to, we may hear impassioned rationale for why continued use of these dysfunction producing X’s is necessary or that “they work.” And it will be difficult to prove that the X’s listed below are doing harm when the net effect of all the X’s that the educators is using seems relatively good. But we need to gently encourage them to trust the reasoning behind why it will be better to remove them, the data that shows their harm, and the testimony of other educators who function much better without them. This process may take months to fundamentally change R’s. But as we discussed in chapters 7 and 8, sometimes my R’s change when I try a new X and see the results for myself. And yes, in some cases, policy may speed up the process of discouraging the use of certain X’s, but that should not be our first resort.

**Social and Emotional Wellness Learning and Curriculum**

Our efforts to move up the pathway will require a conscious intention related to promoting social and emotional health and competency. School D described above is a good example of a school that is doing things the right way generally, but to get solidly into the 1-Paradigm roadmap location needs to be more intentional about cultivating social and emotional wellness. The question is often asked, “To create more SEL health, is it more about what we do during the day, or do we need to implement a program for it to be an effective part of the school?” To answer that question, we might examine those schools that are currently doing that aspect of school well. What we find is that it does start with what we do (our X’s motivated by our R’s) throughout the day. But we also find that adding an intentional element can increase the benefits and add more dimensionality to students SEL learning.

The place to start is to remember that everything we do is connected and consequential. So we are creating more or less social and emotional health and well-being with each action. Using the lens of the POS sub-factors – internal locus of control/agency, self-acceptance and belonging, and growth mindset - is a helpful tool. If we are creating more POS we are creating more SE health. Likewise, intentional efforts to promote more community, empowerment, and self-reflection will encourage students' development in this area. In addition, we will want to encourage teachers to take advantage of opportunities to cultivate mindfulness (i.e., achieving some distance from one's thoughts and emotions to better see them with a more conscious perspective), the skills for conflict resolution and dealing with emotions related to interpersonal conflict, as well as empathy, generosity, and appreciating the power of approaching things with an attitude of gratitude rather than dissatisfaction.

However, there are a growing number of useful SEL curricula being developed that can enhance our efforts. They will not be a substitute for promoting SEL in our day-to-day practices. But when students can take one idea at a time and consider it, they can often organize and conceive the ideas in a way that they can connect terms and concepts with life applications. Learning *about* SEL can be a great tool for ultimately applying it action later. And when we have all students engage in such lessons, we can know that we have common vocabulary that we can assume when we want to refer to an SEL concept and apply it later. So our overall, success in the area of social and emotional health and wellness will likely result from around 70% indirect learning, reflective practices and contextual application into our daily practice and around 30% from direct instruction of the concepts and skills. And if we had to identify one area that will most greatly determine our growth success in the area of SEL, it will be our goals, policies and practices in the area of classroom management.

### ***Classroom management***

Our movement up the pathway will be vitally dependent on moving the classroom management R's and X's toward those of our desired location. What we intend and ultimately do in the area of classroom management will define our values related to human nature, relationships, motivation, power, growth, human basic needs, and more. This is why an entire chapter (11) was required to support the practical aspects of what it entails to move your school and each classroom up in this area. As noted in this chapter, we should assume that no matter how well we execute 2-Paradigm classroom management X's, they will not help us produce 1-Paradigm outcomes (i.e., self-direction, responsibility, community, a psychology of success, trusting relationships, internal motivation, emotional ease and safety, and empowerment).

When we contrast the values/R's of 1-Paradigm with those of the 2-Paradigm differences in the area of classroom management clearly emerge. In the 2-Paradigm there is a tendency toward binary thinking – “that teacher has good classroom management or not,” or “those students are on task or not.” Embracing the 1-Paradigm requires a shift from that binary thinking to a perspective defined by cause and effect and levels of quality. All of the hundreds of adult actions each day will have an effect on our students. Our job is to choose and implement those that will have discerned to have the most desirable effect in the long-term. And when we look out at our class we should see a group of students who we are supported toward ever greater levels of function and human development as a collective and as individuals.

As you examine chapter 11, you should gain a good idea of where your school is in its progress. A quality foundation will be necessary for our move both up and across. That foundation will need to include the following:

- **Solid Set of Expectations and Agreements/Social Contract.** Both adults and students need to understand, own and commit to school and classroom level agreements for all stakeholders to feel safe, sane and solid. Both adults and students need to do their jobs related to those agreements or we lose trust and a sense of emotional safety.
- **Collaboration and Team Skills.** Students need to learn how to work together efficiently and in the spirit of true cooperation.
- **Easy and Efficient Technical Management.** Teachers need to use only humane and clarity building strategies to encourage order and efficiency.
- **Empowering and Emotionally Congruent Language.** Teachers need to learn how to promote clear and well established expectations using only strategies that support increased self-direction, clarity of the task, and project emotionally congruent and supportive wording and non-verbal supportive energy.

Success in building this foundation will be why students feel easy and safe at the school. If they don't feel safe and sane, encouraging the trust, connection and empowerment related to the left hand turn on the roadmap will be virtually impossible. Next, will need to undertake the process of eliminating negative, manipulative, coercive, pain-based, or comparison-based strategies and policies. Facilitating this change will be accelerated by whole faculty activities such as classifying practices based on POS/POF, developing a "things we do" and "things we don't do" list, or using other high quality value concepts as tools for classifying examples and non-examples of sound/desired practice. It will also require a process of individual teacher self-reflection and growth. Some really good teachers collect some really ineffective practices. As with any habit, classroom management practices that we have gotten used to are difficult to discard, especially if we perceive them to "work" or if they were taught to us by an authority. Some of those limiting practices that we will want to reduce or eliminate as we progress up the roadmap will include:

- **Extrinsic Rewards.** Even though extrinsic rewards can in some cases motivate in the short-term, over time, they lose their power and progressively extract intrinsic motivation, agency and are therefore inconsistent with the goals of a 1-Paradigm classroom.
- **Incongruent and Manipulative Language and Strategies.** When we try to motivate students with subtle shame and comparisons ("I like the way \_\_\_ it sitting quietly), we create insecurity and promote unsafe relationship energy between the teacher and the students.
- **Behavior Charts and Names on the Board.** When we use public shame to motivate, we set in motion a whole series of unwanted consequences. Again, these systems have no place in the 1-Paradigm classroom.
- **Personal Praise for Compliance.** When the teacher gives students who are being compliant personal praise for doing what *they* want (i.e., "I like the way...", "It makes me happy when...", "You are so good for being..."), students learn to become insecure, dependent on external praise or resentful, all of which are counterproductive to the goals of the 1-Paradigm classroom. See Ch. 11 and/or TCM for the alternatives.
- **Negative Recognitions and Public Criticism of the Student.** Negative recognitions of unwanted behavior (i.e., "Billy, I told you to put that away.") train students to be passive and wait for the teacher to remind them to get on task. They act to reinforce the unwanted behavior that is publically recognized. Public criticism encourages a fear of failure and undermines a growth orientation.
- **Use of Disappointment, Punishments and/or Shaming.** The use of these common strategies creates a POF by producing insecurity, a shift to an external LOC, and a breakdown of the relationships in the classroom. A longer explanation is offered in TCM.

- **Over-emphasis on Comparisons, Contests and Awards that reward the Best and Top Performers.** These encourage a fixed-ability orientation and promote the advantage of the advantaged. Conversely, rewarding outcomes over which all students control and have a relatively equal opportunity for success, such as effort, improvement and persistence, used in moderation will have a slightly positive impact on function (see online chapter on competition at the [transformativeclassroom.com](http://transformativeclassroom.com) website).

As our foundation becomes more solid and we succeed at eliminating the limiting practices, we will find that we are able to incorporate more empowering and connecting practices. The key here will be a) the R's that come from leadership, and b) the R's of each teacher. If we come to work each day and ask ourselves "how can I create more self-directed students," my actions will become increasingly consistent and effective in reaching my goal. When we are committed to a quality outcome we find a way. But as we have discussed, beware of mixed messages. If we want empowerment, we cannot also place a high value on compliance and obedience. The 1-Paradigm classroom can achieve much higher levels of order than the average 2-Paradigm classroom, yet it will not come from compliance but instead from students who have internalized the value and intrinsic rewards of being part of something satisfying and functional that encourages their growth and learning. So the messages from leadership should consistently support 1-Paradigm values and not contain counterproductive messages such as dissatisfaction with the level of compliance, a focus on what is not going right, or pleasure with order that has been achieved with manipulative, coercive or compliance-based strategies.

For some teachers creating the self-directed connected community is inherently exciting. We will want to encourage these members of the school to share what they do with their teams as well as the collective as a whole. For many transitioning to cultivating a more empowering environment will be appealing, but difficult to operationalize into practice and the process engender feelings of insecurity. So giving those members support and encouragement and access to solid 1-Paradigm models will be helpful. The following is a list of core 1-Paradigm goals and practices that will be helpful as we try to operationalize this picture for those for whom it is novel (taken from Ch. 11 and TCM).

- Use exclusively POS promoting practices and refrain entirely from POF promoting practices.
- Promote student self-direction.
- Commit to developing cooperative/team skill experts.
- Shift from the "what" to increasingly include the "why" over time.
- Encourage student leadership.
- Create classroom identities.
- Use classroom meetings effectively.
- Encourage conditions for intrinsic motivation to grow.
- Mindfulness skills related to conflict, difficult internal emotions, and challenging situations.
- Enlist students as conflict resolution leaders and peer mediators.
- Have students self-assess the quality of their participation (effort, attitude, cooperation, attention to quality) and make plans for ways to grow and improve.
- Assume rules, consequences, procedures, routines, and other practical aspects of the class are owned by the collective (teacher and students) and should serve the group and therefore be modified when changes are judged by the group to better serve its needs.

Explanations for implementing each of these ideas is available in TCM and elsewhere, but what you will find is that once a teacher connects with the value/R of a practice or goal they will become masters of its application and find sophisticated and creative ways of making it an excellent part of what they do.

While the goal of the 2-Paradigm is a fixed state (related to creating order and on-task behavior), the goal of the 1-Paradigm is perpetual improvement and growth. So the target is always moving up forward. If we succeed in encouraging a solid sense of self-direction within our class, what would the next level look like? If our students have learned to count on one another, how else can we take advantage of that quality to grow even more connected and coordinated as a collective? If we are able to experience a high level of care and respect among the members of the class, how can we encourage a greater sense of gratitude and appreciation for one another? In terms of Maslow's hierarchy of psychological needs (1954), the process of becoming a 1-Paradigm class is a movement toward self-actualization. So for the adults in the school the journey will be characterized by a deepening appreciation of the basic goodness of the persons within the school community, and the pull toward a more satisfying destination. We don't need bribes or manipulation to get there we just need an effective process and frequent opportunities to recognize that growing toward this destination feels right.

## Conclusion

It is likely that after considering all that is involved in moving one's school from the 2- to the 1-Paradigm location of the roadmap, the reader may feel a bit overwhelmed. But it is useful to keep in mind that any quality action we take in the right direction will result in movement toward our goal. If we do even a portion of what is outlined here, our school will improve significantly. And unlike improvement that is built on gimmicks and short-term interventions, applying the practices in this chapter will result in sustained change. And each improvement will act synergistically with the others. The hope is that you and all the members of your school community will feel empowered to set out on a course toward your desired destination on the school effectiveness roadmap, knowing that the path is clear, and success is a function of commitment and your ability to – as one exceptional leader put it “row together.” In the next and final chapter we explore the leader's journey of self-exploration. Moving up the pathway as a person and leader will greatly facilitate our success as an agent of our school's change.

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