Chapter 7: Promoting a Vision and Connecting the References/R's at the School.

"The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking."
— **Albert Einstein**

"Change the way you look at things and the things you look at change."
— **Wayne W. Dyer**

In this chapter we explore the critical and determining role of "references" in shaping what happens within a school, a classroom, and each individual. We use the term reference or R's as a broad umbrella for the values, beliefs, intentions, conditioned mindsets, guiding principles, operative narratives, and perceptions of the world generally that are used to guide actions. Simply put any school, classroom, or individual will only be as effective as the references that it is using. For those in the role of school leader, the place to start is simply appreciating this reality. Next, remember that the only person you can control is yourself. But among our most important jobs will be to draw out of others their appreciation of the highest quality references and cultivate a process of growth and reflection.

Figure 7.A/8.A/9.A. Improved X's/Action Represented in the Overall Improvement Sequence

R $\longrightarrow$	X $\longrightarrow$	O
References	Actions	Outcomes
• **Clear Direction/Vision** • **Shared Values/coherence** • **Principles for judging quality** • **Care and Commitment**	• Improved Practices • Collective Action/PLC • Capacity/Systems in place • Good Use of Information	• More Human Growth • Increased Learning • Progress indicators • Job Satisfaction

We cannot change R's directly. But we can encourage the process of change. We cannot unite the references of a group directly, but we can create the capacity within the system to support connection and the sense of purpose and team. But the bottom line will be that our actions/X's will determine where we are on the roadmap, and our R's will determine our X's. So moving up the roadmap will mean raising the R's at the school. To that end, in this chapter we will explore the idea of supporting the process of changing the common references at the school from lower to higher levels. While our success will depend on our ability to demonstrate sound human growth and learn principles in action in all aspects of our job, we will likely want to make two forms of collective reference our highest priority – trust and vision.

In the previous chapter we examined the idea of trust and how it can be encouraged as a collectively held R within a school and its classrooms. In this chapter we begin with an examination of the nature and importance of the vision within the school. And we will set out

practical school-wide procedures and leadership actions that will lead to promoting a vision that moves our school up the improvement pathway. Like trust, vision implies a direction and purpose. To be able to embody and encourage that direction, a leader must be able to conceive it. Achieving requires conceiving first. Like with the foxes in the story, you will need to be able to see the better version of your school that exists within the current one, to cultivate a shared living vision. Therefore, this chapter will devote a great deal of focus on the various forms that R's take and examining how leadership can support more 1-Paradigm R's.

> ### The Hounds and the Fox
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> *There is a story of a group of hounds who were laying down in a woods. One of the hounds then saw a fox and gave, chase, the other hounds joined in. But the fox was very fast and over time, one by one the hounds began to tire and quit the hunt. Except that is, the hound that saw the fox originally. That hound stayed with it.*
> *The moral of the story is that we will tend to give up our pursuit of a vision unless we can see it clearly and concretely in our minds and know that it does exist.*

Vision and mission are terms that are used regularly in educational contexts. Most schools have a vision statement, but many fewer have an effective and true "vision" that operates to guide the school. So, developing a purposeful vision statement is just the start. We also need to embrace the reality that effective leadership includes stewardship of the living vision at the school, which is a continuous process and involves most everything we do.

Every brand of vision could be found conceptually at some location on the school effectiveness roadmap laid out in the earlier chapters. The good news is that the most effective location on the map is also the easiest to conceive. The less functional locations are actually a lot more work to keep together. A 1-Paradigm vision implies rather simple characteristics such as encouraging trust, empowerment and self-regulation. It feels natural and inherently coherent. As individuals we experience it as a sense of alignment, flow, and being integrated and OK. And on an affective level it will represent what our best selves desire to bring about. A 2-Paradigm vision requires a great deal more maintenance as it needs to be imposed externally and typically involves cobbling together several disparate programs and features at the school level, and implementing a lot of inherently high maintenance teacher-centered and extrinsically-based practices at the classroom level. Within an individual a 2-Paragidm is experienced as internal competing interests, we want one thing but feel we should be doing another, and so we adopt a lot of internal games and coping mechanisms to make it through the day. We may be productive, but it takes a lot of struggle and stress.
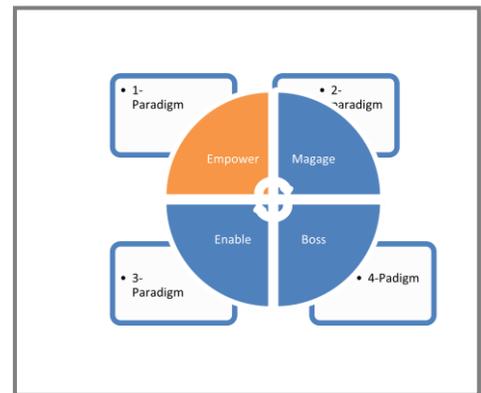

All schools inherently have an "operating" vision, whether they have created an intentional vision statement or not. Each school's operating vision will be characterized by the intentions and references/R's by all its members played out as being and doing/X's. In other words, we teach and lead (i.e., X) who we R. In most schools there is little connection among the various individual R's. We could call this the "default vision" because it is what happens by accident. The result of this default disconnection of R's is a corresponding disconnection of actions/X's and as a result outcomes/O's that reflect this somewhat accidental level of function and achievement – i.e., somewhere in the middle to lower part of the roadmap.

Vision Requires Leadership

While the true vision exists as an R or mindset at the school, it requires leaders to translate it into a functional and operational state. When we think of institutions that we consider "vision-driven" or "visionary," we inevitably find within them effective leaders with visions of what is best for the collective. Conversely, when we hear people within a school claim that, "This school has no vision" what they are usually talking about is that the current leadership lacked a discernable vision and/or has not created operating vision-driven principles at the school. While there may appear to be an apparent contradiction between the need to be both non-authoritarian/facilitative and also actively leading and defining the process, as you get into the specifics, you will see that this paradox is largely superficial, and the reality is that both your efforts to empower others and trusting your own calling to steer the ship in a positive direction can be integrated and feel quite natural. The key is that the desired goal/R is not about your will or theirs, it is about recognizing and cultivating the best qualities in the adults and students at the school.

When considering the vision development process, it may be useful to keep a few things in mind. First, and most importantly, where are you going on the roadmap? That should be clear to you and the rest of the school community members. Second, things take time. A vision implies a future state that is emerging as a present time reality. It is a journey to somewhere, but it is also how we act along the way and our attitude about being on a journey. So we need to accept where we are today on the roadmap, the current players that we have on the team, and all the realities that come with that location (see Figure 7.2). We need to therefore do what needs to be done today, and keep our eyes on the prize with a long-term perspective. Finally, it is useful to consider how the leadership needs of the organization will be a little different at different points on the pathway (Hershey & Blanchard, 1970, 1980, 2000). We will explore these needs in much more detail in chapters 11 and 12, but in essence the needs of a school that has existed mostly in the lower quadrants will vary from one that is already poised for a strong "left hand turn." If our main efforts are to "move up" the roadmap from a lower level, our efforts may need to be a little more directive and focus on creating more function, intentional practices, capacity to grow and coherence among the R's and X's, and try to help teachers recognize how to do more POS and less POF teaching. And we will need to define the direction more explicitly. And maybe, given where we are the best we can do in the short term is

Figure 6.2: Common pathway of movement up the roadmap to higher locations

somewhere in the 2-Paradigm. But if the 1-Paradim location is realistic, that is where you should set your sights.
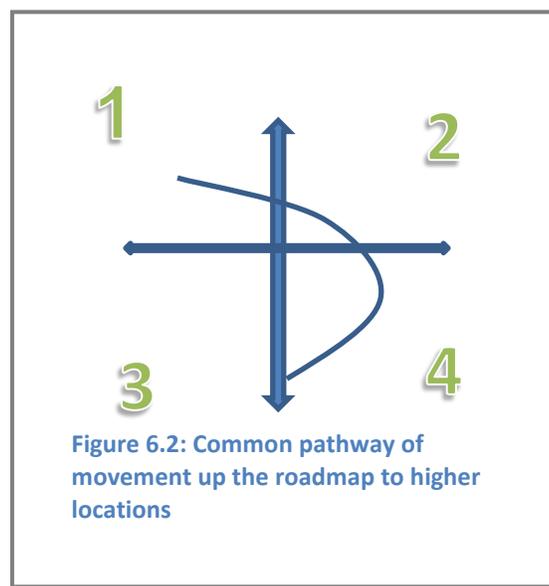
Over time, and as the school becomes more functional and faculty and students become more comfortable with 1-Paradigm R's and X's, we will want to give up increasing amounts of power and direction. In general our mindset needs to be that each day the school is becoming more defined by higher function, is more principle vs program driven, and uses higher quality R's and X's defined by more POS and less POF. And each day we look for ways to give away power and project trust. But the degree that we can and should do that is dependent on our current location on the roadmap and the momentum of the process of moving up. Some groups are

ready to move quickly, others will have to work through some baggage (see reasons why we change our R's later in this chapter). But we are where we are now, and with who we are with (and wishing we were somewhere else is a great way to be unhappy and unsuccessful).

Vision – Things to consider

- The cultivation of trust is a co-requisite to building a vision.
- A school vision will be functional and effective to the degree that it operates to connect the references/R's of the members of the school community
- A vision to lead to change needs to aimed in a direction (consciously or unconsciously) on the roadmap, and if that direction is up that is even better.
- Just as important to the vision will be a clear sense of who we are not and where we are not going.
- Even better would be if the vision is aimed at a particular location on the roadmap that can be operationalized by a coherent set of R's, X's and O's.
- Even better if that intended destination is a naturally satisfying and empowering location – as in the 1-paradigm school with 1-style teaching.
- Vision to be effective required leadership or at least stewardship. That leadership can come hypothetically from anywhere on the staff, but in practice, unless an administrator takes on the role of vision steward, vision will become diffused or stale. When a school talks about either having a vision or not, they are usually talking about the ability of the current leader to promote his or her vision.
- Visions need to be given life with attention, commitment and application or they will become stale or diffused. To be effective, a vision needs to be alive and that means it is part of the regular conversation, intention and faculty development process.
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On the one hand, being a visionary leader requires a great deal of skill. Modelling 1-Paradigm R's and X's and doing the internal work to "Be the change" require much discipline, commitment and a personal intention. And as we will examine in the last chapter of the book, the leaders personal process is both essential to the success of the school as well as an invaluable opportunity to use the role of leader to develop as a person. In most cases the personal and professional development processes will mirror one another.

On the other hand, the genesis of a vision and the initiation of a change process can begin with anyone, and can happen immediately. If we the leadership, teachers and staff all think with 1-Paradigm R's and act with 1-Paragim X's tomorrow, at some point the school will take on those qualities and will increasingly experience 1-Paradigm outcomes. It may be wise to approach the change process incrementally, but either way – moving up will imply a belief that that higher location on the roadmap is what is right and where you belong (i.e., you are the hound that saw the fox). Conversely, if you are not personally convinced the higher location is better (or that the fox is real), you will likely find conscious and unconscious ways to keep yourself and your school where it is.

We see this "instant 1-Paradigm School scenario" played out in both likely as well as unlikely contexts. An example of an unlikely context is a local alternative school here in the middle of the city. The students have all been rejected or felt unwelcome by the regular system for both behavioral and academic reasons. But the leaders and teachers at the school embraced a set of empowering R's – connect with the students, help them develop their own goals and gifts, and make school a place that people want to be. The X's at the school were guided by the R's – so no programs just practices that support more psychology of success (POS). The result within a couple years were that the SCAI climate ratings were around 4 out of 5 and the achievement

scores were above the local school from which the students were discarded. The key - everyone bought into the vision of the school and the R's that defined it. R-X-O – they committed to being a 1-Paradigm and the outcomes followed. An interesting aspect of the story is the fact that no one cared what these teachers were doing because there are low expectations for a "last chance" school. So they could do what they believed to be best – i.e., create the natural learning condition in which people want to teach and learn. This is much the same motivation used by the country of Finland that led them from the 13th to top rated educational system in the world in a few short years.

Facilitating the Emergence of Both a Formal and Informal School Vision

Promoting the emergence of vision at the school will entail both a formal written vision as well as an ongoing organic living vision. Both are critical. They will each support the other over time. The formal written vision statement will bring concreteness, solidness and will represent a symbolic act of unity. The ongoing process of vision growth development will make the written product more operational and actualized. And the fact is that to create a vision statement that accurately depicted a complete living vision would take pages. Both formal and informal vision development represent the highest level of priority in our job as leader. It is advised to engage in the formal vision creation or revision process as soon as you feel comfortable and confident that the group is ready. To create a living and organic vision as well, we will need to take this process much further as we will explore later in the chapter.

> **Reflection 7.x**: Given the likelihood that you have observed or been involved in the process of an institution constructing a vision or mission statement, recall the results of each of those processes.
> - Did the actions/X's that took place in the classrooms and school in general reflect the words in the formal vision statement?
> - Did the vision statement act as a guiding force for those in the school?
> - If there was inconsistency between the vision (guiding R) and the regular actions (common X's), were the leaders, teachers and staff aware of the incongruity between stated R's and actual X's.

Facilitative a Formal Process for Vision Statement Creation
Engaging in the formal process of creating a guiding vision statement is essential to your ability to function in the higher locations on the roadmap. It will provide the most abstract and essential language defining our collective R's. So it is essential. What we commit to on paper is part of our public face, very concrete, ends up being something of a social contract, and essential in the institutional assessment and report creation process. But the result will be a product on paper or on a wall.

Leading the faculty in a formal process of creating a vision will be a defining act, so treat it carefully. Be deliberate. Having it go well and getting it right on the first try is desirable.

Pre: Formal Vision Creation Activity
Every school is in a different situation, has a distinct history, and has done more or less vision setting in the past. So you will have to determine what makes the most sense for you in this process. What activities in what order. We might ask ourselves a few questions:
- If we engaged in a whole faculty vision setting activity today, what would the most likely outcome be? And, am I Ok with that outcome considering that what we put in writing may be in place for a long time?

- Do we as a group have enough context or information to engage in this at this time?
- Do the relationships and politics among the faculty reflect the degree of respect and openness necessary to do this at this time? Are we ready for the possibility of latent disagreements becoming filly displayed, with all the feelings and fall out that may follow?

While all faculties can benefit from a vision formation process eventually, some are not ready immediately. We want the process to result in a good outcome, not just *any* outcome. Are the leadership and all the members of the faculty ready to move past the cordial and comfortable to the possibly disharmonious and the real? You might ask them. See what they say. Possible conflict and hurt feeling should not scare us away, but if we see a civil war as a likely result we may want to ease into this process more slowly and cautiously. And keep in mind that we cannot move up the pathway unless we can develop the kind of trust that it takes to be honest with one another.

Preparation may be enhanced by a few capacity building activities. First, we may want to include the information that data provides. The ASSC School Climate Assessment Instrument (SCAI) or other measures of organizational function can be useful to help the faculty see where they are. Second, having the faculty assess where they are on the school function roadmap, depicted in chapter 5, helps structure the analysis and narrows the discussion. Third, having the faculty as a whole engage in an activity in which they classify common X's into either promoting more POS or POF gives a definition to quality and makes the process less random and subjective. All of these could be done before or along with the formal vision setting activity.

Activity A: Survey participation and analysis.
Data has a way of narrowing the discussion so that there is more clarity in the cause and effect for why things are the way they are at the school. Most all data can function to do this, but comprehensive data related to organization function and/or climate can be especially helpful. When we are able to show that the faculty and staff that they rated an area 3 out of 5 and so did the students, the questions related to how are we doing related to that area are become more objective. We are less in the realm of guessing and conjecture now. Typically what we find is that there are a few surprises in the data, but mostly just confirmation. Add to that what the data implies about the schools location on the roadmap, and we have a common reference for what might be next.

Activity B: Locating the School on the Pathway in a whole faculty meeting
Before we show a faculty the pathway depiction, they do not see what they are doing as defining a location. They tend to see what they are doing as the best they can, given their situation. But when they see the pathway they come to recognize that they are somewhere and they are not a lot of other places. And as a result, after that point members of the faculty have a clarity and language that they did not before. They also see an implicit value and experience an inner challenge that feels positive but implies some insecurity. It is common after faculty members engage in a self-assessment and situate themselves on the roadmap to begin to adopt the phrases "moving up the pathway" and "making the left hand turn (toward more student centered practices)."

Any group of people that knows what they want, can agree on their R's, and is committed to matching X's will be vision-driven. But where are they going? At some point if the vision does not feel right, it will break-down followed by the initiative of the group. Moving up the pathway implies an inherently more satisfying and authentic way of being. We are moving to more trust, more consistency, less maintenance of gimmicks and programs, and less need for cleverness

and survival thinking. Moreover, the roadmap implies operational applications – X's for each location including the 1-paradigm school and the 1-style classroom. This concreteness provides an opportunity to create an even more vivid vision – as well as one that is more satisfying and produces the highest level outcomes.

Activity C: Taking part in an activity classifying X's into more POS or POF
If we were to examine how any of us justifies the X's that they use in a day, it would be with a somewhat amorphous criteria that is defined by what works and gets results and it doable in our experience and given our needs. That is fine for the most part. And we will explore more about the R's that drive the X's that are used in the next few chapters. But the net result of using subjective criteria for judging value of X's is that basically *anything* can be justified. Take a simple idea like "what are good ideas for motivating students?" it is quite possible to get a wide range of suggestions and even those that seem to be diametrically oppose one another. And if there was a conversation about the topic where teachers, leaders and anyone else tried to convince one another of the efficacy of their perspective, we would find that it most often goes around and around and in the end, lots of talking results in little change in opinion. So to achieve a good result from any such process we need to include more than just more discussion.

What we have found to be very effective is to have faculty engage in an activity in which they classify teaching practices into those things that promote more POS – as in locus of control, acceptance and belonging, and growth orientation or more POF as in external locus of control, fragmentation and worthlessness, and fixed ability orientation. What we find time and again, is that before school staffs engage in that activity there are several members who proudly defend what are essentially POF promoting X's, but afterward there is no one who will. So instead of an hour long discuss that goes in circles with debate and egos defending their position, you can use an hour to create a clear taxonomy of self-evident good X's, vs, self-evident bad X's. You've taken a step toward both connecting R's (for the better) as well as defining the concrete solution to moving up. This exercise is explained in more detail in the exercises at the end of the chapter.

Vision-Statement Formation Process
We need to enter into the formal vision statement creation process with a clear sense of what we want to accomplish. We will want to have produced the following (as much as possible).

1. A document that reflects a vision that works both externally as a formal display of what we are about, and works internally to guide our work. A good vision will be defined by the following characteristics:
   a. Includes both R's (who we are and what we value) and X's (the kinds of practices that define us and we are committed to) so that it is meaningful. O's are fine too, but not sufficient on their own (see reflection below).
   b. Implies the kinds of things that the school stands for, and what they would and would not see as a result.
   c. Implies a location on the roadmap
   d. Intends to help guide the work and decision making at the school as well as promote accountability of all its members.
2. The perception and the reality that the process was democratic and reflected most or all members of the collective.
3. A supplemental document that outlines "what we do" and "what we don't do" at this school.
4. (optional but recommended) Distinguishes the schools R's and X's from the others in the area.

A vision statement is a concept that implies examples and non-examples – like any concept. So the concept attainment process that is used in the classroom or elsewhere is essentially what we are doing. But the stakes are much higher. This process is also like the social contract process that we would use to lead a class of students, or the faculty as a group. The result is a sentence or two or three that will say in as few words as possible what we are about and can be unpacked to imply an infinite number of practical applications. For example, if we used the phrase, "self-responsible leaders" in our vision, the words are only abstractions, yet, we could practically identify what one looked like or and what it would take to support that vision.

It is critical to keep in mind that there needs to be both a perception and a reality that what is ultimately formally crafted comes from the collective as a whole. Either the perception that this was done by a few or the reality that it was will more than likely result in a vision statement that is seen to be superficial. So rushing, being impatient with dissent, or being too heavy handed will undermine faith in the sincerity of the process.

Some faculty groups are capable of undertaking a process where everyone is in the same room, completes the task and leaves with a product. This will be true if your faculty is small, cohesive, motivated to get this done, and trusts you and one another.

If you want to be more deliberate you may want to see the process happening in stages. The first stage will include setting out the task and having a discussion to determine the level of cohesion and to put the idea into their heads to process. The second stage will be to create a committee to process the ideas of the whole. The third stage will be to engage in the brainstorming process as a whole. The fourth stage will be to process the whole group's ideas in the committee. The fifth stage will be to bring the synthesis back to the faculty for revisions. Then the formal vision should be reviewed and revised as things change.

Introductory Conversation
To begin we will want to make it clear to everyone that we want to create or improve the vision statement at the school. The most important outcomes are to get everyone aware that it is happening and to get people thinking about it. We will want to give some idea of how we plan to facilitate the process and what a good outcome should include (see list above). If we have a contentious conversation – while maybe not fun, it is Ok and does not suggest we should not proceed. If we hear a conversation that points to an impending low quality outcome, we may want to put off the next step for a while. And if we have not incorporated any of the pre-vision activities we may want to do that first.

Figure 7.x: Rules to Use in Whole Faculty Brainstorming Discussions
- Use I statements, not you statements
- Be specific and avoid sweeping unsupported generalizations
- Be honest, but be respectful of others feelings
- Use active listening skills
- Focus on realistic possibilities and avoid victim and self-limiting language
- Wait your turn
- Remember we are all on the same team
- We are in this together

Vision Committee Composition
We can use an existing committee that is charged with similar tasks to take on the vision committee role. Or we can create one. Either way we need some visionary members – those you trust to guide the conversation to higher levels, but you also need to have members who relate to the less visionary element of the faculty. Having support staff, students and parents on the committee is encouraged.

Formal Brainstorming and Idea Generation
When you have a committee in place and the faculty come into the room knowing that they are going to be engaged in the primary task of creating a vision statement, with enough time and a clear plan of attack, you are ready to brainstorm. You might want to set time marks for each element of the task. You will want to have some time at first for you to again define what a good vision looks like. And you will want them to know what other documents will be created that may have peripheral functions like a we do and we don't list and even a mission statement, or a conceptual framework or goal setting exercise. Those are all useful in and of themselves, but they all have different purposes and functions. This stage can be done in one meeting. If you have a retreat, you may be able to accomplish more with more time.

Place the members of the group into smaller groups of 3 or 4. No matter how cohesive the group, it will be dominated by some who talk more. Having smaller groups allows those who are more introverted to have their voices heard. The instructions should be clear and visible. Give examples of phrases that imply values and practices as well as outcomes. Give the groups enough time to create a few phrases that they feel reflect the essential vision of the school. Optionally, you may have groups read their ideas and allow others to ask them questions (no judgment or criticism, just questions). In the end, you will want each group to have a few phrases that they think act to reflect the schools vision.

Synthesis and Processing within Vision Committee
The vision committee should then take all the individual group products and reconcile them into a single document. They will want to look for commonalities, but they should not just try to smash all the ideas into a list. They need to take all the intentions and specific ideas and use their own conceptual paradigms and concept attainment skills and find the fewest number of words that captures the essence of what was suggested by the faculty's ideas.

For example the committee may take dozens of ideas suggested and pare them down to the vision statement such as:

"At Jefferson school, we create an environment in which all students are empowered and supported in meeting their potential, and develop into self-responsible contributing members of the school community, in a student-centered, active learning environment."

Whole Faculty Review and Approval
Once the vision committee has created a product, it should be shown to the faculty for discussion and a vote of approval. Amendments can be suggested. Especially if there are words that are an issue with a lot of members. Alternate words may be suggested and voted on. If most of the members of the faculty seem to be happy with what is ultimately proposed, it is time for a vote.

There is no magic threshold when it comes to how much dissent is acceptable for the product to be viewed as legitimate. Everyone needs to be given a chance to voice their thoughts and

feelings. Everyone is given a chance to contribute in the formal process. Not everyone's opinions need to be reflected in the final product. It is a democratic process. And should result in something that reflects the best and most true and noble R's of the school community. So erring on the side of ambitious is probably OK, but erring on the side of safe and innocuous should cause is intervene and even to send the committee back to create a revision.

This process will feel energizing as it taps into the best parts of ourselves and bring us together and give a sense of "team." So it is a great start and probably indispensable. But where is that vision six months later. If it is just words on paper or on a wall, it is not worth much. Moreover, the various roadblock to creating a living vision will tend to overwhelm a vision simply on paper. We can overcome those roadblocks, but we need to make our vision an organic living process.

Highly Recommended Companion Document – the "What we do and don't do" list
The intention of the formal vision statement will be to create a concept of who we are and what we do with the fewest number of words to clarify the intent. Once that is done successfully, consider a secondary process and resulting document that clarifies in more detail what one would see at the school. Just as importantly, this process should clarify what one would not see at the school too. This process may be even more contentious, than the process of creating our abstract vision, but that is okay. As we move up the pathway, honest disagreement is almost always preferable to passive disconnection. We should therefore maintain similar rules of respect and protocol as in the earlier process.

Our "What one will see (these should take the form of X's) and what one will not see at _____ school" document will take more time and inevitably involve more debate. Abstractions are easier to agree upon than specifics. But we may want to use the same process that includes a committee as the conduit and synthesizing agent of ideas.

The power of this process and its results are many. The primary reason is that we cannot assume what people will do specifically given their stated abstract intentions, however, if we know what someone does practically, we can make accurate generalizations about the actual abstractions. In other words, vague R's typically lead to unpredictable X's, whereas clear and consistently used X's anchor our R's. For example we may both agree that our vision includes high expectations. But we may potentially have individual teachers who seek to produce that outcome in very different ways. For example, one who may seeks to create high expectations with the use of 4-style approach that include grading on a normed referenced curve, so few students get good grades (does not make sense and is not recommended for moving up, by the way), and another teacher with the 1-style approach that includes clear and well defined learning targets with the goal of all students being able to see how to hit the learning and behavioral targets (highly recommended practice for moving up, by the way).

Situations like the scenario above will test our process. We will not want to shut anyone down, but we may want to add some perspective during the discussion. It is important to keep in mind that we want to create team wins. So highlighting places where everyone agrees will be beneficial. And in the end, we do have a committee in place to vet all ideas. Accordingly, while the product needs to be as much as possible an honest reflection of our faculties wishes, it is important to keep a long-term view and the reality that this effort going to result in a guiding document that will be used to define our direction for an indefinite period of time.

While there is no one easy or perfectly clean process that's result is guaranteed, avoiding these kinds of activities out of fear is probably ill-advised. And if we want to provide more preparation

and context to the process, leading faculty through any of the pre-vision activities listed above will increase the likelihood of a desirable result.

Yet let's say that even after looking at the roadmap we have teachers who are attached to their 4-style and/or a low functioning 2-style. We have some choices. Option one, we could be patient and keep all language that cannot be agreed to by the vast majority out of the document. Option two, we can agree that the document will include all X's that are agreed to by 2/3 vote. In that case, we will have some grumbling. But for the leaders reading this, you will need to decide which is more desirable, a) setting out a clear vision that you and most members of the staff like, yet some members are not thrilled about, or b) making everyone feel like all perspectives are valid and should be equally represented. While ownership, voice and representation are utmost values, the highest value must be moving the school to a level of function that makes it a better place to work and be a student. Moreover, would you rate all perspectives as having the same amount of love, care, personal commitment, and noble intention?

Eventually at the end of the formal vision creation process we should have created a vision statement and a list of things that someone who visits would see and not see at our school (focused on the X's that we can control as well as the O's). Our list should include how we talk agree to talk about our school colleagues and ourselves and what we commit to doing to hold one another accountable to our agreements. These documents should be seen as evolving and changeable. Our vision/R for ourselves needs to involve a growth-orientation therefore our documents need to reflect that process of action and reflection.

Leadership: Facilitating a Living Vision and Moving the Collective R Up the Pathway

As discussed and we can all confirm from our experience when we bring to mind a school, team, organization, classroom, or committee that we would characterize as visionary or vision-driven, it involved a person or persons that stewarded, facilitated to clarified that vision. Survey those at the school about their perception of the level of vision at the school, and what we find is that most of the time, they are talking about what their leadership does – X's. We could say X's that connect R's and point them in a direction. And perceptions are important. The perception that the school has vision is a really important R to have in the process of promoting an organic living evolving school vision.

It is useful for those who find themselves in that role to have the gift of seeing the big-picture, but it is not essential. Anyone can steward a living, organic evolving vision process. To understand the nature of effective stewardship, it might be useful at this point to define the terms in our phrase organic, living, evolving vision process. We could define organic as the degree to which the vision reflects the true and real R's in the hearts, nervous systems and minds of the community. We could use the term living to reflect that an effective vision needs to be practical and operational and imply X's as much as R's. Finally an effective vision needs to be evolving and be in the front of our minds as we make choices and plans.

There are three primary means that the steward will use to facilitate the vision:

- Listening and observing
- Asking guiding questions
- Articulating and reflecting the movement of the group

Listening and Observing

There is an item in our elementary student climate survey that asks about how often the student sees the principal around the school. The item is very predictive. In high performing schools the principal is visible. As important as any aspect of the vision creation process the leader must 1) make it clear that they want to listen, and know what is going on and then 2) actually listen and be in classrooms and meetings and talking to students. The reason this is so important is that in a concrete operational process, it is not what we say about what we do, but what we do. Moreover, there is no way to know how people feel sometimes if we do not ask them. Surveys are great, but personal conversations are both symbolically important – they show we care and are listening, and they are practically important, we just learn so much from all those informal interactions. So we need to be clear about when we are in the role of formal evaluator and when we are in the role of "curious and supportive colleague." We will examine this idea further in the next chapter.

Example from interviews

Asking Guiding Questions

The skill of asking reflective question is an art that will be invaluable in our efforts to clarify the living vision and connect R's. But doing it sincerely and with a mindset based in service is essential. So, first, we need to project support and non-judgment. Second, we need to assess our colleague's level of openness and trust in the perspective that we are offering. If there is a sense that we are trusted, we can act as an agent of reflection. We are asking our colleague to reflect on recent X's and if they represent the R's that the colleague and/or the school has stated that they are committed to.

Some of the broad question themes can come from ideas in this book such as:

- "how are you doing aligning our X's with our intended R's?
- "would we say our X's are more POS or POF and/or consistent with our things we do/don't do list?

> **Some Challenges to Raising Our School's Vision Up**
> - We each bring in different sets of R's and It is difficult to connect R's
> - Being the steward of a vision requires skills and intention.
> - Our students' R's may influence us and challenge our ability to apply a collective R that is different from the one that they are used to from their homes and/or their previous school experiences
> - The human need to fit in and/or avoid conflict can act to encourage a tendency to cling to our more mediocre R's, so we do not lose friends.
> - R's will tend to become diffused or stale without attention, intention and regular processing. Without momentum in the vision raising process, it will perish.

> **Trust Builders**
> - Sincere listening
> - Empathy
> - Self-deprecation
> - Humility
> - Compassion
> - Consistency
> - Honesty

- "what is the dominant LOP with which you operating right now?

Those questions may be the best thing to come out of our mouth sometimes, but we will probably ask more questions that imply those larger constructs, but deal with something that is practical and immediate in the situation.

This process of asking reflective question about the X's being used in and out of the classroom will be critical to our job as an instructional leader, and will be discussed in great detail in the next chapter.

Example from interviews

Articulating and Reflecting the Movement of the Group
No matter how much progress the collective is making up the pathway, it only becomes real and noticeable to the members when they recognize that a) there is progress and b) that progress is headed in the direction of our vision. No sense of momentum translates into a weak sense of vision efficacy. So the vision leader or steward needs to provide an additional sense of the "We." We are making it happen. We are becoming what we envisioned. We are becoming a more functional team all the time. There is no need for dishonesty or deception, but there is also no need to hold back on projecting the energy that "we are winning." Collective success is a powerful motivator. We need the fuel of feeling successful and connected as we do our work. So no matter the personality of the steward of the vision, the actions need to encourage both a sense of "We" and of concrete, practical progress.

Trust Killers
• Judgment
• Shame
• Blame
• Superiority
• Unfavorable comparisons
• Deceit
• Hidden agendas
• No follow-through

Find examples of the vision in action – the R as X's. It may be pointing out things that have been observed (or not observed) in classrooms. It may be talking about numbers (i.e., O's) that have changed. Maybe fewer students are being sent to the office. If you hear a student say something positive that reflects the essence of the vision (again, think concept attainment) share it. Maybe a student says, I like coming to school, I am doing cool projects in all of my classes" or "in my other school the teachers did not care as much." These O's reflect a collective movement or a "team win."

Other effective strategies are to simply use language from the vision statement or the "things we do and don't do" list in conversation and presentations. We might take minute at the end of a faculty meeting to give teachers the chance to recognize either the positive accomplishments or growth of their colleagues. We could use the vision statement to reflect on an event or a new proposal. One way or another, we need the vision in the front of our minds. It is living to the degree that it is practical and current and reflects what we truly care about.

What an organization or school comes to realize is that the more progress they make the more progress they are motivated to make. Winning breeds liking and liking breed winning. In the coming chapters we will examine the role of trust and changing references in the process of moving toward our intended destination on the roadmap.

Example from interviews

Assessing Perceptions of Vision Level in the SCAI Survey

In the ASSC School Climate Assessment Instrument (SCAI) there are a few items that relate to the level of vision at the school. Figure 7.x represents two of the most directly worded examples. It is no accident that the first two items on the Leadership Sub-Scale are related to vision. As you examine the content, you will recognize how the descriptions of the low middle and high levels represent the corresponding locations on the roadmap. It should be noted that these items function very effectively (over .7 total item correlation) to predict both overall function/climate as well as O/outcomes such as student achievement levels.

Meeting the Needs of Different Cognitive Styles among the Staff

In the process of connecting references and creating a "We" among the collective, it will be critical to have in mind that members of the faculty, staff and administration learn and process differently and as a result will feel connected and trusting for somewhat different reasons. Some of the members of the faculty will process their world more concretely, while others will process more abstractly. Some members will like it when there is order and structure, whereas others will be more comfortable with less structure, or even resist the idea of structure. Some faculty will process more with their feelings and be motivated to harmonize, while others will be more logic-driven and be motivated to dissect the situation and make sure it all adds up.

On the one hand, when we include many of these processes for connecting references and building a collective set of R's and X's, we will satisfy the needs of each of these different kinds of cognitive styles. One the other hand, a little bit of awareness of how the respective members of the school community process will be useful. So let us first briefly characterize the way different adults process, and second, keep in mind those differences as we explore the remaining processes for connecting R's in this chapter.

Figure 7.x: How Each of Four Cognitive Styles Approach Change

	Concrete/Practical Types	Abstract/Intuitive Types
Feeling/Harmony Types	**Harmonizers** **Practical-Feelers** I am the most loyal of all the types. I like harmony and people working together. So unless I feel like a practice is harmful, I will likely be okay with adopting it, if it is required and it is demonstrated to me. I have a soft heart for students, and like to be a peacemaker. I will put the team first in many cases and like leaders who are inspiring and lead with heart.	**Connecters** **Abstract-Feelers** I trust what my intuition tells me. I have a good sense for what is good for people and will create long-term benefit. I like to understand why I am being asked to do something. I really like working in groups and contributing my gifts. I can be very passionate about a cause, and equally passionate about things I do not like. I like leaders who are empathetic and have their finger on the pulse of the group.
Thinking/Logical Types	**Technicians** **Practical-thinkers** I am the most structured and organized of the types. I like things that work and are efficient. I will mostly be critical of what I see as unnecessary effort. Theory does not tend to persuade me. But seeing something that is getting results will. I like evidence, and I trust my experience and that of others. I am loyal to mentors who have good track records and leaders who are straightforward and organized.	**Scientists** **Abstract-Thinkers** I need to see the logical consistency of what I am doing. If it does not make sense to me, I will struggle to be able to implement a policy. I tend to want to break things down and find the flaws. But I also the most gifted of all types in building plans, models, or diagrams. I will have strong feelings that may emerge as leadership and vision, or as being a skeptic and critic. I like leaders who have a big-picture/vision.

Among the many implications of the fact that each of us learns differently is that what leads one person to make a change may not be what leads another to the same conclusion. The 40% or so of your faculty that is more abstract will like the vision creation process and for them, when an abstraction makes sense, they will look for ways to make their X's fit the new R. For the more practical minded members of the staff, what will convince them is their experience and X's that work to get results. For the more abstract group, if an X violates their R's they will have a lot of trouble doing it, no matter the price. For the concrete group, no matter now elegant and theoretically sound an explanation is, it is only valid if it works in practice. So we will want to keep the needs of each group in mind as we explore the following processes for changing R's.

Why do we change our R's?
To change our X's we need to first change our R's. Even if we tell people what they have to do, without some alignment between that person's R's and the X that we are requiring, there will be resistance in some form. In schools that looks like such things as uneven application of a policy, misuse of a program, or even complete disregard for an agreed upon X. And yes, displaying an X because we would rather do it than live with an undesired consequence does technically

represent a change in R, but I think that we can agree that that is a last resort and represents a low level on the roadmap.

A series of motivational orientations that are more or less likely for different members of the staff and what they mean for us as a leader.

Because the new R makes so much sense.
If we go through the process of showing the staff the roadmap and engaging in the POS/POF classification exercise the conceptual picture of what better looks like will be much more vivid and appealing. In our experience, we find that all types recognize the validity of the model presented, however some types will react with a stronger sense of connection. Those who "see the light" so to speak, will likely come more from your abstract group and those who are on a personal journey of growth. Sometimes we call these the "early adopter" group because they have less of a need to see what it would all look like, It typically just makes so much sense to them that move up and making that "left hand turn" are reasonable and desirable. **Implication**: We should try to include these people on the planning and vision setting committees. We will want to later have them explain how their R vision is being actualized in the X's in their classes. This may be simple anecdotes, full presentation, or even peer support. But it is very important to keep in mind that this group is always in jeopardy of being labeled the "insiders" and the favorites and as a result marginalized. So all committees need to reflect representatives from several groups within the school.

> **Reflection** – related to the early adopters and the insiders – have you seen this group? What are other's perceptions of them?

Because I have seen it work
While most every faculty and staff member will leave the POS classification exercise with clarity and a strong intention to stick to POS R's and X's, that determination can gradually fade like after we leave a motivational seminar. And this is especially true for the more practical-minded and routinized teachers on your faculty. For these teachers we need to assume that their R's will be persuaded by X's in practice – theirs or those of others they can see firsthand – that get results that they judge as desirable and within their capability. **Implication:** The first implication is that we need to be patient, especially if we are more abstract-minded and our tendency is to think a compelling argument and/or an elegant explanation is reason to have faith in something. Second, we need to find every manner to make the conceptual concretized. That usually involves examples, modelling, demonstrations, data, and talking about what "it looks like when we do it." Finally, sharing the O's with this group will help too – what are the benefits that are being experienced as a result of a particular R being put into X.

Because I want to be a team player and part of the cause
Some of the members of the staff will be motivated by being part of a collective noble effort. This may or may not be a distinct group. But for some, sharing in an effort intended to make the school better that involves working as a team will be inspiring. **Implication:** Situating what you are doing within a team concept and speaking of the effort to move toward your vision in inspiration language will aid your level of success. Mostly because that is exactly what you are doing. It must be a team effort. And what is more noble than changing the trajectory of a whole group of students' lives for the better? We are not telling teachers to adopt a new math program, we are asking them to meet their potential as a humans for the good of everyone.

Because people I trust are including me and encouraging me
For some being included in the leadership and planning of the effort will increase their sense of ownership and commitment greatly. Similarly, for some they don't run with a new idea unless someone who they trust is there to encourage them. This is especially true for those who might be classified as the extroverted feelers. Implication: No matter your current R's about self-reliance that may include letting everyone make up their own mind or sink or swim on their own, accept that this will probably back-fire with some teachers. **Implications:** While our interaction with this group (and our instructions to other early adopters to check in and encourage them) may at times feel high-maintenance, they are likely critical to keeping those in this group connected and supportive.

Because I have new information and/or conditions have changed
For everyone in the effort, we need to project our commitment and sincerity. For any teacher that has been there for a while, they have seen things come and go. **Implication:** We need to communicate that this is not a new initiative as much as the new normal. Also having the whole faculty and staff take part in self-assessing with the SCAI provides them information in the form of data. And when that data includes student ratings, there will always be something that they learn that they were not aware of before. Data takes us out of the role of telling and lets us just show.

Because I have to change so that I can avoid something undesirable
In some cases we may have teachers on the staff that regrettably have become so attached to POF R's and X's that they will tend to resist or ignore the effort. And then there are some teachers who just like to play by their own rules. **Implication**: As we will discuss in the next section and in chapter 8 related to instructional leadership, we will need policy and structure that makes better teaching just part of what is expected as an employee of the school. We will want to use any and all methods to support the awakening of these members of the staff, but in the end, they do not have the option to work against the growth of the school. It makes everyone else's job more difficult and it is not good for students.

Because something inside (instinct, intuition, inner voice, conscience, sense of purpose, etc.) is telling me that it is intrinsically right.
When we first look to teaching and working in schools our motivations usually involve making a difference and making the world a better place. Over time that tends to get suppressed, partly because of the many compromises and mundane acts that we engage in in this job, but also because it is "uncool" in most school cultures to speak of making a difference once we actually start working. It is like religion and politics, we don't talk about it. **Implication:** As the leader you need to help that inner voice in your teachers that says it is OK to be proud to empower students, face your fears, accept your moral purpose as a person, and embrace the journey. If you diminish the value of the effort, they will too. That means you have to feel into your own sense of empowerment as we will discuss in the final chapter. And finally, that instinct in them is telling them the truth – that is that moving up the pathway will be more rewarding and feel more satisfying and just plain right.

Examining Vision Leadership Related to a Range of R's that Are Operating at the School
This process is always happening and never done. But ask yourself what is your attitude about it? You might start by rating yourself on the POS vs POF dimensions. Do you take responsibility for doing what you can, given what you control, or do you make excuses and/or get fatalistic? Do you take a growth orientation and embrace the journey of getting better or do you slip into a fixed mindset?

For each area listed below, I will offer a list of R's that will promote movement up the pathway, and a list of those that will lead us down and/or keep us stuck where we are.

- Beliefs and Values and Narratives
- Narratives
- Knowledge
- Unconscious R's

Then for each area we will examine what that list implies for our job as the leader.

Beliefs and Values

What are the values at your school? What are the beliefs about learning and children or adolescents? How much consistency is there at your school around these questions? When you look out at the X's/practices of the employees at the school do you see evidence that the stated R's as values are acted out in practice?

R's in the form of values and beliefs that will lead us up the function continuum	R's in the form of values and beliefs that will lead us down the function continuum
The Modus Operandi at the school is defined by the process: R -> X -> O (i.e., references lead to, actions, which lead to outcomes)	The modus operandi at the school is defined by the sequence: Circumstances-> reaction -> rationalization
When we look at students and other adults in the school we see individuals who are growing and basically good and in need of a supportive context to help them grow and learn.	When we look at the students and other adults in the school we see individuals who will do the minimum and/or misbehave if they are not controlled, bribed or punished.
Primary Focus on quality processes	Primary Focus on quantitative outcomes
The "Real World" is what we make it. We have compassion for the challenges of this job and the lives of our students, but we are making the future by the X's we use today.	In the "Real World" you just need to accept that you just have to do what it takes to survive and cope, and there is not that much that really makes a difference anyway.
Doing "what is right" - value = integrity, with a recognition that everything is connected	Doing "what works" - values = cleverness and convenience
Value for a process of reflection that does not shy from discussions about the state of the collective R	Vague expectations of "adequate" or "inadequate" performance that are left unexamined
Critique of the school is encouraged to be constructive, open, and done purposefully	Critique of the school is usually passive aggressive, in closed quarters, and/or avoided entirely.
Improvement efforts seek to find answers to the "real problems." And address root causes.	Improvement efforts attempt to respond to the "symptoms" of the real problems directly.
Those in the school find ways to build trust in one another and the collective and seek to become "trustworthy" members of the collective	Those in the school allow fear and mistrust to become normal and seek ways to protect their self-interest from the "others"
Goal for students is liberation	Goal for students is domestication

The implications for us as a leader might seem overwhelming on first glance. But any successful journey is one of a thousand small steps. First, we need to keep in mind as many of these contrasting positions as possible. Second, we will want to look for opportunities to bring clarity. In a sense, we need to be the adult in the equation in many cases. Frustration, fear and fatigue will make the list on the right look valid, but it is actually simply not true. So without being

oppositional, we will want to gently help those in the school recognize that they really do want those values on the left no matter what they may be saying today. If when we did that we were being self-serving, we could be accused of manipulative. But we are acting in the service of what is good for everyone, especially students. Third, we will want to find ways to promote the principles on the left as inspiring "the way it is here" or at least the way it is becoming here. The use of mantras can seem corny, but they are effective and show that we are not afraid to lead, by defining the reality. We might say, "I know that everyone here puts their students first." Is this actually true? Probably not absolutely, but it will be more true the more we say it. Consider using some of the ideas on the left in your regular mantras. Another powerful tool is to acknowledge the high function R's when we hear them and simply validate them as "the way we all think here." Much of our success here will be to have our radar out for all evidence that these quality producing R's are operating and finding ways to reflect back to the owner the benefits that they may or may not see.

Formal Documents that Reflect the School's Purpose
In the next chapter we will discuss the idea of policy in more detail. But we should be asking ourselves the following questions about the R's that define the written documents that are used at the school.

- Do you see the principles outlined in your school's vision reflected in your documents?
- Are procedures consistent with the vision and with one another?
- If a stranger read your action plans, accreditation documents, curriculum documents, discipline policy, what would it say about your actual vision and true collective R's?

Reflection – what are some of the phrases that operationalize what you are about. For example at one 1-paradigm school they created a poster that said, "the reward at this school is that we do not use rewards." What would you put on a poster to define the R's at your school?

Narratives
The more we examine why schools are the way they are, the more we recognize the power of the conscious and unconscious narratives we use to talk about ourselves, our colleagues, our school and our students. A narrative is simply the story we tell ourselves and others about our perceived realities. We hear them when we and the teachers are speaking off the record. No matter what our formal or public message is about our school, the private narrative we use in our inner dialogue, our lunchroom conversation, or the way we talk about our school to friends and family is our true R. How closely do private R's match our stated vision currently? Nonetheless, a formal vision development process and an intention to improve can bring more hope and positive expectancy into the narratives expressed in private. And shifting the narrative language into greater alignment with the school's growth trajectory will be essential to our job as vision facilitator.

What can be useful to keep in mind is that narratives are entirely invented in our heads. The story we choose to tell ourselves or others about any particular topic, event or condition is just one of an infinite number of stories and it is entirely subjective. It may seem like the way things are, but we know that we do not have to look far for others who tell a very different story about the same condition. And we know that even time has changed the way we talked about an event.

Figure 7.x offers a partial list of possible narratives – toxic on one side and life affirming on the other. Among the toxic narratives the most common is a victim mentality. There is nothing that will kill our growth up the pathway like a recalcitrant victim narrative. It should be public enemy

#1 on your list of things to run out of town. While toxic narratives appear mostly in a few recognizable forms, true and life-affirming narratives are limitless. All the ways that we can grow, all the ways we can unleash potential, and all the wonderful gifts and talents of staff and students are endless. So we selected some of the best life affirming counter narratives to the five most common toxic narratives that we come across.

Figure 7.x: Toxic Versus Life Affirming Narratives

Toxic and Dysfunction promoting narrative concepts	Life-affirming and function promoting narrative concepts
Victimhood: "This job would be better if it were not for. . ." Or "Because of the (students, parents, location, budget, etc.) I am not capable of being happy or doing a good job or producing certain results."	(derived from a psychology of success) "I do my best, and accept myself" "Everything is an opportunity for growth" "it all in my attitude" "I am responsible"
Entitlement: "I didn't get into this job to ___ ." Or "These students should know ___ by now."	Our job is to take what walks in the door and help them grow and mature. If they need to develop some skills before they are ready to function like they are ultimately capable, I need to teach those.
Cynicism: "I've been around and I've seen it all, and none of it makes a difference." Or "Good luck trying that with our students."	There are no guarantees for how anything will result, but my job is to do my best and control what I can control – that is my R's and my X's. My question is "how do I need to change to be the kind of teacher or leader that it will take to get the results that I think are possible?"
Guilt: "I am doing the best I can but no one appreciates me." "How can we. . " "I don't care (when it takes the form of denial that really one feels judged and criticized, so they project rationalization for giving up."	I know that there are an infinite number of ways to be unhappy right now, but to be happy I have 3 choices, 1) acceptance of what is, 2) enjoyment of what is and what need to do, or 3) enthusiasm in what I do. Which one am I capable of right now?
Inadequacy: It was better when….. I can't until….	What's Important Now – W.I.N.

Anyone can find support for both life-affirming narratives and toxic life-denying narratives. If we took 10 seconds to look at any student or colleague in the school we could find many ways to perceive them as flawed, threatening, problematic, incomplete, bothersome, ignorant, etc. But what did we gain by creating that narrative? The answer is usually self-protection or some other type of ego defense. We tell ourselves that story to avoid feeling responsible or judged ourselves, so we create a reason to project judgment or apathy. We can also do this with whole faculties, classrooms or schools. Like all toxic narratives this one is entirely invented, but by holding on to it, we make it feel valid and necessary.

The best way to change a narrative is bring it out in the open and look at it in the light of day. We can always find subjective observations to support either the negative and surface (toxic narrative) story, or the life affirming and fundamentally true story. What if we looked at that same student or colleague and we saw potential, a beautiful being emerging, a whole series of gifts and talents, strengths and ways to contribute, and someone from whom to learn, etc. Same person, new narrative. And how does that new narrative change the way you think about your

next action related to that person? Another case where our X's will evolve as our R's become more evolved.

Skills and Knowledge
Not all knowledge will lead us up the function continuum? As you examine where you want to go, you will want to align your leadership skills, pedagogy, school communication, policy, and -- to your desired R's. That is especially true for professional development. We see schools spend a great deal of time and money to train their teachers to do low level X's. In the next chapter we will talk about the X's that will move you up and those that will keep you stuck of even move you down.

Unconscious beliefs, assumptions, fears, desires and baggage
This area is vast and will be explored in depth in our next book. But we will not be able to run from the fact that we teacher who we R, and likewise, we lead who we R. So what is in our unconscious in the form of the following will play out as X's and ultimately as O's.

- Scripts
- World views
- Fears
- Desires
- Associations
- Biases
- Prejudices
- View of humanity as a whole
- Energy – open or closed

Our job as leader here is to provide opportunities for the teachers and staff to reflect. Judgment and/or the appearance of preaching will almost always be counter-productive. Growth and change here needs to be a personal journey. But we can provide venues for those self-examinations, and we can model self-assessment. Sharing your own stories of how you changed can be effective, for instance when you overcame a fear, or used a different narrative after realizing that the one that you were using was based in a flawed perception. In addition, throwing out a reflective question that is not attached to anything evaluative can offer a safe place for individuals to process. For example, you might muse, "You know, I was just thinking of how during my second year of teaching, my energy used to change when I taught one period compared to another. In the first where I liked all the students, they came in and I had such a positive expectancy that I felt like my energy went out into the room and affirmed them all, and in the second, I was so discouraged that when they walked in I would lean back and give them a cold affect. I wonder if I had done better sending an encouraging energy out to that second class, and if it would have gotten them on my side more effectively." And you always have the ace up your sleeve. Each and every teacher has a basic underlying desire for good and excellence. For some it is so buried by fears and confused thinking that is difficult to

> **Two incoming Teachers Two incoming R's**
> During a break in a summer workshop a teacher who had transferred to the school was walking by an elderly janitor. Making conversation the teacher said hello, and seeing that the janitor was very friendly, ask him, "So tell me, what are the students like at this school?" The janitor replied, "What were they like at the school that you came from?" The teacher said that the students there were really immature and unmotivated and needed to be constantly reprimanded or they would not do any work and misbehave. The janitor said to the teacher, "I think you will find them the same here." The teacher said "thanks" and walked on. A bit later, another new teacher transfer came by and engaged the janitor and asked about the students at the school. Again the janitor simply asked the teacher what the students were like at her other school. The teacher said that the students were enjoyable people, really blossomed over the year and responded to being given increasing opportunities by doing wonderful work. The janitor looked at the teacher and said, "I think you will find them the same here."

see, but it is there. And as a leader we need to help those we are leading not just reflect on the R's that they might want to change, but on those that they want to amplify.

Do we need to All get together before We Can Get Moving Up?
A logical question to ask is related to how much unity is necessary to make a sustained movement up the pathway. When I studied and supported a high school undergoing restructuring many years ago, this was a question that was earnestly discussed. The conclusion which was consistent with the literature and is readily confirmed in one's experience is that waiting for everyone may mean waiting forever. We can say that the more connected and aligned our individual R's are as a collective, the more effectively we will function, and the better the conditions for our growth. But as teams learn winning breads a lot of things such as more liking of others on the team, more trust in the leadership, and more momentum and energy.

In the next chapter we will examine the process of supporting the growth of the X's at the school with a special emphasis on instructional leadership. As the X's are our vision played out in action, better practice will be a powerful companion to the process of renewing and improving the living vision at the school.

Add interview content
Add reflections
Add references
    Hershey Blanchard research

Exercise – make sure the vision creation process is explained somewhere as well as the thing we do and don't do.

Exercise – POS and POF activity
Ideas for debriefing and put ups