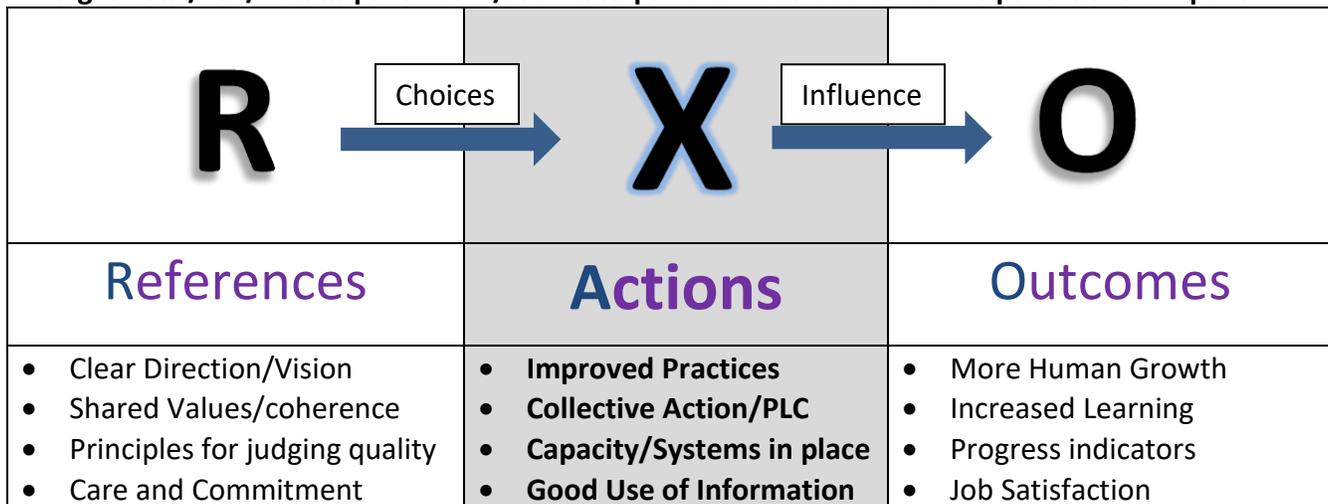


Chapter 8: Instructional Leadership and Facilitating Growth in the X's Used in the School in Your Movement Upward

“In the final analysis, means and ends must cohere because the end is preexistent in the means.”
 – Martin Luther King Jr.

Transformative Leadership in this domain involves the process of supporting the movement of the quality of the practices, policies, programs, routines, and overall actions or X's at the school up the effectiveness roadmap to ever higher levels. The best representation of where a school is on the pathway are the typical X's being used throughout the building each day. So more success equals better X's and vice versa. To create the necessary leadership culture, we will need to include the content and lessons of the preceding chapters. Meaningful change will be best effected in a context of trust, the use of an intentional “meta” by way of a guiding vision and shared quality references/R's, and a focus on building increased capacity and coherence, thus the need to ground the effort in the effectiveness roadmap will be essential.

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



In this chapter, we will explore the idea of improving and evolving practice broadly. Much of the chapter will be devoted the critical area of instructional leadership, and setting our intention and leadership style in this area. This growth and change process inherently involves both a collective and subjective aspect. It will need to involve both the “We” and each individual “I.” As much as possible we will want to conceive change within the context of creating a change culture – a community of growers. So the process of encouraging building-wide better practice and instructional leadership is more about creating the structures of self-direction, capacity for collective growth, and coherence - in other words, a 1-Paradigm intention applied to improvement. Yet we each engage this process at different points. The goals of excellence and personal growth are the same, but the methods used may need to be differentiated based on personal needs and the location of the school on the roadmap currently.

Observation: When we walk into a school, we can listen to a few teachers, observe the practices, look at the walls, and note how we were interacted with by those in the office, and we can (with a little practice) predict with great accuracy the school climate and achievement levels of the school. Just like R's, X's will be an accurate way to classify the paradigm that guides a school.

Some Important Principles to Keep in Mind about X's?

- This book uses the symbol X to represent all actions that are done and/or behaviors exhibited at the school, in and out of the classroom. So that will include instructional practices, methods and strategies in the classroom, as well as routines, patterns, policies, programs, communication, structures, and in general how people act and the dispositions that they project into the environment as a whole.
- All X's are interconnected and will affect one another.
- X's are all actions and exhibitions that result from our R's by way of our choices, they include both what we intend and/or are aware of, and what we do not intend and/or are not aware we are doing. So more self-awareness and intentionality related to our R's is usually related to higher levels of X's.
- Some X's will lead the school or classroom up the pathway to higher levels of function and others will lead it down. By definition, everything "works," so the phrases "well it is working" or "that will not work" are essentially pointless. Every X in every context can be said to work in some logic, so the more valid question to be asked is "what is it (the X) working to produce?" – we might add "in the long-term, to get us where we want to go?"
- We can only control ourselves – our R's and our X's. Our X's will create conditions that influence our students' R's, X's and O's, but we cannot directly control them. We can only choose in each moment how to be and what to do and not do.
- Students have experienced X's from their previous years, previous schools, homes and elsewhere. So they will be used to some X's more than others. So initially in some cases, they will desire more of the same no matter how functional or dysfunctional the previous X's were. But over time ALL students come to appreciate functional and life-affirming X's no matter what they have experienced in the past. And once a student gets used to a world of high level X's they tend to no longer want to tolerate lower level X's if they don't have to.
- Your X's affect me. If you exhibit/practice higher level X's then our school gets better, our students adopt more of a "psychology of success," and when I try to use higher level 1-style practices in my class, they work more efficiently. When you use lower functioning practices (see those that promote a "psychology of failure") then you make my job more difficult and our school less functional.
- R's are the leading indicators of X's, and X's are leading indicators of O/outcomes. So we need to be patient and focus on the process and trust that the results will come.
- The quote from MLK (listed at the top of the chapter) accurately describes the results of our research into school improvement (Shindler et al, 2018). The full quote is "In the final analysis, means and ends must cohere because the end is preexistent in the means, and, ultimately, destructive means cannot bring about constructive ends." Translated into the terminology of this book – *Lower level X's will never get you higher level O/outcomes* (no matter how expertly you do them).

Co-requisites for Changing X's: Trust, Vision, and a Firm Understanding of the Roadmap and What it implies about Quality Practice.

The process of change will by its nature elicit insecurity, suspicion, rationalization, fear, comparison, mistrust and frustration. Change is possible, but the necessary conditions must be in place, or it is unlikely. Just providing what we judge to be valuable information or training, such as offering a professional development workshop on a quality practice, even if it is good stuff and presented expertly, rarely translates into sustained improved practice. If we expect it to without considering all the other factors that need to be present for X's to change, we will most often be disappointed. Let's recall our discussions in the previous three chapters and briefly

reflect on how trust, vision and a firm understanding of the roadmap apply to the process of instructional leadership and improving the X's at the school.

Trust: What most of us learn rather quickly when we enter the field of K-12 education is that in the average school communication is usually indirect and resistance usually takes on a passive form. Few openly question ideas that make them uncomfortable or they see as problematic. But when people leave the public context or meeting and reconnect in private the honest sharing begins. One reason for this is that schools have not been historically structured to be empowering places, and teachers learn not to trust – that the new program this year won't be replaced by another "flavor of the month" next year, that the leader will not lose the optimism of the opening day speech as time goes on, and that the system is not ultimately out to get them.

Developing trust in a 1-Paradigm empowering cultural reality will mean working through some trust issues. We can put ourselves in the shoes of those we are tasked to lead and ask "Why should I trust you (me)? And "Why should I trust that changing my X's will be a good thing for me (them)?" Our earlier discussion on trust (Chapter 6) should be a helpful place to start. But simply asking ourselves what we would need to risk changing can be a useful source of insight. Somewhere on our list would likely be a sense of reliability in the person and the process. Another feature would likely be a sense that it is safe to take chances and make mistakes. And most of us are more open and trusting toward those that are humble and respectful.

Vision: Recall the story of the fox and the hounds in the last chapter. If our school's vision is "your vision" I may not appreciate it, value it, or understand it. But if it is "our vision – in the metaphor, we have all seen the fox (i.e., the higher location on the roadmap), we will approach reflecting upon and improving our practices/policies/procedures/dispositions/X's with a different attitude. Trust, vision, and motivation will always be interdependent. That being said, everyone is unique, and every situation is unique. Depending on where we are on the roadmap literally and/or figuratively, we may need to support the schools growth process with more or less pushing and/or pulling. But growing the "we," the "meta" and the shared vision at the school, unit, classroom, unit, team, department, PLC, SLC, will always be vital to the cause.

Effectiveness Roadmap. "Where would you locate that practice/X on the school effectiveness roadmap?" This question can be asked in a thousand forms, by any member of the school community – leaders, teachers, staff, students, parents, consultants, etc. And when it is asked it represents a commitment to being a professional learning community, the rejection of the status quo, and a sign that the community has the will to be better and the faith that they have the courage to grow. It is at the heart of what Fullan and Quinn (2016) refer to as internal accountability - one of the qualities he calls the "right drivers." It reflects both internal locus of control as well as a growth orientation, and assumes our relationships are built on love and are not so fragile that we would be threatened by a challenging question from someone who cares about us. This question needs to be asked with love (for each individual as well as the school as a community) from those with the most power at the school with the goal of having it be a commonly accepted practice in all realms of the school. When we hear students holding their peers and teacher to high standards, we know that we have come a long way on our growth journey down the pathway.

Examples of this question in other forms:

- Are you being the best version of yourself?
- How is that practice working for you?
- Where would you assess this will lead in the long-run?

Instructional Leadership

The vision cultivation process at the school could be considered the steering wheel, but instructional leadership is the engine. All part of our vehicle will need to work in concert, but the effort will have no power without quality instructional leadership. Over time we will want the nature of the instructional leadership at the school to be defined increasingly by personal growth by way of self-reflection, and support of the collective professional learning community – or a teacher power school. But assuming this reality prematurely can lead to a location in the 3-Paradigm quadrant of the roadmap, and everything that entails. So we need to ground ourselves firmly in where we are, where we are going and what kinds of instructional leadership support is best suited to for our current situation, with our eye on our desired destination.

It will likely be helpful to maintain our foundation in the qualities of the vertical axis of the effectiveness roadmap. So first grounding all efforts in the vision, the “meta,” the big picture intention/R. Second, building capacity – that means putting functional, empowering and connecting structures in place, and giving more ownership and decision making to those who are in the best situation to contribute in any particular domain of the school. Third, committing to placing a high value to coherence – that means leaders ask themselves and others if policies, programs, and common practices are congruent with one another and consistent with where they are going on the roadmap. Finally, can we make the growth and change process as streamlined and efficient as possible – burn out is a real threat to the success of the effort. There is such a thing as too much of a good thing.

Our Leadership Style

Being an effective instructional leader will mean embracing the R’s and X’s of the location on the roadmap that we seek to achieve. Along with the question “what do I need to do . . . ?” We also need to periodically ask, “How do I need to grow?” As you examine Figure 8.x and the rest of this chapter in general, you might ask yourself “If my school is going to reach the destination that we desire, how will I need to change and grow to be the leader that will facilitate the journey?” and “What do I need to learn to do, and what do I need to stop doing?”

(insert Figure 8.x Instructional Leadership Matrix)

A critical factor in our success will be the extent to which we embrace our role as a true leader and coach, as compared to simply a manager, evaluator, coordinator, chair or administrator. We need to embrace the importance of individual and collective growth as the key to why our school will improve and embrace our leadership role and to the extent that we are able become an expert in that area. Like the successful athletic coach, theatrical director, or business leader, we need to know what “good” looks, feels and sounds like and be systematic about how we lead others to higher quality performance. Appendix 8.1 outlines the qualities of classrooms in each of the 4 paradigm quadrants. We need to become expert in knowing what X’s are consistent or not consistent with those characteristic of our desired destination. The book *Transformative Classroom Management* (Shindler, 2009) provides a practical explanation of the different paradigms and explains how to create the 1-Paradigm classroom in detail. We will also examine practice more specifically in chapters 11 (moving up) and 12 (moving over). In many ways the degree to which those in the classroom listen to and respect us will be very much related to our interest level in understanding the demands of teaching and what constitutes quality in the classroom.

Instructional Leadership Style Matrix

Figure 8.x. Instructional Leadership Styles Using the School Paradigm Matrix Across Four Categories – Narrative, Hearts and Minds, Skills and Policies

	Empowerment – Connection	Control - Comparison
High Function – High Capacity - Intentional	<p>1- Paradigm – Empowering</p> <p>Narrative – Every day we are moving up the roadmap to a more solid manifestation of the 1-paradigm, and we are building the capacity through the development of the strengths and efforts of our community.</p> <p>Hearts and Minds – We build community and team structures, high trust levels are intentionally cultivated, growth is the goal for both teachers and students, and we see knowledge as a continuous construction.</p> <p>Skills – Developing 1-Style Classrooms, PBL, Inquiry, Active engagement of PLC structure, and POS promoting practices in all areas of the school.</p> <p>Policy and Organization – Policy is regularly re-aligned and coherent with the evolving school vision to move school forward. Structures are put in place to build capacity and support a teacher-powered school, and reinforce commitments, to meet students’ fullest potential.</p>	<p>2-Paradigm – Managing</p> <p>Narrative – Every day we are becoming more skilled at the implementing the programs and professional development we have chosen, and we have systems in place to make sure that our efforts are consistent and evidence based.</p> <p>Hearts and Minds – We build an efficient school that feels sane and solid. We are committed to all students and the school. We take pride in our school.</p> <p>Skills – Developing 2-Style Classrooms, D.I., Implementing programs with fidelity, Using data to make decisions.</p> <p>Policy and Organization – Policy is in place to create function and order and keep everyone on track. Structures support function and consistency.</p>
Low Function – Low Capacity - Accidental	<p>3- Paradigm – Enabling</p> <p>Narrative – We are all engaged each day in practices that are for students and take into consideration who they are. Good teaching is difficult to define.</p> <p>Hearts and Minds – We all really care about our students. We have pride in our school.</p> <p>Skills – Uneven application of teaching skills, common result is characterized by good intentions that translate into little/uneven student growth and/or positive climate.</p> <p>Policy and Organization – Few policies are in place. The idea that policies are needed is subtly resisted. Those that are adopted are treated as suggestions by most.</p>	<p>4-Paradigm – Coercing</p> <p>Narrative – I will be making sure that everyone implements the programs with fidelity like those who I favor.</p> <p>Hearts and Minds – One day the morale at the school will be better when everyone finally starts doing what they are supposed to do.</p> <p>Skills – Taking control of your classroom. D.I. Focus on directly improving test scores, and whatever works to keep students on task.</p> <p>Policy and Organization – Policies are almost all in response to an existing problem area and are intended to limit liability to risk, and are defined by mistrust.</p>

#1 Roadblock to Improved X's – The Force of Mediocrity and Gravity toward the Mean

Before we explore a series of instructional leadership strategies for moving the X's at the school to higher levels, we need to examine the primary roadblock or antagonistic force discouraging our efforts. It is the quality of mediocrity and the tendency for things to find their way back to the status quo. We have assessed the climate and function level of over 500 schools to date. The most common profile is the low 2 bordering on the 4-Paradigm location on the roadmap. When you examine the essence of that location, you can guess why. The reason that it is so common is because it does not take much courage or vision to exist there. Change starts with an internal and courageous personal yes to something better. If you and the others at the school do not feel compelled to create an empowered 1-Paradigm school, it is likely not going to happen. If you are fine with mostly "do whatever works" 2-Paradigm teacher-centered teaching, you will most likely land at that location as time goes by.

Reflection: Check in on where you are today when it comes to what you love to see and hate to see? What does great instruction look like to you? When you see a 2-style teacher centered class, do you a) admire the control and order or b) see a great amount of wasted potential and an absence of empowerment? Do you love the idea of a self-motivated learner, or do you really enjoy seeing compliant students? Are you OK if the school never changes?

As much as possible, we will want to pull the process toward the positive vision of "better." But in any situation there will be those who are attached to dysfunctional X's and in the words of Don Miguel Ruiz (cite) have made a lot of "agreements with mediocrity." Our agreements with mediocrity are places where our best selves know that we could do better, but we rationalize to ourselves and others why we need to maintain the dysfunctional pattern. So when you imply a better set of X's, the agreements with mediocrity in the room hear criticism of who they are and what they do currently, and their egos sound the alarm that they are being attacked.

Therefore, when you sense the desire of others to pull things back down to "what works for me," the status quo, and what is necessary in the "real world – and all the other rationalizations for mediocrity, you will need to activate you inner resources and skills and work with it constructively. You will need to recognize that person or group for what they are - fearful and insecure and probably at least a little ashamed, even as they may sound outwardly confident and even imply that you and your ideas are the problem. Expect resistance. But also appreciate that moving to a higher level on the roadmap is what that person's best self ultimately desires. So in various forms and contexts our respectful but unapologetic message (and it may just be expressed in your demeanor or subtext) – that you validate their feelings, understand that change is difficult, will support their growth, but you also need to reiterate that the school is moving on a path to better (for their good and good of all members of the school community),

Response to working with Students with challenges at home. Same students. Four different approaches and eventually four different schools.

1-Paradigm We need to stick with our processes and keep our eyes on where we are going so the students learn to trust a 1-Paradigm class.	2-Paradigm We need to use extrinsic reinforcements and comparisons so students learn how to stay on task so they can learn.
3-Paradigm There is not a lot we can change so it is best that we just give students independent work and let them do the best they can.	4-Paradigm Since many students are used to being talked to roughly, shamed and punished, we will need to do that if we are to get results.

and the expectation is that each teacher embraces growth and excellence. The best selves in each person will be inspired by this message. And as time goes on those best selves will patiently and compassionately need to help their agreements with mediocrity stop running their show.

Guiding our X's with Higher Level R's and Guiding Questions

One of our most important jobs as an instructional leader is to help practitioners elevate the R's that they use to make decisions about their X's. Higher level R's will translate into more effective X's. When we analyze our thinking we will recognize that to a great extent it is driven by guiding internal questions (many of them reflect agreements with mediocrity). Being more intentional about the kinds of questions that are running our thinking and choices that become our actions is very useful, especially as educators. If we stop at any point in time and ask a couple questions, the answer will tell us a great deal.

- Are the questions that I am asking myself pulling me up to the higher levels of perception (who I want to be, and what principles I want to live by)? Or are they bringing me down to lower levels of thinking (getting by, coping, and survival)?
- Are my questions playing into my ego's desire to be a victim and see life as happening to me, or are they empowering me to transcend my circumstances?

When we ask different questions, we make different choices and take different actions, solve different problems, and ultimately produce really different outcomes. What we place attention on will grow. Our intention helps us choose where we place our attention. Here is a simple example. Two people experience exactly the same interaction with a difficult person. Person one asks themselves, "why does this always happen to me?" and "what are all the ways that person is stupid and that event was unfair?" Given these guiding questions, where would you expect this person's head to be for the next hour or so? In contrast, person two asks themselves "what can I learn from that interaction?" and "Ok, so what is important now?" Comparing the two sets of question-driven thinking, what would you infer about the kinds of problems each would lead a person to try to solve? Do you hear a growth orientation vs. a victim orientation? Now multiply that kind of processing times the thousands of events in a day for each person.

Now, let's walk through the thoughts of a high functioning classroom. In this classroom X's are a result of a vision or picture of a quality environment. High functioning classrooms are driven by questions related to what actions need to be taken to create that high functioning picture - such as, "How is this practice going to promote more self-responsibility or community, or the skills required to do effective inquiry, or self-evaluation of one's learning, etc.)?" In other words, higher forms of thinking such as quality principles and systems are operating to raise the level of the X's. If the answer to those questions is "yes it will," then the practice is judged to be sound, if the answer is "no it won't," the practice needs to be changed or discarded. For example, I want cooperative learning to be fundamental to my class and at the start of the year I engage the class in a cooperative activity. In this activity, I attempted to build the necessary teamwork skills at the same time I was trying to have the class process some new content. The result is that the results are mixed at best. Some students get the idea of cooperative group skills, and collaboration and for other it is still a new idea. So what is my take-away? If I am asking myself 1-Paradigm classroom R level questions, I might ask, "Is this a worthy practice to pursue?" "Will it get better with more skill development?" "Do I need to focus on easier content for a couple of iterations of the process before I use such challenging content?" Given my answers to these questions, my conclusion is that I need to keep building these skills and help the students reflect on their progress as I do. I decide to add a self-reflection, debriefing activity as well to the end of each cooperative learning activity as some written guidelines about how to execute cooperative roles to help facilitate and speed up the cooperative learning skill development process.

In contrast, in the low functioning classroom the mindset for selecting X's is related to whether the X "works" or not. That may sound pretty sensible. But the R's for what works is usually something related to cleverness, trying to control others and convenience for the teacher – reflecting lower quality thinking. The "what works" R's are essentially unrelated to the creation of high quality results, or a psychology of success – so it does not promote much quality control for making choices about the best X's. Many times I hear teachers use the terms "well it works" to refer to something that they have gotten used to doing or is convenient. The outcomes that this X produces are not very good, but somehow this teacher has created a mental justification (i.e., a probably largely unconscious or ill-conceived R/agreement with mediocrity) that helps them feel okay about doing something that the evidence says is not getting them great results. A common guiding question in a low or middle functioning class would be "Are my students on task and doing what I want them to do?" That sounds practical, but the answer to that question can lead virtually anywhere. And, often it leads to the next even lower quality thought question "what can I do to my students to make they behave?" Usually answers to this question lead to direct interventions that miss the point, deal with symptoms, apply cleverness instead of intelligence, and get long-term results that lead down the roadmap. Examples of these kinds of interventions would include the use of colored cards, student comparisons, busy work, negative recognitions and the regular expressions of disappointment to name a few. The evidence is that these strategies create an ever more dysfunctional climate and an ever great perceived need for more of the dysfunctional strategy/X. Like extrinsic rewards the apparent cure is the problem, and so in this vicious (addiction to mediocrity) cycle more of the problem is needed to create what appears to be desired results such as acceptable levels of control. Sometimes a lot of good X's are mixed with these techniques so it is difficult to see that they are making the teachers job much more difficult and moving the O's down the function pathway. In fact, what is taking place in most classrooms is characterized by both X's that are leading it down and X's that are leading it up the pathway. This is why a sounds set of R's are required, and a corresponding set of high quality promoting guiding questions to use to discern the quality of any potential X. If we do not make intentional use of high quality R's, old habits, the grind of the job and mental gravity will tend to default to the use of lower level guiding questions like "is this working?"

Building Growth Capacity and Structures the Encourage Self-Improvement

Moving up the roadmap means building ever more effective structural capacity to make growth, self-improvement, and collaboration more normal and natural. In the 1-Paradigm location the working assumption is that we have an innate desire to be excellent, grow, and contribute to something larger than ourselves. Having this goal alone will guide us to sensible ideas toward this target. But this section offers a few ideas for building such capacity.

Personal Goal setting

In a very tangible sense we need to move together as a school on our growth journey. Our vision, our target X's, and our collective success mindset will be the tide to raise all boats. But we also need to create a mechanism for all members of the school community, administrators, teachers, and staff to engage in empowered individual self-improvement. A powerful tool to promote the capacity and growth trajectory within the process is to have everyone set personal improvement goals each year. Making the process of goal setting formal implies that as a school we place growth and an internal locus of control as priority R's for ourselves (just like we do for our students).

There are countless models for goal creation. You will want to select or develop one that fits with your school's needs. But here are a few suggestions to consider.

- ❖ The goal setting process needs to be engaged sincerely. If it is seen as a formality, then it will have limited benefit, and will be an indication we have issues with buy-in to the vision..
- ❖ Goals should be challenging – so that means the focus be on the process not the outcome and be defined by how much care, effort and sincerity we put into reach them. We want to reach for excellence so we need to take the element of failure out of the picture.
- ❖ An effective goal setting format produces the best results (See example below, and in Appendix X). The focus should be on solving real problems, stating them in present tense and making them concrete.
- ❖ Identify a number of categories for goals that reflect a range of priorities at the school. For example –
 - Classroom management
 - Motivation or climate
 - Instructional methods and strategies
 - Content area or technological expertise development,
 - Special Needs and or ELL student success
 - Personal or professional growth and development
- ❖ Have teachers set goals for two points in the year. First point, about 6 weeks into the year – with a focus on procedures and initial implementation of structures. Second point, spring when there will be more evidence our efforts have shown results.
- ❖ Make the goals SMART – that is specific, measurable, assessable, assign responsibility and have a time line. We suggest the following process – for each goal:
 - State it in effective goal setting format (see Appendix X).
 - Define the starting point, the problem being addressed, or the current intermediate location of your progress.
 - Potential roadblocks and hurdles
 - How you plan to reach your goal – specific action steps and strategies that imply doing in time (not lists of techniques).
 - Indicators you will have met your goal – as may forms of evidence as possible.
 - Why this goal is a priority focus area at this time.
 - What supports you will need or would request from the school.
 - (optional – note the area of state teacher standards for as many as possible).

Each year, each member of the school community should have formal meeting to discuss 1) how they did in relation to their goals (spring is best), and 2) what their goals are for the coming year (summer or fall is best).

Field Example: One very effective leader in their second year of a turn-around effort had all the teachers in her school create goals. She met with each teacher to review their goals and offer support and ideas. One of the teachers at the school brought to the meeting goals that reflected a minimal interest in self-growth. The principal politely asked the teacher to think about a more meaningful set of goals and rescheduled a meeting for 2 weeks in the future to discuss the new goals.

Leadership as Coaching and Growth Encouragement

The role of leader means that we need to accept a higher level of courage and integrity when it comes to working with others. We are not just leading a process, we are leading people. So setting out and clarifying our own references in this area is essential. Confronting our fears and hesitations will be essential. What principles/R's are we using when we interact person to person? Are we taking on the mantle of "Servant Leader?" Do we see ourselves as a coach? In any case, 1-Paradigm results will require us to embody our role as the facilitator of something larger than ourselves. So we need to be able to authentically believe and say that we are doing our work in the service of the collective's journey and not our own needs for power, compliance or personal gain. Keeping that reference in mind will go a long way to quiet the voices inside us that may lead to fear of confrontation, unworthiness, defensiveness and other ways of playing small.

A useful lens for thinking about building emotional capital among the members of any collective where there is a leader is the concept of 'social frames" (McWhinney, 1999). These are unspoken but assumed implicitly operating two-way agreements that help structure any social body. For teachers in the classroom, remaining aware of one's role in the unspoken adult-child agreements is critical for helping students feel solid, secure and motivated (Shindler, 2009). At the institutional level, when we take on the role of leader, we also step into a similar dynamic. There are a series of unspoken social frames that will define a sense of function, solidness and rightness for adults (See Figure 8.x). The nature of social frames is that they work as a two-way street, each side will implicitly or explicitly expect to receive a response from the other party when they perceive that they have demonstrated their side of the unspoken agreement. There are three of these frames that are most pertinent to our work as change leader. First, when a member of the school community makes a *contribution* to the cause, they expect some *gratitude* from those in the role of leader. Second, when a member is making a substantive *effort*, they expect *recognition*. Third, when a member has shown a significant level of *commitment*, they expect to be given more *responsibility and freedom*. Conversely, when these qualities have been not been demonstrated by a member of the collective, the other members of the team would expect that the corresponding response would logically reflect less of the positive reaction. Like our students we can assume the adults in the school are very sensitive to what they perceive as unfairness and logical inconsistency.

Figure 8.x Adult-Adult leader Social Frames and potential byproducts of Disequilibrium

Member Action or Attitude	Leader Response/Disposition	Byproducts of Disequilibrium
Contribution	Gratitude/Appreciation	If one feels like they are making a contribution but not being appreciated by the leader, they are likely to reduce their motivation to contribute and/or feel conflicted when they feel inspired to share .
Effort	Recognition/Reward	If one feels like they are making a substantive effort and the leader is dismissive, they may be disinclined to maintain their high level of effort, or shift their effort into other venues.
Commitment	Responsibility/Freedom	If one shows commitment and is not given more freedom, it implies that the system is not fair or respectful. But giving freedom to those who have not shown the commitment reflects a betrayal of the social contract to the other members.

Being deliberate about building these frames will be essential to our effort to move the school upward. We want the members of the school community to feel like they are able to express their best selves and share their gifts and know that they are working in an environment defined by appreciation and love. Our goal should be to grow each of these qualities within the individuals and the collective continuously. But as you likely recognize, building these qualities

is consistent with all of the other efforts that we will want to make as we facilitate the journey of the school up the roadmap. We should be looking for ways to trust and give away power and get excited about contributions of others – as the normal condition.

Reflection: Think back on a situation that you have work in where one of these frames was not operating congruently. How did you feel? What did you do to compensate for how you felt?

#2 Roadblock – Unfair Conditions

Just as we will need to cultivate the personal X-for-X 2-way street related to encouraging functional social frames, we will also need to facilitate fairness and dynamic balance to the relationship between increased responsibility and the requisite increased support. Our movement up the roadmap will imply all members of the community raising their games. So that means the active intention on behalf of those in leadership roles to encourage transferring increased levels of power, agency and trust as much as possible/earned. That means that all administration, coordinators, teachers leaders, directors, chairs, department heads, directors finding ways to empower teachers, staff, counselors, volunteers and parents and everyone finding ways to empower the students. But empowerment means more work, more creative and intentional teaching and more time spent collaborating, planning, and in professional development. So to balance out the equation and encourage the desirable experience of being given more responsibility, leaders, especially those in the role of administrator need to support the practical realities that are associated with what it takes for teachers to accommodate, and sustain a higher level of performance. These supports will likely include:

- Smallest class sizes possible
- Optimal number of adults in the classrooms
- Sufficient time for those adults to plan and fulfill their potential as a professional learning community.
- Special Education teachers in adequate numbers (and in the classroom if the commitment of the school is to inclusion, and/or with adequate ratios in pull out situations)
- Having an adequate number of counselors who have enough time to work with the social and emotional, community building, personal crisis and school climate issues of the school as well as other duties such as scheduling or case management.
- A discipline system that encourages teachers to develop the skills to solve their own classroom issues, but also recognizes that for the good of the whole, students who choose to cross “the line” (see Figure 11.x) are removed or given consequence like detention to encourage them to be accountable for the schools’ social contract. And leadership supports the teacher when they have done their job in the way that makes the most sense, given the policies chosen.
- Leaders having the backs of teachers and staff who have done their jobs in the face of criticism by parents, public, students, staff, or others.
- Raising funds to pay for support, specialist and counselor positions and partnering with agencies that provide extra support personnel for priority initiatives.

Supportive Personal Interactions

Much of our success facilitating the movement of the collective up the roadmap will be our ability to connect personally with each individual and support their distinct growth process. We all need to find our style based on our gifts and personalities. And for some of us personal interactions come more naturally, but there are common skill-based/X elements to being successful in our human interactions with others. Some may come more easily, and others may require us to stretch. But if we do appreciate their value/R and recognize them as helpful to our

overall success, we need to make an effort to make them habitual parts of our job. The following is a list of leadership skills and practices to aspire to when working with others.

- **Be transparent** and honest and let others know where you are coming from. So let your agenda be as clear and open as possible. Honesty breeds more honesty and hidden agendas breed more hidden agendas.
- **Ask don't tell.** In the 1-Paradigm, our job is to encourage a process of reflection and growth. High quality reflection questions give others a chance to take control of their own growth process, and they send a message of respect. Often just telling can send a disempowering message.
- **It's OK to be straightforward.** Questions are better in most cases, but if there is a direct message that needs to be sent, it should be sent without the need to apologize. If the school needs something to happen (i.e., people to be on time, certain words not be used, responsibilities to be met, etc.) we do not need to either add unhelpful emotion (i.e., enabling or shaming), or any more explanation than is necessary, we can simply provide that information to others in the name of the collective.
- **I-Messages.** If we personally are not good with what someone else is doing, we might employ what Thomas Gordon (19xx) refers to as I-messages. We can simply state that we want or need something, are not OK with something, or are having a reaction to something. Here we are speaking for ourselves, trusting the other person will appreciate our experience and consider it respectfully as we would if they shared such a message. Examples include: "I am not OK with everyone focused on their cell phone during meetings, I feel it is ... Would it be OK if we assumed no cell phone for the hour? Or "My favorite part of this job is..." Or "I cannot think of a great way to say this, so let me try to do my best..."
- **Be generous with "Put-Ups".** Find places to positively recognize others in public and private. But become an expert in understanding the difference between positive recognitions and personal praise (See Figure 8.x below). In both the classroom between teacher and student, and between adults where one is in the role of encouraging growth, positive recognitions are better in many ways. Where praise says "I like you because you are doing what I like," positive recognitions say "I see you are choosing excellence and I want to let you know I see your success in that effort." If it helps give yourself a target for how many put ups you share in a day.
- **Go Door-to-door, Get out there.** Some leaders walk in the room and everyone stiffens. Others walk in and everyone smiles. Here are ideas to help you be the second one.
 - Come in with a smile and easy energy. Blend in.
 - Have your hands free. Put anything that you were carrying down near the door.
 - Get involved in what the students are doing. Ask them about their work or assist them if that is what makes sense.
 - Start looking for ways to be curious, encourage students, connect personally with the students and the teacher.
 - There is no need to always find things to positively recognize, but when it makes sense look for things to positively recognize (evidence of 1-Paradigm teaching or student work) in the moment or later in an email or future conversation.
 - Say "goodbye" and "thank you" (even if it is silently) with an affirming smile.
- **Critique face to face.** Show respect by projecting the assumption that other teachers and staff are adults. But also assume that we all have egos and don't like to be criticized. So try to never share bad news or be personally critical in public or impersonally. We need to share evaluative and corrective feedback face to face when possible. In a recent study (site) it was found that 70% of administrators feared talking to teachers about their performance. It is understandable, but it is a hurdle leaders need to get past. And if we

get used to creating and projecting “safe honesty” the potential causes of the common fear should be diminished. This is a great place to practice trusting (rather than fearful) leadership X’s and big step in the overall movement up the roadmap.. Here are some ideas for creating “safe honesty” and make the difficult talks more effective.

- Start with connection. Even small talk. Send the message you are on their side.
- Lead with positives. End on a hopeful note.
- Guide the conversation as much as possible with questions, i.e., ask don’t tell.
- Keep the subtext that both of you are part of the team, and the job is for the team to grow and get better every day – i.e., “What is good for students?”
- Listen attentively and acknowledge feelings and perceptions - even victim stories and excuses. But steer things back to what is important now. What will it take to get good results for everyone?
- Listen from a place of gratitude for all this person does each day, the effort they make and the difficulty of the job. And know that they long to be excellent and to experience self-respect. Say “thank you” from your heart and not as a formality or a strategy.
- Ask how you can be supportive and of service.

Figure 8.x Comparison of Positive Recognition and Praise with Examples of Each

	Positive Recognitions	Personal Praise
Characteristics	<ul style="list-style-type: none"> • Focuses on the actions, effort, and/or choices not person • About the other’s goals • Criterion Referenced/quality-focus • Concrete informational • 1-Paradigm practice 	<ul style="list-style-type: none"> • Focus on the person more than action or the effort • About what we liked • Norm Referenced/comparison-focus • General and abstract • 2-Paradigm practice
Examples	<p>“I am seeing so many of your students”</p> <p>“It was cool how you stayed with that student and helped them”</p> <p>“I see so much evidence of student voice on your walls.”</p> <p>“You are so expert at”</p>	<p>“You are one of our best teachers”</p> <p>“I like how you are following our schools policy for”</p> <p>“Your progress makes me so happy”</p> <p>“You’re ___ is better than ___’s”</p>
Effects	<ul style="list-style-type: none"> • Encourages intrinsic motivation • Encourages growth mindset • Empowers and creates agency and self-confidence. 	<ul style="list-style-type: none"> • Encourages extrinsic motivation • Encourages fixed-ability mindset. • Manipulates and creates dependency and insecurity

- **Consider the other side.** Actions that can seem to make sense to us from our side can often be experienced negatively for others. We may have a good reason such as expediency, good intentions, etc. But it is good to ask, what if I was on the other end of that interaction, how would I feel? I offer some strategies to avoid and alternatives.

Strategies to Avoid	Better Alternatives
Hit and run emails. Where we load up a lot of demands or criticisms and send it without notice.	Let others know you are going to send loaded emails and explain why you are doing it. Or just don’t do it.
Using superficial and/or manipulative techniques when communicating. Saying one thing with words and another with non-verbals.	Be authentic. Express congruence between what you are saying and what you are intending. Share how you feel if necessary.
Passive aggressiveness. For example showing false approval in a face to face interaction, and	Be honest. It will be necessary to make distinctions between the person and the words. Honor the

Team Wins

Among the most powerful events that can occur at a school for encouraging the movement up the improvement pathway are “team wins.” These are times when two or more teachers or students do something collaboratively that shows evidence that they have grown in essential skills, understandings and/or awareness. Team wins promote the essence of the 1-Paradigm – connection, mutual trust, and a sense of self-efficacy. And they are intrinsically satisfying in ways that external rewards or praise can never be.

then later bashing the person or punishing them indirectly.	person, express solidarity with them, be a friend, empathize, but also let them know that you cannot agree with or support what they said or did.
Cont.	

Structures that Encourage Maximum Capacity - Collaboration, Reflection, Intentional Practice, and a Professional Learning Community

The term professional learning community (PLC) is gaining wider use recently. And that is a positive development. Being or becoming a 1-Paradigm institution will require that we embrace this idea in both a practical as well as ideological sense. To encourage higher quality X's, we will need to use multiple means to encourage higher level and collectively shared R's. The PLC structure can be a powerful contributor. Moreover, to create the sense of community and team among our faculty and staff the PLC format can encourage meaningful ways to accomplish a precious commodity – team wins. When we collaborate on something that is new and feel a sense of success and pride, we bond in a powerful way. And that positive feeling and result reinforces us to use that same process again in the future with more confidence.

In the research into school change and restructuring (cite), the factor that tends to come up as the number one contributor to successful change is time – teachers have formal opportunities to learn, collaborate, share and plan outside their regular planning time. Without the reflective phase in our work, our doing becomes stale and repetitive and we are set up for burn out. So knowing this, moving up the roadmap implies building in time for teachers and staff to collaborate, share ideas, and generate innovative instructional plans.

Recall our discussion of process vs outcome values in chapter seven. Understanding where we are in our progress toward a target product outcome (i.e., suspension rates, or meeting

proficiency on a test, etc.) will have some value. But it will not do much to encourage growth or excellence. Yet, when we have a clear set of valued processes (i.e., instructional skills, problems to solve, implementing a high quality strategy, etc.) that we are attempting to cultivate into our practice we have material that we can share, analyze, learn from one another, recognize our growth, and incorporate up to the second evidence of how it is going in our classrooms. Not only does the regular opportunity to share and process our progress toward “better” lead to better, it is hugely satisfying.

There are a wide range of models for building your PLC structure. You will want to find the one that best fits your school’s needs. But here are some suggestions.

- ❖ Select at least one unit for the primary location for collaboration. If you want to encourage integration across grade levels, you may want to use grade level as your unit. If you want to encourage subject matter continuity as your unit, you may want to use the subject matter or department the unit. It can work to use both, but you need to select one as the primary.
- ❖ PLC meetings should be well-planned, and have a leader with an agenda and objectives for the meeting. But the rule should be that the highest priority content is processed at some point, so encourage faculty to articulate their concerns as formal agenda items.
- ❖ Encourage evidence-based thinking. But use a broad and holistic definition of evidence. In addition to any quantitative data include informal surveys, student input, teacher observations (encourage action research by all), and most importantly the consensus evidence of what students levels of knowledge, skills and dispositions – especially when it comes to the schools core R values (such as the building internal locus of control, a growth orientation and community). See table 8.x below.
- ❖ It will likely be a challenge for the one making the school schedule, but it will make the process of collaboration much more impactful if teachers in the same unit can have the same period off (such as all 6th grade teachers have 5th period PLC meeting, or all 3rd grade teachers have a recess and a special once a week for their PLC meeting).
- ❖ Build in substantive time in professional development days to be devoted to planning and innovation, and if applicable applying the ideas from any workshop or presentation.
- ❖ Encourage teachers to create interactive presentations to their PLC’s.
- ❖ Provide substitute-time or encourage teachers to use some of their prep periods to observe their peers.

Figure 8.x Example Evidence of Progress toward Our Process Values

Specific Collectively agreed up Process Value	Evidence-Based Progress
Students feel empowered and value asking questions	We are holding the line on our strategy to ask them to restate. They are asking more clarifying questions before the task. We are having to answer fewer procedural questions once activities have begun. Etc.
We want students to feel a sense of community and belonging.	We are using less competitive structures in our class. Students are less concerned with who they are assigned to work with. Students are more attentive to one another when they are sharing. Etc..

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Promoting a true PLC includes both a clear grounding in the mission, principles and defining practices of the target roadmap location, as well as the continual effort to be more effective in that mission. So, our foundational and ongoing guiding task in a PCL will be to cultivate the collectively held R – i.e., “We are a professional learning community that takes pride in being innovative and honing our expertise through a process of reflective practice and collaborative examination.” And. In addition, we need to build in the structural capacity that makes those ingredients likely. When the everyday normal X’s at the school include teachers striving to meet the goals that they have set for themselves, and trusting that they have a mechanism to innovate and share, we have an empowered faculty. Yet, as you recall from our discussion of trust earlier, another important piece is to make sure that teachers are able to contribute in ways that make the most sense and that there is a sense of fairness. We are in this together. So the rising tide – i.e., higher quality R’s and X’s will raise all boats, and conversely, those who neglect their responsibilities to the whole undermine the integrity of the social contract and can potentially pull things downward. So each PLC needs to feel internally responsible to grow and hold one another to the standards that they have set for the group.

Working with Teachers at Different Levels of Skill and Disposition

Teachers vary widely in terms of who they are and where they are in their professional journey. They have unique personalities and learning style needs (see Table 7.x related to learning style difference). They have different intentions for what they are trying to create in their classrooms (See Appendix 8.1 – teaching style matrix). Depending on where they went to school or have worked previously, they will have a wide range of what they conceive as “school.” We could add countless more variable to the list as well. Our job is to encourage a growth culture and collective and individual learning opportunities for all of those we are asked to support so that each educator and each student in our school meets their full potential.

We know from decades of research into teacher development (cite) and situational leadership that when it comes to instructional coaching, we need to consider where they are and adjust our leadership style based on each teachers’ levels of 1) commitment and effort, and 2) knowledge and skills. Table 8.x outlines a range of levels (A-F) for where any teacher at any given time could be classified on those two continua.

Caution: If we feel solid in our belief that all humans have equal value, and no one is inherently better than anyone else, we will not confuse our task here. The intention of classifying levels is to provide a lens to help all teachers become more effective. We want all teachers to reach their full potential and be excellent – and not another taxonomy for judging other’s worth. There is an A teacher in everyone.

Figure 8.x Descriptions of 5 levels of dispositions and 5 levels of skill sets that any teacher may possess at any time.

	Dispositions/Effort	Skills/Knowledge
A Level Exemplar	D:A – Committed to creating a high function, student-centered 1-Style Classroom Community. And being a good teammate and leader in the school.	S:A – Confident in the use of 1-Style classroom practices, cooperative and PBL learning, inquiry and can explain what and how they can do it.
B Level	D:B – Motivated to be a good teacher	S:B – Has facility with lots of sound

Contributor	and be part of the solution.	practices that engage students and promote real learnings and a positive classroom.
C Level Under the radar	D:C – Open to ideas for improvement. Congenial with students and the other members of the faculty.	S:C – Uses many strategies that “work” in some reasonable sense. Keep students engaged.
D Level Limiting Movement Up	D:D – Set in their not very effective ways. See students as the cause of their problems. Prefer to work on their own.	S:D – Use a lot of ineffective, reactive, or randomly related strategies that occasionally produce some learning or order, including a lot of 3 and 4-Style practices.
E Level Red Flag	D:E – Resistant to change. Low self awareness. Stuck in victim mode.	S:E – Most practices are an attempt to get through the day and cope or react to external issues. 4-Style or 3-Style.

D:A = Disposition level A, S:B = Skill level B, etc

We may be in a school with mostly A and B level teachers, or one where they are mostly C and D. We start from where we are, and where they are. Just like our teachers, what we can do today will likely be different based on who we are working with, but the basic roadmap and the pathway will be the same. We are just on different places on the pathway. But our goal is always moving up, individually and collectively.

Table 8.x Differential Leadership Needs for Teachers at Different Levels of Disposition/effort (D) levels and Skill/Knowledge (S) Levels

	Higher Disposition and Effort (D: A's and B's)	Lower Commitment and Effort (D: C's, D's, and E's)
Higher Skills and Knowledge (S: A's and B's)	<ul style="list-style-type: none"> ✓ Trust and Responsibility ✓ A chance to share what they do and coach others – teacher leadership roles. ✓ Encouraged to take risks and stretch. ✓ Seek out new initiatives to bring to the school. ✓ Enlist them in data analysis and change efforts 	<ul style="list-style-type: none"> ✓ Sincere use of the goal setting process ✓ A structure to share skill expertise ✓ Sell them on the vision
Lower Skill and Knowledge (S: C's, D's, and E's)	<ul style="list-style-type: none"> ✓ Information ✓ Access to training ✓ Focus on growth and progress ✓ A mentor teacher ✓ Opportunities to observe in high function classrooms 	<ul style="list-style-type: none"> ✓ An individualized improvement plan ✓ Including goals and resources ✓ A mentor teacher ✓ A few practical strategies at a time to focus upon – with support ✓ Observation in high function classrooms ✓ Reasonable plateaus/stages for growth and self-assessment.

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Participation and accountability to the school-wide social contract and collective policies need to be uniform for all members of the school community. Likewise messages from those in positions of leadership needs to encourage the sense of team, the collective journey, and the value of interdependence – we all need each other to achieve our vision. But within the school community, individuals will have their own personal and professional growth needs. As a leader recognizing those needs and determining the best support for each individual teacher and staff member will lead to the most desirable results and feel the most fair and congruent to those involved.

If we were to create a short-hand process for providing each teacher the support that was best suited to their growth needs, we could assign teachers as either high or low skilled and either high or low dispositions and effort level. The result is a 2x2 matrix resulting in four combinations as shown in figure 8.x. For each of the four possible combinations, a corresponding set of distinct individualized leadership supports would be called for.

- Teachers who are high (A's and B's) in both disposition and skill levels need to feel valued and have their effort and commitment recognized by leadership. If it is, their efforts are validated and their need to grow and emerge is met, if it is not, they may be included to reduce their effort levels and find other venues to expand their talents. They also need to be given copious opportunities to share what they know and what they do, both for their personal benefit and for the benefit of everyone else. We also recommend that your school vision or school leadership committee (whatever you name the committee that processes school-wide data and engages in strategic planning) include a good representation of teachers who have bought into and can operationalize the 1-Style classroom values/R's and strategies/X's.
- Teachers with a relatively high level of skill and a low level of commitment needs a reason to join the cause. Sometimes this can be accomplished by enlisting them into vital committees or having them share in their PLC. Sometimes it will require a member of the leadership team to sell them on the value and opportunities in being more invested. Often this person has lost faith in the leadership or the school. personally reaching out and finding out how they could have their faith renewed is usually necessary.
- Teachers with a relatively low level of skill and a high level of commitment needs resources for growth. They should be given a mentor who can model the kinds of practices that define the school's desired effectiveness roadmap destination. It is better to have the same 1-Paradigm mentor for all of these teachers than to assume that any experienced teacher will be an effective mentor/model. Provide this teacher with written resources that explain the kind of pedagogy that characterizes the target. Send them to trainings related to high quality practices. Ask them what they need to become confident with 1-Paradigm teaching.
- Teachers who currently demonstrate relatively low levels of both skill and commitment will benefit from all the school-wide growth structures (i.e., goal setting, professional development, PLC structure, etc.) but will require an additional level of support as well. It will be advisable to provide these teachers a devoted mentor, and/or instructional leader. Advice that is broad and general will likely be ineffective. When working with the low D/low S profile we will want to see our job as "teacher building." That means we need to operationalize both the "what to do" and "why we do it" part of the job. Scheduling opportunities for these teachers to observe high performing teachers will be valuable, but the process should include as much as possible 1) an explanation by the mentor

teacher what they were intending and why, and 2) the opportunity for the emerging teacher to ask questions about what they observed. Things need to be broken down so the improvement process can be engaged in pieces, stages and steps and then brought back to the big picture such as moving up, creating more POS, and/or building toward a PBL classroom, as examples. Change for the teachers in this quadrant will represent a challenge for the school community. Letting go of well-worn agreements with mediocrity/R's and the ineffective X's that they have spawned will take time. But neglecting these teachers will represent both a symbolic act of betrayal of the mission, and a practical act of pulling down the aggregate X' quality at the school. So stick with them.

Figure 7.x/8.x Why Do We Change our R's and X's

- Because it makes a lot of sense to change
- Because I have seen it work
- Because I want to be part of what seems to be a good cause
- Because people I trust have encouraged me and assured me of its value
- Because I now have new information
- Because I want to avoid something negative or maintain my survival
- Because conditions have changed in my life

Reasons and paths to improving X's will vary with each individual. Recall Figure 7.x related to the reasons that people change. Insights and revelations can come in all sorts of forms and in many cases just trying something new can lead to liking a practice that we did not believe would work. So we need to trust that humans will eventually come to appreciate better for both the good of others as well as their own job satisfaction. So over time if we are able to make our vision/roadmap destination concrete operational and attractive, we should feel the movement and buy-in. As we discussed in the previous chapter we need to encourage trust in our process values and evolve a deeper understanding of what leading and teaching looks like at our desired destination. It will help to use the reflective lens, "is what I am doing consistent with 1) who I want to be, 2) how I want to teach, and 3) where our school is going." If we have created and posted a written list that helps make the progress and growth promoting, versus growth limiting X's, classification process operational and concrete it will be highly useful. It may take the form of our school's "things we do" and "things we don't do," list, or a chart classifying practices that promote a psychology of success and those that undermine it, or you can use tables from this book or other resources to encourage the classification process. Figure 8.x below includes a sample of some of the practices that would fall on either side of our chart.

Figure 8.x A Sample of X's that will lead us either up the pathway or down it.

Pedagogy that will lead us up the function pathway	Pedagogy that will lead us down the function pathway
<ul style="list-style-type: none"> • Process assessment • Inquiry and DI depending on the target area • Skill building in cooperative learning • Social Contracts • Community building activities • Creating conditions for learning • Liberating practices 	<ul style="list-style-type: none"> • Comparison in assessment • Lecture and test • Worksheets without clear intentions • Colored card charts • Gimmicks • Reward systems • Trying to directly control others with external means (never works by the way). • Domesticating practices

Applied Organizational Policy

In the high function school, policy is applied as a useful, practical set of rules that are generally agreed upon that help the school reach its highest quality O's and are grounded in its guiding vision. When you find your policies taking on a reactive or punitive character they need to be re-examined. It is probably most efficient to consider effective policy within the lens of the vertical axis qualities. So we might ask ourselves five questions when creating or evaluating a policy:

1. Is the policy a reflection of our "meta"/intention and highest quality R's and the roadmap destination that we desire?
2. Is the policy coherent with both your vision and all the other desirable X's including other policies, programs and practices?
3. Does the policy address a real problem or just a symptom?
4. Does the policy encourage the capacity for continued growth in the long-term?
5. Does evidence suggest that the policy is encouraging the outcomes intended in the near and long-term?

1. **Vision and Destination Driven.** Do we see our mission in our policy? For example, if our vision implies a value for student empowerment, our policies need to encourage that. You might need to operationally define what is meant in your vision or mission if you are using phrases like "global citizen," "21st century learner," "college-ready," or "student-centered environment," or other terms that can be defined many ways depending on who is defining them. What specifically are you trying to create? Then look at your policies and see if they are aligned.

I witnessed a positive example of putting this principle into action a few years ago. Don, the principal of an Inland Empire HS was committed to being a 1-Paradigm school. So when it was time to make a policy around gum chewing, he used the mission of the school to develop the policy. At the core of the school's mission was for students to be self-responsible (at this school it meant acting like college students). So he made them a deal, if he saw gum around the school, he would make a "no gum" on campus policy, but if not they could be trusted. As time went on there was no gum being discarded around the school, so the policy remained chew gum responsibly.

2. **Coherent with Other R's and X's.** It may take a closer examination, but you may find what most schools realize and that is that many of your policies are in conflict. The realization usually goes something like this "we are used to ____ because it makes sense, but we are supposed to ____ based on our policy." If the policy is from a district or state and is not optional then work with it as a given as you work toward your own vision. But what appears as hypocrisy or insensitivity will quickly dissipate your efforts toward trust and shared values.

Examine the following X's at the school – Teacher evaluation and retention system, professional development agenda, discipline system, strategic planning process, student evaluation and assessment practices, and budget allocations. Do they reflect alignment with your schools mission and vision? Are they congruent with one another and your desired destination?

3. **Real Problem or Symptom.** In the next chapter we will explore more fully the problems with solving symptoms as opposed to the real problems. Solving real problems is first about examining the operating R's within the problem context and then examining how well the currently used X's are working to meet the needs of the situation. Solving real problems is almost always about changing what we do. But trying to solve symptoms with a policy usually results in an ineffective policy that causes a whole new set of unintended problems.

One example of this is adopting a no-suspension policies that are well intended, but exacerbate and compound the original classroom discipline issues over time. Another

example is the principal who is unhappy with how some teachers were getting to school late, so implemented a policy where all teachers needed to clock in and clock out anytime they left the building. The R's that was sent was that teachers were not professionals and could not be trusted. The location of the school dropped down a notch on the pathway, but fewer teachers were late. Would you judge it was worth it?

4. **Does it Build Capacity?** Many policies and X's can "work" in the short-term and effect the movement of a lower performing school up the roadmap to the middle location. But in many cases these X's have a limiting effect on the growth potential of the school, its staff and its students. The X's that are encouraged in one's discipline system are especially defining to the growth potential. We will explore these "plateau" producing practices when we discuss moving up from the lower locations of the roadmap in Chapter 11. But usually they imply direct control over others, extrinsic reinforcements, focus on modifying symptoms, and are based in short term results. All of these qualities will limit the long term growth and capacity of a person or institution.

5. **Long-Term Results.** A vision driven school is patient. The logic in the 1-Paradigm is to trust the process and eventually the results will follow. Some policies are simply about efficiency or procedural expediency. All schools need countless policies for program-level matters. A lack of efficiency is a limitation to the schools movement potential - we can overload the system with too many policies. But just because the outgrowth of a policy is not perfect today does not mean it is not a good policy. Sometimes a school needs to grow into a new location on the roadmap by way of some messiness and a few growing pains, because the destination is worth the trouble.

Examples of this patience and faith in a vision are the schools that commit to implementing student-led conferences for the first time. In nearly every case I have witnessed or heard about, initially the practice did not go very well. Many people questioned the policy and if the school's students were ready for something requiring that level of self-responsibility. But when the school stayed with it, within a couple iterations their results were exciting. The policy reflected the intended results, enhanced the school, and moved them further up the roadmap. But in all cases the pay-off required commitment through the early struggles.

Figure 8.x List of Policies Creation Principles that Will Either Move Us Up or Down the Function Continuum.

Policy that will lead us up the function pathway	Policy that will lead us down the function pathway
<ul style="list-style-type: none"> • Policy (primarily) driven by school vision • Process-oriented performance evaluation based on school values. • Systematic teachers collaboration process • Parent role = resource in school, and consumer of information. • Standards = a reflection of an intention curriculum integrity, benchmarking, sequencing process. • 	<ul style="list-style-type: none"> • Policy (primarily) driven by external mandates or reactions to negative events Product-oriented performance evaluation based on external criteria • Parent role = outsourcing of discipline (i.e., phone calls intended to appeal to their authority over student). • Standards = assumed that adoption is an end in itself, or that following standards will in itself lead to quality learning. •

Program Coherence and Purpose

Like policies, determining the fit or efficacy of a program will entail asking ourselves a few essential questions:

- Will this program support our movement up the effectiveness roadmap to our desired location? In other words, is it aligned with our meta/vision?
- Does the program fit with the best X's we are encouraging folks to use currently? In other words is it congruent and coherent?
- Does the program imply a long-term and plateau-free trajectory? Or is it a quick fix?
- Does it solve a real problem, meet a fundamental need? And support the work of adults in a way that they will appreciate?
- Will it be good for the high/high teachers as well as everyone else? Or will some teachers have to lower their games to be able to execute the program?

Programs should be resources to help adult professional be more effective in the ways that encourages excellence and growth. Yes, some teachers for some reasons will be better with a script. But that should not be the rule. The 2-Paradigm is defined by program fidelity. If this is your goal, encouraging the faithful implementation of your chosen programs will be important. If a 1-Paradigm location and school culture is your goal, programs need to be given their place – programs serve the people and their vision. People are the authority, and programs are among their tools.

All programs were created by humans with some expertise as well as some limited understanding. Some are excellent. Others are not. Some have a 1-Paradigm location end implied within them. Others imply locations all over the roadmap. So it is helpful to keep in mind that the content in some programs could have a limiting influence on your growth. And programs that may benefit one teacher may limit another. This is an area where the role of leader requires the mindset of skeptic and protector and requires research, consultation and discernment.

What We are Exposed to from Professional Development and Written Sources

When approaching the idea of professional development (PD), as with considering programs, we need to begin with the idea that some of it will do wonders helping us move upward, some will move us only sideways and some can actually lead us down and do a lot of damage to our R's and X's. If I said, I think your son or daughter needs to spend more time hanging around with other kids, you would probably think to yourself, "well it depends on who those kids were." Same is true for PD. As we become more clear on what it will take to move our school up the pathway, we will become increasingly astute in our assessment of the kinds of influences that we will want to bring into our school. We will certainly want to tell the person pedaling colored cards, behaviorist-driven systems like token economies and reward systems no thank you.

We may want to encourage the reading of a book per year and use it to structure some of the PD. We may want to empower our teacher leaders to run the PD. We may want to have a lot of faculty share their progress in a certain area. For example we may have a theme for the month, i.e., "how I created higher levels of student engagement without bribes." And then asked faculty to take 5 minutes to share what they did that month. Nothing will cement in an X like teaching it! We know that from our experience. Reading or hearing about it is good, seeing it is better and teaching it is the best.

Part of a 1-Paradigm culture is to see PD as an ongoing organic process. A high quantity of it should be structured into the PLC activities. But for teachers with the most enthusiasm for growth PD should be something they own for themselves. Sharing ideas should be encouraged

as the norm. Focusing activities like classifying by effect on POS will help maintain quality control and movement in the right direction on the roadmap, but ownership of one's growth is what excellent professionals do, so would be the expectation of a 1-Paradigm culture. The job of leadership is to bring resources to the school or the teachers to resources involve an expense that the school should own.

Mandate connected R's and X's by how we evaluate

The faculty evaluation process is a profound opportunity to "walk the walk" with our R's. If we are using an evaluation framework that does not imply a 1-paradigm form of practice and/or we are not engaging faculty members in self-reflection and personal goal setting we are missing a golden opportunity.

If we are able to create criteria for teacher evaluation that are consistent with our vision, our quality X's list, and the development of a psychology of success, then we should. This is a great place to take advantage of the benefits of a committee. If we have been mandated by the district to use a framework we might want to find a way to supplement it. If your district is using the framework from Charlotte Danielson (ref), you should see solid alignment with a 1-paradigm school R.

Selecting Shared R's by who is Hired

When we have an opportunity to hire a new member of the community, we will want to be sure that their R's are a good match from the start. Ask yourself throughout the process, "If this person stayed in their job for the rest of their career would I feel good about this hire?" Given your vision statement, are they able to communicate why the school is a good fit? If you have a "things that we do" and "things we don't do" at the school list, how do they react to it?

Beware of investigating the R's of a potential new hire with broad general terms. Words like positive, best practices, effective, responsible, engagement, rigorous, and others like them are too vague and can mean vastly different things to different people. So listen first to how they talk about their ideal classroom, especially what they would do on a typical day? If they have dispositions/R's that are a good fit, but have been in contexts where their X's have not been what you see as target level, I would not disqualify them – R's trump X's usually. But they should understand what you are about and what good/desirable/acceptable X's look like at your school. But hire mis-aligned R's at your peril.

Culture, routine and rituals

The culture in a school will be defined by the tens of thousands of little things that people do each day – all of the X's. There is rarely one powerful or charismatic enough in a school to prescribe or convince everyone to create a high functioning culture, if it had not previously existed or was not in the DNA of the current teachers. So the only way that it will happen is systematically cultivating a clear set of R's that we share and guide us. Routines and rituals have both a symbolic as well as practical function in cultivating our shared R's by way of shared X's.

Symbolically, our routines and rituals define the "the kinds of things we do here." They tell us what is most important and by extension imply our priorities. Do we intentionally put time into bonding and team building? Most schools who want to embody the 1-Paradigm create multiple ways of bonding the students into teams and giving teachers ways to build connections. These activities make the statement that connection and community are intentional priorities. Likewise, applying a 1-Paradigm mindset, when it comes to the ways we ask faculty and staff to spend

their time, we would ask a couple of guiding questions. First, what does the content of this meeting say about what we think is important at our school? Second, is this the best use of time for everyone here?

On a practical level, rituals create habits and patterns of action. So as we have discussed with other areas of the change process and how R's and X's are related, just doing something a lot can help us appreciate it more (e.g., communication, sharing, getting to know others, etc), like it more because we get more confident in the practice (e.g., exercise, games, meditation, writing, etc), or have something to share with others who engage in the same activity (e.g., a new effort, the progress of a team, an ongoing dialogue, etc.). So just doing 1-Paradigm activities can encourage the growth of 1-Paradigm references (i.e., values, habits of mind, beliefs, perception of normal, etc.). Take the example of the school that is committed to having their students take part in service learning. That starts with an R, but once the students experience the activity, they see that X as a part of what defines the school – “because I regularly take part in activity X, I assume that that is an R for the school.”

Routines help us with the programmatic level of function. We want to routinize those things that will make our lives less complicated and awkward. Where can we bring in efficiency to promote ease? In the classroom, it pays to ask ourselves the question, “What can I routinize with the students’ taking charge and ownership?” This is a question that leads to higher level R's and X's. We want efficiency and we want students to get in the habit of and feel the enjoyment of contributing.

Rituals bring us together and connect our individual R's. They define who we R to a great degree. For some faculties, just being given the informal opportunity to bond can promote more community. For other faculties, bonding will require intentional team building. It is just easier to stay in our own spaces, especially given the isolating affect of technology. So efforts to bond faculty and students needs to be systematic and may need to encourage folks out of their comfort zones. Leadership means pushing past comfort to what is in others best interest.

At one higher performing urban public school, team building takes place early and often. There are numerous student team competitions that are ongoing. These activities bring a lively energy to the school day, and provide opportunities for that precious “team win” experience for all students and adults. But do consider the necessary features of a “healthy competition.” (See transformativeclassroom.com for an explanation). Essentially we need to keep the hype high and the rewards insignificant. The point is doing something healthy (making a poster, or plan, or finding the most ____, or having the most participation in ____, etc) in teams and bonding as a team (advisory group, period 3 class, graduation class, etc.). The goal of the competition should be fun, belonging, contribution, highlighting multiple gifts, showing spirit, bonding student-student and student-teacher). When the prize is substantive or the competition rewards the most advantaged students, it will undermine the desired goals.

Class meetings and ongoing support groups are a potentially useful ritual. Class meetings should be used for specific purposes, be led by someone who is well trained, and have very defined rules. Once expertise is developed, even students can run their own meetings. But I would suggest, students are introduced to the idea by way of quick collective decision making activities in the classroom. Processing feelings and concerns needs to come after the group has a skill base for being able to listen, share and act respectfully with the collective good in mind. That may take a few iterations of the process to cultivate.

The content and quality of faculty meetings are a routine part of the year that needs to be considered carefully. Consider both the symbolic as well as the practical implications of how they are run.

- What does the content of your faculty meeting say about you and what your school is about? Do members get a chance to connect?
- Do members get a chance to share and highlight contributions?
- Are team wins highlighted?
- Are the real problems exposed or are they brushed under the rug?
- Is the content something that could be put online for folks to read on their own time if they were interested?
- Does it make sense to stay together for the whole meeting, or would it make sense to break into smaller units at some point?
- Will you walk out of the meeting with something that has been created, or a new idea?

What we find is that schools where this has been rated with a low score on the SCAI, a substantive improvement in the rating will occur simply by setting the intention to run better meetings. It is one of the easiest areas to improve, and it sends a powerful symbolic message when it is.

Here is a list of routines and rituals that will either move us up or down the function continuum.

Routines, Rituals and other X's that lead to a higher functioning school culture	Routines, Rituals and other X's that lead to a higher functioning school culture
<ul style="list-style-type: none"> • Practices that promote students feeling like they are part of the school, and have importance. • Norms that are “virtually absolute” related to emotional safety, especially in the area of verbal abuse and put downs. • Regular use of conflict resolution instruction, modeling and reflection, and a systematic use of peer mediators in the school. • Practices that allow every student to see a pathway to winning, and a deliberate effort to validate a diverse range of gifts. 	<ul style="list-style-type: none"> • Practices that have the effect of making students feel like there are winners and losers at the school, and some students have an advantage. • Practices that isolate students and leave them on their own to imply competition or comparison. • Lack of clarity and a perception among students that penalties come out of left field or because staff are personally offended.

Dispositions

We tend to discount the powerful influence that our dispositions have on the climate and function at the school. But we know that our references/R's will come out in one way or another. And in schools we are rarely successful at disguising our values, feelings, attitudes, desires, beliefs, etc. So in a very real sense we teach, coach, or lead who we R. So an important part of the job of every adult in the school is to be intentional about who they are being and what they are projecting every day – our character/R, becomes our doing and expressing/X and it ultimately creates our reality/O.

A great example of the powerful effect of an applied R into X's was the Pygmalion in the Classroom study (Rosenthal, 19##). In that study teachers were told that a group of students who had stars by their names were “rising stars.” In fact, the students were no different as they were randomly chosen, but the teachers were told that the students had more potential and would outperform their peers over time. There was no other information given, and the students were never told that they had stars by their names. So the only difference in the study was that

the teacher held the R that some students were special. At the end of the year the rising star students outperformed their peers by a wide margin on average. Their O was higher achievement and behavior. So what happened? How can we explain it? To answer this we need to ask, what X's do I change when I have an R defined by higher expectations? Our R's don't directly influence those around us, but they affect our behavior.

Reflection – Imagine you believed that a group of students in your class or a group of teachers in your school were specially gifted, how would you treat them? Would it be different than the others? How would your behavior change and what would you do differently?

Another powerful example of how dispositions operate to affect the quality of the classroom is that of the energy that we emit. That may sound rather esoteric, but if I had you rate teachers on how much their energy defined “we” and positive vs. “you” and negative, I bet most of us would rate teachers about the same even if we were in their class for only 30 minutes. We are in many classrooms and the teachers with who exude a vibe defined by “we are in this together and I am on your side, and I have a positive view of myself, you and this task” have much better outcomes related to motivation, management and classroom climate. When we have students rate teachers, where students rate their teacher as being positive, the test scores of those classes and the classroom climate ratings are higher.

A useful rubric to use when we are teaching or doing any other job in the school is, “Am I projecting a psychology of success (POS)?” Do my words and action (i.e., X's) say, that I am responsible for my own actions, accept myself, and use every situation as a way to learn?” Or do they project a psychology of failure (POF) in which we find ways to blame and criticize, complain, put down ourselves and others, externalize our dissatisfaction, and talk about how we the victim of a fixed condition that we cannot change?

At this point you may be asking, “well what if I feel like complaining and externalizing my dissatisfaction on a regular basis? Should I be inauthentic and fake?” Well, we have to reflect on our X's and ask ourselves, what does that say about my true R's. We can control one person in the equation, that is ourselves. And the place to start is to ask, “how can I change my references/R's” to be the person that I want to be?” There is a phrase – “fake it until you make it.” This is not perfect advice, but we can accept that practicing high quality and level X's will be helpful in the process of changing my R's until those R's are more fully internalized.

Finally, to effectively move to a 1-Paradigm location, we will need to support the process of all adults in appreciating “what the school is about” and what that means for how we treat others – especially students and strangers. In most cases, when I visit a school I can tell where the school is on the roadmap by how I am treated at the front desk. At schools located in the higher location, one is treated like a welcome guest and an effort is made to be friendly. At schools in low locations often one is treated with suspicion and little respect. Those in the front lines of the school may not be aware of how they define others perceptions of the school, but it may be a good idea if they did. The same could be said for what one hears from staff who address students in the halls of the school. The power of words and their affective subtext cannot be overstated. POS needs to be a congruent message from all adults. But be clear, that does not mean all adults need to be nice, while that would be good, POS is not about being nice it is about talking to others like they are valuable, and you are there for them, not the other way around.

Exhibited dispositions that will either move us up or down the function continuum.

Dispositional exhibits/X's that lead to a higher functioning school and classroom culture and performance	Dispositional exhibits/X's that lead to a lower functioning school and classroom culture and performance
<p>With Students Exhibiting a POS</p> <ul style="list-style-type: none"> • Internal LOC • Acceptance of self and others • Growth orientation <p>Honest feedback with an emphasis on positive recognitions</p> <p>Respect – I project this inner dialogue/R – “I respect myself so much, that I can respect you so much, that you will respect yourself so much, that you will respect this class or school or subject.”</p> <p>You have value in and of yourself</p> <p>Let me help you see your potential – “I know that you can do better for you.”</p> <p>How can I change to help you be more successful?</p>	<p>With Students Exhibiting a POF</p> <ul style="list-style-type: none"> • External LOC and blaming • Disapproval • Fixed-Ability orientation <p>Inauthentic praise or destructive criticism</p> <p>Respect “I need external signs of respect to feel OK, so I will expect them from you, and if I don't see them I will find a way to punish you directly or indirectly.”</p> <p>You have value if you are doing what I like</p> <p>Let me tell you how I feel about you in relation to how you are making me feel about my adequacy – so don't be surprised if you sense a lot of shame, guilt and disappointment from me.”</p> <p>How can I try to directly control you so that you act like I want?</p>
<p>With Peers and Colleagues I respect you so much that I will be honest with you when you display toxic X's and R's related to the school the students or yourself.</p> <p>Hey we are on the same team! A team committed to excellence.</p> <p>If I open my heart a little bit and appreciate that this is a difficult job and others are doing what they think is best and hey, why would I expect everyone to see everything the same way I do. So I try to give everyone a break and listen to them and see what I can learn.</p>	<p>With Peers and Colleagues I will pretend like I am being your friend by being quiet and ignoring your toxic comments.</p> <p>Yes we are on the same team - the normal people in this school against all the idiots.</p> <p>If I want around this school with a look of indifference and maybe even superiority others will surely get the hint that they need to be more like I would like them to be and change.</p>

Individual Growth as a Path that will lead to a 1-Paradigm R

As you are reminded throughout the book, the growth of the school up the pathway and the growth of any member of the school community (students, staff, leaders, teachers, part-time teachers and coaches) in their own journey toward more function and mental health will be on parallel lines. The R's that define higher levels of both school function and individual function (or team, or committee, or company function for that matter) are about the same. This is partly why teachers that are happy and likeable are also more effective. Yes, it is nearly impossible to encourage the self-improvement of others directly. But just having in mind that if we all did our own work and found a more enlightened state, that we would all meet up in the 1-paradigm quadrant, but would just have gotten there in our own private vehicles.

But for those reading this book we will want to ask ourselves some of the questions posed by the 1-paradigm quadrant. These questions include:

- How can I move from a fear-based R to a trusting R
- What is driving my psychology? Do I exhibit an internal LOC? Do I feel a sense of self-acceptance and belonging within the group? Do I use a growth instead of a fix-ability orientation when I approach things?
- Do I seek to empower and give away power as much as possible?
- Do I start the process of respect by showing others respect?
- Do I let go of attachment and control of the outcome and trust the process?
- What energy do I emit into a room?

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Exercise One

Classify teachers

Figure 8.xTeaching Style Classification

	<i>Student-Centered</i>	<i>Teacher-Centered</i>
Effective/internal LOC	<p>1-Paradigm Teacher</p> <ul style="list-style-type: none"> • Facilitator • Relationship-driven • Goal = self-directed students, Community • Motivation = internal/ build sense of self-efficacy • Clear boundaries • Build students' collective responsibility • Answers "why we are doing this" • Long-term goals (the management may be messy at first, but auto-pilot by end) • Primarily project-based learning, cooperative learning, authentic assessment, criteria based self-reflection, Peer evaluation. • Psychology of Success (POS) promoting practices/X's • Our class 	<p>2-Paradigm Teacher</p> <ul style="list-style-type: none"> • Orchestrator • Structure-driven • Goal = on task behavior, orderly class • Motivation = external/ positive reinforcement • Clear consequences • Build students' collective efficiency • Answers "what is expected" • Short-term goals (the management should be in good shape by the second week) • Primarily Direct Instruction, tests, papers, homework, worksheets with some cooperative work. • Practice promotes a mixed of POS/POF • My Class
Ineffective/external LOC	<p>3- Paradigm Teacher</p> <ul style="list-style-type: none"> • Enabler • Reaction-driven • Goal = keep students happy • Motivation = student interests • Unclear boundaries • Students - increasingly self-centered • Chaotic energy • Goals are vague (management problems happen early and are still happening by end of the term) • Primarily open ended tasks based on student interests. Subjective quality criteria, independent projects, and project based learning with little or no quality control. • Verbal support for nurturing POS, but actual environment/X's produces a mix of POS and POF • The students 	<p>4- Paradigm Teacher</p> <ul style="list-style-type: none"> • Dominator • Obedience-driven • Goal = let students know who is boss • Motivation = to avoid punishment • Arbitrary punishments • Students – increasingly immune to coercion • Negative energy • Goals is to break students will (students respond out of fear, but slowly increase hostility and rebellion) • Primarily lecture and test. Worksheets defined by repetitive knowledge based task, independent work that is graded by the teacher. • Psychology of Failure promoting practices/X's • Those students