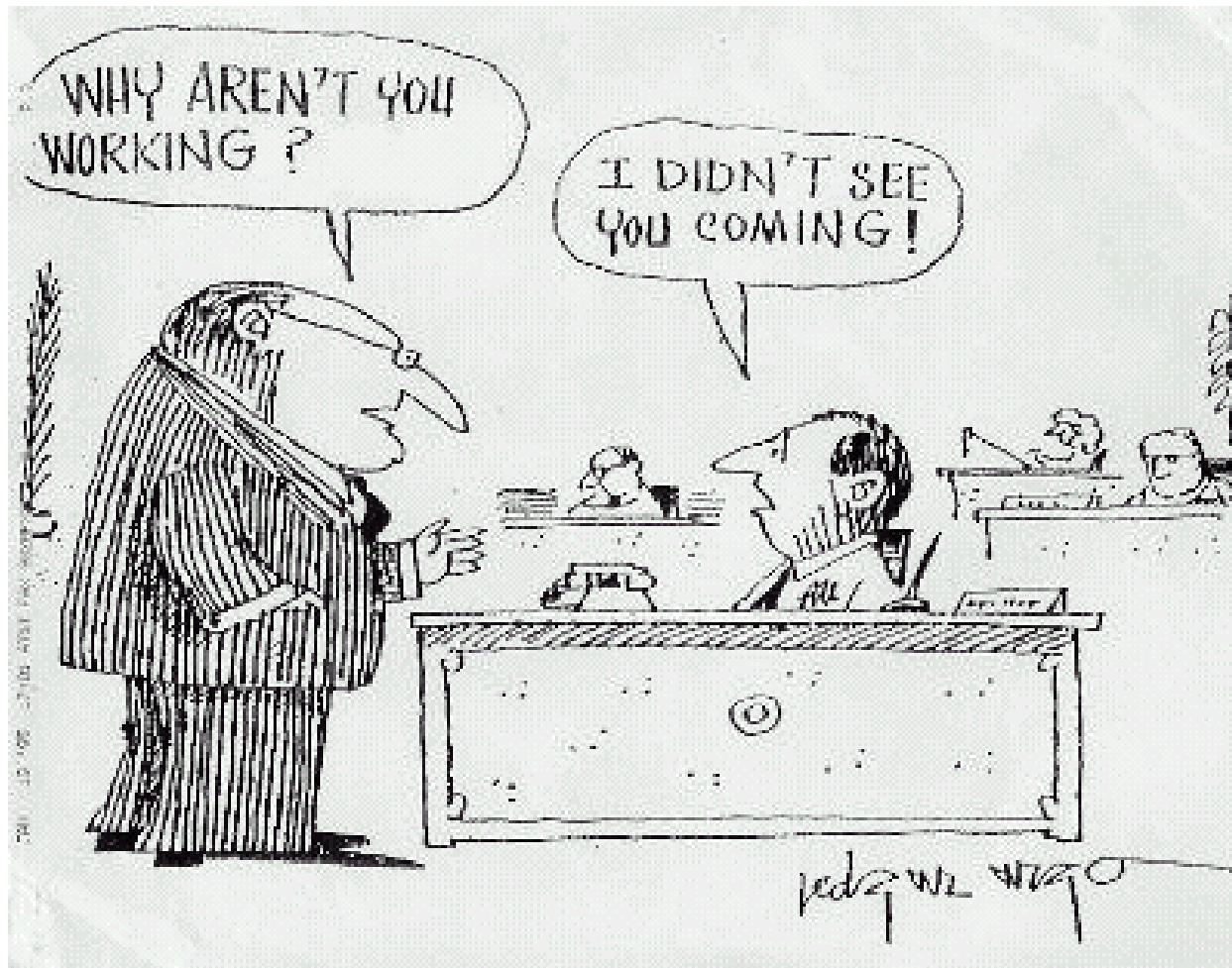


# Near-Death Experience PD



*Because failure is not an option*

# Working Hard?



*Because failure is not an option*

# Agenda

1. Working session
2. Courage defined and reclaimed
3. Creating High-Performing Teams Rooted in Relational Trust
4. Leadership's Role in Assuring Collective Teacher Efficacy/  
Scaling Excellence

# 5 Principles of Courageous Leadership



# Courage Defined

***“Courage is the mother of all virtues because without it, you cannot consistently perform the others.” -- Aristotle***

***“Without courage, all other virtues lose their meaning. Courage is, rightly esteemed, the first of human qualities, because...it is the quality that guarantees all others.” -- Sir Winston Churchill***

***“Courage may be the most important of all virtues, because without it one cannot practice any other virtue with consistency.” -- Maya Angelou***

***“Courage, the footstool of the virtues, upon which they stand.” -- Robert Louis Stevenson***

# Courage Defined

***“The ultimate measure of a man is not where he stands in moments of comfort, but where he stands at times of challenge and controversy. Courage faces fear and thereby masters it; cowardice represses fear and is thereby mastered by it. We must constantly build dikes of courage to hold back the flood of fear.” -- Martin Luther King, Jr.***

# Courage Rediscovered

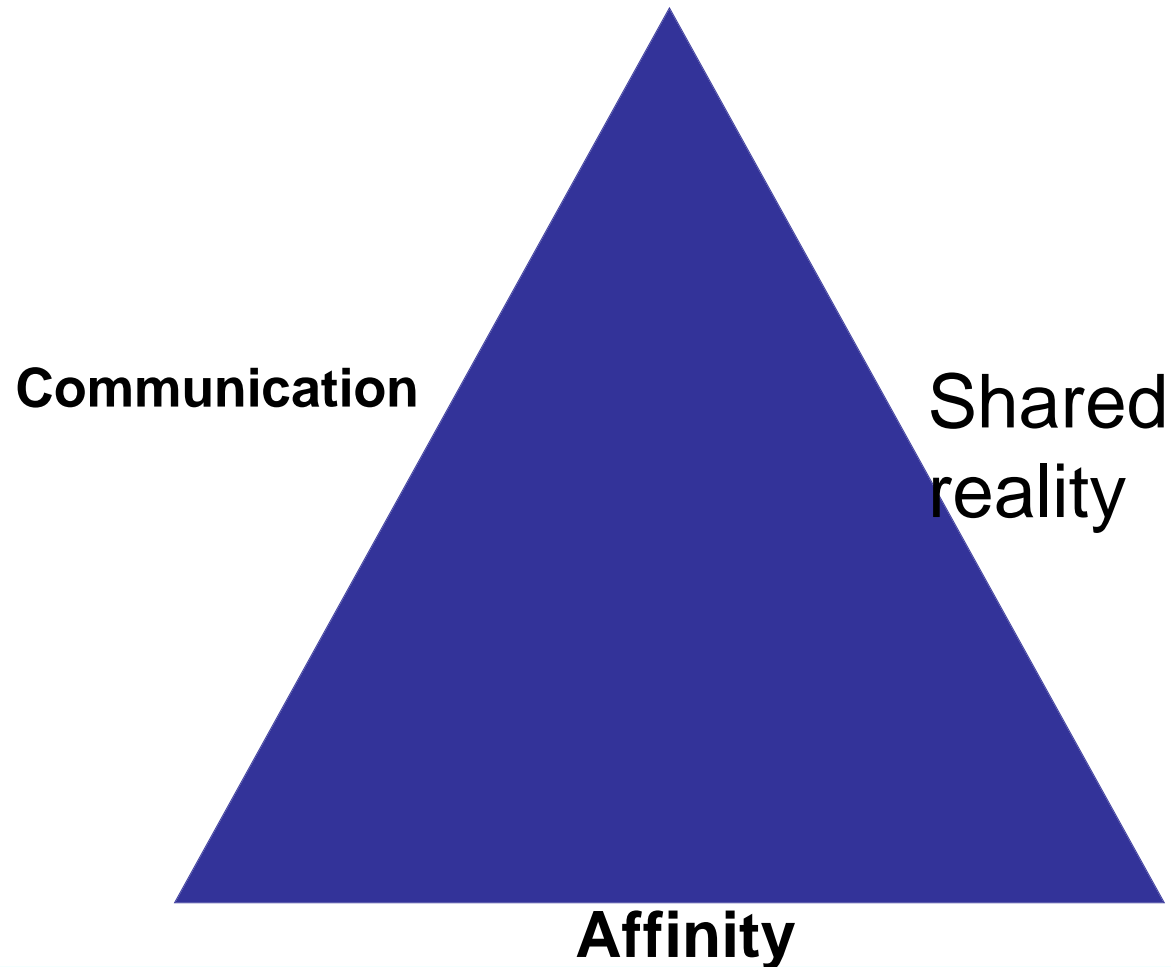
***“The greatest brave was he who could part with his cherished belongings and at the same time sing songs of joy and praise.”***  
***-- Standing Bear, 1933***

# Courage Reclaimed

***Eastman (1902) recounts that his Grandmother encouraged him to give away what he cherished most, his puppy, so that he would one day become “Courageous and Strong.”***  
***-- Eastman (1902)***



# Enhancing Relationships



# CASE STORY



**Bob Morrison**  
*Superintendent*  
Mansfield ISD, TX

Culture of  
Engagement &  
System for Scaling  
Excellence:  
*Mansfield, TX*

# Collaborative Learning Walk



# Some Criteria for Success:

1. **Common Purpose**
2. **Relational Trust**
3. **Method to Assure *Collective* Teacher Efficacy --  
Common language, Common framework for action,  
Capacity building**

# High-Performing Teams

## Activity:

Think about a high-performing team you were on

Write it on one side of index card

On the other side, write the qualities of that team

When your group is ready, share those qualities to merge/purge into one list of about 5

Chart those 5 leading qualities on butcher paper and hang them

## 2. Strategies for Building Relational Trust

1. Listen first. This strategy has many components:
2. Show appreciation via understanding the other point of view.
3. Effective communication has more to do with emotions than with logic
4. Tap into meta messages that are not directly spoken and inquire. “There are too many mandates!”
5. Finding merit in what the person does, thinks or feels is important in showing appreciation.

# Strategies for Building Relational Trust

6. Communicate understanding in words and actions.
7. Show appreciation for yourself as well!
8. Find common ground.
9. Over communicate.
10. Confront inappropriate behaviors.

# Strategies for Building Relational Trust

11. *Create fail-free zones.*
12. Adopt a “never finished” stance and expectation in which the new norm is that there is always a better way
13. Eliminate blame as a recourse or conversational option
14. Clarify expectations collaboratively with staff and ideally students, so that everyone is in agreement and fear of failure or fault is reduced.
15. *Engage staff on a voluntary basis initially to gain support and build capacity.*
16. Make measuring relationships and trust an agenda item for the school and district.



# Collective Teacher Efficacy/Scale Success

First, who is teaching?

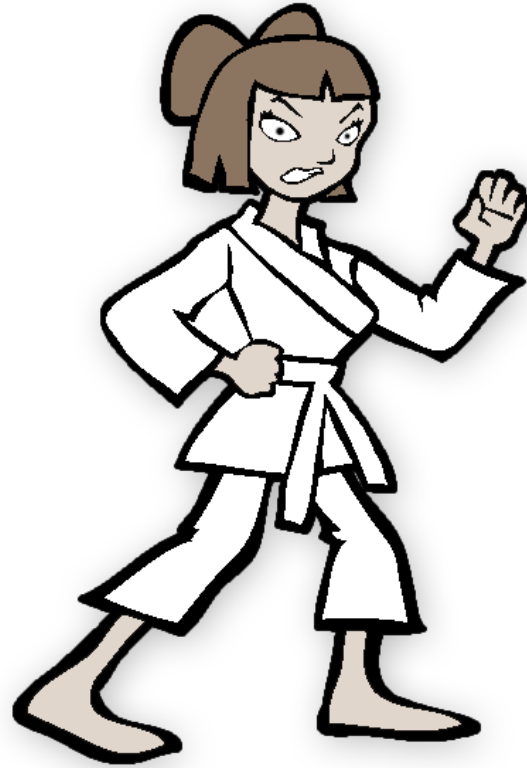
Meet...

# Who is Teaching?



See no evil Sam

# Who is Teaching?



Karate Kate

# Who is Teaching?



Smooth Stewart

# Random Acts of Excellence?



## ***De-brief:***

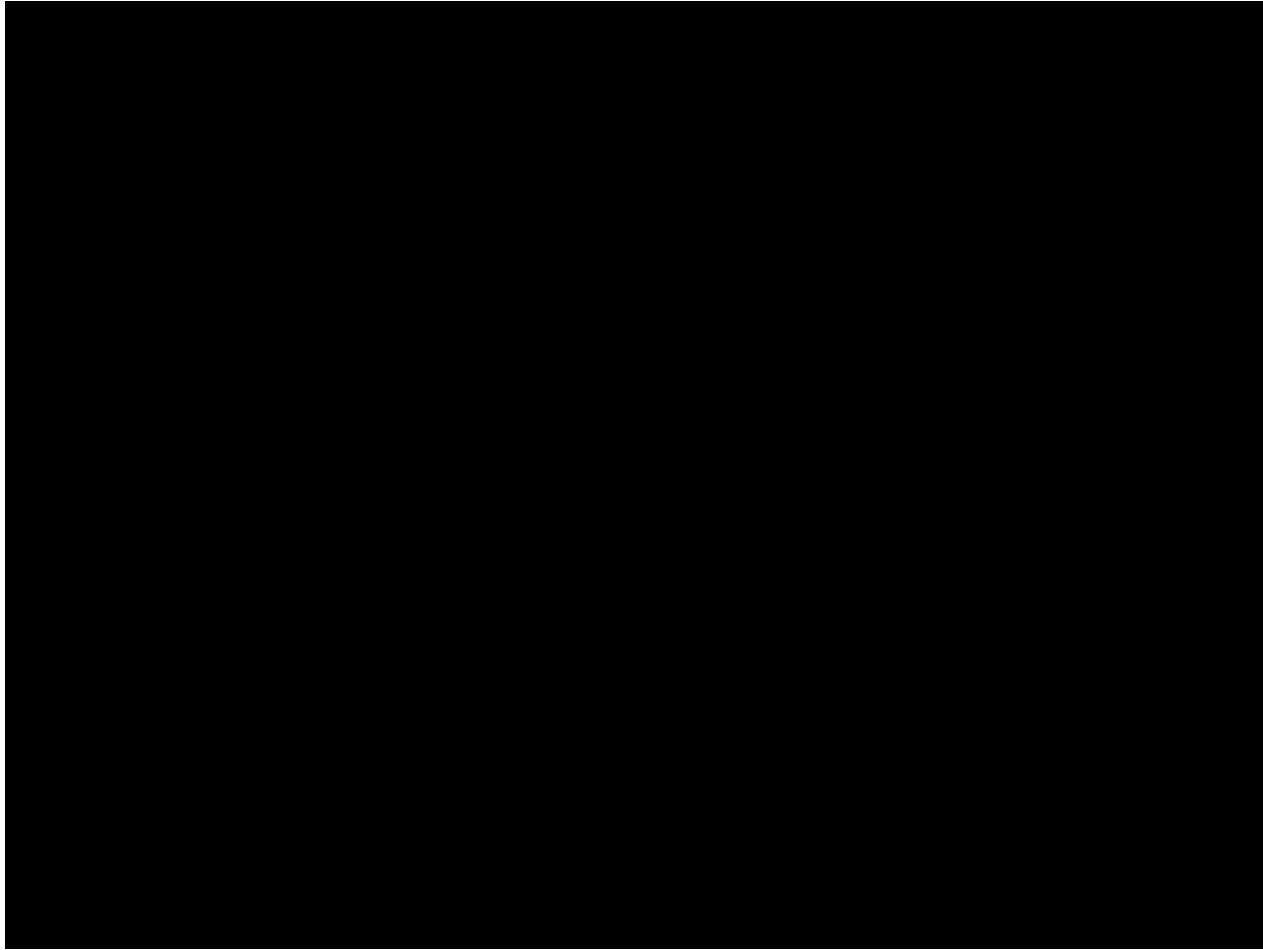
1. Which of these teaching approaches is underway in schools you serve?
2. Which is most prevalent in these schools?

# Case Study of Building CTE Mansfield, Texas

## *Case study of Worley Middle School, Mansfield, Texas*

- In 2008 – 2009, in- and out-of-school suspensions and detentions were approximately 2,000 per year.
- By 2010 this number was **reduced by half** to 1,000
- At present the number for 2010 – 2011 is **100**

# In Synch or Lost in the Translation?



# Steps of *Instructional Learning Walks*

**Brainstorm a list of observable Indicators of Excellent Equitable Instruction:**

- 1. Think of a lesson you have taught or observed that was highly successful in terms of student participation and outcomes.**
- 2. How did you know it was successful?**
- 3. What actions were the students engaging in that contributed to their successful outcomes?**
- 4. What actions or role did the teacher take to garner the success?**
- 5. What were some of the key attributes of the lesson that contributed to its success in each category?**
- 6. Think of these categories: teacher behaviors and student behaviors.**
- 7. Individually, list teacher behaviors and actions and student behaviors and actions that you expect to see when Quality Instruction is present.**



# Steps of *Instructional Learning Walks*

## Step 2: Norm the Indicators of Quality Instruction as a group

1. In teams or small groups, share your individual lists.
2. Combine and refine the lists to form one comprehensive list.
3. Continue combining and refining until you have a list of three to five indicators in each category (teacher behaviors, student behaviors).

# Steps of *Instructional Learning Walks*

## Step 3: Check Indicators of Quality Instruction

Be sure you have distinguished between Indicators of Quality Instruction and Lesson Design/Instructional Strategies. For example, an indicator might be “focused student discussion” while one strategy the teacher is using to incorporate focused student discussion might be cooperative learning. We are looking to identify the “indicator of quality” such as “focused discussions” not the specific instructional strategy or program.

# Staff Mapping

JOB-RELATED AREAS OF KNOWLEDGE, TASKS, OR SKILLS

TEACHER	GRADE/ SUBJECT	December					January					February					Average Test Results		Math Mid-Year	DIBELS
		LO	CM	Q/D	E	A	LO	CM	Q/D	E	A	LO	CM	Q/D	E	A	Average	ELA Mid-Year		
	K	P	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	3.9		98%	100%
	K	E	P	P	P	P	P	E	P	P	P	P	E	P	P	E	2.7		40%	52%
	K	I	HE	I	I	I	E	HE	E	E	I	I	I	P	E	E	1.7		16%	30%
	1	HE	P	P	P	P	HE	P	P	P	P	HE	P	P	P	P	3.2		50%	67%
	1	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	I	P	P	E	E	4		98%	100%
	1	P	P	P	P	P	P	P	P	P	P	HE	P	P	P	P	3		42%	67%
	2	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	4		52%	47%
	2	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	3		100%	100%
	2	P	P	P	P	P	P	P	P	P	P	P	P	P	E	E	3		45%	50%
	3	HE	HE	HE	P	P	HE	HE	HE	P	HE	HE	HE	HE	P	HE	3.7	98%	96%	100%
	3	HE	HE	HE	P	P	HE	HE	HE	P	HE	HE	HE	HE	P	HE	3.7	96%	94%	100%
	3	P	HE	E	E	E	P	P	E	E	E	P	P	E	P	E	2.5	45%	38%	64%
	3	P	P	I	E	E	P	P	E	E	E	E	P	P	P	E	2.3	32%	28%	45%
	4	P	E	E	E	E	P	P	E	E	E	E	P	P	P	E	2.3	39%	34%	
	4	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	4	96%	98%	
	4	P	P	P	P	E	P	P	P	P	P	P	P	P	E	P	2.9	44%	39%	
	4	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	4	97%	94%	
	5	P	E	E	E	E	P	P	E	E	E	E	E	P	P	P	2.3	39%	55%	
	5	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	HE	4	100%	98%	
	5	P	HE	HE	HE	HE	P	HE	HE	HE	HE	P	P	P	E	E	3.5	96%	87%	
	5	P	P	E	E	E	P	P	E	P	E	P	P	P	E	E	2.5	66%	49%	
	ESS	E	P	I	E	E	P	P	E	E	E	E	E	E	E	P	2	0%	0%	
Average		2.9	3.4	3	3.4	2.9	3.1	3.4	3.4	3.4	3.4	3	2.6	3.2	2.9	2.9				
<b>I-Needs Intensive Support (INEFFECT.)</b>				<b>E-Needs Additional Coaching (Needs Improvement) (EMERGING)</b>				<b>P- Acceptable/up to Standard (Sufficient) (PROFICIENT)</b>				<b>HE- Outstanding/Above Standard (Strong) (HIGHLY EFFECTIVE)</b>				FALL DIBELS	MID-YEAR DIBLES			
I				E				P				HE				FD	MYD			

LO= Learning Objective CM=Classroom Management Q/D=Questioning & Discussion E=Engagement A=Assessment

# Conversation shifts To Support and Scale Excellence

## Changing the conversations...

**From**

**What's wrong**

**WHO did it**

**We already do this!**

**To**

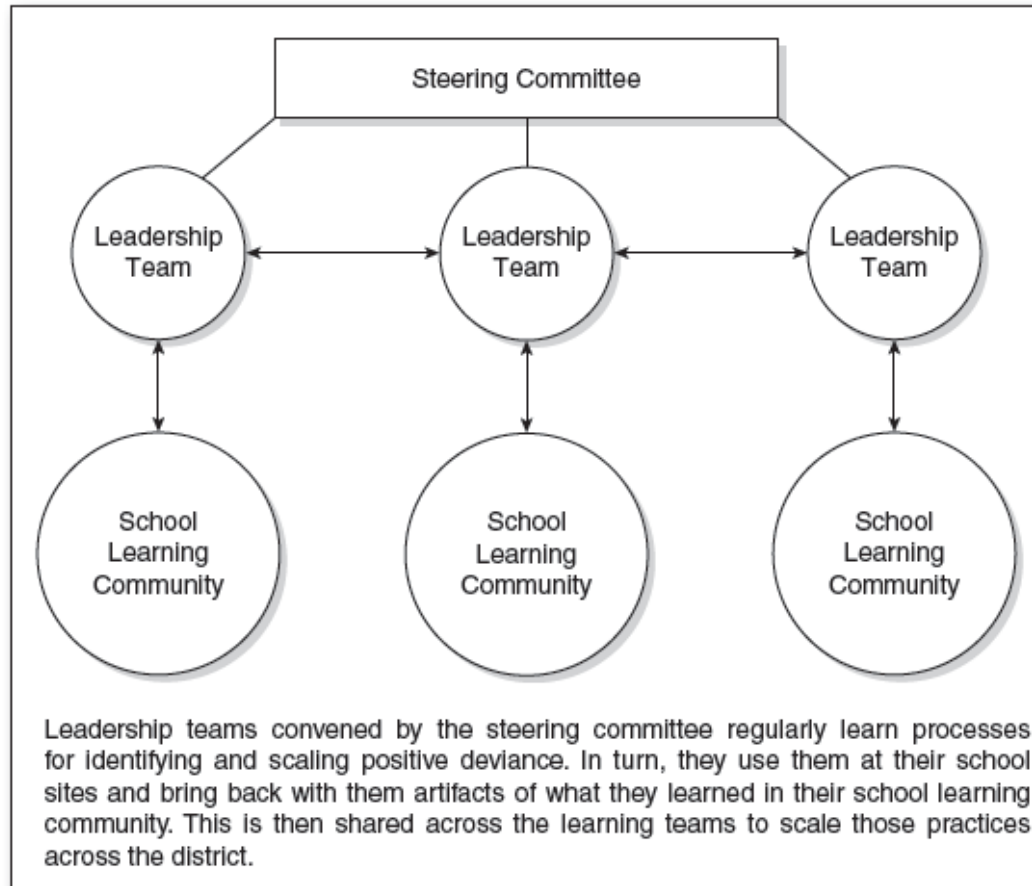
**What's right**

**WHAT was done?**

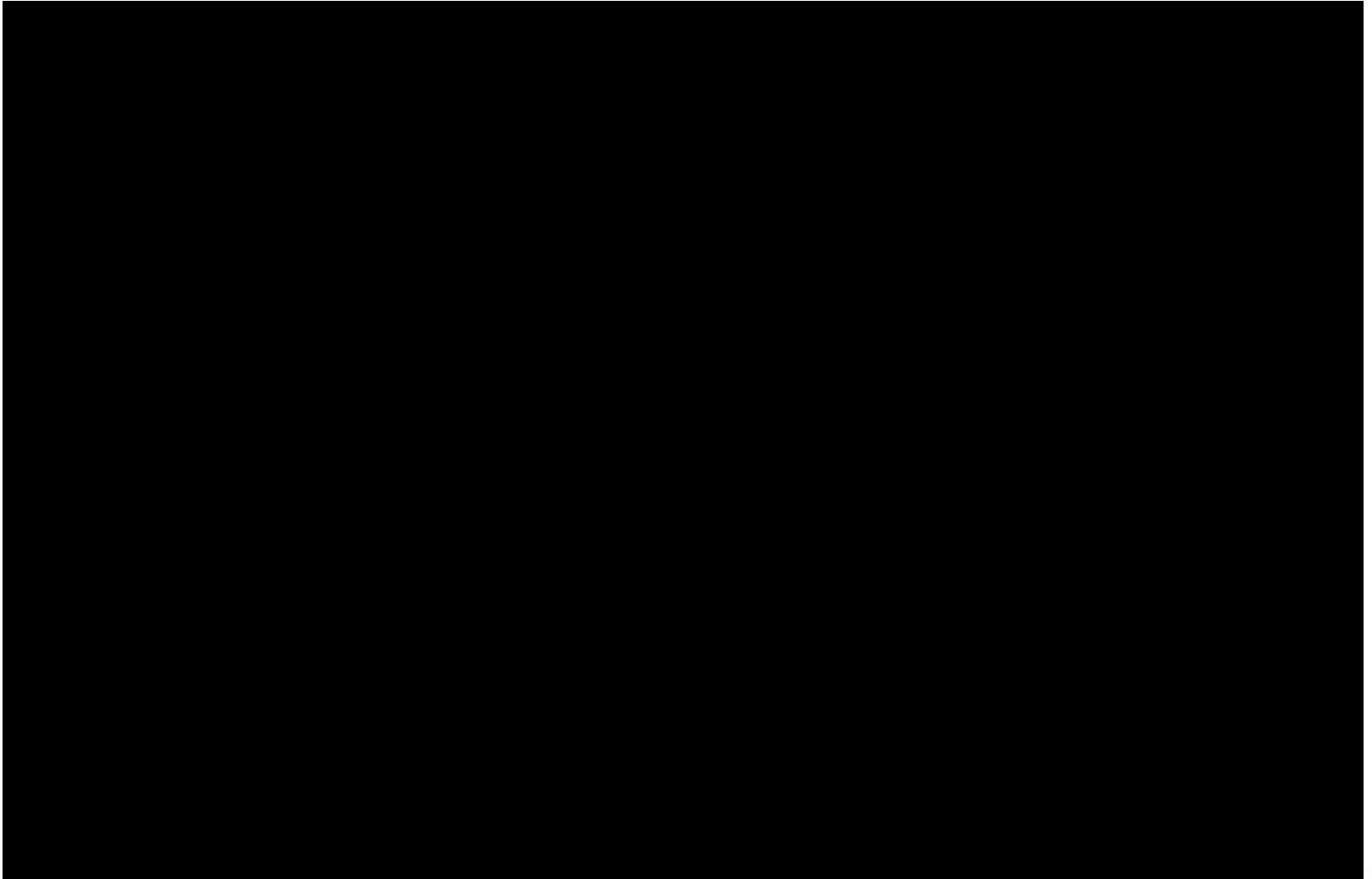
**What is new to learn here? (treasure hunt)**

# Construct for developing common language and priorities across the district/network

Figure 5.1 Leadership Teams



# *Where There Is HOPE, Failure Is Not an Option<sup>®</sup>*



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