

Using Every Moment: Leadership and Management Strategies for School Success

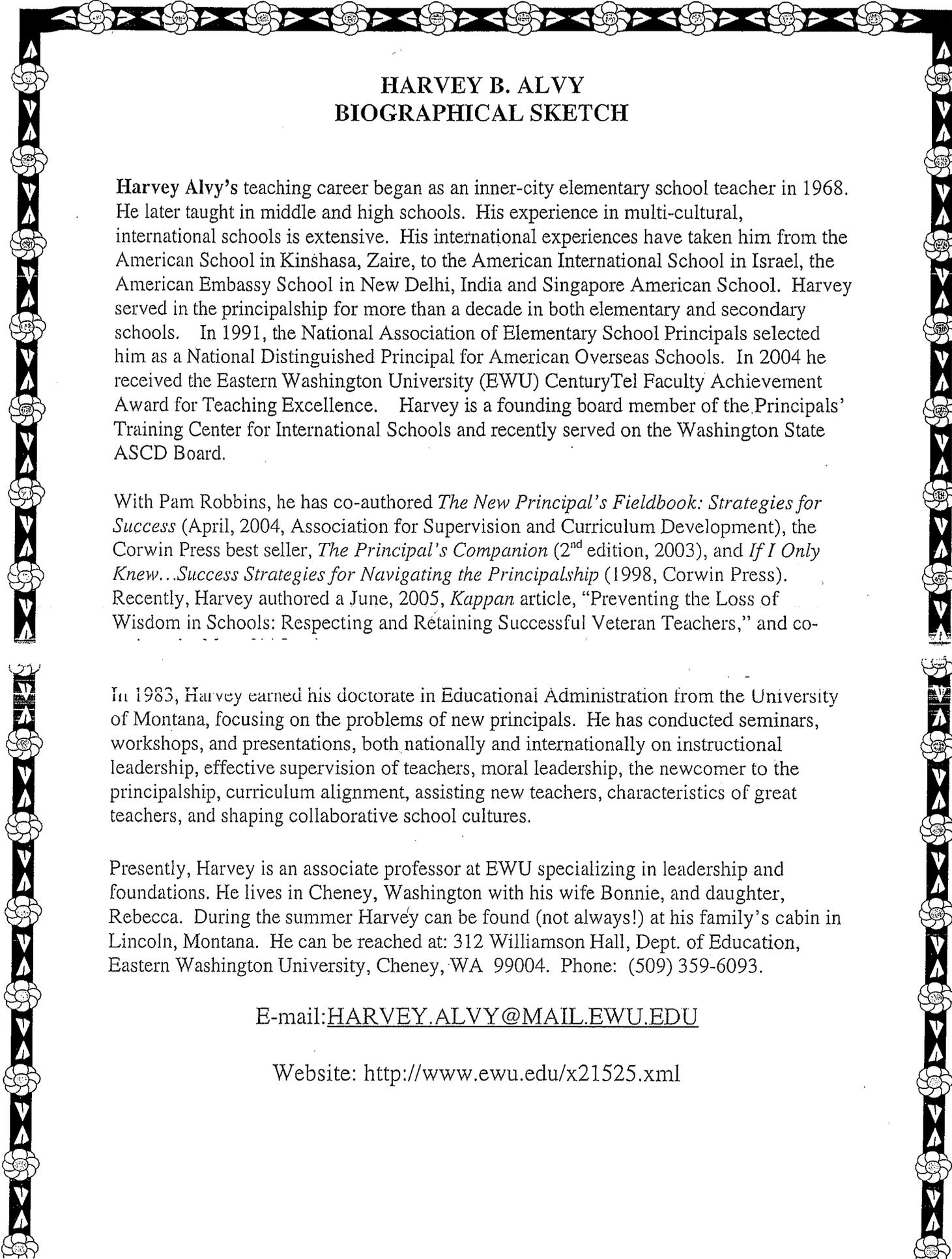
Session 1119

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with

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HARVEY B. ALVY BIOGRAPHICAL SKETCH

Harvey Alvy's teaching career began as an inner-city elementary school teacher in 1968. He later taught in middle and high schools. His experience in multi-cultural, international schools is extensive. His international experiences have taken him from the American School in Kinshasa, Zaire, to the American International School in Israel, the American Embassy School in New Delhi, India and Singapore American School. Harvey served in the principalship for more than a decade in both elementary and secondary schools. In 1991, the National Association of Elementary School Principals selected him as a National Distinguished Principal for American Overseas Schools. In 2004 he received the Eastern Washington University (EWU) CenturyTel Faculty Achievement Award for Teaching Excellence. Harvey is a founding board member of the Principals' Training Center for International Schools and recently served on the Washington State ASCD Board.

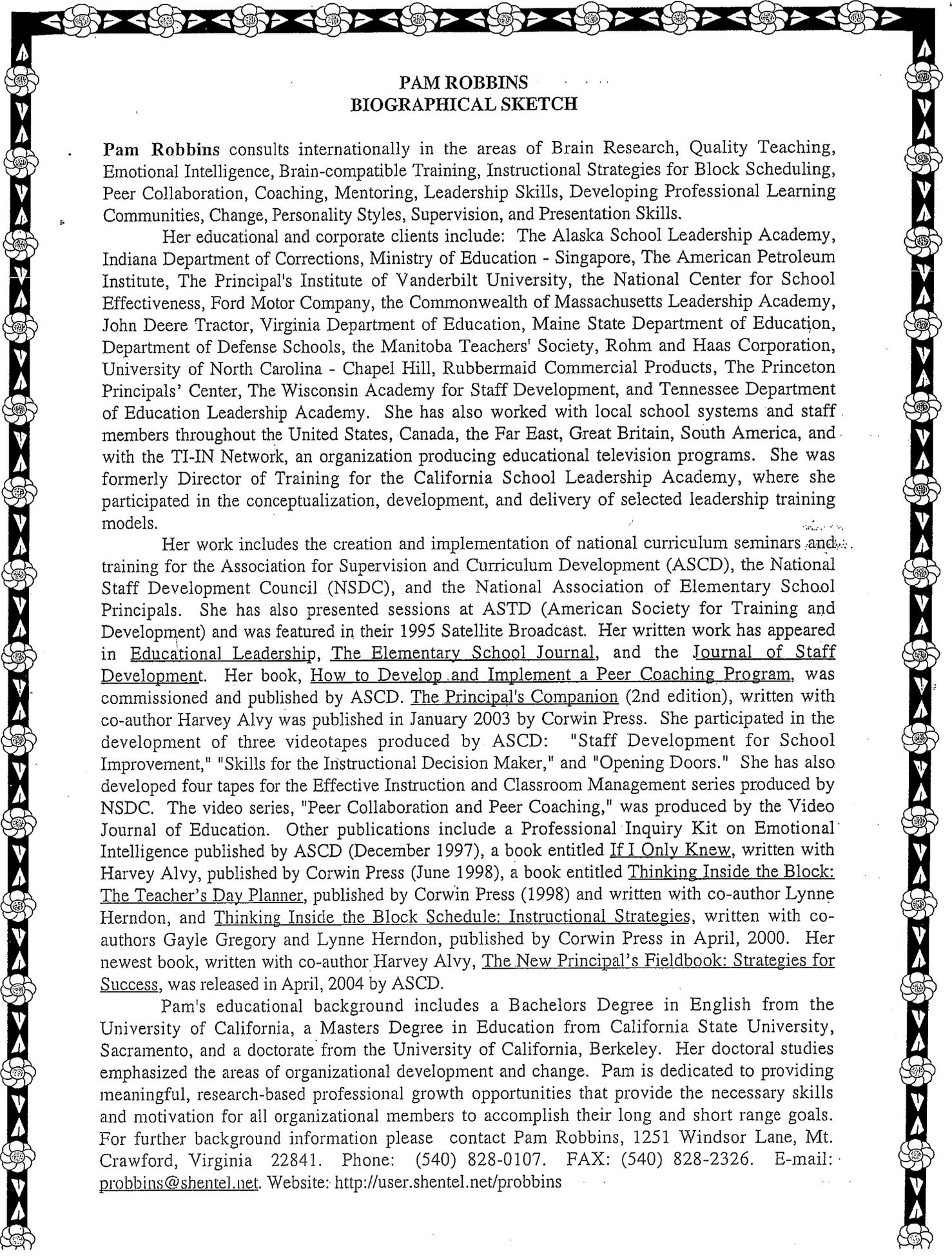
With Pam Robbins, he has co-authored *The New Principal's Fieldbook: Strategies for Success* (April, 2004, Association for Supervision and Curriculum Development), the Corwin Press best seller, *The Principal's Companion* (2nd edition, 2003), and *If I Only Knew...Success Strategies for Navigating the Principalship* (1998, Corwin Press). Recently, Harvey authored a June, 2005, *Kappan* article, "Preventing the Loss of Wisdom in Schools: Respecting and Retaining Successful Veteran Teachers," and co-

In 1983, Harvey earned his doctorate in Educational Administration from the University of Montana, focusing on the problems of new principals. He has conducted seminars, workshops, and presentations, both nationally and internationally on instructional leadership, effective supervision of teachers, moral leadership, the newcomer to the principalship, curriculum alignment, assisting new teachers, characteristics of great teachers, and shaping collaborative school cultures.

Presently, Harvey is an associate professor at EWU specializing in leadership and foundations. He lives in Cheney, Washington with his wife Bonnie, and daughter, Rebecca. During the summer Harvey can be found (not always!) at his family's cabin in Lincoln, Montana. He can be reached at: 312 Williamson Hall, Dept. of Education, Eastern Washington University, Cheney, WA 99004. Phone: (509) 359-6093.

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PAM ROBBINS
BIOGRAPHICAL SKETCH

Pam Robbins consults internationally in the areas of Brain Research, Quality Teaching, Emotional Intelligence, Brain-compatible Training, Instructional Strategies for Block Scheduling, Peer Collaboration, Coaching, Mentoring, Leadership Skills, Developing Professional Learning Communities, Change, Personality Styles, Supervision, and Presentation Skills.

Her educational and corporate clients include: The Alaska School Leadership Academy, Indiana Department of Corrections, Ministry of Education - Singapore, The American Petroleum Institute, The Principal's Institute of Vanderbilt University, the National Center for School Effectiveness, Ford Motor Company, the Commonwealth of Massachusetts Leadership Academy, John Deere Tractor, Virginia Department of Education, Maine State Department of Education, Department of Defense Schools, the Manitoba Teachers' Society, Rohm and Haas Corporation, University of North Carolina - Chapel Hill, Rubbermaid Commercial Products, The Princeton Principals' Center, The Wisconsin Academy for Staff Development, and Tennessee Department of Education Leadership Academy. She has also worked with local school systems and staff members throughout the United States, Canada, the Far East, Great Britain, South America, and with the TI-IN Network, an organization producing educational television programs. She was formerly Director of Training for the California School Leadership Academy, where she participated in the conceptualization, development, and delivery of selected leadership training models.

Her work includes the creation and implementation of national curriculum seminars and training for the Association for Supervision and Curriculum Development (ASCD), the National Staff Development Council (NSDC), and the National Association of Elementary School Principals. She has also presented sessions at ASTD (American Society for Training and Development) and was featured in their 1995 Satellite Broadcast. Her written work has appeared in Educational Leadership, The Elementary School Journal, and the Journal of Staff Development. Her book, How to Develop and Implement a Peer Coaching Program, was commissioned and published by ASCD. The Principal's Companion (2nd edition), written with co-author Harvey Alvy was published in January 2003 by Corwin Press. She participated in the development of three videotapes produced by ASCD: "Staff Development for School Improvement," "Skills for the Instructional Decision Maker," and "Opening Doors." She has also developed four tapes for the Effective Instruction and Classroom Management series produced by NSDC. The video series, "Peer Collaboration and Peer Coaching," was produced by the Video Journal of Education. Other publications include a Professional Inquiry Kit on Emotional Intelligence published by ASCD (December 1997), a book entitled If I Only Knew, written with Harvey Alvy, published by Corwin Press (June 1998), a book entitled Thinking Inside the Block: The Teacher's Day Planner, published by Corwin Press (1998) and written with co-author Lynne Herndon, and Thinking Inside the Block Schedule: Instructional Strategies, written with co-authors Gayle Gregory and Lynne Herndon, published by Corwin Press in April, 2000. Her newest book, written with co-author Harvey Alvy, The New Principal's Fieldbook: Strategies for Success, was released in April, 2004 by ASCD.

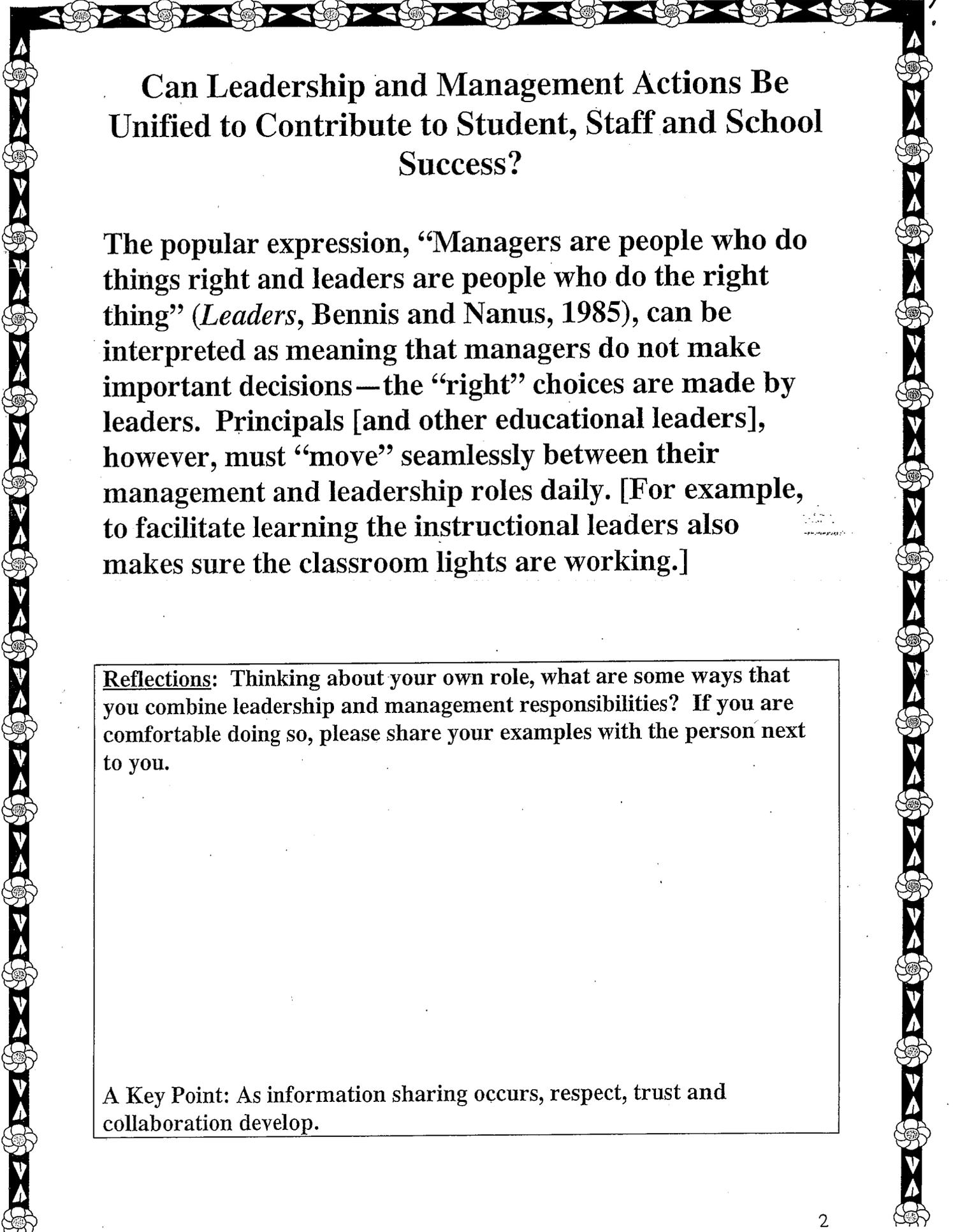
Pam's educational background includes a Bachelors Degree in English from the University of California, a Masters Degree in Education from California State University, Sacramento, and a doctorate from the University of California, Berkeley. Her doctoral studies emphasized the areas of organizational development and change. Pam is dedicated to providing meaningful, research-based professional growth opportunities that provide the necessary skills and motivation for all organizational members to accomplish their long and short range goals. For further background information please contact Pam Robbins, 1251 Windsor Lane, Mt. Crawford, Virginia 22841. Phone: (540) 828-0107. FAX: (540) 828-2326. E-mail: probbins@shentel.net. Website: <http://user.shentel.net/probbins>

----OPENING ACTIVITY----

“A Morning in a Principal’s Life”

Please take a moment to review the following list of tasks. Then, meet with a colleague and check “√” each bulleted task as: “L” for leadership task, “M” for management task or “LM” for those tasks that combine leadership and management.

TASK	L	M	LM
1. Make a “to do” list on the way to school			
2. Arrive early and respond to email			
3. Arrive early, respond to email and create the text for the daily reminder board or “Look Book”			
4. Walk campus and notice tasks for the custodian			
5. Greet students, bus drivers and parents as students arrive			
6. Identify and provide supportive comments to students who appear to need a boost			
7. Walk through the cafeteria: chat with students and cafeteria servers			
8. Walk through classrooms: interview students about what they are learning			
9. Return to the office, sign papers for materials, requisitions, and conference with secretary about the day’s schedule and upcoming events			
10. Meet with custodian(s)			
11. Observe in halls during break: chat with faculty, staff, and students			
12. Check on the new ESL student			
13. Return phone calls (board member, local paper, parent, district testing coordinator)			
14. Meet with team leaders and discuss the master schedule			
15. Call a textbook company to ensure the enrichment literature books arrive by the promised date			
16. Dialogue with athletic coach about Friday’s game			



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Can Leadership and Management Actions Be Unified to Contribute to Student, Staff and School Success?

The popular expression, “Managers are people who do things right and leaders are people who do the right thing” (*Leaders*, Bennis and Nanus, 1985), can be interpreted as meaning that managers do not make important decisions—the “right” choices are made by leaders. Principals [and other educational leaders], however, must “move” seamlessly between their management and leadership roles daily. [For example, to facilitate learning the instructional leaders also makes sure the classroom lights are working.]

Reflections: Thinking about your own role, what are some ways that you combine leadership and management responsibilities? If you are comfortable doing so, please share your examples with the person next to you.

A Key Point: As information sharing occurs, respect, trust and collaboration develop.

Assumptions to Guide Our Professional Learning

- Social interaction is critical for professional learning.
- Reflection deepens learning experiences.
- Collaboration can afford new perspectives.
- Theory and practice go hand-in-hand.
- Continuous learning is essential for school leaders.
- Schools are holistic, non-linear eco-systems.
- Structures to foster synergy must be created to facilitate and tap the intellectual knowledge in a learning community.
- Because school improvement is so challenging, simplistic, prescriptive answers are suspect.
- Instructional leaders have a moral responsibility to promote student and teacher success.

“As long as people talk and listen to one another, everything remains possible.”

Elie Wiesel

Session Agenda and Goals Map

**Welcome, Opening Activity, Assumptions and Agenda
Overview: Can Leadership and Management Be Unified?**

Successful school leaders combine management and leadership strategies effectively by:

Maximizing Quality Instructional Time:

- Cotton's Work Concerning Principals and Student Achievement
- Saphier, King and D'Auria's Elements of Successful Cultures
- Inspirational Stories About Instruction, the Head and Heart

Using Data

- The Value of Context in Data Driven Decision-Making
- Significant Sources of Data

Managing the Leader's Time

- Covey's Time Management Matrix
- Leading and Learning By Wandering Around
- Schlechty on Engaging Students in Quality Work
- The Tickler File: An Invaluable Planning Tool
- Stories About Management and Leadership

Using Faculty Meetings to Leverage Professional Learning

- A Menu of Faculty Meeting Activities
- Aspiring Leaders Meeting Activity: Article Sharing
- Stories About Building Culture Through Faculty Meetings

Reflections: Field Notes....

- Essential Elements of Bold and Visionary Leadership that Focus on the Challenge of Leadership

Slide

Maximizing Quality Instructional Time

The Research Concerning Principals and Student Achievement

What Leaders in Successful Schools Do

In summarizing the research, Kathleen Cotton, in *Principals and Student Achievement* (2003) ASCD, noted that “While no system of classification is perfect, the behaviors of leaders in successful schools seem to fall into five categories:”

- Establishing a Clear Focus on Student Learning (vision, clear learning goals, high expectations)
- Supporting Instructional Leadership (collaborative leadership, emotional/interpersonal support, visibility, accessibility, parent/community outreach)
- School Culture (shared leadership and decision making, collaboration, risk taking, continuous improvement)
- Instruction (observing classrooms, giving feedback, teacher autonomy, protecting instructional time)
- Accountability (monitoring progress, using data for program improvement) (Cotton, pp. ix-x, *Principals and Student Achievement*)

Table Task: Please take a moment in your group to dialogue about Cotton's research concerning the relationship between the work of principals and student achievement.

Consider The Following: Select a goal such as "closing the achievement gap" or increasing the high school graduation rate. Focusing on Cotton's five categories, brainstorm actions under each category that would address your goal.

e.g., Instruction

- Discussing and using best practice
- Observing classrooms
- Conversations about student work
- Protecting instructional time
- Teacher leadership/collaboration/sharing successful strategies
- Focusing on students who seem at-risk

"If you know an effective school without an effective principal, call me collect."

(Lawrence Lezotte---leading researcher on "Effective Schools"---in Cotton, *Principals and Student Achievement*, p. 74)

The Behaviors of Leaders in Success Schools

Cotton's 25 Leadership Practices

(Kathleen Cotton, in *Principals and Student Achievement*, 2003, ASCD)

1. Safe and Orderly Environment
2. Vision and Goals Focused on High Levels of Student Learning
3. High Expectations for Student Learning,
4. Self-Confidence, Responsibility, and Perseverance
5. Visibility and Accessibility,
6. Positive and Supportive School Climate
7. Communication and Interaction
8. Emotional and Interpersonal Support
9. Parent and Community Outreach and Involvement
10. Rituals, Ceremonies and Other Symbolic Actions,
11. Shared Leadership, Decision Making and Self Empowerment

13. Instructional Leadership
14. Ongoing Pursuit of High Levels of Student Learning
15. Norm of Continuous Improvement
16. Discussion of Instructional Issues
17. Classroom Observation and Feedback to Teachers
18. Support of Teacher Autonomy
19. Support of Risk Taking
20. Professional Development Opportunities and Resources
21. Protecting Instructional Time
22. Monitoring Student Progress and Sharing Findings
23. Use of Student Progress Data for Program Improvement
24. Recognition of Student and Staff Achievement
25. Role Modeling

Maybe!

The “DNA” of School Leadership

Saphier, King and D’Augia’s (*JSD, Spring, 2006*) suggest that the research literature on successful professional school cultures includes three strands. They address these strands as the “DNA” of school leadership.

1. Shared beliefs and values that generate commitment related to student ability, shared responsibility, urgency, caring and personal climate and a common core of professional knowledge
2. Productive professional relations that generate energy related to trust, honesty and open communication
3. Academic focus that provides rigor, direction and coherence

(These elements are discussed in the recent article “3 Strands Form Strong School Leadership” by Saphier, King and D’Augia (*Journal of Staff Development, Spring, 2006 pp. 51-57*))

Reflect for a moment on the three elements noted above. Jot down a few thoughts on how school leaders can combine leadership and management responsibilities to succeed in each critical area. Share your thoughts with a couple of colleagues.

Valuing Instructional Time and Educating the Head and Heart

Supporting Students and Valuing Instructional Time

A new principal at a high school in Michigan who was using [a purposeful time management strategy to visit areas of the school at different times each day] became aware that the previous administration had assigned lockers by hallways: seniors in A-wing, juniors in B-wing, and so on. Freshman and sophomore students who had classes in A and B wings were taunted and teased as they passed the senior and junior locker areas. As a result, several students began hiding out to avoid the torment – coming to class tardy after the seniors and juniors had made their way to class. This cut deeply into instructional time. (Just 5 minutes a day in a school year of 180 contact days adds up to 15 instructional hours!) To remedy the situation, the next semester the new principal reassigned lockers so no one class “owned” a hall. While this annoyed the seniors and juniors, they came to accept it and focused on other things of import to them. Tardies were reduced significantly, enhancing time to learn. (*The New Principal's Fieldbook*, Robbins and Alvy, p. 126)

Janucz Korczak is one of the best-known European educators from the first half of the 20th Century. He was a Polish doctor, teacher, and great advocate of children's rights. Tragically, he died with his students in the concentration camps. Korczak was so famous the Nazis offered to let him escape the camps, but he chose to remain with his students, knowing that they would be arrested and later murdered. This story is told of him:

In 1919 Korczak was giving a series of lectures at the Institute of Special Pedagogy in Warsaw. His first lecture was titled, “The Heart of a Child.” He asked the assembled group to accompany him with a child he was holding by the hand to the x-ray room of the children's hospital. The child was placed behind a fluoroscope and the lights in the room were dimmed. Everyone assembled could see only one light. It was the light of the child's heartbeat. Korczak then stated: “Look, and remember in the future, sometime, when you are tired or angry, when children become unbearable and distract you from your thoughts...remember what a child's heart looks like.” (quote from Kulawiec, in Brendtro & Hinders, 1990, p. 239)

(From: *The Principal's Companion*, Robbins and Alvy, pp. 248-49)

Expressing Love

At a middle school in The Bronx, New York, a second-year science teacher was abruptly deployed for military service. Her students were dismayed and angry. A young teacher at the school was asked to substitute for the class during one of his planning periods. The principal met him in the hall before he reached the classroom and said, "The class is really upset, and with good cause. Why don't you begin with offering them the option of writing their teacher? I'll make sure the letters get to her. It would be therapeutic for the class and their teacher." The young teacher nodded and walked slowly into the classroom. Just before the end of that class period, the principal stopped by to chat with the class. She spoke compassionately to the students in a soft, calm voice. "I know you guys are really hurting. You were all very close to your teacher, and she adored you. She was very sad about having to leave. She spent hours getting lesson plans together so that you would continue to learn science, even in her absence. I hope you will choose to do so. And I will do all I can to get your letters to her. It will cheer her up, I'm sure. And we'll get her e-mail address so we can continue our conversations with her, okay?" The students, often unruly and outspoken, were silent. Many had tears in their eyes. They nodded in agreement with the principal's words and slowly filed out of the classroom. After they left, the principal sat down with the teacher who had covered the class that period. "How did it go?" she asked. His eyes welled up as he said, pointing to the letters students had written, "Even the kids who usually are tough and belligerent had amazing things to say. Look at this one." He pulled a letter out of the pile and began to read, "You're the best science teacher I ever had. I didn't even think I liked science before you. I'll pray for you. I love you. Come back to us." He put the letter down. "You see," reflected the principal, "inside of every one of those rough, tough kids is a real human being with feelings. Those kids want to feel valued, cared for, loved and they are tired of being abandoned! We have to remember this—even when they are cussing at us—and seek to understand their feelings. At the same time, we can seize these moments as opportunities to teach valuable life skills as well as use the time to model handling our own emotions and empathy." (*The New Principal's Fieldbook*, Robbins and Alvy, pp. 183-185)

Questions: Reflecting upon the stories, "Supporting Students and Valuing Instructional Time," "Teaching from the Heart," and "Expressing Love," and based on our daily leadership and management actions, how can we keep the child's emotional needs—the heart—as part of the vision for a school?

The Value of Context in Data Driven Decision Making

**“Data must be contextualized for
maximum value.”**

Alvy and Robbins

Context can help one prioritize out of the sea of data available which data are most pertinent.

To successfully use data one must combine leadership and management roles. For example:

Managers are concerned with generating and collecting data sources. *Leaders* go beyond merely collecting and scrutinize the most valuable data sources given *contextual realities and perceptions*. *Leaders* then make decisions and act in the best interests of students, faculty and the school.

Significant Sources of Data

Effective leaders manage data in leading the journey to excellence.

Consider the following uses of data:

- **Accountability**
- **Staff Supervision and Evaluation**
- **Evaluating Programs**
- **Aligning Curriculum, Instruction and Assessment**
- **Closing the Achievement Gap**
- **Determining If Programs Are Addressing School Improvement Outcomes**
- **Taking Stock of the Culture (PLCs)**
- **To Address School-Wide Goals**
- **Student Performance**
- **Faculty and Parent Conferences**
- **Discipline Referrals**
- **Track Effectiveness of Fiscal Decisions**
- **Community Support and Trends**

Reflection: Consider data sources you use in your work. Jot down two or three examples. How does context influence your selection of these data sources?

Covey's Time Management Matrix

(From, *The 7 Habits of Highly Effective People*, 1989, Fireside)

Covey reminds us:

“Organize and execute around priorities.” (p. 148)

“The key is not to prioritize what’s on your schedule, but to schedule your priorities.” (p. 161)

	Urgent	Not Urgent
Important	Quadrant I <i>Urgent and Important</i>	Quadrant II <i>Not Urgent and Important</i>
Not Important	Quadrant III	Quadrant IV

Covey states: “Urgent...requires immediate attention.... Importance... has to do with results.... We *react* to urgent matters. Important matters that are not urgent require more initiative, more proactivity. We must *act* to seize opportunity, to make things happen.” (Covey, pp. 150-51)

“Quadrant II is the heart of effective personal management. It deals with things that are not urgent, but important.”
(Covey, p. 152)

Personal Reflection/Trio Exchange: As you reflect upon this matrix, what are some priorities that you would like to schedule, especially concerning Quadrant II? Brainstorm possible strategies with two colleagues to accomplish your priorities.

Balancing Time Management with Instructional Leadership Responsibilities

Leading and Learning By Wandering Around (LLBWA):

Adapted from IF I ONLY KNEW...Success Strategies for Navigating the Principalsip p. 100, (1998) by Alvy and Robbins.

“[LLBWA] helps to implement the important leadership principle that leadership and management go hand in hand. Moreover, [LLBWA] symbolically reinforces the message that: the heart of the school is the classroom, not the principal’s office.” [LLBWA] is *purposeful visibility* by circulating in classrooms, the hallway, the cafeteria, the gymnasium, and science and computer laboratories, as well as on the playground and the bus area. School leaders should not ‘camp out’ in their office but rather spend time in the various nerve centers of the school that are critical to an effective organization. As a result, when principals visit classrooms to conduct teacher observations and watch students learn, the teachers and students will experience a greater comfort level because the visitor is a familiar classroom figure.”

LLBWA supports the school vision as an important teaching and learning tool for:

- using the “brevity, fragmentation and variety” (Peterson, 1982) of the principalship to support school goals
- sharing expectations
- building school wide norms of practice
- focusing attention on what's important
- positive public relations
- attaining a perspective of the quality of instruction
- assessing the nature of the "taught" curriculum
- gathering data about the perception of the school in the community and school climate

Leading and Learning By Wandering Around: "Tactics"

(adapted from *The New Principal's Fieldbook*, pp. 179-181)

- A. Select different times to "wander" 8, 10, 12, 2, 4
- B. Celebrate Student and Teacher Success
- C. Focused Drop-In-- "7 minute snapshots"
 - student focus
 - instructional focus
 - curricular focus
- D. Unfocused Drop-In
 - random
 - planned
- E. Teach a class/group
- F. Pre-Observation Chat
 - Observation
 - Post-Observation Chat
- G. Hallway/Yard Monitoring at Transition Times
- H. Prescheduled, Periodic One-to-One Discussions
- I. Task Group Discussions (e.g., to make parent conferences more meaningful)
- J. Parent Outreach Calls
 - good news
 - storytelling
- K. Target Student Interviews
- M. Sample Lesson Plans and Comments
(providing cultural norms permit)
- N. Staff Room Visits
- O. Collect Student Work Samples
- P. Collect Specific School wide Data (TOT, Verbal Flow, Motivation)
- Q. Referral Follow-Up
- R. Wander by "Black Holes" in space that are monitored infrequency
- S. Neighborhood Walk and Watch
- T. Observe Display Cases and Consider What They Say About the School

Theory to Practice: Consider areas in your school or school district that you could have visited more frequently during these past few months. (Do any of these areas have important meaning relating to your school or district culture?) Jot down a reminder to visit two or three of these areas when you return to school in a few days.

Areas I am going to visit:

- 1.
- 2.
- 3.

Leading and Learning By Wandering Around in
the Classroom:

Emphasizing Student Work:

"Rather than observing the classroom to see how the teacher is performing, the principal observes the classroom (and perhaps interviews students and reviews assignments as well) to determine the extent to which students are engaged, persist, and experience a sense of accomplishment and satisfaction as a result of what they are asked to do."

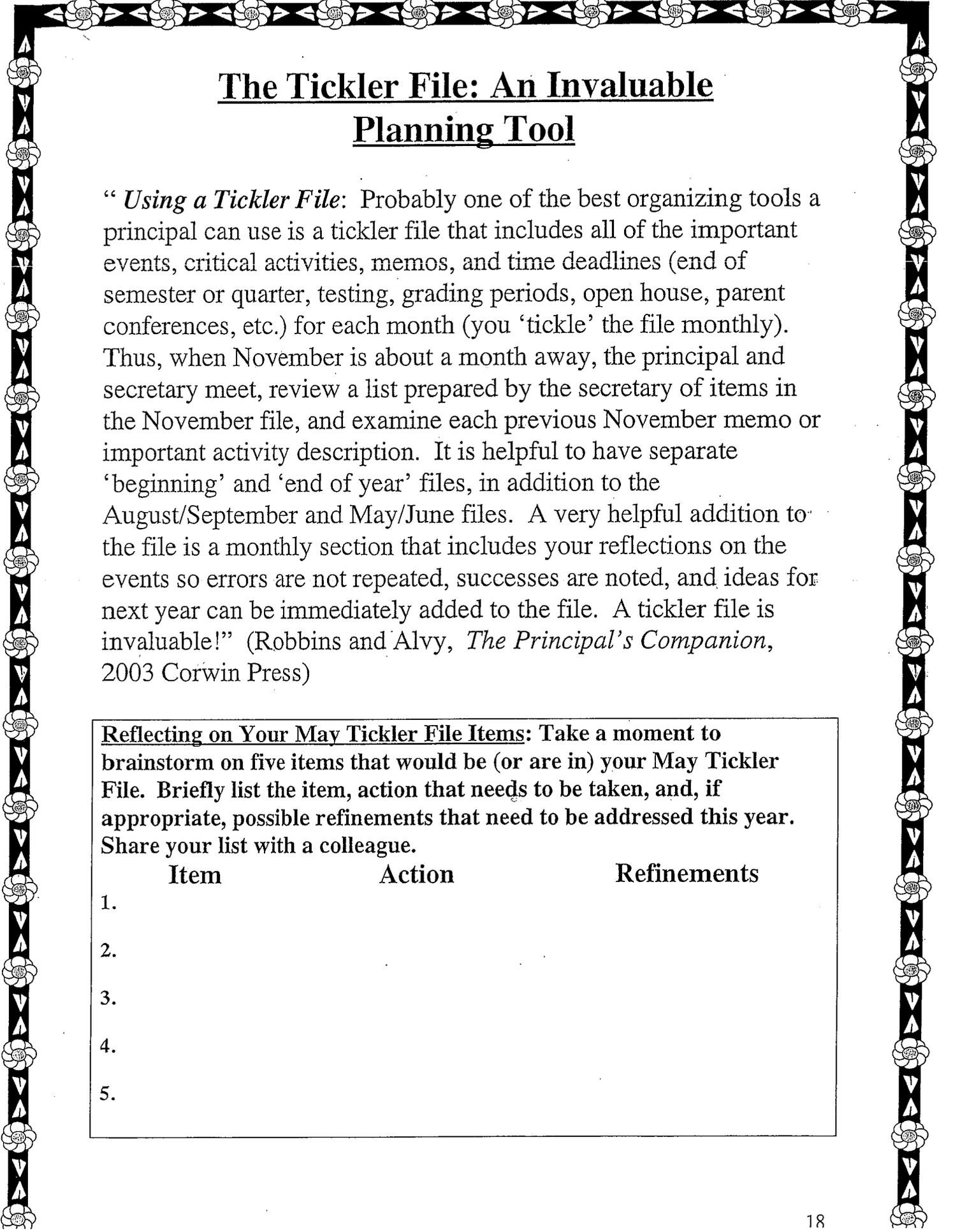
(From, *Shaking Up the Schoolhouse*, Schlechty, 2001, p. 144)

Schlechty's Ten Process Standard to promote quality, meaningful and engaging student work

These standards, part of Schlechty's "Working on the Work" framework (WOW), provide an excellent "Best Practice" source for those observing students to gauge the quality of student work:

- **Content and Substance**—teachers and administrator share an understanding of what students need to know and be able to do;
- **Organization of Knowledge**—content organized to maximize learning possibilities for each students;
- **Product Focus**—the work and the tasks that students engage in, the “problems, issues, products, performances and exhibitions” (p. 113);
- **Clear and Compelling Product Standards**—students’ understanding how the results of their work will be evaluated;
- **Protection from Adverse Consequences for Initial Failure**—a climate that encourages risk taking and supportive analysis when “failure” occurs;
- **Affirmation of the Significance of Performance**—involving the significant public (students, parents, teachers and community members) who participate in the affirmation of student work;
- **Affiliation**— supporting student opportunities to work in groups of two or more with classmates, parents or others in the community;
- **Novelty and Variety**—providing a substantial range of learning opportunities that are exciting, challenging, and employing simple to complex technologies;
- **Choice**—giving students opportunities to choose tasks to reach the intended goals of the school curriculum; and
- **Authenticity**—supporting tasks and consequences that are meaningful to students.
Based on, *Shaking Up the Schoolhouse* (pp. 107-128)

As you walk through your school to celebrate student and teacher success, how would you determine whether quality learning is taking place in classrooms based on Schlechty's advice? Discuss your ideas with a colleague.



The Tickler File: An Invaluable Planning Tool

“ *Using a Tickler File*: Probably one of the best organizing tools a principal can use is a tickler file that includes all of the important events, critical activities, memos, and time deadlines (end of semester or quarter, testing, grading periods, open house, parent conferences, etc.) for each month (you ‘tickle’ the file monthly). Thus, when November is about a month away, the principal and secretary meet, review a list prepared by the secretary of items in the November file, and examine each previous November memo or important activity description. It is helpful to have separate ‘beginning’ and ‘end of year’ files, in addition to the August/September and May/June files. A very helpful addition to the file is a monthly section that includes your reflections on the events so errors are not repeated, successes are noted, and ideas for next year can be immediately added to the file. A tickler file is invaluable!” (Robbins and Alvy, *The Principal’s Companion*, 2003 Corwin Press)

Reflecting on Your May Tickler File Items: Take a moment to brainstorm on five items that would be (or are in) your May Tickler File. Briefly list the item, action that needs to be taken, and, if appropriate, possible refinements that need to be addressed this year. Share your list with a colleague.

	Item	Action	Refinements
1.			
2.			
3.			
4.			
5.			

Sowing the Soil for a New Beginning

When Sarah first approached the building where she had been appointed principal, she made a mental note that something had to be done about the physical appearance of the school. Trash littered the lawn and the weeds were abundant. She thought to herself, "the school doesn't look at all inviting. It has a depressing air about it. To a student, parent, or community member, it certainly doesn't look welcoming."

As she climbed the steps to the front door her eyes met a large "No Trespassing!" sign, next to an image of a gun with a line through it and a command to "report to the office." Once in the main hallway, she found her way to the office where she was greeted by Mrs. Spiker, a grey-haired lady who had been secretary at the school for fifteen years. Mrs. Spiker peered at Sarah over the rims of her glasses and said, "so you're the one who the district chose to be principal, huh? You sure have some challenges before you!" Sarah wondered what this meant but intuited from the tone that it was not good. Sarah continued, "Well, I'm looking forward to working with you, and with your history here, I'm sure you will be a vital resource." Mrs. Spiker showed no emotion but offered, "I might as well tell you now. Mr. White, the former principal, was ticked that you got the job instead of his assistant. I think that's why he gave just about everyone—custodian, bookkeeper, assistant principal—two-weeks vacation beginning your first day on the job. And, by the way, he gave his nice office furniture to the assistant—you get her old stuff! I'm leaving at noon today. Mr. White said I could take comp time to get my hair done. Good luck to you, honey. You've got a tough road ahead!"

information," as she walked into what was to be her new office. She felt numb, but realized that she had to push on. She gazed at a white pad of paper on the desk and then began brainstorming a list of priorities and developing a plan. After work that day, Sarah drove around town and stopped at the local nurseries and hardware stores that had plant departments. She explained that, as a principal, she would very much like to spruce up the external appearance of the school to which she was assigned, but had no budget for such a purpose. She invited the merchants to partner with the school as community members to create a welcoming learning haven for students. Every merchant agreed. Some even offered to deliver plants, tools, potting soil and fertilizer to the school. That evening she called several friends and asked them to join her on Saturday for the beautification project.

On Saturday morning, a mighty group of seven met Sarah at the school. They roughed out a sketch of where the plants would be placed and took their positions. As they dug in the soil, several curious neighbors walked by and paused. Sarah stood and greeted the onlookers, explaining she and her friends were preparing the grounds so that students would feel welcomed to the school. Many offered to join in. By the end of the afternoon, thirty-five members of the neighborhood were on their knees, digging in the dirt, preparing for the opening of school. "We're going to make it," Sarah thought to herself with a smile.

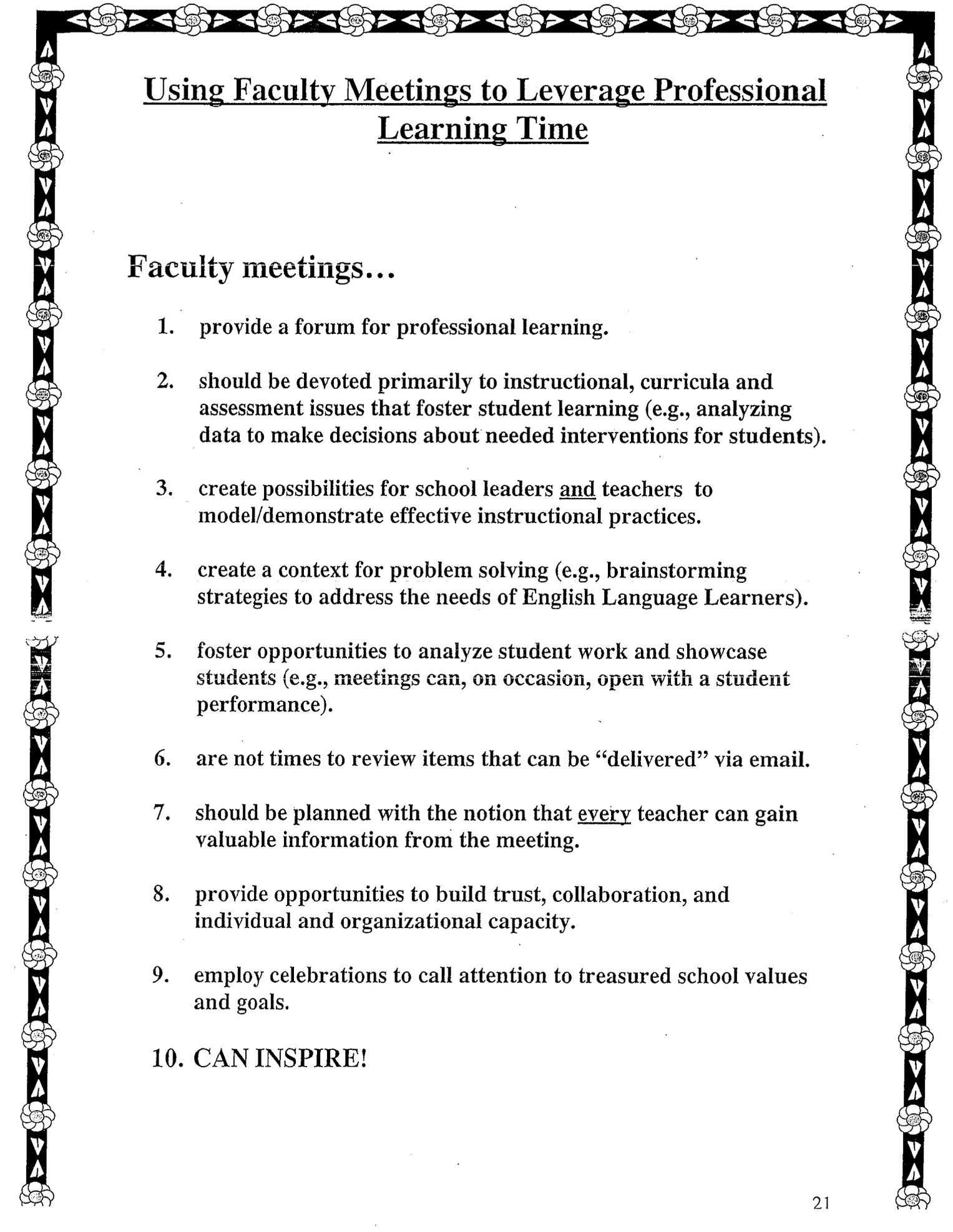
Managing the Schoolhouse from Sunrise to Sunset

Leading and Learning By Wandering Around (LLBWA) is a purposeful leadership strategy supported by the authors--because it works. This success story uses the LLBWA strategy.

Once a month after the students are dismissed on a Friday afternoon, an elementary school principal and the school's head custodian walk through the facility. The principal and custodian drop into each classroom where teachers seem relaxed (it's Friday afternoon!) and ask about lighting, the condition of the furniture and other matters that involve maintenance work. The teachers appreciate the visit, and a few usually have one or two suggestions. Because teachers know that the principal and custodian will drop by monthly, some keep a list of maintenance concerns. The teachers know that for serious problems, maintenance requests should be sent as soon as possible. For example, moisture observed in a ceiling tile should be reported immediately. If a problem needs considerable discussion (e.g., removing, redesigning or renovating a bookcase area) the teacher and custodian plan a future meeting. Often a teacher's suggestion relates to preventive maintenance, with a possible repair or replacement during the December holiday or summer maintenance period. A Saturday repair is also a possibility. If it looks like a major summer job, the principal asks the teacher to fill out the summer work forms, which are distributed in the spring. The teachers may use this time to briefly share information with the principal that might relate to the class, a student, or some future activity. It is also an opportunity to wish a colleague a good weekend!

(From the *New Principal's Fieldbook*, pages 177-78)

Leadership and Management: Reflecting on the stories, how did the principals demonstrate that leadership and management are intertwined?



Using Faculty Meetings to Leverage Professional Learning Time

Faculty meetings...

1. provide a forum for professional learning.
2. should be devoted primarily to instructional, curricula and assessment issues that foster student learning (e.g., analyzing data to make decisions about needed interventions for students).
3. create possibilities for school leaders and teachers to model/demonstrate effective instructional practices.
4. create a context for problem solving (e.g., brainstorming strategies to address the needs of English Language Learners).
5. foster opportunities to analyze student work and showcase students (e.g., meetings can, on occasion, open with a student performance).
6. are not times to review items that can be “delivered” via email.
7. should be planned with the notion that every teacher can gain valuable information from the meeting.
8. provide opportunities to build trust, collaboration, and individual and organizational capacity.
9. employ celebrations to call attention to treasured school values and goals.
10. CAN INSPIRE!

H4

A MENU OF FACULTY MEETING OPTIONS AS INVITATIONS TO LEARN:

- Sharing “Success Stories” with student artifacts
- Tuesday Afternoon at the Movies (“Searching for Bobby Fischer”)
- Reflecting on the qualities and characteristics of “Great Teachers” from one’s past.
- Carousel Brainstorming
- Talk Walk
- Swap Meets (e.g., trading instructional and curricula materials or best practice ideas)
- Problem solving difficult and frustrating situational experiences
- Listening Posts
- Writing a Professional Legacy for the Year
- Article Sharing: Reviews, Discussions and Applications
- Faculty-Sponsored Workshops (e.g., Lesson Study, UbD)
- Analysis of student performance data related to instructional planning
- Instructional Strategy Practice
- Curriculum Mapping and/or vertical articulation by grade(s)
- Faculty Book Club (e.g. *Integrating Differentiated Instruction and Understanding By Design, Classroom Instruction That Works*)
- Setting School Goals for the Next Academic Year (what’s worked, what hasn’t, recommendations)
- What else?

Aspiring Leaders Meeting Activity: Article Sharing

“Growing Into Leadership”

(Harvey Alvy and Pam Robbins, *Educational Leadership*, May, 2005)

Article Sharing Possibility:

Principals can skim through 2-3 journals a month or ask colleagues, grade level teams, or departments to select articles of interest for the faculty. The articles might be used during an aspiring leaders meeting, administrative meetings, brown bag lunches, department meetings, or grade level team meetings. Principals, individual teachers, or groups of teachers can lead discussions. An example of an article for discussion during an aspiring leaders meeting comes from the May, 2005 *Educational Leadership* and is titled, “Growing into Leadership.” Consider: How could you share this article with aspiring, new and “seasoned” administrative colleagues as a cooperative activity?

Note-Taking Guide on *Growing Into Leadership*:

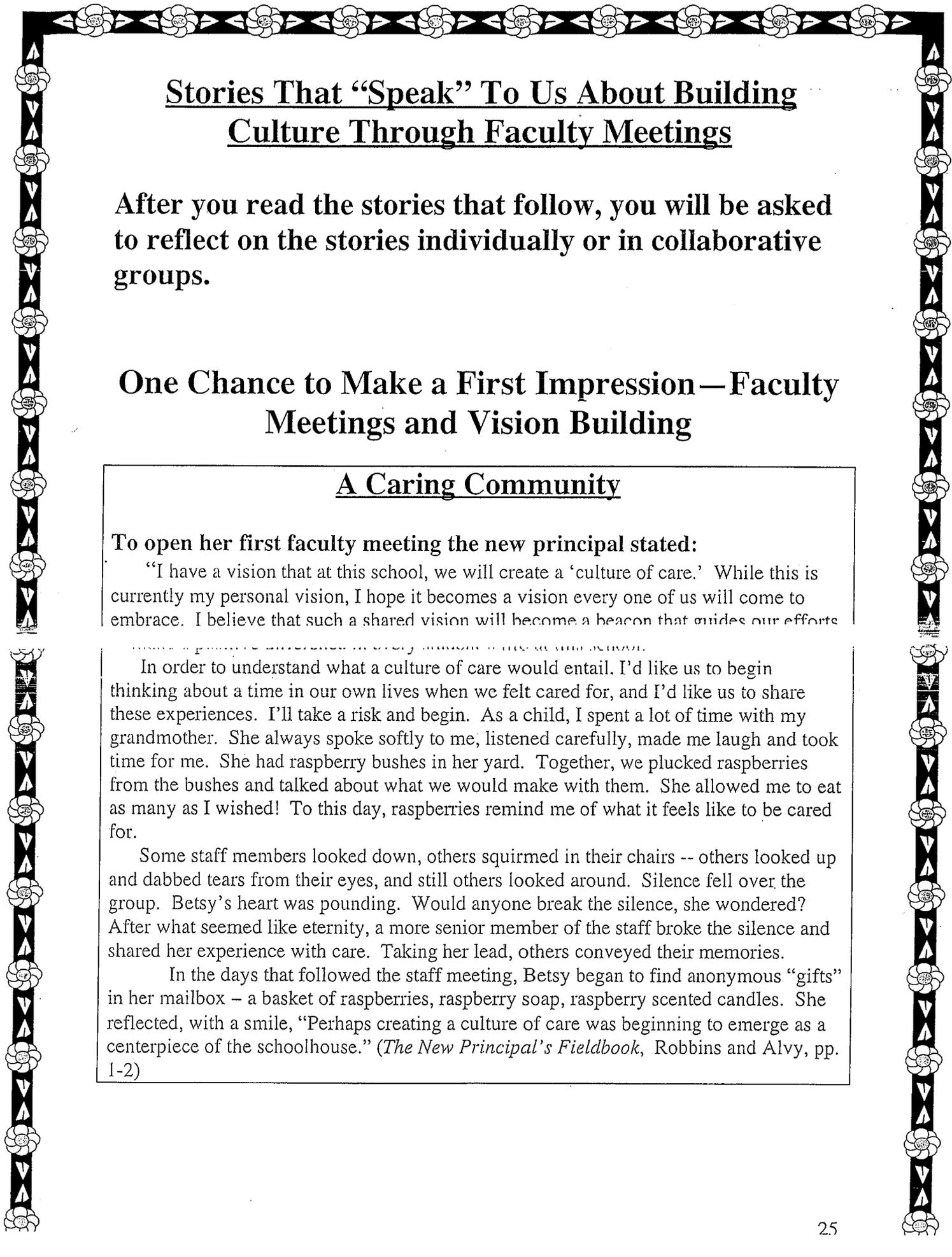
ESSENTIAL THEMES TO GUIDE NEW PRINCIPALS

- Keeping Students at the Heart-
- Being a Learning Leader-
- Acting Ethically-
- Put Instructional Leadership First-
- Practice Efficient Management-
- Build Strong Relationships-
- Know What to Expect-
- Orchestrate School-Community Partnerships-
- Lifelong Learners-

Important Leadership Themes For New Principals

After reading the article, "Growing Into Leadership" by Alvy and Robbins, discuss the article as a cooperative activity with your table group members. Together, note in each window pane what you remember about each theme. Then, discuss the implications of each theme for new and "seasoned" school leaders and/or teachers in the schoolhouse and district office.

Keeping Students at the Heart-	Being a Learning Leader-
Act Ethically-	Put Instructional Leadership First-
Practice Efficient Management-	Build Strong Relationships-
Know What to Expect-	Orchestrate School-Community Partnerships-
Lifelong Learners-	Concluding Thoughts/Insights-



Stories That “Speak” To Us About Building Culture Through Faculty Meetings

After you read the stories that follow, you will be asked to reflect on the stories individually or in collaborative groups.

One Chance to Make a First Impression—Faculty Meetings and Vision Building

A Caring Community

To open her first faculty meeting the new principal stated:

“I have a vision that at this school, we will create a ‘culture of care.’ While this is currently my personal vision, I hope it becomes a vision every one of us will come to embrace. I believe that such a shared vision will become a beacon that guides our efforts

In order to understand what a culture of care would entail, I’d like us to begin thinking about a time in our own lives when we felt cared for, and I’d like us to share these experiences. I’ll take a risk and begin. As a child, I spent a lot of time with my grandmother. She always spoke softly to me, listened carefully, made me laugh and took time for me. She had raspberry bushes in her yard. Together, we plucked raspberries from the bushes and talked about what we would make with them. She allowed me to eat as many as I wished! To this day, raspberries remind me of what it feels like to be cared for.

Some staff members looked down, others squirmed in their chairs -- others looked up and dabbed tears from their eyes, and still others looked around. Silence fell over the group. Betsy’s heart was pounding. Would anyone break the silence, she wondered? After what seemed like eternity, a more senior member of the staff broke the silence and shared her experience with care. Taking her lead, others conveyed their memories.

In the days that followed the staff meeting, Betsy began to find anonymous “gifts” in her mailbox – a basket of raspberries, raspberry soap, raspberry scented candles. She reflected, with a smile, “Perhaps creating a culture of care was beginning to emerge as a centerpiece of the schoolhouse.” (*The New Principal’s Fieldbook*, Robbins and Alvy, pp. 1-2)

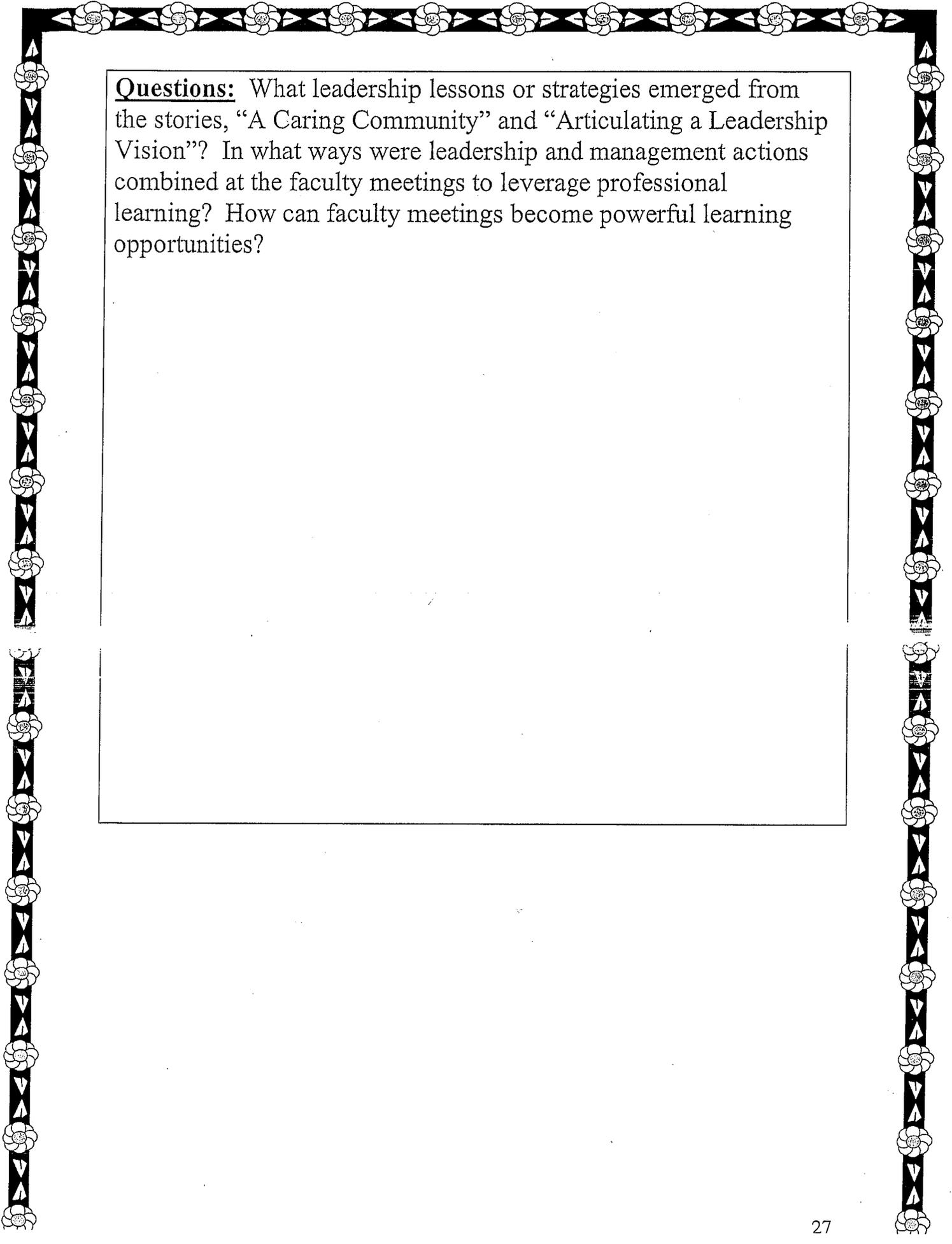
Articulating a Leadership Vision

The first faculty meeting for a new leader is a one-time opportunity for success. One new principal used this meeting to articulate his personal vision, review the research on successful schools and to share his thoughts on learning about the school culture. In his initial remarks the principal noted that teachers were the key to school success and that it was a principal's role to serve the teachers. Consequently his vision was of the leader as a servant for students, teachers and the community. He stated that he did not view becoming a principal as "moving up the ladder" as that phrase implies the principal is more important than the teacher. Instead the new principal indicated that he desired to make a different contribution to affect the whole organization in a positive way.

The new principal then reviewed and provided some personal reflections on the literature about successful schools. This gave the principal an opportunity to state how important it was to have a common vision of success based on agreed upon learning goals; high expectations for all students; an emphasis on meaningful, quality and engaging student work; working successfully with parents; monitoring student success; respecting instructional time; leadership throughout the organization; collaboration among faculty about teaching and learning; and a safe and orderly school environment. The principal purposely left out the part of the literature that stressed the "principal as instructional leader" and emphasized distributed leadership since he was concerned that some faculty may interpret these critical initial comments as a call for a dominant school leader—Napoleon was not the image that he hoped to convey.

The principal noted that he had a lot to learn about the culture of the school. He mentioned that he had heard the school was very caring, and was known as a place in which teachers were always accessible. The principal stated that he had a couple of "pet peeves" that he wanted to share with the faculty. One, he was very uncomfortable with publicly embarrassing someone. Thus he would not do that to faculty or students—he hoped they would follow his lead. Two, he indicated that he was uncomfortable with cynicism and sarcasm about kids. The principal observed that a couple of faculty members were uncomfortable with his remarks on these issues. But, the principal was satisfied that he had articulated his views.

In his closing remarks the principal indicated that in order to learn about the culture he would be visible, trying to meet students. He was looking forward to observing their successes in the classroom. He stressed that the important school events take place in the classrooms, the theatres, the gymnasiums and, on the playing fields—not in the principal's office. The new principal asked the staff to be patient with him as he would be asking lots of questions about how the school works, about curriculum, instructional resources, and other school related issues to—get up to speed. He apologized in advance about all the questions that would be asked. He reiterated, "Please be patient with all of my questions." Finally, the principal stated that he would try to articulate and celebrate whenever possible, how much he supports all of the good things the school has done and will continue to do in the future. (*The New Principal's Fieldbook*, Robbins and Alvy, pp. 64-65)

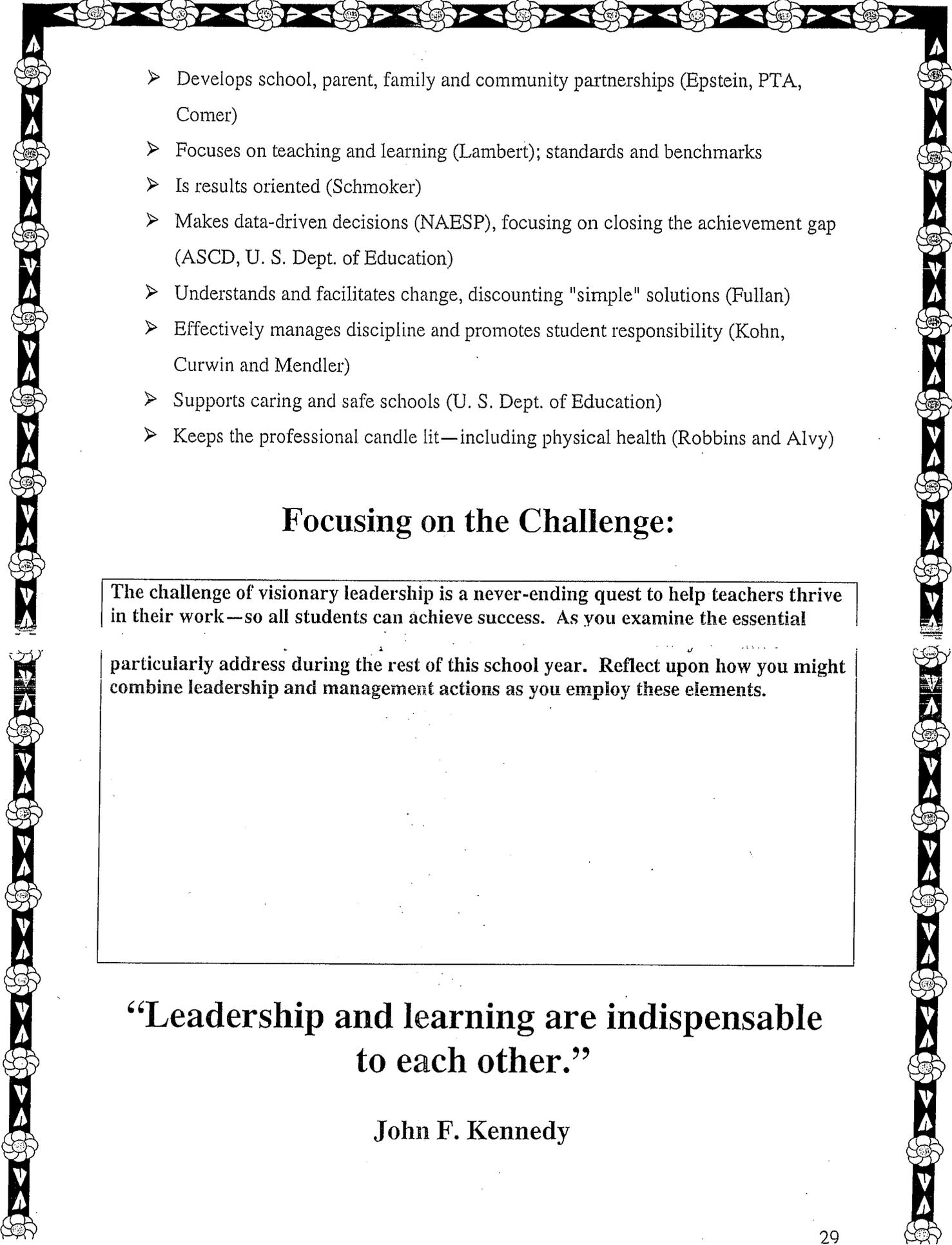


Questions: What leadership lessons or strategies emerged from the stories, “A Caring Community” and “Articulating a Leadership Vision”? In what ways were leadership and management actions combined at the faculty meetings to leverage professional learning? How can faculty meetings become powerful learning opportunities?

Reflections and Field notes on:

ESSENTIAL ELEMENTS OF BOLD & VISIONARY LEADERSHIP

- Inspires a shared vision (Kouzes and Posner)
- Enables/empowers others to act (Kouzes and Posner)
- Advocates student success through, meaningful, engaging, and quality student work (Schlechty)
- Sets a personal example of lifetime learning (Covey), embracing a spirit of curiosity (Bennis and Little)
- Advocates positive human relations and effective communication (Coladarci and Getzels, McGregor)
- Provides daily moral and emotional leadership with head and heart (Sergiovanni, Goleman)
- Promotes a collaborative professional learning community focused on results (Senge, DuFour and Eaker)
- Balances leadership and management responsibilities (Bennis)
- Builds a positive school culture (Deal and Peterson)
- Uses celebration to enhance climate and promote treasured cultural values and goals (Robbins and Alvy)
- Supports and celebrates diversity of issues, staff and students (Banks)
- Maintains purposeful visibility—Leading and Learning By Wandering Around (Peterson, Alvy and Robbins)
- Provides transformational leadership to maximize human potential (Burns)-- including high expectations for self, students, and others
- Fosters relational trust by emphasizing competence, respect, personal regard for others and integrity to accomplish school reform (Bryk and Schneider)
- Fosters professional growth through staff development; supervision and evaluation (Robbins and Alvy)
- Provides feedback on performance (Glickman, Peters, McGreal)

- 
- Develops school, parent, family and community partnerships (Epstein, PTA, Comer)
 - Focuses on teaching and learning (Lambert); standards and benchmarks
 - Is results oriented (Schmoker)
 - Makes data-driven decisions (NAESP), focusing on closing the achievement gap (ASCD, U. S. Dept. of Education)
 - Understands and facilitates change, discounting "simple" solutions (Fullan)
 - Effectively manages discipline and promotes student responsibility (Kohn, Curwin and Mendler)
 - Supports caring and safe schools (U. S. Dept. of Education)
 - Keeps the professional candle lit—including physical health (Robbins and Alvy)

Focusing on the Challenge:

The challenge of visionary leadership is a never-ending quest to help teachers thrive in their work—so all students can achieve success. As you examine the essential

particularly address during the rest of this school year. Reflect upon how you might combine leadership and management actions as you employ these elements.

“Leadership and learning are indispensable to each other.”

John F. Kennedy

Shaping the Learning Community: Inspirational Stories of Leadership

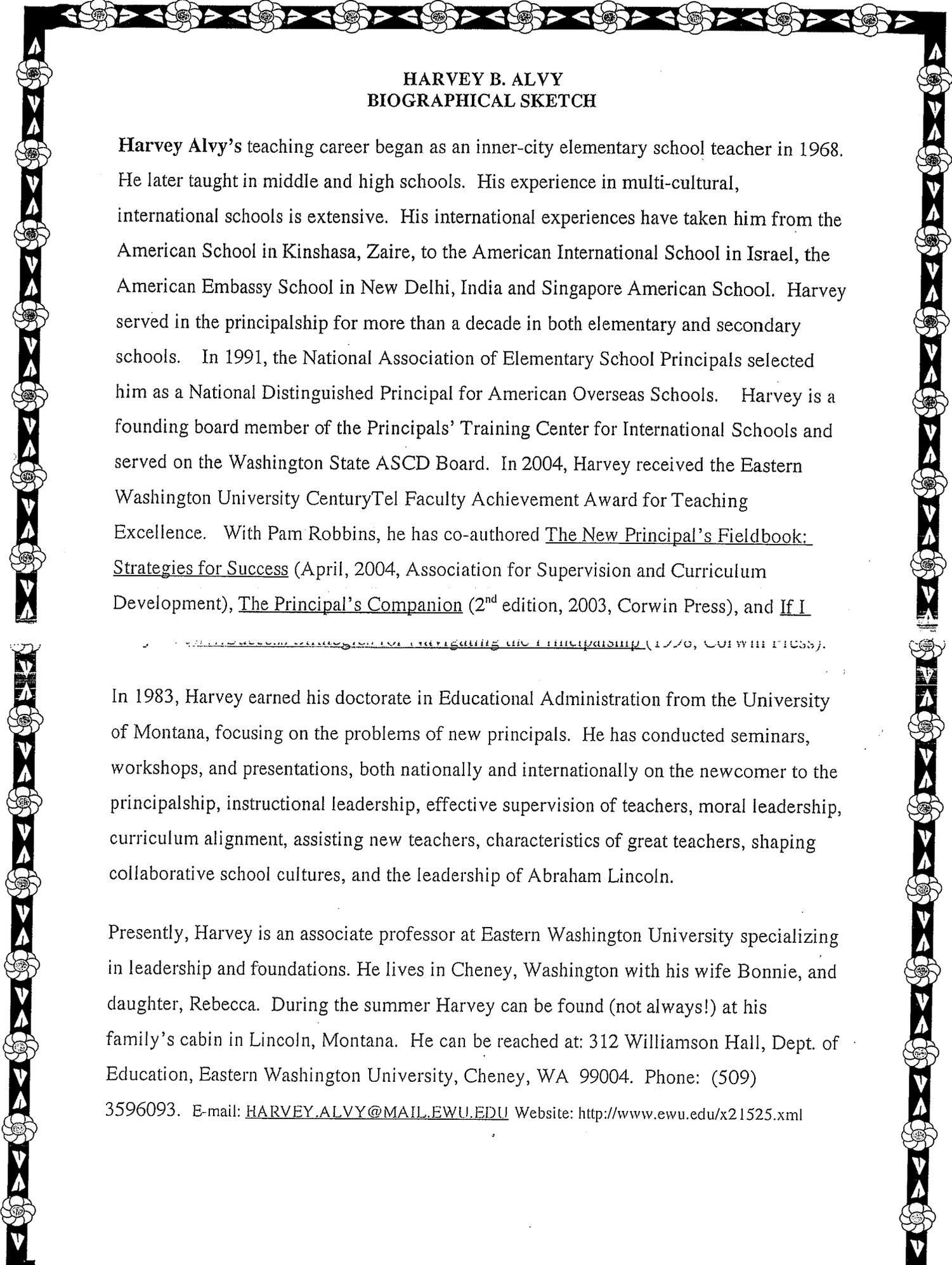
Session 2205

Presented At The
ASCD Annual Conference and Exhibit Show 2007
“Valuing the Whole Child: Embracing a Global Vision”
Sunday, March 18, 2007

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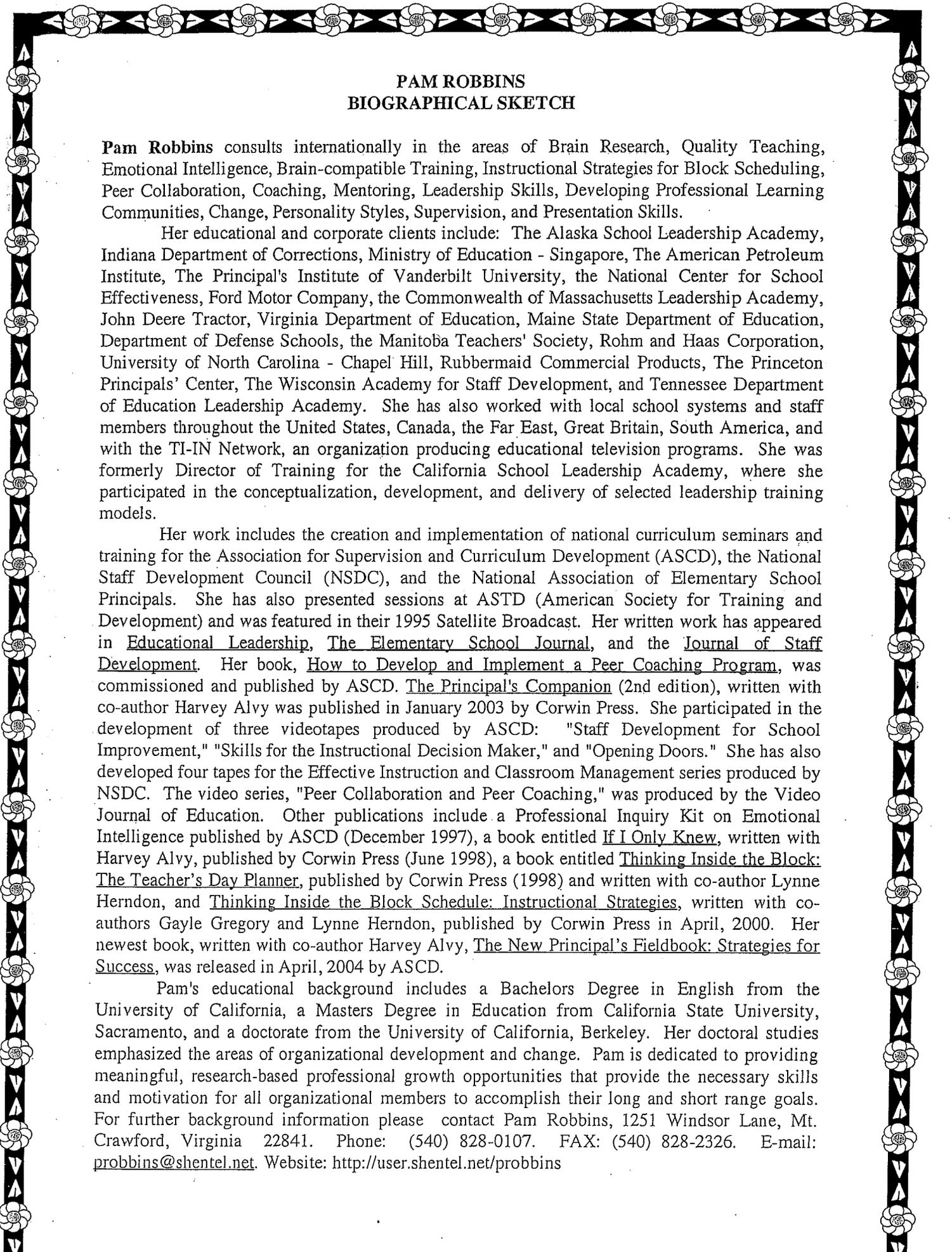
HARVEY B. ALVY BIOGRAPHICAL SKETCH

Harvey Alvy's teaching career began as an inner-city elementary school teacher in 1968. He later taught in middle and high schools. His experience in multi-cultural, international schools is extensive. His international experiences have taken him from the American School in Kinshasa, Zaire, to the American International School in Israel, the American Embassy School in New Delhi, India and Singapore American School. Harvey served in the principalship for more than a decade in both elementary and secondary schools. In 1991, the National Association of Elementary School Principals selected him as a National Distinguished Principal for American Overseas Schools. Harvey is a founding board member of the Principals' Training Center for International Schools and served on the Washington State ASCD Board. In 2004, Harvey received the Eastern Washington University CenturyTel Faculty Achievement Award for Teaching Excellence. With Pam Robbins, he has co-authored The New Principal's Fieldbook: Strategies for Success (April, 2004, Association for Supervision and Curriculum Development), The Principal's Companion (2nd edition, 2003, Corwin Press), and If I

Principalship (1996, Corwin Press).

In 1983, Harvey earned his doctorate in Educational Administration from the University of Montana, focusing on the problems of new principals. He has conducted seminars, workshops, and presentations, both nationally and internationally on the newcomer to the principalship, instructional leadership, effective supervision of teachers, moral leadership, curriculum alignment, assisting new teachers, characteristics of great teachers, shaping collaborative school cultures, and the leadership of Abraham Lincoln.

Presently, Harvey is an associate professor at Eastern Washington University specializing in leadership and foundations. He lives in Cheney, Washington with his wife Bonnie, and daughter, Rebecca. During the summer Harvey can be found (not always!) at his family's cabin in Lincoln, Montana. He can be reached at: 312 Williamson Hall, Dept. of Education, Eastern Washington University, Cheney, WA 99004. Phone: (509) 3596093. E-mail: HARVEY.ALVY@MAIL.EWU.EDU Website: <http://www.ewu.edu/x21525.xml>



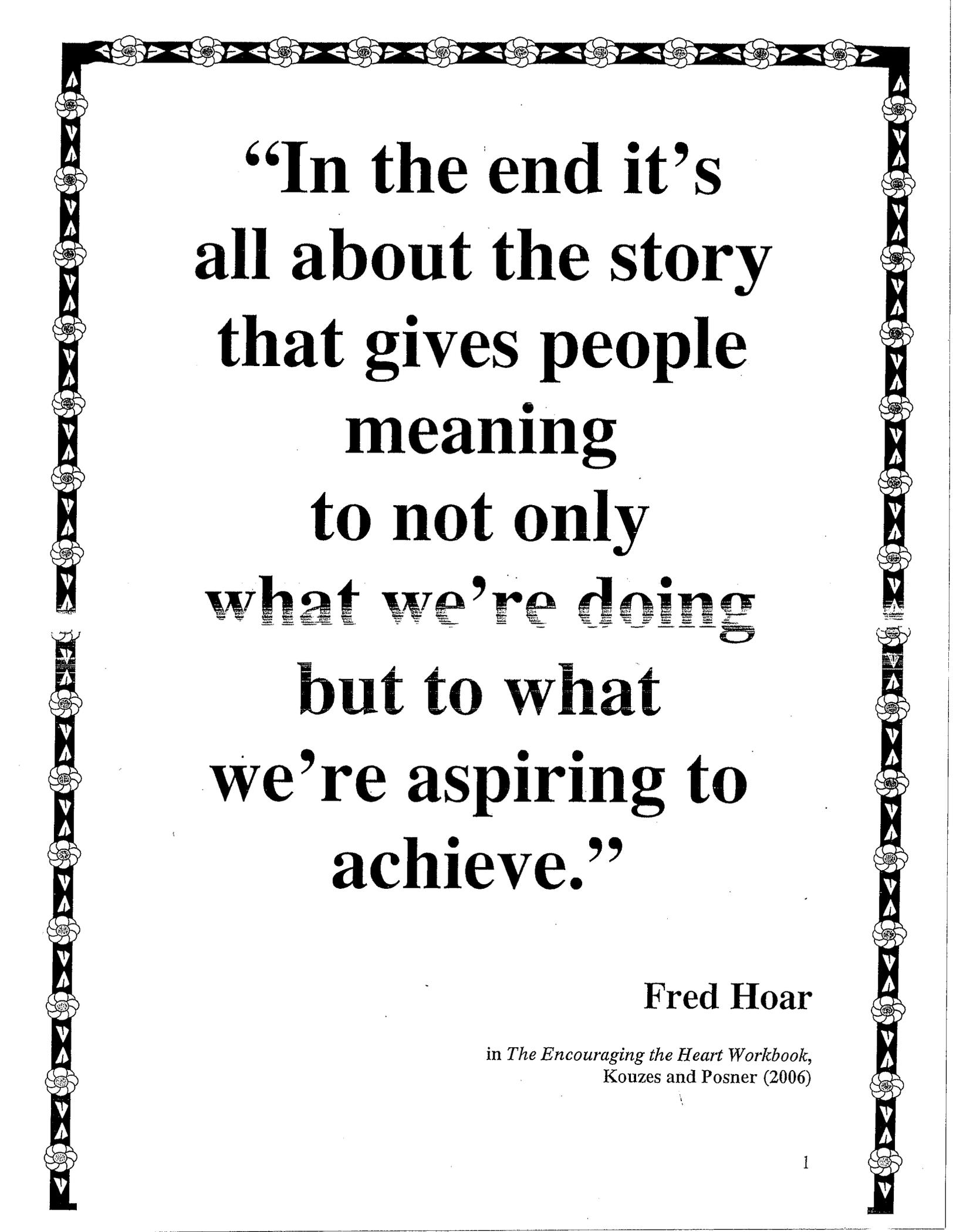
PAM ROBBINS
BIOGRAPHICAL SKETCH

Pam Robbins consults internationally in the areas of Brain Research, Quality Teaching, Emotional Intelligence, Brain-compatible Training, Instructional Strategies for Block Scheduling, Peer Collaboration, Coaching, Mentoring, Leadership Skills, Developing Professional Learning Communities, Change, Personality Styles, Supervision, and Presentation Skills.

Her educational and corporate clients include: The Alaska School Leadership Academy, Indiana Department of Corrections, Ministry of Education - Singapore, The American Petroleum Institute, The Principal's Institute of Vanderbilt University, the National Center for School Effectiveness, Ford Motor Company, the Commonwealth of Massachusetts Leadership Academy, John Deere Tractor, Virginia Department of Education, Maine State Department of Education, Department of Defense Schools, the Manitoba Teachers' Society, Rohm and Haas Corporation, University of North Carolina - Chapel Hill, Rubbermaid Commercial Products, The Princeton Principals' Center, The Wisconsin Academy for Staff Development, and Tennessee Department of Education Leadership Academy. She has also worked with local school systems and staff members throughout the United States, Canada, the Far East, Great Britain, South America, and with the TI-IN Network, an organization producing educational television programs. She was formerly Director of Training for the California School Leadership Academy, where she participated in the conceptualization, development, and delivery of selected leadership training models.

Her work includes the creation and implementation of national curriculum seminars and training for the Association for Supervision and Curriculum Development (ASCD), the National Staff Development Council (NSDC), and the National Association of Elementary School Principals. She has also presented sessions at ASTD (American Society for Training and Development) and was featured in their 1995 Satellite Broadcast. Her written work has appeared in Educational Leadership, The Elementary School Journal, and the Journal of Staff Development. Her book, How to Develop and Implement a Peer Coaching Program, was commissioned and published by ASCD. The Principal's Companion (2nd edition), written with co-author Harvey Alvy was published in January 2003 by Corwin Press. She participated in the development of three videotapes produced by ASCD: "Staff Development for School Improvement," "Skills for the Instructional Decision Maker," and "Opening Doors." She has also developed four tapes for the Effective Instruction and Classroom Management series produced by NSDC. The video series, "Peer Collaboration and Peer Coaching," was produced by the Video Journal of Education. Other publications include a Professional Inquiry Kit on Emotional Intelligence published by ASCD (December 1997), a book entitled If I Only Knew, written with Harvey Alvy, published by Corwin Press (June 1998), a book entitled Thinking Inside the Block: The Teacher's Day Planner, published by Corwin Press (1998) and written with co-author Lynne Herndon, and Thinking Inside the Block Schedule: Instructional Strategies, written with co-authors Gayle Gregory and Lynne Herndon, published by Corwin Press in April, 2000. Her newest book, written with co-author Harvey Alvy, The New Principal's Fieldbook: Strategies for Success, was released in April, 2004 by ASCD.

Pam's educational background includes a Bachelors Degree in English from the University of California, a Masters Degree in Education from California State University, Sacramento, and a doctorate from the University of California, Berkeley. Her doctoral studies emphasized the areas of organizational development and change. Pam is dedicated to providing meaningful, research-based professional growth opportunities that provide the necessary skills and motivation for all organizational members to accomplish their long and short range goals. For further background information please contact Pam Robbins, 1251 Windsor Lane, Mt. Crawford, Virginia 22841. Phone: (540) 828-0107. FAX: (540) 828-2326. E-mail: probbins@shentel.net. Website: <http://user.shentel.net/probbins>



**“In the end it’s
all about the story
that gives people
meaning
to not only
what we’re doing
but to what
we’re aspiring to
achieve.”**

Fred Hoar

*in The Encouraging the Heart Workbook,
Kouzes and Posner (2006)*

---Opening Activity---

The Power of Collaboration

“The *New York Times* science pages recently told the story of heart surgeons in Maine, New Hampshire and Vermont—only 23 in all—who agreed in 1993 to observe each other regularly in the operating room and share their know-how, insights, and approaches.

In the two years after their nine-months project, the death rate among their patients fell by an astonishing 25 percent. Merely by emphasizing teamwork and communication instead of functioning as solitary craftsmen, the study showed, all the doctors brought about major changes in their individual and institutional practices.

For teachers who, like heart surgeons, have traditionally worked as isolated professionals, the experiment holds a powerful lesson....”

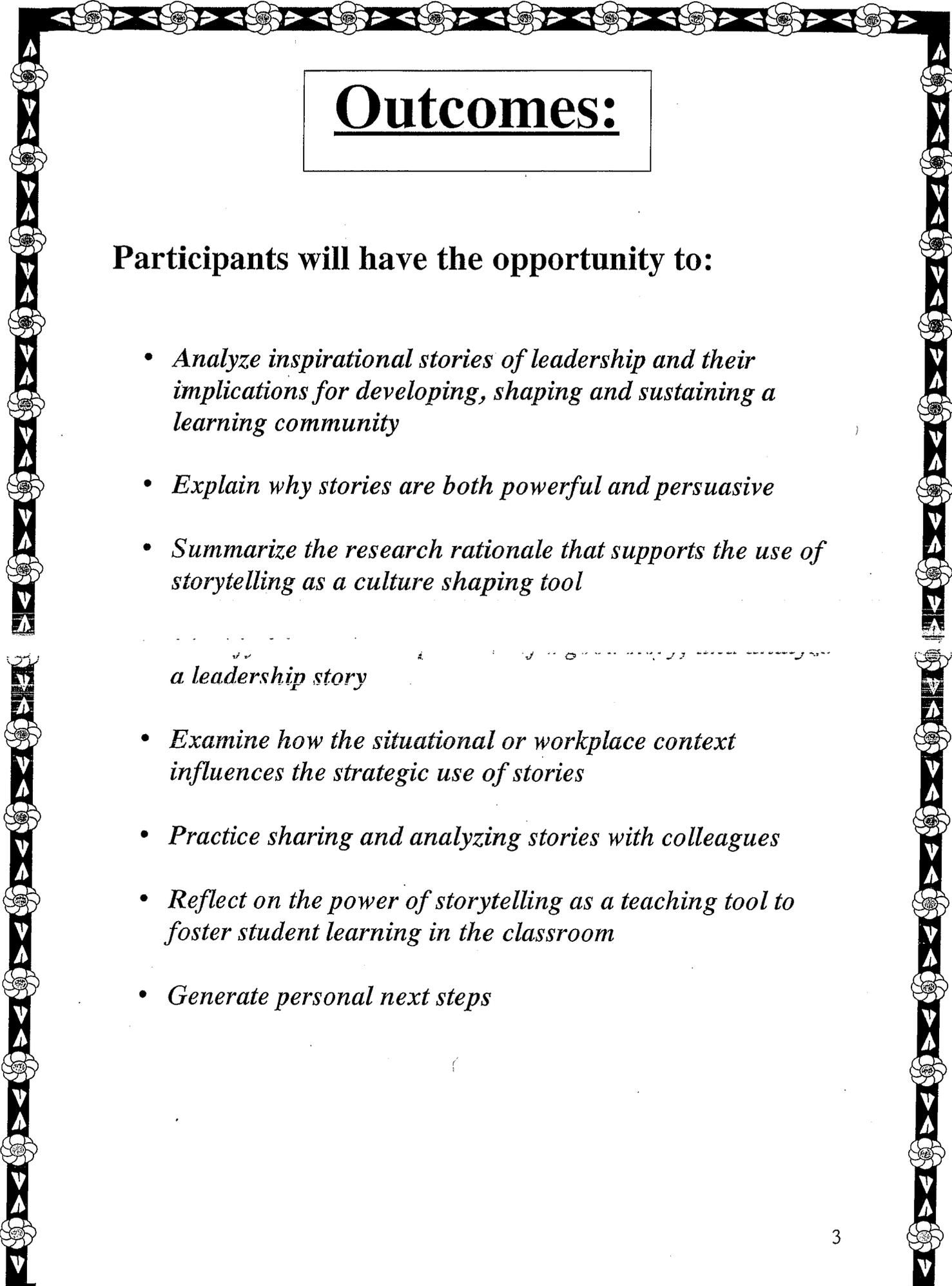
Reprinted from *Horace*, a publication of the Coalition of Essential Schools.
(National Staff Development Council, JSD, Fall, 1998)

After reading the story, “The Power of Collaboration” and reflecting on the opening quote, what is it that teachers, principals, and other school leaders might aspire to achieve?

After reflecting on this question for a moment, please share your thoughts with colleagues.

Consider: What leadership attributes are suggested by this story? What actions might result from this story?

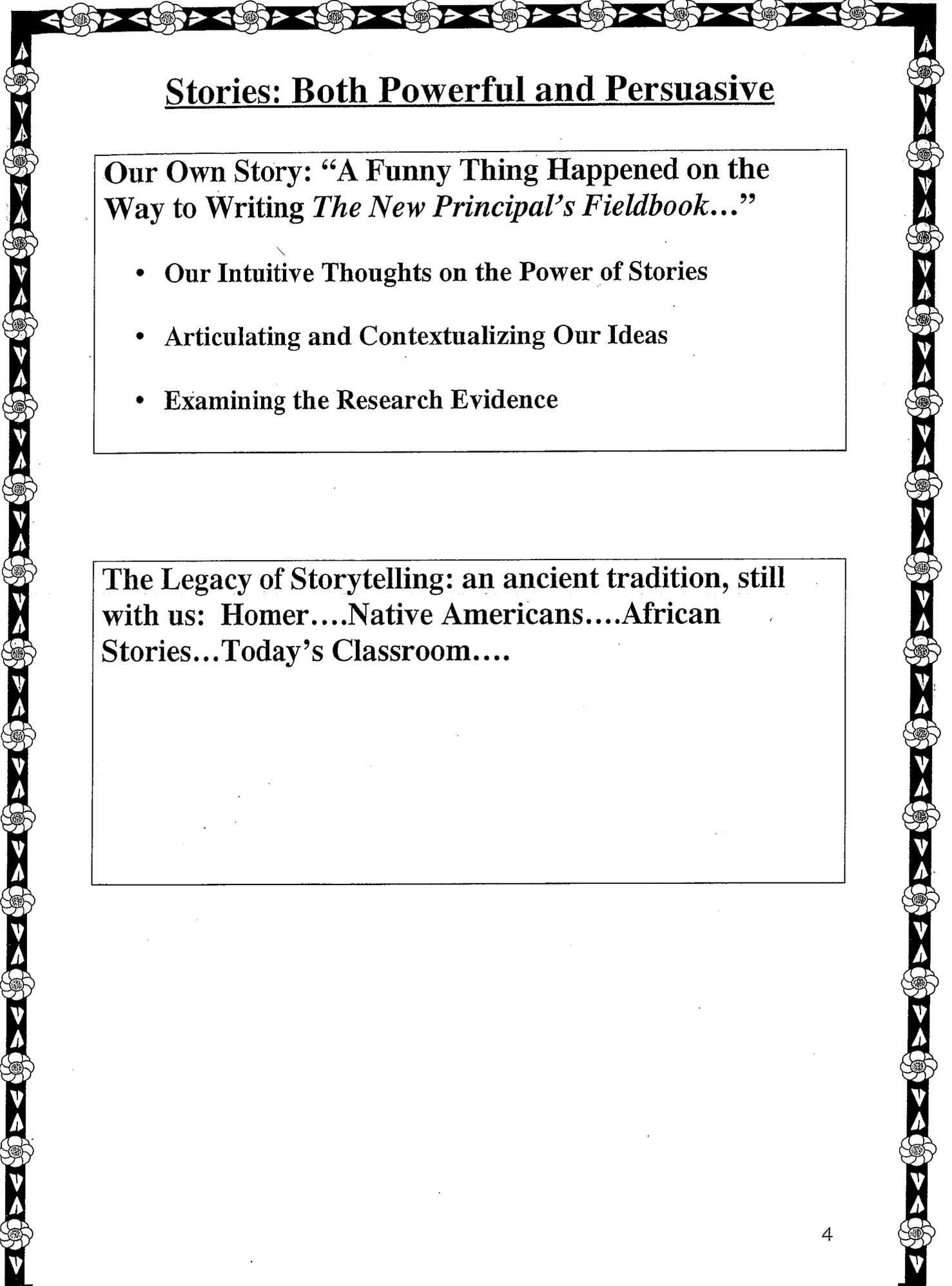
- Collaboration
- excellence from teachers
- sharing practice first begins using best practices
- isolation could lead to going backwards
- takes courage
- positive experiences
- system set up - lead to better & effectiveness 2
- how this affect



Outcomes:

Participants will have the opportunity to:

- *Analyze inspirational stories of leadership and their implications for developing, shaping and sustaining a learning community*
- *Explain why stories are both powerful and persuasive*
- *Summarize the research rationale that supports the use of storytelling as a culture shaping tool*
- *Write a leadership story*
- *Examine how the situational or workplace context influences the strategic use of stories*
- *Practice sharing and analyzing stories with colleagues*
- *Reflect on the power of storytelling as a teaching tool to foster student learning in the classroom*
- *Generate personal next steps*

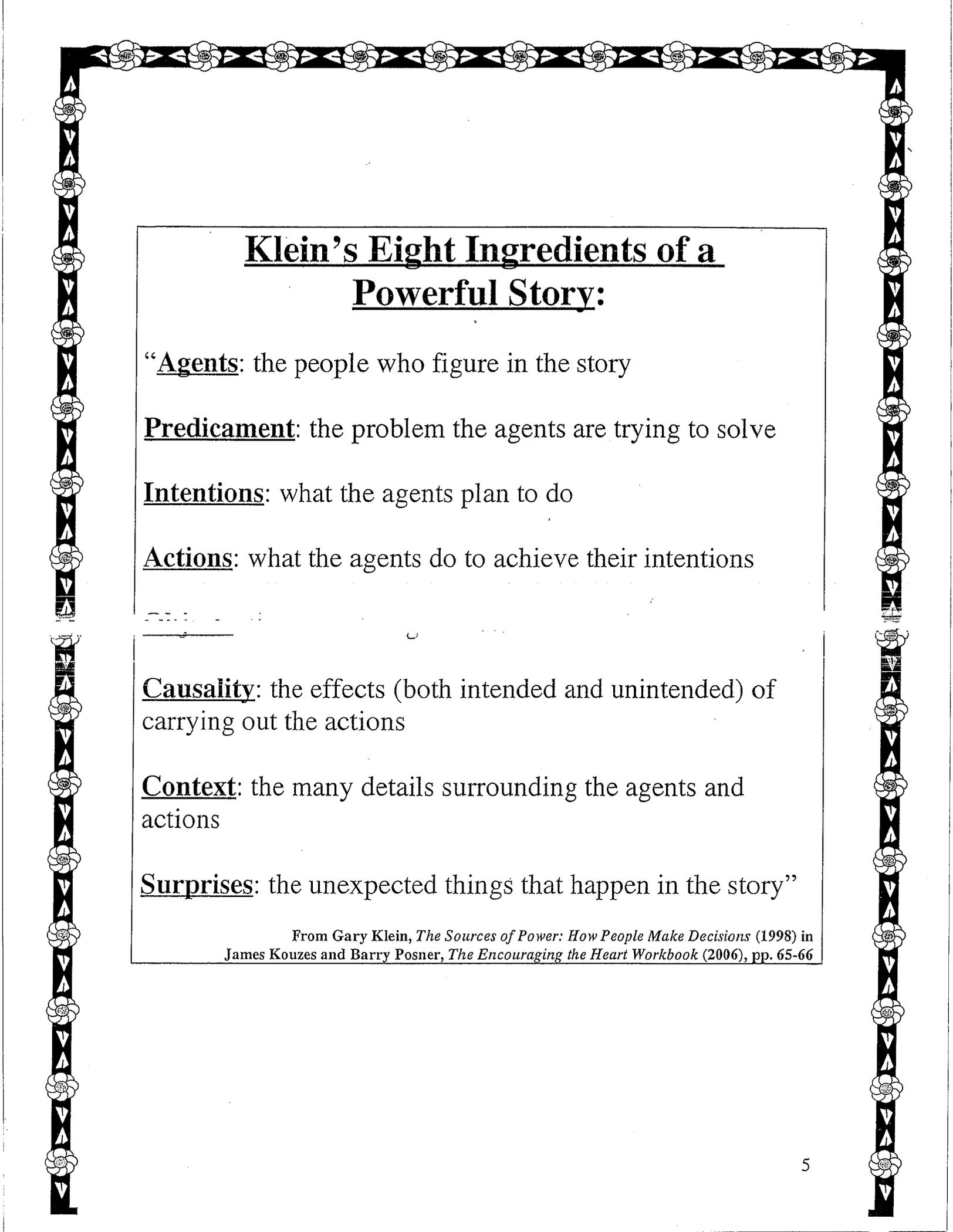


Stories: Both Powerful and Persuasive

Our Own Story: “A Funny Thing Happened on the Way to Writing *The New Principal’s Fieldbook...*”

- **Our Intuitive Thoughts on the Power of Stories**
- **Articulating and Contextualizing Our Ideas**
- **Examining the Research Evidence**

The Legacy of Storytelling: an ancient tradition, still with us: Homer....Native Americans....African Stories...Today’s Classroom....



Klein's Eight Ingredients of a Powerful Story:

Agents: the people who figure in the story

Predicament: the problem the agents are trying to solve

Intentions: what the agents plan to do

Actions: what the agents do to achieve their intentions

Causality: the effects (both intended and unintended) of carrying out the actions

Context: the many details surrounding the agents and actions

Surprises: the unexpected things that happen in the story”

From Gary Klein, *The Sources of Power: How People Make Decisions* (1998) in James Kouzes and Barry Posner, *The Encouraging the Heart Workbook* (2006), pp. 65-66

Effective Guidelines For Telling a Good Story

Leaders can use meetings and special events as an opportunity to tell stories that communicate the organizational vision and mission. Also, stories are a wonderful vehicle to highlight the success of individuals or teams. Based on Klein's ideas from the previous page, Kouzes and Posner suggest the following storytelling guidelines:

1. Identify the actor(s)...name all important names.
2. State the predicament: What was solved? What organizational values were supported?
3. Clarify the actor's intentions. What options were weighed?
4. Paint or re-enact the scene: What was the context? Where? When?
5. Describe the action: What did everyone involved do and say? Describe behaviors.
6. Tell how the story ended: What happened as a result of the action? Never leave your audience hanging.
7. Include a surprise: How was the incident unique? Interesting? Memorable? Funny? Is there an element of amazement?

.....And remember, a good story can be told in 3-5 minutes

From the, *Encouraging the Heart Workbook* (2006), pp. 70-73

Research on the Power of Stories:

“Stanford University organizational sociologists Joanne Martin and Melanie Powers studied the impact of stories on MBA students, an often numbers-driven, highly competitive, skeptical audience. Martin and Powers compared the persuasiveness of four methods of convincing the students that a particular company truly practiced a policy of avoiding layoffs. In one situation they used only a story to persuade people. In the second, they presented statistical data that showed that the company had significantly less involuntary turnover than its competitors. In the third, they used the statistics *and* the story, and in the fourth, they used a straightforward policy statement made by an executive of the company....As you probably anticipated, the most believable was number 1, the story only. The students who were given only the story believed that claim about the policy more than any of the other groups and remembered it better several months later. The executive delivering the policy statement was the least convincing.”

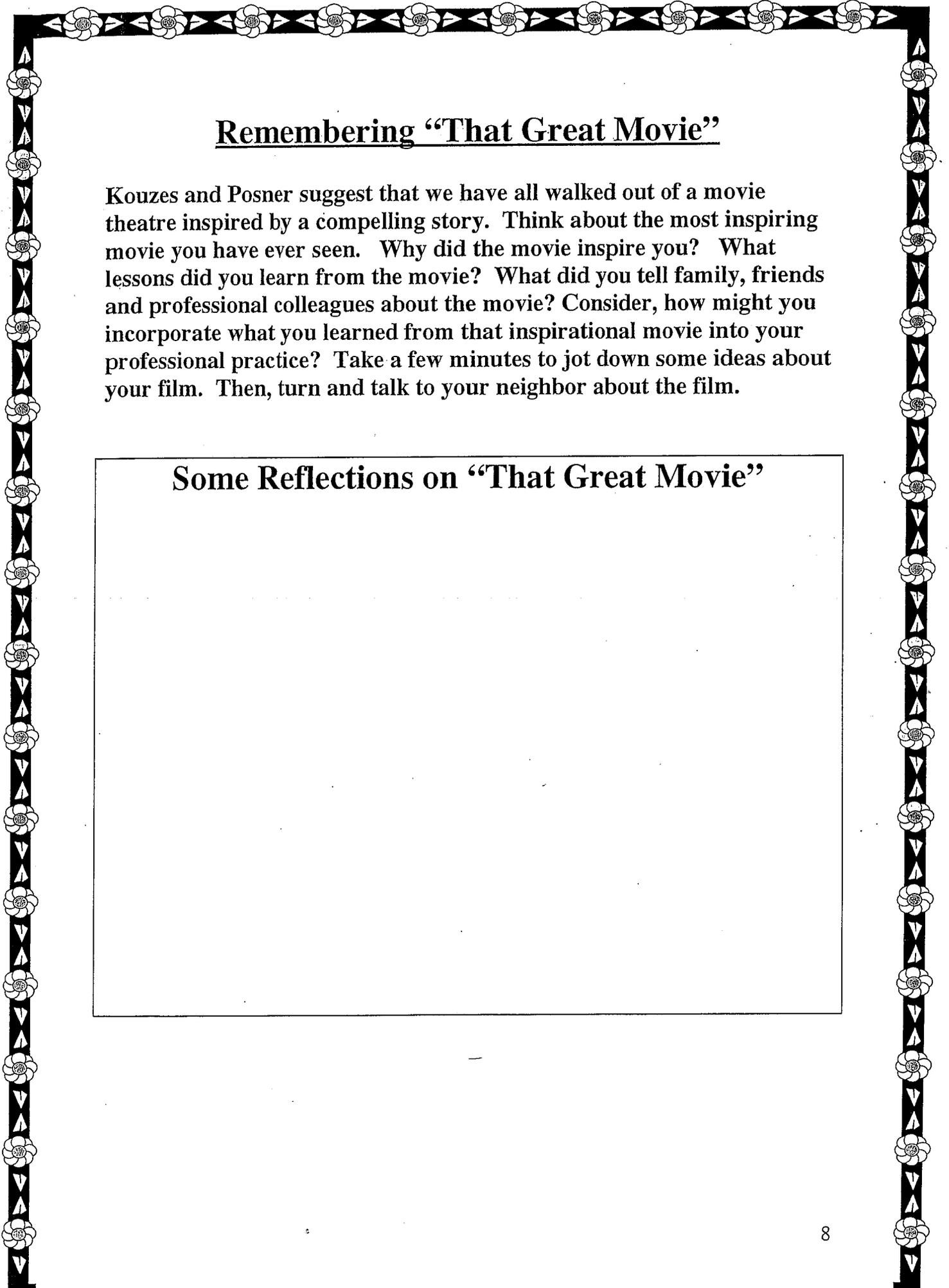
(Kouzes and Posner, *The Encouraging the Heart Workbook*, (2006) pp. 63-64)

beings reason largely by means of stories, not mounds of data. Stories are memorable, stories about real people, doing real things.”

The Company Mission: Quality Products

“A Procter and Gamble manufacturing manager remembers a call in the middle of the night. It came from a district sales manager [in Tennessee]....“George, you’ve got a problem with a bar of soap down here....could you get down here by six-thirty this morning?”

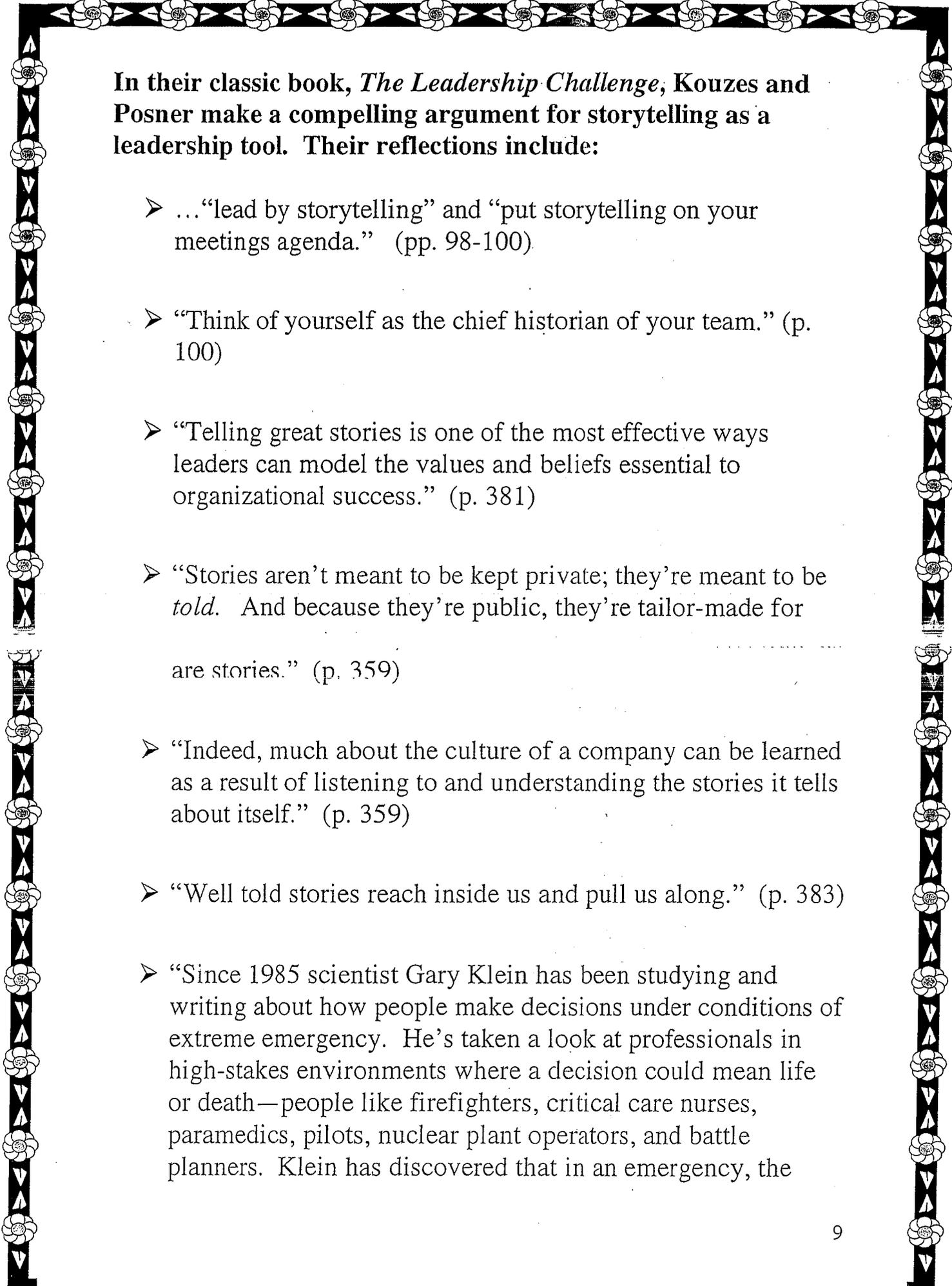
After you’ve finished your first 300 mile ride through the back hills of Tennessee at seventy miles an hour to look at one damned thirty-four cent bar of soap, you understand that Procter and Gamble is very, very, serious about product quality. You don’t subsequently need a detailed 200 page manual to prove it to you” (Peters and Austin, *A Passion for Excellence*, 1986).



Remembering “That Great Movie”

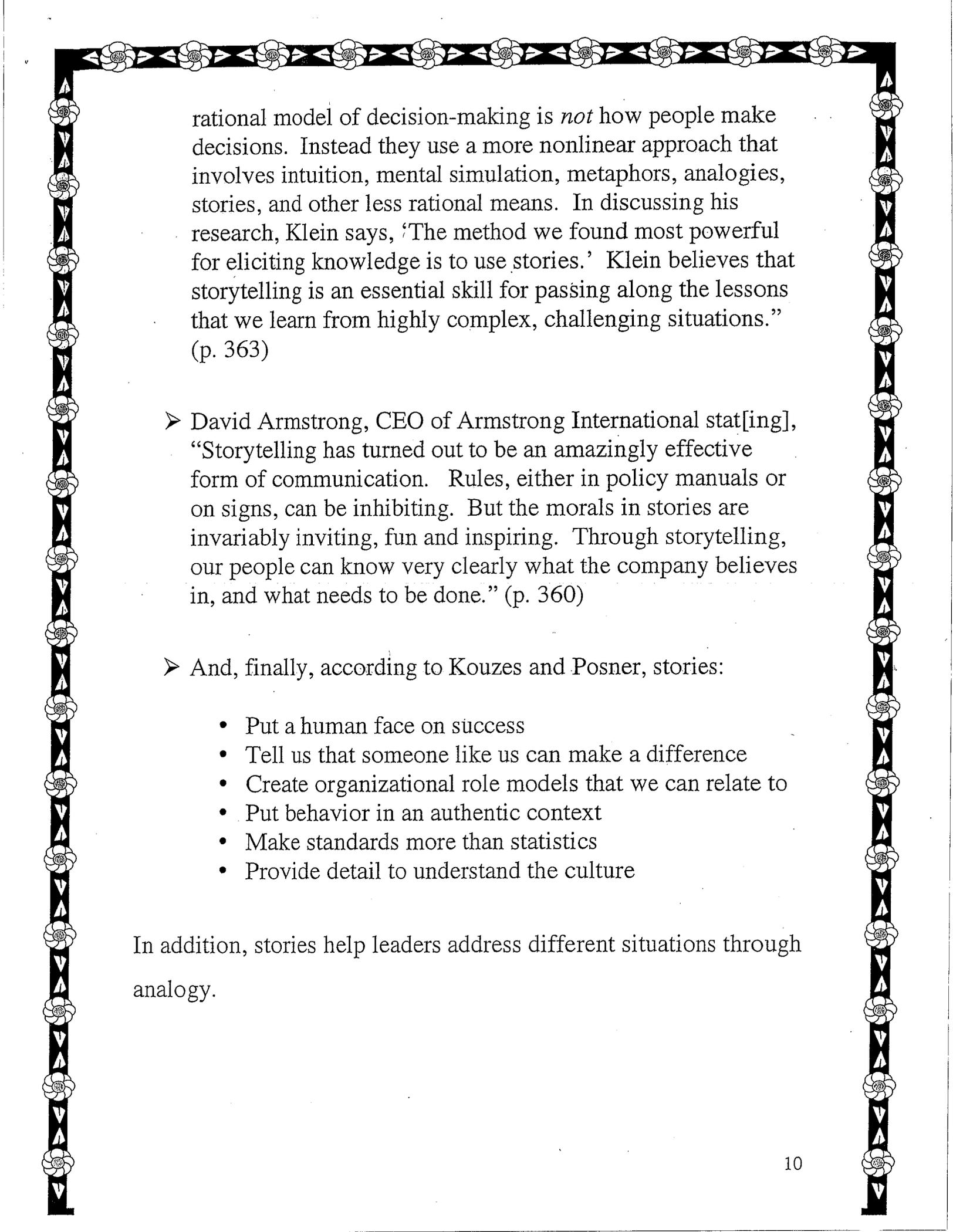
Kouzes and Posner suggest that we have all walked out of a movie theatre inspired by a compelling story. Think about the most inspiring movie you have ever seen. Why did the movie inspire you? What lessons did you learn from the movie? What did you tell family, friends and professional colleagues about the movie? Consider, how might you incorporate what you learned from that inspirational movie into your professional practice? Take a few minutes to jot down some ideas about your film. Then, turn and talk to your neighbor about the film.

Some Reflections on “That Great Movie”



In their classic book, *The Leadership Challenge*, Kouzes and Posner make a compelling argument for storytelling as a leadership tool. Their reflections include:

- ...“lead by storytelling” and “put storytelling on your meetings agenda.” (pp. 98-100).
- “Think of yourself as the chief historian of your team.” (p. 100)
- “Telling great stories is one of the most effective ways leaders can model the values and beliefs essential to organizational success.” (p. 381)
- “Stories aren’t meant to be kept private; they’re meant to be *told*. And because they’re public, they’re tailor-made for are stories.” (p. 359)
- “Indeed, much about the culture of a company can be learned as a result of listening to and understanding the stories it tells about itself.” (p. 359)
- “Well told stories reach inside us and pull us along.” (p. 383)
- “Since 1985 scientist Gary Klein has been studying and writing about how people make decisions under conditions of extreme emergency. He’s taken a look at professionals in high-stakes environments where a decision could mean life or death—people like firefighters, critical care nurses, paramedics, pilots, nuclear plant operators, and battle planners. Klein has discovered that in an emergency, the



rational model of decision-making is *not* how people make decisions. Instead they use a more nonlinear approach that involves intuition, mental simulation, metaphors, analogies, stories, and other less rational means. In discussing his research, Klein says, 'The method we found most powerful for eliciting knowledge is to use stories.' Klein believes that storytelling is an essential skill for passing along the lessons that we learn from highly complex, challenging situations." (p. 363)

- David Armstrong, CEO of Armstrong International stat[ing], "Storytelling has turned out to be an amazingly effective form of communication. Rules, either in policy manuals or on signs, can be inhibiting. But the morals in stories are invariably inviting, fun and inspiring. Through storytelling, our people can know very clearly what the company believes in, and what needs to be done." (p. 360)

- And, finally, according to Kouzes and Posner, stories:
 - Put a human face on success
 - Tell us that someone like us can make a difference
 - Create organizational role models that we can relate to
 - Put behavior in an authentic context
 - Make standards more than statistics
 - Provide detail to understand the culture

In addition, stories help leaders address different situations through analogy.

Collaborating on Four Stories of Leadership

Form groups of four. Then, each person in the group should select one story from pages 11-13. After reading, imagine you are the leader in the story, and tell the story to other group members from a first person perspective. After sharing the four stories discuss the following questions: What leadership beliefs, actions and behaviors did each story illustrate? Under what conditions or within what context could you use each story (e.g., supervision, job-embedded learning, using data)? Also, return to Klein's eight components of a powerful story on page 5 and identify how many components were present in the story that you shared with your colleagues.

A Story by Parker Palmer from his book,

The Courage To Teach Change and Veteran Staff

[that] I (i.e., Parker Palmer) worked with for two years, was a high school shop teacher, six feet six inches tall, weighing 240 pounds, athletic and deep of voice. No one ever thought of this man as afraid, not even the man himself.

For several years, the principal at his school had been pressing the teacher to attend a summer institute on technology. The shop curriculum, said the principal, had to be modernized, and quickly, or the students would be lost in the past.

Nonsense, this fearless teacher replied. The technology touted at this institute is probably just a fad. Even if it isn't, high school students need to learn the basics—hands-on work with materials and tools. There will be plenty of time later on for fancy refinements of their technique.

The shop teacher and his principal became locked in a demoralizing cycle of demands and refusals, each exacerbating the other. Their relations grew adversarial and strained. As the shop teacher participated in our group, that brokenness weighed heavy on his heart.

Then one day the shop teacher came to a meeting and told us that the cycle had been broken. His principal had called him in to make demands once more. This time, instead of arguing the merits of the traditional shop curriculum the teacher looked at his principal and said, "I still don't want to go to that institute, but now I know why. I'm afraid—afraid I won't understand it, afraid my field has passed me by, afraid I am a has-been as a teacher."

There was silence, and then the principal spoke "I'm afraid, too," he said. "let's go to the institute together." (pp. 59)

Teaching from the Heart

Janusz Korczak is one of the best known European educators from the first half of the 20th Century. He was a Polish doctor, teacher, and great advocate of children's rights. Tragically, he died with his students in the concentration camps. Korczak was so famous the Nazis offered to let him escape the camps, but he chose to remain with his students, knowing that they would be arrested and later murdered. This story is told of him:

In 1919 Korczak was giving a series of lectures at the Institute of Special Pedagogy in Warsaw. His first lecture was titled, "The Heart of a Child." He asked the assembled group to accompany him with a child he was holding by the hand to the x-ray room of the children's hospital. The child was placed behind a fluoroscope and the lights in the room were dimmed. Everyone assembled could see only one light. It was the light of the child's heartbeat. Korczak then stated: "Look, and remember in the future, sometime, when you are tired or angry, when children become unbearable and distract you from your thoughts...remember what a child's heart looks like." (quote from Kulawiec, in Brendtro & Hinders, 1990, p. 239)

(From: *The Principal's Companion*, Robbins and Alvy, pp. 248-49)

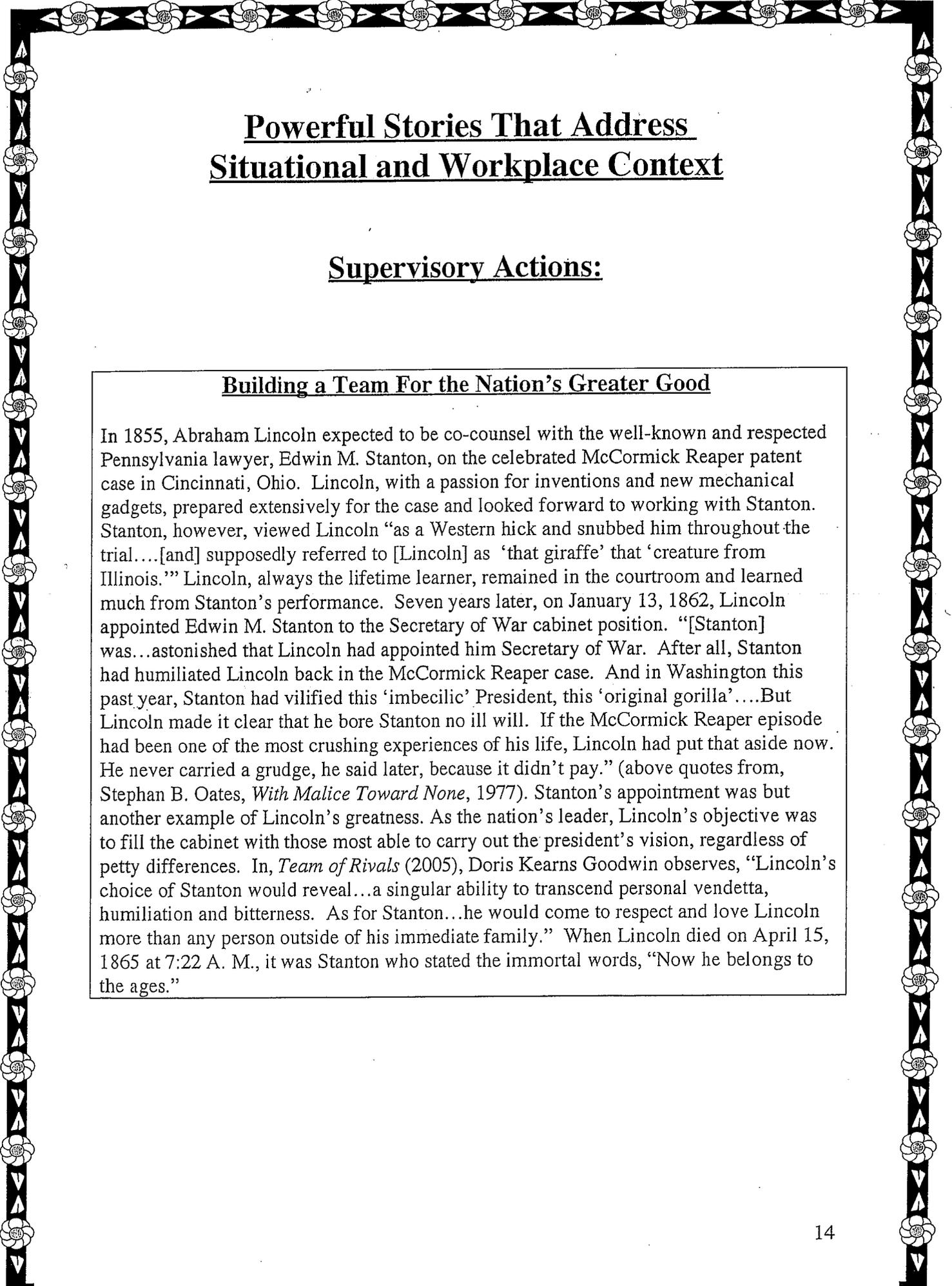
Leaders as Builders of Dreams

A principal from a high school with a large population of at-risk youth reflected, "Sometimes leaders, are 'keepers of the dream' when it comes to students' aspirations. But sometimes, the leader encounters students who are dreamless. They are beaten down, and have a sense of hopelessness. In this case, the leader must help construct dreams for, and with, students. Last year, I took on the role of 'builder of the dream'. I shared this idea with teachers and asked them to collaborate as 'builders of the dream'. During the first week of school, we called in every senior. We shared our collaborative vision of graduation day. We asked the seniors to put themselves in the picture; specifically the lineup to receive a diploma. Then we said, 'to make this vision closer to reality, put on a cap and graduation robe. And, we'll take your picture'. Students seemed surprised, but pleased. We photographed every one of them in a cap and gown, approaching a podium where they would be handed a diploma. That picture served as a magnet for many of the kids—it pulled them through the year, despite, tough times. As a staff, we are convinced many more graduated because of this approach. We'll plan to do this again every year."

Expressing Love

At a middle school in The Bronx, New York, a second-year science teacher was abruptly deployed for military service. Her students were dismayed and angry. A young teacher at the school was asked to substitute for the class during one of his planning periods. The principal met him in the hall before he reached the classroom and said, "The class is really upset, and with good cause. Why don't you begin with offering them the option of writing their teacher? I'll make sure the letters get to her. It would be therapeutic for the class and their teacher." The young teacher nodded and walked slowly into the classroom. Just before the end of that class period, the principal stopped by to chat with the class. She spoke compassionately to the students in a soft, calm voice. "I know you guys are really hurting. You were all very close to your teacher, and she adored you. She was very sad about having to leave. She spent hours getting lesson plans together so that you would continue to learn science, even in her absence. I hope you will choose to do so. And I will do all I can to get your letters to her. It will cheer her up, I'm sure. And we'll get her e-mail address so we can continue our conversations with her, okay?" The students, often unruly and outspoken, were silent. Many had tears in their eyes. They nodded in agreement with the principal's words and slowly filed out of the classroom. After they left, the principal sat down with the teacher who had

said, pointing to the letters students had written, "Even the kids who usually are tough and belligerent had amazing things to say. Look at this one." He pulled a letter out of the pile and began to read, "You're the best science teacher I ever had. I didn't even think I liked science before you. I'll pray for you. I love you. Come back to us." He put the letter down. "You see," reflected the principal, "inside of every one of those rough, tough kids is a real human being with feelings. Those kids want to feel valued, cared for, loved and they are tired of being abandoned! We have to remember this—even when they are cussing at us—and seek to understand their feelings. At the same time, we can seize these moments as opportunities to teach valuable life skills as well as use the time to model handling our own emotions and expressing empathy." (*The New Principal's Fieldbook*, Robbins and Alvy, pp. 183-185)



Powerful Stories That Address Situational and Workplace Context

Supervisory Actions:

Building a Team For the Nation's Greater Good

In 1855, Abraham Lincoln expected to be co-counsel with the well-known and respected Pennsylvania lawyer, Edwin M. Stanton, on the celebrated McCormick Reaper patent case in Cincinnati, Ohio. Lincoln, with a passion for inventions and new mechanical gadgets, prepared extensively for the case and looked forward to working with Stanton. Stanton, however, viewed Lincoln "as a Western hick and snubbed him throughout the trial...[and] supposedly referred to [Lincoln] as 'that giraffe' that 'creature from Illinois.'" Lincoln, always the lifetime learner, remained in the courtroom and learned much from Stanton's performance. Seven years later, on January 13, 1862, Lincoln appointed Edwin M. Stanton to the Secretary of War cabinet position. "[Stanton] was...astonished that Lincoln had appointed him Secretary of War. After all, Stanton had humiliated Lincoln back in the McCormick Reaper case. And in Washington this past year, Stanton had vilified this 'imbecilic' President, this 'original gorilla'....But Lincoln made it clear that he bore Stanton no ill will. If the McCormick Reaper episode had been one of the most crushing experiences of his life, Lincoln had put that aside now. He never carried a grudge, he said later, because it didn't pay." (above quotes from, Stephan B. Oates, *With Malice Toward None*, 1977). Stanton's appointment was but another example of Lincoln's greatness. As the nation's leader, Lincoln's objective was to fill the cabinet with those most able to carry out the president's vision, regardless of petty differences. In, *Team of Rivals* (2005), Doris Kearns Goodwin observes, "Lincoln's choice of Stanton would reveal...a singular ability to transcend personal vendetta, humiliation and bitterness. As for Stanton...he would come to respect and love Lincoln more than any person outside of his immediate family." When Lincoln died on April 15, 1865 at 7:22 A. M., it was Stanton who stated the immortal words, "Now he belongs to the ages."

Job-embedded Learning:

Planting An Idea

A principal opened the back to school faculty meeting by giving each teacher a different plant. He asked them to carefully observe the plant, noting that the care instructions from the nursery have been intentionally removed. After a few moments the principal said, "Our students don't come to us with care instruction. We must carefully observe them and diagnose what they need in order to grow. Our work as professionals is to design differentiated, inspiring learning experiences, so that each child thrives. To remind us of this I am going to request that you care for the plant that you have been given and bring it to every faculty meeting this year to talk about its growth. We will also be talking about individual student cases so that the learning profiles of children in our building soar."

Culture Building:

A story from David Whyte in *The Heart Aroused*

Risking Taking in the Edison Lab

One of the greatest pioneers of modern corporate America, Thomas Edison, seems to have had an exceptional understanding of the need to hold both the joyous and grief-filled sides of experience in one outlook. An astonishingly creative inventor and scientist with a real personal artistry, Edison seems to have been able to call on both the Apollonic and Dionysian sides of his psyche when faced with the frustrations and conundrums of invention.

Late in his life, Edison was working on a literal problem of illumination: how to construct a filament for his brand-new electric light bulb, one that would not burn out, as every material he tried seemed to, in the briefest instants. He had had teams of experimenters working on the problem around the clock for months. Finally the foreman of the work teams came to him, cap in hand. "Mr. Edison, I am sorry to say we have done a thousand experiments and worked thousands of hours to find this filament and I am afraid to say, it has been all for nothing." Edison looked back at the man and said, "Nonsense, now we know a thousand ways in which it doesn't work!" (pp. 94-95)

Sowing the Soil for a New Beginning

When Sarah first approached the building where she had been appointed principal, she made a mental note that something had to be done about the physical appearance of the school. Trash littered the lawn and the weeds were abundant. She thought to herself, "the school doesn't look at all inviting. It has a depressing air about it. To a student, parent, or community member, it certainly doesn't look welcoming."

As she climbed the steps to the front door her eyes met a large "No Trespassing!" sign, next to an image of a gun with a line through it and a command to "report to the office." Once in the main hallway, she found her way to the office where she was greeted by Mrs. Spiker, a grey-haired lady who had been secretary at the school for fifteen years. Mrs. Spiker peered at Sarah over the rims of her glasses and said, "so you're the one who the district chose to be principal, huh? You sure have some challenges before you!" Sarah wondered what this meant but intuited from the tone that it was not good. Sarah continued, "Well, I'm looking forward to working with you, and with your history here, I'm sure you will be a vital resource." Mrs. Spiker showed no emotion but offered, "I might as well tell you now. Mr. White, the former principal, was ticked that you got the job instead of his assistant. I think that's why he gave just about everyone—custodian, bookkeeper, assistant principal—two-weeks vacation beginning your first day on the job. And, by the way, he gave his nice office furniture to the assistant—you get her old stuff! I'm leaving at noon today. Mr. White said I could take comp time to get my hair done. Good luck to you, honey. You've got a tough road ahead!"

Sarah's heart sank. Then she felt a flash of anger. She managed to utter, "Thanks for the information," as she walked into what was to be her new office. She felt numb, but realized that she had to push on. She gazed at a white pad of paper on the desk and then began brainstorming a list of priorities and developing a plan. After work that day, Sarah drove around town and stopped at the local nurseries and hardware stores that had plant departments. She explained that, as a principal, she would very much like to spruce up the external appearance of the school to which she was assigned, but had no budget for such a purpose. She invited the merchants to partner with the school as community members to create a welcoming learning haven for students. Every merchant agreed. Some even offered to deliver plants, tools, potting soil and fertilizer to the school. That evening she called teachers and several friends and asked them to join her on Saturday for the beautification project.

On Saturday morning, a mighty group of seven met Sarah at the school. They roughed out a sketch of where the plants would be placed and took their positions. As they dug in the soil, several curious neighbors walked by and paused. Sarah stood and greeted the onlookers, explaining she and her colleagues were preparing the grounds so that students would feel welcome in the school. Many offered to join in. By the end of the afternoon, thirty-five members of the neighborhood were on their knees, digging in the dirt, preparing for the opening of school. "We're going to make it," Sarah thought to herself with a smile.

Richard Will Always Be With Us

The new principal did not know the history of the tree near the front entrance of the high school. He only knew that it looked shaggy and needed a lot of trimming. He mentioned this to a few faculty members near the entrance to the school early one morning. Later that day he shared his thoughts with the school secretary. The next day, before the principal had a chance to complete his maintenance request with the district landscaping crew to trim the tree, the secretary spoke up, "We cannot change the shape of that tree, we need to let it grow freely. That tree is our Richard." The principal frowned, and impatiently asked, "What is Richard?" After taking a deep breath and reflecting for a long moment, the secretary stated, "Richard was a student in our high school. He was killed tragically in a car accident in 1985. The students in his high school class planted that tree, which we call 'Richard' in memory of a wonderful student. In fact, although Richard passed away in his junior year he 'graduated' from our school. You see, his classmates wanted him to be part of the graduation ceremony so they took all of the final exams for Richard. When his name was announced at graduation, his mother, who taught at our school for years, received the diploma in Richard's name." Immediately, the principal realized the importance of the tree and said to the secretary, "Thanks for sharing that story with me. Don't worry, Richard will remain free."

Interestingly, neither the principal nor the secretary knew that after the principal had made his initial morning comments about trimming the tree to some faculty members, the teachers called Richard's mother who at that time was no longer working in the school. The teachers shared their concern and disappointment with her about the impending trimming, but admitted that they were not yet comfortable enough to communicate their displeasure with the new principal. Richard's mother called the school the following day and asked to speak with the new principal. Fortunately, she reached the secretary instead. After Richard's mother expressed her concern, the secretary mentioned that she had intervened and all was okay. The secretary reassuringly ended the conversation with the comment, "Don't worry, Richard is still free."

As a postscript, it should be noted that Richard's mother has been asked several times to be the graduation speaker at Richard's high school. And, over the years, 17 college scholarships have been awarded to students in Richard's memory.

(Sylvia Y. Saiki was kind enough to share this story about her son Richard at the February, 2005 ASCD Conference in Tokyo, Japan. Sylvia is presently teaching at the Yokota East School in Yokota, Japan)

Learning Focused Faculty Meetings:

A Caring Community

To open her first faculty meeting the new principal stated:

“I have a vision that at this school, we will create a ‘culture of care.’ While this is currently my personal vision, I hope it becomes a vision every one of us will come to embrace. I believe that such a shared vision will become a beacon that guides our efforts to make a positive difference in every student’s life at this school.

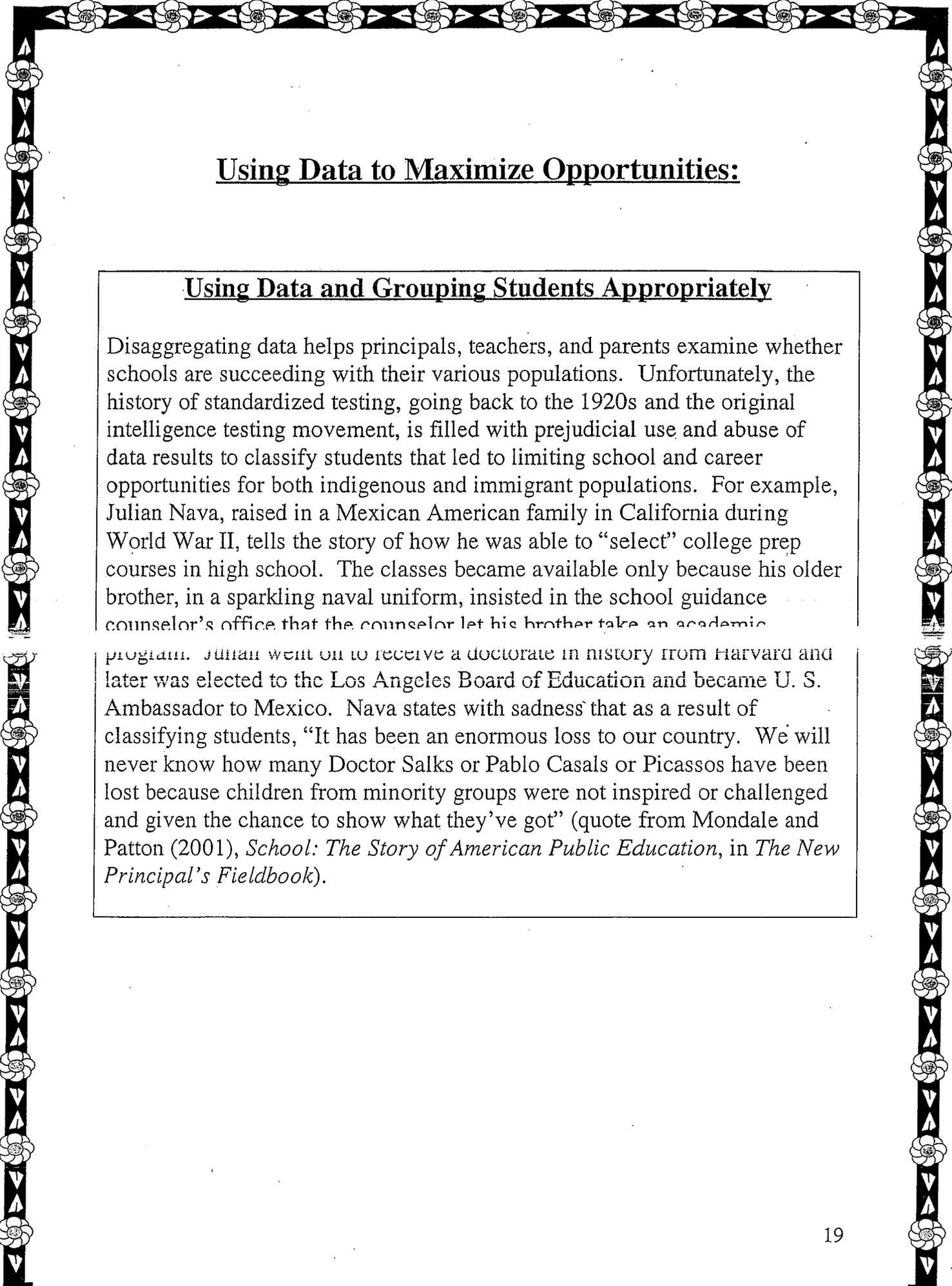
In order to understand what a culture of care would entail, I’d like us to begin thinking about a time in our own lives when we felt cared for, and I’d like us to share these experiences. I’ll take a risk and begin. As a child, I spent a lot of time with my grandmother. She always spoke softly to me, listened carefully, made me laugh and took time for me. She had raspberry bushes in her yard. Together, we plucked raspberries from the bushes and talked about what we would make with them. She allowed me to eat as many as I wished! To this day, raspberries remind me of what it feels like to be cared for.

Some staff members looked down, others squirmed in their chairs -- others looked up and dabbed tears from their eyes, and still others looked around. Silence fell over the group. Betsy’s heart was pounding. Would anyone break the silence, she wondered? After what seemed like eternity, a more senior member of the staff broke the silence and shared her experience with care. Taking her lead, others conveyed their memories.

In the days that followed the staff meeting, Betsy began to find anonymous “gifts” in her mailbox – a basket of raspberries, raspberry soap, raspberry scented candles. She reflected, with a smile, “Perhaps creating a culture of care was beginning to emerge as a centerpiece of the schoolhouse.” (*The New Principal’s Fieldbook*, Robbins and Alvy, pp. 1-2)

A Coke and A Compliment

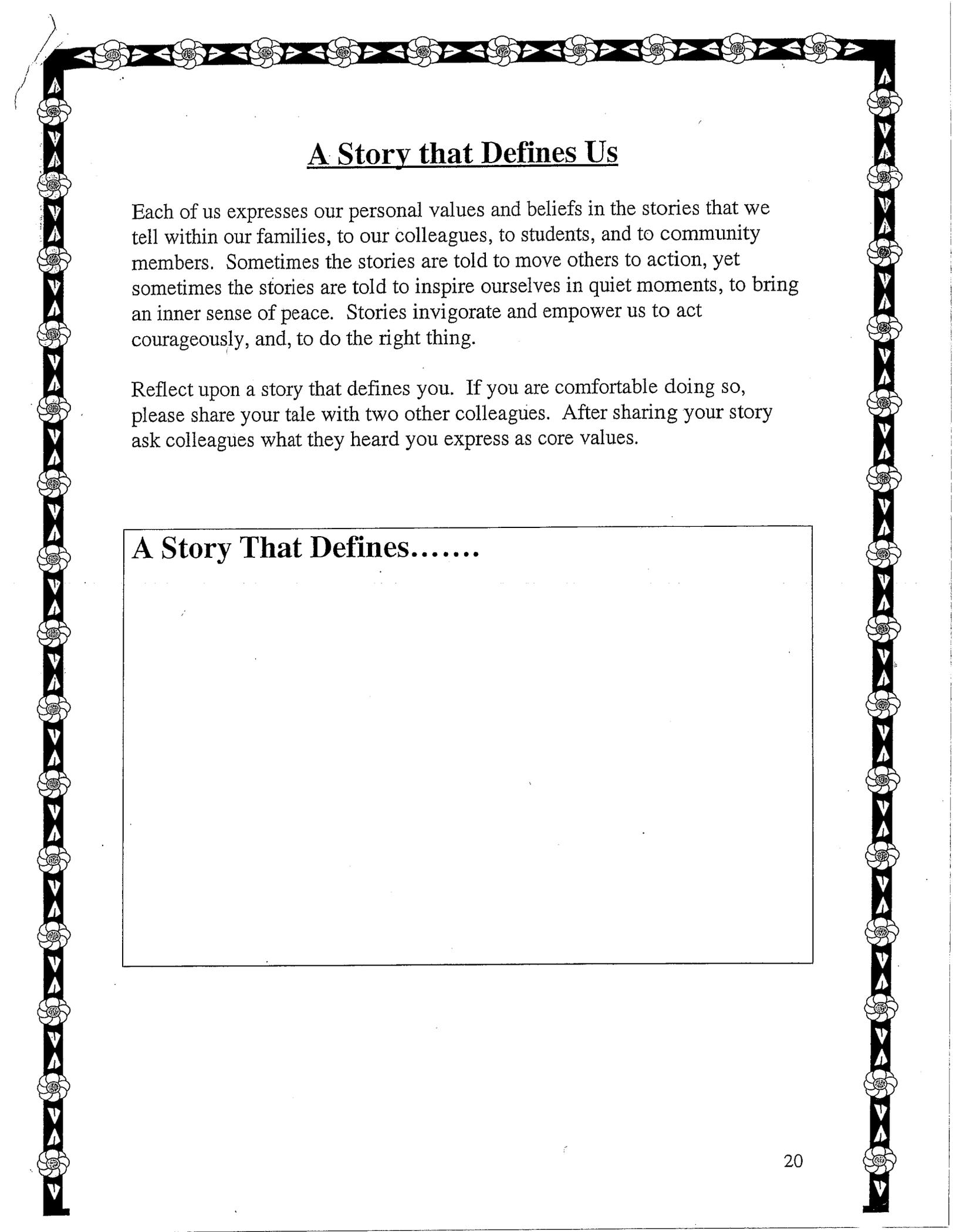
“The principal was disturbed that faculty members rarely collaborated or celebrated one another. She decided upon a plan of action. She brought a silver tub into the faculty meeting and filled it with crushed ice and six Coke bottles. She said, ‘I’d like us to consider a new tradition in our school called ‘A Coke and a Compliment.’ The way it will work is that anyone who would like to compliment colleagues for something they did to make a difference for students may do so by presenting them with a Coke from this tub and publicly acknowledging their efforts.’ After this invitation, the staff sat silently for several minutes. Finally a senior member of the staff plucked a Coke from the tub and presented it to a new teacher for the way she worked with a hostile parent, by overcoming the parent’s concerns and generating her support. The remaining five bottles were quickly presented after the first person took the risk. Although nobody voiced their endorsement of the practice during the meeting, the principal reported that she received a flood of positive e-mail messages after the faculty meeting. She interpreted this response as a sign of readiness to move forward toward developing a more positive, collaborative workplace.” (*The New Principal’s Fieldbook*, pp. 35-36)



Using Data to Maximize Opportunities:

Using Data and Grouping Students Appropriately

Disaggregating data helps principals, teachers, and parents examine whether schools are succeeding with their various populations. Unfortunately, the history of standardized testing, going back to the 1920s and the original intelligence testing movement, is filled with prejudicial use and abuse of data results to classify students that led to limiting school and career opportunities for both indigenous and immigrant populations. For example, Julian Nava, raised in a Mexican American family in California during World War II, tells the story of how he was able to “select” college prep courses in high school. The classes became available only because his older brother, in a sparkling naval uniform, insisted in the school guidance counselor’s office that the counselor let his brother take an academic program. Julian went on to receive a doctorate in history from Harvard and later was elected to the Los Angeles Board of Education and became U. S. Ambassador to Mexico. Nava states with sadness that as a result of classifying students, “It has been an enormous loss to our country. We will never know how many Doctor Salks or Pablo Casals or Picassos have been lost because children from minority groups were not inspired or challenged and given the chance to show what they’ve got” (quote from Mondale and Patton (2001), *School: The Story of American Public Education*, in *The New Principal’s Fieldbook*).

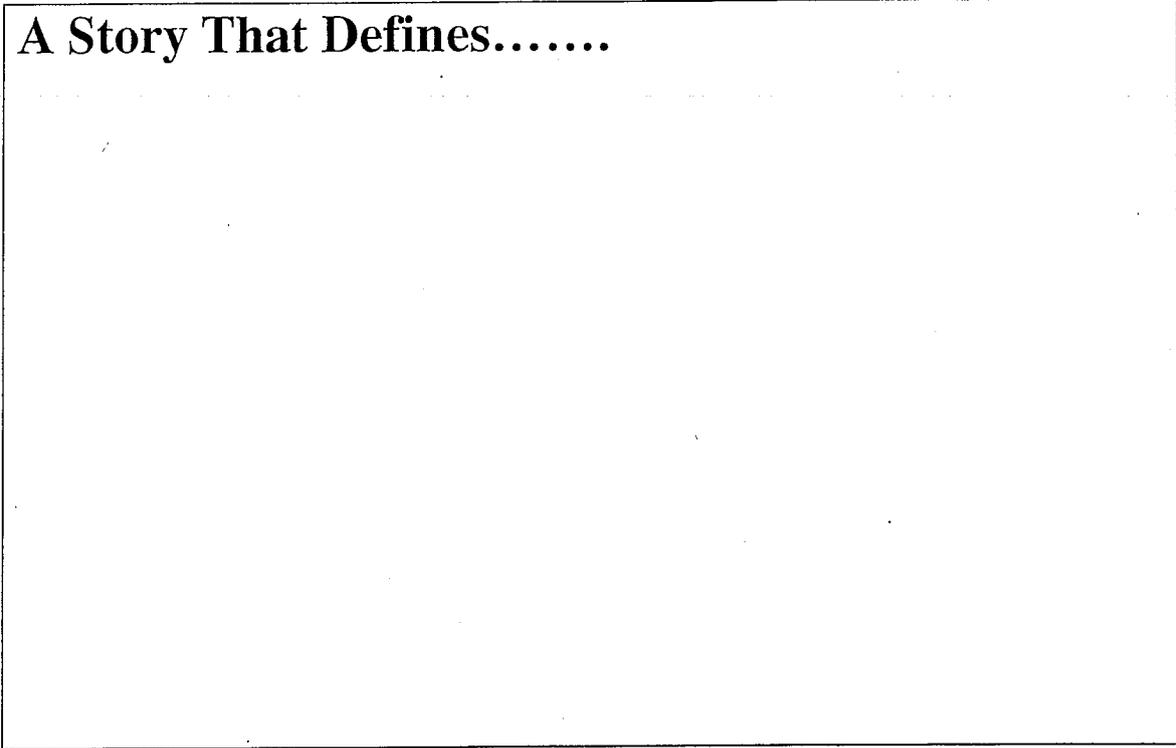


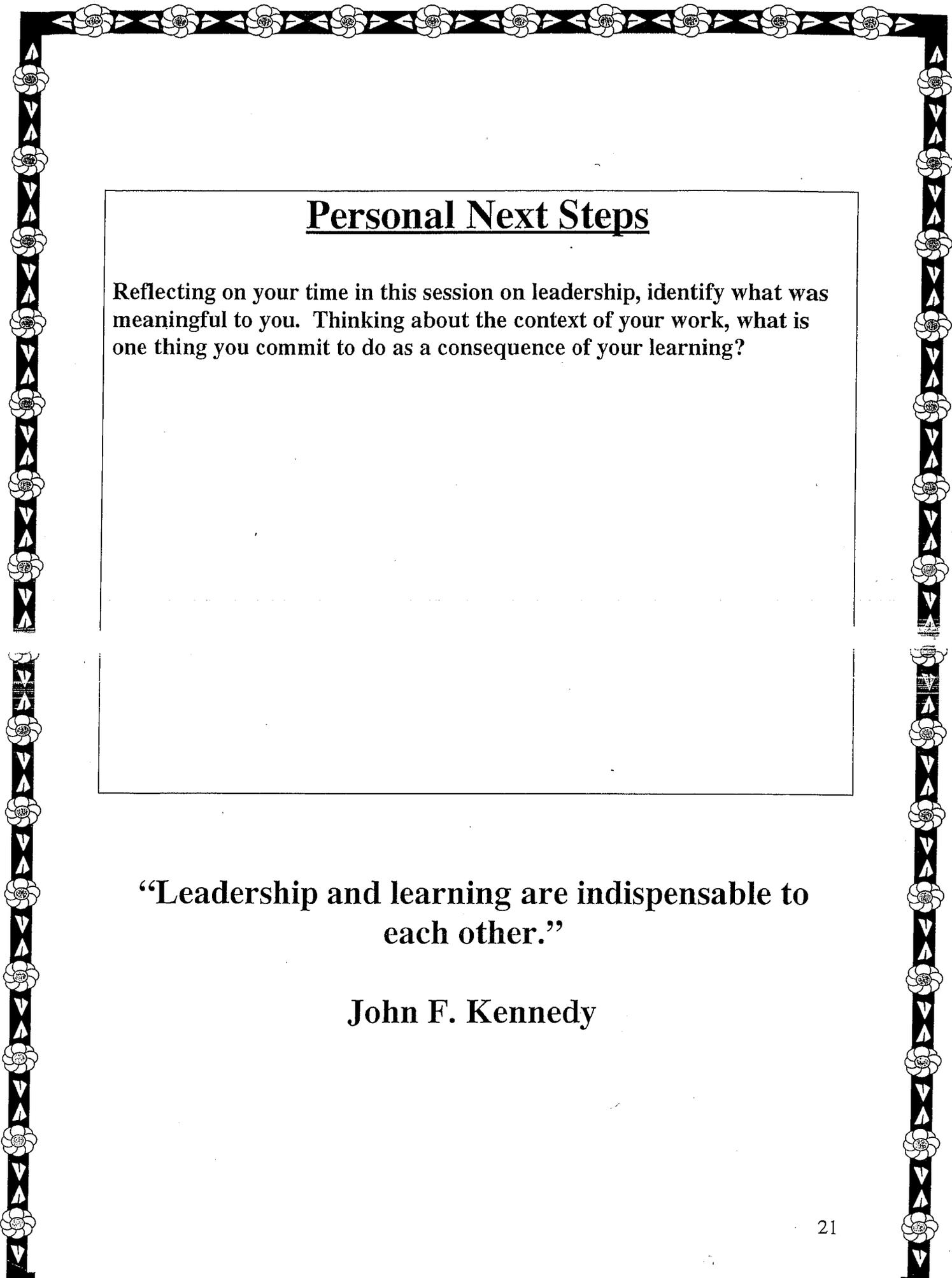
A Story that Defines Us

Each of us expresses our personal values and beliefs in the stories that we tell within our families, to our colleagues, to students, and to community members. Sometimes the stories are told to move others to action, yet sometimes the stories are told to inspire ourselves in quiet moments, to bring an inner sense of peace. Stories invigorate and empower us to act courageously, and, to do the right thing.

Reflect upon a story that defines you. If you are comfortable doing so, please share your tale with two other colleagues. After sharing your story ask colleagues what they heard you express as core values.

A Story That Defines.....





Personal Next Steps

Reflecting on your time in this session on leadership, identify what was meaningful to you. Thinking about the context of your work, what is one thing you commit to do as a consequence of your learning?

“Leadership and learning are indispensable to each other.”

John F. Kennedy