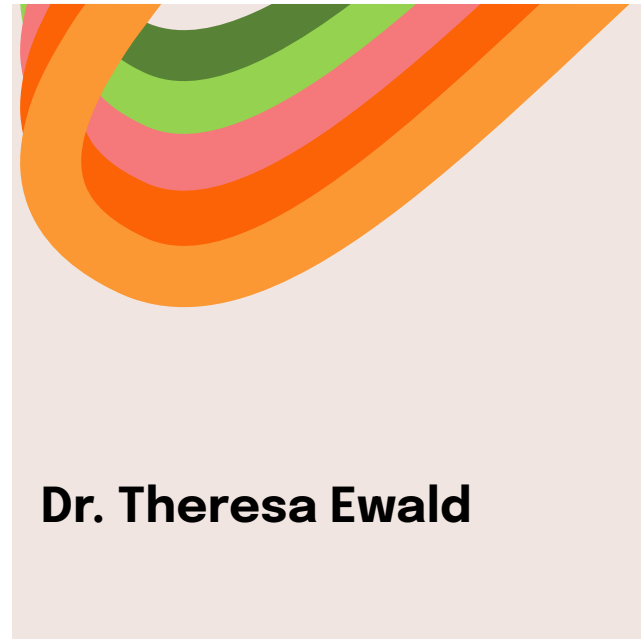
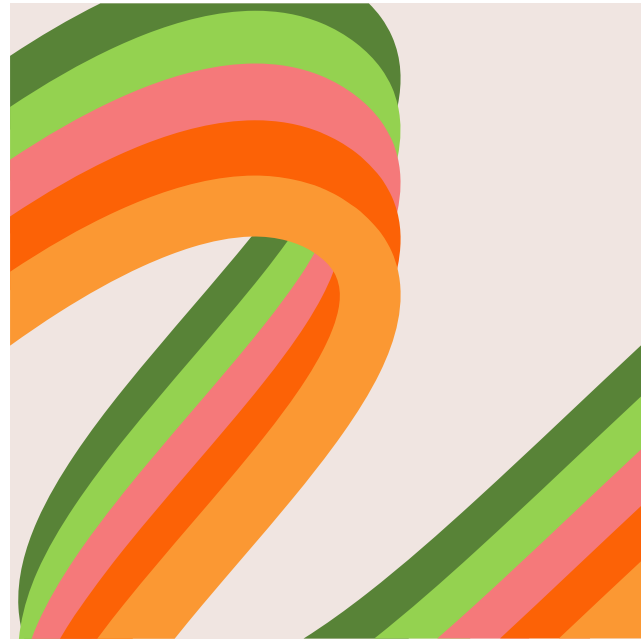


From Buy-In to Be-In!



Dr. Theresa Ewald



A tale of two approaches

BIG BEND ELEMENTARY SCHOOL



A Culture of...

- Improvement
- Permission
- Expertise
- Highlight the success
- Hide the weaknesses

A tale of two approaches

BIG BEND ELEMENTARY SCHOOL



A Culture of...

- Improvement
- Permission
- Expertise
- Highlight the success
- Hide the weaknesses

Resulted in... A school that reflected
MY **beliefs**, MY **training**, MY **permission**,
staff/learner **reliance** and **surface**
improvement

A tale of two approaches



KETTLE MORaine SCHOOL DISTRICT

A Culture of...

- Innovation
- Information
- Expertise
- Grow the success
- Transparent failures

A tale of two approaches



KETTLE MORaine SCHOOL DISTRICT

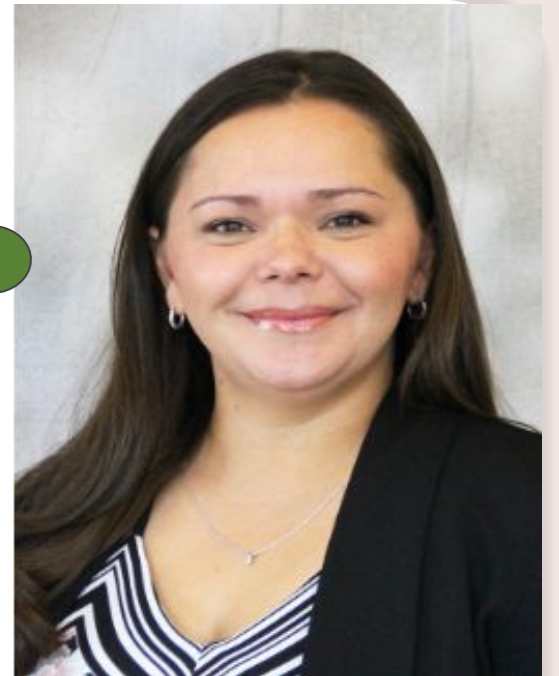
A Culture of...

- Innovation
- Information
- Expertise
- Grow the success
- Transparent failures

Resulted in... A district that reflected
our **dreams**, our **experience**, our
collaboration, staff/learner
empowerment and **deep impact**

“I am no longer asking for you to buy in. I’m asking you if you want to be in!”

Mimi L. Renteria, Principal
San Cayetano Elementary
Santa Cruz Valley School District
Rio Rico, Arizona





**Is the
calvary
coming?**



If our federal or
state government
would ...

*fund us at the
levels needed*



If our legislatures
would understand
that these tests

aren't aligned

Or

*aren't a true
measure*



If these parents would ...

*make sure kids do
homework*

teach them self-control

*care about what we
need to do*

*backed me up rather
than question me*

showed up



If our Superintendent or
Principal ...

*knew what we actually
dealt with on a daily
basis*

*had to teach this
phonics stuff*

*fixed this behavior when I
sent them out*

*knew how much I had on
my plate*

John Hattie #1 greatest impact



Collective Teacher Efficacy

Domain. **School**

Sub-domain. **Leadership**

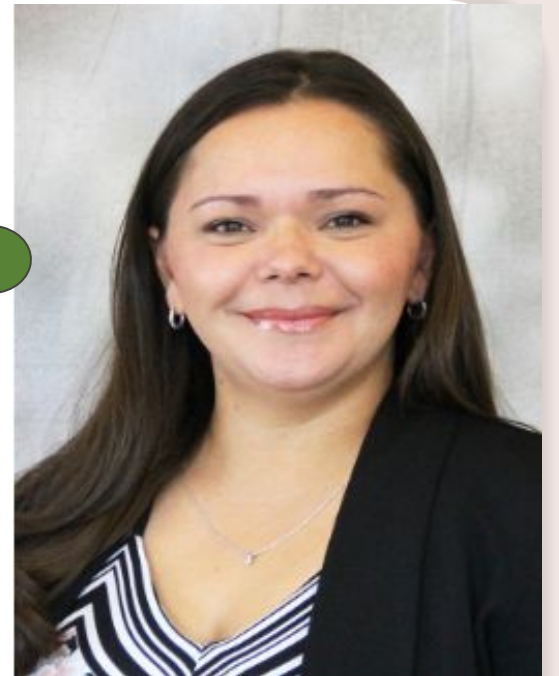
Mean Effect Size	# of Meta Analyses	# of Studies
1.57	1	26

Description of research.

Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.

“I am no longer asking for you to buy in. I’m asking you if you want to be in!”

Mimi L. Renteria, Principal
San Cayetano Elementary
Santa Cruz Valley School District
Rio Rico, Arizona



Why “be in” over “buy in”

Leaders **build confidence** through showing vulnerability and co-design

Better design with multiple lenses with those closest to the work

Nimbleness

Culture of “we are all in this”

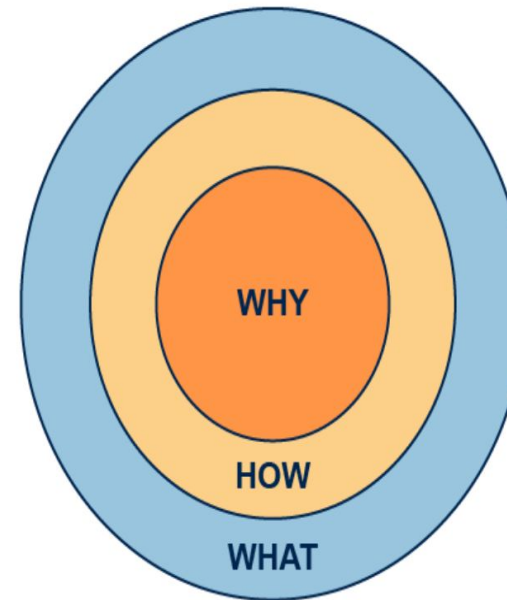
Culture of “there are no experts”

Culture of “we are all experts”

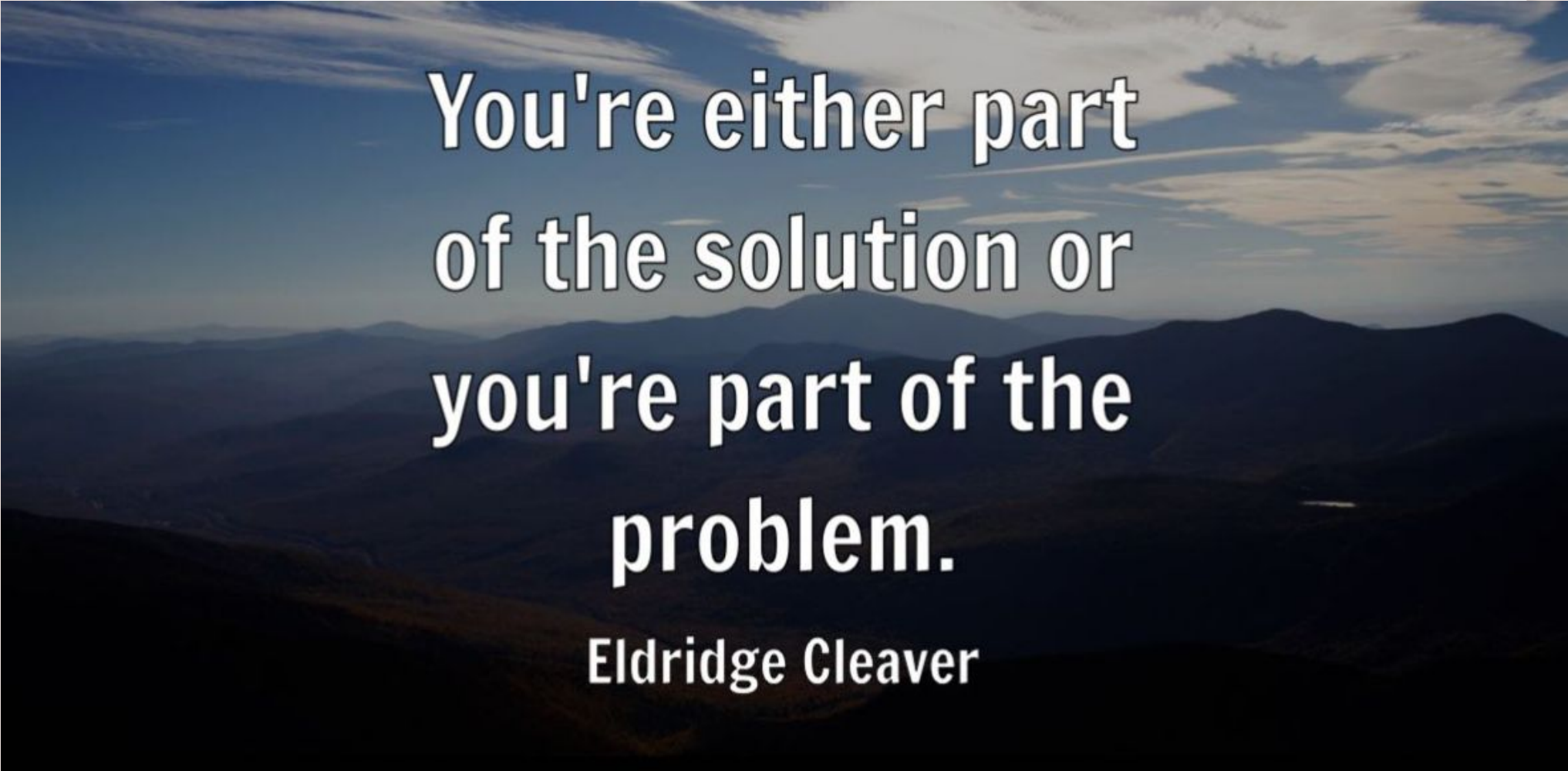
Modeling for our learners

What's our Why

Simon Sinek



- WHY**
Your purpose, why do you do what you do
- HOW**
You do what you do
- WHAT**
You do and your results



**You're either part
of the solution or
you're part of the
problem.**

Eldridge Cleaver

Elements of “buy in” v. “be in”

Top-designed



Co-Design

Push out communication



On-the-ground
communication

A single path to the goal
(that may not be known)



Consistent goal with
inconsistent paths to the
goal

Slow or no iterations



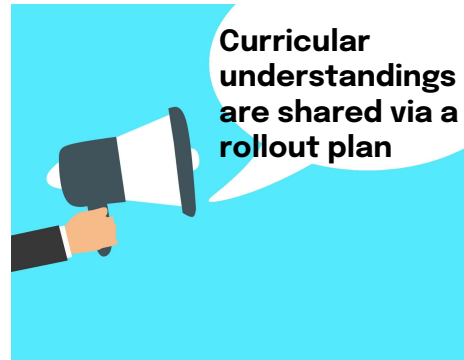
Fast iterations

Hidden failures



Transparent failures

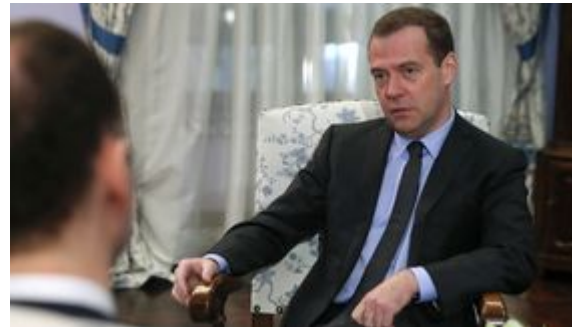
Strategic plans and action plans are known through the “report out”



Problem surfacing/defining done at “data level”.

How to say you seek “buy in” without saying it...

There are meetings after the meeting... in the parking lot



Teachers come to administrators with complaints.

“Just tell me what to do.”



Not solely focused on improving what is... Rather... majority focus on designing who we want to be



Define the fences

Problems are met with five “whys”

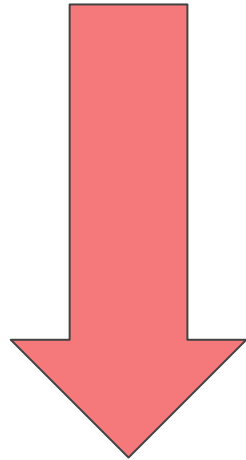
How to say you seek “be in” without saying it ...

Problems are met with possible solutions.



None of us have the answers and we all have the answers

**A culture of adult
“be-in”**



learner “be-in”

Designers of solutions

Responsible risk-takers

Excited about innovation

Passions expressed AT
school

Drivers over passengers

Actively running toward
their future



Individual commitment to
a group effort - that is
what makes a team work, a
company work, a society
work, a civilization work.

Vince Lombardi

Credits.

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