



A G E N D A
NOTICE OF SPECIAL
BOARD OF EDUCATION MEETING
RIVERSIDE UNIFIED SCHOOL DISTRICT
Board Room
6735 Magnolia Avenue, Riverside, California

BOARD OF EDUCATION:
MR. TOM HUNT,
PRESIDENT
MR. BRENT LEE,
VICE PRESIDENT
MRS. PATRICIA LOCK-
DAWSON, CLERK
MRS. KATHY ALLAVIE
AND DR. ANGELOV
FAROOQ, MEMBERS

Closed Session – 4:00 p.m.

May 26, 2016

Open Session – 4:30 p.m.

You are hereby notified that the Board of Education of the Riverside Unified School District will hold a special meeting at 4:00 p.m. Thursday, May 26, 2016, at the Riverside Adult School, Board Room – 6735 Magnolia Avenue, Riverside, California.

The only business to be transacted at this meeting shall include discussion and/or action on the following items:

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification of accommodation in order to participate in a meeting should direct such request to the District Superintendent at 788-7135, Ext. 80402 at least 48 hours before the meeting, if possible.

As required by Government Code 54957.5, agenda materials can be reviewed by the public at the District's administrative offices, Reception Area, First Floor, 3380 14th Street, Riverside, California.

Members of the public will be provided an opportunity to directly address the Governing Board about an item described in this Notice before or during consideration of that agenda item, as facilitated by the Board President. Presentations should be limited to three minutes or less. Individuals with questions or comments on general School District issues not on the agenda for this Special Meeting may address those issues at a regularly scheduled meeting of the Governing Board.

CALL MEETING TO ORDER – 4:00 p.m.

ESTABLISHMENT OF A QUORUM OF THE BOARD OF EDUCATION

PUBLIC PARTICIPATION ON CLOSED SESSION MATTERS

CLOSED SESSION

The Board of Education will recess to Closed Session at 4:00 p.m. to discuss:

1. Consideration of Public Employee Appointment Pursuant to Government Code Section 54957.6

Title: High School Assistant Principals, Middle School Principal, Elementary Assistant Principals,
Elementary Principal, District Office Directors

OPEN SESSION

CALL MEETING TO ORDER – 4:30 p.m.

May 26, 2016

ESTABLISHMENT OF A QUORUM OF THE BOARD OF EDUCATION

PLEDGE OF ALLEGIANCE

SECTION A – STUDY SESSION

	<u>Oral Report Assigned To</u>	<u>For Board</u>	<u>Page</u>
A.1 Leadership Development in the Riverside Unified School District (RUSD)	Chief Academic Officer	Study Session	1-202

Staff will present an overview of Leadership Development in the Riverside Unified School District (RUSD).

SECTION B – CONCLUSION

B.1 Board Members' Comments

ADJOURNMENT

The next regular meeting of the Board of Education is scheduled for Tuesday, May 31, 2016. The meeting will be called to order at 4:30 p.m. in the Board Room at 6735 Magnolia Avenue, Riverside, California. The Board will adjourn to Closed Session from 4:30 to 6:00 p.m. at which time the Board of Education will reconvene in Open Session in the Board Room at 6735 Magnolia Avenue, Riverside, California.

Copies to: Board Members
News Media

Posted 5:30 p.m., Monday, May 24, 2016

**Board Meeting Agenda
May 26, 2016**

Topic: Leadership Development in the Riverside Unified School District (RUSD)

Presented by: Lynn Carmen Day, Chief Academic Officer
Susan Mills, Assistant Superintendent, Department of Personnel Leadership and Development
Tim Hodges, Director of Research, Gallup Inc.
Hardy Brown, Executive Director, Black Voice Foundation, Inc.

Responsible
Cabinet Member: Lynn Carmen Day, Chief Academic Officer

Type of Item: Study Session

Short Description: Staff will present an overview of Leadership Development in the Riverside Unified School District (RUSD).

DESCRIPTION OF AGENDA ITEM:

The Riverside Unified School District (RUSD) trusts that effective leadership is crucial to a high achieving, successful organization. Every employee leads to form the values, priorities, and actions of the organization, focusing on *Every Student, Every Day*. It is our belief that there is a leader in every seat with the potential of influencing teams and the organization as a whole. Leadership development for managers, certificated and classified employees, and parents are focused on a single expectation to impact student learning and engagement for students.

The Board of Education will have the opportunity to dialogue in response to the overview presented regarding several aspects of Leadership Development in the Riverside Unified School District (RUSD).

FISCAL IMPACT: None

RECOMMENDATION: Discussion only. No action is required.

ADDITIONAL MATERIAL: PowerPoint Presentation

Attached: Yes



LEADERSHIP DEVELOPMENT IN RUSD

BOARD STUDY SESSION, MAY 26, 2016

DAVID HANSEN, ED.D., SUPERINTENDENT

LYNN CARMEN DAY, CHIEF ACADEMIC OFFICER



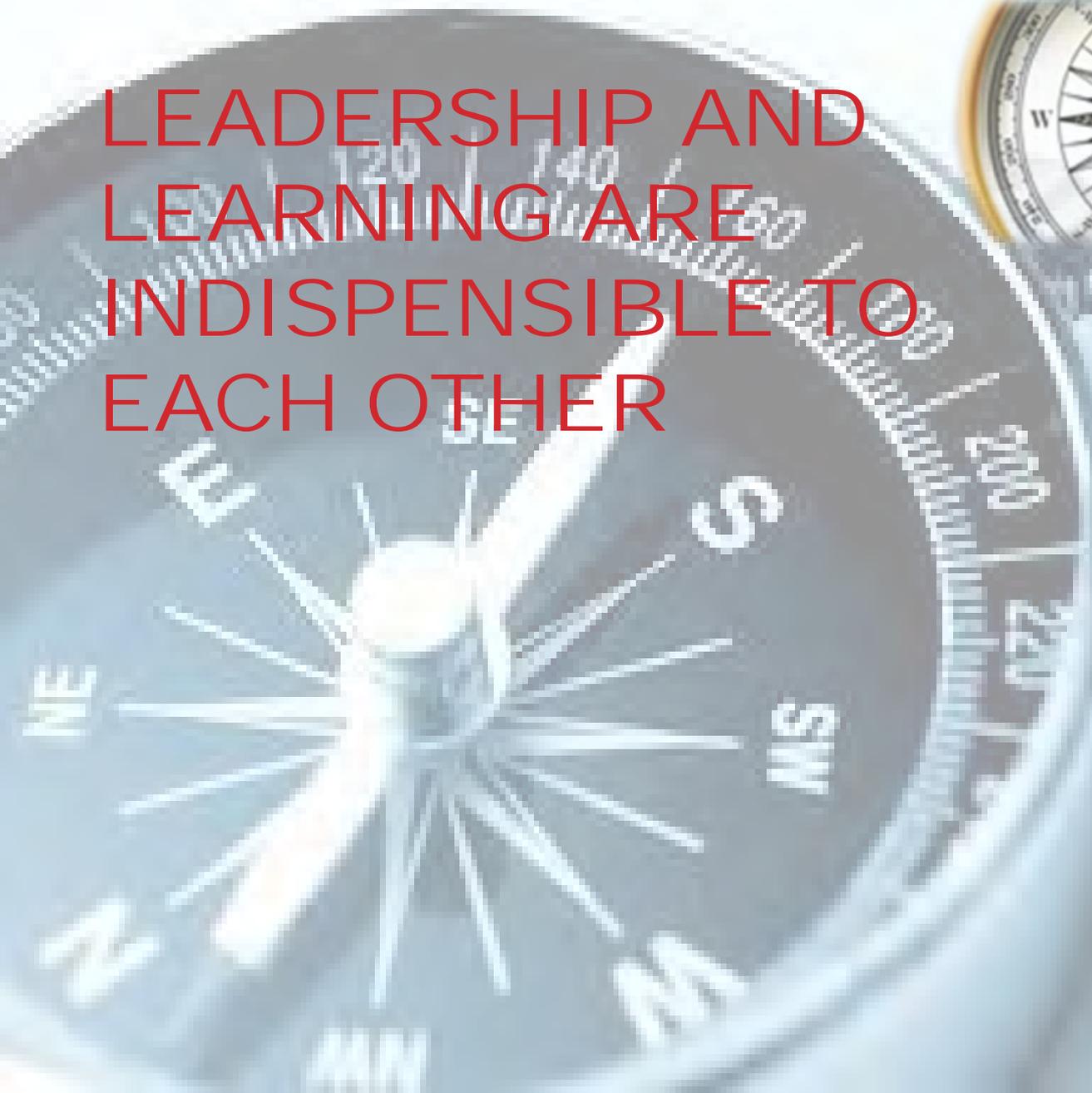
John F. Kennedy

November 22, 1963

Undelivered Remarks

Dallas Citizens Council

**LEADERSHIP AND
LEARNING ARE
INDISPENSIBLE TO
EACH OTHER**





ORGANIZATION EFFECTIVENESS
HINGES ON THE COORDINATED
LEADERSHIP BEING ENACTED
FROM LEADERS RESIDING WITHIN
MULTIPLE HIERARCHICAL LEVELS,
WHOSE LEADERSHIP SHAPES
CRUCIAL INDIVIDUAL-TEAM, AND
ORGANIZATIONAL-LEVEL
OUTCOMES.

**Leadership Across Levels: Levels of Leaders and Their
Impact**



LEADING IN 4 DIRECTIONS



3 PREMISES

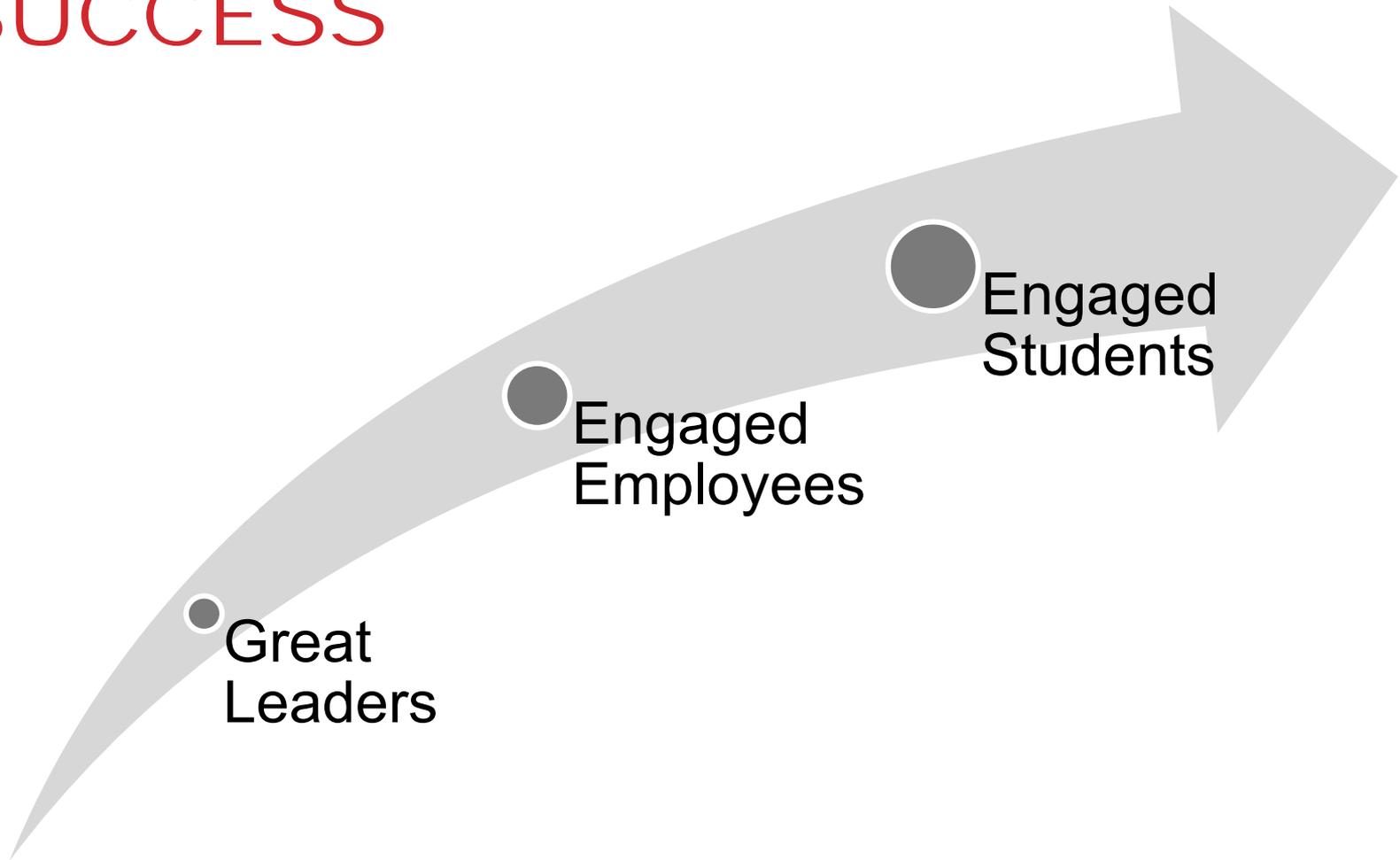
- 1. There is a need to develop leadership across the organization**
- 2. Leadership can be learned and developed**
- 3. Leadership Development has an impact on the organization**

BUILDING A GREAT PLACE TO WORK AND LEARN: RIVERSIDE UNIFIED SCHOOL DISTRICT ENGAGEMENT OVERVIEW

Tim Hodges, Ph.D.

Director of Research, Gallup Education

PATH TO STUDENT SUCCESS



“ My school is committed to building the strengths of each student. ”

“ I have at least one teacher who makes me excited about the future. ”

Students who **STRONGLY AGREE**

30x AS LIKELY TO BE **ENGAGED** **AT SCHOOL**
AS STUDENTS WHO STRONGLY DISAGREE

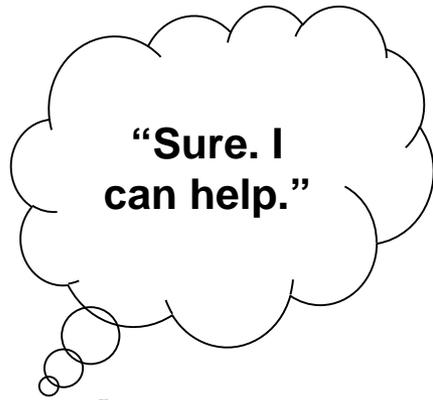
ENGAGEMENT VS. SATISFACTION

Satisfaction = contentment.

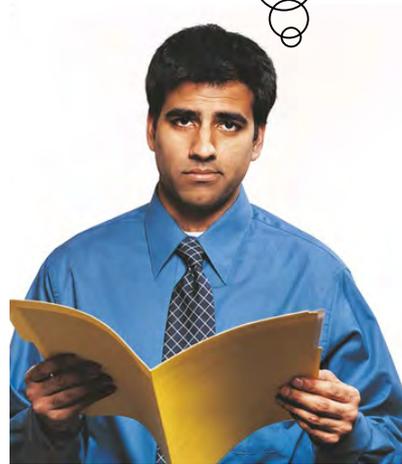
Engagement = involvement and enthusiasm!



ENGAGEMENT: THREE TYPES OF EMPLOYEES



Engaged Employee



Not Engaged Employee



Actively Disengaged Employee

THE ITEMS THAT MATTER

01

I know what is expected of me at work.

05

My supervisor, or someone at work, seems to care about me as a person.

09

My associates or fellow employees are committed to doing quality work.

02

I have the materials and equipment I need to do my work right.

06

There is someone at work who encourages my development.

10

I have a best friend at work.

03

At work, I have the opportunity to do what I do best every day.

07

At work, my opinions seem to count.

11

In the last six months, someone at work has talked to me about my progress.

04

In the last seven days, I have received recognition or praise for doing good work.

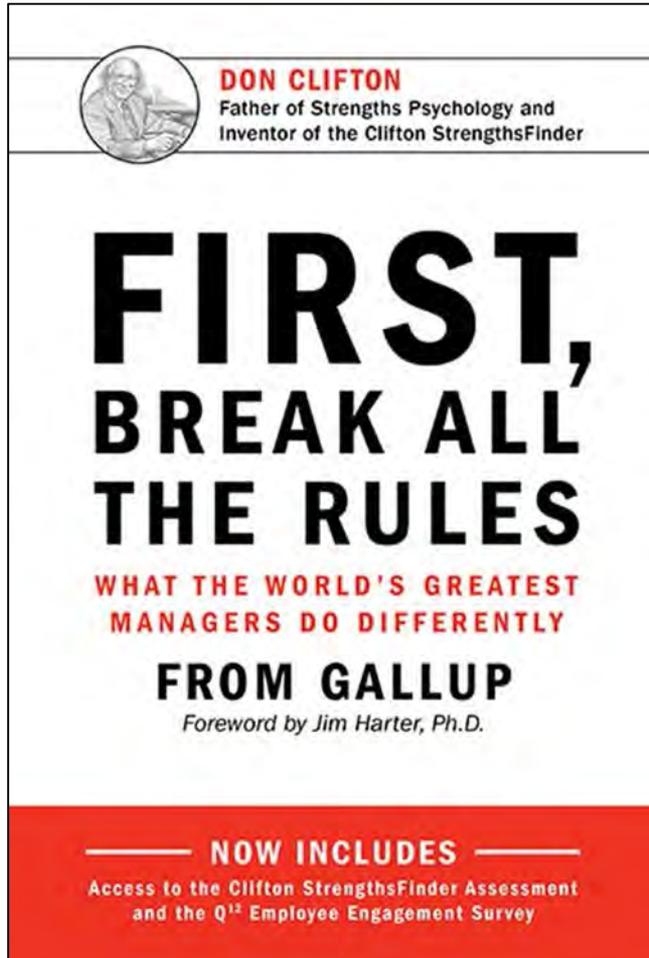
08

The mission or purpose of my company makes me feel my job is important.

12

This last year, I have had opportunities at work to learn and grow.

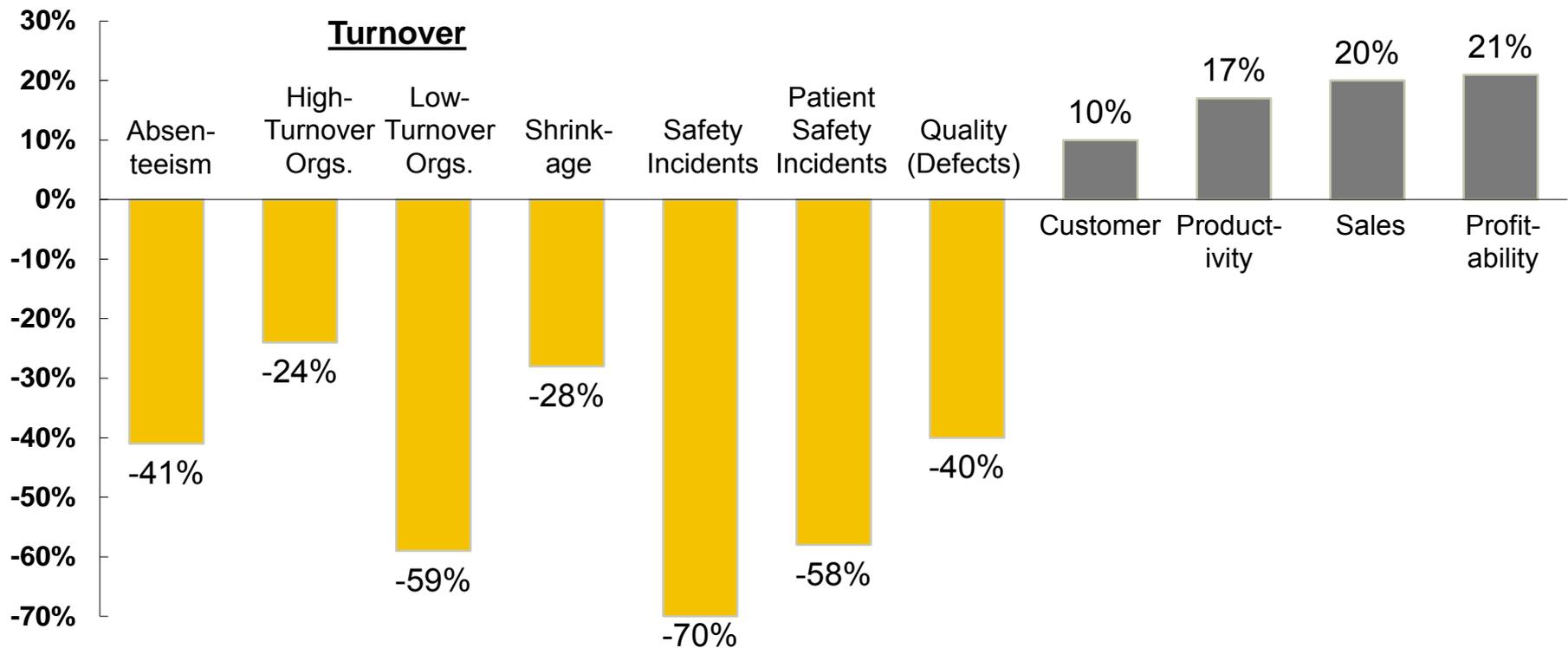
RESEARCH ON EMPLOYEE ENGAGEMENT



- Historical engagement database:
 - 29 million employees
 - 2.2 million work units
 - 1,049 clients
 - 68 languages
 - 183 countries
- Gallup's global bestseller, originally published in 1999, was re-released in May 2016.
- The updated version includes the 9th iteration of the meta-analysis.

THE IMPACT OF Q12: HIGHLY ENGAGED TEAMS PERFORM BETTER

Top-Quartile Engagement Work Units Have Substantially Better Outcomes Than Their Bottom-Quartile Counterparts



FALL 2015 EMPLOYEE ENGAGEMENT SURVEY: 13 ITEMS



Satisfaction: One Item

- “How satisfied are you with your organization as a place to work?”

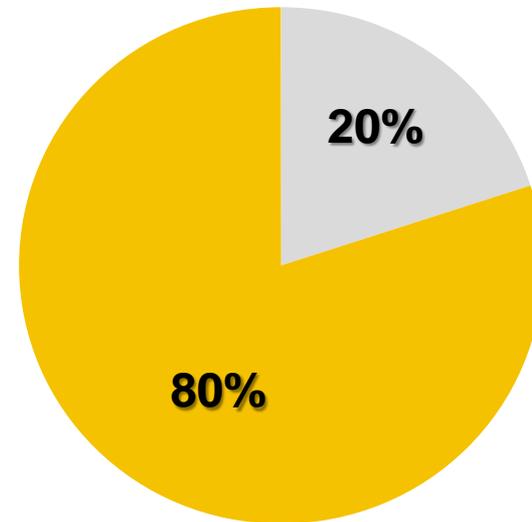


Engagement: 12 Items

- GrandMean = Average of the 12 Engagement Items

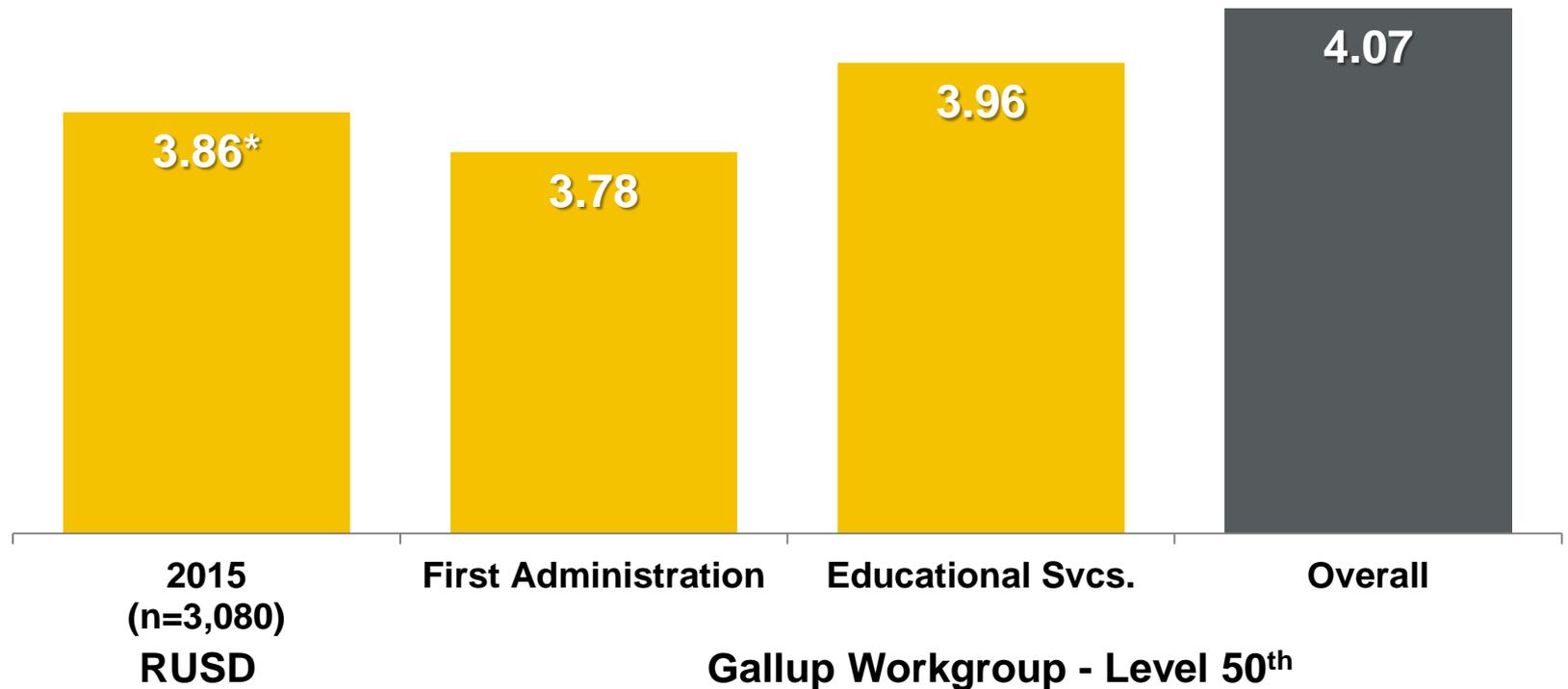
FALL 2015 METHODOLOGY AND RESPONSE RATE

- Methodology:
 - Web survey administered October 28 – November 12, 2015
- Response Rate: 80%
 - 3,080 out of 3,828 employees responded
- As participation increases, reliability of the data increases.



■ Did Not Participate ■ Participated

RUSD OVERALL RESULTS: GRANDMEAN



*Note: RUSD is at the 33rd Percentile of the Gallup Q¹² Overall Company-Level Database; 35th Percentile of the Gallup Q¹² Overall Workgroup-Level Database; 40th Percentile of the Gallup Q¹² Educational Services Workgroup-Level Database; and 57th Percentile of the Gallup Q¹² First Administration Workgroup-Level Database.

RUSD ENGAGEMENT INDEX

Ratio of Engaged to Actively Disengaged

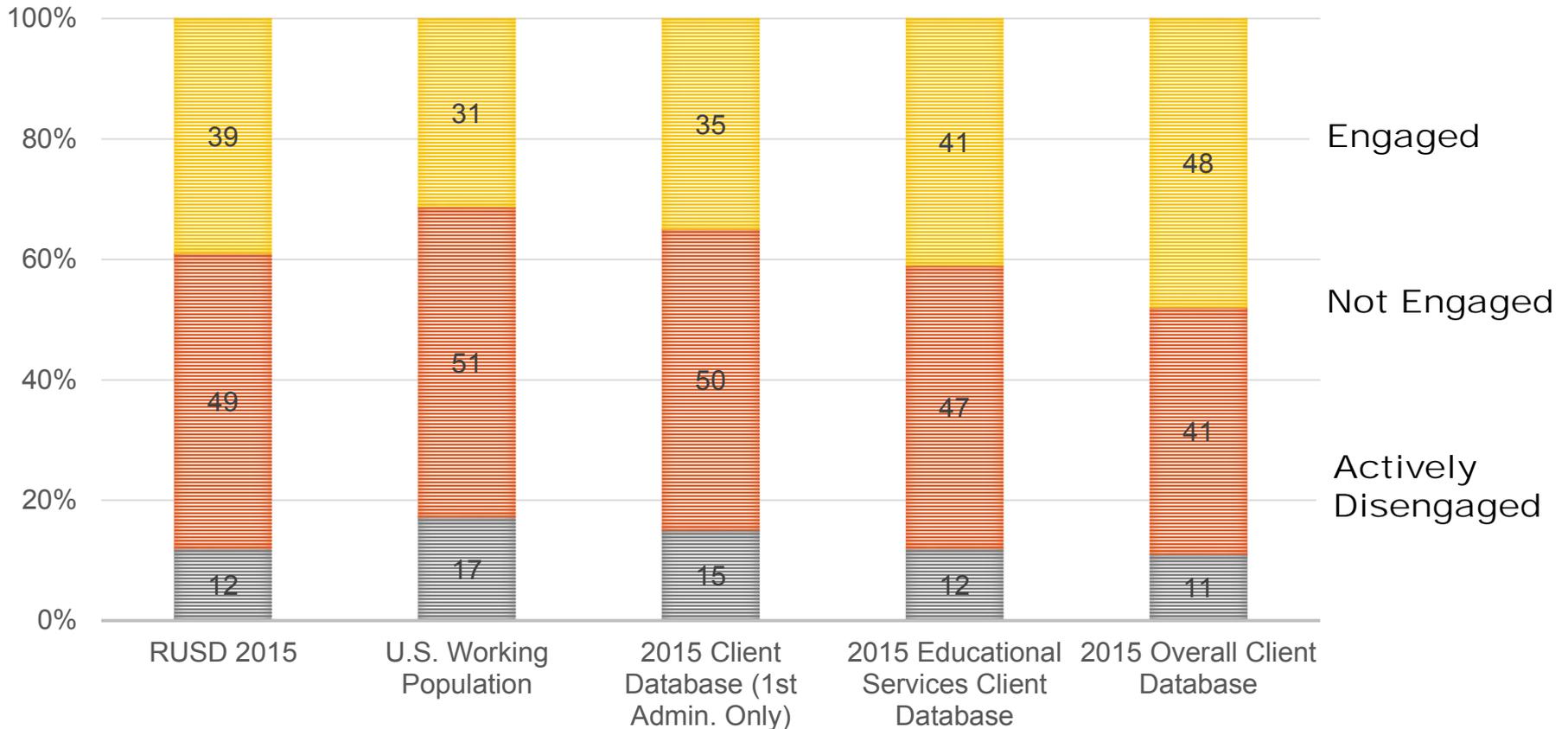
3.3:1

1.8:1

2.3:1

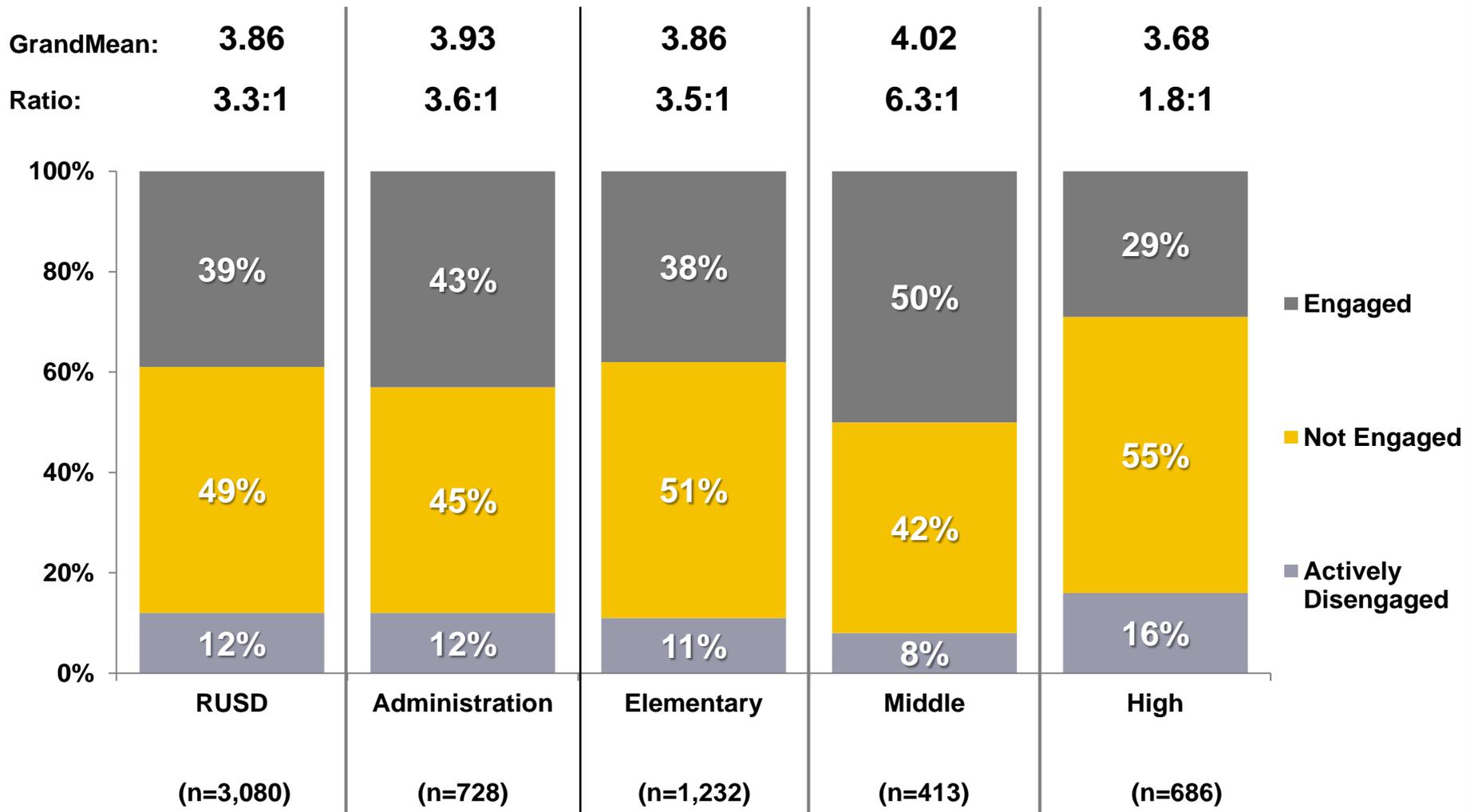
3.4:1

4.4:1



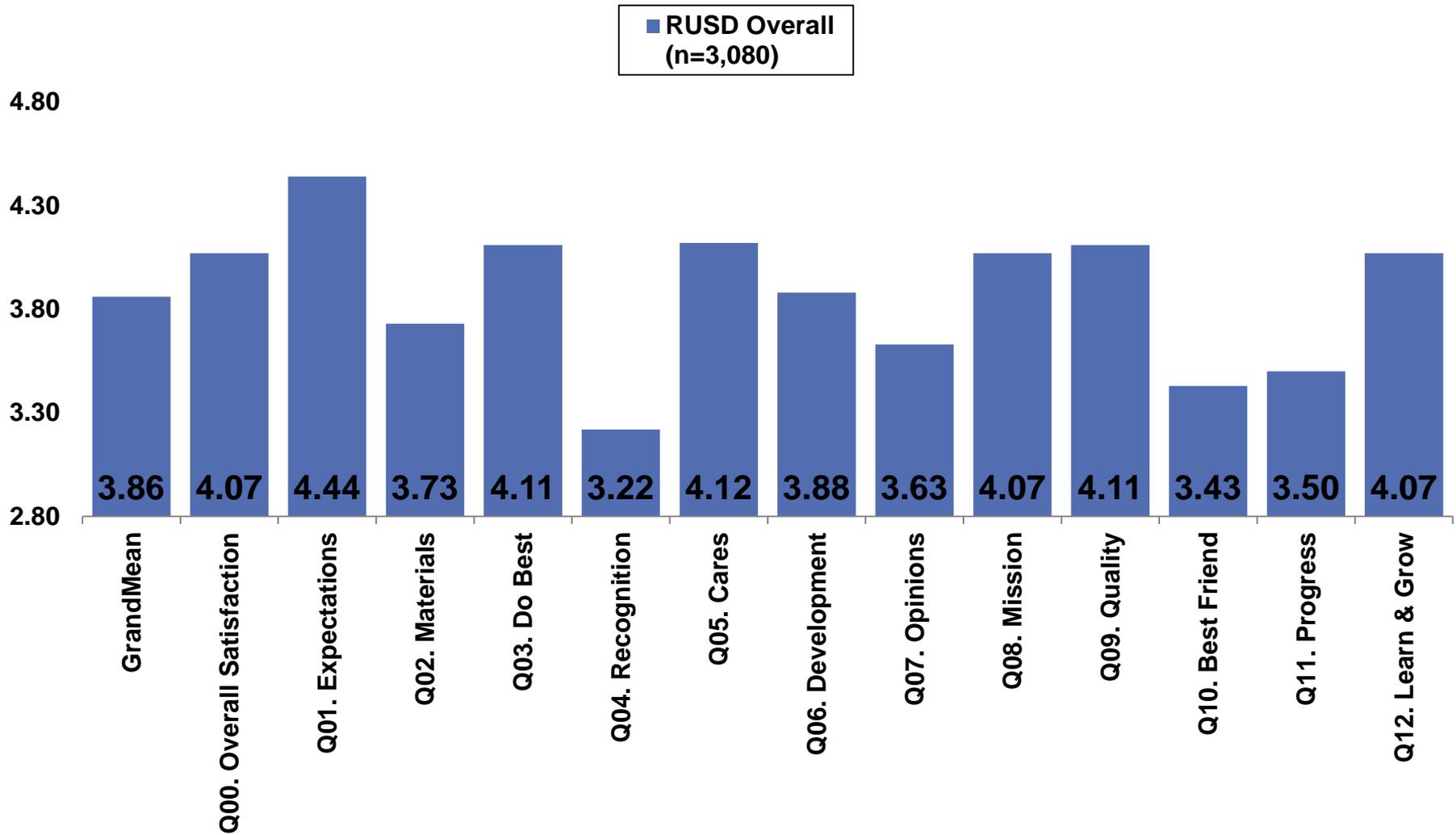
Source: Gallup's 2015 Q¹² Client Database; Gallup Poll of US Working Population, January-December 2014, n=80,837

RUSD ENGAGEMENT BY LEVEL



Note: Due to rounding, percentages may sum to 100%, +/-1%.

RUSD Q¹²® ITEM-LEVEL RESULTS



OBSERVATIONS AND RECOMMENDATIONS

- 2015 is the baseline year for measuring engagement.
- “Expectations” and “Do Best” are the biggest strengths in Fall 2015.
- “Progress” and “Materials” are the biggest opportunities.
- Engagement happens at the local level. Every school and every team has a unique story and will need to take actions that fit their situation.

THREE STEPS TO BUILDING ENGAGEMENT

- Focus on employee strengths. Employees are more engaged when they have the opportunity to do what they do best every day. Having a manager who focuses on your strengths nearly eradicates active disengagement.
- Name the right people to be leaders. Gallup continuously finds that managers with high talent are much more likely to have above-average team engagement three years later.
- Build a culture of recognition. Great leaders are more than conscientious administrators – they also know that recognition is good for their teams. Team members look forward to interaction with talented managers.

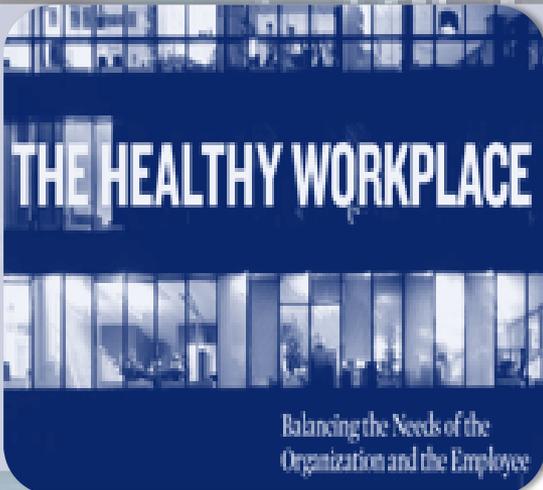
LESSONS LEARNED ACROSS THE NATION

- Don't try to do it all on your own! **Encourage dialogue** among staff to determine strategies for evaluating progress and systematic recognition.
- Building an engaged team is not an event, it **requires intentional effort**. You can teach to this test!
- **Claim the 12 elements** of engaged workplaces as value statements for how you will lead your team. Talk about them in recruiting, at staff meetings, in conversations with parents and community members, etc.
- **Evaluate** best practices for highly engaged schools and workgroups within the district. **Replicate** and **celebrate** success!



DEVELOPING LEADERS

LEADERSHIP DEVELOPMENT



**Build a
Healthy
Organization**



**Leading in
Change**



**Hope,
Engagement
and Well-
Being**



RUSD NEW ADMINISTRATORS INDUCTION PROGRAM 21ST CENTURY LEADERSHIP 2 INDUCTION PROGRAMS

The goal of the New Leaders Program is to ignite lively and **productive conversations** among leaders about their own practice. District and faculty experts and school practitioners will be assembled to **provide support** in helping new administrators enter the RUSD leadership culture. Moreover, participants represented **diverse educational settings** from throughout the district—practitioners have much to share and much to gain.

MONTHLY MEETING TOPICS

We focused our meetings on topics to help them transition into the job and help them navigate their first year challenges.

Introduction, Purpose, Overview
District Organizational Chart and duties, district culture.

Professional Enhancement: How do you create positive growth?
Supervision and Evaluation process and expectations

What are the moral, legal and ethical obligations of the leader? Dealing with employees under the influence, inappropriate use of social media, suspecting sexual misconduct

Leadership in meetings/Crucial Conversations

21st Century Leadership: relationships, unions and accountability

COMMENTS FROM THEM REGARDING WHY THEY THOUGHT THIS WAS POSITIVE:

Loved the networking with my colleagues

Realized we were not the only ones with challenges and could call each other who might have the answers

Liked to interact with others when reading through contract to talk through problems

It was a confidence builder to learn in this smaller environment

Good to hear what others do to solve the problems

Looked forward to every meeting, brought questions

Liked getting clear expectations for supervision and evaluation

Came from private sector and learned about how to work with unions

There is not a structure for classified managers as a group and this gave us a time to meet and work together

I learned that I am not alone, there are so many resources

Clear expectations in the subjects we discussed

Learned how to be a better communicator with practice

They made learning fun and helped us learn how to run meetings

We felt safe to ask anything and had a good depth of discussion

Want to make sure that the classified manager training continues as this was our first year





PRINCIPAL DEVELOPMENT MEETINGS

We focused our meetings on varying topics to support Principal Leadership.

What are keys to the new role of Principals?

Metrics and Progress Indicators included in LCAP and Certificated Evaluations

Facilitate Collaboration and Growing Learning Communities, Investing in Positivity

Common Core ELA-Literacy, Common Core Math

Collaboration and Building Capacity

Student Assistance Program, Crisis Response, Suicide Prevention, Threat Assessment, Reduce Chronic Absenteeism

Leading with Focus, Reinforcing Site Priorities Through Feedback, Building Professional Capital Through Classroom Walk-through Practices



PRINCIPAL DEVELOPMENT COACHING

- New Principals
- 1:1 and Cohort
- Leaders of Leaders
 - Clusters
 - Assistant Principals

LEADERSHIP DEVELOPMENT MEETINGS

We focused our meetings on varying topics to support Leadership.

What is a healthy organization?

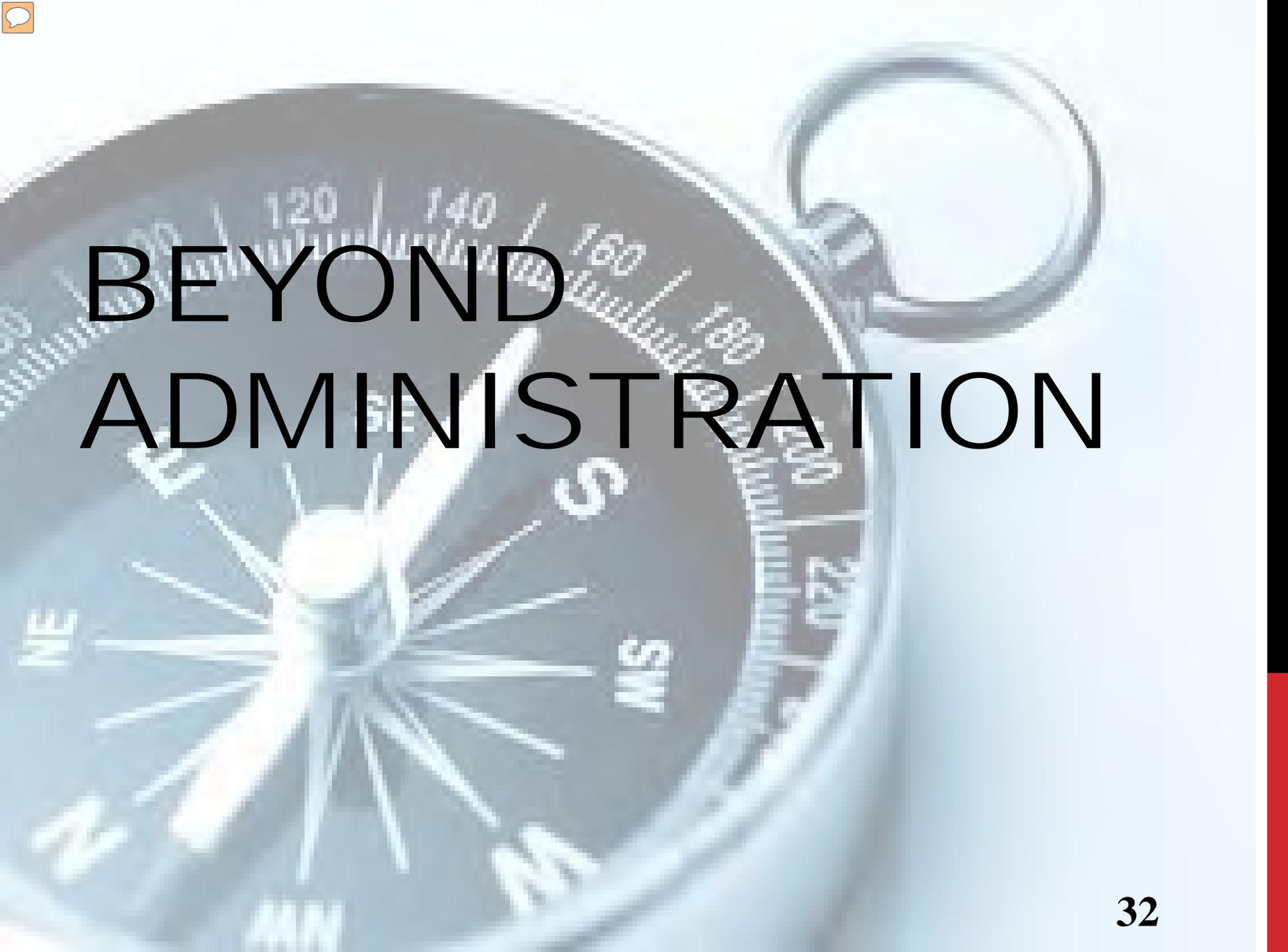
How do we develop the five principles of a functioning team?

Model the way, Inspire a shared vision, Challenge the Process, Enable others to Act, Encourage the Heart, Review of Values

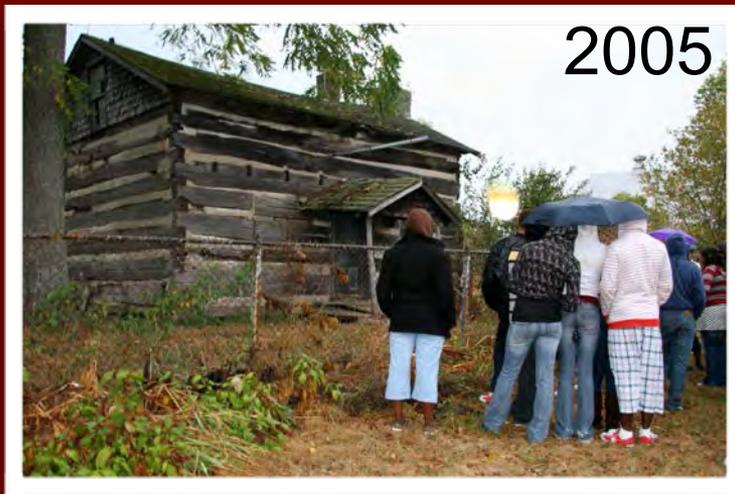
Review the Six Critical Questions, Discuss How We Behave as an Organization

Hope, Engagement and Well-Being, Communication

MAKING CONNECTIONS	Aug	Sept	Oct.	Nov.	Dec,	Jan	March	April	May
Hope, Engagement and Well-Being									
Communication (Lencioni)									
Leading in Change									



BEYOND ADMINISTRATION



FOOTSTEPS TO FREEDOM STUDY TOUR



Tour Conductors:
Paulette Brown-Hinds, Ph.D
Daniel Walker, Ph.D
Kenny Morris
Niki Chambers

Hardy Brown II

Executive Director
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1590 Waterman Ave
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4290 Brockton Avenue
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INTRODUCTION

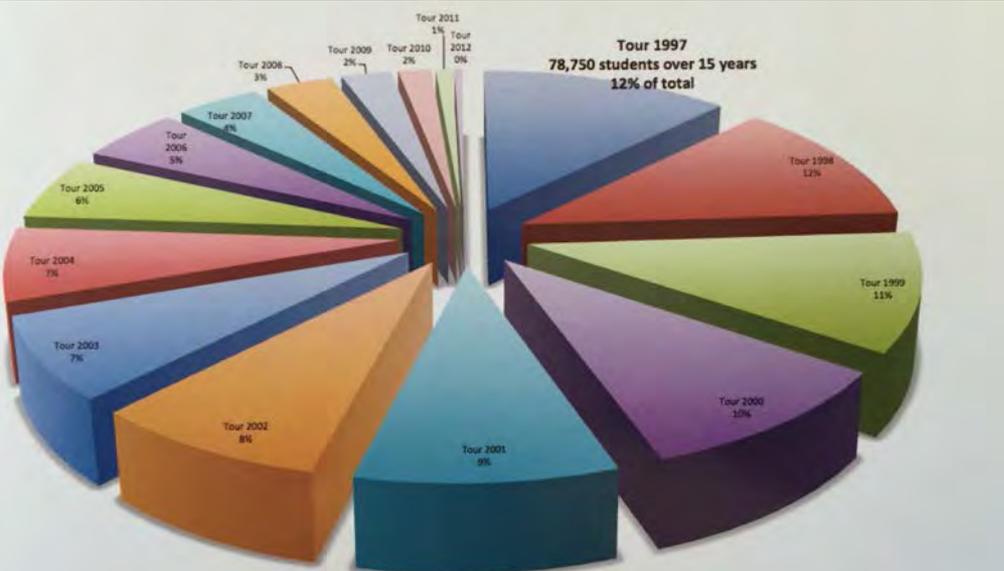
THE UNDERGROUND RAILROAD REFERS TO THE EFFORT -- **SOMETIMES SPONTANEOUS, SOMETIMES HIGHLY ORGANIZED** --TO ASSIST PERSONS HELD IN BONDAGE IN NORTH AMERICA TO ESCAPE FROM SLAVERY. WHILE MOST RUNAWAYS BEGAN THEIR JOURNEY UNAIDED AND MANY COMPLETED THEIR SELF-EMANCIPATION WITHOUT ASSISTANCE, EACH DECADE IN WHICH SLAVERY WAS LEGAL IN THE UNITED STATES SAW AN INCREASE IN THE PUBLIC PERCEPTION OF A **SECRETIVE NETWORK** AND IN THE NUMBER OF PERSONS WILLING TO GIVE AID TO THE RUNAWAY.

THE PERIOD UNDER CONSIDERATION FOR THIS STUDY IS PRIMARILY THE 1780 TO 1865, WITH EMPHASIS ON THE YEARS FROM 1830 TO 1865 WHEN MOST ANTISLAVERY ADVOCATES ABANDONED THEIR HOPE FOR GRADUAL EMANCIPATION AND ADOPTED IMMEDIATE ABOLITION OF SLAVERY AS THEIR GOAL. **ALTHOUGH DIVIDED, THE ABOLITIONIST MOVEMENT WAS SUCCESSFUL IN EXPANDING THE INFORMAL NETWORK KNOWN AS THE UNDERGROUND RAILROAD AND IN PUBLICIZING IT.**



Steven James Collins Photography





Since 1997

Over 800
Administrators
Teachers
Support Staff
Students & Parents

This year
150 educators
staff
parents

LCAP

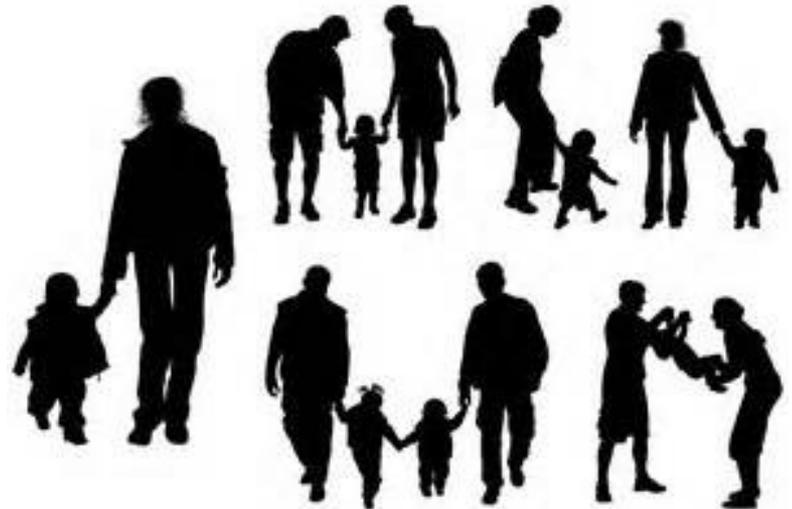
Local Control
Accountability Plan

The LCFF requires districts to develop Local Control and Accountability Plans that establish annual goals for all students, describe what will be done to achieve these goals, and detail how funds will be spent to increase/improve services for English learner, low-income and foster youth students.



LCAP State Priorities

- ★ 1. Basic Services
- ★ 2. Academic Standards
- ★ 3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
- ★ 8. Other Outcomes



Questions

Thank You



37



ASPIRING LEADERS: LEADERSHIP SEMINAR

LEADING IN 4 DIRECTIONS
ON THE ROAD TO EXPERIENTIAL TRAINING:
GETTYSBURG

ASPIRING LEADERS

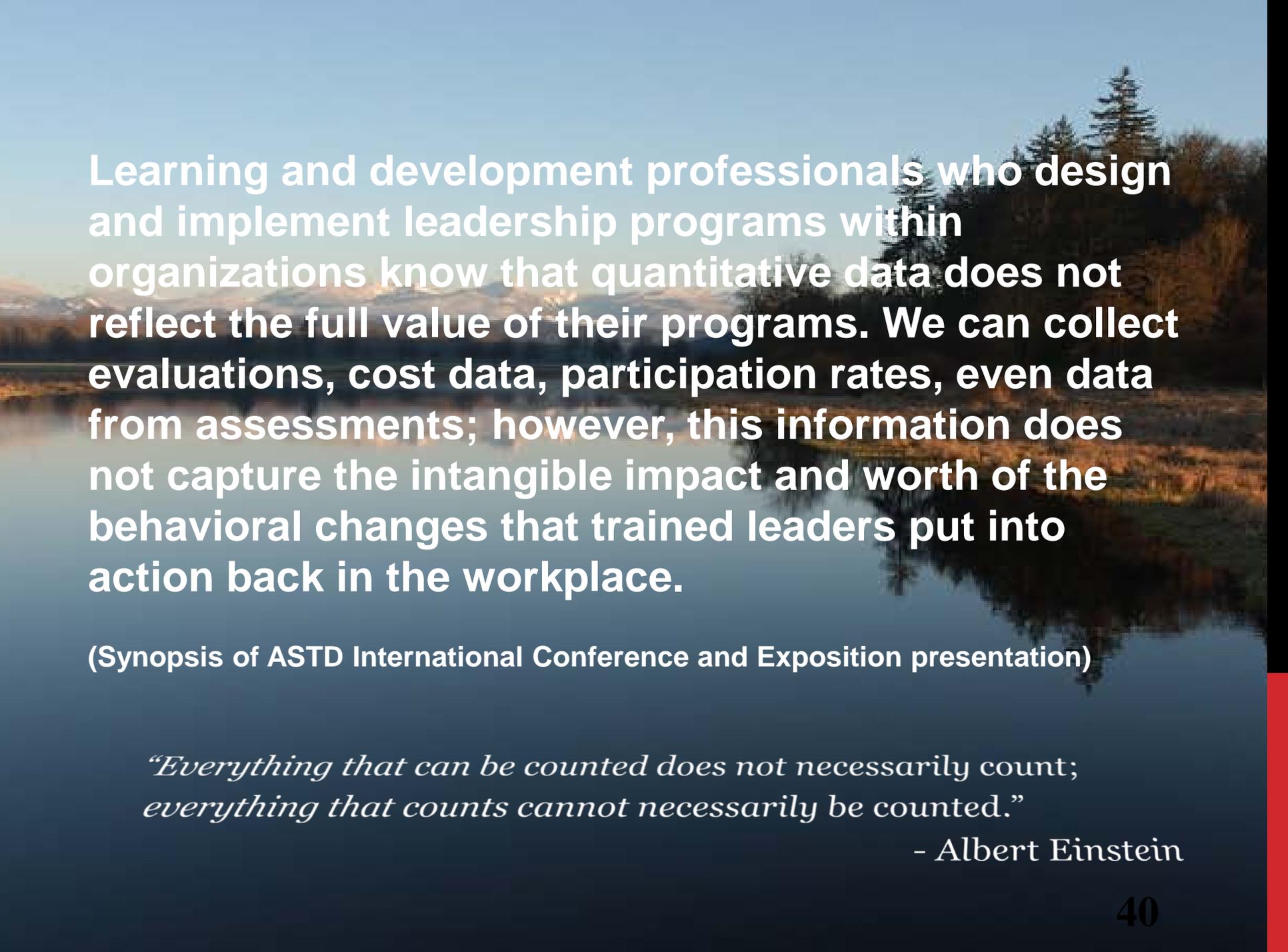


“Great minds discuss ideas; average minds discuss events; small minds discuss people.” --*Eleanor Roosevelt*

"Leadership is the art of giving people a platform for spreading ideas that work." --*Seth Godin*

"A true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others. He does not set out to be a leader, but becomes one by the equality of his actions and the integrity of his intent." --*Douglas MacArthur*

"Control is not leadership; management is not leadership; leadership is leadership. If you seek to lead, invest at least 50 percent of your time in leading yourself--your own purpose, ethics, principles, motivation, and conduct. Invest at least 20 percent leading those with authority over you and 15 percent leading your peers." --*Dee Hock*

A scenic landscape with a body of water reflecting trees and a clear sky. The text is overlaid on the image.

Learning and development professionals who design and implement leadership programs within organizations know that quantitative data does not reflect the full value of their programs. We can collect evaluations, cost data, participation rates, even data from assessments; however, this information does not capture the intangible impact and worth of the behavioral changes that trained leaders put into action back in the workplace.

(Synopsis of ASTD International Conference and Exposition presentation)

“Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted.”

- Albert Einstein



Riverside Unified School District

Leadership Development in RUSD

Information and Material Samples



*Leadership and Learning Are Indispensable
to Each Other.” - John F. Kennedy*



Leadership Development in RUSD

“The main thing is to keep the main thing the main thing.” – Stephen Covey

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Building Employee Engagement in RUSD: Yearly Process Actions

Student learning and well-being are Riverside Unified School District's core values. There is a direct connection between the engagement of the adults in the school and student achievement; therefore, the following timeline describes intentional actions toward building engagement in RUSD.

Employee Engagement drives student engagement, achievement and organizational health.

- 2014-2015**
- RUSD Managers received initial training about the measurable outcomes linked to student achievement
- 2015-2016**
- Managers receive Strength-based leadership training (two sessions).
 - All RUSD staff are provided the RUSD Employee Engagement Survey
 - Managers receive training regarding the impact of engagement on several factors, such as attendance, job satisfaction, productivity and more. Coaching is made available.
 - Formation of Principal's Strengths Institute, with 2 strengths-based leadership trainings focused on specific plans for managing teachers and improving teacher engagement of students, and development of plans over summer for implementing strengths strategies throughout the 2016-17 school year
 - Training and tools are provided, with an expectation that results are shared and intentional next steps discussed and implemented; (non-site managers create concrete plans for increasing engagement in departments and divisions)*
 - Calendar and training are constructed to reinforce intentional steps toward improved engagement
- 2016-2017**
- Repeat 2015-2016 actions
 - Incorporate leadership-track principal candidates into Principal's Strengths Institute, with strengths-applications orientation session and create mentoring relationships between current principals and leadership-track trainees
 - Consider establishing strengths-based adult education programs and/or strengths orientation sessions for PTO's and community partner organizations
 - Manager training session on public communication of strength-based principles
 - Training focuses on successes displayed within and outside of RUSD, with an emphasis on replication of best practices
 - Concrete action plans discussed and vetted with Leadership
- 2017-2018**
- Repeat 2016-2017 actions
 - Establish sustainable strengths training modules (using a train-the-trainer approach) to orient new employees to system-wide successful strengths applications, and to promote and expand sharing and replication of best practices at all employee levels
 - Consider incorporating strengths-based requirements and components into all student IEP's from 4th grade up
 - Consider reframing CTE, career-to-college, and internship programs with strength-based curriculum approaches
 - Expand discussion of action plans
 - Explore and determine District wide next steps

**Resources: Results, Questions Worksheet, Action planning chart, Gallup Guidebook*

Building Student Engagement in RUSD: Yearly Process Actions

Student learning and well-being are Riverside Unified School District's core values. There is a direct connection between the engagement of the adults in the school and student achievement; therefore, the following timeline describes intentional actions toward building engagement in RUSD.

Student Engagement impacts student achievement 3X's more than the content itself. (*Gallup*)

2014-2015 • A select group of RUSD students take the Gallup Student Poll

2015-2016

- 5th -12th grade students take the Gallup Student Poll (re-establish baseline)
- 11 pilot schools receive staff Strengths training
- 2 high schools, 2 middle schools and the EOC engage in a strengths-centered intervention in reading and/or math
- Pilot Strengths Academy in selected schools at elementary, middle and high school levels (with 5th, 7th, and 9th graders), featuring a weekly strength-based exploration curricula
- Test standalone strengths sessions with selected groups of high school students to determine interest and effectiveness ("Inspire Her Mind", Social Justice Council, etc.)

2016-2017

- 5th -12th grade students take the Gallup Student Poll
- 20 schools receive staff Strengths training
- Expand strengths-centered interventions in reading and/or math to all interested high schools and middle schools
- Explore expansion of Strengths Academy to 5th, 7th and 9th graders district-wide
- Integrate expanded strengths-based teaching strategies into all schools utilizing BLAST or Strengths Academy (2 additional strengths sessions per site plus weekly tips)
- Highlight site student engagement efforts
- Vertical and Horizontal Site collaboration around student engagement best practices

2017-2018

- Repeat 2016-2017 actions (remainder of schools receive staff Strengths training)
- Remainder of schools receive staff Strengths training
- Explore expansion of Strengths Academy to additional successive grade levels
- Integrate expanded strengths-based teaching strategies into all remaining schools (with each site receiving 2 additional strengths sessions plus weekly tips)
- Consider incorporating strengths-based requirements and components into all student IEP's from 4th grade up
- Consider reframing CTE, career-to-college, and internship programs with strength-based approaches
- Explore and determine District wide next steps

**Gallup RUSD Engagement Action Planning
January 5-7, 2016**

Strengthening Engagement: This is an exciting time for RUSD. Now that the engagement survey results are in, we will analyze employee engagement and plan the next steps. Please plan on attending the meeting for which you are scheduled.

	January 6, 2016		January 7, 2016	
Topic: <ul style="list-style-type: none"> • Create an overall plan to improve engagement, and hold managers accountable • Personally commit to improving direct team's engagement 	8:30am-11:30am King High School		During Principal's Meeting King High School	
	Teams:		Teams:	
	<ul style="list-style-type: none"> • High School Principals • Middle School Principals • Assistant Principals 		<ul style="list-style-type: none"> • Elementary Principals • Assistant Principals 	
	January 6, 2016		January 7, 2016	
Topic: <ul style="list-style-type: none"> • Commit to creating action plans • Follow up on action plan progress each quarter • Decide on organizational strategy for actions to improve engagement • Impact engagement by focusing on the well-being of the district • Set a personal goal to improve your team's engagement; leaders are also managers 	12:30pm-3:30pm King High School		12:30pm-3:30pm King High School	
	Teams:		Teams:	
	<u>Instructional Services</u> Antonio Garcia Sandy Perry Gloria Cowder Gabriella Alonso Theresa Butler Matthew Cash Kim Coons Janet Downey Adela Flores-Bertrand Alicia Grissom Michael Gull Darel Hansen Keyisha Holmes Lisa Kells Barb Libolt Michelle Mitchell Joe Nieto John Robertson Ronald Weston Anu Menon Brad Shearer Jorge Perez Jennifer Ivey Rene Levario Rochelle Kanatzar Pati De Robles Marcus Ridley Luz Romero Dennis Deets <u>Instructional Support</u> Renee Hill Marlene Yrungaray Carmel Acosta-Cooper David Allenbaugh	Robert Avila Jeff Paul Brown Steven Dunlap Steven Harwood Dan Patterson Charles Szilagyi Chuck Lusin Angela McKinney Harold Thomas Ajay Shah Mark Garabito Crystal Howard Johnson <u>SELPA/Pupil Services</u> Tim Walker Laura Misamore Gary McGuire Carrie Antrim Paul DeFoe Robert Diaz Livia Innes-Gorin Cynthia Hartshorn Debbie Holk Natanya Johnson Charity Plaxton-Hennings Katarina Roy-Schanz Woodie Rucker-Hughes Lawanna Stewart-Barnes Connie Wahlin Kristine Hubbard Constance Wahlin Lanna Goffman Cheryl Anderson Nora Lopez	<u>Business Services</u> Mays Kakish Joyce Threadgold Sandie Meekins Annette Alvarez Jill Collier Justin Grayson Kathy Everhart Leslie Hernandez Jane Jumnongsilp Luis Felipe Moya Marta Nelson Annette Alvarez Tanisha Grattan <u>Operations</u> Kirk Lewis Lizette Delgado Hayley Calhoun Bryan Camargo Enrique Paramo Garcia Edrai Hernandez Juan M. Jimenez Reginald Royster Steve Schulte Ken Sharum Eric Troxel Alan Wille Kevin Hauser Kenneth Mueller Michael Fitzgerald Mary Jane Gyll Beth Martin	<u>Nutrition Services</u> Adleit Asi Lynn Cashman Belynda Darnell Rosa Marie Delgado Barbara Durham-Whitman Christine Fonseca Priscilla Friend Livia Innes-Gorin Dorothy Grimsley Lisa Annette Hamel Joann Hollingsworth Sylvia Mares Ramiro Martin Nancy L. Rodriguez Kiersten Roloson George Valencia Rosa E. Vargas Rebeca Ventura Ardith Zimmerman Gail Grimsley <u>Personnel</u> Susan Mills Robin Woods Vanessa Connor Kyley Ybarra Michelle Cortes Robin Mesa David Marshall Gina Scott

Extended Cabinet will receive training on January during regular scheduled extended cabinet meeting, January 5th 9:00am-12:00pm

**Gallup Follow Up Sessions
May 26-27, 2016**

Outcomes:

1. Support our staff
2. Make Connections in the workplace or classrooms
3. Review Employee & Student Engagement results
4. Share ideas, lessons learned, table talks and working groups
5. Discuss plan for next year

Day 1: Thursday, May 26, 2016			
Session 1 Time: 8:00am – 10:00am Location: Grant Auditorium		Session 2 Time: 10:30am – 12:30pm Location: Grant Auditorium	
Topic: Review Engagement Action Planning, Evaluate Progress, Determine Next Steps		Topic: Review Engagement Action Planning, Evaluate Progress, Determine Next Steps	
<u>Instructional Services</u> Antonio Garcia Sandy Perry Gloria Cowder Gabriella Alonso Theresa Butler Matthew Cash Kim Coons Janet Downey Adela Flores-Bertrand Alicia Grissom Michael Gull Darel Hansen Keyisha Holmes Lisa Kells Barb Libolt Michelle Mitchell Joe Nieto John Robertson Ronald Weston Anu Menon Brad Shearer Jorge Perez Jennifer Ivey Rene Levario Rochelle Kanatzar Pati De Robles Marcus Ridley Luz Romero Dennis Deets Nora Lopez <u>Instructional Support</u> Renee Hill Marlene Yrungaray		<u>Business Services</u> Mays Kakish Joyce Threadgold Sandie Meekins Annette Alvarez Jill Collier Justin Grayson John Preston Leslie Hernandez Jane Jumnongsilp Luis Felipe Moya Marta Nelson Annette Alvarez Tanisha Grattan <u>Operations</u> Kirk Lewis Lizette Delgado Hayley Calhoun Bryan Camargo Enrique Paramo Garcia Edrai Hernandez Juan M. Jimenez Reginald Royster Steve Schulte Ken Sharum Eric Troxel Alan Wille Kevin Hauser Kenneth Mueller Michael Fitzgerald Mary Jane Gyll Beth Martin	
		<u>Nutrition Services</u> Adeit Asi Lynn Cashman Belynda Darnell Rosa Marie Delgado Barbara Durham-Whitman Christine Fonseca Priscilla Friend Livia Innes-Gorin Dorothy Grimsley Lisa Annette Hamel Joann Hollingsworth Sylvia Mares Ramiro Martin Nancy L. Rodriguez Kiersten Roloson George Valencia Rosa E. Vargas Rebeca Ventura Ardith Zimmerman Gail Grimsley <u>Personnel</u> Susan Mills Robin Woods Kiley Ybarra Michelle Cortes Robin Mesa David Marshall Gina Scott	
Session 3 Time: 1:00pm – 3:30pm Location: Grant Auditorium		Board Meeting Time: 4:30pm Location: Riverside Adult School	
Topic: Review Engagement Action Planning (Includes Engagement), Evaluate Progress, Determine Next Steps		Topic: Share Results, Overview, Compare & Comparison, Increase Engagement, Determine Next Steps	
Secondary Principals Assistant Principals			
Day 2: Friday, May 27, 2016			
Session 4 Time: 8:30am – 11:00am Location: Grant Auditorium		Session 5 Time: 12:00pm – 2:30pm Location: Grant Auditorium	
Topic: Review Engagement Action Planning (Includes Engagement), Evaluate Progress, Determine Next Steps		Topic: Review Engagement Action Planning (Includes Engagement), Evaluate Progress, Determine Next Steps	
Elementary Principals: (Lake Mathews, Liberty, Longfellow, Madison, Magnolia, Monroe, Mt. View, Pachappa, Rivera, Sunshine, Taft, Twain, Victoria, Washington, Woodcrest), Assistant Principals or Teacher leads		Elementary Principals: (Adams, Alcott, Beatty, Bryant, Castle View, Emerson, Franklin, Fremont, Harrison, Hawthorne, Highgrove, Highland, Jackson, Jefferson, Kennedy), Assistant Principals or Teacher leads	

**Leadership Team Meetings
Leadership and Development Topics**

2014-2015	2015-2016
<ul style="list-style-type: none"> • September 2014: Team Building (Who are we as a team), The Advantage (About what is The Advantage, Why are we reading this book), RUSD Goals (How will we set goals as a team) • October 2014: The Advantage (What is a healthy organization, How do we develop the five principals of a functioning team), Goal Setting/Evaluations (What goals will best serve our priorities) • November 2014: Different Kinds of Values (What are the different kinds of values found in an organization), Colonel Arthur J. Athens (How do I lead through values, What’s love got to do with it) • December 2014: Holiday Edition, The Advantage (Practice and Commitments, The Leadership Challenge), Model the way, Inspire a shared vision, Challenge the Process, Enable others to act, Encourage the Heart, Review of Values • January 2015: Goal Setting, Evaluations, Brandon Busted a Gallup Education strategy (Hope, Engagement, and well-being) • February 2015: No meeting • March 2015: Explore Leadership (Tarp activity), The 6 Critical Questions, The Power to Influence for Good • April 2015: Team Building, Review The 6 Critical Questions (What has been the process for responding to the questions), Discuss How We Behave as an Organization (What are our core values), Discuss What We Do in Our Organization (What do we do in RUSD) • May 2015: Starling Murmurations, (How Will We Success, What is Most Important Right Now, Who Must do What in Our Organization) 	<ul style="list-style-type: none"> • September 2015: Communication (Leading in 4 Directions, The Advantage, Communication) • October 2015: Hope, Engagement and Well-Being, Communication (Communication, Well-being, Wellness launch) • November 2015: Hope, Engagement and Well-Being, Communication (Unpack, build, and use your strengths) • December 2015: no meeting • January 2016: Hope, Engagement and Well-Being, Communication, Leading in Change (30 day challenge, LCAP progress, goals, actions, or targets) • February 2016: no meeting • March 2016: Hope, Engagement and Well-Being, Communication, Leading in Change (Employee Engagement, Extend our Thoughts on Communication and Leading in Change) • April 2016: Hope, Engagement and Well-Being, Leading in Change (Review Top 5 Strengths, Effectiveness in Team, Evaluate and Build in Team) • May 2016: Communication, Leading in Change: (Shrinking the Organization, Reflection of Year, Connections, Leading in 4 Directions, Looking Ahead)

UP POWER IN WITHIN

DIG DEEP • BE WELL



RIVERSIDE UNIFIED SCHOOL DISTRICT LEADERSHIP TEAM 2015-16

September 10, 2015



WELCOME FROM THE SUPERINTENDENT

Welcome!

As we continue to embrace last year's general theme, "The Power of Team", through our leadership meetings and experiences, I look forward to the great things we will accomplish during the 2015-2016 school year. This year, we have the opportunity to build upon the great work we began last year by examining our new theme, "The Power Within". The Power within refers to the collective, harnessed energy that exists within our teams, our organizations, our school sites and ourselves. Through our professional development process, I urge you to build connections with each other as we continuously strive to build a more healthy organization. Fostering hope, well-being and engagement will not only improve the achievement of our students, but it will also fill all of us (including our staff) with excitement and eagerness for the work we are doing. It's a fact that working together helps strengthen the core alignment of our organization, and with better alignment, we're a much better team.

And through it all, we must keep in mind that we still have a good amount of hard work ahead of us. We all must understand that leading through change can be complicated, but also artful, and exciting. We look forward to exploring and growing our leadership as we lead our subordinates, lead our peers, lead our boss, and most importantly lead ourselves. I am fortunate to work side-by-side with such a wonderful team of leaders. Thank you for your dedication, hard work, and willingness to continue to move our organization in the right direction. Let's embrace the power within all of us. It's time to dig deep—and be well!

With warm regards,



David C. Hansen, Ed.D.
Superintendent
Riverside Unified School District





*When the world says
Give up.
Hope whispers...
Try it one more time*

Education breeds Confidence.

Confidence breeds Hope.

Hope breeds Peace.

Confucius



*What lies behind
us and what lies
before us are
tiny matters
compared to
what lies within
us.*

Ralph Waldo Emerson



*Forget about the fast lane. If you really
want to fly, just harness your power to
your passion.*

Oprah Winfrey

Labyrinth: For thousands of years, human beings have created the spiral paths that fold back on themselves within labyrinths for reasons ranging from decoration to art and myth. As well, the labyrinth has long been used as a creative or spiritual tool. As a meditation tool consisting of a walkable single line path, it has been said that a labyrinth can be a source of solace and can quiet a distracted or overactive mind. It can help resolve your inner discomfort and still your mind as you walk along the path with its calming and quieting effect enough for you to gain clarity.



OUTCOMES/EXPECTATIONS

Leaders will:

- ◇ Reflect on Bucket Filling.
- ◇ Discuss Leading in Four Directions.
- ◇ Review the Four Disciplines within a Healthy Organization – Building a Cohesive Team.
- ◇ Discuss Over Communicating Clarity.

AGENDA

Team Building

How have you filled others' buckets?

Leading in Four Directions

What are the characteristics of Leading in Four Directions?

Advantage Review

How do we continue to build a cohesive team?

Over Communicating Clarity

What is a Cascading Message?

How do we ensure clarity around our work?

MAKING CONNECTIONS

	Aug	Sept								
Hope, Engagement and Well-Being										
Communication (Lencioni)										
Leading in Change										



Leading in Four Directions

Characteristics of Leading Up

Characteristics of Leading Peers

Characteristics of Leading Team

Characteristics of Leading Self

Leading-up

This kind of leadership is observed when a leader is being led by others (team). In other words, it is the kind of leadership a subordinate or a group of subordinates use when leading or influencing their leader. Common attributes found in this type of leadership: serving, obedience, returning and reporting, wisdom, desire to help, confidence, fulfilling all assignments, etc.

- * Serve the Leader and others who are close to the leader
- * Be Faithful in fulfilling all assignments and fulfill them on time
- * Return and report
- * Seek to understand your leader
- * Do whatever is asked
- * Be bold and truthful when speaking with the leader
- * Be wise, yet harmless
- * In the middle of turmoil, be faithful to your leader; lift them up, help them, defend them
- * Never have a desire to hurt your leader

Leading-down

This type of leading is the kind that most people generally know about when they think of leadership. There is a person who is in charge and there are subordinates. Examples of this can be seen in government, business, churches, sports, etc. Common attributes found in this type of leadership: leading by example, administering, doing, trusting, storytelling, empathy, supporting, etc.

- * Set an example by going and doing
- * Administer and minister to those you lead
- * Trust those you lead by separating yourself from them, letting them go and do
- * Tell stories
- * Show empathy
- * Go and visit, help, deliver or lighten others afflictions and trials
- * Use the influence of others to help, if necessary

Leading-peers

This type of leadership is observed among family, peers, friends or colleagues. It generally appears informal within an organization. This type of person essentially becomes the informal leader to which others look. Seniority or age doesn't necessarily play a role as much as respect and influence. Common attributes found in this type of leadership: joyful, encouraging, working hard, teamwork, confronting negativity, etc.

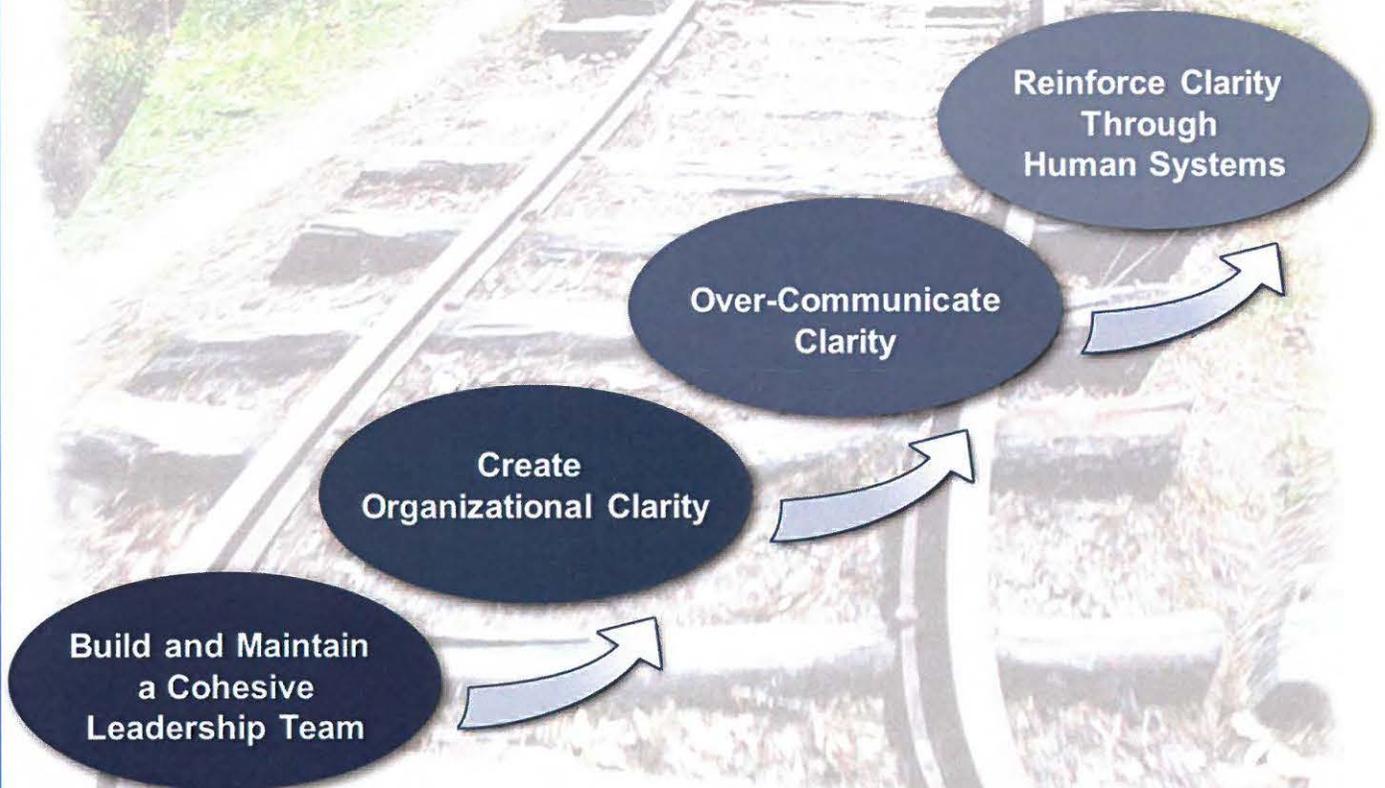
- * Have thoughts of joy
- * Be encouraging and speak positively
- * Do the work and confront obstacles; don't hide
- * Work together, work hard and rush to do the work
- * Confront naysayers hurting the work or team

Leading-self

This type of leadership appears to be the most difficult, yet the most needed. It is how people lead themselves; are they self-disciplined, well-rounded, learners, consistent, diligent, finishers, etc. This is the type of leadership that the great ones do very well. When a person is able to lead themselves, they are ready to lead others. Common attributes found in this type of leadership: desire, patience, diligence, gratefulness, action, etc.

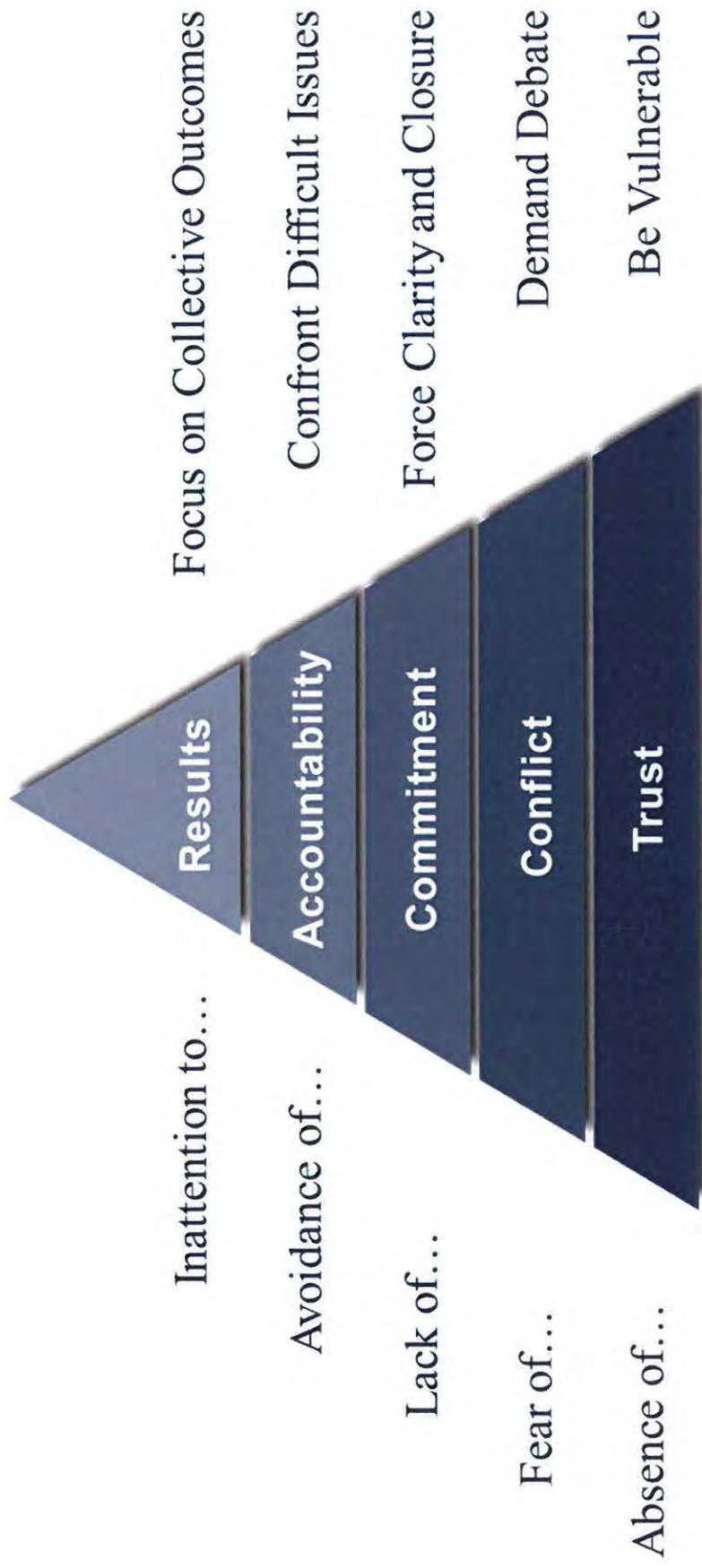
- * Have a desire to learn and study
- * Be diligent/consistent
- * Be patient during afflictions
- * Have a heart of gratitude and show or give thanks to others
- * Follow the inspiration/insight you receive from within

THE FOUR DISCIPLINES OF A HEALTHY ORGANIZA-



Discipline 1: Build and Maintain a Cohesive Team

THE FIVE DYSFUNCTIONS OF A TEAM



TRUST

#1. Absence of Trust

The fear of being vulnerable with team members prevents the building of trust within the team.

CONFLICT

#2. Fear of Conflict

The desire to preserve artificial harmony stifles the occurrence of productive, ideological conflict.

COMMITMENT

#3. Lack of Commitment

The lack of clarity or buy-in prevents team members from making decisions they will stick to.

ACCOUNTABILITY

#4. Avoidance of Accountability

The need to avoid interpersonal discomfort prevents team members from holding one another accountable for their behaviors and performance.

RESULTS

#5. Inattention to Results

The pursuit of individual goals and personal status erodes the focus on collective success.

THE SIX CRITICAL QUESTIONS

THAT HEALTHY ORGANIZATIONS ASK



01

WHY DO WE EXIST?

We exist to educate, inspire and prepare students to make a positive impact locally and globally.



02

HOW DO WE BEHAVE?

Our core values of student learning and student well-being guide our approach to education and putting students first.



03

WHAT DO WE DO?

We educate students.



04

HOW WILL WE SUCCEED?

We will intentionally ensure high-quality learning and development for students, pursue optimal conditions for students and staff, and create an environment of collaboration with all stakeholders.



05

WHAT IS MOST IMPORTANT, RIGHT NOW?

Invest in our students by aligning our Local Control Accountability Plan (LCAP) with their needs.



06

WHO MUST DO WHAT?

We have designed divisional, departmental and individual roles and responsibilities that support our LCAP.



The Advantage—Overcommunicate Clarity

...employees won't believe what leaders are communicating to them until they've heard it seven times. Pg. 141

7 x's

Once a leadership team has become cohesive and worked to establish clarity and alignment around the answers to the six critical questions, then, and only then, can they effectively move on to the next step: communicating those answers. Or better yet, overcommunicating those answers – over and over and over and over and over and over and over again. Pg. 141

The only way for people to embrace a message is to hear it over a period of time, in a variety of different situations, and preferably from different people. That's why **great leaders see themselves as Chief Reminding Officers as much as anything else.** Their top two priorities are to set the direction of the organization and then to ensure that people are reminded of it on a regular basis. Pg. 142



Patrick Lencioni – Cascading Messages

If the best way to ensure that a message gets communicated throughout an organization is to spread rumors about it, then leaders simply ought to go out and tell “true rumors”. Pg. 144

The most reliable and effective way to get an organization moving in the same direction is for members of a leadership team to come out of their meetings with a clear message about what was decided, promptly communicate that message to their direct reports, and have those direct reports do the same for their own direct reports. We call this “cascading communication” because it begins the structured but interpersonal process of rolling key messages down through the organization directly from the leadership team. Pg. 144

There are three keys to cascading communication: message consistency from one leader to another, timeliness of delivery, and live, real-time communication. Pg. 146

CHECKLIST FOR DISCIPLINE 3:

OVERCOMMUNICATE CLARITY

Members of a leadership team can be confident that they’ve mastered this discipline when they can affirm the following statements:

- ⇒ The leadership team has clearly communicated the six aspects of clarity to all employees.
- ⇒ Team members regularly remind the people in their departments about those aspects of clarity.
- ⇒ The team leaves meetings with clear and specific agreements about what to communicate to their employees, and they cascade those messages quickly after meetings.
- ⇒ Employees are able to accurately articulate the organization’s reason for existence, values, strategic anchors, and goals. Pg. 151

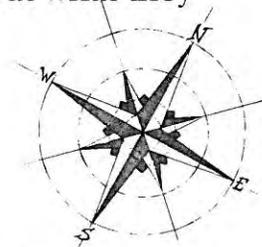
COMMITMENT CLARIFICATION EXERCISE

Purpose: To ensure that teams leave meetings with no ambiguity about what they have agreed upon resulting in clear consistent communication.

Time Required: Five minutes

Instructions:

1. Toward the end of a meeting, the leader or facilitator should go to the white board and ask the team, "What have we agreed upon today?"
2. Team members provide individual responses.
3. If there is no consensus, the leader then provokes further discussion to eliminate any discrepancies and clarify commitments and agreements.
4. The leader then records all commitments on the board and has all teams members record them as well.



Application: To ensure clear consistent messaging in an organization, this exercise must be completed before key messages (with particular attention to the six critical questions) are cascaded throughout the organization.

Next Steps: To begin communicating key messages throughout the organization, follow the Cascading Communication Exercise.



CASCADING COMMUNICATION EXERCISE

Purpose: To ensure that clarity is integrated throughout the organization, key messages should be personally and systematically shared to the next layer of management and so on.

Time Required: Five minutes

Instructions:

1. After the Commitment Clarification Exercise has been completed, the team then decides which of the commitments and agreements should be communicated to the rest of the organization.
2. Then team members go back to the teams they lead within a given time frame (twenty-four - forty-eight hours) and communicate those commitments and agreements.
 - Communicate in-person or via phone, not written communication.
 - Allow for conversation and questions to clarify message.
3. From there, decide how many layers of management should receive the message and determine the time frame.

Application: Cascading communication provides a great opportunity to establish clarity in an organization. When employees in different parts of an organization hear their leaders saying the same things after meetings, they start to believe that alignment and clarity is real and present in the organization.



BOARD OF EDUCATION

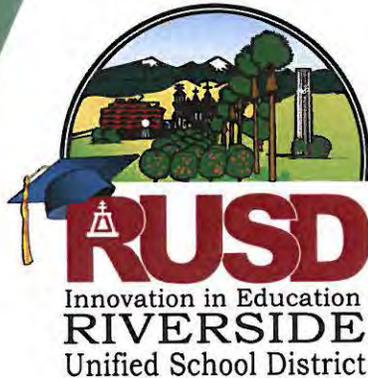
KATHY ALLAVIE, PRESIDENT

TOM HUNT, VICE PRESIDENT

BRENT LEE, CLERK

PATRICIA LOCK DAWSON, MEMBER

GAYLE CLOUD, MEMBER



DR. DAVID C. HANSEN, SUPERINTENDENT

**UP
THE
POWER
WITHIN**
DIG DEEP • BE WELL

LEADERSHIP TEAM MEETINGS

3:30–5:00 PM

SEPTEMBER 10, 2015	DECEMBER 10, 2015	MARCH 10, 2016
OCTOBER 8, 2015	JANUARY 14, 2016	APRIL 14, 2016
NOVEMBER 12, 2015	FEBRUARY 11, 2016	MAY 12, 2016

UP POWER IN WITHIN

DIG DEEP • BE WELL



**RIVERSIDE UNIFIED SCHOOL DISTRICT
LEADERSHIP TEAM 2015-16**

January 14, 2016

WELCOME FROM THE SUPERINTENDENT

Welcome!

As we continue to embrace last year's general theme, "The Power of Team", through our leadership meetings and experiences, I look forward to the great things we will accomplish during the 2015-2016 school year. This year, we have the opportunity to build upon the great work we began last year by examining our new theme, "The Power Within". The Power within refers to the collective, harnessed energy that exists within our teams, our organizations, our school sites and ourselves. Through our professional development process, I urge you to build connections with each other as we continuously strive to build a more healthy organization. Fostering hope, well-being and engagement will not only improve the achievement of our students, but it will also fill all of us (including our staff) with excitement and eagerness for the work we are doing. It's a fact that working together helps strengthen the core alignment of our organization, and with better alignment, we're a much better team.

And through it all, we must keep in mind that we still have a good amount of hard work ahead of us. We all must understand that leading through change can be complicated, but also artful, and exciting. We look forward to exploring and growing our leadership as we lead our subordinates, lead our peers, lead our boss, and most importantly lead ourselves. I am fortunate to work side-by-side with such a wonderful team of leaders. Thank you for your dedication, hard work, and willingness to continue to move our organization in the right direction. Let's embrace the power within all of us. It's time to dig deep—and be well!

With warm regards,



David C. Hansen, Ed.D.
Superintendent
Riverside Unified School District



OUTCOMES/EXPECTATIONS

Leaders will:

- Receive a 30 day challenge
- Deepen awareness of the progress within the LCAP.
- Become aware of how we monitor progress on the LCAP.
- Become aware of programs throughout the District supported by LCAP.

AGENDA

Try Something New for 30 Days – Matt Cutts

Is there something you've always meant to do, wanted to do, but just ... haven't?

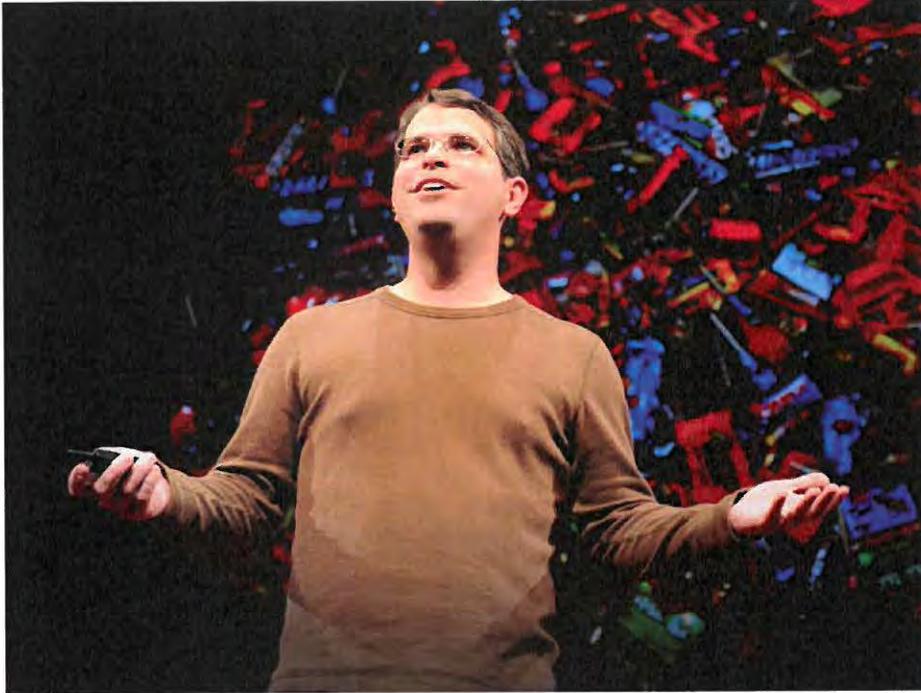
Local Control Accountability Formula

What progress are we making in my site or department?

How are my actions positively affecting student learning and well-being?

MAKING CONNECTIONS	Aug	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Hope, Engagement and Well-Being										
Communication (Lencioni)										
Leading in Change										

Something New



TED talk

Matt Cutts: Try something new for 30 days

Matt Cutts is an engineer at Google, where he fights linkspam and helps webmasters understand how search works.

Matt's 30 Day Challenges

Add:

Bike to work
10,000 steps/day
Take a picture a day
Write a novel

Subtract:

No TV
No sugar
No Twitter
No caffeine

Link to video: <http://bit.ly/1mSRHFM>

Brainstorm My
30 Day Challenge
Possibilities

My Commitment

Accountability
Partner



THE SIX CRITICAL QUESTIONS

THAT HEALTHY ORGANIZATIONS ASK



01

WHY DO WE EXIST?

We exist to educate, inspire and prepare students to make a positive impact locally and globally.



02

HOW DO WE BEHAVE?

Our core values of student learning and student well-being guide our approach to education and putting students first.



03

WHAT DO WE DO?

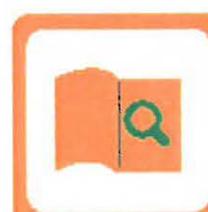
We educate students.



04

HOW WILL WE SUCCEED?

We will intentionally ensure high-quality learning and development for students, pursue optimal conditions for students and staff, and create an environment of collaboration with all stakeholders.



05

WHAT IS MOST IMPORTANT, RIGHT NOW?

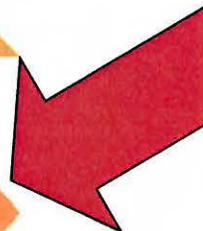
Invest in our students by aligning our Local Control Accountability Plan (LCAP) with their needs.



06

WHO MUST DO WHAT?

We have designed divisional, departmental and individual roles and responsibilities that support our LCAP.





LCAP Needs 2015-2016

- ◆ All RUSD students need to be provided with rigorous, high-quality core curriculum and instruction.
- ◆ All RUSD students need to graduate high school prepared for college and career.
- ◆ All RUSD student need to be socially and emotionally healthy and ready to learn.
- ◆ All RUSD student need to be socially and academically prepared for success in kindergarten and beyond.
- ◆ All RUSD student need a safe and secure learning environment.
- ◆ All RUSD students need engaged parents and community to improve short and long term education outcomes.
- ◆ All RUSD students need to be connected to school.

LCAP Alignment Chart

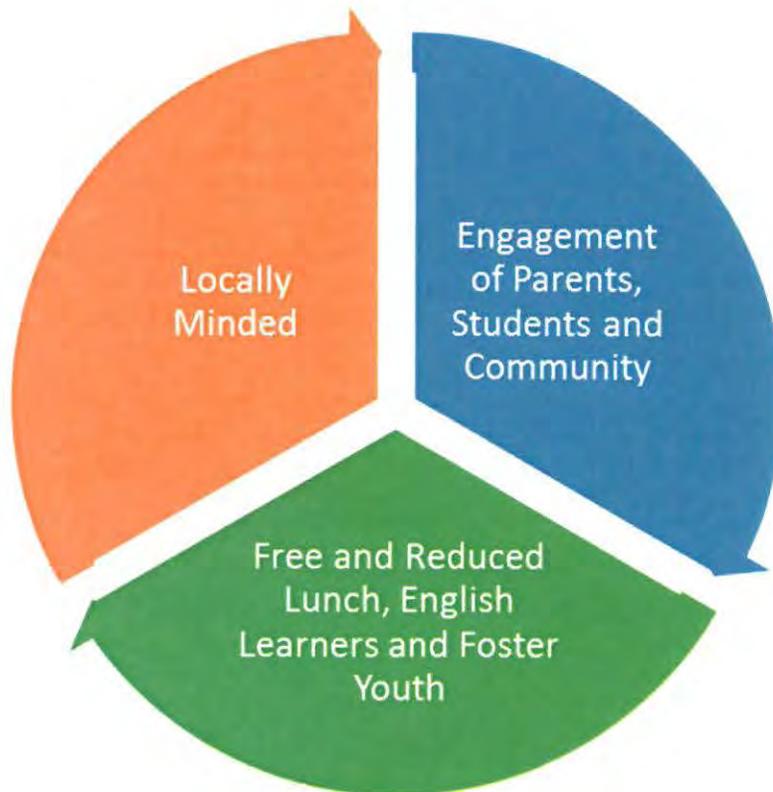
Board Goals	State Priorities	Identified RUSD student needs	14-15 LCAP goals	15-16 LCAP Goals
<p>Master Plan to address growth</p>	<p>State Priorities</p> <ul style="list-style-type: none"> *Basic services—Highly qualified teachers and school facilities maintained in good repair *Implementation of State Standards—Academic content and performance standards including English Language development *Course access—Pupil enrollment in broad course of Study <p>Conditions of Learning</p>	<p>All RUSD students need to be provided with rigorous high quality core curriculum and instruction</p> <p>All RUSD students need a safe and secure learning environment, facilities and climate</p>	<ul style="list-style-type: none"> •Increase the quality and rigor of core curriculum and instruction •Increase the effectiveness of teachers •Increase the number of highly qualified, skilled professionals who apply for and accept employment with RUSD •Improve the quality and safety of the school environment to support optimal learning 	<p>Goal 1 ~ Provide high quality teaching and learning environments for all students</p>
<p>Literacy by 3rd grade</p> <p>College, Career Ready and Partnerships</p> <p>Alternative diplomas</p> <p>VAPA Program Excellence</p>	<ul style="list-style-type: none"> *Pupil achievement—Performance on standardized tests, Academic Performance Index, college and career ready, English proficiency, reclassification rates, Advanced Placement exam scores, Early Assessment Program *Other student outcomes—Other outcomes in required areas of study <p>Pupil Outcomes</p>	<p>All RUSD students need to graduate high school prepared for college and career</p> <p>All RUSD students need to socially and academically prepared for success in kindergarten and beyond</p>	<ul style="list-style-type: none"> •Increase the percentage of students who meet standards when provided with grade level core curriculum •Close all identified achievement gaps by providing support to students whose academic needs are not met in the core instructional program •Increase student access to quality academic and career counseling •Increase the percentage of students who graduate college and career ready •Increase quality opportunities for students to participate in sequenced career pathways •Increase quality opportunities for students and families to choose their educational path •Provide increased and expanded high quality preschool programs 	<p>Goal 2 ~ Prepare all students to be college, career and world ready upon graduation</p>
<p>Parent and community outreach and communication</p> <p>Sustainable funding for student activities</p>	<ul style="list-style-type: none"> *Parental involvement—Efforts to seek parent input in decision making at district and each school site, promotion of parent participation in programs for unduplicated pupils and special needs groups *Pupil engagement—School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates *School climate—Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness <p>Engagement</p>	<p>All RUSD students need engaged parents and community to improve short and long term education outcomes</p> <p>All RUSD students need to be socially and emotionally ready to learn</p> <p>All RUSD students need to be connected to school</p>	<ul style="list-style-type: none"> •Increase services for students exhibiting at risk behaviors that are interfering with their learning •Increase quality community and parent communication, engagement and collaboration in support of student success •Increase opportunities for all students to participate in extracurricular activities •Decrease the barriers for participation in extracurricular activities that disadvantaged students encounter 	<p>Goal 3 ~ Fully engage students, parents and the community in support of short and long term educational outcomes</p>

Local Control Funding Formula (LCFF)

RUSD's has created a video to explain the basics. It will be shown at the Community Forums and can be access on our district website.

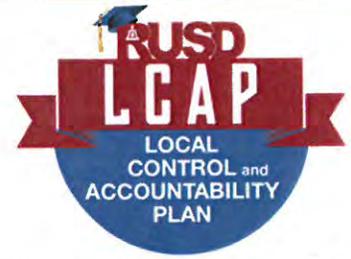


Link to video: <http://bit.ly/1KbyNPQ>

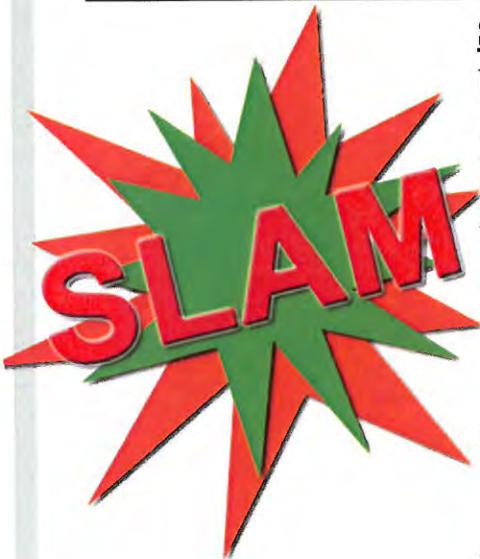


Community Forums

2016



Date	Time	Place
Monday, January 25	6:00—7:00 p.m.	Ramona High School Cafeteria
Thursday, January 28	6:00—7:00 p.m.	King High School, Room #310
Monday, February 1	8:30—9:30 a.m.	Family Resource Center—Riverside Adult School B6
Tuesday, February 2	6:00—7:00 p.m.	North High School, Room 323
Tuesday, February 9	6:00—7:00 p.m.	Poly High School Library
Wednesday, February 17	6:00—7:00 p.m.	Arlington High School Library



Slam, Lightening Round, Infomercial—Call it what you like but here are the Rules:

1. Discuss in table groups each Goal when directed.
2. Get ready to relate something that is happening in your department/site that you are excited about, how it is furthering the LCAP goals and impacting student learning and well-being in **60 seconds** or less.
3. When called upon, state: your **name, site/department & LCAP Goal #** and **[GO] (you have 60 seconds)**.
4. Say **SLAM** and hit the table before your 60 seconds are up.

Goal 1– Provide high quality teaching and learning environments for all students

Increase the quality and rigor of grade level core curriculum and instruction

- 1.1a Continue to implement standards, reinforce collaborative structures, personalize learning, integrate technology and monitor student progress (*professional development days: 2 at beginning of year and 2 during the year; Staff Development Specialists-23; curriculum development; Instructional technology integration; collaboration and progress monitoring*)
- 1.1b Next Generation Science Standards (*implement NGSS transition plan; provide professional development*)
- 1.1c English Language Development (*implement and monitor revised program*)
- 1.1d Instructional support (*support instruction, teachers and students at high need schools with Assistant Principals*)
- 1.1e Support early literacy, numeracy and language development (*reduce class size in TK-3 to 26/1*)
- 1.1f Explore material adoption for ELA and Math
- 1.1g Design implementation plan for districtwide STEM

1.2 Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety

- 1.2a Digital integration (*student devices; teacher and classroom refresh; tools; resources; professional development*)
- 1.2b Infrastructure
- 1.2c Digital inclusion
- 1.2d Maintenance of equipment
- 1.2e Technology procurement
- 1.2f Safety

1.3 Recruit and develop highly qualified and highly effective teachers and staff

(new teacher induction program; recruitment of highly qualified personnel; ensure teachers are properly credentialed for assignment within CTE programs; competitive salaries; leadership development; Principals Institute, coaching, Aspiring Leaders, New Administrator, Parent/Community Relations workshops)

1.4 Improve the quality and safety of the school environment to support optimal learning

(increase routine restricted maintenance activities; ensure reliability of classroom and building systems; expand team cleaning; survey team cleaning; enhance campus supervision and safety; deferred maintenance; explore and plan for General Obligation Bond)

What progress are we making in my site or department?

How are my actions positively affecting student learning and well-being?

Goal 1 Metrics

Increase % of secondary staff that complete professional development (4 required days) 92%	94%
Increase % of elementary staff that complete professional development (4 required days) 95%	96%
Increase % of staff that, when surveyed, agree that professional development sessions are relevant and helpful (4 required days)	Baseline
Increase % of staff that indicate that they have implemented strategies and/or concepts learned during professional development sessions (4 required days)	Baseline
% of teachers appropriately assigned and fully credentialed 97.33%	98%
Increase % of CTE teachers with appropriate credentials 37%	100%
Increase % of novice principals & other new leaders that are provided with coaching, training and district induction program 100%	100%
Increase % of first and second year teachers participating in RUSD Induction program 28 teachers on the waiting list	All new teachers served
Maintain position among the top 3 surrounding districts in regards to competitive compensation package (salary/benefits) for teachers	Among the top 3
Increase # of unique "hits" of RUSD learning management system-Haiku	10%
Increase teacher access to updated devices and classroom display components	20%
% of pupils having access to standards-aligned instructional materials 100%	100%
Decrease # of unaddressed work orders	10%
Increase level of reactive maintenance	3.0
Reduce the # of discipline referral at elementary sites with campus supervisors	Baseline
Maintain current #s of Williams Act complaints	No complaints
Maintain a good or better rating on the annual review of RUSD's 5 designated Williams Act Schools	Maintain



Goal 2—Prepare all students to be college, career and world ready upon graduation.

2.1 Close all identified achievement gaps by providing support to students whose academic needs are not met in the core instructional program: Identify, evaluate, and implement districtwide multi-tiered system of support

2.1a Tier I: Core instruction

(small group intervention; universal screening; support for English Learners)

2.1b Tier II: Strategic intervention

(pilot and implement strength based program at 2 high, 3 middle and 1 continuation school; expand Pre-K-2 Institute to 9 more schools; pilot and implement Tier II for K-12 ELA and mathematics)

2.1c Tier III: Intensive Intervention

(continue to implement and evaluate effectiveness of Read 180 and Systems 44; reevaluate allocation formula to target unduplicated students for year 2; pilot and implement intervention for K-2 reading)

2.2 Increase the percentage of students who graduate college and career ready

2.2a PK-12 college going expectations and culture development *(college and higher education workshops for parents and students at the secondary level; digital literacy and citizenship)*

Support for specialized programs

2.2b Personalized Learning / Competency based *(strategy development, launch schools and capacity building)*

2.2c Advancement Via Individual Determination (AVID)

2.2d Heritage Plan *(coordination of plan; expand to include Foster Youth and English Learners; college readiness activities at sites)*

2.2e Puente *(field trips and workshops)*

2.2f Advanced Placement *(provide test fees)*

2.2g International Baccalaureate Middle Years Program

2.2h Support graduation *(caps and gowns)*

Student support programs

2.2i Credit and A-G recovery

2.2j Summer programs at elementary and middle schools *(schools with highest numbers of unduplicated pupils)*

2.2k Summer school at a third high school site

2.2l Reading by 3rd pilot *(summer slide)*

2.2m Math tutoring at secondary schools

2.3 Increase quality opportunities for students and families to choose their educational path

2.3a Project development *(grant writing; parent choice survey)*

2.3b Dual Language Immersion *(library books and bilingual teacher stipends)*

2.3c Core Knowledge *(40% coordinator)*

2.3d Project Lead the Way (PTLW) and Gateway to PLTW *(materials, supplies, field trips, software and pilot at middle school)*

2.3e Visual and Performing Arts (VAPA) *(teachers on special assignment)*

2.3f STEM Academy *(transportation to underserved areas of the city)*

2.4 Increase student access to quality academic and career counseling

Implement comprehensive counseling plan

(secondary schools with high percentage of unduplicated students)

2.5 Increase quality opportunities for students to participate in sequenced career pathways

(Coordinate CTE action plan, CTE Pathways and Curriculum, Professional Development, Virtual Courses, Partnerships)

2.6 Provide increased and expanded high quality preschool programs

2.6a Professional development and coaching *(Early Childhood Specialist support)*

2.6b Expansion of services *(Underserved areas of the city; sliding scale for non-qualifying families)*

2.6c Spanish preschool program

2.6d Early Impact Program *(Teen Parent Infant Center)*

2.6e Parent engagement

What progress are we making in my site or department?

How are my actions positively affecting student learning and well-being?

Goal 2 Metrics

	<i>All</i>	<i>AA</i>	<i>H</i>	<i>LI</i>	<i>EL</i>	<i>SWD</i>	<i>RFEP</i>	<i>FY</i>
Increase % of students proficient on Smarter Balanced English Language Arts- targets will be set when Federal and State targets are determined								
Increase % of students proficient on Smarter Balanced Mathematics- targets will be set when Federal and State targets are determined								
Increase Academic Performance Index- targets will be set when Federal and State targets are determined								
Increase % of students proficient on California Standards test in science	68%	62%	60%	59%	23%	35%	70%	51%
Increase % proficient on the California High School Exit Exam -Mathematics	62%	52.4%	52.4%	55.4%	18.4%	12.4%	71%	41%
Increase % proficient on the California High School Exit Exam -English Language Arts	58%	54.4%	50.4%	49.4%	9.4%	12.4%	63%	32%
Increase graduation rate	86.9%	86%	83%	84.3%	74.9%	81.7%	91.3%	74.8%
Increase % of students on track for A-G completion - data pending								
Increase A-G completion rate	49%	42%	43%	43%	16%	14%	51%	20%
Increase % of students ready on the Early Academic Placement test-Math	14%	10%	11%	13%	13%	13%	26%	5%
Increase % of students ready on the Early Academic Placement test-English Language Arts	26%	21%	19%	19%	4%	8%	23%	10%
Increase % of Advanced Placement exams passed with 3 or higher	52%	42%	46%	46%	52%	52%	49%	15%
Increase Advanced Placement enrollment rates	33.5%	26.2%	31.3%	33.4%	6%	6%	40.5%	25%
Increase Advanced Placement exam participation rates	98%	98%	98%	98%	98%	98%	98%	98%
Increase % of International Baccalaureate exams passed with 4 or higher	40%	15%	40%	45%	15%	10%	35%	10%
Decrease high school academic year dropout rate	2.6	3.0	3.0	2.6	3.1	4.1	1.4	8.0
Increase % of students at benchmark on 2nd grade end of the year DIBELS	68%	68%	64%	62%	51%	32%	88%	60%

Goal 2 Metrics (cont.)

Increase % of English Learners reclassified in 5 years -current performance 16.1%	26.1%
Increase % of students that make yearly progress towards reclassification using a locally developed tool	Baseline
Increase % of teachers attending PreK-2 Institute training	100%
Increase the % of teachers who implement the newly created digital citizenship lessons	Baseline
Competency Based Indicators and Assessments completion (grade level/s)	12th grade
Decrease middle school academic year dropout rate	.09
Increase % of students enrolled in Career Technical Education courses	31%
Increase % of students who complete a Career Technical Education Pathway	7%
Increase % of students who grow 2 grade levels within a year of Read 180/Systems 44 instruction as measured by lexile growth- final data pending	
Increase % of RUSD preschool attendees scoring Core on the Beginning of the Year Kindergarten DIBELS – Baseline for 14-15 was 53%	59%
Increase % of RUSD preschool attendees scoring at the Building and Integrating levels in 5 specific focus measures on the Desired Results Developmental Profile (DRDP) – Baseline for 14-15 was 85%	89%
Increase score on Early Childhood Environmental Rating Scale specific focus measures – Baseline for 14-15 was 5.	5.5
Increase Classroom Assessment Scoring System (CLASS) in the Instructional Support domain. Baseline for 14-15 was 3.8	4.5
Increase attendance rates of teen parents that participate in Lincoln’s Early Impact Program	Baseline
Increase teen parent attendance at Friday Early Impact Parent Workshops	Baseline
Increase % of students in the Spanish Preschool Program (SPP) scoring Core on the Spanish early literacy assessment (IDEL)	Baseline



Goal 3—Fully engage students, parents and the community in support of short and long term educational outcomes

3.1 Increase services for students exhibiting behaviors that are interfering with their learning

3.1a Implement Student Assistance Plan (*social and emotional support personnel, Gallup Poll, Positive Behavior System of Support*)

3.1b Support for Child Welfare and Attendance (*Pupil Services, Foster Youth, Homeless*)

3.2 Increase quality parent/community communication, engagement and collaboration

3.2a School Family Community collaborative (*coordination of services, partnerships*)

3.2b Family Resource Center (*at center, satellite services in underserved areas*)

3.2c Workshops and academies (*Parent Institute for Quality Education, Parent Engagement Leadership Institute, School Smarts, Districtwide Family Engagement Conference*)

3.2d Translation services (*sites with 30% on home language survey # of IEPs requiring translation*)

3.3 Increase opportunities and reduce barriers for participation in extra and co-curricular activities

Activities

3.3a Science Enrichment

3.3b Elementary Music (*decrease barriers and increase opportunities for students*)

3.3c Activities/VAPA/student government/academic competitions

Athletics

3.3d Middle School athletics

3.3e Freshman/sophomore athletics

3.3f High School athletics

3.3g Quality athletic coaching

3.3h School +2 monitoring tool

What progress are we making in my site or department?

How are my actions positively affecting student learning and well-being?

Goal 3 Metrics

	All	AA	H	LI	EL	SWD	RFEP	FY
Increase positive attendance	96%	95.7%	96%	96%	96%	94.6%	97.1%	TBD
Decrease Chronic Absenteeism rate	5.5%	6.7%	5.5%	6.3%	5%	8%	3.4%	TBD
Decrease suspension rates	3.7%	6.7%	3.7%	4.7%	3.9%	6.2%	3.2%	TBD
Decrease expulsion rates	.16%	.3%	.22%	.3%	.22%	.16%	.16%	TBD
Decrease truancy rate	23%	30%	28%	30%	24%	30%	23%	TBD
Increase % of positive student responses of Gallup Poll regarding HOPE- All-48% Baseline established for subgroups in 15-16	52%							
Increase % of positive student responses of Gallup Poll regarding ENGAGEMENT- All-55% Baseline established for subgroups in 15-16	60%							
Increase % of positive student responses of Gallup Poll regarding WELL BEING- All-58% Baseline established for subgroups in 15-16	61%							
% of secondary students who participate in 2 or more co-curricular and/or extra-curricular activities- baseline year								
Increase and sustain partnership with county and city agencies, non-profit agencies and local business to support the comprehensive needs of students and families								10 New partnerships (formal and informal)
Increase the number of families (unique) accessing the Family Resource Center and at the satellite centers in Casa Blanca and the Eastside communities								1,000 families
Increase the number of parents participating in Parent Academies, workshops and conferences								1,550 families
Increase % of translators that attend Professional Development- 90%								100%
Increase % of translators that are authorized to translate IEPs - 5%								20%





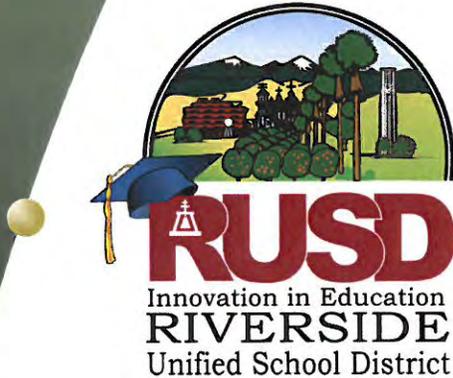
LCAP Report Out Document



What will be different tomorrow
because of today?



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**UP
THE
POWER
WITHIN**
DIG DEEP • BE WELL

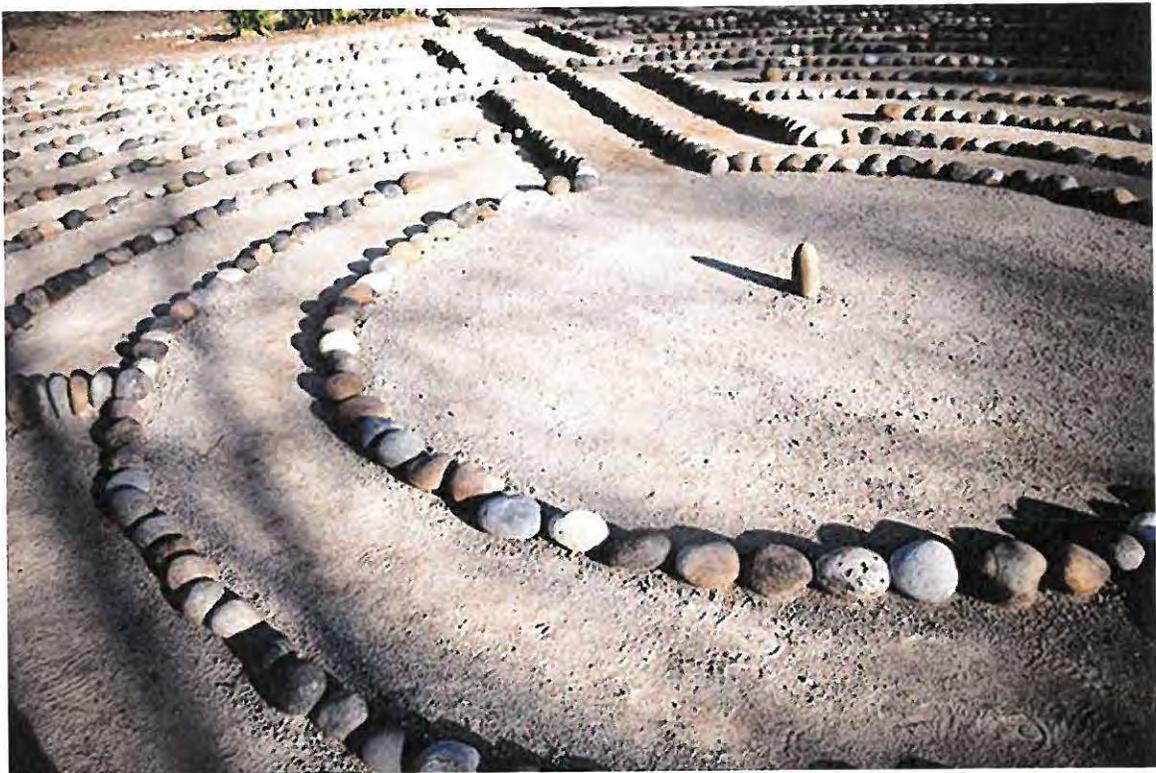
LEADERSHIP TEAM MEETINGS

3:30–5:00 PM

SEPTEMBER 10, 2015	DECEMBER 10, 2015	MARCH 10, 2016
OCTOBER 8, 2015	JANUARY 14, 2016	APRIL 14, 2016
NOVEMBER 5, 2015	FEBRUARY 11, 2016	MAY 12, 2016

UP POWER IN WITHIN

DIG DEEP • BE WELL



**RIVERSIDE UNIFIED SCHOOL DISTRICT
LEADERSHIP TEAM 2015-16**

April 14, 2016

WELCOME FROM THE SUPERINTENDENT

Welcome!

As we continue to embrace last year's general theme, "The Power of Team", through our leadership meetings and experiences, I look forward to the great things we will accomplish during the 2015-2016 school year. This year, we have the opportunity to build upon the great work we began last year by examining our new theme, "The Power Within". The Power within refers to the collective, harnessed energy that exists within our teams, our organizations, our school sites and ourselves. Through our professional development process, I urge you to build connections with each other as we continuously strive to build a more healthy organization. Fostering hope, well-being and engagement will not only improve the achievement of our students, but it will also fill all of us (including our staff) with excitement and eagerness for the work we are doing. It's a fact that working together helps strengthen the core alignment of our organization, and with better alignment, we're a much better team.

And through it all, we must keep in mind that we still have a good amount of hard work ahead of us. We all must understand that leading through change can be complicated, but also artful, and exciting. We look forward to exploring and growing our leadership as we lead our subordinates, lead our peers, lead our boss, and most importantly lead ourselves. I am fortunate to work side-by-side with such a wonderful team of leaders. Thank you for your dedication, hard work, and willingness to continue to move our organization in the right direction. Let's embrace the power within all of us. It's time to dig deep—and be well!

With warm regards,



David C. Hausen, Ed.D.

Superintendent

Riverside Unified School District



OUTCOMES/EXPECTATIONS

Leaders will:

- Review and deepen our strengths.
- Consider how to leverage our strengths in leading others and our teams.
- Consider the power of team strengths.
- Understand the importance of a Strengths-Based Culture.

AGENDA

REVIEW:

What are your top five strengths?

IMPACT:

How have you used your strengths in leading yourself and others?

TEAM:

How does a variety of strengths in all four domains increase the effectiveness of our teams?

Do you have a balanced team?

EVALUATE & BUILD:

How can we optimize the growth in our teams?

What will we do to grow engagement through a focus on strengths?

MAKING CONNECTIONS	Aug	Sept	Oct.	Nov.	Dec,	Jan	March	April	May
Hope, Engagement and Well-Being									
Communication (Lencioni)									
Leading in Change									

we don't
**SEE THINGS
AS THEY ARE,**
we see things as
WE ARE.
- Angus Men

Everybody is a genius.



But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

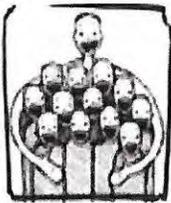
YOU
create your own
opportunities.

TOO MANY PEOPLE
— OVERVALUE —
WHAT THEY ARE NOT
— AND UNDERVALUE —
WHAT THEY ARE.

MALCOM FORBES

“By having strengths-based conversations, you can avoid making the wrong assumptions, and you can keep people from feeling pigeonholed.”

“STRENGTH
LIES IN
DIFFERENCES,
NOT IN
SIMILARITIES”



Includer

‘Recognition is a short-term need that has to be satisfied on an ongoing basis -- weekly, maybe daily.’

**I AM EASILY
SATISFIED WITH
THE VERY BEST.**

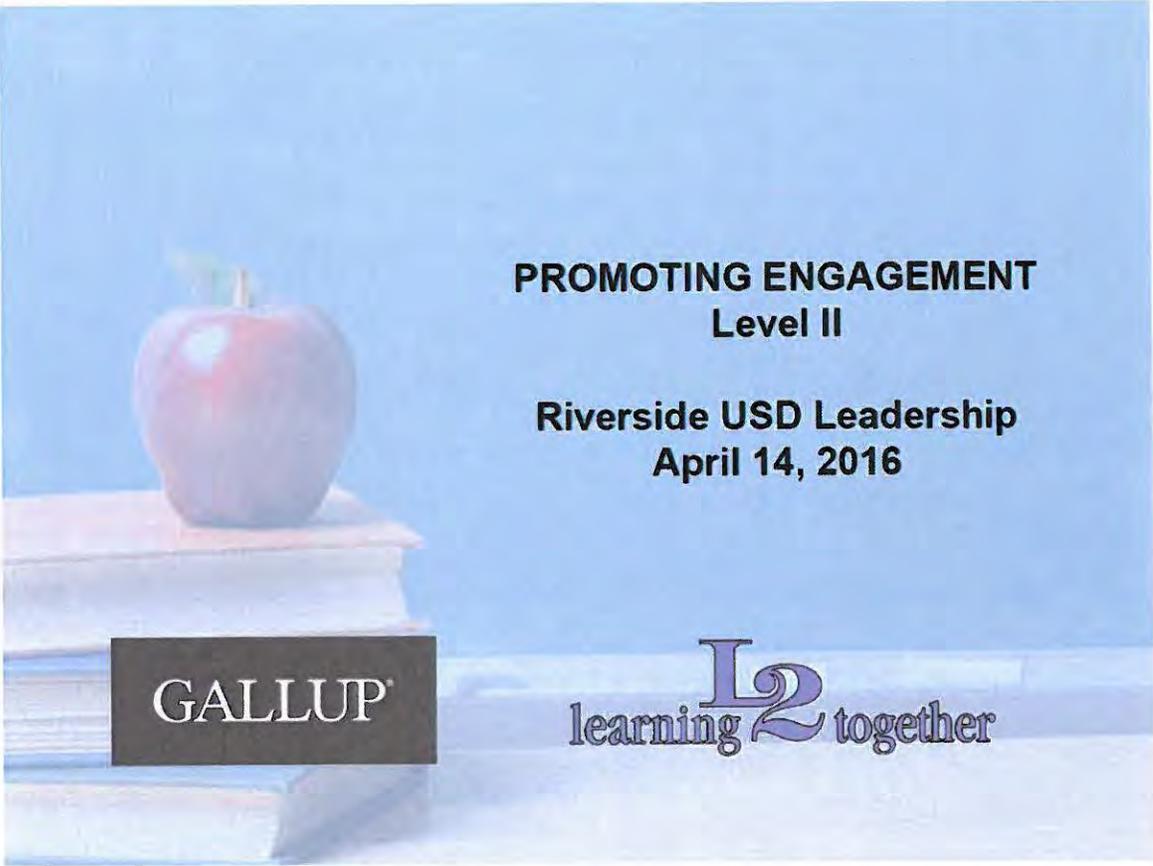
Winston Churchill

**WE ARE NOT
A TEAM**
BECAUSE WE
WORK TOGETHER.
WE ARE
a team because
WE RESPECT,
trust, and care
for each other.

GOOD
is not
.....
ENOUGH
if
BETTER
is
POSSIBLE

“PEOPLE MAY
DOUBT
WHAT YOU SAY,
BUT THEY WILL
believe
WHAT YOU DO”

—LEWIS CASS



PROMOTING ENGAGEMENT Level II

Riverside USD Leadership
April 14, 2016



**Build 1
Personal
Strength**

**Practice 2
Strengths-Based
Interactions**

**Identify 3
Employee Engagement
Strategies**



“Homework”

Part A: Remember Your Strengths

Part A:
Remember Your Strengths

Strengths

Activity 1:
Tabletop Exercise

REVIEW

Strengths

Activity 1

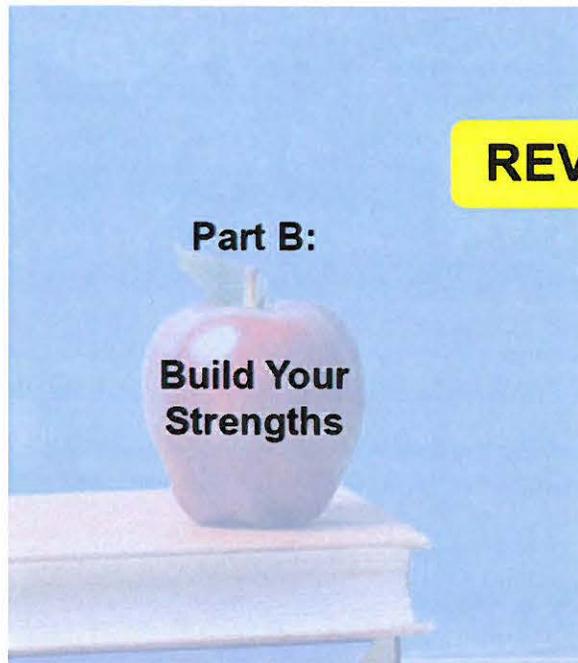




REVIEW

- What strength(s) do you use most in your position?
- Have you approached a situation differently by using your strengths?
- Are you able to recognize strengths on your team and in those you work with?

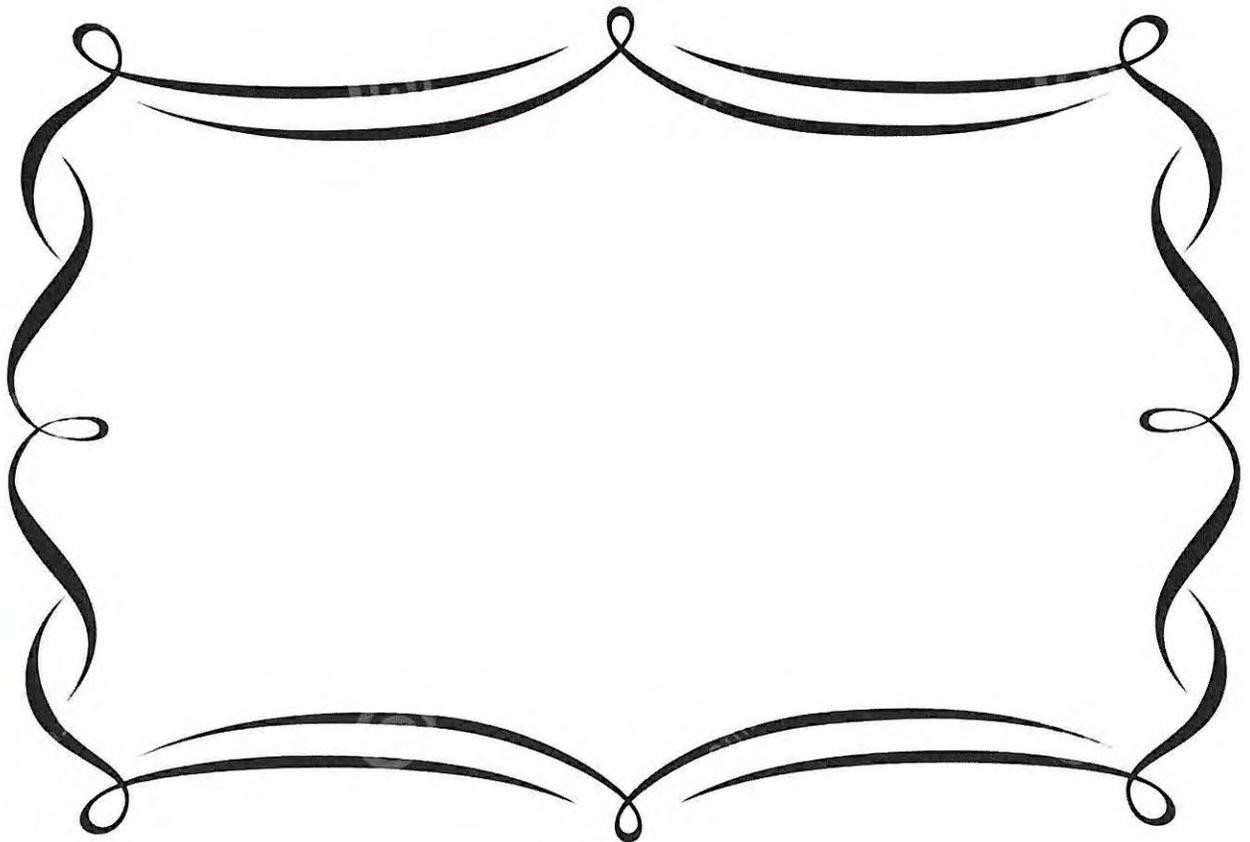
Strengths



REVIEW



Strengths



Activity 2



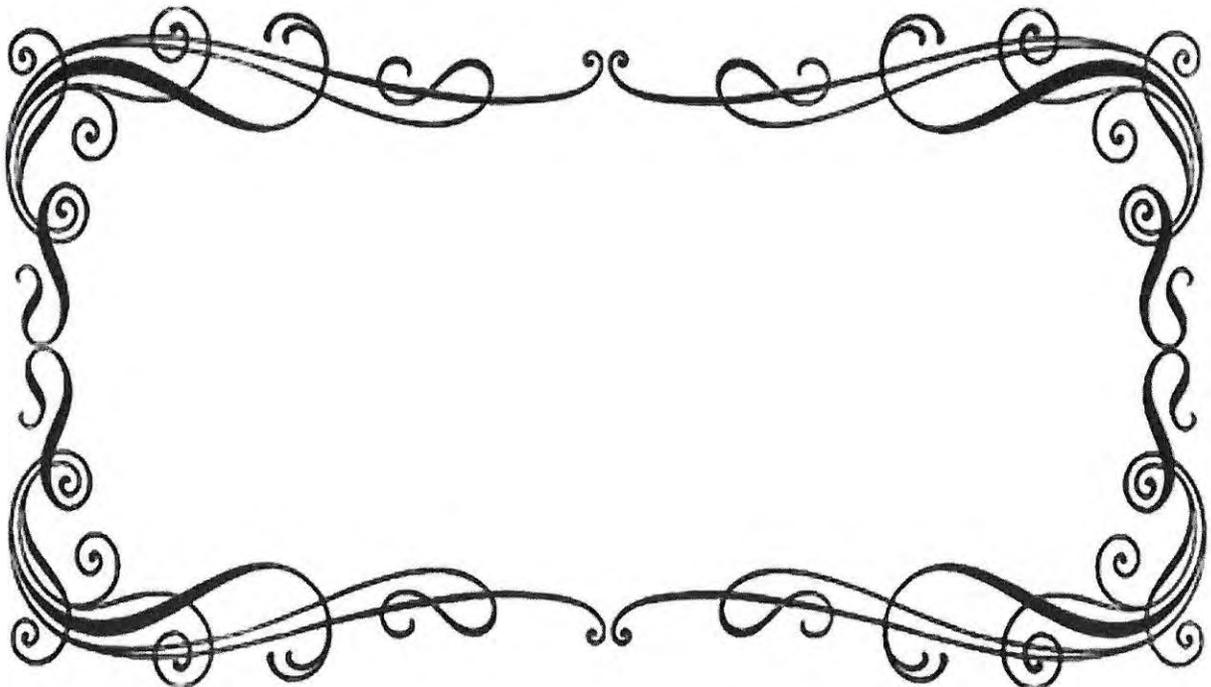
ACTIVITY 2: Work with a Partner

- Have you been moving your strengths into balconies?
- For which strength(s) do you easily go to the basement?
- Do you have a trusted "balcony buddy"?
- How can your team help you reach your balconies?

Balconies

or

Basements





ACTIVITY 2, Part B

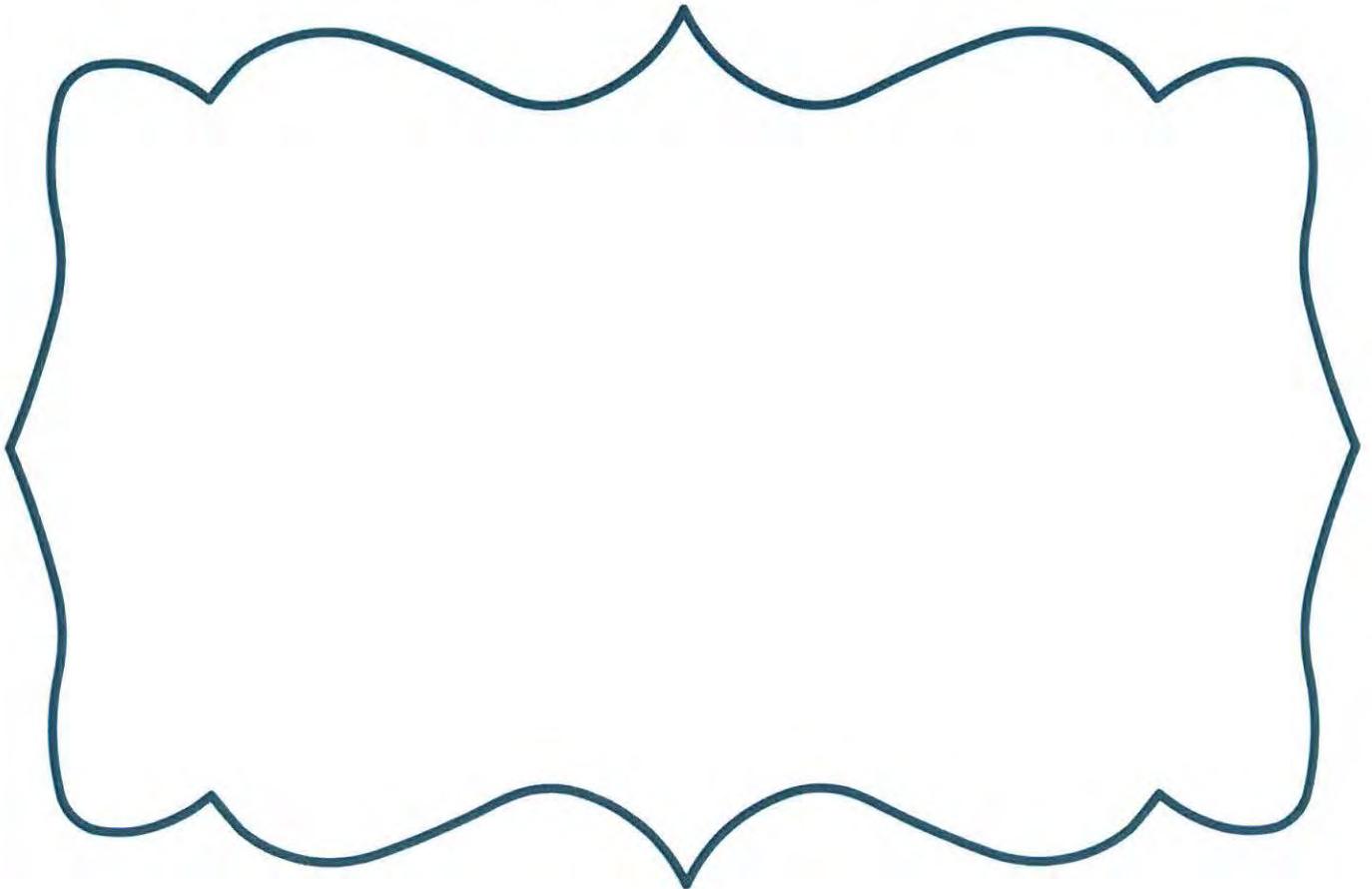
Scenario: A department head is an Activator and her admin assistant is an Includer; his other strengths generally complement hers.

- What potential conflict(s) could arise between the two?
- What lessons can be drawn from balconies & basements?
- Can you define a balcony for the interaction of the two?

Balconies

or

Basements



REVIEW



Leadership Domains

EXECUTING

- Achiever
- Arranger
- Belief
- Consistency
- Deliberative
- Discipline
- Focus
- Responsibility
- Restorative

INFLUENCING

- Activator
- Command
- Communicator
- Competition
- Maximizer
- Self-Assurance
- Significance
- WOO

RELATIONSHIPS

- Adaptability
- Connectedness
- Developer
- Empathy
- Harmony
- Includer
- Individualization
- Positivity
- Relator

STRATEGY

- Analytical
- Context
- Futuristic
- Ideation
- Input
- Intellection
- Learner
- Strategic

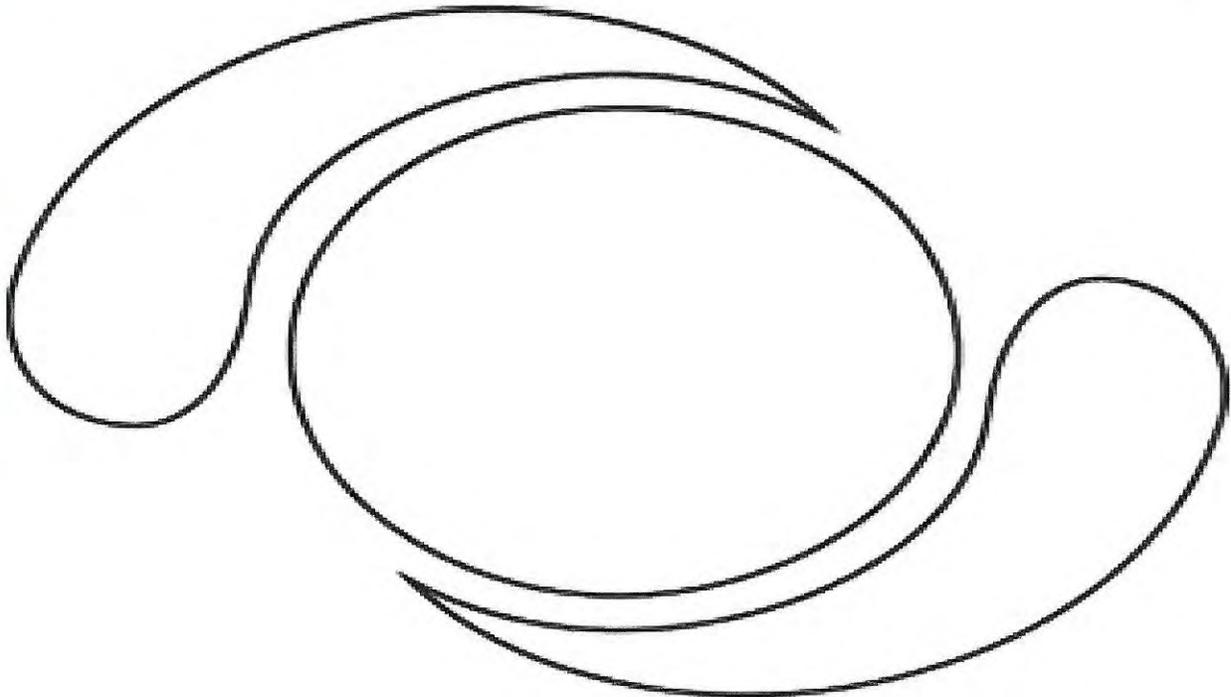
Activity 3

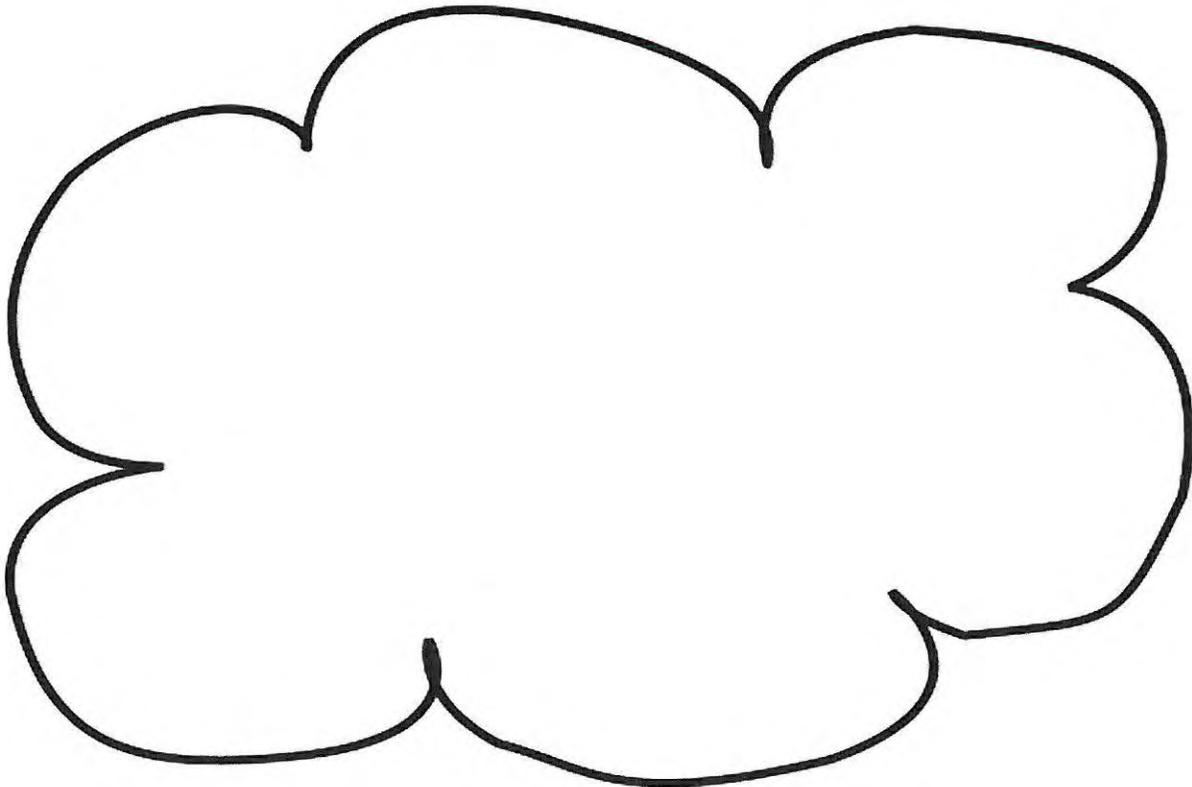


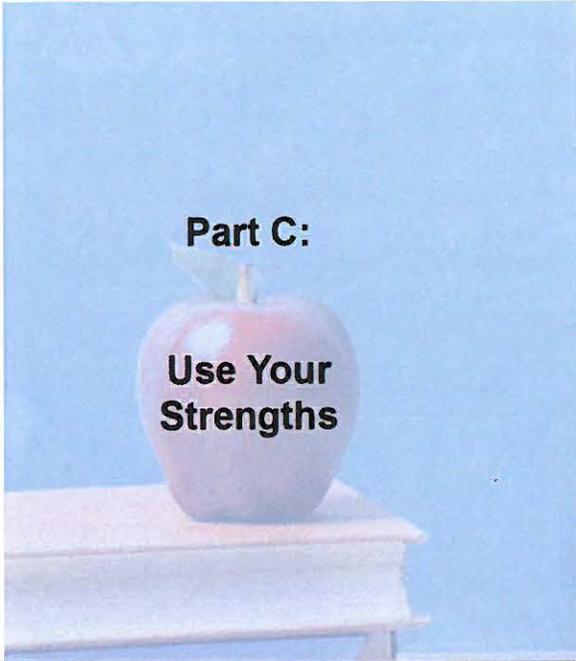
ACTIVITY 3: Tabletop Exercise

- What is your table's strongest domain?
- Is your table well rounded?
- Are there domains in which your table is not strong?
- How can your table use its collective strengths to compensate for gaps?

Leadership
Domains



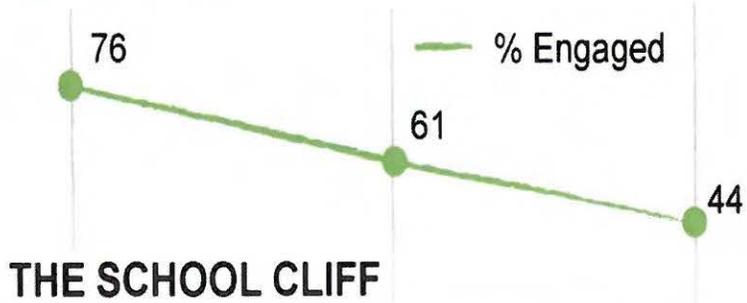




Engagement

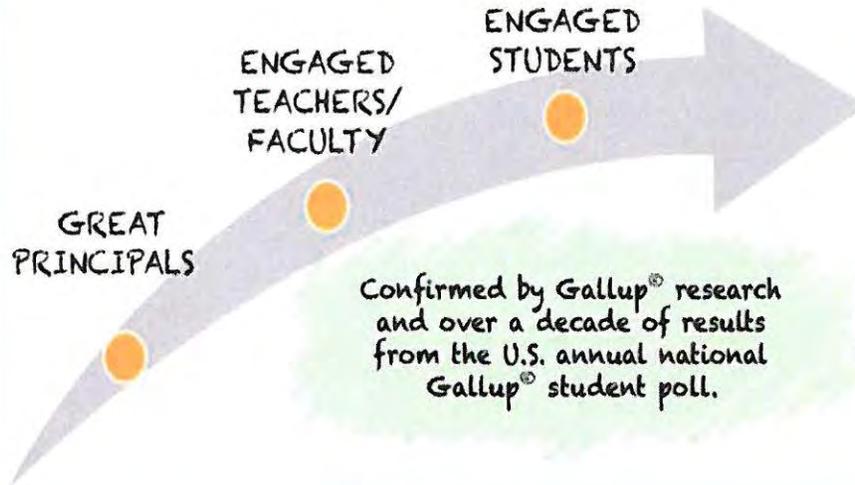
Part C: Use Your Strengths

The Gallup Student Poll



GALLUP

The Path to SCHOOL SUCCESS



GALLUP®

“ My school is committed to building the strengths of each student. ”

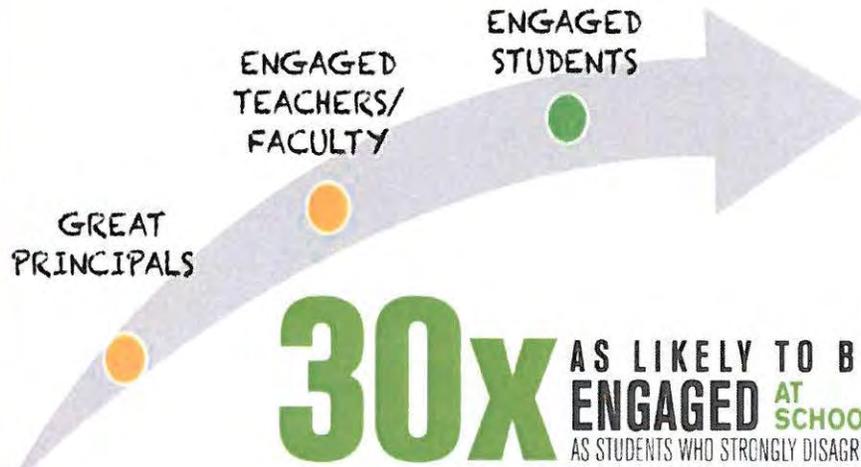
“ I have at least one teacher who makes me excited about the future. ”

Students who **STRONGLY AGREE**

30x AS LIKELY TO BE ENGAGED AT SCHOOL AS STUDENTS WHO STRONGLY DISAGREE

GALLUP®

The Path to SCHOOL SUCCESS



GALLUP®

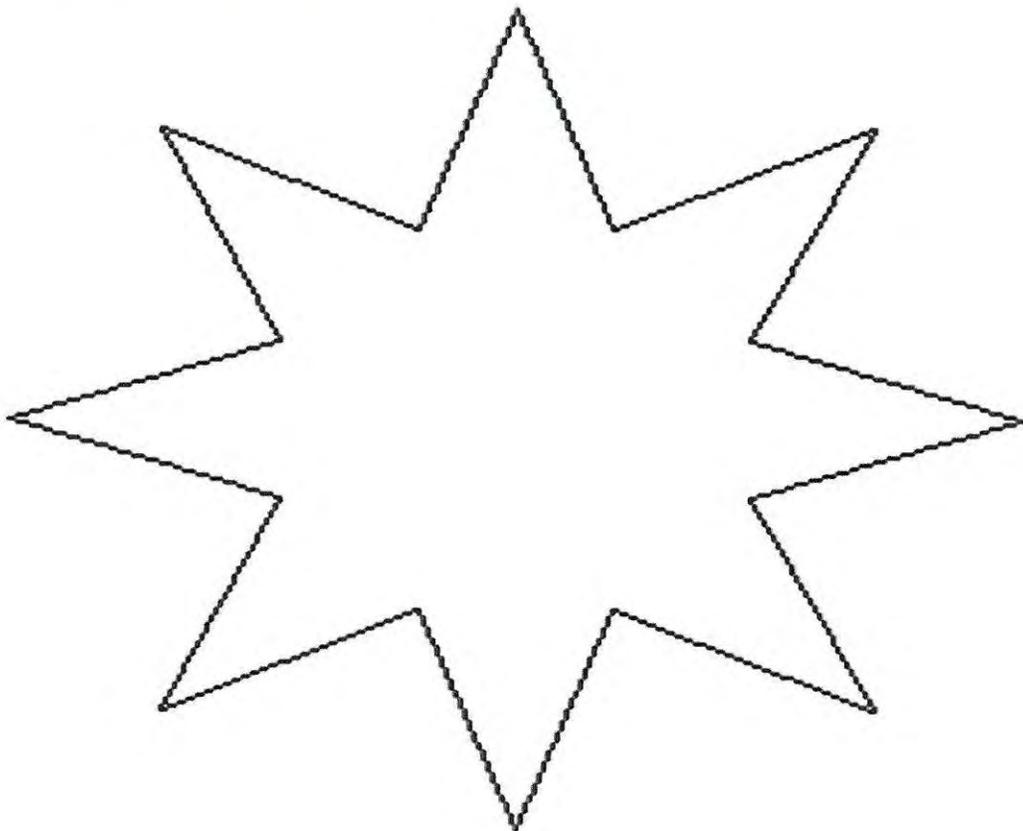
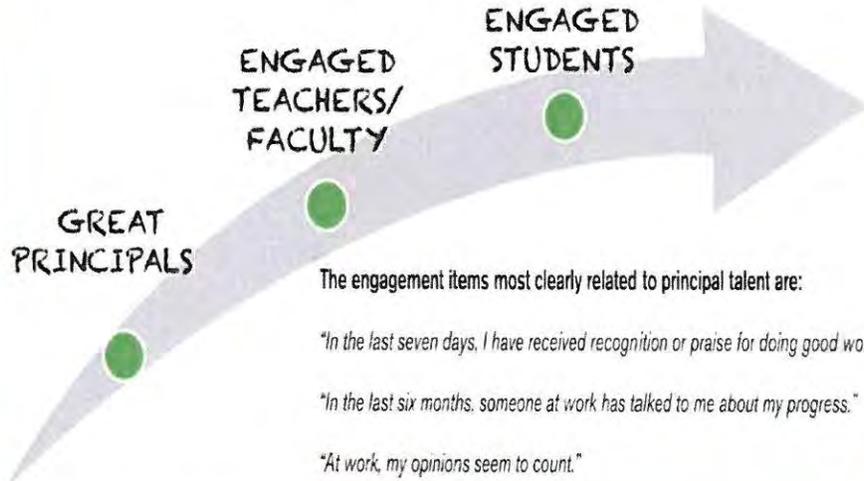
PRINCIPAL LEADERSHIP

High Principal talent scorers had teachers who were

2.6x MORE LIKELY to have above-average teacher engagement scores.

GALLUP®

The Path to SCHOOL SUCCESS



**Part D:
Creating a
Strengths-Based
Culture**



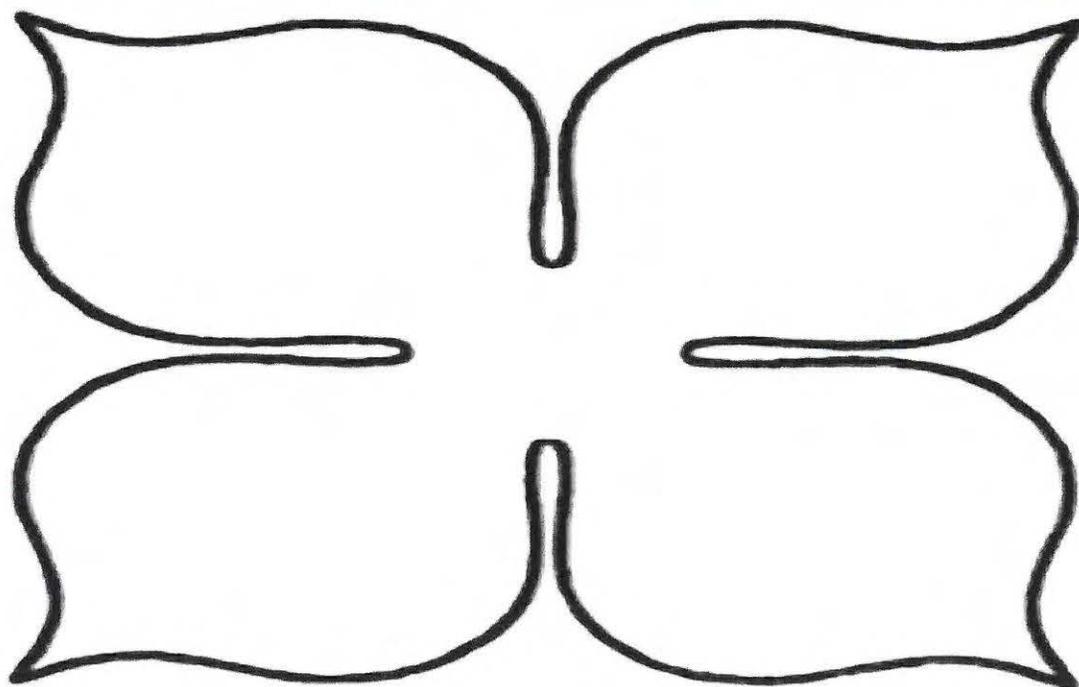
Strengths

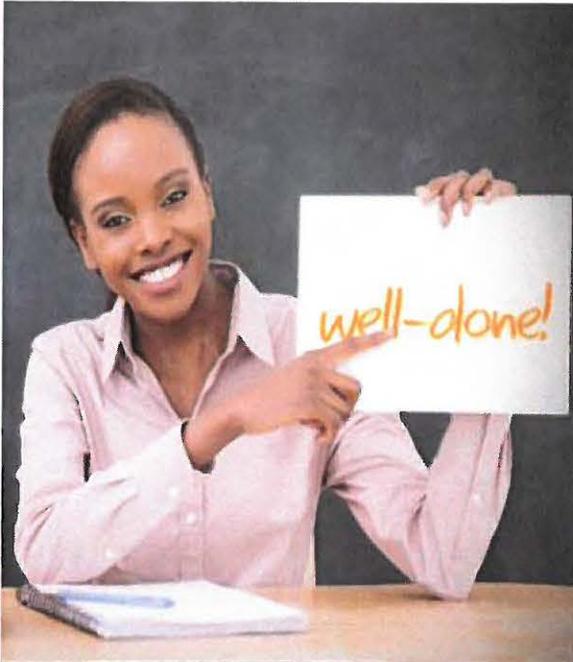


Hope * Well-Being * Engagement

Part D: Creating a Strengths-Based Culture

Activity 4

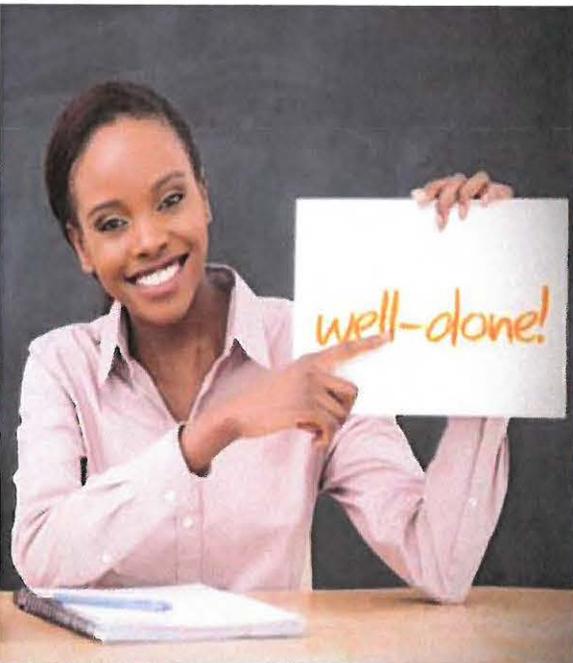




Activity 4a: Individual Responses

- What is the best recognition you have ever received?
- From a student?
- From a parent?
- Why was it the best?
- What makes recognition important?

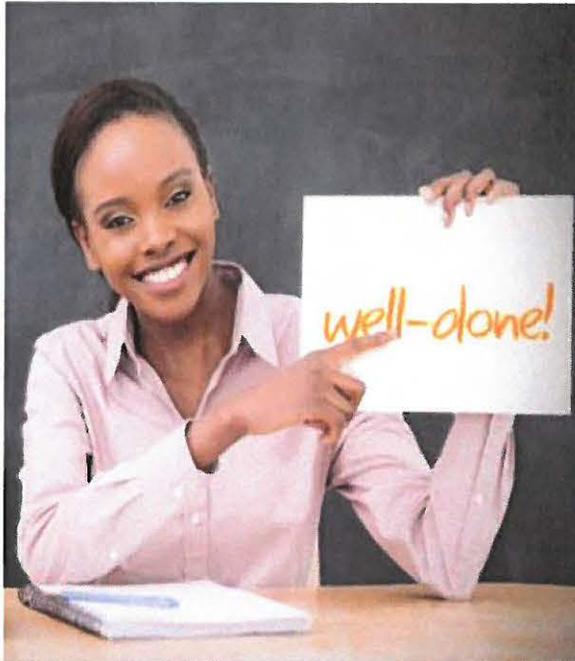
Recognition



Activity 4b: Tabletop Discussion

- Does recognition look the same to everyone?
- How can you determine what praise and recognition formats work best with your team members?

Recognition

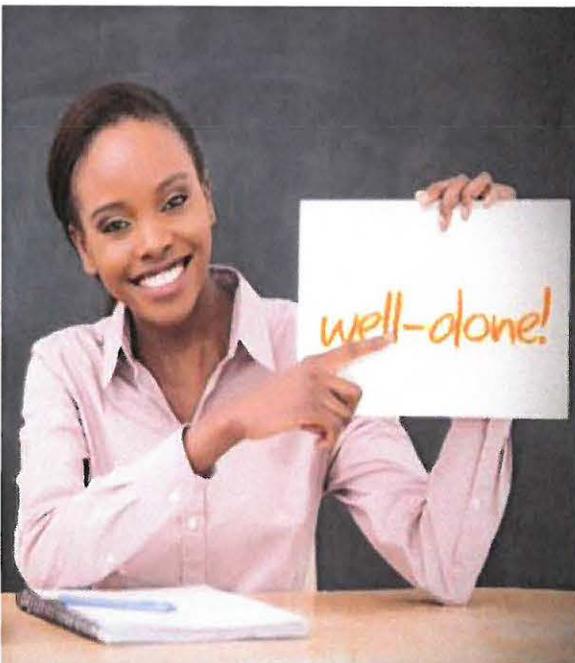


"Genuine"

- 1. Individual**
- 2. Specific**
- 3. Deserved**

Or... S - I - R

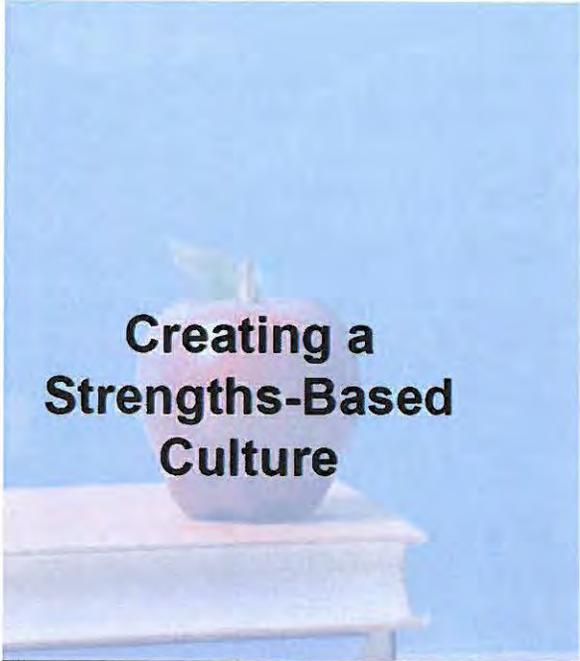
Recognition



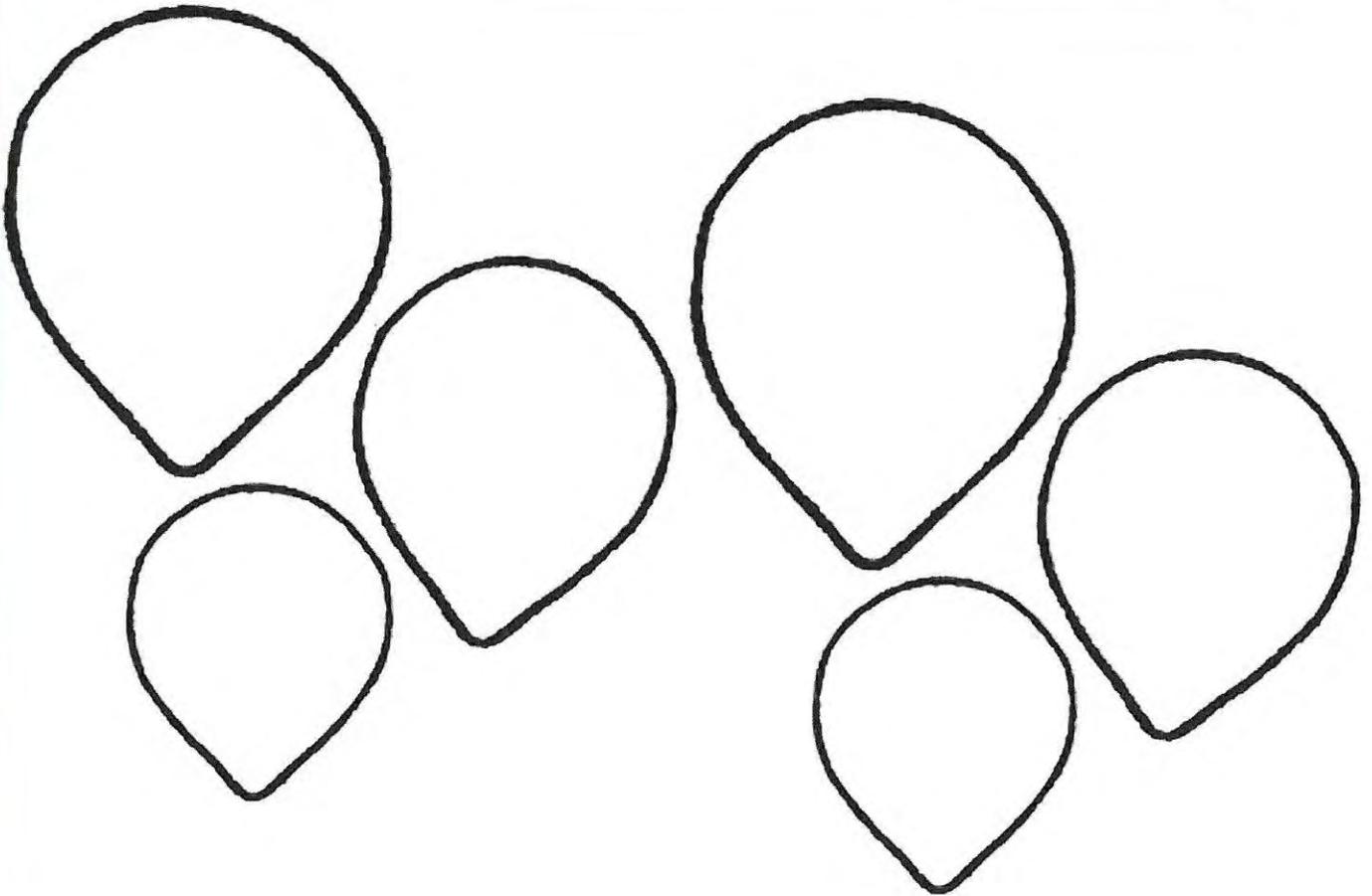
**Outcome
vs.
Process**

**Reactive /
Reinforcing
vs.
Proactive /
Motivating**

Praise



Evaluation



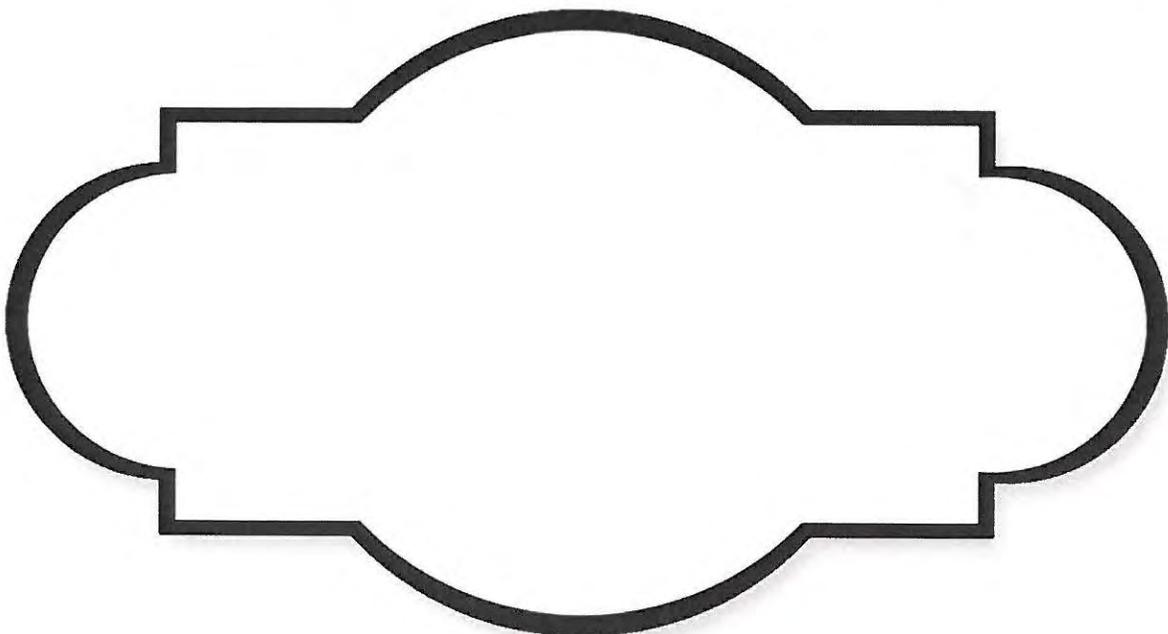
Activity 5



Activity 5: Individual Responses

- How can a focus on strengths impact the evaluation process?
- Do you formally recognize strengths in those you evaluate?
- How can you help those you evaluate reach for their balconies?

Evaluation



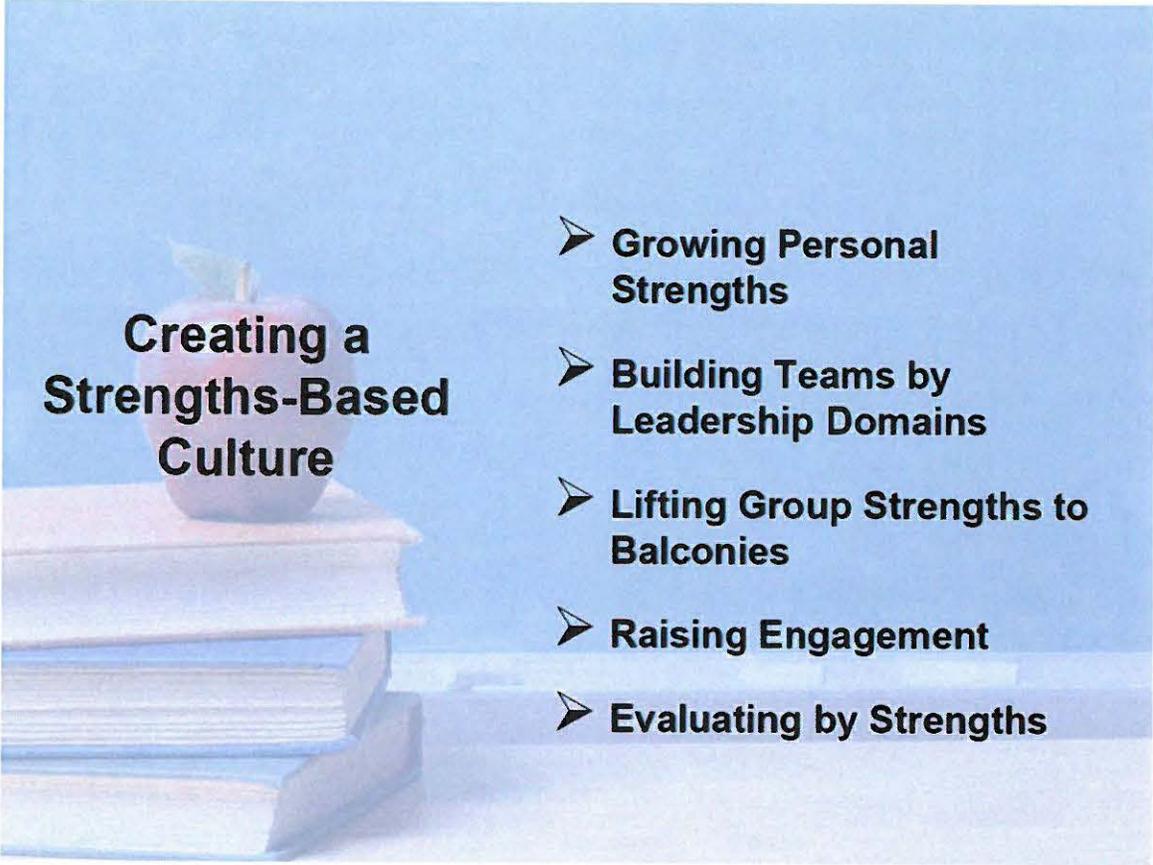


ACTIVITY 5, Part B

Scenario: A young administrator with Futuristic as their top strength is tasked with evaluating an employee whose top strength is Context.

- How could their different strengths impact the review process?
- What advice would you offer the administrator?

Evaluation



Creating a Strengths-Based Culture

- **Growing Personal Strengths**
- **Building Teams by Leadership Domains**
- **Lifting Group Strengths to Balconies**
- **Raising Engagement**
- **Evaluating by Strengths**

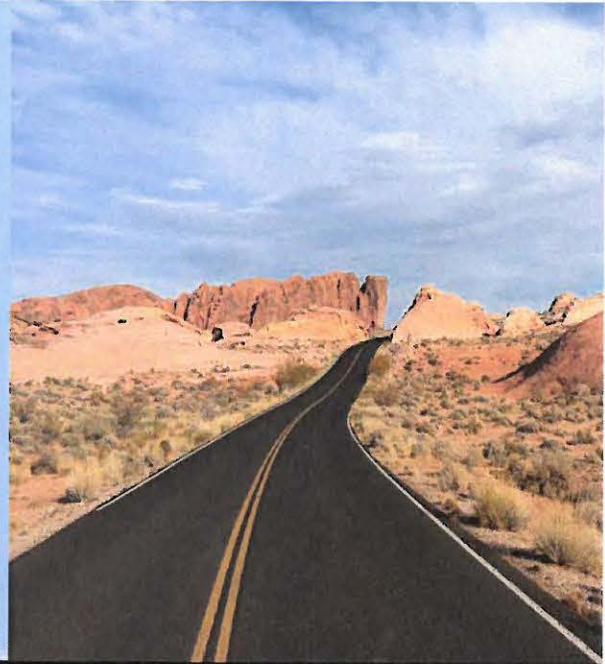


RESET

**Write 1
Employee Engagement
Plan**

**Identify 2
Strengths-Based
Evaluation Points**

**Implement 3
“60 in 60” Strategies
With Your Team**



“Going Forward”

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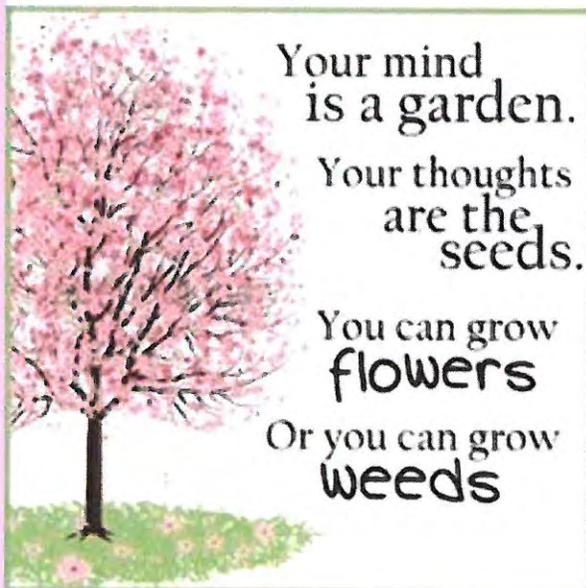




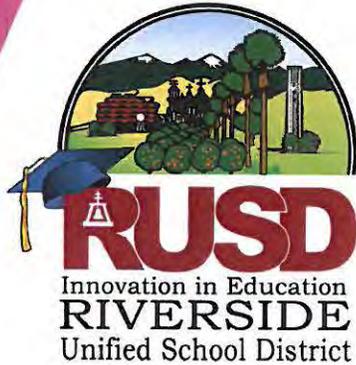
The significance of the cherry blossom tree in Japanese culture goes back hundreds of years. In their country, the cherry blossom represents the fragility and the beauty of life. It's a reminder that life is almost overwhelmingly beautiful but that it is also tragically short.

Homaro Cantu

What will be different tomorrow
because of today?



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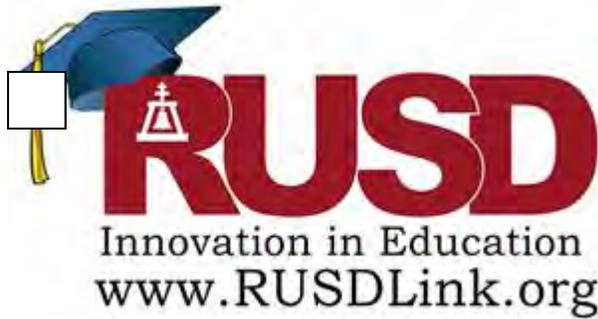
DR. DAVID C. HANSEN, SUPERINTENDENT

**UP
POWER
WITHIN**
DIG DEEP • BE WELL

LEADERSHIP TEAM MEETINGS

3:30—5:00 PM

SEPTEMBER 10, 2015	DECEMBER 10, 2015	MARCH 10, 2016
OCTOBER 8, 2015	JANUARY 14, 2016	APRIL 14, 2016
NOVEMBER 5, 2015	FEBRUARY 11, 2016	MAY 12, 2016



**RUSD New Administrators
Induction Program
21st Century Leadership
2015-2016**

Participants: All New Certificated Administrators to the district and/or Administrators new to the role.

The goal of the New Administrators Practicum is to ignite lively and **productive conversations** among administrators about their own leadership in schools. District and faculty experts and school practitioners will be assembled to **provide support** in helping new administrators enter the RUSD leadership culture. Moreover, participants will represent **diverse educational settings** from throughout the district—practitioners have much to share and much to gain.

Together as a district we will **prepare** and **support** our leaders in their new roles.

1. All new certificated administrators will be enrolled in the program.
2. Their site administrator will support and participate in parallel activities to enhance their growth.
3. All meetings will be at the District Office, Conference Room 3, 3:30-6:30pm.

Dates:

Oct. 13, 2014 Needs assessment Conference Room 3	Introduction, purpose, overview District Organizational Chart and duties, district culture.
Nov. 17, 2014 Conference Room 3	Professional Enhancement: how do you create positive growth? Supervision and Evaluation process and expectations
Jan 12, 2015 Conference Room 3	What are the moral, legal and ethical obligations of the leader? Dealing with employees under the influence, inappropriate use of social media, suspecting sexual misconduct
March 8, 2015 Conference Room 3	Leadership in meetings/Crucial Conversations
May 10, 2015 Conference Room 3	21 st Century Leadership: relationships , unions and accountability

California Professional Standards for Educational Leaders

A school administrator is an educational leader who promotes the success of all students through:

- A vision of learning
- The school culture and instructional program
- The learning environment
- The community
- Personal ethics and leadership
- Operating within a larger context

Facilitators:

Susan Mills
Assistant Superintendent of Human Resources
Kyley Ybarra
Director of Certificated Personnel
Michelle Cortes
Certificated Personnel Administrator

Crucial Conversations

Strategies for Dealing with Difficult Conversations

"One of the greatest arts in life is learning how to disagree without being disagreeable."

Power of a Positive NO, William Ury

<https://www.vitalsmarts.com/skillsvideo.aspx>

Awkward performance review

Agenda

You will learn :

- How to prepare for high-stakes situations with a proven technique
- How new techniques, skills and tools work together to enable successful crucial conversations
- By practicing with others

Introduction

What makes some conversations "difficult"?

First, opinions vary

Second, the stakes are high

Third, emotions run strong



When was your last crucial conversation?

- Write about it?
- What made the stakes high?
- What happened? What emotions were present?
- Line-up

What do you do?

- How do we typically handle crucial conversations:
 - We can avoid them
 - We can face them and handle them poorly
 - We can face them and handle them well



– "Go towards the danger"

Susan Mills

Grounding

The first conversation to have is with **yourself.**

- What is the issue?
- Why is it bothering you? What gets you "hooked"?
- What are your assumptions?
- What emotions are attached to the situation?
- What is your purpose in having the conversation? How will you start it?
- What will happen if have this conversation? What will happen if you don't?

Tool #1: Make it Safe



- Embrace a mutual purpose
- Offer mutual respect

If you are misinterpreted, use a contrasting statement... state the message you're NOT trying to send and then state the message you ARE trying to send.

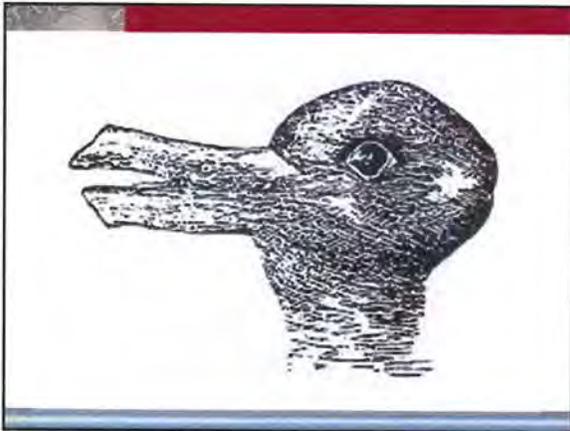
Tool #2: Listen

Listen

"Seek first to understand..."

- Listen with curiosity and care; not judgment
- Listen for what is NOT being said
- Ask open-ended questions
 - "Tell me more..."
 - "Help me understand..."

<https://www.vitalismarts.com/skillsvideo.aspx>
Mutual respect

Tool #3: "Yes, AND..."

Adopt the "Yes, and..." Stance

- We all see the world differently; all perceptions are valid
- This is about owning and stating your point of view, AND being open and willing to hear and accept another point of view



"Like parachutes, minds must be open to function properly."

Tool #4: Recognize Your Stories

What are you telling yourself?



- Our stories (the repetitive messages in our brains) come from our personal thoughts and filters... they are quick... they are (often) unconscious... they are automatic
- Separate impact and intent before getting locked into a story



Tool #5: Use "I" Messages

- Start your sentences with "I"
- Sentences that start with "you" sound accusatory and blaming and will likely result in defensiveness



Tool #6: Own Your Own Stuff

Focus on personal accountability, not blame

- Personal accountability = accepting responsibility for my own actions and non-actions



One Model

- State what you want to discuss. "I want to talk with you about..."
- Share a specific example. "I heard..."
- Explain what is bothering you. "I am concerned about..."
- Describe the importance. "From my perspective this is important because..."
- Own your own stuff. "I have some responsibility... For this, I am sorry."

One Model Continued

- Ask for the other perspective. "Help me understand your point of view."
- Use the tools you have. Be quiet and curious. "Tell me more about that."
- Summarize what was learned.
- Re-state the importance.
- Ask for what you want next. Make an agreement. Say, "Thank You."
- Check back in two weeks.

Scenario

As the principal, you received complaints from three parents. This teacher has not contacted the parents and it has been over a week.

One parent has left three phone messages because her child is not passing the class. Another parent called and emailed because her child said that he was in trouble for his behavior and the teacher wanted him to call. The third parent called because the grades posted are not current.

Model using Scenario

1. State what you want to discuss.

"I want to talk with you about getting back to parents in a timely matter.

2. Share a specific example.

Mrs. Brown has left three phone messages because her child is not passing the class.

Continued



3. Explain what is bothering you.

"I am concerned that we meet the needs of our students and that we are accessible to them and their parents. The school expectations are that we get back to parents in a timely matter or in less than 24 hours.

Continued

4. Describe the importance.

"This is important for two reasons.

1. We want students to be successful and the likelihood increases when we communicate on a regular basis with parents regarding their ongoing academic progress.
2. Additionally we want to encourage parents to feel comfortable entering school to access the staff. When they do we can better understand their needs and the needs of the students.

Continued

5. Own your own stuff.

"Together we can work together with the parents if you need support."

Continued

6. Ask for the other perspective.

"Please tell me what *you're* thinking would improve the situation so it won't happen in the future?"

Use the tools you have. Be quiet and curious.
"Tell me more about that."



Continued

- 7. Summarize.** "You believe... and I should have..."
- 8. Re-state importance.** "If you... then..."
- 9. Ask for what you want to happen.** "Please..."
- 10. Explain what you will do.**
- 11. Say, "Thank You."**

Practice

- Select a real situation you face
- Find a partner
- Decide who will go first
- Let your partner know a small bit about the situation and person
- Practice your opening
- Partner: provide feedback after the opening
- Switch roles

Readings + References

- Crucial Conversations (Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler)
- Difficult Conversations (Douglas Stone, Bruce Patton, Sheila Heen, and Roger Fisher)
- Fierce Conversations (Susan Scott)
- Fierce Leadership (Susan Scott)

Last Meeting

- May 12, 2015- Conference Room 3
- Professional Dress
- Dinner with
- Dr. Hansen, Mrs. Carmen Day and Mr. Garcia

**Principal Meetings
Leadership and Development Topics**

2014-2015	2015-2016
<ul style="list-style-type: none"> • September 2014: Team Building (What went well), What Organizational Structure Best Supports Your Development, Staffing Requirements • September 2014: The Principal (What is the purpose of reading the book, What are keys to the new role of Principals), Leading the Way to 21st Century Learning, District-wide Assessments (Plan for 2014-15), ELD Standards • October 2014: Gallup Poll, Metrics and Progress Indicators included in LCAP, Digital Citizenship, Certificated Evaluations • November 2014: Team Building (What are teachers saying about time of transition, How do we reduce the stress for teachers, What do we take off their plate), LCAP, Middle Years Science Progress and Next Generation Science Standards, Elementary Report Cards and Guidance to Teachers) • December 2014: Team Building, Human Trafficking presentation, Professional Development, SBAC Testing Schedule, Social Media • January 2015: Team Building (The Principal, Building Capacity), Common Core ELA-Literacy, Common Core Math • January 2015: Facilitate Collaboration and Growing Learning Communities, Investing in Positivity • February 2015: Team Building, RUSD Tech Plan Revision, Elementary Breakout sessions (Transitional Kindergarten), Secondary Break out (College Readiness, A-G), SBAC Assessment • February 2015: Team Building (The Principal, Building Capacity), Common Core ELA-Literacy, Common Core Math • March 2015: Team Building, Tech Requests- Google Doc, SBAC Communication Resources, Strengthsfinder 2.0 • April 2015: Setting the Stage for our Work, A Focus on Student Collaboration • May 2015: AB 1432, Novice Teachers- Recommendations for Effective Support, Graduations, Elementary PE, Cal200 • May 2015: Professional Development Plans 2015-16, District and Team Player (Examples of system/district coherence, Strategies to support greater school and district), Change Agent (What are district or site initiatives that employ your competencies) 	<ul style="list-style-type: none"> • August 2015: The 6 Critical Questions, SBAC Results, LCAP Monitoring, Professional Development Day • September 2015: Team Building, Board Communication, Site Visits, Extended Cabinet Sign-up, LCAP, Night of Arts and Innovation, Emergency Communications Protocol, CELDT, CALPADS, 2015 Grads, Citizenship plus CIPA Requirements, Gallup Poll, Staffing, Mandated Reporting, Sub system, Collaboration, Site Support Survey • September 2015: Collaboration and Building Capacity, Professional Development (Elementary & Secondary) • October 2015: Making Connections with my colleagues, Cohesive Teams, Technology and Resources • October 2015: Team Building, Supervision, Sequential Discipline • November 2015: Team Building, Theory of Action, Peachjar, Teaching about Religion in the Classroom, Professional Learning (Elementary & Secondary) • December 2015: Student Assistance Program, Crisis Response, Suicide Prevention, Threat Assessment, Reduce Chronic Absenteeism, Increase ADA, Title 1, Base Program, LCAP, Holiday Team Building • January 2016: Active Shooter Training, GALLUP RUSD Engagement and Action Planning • February 2016: Team Building Gallup Activity, Communication, Bond Update, RUSD Recruitment Fair, Budget Allocations and Requests, PD, Parent Engagement, CAASPP, DF's, CELDT Compliance • February 2016: Gallup Team Building Activity, Professional Development (Elementary & Secondary) • March 2016: Engage 101 Team Building Activity, Communication (Tell Your Story), Bond Update, Instructional Support Testing, Customer Service Training, CI200, Dibels, Grade Ratios, UCP Policy and Procedures, Non Discrimination, Bullying, RSP, Speech • March 2016: Best Practices Team Building Activity, Leading with Focus, Going Deeper with Rigor, Reinforcing Focus and Clarity through Feedback • April 2016: Engagement Team Building Activity, Theory of Action, Impact of School Systems and

	<p>Supports and Practices on Student Learning, PD Plan 2016-17, Common Calendar</p> <ul style="list-style-type: none">• May 2016: Team Building Activity, Boosters, District Art Work, Graduation and Promotion Expectations, 2016-17 PD, Testing, IEP's, Aeries Connection• May 2016: Warm up with Assessment, Connecting Back to Last Session, Leading with Focus, Reinforcing Site Priorities Through Feedback, Building Professional Capital Through Classroom Walkthrough Practices
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Riverside Unified School District
 Thursday, September 17, 2015
 Time: 8:30am
 Martin Luther King High School, Room A310

Please bring:
 • Laptop or Tablet

K-12 PRINCIPALS' MEETING AGENDA

<i>Agenda Item</i>	<i>Time</i>	<i>Presenter</i>	<i>Notes/Follow Up</i>
Outcomes/Expectations for Today:			
<p>Principals will:</p> <ol style="list-style-type: none"> Discuss building capacity at your sites. Preview day 1 of Professional Development for elementary & secondary teachers. <p>Information Items:</p> <ul style="list-style-type: none"> Youth Conference - JW North (BSU) March of Dimes <p>Agenda:</p>			
1. Collaboration – Building Capacity How do we build capacity with staff in the midst of released SBAC results?	8:30 - 9:20	Lynn Carmen Day Dan Patterson	
<i>Break</i>	9:20 - 9:30		
2. Professional Development – Session 1 <ul style="list-style-type: none"> Elementary – Math Secondary – ELA/ELD, H/SS, For. Lang., CTE 	9:30 - 10:40	Instructional Services Specialists	
<i>Break</i>	10:40 - 10:50		
3. Professional Development – Session 2 <ul style="list-style-type: none"> Elementary – ELA/ELD Secondary – Math, Science, VAPA, PE 	10:50 - 12:00	Instructional Services Specialists	





Riverside Unified School District
Thursday, October 1, 2015
Time: 8:30am
Martin Luther King High School, Room A310
K-12 PRINCIPALS' MEETING AGENDA

Please bring:

- Laptop or Tablet

<i>Agenda Item</i>	<i>Time</i>	<i>Presenter</i>	<i>Notes/Follow Up</i>
Outcomes/Expectations for Today:			
Principals will: <ol style="list-style-type: none"> Discuss the importance of making connections Learn about specific readings to inform site leadership Understand how to better inform their site teams 			
Information Items: <ul style="list-style-type: none"> American Heart Association 			
Agenda:			
1. Making connections with my colleagues <i>What are some of the unique characteristics of my colleagues?</i>	8:30 - 10:00am	Judith Gutierrez	
2. Cohesive Teams <i>How do the readings on team inform my leadership?</i>	10:00 - 11:00am	Judith Gutierrez	
3. Technology and Resources <i>How do I use the technology resources to inform my teaching teams and my leadership?</i>	11:00 - 12:00pm	Judith Gutierrez	

Break: Facilitator will announce break



Pivot Learning

Riverside Unified School District



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DIG DEEP • BE WELL

2015-2016





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Outcomes



How do our practices grow Professional Capital in our schools (human, social, decisional)?

Setting the Stage for Our Session

- What are our outcomes and norms?
- What action did you take on your personal commitment from our last meeting?

Activity One:

Reinforcing Site Priorities

Page 9

- The intent of this activity is to craft descriptive, targeted feedback that reinforces indicators of Rigor and the benefits to student learning.

Activity Two:

Page 23

Building Professional Capital through Classroom Walkthrough Practices

- The intent of this activity is to use the concept of Professional Capital as a tool for analyzing classroom walkthrough practices and determining appropriate next steps.

Resources

Page 37

- Descriptive vs Judgmental Data
- Giving Effective Feedback
- Group Feedback Newsletters
- How Leaders Can Accomplish More by Doing Less, Mike Schmoker, ASCD conference presentation summary

Advanced Leadership Norms



Observing Advanced Leadership Norms is part of becoming a culture of collaboration in service of increasing student achievement for all students while narrowing the achievement gap in order to close it.

- Presume Positive Intention
- Be Here Now
- Take Risks
- Be Open To Thinking Differently Or More Deeply
- Respect Confidentiality
- Focus On What's Best For Students
- Have Fun!

Are there other norms you think would help us to be successful as a group?

Linking Back to Our Last Session



During our last session we reviewed some of the elements of Schmoker's new book, *Leading with Focus, Elevating the Essentials for School and District Improvement (2016)*. In his first chapter he outlines "A Simple Formula for Effective Leadership".

There are five steps to the formula for effective leadership:

Step 1: Research

- Leaders' effectiveness depends mightily on what they determine to be what Stephen Covey calls "first things" (Covey, 1989): the best possible actions or practices for a school at a given time. Even if we differ on best practices, it is critical that we make decisions on the basis of good evidence rather than popular appeal.... But if we try to do too many of them, our work will "complexify"—and we'll fail.
- Looking Back: For our discussion, we selected "Rigor" as a priority based on the focus of the district and the sites with the implementation of common core standards and new testing measures.

Step 2: Reduce

- Leaders must focus on their highest priorities *before* they attend to anything else. Time devoted to "second" or "third" things is time subtracted from *first* things, which are always starved for time to begin with.
- Looking Back: Rigor can be a focus in all curricular areas, therefore a worthy goal for the district and school.

Step 3: Clarify

If you do nothing else as a leader, be clear. —Marcus Buckingham

-
- Clarity is essential to productive action. All teachers need and deserve leaders who make strenuous efforts to clearly and continuously communicate the most essential concepts and practices. They need leaders to do this with precision and—just as important—*repetition*.
 - Looking Back: We used the ASCD definition of Rigor to further clarify our understanding and applied that definition to classroom lessons.

Step 4: Practice

- To properly implement new practices, we can only attain mastery in our performance of these elements through repeated practice... We simply don't engage enough in repeated practice. Institutionally, we never have. Not only in professional development, school staff and department meetings must include dialogue about the focus area, and be followed by commitment to refinement and further collaboration about that focus.
- Looking Back: We introduced Schmoker's sample Action Plan to use as a tool for working with Leadership Teams. The Action Plan incorporates several of the preceding steps (Reduce, Clarify and Practice).

Step 5: Monitor and Respond Immediately

- Monitoring should involve a combination of classroom observation, brief meetings, and periodic reviews of data.... To the greatest extent possible, monitoring should be a positive and productive process. We can ensure this by focusing on practices that teachers have had ample opportunity to learn and rehearse until they reach mastery. Under these conditions, monitoring should mostly consist of capturing and celebrating progress and increased consistency, with plenty of opportunities to compliment practitioners (feedback).
- In our session today, we will craft descriptive, targeted feedback that reinforces indicators of Rigor and the benefits to student learning, and incorporate that work into building professional capital through the use of classroom walkthrough practices.



Our Reflections and Actions from Our Last Session

If you do nothing else as a leader, be clear. —Marcus Buckingham

Clarity is essential to productive action... All teachers need and deserve leaders who make strenuous efforts to clearly and continuously communicate the most essential concepts and practices.

My Personal Commitment: One Next Step for Next Time

What is one next step you took since our last meeting as it relates to *Leading with Focus* and Creating Clarity?

In a trio discuss insights or actions that connect to our last session.

Notes



Activity One: Reinforcing Site Priorities



The intent of this activity is to craft descriptive, targeted feedback that reinforces indicators of Rigor and the benefits for student learning.



Think about a time in your own experience when you were on the receiving end of the feedback process.

- When was it most effective at informing and improving your performance?
- What elements of the feedback process made it work for you?
- How might this personal reflection inform how you increase your effectiveness at giving effective feedback?

Learning From Text

Read the excerpts from the two articles on the pages that follow and make note of 2-3 ideas you would like to elaborate on with others:

- Delivering Impactful Feedback to Teachers
- What is Targeted Feedback and When Do I Use It?
- If time permits you may also select “Giving Effective Feedback” excerpts in the resource section on pages 39-42.

After your reading, use the Ordered Sharing Protocol to respond to the following question:

How does this information inform my leadership practices?

Ordered Sharing Guidelines

Purpose: To invite all voices to be heard equally in a trusting and respectful way



Ask one member of the group to serve as a timer and one member to serve as a facilitator.

Any member of the group may begin by sharing their responses to the prompt.

Whenever a member of the group is sharing, the group listens without interrupting, engaging in side conversations, or asking questions.

Each turn to share should last no more than 2 minutes, at the end of which the turn moves to the next member of the group. A member may choose to pass and should be given another opportunity to share before the round ends.

At the end of the round the group may have a conversation about what has been shared.

Delivering Impactful Feedback to Teachers

Sheeba Jacob

Principal Leadership April 2016



As a principal, what goes through your *mind* when you're providing feedback to teachers? Do you think, for example: Can I be direct with teachers? How can I provide feedback that doesn't overwhelm them? How can I ask the right questions, using the right tone so that they don't become defensive? What can I say that will help them change their teaching? Truth be told, the relationship between principal and teacher is as much an

art as it is a science.

In his 2014 book *The Principal: Three Keys to Maximizing Impact*, Michael Fullan says, "Realize that by far the most effective and telling feedback that teachers will receive is that which is built into the purposeful interaction between and among teachers and the principal."

Instead of evaluating teachers for accountability's sake, effective principals grow teaching practice. This purposeful interaction among teachers and the principal is critical to improving instruction and student achievement. At the root of this interaction is the principal's ability to build teachers' capacity based on the underlying belief that teachers can grow in their practice. When teachers know that the principal wants them to grow, their trust increases, and they can be more vulnerable in their teaching practice.

Building Professional Supports

Teachers come to schools with specific strengths, but they need additional supports to truly meet the diverse needs of their students. Effective principals are worried less about compliance and are more concerned about learning opportunities for their teachers.

By collecting data and analyzing trends across the school, a principal can strategically create a plan to support the improvement of teaching practice and student learning. Part of this plan should include developing a common school goal related to student learning needs. If, for example, schoolwide data shows

that students need to learn how to justify their thinking in math, the principal can identify specific professional supports that will lead the staff in providing students the tools and resources they need to be successful.

Professional supports can include:

- Providing teachers with instructional coaches
- Providing time for grade-level team meetings
- Creating professional learning communities based on student priorities
- Offering district-based professional development
- Allowing teachers to visit other teachers' classes
- Providing targeted feedback

Not every teacher will need all of these professional supports. Principals can work collaboratively with teachers to identify what they need (while always keeping students at the center of these decisions). This kind of leadership, in which principals support teachers, can have powerful effects on student learning.

At the University of Washington Center for Educational Leadership, we teach leaders how to provide teachers with effective feedback. Gone are the days when instructional leaders step into a classroom once a year for 45 minutes and offer feedback like, “Great lesson!” “Your students seemed engaged.” “Keep up the great instructional work.” Today’s principals carve out time for frequent classroom observation and want to learn how to provide meaningful feedback. Evaluation systems are put into place to provide the ratings principals give teachers. A rating is an opportunity for a deeper conversation, but it does not take the place of feedback. “Identifying the difference between ‘proficient’ and ‘effective’ differentiation, for example, isn’t worth much if you can’t support a teacher in understanding how this plays out in the classroom and what would make a positive difference to his or her students,” according to an article in Education Week. Teaching is a sophisticated endeavor. So, how do principals give feedback that is not just a rating, but is structured as a meaningful conversation related to what is happening in the classroom? How do they provide feedback so teachers are clear about what they are doing effectively and what they can do to improve their practice?

Characteristics of Effective Targeted Feedback

Consider giving “targeted feedback”—comments based on a specific area of focus. This area of focus should be driven by the students’ learning strengths and challenges in relation to the teacher’s instruction. If, for example, a teacher identifies a challenge in his or her classroom that revolves around how students find and share evidence from a text, the teacher may provide students with structures to support this skill. The principal could then support the teacher by providing targeted feedback on this specific focus.

Making it Work

PRINCIPALS CAN PROVIDE TARGETED FEEDBACK BY MAKING SURE IT IS:

Actionable. Instead of several suggestions, offer one or two pieces of specific feedback that the teacher can implement immediately.

Evidence-based. Instead of general statements like “Great job!” provide descriptive and specific observations based on what the teacher is saying and doing and what the students are saying and doing.

Part of a larger context. Develop a system within the school where teachers receive a variety of different supports. Feedback should be part of a larger context where teachers decide upon an area of focus, and the principal and teacher together engage in a cycle of learning based on this focus.

What is Targeted Feedback and When Do I Use It?

by SHEEBA JACOB on Jun 18, 2015

So what exactly is targeted feedback and when would you choose this support?

Think about a piano player who plays a song for his teacher, but can't seem to reach one note located higher on the keyboard. The teacher can help her student in different ways: she could have a reflective conversation with him about why he thinks he cannot reach that note. She could send the student to a training that talks about how piano players can reach high notes. Or the teacher could tell the piano player right after he plays the section of that song what he could do to reach the higher note. Ideally, the teacher would want to provide this kind of feedback immediately so the piano player changes this part of his practice. The sooner the actionable feedback after an observation, the better (Wiggins, 2012). This last example illustrates what targeted feedback looks like.

When working with teachers, targeted feedback is direct, specific and tied to an agreed upon instructional practice improvement goal. This kind of feedback builds on the *strengths* of teachers and is based upon the mutual understanding and agreement established with teachers about the kind of feedback they can expect.

Teachers self-assess using student data and their own instructional practice data about what they would like to focus on within their classroom practice. They have the opportunity to discuss this self-assessment with their principal, so the principal can understand the teacher's goals, needs and intentions. While visiting the classroom, principals help teachers move to the next step in their practice by knowing how to better diagnose what they are on the verge of being able to do based on this specific focus.

Let's move to a sample scenario that illustrates this kind of feedback:

Your school has decided to focus on how to improve mathematical discourse for students based on formative and summative data. A teacher has self-assessed her practice and observes how several of her students struggle with communicating mathematical ideas. You visit her math classroom with this look-for in mind. After

discussing the visit and understanding this specific teacher's needs, you decide to engage in a targeted feedback cycle specifically around her "turn and talk" structures.

During the classroom visit you notice that the teacher tries to ask higher-level questions, but the questions are too general for the students to engage with each other on a deeper level. You suggest having her ask questions that are more tightly connected to her daily learning target.

Using evidence from this classroom visit, you give her this targeted feedback and the next time you come to her classroom, she has implemented this change. You end this cycle with a conversation about the impact of this change in practice and on her students.

Notice, you are not providing feedback to the teacher isolated from a larger conversation. Nor are you telling this teacher about a professional development session she could attend. You realize that she is almost able to do something in her teaching practice. By providing evidence-based, specific, strengths-based and timely feedback, she can make this change immediately.

Teaching is a sophisticated endeavor. Targeted feedback is one lever instructional leaders can use to grow teaching practice. As one of our partner teachers described after being asked about how targeted feedback cycles worked with her principal: "I actually find it [feedback] really helpful. She is really coaching my practice, not my lesson."

If time permits, also refer to pages 39-42 in the resource section.

Using Feedback to Clarify and Reinforce Rigorous Classroom Practices

Of the 21 Leadership Responsibilities identified in the Mid-continent Research for Education and Learning (McREL), monitoring/evaluating ranks first in implementing first-order change initiatives and fifth in leadership for second-order change. This responsibility refers to the extent to which the leader establishes an effective monitoring system to provide *feedback* on the effectiveness of the school’s curriculum, instruction and assessment practices and their effect on student achievement.

“The most powerful single modification that enhances achievement is feedback . . . the simplest prescription for improving education must be ‘dollops of feedback’. However, feedback does not occur automatically. It is a function of design. Creating a system that provides feedback is at the core of the responsibility of monitoring/evaluating.” (Hattie)

Teachers do not receive on-going feedback about the quality of their teaching.
So what conditions or processes best serve that purpose?

Timing and Purpose

Effective feedback delivered throughout the year serves to clarify and reinforce site priorities.

Types: Reinforcement and/or Growth

To the greatest extent possible, monitoring should be a positive and productive process. We can ensure this by focusing on practices that teachers have had ample opportunity to learn and rehearse until they reach mastery. Under these conditions, monitoring (feedback) should mostly consist of capturing and celebrating progress and increased consistency, with plenty of opportunities to compliment practitioners. (Schmoker)

Feedback for growth can be phrased as a reflection question or a suggestion, targeting the area of focus, when possible. Feedback for growth is most productive when these ideas are few in number.

Audience

Feedback can be crafted for individuals, for groups of teachers (grade level or departments) or the entire school.

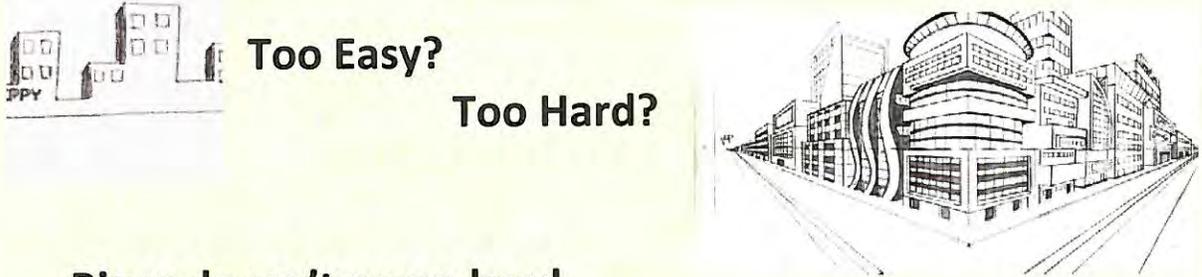
Our task is to gather specific, descriptive information of the indicators of Rigor for the purpose of crafting targeted feedback that reinforces an instructional practice and communicates how that practice benefits student learning.

Let's Clarify Linking Back - Rigor in the Classroom

Indicators of Rigor - Students:

- Make meaning for themselves
- Impose structure on information
- Take individual skills and put them together to create a process
- Apply what they have learned in new and novel situations

Definition by ASCD



Too Easy?

Too Hard?

Rigor doesn't mean hard.

Whether a child is below grade level, on-level, or above level he or she needs challenging content.

True rigor means the right challenge with individualized support and an opportunity for that child to demonstrate growth.

Triumph Learning (Waggle)

What are the Benefits to Student Learning?



The following excerpts reinforce the importance of tying feedback to the effect or benefit to the learner.

“... Using evidence from this classroom visit, you give her this targeted feedback and the next time you come to her classroom, she has implemented this change. You end this cycle with a conversation about the impact of this change in practice and on her students.” (Jacobs)

“Identifying the difference between ‘proficient’ and ‘effective’ differentiation, for example, isn’t worth much if you can’t support a teacher in understanding how this plays out in the classroom and what would make a positive difference to his or her students.” (Education Week)

“By collecting data and analyzing trends across the school, a principal can strategically create a plan to support the improvement of teaching practice and student learning. Part of this plan should include developing a common school goal related to student learning needs.” (Jacobs)



How might you craft feedback that communicates the purpose or benefit of rigorous (indicators of rigor) classroom practices on student learning?

Gathering Descriptive Information for Crafting Feedback

As you watch the video, make note of indicators of rigor by gathering specific information/examples of where and how students:

- Make meaning for themselves
- Impose structure on information
- Take individual skills and put them together to create a process
- Apply what they have learned in new and novel situations



Notes:

Crafting Feedback: Design targeted feedback that includes the indicators of Rigor and the benefits for student learning.

Sample Group Feedback Frame

The sample frame that follows is worded as feedback to a group of teachers as a result of group walkthroughs, which can be modified for individuals. Notice this frame only focuses on the positive examples/evidence.

Intent	Planning for Group Feedback Examples
<p>Introduction: To reinforce the purpose of the classroom visitation.</p>	<p><i>Thank you for participating in our classroom visit today. We were impressed with . . .</i></p>
<p>Descriptive Feedback: To provide descriptive data to reinforce the site's selected focus area _____.</p> <ul style="list-style-type: none"> • Include descriptive examples of area of focus. • Use descriptive examples rather than "good" or "like". 	<p><i>As you know our focus for today was _____</i></p> <p><i>We observed the following: (provide specific examples)</i></p>
<p>Student Benefits: To provide the rationale for the practice.</p> <p>Plan how you will share the student benefits of the effective practice. Cite research if possible. May pair the benefit in the examples frame above.</p>	<p><i>This benefits student learning because . . .</i></p>
<p>Conclusion: To reinforce the professional opportunity and communicate appreciation for the classroom visitation process.</p>	<p><i>Thank you for providing us the opportunity to increase our learning. In addition to our focus on _____, our visitors noticed _____.</i></p> <p><i>Thank you again for a productive and valuable day.</i></p>

Also see examples of group feedback on pages 43-50.

Activity Two: Building Professional Capital through Classroom Walkthroughs



The intent of this activity is to use the concept of Professional Capital for analyzing classroom walkthrough practices and determining appropriate next steps by:

- reading an article on what the research says about classroom walkthrough practices,
- analyzing a sample walkthrough rubric for elements of Professional Capital, and
- making a personal assessment of your current practices.

Connecting with Your Work

Every school and district is at a different place relative to the classroom walkthrough process and the involvement of teachers in that process. Classroom visitations for the purpose of developing the professional capital in a school takes time and deliberate effort to implement. There are many programs that work toward similar goals, i.e. Look2Learn, Instructional Rounds, etc.

Reflections:

What I think . . .	Now I think . . .
How would you define “classroom walk throughs”?	●
What is the purpose of this practice?	●
What would you say are the strengths and the challenges of walk throughs?	●

What Does the Research Say?

As you read the following information,

- Highlight or make note of any insights you have.
- Add ideas to “Now I think...” on the previous page.



What Research Says About ... /Classroom Walk-Throughs

Jane L. David, Director of the Bay Area Research Group

Touted as a systematic and efficient way to gather helpful data on instructional practices, classroom walk-throughs (also called learning walks, quick visits, and data walks) are showing up everywhere.

What's the Idea?

The idea behind walk-throughs is that firsthand classroom observations can paint a picture to inform improvement efforts. These observations typically involve looking at how well teachers are implementing a particular program or set of practices that the district or school has adopted. For example, a school principal might want to know whether teachers are able to put into practice their recent training on quick-writes and pair-shares.

In theory, before visiting classrooms, observers decide what they will focus on, what evidence they will collect, and how they will make sense of it. Afterward, they report their findings formally or informally to one or more audiences.

Walk-throughs are *not* intended to evaluate individual teachers or principals or even to identify them by name in post-observation reports. Rather, the goals of walk-throughs are to help administrators and teachers learn more about instruction and to identify what training and support teachers need.

What's the Reality?

The sheer variety of walk-throughs is breathtaking. They can last from 2 to 45 minutes. The group observing may range from 2 to 12 people and may include teachers, administrators, community members, and students. Walk-throughs can focus on one teacher, all teachers, or a subset of teachers and schools.

Observers sometimes question students to find out whether they understand what they are doing in the lesson and why. In other cases, observers focus on a particular instructional challenge raised by the teachers under observation: for example, use of questioning techniques and wait time. Or, in a version of walk-throughs verging on compliance monitoring, observers are armed with a checklist on which to record how the classroom furniture is arranged and whether the teacher has posted state standards targeted by the lesson.

Sometimes observers huddle in the hall to discuss what they saw and later send a written report to the school. In other cases, they meet with the faculty to share their findings and then shred their notes at the end of the day to reinforce the point that their purpose is not to evaluate teachers.

What's the Research?

Although research on walk-throughs is limited, available studies reveal wide variation in their usefulness and effects. According to an in-depth study of three urban districts conducted by the Rand Corporation, administrators find walkthroughs more useful than do teachers (who rarely receive individual feedback), and those doing the walkthroughs report learning more than do those who are observed (Marsh et al., 2005).

District leaders and principals in a sample of schools in one large urban district reported that the data from walk-throughs gave them a better understanding of how well teachers were able to identify and move students in and out of support programs. This finding led them to make adjustments in the professional development they provided (Supovitz & Weathers, 2004).

Other studies point to the value of district-designed walk-throughs in developing shared understandings of high-quality practice. Training in the use of valid and reliable data-collection instruments and clear rubrics play an important role in creating a common language and communicating district priorities (Coburn, Honig, & Stein, in press).

Walk-throughs also carry significant risks. When the purpose is murky or when trust among teachers, principals, and central-office staff is low, walkthroughs are likely to be perceived as compliance checks, increasing distrust and tension. Valli and Buese (2007) describe increased teacher anxiety in their four-year study of 150 teachers in a district that instituted walk-throughs. Convincing participants that the results will not be used to evaluate individual teachers or principals is a tall order for most districts. In one urban district, in spite of efforts to alleviate fears, more than one-half of the principals believed that district staff members conducting the walk-throughs were passing judgment on them (Supovitz & Weathers, 2004).

Kerr and colleagues (2006) found that district leaders communicate sincerity about the constructive intent of walk-throughs in several ways. One way is to focus walk-throughs on areas where teachers and site leaders have ample professional development opportunities and support to implement changes. When walk-throughs are disconnected from larger improvement efforts, teachers tend to dismiss them as "drive-bys" or "gotchas." Leaders can also communicate good intentions by using high-quality data-collection instruments and training walk-through observers in their use. If teachers and principals perceive the data collection as superficial or invalid, they lose confidence in its purpose and value.

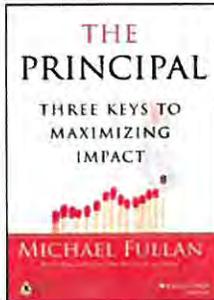
Organizations listed on the Web offer a wide range of protocols and electronic data-collection devices to support walkthroughs. Although the efficiency of electronic checklists is appealing, the kinds of data that provide the most valuable feedback are not necessarily those that are easiest to count and record. In fact, Stein and Nelson (2003) argue that the more a walk-through aims to assess good instruction, the more it requires those making the judgments to be knowledgeable about instruction and spend more than a few minutes observing.

What's One to Do?

The research suggests that walkthroughs can play a constructive role only when districts make their purpose clear and carry them out in a climate of trust. Many districts and schools can tell tales about walk-throughs that backfired.

Before launching any type of walkthrough process, it is important to ensure that everyone understands how it connects to improvement efforts. This connection should be reflected in the specific data that observers collect, the thoughtfulness and quality of the protocols, and the way the results are used. Checklists focused on surface features are not likely to provide useful information to teachers as they implement new approaches or refine their teaching practices. Districts will not accomplish much by amassing new data unless they train observers well and prepare educators to use the data.

As one of several strategies designed to support strong instructional leaders and teachers, walk-throughs can be helpful. Used alone or to enforce compliance, however, they are likely to backfire.



Connecting Walkthrough Practices and Building Professional Capital

Most teachers want constructive feedback to get better, and most find it lacking in the culture of their profession (p.75). Historically, teaching has been a “lonely profession” in which teachers operate their own kingdoms behind the classroom door. Current policymakers have identified the problem correctly in this respect: most teachers don’t get feedback on their teaching and thus don’t improve. No feedback for teachers, ergo no improvement—absolutely correct. No feedback is obviously unacceptable (p. 76). However, the primary tool for improvement in any organization is not one-to-one appraisals but rather cultures that build in learning every day and that use appraisal to supplement and strengthen the learning (p.29). So what conditions or processes best serve that purpose?

“It is crucial that the future of the principalship be centered around the more fundamental agenda of developing professional capital.” (p.88) Building of a strong collaborative culture (social capital) should be the main strategy, making much of the effective feedback built into the day-to-day purposeful interactions of the culture at work. (p. 74) Instructional focus must be very finely honed if it is to affect all the teachers. The implication is not that principals should abandon the focus on instruction, but rather that they should get at it by working with teachers individually and collectively in a focused manner, not introducing too many innovations at one time.

Developing professional capital develops leadership across the school. This means that more gets done in the short run - because there are many leaders with a common focus – as sustainable leadership for the future is cultivated.

The Principal: Three Keys to Maximizing Impact By Michael Fullan

Effective leaders work to build *professional capital* across the school. Professional Capital is a function of the interaction of human, social and decisional capital and must be addressed explicitly and in combination.

Professional Capital	
Human Capital	Refers to the quality of teachers in the school—their basic teaching talents. Recruiting and cultivating the <u>skills of teachers</u> is one dimension of the principal’s role. (p.70)
Social Capital	Concerns the <u>quality and quantity of interactions and relationships among people</u> . Social capital in a school affects teachers’ access to knowledge and information; their sense of expectation, obligation, and trust; and their commitment to work together for a common cause. (p.70) Social capital (the group) improves individuals more readily than individuals improve the group. We need the group to change the group for the better. (72)
Decisional Capital	Refers to the resources of knowledge, intelligence, and energy that are required to put human and social capital to effective use. It is the <u>capacity to choose well and make good decisions</u> . Principals must have great decisional capital of their own, but <u>even more of it should reside in the many other individuals and the groups that schools comprise</u> . When the decision-making skills of individuals and group decision making feed on each other, professional judgment in the school as a whole becomes more powerful. The purpose is to deliberately identify and spread the instructional practices that are the most effective for meeting the learning goals of the school. (p. 80)

Growing Professional Capital

Through Classroom Walkthrough Practices

Components to Consider:

Who is Involved:

- Those doing the walkthroughs report learning more than do those who are observed (Marsh et al., 2005). (David research)

Visits Scheduled:

- Walk-throughs can focus on one teacher, all teachers, or a subset of teachers and schools.

Purpose of the Visit:

- Instructional focus must be very finely honed if it is to affect all the teachers. (The Principal, p. 74 Fullan)
- One way is to focus walk-throughs on areas where teachers and site leaders have ample professional development opportunities and support to implement changes. (David research)

Evidence Collected:

- Data from walk-throughs gave them a better understanding of how well teachers were able to identify and move students in and out of support programs.

Feedback:

- Feedback should be part of a larger context where teachers decide upon an area of focus, and the principal and teacher together engage in a cycle of learning based on this focus. (Jacobs)

Next Steps:

- Data from walk-throughs gave them a better understanding of how well teachers were able to identify and move students in and out of support programs. This finding led them to make adjustments in the professional development they provided (Supovitz & Weathers, 2004). (David research)

Building Professional Capital through Classroom Walkthrough Practices



Directions

- A. Model #1 Who is involved
- B. Form groups of 5 and assign the following topics:
 - Visits scheduled
 - Purpose of visit
 - Evidence collected
 - Feedback
 - Next Steps
- C. Each person will silently read their assigned section and then describe to their colleagues. Indicate any explicit examples of professional capital (human, social, decisional)
- D. As each element is discussed, indicate on the rubric where you would place your school practices.

A Sample Tool: Visiting Classrooms to Support Implementation

Purpose: Implementation of a Set of Practices or a Program Within a School

This classroom visitation guide helps us to answer the questions, "How are we doing?" "Who's involved?" and "What next steps are we taking?" in regards to the implementation of a particular program and/or set of practices. Effective implementation checks require a clear standard about what implementation should look like. Feedback is given to a staff, grade level, department, or selected teachers. This is **NOT** to be used for a principal's evaluation of a teacher.

	Level 1	Level 2	Level 3	Level 4
Who is involved	The principal is primarily involved in classroom visitations designed for checking in on the implementation of a new program or practice.	The principal and the administrative team are involved in classroom visits having to do with implementation.	The principal, admin team, and some teacher leaders participate in visitations having to do with checking the implementation of a new practice.	The principal, admin team and a majority of staff members participate in classroom visitations to determine how the staff as a whole is doing in implementing a new practice.
Visits scheduled	Implementation visits of this type rarely occur. There is only time to do the required observations necessary for evaluation.	Implementation type classroom visitations are scheduled and all teachers are visited at least once a quarter.	Supportive Implementation type classroom visitations are regularly scheduled and every teacher is visited at least twice a month.	Supportive implementation visits are scheduled so that every teacher is visited, at least once for every period taught, by the end of the year.
Purpose of visit	The purpose of the visit is unclear to teachers. Either no clear standards or "pictures" or rubrics exist of what the practice looks like in action, or if they do exist, they have not been shared with staff members.	The purpose of the visit is clear to teachers. There are clear standards or "pictures" of the practice and all have copies of the descriptors. The visit may be perceived by teachers as a check for compliance with a real or implied requirements.	The purpose of the visit is clear to teachers. It is based on the needs of students. Clear standards or "pictures" or rubrics exist of what the practice looks like in action if implemented well in the classroom. Teachers understand that the purpose is to inform an on-going improvement process.	The purpose of the implementation visit is clear and collaboratively determined by the staff based on data and needs of students and teachers. Clear standards exist (in the form of rubrics or other indicators) about what effective implementation looks like. The classroom visits give them further opportunities to see best practices in action. The purpose of the visit is to inform an ongoing collective improvement process and to answer authentic questions teachers have about what is happening in the classroom.

Riverside Unified School District—The Power Within

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Evidence collected	Little to no data is collected from the visits to classrooms. If data is collected, it is more general or judgmental in nature and may or may not relate to the area of focus to be implemented.	Evidence is collected from every classroom visited in the area of focus to be implemented. The evidence gathered is somewhat specific and descriptive. However, elements of general and/or judgmental evidence still exist in the data collection.	Evidence is collected from every classroom visited in the area of focus. The evidence gathered is specific and descriptive and is aligned to the “agreed upon” pictures or rubric. Time is designated for debriefing discussions focused on the data- leading to patterns and trends for the grade, department or school.	Specific and descriptive data is collected from classrooms visited in the area of focus to be implemented. Administrators and teachers organize the data in ways that help to inform continuous learning. On-going training in “data collection” in the area of focus is given as needed. Norms are set for debriefing discussions focused on the patterns and trends observed in specific, non-judgmental ways with intent of continuous learning.
Feedback	When implementation feedback is given, it is often general and judgmental vs. specific and descriptive in nature. In some cases, the principal writes brief notes of gratitude to the group of teachers visited rather than specific feedback on the practice	Feedback to each teacher visited is given in specific terms, regarding the degree of implementation of the new program or practice. Feedback is descriptive and specific, but may still contain some very general or judgmental comments or suggestions.	The feedback is given to the group of teachers visited and is descriptive and specific in nature. It is aligned to the agreed upon performance measures and references the next level of work. The messaging is considered important and describes not only "what" the trends are, but also why it is important for student learning.	Administrators and teacher teams reflect with each other on the patterns, trends and level of implementation observed. They pose inquiry questions to themselves as a group, such as, "What did we see? What is the degree of implementation? Is it effective? How do we know?" They share feedback with each other that is relevant, descriptive and non- judgmental. Messages are crafted that use a common language, and are delivered frequently using a wide variety of modes.
Next steps	As a result of the visit, there is little to no change in practice at the school. Some encouragement is given by the principal for the use of the identified area of focus. There is some expectation for improvement.	As a result of the visit, there is some discussion by the admin team about what to do next. Some teachers refine their practice. There is some tapping into existing effective practices in the school and outside the school.	Administrators and teacher leaders reinforce what is going well. Next steps for improving the degree of implementation are discussed throughout a grade level or dept. Staff development and coaching support are provided and best practices are modeled in classrooms, as needed.	Teams celebrate what is going well and continue to refine their practices. Decisions about next steps are collaboratively determined and shared with staff and implemented school wide. Differentiated staff development is provided and is based on the analysis of the feedback and ongoing student performance data. Performance goals are set for the month or a specific time period, in an action step format.

Reflections



The most important part of my current walk-throughs is:

One thing I want to be sure I don't do is:

What I would like to get from my walkthroughs is:

Next Steps in Building Professional Capital through Classrooms Visitations

-Small Move Big Results-

Forget trying everything. Try one thing.

One small change. (ASCD website)

*What would happen if you wanted to persuade a bunch of people to
come along with you on a journey?*

What are the two things you need to do?

Well, you've got to start where they are and

you've got to give them a reason to come with you.

Chris Anderson

Based on your unique school culture, what is a next step for you and your school? Select one area from the rubric to inform your next steps relative to building professional capital through classroom walkthroughs.

-
- Who will be involved in leading this next step? What is your role and the role of those involved?
 - What challenges or obstacles do you need to consider as you move forward?
 - How will you set-up this next step for success? How will you message your next step?
 - How will you monitor progress toward implementation? What will success look like?

Resources



- Examples of Descriptive vs. Judgmental Collection of Data
- Giving Effective Feedback, University of Oregon Leadership Center
- Giving Effective Feedback, Centre for Teaching Excellence, University of Waterloo
- Group Feedback Newsletters
- How Leaders Can Accomplish More by Doing Less, Mike Schmoker, ASCD conference presentation summary

Examples of Descriptive vs. Judgmental Collection of Data

Descriptive

- Student 1 asks student 2: "What do we do now?"
Student 2: "I don't know."
- S1 says to S2 and S3: "Let's think of three more ways to do this"
- Teacher asks, "How did you know what to do next?" Student explains.
- Teacher said, "Today, you will create a DNA strand."
Students copy the picture of the DNA strand from the book to their paper.
- Teacher said, "Write the words that I spell in the blank spaces. S-T-R-A-W.
D-R-A-W."
- The students wrote different ways to create a total of 31:
Student 1 wrote in math journal:
 $4+4+4+4+4+1+10=31$
 $10+10+10=1=31$
Student 2 wrote:
 $41-10=31$
Student 3 wrote:
 $2+3\times 3+16+4=31$
- Objective written on board: "Students will order positive and negative fractions and mixed numbers on a number line"

Judgmental

- Students were lost.
- Too much time on writing, not enough time on group work
- Students conducted a very sophisticated math problem
- Excellent classroom rules
- Teacher uses great questioning techniques
- Students were having a wonderful time
- Teacher had very good rapport with students.

Adapted from the work of Elizabeth A. City, Richard F. Elmore, Sarah E. Farman, and Lee Teitel, "Instructional Rounds in Education." 2009.

Giving Effective Feedback

University of Oregon Leadership Center

One of a leader's responsibilities is to create and utilize a forum for open, constructive communication in which feedback is one important aspect.

Effective feedback can be heard by the receiver; keep the relationship intact, open and healthy; validate the feedback process in future interactions.

Effective feedback, both positive and negative, is helpful to others. When you give feedback you are offering valuable information that will be useful to another person making decisions about how to behave. *Feedback is not criticism. Criticism is evaluative; feedback is descriptive.* It also allows us to build and maintain communication with others. Feedback provides the individual with information that can be used in performing personal evaluation.

Characteristics of Effective Feedback

1. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "You were not listening to what the others said, I felt I had to agree with your arguments or face attack from you."
2. It is focused on behavior rather than on the person. It is important that we refer to what a person does rather than to what we think or imagine he/she is.
3. It takes into account the needs of the receiver of the feedback. Feedback can be destructive when it serves only your own needs and fails to consider the needs of the person on the receiving end. It should be given to help, not to hurt. It is directed toward behavior which the receiver can do something about.
4. It is solicited, rather than imposed. Feedback is most useful when the receiver has

formulated the kind of question which those observing can respond to.

5. It involves sharing of information rather than giving advice. By sharing information, we leave a person free to decide in accordance with goals, needs, etc. When we give advice we tell a person what to do and to some degree take away the person's freedom to decide for him/herself.
6. It is well-timed. In general, immediate feedback is most useful (depending of course, on the person's readiness to hear it, support available from others, etc.). The reception and use of feedback involves many possible emotional reactions. Excellent feedback presented at an inappropriate time may do more harm than good.
7. It involves the amount of information the receiver can use rather than the amount we would like to give. Overloading on feedback reduces the person's ability to effectively use your comments. When we give more than can be used, we are more often than not satisfying some need of our own rather than helping the other person.
8. It is clear communication. One way of doing this is to have the receiver try to rephrase the feedback received to see if it corresponds to what the sender has in mind. No matter what the intent, feedback is often threatening and thus subject to considerable distortion or misinterpretation.
9. It allows time for the reviewer to ask more questions or to get better clarification. Along with the appropriate time, make sure to give effective feedback in the appropriate condition. This also depends on whether or not the feedback is individual, group, etc.

Giving Effective Feedback

Centre for Teaching Excellence, University of Waterloo



- Prioritize your ideas and understand their value. Limit your feedback to the most important issues. Consider the potential value of the feedback to the receiver. Consider how you yourself would respond to such feedback (would you be able to act on it?). Remember also that receiving too much feedback at one time can be overwhelming for the recipient.
- Balance the content. Use the “sandwich approach”. Begin by providing comments on specific strengths, to give reinforcement and identify things the recipient should keep doing. Then identify specific areas for improvement and ways to make changes. Conclude with a positive comment. This model helps to bolster the recipient’s confidence and keeps weaker areas in perspective.
Example: “Your presentation was great. You made good eye contact and were well prepared. You were a little hard to hear at the back of the room, but with some practice you can overcome this. Keep up the good work!” Instead of: “You didn’t speak loudly enough, but otherwise the presentation went well.”
- Be specific. Avoid general comments that may be of limited use to the receiver. Try to include examples to illustrate your statements. Remember, too, that offering alternatives rather than just giving advice allows the receiver to decide what to do with your feedback.
- Be realistic. Feedback should focus on what can be changed. It is frustrating for recipients to get comments on things over which they have no control. Also, remember to avoid using the words “always” and “never”. People’s behaviour is rarely that consistent.

-
- Be timely. Find an appropriate time to communicate your feedback. Being prompt is key because feedback loses its impact if it is delayed too long. Delayed feedback can also cause feelings of guilt and resentment in the recipient, if the opportunity for improvement has passed. Also, if your feedback is primarily negative, take time to prepare what you will say or write.
 - Offer continuing support. Feedback should be a continuous process, not a one-time event. After offering feedback, make a conscious effort to follow up. Let recipients know you are available if they have questions and, if appropriate, ask for another opportunity to provide more feedback in the future.

TRANSFORMATIONAL NEWS

A “Laser - like” Focus on English Language Learners with Rigor

Sierra Preparatory Academy Staff Places a High Priority on Collaboration and Professional Development”

Sierra Preparatory Academy is a 6th, 7th, 8th grade school of about 1000 students. Some facts: 97% Hispanic; 97% free or reduced lunch; 46% ELL.

Former principal, Jeff Bishop, began providing a weekly newsletter to staff which included group feedback as a result of weekly classroom walkthroughs. He began his practice in the 2010-2011 school year and continued until his assignment to Santa Ana High School in 2014.

In one of his early newsletters he included the following information to staff.

Peer Classroom Walkthroughs:

During the past year, the SILT Team has been discussing the practice of “Peer Walkthroughs.” It continues to be one of the practices that the district leadership, along with secondary principals, will be preparing to undertake and adopt as a best practice at the secondary level.

It cannot, and should not, happen under any environment other than with trust and a focus on a specific instructional strategy. Last year, the SILT team developed a simple form that would be used during the planned walkthroughs. We will utilize this form during the walkthroughs. We will first practice with the SILT Team members and then provide the opportunity for all staff to participate. A schedule has been constructed and each staff member will be contacted to discuss this opportunity. These walkthroughs are NOT mandatory, and if any staff member would like to opt out, please feel free to do so...

Classroom-Staff Walkthroughs - What's the Idea? The idea behind walkthroughs is that firsthand classroom visitations can paint a picture to

inform improvement efforts. These visitations typically involve looking at how well teachers are implementing a particular program or set of practices that the district or school has adopted. For example, a school principal might want to know whether teachers are able to put into practice their recent training on student engagement and pair-shares. In theory, before visiting classrooms, visitors decide what they will focus on, what evidence they will collect, and how they will make sense of it. Afterward, they report their findings formally or informally to one or more audiences.

Walkthroughs are not intended to evaluate individual teachers or principals or even to identify them by name in post walkthrough reports. Rather, the goals of walkthroughs are to help administrators and teachers learn more about instruction and to identify what training and support teachers need.

The following are excerpts are from Mr. Bishop’s Weekly Newsletters.

Teaching and Learning FOCUS – Classroom Instruction! Sierra Preparatory Academy February 2011

Sometimes when we deeply understand the benefits of a teaching strategy, we are then more likely to implement it in the classroom more thoroughly...

Student Engagement – ALL Learners! By: Ceres Unified School District

What is Think-Pair-Share?

Think-Pair-Share is a 3-stage discussion strategy that allows all students to be an active participant in classroom discussion in a structured manner.

Why use Think-Pair-Share?

This strategy provides opportunities to check for understanding while holding ALL students accountable and increasing participation. This strategy builds in wait time, which allows students to rehearse their response and enhances depth and breadth of thinking. This is especially powerful for your Level 2 questions. Think-pair-share also provides the teacher with time to make consciously competent instructional decisions. In addition, this strategy limits off-task behavior and off-topic thinking.

The 3 Step Process:

Think: The teacher prompts the students with a question/scenario. Brief **wait/think time** is provided for students to formulate a response.

WHY? This time allows students to formulate thorough responses and eliminates the “blurting”. Providing think time increases the quality of the response. Students become actively involved in thinking about the concepts/skills that are being presented in the lesson. Research shows that a learner needs time to mentally “chew over” new ideas in order to move the learning into long-term memory.

Pair: Students pair up to discuss responses. Be strategic with partners! Elbow buddies or numbered partners allows for structured conversation that also builds upon strengths and/or provides accommodations. The length of the discussion depends on the complexity of the task.

WHY? ALL students are held accountable for participating in the discussion and it **promotes verbal literacy**. Students have an opportunity to share their response in a less threatening manner first. Students who generally believe their answer is wrong may find out that their partner has the same response. It also allows students to rethink/reword/elaborate on their answer to express their thoughts. Using a strategy such as numbered partners allows for an even more **structured** discussion.

Share: After partners have had the opportunity to talk together, randomly select pairs or individuals to share out. Have students share out their own response, or consider **having them share their partner's response**. Not all students have to share out with the whole group since they have all shared with a partner already. Make sure to circulate around the room and listen for the students who are on/off target – especially targeting the EL Learners!

WHY? Knowing that the teachers are going to select groups/individuals to share out will hold students accountable to contribute to the discussion. More importantly, when students are required to articulate their learning in public or with a partner, they are forced to make sense of that new learning. Misconceptions and misunderstandings are often revealed in the sharing process and can be corrected.

Riverside Unified School District—The Power Within

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Teaching and Learning FOCUS – Classroom Instruction!
Sierra Preparatory Academy January 2011

After many Walkthroughs this past week, I would like to provide some feedback:

1) Sentence starters ARE starting to become more “differentiated” as they ARE being seen posted on the whiteboard. In quite a few classrooms they were closed, almost fill-in-the-blank type sentence starters, for the lower CELDT leveled students (Below Intermediate) and open-ended for the higher CELDT level students (Intermediate and above).

2) At key times, there was LOTS of “Simultaneous Engagement” for ALL of the students – especially in instances where they were working on a class project or making something individually. There were other times when students had a challenging time staying with the teacher’s lecture or questioning of individual students. It is IMPORTANT to remember that EVERY question you pose to your students should be answered by ALL of your students. Continuous popcorn questions to individuals in the class have a tendency to make the students feel that they are “bystanders” and “passive onlookers,” and no longer engaged. Having them turn to their partners and engage in pair shares, having your students answer by using whiteboards or reading to each other rather than one at a time are excellent strategies to force them to engage continuously throughout the class

3) Most every teacher does such a terrific job moving through the lesson in such a skillful and thoughtful way! Every new strategy and school-wide academic initiative is becoming more and more evident and overt. Unfortunately, most teachers do not leave themselves enough time to properly accomplish lesson closure. It is always important to leave about 5-10 minutes at the end of the lesson where the teacher gives the students the opportunity to PROVE their learning. The teacher needs to provide the students with an opportunity to articulate what it is that they learned in the 80 minutes provided to them during THAT class period.

Because of our English learner population, it is important that they verbalize their learning, using the tiered words and academic vocabulary that they learned during that class period / lesson. The more that they use the tiered vocabulary in a meaningful and logical way, the better the chance of them committing the concept or new learning to long-term memory. Remember – Less teacher talk and MUCH more student talk

4) I heard more academic tiered words and academic language this past week than at any time over the past three years! There was one class that I counted over 38 descriptive words during the observation period being used by the students. When teachers are clear and overt about their expectations (high) and their insistence on their students using complete sentences and academic vocabulary during each and every lesson – the students DO respond in a positive and scholarly way! It’s happening in several classrooms across the campus.

Teaching and Learning FOCUS – Classroom Instruction!
Sierra Preparatory Academy February 14, 2011

Walkthroughs (Focus on relevancy and student engagement)

In an attempt to “recap” what was observed in the classroom(s) this past week, I would like to present the following feedback:

- One teacher was using physical response strategies when she was checking for understanding whether or not her students understood relevant vocabulary connected to her math lesson. The students were asked to demonstrate the **center**, the **radius** and the **diameter** of a circle. The teacher was providing a “language-rich” classroom environment – **in spite of the fact that it was not an English class!** Students were chorally responding and they were also provided -- **several** opportunities to talk to their table partners in a **structured manner**. There was 100% student engagement. The students were immersed in the lesson because she planned every detail and it was evident that she loved the heck out of her students... **The instruction, activities and questions that were posed to the students matched the lesson outcome. All students were engaged.**
- Another teacher had the students writing directions on “*How to Make a Peanut Butter Sandwich.*” Students worked in groups and competed against each other. As one student from the group read the directions, Mr. Cruz (classroom guest) followed his/her directions, exactly as the student read them to him, and the students could actually see how important **explicit directions** were. As the other students observed, you could see them begin to collaborate together and change what they had written for their own turn to provide directions to the responder. The lesson was fantastic; you could actually see the students engaged and how they understood the importance of communicating through the written word. The teacher could not have been prouder of his students! **The activity and student engagement matched the lesson outcome.**
- Another teacher knew his students’ EL levels as he had a seating chart that was up-to-date. He was circulating around the room checking on their progress and identifying students who were having problems and providing them help with their completing the assigned problems. While he was helping struggling students, the students that he was not attending to, stayed on task and worked in pairs. The conversations were strictly confined to the learning outcome. We walked in on the “guided practice” phase of the lesson, so the students were answering problems that were pre-assigned to them. When they were asked what they were doing, they could all tell us what they were learning -- in their own words! It was apparent that the teacher ensured their understanding of the Learning Outcome and that they could articulate it. Prior to us exiting the room, he identified some common “sticking points” that his students were having and brought them in a small group up to the board to give them a mini-lesson. Wow! **The activity and student engagement activities were relevant to the learning outcome.**
- And, yet another teacher, showed mastery of her craft for teaching. The environment was relaxed, yet, every one of the students stayed on task during the entire visit. Students had **many** opportunities to speak, both in public and during one-on-one pair shares. At times, the pair

shares were quick, fast and furious, while others were structured (odd/even) and well placed and planned in the lesson – Obviously, the students were effectively taught how to pair share and as a result, accustomed to responding famously to this activity. Throughout the lesson, she called on a student who is smart, but was “behaviorally challenged” in other classes - Not so during this visit. In fact, this student in particular was called to the front of the room and asked to respond to several questions relevant to the Louisiana Purchase; she encouraged this young man to be successful – and he was! At times, we evaluate comedians depending on their timing and delivery. In the same way, we also know a great teacher when we see one -- by the ease and delivery of instruction. This teacher was so skilled at moving the lesson along, ensuring that EVERYONE was given quality voice time, that she enabled the students to feel engaged, smart and successful. The students were also aware that this teacher was prepared, and ready to teach them. This teacher could certainly serve as a role model, not only for our school, but the entire district as well. **The instruction, activities and questions that were posed to the students matched the lesson outcome and students were actively engaged.**

I am extremely proud of this staff. The enthusiasm, professionalism and the rate at which the recently-learned ELL strategies are being implemented, by you, in the classroom... is noteworthy! The work that you are doing, that specifically targets “our kids,” will become a gift to this community that will be remembered forever. I truly believe this staff is the best... I am lucky!

Teaching and Learning FOCUS – Classroom Instruction! Sierra Preparatory Academy January 24, 2012

What I Saw This Past Week:

- Some solid Content Objectives that further narrowed the focus for our students as they sat in class. They knew what they had to focus on to learn. Very few students had the opportunity to find other activities as an “alternative” to participating in the lesson. An example of a good Content Objective was as follows: “The students will be able to clearly articulate PERSONIFICATION in a story.” and, “The Students will use a TREE MAP to identify and explain the personification of objects in the section, (House of the Future) in the story, “There Will Come Soft Rains.”
- Although there was still too much “teacher talk” and not enough student talk -- The GOOD NEWS was that I DID observe MORE opportunities for students to talk to their partners and refine their thinking PRIOR to the students being called on as Non-Volunteers. This evidenced more attention to the concept that our students need more practice using tiered 2 and 3 Vocabulary. I observed this in 7 classrooms this past week – Great job!
- Students were USING the words, X intercept, Y intercept, and Slope, Personification, Descriptive words to describe emotions and tones. The STUDENTS were actually using these words....
- Students were NOT “let off the hook” – They were required to answer MATH questions in COMPLETE SENTENCES.
- I heard Teachers saying, “give me more,” “Tell me more,” “Go further,” Use academic language using the word _____.” Teachers were making a concerted effort to get their students to think about their responses. Students were NOT allowed to be sloppy in their answers and were required to think like students that were smart. Guess what? As a result, they sounded like they were smart!
- One teacher did one of the BEST Lesson Closures I’ve seen in a long time -- In spite of the announcement interruption at the end of the day on Friday for the “GOTCHA RECOGNITIONS.” Students were asked to write out an exit ticket using a sentence starter. The students were given such clear and specific directions that when the bell rang, the students without budging, completed their exit ticket, cleaned up their area – and the teacher walked the students off campus in a straight line – “The Sierra Way.” Kudos to the teacher for being conscientious enough to stop the lesson in enough time to check whether or not the students really understood the lesson. He made them prove their understanding.

TIP:

CLOSURE - is the wrap-up at the end of the lesson - it is a quick review to remind students what it was that they have learned (or should have learned) and allows you to see where the students are to

assist you in planning for the next lesson. Closure helps you decide:

- If additional practice is needed
- Whether you need to re-teach
- Whether you can move on to the next part of the lesson

Closure comes in the form of a statement from students about what they learned during the class; i.e., a restatement of your objectives. This statement then provides a knowledge of the results for the teacher, i.e., did you teach what you intended to teach and did the students learn what you intended to have them learn?

Check it out -- GREAT IDEAS FOR CLOSURE....

http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf

How Leaders Can Accomplish More by Doing Less



Laura Varlas

Reams of research show that effective teachers have a huge influence on students' lives. But when ensuring each student is matched to a great teacher, school leadership makes all the difference. In his Sunday evening General Session address, author and school improvement expert Mike Schmoker shared evidence that effective instructional leadership ensures consistently effective teaching more than any other factor.

At the same time, school leaders are faced with more initiative fatigue and bureaucratic baggage than ever. Our systems have become too complex, said Schmoker, and that's an implementation killer. "The real cost of complexity is stagnation. We get barely any improvement, even though we have lots of change."

Lead with Less

What do overwhelmed leaders need to do less of to be more effective? Schmoker recommended four things ripe for reduction:

Obsession with constant professional development and innovation: How often do you find yourself dropping everything to try something new, even though that shiny approach is largely untested?

Group work: Students are spending way too much instructional time passively in groups, under the guise of collaboration. Pairs are a much more effective configuration. Schmoker likes Doug Lemov's recommendation to configure classrooms in sequences of two rows separated by a space, so that pairs of students can easily turn and talk.

Technology: Even Steve Jobs was skeptical about the influence of technology. Schmoker thinks tools get way too much emphasis; they are not the drivers of improvement.

Teacher evaluation criteria: Bloated observation rubrics are too complex to be useful to teachers, and they are also a huge drain on leaders' time.

Three Focal Points

So, what should schools do more of? Schmoker highlighted three high-impact actions.

First and foremost, schools need leaders who can ensure a common, viable, content-rich curriculum that is liberally infused with reading, writing, and discussion. "Does your school now ensure that a coherent, guaranteed, literacy-rich curriculum actually gets taught?" he asked attendees. "And yet, this is arguably the number one factor impacting student learning."

Next, research advises that students should spend 90 to 120 minutes a day reading. "There's way too much stuff and not enough authentic literacy in today's schools," Schmoker lamented. He cited author David Conley, saying if schools had to enact one change to make students more college ready, it would be to increase the amount and quality of writing students do.

Finally, instructional leaders effect major change for student outcomes when they and their teachers apply ongoing formative assessments, like strategic circulating and other "checks for understanding," which inform adjustments to instruction.

Management expert Peter Drucker said no institution can survive if it needs geniuses and supermen to run it. Schmoker agrees. "We need to demystify leadership. We don't need supermen or women to lead a successful school. We need clarity, ceaseless repetition, and practice."

Pivot Learning
Professional Development Training Survey

Training: Riverside Unified School District: Leadership for 21st Century Schools – Day Four

Dear Participant: Your input is extremely important to Pivot Learning. Thank you for attending our training today and thanks for giving us your feedback! We look forward to seeing you again at another PD Event. **Tell us how we did at achieving our outcomes for today.**

Outcomes:	Strongly agree	Agree	Disagree	Strongly disagree
A. We crafted descriptive, targeted feedback that reinforced the indicators of Rgor and the benefit to student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. We used the concept of Professional Capital as a tool for analyzing classroom walkthrough practices and determining appropriate next steps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tell us how we did at incorporating into our training today some of our key beliefs about the characteristics of high quality professional development.

Pivot Learning Key Beliefs:	Strongly agree	Agree	Disagree	Strongly disagree
4. This workshop taught me something new.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. This workshop challenged my thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. This workshop provided me with information I can and will use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please give us an overall rating for the workshop or series.

- Excellent
 Good
 Average
 Unsatisfactory

Please turn over and continue on back...

<p>For me, the most meaningful activities today were...</p>	<p>For me, the most practical experience was...</p>
<p>Reflecting on our materials for today, I would like to know...</p>	<p>In order to be an effective administrator, I still need to learn more about...</p>
<p>Additional Comments:</p>	

Date:

Location:

Name (optional):

CHANGE OF PRINCIPAL TRANSITION WORKSHOP OVERVIEW

Riverside Unified School District's Change of Principal Workshop evolved out of a partnership between San Diego Unified School District and the U.S. Navy. The workshop addresses the need for a smooth transition of leadership whether it is the Captain of a Navy vessel or the Principal of a school. It is a team-building process that addresses the current culture of the school and provides the new principal and staff with areas of strength and identified areas of needed focus. It is not an evaluation of the prior principal or any other member of the staff.

The intent of this process is to:

- Allow the opportunity for all staff to share their perceptions of school strengths and areas of needed focus for maintaining and improving overall effectiveness.
- Provide an open dialogue to clarify concerns and expectations leading to a shared understanding of the major priorities of the school for the next six to nine months.

STEPS OF IMPLEMENTATION

STEP ONE:

An overview of the process and instructions and questionnaires are presented to all staff members (teachers, clerical staff, custodial staff, aides) at a brief staff meeting conducted by an outside facilitator. Questionnaires can be completed at the staff meeting, collected by an identified person or sent to the workshop facilitator in the school mail. The survey may be set up to be completed online.

STEP TWO:

A summary report is generated by a confidential district level employee.

STEP THREE:

A committee is selected by the staff or the principal. The committee consists of members who represent all aspects of the school in terms of grade level/departments, special site programs, clerical and custodial staff. A typical committee might include one teacher per grade level/department, a specialist teacher, and one clerk/secretary or custodian. The committee ranges in size from 8 to 10 members.

STEP FOUR:

The committee meets one day from 8:30 to 3:00 to prepare a data report to the new principal that includes school strengths and site issues and concerns based on the data gathered from the questionnaire. The committee and the new principal determine how the information will be shared with the staff.

STEP FIVE:

The findings are reported to the entire staff and priorities and appropriate next steps are determined.

STEP SIX:

Provide principals with coaching around monitoring implementation of next steps.



Riverside Unified School District

3380 14th Street
Riverside, CA 92504
(951) 788-7131

TO: All Certificated and Classified Staff

FROM: Lynn Carmen Day, Chief Academic Officer

SUBJECT: Change of Principal Transition Workshop

A Change of Principal Transition Workshop is conducted for the purpose of providing a smooth transition of leadership. This workshop will focus on acquainting the new principal with the strengths of your school as well as any issues and concerns. It is an opportunity to provide the new principal with information that will serve as a basis for providing direction and setting goals.

Eight to ten members of the school staff representing the various levels and job classifications will be identified to participate in this one-day workshop. All classified and certificated staff will complete a survey prior to the workshop. This survey will be analyzed by the site team and will serve as a tool to assist in the identification of school strengths and concerns. The findings will be presented to the principal at the culmination of the workshop and to the entire staff at a staff meeting.

On the survey, a 1 – 4 ranking will be used to respond to survey statements. The ranking represents the following:

- 4 - Institutionalized: High performing practice
- 3 - Developing: Practice this on a fairly frequent basis
- 2 - Emerging: Occurs some of the time
- 1 - Awareness: Just beginning
- NA – Not applicable; have no knowledge

The success of the transition between principals depends on the identification and discussion of issues openly, honestly and professionally. A summarization of the material will be shared with all staff.

Thank you for your assistance.

Change of Principal Workshop Agenda

1. Introductions –Who is in the room?

- Name and position
- Years at the this site and years in the profession
- Little known fact about yourself



2. Purpose and Overview of the Day

3. Norms for Our Meeting

4. Fist-Five Scale – A Tool for Consensus

5. School Mission Statement

- What do you know about the school mission statement?
- When was it written?
- How is it used?
- Where would you find it?
- What recommendations would you make?



6. Review of the Survey Results

- What do the data tell us about the current culture of the school?
- What details do the comments add to understanding the survey percentages?

7. Prepare the Report to the Principal

8. Report to Principal

9. Plan Next Steps – Reporting to the Entire Staff

Fist to Five: A Consensus Model



How it works:

The facilitator restates the proposal and asks everyone to show their level of support. Each person responds by showing the number of fingers that corresponds to their opinion. For clarity, it is a good idea to post what each gesture means.

5 Fingers- I'm 100% behind it and will be a leader in implementing it.

4 Fingers- I think it's a good proposal and will actively support it.

3 Fingers- I'm OK to let this proposal pass without further discussion and will support it.

2 Fingers- I have reservations about minor issues that I would like to address. I can live with this decision.

1 Finger- I want to discuss some issues and suggest changes.

Fist- Absolutely NOT! I can't live with the decision and will not work to support it. I know that I will be expected to provide a reasonable alternative.

Some groups continue to work at a decision until everyone shows three fingers, while others come to consensus when everyone is at two or more. However, if there are no group members holding up four or five fingers, it is likely to be difficult to implement the decision.

Graphic Source:

http://leadinganswers.typepad.com/leading_answers/2007/02/team_decision_m.html

CHANGE OF PRINCIPAL TRANSITION SURVEY QUESTIONNAIRE

Indicate your response to the following statements using the following scale:

4 - Institutionalized: High performing practice

3 - Developing: Practice this on a fairly frequent basis

2 - Emerging: Occurs some of the time

1 - Awareness: Just beginning

NA - Not applicable; have no knowledge

- _____ 1. I receive the support I need to improve student achievement.
- _____ 2. Parents and community members are welcome at the school.
- _____ 3. Students know and understand school rules and expectations.
- _____ 4. The classified staff and certificated staff work together as a team.
- _____ 5. Adequate information is sought from a variety of sources before decisions are made at this school.
- _____ 6. Teachers (regular, special education, and English Language Learner) work together to plan lessons that will lead to improved student achievement.
- _____ 7. There is a clear student behavior plan that identifies the role of administrators, teachers and other staff.
- _____ 8. My co-workers work together as a team.
- _____ 9. I receive timely information regarding school wide events and decisions to be effective in my job.
- _____ 10. Performance on school-wide and individual student data are used on an ongoing basis to inform instructional goals.
- _____ 11. Shared decision-making regarding school wide practices are priorities at this school.
- _____ 12. Mistakes or failures by staff and students are viewed as opportunities to learn.
- _____ 13. I receive training to improve my job performance
- _____ 14. The school is physically and emotionally safe for students
- _____ 15. My morale is good at my school.

- _____ 16. I have a clear understanding of the major priorities and goals of the school
- _____ 17. Students exhibit good school spirit and morale.
- _____ 18. All people at our school demonstrate support for all students regardless of ability, appearance and ethnicity.
- _____ 19. Parent support is evident at our school.
- _____ 20. Staff members trust each other.
- _____ 21. I am given leadership opportunities in my school.

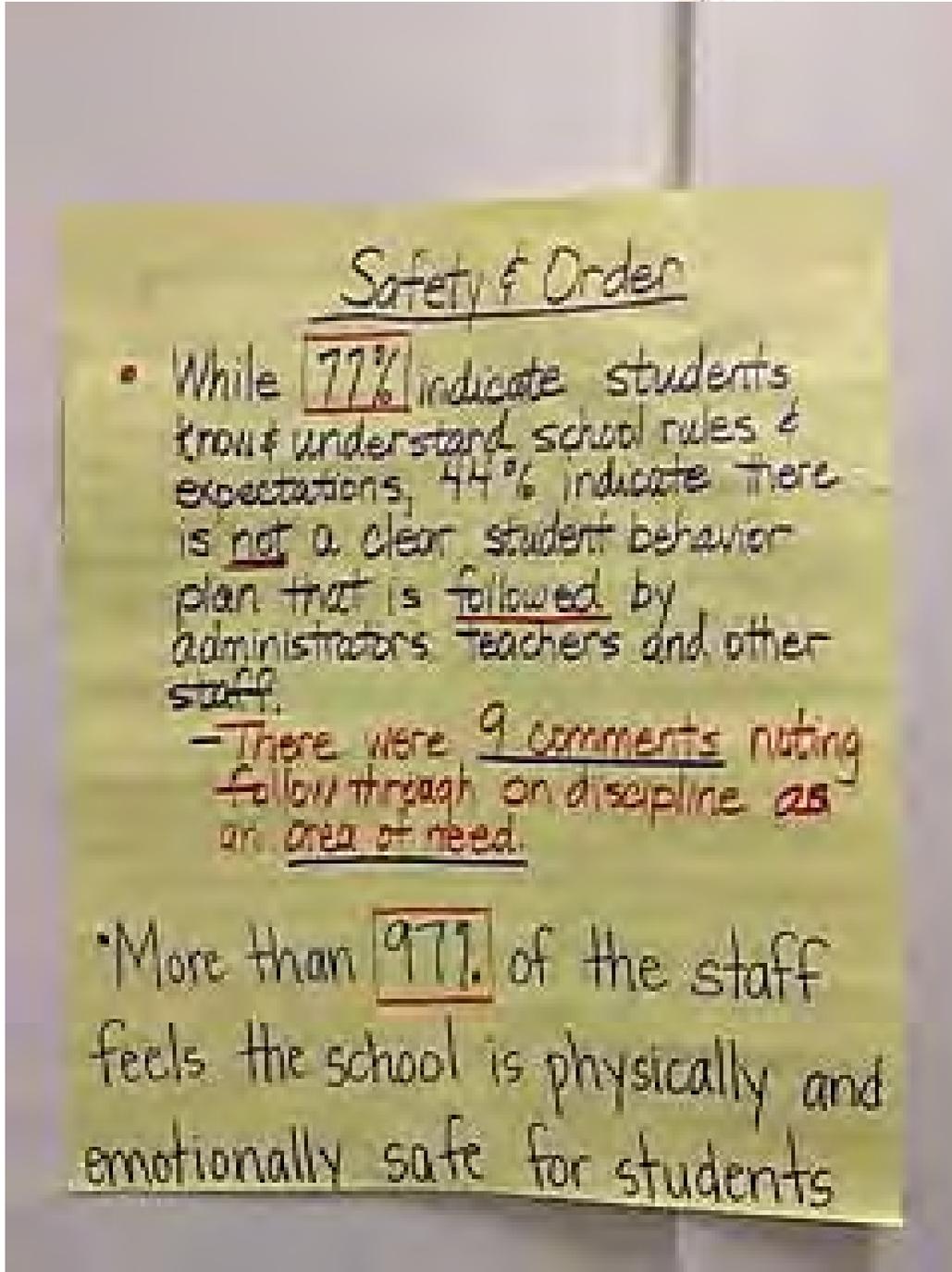
List 3 practices or areas of strength that you would like to see continued.

- 1.
- 2.
- 3.

List 3 areas of greatest need that you would like to see improved.

- 1.
- 2.
- 3.

Generating Data Statements



Pivot Coaching

Services	Detail
Principal Professional Development – 3 or 4 days Content: Leadership Development, PLC structure/roles, effective walkthroughs, Fullan, other?	For each PD day: 1 day customized content development; ½ day prep; ½ day presentation (2 presenters - Includes planning meetings with CAO)
Mid-year and end-of-year reports; ongoing communication	Equivalent of 1.5 days
1:1 coaching	8, ½ days each (4 days x 4) principals) <ol style="list-style-type: none"> 1. Erica Square - B 2. Shani Dahl - A 3. Christy Ekman - B 4. Dawn Smith - A
5-8 principals/Cohort Coaching middle school	8, ½ days (4 full days) 5-8 principals 7 STEM Dale Moore
7 principals/Cohort Coaching Elementary	8, ½ days (4 full days) <ol style="list-style-type: none"> 1. Annette Raspudic - A 2. Carolina Michel - A 3. Wilson Cuellar - B 4. Rebecca Brown - A 5. Geri Castro - B 6. Lari Nelson - B 7. Jennie Mikels - B
Follow up for change of principal w/s	1.5 days each for (6 days) Magnolia, Gage, King, Adams
Carrie Antrim Kathy Everhart	Assistant Director, Special Ed Risk management IS 7, ½ days (3.5 each = 10.5)
AP Coaching Elementary Secondary	Shani Dahl – Monthly (Washington, Lake Matthews, Franklin) Mike Roe, Betsy Schmechel, Sean Curtin – Monthly (Gage, Chemawa, Poly, Ramona, Arlington, Ramona, North)

MEMORANDUM

TO: Cabinet Members

FROM: Lynn Carmen Day, Chief Academic Officer

DATE: March 28, 2016

SUBJECT: Jackson Elementary School Appreciative Inquiry

On March 21st, Jackson Elementary School staff was given the opportunity to provide input into the ideal attributes and skills necessary for the next principal to lead them to future success. We received input from 34 staff members and the following themes emerged from the appreciative inquiry:

The principal needs to

- Provide strong leadership; lead by example; possess good decision-making skills
- **Be energetic**; personable; **approachable**; positive; honest; consistent; authentic; fair; kind
- Exemplify high level of integrity and respect; be compassionate; good listener; energetic
- Be a collaborator; growth mindset; motivator, and inspirational
- Be a strong communicator; consistent; honest; empathetic; enthusiastic; **sense of humor**
- Be flexible and have an open door policy; accessible
- **Genuinely care for the staff and provide support**; value their opinions and take into consideration
- **Appreciate; respect; and celebrate all staff**
- Empower others to lead and trusts them; no micro managing
- Not afraid to make changes to bring resolution to issues
- Be bi-lingual (English/Spanish); male preferred (male is less competitive)
- Provide direction on short and long-term planning and organization
- Look at the overall picture, not just small details
- Focus on a couple of objectives at a time and work on improving them
- Be strong and consistent in discipline
- **Be open and receptive to changing past practices that have not worked**
- **Preserve effective programs** (Writers workshop, planning days)
- Be visible on campus; be engaged
- Possess contract knowledge; work collaborately with union representative
- **Be knowledgeable in regards to Special Education**
- Have a strong understanding of instruction; possess EL background
- Be committed to student achievement
- Support technology integration and be knowledgeable
- Encourage book reading, not just technology focused (budget for library resources)
- Continue to support teachers attendance to AVID; support the Hearts program
- Promote effective programs to provide meals to students (specially on Fridays)
- Know students, parents, and their needs, especially Special Education students
- Create a family atmosphere
- Support staff when dealing with difficult parents
- **Protect teachers from overload**
- Support PTA



FOOTSTEPS TO FREEDOM 2016

JUNE 12-19, 2016 ITINERARY

- **DAY 1: Sunday (June 12)**
 - Fly out of Ontario Airport to Columbus, OH and stay in Xenia, OH
 - Welcome, Orientation, and Dinner at Wilberforce University
 - Hotel: Ramada Inn – 300 Xenia Town Square, Xenia, OH 45385

- **DAY 2: Monday (June 13)**
 - Breakfast at hotel 6am. Bus departs for Wilberforce at 7am.
 - Tour Wilberforce and Massies Creek Cemetery
 - Drive to Maysville, KY to meet Jerry Gore
 - Lunch at Church in Maysville
 - Tour begins with Jerry Gore: Rankin Hill, Parker House, etc
 - Dinner at Ponderosa Restaurant
 - Stay in Maysville at the French Quarter Inn – 25 East McDonald Parkway, Maysville, KY 41056
 - Footsteps after Dark

- **DAY 3: Tuesday (June 14)**
 - Breakfast at hotel 6am. Bus departs for Cincinnati at 7:15 am
 - Visit the National Underground Railroad Freedom Center in Cincinnati
 - Depart for Oberlin at 12:00pm
 - Stay in Oberlin at The Hotel at Oberlin – 10 East College Street, Oberlin, OH
 - Dinner at The Hotel at Oberlin

- **DAY 4: Wednesday (June 15)**
 - Breakfast at The Hotel at Oberlin 6am. Group loads bus for college at 7:30am
 - Oberlin Archives with Ken Grossi – 8:00am to 10:00am
 - Tour with Miss Margaret – 10:30 to 11:30am
 - Depart to Dearborn at 11:30 am
 - Arrive in Henry Ford at 2:00 pm
 - Stay at The Doubletree Dearborn – 5801 Southfield Expressway, Dearborn, MI
 - Dinner and show at Greenfield Village at 6:30 – 10:30pm

- **DAY 5: Thursday (June 16)**
 - Breakfast at hotel
 - Depart Dearborn at 8:00 am for Charles Wright Museum
 - Arrive at Charles Wright Museum at 8:30 am – 11:30 am

- Depart for First Congregational Church at 11:30
 - Lunch at church at 12 noon (catered by First Congregational)
 - Tours at from 12:30 pm – 2:00 pm
 - Depart for TBD at 2:00 pm
 - Photo Op at sculpture (Detroit River)
 - Stay in Detroit at the Crowne Plaza Riverview
 - Dinner on your own
- **DAY 6: Friday (June 17)**
 - Breakfast at hotel
 - Depart Detroit for Buxton at 7:30 am – HAVE PASSPORT ACCESSIBLE, NOT IN YOUR LUGGAGE
 - Arrive in Buxton at 8:30 am to 10:30
 - Depart for Uncle Tom’s Cabin/Dresden 10:30
 - Uncle Tom’s Cabin/Dresden, ON 11:30 (have lunch on site)
 - Depart for St. Catherines at 1:00 pm
 - Arrive in St. Catherines/Niagara-On-The-Lake at 4:00 pm
 - Victoria Lawn Cemetery – Anthony Burns gravesite
 - Salem Chapel, BME Church – Harriet Tubman’s church
 - Stay in Niagara Falls at the Ramada Fallsview
 - Dinner on your own
- **DAY 7: Saturday (June 18)**
 - Breakfast at hotel
 - Free time to explore Niagara or take a tour of the Falls
 - Leave Canada for Auburn, NY at 11:00 am - HAVE PASSPORT ACCESSIBLE, NOT IN YOUR LUGGAGE
 - Arrive in Auburn at 2:00 pm
 - Visit Harriet Tubman’s home and burial site
 - Depart Auburn at 4:00 pm for Rochester
 - Rochester and check into hotel – Doubletree Rochester
 - Group Dinner at 7:00 pm at Doubletree
- **DAY 8: Sunday (June 19)**
 - Breakfast at hotel
 - Depart hotel for Rochester Tour at 7:30 am
 - Meet for the Harriett Tubman re-enactment
 - Walking tour of historic sites within a one block area to include Douglass’ office site.
 - Drive to the “Next Have Tea” Monument.
 - Allow a few minutes for those who want to walk down the street to see Susan B. Anthony’s home. Probably not enough time to go in.
 - Drive to Mt. Hope Cemetery to visit the Douglass family grave.
 - Drive to Buffalo for flight back to California
 - Flights will be scheduled for a departure after 5pm

Aspiring Leaders Meetings Leadership and Development Topics

2014-2015	2015-2016
<ul style="list-style-type: none"> • October 2014: Program Overview (Mural Pictures, Notebooks), Leading in 4 Directions (Attributes, Skills, Behaviors) • December 2014: What Are Qualities of Great Leaders Warm up (Mural Pictures), Keirsev Temperament Sorter II (Who are we as leaders, How Does Our Style Affect Our Leadership), Leadership is an Art (How do we build the culture we desire, What are the implications for our leadership), True North (What are the implications for our leadership, How Do We Continue to Know Ourselves and Lead with Values), Personal Reflection, Be Your Best Leader • January 2015: Who Moved My Cheese (How, What), Conditions for Successful Implementation (What are the conditions for successful implementation), What Your Leader Expects of You, Personal Reflection • February 2015: True North (What is our Authentic Self, What are our values, principles, and ethical boundaries), What Your Leader Expects of You (What does your leader expect, What should you do in return), Personal Reflection • March 2015: Ethical Leadership (What is the content of our character, What are ethical principles and standards that guide our leaders, How do we build capacity), The 5 Dysfunctions of Team (How does a team function well, What is the role of leadership in developing and maintaining an effective team), True North (What are the implications for our leadership, How do we continue to know ourselves and lead with values), If She Only Knew Me (How do our relationships support student success), Personal Reflection • April 2015: True North (What motivates us to be leaders, How do we stay grounded in our lives, What is our life story, How do we make a difference as a leader), Personal Reflection • May 2015: Logistics and Planning for Gettysburg, Gettysburg Strategic Overview 	<ul style="list-style-type: none"> • September 2015: Follow up and Launch • October 2015: Program Overview (Mural Pictures, Moleskin Notebooks), Leading in 4 Directions (Attributes, Skills, Behaviors) • December 2015: What Are Qualities of Great Leaders Warm up (Mural Pictures), Keirsev Temperament Sorter II (Who are we as leaders, How does our style affect our leadership), Leadership is an Art (How do we build the culture we desire, What are the implications for our leadership), True North (What are the implications for our leadership, How do we continue to know ourselves and lead with values), Personal Reflection, Be Your Best Leader • January 2016: Who Moved My Cheese (How, What), Conditions for Successful Implementation (What, What are the conditions for successful implementation activity), What Your Leader Expects of You, Personal Reflection • February 2016: True North (What is our Authentic Self, What are our values, principles, and ethical boundaries), What Your Leader Expects of You (What does your leader expect, What should you do in return), Personal Reflection • March 2016: Ethical Leadership (What is the content of our character, What are ethical principles and standards that guide our leaders, How do we build capacity), The 5 Dysfunctions of Team (How does a team function well, What is the role of leadership in developing and maintaining an effective team), True North (What are the implications for our leadership, How do we continue to know ourselves and lead with values), If She Only Knew Me (How do our relationships support student success), Personal Reflection • April 2016: True North (What motivates us to be leaders, How do we stay grounded in our lives, What is our life story, How do we make a difference as a leader), Personal Reflection • May 2016: Leadership and Followship, Logistics and Planning for Gettysburg, Gettysburg Strategic Overview

Riverside Unified School District

Leadership Seminar

Agenda

March 16, 2016, 8:30 p.m. – 3:30 p.m., District Office Room 3

Participants will

- Elaborate on the ethical leadership discussion.
- Consider the qualities and behaviors of an effective team.
- Reflect on questions from True North (Chapters 6,7 ,8)
- Reflect on the impact of relationships on others.

Agenda:

1. Ethical Leadership (Extension from True North, Chapters 4, 5)
 - ✓ What is the content of our character?
 - ✓ What are the ethical principles and standards that guide our leadership?
 - ✓ How do we build credibility?
2. The 5 Dysfunctions of a Team; Patrick Lencioni
 - ✓ How does a team function well?
 - ✓ What is the role of leadership in developing and maintaining an effective team?
3. True North
 - ✓ What are the implications for our leadership?
 - ✓ How do we continue to know ourselves and lead with values?
4. If She Only Knew Me; Jeff Gray and Heather Thomas
 - ✓ How do our relationships support student success?
5. Personal Reflection
 - ✓ What have we learned today?
 - ✓ How will we be different tomorrow?
6. Homework:
 - ✓ True North; Bill George/ Peter Sims (Chapters 9, 10, 11)
 - ✓ A Mind Shaped by Poverty: Regenia Rawlinson

The next meeting will be held on Wednesday, April 20, 2016, 3:30 - 6:00 p.m.
in the District Office, Room 3.

“Kids First...Every Student Every Day”

Riverside Unified School District Leadership Seminar

December 16, 2015, 8:30-3:30 p.m., District Office Room 3

Outcomes:

Participants will

- Reflect on the qualities of great leaders.
- Learn about who we are as leaders.
- Discuss Leadership is an Art.
- Discuss Chapter One in True North.
- Reflect on what is learned during the Leadership Seminar.

Agenda:

1. Welcome and Reflection
 - ✓ What are qualities of great leaders? (Mural Pictures)
2. Keirseley Temperament Sorter II
 - ✓ Who are we as leaders?
 - ✓ How does our style affect our leadership?
3. Leadership is an Art
 - ✓ How do we build the culture we desire?
 - ✓ What are the implications for our leadership?
4. True North
 - ✓ What are the implications for our leadership?
 - ✓ How do we continue to know ourselves and lead with values?
5. Personal Reflection
 - ✓ What have we learned today?
 - ✓ How will we be different tomorrow?
6. Be your best leader - Coaching
7. Homework:
 - ✓ Who Moved My Cheese; Spencer Johnson, M.D.
 - ✓ True North; Bill George/ Peter Sims, Chapters 2 and 3
 - ✓ Leader Mural Picture

Our next meeting will be on January 20, 2016 from 3:30 p.m. – 6:00 p.m. at the District Office, Room 3.

“Kids First...Every Student Every Day”

The Keirsey Temperament Sorter

II

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Please Understand Me II



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The Keirsey Temperament Sorter II

Check either (a) or (b) answers and transfer check marks to scoring form when finished.

1 When the phone rings do you

- (a) hurry to get to it first
- (b) hope someone else will answer

2 Are you more

- (a) observant than introspective
- (b) introspective than observant

3 Is it worse to

- (a) have your head in the clouds
- (b) be in a rut

4 With people are you usually more

- (a) firm than gentle
- (b) gentle than firm

5 Are you more comfortable in making

- (a) critical judgments
- (b) value judgments

6 Is clutter in the workplace something you

- (a) take time to straighten up
- (b) tolerate pretty well

7 Is it your way to

- (a) make up your mind quickly
- (b) pick and choose at some length

8 Waiting in line, do you often

- (a) chat with the others
- (b) stick to business

9 Are you more

- (a) sensible than ideational
- (b) ideational than sensible

10 Are you more interested in

- (a) what is actual
- (b) what is possible

11 In making decisions do you go more by

- (a) data
- (b) desires

12 In sizing up others do you tend to be

- (a) objective and impersonal
- (b) friendly and personal

13 Do you prefer contracts to be

- (a) signed, sealed, and delivered
- (b) settled on a handshake

14 Are you more satisfied having

- (a) a finished product
- (b) work in progress

15 At a party, do you

- (a) interact with many, even strangers
- (b) interact with a few friends

16 Do you tend to be more

- (a) factual than speculative
- (b) speculative than factual

17 Do you like writers who

- (a) say what they mean
- (b) use metaphors and symbolism

18 Which appeals to you more:

- (a) consistency of thought
- (b) harmonious relationships

19 In disappointing someone are you

- (a) frank and straightforward
- (b) warm and considerate

20 On the job do you want your activities

- (a) scheduled
- (b) unscheduled

21 Do you more often prefer

- (a) final, unalterable statements
- (b) tentative, preliminary statements

22 Does interacting with strangers

- (a) energize you
- (b) tax your reserves

23 Facts are more likely to

- (a) speak for themselves
- (b) illustrate principles

24 Do you find visionaries and theorists

- (a) somewhat annoying
- (b) rather fascinating

25 In a heated discussion, do you

- (a) stick to your guns
- (b) look for common ground

26 Is it better to be

- (a) just
- (b) merciful

27 At work, is it more natural for you to

- (a) point out mistakes
- (b) try to please

28 Are you more comfortable

- (a) after a decision
- (b) before a decision

29 Do you tend to

- (a) say right out what's on your mind
- (b) keep your ears open

30 Common sense is

- (a) usually reliable
- (b) frequently questionable

31 Children often do not

- (a) make themselves useful enough
- (b) exercise their fantasy enough

32 When in charge of others are you

- (a) firm and unbending
- (b) forgiving and lenient

33 Are you more often

- (a) a cool-headed person
- (b) a warm-hearted person

34 Are you prone to

- (a) nailing things down
- (b) exploring the possibilities

- 35 In most situations are you more**
 ___ (a) deliberate
 ___ (b) spontaneous
- 36 Do you think of yourself as**
 ___ (a) outgoing ___ (b) private
- 37 Are you more frequently**
 ___ (a) a practical sort of person
 ___ (b) a fanciful sort of person
- 38 Do you speak more in**
 ___ (a) particulars than generalities
 ___ (b) generalities than particulars
- 39 Which is more of a compliment:**
 ___ (a) "There's a logical person"
 ___ (b) "There's a sentimental person"
- 40 Which rules you more**
 ___ (a) your thoughts
 ___ (b) your feelings
- 41 When finishing a job, do you like to**
 ___ (a) tie up all the loose ends
 ___ (b) move on to something else
- 42 Do you prefer to work**
 ___ (a) to deadlines
 ___ (b) just whenever
- 43 Are you the kind of person who**
 ___ (a) is rather talkative
 ___ (b) doesn't miss much
- 44 Are you inclined to take what is said**
 ___ (a) more literally
 ___ (b) more figuratively
- 45 Do you more often see**
 ___ (a) what's right in front of you
 ___ (b) what can only be imagined
- 46 Is it worse to be**
 ___ (a) a softy ___ (b) hard-nosed
- 47 In hard circumstances are you sometimes**
 ___ (a) too unsympathetic
 ___ (b) too sympathetic
- 48 Do you tend to choose**
 ___ (a) rather carefully
 ___ (b) somewhat impulsively
- 49 Are you inclined to be more**
 ___ (a) hurried than leisurely
 ___ (b) leisurely than hurried
- 50 At work do you tend to**
 ___ (a) be sociable with your colleagues
 ___ (b) keep more to yourself
- 51 Are you more likely to trust**
 ___ (a) your experiences
 ___ (b) your conceptions
- 52 Are you more inclined to feel**
 ___ (a) down to earth
 ___ (b) somewhat removed
- 53 Do you think of yourself as a**
 ___ (a) tough-minded person
 ___ (b) tender-hearted person
- 54 Do you value more in yourself being**
 ___ (a) reasonable ___ (b) devoted
- 55 Do you usually want things**
 ___ (a) settled and decided
 ___ (b) just penciled in
- 56 Would you say you are more**
 ___ (a) serious and determined
 ___ (b) easy going
- 57 Do you consider yourself**
 ___ (a) a good conversationalist
 ___ (b) a good listener
- 58 Do you prize in yourself**
 ___ (a) a strong hold on reality
 ___ (b) a vivid imagination
- 59 Are you drawn more to**
 ___ (a) fundamentals
 ___ (b) overtones
- 60 Which seems the greater fault:**
 ___ (a) to be too compassionate
 ___ (b) to be too dispassionate
- 61 Are you swayed more by**
 ___ (a) convincing evidence
 ___ (b) a touching appeal
- 62 Do you feel better about**
 ___ (a) coming to closure
 ___ (b) keeping your options open
- 63 Is it preferable mostly to**
 ___ (a) make sure things are arranged
 ___ (b) just let things happen naturally
- 64 Are you inclined to be**
 ___ (a) easy to approach ___ (b) reserved
- 65 In stories do you prefer**
 ___ (a) action and adventure
 ___ (b) fantasy and heroism
- 66 Is it easier for you to**
 ___ (a) put others to good use
 ___ (b) identify with others
- 67 Which do you wish more for yourself**
 ___ (a) strength of will
 ___ (b) strength of emotion
- 68 Do you see yourself as basically**
 ___ (a) thick-skinned
 ___ (b) thin-skinned
- 69 Do you tend to notice**
 ___ (a) disorderliness
 ___ (b) opportunities for change
- 70 Are you more**
 ___ (a) routinized than whimsical
 ___ (b) whimsical than routinized

Directions for Scoring

1. **Add down** so that the total number of **a** answers is written in the box at the bottom of each column (see next page for illustration). Do the same for the **b** answers you have checked. Each of the 14 boxes should have a number in it.

2. **Transfer the number** in box No. 1 of the answer grid to box No. 1 below the answer grid. Do this for box No. 2 as well. Note, however, that you have two numbers for boxes 3 through 8. Bring down the first number for each box beneath the second, as indicated by the arrows. Now add all the pairs of numbers and enter the total in the boxes below the answer grid, so each box has only one number.

3. **Now you have** four pairs of numbers. Circle the letter below the larger numbers of each pair (see sample scoring form for illustration). If the two numbers of any pair are equal, then circle neither, but put a large X below them and circle it.

The 16 Combinations

You have now identified your personality type. It should be one of the following:

SP Artisan	SJ Guardian	NF Idealist	NT Rational
ESTP	ESTJ	ENFJ	ENTJ
ISTP	ISTJ	INFJ	INTJ
ESFP	ESFJ	ENFP	ENTP
ISFP	ISFJ	INFP	INTP

If you have an **X** in your type label, you should read the two portraits indicated, and choose the one more like you. For example, if your type label was **ESXJ**, then reading both the **ESTJ** and **ESFJ** portraits may help you choose one or the other as more like you. Or perhaps your type label was **XNFP**. Here, again, reading both the **INFP** and **ENFP** portraits may help you decide which type seems more like you.

About the Validity of Personality Questionnaires

Personality questionnaires are not measuring devices like rulers, meters, or scales that measure such things as weight, height, or speed. So they cannot be validated the way measuring devices are. This does not mean, however, that the results of personality questionnaires cannot be checked out for their accuracy. They can be, if those completing the questionnaires are willing to ask others who know them to watch what they say and do, keeping in mind the portrait of personality the questionnaire indicated. This is called "type-watching," an enlightening and enjoyable habit acquired by many who have completed the Temperament Sorter II, and who have read *Please Understand Me II*. By type-watching in the light of a theory of personality, we not only come to understand ourselves, but gradually come to understand, and appreciate, our spouse, our children, our parents, our friends, and our colleagues. Many covet this habit once they have acquired it, and many pursue it with growing interest and satisfaction.

Scoring Form

		a	b			a	b			a	b			a	b			a	b								
1				2				3				4			5			6			7						
8				9				10				11			12			13			14						
15				16				17				18			19			20			21						
22				23				24				25			26			27			28						
29				30				31				32			33			34			35						
36				37				38				39			40			41			42						
43				44				45				46			47			48			49						
50				51				52				53			54			55			56						
57				58				59				60			61			62			63						
64				65				66				67			68			69			70						
1				2 3				4 3				4 5				6 5				6 7				8 7			8

1	3	5	7
2	4	6	8
E	S	T	J
I	N	F	P

Sample Scoring Form

		a	b			a	b			a	b			a	b			a	b								
1	✓			2	✓			3	✓			4		✓	5		✓	6		✓	7		✓				
8	✓			9	✓			10	✓			11	✓		12		✓	13	✓		14	✓					
15	✓			16	✓			17	✓			18	✓		19		✓	20	✓		21	✓					
22		✓		23	✓			24		✓		25		✓	26	✓		27		✓	28		✓				
29	✓			30	✓			31	✓			32		✓	33		✓	34	✓		35	✓					
36	✓			37	✓			38	✓			39	✓		40		✓	41	✓		42	✓					
43		✓		44		✓		45		✓		46		✓	47	✓		48		✓	49		✓				
50	✓			51	✓			52	✓			53	✓		54		✓	55	✓		56	✓					
57	✓			58	✓			59	✓			60		✓	61		✓	62	✓		63	✓					
64	✓			65	✓			66	✓			67	✓		68		✓	69	✓		70	✓					
1	8			2 3	9	1		4 3	8	2		4 5	4	6		6 5	2	8		6 7	7	3		8 7	7	3	8

1	3	5	7
8	17	6	14
2	4	6	8
Ⓔ	Ⓘ	Ⓓ	Ⓙ
I	N	F	P

Who Are We as Leaders?

At our meeting on December 16, we will be using the Keirsey Temperament Sorter as a tool to enhance our discussion around leadership. This tool is an outcome of the Myers-Briggs work developed by David Keirsey. It is used in more than 170 countries in more than 20 different languages by organizations for team building, leadership development and conflict resolution. Since 1978, it is reported that more than 40 million people have taken the Keirsey Temperament Sorter.

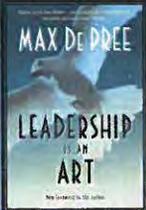
You may have taken this survey or other profile tools such as the DiSC, the Social Style Model, RightPath Profiles and Insights, PACE Palette or the Myers-Briggs Type Indicator. Our purpose will be on the leadership aspect of such tools by collaboration and focusing on the following questions:

- 1. How do personal characteristics and temperament affect preferences in thinking, making decisions, building teams and leading?*
- 2. How does trust influence relationships and the effectiveness of leadership?*
- 3. What is essential to building relationships and capitalizing on the strengths of my team members?*
- 4. How can this pallet of information help me leverage my strengths and potential challenges in leading?*

Directions:

1. Print out the attached survey pages. As you read each question, place a check mark in the A or B column of the answer sheet at the end of the questionnaire. DO NOT WRITE ON THE TEST SECTION, ONLY THE ANSWER SHEET.
2. Answer the questions thinking about how you prefer to operate in most situations. Don't put on your teacher hat or parent hat, or overthink the question. (There is no right or wrong answer. About half of the population agrees with either answer).
3. Follow the scoring directions provided at the end of the test. You will have a 4-letter descriptor of your temperament. (You may want to duplicate extra answer sheets for others to take the test).
4. Bring your completed survey results to our meeting.

Enjoy!



Leadership is an Art

Leadership Seminar
2015-2016



Leadership is an art, something to be learned over time, not simply by reading books. Leadership is more tribal than scientific, more a weaving of relationships than an amassing of information, and, in that sense, I don't know how to pin it down in every detail. (3)

INTRODUCTION

Leadership is an Art Leadership Seminar 2015-2016

...it is fundamental that leaders endorse a concept of persons. This begins with an understanding of the diversity of people's gifts, talents and skills. Understanding and accepting diversity enables us to see that each of us is needed. (9) It also helps us to understand that for many of us there is a fundamental difference between goals and rewards. (10)



THE MILWRIGHT DIED

Leadership is an Art Leadership Seminar 2015-2016

The first responsibility of a leader is to define reality. The last is to say thank you. In between the two, the leader must become a servant and a debtor. That sums up the progress of an artful leader. (11)

The first responsibility of a leader is to define reality. The last is to say thank you.

Max DePree

WHAT IS LEADERSHIP?

Leadership is an Art Leadership Seminar 2015-2016

"Leaders should leave behind them assets and a legacy" (13)

"Leaders are obligated to provide and maintain momentum" (17)

"Leaders are responsible for effectiveness" (19)

"Leaders must take a role in developing, expressing, and defending civility and values" (21)

WHAT IS LEADERSHIP?

Leadership is an Art Leadership Seminar 2015-2016

Leaders need to foster environments and work processes within which people can develop high quality relationships... (25)

5 points of turning the ideals about relationships into reality:

- Respect people.
- Understand that what we believe precedes policy and practice.
- Agree on the rights of work.
- Understand the respective role and relationship of contractual agreements and covenants.
- Understand that relationships count more than structure.

Finally, one question: Would you rather work as part of an outstanding group or be part of a group of outstanding individuals? This may be the key question in thinking about the premises behind participation. (29)

PARTICIPATIVE PREMISES

Leadership is an Art Leadership Seminar 2015-2016

In almost every group, nearly everybody at different times and in different ways plays two roles: One is **creator**, and the other in **implementer**. This key relationship is often underestimated and mistakenly cast in the light of “boss” and “subordinate.” Hierarchy is inappropriate here. (33)

Leadership is not a position or a title. It is action and example.

THEORY FASTBALL

Leadership is an Art

Leadership Seminar
2013-2014

Roving leaders are those indispensable people in our lives who are in there when we need them. Roving leaders take charge, in varying degrees, in a lot of companies every day. (48)

In many organizations there are two kinds of leaders—both hierarchical leaders and roving leaders. In special situations, the hierarchical leader is obliged to identify the roving leader, then support and follow him or her, and also to exhibit the grace that enables the roving leader to lead. (49)

ROVING LEADERSHIP

Leadership is an Art

Leadership Seminar
2013-2014

“Three of the key elements in the art of working together are how to deal with change, how to deal with conflict, and how to reach our potential.” (59)

Be the kind of leader that you would follow.



INTIMACY

Leadership is an Art

Leadership Seminar
2013-2014

Finally, here is a third way to understand and define an inclusive approach. Inclusive capitalism requires something from everyone. People must respond actively to inclusiveness. Naturally, there is a cost to belonging.

- Being **faithful** is more important than being successful. If we are successful in the world's eyes but unfaithful in terms of what we believe, then we fail in our efforts at insidership.
- Corporations can and should have a redemptive purpose. We need to weigh the pragmatic in the clarifying light of the moral. We must understand that reaching our **potential** is more important than reaching our goals.
- We need to become **vulnerable** to each other. We owe each other the chance to reach our potential.
- Belonging requires **intimacy**. Being an insider is not a spectator sport. It means adding value. It means being fully and personally accountable. It means forgoing superficiality.
- Last, we need to be **learners together**. The steady process of becoming goes on in most of us throughout our lifetime. We need to be searching for maturity, openness, and sensitivity.

WHITHER CAPITALISM?

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Giants see opportunity where others see trouble (73)

Giants give others the gift of space, space in both the personal and the corporate sense, space to be what one can be (75)

Giants catch fastballs (76)

Giants have special gifts (77)

Giants enable others to express their own gifts (78)

GIANT TALES

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Tribal storytellers, the tribe's elders, must insistently work at the process of corporate renewal. They must preserve and revitalize the values of the tribe. (91)



TRIBAL STORYTELLING

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The capitalist system cannot avoid being better off by having more employees who act as if they own the place. (100)

WHO OWNS THIS PLACE?



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There may be no single thing more important in our efforts to achieve meaningful work and fulfilling relationships than to learn and practice the art of communication. (108)

COMMUNICATE



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... leaders need to learn to recognize the signals if impending deterioration (111-112)

PINK ICE IN THE URINALS



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2013-2014

Simply asking questions is another important part of performance reviews. Asking the right questions is a knack that needs working on.... (119)

WHAT'S NEXT?

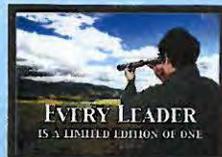


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These questions lead me to think about the working environment in a variety of ways.... (122)

SOME THOUGHTS FOR CEOs....



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A Future Leader: (131)

- has consistent and dependable integrity
- cherishes heterogeneity and diversity
- searches out competence
- is open to contrary opinion
- communicates easily at all levels
- understands the concept of equity and consistently advocates it
- leads through serving
- is vulnerable to the skills and talents of others
- is intimate with the organization and its work
- is able to see the broad picture (beyond his own area of focus)
- is a spokesperson and diplomat
- can be a tribal storyteller (an important way of transmitting our corporate culture)
- tells why rather than how

TO MAKE ONE VICE PRESIDENT, MIX WELL....

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What *do* we weep over? What *should* we weep over?
(138)

"To be a leader means, especially, having the opportunity to make a meaningful difference in the lives of those who permit leaders to lead."
Max DePree

WHY SHOULD I WEEP?

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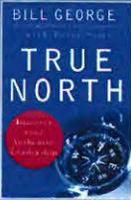
A friend of mine described a colleague as great at running the "ninety-five-yard dash."serious runners think of it as a 110-yard-dash so that no one will beat you in the last few yards. That completes this idea nicely. Think beyond the whole. (143)



THE MARKS OF ELEGANCE

▶ Leadership is an Art

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2013-2014



True North

Leadership Seminar
2015-2016



In their interviews, leaders said that gaining self-awareness was central to becoming authentic leaders. Therefore,

1. What are your strongest capabilities and/or attributes as a leader?
2. What leadership qualities would you like to develop further?

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Authentic leaders consistently say they find their motivation through understanding their own stories. Their stories enable them to know who they are and to stay focused on their True North. Therefore,

1. During your early years, which people, events, and experiences had the greatest impact on you and your life?



True North Leadership Seminar 2015-2016



Authentic leaders look for opportunities to spread their knowledge across the organization, even as they continue their own active learning process. Therefore,

1. What are the most significant leadership experiences you have had to date and what did you learn from them?
2. Do you think you need to make any adjustments to your personal and leadership development as a result? If so, what are they?

True North Leadership Seminar 2015-2016

Discuss the underlying reasons why so many leaders in the recent past have lost their way and wound up failing.

1. Have you seen leaders lose their way and if so, why?
2. What are the behaviors and warning signals you have seen in others at risk of losing their way?



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Describe any relationships, such as those with mentors, that had a transformative effect on you and your leadership. What did you learn from that relationship and how did it shape who you are?



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Have you made the transformation from “I” to “We”? If so, what triggered this transformation for you? If not, what would need to happen in your life and leadership for this to occur?

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What 4-5 core values are important to your life and your leadership?



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What is motivating you to be a leader (page 227-228)

- What are your top 3 extrinsic motivations
- What are your top 3 intrinsic motivations



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In your journey to become a better leader, what are your top 2-3 developmental needs as you see them today?



True North Leadership Seminar 2015-2016

Leading with Purpose and Passion

“It is difficult to determine your passions in the abstract. Discerning them takes a combination of introspection and real-world experiences before you can determine where you want to devote your energies. Without that understanding, you are vulnerable to jumping from one high-status role to another without ever finding fulfillment”(George & Sims, p. 160, 2007).

True North Leadership Seminar 2015-2016

What’s the Purpose of Your Leadership?

“Following your passions will enable you to discover the purpose of your leadership. When you do, you are ready to make a difference in the world”(George & Sims, p. 162, 2007).

“We defined a leader as someone who brings people together to pursue a shared purpose. Gaining alignment around purpose is the greatest challenge leaders face” (George & Sims, p. 164, 2007).

True North Leadership Seminar 2015-2016

Leadership Styles

Directive Leaders	Demand compliance and obedience with rules
Engaged Leaders	Mobilize people around shared purpose and values
Coaching Leaders	Develop people for leadership roles
Consensus Leaders	Build agreement through participation
Affiliative Leaders	Create emotional bonds and harmony
Expert Leaders	Expect competence and self-direction

This chart illustrates "the linkage between your life story, your development of the five dimensions of an authentic leader, and the transformation that enables you to empower other leaders. In the end, this approach to discovering your authentic leadership enables you to make an impact and get results" (George & Sims, p. 191, 199, 2007).