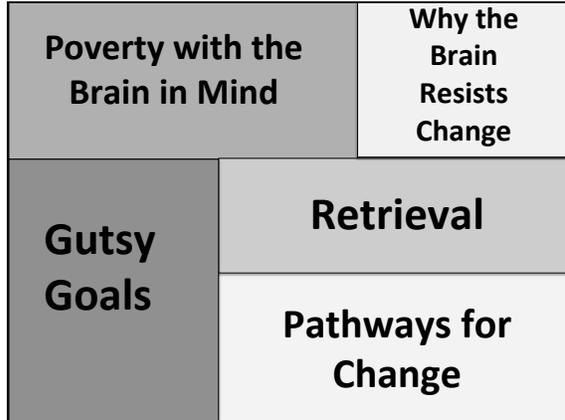


Brain-Based Leadership *with Poverty in Mind*

Welcome!

eric@jensenlearning.com



Who is a Leader?

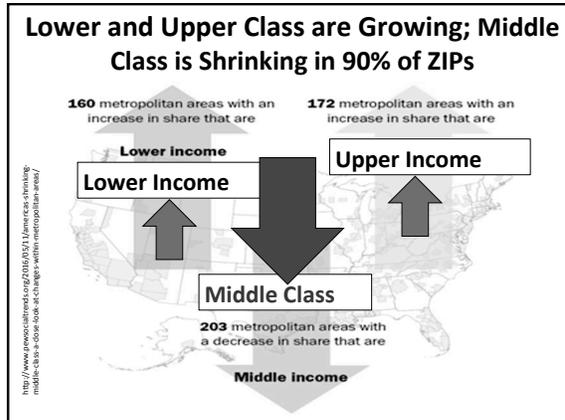
Everyone!

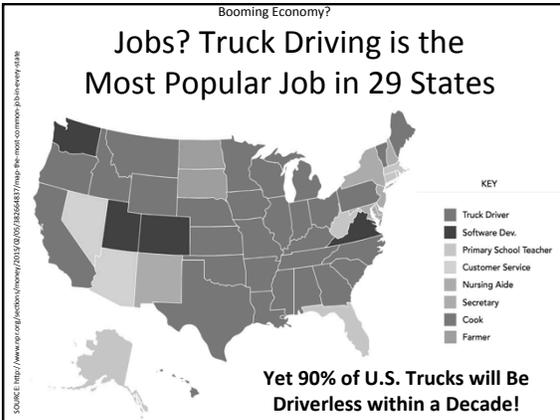
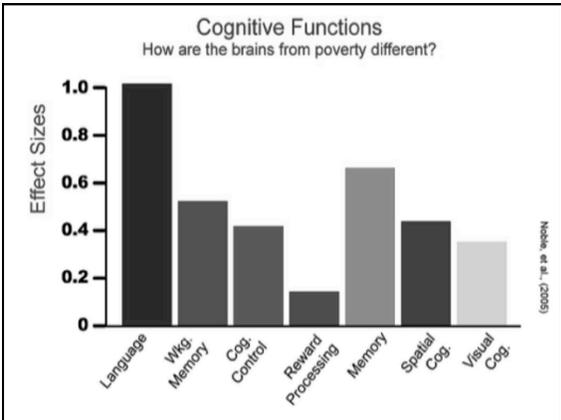
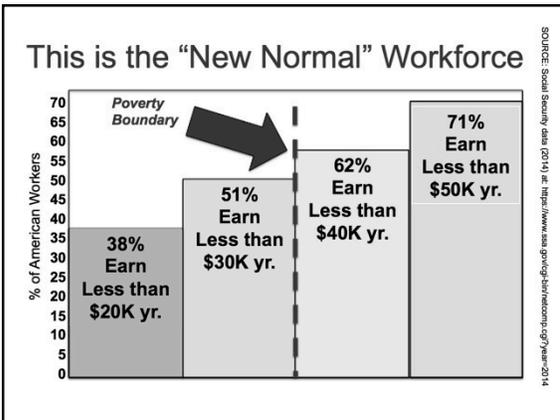
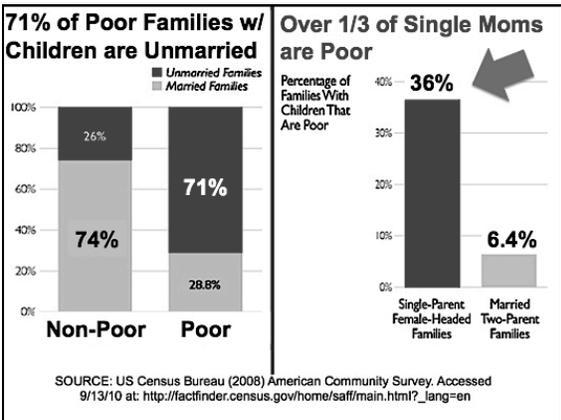
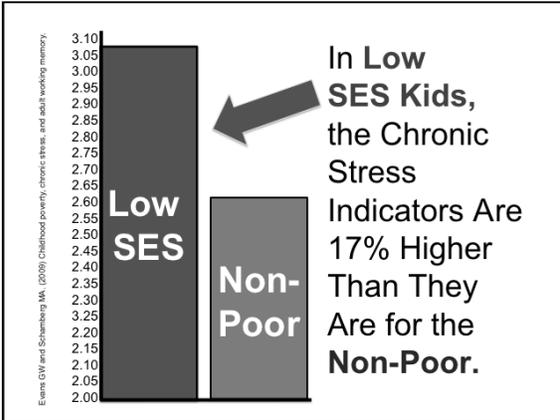
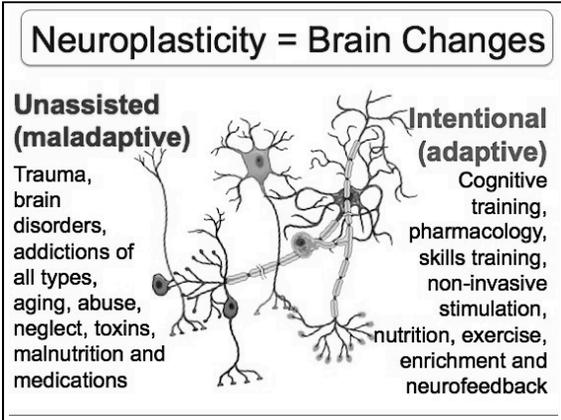
- ✓ Teachers *lead* students and other staff
- ✓ Support staff *lead* students and other staff
- ✓ Students *lead* other students and sometimes family
- ✓ Parents *lead* their children and often other parents
- ✓ Administrators *lead* staff, community and students

Leaders have a higher vision.

They foster shared, sustained and deliberate effort with a “why” that fosters a collective efficacy for success.

Poverty with the Brain in Mind





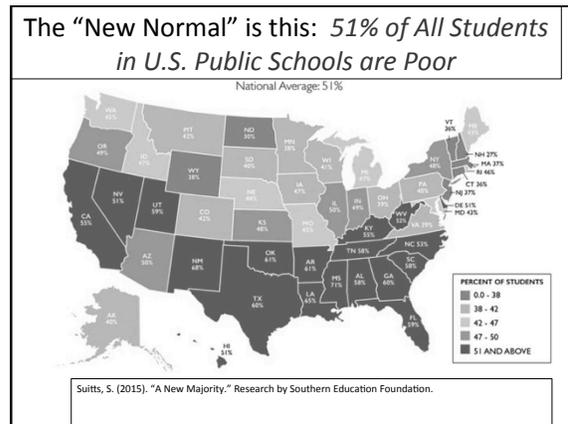
Technology Will Eliminate a Shocking **Half** of All Existing Jobs in Less Than 20 yrs.

Frey, C & Osborne, M (2013)
The Future Of Employment:
How Susceptible Are Jobs
To Computerization?

Digital Casino Dealers & Waitresses

Driverless Trucks, Vans, Taxis & Cars

Restaurant Industry



Common (and Effective) Paths

- ✓ Staff as learners and doers
- ✓ Collaboration
- ✓ Instructional rigor
- ✓ Relationships
- ✓ Data driven
- ✓ Enriching school culture
- ✓ Mindsets
- ✓ Team efficacy that they can succeed no matter what

Current Cohort of K-12 Students in U.S. (in Poverty) is 25 Million; This is the Next Generation (poor)

SOURCES: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “State Nonpublic Survey of Public Elementary and Secondary Education,” 1990-91 through 2011-12; National Elementary and Secondary Enrollment Projection Model, 1972 through 2020; Integrated Postsecondary Education Data System (IPEDS), “Fall Enrollment Survey” (IPEDS-EP-90-99), and IPEDS Spring 2001 through Spring 2013, Enrollment component and Suits, S. (2015). “A New Majority.” Research by Southern Education Foundation. Accessed at: <http://www.southerneducation.org/Our-Strategies/research-and-publications/New-Majority-Diverse-Majority-Report-Series/A-New-Majority-2015-Update-Low-Income-Students-Now>.

Why the Brain Resists Change

The #1 reason that change is hard for most of us is... we “wire ourselves up” a certain way. We have habits, routines, favorites and preferences that literally make stronger pathways so it’s much easier to repeat behaviors than to change them.

A Why is Change Hard?

Adults have countless **false assumptions** about THEMSELVES and about OTHERS (they all prevent positive change from happening)



Assumptions are Made

1. "If I know about it, I'll do it." (yeah, right)
2. "I have the willingness and motivation to do this, so it will happen." (yeah, right)
3. "I don't need help or support; I can do it." (ha!)
4. "Poverty effects are impossible to overcome in school." (the reason other schools succeed is...?)
5. "I won't get distracted or discouraged." (ha!)
6. "If this is important, I know I'll do it." (right!)
7. "Our students are below grade level, lack parental support and are misbehaved and lazy." (and what you're doing to help them is...?)

How Important are Assumptions?

Teacher assumptions of student success are a huge **1.03** (2 years) effect size.

Student assumptions about their future have a **MASSIVE 1.44** (nearly 3 years growth) effect size.



© 2013, 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, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

Assumptions Can Be Cultural

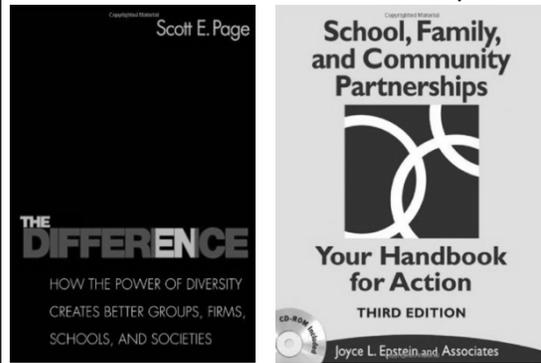
- ❖ Staff often assume that because a student is different from the way the teacher is (poor, Hispanic, tardy often, African American, etc.), that the student is less likely to succeed.
- ❖ **Challenge your own assumptions. What if you were told that your students were chosen to be in your class because of their "unusual potential"? Now treat them that way.**
- ❖ And, what if the students were told that their teacher was caring, respectful and amazing?

Cultural Responsiveness

Progress slows when social biases are present. Social groups can include or exclude you based on your skin color, language, neighborhood, response to challenges, inadequacies and criticism. Fix it!

ACTION STEP: Welcome diverse viewpoints and infuse the power of inclusion and building quality teamwork at all levels. **Strong Resources:** *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies* (Page) and *School, Family, and Community Partnerships: Your Handbook for Action* (Epstein, et al.)

Value of Diverse Partnerships



Challenge Your Assumptions

FACT: Learning can change our life: writing, reflection, self-talk, learning, reading and mindfulness.

ACTION STEP: Make it habit to challenge the assumptions that guide your decision-making. This can happen individually, as an open group or in effective teams.

What You Can Change

- ✓ Leadership draws attention to their own assumptions and questions them.
- ✓ Open suggestions for ways to better challenge existing assumptions.
- ✓ Foster an open and critical approach in school where it is safe to challenge harmful assumptions.

"Talking Points" or Key Thoughts on Last Topic

B Why is Change Hard?

The environment and lifestyle that teachers work in is absolutely chock-a-block with adverse **environmental triggers** that impair change.



Examples of Adverse Triggers

1. Classroom discipline issues, lack of time and school emergencies
2. Lack of clarity and consistency from leadership (both on-site & district level)
3. Ineffective quality team time for teams
4. Lack of actionable, quality feedback from their classroom teaching
5. Unsupportive comments from students and colleagues

How to Change This

FACT: Hearing and repeating stories about "the way things are" becomes the dominant, reinforcing narrative in our own head. For some, the story in their head is full of failing, indifferent students who will never change.

ACTION STEP: Create and repeat a new narrative. Read it to yourself every day until it is memorized. Help staff develop a vulnerable "mistakes okay" climate, collaborate to set new, higher goals, provide a reason for others to believe in them, set micro-goals and share the rewards of success. Affirm the positives.

Strong Resources: *Live the Best Story of Your Life* (Litwin) and *Living Forward* (Hyatt and Harkavy)

What You Can Change

- ✓ Increased awareness about issues and have open frank conversations with the staff to problem-solve
- ✓ Leadership attention to environmental triggers that hurt students and teachers
- ✓ Foster the development of new staff narratives about triggers as expected and minor (vs. catastrophic & regular)

"Talking Points" or Key Thoughts on Last Topic

C Why is Change Hard?

Schools typically lack tested and posted **pathways or systems** that *invite and guide collective staff self-efficacy*.



Lack of "Change" Systems

- Most leaders have routines that **maintain stability**, but not routines for change such as dealing with cultural biases and prejudice.
- Most leaders do a **"one and done"** style of PD with little or no follow up
- Most staff have no **internal training program** to better "run their own brain" like mindfulness, yoga, study or daily stress tools.
- Staff rarely foster **external daily habits** that build skill, energy or attitude such as healthy eating and regular fitness.

What You Can Change

- ✓ Leadership fosters growth in the **SYSTEMS** that are built for change
- ✓ Your staff talks about change as a **healthy part of life** instead of a **curse**
- ✓ Systems allow for staff input on new ideas, dialogue about them, time to critique them and implement (if and when appropriate)

Here is Your Core "Change Structure" at Your School

- ✓ Fully trained teams that have a POSTED clear step-by-step process for turning relevant data into meaning and designing lesson plans.
- ✓ Teams that meet weekly to assess their impact on student learning, gather feedback and adjust for each student.
- ✓ A monthly team-building forum for staff discussions and sharing of vulnerable issues without judgment ("emotional gardening").

"Talking Points" or Key Thoughts on Last Topic

D Why is Change Hard?



Emotional issues such as shame, resentment, anger and guilt ***inhibit changes***

Conversation with Staff

Team leaders say, "Many, when they get a new idea for their classroom, rush out and will actually try it the next day. If it doesn't work quite right, they'll tweak it until they get it right."

"Other staff *think about* doing it, but they never seem to find the time or right moment. These staff continue teaching the way they have before and their results are the same each year."

Which one of these two are you?"

Over Time, Many Staff May Feel...

- ◆ Underappreciated
- ◆ Resentful for all the changes forced upon them
- ◆ Overworked with endless expectations
- ◆ Chronically stressed
- ◆ Frustrated by continual curriculum and assessment changes
- ◆ Mised or lied to the point of cynicism

Toxic environments are seething with the cuts of a thousand razor blades that have festered over time into emotional paralysis

Eric Jensen

Staff Can Get "Stuck"



Many staff are stuck with their emotions of anger, shame, sadness, guilt and regret. They lack the skill sets to move forward.

You'll Want to Continually Foster "Pulling weeds" and "Planting seeds"



"Pulling weeds" Can (and should be) Done Privately and Socially



PRIVATELY: Reflection, writing and sharing with vulnerability how you feel with a close friend. Shame has no power over you when you share and know you are worthy.

PUBLICLY: In a safe team, where vulnerability is received as courage and no judgments are felt. Speak about what hurts. Own it and share your new commitments.

What Does **Pulling Weeds** at Your School Look & Sound Like?

- "**Pull weeds**" means to expose, process and clear the counterproductive emotions. The key phrase is, "I am sorry."
- This means your staff must hear from others phrases like, "I am sorry I let you down. How can I fix it?" Or, "Listen I didn't mean to hurt your feelings. I am sorry." Or, "I wasn't giving you my full attention. I am sorry. Can you please repeat that?"

"Plant Seeds" Often



- 1) Do favors for other staff
- 2) Say "**please**" often
- 3) Ask about another staff's family
- 4) Say "Thank you" often
- 5) Complete agreements and keep your word
- 6) Say, "I'm sorry. That was my fault" at least once a week
- 7) Contribute time to help others

What Does **Seed Planting** at Your School Look & Sound Like?

- "**Plant seeds**" means to expose, elevate and foster positive emotions such as **gratitude, worthiness and optimism.**
- This means your staff must hear daily from others phrases like, "I am so grateful you stopped by yesterday. I was feeling down and what you said helped a lot." Or, "Your students were psyched today. Kudos to you!" Or, "This team is great to work with. Thank you guys!"

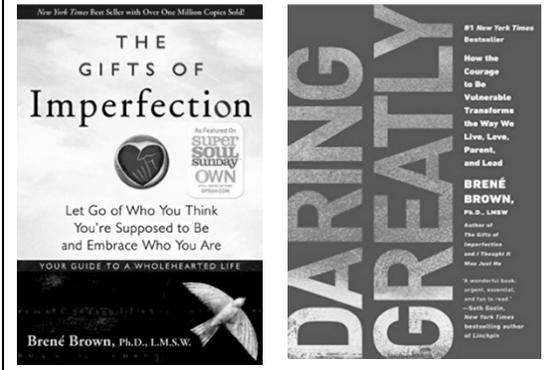
How to Change This

FACT: The worst mindset is, "I can't change." There is embarrassment and shame about past actions that have "frozen" teachers with guilt and deep fears of being exposed and inadequate. This secret killer of progress is shame. Many teachers are afraid to speak up in front of their peers and leaders. The culture is not safe for it.

ACTION STEP: A change culture must cultivate vulnerability without guilt. Leaders must model being daring (and failing) greatly and often.

Strong Resources: YouTube TEDx talk on "The Power of Vulnerability" (Brown) and books *The Gifts of Imperfection*, *Rising Strong* and *Daring Greatly* (Brown)

Further Resources



What You Can Change

- ✓ Increase leadership attention to each teacher's "personal inner world" to support changing their habits.
- ✓ Strengthen listening to staff to sharing of frustrations and issues. Give staff permission to fail and revise work often.
- ✓ Do team-building 1X/mo. Role model vulnerability and insist on total safety so that the staff gets permission to be vulnerable with their peers. Pull weeds and plant seeds.

"Talking Points" or Key Thoughts on Last Topic

Why is Change So Hard?

E
One (or more)
of the Key
Team Steps are
Usually Missing



One, two or three of these key factors are likely missing

- ✧ **Highly Effective teams** (do team building activities, weed-pulling and seed planting)
- ✧ **Data-driven** (use evidence-based decision-making)
- ✧ **Focused** on both personalizing and improving instruction (using *deliberate practice*)

What Does it Take for High Performance in Any Profession Such as Teaching?



Develop In-house Expertise

- 1) Staff analyzes data and makes decisions
- 2) Staff decides on content and skills
- 3) Staff generates the lesson plans
- 4) Staff commits to using deliberate (vs. sloppy) practice
- 5) Staff shares observations and feedback
- 6) Staff all push each to get better
- 7) Staff gets leadership support all the way

Are You Coachable? When You Hear Feedback, Do You Say These?

- ◆ "OK, I appreciate the input." (*Then, nothing is ever done to use the feedback*)
- ◆ "I can't do that; I'm just not creative." (*usually it's just effort or a better strategy*)
- ◆ "Thanks, but I've already tried that." (*Have you practiced it until you're highly effective?*)
- ◆ "This is silly; I already do this just fine." t (*Really? How many of your kids get 90%+ proficiency or 1.5+ years of annual gains?*)

Staff Needs All of These

- ✧ *Task Relevance and buy-in*
- ✧ *The understanding, skills or knowledge*
- ✧ *The new behavior modeled*
- ✧ *Time for staff to process collaboratively*
- ✧ *Staff feeling ownership of the change*
- ✧ *Deliberate practice using a feedback loop with results and error correction*
- ✧ *A climate of emotional safety*

How to Design the Change

BEGIN HERE: Self-assess: what needs to improve? Commit as a staff to make the changes ASAP.

ACTION STEPS: Use book studies, staff experiences, then create ceremonies, teams, rituals, routines, daily and weekly events that reinforce the values, beliefs and actions that anyone at your school will take.

Strong Resource: *School Culture Rewired: How to Define, Assess, and Transform It* (Gruenert & Whitaker) and *Learning by Doing* (DuFour & DuFour).

Moving Your Staff Forward



How Teachers Get Better: *The Use of "Deliberate Practice"*

- ✓ **Define** measurable, specific goals for the change to be made: *"I want to see 75% of hands raised."*
- ✓ **Intensify** the focus on just that one task and do it until there is clear progress towards mastery
- ✓ **Respond** to feedback without shame, guilt or judgment; it is simply information for growth
- ✓ **Overlearning** means go beyond comfort to mastery; *practicing the change* is key to "lock" it in
- ✓ **Change** your mental model; the teacher can now describe the altered way of thinking

https://deansforimpact.org/wp-content/uploads/2016/12/Practice-with-Purpose_FOR-PRINT_113016.pdf

Willms, D. L. (2008). Assessment, Learning Communities: A useful tool to engineer a bridge connecting teaching and learning. *Journal of Staff Development*, 27(1), 15-20.

How to Build Transfer of PDs

- **Gradualism** (shrink the change and implement new things in increments)
- **Flexible** (give staff the core ways to vary and the untouchables to leave be)
- **Choice** (ensure it is the user's idea)
- **Accountability** (everyone knows that their work matters)
- **Support** (from leadership and peers who are committed to your success)

What You Can Change

- ✓ Leadership and staff autopsies are done monthly to foster reflection
- ✓ Staff discusses "What went wrong?" and "How do we fix it?"
- ✓ All encourage growth mindsets with weekly celebrations of mistakes
- ✓ Foster the use of reading and reflection, especially the 5 daily questions

"Talking Points" or Key Thoughts on Last Topic

Why is Change So Hard?

F
Chronic stress and burnout *inhibits change* and often leads to apathy



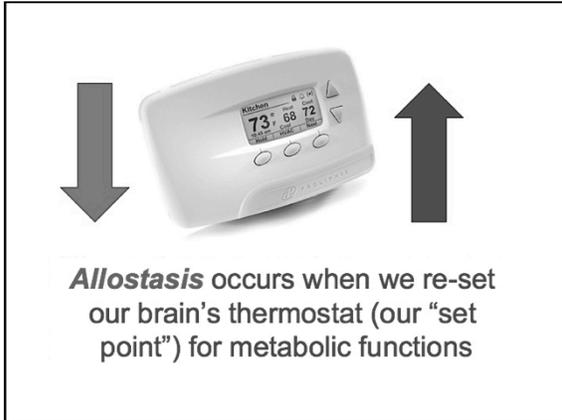
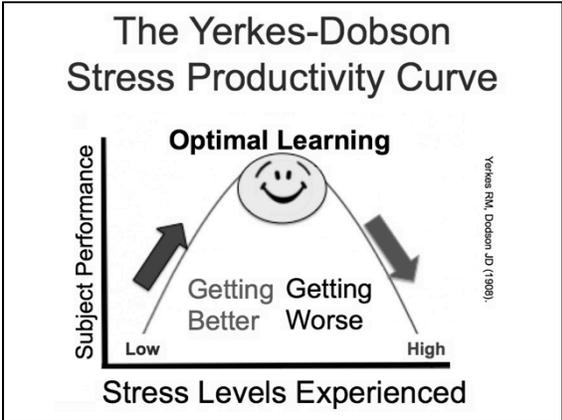
Stress
is a physiological response to a perception of a lack of control over an aversive situation or person

What Does This Mean?

Stress is always generated *within* you.. It's not "out there" (ever)! Strengthen coping skills and foster a sense of control at work every day **OR** there's little chance of success.



This is the most important message of the day. Please reread this.



Studies on Teacher Burnout

On the NIH site, there are over 95 peer-reviewed studies on teacher burnout. *Over 50% of them were published in the last six years!*

Chronic and Acute Stress **Impairs** Flexibility and Change

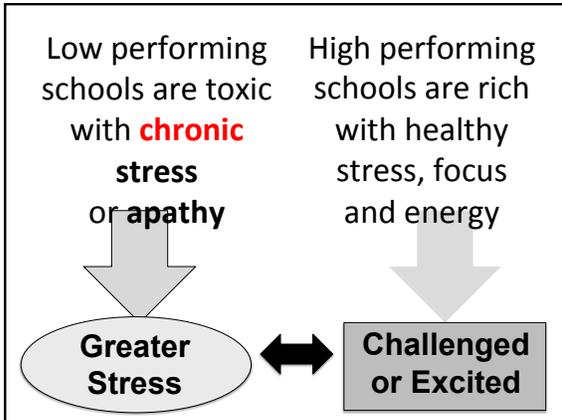
When a change is needed, increase sense of control.

Neale DT, Wood W, Driest A. (2013) How do people adhere to goals when willpower is low? The profits (and pitfalls) of procrastination. Pers Soc Psychol, 104, 505-520

Effects of Chronic Stress on...?

One way to measure aging is to examine DNA. Each time it makes copies, it loses telomeres.

- Two groups of moms ages 20-50
- One group each had a healthy child (control group)
- The other group each had a chronically ill child



Manage Your Stress Better

- Take Action (do something!)
- Write it Down for Later
- 1 Week Rule
- Redirect Your Attention
- Burn off Energy (play/exercise/walk)
- Reframe the Experience
- Let it Go / Meditation / Hugs
- Talk it Out with a Good Friend

What You Can Change

- ✓ **Leadership becomes empathic to staff stress. Share that stress is not “out there” but generated from within.**
- ✓ **Share strategies for reducing stress with small daily shared staff habits.**
- ✓ **Increase staff sense of control over their daily work experiences though roles in curriculum, assessment and leadership PLUS the time and resources to do it.**

“Talking Points” or Key Thoughts on Last Topic

Your Next Steps...

- Accept that CHANGE IS HARD!
- Success will more likely happen as a result of *purposeful collaboration*, not because of the FORCE applied
- Foster change as a staff decision so that it becomes *collective capacity*
- Develop systems which address the core issues holding all of us back

Ideas Are “Sticky” in Your Mind

Review: Change Pathways

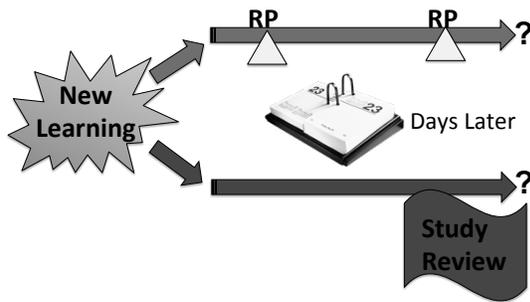
- **Personal Assumptions: Challenge and debunk**
(these impact your identity, strategy and effort)
- **Emotional Issues: Identify (ID), build safety / vulnerability**
(anger, shame & regret impact effort and attitude)
- **Chronic Stress and Burnout: ID source of stress, increase control, relationships and meaning**
(these impact your ability, energy and effort)
- **Adverse Environmental Triggers: ID and defuse**
(these systemic triggers impact likelihood of change)
- **School Systems: Build replicable pathways for assessing and activating change** with teams
(these impact both social motivation and ability)
- **Magic Steps for Teams: Post up “Magic” steps to use**
(these are mission-driven social tools)

Critical Thinking

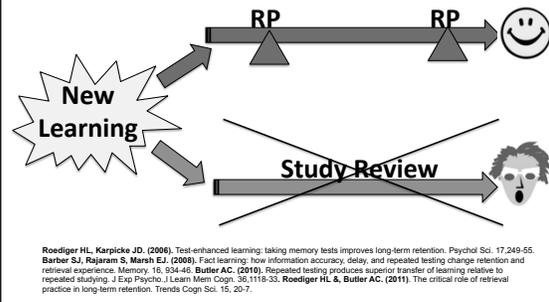
- ✓ What 'clicked' or was a 'sticky idea' for you about "Change is hard"?
- ✓ How can you connect and process, based on the slides, to yourself, your own school and what can or should now change?

Retrieval

Which Enhances Learning Better:
1) Review or 2) Retrieval Practice?



Which Enhances Learning Better?
No Contest! It is Retrieval Practice!



How are students from low SES different than those from middle or upper class SES?

What Must Title 1 Schools Do to Ensure Success?

Title 1 Effect Sizes

Unless students make 1.5+ years of academic progress for every school year, they may drop out.

0.00 or less = Negative effect
0.00 – 0.20 = Mild, unclear effects
0.20 – 0.50 = Small-noticeable effects
0.50 – 0.75 = Mod. Effects (1.0-1.50)
0.75 – 2.00 = Strong Effects (1.50+)

Olejnik, S., & Algina, J. (2000). Measures of effect size for comparative studies: Applications, interpretations, and limitations. *Contemporary Educational Psychology*, 25, 241-286.

Successful School Factors:

and

of Collective Efficacy
With a common belief that...
"We can succeed in spite of ALL other factors"

With a data-driven focus on both **personalizing and improving instruction** with deliberate practice.

Hattie, J. (2015). The Applicability of Visible Learning to Higher Education. *Scholarship of Teaching and Learning in Psychology*. American Psychological Association, Vol. 1, 79-91

GOALS: Grow People, Build Systems

- ✓ Grow capacity in yourself and others
- ✓ Build systems that outlast yourself

Visualize This School...

- 100% of kids are on free & reduced lunch.
- 96% begin with reading skills *below grade level*.
- The neighborhoods are so dangerous, parents requested extra security for the students' transit.
- 100% of the kids are in the highest known risk population in the country for dropping out

What % Of Graduating Seniors at This All Male Public Urban High School in Chicago Attend College?

- a) 44%
- b) 67%
- c) 78%
- d) 85%
- e) 100%

Successful Schools Foster Synergy for Greater Success

Synergy: the interaction of factors (persons or elements) such that, when combined, produce a **total effect** that is **greater than** the sum of the individual factors.

David Burdman & Andrew Kuznetsov (1997). Organizational behavior, introductory text. Prentice Hall, 2nd Edition

**What Was the Voice in Your Head
Saying? Fill in the Bubble Below:**

- "Where was THAT school?" (If it wasn't in our city, it's not really relevant)
 - "Yeah, but how long did it take them?"
 - "The ethnicity % is different than our school."
 - "Sure, but is it a public school?"
 - "But, they don't have the problems we have."
 - "Yeah, but our budget just got cut again."
- or...
"It's good to know that miracles happen!"

**Resources for Training Staff
with Poverty in Mind**

Jensen Learning
3-day summer events
in San Antonio
(June and July)

www.jensenlearning.com

**Brains, Staff
and Schools
Can
Change...
Here's
How**



**Pathways and
Vehicles for Change**

Here is Your Simple 7-Step Plan



Leadership Starter Steps

- ① Check career capital
- ② Co-develop a compelling school identity
- ③ Create gutsy goals for yourself and staff
- ④ Leaders create a personal narrative
- ⑤ Introduce power of staff collective capacity (SCC) with "the possibility" presentation
- ⑥ Leaders enhance 3 factors that foster SCC with staff
- ⑦ School staff takes ownership of key areas

1- Start with Leadership

Leadership: check your career capital.

Your workplace assets are:

- Relationships built (all levels on campus)
- Past actions at the school (struggle or successes?)
- Career (have you succeeded at other campuses?)
- Personal skills: gratitude, forgiveness and serenity
- Success in getting needed funding for learning
- Certifications/credentials/recognition/awards
- Do you know "big" people (can you call in favors?)
- Skills in teaching, building teams and leadership
- Do you learn quickly and feel motivated to succeed?

(Career capital defines the speed at which change can happen)

As a Staff at a School Who Would You More Likely Listen to and Follow?

A) New principal, just promoted from within at the last minute. She was AP last year and the previous principal left to go to another district.

B) Experienced principal, has led two other schools, in your district, of the same grade levels, from low-performing to to National Blue Ribbon Schools. She's also a former Teacher of the Year and the author of two best-selling books on teaching.

To Be a Leader, Foster Inner Strength: Remember What Makes You Happy

- ✓ Look for the best in yourself and others
- ✓ Spend quality time with those that you love and that love you back
- ✓ Forgive others and stop resentments
- ✓ Live in the present; appreciate the moment
- ✓ Practice gratitude, kindness and honesty
- ✓ Develop skills that make you proud and do what you love as often as you can

Assessment of My Career Capital...

2- Your School Identity?

Co-develop a compelling school identity since this "brand" will be driving all other decisions at your school

Strong brands are ones you, the parents and the students can all trust. The brand is "the who you strive to be, to act like and live up to" every single day.

Every leader at the school should share the exact same school identity (brand) at their job and away from it.

Your identity is one sentence that differentiates you from the other schools nearby. Make it compelling and dramatic.

Come up with 3-4 ideas and ask the staff to vote on them.

Your School Identity



- Must feel timeless (not the "flavor of the month" or the year)
- Must reflect the needs of your students
- Must be clear enough that you can explain it 30" or less
- Must be short enough to put it into just one sentence
- Must feel like a GREAT place to learn!

Example of "School Identities"

- Achieving Excellence Together
- Every student will be the first in family history to go to college
- Success, Nothing Less for All
- Top 10% in the state school in 10 Years
- Team effort to ensure every student achieves academically, socially, and emotionally
- 100% graduate career and college ready
- Committed To Excellence In Education

<http://www.usnews.com/education/school-identities>

Reassessment of School Identity

Gutsy Goals

3- Your Gutsy Goals?

Leadership designates key goals for core decisions

Your "destination" should be challenging, uplifting and important.

We call these "gutsy goals" but you'll also need to have "micro goals" (weekly) to keep moving.

Make the goals specific, measurable and "wow" that are powered by a strong "why".

Let's learn how to set them.

Gutsy Goals for 1st Grader

Recess
To day I am go to
chase Annie. And try
to kiss her. And I think
k I will like it.



"The difference between successful people and others is how long they spend time feeling sorry for themselves."

Barbara Corcoran got all Ds in high school and in college. Then she founded one of New York City's premiere real-estate firms, The Corcoran Group. She eventually sold it for \$60M. In 2009, she joined the cast of ABC's Shark Tank. Later, she co-founded Barbara Corcoran Venture Partners, an angel investment company.

Gutsy Goals: Why?



- ✓ You get other's attention immediately
- ✓ Let others know you think highly of your chances for success
- ✓ Sets you apart from the "ho hum"
- ✓ Tells others that you think you're competent enough to reach high goals

**I'll Set Goals So High
that I Can't Achieve Them
Until I Grow Into
One Who Can**

Example of Leader Goals

- ◇ **Gutsy Goal:**
Our school will become top 10% in the state with 100% graduation in 5 years.
- ◇ **Gutsy Goal:**
Our school will outperform academically _____ (name a nearby school).
- ◇ **Gutsy Goal:**
We will raise daily attendance to 95% and tests scores to _____ in 3 years.

Gutsy Goals are Measurable, Short and Compelling

Ensure you can make them ambitious (wow), measurable (how) and meaningful (pow)

BACK IT UP!



The Gutsy Goal Alone is not Enough; **Give Others a "Reason to Believe" in you!**

Are Your "Gutsy Goals" Possible? Give Others a Reason to Believe You

- ✓ "I am so committed, failure is impossible!"
- ✓ "Brains can change and I'm on board!"
- ✓ "I will fully support my staff to become amazing teachers at an amazing school"
- ✓ "I refuse to let any of my students fail!"
- ✓ "I have done this before and I'll do it now!"
- ✓ "Deliberate practice is my secret weapon."

The Reason to Believe in Me
and to Follow My Lead is.....

Maximum of 15-20 seconds – that's it!

MAKE IT REAL!

MICRO-GOALS give you a wake-up call and reality check. Provide real-world evidence that you are on the right path. Show others that you are serious about your Gutsy goals. Give the emotional feedback to continue the effort. Keep yourself accountable.



Create **“Gutsy Goals”** for the long haul. Use the success of **“micro-goals”** to stay excited in the short term.



3 Short Term Micro-Goals



Leadership Narrative

- “Welcome... I am (name) _____ and I am excited to be your leader this year.”
- “This year, we will become... _____”
- “It will happen because (RTB) _____ and we will begin with (MGs) _____”
- “I am thrilled to be here and I’m ready to start. If you’re ready, too, say, **“Yes!”**”

4- What’s Your Story?

This story will be driving your personal and school decisions every day. Choose just 5-8 clear sentences.

Everyone has a story (just listen).

The number one predictor of your behaviors is your brain’s story or narrative.

The good news is that you can change your story at any point in your life.

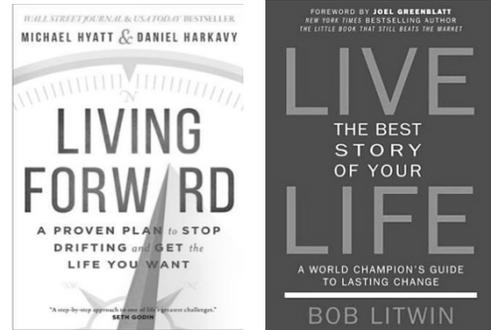
Everyone will create a new narrative & read it

Example of a “Daily Story”

I choose serenity, forgiveness and gratitude every day. My goal is to help 5+ students every day. I have unshakable intention to improve our school culture and teamwork every day. My resolve to stretch and workout 5 times a week is rock solid. I outsource any work tasks that I cannot do well. I show my family appreciation, kindness and love daily.

6 Sentences, on both both work and home life

Building New Narratives



My Own Better Story

Begin with a simple statement about three emotional traits important to you:

**“I choose _____
_____ every day.”**

(Example: “I choose serenity, forgiveness and gratitude every day.”)

My Own Better Story

Add a strong statement about a micro goal, doing something that is meaningful to you:

**“My _____ habit is _____
_____ every day.”**

(Example: My unshakable habit is to help 5+ people every day.)

My Own Better Story

Add a strong statement about a larger macro goal, which is meaningful to you:

**“I have _____
_____ every day.”**

(Example: “I have unwavering intention to improve our school culture and teamwork every day.”)

My Own Better Story

Add a strong statement about an important health goal, which is meaningful to you:

**“My _____
_____ every day.”**

(Example: “My resolve to workout (or powerwalk or yoga) is rock solid 5 times a week.”)

My Own Better Story

Add a strong statement about a work habit you'd like to improve which is meaningful to you:

"I am now _____
_____ every day."

(Example: "I read to learn and apply new knowledge for 15 min. a day.")

My Own Better Story

Add a strong statement about a family habit you'd like to reinforce which is meaningful to you:

"I show _____
_____ daily."

(Example: "I show my family appreciation, kindness and affection daily.")

Retype/Edit Your New Story

- ❖ It will feel just a bit awkward; that is what challenges and new habits are usually like.
- ❖ Change a word here or there. Make it read smooth and yet still powerful.

Share Your New Story

- ❖ Read it out loud to just one partner at your table to get a feel for it
- ❖ Listen to your partner's story. If you like something they said, ask permission to USE IT!
- ❖ Read your final version again.

Leadership Behind the Scenes

- ✓ Leaders focus on themselves 1st, before starting with others
- ✓ Leaders ensure that every other leader in the school is also doing their daily narratives
- ✓ Leaders are all 100% on the same plan, the same story, with the same identity
- ✓ Leaders have a higher vision for the school than others

- It may be the single most important way to identify and manage staff intention
- Too much detail and it loses flexibility
- Too vague and it loses credibility
- Narratives should be for the upcoming 5-9 months
- Listen for it; it will get revised often

Each Staff
Narrative is the
Best Prediction
of Your School's
Future



When Will I Do My "Story?"

5. Plant Seeds of Success

Introduce the power of staff collective capacity (SCC) with a higher "possibility" presentation



Staff OR Leadership share the research with staff about 1) DNA is not our destiny, 2) brains can change and 3) instruction is the #1 influence on student achievement. Remember, **ONLY** specific types of teams can make it happen.

Share the Most Effective Paths for Student Success: These Two Factors

❖ **Culture:** cultivate staff that has a collective self-perception *that they can make a synergistic difference* (e.g. collective teacher efficacy) in their students *over and above* all other factors.

This alters both classroom and school culture. The ES = 1.57.

❖ **Teamwork:** Engage the process with a collaborative, *team-based, data-driven focus on both personalizing and improving instruction using deliberate practice.*

Hattie, J. (2013). The Applicability of Positive Learning to Higher Education. *Scholarship of Teaching and Learning in Psychology*. © 2013 American Psychological Association, Vol. 1, 79-91.

Here's Our Team's Rough Draft:

"We are willing to buy into these process if and only if the following can happen..."

6- Leadership Does These Three to Foster Success

Gives Greater Teacher Influence

Teachers assuming specific leadership roles with the power to make decisions on professional learning, collective efficacy, team-building and other high-impact school-wide issues.

Supports Strong Consensus on Goals

Leaders support staff to reach consensus (and enthusiasm) on measurable, challenging and meaningful goals.

Enhances Responsiveness

Leaders listen, watch, learn and participate in the process. Leaders do slow transfer of decision making and responsibility with staff in key areas. Leaders stay focused on collective teaching efficacy and team skills. Support the teams with time, presence and guidance.

High-Performing Schools: Leadership Support is **Effective**

- Support and interventions *are evaluated often* to know if the system is working.
- Goals are identified *prior to student placement* so that everyone knows them.
- Ineffective interventions are *corrected or ended* and *effective ones are expanded.*

Genuine Collaboration Means the Following is Happening Near You

- ❖ Teachers work as a team to share learning, problems, solutions and lesson planning.
- ❖ Teachers help each other for personal things, baby showers, home visits, fixing up a classroom and student issues.
- ❖ Teachers share what worked and what did not work when discussing a student.
- ❖ Teachers know every other staff “has their back.” Teachers collectively “pull weeds” and “plant seeds” for better emotional health.

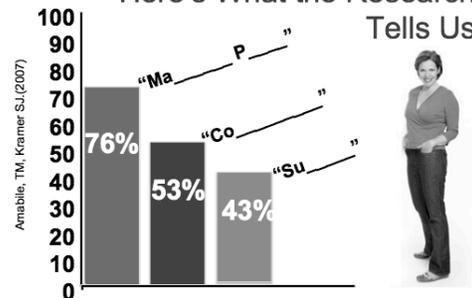
How Will We Self Assess Our Team?

7- Staff Takes Ownership

Staff identifies and sets up the systems this year with new narratives, gutsy goals and social-driven tools which improve with feedback. Their goals are to:

1. Become highly functionally collaborative
2. Become fully data-driven with relevance
3. Implement systems for improving the instruction with more personalizing of teaching and start using deliberate practice.

3 Biggest Staff Motivators? Here's What the Research Tells Us



How Can Our Teams Solve These?

Teams will assess their strengths and needs, then report to whole staff

1. Focus on the good: “What do we already do well?”
2. Laser focus on needs: “What do we need to do much better?”
3. Brainstorm resources needed for change process and when to begin.

What Do Teams Do?

- ❖ **Focus on just one thing** at a time to develop proficiency
- ❖ Any area they already have proficiency in, they can begin to **work towards expert levels**
- ❖ The key is to **implement methods** and systems (e.g. deliberate practice) that will benefit the school for years

How Your Staff Gets Better: The Use of “Deliberate Practice”

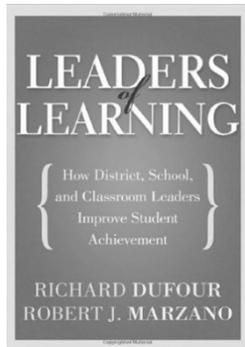
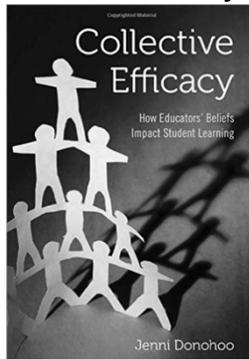
- ✓ **Define** measurable, specific goals for the change to be made: “I want to see 75%+ of hands up.”
- ✓ **Intensify** the focus on just that one task and do it until there is clear progress towards mastery
- ✓ **Respond** to feedback without shame, guilt or judgment; it is simply information for growth
- ✓ **Overlearning** means go beyond comfort to mastery; *practicing the change is key* to “lock” it in
- ✓ **Change** your mental model; the teacher can now describe the altered way of thinking

https://deansforimpact.org/wp-content/uploads/2016/12/Practice-with-Purpose_FOR-PRINT_113016.pdf

“Deliberate Practice” is a Top Evidence-Based Way to Grow

- Repetitive practice *does improve learning*; but only *up to a point*. (Heathcote, Brown and Mewhort, 2000). To get much better, it takes deliberate practice.
- Ericsson, K, Krampe, R & Tesch-Romer, C. (1993) The Role of Deliberate Practice in the Acquisition of Expert Performance. *Psychological Review*, 100, 363-406.
- Colvin, G. (2008) *Talent is Overrated*. Penguin, NY. (here Colvin shows how deliberate practice fosters expertise.
- Ericsson, KA (2006). “The Influence of Experience and Deliberate Practice on the Development of Superior Expert Performance.” in Ericsson, Charness, Feltovich & Hoffman, Eds. *The Cambridge Handbook of Expertise and Expert Performance*. Cambridge Univ. Press, NY.

Collective Efficacy & More Effective Teams



Review Leadership Steps

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- ⑥ Leaders enhance 3 factors that foster SCC with staff
- ⑦ School staff takes ownership of key areas

Ideas Are “Sticky” in Your Mind



Time for
Your Role
Today!

- **AM stretch**
- **AM summarizer**
- **PL JOTD**
- **PM summarizer**
- **PM energizer**
- **Leader**
- **Inspiration**

GOALS: Grow People, Build Systems

- ✓ Grow capacity in yourself and others
- ✓ Build systems that outlast you



Transfer Time!



Take what you have learned and ask yourself how it might apply to your own job.



Which area of your work, in particular, can you apply this to and how would you do it ASAP?



Poverty with the Brain in Mind	Why the Brain Resists Change
Gutsy Goals	Retrieval
	Pathways and Vehicles for Change

Here is the Success Path for Your School

- ① **Build** collaborative teams with a data-driven focus on both *personalizing* and *improving instruction*.
- ② **Foster** a *staff culture of collective efficacy*, meaning “We can succeed in spite of ALL other factors.”
- ③ **Make deliberate practice** the process for the two items above.

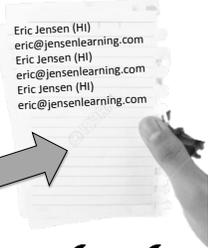
Hattie, J. (2015). The Applicability of Visible Learning to Higher Education. Scholarship of Teaching and Learning in Psychology. American Psychological Association, Vol. 1, 79-91

Favorite Ideas from Today

FREE

Eric Jensen
Newsletter!

PLEASE...
Bring up front
any requests
for the FREE
newsletter



Thank You!