

Nourishing Staff Buy In

CEI Annual Showcase
June 2018





Laura Hilger

Director of Teaching and Learning

hilgerl@knowledgeworks.org

Find Me: [@hilgerl/Pinterest/LinkedIn](#)

Intended Learning Outcomes/Reflections

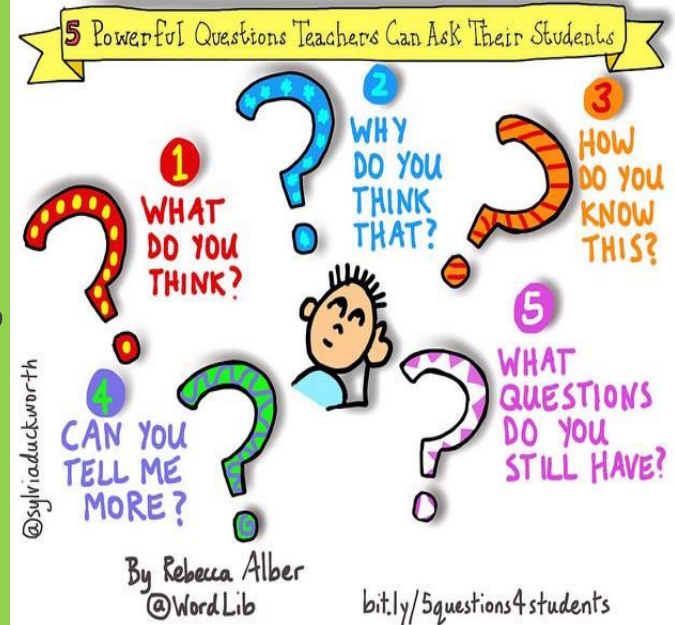
- Reflect about the power of voice
- Review trends and research from the field around 2nd order change management
- Explore strategies for engaging stakeholders around their sense of urgency and their why
- Connecting the why to the what: protocols for determining an operationalized definition for your current change initiative

“Maybe stories are just data with a soul.” Brene’ Brown



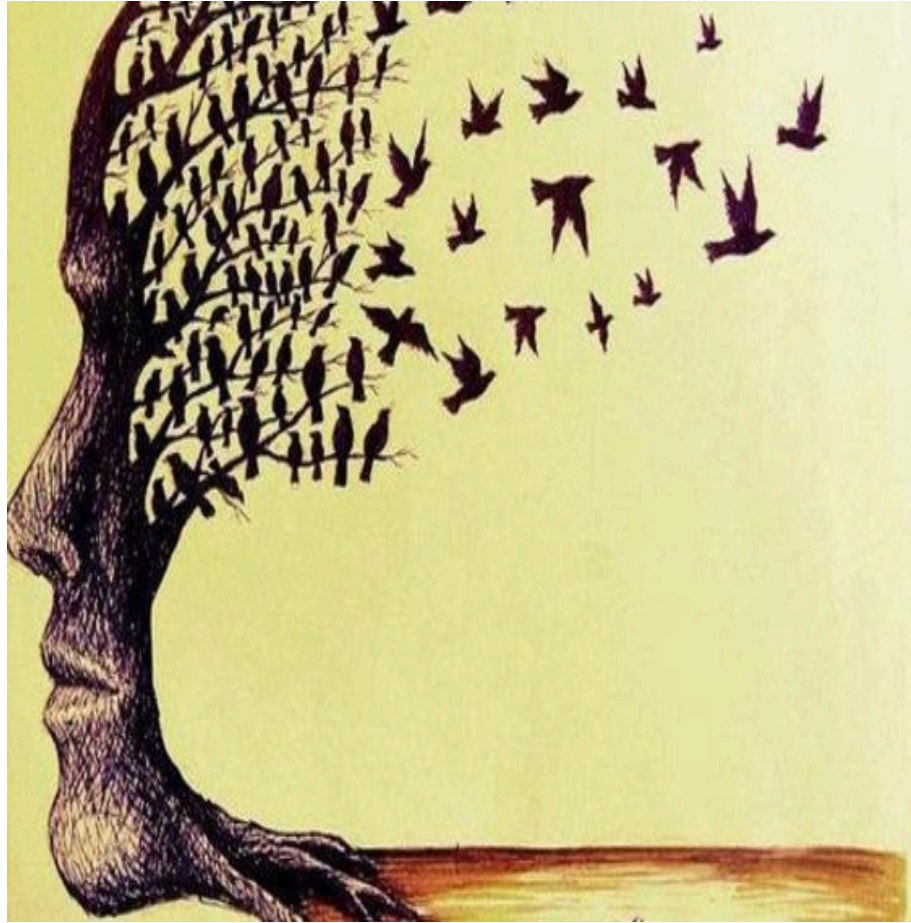
Driving Questions

- How do we build stakeholder buy-in?
- Where do you want to be at the end of next year?



“Maybe stories are just data with a soul.” Brene’ Brown





A photograph of a teacher and several students gathered around a table in a library or classroom, looking at books and papers. The entire image is overlaid with a semi-transparent red filter. The text "Voice is THE Instrument of Change" is centered over the image in white. The word "Voice" is in a serif font, "THE" is in a bold sans-serif font, and "Instrument of Change" is in a larger, bold sans-serif font.

Voice is
THE
Instrument of Change

How are we using Voice to build Aspiration?

- Self-Worth
- Engagement
- Purpose



Shoe Trios



A group of diverse people in a meeting, overlaid with an orange tint. The image shows several individuals in professional attire, some looking at a tablet held by a man in the center. The overall atmosphere is collaborative and focused.

A Little on Trends and Research with Change

The Struggle is REAL...

Initiative Fatigue

Researchers caution against adopting too many initiatives that detract from the improvement focus on the building and result in “initiative fatigue.”



Elmore, 2006; Fullan, 2010; Reeves, 2006



1st Order

- Desire
- Commitment
- Sense of Urgency

Change

- Doing what we are already doing

- Answers are not known
- Hard
- Conflicting
- Doing Something Different
- Irreversible

“I don’t know.”
-Dalai Lama

2nd Order

Managing Complex Change

VISION + SKILLS + INCENTIVES + RESOURCES + ACTION PLAN =



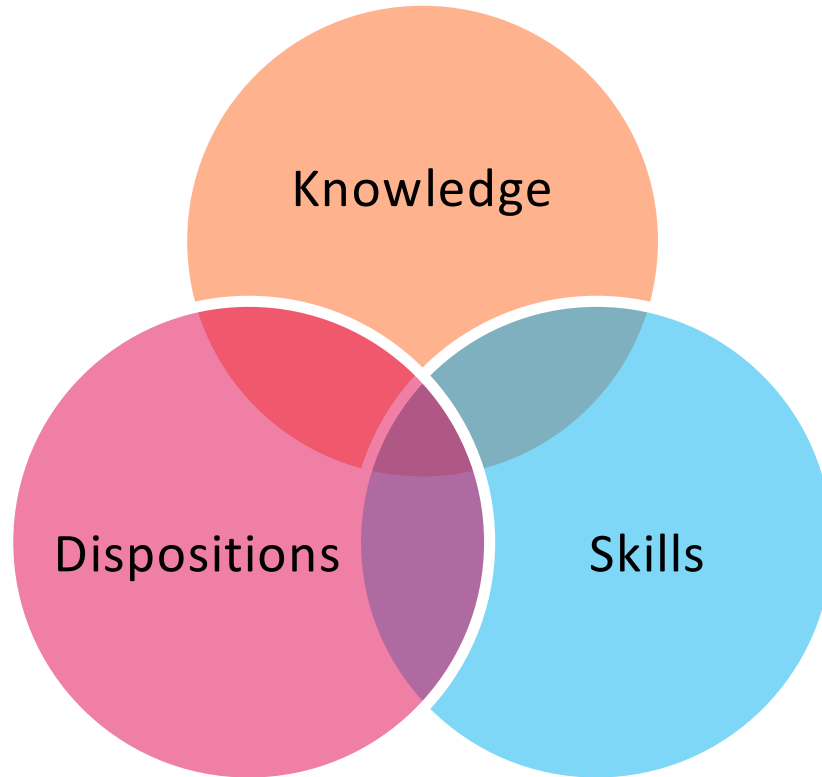
HOORAY!!!

✓	✓	✓	✓	✓	CHANGE
✗	✓	✓	✓	✓	CONFUSION
✓	✗	✓	✓	✓	ANXIETY
✓	✓	✗	✓	✓	RESISTANCE
✓	✓	✓	✗	✓	FRUSTRATION
✓	✓	✓	✓	✗	FALSE STARTS

@sylviaaductworth

Adapted From Knoster, Villa, & Thousand

How is leading 2nd Order Change different?



What is Different?

1. Learner-Centered for *ALL*

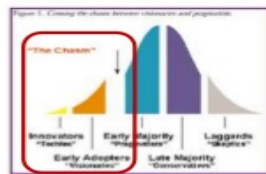
2. *Systemic* Change



I will change my behavior if: I see others do it: Role-modelling. I understand Why and am committed. I can do it: Capabilities. My tools and routines make it easy. Now mindset & behavior shifts.



Commitment : Do we have a **commitment**? Do we believe this is doable with the resources, time plan, actions and skills we possess? Will we be able to cross the chasm, i.e get the snowball rolling



Targeting:



Do we need **incentives** to do this? Salary. Or do we understand, believe in and want to contribute to the **Why**



Inclusiveness



Easy for Early majority, Late majority and Laggards to follow

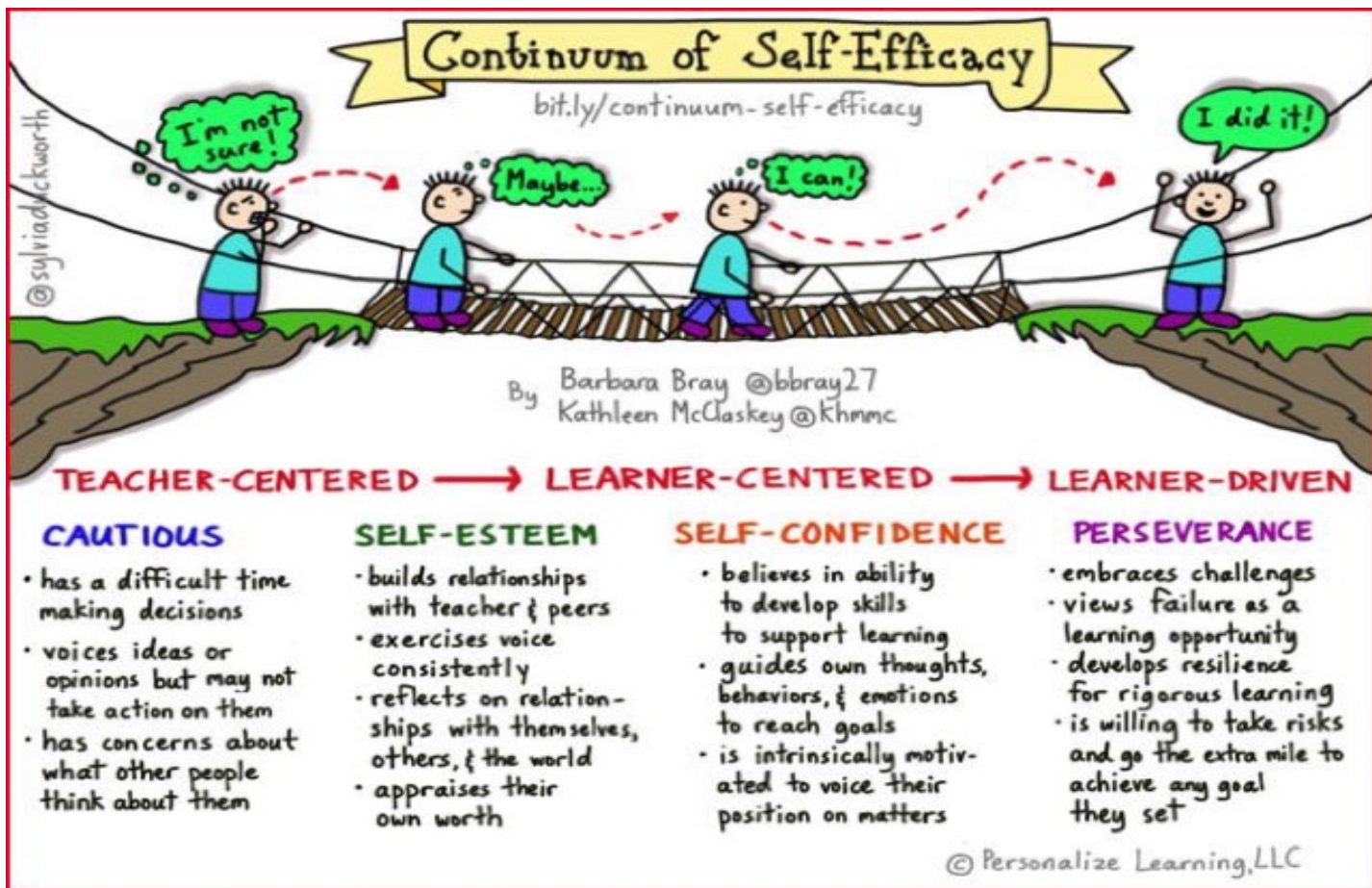
Targeting:



Given your 2nd Order
Change Desire...what
we are really talking
about is shared
leadership

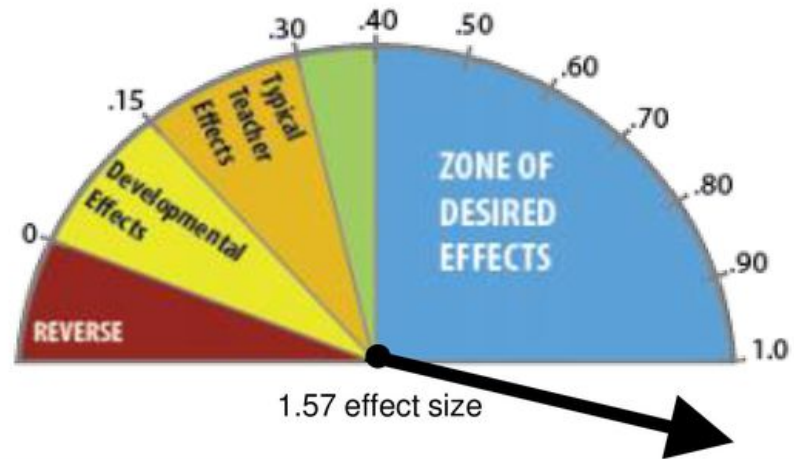
Capacity

Efficacy (an
aspect of
Agency)



Research-Based Best Practice - Dr. John Hattie

Teachers shared belief that through collective action, they can positively influence student outcomes, including impacting those who are disengaged and/or disadvantaged.



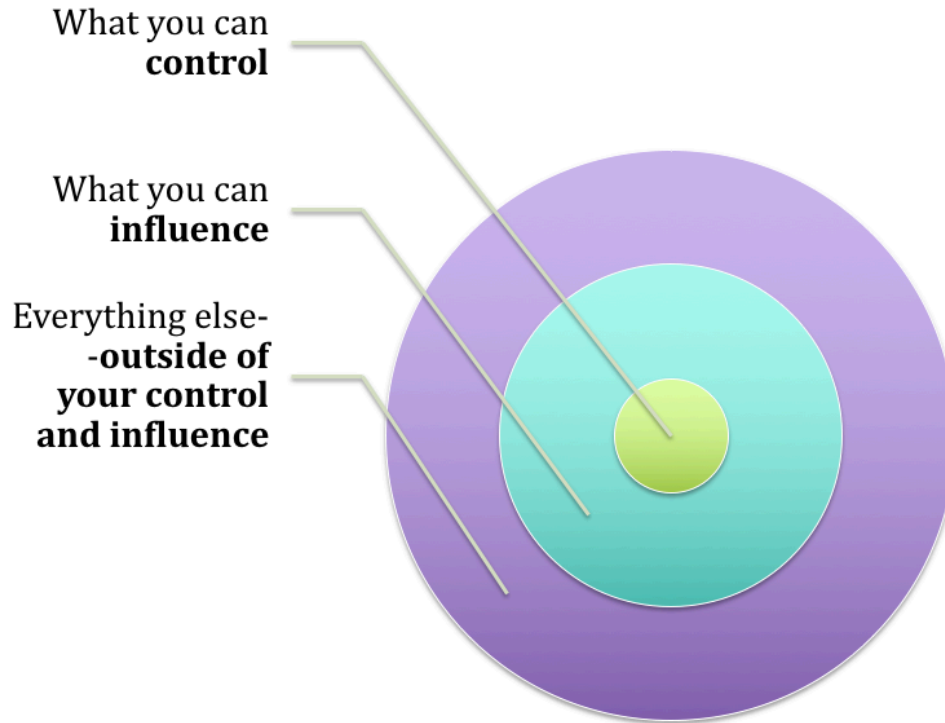
Collective Teacher Efficacy

Collective Teacher Efficacy Continuum

High CTE	Low CTE
Optimistic: Have a shared belief that all students can achieve (growth mindset)	Pervasive Doubt: Feel powerless over circumstances beyond their control, expect undesirable results (deficit mindset)
Confidence: Believe that they can effectively teach students so that every student makes progress	Uncertainty: Doubt they can teach or reach certain students
Collaborative: Believe in the power of collective thought and action	Isolated: Believe that they are alone in their specific responsibilities and challenges, doubt that the team/group can add value
Learners All: See themselves as learners, value error, seek feedback, learn from one another	Know Enough: See themselves as experts and know enough to deliver what needs to be taught
Perseverance: Staying power based on commitment to success	Apathy: Feel powerless, put in minimum effort

Adapted from Kristin Anderson

Sphere of Influence



**So, if we need people on board,
what actions might we take?**

Action #1: Ensure a Sense of Urgency Exists





Simon Sinek



Staff Activity: Scanning

Macro:

economy, technology, politics, society

Industry:

What events in education are positively or negatively impacting your district?

Environmental
Scanning

Competitive:

How are you performing and how can you stay relevant?

Internal:

What are the most pressing issues in your district?

Staff Activity: Research



Where do these core SELs currently live in your learning community?

Individual Awareness: Emotional Regulation

- Recognizing one's own emotions and understand triggers that create them to shift to more desired, productive status

Social Awareness: Empathy and Perspective-Taking

- Recognizing other's emotions; developing deep empathy for collaboration and inclusive work environments

Self-Discovery: Deep Self-Knowledge

- Discover personal and professional strengths, weaknesses, passions, and emotional Patterns. Develop a vision for life.

When asked, employers...

4C's	Least Important	Less Important	Neutral	Somewhat Important	Most Important
Critical Thinking	0.1%	0.3%	2.4%	27.2%	70%
Communication Skills	0.0	0.3	4.2	31.8	63.7
Collaboration	0.0	0.7	6.3	41.5	51.5
Creativity	0.4	1.4	6.6	28	63.6

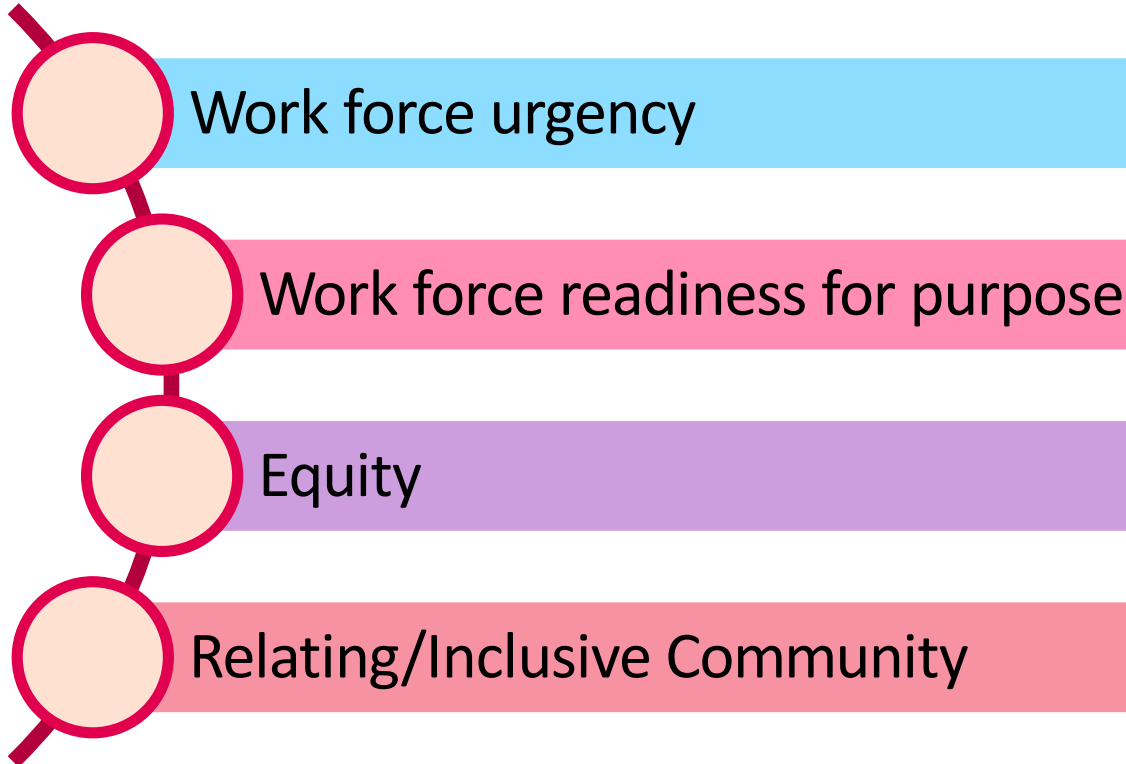
Staff Activity: Where are we?

- Self-Evaluation Tools
- Strategic Plan Checks/Monitoring
- Data Aligned to current Vision:
 - Survey
 - Performance Data
 - Demographic

Complete a SPOT Analysis

STRENGTHS	PROBLEMS
OPPORTUNITIES	THREATS

Have Staff Generate Their Own Why List



FIND A “DANCE” PARTNER

A tool that allows people to network

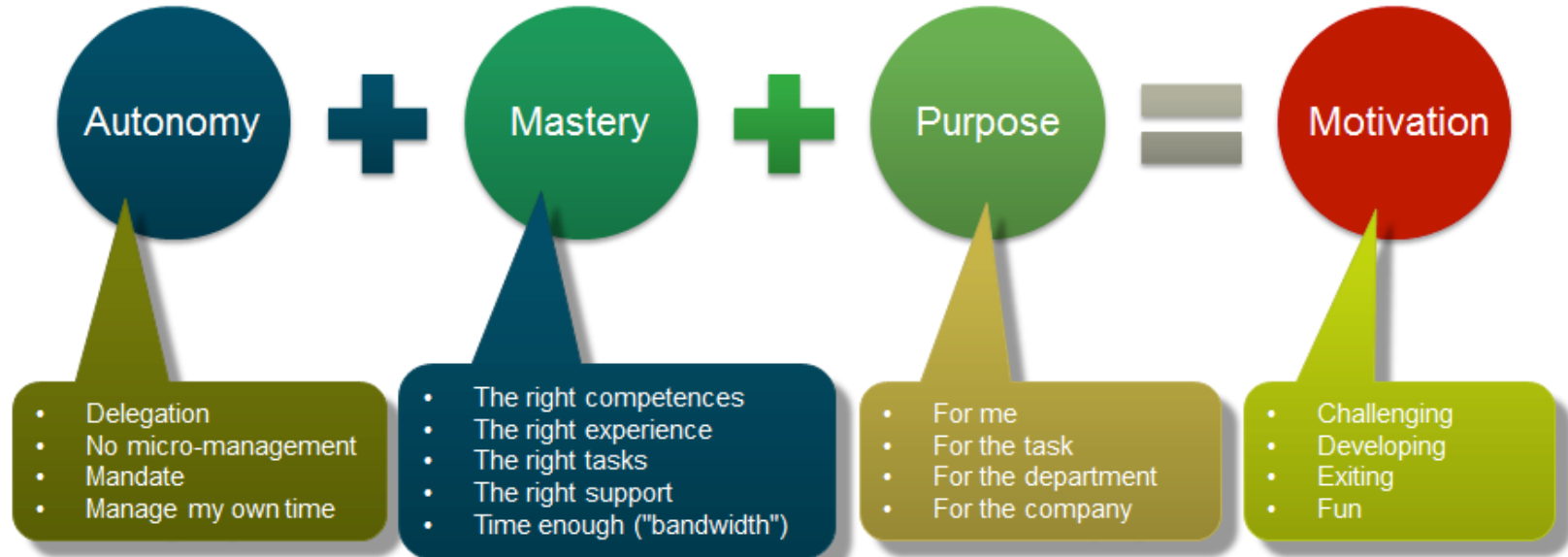




Action #2: Begin to *Personalize* Capacity

Daniel Pink's *Drive*

Motivation – how do we do it?

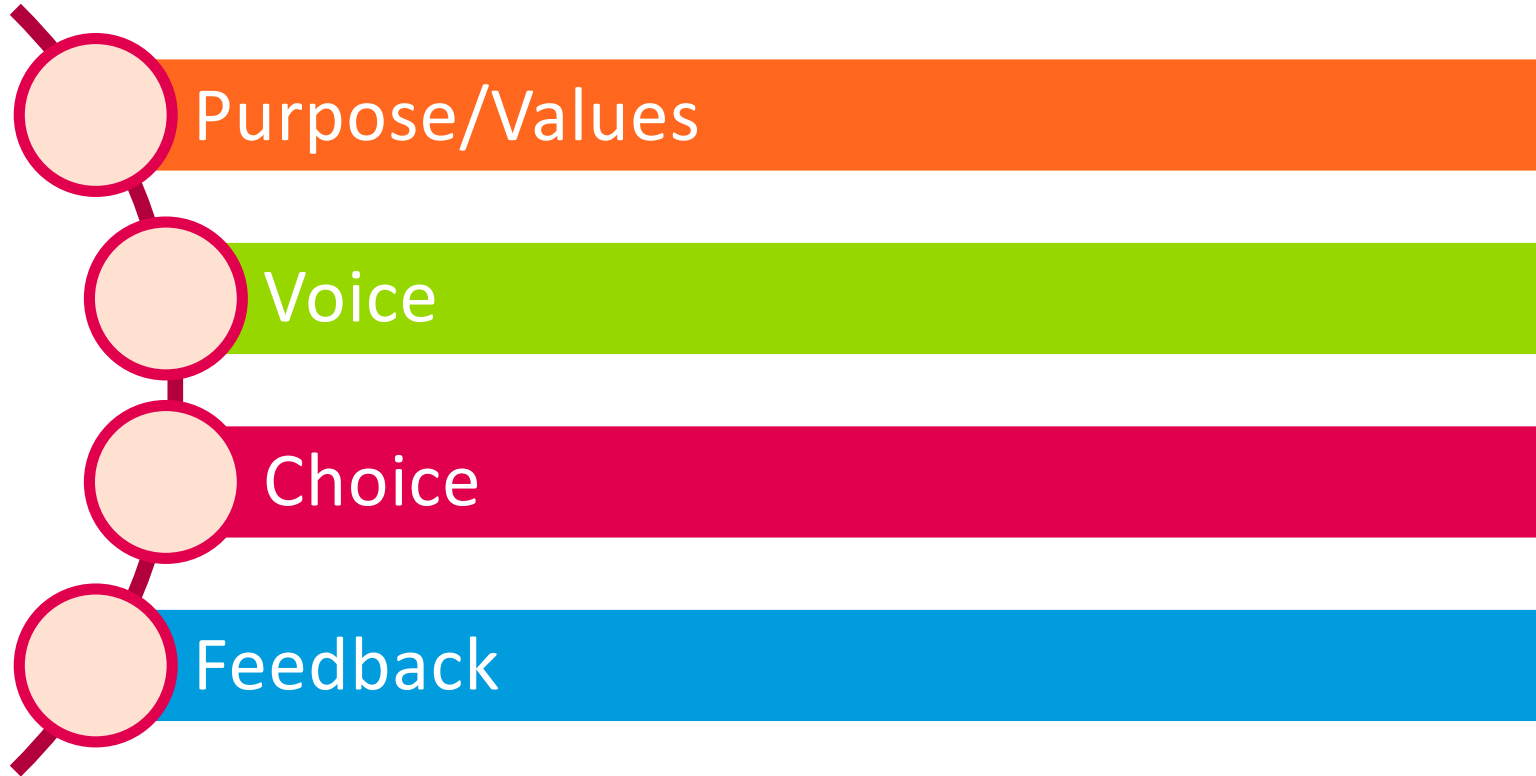


Inspiration from eg:
Daniel Pink - Drive: The Surprising Truth About What Motivates Us
Kolind og Bøtter - Unboss



© Erik Korsvik Østergaard

Personalizing Leadership Capacity



Vision:

At KnowledgeWorks, our vision is that every student experiences meaningful personalized learning that enables him or her to thrive in college, career and civic life.

Values:

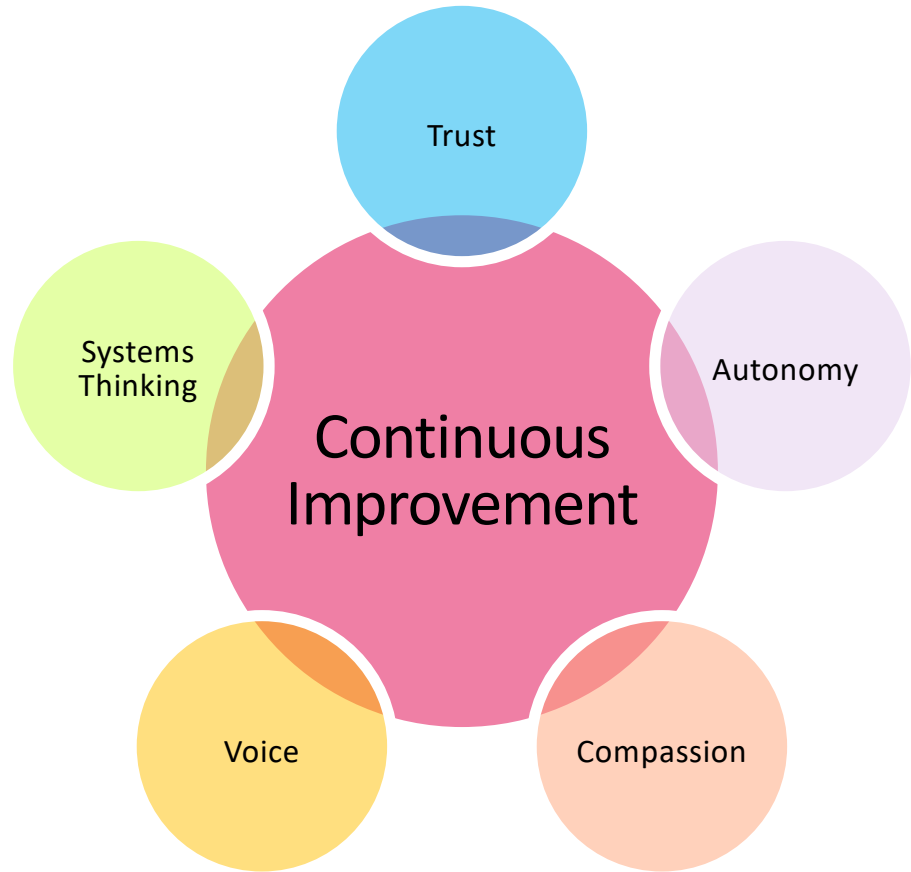
Empower-Courage-Partner-Inclusion-Passion



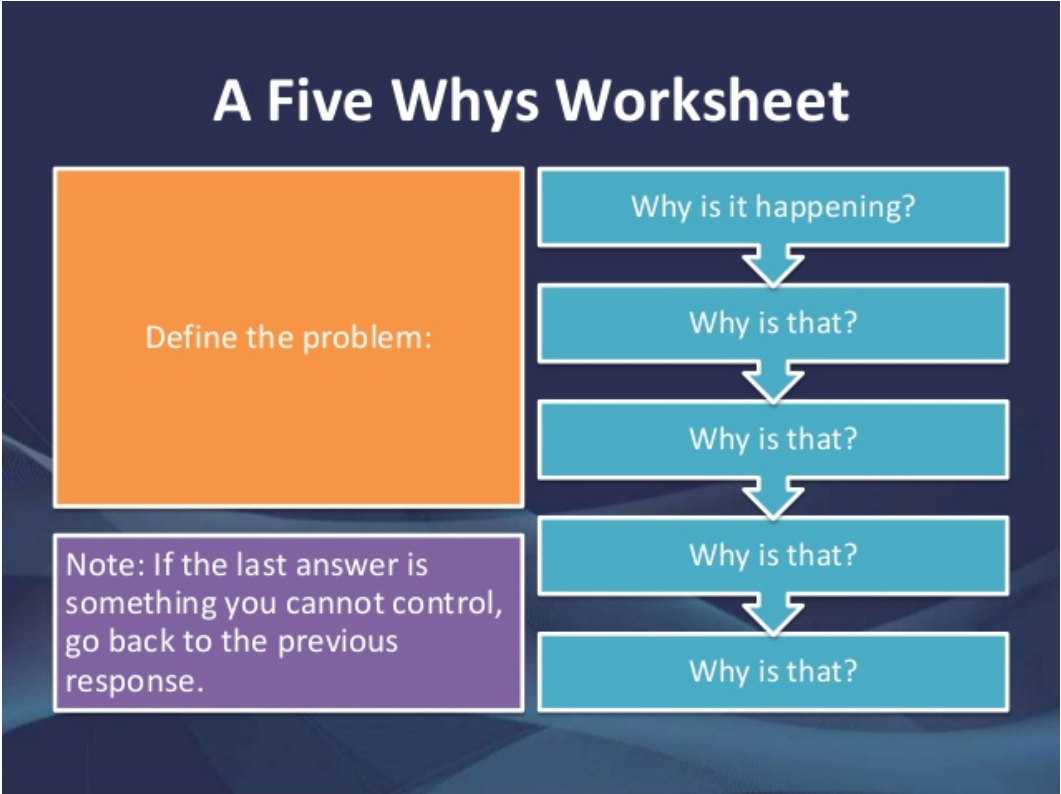
Laura

My Vision:

Lead a balanced and explorative life with intention while helping to activate personalized competency-based education systems across the country so that every learner has equity and agency to thrive in life.



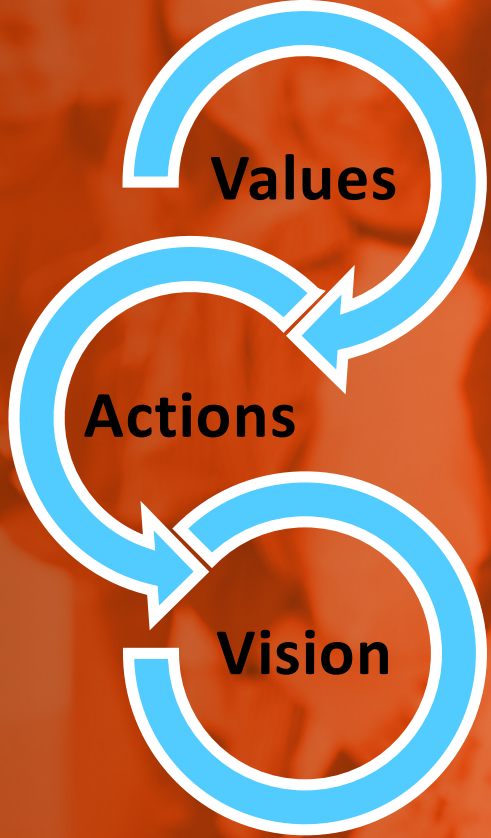
Another Tool: 5 Whys



Why the 5 Whys

Purpose of this 'tool': help you determine the 'root' or real issue involved with a problem

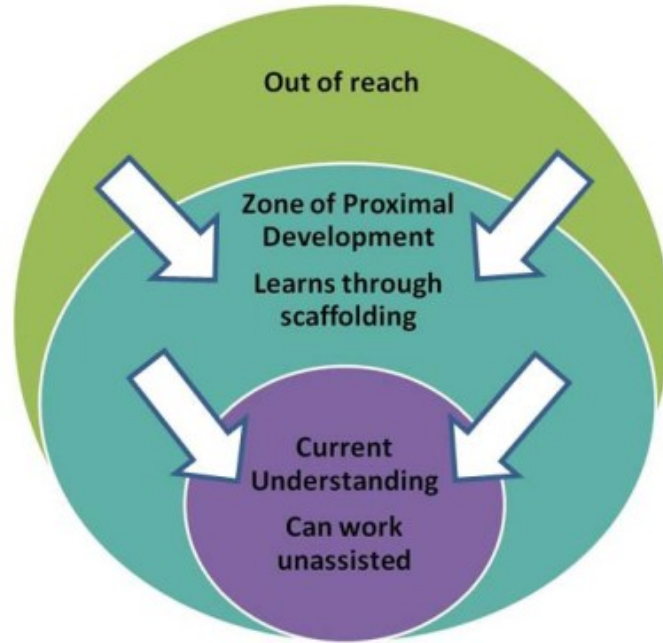
- Real-Life Application: What is a problem/decision you've been battling?
 - Why do I teach?
 - Why do I lead?
 - Why would I want to...



REFLECTION

CAUTION!

Zone of Proximal Development



Your
Leadership
Framework

Their
Leadership
Readiness

**Action #3:
Establish a culture that
practices all three
types of FOCUS (The
Hidden Driver of
Success)**

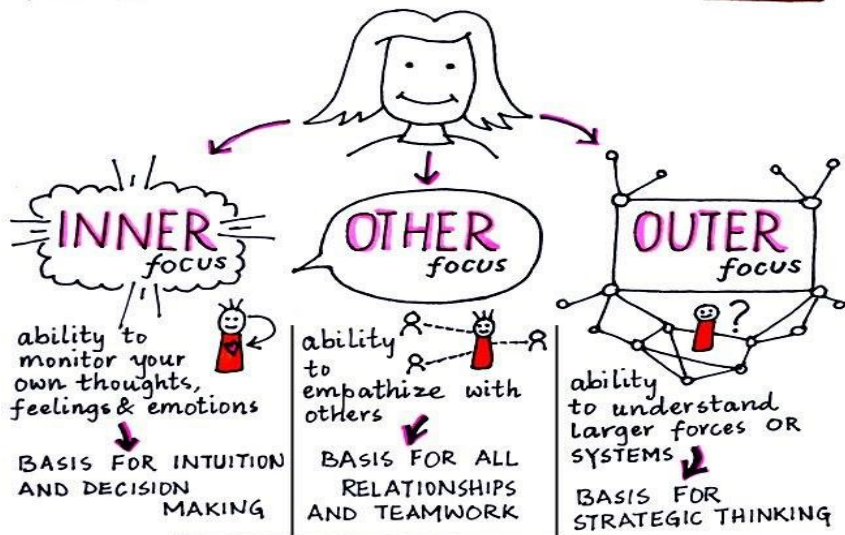


“Directing attention toward where it needs to go is a primal task of leadership.”

– Daniel Goleman



LEADERS NEED THREE KINDS OF *focus*
 Daniel Goleman, HBR



HOW TO IMPROVE?

To improve inner focus
 PRACTICE MINDFULNESS

To improve other focus
 ASK FOR FEEDBACK

To improve outer focus
 SEEK GUIDANCE from someone whose abilities you admire

3 Minute Frenzy



Process:

1. Rotate meeting with others so that you have met with at least 3 people.
2. Switch when you are ready

Task:

- Discuss strategies, tips, resources, processes, etc. that you have in your toolkit that have helped you or your team with any of the actions thus far: SENSE of URGENCY, PERSONALIZING CAPACITY, or FOCUS
- Give one, Take One

Goal:


Be able to share one thing that resonated with you

TABLE CHAT

Share your resonating take-aways from the frenzy



Action #4: Voice drives the Vision



Use processes
to ensure All
Voices are heard

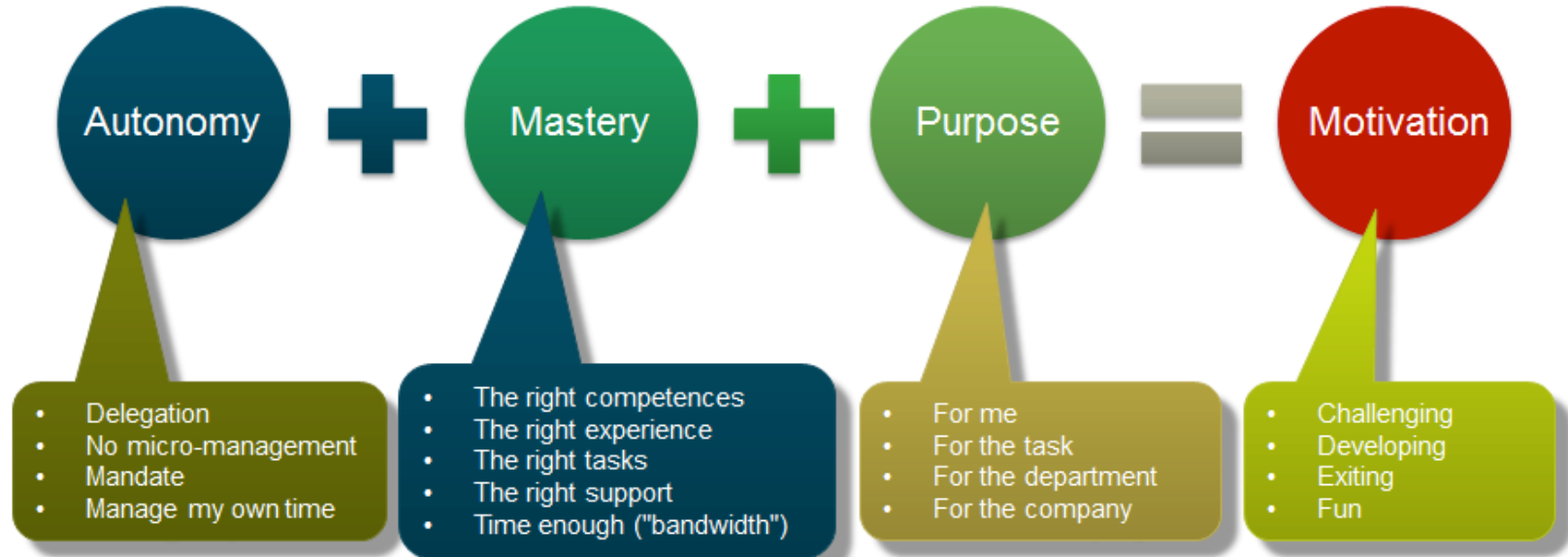
Trust the
Process

Vision: Check for Indicators

- I can define vision
- My site(s)/district has an aligned vision
- Representatives from all stakeholder groups were involved in the creation of the vision
- Stakeholders can recite the vision, and know their role
- The vision inspires action and is monitored at all levels
- The vision is used to drive decision-making

Daniel Pink's *Drive*

Motivation – how do we do it?



Inspiration from eg:
Daniel Pink - Drive: The Surprising Truth About What Motivates Us
Kolind og Bøtter - Unboss

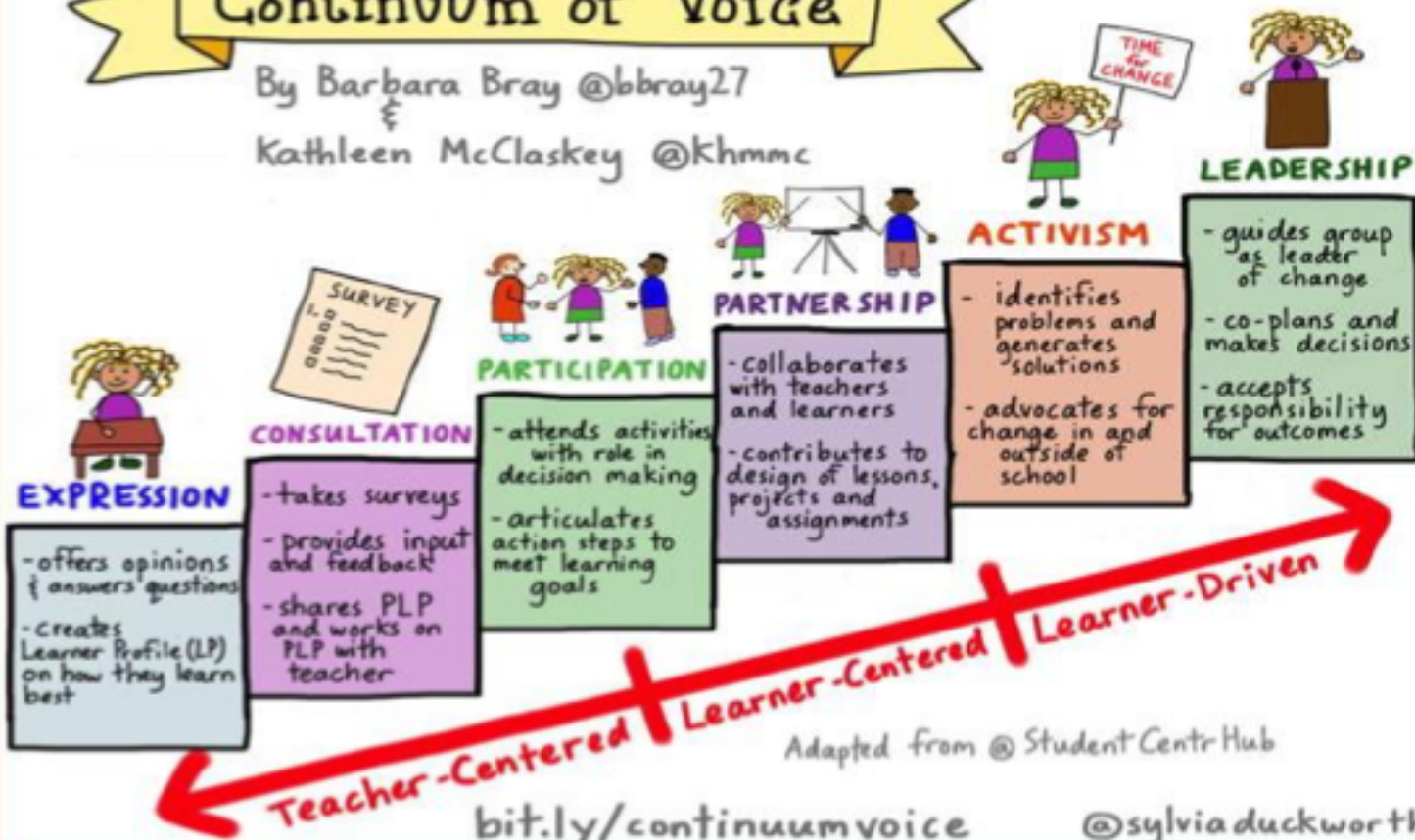


© Erik Korsvik Østergaard

Continuum of Voice

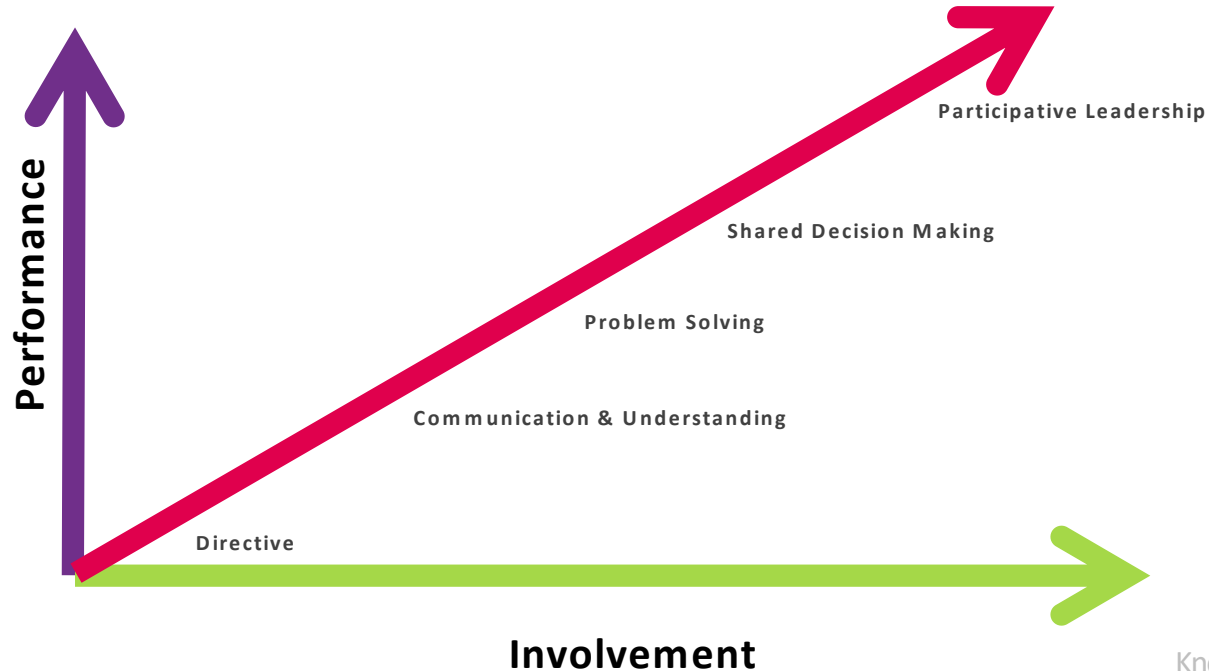
By Barbara Bray @bbray27

Kathleen McClaskey @khmmc



Develop a Shared Vision & Strategy

How does involvement increase ownership?

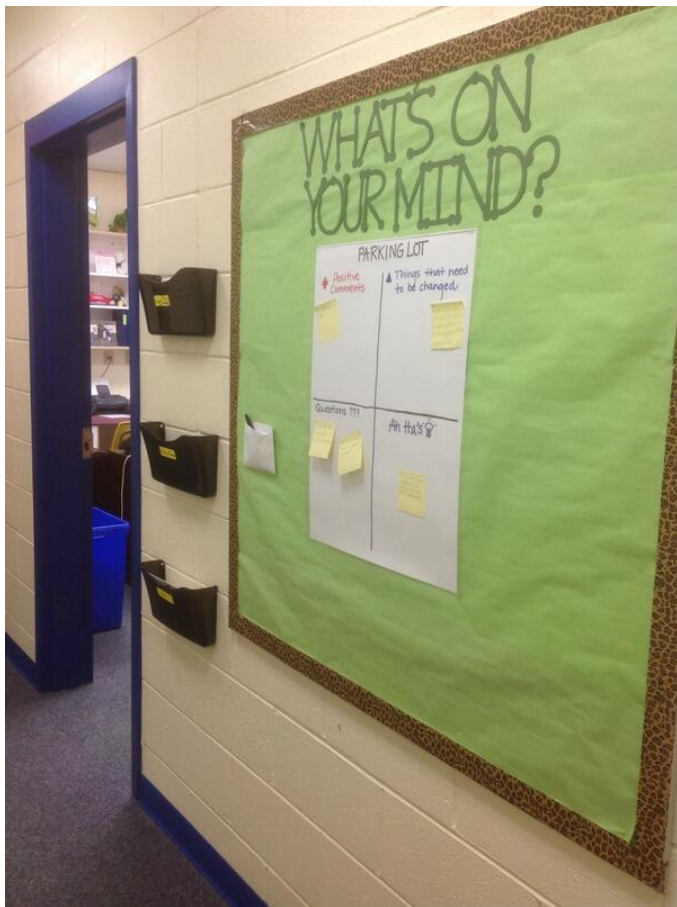


Kotter (2012)

Creating a Vision

Begin with the Questioning

- What do we want our students to know, do and become?
- What is the purpose of education?
- How do we want our schools to be?
- What makes us unique?
- What will all be able to do as a result of education?
- What Do We Want Our Graduates to know and be able to do?





“There is no more powerful engine driving an organization toward excellence and long-range success than an active, viable, shared, worthwhile, and living Shared Vision.”

-Richard DuFour & Robert Eaker (2008)

Facilitate Shared Vision events

One method to use: Quad Response

Question 1: According to current research, how are our students doing?

Question 2: What will all be able to do as a result of education?

Question 3: What key words describe what our graduates will represent or become?

Question 4: What are the special attributes about our school district that make us unique?

Already have a Shared Vision?

One method to use: Quad Response

Question 1: According to current research, how are our students doing?

Question 2: What will all be able to do as a result of education?

Question 3: What key words describe what our graduates will represent or become?

Question 4: What should learners know and be able to do for the 21st Century?

Process: Four Questions Stations

Tool for shareholder input or Feedback

- Assign Facilitators for each question
- Establish procedure for sharing at each station
- Determine a set time for each station and a rotation to ensure everyone has a chance for input on all questions
- Group and share comments as main ideas and components

Let's Practice!

Guiding Question: What is our school 'producing'? (What do we want our learners to be/do after leaving our schools?)

Individual quiet time to provide brainstorm answers

- Each answer/thought on a separate sticky
- As many as you can/want

Round Table Share Out

- Person one shares one idea
- Next person goes-if that person has a similar idea, he/she should voice that, and then add another idea (if desired)
- Repeat with the next person
- Again, if another person has same idea, share that first
- Continue going around the table, 1 at a time, until all ideas are out on table
- If a person has no more ideas, he/she passes and it goes to next person
- Determine common ideas

KEYS:

- This is not a time to discuss, cheer an idea, validate or argue
- Questions for clarification are OK



Purpose of Stations





Engage, Equip, and Empower Our Learning Community Today for a Limitless Tomorrow

Our Behaviors

Guiding the How

Our Work

Defining Expectations

WHY

HOW

WHAT

SHARED VISION

Our job is to improve student well-being so that learning can take place, staff well-being so that effective teaching can take place, and personalized learning so that we can meet the individual needs of students. This will allow KHPS to become the most innovative, student-centered district in the state of MI

Student Well-Being

Personalized Learning

Staff Well-Being

KH Personal Mastery
Journey to Excellence

Central Elementary School

KEY: Systemic Alignment



District Shared Vision



School Shared Vision



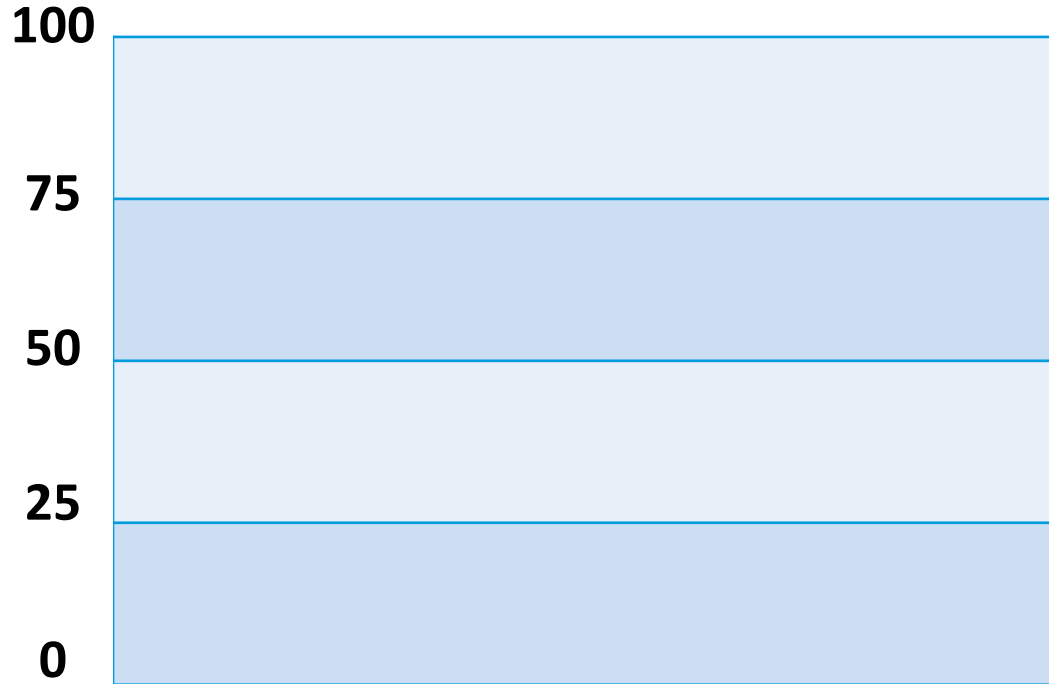
Classroom Shared Vision



Core Values and Personal Vision

Consensogram

How Committed are You to our Shared Vision?



Involvement increases ownership

1. Yes, and I'm willing to advocate/champion
2. The decision is perfectly acceptable
3. It's not perfect but I can live with this
4. I have some issues I need to express, but I'll defer to the wisdom of the group
5. We lack unity and need to do more work
6. I don't agree and feel I must obstruct

Shared Vision



Elbow Partner



Action #5: Build clarity and roles by Unpacking the Vision



How do school districts become systems? Development Model

Everyone has a Role:

- WHY
- WHAT
- HOW
- WHO

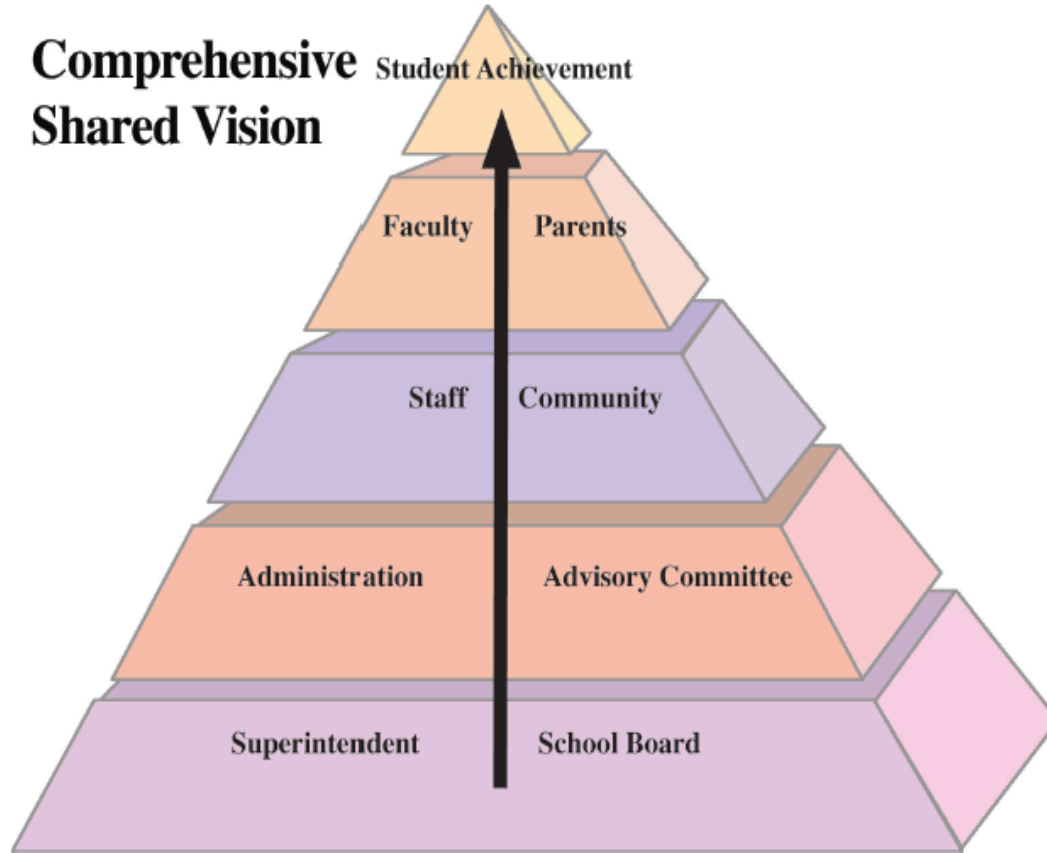
“The ultimate goal of change is when people see themselves as shareholders with a stake in the success of the system as whole.” Fullan (2001)



Kegan and Lahey

KnowledgeWorks.org

Comprehensive Shared Vision



Kenowa Hills Shared Vision:

Kenowa Hills will be the most innovative, student-centered district in the state.



District Shared Focus Areas

- Quality learning environment
- Student-centered system
- Research-based practices

#YourSalisbury

Salisbury
Township
School District



Profile of a GRADUATE

Knowledge + Literacies



Global
Competence

CORE
Curriculum



Digital
Literacy

Financial
Literacy



Health
Literacy

Dispositions

- persistent
- curious
- Risk-taker
- caring
- Compassionate
- Entrepreneurial
- Resilient
- Tolerant
- Accepting

Skills

Think
critically

Communicate
effectively

create bravely

COLLABORATE
WITH
OTHERS

THE 21ST CENTURY

MOUNT VERNON MIND

SOLUTION SEEKER

- Analyzes meaningful questions
- Develops solutions, innovations, and designs
- Uses disciplinary knowledge and perspective
- Sets goals, develops a plan of action, and seeks solutions

CREATIVE THINKER

- Challenges assumptions
- Explores original ideas
- Generates, improves, and communicates solutions and innovations

ETHICAL DECISION-MAKER

- Builds integrity, honesty, empathy, fairness, and respect
- Demonstrates personal, social, and civic responsibility
- Develops understanding of applying core technologies



INNOVATOR

- Generates and communicates ideas
- Identifies and analyzes problems
- Identifies and analyzes solutions
- Creates original ideas and solutions

COLLABORATOR

- Builds strong partnerships
- Works in a diverse team
- Develops positive and productive relationships
- Analyzes feedback, individual differences, and creates the work

COMMUNICATOR

- Expresses themselves orally effectively and written clearly
- Understands and explains ideas with a variety of methods, media, and formats
- Utilizes appropriate tools



Shared Vision

Our Vision is to create an environment that is safe, organized, academically challenging and conducive to meeting the demands of 21st century learners.

Focus Areas:

- Safe
- Organized
- Academically Challenging
- 21st Century Learning



EVOLUTIONS

HIGH SCHOOL

Developing Minds, Inspiring Achievement

To create a community of ***confident, technologically skilled, self-directed*** learners. Our graduates will leave our doors ready for college and career. They will be ***empowered*** through mindfulness and wellness to create positive change in themselves, our community, and the world at large.



“In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.”

A young girl with braids is smiling brightly, looking towards the camera. She is wearing a light-colored, patterned dress. In the background, other children are visible, some with their hands raised, suggesting a group activity or dance. The entire image is overlaid with a semi-transparent blue filter. A bright yellow rectangular box is positioned at the bottom center, containing the text "How would you define leadership?".

How would you define leadership?

Operational Definition Tools

P3PT

1. Individually, on a piece of paper, write down your definition of leadership
2. Pass paper to your left; mark or circle any common or like words from your own definition
3. Continue passing until you get your own paper back
4. As a group, identify your top 4-5 traits
5. If you need help prioritizing, ask for another process



SCAMPER

Substitute something

Combine it with something else

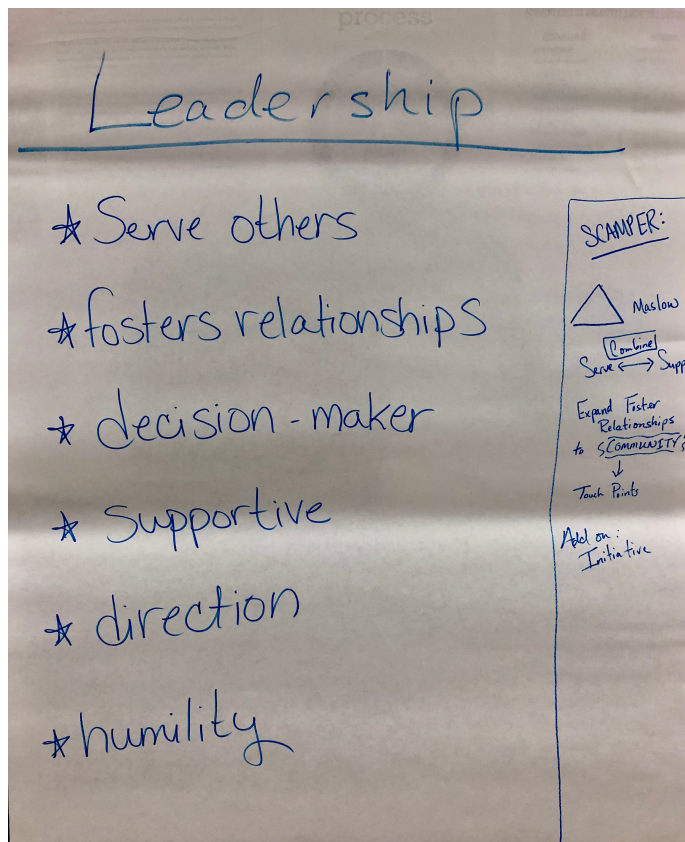
Adapt something to it

Modify or magnify it

Put it to some other use

Eliminate something

Reserve or rearrange it

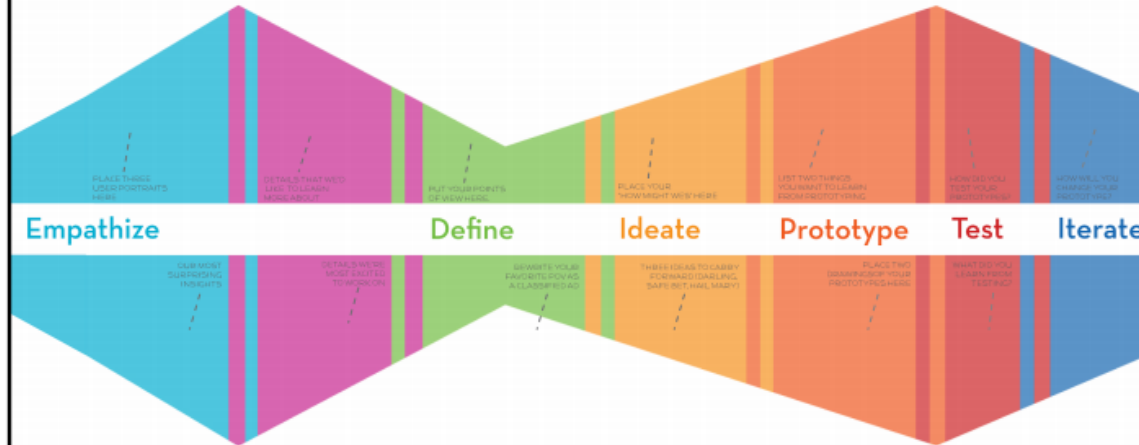


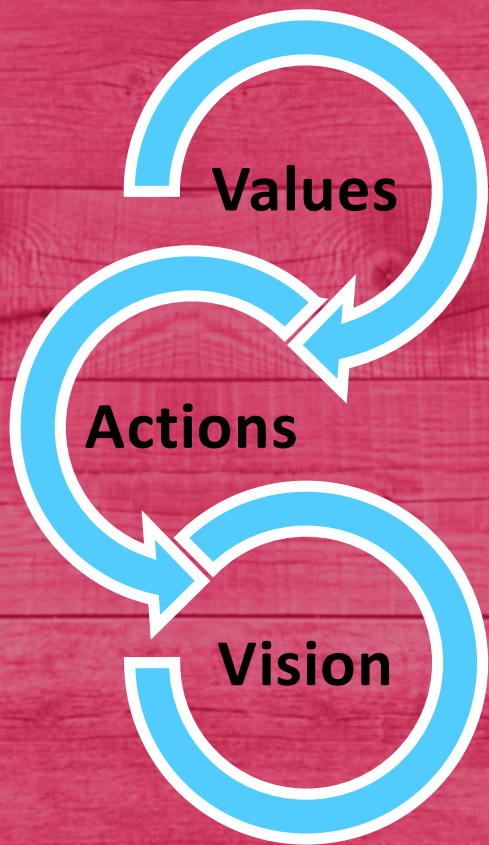
Linkages

1. Someone begins by standing and sharing their thinking/results from the choice menu time
2. Audience listens for connections
3. Another person "links" to them by standing by that person, and sharing how what they said connects to their own thinking/results from the choice menu time.
4. They then add onto their own thinking as needed.
5. This process repeats until everyone is standing and "linked"



Design Thinking:





Why? What's your ONE THING? How?

KnowledgeWorks.org

Find Your Shirt Partner

- What's resonating with you?
- What's on your mind?
- Why?
- If...Then



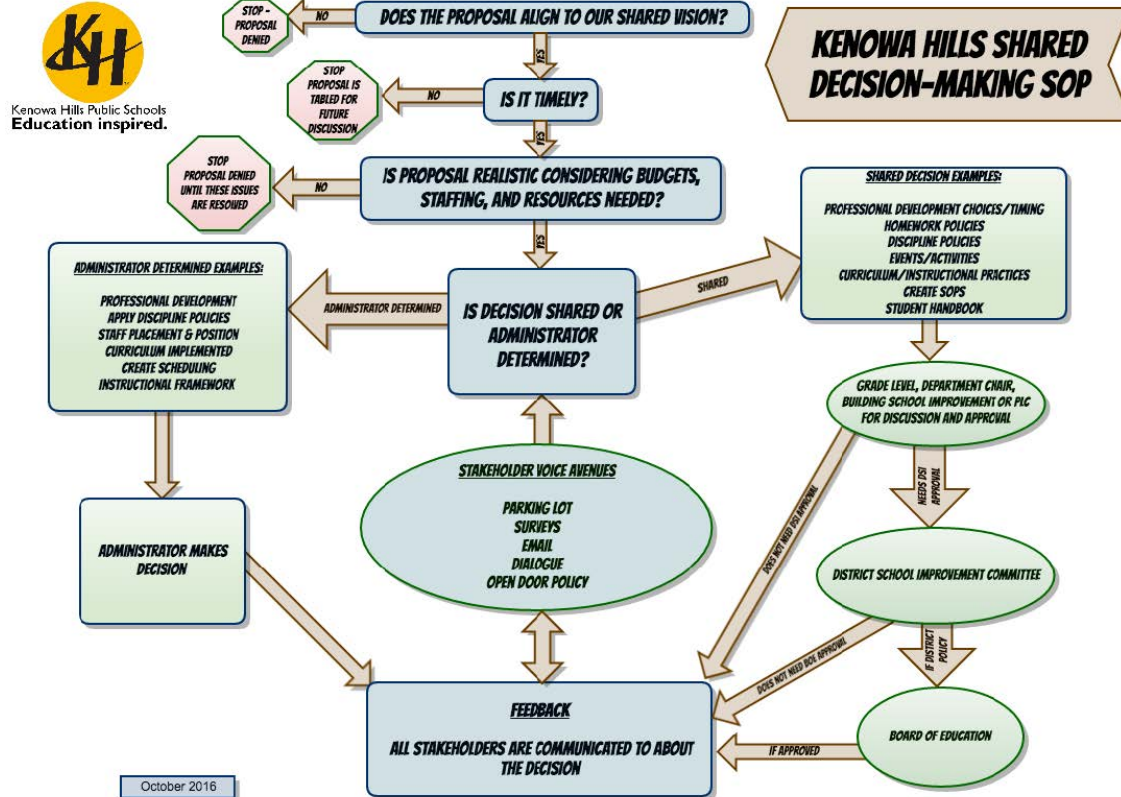
A teacher and several students are gathered around a table in a library or classroom, looking at books and papers. The scene is overlaid with a semi-transparent red filter. The teacher, a man with glasses, is leaning over the table, pointing at a book. The students, including a girl with long blonde hair, a boy with dark hair, and a girl with dark hair, are also looking at the books and papers. The background shows bookshelves filled with books.

Action #6: Active *Visioning*

Vision: Check for Indicators

- I can define vision
- My site(s)/district has an aligned vision
- Representatives from all stakeholder groups were involved in the creation of the vision
- Stakeholders can recite the vision, and know their role
- The vision inspires action and is monitored at all levels
- The vision is used to drive decision-making

Maintaining Buy In: Decision-Making Process



How is your voice used to help make decisions?

What is your decision-making process?

How are feedback loops utilized?



Ready for
your talk?

Elevator Speech

absolutely not longer than 25 to 30 seconds
approximately 80 to 90 words **OR** 8 to 10 sentences

STEP 1: First write down all that comes to mind when you think about the WHAT, WHY, & HOW of teacher evaluation and observation.

STEP 2: Then cut the jargon and details. Make strong short and powerful sentences. Eliminate unnecessary words.

STEP 3: Connect the phrases to each other. Your elevator address has to flow natural and smoothly.

STEP 4: Practice.

00:00

A CULTURE OF FEEDBACK

Gather Regular Input:

- ◆ Surveys, interviews, and questionnaires

Review Results:

- ◆ State Benchmark Testing
- ◆ District Assessments
- ◆ Contextual Hours
- ◆ School-to-Life Program Participation Hours
- ◆ Technology used for Productivity

Reenergize and refine at Annual Stakeholder events

Assess satisfaction and needs w/ Stakeholder Surveys



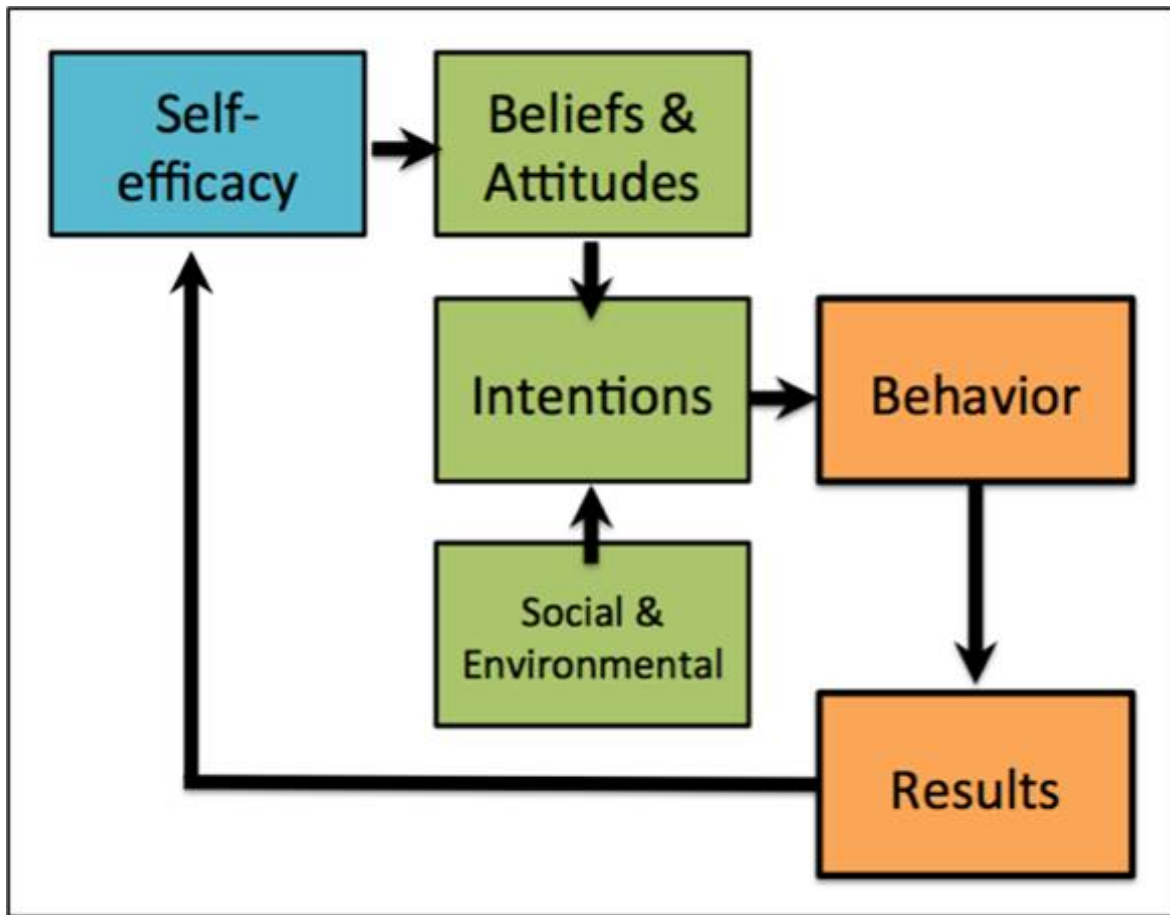
Action #7: Nourish Collective Efficacy (Behaviors Feed the Vision)

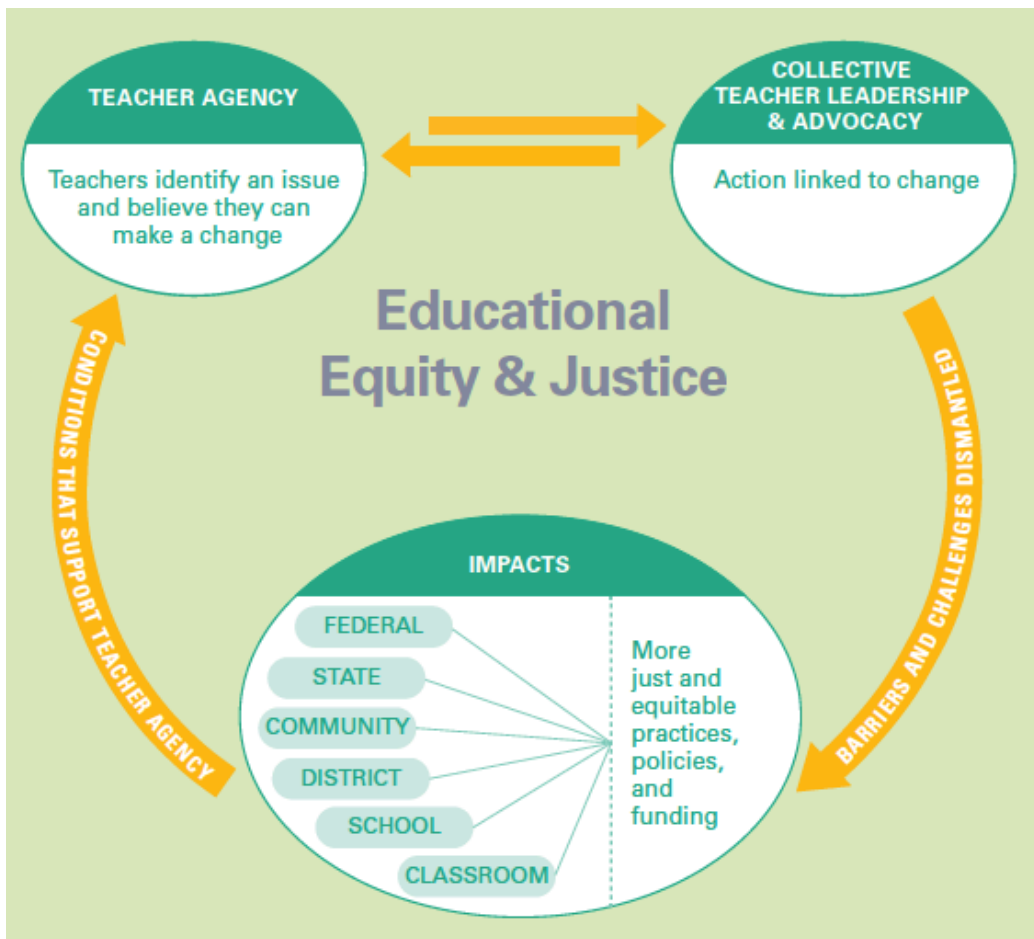
“Management is good if you want compliance.

But if you want engagement, self-directed is better.”

Daniel Pink

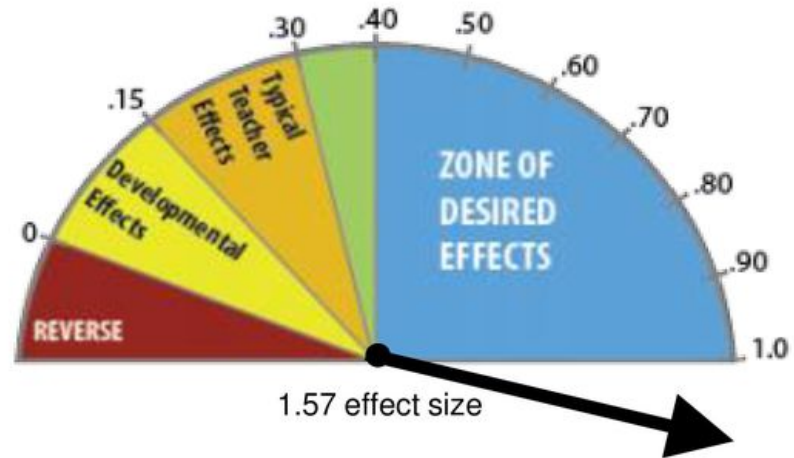
Drive





Research-Based Best Practice - Dr. John Hattie

Teachers shared belief that through collective action, they can positively influence student outcomes, including impacting those who are disengaged and/or disadvantaged.

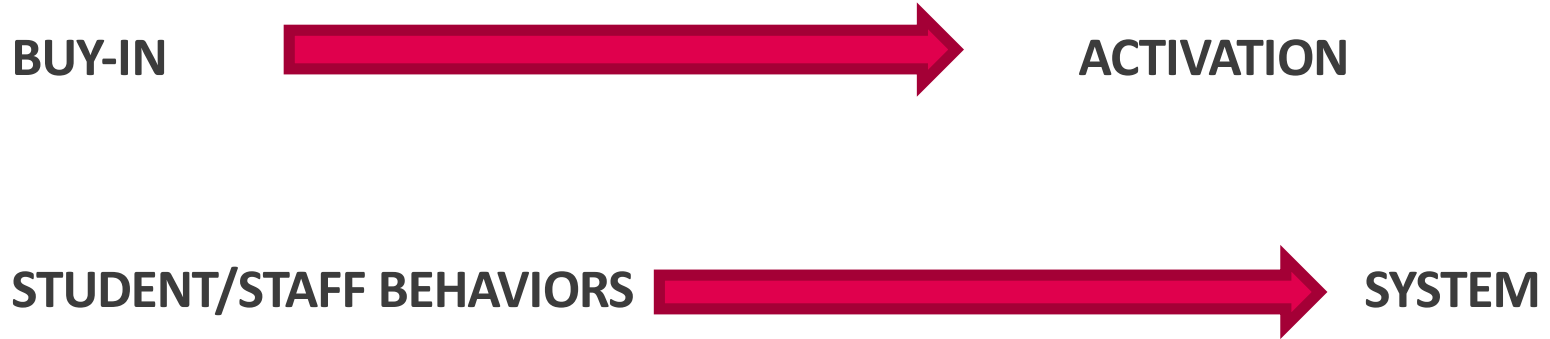


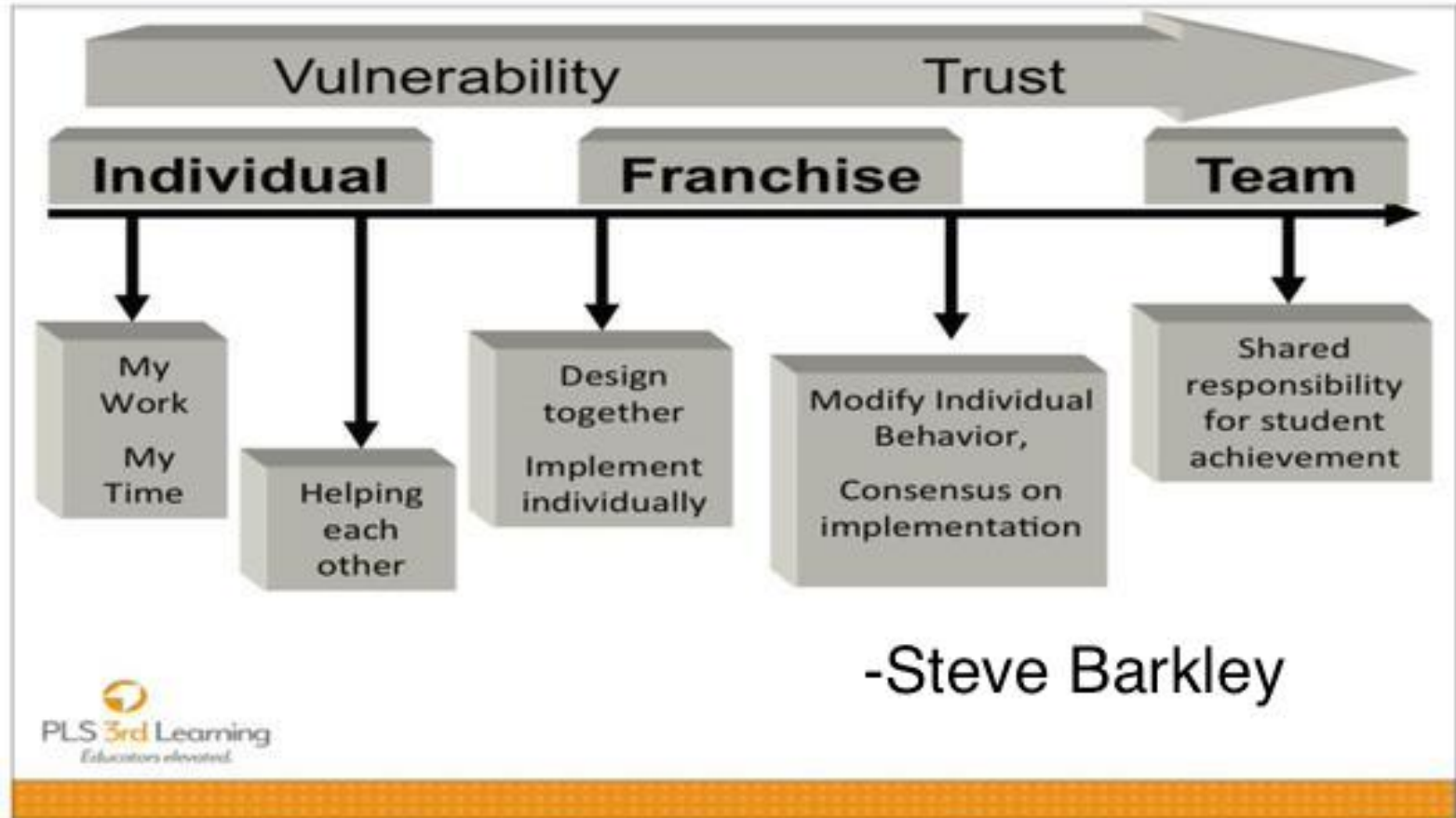
Collective Teacher Efficacy

Reflection on a Word



Vested Interest in the ‘WE’





Types of School Culture

Collegiality Shifts

1. Collaborative (GOAL)
2. Comfortable-Collaborative (NICE)
3. Contrived-Collegial (Top Down/Superficial)
4. Balkanized (Small Groups)
5. Fragmented (ME)
6. Toxic (Avoid)



Solidifying Relationships

"The growth of any craft depends on shared practice and honest dialogue among the people who do it. We grow by private trial and error, to be sure -- but our willingness to try, and fail, as individuals is severely limited when we are not supported by a community that encourages such risks."

-- The Courage to Teach; Palmer, 1998, p. 144

Ways to Improve Collegiality

- PLC (professional learning communities)
- Retreat work sessions for joint work
- Team Prep / Planning
- Reciprocal Observations
- Open-door
- Hold each other accountable

Modeling Collegiality

Code of Cooperation Assessment
Please take a moment to rate yourself and our staff on the Code of Cooperation.

	Self	Grade Level
Be positive	1	1
Be productive and complete work	3	3
Focus on useful and relevant concerns	3	3
Begin and end on time	3	3

Code of Cooperation Assessment
Please take a moment to rate yourself and our staff on the Code of Cooperation.

	Self	Grade Level
Be positive	3	3
Be productive and complete work	3	3
Focus on useful and relevant concerns	3	3
Begin and end on time	3	3

Code of Cooperation Assessment
Please take a moment to rate yourself and our staff on the Code of Cooperation.

	Self	Grade Level
Be positive	4	4
Be productive and complete work	3	3
Focus on useful and relevant concerns	3	4
Begin and end on time	4	4

Code of Cooperation Assessment
Please take a moment to rate yourself and our staff on the Code of Cooperation.

	Self	Grade Level
Be positive	3	3
Be productive and complete work	2	2
Focus on useful and relevant concerns	3	3
Begin and end on time	3	3

Code of Cooperation Assessment
Please take a moment to rate yourself and our staff on the Code of Cooperation.

	Self	Grade Level
Be positive	2	2
Be productive and complete work	2	2
Focus on useful and relevant concerns	3	2
Begin and end on time	3	3

Goodwin Faculty/Staff Code of Cooperation Rubric

	4	3	2	1
Be Positive	-Celebrate others' accomplishments -Give and receive information with a "van der" attitude	-Celebrate accomplishments -Receive information with a "van der" attitude -Use polite and professional language	-Bring problems with solutions -Request information	-Bring problems with no solutions -Request information with a negative attitude -Use impolite or unprofessional language
Be Productive and Complete Work	-Engage in collaborative work with others -Freely create and share resources with others	-Everyone on task and engaged -Complete expected work or next steps before meeting -Share resources	-Some off-task behavior (mobile devices) -A few next steps are completed before meeting -Share resources when asked	-Lots of off-task behaviors -No next steps or work completed before meeting
Focus on Useful and Relevant Concerns	-Steering the conversation back to the topic -Ask relevant questions that drive discussion forward	-Information shared is applicable to all participants -Ask clarifying questions -Stay on topic	-Information shared is applicable to some participants -Ask questions that may lead to off-topic discussions	-Information is not applicable or relevant -One-way communication only -Many off-topic discussions
Begin and End on Time	-Helping others arrive and end on time -Facilitator of meeting ends on time	-All participants arrive on time -Some participants arrive late or leave early -Facilitator allows meeting to run late	-Most participants arrive late or leave early	-Most participants arrive late or leave early



CCSD Personalized Learning Department
Code of Cooperation 2014-15

Revised: 8.11.14

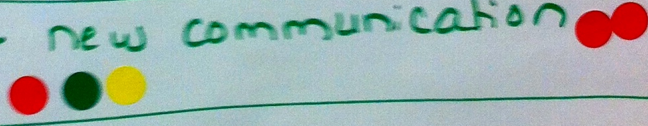
	Emerging	Developing	Proficient	Advanced
Be Data Driven		<ul style="list-style-type: none"> Collect & analyze data Create Plan of Action Make decisions which may not always be data-driven 	<ul style="list-style-type: none"> Collect & analyze data relevant to the situation Data is maintained in an organized manner & accessible to all users Make decisions based on data collected Implement plan based on data Reflect & adjust practices 	
Be Collaborative		<ul style="list-style-type: none"> Share resources when requested Occasionally shared ideas Needs reminders to adhere to time commitments Selectively respectful Supportive on select ideas Occasionally reliable Sometimes honest 	<ul style="list-style-type: none"> Share resources Contribute ideas Honor group agreements & time Communicate Be respectful of all team members Be supportive of all team members Reliable Honest 	
Be Human		<ul style="list-style-type: none"> Notices commonalities Recognized common goals/shared vision Sometimes shares strengths and weaknesses Sometimes demonstrates flexibility Participates in an enjoyable environment 	<ul style="list-style-type: none"> Discovers commonalities Works towards common goals/shared vision Openly shares strengths and weaknesses Demonstrates flexibility regularly Creates an enjoyable environment that fosters positivity, fun and gratification/satisfaction 	
Be Innovative		<p>On my own:</p> <ul style="list-style-type: none"> Continue researching new strategies and resources that support best practices, including technology Be open to new ideas and sharing new ideas Encouraging yourself and others to try new things 	<p>When required or prompted:</p> <ul style="list-style-type: none"> Research strategies and resources Be open to new ideas Encouraging yourself to try new things 	
Be a Life-Long Learner		<ul style="list-style-type: none"> Attend and participate in PD! Active participant in book studies! Create and contribute resources! Apply independent research findings 	<ul style="list-style-type: none"> Attend and participate in PD! Active participant in book studies! Create and contribute resources! Apply independent research findings 	

COLLEGIALITY GOAL

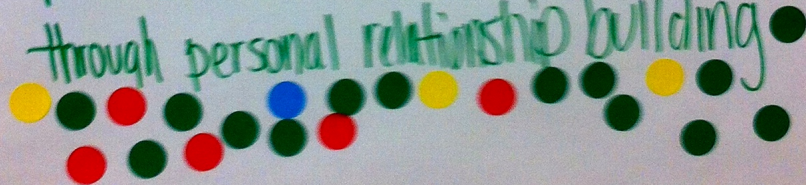
• TO IMPLEMENT TRUE SHARING
ACROSS PODS



• Implement new communication
strategies



• To increase trust
through personal relationship building



Question Value Ladder



Lead with Questions

The Flip Side: Listening



Shane Safir

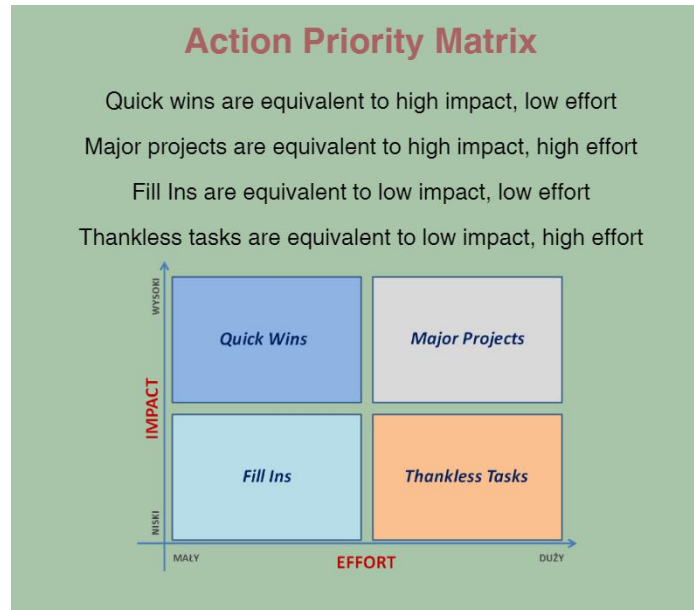
KnowledgeWorks.org

Targets

I use different methods for questioning to find and discover the commonalities across my staff to ultimately determine a goal.

I use different methods for questioning to build relationships across my staff.

I can notice that I've improved my listening skills.



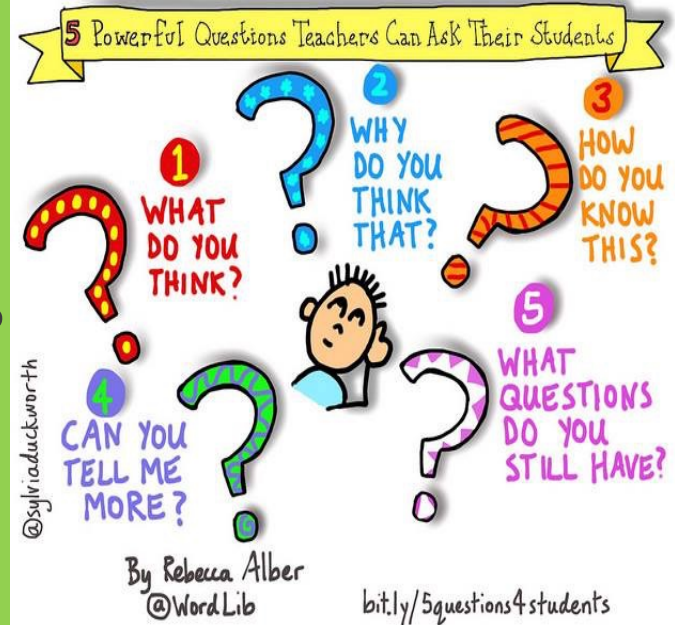
Find a new Ear

- How might you use this in the next week;
- What might you do differently?
- What might be a hurdle to overcome?
- In the next 48 hours, where will you go next?
- How will you know you've been successful?



Driving Questions

- How do we build stakeholder buy-in?
- Where do you want to be at the end of next year?



A photograph of a teacher and several students gathered around a table in a library or classroom, looking at books and papers. The entire image is overlaid with a semi-transparent red filter. The text is centered over the image.

Voice is
THE
Instrument of Change

Work Referenced/Cited

Bray, Barbara, and Kathleen McClaskey. *How to Personalize Learning*. Thousand Oaks, CA: Corwin, A SAGE Company, 2017.

Correll, Juliet. "Unlocking the Secrets of Agency." *The Learning Professional*, vol. 38, no. 4, Aug. 2017, pp. 52–57. www.learningforward.org.

Deal, T.E., and Kennedy, A. "Culture and school performance." *Educational Leadership*, vol. 40, no. 5, 1983, pp.140–141. Alexandria, VA.: ASCD.

Donohoo, Jenni, John Hattie, and Rachel Eells. *The Power of Collective Efficacy*, vol. 75, no. 6, March 2018, pp. 41-44. Alexandria, VA.: ASCD.

DuFour, Richard and Eaker, Robert. *Professional Learning Communities at Work: New Insights for Improving Schools*. Bloomington, IN: National Educational Services, 2008.

Fullan, Michael. *Motion Leadership*. Thousand Oaks, CA.: Corwin, 2010.

Adapted from Knoster, T., Villa, R., & Thousand, J. *A framework for thinking about systems change*. In R. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* (pp. 93-128). Baltimore: Paul H. Brookes Publishing Co. 2000.

Goleman, Daniel. *Focus*. New York, NY: Daniel Goleman, 2013.

Kegan, R., and Lahey, L. *Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization*. Boston, MA, Harvard Business School Publishing, 2009.

KnowledgeWorks. *Finding Your Path: District Conditions Navigation Tool for Scaling Personalized, Competency-Based Learning*. Cincinnati, OH: KnowledgeWorks, 2018.

Kotter, J. *Leading Change*. Harvard Business Review Press, 2012.

Kouzes, James and Barry Posner. *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*. Noboken, NJ.: 2017.

Langford, David. *Tool Time for Educators*. Version15.0. Molt, MT.: Langford International, 2010.

Pink, Daniel. *Drive: The Surprising Truth About What Motivates Us*. Riverhead Books, 2011.

Safir, Shane. "Learning to Listen." *Educational Leadership*, vol. 74, no. 8, May 2017, pp. 16-21. Alexandria, VA.: ASCD.

Wiseman, Liz, et al. *The Multiplier Effect, Tapping the Genius Inside Our Schools*. Thousand Oaks, CA, Corwin, 2013.