Please discuss with a neighbor the following quote….

“Principled solutions often stand in stark contrast with current thinking or what people think should be done”

-unknown
School Reform
Tacit knowledge (as opposed to formal, codified or explicit knowledge) is the kind of knowledge that is difficult to transfer to another person by means of writing it down or verbalizing it. It’s an unwritten, unspoken, and hidden vast storehouse of knowledge held by practically every normal human being, based on his or her emotions, experiences, insights, intuition, observations and internalized information. Tacit knowledge is integral to the entirety of a person’s consciousness, is acquired largely through association with other people, and requires joint or shared activities to be imparted from one to another. Like the submerged part of an iceberg it constitutes the bulk of what one knows, and forms the underlying framework that makes explicit knowledge possible.
While tacit knowledge can be possessed by itself, explicit knowledge must rely on being tacitly understood and applied. Hence all knowledge is either tacit or rooted in tacit knowledge. A wholly explicit knowledge is unthinkable.

— Michael Polanyi —

AZ QUOTES
“Just tell me what to do and I’ll do it!”

“Sometimes my teachers get caught up in their perceived expectations.”

- Paul Branagan
Unmet Expectations as Feedback!
Aligning Expectations
“I want you to want to do the dishes!”
I would rather have 1 person working with me than 10 working for me.
What I chose to focus my time and energy on!

Stand Tall - Respond vs. React

Point the Way - Purpose

Ownership & Responsibility

Relationships and Emotional Intelligence

Weak Link - Embrace Failure
How Do Principals Influence Student Achievement?

University of Chicago
Consortium on School Research

Key Findings

The Principals greatest influence on student achievement is through changes in school climate.

Principals most influenced student learning by fostering strong learning climates.

What does that look like?

Teachers work together to find solutions

School staff hold each other accountable for the success of all students in the school, not just in their own classrooms.

There is a sense of shared leadership among staff.

Staff members at multiple levels continually examine student data of various types

Teachers’ meeting time is used for a planned purpose,
Paradigms

A way of looking at something. When you change your paradigm you’re changing the way you view something.

“Improvements come not just from your attitudes and beliefs, but from the paradigms from which your attitudes and beliefs flow”

- Stephen Covey
“How we think about the impact of what we do is more important than what we do.”

-John Hattie
“Life is difficult. This is a great truth, one of the greatest truths. It is a great truth because once we truly see this truth, we transcend it. Once we truly know that life is difficult—once we truly understand and accept it—then life is no longer difficult. Because once it is accepted, the fact that life is difficult no longer matters.”

— M. Scott Peck, The Road Less Traveled
Thumbs up!

It's Ok, I Got This!
The more you take responsibility the more power you will realize you have

Sees themselves as an agent of change and believes all students can improve. Keeps it positive! Does not blame others, seeks solutions and a path forward. Positive, Solution Oriented, Takes Ownership and Responsibility and is always willing to step up, Possesses confidence and belief in self. Understands the power and impact they DO have as a teacher.

Mindframes

• I am a change agent
• I am the only one responsible for my own happiness
• I believe all students can improve
• I believe I have the power to impact change
• I don’t blame others, I take responsibility for solving my problems and the performance of my school, class and students
\[ \text{A} \ (E \times S) = P \]

Attitude x Effort x Skill = Performance

\[-1 \ (4 \times 4) = -16\]
Narrative Identity

We are the stories we tell ourselves.

Joan Didion

IF YOUR CURRENT STORY ISN'T WORKING FOR YOU, WHY NOT CHOOSE A NEW ONE?
Thumbs up!

It’s Ok, I Got This!

The more you take responsibility the more power you will realize you have

Sees themselves as an agent of change and believes all students can improve. Keeps it positive! Does not blame others, seeks solutions and a path forward. Positive, Solution Oriented, Takes Ownership and Responsibility and is always willing to step up, Possesses confidence and belief in self. Understands the power and impact they DO have as a teacher.

Mindframes

- I am a change agent
- I am the only one responsible for my own happiness
- I believe all students can improve
- I believe I have the power to impact change
- I don’t blame others, I take responsibility for solving my problems and the performance of my school, class and students
Point the Way - Purpose

Your why needs to aligned!

“I kinda just fell into teaching. I went to school for photography but when I realized I couldn’t get a job I decided to be a teacher because I needed a job and I have always found that kids like me and just follow me.”
Point the Way - Purpose

To the world you may be just one person, but to one person you might be the world

Gets the BIG picture! Knows their “WHY”. Depth of understanding leads to an ability to see connections and simplify. Actions are student centered, purposeful and intentional. Focused on learning and the language of learning. Possesses the technical skills and passion required to impact student success (Academic, Social, Coping, Growth Mindset). Possesses a true belief in students and forms high goals and standards for themselves and students as a result. Teaches the whole child and is capable of meeting kids where they are at and building them up from there.

Mindframes

• I know my why and I’m here for kids!
• I start with the end in mind
• I seek to be purposeful in all I do and to explicitly inform students and staff what successful impact will look like from the start
• I focus on learning and the language of learning
Simon Sinek

**THE GOLDEN CIRCLE**

**WHAT**
Every organization on the planet knows WHAT they do. These are products they sell or the services.

**HOW**
Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

**WHY**
Very few organizations know WHY they do what they do. WHY is not about making money. That's a result. WHY is a purpose, cause or belief. It's the very reason your organization exists.
I wish I could dribble as clean as Kyrie Irving
Adrift on the lonely sea, 

Hes the missing piece to my boat, drifting away 

In the lonely sea, I wish 

My dad were back, hes the missing piece of me. 

— Sabrina

I wish I could go back 

With my mom, she's the missing link to my chain of happiness.

All this weight is holding me down. 

I wish I could lose it as easily as blowing out candles on a cake. 

A cake I shouldn't really be eating but probably will anyway.
Point the Way - Purpose

Point the Way
To the world you may be just one person, but to one person you might be the world

Gets the BIG picture! Knows their “WHY”. Depth of understanding leads to an ability to see connections and simplify. Actions are student centered, purposeful and intentional. Focused on learning and the language of learning. Possesses the technical skills and passion required to impact student success (Academic, Social, Coping, Growth Mindset). Possesses a true belief in students and forms high goals and standards for themselves and students as a result. Teaches the whole child and is capable of meeting kids where they are at and building them up from there.

Mindframes

• I know my why and I’m here for kids!
• I start with the end in mind
• I seek to be purposeful in all I do and to explicitly inform students and staff what successful impact will look like from the start
• I focus on learning and the language of learning
Stand Tall - Respond vs. React

“Conditions don’t arise to satisfy us, they arise to awaken us”

- Eckhart Tolle
Stand Tall - Respond vs. React

Stand Tall
When you can’t control what’s happening challenge yourself to control the way you respond to what’s happening. That’s where your power is.

Not afraid! Stands Tall and thrives in the face of challenges. Always does what’s right for kids, does not worry what others think, and not afraid of hard work. Persistent, never gives up, willing to stand up to others and advocate for their students, families and the school. Not afraid to look in the mirror and seek feedback.

Mindframes

• I can’t control what happens but I can control how I respond
• When challenging situations arise I focus on solving those problems from the inside out.
• I act on feedback given to me
• I have an open mind and embrace diversity of opinion
• I give and help students and staff understand feedback
• I can have difficult conversations
Life is 10 percent what happens to us and 90 percent how we respond to it.

Chuck Swindoll
Please wipe down the gosh darn table when you are done eating. *I'm sick of wiping up a greasy table in order to START my lunch.

THANKS
Stand Tall - Respond vs. React

Stand Tall
When you can’t control what’s happening challenge yourself to control the way you respond to what’s happening. That’s where your power is.

Not afraid! Stands Tall and thrives in the face of challenges. Always does what’s right for kids, does not worry what others think, and not afraid of hard work. Persistent, never gives up, willing to stand up to others and advocate for their students, families and the school. Not afraid to look in the mirror and seek feedback.

Mindframes

• I can’t control what happens but I can control how I respond
• When challenging situations arise I focus on solving those problems from the inside out.
• I act on feedback given to me
• I have an open mind and embrace diversity of opinion
• I give and help students and staff understand feedback
• I can have difficult conversations
“The propensity for group think is to sink to the lowest common denominator, and that is to stick to those topics and issues we tend to agree upon.”
Relationships and Emotional Intelligence

Relationships/Emotional Intelligence

*Speak the truth, transparency breeds legitimacy*

Works well with others! Self aware with the ability to recognize their own feelings and emotions. Possesses the ability to manage and respond to their own emotions appropriately. Possesses social awareness and the ability to understand the emotions of others. Has relationship management skills and the ability to manage conflict and develop healthy relationships with others. Reflective, thoughtful and listens. Forms trusting, collaborative relationships with others and their students. Uses their relationships with students and colleagues as a means to motivate and push them to achieve high expectations.

Mindframes

• I seek first to understand before trying to be understood
• I can be vulnerable with others and let them see the real me
• I collaborate with my peers/teachers and my students about my conceptions of progress and my impact
• I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others.
Congeniality

How was your weekend?
About Family and Friendships!
Facebook
Favorite Television Shows
Drama and Gossip?

VS.

Collegiality

Analyzing Student Data
Talking about perceptions of progress
Analyzing our impact on student growth
Sharing best practices
Collaborative Inquiry!
Visible Practices of a Strong Adult Professional Learning Culture

**Learning Organization**

1. Frequent teaching in the presence of other adults
2. Safety to take risks, be vulnerable in front of colleagues
3. Constant learning about High-Expertise Teaching

**Teams and Data**

4. Deep collaboration and deliberate design for interdependent work and joint responsibility for student results
5. Non-defensive self-examination of teaching practice in relation to student results
6. Constant use of data to re-focus teaching

**Passion and Press**

7. Urgency and press to reach all students and do better for out disadvantage students
8. Commitment to implement “Smart if something you can get” in classroom practice, class structure, and school policies and procedures.

**Humane Caring Environment**

9. Human environment of caring, appreciation and recognition, getting to know one another, traditions we look forward to

**Critical Feedback**

10. Demanding and high standards for development towards high expertise teaching for all teachers.
11. Honest, open communication with ability to challenge each other and have difficult conversations

- 2019 Research for Better Teaching
Emotional Intelligence has been proven to be one of the greatest predictors of career success, including:

- Ability to handle frustrations
- Manage own emotions
- Manage own social skills

- Daniel Goleman
Collective efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students. A school staff that can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.
Relationships and Emotional Intelligence

Relationships/Emotional Intelligence

Speak the truth, transparency breeds legitimacy

Works well with others! Self aware with the ability to recognize their own feelings and emotions. Possesses the ability to manage and respond to their own emotions appropriately. Possesses social awareness and the ability to understand the emotions of others. Has relationship management skills and the ability to manage conflict and develop healthy relationships with others. Reflective, thoughtful and listens. Forms trusting, collaborative relationships with others and their students. Uses their relationships with students and colleagues as a means to motivate and push them to achieve high expectations.

Mindframes

• I seek first to understand before trying to be understood
• I can be vulnerable with others and let them see the real me
• I collaborate with my peers/teachers and my students about my conceptions of progress and my impact
• I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others.
Weak Link - Growth Mindset

“You don’t find buried treasure by scratching the surface.”

–Mark Manson
Weak Link - Growth Mindset

Weak Link

Nothing worth achieving comes easy!

Embraces Mistakes! Understands they are only as strong as their weakest area (Growth Mindset!) Has a passion for their work, their learning and growth. Competent because they are constantly looking to learn and grow and willing to make mistakes, understands that if you are not making mistakes you are not challenging yourself!

Mindframes

• I strive for challenge and not merely doing my best
• I embrace my mistakes for they help me learn and grow
• I seek feedback in a variety of ways
• I am an evaluator of my impact on student/teacher learning
• I am not my ego
Weak Link - Growth Mindset

Weak Link
Nothing worth achieving comes easy!

Embraces Mistakes! Understands they are only as strong as their weakest area (Growth Mindset!) Has a passion for their work, their learning and growth. Competent because they are constantly looking to learn and grow and willing to make mistakes, understands that if you are not making mistakes you are not challenging yourself!

Mindframes

• I strive for challenge and not merely doing my best
• I embrace my mistakes for they help me learn and grow
• I seek feedback in a variety of ways
• I am an evaluator of my impact on student/teacher learning
• I am not my ego
Fostering competence is much easier than addressing the tacit skills and mind-frames of your staff. You need to be brave and willing to have difficult conversations. You need to invest in helping your staff be the best they can be, not by controlling what they do, but by being clear about how great teachers approach and think about the job. These conversations and efforts to be clear about your expectations will result in paradigm shifts that will increase the agency of your staff. It will lead to true collaboration and a high performing professional learning community. It will protect against burnout and will increase student achievement.

Remember, it’s not what you do that’s most important, but how you think about the impact of what you do that’s most important!
Point the Way
To the world you may be just one person, but to one person you might be the world
Gets the BIG picture! Able to simplify things because of their depth of understanding. Actions are student centered, purposeful and intentional. Knows how to teach, foster and develop all the skills required for student success (Academic, Social, Coping, Growth Mindset). Possesses a true belief in students and forms high goals and standards for themselves and students as a result. Teaches the whole child and is capable of meeting kids where they are at and building them up from there.

Stand Tall
When you can’t control what’s happening challenge yourself to control the way you respond to what’s happening. That’s where your power is.
Not afraid! Stands Tall and thrives in the face of challenges. Always does what’s right for kids, does not worry what others think, and not afraid of hard work. Persistent, never gives up, willing to stand up to others and advocate for their students, families and the school. Not afraid to look in the mirror and seek feedback.

Relationships/Emotional Intelligence
Speak the truth, transparency breeds legitimacy
Works well with others! Self aware with the ability to recognize their own feelings and emotions. Possesses the ability to manage and respond to their own emotions appropriately. Possesses social awareness and the ability to understand the emotions of others. Has relationship management skills and the ability to manage conflict and develop healthy relationships with others. Reflective, thoughtful and listens. Forms trusting, collaborative relationships with others and their students. Uses their relationships with students and colleagues as a means to motivate and push them to achieve high expectations.

It’s Ok, I Got This!
The more you take responsibility the more power you will realize you have
Keeps it positive! Does not blame others, seeks solutions and a path forward. Positive, Solution Oriented, Takes Ownership and Responsibility and is always willing to step up. Possesses confidence and belief in self. Understands the power and impact they DO have as a teacher.

Weak Link
Nothing worth achieving comes easy!
Embraces Mistakes! Understands they are only as strong as their weakest area (Growth Mindset) Has a passion for their work, their learning and growth. Competent because they are constantly looking to learn and grow and willing to make mistakes, understands that if you are not making mistakes you are not challenging yourself!
Example (Feedback to Students)

What the data says.......“Good Job”
Prerequisite skills and Mindframes

- I give and help students understand feedback
- I focus on learning and the language of learning
- I explicitly inform students what successful impact looks like from the outset
- I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others
### HAB Learner Behaviors

Below is a list of the learner behaviors we are seeking to develop in our students as Reader, Writers, Scientist and Mathematicians. Our first order of business in teaching all areas is to ensure that our students are engaged and see themselves as Readers, Writers, Scientist, Mathematicians and Life Long Learners. We want to develop writers and mathematicians, not teach writing and math. We accomplish this by clearly defining the actions for students, identifying what they CAN do and promoting their individual growth through the use of Growth Producing Language and activities with all students.

#### Engaged Writers
- View themselves as writers
- Write for a purpose
- Match their genre to the purpose and audience
- Draw
- Plan and rehearse
- Draft, revise, edit and proofread for both craft and conventions in effort to improve their writing and communicate meaning
- Publish writing

#### Engaged Scientists
- Ask questions (for Science) and define problems (for Engineering)
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Use mathematics and computational thinking
- Construct explanations (for Science) and design solutions (for Engineering)
- Engage in argument from evidence
- Obtain, evaluate and communicate information

#### Engaged Mathematicians
- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

#### Engaged Readers
**While within a text they**
- Search for use information
- Monitor and self-correct
- Solve words
- Maintain fluency
- Make adjustments
- Summarize
**They think about the text by**
- Analyzing and comparing
**They think beyond the text by**
- Making predictions
- Making connections
- Synthesizing information
- Making inferences
# Growth Producing Feedback Rubric

<table>
<thead>
<tr>
<th>Growth Producing</th>
<th>Growth Mindset</th>
<th>Explicit</th>
<th>Positive</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>The language used (Feedback) clearly outlines for the students the next step they should take which will lift their thinking AND promotes the student to think of themselves like a Reader, Writer (Learner Behaviors). In the larger context of the room feedback could be explicit only yet Growth Producing because the climate overall and language used throughout clearly promotes the HBB Learner Behaviors.  <strong>Example</strong> – “I like how hard you have been working to edit in order to persuade the reader, remember, good writers edit their work over and I think a strong edit would be to replace the words I underlined with some of the strong adjectives we discussed during Monday’s focus lesson.”  <strong>Example</strong> – “Remember to work hard, your brain gets stronger when you work hard.”</td>
<td>The language used may encourage the Growth Mindset and may encourage kids to work harder but does not clearly outline the next steps that are required to get to the next level.</td>
<td>Feedback provided may clearly outline expectations for the student but does not necessarily lift their thinking or actions and does not necessarily promote the student to think of themselves as a Reader, Writer, Mathematician, Scientist (Learner Behaviors). It may outline next steps but even within the larger context of the room the HBB Learner Behaviors are not being promoted.  <strong>Example</strong> – “I would like you to go back and add a concluding paragraph” “Be sure to add periods where they belong.”</td>
<td>Feedback provided is positive and may boost their self-esteem but does not outline next steps.</td>
<td>Not sure where it fits. If it wasn’t clear to you it wasn’t clear to the student.</td>
</tr>
</tbody>
</table>
School Culture - A Guide to Thrive

Derek Thompson
Principal

Henry B. Burkland Elementary School
41 Mayflower Avenue, Middleborough, MA 02346

e: dthompson@middleboro.k12.ma.us
p: (508)946-2040
f: (508)946-2029
Having connection to your values leads to purpose and your why.....

Which leads to a positive view of self.....

Which allows you to stay true to yourself.....

Which leads to a sense of appropriate control in your life.....

Which allows you to be authentic with others and respond vs. react.....

Which leads to relationships which are crucial for.....

FEEDBACK AND GROWTH!