

## “WHAT I VALUE MOST...”

From this list of values, select the ten that are most important to you—as guides for how to behave, or as components of a valued way of life. Feel free to add any values of your own to this list.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Achievement                 | <input type="checkbox"/> Friendships                                 | <input type="checkbox"/> Physical challenge                           |
| <input type="checkbox"/> Advancement and promotion   | <input type="checkbox"/> Growth                                      | <input type="checkbox"/> Pleasure                                     |
| <input type="checkbox"/> Adventure                   | <input type="checkbox"/> Having a family                             | <input type="checkbox"/> Power and authority                          |
| <input type="checkbox"/> Affection (love and caring) | <input type="checkbox"/> Helping other people                        | <input type="checkbox"/> Privacy                                      |
| <input type="checkbox"/> Arts                        | <input type="checkbox"/> Helping society                             | <input type="checkbox"/> Public Service                               |
| <input type="checkbox"/> Challenging problems        | <input type="checkbox"/> Honesty                                     | <input type="checkbox"/> Purity                                       |
| <input type="checkbox"/> Change and variety part in  | <input type="checkbox"/> Independence                                | <input type="checkbox"/> Quality of what I take                       |
| <input type="checkbox"/> Close relationships         | <input type="checkbox"/> Influencing others                          | <input type="checkbox"/> Quality relationships                        |
| <input type="checkbox"/> Community                   | <input type="checkbox"/> Inner harmony                               | <input type="checkbox"/> Recognition<br>(respect from others, status) |
| <input type="checkbox"/> Competence                  | <input type="checkbox"/> Integrity                                   | <input type="checkbox"/> Religion                                     |
| <input type="checkbox"/> Competition                 | <input type="checkbox"/> Intellectual status                         | <input type="checkbox"/> Reputation                                   |
| <input type="checkbox"/> Cooperation                 | <input type="checkbox"/> Involvement                                 | <input type="checkbox"/> Responsibility &                             |
| <input type="checkbox"/> Country accountability      | <input type="checkbox"/> Job Tranquility                             | <input type="checkbox"/> Security                                     |
| <input type="checkbox"/> Creativity                  | <input type="checkbox"/> Knowledge                                   | <input type="checkbox"/> Self-respect                                 |
| <input type="checkbox"/> Decisiveness                | <input type="checkbox"/> Leadership                                  | <input type="checkbox"/> Serenity                                     |
| <input type="checkbox"/> Democracy                   | <input type="checkbox"/> Location                                    | <input type="checkbox"/> Sophistication                               |
| <input type="checkbox"/> Ecological awareness        | <input type="checkbox"/> Loyalty                                     | <input type="checkbox"/> Stability                                    |
| <input type="checkbox"/> Economic security           | <input type="checkbox"/> Market position                             | <input type="checkbox"/> Status                                       |
| <input type="checkbox"/> Effectiveness               | <input type="checkbox"/> Meaningful work                             | <input type="checkbox"/> Supervising others                           |
| <input type="checkbox"/> Efficiency                  | <input type="checkbox"/> Merit                                       | <input type="checkbox"/> Time Freedom                                 |
| <input type="checkbox"/> Ethical practice            | <input type="checkbox"/> Money                                       | <input type="checkbox"/> Truth  |
| <input type="checkbox"/> Excellence                  | <input type="checkbox"/> Nature                                      | <input type="checkbox"/> Wealth                                       |
| <input type="checkbox"/> Excitement                  | <input type="checkbox"/> Being around people who are open and honest | <input type="checkbox"/> Wisdom                                       |
| <input type="checkbox"/> Expertise                   | <input type="checkbox"/> Order (tranquility, stability conformity)   | <input type="checkbox"/> Work under pressure                          |
| <input type="checkbox"/> Fame                        | <input type="checkbox"/> Personal development                        | <input type="checkbox"/> Work with others                             |
| <input type="checkbox"/> Fast living                 |  | <input type="checkbox"/> Working alone                                |
| <input type="checkbox"/> Fast-paced work             |  |   |
| <input type="checkbox"/> Financial gain              | (living up to the fullest use of my potential)                       |   |
| <input type="checkbox"/> Freedom                     |  |   |

# Educational Planning and Decision Making

June '05

Professor

Kevin N. McGuire *PHD*



# St. John's University

## JUNE '05

### Agenda

#### Planning and Decision Making

NYS LEADERSHIP STANDARDS...

- transfer and  
application

CDEP- Format- - why H.S and M.S?

Results Based Planning

Analysis of Decision Making

Data Presentations – Sunday

- Breaking Ranks II – School Academic Rigor Self Assessment Tool -
- CDEP – Background Demographics, Initial Data Analysis, Benchmarking, Feedback plan-
- Good to Great – Jim Collins
- A Survival Guide for Leaders
- Decision Making - Systems

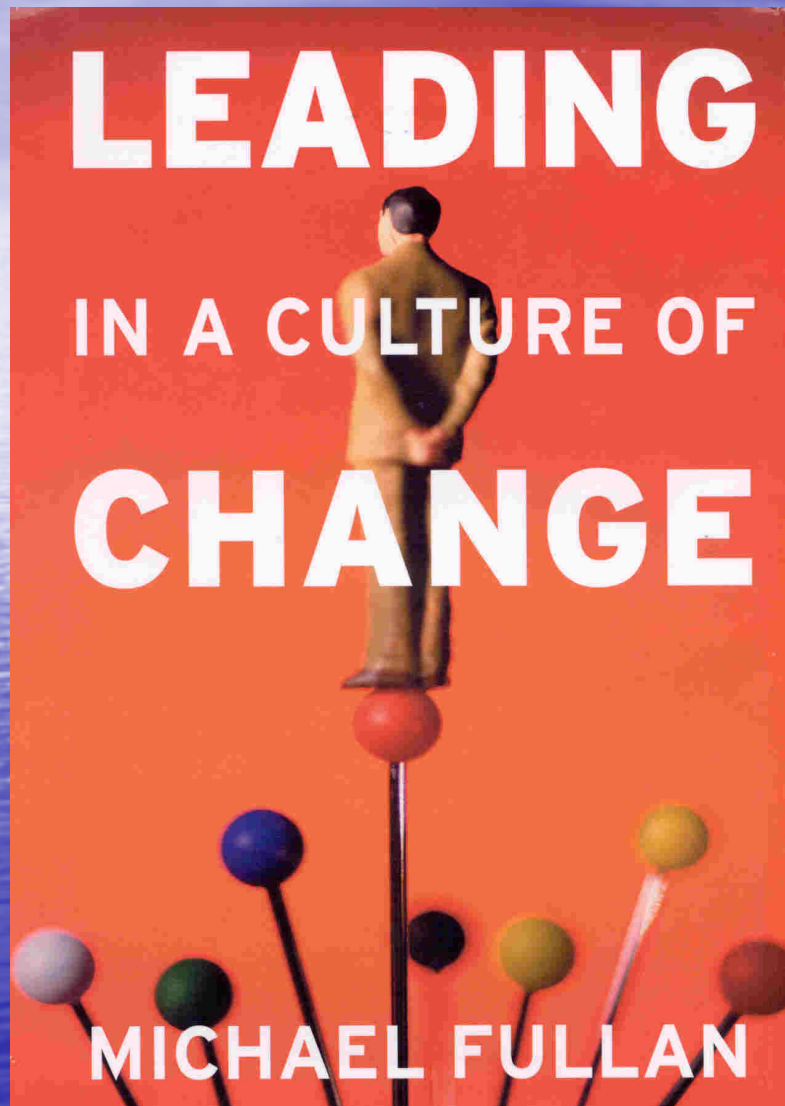
# School Leadership - Review

McRel (2003)

Fullan (2003)

Elmore (2003)

Heifetz (1994)



“A remarkable convergence of thought helps us confront complex problems that do not have easy answers.”



**Leaders**



**Members**

**Commitment**  
(External and Internal)

**Results**

**More good things happen; fewer bad things happen**

# National Standards

- Seven Key Elements
  - VISION, stewardship
  - SCHOOL CULTURE- nurturing
  - ORGANIZATIONAL MANAGEMENT
    - SAFE,EFFICIENT,EFFECTIVE
  - COLLABORATION- community
  - INTEGRITY- ETHICS
  - LARGER SOCIAL ,CULTURAL CONTEXT
    - UNDERSTAND AND INFLUENCE
  - INTERNSHIP OPPERTUNITIES-
- WHAT DO THESE STANDARDS BRING TO MIND, IN RELATION TO PLANNING ? (BEHAVIORS)

# NYS-STANDARDS

- 9 KNOWLEDGE AND SKILLS
  - DIRECTION SETTING- **FOCUS**
  - ORGANIZATIOINAL INTELLIGENCE - **COMPETENCE**
  - PERSONAL STRENGTH - **COMMITMENT**





Implications For Planning ?

**RONALD A. HEIFETZ**

**LEADERSHIP**

**WITHOUT**

**EASY**

**ANSWERS**



# EXPECTATIONS OF LEADERS

R. Heifetz

- DIRECTION
- PROTECTION
- ORIENTATION TO ROLE AND PLACE
- CONTROL CONFLICT
- MAINTENANCE OF NORMS



Implications For Planning ?



Research 2003  
Robert Marzano

**“Demonstrated leadership ability [is] associated with as much as a 19 percentile point increase in student achievement.”**

**- McRel 2003**

# Magnitude of Change

- First Vs. Second Order
- Incremental Vs. Fundamental
- Technical Vs. Adaptive



# First Vs. Second Order Change

<b>First Order</b>	<b>Second Order</b>
<b>Extension of the past</b>	<b>Break with the past</b>
<b>Consistent with norms</b>	<b>Conflicted with norms</b>
<b>Existing knowledge and skills</b>	<b>New knowledge and skills</b>



Implications For Planning ?



# Loose Coupling

- The Disconnects

ALBERT SHANKER INSTITUTE

Building a New Structure  
For School Leadership



BY RICHARD F. ELMORE



# Loose Coupling- The Disconnects

Preparation vs. The Work

Isolation vs. Distributed  
Leadership

Volunteerism vs. Sustained  
Professional Development



# Loose Coupling- The Disconnects

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# Loose Coupling- The Disconnects

Preparation vs. The Work  
Isolation vs. Distributed  
Leadership

Volunteerism vs. Sustained  
Professional Development



Implications For Planning ?



— HOW DO WE PREPARE THEM? —

**85% OF CHILDREN  
ENTERING KINDERGARTEN  
WILL WORK IN JOBS  
THAT DON'T EXIST TODAY**



**HELP SHAPE THE FUTURE TODAY!**

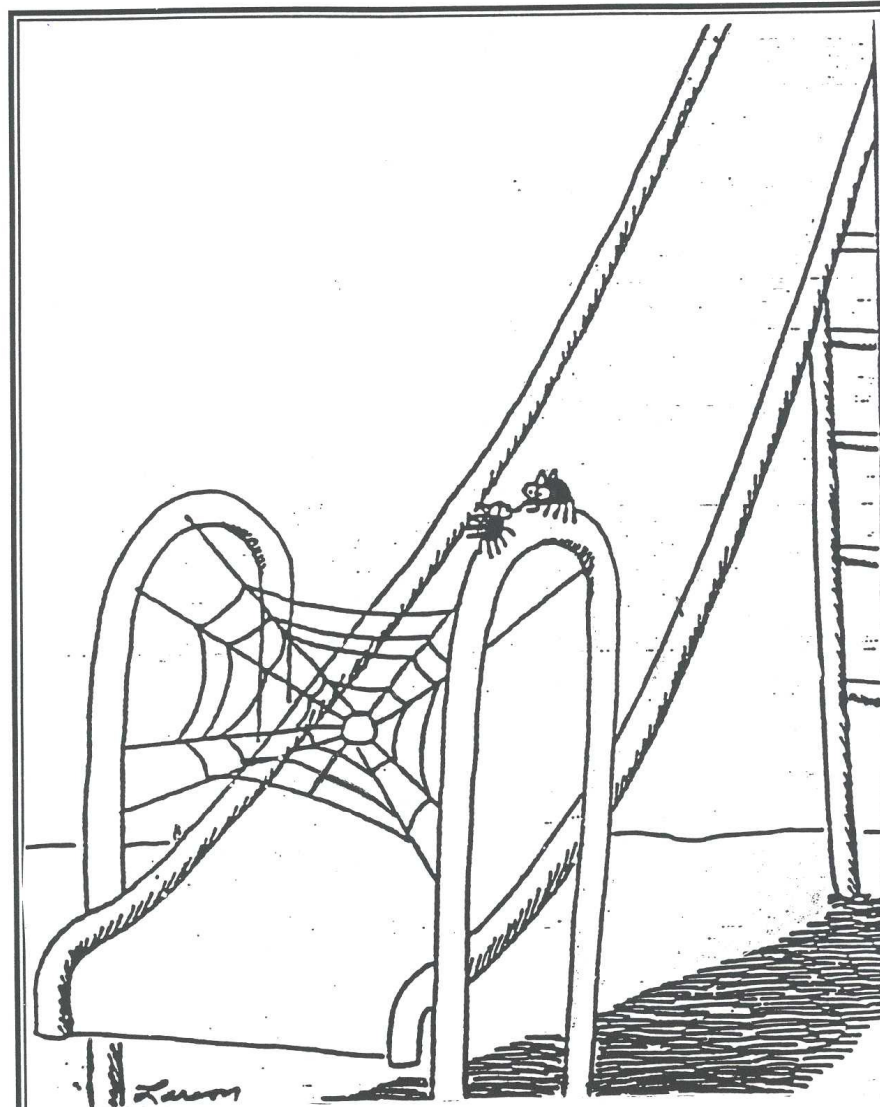
# CDEP Format

## Comprehensive District Education Plan

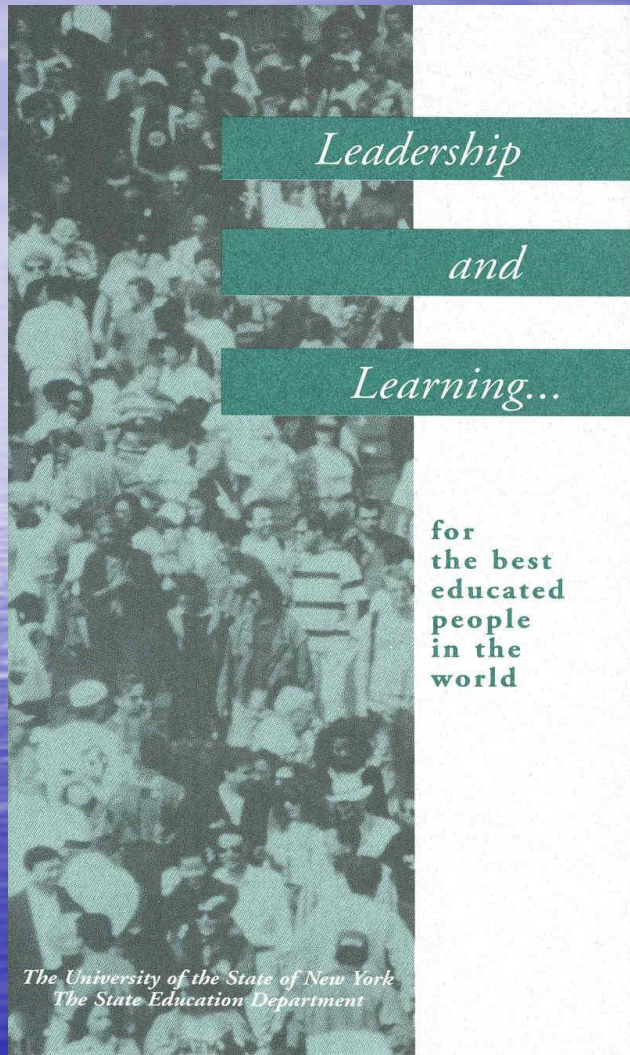
- Background and Demographics
- Data Analysis
- Root Cause Analysis
- Implementation Plan
- Evaluating and Reporting Results



## Leader, Follower & Shared Goal



“If we pull this off, we’ll eat like kings.”



## OUR MISSION

To raise the knowledge, skill,  
and opportunity of all the  
people in New York.

## OUR VISION

We will **provide leadership**  
for a system that yields the  
best educated people in the  
world.



HALF HOLLOW HILLS  
CENTRAL SCHOOL DISTRICT

MEETING & MASTERING

*NEW STANDARDS*

FOR BUILDING CAPACITY & OPPORTUNITY

**FOCUS 2000**  
**AND BEYOND**

*A STUDENT-CENTERED INITIATIVE*



DR. KEVIN N. MCGUIRE  
SUPERINTENDENT OF SCHOOLS

# Web-Sites and Forms

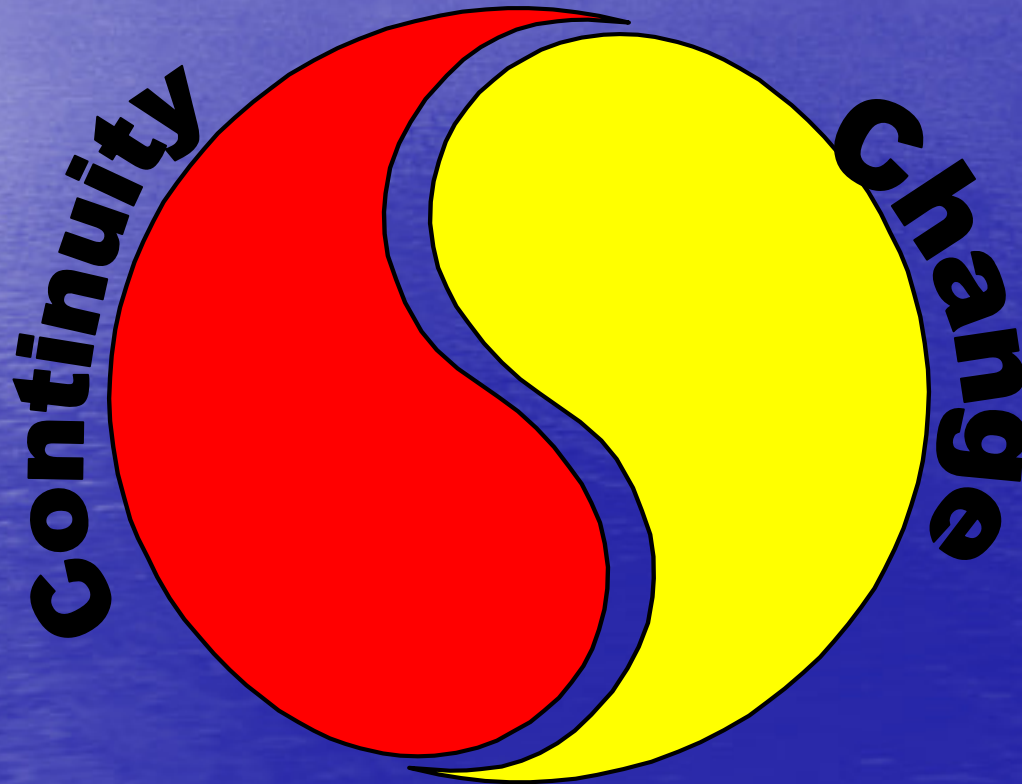
A.C. J. Butterworth's site

Middle School - Policy

High School - Forms



# Leadership: Balancing Continuity and Change



# School and District Improvement

- Accountability Cohort
- AYP
- AMO
- Continuously Enrolled Students
- Graduation Rate Cohort
- Performance Index
- Progress Target
- Safe Harbor



# NYS-STANDARDS

- KNOWLEDGE AND SKILLS ( 3/9 )

1. ?

2. ?

3. ?

# ***Leadership Matters***

- Central Concepts -



# The Triad of Leadership

*The Goal*



*To*

*find*

*excellence*

*at the apex,*

*build it*

*into the base*

*The  
Leader*

*The  
Follower*

Vision

*Structural  
Tension*

Current Reality



# Leadership Effectiveness

## 2 Basic Concepts

- Achievement
- Collaboration

# Organizational Intelligence

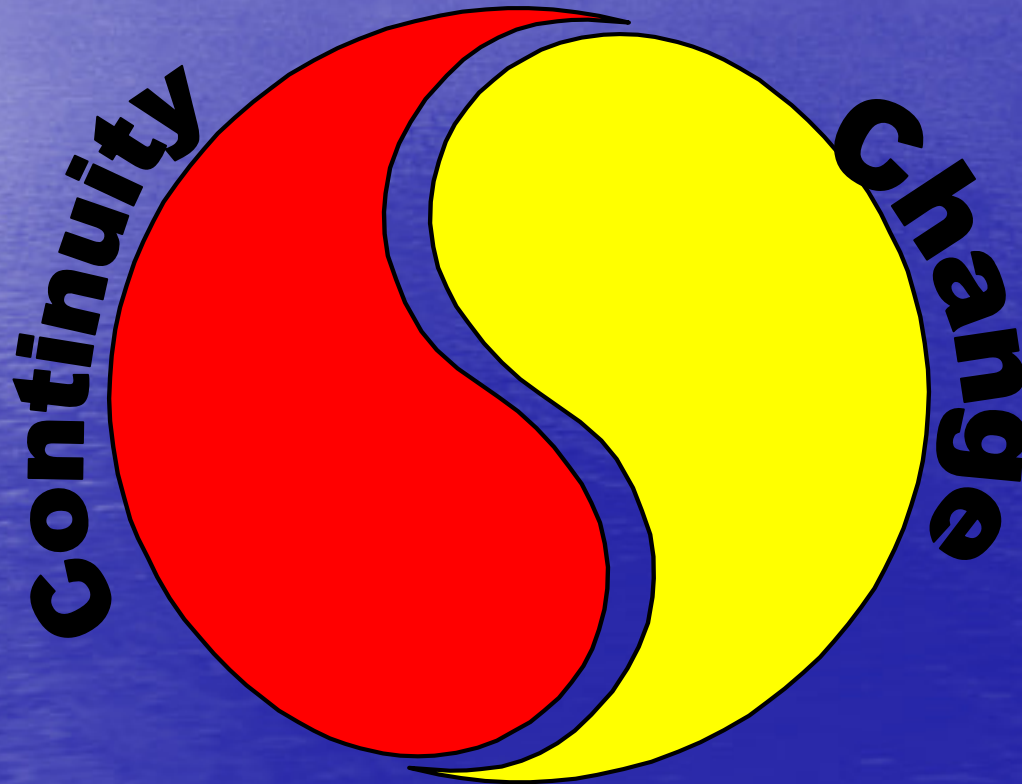


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*"I'd like to seize the day, but unfortunately I'm in middle management and we're not allowed to."*



# Leadership: Balancing Continuity and Change



THE NEW YORK TIMES BESTSELLER



# FIRST THINGS FIRST

**Stephen R. Covey**

Author of *The 7 Habits of Highly Effective People*

**A. Roger Merrill  
Rebecca R. Merrill**

Covey Leadership Center



# Effectiveness: 7 Habits

S.Covey

- 1. Be Proactive
- 2. Begin with the end in mind
- 3. Put First things First
- 4. Think Win-Win
- 5. Seek first to understand
  - Then to be understood
- 6. Synergize
- 7. Sharpen the saw

	Urgent	Not Urgent
Important	<p><b>I</b></p> <ul style="list-style-type: none"> <li>• Crises</li> <li>• Pressing problems</li> <li>• Deadline-driven projects, meetings, preparations</li> </ul>	<p><b>II</b></p> <ul style="list-style-type: none"> <li>• Preparation</li> <li>• Prevention</li> <li>• Values clarification</li> <li>• Planning</li> <li>• Relationship building</li> <li>• True re-creation</li> <li>• Empowerment</li> </ul>
Not Important	<p><b>III</b></p> <ul style="list-style-type: none"> <li>• Interruptions, some phone calls</li> <li>• Some mail, some reports</li> <li>• Some meetings</li> <li>• Many proximate, pressing matters</li> <li>• Many popular activities</li> </ul>	<p><b>IV</b></p> <ul style="list-style-type: none"> <li>• Trivia, busywork</li> <li>• Some phone calls</li> <li>• Time wasters</li> <li>• "Escape" activities</li> <li>• Irrelevant mail</li> <li>• Excessive TV</li> </ul>



# 6 Steps Planning for Success

## FIRST THINGS FIRST

Connect to the Mission

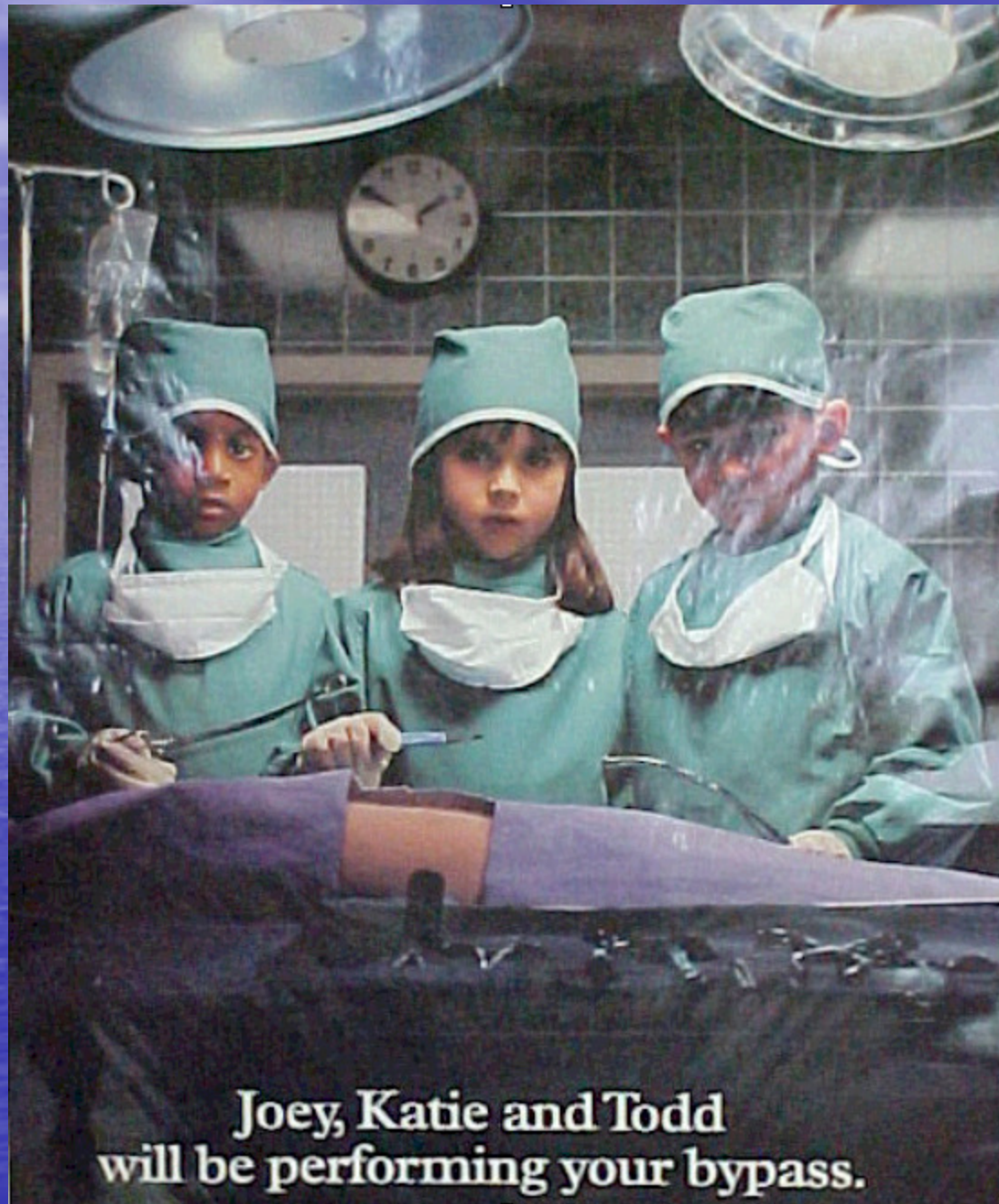
Review Roles

Identify Goals

Organize Weekly

Exercise Integrity in the "Moment of Choice"

Evaluate



**Joey, Katie and Todd  
will be performing your bypass.**



# Breaking Ranks II

## NASSP & Brown Univ.

- Changing an American Institution
- Collaborative Leadership, Professional Learning Communities, Strategic use of Data
- Personalizing school environments
- Personalizing Curriculum, Instruction, Assessment

# Planning Systems

- Results Based Management / Planning
  - RBMPS ( hand out )
- Comprehensive District Educational Planning
  - CDEP
- Others ...



# Why Data ?

- Goals for the next 3 years ?
- What data to collect to judge progress ?
- What data is currently being collected to improve achievement over time ?
- Additional data needed ? Why ?
- Are all stakeholders involved in data collection and analysis ?

# Leadership vs. Management

*Producing change is about 80 percent leadership—*

*establishing direction, aligning, motivating, and inspiring people*

*and about 20 percent management—*

*planning, budgeting, organizing, and problem solving*

**- John Kotter**



# Leadership vs. Management

## Management

- Planning and Budgeting
- Organizing and Staffing
- Controlling and Problem Solving



***Produces a degree of predictability and order and has the potential to consistently produce the short term results expected by various stake-holders***

## Leadership

- Establishing direction
- Aligning People
- Motivating and Inspiring



***Produces change, often to a dramatic degree, and has the potential to produce extremely useful change***

# LEARNING ORGANIZATIONS

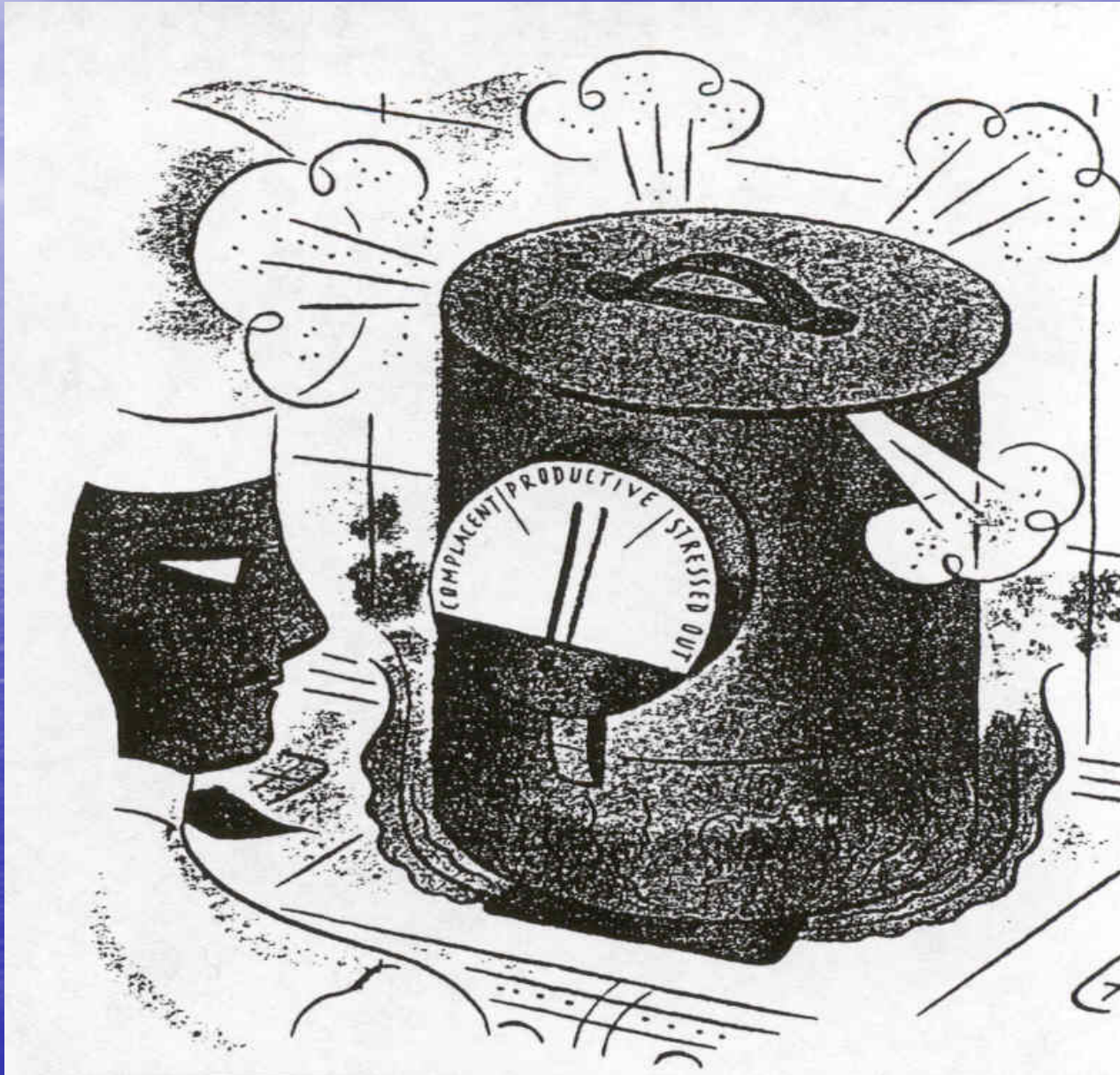
- WE LEARN BY LISTENING AND TALKING TO PEOPLE WITH DIFFERENT POINTS OF VIEW
- “LEVERAGING DISAGREEMENT” (AT&T)
- “ORCHESTRATING CONFLICT”- WE NEED TO SEE CONFLICT AS A GOOD THING



# CONFLICT REGULATION

- WE NEED TO REGULATE THE LEVEL OF DISEQUILIBRIUM, SO THAT THE TENSION, CONFLICT, AND DISTRESS DOES NOT OVERWHELM PEOPLE'S LEARNING CAPACITY
- MOST ORGANIZATIONS ERR ON THE SIDE OF SUPPRESSING CONFLICT- THE EFFECT .....

Leaders must turn up the heat while also allowing some steam to escape



Drawing by Michael Klein



# Preconditions for Reform

- School Board – focus on policy decisions that support improved student achievement rather than day-to-day operations
- A shared vision
- Diagnose instructional problems
- Work with key stakeholders
- Everything supports the schools
- Direct resources toward vision

# Key Strategies for success

- Focus – student achievement
- Accountability systems
- Ident. Lowest performing schools
- Districtwide curricula
- Data driven decision making
- C.O.'s role guide, support, improve inst. At the building level
- Attention to literacy at middle and high school levels
- Diagnose teacher and student weaknesses



# Steps in basic decision making

- Know the problem
- Alternative solutions  
( develop, assess, select )
- Implement
- evaluate ( process and results )

# Case Studies

## Identify the Problem

- The Scandal at Placido High School
- Harrison Middle School
- Dante Alighieri School
- Principal's Personal Conduct
- A Matter of Honor



# Placido High School

- Essential Questions ?
  - Conspiracy ?
  - Communication channels ?
  - The Board ?
  - Systems for the future ?

# Harrison Middle School

- What factors appear not to have been considered ?
- What is most problematic ?
- What influenced the superintendent decision the most ?
- What must the superintendent do now ?



# Dante Alighieri – High School

- The house system intended to solve?
- Perceptions and realities-mismatch-
  - What would you do ?
- Carlos's problem?
- Influence of organizational structure?

# Leadership and Decision Making

## Bolman and Deal

- Political Leadership
- Structural -
- Symbolic -
- Human Resource -



# Overview of the Four-Frame Model

## Frame

	<b>Structural</b>	<b>Human Resource</b>	<b>Political</b>	<b>Symbolic</b>
<i>Metaphor for organization</i>	Factory or machine	Family	Jungle	Carnival, temple, theatre
<i>Central Concepts</i>	Rules, roles, goals, policies, technology, environment	Needs, skills, relationships	Power, conflict, competition, organizational politics	Culture, meaning, metaphor, ritual, ceremony, stories, heroes
<i>Image of leadership</i>	Social architecture	Empowerment	Advocacy	Inspiration
<i>Basic leadership challenge</i>	Attune structure to task, technology, environment	Align organizational and human needs	Develop agenda and power base	Create faith, beauty, meaning

# Reframing Organizational Change

<b>Frame</b>	<b>Barriers to Change</b>	<b>Essential Strategies</b>
<i>Human Resource</i>	Anxiety, uncertainty; people feel incompetent and needy	Training to develop new skills; participation and involvement; psychological support
<i>Structural</i>	Loss of clarity and stability; confusion and chaos	Communicating, realigning, and renegotiating formal patterns and policies
<i>Political</i>	Disempowerment; conflict between winners and losers	Create arenas where issues can be renegotiated and new coalitions formed
<i>Symbolic</i>	Loss of meaning and purpose; clinging to the past	Create transition rituals; mourn the past, celebrate the future

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# Reframing Leadership

	<b>Leadership is Effective When:</b>		<b>Leadership is Ineffective When:</b>	
<b>Frame</b>	<b>Leader is:</b>	<b>Leadership Process is:</b>	<b>Leader is:</b>	<b>Leadership Process is:</b>
<i>Structural</i>	Analyst, architect	Analysis, design	Petty tyrant	Management by detail and fiat
<i>Human Resource</i>	Catalyst, servant	Support, empowerment	Weakling, pushover	Abdication
<i>Political</i>	Advocate, negotiator	Advocacy, coalition building	Con artist, thug	Manipulation, fraud
<i>Symbolic</i>	Prophet, poet	Inspiration, framing experience	Fanatic, fool	Mirage, smoke and mirrors

# Communication



*“I’m giving you a ‘Marginal’ on your attitude toward constructive criticism.”*



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WILEY

the Best Leadership  
Stories Ever Told —  
and Yours, Too!

# GREAT GOOD TO

**JIM COLLINS**  
Author of *The Language of Leadership*  
and *Good to Great*

with **Greg McKeown**



# Good To Great

## J. Collins

- Level 5 - Leadership
- Vision vers. Personnel
- Brutal Facts- The Stockdale Paradox
- The Hedgehog Concept
- The Culture
- The Flywheel and The Doom Loop
- A Culture of Discipline
- Technology Accelerators
- The Window and the Mirror

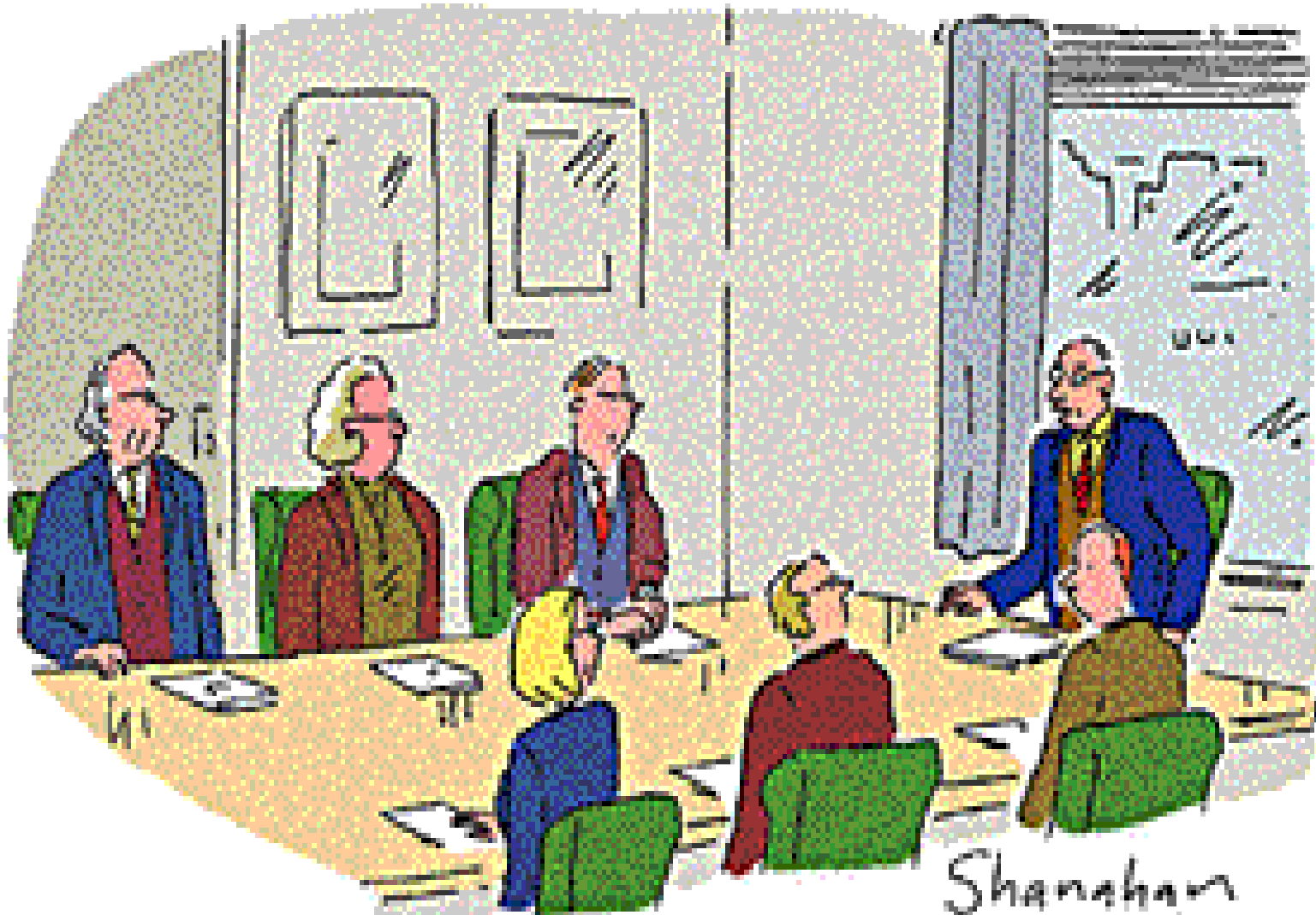
## Concepts from R.Heifetz and J.Collins

- Leader/Authority
- Setting conflict in dialog
- Technical vers.Adaptive problems
- Facing facts
- Learning from failure
- Greatness is cumulative
- Who then What
- Windows not Mirrors
- Leadership Vision and Management



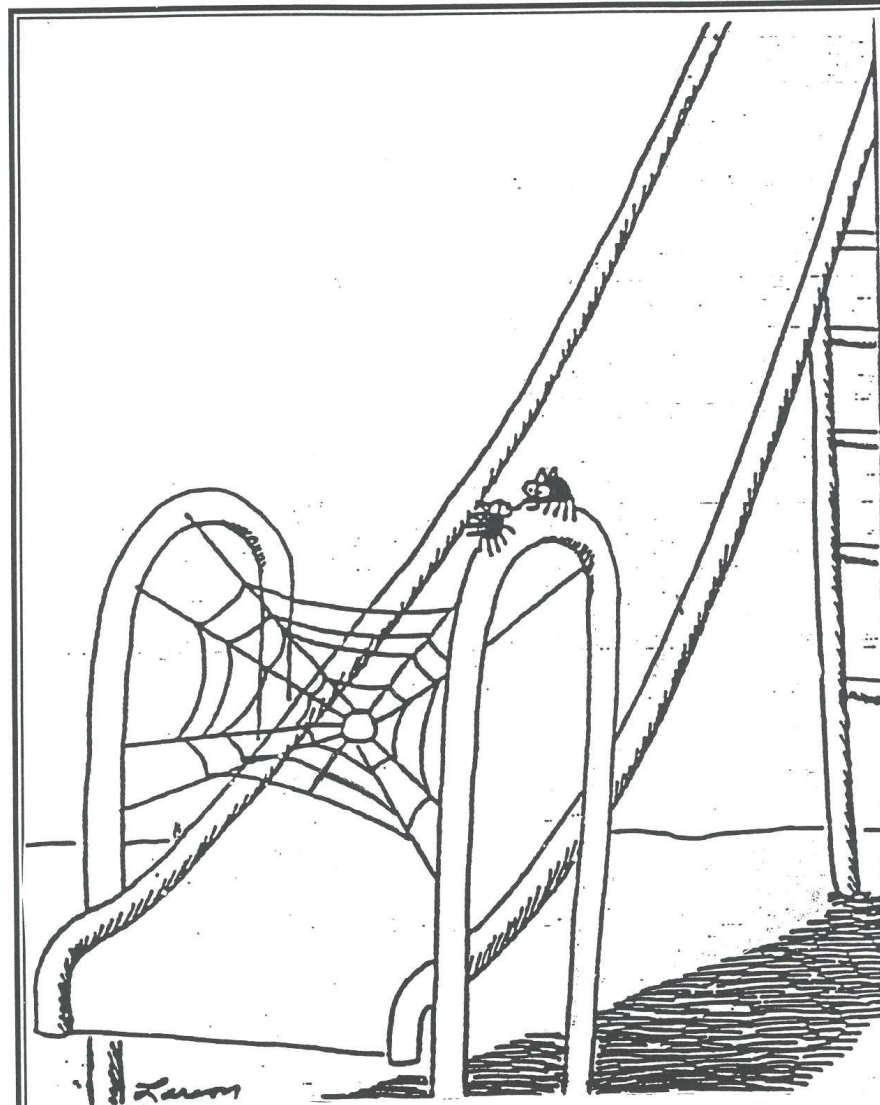
# Leadership Matters- "PLANNING"

©1998 Danny Shanahan from The Cartoon Bank, Inc.



**"Under my continued leadership, we're sure to make a 360° turn!"**

## Leader, Follower & Shared Goal



“If we pull this off, we’ll eat like kings.”



# Communication



*“I’m giving you a ‘Marginal’ on your attitude toward constructive criticism.”*

# Organizational Intelligence





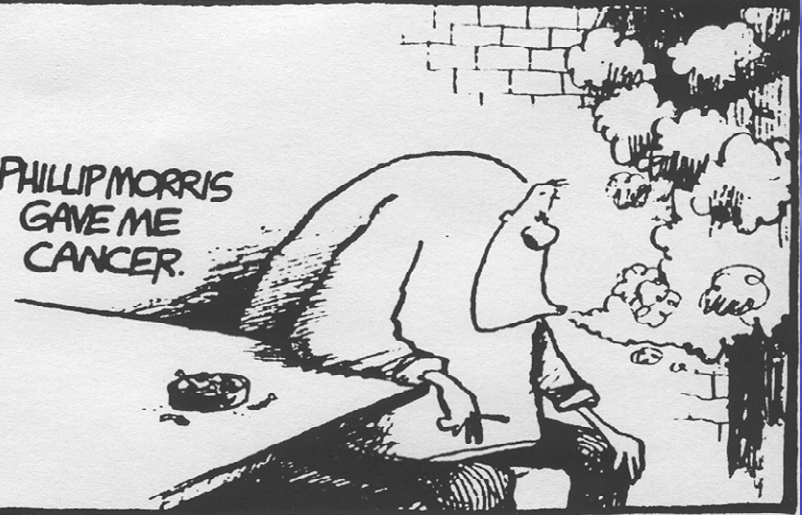
# Responsibility

MCDONALD'S  
MADE ME  
FAT.



CANCER  
BY  
VINCE GUERRE  
VINCE GUERRE  
STOOD

PHILLIP MORRIS  
GAVE ME  
CANCER.



JACK DANIELS  
WRECKED MY  
CAR.

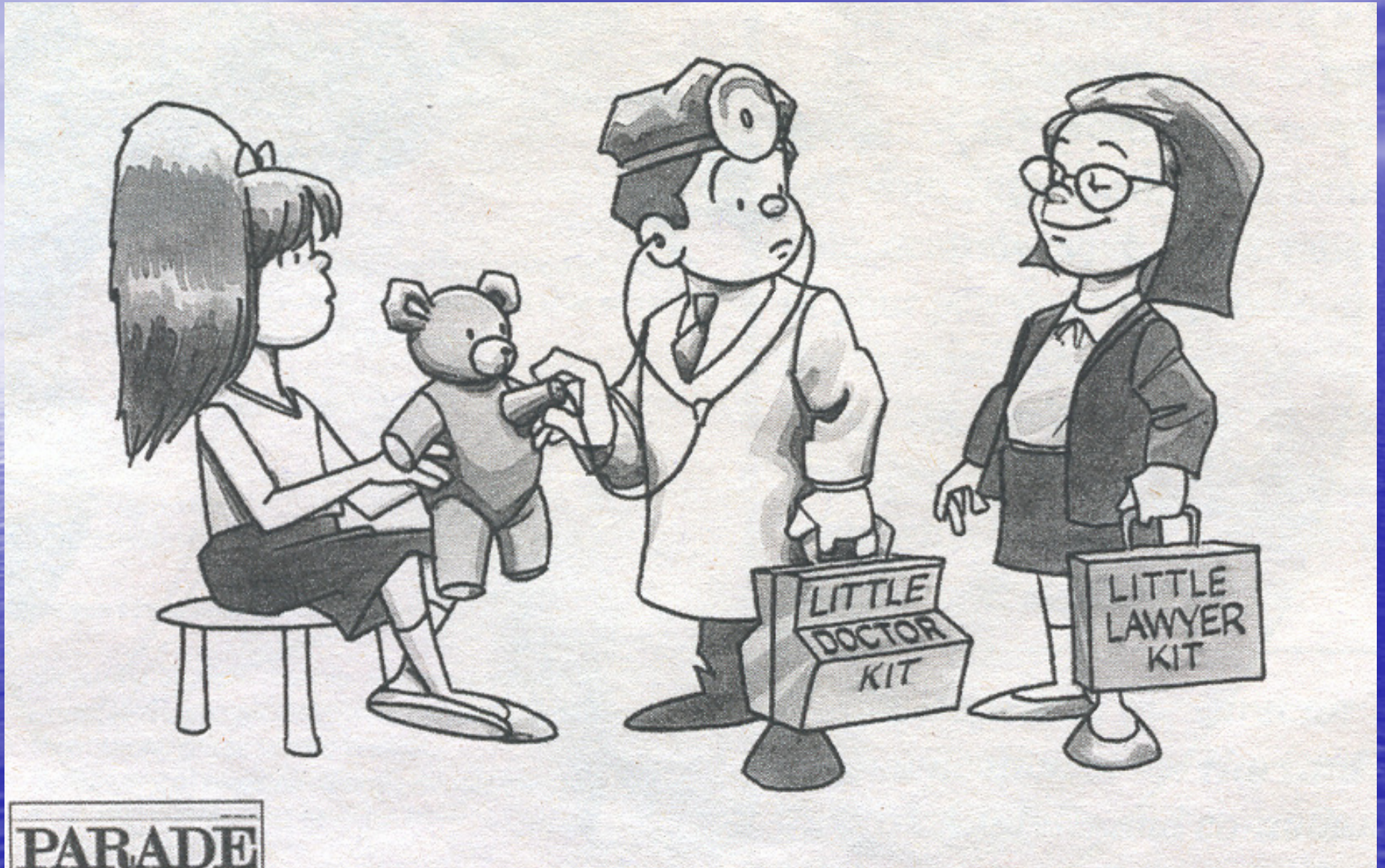


IF ONLY  
I HAD BEEN  
THERE TO  
STOP THEM!





# Informed Risk Taking



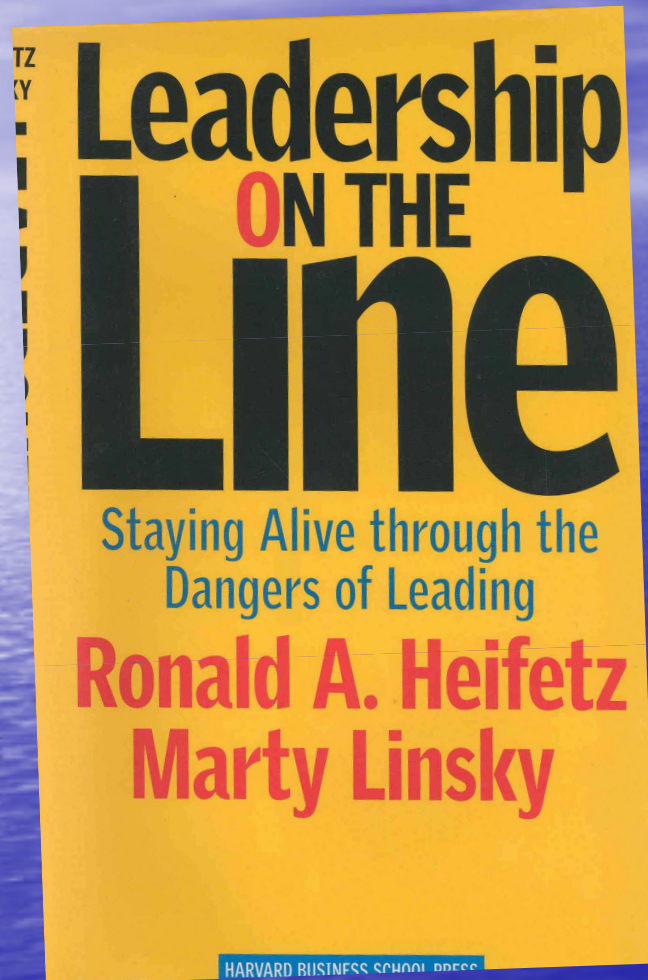


# Ethics

© Cartoonbank.com

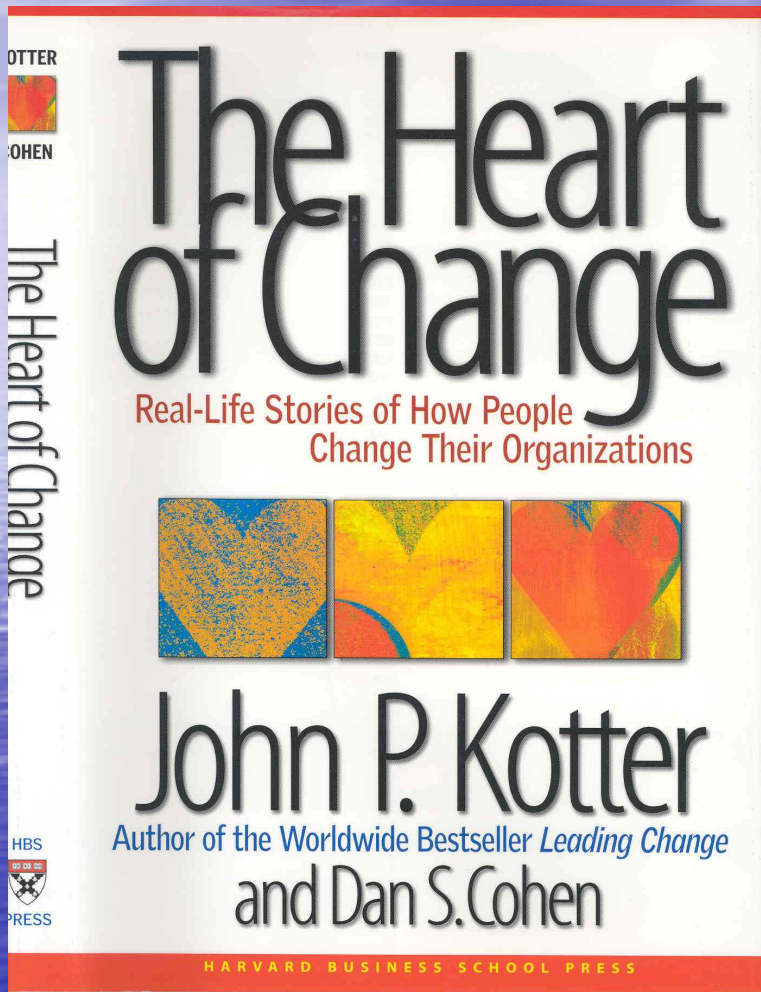


*"Miss Dugan, will you send someone in here  
who can distinguish right from wrong?"*



“The dangers of exercising leadership derive from the nature of the problems for which leadership is necessary.”





“Change isn’t the issue,  
arrogance is.”

"THE MOST RIVETING MANAGEMENT BOOK EVER"  
—*Global Business Network*

# Organizing *Genius*

The Secrets of  
**Creative**  
**Collaboration**

WARREN **BENNIS**  
PATRICIA WARD BIEDERMAN  
FOREWORD BY CHARLES HANDY

“None of us is as  
smart as all of us.”



# EFFECTIVE SCHOOL LEADERSHIP

INSTRUCTION

ORGANIZATION

CULTURE

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# EFFECTIVE SCHOOL LEADERSHIP

INSTRUCTION

ORGANIZATION

CULTURE

## LEADERS:

- ✓ KNOW AND UNDERSTAND WHAT IT MEANS & WHAT IT TAKES TO BE A LEADER
- ✓ HAVE A VISION FOR SCHOOLS THAT THEY CONSTANTLY SHARE AND PROMOTE
  - ✓ COMMUNICATE CLEARLY AND EFFECTIVELY
  - ✓ COLLABORATE AND COOPERATE WITH OTHERS
  - ✓ LEADERS SUPPORT, DEVELOP AND NURTURE STAFF
  - ✓ NEVER STOP LEARNING AND HONING THEIR SKILLS
    - ✓ PERSEVERE AND TAKE THE “LONG VIEW”
- ✓ HOLD THEMSELVES AND OTHERS RESPONSIBLE AND ACCOUNTABLE
  - ✓ HAVE THE COURAGE TO TAKE INFORMED RISKS



WILEY

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Hardy Goldstein