The Leader In Me...Using the 7 Habits to Transform Your School

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7 Habits of Highly Effective People

- Habit 1: Be Proactive
- Habit 2: Begin with the End in Mind
- Habit 3: Put First Things First
- Habit 4: Think Win-Win
- Habit 5: Seek First to Understand, Then to be Understood
- Habit 6: Synergize
- Habit 7: Sharpen the Saw
• Student greeters

• VTW--Visible, Tangible, Walk-aroundable

• Advanced leadership roles school wide

• Mission statements
  • School, grade, class, student

• Student personal and academic goals

• Data notebooks

• Celebrations

• Student led school events
WHAT IS THE LEADER IN ME?

A look at A.B. Combs Elementary and how The Leader in Me process started


A Secondary Approach

This is the story of Dante, an 8th grade student. Growing up in Florida, Dante found himself getting into trouble frequently. Recognizing he was not in a healthy environment, his sister brought Dante to Philadelphia for a fresh start. His new school had an emphasis on leadership and saw the potential that Dante had as a leader. Each day is a journey but Dante is doing his best to rise to the occasion and be the man he wants to be.

Dante’s Story
Resources for ALL levels
HOW I STARTED

Baby Steps...

• 1 Habit a month
  • Posters
  • Morning announcements
  • Books
• Book Study
• Visit a symposium
• Write a grant
• Whole Hog!
HOW DID WE GET HERE!?

A 5 year process...

- Word of mouth
- Catching the excitement
- Leadership team
- Present to staff
- Full support leads to grant writing
- Grant success
- Full implementation!
HOW DID YOU GET HERE?!

• Why are you starting this program?
• Why are you making changes?
• Who asked you to do this?
• Is everyone on board?

Be sure you have answers to these questions before you embark on your journey...it will shape how you approach your action plan.
WHERE DO I BEGIN?!
Everyone must feel like they are a part of the process, change should be done with people, not to them.

• Share Information
• Input
• Prioritize
• Action Plan
• Build Structures of Support
• Implement
• Adjust
• Re-Evaluate
SHARE INFORMATION

• Be sure they have accurate program information
  • Read the book
  • Have others share personal experience
  • Videos from current schools
  • Other schools in area

• Think about the way in which you present information
  • Voluntary
  • Leadership team
  • Mandatory with support
  • Mandatory if want to have input on decision
INPUT
• Assess the situation with staffulty
  – Feedback Mechanisms
  • Staff Meeting Activity
    – Pair to whole group
  • Questionnaire/survey
    – Survey monkey
• Individual Meetings
  – *Relationship builder—people don’t care how much you know until they know how much you care
MAKE SOME IMPERATIVE DECISIONS

• Do you want to move forward with implementation?
• What level of implementation?
  • Partial
  • Classroom
  • Grade level
  • Primary/upper grade
• Whole School
• Cost
  • Speak with your Franklin Covey rep for options

• Do you have the funding to cover the level of implementation you choose?
  • If so, move to prioritize
  • If not, consider writing a grant
THE GRANT

• Funded by I Am A leader Foundation
  www.leader.org/

• Not easy, but worth it, just time consuming

• If passionate and have a plan do it!
PRIORITIZE

• Be sure these objectives come directly from feedback you received from staff/ulty

• If not doing full implementation, choose 3 things to focus on each academic year
ACTION PLAN

• If you have a deadline of when implementing/change must occur
  – Backwards map (but be realistic)

• If you want to give the process the time it needs (recommended)
  – Plan steps only and approximate dates/deadlines

• You may or may not wish to share this with all staffulty
  – At the very least you should share and get approval from Leadership Team at school site
    • If you don’t have a leadership team, start one NOW.
    • You need this for credibility and momentum.
  – Be careful to balance transparency (which is muy importante!) with giving too much information (which can be scary and overwhelming for some)
BUILD STRUCTURES OF SUPPORT

Building **structures** within a **system** is key for implementing change.

Structures must be **consistent**
- Example: Monthly Habits
  - Morning bulletin
  - Monthly awards assembly
- Example: Grade level WIG’s
  - Part of grade level meetings
  - Posted around school
GET THE RIGHT PEOPLE ON THE BUS*…

- Others will either get on or get out of the way
- The most important things is to keep the bus moving
- Do not stop and wait for others to decide if they will get on
- They have an opportunity to get on at any bus stop they chose
- It will be a much easier ride if they get on at the first stop
- If they wanna walk a few miles and get on at a different stop they are certainly welcome, they are only making it harder on themselves
- But remember, there are some people in like that will always choose to walk. That is ok, they do not affect the bus.*From Good To Great
HAVE SOME BACKUP

- Administration—make sure they support the idea
  - Have admin. introduce this to staff as something they want implemented and you are the coordinator—this is not your program
- Give **pp. presentation to staff** or have a someone from other school visit
- Plant the idea with stakeholders on campus that you know will be on board
  - Nothing gains support quicker than word of mouth “have you heard” and “I was telling so and so and they said…”
- Parents
  - Share and have them show visible support
**IMPLEMENT**

Make a to-do list with specific tasks and responsibilities

Divide up responsibilities
  - Let staffulty choose their areas of interest
Make sure the kids know about it

- School wide effort
  - Make posters
  - Put it in school bulletin
  - Put it on website

- If kids know about it they will hold all stakeholders accountable because they want it!
  - They will begin to take ownership!
USE WHAT WORKS

• Use your regular programs to integrate TLIM into your school
  – Awards assemblies
  – Talent show
  – Classroom performances

• If you add it to already existing programs and events, it won’t feel like “another new thing” for your staffulty.
MAKE IT HARD FOR PEOPLE NOT TO PARTICIPATE

• Give them (paid) time to do it
• Offer them support
• Do it for them
  – Create templates, etc. for them to use
  – Show them examples
  – Make a leader kit for each teacher full of certificates, prizes, snacks, treats, free coupons, etc. for them to use to recognize what they want in their classroom
• Reward those who are participating with classroom walkthroughs and teacher prizes
  – Have a school supply teacher box and let them choose as a thankyou for supporting TLIM
STAY POSITIVE...AND MAKE SURE EVERYONE ELSE DOES TOO!

• At a staff meeting a few months into school, do a quick activity and have everyone complete 2 sentence frames...
  – TLIM is great because...
  – One thing I wish TLIM could do is...
• Advertise the great things that are happening, share the results at next staff meeting or on posters around campus
  – Be sure to include who said it
  – In a way this is peer pressure for staffulty members to see each other being positive about it rather than hearing the complaining in the staff room
• As you implement additional pieces to the program, you can now say “and what a great idea _____ had, we will now be recognizing _____”
  – This not only validates staffulty, it includes them in the process, and allows them to take ownership of the program.
  – It also makes it less likely that the staffulty will complain because it is a colleagues idea and not something coming from you or the top down.
• Remember, you have the opportunity to guide your staff in the way you choose to word things
Make necessary adjustments immediately, make minor adjustments when possible

• Example: Morning Message
RE-EVALUATE

• Yearly
  • End of year or beginning

• Positives and growth areas for current action plan

• Goal Setting
USE WHAT YOUR PEOPLE GAVE YOU!

Be sure that you use the language derived from your assessment results as you move through the entire change process

• This not only gives you credibility but increases buy in from staffulty

Refer to quotes and comments from key staffulty members