

Realize Evaluation Undoubtedly Impacts Culture

“[School] culture is the personality of the group, which is influenced by leadership, the community, the school’s history, and the unwritten rules people abide by.”

Steve Gruenert and Todd Whitaker

As a school leader, there must be the realization that everything we do serves to impact the culture of a school. The perplexing nature of school leadership, however, is that while every action a leader takes influences school culture, it is an entity that ultimately they do not control. This concept was impossibly complex for me to understand until I started raising my tween children. Everything I do has some impact on their attitudes, behaviors, and personality—yet, ultimately I have no true control in the person they will become. Being able to observe this interaction between extreme influence and lack of control with my own children helped me to realize the parallel with building cultures for principals. We influence our children, we do not control them, just as we influence our building cultures, but cannot control them.

CULTURAL IMPACT OF EVALUATION

If everything a leader does impacts culture (and I believe it does), then evaluation undoubtedly has a profound impact on the culture of a building. In my experience, evaluation tends to have one of three following impacts on school culture: lever or connector, whip or aggravator, or a nondescript straw on the camel’s back.

Lever or Connector

Great principals are able to use the evaluation process as a lever for improvement or as a tool for connecting initiatives. Almost all schools have similar initiatives taking place. Any of us could stand in front of our faculty and ask them to write down every initiative, directive, and mandate, and most schools would come up with a very similar list. (**NOTE**—*This activity is called an initiative purge and can be used to help explicitly form connections between all initiatives and align to overall goals. Activities or initiatives not contributing to achieving an overall goal can be considered for removal.*) The evaluation process too can be seen as another initiative, when in fact it should tie together every single activity taking place in the building. Simply stated, no activity taking place in the building should **not be** considered outstanding professional practice; this is precisely what the evaluation tool or framework should be measuring. Leveraging and connecting these entities is essential to provide vision and direction to all of the demanding work taking place in the building. As a specific example, if a building is working on creating and refining Understanding by Design (UbD) (Wiggins & McTighe, 1998) lesson plans, there are significant connections to both the Marzano and Danielson frameworks (Marzano, Frontier, & Livingston, 2011; Adams, Danielson, Moilanen, & Association for Supervision and Curriculum Development, 2009; Danielson, 2015) in the areas of planning and preparation. The ability to infuse and connect these two independent “initiatives” (UbD and evaluation) for a teacher can paint a picture that serves to drive importance and provide added direction. It is vital to remember that because a connection is readily apparent to you as an evaluator, it does not mean it is clear to the teacher. Making the connection is the responsibility of the leader.

Whip or Aggravator

In some buildings, the evaluation tool is seen as the whip or a weapon used against teachers. Many principals in buildings where this perception exists would agree that any time a teacher receives negative (*needs improvement* or *unsatisfactory*) ratings, this claim is made. This is profoundly false. The language, relationships, and commitment to teacher growth of the principal do far more to determine this culture than the assignment of a performance rating. Examine these two statements found in comments sent to teachers after informal observations:

A quality teacher always knows how each student has progressed toward attaining the stated goal of the lesson through formative assessment. Continued failure to master this concept will lead to subsequent needs improvement or unsatisfactory ratings for the teacher.

Compared to

From the observation, it would be impossible for you to know if students really “got it.” I think that a few simple alterations in your practice could help you to answer this question, and it could have a profound impact on the rest of your instructional practice as well. I am excited that we have this opportunity to work and grow together. Please stop by tomorrow at three, and we can work through this together.

In one instance, the observation or evaluation process is used to identify flaws and then to assert the consequences if those flaws are not fixed. In the second commentary, the same flaws were identified, but the evaluator stated these as an opportunity for growth. Moreover, not only were they referred to as growth opportunities, but the evaluator also provides support in a meeting and referenced mutual ownership of the teacher’s growth. While receiving negative feedback is difficult for anyone, principals can go a long way to ensuring that, through their language and behavior, the evaluation tool is not viewed as a weapon but as a tool for growth.

One More Thing to Do

Unfortunately, the evaluation process is perceived as “one more thing to do” in most districts. Often, the evaluation process becomes the metaphorical straw that breaks the camel’s back in terms of teacher stress. Evaluation is something that occurs whenever dictated by district rule or collective bargaining agreement and unless it is personally impacting a teacher, it is generally ignored. Under these circumstances, the evaluation process is a nonessential piece of school or teacher improvement—it is something all involved are simply compliant regarding.

This too is a reflection of leadership. If the attitude of the evaluator toward evaluation is about assessing someone’s value to the organization as opposed to providing valuable information to help teacher growth—the process is mundane and simple. This attitude is nearly always reflected in writing and actions and determines the overall culture of the process. Leaders get back the behaviors they model and that they tolerate—modeling a dispassionate attitude toward the evaluation process will certainly lead to that culture within a building.

CHANGES

My hope thus far in this chapter was to convince you that, as an instructional leader, you and your actions make a difference. Most pointedly, I hope the takeaway has been that your actions in and around the evaluative process make a significant

impact on the culture of the building. Making such an argument, however, does little to help impact the practice without tangible tips on how you can alter your behavior to achieve the intended outcomes of your building. Remember, when thinking about personal change, every system is perfectly designed to achieve the results it is producing (Nelson, Mohr, Batalden, & Plume, 1996; Berwick, 1996). Therefore, if you want to change the culture or success level of your building, the only input you have control over changing is your own behavior.

Thus, the acronym provided in this chapter (who does not want one more acronym to remember) is **CHANGES**. This acronym attempts to clearly identify **what an evaluator can intentionally do to have a positive impact upon on the culture of a building as it relates to evaluation.**

C—Coherent understanding

H—Hook onto (connect)

A—Always evaluating

N—Not *to* but *for*

G—Give the work away

E—Elevate everyone—see them for greater than they are

S—Self-assess

Coherent Understanding

Frameworks for evaluation provide a unique opportunity for evaluators and teachers to engage in a conversation about what great teaching is and is not. These conversations have undoubtedly taken place since the dawn of schools, but with an agreed-upon framework of practice the conversations can take on a new depth. One problem still exists, however. Just because two people read the same sentence, this does not mean they have the same understanding of what the words in the sentence mean.

The other night I told my son he could have a few friends over after soccer practice. In my head, a few friends meant three or maybe four boys. I arrived home to a mixed crowd of approximately twelve kids. I stormed into the basement and called him upstairs (no doubt embarrassing him). He came upstairs and looked shocked that anger was on my face. I snarled, “Who did I say could come over?” He retorted, “A few friends.” At that moment I realized that not only did he listen to me but also that he did (what he believed was) exactly what he was supposed to do.

For those of you with tweens, teens, or older kids, this story may resonate, as you may have had a similar experience. The sensitive issue is that these same types of misunderstandings can take place during a performance evaluation that impacts someone’s livelihood. One common example that comes up when working with the Danielson framework is what does the word *most* mean. *Most* is used

multiple times in the framework and by definition *most* would mean 51 percent. In my head, *most* means about 75 percent—and that is how I evaluated teachers for years. Does that make me wrong? No, but it makes it unfair if teachers were not given a fair shot to know explicitly what their expectations were.

If I were recommending one leadership behavior to help shift the culture of evaluation in a district, it would be to make sure everyone is speaking the same language. Many principals assume that, since the evaluation process is high stakes, teachers will pay attention to the tool and use it for their own personal growth. Without leadership using the evaluation framework as leverage for teacher growth, this is often not the case. Great principals know that teaching the framework and working diligently to ensure that everyone in the building has the **same** coherent understanding of the tool is of the utmost importance.

There is a plethora of ways to accomplish the goal of having everyone “speak the same language” in regard to an evaluation tool. I have seen each of the below methods be effective, and I have seen each fail. The key to success—you may have guessed it—is committed leadership setting the tone that this is important and meaningful work. Strategies include the following:

- Choose one subsection of the framework and examine thoroughly at each faculty meeting
- A Google Doc and virtual meetings
- Consultant-led workshops to grind through an entire tool in a few days
- A joint teacher–administrator committee working together to create a document and share with other stakeholders

The point is that any strategy typically employed to help people gain understanding and come to consensus will work. This process, like everything else in schools, has more viability and meaning when this decoding process serves to connect research, best practices, and local initiatives to the evaluation framework explicitly.

Hook Onto (Connect)

Howard Gardner’s research on leadership and frameworks for leadership success transcend any one domain or profession. His work, dating back decades, identifies the ability of great leaders to lead by telling a compelling story. His work references leaders revered in our culture, such as Franklin Roosevelt, and those often condemned, such as Adolf Hitler. According to Gardner (1995), and I tend to agree, effective leaders are able to truly speak to their audience (Gardner preferred the term audience to followers) through stories *and* then embody the traits discussed in their stories. Essentially, Gardner stated that leaders need to connect to both the heart and the head and then they must walk the walk—not just talk the talk.

The very best example of storytelling I have witnessed took place at an opening day faculty meeting in a district I was supporting. The principal—a mid-forties male, tall, with a deep voice and wide shoulders—stood before his faculty. He went through a few slides of his presentation before he embarked on an interactive activity. He posted pertinent educational data about students on a slide absent of name or identifying details and had teachers work in their surrounding groups to try and characterize the student the best that they could. The first student's data was that of a typical honor student on track to attend a prestigious university. Teachers collaborated and provided a glowing characterization. The next student—even better data. Teachers stated the student would have taken AP courses, was involved in the community, and had strong parent support. The next student seemed to struggle. He had a below 50th percentile ACT score and GPA. The student also had an uncharacteristic number of absences. The teachers buzzed and assumptions such as low-SES, ELL, and no parent involvement were tossed forward. The next slide—a picture of the student. The student was the principal's son.

In a five-minute activity—a story of sorts—the principal made the point that we cannot label and predetermine the trajectory of our students. He could have used any of the multitudes of research articles on teacher efficacy—but he did not. He used a story. A story I will never forget, and I am sure his teachers will not either.

So, how is this done in terms of evaluation? Leaders must communicate in a systematic pattern that Simon Sinek details in his TED Talk and which was referenced in the first chapter. All communication starts with the why, then details the how, and concludes by stating the what.

Consider the following statements:

The teacher needs to improve questioning techniques. Starting the lesson by asking higher-order questions would be a great start. This type of questioning should better engage students.

or

Student learning, outcomes, and behavior improve when students are intellectually engaged in the lesson. To engage students, our goal should be to force them into critical thinking as much as possible. Several techniques exist to help this to occur, but an easy strategy to employ immediately is to ask a handful of open-ended questions at the beginning of each lesson. To best increase student participation, make sure these questions do not have correct answers—this should encourage both participation and debate.

This simple example shows the power of following why, how, what—but it also explicitly shows the power of connection by linking improving questioning

techniques to student behavior concerns, student achievement, and improved student data. Every comment is an opportunity to link everyday behaviors to overall mission, vision, and goals. Never miss a chance to connect work with its true meaning. People who are working with passion toward a meaningful goal are seldom those complaining of stress or fatigue. As leaders, we must work to supply the meaning and ignite the passion within our people.

Always Evaluating

One simple phrase should define our role as instructional leaders—“with awareness comes responsibility.” Think about how many difficult or less-than-pleasant conversations we forgive ourselves of having on a daily basis. Each of those nonexistent conversations is a missed opportunity for growth. One of my favorite examples of the “self-forgiving” paradigm happened to me early in my career. One way or another, my school became embroiled in a cheating controversy in a prominent and notable competition. I spent weeks investigating, and it led to serious consequences for those involved—but throughout the evaluation it came up time and again that our alleged misdeeds were a result of our competitions. While this subsequent allegation had nothing to do with our predicament, it continued to burn in the back of my head as the incident concluded. I resolved that the best thing I could do was to call my counterpart in the aforementioned district and let him know that these rumors were swirling. I made the call, and the principal swiftly told me, “Well . . . it is Friday—and I am not going to get into that today.”

While the above story seems hyperbolic, school leaders are confronted with situations where they have the opportunity to have growth-minded conversations every day. A few quick examples I often see:

- Students lined up at the door before the bell
- Teachers giving credit—or worse, extra credit—for items, like bringing in tissues
- Grading students based on parent participation in activities
- Coloring as an essential part of the curriculum

These examples are not to condemn typical teaching practice—but the above items are happening in a vast array of schools almost every day. In each circumstance, the principal must weigh promoting a culture of accountability, best practice, and attempting to live the mission or choosing the easier path. Let me assure you—the only person who wins when a choice is made to not address such situations is YOU. We often cite building political capital as a case against focusing on growth and evaluation of performance every day. We cannot afford to do this. Our kids and community deserve better. With awareness comes responsibility.

Not To but For

I was in my first year as a principal, and my evaluator was sitting in on a post-evaluation conference between one of my teachers and me. (As a sidenote, I strongly recommend this practice.) The evaluation conference went well in my opinion, or at least, it went the same as all others I had been a part of to this point in my career. In the debrief with the district office administrator, he told me that everything I said was technically correct—but I was trying to fix the teacher instead of help him grow. I was communicating *to* him, not *for* him.

I believe that he probably saw a light bulb turn on over my head. I simply had never thought of my role as an evaluator in that capacity before. That conversation forever changed the way I communicate and forever changed my perception of the role of the leader in an evaluation conference. This statement led me to have the most troublesome and liberating epiphany of my career. I did not control anyone’s growth—I could only create the right conditions around each individual to support their personal journey. Like that, I was no longer in the business of “fixing” people.

The below table simply provides a few examples of moving from fixing language to supportive language. In doing so, a movement from communicating “to someone” to “for someone” naturally occurs.

Table 1.1 Moving From Fixing Language to Supporting Language

FIXING LANGUAGE (to)	SUPPORTING LANGUAGE (for)
Formatively assess students at some point every day.	Can I help you in figuring out what each kid knows at the end of each lesson?
Build better relationships with kids and your classroom management will improve.	How can we work together to make sure your kids know you care about them?
Status quo is not an option in this building. Continue to plan for your personal growth.	Have you ever seen yourself as a leader in the building, because I do . . .

Give the Work Away

Evaluation provides school leaders a systematic opportunity to help improve the professional practice of teachers. Teacher growth, however, does not simply mean growth within the classroom. Great leaders use the evaluation process to help guide teachers into advanced leadership roles within the school. Most schools rely heavily on the work of teachers to provide leadership and guidance to initiatives,

programs, and continuous improvement activities. Leveraging the evaluation process to promote such work is a simple concept—but one that is beneficial in many ways.

Advancing leadership opportunities for staff through the evaluation process and in everyday action indicates the following:

- You want others to grow
- You believe in them as competent professionals
- You trust their leadership
- The collective vision for the future of the school is more important than your personal vision

Many leaders, however, struggle with the idea of advancing leadership by allowing teachers into the world of administration. To that, I offer this advice. First, ask yourself what do you do on a daily basis that is truly confidential and can only be done by you. Second, admit that you like control and work to move past that.

When I first became a building leader, I promised myself I would not delegate as if it was a good thing. I was always the person that was delegated to early in my career. I like to think that is because I got things done in a relatively efficient and effective manner—but I still despised the act of delegating. I would be hard at work in a building on a Saturday thinking of my boss sitting by his pool and grow angry and promise to never do this to my people. My issue, it turns out, had little to do with work and everything to do with perspective.

To explain, in my first year as a principal, a veteran principal stopped by to chat and check in on me. He asked about my hours and how my work-life balance had adjusted to the position. I told him my hours and he shrieked. He asked about several administrative tasks and who was doing them. The answer to each was simple—I was. I thought I saw where this was going, and I went on with my speech about delegation and how “I would not do that” to my people. My friend then asked two questions that forever changed how I look at this process. First, “Why did I deserve to be the only one getting better at my job?” Next he advised, with each task, email, or paper that came across my desk, to first ask, “Who could benefit most from the opportunity of completing this task?”

Wow—my paradigm shifted in a single moment. Great leaders did not delegate—they capacity built. I could do that. From that moment forward, I looked at each conversation, task, and problem to solve as an opportunity to route the work to a leader or future leader in the building. This mindset shift is most easily understood by this hypothetical and cliché example conversation often discussed in the business world:

CFO: What happens if we invest time, effort, energy, and resources into someone and they leave?

CEO: What happens if we don’t do all of those things and they stay?

Allowing someone deeper into the inner-workings of an organization is a net win on many levels. One of the primary benefits of this will be the culture of the building. When many people feel responsible for the function of the building, many people will care about the ideals, beliefs, and norms governing the building. Great schools are deep in great leaders. And great leaders grow great leaders.

Elevate Everyone

As educators, I like to presume that we work to see the best in people. I say with confidence that we almost always do when it comes to our kids. I hear evidence of this very frequently when one would least expect it—when administrators are issuing discipline. Comments like the below are stated very regularly:

- You have so much potential. I can see it inside you; I only wish that you could see it.
- You are destined for great things; I cannot wait until you decide you want to be as great as you can be.

or

- This is one mistake—this does not define you. How you rebound from this mistake will determine how successful you will be.

These same types of conversations, however, happen shockingly infrequently with the adults in our buildings. The evaluation process is the perfect opportunity to see people for what they can become instead of what they are, and to help make this a part of the culture of your school. Great leaders set exceptionally high floors for performance but never place ceilings on their people.

As an assistant principal, I worked for a principal who was perfect for me at the time. The principal took the role of big brother and helped to shepherd me through some of the seemingly obligatory growing pains associated with the job. As close as we became on a personal level, there were some pieces of strategy and school operations in which we had differing views. It took me until my second year in the position to have the courage to professionally challenge him.

Our administrative meetings were often loose, involved food and banter, and did not follow a specific agenda. I knew, however, that on this day a topic of concern would come up and predicted that we would have differing opinions. This topic was important enough that I thought this was the time to step forward and say something. The topic arose, I professionally disagreed, the principal supported my position, and the next topic was discussed. The whole incident took forty-five seconds and was without apparent stress. The rest of the meeting continued and eventually concluded, and the whole time I was giving myself mental high-fives for standing up for what I thought was best for kids and in doing so not impacting my relationship with the principal.

As the meeting concluded and people packed up their laptops and notebooks to head toward the door, I heard softly from my principal—now seated behind his desk—“PJ, stick around for a minute.” My heart sank—in the ten seconds it took for everyone to clear out and for me to meet him at the desk, I thought about every possible thing that could go wrong. He said three words to me—“You are ready.” I questioned, “Ready for what?” He explained to me that I was ready to run my own building.

In that moment, my entire five-year career plan went out of the window. At the time of that conversation, I had hoped to start looking for a principal position in three years. And then, I was suddenly given a boost of confidence by someone who saw me for greater than I currently was and—perhaps more importantly—greater than I saw myself. I had always believed that being an educator was the greatest job on the world, because educators have the ability to change the trajectory a child’s life every day. What I learned that day is that we school leaders have the same opportunity to change someone’s life with the adults we work with. What an incredible opportunity—but what an incredible responsibility!

Evaluations have the ability to condemn people for where they are or to help elevate them to where we want them to be. A certain cynicism hovers over the evaluation process—a cynicism that assumes every teacher knows exactly what to do to be incredible and that those who are not exhibiting outstanding practices are stubborn, lazy, or incompetent. Great leaders have the ability to avoid the pitfall of evaluation cynicism and work to elevate people in their own eyes, and thereby in the individual’s personal lens as well. Every teacher matters, and every teacher deserves to be elevated in our eyes and in their own eyes.

The impact of elevating people through the evaluation process rather than tearing them down by simply assigning a rating and attempting to justify the rating through data is profound. This process allows teachers to know that everyone is on the same team much more than rhetoric proclaiming the same thing. Moreover, it simply makes a difference. Think about the possibility we have as school leaders to help change the momentum and trajectory of someone’s entire career simply by looking at the adults in our buildings through the same lens through which we view our students.

Self-Assess

Throughout this chapter, actions for using evaluation to positively impact the culture of a building have been discussed. Before our behavior begins to change and impact school culture, it is important that we have a gauge of where we currently stand. Starting on the next page, several suggested self-assessment questions are listed with brief explanations as to why each question is important to ask.

Assessing Our School Culture Regarding Evaluations

1. **The mission and vision of our school plays a significant role in teacher and student discipline as well as teacher evaluation. True/False**

Often in areas that are most important to us, we lose focus of what is most important to us. Mission and vision speak to our overarching purpose and goals—when our thoughts revolve around those areas, our behaviors are more precise and effective.

2. **I think about helping someone else improve his or her practice ____ times per week. If multiple, I spend ____ percent of my time thinking about helping someone else improve his or her practice.**

This is just a good check to see if you are running your day or if your day is running you. Chances are if your day is running you, evaluation is a nuisance and another thing to do. Flipping this dynamic is the first step to any substantive change.

3. **I feel _____ when entering someone's classroom for observation. This feeling is the same whether or not the teacher is a high performer or in need of significant help. True/False**

There is never a time where increased self-awareness is not a positive. When dealing with evaluation, it is important to be cognizant of your emotions and stress level when examining how you can personally grow into a better evaluator. As a sidenote, there is nothing wrong with being nervous—the key is figuring out why that nervousness exists and addressing the “dis-ease,” not the symptom of nervousness.

4. **I feel _____ when someone prepares to observe me in a professional setting.**

This question is simply designed to provide a dose of empathy. A great assessment to measure your natural level of empathy is available here: <https://psychology-tools.com/empathy-quotient/>. Even the most confident and competent teacher may become nervous or stressed during an observation—we should all work to never forget that feeling and to adjust our actions accordingly.

5. **My first emotional reaction to critique is _____. This reaction is the same/different depending on who provides the critique. This reaction is the same/different depending on whether or not I truly understand the critique being provided.**

This again plays to the empathy card—but also helps evaluators remember that the reaction they receive from a teacher is not personal. Whether there is a general disconnect, an angry outburst, or BCD (Blame, Complain, Defend) behaviors, it has much to do with how that person processes information than anything to do with the evaluator.

6. **My emotions when giving critiques include _____.**

Knowing how you feel will help you assess your performance and improve. If you are nervous or insecure, chances are your words are not direct and specific enough to cause change. If you are angry or aggressive, your message will often be completely missed due to the delivery. Understanding your emotions helps you to figure out how to best communicate for your teachers.

7. **The culture of my building regarding administrators in classrooms can best be described as _____ . Is the feeling the same regardless of individual evaluator or does it change? Why? _____**

This is a general attempt at a self-diagnosis. I encourage this general question be considered in conjunction with and compared to the other questions asked throughout the self-assessment.

8. **The percentage of my teachers in my building that truly embrace observation and evaluation feedback would be best estimated at _____ percent.**

It is not about what you teach, it is about what they learn. This is something that evaluation frameworks have helped to clarify in terms of classroom work, but it is also a standard educational leaders must hold themselves to as well.

9. **Observation data is collected throughout the evaluation cycle, helps me to support my teachers' professional growth, and is viewed as vital for our school's improvement. True/False**

This question is intended to discern if the observation process and classroom visits contain true meaning. Additionally, is a connection made between teacher performance and school-wide goals? This question helps to discern if connections are being made and whether or not a compelling story is being told.

10. **What percentage of proficient or excellent staff members have you personalized a PD plan for _____?**

This question begs the question of why we are more concerned with improving the performance of teachers toward the bottom end of the bell curve compared to all teachers. Theoretically, moving a good teacher to great could have as much impact as moving a middling teacher to above average.

11. **I adhere to all district policies and procedures regarding evaluation _____ percent of the time.**

This is straightforward but helps to call out elephants in the room for many schools and districts. Always remember, it is absolutely meaningless to have policies and protocols if they are not being followed universally.

12. **Is your system built to continue to produce excellent results even if you were to leave? Yes/No. If not, how can you make it so?**

This questions speaks to sustainability and whether or not teachers are being developed into leaders in their own building. As Collins discusses in *Good to Great*, Level 5 leaders are the ones who are able to create systems that produce positive results even in their absence.

13. **In the past year, how many teachers do you feel anecdotally you have helped improve as a direct result of observation and evaluation? _____**

This question drives toward the meaning of the process. If you do not feel as though you are making a difference through the process, it becomes very difficult to find value in the time and energy put forth.

(Continued)

(Continued)

14. Teachers invite you in to watch them try new instructional techniques. True/False

This speaks directly to the culture of innovation and partnership within your building. First and foremost, something new or innovative must be taking place in order to get an invitation. Second, trust must exist for someone to invite you to into their classroom, particularly when trying something new.

15. The evaluation process is seen as the most vital element of your school improvement plan. True/False. If false, could it be? Why or why not?

In the healthiest of cultures, teacher observation and evaluation are a key cog in the continuous improvement cycle. If, as a teacher, I have no way of receiving feedback on my practice, I simply have no way to improve. If teaching is not improving, learning is not increasing, and school-wide outcomes will stagnate at best.

You cannot control the culture of your building, but if you are not actively working to shape it, you are doing a disservice to any other leadership efforts you are embarking upon.

Tips for Tomorrow and Mindset Shifts

At the conclusion of each chapter will be a brief section with a handful of takeaways any reader can employ. One subsection will be labeled Tips for Tomorrow. These are tangible efforts that can be made to immediately improve practice. Of course, all of these efforts are discussed in more detail earlier in the chapter. The second section deals with more intangible concepts, such as paradigm and perspective shifts for the reader to consider. It is a wonderful debate to consider if new ways of behaving cause new ways of thinking or if new ways of thinking cause new behaviors. This section in each chapter will address both the mental and the behavioral queues for improvement.

Tips for Tomorrow

- Set a meeting with teacher leaders to discuss a plan to create a common language regarding your evaluation rubric.
- Take the self-assessment provided and share with other administrators and teacher leaders.
- Tell one staff member you have never before told where you see them in the future.
- Give one thing away this week that you normally do that someone else could gain.
- Write, in no more than ten sentences, a cogent paragraph synthesizing all major initiatives in your building.

Mindset Shifts

- Embrace the concept *With Awareness Comes Responsibility*.
- You do not control other people's growth—you can only establish the right conditions for people to grow.
- View everything taking place in your building as a funnel working toward achieving your overall goals.
- Challenge yourself to abandon the thought process associated with “fixing” other people.
- View delegation as capacity building and evaluate every piece of work in that light.



Visit pjcaposey.com for additional resources to improve and transform schools.