

Kimmelman

The teacher-to-teacher initiative was created by the U.S. Department of Education to provide the latest strategies and research on educational practices that work inside a classroom. What is the one thing that you might do if you had that authority for public education in the United States? Organizations are going to succeed as teams, and under No Child Left Behind, the idea that you could build quality and leadership in your school organization and distribute it throughout the school district means that you could build these teams and you could sustain these initiatives. This series features teachers from across the country presenting techniques that can be used with students of all ages. It's just one way the Department of Education is helping teachers get the support they need so no child is left behind.

Welcome everyone, I'm Paul Kimmelman. I work as senior advisor to the CEO at Learning Point Associates. You probably would be more familiar with our subsidiaries in north central regional education laboratory which is one of the 10 federally funded regional education laboratories. So welcome to this session. One of the ideas that we want to discuss right at the outset is that you are not "just a teacher." So what we have decided to do at all these workshops is end the comment when you are asked what you do – you do not respond ever again I am "just a teacher" – because it is an important role and we're going to talk about teaching in the organization and leadership is part of your responsibilities. The other day a new idea came across my mind and it came from one of my students who was finishing an organizational communication course. And I really wasn't familiar, but at the end of the course he gave me a book as a thank you and he uses it in workshops and it's just crossed my mind that there's probably one really basic reason why teachers and they're having a teacher leadership workshop because it's obvious. And this is a book that was written in 1916 and it's been reprinted and it's called Obvious Adams – The Story of a Successful Businessman. It was a quick overnight read and he told me to read it on the plane on the way out here because it sort of fulfills what we've talked about in our course this semester. But the whole idea was Obvious Adams just did things that were obvious. He wanted to become an employee of this advertising agency and he went to the CEO. It's an old, old story. And he said "I want to work in advertising, and I want to work for you." And the CEO of the advertising agency said to Obvious Adams "I can't use you – you don't have the type of background that we need." And he sent him home. And it bothered him overnight, and he called him and brought him back and gave him a job because he said "I wanted to work for you." And over the course of his career he moved up in this agency and just did things that were obvious. And isn't it obvious that in today's society and with all the challenges we have in education there's more to leadership than just what we've all assumed is the cultural leadership. Today we would like to cover why should teachers be leaders? What is a teacher leader? What, in fact, would a teacher leader be if one were to lead? And what would you do? What would teacher leaders do? And what will be needed to recognize teacher leaders? What is leadership? And then some lessons of leadership from Ernest Shackleton. Is anybody familiar with Ernest Shackleton? Good – one person – but that's good. I tried to find a leader that would be totally non-controversial and hope that Ernest Shackleton does represent that – an incredibly interesting story. What is a mindset for confronting these challenges? If you're going to be the head of education and you're going to have this daunting challenge of a vision to improve the quality of education then there has to be a mindset to take on that kind of a challenge. And then we want to be thinking on Monday what you're going to do when you go back to the real world.

Well, in school leadership for the 21<sup>st</sup> Century Initiative, which was the Institute for Education leadership taskforce – and we’ve already covered a little bit of this – but the report had a statement or two in it that certainly reflects on this type of a workshop today and that is if the teachers are often viewed as education franchise players in that your knowledge and what you could do to help change this profession remains largely unexploited. We’re going to use a sports metaphor today – a book on winning in the NFL – as an example of leadership. But it’s baseball season and we’re headed toward the World Series and do you think that any of the teams that are going into the World Series – St. Louis or Boston – could have made it without all of the players on the team taking on roles? Well let’s start out with some of the ideas that we’ve put together as to why teachers should be leaders – and by the way I’m suggesting that in the workshops that I’ve done and trying to assemble some of the thoughts, when it mentions all of these – and certainly isn’t it fair to say that now teachers are being held more accountable for student achievement? Don’t you feel that additional pressure to be more accountable for the performance of your students than you ever have in the past? Wouldn’t that be a reason then to be allowed the opportunity to take on more of a leadership role as to how we’re going to approach that accountability? I suspect we have some specialists in here in curriculum – aren’t you beginning to write lessons and curriculum now that is aligned to standards that have to be well-written so that the students do well on the state’s assessment? And what about the provisions under the highly qualified teacher in No Child Left Behind? And that in another year or two where you have to meet all of those if you are a veteran teacher – being held responsible for setting the standards that you’re going to meet – how are you going to go about meeting those provisions under your state’s house plan – certainly it’s an indication that having some leadership role would build the kind of incentive and collaboration that teachers would accept some of these changes. We’ve talked about this already so many times and that is that the traditional hierarchal structure that’s in education is tending to start its collapse. You know I’m much older than most people in the room and therefore grew up in the culture of the superintendent, the principal, and that you had this hierarchy and that’s the way the organization ran. But organizations don’t function that way anymore. What’s the most common word you hear for “work” in organizations now? Team – teamwork – and collaborative work – and so organizations are going to succeed as teams. And under No Child Left Behind the idea that you could build quality leadership in your school organization and distribute it throughout the school district means that you could build these teams and you could sustain these initiatives. So, a teacher leader really is someone who is going to take on this responsibility and improve student achievement – teacher quality – in this organizational culture – all three of which you’ve mentioned today. Someone in here mentioned that she was in charge of professional development – and what a great starting point to initiate teacher leadership. And certainly professional development is – in my opinion – that one key ingredient that if anything is going to improve all three of these, it’s through professional development that is sustained over time and is collaboratively planned and gives teachers the opportunity to work together. So we’re building this context now for teacher leadership. So what are some things that teacher leaders would do? The key now is to be able to collect evidence or research-based information. That is really something that has become more and more important. If we’re going to lead initiatives – let’s lead initiatives that work – and so in collaborative professional development is that key piece. And it can come in the form of a book group – what’s a common book that might talk about teaching skills that you would want to work on as a group to try to improve the quality of teaching or content-based lesson study – we heard lesson study come up. Or professional

development teams – any of these ideas – but just so that they’re specific and that they’re focused and that they’re built around information that is evidence-based – that you know it’s going to work – no guessing games anymore, hopefully. To create an organizational culture for success – and that’s not easy. The task at hand right now is for school leaders to build this culture that says all students will make adequate yearly progress. And we know what a daunting challenge that can be. And so creating this organizational culture that says 100% - not 80, not 85, but the goal is 100% - and trying to create that kind of mindset in the organization. The selection of textbooks and other instructional materials – it varies. One thing that I always try to say in any workshop that I provide is that there are roughly 15,000 school districts in this country – and you really can’t generalize and say there’s one idea that is applicable to all. In some schools teachers have complete responsibility for the selection of textbooks, but teacher leaders who would take on the role of selecting the textbooks and other instructional materials – participating in peer evaluations has come up. What’s more credible and valid if you talk about it’s somewhat unnerving sometimes to have somebody in the classroom, but if we had teacher leadership teams that were responsible for peer evaluation and had the responsibility for it, would it not be a more credible and maybe valid teacher assessment system and more improvement would come from it. Some would argue that that might work. Budget decisions – if you’re going to the professional development leadership role you will have the responsibility for managing the budget and using the funds as they are intended. And getting involved in promotion and retention policies - Student behavior codes - Personnel selection teams – selecting your own peers through the interview process. How many of you do that now? Is that common? So you’re all on selection teams. Do you have – as part of the selection team do you have a leadership role that your vote makes a difference, or are you just there to help with the interviewing process? So you got to recommend – fabulous. Then I suspect that the person you selected has a great chance of success because you selected the person and there will be a kind of support. Induction and mentoring activities are certainly very important in the profession. So, what’s going to be needed? You’ve begun talking about this a little bit and so we’re going to have to think about what’s it going to take? You think you can walk in Monday and say “You know I just attended this workshop over the weekend, and this silly guy who was doing the workshop said we ought to be leaders, and so I’m here in your office today to say I want to be a leader.” Is that going to work? What needs to be done here? Do you grasp the sense that we’re going to have to change this culture that we recognize that teachers can be leaders and that it’s not just the superintendent and the principal and the department chairman person any more? We have to realize that organizations succeed now because of the knowledge that’s in them – knowledge workers helping make these organizations effective. When I was superintendent I certainly couldn’t intervene in a reading curriculum study with any degree of expertise in reading. As a superintendent my job was to make sure that the study – or the group – was facilitated and that the funds were there to support the recommendations and that the time was allotted for it – but for me to select a reading program would certainly have been naïve. Instead it was the teachers that had that experience and the knowledge and the specialization to make those kinds of decisions. That is what hopefully we will be able to do as we begin to transform the education profession to be more like what’s contemporary in organizations now. Here are some of the problems – maybe you’ll come up with some other ones – but one critical issue that will have to be confronted is how you will be able to separate those issues that are professional in leadership and those issues which might be considered the traditional problems of bargaining – the union management issue. And I would offer you that you can be leaders in the organization

and deal with those issues separately from the other issues where you lead in the organization – which sometimes results in a little bit of acumen. So we have to learn to try to separate those kinds of issues. And we said it at the beginning – if teachers are really going to be leaders you can no longer be just a teacher. And you have to be able to step up. At one of these sessions I had a teacher come up to me and give me a business card as a teacher – and I thought that was very nice. It said something about her school district and how they felt about her and her role. And understanding the role of leadership – we’re going to talk about that next. Knowing that it’s difficult – how many of you eat in the teacher’s lounge? Do you ever say anything about the leaders in your school district in your teacher lounge? Never! Might just be a tad critical? Leadership is challenging. And you have to understand that if you even become a teacher leader – that even your colleagues, at times, are going to have serious disagreements with you and that there are consequences to pay for real leadership. It’s not something where you walk in and say “Hi, I’m here,” and roll out the cake and everybody applauds. It just doesn’t work that way in leadership. So, our benevolent goal of improving student achievement and learning and teacher quality doesn’t come without some sacrifice and consequences – the peer unhappiness, your friend that’s in the room two doors down might be unhappy that you’ve undertaken this leadership role – might not feel that it’s something that you should do. It’s a new role for teacher principal relations. As we’ve said – there’s a culture in our profession that says it’s been hierarchical, and now becoming more teamwork – and the issues of power and authority. So that has to be determined up front. If you’re going to lead this professional development program – you don’t want to lead it and then get to the point where you’re ready to make a recommendation and somebody says to you oops – sorry you can’t do that. If you’ve got the responsibility, you need the authority to make those decisions. So, let’s talk about leadership a little bit. I just picked a few common types of leadership styles. The charismatic leader – the person who can inspire you based on personality. The authoritarian leader uses force – you will do this – and there’s this great fear of the leader – so you do what you’re asked to do, or told to do. The inspirational leader – and there’s probably a real blending of charismatic and inspirational as you could easily see. And then the transformational – and that’s where we’re headed – the person who’s going to really change the organization. Think back about 10 or 15 years. Anybody remember IBM of 15 years ago? It made computers – there were all kinds of computers – they big, huge servers, and then they had laptops and desktops. And they were big in education. They had their own education division and they came out with what might have been some innovative programs at that time. The principal of alphabet literacy I think it was - they had The Right to Read program – high-tech programs many, many years ago. What do you think of today if I say IBM? How many of you have an IBM computer? Think pad – a lap-top. How many of you have a desktop IBM computer? Do you think of IBM as a computer company now? It’s been transformed. And what happened is that somebody by the name of Lou Gerstner became the CEO of IBM when it was in some trouble and he transformed the organization – he did some good things that traditionally had never been done at IBM, because originally when you went to IBM you got your blue suit, your blue shirt, your tie and you stayed on for life and got your watch. And the originator, Thomas Watson once said that “We don’t lay people off at IBM, you spend your whole career there.” Well the reality of organizations was that that was no longer the kind of reality that organizations could abide by. And Lou Gerstner came in and transformed the organization – and it’s a major consulting organization now. People contact IBM to do a lot of consulting. So, what I’m trying to point out is that if organizations can transform themselves into different organizations very quickly, because people replicate their

kind of work. And that's the kind of leadership that we're going to need in education. We're going to need to move from the old culture to a new culture that demonstrates how we're going to meet these needs.

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You have traits that leaders possess and so what are some traits that you might think leaders might have? Think of some great leaders that you know of. Don't name them yet, but think about what their traits were. Early on somebody mentioned one right away. You'd just stepped in and it was one of the first things you talked about in leadership today. What are some traits? What would you look for in a leader? Vision, passion, empathy, communicator, competence, confidence – well, competence would probably be one we might hope for – intelligence – we talked about intelligence and we say it wasn't absolutely, but we don't want leaders who don't have intelligence – and the behavioral aspects that you know leaders really aren't born. There are things about leaders that make them. And situational leadership – and I didn't want to spring this one earlier – but let's think about 9/11, and how many people who probably were not leaders became leaders very quickly on 9/11. And think about the teachers who were in the schools on the streets near the World Trade Center and what they did and some of the stories we read about how they didn't have time to go to the policy manual did they? Or some fire drill? What did they do? They took care of their kids, and they made decisions, and they moved on. Isn't that leadership? (Inaudible) Sometimes that happens. But leadership can be situational, and it can bring in – it's a moment. I landed on 9/11 in Washington at 9:00 a.m., and the way some of the employees at the airport responded, the executives weren't running down to give you directions – everybody had a role to play and did it. And so certain situations can create leaders, and so finding those situations can certainly emerge. Let's think about some leaders as we work our way through here. Who might we categorize, because this is the role that you're going to play, and what I'm going to say to you is that in this role that you play, it isn't just one behavior. It can be a blending – it can be using different skills at different times. But you're going to walk out now and this is sort of an exceptional group, you have the mindset for what you want to do and you have ideas about how schools should change. Who are some charismatic leaders? Where could you emulate charisma? Who are some people that have been defined as leaders because of their charisma? Mother Teresa – that came up before. What an example, which does say something about leadership that's very important – a critical point. It can be used for both positive and negative purposes – good and evil. Who else might have been a charismatic leader? Ghandi. Are you sort of seeing how charisma can build into leadership? What about authoritarian? Without naming names – we have this rule – everybody's always been able to go back and say well I remember I had this principal or somebody – but can you see how authoritarian leadership can play? What kind of behaviors did you see if you've had an authoritarian leader? Inaudible. And what does that do, to you as an employee? Does it work in leadership? It's situational with authoritarian leadership. So, the Boston Red Sox, who arguably aren't very authoritarian this year in appearance, as opposed to the New York Yankees, who are very authoritarian in appearance – is one style more effective than that other in this instance, or does it demonstrate to you that leadership can be effective, depending upon the situation and the group, which is hopefully what I'm trying to demonstrate. When you go back to your school and you want to use this, it would be very difficult for a teacher-initiated project to assume the

authoritarian leadership – more difficult than if the principal walked in and said “here’s the way we’re going to do it,” kind of thing. Transformation – that’s the one that I hope that you’ll want to attack. And that is “Here’s an opportunity for us to do something very new and different that I think we can do effectively and I would be happy to be given the responsibility to undertake this kind of initiative and here’s how I think it can help you,” to your principal or to your superintendent. There’s certainly those four types of leaderships there. Distributive leadership is a concept that we’d like you to think about – we meaning I guess me, since nothing I say today is representative of the U.S. Department of Education – I should insert that caveat. But that distributive leadership is a phenomenon that just really says leadership teams would be better for the organization than just the current leadership models. Do you subscribe to that? Does that make sense to you? If you were going to build a school organization today and you’re now the authority for the school organization and you’re going to lead it – how are you going to go about building your organization? You get to build it from the ground up. We just built this new school for you and you’re going to have input. How do you want the school to be led? What would you do? Would you have a principal? How many would have a principal? One person? What would we have instead? Master teacher would lead? There’s a difference between management and leadership, and I think you do need somebody who knows where the turn-off valve for the whatever it is, or knows how to call up the principal down the road and say do you have busses going to that game. We need a manager, that’s also a manager-leader too, I think. Schools are so complex, that I think that if everyone is clear about management versus leadership, that principals don’t have to get in the way. Principalships and leadership can be facilitated and this distributed leadership model that creates a team concept is something that you’re more comfortable with as we head in that direction. We’re turning the system upside down a little bit and trying to bring about new ideas. And this distributed leadership – and what you’re talking about as leadership in your school – how you’re going to organize it – you really laid out some concepts that problem-solving is what we all could do together to find solutions to the major issues that confront us. Is that correct? And couldn’t we do that? It might not be the best example in the world but the fact is that Congress has said 100% of all students should be achieving adequate yearly progress. That means every one of our students. Wouldn’t it be a beneficial exercise – or has this exercise taken place in your schools – to call everybody in – not using the culture that it can’t be done, but rather here is this challenge that we have. How can we go about successfully doing what we’re required to do to meet adequate yearly progress. There’s a new book out – I think it’s new – by Bob LaMonte, who represents coaches in “Winning the NFL Way”. I started reading it and I thought wow – this sort of talks about – he talked about charismatic leaders, inspirational leaders, authoritarian, transformational – and he represents football coaches in the NFL and he talks about how similar their responsibilities are to CEO’s of large organizations. But what was really compelling for me to tie into this session on developing teachers as leaders, as you consider leadership roles is one – there’s no definitive model for strong leadership. There is so much research on leadership. If you go to Google and you just search leadership, you will find countless studies. And we could say that just looking at the presidency – all the presidents of our country – weren’t they all very different? And in some respects some were very successful in using different strategies that wouldn’t work for another. And he talked about choosing the traits that make it work for you in a cafeteria style. Pick who you are – you can’t change who you are. So some of the ideas for leadership and we’ve talked about that. Vision – we talk about what is the vision. You know I don’t think any NFL coach goes into the season thinking I don’t want to go to the Super Bowl. And that becomes the

ultimate goal – and that for some teams is not very likely. Stick to the game plan. We talked about how we sometimes get off that game plan. This isn't something that's going to happen in one year necessarily. It's staying with this game plan over time. We talked about building trust. This new relationship that teachers can have with their administrators is built on trust. It's not built on something that says we're trying to usurp power or authority from you, but rather we're trying to build collaborative teamwork in our schools to undertake those challenges that we're working with. And winning loyalty so that all the members of the team are loyal to the mission – creating teamwork. It can't be done – it's not going to work if you have five 4<sup>th</sup> grade teachers in the building and only three are committed to the goals. It's got to be everybody and it's got to be everybody working with it. As I go on teaching the old adage is “that's my lesson – have you heard that? Where some teacher has a very effective resource box for teaching a particular unit, and the idea – we heard the word isolation today? Well it can't be isolation anymore. If it really works well for that one teacher, could it possibly be shared? And learning to deal with adversity – just because we have this great theme – we're going to develop teacher leaders and you're going to go out and undertake a project. Don't think that there aren't going to be hard times ahead, because there are times of adversity. And for great NFL coaches, the idea that he says is “don't let the eagle get in the way.” I would offer that one of the most astounding statements made in this book by LaMonte is that all of the NFL coaches that have been highly successful had to be great teachers. And then leadership – I'm trying to transcend a lot of things – political leadership, military leadership, work leadership, educational leadership – and it's that cafeteria style that really comes to me is when you go back and you want to lead a project, what will work for you. If you're not an authoritarian person, trying to be an authoritarian leader is a destiny that's doomed to failure, isn't it? Well we're starting to get low on time, Ernest Shackleton – just some leadership reference from Ernest Shackleton. The reason I use Ernest Shackleton is (a) I thought he was non-controversial, it's an incredibly interesting story and my daughter who graduated from Kellogg's School of Business at Northwestern led me to this because they used Ernest Shackleton's paperback lesson's book to learn more about what his leadership. And it's a great story and you could use it in your classroom. It's an IMAX DVD – you can go to any appliance store and you can get this DVD. To make a long story short – and I am going to go through this very quickly – Shackleton wanted to cross Antarctica in the early 1900's. That was the mission. That was the vision. Detailed all the things that he did. And he got there and they ran into some incredible problems. And the ship was icebound and ultimately what he had to do to complete the mission was an amazing story – and he never achieved the goal – crossing Antarctica. But the goal changed. When do you hold them and when do you fold them. His goal then turned into how do I save every member of my crew and lead? And it's just a phenomenal story and here are some of the lessons from it where he took on this challenge. He made numerous leadership decisions, which you would have to do if you wanted to be a leader. And I don't want to lead you into a path that says I want to go back to school and I want to be a leader in my school, I don't want to be a principal, I don't want to be a superintendent – I just would like to have the opportunity to lead a project on my own that would be good for our school system and be able to feel the satisfaction of accomplishing that goal. And as he didn't succeed he saved his crew. But here are things that we've said throughout, and I would emphasize that there are a lot of NFL lessons in there, there are a lot of business lessons, there are a lot of education lessons that are built in. You will see that leadership transcends so many things but compassion and responsibility for others – caring about people – and he did care about his crew. And helping building an upbeat environment – they did funny things if you watch the

show. Arts and entertainment did a long four-hour show. They would have skits to keep their spirits – and comedies to create that comradery. Being bold in his vision, careful in his planning, and trying something new. And that's what we're talking about – trying to do something that's very new and different. We're talking about creating leadership opportunities for teachers in schools – something that would break maybe this old cultural mold that we began this with. Leading by example – we mentioned that. Building esprit de corps – it can't be part of the staffing. You know how hard it is – I mean I'm a former superintendent. Almost half my career was spent as a school superintendent, so I know reality. I have an idea, and 99.9% of the other people think it's not a real good idea, so you have to spend a lot of time trying to build a following. That's why I'm making presentations now. And rewarding individuals in the group – and you saw don't let the eagle get in the way in this book, it's about giving people the credit for the work that they did, and not taking the credit away from them. Dividing staff into teams – which is what he did. This is back in the early 1900's. Things have not changed a great deal. Empowering team leaders – exactly what we've been talking about all day. In response to your question, Bob – don't be afraid to change your mind. You can see it. If it's not working, don't be so stubborn or egotistical that you're going to drive this project home, because it's not going to make it. People will respect your willingness to change. So, building teacher leaders and creating a mindset for challenges – I don't think that any of would disagree that NCLB is really challenging. One of the great parts of my work – and I have a great opportunity as I spend a good deal of my time in Washington working with the Congressional staff from our region and knowing how passionate they are – whether they're Democrats or Republicans – they really believe in this law because they believe in the fundamental principles of the law. And I don't often run into anybody that argues with the fundamental principles. We always discuss the rules and regulations and how those could be handled, but everybody wants to be successful and everybody seems to want all students to be successful. So believing that we can be successful is obviously a very important part of it. I want to tell you that a lot of people say we can't do that – that's impossible. Have you heard that? We'll never be able to do that. That's a challenge that nobody can achieve. And yet, to be a leader you have to have a mindset that there's no challenge that's too great. You know that rocket that just went into space? Ratan – he flew the one that went across the world non-stop. That's the first private rocket. They've gotten \$10 million for doing something that only governments have been able to do. So there's a mindset. No challenge will be too significant. And so I thought, where can we find a couple of people who aren't the traditional people that you think about who have accepted challenges that were incredible. Ruth Ann Coker. Has anybody ever heard of Ruth Ann? Ruth Ann Coker – you've heard of her – or you're at least aware of it. She climbed Mount McKinley and hit one of the worst storms ever. And if you've ever read the book "Into Thin Air" by Jon Krakauer – climbing Mount Everest – it's just amazing. And the mindset that I'm going to do this – no matter what – and pursuing it. And so thinking of these great challenges and the mindset of the people who set out to accomplish them – she made it. It wasn't easy. Most of you will have heard of Jerri Nielsen. She is the doctor who took the sabbatical who went to Antarctica and then discovered that she had breast cancer. And when you're in Antarctica and it's winter, there's no way for anybody to get to you to help you. And she undertook all the challenges and tasks of self-treatment. Aren't these two individuals the kind of individuals that are role models that we look up to who say there's nothing in the world that I can't do and overcome. And I'm not saying that your mindset has to be exactly the same, but what I am suggesting is that this leadership and the mindset that I'm prepared to undertake this as my goal when I leave here

today – I can do it! Then with that in mind and we're right at the end – here's what I want you to think about. What are you going to do on Monday? I want to thank all of you for coming. You're a great group and I hope that as you leave this session today that you can take what you've gotten out of Saturday with the Department of Education and you can now go back to your schools and lead to these improvements.

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