THE GENIUS OF AND

*Inspirational* Cultures Sustained By *Intentional* Systems

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Not The TYRANNY of OR
But The GENIUS of AND

where passion and purpose ignite...
Early College
Virtual School
The DuFours
William Spivey
Enlightenment is taking full responsibility.
1. Set of norms values, beliefs, rituals, ceremonies, symbols or stories that are the persona of the school.

2. Patterns of responses discovered, developed, or invented during the handing problems.

3. Every intentional and unintentional act that occurs in an organization.
Our Commitment

Design Cultures

Based On

Values Versus Vanity
• Recognize the Problem

• Understand the Problem

• Demonstrate Pride

• Stop Feeding the Beast

• Act in Brotherhood Always

• Train Your Army of Ambassadors
- Recognize the Problem
- Understand the Problem
- Demonstrate Pride
- Stop Feeding the Beast
- Act in Brotherhood Always
- Train Your Army of Ambassadors
What do we want students to learn?

How will we know they have learned?

What will we do if they have not learned?

What will we do if students already know it?
6 Characteristics

01  Shared Mission, Vision, Values, Goals
02  Collaborative Team Culture
03  Results Orientation
04  Collective Inquiry
05  Action Research and Experimentation
06  Commitment to Continuous Improvement
“You cannot talk your way out of something behaved your way into.”
- Regina S. Owens
Personify Your Vision

Prepare Your People

Promote Processes for Learning

Promise Passion & Purpose
Personify Your Vision

MISSION
FUNDAMENTAL PURPOSE

VISION
COMPELLING FUTURE

VALUES
COLLECTIVE COMMITMENTS

GOALS
TARGETS TIMELINES
The Personified Vision

WHAT IS OUR PURPOSE?
WHAT DOES THIS MEAN?
WHAT MUST WE BECOME?
HOW MUST WE BEHAVE?

PERSONALIZATION
ACCULTURATION
INNOVATION
TRANSFORMATION
“Every student in this building has my last name.”

- William Spivey
Prepare Your People

- Identify, Desire, Motivation
- Values, Attitude, Dispositions Desire
- Knowledge, Understanding, Skills
- Competent Learner, Citizen, Communicator, Advocate
What you **BELIEVE** about people drives the philosophy, practices, and procedures you design and deploy to establish culture.
INNOVATION VS TRANSFORMATION
ELECTRIC LIGHTS DID NOT COME FROM THE CONTINUOUS IMPROVEMENT OF CANDLES
TRANSFORMATION OCCURS IN THE PEOPLE AND THE PROCESS.

MANAGE THE PROCESS.

COACH THE PEOPLE.
The Kübler-Ross Change Curve

- **Denial**: Disbelief; looking for evidence that it isn’t true.
- **Shock**: Surprise or shock at the event.
- **Depression**: Low mood; lacking in energy.
- **Frustration**: Recognition that things are different; sometimes angry.
- **Decision**: Learning how to work in the new situation; feeling more positive.
- **Integration**: Changes integrated; a renewed individual.
- **Experiment**: Initial engagement with the new situation.

Key Phases:
- Creative Alignment
- Maximize Communication
- Spark Motivation
- Develop Capability
- Share Knowledge
“PEOPLE WILL NOT BELIEVE WHAT THEY CANNOT IMAGINE.”
Promote Processes For Learning
CONTINUOUS IMPROVEMENT

VERSUS

SCHOOL IMPROVEMENT
To maintain a culture conducive to high levels of learning for all, consider the following questions to ascertain the need to remove or redesign a practice or procedure.

<table>
<thead>
<tr>
<th>Review of Practice and Procedure</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1. Does this practice support your school’s vision, mission, values, and goals?</td>
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<td>2. How effective is the practice in helping to reach the vision, mission, values, and goals?</td>
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<td>3. Is the practice critical to the individual and organization daily operation?</td>
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<td>4. Is there an urgent need to address the practice?</td>
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<td>5. Is the practice clear to the average team member?</td>
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<td>6. Does the practice impact the work of the educators or learners often?</td>
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<td>7. Is the practice essential to shaping and sustaining your school’s culture?</td>
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<td>8. Are fifty percent of stakeholders or more affected by the practice?</td>
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<td>9. Is there a potential consequence of not addressing the practice? If so what is it?</td>
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<td>10. Is this practice essential to social emotional wellness of educators and learners?</td>
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<td>11. Is this practice culturally responsive?</td>
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Continuous Improvement
English Team Survey

1. Each member of our team is clear on the intended outcomes of our course in general as well as the specific outcomes of each unit.

2. We have aligned the outcomes of our course to state goals and to high state tests such as ACT state exams.

3. We have identified the prerequisite knowledge and skills needed to meet the intended outcomes of the course or unit.

4. We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

5. We have agreed on how to best sequence the content of the course to help students achieve the intended outcomes.

6. We have agreed on the criteria we will use in judging the quality of student work in key areas of our course such as writing, speaking, and projects.
| Action Research | Pre-initiation Stage
|----------------|---------------------|
| While individual teachers may try experiments in their own classrooms, no structures to support, assess, or share their findings are in place. Many staff members have no knowledge of or involvement in action research. | Initiation Stage
| Some staff members participate in pilot action projects. The sharing of findings is largely informal. | Developing Stage
| Staff members have been trained in action research methods and conduct action research to improve their professional practice. Findings generated by this research are beginning to influence classroom practices. | Sustaining Stage
| Topics for action research arise from the shared vision and goals of the school. Staff members regard action research as an important component of their professional responsibilities. There are frequent discussions regarding the implications of findings as teachers attempt to learn from the research of their colleagues. |

| Continuous Improvement | Pre-initiation Stage
|-----------------------|---------------------|
| Little attention is devoted to creating systems that enable either the school or individual teachers to track improvement. The school would have a difficult time answering the question, "Are we becoming more effective in achieving our shared vision?" | Initiation Stage
| A few people in the school are tracking general indicators of achievement, such as mean scores on state and national tests. Positive trends are celebrated. Negative trends are dismissed or suppressed. | Developing Stage
| Individual teachers and teaching teams gather information that enables them to identify and monitor individual and team goals. | Sustaining Stage
| Everyone in the school participates in an ongoing cycle of systematic gathering and analysis of data to identify discrepancies between actual and desired results, goal setting to reduce the discrepancies, developing strategies to achieve the goals, and tracking improvement indicators. |

| Focus on Results | Pre-initiation Stage
|----------------|---------------------|
| The results the school seeks for each student have not been identified. | Initiation Stage
| Results have been identified, but are stated in such broad and esoteric terms that they are impossible to measure. Improvement initiatives focus on inputs-projects or tasks to be completed - rather than on student achievements. | Developing Stage
| Desired results have been identified in terms of student outcomes and student achievement indicators have been identified. Data are being collected and monitored with in the school or district. Results of the analysis are shared with teachers. | Sustaining Stage
| Teams of teachers are hungry for information on results. They gather relevant data and use these data to identify improvement goals and to monitor progress toward goals. |
Promise Passion and Purpose

DIRECT CORRELATIONS

BELIEFS and BEHAVIORS

INTENT and INSPIRATION

RELATIONSHIP and RESULTS
A Convergence Of
ORGANIZATIONAL WHY and PERSONAL WHY
Intentional Leadership

Inspirational Cultures
You have been entrusted with the future of the DEMOCRACY.
WHAT WILL YOU PUT IN YOUR BOX?
To connect with Regina, please utilize any social media or email: rowens007@gmail.com

To schedule professional development at your site, contact Solution Tree at 800.733.6786
RESOURCES
