Leading the Circus: A Dramatic Extravaganza
Sort into teams by role.
(District Leadership, Site leadership, Teacher leadership/Coaches, Services Provider, etc.)
Getting to Know You

Introduce yourself to teammates and share the following:

1) Name
2) Location and Role
3) The circus character you feel most like at this point in the year.
   - Clown
   - Trapeze artist
   - Lion Tamer
   - Fire Breather
   - Human Cannonball
   - Sword Swallower
   - Juggler
   - Other
Matt "IS" Best

The Boonchoy
The Driving Question

How do we as leaders understand our own emotions and those of others to advance the work of Deeper Learning and Equity?
Leading the Circus - Act I - Our Story
What Did That Research Uncover?

- Not a crime
- Matt and Rody have Feelings
- Endocannibalism is a thing
- Others have Feelings
- This incident disrupted a lot of other important work
- The show must go on, how we moved on
Leading the Circus - Act II - Triad - Share Your Story

- Share a story of an unexpected incident
- Your emotional response
- The emotional response of others
- How did you know?
Leading the Circus - Act III - So Many Tools
Deeper Learning Competencies

CONTENT MASTERY
Students apply new knowledge to real-world situations.

EFFECTIVE COMMUNICATION
Students demonstrate skills in active listening, clear writing, and persuasive presentation.

CRITICAL THINKING & PROBLEM SOLVING
Students consider a variety of approaches to produce innovative solutions.

COLLABORATION
Students work with their peers, assume leadership roles, resolve conflicts, and manage projects.

SELF-DIRECTED LEARNING
Students use teacher feedback to monitor and direct their own learning, both in and out of the classroom.

ACADEMIC MINDSET
Students feel a sense of belonging and the motivation to persist through their school work.
Deeper Learning School Models

**Expeditionary**
Real World Curriculum
Invigorating Instruction
Assessing Student Learning
Respectful Culture

**Big Picture Learning**
10 Distinguishers...
Advisory
Internships
Engagement

**Edvisions**
Authentic Learning Community
Personalized
Authentic Assessment
Teacher Ownership

**High Tech High**
Equity
Personalization
Authentic Work
Collaborative Design

**Envision Education**
Portfolio Defense
Workplace Learning
Personalized College Prep

**ConnectEd**
8 Principles…
Cross System Collaboration
Change Management

**New Tech Network**
Culture that Empowers
Instruction that Engages
Technology that Enables
Outcomes that Matter

**Asia Society**
Global Competence

**New Visions**
Rigorous Instruction
Professional Capacity
Leadership
Leadership Frameworks and Frameworks

Adaptive Leadership
Instructional Leadership
Transformative Leadership
Transactional Leadership
Servant Leadership
Democratic Leadership
Charismatic Leadership
Situational Leadership
Autocratic Leadership

Systems Thinking
Learning Organization
Theory U, etc. etc. etc.
Leading the Circus - Act IV - Your Projects
Deeper Learning and/or Equity Projects

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Your Thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 2-3 Deeper Learning and/or Equity projects you are leading.</td>
<td></td>
</tr>
<tr>
<td>● Identify the role of one person (per project) involved in this work.</td>
<td></td>
</tr>
<tr>
<td>● Identify emotion(s) you are feeling (per project) regarding this work (from the wheel).</td>
<td></td>
</tr>
</tbody>
</table>
# Role Play - Triads - Rotation

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>How long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter</td>
<td>Tell audience what their role is in the dialog</td>
<td>15 sec</td>
</tr>
<tr>
<td>Audience</td>
<td>Identify a likely emotion (from the wheel)</td>
<td>15 sec</td>
</tr>
<tr>
<td>Observer</td>
<td>Observe the interplay between emotions, words used, and expressions, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Role Play</strong></td>
<td>Two-way dialog about the project, while playing your role and conveying your identified emotion.</td>
<td>2 min</td>
</tr>
</tbody>
</table>

| All         | What feelings or emotions did you portray? How did the emotions affect the dialog? How might stakeholder emotions affect this project? | 3 min    |

Rotate
About Listening…

- Most adults listen actively for 17 seconds
- 80% of awake time is spent communicating
- We spend 45% of awake time listening
- 75% of words are often ignored, misunderstood, or forgotten!
- What type of listener are you…

Adapted from the National Equity Project
Constructivist Listening

Listening to benefit the speaker
I agree to listen and think about you in exchange for you doing the same for me

Purpose:
- Reflect
- Release emotion
- Construct new meaning about the challenges we face

Adapted from the National Equity Project
Constructivist Listening Guidelines

1. Equal time to talk
2. No interruption
3. Confidentiality
4. No Criticism
5. Undivided attention
Prompt 1

90 seconds each

What emotion do you exhibit in difficult situations? Why?
<table>
<thead>
<tr>
<th>Prompt 2</th>
<th>90 seconds each</th>
</tr>
</thead>
<tbody>
<tr>
<td>What emotions do you engender in others?</td>
<td></td>
</tr>
</tbody>
</table>
Prompt 3

90 seconds each

What emotions in others do you struggle with? Why?
Prompt 4

What do you need to do to improve your relationships?

90 seconds each
Leading the Circus - Act VI - Reflections
Find us at the social tonight to redeem your circus ticket

Be In Touch

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