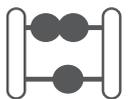


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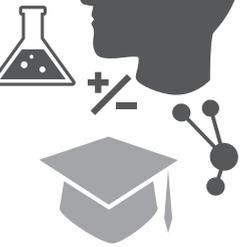
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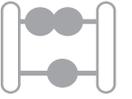


Monday 26 May

Building Capacity in Aspiring Leaders



Session 1





JENNIFER ABRAMS



Jennifer is an international educational and communications consultant for schools, universities and non-profits. She trains and coaches teachers, administrators and others on successful instructional practices, new employee support, supervision and evaluation, generational savvy, having hard conversations and effective collaboration skills. Her publications include *Having Hard Conversations*, "Planning Productive Talk", her article for ASCD's 'Educational Leadership', her chapter, "Habits of Mind for the School Savvy Leader" in Art Costa's and Bena Kallick's book, *Learning and leading with Habits of Mind: 16 Essential Characteristics for Success*.

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Building Capacity in Aspiring Leaders

Agenda

Welcomes, Introductions

Succession Planning & Talent Development Overview

**Gen Xers and Millennials – A Refresher
Workplace ‘Sticking Points’
Communication Across Generations**

Marzano’s 21 Characteristics of Effective Leaders

Self-Assessment for Aspiring Leaders

Reflection and Feedback

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About the Presenter

Jennifer Abrams is an international educational and communications consultant for public and private schools, hospitals, universities and non-profits. Jennifer trains and coaches teachers, administrators, nurses, hospital personnel and others on successful instructional practices, new employee support, supervision and evaluation, generational savvy, having hard conversations and effective collaboration skills.

In Palo Alto USD (Palo Alto, CA), Jennifer led professional development sessions on topics from equity and elements of effective instruction to teacher leadership and peer coaching and provided new teacher and administrator trainings at both the elementary and secondary level. From 2000-2011, Jennifer was lead coach for the Palo Alto-Mountain View-Los Altos-Saratoga-Los Gatos Consortium's Beginning Teacher Support and Assessment Program.

In her educational consulting work, Jennifer has presented at annual conferences such as Learning Forward, ASCD, NASSP, AMLE, ISACS and the New Teacher Center Annual Symposium, as well as at the Teachers' and Principals' Centers for International School Leadership. Jennifer's communications consulting in the health care sector includes training and coaching work at the Community Hospital of the Monterey Peninsula and Stanford Hospital and Clinics.

Jennifer's publications include *Having Hard Conversations*, and the Corwin Press e-course by the same name, "Planning Productive Talk," her article for ASCD's *Educational Leadership* (October 2011), her chapter, "Habits of Mind for the School Savvy Leader" in Art Costa's and Bena Kallick's book, *Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success*, and her contribution to the book, *Mentors in the Making: Developing New Leaders for New Teachers* published by Teachers College Press. Her book, with co-author Valerie Von Frank, *The Multigenerational Workplace: Communicating, Collaborating & Creating Community* was published by Corwin Press in November of 2013. Jennifer also writes a monthly newsletter/blog, *Voice Lessons*, available for reading at and subscribing to on her website, www.jenniferabrams.com.

Jennifer has been a featured interviewee on the topic of professionalism for ASCD's video series, *Master Class*, hosted by National Public Radio's Claudio Sanchez, and in the lead article, "Finding Your Voice in Facilitating Productive Conversations" for Learning Forward's *The Leading Teacher*, Summer 2013 newsletter; as a generational expert for "Tune in to What the New Generation of Teachers Can Do," published in *Phi Delta Kappan*, (May 2011), and by the Ontario Ministry of Education for their *Leadership Matters: Supporting Open-to-Learning Conversations* video series.

Jennifer considers herself a "voice coach," helping others learn how to best use their voices - be it collaborating on a team, presenting in front of an audience, coaching a colleague, supervising an employee, and most recently in writing for the stage, as she did in her tenure as a Board Member of the National New Play Network. Jennifer holds a Master's degree in Education from Stanford University and a Bachelor's degree in English from Tufts University. She lives in Palo Alto, California. Jennifer can be reached at jennifer@jenniferabrams.com, www.jenniferabrams.com, and on Twitter @jenniferabrams.



**Excerpt from Being Generationally Savvy: Learning and Leading Across the Generations – Abrams and Von Frank,
Corwin Press, 2013**

*It is a common defect in man not to make any provision in the calm against the tempest. Machiavelli,
The Prince, Chapter XXIV.*

THE IMPORTANCE OF PLANNING

The teaching population in the U.S. is older than at any time in the past. Almost half of the K-12 public school teaching force is over age 50, steadily approaching the average teacher retirement age of 59, and by 2020, 1.8 million K-12 teachers and school leaders will be eligible to retire (Foster, 2010).

In 19 years, beginning in 1946 and through 1964, 76 million people were born (Monthly Labor Review, July 2000). While the Great Recession has spawned dozens of articles about people retiring later, the retirement age was beginning to inch up in the early part of the century after remaining stable for two decades (Monthly Labor Review, July 2000).

The Monthly Labor Review (November 2006) showed the percent of the labor force aged 55 and older was expected to creep up through 2020, then begin to decline significantly through 2050. Yet one report found that two-thirds of organizations had no idea of their employees' age profile, or when to expect the most retirements (Gravett, n.d., p. 21).

As the labor force gets older faster than workers can be replaced—the Boomers are leaving or preparing to, there are not enough Xers to fill the gap, and Millennials are becoming an ever-larger percentage of the educational staff—succession planning is critical. The U.S. Labor Bureau of Labor Statistics predicts that the number of education administrators will increase nearly 15% this decade, while the number of elementary teachers will grow by about 17% and secondary teachers by 6.5%.

Preparing younger workers for leadership roles is critical. A Boston College Center on Aging and Work survey of 578 companies found that only 33% reported analyzing workplace demographics and having projections about workers' retirement rates (Johnson & Johnson, 2010, p. 218). Another study found an astonishing 66% of companies did not have data on the ages of employees or when impending retirements could affect them (Muson in Gravett & Throckmorton, 2007).

A succession plan identifies the right people to prepare for key positions, seeking those with the qualities and potential to move into leadership positions. While it is a district's or board's human resource department responsibility to manage talent and support employees' career trajectories, other pressures from outside can be distracting and talent management may be getting short shrift.

The questions are centered on organizing, creating, and capturing the vast knowledge and organizational history that employees take with them as they leave. The culture will change, but

the speed with which it changes and whether the change is positive can be dramatically affected by solid succession planning.

Districts and schools need to consider how they are supporting both student growth and teacher growth.

- What structures does your district or school have in place to support those who would like to become leaders? A series of teacher leader workshops? A connection to a local administrative program?
- What maps, tools or professional development abstracts are on line for those thinking about leadership?
- What leadership positions have been created so teachers can test their skills at the school site? Team leader? Grade level leader? Department chair? Instructional coach? New teacher coach? What skill building is provided for teacher leaders in those positions?
- In what ways are more seasoned teachers (Boomers and Xers) provided structured opportunities to 'share the wealth'? To mentor formally or informally?
- Do we have a means to identify and maintain the knowledge and experience of retiring staff members?
- Do we have formalized programs that capture key competencies? If we don't, what might such a program look like? What resources do we need for a program like that?
- What are the effects, positive and negative, of staff retiring later? What policies and practices might we have to encourage or discourage later retirements, and what are the benefits of either encouraging or discouraging postponed retirements?



Identifying People's Generational Profiles

Think about each generation's "take" on the following concepts:

The Delineators	Boomers	Xers	Millennials
Perspective on work	Career	Job	There will be many careers
Communication style	Diplomatic	Blunt	Easy and open Don't hurt me
View of authority	Impressed	Unfazed	Wants it
Need for approval	Seek validation	Indifferent	Needs it a lot
Perspective on resources	Abundant	Scarce	No worries or lots of worries
Response to policies and procedures	Protective	Mistrustful	Need help with protocols
Relationship to team	Team-oriented	Self-reliant	Been on 'em Can do them
Work ethic	Driven	Balanced	Multi-Task
Focus on work projects	Relationships and results	Tasks and results	Lots of fun and lots of results
Relationship to technology	Acquired	Assimilated	In the DNA
Entitlement	Experience	Merit	Assumed

Adapted from [The Xers & The Boomers](#)

Processing Prompt

Think about how all the generations of educators you work with would relate to these ideas. What are some of the implications of this thinking for you in your work?



Coaching and Feedback

What might a Boomer want in a coach?

- A coach who has high expectations for you and for them – for ‘us’
- A coach who connects with the deep values around education
- A coach who acknowledges prior experience and values it
- A coach who understands personal connection matters
- A coach who thinks in ‘affiliation’ to a greater goal – thinking ‘we’
- A coach who is mindful of language and respect given through language
- A coach who gives of him or herself – willing to do something additional
- A Coach who understands it is jolting to be on the bottom of the pecking order again and the difficulty of being a “rookie” or paying one’s dues and proving one’s self all over again
- A coach who can acknowledge the challenges of a 2nd career person seeing this system as strange because it is experienced based vs. performance based
- A coach who is very clear and understanding of the need for clarity of protocols AND knows that the coachee can also ‘read between the lines’

What might an Xer want in a coach?

- A coach for whom constant face to face interaction isn’t needed
- A coach who understands and believes in the life-work balance
- A coach who gets the need to affiliate, but not totally commit to work
- A coach who isn’t afraid to answer the question “Why?”
- A coach who doesn’t take it personally when someone is blunt
- A coach who can be clear and discuss consequences honestly
- A coach who is comfortable with transparency
- A coach who is ok with not a lot of schmoozing and getting to business
- A coach who understands and doesn’t judge when someone just ‘does the work’ to ‘get it done’ and that there are other priorities

What might a Millennial want in a coach?

- A coach who is easy with email communication
- A coach who is open to just in time, relevant support and access to materials when needed
- A coach who acknowledges smarts in 20 somethings and doesn’t patronize
- A coach who praises the present and sees a speedy path for the coachee’s growth
- A coach who is willing to take as much feedback as is giving it
- A coach who is willing to collaborate and change (think co-creation)
- A coach who acknowledges the whole life of the coachee and isn’t bitter when the coachee has a life and will be moving on

**McREL's 21 Leadership Responsibilities**

Culture: Fosters shared beliefs and a sense of community and cooperation
Order: Establishes a set of standard operation procedures and routines
Discipline: Protects teachers from issues and influences that would detract from their teaching time or focus
Resources: Provides teachers with materials and professional development needed to successfully execute their jobs
Involvement in curriculum, instruction, and assessment: Is directly involved in designing and implementing curriculum, instruction, and assessment practices
Focus: Established clear goals and keeps those goals in the forefront of the school's attention
Knowledge of curriculum, instruction, and assessment: Is knowledgeable about current curriculum, instruction, and assessment practices
Visibility: Has quality contact and interactions with teachers and students
Contingent rewards: Recognizes and rewards individual accomplishments
Communication: Establishes strong lines of communication with teachers and among students
Outreach: Is an advocate and spokesperson for the school to all stakeholders
Input: Involves teachers in designing and implementing important decisions and policies
Affirmation: Recognizes and celebrates school accomplishments and acknowledges failures
Relationship: Demonstrates an awareness of the personal aspects of teachers and staff
Change agent: Is willing to and actively changes the status quo
Optimize: Inspires and leads new and challenging innovations
Ideals/beliefs: Communicates and operates from strong ideals and beliefs about schooling
Monitors and evaluates: Monitors the effectiveness of school practices and their impact on student learning
Flexibility: Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent
Situational awareness: Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems
Intellectual stimulation: Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture



School Assessment for Developing Aspiring Leaders

Objective: To review existing supports for aspiring leaders and consider areas that could be strengthened.

In the box on the right side of the chart, identify how aspiring leaders in your or school would know about and find support to take advantage of the opportunities listed.

Experience writing curriculum	
Leadership in teachers association.	
Attendance at regional/international learning conference.	
Connecting with community partners, such as businesses or youth service organizations.	
Participation in book studies.	
Participation in action research.	
Training in communication skills.	
Gaining skills to work with constituencies, particularly families.	
Learning about national and global education trends.	
Cross-grade and/or cross-school study of curriculum.	
Examination of student work.	
Data analysis.	
Knowledge and understanding of the needs of adult learners and models of professional learning.	
Facilitating groups, including knowledge of effective teamwork.	
Ability to give and receive feedback.	
Skills in conflict management and effective use of conflict.	
Peer coaching.	
Shadowing leaders.	
Mentoring new teachers or interns/teaching assistants.	



Understanding of socioeconomic and cultural differences, including discriminatory practices.	
Developing technology skills to support student and adult learning experiences.	
Opportunities to lead professional learning.	
Facilitate a group.	
Learn to access, analyze, and interpret data.	
Participate in peer observation.	
Learn to use evidence to evaluate student performance.	
Understand school etiquette and proper procedures.	
Understand the school board's role.	
Know different roles and responsibilities, and explain the career paths to those roles; demonstrate understanding of the system.	
Ability to budget.	
Manage school resources and operations, such as through participation on school leadership team.	
Participate on a head/principal or teacher selection committee.	
Familiar with state and district learning frameworks, such as curricula area standards.	
Knowledgeable about school procedures, such as for emergency response, misconduct, etc.	
Develop oral and written skills.	

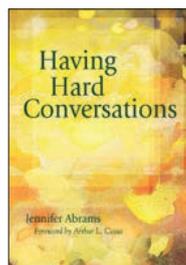
International School Specific Needs?	Source: Adapted from the Ontario Principals Council.
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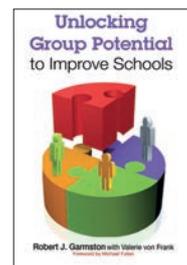


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	CG1390	The Adaptive School: A Sourcebook for Developing Collaborative Groups	\$49.95
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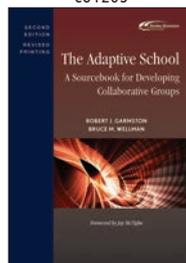
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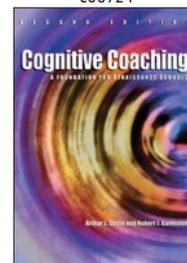
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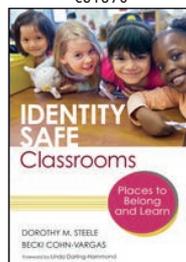
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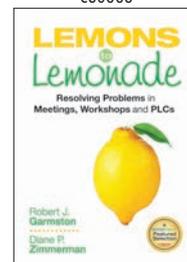
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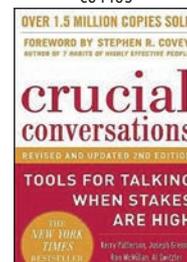
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