

Table of Contents

Reproducibles are in italics.

Notes to the Facilitator	1
How to Conduct the Workshop	2
About the Video Program	3
Resources	3
Workshop Overview at a Glance	5
Workshop Teaching Suggestions	7
Learning Objectives	7
Program Overview	7
Materials	8
Activities	8
Welcome and Video Introduction	9
Exploring Schools in the Era of Accountability	9
Considering Four Distinct Perspectives	10
Inspiring Fundamentalists to Accept Change	10
Eliminating Deficiencies in Leadership	10
Developing Six Action Plans	11
Conclusion	12
Reproducible Handouts	13
<i>Six Characteristics of Believers</i>	14
<i>Six Characteristics of Fundamentalists</i>	15

TRANSFORMING SCHOOL CULTURE

<i>Characteristics of Transformational Leaders</i>	16
<i>New Teacher and Mentor Checklist</i>	17
<i>Sample New Teacher Support Meeting Topics</i>	18
<i>Professional Learning Interest Form</i>	19
<i>Checklist for Professional Learning</i>	20
<i>Facilitator Checklist</i>	22
<i>Presenter Checklist</i>	23
<i>Professional Learning Presentation Framework</i>	24
References and Resources	27

© Hawker Brownlow Education

Notes to the Facilitator

Anthony Muhammad is an internationally renowned speaker, trainer, and author who stimulates conversation and inspires educators to analyze the impact of their own belief systems on students—and on the health of a school’s culture. As a former award-winning teacher and administrator, Muhammad recognizes that when students are nurtured in a diverse, just, and harmonious culture in which *all* educators believe in their students’ potential—all students can be successful.

After collecting and analyzing data from thirty-four demographically diverse public schools throughout the United States, he identified the cultural perspectives of four types of educators: (1) the Believers, (2) the Tweeners, (3) the Survivors, and (4) the Fundamentalists. The result was his best-selling book, *Transforming School Culture*, in which he offers leadership strategies for turning toxic school cultures into healthy ones.

Appreciating the challenges that educators face on a daily basis, Muhammad (2018) says, “Cultural change is a much more difficult form of change to accomplish. . . . It requires leaders to become adept at gaining cooperation and skilled in the arts of diplomacy, salesmanship, patience, endurance, and encouragement” (p. 25).

This workshop explores strategies in Muhammad’s updated and expanded book, *Transforming School Culture, Second Edition* (included with the workshop). It is particularly suited for leaders and stakeholders within a single school or school district as it provides opportunities for participants to develop specific action plans for encouraging unity and cohesion within their own school cultures. Participants will discover how Garnet Valley School District, in Delaware County, Pennsylvania, used his Transforming School Culture framework to transform its district.

The workshop is divided into seven segments.

1. **Welcome and Video Introduction:** In the opening segment of the video, Muhammad and school administrators define how differing educator perspectives can influence both healthy and toxic school cultures.

TRANSFORMING SCHOOL CULTURE

2. **Exploring Schools in the Era of Accountability:** School leaders and classroom teachers explore the impact of governmental accountability on educator stress and expectations.
3. **Considering Four Distinct Perspectives:** Participants will learn how four distinct educator groups can behave and interact to create a divided school culture. These include: (1) the Believers, who operate under the assumption that their efforts make a profound difference in student success; (2) the Tweeners, educators new to a school and who are attempting to learn its prevailing culture; (3) the Survivors, those who feel overwhelmed by the daily stresses and demands of the profession; and (4) the Fundamentalists, who are intent on preserving the status quo and thus, the biggest threat to school culture improvements.
4. **Inspiring Fundamentalists to Accept Change:** In this segment, participants will view how Garnet Valley School District educators accepted the challenge to develop Fundamentalists, building trust and relationships while strengthening educator retention.
5. **Eliminating Deficiencies in Leadership:** This segment explores the basic principles of good leadership and how leaders can overcome both the logical and illogical resistance that Fundamentalists have to cultural change.
6. **Developing Six Action Plans:** Following research-based strategies, participants will work together to construct specific tactics for nurturing cohesion within their own school cultures.
7. **Conclusion:** Testimonials from administrators and educators who have established a transformational, healthy school culture.

How to Conduct the Workshop

This workshop is designed to last approximately one full day (including group activities, video, lunch, and two refreshment breaks) or two half days. This package includes all the professional development materials you will need to conduct the workshop—facilitator’s guide with detailed teaching suggestions and participant handout masters, video resources, as well as a print copy of *Transforming School Culture, Second Edition*.

To conduct a successful learning event, please consider the following issues.

- **Preparation:** It’s important that you view the entire video program, read all materials, and complete all activities yourself before leading the workshop.
- **Location:** The workshop should take place in an area that is large enough for individual, small-team, and whole-group work.
- **Equipment:** You will need a DVD player and may need multiple monitors. Ideally, you will have one video monitor for every ten to twelve participants.
- **Handouts:** Reproducible handouts for all participants start on page 13. Duplicate these handouts before the workshop begins and distribute them to participants according to the workshop instructions.

Notes to the Facilitator

- **Additional equipment:** In order to conduct the workshop, you will also need notepaper, index or note cards, flip charts, chalkboards, or whiteboards with appropriate writing materials.
- **Refreshments:** The agenda for the workshop should include one or more breaks at which you should offer beverages. Snacks are optional, but water should be available throughout the workshop. You will also need to allow for a one-hour lunch break.

About the Video Program

The workshop incorporates a video program that is approximately seventy-two minutes in length. The video features discussion with internationally renowned educator Anthony Muhammad, CEO of New Frontier 21, as well as documentary footage of school leaders from Garnet Valley School District, in Delaware County, Pennsylvania. These highly trained educators share their experiences and insights when implementing the strategies featured in *Transforming School Culture, Second Edition*.

The Professional Learning Community at Work™ (PLC) process is embedded in the culture of the Garnet Valley School District, and the footage captures the sights and sounds of effective teacher teams and leaders in action. *There are no scripted scenes in this program.* Participants learn from the real-life experiences of successful PLC practitioners.

Resources

Print

Transforming School Culture, Second Edition by Anthony Muhammad

Video

Transforming School Culture: Understanding and Overcoming Resistance to Necessary Change by Anthony Muhammad

Web

go.SolutionTree.com/leadership

Workshop Overview at a Glance

Time (in Minutes)	Video Segments	Reproducible Handouts
30–35	Welcome and Video Introduction	
35–40	Exploring Schools in the Era of Accountability	
10–15	Suggested Break	
40–45	Considering Four Distinct Perspectives	“Six Characteristics of Believers” “Six Characteristics of Fundamentalists”
15–20	Inspiring Fundamentalists to Accept Change	
60	Lunch Break	
60–65	Eliminating Deficiencies in Leadership	“Characteristics of Transformational Leaders”
10–15	Suggested Break	
60–65	Developing Six Action Plans	
40–45	Conclusion	“New Teacher and Mentor Checklist” “Sample New Teacher Support Meeting Topics” “Professional Learning Interest Form” “Checklist for Professional Learning” “Facilitator Checklist” “Presenter Checklist” “Professional Learning Presentation Framework”