



**CASS**

College of  
Alberta School  
Superintendents



**ASBOA**

ASSOCIATION OF SCHOOL  
BUSINESS OFFICIALS OF ALBERTA

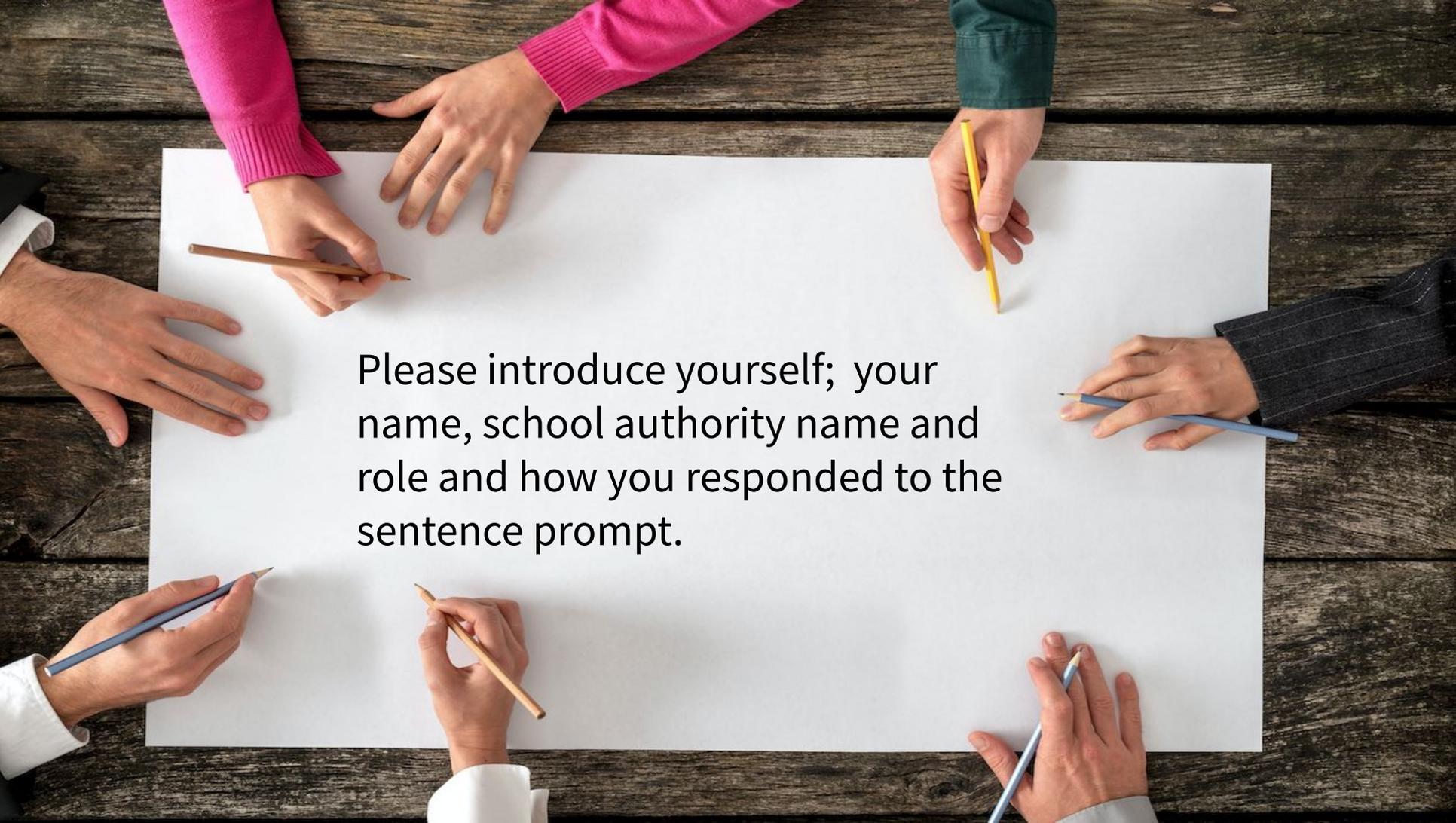
**Welcome**

**Visionary  
Leadership**

Once settled, please grab a marker and respond to **one** of the charts posted around the room with the sentence prompt:  
**This session will be successful for me if.....**

# Treaty 7 Land Acknowledgement

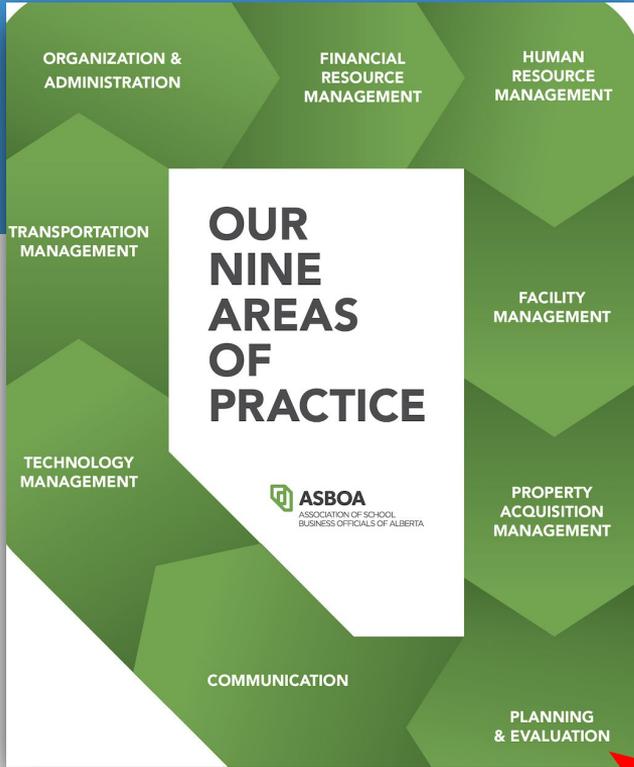
We acknowledge Treaty 7 territory – the ancestral and traditional territory of the Blackfoot Confederacy: Kainai, Piikani and Siksika nations as well as the Tsuu T’ina First Nation and Stoney Nakoda First Nation and the traditional homeland of the Métis Nation of Alberta. We acknowledge the many First Nations, Métis and Inuit whose footsteps have marked these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We recognize the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.



Please introduce yourself; your name, school authority name and role and how you responded to the sentence prompt.

# Module Learning Overview

<p><b>Tuesday</b> 8:30 - 9 Module Intro Session A 9-12 Dr. Scott Morrison</p>	<ul style="list-style-type: none"><li>● Vision and Detail - More Than Words</li></ul>
<p>Session B 1-3:30 Laure Kardynal, Danica Martin, Andrea Holowka, Christina Hoover</p>	<ul style="list-style-type: none"><li>● Visionary Leadership - Inclusive Education</li></ul>
<p><b>Wednesday</b> Session C 8:30 - 12:00 Dr. Bryan Szumlak, Kathleen Kostiuk</p>	<ul style="list-style-type: none"><li>● Visionary Leadership - CCSD's Story of Practice: From Words (Mission/Vision) to Actions</li></ul>
<p>Module Conclusion- Sundance Ballroom 12:15 - 12:45 Large group</p>	



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### The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

MINISTERIAL ORDER #002/2020

- ✓ Building Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Visionary Leadership
- ✓ Leading Learning
- ✓ Ensuring First Nations, Métis, Inuit Education for All Students
- ✓ School Authority Operations and Resources
- ✓ Supporting Effective Governance

### The Leadership Quality Standard

Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.

MINISTERIAL ORDER #002/2020

- ✓ Fostering Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Embodying Visionary Leadership
- ✓ Leading Learning Community
- ✓ Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit
- ✓ Supporting Instructional Leadership
- ✓ Developing Leadership Capacity
- ✓ Managing School Operations and Resources
- ✓ Understanding and Responding to the Larger Societal Context



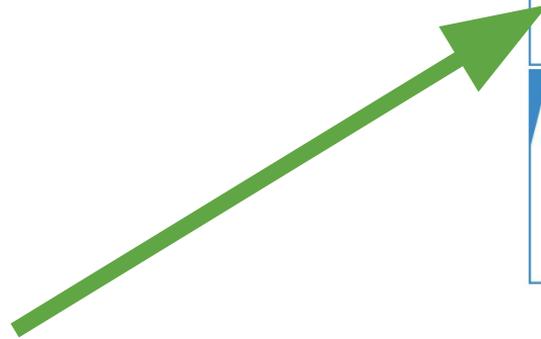
# Visionary Leadership

## SLQS Competency Components

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

# CASS/ASBOA

## Conference Resource Materials



### Events / Professional Learning

Conference Program Archive

Event Planner 4-year Calendar



CASS/ASBOA Summer Learning Conference



New Members Academy/Mentorship Training



Leading for Learning Program for Experienced School Leaders



Start Right Program for Beginning School Leaders



CASS Fall Conference



Online Learning



First Nations, Métis & Inuit Education Gathering



CASS Annual Learning Conference

# Professional Practice



## School Business Officials Practice Profile Organization & Administration

The ASBOA Areas of Practice Standards have been developed based on international standards and modified to reflect the current roles and responsibilities of members working in the business, finance, and operations in the K-12 education system in Alberta.

Being an effective school business professional requires proficiency in a broad variety of skill sets. The ASBOA Practice standards detail those abilities broken down into nine general areas.

This profile guide is focused on the knowledge and skills required for:

- Organization & Administration
- Public Policy and Intergovernmental Relations
- Legal and Risk Management

This profile tool is intended to frame your reflection on your practice, based on the indicators for each area of the Organization and Administration practice standards.

A suggested approach for using this tool:

### Evidence in Practice

Review each of the statements highlighting ones that represent practices you demonstrate.

Identify those practices you demonstrate in the "Evidence in Practice" column. (Are the practices observable? Are they measurable?)

If you currently demonstrate a practice that is not described, consider adding it to evidence in practice column.

The design for the Practice Profile Tool was developed by CASS and collective efforts to support professional practice resulting in optimum learning for



## School Business Officials Practice Profile

### Human Resource Management

Being an effective school business professional requires proficiency in a broad variety of skill sets. The ASBOA Practice standards detail those abilities broken down into nine general areas.

Human resource management encompasses all aspects of employee recruitment, induction, professional development, labour relations and the fostering of positive human relations.

This profile guide is focused on the knowledge and skills required for:

- Personnel and Benefits Administration
- Professional Growth
- Labour Relations and Employment Agreements
- Human Relations

This profile tool is intended to frame your reflection on your practice, based on the indicators for each area of the Human Resource Management standards.

A suggested approach for using this tool:

### Evidence in Practice

Review each of the statements highlighting ones that represent practices you demonstrate.

Identify those practices you demonstrate in the "Evidence in Practice" column. (Are the practices observable? Are they measurable?)

If you currently demonstrate a practice that is not described, consider adding it to evidence in practice



This tool is intended for your personal use. You may choose to share with mentors and/or colleagues as you see fit. It is also a good tool to use when identifying areas of experience and/or specific POCPO required in meeting or maintaining the CSBO designation.

### Areas for Growth

Reflect on your current practice and on the job behavior as they relate to the area of practice that you are identifying areas for growth.

You may choose to add additional indicators based on shared practices and/or emerging legislation and/or research that identify areas in which you would like to grow.

If you wish to do a more in-depth assessment of your current skill levels, you can refer to the 2021 International School Business Management Professional Standards which provides further competency identifies for Entry, mid and senior level guides for aligning foundational industry knowledge and expertise.



The design for the Practice Profile Tool was developed by CASS and adapted with permission to be coherent with our collective efforts to support professional practice resulting in optimum learning for all students in Alberta.



## Superintendent Leadership Quality Standard: PRACTICE PROFILE

The Superintendent Leadership Quality Standard (SLQS) is described by competencies superintendents are required to demonstrate in their professional practice. Each competency includes indicators designed to provide illustrative examples of competent leadership practice.

Indicators are actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable. This profile tool is intended to frame your reflection on your practice, based on the indicators for each competency from Alberta Education's SLQS. Additional indicators representative of your context, your practice and your plans for growth may be added. Indicators may also be representative of Alberta stories of practice and/or emerging research.

One additional construct, based on the Alberta context and members' needs, has been added to the CASS Practice Profile. This construct, following the required Alberta

- **Building Effective Relationships**
- **Building Commitment to Professional Learning**
- **Building Leadership**
- **Leading Learning**
- **Leading High Quality, Middle and High Education for All Students**
- **Supporting Professional Development**
- **Supporting Effective Governance**

A suggested approach for using this tool:

### Evidence in Practice

Review the indicators for each competency highlighting ones that represent practices you demonstrate.

Identify those practices you demonstrate in the "Evidence in Practice" column. (Are the practices observable? Are they measurable?)

If you currently demonstrate a practice that is not described in the Alberta Education indicators, consider adding it to the indicator column. A "\*" is provided at the end of the list of AE indicators to imply opportunity to add to the list.

Additional indicators that represent your context based on examples of practice shared in the "Evidence in Practice" column may also be added.

This Practice Profile tool was developed by CASS and is based on the Professional Practice Standard content from Education. CASS workplace wellness framework, conditions and indicators were added August 2020. It is freely provided in support of improved teaching and learning under the following Creative Commons license. We appreciate any sharing of adaptations to further our learning. [admin@cass.ab.ca](http://admin@cass.ab.ca)

Education SLQS compete conditions represented in framework. System leader professional practice stand

### Superintendent Quality Standard

Quality superintendent the superintendent's context, and the sup about what leadership to apply, result in quality teaching and students in the school.

Alberta Education Ministerial Order #02/2020

- **Fostering Effective Relationships**
- **Building Commitment to Professional Learning**
- **Building Leadership**
- **Leading Learning**
- **Supporting On Application of Foundational Knowledge about First Nations, Métis and Inuit**
- **Leading Instructional Leadership**
- **Supporting Professional Development**
- **Supporting Effective Governance**
- **Understanding and Responding to the Larger Societal Context**

### Areas for Growth

Reflect on your practice and indicators or your own identifying areas for growth.

Areas of growth should observations and measu

You may choose to add Alberta stories of practice that identify areas in which the development of a p implementation plan for identify can be informed planning tools available at <https://cass.ab.ca/bel>

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## Leadership Quality Standard PRACTICE PROFILE

The Leadership Quality Standard (LQS) is described by competencies school and jurisdiction leaders are required to demonstrate in their professional practice. Each competency includes indicators designed to provide illustrative examples of competent leadership practice.

Indicators are actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable. This profile tool is intended to frame your reflection on your practice, based on the indicators for each competency from Alberta Education's LQS. Additional indicators representative of your context, your role, your practice and your plans for growth may be added. Indicators may also be representative of Alberta stories of practice and/or emerging research.

One additional construct, based on the Alberta context and members' needs, has been added to the CASS Practice

- **Fostering Effective Relationships**
- **Building Commitment to Professional Learning**
- **Building Leadership**
- **Leading Learning**
- **Supporting On Application of Foundational Knowledge about First Nations, Métis and Inuit**
- **Leading Instructional Leadership**
- **Supporting Professional Development**
- **Supporting Effective Governance**
- **Understanding and Responding to the Larger Societal Context**

A suggested approach for using this tool:

### Evidence in Practice

Review the indicators for each competency highlighting ones that represent practices you demonstrate.

Identify those practices you demonstrate in the "Evidence in Practice" column. (Are the practices observable? Are they measurable?)

If you currently demonstrate a practice that is not described in the Alberta Education indicators, consider adding it to the indicator column.

Additional indicators that represent your context based on examples of practice shared in the "Evidence in Practice" column may also be added.

Profile. This construct, following the Alberta Education LQS competencies, is framed around the conditions represented in the CASS workplace wellness framework. System leaders are more likely to meet the professional practice standard when they are well.

### Leadership Quality Standard

Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.

Alberta Education Ministerial Order #02/2020



### Areas for Growth

Reflect on your practice and use these or your own indicators to assist you in identifying areas for growth.

Areas of growth should be able to be supported by observations and measures of practice.

You may choose to add additional indicators based on Alberta stories of practice and/or emerging research that identify areas in which you would like to grow.

The development of a professional learning and implementation plan for the areas of growth you identify can be informed by system level planning tools available at <https://cass.ab.ca/bel/planning-for-implementation/>

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# Vision and Detail - More Than Words



**Dr. Scott Morrison**

## Focus Questions:

1. What action is associated with the division's vision?
2. How do you demonstrate the vision is being implemented?
3. How is the vision communicated?



We will *not* start  
with why.

We will focus on  
implementation and  
communication of  
vision.



Vision without action is  
dream. Action without vision  
is a nightmare.



Illustrated through story.

# Superordinate and Subordinate Vision

- *Superordinate Vision* is a vision about a desired state of affairs that:
  - is large and focuses on a major area of need; and
  - impacts most in the organization; and
  - takes years to be fully realized.
- *Subordinate Vision* is a vision about a desired state of affairs that:
  - focuses on a small or more specific area of the superordinate vision; and
  - impacts some, but not all, the organization; and
  - is small and simple enough to be achieved in a short period of time; and
  - has specific initiatives to achieve.

# Superordinate Vision

**CHRIST THE REDEEMER  
CATHOLIC SCHOOLS**  
*Division Priorities*

**FAITH**

**ACADEMIC  
EXCELLENCE**

**HEALTHY  
SCHOOLS**

**cl am**

**13/14**

CTR Catholic outperformed the provincial average on 13 of the 14 measures of accountability.

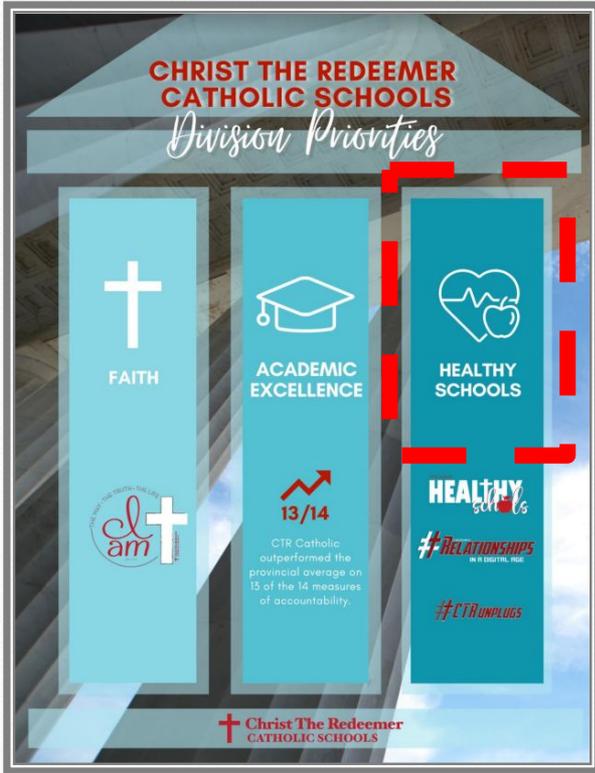
**HEALTHY SCHOOLS**

**#RELATIONSHIPS**  
IN A DIGITAL AGE

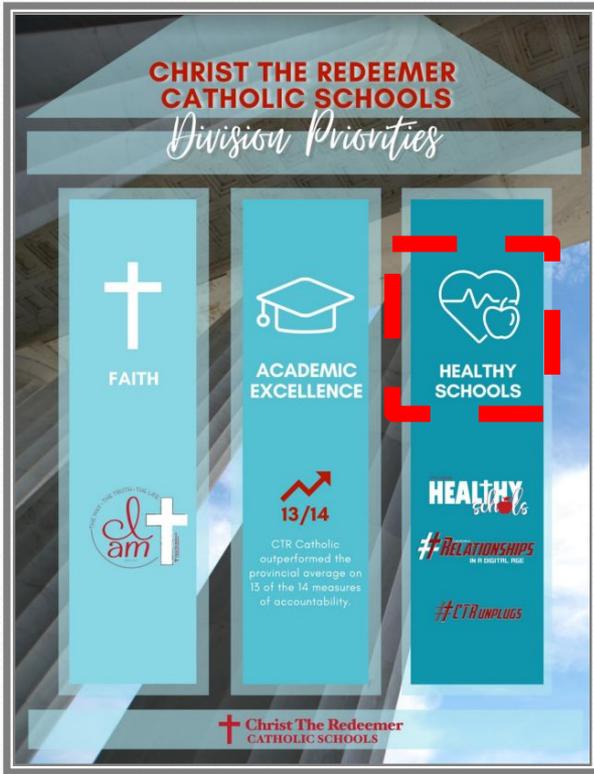
**#CTRUNPLUS**

**Christ The Redeemer  
CATHOLIC SCHOOLS**

The infographic is set against a background of a classical building facade with columns. It features three vertical teal bars representing the pillars of the division's priorities. The first bar, labeled 'FAITH', contains a white cross icon and the 'cl am' logo. The second bar, labeled 'ACADEMIC EXCELLENCE', features a white graduation cap icon, a red upward-trending arrow with '13/14' below it, and a text box stating that CTR Catholic outperformed the provincial average on 13 of the 14 measures of accountability. The third bar, labeled 'HEALTHY SCHOOLS', includes a white icon of a heart with an apple and a pulse line, the text '#RELATIONSHIPS IN A DIGITAL AGE', and '#CTRUNPLUS'. The top of the graphic has the title 'CHRIST THE REDEEMER CATHOLIC SCHOOLS' in red and 'Division Priorities' in white script. The bottom features the organization's logo and name.



Superordinate Vision	Subordinate Vision	Initiative
Healthy Schools	Staff Wellness	13 Dimensions of Workplace Wellness
	Student Mental Health	Universal Mental Health Strategies
	Truth and Reconciliation	First Nation, Metis, and Inuit Focus Group
	Relationships	#Relationships in a Digital Age
	Regulation	ARC Educational Assistants
	Student Mental Health	Social Workers in Schools... <i>Deficiency Discourse</i>



## Non-Negotiable of Initiatives

1. Socially constructed by teams
2. Gather to focus on theory and/or practice *at least* 3 times
3. Distributed over time
4. Individual accountability for implementation....developing practice-in-practice
5. Action orientation
6. Evidence of direct impact on students
7. Assessed in some way



# Deficiency Discourse

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*At-risk students will leave the school with social and emotional wellness as a means to create Healthy Schools.*

Unpacking  
*Deficiency*  
*Discourse*

- There is only one problem with the story...

# Unpacking *Deficiency Discourse*

## Subordinate Visions and Initiatives

- *Deficiency Discourse* is a story about an initiative focused on a subordinate vision.
- It applies to one school and one area of need (severely dysregulated students) to create a desired state of affairs to achieve a subordinate and help achieve a superordinate vision.

# Unpacking *Deficiency Discourse*

## Vision Story

- It's a *vision story* not a *vision statement*.
- Which is more memorable?
  - At-risk students will leave the school with social and emotional wellness as a means to create Healthy Schools.
  - or
  - *Deficiency Discourse*

# Unpacking *Deficiency* *Discourse*

## Vision and Detail

- The story provides suggested details and strategies to help achieve the vision.

# Unpacking *Deficiency* *Discourse*

## Touchstone

- The story is a touchstone regarding the superordinate vision of *Healthy Schools*.

# Unpacking *Deficiency* *Discourse*

## Managing Operations and Resources

- The hybrid counseling solution uses existing resources in a more efficient way to more effectively meet student needs.
- Strategy is turning what you have into what you need to get what you want (Santiago Rincón-Gallardo).
  - **What we have:** We had a social worker at another school, time, money for a three-day visit, and Zoom.
  - **What we need:** Reorganized delivery to add an in-person component.
  - **What we want:** Better social work support for students.

# Unpacking *Deficiency* *Discourse*

## An Aspirational Narrative

- Bennis (as cited in Sergiovanni, 2009) notes, “vision refers to the capacity to create and communicate a view of a desired state of affairs that induces commitment among those working in the organization” (p.10).
- The story is an aspirational narrative used to describe a desired state of affairs.

# Unpacking *Deficiency* *Discourse*

## The Story's an Antenarrative (Boje, 2012)

- **Ante** – before
  - **Ante** – bet
  - Antenarrative = vision story for the future
- Caveat - Antenarratives are rarely used in a performative way as I have. They emerge naturally as educators vision together. Polyphonic voices craft them in fragmented ways. It is far better to tell real stories!*
- I have a dream...
  - Every child needs a champion...

# Unpacking *Deficiency* *Discourse*

- And it is more memorable than the vision statement, but why?

# Unpacking *Deficiency* *Discourse*

## Transportation Theory (Green & Brock, 2000)

- Transported listeners identify with characters, care about their problems, and are immersed in the emotion of their experiences.
- Transportation theory is why we cry during sad movies and get sappy during a romance...we become the characters and appropriate their emotions.

# Unpacking *Deficiency* *Discourse*

- And transported listeners remember stories and they are easily *available* in conscious thought...

# Unpacking *Deficiency* *Discourse*

## Availability Heuristic (Tversky & Kahneman, 1973)

- Heuristic – an approach to problem solving that employs a practical, but not perfect, method.
  - As opposed to an algorithm: a process or set of rules to be followed in calculations or other problem-solving operations.
- Vivid information, such as a story, is more memorable and more likely recalled, so it is more *available* in conscious thought.
- Listeners remember stories better and they can inspire solutions to new problems.

Facilitator – Most years as a principal

Recorder/Reporter – Most years as a vice-principal

Listening Circle – Each participant shares one big idea. No one comments initially. Open discussion after all have shared.

Big Idea – develop one big idea about vision agreed upon by the group...one sentence.

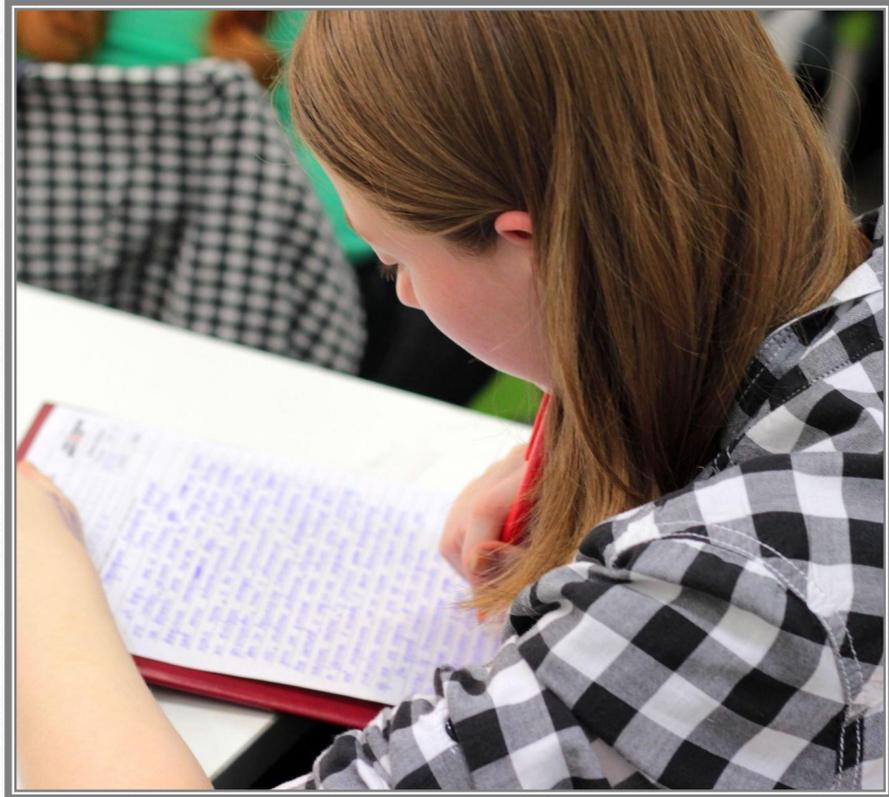
Concepts discussed:

- Subordinate visions and their related initiatives help achieve superordinate vision
- Vision stories, not statements: *Deficiency Discourse*
- Vision and detail are inseparable
- Strategy is turning what you have, into what you need, to get what you want
- Vision is a desired state of affairs described to induce commitment
- Antenarratives as aspirational vision stories
- Transportation Theory
- Availability Heuristic

# The 12

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*Students will leave our schools as skilled, passionate, and engaged readers and writers in our quest for Academic Excellence.*



# Unpacking *The 12*

## Initiative as Touchstone

- Create talented, passionate, and engaged readers and writers in our quest for *Academic Excellence*.
- A **touchstone** of Academic Excellence

# Unpacking *The 12*

## Managing Operations and Resources Financial Risk Reduction

- The pilot project approach minimizes financial risk by limiting participation, PD expenses, and substitute costs.
- *The greatest antidote to anxiety is to start doing the work.* Pilot projects allow you to get started without navel gazing.
- Pilot projects are small and nimble, minimizing the negative impact of an unsuccessful implementation.
- Pilot projects reduce the risk of initiative fatigue on your most valuable resource...your staff.

# Unpacking *The 12*

## Managing Operations and Resources Scaling

- The plan to scale over time is contingent on the success of the first cohort...the pilot. Gamaliel's principle.
- [Hattie](#) (Minute 4:29, 2014) described a new university leader who came from the business community. He described him as one of the finest leaders he's had the opportunity to work with. He shared a story about a business leader's perspective on how many individuals you need in a school/organization to scale a change initiative. The business leader said, "Do you realize that gaining 20% of the market in business is considered a monopoly?". Hattie said this changed his perspective. He didn't need to get the whole school...he just needed to start with 20%.
- Use invitational pilots and follow-up cohorts to get to 20% over time.

# Unpacking *The 12*

## Selective Attention and the Symbolic Leader

- Sergiovanni (2007) suggests, "...by emphasizing selective attention (the symbolic leader) signals to others what is of importance and value" (p.9).
- *Deficiency Discourse* and *The 12* are stories that give selective attention to *what's important around here*.

# Unpacking *The 12*

## Micro-Vision Touchstones

- **Touchstones** of the *Academic Excellence* superordinate vision...
  - Readers and Writers Workshop
  - Early Reading Intervention
  - Early Numeracy Intervention
  - Enhanced Reading
  - Precision Reading
- **Three Things**...any superordinate vision should have at least three subordinate visions and related initiatives that serve as short-term, small-scale touchstones.

# Unpacking *The 12*

## Leading a Learning Community Socially Negotiated in a Community of Practice

- This was experiential learning while being exposed to the pedagogy....socially negotiated, practice-in-practice.
- The action to achieve the vision adhered to best practice in professional learning.

# Unpacking *The 12*

## Leading a Learning Community Accountability for Implementation

- Participation required both learning in a community of practice and individual accountability as teachers committed to opening their classrooms to project leaders and colleagues.

Facilitator – Most pets

Recorder/Reporter – Most siblings

Listening Circle – Each participant shares one big idea. No one comments initially. Open discussion after all have shared.

Big Idea – develop one big idea about vision agreed upon by the group

Concepts discussed:

- Subordinate vision as touchstone for superordinate vision
- The pilot project model reduces financial, and other, risks
- Scaling occurs over time and visions should be long-term anyway
- Selective attention and the symbolic leader
- 3-things - Superordinate visions should have at least 3 subordinate visions with related initiatives that serve as touchstones
- Achieving vision should be a product of social negotiation in a collaborative community of practice
- Individual and collective accountability for implementation of the vision should be considered.

# Praxis Makes Perfect

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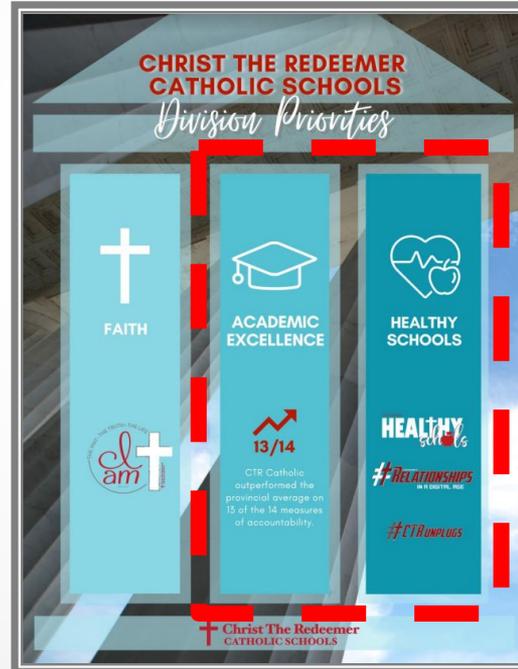
**The process by which a theory, lesson, skill is enacted, embodied, or realized.**

*"In many cases, changes in behaviour precede rather than follow changes in belief." (Fullan, 1985)*

*Teachers will have a high sense of self-efficacy knowing that students are learning at high levels and experiencing social and emotional wellness as a means to promote Academic Excellence and Healthy Schools.*

Unpacking  
*Praxis*  
Makes  
Perfect

## A Process to Achieve Superordinate Visions of Academic Excellence and Healthy Schools



Unpacking  
*Praxis*  
*Makes*  
*Perfect*

**Vision Responds to  
Needs Arising from Within**

- Teachers wanted more control over PLC's
- Teachers concerned about learning loss
- Teachers were concerned about students' mental health

# Unpacking *Praxis* Makes *Perfect*

## Execution of Vision Applies Loose, Tight Leadership

- Tight:
  - Ensure 50% of the PLC's are teacher-directed
  - Develop one academic excellence strategy and one universal mental health strategy.
  - Ensure pedagogy is research-based and supported research in research by meta-analytical research.
- Loose:
  - Answer critical questions: What's the specific academic and mental health deficiency? How do we address it?
  - Teams identify the need to address
  - Teams select the strategy to address the need
-

Unpacking  
*Praxis*  
*Makes*  
*Perfect*

**Subordinate Vision = Lesson Plan**  
**Superordinate Vision = Long Range Plan**

- Achieving a superordinate vision is a **long-range plan, not a lesson plan.**
- Minimum standard: Three different collegial learning opportunities, distributed over time per year.
  - Identifying total learning time available (one hour to five hours).
  - Identify all organizational learning days and work backwards.
  - Socially constructed, developing practice in practice, rather than individually and in isolation.

Unpacking  
*Praxis*  
*Makes*  
*Perfect*

## Limiting Action on Achieving Vision

- **Priorities:** The greatest threat to your first priority...is your second priority (Canic, 2021).
- One learning loss strategy. One universal mental health strategy.
- **Allow for Delay:** It's 'not right now' rather than 'not ever'.

# Unpacking *Praxis* *Makes* *Perfect*

## Sources of Collective Teacher Efficacy

“It isn’t just growth mindset; it’s not just ‘rah-rah’ thinking” (Hattie, 2018)

- **Mastery Experiences:** Educators’ personal experiences of success
- **Vicarious Experiences:** Watching other educators successfully perform the task
- **Social Persuasion:** Telling stories of past successes, reminding educators of their ability, pep talks
- **Affective States:** Excitement or joy for successes or the work being accomplished... emphasize success and provide feedback on success.

(Prelli, 2016)

# Unpacking *Praxis Makes Perfect*

*Praxis Makes Perfect...*

*Teachers had used the action orientation of praxis to engage in mastery experiences. They used the reflection orientation of praxis to vicariously experience the success of colleagues and the social persuasion of the teams during reflection provided mutual support and raised their affective states.*

How were each of the sources of collective teacher efficacy in play?

- **Mastery Experiences:** Educators' personal experiences of success
- **Vicarious Experiences:** Watching other educators successfully perform the task
- **Social Persuasion:** Telling stories of past successes, reminding educators of their ability, pep talks
- **Affective States:** Excitement or joy for successes or the work being accomplished... emphasize success and provide feedback on success.

Facilitator – Most years as a system leader

Recorder/Reporter –

Listening Circle – Each participant shares one big idea. No one comments initially. Open discussion after all have shared.

Big Idea – develop one big idea about vision agreed upon by the group

Concepts discussed:

- Process to achieve superordinate vision is as much a scheduling consideration as anything. How much collaborative learning time is allotted?
- Vision should address needs arising from within the organization
- Loose, tight leadership is required when distributing leadership to achieve vision
- Achieving a vision is a long-range plan, not a lesson plan.
- Three things. Are there at least three tangible touchstones serving as evidence you're focused on achieving the vision.
- Your greatest threat to your top priority is your second priority...limit subordinate visions and their initiatives.
- Collective teacher efficacy...mastery experiences, vicarious experiences, social persuasion, affective states.