

TEAM: ESTABLISHING SCHOOL LEADERSHIP

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QUESTION #1

- Every year when the Saunders administrative team returns from vacation, I have started the meeting with the same question, despite the success from the previous year.



How do you start your first team meeting?

WHAT CAN WE DO BETTER?

THE AMAZING PART IS THAT WE ALWAYS
FIND A WAY TO CHANGE, TWEAK, OR
DEVELOP AN EXISTING PROTOCOL....

WHICH ALWAYS LEADS US TO OUR NEXT
QUESTION.....

WHY DID IT TAKE US
SO LONG TO FIGURE
THAT ONE OUT?

SO WHAT AM I SAYING?

YOU ARE CHAMPIONS!!!!

First task.....

WHO I AM, WHAT I AM.....I AM THE PRINCIPAL.

Rapid Writing: Make a list of all the responsibilities, jobs, duties and descriptions that define the position of a principal.

Two Minutes.....GO!

ADD THEM UP CHAMPS!

- Counselor, security, safety, crossing guard, photographer, journalist, teacher, fundraiser, drug enforcer, leader, motivator, treasurer, secretary, coach, surrogate father, a bank account, cook, testing coordinator, taxi, therapist, probation officer, community liaison, travel agent, tour guide, mechanic, lunch monitor, custodian, referee, policeman, fireman, bomb squad, investigator,...
- A shoulder to cry on, a smart guy, a dumb guy, I know everything, I know nothing, a wake up call, one to criticize...and many things with bad words.

THE WINNER WILL DO WHAT THE LOSER WILL NOT

The Winner is always part of the answer.

The Loser is always part of the problem.

The Winner always has a program.

The Loser always has an excuse.

The Winner says, "Let me do it for you."

The Loser says, "That's not my job."

The Winner sees an answer for every problem.

The Loser sees a problem for every answer.

The Winner sees a green near every sand trap.

The Loser sees two or three sand traps near every green.

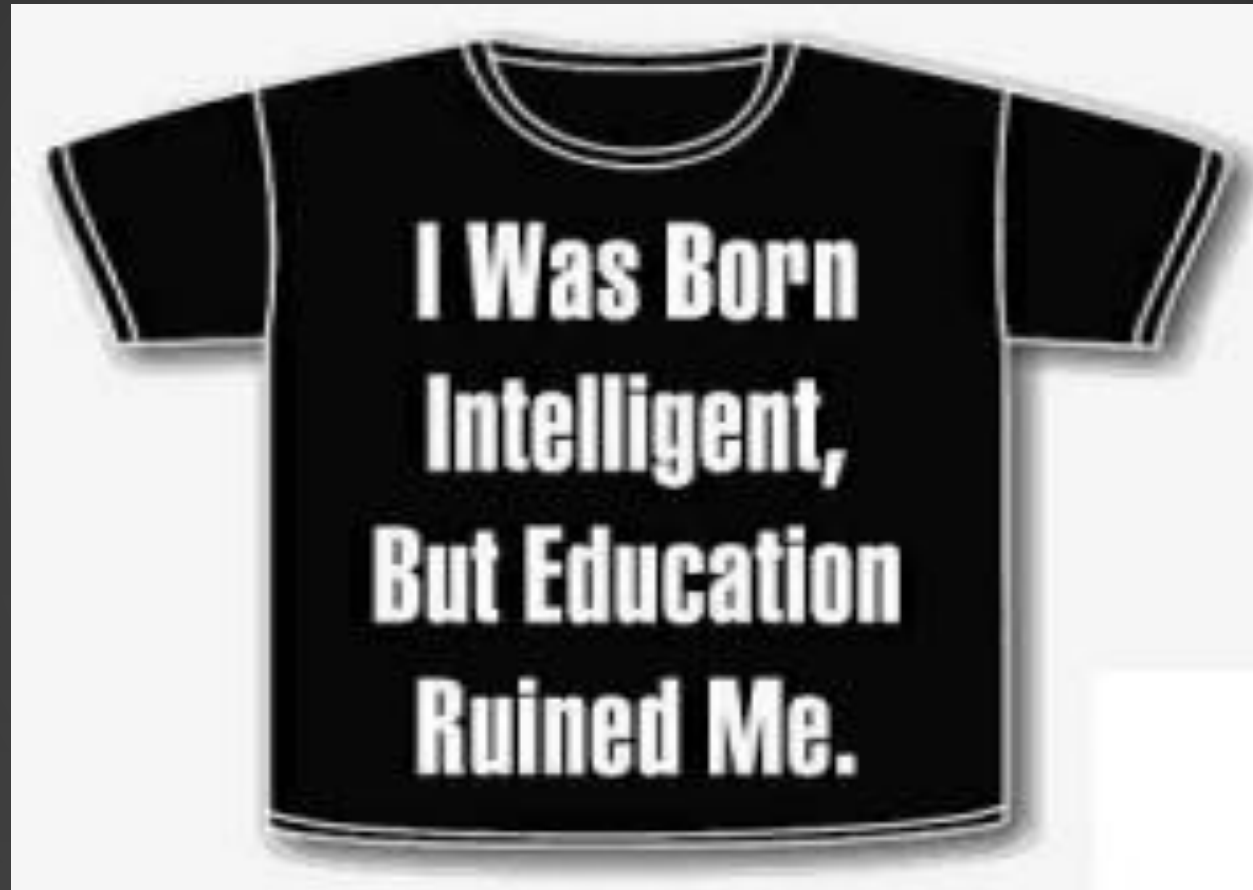
The Winner says, "It may be difficult but it's possible."

The Loser says, "It might be possible but it's too difficult."

Be a Winner!

Vince Lombardi

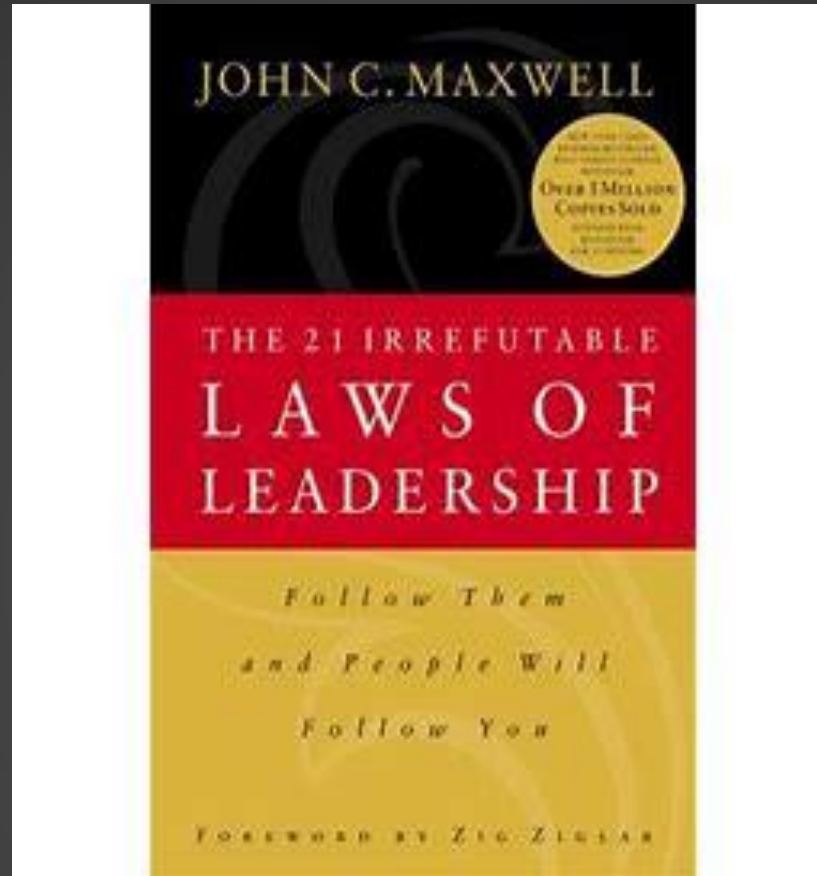
BEING A LEADER OFTEN MEANS COURAGEOUS CONVERSATION



TO BE A LEADER
WE MUST THINK LIKE A LEADER

The “Buy In”

THE “LAW OF THE BUY IN” #14 (MAXWELL)



The idea behind this law is simply...

people buy into the leader, then the vision.

5 Levels of Leadership by John C. Maxwell

toolshero



IF YOU LEAD, THEY WILL COME

- Do you feel that you have 100%, 95%, 75%, 50% or less “Buy in” from your staff? Be honest.
- What are some of the struggles that accompany the “Buy in”? And how do we reverse it?
- To get the “Buy in” might require you to change your thinking and sometimes it will mean standing firm....but don't play chicken.



It is important to know that you typically cannot jump to a step without completing the one before it...
figure three years for change.

RIGOR AND RELEVANCE

- Is your curriculum rigorous? (state vs. teaching)
- How rigorous is the curriculum taught?
- Does rigor have to mean nearly impossible for a student?
- How relevant is the material being covered?
- Relevance = Engagement.....Engagement = Achievement
- Teacher to teacher.....program to program.....discuss
- AP, College Link, Honors, Part 100 NYSED.....Use what you can!

If you raise the bar on education, the students will rise to the occasion.

In addition to the required NYS credits, students must complete the following courses. Students must successfully complete a Senior exit project and NYS approved Industry exam to graduate from Saunders Trades and Technical High School.

Any student that does not complete 4 years of his/her assigned magnet program, Senior exit project, and/or NYS approved Industry exam will not graduate from Saunders Trades and Technical High School and will not cross the stage at our graduation. Students will be transferred to another Yonkers Public School High School for graduation purposes and receive their diploma from his/her new high school.

TECHNICAL PROGRAMS			
Architectural Technology	Construction Facilities Management (Arch 11 th and 12 th grade)	Environmental Technology	Electronics and Computer Circuitry
<ul style="list-style-type: none"> • CFM Architecture 9 • Arch Science 10 • Arch Drafting 10 • Arch Theory 10 • Arch Drafting Lab 11 • Art Rendering 11 • Arch Drafting Lab 12 • CAD Estimating 12 • Strength of Materials 12 • Senior Exit Project • NYS Approved Industry Exam 	<ul style="list-style-type: none"> • CFM/Architecture 9 • Arch Science 10 • Arch Drafting 10 • Arch Theory 10 • Construction Facilities Mgmt. 11 • CAD 12 • Senior Exit Project • NYS Approved Industry Exam 	<ul style="list-style-type: none"> • CFM/Environmental Technology 9 • Chemical Technology 10 • Comparative Bio 10 • Chemistry Nutrition Lecture 11 • Bio Environmental Tech Lecture 11 • Chemistry Nutrition Lab 11 • Bio Environmental Tech Lab 11 • Environmental Tech Lab 12 • Senior Exit Project • NYS Approved Industry Exam (pending) 	<ul style="list-style-type: none"> • CFM/Electronics and Computer Circuitry 9 • ECC Drafting 10 • AC/DC Circuit Lab 10 • AC/DC Circuit Theory 10 • Digital Circuitry/Computer Theory 11 • Digital Circuitry/Computer Lab 11 • Solid State Electrical Theory 12 • Solid State Electrical Lab 12 • Senior Exit Project • NYS Approved Industry Exam

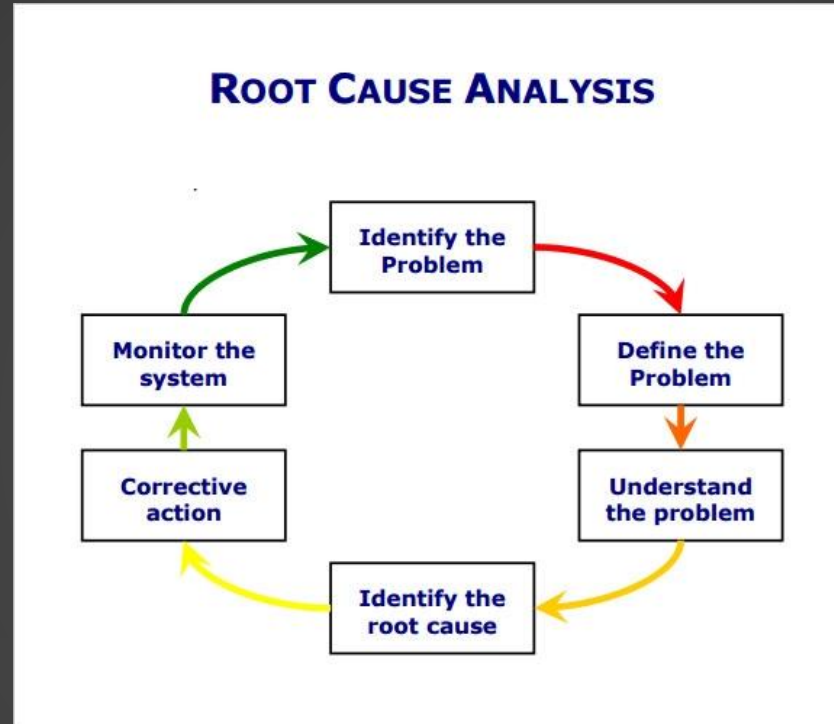
OCCUPATIONAL PROGRAMS

Cosmetology and Barbering	Culinary Arts and Restaurant Management	Fashion Design	Graphic Design
<ul style="list-style-type: none"> • CFM/Cosmetology and Barbering 9 • Cosmetology Lab 10 • Cosmetology Lab 11 • Cosmetology Art 11 • Cosmetology Lab 12 • Cosmetology Theory 12 • Senior Exit Project • NYS Approved Industry Exam 	<ul style="list-style-type: none"> • CFM/Culinary Arts and Restaurant Management 9 • Culinary Lab 10 • Culinary Lab 11 • Principles of Nutrition/Chemistry 11 • Culinary 12 • Foods Art 12 • Senior Exit Project • NYS Approved Industry Exam 	<ul style="list-style-type: none"> • CFM/Fashion Design 9 • Fashion Design Lab 10 • Fashion Design Lab 11 • Instructional Apparel/CAD 11 • Fashion Related Art 11 • Fashion Design Lab 12 • Textile Science/Chemistry 12 • Advanced Apparel CAD 12 • Senior Exit Project • NYS Approved Industry Exam 	<ul style="list-style-type: none"> • CFM/Graphic Communications/Pre-Press Production 9 • Graphics Communications PPP 10 • Graphics Communications PPP 11 • Science Printing Digital Image/Chemistry 11 • Graphics Communications PPP 12 • Studio Art 12 • Senior Exit Project • NYS Approved Industry Exam

VOCATIONAL PROGRAMS

Automotive Technology	Construction Technology	Heating, Ventilation and Air Conditioning
<ul style="list-style-type: none"> • CFM/Automotive Technology 9 • Auto Lab 10 • Environmental Studies/Chemistry 11 • Auto Electric Systems 11 • Automotive Brakes 11 • Auto Drafting I-11 • Auto Drafting II-12 • Auto Engine Performance 12 • Auto Suspension/Steering 12 • Senior Exit Project • NYS Approved Industry Exam 	<ul style="list-style-type: none"> • CFM/Construction Technology 9 • Construction Technology 10 • Environmental Studies/Chemistry 11 • Carpentry Lab 11 • CAD Carpentry Drafting 11 • Carpentry Lab 12 • Senior Exit Project • NYS Approved Industry Exam 	<ul style="list-style-type: none"> • CFM/Heating/Ventilation and Air Conditioning 9 • HVAC Lab 10 • Environmental Studies/Chemistry 11 • HVAC Lab I-11 • HVAC Drafting 11 • HVAC Drafting II-12 • HVAC Lab 12 • Senior Exit Project • NYS Approved Industry Exam

ROOT CAUSE ANALYSIS



5 Why's Root Cause Analysis Tool Template

State the problem

Why?

Why?

Why?

Why?

Why?

Probable Cause(s)

AN EXAMPLE OF JUST ONE STUDENT AFTER MY HOME VISIT

- Jose – Does not come to school

We attempted calling all phone contacts.....every number is wrong

I made a home visit at the last known address.....gone

I contacted his friends.....nobody is talking (out of fear)

I printed his picture and walked the neighborhood.....(bad news)

I stopped in a bodega.....finally something

I tracked down a relative.....getting closer

I found him!

Jose and his family are living in the back room of a store on a mattress hiding from a gang.

ANGEL'S STORY

- Angel - is a great kid but is absent three times a week

I call her to my office to discuss her attendance

Angel tells me that she will try harder

I go to her teachers, but her work is suffering

I call her mother, but she works two jobs and is never home

I make a home visit, I see that Angel lives in a bad neighborhood

She also has to take two busses to school, and must leave the house at 6:30 am

When she gets to school she is hungry.....so I feed her

Attendance still an issue

I track her mother down at her job

I learn that Angel has two younger siblings to take care of, and she works at night

Time to play lets make a deal!!!!!!!!!!!!!!!!!!!!!!

“BUILDING” RELATIONSHIPS



TRUST STARTS HERE

- How well do you know your team? (REALLY)
- Do you know something personal? Do you know them professionally?
- Do you know their family? Where they live? Health issues? etc.....
- There will be times that you have to go against the grain and make the tough decisions.....if there is a trusting relationship, these conversations become easier.
- Reflection time. I know there is someone on the staff that you need to get on board.

With your team, think of 1 or 2 staff members and discuss strategy.

How do we build a higher trust?

CHANGE

"One of the things I learned when I was negotiating was that until I changed myself - I could not change others."

Nelson Mandela

"PEOPLE DON'T RESIST CHANGE. THEY RESIST BEING CHANGED!" *PETER SENGE*

- Don't be afraid to take chances, what's the worst that can happen?
- Don't be afraid to ask for help....work by committee/team!
- If you have a vision for your school, don't let outside forces prevent you from succeeding.
- If we don't change with the times, we will continue to prepare students for the past, not the future.
- SO WHAT IS STOPPING YOU????????????????????????????????

IF THERE IS A WALL IN FRONT OF YOU
THEN CLIMB IT



EMPOWERMENT

[əm'pəʊərmənt]

- NOUN
- authority or power given to someone to do something
- "individuals are given empowerment to create their own dwellings"
- the process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights

EMPOWER STAFF..... ALL OF THEM!

- Do you have the best teachers? What are the options?
- Everyone in the building has a story.
- Everyone in the building has experience (mother, father, grandparent).
- Everyone in the building has the ability.
- Everyone wants to be important!
- Custodians, clerks, aides, security – all have an identity.
- Consider creating professional development that includes team building; let teachers teach teachers, do yoga, play kickball.

CULTURE (A TOPIC OF ITS OWN)

- Understand the culture of your students.
- Don't be afraid to celebrate.
- Have compassion.....for those who deserve it.
- Focus on the prize.
- Think out of the box.....because you laugh does not mean you don't learn!

THE FINALE

