

## Reflection #1

1. What technical changes have your district proposed or implemented as an attempt to raise achievement and close the gap? Did the technical change produce the desired boost in achievement? Why or why not?
2. When faced with a dilemma/quandary, does your school tend to do things “with” students or “to” students? Please explain
3. How have the three forms of ‘Predetermination’ manifested themselves in your practice and the practice of some of your colleagues? Have there been attempts to deal with these issues in the past? If so, what? If not, propose a few ideas.

## Reflection #2

1. Based upon the description provided by Kent Peterson, is your school/district culture 'healthy' or 'toxic'? Please describe staff beliefs as well as school policies, practices, and procedures which support your statement.
2. Do you confront the 'brutal facts' about your school/district? If so, how?
3. Does your school/district have all of the important and vital stakeholders on the 'bus' and in the 'right seats' to attack and change the reality of the brutal facts? If so, how was this accomplished? If not, what needs to be done?

### Reflection #3

1. Please fill out the chart below and identify the presence and power (influence) of your Believers, Tweeners, Survivors, and Fundamentalists.

	% Presence	% Power
Believers		
Tweeners		
Survivors		
Fundamentalists		

2. After analyzing your chart, where are your greatest areas of need?
3. Who controls the political agenda of your school, the Believers or the Fundamentalists?
4. Is change difficult to implement in your school? If so, is there any evidence of the “Three D’s” being used by those undermining or blocking change?

## Reflection #4

1. How thoroughly are new initiatives explained to stakeholders in your school/district before they are adopted (Please provide an example)? How collaborative is the process?
2. Have you ever been led by a leader whom you did not respect or who disappointed you and did not keep his/her promises? How did this affect your relationship with the next leader?
3. When overwhelmed, how do human beings typically react to leadership? Are there parts of your day-to-day routine that you find overwhelming and how can leadership help you strike a healthier balance?
4. When Level 4 Fundamentalists are isolated, what is the responsibility of the Believers in the informal organization? How can school leadership effectively deal with Level 4 Fundamentalism when this element is identified?

Action Plan  
Section 1

We currently articulate a focus on learning/students in our school in the following ways:

- 1.
- 2.
- 3.

We plan to improve this function of our school by committing to implement the following for the 2012-2013 school year:

Strategy	Participants	Resources Needed	Date of Implementation

We currently develop staff (capacity build) in the following ways at our school/district:

- 1.
- 2.
- 3.

We plan to improve our staff capacity by committing to implement the following for the 2012-2013 school year:

Strategy	Participants	Resources Needed	Date of Implementation

Action Plan  
Section 2

We currently celebrate the accomplishments of staff, students, and parents in the following ways:

- 1.
- 2.
- 3.

We plan to improve our focus and celebration of student achievement and valued behavior in the following manner for the 2012-2013 school year?

Strategy	Participants	Resources Needed	Date of Implementation

Action Plan  
Section 3

We currently support new teachers (Tweeners) in the following ways:

- 1.
- 2.
- 3.

We will improve our development and support for Tweeners in the following manner for the 2012-2013 school year:

Strategy	Participants	Resources Needed	Date of Implementation

We currently create connections to our school/district for our Tweeners in the following ways:

- 1.
- 2.
- 3.

We will encourage and create multiple connections to our school and community for our Tweeners by implementing the following strategies for the 2012-2013 school year:

Strategy	Participants	Resources Needed	Date of Implementation