

School Implementation of CPS:

Building Leadership Density and a Positive School Culture

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About me....

- 27th year in education
- K-12 grade levels as a teacher, coach, school administrator
- Private and Public school settings
- 2008-2014: Assistant Principal at Durham Community School, Durham, Maine (K-8 School- 400 students)
- 2014-2017: Gr. 3-5 Assistant Principal at Falmouth Elementary School, Falmouth, Maine (K-5 School- 920 students)
- 2017- Present: Principal at Yarmouth Elementary School, Yarmouth, Maine (Gr. 2-5 school- 350 students)
[Dept. of Education Blue Ribbon School 2019](#)
- Passionate advocate for Collaborative and Pro-Active Solutions in schools since 2009!
 - Lives in the Balance “Trailblazer of the Year”
 - Presenter at annual “Lives in the Balance Summit”
 - Featured in book “Lost & Found” and film “The Kids We Lose”
 - Presenter in Stockholm, Sweden on CPS Model in Schools



What is your story?

Describe your school:

- Your role?
- Grade Levels (Elementary, Middle, HS)
- Size? (Number of students & staff)
- Setting? (State, Rural/Urban, Socio-economic)
- School Vision (If you know it!)
- Any Current Initiatives?



Learning Intentions

- The importance of identifying your “Why?” as an educator.
- Understand the significance that powerful school culture and climate has and do some reflecting on your own school setting.
- Why Leadership Density?
- Understand how CPS relates to other current school initiatives
- Common characteristics of successful CPS implementations
- Begin building your own CPS roadmap for implementation in your specific school setting.



Format Today

Please keep your voice on mute.

We will be using the chat box and breakouts sessions during our time together.

There will be an opportunity to ask specific questions at the end of the presentation.



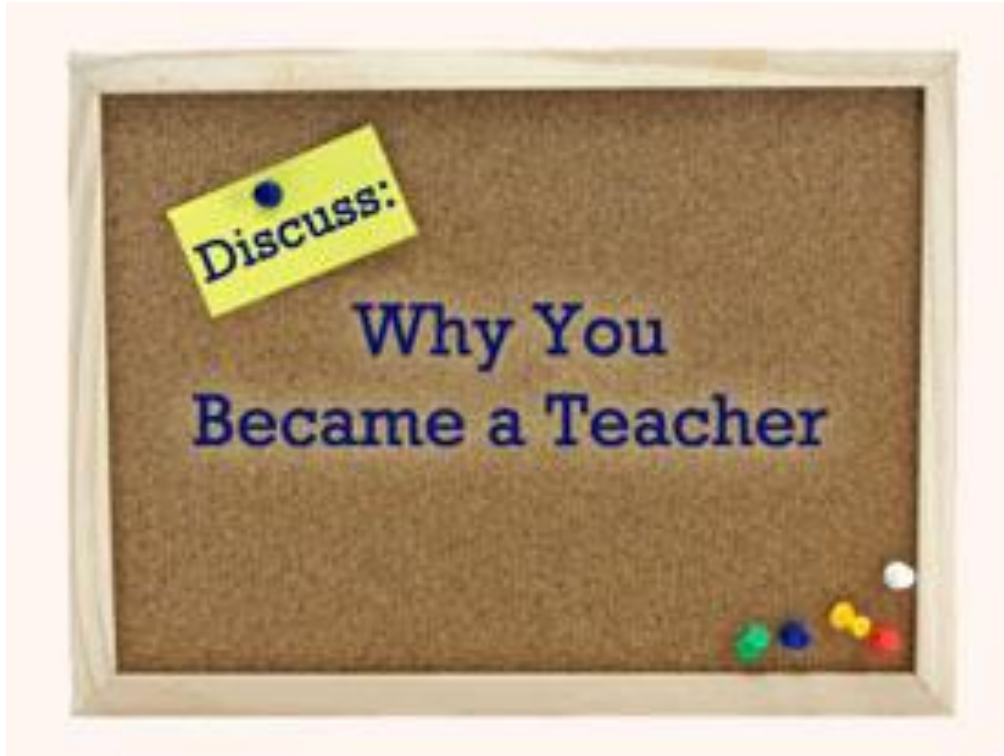
What is your goal for being here today?



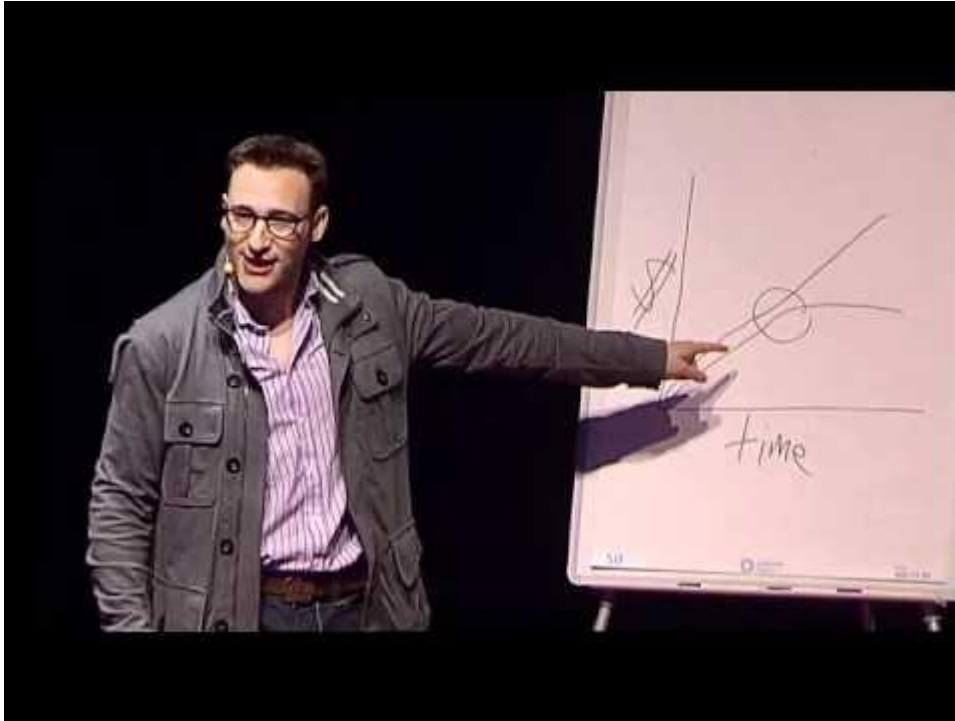


Why?

What is your story? Why did you become an educator?



Simon Sinek: Why and Trust



My Story

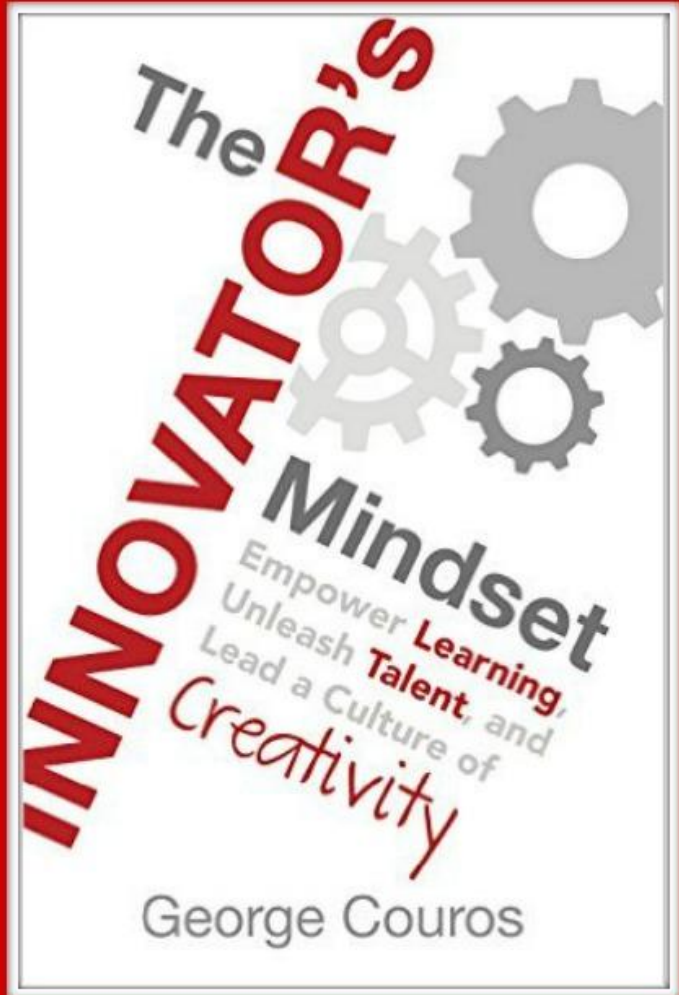


My influences...



George Couros

- The Why?
- The Innovative Educator
- “Students” vs. “Learners”
- Learners Passions/Relationships
- Compliance vs. Engagement and Empowerment
- Personalized Learning
- **Growth Mindset**



Why do we do what we do?

Couros: “I believe education’s why is to develop **learners** and **leaders** who will create a better present and future. When I use the term **leaders**, I’m not talking about bosses but people who have influence over and can make an impact on the world. Likewise the term **learner** is not limited to students; educators must have the opportunity to develop both as **learners** and **leaders**.”

“When forward-thinking schools encourage today’s learners to become creators and leaders, I believe they, in turn, will create a better world.”



Have Schools Forgotten Their Why?

“Great organizations start with the **“why”** and then move toward the *what* and the *how*. “

“I believe education’s why is to develop learners and leaders who will create a better present and future.”

“When forward-thinking schools encourage today’s learners to become creators and leaders, I believe they, in turn will create a better world.”

Inspire innovation rather than demand compliance....



Compliance vs. Engaging and Empowering Learners



ENGAGING STUDENTS
MEANS GETTING KIDS
EXCITED ABOUT

OUR: - CONTENT
- INTERESTS
- CURRICULA.

EMPOWERING
STUDENTS

MEANS GIVING KIDS
THE KNOWLEDGE AND
SKILLS TO PURSUE

THEIR: - PASSIONS
- INTERESTS
- FUTURE

(KIDS NEED TO BE
EMPOWERED NOT ENGAGED)

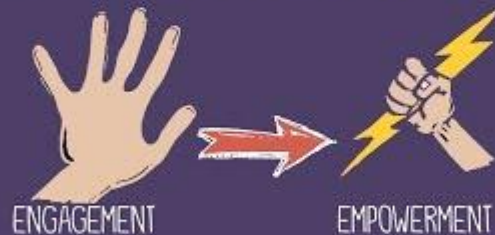
WHAT HAPPENS
WHEN STUDENTS
OWN THEIR LEARNING

EMPOWER

JOHN SPENCER AND A.J. JULIANI



MAKING THE SHIFT FROM STUDENT ENGAGEMENT TO EMPOWERMENT



Food for thought...

So If these are the types of progressive learning initiatives are influencing our approach to academics, shouldn't they also influence how we work with behaviors?

Has the change in how we respond to behaviors in schools kept up with how we have shifted our thinking on how students learn best?



Common Mission & Vision: It starts here....our “Why”

**"Action without vision
is only passing time,
Vision without action
is merely day dreaming,
But vision with action
can change the World."**

Nelson Mandela



Inspiring Heights



Vision

“If you don’t know where you’re going, you are not going to get there.” Phil Page

Phil Page, 1984



Yarmouth Elementary School





Yarmouth Elementary School

“Empowering All Students to Create Fulfilling Lives in a Changing World”

Our Mission: EMPOWERING ALL STUDENTS TO LEAD FULFILLING LIVES IN A CHANGING WORLD

“When forward-thinking schools encourage today’s learners to become creators and leaders, I believe they, in turn, will create a better world.”



Ryan Gleason: Personal Vision Statement:

“To serve as a transformational leader, inspire a culture of caring and empower others to grow and make the world a better place.”


What would your personal vision statement be?



Lollipop Moments



Sergiovanni (1987)- Leadership Density

- Active involvement of other school organizational members in the leadership process.
 - Defined as: *deliberate role taking on the part of any member of an organization that moves the organization or organizational member(s) toward attainment of personal and/or organizational goals.*
 - Inherent in this definition is the assumption that the goals of the organization and/or of individuals are morally, ethically, and legally grounded.
 - The concept of leadership in schools described here depicts leadership as a school-wide, organizational construct instead of a function of position, authority, or power invested in principals and other individuals in schools.
 - From this perspective, leadership need not be vested in any one particular person(s). Rather, leadership roles can be assumed by anyone possessing: (a) the capability to successfully engage in leadership tasks; (b) a personal investment in the task(s); and (c) sufficient commitment to see the task(s) successfully completed.
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Shared Leadership

Leadership should be everywhere

Leadership density

Community of leaders

**Leadership increases in value if it is
shared**

Shared Followership

Leader is the head follower.

Teachers and leaders share ideas, purpose,
values, beliefs.



Leader as Lead Follower

The leader is the nucleus in the amoeba.

Acts as a model for other followers, eg by supporting teachers, engaging in conversation, leading discussion, assisting meetings, presiding over ceremonies, use of language, displaying attitudes.

The leader's actions symbolize the vision and help teachers and students make sense of it.

School Culture

Culture is the most powerful source of leverage for bringing about change in a school – or any organization, for that matter.

Thomas J. Sergiovanni



School Culture

School culture is norms developed over time based on shared attitudes, values, beliefs, expectations, relationships, and traditions of a particular school that cause it to function or react as it does.

School Culture Con't

School Culture is often majority driven (staff), intangible, hard to describe, and difficult to positively impact, or change in a systemic way. The attitudes, beliefs, and values may often be “hidden” to those new to or outside of the school community.

School Climate is the communication of its norms, beliefs, and values through various behaviors and interactions and their effect on others, with the primary focus being on students. School Climate is driven by and reflected in the daily interactions of staff, administration, students, support staff, and the outside community.

Climate is expressed in tangible ways, is more leadership driven, and responds more quickly to change. Climate is demonstrated through **collegiality, communication, decision-making, trust, expectations, ideology, leadership, recognition, celebration, support, and experimentation**. Climate should directly reflect the school's mission statement through its focus and actions.

School Culture is over a period of time...the history

School Climate is now, it's the *perceptions/emotions* being evoked

Culture & Climate

School Culture is the way we do things here.

School Climate is the way we feel around here.



Culture & Climate

School Culture is our personality.

School Climate is our mood.



Culture & Climate

School Culture: Changing our personality is more challenging.

School Climate: Changing our mood is not as difficult.



Culture & Climate

School Culture determines if change and improvement is possible.

School Climate is the first thing that improves when change is made.



Positive School Culture/Climate

Mission/Vision **IS** about student and teacher learning

Rich sense of history and purpose

Core values of collegiality, performance, and improvement centered around quality, achievement, and learning for ALL students

Positive and Proactive Approaches for staff and students

CPS & School Culture

CPS is:

- **Positive Climate Change (Short Term)**
- **Positive and Transformational Culture Change (Long Term)**



Culture always wins.

Todd Whitaker



Todd Whitaker- Culture

