do differently, select a course of action, and commit to execute new behaviors to get new results.

To lead a school is to promote learning. For teachers to use thought-provoking, engaging, and interactive instructional strategies and assessments that bring the best out in their students, principals must model that behavior (Parkay, Hass, & Anctil, p. 373). Figure 2.1 presents an outline of the model that we believe depicts one of the best ways to take the benefits and the content of the CCSS and merge them with local curriculum at the school and school district level.

INSPIRING TRUST, CREATIVITY, TRANSPARENCY, AND SUCCESS: A FRAMEWORK FOR LOOSE VERSUS TIGHT LEADERSHIP

Part I: Building Understanding About the Issue and Its Impact on Your Organization

This section focuses on defining and understanding the issue your organization faces through the lens of every affected stakeholder group. The goal is to understand the issue deeply and to prepare the organization for the need for change and the anticipated solutions. The overarching focus is on the what, not the how.

Step 1: Analyze the Issue Confronting the Organization

- Determine the level of importance
- List who is affected
  - What is the level of their awareness
  - What is their current capacity to successfully challenge this issue
  - Identify points of leverage

Step 2: Design a Dialogue Among Stakeholders

- Make it specific to the audience and level of awareness
- Create context for the change considered
  - Focus on the big picture
  - Tell a story using real events, data, and facts
    - Patterns will emerge
      - Areas of common understanding
      - Areas requiring further discussion and investigation

Step 3: Creating Guiding Ideas

- Begin by focusing on areas of common understanding
  - Merge the patterns of agreement into belief statements (GIs)
    - Macro
      - Start with the big picture impacting all stakeholders
      - Begin each domain with, "We believe . . ."
    - Micro
      - End with the smaller picture impacting individuals and groups
      - Begin each domain with, "We believe . . ."
- Refine understanding in areas of disagreement requiring further discussion and investigation
  - Merge the patterns of agreement into belief statements (GIs)
    - Macro
      - Start with the big picture impacting all stakeholders
      - Begin each domain with, "We believe . . ."
    - Micro
      - End with the smaller picture impacting individuals and groups
      - Begin each domain with, "We believe . . ."

Part II: Moving From Understanding to Action

This section focuses on developing and converting your beliefs or GIs into OPs and operating rules. The goal is to transform your beliefs into actions that address the issue your organization faces and to guide innovation among all stakeholders. The overarching focus is on the how from a behavioral sense. Note: You do not want to get too prescriptive. You want to inspire change and innovation from the bottom up.

Step 1: Shaping Your New Culture by Developing Operating Principles

- Convert your GIs to OPs
  - Transform your GIs into OPs that begin to define the behaviors your organization must adopt to enable your beliefs to be realized
    - Move from "We believe . . ." to "If we believe . . ., then . . ."

- The then aspect of the equation begins to define the actions and behaviors necessary to adopt to overcome the challenges that face your organization.
- Involve multiple stakeholders and the various domains within your organization in developing OPs.

Step 2: Guiding Your New Culture Through Operating Rules

- Identify your culture's nonnegotiables
  - Define aspects of behaviors which are expected or for which there is no latitude or tolerance
    - Positive
      - "Everyone will . . ."
    - Negative
      - "No one will . . ."
  - Operating rules should be as limited as possible (no more than ten and preferable five or less)

Step 3: Identify the Gaps Between Your Desired Future and Your Current Reality

- Continue adding new data and conducting dialogues
- Compare and contrast your desired OPs with your current behaviors and practices
  - Identify positive behaviors
  - Identify barriers and negative behaviors

Step 4: Design for Your Desired Future

- Using gap analysis, identify changes and innovations that might address your needs and propel your organization forward using the lens of stakeholders in every domain (diversity breeds productivity)
  - Evaluate options
    - Choose those that best align with your new shared beliefs and goals
    - Modify selected options where necessary for your culture
  - Identify specific evidence of success
    - Target specific goals and time frames
    - Be explicit
      - Adopt or develop metrics to monitor goals
        - Establish baselines and benchmarks

Step 5: Teach All Stakeholders How to Achieve the Success They Envision

- Identify capacity and knowledge gaps between the current reality and desired future
  - Identify specific theories, methods, and tools every employee in every department must possess to enable the innovation under consideration to succeed
    - Address the gap through highly aligned continuous professional development
      - Adopt an artist-in-residence model
      - Avoid assembly programs

Step 6: Supervise to the Evidence

- Develop and use a system of metrics that provides sufficient baseline and benchmark data that are transparent and accessible to all
  - Everyone must own and use the data

Step 7: Congratulate Your Organization

- You have started your journey toward transformation

Step 8: Repeat Steps 1 Through 8

In the next three chapters, we address explicit examples of how schools merge the CCSS with local ELA and mathematics curricula. We examine specifically the challenges that are associated with implementing the CCSS, especially the mental models, beliefs, mores, and values that represent internal and external obstacles to children's success in schools. In the last section of this book, we address the ever-expanding multicultural issues in our schools, a proven method to improve schools with long-term joint intervention teamwork, and finally, we offer recommendations for public policy issues that school leaders, teachers, parents, and citizens must address.