Planning Your One Thing

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#STEMLeadEdTX

STEM Summer Conference
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Dallas, Texas (via Skype from Lubbock)
Reflection ... write down

- Looking back on your calendar or remembering one of your weeks before school ended, what were your ACTIONS (that is, what did you actually do during the day and week)?
Reflection ... write down

• What was your goal last school year?
Building Capacity

Organizational Capacity

Teacher Capacity

Student Capacity
Connections

• Russian Proverb – if you chase two rabbits ... you will not catch either one.
• Liz Wiseman Research – Multiplying Leadership
• Coronado High School Administrator Team
• There is more intelligence (capacity) in our teams than we use. Use your intelligence (capacity) to amplify those around you.
• Do you make the room better? Are people better by being around you?
• Do your actions match your goals?
• Do your goals match your ideals?
Connections

• What is the role of the leader?
  – Not to replicate their ideas but empower those around you to develop ideas

• Pressure vs. Stress & William Tell
  – Pressure (have control)
  – Stress (lack of control)
  – Arrow shooter (pressure) & apple on head (stress)
Central Themes

The adult leadership capacity of a school organization impacts the decisions, behaviors, and interactions of adults and students in a school.

These interactions ultimately impact student achievement.

Extraordinary results are directly determined by how narrow you make your focus.
Extraordinary Results

• “Where I’d had huge success, I had narrowed my concentration to one thing, and where my success varied, my focus had too.” (p. 9)

• Go small – ignore all the things that you could do and do what you should do.
  – Not all things matter equally and find the things that matter most.
  – Extraordinary results are directly determined by how narrow you make your focus.
The Domino Effect

• Getting extraordinary results is all about creating a domino effect in your life.

• Highly successful people line up their priorities every day, find the lead domino, and whack away until it falls.
  – Extraordinary success is sequential, not simultaneous – what starts out linear becomes geometric.

• The key is over time. Success is built sequentially. It’s one thing at a time.
Equality is a Lie

To-Do List

• Could do
• Could do
• Could do
• Should do
• Could do
• Should do
• Should do
• Should do
• Could do
• Could do
• Should do

Success List

• Should do
• Should do
• Should do
• Should do

The majority of what you want will come from the minority of what you do.
Big Ideas

• **Go small** – don’t focus on being busy; focus on being productive. Allow what matters most to drive your day.

• **Go extreme** – once you’ve figured out what actually matters, keep asking what matters most until there is only one thing left. The core activity goes to the top of your success list.

• **Say no** – whether you say “later” or “never,” the point is to say “not now” to anything else you could do until your most important work is done.

• **Don’t get trapped in the “check off” game** – if we believe things don’t matter equally, we must act accordingly.

• **Doing the most important work is always the most important thing.**
The Lies

• **Multitasking**
  – Distraction is natural
  – **Multitasking takes a toll**
  – Distraction undermines results (when we try to do too much at once, we end up doing nothing well – figure out what matters most in the moment and give it your undivided attention)

• **A Disciplined Life**
  – Success is about doing the right thing, not about doing everything right
  – When you do the right thing, it can liberate you from having to monitor everything
  – **Be a person of powerful habits and use selected discipline to develop them**
  – Success is sequential, not simultaneous – no one has the discipline to acquire more than one powerful new habit at a time. Super successful people use selective discipline to develop a few, significant habits one at a time, over time.

• **Willpower is Always on Will-Call**
  – Willpower has a limited battery life
  – The more we use our mind, the less minding power we have (it’s like a fast-twitch muscle that gets tired and needs rest – it’s very powerful but has no endurance)
  – Don’t spread your willpower too thin (on any given day we have a limited supply of willpower, so decide what matters and reserve your willpower for it)
  – Time your task (do what matters most first each day when your willpower is strongest ... maximum strength willpower means maximum success)
The Lies

- **A Balanced Life**
  - Extraordinary results require focused attention and time
  - A desire for balance makes sense ... If balance is in the middle then out of balance is away from the middle
    - The problem with living in the middle is that it prevents us from making extraordinary time commitments to anything (in our efforts to attend all things, everything gets shortchanged and nothing gets its due)
    - Magic happens at the extremes
  - We must **COUNTERBALANCE** ... we must choose what matters most and give it all the time it demands – this requires getting extremely out of balance in relation to all other work issues ... we may be out of balance for long periods in doing this
- **Big is Bad**
  - Believing in big frees us to ask different questions, follow different paths, and try new things
  - Success requires action, and action requires thought (how big you think becomes the launching pad for how high you achieve)
  - What you build today will either empower or restrict you tomorrow
  - “Growth” mindset generally thinks big and seeks growth and a “fixed” mindset places artificial limits and avoids failure
  - **Don’t order from the menu** – don’t always choose from available options rather image outcomes no one else has
  - **Act bold** – big thoughts go nowhere without bold action. Once you’ve asked a big question, pause to imagine what life looks like with the answer – if you still can’t imagine it, go study people who have already achieved it
- **Don’t fear failure** – extraordinary results aren’t built solely on extraordinary results, they’re built on failure too
The Lies – Overview

- Multitasking
- A Disciplined Life
- Willpower is Always on Will-Call
- A Balanced Life
- Big is Bad

Go to www.govote.at and use the code 12 82 15

Mentimeter
The Focusing Question

• Answers come from questions – and the quality of any answer is directly determined by the quality of the question.

• The focusing question asks us to find the first domino and focus on it exclusively until we knock it over.

• What’s the ONE THING I can do such that by doing it everything else will be easier or unnecessary?
  – FOCUSED ACTION (What’s the one thing I can do)
  – CRITERION FOR ANSWER TO MEET (such that by doing it)
  – RESULT (everything else will be easier or unnecessary)

• Small-Focus Question
  – What’s my ONE THING right now?

• http://padlet.com/jerrya1975_ja/z5j5evx5ceqy
Application

- Administrator Team Book Study
- Goal setting & sharing for each principal
- List actions done to accomplish goal
- Identify the ONE THING by answering the focusing question
- Compare listed actions to the ONE THING identified by each principal
- Administrator teambuilding activity – descriptor word activity (facilitated by E3 Learning, Randy Anderson)
- Follow up teambuilding activity – create composite list of single word each principal identifies for each person; each person identifies the word they see they bring to the team
- Composition of matrix of goals, actions, teambuilding words, and ONE THING descriptor to review periodically during administrator meeting to put together composite campus ONE THING portfolio
So ... how this looks for us ...

- **My ONE THING is ... to increase adult leadership capacity**
  - **WHY?** Survey results including OHI data/campus principal profile
  - **HOW?** One-on-one meetings with all 200 staff members; create/expand teacher leadership teams and voice
    - Safety/Discipline Team
    - Instructional Focus Team
    - Instructional Rounds Team
    - Teacher Leadership Cadres at ESC 17
    - AVID Leadership Team (coming in 2015-2016)
  - Ten OHI dimensions linked to increased student achievement
    - All 10 increased
    - 9 of the 10 dimensions were in the “independent” stage – compared to 1 of the 10 dimensions last year
    - Stages progress from DEPENDENT → INDEPENDENT → INTERDEPENDENT
    - Overall OHI score increase by 21 points (top quartile in district)
<table>
<thead>
<tr>
<th>Name</th>
<th>Goals</th>
<th>Actions</th>
<th>One thing</th>
<th>Descriptor/Need</th>
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</thead>
<tbody>
<tr>
<td>Philip</td>
<td>The One Thing Student achievement connected to WTs and immediate feedback</td>
<td>Comments made in WTs; notes to teachers</td>
<td>WTs → giving feedback; getting kids to class; cutting heads off snakes; scheduled times in classroom (1st time in 12 years at CHS)</td>
<td>Helpful – PR Knowledge – TW Experience – VC Get it done – BS Consistent – TA Knowledge/get it done - JA</td>
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<td>Bruce</td>
<td>Fine Arts relevant PBLs; increase WTs and helpful feedback; alpha meetings biweekly; read more</td>
<td>Been in more meetings than ever</td>
<td>Relationships (via WTs and feedback)</td>
<td>Relational – BS Helpful – TW There in time of need – VC Likes to have fun – TA Do whatever you ask – JA</td>
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<tr>
<td>Todd</td>
<td>SS turnover, keep scores up; IR/WTs; share great instruction; data driven decisions; celebrate (academic pep rallies)</td>
<td>Making self available in classrooms and PLCs; serve as resource</td>
<td>Relationships (as new team member) to know how to work for them</td>
<td>Seeker of knowledge – TW Progressive – JA Good at critical conversations – BS Progressive – TA Can do attitude/very positive - VC</td>
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<td>Vickie</td>
<td>Availability; PLC – Dr. Carpenter; more consistent WT schedule; discipline referrals</td>
<td>Reinforce behaviors from last year; strategic EOC lessons; PLC collaborations</td>
<td>Biology EOC scores/data digs in PLC; WT feedback; rapport/relationships; maintain momentum</td>
<td>No-nonsense; straight shooter – VC Articulate – JA Knowledgeable – BS Knowledgeable – TW Endurance – TA</td>
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<td>Mandy</td>
<td>Climate; happy, positive working environment; team/relationship</td>
<td>Counseling meetings; counselors going to content area PLCs</td>
<td>Relationships (cohesive team based on demands)</td>
<td>NA</td>
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<td>Tim</td>
<td>80% pass rate for EOC ELAR 1 &amp; 2 (all test takers); conduct 3 WTs a week and provide effective feedback</td>
<td>Attending PLCs; facilitate PLC; conducting WTs; get sense we’re working with them</td>
<td>WT → focus on what we’re there for – be in the moment; give good feedback; domino effect</td>
<td>Honest – TA Honest – JA Reliable – BS Organized – TW Organized/supportive – VC</td>
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<td>Jerry</td>
<td>Develop STEM Designated campus; implement engineering program/year 2 course increase teacher leadership capacity</td>
<td>Building structures – instructional focus team; safety/discipline team; STEM Advisory Board; planned administrator meetings for entire year;</td>
<td>Increase adult capacity</td>
<td>Visionary – JA Good communicator – PR Purpose driven – VC Visionary – TW Visionary – TA Visionary – BS</td>
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It’s a Great Day to be a Mustang!

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