

GROWING LEADERS:

Tools for Cultivating Successful Learners

Stories, Structures, Strategies

Table of Contents

Preface

Introduction

PART 1: Tools for Your Students:

Chapter 1: Perception of Power

- Self-Awareness
- Autonomy and Self-Management
- Capability

Chapter 2: Attitude of Cooperation

- Problem Solving
- Decision Making
- Collaboration

Chapter 3: Experience of Success

- Responsibility and Empowerment
- Ownership
- Leadership

PART 2: Tools for their Parents (and/or Caregivers):

Chapter 4: Perception of Partnership

Chapter 5: Attitude Service

Chapter 6: Experience of Joy and Connection

PART 3: Tools for Yourself:

Chapter 7: Perception of Leadership

Chapter 8: Attitude of Flexibility and Inclusion

Chapter 9: Experience of Abundance and Success

Conclusion - References and Resources - Appendix - Index

PREFACE

When I started teaching 4th grade in 1968, I was given a stack of textbooks, a schoolroom that looked exactly the same as the rooms where I attended school in the 1950's, and 25 adorable little kids who looked and acted much like I did when I was their age living in the same suburban town in California. I was fresh out of college – having packed a 4-year degree into 3 1/2 years so I could start teaching in January. Life was good and I knew what I was doing.

I'll never forget the feeling of surprise and delight when my first paycheck arrived. Just over \$600 for living a dream that I had had since I was 10 years old! It all seemed so easy, so fun, and so very, *very* NATURAL. It was what I had always wanted to do with my life and I've never forgotten the fun of those first few years.

It's amazing to me now that almost a half century later – even after having been retired for almost 15 years – I feel comfortable writing about teaching as “easy, fun, and very, very natural.” That was not my experience during most of the 30 years I spent in the classroom. The stress of being in education built steadily during those years and at times became unbearable.

There is no point for me to try to describe what happened to education in this country during the past four decades. My generation, “The Baby Boomers,” entered the arena of education full of energy, idealism, and dreams for the future. Too much has already been written about what changed all that, and when I let myself become mired there, I feel like I lose my center - my natural optimism - and my own hope for the future.

The intent of this book is to tell a story that might help bring some balance back into classroom teaching. I believe that what's happening in education right now, while creating a great deal of stress, is not only inevitable – but is the natural unfolding of a process that will take the next generation of leaders to exactly where they need to be.

INTRODUCTION

The Introduction explains **WHY** I've decided to create this website, **WHAT** I intend for it to become, and **HOW** a teacher or parent can implement some of these ideas with their own children.

I explain in detail what I mean by "Perception + Attitude = Experience" and why I think that's important for not only teachers and parents, but for anyone who wants to experience more Joy, Connection, and Success in life.

The Introduction is still in draft form.,,,,

PART 1:

TOOLS for Your STUDENTS

In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists.

Eric Hoffer

CHAPTER 1:

Perception of POWER: Tools for Self-Management

FOCUS: Teachers can create a classroom environment that allows children to see themselves as powerful in the best sense of the word.

If you think you can or you think you can't, you're right.

Henry Ford

I think I can I think I can I think I can.

The Little Engine that Could

- SELF AWARENESS: "I can make good choices."

(TEXT: Self-awareness is the foundation for self-control and self-mastery. TEXT: Explain Locus of Control – Glenn's 3 Perceptions "Awareness leads to Choice" Text might include story of adding Self Awareness to CE Pyramid and "My hand hit him" ... BRAIN ZONES: Jim Lawrence

- TOOLS for developing EMOTIONAL Self-Awareness

(TEXT) Story: Just say HI! Red Grammar – Shannon's list – my workshop: Emotions drive Attention drives Cognition¹) Also BAD example Shannon's "That's Life.)

- EMOTIONAL INTELLIGENCE (EQ)
- CHARACTER EDUCATION
- COUNSELING TEMPLATES: Anger Iceberg
- "KID FRIENDLY" Behavioral Self-Assessment
- Emotional Ladder
- How Are You Feeling Today? (Google search – Olivia's Flipbook!)
- What Does "I Don't Know" Mean? (TpT)
- STAR PROBLEM SOLVING + Becky Bailey
- DAN AMEN: Ant Control – (Riley Creek Drug Prevention)

- TOOLS for developing ACADEMIC Self-Awareness

Text: Story – Summer School "Reading for Improvement"

- PERSONAL PROFILES – Pacific Bridges
- MIND MAPS – UCCS
- Student Led Conference SELF-ASSESSMENTS
- What Does "I Don't Know?" Mean? (TpT)

¹ *The Feeling of What Happens*: Demasio – LeDoux – My Natural Learning Model – Workshop 2000

- Learning Barometer (TpT)
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- AUTONOMY and SELF MANAGEMENT: “I am in control of myself.”
 - Tools for Fostering EMOTIONAL Autonomy / Self-Management (EQ)
 - SELF ESTEEM Definition
 - EMOTIONAL INTELLIGENCE
 - “Cut”
 - STAR PROBLEM SOLVING
 - DECISION MAKING
 - BULLY ISSUES
 - SUICIDE ISSUES

 - Tools for Fostering ACADEMIC Autonomy / Self-Management (EQ)
 - INDIVIDUAL LEARNING PLAN: ILP
 - GOAL SETTING
 - RUBRIC DEVELOPMENT
 - KID FRIENDLY (POWER) STANDARDS
 - WORKING PORTFOLIOS

- CAPABILITY: “I can be successful if I keep trying.”
 - Tools for expressing Personal Capability
 - LEARNER INVOLVED FEEDBACK
 - SHOW PORTFOLIOS
 - Student Expert Seminars - UCCS
 - WORLD CLASS TEST LITERACY
 - UCCS CAREER RELATED STANDARDS and PROGRESS REPORT

CHAPTER 2:

Attitude of COOPERATION: Tools for Social Interaction

FOCUS: Teachers can create a classroom environment that allows children to learn healthy ways of thinking about themselves and others.

We're all working together; that's the secret.

Sam Walton

- PROBLEM SOLVING
 - CHARACTER EDUCATION
 - CLASS MEETINGS
- DECISION MAKING
 - CLASS MEETINGS
 - PROJECT TEAMS (PBL)
 - GROUP SELF-ASSESSMENTS
- COLLABORATION
 - CLASS MEETINGS
 - PROJECT TEAMS (PBL)
 - “PLUGGED-IN PROJECTS” (Autodesk – 1999)
 - READERS THEATRE

CHAPTER 3:

Experience of SUCCESS: Tools for Academic Empowerment

FOCUS: Teachers can create a classroom environment that allows children to develop skills that will serve them well as they grow into competent adults.

I thought I could, I thought I could, I thought I could.

The Little Engine Who Could

- RESPONSIBILITY and EMPOWERMENT
 - BRAIN FRIENDLY CLASSROOM
 - HOMEWORK
 - PROCESSES and PROCEDURES
 - LITERATURE RESPONIS
 - SELF-ASSESSMENTS

- OWNERSHIP
 - PROJECT TEAMS (PBL)
 - “PLUGGED-IN PROJECTS” (Autodesk – 1999)
 - INDIVIDUAL LEARNING PLANS (ILP’s)
 - WORKING ON THE WORK
 - WORKING PORTFOLIOS
 - BLOGS

- LEADERSHIP
 - LEADERSHIP 101
 - STUDENT LED CONFERENCES
 - “EXPERT” SEMINARS
 - PEER AND CROSS-AGE TUTORING and MEDIATION
 - READING BUDDIES
 - BUSINESS EXPO ‘98
 - GOAL SETTING / STRATEGIC DESIGN – Holly Resolutions
 - LEADERSHIP and the BRAIN

PART 2:

TOOLS for their PARENTS

and/or

Caregivers

To a child, LOVE is spelled T-I-M-E.

Zig Zigler

CHAPTER 4:

Perception of PARTNERSHIP:

Tools for Collaboration and Cooperation

FOCUS: Parents or Caregivers can create a home where children feel empowered and connected to their community and the world.

It takes collaboration across a community to develop better skills for better lives.

Jose Angel Gurria

- **PARTNERSHIP with CHILD**

- FAMILY MEETINGS
- SPECTRUM ARTICLES – The Toy Landing Newsletters
- PARENTING on PURPOSE

- **PARTNERSHIP with SCHOOL**

- Holly Blue Ribbon – Reciprocal Partnerships
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- **PARTNERSHIP with COMMUNITY**

- Holly Blue Ribbon – Reciprocal Partnerships
-
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CHAPTER 5:

Attitude of SERVICE: Tools for Listening and Bonding

FOCUS: Parents can create an emotionally healthy home that models caring and respect and that be reflected as children interact with others.

***Children have never been very good at listening to their elders,
but they have never failed to imitate them.***

James Baldwin

- PARENTING on PURPOSE – essays
- Developing Capable People – H. Stephen Glenn
- Mistaken Goals of Misbehavior
- “Are You Listening?”
-

CHAPTER 6:

Experience of Joy and Connection: Tools for Celebration

FOCUS: Parents or caregivers can structure an environment, both physical and emotional where joy and connection are the natural byproducts of both planned and spontaneous experiences.

The purpose of our lives is to be happy².

Dalia Lama

- FAMILY READING NIGHT
- FAMILY MEETINGS – Event Planning (MAKE this as important as Problem Solving)
- “PiP” - **PARENTS in PARTNERSHIP – Upper Chetco Charter School**

² <https://www.tcnorth.com/ethical-leadership/the-purpose-of-life-according-to-the-dalai-lama/>

PART 3

TOOLS for Yourself

Although attempting to bring about world peace through the internal transformation of individuals is difficult, it is the only way.

H.H. The Dalai Lama³

³ Forward to *Peace is Every Step*. Thich Nhat Hanh. 1991. Bantam Books

CHAPTER 7: Perception of LEADERSHIP

FOCUS: A teacher's function in a classroom is identical to the function of the C.E.O of a multi-national corporation.

Do not wait on a leader ... Look in the mirror, it's you!

Katherine Miracle

- TEACHER CEO
- PARADIGMS OF LEADERSHIP – Leadership 101
- CLASSROOM MODELS
-

Chapter 8: Attitude of Flexibility and Inclusion

FOCUS: A teacher can create an emotionally healthy classroom where all children feel nurtured, supported, and connected.

All students can learn and succeed – just not in the same way or on the same day.

William G. Spady

- CLASS MEETING AGENDA ITEM: JESSICA AND RHONDA
- MULTIPLE INTELLIGENCES
- LEARNING STYLES
- [DIFFERENT BRAINS, DIFFERENT LEARNERS](#) – Eric Jensen
- LOOPED CLASSES
- HEARTLIGHT ESSAYS:
-

Chapter 9: Experience of Satisfaction and Success

FOCUS: The rewards of teaching are intrinsic, cumulative, and best understood in retrospect.

***The greatest sign of success for a teacher...is to be able to say,
'The children are now working as if I did not exist.'***

Maria Montessori

- Story: Bill Robertson: "They're all on task!"
- Essay: "Resolutions in Retrospect"
- DASH! "Island" ... "Tickets to Talk" PhD Graduation picture (When a parent Friends you on Facebook!)
- THOT!!! Have teachers SUBMIT their own "SUCCESS STORIES!!!"

Conclusion

References and Resources:

Appendix:

Index:

OTHER COOL QUOTES for Appendix!

"We must become what we wish to teach." —*Nathaniel Branden*

"To me education is a leading out of what is already there in the pupil's soul." —*Muriel Spark*, [The Prime of Miss Jean Brodie](#). Next, check out the [best book quotes](#) from our favorite books.