

How do you determine the “right” things on which to focus on in your role as a principal?

Jeremy Braden
@bradenstate





Doing the right thing...

*“Peter Drucker said ‘There’s a difference between doing things right and doing the right thing.’ **Doing the right thing is wisdom, and effectiveness.** Doing things right is efficiency. The curious thing is the righter you do the wrong thing the wronger you become. If you’re doing the wrong thing and you make a mistake and correct it you become wronger. So it’s better to do the right thing wrong than the wrong thing right. Almost every major social problem that confronts us today is a consequence of trying to do the wrong things righter.”*



What is the right thing?

- Right thing = *wisdom and effectiveness*
 - Define *effectiveness*...
 - What will it be anchored to?
 - Is the improvement important? Why?
 - By what method?
 - Whom will you involve?
 - How will you know it improved? Does it move critical measures of improvement?
 - What are the needs, objectives and challenges of the group or audience?



Use Always Behaviors To Determine Right Work

- Always = agreed upon system leadership behaviors
- Rounding
- Results Rollout
- Aligned with core values around continual improvement and a culture of collaboration



How you determine the “right” things on which to focus on in your role as a principal?

1. Alignment with and cascading from your mission and vision
2. What brings your mission and vision to life?
 - a. [Strategic Plan](#)
 - b. Example...
 - i. Foundations of UCSD
 - ii. ...Pillars as foundation of our strategic plan (Student Achievement, Service, People, Finance & Well-being)
 - iii. Building Goal teams
 1. Smaller work teams



How you determine the “right” things on which to focus on in your roles as a principal?

1. Workforce engagement (People Pillar)
 - a. Survey informs our results rollout
 - i. Low 3
 1. One is to focus on involving staff in decisions that affect their work
 2. Rounding - where can we improve....take these and use that to improve...build teacher efficacy to drive problem solving



Errors of Omission > Errors of Commission

- **It is worse, as a school, to not doing something and allow the status quo to continue.**
- **It is critical, as a leader, we foster an environment where innovation and fail small / fail forward is important with a PDSA model.**
- **Status quo = stability = no growth**
- **Drive out fear = PDSA = Continual improvement**
- **UMS uses F.I.S.H.Y. process to build indiv. & collective efficacy for improvement and focus on doing the right work**

FISHY

FISHY for Root Cause Analysis

Formulate the question: focus the problem using a “Why” question (1 min)

Individual work: Answer the question on Post-it notes (one reply per note) (3 min)

Spread out the notes: Group the notes and give the branches headings (5 min)

Have consensus through voting: Prioritize the root cause groups (branches) (1 min)

Your to-do list: List solutions and the person responsible, including completion date (5 min)



Change practice v. getting better at the wrong work

Examples

Why are 6th gr. Ss misbehaving in the halls & academic commons?

Too much am. time (0) Lack of respect (1)

Supervision (5) Lack of consistent consequences (1) Negative Peer Leaders (3)

Unclear expectations (2)

6th gr. Ss on notice

Action:	Who?	When?
Re-teach hallway & commons behavior	All 6 th gr. Ss	Week of Jan. 6 include hallway practice
Re-teach & practice hallway & commons behavior	Volunteers during Baby SAT	Week of Jan 13 vs/week to start of next week
Modify minor forms for specific hallway/commons behavior - get them reworded	Jeremy	Jan. 6
Baby SAT Mtg. compilation of who needs re-teaching	All	Bring forms to enter back on Baby Sat
Enter referrals from hallway		TBD
Write lessons for 6 th Advisory for re-teach / practice	Taylor	Jan 6
Communication to all 6 th gr. Advisors	Taylor	This week

Mid Feb. Check in Jeremy

Respect (6) Consequences (4)

Social Motivation (2) % (0)

Why aren't our strategies for all kids working for this small group of 6th graders?

Action	Who	When
1. Identify the Small Group	Jeremy	By Wednesday
4. Conversations w/ Students	Connected Adult	After Spring Break
2. Question List	6 th Grade Literacy	By Spring Break
3. Ask Kid for Connected Adult	Advisory Teacher	By Spring Break
5. Follow Up	With Grades Teachers & Related Arts Teachers	Collaboration Wednesday By April 4-8 or 3-25

Change practice v. getting better at the wrong work

Examples

Rules & Expectations

Student Preparedness

Passes to other Places

Social media

Why are there so many 8th gr.s in the halls during G.S.?

Friends socializing

Boredom/ purpose

Tools for GS Supervisors

GS Supervision

What?	Who?	When?
1. ID Top skippers	Jeremy & Core Techs	3/23/20
2. Simplify & Clarify expectations for G.S. Supervisors	Tyria & TEACIE	3/11/20
3. Meet w/ G.S. Supervisors	Joe	3/23/20
4. Ask G.S. Supervisors what else they need	Joe	3/23/20
5. Adjust G.S. rosters proposal	Corrie & Jeremy	3/30/20
6. Review expectations w/ core teachers so they are in the loop	Joe & Jeremy	Week of 3/23/20

Time management

Respect

Peer pressure

Accountability

Why aren't 7th graders demonstrating "Character in the Action" in the hallway?

Teacher from 8th grade levels

Special causes

Adult Presence

Teaching Expectations

Developmental Stage (Robert)

Actions	Who?	When?
1. Retrace & Reinforce end of period expectations 1Chr. first act	All 7 th gr. teachers	Friday End of 1st period
2. First ID/last ID implementation	" "	Friday
3. Retrace Hallway Expectations - Figure out what to teach & practice	All 7 th Advisors	Monday
4. Communicate to all not here	Karli & Olivia	Friday
5. Investigate a warning system	Nicole	Friday
6. Figure out survey (teacher accountability)	Jeremy	Spring break
	Karli	all in the week

implement after March 4