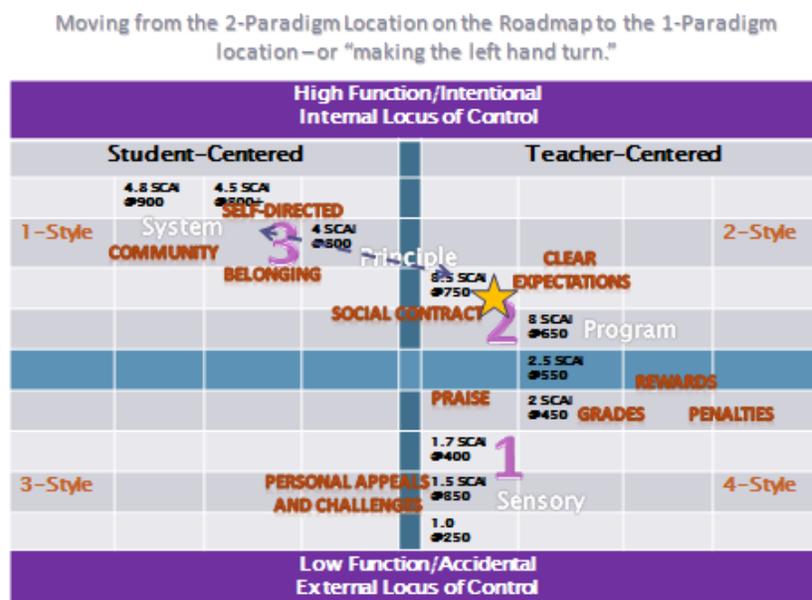# Chapter 13: Moving Up and Across from 2- to 1 Paradigm location

In this chapter we will examine how to move our school up the function pathway toward a more 1-Paradigm set of R's/references, X's/practices, and as a result correspondingly higher O's/outcomes. Within the paradigm of a 1-level school are 1-Style classrooms that are defined by student centered and high functioning qualities. Principle-R's of empowerment, trust, self-responsibility, and growth will define both what we will want to translate into X's both in the classroom and on a school level.

The guiding vision-R's in our process of moving up to a higher location on the roadmap will need to represent an ultimate shift in our thinking. In the terms of our roadmap destination we will need to make a "left hand turn" from a teacher-centered, and top down mindset to a more democratic and empowering mindset. This shift can be represented in the following R's

- From independent R's -> to connected R's and vision
- From teacher-centered -> to student centered classrooms
- From top down administration -> to democrat participation
- From program driven X's -> to principle and system-driven X's
- From use of mixed POS and POF promoting X's -> to more purely POS promoting X's
- From collegial relations -> to true collaboration

This shift should not be seen as an event or the immediate result of a set of processes. It may be precipitated by some powerful initiating events, but becoming a 1-paradigm school implies a continuous process or growth. The work of moving toward the 1-paradigm is never done. The process will lead to X's changing, but only because there were real and sustained changes in R's defined by growth and high function.

Moving from the 2-Paradigm Location on the Roadmap to the 1-Paradigm location – or "making the left hand turn."

Guiding questions
- How can we shift our policies to those that encourage trust, collaboration, and structures that support our core value R's? and correspondingly minimize unproductive demands upon staff and student effort and constraints that limit creativity and risk taking.
- How can we shift from fear-based R's that assume "what if something bad happens if we allow or encourage the students to. . " (which lead to domesticating X's) to quality outcome-seeking R's that ask "what is our desired positive outcome and how can we promote it?" (which lead to liberating X's).
- How can we add or subtract our X's to create a school culture that expressed our basic value R's in rules, traditions, rituals, interaction norms, and creates a life affirming, POS promoting, needs satisfying environment for all members of the school community?
- How can we Shift – from 2-Paradigm Product-value R's and Program LOPs ->to 1-Paradigm Process-value R and Principle and System LOPs?

Given that everything is connected, at the end of the day, we as a collective will be as good as the average of the X's that were used that day. So the measure of our success will be looking out at what is happening in the classrooms, athletic fields and courts, meeting rooms and hallways. Improved R's and X's from each individual will take us a step further up the pathway. A rising tide floats all boats. In other words, the personal growth of each member of the school community up the pathway puts the collective as a whole one more step up the pathway.

Systematic Process But Unpredictable Result
As a leader of this process that is intended to improve the function level of a whole institution and all of its members, we have to adopt some R's related to leading a change process effectively. First, without an intentional process, and someone leading that process, the results are an accidental climate and therefore results (i.e., accidental X's lead to mediocre O's). So we need to approach the process of moving the collective as deliberately as possible. Second, we know that we can only control ourselves. And each person in the process will bring their own R's including fears, habits, biases, interpretations or experiences, etc. So we know that in the end we are always dealing with a collection of individuals. We can't make anyone do anything. So we have to a) let go of the desire to control others, and b) determine what kinds of actions we can take to create the context for results that are the most beneficial for the collective, especially the students at the school. Given all the personalities involved, the solidness of the status quo (think how attached is everyone to their current X's?), we will have to make some difficult choices. These 6 steps should provide some sense of sequence and order to the process, but we will always have to balance the organic and unpredictable nature of the process and the role of a leader to keep a process on the rails and even make some "executive" decisions for the good of the whole.

Facilitator Reflection 13.x – At this point it may be useful to reflect on the R's that we as leaders bring into this process. What are our intentions? Commitment level? How do we approach the process of growth and change in our own personal lives? We will

have difficulty facilitating a process that implies raising awareness, personal-refection, and making fundamental change in R's as well as X's if we are not practicing those processes in our own life in and out of school. If we are a person who is comfortable with self-examination, and is committed to personal growth and evolution, we will be able to relate personally to the experience of those within the school community and be able to speak with authority. So a this point in the process it may be useful to reflect on the question "How do we need to grow to be a better leader in this process?"

Step 1: Taking Stock and Assessing the R's and X's at the school
Our first step in the process of moving up will be to assess the current state at the school. We will need to look below the surface to see the reality at our school accurately. Commonly the narrative at a school with a slightly better than average performance level and a 2-paradigm is that "things are pretty good." There is no need to take on an overly critical attitude in the process or a "glass half empty" focus, but we need to be realistic. The assessment process needs to be defined by a respect for the good will, hard work, accomplishments, and talents that are operating currently, but the non-valuative assessment bottom line must be that "we can do better."

In the example below, on the surface, the school C looks like most other schools - things run smoothly, so the superficial conclusion is that there is not a lot of room for improvement. If we asked the faculty how things could get better, their answers would be mostly externally oriented and superficial. So the task of this chapter is to assist the members of the school C community in the process of seeing that they have miles to go on the pathway, and limitless opportunities to grow. The place to start is a gentle examination of the true reality at the school. Those in the school will not be in a position to have a discussion about vision, what to stop doing or what to do more of, if they do not see themselves clearly. And as has been discussed previously, seeing our current state in terms of a location on a map/pathway provides a context that will focus the conversation like no other "big picture" is capable.

School C: A typical Profile of a school in the 2-Paradigm and 3.0-3.8 climate range
School C is considered average or above, and few are openly critical of its performance. School-wide policies are fairly well established. There is mostly consistency in the experience of the students. Faculty members get along and are cordial with one another, but rarely question the quality of the R's or X's at the school. They rate their X's on the SCAI somewhat positively – in the 3.0-3.7 range. In most classes, there is a routine that involves mostly direct instruction. The students who apply themselves get good grades at the school. The school has a group of leaders and a track of advanced placement students who are very content with the product that they are receiving and speak highly of the school. But the overall ratings on the SCAI, the mediocre achievement scores, and pedagogy that is semi-effective and absent of many of the 1-paradigm practices, imply that the school could do better. And those within the school have a nagging sense that there is vast untapped potential that exists within the building that is being suppressed by the current status quo.

When the faculty are asked to identify the O's/outcomes that they see as "problematic," they list following:
a. Low motivation of some students – this is shown in low homework completion, not using class time efficiently, seeming to have low concern for improving ones grades.
b. Students who are disruptive and do not follow the rules – there are some students who get bored and become off-task as the period goes on and end up sent to the office frequently.
c. Chatty classes during some periods – Some classes seem rude and un-attentive. This is especially true at the end of the day.
d. Student-student verbal abuse in the halls or at recess. In some cases it appears as the advantaged oppressing the disadvantaged, and in other cases it look like clear bullying and/or harassment.

Examining the list above, what the teachers have identifies are mostly "symptoms." Of course there will be variations in the level of motivation and focus students bring to the school year, or the energy level and blood sugar at different times in the day, but these are still mostly problems that are causes by the choice of X's. We could test this assertion pretty easily by observing all the classes in the school and recognizing that some teachers experience almost none of these problems while for others it is a constant struggle.

The "Real Problems" at this school or any school are related to X's (which are related to R's as we have discussed). So what are the X's that would create a context where problematic O's listed above would evaporate? Here we examine the "real problems" for each of the symptoms listed above.
a. Motivation issues are almost always related first to assessment practices, second to curriculum relevancy, and third to lessons that "go somewhere." If the common X's included assessing the process, creating engaging lessons that related to students lives or at least their interests, and if there was a regular use of projects and chances for students to put it all together and synthesize their learning, motivation would be consistently higher.
b. If we observe a highly engaging lesson that leads to some opportunity for students to "put it together," and in which they know the quality of their work is being assessed, the energy and focus would stay high over time. In a typical direct instruction lesson, as the lesson goes on the students begin to entertain themselves and meet their basic needs for power, fun, and belonging by doing things that feel good to them, and that to us look like disruption. Meeting basic needs is not optional. We meet them or we pay for it.
c. Chatty classes are a result of a number of possible causes – all X related. If we have great technical management, we have the student highly involved and engaging in activities in which they are expressing themselves and being verbal in the pursuit of a quality product, and we have cultivated a culture in the class of listening and respect, the same energy that created what was seen as a problem is just a more energetic class doing their work.

d. Harassment and verbal abuse outside of class is almost always a reflection of how students are able to talk to each other in class. Are we absolute in our classes about what is acceptable when it comes to student-student interactions? Do we model it? Are students displacing aggression that they experienced in class as result of feeling inadequate, powerless, being unfavorably compared, shamed, or dismissed? Let's own our share of what contributes to the emotional climate.

In a conventional sense this school is doing a good job, and by surface appearance attaining limited success as a result of the issues that are brought into the equation by the students. But if we look below the surface, we see that they are not doing many X's that would vastly improve their O's. Like all schools, their O's match their X's. Their X's are fair to average, and their O's are fair to average. As we will explore in more detail later in the chapter, for this school to move up the pathway they will need to take on some new R's and X's. These will include:

- Move to the goal of student self-directed students (collectively and individually), and make the X's that promote that normal everyday things. See POS – Internal locus of control.
- Make a deliberate effort to promote community among the students and adults in the building, and a culture of inter-dependent success. See POS – sense of acceptance and belonging.
- Shift from being concerned only with students understanding the "what to do" and help them grow in their understanding of the "why" as well. This is not as daunting as it sounds. It is 90% a function of having the intention to do it.
- Shift from over-reliance on only direct instruction to the use of more presentations, projects, peer workshop models, cooperative learning, labs and inquiry. These X's may be new to this faculty, but most likely they have members who are already experts, and these X's can be learned relatively quickly. They mostly take commitment.

Trust building activity idea #2 (see #1 in chapter 17 hshsgfhgfjdjhgjhj)

Step 2: Initiating the R conversation
It is likely that the faculty and staff of School C are used to leaders bringing in programs. So as the leader of this process we need to remind everyone that moving up to a higher level of function is NOT A PROGRAM, and we are not "bringing something in." The change is going to be an inside job. "We" are going to go through a process of reflection and growth. Concurrent with the discussion of "where we are" and potentially a formal climate and function assessment process will need to be an ongoing discussion related to the adoption of a collective R (in the form of a formal vision statement, defining characteristics, and also corresponding personal and lived individual R's). That collective R will ideally lead to the group self-identifying as a growth oriented, vision-driven community.

Refer to chapter (vision) for a more expanded exploration of this process. But it is recommended that early in this change facilitation process the faculty and staff create something formal that acts as a guiding vision statement. And when enough of the faculty/staff fully appreciate where they are on the function roadmap and the value of moving to a higher location, it will make sense to create supporting documents such as policy, curriculum, and "things you will see and things you will not see at School C." But just going through the motions and producing a document is not sufficient for success. When we see that our 1-paradigm location vision is owned and appreciated by a growing number of members of the school that is success at this stage of the process. Ultimate success will take the form of evidence of the new R's becoming systemic. So we should assume that this conversation will need to be an ongoing occurrence.

This may have been explained earlier – location in book TBD
Creating our Ground Rules – this needs to be outlined once in the book somewhere, and then referenced here.

- Include:
- Keep an open mind about others. We are all human, do not be too quick to judge or dismiss others ideas or intentions
- We do not interrupt each other, but we can ask for clarification
- Emails
- Don't get personal, and don't take things personally
- We need to be able to hear the truth – as in facts, feelings and reality, but it is ok to let people know that you do not agree with their interpretation of reality.
- Fully present (not on our phones, or grading papers)
- Sldhvdslvhk

But before we can deal with a clear sighted analysis of classifying our current X's and identifying those that we will want to reduce, and those that we will want to add, we will have to feel grounded in a core set of R's. Recognizing useful R's (those that define the higher levels of function and quality) and those that are rooted in misconceptions and myths (which are almost always fear based and will keep us stuck in lower levels of function and quality) will be critical. In a practical sense, it may be helpful in the process to pass around a list of both helpful R's and misconceptions and have teachers discuss them and make comments.

R's that will encourage our movement up the pathway from 2 to 1-paradigm
- I have an intention to be excellent and grow every day.
- I have a POS and a growth orientation – so I trust the process, and I am not afraid of making mistakes.
- When I get the instinct to use a clever strategy, I will ask myself is this helping us in the long-run be more efficient, or am I avoiding living up to the R's to which I have committed
- I will look for ways to be more trusting of my students and my own potential
- I will see the challenges that I face each day as useful information into ways that I can better grow.

- I worry less every day about looking powerful, and ask myself how I can create more power within the class by promoting and empowering learning context.
- I take care in the process aspects of my job to use clarification, instruction, reflection, and assessment to help my students individually and collectively grow in the skills they need to be excellent in all critical procedures and processes.
- I will not mistake clever ways of doing things for high quality, excellent practice.

In the previous chapter we examined a few of the myths that are common for those challenged with the idea of moving up to higher levels of function from the lower quadrants. Many of those will still likely emerge in our conversations with educators who are working within relatively well functioning teacher-centered or 2-paradigm schools. In the 2-paradigm institution, the fear-based and/or mis-perception based myths and faulty assumptions will be more difficult to detect, less obvious, and more difficult to challenge. The fact is that things are thought to be working fine generally, and to most that which would be called problems or limitations are external (parents, a few difficult students, state policy, etc.). So if we are to challenge these misperceptions, it will probably not be effective to do it in anything that resembles a debate. It will make more sense to have these myths and misperceptions examined within the process itself. We might, reference the notion that realizations that come from our own personal experience will likely be more powerful than those that emerged as a result of a conversation. So we will want to make sure that the members of the community are experience the process of challenging misconceptions as being told that they are wrong, but that these challenges are offered for their consideration. And we may not want to say it directly, but we are trying to help those with a responsibility-based set of R's feel supported and that, in an operational sense, fear-based R's and responsibility-based R's do not have equal legitimacy, even though we respect all members of the process equally.

Misconception: I have seen student-centered classrooms, they are not as functional as my teacher-centered class, and they seemed kind of chaotic and not very functional at all.
Reality: Often when people are shown the definition of the 1-paradigm school and the 1-Style classroom they imagine a classroom from their experience that was actually a 3-style classroom. Given that they have seem very few HIGH functioning student-centered classes, when asked to conceive one, they find themselves envisioning the LOW functioning student-centered classes from their experience. This is a good place to review the school function roadmap again. The MOST orderly classroom is the 1-Style classroom, even higher than the highest functioning 2-Style classroom.

Misconception: It seems like what you are asking is for me to be less strict, nicer and have lower expectations.
Reality: The 1-Paradigm school and the 1-Style classroom reflect the HIGHEST expectations for students conceivable. If by high expectations, one means mediocre learning support followed by a grading standard that fails half the students, then the problem is the definition of high expectations that is being used. As far as the notion of strict goes, 1-Style teachers need to be very absolute ("you will become self-directed" and self-responsible"), so in that sense they can be considered strict. But in terms of

being controlling and over-bearing, that does not work in the 1-Style classroom. As far as how nice the teacher is, that is not particularly influential in the 1-Style equation. Showing unconditional positive regard and a deep belief in the student is critical. And being nice is obviously better than being mean, but all personalities can be great 1-Style teachers with the intention and skills required.

Misconception: We are so stressed about making sure that all the standards are covered and the test scores are high that we have to be teacher-centered to get the results that everyone is demanding of us.
Reality: This concern needs to be dealt with carefully. What is true is that eventually the 1-Style classroom will produce higher test scores as well as much higher levels of learning overall when compared to the traditional classroom. As the leader we can make this concern a myth by trusting that teachers are able to cover standards in an organic connected manner, and that preparation for tests can be a reasonable focus, but not a threatening reality. But we can make this concern valid if we stress standards coverage over good teaching and depth of learning, and make test scores 100% of the way that we judge value. This is another reason why using the school function roadmap diagram is useful. It shows the data on test scores that clearly shows a correlation between X's and O's – i.e., that is how practices relate to test scores.

Recognizing the Opportunity in the Uncertainty
A great deal of how people will feel about the process will come from how it is characterized. Unfortunately, with anything new, the tendency will be for those being asked to stretch and grow to focus on how it is making things less convenient and/or the problematic aspects of what is being asked of them. So what can be lost in all of it is the fact that not only is the change process an opportunity to make the school better, it is an opportunity for each individual to get better too. So it will be important for those leading the effort to model this attitude and periodically remind the others of what each of them can potentially gain. If the narrative of the change effort is growth and courageously overcoming challenges for the good of the lives of students, then when things get difficult it, those challenges can be seen as more of an opportunity to overcome and stretch, rather than a chance to complain about how things are inconvenient.
Some of the inherent opportunities within this growth process include:

- We can improve, instead of defaulting to the same location on the road map
- We can learn about each other and see each other in new more human and appreciative ways, or we can retreat to our corners and maintain the same mostly negative conceptions of one another
- We can break out of our comfort zone and become more capable, which will raise our self-respect, or we can keep believing that we have nothing to learn or no ways to grow.
- We can examine how the concepts "psychology of success (POS)" and "levels of perception (LOP) operate in our daily lives in and out of the classroom.
- And we can embrace the opportunity to learn more about the process of growth – the principles for which are relatively consistent for individuals, classrooms, or whole schools.

The Place of Programs in the Process of Moving Toward Higher Levels of Function

Those entities out there called "programs" have a precarious place in the authentic improvement process at any school. For those schools in the lowest levels of the function continuum a program can provide greater consistency of both R's and X's, and as a result, a quality program usually will lead to some improvement in O's for those schools – contingent on the fact that the program is a "quality" program, not just a gimmick and/or as we discussed later, an effort to directly address a symptom rather than the real problem.

However as we move up the function continuum, adding programs become less of a guarantee of a positive results. In fact, in many cases, they can make us less functional, or at least keep us stuck in lower roadmap locations. We need to first ask, is any X – as small as a phrase we use in our classes, or as large as a school-wide math program – consistent with the R's that will lead us up the pathway? If the implied R's in a program is 2-paradigm (teacher-centered and external), it may help the most desperate school, but it will not help the already functional school. Simply put, we see hundreds of schools stuck in the location of school C, and they implicitly believe that more faithful implementation of a program will lead them to better results. And it does not. If we operate at a program level of perception (LOP) as our highest level, we will be stuck in the middle of the pathway.

Therefore, as the need or desire for any particular program arises in our conversation, we will want to keep in mind three principles:

1. Programs have the potential of leading a school either up or down. Program R's can vary in every extreme, the only constant is that they are "programs" and by definition cannot help us with (the higher levels of perception) principles or systems.
2. Programs that imply a set of R's that are lower LOP or POS quality than those at the school currently, will lead down the continuum.
3. Programs that are consistent with 1-paradigm R's and represent 1-paradigm X's can encourage the movement up the pathway (for an already relatively functional school), but only if they are used to serve the values and system R's at the school. In other words like any program, a purchased external program can be a useful tool in the service of the larger goal/R's of the teacher with their eyes on a location further up the pathway.

So a program can never be 'the answer." The answer is to change the way we collectively think about our jobs. But some programs can be useful tools, once we have created a clear and systematic set of R's and the kinds of X's that will get us to our target location.

Caution: Beware the term "evidence based," as in an "evidence based program." In practical terms this is almost no guarantee that the program in question has value in your process of becoming more functional. What the phrase "evidence based" literally

means is that in some cases there were schools that showed an overall statistical difference on some variable when the program was implemented. But in many cases what that means was that a school which was functioning in the lower quadrants added the program and as a result got a little more of something they wanted like a short-term bump in test scores, or less of something unwanted such as disruptive behavior. But something that will get you from a 2/10 level of function to a 4/10 temporarily will not necessarily (or even very likely) get you from a 6/10 to a 9/10. In many cases there are programs, especially in the area of classroom management that will move all schools toward a mediocre 5/10 level of function and performance, whether those schools were originally at 3/10 or 7/10 previously. A good analogy would be that there is evidence that eating at McDonalds hamburgers will reliably make a starving person feel better and more functional, but if a healthy person eats them all the time the result will not be more function and can even lead to poorer health (see the movie Super-size Me). This same analysis applies to the phrases "best practice" and "research based."

Step 3: Setting a course up the Pathway
As discussed in ch (vision), we will need to create a sense that the "we" is collectively making progress. This will promote trust and a sense of momentum. Recall in chapter (vision) the discussion about the using a) listening and b) articulating to help the group know where things are. The sense of progress needs to come from *someone*. It may be self-evident in many ways, but it will be more solid when we hear it articulated by someone charged with conceiving the big picture.

Another benefit of using the leadership role to articulate "where things are," is that we can keep counter-narratives from derailing the process. Fear-based and counter-agenda narratives will almost inevitably emerge. Someone will question the efficacy of the whole process. Someone will want to create a group of resisters. Someone will question the motives of the process i.e., "this is all a state mandated thing to get us to give up our power so they can. .. "). Communicating regularly, and addressing what we are hearing in the form of legitimate concerns, as well as baseless worry will be critical.

Those in the leader role will need to, on some level, be aware that the normal course of events in any growth process is disintegration. The status quo will want to maintain itself. Fear is powerful and in times of uncertainty it can win the day without a feeling of safety and sureness. We do not see ourselves making decisions based on fear most of the time. But almost everyone has been burned by trusting someone in authority. So why do we trust? See chapter (on trust) the process is clear, transparent, and we have some guarantees we are not going to lose.

Below is a chart where the left hand column outlines the normal course of events that will manifest itself 95% of the time within an institutional change process, that does not address the power of fear and status quo. Alternately the right hand column describes how we can think ahead and proactively work to infuse the process with hope and clear thinking, rather than letting fear and status quo run it off the rails.

Figure 13.x Comparison of the normal sequence of events in a change intended process and one that anticipates the possible emergence of resistance.

The normal sequence of events in the absence of a vision and transformative leadership.	Seeing Around the Corner. Encouraging the trust in the face of fear and keep our eyes on the prize (higher location on the road map).
1. **Hypothetical Optimism**: Most will attempt to take on an attitude of openness with a sense of possibility, at least on the surface, but with little emotional investment or appreciation of the practical or interpersonal challenges. Not too many want to be openly oppositional, but the primary emotion is "wait and see."	**We can realistically make this school better for students, but it will be a challenge.** Help the collective understand that seeing where they want to go may be somewhat easy, but getting there will be difficult, and that is good. The challenge is an opportunity for growth. To paraphrase JFK, we are not doing this because it is easy, but because it is hard.
2. **Reality sets in:** Members begin to anticipate what they might have to give up or change at some pointy, and the collective political realities move to the forefront of peoples' attention.	**When you feel frustrated, what is the lesson that we can learn from it?** Expect there to be a new challenge around every corner, and expect to have to find new solutions that have never been discovered or used before. What are the problems that we can use to get better? Are they related to relationships? disconnected R's? A lack of how to knowledge related to X's? Students who are not used to what we are doing? Every problem implies a solution that makes us better.
3. **Retreating to Safe circles:** Once members begin to solidify their perceptions of the process, and project the possible threats into the future, they look to process their feelings and concerns with those that they perceive as safe and like-minded. This will typically take the form of like-types, ie., concrete-feelers with other concrete-feelers, and abstract-thinkers with other abstract thinkers, as outlined in the previous chapter.	**Keep it Real, but respectful.** Of course members of the school will talk in safe spaces and process with those they trust. That is OK, and the leadership needs to project faith and a lack of defensiveness. Is there a genuine venue for the voice of each member? If so, listen to people if you are in a leadership role. If not, fix that asap. If all the key players are of the visionary cognitive style, make sure that some more practical minded members are encouraged to be part of the leadership discussions. And a good leader will need to go out and have one-on-one conversations, especially with those that seem resistant.
4. **Stories and Positions Solidify**: As conversations in these separate silos evolve, they will define the "them and Us" in the game. Members begin to create micro-teams that will further their agenda or prevent loss of power or territory.	**Keep the Eyes on the Prize.** Keep bringing the conversation back to what is good for students and how the school can become higher functioning. Decide when compromise is necessary and when it is just accepting a lower standard. Do not let the perfect be the enemy of the good.
5. **Positions become Public and Overt**: As the public explanation of where things are going for the whole collective becomes more explicit, groups begin to select one of three roles a) on-board, b) resistant and/or oppositional, or c) passive aggressive and/or passively apathetic to the cause – ie., if we just ignore it, it will	**Give Me a Way to Contribute that Fits My Personality.** We need to accept that not everyone is going to embrace a change agenda with passion. Some will, and they need to be given means to fuel the process. Some will be good Yomen, they need to be appreciated and kept in the loop. For some the

probably just go away.	best we can expect is that they agree to stay out of the way. That is a courageous act, and we need to let them know that we appreciate them as well and their contribution is always welcome.
6. **Superficial Implementation:** Those in the "On board" group move forward to create policy that is intended to represent the collective. The policy takes on a priority within the activities of the collective and in the minds of those in the "On-board" group is moving forward.	**Focus on the goal (better X's) not who got to do what.** It is likely that policy will be created and it will have to crafted by a small group. If everyone feels like that policy represents a collaborative effort that is optimal. But in any case, we need to define change by all the positives (i.e., X's) that are happening in the school every day.
7. **Slow disintegration and Dissipation into the Status Quo:** Over time, the absence of buy in from the active and passive resisters keeps the initiative from becoming part of the school R/references. Neglect and passive undermining of change efforts dissipate the efforts of those that wanted the initiative to become uniformly adopted. Over time, the desire for harmony and emotional ease encourages the idea to move off the radar of the collective and the status quo returns.	**Put the old location in the rear view mirror.** Assume that there will be things about the new R's that will feel unfamiliar, and the new X's that will feel clumsy and even like a step backwards. But keep reminding the faculty and staff that 1) they are in control of their growth curve, and 2) why would they expect it not to feel clumsy at times? They would expect their student to be persistent in situations where they were learning something new. As discussed in ch (on vision) help them recognize their results and how the changes are leading to growth and higher performance.

Imaginal Cells – create explanation – location TBD
Sadfh
ahdofj

For each individual in the process the most powerful thing you can do is to clarify your R's and create a clear picture of the classroom and school that you want to see. If you know the O's and the X's that you want, over time your unconscious will find solutions to making them actualize in your experience. For example if I have not experienced a classroom defined by a culture of listening and respect, it will be very valuable to learn the skills to help bring that about, but it will be even more important to visualize what it would look like and then expect that it will happen. If we have a positive expectancy, our minds will give us the right words and actions to guide the process until the picture becomes the norm.

Step 4: Classifying the current X's that are being used
As discussed in the previous chapter, this stage will likely need to include a formal exercise in which each educator in the school or all of them as a collective examines their practice for the purposes of identifying, within all the X's that they are using currently, which are helping and which are hurting their movement up and over on the function roadmap. The process will also need to be on-going as part of the self-examination and growth process in general. For the teacher who is relatively successful in a 2-Style mode, it will challenge their sense of continuity. Some teachers using

predominately 2-Style pedagogy will have a sense that they could be doing a lot better, but it is likely that more will see their choice of X's as "working fine."

So it will be the task of leadership to assist faculty and staff (including administrators, coaches, and anyone else within the broad school community) to take the opportunity to dis-assemble what they do each day and look at each of the X's that they use in their routine practice separately. This has probably already been implied in the past. But the difference in this current process, is that it will be done more purposefully, it will include a theoretical location with which to classify, that location will be operationalized within this book so as to be clear which specific practices would be classified in which category, and everyone will be engaged in the process at the same time with opportunities to exchange ideas.

As discussed earlier, this process will be encouraged by the school engaging in the ASSC SCAI climate survey process, other activities such as classifying practices as POS or POF, and reading the book Transformative Classroom Management.

What we do that defines the 1-paradigm location

To classify school-wide practices, we will want to define the 1-paradigm location. The top level of the SCAI will assist in that process. Chapters (20-27) related to the 8 climate areas will be useful as well. In addition, it should be encouraged for the members of the school community to define their own destination, and definition of a "great school" and qualities of high function. If this takes place the process will likely be more powerful. But as a default, the ASSC climate and function roadmap can act as a guiding definition of success.

What defines a great school?
1. A physical environment that contributes to the mission of the school
2. Faculty relations that are collaborative, supportive of growth, and free of toxic politics.
3. Student relations that provide a safe environment, and a feeling of community over time.
4. Leadership that projects vision, fairness, commitment to an intentional growth process, and is connected to the pulse of the collective
5. Management that promotes a 1-Style classroom and a POS (see below)
6. Instruction and Assessment that promotes a 1-Style classroom and a POS (see below)
7. A school culture of inclusiveness, respect, and pride in the collective.
8. Relationships with parents and the community that contribute to the success of the students and promote a shared appreciation between what is inside and outside of the school walls.

What is the 1-Style Classroom?

While a "1-Style Classroom" management approach as defined in the transformative model and a "Classroom Community" are similar, and each has its own distinct qualities First let's examine the qualities of the 1-Style Classroom.

- **Teacher as Facilitator/Leader.** The teacher in the 1-Style classroom is not the boss, the police, or the attendant. She/he is a leader. The teacher's role is to create the conditions for students to achieve best. The 1-Style leader is neither permissive nor domineering. He/she is intentional in their effort to promote a shared vision among the members of the class and effectively facilitate and manage that vision.
- **Self-Responsible**. Students in the 1-Style Classroom act responsibly, because they recognize that it is to the benefit of both the class and themselves. In contrast to a teacher-centered class in which responsibility is defined by following directions, in the student-centered class, responsibility is defined by making choices that are good for the group, demonstrate accountability to the agreed upon group goals, and contribute to a higher levels of learning and function.
- **Clear Implicit Expectations.** In the 1-Style Classroom, expectations are shared and understood on a deep level. Knowing the expectations is not simply about remembering them, it is about understanding why they are valuable and why when we all buy into them, things are better.
- **Learner-Centered Instruction**. As discussed in Chapter 12, curriculum that engages and empowers the learner will help promote the goals of the 1-Style Classroom more readily than more teacher centered methods. Giving students ownership of their learning and ownership over their management of their class work synergistically to produce the most transformative results.
- **Self-Directed**. The goal of the 1-style classroom is that students learn to self-govern and demonstrate self-discipline. Students learn that the only true discipline is self-discipline.
- **Intrinsic Forms of Motivation**. The 1-Style class is structured to promote intrinsic versus extrinsic forms of motivation. Bribes and gimmicks are not useful in this environment. Just as students experience the needs satisfying effect of doing meaningful work, they recognize that being responsible, thinking about the needs of others, being given power over the decisions that affect them is needs satisfying as well.
- **Group Functions Collectively.** As opposed to the students responding to the will of the teacher, the group considers the good of the collective when making choices. The 1-style class works like a team with each member recognizing that he/she can only achieve their potential working cooperatively with the other members.
- **Intentional Promotion of Success Psychology.** In the 1-Style classroom, the teacher maintains an awareness of how his/her actions are contributing the success psychology of the students. The each of three sub-factors, 1) internal locus of control, 2) acceptance and belonging, and 3) mastery orientation provide a lens to guide decision making and assess the classes' progress toward greater collective health.

- **Social Contract**. The foundation of the governance of the 1-Style Classroom is a well-established system of social bonds, expectations, and rules. This "Social Contract" is explained in Chapters 9-11.

What is a Community?

A community will have many of the qualities of the 1-Style Classroom and 1-paradigm school, however, it will also have the following distinct features.

- **Membership and Shared Identity**. In a community, members share a unique identity. This identity creates a sense of belonging and membership. Each community has distinctive qualities that members adopt as their own.
- **Common Purpose and Goals**. On some level, a community is working to accomplish something collectively. It has a purpose and a reason to be that works to the benefit of its members.
- **Communal Bonds in addition to Social Bonds**. In TCM, we examined the differences between social and communal bonds. While communities, like any functioning body, require social bonds, what defines them as a community are their communal bonds. Whereas Social bonds address such questions as "What is my responsibility to the group?" and "What can I expect from others?" Communal bonds answer such questions as "What can I do to make the community better?" and "When I have needs who can I count on?" Social bonds deal with issues of rights and responsibilities. Communal bonds deal with issues of relationship, obligation, and the greater good.
- **Traditions, Rituals and History**. Over time, a community develops a history and a shared story. To mark this history, a community will observe traditions and collectively remember their past. Rituals and customs act to bond a community by creating a shared "socially constructed reality," and way of life.

What is 1-Paradgim Pedagogy
- Process focused. The process is emphasized, trained and assessed whenever possible, and the product is represented as a secondary consideration and/or the logical result of a quality process.
- Commitment to Inquiry and models of instruction that match the content
- Skill development of processing skills such as cooperative learning, research, knowledge organization
- Concept attainment is regular and intentional
- Cooperative learning skills are systematically taught and reflected upon so that over time students become masterful at working in teams
- Authentic Assessment
- Technology use looks forward to the kinds of skills needed in the near and distant future.

Is what I am doing moving me up? Do I see evidence that over time the skills and capabilities of the students are improving? Do I see their reliance on external praise, rewards, validation to be reduced over time? If not, what am I doing to keep it in place?

Throughout the process it will be useful to readjust our sights on the picture of the kinds of R's, X's and O's that define the 1-paradigm location and our ultimate destination when we make the left hand turn up the pathway. As stated earlier, success will not be defined by the distance of the movement on the road map as much as the clarity of the direction and the commitment to getting there.

It may be useful to explore some of the items from the SCAI that describe the three hypothetical levels/locations on the road map.

3.b-----------O----------------------- O ----------------------- O ----------------------- O ---------------------- O --------------------

Most students get along. Students of different groups interact positively.	Most students stick to their own group, but there is not a great deal of conflict.	There is a conflict regularly, and different groups are mostly hostile to one another.

3.c-----------O----------------------- O ----------------------- O ----------------------- O ---------------------- O --------------------

Students readily accept the purpose of zero tolerance for "put-downs."	Students think put-downs are just part of their everyday language.	Put-downs lead to hostility and occasional violence.

3.e-----------O----------------------- O ----------------------- O ----------------------- O ---------------------- O --------------------

"Popular" students are respectful of the other students at the school.	"Popular" students treat the other popular students well.	"Popular" students use popularity to disrespect less popular students.

3.h-----------O----------------------- O ----------------------- O ----------------------- O ---------------------- O --------------------

Most athletes are humble and act as leaders at the school.	Most students assume that some athletes are just jocks and feel entitled.	Athletes tend to treat other students poorly and feel entitled and special.

3.j -----------O----------------------- O ----------------------- O ----------------------- O ---------------------- O --------------------

Mostly in my classes, I feel like I am given responsibility for my learning.	In my classes, I have to figure out what each teacher expects, but I usually do.	I only care about a few classes, where I think the teachers care.

5.d-----------O----------------------- O ----------------------- O ----------------------- O ---------------------- O --------------------

Classrooms are positive places, and teachers maintain a positive attitude, and follow-through with consequences in a calm and non-personal manner.	Most teachers maintain a positive climate, but some days they just feel the need to complain about the class and/or get fed up with the "bad kids."	Classrooms are places where teachers get easily angered by students and there is a sense of antagonism between the class and the teacher.

5.e-----------O----------------------- O ----------------------- O ----------------------- O ---------------------- O --------------------

I have had some say in making the rules in my class.	The teachers make the rules, but consider our feelings.	The teachers resent it when we question why a rule exists.

5.i-----------O----------------------- O ----------------------- O ----------------------- O ---------------------- O --------------------

I feel like I am given a greater degree of self-direction and responsibility. I feel like I am growing as a person.	I do not think that the discipline at the school does much to improve us as people, it is just about getting order..	It seems like the discipline at the school just tends to make us all mostly hostile over time.

5.j -----------O----------------------- O ---------------------- O ---------------------- O ---------------------- O --------------------

| In most of my classes, I feel as sense of belonging and community. | I feel that in most of my classes things run smoothly. | In most of my classes there are perpetual student behavioral problems. |

6.c -----------O----------------------- O ---------------------- O ---------------------- O ---------------------- O --------------------

| The grading in my classes focuses on both the end result and the process. | Focusing on the process is encouraged but what is graded is mostly the end result of the work. | Teachers only seem to care about and grade the final products. |

6.d -----------O----------------------- O ---------------------- O ---------------------- O ---------------------- O --------------------

| In most of my classes my teacher knows my learning style. | In my classes we do a variety of different kinds of learning tasks, but few or none of my teachers have formally determined my learning style. | Most of the learning tasks are similar at the school, and there is little or no mention of learning styles. |

6.g -----------O----------------------- O ---------------------- O ---------------------- O ---------------------- O --------------------

| In my classes we are encouraged to reflect on the quality of our work and the process aspects of the task. | Most of the time students tend to focus on what is next and occasionally on the process of the learning. | Most of the focus is on the product and there are few opportunities to formally reflect. |

6.h -----------O----------------------- O ---------------------- O ---------------------- O ---------------------- O --------------------

| Students are seen as the primary users of assessment information, and assessment is used for the purpose of informing the learning process and is never used to punish or shame. | Assessment is seen as something that occurs at the end of assignments. Grades are used primarily for student-to-student comparison. | Assessment is used to compare students to one another and/or to send a message to lazy students. |

6.k -----------O----------------------- O ---------------------- O ---------------------- O ---------------------- O --------------------

| Teachers promote the view that intelligence and ability are a function of each students' effort and application, and are not fixed. The major emphasis is placed on the process over the product. | Teachers promote the view that effort has a lot to do with how much students are able to accomplish. The major emphasis is placed on working to produce good products. | Teachers promote the view that intelligence and ability are fixed/innate traits and not all students have what it takes. The major emphasis is on the comparison of products/grades. |

7.b -----------O----------------------- O ---------------------- O ---------------------- O ---------------------- O --------------------

| Students self-correct peers who use destructive and/or abusive language. | Students seek adult assistance to stop blatant verbal abuse. | Students accept verbal abuse as a normal part of their day. |

7.e -----------O----------------------- O ---------------------- O ---------------------- O ---------------------- O --------------------

| Most students feel listened to, represented, and that they have a voice. | Most students see some evidence that some students have a voice. | Most students feel they have very little voice when at school. |

7.j -----------O----------------------- O ---------------------- O ---------------------- O ---------------------- O --------------------

| School maintains traditions that promote school pride and a sense of historical continuity. | School maintains traditions that some students are aware of but most see as irrelevant to their experience. | School has given up on maintaining traditions due the fact that no one cares. |

8.d -----------O----------------------- O ---------------------- O ---------------------- O ---------------------- O --------------------

Service learning efforts are regular, promoting student learning and positive community-relations.	Service learning is performed, but very infrequently due to perceived inconvenience.	Service learning is seen as just a glorified field trip and therefore not worth the time or expense.

Step 5: Moving away from limiting X's

Of all the phases of this growth process, this one will likely be the most challenging. Asking faculty and staff to recognize that there are well-intended X's that they are using that are making their classrooms and the school less functional and healthy runs up against all the forces of the status quo. Therefore, as a leader it will present us with delicate but essential charge – help faculty and staff see how it is to their long-term best interest to lose some of their X's.

As with all other elements of the process, it will require using R's to judge the quality of any X. The earlier phases of the process such as the classification exercise, and defining the kinds of things that we will see or and NOT see at the school will set the stage for this process of X assessment. We need to expect this phase to take some time, and involve each educators' own self-reflection process. Providing reading materials may be useful (see ch. – references). We will need to assume that letting go of something – in this case an X – will involves stages of loss. We will be defensive at first, then we will be angry at those asking us to change, then we might feel bad about ourselves for doing something that we are beginning to see as being less than healthy, and then hopefully we will begin to open up to the idea of letting it go, and thinking in more constructive terms.

Many educators equate good intentions and smart thinking to a positive result – i.e., a quality X. As a leader we need help the staff see that the process is not judging anyone's intentions. It is just asking us to reflect on the long-term impact of any practice – scientifically. History is full or well-intentioned people – like medieval barbers who used leaches, or farmers who used DDT who may have been the best human beings on the planet, but did things that had ill effects. It will be useful to remind the group of the dangers of cleverness. Often dysfunctional X's are born from cleverness. We may be doing them very intentionally or rather unintentionally. They are done to serve some purpose for the teachers perceived benefit, but are harmful to students and therefore to the function and climate level of the school. And as pointed out in the research outlined in Ch 3, they are killing your achievement levels, whether you recognize that of not.

We will likely hear impassioned rationale for why continued use of these dysfunction producing X's is necessary or that "they work." And it will be difficult to prove that the X's listed below are doing harm when the net effect of all the X's that the educators is using seems relatively good. But we need to gently encourage them to trust the reasoning behind why it will be better to remove them, the data that shows their harm, and the testimony of other educators who function much better without them. This process may take months to fundamentally change R's. But as we discussed in ch (X's), sometimes my R changes, when I try a new X and see the results for myself. And yes, in some cases, policy may speed up the process of discouraging the use of certain X's, but that should not be our first resort.

In Chapter – (re X's) we created a comparison chart identifying Xs' that would have the likely result of moving the school either up or down the pathway. We follow up her with some common X's used by many in 2-paradigm schools that in almost all cases lead to a lowering of classroom and school function and a move down. At best they send mixed and confusing messages that keep students feeling insecure and limit the intensity of their growth. At worse, they create a psychology of failure that is doing significant harm to the mental health of individuals and the collective. And incorporating any of the following practices will undermine our ability to achieve either a self-responsible classroom or the qualities of community, and the ability to move up the pathway.

School-Wide Discipline and Classroom Management
- **See list of X's from previous chapter**
- **Short-term fixes** (being reactive rather than thinking about how to make tomorrow better as a result of what you do today). Being clever today to manipulate a situation is usually based in a fear of applying a principle or commitment that you have made.
- **Use of praise, bribes and rewards**. These rob students or internal LOC, shift the focus from quality to getting the prize, and create an artificial sense of haves and have not in the class. See TCM for a more complete explanation and rules for exception
- **Public shame descending levels charts**. Examples of these are the use of the "colored card chart" and the names on the board strategies (see TCM website for full analysis). Where a high quality participation rubric can promote LOC, these strategies have the result of creating perpetual "unacceptable identities." They do not change behavior but actually work to reinforce it in most cases. And they divide classrooms. See shame, see comparisons, see upside down rubrics that only shine light on what is not desired.
- **Negative recognitions and public criticism of the student**. Negative recognitions of unwanted behavior train students to be passive and wait for the teacher to remind them to get on task. They act to reinforce the unwanted behavior that is publically recognized. Public criticism creates fear of failure and kills a growth orientation.
- **Use of disappointment, punishments or shaming**. These create POF by producing insecurity, a shift to an external LOC, and a breakdown of the relationships in the classroom. A longer explanation is offered in TCM.
- **Over-emphasis on comparisons, contests and awards that reward the best and top performers.** These encourage a fixed ability orientation and promote the advantage of the advantaged. Conversely, rewarding outcomes over which all students control and have a relatively equal opportunity to succeed, such as effort, improvement and persistence, used in moderation will have a slightly positive impact on function (see online chapter on competition at the transformativeclassroom.com website).

Instruction and Assessment
- **Perpetual emphasis on knowledge level outcomes, and right and wrong answers.** This encourages student to see learning as an exercise in memorization where teachers have the answers and students are passive receptacles.

- **Public comparison of grades, and/or grading on a curve.** These promote an entirely unnecessary sense of competition in the room, promote a fixed ability mindset, and lead to cheating and low motivation.
- **Overuse of a single methodology of teaching, especially when that is lecture and/or direct instruction.** Learning concepts, processing deeply, developing higher order thinking skills, developing investigation skills, and many other 1-paradigm school qualities are stunted when students are faced with only a direct model of instruction.
- **Emphasis on the value of "getting done."** Shift the focus on an assessment (self and teacher) and feedback related to quality. Encouraging the goal of just getting done promotes minimalists and clock watchers – lower quadrant outcomes.

More X's that will undermine your ability to progress to the next stage
- Being insincere and/or sending the message that you do not really trust students and your acts of empowerment are simply exercises.
- Bailing students out, hovering, taking over when they struggle
- Neglecting your active role in the process and descending into a 3-Style approach.
- Assuming bad days mean that your goals are wrong. Use problems as a form of assessment for what needs to get better.
- Focusing too much on either the top performing students – those who are taking the idea of community and enthusiastically running with it, or the low performing students – those who are resistant to buying into the idea of being part of a community. If you neglect the most functional, they will revert to the mean. If you neglect the least functional, they may jump ship completely. Help each level student grow at their own pace.

After we have determined those X's that have limited our effectiveness, it will be much easier to move in a more functional direction. The damage caused by mixed messages and X's that lead down is commonly not obvious, but it is significant. I see many teachers who do 2 very functional X's and then one dysfunctional X and the result is what could be considered very acceptable on the whole, but as we examine that teachers trajectory through the year we see that they usually get stuck, and most often we hear them complain at some point about the students limits as the year progresses, when what is really making them frustrated is the effect of the dysfunctional X's into their teaching mix.

Step 6: Adopting more 1-Paradigm X's – and "Making the Shift"
As we better conceive the kinds of classrooms (and everything that goes on outside them) that we want, we can recognize that we can get there given the WILL and the SKILL. Just as we encourage our students to allow for clumsiness and mistakes when they are trying new processes, we need to allow that for ourselves as well. We should promote a school culture of sharing mistakes in our pursue of creating 1-style classrooms. And it will help to hold the R that "we will get there."

As discussed in the chapter (re:X's) the process of movement up, and adopting X's that are more consistent with the 1-paradigm, will need to be different for each teacher. For some, the vision of the 1-Style classroom will pull them toward their goal. For others, collaborating in a learning community that shares ideas, strategies and experiences will be best. For others, the process will involve careful reflection and small changes that come mostly from seeing what others have done. But for everyone, change must involve a process of personal reflection and self-assessment of personal R's that corresponds to the process of changing X's. We need to take on the identity of "growers."

Primary Shift – from 2-Paradigm Product-value R and Program LOP -> 1-Paradigm Process-value R and Principle and System LOPs.
We will want to shift
Primary shift in the teacher X's and what we are looking for in students O's. Success, we are masterful in facilitating high quality processes, and students are masterful in executing them.
How fast, as fast as we can. Sometimes that will be a semester. Sometimes it will take
Process within the teacher formally and the R's generally

Classroom Instruction
When we tell students to "score well on the test," "Complete your homework," "Get the right answer," and/or any of the vast number of abstraction that we tell them to apply each day, what are we asking them to focus on? Yes, outcomes. How are they to accomplish these outcomes? As discussed in chapter (process), in the absence of a clear value on the process, the default implication when we place high value on the outcomes is that students need to do "whatever is necessary." A do whatever is necessary attitude is a lower function R. To the degree that it is present, it is keeping us stuck in 2-paradigm or lower.

High functioning (1-teaching style) classrooms are led by teachers who incorporate processes to which they are committed. These teachers focus primarily on the means to achieving their outcome goals. In fact, effective teachers write almost exclusively process related learning objectives. When the teacher is thinking about effectively communicating and leading the students in a well-conceived learning process, they are thinking about the process first and the outcome only secondarily, and their words and actions show it. Listen to a teacher with a coverage (outcome) goal – what they talk about is mostly related to getting done ("we have 5 minutes left."). Listen to a teacher with a process goal. You will hear them articular how things are progressing in relation to their picture of a quality process. Seems like this is a subtle difference, but upon closer examination the long-term differences in effect are enormous.

What kinds of processes X's should we use in the classroom? First teachers need to know how to lead various kinds of processes X's. Second, they need to know which

ones will be most effective in which situations. In most cases, we will need to be deliberate and patient when we attempt to teach the skills required to be effective in a process. However, teaching and having students reflect on their skill development is the key to helping them accommodate each larger process, and as a result how the move their level of function up to the principle and system levels of perception.

Some of the processes that are used in high functioning classrooms include:
- Peer editing
- Cooperative learning
- Brainstorming
- Conflict resolution
- Inquiry
- Executing roles,
- Scientific Method
- Listening Skills

Classroom Assessment

Very few teachers make a commitment to intentionally assessing the process of learning. Those teachers who do find that they achieve a much higher level of motivation and performance, as well as an increased in their students' level of internal locus of control and psychology of success. If we teach students skills and assess them on their investment in the process of applying those skills, outcomes tend to be of high quality.

These are a few of the many areas where process assessment can be incorporated:
- Assessing the process aspect of a project
- Grading part or all of a task focusing on the process or investment level
- Assessing procedural and lab execution
- Rubrics for independent task quality (i.e., working at a station)
- Assessing the quality of cooperative group interactions
- Assessing the peer-editing or revision process
- Grading the quality of the preparation
  Note: process assessment needs to be done systematically or not at all. Giving a subjective grade for participation is not the point (i.e., 10% participation at the end of the quarter defined by the teacher's personal criteria). Clear rubrics and regular feedback need to be part of the assessment process. See TCM website for article.

Classroom management

"There is too much noise in the room." "I am not happy with the behavior in the class right now." "I want you all to behave" Reflect on these messages. Yes, they are all outcomes. This is why when we observe teachers who make statements like these we see someone who struggles to promote a functional classroom climate. Instead what do students hear when the teacher uses phrases such as "How are you doing executing your cooperative learning group role, right now?" "Start thinking about who is going to present the findings to the class in 5 minutes." "Rate yourself on the editing rubric so far, how are you doing? And what might you want to do better?"

When we focus on promoting quality processes, we find that off task and disruptive behavior tends to diminish. As we successfully teach process skills we find that our students becoming more proficient at them. One important step that we can take on the path to a 1-teaching style classroom is to help students see the value of executing those process skills. Just as we as teachers need to know the value of what we are being asked to do and/or like before we make it our own value/reference and take ownership of it, our students will only move to the principle and/or system level with a potential reference if they see the value in it to themselves and to the collective. Therefore it will be helpful to support their shift from simply following directions to self-reliance and self-discipline with questions such as, "how does it feel to be part of a class that listens to one another?" TCM and PCT training provide a wide range of skills and concepts to shift from outcome to process focused practices.

As mentioned above, we will have to start by making a commitment to the R's and X's that define the 1-Style classroom. Without a commitment, it simply will not happen. Next we have to systematically lose our limiting X's (see list above). Then we are have to conceive the picture of our desired classroom as vividly as possible. Include in this the vision the feeling, the way people act, what they care about, etc. Next we will need to ask ourselves what we would need to know that we do not know already, and even how we would need to change the way we teach and act. Remember it will all follow your R's. Your actions will be guided by your R's and your outcomes will be a projection of your R's.

Once we have set out our vision and feel ready to try to apply the X's necessary, we will have to take stock of where our students are. What are they used to? Where would we put them on the roadmap? What are skills are they lacking? What kinds of pedagogy will feel odd to them potentially? What kinds of climate and socio-political structures will need to be built before we can assume very much capacity for self-direction?

The Story of Two Teachers Who are Setting Out to Create 1-Style Classrooms
To operationalize the practical task that is required for moving up the pathway and creating the 1-Style classroom, it may be useful to go on a journey with two teachers at a school that has committed to moving up the pathway, and those teachers' experiences as they try to create 1-Style classrooms. The process of creating the 1-Style classroom will likely play out in stages. Each stage will be pre-requisite for the next. This three-stage process is explained in more detail in the book Transformative Classroom Management. The first stage is setting the *foundation*. In this stage we are teaching and cultivating the skills, expectation, and processes that are required for students to be able to begin to function in a more self-directed manner and feel safe emotionally. The second stage involved helping the students *transition* into a more self-directed pattern and democratic community culture. In this stage we need to be very intentional about giving them more power and encouraging them to learn to trust their intrinsic motivational forces and the joy of winning as a collective. In the third stage, we try to help them fly on their own – our job is to mostly *encourage*. This may not be a

stage that all classrooms can realize fully, but we can look for ways to help students take collective ownership of their school and their learning.

Stage 1 - Foundation
> Management Goals - Clarity and Intention
> Community Development Goals – Safety and Belonging
> Pedagogical Goal – Learning Skill Development

Jen and Carlos begin the year with a clear intention and commitment to moving their students up the pathway to higher levels of function. Even though the entire faculty created a vision statement that described a very 1-paradigm goal for the school as a whole, Carlos and Jen are not exactly sure where their other colleagues are in terms of their will or skill to make it happen. So Jen in her English class and Carlos in his Math class are assuming that they will have to change the paradigm for the students in their classes on their own, if need be. If they are supported by the rest of the faculty, that will be a bonus. But they do feel supported by one another and share ideas, experiences, and challenges whenever they can.

What strikes Jen when she begins the year is how much external and dependent language she hears out of her students. She did not notice it so much in the past, but now that she better understands the nature of the 1-paradigm location on the pathway, she better recognizes that her students are very used to being told what to do, and have a lot of external LOC patterns. So she usually takes the opportunity to let them know that while she appreciates that they need support, and there will always be instructional support, she is not going to enable them. She begins to use a few mantras with her classes to help them feel into the new way things are going to be. One of them is "We are ALL going to be self-motivated writing stars, and soon." What strikes Carlos is that while some of his students whine that they do not like to show their work and others don't like that he now assess the quality of their group interactions, what he sees is that they are getting over their resistant mind-set pretty quickly and are getting used to the new policies. And he notices the quality of their math work, investment level and group processing is already much better than the year before at this time.

Both Carlos and Jen are trying to build a foundation for a functional class. They know if their students do not have the skills to operate in a 1-paradigm their expectations of a self-directed class will break down. So they have both implemented a few things. First, each engages the students in their class in a social contract creation process. They ask the students to define a high functioning class, and how students in that class would talk and act. Included are examples of rules and consequences. They put the results on large paper and put it on the wall, and send a copy home so the parents can see what they come up with. As the quarter will go on they will revise it occasionally using the same democratic process.

Second each teacher implements a substantial degree of process assessment. For Jen that looks like a lot of skill building in her writers' workshop and cooperative learning processes. She assesses the students on how effectively they work with one another

and do their job as peer-reviewer in the writing assessment process. She found that her rubrics needed to become very specific and detailed. She also found herself debriefing after each workshop and cooperative event asking the students, "what did you do or your partner (or group members) do that you thought make the process more effective?" And she makes sure to have them self-reflect related to what they could have done better. Carlos did much the same thing and found that his students began to use one another much more effectively in the group process when he taught, analyzed and assessed the skills related to how to process the content in a group context. Both spend a lot of the first month making very specific positive recognitions of what students in each group did that was effective, and took every opportunity to help the groups see how much progress they were making in their many areas of process skill and application growth.

Carlos and Jen also noticed that at the start of the year they would hear a lot of casual abuse between students. They had always viewed the students as nice kids and had not really noticed how they talked to one another. But now that they were attempting to be very deliberate about creating an emotionally safe classroom climate, they realized that many students did not feel as safe as they had assumed in the past. So they started with making sure that they talked to students in a respectful manner and encouraged the students to feel safe asking questions, sharing their thoughts, and giving answers. They made it clear that in the room it was good to make mistakes, but it was not OK to stay silent if one had questions. All questions were encouraged and even celebrated. Alternate opinions were given respect. And the teachers found that while their demeanor was the most important variable, they had to spend a lot of attention on making sure that all the students got on the same page. There was a zero tolerance policy in each class for put downs. And both teachers found that it took about a month for their students to get used to the expectation that when someone was talking in an all-class discussion or direction giving episode, that EVERYONE needed to be listening. At the start of the year they would need to many times stop a student and then ask them to start over after everyone's 100% attention was obtained. Then over time those reminders became less frequent, and then after about a month, the students were just used to the expectation that they were respectful active listeners.

Carlos heard a lot of students speaking with what he interpreted to be a fixed-ability orientation and helplessness around their ability in math. As a result, he became very deliberate about letting them know that if they invested they would do well, and part of what they could control (and was included in their grade) was their effort level and how much they took advantage of the resources in the room. He was very careful not to be enabling toward students when they were projecting helplessness, yet he was very supportive of them in general and projected a belief in each students' abilities. Also at this point, he gradually introduced an increased expectation of them being responsible for one another's success.

Among Jen's initial challenges was that her students were very used to going through the motions in their work and were not overly interested in its quality. In addition they seemed hesitant to express themselves. She knew this was not going to change

overnight, but she started by making sure that they knew that their ideas would not be criticized, she would allow them multiple modes to express themselves, and she would find literature that was interesting to 7th graders. But she made it clear that there was a high bar in the class for the use of imagination, and being committed to the process of peer and self-assessment of writing. She found that in free-writing journals she could provide feedback that encouraged their self-expression.

Both Jen and Carlos heard their students say things like 'what do we get if we do that?" Or "what is our reward?" So they would politely tell the students that becoming excellent was their reward. And they even laminated a saying and put it on their classroom walls. It read "***Your Reward at this School is that We Don't Use Rewards***"

During this first month, Carlos and Jen talked to the teachers in the PE class and advisory period who shared their students and coordinated some cooperative and community building activities that were incorporated into their classes as well.

Stage 2 – Transition
> Management Goals - Shifting Locus of Ownership and Cultivating Intrinsic Motivation
> Community Development Goals - Creating Identity and Group Accomplishment
> Pedagogical Goal – Shift to Self-Reflection and Self-Assessment of Work Quality

After a month or so, the students in Carlos and Jen's classes seemed to have gotten adjusted to the "new normal." They were going to be a group of self-directed learners operating as a supportive community, and that was just the way it was. Students would test the new expectations with such behavior as acting helpless, disrespectful, or selfish, but that behavior began to jump out as inconsistent with the culture that was developing in the rooms. But between the creation of a few behavior contracts, conferences with students, and a regular process for feedback about the participation assessment grades, students who were most attached to their old patterns of mediocrity and immaturity began to open up to the benefits of a "psychology of success" (POS) pattern rather than a safe and fear-based pattern.

For the first month it required all of their self-control to stick to their commitment of no negative recognitions (i.e., "hold on we will wait for Johnny and Freddy to stop playing around. . .") They only used clarifying statements, and active consequences, when there was a minor problem. After a month they realized that they did not miss them at all. And, in fact they found that using a negative recognition would sound odd and ineffective coming out of their mouths today. Their students at first expected to be reminded personally with a negative recognition to be get back on task, but stopped assuming that they would hear that, so have gotten more used to self-regulating and notice that they like the assumption that are capable of a higher standard now. It makes them feel respected.

Jen and Carlos are seeing evidence that there is a good foundation for self-direction and self-responsibility that has been set. A lot of it has been that the students are

getting used to what is not going to happen in these teachers classes such as boring lessons, negative recognitions, enabling, nagging, acceptance of poor effort levels, acceptance of excuse making, other students encouraging disruptive behavior as a way to gain power or have fun. And they are getting used to what does happen such as debriefing the quality of the last activity, the teacher actually taking an interest in your ideas, freedom to make mistakes and take risks, grades that are related in part to investment and process commitment levels, and trust that the teacher is a true leader.

All of this makes the students feel less stressed. They did not realize they were dealing with so much fear and apprehension until they compare how they feel now - lighter more energetic and liberated. They are not always able to put it into words, but they look forward to coming into these classes, and find that what they are looking forward to is more related to what they will be able to learn and contribute and less about what goofy entertaining event might occur that would break the monotony of a typical class.

With this foundation in place Jen and Carlos begin to discuss how to get to the next level. Given that they do not really worry about things like the students investment level, attention level, or engagement level, they can start a) shifting the steering wheel over to the students, and b) creating a class identity. They start with some basics. Is there anything in the social contract that needs changing to reflect the emergent maturity of the group? They begin to ask themselves, are there ways the class can feel more like a community? As they hear the class bonding organically, they find positive or endearing qualities that distinguish them as a collective. One of Jen's classes self-referred as the "freedom writers" and another as the "hip hop poets" so she makes sure to use those labels once in a while to make the class feel bonded. Carlos makes an effort to refer to the student projects on the walls of the room on a regular basis to remind them of something that makes them proud of their successful team efforts. Both teachers have student work all over the walls and allow students to bring things for the walls that are voted on by the others as acceptable.

Neither teacher really appreciated how positively it affected students to be part of a collective success large or small. They saw it on the athletic teams and drama performances, but now they could see it had the same powerful potential to unite and build the mutual admiration and collective trust within their classes. So they looked for every opportunity to have students win as collectives. This took many forms including group presentations in class, making sure that applause sincere and enthusiastic after each presentation, projects, class to class friendly competitions (with no real prize, and focus on the fun and process not the outcome), and anything else they could think of that make the class feel like they were a necessary and valued part of something bigger than themselves.

In the area of classroom management they both tried to help students recognize the personal intrinsic value of being part of a class defined by a culture of listening and respect where they were listened to and were safe from abuse or put-downs. So while they needed to make sure that the student still felt like there was a strong leader in the class, the main reason that students trusted what was going on was that they could

count on their peers. They would ask their students "how does it feel to be part of a class where you are listened to and supported by your peers? Don't take it for granted."

What that shift looked like in academics was each teacher helping the students trust their own authority, voice, self-discipline, skills and judgment. Jen needed to be persistent with many of the students who wanted her validation of whether their writing was good. She gave them feedback, but put much more emphasis on self-evaluation than teacher evaluation. In the same way, Carlos learned that he could make it through class some days with almost nothing but questions "So how did you get to this point?" "Marya used this process to get to the answer (on the board), would you have used the same process?" "If I got stuck here, what did I do to run into that problem?" At first student would complain that he asked too many questions, now he finds that when he starts to go into long explanations, the students tell him to go away and let them "figure it out on their own." Last year he would have felt a little insulted if they had said that, this year he sees it as a major sign of success.

By Halloween students get used to Carlos and Jen seeming unconcerned with some of the things their teachers in the past had seemed very attentive to, such as their mistakes, students asking for alternative pathways to the learning target, and students laughing in their groups. And these teachers get very adamant about quality and fidelity to the process, and self-reflection and how the students talk to one another, in a way that they had never seen before. And while teachers in the past would have made a big deal about things like who got the highest test score, these teachers seem completely unconcerned with who did the best, and even the idea of grades in general.

Both Carlos and Jen tried to show authentic joy when any class or group demonstrated a breakthrough such as a new level of self-direction, a new level of care for one another, an appreciation for the beauty of the subject matter. At the end of one day a few weeks into the year, Jen and Carlos talked and compared how they felt now versus last year. What they realized was that they felt much more like cheerleaders or coaches than policemen. They were getting used to using their energy to get the students to feel empowered and capable, and less trying to corral them or domesticate them. They noticed it felt more emotionally authentic and enjoyable to empower others, rather than the exhausting process of trying to use clever ways to be in control, corral and sell the content.

Stage 3 - Encouragement
> Management Goals – Facilitating Vision and Self Direction
> Community Development Goals - Fostering a Cause Beyond Self and a Sense of Tribe
> Pedagogical Goal – Integration and Self-Expression of knowledge and Skills

By the end of the year enough teachers and administrators either noticed what was going on in Jen's and Carlos's class, or were leading their students on a similar trajectory. As a result the school felt like it could take another step down the pathway. Teachers and administrators asked the students for ideas about how the school could

be better. Included in the ideas generated were: service learning projects, integrating project across the classes, field-trips to places where students could use their knowledge or at least see knowledge applied in a real world setting, and a conflict resolution/peer mediation program. The student felt like they really liked it when they were in certain classes and felt safe and empowered, but there were still environments in the school that that feeling of safety would get lost.

So the school vision/climate team started the new year by asking a committee of students who had been elected by their peers to meet regularly with faculty and administration to address some of the ideas that were most pressing to students. In that committee it was clear that the growth and vision process was an unpredictable and even messy thing. In one case, students from various sub-groups at the school had a heated discussion. Students had been given the school's climate data from the year before, and items 3b related to different groups getting along and 3e related to how the popular students acted, scored low at the school. The more popular students on the committee felt like the results were not that significant, but two students who were not from the "leadership/popular group" at the school took the opportunity to share their very different perspective. The result was emotional but a new level of understanding. The teachers were able to share that what they witnessed was similar to their own process of trying to work together to create a collective vision and some of the issues and emotions that it raised. But as the committee chair reminded all the students, they were chosen to be leaders and servants and their job was to use their position on the committee to make the school better, not just represent the interests of themselves or their friends.

In Jen's class, one assignment involved the students videoing their acted-out adaptations of a type of persuasive technique used in advertising. The students created advertisements for various activities at the school using the technique. The students loved seeing themselves on the video. So it became a more regular part of the class as the year went on. When the same students were in the 8th grade class the next year, they suggested that Jen show the videos at lunch. The idea worked and students from outside the class looked forward to Ms. (Jen) Roses video day. As part of the exhibition, she had the students explain to the audience what they were trying to accomplish when their video to introduce it. At the beginning of the earlier year Jen would not have though to do this, but it just evolved as her students gained skills, confidence and a sense of power and pride.

Carlos adopted the idea of students presenting to the whole school, and started a "math fair" where his 8th graders would work in groups to create a project. He invited all the 6th and 7th grade classes to do a quick gallery walk of all the projects. He reminded the younger visitors that they would be doing the same thing when they were in 8th grade.

As the year went on the peer mediators became very skilled at their jobs. They learned how to talk to their peers like young counselors and found that more and more student came to them for a listening ear. Every 3 months, a new group of peer mediators was selected. The veterans played an essential role in mentoring the new group. All captains

of athletic teams and clubs were required to be trained as school peer mediators/leaders. The 1-paradigm that was expected in the classrooms became part of all school related activities, and aspects of school life.

What Kinds of O's can We Expect After Making the Shift?
Lagging effect on achievement scores
About a year for the new R's to start showing up as O's. The student adjustment to being more empowered will follow the adults shift to incorporating more empowering X's.
In the next chapter we will discuss how to use a climate assessment to promote your growth process.
Add

Reflections
Exercises
References