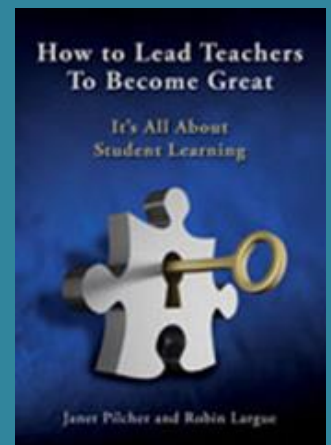




# HOW TO LEAD TEACHERS TO BECOME GREAT

## Discussion Guide

Janet K. Pilcher, Ph.D.  
Robin Largue, Ed.D.



Studer Education  
212 Church Street  
Pensacola, Florida 32502  
850.432.7051

©2012 by Studer Education  
All rights reserved

The *How to Lead Teachers Discussion Guide* is a free guide to accompany the book, *How to Lead Teachers to Become Great: It's All About Student Learning*. One copy for each purchased book can be printed for training purposes.

Order the book *How to Lead Teachers to Become Great: It's All About Student Learning* at

<http://www.firestarterpublishing.com/HowToLead>

Or contact Studer Education at 850.432.7051 or [Questions@StuderEducation.com](mailto:Questions@StuderEducation.com).

## About this Guide

The *How to Lead Teachers to Become Great Discussion Guide* provides leaders with opportunities to read a chapter, respond to the discussion questions, discuss their responses with Leader Learning Teams (LLTs) and apply the tactics in their schools.

At Studer Education we have defined a specific approach for leaders to learn with each other or what we call Leader Learning Teams. The LLTs are used in our Evidence-Based Leadership Development Institutes (LDIs) and are targeted at developing and improving leaders' skill sets in school districts. For more information, contact one of the authors, Dr. Janet Pilcher ([janet.pilcher@studergroup.com](mailto:janet.pilcher@studergroup.com)) or Dr. Robin Largue ([robin.largue@studergroup.com](mailto:robin.largue@studergroup.com)).

Prior to reading the first chapter, we suggest leaders take the *How to Lead Teachers Diagnostic Assessment* provided at the beginning of the guide to determine their performance gaps so they can focus their attention on very specific outcomes to improve their skills. Also, this diagnostic tool provides the **learning outcomes** for training sessions aligned to the book, *How to Lead Teachers to Become Great*.

- For your convenience, Studer Education offers an online assessment using this tool at [www.studereducation.com/EffectiveLeaderGPA](http://www.studereducation.com/EffectiveLeaderGPA).
- You can also find a teacher diagnostic tool, the *Effective Teacher GPA* at [www.studereducation.com/EffectiveTeacherGPA](http://www.studereducation.com/EffectiveTeacherGPA).

## Using this Guide in a School District

This *Discussion Guide* can be used in several different ways. Use a combination of approaches, select one of the following approaches or create one of your own.

1. Invite the authors to present the tactics to district and school leaders or deliver a workshop to leaders.
2. Use the guide in leader development sessions as part of district-wide training. Break leaders into Leader Learning Teams (LLTs) and assign them chapters and pages to complete in the *Discussion Guide*. Ask the groups to report out during the sessions.
3. Create Leader Learning Teams and ask someone to facilitate discussions and follow-up using the *Discussion Guide*.
4. Create an online learning community using the book as the instructional content and the *Discussion Guide* as an online learning resource.
5. Schedule your leaders to join an online learning community offered by Studer Education. The online module aligns to the book, *How to Lead Teachers to Become Great* and the *Discussion Guide*. (For more information, contact Dr. Robin Largue at [robin.largue@studergroup.com](mailto:robin.largue@studergroup.com), 850.432.7051)

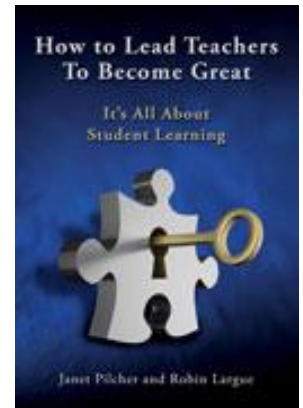
## Using this Guide in University Courses

1. Integrate the book and *Discussion Guide* into an existing course focused on preparing school leaders to recruit, retain, coach, and support teachers.
2. Integrate the book, *Discussion Guide* and developed online modules aligned to the book as part of an existing course.
3. Connect students to the *How to Lead Teachers to Become Great* webinars.

# ***How to Lead Teachers to Become Great: It's All About Student Learning***

**By Janet Pilcher and Robin Largent**

## **EFFECTIVE LEADER GPA DIAGNOSTIC TOOL**



Effective Leader GPA Exercise					
	Grade				
1. I recognize teachers for effective teaching using specific written feedback about their performance.	A	B	C	D	F
2. I coach and support teachers to continuously improve their performance.	A	B	C	D	F
3. After providing support, I address low performing teachers.	A	B	C	D	F
4. I use a peer interview process to hire teachers.	A	B	C	D	F
5. I hold 30/90 day meetings with new teachers.	A	B	C	D	F
6. I gain input from teachers about processes to be improved.	A	B	C	D	F
7. I gain input from teachers about recognizing others.	A	B	C	D	F
8. I coach teachers to plan focused lessons around 30 day increments to scaffold learning targets aligned to common skill sets.	A	B	C	D	F
9. I coach teachers to chunk instruction into meaningful pieces for students to learn.	A	B	C	D	F
10. I coach teachers to use classroom rules, consequences for breaking rules, and classroom procedures.	A	B	C	D	F
11. I coach teachers to create measurable learning targets to communicate to students what is expected of them.	A	B	C	D	F
12. I coach teachers to provide feedback to students that help students know what they are doing well and opportunities for improvement.	A	B	C	D	F
13. I coach teachers to use classroom assessment results to communicate to students their achievement levels.	A	B	C	D	F
14. I coach teachers to use classroom assessment results to communicate to parents.	A	B	C	D	F
15. I coach teachers to positively connect with parents prior to school year and throughout the year.	A	B	C	D	F
16. I coach teachers to be proactive in solving problems that hinder learning by rounding on their students.	A	B	C	D	F
17. I coach teachers to harvest wins with students by recognizing their success and communicating their success to others.	A	B	C	D	F
SCHOOL LEADER GPA _____					

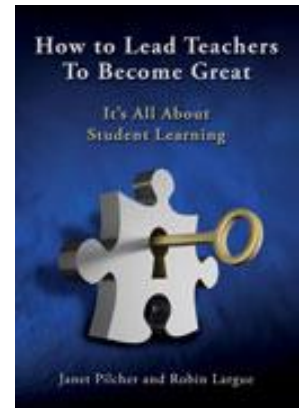
\* How to calculate the GPA: Assign a number to each letter selected (A=4, B=3, C=2, D=1, F=0). Add the numbers for items 1 to 17 and then divide the total sum by 17 to get your GPA.

# ***How to Lead Teachers to Become Great: It's All About Student Learning***

- **Janet Pilcher and Robin Largent**

## **DISCUSSION GUIDE**

---



### **Why Should a Leader Use this Guide?**

Teachers are under the microscope with mandated new evaluation systems. Our job as leaders is more important than ever – to coach and support the large majority of teachers who want to be great teachers and address the very few low performing teachers. The book and *Discussion Guide* assist leaders with diagnosing and enhancing their skills on specific tactics to help teachers become highly effective in their classrooms. Many districts have adopted evaluation systems such as those developed by Charlotte Danielson and Robert Marzano. The tactics in *How to Lead Teachers to Become Great* teach leaders to coach and support teachers as leaders evaluate teaching performance. Now is the time for leaders to sharpen their leadership skills to improve teaching performance. Teachers are depending on leaders to know how to engage in conversations with them and guide them to reach their highest potential. Students and their families are depending on leaders to ensure that every student has an effective teacher.

When introducing the book, Pilcher and Largent write,

Great school leaders recognize that teachers are what make great schools...We contend great teachers make great schools and that most teachers have a strong desire to make a difference in the lives of their students. It's dedicated support from school leaders, who refuse to settle for a "good" school or "good" teachers, that can help good teachers become great. (pages vii and viii)

### **Introduction**

1. Describe what the quote above means to you.
2. Describe what is meant by the way the authors use the term, "standardization."
3. In two to three sentences, explain evidence-based classroom learning.

## Chapter 1 – Pages 5 - 12

### *Discussion Probes*

1. Explain whether or not a leader should try to get everyone on board.
2. Identify high performing behaviors and describe the types of conversations leaders have with high performers.
3. Identify middle or what the authors now call solid performing behaviors and describe the types of conversations leaders have with middle/solid performers. The majority of a workforce is performing at a “solid” level. These are the people leaders want to coach and continue to recruit in their schools.
4. Identify low performing behaviors and describe the types of conversations leaders have with low performers.
5. Examine and then describe the sample conversation between Ms. Aaron and Ms. Heinz.

### *Practice Activity*

Think of one of your low performing teachers and describe a behavior or skill that demonstrates his or her low performance. Use the DESK approach to draft a conversation with this teacher. Apply high and solid performance conversations with teachers who fit into these respective categories. Describe how the high and solid performers react to your engagement with them.

## Chapter 2 – Pages 13 – 18

### *Discussion Probes*

1. Explain the process to use for selecting teachers to be peer interviewers.
2. Summarize benefits evident from applying a peer interview process.
3. Describe a leader’s role in the peer interview process.
4. Explain whether or not a leader should accept the results from the peer interview team.
5. Identify the components of the peer interview decision matrix.
6. Explain the difference between a performance-based and behavior-based question.
7. Describe what a leader considers when creating performance-based questions aligned to effective teaching.
8. Describe the process that is used to determine the scores of the peer interview process.
9. Examine and then describe the sample performance-based interview question.
10. Examine and then describe the sample behavior-based interview question.

### *Practice Activity*

Using the state or national expectations for teaching competencies and your knowledge of effective teaching practices, create a performance-based interview question. Using your school or district’s expectations for the way employees act or behave in a work environment, create a behavior-based question.

## Chapter 3 – Pages 19 – 24

### *Discussion Probes*

1. Describe the importance for leaders to schedule 30 and 90 day meetings with new teachers.
2. Explain the process leaders use to invite new teachers to the meetings without creating anxiety for the new teachers.
3. Describe the 30 day meeting.
4. Describe the 90 day meeting.
5. Examine and then describe Ms. Morton's 90 day meeting with Mr. Beck.

### *Practice Activity*

Identify a new teacher (new to the profession or new to your school). Use a 30/90 day meeting approach to draft both meetings with this teacher.

## Chapter 4 – Pages 25 – 33

### *Discussion Probes*

1. Describe why leaders “round” on their teachers.
2. What should leaders communicate to teachers before they start the rounding process?
3. Identify the main purpose of leader rounding.
4. Describe the rounding process; include all aspects of rounding.
5. Develop a leader response for a teacher engaging in a we/they conversation.
6. Discuss the purpose of a rounding log.
7. Discuss the purpose of a scouting report.
8. Why is recognizing teachers important? Describe how rounding creates a process for helping leaders recognize teachers more often.
9. Compare and contrast leader rounding and classroom walkthroughs.

### *Practice Activity*

Leader rounding provides a way for leaders to improve processes and recognize teachers. Create a plan for rounding on every teacher using the following guidelines:

- If 40 or fewer teachers, round monthly on every teacher
- If 40 to 80 teachers, round every two months
- If more than 80 teachers, round every three months

When developing your plan consider the questions you will ask, the process you will use for scheduling, the way you will inform teachers about leader rounding prior to beginning, the use of rounding logs to document information and follow-up, ways you will recognize teachers, and ways you will use the scouting report to manage up teachers to other leaders who may visit your school.

### *Summary Question for Principle 1*

After reading about and discussing the four tactics in Chapters 1 to 4, describe what is meant by *Principle 1 When Teachers Know What to Expect They Perform* (pages 1 to 3; summary pages 35 to 37).



## Chapter 5 – Pages 41 – 47

### *Discussion Probes*

1. Identify typical situations when teachers call parents. Remember, there is value in offering positive information to parents about their children; identify ways leaders could work with teachers to provide positive information to parents.
2. Discuss how teacher interactions with parents should make parents feel. In turn, how will teachers feel? How will the leader feel?
3. Why should leaders create a process for teachers to call parents prior to the school year?
4. Examine and then describe the sample AIDET® approach.
5. One way to introduce teachers to parents is by asking parents to complete a parent preference card. Identify the benefits for teachers, parents and students.
6. Examine and then describe the sample Parent Preference Card.

### *Practice Activity*

Encourage teacher and leader interactions with parents by suggesting teachers make 3 to 5 positive phone calls home each week to parents. Create a plan for working with teachers to gain higher parent interactions prior to the school year beginning and throughout the year.

## Chapter 6 – Pages 49 – 55

### *Discussion Probes*

1. Differentiate between a “rule” and a “procedure.”
2. When in classrooms, what would leaders look for to ensure teachers have good rules and consequences? What would leaders see teachers doing? What would leaders see students doing?
3. When in classrooms, what would leaders look for to ensure teachers have good procedures? What would leaders see teachers doing? What would leaders see students doing?
4. Identify the cause of most behavior problems in classrooms. Describe how this relates to what teachers might not do well.
5. Identify the advantages leaders see when teachers assess students on classroom rules, consequences for breaking rules, and procedures.

### *Practice Activity*

Walk into a high performing teacher’s classroom and jot down the classroom rules, consequences, and procedures and observe what you notice about students. Walk into a low performing teacher’s classroom (one who has discipline problems) and jot down the classroom rules, consequences, and procedures and observe what you notice about students. What differences do you notice in the two classrooms? What could the low performing teacher do to improve? How could you engage in a conversation with the low performing teacher to improve the classroom environment?

### *Summary Question for Principle 2*

After reading and discussing chapters 5 and 6, describe what is meant by *Principle 2 What Teachers Permit in Their Classrooms, They Promote* (pages 39 to 40; summary pages 57 to 58).



## Chapter 7 – Pages 63 to 69

### *Discussion Probes*

1. State the moral of the story about teaching students to swim. Relate how the story translates to leaders work with teachers.
2. Describe how learning targets help teachers connect the dots for students. Explain what this looks like in teachers' classrooms.
3. Review the 'sticky ball' analogy and identify 1 to 2 learning outcomes from the analogy.
4. Describe the components of a well-written learning target.
5. Describe what leaders would see when teachers communicate these targets to students.
6. Examine whether or not there is value to teachers thinking about measures attached to the learning targets.

### *Practice Activity*

Walk into a teacher's classroom at the beginning of a lesson. Jot down your response to this question: "Do students know what is expected of them?" Explain your answer. Also, observe what happens when the teacher transitions from one concept to another or one activity to another: "Does he or she use the learning targets to make the transition?" If so, describe whether this helps the students connect the dots. If not, describe what he or she could have done and how it would help students connect the dots.

## Chapter 8 – Pages 71 to 83

### *Discussion Probes*

1. Describe how leaders facilitate teachers reviewing student standards. Select 10 to 15 common skills that cut across standards in and across content areas.
2. Explain how the 30 Day Plan approach and teachers answering the four questions on page 72 help teachers provide a learning environment that gives students an opportunity to achieve.
3. Discuss the importance of determining what a leader should STOP doing as well as START doing. What about for a teacher?
4. Demonstrate how the 30 Day Plan approach uses the concept of what Jim Collins called a *BHAG*. How does the 30 Day Plan help teachers chunk instruction?
5. Examine and then describe Figure 8.1.
6. Review the process Ms. James used to teach writing a well-organized paragraph. Identify 3 to 5 actions that were meaningful in the process Ms. James used.
7. Examine and then describe Figure 8.2. Examine and then describe Figure 8.3.
8. Read what a teacher says about applying the 30 Plan process (page 83) and identify whether there is value in teachers using this process to help students learn. What makes this type of thinking about planning different from some current ways of planning?

### *Practice Activity*

Select a teacher who applies teaching skills closely aligned to a 30 Day Plan approach and one that does not. Observe both teachers. Jot down what the teachers are doing and jot down what the students are doing. What makes one classroom different from the other?

## Chapter 9 – Pages 85 to 96

### *Discussion Probes*

1. According to research, identify what a student's grade represents. Discuss whether or not there is value in teachers following what the research states about assigning grades.
2. Examine and then describe Figures 9.1 to 9.4. As a leader, if you were reviewing this information, would you have a good idea of teachers' expectations of students? Why or why not?
3. Examine and then describe Figure 9.5. As a leader, do you have confidence that this teacher knows what students can and cannot do and which students need additional assistance? Why or why not?
4. When teachers execute this type of plan and let students know where they stand (recognize achievements and identify gaps), how do you think students would respond? Why?

### *Practice Activity*

Create a plan for how you or others could use this type of planning information in data team meetings focused on student achievement. Describe how this type of information supplements benchmark test data to help teachers gain better insight on each student.

### *Summary Question for Principle 3*

After reading and discussing Chapters 7 to 9, describe what is meant by *Principle 3 What Teachers Measure, Students Value* (pages 59 to 62; summary pages 97 to 98).

## Chapter 10 – Pages 103 to 107

### *Discussion Probes*

1. Years ago, Gallup found that it takes 3 compliments to 1 criticism for someone to exhibit a positive action. The research along with this finding suggests that telling students what's right is an important first step to help them improve. According to this chapter, identify one thing teachers could do to follow this research.
2. Describe what a teacher's classroom looks like in action when a teacher's actions align to performance-driven classrooms.
3. Describe how leaders develop teachers to provide students with strong examples of work aligned to learning targets as well as weak non-examples of work. Remember, teachers use weak non-examples that do not disclose students' identity. The purpose is to view sample content of work.
4. List potential benefits of the feedback strategies presented. Describe other types of feedback strategies teachers could use.

### *Practice Activity*

Ask a teacher to discuss her lesson plan with you. Ask her to identify the learning targets. Ask her to describe the strategy she will use to determine how well students have achieved the learning target. This strategy should include information she collects in some way to check for student achievement. Go back and reflect after this meeting. Identify ways the teacher could improve her lesson plan to document learning targets with aligned feedback strategies.

## Chapter 11 – Pages 109 to 112

### *Discussion Probes*

1. At the end of the day, teachers should walk out of their classroom asking, “how well did students learn?” rather than “how well did I teach?” Differentiate between these two questions. What could leaders do to help teachers focus on asking and answering the first question?
2. At the end of the day, leaders should leave asking “how well did I coach and support teachers reaching their highest potential today?” Why is it important for leaders to answer this question? As a leader, how would you answer it?
3. Describe the purpose of “rounding” on students. Why is this purpose important? Discuss whether teachers and leaders act out this purpose enough with students?
4. Describe why teachers should round on students. Discuss how leaders could communicate the “why” to teachers. Describe the process of rounding on students.

### *Practice Activity*

Develop a plan for training teachers on the student rounding process. Include why student rounding is important, how students and teachers benefit, and what the process looks like in action.

## Chapter 12 – Pages 113 to 118

### *Discussion Probes*

1. Identify what motivates most leaders, educators, and students to achieve. What demotivates?
2. Discuss how a leader would explain the concept of “fairness” to teachers.
3. Identify what leaders should consider when recognizing or rewarding someone’s performance. What should the leader do? What should the leader NOT do?
4. List potential benefits of the recognition strategies presented. Describe other types of recognition strategies teachers could use.

### *Practice Activity*

Give a completed WOW Card to three teachers identifying very specifically something they did well. Give them three WOW Cards to complete about their students. Ask them to complete the three WOW Cards on students in their classrooms and present cards to students. Then ask them to ask the students to give a completed WOW Card to one of their peers. We call this WOWMANIA!!!

### *Summary Question for Principle 4*

After reading and discussing chapters 10 to 12, describe what is meant by *Principle 4 When Teachers Coach, Students Learn* (pages 99 to 101; summary pages 119 to 120).

## Chapter 13 – Pages 123 to 131

### *Discussion Probes*

1. The goal is for students to own their learning. Identify actions teachers can take to move students from depending on them to becoming self-directed learners.
2. Identify who makes up the team for helping students reach their highest potential. Describe how a leader reinforces this team effort. As a leader, what could you do better?
3. List the types of opportunities teachers have to roll out data. Identify the benefits for students when teachers take advantage of these opportunities.
4. When taking advantage of data roll out opportunities, how does this modify the way leaders think about teachers' roles?

### *Practice Activity*

Develop a plan for training teachers on rolling out data to students and parents. Include why doing so is important and how students, their parents and teachers benefit?

## Chapter 14 – Pages 133 to 139

### *Discussion Probes*

1. Identify how teachers and students can benefit if leaders create teacher learning teams. Describe a process for creating such teams.
2. Differentiate between a mentor and coach based on discussion in this chapter. Choose the one a leader wants to teach teachers to apply as part of teacher learning teams.
3. Examine and then describe the *Coaching Probe Tool*. To help leaders view the classroom from a student's lens, Pilcher and Lague created a similar tool, the *Student Engagement Observation Tool* that includes the same categories but asks questions based on what students are doing. How could leaders benefit from both tools?
4. Describe the value the "rounding" process has when teachers use this approach in their learning teams.
5. Identify the value for using the "Bright Idea" Card to gather input from teachers.

### *Practice Activity*

Visit a high performing teacher's classroom and use the *Coaching Probe Tool* to document what the teacher is doing. Then, send a note to your staff highlighting some of the best practices the teacher used and recognizing her or him for the good work.

### *Summary Question for Principle 5*

After reading and discussing chapters 13 and 14, describe what is meant by *Principle 5 When Teachers Share Results, Everybody Wins* (pages 121 to 122; summary pages 141 to 142).

## Final Thoughts (Summary Reflection) – Pages 143 - 147

### *Discussion Probes*

1. Describe how the 14 tactics help spin the organizational flywheel.
2. Why is it important for the flywheel to spin?
3. As a leader, what will you START doing?
4. As a leader, what will you STOP doing?
5. The Studer Education Continuous Improvement Flywheel™ is provided below. In a paragraph describe how each part of the flywheel (diagnose, act, coach, validate, and assess) become important when leaders and teachers apply the 14 tactics in *How to Lead Teachers to Become Great*.



### *Culminating Practice Activity*

Select specific tactics you as a leader will implement in the next 90 days. Select the tactics; describe “why” you chose these tactics; explain “what” you will communicate to teachers about “why” the tactic is important to implement; and sketch “how” the tactic will be executed by leaders and teachers.

**THANK YOU FOR CARING ABOUT  
TEACHERS AND STUDENTS!**

## Authors

**Dr. Janet Pilcher** has a Ph.D. in Measurement and Evaluation from Florida State University, known to have one of the top ten leading programs in the United States. She also has a master's degree in educational leadership and a bachelor's degree in business. She has published a number of research articles, several books, and has trademarked online tools that help leaders and teachers improve their performance. She has also received and led over 17 million dollars of grants and contracts.

Dr. Pilcher began her education career as a high school math teacher and tennis coach. After teaching for 3 years, she received a graduate assistantship to attend a doctoral program at Florida State University. She was responsible for analyzing the statewide standardized test data for Florida schools. In addition, she was selected to lead a research project studying critical issues that led to a high rate of infant mortality in Gadsden County, Florida.

In 1991, Dr. Pilcher joined the faculty at the University of West Florida in Pensacola, Florida. Dr. Pilcher was the associate dean and then dean of the College of Professional Studies for 11 years. During her tenure, she was the first dean at the university to lead faculty to develop online programs that today are some of the largest programs on campus.

In 2005, she launched an entrepreneurial center affiliated with the University of West Florida where she and her co-inventor, Dr. Robin Largue created TeacherReady®, a premier virtual program that prepares second career teachers who live all over the world. Currently the program certifies teachers in 49 states and 71 countries.

In May of 2010, Dr. Pilcher started a new education division affiliated with Studer Group, a highly recognized and award winning small business. Since joining the new venture, she leads the Studer Education team to continue to offer TeacherReady®, work with “struggling” schools to apply the 14 tactics described in *How to Lead Teachers to Become Great*, and partner with school districts and school leaders to apply an Evidence-Based Leadership<sup>SM</sup> framework to create a culture of change and accountability in K12 schools. Dr. Pilcher has published a number of research articles, several books, and has trademarked online tools that help leaders and teachers improve their performance. She has also received and led over 17 million dollars of grants and contracts.

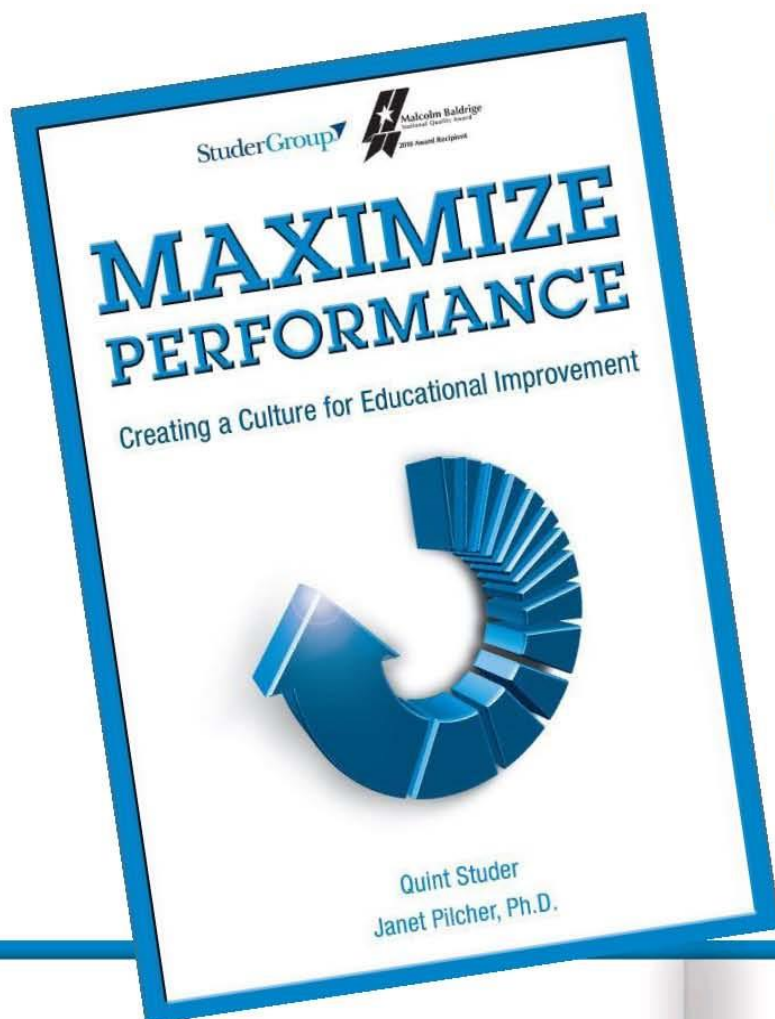
**Dr. Robin Largue** has an educational doctorate degree in Educational Leadership from Florida State University, a master's of arts degree in history from the University of West Florida, and a bachelor's degree in history education from the University of Alabama. She received her educational leadership certification and license in the state of Florida.

She has leadership experiences as an executive leader and high school principal in the Escambia County School District, Florida. Dr. Largue served the school district for almost three decades with responsibilities including the director of secondary education, a 10 year stint as the principal of Pine Forest High School, an assistant principal at Escambia High School, and a high school history teacher. In 1999, Dr. Largue left the school district to serve as the leader of the Educational Leadership program at the University of West Florida.

In 2003, Dr. Largue and Dr. Pilcher developed the first pilot program for TeacherReady®, an online alternative certification program. In 2005, the program received State of Florida program approval to professionally certify teachers. At that time, Dr. Largue joined Dr. Pilcher to start an entrepreneurial center affiliated with the University of West Florida where they developed and supported this premier virtual teacher certification program.

In 2010, Dr. Largue partnered with Dr. Pilcher to grow their work with new demands from the educational field. As a result she has partnered with Dr. Pilcher to start a new education division in Studer Group. Dr. Largue is the Studer Education Lead Coach for the Evidence-Based Leadership<sup>SM</sup> K12 approach applied in school districts. She is the co-author of *How to Lead Teachers to Become Great* and has developed many face-to-face and online learning modules for leaders and teachers.





Fire Starter PUBLISHING



## In Education, Even the Way We Change Has Changed. To Survive and Thrive, We Must Perform at a Higher Level—Continuously.

Our professional field has always dealt with change. But the environment we're navigating now requires change at a new level. We've moved from experiencing episodic change to continuous change—and as John Kotter has famously noted, that requires a whole different set of skills and a whole different level of urgency.

In *Maximize Performance: Creating a Culture for Educational Improvement*, Quint Studer and Dr. Janet Pilcher explain how to leverage the powerful values that have always defined educators—passion, fortitude, willingness to learn—to meet the challenges of our disruptive external environment. Together, they lay out the framework, principles, processes, and tactics that hardwire excellence in educational systems—all the while growing a culture of consistent, reliable execution that drives quality higher and higher (and higher!) and produces significant results.

The book will help you:

- Apply organizational and leadership assessments to diagnose educational system strengths and areas to improve
- Align key performance drivers throughout the educational system (all schools and all departments)
- Coach executive teams to work with leaders to select school and department strategies aligned to key drivers
- Engage in district, department, and school performance reviews to validate the execution of strategies at the system, school, and department levels
- Train leaders in core leadership skills: Performance Management, Key Communication Skills, Teamwork

Visit [www.FireStarterPublishing.com/MP\\_Carnegie](http://www.FireStarterPublishing.com/MP_Carnegie) to receive a complimentary review copy once the book is released.



Studer, the founder of Studer Group® and an organizational performance and execution expert, is best known for his work in healthcare—an industry whose challenges are strikingly similar to those faced by education.



Dr. Pilcher, a former dean of a college of professional studies, professor, math teacher, and creator of the education division of Studer Group, works to create cultures of change and accountability in K-12 school systems and institutions of higher education.