

**Building a Purposeful
Community**

to

Meet 4th Cycle

MSIP Requirements

BALANCED LEADERSHIP



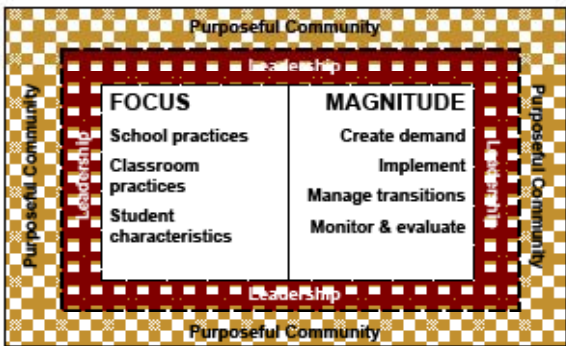
Balanced Leadership: School Leadership that Works™

Developing a Purposeful Community

MREL

BALANCED LEADERSHIP

The Balanced Leadership Framework™



Purposeful Community	
FOCUS School practices Classroom practices Student characteristics	MAGNITUDE Create demand Implement Manage transitions Monitor & evaluate
Purposeful Community	

MREL



What is a purposeful community?

A purposeful community is one with the collective efficacy and capability to develop and use assets to accomplish purposes and produce outcomes that matter to all community members through agreed-upon processes.

(McREL, 2004)



Purposeful community



Associated leadership responsibilities

- [Affirmation](#)
- [Communication](#)
- [Culture](#)
- [Ideals/beliefs](#)
- [Input](#)
- [Relationships](#)
- [Situational awareness](#)
- [Visibility](#)



What is collective efficacy?

“For schools, collective efficacy refers to the perceptions of teachers in a school that the faculty as a whole can execute the courses of action necessary to have positive effects on students.”

(Goddard, 2001)

“Efficacy judgments are beliefs about individual or group capability, not necessarily accurate assessments of those capabilities.”

(Goddard, Hoy & Hoy, 2004)



Key research findings

- There is a positive and significant relationship between collective efficacy & student achievement.
- Collective efficacy has a stronger effect on student achievement than race or socio-economic status.
- Collective efficacy is task-specific.



Conclusions from literature

“Efficacious schools are more likely to:

1. Accept challenging goals,
2. Demonstrate stronger efforts, and
3. Persist in efforts to overcome difficulties and succeed.”

“Weak collective efficacy is likely to lead to reduced effort and a propensity to give up when things get tough.”

(Hoy, Smith, & Sweetland, 2002)



Interpreting success

According to Bandura,

“If the success is attributed to internal or controllable causes, such as ability or effort, self-efficacy beliefs are enhanced. But if the success is attributed to luck or the interventions of others, self-efficacy may not be strengthened.”

(Hoy, Smith, & Sweetland, 2004)



Interpreting failure

According to Seligman (1990), “learned helplessness” is caused by experiences in which people learn that nothing that they do matters and their responses do not bring them what they want. They learn to expect that, in the future, their actions will once again be futile.

Learned helplessness is the belief that your actions will be futile.



Two dimensions of hope

Permanence – The extent to which you perceive the events as permanent

Permanent: Schools will never change.

Temporary: At times, schools struggle with change.

Pervasiveness – The extent to which you perceive the events as pervasive and catastrophic

Universal: All schools need to be fixed.

Specific: This school needs to address some things.

(Seligman, 1990)



Creating hope

*Finding *temporary* and *specific* causes for misfortune is the art of hope. Temporary causes limit helplessness in time, and specific causes limit helplessness to the original situation.

On the other hand, *permanent* causes produce helplessness in the future, and *universal* causes can spread helplessness throughout all endeavors. Finding permanent and universal causes for misfortune is the practice of despair."

(Seligman, 1990)



Optimism in leadership

“The optimistic individual perseveres. In the face of routine setbacks, and even of major failures, he persists. When he comes to a wall at work, he keeps going, particularly in the crucial juncture when his competition is also hitting the wall and starting to wilt”

(Seligman, 1990)



Three edges of optimism

- **Selection of optimistic individuals to fill positions**
- **Putting the right people in the right jobs blending both appreciation of reality and dreaming**
- **Learning how to use optimism**



SMILE

S = Situation

- What is the situation?

M = My beliefs

- What are my beliefs about this situation?

I = Impact

- What impact does this situation have on me?

L = Listen to the other side

- What can I learn by listening to the other side?

E = Energy renewal

- How can I reframe this issue and renew my energy to move forward?



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