Excerpts From HEART! Fully Forming Your Professional Life as a Teacher and Leader

The following passages are excerpted from Timothy D. Kanold's *HEART! Fully Forming Your Professional Life as a Teacher and Leader*, 2017.

One focus of the book *HEART!* is about achieving *eudaimonia*.

Eudaimonia? What is that?

Persons who are emotionally more positive and thus happier, who generally have more satisfying lives, and who live in happier communities, are more likely both now and later to be healthy, productive, and socially connected.

The 2013 World Happiness Report reveals:

In the great pre-modern traditions concerning happiness, whether
Buddhism in the East, Aristotelianism in the West, or the great religious
traditions, happiness is determined not by an individual's material conditions
(wealth, poverty, health, illness) but by the individual's moral character. Aristotle
spoke of virtue as the key to *eudaimonia*, loosely translated as "thriving." Yet that
tradition was almost lost in the modern era after 1800, when happiness became
associated with material conditions, especially income and consumption. This chapter
explores that transition in thinking, and what has been lost as a result. It advocates a
return to "virtue ethics" as one part of the strategy to raise (evaluative) happiness in
society.*

Happiness is a positive emotional state of being, a state your students and colleagues need you to be in every day. But it is not Nirvana. And it is not free. It comes with a price. It is a tax on your energy, engagement, and ability to respond when all you really want to do is rest and, sometimes, weep.

Passion, love, compassion, hope, joy, gratitude, and stability—these are all elements of a better present. There becomes a balance of emotions, perseverance, and purpose for finding happiness and achievement in our work and in connecting or reconnecting to our calling as a teacher and leader of others—students, parents, and colleagues.

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HEART!

Session 463: Your Professional Journey As A Teacher Of Mathematics! Finding Your Voice, Finding Your Joy!

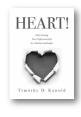
"I define your "voice" or heartprint as the distinctive impression and marked impact your heart leaves on others—your students and your colleagues, as your career and your school seasons unfold."



Timothy D. Kanold, PhD tkanold.blogspot.com tdkanold@gmail.com Twitter: @tkanold

R U Available for a Quick Call?





"I define your "voice" or heartprint as the distinctive impression and marked impact your heart leaves on others your students and your colleagues, as your career and your school seasons unfold."



My Heartprint! The H and E of Our Work!



- Examine cultural elements of professional Happiness.
- •Consider data about professional **E**ngagement.
- •Choose a balanced Quadrant II life!

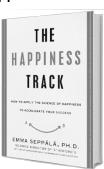




H Is for Happiness The Science of Happiness

Happiness is a state of heightened positive emotion.

"[Happiness] increases our emotional and social intelligence, boosts our productivity, and heightens our influence over peers."





Who is the most joyful person you know at work?

Then, List three one word characteristics of this person!





Who is the most joyful person you know?

Stability is about strength— We can do this!

Stability is about support—
I will be there when you fail.



Stability is about peace—
I will demonstrate joy
and gratitude toward you.

There is a joy-gratitude-stability connection.

Happiness and ...



Hope is about direction— Where are you taking me?

Hope is about faith—
You know where to take me.

Hope is about guidance—

You will help me own how to get there.

Happiness and ...



Compassion is about caring—
You mourn the setbacks of others.

Compassion is about support—You cheer on their victories.

Compassion is about love—You do not withhold it.

World Happiness Report

eudaimonia

(n.) lit. "human flourishing;" a contented state of being happy and healthy and prosperous



pronunciation: U-de-'mOn-E-a English / Origin: Greek

My Heartprint! The H & E of Our Work!



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Engaged Teachers Enjoy Personal, Professional Edge

by Matt Hastings and Sangeeta Agrawal

STORY HIGHLIGHTS

- Engaged teachers report higher levels of purpose well-being
- Engaged teachers report higher personal and professional satisfaction

Left to our own devices, we are most likely not to fully engage in our work life.

2016 Gallup Research

What percent of U.S. K–12 teachers do you think are fully engaged in their daily work?





2005–2018 Gallup Research

Engaged teachers: constantly look for new and better ways to achieve outcomes



(Kanold, HEART! Fully Forming Your Professional Life as a Teacher and Leader, 2017)

Engaged Workers Most Common in U.S. and Canada, Actively Disengaged in MENA As in Gallup's previous employee study, engagemen es vary across different global regions and among countries wit nal level, U.S.A. and Northern America (that is, the U.S. and Canada) Canada workers, at 29%, followed by Australia and New Regionally, Engaged Employees Most Common in the More than one in three workers in the Middle East and ? Engaged oot Engaged Actively Disengaged United States and Canada Australia and New Zealand Latin America 60% 19% Commonwealth of Independent States and nearby countries Western Europe 21% 20% 14% 66% Southeast Asia Central and Eastern Europe 11% 63% 26% Middle East and North Africa South Asia 10% 61% 29% Sub-Saharan Africa East Asia 6% 26% 2011-2012

2005–2018 Gallup Research

Not engaged teachers: satisfied with their jobs, not emotionally connected, and unlikely to devote much **discretionary** effort to their work



(Kanold, HEART!, 2017)

2005–2018 Gallup Research

Actively disengaged teachers: unhappy, and act out their unhappiness in ways that undermine what their coworkers accomplish



(Kanold, HEART!, 2017)

What do you believe is a primary cause for the lack of full engagement by educators at work?



Discuss ...

For volunteers, work will not be satisfying unless they can answer "yes" to three critical "Voice" questions:

- 1. Is the work meaningful to me personally?
- 2. Is my emotional energy high or low? Do I feel energized or drained?
- 3. Do I enjoy the people with whom I am serving or volunteering?



When you know your why, your what has more impact, because you are walking in and toward your purpose.



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Who Do You Really Want to Hang Out With?

Nobel Prize-winning economist Daniel Kahneman's list of people we most desire to socialize with in a more *mutually nourishing* way:

- 1. Friends, then relatives
- 2. Spouse or partner, then children
- 3. Students or parents, then coworkers or colleagues
- 4. Then ... your boss

(Goleman, Social Intelligence: The New Science of Human Relationships, 2006, pp. 311–313)

The PLC Process Is Served by Effective Knowledge Sharing

"We believe a broad acceptance of the emotional lives of others is crucial for establishing good working relationships—and good relations, in turn, lead to effective knowledge creation."

(**Von Krogh** et al., 2000, in **Fullan**, 2001, p. 51)



Embracing the Emotional Lives of Our Colleagues

Collaborating with colleagues expects transparency in our practice!

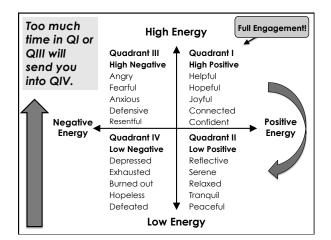


My Heartprint! The H, E, and A of Our Work!

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- Consider data about professional **E**ngagement.
- Choose a balanced Quadrant II life!

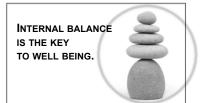


	High Energy			
Negative .	Quadrant III High Negative Angry Fearful Anxious Defensive Resentful	Quadrant I High Positive Helpful Hopeful Joyful Connected Confident		
Energy	Quadrant IV Low Negative Depressed Exhausted Burned out Hopeless Defeated	Quadrant II Low Positive Reflective Serene Relaxed Tranquil Peaceful	//	
Low Energy				



Your PLC Heartprint Pursuit

If your fundamental goal is to seek external balance then you have aimed too low.



Quadrant II Time Required!

Becoming fully engaged in Quadrant I while strategically engaging in Quadrant II activity ...



Only you can know what this is for you.

Is Your Professional Life in a State of Unbalance?

Do you hear complaints from colleagues, students, parents, friends, and family regarding your "out of balance" life? I cannot remember a year when the issue of balancing or juggling all the pressures of school wasn't either a major or minor concern for teachers and students or their parents—and for me too.

We live in an era in which students and adults are bound by a fast-paced life, tied together by their schedules, text messages, iCalendars, computers, and smartphone apps. The demands of our schedules eat into the very essence of our existence. So, what we most seek is a balanced life—time for work, play, family, friends, travel, academic study, faith, hobbies, reflection time, and sleep.

Thus, we make a choice. We can either pursue *external balance* or *internal balance* and the question is, Which balance solution is best? Before I define these two different approaches to seeking balance in your life, first reflect on your current patterns of behavior.

External balance assumes that outside circumstances need to change, circumstances beyond your control as you fall prey to the plague of *if only*: *If only* the Internet didn't exist (eliminating blogs, email, Twitter, Snapchat, Google Hangouts, parent portals into your gradebook, and more); *if only* the board of education, community, and faculty didn't have such high expectations; *if only* the local press would just leave you alone; *if only* your teacher teams would be more fully functioning on their own; *if only* parents would just stop complaining and be more helpful; *if only* students would work harder; *if only* students would show up for school; *if only* we had more services for EL students.

Then, you think, you could lead a more balanced work life. Not so.

The answer to living a fully formed professional life—a life that honors the expectation of being your quadrant I best for your students and colleagues every day—lies not in eliminating external disorder but in seeking out the requisite quadrant II low positive energy time that helps you to face the *internal disorder* of your life.

Dwell on that thought for just a minute: the internal disorder?

It lies in creating an internal order that allows you to focus on a few actions in your job and your life really well—and doing them at a deep, reflective, and meaningful level. No superficiality in that lesson preparation and design or those discussions with colleagues and faculty members.

Too much time in either quadrant I or quadrant III will send us deep into quadrant IV.

In other words, we discipline ourselves to *strategically disengage* from quadrant I and intentionally engage in meaningful quadrant II time—every day. The stakes are high. By pursuing daily quadrant II time, you become more able to mobilize, focus, inspire, and regularly take action that renews the energy of students and colleagues. You become more of a professional, as you are more able to *fully engage* with others.

Solitude is a required aspect for quadrant II, as it is in solitude that you slow down enough to allow introspection into your professional and personal life. There are, of course, other daily routine actions you can take to slow down for some low energy, meaningful, and reflective quadrant II time.

- During the week, plan windows of time with nothing on your schedule except reflective brainstorming.
- Purposely stand in a longer line at the store, and do not look at your smartphone.
- Take off your watch and shut down your email on the weekends. Leave an emergency contact number if needed.
- Plan to deliberately show up early while you are waiting to meet someone. While waiting, give yourself permission to do nothing but notice your surroundings.
- Most important, however, find brief periods of time for solitude and reflection—no inputs, no noise, and no voices from colleagues (unless invited in), family, or friends coming at you.

Solitude comes in many forms and not always at the same time each day. Maybe you like the quiet stillness of the early morning. Maybe you like to run, jog, or walk. Maybe you prefer to write in a journal or to just let your mind decompress as you do household chores. The *key* is that whatever you do to quiet your mind, do it in real solitude. Just you, your thoughts, and low positive energy. Use solitude as an opportunity to become aware of your own personal attitudes, mindsets, and beliefs about your students or colleagues and your work life in general.

Try to get comfortable with the quiet.

Simply ask yourself, "How am I doing? Who did I forget to notice today? What are my priorities? Am I spending quality time with my family? What did I learn from that crisis today? How will or should I respond differently next time? Am I treating my students or colleagues of my faculty with respect and appreciation? Am I willing to at least listen to their perspective even if I disagree with them?"

Spend time reflecting on the past to impact a better future. Examine how well you are engaging others in difficult decisions without being condescending or judgmental. Use this time to become clear on the type of deliberate practice you can engage in so other most benefit from your growth as a professional educator.



Your Voice of Wisdom

H E A

Don't count the days, make the days count.

-Muhammad Ali

It seems only appropriate to honor Muhammad Ali¹³⁴ with a quote, as he passed away while I was working on the manuscript for this book. This chapter and the next two are about becoming more aware of the voice of wisdom you teach and defend to others and knowing if your daily thought and wisdom choices make a difference.

How do we make the days of our professional life count?

Several themes were emerging for me during my early years of teaching at Stillman Valley, even if I could not articulate them to you at the time. I was shaping my voice, but I did not really know it. My voice, my themes of beliefs, became more solidified during my middle years of teaching with Rick DuFour (he was my principal) and other colleagues at West Chicago. Rick taught me the importance of being aware of my beliefs and thoughts about teaching and learning, and then viewing those beliefs through the lens of wise behaviors.

In my subsequent years at Stevenson, I referenced those fundamental beliefs as the *swords* I would defend during my entire professional career. That metaphor seemed a bit too graphic to me and, eventually, I thought of it more as just knowing my *voice*.

I have spent a lifetime trying to defend the elements (behaviors) of my voice—teaching them, honoring them, modeling them with my own behavior, and being wise about them. If you worked with me, those behaviors were non-negotiable. We would pursue them—forever. How we achieved them could be highly variable. But whether we would pursue them would not be a choice.

This is a cultural and cold reality of our heartprint on others. Our students and our colleagues have a right to know our voice for sustained and improved learning. And we

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Reflect on one element about student learning essential to your voice. It is so important to you that when others join your team, you make sure they reach clarity on this belief. ${
m TOW}$ do you create an engaging, meaningful, and fun place to learn each day?

have a responsibility to make sure it is a voice informed by the thought and wisdom of those who do meaningful research in the field of education.

Do you know your voice? Who are you, anyway?

The secret to knowing your voice is to take a close look at *why* you respond the way you do. Why do you passionately defend certain principles and behaviors?

$\mathbf{M}\mathbf{Y}$ heartprint

The following five elements of my voice—my thought and wisdom—took about fifteen years to shape and unfold for me to be able to teach them to others, use them with clarity, and recognize when they were or were not happening in my classroom or with my colleagues. As we worked together, my voice became integrated with their voices, and their voices became integrated with mine. These elements eventually became our shared voice at Stevenson.

First, the classroom should be a fun and engaging place for each and every student. Every classroom will reveal a relevant, meaningful, and connected curriculum every day. We each should think like elective class teachers! Imagine if students didn't have to enroll in your elementary school grade level or your middle school or high school course? What if it was optional? How could we make students want to be in our class each day?

By *relevant*, we want students to learn important content. Why is the content relevant and urgent to learn, and how it is connected to other subject areas?

By *meaningful*, we need the wisdom to present the lesson from the students' point of view and make the topic meaningful to them.

MY HEARTPRINT

Back then, I remember Zalman Usiskin inspiring me. He taught at the University of Chicago and emphasized that all fields of study need to apply to the lives of students and have relevance and meaning every day. And with a twinkle in his eye, he would say students need to work hard, and we need to make it fun to boot! Is your classroom, your school, or your district a fun and engaging place for all?

MY HEARTPRINT

Second, students have the right to be college and career ready. We will ensure that unit assessments are high quality, in common, scored with fidelity, and used for formative student and teacher team learning purposes. This was ingrained in me as I observed a K–12 system that used assessments to sort students as early as fourth grade.

My beloved discipline of mathematics often was the root of that sorting injustice, especially among students from minority groups. I knew it wasn't right. Every student deserves access to the curriculum and the support of a collaborative school culture to achieve success in the college and career readiness curriculum.

MY HEARTPRINT

Third, textbooks cannot be the sole wisdom authority. Every classroom will use student-engaged instruction and learning every day. I have been an author of a major mathematics textbook series since the late 1980s. I believe in what my colleagues and I write, and I also believe that the curriculum we present to teachers can be a tremendous aid to their thoughtful work, development, and content wisdom for the subject. Yet, during my early years at Stillman Valley, I had become so book dependent that my own learning became stunted a bit. I could not think for myself.

The textbook is and should be a great resource, as it is a resource designed by experts in the field. And yet, it is just one of many resources to use as your knowledge and understanding of how to present content develop and mature. I discovered that if I allowed the curriculum to do all the work for me, it took away from my own learning, wisdom, and thought processes for life-long content development.

	there any areas of you
SC	chool program in which student
aı	re being denied access to th
CI	urriculum?
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How do you and your team ensure you will be lifelong learners of the content you teach?

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We should be sure to use experts we trust to sort through the maze of advice that comes at us. For example, one place I know I can go for reliable teacher-made content lessons and video resources is LearnZillion (https://learnzillion.com). Visit www.youtube.com/user/learnzillionvideo to learn more about it and make your own judgments.

Fourth, students have the right to learn with technology. Every classroom will integrate some type of technology into the student learning experience. When I became an adjunct professor at Loyola University Chicago, the first thing the dean of the graduate school expected from me was my technology integration plan. Good for her!

It was clear the university had a technology voice it expected me to satisfy, and this thrilled me, as it was part of my own personal voice as well. The first course I taught was a doctoral studies course for future superintendents.

In this case, I decided each student would keep a personal blog for the course. All papers and projects would be turned in to the blog. Students would answer questions I posted for class on their blogs, and everyone would have a blog buddy whose submissions he or she would have to review and critique. Students had to read entries on my class blog and then comment on those entries. Since they were timed, I would know the exact date and time the students responded.

In this sense, the technology served the growth, thinking, and debate around the ideas of the class. It was not used just for the sake of using a nice technology.

However, this is where I required a growth mindset if I wanted this practice to become part of my thought and wisdom. I did not know exactly how to do this!

So, I went to Chris Salituro, a social studies teacher and leader at Stevenson, to teach me how to manage and organize the work. I asked my tech tutor and guru Charlene Chausis to come to my class on the first night and help me help my students set up their blogs and trouble-shoot any initial problems. Chris and Charlene served as my tech team!

$ \mathbf{M}\mathbf{Y}$ hearti	PRINT .
How do you help students learn by using technology? How do	
you ensure that the technology is in the service of student learning?	

And this brings me to the final element of my thought and wisdom development. In short, I recognized I did not have enough wisdom to become a better thought leader without the collaboration of those two colleagues.

Fifth, individually, educators never have enough wisdom. Every grade-level and course-based teacher will actively participate in a collaborative, interdependent learning community. In my early years of teaching, we did not have the wisdom and the voice of Carol Dweck and her growth mindset research. Nor did we have the deeply held belief that we can and should work to improve our own knowledge base every day.

I suspect gathering the wisdom of others may be true of you anyway. You most likely would not be reading a book called *HEART!* if you didn't have a heart for this perspective on your work life.

Eventually, these five elements of my professional voice became part of my everyday behavior. They energized me as I used them to focus the work of others. They moved from vaguely hanging around in the back of my mind to impacting every moment of my daily actions as an educator.

So, what is in your wisdom bucket?

MYHEARTPRINT

Ultimately, you must ask, "Are my wisdom, my thoughts, my voice, about the right things? What if my voice is wrong? Should you follow me then? How would I know if the critical elements of my professional voice are right?" The next chapter provides some valuable signposts to help validate the beliefs and principles that shape the climate of our professional voice.

What are the commit-		
ments and the essential elements		
of your professional voice? Using		
simple words or phrases, write		
three to five elements that, like		
the five I described, represent		
your wisdom and beliefs—the		
principles you are so passionate		
about that you will defend, teach,		
and energize others toward them		
for your entire career.		
Tor your entire careen		

Pursuing Internal Balance What is your Quadrant II activity?

I'd rather be in ^{\textstyle{\textstyle{1}}}
QUADRANT II



Knowing Your Professional Voice!





Yours, Mine, and Ours!



"So much of America's tragic and costly failure for all of its children stems from our tendency to distinguish between our own children and other people's children ...

... as if justice were divisible."