

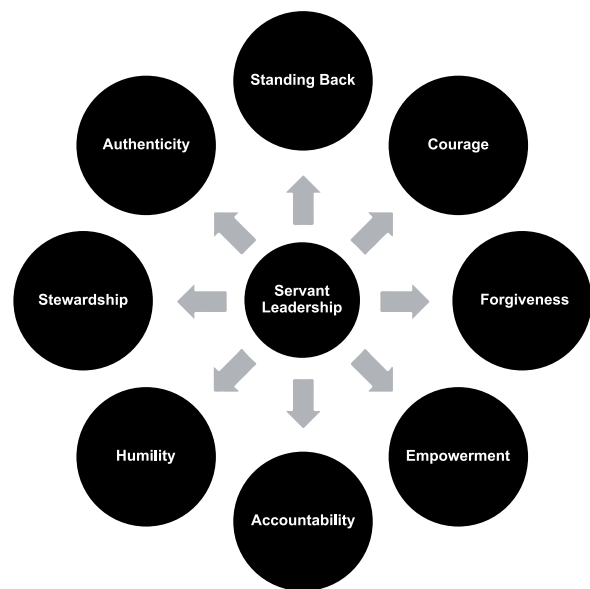
Teacher Turnover: Why It Matters and What We Can Do About It

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Servant Leadership

“The servant leader *is* servant first...It begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead”



Greenleaf, R. K. (1970). *The servant as leader*. Indianapolis, IN: The Robert K. Greenleaf Center

Application of Servant Leadership

- **Respect people.** Influencing and understanding spring largely from healthy relationships.
- **Listen to people.** Seek to listen and understand being open to the genuine influence of others.
- **Empower people.** Praise the unique talents, gifts, and abilities of each staff member.
- **Allow others to shine.** Standing back and exhibiting the grace that allows others shine and to lead develops interdependence.
- **Be authentic.** Openness, honesty, and vulnerability allows others to see your true self.

Transformational Leadership

The 21 Leadership Responsibilities as defined by Marzano, Waters, and McNutty (2005)

Responsibility	The Extent to Which the Principal...
1. Affirmation	Recognizes and celebrates accomplishments and acknowledges failures
2. Change Agent	Is willing to challenge and actively challenges the status quo
3. Contingent Rewards	Recognizes and rewards individual accomplishments
4. Communication	Establishes strong lines of communication with and among teachers and students
5. Culture	Fosters shared beliefs and a sense of community and cooperation
6. Discipline	Protects teachers from issues and influences that would detract from their teaching time or focus
7. Flexibility	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent
8. Focus	Established clear goals and keeps those goals in the forefront of the school's attention
9. Ideals/Beliefs	Communicates and operates from strong ideals and beliefs about schooling
10. Input	Involves teachers in the design and implementation of important decisions and policies
11. Intellectual Stimulation	Ensures faculty and staff and aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture

Responsibility	The Extent to Which the Principal...
12. Involvement in Curriculum, Instruction, and Assessment	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices
13. Knowledge of Curriculum, Instruction, and Assessment	Is knowledge about current curriculum, instruction, and assessment practices
14. Monitoring/Evaluating	Monitors the effectiveness of school practices and their impact on student learning
15. Optimizer	Inspires and leads new and challenging innovations
16. Order	Established a set of standard operating procedures and routines
17. Outreach	Is an advocate and spokesperson for the school to all stakeholders
18. Relationships	Demonstrates an awareness of the personal aspects of teachers and staff
19. Resources	Provides teachers with materials and professional development necessary for the successful execution of their jobs
20. Situational Awareness	Is aware of the details and undercurrents in the running of the school and used this information to address current and potential problems
21. Visibility	Has quality contact and interactions with teachers and students

Note: Adapted from *School leadership that works: From research to results* (p. 42-43), by R. J. Marzano, T. Waters, & B. A. McNulty, Alexandria, VA, Association for Supervision and Curriculum Development. Copyright (2005) by the Association for Supervision and Curriculum Development.

Application of Transformational Leadership

- **Communication was identified as the most important leadership behavior.** Leaders should ask their staff which methods of communication do they find to be the most valuable (email, face to face, weekly announcements, etc.)
- **Leaders should receive feedback from their staff** to use in improving their understanding of each other's perspective.
- **Leaders should self-evaluate themselves** on the transformational leadership behaviors in order to identify areas needing further growth and development.
- **School districts should examine** the balance between daily responsibilities of principals and the transformational leadership behaviors.