

## 6. Basic adult development tasks

Age frame	Tasks/issues/key questions
<p><b>18–22</b> <b>‘Pulling up roots’</b></p>	<p><b>Key question: What am I going to do with my life?</b></p> <p>Four tasks: Find a peer-group role, a sex role, an occupation, and a worldview/set of beliefs. Establish autonomy and identity. De-idealize the parent or parent substitute in order to start trusting own judgment. Big focus on what you do not want to do or be.</p> <p>In 2017, 30% of individuals under the age of 30 lived at home with their parents. These developmental tasks occur even if the individual is living at home. They may be delayed, but the issues of identity, intimacy, occupation, and a worldview/set of beliefs tend to develop.</p>
<p><b>22–28</b> <b>‘Trying 20s’</b></p>	<p><b>Key question: What should I do to be an adult?</b></p> <p>Tasks: Shape a dream, prepare for life’s work, find a mentor, develop intimacy with another. Have a deep fear that choices are irrevocable. Strong belief that I will never be like my parents, that partners will grow together at equal speeds. A time of competing forces—stability and structure versus exploration and experimentation. Reasons for marriage in the 20s include: the need for safety, the need to fill some vacancy in yourself, the need to get away from home, the need for prestige or practicality. The presence or absence of a mentor at this time “has enormous impact on development ... The lack of mentors ... is a great developmental handicap.” There is a tendency to marry someone who has many characteristics of or plays a similar role to one of our parents.</p>
<p><b>28–32</b> <b>‘Passage to the 30s’</b></p>	<p><b>Key question: Do I agree with the adult that I am becoming?</b></p> <p>Tasks: Revisit the decisions involving identity, intimacy, independence, marriage (lots of first divorces occur at this time), children (to have or not to have), career choices (do I really want to do this?), etc. Strong belief that there is still time to do it all. Women see it as a last chance in terms of children, career, and life path. Men often press the accelerator harder. Marriage satisfaction decreases. “For the past 50 years, Americans have been most likely to break out of wedlock when the man is about 30 and the woman is about 28.” Learns that intelligence is not as well rewarded as loyalty. Learns that not all difficulties can be solved with willpower and intellect.</p>

Age frame	Tasks/issues/key questions
<p><b>32–39</b> <b>‘Settling down’</b></p>	<p><b>Key question: How do I achieve balance?</b></p> <p>Tasks: “To sort out the qualities we want to retain from our childhood models, to blend them with the qualities and capacities that distinguish us as individuals, and to fit all this back together in some broader form.”</p> <p>Women come “to understand that it is probably not possible for a woman to work out a combination of the two careers (domestic and extra-familial) until 30 or 35.”</p> <p>Conflict between safety and autonomy, freedom and stability.</p> <p>Time is a huge issue—there is not enough. Squeezed between demands of children, career, aging parents, family dynamics.</p> <p>Strong defense of current beliefs. Fairly certain that their understanding/worldview is correct.</p>
<p><b>35–45</b> <b>‘Authenticity crisis’</b> <b>‘Danger and opportunity’</b> <b>‘The adolescence of adulthood’</b></p>	<p><b>Key questions: Why am I doing this? What do I really believe?</b></p> <p>Tasks: Aliveness versus stagnation. Shift in the sense of time—health, career, mortality (will not live forever). Changes happening in self and in others. New wrinkles appear every day. Taking apart the dream and its illusions to spark renewal.</p> <p>Hormonal changes: Males start producing less testosterone, which allows estrogen to play more of a role (become more nurturing). Females produce less estrogen, and testosterone plays more of a role (become more assertive).</p> <p>“The loss of youth, the faltering of physical powers we have always taken for granted, the fading purpose of stereotyped roles by which we have thus far identified ourselves, the spiritual dilemma of having no absolute answers—any or all of these shocks can throw us into crisis.”</p> <p>“Every loose end not resolved in previous passages will resurface to haunt us. These demons may lead us into private hells of depression, sexual promiscuity, power chasing, hypochondria, self-destructive acts (alcoholism, drug taking, car accidents, suicide), and violent swings of mood. All are well documented as rising during the middle years.”</p> <p>Must do some grieving for the old self. We do a gut-level reintegration of self, and we face up to our own inevitable death.</p> <p>“37–42 are the peak years of anxiety for almost everyone.”</p>
<p><b>42–55</b> <b>‘Renewal or resignation’</b></p>	<p><b>Key question: What must I do?</b></p> <p>Tasks: Experience becomes a major tool with which decisions are made. Freedom to be independent, one’s own self, within a relationship. No one can totally understand who I am. Parents are forgiven. Children are “released” to be adults. Dealing with aging.</p> <p>Key understanding that there is not enough time anymore, so what are my priorities for the time I have left?</p> <p>Motto of this stage is “no more bulls--t.”</p> <p>For men, “the 40s are a time for discovering the emotive parts of themselves that didn’t fit with the posture of the strong, dynamic, rational young men they were supposed to be at 25.”</p> <p>Remember that “middle-aged men and women are the ‘norm-bearers and decision-makers,’ and that while ‘they live in a society ... oriented toward youth,’ it is ‘controlled by the middle-aged’ ... After 45, most people who have allowed themselves the authenticity crisis are ready to accept entry to middle age and to enjoy its many prerogatives.”</p> <p>“The crux of it is to see, to feel, and finally to know that none of us can aspire to fulfillment through someone else.”</p>

Age frame	Tasks/issues/key questions
<p><b>55-70</b> <b>'Integrity ... despair and disgust'</b></p>	<p><b>Key questions: What is my legacy? What am I going to do next? How can I give back?</b></p> <p>Tasks: Address career questions. Do I retire or do I stay? If I am forced out of my career, what do I do? If I retire, what will I do next? Health issues. Financial issues: Can I afford to retire? What did/does my life mean? Family commitments and issues—raising grandchildren, etc.</p> <p>More time is devoted to health issues—maintenance, repair, serious illness, etc.</p> <p>According to insurance actuaries, more than one third of individuals who retire are deceased within 18 months.</p> <p>Important to develop new friends—particularly those younger than you. Friends you have had for a long time die.</p> <p>Erikson identified this time as one of gathering greater authenticity for the life lived versus seeing one's life as a mistake, a waste of time, without meaning or purpose.</p> <p>Integrity makes the 70s one of the happiest times for many adults, while others may become trapped in despair and disgust.</p>

<p><b>20s</b></p> <ul style="list-style-type: none"> <li>▪ Very concerned with what they “should” do.</li> <li>▪ Unfamiliar with discipline patterns, response choices, and establishing boundaries. Coaching helps.</li> <li>▪ Very uncertain about how to deal with parents. Helps to have faculty meetings to role-play parent meetings.</li> <li>▪ Benefit significantly from a good mentor.</li> <li>▪ Need to be protected from veteran educators who are rigid and negative.</li> <li>▪ Need good sources of practical advice.</li> </ul> <p>Emotional noise may increase because of uncertainty of patterns and responses.</p>	<p><b>30s</b></p> <ul style="list-style-type: none"> <li>▪ Very interested in the latest research. Use it in decision making.</li> <li>▪ Need to argue and discuss a new idea before implementation.</li> <li>▪ Squeezed by time demands, children, and career advancement.</li> <li>▪ Need conversations about career advancement.</li> <li>▪ Will pursue advanced degrees.</li> <li>▪ After 10 years of teaching, tend to have expertise, and many responses are at the level of automaticity.</li> </ul> <p>Emotional noise may increase because of multiple demands on energy and squeezed time.</p>
<p><b>40s</b></p> <ul style="list-style-type: none"> <li>▪ Care about research but will only use it if it makes sense with their experience.</li> <li>▪ Rely upon experience and patterns of response that have worked over time.</li> <li>▪ Extreme fatigue and little patience for “BS.”</li> <li>▪ Excellent at being “scouts” for new approaches before they are accepted and implemented.</li> <li>▪ Recognize classroom patterns almost before they start. Experts at preventive approaches.</li> </ul> <p>Emotional noise may be increased by too many changes: “This too will pass.” Or a personal crisis may occur that diverts focus and energy.</p>	<p><b>50s</b></p> <ul style="list-style-type: none"> <li>▪ Make excellent mentors.</li> <li>▪ Squeezed by time—aging parents, children returning home, grandchildren issues.</li> <li>▪ Health issues may surface.</li> <li>▪ Slow to implement change if close to retirement.</li> <li>▪ Preoccupation with what comes next.</li> <li>▪ Excellent sounding boards for student analysis and response.</li> <li>▪ For excellent teachers, prowess and expertise becomes phenomenal.</li> </ul> <p>Emotional noise may increase because of squeezed time, less energy, health issues, fatigue with office politics, friends and family who die, etc.</p>

## HERE ARE SOME QUESTIONS FOR YOU TO CONSIDER

What is one thing you would do even if you did not get paid? What do you love to do? What brings you joy?

What are three experiences you hope to have in your lifetime?

When you are 100 years old, what do you want people to say about your life?

What is a talent or skill you have that you can do better than others?

What is an interest or hobby you have that you would like to pursue?

If you were ever famous, what would you like to be famous for?

What is one contribution you could make that would make the world a better place to live?

What gift do you have? What do you do well that other people do not do as well? What comes almost naturally to you? This is your gift. For example, one of my gifts is that I can take complex information, simplify it, and then identify a practical way to use the information. It is so easy for me to do that.



## 9. Future story

This is the fastest way I know how to determine your future story. Make a box with nine squares. Label the squares like the ones in the image. Put a picture in each box. These pictures represent what you would like to have/do/be by the time you are 35. When you are finished with this, print it off. Put it where you can see it every day. Relax. Don't stress yourself about it. You will be amazed how much of it actually happens for you.

<b>Another degree or certificate you eventually want to have</b>	<b>Where you will live</b>	<b>A career path that you want to pursue—what you will look like as an educator</b>
<b>Relationship/significant other/marriage</b>	<b>Things you will do for fun</b>	<b>The unique gift you have (meaning) and how you will share it (purpose)</b>
<b>What your financial situation will be</b>	<b>Children/family/pets</b>	<b>Hobbies, groups to which you belong, causes you support, church you belong to</b>

## 10. Self-assessment

### Expert Teacher Rubric

This rubric details the characteristics of beginning, developing, capable, and expert teachers across seven areas.

	Beginning	Developing	Capable	Expert
<b>Safe, culturally competent learning environment</b>	Little classroom management. No clear procedures. Has favorite students and ignores others. Engages in negative comments about students during class. Many discipline referrals. May blur physical or verbal boundaries.	Classroom is usually calm, with procedures and discipline established. Some relational aggression between students. Cultural differences not always understood. Helps students when requested. Boundaries are generally appropriate and intact.	Establishes mutual respect in classroom (support, insistence, high expectations). Calm, businesslike atmosphere. Classroom is relational and inclusive. Actively ensures student well-being.	Rapport with nearly every student. Positive regard for competency, culture, and individuality of each student. Gets best from students. Students have great respect for teacher. Addresses emotional issues appropriately.
<b>Student achievement</b>	Gives formative assessments but doesn't use results for decision making in instruction. May blame students for not learning. Assignments often not on grade level. Doesn't know value of relationships in learning. Doesn't know names of many students.	Gives feedback and correctives on student work. Most assignments on grade level. Has relationships of respect with some students. May work with individual students to augment their instructional needs. Slow to pick up on needs of highly mobile students. Knows most students' names.	Know where they want each student by end of year. Can discuss each student with some accuracy by name and achievement characteristics. Welcomes questions from students and quickly assesses new students for achievement levels. Most students are in top two quartiles.	By end of first month of school, has an accurate assessment of individual achievement needs of each student. Daily tailors group and individual instruction to get phenomenal growth from EACH student. Takes students to new levels of competence and promotes their growth.
<b>Content expertise (purpose, structure, patterns, processes)</b>	Limited understanding of content. Cannot sort important from unimportant.	Heavily dependent on textbooks, curriculum assists, etc. Unable to clearly explain content and translate to students' understandings.	Good understanding of content. Clearly explains it with stories, examples, drawings, mental models. Processes clearly taught. Knows when students are confused versus totally wrong.	Extraordinary understanding of content. Frames it so students can understand quickly. Teaches both conceptually and in great detail. Students often develop additional interest in content.
<b>Student intervention and diagnosis</b>	Says, "I treat them all the same." Makes few adjustments for individual students. Unable to assess what would work with individual students. Many failures.	Interventions used but not necessarily successful. Accuracy of student performance limited. Often will say, "I don't know what to do." Tends to be surprised by student failures.	Quick, accurate intervention and diagnosis. Doesn't wait for students to fail. Will seek support for students from multiple sources. Some failures.	Often uses preventive interventions before students can falter or become discouraged. Almost always intervenes accurately. Few failures.

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## Expert Teacher Rubric (continued)

	<b>Beginning</b>	<b>Developing</b>	<b>Capable</b>	<b>Expert</b>
<b>Teaching performance</b>	Lots of “busy work.” Instruction disconnected. Much “what” instruction but very little “how” and “why.” Teaching is done “to” students, not “with” them.	Instructional design is solid but fails to engage many of the students. Pedagogy is limited. Gaps in explanation. Little “why” in instruction. Has difficulty monitoring group and individuals. May get sidetracked.	Lesson is connected to most students’ interests. Varied pedagogy. Opportunity to question and interact with teacher. Teacher monitors both group as a whole and individuals within group simultaneously.	There’s flow to instruction (regardless of pedagogy)—seamless, almost effortless but exceedingly effective. Individually and collectively, students are engaged. Relaxed yet intense approach to learning. Students leave wanting to know more. Humor is often part of instruction.
<b>Paperwork, organizational and legal responsibilities, professional ethics</b>	Misses deadlines frequently. Not cognizant of legal implications of decisions. Often must be prompted about paperwork. Grading procedures, standards compliance, etc. are questionable. Creates difficulties with other staff and administration.	Meets most deadlines. Is aware of most legal implications and responds appropriately. Grades and other paperwork are accurate. Tolerated but not necessarily respected by other staff.	Paperwork and organization are good. Grades are accurate and careful. Responsibilities, including legal, are addressed. Professional ethics are invariably present. Is generally respected by other staff.	Paperwork completed. Virtually always organized and legal. Highly respected by other staff members, even if they don’t agree. Grades are respected. Works to create better staff relationships. Asset to campus and community.
<b>Parental contact and interaction</b>	Blames parents or avoids parents. Little predictable communication with them. Often condescending to or defensive with parents during conferences.	Contacts parents if there is difficulty with student. Other communication with parents is limited. In conferencing, lectures more than dialogs. Doesn’t see it as partnership.	Sees parents as potential partners to help student. Has regular communication with parents. Adjusts without judgment for limitations of some parents.	Highly regarded by parents in community. Often requested as teacher. Works to create partnership with parents. Communicates regularly and appropriately.



# 11. The daily stressors and frustrations: How to deal with them

Here are some common myths and corresponding realities.

Myth	Reality
All students are motivated to learn if the teacher is excellent.	All students are motivated to learn, but they are NOT necessarily motivated to learn WHAT YOU TEACH. Some students couldn't care less about school, do not want to be there, and cannot be motivated without individualized interventions. Some students have so much instability outside school that they come only for food, safety, and warmth, not necessarily to learn. Sometimes a student simply has no interest in what you are teaching, and nothing you try will work. It is okay if you don't reach every single student. This is a hard job, and you will experience failures. The important thing is to learn from them and move on.
Parents want to partner with the teacher for the best educational opportunity for their child.	Many parents are overwhelmed by life, work two jobs, are parenting alone, and do not want to work with you. These parents are doing the best they can, but they are probably not going to call you back. Your call is simply one more aggravation in their day. Many parents are not going to support you at all—particularly when it comes to discipline.
The public school system is set up to help students learn and be successful.	The school system's focus is not necessarily on student learning and student success. School districts are legal entities set up to make sure every student in a geographic area between the ages of 5 and 18 has the opportunity to go to school. Laws governing the school system are made by individuals and institutions who are far removed from the classroom. The public school system is a necessary institution for a democracy. For students from poverty, it is one of the biggest sources of hope and/or despair in their lives.
My principal will support me and help me deal with difficult students and parents.	The principal is not God and has only 24 hours a day. The principal does not have an unlimited budget. Principals often have to answer to central office and state directives that they have no control over. Principals right now are mostly crisis managers unless they are in highly resourced schools. Principals have uneven strengths and weaknesses. Some do not have the skills or training to be in the role of principal, but they keep their jobs because they are able to maintain some order and safety.
Other veteran teachers will help me.	Veteran teachers are overwhelmed also, and they may or may not have time to help you—or even to offer you advice. If your campus does not have a system for teaming or professional learning communities, you will need to find a source outside your campus for support.
I will be given a reasonable workload and number of preps. I will get to teach in my area of expertise.	You will have to teach outside your area, and you will have more responsibilities and more students than you anticipated. Particularly in middle and high schools, new teachers are asked to teach one or two classes outside their area of content expertise. It is not unusual that a new teacher will have five preps per day.
The school district will make good administrative and policy decisions.	Not all the time. The school district is governed by elected or appointed board members who are removed from the day-to-day life of the school. They have been elected to protect/advocate for certain constituencies. They may or may not know much about education, read their board minutes, or stay informed. They may be intrusive, taking incredible amounts of time from administrators for their issues. They usually do not get paid to do the job, and very few people call them to tell them they are doing a good job. Being a board member is a thankless job. If there are difficult board members or an incompetent superintendent, then it is difficult to have a system that is well governed.
I will get good, frequent feedback about my teaching.	Probably not. Who has the time to give all that feedback? When I was a principal, I had 500 students in my building, no assistant, and 40 staff members. I gave more feedback to new teachers than veterans, but I would have loved to have more time to do a better job of giving feedback to all the teachers.
In my first year of teaching, I will “get my feet wet.”	In your first year, you will most likely be dumped in headfirst with no life jacket. The first year is all about SURVIVAL.

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Myth	Reality
My family and friends will understand my fatigue and lack of work-life balance.	Not always. Family and friends may be understanding at first, but over time, the long hours and stressful conditions can spill over into other areas of your life and affect relationships. Ask these people to revisit the value of high-quality teachers in their schools and to advocate for better conditions in education overall.
I will have a heated and air-conditioned classroom with quality desks and modern equipment.	Not necessarily. You may get the room that none of the veteran teachers wanted—and you’ll find out why. It may or may not have desks, shelves, or tech equipment. Particularly if you are in a school that serves students from poverty, you may find that your classroom presents some challenges before the students ever arrive.
I will get clear directives and guidance about curriculum, instruction, and testing.	If your school is underperforming, then curriculum, instruction, and testing is most likely implemented poorly, haphazardly, or too rigidly. Support is likely mixed, and directives are often unclear.
I will be able to meet my own expectations of excellent teaching.	For your first two years of teaching, your goal is survival. Any progress you make toward excellence is a bonus. The main question is: Can you cover the basics? Don’t worry. It won’t be like this forever. But in the first two years, the goal is to get the basics down and THEN start the improvement process.
The school system will provide materials for the classroom.	Not necessarily. In a high-poverty district, it is very unlikely.
I will be able to handle the emotional issues of students.	One of the hardest realities of being a teacher or administrator is the way some children are treated outside of school. It is quite simply heartbreaking. If you remain a caring and committed teacher or administrator, you never get over it. But you do learn to put it in perspective and realize you cannot save every student.
The politics and policies of the school district will not bother me. I will close my door and teach.	WRONG. They WILL bother you because they will impact your teaching and your students. You have to figure out what is in your circle of concern versus your circle of influence. (See <i>The 7 Habits of Highly Effective People</i> for more.)
I will be able to “figure out” all my students and find ways to get them to work with me.	You will be able to figure out most of them and find workable solutions, but in the course of your career you will have a few students you will never forget. They are the ones who haunt you because you were unable to find a solution that worked for you both.

## 12. Tools to de-stress

### Thought-Field Therapy Technique

#### Protocol

##### STEP ONE: Identify an issue and assign a number

Identify the issue/fear that is bothering you. Give it a number on a scale of 1-10 (10 is high).

##### STEP TWO: The setup

Even though I have this \_\_\_\_\_ (fear or issue), I deeply and completely accept myself.

Say the above statement three times and do the karate chop (KC).

##### STEP THREE: Tapping

EB (eyebrows), SE (side of eye), UE (under eye), UN (under nose), CH (chin), CB (collar bone), UA (under the arm), BN (below the nipple), TH (thumb), IF (index finger), MF (middle finger), BF (baby finger), KC (karate chop).

EB, SE, UE, UN, CH, CB, UA, BN, TH, IF, MF, BF, KC

##### STEP FOUR: The gamut

While tapping on the top of the hand between the little finger and the next finger, do the following:

Eyes open, eyes closed, eyes down hard to the right while holding the hand steady, eyes down hard to the left while holding the hand steady, roll the eyes in a circle, roll the eyes in a circle in the opposite direction, hum two seconds of a song, count from 1 to 5 quickly, hum two seconds of a song.

##### STEP FIVE: Check number from STEP ONE; if the number is not down to zero, say this:

Even though I still have some of this \_\_\_\_\_ (fear or issue), I deeply and completely accept myself.

Then repeat the process (steps 2-5).

## 15. Discipline and classroom management

### Procedures Checklist

The following checklist is adapted from “Guidelines for the First Days of School,” from the Research Development Center for Teacher Education, Research on Classrooms, University of Texas, Austin.

Starting class	My procedure
Taking attendance	
Marking absences	
Tardy students	
Giving makeup work for absentees	
Enrolling new students	
Un-enrolling students	
Students who have to leave school early	
Warm-up activity (that students begin as soon as they walk into classroom)	

Instructional time	My procedure
Student movement within classroom	
Use of cellphones and headphones	
Student movement in and out of classroom	
Going to restroom	
Getting students' attention	
Students talking during class	
What students do when their work is completed	
Working together as group(s)	
Handing in papers/homework	
Appropriate headings for papers	
Bringing/distributing/using textbooks	
Leaving room for special class	
Students who don't have paper and/or pencils	
Signal(s) for getting student attention	
Touching other students in classroom	
Eating food in classroom	
Laboratory procedures (materials and supplies, safety routines, cleaning up)	
Students who get sick during class	
Using pencil sharpener	
Listing assignments/homework/due dates	
Systematically monitoring student learning during instruction	

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<b>Ending class</b>	<b>My procedure</b>
Putting things away	
Dismissing class	
Collecting papers and assignments	

<b>Other</b>	<b>My procedure</b>
Lining up for lunch/recess/special events	
Walking to lunch/recess	
Putting away coats and backpacks	
Cleaning out locker	
Preparing for fire drills and/or bomb threats	
Going to gym for assemblies/pep rallies	
Respecting teacher's desk and storage areas	
Appropriately handling/using computers/equipment	

<b>Student accountability</b>	<b>My procedure</b>
Late work	
Missing work	
Extra credit	
Redoing work and/or retaking tests	
Incomplete work	
Neatness	
Papers with no names	
Using pens, pencils, colored markers	
Using computer-generated products	
Internet access on computers	
Setting and assigning due dates	
Writing on back of paper	
Makeup work and amount of time for makeup work	
Use of mobiles, headphones during class	
Letting students know assignments missed during absence	
Percentage of grade for major tests, homework, etc.	
Explaining your grading policy	
Letting new students know your procedures	
Having contact with all students at least once during week	
Exchanging papers	
Using Internet for posting assignments and sending them in	

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<b>How will you ...</b>	<b>My procedure</b>
Determine grades on report cards (components and weights of those components)?	
Grade daily assignments?	
Record grades so that assignments and dates are included?	
Have students keep records of their own grades?	
Make sure your assignments and grading reflect progress against standards?	
Notify parents when students are not passing or having other academic problems?	
Contact parents if problem arises regarding student behavior?	
Keep records and documentation of student behavior?	
Document adherence to IEP (individualized education plan)?	
Return graded papers in timely manner?	
Monitor students who have serious health issues (peanut allergies, diabetes, epilepsy, etc.)?	

## 16. Parents: Why don't they come to events like parent-teacher conferences? don't they care?

The following overview of two different parenting styles is based on information from the book *Unequal Childhoods* by Annette Lareau. Lareau finds that middle-class parents practice a kind of parenting she calls “concerted cultivation.” Working-class and poor parents promote what she calls “the accomplishment of natural growth.” Both parenting styles are motivated by the parents’ love for the children.

	<b>Concerted cultivation</b>	<b>Accomplishment of natural growth</b>
<b>Key elements</b>	Parent actively fosters and assesses child’s talents, opinions, and skills	Parent cares for child and allows child to grow
<b>Organization of daily life</b>	Multiple child leisure activities orchestrated by adults	“Hanging out,” particularly with kin, by child
<b>Language use</b>	Reasoning, directives Child contestation of adult statements Extended negotiations between parents and child	Directives Rare questioning or challenging of adults by child General acceptance by child of directives
<b>Interventions in institutions</b>	Criticisms and interventions on behalf of the child Training of child to take on this role	Dependence on institutions Sense of powerlessness and frustration Conflict between child-rearing practices at home and school
<b>Consequences</b>	Emerging sense of entitlement on the part of the child	Emerging sense of constraint on the part of the child

## BONUS SECTION

### Expert Secondary Principal Rubric

	Beginning	Developing	Capable	Expert
<b>Safe and culturally competent learning environment</b>	Arbitrary discipline. Little analysis by race or class or gender of building patterns. Unsafe physical and verbal environment.	Discipline tends to be punitive rather than instructive. Focus is on individual student rather than overall structures, patterns, approaches. Individuals are not confronted (80% of referrals come from 11% of staff and 90% of referrals come from 10% of students). Staff bullies students.	Structures safe environment and monitors safety—verbally, physically, emotionally. Cultural competencies are evident. Students and staff feel safe. Discipline interactions are designed to be instructive and supportive rather than punitive.	Extremely safe and calm environment. Inclusive and relational by intent and design. Sexism, racism, bullying, etc. are not tolerated. Students are involved in creating safety. Multiple monitors are developed to enhance well-being.
<b>Operations (budgets, buildings, staff, central office relationships)</b>	Facility poorly maintained and not repaired. Dirty. Budget is messy. Not exactly sure of how many staff or students. Few procedures for anything. Badmouths and blames central office.	Building somewhat clean. Budget mistakes but uses budget according to guidelines. Tolerates central office. Tardy with written reports. Follows district procedures and policies most of time.	Follows and uses budget for student well-being. Reports are on time. Relationships with central office are congenial. Building is clean. Repairs are made. Follows district policies.	Skilled and innovative with budget to meet student/staff needs. Building well-kept. Staff organization is excellent, procedures are outlined, roles are defined, communication is smooth and timely. Develops relationships with central office to enhance campus operations.
<b>Student achievement</b>	Pays little attention to it. Focuses on daily crises. Does not participate in developing schedule. Few positive interactions with students. Blames students or parents.	Interacts with students. Knows problem students and “heroes.” Little understanding of student achievement. Makes arbitrary decisions during teacher evaluation about students. Very little understanding of learning.	Knows half of students by name. Is in the halls. Talks to students. Asks about their courses. Has data on course and class achievement. Meets with departments to identify ways to provide support for greater student achievement.	Clarifies and maintains role of protector of high student performance. Structures schedule, department performance, and counselors to enhance student achievement. Keenly aware of student data.
<b>Staff performance</b>	Few expectations for staff. Faculty bullies run building. Wants loyalty rather than performance. Little interest in instruction.	Knows most staff by name. Staff meetings focus on students and instruction—not operations. Can confront individual staff members. Uses walk-throughs to monitor staff.	Focuses staff performance using data and student work. Structures PLC (professional learning community) to focus on student performance. Monitors department performance as it relates to student achievement. Seeks professional development for staff.	Holds staff to high expectations. Provides the support so those can be reached. Teacher expertise developed. No tolerance for underperformance of staff. Provides excellent staff development.

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## Expert Secondary Principal Rubric (continued)

	<b>Beginning</b>	<b>Developing</b>	<b>Capable</b>	<b>Expert</b>
<b>Community/ parent outreach and communication</b>	Parents are not welcome. Website and social media are limited. Does not have a positive image in the community.	Bad public relations. Limited communication and involvement with parents and community. Sees the campus as separate from the community.	Sees the campus as an integral part of the community. Regularly seeks opinion outside of campus. Uses multiple communication mechanisms. Does not necessarily seek positive public relations.	Builds a deep network of relationships outside of campus. Structures and encourages parent involvement via video, website, social media, email, paper handouts and flyers, etc. Sees parents as vital to school community. Seeks positive public relations for building.
<b>Conflict resolution and management skills</b>	Needs to be liked. Poor or no decisions. Blames others. Promises mean little. May exacerbate conflict	Procrastinates or uses win/lose approach. Unpredictable responses. Gathers only part of the data. Has difficulty separating the person from the issue.	Uses a win/win approach. Does not participate in triangulation. Keeps promises. Needs to be respected. Focuses on the issue rather than the person.	Identifies boundaries of decision: BATNA (Best Alternative To a Negotiated Agreement). Has high integrity. Makes decisions against well-being of students. Builds climate of participation and mutual respect. Focuses on win/win.
<b>Student, sports, and extracurricular activities</b>	Focuses on favorite sport or activity. Little attention to the big picture or participation.	Tries to be unbiased in support. Does not focus much on equitable participation by gender, race, or talent.	Overtly seeks participation and involvement. Knows results of activities. Attends when possible. Emphasizes academics, as well as sports.	Makes certain almost every student participates. Makes certain that all activities are sponsored and supported. Involves students in development.

## Expert Elementary Principal Rubric

	Beginning	Developing	Capable	Expert
<b>Safe and culturally competent learning environment</b>	Arbitrary discipline. Little analysis of building patterns by race or class or gender. Unsafe physical and verbal environment.	Discipline tends to be punitive rather than instructive. Focus is on individual student rather than overall structures, patterns, approaches. Individuals are not confronted (80% of referrals come from 11% of staff and 90% of referrals come from 10% of students). Staff bullies students.	Structures a safe environment and monitors the safety—verbally, physically, emotionally. Cultural competencies are evident. Students and staff feel safe. Discipline interactions are designed to be instructive, supportive, rather than punitive.	Extremely safe and calm environment. Inclusive and relational by intent and design. Sexism, racism, bullying, etc. are not tolerated. Students are involved in creating the safety. Multiple monitors are developed to enhance well-being.
<b>Operations (budgets, buildings, staff, central office relationships)</b>	Facility poorly maintained and repaired. Dirty. Budget is messy. Not exactly sure of how many staff or students. Few procedures for anything. Badmouths and blames central office.	Building somewhat clean. Budget mistakes but uses budget according to guidelines. Tolerates central office. Tardy with written reports. Follows district procedures and policies most of the time.	Follows and uses the budget for student well-being. Reports are on time. Relationships with central office are congenial. Building is clean. Repairs are made. Follows district policies.	Skilled and innovative with the budget to meet student/staff needs. Building well-kept. Staff organization is excellent, procedures outlined, roles defined, communication smooth and timely. Develops relationships with central office to enhance campus operations.
<b>Student achievement</b>	Pays little attention to it. Focuses on daily crises. Does not participate in developing schedule. Few positive interactions with students. Blames students or parents.	Interacts with students. Knows the problem students and the “heroes.” Little understanding of student achievement. Makes arbitrary decisions about students during teacher evaluation. Very little understanding of learning.	Knows half of students by name. Is in the halls. Talks to students. Asks about their courses. Has data on course and class achievement. Meets with departments to identify ways to provide support for greater student achievement.	Clarifies and maintains role of protector of high student performance. Structures schedule, department performance, and counselors to enhance student achievement. Keenly aware of student data.
<b>Staff performance</b>	Few expectations for staff. Faculty bullies run building. Wants loyalty rather than performance. Little interest in instruction.	Knows most staff by name. Staff meetings focus on students and instruction—not operations. Can confront individual staff members. Uses walk-throughs to monitor staff.	Focuses staff performance using data and student work. Structures PLC (professional learning community) to focus on student performance. Monitors department performance as it relates to student achievement. Seeks professional development for staff.	Holds staff to high expectations. Provides the support so those can be reached. Teacher expertise developed. No tolerance for underperformance of staff. Provides excellent staff development.

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## Expert Elementary Principal Rubric (continued)

	Beginning	Developing	Capable	Expert
<b>Community/parent outreach and communication</b>	Parents are not welcome. Website is limited. Does not have a positive image in the community.	Bad public relations. Limited communication and involvement with parents and community. Sees the campus as separate from the community.	Sees the campus as an integral part of the community. Regularly seeks opinions outside of campus. Uses multiple communication mechanisms. Does not necessarily seek positive public relations.	Builds a deep network of relationships outside of campus. Structures and encourages parent involvement via video, website, social media, email, paper, etc. Sees parents as vital to school community. Seeks positive public relations for the building.
<b>Conflict resolution and management skills</b>	Needs to be liked. Makes poor decisions or no decisions at all. Blames others. Promises mean little because they aren't kept. May exacerbate conflicts.	Procrastinates or uses win/lose approach. Unpredictable responses. Gathers only part of the data. Has difficulty separating the person from the issue.	Uses a win/win approach. Does not participate in triangulation. Keeps promises. Needs to be respected. Focuses on the issue rather than the person.	Identifies the boundaries of the decision: BATNA (Best Alternative To a Negotiated Agreement). Has high integrity. Makes decisions against well-being of students. Builds a climate of participation and mutual respect. Focuses on win/win.
<b>Reading instruction</b>	Sticks with a program with no variation. Does not know what an expert reader is. Few diagnostic tools provided. Relies on individual teacher reporting and test scores. Heavy emphasis on worksheets. Grouping is rigid.	Allows some variation in the program. Mostly concerned about the lowest readers. Little attention to top third of readers. Reading instruction is mostly confined to reading time. Little time given to actual reading. Grouping is occasionally redone.	Has a diagnostic approach to each student as reader regardless of program used. Reading instruction is integrated across content. Monitors test scores and actual performance as a reader. Uses multiple formats for reading.	Uses a growth model for students as readers that each student helps plan against five characteristics of a skilled reader (strategic, fluent, motivated, comprehension, and uses a process). Involves parents in the growth plan.