



*HDF 412: Historical, Alternative,
& Multi-Ethnic Leadership*
Leadership Capstone

Capstone Argument

Fall 2012

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HDF 412: Historical, Multi-Ethnic & Alternative Approaches to Leadership
Capstone Argument

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The Capstone Argument

The capstone argument will provide a written summary of progress throughout the semester based on identified "capstone goals" and the primary learning objectives for the course.

The 7D Approach

The "7D Approach" is a coaching strategy developed by Gene Knott in 2011, in the book *Power Up!: The Guide to Leadership Coaching with Strengths* (Knott, 2011). The 7 D's comprising the strategy are comprised of the following words (all beginning with D), **Declare, Define, Distinguish, Differentiate, Develop, Decide, Determine**. These "7D's" provide a *framework and scaffold* for coaching. In order for the model to be a successful coaching technique the individual following the model must address the following categories. The first D, **Declare**, refers to what exactly needs to be dealt with in the situation or overall relationship. Second, is **Define**, to come up with a goal statement that focuses on what the desired outcome is. Third, is **Distinguish**, to look at what are the key features of the situation, and how can the individuals strengths be applied. Next, is **Differentiate**, exploring the possibilities for alternatives, choices, or different decisions. Fifth, is **Develop**, planning for the "logistics" of the chosen event by the

individual. Next, is **Decide**, to choose the best way to implement the plan, possibly including a timetable of events. Finally, **Determine**, do so by assessing progress of the goal and use that information to be applied to the next instance.

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A Visual Representation to the 7D Model

To further explain the process of the 7D coaching model I have created a visual representation of the coaching model. Declare is at the very beginning depicted as a “thought bubble” because this is the start of the process, this is where you think of exactly what needs to be dealt with. The next part of the 1st phase is to Define, to determine what the goal is. Once that phase is complete you can move on to the Distinguish, Differentiate, and Develop cluster. These three D’s are clustered because they all are information regarding the “core” of the goal; what are the key features, possibilities for alternatives, and logistics? After this phase (2) is complete, you can move on to Deciding. It is marked as a star on my representation to show that this is the critical part of the model, as you answer the question what is the best way to implement your goal/plan? Finally, is the Determine phase, this is marked as a box with a limitless bottom, indicating that the process is continual and does not end. Once the goal has begun you monitor progress and keep determining what to do to make your goal happen. (See “The 7D Model: A visual representation of the coaching model” handout)

Personal Goal(s)

My first goal is my personal goal for the course, which is *to earn an ‘A’ in HDF 412, to ultimately graduate with a 3.7 or higher*. My second personal goal is *to determine where I would potentially want to teach/ which grade level/ model I prefer most*.

Both my interpersonal and personal goal, as with most of my endeavors with the leadership minor, will be aided by the usage of my signature strengths, as they have such an impact on how I act in my daily and academic life. I will use all of my strengths to achieve my personal goal in earning an A in HDF 412, to ultimately graduate with a 3.7 GPA or higher. My context will help me to remember and apply all that I have learned in the past; my significance, achiever, and competition will help me to execute and drive my desire to complete this goal; and finally, I will use communication as the method in which I will deliver my content in order to explain and demonstrate my knowledge and explain my thoughts. I will work hard to present and deliver assignments that reflect the level of quality that I put into my work.

In response to my second personal goal, determining where/what I want to teach, I have given this a great deal of thought and research throughout the semester. Now that I will be student teaching next semester and hold my student teaching license, I can really begin to look for jobs (and hopefully even apply for some too!) I have been looking into different housing options throughout New England, perusing SchoolSpring for job openings, and looking into [cross-state] certification programs as well.

7D Model and Personal Goals Application

The 7D coaching model proves useful in breaking down my progress on these two personal goals. I will first apply the 7D model to my personal goal of *earning an A in HDF 412, to hopefully achieve a 3.7 total GPA*.

First, I **declared** the need to get good grades in order to graduate with a total GPA of 3.7. I next **defined** the goal as listed above, *earning an A in HDF 412, to hopefully achieve a 3.7 total GPA*. Now with a definition and declaration I am able to enter the core of the model, and start by **distinguishing** the key features of the situation, by really analyzing the key features of each assignment guideline. I really focused on the rubrics to be able to note all of the things that needed to be covered / discussed in assignments. With the rubrics in front of me, I checked off what I completed as I went along. With regards to **differentiation**, I realize that there are other alternatives other than an A in the class, but I believe it is a strong goal to set, and so long as I gave all of my best efforts it is an acceptable differentiation. Next, I further **develop** the logistics of the plan, which would be submitting quality work, giving all assignments by best efforts, and participating in class.

Then, I move on into the “action” part of the model, in **deciding** that I need to plan in advance timelines to completing each assignment, allocate proper amount of time to manage class content relative to other coursework, and to have enough time to reflect on content following submission. **Determine** is the final step, as I am now

assessing the effectiveness of my goal and looking for self-feedback so that I can improve in the future. Overall, I would say that this semester has been extremely stressful, with a multitude of assignments from all classes, there really was too little time to complete so much work. Ultimately my goal proved very difficult to do given these time constraints, but I do believe my work has reflected my “best efforts”. Something that was disappointing though is on some work, such as Module I, I believed I had a very strong final product, but it appears not to be so. As my differentiation plan suggests, I can personally know that I did everything I could by giving each assignment my “all”, even if the grade doesn’t reflect it.

With my second personal goal, I first **declared** that there was a need to look at what school model I prefer (middle or high school), and what state/ area I would like to get a job. I later **defined** my goal as *to determine where I would potentially want to teach/ which grade level/ model I prefer most*. I **distinguished** the key features of the situation next, noting I would need to consider housing, classroom environment , and school structure. I began to **develop** the logistics of the situation, realizing first that wherever I got a job I wanted to be somewhere by the coast (to possibly coach Sailing). I also realized that I most likely would like to stay in New England, as opposed to traveling back home to New Jersey (but am not opposed to the idea). In addition to location, I also looked at classroom environment and school structure, mainly contrasting middle school and high schools. For example, in the middle school model, teachers meet in a

common planning time, in which they can exchange ideas, talk about student concerns, coordinate assignments, plan a team-taught lesson, etc. I think this is one of the greatest and best assets that teachers can do, and really draws me into the middle school model. I also recognize that the cognitive levels of middle school children are lower by nature than those of high school students, realize that dialogue, for example, would be at a more basic level in the middle school, as opposed to conversation that could be had among high school students. Throughout the course of the semester, and my involvement thorough both a high school and middle school placement, I am able to see these differences, and the visits have had some impact on my decision process. I really like the middle school model and think that it has strong educational philosophy roots. I think all teachers on the same page is one of the clearest assets the students can have, as I know my experiences in the past in my own schooling did not reflect this level of cohesive planning/ togetherness. The middle school I am placed at has a great sense of community because of the “teaming” that goes on, and you are truly supported by your colleagues in this setting.

I plan for **differentiation** by realizing that most likely I would take a position wherever I am offered a job, and that although I can take my thoughts into consideration, I also have to realize the scarcity of teaching jobs in the current marketplace, and react accordingly. Thus, I need to stay open-minded and plan for both to be viable alternatives, although I am currently favoring one more (MS). I have

decided that the best way to achieve my goal is to keep exploring! As I am entering the middle school first next semester for student teaching I need to be aware of things that make middle school unique, and whether I would be “upset” without them at the high school level. The process will be continual throughout the entire next semester, as the **determine** part of the model suggests, as I will be analyzing what is occurring the schools, as well as planning of the future as well. I will continue to check for job postings, conduct location research, and look for housing as well, hoping to soon finalize some of these career decisions!

Interpersonal Goal

My next goal that I will be discussing is my interpersonal a goal, a goal that involves my interactions with others. I have **declared** that I need to make my interactions with others more personal, rather than procedural. I thought of too many instances where I have “got the job done” without finding time to make those essential personal meaningful connections. To respond to this I **defined** my goal: *To value my interactions with others, and hope to learn something about/from them as well. While working with both high school and middle school students, I hope to connect with students and be able to provide to them premier academic experiences.*

I start by **distinguishing** that some of the key features of the goal are to: learn names/ faces, learn “who my students are” outside of the classroom (sports, hobbies, etc.), know the best ways that each student learns, have students be able to come to me

as a resource. I then looked at ways to **develop** the logistics of how to go about accomplishing this, and realized that the best teachers in schools are the ones who make personal connections with the students. The content can be great, but it's the teacher the student will have the connection with, not the content.

I look back on my own experiences in high school, one of my favorite teachers, who was a mentor, coach, and friend, taught math, my least favorite and worst subject. Though, I found myself spending the majority of my time in his classroom after schools, occasionally even discussing math. He found a way to make math interesting for me, he coached the tennis team that I was a part of, and frequently related the math problems to different situations in tennis, knowing that was something I could relate to. I could discuss with him concerns about other teachers, students, etc. he created a comfortable, safe, learning environment, which is the top focus of any school classroom. I know how much having an mentor in the school meant to me, and I hope to be that person for my students in the future.

I see no need to account for **differentiation**, the alternative to my goal would be not make connections with my students, and it just simply is not a possibility. Even though it is a challenging goal, I have **decided** with a concerted effort it is manageable and attainable. I will **determine** my progress with my goal, throughout my next semester student teaching, and will make notes along the way so that I can make some suggestions and possibly adjust my approach when I move on to the high school.

Inclusive Goal

When I was drafting my inclusive goal, I **declared** that “what needed to be dealt with” was the fact that all students should be accommodated and included in the classroom, regardless of any outside factors. I then **defined** my inclusive goal is defined as: As a future educator, my goal is to include and accommodate all students in the classroom, of every learning style (visual, audio, kinesthetic, multiple intelligences) and ability level, and give them the best educational experiences that I can. I will relate this especially to accommodating all learners in the classroom, with an additional focus on students with special needs (behavioral, cognitive, developmental, etc). I then **distinguished** the key factors of the situation are that the students have a wide array of learning styles, and it will depend on the sample population to know the factors of difference that I will be experiencing. Difference is a great thing, because if we were all the same, life would be very boring. In considering **developing**, the logistics of the situation is that regardless of the population I will have to accommodate all different types of learners (visual, kinesthetic, audio). This goes along with the notion that I will provide **differentiated** instruction throughout the classroom, adjusting my lessons and activities to accommodate the needs of the students. I will need to create alliterative assignments for students who have IEP (Individualized Education Programs) or 504 Plans (documented disabilities), such as shortening tests, reducing the amount of questions/ choices, creating alternative measurement factors (rubrics). For all of the

learns in the class I can accommodate everyone by giving a good deal of choice, by example, letting students either write a paper, make a video, or deliver a speech on the same unit (see evidence in inventory for this activity that I have already made!). I have **decided** to go with this all round inclusive strategy of adopting William Gardner's choice theory, which states that if you give students a good deal of choice it will allow everyone in the classroom to succeed and use their top talents and strengths to do so. In the future I will have to create lessons that adapt to the needs of students with disabilities (504 and IEP) and create assignments that allow everyone to succeed as well. Finally I will **determine** my progress with this as the student teaching semester goes on. Currently I have created a lot of different lesson plans (see evidence in inventory binder) that will accommodate the needs of all students in the classroom, and have already attending a staff professional development day on differentiation in the classroom! I'm on my way to creating an inclusive environments for my students to grow and excel while in the classroom.

Crisis Leadership Goal

With regards to my crisis goal, as I was think about "what needs to be dealt with", I **declared** that a lot of crises could be adverted if there was just more done BEFORE the crisis itself, in the preparatory stages. I then was able to **define** my goal, which is : To further evaluate previous systems in place and try to adapt and adjust potential ignitors of crisis. As a leader in the community it is my goal to rectify these errors before a crisis

meditation is ever needed. In the education world especially, the “prep” makes all the differences and makes the “event” go that much smoother. I will relate this particularly to classroom management strategies. To **distinguish** the key features of the situation, a crisis needs to have three main constants that make it into a crisis 1) major intervention is needed 2) the reactors mission will need to be expanded, and 3) professional tasks will need to be expanded. Crisis comes from a multitude of different factors, but theorist Gene Knott describes a lack of foresight or planning, hubris, imposed or elective change, lack of leadership, communication errors, and dishonest or greedy behavior all as reasons for crises to occur. In **developing** my plan, the logistics of the situation is that with proper preemptive preventive measures crises can be averted; but many institutions and organizations do not have these measures in place, thus resulting in a lack of leadership and action throughout crisis. By the definition we have established of crisis leadership in class, it implies that the organization does have measures in place, but perhaps they are not feasible or are not enacted when the crisis comes along.

Looking at my goal through **differentiation** the possible alternative to the goal is that proper preemptive procedures have not been established or just are not effective at stopping a crisis from occurring. Sometimes no matter how good the planning, the crisis is still going to happen.

In looking at my **decision** of how to implement the plan, I would create classroom management strategies that would put preemptive measure into place to regulate

behavior in the classroom (see binder for full evidence). A snapshot of what I would put into place is the following class procedures list:

Class Procedures

1. Be kind, courteous, and respectful.
2. One voice! Raise your hand and be acknowledged before talking. Don't talk over your peers or the teacher.
3. Be open-minded-- you don't have to embrace something you don't agree with but you do have to respect the opinions of others.
4. Ask meaningful questions!
5. Actively engage in learning and participate.
6. Please keep language school appropriate!
7. Please no touching-- playfully or otherwise.
8. Go above and beyond expectations!
9. Engage in educational endeavors beyond the classroom!

I would also have students make their own set of class rules, so that they have a "buy-in" to how they need to regulate their behavior in the class (much like the class shared expectations we did in HDF 412). I would **determine** the progress and effectiveness throughout my time student teaching, and then possibly might need to adjust the procedures that I have in place, or make new ones depending on the personalities in the class. As with most everything else, keeping a log of progress and keeping good documentation will be useful in determining the possible outcomes for my goal.

In conclusion, most of my goals will be accomplished throughout the following semester during my time student teaching. My progress thus far has been in determining exactly what my goals will be, and starting to accomplish them. They are all ongoing, and will not be completed until student teaching ends, thus I will be able to

come full circle with the 7D model, and access my progress of my goals and make changes and notes for the future. I think that I have a good start to many of my goals, and I cannot wait to put them to the test during my time student teaching!