

The Key Intelligences of Highly Effective Educators

This comprehensive, multiyear research by School Growth revealed the most commonly identified characteristics of those school employees (teachers, staff, coaches, etc.) who were considered by administrators to consistently contribute at the highest level to the mission, culture, and goals of the institution. These Key Intelligences were found to be the same regardless of the type of school, enrollment size, geographic location, and/or educational philosophy. They provide critical insight to advance personnel practices and policies to effectively grow schools.



Self Intelligence

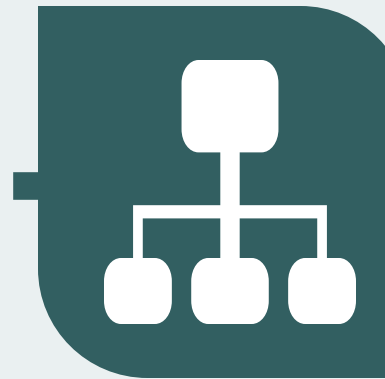
Educators need introspection and self-examination in order to grow and live a fulfilling life. This is a journey of checking one's perspectives and prejudices in order to gain a clearer understanding of influence and impact. The best educators have an accurate self-awareness combined with a strong desire to improve.

"An unexamined life is not worth living." – Socrates



Relational Intelligence

Highly effective educators understand the complex ecosystem of relationships that comprise a school and are adept at building and sustaining those vital connections with all stakeholders. They are friendly and approachable, making others feel accepted, valued and supported--even when navigating conflict.



Organizational Intelligence

They see the big picture with the ability to connect personal goals and decisions to the larger purpose of the whole organization. Such collaborative leadership enables them to integrate into a collective intelligence that can powerfully deliver on the mission. These educators are keenly aware of their vital influence both internally and externally.



Observations about Educational Talent

- The most effective educators are highly intelligent. They have a deep knowledge of their role and best practices, but also have distinctly well-developed intelligences in these key areas.
- The unanimous difference between those who were identified as high performing school employees and those who were identified as low performing: **Attitude**.
- As the ratio of high-performing faculty (TQ) based on these key intelligences increases over time, substantial advances are realized in student growth, school culture, enrollment and fundraising, faculty engagement, and financial sustainability.



Practical Intelligence

Top educators possess a tacit knowledge acquired through observation and experience that gives them the ability to solve every day problems that inevitably arise. They are flexible yet determined, adapting to changing needs and conditions to get the job done.



Professional Intelligence

Their approach to the workday demonstrates preparation, purpose, clarity and organization. Others recognize their professional presence in both attitude and appearance, and they consistently communicate in a manner that reflects the stated values and desired culture. They take pride in their work and strive to improve their craft in collaboration with others.



Emotional Intelligence

Top educators have mastered the ability to control their emotions and respond appropriately while showing remarkable maturity and demonstrating empathy for others. They remain composed and decisive in stressful situations, taking responsibility where appropriate. They know how to successfully resolve conflict with purpose and grace.



Motivational Intelligence

They have the mental capacity to direct and sustain their energy in a manner that motivates themselves and others. Enthusiasm for learning and growing is constantly evident, as they want to be part of the team and contribute to the success of all. These educators are successful without the need for prompting.



Safety Intelligence

Top performers in schools possess effective judgement and decision-making in creating a safe environment for everyone, with resiliency and responsiveness in managing threats in a manner that sustains engagement. They maintain situational awareness and take action appropriately.



Wise Intelligence

Wise educators draw from a wide variety of sources to gain insight and make the best decisions. They are able to tolerate uncertainty and yet remain optimistic and persistent that solutions can be found even for the most difficult problems. Others seek them out for sage advice.



Productive Intelligence

Ultimately, highly effective educators get the job done. They integrate all the dimensions involved in school leadership to improve performance and achieve the goals. Using disciplined habits of follow up and follow through, they consistently deliver on their promises and make the institution better.



Missional Intelligence

This is the core of the most effective educators because they genuinely love and are motivated by the institution's mission. Their influence and impact is optimal because they get the big picture and are invested in it. They care about the success of the organization and it's leadership, serving as loyal ambassadors throughout the community.

These educators are ALL-IN, with a willingness to go the extra mile for the benefit of everyone. Their attitude and character fully aligns with the culture and goals as they model the mission as living curriculum.

Using these Key Intelligences, your organization can build a team of highly effective educators through a **disciplined talent strategy** that utilizes the best practices of human resources, entrepreneurship, education, and leadership. Professional development on these Key Intelligences is available to members of the School Growth Network.



Spiritual Intelligence

Administrators recognize that highly effective educators have a well-developed understanding about the meaning of life and their transcendent purpose. This includes the ability to utilize spiritual resources to solve problems along with the capacity to act morally and virtuously.

THE KEY INTELLIGENCES OF HIGHLY EFFECTIVE EDUCATORS

Data-driven Talent Strategies that Enable Authentically Excellent Schools

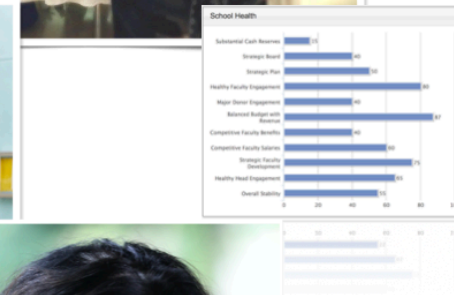
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and Support
to become the best
version of You**



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“There was a moment when I changed from an amateur to a professional. I assumed the burden of a profession, which is to write even when you don't want to, don't much like what you're writing, and aren't writing particularly well.”

— Agatha Christie, Agatha Christie: An Autobiography

EDUCATIONAL LEADERSHIP TRUTHS

**Every school has its own unique context,
including the mission, values, story, history,
community, target market, and value proposition**

EDUCATIONAL LEADERSHIP TRUTHS

Schools are complex organizations made up of an ecosystem of emotionally engaged relationships among people who often have widely varying expectations and beliefs.

EDUCATIONAL LEADERSHIP TRUTHS

**The Living Curriculum has the greatest impact
on Student Growth, School Growth, and
Leadership Effectiveness**

EDUCATIONAL LEADERSHIP TRUTHS

While the organizational context may vary from school to school, the core expectations of a school's leadership is consistent regarding the optimal professional attitudes and habits.

EDUCATIONAL LEADERSHIP TRUTHS

**In order to achieve authentic, sustainable excellence,
education leaders must reduce variability in the
talent, energy, and engagement
among school employees**

CURIOSITY ABOUT SCHOOL TALENT

School Growth's comprehensive, multiyear research sought to address questions that continue to be a challenge for school leadership:

- * What professional development priorities and leadership strategies produce the greatest ROI?
- * How can leaders of educators effectively implement HR strategies and culture building activities that advance the mission and strategic goals?
- * What do teachers want and need from the administration in order to professionally grow and be most effective?

CURIOSITY ABOUT SCHOOL TALENT

Challenges for school leadership (cont.)

- * Do some members of the faculty (teachers, staff, coaches, etc.) contribute at a higher level to the mission, culture, and goals of the school? Why?
- * What do those school employees have in common and is there a pattern of similar attributes across various school types and locations?
- * Do administrators communicate expectations in a clear and consistent manner, providing equitable and consistent processes for accountability and growth?

METHODOLOGY OF SCHOOL TALENT RESEARCH

- * We began this multi-year research study by conducting a Talent Audit with 50 private and charter schools in the U.S. and Canada. The private schools included small, medium, and large institutions that identified as some combination of independent, faith-based, international, and/or boarding programs.
- * Performance of all school employees (including teachers, support staff, coaches, etc.) was evaluated by the administrative leadership team—which varied in size largely determined by the school’s student enrollment—based on their perceptions of each employee’s observed contribution to the mission, culture, and goals of the school.
- * The leadership team generally included the chief administrator (head of school, superintendent, principal, or executive director) and his/her direct reports.

METHODOLOGY OF SCHOOL TALENT RESEARCH

- * Through a process of collaborative negotiation, the participating administrators created a consensus list of school employees who contribute the most to the mission and goals.
- * The administrative team then conducted an analysis of the common characteristics that were known about these employees, creating a considerable catalog of adjectives that could accurately be attributed to most if not all of these employees. These adjectives were then grouped in categories to produce a set of behavioral core values.

OBSERVATIONS ABOUT SCHOOL TALENT

- * The most effective educators are highly intelligent. If they are teachers, they have a deep knowledge of their content and instructional practice. Non-teachers likewise have mastered the knowledge and skills required to perform their job very well.
- * But these people were distinguished in other forms of intelligence as well.
- * The nearly unanimous difference between those who were identified as high performing faculty and those who were identified as low performing: Attitude
- * Research so far has overwhelmingly found that diverse abilities involving cognition are strongly positively interrelated—i.e., people who are high in certain intelligences, more often than not, tend to be high in others.

OBSERVATIONS ABOUT SCHOOL TALENT

- * **As the Talent Quotient increases over time, substantial growth is realized in:**
 - **Enrollment**
 - **Student Achievement**
 - **School Culture and Organizational Health**
 - **Employee Quality and Engagement**
 - **Philanthropic Support**
 - **Economic Strength**

OBSERVATIONS ABOUT SCHOOL TALENT

- * Advancing the quality of school talent is complicated by:
 - the annual hiring cycle common to schools
 - the nature of the emotionally engaged relationships that develop between school employees and the families they serve
 - underdeveloped human resources disciplines among administrative leadership
 - traditional overemphasis on technical qualifications and abilities over behaviors and attitudes

THE KEY INTELLIGENCES OF HIGHLY EFFECTIVE EDUCATORS

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|--------------------------|-------------------------------|-----------------------------|
| — Self Intelligence | — Organizational Intelligence | — Motivational Intelligence |
| — Spiritual Intelligence | — Relational Intelligence | — Safety Intelligence |
| — Emotional Intelligence | — Wise Intelligence | — Productive Intelligence |
| — Practical Intelligence | — Professional Intelligence | — Missional Intelligence |

THIS IS YOUR MOMENT

Become a Professional Leader of Educators
where you fully assume the burden of a profession,
which is to invest in your people even when you don't want to,
don't much like the tasks of dealing with difficult attitudes,
and may not be feeling especially supported.



**Training, Planning, and Support
to become the best version of **You****

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