

## Chapter 1. Why Failure Is Not an Option

### Chapter Content Review

1. Name two primary reasons why failure is not an option in education.
2. Discuss the single most important element for success in any endeavor as listed on page 5.

### Activities

1. In no more than two sentences, complete the following statement: "I decided to become an educator because . . ." Share and discuss your response with others in your study group. You may want to form smaller groups of two or three for this activity.
2. List on a board or overhead the six lessons learned beginning on page 12. In small groups, have participants discuss the lesson that most inspired them as they read this chapter. This is a good way for participants to get to know one another. Have each group discuss their particular situations—and how you would like to see them change.
3. As a group, complete Resource 1, FNO Snapshot Rubric for Educational Leaders, and Resource 2, FNO Student-Success Model and Critical-Success Factors, to get an overview of the school's current status (if multiple schools are represented in the group, divide the group by school affiliation for this exercise). You will refer to these forms in Chapter 10.
4. Review Case Story 1, Six Lessons Exemplified Across a Region. In small groups, brainstorm some of the things your school or district can do to increase relationships within your school and across your district and other districts. How could these plans be implemented? What would you like to learn from other districts? What do you feel your school or district has to offer?

### Discussion

1. On page 3, there is a quote from Michael Fullan, "A high-quality public school system is essential." As a group, brainstorm ways in which educators can help make each of these 10 things possible (you can use this in future discussions as the group reads more of the book).
2. The author poses the question, "Why are we in this profession?" (page 5). Why, according to him, is this question key to any successful improvement effort?
3. Hand out copies of Resources 3 through 6, found at the back of this Facilitator's Guide. As a group, review and discuss each. How can you use each of these? Which would be most useful in your school or district?

4. Consider the “Think It Through . . .” questions on page 28 about “Six Lessons Learned at Williamston Middle Schools.” Answer each of these questions as a group.

### Further Reading

- Fullan, M. G. (2003). *Change forces with a vengeance*. New York: Routledge/Falmer.
- Heifetz, R. (1999). *Leadership without easy answers*. Cambridge, MA: Belknap Press of Harvard University Press.
- Stoll, L., & Temperley, J. (2009). Creative leadership: A challenge of our times. *School Leadership and Management*, 29(1), 63–76.

### Resources

- Resource 1. FNO Snapshot Rubric for Educational Leaders
- Resource 2. FNO Student-Success Model and Critical-Success Factors
- Resource 3. Williamston Zoomerang Survey: Tying Professional Development to Results
- Resource 4. FNO Tuning Protocol
- Resource 5. Williamston Graphic Organizer and Rubric for Writing
- Resource 6. Williamston Professional Development Agenda