

Leading **RESILIENT** SCHOOLS

Adapting for
Collective Efficacy,
Impact, and
Coherence

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CORWIN

Book Study Guide

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NOTE TO FACILITATORS

Welcome to the book study guide for ***Leading Resilient Schools***. Every book study group or professional learning community is different and unique. If you are formally facilitating a book study group, this is meant to serve you as a guide, but you should feel free to make it your own and tailor it to the group you are facilitating. Here are some helpful tips and reminders:

Goals: Book studies are opportunities for educators to explore a professional book with peers, discuss and reflect on key takeaways, and apply that learning to their professional practice. Any book study can be successful as long as you and your other participants set out clear goals and success criteria, and as long as all participants are dedicated to achieving these goals.

Length and timing: This depends on the length of the book, how in-depth you want to go into each topic, and the availability of your participants. The following guide is not meant to be prescriptive, and you may not cover all of it, but you can adapt it to the needs of your group.

This guide offers suggestions for breaking the reading up across multiple days. If participants don't have the time to read independently before coming to the meetings, you can break up the reading into groups instead and engage in a jigsaw activity. A jigsaw is a cooperative learning strategy that enables each participant of a "home" group to specialize in one aspect of a topic or one section of reading, which they engage in with an "expert group". They then return to their home group and share what they've learned. Here are instructions for facilitating a [jigsaw](#). If your group engages in this format, be sure to determine whether participants have a shared understanding of the content before moving into the classroom' sections.

Format: Many groups prefer to meet face-to-face, but it's important to consider all participants' availability and accessibility. Book studies can be equally successful online via video conference, in an online forum, or in social media.

This book study guide offers three types of interaction:

- During Reading questions and reflections
- As a Group discussion questions
- With Your Team activities

You can do or assign those that make sense to you and that fit within your time budget. If you are engaging in a jigsaw format, you may choose to have participants focus on the During Reading questions together. The "With Your Team" sections ask participants to try something in their school. Be sure to spend time agreeing on what criteria will determine whether use of particular intervention or strategy had the impact that was expected. Also leave some time at the beginning of the next meeting, or set a separate interim time, to debrief and analyze the results of the inquiry, i.e., prompting participants to describe what happened, forming hypotheses, and determining next steps.

Setting norms: In order to establish a safe, trusting, respectful, and committed environment for discussing a book in a professional setting, it's critical to work with your group to co-create and agree to certain norms. Norms help provide a clear pathway, help to ensure all voices are heard and respected, and no voice dominates the discussion. They ensure all members of the group can engage in a productive and meaningful experience from which they can learn and grow. Here are some guidelines and processes for setting: <https://learningforward.org/wp-content/uploads/2010/06/tool313.pdf>, <https://www.edutopia.org/article/using-book-club-navigate-challenging-topics>. Be sure to leave ample time during the first session, or have a separate launch session, to focus on co-creating norms.

Facilitate like a pro: Some participants will share their thoughts and opinions readily, while others may feel more hesitant and let their more outgoing colleagues guide the discussion. It's important to engage your quieter participants—without putting them on the spot—and keep the conversation moving smoothly without letting anyone dominate the discussion. Try allowing your participants to discuss with a partner or a small group or let everyone have a moment to share.

Support: Lack of support—or even any appearance of it—can quickly derail any forward progress. Make it clear from the start that your participants will be supported by their administration as they try out their new learning in the classroom. Plus make it a point to follow up regularly to see how they've applied their learning and share what participants are doing successfully.

Book Study

Welcome to the book study for *Leading Resilient Schools*. Congratulations on taking this important step to deepen your learning around the habits by engaging in a personal learning experience! In support of your ability to feel confident, capable, and successful as an education leader, this book study is designed to help you organize your learning in an efficient manner. You will gain new ideas from not only reflecting independently, but by sharing your experiences with peers and creating opportunities to test specific activities (not all of them!) in your school. Enjoy the journey!

By the end of this book study, as a group you will have:

- Learned how resilience functions as a system across a school
- Explored leadership practices that strengthen coherence, trust, and shared responsibility
- Developed strategies for aligning vision, culture, and instruction
- Applied evaluative thinking and adaptive leadership practices
- Collaborated with peers to deepen understanding and application
- Built shared mental models for leading resilient schools
- Identified opportunities to sustain resilience over time

CHAPTER 1: ANCHORING RESILIENCE IN A CLEAR VISION

Synopsis

- The Power of Clear Vision in a Resilient School
- Resilience in Contemporary Education Leadership
- What It Means to Be a Resilient School
- Why Resilience May Feel Elusive to Achieve
- The Mindsets of a Resilient School
- An Antidote to Uncertainty: A Clear, Collective Vision
- The Role of the Leader in Cultivating Resilience
- Co-Creating Vision: From Shared Meaning to Collective Resilience

Reading Timeline

Day 1:

Day 2:

Day 3:

During Reading

1. As you read, annotate moments where the author's definition of a resilient school vision aligns with or diverges from how vision is currently understood in your context. What assumptions are embedded in your school's existing vision statement?
2. Recall a decision you made under pressure. In hindsight, how clearly did your school's vision guide that decision? What would have been different with a stronger, more shared vision?
3. Consider the stakeholders in your building or district: staff, families, students, and community partners. How might each group experience your vision differently? What would it take to move from a leader-held vision to a genuinely co-created one?

As a Group

Vision Co-Creation Workshop

Distribute sticky notes in two colors. Ask participants to write one phrase that describes what resilience looks like in their school (color 1) and one phrase describing what it should look like (color 2). Cluster the responses on a shared board under themes and identify patterns, gaps, and tensions. In small groups, draft a one-sentence vision statement that captures the aspirational clusters. Share, compare, and discuss: What was easy? What surfaced conflict? What does that tell us?

Vision Alignment Mapping

Each participant writes their understanding of the school or district vision on an index card without looking anything up. Compare cards across the table. Where is there alignment? Where does the vision fragment or differ by role (i.e., principal versus district leader versus teacher)? Discuss: What are the root causes of misalignment, and what are the consequences for daily decision-making and school culture?

Accountability Partner Commitment

Pair participants across different roles or schools. Each person identifies one concrete action to take within two weeks to strengthen vision, clarity or co-ownership. Partners exchange contact information and schedule a brief check-in to report back.

With Your Team

Between Sessions: Facilitate a Vision Ownership Activity with Your Staff

Follow these steps to implement and reflect on this practice:

Before the meeting, print your school or district's current vision statement on a single card for each staff member. At the start of your next staff or leadership team meeting, ask individuals to silently rate their sense of ownership of the vision on a scale of one to five and jot one word describing how they feel about it. In triads, share ratings and words without judgment. Bring the full group together to identify themes and discuss: What would it mean for every staff member to feel genuine ownership, not just familiarity with the vision? Commit to one structural change, such as embedding vision language in weekly communications or referencing it in instructional feedback and revisiting its impact in four to six weeks.

CHAPTER 2: CULTIVATING A RESILIENT SCHOOL CULTURE

Synopsis

- Why School Culture Matters
- The Role of Culture in Cultivating Resilience
- Psychological Safety: The Cornerstone of a Resilient School Culture
- From Theory to Practice: Bringing Psychological Safety to Life
- The ADAPT Framework
- Align Culture Through Shared Purpose and Clear Vision
- Deepen Resilient Culture Through Relational Trust

During Reading

1. The author frames culture as the engine of resilience. As you read, map the cultural indicators described against what you observe in your school on a typical Monday morning. What do you notice? What do you consciously not notice?
2. Psychological safety is cited as foundational. Think of a staff member who regularly takes intellectual risks in your presence, and one who does not. What leadership behaviors, however subtle, might account for the difference?
3. Consider the idea of embedded culture. What practices in your school calendar, meeting structure, or communication patterns are quietly reinforcing a particular cultural narrative - one you may or may not have intentionally designed?

As a Group

Culture Scenario Discussions

Present the group with two or three brief scenarios involving trust breakdowns, unspoken norms, or cultural contradictions; for example, a teacher who is publicly praised for results but privately uses exclusionary practices with struggling students. Small groups discuss: What are the visible and invisible cultural forces at work? What would a resilient school culture leader do? Debrief together: Which scenario felt most familiar? What does that reveal about your system?

Trust Mapping Workshop

Each participant draws a simple map of their school or district showing key relationships. They mark relationships as high-trust, medium-trust, or low-trust using their own honest judgment. Without sharing maps to protect candor, discuss in small groups: What patterns emerged? What types of relationships tend to be high- or low-trust, and what leadership behaviors drive that? As a whole group, identify two trust-building behaviors the chapter recommends and commit to practicing one for the next three weeks.

Accountability Partner Commitment

Each participant names one leadership behavior they will deliberately change or strengthen to support psychological safety. Partners check in after two weeks: What shifted? What resistance did you encounter?

With Your Team

Between Sessions: Implement a Psychological Safety Practice

Follow these steps to implement and reflect on this practice:

Choose one practice from the chapter that builds psychological safety: for example, normalizing mistakes in staff meetings, using structured protocols for disagreement, or publicly modeling vulnerability. Introduce it deliberately in your next team gathering and name what you are doing and why. Don't implement it quietly. After two to three weeks, gather brief anonymous written feedback: Did staff notice? Did it change anything? Use this data to refine your approach and share your learning with a colleague or accountability partner.

CHAPTER 3: BUILDING RESILIENT TEAMS THROUGH HUMAN-CENTERED LEADERSHIP

Synopsis

- Why Human-Centered Team Leadership Matters
- Human-Centered Leadership Builds Resilient Teams
- The Three Interconnected Dimensions of Human-Centered Leadership
- Well-Being, Belonging, and Empathy: The Foundation of Resilient Teams
- Practical Strategies for Supporting Resilient Teams
- Empowering and Investing in Staff
- Creating Individualized Growth Pathways
- Distributed Leadership Opportunities

During Reading

1. The chapter distinguishes between staff who are present and those who truly belong. As you read, think about your most recently hired staff member. What was their experience of their first semester? What systemic conditions—not just personal warmth—shaped that experience?
2. Distributed leadership is often discussed but rarely truly practiced. Where in your school or district is decision-making genuinely shared? Where is participation theatrical and input is solicited but not meaningfully incorporated?
3. Reflect on a talented staff member who left your school or district. Using the lens of this chapter, what retention factors were absent? What would you do differently now?

As a Group

Team Leadership Role-Play

Assign roles: one participant plays a principal navigating a staff belonging concern; others play staff members with varying levels of trust, engagement, and agency. Run a five-minute scenario, then debrief: What human-centered moves were made? What was missed? What assumptions were embedded in the leader's approach? Rotate roles and run a second scenario. Discuss how role and position shape what leaders perceive and what they miss.

Human-Centered Design Workshop

Frame the challenge: How might we strengthen belonging and growth pathways for staff in our context? Using design thinking stages (Empathize, Define, and Ideate) spend twenty minutes generating responses. Each group produces a one-page prototype of a strategy. Gallery walk: groups examine each other's prototypes and leave sticky-note feedback. The facilitator surfaces the most generative ideas for broader discussion.

Accountability Partnerships

Each participant identifies one staff member they will intentionally invest in, not through evaluation but through genuine recognition or a growth conversation. Pairs check in after two weeks to share what happened and what they learned.

With Your Team

Between Sessions: Strengthen Belonging Through a Targeted Strategy

Follow these steps to implement and reflect on this practice:

Identify one group of staff (for example, new teachers, paraprofessionals, staff of color, or part-time employees) who may experience weaker belonging in your current culture. Design a brief listening session or one-on-one conversations specifically with that group. Focus on understanding their experience, not defending existing structures. Use what you learn to make one visible, named change and communicate it back to the group. Document the process and impact for your own professional learning.

CHAPTER 4: STRENGTHENING COLLECTIVE EFFICACY

Synopsis

- Why Collective Efficacy Matters
- The Intersections of Efficacy and Resilience
- Reflection Guides Collective Belief in Impact
- Developing the Enabling Conditions for Efficacy to Thrive
- Elevating Empowerment and Collaboration
- Strengthening Collective Efficacy through Professional Learning Communities
- The Connection Between PLCs, Collective Efficacy, and Resilience
- The End Result: Embedded Collective Efficacy

During Reading

1. Collective teacher efficacy is described as one of the highest-impact influences on student achievement. As you read, evaluate your school against the enabling conditions described. Where is collective efficacy strong? Where does a culture of learned helplessness or isolation quietly persist?

2. The chapter distinguishes between shared ownership and delegated tasks. Think of the last time your staff took genuine collective responsibility for a problem not because they were assigned to, but because they felt compelled to. What conditions made that possible?
3. Consider the PLCs in your school. Are they structured around evidence, inquiry, and shared accountability? Or have they become scheduling artifacts—meetings that happen without meaningful collaboration? What would it take to shift those structures?

As a Group

Collective Efficacy Scenarios

Present a scenario: A school sees consistent data showing a subgroup of students is not progressing. The principal attributes it to home factors, the teachers attribute it to instructional capacity gaps, and the district blames scheduling constraints. Groups discuss: Where does collective efficacy break down in this scenario? What conditions would need to shift, and who is responsible for shifting them? Compare responses across groups. Where does responsibility-taking feel most uncomfortable, and why?

PLC Mapping Workshop

Each participant sketches the current structure of their PLCs: frequency, focus, who leads, how decisions are made, and how student data is used. In pairs, exchange maps and identify: What is built for compliance, and what is built for genuine inquiry? What one structural change would have the greatest leverage? As a whole group, share the most significant structural change identified and discuss the feasibility and political constraints.

Accountability Partnerships

Identify one collaborative structure to strengthen before the next session. Partners commit to a specific change, implement it, and share results, including what didn't work.

With Your Team

Between Sessions: Redesign One Collaborative Structure for Deeper Inquiry

Follow these steps to implement and reflect on this practice:

Select one existing PLC, data team, or collaborative meeting that has become routine or surface-level. Using the enabling conditions described in the chapter, redesign its structure: clarify shared norms, build in real student data analysis, and establish clear collective commitments. Run the redesigned structure for three to four sessions, then gather brief staff feedback. Reflect: Did collective responsibility increase? What evidence do you have?

CHAPTER 5: DEEPENING RESILIENCE THROUGH EVALUATIVE THINKING

Synopsis

- Why Evaluative Thinking Matters
- Developing a Discipline of Curiosity
- Evidence as the Engine of Resilient Schools
- Building the Conditions for Evaluative Thinking
- Turning Evidence into Action to Advance Learning
- The Payoff: Resilient Schools Learn

During Reading

1. The author frames evaluative thinking as an act of professional courage, not just a technical skill. As you read, consider: In your school or district, when does data get used to confirm existing beliefs rather than challenge them? What does that protect, and what does it cost?
2. Reflect on the concept of moving beyond compliance. In your current role, how much of your data work is designed to satisfy external accountability requirements versus genuinely inform instructional or organizational decisions?
3. Consider the role of curiosity in your leadership practice. When did you last ask a question about your own school for which you genuinely did not already know the answer, and then set out to find evidence?

During Reading

Data Scenario Analysis

Present a data set: a school shows gains in literacy scores but flat or declining results for English learners and students with disabilities. Leadership is preparing to celebrate the gains publicly. Groups discuss: What is the evaluative thinking failure here? What questions should be asked before any celebration? What structural or cultural factors make disaggregating data uncomfortable? Debrief: How often do your schools or districts engage in selective data storytelling, and what are the equity implications?

Decision Mapping Exercise

Each participant identifies a significant decision made in the past year. Using a T-chart, they map the evidence that informed the decision on one side and assumptions or gaps on the other. In small groups, share maps and identify: What types of evidence were most commonly missing? What assumptions were most frequently unexamined? As a whole group, discuss what inquiry routines or structures could make evaluative thinking a consistent leadership habit, not just an annual event.

Accountability Partnerships

Each participant commits to introducing one inquiry-based routine in their school or district before the next session. Partners check in to share what evidence they gathered and what it revealed or unsettled.

As a Group

Between Sessions: Establish an Inquiry Routine for Decision-Making

Follow these steps to implement and reflect on this practice:

Identify one type of recurring decision in your school, such as placement, scheduling, or intervention selection, and examine the evidence base that currently drives it. Introduce a simple protocol, such as a four-questions framework that requires your team to name what they know, what they are assuming, what they don't know, and what they need to find out before deciding. Use the protocol in three consecutive decision-making meetings and debrief: Did it change the quality of the decision? Did it surface uncomfortable assumptions? What will you sustain?

With Your Team

Introduce a routine for inquiry-based decision-making and reflect on its impact.

CHAPTER 6: FOSTERING COHERENCE AND ALIGNMENT

Synopsis

- Why Coherence and Alignment Matter
- Coherence as a Catalyst for Resilience and Results
- Coherence Mapping to Align Priorities
- Coherence Mapping Tool
- Communicating With Clarity to Drive Coherence
- From Fragmentation to Focus: Using Coherence and Communication to Build Resilient Schools

During Reading

1. Initiative fatigue is described as both a capacity problem and a trust problem. As you read, honestly assess: How many of your current initiatives were driven by genuine evidence of need versus external pressure, trend adoption, or district optics?
2. The chapter addresses coherence mapping as a leadership discipline. Think about your school's or district's last strategic planning cycle. Did it produce coherence or a longer list of priorities? What structural or cultural forces pull toward fragmentation?
3. Consider how you communicate strategic direction. Do staff experience your messaging as clear, consistent, and connected to the vision? Or do they receive multiple disconnected mandates that they privately—or publicly—struggle to reconcile?

As a Group

Coherence Mapping Workshop

Participants list all active initiatives in their school or district on sticky notes, one per note. As a group, cluster initiatives into three categories: Vision-Aligned, Misaligned or Redundant, and Unclear. Be honest. Discuss: What would it take to stop something? What makes stopping feel riskier than adding? What does that reveal about your organizational culture?

Alignment Audit

Using your school or district's strategic goals and vision, participants individually rate alignment for each major initiative on a scale of one to three. Compare ratings across the table. Where is there disagreement? What does disagreement indicate about shared understanding or its absence? Identify the two initiatives with the lowest consensus ratings and discuss: Is the lack of alignment a communication problem, a design problem, or a leadership problem?

Accountability Partnerships

Each participant identifies one initiative they will deprioritize, consolidate, or stop, and what they will say to staff about why. Partners check in to discuss the response they received and what they learned.

With Your Team

Between Sessions: Implement a Coherence Strategy with Your Leadership Team

Follow these steps to implement and reflect on this practice:

Bring your leadership team together for a coherence audit: list every initiative, program, and priority currently active. Categorize them as Core, Supporting, or Disconnected. Facilitate an honest conversation about which Disconnected initiatives are consuming energy without proportional impact. Make at least one collective decision to stop, consolidate, or defer something. Communicate that decision transparently to staff, naming it as a coherence-building choice, not a failure. Document the shift in energy or focus over the following month.

CHAPTER 7: LEADING INSTRUCTION IN RESILIENT SCHOOLS

Synopsis

- Why Leading Instruction Matters
- From Foundation to Practice: Activating Instructional Leadership
- Cultivating Inquiry Through Instructional Rounds
- Establishing Effective Instructional Round Structures
- From Reports to Rounds: Deepening Instructional Inquiry Through Evidence
- Sustaining Resilient Instructional Leadership Through Inquiry

During Reading

1. The chapter positions instructional leadership as a lever, not a task. As you read, examine your own relationship with classroom instruction. When you observe teaching, are you gathering evidence about learning or inspecting for compliance with an instructional framework?
2. Instructional rounds require relational trust to function as genuine learning tools rather than evaluative rituals. In your school or district, would most teachers describe classroom observations as developmental or performative? What structures, formal or informal, drive that answer?
3. The chapter connects curriculum coherence to instructional resilience. Where in your school or district is the curriculum-instruction-assessment triangle broken? What are the instructional consequences for students in those gaps?

As a Group

Instructional Leadership Scenarios

Present a scenario: A principal spends the majority of their time on operations and parent communication. They conduct required observations, but teachers describe them as looking for problems. Instructional improvement is stagnant. Groups discuss: What is the instructional leadership failure here: structural, relational, or both? What would a first step toward change look like, given real constraints? Debrief: How much of this scenario resonates with your own context? What makes instructional leadership the first thing to get crowded out?

Instructional Rounds Planning Workshop

In small groups, design a one-cycle instructional rounds process for a fictional school: establish the problem of practice, design the observation protocol, and plan the debrief. Groups share their designs. Identify: What assumptions are embedded in the problem of practice? Who is centered in the debrief: teacher performance or student learning? Discuss: What would it take to implement rounds in your school in a way that strengthens trust rather than eroding it?

Accountability Partnerships

Each participant identifies one instructional learning structure to introduce or refine, not as an observation, but a collaborative learning experience for staff. Partners check in after implementation to discuss: What shifted in the instructional conversation? What resistance surfaced?

With Your Team

Between Sessions: Launch or Refresh a Collaborative Instructional Learning Structure

Follow these steps to implement and reflect on this practice:

Choose one structure (instructional rounds, learning walks, lesson study, or co-planning protocols) and design it explicitly around a student learning problem, not a teacher compliance concern. Before launching, facilitate a staff conversation about purpose: this is about our collective learning, not individual evaluation. Establish group norms and a debrief protocol. After the first cycle, gather staff reflections: What did you learn about student learning that you didn't know before? Use responses to refine the structure and build the case for sustaining it.

CHAPTER 8: NURTURING FUTURE-READY MINDSETS

Synopsis

- Why Future-Ready Mindsets Matter
- Reframing a Future-Ready Orientation
- Transforming Resilient Schools into a BANI World
- Structures That Support Resilience
- Advancing a Future-Ready Vision Amidst the Unknown

During Reading

1. The author introduces the BANI framework (Brittle, Anxious, Nonlinear, Incomprehensible) as a descriptor of the environments schools now operate in. As you read, map your school's last eighteen months against each dimension. Where did BANI conditions most directly shape leadership decisions, and where did you respond as if the environment were still stable and predictable?
2. Adaptive problem-solving requires letting go of solutions that worked before. Think of a persistent challenge in your school or district. Is your current approach fundamentally a recycled solution from a different era? What would a genuinely adaptive response look like?
3. The chapter addresses blind spots as a structural leadership risk. Consider: What are the voices, data sources, or perspectives that are systematically absent from your decision-making process? Who isn't in the room, and why?

As a Group

Adaptive Leadership Scenarios

Present a scenario: A district rolls out a comprehensive new literacy framework. Six months in, classroom data shows mixed results. The superintendent is publicly committed to the framework; principals feel pressure not to report concerns. Groups discuss: Where are the BANI conditions operating? What adaptive leadership moves are available to the principals? What are the risks of silence versus transparency? Debrief: How often does public commitment to an initiative foreclose the honest evaluation necessary for adaptation?

Future-Ready Planning Exercise

In small groups, identify one challenge your schools will likely face in the next three years that you are currently not structurally prepared for. For each challenge, discuss: What do we know? What are we assuming? What capabilities would we need to develop now to respond adaptively then? Groups present their scenarios to the full group. The facilitator synthesizes common themes and the gaps in current leadership preparation.

Accountability Partnerships

Each participant identifies one strategy that will strengthen their own or their team's adaptability. Partners check in after implementation: What did iterating look like in practice? What did you have to let go of?

With Your Team

Between Sessions: Build Adaptive Capacity Through Structured Reflection

Follow these steps to implement and reflect on this practice:

Introduce a brief After Action Review practice in your leadership team meetings. Following any significant initiative, event, or decision, ask four questions: What did we intend? What actually happened? What accounts for the difference? What will we do differently? Use the first session to work through a real recent example, not a hypothetical. The specificity is what makes it powerful. Commit to using the protocol consistently for two months. Then reflect: Has it changed how your team anticipates problems and adapts to them? What does the pattern of responses reveal about your team's blind spots?

CHAPTER 9: BUILDING AGILE AND CONNECTED SCHOOL COMMUNITIES

Synopsis

- Why Agility Matters
- Organizational Agility in Schools
- The Mediating Role of Social Capital
- The Significance of Agility in Today's World
- Learning in the Age of Agility
- The Agile Manifesto for Learning
- The Promise and the Path Forward

During Reading

1. Organizational agility is not the same as organizational speed. As you read, distinguish between these two concepts in the context of your school or district. Where have you moved quickly without the adaptive thinking that true agility requires, and what were the consequences?
2. The chapter develops the concept of social capital as an organizational asset. Honestly evaluate: Does your school generate social capital across community groups, or primarily within existing networks? Who holds social capital in your community, and are they meaningfully included in school decisions?
3. Consider the concept of agile learning systems. What learning happens in your school or district as a system, not just in individual classrooms or teacher teams? Where does systemic learning break down, and what does it cost?

As a Group

Agility Scenario Analysis

Present a scenario: A school district receives a sudden increase in multilingual learner enrollment mid-year with no additional resources allocated. Some schools respond flexibly and creatively; others are paralyzed. Groups discuss: What organizational conditions explain the difference? What leadership behaviors, structural features, and cultural norms enabled agility in some schools and prevented it in others? Debrief: What would your school or district have done? Be specific about current constraints and current capacities.

Stakeholder Mapping Exercise

Each participant draws a stakeholder map of their school community: Who is regularly engaged? Who is rarely engaged? Who is actively excluded or alienated? In small groups, examine: What structural barriers (time, language, trust, power) account for the gaps? What would genuine partnership, not consultation, with underrepresented stakeholders look like? As a whole group, identify one stakeholder group that is systematically underengaged across your schools and co-design one concrete first step toward deeper partnership.

Accountability Partnerships

Each participant commits to one strategy to strengthen agility or stakeholder engagement before the next session. Partners share results including what they tried that didn't work, and what that failure revealed.

With Your Team

Between Sessions: Deepen Stakeholder Partnership Through Structured Engagement

Follow these steps to implement and reflect on this practice:

Identify one decision your school or district will make in the next sixty days that has historically been made without meaningful stakeholder input: for example, scheduling, program design, or budget priorities. Design and facilitate a genuine input process with at least one underrepresented stakeholder group. This should be a structured conversation, not a survey, and you should prepare to be challenged. After the process, report back to the stakeholder group: Here is what we heard. Here is what changed. Close the loop explicitly. Document the impact on the decision and the relationship.

CHAPTER 10: LEADING FOR SUSTAINED RESILIENCE

Synopsis

- Why Sustained Resilience Matters
- From Initiatives to Identity: Embedding Resilience as a Way of Being
- Leveraging the ADAPT Framework for Long-Term Gains
- Leadership Over Time: Stewardship, Consistency, and Adaptive Commitment
- Systems That Hold Under Pressure: Designing for Durability and Renewal
- Resilience Across Transitions: Leading Change Without Losing Coherence
- Recognizing Blind Spots in Leading Resilience
- Carrying the Work Forward: A Living Vision for Resilient Schools

During Reading

1. The final chapter challenges the distinction between resilience as an initiative and resilience as an organizational identity. As you read, honestly assess: If an outside observer spent a week in your school, would they describe resilience as something you talk about, or something embedded in how you operate?
2. The author addresses the leadership succession problem: Systems that depend on one leader's vision rarely survive transitions. What structural, cultural, and human investments would ensure that the resilience work in your school outlasts your tenure?
3. Consider the concept of shared responsibility as distinct from delegated accountability. In your school or district, is responsibility for resilience genuinely distributed or does it rest primarily on the shoulders of a small number of leaders who are quietly carrying the weight?

As a Group

Sustainability Scenario Discussions

Present a scenario: A highly effective principal retires after seven years. The culture she built, characterized by trust, high expectations, and distributed leadership, begins to erode within eighteen months of her departure. Groups discuss: What was built, and what wasn't? What conditions would have made the culture more portable and durable? What is the difference between culture embodied in a person and culture embedded in a system? Debrief: What elements of your school's resilience are currently personality-dependent? What would it take to institutionalize them?

Systems Mapping Workshop

Each participant identifies three to five structures in their school or district that actively sustain resilience: for example, onboarding practices, leadership team protocols, communication rituals, or PLC structures. In small groups, evaluate each structure: Is it built to outlast individual leaders? Does it actively develop the next generation of resilient leadership? What would need to change for it to be truly durable? As a whole group, synthesize the most critical leverage points for sustaining resilience as an organizational identity, not a program.

Accountability Partnerships

Each participant develops a personal sustainability commitment: one structural or cultural investment they will make to ensure resilience outlasts their individual leadership. Partners share plans and hold each other to a thirty-day and ninety-day check-in.

With Your Team

Between Sessions: Develop a Sustainability Plan for Resilience

Follow these steps to implement and reflect on this practice:

Facilitate a resilience sustainability audit with your leadership team: What practices, structures, and beliefs about resilience are genuinely embedded in your system, not dependent on any one person? Identify two or three specific investments to make in the next semester that move resilience from initiative to identity. Examples include embedding resilience language in hiring, onboarding, and evaluation, or designing leadership development that distributes resilience practices across roles. Write a brief resilience legacy statement: If you left your position in twelve months, what would you want to have built that would endure? Share it with your leadership team and invite their additions and accountability.