

**HEARTPRINT: Living a Fully Engaged,  
High-Energy, Well-Balanced Professional Life!**

"I define your *heartprint* as the *distinctive impression and marked impact your heart leaves on others*—your students and your colleagues, as your career and your school seasons unfold."



**Timothy D. Kanold, PhD**  
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Twitter: @tkanold

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**Essential Question**



**What season # is this for you?**

**And**

**Why did you choose to join the  
education profession?**



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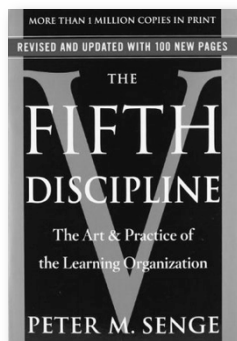
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**By 1990 . . .**

**The courage to  
teach, lead and  
influence from the  
middle**

**The N-S-E-W sphere  
of influence in a  
PLC at Work culture**



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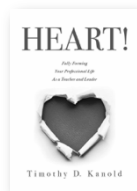
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**2014**  
**R U Available for a Quick Call?**



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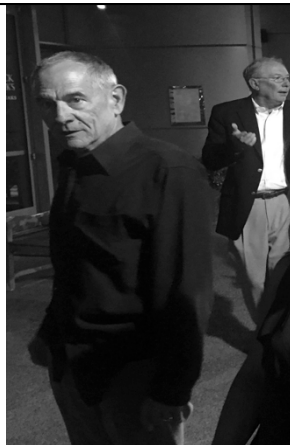
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**"I define your *heartprint* as the *distinctive* impression and marked impact your heart leaves on others—your students and your colleagues, as your career and your school seasons unfold."**



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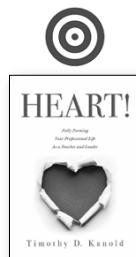
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***My Heartprint!***  
**The H, E, and A of Our Professional Work!**

- Examine cultural elements of professional *Happiness*
- Consider data about professional *Engagement*
- Embrace relational elements for healthy professional *Alliances*
- Choose a balanced Quadrant II life!



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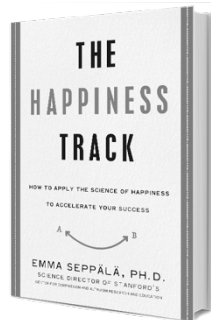
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## H Is for *Happiness* The Science of Happiness

Happiness is a *state of heightened positive emotion*.

“[Happiness] increases our emotional and social intelligence, boosts our productivity, and heightens our influence over peers.”

Book p.8



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### The “Now What?” Of Life: Celebrating Rebecca DuFour

by Timothy D. Kanold | October 9, 2018  
Categories: PLC, Solution Tree

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It was one of those wonderful mid-fall afternoons as I walked to my car, crossing the quad of the university campus. Tree colors were just starting to appear, and the air had that rare “higher temperatures than normal with crispness” smell.

I took off my suit jacket as I approached the car with this intense feeling I had done this very act of taking off my suit jacket and getting into my car, many times before. I had this awareness too that those moments had always left me feeling a bit empty. It was a feeling similar to the one you sense right after spending hours with friends and family, saying goodbye, going on your way, but feeling a bit homesick for them immediately.

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**Formative Assessments versus Summative Assessments**  
by Chris Jollick | October 6, 2018

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Who is the most joyful person you know at work?

Then, list three one word characteristics of this person!



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**Who is the most joyful person  
you know?**

**Stability** is about **strength**—  
**We can do this!**

**Stability** is about **support**—  
**I will be there when you fail.**

**Stability** is about **peace**—  
**I will demonstrate joy  
and gratitude toward you.**

**There is a joy–gratitude–stability connection. P.41**



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**Happiness and ...**

*Hope*

**Change Everything!**

**Hope** is about **direction**—  
**Where are you taking me?**

**Hope** is about **faith**—  
**You know where to take me.**

**Hope** is about **guidance**—  
**You will help me own how to get there. P.35**

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**Happiness and ...**



**Compassion** is about **caring**—  
**You mourn the setbacks of others.**

**Compassion** is about **support**—  
**You cheer on their victories.**

**Compassion** is about **love**—  
**You do not withhold it.**

**P.30**

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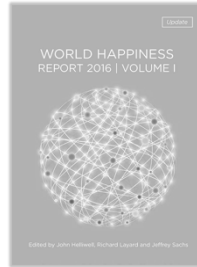
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## World Happiness Report

### eudaimonia

(n.) lit. "human flourishing;"  
a contented state of being  
happy and healthy and  
prosperous

**pronunciation:** U-de-'mOn-E-a  
**English / Origin:** Greek



p.49

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## Engaged Teachers Enjoy Personal, Professional Edge

by Matt Hastings and Sangeeta Agrawal

### STORY HIGHLIGHTS

- Engaged teachers report higher levels of purpose well-being
- Engaged teachers report higher personal and professional satisfaction

**Left to our  
own devices,  
we are most  
likely not to  
fully engage  
in our work  
life.**

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## 2005-2018 Gallup Research

What percent of U.S. K–12 teachers do you think are fully engaged in their daily work?



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## 2005–2018 Gallup Research

**Engaged teachers:** constantly look for new and better ways to achieve outcomes

**31.4%**



(Kanold, *HEART! Fully Forming Your Professional Life as a Teacher and Leader*, 2017)

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## A strong culture of continuous improvement

expects us to lean into the outcomes of our work.



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#### Engaged Workers Most Common in U.S. and Canada, Actively Disengaged in MENA

As in Gallup's previous employee study, engagement levels among employees vary across different global regions and among countries within those regions. At the regional level, Northern America (that is, the U.S. and Canada) have the highest proportion of engaged workers, at 29%, followed by Australia and New Zealand, at 24%.

##### *Regionally, Engaged Employees Most Common in the U.S. and Canada*

More than one in three workers in the Middle East and North Africa region are actively disengaged

Region	Engaged	Not Engaged	Actively Disengaged
United States and Canada	29%	54%	18%
Australia and New Zealand	24%	60%	16%
Latin America	21%	60%	19%
Commonwealth of Independent States and nearby countries	18%	62%	21%
Western Europe	14%	66%	20%
Southeast Asia	12%	73%	14%
Central and Eastern Europe	11%	63%	26%
Middle East and North Africa	10%	55%	35%
South Asia	10%	61%	29%
Sub-Saharan Africa	10%	57%	33%
East Asia	6%	68%	26%

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#### 2005–2018 Gallup Research

**Not engaged teachers:** *satisfied with their* jobs, not emotionally connected, and unlikely to devote much **discretionary** effort to their work

**57%**



(Kanold, HEART!, 2017)

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#### 2005–2018 Gallup Research

**Actively disengaged teachers:** unhappy and act out their unhappiness in ways that undermine what their coworkers accomplish

**13%**



(Kanold, HEART!, 2017)

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[illegible][illegible]



When you know your *why*, your *what* has more impact, because you are walking in and toward your *purpose*.



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"The arc of the moral universe is long, but it bends toward justice."



Bandura discovered that the positive effects of *collective teacher efficacy* on student academic performance outweigh the negative effects of low socioeconomic status.

(Bandura, *Self-Efficacy: The Exercise of Control*, 1997)

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For volunteers, work will not be satisfying unless they can answer "yes" to three critical questions:

1. Is the work meaningful to me personally?
2. Is my emotional energy high or low?  
Do I feel energized or drained?
3. Do I enjoy the people with whom I am serving or volunteering?



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## Who Do You Really Want to Hang Out With?

Nobel Prize-winning economist Daniel Kahneman's list of people we most desire to socialize with in a more *mutually nourishing* way:

1. Friends, then relatives
2. Spouse or partner, then children
3. Students or parents, then coworkers or colleagues
4. Then ... your boss

(Goleman, *Social Intelligence: The New Science of Human Relationships*, 2006, pp. 311–313 p. 131 after)

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## The PLC Process Is Served by Effective Knowledge Sharing

"We believe a broad acceptance of the emotional lives of others is crucial for establishing good working relationships—and good relations, in turn, lead to effective knowledge creation."

(Von Krogh et al., 2000, in Fullan, 2001, p. 51)



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## Collaboration Feeds Teacher Self-Efficacy

"Social interactions firmly anchored in instructional practice can move teachers beyond contrived collegiality to a culture that can in turn influence a teachers' sense of efficacy. . . ."

**Caveat:** Anchored in actual teaching and assessing episodes

—Neugebauer, Hopkins, & Spillane,  
"Social Sources of Teacher Self-Efficacy"  
*Teachers College Record* (April 2019), 121(4), 13–21

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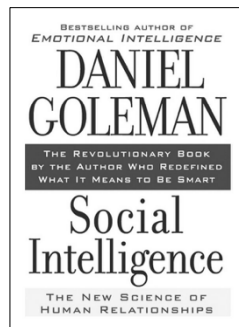
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## Improving Your Relational Intelligence

Examine the four factors of emotional intelligence.

Which of these four factors present your greatest challenge?




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## Becoming More Relationally Intelligent

The success of future faculty, staff, and colleagues is predicated on their relationship with *you* and the *emotional climate* you create and support in your area of school leadership.

1. **"Listen without interrupting."** Record your next leadership team or teacher team meeting. How often do your team members interrupt one another? How could your team members better listen to one another?
2. **"Practice empathy through deliberate inquiry."** How often do your leadership team or teacher team members seek first to understand the meaning and intent of the words of others? How often do you hear, "Tell me more" or "How could I support you in this work?" in your daily conversations?
3. **"Never betray a private conversation."** Is the fine line between what is for public knowledge and what is for private knowledge crystal clear for your leadership or teacher team? As teams pursue greater transparency, how well does everyone respect the confidences of private conversations, including team conversations?
4. **"Exhibit genuine passion for the people you serve."** How well do members of your leadership team exhibit genuine interest and pay private and personal attention to the individuals in their sphere of influence?

(Kanold, *HEART!*, 2017 p.133-134)

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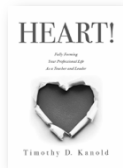
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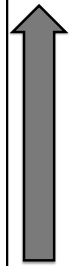
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Too much  
time in QI or  
QIII will  
send you  
into QIV.



Negative  
Energy

High Energy

**Quadrant III**  
**High Negative**

Angry  
Fearful  
Anxious  
Defensive  
Resentful

**Quadrant I**  
**High Positive**

Helpful  
Hopeful  
Joyful  
Connected  
Confident

Full Engagement!

Positive  
Energy

**Quadrant IV**  
**Low Negative**

Depressed  
Exhausted  
Burned out  
Hopeless  
Defeated

**Quadrant II**  
**Low Positive**

Reflective  
Serene  
Relaxed  
Tranquil  
Peaceful

Low Energy




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### Your PLC Heartprint Pursuit

If your fundamental goal is to seek  
external balance then you have aimed  
too low ...

INTERNAL BALANCE  
IS THE KEY  
TO WELL BEING




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## Quadrant II Time Required!

Becoming fully engaged in Quadrant I while strategically engaging in Quadrant II activity ...



Only you can know what this is for you.

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## Pursuing Internal Balance

What is your Quadrant II activity?

I'd rather be in  
**QUADRANT II**



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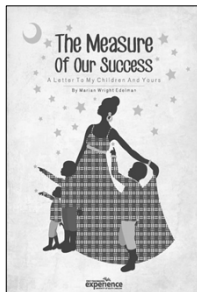
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## Yours, Mine, and Ours!



"So much of America's tragic and costly failure for all of its children stems from our tendency to distinguish between our own children and other people's children ...

... as if justice were divisible."

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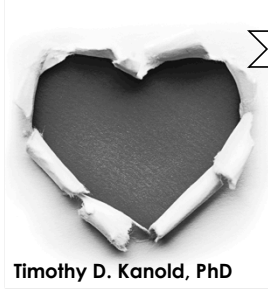
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## What's Your Heartprint?



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Twitter: @tKanold #Heartprint

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