I am a CCPS scientist.

I learn science integration (awareness, application, and integration of science and society).

I learn communication (scientific language, and visual representation).

I learn content knowledge and understanding (apply knowledge to solve problems, analyze and synthesize, use resources).

I learn scientific inquiry (questioning and evaluation).

I learn data processing and interpretation (organization, calculations, measurement, processing visually).

I learn work ethic (respect for workplace, lab safety, independence).
My Final Thoughts
by Sam Obenshain

My path into administration was probably not the typical one. When I went into teaching, I had no aspirations to do anything but teach. I loved working with students and finding new and unique ways to get them excited and connected to school and the idea of education. Although I had been a “good” student by all of the external indicators as I progressed through my public schooling, I had also suffered through more than a few classes that bored me to tears, or were so lackadisically delivered that I could skate by without much effort. I really never got “turned on” to learning until my senior year in high school when I took a World Issues class at Albuquerque High School. I had a teacher there, by the name of Greg Papp, who delivered the social studies content in such a compelling way that I was “all in” trying to argue against his claims, or to come up with questions that would stump the President of the United States, or act as a South American diplomat who had to convince other countries to take action against the United States government. This class turned my educational experience around and set me on a path of wanting to learn as much as I could and, one day, perhaps, be able to engage students in the way Mr. Papp engaged me.

As I got into teaching (long story as I was heading to medical school after I finished my undergrad in Philosophy), I found out that a lot of the things that kept me from engaging my students the best way I knew how came from the school administration (budget issues, special education regulations, school policies, etc.), not because I wasn’t motivated to do them. As I continued to teach and coach in APS, I decided that I needed to “put my money where my mouth was” so I joined the teacher’s union and took on the union representation at the schools where I taught. What kept coming up over and over again during these union meetings, and subsequent requests to change things, was the reasons that our own union leadership would give as to why they would not agree to make concessions that 1) would have allowed for more teacher flexibility, 2) would hold teachers accountable who were making those of us who were doing the work look bad, and 3) would improve the quality of experiences for all students. I was more than disheartened about the Union’s lack of willingness to take on these issues. At the same time, I was doing what I could to change the internal school policies and practices that were limiting my effectiveness as a teacher.

Butting my head against many archaic practices and hearing from those above me in the chain of command who responded to my requests for change with the statement: “because that’s how it’s always been done,” left me in a quandary. The more I saw issues with the system, the more I brought them forward. This approach didn’t always sit well with my superiors (although I always brought issues up respectfully and knew when I needed to stop pushing), I started to earn a reputation as a “questioner.” A principal that I had at the time (when I was teaching and coaching at Cibola High School), suggested that I “go into administration” to see all of the reasons first-hand why things would not change. I took him up on his suggestion and enrolled in an administrative internship program and got my administrator’s license (along with an Educational Specialist’s Degree) a year and a half later.

I did not want to leave teaching or coaching, so I took a few years before I decided to begin applying for administrative positions around the APS district. I eventually landed a job and the rest is history! I have been a public school administrator ever since (20 years). The reason that I share this is that my early experiences have stuck with me throughout my time as an administrator, as the number one driving force, the top priority, and the yardstick against which I measure my actions come from my foundations as a teacher. I have always, and will always, respect the job of teaching above anything else! It is truly the engine of change for our society (parenting is a pretty close second, in my book), and when done well, one of the toughest jobs there is.

Final Thoughts (Continued on page 5).
Interviewing Our Next Executive Director
By Emmie Porter

Our school is welcoming a new executive director for the 2019-2020 school year. I was given the opportunity to do a phone interview with Mr. John Binnert, the new executive director. Our interview consisted of a variety of topics including educational background, vision for the school, and his personal background.

Mr. Binnert is extremely excited to take on this opportunity as CCPS executive director. Mr. Binnert feels that the time he spent working at Cottonwood was the best preparation to take on this position. He claims that his "heart as an educator was sculpted at Cottonwood in my formative years of teaching and leading." His biggest dream for the school is that "the students feel a part of something bigger than themselves and bigger than preparation for college." Mr. Binnert is happy to see that the school has doubled in size since he last worked at Cottonwood. As well, he noted that the school was a state charter school and is now a part of APS. He is pleased to learn about the new building, the growth in athletics, and clubs.

As well as Cottonwood, Mr. Binnert has worked in Denver Public Schools, a school in Venezuela, and Kirby School in Santa Clara, California as in Harrisburg, Pennsylvania. Each opportunity gave him a new perspective on schools. He worked in a variety of positions such as a math teacher, a technology teacher, assistant for IB diploma programs, an AP teacher, earth and science teacher, and was part of the senior leadership team. All of these positions taught him how to manage in different settings. Mr. Binnert felt a "sense of fulfillment" during his time at Cottonwood. He worked at the school for the first three years it was open and loved every year. Mr. Binnert felt a clear sense that everyone was a part of one community and that feeling is one of the reasons Cottonwood is still appealing to him.

Mr. Binnert started college at NM Tech, thinking he wanted to be a doctor. Then realized he didn’t want to become a doctor and so he transferred to UNM. He found his love for education and learning grow immeasurable amounts during his college years. Mr. Binnert "appreciates that education never ends." This newly found passion grew his curiosity in education and helped to shape his career. He continued his college years at John’s Hopkins University and got a masters degree at Santa Clara and did a year-long course of study in school administration.

New Director (Continued on page 5).
Controversial ideas surround us. People strongly hold onto inflexible positions, even if it is inconsistent with their other core values. A cursory inspection of social media exposes that instead of this platform creating greater open-mindedness through hearing other perspectives, it seems to be creating greater ideological entrenchment.

Strongly held positions and values are formed through either shared family/community values, or forged through experience. However, our interconnected world means that we are more frequently exposed to different viewpoints beyond that of our own individual community. It is easy to think of disagreement as conflict (and sometimes it is), but in actuality, much of our disagreement comes from a different prioritization of values.

Does social media makes us angrier? Possibly. By providing instantaneous communication, it has encouraged us to become more responsive in presenting our ideas, and less receptive “to listen to” others viewpoints. The issue with anger comes in our reception and understanding of information. If we feel the other person hasn’t heard us, or it seems like they don’t value what we value, this can elicit a strong emotional response.

At the core, how can we listening to the other values around us, while still presenting our own? It is therefore important to seek out diverse perspectives, not to adopt them outright, but in order to bring quality to our understanding of the other position. This is where educators have a very important role. If educators steer clear of all controversy, who will help guide students through the proverbial minefield of strongly held values of different perspectives?

I’ve used “the middle” discussion Socratic now twice. It was a technique I developed for my Observation in the first semester. It involves choosing a controversial topic, one where many views can be formed (i.e. gun control, abortion, etc.)

“Meeting in The Middle” (Left) and “I Value Table” (Right).
Final Thoughts (Continued from Page 2).

As I reflect on that priority and look back on my time not just here, but in every place I’ve been lucky to have been a part of, I will take away a few important lessons that have shaped me and helped me become a better educator!

1. HAVE SOME PERSPECTIVE: Too often, I think, people take themselves a bit too seriously. Us educators can be guilty of that...We forget that the content that we teach the students will be forgotten sooner than we want to believe, but the lessons that we teach through our actions, our dealings with them and other people, our attitude that we bring to work every day, how we treat others, whether we trash our colleagues in front of the students, whether or not we follow through with what we say, whether we say one thing and do another, all of these things are the things that really matter in our jobs. We are not saving lives every day on the operating table, we are not pulling people out of car accidents or burning buildings, we are not landing space crafts on the moon. We are, however, making a profound difference in our society and in our future. When I was able to understand that, I was able to give myself a break and it helped me to stop beating up on myself when I didn’t get a paper graded as quickly as I should have, or didn’t let a student turn-in late work even though it wouldn’t have put me out to do so. Words don’t teach – Life experience does!

2. BE SPECIFIC IN LANGUAGE: How many times have I heard the phrase: “well now, EVERYONE is...” or “I have received conc-...” or “THESE KIDS just DON’T CARE.” I hear these hyperbolic exclamations pretty regularly from a variety of sources. Now, as I investigate or look into many of these issues, I can actually count on one hand the number of EVERYONE, or can discover that CONSTANTLY might have been a few times over a few months, or that one ‘eye-roll’ determines a student’s level of apathy. Using specific language helps me to remember that the overwhelming majority, upwards of 95%, of things happening here are awesome, excellent, beyond reproach, and powerful! We are lucky to be in a place that cultivates such a positive environment! It is easy to get focused on the ‘bad stuff,’ but when I step back and focus on specific language, I can begin to see how localized the problem is and how blown out of proportion my reactions may have been had I listened to the hyperbole.

3. FORGET ABOUT EVERYBODY ELSE: This lesson I keep learning (or maybe I don’t, I just keep trying to learn it) over and over. It can be hard to focus on your own job when you know others are not having your experience. That is, sometimes we can get stuck in the place of “why should I do this extra thing when So-and-So isn’t?” I can say without reservation that I have always focused on what I can do to help the situation, not what others need to do before I will become a part of a solution. We are all in this together. If we all held ourselves as accountable to our behavior as we are willing to do of others, things might feel less like blame and more like teamwork.

4. HOLD ONE ANOTHER ACCOUNTABLE: The hardest thing to do for me is to approach someone about something that didn’t feel right. Whether they didn’t quite live up to the expectations that had been set out, whether they had an interaction that turned out badly, or whether they were just not pulling their weight and it was affecting their performance and those of their colleagues. None of these conversations are easy, but I believe most of them are necessary if we are to continue to improve ourselves and our institution. These are hard conversations to have, but in the end, they tend to be the most respectful, in so far as, “If I didn’t care, I wouldn’t have the conversation.” The fact that I am approaching the person or persons with the issue means that I care about them and about us. As hard as it may feel initially, having the tough conversation is necessary at times.

5. PRESUME POSITIVE INTENTIONS: Hopefully this phrase has not lost its meaning with its continued use (that sometimes can be a side-effect of a repeated norm)! When we are able to come to the table (whichever table that may be) with this approach and truly live it (not try and find untruths or contradictory evidence that proves negative intent), I believe that there is nothing that we can’t accomplish. We could make mistake after mistake, learn from them create something better, make more mistakes and keep on improving. If we are all presuming positive intention, then we embrace the growth mindset for all of us. I try to remember that I get to create the reaction that I have to every situation, issue, or idea that comes before me. I can choose the mood that I have regardless of where I am. As much as I am able, I try to bring a happy, positive, caring, compassionate, and honoring mood to every situation in which I engage. I’m not always successful, but I’m gonna keep working at it!

There are so many things that are racing through my mind that I’d love to comment on as I come to the end of this chapter in my life, but they’ll have to wait (I may start a podcast when I retire... 😊). As I think about what I will remember most about this amazing place called Cottonwood Classical Preparatory School, one word comes to my mind: LOVE. I love being here, I love the interactions that are happening all of the time, I love the commitment to the profession of educating, I love the freedom that kids and adults have here to explore their ideas, I love the spirit of family that permeates, and I love the friends that I have made along the way who have helped me find the good in things and keep me laughing! We are lucky to do what we do – that is not lost on me!
This semester my 9th grade physics students have been thrust into the retro world of The Legend of Zelda. In the original game, the hero (freshman) have a maximum amount of “heart containers” that represent how much damage they can sustain. Throughout this semester, students had to safeguard their hearts by being prepared everyday to answer questions and perform above critical thresholds. Oh, and they also needed to actually be prepared for combat with their swords (think #2 pencils, which they all totally pimped out. Seriously, if you see a 9th grader, ask them to see their physics swords!) At the end of a dungeon, every heart they managed to hold onto was worth a bit of extra credit toward their boss fight, as a little extrinsic motivator.

I recreated old-school dungeons for the students to crawl through--each room containing a different lesson. Some rooms were content heavy. Others contained math or activities for us to enjoy. By the end of the dungeon every freshman had built up the skills and knowledge necessary to fight the dungeon's boss (me). But there was one more thing they could gain before moving on to the boss fight: unique items! If they saw an impossible question on a test or quiz and they could use a bow and arrow to hit the mark (and automatically get it correct)! If they get asked a question during discussions that catches them off guard then they may use a boomerang to have another student give their answer first--before the boomerang returns to them to repeat, or elaborate on, the answer. The list goes on. Crushing the boss consisted of students picking from a list of projects for an assessment. (If anyone wants to learn thermodynamics and cooking at the same time, have I got the video for you--courtesy of 3rd period!)

All of this has led to amazing buy in from my students. The depths their discussions went to, their average test scores, and even their enthusiasm for the course grew to levels I never imagined. The increased engagement and the newfound excitement in learning science by students has driven me to translate it into my upper level IB-Physics classes! Without the support of the students, this experiment could have flopped. I am so fortunate to have the amazing young people that I had this year. You were all amazing, and I hope to continue to be a part of your high school careers!
Controversy (Continued from page 4)

The Setup

- Students research both sides equally.
- They will not know their assigned position until the day of the Socratic.
- To help facilitate the research, a common article is distributed (often with a pros/cons structure), which must be annotated.
- They are also given a research log to help organize their information.

On the multiple stations were placards, “I value” (core values that their side values), “I want” (what laws their position wants passed), and finally “the middle” (where those positions are communicated).

This is not a typical Socratic! Only 4 students from either side speak to each other at the same time. Students are randomly rotated through the various stations using “randomables” (their names on flashcards/popsicle sticks). Usually in the first round, students are trying to debate their points. However, after a few rounds, everyone is then asked to go back to the “I value” and “I want” tables on their sides.

Next they are asked a different question. They flip over the placards and it reveals “they want” and “they value.” Students are then asked what does the other side value/want. They then need to come up with ideas/suggestions to create compromise or at the very least acknowledgement of what the other side values or wants.

The final phase of the Socratic involves, “My Truth.” We close out the discussion by offering a brief 45 second - 1 minute perspective of our own value on the subject, regardless of what side was assigned. Only 2-3 students actually change their views during the discussion, but at least 50% of students become exposed to different values the other side holds.

Instead of best presentation of ideas in a controversial subject, perhaps it is far more important to walk away with a greater understanding (and even appreciation) of what others value.

SPECIAL THANKS: During an abortion socratic (requested by 7th graders), IB teacher Dr. Gianopoulos attended one discussion. She gave a marvelous debrief the next day, connecting how this discussion prepares 2 students for future IB endeavors! Thank you!

New Director (Continued from page 3).

As a kid, Mr. Binnert loved baseball and playing outside with his friends. He didn’t have a good academic program until his senior year, causing a drift from school work to life outside of school. During his senior year he joined the We The People team and that changed his perspective on what good education could be. His perspective of education changed from boring to interesting and exciting and increased his love for learning and school. Mr. Binnert believes that “all students should be able to be given proper education and enjoy learning.”

Mr. Binnert wants to tell the students: “I hope this school year brings you great confusion and bewilderment, but also great joy and growth as you work your way through it with the teachers and administrators as your guides. Embrace your failures, and learn from them. Embrace your classmates, too; it’s a unique thing to share these experiences with them, and should be treasured.”

In closing, let us all give Mr. Obenshain one last thanks for all the things he has done for this school and a big welcome to Mr. John Binnert!

Liaison Lounge: FINAL VEST UPDATES

1.) We will need a new teacher liaison for next school year. It’s a 1 year commitment, extendable up to 2 years. Basically the requirements is to represent the school, but also communicate information or new policy changes that PED is implementing. There is a reasonable amount of professional development that comes with this role, and it’s a fantastic opportunity to interact with our statewide policy makers. (Vest not included).

2.) I sent this information along with applications for educational State Ambassadors and the upcoming Secretary Teacher Advisory.

3.) It was a pleasure representing CCPS in this role. Stay Classy!

Vest Regards,

Greg
Guest Article: The Grief of Accepting New Ideas (Published with Permission)
By Rick Wormeli

Rick Wormeli is a long-time teacher, consultant and author living in Herndon, Virginia. His book, The Collected Writings (So Far) of Rick Wormeli: Crazy, Good Stuff I Learned about Teaching Along the Way, is available from www.amle.org/store. His new book, Fair Isn't Always Equal: Second Edition is available from Stenhouse Publishers. This article was originally published on AMLE.com.

A new teacher evaluation policy declares that all teachers must show specific strategies used to meet the needs of diverse students in their classes, but some teachers say this is coddling students and thereby not preparatory for what they’ll face next year. Some teachers make pointed arguments against using John Hattie’s Visible Learning meta-analyses, citing issues with his research procedures, while others use Hattie’s research to inform almost every classroom practice.

To quote Bob Dylan, the times, they are a-changin’. We wonder, though, if teachers have the dispositions needed to make fundamental changes to their teaching practices in order to respond constructively to our changing times, especially when those changes reveal that what they were doing was less effective than their egos thought they were.

The way we teach is often a statement of who we are. If someone questions our practices, it’s like they’re questioning our value as teachers. Our classroom instruction, including assessment and grading, technology integration, student-teacher interactions, and more, are expressions of how we see ourselves; they are our identity. Can we navigate these frequently troubled waters without invoking self-preserving egos and drowning in resentment?

Robert Evans opens his classic book, The Human Side of School Change (1996) with a quote by education reformer, Michael Fullan, who says that, “The fallacy of rationalism is the assumption that the social world can be altered by logical argument. The problem, as George Bernard Shaw observed, is that, ‘reformers have the idea that change can be achieved by brute sanity.’”

Teacher leaders can cite logical, well-reasoned statistics and arguments for new building initiatives, but nothing really changes in classroom practices unless leaders also appeal to teachers’ ethics and the lens through which they perceive leaders’ arguments.

Human ego can be a good thing. It insulates us from otherwise incapacitating personal attacks and moderates those monologues we tell ourselves as we attempt to shape reality to our private theories of the world and our role in it. A healthy ego also helps us maintain confidence and conviction in the face of adversity, fuels hope in positive outcomes, and powers that critical driver of our self and work—that we matter.

The ego is fiercely protective, however, of its own view, for fear that if its perceptions were found faulty and needed changing, everything else it declared as truth would also be suspect, forcing us into uncomfortable uncertainty, and even change. We’d have to lose a piece of ourselves and what we accepted as normal, we think, in order to accept that new idea. As physicist Max Planck declared, “Science advances one funeral at a time.” (Derek Thompson, “Why Experts Reject Creativity,” The Atlantic, October 10, 2014).

For any of us educators trying to coach teachers, convince a colleague to try something new, or change a school’s culture, it’s helpful to remember that our teacher beliefs are held tightly, with and without close examination, and for one of us to let go of an accepted truth requires grieving over the loss of that truth, at least to some degree. We’re not talking about the grief one feels over the death of a loved one, of course, but it’s something that is a surprisingly powerful factor in idea acceptance and behavioral change. It can make individuals dysfunctional, if a time to grieve is denied. Evans cites James Gleick here:

[People] … cannot accept even the simplest and most obvious truth if it … would oblig[e] them to admit the falsity of conclusions which they have delighted in ex-

plaining to colleagues, which they have proudly taught to others, and which they have woven, thread by thread, into the fabric of their lives. (Gleick, 1987, p. 38) (Evans, p. 30)

And Kaufman here: The humiliation of becoming a raw novice at a new trade after having been a master craftsman at an old one, and … the deep crisis caused by the need to suppress ancient prejudices, to push aside the comfort of the familiar to relinquish the security of what one knows well. (Kaufman, 1971, p. 13) (Evans, p. 48)

It is not too far flung to remember Elisabeth Kübler-Ross’ five stages of grief (On Death and Dying, 1969): Denial/Isolation, Anger, Bargaining, Depression, and Acceptance. One or more of these stages is experienced by each of us when we are asked to discard something we hold dearly and accept something new in its place. Yes, we fake-rationalize ourselves into, “This will not actually happen,” and, “It’ll just pass like another education fad, and I can wait until everyone comes to their senses.”

We can become so concerned about what the change means for us in the classroom that we become vulnerable, as Kaufman suggests above, and that vulnerability and sometimes, confusion, can often come out as anger and depression directed at specific others or at the general ether. We may even accept the logic of the new idea as well as the limited nature of our former idea, but we still resist the threat to our perceived competency. It’s interesting, too, to note that acceptance doesn’t always mean, “content,” as Julie Axelrod writes in her online article, “The 5 Stages of Grief & Loss” (www.psychcentral.com/lib/the-5-stages-of-loss-and-grief/). Acceptance can be a time of great sadness.

In his Psychology Today blog, “Supersurvivors: Why the Five Stages of Grief Are Wrong,” Professor of Counsel-
ing Psychology at Santa Clara University, Dr. David B. Feldman, writes that when grieving, "We may start to question our faith in ourselves." He says that some people may ask who they are with the lost loved one, and that many of us, "...define ourselves by the roles we play in close relationships." (www.psychologytoday.com/blog/supersurvivors/201707/why-the-five-stages-grief-are-wrong, posted, July 7, 2017)

Not as intense, but still a significant consideration, we teachers can wonder who we are and how we will be defined from now on if we are forced to give up that which made us, us. Why don’t the others see that I’m still a nice person, a solid teacher and positive contributor, we reason, and stop attacking me? Of course, we can still be ourselves, but we can embrace the insights and professional shift, and be an ever-evolving version of ourselves, one that perceives course correction as strength, not weakness. Feldman adds, though, that, "It’s important not to rush grief … [G]rief is very personal, and each of us is entitled to our own schedule."

David Ropeik, an instructor at the Harvard University Extension School writes in his Psychology Today blog, "How Risky Is It, Really? Why Changing Somebody's Mind, or Yours, Is Hard to Do," that we can, "...argue the facts, as thoughtfully and non-confrontationally as we can, but the facts don't seem to get us anywhere. The wall of the other person's opinion doesn't move...Shouldn't a cognitive mind be open to evidence...to the facts...to reason? Well, that's hopeful but naive, and ignores a vast amount of social science evidence that has shown that facts, by themselves, are meaningless." (www.psychologytoday.com/blog/how-risky-is-it-really/201007/why-changing-somebody-s-mind-or-yours-is-hard-do, Posted Jul 13, 2010)

Ropeik says that we hold on to our opinions and beliefs so strongly in order to protect ourselves from those perceived as enemies because they have opinions different than ours. We also conform to the groups with which we identify, such as conservatives with conservatives, liberals with liberals. This, "Strengthening [of] the group, helping it win dominance, and having the group accept us, matters ... Humans are social animals. We depend on our groups, our tribes, literally for our survival ... The more we circle the wagons of our opinions to keep the tribe together and keep ourselves safe... the more fierce grow the inflexible 'Culture War' polarities that impede compromise and progress."

As teachers, when we encounter an administrator or colleague who says something about teaching or mandates a new policy that is deeply flawed (okay, incorrect), especially when declared publicly at a faculty meeting, we have several constructive responses we can make. First, we talk with him or her privately about the issue, as public correction often invokes the need in the other person to, "save face," not hear our message. Second, we can make efforts to correct him or her in such manner as to not invoke self-preserving ego, such as:

- Ask her to tell you more about her statements, posing questions here and there in a sincere interest in knowing more, but letting her shore up her own thinking. This is a form of cognitive coaching (see October 2017 AMLE Magazine for more).
- Acknowledge that he's having a tough time (if he is), and come across as supportive, not adversarial. Ask how you can help. Help her see how her message came across, and ask if that was what she wanted to communicate. Offer him alternative compromises between his needs and our needs so that both are served.
- Affirm what the leader or colleague brings to the conversation, don't dismiss her wisdom and experience. Then, however, educate her graciously on the topic by speaking from understanding about how some people, maybe even we, held that misconception for many years, but then revised our thinking in light of new perspective or evidence, which you're sharing with her as well.
- Present concerns about the misstatements as well as ideas on how to correct them publicly in a clarifying, or diving-deeper-into-the-issue-I-changed-my-mind moment at the next meeting.

The goal is to not invoke threat, which can harden those walls against acceptance, making the grief at having to change all the more difficult. Citing Evans again, "People must be sufficiently dissatisfied with the present state of affairs—and their role in maintaining it—or they have no reason to endure the losses and challenges of change" (p. 57).

Thomas Newkirk's wonderful new book, Embarrassment and the Emotional Underlife of Learning (Heinemann, 2017) sheds a lot of light on the challenges of change and acceptance, particularly when it comes to our fears of embarrassment or humiliation when interacting with others: student to teacher, student to student, and teacher to teacher or administrator. Without hyperbole, it has the potential to be one of the most affecting faculty readings you'll ever conduct. It is highly recommended.

We are all fellow travelers, and we are all inconsistent with ourselves and one another. No one likes to have protective layers pulled bare, revealing old scars or sensitive places still raw. To survive the day, we tell ourselves that our truths are THE truths, and they form our version of reality. When we're confronted with their illusory nature, we're no longer on solid ground. We grieve for former students we may have wronged, the real or not perceived loss in status among respected colleagues, the time and energy that will be spent in changing who we are, and for the loss of self that was once so sure.

Let's help each other: Let's interact in ways that invite thoughtfulness, not invocation of self-protecting egos. Let's give colleagues time and encouragement to pushback and resist new ideas, and rather than be so self-assured ourselves, let's look for new insights we need to hear in our colleagues' arguments. And finally, let's extend the compassion to others we seek for ourselves, and honor the grief process that happens when asked to give up something we've held so tightly all these years—a truth, reality, perception, or practice—as they struggle to accept something new. Instead of leaving them to struggle alone, we can walk that path together.