

Welcome/Opening Activity

Jam Session: Your Motivational Leadership Soundtrack!

Music has a way of lifting our spirits and inspiring us. As we kick off today's session, take a moment to think of a song that motivates or inspires you, or simply puts you in a great mood. Drop the title and artist in the chat, and let's create a motivational/feel-good playlist together!





**NEXT LEVEL
LEADERS**

WASHINGTON STATE'S PREMIERE LEADERSHIP DEVELOPMENT ACADEMY

Success Criteria

By the end of this session, participants will be able to:

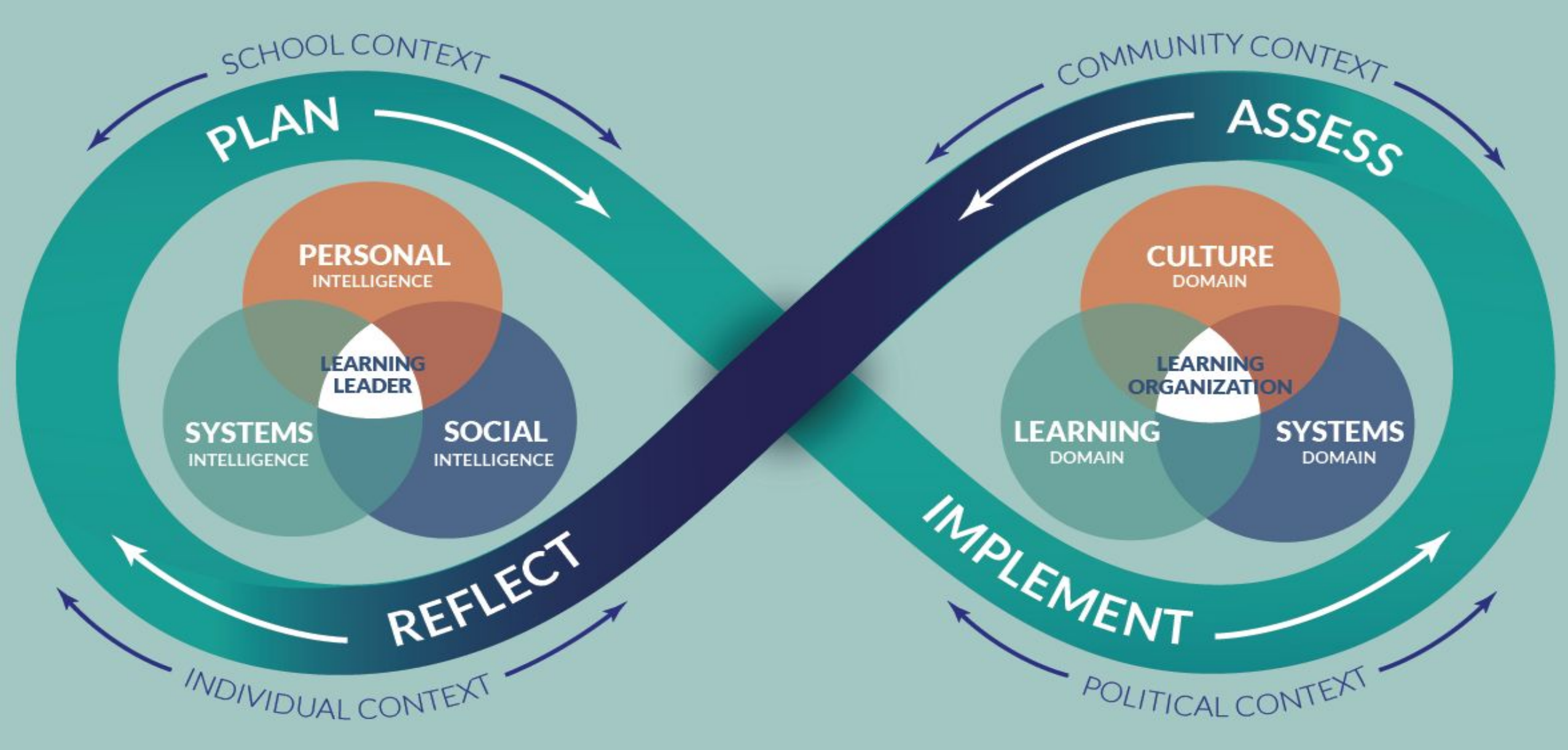
Define the connection between instructional leadership, collective efficacy, and student achievement.

Differentiate between examples and non-examples of promoting and participating in teacher learning and development.

Make connections between how you spend your time and the impact you have on student learning.

Identify your strengths and areas of growth when it comes to promoting and participating in teacher learning and development.





School Leader Paradigm©

About Us- Our Advisors



Peter DeWitt
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Next Level Leaders Advisor,
Facilitator and Evaluator
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Advocate Role- we are here to help!

Ashley Barker



Monica Chandler

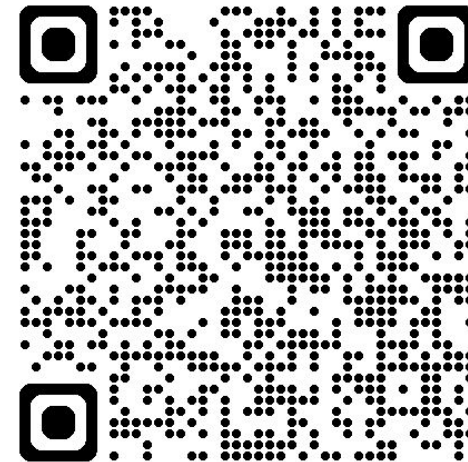


Paul Harvey



<https://forms.gle/2QgMYttYv65LzKe39>

NEW! Office Hours- Every Monday after the session at 3:30!



Connection to Research

PowerPoint Slide Show - [October 2024]

Instructional Leadership,
Student Achievement,
and
Collective Teacher Efficacy



Review the Dimensions

- Promoting & participating in teacher learning & development **.84**
- Planning, coordinating, evaluating teaching & the curriculum **.42**
- Establishing goals & expectations **.42**
- Strategic resourcing **.31**
- Ensuring an orderly & supportive environment **.27**



Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. *Educational Administration Quarterly*, 44(5), 635-674.

Non-Example

Non Example

Professional Development as an Isolated Event

A district schedules a one-day workshop for all teachers on classroom management techniques, led by an external consultant. After the workshop, there is no follow-up, coaching, or support to help teachers implement the strategies learned. Teachers are expected to apply the new techniques on their own without any ongoing discussion, observation, or feedback.

This one-time training session does not align with Dimension 4, which emphasizes continuous, embedded professional development and active leader participation in the learning process to ensure changes in teaching practices.

Example

Example

Leaders Engaging in Instructional Coaching Cycles

A school leader joins instructional coaching sessions, working alongside teachers to observe classrooms, discuss teaching practices, and collaboratively plan strategies for addressing instructional challenges. The leader also seeks feedback on their own role in supporting teacher growth, positioning themselves as a co-learner rather than just an evaluator.

This aligns with Dimension 4, as the leader is not only promoting teacher development but is also actively participating in the learning process, modeling a commitment to continuous improvement.

Dilemma (Breakout Room Discussion)

Dilemma: Balancing Support and Accountability in Teacher Development

As a new principal, Mr. Riley took over a middle school where student performance had been stagnating for several years. He believed strongly in promoting and participating in teacher learning, aligning his approach with Viviane Robinson's Dimension 4 framework. To foster a culture of continuous improvement, he implemented weekly professional learning community (PLC) meetings where teachers would review student data and discuss strategies for enhancing instruction. Mr. Riley also encouraged peer observations and provided access to instructional coaches to support teachers' growth.

However, as the year progressed, Mr. Riley encountered resistance from several teachers who felt overwhelmed by the new initiatives. Some expressed frustration that the regular data discussions and peer observations were time-consuming and added to their already heavy workload. A few teachers started skipping PLC meetings or showing a lack of engagement, citing stress and burnout. At the same time, Mr. Riley noticed that despite his efforts to support teacher development, there were still significant variations in classroom practices and student outcomes. He was concerned that without stronger accountability measures, the school's progress would remain limited.

Mr. Riley was now facing a dilemma: How could he continue to actively support teacher development while ensuring that all teachers were held accountable for implementing the strategies discussed in PLCs and using student data to guide instruction? He was wary of pushing too hard, fearing it would lead to further resistance and disengagement, but he also knew that without a sense of urgency, meaningful change might not occur.

Questions for Participants to Explore:

1. How can Mr. Riley balance the need for support and accountability when promoting teacher learning, without overwhelming his staff?
2. What strategies could Mr. Riley use to increase teacher buy-in and ensure that the professional development initiatives are seen as valuable rather than burdensome?
3. How might Mr. Riley differentiate his approach to teacher development to meet the varying needs and levels of readiness among his staff?
4. In what ways can Mr. Riley model his own commitment to continuous learning to inspire his staff and address the challenges of disengagement?

Dilemma Chat

Questions for Participants to Explore:

In chat box, choose 1,2,3,or 4 and provide a short answer.

1. How can Mr. Riley balance the need for support and accountability when promoting teacher learning, without overwhelming his staff?
2. What strategies could Mr. Riley use to increase teacher buy-in and ensure that the professional development initiatives are seen as valuable rather than burdensome?
3. How might Mr. Riley differentiate his approach to teacher development to meet the varying needs and levels of readiness among his staff?
4. In what ways can Mr. Riley model his own commitment to continuous learning to inspire his staff and address the challenges of disengagement?

Calendar Activity

In Breakout Room:

- Open your calendar.
- Focus on one week in the last 3 weeks.
- **Highlight** the activities that you believe impacted learning in the classroom.
- Be prepared to share in the chat box.

2024

January							February							March						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6	28	29	30	31	1	2	3	25	26	27	28	29	1	2
7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	9
14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16
21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	18	19	20	21	22	23
28	29	30	31	1	2	3	25	26	27	28	29	1	2	24	25	26	27	28	29	30
4	5	6	7	8	9	10	3	4	5	6	7	8	9	31	1	2	3	4	5	6

April							May							June						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6	28	29	30	1	2	3	4	26	27	28	29	30	31	1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30	1	2	3	4	26	27	28	29	30	31	1	23	24	25	26	27	28	29
5	6	7	8	9	10	11	2	3	4	5	6	7	8	30	1	2	3	4	5	6

July							August							September						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	1	2	3	4	5	6	28	29	30	31	1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
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21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31	1	2	3	25	26	27	28	29	30	31	29	30	1	2	3	4	5
4	5	6	7	8	9	10	1	2	3	4	5	6	7	6	7	8	9	10	11	12

October							November							December						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	1	2	3	4	5	27	28	29	30	31	1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
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27	28	29	30	31	1	2	24	25	26	27	28	29	30	29	30	31	1	2	3	4
3	4	5	6	7	8	9	1	2	3	4	5	6	7	5	6	7	8	9	10	11

Agenda Activity

- Open your calendar.
- Reflect using your last 3 meeting agendas.
- **Highlight** the activities that you believe impacted learning in the classroom.
- Be prepared to share in the chat box.

2024

January							February							March						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6	28	29	30	31	1	2	3	25	26	27	28	29	1	2
7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	9
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28	29	30	31	1	2	3	25	26	27	28	29	30	31	29	30	1	2	3	4	5
4	5	6	7	8	9	10	1	2	3	4	5	6	7	6	7	8	9	10	11	12

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27	28	29	30	31	1	2	24	25	26	27	28	29	30	29	30	31	1	2	3	4
3	4	5	6	7	8	9	1	2	3	4	5	6	7	5	6	7	8	9	10	11

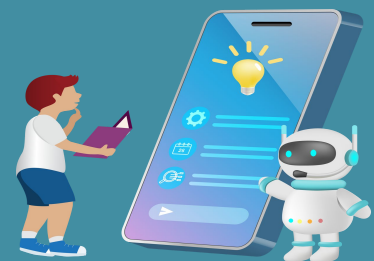
Dimension 4: Promoting and participating in teacher learning and development: *Ko te waka mātauranga, he waka eke noa*

Knowledge/skill/disposition	Stage 1	Stage 2	Stage 3	Stage 4
Use of data	Student data are collected and stored by teachers and may be used for reporting. There may be no systems for collating the data.	Data are collected by teachers and there is a system for storing data, such as a student management system. Leader attempts to collect school-wide data and to use it for reporting purposes. Consideration is given to reliability of data and some moderation checks may take place.	Data relating to student outcomes is collected, collated and used by teachers. Leader ensures that there are systems for collecting school-wide data and that it is used for reporting purposes. Moderation processes to ensure the reliability of data are in place and there is an attempt to use the data for monitoring and improving student outcomes.	Leader ensures that systems are in place for ongoing monitoring, reporting and improving student outcomes. Leader promotes moderation processes to ensure reliability of judgments of progress and achievement. Leader ensures that teachers develop the skills they need to interpret and use data effectively.
Acts as Instructional leader	Leader has limited knowledge of teaching and learning and delegates others to support staff to solve problems with teaching.	Leader has some knowledge of teaching and learning and attempts to help staff with teaching problems.	Leader has good knowledge of teaching and learning. He/she discusses teaching problems with staff and attempts to help them solve these problems.	Leader has excellent knowledge of teaching and learning and uses this knowledge to help staff to solve teaching problems. Staff report feedback from leader as useful. The leader positions his/herself as a public learner with staff in areas where he/she has gaps in knowledge and skill.
Knowledge of effective professional development (research based)	Leader is unsure of how to plan for teacher development. He/she looks for PD opportunities that are offered and chooses some.	Leader chooses professional development opportunities based on perceived school needs and what he/she has heard is useful.	Leader understands effective teacher development and attempts to plan for and evaluate the professional development opportunities, but still may not be sure of its effectiveness.	Leader uses evidence about effective teacher development to plan for and evaluate the worth of professional development opportunities.
Understands collective responsibility and accountability and how to foster it	Leader rarely talks with staff about learning or how teacher practice impacts on student achievement and well-being. Accepts wide variation in teaching quality as inevitable.	Leader talks with staff about teaching practice and its impact on student achievement and well being. Leader attempts to problem solve teaching problems but may not be able to access the relevant experience that will solve the problem.	Leader expects staff to participate in discussions about the teaching-achievement relationship. Leader attempts to use a problem solving cycle to address teaching problems. He/she encourages teachers to be accountable to each other for implementing and evaluating agreed teaching approaches.	Leader provides regular opportunities for collective discussion focused on the teaching-achievement relationship. He/she models and monitors the types of discussion that foster teacher learning about student achievement and well-being. The leader uses a problem solving cycle of analysis, action, and evaluation to address teaching problems. The leader ensures relevant experience is available to increase probability of solving teaching problems. The leader expects teachers to be mutually accountable.

Which stage do you feel you are in when it comes to your most important initiative?

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Beau Wilson - bwilson@wasa-oly.org

Consolidation

K - What were your **key** takeaways from today?

A - How do you plan to **apply** a key takeaway in your school?

Q - What are some lingering **questions**?

Indicate one or more in the chat box.

Success Criteria

By the end of this session, participants will be able to:

Define the connection between instructional leadership, collective efficacy, and student achievement.

Differentiate between examples and non-examples of promoting and participating in teacher learning and development.

Make connections between how you spend your time and the impact you have on student learning.

Identify your strengths and areas of growth when it comes to promoting and participating in teacher learning and development.





Shawn/Gina- check out

On a Barney Fife Scale...

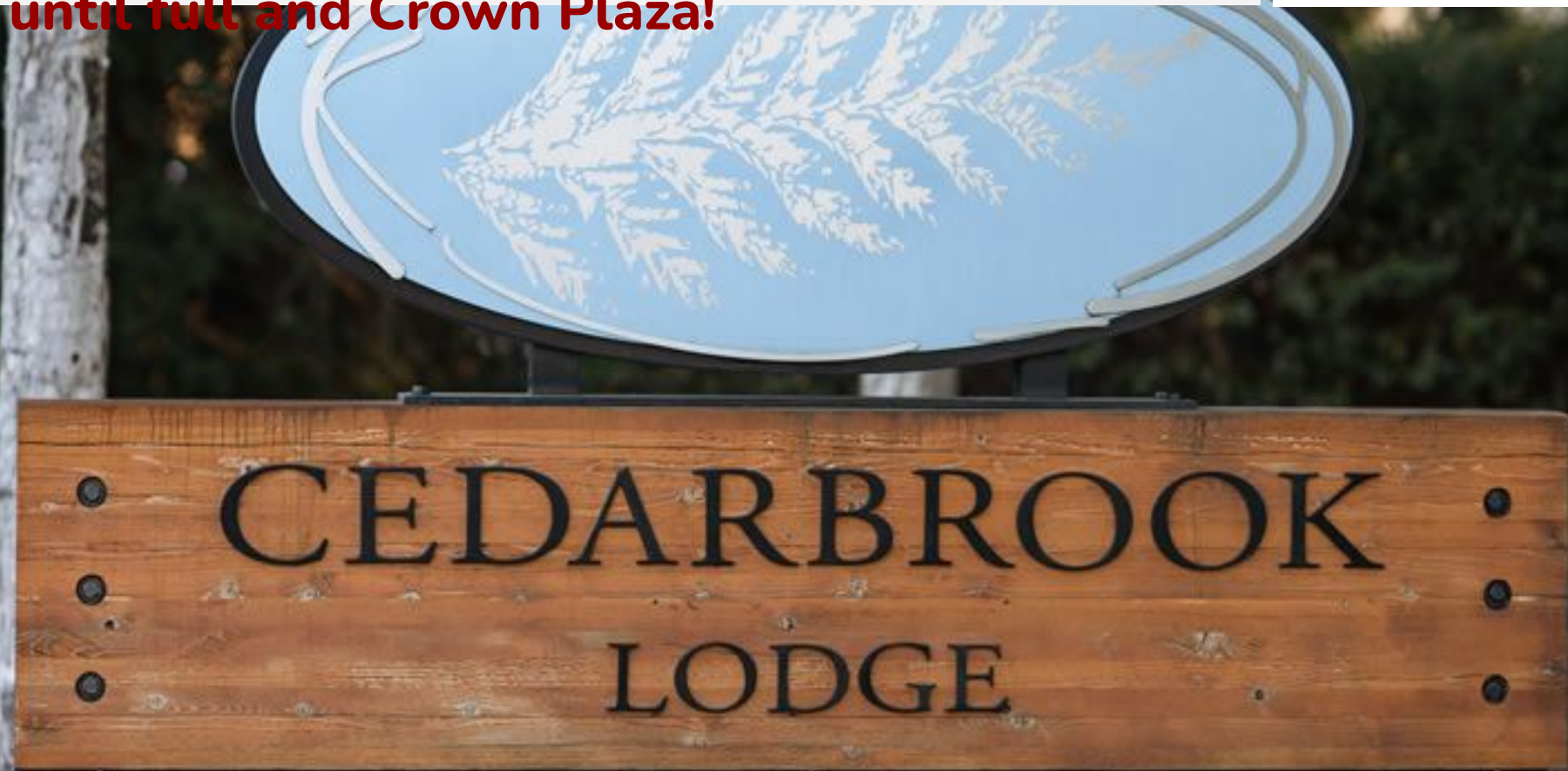
How are you feeling about
today's learning and the
potential ideas/strategies
around addressing your
priorities?

NEXT LEVEL LEADERS

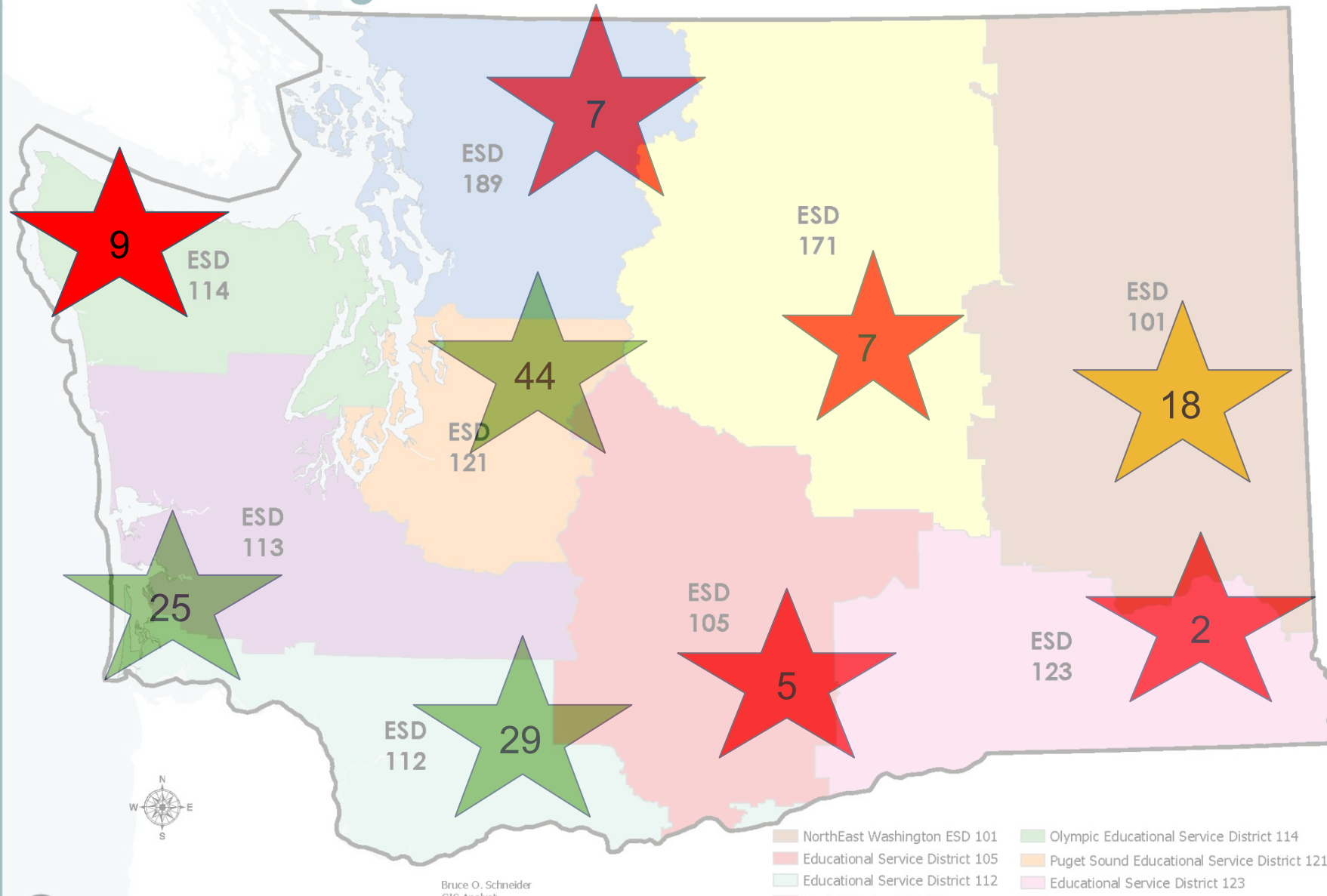
Term 2- In Person MEETING

CEDARBROOK LODGE, SEATAC ~ March 2 (5PM)- March 3 (8-3:30PM), 2025

<https://bit.ly/4dVUqIP> - Register ASAP! Participants will stay at Cedarbrook until full and Crown Plaza!



Washington State Educational Service Districts



WASHINGTON STATE'S PREMIER LEADERSHIP DEVELOPMENT ACADEMY

*Participants
by ESD
Region*

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Alyssa.Gallagher@btsspark.org



<p>ALYSSA GALLAGHER & ROSIE CONNOR</p> <p>EMBRACING MESSY LEADERSHIP</p> <p>How The Experience of 20,000 School Leaders Can Transform You and Your School</p> <p>    </p>	<p>Our latest book aims to help school leaders become more aware of how through the use of MESSY leadership strategies ...</p> <p>Meaning Making – explore how to engage others with a shared vision.</p> <p>Emotional Connection – learn how giving feedback can deepen trust.</p> <p>Sensing the Future – challenge the way things are done and learn to inn</p> <p>Seizing Momentum – get clear on priorities and overcome procrastination</p> <p>Your Presence – become more self-aware and confident as a leader.</p> <p>Follow this link to order your copy, see what education thought leaders such as Sahlberg, Peter DeWitt and Andy Hargreaves have to say about it, watch a video with the authors, and/or download our free 33-page MESSY Leadership Toolkit packed with practical strategies and key tools to support school leaders and</p>
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LAUNCHING SCHOOL LEADERSHIP NETWORK

For New or Newly Assigned School Leaders



2024-25 Three-Part Series:

⚙️ July 24-25

⚙️ Nov. 18-19

⚙️ March 10-11

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AWSP

LEADERS OF COLOR NETWORK

Leaders of Color Zoom Sessions

Continues Oct. 24 | Monthly | Free | Virtual | 5-6:30 p.m.

Free, monthly LOCNET Zoom sessions and guests speakers focused on timely topics. Clock hours are available.

iGrow Washington Summit

March 14-15, 2025 | Seattle

AWSP's second-annual summit for Leaders of Color will include two days of keynote and breakout sessions, and will feature an optional pre-conference day. Learn more and watch for registration details at www.awsp.org/iGrow.

Register at awsp.org/LOCNET.



For More Information

Kamrica Ary-Turner Beaver | Associate Director,

[Leaders of Color Network \(awsp.org\)](http://awsp.org)

women in leadership



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[Steps to Sign-up](#)

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