Welcome/Opening Activity

Using your "go-to" AI large language model (LLM)

(ChatGPT, Claude, Perplexity, Gemini, Copilot, etc.) enter the following prompt:

Create a list of three analogies or metaphors for the following leadership event/situation/activity:

[insert an event/situation/activity].
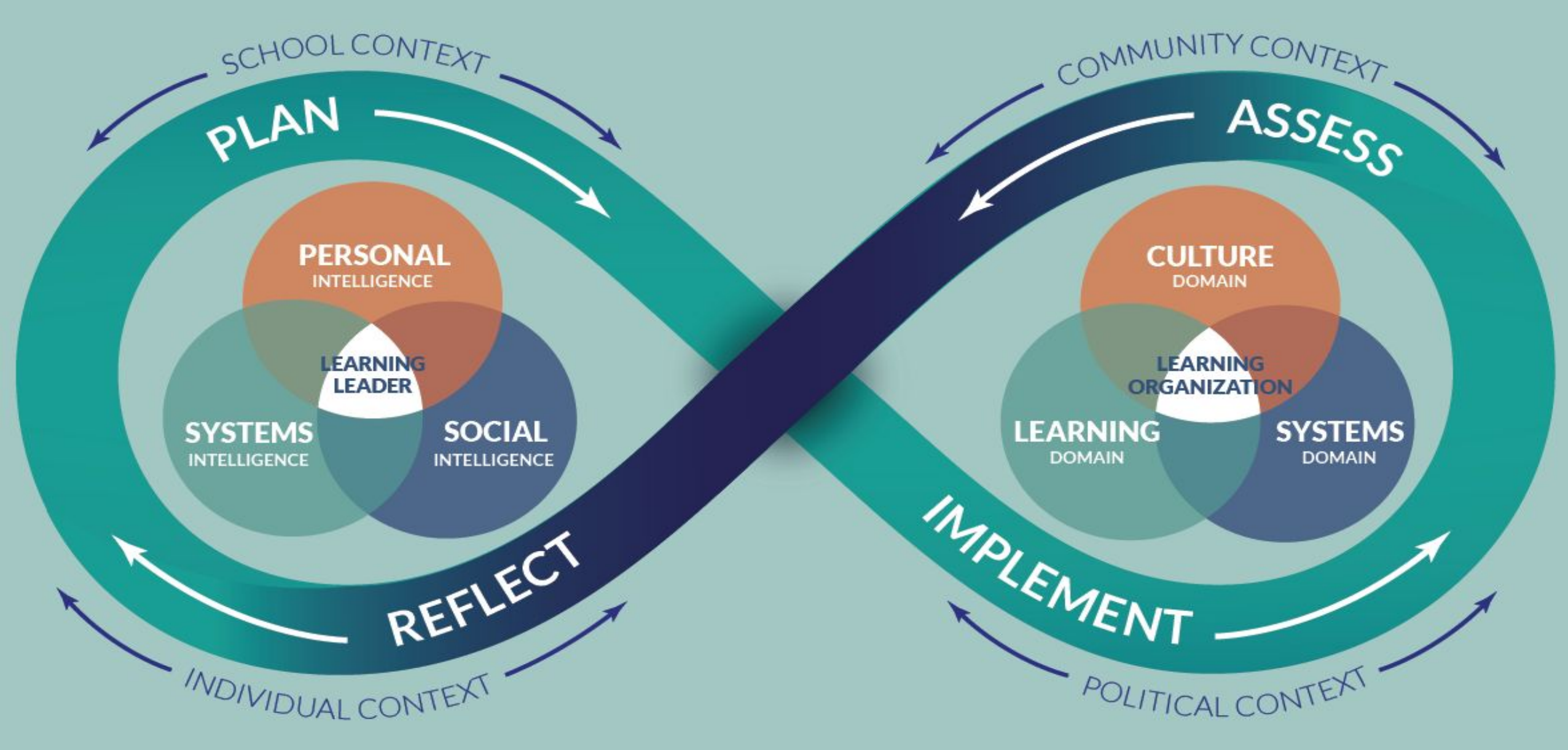
Enter your favorite output into the chat.

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Success Criteria

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

-

School Leader Paradigm©

About Us- Our Advisors

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About Us- NLL Planning Team

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Gina Yonts
Associate Director, AWSP

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Advocate Role- we are here to help!

Ashley Barker

Monica Chandler

Paul Harvey

Office Hours- Monday at 4PM!

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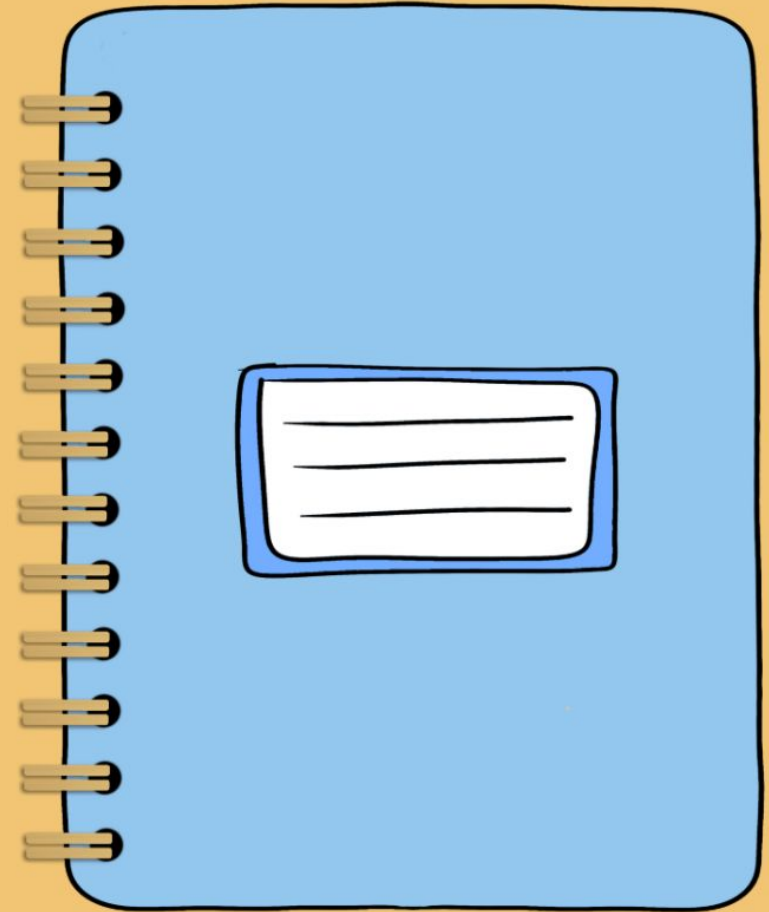
Collaborative Inquiry Cycle Placemat (DeWitt/Nelson. 2024).

1. Problem of Practice

What is/are your main priority/ies for your classroom, school or district?	**What is your success criteria (This helps the group engaged in the work develop a shared language)?** Meaning, what would success look like if you achieve this priority?
- What is the data you collected that made you list this as a priority? - Are your priorities focused on the adults in the school, or are they focused on students? - If this is a classroom priority, how does it align with your building or district priorities? - How do they focus on equity and inclusion?	**What are your intended student outcomes?**

3. Evidence of Impact

What is the data you are collecting and using (This helps the group engaged in the work focus on evidence of impact)?

Data – refers to raw facts, figures, or information collected from observations, measurements, surveys, tests, or other sources. In an educational setting, data can include test scores, attendance records, survey responses, or classroom observation notes.

Evidence – refers to data that has been analyzed, interpreted, or used to support a claim, conclusion, or decision. Evidence goes beyond the raw numbers to show meaningful patterns, trends, or findings that can inform action.

- Demographic data
- Perceptions data
- Student learning data
- School processes data (Bernhardt. 2018)

Data source #1: School Processes data Example - MTSS process, PLC process. Question- How do these processes impact student learning?	Data source #2: Student Learning data Example - Common Formative Assessment Questions- Are CFA's showing student learning growth? How has the PLC process led to discussions about best strategies to be used or a common theme among student learning gaps and strengths?

2. Implementation

What is your Theory of Action (TOA)?	**Intentional Implementation** (This helps the group engaged in the work engage in joint work). 1. What learning moves (activities) will you make? 2. Is this a short, medium or long inquiry cycle? 3. What will go on your "Not to Do" list? Meaning, what activities do you engage in that distracts your focus or is no longer necessary (de-implementation).
Think of this as an *If/Then* statement. *IF* you engage in these actions, *THEN* what are you expecting or hoping will happen?	

4. Reflection/Next Steps

1. What did you learn while engaging in this cycle?
2. How did this impact students in a positive way?
3. What improvements did you make to your practice?
4. What did you stop doing so you can have more room to focus on what matters?

Your Questions:

Purpose: To establish basic attributes of effective collaboration through real participant experiences.

Reflect on a personal experience that you know was a positive place of *learning* for you. It could be a club, a school experience, a course – any group that was a positive learning community.

What was the reason for the group's existence?

How was the group structured?

What made it a positive place to learn?

Attributes of a Learning Community Protocol

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Breakout Room:

1. Take turns sharing your stories with one another.

2. As each story is told, identify the attributes that made the team productive and satisfying.

3. Create a list of 4-5 *attributes that seem to stand out for your group.

*Sometimes these will be attributes that show up in all the stories and sometimes it will be an attribute that is in only one story but seems really important to the group.

Attributes of a Learning Community Protocol

5 Crucial Levels of **Evaluating** Professional Development (Guskey. 2000, 2024).

Level 1: Participants' reactions

Level 2: Participants' learning

Level 3: Organizational support and change

Level 4: Participants' use of new knowledge and skills

Level 5: Student learning outcomes

5 Crucial Levels of **Designing** Professional Development (Guskey. 2000, 2024).

- o Identify the improvements in student learning we want to achieve.
- o Determine the research-based strategies or practices most likely to yield those improvements.
- o Clarify the organizational support and change needed for high quality implementation.
- o Identify the professional knowledge and skills required for implementation.
- o Select the professional learning design that will best enable educators to acquire that knowledge and skills.

Identify the improvements in student learning we want to achieve.

- **What do we want to accomplish with students?**
  - Student engagement
  - Attendance
  - Assessment capable learners

- **How will we know it if we do?**
  - Different members of the school community trust different sources of evidence. Multiple sources of evidence are likely to be required.

- **What else might happen, good or bad?**
  - What are the unintended consequences (positive or negative)?

Breakout Room:

Identify the improvements in student learning we want to achieve.
- **What do we want to accomplish with students?**
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○ **Mentimeter Hold - Open Ended**

What improvements in student learning….

Student Objective

We want students to understand:
- Where they are as a learner.
- How they got there.
- Where they are going to next (Hattie).

Data

- Perceptions:
  - Student Interviews
  - Visible Learning Questions
- Student Learning Data:
  - Formative Assessment - GRR
  - Self-assessment of success criteria
- School Process - Coaches

Assessment Capable Learners

Example

Teachers are incorporating success criteria into the lesson and students can articulate the success criteria and where they are in comparison to it.

Non-Example

The success criteria is posted but the teachers are not incorporating this consistently throughout the lesson.

Determine the research-based strategies or practices most likely to yield those improvements (Kraft Harvard study on instructional coaching).

Classroom Level:
- Tier 1 instruction
- Reciprocal teaching

Building Level/District Level:
- Instructional coaching
- Professional learning for teachers

○ **Mentimeter Hold - Poll**

We have determined research based strategies….

Clarify the organizational support and change needed for high quality implementation.
- Resources
  - Time
  - Funding
  - Instructional materials
- Instructional leadership

Dimensions

- Planning, coordinating, evaluating teaching & the curriculum

- Ensuring an orderly & supportive environment

- Establishing goals & expectations

- Strategic resourcing

- Promoting & participating in teacher learning & development

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.

Identify the professional knowledge and skills required for implementation.
- Do teacher believe students can learn?
- Shared understanding about the issue.
- Joint work

Breakout Room Discussion

- What professional knowledge and skills do teachers and leaders (including you) need to be successful?

Select the professional learning design that will best enable educators to acquire that knowledge and skills.

Action Research

  After-Action Reviews

  Case Studies

  Cohorts and Cadres

  Consortia

  Curriculum Learning and

  Instructional Planning

  Data Analysis

  Direct Teaching or Training

  Distance Learning

  Examining Work

  Examining and Assessing

Learner-Centered Staff Meetings

  Lesson Study

  Mentoring and Coaching

  Networking

  Observations and Site Visits

  Peer Coaching

Professional Growth Processes

  Reflective Journaling

  Reflective Discussion and Planning

  School Improvement Processes

  and Action Planning

  Shadowing and Modeling

There is no one, "best" design for professional learning. The most effective professional learning designs are customized to fit the educators' current knowledge and skills, the context in which they work, and the improvements in student learning we hope to achieve.

Tom Guskey

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More often than not, professional learning does not have a big return on the investment.

School Improvement
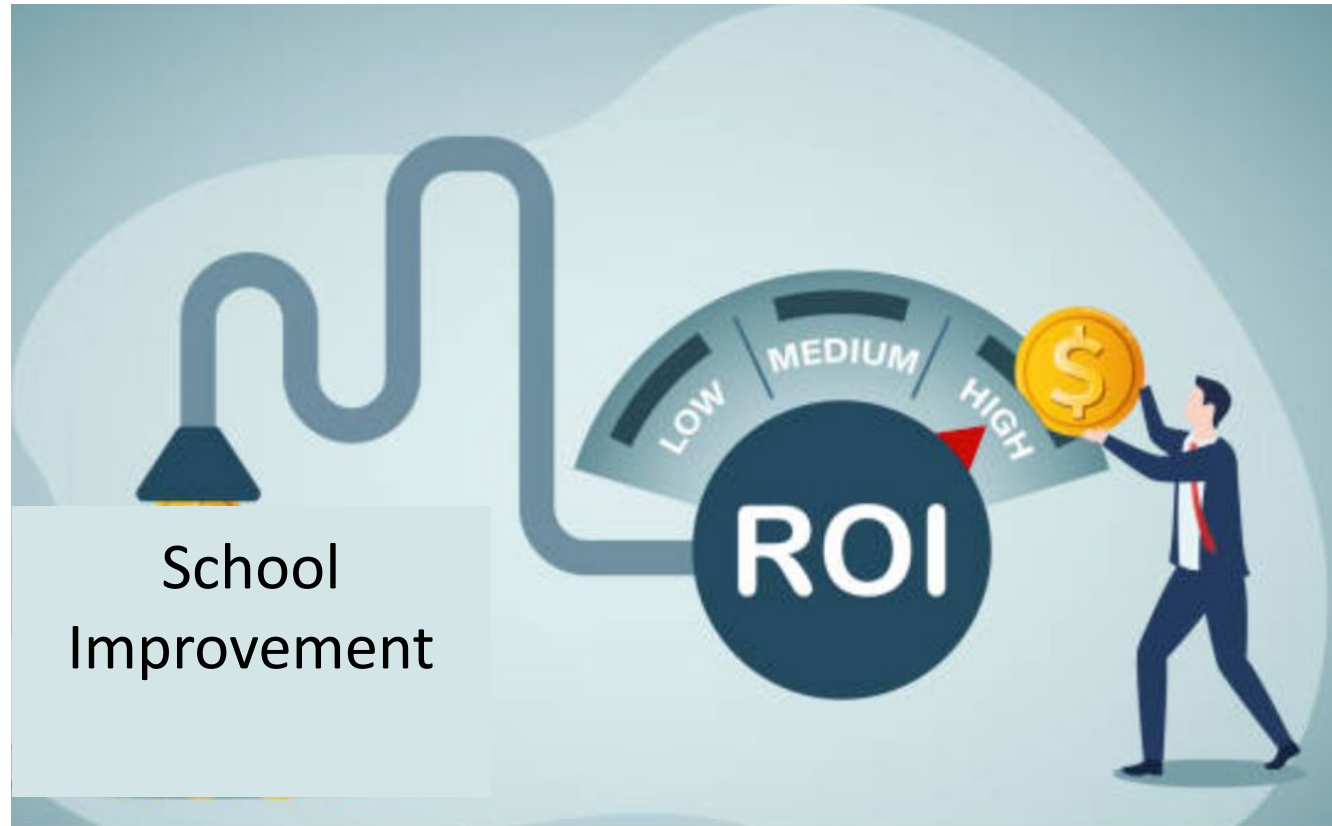
In the chat: A = Agree   D = Disagree

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InTentional InTERRUPTION
Breaking Down
Learning Barriers
to Transform
Professional Practice

STEVEN KATZ
LISA AIN DACK
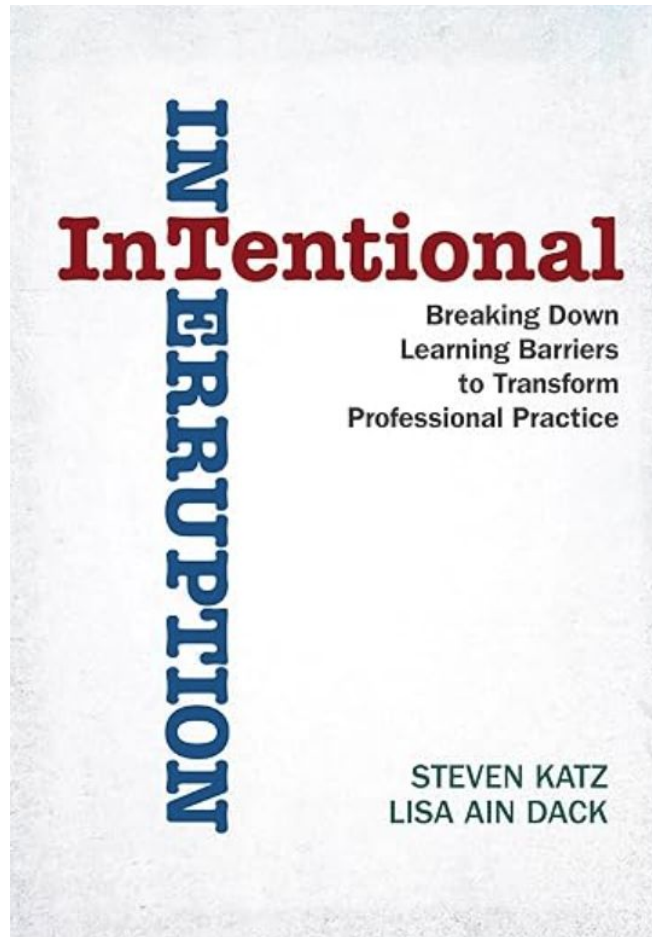
We fail to take into account the psychological definition of learning.

Learning is a *permanent change* in thinking and behavior.

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○ What professional **knowledge** and **skills** (behavior) do teachers and leaders (including you) need to be successful?

What **beliefs** and **values** (thinking) do teachers and leaders need to be more receptive to change?

K - Knowledge

A - Attitudes

S - Skills

A - Aspirations

B - Behavior/Beliefs

Think about a recent professional development initiative at your school.

Identify teacher beliefs or attitudes that might have helped or hindered its implementation.

Beliefs that might hinder engagement in professional learning:

Negativity
Certainty
Overwhelmed
Fixed Mindsets
Low expectations
Resignation
Isolation
Defensiveness

Strategies for overcoming the barriers…
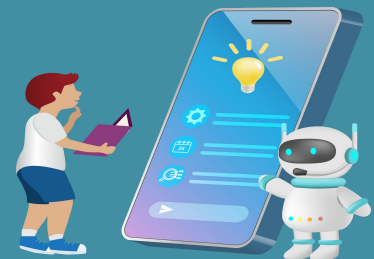
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Beau Wilson - bwilson@wasa-oly.org

Review- Success Criteria

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

Exit Survey

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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!**

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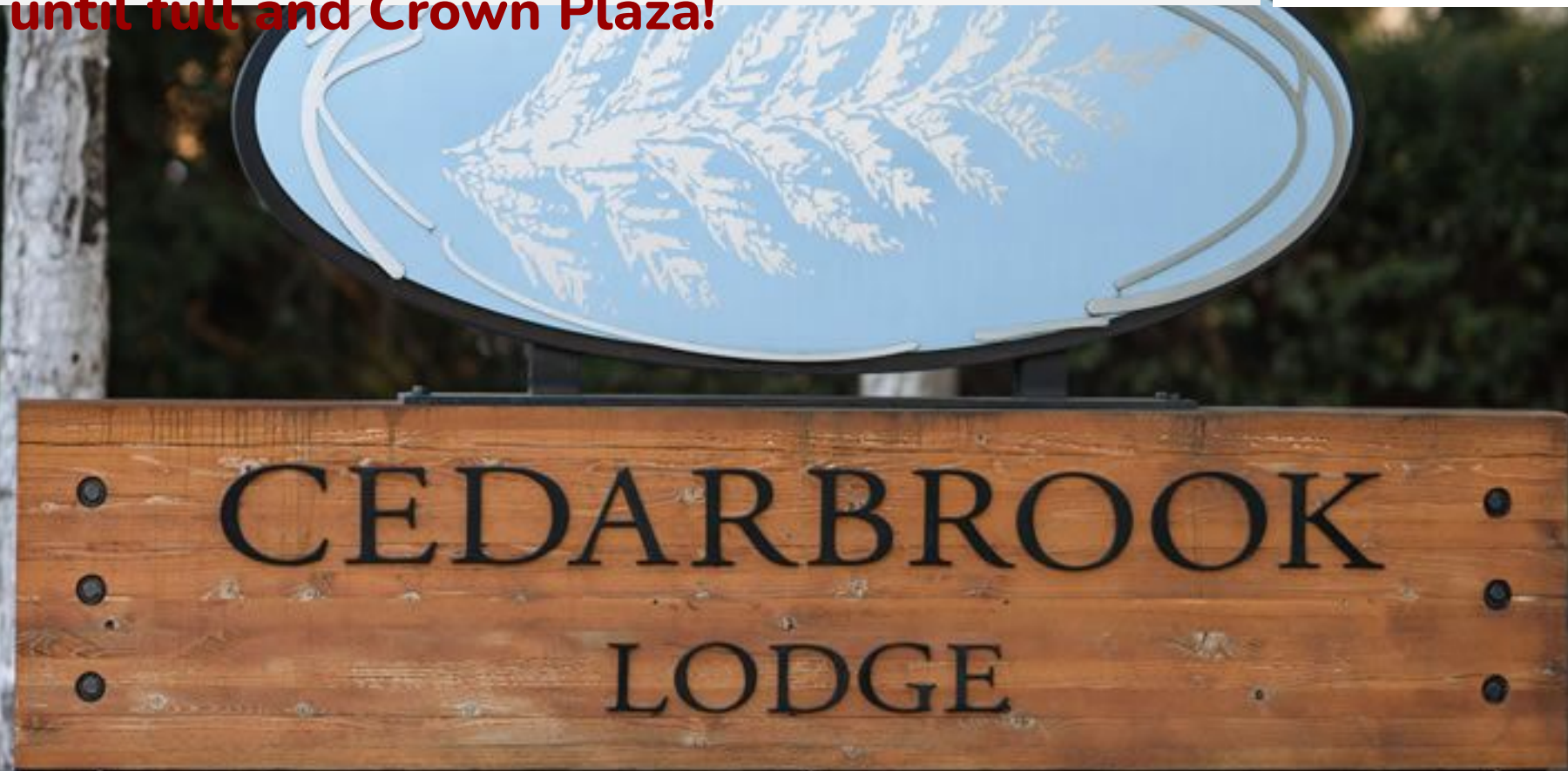
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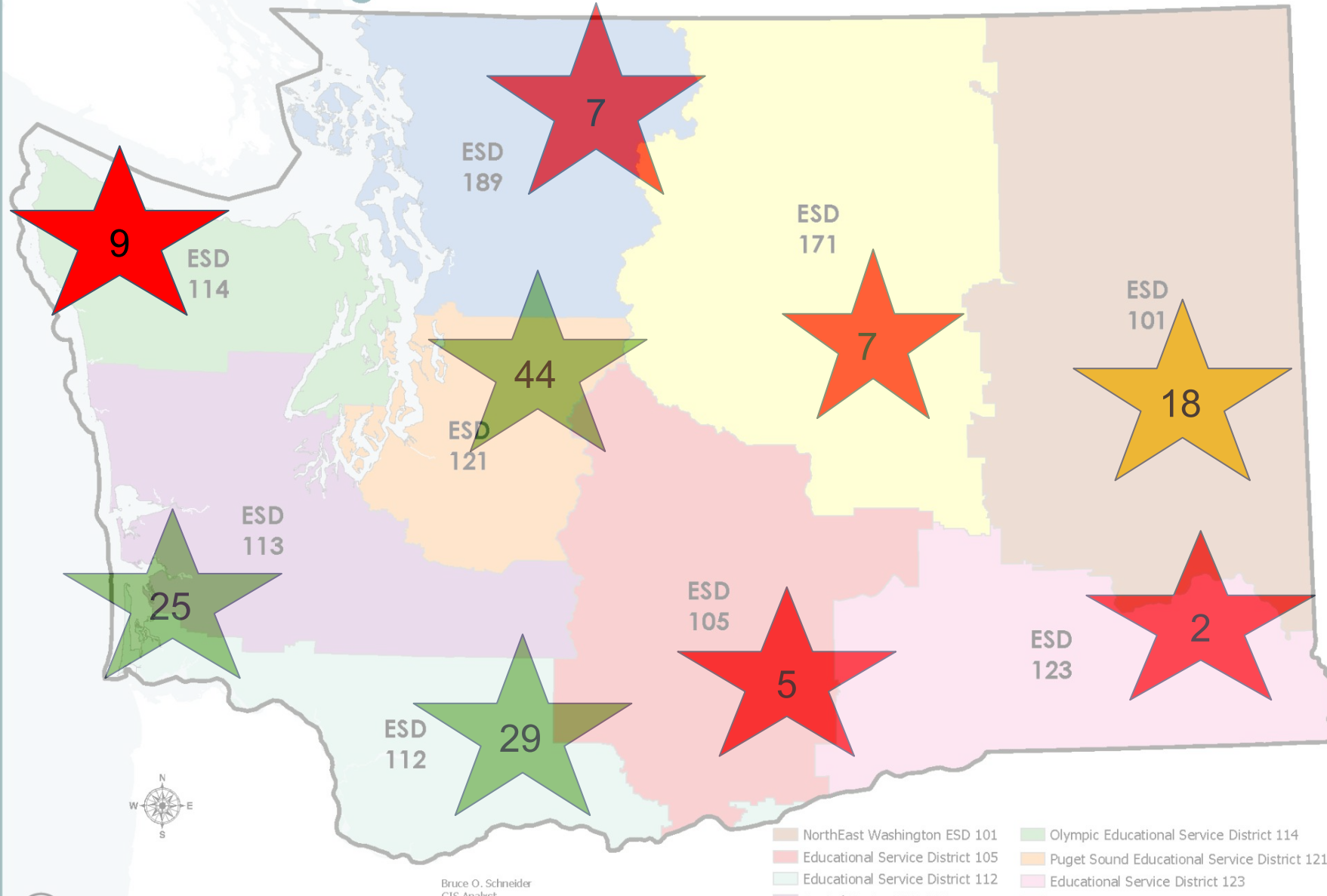
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For More Information

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Leaders of Color Network (awsp.org)