

WASA

Instructional Leadership Academy

Virtual Workshops • State Conferences





New Year's Resolutions

How does each profession compare?

Top 5 New Year's Resolutions by Profession

Business Entrepreneurs

- 1.
- 2.
- 3.
- 4.
- 5.

Healthcare Professionals

- 1.
- 2.
- 3.
- 4.
- 5.

Creative / Artistic Professionals

- 1.
- 2.
- 3.
- 4.
- 5.

IT Professionals

- 1.
- 2.
- 3.
- 4.
- 5.

Educators

- 1.
- 2.
- 3.
- 4.
- 5.

Business Entrepreneurs

#1 Resolution?

- A. Work-life balance
- B. Improve financial management
- C. Set clear goals
- D. Embrace innovation
- E. Expand my network

Business Entrepreneurs



C. Set clear goals

B. Improve financial management

E. Expand my network

D. Embrace innovation

A. Work-life balance

Healthcare Professionals

#1 Resolution?

- A. Community outreach
- B. Continuous learning
- C. Work-life balance
- D. Interdisciplinary collaboration
- E. Patient-centered care

Healthcare Professionals



- B. Continuous learning
- E. Patient-centered care
- C. Work-life balance
- A. Community outreach
- D. Interdisciplinary collaboration

Creative / Artistic Professionals

#1 Resolution?

- A. Expand portfolio
- B. Time management
- C. Collaborate
- D. Marketing skills
- E. Experiment and innovate

Creative / Artistic Professionals



- A. Expand portfolio
- E. Experiment and innovate
- B. Time management
- D. Marketing skills
- C. Collaborate

Information Technology Professionals

#1 Resolution?

- A. Mentorship
- B. Stay updated
- C. Cybersecurity focus
- D. Certification pursuit
- E. Collaborate and communicate

Information Technology Professionals



B. Stay updated

D. Certification pursuit

E. Collaborate and communicate

C. Cybersecurity focus

A. Mentorship

Education Professionals

#1 Resolution?

- A. Mental health awareness
- B. Professional development
- C. Incorporate technology
- D. Feedback integration
- E. Student engagement

Education Professionals



- C. Incorporate technology
- B. Professional development
- E. Student engagement
- D. Feedback integration
- A. Mental health awareness



Less OR More in '24?

Create your “New Year’s Un-Resolutions”



Purpose Statement:

The Instructional Leadership Academy is a network dedicated to help instructional leaders foster human interconnectedness within their school communities as well as our academy while they deepen their focus on impacting student learning in positive ways.

Success Criteria for Our Instructional Leadership Academy

During our learning sessions, ILA leaders will:

- Engage in actions that will help you develop self-awareness in your own leadership.
- Contribute to human interconnectedness to help strengthen our academy of instructional leaders.
- Use metacognitive activities to help you understand your current state of strengths and areas for continued growth.
- Define and foster the conditions for leadership efficacy, collective leader efficacy, and collective teacher efficacy in your district.
- Create a not-to-do list of those distractions that get in the way of your progress.
- Engage in specific actions that create Intentional Implementation.
- Engage in initiatives and strategies that result in a transfer of learning.

By the end of this session, participants will:

- Understand the concept and research behind de-implementation.
- Learn why we over-implement in the first place.
- Reflect on whether you are the biggest contributor to your own workload.
- Learn whether new technologies can help us de-implement.

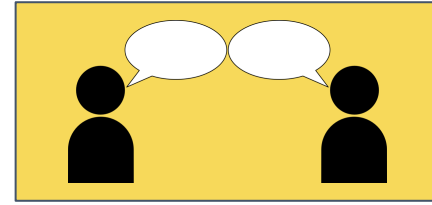




Important for your learning	Important learning for your team
Summary	

Interactive Notebook

Breakout Discussion



Breakout Room Discussion

- Breakout rooms consisting of groups of 4.
- Letter off A,B,C, or D.
- Each participant reads the quotation for their corresponding letter.
- Discuss how this impacts our ability to de-implement.

Quotations

A - Improving depends not on the quantity of information you seek out, but the quality of the information you take in. Growth is less about how hard you work than how well you learn (**Grant, A. pp. 44. 2023**).

B. - It is not the most intellectual of the species that survives; it is not the strongest...the species that survives is the one that is best able to adapt. **Leon C. Megginson**

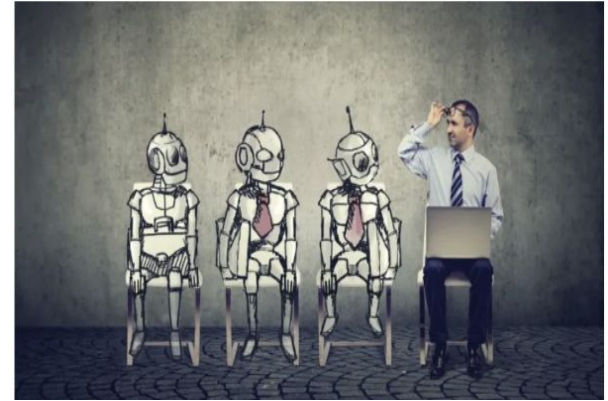
C. Prosperity rises as people become more capable of absorbing new ideas and filtering out old ones (**Grant, A. pp. 48. 2023**).

D. Absorptive capacity is the ability to recognize, value, assimilate, and apply new information. It hinges on two habits. **The first** is how you acquire information: Do you react to what enters your field of vision, or are you proactive in seeking new knowledge, skills, and perspectives? **The second** is the goal you're pursuing when you filter information: Do you focus on feeding your ego or fueling your growth (**Grant, A. pp. 49. 2023**)?

Improving depends not on the quantity of information you seek out, but the quality of the information you take in. Growth is less about how hard you work than how well you learn (**Grant, A. pp. 44. 2023**).

+

Prosperity rises as people become more capable of absorbing new ideas and filtering out old ones (**Grant, A. pp. 48. 2023**).



= **AI?**

If AI isn't new, what's all the buzz about?



Reactive

Tools that respond to specific inputs or situations without learning from past experiences (e.g. Alexa, Roomba, chess-playing computer).



Predictive

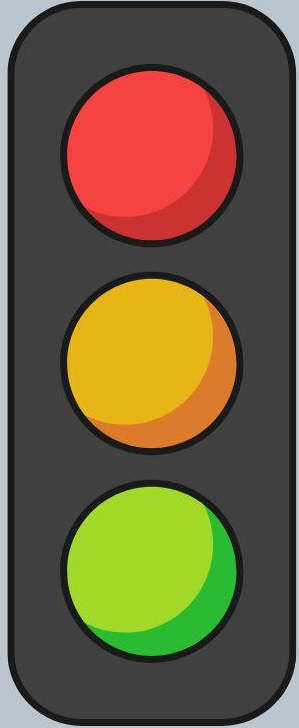
Tools that analyze historical data and experiences to predict future events or behaviors (e.g. Netflix, credit-scoring systems).



Generative

Tools that generate new content or outputs, often creating something novel from learned patterns (e.g. ChatGPT, Stable Diffusion).

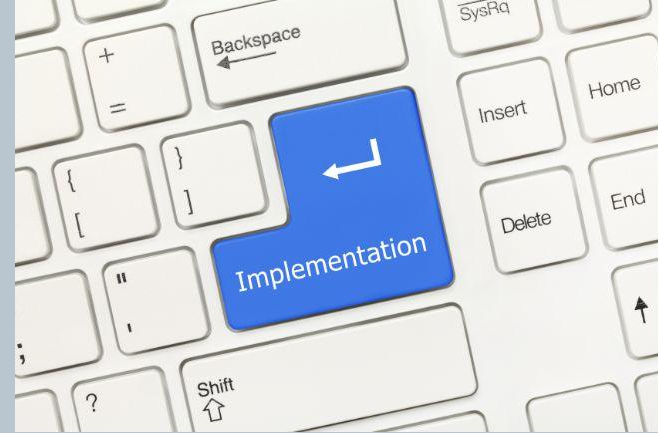




I'm Not Ready - RED

I'm Not Ready Yet - YELLOW

I'm Ready - GREEN



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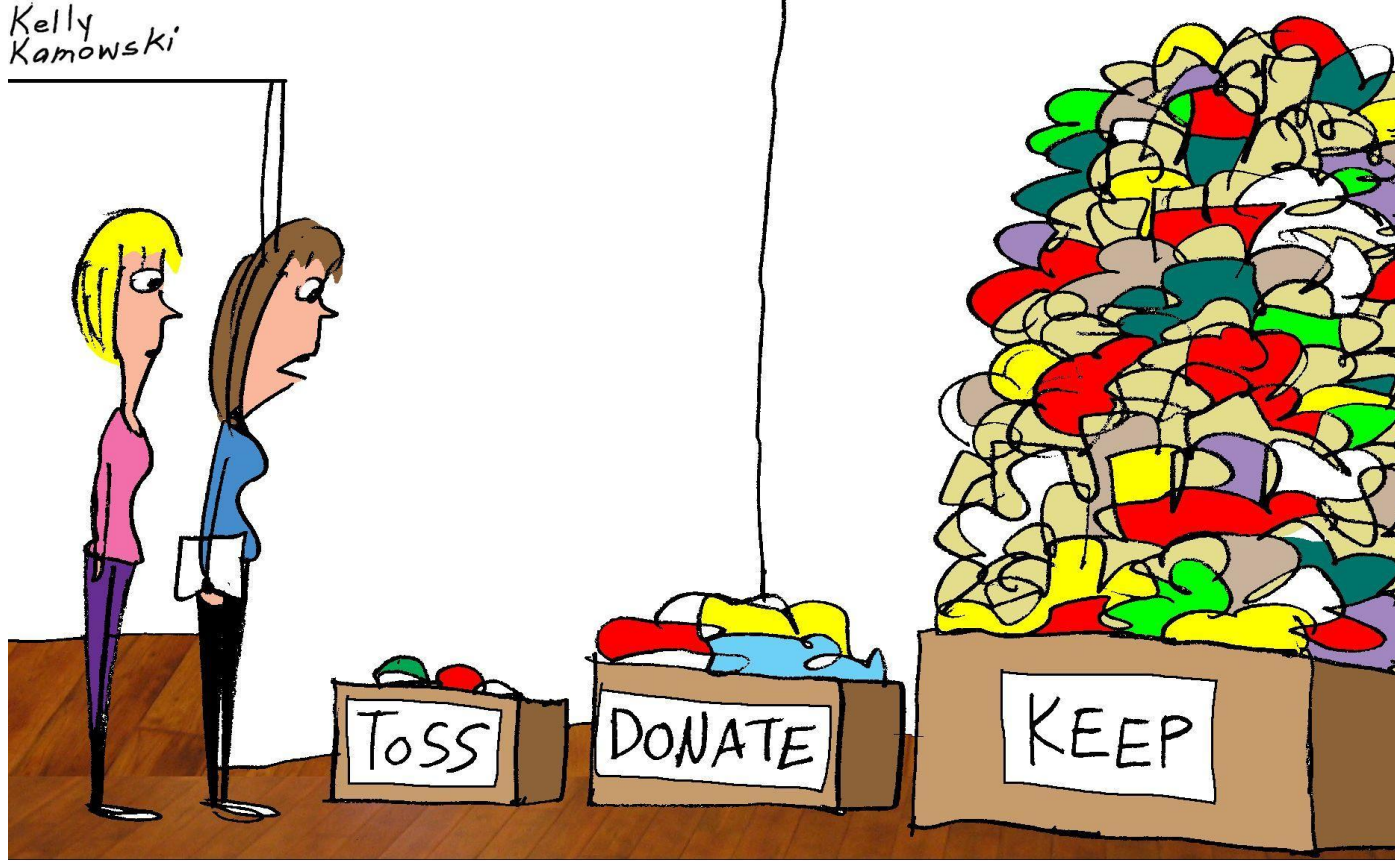
Are You Activity Rich and Impact Poor?



I apologize for writing a long letter. I didn't have time to write a short one (Paraphrase).

Blaise Pascal – French Philosopher

Kelly
Kamowski



"I don't think you're getting the point of
this exercise."

Teachers not only suffer from workload problems, but also create them.

(Timperley, Robinson. 2000. p. 47).

“Neither the principal nor his deputy, despite their awareness of the lack of progress, held the taskforce as a group, or any individual within it, accountable for the lack of action”

(Timperley, Robinson. 2000. p. 56).

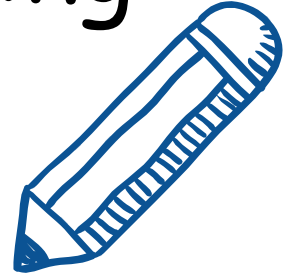
5 Reasons we Over-implement

- Thin content in nice packaging
- Emotions over evidence
- Time mismanagement
- Workaholic cultures
- Initiatives we can't control



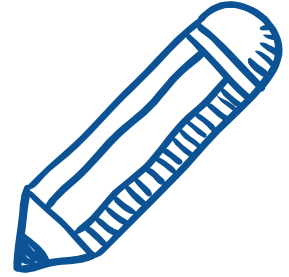
Thin Content, Nice Packaging

McCabe and Castel (2008) found that individuals incorrectly rated findings as scientifically meritorious when brain images were included than when only text was provided.



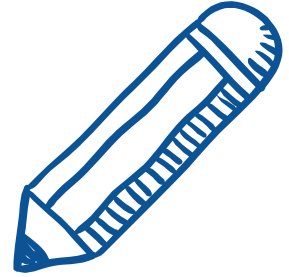
Emotions Over Evidence

Educators are human, and humans get attached to things. It is very hard to part with things we like, even when we find out they're ineffective or harmful. (DeWitt. p. 15)



Time Mismanagement

- X Redundancy*
- X Imbalance of topics*
- X Erosion of focus*

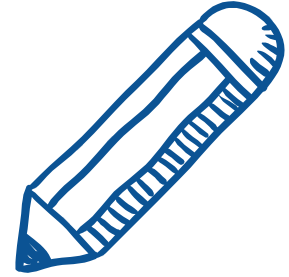


Workaholic Cultures

“Whenever a group of people spend a significant amount of time together, they develop a common set of expectations.

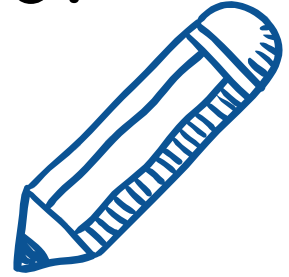
These expectations evolve into unwritten rules.

Gruenert, S. (2008). School Culture, They're Not the. Same Thing.



Initiatives We Can't Control

*Just because you're stuck with their policies,
doesn't mean you should be stuck with their
mindsets.*



Michael Fullan

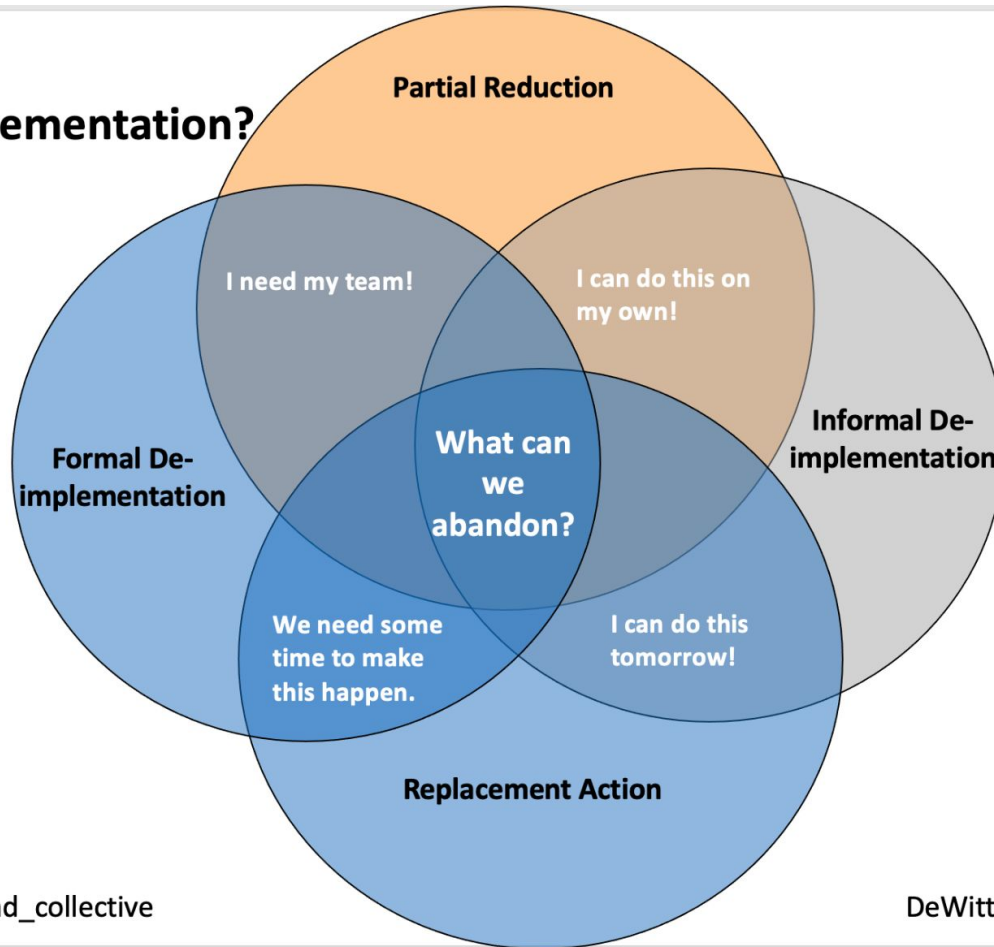
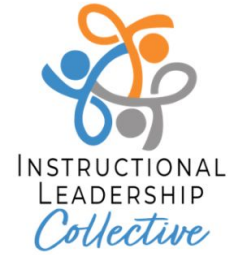
Addition sickness: the unnecessary rules, procedures, communications, tools, and roles that seem to inexorably grow, stifling productivity and creativity.

1. **“What can I add here?”** and not “What can I get rid of?” Studies by Gabrielle Adams and her colleagues discussed in a 2021 *Nature* article found that this “addition bias” shapes the solutions that people generate to improve universities, edit their own and others’ writing, modify soup recipes, plan trips, and build Lego creations.
2. **Organizations often reward leaders for additions: Kudos, cash, perks, and titles are heaped on those who implement new technologies, launch initiatives, or build bigger fiefdoms.** In contrast, people with the wisdom and discipline to avoid adding unnecessary stuff are rarely noticed or rewarded.
3. **Leaders often have a limited grasp of their “cone of friction”—how their actions and decisions burden others.**



Sutton, R.; Rao, H. (2024). Rid Your Organization of Obstacles That Infuriate Everyone: How every company can fight the “addition sickness” that complicates work. Harvard Business Review.

What is De-implementation?

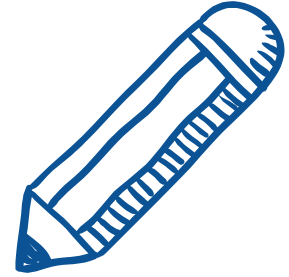


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DeWitt/Nelson

De-implementation

"de-implementation is the process of "abandoning existing low value practices."



Citation: van Bodegom-Vos L, Davidoff F, Marang-van de Mheen PJ. Implementation and de-implementation: two sides of the same coin? BMJ Qual Saf. 2017 Jun;26(6):495-501.

Breakout Room -

Hold for Mentimeter - What would you consider low value?

Low Value Practices are those practices:

- (a) that have not been shown to be effective and impactful,
- (b) that are less effective or impactful than another available practice,
- (c) that cause harm, or
- (d) that are no longer necessary



Citation: Farmer RL, Zaheer I, Duhon GJ, Ghazal S. Reducing Low-Value Practices a Functional-Contextual Consideration to Aid in De-Implementation Efforts. *Canadian Journal of School Psychology*. 2021;36(2):153-165.

Formal vs. Informal De-implementation

Type	Guiding Statements	Examples
<u>Informal</u> <u>De implementation</u>	<u>I can make this change on my own.</u> <u>It only impacts me or my immediate team.</u> <u>I can begin this change immediately.</u> <u>I can see within a day.</u>	<u>Reducing email checking</u> <u>Short response times for students during class discussions</u> <u>Frequency of late-night working</u>
<u>Formal</u> <u>De-implementation</u>	<u>This change requires a team.</u> <u>This change impacts most of the school.</u> <u>This change requires data collection from a variety of sources.</u> <u>It could take many months to see a result.</u>	<u>Shifting middle school science program</u> <u>Revising student discipline process</u> <u>Limiting family engagement</u>



3 Lists

To-Do List

To-Do Later List

Not To-Do List

1

2

3

1

2

3

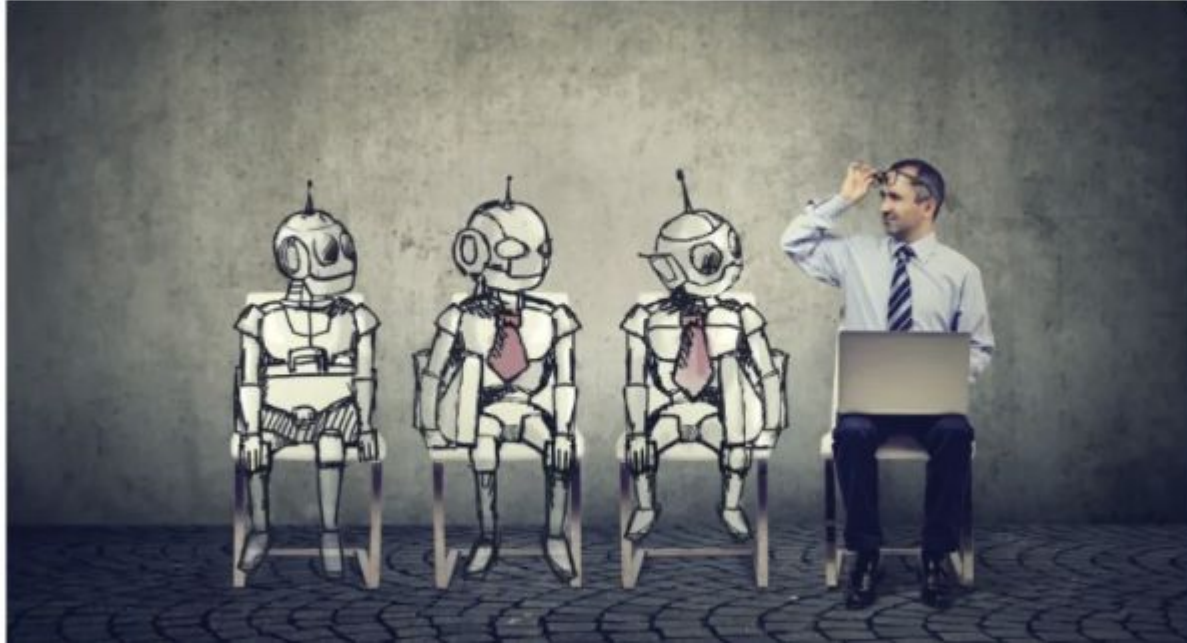
1

2

3



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Prompt: I am a director of teaching and learning who struggles with finding a balance between management and a focus on instruction. What might I de-implement?

Informal De-implementation:

I am a leadership coach, education author, workshop facilitator, and CEO of my company the instructional leadership collective. The following are my daily habits.

5:00 am – Wake up

- Play Wordle
- Have a latte
- Answer email for 30 minutes
- Post on social media for 30 minutes
- Create presentations 90 minutes
- Facilitate webinars 3 hours
- Leadership coaching 4 hours
- Ride the Peloton or run for 75 minutes

I am struggling with a balance between managing tasks and a focus on learning.

Give me 3 lists of 5 suggestions on what I can de-implement from day to day actions. 1 list is the to-do list, 1 list is the to-do later list, and 1 list is the not to-do list. The suggestions must include partial reductions and replacement actions.

To-Do List:

- **Delegate Administrative Tasks:** Delegate routine administrative tasks, such as email management and social media posting, to a virtual assistant or a team member. This will free up more time for learning and strategic activities.
- **Streamline Presentation Creation:** Optimize your presentation creation process by using templates, reusing content, and focusing on key messages. Allocate more time to researching and incorporating new learning into your presentations.
- **Reevaluate Webinar Frequency:** Consider reducing the frequency of webinars to create more time for deeper learning. Replace some webinars with recorded video content that can be shared with your audience, allowing you to focus on refining your coaching and writing.
- **Time-Bound Coaching Sessions:** Structure your coaching sessions to be more time-bound. Allocate a specific amount of time for each coaching session and stick to it, allowing you to accommodate more clients and balance your time for learning.
- **Combine Exercise with Learning:** Instead of dedicating a separate block of time for exercise, consider incorporating learning into your exercise routine. Listen to educational podcasts or audiobooks during your Peloton rides or runs.

To-Do Later List:

- **Book Writing Projects:** While writing is important, consider delaying the initiation of new book projects until you have more dedicated time for research and deep learning. Focus on shorter articles or blog posts in the meantime.
- **Social Media Engagement:** Reduce the time spent on daily social media posting. Schedule posts in advance or use social media management tools to maintain your online presence with less daily effort.
- **Overnight Email Responses:** Delay responding to emails immediately upon waking up. Use this time for personal reflection, journaling, or brief mindfulness exercises to start your day with a clear mind and focus on learning.
- **Regular Wordle Sessions:** While Wordle can be fun, consider limiting daily sessions or playing it during breaks as a quick mental refresh instead of allocating specific time for it in your morning routine.
- **Regular Webinar Delivery:** Plan to decrease the frequency of webinars in the long term. Shift towards creating more in-depth online courses or workshops that provide value over an extended period while giving you time to focus on learning and research.

Not-To-Do List:

- **Multitasking During Coaching:** Avoid multitasking during coaching sessions. Dedicate your full attention to your clients to provide more effective coaching, and schedule breaks between sessions for your own learning and development.
- **Excessive Email Checking:** Refrain from constantly checking and responding to emails throughout the day. Set specific times for email management and resist the urge to interrupt your learning and writing with frequent email distractions.
- **Overcommit to Social Media:** Resist the temptation to overcommit to daily social media posting. Quality over quantity is key; focus on creating meaningful content rather than constantly being active on social platforms.
- **Neglecting Strategic Planning:** Avoid neglecting strategic planning for your company. Allocate time periodically to assess your business strategy and identify opportunities for growth and learning.
- **Exhaustive Work Hours:** Refrain from working excessively long hours. Prioritize work-life balance to ensure you have the energy and focus needed for both managing tasks and continuous learning.

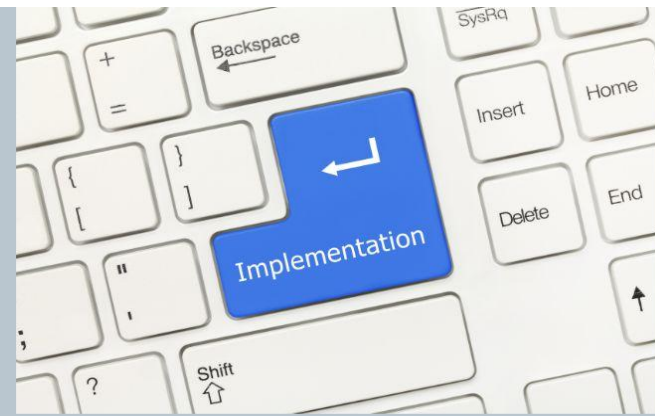
By implementing these de-implementation strategies across your to-do list, to-do later list, and not-to-do list, you can achieve a better balance between managing tasks and focusing on learning in your daily routine as a leadership coach, education author, and CEO of your company.

Prompt

Role/Tone: I am _____.

Supporting Information: I am _____.

Action: Provide me with 3 lists _____



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Formal De-implementation

We are a middle school administrative team consisting of 2 assistant principals and one principal.

We do classroom observations and walkthroughs for 60 teachers who teach a variety of content.

Create an observation checklist we can use when observing teachers.

The checklist must be based on these 4 questions:

- **What are our students learning?**
- **What is our evidence of impact?**
- **What scaffolding are we using for students?**
- **What extension activities are we using?**

Each question must include 4 components in a dropdown box.
The document must be a tool that enhances conversation and not on compliance.

Observation Checklist

What are our students learning?

- Clarity of Learning Targets
 - Clearly stated learning objectives
 - Learning objectives aligned with [standards](#)
 - Learning objectives tailored to student [needs](#)
 - Learning objectives communicated to [students](#)
- Assessment for Learning
 - Evidence of formative assessment strategies
 - Adjustments based on assessment [data](#)
 - Opportunities for student self-assessment
 - Clear evidence of learning progress

What is our evidence of impact?

- Assessment Design
 - Varied assessment methods
 - Assessments aligned with learning [targets](#)
 - Opportunities for student self-assessment
 - Assessments that measure deeper understanding
- Data Analysis
 - Regular data analysis practices
 - Use of data to inform [instruction](#)
 - Differentiation based on assessment [data](#)
 - Collaboration on data analysis

What scaffolding are we using for students?

Observation Checklist

What are our students learning?

- Clarity of Learning Targets
 - Clearly stated learning objectives
 - Learning objectives aligned with standards
 - Learning objectives tailored to student needs
 - Learning objectives communicated to students
- Assessment for Learning
 - Evidence of formative assessment strategies
 - Adjustments based on assessment data
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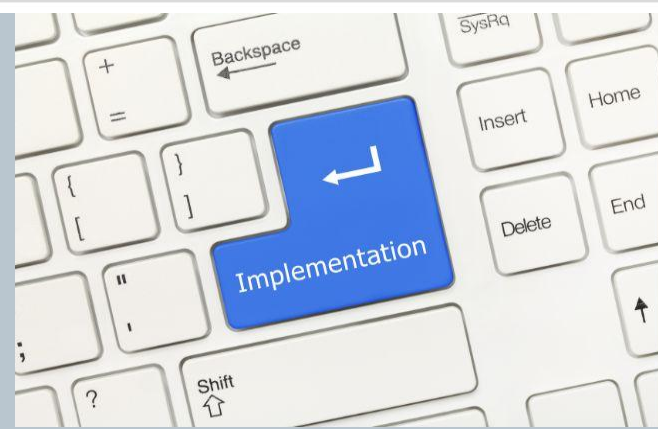
What scaffolding are we using for students?

Prompt

Role/Tone: We are a _____.

Supporting Information: We do _____.

Action: Create a _____



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**INSTRUCTIONAL
LEADERSHIP
Collective**

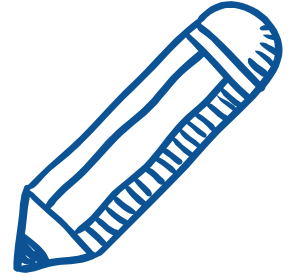
De-implementation

De-implementation comes down to two areas. Those areas are:

- Partial reduction
- Replacement Action



We often want to throw out the activities that we believe are thrust upon us, rather than questioning our own practices.



7 Basic Actions

1. Writing
2. Summarizing
3. Brainstorming
4. Synthesizing
5. Extracting
6. Reformatting
7. Coding



A prompt framework - RACEF

The Neuron's Intro to ChatGPT

Add more detail to get better results:

R - Role

A - Action

C - Context

E - Examples

F - Format

Example

Role: You are a world-class copywriter.

Action: Write a tweet announcing a new product.

Context: [Insert lots of detail about the product]

Examples: Here are some tweets to model after: [paste tweets]

Format: The tweet should be 3 lines, with no emojis.



We Do Activity

Prompt

Role/Tone: I am a Director of Teaching and Learning. I am struggling with a balance between management and a focus on learning.

Action: Give me 3 lists of 5 suggestions on what I can de-implement from day to day actions. 1 list is the to-do list, 1 list is the to-do later list, and 1 list is the not to-do list.

Context: The suggestions must include partial reductions and replacement actions.

R - Role
A - Action
C - Context
E - Examples
F - Format



You Do Activity

How might you ask AI to assist you in de-implementation?

R - Role
A - Action
C - Context
E - Examples
F - Format



3 Areas You Would De-implement?

- 1.
- 2.
- 3.





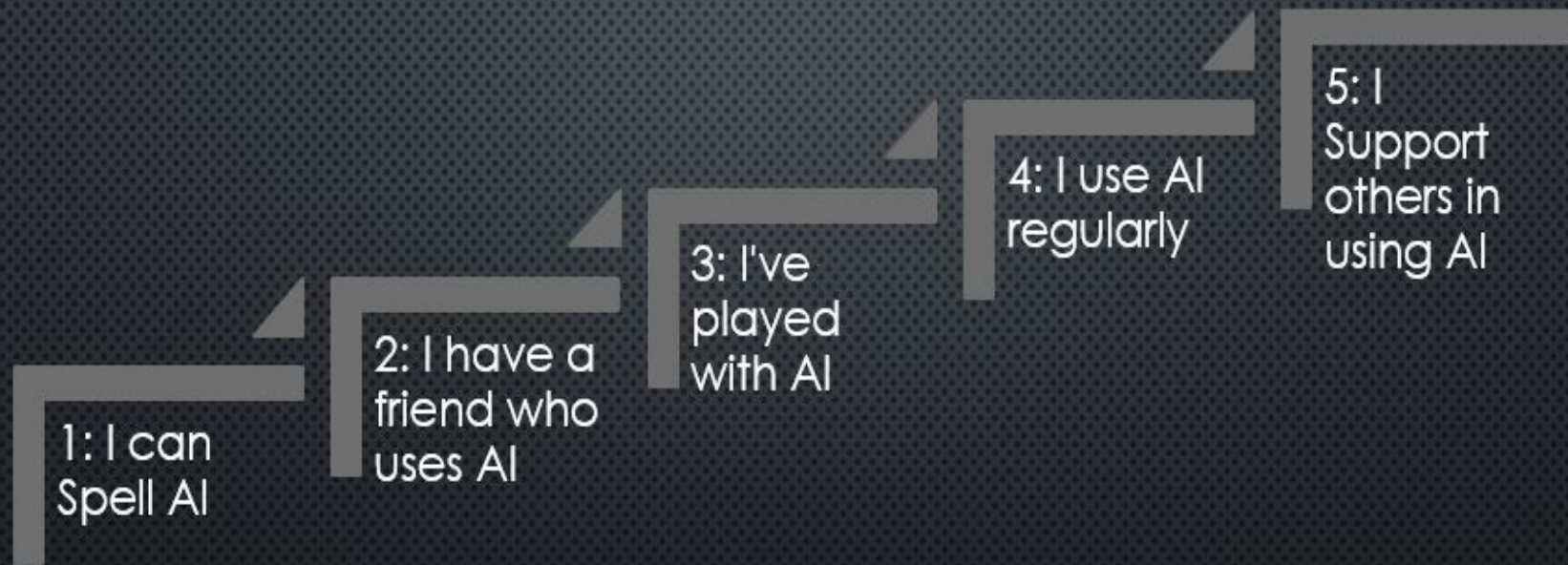
ARTIFICIAL
INTELLIGENCE

Now that we've
explored AI together...



QUESTIONS

WHERE ARE YOU IN THE AI JOURNEY?



In the past month, approximately how many times have you used AI for a work-related task?



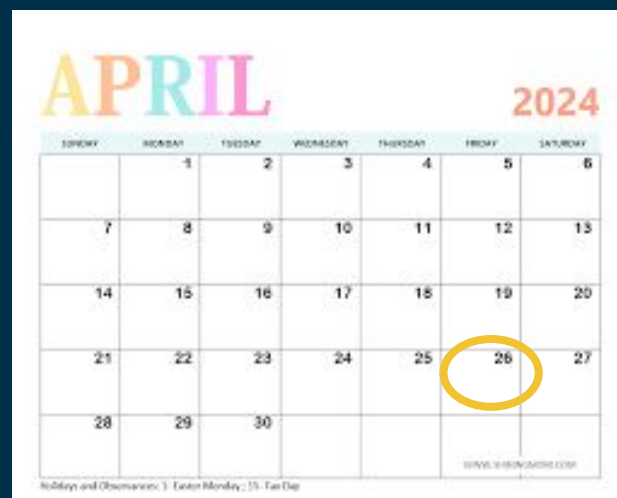
ARTIFICIAL
INTELLIGENCE



ARTIFICIAL INTELLIGENCE

One way that you have used or considered using AI in a task related to help your leadership of teaching & learning.

Our Upcoming Virtual Workshops...



February 27 8:30 a.m.

March 21 8:30 a.m.

April 26 8:30 a.m.

Our End-of-Year Conference (in person)



MAY 2024

SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

May 16
8:30 a.m. - 3:30 p.m.
Puget Sound ESD
Renton, WA

Register today



<http://tinyurl.com/wasallAconference>