

Flow of the day

8:30 Chris: Welcome and opening activity: Self Awareness by Famous People
Refer back to last time re: critical nature of trust
Research snapshot from before

8:40 Peter: Purpose statement and success criteria for the academy.
Success criteria for today?
Introduce Interactive Notebook & Cornell Note

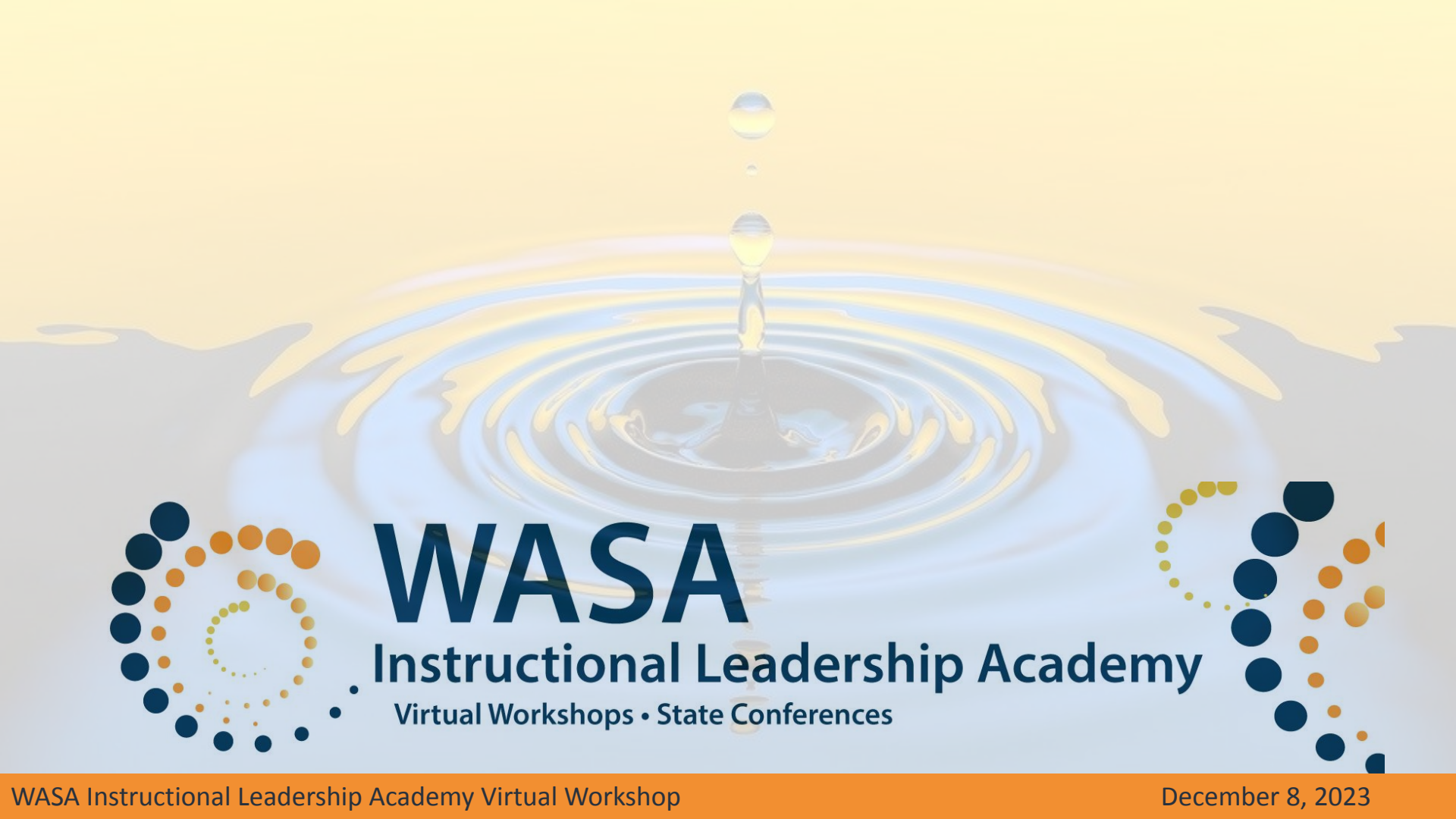
Part I: Self-awareness: Why does self-awareness matter to me as a leader?
Define internal & external self-awareness
Breakout #1: quadrants graphic process
Peter moderates a summary discussion of the breakout discussion

Part II: How does self-awareness intersect with self-efficacy? Why does this matter?
Use of ai tools to help become more self-aware
Breakout #2: Say Something re: how self-awareness connects with self-efficacy
Peter moderates a discussion about self-awareness & self-efficacy

Part III: Takeaway Strategies: (Cornell Notes)

- How might you take a next step in your own self-awareness? How will you facilitate this with the teams you lead?
- Seek out a colleague to help give insights to your self-awareness
- Use ai tools to help provide feedback to become more self-aware

9:55 Closure

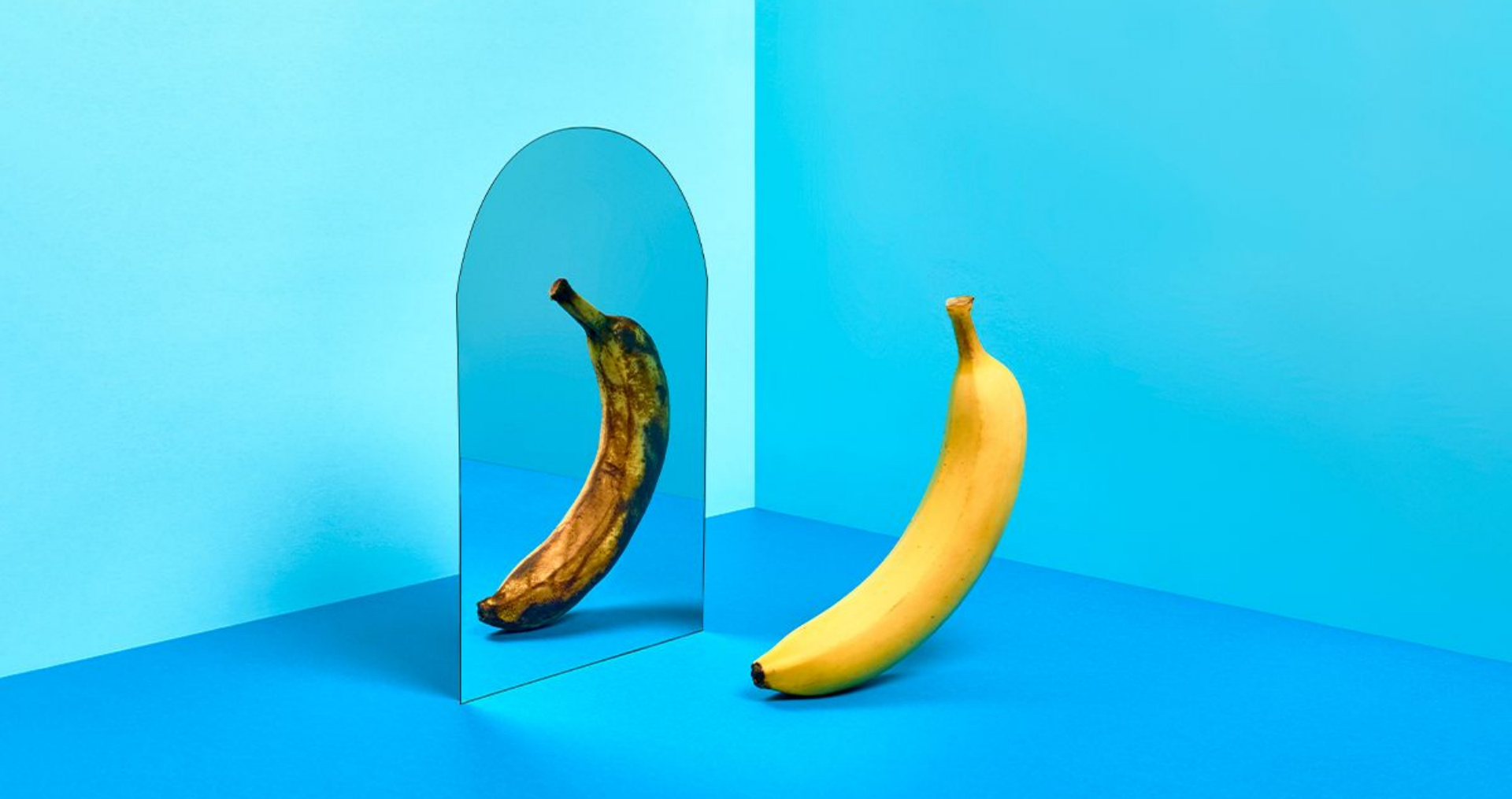


WASA

Instructional Leadership Academy

Virtual Workshops • State Conferences





Self-reflection by the Famous



Nelson Mandela



Bill Gates



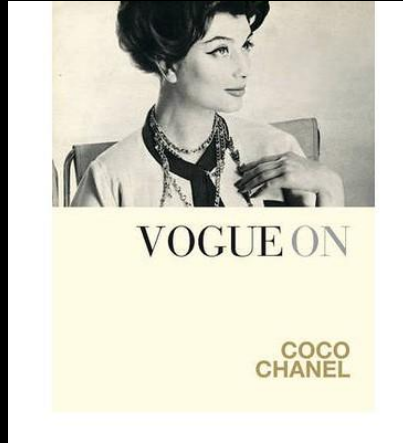
Pablo Picasso

- A. "I am not a saint unless you think of a saint as a sinner who keeps on trying."
- B. "I am always doing that which I cannot do, in order that I may learn how to do it."
- C. "It's fine to celebrate success, but it is more important to heed the lessons of failure."

Self-reflection by the Famous



Marilyn Monroe



Coco Chanel



Kanye West

- A. "I am not a fan of books. I would never want a book's autograph. I am a proud non-reader of books."
- B. "I don't care what you think about me. I don't think about you at all."
- C. "I am good, but not an angel. I do sin, but I am not the devil."

Self-reflection by the Famous



Oscar Wilde



Lady Gaga



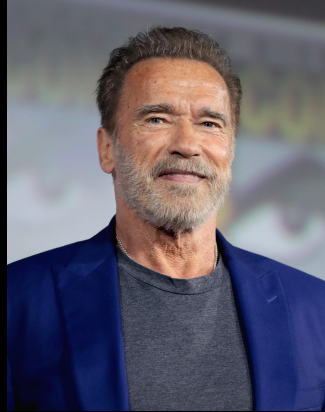
Beyoncé

- A. "I don't like to gamble, but if there's one thing I'm willing to bet on, it's myself."
- B. "I am so clever that sometimes I don't understand a single word of what I am saying."
- C. "I'm on the right track, baby, I was born this way."

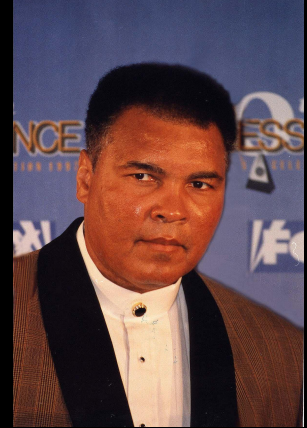
Self-reflection by the Famous



Winston Churchill



Arnold Schwarzenegger



Muhammad Ali

- A. "I knew I was destined for great things. Modesty is not a word that applies to me in any way."
- B. "I am the greatest, I said that even before I knew I was."
- C. "We are all worms, but I do believe that I am a glowworm."

Purpose Statement:



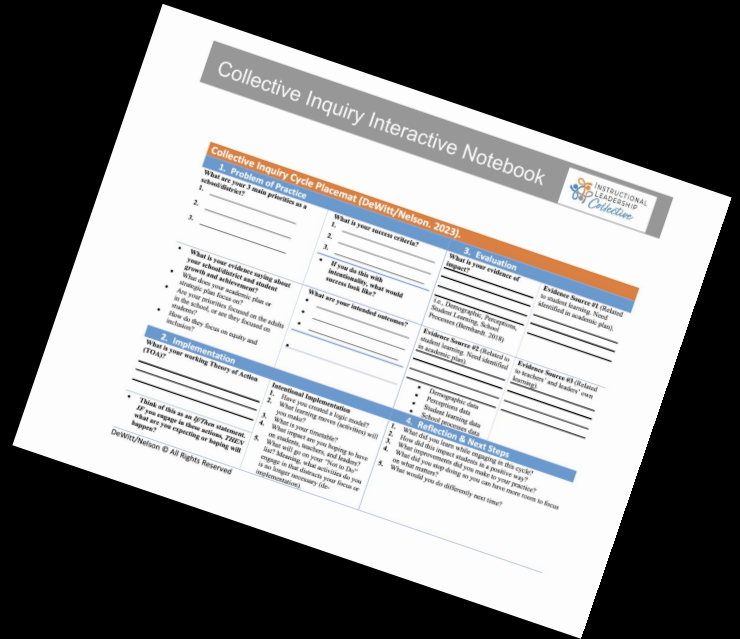
The Instructional Leadership Academy is a network dedicated to help instructional leaders foster human interconnectedness within their school communities as well as our academy while they deepen their focus on impacting student learning in positive ways.

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.

Interactive Notebook



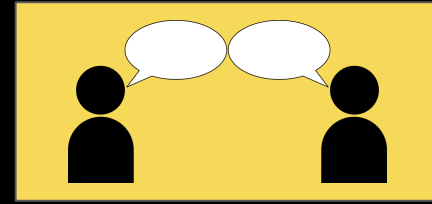
https://docs.google.com/document/d/1PZ_pv4rSy40uzgTHYmdzB1DI12Rz7YUI0aCPXovOKBk/copy



“How does
self-awareness make
me a better leader of
teaching and learning
in my district?”



Choose Your Own Breakout Room!



...by Region

- ☐ 101
- ☐ 105
- ☐ 108
- ☐ 109
- ☐ 110
- ☐ 111
- ☐ 112
- ☐ 113
- ☐ 114
- ☐ 123
- ☐ 171

OR

...by District Size

- ☐ Small: Less than 1000 students
- ☐ Medium: 1000 - 5000 students
- ☐ Large: 5000+ students

OR

...Random Group

- ☐ Mixed group #1
- ☐ Mixed group #2

Why is self-awareness important for your leadership?	How might you help leaders at your school/district increase self-awareness?
What are your actions?	

Mentimeter Hold - How does self-awareness make me a better leader?

Collective Inquiry Cycle Placemat (DeWitt/Nelson. 2023).

1. Problem of Practice		3. Evaluation	
What are your 3 main priorities as a school/district? 1. _____ 2. _____ 3. _____	What is your success criteria? 1. _____ 2. _____ 3. _____ • If you do this with intentionality, what would success look like?	What is your evidence of impact? _____ _____ _____ i.e., Demographic, Perceptions, Student Learning, School Processes (Bernhardt. 2018)	Evidence Source #1 (Related to student learning. Need identified in academic plan). _____ _____ _____
<ul style="list-style-type: none"> • What is your evidence saying about your school/district and student growth and achievement? • What does your academic plan or strategic plan focus on? • Are your priorities focused on the adults in the school, or are they focused on students? • How do they focus on equity and inclusion? 	What are your intended outcomes? • _____ • _____ • _____ • _____	Evidence Source #2 (Related to student learning. Need identified in academic plan). _____ _____ _____ • Demographic data • Perceptions data • Student learning data • School processes data	Evidence Source #3 (Related to teachers' and leaders' own learning). _____ _____ _____
2. Implementation		4. Reflection & Next Steps	
What is your working Theory of Action (TOA)? _____ _____ _____ • Think of this as an <i>If/Then</i> statement. <i>IF</i> you engage in these actions, <i>THEN</i> what are you expecting or hoping will happen?	Intentional Implementation 1. Have you created a logic model? 2. What learning moves (activities) will you make? 3. What is your timetable? 4. What impact are you hoping to have on students, teachers, and leaders? 5. 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).		
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? 5. What would you do differently next time?			

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Mentimeter - What actions are you taking to achieve your priorities?

Mentimeter - Why did you choose those actions?

Mentimeter - What do you know about self-awareness?

Mon, Nov 20th 11:00 am

AskFred v

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Thread · 1

Soundbites

Want customized summaries?

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Keywords:

background virtual taker recorded meeting success
criteria active reading strategies

WPM TALK TIME

173 78%

167 22%

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Soundbites

Want customized summaries?

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Keywords:

AI advantages disadvantages project-based
learning conceptual understanding real-life experience

WPM TALK TIME

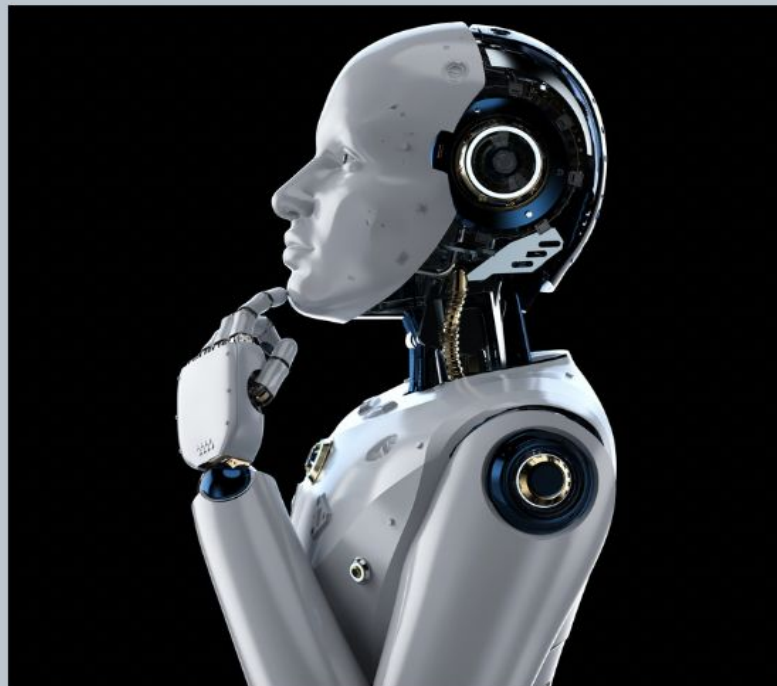
176 54%

164 46%

Topics

AI meeting summary:

Coaching



Lead Learner in Professional Learning



What is a lead learner's role?

1. Study the success criteria before the learning session.
2. During the webinar/workshop, take time to reflect on how the learning connects with their needs back in their school or district.
3. Reflect on how the learning during the workshop might impact their colleagues back at school.
4. At the beginning of the webinar/workshop, after each learning chunk, and at the end of the webinar/workshop share their thoughts about their learning.
5. Lead learners must be present, where they listen, learn, and reflect on what they learn and what they need.



@SuitguyMike

@Instructional_lead_collective



Clear (2018. p. 64) says, “We’re so used to doing what we’ve always done that we don’t stop to question whether it’s the right thing to do at all. Many of our failures in performance are largely attributed to a lack of self-awareness.”

Wang writes, “Self-awareness is a critical trait for school leaders and a significant predictor of the level of intrapersonal intelligence (2021. P. 406).”

Perry suggests, “Self-awareness has two categories: internal and external self-awareness (2022).”

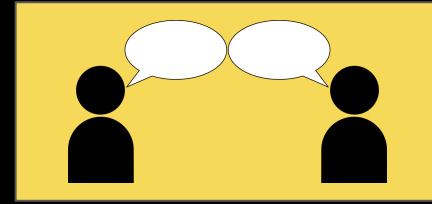
High External Self-Awareness	Low External Self-awareness
<p>Individuals are highly attuned to how others perceive them, able to accurately gauge the impact of their actions and words on those around them. These individuals are effective communicators, empathetic, and skilled at building solid relationships. They are often seen as emotionally intelligent and capable of quickly navigating complex social situations.</p>	<p>Individuals need to be more attuned to how others perceive them or struggle to accurately gauge the impact of their actions on those around them (low external self-awareness).</p>
High Internal Self-Awareness	Low Internal Self-Awareness
<p>Individuals have a strong understanding of their own thoughts, emotions, values, and behaviors (high internal self-awareness).</p>	<p>Individuals have limited insight into their own thoughts, emotions, values, and behaviors (low internal self-awareness). They may also need help understanding how others perceive them.</p>

High External Self-Awareness	Low External Self-awareness
	Helen tends to surround herself with people who support her, and when she receives negative feedback from a teacher who doesn't agree with her, Helen has a tendency to judge the person for "not being on board," or that they "don't care enough about students."
High Internal Self-Awareness	Low Internal Self-Awareness
Helen strongly believes that all students can learn, and works hard as a leader to develop strong relationships with her students.	

Breakout Room Activity. Please engage in the following learning:

- Discuss self-awareness in leadership. Is it necessary? Why?
- Look at the blank quadrants in your interactive notebook.
Please give your examples for each.

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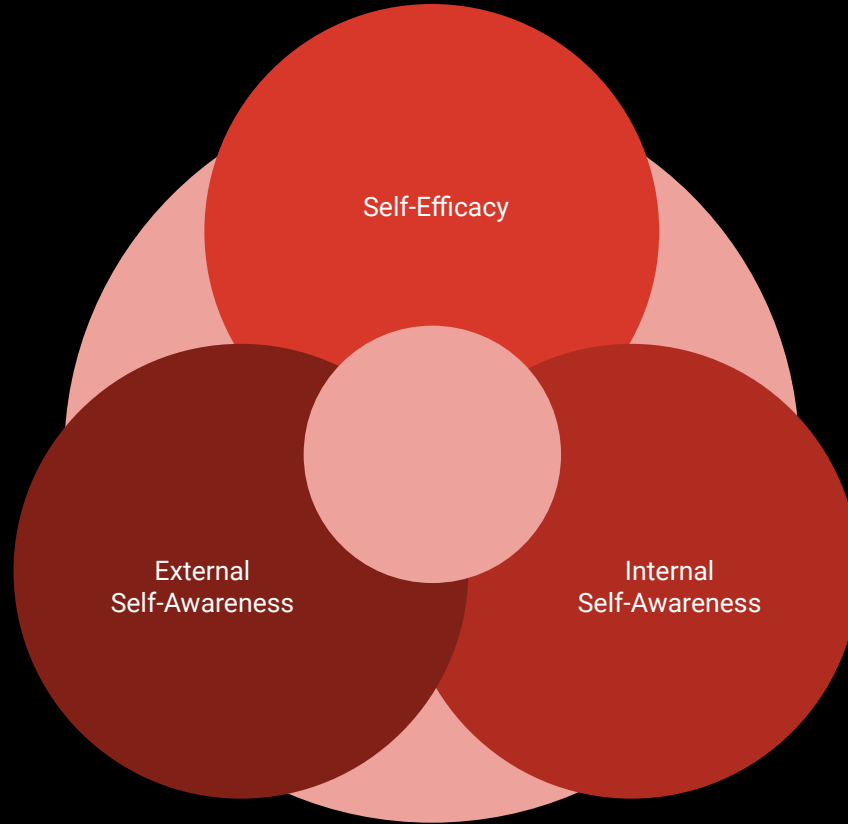
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Bandura (1997) found that,

“Self-efficacy refers to beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments. Such beliefs influence the courses of action people choose to pursue, how much effort they put forth in given endeavors, how long they will persevere in the face of obstacles and failures, their resilience to adversity, whether their thought patterns are self-hindering or self-aiding, how much stress or depression they experience in coping with taxing environmental demands, and the level of accomplishments they realize. (p. 3)”

Bandura (2010. P. 179) writes,

“Human behavior is extensively motivated and regulated through the exercise of self-influence. Among the mechanisms of self-influence, none is more focal or pervading than belief in one’s personal efficacy.”

Bandura found (2010. P. 183) that,

“Individuals who are highly assured in their capabilities and the effectiveness of their strategies are disinclined to seek discordant information that would suggest the need for corrective adjustments.”

4 Laws of Habits

Law 1 - Make it obvious

Law 2 - Make it attractive

Law 3 - Make it easy

- Reduce friction

Law 4 - Make it satisfying



Habit Scorecard

Step 1 – Write down all of the habits you have as a team.

Step 2 – Put a + if they are positive habits, - if they are negative habits, and a * if it's a neutral habit.

CLUB No. _____ PAR: MEN 65, LADIES 68
PLAYER _____ HANDICAP _____
COMPETITION _____ DATE _____
HOLES: WON _____ LOST _____ RESULT _____ 555 WHITE 65, YELLOW 65, RED 68

Hole	Name	Yds	Mts	PAR	St	Score	Score
1	Whistler Tough	228	220	4	7		
2	Promenade	369	306	4	3		
3	Pen Cud	392	306	4	3		
4	Craigengelt	301	317	4	3		
5	Pencraig	301	306	4	3		
6	Lauderdale	322	306	4	3		
7	Kirk Park	438	401	5	14		
8	The May	250	229	4	13		
9	The School	236	236	4	16		
	OUT	2187	2366				
10	Trappan	212	194	3	17		
11	Muir's View	197	189	3	17		
12	Clancy's	301	291	4	6		
13	Targets	369	354	4	4		
14	The Point	301	182	3	16		
15	Blocks	294	221	3	12		
16	Bass Rock	254	293	4	7		
17	Dooan	490	448	5	4		
18	St Mary's	265	242	4	9		
	IN	2592	2360	33	2392		
	OUT	2587	2364	32	2364		
	TOTAL	5189	4726	65	4656		

MARKER'S SIGNATURE _____
PLAYER'S SIGNATURE _____

HANDICAP _____
NET SCORE _____

PLEASE REPLACE DIVOTS, REPAIRS PITCH MARKS AND SMOOTH BUNKERS

WHITEFIELD GOLF CLUB

Mentimeter Discussion

I used to think...

Now I think....

