

WASA

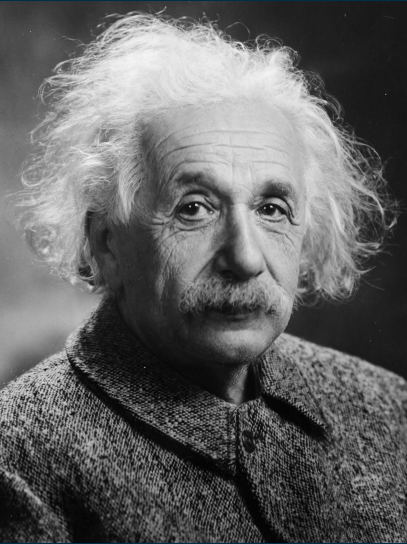
Instructional Leadership Academy

Virtual Workshops • State Conferences

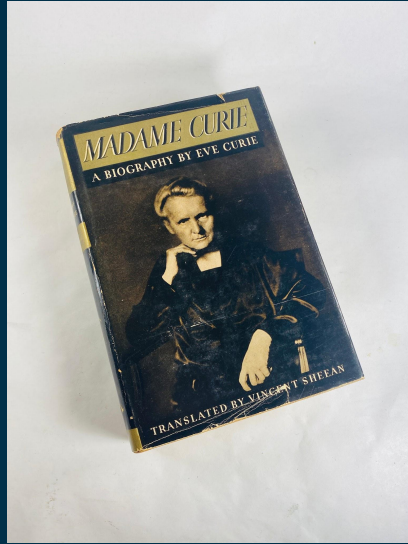


A word cloud of Native American tribe names, including Akpik, Ahtna, Atlatlan, Atsugewi, Barrow, Blackfoot, Chinook, Comanche, Crow, Delaware, Dine, Eastern Shoshone, Flathead, Gwich'in, Haida, Hopi, Inuit, Kiowa, Lakota, Navajo, Nez Perce, Nuu-chah-nulth, Ojibwa, Oneida, Osage, Pima, Pawnee, Piegan, Potawatomi, Quechua, Salish, Shoshone, Sioux, Tlingit, Ute, and many others. The text 'ARE THE EVIDENCE' is overlaid in large, bold, white capital letters.

What influential scientist and mathematician once cautioned,
'It is a capital mistake to theorize before one has data'?"



a) Albert Einstein



b) Marie Curie



c) Sir Isaac Newton



d) Sherlock Holmes

Which tech giant's founder once stated, "Data is the new oil"?



a) Microsoft



b) Apple



c) Google

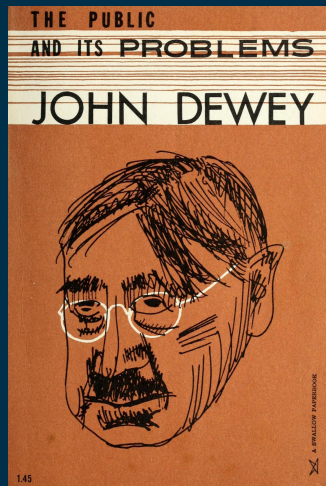


d) Facebook

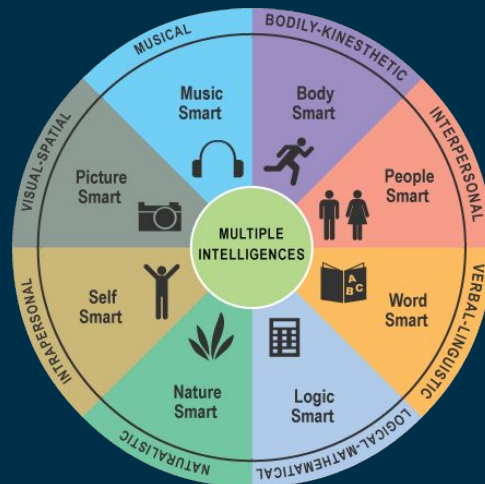
"Every student can learn, just not on the same day, or the same way." Who is the renowned educator associated with this quote?



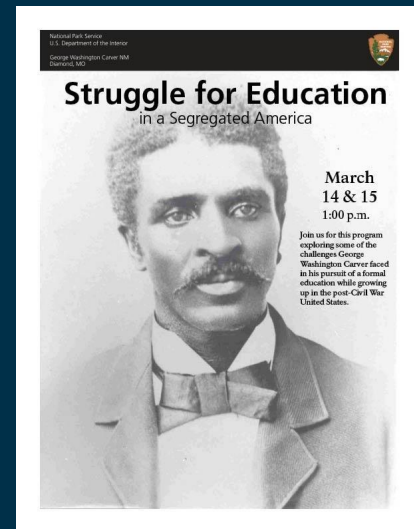
a) Marie Montessori



b) John Dewey

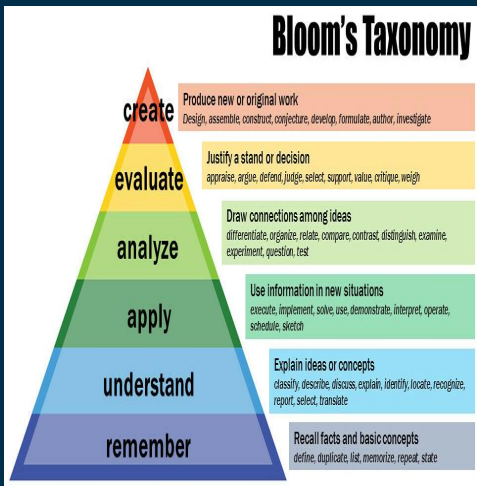


c) Howard Gardner



d) George Washington Carver

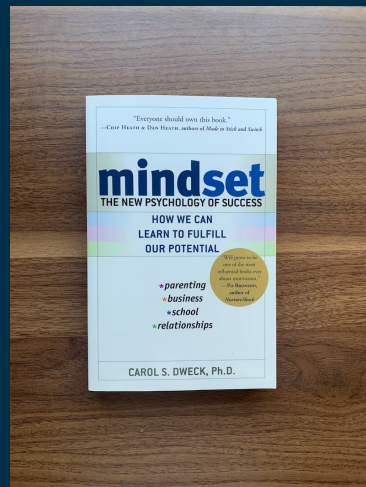
Which educational psychologist emphasized the importance of formative assessment with the quote, "We learn from failure, not from success"



a) Benjamin Bloom



b) Lyv Vygotsky



c) Carol Dweck



d) Robert Marzano

Leadership is the capacity to translate vision into reality." Which leader, known for their corporate achievements, emphasizes the translation of vision, requiring evidence of progress?



a) Elon Musk, SpaceX



b) Richard Branson, Virgin Galactic



c) Margaret Heffernan, InfoMation Corp



d) Jeff Bezos, Amazon

Understanding the Role of Evidence

Success Criteria

- Consider ways that we can use evidence to enhance our use of AI.
- Value evidence in relation to quality implementation and decision-making.
- Distinguish between 'data' and 'evidence'.
- Ensure collection of evidence is valid and reliable in relation to school/district priorities.
- Consider ways to triangulate data.
- Distinguish between inductive and deductive approaches to coding data.

Unmasking AI

“Coding in whiteface was the last thing I expected to do when I came to MIT, but—for better or for worse—I had encountered what I now call the “Coded gaze.” You may have heard of the male gaze, a concept developed by media scholars to describe how, in a patriarchal society, art, media, and other forms of representation are created with a male viewer in mind.”

“We can encode prejudice into technology even if it is not intentional.”

Buolamwini, J. (2023) Unmasking AI. My Mission to Protect What is Human in a World of Machines. Random House

What Can We Do About It?

Incorporate Multicultural Perspectives

Strategy: When designing prompts, explicitly include references to a broad range of cultures, histories, and traditions. This could involve asking the AI to consider or compare perspectives from different cultural backgrounds on a given topic.

Example: "Explain how the concept of leadership varies across different cultures, including [specific cultures]."

Use Inclusive Language

Strategy: Craft prompts using language that is inclusive of all genders, races, and backgrounds. Avoid assumptions about norms and values, focusing on neutrality and openness.

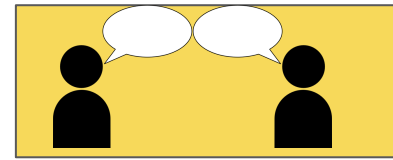
Example: "Discuss the role of community support systems in diverse urban environments and their impact on youth development."

Highlight Underrepresented Histories and Contributions

Strategy: Create prompts that specifically request information or narratives about underrepresented groups and their contributions to various fields (science, arts, history, etc.).

Example: "Provide examples of significant contributions to environmental science made by Indigenous peoples around the world."

Breakout Room Discussion



At Lakeside High School, Principal Ana Martinez faces a complex challenge. Her school, home to 3,000 students, 50% of whom are multilingual learners, prides itself on its diversity and inclusive environment. However, recent events have brought to light pressing issues around equity, engagement, and teacher support. Following a school-wide standardized assessment, which provides instant results on student learning, teachers asked to cancel PDSA cycles, which has already been an inconsistent focus during PLCs citing concerns over teacher overwhelm.

Student engagement has long been identified as a critical area for improvement.

- Is it the students who are not motivated?
- Do the instructional strategies employed by teachers fail to resonate with a diverse, multilingual student body? The data from the standardized tests, which are now being overlooked, could provide invaluable insights into these questions, guiding the PLCs in developing more effective, inclusive teaching strategies and interventions.

Reflection Questions for Directors of Teaching and Learning

- How can directors help Principal Martinez and her staff see the value of integrating standardized assessment data with the PLCs to enhance student engagement and learning outcomes?
- In what ways can directors support the development of culturally responsive teaching strategies that address the needs of a diverse, multilingual student population?
- What role do directors play in balancing teacher well-being with the imperative to engage students and close learning gaps?

Dictionary

Definitions from [Oxford Languages](#) · [Learn more](#)



doc·u·men·ta·tion

/ˌdäkyəmən'tāSHən/

noun

1. material that provides official information or evidence or that serves as a record.
"you will have to complete the relevant documentation"
2. the process of classifying and annotating texts, photographs, etc.
"she arranged the collection and documentation of photographs"

chat box

What do you wish to (or need to) document in your role as a Director of Teaching and Learning?

Documenting Impact

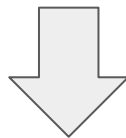
- Implementation of evidence-based interventions (e.g., transfer)?
- Curriculum adoption?
- Changes in teachers' beliefs and/or practices?
- Effectiveness of instructional coaches?
- Quality of professional learning?
- Degree to which PLCs effect changes in the classroom?
- Policy implementation?
- All of the above (plus some)?



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Student Learning Outcomes

What is the difference between data and evidence?

Data - raw data and statistics

Evidence - data that has been interpreted to support a particular or conclusion

Data or Evidence?

chat box

A/ Percentage of students reading at grade level in each grade.

B/ Comparison of reading levels across classrooms and student subgroups to identify patterns and areas for targeted interventions.

C/ Graduation rates over the past five years for all the high schools in the district.

D/ Identification of trends in grad rates, disaggregated by student subgroups, to highlight achievement gaps and targeted support.

E/ Correlating improved student performance with teacher attendance at professional learning events.

F/ A breakdown of discipline referrals by student demographics showing a disproportionate number of referrals for minority students.

Types of Data to Consider for School Improvement Planning

- Demographic Data
- Student Learning
- School Process Data
- Perceptual Data

Victoria Bernhardt, 2000

Triangulation: Student Learning

How are our students achieving?

Triangulation: Student Learning - Sources

Conversations

(e.g., open-ended questions,
one-on-one discussions, whole
class and small group discussions,
etc.)

Student
Achievement

Student Work Products

(e.g., quizzes, assignments,
projects, portfolios, standardized
tests, presentations, etc.)

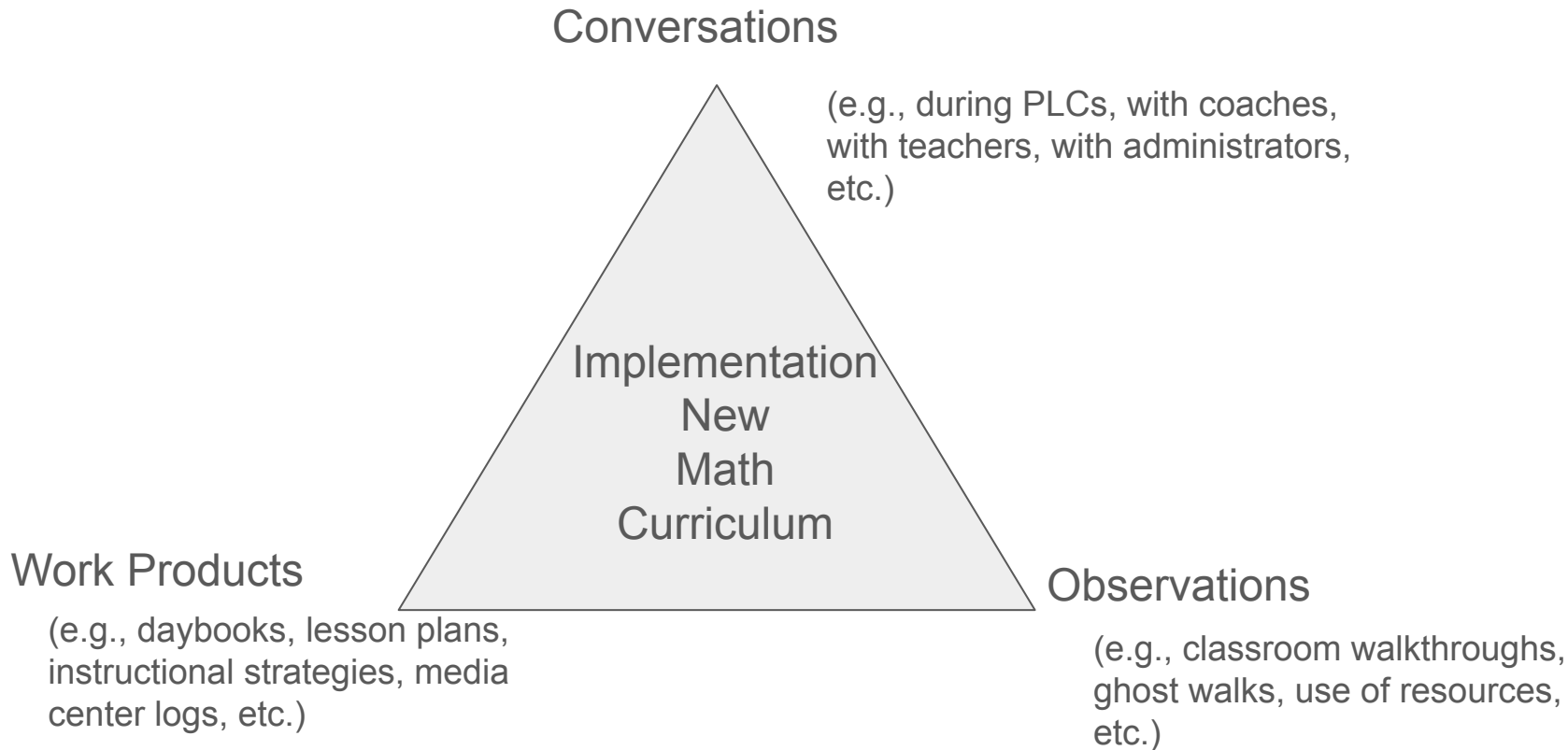
Observations

(e.g., anecdotal notes,
check-lists, checking for
understanding techniques, etc.)

Triangulation: School Process

How are the new math curriculum and resources being implemented in high schools in the school district?

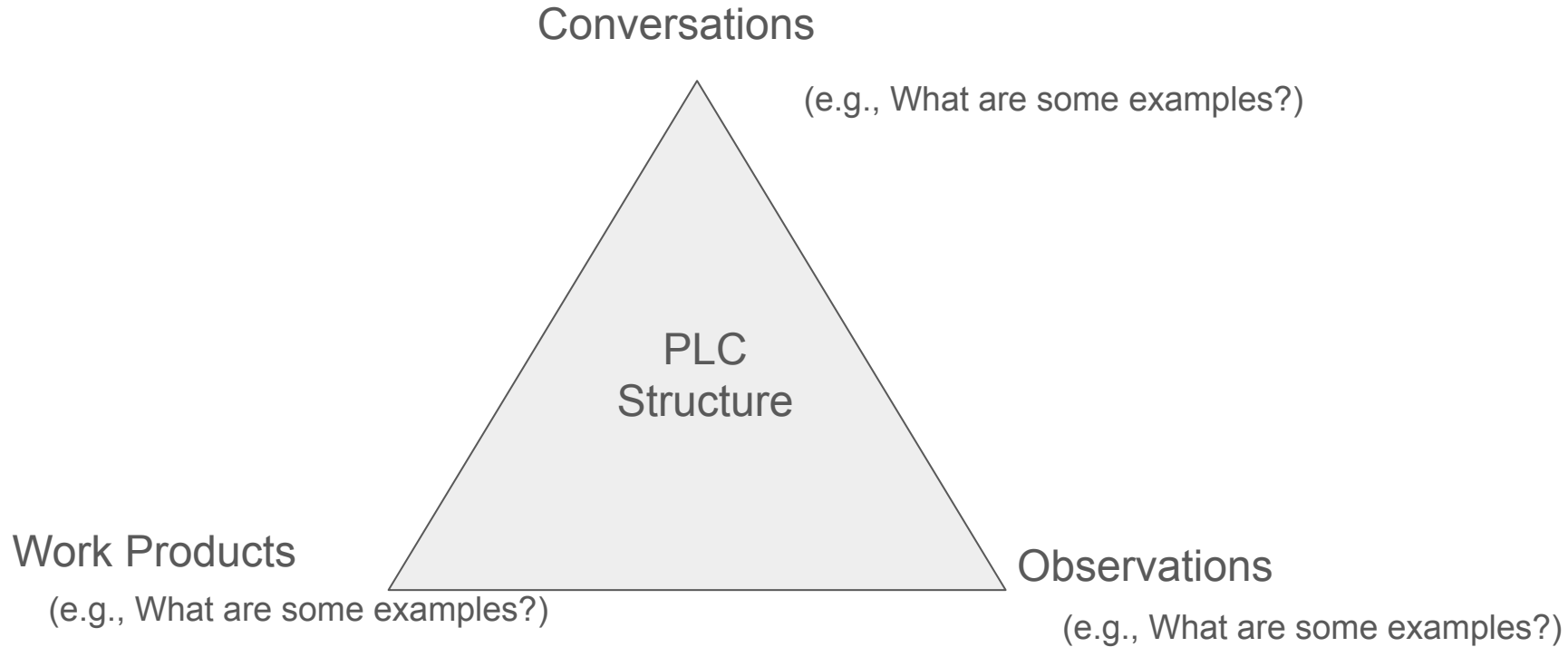
Triangulation: School Processes - Sources



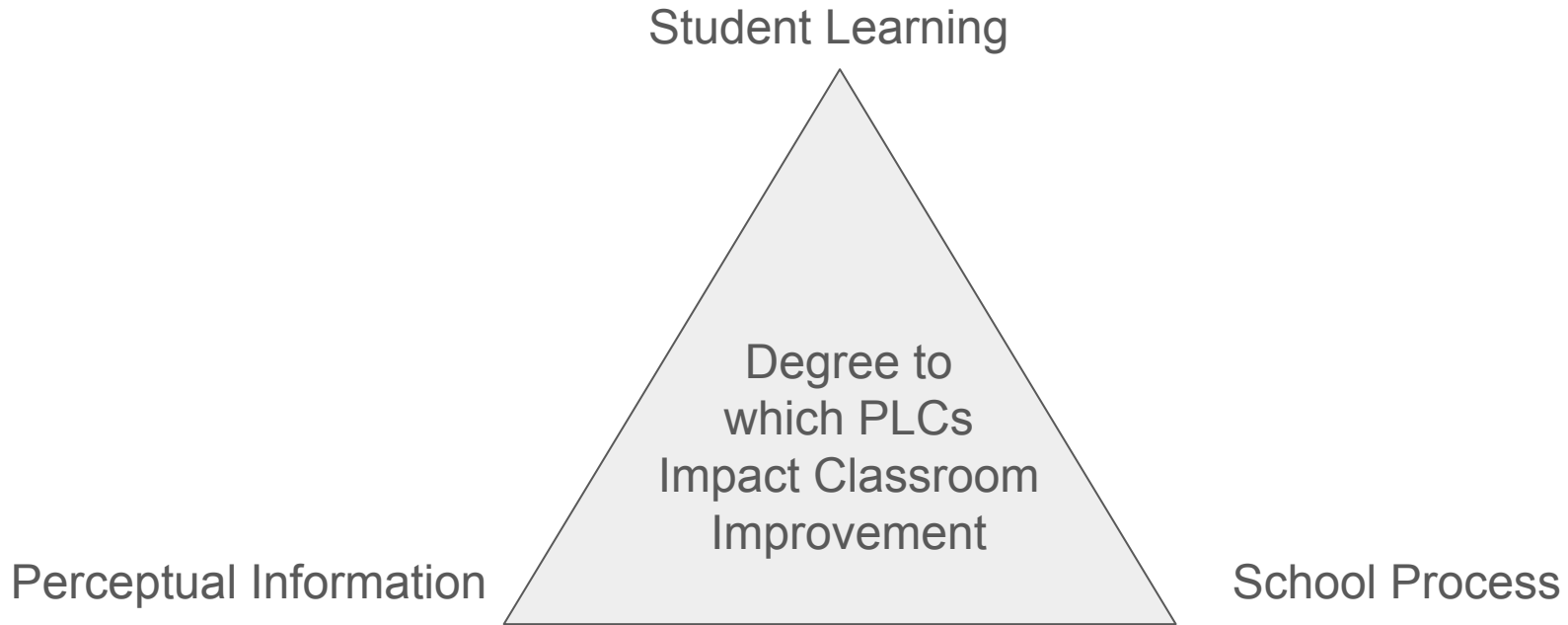
Triangulation: Perceptual

What are teachers' thoughts, beliefs, and concerns about the new PLC structure?

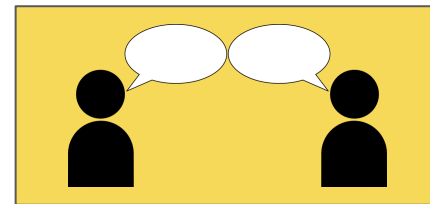
Triangulation: Perceptual - Sources



Triangulation: Types of Evidence



Breakout Room Discussion



What data are you currently collecting (might you collect) relating to your top priorities?

In what ways are you (or might you) triangulate the data you collect?

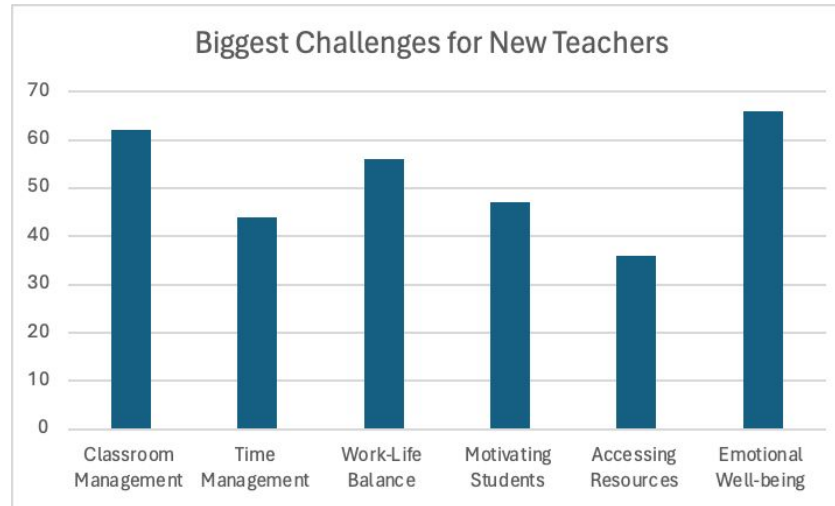
Inductive versus Deductive Approaches to Examining Data to Turn it into Evidence

Inductive - moves from specific observations towards a conclusion (bottom-up).

Deductive - starts with a framework (or theory) that is tested against observations or data (top-down).

Inductive or Deductive?

A district team responsible for new teacher induction asks beginning teachers to complete an anonymous survey. One question on the survey asks new teachers to share their biggest challenge. The district team analyzed the data, coded it in relation to emerging themes, and created the graph below:



Inductive or Deductive?

A K-12 faculty gathered data from students based on the question ‘What makes a good learner’? They analyzed the student responses looking for patterns and trends. They assigned the following codes to the data:

Behavior (e.g., sit still, don’t talk)	122
Attitude (e.g., be respectful)	77
Social skills (e.g., share, help)	58
Intelligence/Academic ability (e.g., smart)	55
Use of learning strategies (e.g., practice)	38
Tidiness	27
Effort (e.g., try your hardest)	25
Task completion (e.g., homework)	20
Speed of completion	12

Inductive or Deductive?

A new company called 'Shed it Off' has created a diet program and offers an online support group which currently has 250 members. These members post regularly about their experiences in trying to attain their weight loss goals. The program is designed to foster self-efficacy. An external examiner was hired to review the threaded discussions to draw conclusions about the efficacy of the participants.

In the report, the themes from the qualitative data were categorized according to the four sources of efficacy which include (a) mastery experiences, (b) vicarious experiences, (c) persuasion, and (d) positive feelings.

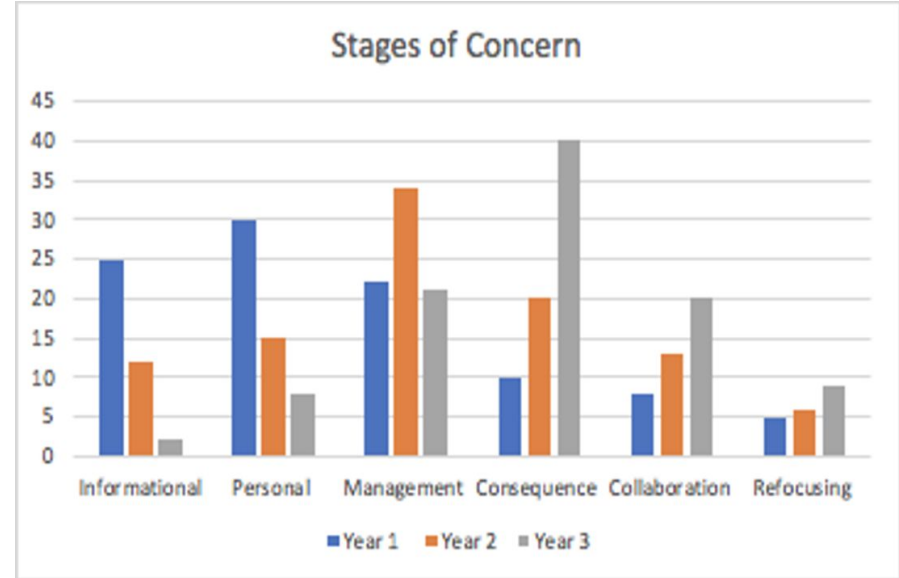
Inductive or Deductive?

Goddard and his colleagues interviewed teachers to determine collective efficacy in schools. In their report, they noted a theme that consistently emerged in the interview data was that when teachers described mastery experiences, how they learned vicariously, or mood (affective states) of their schools “they frequently emphasized what their principals did to contribute in these areas” (p. 11).

Goddard, R., Skrla, L., & Salloum, S. (2017). The role of collective efficacy in closing student achievement gaps: A mixed methods study of school leadership for excellence and equity. *Journal of Education for Students Placed at Risk*, 1-17.

Inductive or Deductive?

A district team responsible for supporting the implementation of a new math curriculum asked participating teachers 'What is your biggest concern?' at the end of each professional learning session. They used the 'Stages of Concern' by Hall and Hord to code the data.

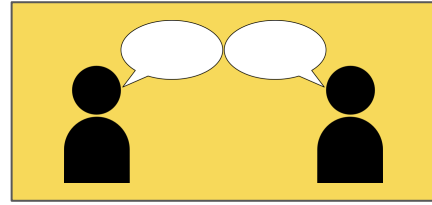


Inductive or Deductive?

In auditing the implementation of a policy designed to support multilingual learners, a district team gathered information from school websites, school improvement plans, welcome centers, and interviews to determine which components of the policy (e.g, placement, modifications, goals, and family communication) were firmly in place.

They categorized the information according to Fullan's nine factors that influence policy implementation which include - need, clarity, complexity, practicality, community characteristics, the district, the principal, the teacher, and the government.

Breakout Room Discussion



What approaches are you taking to turn data into evidence?

Are you using inductive or deductive approaches?
What examples might you share?

Garden of Reflection



B = Something that **blossomed** in your understanding today. A new learning or something about which you've gained new insights.



R = Something from today that is **rooted** in your own experience or closely aligns with your thinking.



S = Something from today that planted a **seed** of curiosity or raised questions for you.

Looking ahead...



Final virtual workshop:
Friday, April 26
8:30 a.m

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 here:



<http://tinyurl.com/wasallAconference>



Coming in 2024 - 2025!!
Registration will be opening SOON!



**INSTRUCTIONAL LEADERSHIP
NETWORK** *Virtual Series*

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