

WASA

Instructional Leadership Academy

Virtual Workshops • State Conferences



Guiding question for today



What leadership moves can help shift a school culture to become more intentional and impactful with evidence?

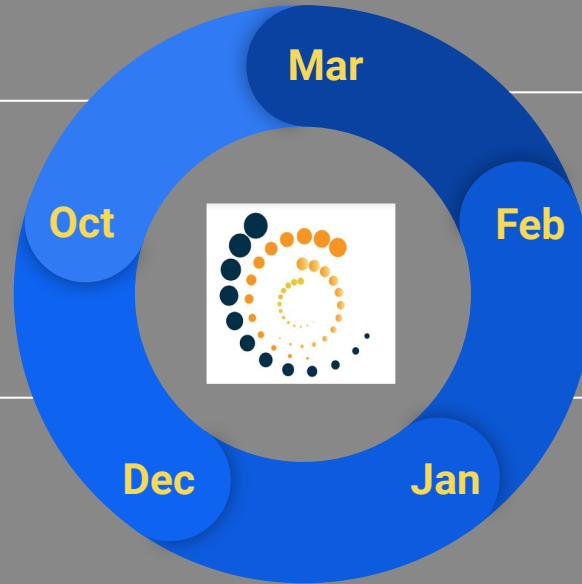
Looking back over our year....



Our ILA Journey

**Trust
as a foundation of
leadership**

**Self-awareness
of our leadership**



**The Role of
Evidence in
Successful
Implementation**

**De-implementation
& Effective
Implementation**

October: Trust as a foundation of leadership



Building Trust: The Most Important Back-to-School Initiative

Excerpts from a blog post from 08/29/23 by New Leaders <https://www.newleaders.org/>

Below readers will find five ideas to consider for building trust in schools.

1. Share Your Decision-Making Process

Decisions are made in your school every day, both large and small. While you can't involve your staff in every decision you make, find ways to involve them in the decisions that affect them. Even better—ask for their help in finding solutions.

Think through the decisions that impact your educators and staff. How can your team be part of early conversations around curriculum decisions, or have more ownership over their own professional development? Think about it for the seemingly small things, too: how can you create more co-ownership over the school lunch schedule? Who's outside welcoming students and parents at the beginning and end of every day?

This decision-making also works the other way around. When teachers or staff present you with a problem or challenge, give them the space to find the answers and move forward on their own. A great question to ask is, "if you had a magic wand, how would you solve the problem?" If their decision makes sense, tell them to go for it!

This transparency and collaboration not only empower both the new and tenured members of your team, but it shows you trust their expertise—creating the basis of impactful change.

2. Prioritize Coaching and Impactful Feedback

Ah, feedback. It's a word that conjures up both positive and negative connotations, depending on the way it's given—and which side of the feedback you're on. At the same time, it's a necessary part of your role as a school leader. When school leaders take the time to give intentional, impactful feedback to their staff, they're sending two very clear messages: they believe in their abilities, and they want to help them shine even brighter.

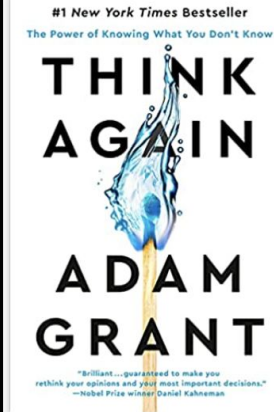
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What Google Learned From Its Quest to Build the Perfect Team

New research reveals surprising truths about why some work groups thrive and others falter.

By CHARLES DUHIGG

FEB. 25, 2016



Where Self-Awareness and Trust Intersect

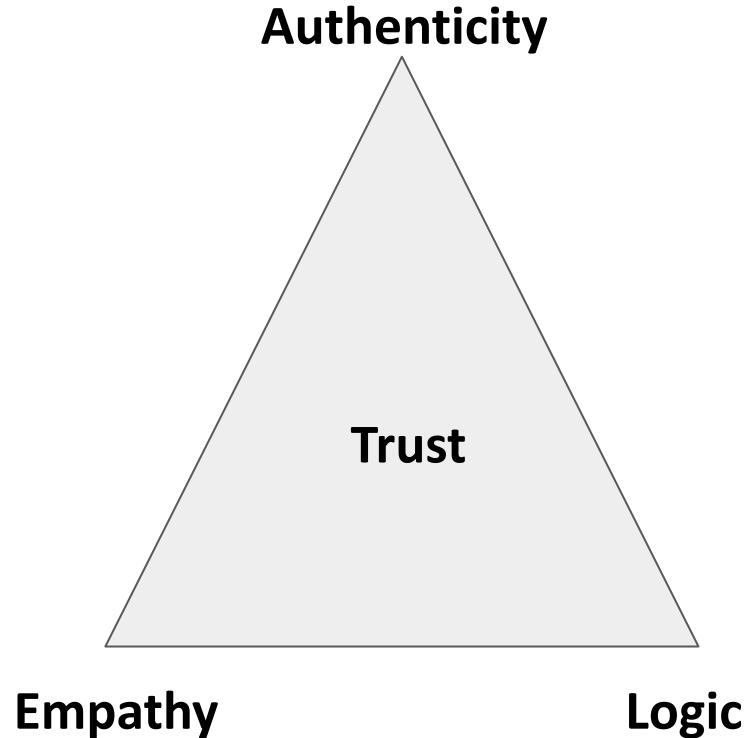
“Trust is one of the most essential forms of capital a leader has.”

Core Drivers of Trust:

Authenticity - Are people interacting with the real you?

Logic - When people have faith in your judgment and competence.

Empathy - When people feel you care about them.



Where Self-Awareness and Trust Intersect

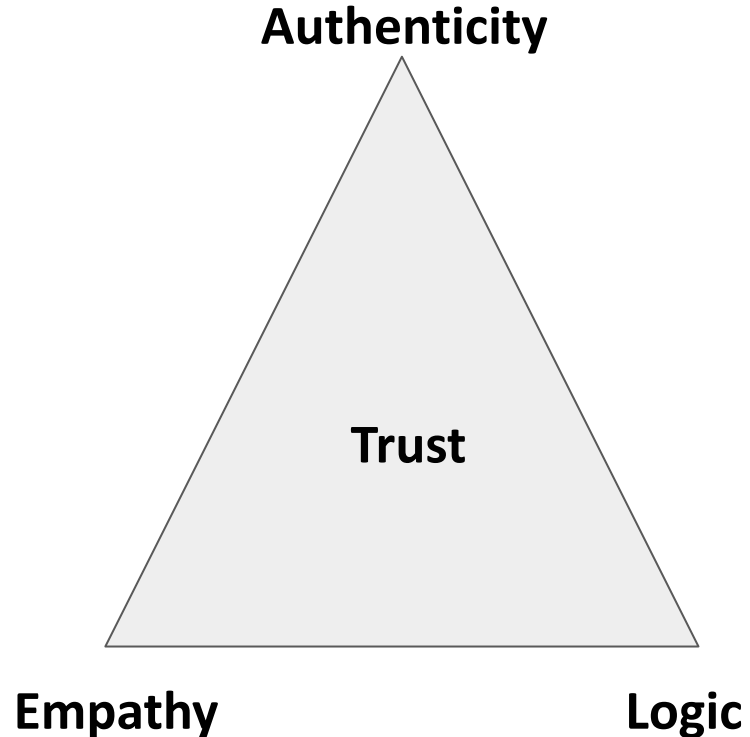
Trust Wobble - When trust is broken, or fails to get any real traction.

Trust Wobble:

Authenticity - When people feel you are misrepresenting some part of yourself or your story.

Logic - When people feel you put your own interests ahead of theirs.

Empathy - When people question the rigor of your analysis or the ability to execute on an ambitious plan.



THE WORK ISSUE:
REIMAGINING THE OFFICE

01 How to Build a Perfect Team

02 The War on Meetings

03 The Case for Blind Hiring

04 Failure to Lunch



What Google Learned From Its Quest to Build the Perfect Team

New research reveals surprising truths about why some work groups thrive and others falter.

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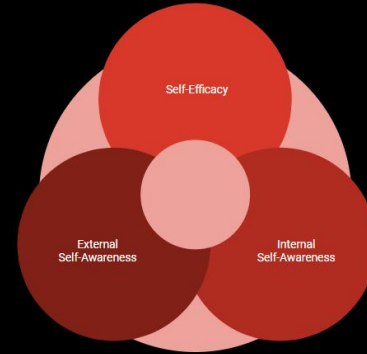
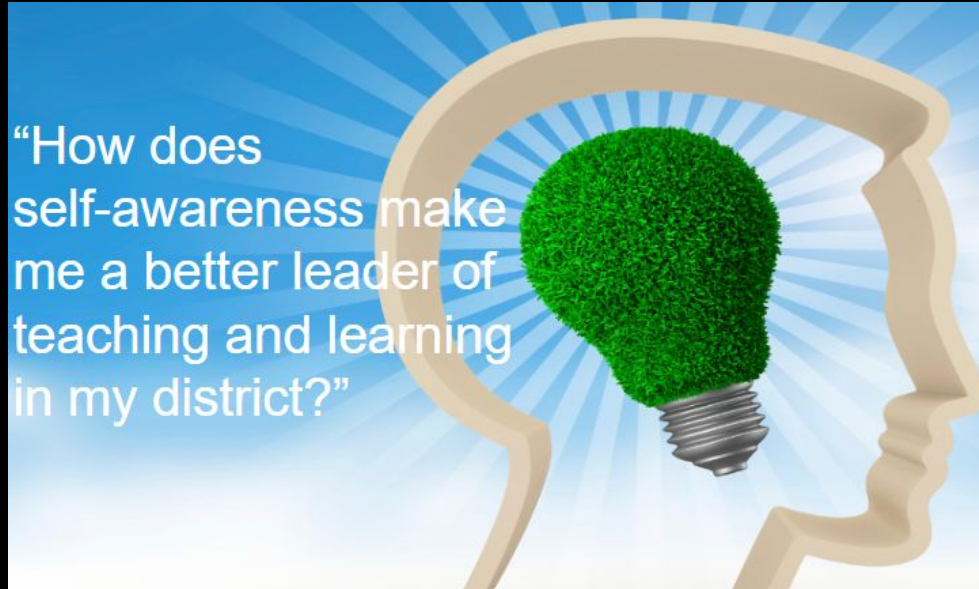
Where are You?

Trust as a foundation in leadership

As a leader, which of these statements best describes the quality that you believe you most effectively promote?

- A: On this team, it's okay to take risks.
- B: The goals and roles are clear.
- C: The work is important to each of us.
- D: We have confidence in each other's work.
- E: We believe we are having an impact.

December: Nurturing self-awareness as a leader



High External Self-Awareness	Low External Self-awareness
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.	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).
High Internal Self-Awareness	Low Internal Self-Awareness
Individuals have a strong understanding of their own thoughts, emotions, values, and behaviors (high internal self-awareness).	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.

Self-Awareness

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).”





Adam Grant 
@AdamMGrant

A sign of emotional intelligence is refusing to let feelings dictate decisions.

Feelings are electrical signals in the brain. We don't choose every sensation, but we are responsible for how we react.

Emotions are rarely calls to action. They're usually cause for reflection.

Where are you?

Self-awareness as a leader

A: Self-reflection has helped me identify my strengths and areas for growth.

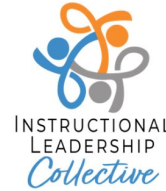
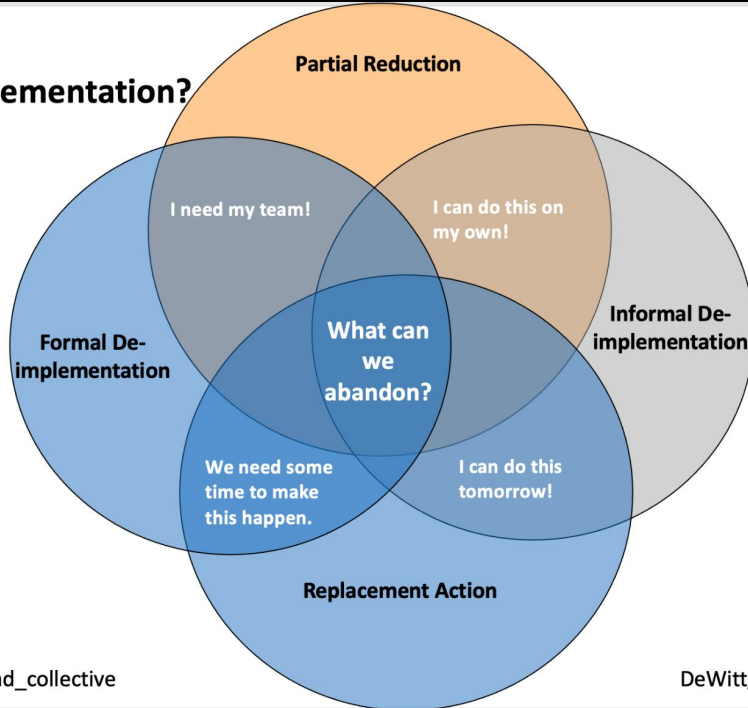
B: I am still processing the differences between internal and external self-awareness as a leader.

C: Practicing mindfulness techniques has enhanced my self awareness in challenging situations.

D: I'm interested in learning more strategies for developing self awareness as a leader.

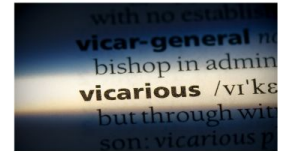
January / February De-implementation / Starting & Stopping Initiatives

What is De-implementation?



DeWitt/Nelson

Four Sources of Efficacy



Bandura, 2000



@Instructional_lead_collective

5 Reasons we Over-implement

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



Where are You?

De-Implementation

A: We successfully discontinued an outdated program or process that wasn't producing results.

B: De-implementation has allowed us to focus resources on more impactful initiatives.

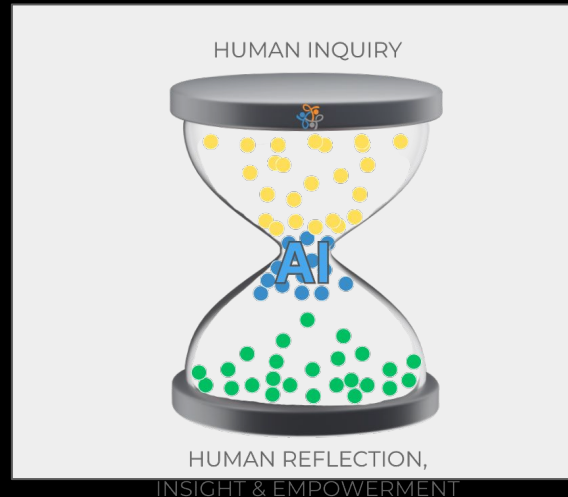
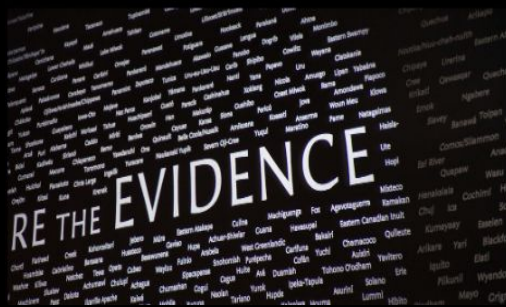
C: I've encountered some resistance when trying to de-implement certain practices.

D: I'm still grappling with the best approach to de-implement ineffective policies.

March

The Role of Evidence

How can we understand the role of evidence to foster growth and successful implementation?



Types of Data to Consider for School Improvement Planning

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

Victoria Bernhardt, 2000

Where are You?

The Role of Evidence

A: I have specific ideas of evidence I plan to collect at the end of this school year or next school year in my role as leader of teaching and learning.

B: I'm exploring ways to make evidence more accessible and actionable for staff members.

C: In my organization, I have helped lead the collection of at least two of these types of data:

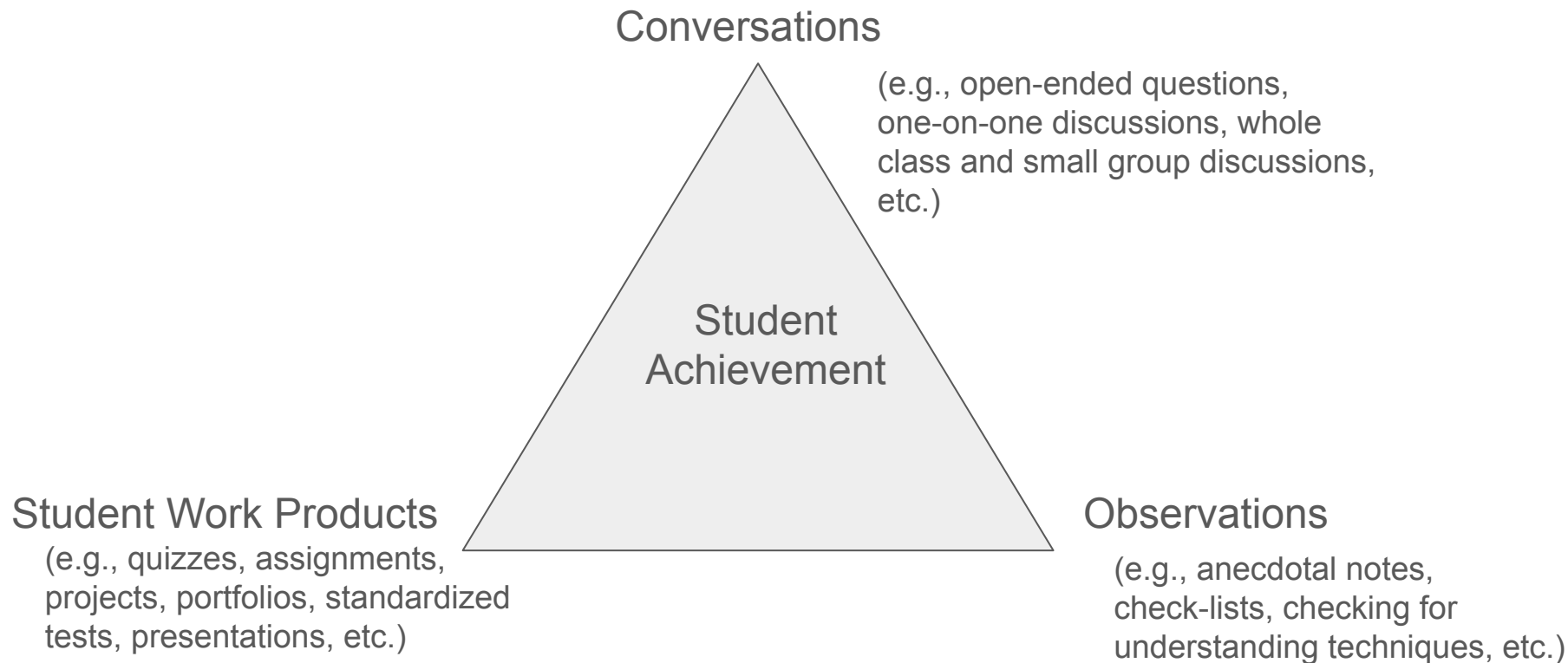
- demographic data
- student learning data
- school process data
- perceptual data

Review: What is the difference between data and evidence?

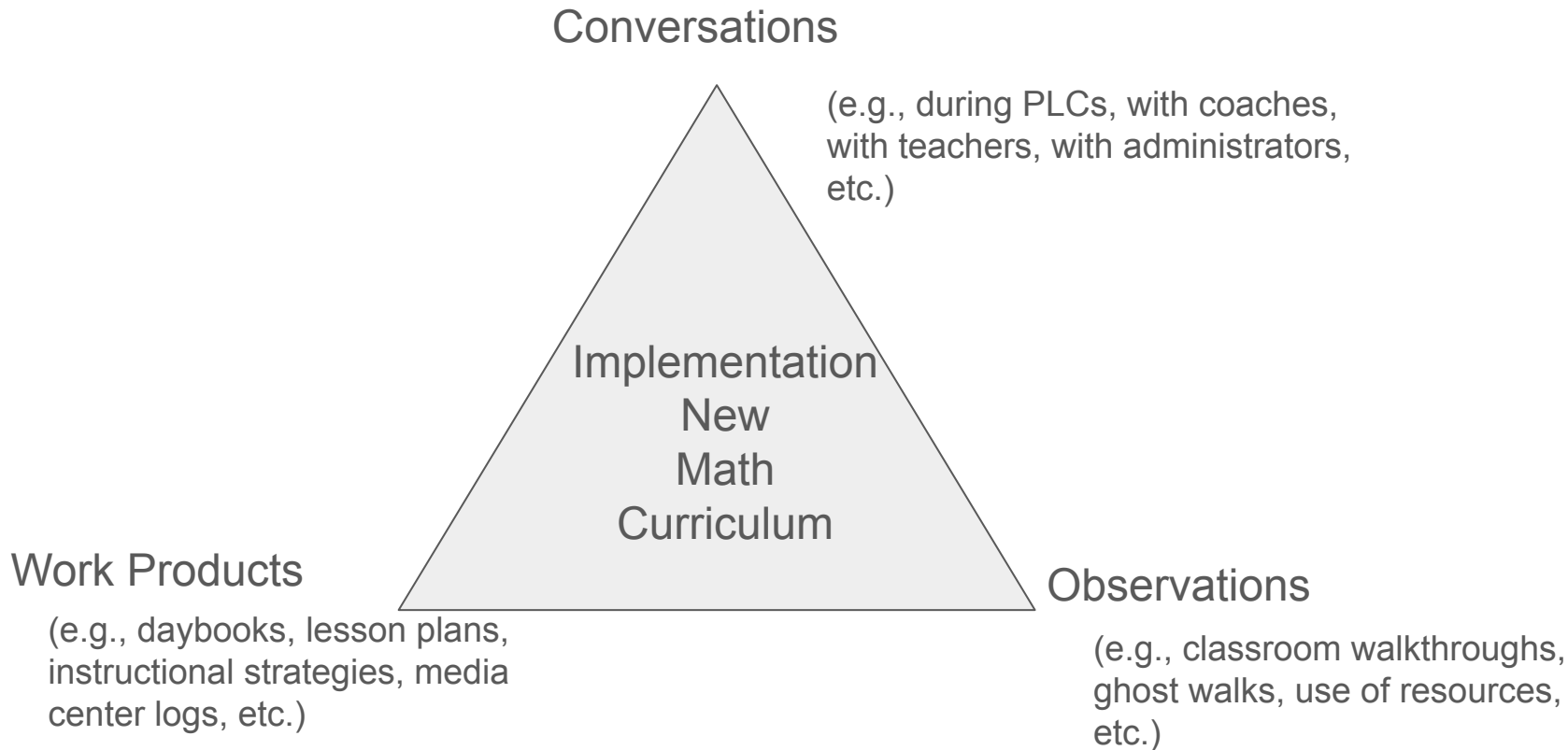
Data - raw data and statistics

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

Review: Triangulation of Student Learning -Sources



Review: Triangulation of School Processes - Sources



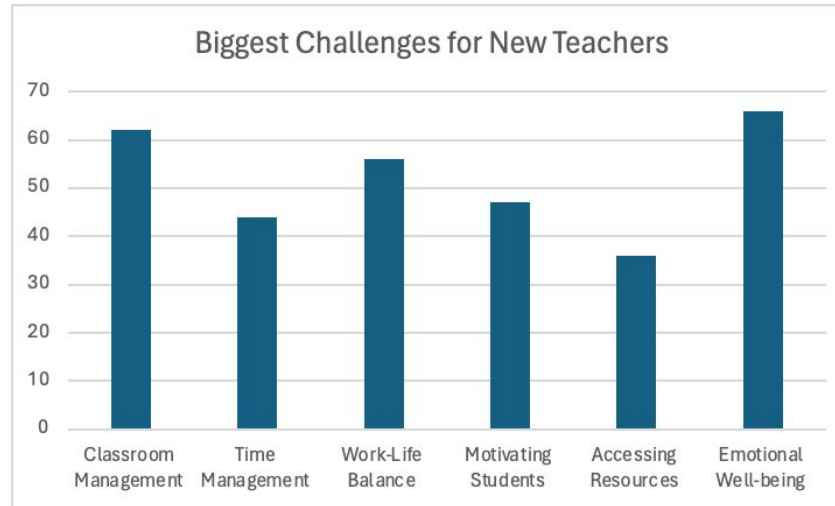
Review: Inductive versus Deductive Approaches to Examining Data to Turn it into Evidence

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).

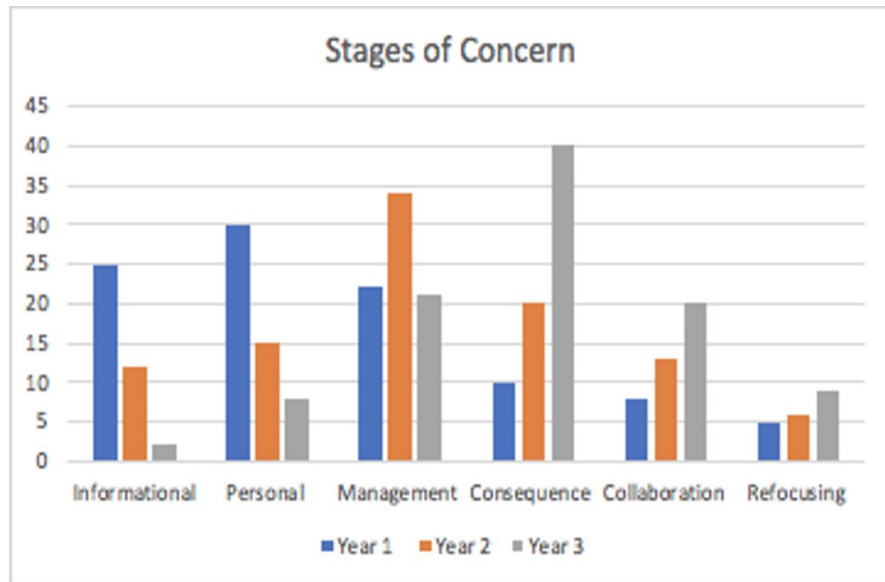
Review: Inductive

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:



Review: 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.



Guiding question for today



What leadership moves can help shift a school culture to become more intentional and impactful with evidence?

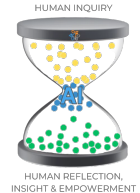
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- 3 - culture shifts
- 2 - leadership moves
- 1 - application to your practice

Culture Shift #1: From a Culture of Complacency to a Culture of Inquiry

To effectively use evidence in decision-making, system and school leaders must develop a culture of inquiry within their schools.

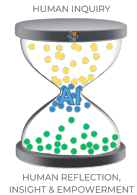
In an era of rapid change and increasing complexity, system and school leaders must cultivate a culture of inquiry that goes beyond simple data analysis and encourages deep, critical thinking about the fundamental assumptions and beliefs that shape their schools.



Culture Shift #1: From a Culture of Complacency to a Culture of Inquiry

Culture of Complacency:

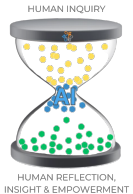
- data analysis may be superficial or non-existent
- professional development related to data use may be limited or not prioritized
- there may be little accountability for using data to inform instruction or drive improvement.



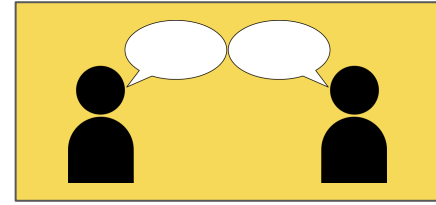
Culture Shift #1: From a Culture of Complacency to a Culture of Inquiry

Culture of Inquiry

- data analysis is a valued and ongoing process
- professional development related to data use is prioritized and ongoing
- there is a shared sense of accountability for using data to drive improvement.



Breakout Room Discussion #1



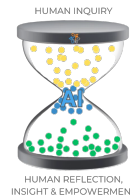
What is the culture in your district?

Is it one of complacency (satisfaction with the status quo) or one of inquiry?

Culture Shift #2:

From a Culture that Relies on Assumptions to a Culture that Values Validity and Relevance

Not all evidence is created equal, and leaders must critically evaluate the quality, relevance, and reliability of the data they use. They must also be aware of potential biases and ensure that evidence is interpreted within the proper context.



Culture Shift #2:

From a Culture that Relies on Assumptions to a Culture that Values Validity and Relevance

In an assumption based culture

- decisions are often based on personal opinions, anecdotal evidence, or long-held traditions
- professional development opportunities are often selected based on trends or personal preferences.
- teachers may rely on their own experiences or intuition when selecting instructional strategies.

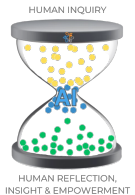


Culture Shift #2:

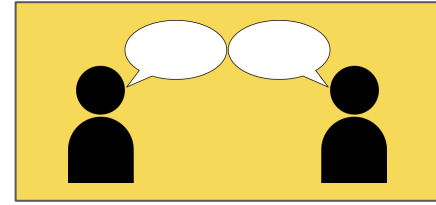
From a Culture that Relies on Assumptions to a Culture that Values Validity and Relevance

In an evidence-based culture

- decisions are grounded in valid and reliable evidence
- professional development opportunities are selected based on a careful analysis of teacher and student needs, as revealed by data
- teachers are encouraged to use research-based instructional strategies that have been shown to be effective in promoting student learning.



Breakout Room Discussion

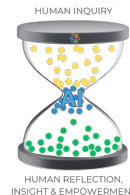


What is the culture in your district?

Is it one where assumptions go unquestioned or is it one where rigor, valid, and reliable evidence is valued?

Culture Shift #3: From a Culture of Snapshot Data to Continuous Use

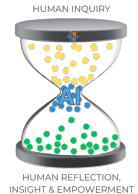
Encouraging continuous data use is a powerful way for system and school leaders to create a culture of evidence-based practice, responsive instruction, and ongoing improvement.



Culture Shift #3: From a Culture of Snapshot Data to Continuous Use

Data as a Snapshot

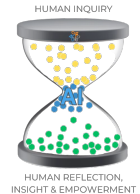
- data is collected sporadically, often in response to external requirements or mandates
- types of data collected may be narrow in scope, focusing primarily on academic achievement or compliance measures
- data is primarily used to look backward and evaluate past performance



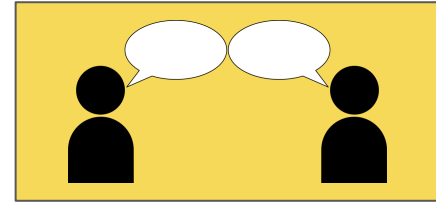
Culture Shift #3: From a Culture of Snapshot Data to Continuous Use

Data as a Continuous Process

- data collection is a regular and ongoing process
- types of data collected are diverse and multidimensional, encompassing academic, social-emotional, and behavioral indicators
- data is used to inform ongoing improvement efforts and to make real-time adjustments to instruction and support



Breakout Room Discussion



What is the culture in your district?

Is it one of snapshot use or is it one that is based on continuous use?

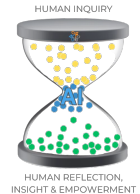
2 - Leadership Moves

Reframing questions.

Regularly engage educators in analyzing data on the learning progress of all students.

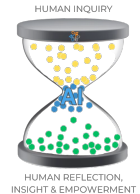
Leadership Move #1: Reframing Questions

By framing evidence-based inquiry in a way that inspires visionary thinking, system and school leaders can unlock the full potential of their schools and drive transformative change.



Leadership Move #1: Reframing Questions

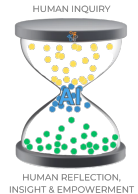
Instead of simply asking, "How can we improve student attendance rates?" a leader might ask, "What would it take to create a school environment that is so engaging and meaningful that students can't wait to come to school every day?"



Leadership Move #1: Reframing Questions

Instead of asking, "How can we improve our test scores?" a system or school leader might ask, "What if we reimaged our curriculum to prioritize the development of critical thinking, creativity, and emotional intelligence?"

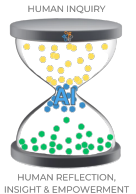
“What evidence would we need to collect to determine if this approach is preparing our students for the challenges of the 21st century?”



Leadership Move #2:

Regularly engage educators in analyzing data on the learning progress of all students.

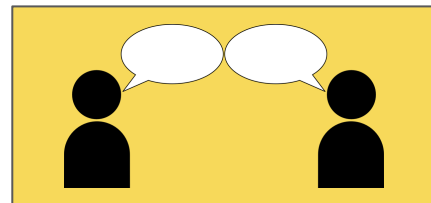
- communicate the importance of data analysis, set clear expectations for data use, and provide the necessary resources and support for educators to engage with data effectively
- provide ongoing professional development opportunities for educators to build their data literacy skills
- model the use of data in their own practice and communication



Breakout Room Discussion

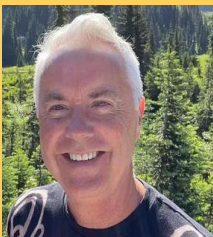
1 Application to Your Practice

What can you do to help your culture become more intentional and impactful regarding evidence use?



Join Us for Our Spring Conference

Thoughtfully end your school year and refine your
leadership priorities for the year ahead



Thursday, May 16

8:30 a.m. - 3:30 p.m.

Puget Sound ESD

Renton, WA

Breakfast snacks & lunch provided

REGISTER TODAY



Coming in 2024 - 2025!!
Registration NOW OPEN!



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