

8:28: Chat Blast: Resonated from last time

8:35 Success Criteria

8:40: Pictures into breakout

8:50: Review CLE definition, three questions, and connection to Collective Inquiry Cycle

Hey. Did you want to use the questions I just added after SC and find a fun one to begin the session with?



What are you most excited
to do over the holidays?

December 17, 2024
Follow-Up Session

Leading With Intention:
*Fostering Collective
Efficacy Among School
Leaders and Team*



Success Criteria

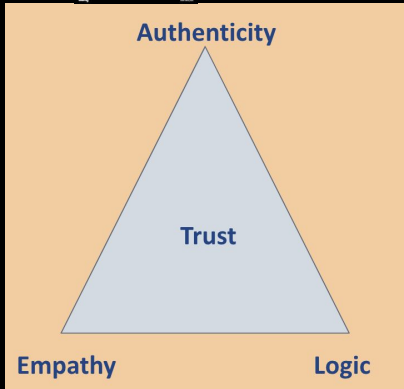
By the end of our time together, you will be able to:

- Define ways to foster Collective Leader Efficacy (CLE).
- Connect research to three key components of the definition of collective leader efficacy (**shared understanding**, **joint work**, and **impact**) for the purpose of transfer and provide examples of how it can be fostered as a way to instill hope within your school leadership teams.
- Understand levels of internal and external self-awareness and identify specific areas for your personal growth.
- Demonstrate your ability to foster human interconnectedness and teamwork in your school environment.
- Engage in the use of AI and learning protocols to actively engage your staff, as well as understand the multiple perspectives that can be found in your schools, districts, and organizations.

Facilitating the Agenda: *Transfer* of Learning

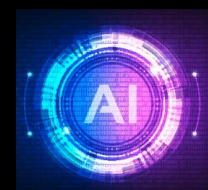
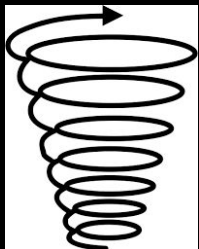
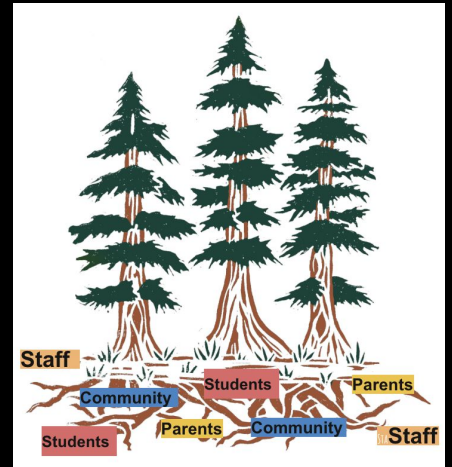
Strategies	Researchers and Authors	AI Spotlight
Chat Blast	Marc Brackett	Role Play
Mentimeter: How are you feeling? vs How are you?	Vivianne Robinson	Podcast
Question Storming	Victoria Bernhardt	Data Sort for Themes
One Minute Video	Todd Whitaker and Steve Gruenert	Summary Song
Power of Three & Color Coded		
Frayer Model		
Collaborative Sentence Starter		
Mentimeter: Attributes of a Redwood Tree Leader		

3



Collaborative Inquiry Cycle Placemat (DeWitt, 2023).

1. Problem of Practice	2. Implementation	3. Evaluation	4. Reflection & Next Steps
<p>What are your 3 main priorities as a school?</p> <ol style="list-style-type: none"> _____ _____ _____ <p>What is your evidence saying about your school and student growth and achievement?</p> <ul style="list-style-type: none"> 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? 	<p>What is your working Theory of Action (TOA)?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Think of this as an <i>If/Then</i> statement. If you engage in these actions, THEN what are you expecting or hoping will happen?</p>	<p>What is your success criteria?</p> <ol style="list-style-type: none"> _____ _____ _____ <p>If you do this with intentionality, what would success look like?</p> <p>_____</p> <p>_____</p> <p>What are your intended outcomes?</p> <ul style="list-style-type: none"> _____ _____ _____ 	<p>What is your evidence of impact?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>i.e., Demographic, Perceptions, Student Learning, School Processes</p> <p>Data Source #1 (Related to student learning. Need identified in academic plan).</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Data Source #2 (Related to student learning. Need identified in academic plan).</p> <ul style="list-style-type: none"> Demographic data Perceptions data Student learning data School processes data <p>Data Source #3 (Related to teachers and leaders own learning).</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Intentional Implementation</p> <ol style="list-style-type: none"> Have you created a logic model? What learning moves (activities) will you make? What is your timetable? What impact are you hoping to have on students, teachers, and leaders? 		<p>1. What did you learn while engaging in this cycle?</p> <p>2. How did this impact students in a positive way?</p> <p>3. What improvements did you make to your practice?</p> <p>4. What would you do differently next time?</p>	
<p>How will you engage in a reciprocal transfer of learning during this process?</p> <p>_____</p> <p>_____</p>		<p>_____</p> <p>_____</p>	



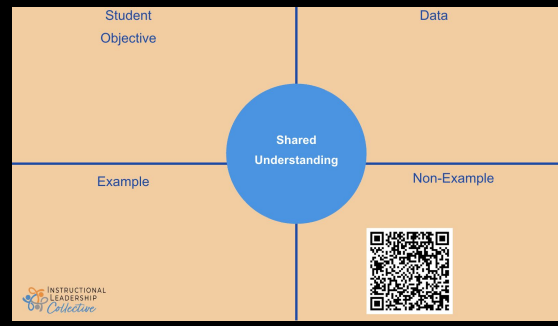
Initiative Self-awareness	High External Self-Awareness	Low External Self-Awareness
High Internal Self-Awareness	High Internal and High External	High Internal and Low External
Low Internal Self-Awareness	Low Internal and High External	Low Internal and Low External

Nelson/DeWitt 2024

Types of Data

Demographic Data – Describe the system.	<ul style="list-style-type: none"> Community – Location, history, economic base School district – Description, history Students – Using situation, gender, etc. Staff – Number of teachers, years of experience Parents – educational level
Perceptions Data – How we do business, Culture, climate, values and beliefs.	<ul style="list-style-type: none"> Schoolwide self-assessment – surveys Empathy interviews
Student Learning Data – How our students are doing?	<ul style="list-style-type: none"> Assessment FOR learning – Assessment helps teachers gain insight into what students understand in order to plan and guide instruction and provides helpful feedback to students. Assessment AS learning – Students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking increased responsibility for their learning. Assessment OF learning – Assessment informs students, teachers, and parents, as well as the broader educational community.
School Processes Data – What are our processes?	<ul style="list-style-type: none"> Instructional – Differentiated instruction, inclusion, inquiry Organizational – Data teams, instructional coaching Administrative – Attendance programs, class size, Discipline Continuous School Improvement – Evaluation, leadership, vision, etc. Programs – Accelerated reader, 9th grade programs, etc.

Bernhardt, V. Data Analysis for Continuous School Improvement. Eye On Education, Routledge, 2018



**Breakout #1: *What story
can you tell from the
pictures?***

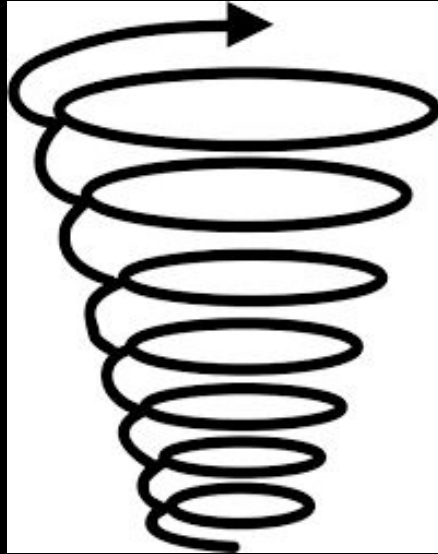
Collective Leader Efficacy

Collective leader efficacy is a school or district leadership team's ability to develop a *shared understanding* and *engage in joint work* that includes *evaluating the impact* they have on the learning of adults and students in a school.

DeWitt, Nelson (2024). *Leading with Intention: How School Leaders Can Unlock Deeper Collaboration and Drive Results*. Corwin Press.

How do we develop a *shared understanding*?

How do we
*evaluate the
impact?*



How do we
*engage in joint
work?*

Collaborative Inquiry Cycle Placemat (DeWitt. 2023).

1. Problem of Practice

What are your 3 main priorities as a school?

1. _____
2. _____
3. _____

- What is your evidence saying about your school 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 is your success criteria?

1. _____
2. _____
3. _____

- If you do this with intentionality, what would success look like?

What are your intended outcomes?

- _____
- _____
- _____
- _____

3. Evaluation

What is your evidence of impact?

 i.e., Demographic, Perceptions, Student Learning, School Processes

Data Source #1 (Related to student learning. Need identified in academic plan).

Data Source #2 (Related to student learning. Need identified in academic plan).

 • Demographic data
 • Perceptions data
 • Student learning data
 • School processes data

Data Source #3 (Related to teachers and leaders own learning).

2. Implementation

What is your working Theory of Action (TOA)?

- Think of this as an *If/Then* statement. *IF* you engage in these actions, *THEN* 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?
- How will you engage in a reciprocal transfer of learning during this process?

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 would you do differently next time?

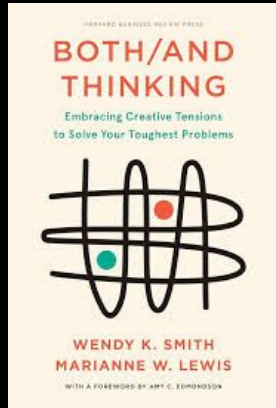


What learning or strategy did you use after our session?

A couple of resources:

BOTH/AND THINKING brought underlying paradoxes to light and opened new, more creative, and longer-lasting possibilities.

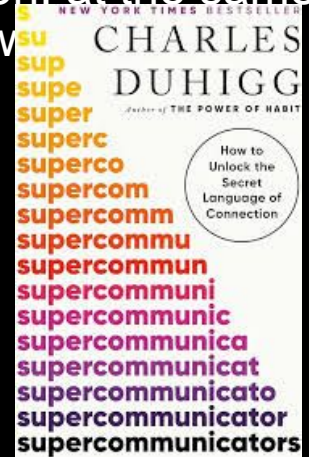
-Wendy K. Smith and Marianne W. Lewis



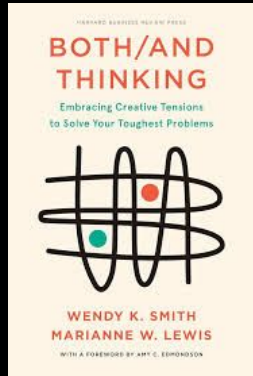
SUPERCOMMUNICATORS

There are practical, decision-making conversations that focus on *What's This Really About?* There are emotional conversations, which ask *How Do We Feel?* And there are social conversations that explore *Who Are We?* We are often moving in and out of all three conversations as a dialogue unfolds. However, if we aren't having the same *kind* of conversation, at the same moment, we're unlikely to connect with each other.

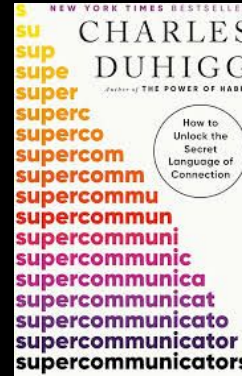
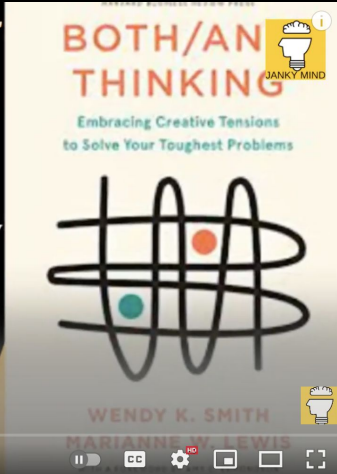
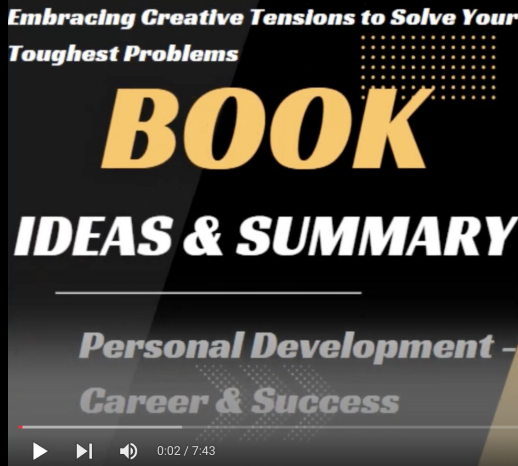
-Charles DuHigg



Look for:



Short YouTube Summaries



Infographic Summaries

