

Chat Blast: If you were just finishing writing your first book and could ask anyone to write the foreword and/or afterword, who would you choose?

Opening:

- Marc Brackett: How are you feeling? Video: Self Regulation
- Success Criteria: Question Storming
- Leading with Intention in 60 seconds
- Collective Leader Efficacy Definition
- Connecting CLE to Leading with Intention

Shared Understanding

- Internal and External Self Awareness
- AI Spotlight: Role Play - Mike
- Drivers of Trust
- Frayer Model
- Collaborative Sentence Starter

Joint Work

- Oak vs. Redwood, Climate vs. Culture
- Silos of Stakeholders
- AI Spotlight: Podcast - Peter- Add QR code to article

Evaluating the Impact

- Two Questions
- Types of Data
- NB CoP's
- AI Spotlight: What is the best data?
 - Follow-up question?

Closing

- AI Spotlight: Summary Song



If you were just finishing writing your first book and could ask *anyone* to write the foreword and/or afterword, who would you choose?

December 10, 2024

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



Emotion Grid

Enraged	Panicked	Stressed	Jittery	Shocked	Surprised	Upbeat	Festive	Exhilarated	Ecstatic
Livid	Furious	Frustrated	Tense	Stunned	Hyper	Cheerful	Motivated	Inspired	Elated
Fuming	Frightened	Angry	Nervous	Restless	Energized	Lively	Enthusiastic	Optimistic	Excited
Anxious	Apprehensive	Worried	Irritated	Annoyed	Pleased	Happy	Focused	Proud	Thrilled
Repulsed	Troubled	Concerned	Uneasy	Peeved	Pleasant	Joyful	Hopeful	Playful	Blissful
Disgusted	Glum	Disappointed	Down	Apathetic	At ease	Easygoing	Content	Loving	Fulfilled
Pessimistic	Morose	Discouraged	Sad	Bored	Calm	Secure	Satisfied	Grateful	Touched
Alienated	Miserable	Lonely	Disheartened	Tired	Relaxed	Chill	Restful	Blessed	Balanced
Despondent	Depressed	Sullen	Exhausted	Fatigued	Mellow	Thoughtful	Peaceful	Comfy	Carefree
Despair	Hopeless	Desolate	Spent	Drained	Sleepy	Complacent	Tranquil	Cozy	Serene

High Energy

Low Energy

Low Pleasantness

High Pleasantness



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.

What Questions Come to Mind?

Based on our success criteria,
think of 1 or 2 questions that our
success criteria inspires you to
explore more deeply.

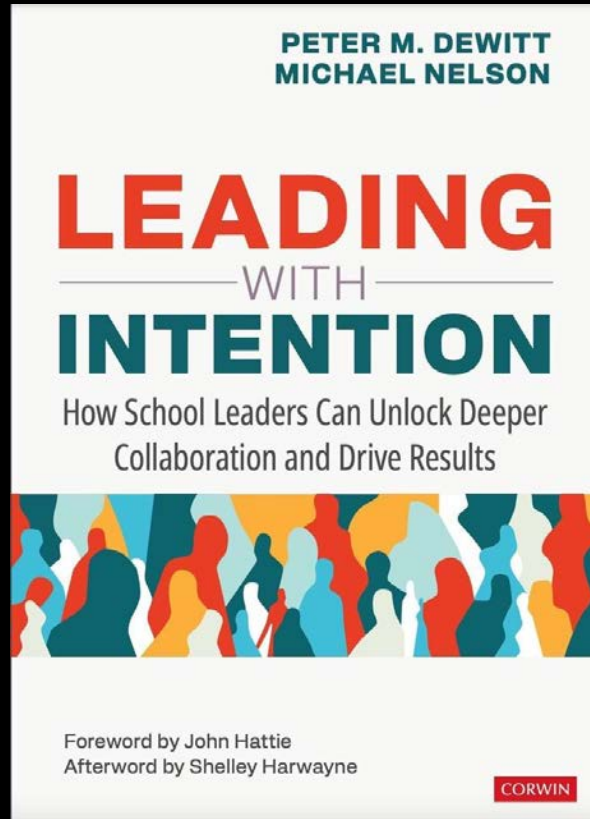


Question-Storming?

“Question-storming” – brainstorming for questions. An inquiry-based method to encourage learners to seek answers to their questions during this workshop.



Leading with Intention in 60 seconds



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.

Definition 1

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

Example:

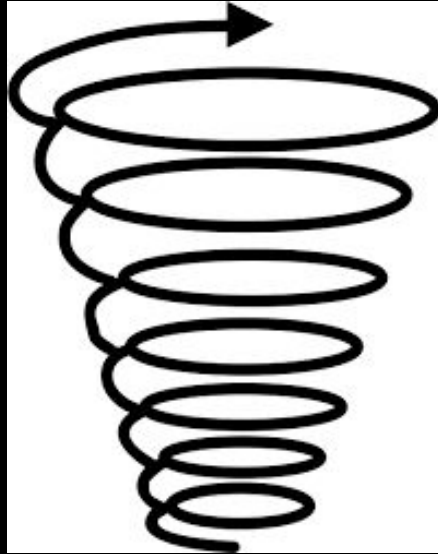
The leadership team at Maplewood High School meets monthly to analyze student assessment data and review professional development outcomes for teachers. They collaboratively create action plans to address identified gaps in student learning and teacher practice, continuously reflecting on their impact and making adjustments as needed.

Non-Example:

At Forest Glen School, the principal unilaterally decides on the focus areas for teacher development without input from other administrators or instructional leaders. There is little discussion or shared understanding among the leadership team about how these initiatives are impacting student or adult learning.

How do we develop a *shared understanding*?

How do we
evaluate the impact?



How do we
engage in joint work?

Connecting

PETER M. DEWITT
MICHAEL NELSON

LEADING WITH INTENTION

How School Leaders Can Unlock Deeper
Collaboration and Drive Results



Foreword by John Hattie
Afterword by Shelley Harwayne

CORWIN

to

Collective Leader Efficacy

INSTRUCTIONAL
LEADERSHIP
Collective

CHAPTER 1

Self-Awareness

By the end of this chapter, you will

- Engage with a metacognitive strategy that will help activate prior knowledge
- Process the elements of leadership self-awareness and consider two or three actions you can take today
- Be able to name two components of self-awareness and relate them to your own self-awareness
- Identify four archetypes of self-awareness and how they are related to context
- Identify how leadership self-efficacy impacts what we do as leaders

CHAPTER 2

Fostering Human Interconnectedness

When it comes to results on the job
— it's the how that we need to improve

By the end of this chapter, you will

- Understand the definition and meaning of human interconnectedness
- Develop strategies for leading yourself and others in developing human interconnectedness
- Acknowledge the ongoing impact of the COVID-19 pandemic on human interconnectedness
- Identify strategies for leadership that promote genuine interconnectedness with staff, students, and community

CHAPTER 3

Collective Inquiry

By the end of this chapter, you will

- Engage in the four steps of the collective inquiry process
- Make connections between self-awareness, human interconnectedness, and the practices leaders establish for their schools or districts
- Define four types of evidence that will help evaluate impact as well as establish areas of focus

CHAPTER 4

Creating a Learning Network to Focus This Work

By the end of this chapter, you will

- Recognize the difference between professional learning and professional development
- Identify the important aspects of effective professional learning and development
- Describe how professional learning and development are related to effective networks
- Consider specific ways to foster an environment in your meetings or professional learning sessions that engages human interconnectedness, social, and emotional

CHAPTER 5

Creating Your Own Learning Environment

By the end of this chapter, you will

- Take time to process the steps you take to create effective learning opportunities
- Engage with our reflection activities focused on professional learning and development and share your own experiences that foster self-awareness, a sense of efficacy, and human interconnectedness
- Consider the importance of metacognition in professional learning and development and engage with protocols to help you model metacognition for others

Shared Understanding



Joint Work



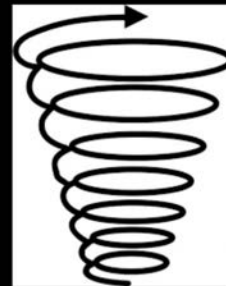
Evidence of Impact

How do we develop a *shared understanding*?

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.

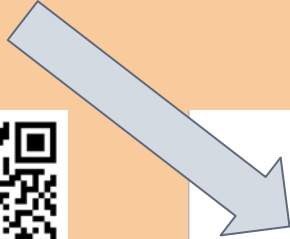
How do we develop a *shared understanding*?

How do we *evaluate the impact*?



How do we *engage in joint work*?

How do we develop shared understanding (Problem of Practice)?



Collaborative Inquiry Cycle Placemat (DeWitt, 2023).			
1. Problem of Practice			
<p>What are your 3 main priorities as a school?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>What is your success criteria?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>• If you do this with intentionality, what would success look like?</p>	<p>3. Evaluation</p> <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>• What is your evidence saying about your school and student growth and achievement?</p> <p>• What does your academic plan or strategic plan focus on?</p> <p>• Are your priorities focused on the adults in the school, or are they focused on students?</p> <p>• How do they focus on equity and inclusion?</p>	<p>What are your intended outcomes?</p> <p>• _____</p> <p>• _____</p> <p>• _____</p> <p>• _____</p>	<p>Data Source #2 (Related to student learning. Need identified in academic plan).</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>• Demographic data</p> <p>• Perceptions data</p> <p>• Student learning data</p> <p>• School processes data</p>	<p>Data Source #3 (Related to teachers and leaders own learning).</p> <p>_____</p> <p>_____</p> <p>_____</p>
2. Implementation		4. Reflection & Next Steps	
<p>What is your working Theory of Action (TOA)?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>• Think of this as an If/Then statement. IF you engage in these actions, THEN what are you expecting or hoping will happen?</p>	<p>Intentional Implementation</p> <p>1. Have you created a logic model?</p> <p>2. What learning moves (activities) will you make?</p> <p>3. What is your timetable?</p> <p>4. What impact are you hoping to have on students, teachers, and leaders?</p> <p>• How will you engage in a reciprocal transfer of learning during this process?</p>	<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>	

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

Where would you place the following 4 statements on the internal/external self-awareness quadrant?

Statement 1:

"When rolling out a new initiative, I find it challenging to pinpoint my own objectives and motivations. Additionally, I often miss cues from the staff and students about how the changes are affecting them, leading to implementation issues."

Statement 2:

"I have a clear vision and understanding of the goals for any new initiative I lead. However, I sometimes miss how my approach and decisions are perceived by the staff and students, which can lead to resistance or misunderstandings."

Statement 3:

"During school-wide changes, I am very attentive to the reactions and feelings of the staff and students, and I adjust my strategies based on their feedback. However, I often struggle to articulate or even understand my own motivations and how they influence my decisions."

Statement 4:

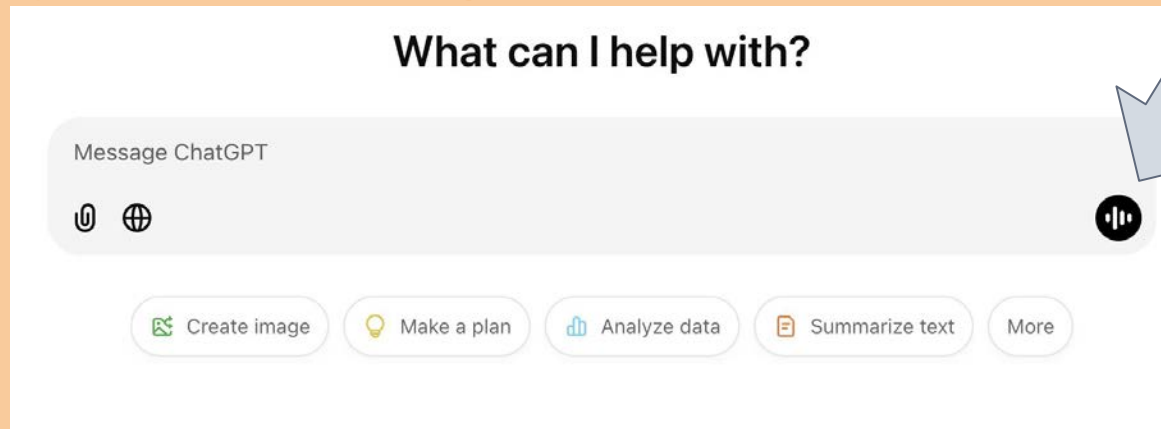
"When implementing a new school-wide initiative, I always ensure I understand my own goals and motivations thoroughly. I also seek and value feedback from staff and students to gauge how the initiative is being received and make necessary adjustments."

Initiative Self-awareness	High External Self-Awareness	Low External Self-Awareness
High Internal Self-Awareness	<p>"When implementing a new school-wide initiative, I always ensure I understand my own goals and motivations thoroughly. I also seek and value feedback from staff and students to gauge how the initiative is being received and make necessary adjustments."</p>	<p>"I have a clear vision and understanding of the goals for any new initiative I lead. However, I sometimes miss how my approach and decisions are perceived by the staff and students, which can lead to resistance or misunderstandings."</p>
Low Internal Self-Awareness	<p>"During school-wide changes, I am very attentive to the reactions and feelings of the staff and students, and I adjust my strategies based on their feedback. However, I often struggle to articulate or even understand my own motivations and how they influence my decisions."</p>	<p>"When rolling out a new initiative, I find it challenging to pinpoint my own objectives and motivations. Additionally, I often miss cues from the staff and students about how the changes are affecting them, leading to implementation issues."</p>



AI Spotlight: Self Awareness Role Play

Ask AI to take on your role while *you* take on the role of a teacher, parent, colleague, etc.



Where Self-Awareness and Trust Intersect

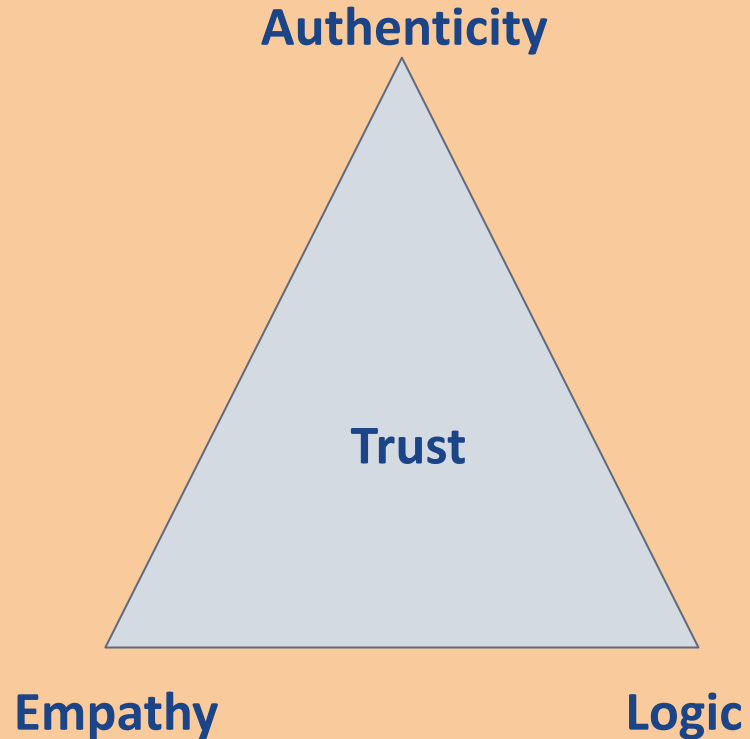
“Trust is one of the most essential forms of capital a leader has.”

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.



Student
Objective

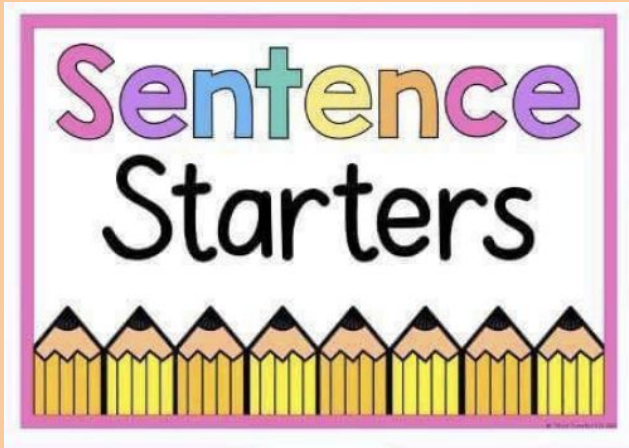
Data

Shared
Understanding

Example

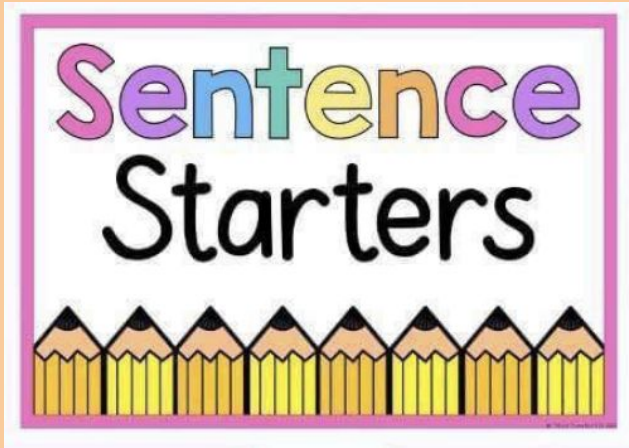
Non-Example





Engage: Collaborative Sentence Starter

Self Awareness is not _____.



Engage: Collaborative Sentence Starter

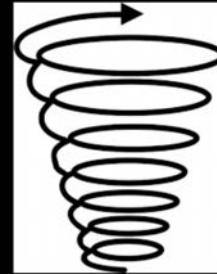
Self Awareness is _____.

How do we engage in joint work?

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.

How do we develop a **shared understanding**?

How do we **evaluate the impact**?



How do we **engage in joint work**?

Human Interconnectedness: How do we engage in joint work (Theory of Action)?



Collaborative Inquiry Cycle Plan Template (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 school, or are they focused on students? • How do they focus on equity and inclusion?		What is your success criteria? _____ _____ _____ If you do this with intentionality, what would success look like? _____ _____ _____	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). _____ _____ _____
2. Implementation 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? • How will you engage in a reciprocal transfer of learning during this process?	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). _____ _____ _____
		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?	

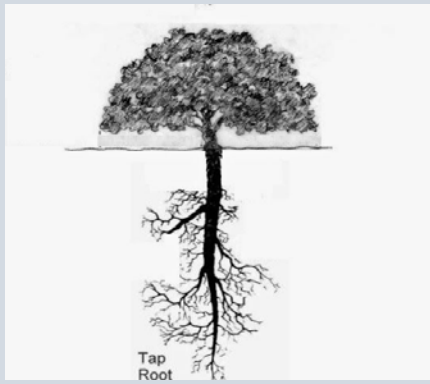
Human Interconnectedness



School Culture refers to the deeply embedded values, beliefs, and norms that shape how a school operates. It's the underlying personality of the school, influencing behaviors and expectations. Culture is more enduring and less visible, often manifesting through traditions, rituals, and shared assumptions. It dictates "the way we do things around here."

School Climate represents the school's atmosphere or mood at a given time. It's the collective perceptions and attitudes of staff and students, reflecting the school's current environment. Climate is more immediate and observable, encompassing factors like morale, relationships, and the general feeling within the school.

-Gruenert and Whitaker



The Culture of *Silos* within School Stakeholders

Students

Staff

Parents

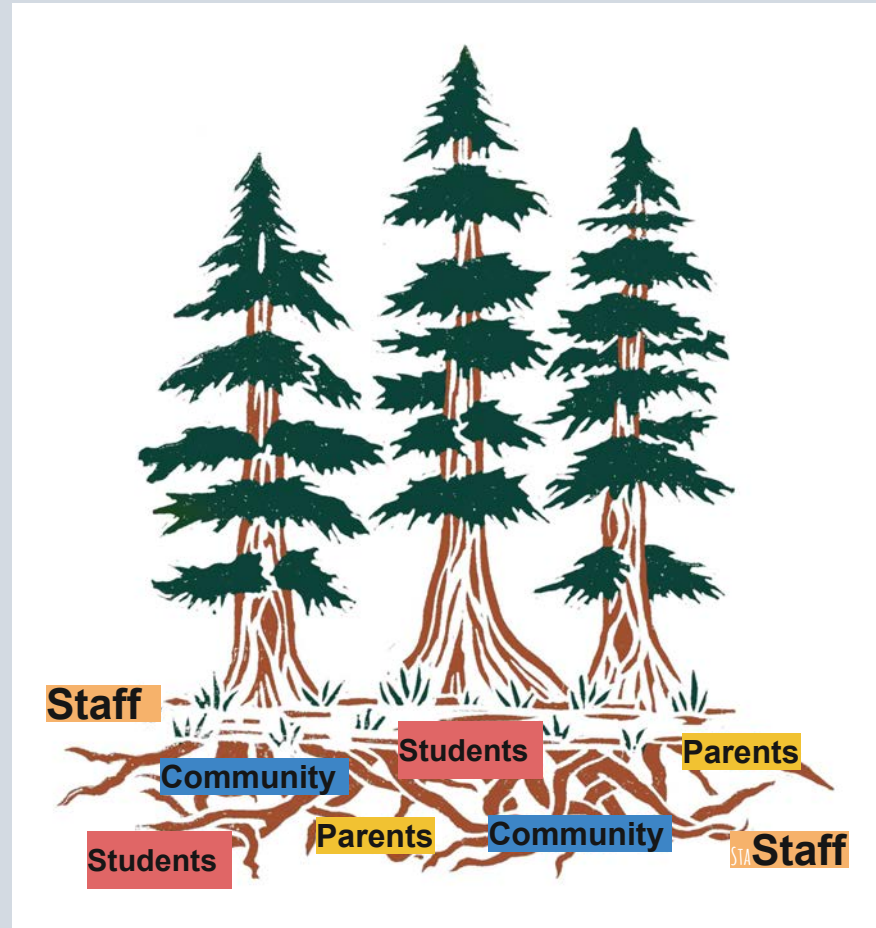
Community



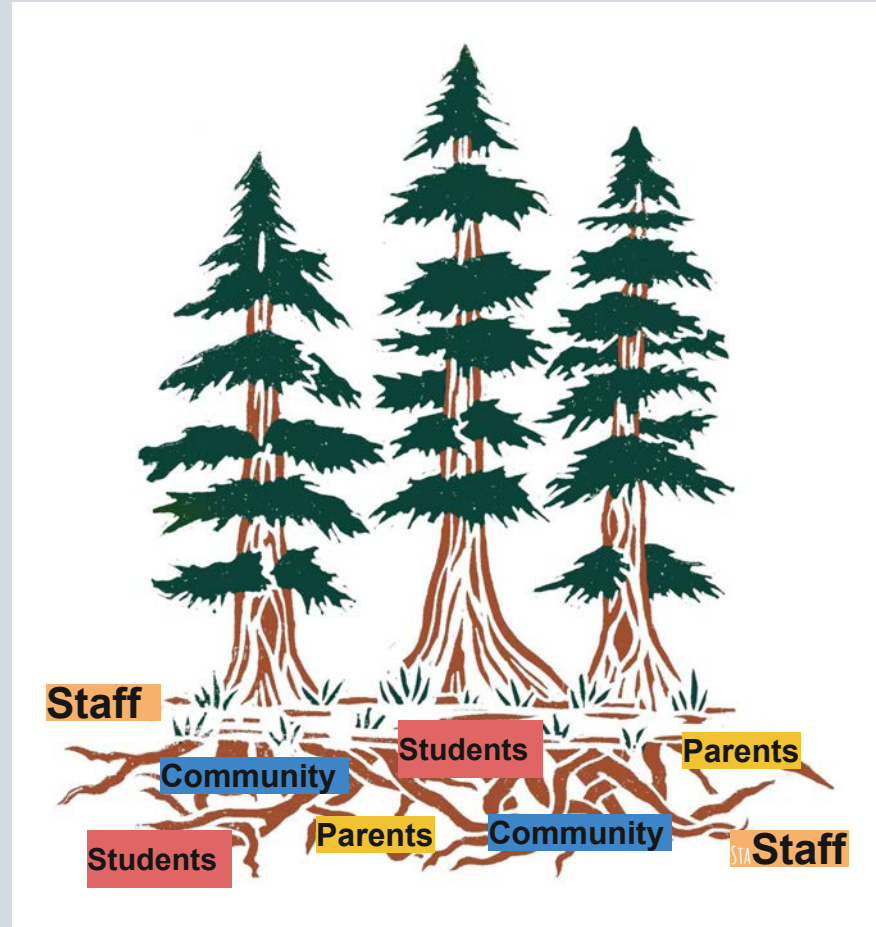
Human Interconnectedness is fostered when the members of a community focuses on open communication and honors the ability to respectfully challenge each other's thinking and beliefs, which results in a deeper and more intentional learning environment.

-DeWitt/Nelson 2024

The Power of *Human* *Interconnectedness* within School Stakeholders to build a healthy learning culture



What are the attributes of a Redwood tree leader?



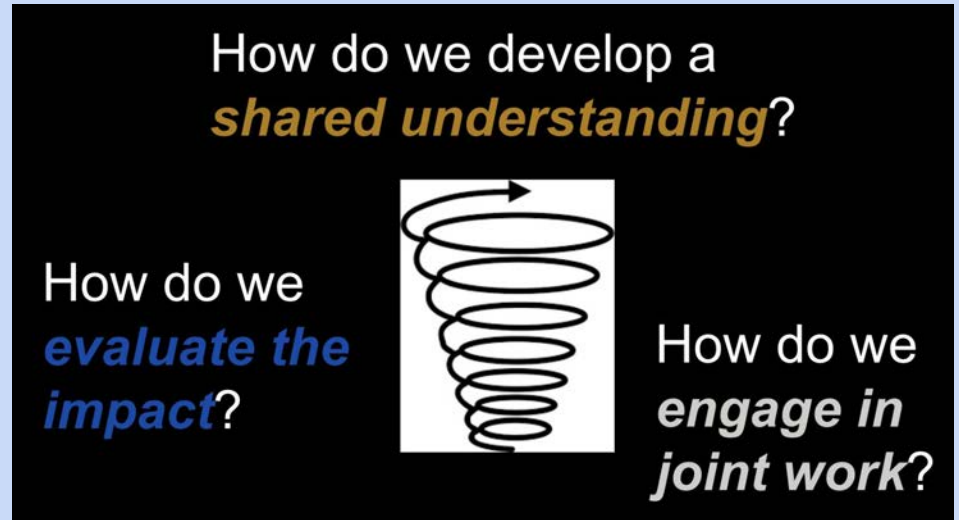


AI Spotlight: Creating a podcast from a research article

Dr. Vivianne Robinson:

How do we *evaluate the impact*?

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.



Evidence and Effectiveness: How do we evaluate the impact (Evaluation and Next Steps)?



Collaborative Inquiry Cycle Placemat (DeWitt, 2023).

1. Problem of Practice		3. Evaluation	
<p>What are your 3 main priorities as a school?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>What is your success criteria?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <ul style="list-style-type: none"> If you do this with intentionality, what would success look like? 	<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>
<ul style="list-style-type: none"> 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? 	<p>What are your intended outcomes?</p> <ul style="list-style-type: none"> _____ _____ _____ _____ 	<p>Data Source #2 (Related to student learning. Need identified in academic plan).</p> <p>_____</p> <p>_____</p> <p>_____</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>
2. Implementation		4. Reflection & Next Steps	
<p>What is your working Theory of Action (TOA)?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Intentional Implementation</p> <p>1. Have you created a logic model?</p> <p>2. What learning moves (activities) will you make?</p> <p>3. What is your timetable?</p> <p>4. What impact are you hoping to have on students, teachers, and leaders?</p> <ul style="list-style-type: none"> How will you engage in a reciprocal transfer of learning during this process? 	<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>	
<ul style="list-style-type: none"> 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? 			

“The confidence that individuals have in their beliefs depends mostly on the quality of the story they can tell about what they see, even if they see little.”

“We often fail to allow for the possibility that evidence that should be critical to our judgment is missing—what we see is all there is.”

Kahneman, Daniel. *Thinking Fast and Slow*.

How do our actions
impact student and
adult learning in
positive ways?

How do we evaluate
our own impact?



Types of Data

<p>Demographic Data – Describe the system.</p>	<ul style="list-style-type: none">•Community - Location, history, economic base•School district – Description, history•Students – Living situation, gender, etc.•Staff – Number of teachers, years of experience•Parents – educational level
<p>Perceptions Data – How we do business. Culture, climate, values and beliefs.</p>	<ul style="list-style-type: none">•Schoolwide self-assessment – surveys•Empathy interviews
<p>Student Learning Data – How our students are doing?</p>	<p>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.</p> <p>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.</p> <p>Assessment OF learning – Assessment informs students, teachers, and parents, as well as the broader educational community.</p>
<p>School Processes Data – What are our processes?</p>	<p>Instructional – Differentiated instruction, inclusion, inquiry</p> <p>Organizational – Data teams, instructional coaching</p> <p>Administrative – Attendance programs, class size, Discipline</p> <p>Continuous School Improvement – Evaluation, leadership, vision, etc.</p> <p>Programs – Accelerated reader, 9th grade programs, AVID, etc.</p>

Bernhardt's Data Framework

Luca & Edmondson's Data Pitfalls

Demographic Data: Helps describe the characteristics of the student body, staff, and community

Misjudging Generalizability: Assuming data from one context applies to another without considering differences in demographics or setting.

Perception Data: Surveys, interviews, and feedback about school culture, climate, and stakeholder beliefs.

Confirmation Bias: Tendency to seek out or prioritize data that supports pre-existing beliefs.

Student Learning Data: Quantitative data such as test scores, assessments, and other measures of student achievement.

Focusing on the Wrong Outcomes: Measuring what is easy to track instead of what truly matters for student success.

School Processes Data: Information on the systems and practices in place, such as instructional methods, administrative policies, and professional development.

Conflating Correlation with Causation: Mistaking correlation for a cause-and-effect relationship.



Collective Leadership Network

A partnership of NB LEAD and the Instructional Leadership Collective

Group Focus Area
Time Management and Priorities



Participants

Yvonne Caverhill, Krista Amos, Amber Lenihan Lingley, Angela Marr, Lori-Ann Lauridsen, Kevin Inch, Jocelyn St-Onge, Andy Clark

Why this Focus

Our plates are overflowing, how do we lessen the load while still being accessible?

Common Themes for Choosing this Focus Area

We feel overwhelmed with the “dos” and want focus on the “dreams” too.

Group Norms

Be present, Be engaged, Be supportive, Be action-focused

Problem of Practice

Managing the operational tasks in an efficient and effective manner that honours our personal time.

Theory of Action

If we manage the madness with improved efficiency, then we should have moments in our day of increased calm and should be able to leave work at work more often (Work-Life Fit)



Collective Leadership Network

A partnership of NB LEAD and the Instructional Leadership Collective

Group Focus Area
Collective Efficacy



Participants

Christina Barrington, Megan Donovan, Shannon Atherton, Keith Comeau, Sheila Baker, Heather McIntyre

Why this Focus

The need to increase a collective level of efficiency to address needs and challenges of their respective schools and all synchronized to the needs of our learning communities.

Common Themes for Choosing this Focus Area

Maximize the strengths of our staff. Create a collective voice and action in a collaborative environment that leads to action.

Group Norms

Timely, respectful, engaging questions are encouraged, active listening and be prepared.

Problem of Practice

Empowering and engaging staff so that we build a collective ownership and action plan that addresses the needs of our respective schools. How do do that efficiently?

Theory of Action

To build a culture of trust that nurtures a collective sense of responsibility that leads to a measurable action plan that will respond to the needs of our students. This approach will enable environment that supports each other that is coupled with specific PL and data to support all staff.



Collective Leadership Network

A partnership of NB LEAD and the Instructional Leadership Collective

Group Focus Area
Staff Engagement and Professional Development



Participants

Chantale Cloutier, Calvin Anderson, Natasha Spencer, Barb Corbett, Michelle Ashfield, Sean Newlands, Katie Saunders, Rodney Buggie, Julie Michaud, Kurt Stiles, Melissa Richardson

Why this Focus

Would like to learn how to engage staff in professional development and ownership. Concern about staff engaging in PL and PLC as burn out persists. Concern for staff delving into curriculum and lesson planning. New staff/young staff need to engage in ongoing PL, their needs may be different than more experienced staff, how they learn may be different. How to engage all staff so 'the work' doesn't just fall to a core group of staff. Plans/goals often fall flat as there is a lack of execution even if they were fully involved in the development of the goal/plan. How to engage staff in developing their own PL and/or value the PL that is offered. Engagement in terms staff executing goals. Engagement of staff in school life. Engagement of staff in their own professional development. Engagement of staff in school wide decision making.

Group Norms

Need agenda, set a goal for the team. equal voice, validating different perspectives, listening, respect time frames(facilitator to monitor), minutes, accountability/action items/next steps. Schedule next meeting at close.

Common Themes for Choosing this Focus Area

Engagement in terms staff executing goals. Engagement of staff in school life. Engagement of staff in their own professional development. Engagement of staff in school wide decision making.

Problem of Practice

How to create a distributive model for PL that meets the needs of staff and encourages ownership of their own PL.

Theory of Action

If we research the best approach to meaningful PL then we will see improved staff engagement (emotional connection to the school and voice in what they are learning)



Collective Leadership Network

A partnership of NB LEAD and the Instructional Leadership Collective

Group Focus Area
Instructional Leadership & Collective Leader Efficacy



Participants

Katherine Loughrey, Fern Touchie, Sandra Savard, Emily Ostier, Shelley Gingras, Kevin Bowes, Jennifer Carhart, Greg Norton, Judson Wayne

Why this Focus

Our schools need to build leadership capacity within our teams to support new staff and new initiatives.

Common Themes for Choosing this Focus Area

-supporting new teams (teachers and admin)
-supporting new initiatives and new staff
-building capacity of leadership teams

Group Norms

Start on time.
Be present.
Assume positive intent.
Be prepared.

Problem of Practice

Building human capital for growth

Theory of Action

IF distributive leadership is fostered, THEN we will see an increase in teacher and student achievement. (New Paragraph) Teachers need time to work together to question their impact on their goals. Set schedules with regular meetings- PLCs with established norms and jobs (reporter, facilitator, synthesizer).



AI Spotlight: What Data Do We Need (connecting Bernhardt's research directly into practice)?

I am a district office member helping school leaders and their teachers connect their main priority to 4 types of data, which are demographic, perceptions, student learning, and school processes data.

If their priority is...what are examples of each type of data that they should be looking at to understand their impact?



AI Spotlight: What Data Do We Need (connecting Bernhardt's research directly into practice)?

Follow-up Question after initial prompt: What might be some biases we need to look at for when collecting this data?

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.

Facilitating the Agenda

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 Barnhardt	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		



Summary Song

AI Spotlight: Summary Song

What is a learning or two you would share with a friend or colleague about today's conference? Please put this in the chat box.

Thank YOU!!!

