




Hope-Empowered Leadership

Navigating Change for Coherence and Progress

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Learning Target


We are learning to apply hope theory and improvement cycles to create coherence that empowers learners throughout our system as we navigate change.

Success Criteria

I can reflect on **hope-empowered leadership moves** that:

- ☐ Establish strategic goals
- ☐ Co-design success criteria
- ☐ Illuminate pathways

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Who are the Lead Learners in the room?


- Find a reflection partner for this session and introduce yourselves (name, role, district/entity).
- What type of learners do you spend the most time leading & facilitating?

Students/Families Teachers Principals


District Leaders: Directors/Superintendents/School Board

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Our Learners...




Students



Teachers



Principals



District

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QSD Strategic Plan


Mission Statement

Together we create a culture of belonging that **empowers** every student to achieve academic excellence and graduate prepared for a successful future as an engaged and productive citizen.



SUCCESSFUL STUDENTS TODAY, **BRIGHT** FUTURES TOMORROW

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Empower Defined

“to encourage and support the **ability** to do something”

“to give somebody more **control** over their own life or the situation they are in”

“to promote the self-actualization or **influence** of”

What did someone do or give to you that empowered you to be a leader?

<https://dictionary.cambridge.org/dictionary/english/empower>
<https://www.oxfordlearnersdictionaries.com/definition/empower>
<https://www.merriam-webster.com/dictionary/empower>

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“Hope is the belief that your future can be brighter than your past and that you play a role in making it happen.”

Casey Gwinn & Chan Helman in *Hope Rising: How the Science of HOPE Can Change Your Life* (2018)

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2,000 Published Studies on the Science of Hope

“In every published study of hope, every single one, **hope is the single best predictor of well-being** compared to any other measure of trauma recovery. This finding is consistently corroborated with other published studies from top universities showing that hope is the best predictor for a life well-lived.”

Casey Gwinn & Chan Helman in *Hope Rising: How the Science of HOPE Can Change Your Life* (2018)

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Hope requires the ability to create credible mental strategies (**pathways**) to achieve the goal (**goals**) and the ability to direct and maintain mental energy (**agency**) to these pursuits.

Quote Source: Chan Helman, <https://thunstanthives.org/wp-content/uploads/2016/05/Hope-on-the-Front-Lines.pdf>

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Why Hope Matters in Learning Systems

Hope = Goals + Pathways + Agency

- Without pathways, goals become a wish.
- Without agency, pathways lead nowhere.
- Low-hope learners struggle with motivation, problem-solving, and resilience.
- High-hope systems build capacity for individualized growth and collective efficacy.

“Can-Do Compass” for Navigating Change:
Guides learners to believe in their ability to set meaningful goals, find their own routes, and persevere.

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Improvement Science

Model for Improvement

What are we trying to accomplish? → **AIMS**

How will we know that a change is an improvement? → **MEASURES**

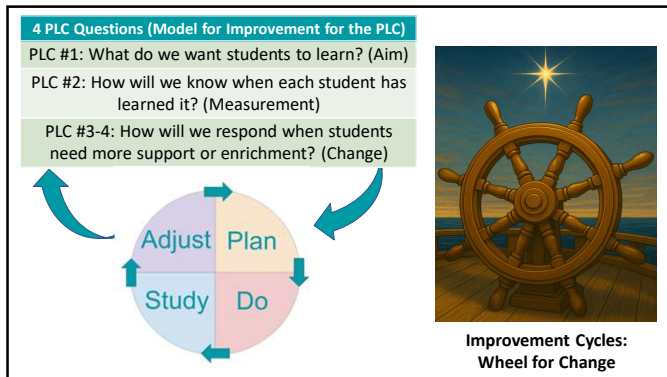
What changes can we make that will result in improvement? → **CHANGES**

TESTS OF CHANGE (PDSA)

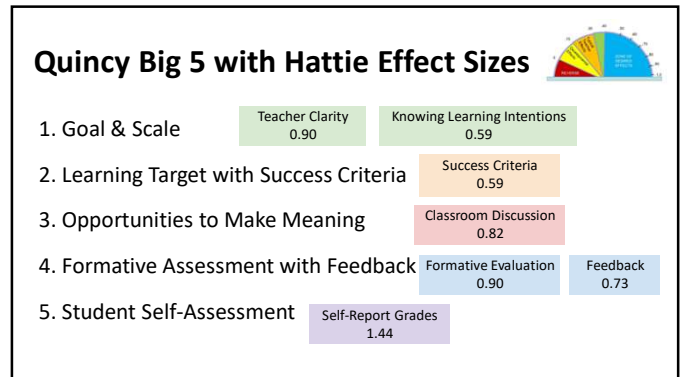
Act/Adjust <ul style="list-style-type: none"> What changes are to be made? Next cycle? 	Plan <ul style="list-style-type: none"> Objectives. Questions & Predictions Plan to carry out the cycle
Study <ul style="list-style-type: none"> Complete the data analysis. Compare data to predictions. Summarize what was learned. 	Do <ul style="list-style-type: none"> Carry out the plan. Document problems and unexpected observations. Begin data analysis.

PDSA cycle and Model for Improvement—1991, 1994

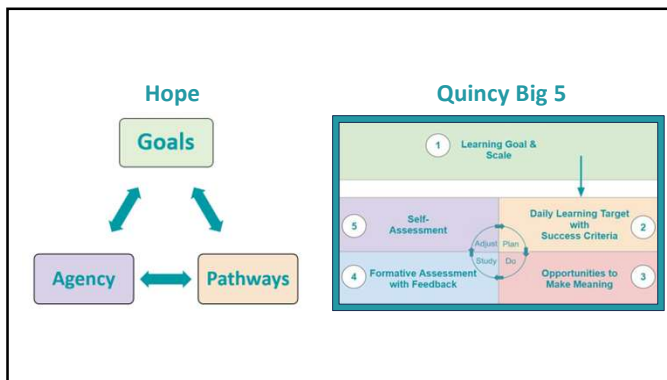
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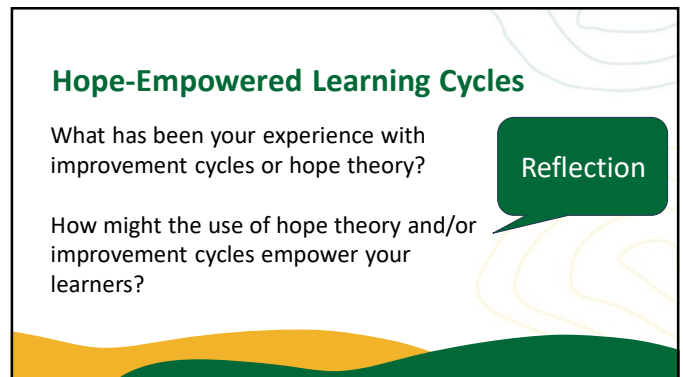
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Strategic Plan


Goals and Outcomes

- Start Strong**
Each student entering kindergarten will demonstrate social-emotional and academic readiness and meet or exceed grade-level standards.
- Culture of Safety and Belonging**
Each student feels culturally accepted, safe, seen, heard, and celebrated so they will contribute to a positive learning community.
- Rigorous and Relevant Learning Experiences**
Each student experiences rigorous learning that connects to the real world and their futures.
- Growth and Mastery of Priority Standards**
Each student understands their strengths and needs to grow and achieve high levels of academic success to support their desired futures.
- Pathways to Graduation and Beyond**
Each student successfully navigates pathways to graduate from high school prepared for their next step in education, career, and life.

[illegible]

Science and Social Studies Curriculum Study: By the Numbers

Cabinet Work Plans



- Strategic Plan Goals, Outcomes, and Strategies Alignment
- Long Term Implications
- Key Collaborators
- Strengths / Prior Year Celebrations
- Stretches / Potential Barriers
- Steps to Mitigate Barriers
- Work Plan Action Steps

Teaching & Learning Director

Work Plan Goal: Pathways and Transitions
Systems that improve students' and families' ability to understand and navigate Pathways to Graduation & Beyond

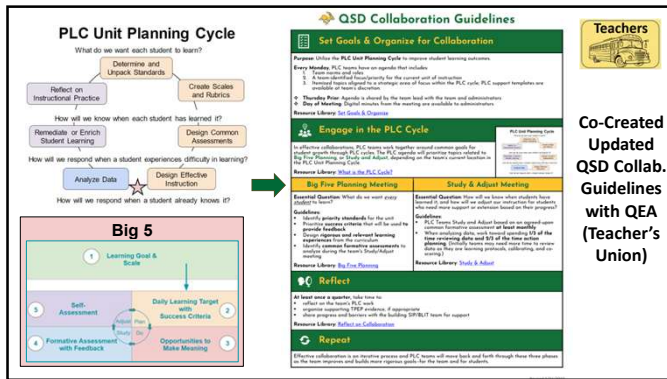
Strategy Plan Alignment
Goal #5: Pathways to Graduation and Beyond

Each student successfully navigates pathways to graduate from high school prepared for their next step in education, career, and life.

Outcome: Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate transitions to the next level.

District Strategy: Focus on intersegmental gap closing, with a specific focus on key transitions in a student's life.

[illegible]



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QSD Vision for Equity and Excellence

Teachers

Each student and their families feel a sense of belonging in our schools.

We know this is true because...

Students...

- are culturally accepted, safe, seen, heard, and celebrated in all school spaces.
- are valued partners who use their voice to take risks, ask questions, advocate for themselves, take pride in and contribute to a positive learning community.
- are engaged in collaboration and rigorous discussion in every classroom.

Students

We believe that every student can do and be anything.

We know this is true because...

Students...

- understand their strengths and needs and make decisions to support their next steps in learning.
- are engaged in rigorous learning opportunities that connect to the real world and their futures.
- achieve high levels of academic success to support their desired futures.

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PROFILE OF A GRADUATE
GRADUATE GOALS & COMPETENCIES

I AM A SKILLED CREATOR

- Learn academic and communication skills to think deeply and express ideas clearly
- Research and produce evidence from a variety of media sources and my experiences
- Think creatively to plan, draft, review, and revise work for my audience and purpose
- Show work that demonstrates my learning (creativity and effectiveness)

I AM A COLLABORATOR

- Be responsible in my classroom and my role in meeting groups and opportunities
- Solve problems with others to achieve common goals
- Respect multiple perspectives while valuing my own point of view
- Listen to understand and respond to my peers

I AM A FORWARD THINKER

- Set goals and adjust them based on new information
- Monitor readiness and risks and find new, creative solutions to solve problems
- Plan my future by considering my learning in my career and life goals

I AM A DIFFERENCE MAKER

- Take initiative to improve things that matter to me, my family, my community, or the world
- Inspire others to be active participants in the community
- Lead with kindness to each of us both included and excluded
- Persevere to overcome systems with resilience

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Establish Strategic Goals

Learn from the people closest to the change you want to see to establish a North Star and consistently use it to recalibrate alignment among stakeholders

Points to a North Star
Gives shared direction and purpose to build mindsets and beliefs

Steers toward outcomes
Enables iterative cycles aligned to goals for action and progress

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Establish Strategic Goals

What are you using as your North Star in your leadership and how?

How are you harnessing the powerful storytelling nature of your learners and stakeholders to establish goals?

Reflection

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Co-Design Success Criteria

TO SUPPORT AGENCY AND MEANINGFUL FEEDBACK

QUINCY

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Structures & Space for Feedback Loops

District	School Board Meetings	School Board Leadership	Cabinet
Principals	Admin Leadership	Learning Walks	MTSS Leadership
Teachers	District Leadership Team	Committees: Dual Language, Equity in Action, Language & Literacy, etc.	
Students	Building Leadership/SIP	Building PLC/Staff Meetings	Building PLC Teams
	District Collaboration (Job-Alike)	Integrated Backward Planning	Learning Labs
	Classroom-Based Reflection	Focus Groups	Empathy Interviews

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Theory of Action Component



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Students

responsible

- Come to school with your supplies
- Honest
- Take care of younger siblings
- Listen to your mom and dad
- Doing your chores when you are asked to
- Clean up after yourself
- Hear
- Taking care of your stuff

Looks Like/ Sounds Like

- Sitting properly and not playing around
- Not passing notes
- Students keeping their hands and feet to themselves
- Silence when the teacher is speaking
- Students answering questions when asked
- Perseverance being used

Co-Design Prompts

Perseverance

Giving up quickly	Not giving up when it gets tough
Avoids difficulties	Seeks challenges
Views mistakes negatively	Views mistakes as an opportunity to learn

Example/ Non-Example

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Builds Agency
Fosters ownership and belief that “we can do this”

Co-Design Success Criteria

Engage teams in defining what success looks like to deepen commitment and motivation to persevere

Clarifies expectations
Defines what to monitor and adjust through improvement cycles

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Co-Design Success Criteria

How do you (or could you) use your team(s) to co-create success criteria?

Why would co-designed success criteria lead to more effective cycles (plan, do, study, and adjust) as a team?

Reflection

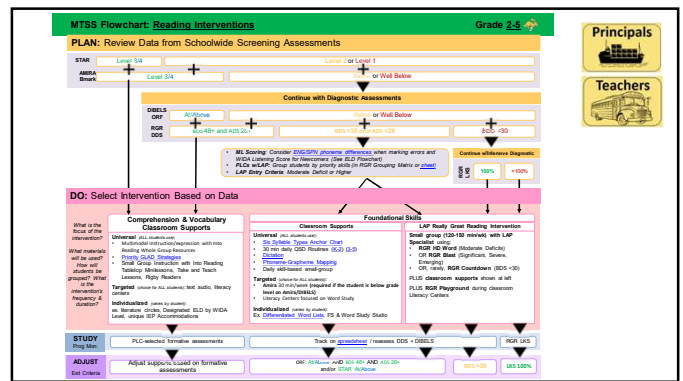
Illuminate Pathways


TO PROVIDE GUIDANCE AND SPOTLIGHT INNOVATIONS




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2024-2025 QSD Student Growth Goals Resource Guide			 Teachers
Big 5 with PLC Guidelines Based on knowledge of students	Student Growth Goal Critical Attributes Knowledge of Students Includes, but is not limited to: <ul style="list-style-type: none">• Cultural identity, as desired, and sociocultural contexts• Influenced by a variety of factors including personal resilience• Informed by tradition(s) and families' views and input	QSD Resources Assessment Data Joint Report All Report (MSMS) All Report (MSMS) All Report (MSMS) All Report (MSMS)	
Learning Goal Scale	Essential Standard <ul style="list-style-type: none">• Part of the State Learning Standards or national standards for a teacher's content area and grade level(s)• A significant learning that enables the opportunity for students to draw on their cultures, values, and backgrounds• A significant and essential standard that connects to the community's common thinking• May include, in addition to content standards, other learning opportunities (e.g., CTE, 21st Century Learning Skills, Health and Mental, Standards for Mathematical Practices, etc.)	QSD History Standards Cognitive Skills Matrix (MS) All Report (MSMS) All Report (MSMS)	
Daily Learning Target with Success Criteria	Cognitive and Emotional Engagement <ul style="list-style-type: none">• Includes content and higher-order thinking from students• Develops student's attention to the learning through their interests, active learning, and use of a variety of learning strategies• Includes students' ownership to their learning, making space for student voice and empowerment• Develops students' effort, persistence, and concentration	MS Cognitive Skills Matrix (MS) Cognitive Skills Matrix All Report (MSMS) All Report (MSMS)	
Formative Assessment with Feedback	Formative and Summative Assessment <ul style="list-style-type: none">• Includes formative and summative assessment, project-based learning, and other opportunities for students to demonstrate the use of their learning• Formative assessment provides information to teachers so they can adjust their instruction and to students so they can adjust their learning strategies• With formative assessment, for assessment learning teachers' students receive feedback in productive and supportive interactions, rather than a score or grade	MS Cognitive Skills Matrix (MS) Cognitive Skills Matrix All Report (MSMS) All Report (MSMS)	
Student Self-Assessment	Student Engagement in Assessment <ul style="list-style-type: none">• Students understand the learning goal and they have been involved in determining the criteria to be used for evaluating it• Students have an opportunity to assess their own work and that of peers using these criteria• Students monitor their progress on the learning goal	Digital Portfolio/Student Feedback All Report (MSMS) All Report (MSMS)	
Study & Adjust Based on Feedback Based on the Learning and Assessment Data	Feedback from Students on their Work and Learning <ul style="list-style-type: none">• Student feedback includes perceptions of the classroom environment, instruction, and their own learning• Student feedback includes student self-assessment• Student feedback is part of a teacher's self-evaluation (Teachers should consider good reflections with their students)	Student Feedback of Experience All Report (MSMS) All Report (MSMS) All Report (MSMS) All Report (MSMS)	




Innovations with AI

Secondary Structured Literacy (ColleagueAI)


Big 5 Planning Chatbot (ChatGPT)

Student Voice (StudentStoryAI)



Revolutionizing education by harnessing the power of Student voice

<https://studentstory.ai/>



How can I help you today?

Need more help? Ask ChatGPT. Your new AI colleague.

Generate Images

Generate Videos

PLC or PD Agents

Develop a Content Based Project or Problem

Working on...

QSD Big 5 Planning Chatbot

This custom chatbot in ChatGPT has been specifically designed to align with QSD's **Strategic Plan, Priority Standards, and Marzano Instructional Framework/TPP Student Growth Goals**.

Unlike a general Chatbot, this can help provide generic teaching advice, this tool is trained to guide teachers through the **Big 5 Planning process**, using resources and strategies familiar to QSD teachers.

The QSD Big Five Planning Chatbot can help teams and teachers to...

- Start with **knowledge of students** (assets, needs, expected misconceptions) related to the unit
- Clarify **priority standards/learning goals** and generate student-centered **learning experiences** based on content and language standards
- Develop **authentic summative assessments** that match success criteria for the unit
- Design **engaging and emotionally engaging** opportunities to make learning (integrating priority QSD strategies such as GLAD, AVD, etc.)
- Plan **differentiated experiences based on formative assessment data** using QSD's **Student Support Plan**, including multilingual learners and students with disabilities
- Identify strategies to gather **feedback** from students about their learning experience

PRO TIP: Upload one or more instructional resources for the unit into the Chatbot to boost the quality of its responses (e.g. unit plans, assessments, teaching slides, texts, etc.)

INFORMATION TECHNOLOGY CAREER CLUSTER

This is a part of your curriculum in the cluster.

Programing and Software Development Pathway:
In these careers, you would design and test new software programs. You would be developing tomorrow's products for businesses and industries; you could be employed by large software companies or small businesses. You would be programming for special groups of users or developing new products for businesses and industries, you could be employed by large software companies or small businesses as well as being self-employed as a programmer or programming languages.

To work in this area, you must know about operating systems and programming languages.

6th Grade Robotics	QMS Business	QMS Computer Science	Highlighted Career Pathway	Computer Science	Operating Systems	Required Training	WA Wage	WA Job Opening	WA % Growth
Intro to Coding	Computer Science	OC Computer Science	OC Computer Science	Computer Science	Computer Science	OC Computer Science	\$\$\$	\$\$\$	\$\$\$
Technology Management	OC Computer Science	OC Computer Science	OC Computer Science	Computer Science	Computer Science	OC Computer Science	\$\$\$	\$\$\$	\$\$\$
Workplace Learning	OC Computer Science	OC Computer Science	OC Computer Science	Computer Science	Computer Science	OC Computer Science	\$\$\$	\$\$\$	\$\$\$

INFORMATION TECHNOLOGY CAREER CLUSTER

This is a part of your curriculum in the cluster.

Information Support & Services / Network Systems Pathway:
In these careers, you would be the tech hero setting up computer, troubleshooting, and even maintaining software. You would be the architect of digital communications, designing and maintaining networks for seamless connectivity. It's like being a wizard behind the scenes, ensuring everything you smoothly in the tech world.

6th Grade Robotics	QMS Business	QMS Computer Science	Highlighted Career Pathway	Computer Science	Operating Systems	Required Training	WA Wage	WA Job Opening	WA % Growth
Intro to Coding	Computer Science	OC Computer Science	OC Computer Science	Computer Science	Computer Science	OC Computer Science	\$\$\$	\$\$\$	\$\$\$
Technology Management	OC Computer Science	OC Computer Science	OC Computer Science	Computer Science	Computer Science	OC Computer Science	\$\$\$	\$\$\$	\$\$\$
Workplace Learning	OC Computer Science	OC Computer Science	OC Computer Science	Computer Science	Computer Science	OC Computer Science	\$\$\$	\$\$\$	\$\$\$

Illuminate Pathways

Model and celebrate flexibility and forward motion to show that barriers can be overcome

Tests and Refines Strategies

Explores multiple change ideas and adapts based on data

Illuminate Pathways

What is going well in your system that could be seen and scaled?

How could you celebrate innovation while remaining aligned and coherent?

Reflection

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Coherence Through Change

LEADING WITH HOPE, PLANNING WITH PURPOSE



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Navigating Change with Hope

Pre-Planned Change:

- Hope fuels long-term commitment by giving people something to believe in: "This is worth it."
- Goals create a North Star.
- Pathways keep people from feeling stuck when challenges arise.
- Agency empowers them to take action, not just wait for direction.



Belief to keep going.

Unexpected Change:

- Hope buffers against fear and resistance. "We still have options. What can we control?"
- Leaders can use pathway thinking to co-create new routes when the current ones fall apart.
- Agency helps people move forward even when the destination isn't yet fully clear.

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Navigating Change with Improvement Cycles

Pre-Planned Change:

- The Plan-Do-Study-Adjust (PDSA) cycle provides a reliable and predictable approach to implementation.
- Iterative cycles encourage progress over perfection—building capacity for sustainable scaling.



Learn through the change.

Unexpected Change:

- The cycle becomes a sense-making tool: "What's happening? What do we try next?"
- Allows for adaptive decision-making based on real-time evidence.
- Helps build confidence that we can respond, not just react.

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Coherence Through Change

Lead with intention.
Design with hope.
Build systems that empower learners with tools to continue their journey.



Thank you



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