



WASHINGTON STATE
LEADERSHIP
A C A D E M Y

ESD Regional Workshop

Year 1

Workshop 2

Participant Handout Packet

**WASHINGTON STATE LEADERSHIP ACADEMY
YEAR 1 WORKSHOP 2
8:30 – 4:00**

8:00	Coffee and Breakfast Treats
8:30	Welcome/Introductions <i>Agenda, Norms and Goals for Today</i>
	Focusing Activity
	A WSLA District Assessment <i>A Team Processing Activity</i>
TBD	BREAK
	Teams Share
11:30—Noon	LUNCH
	A Regional Problem of Practice <i>Examining the Urgency and Leadership for the Work</i>
	Using a <i>Cycle of Inquiry</i> to develop a <i>Theory of Action</i>
1:45—2:00	BREAK
3:45	Homework/Clock Hours/Evaluation of the Day/Closure

**Norms:**

- Please help us start and end on time
- Please respect the views of others
- Please focus on what is happening here today
- Please silence cell phones
- Please close email: open during breaks only
- Please avoid side conversations
- Please maintain a cordial and collaborative tone

**Goals for the Day:**

- Understand the Leadership Actions/Behaviors needed for working successfully on the *Problem of Practice*
- Consider the urgency of the work for each student and begin to examine/evaluate the effectiveness of district systems aligned with student needs
- Learn about and begin to develop a POP *Theory of Action* to improve district systems and improve personal leadership skills
- Reflect on our own learning and consider and share personal and team “next steps”

TEAM TIME:

What steps does our WSLA team need to take this year to move our district forward on the WSLA Rubrics?

By the end of the discussion:

- Identify the three areas (**across strands**) that are the strengths of your team
- Identify the three areas (**across strands**) that are areas for growth

LEADERSHIP ACTIONS AND BEHAVIORS THAT ARE OUR STRENGTHS	LEADERSHIP AREAS AND BEHAVIORS WHERE GROWTH IS NEEDED
1.	1.
2.	2.
3.	3.

- Post on easel paper: discuss
- Coach debriefs with team: what coaching actions and behaviors would be most helpful in addressing the identified needs?

Personal Leadership:

You, as leaders, need to understand and be able to explain the relationship between your problem of practice and the improvement of student learning for ALL students.

OUR REGIONAL PROBLEM OF PRACTICE

How can we create and lead a system that ensures effective instruction for all students; integrates multiple initiatives; i.e., Common Core, TPEP, Smarter Balanced... and results in sustained high levels of learning?

In your teams, write a ONE to TWO sentence answer to the question:

"Why will addressing this particular Problem of Practice close the gap in student achievement in your district and improve learning for all students?"

TEAM WORK TIME**Discuss in district teams:**

- **What will we do to address each part of the POP?**

- **How do the strategies we are planning connect to the problems identified and the positive changes we hope to accomplish?**

- **What is our rationale for why we think these strategies will improve learning for staff and students?**

- **Will the strategies make curriculum more rigorous; change what students do; improve teaching? How will we know?**

Theory of Action **Assignment**

Between now and the next session, each team should develop a brief but thoughtful Theory of Action that lays out the strategies, with a rationale for each strategy, that they are planning to implement to tackle the *Region Problem of Practice*.

When developing a Theory of Action:

- Consider what it means to “take focused action” to solve the problem you have identified. Leaders intentionally ask questions about their leadership context such as:
 - Are we satisfied with our current results?
 - What are the results we hope to achieve?
 - What specific steps will we take to achieve the results we want?
 - What is our rationale for employing each of the strategies we hope to implement (why did we choose this particular strategy)?
 - How will you ensure the use of the selected strategies will move beyond this team to all participants/constituent groups in your district?
- Discuss this simple definition of a theory of action:
 - “Theory of Action: An articulated rationale for WHY a particular set of actions or strategies are likely to lead to the outcomes you seek”
- Discuss the basis for your strategies. A theory of action can be rooted in:
 - Research
 - Examples of good practice from other districts
 - Evidence you collect about your own practice over time
 - Professional intuition about “what is likely to work.”

ASSIGNMENT: As a team with your WSLA Coach, write a brief (two to three page) description of the strategies you intend to use, or are using, to work on The Regional Problem of Practice. Add this Theory of Action to your revised problem statement, and submit both to your coach and to your instructors **no later than two weeks prior to your next workshop**.