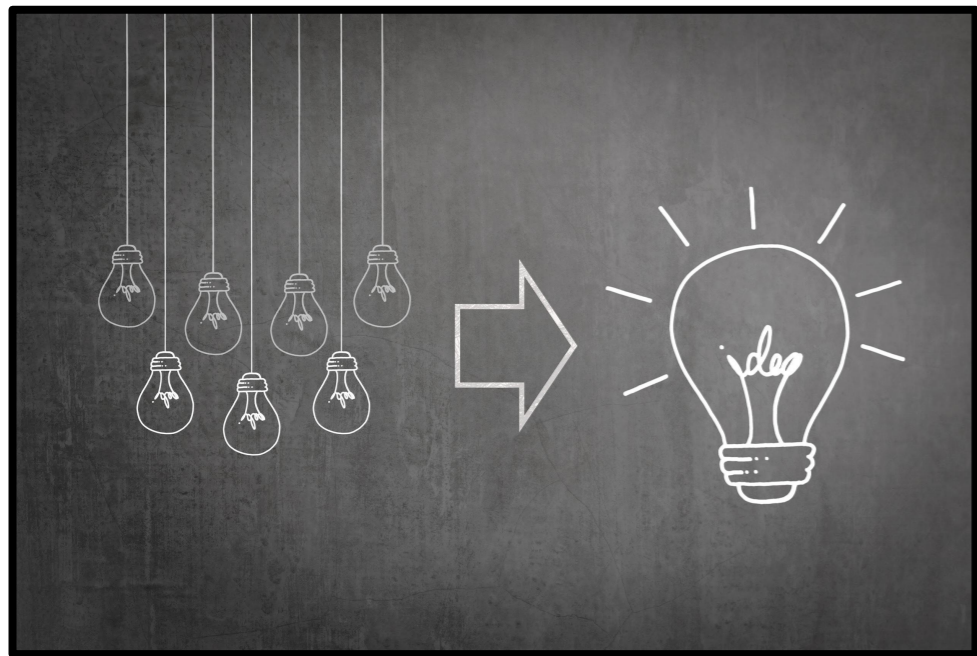**Welcome to our January Seminar!**

The Flow.

Friday | 4:30–7:00 p.m.

- Expansive Listening

- CEL Art Observation + Expertise

- Discourse I & Discourse II

Saturday | 9:00 a.m.–12:30 p.m.

- CEL Classroom Observations

- Sphere of Influence

- Helping Trios Consultancy Protocol

> When we begin listening to each other, and when we talk about things that matter to us, the world begins to change.
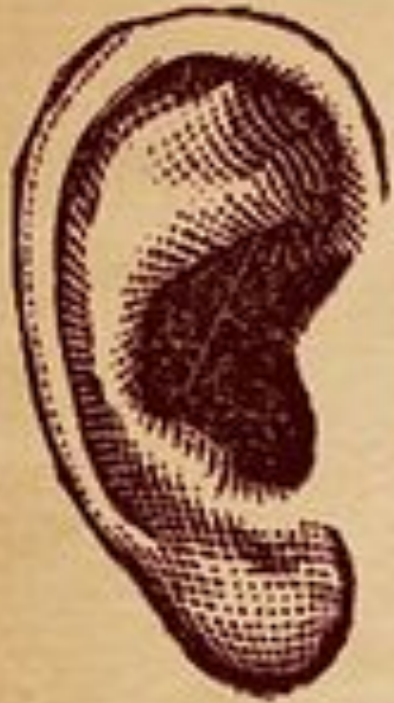>
> Everyone has the capacity to be able to figure out how to make a difference. Listening and talking to one another heals our divisions and makes us brave again.

Margaret Wheatley
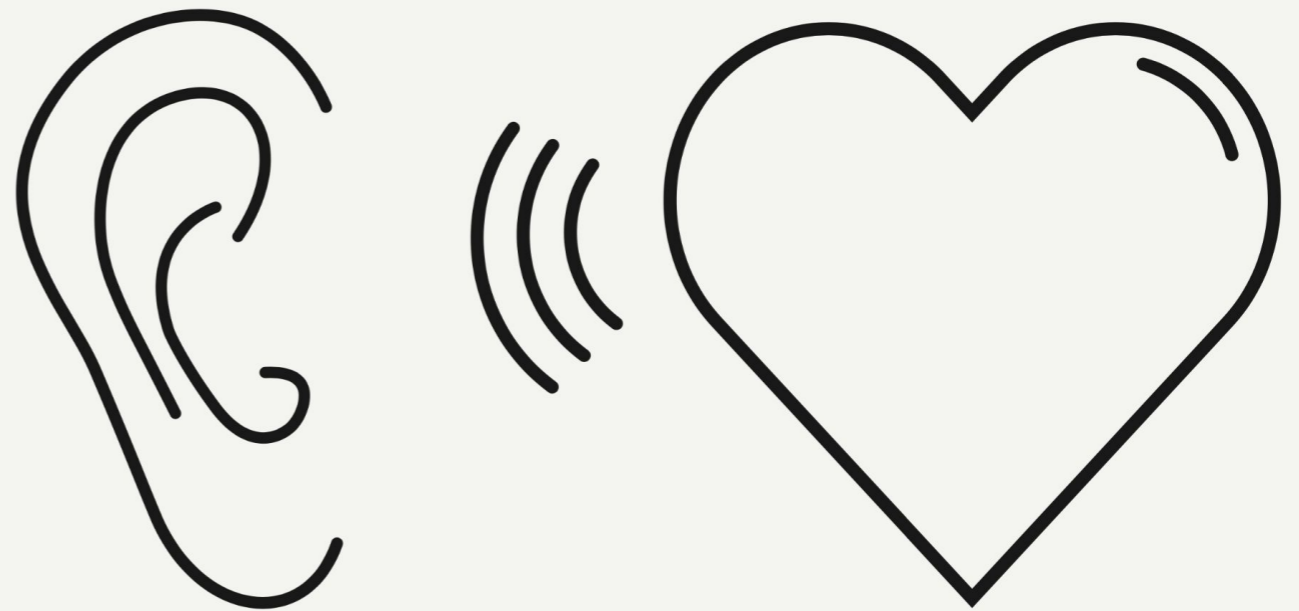
Listening as a Leadership Strategy

Expansive Listening

Listen through these ways of listening one at a time. Imagine that they are radio stations and flip through the channels, listening for what's available on each station.

Ways of Listening Listen...	Description
For the Big Picture	Listen for the whole, the interconnectedness, the intersection of systems; see the person and situation embedded within the many moving pieces; see the forest and the trees.
With Love	With an open heart, with the knowledge that your heart will not break and that it can hold the pain and suffering of many; to be present with and understand the humanity of the person who speaks.
For Pain	To acknowledge its presence, without trying to fix it; to hear the raw emotions under the story.
With Humility	In front of the emotion, the experience, the other person; before the task of listening and responding; with vulnerability.
With Curiosity	Without an attachment to how you think things should be right now, without conjuring up the past or clinging to notions of the future. Be willing to be surprised. Let go of assumptions.
With Compassion	Suspending judgment of ourselves and others, appreciating and accepting that everyone makes choices based on their knowledge and skills and what makes sense given their histories and worldview.
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With Hope	While being unattached to outcomes, but with deep conviction that transformational possibilities exist that we may not perceive.

Expansive Listening Dyads

- Something heavy I'm carrying into our time together this weekend.

- Something that's bringing me joy lately.

Community Agreements

Notice moments of discomfort & stay curious.	Listen fully-- with our ears, eyes & heart. Honor our norm of confidentiality, "What I say here, stays here."
Speak our truth without fear of blame or judgement. We acknowledge that speaking truth requires courage & vulnerability.	Remain open to the experience of the program and of each other. We acknowledge that all growth is rooted in our openness to discovery.

NATIONAL
EQUITY
PROJECT

Our Mission

The Center for Educational Leadership (CEL) is a nonprofit service arm of the University of Washington College of Education dedicated to eliminating the achievement gap that continues to divide our nation's children along the lines of race, class, language and disability.
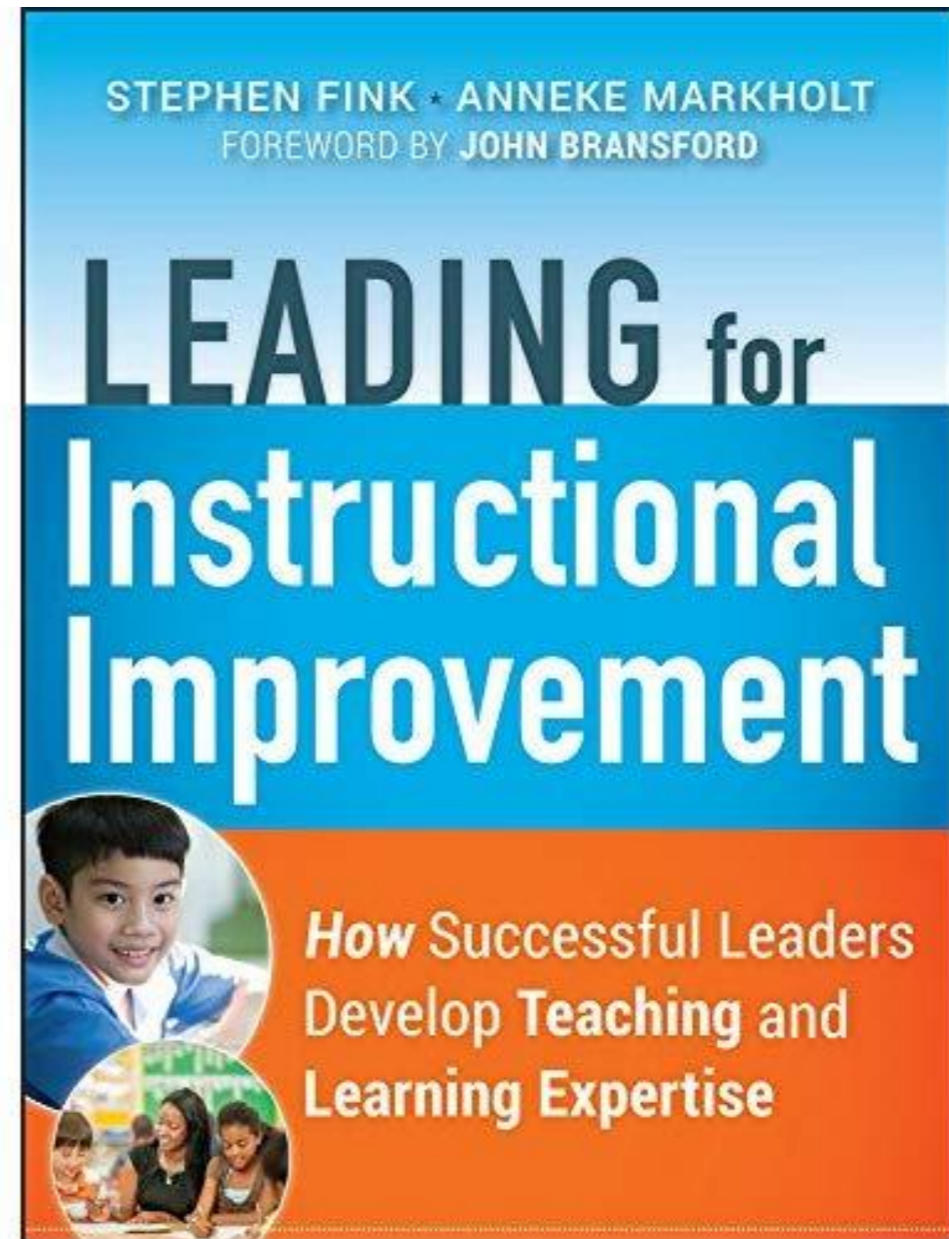
CEL Foundational Ideas

1. When students are not happy and proud they are not being provided the experiences they need.

1. Creating a school where students experience teaching and learning in powerful ways is sophisticated work.

1. To improve at sophisticated and complex work requires a culture of public practice and analysis.

1. Adults in school will only engage in public practice when the conditions are right.

1. Leaders set these conditions and reciprocal accountability is key.

1. Leaders cannot lead what they are not willing to learn.

Expertise

STEPHEN FINK ★ ANNEKE MARKHOLT
FOREWORD BY **JOHN BRANSFORD**

LEADING for Instructional Improvement

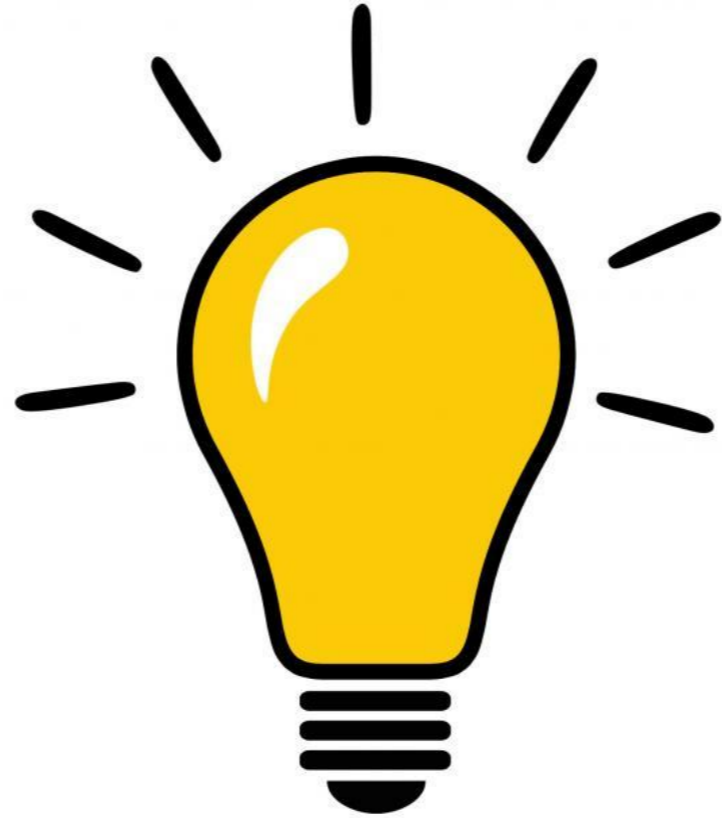**How** Successful Leaders Develop **Teaching** and **Learning Expertise**

Art Observation

What do you see?

What makes you say that?

What else do you see?

What was this process like for you?
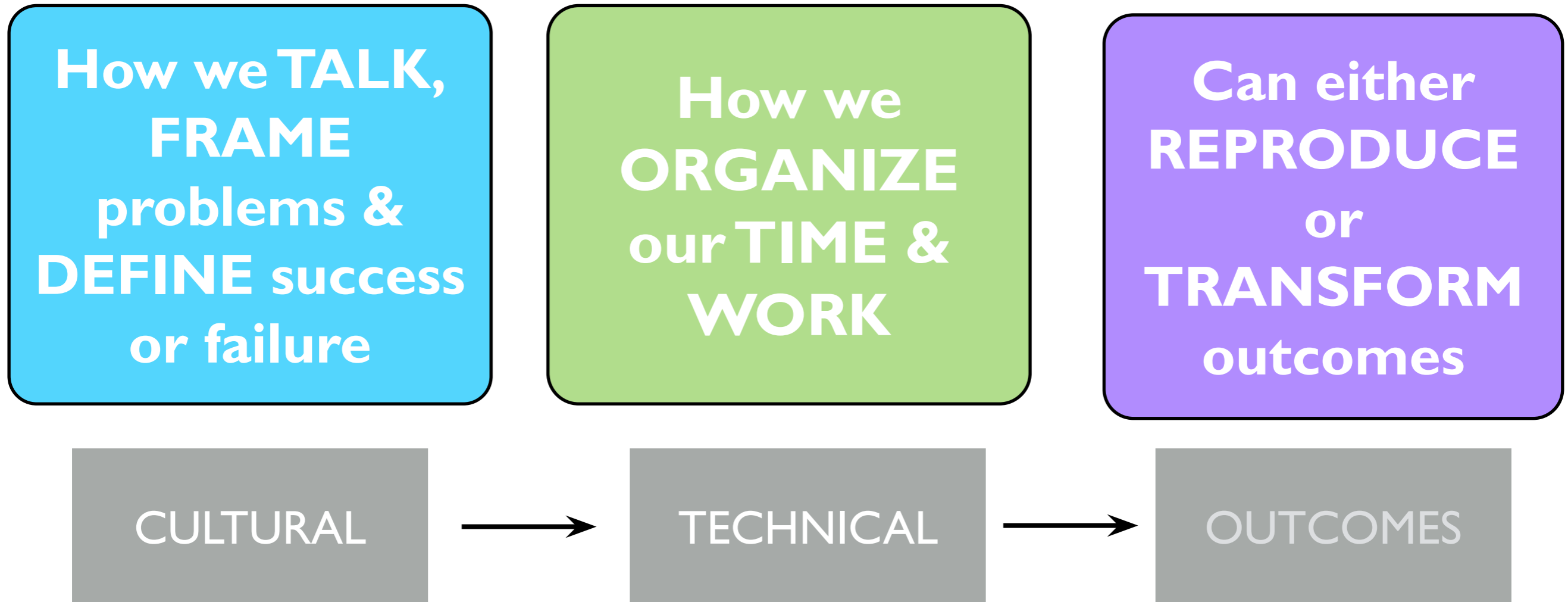
What surprised you?

What challenged you the most?

What expertise is

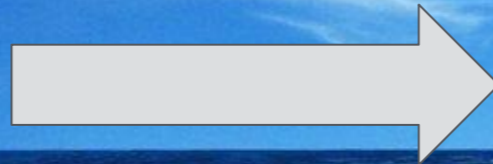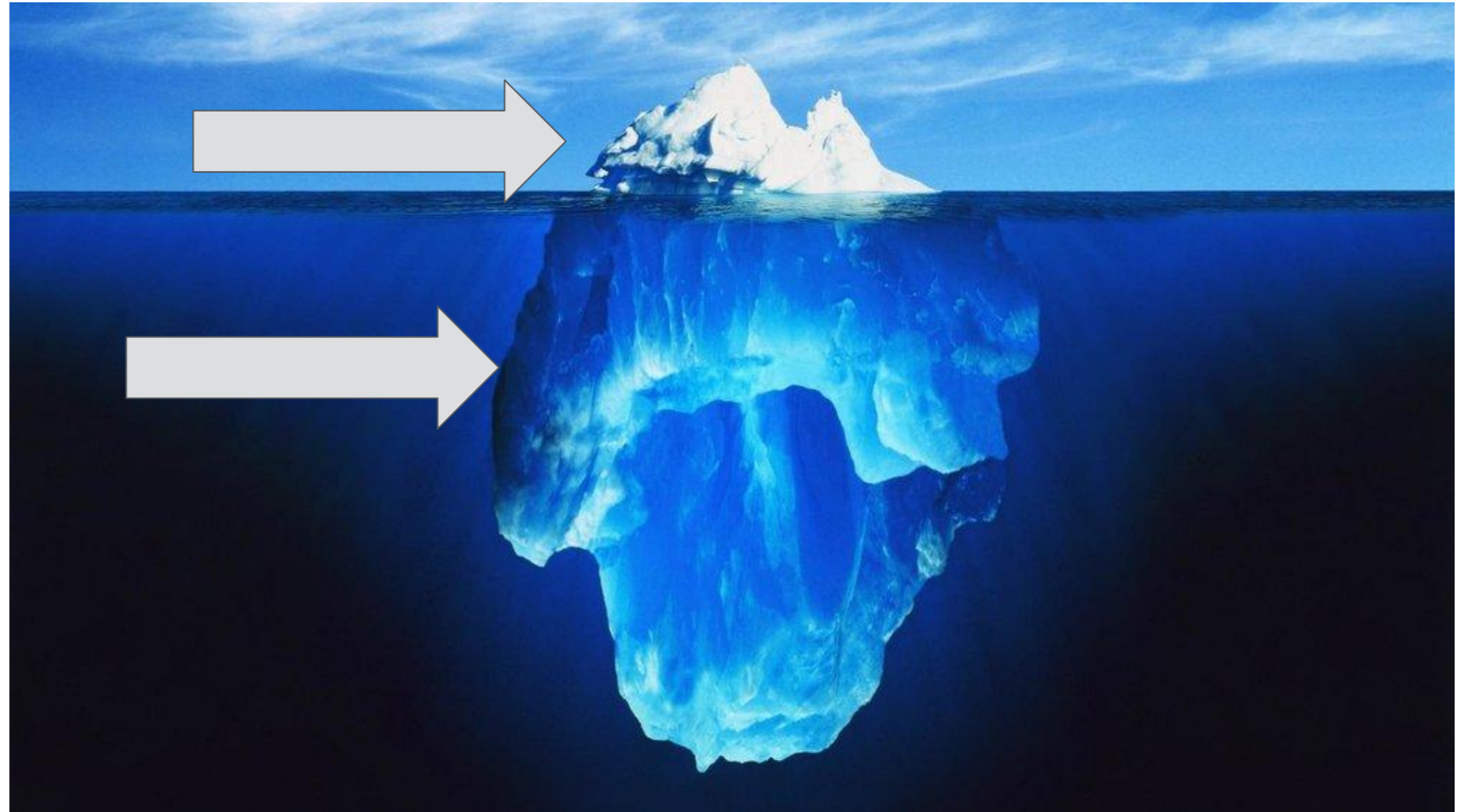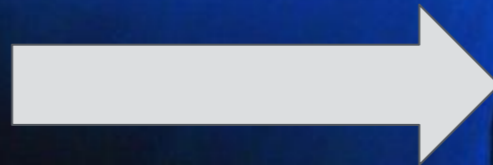# What is *discourse*?

How we TALK, FRAME problems & DEFINE success or failure

How we ORGANIZE our TIME & WORK

Can either REPRODUCE or TRANSFORM outcomes

CULTURAL → TECHNICAL → OUTCOMES

NATIONAL EQUITY PROJECT

DISCOURSE

MINDSETS & BELIEFS

1. **Select 2 sentences or phrases that are especially challenging or powerful in the text.**

1. **Connect with a group or partner to discuss.**

Changing the Discourse
Creating Cultures for Action and Accountability

Theory of Action: Our beliefs influence our actions, which can either reproduce OR transform results and outcomes.

Changing the Discourse has us think about:
- What are our fundamental beliefs?
- How do we define problems, successes, and failures?

Why re-examine Discourse? To:
- Shift the context, relationships and language within which we try to solve problems
- Calibrate what we mean by "equity" and "closing the achievement gap"
- Change our ideas about what constitutes action.

Language typically used to talk about, question, and plan the work of schools, change or reform.

DISCOURSE ONE ← → DISCOURSE TWO

Language that tends to be about uncomfortable, unequal, ineffective, prejudicial conditions in schools.

Discourse 1 deals with...	Discourse 2 deals with...
Singular Truths	Multiple Stories
Improving what exists	Changing something significant
Techniques, methods, & "best practices"	Learning & relationships
Symptoms	Causes
The way things are	What could be
Discipline and control	Alienation and resistance
Answers and Solutions	Dilemmas and Inquires
Ability and Merit	Privilege and Oppression
Reproduction	Transformation
The familiar	The uncomfortable
Limited time, ability, and resources	Getting started anyway

" Schools are a major part of society's institutional processes for maintaining a relatively stable system of inequality. They contribute to these results by active acceptance and utilization of a dominant set of values, norms and beliefs, which, while appearing to offer opportunities to all, actually support the success of a privileged minority and hinder the efforts and visions of a majority."

- Eugene Eubanks, Ralph Parish, and Dianne Smith
Changing the Discourse in Schools

National Equity Project

www.nationalequityproject.org

1. Share one of the sentences or phrases that you selected from the text as especially challenging or powerful.

1. What lived experiences have you had with either Discourse 1 or Discourse 2 framings of challenges in your own work and life context?

☼ **Changing the Discourse**
Creating Cultures for Action and Accountability

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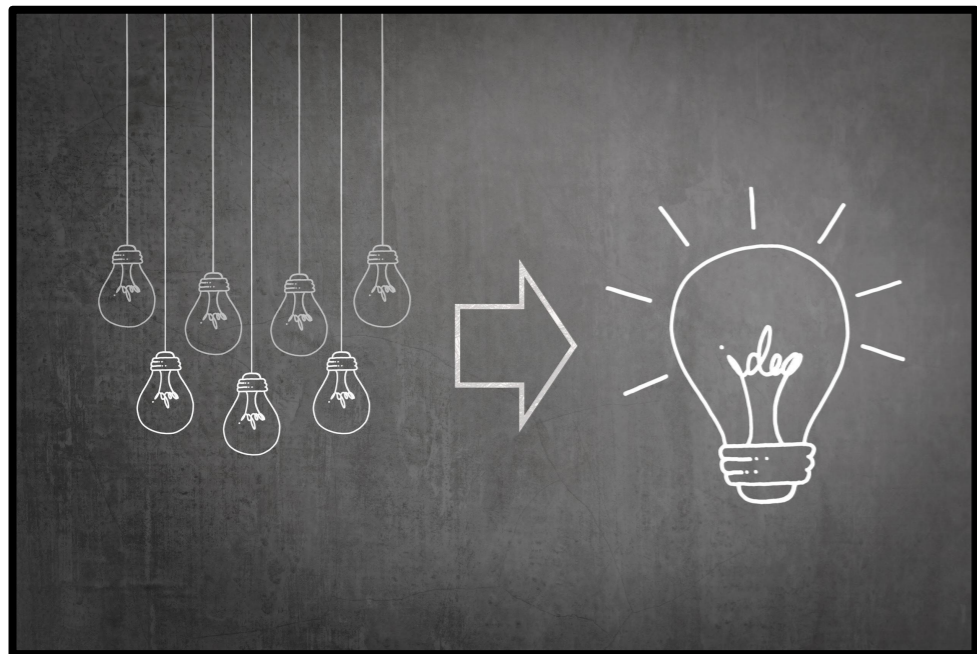Changing the Discourse in Schools

National Equity Project

www.nationalequityproject.org

"We don't see things as they are, we see things as we are."

The Talmud

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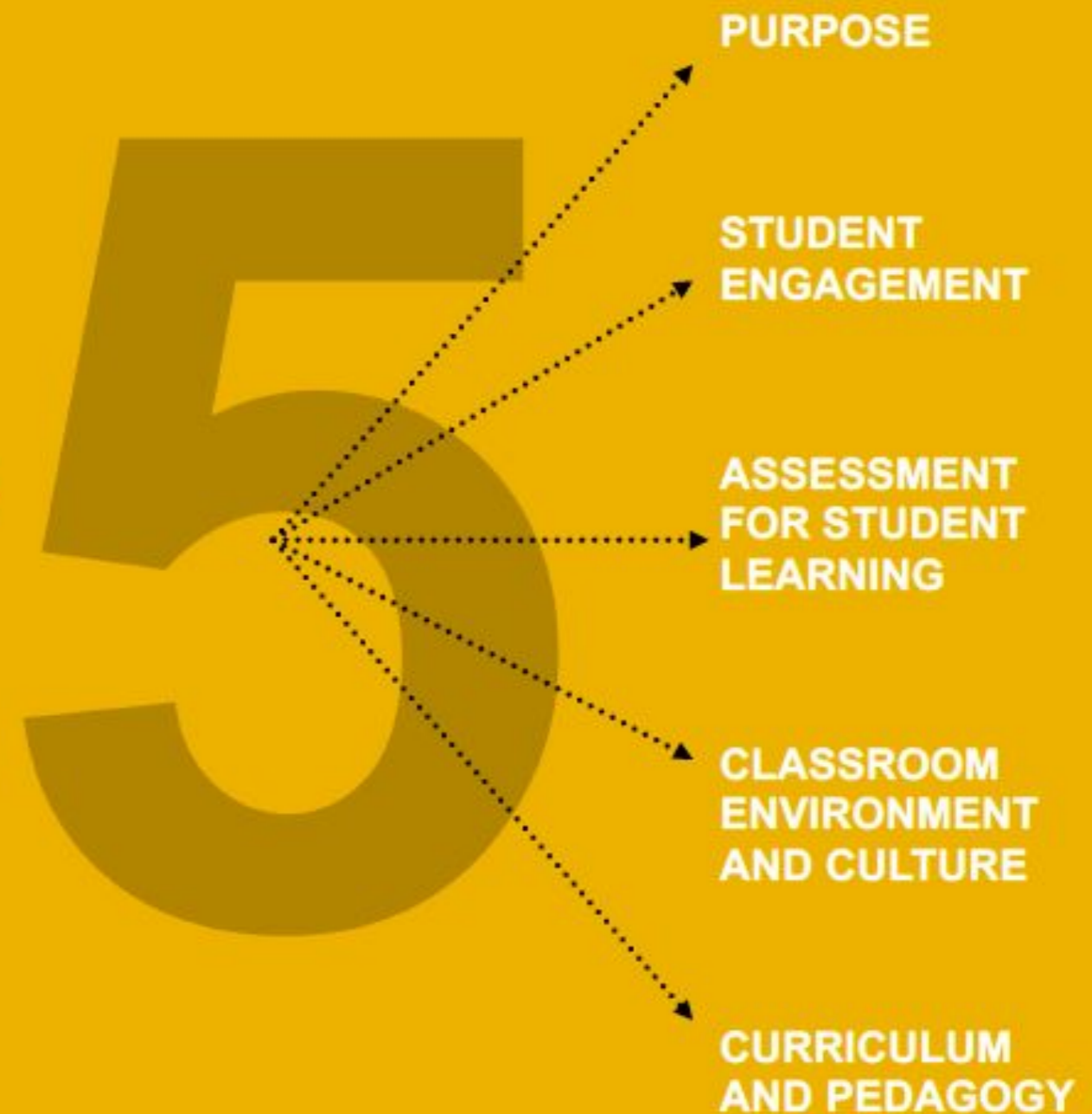
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With Hope	While being unattached to outcomes, but with deep conviction that transformational possibilities exist that we may not perceive.

A surprising insight or question that I'm

mulling over from last night's learning....

Instructional Anatomy

Our 5D instructional framework lays out a vision for high-quality teaching and aligns the work of instructional improvement across the school system. The framework organizes and defines the ideal characteristics of classroom instruction into five dimensions:
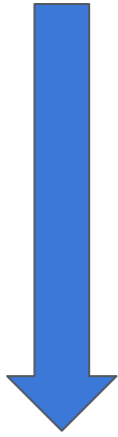
PURPOSE

STUDENT ENGAGEMENT

ASSESSMENT FOR STUDENT LEARNING

CLASSROOM ENVIRONMENT AND CULTURE

CURRICULUM AND PEDAGOGY

5 Dimensions of Teaching and Learning™

Instructional Framework Version 4.0

5D™	Subdimension	The Vision	Guiding Questions
Purpose	**Standards**	• The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. • The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s).	• How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? • How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.?
	Learning Target and Teaching Points	• The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. • The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. • The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s).	• What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? • Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? • How are the standard(s) and learning target communicated and made accessible to all students? • How do students communicate their understanding about what they are learning and why they are learning it? • How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? • How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?
Student Engagement	**Intellectual Work**	• Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). • Students take ownership of their learning to develop, test and refine their thinking.	• What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? • What does student talk reveal about the nature of students' thinking?
	Engagement Strategies	• Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. • Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.	• Where is the locus of control over learning in the classroom? • What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? • What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? • What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)?
	Talk	• Student talk reflects discipline-specific habits of thinking and ways of communicating. • Student talk embodies substantive and intellectual thinking.	• Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? • What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?

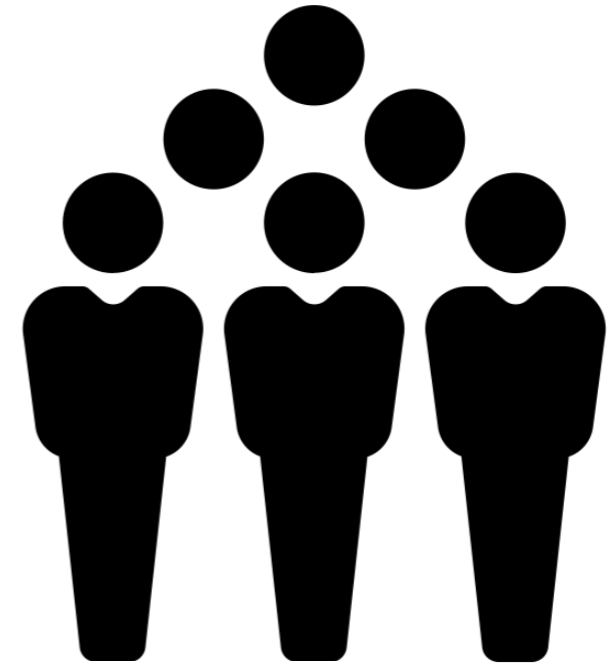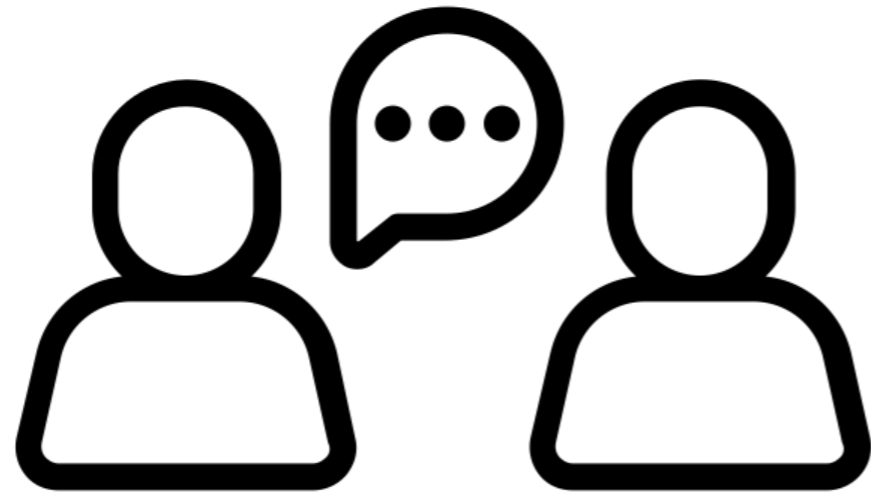| 5D™	Subdimension	The Vision	Guiding Questions
Curriculum & Pedagogy	**Curriculum**	• Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. • The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time.	• How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?) • How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards? • How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making? • What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge? • How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials? • How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?
	Teaching Approaches and/or Strategies	• The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. • Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. • The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs.	
	Scaffolds for Learning	• The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence.	
Assessment for Student Learning	**Assessment**	• Students assess their own learning in relation to the learning target. • The teacher creates multiple assessment opportunities and expects all students to demonstrate learning. • Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.). • The teacher uses observable systems and routines for recording and using student assessment data (e.g., charts, conferring records, portfolios, rubrics). • Assessment criteria, methods and purposes are transparent and match the learning target.	• How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment? • How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws? • How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking? • How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning? • How does the teacher's instruction reflect planning for assessment? • How does the teacher use multiple forms of assessment to inform instruction and decision-making? • How does the teacher adjust instruction based on in-the-moment assessment of student understanding?
	Adjustments	• The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students.	
Classroom Environment & Culture	**Use of Physical Environment**	• The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. • The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). • Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.).	• How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? • How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? • How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? • What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? • What do discourse and interactions reveal about what is valued in this classroom? • What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?
	Classroom Routines and Rituals	• Classroom systems and routines facilitate student responsibility, ownership and independence. • Available time is maximized in service of learning.	
	Classroom Culture	• Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning. • Classroom norms encourage risk-taking, collaboration and respect for thinking.	

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What do you see?

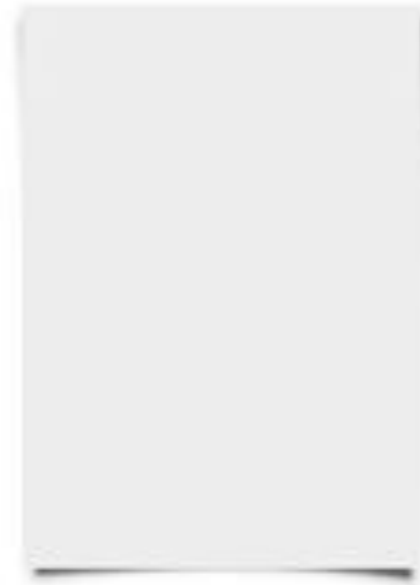# What do you notice?

What is your evidence?

What do you see & hear?
What is your evidence?
What do you wonder?

User Name: slundy@scoe.org

Password: TLP2023

What do you see & hear?

What is your evidence?

What do you wonder?

WATCH <mark>MINUTE 0:50-4:10</mark>

https://learn.teachingchannel.com/video/teaching-surface-area

What do you see & hear?

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What do you see?
What do you notice?
What is your evidence?

What was this process like for you?

What surprised you?

What challenged you the most?
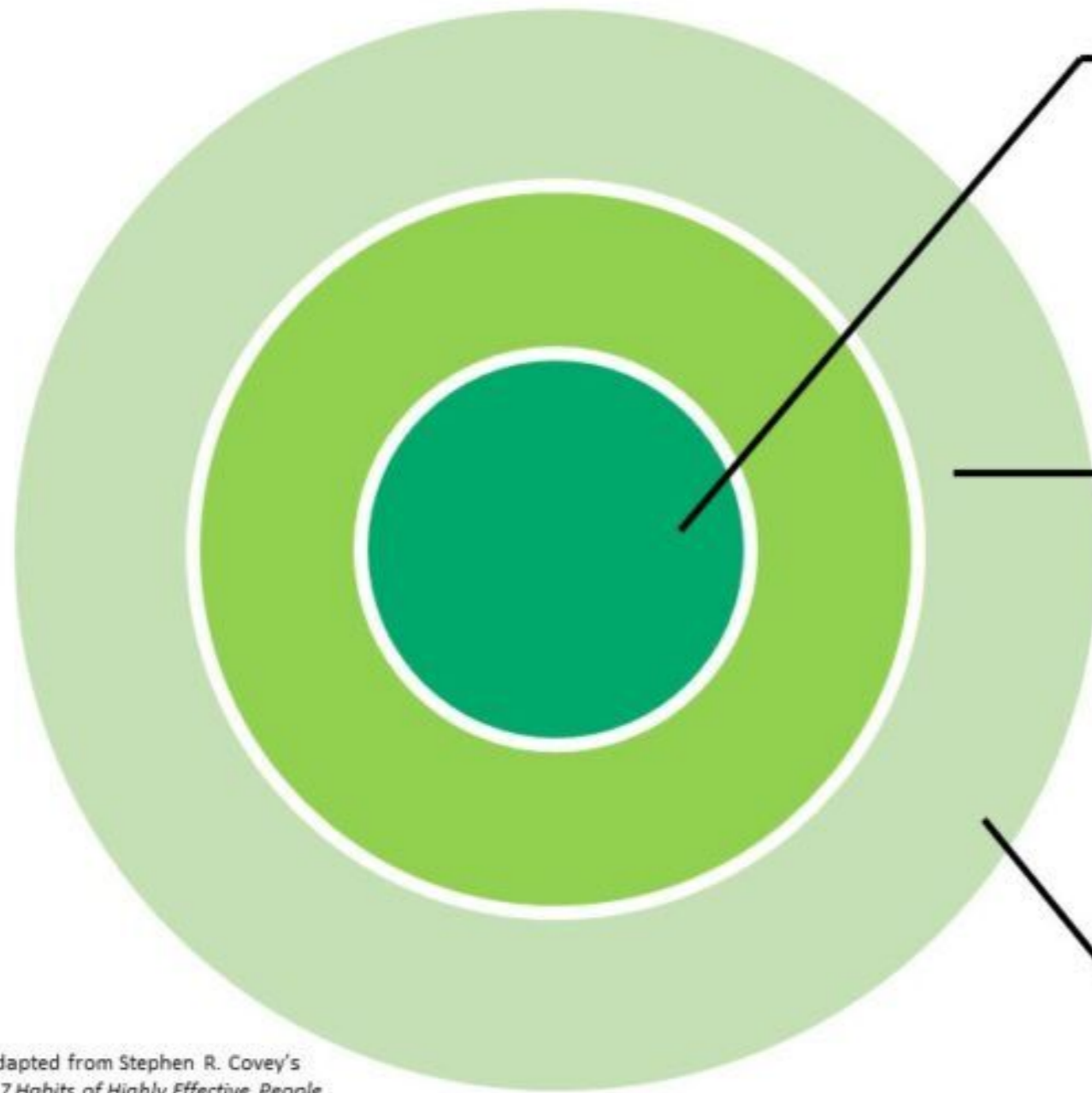
CIRCLE OF CONTROL:

What we can directly impact through our thoughts, words, and actions.

We have **complete control** over the outcome.

CIRCLE OF INFLUENCE:

Usually involves other people, ranging from family, friends, and colleagues to complete strangers ... or reviewers.

We do not have control over the eventual outcome ... but we *can* potentially influence the outcome through what we are able to control.

CIRCLE OF CONCERN:

Everything else: weather, politics, other people's behaviour, etc.

We have no control over the outcome.

Adapted from Stephen R. Covey's
The 7 Habits of Highly Effective People

Helping Trios Consultancy Protocol

Leadership Consultancy Protocol[1]

Purpose

To provide a structured process designed to help an individual think more expansively about a complex challenge or need they are experiencing as a leader in their current context. The consultancy process is intended to tap the deepest thinking of the group while avoiding the inclination to start out by "solving" the problem.

Procedure

1. Identify a "**speaker**" or the member of the group who will articulate an aspect of their work where they're struggling to apply a Discourse II mindset.

2. The other group participants will act as "**listeners**" who will consider the speaker's articulation of the leadership challenge and their current question in order to push the thinking of the group to a deeper understanding of the challenge.

The Protocol

1. The speaker has **3-4 minutes** to share their current thinking about a challenge or dilemma that is difficult to engage in Discourse II thinking and speaking about.

2. The listeners have **2 minutes** to ask clarifying questions of the speaker. Clarifying questions are specific and can be answered with brief, factual answers.

3. The listeners have **5 minutes** to discuss what they've heard in the speaker's articulation of the need or leadership challenge. During this time, the speaker is silent and listens to the best thinking of the group. The discussion between the group's listeners is intended to probe the thinking of the speaker in order to expand their current understanding of possible causes and perspectives about the challenge or need.

   Possible questions to frame the group discussion are:
   a. What **assumption** seems to underlie this articulation of the challenge or dilemma ?
   b. What didn't we hear that might also be relevant for understanding the challenge or dilemma.
   c. What **question** does this articulation of the challenge/dilemma raise for me?

4. The speaker has **2-3 minutes** to respond to the group's discussion of their leadership challenge.
   a. The speaker might refine their thinking and articulation of the challenge by using the frame:
      Having heard the comments and questions raised by the group, I now think...

5. Switch speakers until everyone in the group has had 12-15 minutes of the groups' consultancy/brain trust time.

A word or phrase that captures something I've learned or experienced this weekend....

BE BRAVE
ENOUGH
TO START
A CONVERSATION
THAT MATTERS.
—MARGARET WHEATLEY