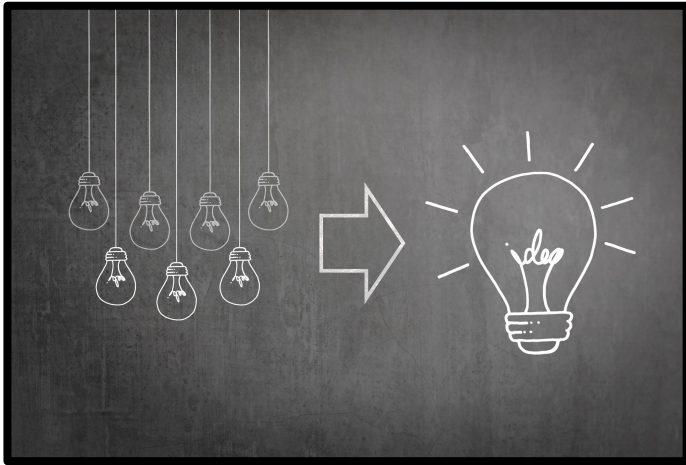




**Data Leadership Seminar 1**  
**October 14, 2023**

Welcome to our October Seminar!

## The Flow.



Saturday | 9:00 a.m.-12:00 p.m.

- Reconnecting as a Learning Community
- Exploring Types of Data
- Capstone Project

# Community Agreements

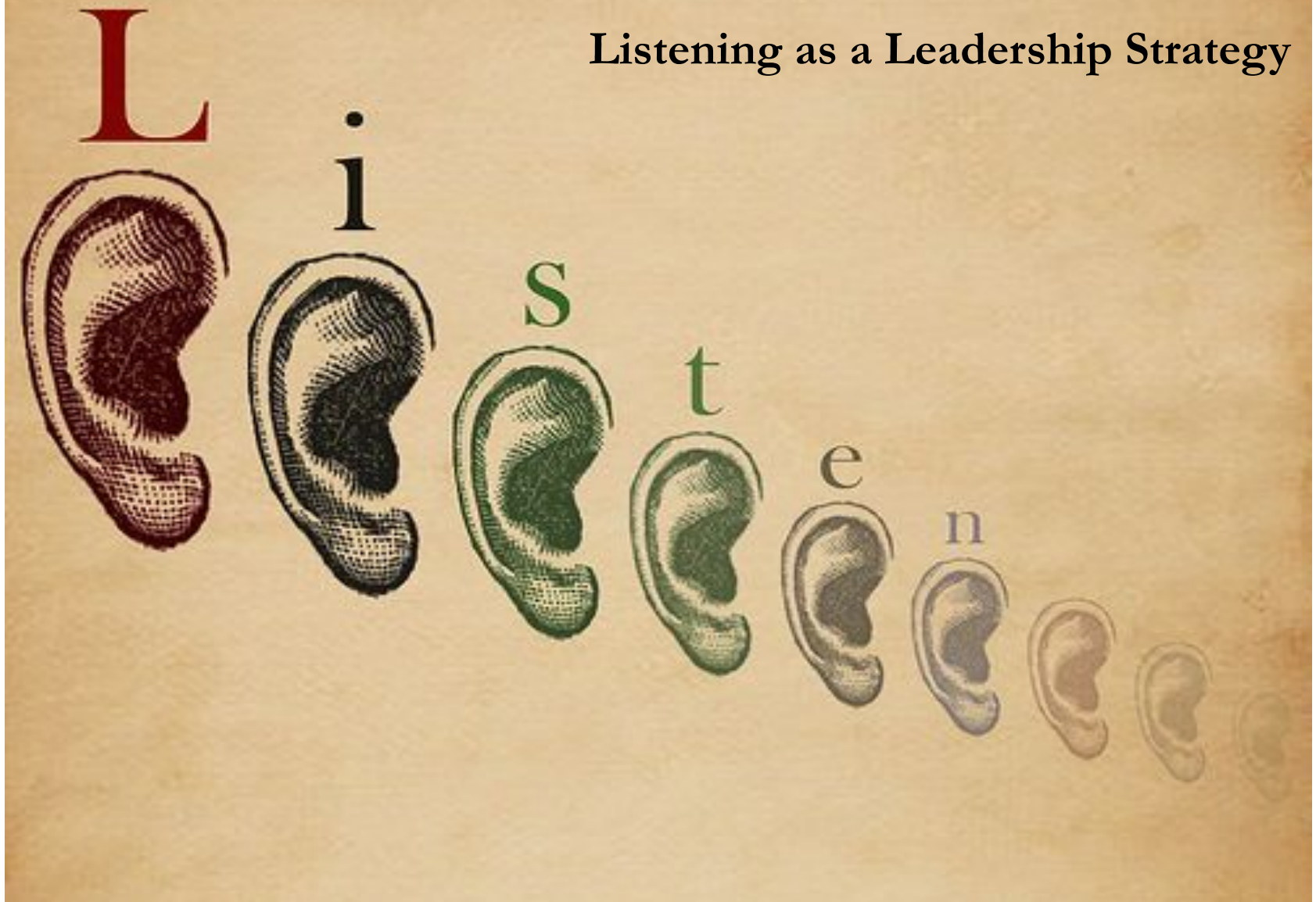
Notice moments of discomfort & stay curious.

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.

# Listening as a Leadership Strategy



# Openness to Discovery Scale



The Openness to Discovery Scale

How **OPEN**  
or **Closed**  
are You to  
Discovery?

+10	Implementing (planning actions, requesting support for follow up)
+9	Feeling and showing genuine enthusiasm about the possibilities
+8	Taking full responsibility for the issue and the results that were created
+7	Thinking out loud, making new associations about the issue
+6	Requesting information and examples about the issue from a place of wonder
+5	Listening generously for content (reflecting w/o interjecting your point of view)
+4	Expressing appreciation for the message and messenger regardless of delivery
+3	Openly wondering about the issue using your whole body
+2	Expressing genuine curiosity about the issue with your attitude and words
+1	Demonstrating open posture



	Villain	Victim	Hero
	Showing polite interest outwardly, inwardly clinging to your POV, rehearsing rebuttal	-1 Shrugging or slumping of shoulders; upturned palms	-1 Looking for someone who needs help or a mess that needs to be prevented or cleaned up
	Explaining how the person has misperceived the situation	-2 Explaining how hard and bad things are and how overwhelmed you've been	-2 Seeing how someone might get stuck or how it is or might be hard for them
	Interpreting what the person is saying as an attack	-3 Experiencing being pummeled and attacked	-3 Encouraging someone to see how things are all going to be okay or calming them down
	Justifying the way you are or acted the way you did	-4 Getting spacy, dizzy, and confused or stiff and tight	-4 Reacting to take unrequested action to help, including to ask someone if they want help
	Going silent, getting edgy, snappy or frustrated	-5 Sighing while you describe how hopeless your situation is	-5 Stepping back, letting others go first, and staying out of the limelight so others can shine
	Finding fault with the way the message was delivered	-6 Remembering other times the person has done this to you	-6 Worrying about what others will do on their own when you're gone
	Righteous indignation, demanding evidence in a hostile manner	-7 Expressing shock and dismay at how inconsiderate the other person is being	-7 Giving unsolicited help and assistance, making suggestions, giving tosses, and advice
	Blaming someone or something else	-8 Explaining how this is not your fault	-8 Noticing you're doing a lot and taking on more
	Attacking or threatening the messenger, verbally or otherwise	-9 Turning away, covering your eyes, moving back or dramatically collapsing	-9 Believing it all depends on you, knowing how lucky they are that you're here
	Creating uproar, making an abrupt departure	-10 Whining loudly that it's so unfair and wishing it would all go away	-10 Charging in to rescue the entire situation, clean up the mess, and save the world

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Becky Margiotta  
The Billions Institute

# Listening as Leadership Outcomes

**Reflection**

**Expression &  
Release of  
Emotion**

**Construction  
of New  
Meaning**

**Relationship  
Building &  
Forming  
Alliances**

**Taking  
Action**

**Developmental Process**



# Data Leadership Syllabus

[www.scoeteacherleadership.org](http://www.scoeteacherleadership.org)

**The Teacher Leadership Program**  
*In partnership with UC Davis Extension*  
**Data Leadership**

2023-24 Seminar SCHEDULE			
Session	Dates	Location	Times
Session I	Saturday, October 14 <sup>th</sup>	Virtual	9:00 a.m. -12:00 p.m.
Session II	Saturday, December 11 <sup>th</sup>	Virtual	9:00 a.m. -12:00 p.m.
Session III	Saturday, January 20 <sup>th</sup>	Virtual	9:00 a.m. -12:00 p.m.

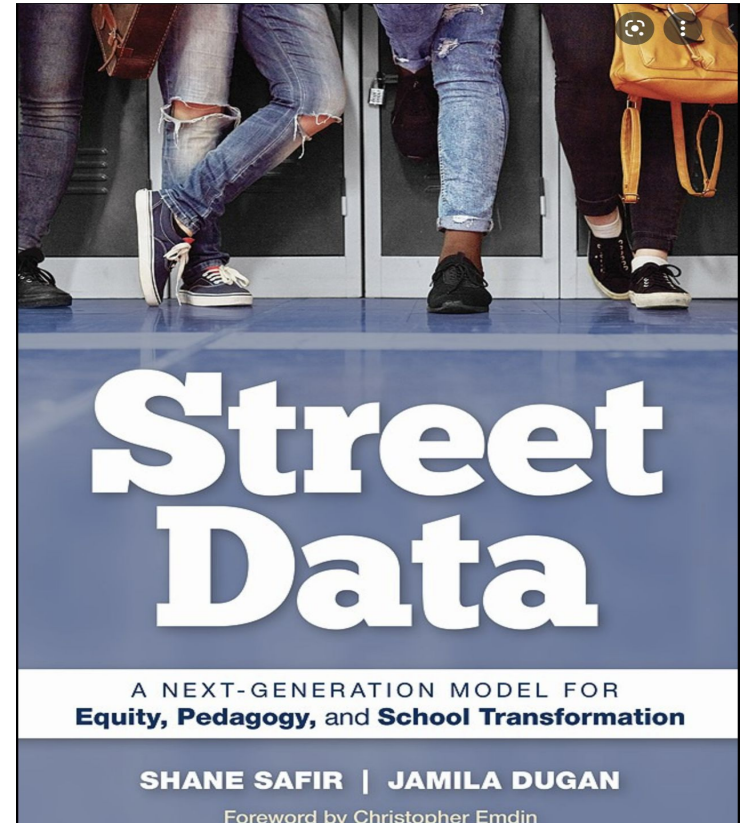
**ATTENDANCE:**  
Punctual attendance & full participation in every learning session is a critical expectation for the successful completion of the Teacher Leadership Certificate. The program's constructivist & collaborative learning model relies upon the expertise of the cohort and generates new learning through thought-partnerships between participants. If you are unable to attend a class session due to unforeseen or unavoidable personal circumstances, please email the program coordinator immediately & make alternative learning arrangements.

TEACHER LEADERSHIP CERTIFICATE PROGRAM VISION
<ul style="list-style-type: none"><li>◆ As teachers develop in their practice, they often assume informal and formal leadership roles in schools. The range of skills required to meaningfully contribute to school change efforts are often distinct from the knowledge and skills required in the classroom.</li><li>◆ The Teacher Leadership Program provides experienced teachers a series of four practiced-based courses that develop the knowledge and skills required to provide effective instructional leadership in their schools and districts.</li><li>◆ The program is specifically designed to meet the professional growth needs of K-12 teachers with three or more years of classroom experience that consistently play informal or formal leadership roles in their school or district context. The Teacher Leadership Program emphasizes learning experiences and outcomes that will support equitable student learning opportunities and contribute to robust professional learning cultures among faculty and staff in Sonoma County schools.</li></ul>

# Exploring Types of Data

Explore the explanation of 3 levels of Data as articulated in the text:

- Satellite Data
- Map Data
- Street Data







## Satellite Data

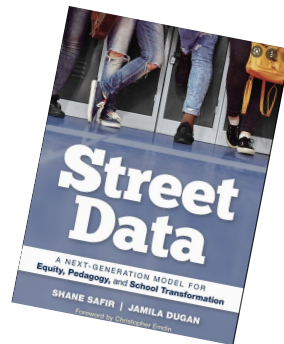
### Level 1

- ❑ Large Grain Size
- ❑ Illuminates patterns of achievement, equity, teacher quality & retention
- ❑ Point us in a general direction for further investigation

**“Satellite Data”** hover far above the classroom and tell an important but incomplete story of equity: Satellite data encompass broad-brush quantitative measures like test scores, attendance patterns, and graduation rates, as well as adult indicators like teacher retention, principal attrition, and parent participation rates.

While satellite data can illuminate trends and point our attention toward underserved groups of students, they have a few fatal flaws. First, they are often lagging, falling into educators’ hands long after they have lost their utility to inform instructional and resource decisions. Second, they give policymakers and system leaders the platform and credibility (unwarranted, I would argue) to make sweeping decisions without being close to the locus of learning- the classroom.

Finally and perhaps most problematically, satellite data serve to reinforce implicit biases and deficit thinking about African American, Latinx, Indigenous students, students with diverse abilities, and other historically marginalized learners. They project a single story about "under-performance" rather than illuminating the complexity of learning and the tremendous assets that every child brings. By attempting to distill the kaleidoscopic process of learning into a metric and promoting a narrow discourse of achievement, satellite data contribute to a long, racist history of insinuating that students of color have lower intellectual capacity rather than differential access to opportunity.



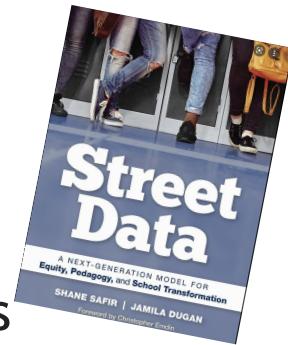


## Map Data Level 2

- ❑ Medium Grain Size
- ❑ Helps us to identify reading, math and other student skill gaps (e.g. decoding, fluency, fractions) or instructional skill gaps
- ❑ Point us in a slightly more focused direction for further investigation

**Map Data** hover closer to the ground, providing a GPS of social-emotional, cultural, and learning trends within a school community. Map data include literacy levels gathered through "running records," where teachers listen to and code students reading aloud, rubric scores on common assessments, and surveys that reveal student, parent, or staff perception and satisfaction levels.

While Level 2 data paint a slightly richer picture, they still lack the specificity required to transform instructional and leadership decisions and the *humanity* needed to shape an equity-driven change process.



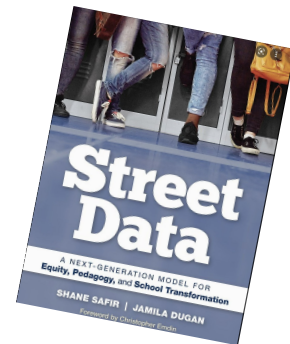


## Street Data Level 3

- ❑ Fine Grain Size & Ubiquitous
- ❑ Helps us understand students, staff and parent experiences. Help us understand specific misconceptions and mindsets.
- ❑ Requires focused listening and observation. Informs and shapes our next moves.

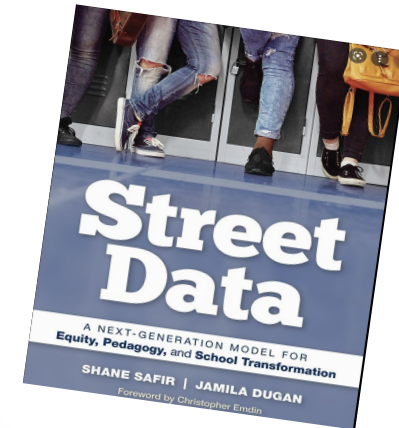
“Street Data” take us down to the ground to observe, listen to, and gather artifacts from the lived experiences of stakeholders.

Street data are the qualitative and experiential data that emerges at eye level and on lower frequencies when we train our brains to discern it. These data are asset based, building on the tenets of culturally responsive education by helping educators look for what's *right* in our students, schools, and communities instead of seeking out what's *wrong*.



Street data help us reveal what's getting in the way of student or adult learning, illuminate where the learner is in relationship to a holistic set of goals, and determine what might come next

# Examples of Street Data

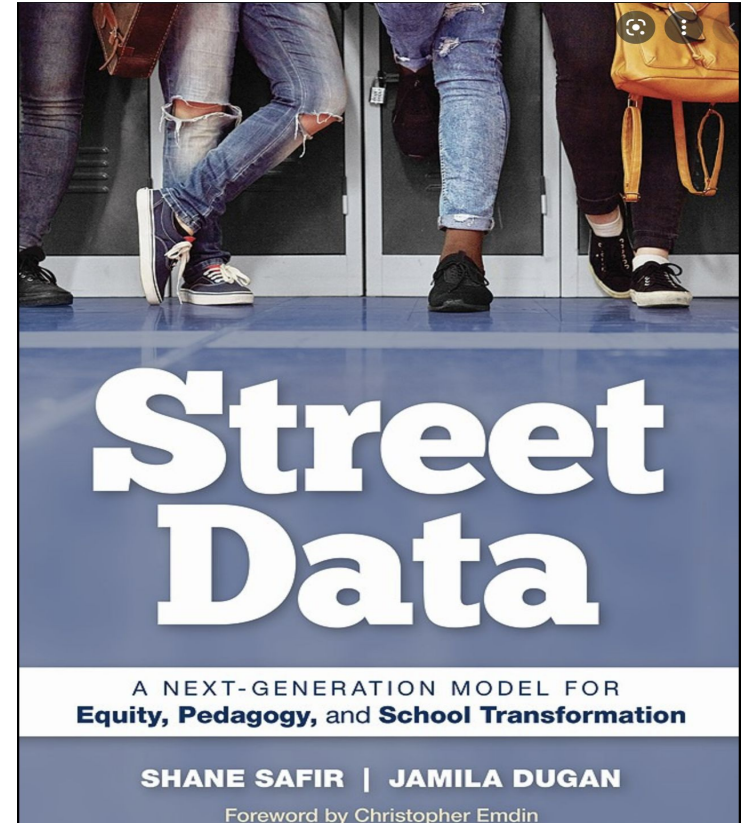


**TABLE 3.1** Types of Street Data

<b>Artifacts</b>	<b>Stories/Narratives</b>	<b>Observations</b>
<p><i>Anything created by human beings that yields information or insight into the culture and/or society of its creator and users</i></p>	<p><i>The oral and sometimes written transmission of stories, histories, lessons, and other knowledge to maintain a historical record and sustain cultures and identities</i></p>	<p><i>The study of human behavior, including micro-interactions, micro-pedagogies, and micro-facilitation moves with a keen focus on nonverbal as well as verbal communication</i></p>
<ul style="list-style-type: none"> <li>• Student work</li> <li>• Video of a performance-based assessment</li> <li>• Audio recording of a student-to-student discussion</li> <li>• Teacher-designed task</li> <li>• Professional-learning agenda</li> <li>• Instructional-coaching conversation plan</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy interviews</li> <li>• Focal student case study</li> <li>• Oral histories</li> <li>• Identity maps</li> <li>• Writing journals</li> <li>• Staff meeting comment cards</li> <li>• Listening-campaign quotes</li> </ul>	<ul style="list-style-type: none"> <li>• Equity participation tracker (tally by race, gender, ELL status, etc.)</li> <li>• Nonverbal observation transcript</li> <li>• Meeting observation notes</li> <li>• Instructional coaching transcript</li> <li>• Sketch of classroom walls</li> </ul>

# Exploring Types of Data

- Satellite Data
  - Map Data
  - Street Data
1. Which of these type(s) of data are relied upon most commonly in your school and/or district?
  2. Can you think of specific examples of how one or more of these data categories is used in your district/school currently?





# Capstone Project Purpose

Apply key concepts & experiences from our teacher leadership program to address a complex **problem of practice** or educational challenge in your context.

# Identifying & Developing a Problem of Practice

1. Articulate a **need or problem** that you might like to focus on for your capstone project.
2. Articulate the most **important question** you're currently asking yourself about your possible approach to this need or problem.

# Capstone Project Consultancy Protocol

## Developing a Problem Consultancy Protocol<sup>1</sup>

### 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 provoke deeper thinking in the speaker while avoiding the inclination to start out by "solving" the problem.

### Procedure

1. Each partner will take turns as the "speaker".
  - a. The speaker takes 5 minutes to share their current "rough draft" articulation of a problem of practice, challenge or need.
  - b. The speaker then shares the most **important question** you're currently asking yourself about your possible approach to this need or problem.
2. Each partner will take turns as the "listener". The listener will consider the speaker's articulation of the leadership challenge and current question in order to support your thinking and prompt a deeper understanding of the challenge.

The listener might ask any of the following questions to prompt deeper thinking:

  - a. I heard you say that you would like to focus on \_\_\_\_\_ because \_\_\_\_\_.
  - b. What's the connection between \_\_\_\_\_ & \_\_\_\_\_?
  - c. What's your hunch about \_\_\_\_\_?
  - d. What are you most concerned about?
  - e. One question that your articulation of the problem raises for me is....
  - f. One assumption that seems to be part of the problem is.....

<sup>1</sup> Adapted from the National School Reform Faculty | [www.nsrffharmony.org](http://www.nsrffharmony.org)





# BRAVE SPACE

Micky Scottbey Jones

Together we will create “brave” space  
Because there is no such thing as a “safe  
space”

We exist in the real world. We all carry scars  
and we have all caused wounds. In this space  
We seek to turn down the volume of the  
outside world. We amplify voices that fight to  
be heard elsewhere.

We call each other to more truth and love We  
have the right to start somewhere and  
continue to grow. We have the responsibility  
to examine what we think we know.

We will not be perfect. This space will not be  
perfect. It will not always be what we wish it to  
be But It will be our *necessary space together,*  
*And We will work on it side by side.*