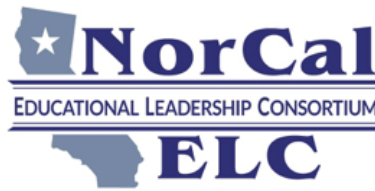


Resource Page - NorCal ELC - LCA Y2-S3

November 8, 2021

3:00-5:00



Recorded Session

- [LINK](#) to recording
- Passcode: !D+1V9c?

Essential Question

How do we collectively transform education to improve access, opportunity and inclusion, especially for students who are historically underserved, so that they can thrive?

Guiding Question

What are my strengths as an equity-minded transformational leader and what does my team need from me in this role to move our work forward?

Outcomes for today's meeting

- Understand core competencies of effective leaders of teams
- Reflect on your strengths as an equity-minded leader of your team and identify areas of growth or development
- Explore next steps for your team and its PoP
- Continue to build our professional learning network
- Connect to ***The Art of Coaching Teams*** as a resource for you as a coaching leader

Tech Norms	Collaborative Norms
• Session is being recorded • Full Names on your Zoom screen • Chat function when asked • Video ON - preferred • Microphone MUTED • Resource Page as a guide • Reactions encouraged	• Operate with grace • Be present • Push self as learner ◦ Individually ◦ Collectively • Take an inquiry stance • Communicate clearly and concisely

Leadership Coach Small Group Break Out: Inclusive Opener and Leadership Discussion

Inclusive Opener (10 mins)

At October's LCA 2 Session, for the Optimistic Closure, you captured in writing your response to the following question:

- As a leader, what is one action you want to take / pay attention to with regards to your leadership in equity and transformational work?

Instructions

- Reflect on your action. What was the impact/ result / outcome of your leadership action?
- Share.

Making Our Learning & Work Public (25 mins Total)

Outcomes

- Reflect on status of Team PLC's learning and work to inform next steps for equity-centered PoP
- Reflect on leadership and group facilitation as a Team Lead

Facilitation notes: Please make sure that every Team Lead has the opportunity to share.

Process

1. Individually Reflect using the following questions **(2 mins)**
 - a. Where is your Team with your PoP in the process of Improvement Science?
 - b. Where is equity living in your learning and work as a Team with your PoP?
 - c. What are you learning about leadership through this process of facilitating your Team?
2. In a go-around, take **1 minute** each of uninterrupted air time to share your reflections.
3. Discuss: What did we hear? What does it make us think? What do we wonder? in no particular order

[Team PoPs](#) located here

Core Competencies Self-Assessment

Outcome

- Understand core competencies of effective equity-minded leaders of teams
- To establish a baseline data-set of our individual and collective leadership strengths in our network of practice

Process

1. Take **10 minutes** to complete the self-assessment, found [here](#).
2. Take **5 minutes** to review your data in your email and be prepared to share some of your reflections about your strengths and areas of growth with a small group.

Microlab Protocol

Outcome

- Reflect on the self-assessment
- Use active listening skills in a small group, addressing a specific sequence of questions in a structured format

Ground Rules

- Speaker has the floor for entire **2 minutes** to respond
- Other 2 members of triad listen only, no responding
- When the time is up (broadcasted to all BoRs), speaker finishes their thought and next speaker begins their **2 minute** response
- Repeat process through last speaker
- If speaker doesn't fill entire response time, sit in silence for the remainder of the time (something could "bubble up" for the speaker)

Process

A series of 3 questions will guide your triad. ***The questions are designed to increase reflection and risk.***

- In the **Main Room**, the first question will be posed.
- In **BoRs**,
 - Introduce yourselves and identify who will be A, B, C speakers.
 - Each person will have **2 minutes** to respond to the first question posed when it is their turn.
While the person is speaking, the other two in the group will simply listen.
 - When the time is up, the next person speaks, and so on.
 - Emphasize the importance of honoring time: both bringing responses to a close when time is called and allowing for silence when a responder does not fill their time.
- When time is called, you'll return to the **Main Room** where the second question will be posed.
- In the same **BoRs**,
 - Each person will have **2 minutes** to respond to the second question posed when it is their turn.
While the person is speaking, the other two in the group will simply listen.
 - When the time is up, the next person speaks, and so on.
 - Again, emphasize the importance of honoring time.
- When time is called, you'll return to the **Main Room** where the third and last question will be posed
- In the same **BoRs**,
 - Each person will have **2 minutes** to respond to the third question posed when it is their turn.
While the person is speaking, the other two in the group will simply listen.
 - When the time is up, the next person speaks, and so on.
 - Again, emphasize the importance of honoring time.
- Debrief
 - What did you hear that was significant? What key ideas or insights were shared?
 - As a leader, when might you use this protocol?

Round 1 Question

Given your responses to the survey, what domains do you see as strengths of your leadership work?

Share some of your experience that has led you to these strengths.

Round 2 Question

Given your responses to the survey, what domains do you see as areas where you'd like to grow?

How might growing in these areas be important for you and for your Team?

Round 3 Question

What does your team need from you as their Team Lead in order to interrupt inequities?

Debrief

- What did you hear that was significant? What key ideas or insights were shared?
- As a leader, when might you use this protocol?

Leadership Coach Small Group Break Out: Reflections and Next Steps

Outcomes

- Reflect on Team's PoP learning and progress to plan for Team next steps in Improvement Science
- Reflect and identify learning or support needed to facilitate and move your Team PLC forward

Facilitation notes: Please make sure that every Team Lead has the opportunity to share.

Process

1. Individually Reflect
 - a. Given the work your Team did at Regional PLC #2 and your reflections on equity-minded leadership facilitation, what are your next steps?
2. In a go-around, everyone share one thought re: your next steps.
 - a. Discuss.
3. What learning or supports do you need between now and PLC #3 on November 29th?
 - Discuss.

NorCal Coaching Teams

Carver • Bogdan • <i>Cassinelli</i> • Manning • Ruley • Van Sickle • Wharton	McKenzie • Blunt • Carter • <i>Keeler</i> • <i>King</i> • Snowden • Spencer	Richards • Alexich • Gambrel • German-Howe • Giraud • Lee • <i>Wood</i>
Shepherd • Ayon • Coombe • Greco • <i>Kermen</i> • Krulder • <i>McKay</i> • <i>Wilson</i>	Southwick • Dupras • Gantenbein • Klimek • <i>McDaniel / Gerry</i> • Nordstrom • Pietak	Spencer (Smart) • Benz • <i>Ortiz</i> • Sigel • <i>Spangler</i> • Turri • Valim
Tyler • Burton • Chang • <i>Kitchen</i> • <i>Massa</i> • <i>Nielsen</i>		

PLC Team Improvement Science Pathways

Essential Question:

- How do we collectively transform education to improve access, opportunity and inclusion, especially for students who are historically underserved, so that they can thrive?

Equity Lasik:

- Where does equity live in our PoP? What does equity look like and sound like in our PoP?

Improvement Science Pathway	For Your Team If...	Outcome/s: Process & Product
<u>PoP</u> <i>As a Team, have we developed a concise and shared understanding of our PoP?</i>	continued clarity about Improvement Science is needed your Team's PoP is too big to tackle you need to make your PoP actionable you would like outside facilitation from Abeo to get started	equity clarity and consensus amongst our Team about our PoP manageable, actionable and concrete PoP Product Succinctly-Articulated PoP Statement
<u>Refine Equity-Centered PoP</u> <i>As a Team, have we developed a PoP that interrupts inequities?</i>	your Team's PoP is not equity-centered you need a shared understanding of equity to make your PoP equity-centered	equity clarity and consensus amongst our Team about our PoP being equity-centered Product Succinctly-Articulated Equity-Centered PoP Statement
<u>Root Causes</u> <i>As a Team, have we identified the root causes of our PoP?</i>	your Team needs to identify root causes of your PoP your Team needs to identify possible changes for improvement	develop a shared "good enough" understanding of the root causes of our PoP Product Fishbone Diagram OR Other Root Cause Analysis Tool
<u>Develop a Theory of Action (ToA)</u> <i>As a Team, do we have a hypothesis about what will happen when a set of strategies is implemented.</i>	your Team needs to identify drivers that can lead to change your Team needs to articulate what will be different as a result of changes that lead to improvement your Team needs to understand and develop a Theory of Action related to the root causes	develop a shared "good enough" understanding of the drivers that can lead to change Products Drivers Diagram Theory of Action Statement
<u>Identify a Small Test of Change</u> <i>As a Team, have we identified a change we can make that will</i>	your Team needs to revisit your Theory of Action to come to agreement on your Small Test of Change	begin to design our small test of change.

result in an improvement?		Winter Institute Benchmark Product PDSA Outcome Statement
Engage in a PDSA Cycle <u>PLAN</u> <i>As a Team, have we identified an objective for our Small Test of Change with clarity re: who, what, where and when for our cycle? Do we know what data we'll collect during our cycle?</i>	your Team has an objective your Team has made predictions re: outcome of your Small Test of Change your Team has identified the who, what, where, when for your cycle your Team has a plan for data collection	identify the who, what, where, when of our cycle predictions made for outcome with a plan for data collection Winter Institute Benchmark Product Clear Plan for Implementation Clear Plan for Data Collection
Engage in a PDSA Cycle <u>DO</u> <i>As a Team, are we ready to carry out our plan? Are we prepared to document observations and record data?</i>	your Team is ready to carry out your plan your Team will use your plan for data collection to document observations and record data	ready for implementation Winter Institute Benchmark Product Clear Plan for Implementation Clear Plan for Data Collection
Engage in a PDSA Cycle <u>STUDY</u> <i>As a Team, do we have enough data to analyze to summarize the results of our Small Test of Change?</i>	your Team is ready to analyze your data against your Team's predictions your Team is ready to summarize the results of your Small Test of Change	analysis of data summarize and reflect on the findings Winter Institute Benchmark Product Data Summary of Findings
Engage in a PDSA Cycle <u>ACT</u> <i>As a Team, do we have an understanding of our results to determine our next steps?</i>	your Team is ready to discuss changes, refinements, adaptations to your plan to engage in another cycle of inquiry	develop a shared understanding of the impact of our Team's Small Test of Change Winter Institute Benchmark Product Adoptions & Adaptations Documented

Digital Toolbox: Improvement Science

Optimistic Closure

Capture in writing your response to the following question:

- What's the one idea that you're taking away from today's work?
 - In chat, put your one idea.

Digital Toolbox

Surveys

1. [Reflection survey for November 8, 2021](#)
2. [Demographic Survey](#) (complete if you didn't already in October)

References

- NorCal ELC
 - [NorCal website](#)
 - [Professional Learning Structures and Schedule of Events](#)
 - [NorCal ELC Facebook Page](#)
- [Abeo School Change website](#)
- [Carnegie Foundation Website](#) for more information on Improvement Science
- Professional Standards Documents
 - [Quality Professional Learning Standards](#) (QPLS)
 - [California Professional Standards for Education Leaders](#) (CPSEL)
 - [Greatness by Design](#)

NorCal Leadership Coaches and Abeo Support

- When questions arise, please contact your NorCal Leadership Coach and/or Abeo Coach.
 - Emails are linked for you

Team Carver	Team McKenzie	Team Richards	Team Shepherd	Team Smart	Team Southwick	Team Tyler
Allan Carver	Kim McKenzie	Kenny Richards	John Shepherd	Jeanette Spencer	Jim Southwick	Kendra Tyler
Travis Davio	Chris Hoyos	Travis Davio	Holli Hanson	Chris Hoyos	Kevin Shrum	Kevin Shrum

Meeting Dates and Events for 2021-2022 School Year

Date	Hours	Event Type / Learning Commitment (<i>Synchronous</i>)
June 28, 2021	9-12AM	Summer Leadership Institute (*This event is two 6-hour days)
June 29, 2021*	1-4PM	
September 13, 2021	3PM	Meet & Greet during Leadership Coach Academy 1
September 13, 2021	3-5PM	Leadership Coach Academy 1
September 27, 2021	3-5PM	Regional Teams PLC 1
October 11, 2021	3-5PM	Leadership Coach Academy 2
October 25, 2021	3-5PM	Regional Teams PLC 2
November 8, 2021	3-5PM	Leadership Coach Academy 3
November 29, 2021	3-5PM	Regional Teams PLC 3
December 13, 2021	3-5PM	Leadership Coach Academy 4
January 10, 2022	3-5PM	Leadership Coach Academy 5
January 31, 2022	3-6PM	Winter Leadership Institute (*This event is two 3-hour days)
February 1, 2022*	3-6PM	
February 14, 2022	3-5PM	Leadership Coach Academy 6
February 28, 2022	3-5PM	Regional Teams PLC 4
March 14, 2022	3-5PM	Leadership Coach Academy 7
March 28, 2022	3-5PM	Regional Teams PLC 5
April 11, 2022	3-5PM	Leadership Coach Academy 8
April 25, 2022	3-5PM	Regional Teams PLC 6
May 9, 2022	3-5PM	Leadership Coach Academy 9
May 23, 2022	3-5PM	Regional Teams PLC 7
June 13, 2022	3-5PM	Leadership Coach Academy 10
June 27 - 28, 2022*	9-12AM 1-4PM	Summer Leadership Institute (*This event is two 6-hour days)

Understanding By Design (UBD) Plan for NorCal ELC 2021-2022

Overarching Goal

To build capacity of school leaders to better support the work of educators at their sites, thus positively impacting student achievement and social-emotional well-being.

Enduring Understandings

Equity is at the core of transformational work, not an additional component.

Transformational leadership is a key driver to school and district continuous improvement.

Knowing the desired outcomes and the evidence of impact guides transformational work.

Leveraging resources in a network of practice develops leadership capacity at all levels to sustain transformational work.

Essential Question

How do we collectively transform education to improve access, opportunity and inclusion, especially for students who are historically underserved, so that they can thrive?

Objectives (outcomes)

- Increase school leader effectiveness to transform schools through research-based high leverage practices that distribute decision-making and enhance educators' expertise to boost academic and social-emotional learning.
- Increase school leaders' capability to apply systematic data-driven approaches and tools for collaborative, collective, continuous school improvement.
- Increase school leaders' ability to establish and maintain an equity-centered school culture that maximizes the potential of every student.
- Develop a model, infrastructure, and regional network for coaching and mentoring school leadership teams in districts and schools.
- Collaborate with educational agencies to establish ongoing professional learning institutes for school leaders that will sustain and expand the impact of the 21CSLA program beyond the grant funded period.

Tech Support

Technology challenges are inevitable. We are problem solvers and will operate with grace and patience to ensure tech is on our side. To help along the way, refer to some of the common questions that come up about Zoom and Breakout Rooms.

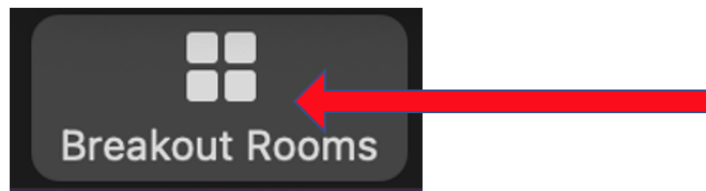
It is crucial to have the most up-to-date version of Zoom. This is especially important for you to be able to join different Breakout Rooms throughout the two-day Summer Institute.

Breakout Rooms

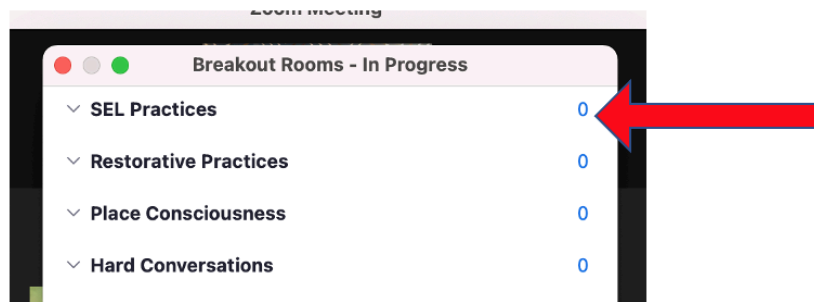
JOINING A BREAKOUT ROOM

To join a specific Breakout Room, follow these steps:

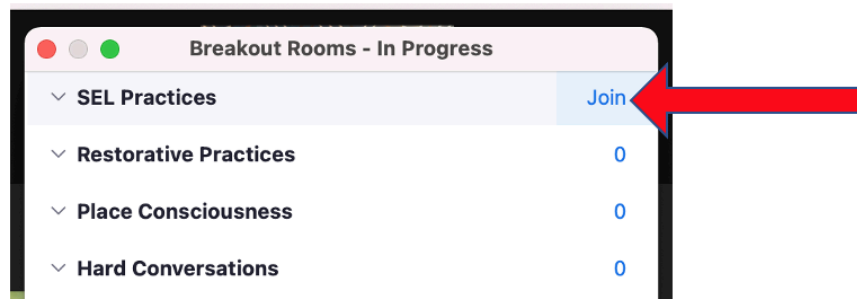
- Click on “Breakout Rooms” at the bottom of your Zoom screen.



- Hover over the number next to the Breakout Room you want to join.



- The word “Join” will appear. Click on “Join”.

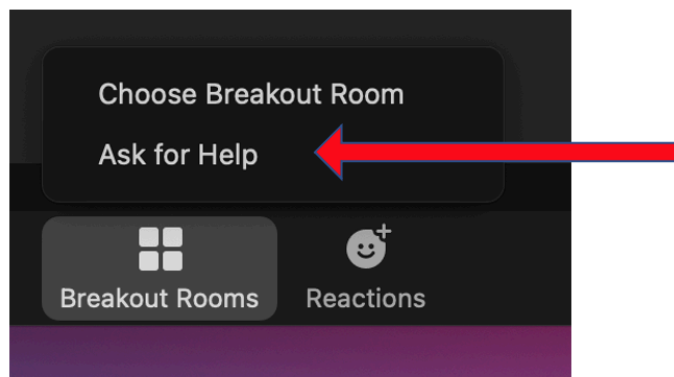


- If you are unable to click on “Breakout Rooms” or it is not working, please enter in the chat the specific Breakout Room you are wanting to join. We will assign you to that room. Thank you for your patience.

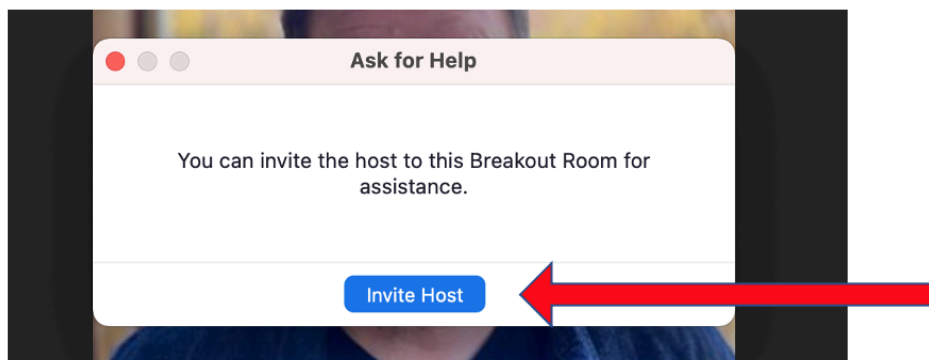
NEEDING SUPPORT IN A BREAKOUT ROOM

If you need support when you are in a Breakout Room, follow these steps:

- Click on “Breakout Rooms” at the bottom of your Zoom screen.
- Click on “Ask for Help”



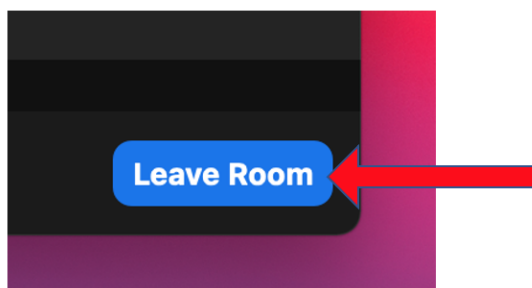
- Click on “Invite Host”



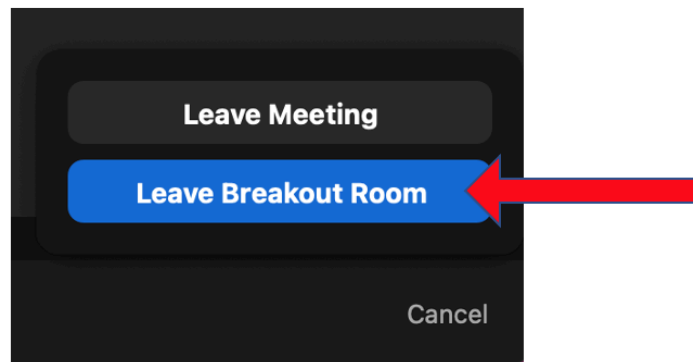
LEAVING A BREAKOUT ROOM

To leave a Breakout Room, follow these steps:

- Click on “Leave Room” in the lower right hand corner of your Zoom Screen.



- Click on “Leave Breakout Room” to exit the room. You will be back in the main Zoom room.



- Clicking on “Leave Meeting” will cause you to exit the meeting completely.