

# Summer Leadership Institute 2017

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*Improving Practice, Inspiring Growth*

## Agenda

July 18-20, 2017

Cedarbrook Lodge

18525 36th Avenue South

Seattle, Washington, 98188

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**Tuesday, July 18, 2017**

## **Day 1 Theme – Targeting the Right Challenge**

<b>8:00 a.m. - 8:30 a.m.</b>	<b>Registration</b>
<b>8:30 a.m. - 9:45 a.m.</b>	<b>Opening and Keynote (Tammy Campbell, Superintendent, Federal Way Public Schools)</b>
<b>9:45 a.m. - 10:15 a.m.</b>	<b>Opening Activity – Why Are We Here?</b>
<b>10:15 a.m. – 10:30 a.m.</b>	<b>Break</b>
<b>10:30 a.m. - 11:30 a.m.</b>	<b>Introduction/District Story/Reflection Activity: How Woodburn Targeted the Right Challenge (Chuck Ransom, Superintendent, Woodburn School District)</b>
<b>11:30 a.m. - 12:30 p.m.</b>	<b>Lunch (provided)</b>
<b>12:30 p.m. - 2:30 p.m.</b>	<b>Concurrent Sessions</b>
	<b>Session A: How do I use qualitative and quantitative data when identifying problems of practice?</b>
	<p>This session aims to increase participants’ abilities to target the right challenge through their consideration of both qualitative and quantitative data. Participants will study examples of the two kinds of data and learn the benefits and limits of each to inform and build a problem of instructional leadership that aims at improving student learning. Through reflection, self-assessment, and guided practice with real instructional and student learning data, participants will learn ways to bring qualitative data to bear on quantitative data and ultimately target the right challenge.</p>
	<b>Session B: What am I doing? Using a theory of action to drive your work.</b>
	<p>As leaders, we all intend to improve teaching and learning. We spend a lot of time and energy writing plans and identifying strategies for change and are then disappointed when we fall short of our intended outcomes. What are we doing? Why are we doing it? In this session we will discuss the importance of moving out of the “zone of wishful thinking.” Learn why and how to use a theory of action to determine and explain your actions, and align the work of your team around pressing student problems of learning.</p>
	<b>Session C: How do I develop principal problems of practice?</b>
	<p>Often times we develop principal goals based on principal self-assessment on the dimensions or indicators in a principal evaluation tool, and at the end of the year wonder if principal performance has actually improved. In this session we will engage in discussion and activities designed to create principals’ leadership problems of practice that are designed to improve teaching practice and student learning. Learn why and how to use evidence to develop leadership problems of practice and why this is critical to teacher and student success.</p>
<b>2:35 p.m. - 3:30 p.m.</b>	<b>Individual/Team Application Time</b>
<b>3:45 p.m. - 4:00 p.m.</b>	<b>Reflection/Close</b>
<b>5:00 p.m. - 6:30 p.m.</b>	<b>Mix and Mingle Welcome Reception (light hors d’oeuvres will be available)</b>
<b>Evening</b>	<b>Free</b>

Wednesday, July 19, 2017

## Day 2 Theme – Building Expertise and Planning Professional Development That Works

8:30 a.m. – 10:00 a.m.	<b>Opening and Keynote (Stephen Fink, Executive Director, and Anneke Markholt, Associate Director, University of Washington Center for Educational Leadership)</b>
10:00 a.m. – 10:15 a.m.	<b>Break</b>
10:15 a.m. - 11:30 a.m.	<b>Introduction/District Story/Reflection Activity: How Blaine Planned Professional Development That Worked (Stacy Thomas, Executive Director of Teaching and Learning, Blaine School District)</b>
11:30 a.m. - 12:30 p.m.	<b>Lunch (provided)</b>
12:30 p.m. - 2:30 p.m.	<b>Concurrent Sessions</b>  <b>Session A: How do we use our whole professional development toolbox?</b>  How can leaders set up professional learning opportunities that build to yearlong outcomes for teacher and student learning? This session will enable participants to apply a process for choosing and leveraging structures to unleash teacher and leader learning in their systems. Participants will examine and reflect on their existing professional learning structures and their purposes, study tools that support the development of strategic professional learning, and use a case study to try out a design process for effective professional development. Participants will leave with strategies and tools for using professional learning structures to guide and shape teacher learning.  <b>Session B: Creating opportunities for teacher learning: Identifying and removing barriers.</b>  As a profession, we're getting much smarter about creating better learning opportunities for adults in our field, but we still have a long way to go. In this session, you will participate in a conversation about the current state of adult learning in our field, what authentic learning is and what we can do as leaders to create the conditions for authentic learning.  <b>Session C: How do I design professional development for principals?</b>  In this session, participants will engage in discussion and activities designed to build a shared understanding of the steps involved in planning and implementing effective professional development for principals. Participants should leave the session with a more detailed understanding of what comprises effective professional development for principals and strategies for designing that professional development.
2:35 p.m. - 3:30 p.m.	<b>Individual/Team Application Time</b>
3:45 p.m. - 4:00 p.m.	<b>Reflection/Close</b>
Evening	<b>Free</b>

Thursday, July 20, 2017

## Day 3 Theme – Inspiring Growth

8:30 a.m. – 9:00 a.m.

**Introduction/District Talk/Reflection Activity: How Shelby County Inspires Growth (Sharon Griffin, Chief of Schools, Shelby County Schools)**

9:15 a.m. – 10:30 a.m.

### **Concurrent Sessions**

**Session A: Your students and teachers are doing incredible things. How do you tell this story to others?**

Every day, we witness our students, teachers and leaders taking risks, being persistent and doing incredible things related to learning. While we can often name the many initiatives our district has adopted and what kinds of programs we are using within our schools, we seldom leverage the power of sharing our greatest efforts and successes. In this session, you will learn ways to tell the story of your school/district in order to inspire your teachers and your students.

**Session B: How can I support inquiry and risk taking?**

We tell our students to take risks and not be afraid to fail. So what's stopping us from taking our own advice?! The goal of the session is to provoke and challenge participants to take more risks, on behalf of students, in their practice through intentional processes of inquiry and action research. If, as teacher or leader, you seek to innovate with new strategies and practices, then this session is for you. Participants will have opportunities to brainstorm innovations in teaching or leadership they would like to test, learn a simple process for selecting which innovation to try, and plan for implementation and study. Each participant will leave ready with an innovation to try with the opening of school!

**Session C: How can I be a strengths-based leader?**

We believe inspiring learning in others requires a certain stance and certain attributes that build relationships, change culture and create trust. We've all been supported in ways that felt bad and didn't lead to improved practice. At the Center for Educational Leadership, we believe that how we act and how we show up matters greatly. In this session, we'll learn what strengths-based is and is not and explore ways to change our personal practice to support teacher practice on behalf of student learning.

10:35 a.m. - 11:25 a.m.

**Next Steps: Action Planning**

11:40 a.m. - 12:00 p.m.

**Close**

12:00 p.m. - 1:00 p.m.

**Lunch (provided)**