

# Erie Catholic Schools Leadership Conference

## *Leading the Learning*



Garth Larson

CEO, FIRST Educational Resources

[garth@firsteducation-us.com](mailto:garth@firsteducation-us.com)

Don Smith

Director of Professional Services

[don@firsteducation-us.com](mailto:don@firsteducation-us.com)



FIRST Educational Resources



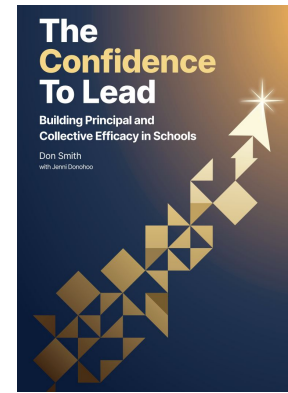
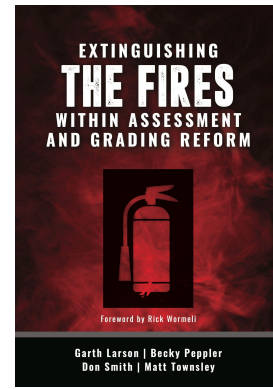
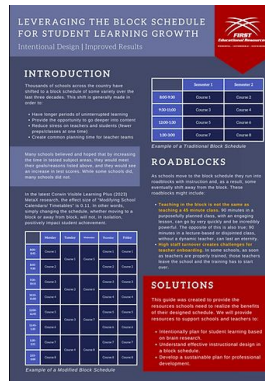
[www.firsteducation-us.com](http://www.firsteducation-us.com)



FIRST Educational Resources

T R U S T





# Don Smith Director of Professional Services Co-Host: Fires in Grading Podcast FIRST Educational Resources

Former Director of Teaching and Learning, District Assessment Coordinator, Principal, Assistant Principal, HS Science Teacher

X @donsmithedu



FIRST Educational Resources



www.firsteducation-us.com



FIRST Educational Resources



11:07 AM



I forgot to present this to you first hour today. PLEASE read the following carefully:

Ms. Maki and I have decided that YOU can decide how we will grade your Unit Tests tomorrow and Wednesday.

One option is to keep the total points the same and add 5 points to your score with no option for reassessment.

The other option is to keep the raw score (points actually earned) with the option of reassessment. The reassessment would be test corrections with earning 1/2 point for each correct reassessment answer.

Please fill out this form below by 3:30 PM today.

All English 9 Advanced classes will be graded the same! You will find out tomorrow which way the classes voted.

### Poll: Unit Test Scoring

Google Forms



 [Add comment](#)



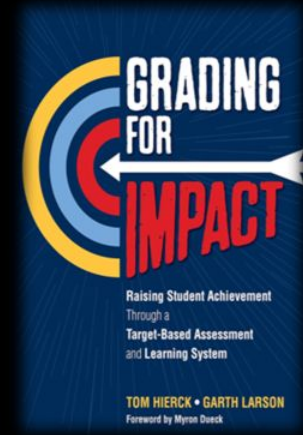
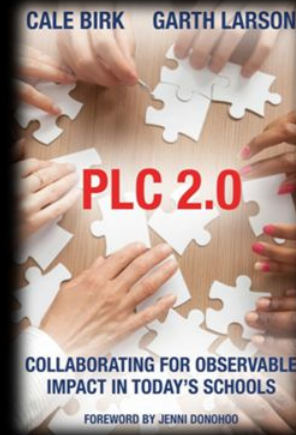
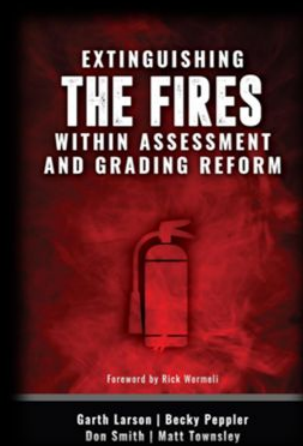
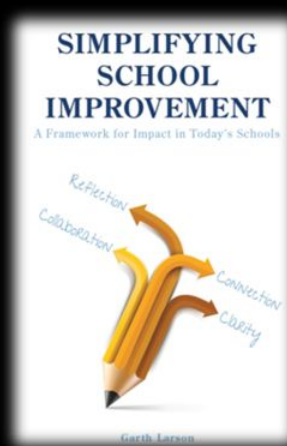


**Co-Founder & CEO | FIRST Educational Resources**

**Former Director of Teaching and Learning**

**Former Elementary Principal**

**Recovering High School Speech and ELA Teacher**



FIRST Educational Resources



[www.firsteducation-us.com](http://www.firsteducation-us.com)



FIRST Educational Resources

# WARM UP



# ODD ONE OUT





**FIRST**  
Educational Resources

POWERFUL · AFFORDABLE · SUSTAINABLE

**ODD**

**ONE**

**OUT**



FIRST Educational Resources



[www.firsteducation-us.com](http://www.firsteducation-us.com)



FIRST Educational Resources

# ODD ONE OUT



# ODD ONE OUT

## Concert/Performance Critique

Learning Targets	Teacher Score	Comments
RESPOND B2 - I will be able to evaluate recordings, performances and compositions.		
<b>Student Self Assessment:</b> Circle the rating that best describes your ability to meet this specific learning target.	I've Got It! I've Almost Got It! I Don't Have it Quite Yet.	
RESPOND B3 - Students will be able to generate positive and constructive feedback using musical terminology.		
<b>Student Self Assessment:</b> Circle the rating that best describes your ability to meet this specific learning target.	I've Got It! I've Almost Got It! I Don't Have it Quite Yet.	
RESPOND C2 - Students will be able to define and demonstrate proper performance etiquette from the role of the audience.		
<b>Student Self Assessment:</b> Circle the rating that best describes your ability to meet this specific learning target.	I've Got It! I've Almost Got It! I Don't Have it Quite Yet.	
RESPOND D2 - I will be able to generate positive and constructive feedback from personal performances.		
<b>Student Self Assessment:</b> Circle the rating that best describes your ability to meet this specific learning target.	I've Got It! I've Almost Got It! I Don't Have it Quite Yet.	
CONNECT A2 - I will be able to describe the relationship between a		

Español II  
Interpretiva de Brandon Brown

Name: \_\_\_\_\_

**Learning Target: (1b)** interpret, analyze and/or demonstrate understanding of a fictional text.

Success Criteria:

- Recall details from the novel and class discussion.
- Explain their understanding of what happened in the text.
- Response is in target language.

Proficient

Developing

Beginning

- Brandon está contento porque ya no tiene \_\_\_\_\_.
- ¿Cómo está Brandon cuando se despierta?
  - Excelente, fantástico
  - Triste, preocupado
- ¿La madre de Brandon cancela la fiesta?
  - Sí. Brandon no sale de la cama.
  - No. Brandon no está enfermo.
- ¿Por qué duerme bien Brandon?
  - No hay ruidos de perro
  - Organizó el dormitorio y está exhausto
- La mañana de la fiesta, ¿Quiénes despiertan a Brandon?
  - Sus amigos
  - Lucky, el perro
  - toda la familia
- La abuela tiene un regalo \_\_\_\_\_ para Brandon.
  - grande
  - feo
  - terrible
- ¿Qué hacen en la fiesta?
  - Comen y hacen actividades
  - Organizan la casa
- ¿Quién entra con el regalo del perro?
  - Su abuela
  - Su padre
  - Jake
- ¿Qué dice el perro cuando Brandon abre el regalo?
- ¿Qué hay en el regalo pequeño?
  - Un carro
  - Una guitarra
  - Un perrito caliente

Literary Essay  
Theme Assessment

Learning Targets:

- I can...identify the theme of a story and notice how the writer used multiple scenes to reveal the theme through character, plot, and events. (RL 8.2)
- I can...cite textual evidence to support thinking. (RL 8.1)
- I can...elaborate on and analyze three critical scenes within the story to explain how the author connects them to the theme through narration, characterization, dialogue, plot events, or author's craft moves. (W 8.3)
- I can...begin with an opening, lead, and/or first section that includes the title, the author, a brief summary of the story, and a theme. (W 8.1)
- I can...organize thoughts, ideas, and details in a logical manner. (W 8.2)
- I can...use punctuation, including the use of commas, and appropriate sentence structure throughout my essay. (L 8.7)
- I can...spell correctly in writing using any available resource such as a dictionary, thesaurus, electronic aides, etc... (L 8.6)

**Learning Target: I can...identify the theme of a story and notice how the writer used multiple scenes to reveal the theme through character, plot, and events. (RL 8.2)**

Proficient (You Got It!)	Approaching (Almost Got It!)	Needs Support (Not Quite Yet!)
--------------------------	------------------------------	--------------------------------

Feedback:

**Learning Target: I can...cite textual evidence to support thinking. (RL 8.1)**

Proficient (You Got It!)	Approaching (Almost Got It!)	Needs Support (Not Quite Yet!)
--------------------------	------------------------------	--------------------------------

Feedback:

**Learning Target: I can...elaborate on and analyze three critical scenes within the story to explain how the author connects them to the theme through narration, characterization, dialogue, plot events, or author's craft moves. (W 8.3)**

Proficient (You Got It!)	Approaching (Almost Got It!)	Needs Support (Not Quite Yet!)
--------------------------	------------------------------	--------------------------------

Feedback:





# PERSPECTIVE



FIRST Educational Resources



[www.firsteducation-us.com](http://www.firsteducation-us.com)



FIRST Educational Resources

Let's get  
STARTED



**35,000**



# DECISIONS



*Educational Resources*

POWERFUL • AFFORDABLE • SUSTAINABLE



opportunity



# Opportunity

*noun*

“The ability to recognize and act on a moment to create meaningful, lasting impact.”



How I Built  
This with

GUY  
RAZ

INFORMING AND INSPIRING FEMALE EXECUTIVES  
**MARCH**  
Nov/Dec 2010



**Sara Blakely**  
How the founder  
and CEO of

**Spanx**  
took hosiery to new heights

**7 Trends**  
changing the  
corporate landscape

**Ms. President**  
The high-powered  
world of the Women  
Presidents' Organization



FIRST Educational Resources



[www.firsteducation-us.com](http://www.firsteducation-us.com)



FIRST Educational Resources

**Opportunity** is **seeing** the **potential** in the present **moment**. It's the choice to respond with **intention**, even when things are hard. Opportunity is found in every interaction, every decision, and every challenge we face. The question isn't whether opportunity exists. **It's whether we notice it, and what we choose to do with it.**



**As leaders, we don't control every challenge.**

**But we do control our **mindset**.**



# Opportunity

*noun*

“The ability to recognize and act on a moment to create meaningful, lasting impact.”

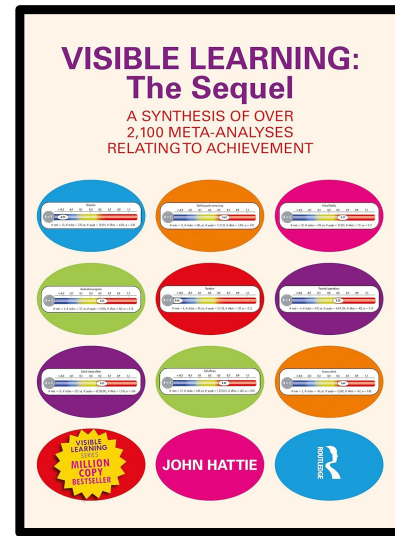
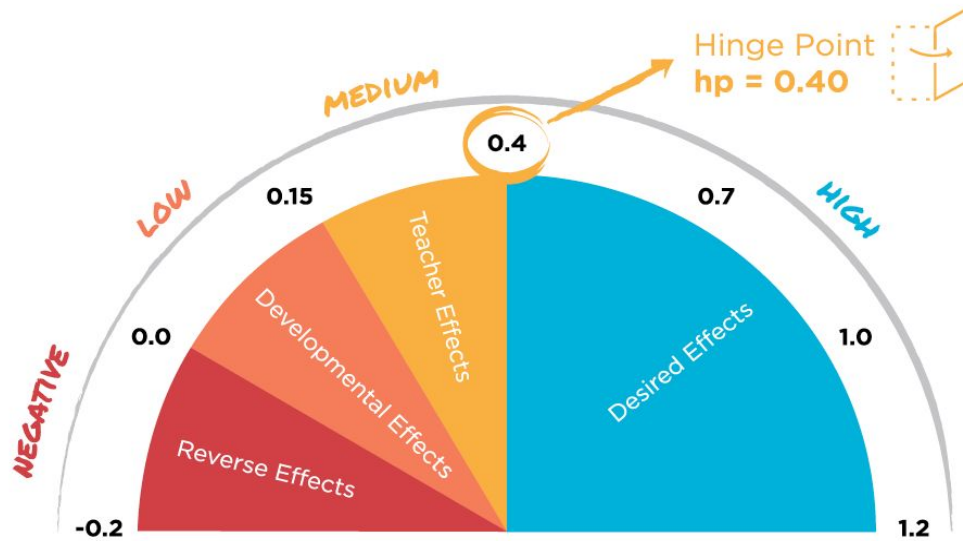


320 + Factors Related to Student Learning

132,000 + Studies

300 + Million Students

## BAROMETER OF INFLUENCE



Factor	Low Effect Size (Less than .3)	Medium Effect Size (.31 to .6)	High Effect Size (Greater than .61)
<b>Family Structure</b>	<b>Low</b> (.14)	Medium	High
<b>Parental Involvement</b>	<b>Low</b> (.30)	Medium	High
<b>Reducing class size</b>	<b>Low</b> (.14)	Medium	High
<b>School Finances</b>	<b>Low</b> (.21)	Medium	High



# REALITY CHECK



**“We don’t have time to focus our attention on things that  
lead to little or no positive impact.”**



Factor	Low Effect Size (Less than .3)	Medium Effect Size (.31 to .6)	High Effect Size (Greater than .61)
<b>Teacher- Student Relationships</b>	Low	<b>Medium (.53)</b>	High
<b>Teacher Clarity</b>	Low	Medium	<b>High (.85)</b>
<b>Teacher Credibility</b>	Low	Medium	<b>High (1.09)</b>
<b>Collective Teacher Efficacy</b>	Low	Medium	<b>High (1.34)</b>



# Focus On What Is Within Your Control



You



**FIRST**  
*Educational Resources*

POWERFUL • AFFORDABLE • SUSTAINABLE



FIRST Educational Resources



[www.firsteducation-us.com](http://www.firsteducation-us.com)



FIRST Educational Resources

# Leadership Efficacy



## Definition of a Principal's sense of efficacy for instructional leadership

“The degree to which principals believe themselves capable of organizing and executing the courses of action required to support teachers in improving instruction and student learning.”

~Goddard and Bailes 2020



# Why does a school leaders' sense of efficacy matter?



**A principals' sense of leadership efficacy impacts his/her actions, willingness to take risks, and the likelihood that he/she will persist when faced with setbacks or obstacles.**

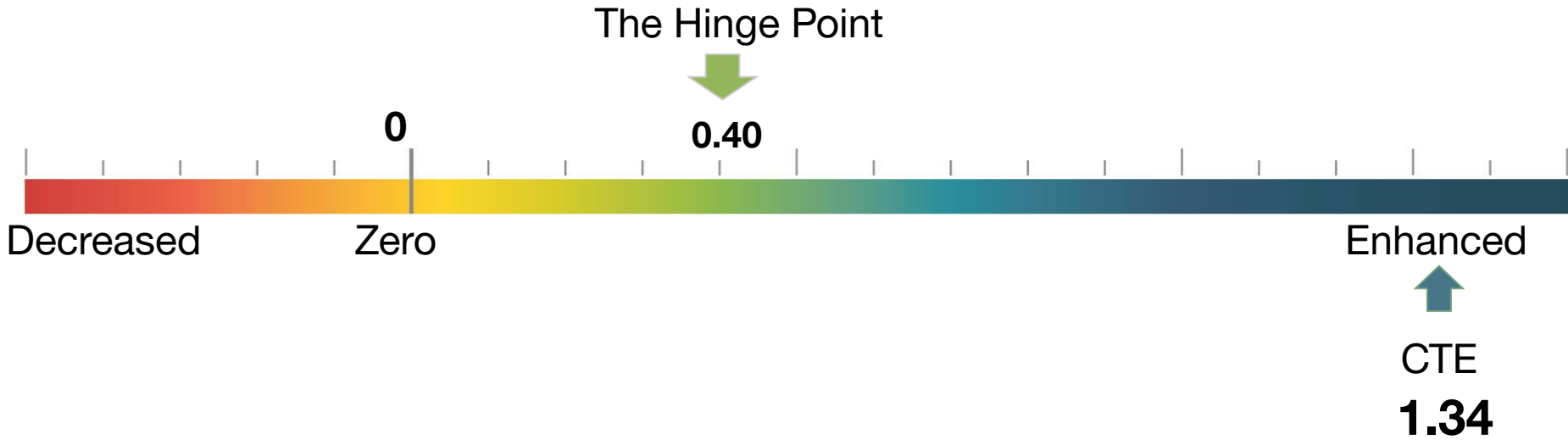


# **Principal efficacy beliefs for instructional leadership and their relation to teachers' sense of collective efficacy and student achievement.**

- **Collective teacher efficacy was more strongly related to student achievement than all student and school demographic variables – including poverty and race.**
- **Principal efficacy for instructional leadership was a strong predictor of collective teacher efficacy;**
- **The study demonstrated a positive link between principal efficacy beliefs for instructional leadership and student achievement that was mediated by collective teacher efficacy.**

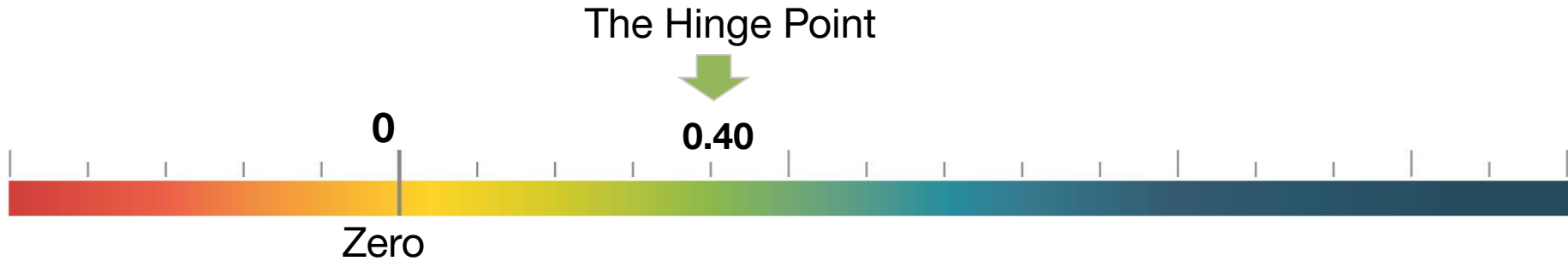
Goddard, R., Bailes, L., & Kim, M. (2020). Principal efficacy beliefs for instructional leadership and their relation to teachers' sense of collective efficacy and student achievement. *Leadership and Policy in Schools*, <https://doi.org/10.1080/15700763.2019.1696369>



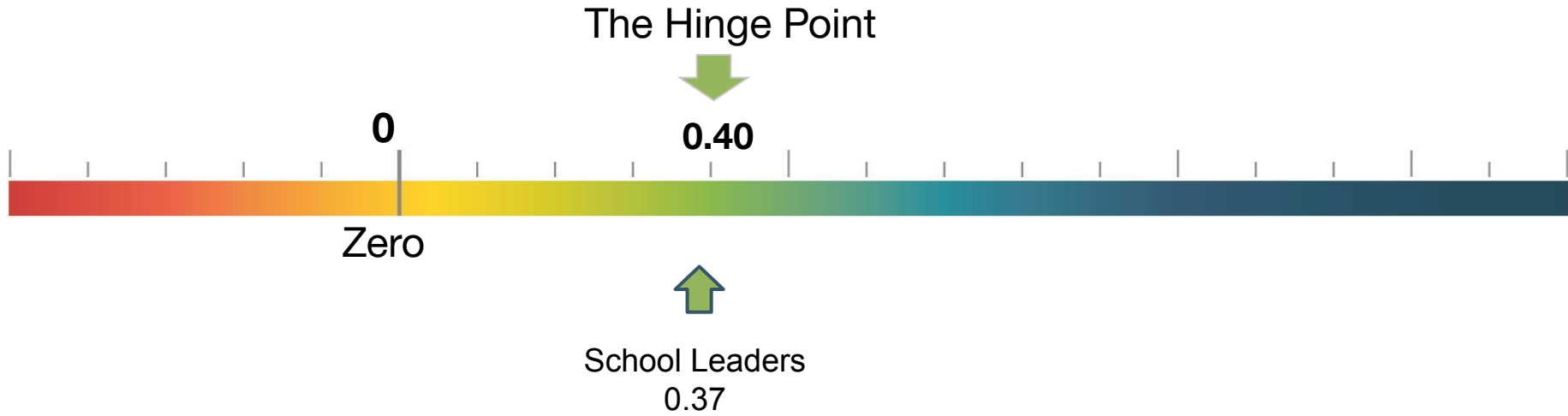


Collective efficacy  
is about the  
overwhelming power  
that groups  
have to **impact change**  
when they share the **belief**  
in their **ability** to  
**solve problems and overcome challenges.**





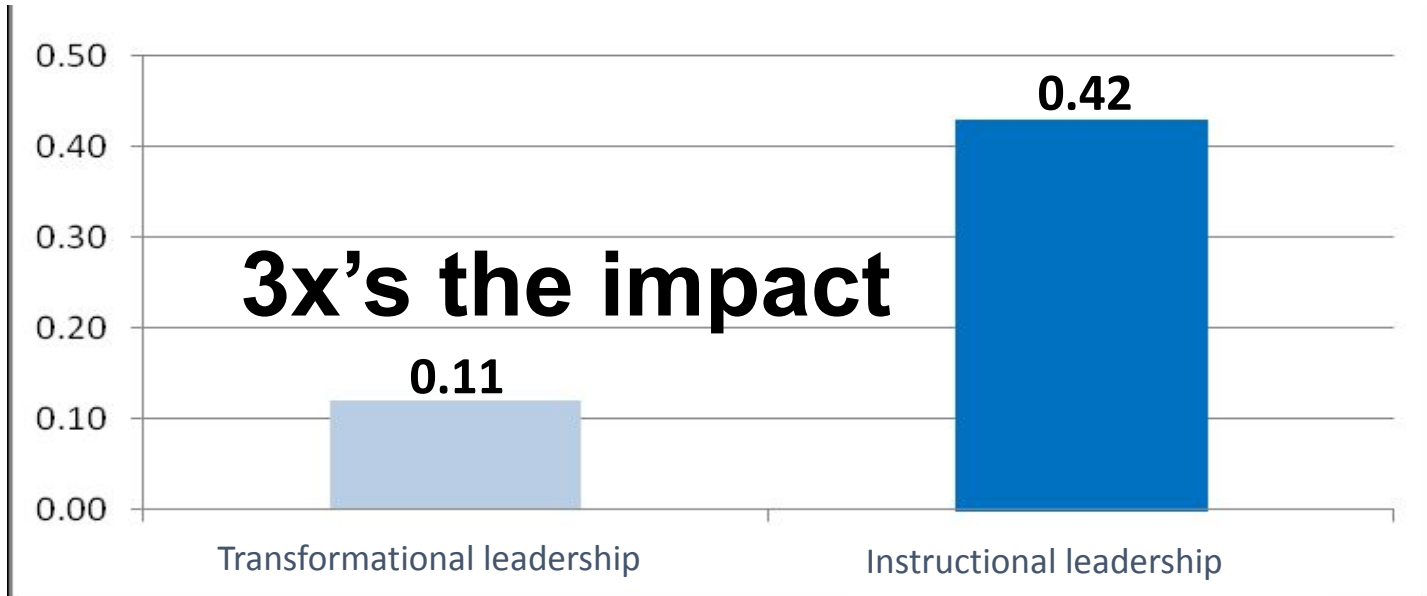
Where would you place leadership?



# Transformational and Instructional leaders...

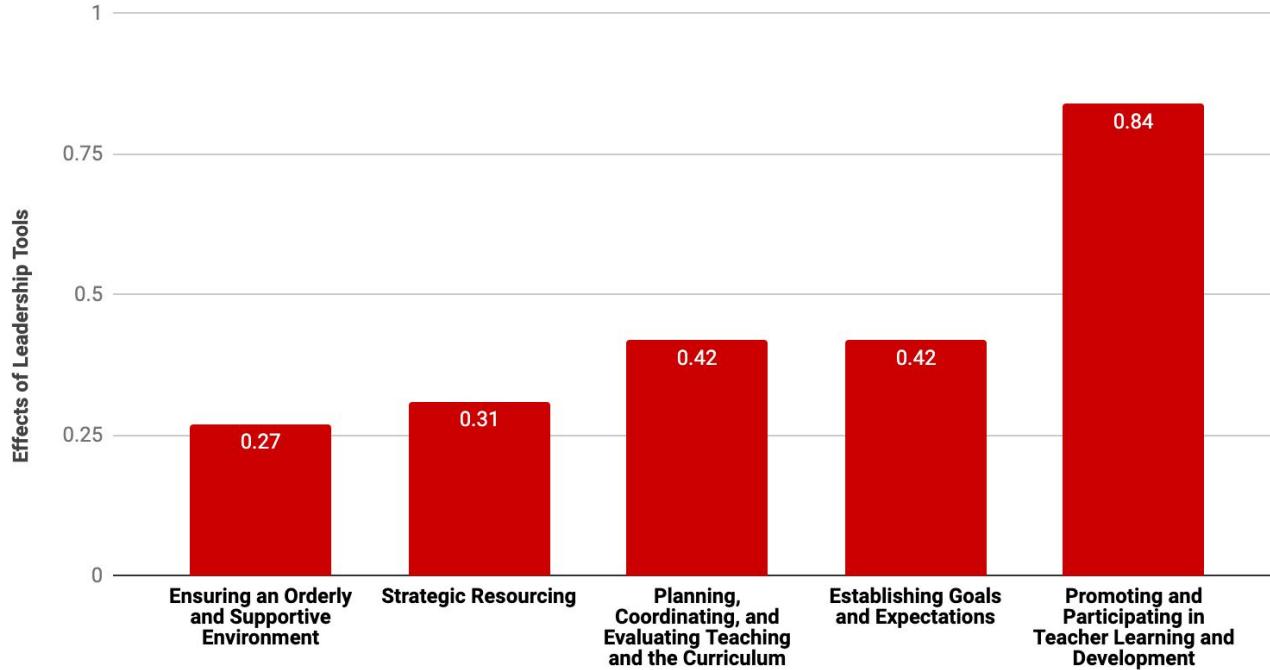
Transformational leadership	Instructional leadership
<ul style="list-style-type: none"><li>• Provides inspiration</li><li>• Is highly motivational</li><li>• Sets direction and vision</li><li>• Holds high-performance expectations</li><li>• Monitors school activity</li><li>• Buffers staff from external demands</li><li>• Ensures for fair and equitable staffing</li><li>• Easily accessible</li><li>• High degree of autonomy for the school</li></ul>	<ul style="list-style-type: none"><li>• Regularly engages in classroom observations</li><li>• Focuses on improving the quality of classroom instruction</li><li>• Helps teachers interpret results/scores/impact</li><li>• Ensures a coordinated instructional program</li><li>• Is highly visible</li><li>• Communicates high academic standards</li><li>• Ensures class atmospheres are conducive to learning</li></ul>

# And the difference between them...



## Effects of Leadership Tools

Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. *Educational Administration Quarterly*, 44(5), 635-674.



# 1. School Wide Improvement

**Unlikely to be adopted unless administrators believe they have the knowledge and skills to execute them well and support teachers where needed.**

Donohoo, J., & Katz, S. (2020). Quality Implementation: Leveraging Collective Efficacy to Make 'What Works' Actually Work. Corwin, Thousand Oaks, CA.



# 1. School Wide Improvement

Unlikely to be adopted unless administrators believe they have the knowledge and skills to execute them well and support teachers where needed.

Donohoo, J., & Katz. S. (2020). Quality Implementation: Leveraging Collective Efficacy to Make 'What Works' Actually Work. Corwin, Thousand Oaks, CA.



## 2. New Strategies

**Unlikely to be implemented in classrooms unless teams of teachers believe they have the skills and capabilities to put them into practice and the ability to provide support to students where needed.**

Donohoo, J., & Katz, S. (2020). *Quality Implementation: Leveraging Collective Efficacy to Make 'What Works' Actually Work*. Corwin, Thousand Oaks, CA.



## 2. New Strategies

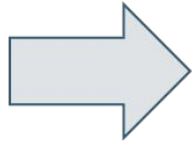
Unlikely to be implemented in classrooms unless teams of teachers believe they have the skills and capabilities to put them into practice and the ability to provide support to students where needed.

Donohoo, J., & Katz, S. (2020). Quality Implementation: Leveraging Collective Efficacy to Make 'What Works' Actually Work. Corwin, Thousand Oaks, CA.

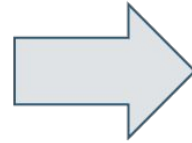


**When principals experience success, it reinforces their belief in their ability to lead school improvement and enhances their leadership efficacy.**

Leadership  
Efficacy



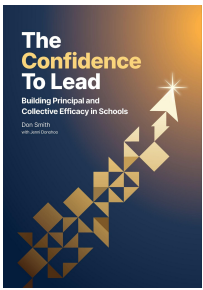
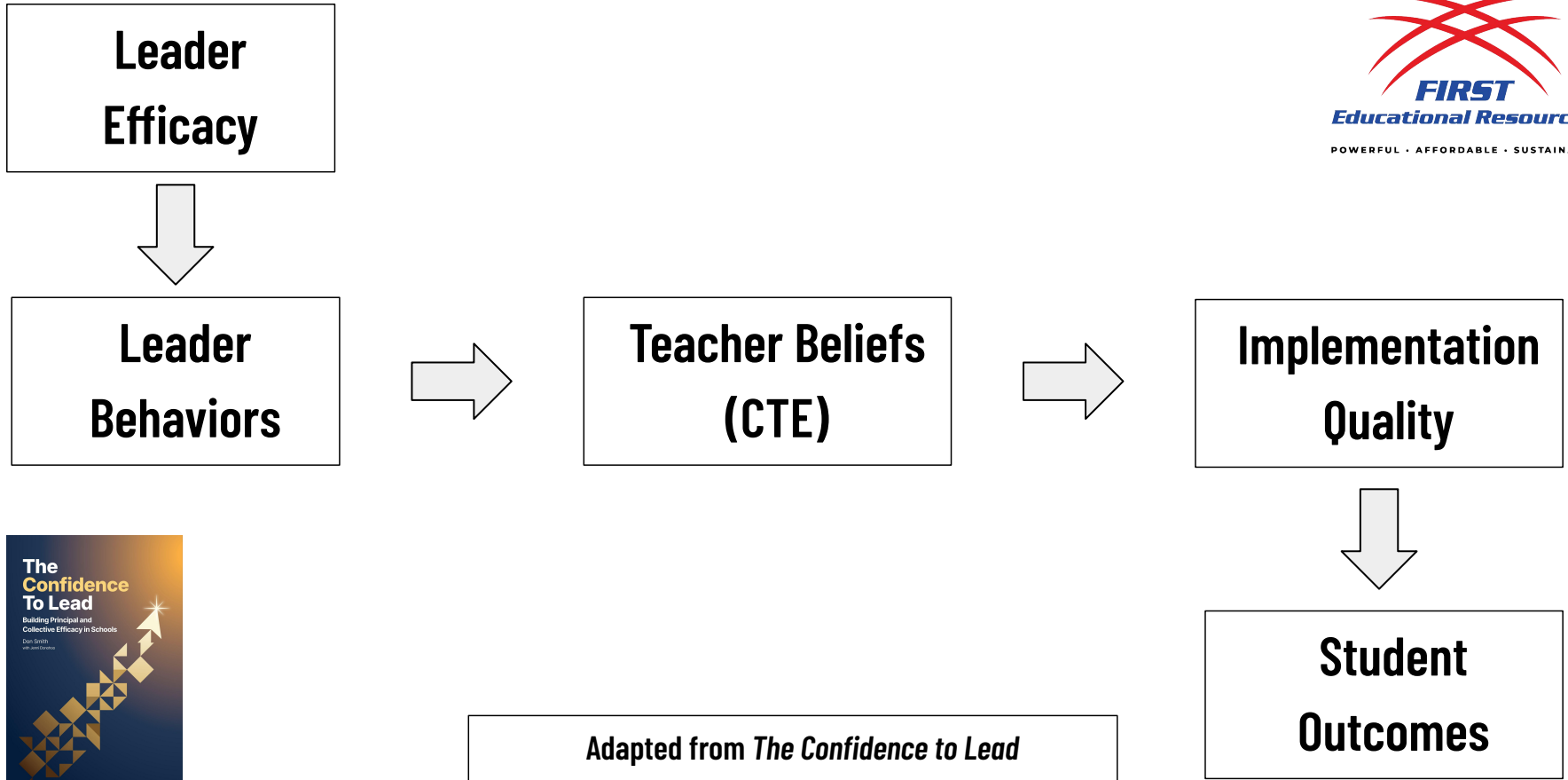
Collective  
Teacher  
Efficacy



Increased  
Student  
Achievement

Goddard, R., Bailes, L., & Kim, M. (2020). Principal efficacy beliefs for instructional leadership and their relation to teachers' sense of collective efficacy and student achievement. *Leadership and Policy in Schools*, <https://doi.org/10.1080/15700763.2019.1696369>





**Collective efficacy doesn't start with teachers believing more.  
It starts with leaders believing differently.**



**If collective efficacy is stalling,  
it's rarely a teacher problem first.**



## **Main impact of leader behaviors resides in their influence on follower beliefs and behaviors**

“A leader who responds to a challenging situation in a calm and optimistic manner is more likely to positively influence followers’ confidence in their conjoint capability to solve a problem than a leader who instead demonstrates anxiety and despair.”

Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. *The Leadership Quarterly*, 15(6), 801–823.



Strong Sense of Leadership Efficacy	Diminished Sense of Leadership Efficacy
Set direction and gain teachers' commitment	Unable to develop support
Overcome obstacles to change	Unable to see opportunities or adapt
Persistent in pursuing goals	Less persistent because they perceive the environment as uncontrollable
More flexible and willing to adapt strategies to meet contextual conditions	Less likely to identify appropriate strategies or modify unsuccessful ones
View change as a slow process	Blame others when challenged
Maintain calm and a sense of humor – even in difficult situations	Demonstrate anxiety, stress, frustration, and higher levels of burn-out



“Upon my review of looking at schools that have successfully implemented standards-based assessment, grading and reporting structures, the **PRINCIPAL** was the single biggest factor in successful implementation and the single biggest factor in unsuccessful implementation.”

~Garth Larson Dissertation for the University of Wisconsin Oshkosh (2017)



**Additional Research:** Kunnath, Townsley, and Radunzel (2026) studied how COVID-19 school closures influenced later grading reform. They surveyed principals across six U.S. regions and conducted follow-up interviews with principals. The study looked at grading before, during, and after COVID closures, with particular attention to principal vision, grading conversations, flexibility, equity, and accuracy.

Kunnath, J., Townsley, M., & Radunzel, J. (2026). *Silver lining or missed opportunity? A mixed methods study of COVID-19 school closures and grading reform efforts in K-12 schools*. *Journal of School Leadership*, 0(0), 1–30. <https://doi.org/10.1177/10526846261428221>



# The Findings:

**The Principal Is the Clarity Builder:** Grading reform is not sustained through policy alone. Principals must clarify what grades are meant to communicate, build shared understanding, and align teacher practice to that purpose.

**Vision Separates Reform from Temporary Change:** The study found that grading changes often faded when they were not part of a schoolwide improvement vision involving both teachers and administrators.

**Principal Mindset Matters:** Administrator mindset and experience may be the “linchpin” for sustaining grading reform. Leaders need deep understanding of grading reform and the courage to lead through barriers.

**Resistance May Be a Capacity Issue:** Teacher uncertainty can look like resistance. Principals influence implementation by providing training, clarity, and support rather than treating hesitation as opposition.

**Use Flexibility as the Entry Point:** Flexible practices, especially reassessment and multiple opportunities, can open the door to grading frameworks such as SBG. But they only become reform when principals connect them to a clear grading purpose.

Kunnath, J., Townsley, M., & Radunzel, J. (2026). *Silver lining or missed opportunity? A mixed methods study of COVID-19 school closures and grading reform efforts in K-12 schools.* Journal of School Leadership, 1-30.  
<https://doi.org/10.1177/10526846261428221>



You



**FIRST**  
*Educational Resources*

POWERFUL • AFFORDABLE • SUSTAINABLE



FIRST Educational Resources



[www.firsteducation-us.com](http://www.firsteducation-us.com)



FIRST Educational Resources

**“SCHOOL LEADERS** are **RESPONSIBLE** for the **CULTURE & CLIMATE** in **EVERY CLASS** and **ACROSS THE SCHOOL**. Culture and Climate are the precursors to successful learners and learning, and the climate needs to be inviting to create a sense of belonging and have high trust and credibility.”

~Professor John Hattie Personal Communication



**At Your Tables...**



**I signed up to be a Leader,  
but sometimes I feel I am more like a**

---



FIRST Educational Resources



[www.firsteducation-us.com](http://www.firsteducation-us.com)



FIRST Educational Resources









# WHAT DOES THIS MEAN FOR US?





**FIRST**  
*Educational Resources*

POWERFUL • AFFORDABLE • SUSTAINABLE



# Recalibrate



FIRST Educational Resources



[www.firsteducation-us.com](http://www.firsteducation-us.com)



FIRST Educational Resources





FIRST Educational Resources



[www.firsteducation-us.com](http://www.firsteducation-us.com)



FIRST Educational Resources

**VISION FOR  
LEADERSHIP  
THOUGH  
MULTIPLE  
PERSPECTIVES**



# Why?



**“Being an Effective Leader  
Means Many Different Things  
to Many Different People!”**





FIRST Educational Resources



[www.firsteducation-us.com](http://www.firsteducation-us.com)



FIRST Educational Resources





FIRST Educational Resources



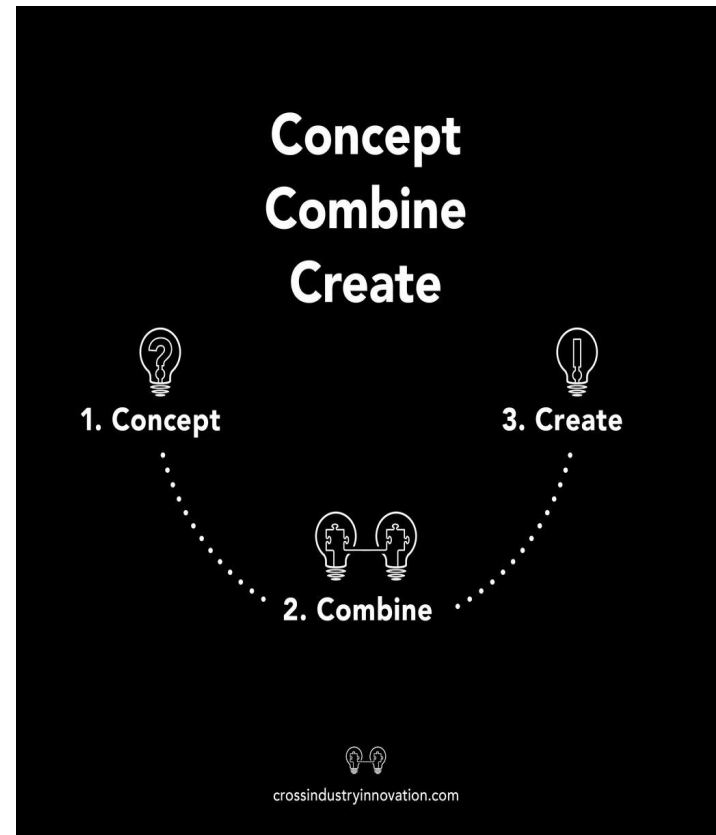
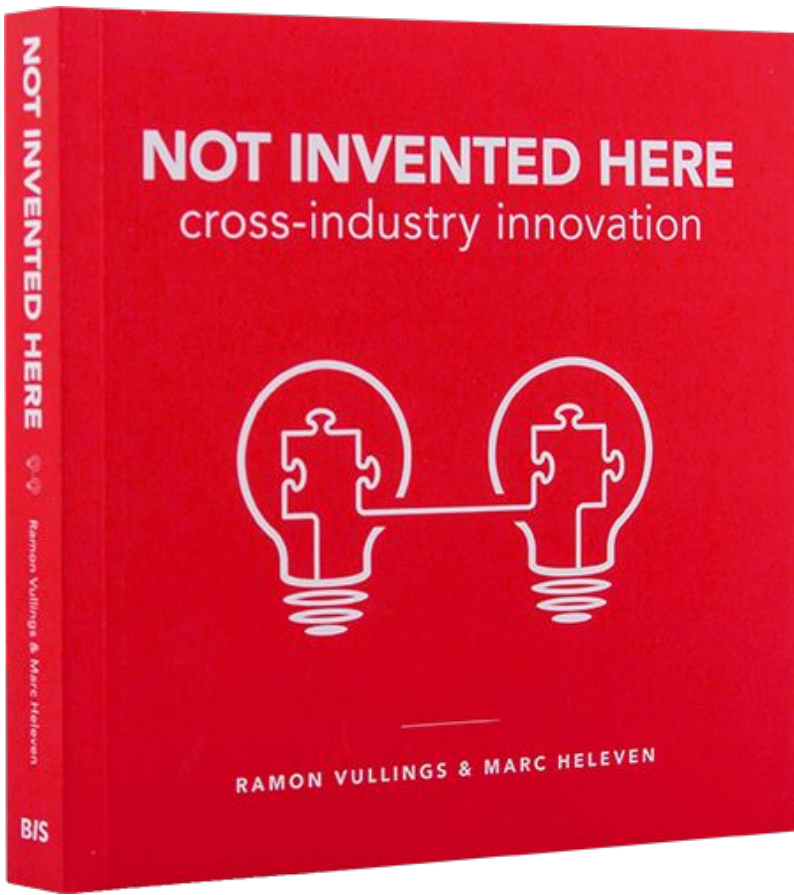
[www.firsteducation-us.com](http://www.firsteducation-us.com)



FIRST Educational Resources

# Making OUR VISION **OBSERVABLE**















**Sometimes messages  
get mixed up.**



# Positive Behavior Intervention Systems

aka. “PBIS”



# Webster Stanley School Wide Expectations

School Wide Expectations	Arrival/Dismissal	Classroom	Hallway	Bathroom	Lunchroom	Playground	Assembly/School Meetings	Bus/Field Trips	LSH
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Listen to safety patrol and supervisors</li> <li>Voice Volume = 0-2</li> <li>Greet one another</li> </ul>	<ul style="list-style-type: none"> <li>Voice Volume = 0 during announcements</li> <li>Be a good listener</li> <li>Raise hands</li> <li>Be on task</li> <li><i>Per classroom</i></li> </ul>	<ul style="list-style-type: none"> <li>Voice volume = 0</li> <li>Respect learning environments</li> <li>Keep hallways clean</li> </ul>	<ul style="list-style-type: none"> <li>Voice volume = 0, 1</li> <li>Give others/yourself privacy</li> <li>Report problems to a staff member</li> </ul>	<ul style="list-style-type: none"> <li>Follow the supervisors' directions</li> <li>Voice volume = 0, 1, 2</li> <li>If you drop something, pick it up</li> <li>Use manners</li> <li>Sit until dismissed</li> </ul>	<ul style="list-style-type: none"> <li>Voice volume = 0, 1, 2, 3, 4</li> <li>Take turns</li> <li>Play by the rules/fairly</li> <li>Include everyone/ be a friend</li> <li>Obey supervisors</li> </ul>	<ul style="list-style-type: none"> <li>Voice volume = 0</li> <li>Listen, learn and participate with respect</li> <li>Show appreciation</li> </ul>	<ul style="list-style-type: none"> <li>Voice volume = 0, 1, 2</li> <li>Follow the supervisor's/ adult's directions</li> <li>Use manners</li> </ul>	<ul style="list-style-type: none"> <li>Voice volume = 0, 1, 2</li> <li>Listen, learn, and participate with respect</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>Be on Time</li> <li>Focus on your business</li> <li>Leave promptly at the end of the day</li> <li>Go to the office if your plan doesn't work</li> </ul>	<ul style="list-style-type: none"> <li>Assignment notebook and homework completed</li> <li>On task / focused</li> <li>Be prepared</li> <li>Be on time</li> <li>Use body basics</li> <li><i>Per classroom</i></li> </ul>	<ul style="list-style-type: none"> <li>Keep your materials in your lockers or on your hooks</li> </ul>	<ul style="list-style-type: none"> <li>Flush the toilet</li> <li>2 or Less Rule</li> <li>Leave no trace</li> </ul>	<ul style="list-style-type: none"> <li>Use good table manners</li> <li>Eat what you brought or ordered</li> <li>Empty your tray into the trash</li> <li>Be patient</li> <li>Ask for help if needed</li> <li>Leave no trace</li> </ul>	<ul style="list-style-type: none"> <li>Dress for the weather</li> <li>Report incidents to supervisors</li> <li>Line up quickly when the whistle blows</li> <li>Put away what you take out</li> </ul>	<ul style="list-style-type: none"> <li>Use body basics</li> <li>Be a good listener</li> <li>Follow directions given by the presenter and teachers</li> <li>Sit near positive role models</li> </ul>	<ul style="list-style-type: none"> <li>Use body basics</li> <li>Keep your materials in your backpack</li> <li>Notify bus driver or chaperone(s) of problems</li> </ul>	<ul style="list-style-type: none"> <li>Follow the adult's directions</li> <li>Be a good listener</li> <li>Clean up after yourself</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>Walk your wheels on school property</li> <li>Use crosswalks and sidewalks</li> <li>Stay in supervised areas</li> <li>Walk until/after bike racks</li> </ul>	<ul style="list-style-type: none"> <li>4 legs on the floor</li> <li>Use kind words</li> <li>Walk</li> <li>Follow directions</li> <li><i>Per classroom</i></li> </ul>	<ul style="list-style-type: none"> <li>Use line basics</li> <li>Walk at all times</li> <li>Keep your hands, feet, and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Keep your feet on the floor</li> <li>Do your business and leave</li> </ul>	<ul style="list-style-type: none"> <li>Use line basics</li> <li>Use body basics</li> <li>Carry tray with 2 hands</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment appropriately</li> <li>Line up promptly</li> <li>Walk until/after bike racks</li> </ul>	<ul style="list-style-type: none"> <li>Stay in your seat</li> <li>Keep your hands, feet, and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Stay in your seat</li> <li>Use line basics</li> <li>Follow site rules</li> </ul>	<ul style="list-style-type: none"> <li>Play safely</li> <li>Follow the recess rules</li> <li>Ask a supervisor if you need to use the restroom</li> <li>Use body basics</li> </ul>



### Think 2 or Less Rule:

- ✓ 2 pumps of soap
- ✓ 2 hands to wash
- ✓ 2 paper towels
- ✓ 2 points in the trash
- ✓ 2 minutes or less

### Line Basics

- ✓ Facing the front
- ✓ Voices off
- ✓ Hands by your side
- ✓ Walking feet
- ✓ Stay in line

### Body Basics

- ✓ Sit up tall
- ✓ Eyes on the speaker
- ✓ Voices off
- ✓ Listening Ears
- ✓ Hands and feet to yourself



# What are the factors that led to any successes of PBIS?

- **Written in language that students/staff understand and can observe**
- **Covers a variety of contexts/context specific**
- **Consistently taught and reinforced**
- **Based in research and practice**
- **Consistently revisited to ensure it meets our needs**
- **Made our jobs better**

**Webster Stanley School Wide Expectations**

School Wide Expectations	Arrival/Dismissal	Classroom	Hallway	Bathroom	Lunchroom	Playground	Assembly/School Meetings	Bus/Field Trips	LSH
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Listen to safety patrol and supervisors</li> <li>Voice Volume = 0-2</li> <li>Greet one another</li> </ul>	<ul style="list-style-type: none"> <li>Voice Volume = 0 during announcements</li> <li>Be a good listener</li> <li>Raise hands</li> <li>Be on task</li> <li>Per classroom</li> </ul>	<ul style="list-style-type: none"> <li>Voice volume = 0</li> <li>Respect learning environments</li> <li>Keep hallways clean</li> </ul>	<ul style="list-style-type: none"> <li>Voice volume = 0, 1</li> <li>Give others/yourself privacy</li> <li>Report problems to a staff member</li> </ul>	<ul style="list-style-type: none"> <li>Follow the supervisors' directions</li> <li>Voice volume = 0, 1, 2</li> <li>If you drop something, pick it up</li> <li>Use manners</li> <li>Sit until dismissed</li> </ul>	<ul style="list-style-type: none"> <li>Voice volume = 0, 1, 2, 3, 4</li> <li>Take turns</li> <li>Play by the rules/fairly</li> <li>Include everyone/ be a friend</li> <li>Obey supervisors</li> </ul>	<ul style="list-style-type: none"> <li>Voice volume = 0</li> <li>Listen, learn and participate with respect</li> <li>Show appreciation</li> </ul>	<ul style="list-style-type: none"> <li>Voice volume = 0, 1, 2</li> <li>Follow the supervisors'/adult's directions</li> <li>Use manners</li> </ul>	<ul style="list-style-type: none"> <li>Voice volume = 0, 1, 2</li> <li>Listen, learn, and participate with respect</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>Be on Time</li> <li>Focus on your business</li> <li>Leave promptly at the end of the day</li> <li>Go to the office if your plan doesn't work</li> </ul>	<ul style="list-style-type: none"> <li>Assignment notebook and homework completed</li> <li>On task / focused</li> <li>Be prepared</li> <li>Be on time</li> <li>Use body basics</li> <li>Per classroom</li> </ul>	<ul style="list-style-type: none"> <li>Keep your materials in your lockers or on your hooks</li> </ul>	<ul style="list-style-type: none"> <li>Flush the toilet</li> <li>2 or Less Rule</li> <li>Leave no trace</li> </ul>	<ul style="list-style-type: none"> <li>Use good table manners</li> <li>Eat what you brought or ordered</li> <li>Empty your tray into the trash</li> <li>Be patient</li> <li>Ask for help if needed</li> <li>Leave no trace</li> </ul>	<ul style="list-style-type: none"> <li>Dress for the weather</li> <li>Report incidents to supervisors</li> <li>Line up quickly when the whistle blows</li> <li>Put away what you take out</li> </ul>	<ul style="list-style-type: none"> <li>Use body basics</li> <li>Be a good listener</li> <li>Follow directions given by the presenter and teachers</li> <li>Put away what you take out</li> <li>Sit near positive role models</li> </ul>	<ul style="list-style-type: none"> <li>Use body basics</li> <li>Keep your materials in your backpack</li> <li>Notify bus driver or chaperone(s) of problems</li> </ul>	<ul style="list-style-type: none"> <li>Follow the adult's directions</li> <li>Be a good listener</li> <li>Clean up after yourself</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>Walk your wheels on school property</li> <li>Use crosswalks and sidewalks</li> <li>Stay in supervised areas</li> <li>Walk until/after bike racks</li> </ul>	<ul style="list-style-type: none"> <li>4 legs on the floor</li> <li>Use kind words</li> <li>Walk</li> <li>Follow directions</li> <li>Per classroom</li> </ul>	<ul style="list-style-type: none"> <li>Use line basics</li> <li>Walk at all times</li> <li>Keep your hands, feet, and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Keep your feet on the floor</li> <li>Do your business and leave</li> </ul>	<ul style="list-style-type: none"> <li>Use line basics</li> <li>Use body basics</li> <li>Carry tray with 2 hands</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment appropriately</li> <li>Line up promptly</li> <li>Walk until/after bike racks</li> </ul>	<ul style="list-style-type: none"> <li>Stay in your seat</li> <li>Keep your hands, feet, and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Stay in your seat</li> <li>Use line basics</li> <li>Follow site rules</li> </ul>	<ul style="list-style-type: none"> <li>Play safely</li> <li>Follow the recess rules</li> <li>Ask a supervisor if you need to use the restroom</li> <li>Use body basics</li> </ul>

Think 2 or Less Rule:



- ✓ 2 pumps of soap
- ✓ 2 hands to wash
- ✓ 2 paper towels
- ✓ 2 points in the trash
- ✓ 2 minutes or less

Line Basics

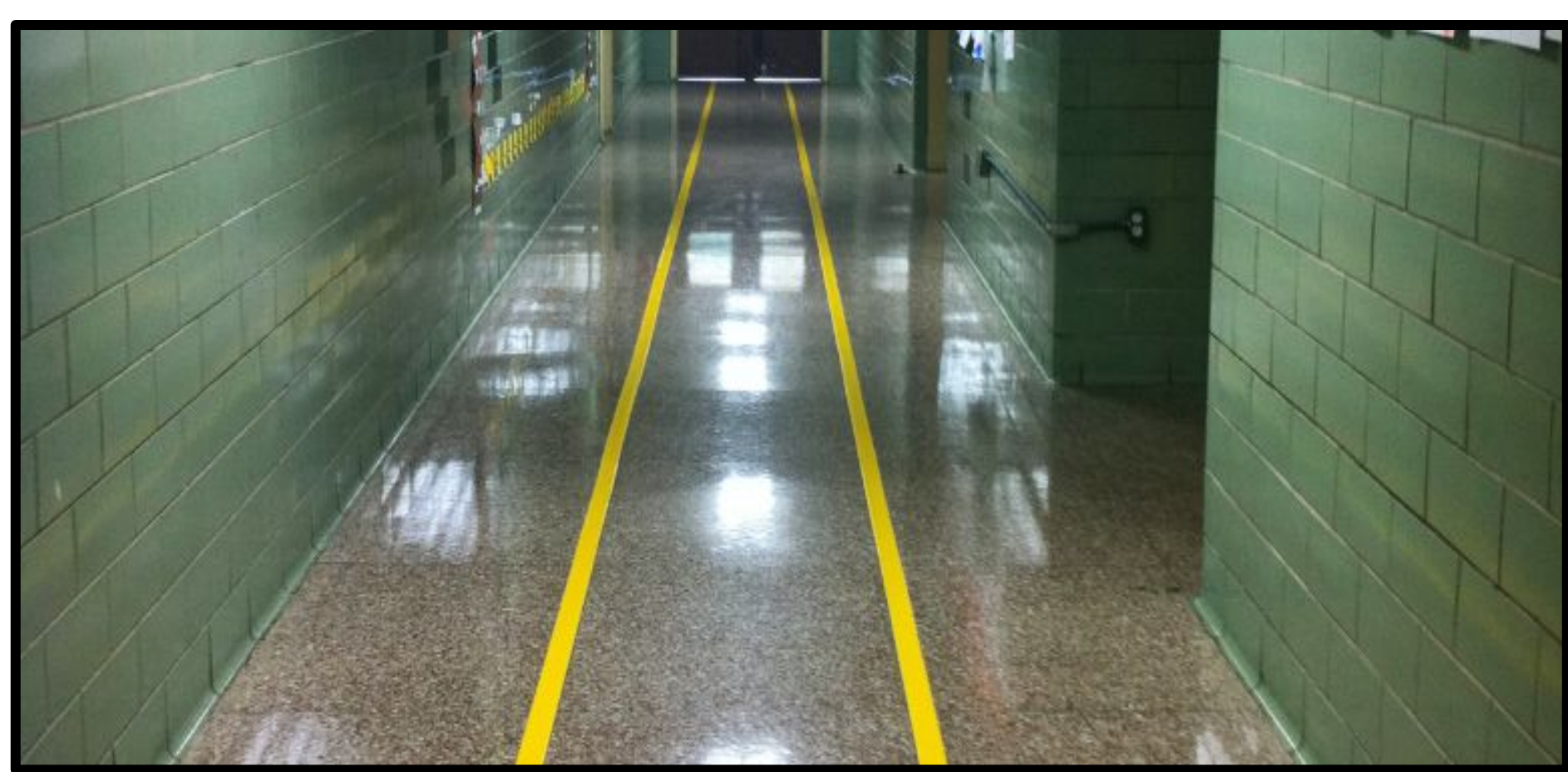
- ✓ Facing the front
- ✓ Voices off
- ✓ Hands by your side
- ✓ Walking feet
- ✓ Stay in line

Body Basics

- ✓ Sit up tall
- ✓ Eyes on the speaker
- ✓ Voices off
- ✓ Listening Ears
- ✓ Hands and feet to yourself





FIRST Educational Resources

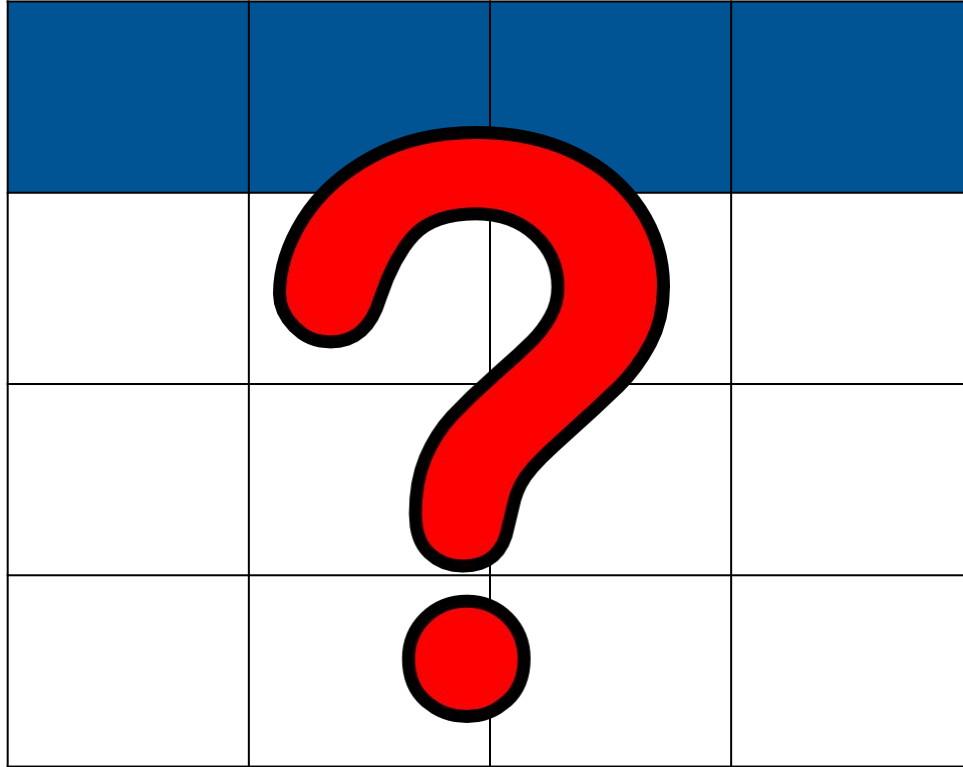


[www.firsteducation-us.com](http://www.firsteducation-us.com)



FIRST Educational Resources

# LEADERSHIP





It's hard to hit the target if  
you can't see what you are  
aiming for.



A target with three concentric rings of blue, white, and dark blue. Three arrows with red fletching and wooden shafts are embedded in the center bullseye. The background is a gradient of light blue to white.

**The more precise we are in  
describing our vision...**

**...the more likely we will be to  
actually make it happen.**



FIRST Educational Resources



[www.firsteducation-us.com](http://www.firsteducation-us.com)



FIRST Educational Resources

# Webster Stanley School Wide Expectations

School Wide Expectations	Arrival/Dismissal	Classroom	Hallway	Bathroom	Lunchroom	Playground	Assembly/School Meetings	Bus/Field Trips	LSH
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Listen to safety patrol and supervisors</li> <li>Voice Volume = 0-2</li> <li>Greet one another</li> </ul>	<ul style="list-style-type: none"> <li>Voice Volume = 0 during announcements</li> <li>Be a good listener</li> <li>Raise hands</li> <li>Be on task</li> <li><i>Per classroom</i></li> </ul>	<ul style="list-style-type: none"> <li>Voice volume = 0</li> <li>Respect learning environments</li> <li>Keep hallways clean</li> </ul>	<ul style="list-style-type: none"> <li>Voice volume = 0, 1</li> <li>Give others/yourself privacy</li> <li>Report problems to a staff member</li> </ul>	<ul style="list-style-type: none"> <li>Follow the supervisors' directions</li> <li>Voice volume = 0, 1, 2</li> <li>If you drop something, pick it up</li> <li>Use manners</li> <li>Sit until dismissed</li> </ul>	<ul style="list-style-type: none"> <li>Voice volume = 0, 1, 2, 3, 4</li> <li>Take turns</li> <li>Play by the rules/fairly</li> <li>Include everyone/ be a friend</li> <li>Obey supervisors</li> </ul>	<ul style="list-style-type: none"> <li>Voice volume = 0</li> <li>Listen, learn and participate with respect</li> <li>Show appreciation</li> </ul>	<ul style="list-style-type: none"> <li>Voice volume = 0, 1, 2</li> <li>Follow the supervisor's/ adult's directions</li> <li>Use manners</li> </ul>	<ul style="list-style-type: none"> <li>Voice volume = 0, 1, 2</li> <li>Listen, learn, and participate with respect</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>Be on Time</li> <li>Focus on your business</li> <li>Leave promptly at the end of the day</li> <li>Go to the office if your plan doesn't work</li> </ul>	<ul style="list-style-type: none"> <li>Assignment notebook and homework completed</li> <li>On task / focused</li> <li>Be prepared</li> <li>Be on time</li> <li>Use body basics</li> <li><i>Per classroom</i></li> </ul>	<ul style="list-style-type: none"> <li>Keep your materials in your lockers or on your hooks</li> </ul>	<ul style="list-style-type: none"> <li>Flush the toilet</li> <li>2 or Less Rule</li> <li>Leave no trace</li> </ul>	<ul style="list-style-type: none"> <li>Use good table manners</li> <li>Eat what you brought or ordered</li> <li>Empty your tray into the trash</li> <li>Be patient</li> <li>Ask for help if needed</li> <li>Leave no trace</li> </ul>	<ul style="list-style-type: none"> <li>Dress for the weather</li> <li>Report incidents to supervisors</li> <li>Line up quickly when the whistle blows</li> <li>Put away what you take out</li> </ul>	<ul style="list-style-type: none"> <li>Use body basics</li> <li>Be a good listener</li> <li>Follow directions given by the presenter and teachers</li> <li>Sit near positive role models</li> </ul>	<ul style="list-style-type: none"> <li>Use body basics</li> <li>Keep your materials in your backpack</li> <li>Notify bus driver or chaperone(s) of problems</li> </ul>	<ul style="list-style-type: none"> <li>Follow the adult's directions</li> <li>Be a good listener</li> <li>Clean up after yourself</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>Walk your wheels on school property</li> <li>Use crosswalks and sidewalks</li> <li>Stay in supervised areas</li> <li>Walk until/after bike racks</li> </ul>	<ul style="list-style-type: none"> <li>4 legs on the floor</li> <li>Use kind words</li> <li>Walk</li> <li>Follow directions</li> <li><i>Per classroom</i></li> </ul>	<ul style="list-style-type: none"> <li>Use line basics</li> <li>Walk at all times</li> <li>Keep your hands, feet, and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Keep your feet on the floor</li> <li>Do your business and leave</li> </ul>	<ul style="list-style-type: none"> <li>Use line basics</li> <li>Use body basics</li> <li>Carry tray with 2 hands</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment appropriately</li> <li>Line up promptly</li> <li>Walk until/after bike racks</li> </ul>	<ul style="list-style-type: none"> <li>Stay in your seat</li> <li>Keep your hands, feet, and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Stay in your seat</li> <li>Use line basics</li> <li>Follow site rules</li> </ul>	<ul style="list-style-type: none"> <li>Play safely</li> <li>Follow the recess rules</li> <li>Ask a supervisor if you need to use the restroom</li> <li>Use body basics</li> </ul>



- Think 2 or Less Rule:**
- ✓ 2 pumps of soap
  - ✓ 2 hands to wash
  - ✓ 2 paper towels
  - ✓ 2 points in the trash
  - ✓ 2 minutes or less

- Line Basics**
- ✓ Facing the front
  - ✓ Voices off
  - ✓ Hands by your side
  - ✓ Walking feet
  - ✓ Stay in line

- Body Basics**
- ✓ Sit up tall
  - ✓ Eyes on the speaker
  - ✓ Voices off
  - ✓ Listening Ears
  - ✓ Hands and feet to yourself



# Your Turn



## VISION OF A LEADER

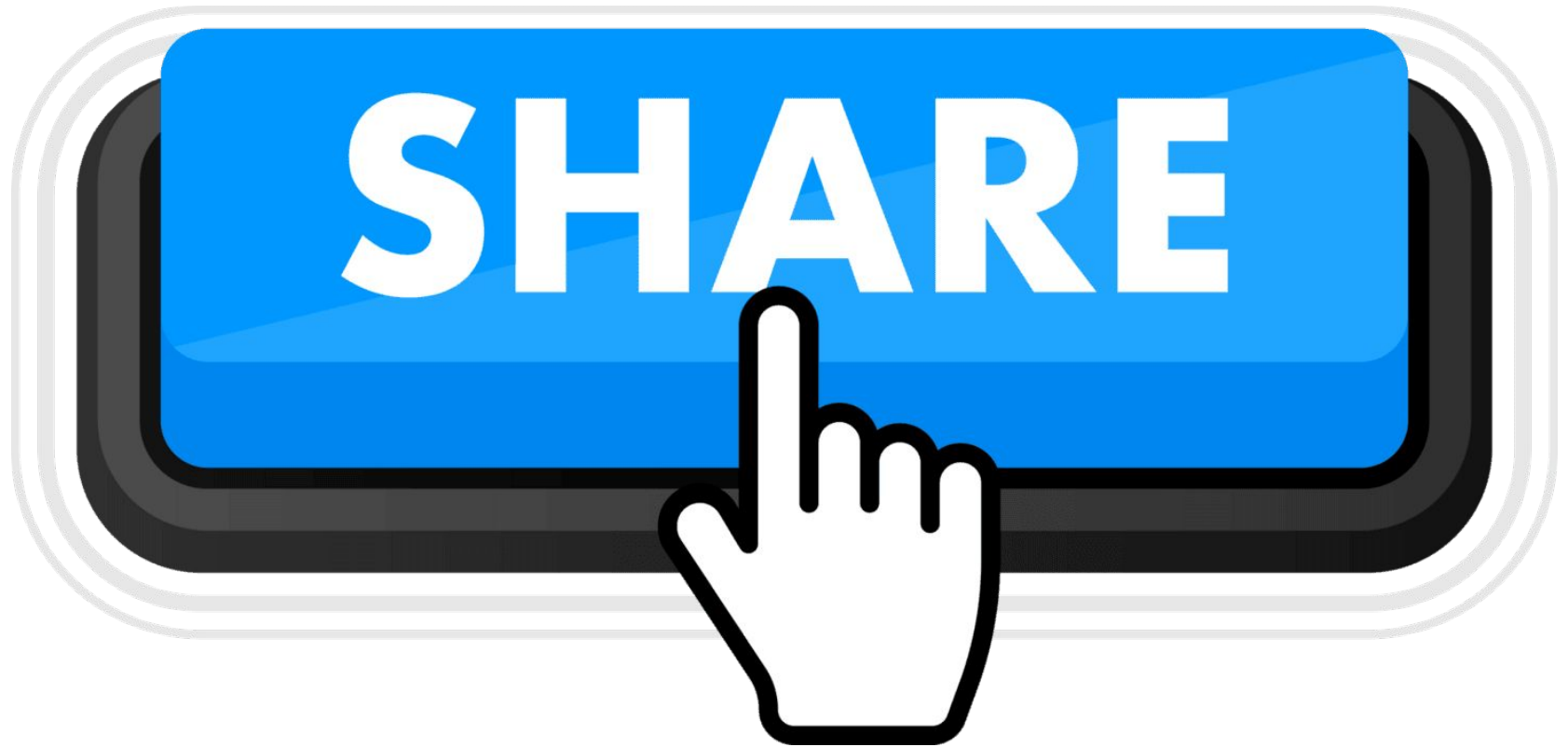
What do the following groups want from us as school or District leaders?

What would be observed if you are leading at the highest level from the perspective of each stakeholder group?

Parents	Students	Staff

Copyright FIRST Educational Resources | 2026







**REFLECTION**



FIRST Educational Resources



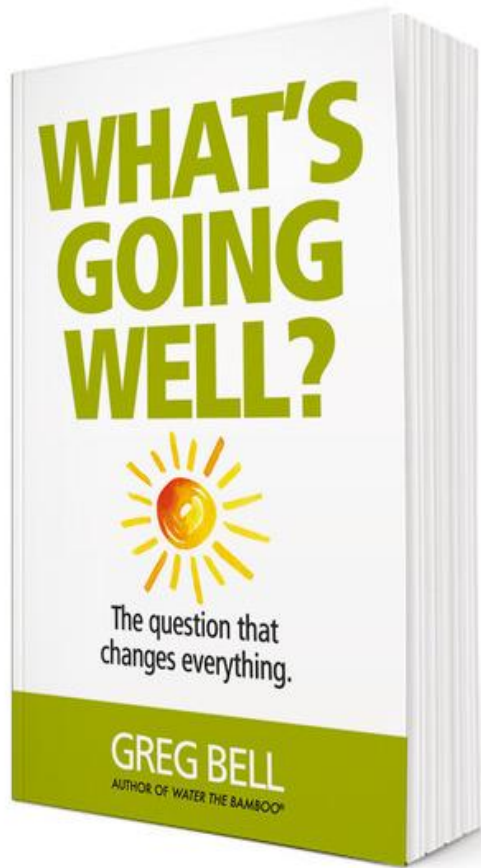
[www.firsteducation-us.com](http://www.firsteducation-us.com)



FIRST Educational Resources

NEGATIVE  
POSITIVE





FIRST Educational Resources



[www.firsteducation-us.com](http://www.firsteducation-us.com)



FIRST Educational Resources

# Embedded Reflective Practice

My areas of Strength Within this Vision? \_\_\_\_\_

My Opportunities for Growth Within This Vision? \_\_\_\_\_



**If collective efficacy is stalling,  
it's rarely a teacher problem first.**



- 1. List out all of the “initiatives” your school worked on this year**
- 2. Initially, reflect on where your sense of efficacy is to lead each initiative**
- 3. Reflect on how well the initiative went in your building**



# Four Ways Leaders Shape Collective Belief

1. **Mastery Experiences** (*What we've accomplished and improved together*)
2. **Vicarious Experiences** (*What we see people like us succeed at*)
3. **Social Persuasion** (*What leadership consistently communicates we're capable of*)
4. **Emotional & Physiological State** (*How leadership feels when things get hard*)

*(Bandura, applied to Leadership)*

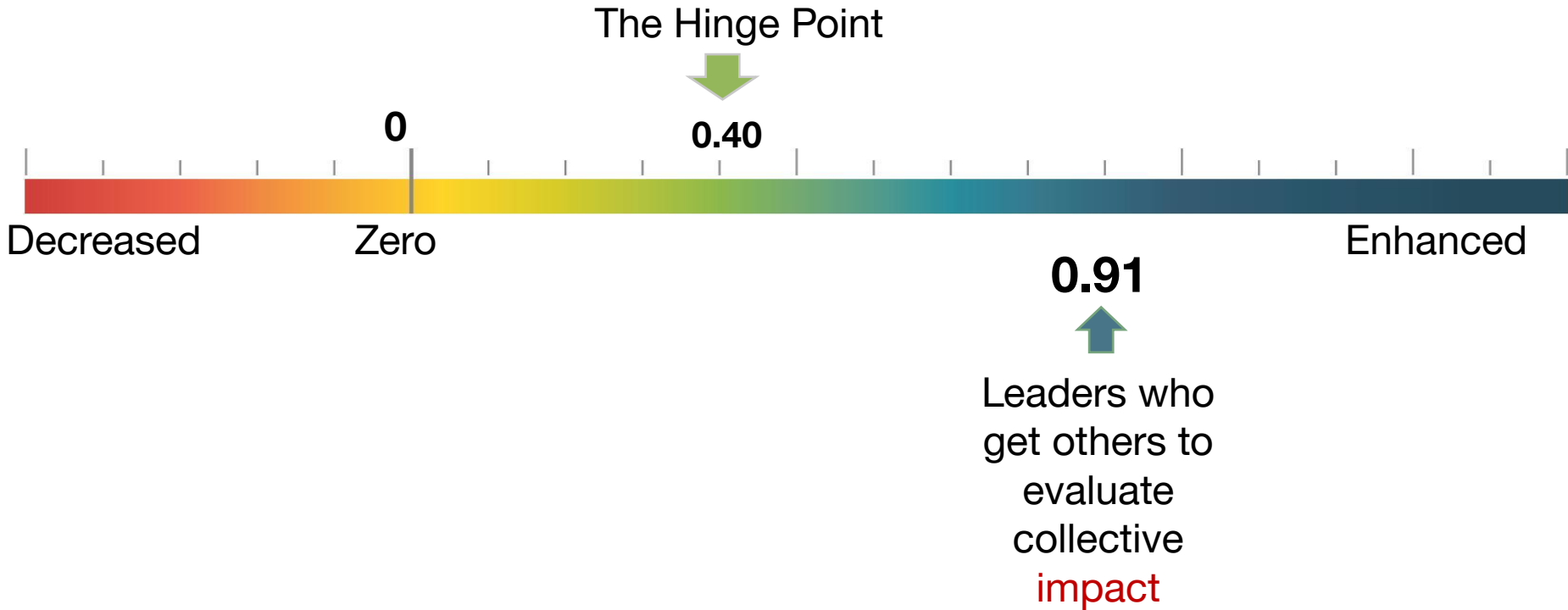


# Action



# Impact





# How Leaders Build or Block Belief under Pressure



**Efficacy is derived from repeated experiences that  
answer one question for teachers:**

**Can we do this, even when it is hard?**

**It is not generated by personality, confidence, or  
charisma.**



**Bandura identified four sources of efficacy.**

**What matters for leaders is how these show up  
in real leadership moments.**



# Four Ways Leaders Shape Collective Belief

1. **Mastery Experiences** (*What we've accomplished and improved together*)
2. **Vicarious Experiences** (*What we see people like us succeed at*)
3. **Social Persuasion** (*What leadership consistently communicates we're capable of*)
4. **Emotional & Physiological State** (*How leadership feels when things get hard*)

*(Bandura, applied to Leadership)*



# Mastery Experiences

When an initiative stalls or outcomes aren't immediate...

...we abandon it quietly or label it 'not the right fit.'

But efficacy grows when leaders help staff *recognize progress*, not just outcomes.



# Mastery Experiences



**Most schools have more success than they realize,  
but no one has slowed down enough to name it.**



# Vicarious Experiences

When staff doubt they can pull something off...

...we bring in experts or showcase the  
'best' teachers.

But belief grows fastest when people see *someone*  
*like them* succeed.



# Vicarious Experiences



**If the only people we highlight are exceptional,  
we unintentionally tell everyone else this isn't for them.**



# Social Persuasion

When teachers struggle and ask for reassurance...

We encourage. We praise. We say 'you've got this.'

But generic encouragement doesn't build efficacy. Specific  
feedback tied to evidence does.



# Social Persuasion



**Belief doesn't grow from being told you're capable.  
It grows from being shown *why* you are.**



# Emotional and Psychological States

When things feel chaotic or uncertain...

We hide stress or push through it.

But leaders regulate belief before they  
regulate systems.



# Emotional and Psychological States

**My calm didn't just make the room feel better, it  
told my staff this we can be successful.**



**These moves require intentional practice and feedback,  
especially under pressure.**



**What are  
the  
implications  
for your  
leadership  
practice?**

**Mastery  
Experiences**

For efficacy to be enhanced, teams need to succeed at the things they perceive as difficult.

**Vicarious Experiences**

When seeing others meet with success, it's important to identify similarities between those we are observing and our own situations.

**Social Persuasion**

Persuasion can be used to enhance efficacy if educators find the persuader credible and trustworthy.

**Feelings/Emotions**

Negative emotions diminish efficacy.  
Positive emotions strengthen it.

# Four Considerations Leadership Efficacy

- 1. Have I met with success in the past?
- 2. Have I witnessed others meet with success?
- 3. Has someone convinced me that I can do this?
- 4. Have I felt good about my previous experiences?

HOW  
DIFFICULT  
IS THE  
TASK? →



# Leadership Efficacy is built in ordinary moments

**A decline in belief typically occurs through numerous small, unexamined interactions rather than a single large failure.**



# Leadership Efficacy is built in ordinary moments

**Belief doesn't erode in dramatic ways.**

**It erodes quietly.**

**And it's rebuilt the same way.**



# So How Is Collective Efficacy Actually Built?

**Collective efficacy doesn't appear because teams collaborate more or leaders believe harder.**

**It grows when specific conditions are intentionally created over time.**

*(Donohoo, O'Leary, & Hattie, 2019)*



# Five Enabling Conditions for Collective Teacher Efficacy

1. Consensus on Goals
2. Empowered Teachers
3. Cohesive Teacher Knowledge
4. Embedded Reflective Practice
5. Supportive Leadership

Donohoo, J., O'Leary, T., & Hattie, J. (2019). The design and validation of the enabling conditions for collective efficacy scale. *Journal of Professional Capital and Community*.



# Collective Efficacy Lives or Dies in Leadership Decisions

**The enabling conditions don't operate independently.**

**They are amplifiers of a principal's sense of efficacy.**



# Goal Consensus: How Leaders Signal What's Worth Persisting In

## Leadership Efficacy Lens:

**Low-efficacy leaders use goals to create compliance.**

**High-efficacy leaders use goals to create persistence.**



# Low efficacy under pressure looks like:

- **Constantly revising goals**
- **Quietly abandoning hard goals**
- **Treating goals as announcements, not commitments**



**Most leaders don't abandon goals  
intentionally.**

**They loosen (or forget about them) them  
quietly when belief starts to wobble.**



# Empowered Teachers: Where Leaders Reclaim Control Under Pressure

## Leadership Efficacy Lens:

Low-efficacy leaders share power when things are calm.  
High-efficacy leaders *hold* shared power when things get messy.



# Low efficacy under pressure looks like:

- Recentralize decisions
- Speed up approvals
- Confuse urgency with authority



**Empowerment breaks down most often at the moment teachers feel unsure, not when things are going well.**





# Decision Chart





# Decision Chart



Level 1	Decisions that are <b>made for us.</b>





# Decision Chart



Level 1	Decisions that are <b>made for us.</b>
Level 2	Decisions that <b>I need to make with your thoughts, ideas and input</b>





# Decision Chart



Level 1	Decisions that are <b>made for us.</b>
Level 2	Decisions that <b>I need to make with your thoughts, ideas and input</b>
Level 3	Decisions that <b>I want us to make together.</b>





# Decision Chart



Level 1	Decisions that are <b>made for us.</b>
Level 2	Decisions that <b>I need to make with your thoughts, ideas and input</b>
Level 3	Decisions that <b>I want us to make together.</b>
Level 4	Decisions <b>I want you to make</b> as a team.





# TBG Decision Chart



Level 1	Decisions that are <b>made for us.</b>
Level 2	Decisions that <b>I need to make with your thoughts, ideas and input</b>
Level 3	Decisions that <b>I want us to make together.</b>
Level 4	Decisions <b>I want you to make</b> as a team.



**The question isn't who has permission to  
decide.**

**It's who feels responsible when the decision  
is hard.**



**Most principals don't take power back  
intentionally.**

**They take it back to reduce risk, often  
without realizing it.**



**When leaders doubt their own efficacy, they  
often over-function for their teams.**



# Final Thought:

**When teachers are uncertain, do I step in to help, or step in to decide?**



# **Cohesive Teacher Knowledge: How Leaders Create Clarity so Teachers are never alone.**

## **Leadership Efficacy Lens:**

**Cohesive teacher knowledge isn't about teachers doing the same thing. It's about teachers *knowing what great looks like*, and knowing they're not figuring it out alone.**



# Low efficacy under pressure looks like:

- **Everyone has their own style.**
- **We trust teachers to do what works for them.**
- **We don't want to micromanage instruction.**



**Inconsistent instruction, or response to student struggle, is rarely a teacher knowledge problem.**

**It's usually a leadership clarity problem.**



**Most principals don't intend to leave teachers  
isolated.**

**They underestimate how much clarity  
teachers need to feel confident.**



# Embedded Reflective Practice: How Leaders Help Teams Notice What Actually Works

Leadership Efficacy Lens:

Schools are full of experiences.

Efficacy only grows when leaders help teams *make meaning* from them.

Without reflection, success feels random, and struggle feels personal.



# Low efficacy under pressure looks like:

- **Moving quickly from one initiative to the next**
- **Treating results as something to report, not examine**
- **Celebrating outcomes without unpacking *why* they happened**

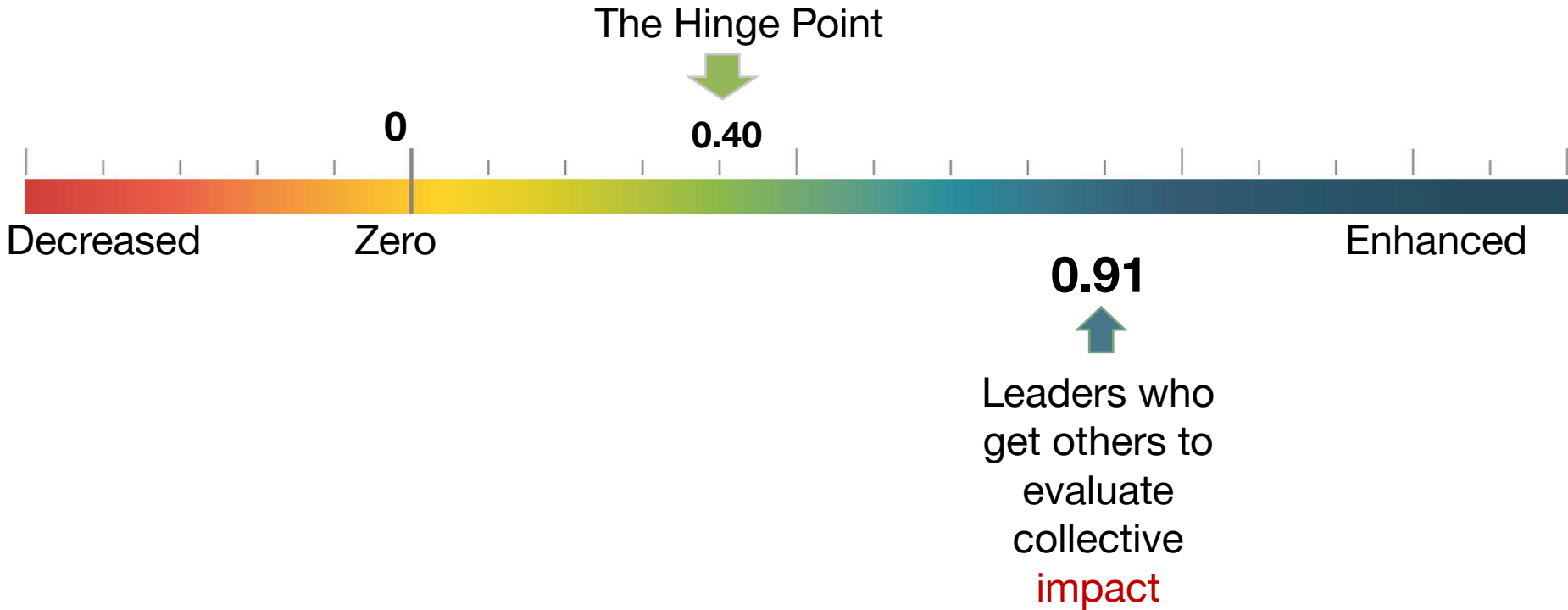


# Action



# Impact





**Experience alone does not build efficacy.**

**Unexamined experience actually weakens it.**



# **Supportive Leadership: The emotional climate leaders create without knowing it**

## **Leadership Efficacy Lens:**

**Supportive leadership isn't about being liked, it's about being steady.**



# Low efficacy under pressure looks like:

- **Mixed messages**
- **Inconsistent presence**
- **Support that feels evaluative instead of developmental**



**Relational trust:** Staff believe you care about them as people.

**Competence trust:** Staff believe you are knowledgeable and capable.

**Integrity trust:** Staff believe you mean what you say and follow through.

**Supportive leadership is about what people  
learn from your presence when things go  
wrong.**



**The risk isn't that you don't understand this efficacy. The risk is that you'll return to old patterns without noticing it.**

**Every leader in this room will face moments where belief is tested, and those moments rarely announce themselves.**





FIRST Educational Resources



[www.firsteducation-us.com](http://www.firsteducation-us.com)



FIRST Educational Resources

# Erie Catholic Schools Leadership Conference

## *Leading the Learning Day 2*



Garth Larson

CEO, FIRST Educational Resources

[garth@firsteducation-us.com](mailto:garth@firsteducation-us.com)

Don Smith

Director of Professional Services

[don@firsteducation-us.com](mailto:don@firsteducation-us.com)



FIRST Educational Resources



[www.firsteducation-us.com](http://www.firsteducation-us.com)



FIRST Educational Resources

# Principal Pressure



**Pressure shapes leadership efficacy in ways staff experience directly.**

**A leader's efficacy level simultaneously impacts the amount of pressure felt at any given moment.**



**Principal/Leadership Pressure doesn't mean you're weak.**

**It means you care deeply!**



# Principal Pressure: The Hidden Messages We Send



When leadership systems operate solely from urgency, staff may hear:

"I don't fully trust you to handle this without me."

"Leadership lives in the office, not in this building."

"Learning is optional when things get hard."

"Now is not the time to ask questions or take risks."

"Speed matters more than thinking."

"Someone else will step in and fix this."

"Strong leaders absorb pressure instead of building capacity."

"Burnout is the price of commitment."



**I didn't say any of these out loud.  
But over time, my behavior taught my staff  
every single one of them.**



Hidden Message My Staff May Hear	Common Principal Behaviors That Teach It
"I don't fully trust you to handle this without me."	Stepping in immediately when conflict arises instead of coaching first; redoing work rather than giving feedback; approving every decision personally
"Leadership lives in the office, not in this room."	Making final decisions alone; talking <i>at</i> teams instead of learning with them; being absent from PLCs or leaving early
"Learning is optional when things get hard."	Canceling PLCs, coaching, or PD during busy seasons; postponing instructional work "until things settle down"
"Now is not the time to ask questions or take risks."	Responding to questions with urgency or defensiveness; signaling stress verbally or non-verbally; rewarding compliance over curiosity
"Speed matters more than thinking."	Solving problems for teams; rushing decisions; prioritizing quick fixes over reflective conversations
"Someone else will step in and fix this."	Handling discipline or parent conflict personally without debriefing; not building follow-up capacity in others
"Strong leaders absorb pressure instead of building capacity."	Taking on more tasks instead of delegating; protecting others from discomfort rather than growing them through it
"Burnout is the price of commitment."	Modeling exhaustion as normal; celebrating overwork; minimizing boundaries or recovery time



**Over time, they trained my staff to rely on me  
(leadership) instead of believe in themselves.**



**Every one of these behaviors made sense in the moment of crisis, but they carry long term costs.**



Bandura (2000) explained that “when faced with obstacles, setbacks, and failures, those who doubt their capabilities slacken their efforts, give up, or settle for mediocre solutions. Those who have a strong belief in the capabilities redouble their effort to master the challenge” (p. 120).

Bandura, A. (2000). Cultivate self efficacy for personal and organizational effectiveness. Blackwell handbook of principles of organizational behavior (p. 120-136). Oxford, Malden, MA



Bandura (2000) explained that “when faced with obstacles, setbacks, and failures, **those who doubt their capabilities** slacken their efforts, give up, or settle for mediocre solutions. Those who have a strong belief in the capabilities redouble their effort to master the challenge” (p. 120).

Bandura, A. (2000). Cultivate self efficacy for personal and organizational effectiveness. Blackwell handbook of principles of organizational behavior (p. 120-136). Oxford, Malden, MA



Bandura (2000) explained that “when faced with obstacles, setbacks, and failures, those who doubt their capabilities

**slacken their efforts, give up, or settle for mediocre solutions.**

Those who have a strong belief in the capabilities redouble their effort to master the challenge” (p. 120).

Bandura, A. (2000). Cultivate self efficacy for personal and organizational effectiveness. Blackwell handbook of principles of organizational behavior (p. 120-136). Oxford, Malden, MA



Bandura (2000) explained that “when faced with obstacles, setbacks, and failures, those who doubt their capabilities slacken their efforts, give up, or settle for mediocre solutions. **Those who have a strong belief in the capabilities redouble their effort to master the challenge**” (p. 120).

Bandura, A. (2000). Cultivate self efficacy for personal and organizational effectiveness. Blackwell handbook of principles of organizational behavior (p. 120-136). Oxford, Malden, MA



**When my own efficacy was shaky, it didn't stay internal.  
It showed up in my behavior.**



# What efficacious Leaders do differently under pressure

Instead of This Message...	Efficacy-Building Leadership Moves Under Pressure
"I don't fully trust you to handle this without me."	Pause before stepping in; ask coaching questions first; allow others to lead and stay present as support
"Leadership lives in the office, not in this room."	Learn publicly with staff; participate in PLCs as a learner; name leadership moves you see in others
"Learning is optional when things get hard."	Protect PLC and coaching time during stress; explicitly state that learning <i>is</i> the work
"Now is not the time to ask questions or take risks."	Normalize uncertainty; thank people for naming problems; model curiosity instead of urgency
"Speed matters more than thinking."	Slow decisions intentionally; ask teams to analyze before acting; value process over quick fixes
"Someone else will step in and fix this."	Debrief incidents with staff; coach through decision-making; transfer problem-solving ownership
"Strong leaders absorb pressure instead of building capacity."	Delegate with purpose; build clear systems; grow others to handle complexity
"Burnout is the price of commitment."	Model boundaries; name sustainability as leadership; celebrate growth, not exhaustion



**The goal isn't to feel less pressure.**

**The goal is to lead in ways that transfer belief instead of  
absorbing it.**



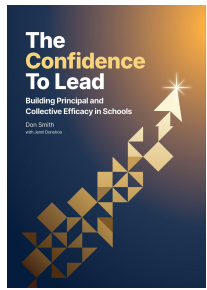
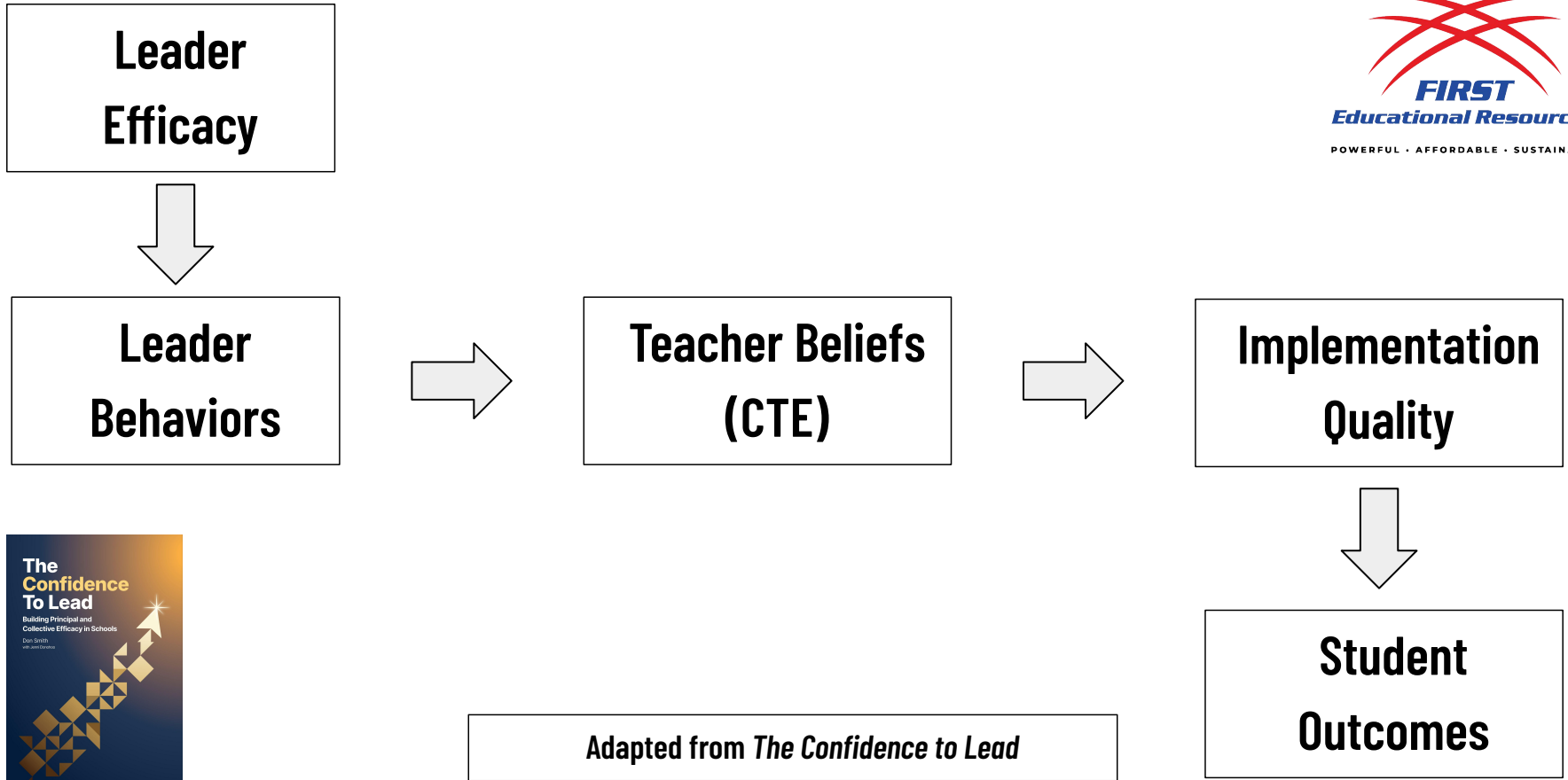
**So if pressure isn't the problem...**

**Then the real work is learning how belief gets built or blocked  
in moments of stress.**



**When principals experience success, it reinforces their belief  
in their ability to lead.**





Adapted from *The Confidence to Lead*

# Leadership Efficacy is built in ordinary moments

Belief doesn't erode in dramatic ways.

It erodes quietly.

And it's rebuilt the same way.



# So How Is Collective Efficacy Actually Built?

**Collective efficacy doesn't appear because teams collaborate more or leaders believe harder.**

**It grows when specific conditions are intentionally created over time.**

*(Donohoo, O'Leary, & Hattie, 2019)*



# Five Enabling Conditions for Collective Teacher Efficacy

1. Consensus on Goals
2. Empowered Teachers
3. Cohesive Teacher Knowledge
4. Embedded Reflective Practice
5. Supportive Leadership

Donohoo, J., O'Leary, T., & Hattie, J. (2019). The design and validation of the enabling conditions for collective efficacy scale. *Journal of Professional Capital and Community*.



# Collective Efficacy Lives or Dies in Leadership Decisions

**The enabling conditions don't operate independently.**

**They are amplifiers of a principal's sense of efficacy.**



# Empowered Teachers: Where Leaders Reclaim Control Under Pressure

## Leadership Efficacy Lens:

Low-efficacy leaders share power when things are calm.  
High-efficacy leaders *hold* shared power when things get messy.



# Low efficacy under pressure looks like:

- Recentralize decisions
- Speed up approvals
- Confuse urgency with authority



**Empowerment breaks down most often at the moment teachers feel unsure, not when things are going well.**





# Decision Chart





# Decision Chart



Level 1	Decisions that are <b>made for us.</b>





# Decision Chart



Level 1	Decisions that are <b>made for us.</b>
Level 2	Decisions that <b>I need to make with your thoughts, ideas and input</b>





# Decision Chart



Level 1	Decisions that are <b>made for us.</b>
Level 2	Decisions that <b>I need to make with your thoughts, ideas and input</b>
Level 3	Decisions that <b>I want us to make together.</b>





# Decision Chart



Level 1	Decisions that are <b>made for us.</b>
Level 2	Decisions that <b>I need to make with your thoughts, ideas and input</b>
Level 3	Decisions that <b>I want us to make together.</b>
Level 4	Decisions <b>I want you to make</b> as a team.





# TBG Decision Chart



Level 1	Decisions that are <b>made for us.</b>
Level 2	Decisions that <b>I need to make with your thoughts, ideas and input</b>
Level 3	Decisions that <b>I want us to make together.</b>
Level 4	Decisions <b>I want you to make</b> as a team.





**FIRST Educational Resources**



**[www.firsteducation-us.com](http://www.firsteducation-us.com)**



**FIRST Educational Resources**


# Elementary Team Slides



# No common understanding of what an TBL Classroom **Looks Like...**



$F_i = q_{mc} + \sum_{k=1}^{\infty} a_{im} (x_{i0} - \gamma)^2$      $F_B = m d e x$   
 $l = \frac{\bar{V}}{\pi} \Rightarrow Y_E \frac{2m}{\sin^2 t}$      $\Rightarrow E = T \cdot \epsilon \neq d \cdot x$      $E_{out} = \frac{\sqrt{2\pi^2 - mm^2}}{2\pi}$   
*bischnungs*    *note, sic!*     $\sqrt{V^2 - 4\pi \cdot t^2}$      $A_E = \left(1 - \frac{(m-k)}{2}\right)^2$      $\epsilon \neq T \leq S_i$   
 $h_n = \frac{dn}{st}$      $E = (T_i - \hat{A} - \Delta_{bc} t)$      $\sqrt{n} = \sqrt{\frac{(1-m)^2}{m^2 f}}$      $Z = mh$   
 $W_i = \frac{m}{n} \frac{Em}{r}$      $\sin \frac{1}{2} \cdot \cos^2 \varphi$      $E = \frac{F}{F} \times \frac{\pm \sqrt{Z_i}}{h - g_2}$      $\frac{1}{2} [\vec{r} + \vec{p} \approx \vec{r}]$   
 $\tilde{\lambda} = \frac{\alpha_{11} a_{m0} - 3 m_i}{\lambda_i \sin b}$      $\gamma - 1 + \gamma$      $L_g = \frac{m^2}{r_2}$      $\vec{F} = \frac{1}{2} m_i^2 \varphi$   
 $\Gamma(s, t)^2 \sqrt{1 + \alpha^2 z^2} (-\pi i \kappa)$     *(physis)*     $(\alpha, t_2 - \alpha, t_1 n_2)$   
 $Ml = \Gamma_m \cdot \frac{n}{t} = \frac{2V}{dt^2}$      $(s \cdot n^2 + u)^2$      $\zeta = \frac{m a l^2 L}{r} \left(\cos x + \frac{z b}{3 r^2} - x_0\right)^2$   
 $th = \frac{t_{mah}}{1 - x_i}$      $b d = \max \left(\geq \frac{\Lambda}{2}\right)^2 = \frac{t(m-v)^2}{r} \log_a \frac{H \cdot V \cdot \sin l}{2\pi}$      $\mu \cdot V_i = 0$



The result?...

# Unrealistic Expectations







What Admin Expects  
Kids to Do When  
They See the  
Learning Target






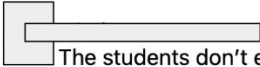
 **principal\_jamb** · Follow  
Original audio





 **principal\_jamb** · 3w  
I don't care if a teacher posts their learning target.

What do you think? Should teachers be required to post learning targets?

[#principalsofinstagram](#) [#school](#)  
[#principals](#) [#teachers](#) [#teacher](#)  
[#teachersofinstagram](#) [#teachersofig](#)  
[#teachergram](#) [#iteach](#)  
[#educatorsofinstagram](#) [#teachertalk](#)  
[#teachersofinsta](#)

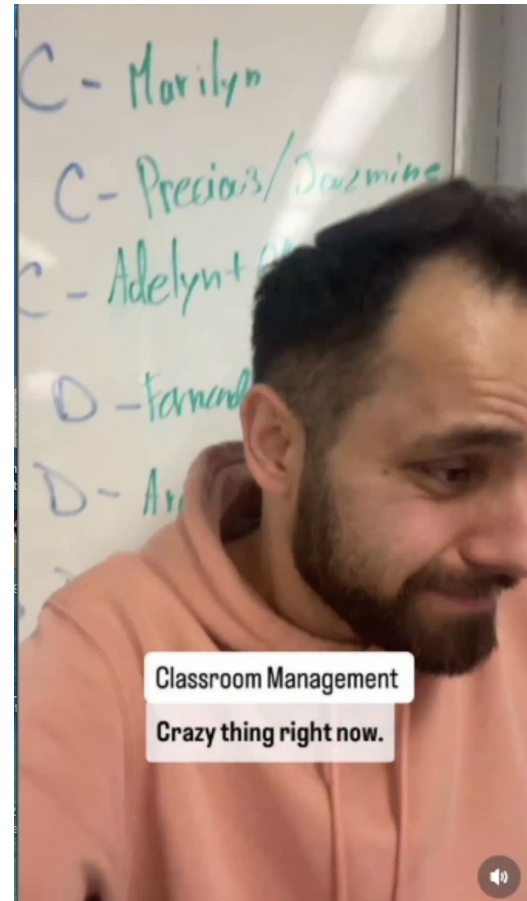


 The students don't even read it!!  
They don't care!

17,413 likes  
September 29

[Log in](#) to like or comment.



**“Show me a school, or what this looks like in  
another classroom...”**



# **“Show me a school, or what this looks like in another classroom...”**

As you lead the TBL process in your buildings, you need a crystal clear, shared vision of what a Target Based Learning classroom actually entails.

If we are asking teachers to shift their practice, what exactly are we observing when we walk in the door?



# What we will not see...

1. How they prioritized standards
2. How they examined the targets took the time to deeply understand the rigor of the standard
3. How they used the targets while they planned
4. How they aligned their assessments to the targets

**These are things you see in a one on one session with a teacher**



# We will see the effects of those things when we visit the classrooms

1. **Group 1: The Teacher Lens.** What is the teacher doing? What specific words or phrases are they saying to the room or to individual students?
2. **Group 2: The Student Lens.** What are the students doing? If you pull up a chair next to a student, what are they able to tell you about their work?
3. **Group 3: The Environment Lens.** What is on the walls? How is the room structured to support learning over compliance?

**T-chart: Looks like, Sounds Like**

**Do this as a staff!**



# Swap and Prioritize

Rotate clockwise to the next piece of chart paper. Read the list and use a different colored marker to circle the top three non-negotiable items on that page.

Rotate one more time to the final paper, review the list, and put a star next to the single most important item on that page.

Return to your paper and review the starred items.

Share out with whole group



# **“Look fors” Handout**

**<https://bit.ly/SBLLookFors>**

Which of the "What we are not looking for" examples on this handout are the most common in your building right now?



How can we use this tool to shift those specific compliance behaviors into learning behaviors?



# STAGR Resistance Coaching Scenarios

## <https://bit.ly/GradingScenarios>

As leaders, you will inevitably face pushback when guiding your staff through the STAGR process. This activity provides an opportunity to practice your coaching responses to some of the most common roadblocks we see in the field.

Directions:

1. Pair up with another administrator.
2. Take turns playing the role of the Teacher and the Coach.
3. The Teacher will read the "Teacher Resistance" statement out loud.
4. The Coach will respond. Your goal is to guide the teacher toward the listed "Mindset Shift." You may use the provided "Coaching Prompt" as a baseline, but challenge yourself to deliver the message using your own authentic leadership voice and vocabulary.





**FIRST Educational Resources**



**[www.firsteducation-us.com](http://www.firsteducation-us.com)**



**FIRST Educational Resources**