Figure 5.3 • *Evaluating Your Evaluative Thinking*

Step 1: Map Your Current Practice Use the columns below to conduct an initial inventory of different types of evidence that you and/or your leadership team routinely gather (e.g., classroom observations, survey data, or student work).

Evidence We Collect	How We Use It	Who We Share It With

Step 2: Diagnose the Mindset Review your table and notice:

For what reason(s) do you collect each type of evidence? For example, is the evidence source collected to prove success or to generate new learning and inform improvement efforts?	
How often does the sharing of evidence involve inviting others to interpret the evidence together?	
Do any of the evidence sources that you list present challenges to assumptions held by you and/or others? What are the typical responses to that evidence?	

Step 3: Identify Growth Opportunities Choose one area (from among the sources you listed, how evidence is used, or who is involved in the sharing) where your evaluative practice could become more collaborative or inquiry-driven. Develop a plan to test one new behavior in the future when

(Continued)

Retrieved from the companion website for *Leading Resilient Schools: Adapting for Collective Efficacy, Impact, and Coherence* by Lori Stollar, Lindsay Prendergast, and Piper Lee. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2027 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.

(Continued)

gathering, interpreting, discussing, or sharing evidence. For example, begin your next leadership meeting with a "what are we learning from the data?" discussion rather than a compliance-oriented review of a report. Document your idea below:

What area will you prioritize for enhancing your evaluative practice?
What steps will you take to achieve this change?

Step 4: Revisit and Reflect Return to your reflection after a few weeks, and reflect again using these prompts:

What, if anything, changed in the quality of dialogue among those engaging with the evidence?	
Did psychological safety and/or trust increase among those involved in exploring the evidence? What evidence supports your response?	
How did this different approach to engaging with the evidence influence participants' hope, motivation, or morale? What evidence supports your response?	

Retrieved from the companion website for *Leading Resilient Schools: Adapting for Collective Efficacy, Impact, and Coherence* by Lori Stollar, Lindsay Prendergast, and Piper Lee. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2027 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.