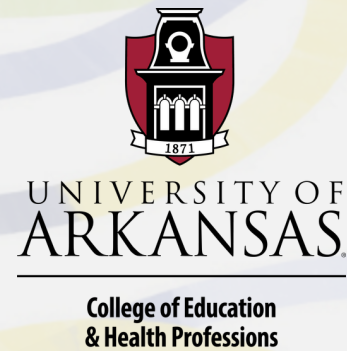


# LEADING ENGAGEMENT: BRIDGING ADULT LEARNING AND STUDENT EXPERIENCES

---

**Kelly Hankins and Chrissy McNabb**



**“When we give up our power,  
we can extend our influence.”  
-Steven Covey**

***Turn to a shoulder partner:***

If you were to take this quote into your upcoming school year, what hopes and fears arise from giving up power and extending your influence?





**Meetings are like \_\_\_\_\_ because \_\_\_\_\_.**



## **When meetings are poorly designed:**

- people disengage
- ownership decreases
- psychological safety declines
- learning becomes compliance-driven

## **When meetings are intentionally designed:**

- thinking increases
- collaboration strengthens
- clarity improves
- transfer becomes possible



1

**Inclusion & Grounding**

2

The “Why” Behind the Work

3

Balanced Participation

4

Psychological Safety Through  
Intentional Strategies

# FOUR CONDITIONS THAT BRIDGE MEETINGS & CLASSROOMS



**“Culture is the  
invisible force that  
shapes behavior.”  
-Pete Hall**



# **Inclusion and Grounding**

**People engage more deeply when they feel psychologically present, connected, and prepared to contribute.**



## In meetings:

- opening prompts
- quick writes
- partner processing
- emotional check-ins
- success celebrations

## In classrooms:

- bell ringers
- anticipatory sets
- turn-and-talks
- retrieval routines
- emotional regulation check-ins



**Consider:**  
**Do my openings prepare people  
to think—or simply prepare  
them to receive information?**

*Turn to your should partner and “Say Something”*



1

Inclusion & Grounding

2

**The “Why” Behind the Work**

3

Balanced Participation

4

Psychological Safety Through  
Intentional Strategies

# FOUR CONDITIONS THAT BRIDGE MEETINGS & CLASSROOMS



**“Clarity precedes  
competence.”  
-Robin Sharma**



**Ownership increases  
when purpose is visible  
and meaningful.**



## Participants disengage when...

- agendas feel disconnected from practice
- outcomes are unclear
- meetings feel performative rather than productive

## Intentional facilitators clarify:

- Why are we here?
- Why does this matter?
- What will change because of this conversation?



# **In classrooms this mirrors:**

- **learning intentions**
- **success criteria**
- **relevance and application**
- **student ownership of learning goals**



**Reflect:**  
**How often do we explain the  
purpose of learning versus  
simply delivering tasks?**

*Turn to a neighbor and share a Key Word*



1

Inclusion & Grounding

2

The “Why” Behind the Work

3

**Balanced Participation**

4

Psychological Safety Through  
Intentional Strategies

# FOUR CONDITIONS THAT BRIDGE MEETINGS & CLASSROOMS

**“The deepest learning  
occurs when people  
construct meaning  
together.”  
-Michael Fullan**



**Whoever does the  
talking, thinking, and  
processing owns the  
learning.**

## **In meetings without structures:**

- a few voices dominate
- expertise stays hidden
- compliance replaces contribution

## **Intentional strategies:**

- Provides the “how” to dialogue/discussion
- Provides equal opportunity for voices
- Develops the group while accomplishing tasks



# **In classrooms these structures become:**

- **structured dialogue**
- **collaborative discourse**
- **reciprocal teaching**
- **student-led discussion protocols**

**Consider  
Who is carrying the cognitive  
load in my meeting or  
classroom?**

***Share your MIP***



1

Inclusion & Grounding

2

The “Why” Behind the Work

3

Balanced Participation

4

**Psychological Safety Through  
Intentional Strategies**

# FOUR CONDITIONS THAT BRIDGE MEETINGS & CLASSROOMS

**“You can’t learn in an  
environment where  
you don’t feel safe.”  
-Zaretta Hammond**



**Psychological safety is not softness—it is a prerequisite for rigorous thinking, productive struggle, and authentic engagement. People will not engage deeply if they fear embarrassment, dismissal, or judgment.**

## **In meetings safety increase when facilitators:**

- normalize uncertainty
- honor thinking time
- invite multiple perspectives
- separate ideas from identity

## **In classrooms these practices support:**

- academic risk-taking
- productive struggle
- student voice
- inquiry-based learning



# **Learning environments with high psychological safety show:**

- **increased participation**
- **greater innovation**
- **stronger reflection**
- **deeper transfer of learning**

**“Every system is  
perfectly designed to  
get the results it gets.”  
-W. Edwards Deming**



# One Word Summary

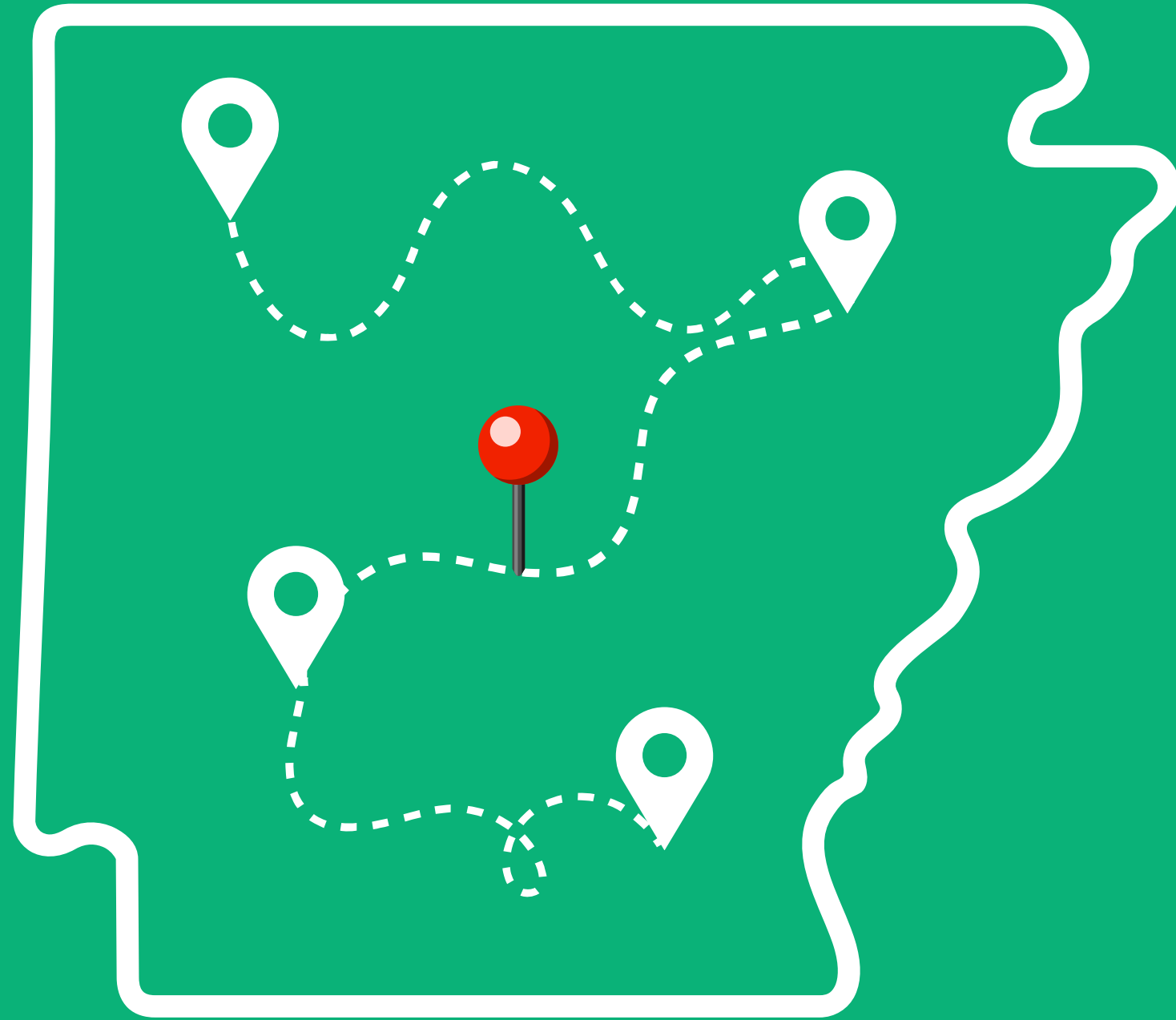
*Share one word you want to  
hold onto today.*

# Strategy Harvest

- **Hopes and Fears**
- **Partners Report**
- **Synectic**
- **Say Something**
- **Key Word**
- **MIP**
- **One Word Summary**



# ROAD *to*

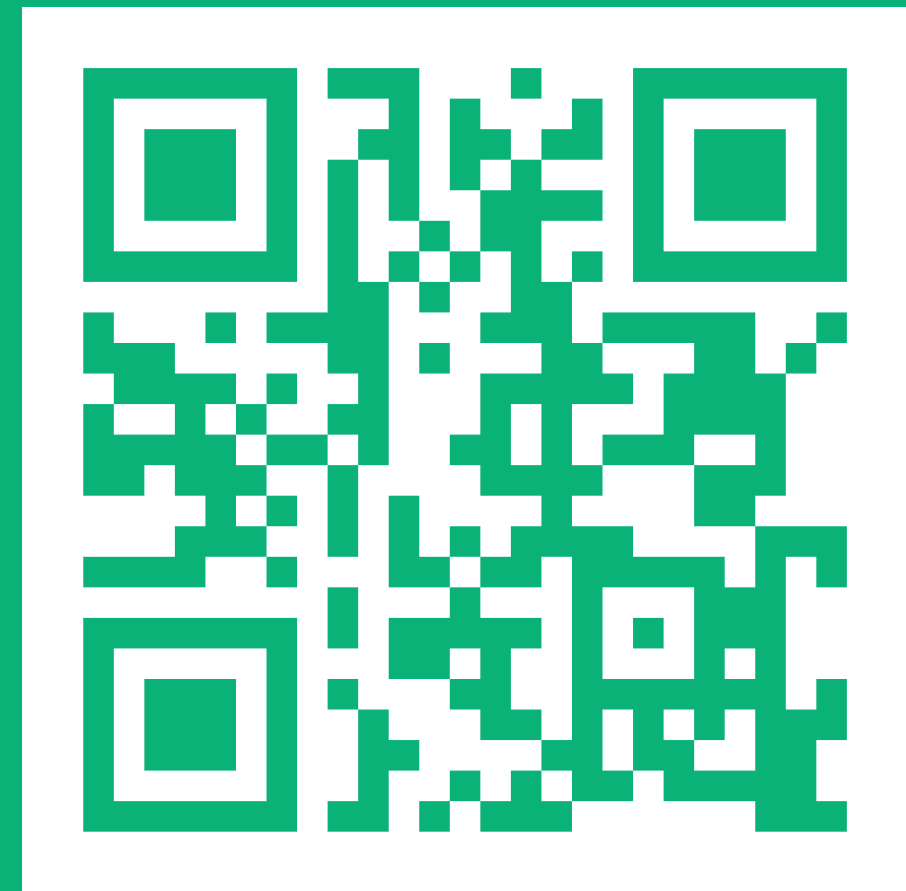


# RALLY

## UP NEXT

September 10, 2026 - Central, Arkansas  
December 10, 2026 - Northeast, Arkansas

REGISTER



THINKING COLLABORATIVE'S

# ADAPTIVE SCHOOLS SEMINAR

JUNE 8-9 and  
JUNE 15-16, 2026  
NWA Education  
Service Cooperative

OR

OCT. 27-28 and  
NOV. 16-17, 2026  
Wilber D. Mills  
Service Cooperative

Strengthen your skills in:



Leading Effective Teams



Facilitating Rich Dialogue



Building a collaborative  
culture



Navigating change and  
conflict with confidence

