Professional Learning

**Tips, Tools, and Protocols**

*Learning Designs facilitate active engagement and deep learning that inspires ACTION*

A Facilitation Guide
created by
Learning Forward Kansas (LFKS)
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What’s in YOUR toolbox?

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Kansas Educators,

Kansas educators are in the middle implementing many new initiatives. It is more important than ever for there to be a sense of collective commitment as everyone works to achieve student success through the goals set forth by KSDE, local districts and schools. Regardless of what is included in a school's continuous improvement plan, the key to success is implementation, as educators, and ultimately students, move from knowing to doing.

Engaging educators in meaningful conversations around these complex changes and other important teaching and learning issues is a challenge for all educational leaders. We want teachers to lead engaging classrooms for students. Therefore, we must model that engagement with faculty by designing professional learning that is both meaningful and engaging to increase the chances of successful implementation.

This document is designed to support you and your staff as you have better conversations around any issue/topic/complex change. Our intent is for this document to be a quick, go-to resource that assembles a variety of tools/strategies in one location for educational leaders to use. It is for ALL educators who are sharing/leading a group.

We know that all educators want to be involved in both the planning and implementation of the changes in our schools. Learning Designs become very important as new knowledge, strategies, and data around the issue or topic are considered. As a result, understanding adult learning also becomes critical. Professional learning at its best is collaborative, job-embedded, data driven, and classroom focused. Voice and choice, especially teacher voice, are keys to successful professional learning and implementation of targeted initiatives.

How do we accomplish this? There are many ways to implement your school improvement plan/process. It depends on the context of your district, as each team/building/district brings their unique sense of community, expertise, leadership, past experiences, etc. into the process. The Standards of Professional Learning provide a framework for creating a dynamic culture where everyone thrives.

Happy Learning and Leading!
LFKS Board of Directors Summer 2016
There are many Tips, Tools, and Protocols (learning designs) that support our work. The LFKS Board of Directors have collected a variety of learning designs for your use.

The categories for the protocols include: generating ideas/problem solving, group process, reflections, team building, and written text. As a bonus, these tools can also be used with our students in our classrooms and may be used with other categories. Be creative!

ALL designs featured in this resource are collaborative in nature. We want all educators to EXPERIENCE collaborative learning that includes

- active, interactive learning
- modeling
- reflection
- listening
- application
- feedback
- voice and choice
- movement, and
- ongoing support

How do you know which design is best? There are many factors to consider when selecting a learning design to use with your team/building:

- the goals of the learning
- characteristics of the learners
- comfort with the learning process & one another
- familiarity with the content
- the complexity of the expected change
- educators’ work environment
- resources to support your learning

What is a protocol? A protocol provides guidelines for a conversation, and it is this structure/format -- which everyone understands and has agreed to -- that permits a certain kind of conversation to occur -- often a kind of conversation which people are not in the habit of having. Protocols are vehicles for building the skills and culture necessary for collaborative work. Thus, using protocols often allows groups to build trust by actually doing substantive work together. Protocols promote active participation by all members of the group. Protocols are also a way to make the most of the time people have. Again, the choice is yours, depending on your purpose and the context of your work.

It is important to remember that the point is not to do the protocol well, but to have an in-depth, insightful, conversation about teaching and learning.

LFKS hopes this resource is helpful and supports your school improvement work.
Vision

Excellent Teaching and Learning Every Day

Mission

Learning Forward Kansas builds the capacity of educators to establish and sustain highly effective professional learning.

Beliefs

★ Educational leaders include teachers, teacher leaders, and building and district administrators.
★ Professional learning that improves educator effectiveness is fundamental to student learning.
★ All educators have an obligation to improve their practice.
★ Students are successful when educators assume collective responsibility for student learning.
★ Successful educators create and sustain a culture of learning.
★ Effective learning systems commit to continuous improvement for all adults and students.

Website

For additional resources regarding professional learning, explore our website.
Learning Forward Kansas Website
Or Contact Us Here

Walking the territory is a lot different than reading the map.
~Suzanne Bailey
These seven standards guide the planning, facilitation, implementation, follow-up, and evaluation of professional learning. All seven Standards are *used collectively* to increase educator effectiveness and results for ALL students.

1. **Learning Communities**
   - Engage in continuous improvement
   - Develop collective responsibility
   - Create alignment and accountability

2. **Leadership**
   - Develop capacity for learning and leading
   - Advocate for effective professional learning
   - Create support systems and structures

3. **Resources**
   - Prioritize human, fiscal, material, technological, and time needs
   - Monitor how resources are used
   - Coordinate resources

4. **Data**
   - Analyze, Student, Educator, and System Data
   - Assess progress
   - Evaluate impact of professional learning

5. **Learning Designs**
   - Apply Learning Theories, Research, and Models
   - Select Learning Designs
   - Promote active engagement and deep learning that *inspires action.*

6. **Implementation**
   - Apply research on change
   - Sustain support for implementation
   - Provide constructive feedback

7. **Outcomes**
   - Meet performance standards
   - Address student learning outcomes
   - Build coherence through alignment

To learn more about the Standards for Professional Learning visit [LEARNING FORWARD](https://www.learningforward.org) and [LEARNING FORWARD KANSAS](https://www.learningforwardkansas.org)
Creating Engaging, Productive Agendas for Learning

How does one create an engaging, productive agenda (lesson plan) for learning?

Thoughts/ideas that apply to all group learning.....conditions to consider as we “craft our container” for active engagement and productive learning!

Our COLLECTIVE RESPONSIBILITY FOR STUDENT LEARNING.

- Clarify the purpose of your session. Once you know the WHY/purpose, then you can establish the What and the How.
- Determine the amount of TIME available and plan accordingly.
- Preparing for a “meeting/session,” you might consider the following
  - Agenda - Share with all participants before the session
    - Beginning - Heads in the Room
    - Content - The core of the session
    - Ending - NEXT STEPS/Reflections
  - Norms/Promises - Develop/review for the meeting
  - Topic - Determine if each topic is
    - Cognitive (New Learning)
    - Affective (Culture/Relationships)
    - Product (Document, video, etc)
  - As you address each topic, identify the result of the conversation
    - Dialogue - Deeper understanding of the topic
    - Discussion - Shared decision
  - Logistics - Location, time, goodies, handouts, technology, etc
  - Environment - conducive to collaboration and engagement
    - Round tables
    - Goodies
    - Music
    - Laughter
  - Learning Designs - Once the purpose is clear, select the appropriate learning design that will result in actions from members of this team.
  - Context - Each team/building/organization is a unique culture. Only you can create an agenda that ends in an engaging, projective learning and decision making.
  - ONE sample (see below). Create YOUR agenda.... add color, pics, quotes! Engaging!
  - Other ideas.....

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4 questions I ask everyday:
What did I learn?
What learning did I deepen?
Where did I struggle?
How will I improve?

If professional learning is not the most important strategy for systems to transform education for students, what is?

Leaders exercise leadership when they model their commitment to professional learning. How do you model yours?

Learning = Change
Standards for Professional Learning

Articulating & clarifying problems of practice is an essential step in addressing challenges.

High-quality team & school-wide PL is essential for student success. Is your PL consistently high quality? If not, why not?

Effective professional learning builds collective responsibility for student success.
**Acrostic Review**

**Category:** Generating Ideas/Problem Solving

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**Purpose**
This is a fun way to review content and assess what stands out as important to a group.

**Preparation**

**Pre-work:** Write one essential term or concept vertically on each piece of chart paper.

**Materials/Supplies:** Chart paper - one per group of up to 6 people; Markers (one per group)

**Time:** 10 minutes

**Groupings:** No more than 6 per group. Can have as many groups as space allows. Be sure to allow enough space for participants to “run” (10 yards or so) from the group line to the chart paper.

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**Directions**

1. Group members form a line in front of their chart paper. The first group member has the marker.
2. Each participant, in turn, writes one sentence or word related to the concept using the letter of the concept as the first letter of the word/sentence.
3. Every participant writes in a relay format. Encourage collaboration.

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**Variations (Optional)**

Have members add another idea to a letter.

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**Tips (Optional)**

No Judgment

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**Before you speak:**

\[
\begin{align*}
T &= \text{Is it True?} \\
H &= \text{Is it Helpful?} \\
I &= \text{Is it Inspiring?} \\
N &= \text{Is it Necessary?} \\
K &= \text{Is it Kind?}
\end{align*}
\]

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**Standards for Professional Learning**

**Learning Designs**
Purpose
This strategy spotlights the importance of clear communication within a team.

Preparation
Pre-work: Prepare print out pictures of simple line drawings, one picture per pair

Materials/Supplies: Paper, pens/markers, printouts of simple line drawings or basic shapes.

Time: 20 minutes

Groupings: 2 people (pair)

Directions
1. Split participants into pairs.
2. Each pair sits or stands back to back.
3. The pair designates one member as A, the communicator, and the other member as B, the artist.
4. Person A receives the picture. Person B has the paper and pencil.
5. Tell each pair that they may or may not ask questions.
6. Person A gives verbal instructions to their partner on how to draw the picture. Person A may not simply tell them what the shape or image is.
7. After 5-10 minutes, have each set of partners compare their images.
8. Each pair reflects with one another on what was difficult with the task and what could have made the task easier.
9. Each pair shares their reflections with the group at large.
10. Laughter is expected!

Tips (Optional)
Decide whether you will allow pairs to ask questions beforehand.

Variations (Optional)

Standards for Professional Learning
Learning Designs - Active Engagement that leads to action

Learning = Change
Coat of Arms

Category: Team Building

Purpose
To develop a common understanding of an organization’s (district, building, team, etc) achievements, values, and future goals. Highlights different perspectives from members of the group.

Preparation
Pre-work: Find and copy a blank “coat of arms” for each group of 3-5 participants.

Materials/Supplies:
• Blank “Coat of Arms” for each 3-5 participants in a group.
• Markers, tape, paper

Time: 15 minutes

Groupings: Table groups of 4-6

Directions
Teams create their organization (district, building, team, etc) Coat of Arms. In the first space, draw something that represents a recent achievement. In the second space, draw something that reflects your values. In the third space, draw something that represents where you see the organization going in the future. In the fourth space create a symbol for your team.

Post the finished Coat of Arms for all to see!

Variations (Optional)
Vary the categories. Could have a coat of arms with varied number of sections.

Tips (Optional)
Google “coat of arms” and find the one best for you.

Standards for Professional Learning
Learning Communities

Leadership

Learning Communities

Resources

Learning Designs

Outcomes

Data

Implementation

Learning = Change

Standards for Professional Learning

learningforward
KANSAS

12
Purpose
Teams will address challenging topics/issues by collaboratively processing Information

Preparation
Pre-work: None
Materials/Supplies: Handouts with the four-box prompts (see below)
Time: 20 minutes
Groupings: Groups of 4

Directions
1. Each participant has a form - write your name and the prompt/question/topic on the top.
2. Each participant answers #1, then passes the paper.
3. Read what was written in box #1, then add your supporting argument in box #2 and pass the paper.
4. Read Box 1 and 2 and add to Box 3, pass on
5. Read Box 1, 2,&3, add to box 4, pass to original owner.
6. Analyze and reflect on what was said
7. Topic ideas:
   a. Lecture is an outdated practice
   b. Grading stops learning
   c. Teachers are isolated
   d. Learning is social
   e. Positive Relationships = Success

Tips (Optional)
• Two minutes for each write
• Determine which direction the papers will be passed

Variations (Optional)
• Have group select the topic
• Write on posters
**Four A’s**

**Category: Written Text**

**Purpose**
To deepen educators understanding of an article or book. This is a great protocol for a book study.

**Preparation**

**Pre-work:** Copies of article/book

**Materials/Supplies:**
- Copies of book or article
- Markers/Sticky notes
- Graphic organizer (create with 4 sections)

**Time:** 30-40 minutes

**Groupings:** Groups of 4-6

**Directions**

1. Individually, read the book/article silently. Highlight, write notes in the margins and/or use sticky notes, and/or use the graphic organizer, answering the following questions:
   1. What **ASSUMPTIONS** does the author of the text hold?
   2. What do you **AGREE** with in the text?
   3. What do you want to **ARGUE** with in the next? Questions you might have for the author.
   4. What might be your **ACTIONS** from reading this article/book?

2. In a round (groups of 4-5) each person will identify ONE Assumption from the text, citing the text (page, if appropriate) as evidence. Without discussion, move to the next “A” Agreements, then Arguments, and finally, Actions.

3. End the session with an open dialogue of each of the A’s. Are there themes for each A?

4. Debrief both the CONTENT of the document and the PROCESS. How might you use this protocol with other articles/books. End with, What does this mean for our team and our students?

**Tips (Optional)**
Use a timer to keep every “A” team moving forward.

**Variations (Optional)**
If a small number of participants, have only ONE group.

**Standards for Professional Learning**

**Learning Designs**
- Select Learning Designs
  - Active Engagement
Purpose
An Elevator Speech is a way of closing a meeting by having group members construct and then share with a partner their personal summaries of process, outcomes, and next steps.

Preparation
Pre-work: None
Materials/Supplies: index cards, timer
Time: 20-30 minutes
Groupings: pairs formed after individual writing time.

Directions
1. At the closing learning segment, pause and ask participants to silently reflect on essential outcomes/topics/issues from the session.
2. Scenario: After today’s meeting you may be interviewed by a local TV station. Using index cards, each participant will craft talking points of today’s topic in the form of an elevator speech that they can use when interviewed.
3. After the allotted writing time, form a group of 4 who are not at your table and have each person be interviewed to rehearse their elevator speech.
4. If time allows, ask volunteers to share their speeches with the larger group.

Tips (Optional)
This strategy helps participants clarify what they will share with others outside the group.

Variations (Optional)
Can also work in small teams working together.

Standards for Professional Learning
Learning Designs – inspire action
**Fishbowl Discussion**

**Category: Written Text**

**Purpose**
Engagement, Listening, Reflection

**Preparation**
Pre-work: Article, story, or prompt to discuss

Materials/Supplies: None

**Time:** Up to one hour depending on the size of the circles

**Groupings:** Each circle can have up to 8 participants

**Directions**
1. Whole group reads the article, story, etc.
2. Participants are divided into 2 groups: outside circle & inside circle
3. Facilitator poses a question to the group.
4. **Inside** Circle discusses following these rules:
   - You only state supported ideas, agree with a speaker by adding supporting information, or disagree with a speaker by offering refuting information.
   - No one may interrupt a speaker.
   - No one may speak a second time until everyone has had a chance.
5. **Outside** circle does the following:
   - Listen quietly.
   - Take note on discussion skills.
   - Share observations about the discussion when inside circle is finished.
6. Circles switch roles and repeat process with same or new question/topic.

**Tips (Optional)**
Can be used to reflect on data.

**Variations (Optional)**
This has also been called Inside Out.

**Learning = Change**

**Standards for Professional Learning**

Leadership

Learning Communities

Data

Outcomes

Resources

Implementation
Give One - Get One

Category: Generating Ideas/Problem Solving

**Purpose**
To stimulate thinking around a topic or driving question.

**Preparation**

**Pre-work:** Prepare document with two columns. On the left column, list ideas or strategies. On the right column, record who shared this idea.

**Materials/Supplies:**
- Worksheet

**Time:** 10 - 15

**Groupings:** Individual, then pairs, then table groups

**Directions**
1. Distribute worksheet to each participant.
2. Give them 3-5 minutes to generate THEIR answers to the prompt.
3. Have participants stand and—with their lists in hand—talk, one on one, with as many other participants as they can in a period of three to five minutes.
4. Have students stand and—with their lists in hand—talk, one on one, with as many other students as they can in a period of three to five minutes.
5. Option: At the end of the activity, create a list of ideas compiled from the individual lists.

**Tips (Optional)**
- Participants may use a blank piece of paper, divide it in half with Give and Get on each half.
- Sample topics:
  - Ways to address SECD (character ed) in our school
  - Keys to creating a school improvement plan
  - Components of effective professional learning

**Variations (Optional)**
Adjust the prompts to your context/content.

**Standards for Professional Learning**
- Active Engagement

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Get One, Give One

Learning = Change

Standards for Professional Learning

Learning Designs
- Active Engagement
**Group Groan**

**Category:** Team Building

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**Purpose**
Inclusion, Team Building, building a culture of trust.

**Preparation**

**Pre-work:** None

**Materials/Supplies:** Chart Paper

**Time:** To be used throughout a meeting or professional learning experience

**Groupings:** 4-6 per group

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**Directions**

1. Each group lists the best and worst things that can happen in this session
2. Each group shares a few and the facilitator records them on chart paper
3. The entire group makes an agreement that should any of the worst things occur, all will participate in a “group groan.”
4. Practice the groan once.

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**Variations (Optional)**
Could also be used with “banned words” - words that the group would like banned from the session. For example: never, should, but, others. Might also use a Nerf ball on each table and throw it to ones who are negative. Fun!
**H H H Jigsaw**

*(multiple ways)*

**Category:** Written Text

**Purpose**
Jigsaw is used when there is a lot of information to learn and share. Each group member is given a different section of the material to be learned, so each member is dependent on the others for information to do well on the assignment or assessment.

- To create information interdependence among participants to increase their sense of collective responsibility.
- To ensure that participants orally rehearse and cognitively elaborate the information being learned.

**Preparation**

**Pre-work:**
Facilitator: Facilitator divides reading into 3-4 sections.

**Materials/Supplies:**
- Highlighters
- Timing device

**Time:** 45-60 minutes

**Groupings:**
4-6 participants (depending on the # of sections in the material).

**Directions**

- Divide the information/reading to be learned in approximately equal-length sections.
- Ask team members to assign a section to each participant. This person will be responsible for learning his/ her section and becoming an expert. The HHH (homogenous, heterogeneous, homogenous) jigsaw is designed to have group members become experts by joining other experts.
- Participants join with other experts from other teams to study their section.
- Participants return to their original team and share the information they learned with their teammates so that all participants will have the needed information.

**Variations (Optional)**

- If a small number of participants, have only ONE group.
- All participants stay in their group, then share out, sharing themes, Ahhas, surprises, etc.

**Tips (Optional)**

Use a timer to keep every “expert” team moving forward.

**Standards for Professional Learning**

**Leadership**
- Select Learning Designs
- Active Engagement

**Learning Designs**

**Learning Communities**

**Data**

**Resources**

**Outcomes**

**Implementation**

**Learning = Change**
Purpose
This strategy is an energizing, engaging strategy for gathering information about your participants. It also provides an opportunity for the learners to find out some things about each other. Just Like Me!! is especially effective early in the school year, or just after vacation breaks. It might also be used as a “going deeper” with the content work of the group.

Preparation
Pre-work:
Create a list of “Just Like Me” statements

Materials/Supplies: None

Time: 8-10 minutes

Groupings: whole group

Directions
• Tell participants that you are going to make an “I” statement, and if it’s true for them, they stand up and say “Just like me!!”; and then look around to see who else in the group has that same thing in common.
• Call out a statement, pausing between items to give participants a chance to look around before sitting. Vary the items that you use to be sure that all participants will have an opportunity to stand up at some point.

Tips (Optional)
Personal Examples:
• I have traveled outside of (state, city, or country) within the last two years.
• I have a pet at home.
• I am currently working on an advanced degree.
• I was born in Kansas.
• I was the first person in my family to graduate from college.

Issue examples:
• I have previous experience with __________
• (topic of session).
• I have been challenged with......
• I have had success with .......

Variations (Optional)
After several “I” statements, have participants make an “I” statement....Just Like Me.
**Purpose**

Constructing meaning from text-based information. Through structured exchanges, educators develop relationships between new information and what they already know or believe. Thinking out loud, supported by attentive listening, increases individual and shared understanding.

**Preparation**

Pre-work: Copies of the article. Facilitator chunks article. Might put a star by the beginning of each section.

Materials/Supplies: Copies

Time: 30-40 minutes

Groupings: groups of 4-5

**Directions**

**Just Say Something**

1. Divide article into 3-4 sections.
2. Read to a designated point
3. When each partner is ready, stop, and “just say something.”
4. “Something” might be a question, a brief summary, a key point, an interesting idea or a personal connection
5. Continue until you have completed each section.

**Final Word**

At the end, each group reflects on the entire article and prepared to share with large group.

1. Each person states their take away from the article in one statement.
2. Group selects big ideas/themes from article and is ready to share with the large group.

**Tips (Optional)**

Might use a timer for each section.

**Variations (Optional)**

Add Reflection: Each group discusses what they heard from the entire group.

**Standards for Professional Learning**

Learning Designs – inspired action!
M & M’s

Category: Generating Ideas/Problem Solving

Purpose
To generate multiple ideas. Share with colleagues. It can be used as an opening warm-up or a closure/summary at the end of a session.

Preparation
Pre-work: Bags of M & M’s, List of prompts/questions

Materials/Supplies:
• Small bags of M & M’s for each participant
• Markers/Sticky notes
• List of colors with prompts

Time: 15-20 minutes

Groupings: Groups of 4-6

Directions
1. Without looking, take one M & M from your small bag.
2. Using the guide below, respond to the prompt that corresponds with the color.
3. Each person in turn at your table responds to his/her designated prompt.
4. Appoint a time keeper in each group. Allow 2 minutes per person.
5. After groups have completed sharing, each color of M & M will meet and share their learnings.

Red: Share a strategy for building a culture of collaboration.
Green: Describe how you use technology with your team.
Orange: Share a book, article, tweet that made a connection with you and your practice.
Yellow: If you could meet an educator/leader/author, who might you want to meet and why?
Blue: As you reflect on your building, what PL standard/practice is your STRENGTH?
Brown: As you reflect on your building, what PL standard/practice is your challenge?

Tips (Optional)
• Use a timer and set for 2 minutes for each participant.
• Participants may select a different color if they cannot think of a response to the one they selected.

Variations (Optional)
• Adjust the prompts to your context/topic/participant
• This can be used for a get-to-know you/ice breaker.

Standards for Professional Learning

Learning Designs
• Select Learning Designs
  • Active Engagement

Leadership

Learning Communities

Resources

Outcomes

Implementation

Data

Category: Learning = Change

Standards for Professional Learning
Mastermind

Category: Group Process

Preparation

Pre-work: Prepare simple outline (slide) of the 5 steps/rounds

Materials/Supplies:
- Chairs in a circle
- Each person has paper to take notes

Time:
- 10 minutes to set up activity
- 40 minutes for the 4 rounds
- 5 minutes for reflection

Groupings: Each group will be comprised of 4 educators. Members self select. Each educator will have a total of 10 minutes.

Directions

ROUNDS

Round One—Educator shares issue, problem, goal, question, idea, challenge, celebration (1 minute)

Round Two—Group members ask clarifying questions. By helping the educator get clear about his/her situation, we can be assured that the possibilities generated by the group are in alignment with the topic expressed (1 minute)

Round Three—Educator asks for the kind of input s/he wants from the group: encouragement, support, critique, strategies/possibilities, etc. (1 minute)

Round Four—This is the opportunity for the other members of the group to share as many comments, solutions, possibilities, etc that the group can generate. This is not a time for dialogue.
- Group members share their best thinking and the ideas flow from one member to another. Do NOT give advise.....possibility thinking.
- Leader just listens and takes notes if he/she wishes, does NOT answer or respond to group members (6 minutes) Note: Pretend there is a wall between you or have the leader turn their back to the group.

Round Five—Educator shares “take-away” and/or requests more time/information from specific group members. This conversation will take place at a later time. (1 minute)

Rotate to the next group member and repeat the process.
Mastermind

Category: Group Process

Directions - continued

Group’s responsibility:
- Stay focused on one person’s issue at a time.
- Listen to the speaker’s issue/goal before offering feedback.
- Make sure the team is clear about the issue/goal before feedback is offered.
- Keep the feedback constructive.
- Move quickly from one educator to another so that lots of ideas/possibilities can be generated without stepping on someone’s thinking.
- Keep conversations confidential.
- Enforce the group norms.

Reflections (10 minutes)
- How did our group do using this process?
- What was helpful about this process?
- What are your personal take-aways from this process?
- How might this process be used with your district/organization?
- Whole group share at least 3 sample responses from the small groups.

Variations (Optional)
Possible topics include:
- PLC Management issues—keeping track of agendas, taking notes during our plc times, preparing for our time together, technology issues, etc.
- Professional learning topics—selecting the “right” topic/learning design to support our school improvement plan.
- Technology Integration.
- Data – what/how to use data with team/building.
- Curriculum issues.
- Interaction with team/building members, especially NEW members (relationships!)
- ANY topic!
- Model a process that we may want to use “back at the ranch.”

Tips (Optional)
Benefits gleamed from a Mastermind group:
- You are listened to in a safe and nonjudgmental environment.
- You have the support and encouragement of your group.
- You can bounce ideas off of the group before you implement action, saving yourself time and energy.
- You receive helpful feedback from proactive, objective, passionate people who are invested in YOUR success.
- You develop deeper relationships with others.

Standards for Professional Learning
- Learning Communities
- Learning Designs

Learning = Change

Standards for Professional Learning

Leadership

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Learning = Change

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Standards for Professional Learning

Learning = Change
Quick Write
Category: Reflections

Purpose
- Activating Prior Knowledge
- Reflection
- Tracking Understanding
- Blog reactions
- Microblogging with 140 characters

Preparation
Pre-work: None
Materials/Supplies: Paper and writing utensil for each participant
Time: Up to 20 minutes
Groupings: Individuals

Directions
Quick Writes can be used before, during, or after new learning. Here are some suggested prompts.

1. Before New Learning:
   - What do you already know about this?
   - What questions did you have from your reading?
   - What is something important for you to know about this topic?

2. During New Learning:
   - What do you think about this information?
   - How is this like _____?
   - What is a significant question you would ask? Why?
   - What do you think will happen next?
   - Identify a potential problem or issue.

3. After New Learning:
   - What is something important you learned today?
   - What do you think are the two most important points?
   - What did you do to participate today?
   - What would you like to know more about?
   - What did you enjoy and/or not enjoy about this discussion?
   - What is something you are doing to help yourself learn?

Variations (Optional)
Silent debate: Participants respond to a two-sided or controversial aspect of the topic by forming pairs. One member supports one side of the issue and the partner supports the other. Then they trade papers and respond to each others thoughts and opinions. Papers can be passed back and forth for several rounds.

Tips (Optional)
- Sticky notes on a poster board
- Quick is the key so timing the writing session is important.

Standards for Professional Learning
Learning Communities
Learning Designs

Learning = Change
Standards for Professional Learning
**Socrates Cafe**

**Category:** Generating Ideas/Problem Solving

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**Purpose**
To open thinking about a topic/issue in a safe environment

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**Preparation**

- **Pre-work:** None
- **Materials/Supplies:** None
- **Time:** Flexible
- **Groupings:** Whole group or smaller groups

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**Directions**

1. The facilitator poses an open-ended question on any given topic.
2. Participants may respond with answers, thoughts, or new questions, but must conclude any remarks by posing a new question.
3. The facilitator says as little as possible, modeling comfort with gaps of silence (wait time).

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**Tips (Optional)**
This protocol helps participants feel free to think about multiple alternatives, information, and outcomes. The facilitator does not judge or evaluate, only questions.

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**Variations (Optional)**
Participants take notes and summarize at the end.

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**Standards for Professional Learning**

- Learning Communities

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**Implementation**

- Leadership

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**Outcomes**

- Data

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**Learning = Change**

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**Resources**

- Learning Designs

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**Standards for Professional Learning**

- Kansas
3-2-1 offers a structured approach for participant reflection. At the end of a learning session, ask participants to respond in writing with a 3-2-1 structure.

**Preparation**
- **Pre-work:** Select the three statements
- **Materials/Supplies:** Can create a handout with the 3 statements
- **Time:** 8-10 minutes
- **Groupings:** Whole group

**Directions**
At the end of your session, share three statements.

**Some possibilities might include:**
3 – important ideas that you want to remember.  
2 – things you would like to know more about.  
1 – idea that you will write about tonight.

**Share:** The participants may share with the entire group or with groups of 3-4.

**Variations**
- Use this strategy before introducing a new topic, viewing a demonstration, or reading a piece of literature. You might ask participants for 3 things they know about the topic, 2 predictions, and 1 thing they’re looking forward to.
- **3-2-1+1:** Participants share their individual work with a small group. As they listen to each other, place additional items in their +1 columns. This variation reinforces listening skills and enhances the group’s knowledge base.

**Tips (Optional)**
Use 3-2-1 to have participants process their own learning. For example:
3 strategies you used during this activity, 2 things you noticed about your own thinking, 1 thing you might do differently next time.
**Purpose**
Processing Information collaboratively

**Preparation**
- **Pre-work:** None
- **Materials/Supplies:** None
- **Time:** 20 minutes
- **Groupings:** Great for a large group - pairings will change during the process.

**Directions**
1. Take a small piece of paper
2. Write the definition of or what you know about the prompt, (examples: What is the definition of Twitter? How do you define professional learning? Describe learning communities.)
3. Exchange your paper with someone, then exchange that paper with another person. Do this several times so you don’t have your own paper.
4. When prompted by the facilitator, get with a partner and share the definitions on the paper you have.
5. You have a total of 7 points to divide between your two definitions based on their quality (i.e. 4+3, 2+5, etc.). Write the number of points for your definition on the paper. Trade papers and get a new partner.
6. Repeat #5 three times so your definition has a total possible of 21 points.
7. Come together as a group to see which definition has the highest number of points - share definitions.

**Variations (Optional)**
- Could be used to generate ideas for how to address an issue or new initiative.
- Could be used to evaluate ideas to solve a problem.

**Tips (Optional)**
This might be used before or after reading an article (predicting/summarizing)

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**Leadership**

**Specific Standards for Professional Learning**
- Learning Communities
- Learning Designs

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28
Two Truths and a Lie

Category: Team Building

Purpose
This strategy works well as an opening activity with a group of people who are acquainted with one another to create unity through a fun activity.

Preparation
Pre-work: Create a recording sheet that has a line for the name of the person completing the sheet, two lines under the title, “Truths” and one line under the title, “Lie.”

Materials/Supplies: Pens, recording sheet (above)

Time: 15-30 minutes

Groupings: Ideal for groups of 10-15; split larger groups.

Directions
1. Give each person a recording sheet.
2. Facilitator model an example.
3. Privately, each person writes their name on the sheet and lists two “truths” about her/himself that others may not know, as well as one “Lie” about her/himself.
4. The sheets are collected and the leader reads a sheet out loud to the group. The name is not read and the two truths and the one lie are read in random order.
5. The large group tries to guess who the sheet is about.
6. Once the group guesses a correct person, the person reveals the truths and the lies.

Variations (Optional)
• 3 Truths and a Lie is another option. Do in groups of 4-5 and have them read their own list, then the group guesses. Also known and 3 Facts and a Fib.
• Instead of sharing at a table, they keep their card/paper and move around the room, stopping on cue and sharing with the person closest to them. Repeat 3-4 times.

Tips (Optional)
• Use a note card
• Can also be used for review content (as a beginning or ending activity.)

Standards for Professional Learning
Learning Designs
**Visual Synectics**

**Category: Team Building**

**Purpose**
- Synectics, literally translated means “bringing together diverse elements.”
- Participants synthesize their knowledge of a concept by comparing it to an unrelated object or picture, drawing analogies, metaphors or similes.
- This strategy focuses attention on the topic/issue under consideration. It surfaces underlying issues, attitudes and understandings.
- It’s also fun.

**Preparation**

**Pre-work:** Prepare picture cards with photographs and/or real life objects. One picture card/real life object is given to each group.

**Materials/Supplies:** Paper, pens/markers, printouts of simple line drawings or basic shapes.

**Time:** 10-15 minutes

**Groupings:** Table group of at least 4

**Directions**

1. Randomly distribute a picture card/real life object to each group.
2. Give the starter: (Your topic) is like this picture/object because…. 
3. Give each group 3-4 minutes of brainstorming time.
4. Each participant shares at their table.
5. Offer another minute or two for each group to choose their favorite comparison to share.
6. Each group shares the picture and makes the connection to the topic.

**Tips (Optional)**
Can give EACH participant a picture and have them complete: _____ is like ____ because. Then, each table will select their favorite and share with the entire group.

**Variations (Optional)**
This strategy can be used as a reflection/review/summary of a topic or discussion. You can also use the same picture/real life object for the entire group.

**Standards for Professional Learning**

**Learning Communities**
There are many resources that support our learning. Here are a few for you to explore.

**Becoming A Learning School**, Joellen Killion and Patricia Roy, 2009

**Becoming a Learning System**, Stephanie Hirsh, Kay Psencik, and Frederick Brown, LF, 2014


**Playbook for Professional Learning: Putting the Standards into Action**, Stephanie Hirsh and Shirley Hord, 2012


Learning Forward has written a series of books, each focusing on one of the seven Standards of Professional Learning. Each book begins with Reaching the Highest Standard in Professional Learning:

- **LEARNING COMMUNITIES**, Shirley Hord and Patricia Roy, Corwin and LF, 2014
- **LEADERSHIP**, Karen Seashore Louis, Shirley Hord, Valerie Von Frank, Corwin and LF, 2014
- **RESOURCES**, Karen Hawley Miles, Anna Sommers, Patricia Roy, Valerie Van Frank, Corwin and LF, 2016
- **DATA**, Thomas Guskey, Patricia Roy, and Valerie Von Frank, Corwin and LF, 2014
- **LEARNING DESIGNS**, Eleanor Drago-Severson, Patricia Roy, Valerie Von Frank, Corwin and LF, 2015
- **IMPLEMENTATION**, Michael Fullan, Shirley Hord, Valerie Von Frank, Corwin and LF, 2014
- **OUTCOMES**, Delores Lindsey, Randall Lindsey, Shirley Hord, Valerie Van Frank, Corwin and LF, 2016

**Websites:**

- **Learning Forward** [https://learningforward.org/](https://learningforward.org/)
- **Learning Forward Kansas** [http://learningforwardkansas.org/](http://learningforwardkansas.org/)
- **Sticky Standards** [http://stickystandards.org/](http://stickystandards.org/)
- **National School Reform Faculty** [http://www.nsrharmony.org/](http://www.nsrharmony.org/)
- **Looking at Student Work** [http://www.lasw.org/index.html](http://www.lasw.org/index.html)
- **Thinking Collaborative** (Adaptive Schools) [http://www.thinkingcollaborative.com/](http://www.thinkingcollaborative.com/)
Add Your Own Favorites
Possibility Thinking.....Solutions Thinking

Walking the territory is a lot different than reading the map.
~Suzanne Bailey