A Road Map to Understanding the Kansas Education Systems Accreditation (KESA)

Relationships, Relevance, Responsive Culture, Rigor, Results

A Facilitation Guide created by Learning Forward Kansas (LFKS) for Kansas Educators

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION
Kansas Educators,

Our new accreditation model focuses on systemic change: Kansas Education Systems Accreditation (KESA). The five Rs - Relationships, Relevance, Responsive Culture, Rigor, and Results - include all aspects of teaching with our goal always being student success. The saying, “It takes a village,” definitely applies in our Kansas schools because student success is the result of ALL of us working together: our educators, our boards, our parents, and our patrons. As we strive to improve student achievement, our efforts are embedded in a culture of continuous improvement and collective responsibility, and supported by systems that create the change we want to happen. This change requires professional learning that increases educator effectiveness and results for all students.

The strategies/protocols shared in the Learning Forward Kansas (LFKS) Facilitation Guide, A Roadmap to Understanding the Kansas Education Systems Accreditation (KESA), are powerful “first steps and next steps” to take as districts begin the process of transitioning to KESA. They are focused on learning and highlight the truth that leadership and leaders matter. It can be personalized for your situation. Reflecting on your district, your system, and your students, where do you begin? This document gives you possibilities.

I invite you to explore the protocols/strategies in this LFKS Facilitation Guide. These tools provide a wide-range of possibilities as your district begins the transition. I truly appreciate LFKS’s work on this valuable document and their willingness to share it with Kansas educators.

Have a great school year.

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Introduction

Kansas Educators,

The Kansas Education Systems Accreditation (KESA) is the new model for accreditation for our Kansas school districts. Supporting this model is the rich research base of systems theory, which resoundingly shows that sustained improvement of a system requires viewing the system as a whole—analyzing each part’s impact on the system. Any change to one part of the system affects (positively or negatively) other parts of the system and, therefore, the system as a whole. Kansas’ proposed new accreditation model uses the 21st Century themes of Relationships, Relevance, Responsive Culture, Results and Rigor (“The Five Rs”) as a framework within which to focus on the quality characteristics of an educational system.

This Road Map to Understanding the Kansas Education Systems Accreditation (KESA) Facilitation Guide was developed by Learning Forward Kansas (LFKS) to support school districts as they seek to understand and implement the new accreditation process. The document contains helpful strategies (sometimes called protocols) for more meaningful communication, problem solving, and learning, plus multiple options to guide the professional learning of your district. Professional choice is encouraged in the selection of strategies that will meet your needs. The strategies are engaging and based on the Standards for Professional Learning adopted by the Kansas Board of Education.

The strategies/protocols are divided into two areas: Building Understanding (Knowing) and Creating Actions (Doing). The Building Understanding strategies are intended to help participants develop an understanding of the accreditation system. They provide an overview of the process. The Creating Actions strategies are designed to take the learning deeper and begin to analyze the system and identify next steps for your own school district. The charts on the following two pages identify the strategies available in this Facilitation Guide.

Additional Information about KESA may be found here.
Link: http://bit.ly/1T1dhRq

This Facilitation Guide may be found here. Link: http://bit.ly/1Dok4TP

Happy Learning and Leading!
LFKS Board of Directors, Summer 2015
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## Learning Options

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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
Visit our website for additional resources regarding professional learning.
Link: http://learningforwardkansas.org/
Contact Us: http://bit.ly/1KP3Zc9

Walking the territory is a lot different than reading the map.
~Suzanne Bailey
What Are Standards for Professional Learning?

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 at http://learningforward.org/ and LFKS at http://learningforwardkansas.org/
**First Turn/Last Turn**

**Purpose**
to introduce the KESA rubrics via a dialogue

**Participants**
Educators: teachers, teacher leaders, administrators

**Preparation**
Materials/Supplies: Copies of the rubrics, highlighters
Time: 30 minutes
Groupings: groups of 4-8
Pre-work:

**Directions**
Introduction: Explain the purpose of this protocol
Process:
1. Form groups of 4-6
2. Groups select ONE of the rubrics
3. Members read a section of each rubric and highlight 3-4 items/phrases that have particular meaning for them.
4. The Facilitator names a person to start sharing in the group.
5. Group members take turns sharing one of their highlighted items but do not comment on it. They simply name it.
6. In round robin fashion, group members comment about that item with no crosstalk.
7. The group member who initially names the item/phrase now shared his or her thinking about the item, and therefore gets THE LAST TURN.
8. Repeat the pattern around the table/group.

**Debriefing:** Takeaways and next steps

**Tips (Optional)**
• Select “first speaker” by the person, (for example) wearing blue (Just saying!)
• There is to be no crosstalk.
   Explain that crosstalk takes the focus off the speaker, changes the topic, and diminishes the learning
• Monitor and intervene when crosstalk begins

**Variations (Optional)**
• When possible members might read the text (rubrics) before coming the session.

**Standards for Professional Learning**
• Learning Communities
  - Collective Responsibility
• Learning Designs
  - Active Engagement
• Outcomes
  - Performance Standard
Making A Great School System

**Purpose**
educating parents and community members about how school systems are accredited.

**Participants**
Parents, Community Members, District Administration, Board Members

**Preparation**

**Materials/Supplies:**
- KESA School Systems Dashboards
- KESA: The 5 R’s Handouts
- Prepared Presentation about each section
- Prepared Graphic Organizer for notes on

**Time:** 30-45 Minutes

**Groupings:** 4-6 participants per group assigned to a KESA handout section

**Pre-work:** Create presentation about dashboard components and explanation about KESA 5 Rs

**Directions**

**Introduction:** Use your presentation to explain the dashboard components and introduce the 5 R’s. Break into groups of 4-6 people and assign each group an R section. Each group will investigate and define a section from the KESA 5 R’s handout.

**Process:**
- Each group will look at their section of the KESA 5 R’s handout and brainstorm how the district address each bulleted component.
- Groups nominates a spokesperson that will share their findings with the whole group.
- Facilitator and staff help to record groups’ findings on graphic organizer which is displayed for entire audience.
- Compare audience findings to school’s actual dashboard findings, explaining discrepancies.

**Debriefing:**
Have the audience respond to a survey, complete questions, or comment using technology.

**Tips (Optional)**
Have a staff member participate in each group to provide support and answer questions

**Variations (Optional)**
Have the audience complete the task as a carousel or round robin activity

**Standards for Professional Learning**
Learning Communities, Leadership, Resources, Data, Learning Design, Implementation, Outcomes
HHH Jigsaw:
Homogeneous - Heterogeneous - Homogenous

**Purpose**
Build a common understanding of the KESA components of each accreditation category through collaborative dialogue.

**Participants**
Administrators, district/building leaders, educational support staff, teachers, BOE, and community.

**Preparation**

**Materials/Supplies:**
- KESA Rubric for selected Accreditation Category
- Highlighter/sticky notes for identifying key sentences, phrases and words.
- Writing tools to take notes.
- Large Sticky Page + markers

**Time:**
- 80 Total Minutes: (45) jigsaw; (25) sharing & brainstorming during debrief. (10) whole group share.

**Groupings:**
- Groups of 4 (Homogenous group) to begin.
- Groups of 4 (Heterogeneous group to study component), returning to Homogenous group.

**Pre-work:**
- Read Accreditation Category Rubric

**Directions**

**Introduction:**
The HHH jigsaw activity is designed to have group members understand each component (section) of a given accreditation category (R) through reading and collaborative discussion, returning to their original group to share that understanding. Finally the original group determines the connections between the components, and identifies strengths and gaps which increase understanding of the entire accreditation category and brainstorms next steps or what actions could be taken to address the category.

**Process:**
1. Create groups of 4.
2. Each member selects one component of the accreditation category that is to be discussed.
3. Like components groups are formed and will use the 3 Levels Protocol as follows to:
   - Participants read through the text (KESA Category Component Rubric)
   - Each member selects a sentence that he/she finds significant and shares with the group, saying what he/she thinks about the passage and what the implications might be. Group members listen and take notes without discussion.
   - Each member selects a phrase that he/she finds significant and shares with the group, saying what he/she thinks about the passage and what the implications might be. Group members listen and take notes without discussion.
   - Each member selects a word that he/she finds significant and shares with the group, saying what he/she thinks about the passage and what the implications might be. Group members listen and take notes without discussion.
   - Repeat Steps 2-4 for each component (time permitting). Each round is 3 minutes/person.
HHH Jigsaw: Homogeneous - Heterogeneous - Homogenous

Directions - cont

Process: cont.
4. After completing the 3 rounds, summarize learning to check for understanding, determining what key points will be shared with each member’s original group.
5. Each member returns to their original group to share what was learned.
6. Members of the original group take turns reporting/sharing the key ideas, actions, and the impact of the selected component.

Debriefing:
- Discuss connections between components within the accreditation category, identifying strengths and gaps, and brainstorming next steps or actions to address this category. Write on Large Sticky Easel sheet for sharing purposes.
- Have all groups share their brainstorming/next steps with entire group.

Tips (Optional)
Provide a note taking guide for each participant.

Facilitators watch for the following issues:
- Participants may want to share more than 1 sentence, phrase or word
- Participants may deviate from text to share own opinions or experiences.

Orderly brainstorming is a must:
- Use a protocol if deemed necessary: i.e. turn taking; round robin; quick write first, then share; etc.

Variations (Optional)
Use playing cards or other random dividing strategy to create groups to increase diversity of experience, knowledge, or roles in homogeneous groups.

Standards for Professional Learning

Learning Designs
- Promotes active engagement and deep learning that inspires action

Learning Community
- Create alignment and accountability

Outcomes
- Build coherence through alignment
3 Levels of KESA Category Rubrics

Purpose
Build a common understanding of the KESA components of each accreditation category through collaborative dialogue.

Participants
All stakeholders, including administrators, district/building leaders, educational support staff, teachers, BOE, and community.

Preparation
Materials/Supplies:
- 1 copy of the KESA Category Rubric (4 components) per participant.
- 1 note paper per participant
- Highlighters
- Timing device
- Writing device

Time:
45-60 minutes/component within each category. Each round is 5 minutes/word/phrase/sentence

Groupings:
3-5 participants per sub-group

Pre-work:
Facilitator: Identify the KESA category that will be reviewed during this protocol.
Participant: None or do 1st read

Directions
Introduction:
Introduce the KESA category and component(s) that will be reviewed during this protocol.

Process:
- Participants read through the text (KESA Category Component Rubric)
- Each member selects a sentence that he/she finds significant and shares with the group, saying what he/she thinks about the passage and what the implications might be. Group members listen and take notes without discussion.
- Each member selects a phrase that he/she finds significant and shares with the group, saying what he/she thinks about the passage and what the implications might be. Group members listen and take notes without discussion.
**Process: cont**
- Each member selects a word that he/she finds significant and shares with the group, saying what he/she thinks about the passage and what the implications might be. Group members listen and take notes without discussion.
- Repeat Steps 2-4 for each component (time permitting).
- Participants discuss what they heard and what they learned about the KESA Accreditation Category.

**Debriefing:**
Each sub-group shares an “aha” or new understanding to add to the collective (whole group) understanding of the KESA Accreditation Category.

**Tips (Optional)**
- Provide a note taking guide for each participant.
- Facilitators watch for the following issues:
  - Participants may want to share more than 1 sentence, phrase or word
  - Participants may deviate from text to share own opinions or experiences.

**Variations (Optional)**
- Following each round the sub-group responds as a whole for up to 2 minutes.
- If Time is an issue:
  - Only do 1-2 components.
  - Lightning Round: Each round is 2-3 minutes
  - HHH Jigsaw: See separate protocol

**Standards for Professional Learning**
**Learning Designs**
- Promotes active engagement and deep learning that inspires action

**Learning Community**
- Create alignment and accountability

**Outcomes**
- Build coherence through alignment
If Professional Learning Isn’t the Answer, What is?

**Purpose**
- to identify (document?) the IMPORTANCE of Professional Learning as districts begin our new district accreditation model, KESA

**Participants**
- Educators: PDCs, teachers, teacher leaders, administrators

**Introduction**: Explain the purpose is to deepen our understanding of the role of professional learning in the PROCESS of implementing our new accreditation model.

**Process**:
1. As a total group, explore the single-page rubric for professional learning (Rigor), reviewing each component and the levels. (5 minutes). Share themes.
2. Each participant select ONE of the 4 Rs (Relationships/green, Relevance/blue, Responsive Culture/Pink, Rigor/gold). Each group, “R”, will sit together.
3. Each group is challenged with finding where PROFESSIONAL LEARNING has been identified within each component of their “R” (10 minutes)
4. Identify a reporter in each group and share findings with the total group. (2 minutes each “R”)

**Debriefing**: Individually, write a Takeaway and a next step. Share with group.

**Tips (Optional)**
- Once there are 5-6 volunteers for a “R,” ask the participants to please select another “R.”
- Monitor and support when teams have questions/comments.
- Each person on a team select a **different** component.

**Variations (Optional)**
- If over 30 participants, have two groups for each “R”
- Participants read the rubrics before coming to the session.

**Standards for Professional Learning**
- **Leadership**
  - Advocate for Professional Learning
  - Support Systems for PL Learning Designs
- **Select Learning Designs**
- **Active Engagement**

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**Learning = Change**

**Standards for Professional Learning**
The Multiple Perspective Protocol
(Prerequisite to Here’s What? So What? and Now What?)

**Purpose**
This protocol is designed to help make the process of using multiple perspectives to enrich transparent conversations and to make learning more powerful. This means purposefully seeing what each voice contributes to the whole. This protocol will be used before the “Here’s What? So What? and Now What?” protocol used to analyze data to determine needs and next steps. This protocol will help teachers view through their own lens ways to shape some aspects of their teaching after hearing contributions from others and having a better understanding of the Kansas Education Systems Accreditation (5Rs-Results and Relevance), Rose Standard-#7, and the Professional Learning Standards #4 and #7 adopted by KSDE.

**Participants**
- District level Administrator uses this protocol with building leaders
- Building level leaders use this protocol with teachers
- Teachers use this protocol with PLC groups

**Preparation**
**Materials/Supplies:**
- Kansas Education Systems Accreditation (KESA) 5Rs Framework (Results and Relevance)
- Rose Standards (#7)
- Professional Learning Standards emphasizing #4-Data and #7 Data Outcomes adopted by KSDE

**Time:** 20-30 Minutes

**Groupings:** Groups of 3-6 people

**Pre-work:** Facilitator provides the Kansas Education Systems Accreditation Framework, Rose Standards, and Professional Learning Standards with participants

**Directions**
**Introduction:** The facilitator shares the Kansas Education Systems Accreditation Framework (Results and Relevance), Rose Standard #7, and the Professional Learning Standards adopted by KSDE emphasizing #4-Data and #7 Outcomes before the activity for participants awareness.
The Multiple Perspective Protocol
(Prerequisite to Here’s What? So What? and Now What?)

Directions - cont

Process: The facilitator presents a question which has emerged from the introduction. (e.g. “What is the importance of the Results/Relevance 5Rs when analyzing data and making inferences of how it affects teaching and student learning and how the results correlate with the Rose Standard #7 and the Professional Learning Standards-#4 Data and #7 Outcomes.)

- Divide large groups into groups of 3-6.
- All participants journal their first thoughts.
- Each participant, in turn, gives their preliminary thinking on the question.
- Then participants give their thinking based upon what they heard from the other participants. “Having heard all of the other points of view, I now think. . .

Debriefing:
- Each group creates a sharing document/journal (Chart paper of Google Doc) in which thoughts are presented on how the Kansas Education Systems Accreditation Framework (Results/Relevance), Rose Standard #7, and Professional Learning Standards #4-Data and #7 Outcomes correlates with the need to analyze data and determine next steps for teaching and student progress.

Tips (Optional)

The Here’s What! So What? Now What? can follow the Multiple Perspective strategy.

Variations (Optional)

Standards for Professional Learning

- Data
- Outcomes
Data Review: Here’s What! So What? Now What!

(A follow-up to the Multiple Perspective Protocol)

**Purpose**
This protocol will be used to analyze data to determine needs and next steps. This protocol could be used by a building leader with teachers, or teachers in a PLC.

**Participants**
- District level Administrator uses this protocol with building leaders
- Building leaders use this protocol with teachers
- Teachers use this protocol in PLC groups, with a few adjustments for a small group

**Preparation**

**Materials/Supplies:**
- Variety of data (demographics, perception, achievement, process) presented visually for easy analysis
- Sticky notes
- Highlighters
- Handout for outline of findings - 3 column worksheet with headings “Here’s What!”, “So What?”, “Now What?”
- If you use survey data or rubrics, include the original documents with the data

**Time:** 4 - 90 minute sessions - one session to analyze each type of data

**Groupings:** Groups of 3-5 people

**Pre-work:** Facilitator ensures all data is ready to share with staff

**Directions**

**Introduction:**
- Explain the function of each column. The “Here’s What!” column is filled with specific facts or information from analyzing the data. The “So What?” column is the groups’ interpretation of the data. Why do they think the data is what it is? The “Now What?” column can be a prediction, implication, or question for further study.
Data Review: Here’s What! So What? Now What!
(A follow-up to the Multiple Perspective Strategy)

Directions - cont

Process:
- Divide large group into smaller groups of 3-5 people. Each group analyzes their data, listing the top 5-10 findings from their specific piece of data. Following this analysis, each group completes the “So What?” column for each point.
- Once the “So What?” column is complete, each group does a gallery walk (Or trade your document (“Here’s What!” and “So What?”) with another group). From the findings, the next group puts a star or check mark next to each “So What?” they agree with and adds their “So Whats?” in a different color to the document. Once completed, return the document to the original creator. The original group spends 5 minutes reviewing the comments and discussing the options.
- Each group shares the top 5 data points and “So What?” with the large group.
- Once this is complete, each group continues the process by completing the “Now What?” column. Each group creates an action plan addressing the top 3 items on the list.

Debriefing:
- Create a sharing document (Google Doc or chart paper) in which each group writes or shares an overview of their action plans for the top 3 items.
- As a large group, prioritize the “Now What?” ideas by having each participant place stickers on their top 3 choices.
# Pre-Assessment Carousel

## Purpose

To conduct a needs assessment as to where the district/building is on the range of implementation.

## Participants

Any of the following:
- Administrators
- District Leadership Teams
- School Improvement Teams
- Stakeholder groups from multiple buildings

## Preparation

**Materials/Supplies:**
- Copies KESA Rubrics
- Copy of the protocol
- Highlighters/Pens/Pencils
- Graphic Organizer

**Time:**

**Groupings:** Divide Groups into 4 groups of 4-5 members or groups of 4-5 with several groups working on the same rubric

**Pre-work:**

## Directions

**Introduction:**
- Describe the protocol and purpose
- Each group gets a packet of the rubrics

**Process:**
Divide into 4 teams
- Individually, team members will evaluate the assigned rubric, marking each criteria as no evidence, implementing, transitioning, or modeling.
- Team members will share their individual results for each criteria in a “Round Robin” manner. One person in the group will act as the recorder.
- Small groups will come to overall consensus, marking only one rating for each criteria before sharing with overall group as a whole. Identifying each criteria ranking, overall ranking, what we are doing well and what needs improvement (use graphic organizer)
- Groups will share out with the large group using the following:
  - Identifying their criteria and give a summative rating based on the most circled rating in each area, along with rationale as to why they came to the decision.
  - Facilitator will mark the summative criteria on the large display or chart paper
  - Groups can take a break and do a short informal gallery walk
- Group discussion about what they see/notice about the data as a whole.
- Each group member will get 2 dot stickers and places those stickers next to 2 areas they want to focus on with majority being the final decision.
Debriefing: Discuss final results, takeaways and next steps in the process, including how information will be shared with all stakeholders.

**Tips (Optional)**

**Group Disagreement:**
If group is not in agreement, they will discuss, sharing their points of view to support their results. Using a sentence stem example “I marked this because/I feel this way because...”.
- Remind the group that listening is important.
- Facilitator can move around and assist teams to come to consensus
- Take a break after group sharing for gallery walk
- Pre-assign 1st person to start talking (tallest, most buttons, longest hair, etc)

**Variations (Optional)**

- Divide into multiple settings
- Pre-assign teams and come with rubrics pre-rated
- Play music before, during or after the work.

**Professional Learning Standard(s)**

**Learning Communities**
- Continuous Improvement
- Collective Responsibility
- Goal Alignment

**Data**
- Analyze System Data
- Assess Progress

**Learning Designs**
- Promote Active Engagement & Deep Learning That Inspires Action

**Outcomes**
- Build coherence through alignment
Purpose

The Five Rs Frayer Model is a four-part graphic organizer for analyzing and understanding the **Responsive Culture** rubric. For each component, the Five Rs Frayer Model asks participants to define the component, pinpointing its most important **characteristics**; and then provide both **examples** and **non-examples** of the component. The strength of the model lies in requiring participants to both **analyze** the component’s meaning, and then **apply** that meaning to the determination of examples and non-examples. See graphic below.

Preparation

**Materials/Supplies:**
- Frayer Model graphic organizer, one for each subgroup
- Copies of the KESA **Responsive Culture** overview and component rubrics
- Writing utensils
- Highlighters
- Post-its

**Time:** 60-90 minutes

**Groupings:**
- A sub-group for each component of Responsive Culture rubric (4).
- Ideal subgroup size is 2-3; for large groups facilitator may choose to increase subgroup sizes.

**Pre-work:**
- Print copies of graphic organizer (or draw on chart paper) and rubrics.
- Use sample or complete your own graphic organizer for modeling process.

Five Rs Frayer Model

Directions

Introduction:
Explain the Five Rs Frayer Model graphic organizer to the whole group, using a component from one of the other Rs to model the use of the graphic organizer.

Process:
1. Participants break up into subgroups and move to a designated table or location within the meeting room.
2. Assign each subgroup one of the components; have these subgroups collaborate to complete the organizer.
3. Subgroups present their models to the whole group.

Debriefing:
• Invite participants to reflect on the implicit learning target (analyzing and understanding the Responsive Culture rubric).
• Ask volunteers to share with the whole group a one-sentence affirmation from the Five Rs Frayer Model that helped them to understand what it means for a school/district to model a Responsive Culture.

Tips (Optional)
Component 1: Leadership is four pages. The facilitator may want to divide it among two or more subgroups.

Variations (Optional)
1. Focus on one component per meeting so all groups are completing a model for the same component.
2. Conduct this protocol with all Rs in the KESA framework.
3. Use a Gallery Walk instead of each group sharing their model.
4. Cold call on several participants during debriefing stage.

Standards for Professional Learning

Learning Communities
• Continuous Improvement
• Collective Responsibility
• Data
• Analyze System Data
• Assess Progress

Learning Designs
• Promote Active Engagement & Deep Learning That Inspires Action
Introduction:
Every decision, solution, strategy or change that we want to implement impacts the system in some way. By identifying the areas that will be affected and the types of impact that may occur, leaders and participants can make plans, using this information to reduce the amount of disruption, anxiety, and/or confusion. When using this protocol with several changes that are being implemented, the findings can help leaders determine the order of implementation or if some will be delayed or discarded.
Impact Analysis

Directions - cont

Process:
1. Brainstorm the areas or individuals that will be affected by the proposed change. Use Sticky Poster, markers, and sticky notes for brainstorming activities to create a visual. Pick one of the following approaches or combine them as needed:
   a. Organizational Approach
      i. Departments
      ii. Processes
      iii. Stakeholders/customers
      iv. Groups of people
   b. Components of an Organization using McKinsey’s 7S Model
      i. Strategy
      ii. Structure
      iii. Systems
      iv. Shared Values
      v. Skills
      vi. Styles
      vii. Staff

2. Once you have identified the areas of impact that you will study (see 1a and 1b), then breakdown those areas into smaller subsets so you can look at all that will be affected as time allows. Avoid micromanaging this aspect of the analysis by getting bogged down in too many details.
   a. Work through the lists identifying the positive and negative consequences (impacts) that may occur as a result of implementing this proposed change.
   b. Estimate the size and cost of the impact.

3. Managing the consequences of proposed change:
   a. If this has been done as part of a decision-making process, determine if the negative impacts outweigh the benefits in terms of cost, time and effort.
   b. If this proposed change is a “go” then you will:
      i. Consider the things you will need to do to manage the impact of this change and
      ii. How you will prepare staff to create buy-in for this change and support them in the
      iii. Prepare a contingency strategy in case negative consequences arise minimize negative consequences implementation process.

Debriefing:
Review the findings and the actions that have been planned based on the findings. If other changes are to be implemented, consider how each proposed change will affect the system and the elements of the system to prioritize, plan for, and support effective implementation.
**Impact Analysis**

**Tips (Optional)**
Consider the context of the proposed change (rarely are things accomplished in isolation).
Consider how people will react to the changes (or proposed change), working for or against it.

**Variations (Optional)**
After reviewing the findings and determining some actions for several proposals, prioritize the implementation of identified solutions/changes based on what is “doable” and the affect it will have on the success of any or all of the proposed solutions.

**Standards for Professional Learning**

**Leadership**
- Develop capacity for learning and leading
- Create support systems and structures

**Resources**
- Prioritizing human, fiscal, material, technological, and time needs

**Learning Designs**
- Apply Learning Theories, Research, and Models
- Promote active engagement & deep learning that inspires action
Drilling Down to Root Cause

**Purpose**
To examine gaps in performance or expectation after reviewing available data on a specific topic, issue or purpose. This can be done in conjunction with KESA Accreditation Rubric reviews, school improvement data reviews, or when assessing the effectiveness of professional learning.

**Participants**
Stakeholders with a working knowledge of the topic or data that is to be examined.

**Preparation**

**Materials/Supplies:**
- Copies of available, relevant data as it relates to the topic/issue.
- Copies of KESA Rubrics and Standards for Professional Learning as appropriate for above data.
- Large Sticky Poster Pad
- Markers
- Sticky notes

**Time:** 60 minutes per issue/topic/problem

**Groupings:** 4-6 people per group with a facilitator (can be a group member too).

**Pre-work:** Examine data as it relates to the topic/issue. Read KESA Rubric applicable to topic/issue, if appropriate.

**Directions**

**Introduction:**
The purpose of this protocol is to drill down to a root cause in a manner that provokes and promotes deeper dialogue to determine the WHY behind the gap or deficiency that has been identified. It is done by using “why” questions as a probe which deepens the dialogue, reduces the amount of opinion injected into the discussion, and promotes inclusion from all participants as they work to identify causes that lead to solutions. To learn more about Root Cause Analysis, click here.
Drilling Down to Root Cause

Directions - cont

Process: (30 minutes)

1. Define the problem/issue. What do you see happening (or not happening)?
2. What are the specific symptoms, behaviors, or actions associated with this problem/issue?
3. Review Data: What proof do you have that the problem exists? How long has the problem existed? What has been the impact as a result of this problem/issue?
4. To determine the cause:
   a. Each person in the group asks 5 WHY questions about the problem/issue. Write 1 question per sticky note.
   b. Draw a circle in the center of a Large Sticky Note Poster with the problem or issue named inside the circle.
   c. Each person places their 5 sticky note questions on the Poster.
   d. Facilitator leads the discussion of each question and organizes the questions into topical groupings surrounding the central issue (circle).
   e. Have the group ask additional questions (write 1 per sticky note) and affix the sticky note to the section to which it applies.
   f. Drill down to the smallest component of the problem/issue to determine:
      i. What sequence of events led to the problem?
      ii. What conditions allow the problem to occur?
      iii. What other related issues or problems have occurred/are occurring?
5. After identifying a causal factor, utilize the questioning strategy (above) to ask additional probing questions that will lead to possible solutions.

Debriefing: (30 minutes)

1. Summarize the issue/problem and the identified root cause(s).
2. Explore possible solutions and changes that must occur to implement solutions.
3. Determine how the solution(s) will be implemented.
4. Who will be responsible for implementation, support, evaluation, and follow up during the implementation process?
5. Predicting Effects of Possible Solutions:
   a. Consider: What are the risks of implementation? What are the positive and negative consequences that could happen by implementing the possible solutions?
   b. What happens if action is not taken or not completed?
Drilling Down to Root Cause

Tips (Optional)
- Ideally: Provide a facilitator that is not part of the group.
- Begin with the obvious questions and then continuing to ask “why” questions to dig deeper.
- Facilitator may also have to ask “why” questions throughout the process to prompt deeper thinking.
- Have participants who make statements, rephrase them into questions.

Variations (Optional)
- Use different groups to explore different issues/problems in the same setting.
- Share what was learned and/or determined with whole group.
- If like groups are tackling the same issue/problem, compare findings and ask additional questions to explore differences.

Standards for Professional Learning

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

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

Resources
- Monitoring how resources are used

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

Outcomes
- Build coherence through alignment
**S.W.O.T. Protocol for KESA Categories**

**Purpose**
To analyze the practices of buildings or districts as it pertains to each KESA Accreditation Category. This protocol allows participants to understand both internal and external factors that are favorable or unfavorable by determining **Strengths, Weaknesses, Opportunities** and **Threats** (SWOT).

**Participants**
Building or district leadership and staff

**Preparation**
**Materials/Supplies:**
- 1 copy of the KESA Category Rubric (4 components) per participant.
- 1 Graphic Organizer Note Guide per participant
- Timing device
- Writing device
- Chart paper

**Time:** 45-60 minutes or more

**Groupings:** 4-6 participants per sub group

**Pre-work:**
- Facilitator creates the Graphic Organizer
- 1st read of the KESA Category prior to this protocol
- Guiding questions developed.

**Introduction:**
Study the KESA Category
Distribute and/or project the protocol to explain process to participants.
S.W.O.T. Protocol for KESA Categories

Directions - cont

Process:
1. Facilitator shares the category and component rubric and reviews the KESA Category content while participants take notes.
2. Facilitator poses 1-2 key questions to help guide the conversation.
3. Participants ask non-evaluative questions about the KESA information. Facilitator answers with facts.
4. Participants in the sub group discuss the strengths, weaknesses, opportunities and threats of the building or district policies and/or actions as it relates to the KESA Category.
5. Recorder completes the SWOT quadrant (graphic organizer) on chart paper for each sub group.
6. Conduct a gallery walk to review all subgroup S.W.O.T. entries. Participants note similarities and differences to get the whole picture.
7. Facilitator leads whole group discussion on possible solutions, actions, questions, or next steps.

Debriefing:
Participants create a proposed plan of action.

Variations (Optional)

- If working with a small group, keep everyone together.
- Larger group: Assign 1-2 subgroup(s) a different KESA Category.
- Alike subgroups could brainstorm possible solutions, questions, actions, and next steps.
- Whole group sharing would be a reporting of ideas from each subgroup.

Tips (Optional)
Example of graphic organizer

<table>
<thead>
<tr>
<th>S</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>T</td>
</tr>
</tbody>
</table>

Standards for Professional Learning

- Learning Designs
  - Promote active engagement and deep earning that inspires
- Learning Communities
  - Develop collective responsibility
Where Do We Stand: A Comparison to Other Districts

Purpose
Helping community members to understand the KESA 5 R’s standards

Participants
Parents, Community Members, District Administration, Board Members

Preparation
Materials/Supplies:
Copy of each of the different KESA accreditation standards and 5 R’s rubrics, Comparison note taking graphic organizer.

Time: 40 minutes to 1 hour

Groupings: 4-6 people

Pre-work: Create a prepared presentation about previous meeting and notes. Comparison note taking graphic organizer.

Directions
Introduction:
Review of previous meeting notes & results. Ask the question “How do we compare to other districts?”

Process:
1. Break into 4-6 people. Look at the dashboard from district of comparable size. (not own district) Groups will evaluate a dashboard overview to determine strengths and areas of improvements.
2. Participants can ask clarifying questions.
3. Facilitator ask each group its findings to share with whole group. Facilitator or another staff member takes notes about each groups’ results.
4. Facilitator summarizes key points and reoccurring theme between the different dashboards.
5. Facilitator shares dashboard from their district to make comparisons from previous evaluated dashboard in order to highlight comparisons.

Debriefing:
Through an online survey or paper copy participants can make suggestions ways to improve.

Professional Learning Standard (s)
Learning Communities, Leadership, Resources, Data, Learning Design, Implementation, Outcomes

Variations (Optional)
Comparisons could be made by building in larger districts or other schools.

Tips (Optional)
Have a staff member per small group to help discussion and answer questions.
### HOW DO WE RATE?

<table>
<thead>
<tr>
<th>Staff</th>
<th>Curriculum</th>
<th>Leadership</th>
<th>Career &amp; Technical Ed</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Instruction</td>
<td>Early Childhood</td>
<td>Professional Learning</td>
<td>Growth</td>
</tr>
<tr>
<td>Relationships</td>
<td>Relevance</td>
<td>Responsive Culture</td>
<td>Rigor</td>
<td>Results</td>
</tr>
<tr>
<td>Families</td>
<td>Student Engagement</td>
<td>District Climate</td>
<td>Resources</td>
<td>Gap</td>
</tr>
<tr>
<td>Community</td>
<td>Technology</td>
<td>Nutrition &amp; Wellness</td>
<td>Data</td>
<td>Other Measures</td>
</tr>
</tbody>
</table>
Needs Assessment

Purpose
To conduct a needs assessment, determining where the district/building is one the range of implementation.

Participants
Any of the following:
- PDC
- District Leadership Team
- School Improvement Team
- Stakeholder groups from multiple buildings

Preparation

Materials/Supplies:
- Copies KESA Rubrics
- Copy of the protocol
- Overview of KESA 5 R’s on large paper/display
- Highlighters/Pens/Pencils
- Graphic Organizer
- Dot Stickers

Time: 2.5 – 3 hours

Groupings:
Divide Groups in to 4 groups of 4-5 members or groups of 4-5 with several groups working on the same rubric

Pre-work:
Participants review the rubrics prior to meeting

Introduction:
- Describe the protocol and purpose
- Discuss what will be considered consensus. Examples can include: “I can live with the decision as long as I am heard”, “What is best for the group”, “Majority Rule”, “Thumbs Up or Down”
- Each group gets a packet of each standard rubric and the overview
- Assign groups a specific KESA Rubric
- Identify group recorder

Process:
- Divide into 4 teams or multiple of teams in groupings of 4-5, with several groups working on the same rubrics.
- Individually, team members will evaluate the assigned rubric, marking each criteria as no evidence, implementing, transitioning, or modeling.
- Team members will share their individual results for each criteria in a “Round Robin” manner. One person in the group will act as the recorder.
Directions - cont

Process: Cont
- Small groups will come to overall consensus, marking only one rating for each criteria before sharing with overall group as a whole. Identifying each criteria ranking, overall ranking, what we are doing well and what needs improvement (use graphic organizer)
- Groups will share out with the large group using the following:
  - Identify their criteria and give a summative rating based on the most circled rating in each area, along with rationale as to why they came to the decision.
  - Facilitator will mark the summative criteria on the large display or chart paper
  - Groups can take a break and do a short informal gallery walk
- Group discussion about what they see/notice about the data as a whole.
- Each group member will get 2 dot stickers and places those stickers next to 2 areas they want to focus on with majority being the final decision.

Debriefing:
Discuss final results, takeaways and next steps in the process, including how information will be shared with all stakeholders.

Tips (Optional)
- Group
  - Disagreement: If group is not in agreement, they will discuss, sharing their points of view to support their results. Using a sentence stem example “I marked this because/I feel this way because…”.
  - Remind the group that listening is important.
  - Facilitator can move around and assist teams to come to consensus
  - Take a break after group sharing for gallery walk
  - Pre-assign 1st person to start talking (tallest, most buttons, longest hair, etc)

Variations (Optional)
- Could be broken into multiple settings
- Pre-assign teams and come with rubrics pre-rated
- Could play music before, during or after the work.

Standards for Professional Learning

Learning Communities
- Continuous Improvement
- Collective Responsibility
- Goal Alignment

Data
- Analyze System Data
- Assess Progress

Learning Designs
- Promote Active Engagement and Deep Learning that Inspires Action

Outcomes
- Build coherence through alignment
Data, Data, Everywhere

**Purpose**
allow educators to identify what data they already have within their building/district for each of the Rs .. and to begin the conversation about getting better

**Participants**
district/building leadership teams

**Preparation**
**Materials/Supplies:** Copies of rubrics, graphic organizers, list of “data” cut into strips and put in an envelope, markers, poster sheets

**Time:** 45-60 minutes

**Groupings:** 4-6 members

**Pre-work:** Prepare the graphic organizers on posters, cut the strips of data

**Directions/Instructions/Steps/Process**
**Introduction:** Explain that the building/district already has data and that we want to organize our data into the 4 Rs AND ACTE.

**Process:**
- Form groups of 4-6
- Half the groups will use the 4Rs and the other half will use the ACTE
- Step 1: Using the strips of “data,” each group will sort the strips to match the correct R or ACTE
- Step 2: Using markers, highlight the data their district already has and ADD data they have that is not included in the strips
- Step 3: Report out to the group. Identify similarities/differences

**Debriefing:** Celebrate our learning and that we are already ON OUR WAY. Next steps.

**Tips (Optional)**
- Lots of space and tables for great conversations
- Recreate graphic organizers on large easel pad

**Variations (Optional)**
- Groupings - Create elementary, middle and high schools tables
- Select the “data” that works for your system. Add other data.

**Standards for Professional Learning**
**Data**
- Analyze System Data
- Assess Progress

**Learning Designs**
- Promote Active Engagement and Deep Learning that Inspires Action
ACT
Academic Scholarships
After School Programs
AimsWeb
AP Courses
ASVAB
Attendance
Buildings - courses offered, # of instructional hours, student enrollment, athletics/activities, 504 compliance,
Title IX compliance, Special education
CBM
Community/parent Involvement
Class Size
Career Plan on Track
College/VT Retention
College/VT GPA
College/VT Completion
DIBELS
Discipline Records
Employment During High School
Extracurricular participation
Extracurricular Leadership
Fine Arts Courses (AP Scores,)
Fine Arts contests/awards - Scholastic Art Awards, Project-based assessments, contests/competitions, district
and state festivals, large and small group
Formative Assessments
Free/reduced #s
GPA
Grades
Graduation Rate
Industry-Recognized Certificates
Local Common Assessments
Military Enlistment
Pathways Completers
Post-Secondary Remediation
PSAT
Reading Levels
Service Work for Students
SAT
Social, Emotional, and Character Development Program (SECD)
Service Work
Service Leadership
Social-Emotional Adjustment
Standards for Professional Learning
State Assessments
Student Involved Conferences
Transportation (How students get to school)
Teacher Leadership
Teacher - experience, education, years in district, skills, certifications, expertise, learning communities
Work Keys
### Standards for Professional Learning

<table>
<thead>
<tr>
<th>Learning Communities</th>
<th>Data, Data, Everywhere</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Cognitive</td>
<td>Technical Career-Specific</td>
</tr>
<tr>
<td>Employability</td>
<td>Post-Secondary Evidence</td>
</tr>
</tbody>
</table>

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Additional Resources
Other Great Stuff on our Journey

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

_**Schools CAN Change,**_ Lick, Clauset, Murphy, LF, 2013

Learning Forward is writing a series of books, each focusing on one of the seven Standards of Professional Learning. The last three books will be published soon.

- _**Reach the Highest Standard in Professional Learning: LEARNING COMMUNITIES,**_ Shirley Hord and Patricia Roy, Corwin and LF, 2014
- _**Reach the Highest Standards in Professional Learning: LEARNING DESIGNS,**_ Drago-Severson, Roy, Von Frank, LF, 2015
- _**Reach the Highest Standards in Professional Learning: IMPLEMENTATION,**_ Fullan, Hord, Von Frank, LF, 2014

Websites:

Add Your Own Resources
Possibility Thinking.....Solutions Thinking

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