Inspired to Learn: Kansas Stories

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

HOW: Better Together

At My School It Is Everyone’s Job to Learn!

A Facilitation Guide
created by Learning Forward Kansas (LFKS)

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

KANSAS
Why, What, and How
Standards (Conditions) for Professional Learning
The Learning Forward Kansas (LFKS) video series provides an excellent guide to assist schools in reviewing their own professional learning goals, rationales for why they are doing what they are doing, and analyzing their efforts toward improved student learning while ensuring they are aligning to the Learning Forward Standards for Professional Learning. The series puts into action Michael Fullan’s beliefs about the importance of moral imperative (Student Success). As educators, all children are our children, and we must look beyond our own classroom/team/building to ensure all children have an excellent teacher. The videos provide learning designs that help schools and districts grow their educators through effective professional learning.

It is my pleasure to endorse LFKS and support their work in producing these videos and accompanying documents. These resources examine “professional learning” and support schools as they investigate and determine why they are doing what they do to see if it will move the organization forward to improve student success. In this process educators will assess where the individual, team, or school is in the implementation of effective professional learning practices. They will determine how effective professional learning can be used locally to plan, deliver, implement, and support identified goals and initiatives. Additionally, educators will explore current learning designs, what effective learning looks like, and how to scale up the implementation of these effective designs in schools across Kansas.

Dr. Jody Wood
Associate Professor
Saint Louis University
Learning Forward Foundation

Effective professional learning builds collective responsibility for student success.

Being able to articulate and speak to a compelling vision for PL is a responsibility of school leaders. What is your vision?
Introduction

The Learning Forward Kansas video series, Inspired to Learn: Kansas Stories, is designed to be a set of tools that support schools on their professional learning journey to excellent teaching and learning every day. Each video targets a specific topic around effective professional learning and includes Kansas educators sharing their expertise. Each video is accompanied by a Facilitation Guide to provide educators, leaders, teams, and schools with strategies and protocols that will allow them to explore the topic more extensively and make connections to their local situation.

The first two videos provide the foundation for effective professional learning, beginning with WHY professional learning is the key to improvement in instruction and student success. Once the purpose has been established, the second video focuses on WHAT effective professional learning looks like. The last three videos focus on HOW we transform educator practices and systems that lead to student success. Individually these videos focus on the work of learning communities, the importance of learning designs (better together), and the role of learning leaders as they create a culture of learning that builds collective efficacy on this journey of continuous improvement.

Within each video Kansas educators have shared their beliefs, expertise, experiences, examples, and strategies. They are united in their purpose and believe effective professional learning supports their work to achieve local goals, but because of their diversity of size, location, and roles, provide a varied look at how this can be accomplished. Each video provides ideas to use locally, including a variety of protocols and resources that can be adapted to your needs and situation. We know that one size doesn’t fit all and you will see this belief reflected in every video as you move from knowing to doing.

Video 1: WHY Professional Learning Matters.
Video 2: WHAT is Professional Learning?
Video 3: HOW: Learning and Leading Together
Video 4: HOW: Better Together
Video 5: HOW: Learning Leaders: On the Road to Collective Efficacy and Student Success

If you have questions, please contact Learning Forward Kansas (LFKS) for support.

Use of this Facilitation Guide

Before using the videos or this guide, consider the following:
- **Determine WHO** will be involved. What is their role in the change process? Identify prior knowledge and experience. Determine educational needs as they relate to utilizing professional learning to implement change.
- **Identify** new knowledge, beliefs, or practices you expect as a result of this learning.
- **Review this Facilitation Guide before watching the video**, capturing the purpose and possible uses.
- **Identify the protocols and activities** that will be used during the viewing of the video to improve understanding of both the content and the local or personal situation.
- **Adapt** videos and/or protocols to your context (Or use your own). One Size Doesn’t Fit All.
- **Review** the video and note where you will stop to utilize specific protocols to review content or have additional discussion/dialogue.
- **Reflect** on the learning. Take away/Next Steps
The following information provides an overview of how this Facilitation Guide might be used to apply learning designs as part of your school improvement planning. There are options, depending on where your team is on your journey.

**Before Video**

**Heads in the Room:** In groups of 3-4, SHARE learning experiences that have changed your practices or beliefs. Within each group, what themes do they find. Share out to the group. Again, look for themes. As participants watch the video and participate in the discussions, think in terms of HOW learning designs create a culture of learning, engagement and commitment to change.

**Page 6 Acrostic** - See Protocol on p. 6 for more information and directions

**Page 7 - Brainstorming Learning Designs:** (Tried Successfully, Tried-not Successfully, Want to try, Questions/Concern) Review the list of learning designs. When reflecting on YOUR OWN experiences, place several of the learning designs in each category. (Option: Create small cards with on learning design on each card and do a sort.)

**During the video (14:14)**

**Page 8 Learning Designs: Characteristics and Factors**

- **Characteristics**
  - Study this grid. It looks at three characteristics-Ease to Organize, Level of Trust and Shifts in Practice
  - As you continue watching the video, think about each of these characteristics.

- **Factors** (In groups of 3-5)
  - Discuss each factor related to a precious success.
  - Determine strengths and weaknesses based on the use of these factors to plan PL.
  - Explore the alignment between leader’s perception of these factors and the staff’s perceptions.
  - Together, share out and listen for themes/big ideas from group the entire group. Now What?

**Page 9 - Learning Design Categories** (START Times of each category noted on graphic organizer)

Beginning at 14:40, use this graphic organizer to list each of the Learning Designs shared for each category. You may also take other notes. After the video, share your list within a group of 3-4. Which had the biggest impact on your thinking?
The following information provides an overview of how this Facilitation Guide might be used to apply learning designs as part of your school improvement planning. There are options, depending on where your team is on your journey.

**AFTER the video**

**Pages 10-11 - More Than Workshops**
On page 11, select a goal from your redesign/school improvement plan and put it in the center circle. In the 8 boxes around the goal, select a learning design that you believe will be move your team forward toward implementation. Once you have all eight boxes filled, discuss which one(s) are the best learning designs to accomplish your goal.

**Page 12 - See/Not See • Hear/Not Hear**
Each person select one learning design observed in the video. What did you see? Not See? What did you hear? Not Hear? What did you learn? In a group of 3-4, share your learning designs and your reflections. What did they all have in common?

**NEXT STEPS:**
Reviewing ALL learning (video, protocols, deep conversations), what ACTIONS will you select that will create a culture of learning for ALL?

**Resources**
- Page 13 - Pineapple Chart
- Page 14 - #ObserveMe
- Page 15 - Professional Learning Standards
- Page 16 - Additional Resources

**Reflections:** Once you have explored many learning designs, both within this video and other resources, what ACTIONS are you ready to take? Are you ready to answer this question, "What kind of school do you want in terms of learning? The choice is yours!"
Before the Video

Acrostic

**Purpose**
An engaging way to spark curiosity before watching this video and assess what stands out as important to the learners by creating a visual that highlights the KEYS to professional learning.

**My First ACROSTIC**

**Preparation**
Pre-work: Watch the HOW: Better Together video and participate in the learning protocols before and during the video to increase understanding of how protocols/learning designs expand collaboration and deepen your learning.

**Materials/Supplies:** Large Chart Paper and 1 marker per group

**Time:** 10 minutes

**Groupings:** 3-5 people per group

**Directions**
1. **Write** the letters from the words: Professional Learning down the left side of the Chart Paper. (Create groups of 3-4)
2. **Group members form a line in front of their chart paper.** The first person in line has the marker.
3. **The first person writes one word or phrase** related to professional learning that begins with the respective letter. **After writing the word/phrase,** hand the marker to the next person and go to the end of the line.
4. **The process repeats in relay form** until all letters have a word or phrase associated with them.
5. **Collaboration is encouraged.**

Discuss the importance of what was written in terms of achieving effective professional learning that changes beliefs, practices and systems.

**Tips (Optional)**
While it’s not a race, encourage groups to think in a brainstorming manner

Encourage collaboration and making connections between the learning and one’s practice.

**Variations (Optional)**
Have groups of 3-4 work around the chart paper as a team.

While discussing what was written for each letter, allow participants to add words to each letter to expand knowledge and understanding.

If numbers are small, use partners to collaborate and complete the acrostic.

**IF YOU CAN DREAM IT, YOU CAN DO IT.**
- Walt Disney
Before & After the Video

Learning Designs

Brainstorming

Book Study
- Conference • Coaching
- Walk-through • Graduate Work
- Curriculum Work • Action Research
- Seminars • Video Self • Teacher Rounds
- Critical Friends • Webinars • Twitter Chats
- Teacher/Team Leader
- District Leadership Team

Tried Successfully

Tried, not so Successfully

Learning Communities

Learning Designs

Resources

Outcomes

Implementation

Why, What, and How

Standards (Conditions) for Professional Learning

Want to Try
Learn More About

Micro-credentials
Cycle of inquiry
Lesson Study

Questions Curiosities

Teacher/Team Leader

District Leadership Team

Edcamp • Assessment Work • Learning Network

Workshop • Book Buffet • Observe Me

Personalized Learning • Mentoring

What, and How

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Why, What, and How

Standards (Conditions) for Professional Learning

KANSAS
After 14:14

Learning Designs
Characteristics • Factors

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Learning Designs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shifts practice over time</td>
<td>• Teacher Rounds</td>
</tr>
<tr>
<td>Requires high trust</td>
<td>• Lesson study</td>
</tr>
<tr>
<td>Great complexity</td>
<td>• Analyzing student work</td>
</tr>
<tr>
<td></td>
<td>• Tuning protocol</td>
</tr>
<tr>
<td></td>
<td>• Videotaping and analyzing lessons</td>
</tr>
<tr>
<td>Medium results in shifting practice</td>
<td>• Designing lessons, assessments, and curriculum maps together</td>
</tr>
<tr>
<td>Medium level of trust required</td>
<td>• Analyzing student data</td>
</tr>
<tr>
<td>Medium complexity</td>
<td>• Peer observations</td>
</tr>
<tr>
<td>Low yield in shifting practice</td>
<td>• Critical friends groups</td>
</tr>
<tr>
<td>Low level of trust required</td>
<td>• Action research</td>
</tr>
<tr>
<td>Easy to organize</td>
<td>• Book Studies</td>
</tr>
</tbody>
</table>

Factors to Consider
At OUR Schools It is Everyone’s Job to Learn

Why, What, and How
Standards (Conditions) for Professional Learning
After 14:14

Leadership

Learning Designs Categories
Note taking

Networking (16:18)
Learning Together (26:00)

Collaborative Dialogue (56:53)
Analyze/Reflection (1:00:21)

C.O.R.E.
Conversation • Observation
Reflection • Enthusiasm
(32:50)

Why, What, and How
Standards (Conditions) for Professional Learning
Background:
Workshops and conferences are an option during the early stages of change as educators are gaining knowledge regarding options to attain their goal. They are not adequate for the entire process of implementation. What resources, protocols, activities and deep conversations will you use to change educator practices and systems.

Directions:
- Put your professional goal/focus in the middle box. (Trauma Informed, Student Engagement)
- Brainstorm learning designs that will support the implementation of your goal in the surrounding boxes. HOW will you implement?
- Prioritize learning designs you believe will have the most impact on your goal/focus.
- Create a plan for implementation. Your journey continues.
After the Video…continues

More Than ....

workshops

1. Learn by classroom or school learning walk
2. Learn with the support of a coach
3. Write assessments or curriculum with colleagues
4. Be a mentor or be mentored
5. Join Grade level learning communities
6. Learn with a Vertical Team
7. Video/analyze your own teaching
8. Engage in Teacher Rounds or a Critical Friends group
9. Invite colleagues to “Observe Me”
10. Attend or Lead webinars
11. Lead or Participate in a book study
12. Join a face-to-face learning network
13. Examine student data
14. Organize a Twitter chat
15. Conduct in action research
16. Learn via a cycle of inquiry with a team
17. Attend or Lead EdCamp
18. Join an online professional network (PLN)
19. Serve on District Leadership Team
20. Share expertise with colleagues
21. Lead or participant in a Lesson Study
22. Engage in a Book Buffet (or articles)
23. Learning within Content/department teams
24. Join a Data team
25. Engage in deep conversations
Standards (Conditions) for Professional Learning

Why, What, and How

Standards (Conditions) for Professional Learning

Learning Communities
Leadership
Data
Implementation
Resources
Outcomes
Learning Designs
A Pineapple Chart is a structured way to put a “Welcome Mat” out for all educators - a central message board that lets other teachers know that you are “doing something” they may want to watch today, and if they want to stop by, your door is open!

### Anywhere High School - Sample Pineapple Chart

<table>
<thead>
<tr>
<th>Period</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greensburg - iPad app smashing</td>
<td></td>
<td></td>
<td></td>
<td>Taylor-Understanding Copyright activity</td>
</tr>
<tr>
<td>2</td>
<td>Johnson-Frog Dissection</td>
<td>Greensburg - iPad app smashing</td>
<td>Smith - The writing process with Google Docs</td>
<td>Wilson - Using Tood as a back channel for discussion</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Bristol-Flipped classroom</td>
<td>Mendoza - Google search tips</td>
<td></td>
<td></td>
<td>Black-Cooperative Learning</td>
</tr>
<tr>
<td>5</td>
<td>Smith - The writing process with Google Docs</td>
<td>Wilson - Using Tood as a back channel for discussion</td>
<td>Disney - Unit review with Kahoot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Disney - Unit review with Kahoot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ramírez - Music creation with Garage Band</td>
</tr>
</tbody>
</table>
#Observe Me

Welcome!

Please come inside and observe me! I’d love your feedback on these goals:
~My students are engaged in their work.
•How my questioning fosters student thinking.
~My students can describe what they are working on.
~My students are collaborating and/or helping each other.

Use the QR Code to go to a feedback form or take a paper version from the folder.
THANX!!
Happy 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 and LEARNING FORWARD KANSAS
Books
- *School-Based Instructional Rounds: Improving Teaching and Learning Across Classrooms*, Lee Teitel, 2014

Websites
- Protocols [School Reform Initiative: A Community of Leaders](https://www.schoolreforminitiative.org/protocols/)
- Thinking Collaborative: [Adaptive Schools Strategies](https://www.schoolreforminitiative.org/protocols/)
- Videos [Teaching Channel](https://www.teachingchannel.org/)
- [Edutopia Professional Learning Protocols](https://www.edutopia.org/search?query=professional%20learning%20protocols)
- Learning Forward [https://learningforward.org](https://learningforward.org)

Add Your Own Favorites
Possibility Thinking.....Solutions Thinking

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