Leadership

Learning Communities

Resources

Learning Designs

Outcomes

Data

Implementation

1

learningforward kansas

Inspired to Learn: Kansas Stories

Why Professional Learning Matters

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

Forward

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

learningforward KANSAS

Why, What, and How

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 everyday. Each video will target a specific topic around effective professional learning and include Kansas educators sharing their expertise. Each video will be accompanied by a resource guide to provide educators, leaders, teams, and schools, with ideas and strategies that will allow them to explore the topic more extensively and make connections to their local situation.

The first video, ***Why Professional Learning Matters: At Our School It's Everyone's Job to Learn,*** lays the groundwork for the purpose or the "**why**" behind the importance of **effective professional learning** to implement initiatives and changes that transform educator practices AND lead to student success. The resource guide will provide suggested protocols (strategies) that educators may use with leaders, teams, or an entire staff to:

- explore their personal or collective "**why** professional learning,"
- assess **where** the individual, team, or school is in the use of effective professional learning beliefs and practices
- determine **how** effective professional learning can be used locally to plan, deliver, implement, and support identified goals and initiatives

Future videos will focus on **What is Effective Professional Learning,** and several "**How**" videos that focus on specific protocols being used by Kansas educators.

If you have questions, please contact ***Learning Forward Kansas*** for support.

Use of this Resource Guide

Before using the videos or this guide, consider the following:

- ***Determine WHO will be involved*** in this learning session in terms of roles, identifying their prior knowledge and experience, as well as educational needs as it relates to utilizing professional learning to implement change
- **Identify** new knowledge, beliefs, or practices you expect as a result of this learning.
- ***Review this Resource Guide before watching the video,*** capturing the purpose and possible uses for the video.
- ***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**

Before the Video

4 Why's

Purpose

This is a pre-video activity to set the stage for activating one's thinking around the video content of the *Why Effective Professional Learning Matters*.

Preparation

Pre-work: Prepare graphic organizer

Materials/Supplies: **4 Why's** Handout or template drawn individually on blank paper or sticky poster.

Me	**Team**
Building	**District/System**

At our school is is everyone's job to learn

Time: 5-10 Minutes prior to viewing the **Why Professional Learning Matters video (1st in the series *Inspired to Learn: Kansas Stories*)**

Groupings: Group of 2-4 or if small group, 1 large group

Directions

1. **Consider: *Why is Professional Learning Important?***
   a. Using the graphic organizer, each person answers the question considering how it impacts the individual, team, building, and district and/or system.
   b. Discuss responses in small group, noting other perspectives.
2. **Consider: *Why is it an important expectation that "In our building it is everyone's job to learn."*** Add this information to the graphic organizer.
   a. Discuss responses in the small group noting the beliefs of each person and the impact on both learning system.

Variations (Optional)

Use Sticky Posters instead of individual pages for discussion framework.

Tips (Optional)

Time the writing and discussion components. Refer back to these discussion notes at the end of the video.

learningforward KANSAS

During the Video

(After the 5 Beliefs)

Paired Weighting

Purpose

•To closely examine individual **beliefs** about professional learning to determine why effective professional learning matters.

•To closely examine individual **beliefs** about professional learning to determine why effective professional learning matters.

Preparation

Pre-work: Create Scoring guide . Read the belief statements on the screen.

Materials/Supplies: Each person has a score sheet that also includes the numbered belief statements as they appear on the video. *(see below)*

Time: 5 minutes to consider the pairing of each belief statement to each of the other belief statements. **5-10 minutes to discuss in the small group or with the whole group which belief statement "won" and why that speaks to you the most.**

Groupings: 2 people (pair)

Directions

1) Stop the video where the **5 Belief Statements** around Professional Learning are listed (as prompted).
2) Give each person a score sheet with the following information:

Scoring Guide for Paired Weighting for **Belief Statements**:

1 v 2	**2 v 3**	**3 v 4**		**4 v 5**
1 v 3	**2 v 4**	**3 v 5**		
1 v 4	**2 v 5**			
1 v 5				
FINAL TALLIES:	**1 =**	**2 =**	**3 =**	**4 =**	**5 =**

BELIEF STATEMENTS around Professional Learning

1. Professional learning is key to improving the performance of all educators.
2. Effective PL is an important component for closing the achievement gaps in our schools.
3. Effective PL inspires collective responsibility for success of ALL students.
4. The most powerful professional learning occurs between all educators in learning teams when members are curious and committed to continuous improvement.
5. PL is key to ensuring that ALL, not just some, students experience great teaching and great learning every day that leads to student success.

****

3) Compare each belief to each of the remaining belief statements in head to head competition, determining which statement has the most impact or importance for you.
4) When completed, tally the "votes" for each belief statement. The one with the highest # of votes is your "winning" statement. Is that the one you would have picked if you had just read the list and made a quick selection?

Once participants have determined which Belief Statement received the most "votes" in the weighted pairing, have them share their results at their table (or whole group as previously determined), including WHY they believe this statement is most meaningful for them.

Variations (Optional)

Record which "belief" is selected by the most people. Does this matter or impact how professional learning is viewed and implemented in your team, building or district?

Tips (Optional)

Use small groups of 3-5 instead of one large group to save time during sharing.

learningforward

Why, What, and How

During the Video

(After the Improvement Cycle)

How Are We Doing?

Purpose

To determine where a team/building/district is in relation to the use of effective professional learning as a part of the school or continuous improvement process.

Preparation

Pre-work: Read the details of each component on the **School Improvement Cycle** Document prior to completing the rubric. Be familiar with the school improvement process currently being used in your system.

Materials/Supplies:
A rubric (see below) for each person. Sticky pad + markers (optional)

Time: 15-30 minutes depending on approach selected and number of people participating.

Groupings:
Large Group Jigsaw Approach: Divide into 4 or 8 groups of 2 or more individuals. Assign each group 1 or 2 components for consideration. Report to larger group.
Smaller Group Whole Approach: Divide into groups of 3-4 people to consider all components as a group.

Directions Each individual/group considers the current practices of the system to identify where the team/building/district is in terms of utilizing effective professional learning for each component of the school or continuous improvement process. *Use the following rubric for the basis of the discussion, citing anecdotal or numeric data to support the position taken for each component*.

How Are We Doing?
COMPONENT: INFREQUENT or MINIMALLY EFFECTIVE; SOMETIMES or SOMEWHAT EFFECTIVE; or FREQUENT or MOSTLY EFFECTIVE

Component	INFREQUENT or MINIMALLY EFFECTIVE	SOMETIMES or SOMEWHAT EFFECTIVE	FREQUENT OR MOSTLY EFFECTIVE
1. Examine Data			
2. Identify Shared Goals			
3. Select Evidence Based PL			
4. Prioritize, Monitor & Coordinate Resources			
5. Engage in Professional Learning			
6. Implement over Time (Knowing to Doing)			
7. Use Data to Monitor and Refine			
8. Evaluate Results			

Tips (Optional)

- Jigsaw approach will take less time, but will be necessary to create the full picture for all to see what is working and what is not working.
- Save this analysis of current practice(s) for future use.

learningforward KANSAS

Why, What, and How

After the Video

Now What? Next Steps...Dream BIG

Purpose

To put the "***WHY Professional Learning Matters***" into action. After the video, participants will seek additional knowledge, ask questions, and begin the process of going from knowing to doing, strengthening the effectiveness of professional learning that leads to student success.

Preparation

Pre-work: : Watch the ***Why Professional Learning Matters*** video

Materials/Supplies: LFKS Standards for Professional Learning Fact Sheet
Sticky Poster + markers

Time: 30-60 Minutes

Groupings: 3-5 people per group

Directions

1. **What Aha's do you have?** Use the ***Say Something Protocol***: Each person says 1 thing without comment from the group. Second time around, each person can say something new, or comment on a previous statement. Continue until participants have said all they want/need to say.
2. **What questions do you have?** Write these on sticky notes and place on the Sticky Poster(s). Discuss, answer, and record these questions for clarification and/or future use.
3. **Next Steps**: Using a ***30-60-90 day plan*** (or the time frame of your choosing), determine the next steps for the team/building/district to move toward more effective professional learning that leads to student success. *In that plan, include the what, who, how, and when associated with each task*.
    a. Suggestion: Watch the "*WHAT is Effective Professional Learning*" video and other HOW to videos in the series as they become available.
    b. Explore other resources that focus on effective professional learning
    c. Suggestion: Identify questions or concerns of participants and stakeholders outside of the leadership team. Work to resolve them as well.
    d. DREAM BIG!!

Tips (Optional)

Celebrate your successes as you move forward!

Additional Resources

Possibility Thinking.....Solutions Thinking

Add Your Own Favorites

Possibility Thinking.....Solutions Thinking

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

learningforward
KANSAS