Leadership

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Data

Implementation

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Inspired to Learn: Kansas Stories

WHAT is Professional Learning?

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
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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 every day. 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 "**why**" behind the importance of **effective professional learning** to implement initiatives and changes that transform educator practices AND lead to student success.

This video, ***What is Professional Learning: At Our School It's Everyone's Job to Learn*****,** inspires us to learn more about ***what*** goes into planning and delivering professional learning that makes a difference**.** Throughout the video, professional learning is defined through the characteristics, beliefs and actions that make it **effective**, distinguishing it from professional learning that is ineffective in design or delivery. Kansas educators share their passion for and experiences with *effective* professional learning, providing the **"what,"** in terms of ideas, strategies, and success stories that inspire action and positively impact educator practices. Connections are made between the use of *effective* professional learning in the Kansas accreditation process (KESA) and any continuous improvement cycle by asking critical **"what"** questions as schools and districts look to reimagine education that leads to student success. In addition, viewers will see how the professional learning is made more *effective* through the use of learning communities and leadership that supports educators in their quest to provide and experience excellent teaching and learning every day.

After discovering **Why Professional Learning Matters** and **What Professional Learning Is**, we hope you will continue with us on this professional learning journey. Future videos will emphasize the **"How"** effective professional learning is accomplished, focusing on specific protocols being used by Kansas educators, with the idea that one size doesn't fit all.

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.
- ***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/After Video

From → To

Shifting Beliefs and Actions to Improve Practice

Purpose

Prior to Learning: Activate prior knowledge and provide context by identifying and examining current practices regarding professional learning in team, school, or district.

After Learning: Review current practices and determine what future professional learning practices will increase educator effectiveness.

Preparation

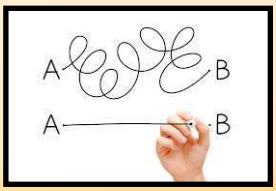
Pre-work: Be familiar with team, school and/or district practices regarding professional learning.

Materials/Supplies:

- T-chart for participants (may be provided or created) labeled **FROM** on the left column and **TO** on the right column.
- 1 T-Chart Big Sticky poster and markers per group

Time: 5-10 minutes

Groupings: Small groups or partners



Directions

Before the video

1. Think-write-pair-share: What are the professional learning practices in your team, school, or district? Have each person think about this question, respond on their own paper, discuss with partner or small group and add to the list as needed.
2. Record responses on Sticky Poster T-Chart for future use.
3. Use this information as a reference point as each person watches the video and take notes.

After the video

1. Think-write-pair-share: What professional learning strategies or expectations were seen in the video or provided in the resources that would lead to more effective professional learning experiences for the educators in your team, school, or district? Respond on one's own paper, discuss with a partner or small group, and add to the list.
2. Record responses on the Sticky Poster T-Chart created in the Pre-Work.
3. Draw an arrow from the left column (existing practices) to the right column (future practices) for any less effective methods listed on the T-Chart while adding to the TO column any future practices that will produce more effective professional learning and subsequent results.

Consider: What shifts in beliefs and practices of professional learning will occur that increases our effectiveness as we redesign our schools?

Tips (Optional)

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

Variations (Optional)

Omit the individual T chart option and have partners or small groups record on Sticky Poster T Chart.

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Why, What, and How

During the Video

(After Standards for Professional Learning)

S.W.O.T and MORE for Standards for Professional Learning

Purpose

•To examine the practices for a building, district, or school as they relate to the ***Standards for Professional Learning*** for **STRENGTHS**, **WEAKNESSES**, **OPPORTUNITIES**, and **THREATS**

•Analyze the overall effectiveness of local professional learning that changes practice, including beliefs and actions using **the 4 WHAT Questions** provided.

Preparation

Pre-work: Watch WHY Video and familiarize oneself with the Standards for Professional Learning

Materials/Supplies:

•Standards for Professional Learning that include the 3 key components for each standard (bullets)
•SWOT graphic organizer for notes
•4 WHAT Questions for analyzing effectiveness of professional learning.

Time:

Part 1: 10 minutes to examine Standards for PL
Part 2: 10 minutes to answer WHAT Questions
Part 3: 5 minutes Summary of Findings
Groupings: 2-4 participants per group

Directions

Part 1: Groups examine the Standards for Professional Learning using the SWOT Graphic Organizer. Identify supporting evidence for your thinking.
Part 2: Using the information from Part 1, continue the deeper analysis of current beliefs and practices in your building or district as they relate to planning and delivering effective professional learning.
WHAT QUESTIONS:

1. **What** does professional learning look like in your team, school, or district?
2. **What** are both the strengths and challenges that your team, school, or district faces as you view the effectiveness of your professional learning?
3. **What** do the *Standards for PL* tell about planning, delivering and supporting **effective** PL that inspires action and changes practices?
4. **What actions** do you see in these standards for you and your colleagues?

Part 3: Summarize findings: Each group shares their key findings with whole group after both Part 1 and 2 are completed.

Tips (Optional)

Graphic Organizer example:

S	**W**
O	**T**

Variations (Optional)

Do Part 1 examination of Standards for Professional Learning before watching the WHAT video (after the WHY video). Part 2 would still occur during the video.

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Why, What, and How

During the Video

(After Continuous Improvement Model)

FISH BOWL Discussion (Inside/Out)

Purpose

To examine the continuous improvement model more closely to determine WHAT professional learning will move us forward as we examine and implement the 8 components.

- Reflect on and listen to the discussion regarding where the team, school, or building is in the improvement process.
- Generate ideas on how the team, school, or district might move forward in terms of planning and supporting professional learning throughout the implementation of the improvement process.

Preparation

Pre-work: Understand how a continuous improvement model works and how the *Standards for Professional Learning* are applied in this process.

Materials/Supplies:

- Continuous Improvement Model (download from website)
- Note taking supplies for participants
- Optional: Big Sticky posters and markers for summarizing and sharing
- WHAT Questions for discussion (examples provided below)

Time: 20-25 minutes

Groupings:

- 2 circles of participants; one circle is on the inside, facing each other for discussion purposes. The outside circle is listening to the discussion and taking notes.
- 1 facilitator to ask questions and monitor discussion.

Directions

1. **Have each person read the questions** that will be asked during the circle discussions and make a few notes (see example questions).
2. **Determine which questions will be asked for each group** (questions may be the same or different). The inside circle will discuss each question posed with the following rules:
   - *Answer the question; build on others' ideas with supporting evidence; question or refute others' ideas with supporting evidence.*
   - *No one may interrupt a speaker.*
   - *No one may speak a second time until all have spoken.*
3. The outside circle listens without comment and takes notes. After questions have been answered, circles trade places. Questions may be repeated or other questions may be asked as pre-determined.
4. **Each circle's participants discuss their findings** and create a large poster to share.

SAMPLE "WHAT" QUESTIONS: *You may want to use these or generate your own.*

1. **What** data do we have? **What** additional data do we want? From the data, where are the gaps?
2. **What** are our goals? **What** are we doing? **What** changes will accomplish our goals?
3. **What** new knowledge or skills are required to meet our goals? **What** actions do we want to occur?
4. **What** data will we use to assess our progress?

Tips (Optional)

Provide a note taking guide that includes the questions that will be asked.

Variations (Optional)

Use your own building or district continuous improvement model and adjust questions accordingly.

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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 and LEARNING FORWARD KANSAS

After the Video

ACROSTIC Review

Purpose

A fun way to review this video and assess what stands out as important to the learners by creating a visual that highlights the KEYS to professional learning.

Preparation

Pre-work: Watch the **WHAT** video and participate in the learning protocols before and during the video to increase understanding of effective professional learning.

Materials/Supplies: Large Sticky 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. If more room is needed, create a second column for "Learning."
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 effective *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. Then using the information from the first protocol (FROM---TO). **Consider** what shifts in beliefs and practices must occur to achieve the desired effectiveness of professional learning?

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)

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

If time is limited, use only the letters from the word "Learning"

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