Leadership

Learning Communities

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Learning Designs

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Implementation

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Inspired to Learn: Kansas Stories

HOW: Learning and Leading Together

At Our 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
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Learning Forward Foundation

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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. Every 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***, 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.

The second video **What is Professional Learning,** expands our understanding of effective professional learning by, focusing on defining effective professional learning and examining what goes into the planning and delivery of professional learning that makes a difference using the ideas and voices of Kansas educators. Connections are made between the use of effective professional learning in the Kansas accreditation process (KESA) or any continuous improvement cycle by asking critical "what" questions as schools and districts look to reimagine education that leads to student success.

After discovering **Why** *Professional Learning Matters* and **What** *Professional Learning Is*, the next three videos target **"How"** effective professional learning is accomplished. The first **HOW** video: ***Learning and Leading Together*** focuses on *learning communities* - why they are important, what it takes and what it looks like.

The next **HOW** video in this series, ***Better Together***, concentrates on **HOW** learning communities function in a collaborative culture to achieve success for all. Once again, we hear from Kansas educators from many schools as they share beliefs, ideas, and what has worked in their world, with the idea that one size doesn't fit all.

The last **HOW** video, ***Creating and Leading a Culture of Learning,*** pulls everything together, stressing the importance of **leadership** in creating *cultures of learning*. Leaders of all types will share how one plans, delivers, and supports effective professional learning that changes practice and leads to student success.

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

Use of this Facilitation 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 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 <u>your</u> 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**

PROCESS Overview

The following information provides an overview of how to use this ***Facilitation Guide*** depending on where your building/team is on the **learning community** journey. We encourage you to use the ***Learning Community Needs Assessment*** to determine your current beliefs and practices. We have shared several recommendations based on user experiences with **Learning Communities**: Viewers always have the option of doing their own work/protocols.

The pre-work before watching the video is important to the understanding of **Learning Communities** as it actively engages educators in thinking about their own professional learning and the learning that is happening within the team/building. As viewers watch the video and participate in the discussions, think in terms of **HOW** a learning community is created by examining current beliefs and practices and how those align with what research and best practice tells us.

Regardless of where one is on the path of **Learning Communities**, please consider the following *Pre-Work* **before** watching the video:

- Define/describe **Learning Communities,** including **WHY** they benefit teaching and learning. This can be done electronically prior to the session or as an introduction/heads in the room activity. It might also be done in small groups. Together, share out and listen for themes/big ideas from the group. Option: Post the different definitions/descriptions around the room.
- *Complete the Needs Assessment* from an individual perspective followed by small group discussion to clarify where your building/team is in this learning community process. *(Page 8)*

Other recommendations for learning **during and after** the video:

- *Use the BLANK* **Learning Community Model** to take notes throughout the video. *(Page 6)*
- *Use the suggested protocols* (or determine your own protocols) to focus and frame discussion/ learning experiences.
- Use the **Frayer Model:** begin answering the four questions as directed or needed. *(Page 6)*
- After viewing the video, completing the protocols and participating is deep conversations, determine the ***Next Steps*** for your team/building. Identify the themes/big ideas. Determine beliefs and practices to revise or eliminate and others to implement. Are you ready to answer this question, "**What kind of school do you want in terms of learning?"**

Reflection: Once you have collaboratively decided where you are on your **Learning Community** Journey, there are many options as you choose your route (or adapt it to your situation). What **ACTIONS** are you ready to take? The choice is yours!

Overview-Grid View

Recommended Protocols - To enhance the learning experience for viewers/participants.

Before Video	At 18:50	At 30:18	After video
Define/describe learning communities **This can be done prior to the session on Padlet, Google Form, etc.* Together, share out and listen for themes/big ideas from group.			
Use the blank **Learning Community model** to take notes during the video. (*Do NOT share completed Model until after the video begins)* *(page 6)*	Use blank **Learning Communities Model** to take notes *(page 6)*	Use blank **Learning Communities Model** to add to notes *(page 6)*	Use blank **Learning Communities Model** to add to notes and compare with the **Learning Communities Model**. *(pages 6-7)*
	Complete **Frayer Model**: Learning Communities *(page 8)*	**Frayer Model**: **What it Takes** Add to your thinking *(page 8)*	**Frayer Model**: **What It Looks Like** Add final thoughts *(page 8)*
Complete **Needs Assessment** *(page 9)*			Compare & Connect to **Needs Assessment** Results *(page 9)*
			Quotes Galore Making Connections to create Understanding *(pages 10-11))*
			The GIST of It Summarize your learning of **Learning Communities** *(page 12)*

NEXT STEPS:
Reviewing ALL learning (video, protocols, deep conversations), what ACTIONS are you ready to take that will create learning communities for ALL?

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Why, What, and How

Learning = Change

People Learn in a Community of Practice

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Inspired to Learn: Kansas Stories

Joint Work

Learning Communities that Inspire

Creating A Culture of Success for ALL

Leadership

WHAT
It Takes

WHY

WHAT
It Looks Like

Student Success

HOW
It Happens

Reflective Practice

Dayna Richardson
7/2018

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WHAT
It Takes

- Growth Mindset
- Shared Efficacy
- Whatever It Takes
- Trust and Respect
- Norms/Shared Beliefs
- Collaborative Culture
- Continuous Improvement
- Ongoing Use of Assessment
- Supportive Leadership and Conditions (time, space, resources, technology, feedback)
- Shared Responsibility
- Failure is Not an Option for Student Learning and Success

WHY
Student Success and Educator Effectiveness

HOW
It Happens

- Networking
- Learning Together
- CORE: Conversation/Observation/ Reflection/Enthusiasm
- Collaborative Dialogue
- Analyzing

WHAT
It Looks Like

- Share Personal Practice (Deprivatize Practice)
- Model Effective Practices
- Implement Over Time
- Engage Compelling Purpose
- Collaborative Inquiry
- Goal-Directed Outcomes to improve Practice that Leads to Student Success
- Individual and Group Learning
- Action and Results Oriented
- Celebrate Successes

Reflective Practice

Dayna Richardson

7/2018

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Revised Frayer Model*

Making connections for a deeper understanding

Digging into Learning Communities. Complete each quadrant. Utilize notes, *Learning Community Model*, experiences, beliefs and other resources to complete this graphic organizer.

Define or Describe Learning Communities.	**What do Learning Communities look like in your Building?**
Learning Communities ARE…? (examples)	**Learning Communities ARE NOT…..? (non-examples)**

Learning Communities

**Traditional corners for Frayer Model are: Definition, Characteristics, Examples, Non-Examples*

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Why, What, and How

Learning Communities Needs Assessment

Select where you think your school/team fits using examples to justify your selection
Do this individually and then as a team discussion. Identify trends/big ideas.

Action/Belief	1 ***Low/missing;*** *in-depth learning or change in practice required* *(non-users/no action; scheduling issues; externally directed)*	2 ***Beginning to see progress*** *(integration and/or implementation has started; pockets of excellence may exist)*	3 ***Increasing effectiveness*** *with guidance & support* *(routine)*	4 ***Independently high performing;*** *self-directed* *(high flyers)*
Educators are learning together on a regular basis				
There is a high degree of trust among the faculty and administration				
Collaboration is the norm not the exception				
Student success is the focus of collaborative conversations				
Continuous Learning is a priority for all individuals and groups				
Collective Efficacy is valued as a core belief and practice.				

Do not combine ratings. Reflect strengths and challenges from this needs assessment.

After the Video

Quotes Galore!

Purpose

To examine many ways to **define** or **describe** learning communities by well-known educators.

Preparation

Pre-work: Watching **How Video #1**

Materials/Supplies:

Copies of the **Learning Communities Quotes** document (page 11)

- **OR** Take each quote and put it on an individual card.
- **OR** Create posters with one quote per poster.

Time: 20-25 minutes

Groupings: Groups of 4-6.

Directions

There are options to use these quotes

1. **Give each person a copy of the quotes, in groups of 4-6, sitting in a circle. (page 11)**
   a. Each person selects their favorite quote and reflects on why that quote is meaningful to him/her.
   b. Decide who will be first, then have each person share their quote and WHY it had meaning to them. Go around the circle.
   c. Discuss the similarities/differences
   d. Each "quote" group gathers to share their similarities.

OR

2. **Create each quote on a poster (8 1/2 X 11 or BIGGER!) and tape around the room.**
   a. Each person selects their favorite quote and stands by that quote with others who selected it.
   b. Decide who will be first, then have each person share their quote and WHY it had meaning to them. Go around the circle.
   c. Discuss the similarities/differences
   d. Share with the entire group

Reflections: Which quotes were selected most? Which not at all? Discuss!

Variations (Optional)

- Choose only 4 quotes.
- Participants research and find individual quotes regarding learning communities.

Tips (Optional)

Put each quote on an individual card. Either share by table OR allow each person to select the quote that has the most meaning to them. Return to table and follows Option #1.

Happy Learning and Leading

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We are all seeking what works; but our challenge is to use what works BEST.
~John Hattie

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Inspired to Learn: Kansas Stories

Ultimately there are two kinds of schools: learning-enriched schools and learning-impoverished schools. I have yet to see a school where the learning curves of the adults were steep upward & those of the students were not. Teachers & Students go hand in hand as learners, or they don't go at all.
~ Roland Barth

The research shows when teachers work together & learn from each other, this collaboration results in ***increased student success.***

Professionals coming together in a group a community to LEARN.
~Shirley Hord

"Both students and teachers learn more and do more when they feel a part of something important that is larger than themselves and that they helped create.
~ Tony Wagner

Actions *of educators In Learning Communities, include:*

- *Talking with one another about our practices*
- *Sharing our craft knowledge*
- *Observing one another while we are engaged in our practice*
- ***Rooting*** *for one another's success*

~Roland Barth

Why, What, and How

After the Video

Get the GIST!

Purpose

A fun way to review this video and assess what stands out as important to the learners.
It helps educators identify main concepts as they internalize learning communities.

Preparation

Pre-work: Watch the **HOW #1** video and participate in the learning protocols before and during the video to increase understanding of effective professional learning. Create a **Get the GIST** handout on a half sheet of paper.

Materials/Supplies:
Make copies of **Get the GIST** half page with 16 lines, 4 per line.

Time: 15 minutes
Groupings: 3-5 people per group

Directions

1. In groups of 3-5, create a **16 word definition** of ***Learning Communities***, no more and no less. *In exactly 16 words,* summarize the group's understand of learning communities.
2. Each group shares their definition with the entire group.
3. What are the <u>similarities</u> of the definitions?
4. What are the <u>differences</u> in the definitions?
5. If ready, create a working definition for your building/team.
6. Collaboration is encouraged

Follow-up: Discuss the importance of clarifying the group's <u>understanding</u> of learning communities.
Consider: What shifts in beliefs and practices must occur to achieve the desired effectiveness of learning communities for your team/building?

Tips (Optional)

Encourage collaboration and making connections between what was shared in the video, protocols, and and one's practice. Collaboration is GOOD!

Get the Gist!

Variations (Optional)

While discussing what was written by each team, allow participants to add words to enrich their GIST!!

If numbers are small, use pairs.

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Why, What, and How