Leadership

Learning Communities

Learning Designs

Data

Resources

Outcomes

Implementation

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Inspired to Learn: Kansas Stories

HOW: Better Together

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

How: Learning Designs

A Facilitation Guide

created by Learning Forward Kansas (LFKS)

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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

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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 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**

PROCESS Overview

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?

PROCESS Overview

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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 Recourses

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.

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.

Leadership

Before & After the Video

Learning Communities

Resources

Learning Designs

Outcomes

Data

Implementation

Brainstorming

Tried Successfully

Tried, not so Successfully

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

Learning Designs

District Leadership Team

Edcamp • Assessment Work • Learning Network

Workshop • Book Buffet • Observe Me

Personalized Learning • Mentoring

Micro-credentials

Cycle of inquiry

Lesson Study

Want to Try Learn More About

Questions Curiosities

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After 14:14

Learning Designs
Characteristics • Factors

Characteristics	Learning Designs
Shifts practice over time *Requires high trust* *Great complexity*	•*Teacher Rounds* •*Lesson study* •*Analyzing student work* •*Tuning protocol* •*Videotaping and analyzing lessons*
Medium results in shifting practice *Medium level of trust required* *Medium complexity*	•*Designing lessons, assessments, and curriculum maps together* •*Analyzing student data* •*Peer observations* •*Critical friends groups* •*Action research*
Low yield in shifting practice *Low level of trust required* *Easy to organize*	•*Book Studies* •*Classroom walk-throughs* •*Case studies* •*Online learning (such as webinars)* •*Twitter Chats*

From Knowing to Doing

Factors to Consider

At OUR Schools It is Everyone's Job to Learn

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Inspired to Learn: Kansas Stories

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Why, What, and How

Leadership

After 14:14

Learning Designs Categories
Note taking

Learning Communities

Resources

Learning Designs

Outcomes

Data

Implementation

Networking (16:18)

Learning Together (26:00)

C.O.R.E.

Conversation • Observation
Reflection • Enthusiasm
(32:50)

Collaborative Dialogue (56:53)

Analyze/Reflection (1:00:21)

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Why, What, and How

Leadership

Learning Communities

Resources

Learning Designs

Outcomes

Data

Implementation

After the Video

More Than ....

workshops

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 <u>implementation</u> of your goal in the surrounding boxes. HOW will you implement?
- Prioritize **learning designs** you believe will have the most <u>impact</u> on your goal/focus.
- Create a plan for implementation. *Your journey continues.*

Why, What, and How

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 with**in Content/department** teams
24. Join a **Data** team
25. Engage in **deep conversations**

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Why, What, and How

Leadership

After the Video

See/Not See • Hear/Not Hear

Learning Communities

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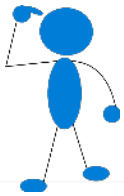
SEE

HEAR



Learning Design

NOT SEE

NOT HEAR

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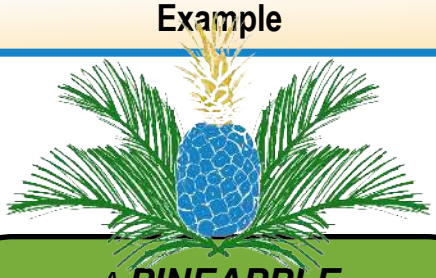
Why, What, and How

Pineapple Chart

Example



A ***PINEAPPLE***
symbolizes welcome, friendship, good cheer, hospitality, commitment, and warmth & affection among ***all who come inside****.*

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

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1		Greensburg - iPad app smashing			Taylor-Understanding Copyright activity
2	Johnson-Frog Dissection	Greensburg - iPad app smashing			
3			Smith-The writing process with Google Docs	Wilson-Using Tozzl as a back channel for discussion	
4	Bristol-Flipped classroom	Mendoza-Google search tips			Black-Cooperative Learning
5	Smith-The writing process with Google Docs		Wilson-Using Tozzl as a back channel for discussion	Disney-Unit review with Kahoot	
6				Disney-Unit review with Kahoot	
7					Ramirez-Music creation with Garage Band

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Why, What, and How

#Observe Me

Example

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!

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Why, What, and How

What Are Standards (Conditions) 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

Additional Resources

Possibility Thinking.....Solutions Thinking

Books

- ***Becoming a Learning System***, Stephanie Hirsh, Kay Psencik, et al., 2018.
- ***Collective Efficacy****: How Educators' Beliefs Impact Student Learning*, Jenni Donohoo, 2016.
- ***Instructional Rounds:*** *A Network Approach to Improving Teaching and Learning*, 6th Edition, Richard F Elmore, Sarah E. Fiarman, Lee Teitel, 2019.
- ***Leading Lesson Study:*** *A Practical guide for Teachers and Facilitators*, Jennifer Stepanek, Gary Appel, et al., 2006
- ***Lesson Study Step by Step:*** *How Teacher Learning Communities Improve Instruction*, Jacqueline Hurd and Catherine Lewis, 2011.
- ***Powerful Designs for Professional Learning*** *3rd Edition*, Lois Brown Easton, 2015
- **Reach the Highest Standard in Professional Learning:** ***Learning Designs***, Eleanor Drago-Severson, Patricia Roy, et al, 2014.
- ***School-Based Instructional Rounds:*** *Improving Teaching and Learning Across Classrooms*, Lee Teitel, 2014
- ***Sit and Get Won't Grow Dendrites:*** *20 Professional Learning Strategies that Engage the Adult Brain,* 2nd Edition, Marcia Tate, 2012
- ***Teacher Rounds:*** *A Guide to Collaborative Learning in and From Practice*, Thomas Del Prete, 2013.
- ***The Power of Protocols:*** *An Educator's Guide to Better Practice*, Joseph P. McDonald, Nancy Mohr, et al. 2013.
- ***The Power of Teacher Rounds****: A Guide for Facilitators, Principals and Department Chairs*, Vivian B. Troen and Katherine C. Boles, 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

Add Your Own Favorites

Possibility Thinking.....Solutions Thinking

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

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Why, What, and How