Leadership

Learning Communities

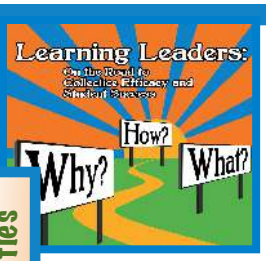
Resources

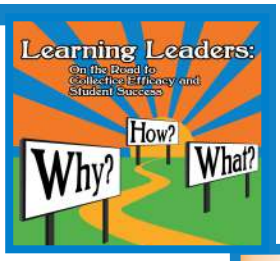
Learning Designs

Outcomes

Data

Implementation





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Inspired to Learn: Kansas Stories

HOW: Learning Leaders

HOW: Learning Leaders

On the Road to Collective Efficacy and Student Success

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

A Facilitation Guide

created by Learning Forward Kansas (LFKS)

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THE PROFESSIONAL LEARNING ASSOCIATION

KANSAS

Why, What, and How

Standards (Conditions) for Professional Learning

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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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** that provides educators, leaders, teams, and schools with strategies and protocols to explore the topic more extensively and make connections to their local learning journey.

Video 1: 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 leads to student success.

Video 2: 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 within a school improvement framework such as KESA/Redesign.

Video 3: HOW: Learning and Leading Together
Examines why learning communities are important, what it takes and what it looks like to create a culture of success for all through collaboration.

Video 4: HOW: Better Together
Highlights a variety of learning designs and how, in a collaborative culture, learning designs facilitate collaboration and change practice and transform systems to achieve success for all.

Video 5: HOW: Learning Leaders: On the Road to Collective Efficacy and Student Success
Concludes the series by pulling everything together, stressing the importance of ALL leaders in creating cultures of learning and how they plan, deliver and support effective professional learning within a continuous improvement cycle to develop collective efficacy that changes practice and leads to 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.**

Overview

The following information provides an overview of how this **Facilitation Guide** may be used by **Learning Leaders**. As always, you may want to modify these protocols to "match" your work. The choice is yours.

BEFORE the Video

Before watching the video, take a few minutes and write down 4-6 "actions" that learning Leaders **DO** to create a culture of learning and student success. Reflect/revise your list as you watch the video.

Page 5 - Continuous Improvement Model: A Cycle of Learning (LINK)

There are many models of school improvement, this model includes several "stops" that provide educators the opportunity to plan, reflect, study the data, monitor and refine their planning. It is a **process**. Take a few minutes to reflect on your work and how what you are already doing fits into the **components** around the cycle.

Pages 6-7 - From-To - See directions on page 7.

Page 8 - A Leader's Journey, A note-taking Guide. (Use to take notes)

What DRIVES learning leaders?

DURING the video (Pause at 15:50):

Page 9 - "Give One • Get One" What Do Learning Leaders Do?

Process: Each participant writes their answer on a 3X5 card. Then, move about the room and share with one person. Paraphrase and inquire so each can share their partner's card with another person. At a signal, members trade cards. Then, each person locates a new partner and shares/trades card again. You many change partners several times. At a signal, return to table groups. Share what you learned. As a group, identify the patterns or themes. Share with total group.

AFTER the video

Page 10 - Start • Stop • Continue
Page 11 - Get the GIST
Page 12-13 - The 4 As
Page 14 - Protocol 21
Page 15 - Frayer Model - Collective Efficacy
Pages 16-17 - Build a Plan

Resources (Use as you Wish, Create Your Own)

Page 18 - Learning Leaders
Page 19 - Learning Leaders DO
Page 20 - Learning Leaders CREATE

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

Reflections:

Once you have explored the journey of learning leaders, 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 and leading? The choice is yours!

Leadership

Before the Video

Continuous Improvement Model

Learning Communities

Resources

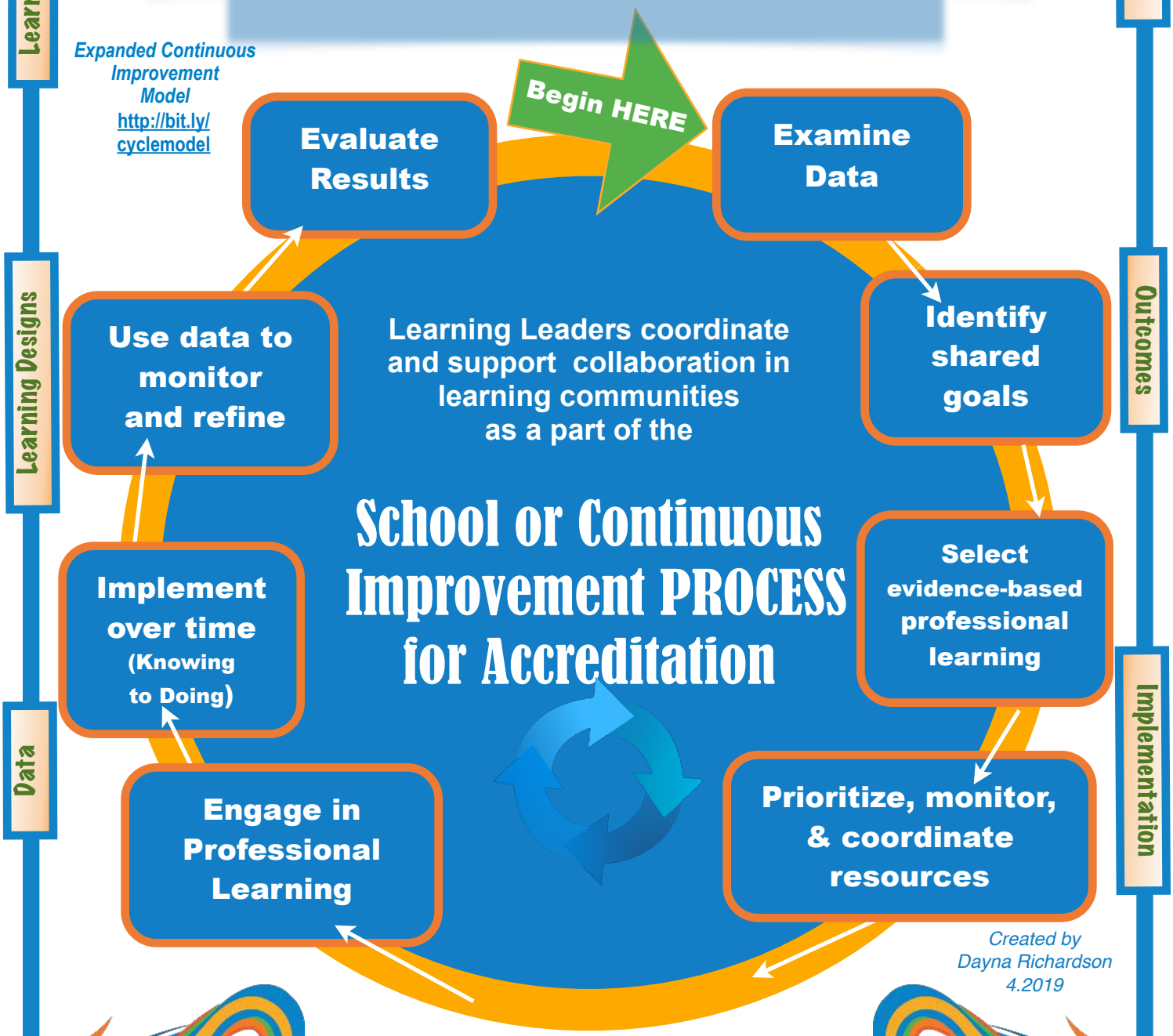
Learning Designs

Outcomes

Data

Implementation

Expanded Continuous Improvement Model
http://bit.ly/cyclemodel



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Why, What, and How

Standards (Conditions) for Professional Learning

Before and After the Video

From → To

Shifting Beliefs and Actions to Improve Practice

Purpose

Activate prior knowledge and provide context by identifying and examining current leadership practices and policies that effect (?) student success, including professional learning.

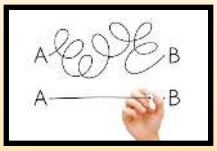
Determine what future beliefs, practices and structures will increase educator effectiveness and student success. Dream Big!

Preparation

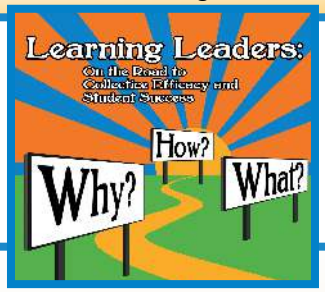
Pre-work: Be familiar with team, school and/or district practices and system. Think about the metaphor of OVER THE BRIDGE. How does your group move everyone OVER THE BRIDGE?

Materials/Supplies: Page 7 from the Guide for each participant, markers

Time: 15-20 minutes



Groupings: Individual, Partners, Small groups



Directions

Before the video

1. Using Page 8, list what is PRESENT (From)...and then dream BIG (To). 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 their list as wanted.
2. Use this information as a reference point as each person watches the videos.

After the video

1. REVISIT the list in your small groups. As learning leaders, what professional learning strategies or expectations were seen in the video that would lead to more effective professional learning experiences for your educators that will change your culture? Student Success? Collective Efficacy?
2. ADD more "TO" possibilities to your chart from the video.
3. Using two different colors of highlighters, highlight the topics that will increase **student success** in one color and create **collective efficacy** in another color. Add to the TO column any future practices that will produce more effective professional learning and subsequent results in your school or system.
4. On chart paper, collect the DREAMS (TO), going from table to table. Once all have shared, find common themes.

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

Tips (Optional)

Time the writing and discussion components.

Variations (Optional)

Omit the individual option and have partners or small groups work together.

Before and After the Video

(Continues)

From → To

Shifting Beliefs and Actions to Improve Practice

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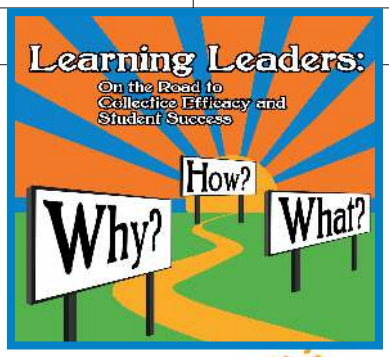
Inspired to Learn: Kansas Stories

FROM	TO



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Why, What, and How

Standards (Conditions) for Professional Learning

Leadership

Before the Video

A Leader's Journey
~ Note taking ~

Learning Communities

Learning Designs

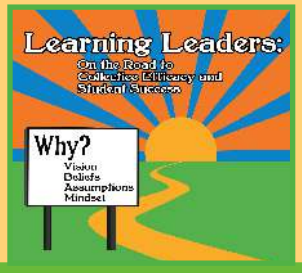
Data

Resources

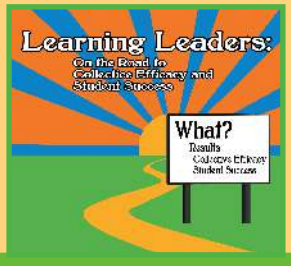
Outcomes

Implementation

WHY (Vision, Beliefs, Assumptions, Mindset)

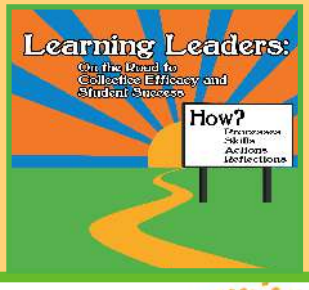


(Collective Efficacy, Student Success) **WHAT**



HOW

(Processes, Skills, Actions, Reflections)



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Why, What, and How

Standards (Conditions) for Professional Learning

Leadership

Learning Communities

Resources

Learning Designs

Outcomes

Data

Implementation

Pause at 15:50

Give One • Get One
What Do Learning Leaders Do?

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Inspired to Learn: Kansas Stories

Created by Dayna Richardson 2.18.2019

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Why, What, and How

Leadership

Learning Communities

Learning Designs

Data

Resources

Outcomes

Implementation

After the Video

Stop • Start • Continue

The Journey

Stop Practices

Continue Practices

Redesign/KESA

New Practices

Measurement Evidence

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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 Leaders and Collective Efficacy. .

Preparation

Pre-work: Watch the **HOW: Learning Leaders** video and participate in the learning protocols to expand your understanding of the many roles of **Learning Leaders** and power of **Collective Efficacy** . 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. (See example)

Time: 15 minutes

Groupings: 3-5 people per group

Directions

1. In groups of 3-5, create a **16 word definition** of **Learning Leaders** or **Collective Efficacy**, no more and no less. *In exactly 16 words,* summarize the group's understand. Allow groups to select one.
2. Each group shares their definition with the entire group.
3. What are the similarities of the definitions?
4. What are the differences in the definitions?
5. If ready, create a working definition for your building/team.
6. Collaboration is encouraged

Followup: Discuss the importance of clarifying the group's understanding of each. **Consider:** What shifts in beliefs and practices must occur to achieve the desired effectiveness 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.

After the Video

The Four A's

Purpose

To deepen educators understanding of an the role of leaders in the change process. plus how professional learning fits within the change/redesign process.

Preparation

Pre-work: Watch the video, make copies of handout.

Materials/Supplies:
- Markers/Sticky notes
- Graphic organizer

Time: *30-40 minutes*

Groupings: *Groups of 4-5*

Directions

1. Individually, complete the graphic organizer, answering the following questions:
   1. What **ASSUMPTIONS** does the video hold?
   2. What do you **AGREE** with?
   3. What do you want to **ARGUE** with? Questions you might have.
   4. What do you **ASPIRE** to? What might be your **ACTIONS or Aspirations**?
2. In a round (groups of 4-5) <u>each</u> person will identify ONE <u>Agreement</u>, citing an example. Without discussion, move to the next "A" <u>Assumptions</u>, then <u>Arguments</u>, and finally, <u>Actions/Aspire</u>.
3. End the session with an open dialogue of each of the A's. Are there themes for each A?
4. Debrief both the CONTENT of the video and this PROCESS. How might you use this protocol with other topics? End with, What does this mean for our team and our students?

Tips (Optional)

Use a timer to keep every "A" team moving forward.

Variations (Optional)
- If a small number of participants, have only ONE group.
- Decide on a topic (Collective Efficacy, Learning Leaders, Redesign, Change, Learning Communities, etc) use the 4 As to share and create a deeper understanding.
- This is also a great protocol for a book study or an article.

Standards for Professional Learning

Learning Designs
- Select Learning Designs
  -Active Engagement

Leadership

After the Video

The Four A's - Continued

Learning Communities

Resources

Learning Designs

Outcomes

Data

Implementation

A-Assumptions

What are the assumptions of this video??

A-Agree

What do you agree with?

Learning Leaders or Collective Efficacy

A-Argument

What do you disagree with or want to argue about?

A-Action or Aspiration

What actions do you want to take?

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Why, What, and How

Standards (Conditions) for Professional Learning

After the Video

Twenty-One

Purpose
Processing Information collaboratively

Preparation

Pre-work: None

Materials/Supplies: None

Time: 20 minutes

Groupings: Great for a large group - pairings will change during the process.

Directions

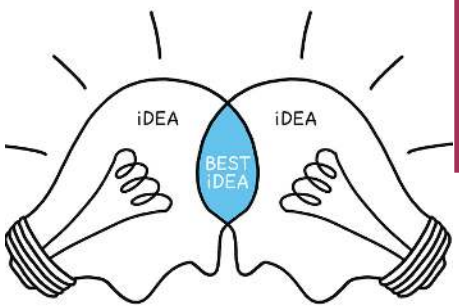
1. Take a small piece of paper
2. Write the definition of what you know about the prompt, (examples: Learning Leaders, Collective Efficacy, Learning Communities, Student Success, Professional Learning.)
3. Exchange your paper with someone, then exchange that paper with another person. Do this several times so you don't have your own paper.
4. When prompted by the facilitator, get with a partner and share the definitions on the paper you have.
5. You have a total of 7 points to divide between your two definitions based on their quality (i.e. 4+3, 2+5, etc.). Write the number of points for your definition on the paper. Trade papers and get a new partner.
6. Repeat #5 three times so your definition has a total possible of **21 points**.
7. Come together as a group to see which definition has the highest number of points - share definitions.

Variations (Optional)

- Could be used to generate ideas for how to address an issue or new initiative.
- Could be used to evaluate ideas to solve a problem.

Standards for Professional Learning

Leadership
Learning Communities
Learning Designs



Tips (Optional)
This might be used before or after reading an article (predicting/summarizing)

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Why, What, and How

Standards (Conditions) for Professional Learning

Leadership

After the Video

Revised Frayer Model

Learning Communities

Resources

Learning Designs

Outcomes

Data

Implementation

Define or Describe Collective Efficacy

What might Collective Efficacy look like in your building? (Consequences)

Collective Efficacy

Examples/Non-Examples

What is the role of Learning Leaders in creating Collective Efficacy?

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Why, What, and How

Standards (Conditions) for Professional Learning

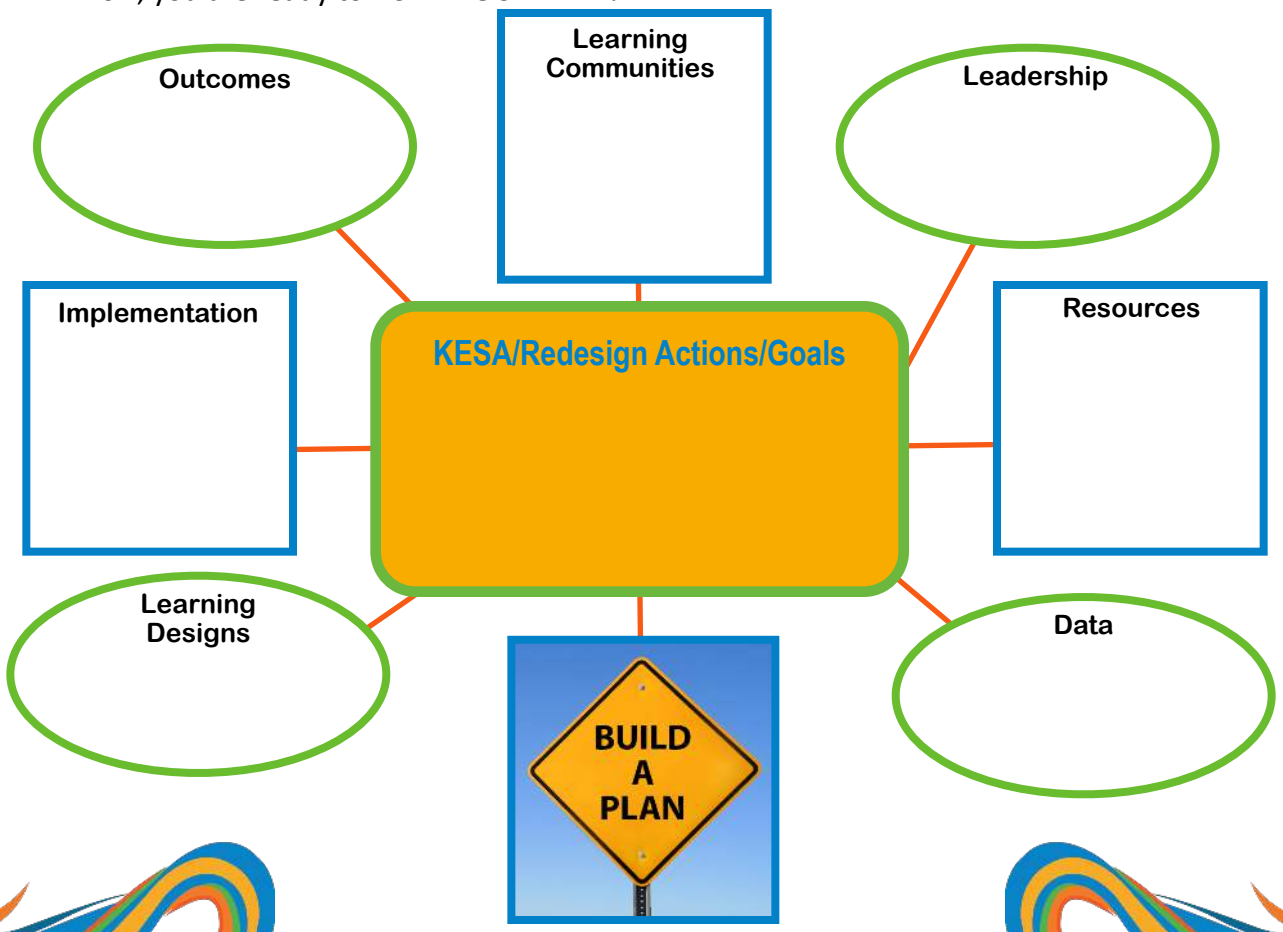
After the Video

Build a Plan - Continuous Learning

Background:
Creating a district continuous learning plan/process requires many heads in the room thinking outside the box. It also takes some practical planning to be successful. Knowing it takes all seven of the professional learning standards (conditions) for a successful implementation, learning leaders address each condition related to THEIR work**, A Cycle of Learning! BUILD YOUR PLAN!**

Directions:

- Put your KESA/Redesign goal or a specific "project" in the middle box.
- Within each box put a S (strength), O (opportunity), or C (Challenge). Share the evidence to support your assessment for each. (Option: Groups of 7, each person select one of the standards, study the standard, share with group how it is relating to your work)
- Have your team do the same assessment. Collect and share the data. Discuss what it might take to have each of them be a strength that will lead to STUDENT SUCCESS.
- Now, you are ready to BUILD YOUR PLAN!



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

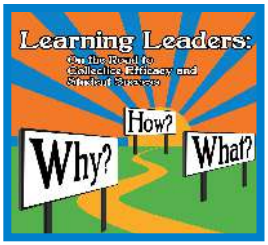
- *Analyze, Student, Educator, and System Data*
- *Assess progress*
- *Evaluate impact of professional learning*

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

Leadership

Resources

Learning Communities

Resources

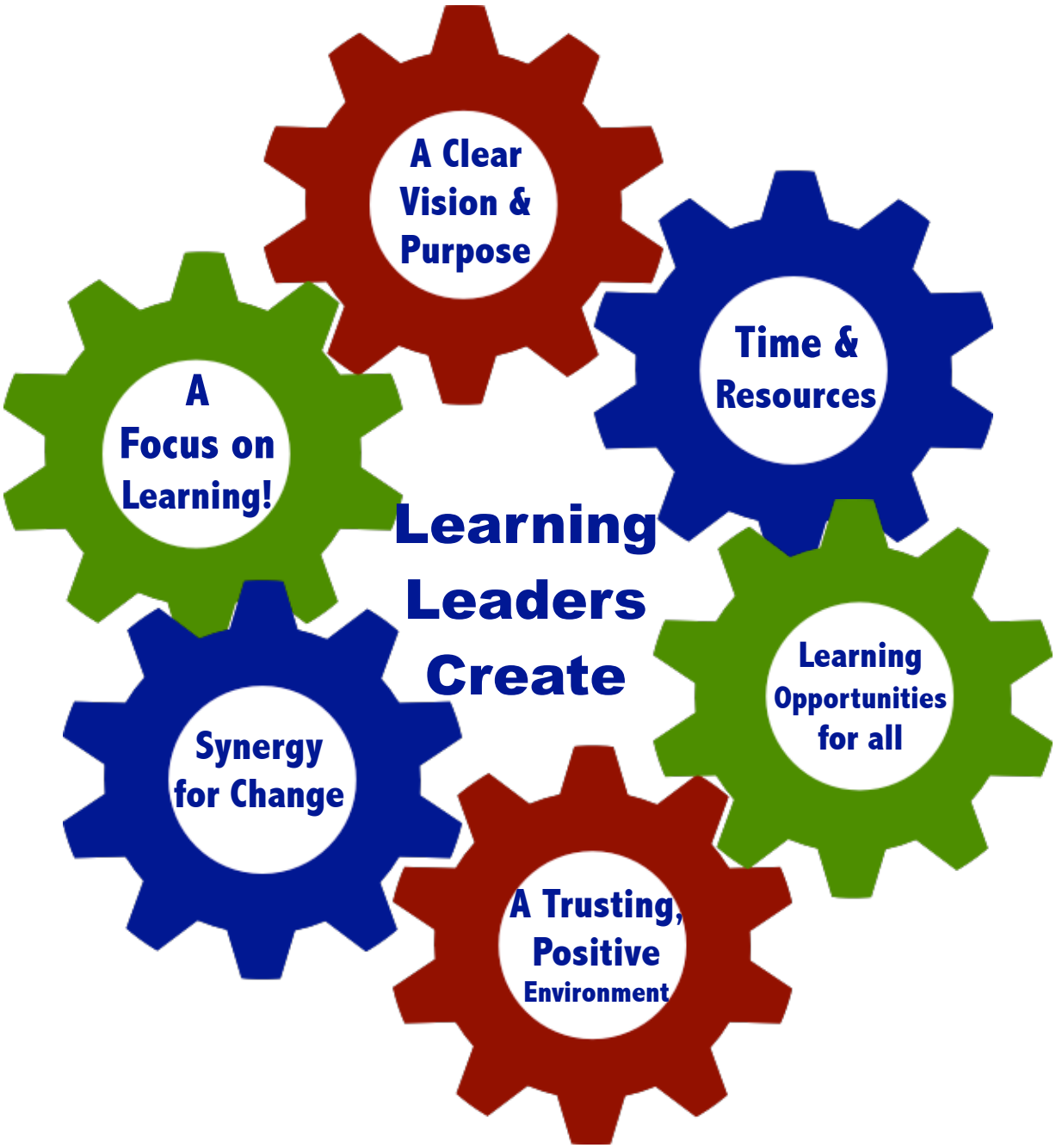
Learning Designs

Outcomes

Data

Implementation

Learning Leaders Create...



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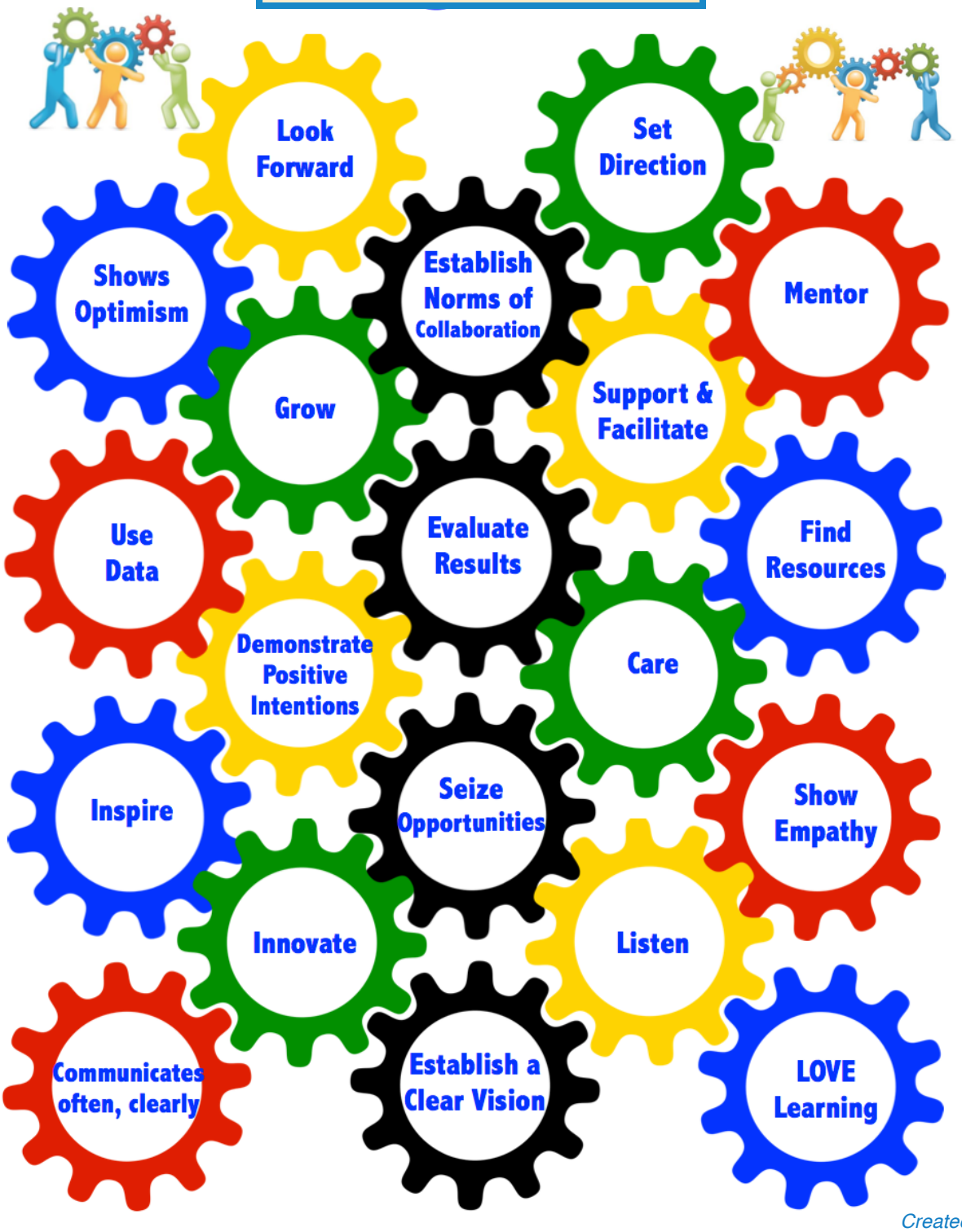
Why, What, and How

Standards (Conditions) for Professional Learning

Leadership

Resources

Learning Leaders ...



Learning Communities

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Resources

Outcomes

Implementation

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2.2.2019

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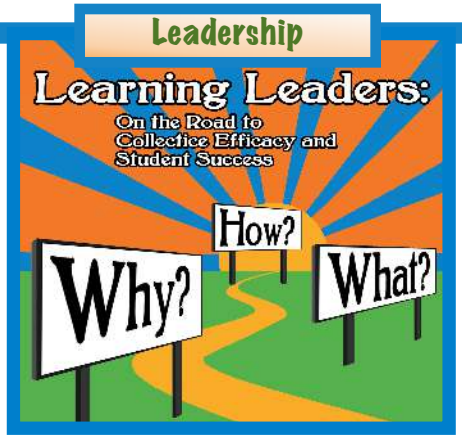
Why, What, and How

Standards (Conditions) for Professional Learning



Additional Resources

Possibility Thinking.....Solutions Thinking

Books

- ***Adventures in Teacher Leadership***: *Pathways, Strategies and Inspiration for every Teacher*, Rebecca Mieliwocki and Joseph Fatheree, 2019.
- ***Becoming a Learning System*,** Stephanie Hirsh, Kay Psencik, et al., 2018.
- ***Becoming a Learning School*,** Joellen Killion & Patricia Roy, 2009.
- ***Collective Efficacy***: *How Educators' Beliefs Impact Student Learning*, Jenni Donohoo, 2016.
- ***Culturize****: Every Student. Every Day. Whatever It Takes*, Jimmy Casas, 2017.
- ***Dare to Lead****: Brave Work. Tough Conversations. Whole Hearts*, Brene Grown, 2018.
- ***Future Driven****: Will Your Students Thrive in An Unpredictable World?* David Geurin, 2017.
- ***Good to Great,*** Jim Collins, 2010.
- ***Powerful Designs for Professional Learning*** 3rd Edition, Lois Brown Easton, 2015.
- ***Reach the Highest Standard in Professional Learning:*** *Leadership*, Karen Seashore Louis, Shirley Hord, et al, 2016.
- ***Results*****:** *The Key to Continuous School Improvement,* 2nd Edition, Mike Schmoker, 2012.
- ***Start with Why:*** *How Great Leaders Inspire Everyone to Take Action,* Simon Sinek, 2009.
- ***Taking the Lead:*** *New Roles for Teachers and School-Based Coaches*, Joellen Killion and Cindy Harrison, 2017.
- ***The Power of Protocols***: *An Educator's Guide to Better Practice*, Joseph P. McDonald, Nancy Mohr, et al. 2013.

Websites

- **Design Thinking** https://www.ideou.com/pages/design-thinking-resources
- **Design Thinking for Educators Toolkit** https://designthinkingforeducators.com/
- **Edutopia Professional Learning Protocols** https://www.edutopia.org/
- **Leadership Freak** https://leadershipfreak.blog/
- **Learning Forward** https://learningforward.org
- **Learning Forward Kansas** https://learningforwardkansas.org/
- **Protocols: School Reform Initiative:** A Community of Leaders https://www.schoolreforminitiative.org/protocols/
- **Sticky Standards: *Professional Learning that Sticks*** https://stickystandards.org/
- **Thinking Collaborative: Adaptive Schools Strategies** https://www.schoolreforminitiative.org/protocols/
- **Teaching Channel - Videos** https://www.teachingchannel.org/

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

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