

Learning
Forward
2018

Tough Shift: Creating Change in Educator Practice



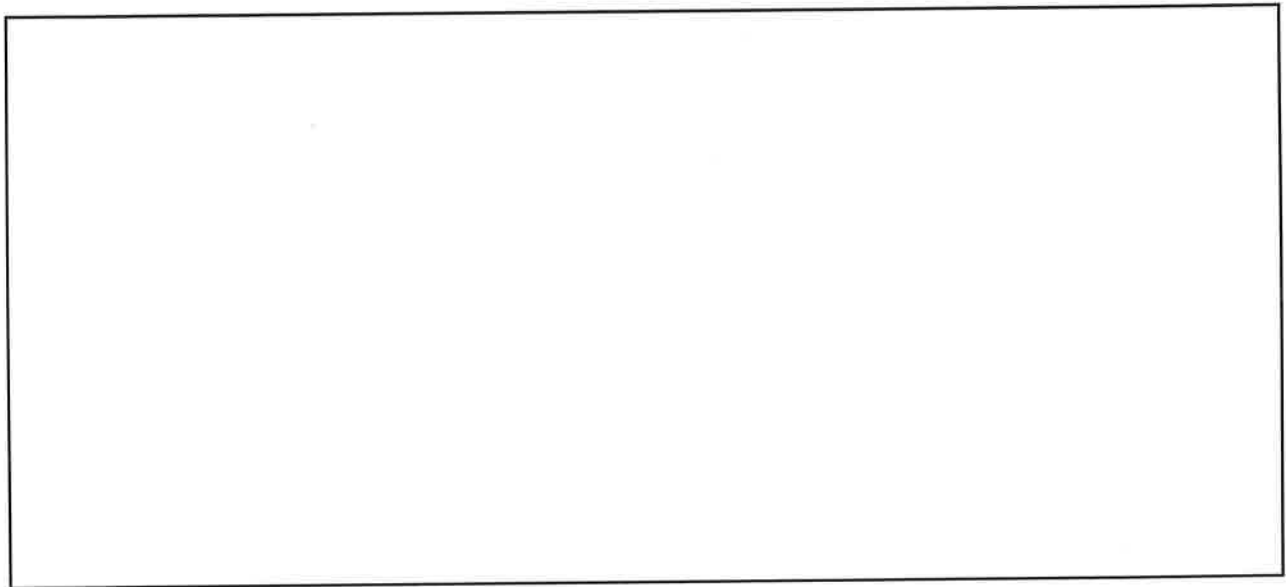
Santa Fe ISD

Learning Forward 2018

Professional Learning that increases educator effectiveness will result in increased student achievement.

Quick write:

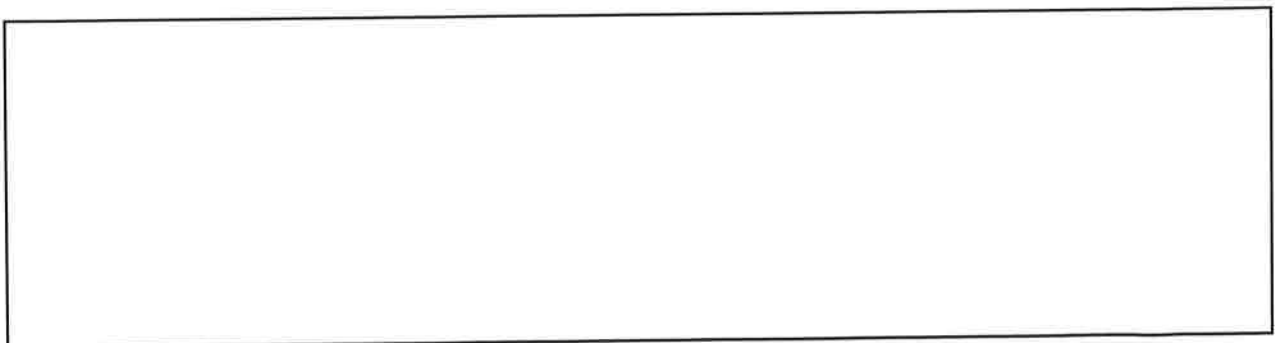
With the above statement in mind, what struggles do you have implementing professional learning in your district?



Stand...Share...Sit Protocol

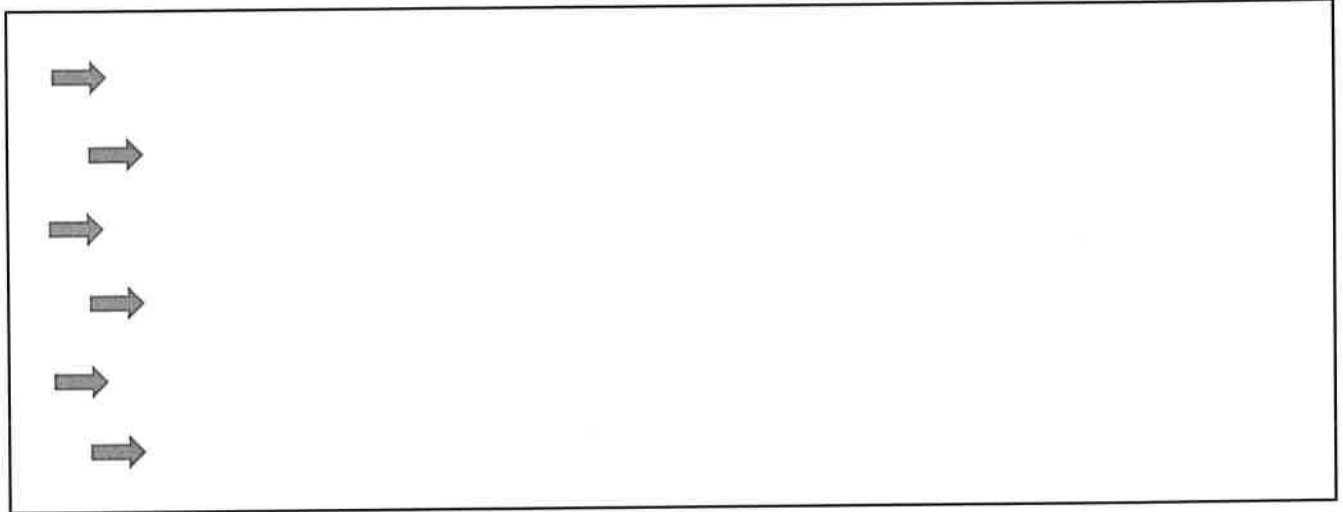
All members of the table group stand. Each person reads or briefly explains what they have written and then sits down. Group members do not comment until the end. Once everyone is seated and had time to give input, choose one member to share out some common struggles.

Common Struggles:



What tools have you used to address these issues?

List out the tools and strategies you and your district have used.



Step 1: Problem Identification

Problem of Practice

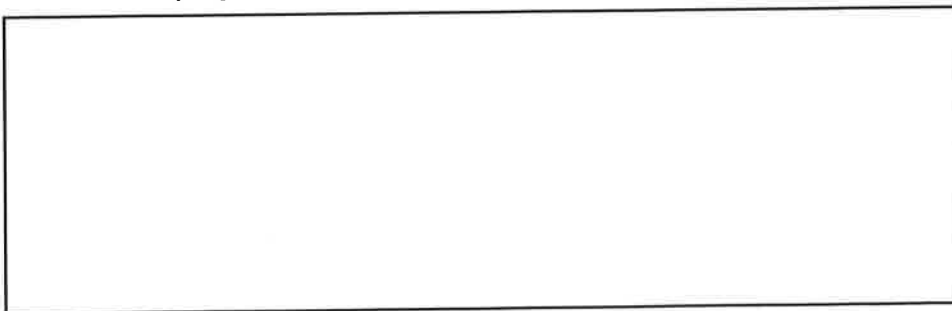
Quality Problem of Practice

- Rigorous—a problem the district/campus has struggled with for some time
- Actionable—something that is within your sphere of influence
- Directly observable
- Stated in a few sentences

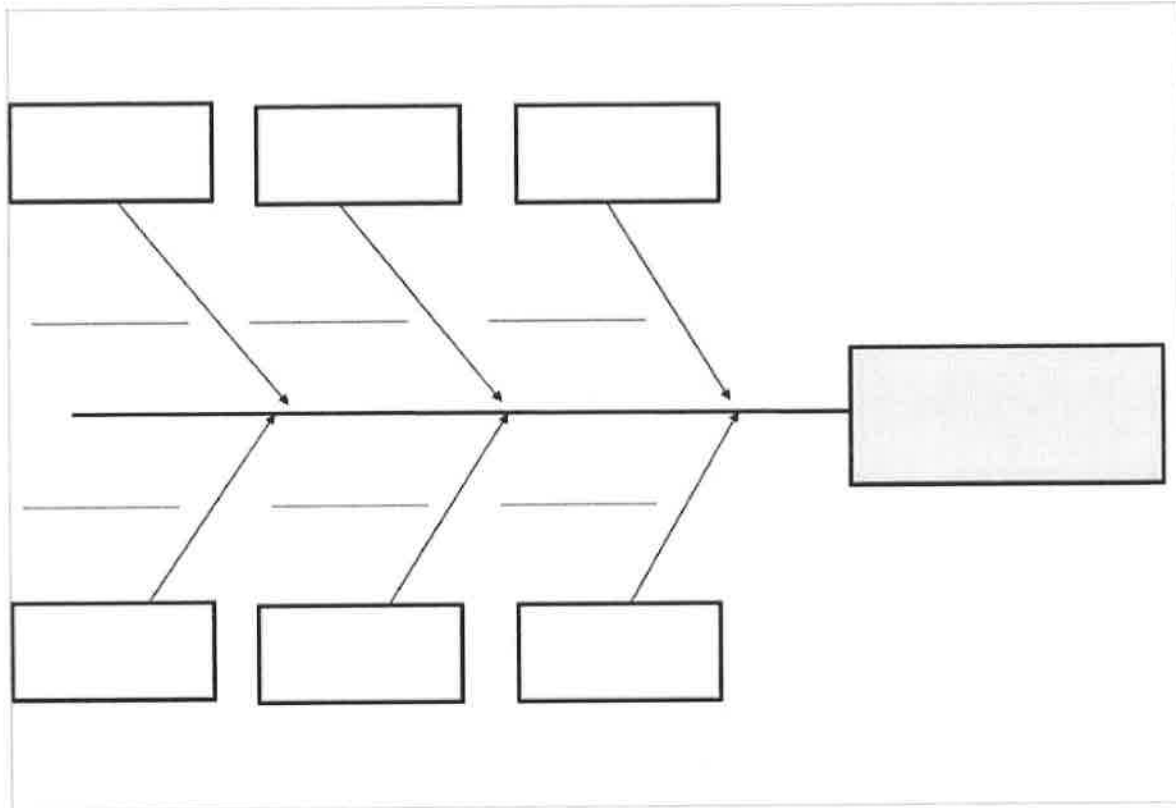
Data

- Use a Back mapping method with multiple forms of **Qualitative data & Quantitative Data**

Data ideas of trying to solve the problem of **losing weight...**



- Use discussion protocols to allow all stakeholders to voice opinions and investigate the problems. Use protocols such as the 5 Why Protocol or Fishbone to dig deeply into the possible problems. Learning Forward website and School Reform Initiative are good sources.



Refining Your Problem of Practice

Questions to Consider

- What is the current situation that we intend to impact through our Problem of Practice?
- What is a rigorous, challenging goal that will, if achieved, resolve the issue?
- What will it look like when we achieve the desired results we set for ourselves?
- What do we want to do to achieve that?
- What behaviors need to change for us to achieve our goal?
- How will we differentiate our work to meet the different learning needs?
- How will we monitor our progress and follow through to ensure high levels of proficiency?
- How will we measure our effectiveness?
- What commitments are we making to ourselves?
- What aspirations do we have for our work together?

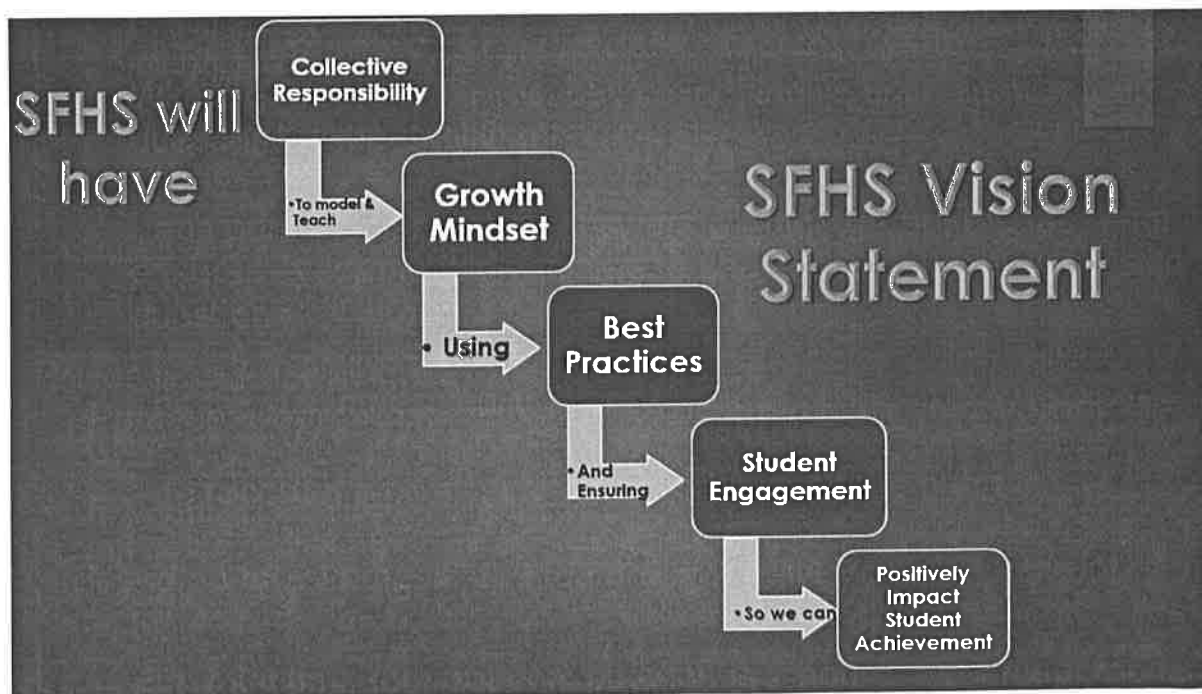
Protocol for Analyzing a Problem of Practice

Purpose: Deeply think about our problem to clarify our Vision

- Select a facilitator
- Select a recorder
- The total time for your conversation is 2 hours. Set an appropriate time to complete all questions.
- With the Problem of Practice in mind, individually answer the questions without talking.
- Each person shares their answers with the group; the facilitator ensures everyone is given time to share individual thoughts and questions
- The team synthesizes its ideas
- The recorder types the team's synthesis on the chart

Based on the synthesis, the team will write its Vision Statement.

Santa Fe High School's Vision Statement:



Our Problem of Practice:

What is the current situation that we intend to impact through our Problem of Practice?

What will it look like when we achieve the desired results we set for ourselves?

What do we want to do to achieve that?

What behaviors do we need to change for us to achieve our goal?

How would we differentiate our work to meet the different learning needs?

How will we monitor our progress and follow through to ensure high levels of proficiency?

How will we measure our effectiveness?

What commitments are we making to each other?

What aspirations do we have for our work?

Step 2: Identifying Barriers

KASAB

A protocol used to help identify barriers and assist in developing actions plans.

Notes:

Who will be involved in the change? What are the expectations for those involved?

K—Knowledge

A—Attitude

S—Skills

A—Aspirations

B—Behaviors

On the next page, try filling in a KASAB with the problem of losing weight.



Establish the outcomes

As Learning Forward Executive Director Stephanie Hirsh describes in her column (see p. 68), clearly establishing the intended outcomes for learning is the first step in designing effective professional learning. This framework is one strategy for delineating the changes desired from any learning experience. Fill in the chart below to make the desired changes from your learning explicit.

KASAB chart

DESIRED CHANGES	DEFINITION				
K nowledge	Conceptual understanding of information, theories, principles, and research.				
A ttitude	Beliefs about the value of particular information or strategies.				
S kill	Strategies and processes to apply knowledge.				
A spiration	Desires, or internal motivation, to engage in a particular practice.				
B ehavior	Consistent application of knowledge and skills.				

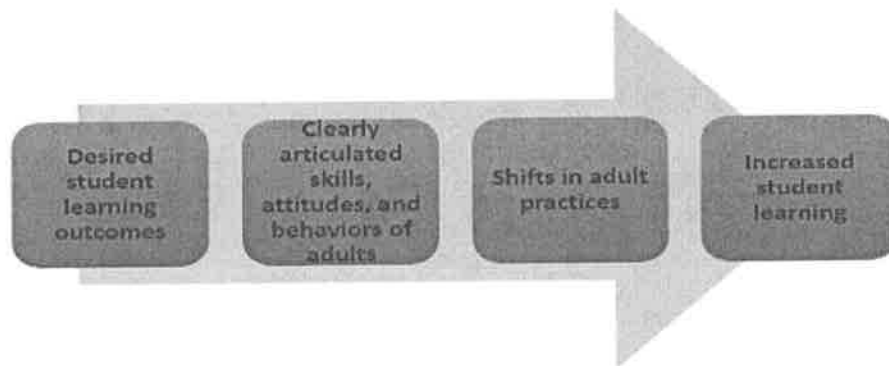
Source: Killion, J. (2008). *Assessing impact: Evaluating staff development* (2nd ed.). Thousand Oaks, CA: Corwin Press & NSDC.

Step 3-5: Action Plans, Professional Learning, & Implementation

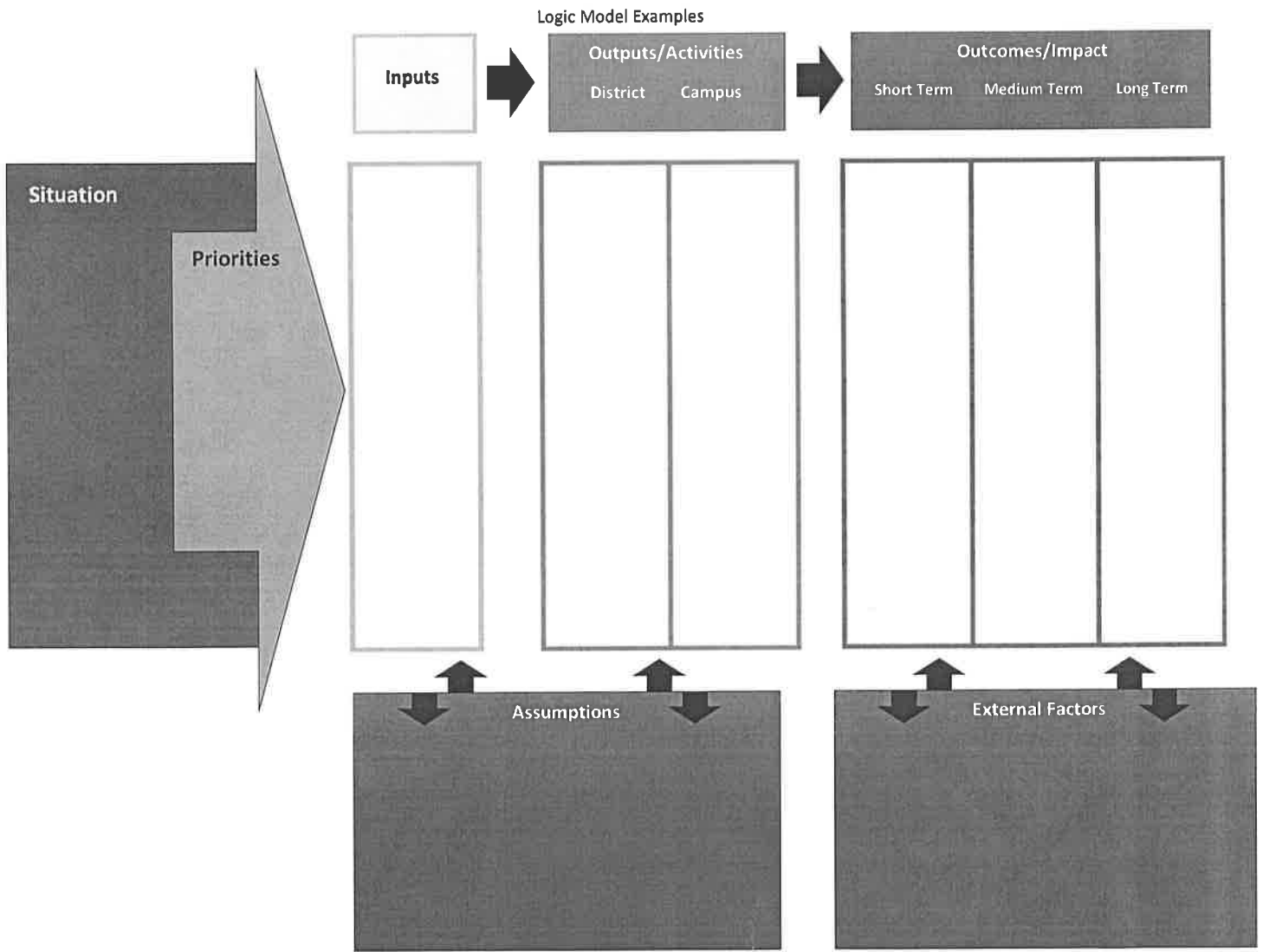
A fairly typical approach...



Professional Learning and its Impact on Student Outcomes



Notes of Logic Model:



Logic Model Examples

<u>Short Term Goal by Dec. 15th</u>	<u>Mid-Term Goal by Spring 2017</u>	Long Term Goals
Evidence	Evidence	Evidence

Logic Model Examples

Long Term Outcome (12 Months)	Intermediate Outcomes (6 months)	Short Term Outcomes (3 months)	Inputs	Resources
Evidence of the above goals?				

Learning Forward: Standards of Professional Learning

- Learning Communities
- Data
- Implementation
- Learning Designs
- Leadership
- Resources
- Outcomes

SAI Data:



Data Analysis Notes:

STANDARDS FOR PROFESSIONAL LEARNING

Learning Communities

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Resources

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Learning Designs

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Outcomes

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Leadership

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Data

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

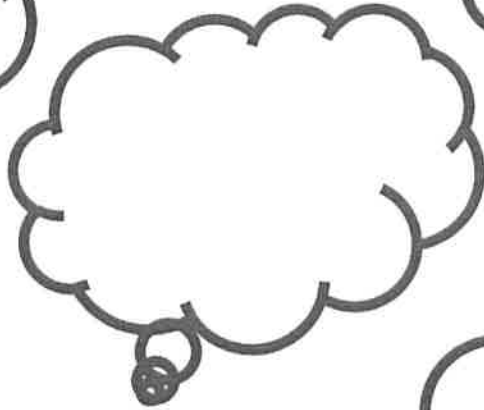
Implementation

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

STANDARDS FOR PROFESSIONAL LEARNING



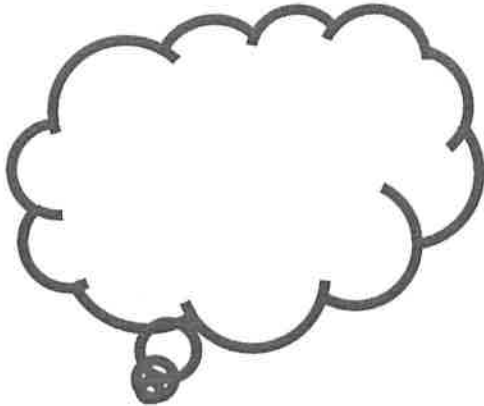
Learning COMMUNITIES



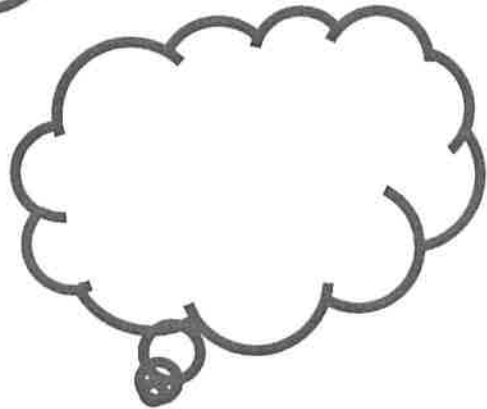
RESOURCES



Learning DESIGNS



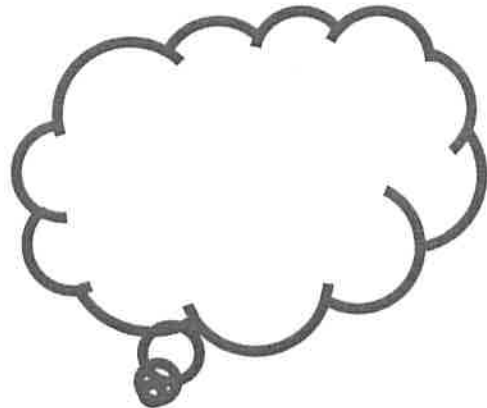
OUTCOMES



DATA



LEADERSHIP



IMPLEMENTATION

References

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