Welcome.

Choose a table and get to know new colleagues. We will start collaborating in groups of 3-5.

Access this presentation through the Learning Forward App or [bit.ly/BALT1219](http://bit.ly/BALT1219)
Password: TeamCycle17
<table>
<thead>
<tr>
<th>Learning Communities</th>
<th>Collaboration Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a plan to take action:</td>
<td>Experience protocols you can use to facilitate collaboration and deeper thinking.</td>
</tr>
<tr>
<td>● Cultivate professional learning communities that support continuous growth.</td>
<td></td>
</tr>
<tr>
<td>● Overcome barriers and sustain the work.</td>
<td></td>
</tr>
</tbody>
</table>
Agenda

Learning Cycle Overview
- Text Rendering Protocol
  - 9:00 a.m.

Stages of the Cycle
- + Plan First Action Steps
  - Graphic Organizer
  - 10:00 a.m.

Overcoming Challenges
- + Refine Plans
  - 1:05 p.m.

Exploring Tools
- 3-2-1 Protocol (3-2-1-Bridge)
  - 2:40 p.m.

Closing
- 3:40 p.m.

Lunch
- 12:00 p.m.

Chalk Talk & Connect, extend, challenge

bit.ly/BALT1219
Housekeeping

Virtual Materials

- Powerpoint: [bit.ly/BALT1219](bit.ly/BALT1219)

Handouts

Learning Communities
- Graphic Organizer
  *Password: TeamCycle17*

Collaboration Resources
- Protocols
I am an educator from_.

My role is ______.

My experience with collaborative learning cycles is ______.

I am here because_____.

One way I plan to use what I learn today is ___.

**Grounding:** Walk around and talk with colleagues.
Learning Cycle Overview

- Card Sort
- Text as Expert: Ch. 2 with Text Rendering Protocol
How might we organize the learning of a professional community into 5 stages?

Sort the cards into five stages. Each stage should have:

• A description with an outcome
• Key actions
• Tools with potential artifacts
Card Sort Answers

Compare your sort to the answer key.
Card Sort Answers

### Analyze Data
Teams examine student and educator learning challenges.

**Outcome:** Draft summary statements

**Key actions**
- Identify & collect essential data
- Organize/ display data to analyze
- Examine data for trends, issues, and opportunities
- Summarize the data

**Possible Tools**
- Understand “data literate"
- Assess our data literacy
- Find data sources & develop plan
- Craft data summary statements
- Understand root causes

**Potential Artifact:** Data Analysis Chart

### Set Goals
Teams identify shared goals for student and educator learning.

**Outcome:** Develop student and teacher learning goals

**Key actions**
- Review summary statements and set priorities
- Write student goals
- Write educator goals
- Review with others

**Possible Tools**
- Deciding on a team focus
- Prepare to write SMART goals
- Write student and team goals
- Check student and team learning goals

**Potential Artifact:** Goal alignment checklist

### Learn Individually & Collaboratively
Teams gain new knowledge and skills; examine assumptions, aspirations, and beliefs.

**Outcome:** Develop plan to put learning into action

**Key actions**
- Review goals & clarify content
- Write team & individual learning agendas
- Schedule the learning
- Learn & Apply

**Possible Tools**
- Study student learning theories
- Effective professional learning
- Principles of adult learning
- Examine learning designs
- Design an action plan

**Potential Artifact:** Meeting calendar – data vs learning
**Card Sort Answers**

### Implement New Learning

Teams implement new lessons and assessments with local support in the classroom.

**Outcome:** Move the plan into action

**Key actions**
- Develop plan for instruction and use of new strategies
- Use tools or resources to guide implementation and support adaptation as necessary
- Enlist job-embedded support
- Engage in feedback process with evidence from others to inform continuous improvement

**Possible Tools**
- Dig deeper into design and implementation
- Recognize and respond to colleagues’ concerns
- Understand the Levels of Use diagnostic tool
- Give and receive feedback

**Potential Artifact:** Level of use chart of team progress

### Monitor, Assess, and Adjust Practice

Teams use evidence to assess and refine implementation and impact.

**Outcome:** Use feedback to adjust practice

**Key actions**
- Collect formative and summative data
- Monitor progress toward goals
- Analyze data and reflect on outcomes
- Refine and determine next actions

**Possible Tools**
- Learn to practice reflection
- Use assessments for learning
- Create a monitoring plan
- Document changes in practice
- Reflect on the five-stage learning team cycle

**Potential Artifact:** Reflection Template & Next Steps
Read Chapter 2.

As you read, identify a sentence, phrase, & word that is significant to you.
Text Rendering Protocol

Divide your table into groups of no more than four. Assign roles: time keeper and scribe.

Share:
1. Each person shares a sentence from the text.
2. Each share a phrase. Scribe records.
3. Each share a word. Scribe records.

Discuss:
4. What new insights have you gained about the text by looking at it this way?
5. What might be implications for your work?
What new insights have you gained about the text using this text rendering protocol? What might be implications for your work?
The “Monarch Butterfly Test”

Working Together

Becoming a Learning Team
Break

Up Next:
Move to the table with the chapter you would like to read.
Stages of the Cycle

- Text as Expert: Ch. 3 - 7 with Graphic Organizers
Read one Chapter

Chapters 3-7.

As you read, consider:

1. What ideas from the text do you want to share with your table group?

2. How does the text connect to your experience?
   ○ Record these connections in your graphic organizer.
Discussion

Max 5 people.
Assign roles: time keeper and scribe.

1. 2-3 min each: Take turns sharing ideas from the text and how they connect to your work.
   a. Speaker: Cite the page and paragraph so group members can follow along.
   b. Scribe records these key ideas.

2. 8 min What does the group notice about the ideas shared?
   a. Scribe: give a summary of these key ideas.
   b. Discuss as a group
   c. Record up to 4 key ideas in your graphic organizer.
Create a poster to display your learning from the chapter. Include up to 4 key ideas and 3 examples.

<table>
<thead>
<tr>
<th>Ch. Description</th>
<th>Key Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td></td>
</tr>
<tr>
<td>Examples</td>
<td>Nonexamples</td>
</tr>
</tbody>
</table>

Frayer

Mind Mapping

Other Diagrams

learningforward.org
As each group shares, record:

- Key ideas
- Examples
Analyze data

Examine student **and** educator learning challenges

**Keep in Mind...**

- Cultivate a culture of trust and risk-taking.
- Use multiple data sources on *teachers & students* to inform goals.
- Take time to craft data summary statements.
Analyze data

Data source (p37)
- formative/summative assessments
- performance assessments
- observations
- work samples
- performance metrics
- portfolios
- self-reports

Data summary statements (p41)
- Across all sixth-grade classes, 72% of girls are proficient in problem solving, while 64% of boys are proficient in problem solving.

Creating Cultures of Thinking can be a resource for ideas for look fors in teacher practice; e.g. p35, 59, 85, 112 end of chapter summaries.

Data sources include the voices of students.
Identify shared goals for student and educator learning

Set goals

Keep in Mind...

Align system, school, & team goals.

Consider a variety of goals; e.g. content, instructional practice.

Tie educator learning goals directly to student learning goals.
Example Student Goal

By the end of the first six weeks, all 6th-grade students will demonstrate proficiency in using appropriate problem-solving techniques.

SMART format:
- Specific
- Measurable
- Attainable
- Result-oriented
- Timely

Example Educator Goal

Teachers will study four different problem-solving techniques, determine criteria for application of each, design and teach five lessons, and adjust instruction in response to student needs.

KASAB format:
- Knowledge
- Attitude
- Skill
- Aspiration
- Behavior
Student and educator learning goals

**K**: Knowledge of different problem solving techniques

**A**: Attitude valuing students exploring possibilities of multiple ways of solving problems

**S**: Skill with structuring lessons for students to explore and develop problem-solving

**A**: Aspiration for success of all students

**B**: Behavior of modeling a language of possibilities (see p78-80 Creating Culture of Thinking)

---

Example Educator Goal

**Teachers** will study four different problem-solving techniques, determine criteria for application of each, design and teach five lessons, and adjust instruction in response to student needs.

KASAB format: **Knowledge, Attitude, Skill, Aspiration, Behavior**
Consider a variety of sources for learning together, e.g. books, colleagues, professional networks.

Talk as a team talk about how to differentiate individual learning.

Think ahead to how you will apply this learning to support students.

Change in attitudes, beliefs, & instructional skills are all valuable.

Keep in Mind...

Learn individually and collaboratively

Gain new knowledge and skills; examine assumptions, aspirations, and beliefs

Keep in Mind...

Learn individually and collaboratively

Gain new knowledge and skills; examine assumptions, aspirations, and beliefs
Learn individually and collaboratively

Power of the educator voice to ignite peer interest and learning.

Examples:
- District review with a student-led learning walk or student-centered community.
- Administrator learning teams (p26)
- Book study
- Peer observation
- and more…
Implement new learning

Implement new learning with local support in the classroom

Keep in Mind...

Expect an *implementation dip*.

Look for changes in educator practices and behaviors as evidence or learning.

Understand the change process and support educators as they embrace their new learning.
Knoster Change Model: Managing complex change

Each element is critical. Missing one piece results in thwarted outcome.
Consider multiple pieces of evidence of teacher and student learning.

Monitor both:
- student learning
- educator instructional practices

Consider how educator learning linked to student outcomes.
Greater Essex School District

**PARTICIPATING VS. ALL STUDENTS - GRADE 3 READING**

71% - All students
77% - Participating Students

2018-2019
2008-2009
ACHIEVEMENT OF STUDENTS WITH SPECIAL EDUCATION NEEDS - PARTICIPATING VS. ALL STUDENTS - GRADE 3

36% - All students
41% - Participating Students

2018-2019

2008-2009
35% - All students
42% - Participating Students
78% - All students
80% - Participating Students
42% - All students
46% - Participating Students

ACHIEVEMENT OF STUDENTS WITH SPECIAL EDUCATION NEEDS - PARTICIPATING VS. ALL STUDENTS - GRADE 6
READING

2008-2009

2018-2019
38% - All students
44% - Participating Students
67% - All students
69% - Participating Students
ACHIEVEMENT OF ELL STUDENTS PARTICIPATING VS. ALL STUDENTS - GRADE 3 WRITING

35% - All students
42% - Participating Students

2018-2019

2008-2009
Achievement of Students with Special Education Needs - Participating vs. All Students - Grade 3 Writing

42% - All students
47% - Participating Students

2018-2019

2008-2009
78% - All students
80% - Participating Students

2018-2019

2008-2009
45% - All students
49% - Participating Students
49% - All students
56% - Participating Students
Reflect and Identify a Starting Point

Thinking of what we have read and discussed this morning, **what is one action you might take?**

Choose a space on the graphic organizers to record your thoughts.

learningforward.org
What questions do you have?
Include your question and your role on a post it note and place it on a Poster or Parking Lot on your way to lunch.

This will help to organize role alike conversations after lunch.
Lunch
12:00 p.m. - 1:00 p.m.

Up Next:
After lunch, you’ll work in role-alike groups:

- Teachers
- School admin
- Instructional Coaches
- District or state office
<table>
<thead>
<tr>
<th>Learning Communities</th>
<th>Collaboration Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a plan to take action:</td>
<td>Experience protocols you can use to facilitate collaboration and deeper thinking.</td>
</tr>
<tr>
<td>● Cultivate professional learning communities that support continuous growth.</td>
<td></td>
</tr>
<tr>
<td>● Overcome barriers and challenges.</td>
<td></td>
</tr>
</tbody>
</table>
Overcoming Challenges

- Role Alike Conversations with Chalk Talk
- Text as Expert: Ch. 8 and 9 with Connect Extend Challenge
10 minutes: Looking at the topical question written on the chart paper, silently write your thoughts:

1. What ideas come to mind when you consider this idea, question, or problem?
2. What connections can you make to the others’ responses?
3. What questions arise as you think about the ideas and consider the responses and comments of others?
15 minutes: Discuss what you notice.

Questions/sentence starters:
1. I notice… is written multiple times.
2. I wonder…
3. What do you mean by? Can you give an example?
4. Whose perspective is not represented here? What might people with that perspective add to the conversation? What action(s) could we take to invite them into the conversation?
5. What surprises you?
1. What challenges or barriers might educators encounter in the learning cycle?

2. What actions might help to strengthen or sustain professional learning in the learning cycle?

Jot notes in your graphic organizer.
Thinking of what you discussed with your colleague, record how you might sustain your plans for your school or district.

Choose a space on the graphic organizers to record your thoughts.
Read Ch. 8 or 9

Chapter 8 “Sustaining”
Chapter 9 “Coherence”

As you read, use post-its on your table to record:

1. How are the ideas and information presented **CONNECTED** to what you already knew?

2. What new ideas did you get that **EXTENDED** or pushed your thinking in new directions?

3. What is still **CHALLENGING** or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?
Discussion

Stand up and find a group of 3 or 4 new people who read the same chapter as you.

Take turns sharing:
1. How the ideas and information CONNECTED to what you already knew.
2. New ideas that EXTENDED or pushed your thinking in new directions.
3. What is still CHALLENGING or confusing for you to get your mind around and/or what questions, wonderings you now have.
Discussion

Record ideas on your graphic organizer

Find a new group with people who read a different chapter as you. Group size 2 or 4.

Take turns sharing:
1. How the ideas and information CONNECTED to what you already knew.
2. New ideas that EXTENDED or pushed your thinking in new directions.
3. What is still CHALLENGING or confusing for you to get your mind around and/or what questions, wonderings you now have.
Revisit the questions we started with this afternoon:

1. What challenges or barriers might educators encounter in the learning cycle?

2. What actions might help to strengthen or sustain professional learning in the learning cycle?
Add detail to your planned action steps based on what you learned from the role-alike conversations and Ch. 8 & 9 of the text.

Choose a space on the graphic organizers to record your thoughts.
Up Next:
Exploring tools for each chapter. Move to the table of the chapter you’d like to explore.

Ch. 1 Conditions
Ch. 2 The Cycle
Ch. 3
Ch. 4
Ch. 5
Ch. 6
Ch. 7
Ch. 8 Sustaining
Ch. 9 Coherence
Ch. 10 Roles and Partners
Exploring Tools

- Chapter Tools with 3-2-1 Tool 1.2

bit.ly/BALTtools

Password: TeamCycle17
Explore Ch. Tools

As you explore, identify:

**Three** ideas that are new to you

**Two** questions you have

**One** action you propose based on what you read

Also, jot down ideas for other tools that might support the work.
Discuss

Take turns sharing at your table:

Three ideas that are new to you
Two questions you have
One action you propose based on what you read

Also, share ideas for other tools that might support the work.

3-2-1 Protocol (3-2-1-Bridge)
Create a Poster

As you explore, identify:

**Three** ideas that are new to you

**Two** questions you have

**One** action you propose based on what you read

Also, include ideas for other tools that might support the work.
Gallery Walk

Review the summary of the tools from each chapter.

Write connections and questions (about 2 minutes per poster)
1. What questions do you have?

2. How might the tools help you to:
   - overcome challenges or barriers the encounter in the learning cycle
   - strengthen or sustain professional learning in the learning cycle

Record your ideas on your graphic organizer.
Closing

- I used to think… now I think… so now I will…
- Complete the session survey
I used to think…
Now I think…
So now I will…

Take our 3 minute Survey

kickup.co/2019LF

Session ID: PC204

NOTE: Session ID should be in all CAPS and is case-sensitive.
To begin, begin.

— William Woodsworth

Clara Howitt
Clara.Howitt@publicboard.ca

Alexandra Fuentes
afuentes1@gmail.com