



CKEC ISLN

Instructional Support

Leadership Network

February 2014



CKEC ISLN February 20th, 2014 Agenda

Introduction – Learning Forward module resources:

- 1-Managing Change
- 2-Facilitating Learning Teams
- 3-Learning Designs
- 4-Standards for Professional Learning

Concurrent Sessions:

- Systems of Assessment in Science – Terry Rhodes
- CCSS and Leadership Vision for Social Studies – Debbie Waggoner
- Building Capacity for Student Growth – Rebecca Woosley & Mike Cassidy

Closure – How is your district doing with Implementation?

How are you using your district network participants?

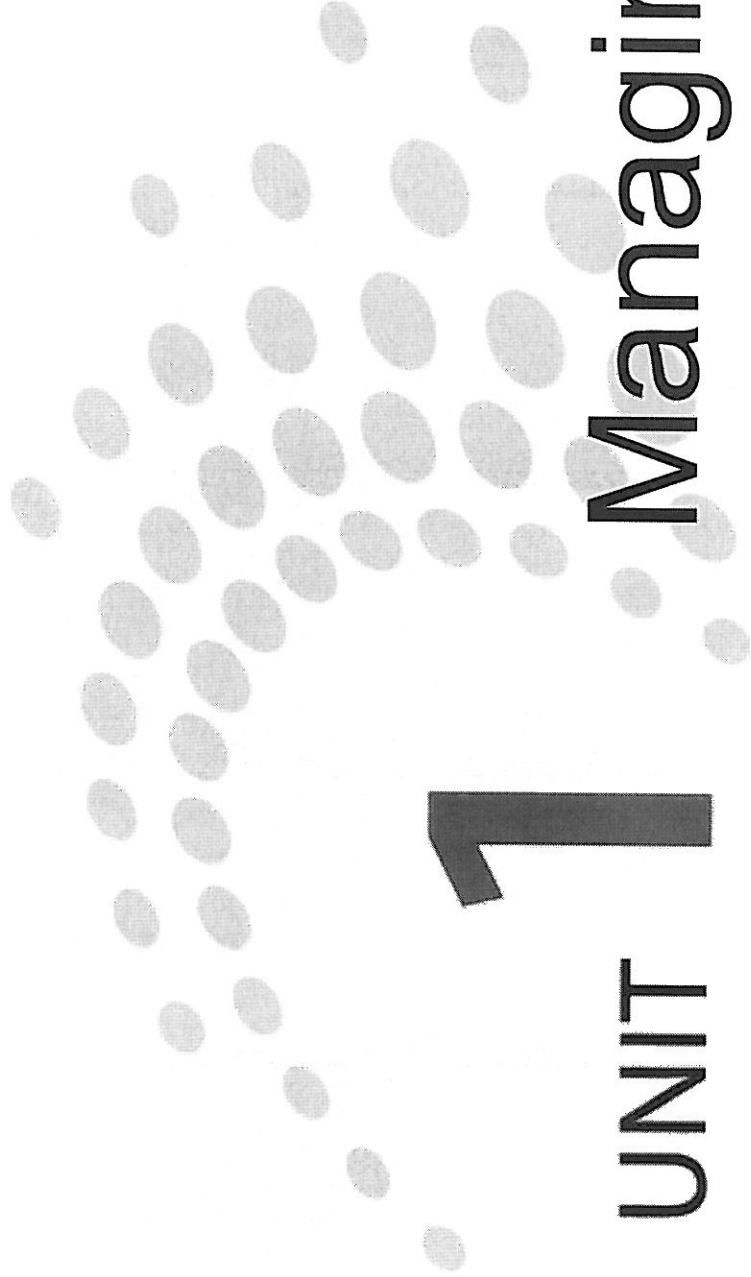
What's your plan for preparing all staff for TPGES by September?

Today's materials can be accessed at:

www.debbiewaggoner.com/feb-2014-isln.html

Join our backchannel at: www.todaysmeet.com/CKECISLN

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UNIT 1

Managing Change

Tools For Schools®

A bi-monthly
publication
supporting student
and staff learning
through school
improvement

FEBRUARY/MARCH 2003



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A measure of concern

*Research-based program aids innovation
by addressing teacher concerns*

By Karel Holloway

What happens when programs intended to improve student learning aren't successful? Staff carefully researches potential programs, hand-selects one to address the specific needs of the students, and thoroughly prepares teachers. But, once implemented, the innovation doesn't produce the desired results.

Often, researchers say, the problem is not the program, but the way individual educators respond to it.

Each administrator, each principal, each teacher approaches a new program, any change, with a personal set of concerns, researchers have found. Individuals question: *Why should I do this? How long is it going to take me to work through this? I know my kids and I don't think this will work.* Helping educators work through these concerns is crucial in making certain that changes happen.

Just as there are research-based educational innovations, there is a research-based program for aiding innovation — the Concerns-Based Adoption Model or CBAM. It offers a way to understand, then address educators' common concerns about change.

CBAM has other components but the most readily and commonly used is "stages of concern." The ideas were developed in the mid 1970s and many staff developers have integrated the concepts into their work over the past 25 years.

"I run into people all the time who have heard of the stages of concern and kind of keep them in the back of their minds," said Shirley Hord, program manager with the Southwest Educational Development Laboratory. She is one of the principal authors of the system.

Hord said the program is helpful because it is based on research. "We didn't just think this up," Hord said. Through questioning and correlating answers from teachers and college professors about change, Hord and her colleagues identified common concerns that most educators — or any group confronted with change — harbor. Some will go through all the stages, leaving one and moving up to the next. Most will skip around and may have several concerns simultaneously, Hord said.

CBAM's seven stages of concern are:

- **Awareness:** Aware that an innovation is being introduced but not really interested or con-

Continued on Page 2



Program addresses teacher concerns

Continued from Page One
cerned with it.

- **Informational:** Interested in some information about the change.
- **Personal:** Wants to know the personal impact of the change.
- **Management:** Concerned about how the change will be managed in practice.
- **Consequence:** Interested in the impact on students or the school.
- **Collaboration:** Interested in working with colleagues to make the change effective.
- **Refocusing:** Begins refining the innovation to improve student learning results.

Being aware of the concerns allows those in charge of the innovation to tailor aid given to individuals.

"Using the stages of concern, you can get a whole profile," said Gene Hall, one of the CBAM researchers and dean of the college of education at the University of Nevada at Las Vegas. For example, if a leader knows a teacher is concerned about how the innovation will be used in the classroom, that teacher can be given additional preparation or paired with a teacher who is using it well.

ASKING QUESTIONS

Determining a person's stage of concern can be as simple as asking questions, Hord said. Educators can be asked informally during a chance meeting in the hall or in the lunchroom, something Hord calls a "one-legged interview." Or teachers can be asked to respond to open-ended questions as part of the original training. For those interested in building statistical data, teachers can be asked to fill out a survey developed by university researchers. That method is best used only by those who have received training and have a particular need for the data, Hord said.

For most, the informal questions of Hord's "one-legged interview" are the most productive. The questions should be fairly specific: How are your students managing the new math manipulatives?

If a teacher answers, "I haven't really had a chance to use those," the teacher is at the first stage, awareness, not really concerned about the innovation.

A teacher who answers "Mary Jo and I have been working on some ways to let the students use them more for discovery" has reached the collaborative stage.

Teachers can then get the follow-up support for their stages. The first teacher may need retraining to get more information and be impressed with how important the innovation is. The second teacher needs to be encouraged to continue and expand the collaboration.

OPEN-ENDED QUESTIONS

A more formal way to assess an individual's stage of concern involves asking teachers to respond to an open-ended question. The question can be asked at the beginning of training, the end, or both. Before and after training, teachers can be asked a question such as "What concerns you about the new program?"

If asked before and after, facilitators can see where teachers started and how much movement has occurred. Similarly, when asked at the end, responses indicate what type of follow-up is needed with specific teachers.

USING A QUESTIONNAIRE

Sister Karen Dietrich, principal of the Mt. Saint Joseph Academy near Philadelphia, has used the questionnaire developed by Hord, Hall and their associates and said bar graphs of teacher responses provide comforting proof that technology use is taking hold in her school.

After a technology institute last summer, teachers were asked to fill out a 35-statement survey. Dietrich and a technology facilitator used the results from the 24 responses to address their concerns individually. The teachers filled out the survey again and there was clear movement, Dietrich said.

"When I look at my first 24 bar graphs, there is real density in self concern. In De-

cerner, that has clearly spread out. What is so significant is that in eight weeks, there has been clear movement," she said.

The survey and later personal interviews revealed some real surprises, she said. A teacher who had already been using technology to arrange video conferences with a school in England had responses that showed her concerns were at the bottom stages of awareness and informational. "She had the skills, she just needed the confidence," Dietrich said.

Dietrich used the formal survey and is working out statistical data because her results are part of her doctoral dissertation. But she said the informal interviews have been key. Each interview lasts five to 30 minutes. Some of the exchanges have been by e-mail.

Quickly addressing the concern following an interview was important as well, she said. A teacher who can't figure out how to do something may abandon most technology use if not given aid. "They weren't left hanging for weeks or months," she said. While Dietrich has done much of the evaluation and follow-up, she has had help. The school hired a teacher technologist and Dietrich said she sends some responses to her. Other teachers have been referred to other teachers. "We have a culture of teachers helping teachers," she said.

Finding the time to use CBAM has not always been easy, she said. With a limited budget, hiring the technologist took careful planning. And teachers asked to work with other teachers must get the free time to provide help.

CBAM isn't fast but it provides the ongoing, steady support needed to move an innovation forward, she said.

Dietrich said she felt that using the method to assess how the technological innovations were going was a necessity. "We've invested in the technology. If we are going to invest \$50,000, \$60,000, or \$70,000 in new computers and mobile technology, I can't let it go to waste and be covered with dust."

7 Stages of Concern

The Concerns-Based Adoption Model outlines seven Stages of Concern that offer a way to understand and then address educators' common concerns about change.

Stage 0: Awareness

Aware that an innovation is being introduced but not really interested or concerned with it.

- "I am not concerned about this innovation."
- "I don't really know what this innovation involves."

Stage 1: Informational

Interested in some information about the change.

- "I want to know more about this innovation."
- "There is a lot I don't know about this but I'm reading and asking questions."

Stage 2: Personal

Wants to know the personal impact of the change.

- "How is this going to affect me?"
- "I'm concerned about whether I can do this."
- "How much control will I have over the way I use this?"

Stage 3: Management

Concerned about how the change will be managed in practice.

- "I seem to be spending all of my time getting materials ready."
- "I'm concerned that we'll be spending more time in meetings."
- "Where will I find the time to plan my lessons or take care of the record keeping required to do this well?"

Stage 4: Consequence

Interested in the impact on students or the school.

- "How is using this going to affect students?"
- "I'm concerned about whether I can change this in order to ensure that students will learn better as a result of introducing this idea."

Stage 5: Collaboration

Interested in working with colleagues to make the change effective.

- "I'm concerned about relating what I'm doing to what other instructors are doing."
- "I want to see more cooperation among teachers as we work with this innovation."

Stage 6: Refocusing

Begins refining the innovation to improve student learning results.

- "I have some ideas about something that would work even better than this."

"Everyone

thinks of

changing the

world, but no

one thinks of

changing

himself."

— Leo Tolstoy

Address Individual Concerns

To help bring about change, you first must know an individual's concerns. Then those concerns must be addressed. While there are no set formulas, here are some suggestions for addressing the stages of concern.

Stage 0: Awareness concerns

- If possible, involve teachers in discussions and decisions about the innovation and its implementation.
- Share enough information to arouse interest, but not so much it overwhelms.
- Acknowledge that a lack of awareness is expected and reasonable and that there are no foolish questions.

Stage 1: Informational concerns

- Provide clear and accurate information about the innovation.
- Use several ways to share information — verbally, in writing, and through available media. Communicate with large and small groups and individuals.
- Help teachers see how the innovation relates to their current practices — the similarities and the differences.

Stage 2: Personal concerns

- Legitimize the existence and expression of personal concerns.
- Use personal notes and conversations to provide encouragement and reinforce personal adequacy.
- Connect these teachers with others whose personal concerns have diminished and who will be supportive.

Stage 3: Management concerns

- Clarify the steps and components of the innovation.
- Provide answers that address the small specific “how-to” issues.
- Demonstrate exact and practical solutions to the logistical problems that contribute to these concerns.

Stage 4: Consequence concerns

- Provide individuals with opportunities to visit other settings where the innovation is in use and to attend conferences on the topic.
- Make sure these teachers are not overlooked. Give positive feedback and needed support.
- Find opportunities for these teachers to share their skills with others.

Stage 5: Collaboration concerns

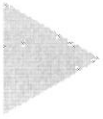
- Provide opportunities to develop skills for working collaboratively.
- Bring together, from inside and outside the school, those who are interested in working collaboratively.
- Use these teachers to assist others.

Stage 6: Refocusing concerns

- Respect and encourage the interest these individuals have for finding a better way.
- Help these teachers channel their ideas and energies productively.
- Help these teachers access the resources they need to refine their ideas and put them into practice.

“If we don’t
change the
direction we’re
going, we’re
likely to end up
where we are
headed.”

— Chinese proverb



Four A's protocol note-taking form

Assumptions	Agreements
Arguments	Aspirations

10 Things To Do About Resistance

Everybody is at least a little resistant to change. They wonder how it will affect them daily and in the long-term. There are ways to overcome resistance, though.

1. Acknowledge change as a process.

Change is not an event but an ongoing process. Remember that it may take years from goal-setting to stable results. Conflict and resistance are natural processes and not signs of failure.

2. Empower stakeholders.

To get the most cooperation, stakeholders must be included as decision makers. If meeting individual needs is part of the plan, resistance is less likely. Empowering people means creating mechanisms that provide them with genuine authority and responsibility. To minimize discord, the change process should be guided by negotiation, not by issuing demands.

3. Encourage all stakeholders.

Stakeholders must be active, invested participants throughout the change process. Setting up opportunities for individuals and groups to vent concerns can be effective. Being heard is fundamental in establishing understanding and consensus.

4. Set concrete goals.

Set goals by consensus, creating a broad sense of ownership. This step is critical because stakeholders will be able to return to a shared agenda when there are missteps. This makes it easier to refocus.

5. Be sensitive.

Everyone needs respect, sensitivity, and support as they work to redefine their roles and master new concepts. Managing conflict means being aware of differences among individuals. Each stakeholder must genuinely feel valued throughout the change process.

6. Model process skills.

Teach by demonstrating the appropriate skills and actions. Trainers may find that reflecting publicly and in a straightforward manner on their own doubts and resistance may help others.

7. Develop strategies for dealing with emotions.

Educators often focus on outcomes, neglecting the emotions that can go with change. Focus on such questions as: How will our lives be different? How do we feel about the changes? Is there anything that can or should be done to honor the past before we move on?

8. Manage conflict.

Ideally, change is a negotiated process. Stakeholders should be invited to negotiate issues that may cause resistance. For example, an assistant principal may need to negotiate the needs of the whole school with faculty members more concerned with departmental priorities.

9. Communicate.

Talk, write memos, e-mail. Open communication is a necessity. It can move concerns out of the shadows so they can be resolved. Try focusing on reflective questions such as: Where are we in the process? Where are we headed?

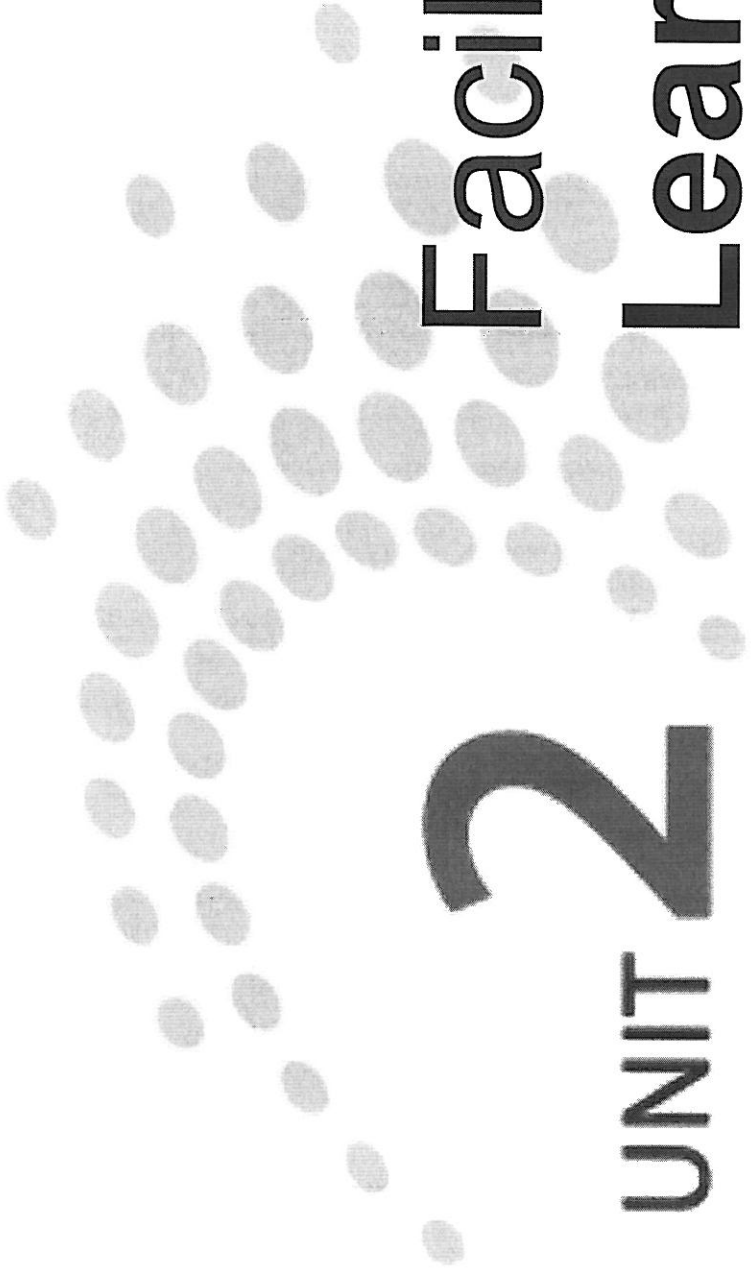
10. Monitor process dynamics.

The constant interplay between groups involved in the change must be monitored and the appropriate adjustments must be made. Begin evaluations when the change process is being developed and continue throughout. Ongoing evaluations of progress are essential.

Source: "Shhh, the Dragon Is Asleep and Its Name Is Resistance," by Monica Janas, *Journal of Staff Development*, Summer 1998 (Vol. 19, No. 3). Available online at www.nsdc.org/library/jdsd/janas193.html.

“The main dangers in this life are the people who want to change everything ... or nothing.”

— Lady Nancy Astor



Facilitating Learning Teams

UNIT 2

Figure 5.7 Stages of Team Development

1. Forming	2. Storming	3. Norming	4. Performing
Indicators			
<ul style="list-style-type: none"> Teachers get to know one another and where they stand on classroom issues; they share personal information. Team goals are identified. Teachers begin to share ideas of practice, comment on student progress, and offer each other suggestions. Teachers begin to take on roles and assume responsibility for tasks. 	<ul style="list-style-type: none"> Different ideas compete for attention; members confront each other's ideas and perspectives, may express frustration at lack of progress. Team struggles to determine what model of leadership is acceptable. Issues of team accountability and individual accountability arise. Team works to establish roles, goals, and responsibilities. Team develops strategies that build trust and help to focus on tasks. 	<ul style="list-style-type: none"> Team goals are accepted, and a mutual plan for meeting objectives is in place. Strategies for conflict resolution are developed; team members take responsibility for meeting team goals. Dissatisfaction is replaced by trust, support, and respect. Members are comfortable in their roles. Team leader keeps team moving productively. Team exhibits ambition to achieve goals. 	<ul style="list-style-type: none"> Work of the team is almost entirely focused on the improvement of teaching practice and student performance. Teachers have become interdependent, recognizing that each team member is responsible for all the team's students. Problems of leadership and individual and team accountability are successfully addressed. Strategies for conflict resolution assure smoothly functioning teamwork. Collaboration and communication are at a high level. Team members handle the decision-making process with little or no supervision.
Challenges			
<ul style="list-style-type: none"> There is an initial lack of trust. Discussions focus on logistics rather than instruction. Team lacks strategies for dealing with difficult issues; high value is placed on conflict avoidance. Reluctance to assume team leadership results in lack of focus on goals. Teachers still see themselves as independent practitioners rather than team members. 	<ul style="list-style-type: none"> Members can express anger or resentment toward authority; conflicts can be contentious and painful. If tolerance, patience, and trust are not established, team will not be able to move forward. Lack of leadership and accountability will stymie growth and prevent moving to the next stage of development. 	<ul style="list-style-type: none"> Team members may find it hard to adapt if one teacher leaves or another joins the team; strategies for mentoring of new team members may not be in place. Some team members may be reluctant to give up their strongly held beliefs in order to benefit team functioning. 	<ul style="list-style-type: none"> Changes in leadership or administration challenge team norms and dynamics and could cause the team to revert to Storming stage of development.

Clark, D. R. (2004). *The Art and Science of Leadership*. Retrieved August 15, 2011, from <http://nwlink.com/~donclark/leader/leader.html>
 Retrieved from the companion DVD for *The Power of Teacher Teams: With Cases, Analyses, and Strategies for Success* by Vivian Troen and Katherine C. Boles. Thousand Oaks, CA: Corwin, www.corwin.com.
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Figure 5.8 Worksheet—Teamwork Questionnaire

Directions: This questionnaire contains statements about teamwork. Next to each question, indicate how often your team displays each behavior by using the following scoring system:

1 = Almost never, 2 = Seldom, 3 = Occasionally, 4 = Frequently, 5 = Almost always

1. _____ We try to have set procedures or protocols to ensure that things are orderly and run smoothly (e.g., minimize interruptions, everyone gets the opportunity to have a say).
2. _____ We are quick to get on with the task at hand and do not spend too much time in the planning stage.
3. _____ Our team feels that we are all in it together and share responsibilities for the team's success or failure.
4. _____ We have thorough procedures for agreeing on our objectives and planning the way we will perform our tasks.
5. _____ Team members are afraid, or do not like, to ask others for help.
6. _____ We take our team's goals and objectives literally and assume a shared understanding.
7. _____ The team leader, or facilitator, tries to keep order and contributes to the task at hand.
8. _____ We do not have fixed procedures; we make them up as the task or project progresses.
9. _____ We generate lots of ideas, but we do not use many because we fail to listen to them and reject them without fully understanding them.
10. _____ Team members do not fully trust the other members and closely monitor others who are working on a specific task.
11. _____ The team leader, or facilitator, ensures that we follow the procedures, do not argue, do not interrupt, and keep to the point.
12. _____ We enjoy working together; we have a fun and productive time.
13. _____ We have accepted each other as members of the team.
14. _____ The team leader is democratic and collaborative.
15. _____ We are trying to define the goal and what tasks need to be accomplished.

16. _____ Many of the team members have their own ideas about the process, and personal agendas are rampant.
17. _____ We fully accept each other's strengths and weaknesses.
18. _____ We assign specific roles to team members (e.g., team leader, facilitator, time-keeper, note-taker)
19. _____ We try to achieve harmony by avoiding conflict.
20. _____ The tasks are very different from what we imagined and seem very difficult to accomplish.
21. _____ There are many abstract discussions of the concepts and issues; some members get impatient with these discussions.
22. _____ We are able to work through group problems.
23. _____ We argue a lot even though we agree on the real issues.
24. _____ The team is often tempted to go above and beyond the original scope of the project.
25. _____ We express criticism of others constructively.
26. _____ There is a close attachment to the team.
27. _____ It seems as if little is being accomplished with the project's goals.
28. _____ The goals we have established seem unrealistic.
29. _____ Although we are not fully sure of the project's goals and issues, we are excited and proud to be on the team.
30. _____ We often share personal problems with each other.
31. _____ There is a lot of resistance to the tasks at hand and to quality improvement approaches.
32. _____ We get a lot of work done.

Clark, D. R. (2004). *The Art and Science of Leadership*. Retrieved August 15, 2011 from <http://nwlink.com/~donclark/leader/leader.html>

Retrieved from the companion DVD for *The Power of Teacher Teams: With Cases, Analyses, and Strategies for Success* by Vivian Troen and Katherine C. Boles. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2011 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

12

Tools For Schools

Team meetings

COMMENTS TO FACILITATOR

This tool will assist various teams in assessing how well they attend to the basics of successful meetings. In order for this tool to be used effectively, team members must have agreed on a set of norms ahead of time. This tool would best be used after the team has met several times and can gauge the team's attention to its goals.

The team can add its own norms in order to adapt this tool for its unique needs.

Ensure anonymity for respondents by having team members fold their surveys and drop them into a box.

Calculate the results privately and share the total results with the entire group publicly during the next team meeting.

Lead a discussion about possible implications of the responses. In what areas is there already substantial agreement that the team is performing well together? What areas does this team need to work on? What are some strategies for improvement in that area?

We start our meetings on time.

Never 1 2 3 4 5 6 7 Always

We review and develop the meeting's agenda/goal before the meeting begins.

Never 1 2 3 4 5 6 7 Always

We set time limits for the meeting.

Never 1 2 3 4 5 6 7 Always

We identify a recorder to compile notes of the meeting.

Never 1 2 3 4 5 6 7 Always

We encourage participation by all members.

Never 1 2 3 4 5 6 7 Always

We summarize what we have accomplished in each meeting before concluding the meeting.

Never 1 2 3 4 5 6 7 Always

We briefly evaluate each meeting in terms of efficient, productive use of time and each member's concerns.

Never 1 2 3 4 5 6 7 Always

We end our meetings on time.

Never 1 2 3 4 5 6 7 Always

Tools For Schools

Rate yourself as a team player

COMMENTS TO FACILITATOR

The facilitator should prepare individual sheets ahead of the team meeting and distribute to team members. Before distributing, tell them when results will be available and how results will be used.

Ensure anonymity for respondents by having team members fold their surveys and drop them into a box.

Calculate survey results privately and share the total results with the entire group publicly during the next team meeting.

Lead a discussion about possible implications of the responses. In what areas is there already substantial agreement that the team is performing well together? What areas does this team need to work on? What are some strategies for improvement in that area?

Effective school improvement teams are made up of individuals who respect each other and work well together. Your behavior has an enormous impact on the team's ability to do its work efficiently and effectively. The following is a series of questions about your behavior in your work group. Answer each question honestly. There are no right or wrong answers. Describe your behavior as accurately as possible.

1. I offer facts, opinions, ideas, suggestions, and relevant information during my team's discussions.

Never 1 2 3 4 5 6 7 Always

2. I express my willingness to cooperate with other group members and my expectation that they will also be cooperative.

Never 1 2 3 4 5 6 7 Always

3. I am open and candid in my dealings with the entire group.

Never 1 2 3 4 5 6 7 Always

4. I support team members who are on the spot and struggling to express themselves intellectually or emotionally.

Never 1 2 3 4 5 6 7 Always

5. I take risks in expressing new ideas and current feelings during a team discussion.

Never 1 2 3 4 5 6 7 Always

6. I communicate to other team members that I am aware of and appreciate their abilities, talents, capabilities, skills, and resources.

Never 1 2 3 4 5 6 7 Always

7. I offer help and assistance to anyone on the team in order to improve the team's performance.

Never 1 2 3 4 5 6 7 Always

8. I accept and support the openness of other team members, supporting them for taking risks and encouraging individuality.

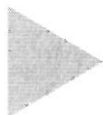
Never 1 2 3 4 5 6 7 Always

9. I share materials, books, sources of information, and other resources with team members in order to promote the success of all members and the team as a whole.

Never 1 2 3 4 5 6 7 Always

10. Three things I might do to increase the effectiveness of our team include:

1. _____
2. _____
3. _____



Protocol for discussing survey results about **team effectiveness and/or team meetings**

Use the compiled data from a survey of team effectiveness or team meetings to discuss the survey results.

Which item has the highest mean score?
What evidence did we each use to support our score in this area
What evidence did we each use to support our score in this area?
Which item has the lowest mean score?
What evidence did we each use to support our score in this area?
On what item(s) did team members agree the most? Examine both the mode and range to answer this question.
What conclusions can we draw about the efficiency and effectiveness of our collaborative professional learning teams?
What actions might we take to increase the efficiency and effectiveness of our collaborative professional learning teams?

Source: Killion, J. & Roy, P. (2009). *Becoming a learning school*. Oxford, OH: Learning Forward.

Learning Team Survey

School _____

Subject/grade level _____

1. How many times have you met with your learning team?
 1-3 4-6 7+ Have not met

2. What rating best describes your feelings about these meetings? Scale: 1 (most negative) to 10 (most positive).

Most negative (-)	1	2	3	4	5	6	7	8	9	10	Most positive (+)
Unproductive											Productive
Non-task oriented											Task oriented
Not well facilitated											Well facilitated
Incompatible group members											Compatible group members
Less than honest communications											Honest communications

3. What, if any, are the positive impacts of these meetings on you personally?

4. What, if any, are the negative impacts or concerns you have had with the learning team meetings?

5. Rate the benefit of participating on a learning team. Scale: 1 (not much benefit) to 5 (a great deal of benefit).

To what extent have you gained ...	Circle choice				
New knowledge about teaching and learning?	1	2	3	4	5
New insights about how to reach certain students?	1	2	3	4	5
New ideas about how to improve the way you teach?	1	2	3	4	5
New perspectives on your strengths and weaknesses in teaching?	1	2	3	4	5
A new outlet for expressing and sharing frustrations, concerns, problems with teaching?	1	2	3	4	5
Greater confidence in using a wider range of instructional and assessment methods?	1	2	3	4	5
A stronger sense of connection or support from other teachers?	1	2	3	4	5
A greater sense of yourself as a professional?	1	2	3	4	5

6. With regard to your selected team focus, how successful has your group been with each activity listed here?
 Scale: 1 (not at all successful) to 5 (extremely successful).

How successful has your learning team been with ...	Circle choice				
Analyzing and discussing student needs?	1	2	3	4	5
Reading research and studying successful strategies for addressing student needs, and discussing applications of what we have read/studied?	1	2	3	4	5
Discussing similarities and differences in teachers' approaches and beliefs about teaching?	1	2	3	4	5
Investigating programs, strategies, and materials that might help motivate students?	1	2	3	4	5
Designing new materials, lessons, or assessments for students?	1	2	3	4	5
Trying out new techniques, materials, approaches in teaching and assessing students?	1	2	3	4	5
Sharing successful strategies you currently use?	1	2	3	4	5
Assessing and sharing results of new approaches to teaching with the learning team?	1	2	3	4	5

Learning Team Survey continued

7. Of the teachers on your learning team, how many do you think believe the learning team approach has significant potential to help teachers improve students' motivation and performance? (give number)
8. Below is a list of activities that support teacher growth and development. Try to assess the activities in terms of whether they were practiced effectively at the school before the learning teams began. Scale: 1 (not very effectively practiced) to 5 (very effectively practiced) before the learning teams began.

	Circle choice				
Teachers talked to each other about how they taught and the results they got.	1	2	3	4	5
Teachers learned from each other by watching each other teach.	1	2	3	4	5
Teachers designed lessons, assessments, or units together.	1	2	3	4	5
Teachers critiqued lessons, assessments, or units for each other.	1	2	3	4	5
Teachers reviewed the curriculum across grade levels in a particular subject.	1	2	3	4	5
Teachers developed interdisciplinary strategies to increase student interest and learning.	1	2	3	4	5
Teachers shared articles and other professional resources and read and discussed books.	1	2	3	4	5
Teachers asked each other for advice and help with particular students and topics.	1	2	3	4	5
Teachers visited other schools to examine instructional approaches in other settings.	1	2	3	4	5
Teachers worked together to examine student classroom tests and other student work samples to better understand student strengths and weaknesses.	1	2	3	4	5
Teachers provided moral support and encouragement to each other in trying new ideas.	1	2	3	4	5
Teachers helped each other implement ideas from workshops they attended.	1	2	3	4	5

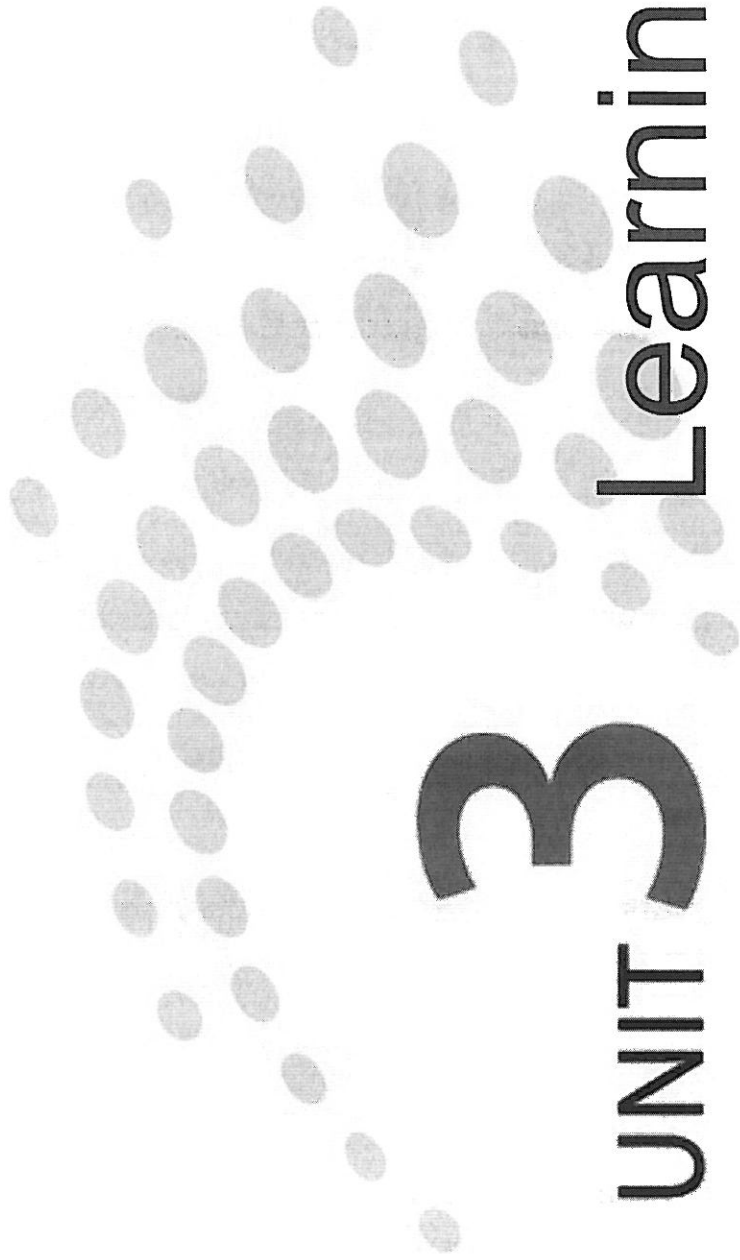
9. In your opinion, what percent of your students have benefited from your learning team participation?
- | | | | |
|---------------|--------|--------|-------|
| Less than 25% | 26-50% | 51-75% | 76% + |
|---------------|--------|--------|-------|

10. Indicate your level of agreement with each of the following statements based on your experiences so far with the learning team. Scale: 1 (not at all) to 5 (a great deal).

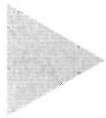
	Circle choice				
I think my participation on the learning team will ...					
Improve my overall teaching effectiveness.	1	2	3	4	5
Improve my skills in helping students learn.	1	2	3	4	5
Change my perceptions about some students' learning abilities.	1	2	3	4	5
Increase my understanding of how to motivate students to work harder.	1	2	3	4	5
Significantly change how I teach.	1	2	3	4	5
Significantly change how I work with other teachers.	1	2	3	4	5

11. Indicate your level of agreement with each of the following statements. Scale: 1 (strongly disagree) to 5 (strongly agree).

	Circle choice				
I am enthusiastic about my participation on a learning team.	1	2	3	4	5
I feel a lot of stress during the workday.	1	2	3	4	5
I need more time for learning team participation.	1	2	3	4	5
I am satisfied with my work environment here.	1	2	3	4	5
I am excited by my students' accomplishments this year.	1	2	3	4	5
Student motivation is a major problem here.	1	2	3	4	5
Teachers here tend to do their own thing in the classroom with little coordination.	1	2	3	4	5
I often feel unsure of my teaching.	1	2	3	4	5
Teachers here get along well.	1	2	3	4	5



UNIT 3 Learning Designs



Learning designs

Directions: Reproduce these learning designs descriptions on card stock and cut them apart so they can be used multiple times. Provide one set of cards to each group of four to five people. Provide copies online for participants who want them.

SAY SOMETHING PROTOCOL

TIME VARIES DEPENDING ON TEXTS

This protocol is useful when participants are asked to read and make meaning from a text during a staff or learning team meeting

1. Divide the article, text, or reading into meaningful segments.
2. Form pairs.
3. Read silently until both partners reach the end of a segment.
4. Take turns in your pair answering one of the following prompts:
 - *Something I agree with ...*
 - *A new idea ...*
 - *Something that puzzles me ...*
 - *Something I disagree with ...*
 - *Something I am reminded of when I read ...*
 - *Something I want the authors to explain more ...*
 - *Something I want to talk more about with others ...*
5. Continue to read and respond until you complete the text.
6. Discuss the selection as a whole group when everyone has finished the reading.

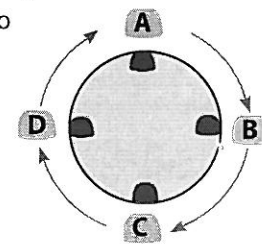
Source: National School Reform Faculty, www.nsrffharmony.org.

WAGON WHEEL

45 MINUTES

A Wagon Wheel gives colleagues opportunities to have four conversations about a selected text and brainstorm ideas for further action. This protocol also builds communication and connections between participants.

1. Arrange an inside circle of chairs facing an outer circle of chairs.
2. Use a discussion prompt to talk with a colleague about a specific reading.
3. At a set time, each person in the outside circle moves over one chair to face a different colleague for the next conversation. Those seated in the inner circle remain in their chairs.
4. A pair might be asked to come to consensus on key ideas within a selected reading and then brainstorm how those ideas might look if implemented within the school or district.



Source: National Staff Development Council. (2009, February/March). Wagon wheel. *Tools for Schools*, 12(3), 4.



<p>ACTION RESEARCH</p> <p>Action research is a process in which participants (teachers, principals, support staff, coaches) systematically and carefully examine their own practice using research techniques. This process allows educators to explore topics related to their work and interests. Participants identify whether the research results differ from what they expected and what actions to take based on the conclusions. Learning results as much from the experience as the results, although action research is different from traditional research in that there is an expectation that the teachers will act on their findings. Action research can be done alone or in a group.</p> <ol style="list-style-type: none"> 1. Develop a question based on district or school priorities. First, identify areas of concern, such as working with special education or English language learner students. 2. Help individuals hone a research question as a group. Each person also may seek feedback from others outside the group. 3. Collect data to answer the research question. The data might be hard data, such as test results or attendance rates, or soft data, such as the results of student and parent interviews, classroom observations, or student work. 4. Analyze the data by looking for themes, trends, and patterns. Write up major points and match them to their data sources. 5. Plan how to use the results of your research. <p>Source: Richardson, J. (2000, February/March). Teacher research leads to learning, action. <i>Tools for Schools</i>, 3(4), 1-2.</p>	<p>ONGOING</p>
<p>AUTHOR'S ASSUMPTIONS</p> <p>This protocol helps educators delve deeper into a text and uncover an author's underlying assumptions, resulting in a more informed interpretation of the text. The process is useful with a text that sets out the author's opinion and can come from educational journals and magazines.</p> <ol style="list-style-type: none"> 1. Select a text related to your professional learning goal. Ask team members to read the text before the meeting. 2. Share, in turn, one key idea and the personal significance of that idea. 3. Identify the author's assumptions, in turn, referencing supporting text. Members are encouraged to identify more than one supporting text. 4. Record assumptions on chart paper. 5. Review the assumptions together; each member selects an assumption to explore further. 6. Identify other texts, research, experts, and/or personal experiences that support the selected assumption. 7. Share, in turn, your assumption and additional support. 8. Take turns sharing a key idea you now have about the text. 9. Discuss how examining the author's assumptions influenced your understanding of the text and the topic. <p>Source: Killion, J. & Roy, P. (2009). <i>Becoming a learning school</i>. Oxford, OH: NSDC.</p>	<p>TIME VARIES DEPENDING ON TEXTS</p>

COLLABORATIVE ASSESSMENT CONFERENCE

45-60 MINUTES

Created by Project Zero, this protocol has a team of teachers examine student work, describing the work, asking questions, and exploring implications for instruction. An experienced facilitator is needed for this process. A presenting teacher provides the student work.

1. The team selects a facilitator.
2. The presenting teacher shares copies of student work without comment.
3. Group members describe aspects of the work they notice without making judgments about the quality of the work.
4. Group members ask questions about the student, assignment, or curriculum. The presenting teacher takes notes but does not respond.
5. Group members speculate about what the child was working on during the assignment. This might include ways the student was trying to complete the task, skills the student was mastering, and questions the student was trying to answer.
6. The presenting teacher adds information about each of the previous phases, providing his or her perspective on the student's work and responding to questions or issues the group raised.
7. The whole group discusses the implications for teaching and learning that the conference raised, including implications for each person's practice, for student learning, or on ways to support a particular student.
8. In a final reflection, participants consider the process of their own thinking during the protocol.

Source: Killion, J. & Roy, P. (2009). *Becoming a learning school*. Oxford, OH: NSDC.

CO-TEACHING

3-4 HOURS PER LESSON

Co-teaching pairs a general education teacher with a specialist to co-plan and co-teach lessons. For example, an English language learner (ELL) specialist might work in a general education classroom to model how to enhance ELL students' oral and literacy skills during reading and writing workshop time.

Co-teaching can use different models:

- A. A lead teacher and another teacher take turns leading instruction.
- B. Two teachers teach the same content during a whole-class lesson, working cooperatively.
- C. Teachers parallel teach, presenting the same content using differentiated learning strategies to students divided into two learning groups.
- D. One teacher reteaches the content while the second offers alternative information. Flexible grouping supports students at various proficiency levels. Student group composition changes as needed.
- E. Both teachers monitor and teach multiple groupings of students. They facilitate student work while assisting selected students with their unique learning needs.

Source: Honigsfeld, A. & Dove, M. (2010, March). From isolation to partnership. *Teachers Teaching Teachers*, 5(6), 1-4.

COMMON ASSESSMENT PLANNING TOOL

2-3 HOURS

Educators from the same grade level work collaboratively to develop assessments that focus on new standards. Common assessments are tools teachers develop together to assess student learning. Teachers use common assessments to ensure that they have the same expectations about student work and develop consistency in student learning. Teachers in cross grade-level or course teams can develop common assessments to use frequently or periodically throughout the school year.

By developing, administering, and scoring common assessments, teachers learn to calibrate their expectations with those of other teachers teaching the same grade or course. They learn how other teachers assess student learning and can compare it to their own processes. They learn what aspects of a concept other teachers stress.

Common assessments can be the core function of a collaborative professional learning team in which teachers complete multiple cycles of developing assessments, scoring them, and making instructional decisions based on the results.

1. The teachers plan the work, noting on a chart:
 - The content and skills to be assessed;
 - Standards/learning indicators;
 - Level of understanding to be addressed (such as knowledge, comprehension, application, analysis, synthesis, evaluation, or other taxonomy of understanding);
 - Form of demonstration (written, oral, graphic, combination, and so on);
 - Form of assessment (true/false, constructed response, multiple choice, demonstration, and so on).
2. Once teachers have created common assessments and students have taken them, teachers score the results using a rubric the group developed, unless a rubric exists for this content, such as a writing rubric. Scoring can be done individually, in a team meeting, or shared by team members. When teachers score assessments together, they have the opportunity to adjust or revise the scoring guide to ensure consistent scoring across the group.
3. Teachers analyze the overall results and make instructional and curriculum decisions based on their findings. For example, teachers might find that 60% of all students missed one skill on the assessment. They then would plan together to review lessons and to reteach.

Source: Killion, J. & Roy, P. (2009). *Becoming a learning school*. Oxford, OH: NSDC.



DESCRIPTIVE REVIEW	AT LEAST 45 MINUTES
<p>When a teacher has questions about a specific student’s learning, a descriptive review is a useful tool. It focuses on a detailed description of a student and his or her work. This protocol requires an experienced facilitator</p>	
1. The facilitator introduces the student work and describes what participants should try to see in the work — underlying values and principles, habits of mind, assumptions.	(2 min.)
2. The presenting teacher describes the work in detail while group members take notes.	(10 min.)
3. Participants ask clarifying questions to better understand the work and characteristics of the student.	(3 min.)
4. The facilitator asks participants to describe the work as literally as they can: “What do you see?”	(3-5 min.)
5. The facilitator summarizes comments, restates critical themes, and identifies ideas that emerged.	(3 min.)
6. The facilitator asks a guiding question, focusing on interpretation such as assumptions, values, compromises, patterns, images, and so on. Each focus question is answered in a separate round.	(3-5 min. per round)
7. The facilitator summarizes at the end of each round.	(2 min.)
8. The facilitator makes a final summation of the reviewers’ descriptions.	(2 min.)
9. Participants offer suggestions or make recommendations to the presenting teacher.	(10 min.)
10. The presenting teacher shares any new insights into the child or the work.	(3 min.)
<p>Source: National Staff Development Council. (2001, February/March). <i>Tools for Schools</i>, 4(4), 6.</p>	

LESSON STUDY

THROUGHOUT A SCHOOL YEAR

Tests and student work help educators understand what to improve. Lesson study helps teachers understand how to improve. Lesson study originated in Japan, where teachers focus on what they want students to learn rather than on what teachers plan to teach.

In lesson study, teachers develop a lesson together, and one teaches it while group members observe student learning. Group members debrief the lesson and often revise and reteach the lesson based on their analysis. Lesson study works well within a professional learning culture when educators feel comfortable sharing with and observing one another

1. Form a lesson study team of educators who work with the same group of students or within a similar content area. Each team needs a “knowledgeable other” to provide differing perspectives and highlight broader issues, such as someone who has advanced knowledge about the content area or standards.
2. Team members identify a research topic that captures schoolwide goals and academic content. Working together, they identify what they want students to know and be able to do as a result of the lesson. They also identify how this content fits into other subjects and grade levels.
3. The team constructs a lesson in a face-to-face session or online discussions. The lesson should be a product of the team’s collaboration rather than a single person’s efforts because everyone on the team should own it. Another important aspect of planning is anticipating students’ responses to the lesson and planning teacher interventions.
4. The group sets expectations and ground rules for the observation. Outside people can be invited into the observation if they are briefed on the expectations and norms. All observers are asked to collect data and share the data during the debriefing. Each observer has a copy of the lesson plan, student seating chart, and student materials.
5. One group member volunteers to teach the lesson and be observed. The observers may be asked to focus on specific students or topics.
6. Observers watch the teacher use the lesson plan. They collect data, listen to student conversations and reactions, and serve as additional eyes and ears for the teacher.
7. Group members use their notes to debrief the meeting, using agreed upon norms for the debriefing to protect the teacher from feeling personally attacked. Members discuss what worked, what didn’t work, and what might need to be changed. The debrief is a thorough analysis of how students responded to the lesson — focusing on student learning rather than teacher performance.
8. Group members use what they learned from the debriefing to revise the lesson and reteach it. When the process is complete, which might take several rounds of rewriting and reteaching, the team writes a report summarizing the lesson plan, student data, and reflections about what teachers learned.

Source: Richardson, J. (2004, February/March). Lesson study: Teachers learn how to improve instruction. *Tools for Schools*, 7(4), 2.



PEELING A STANDARD

TIME VARIES

Teachers learn how to make instruction and assessment decisions by examining the Common Core State Standards and cumulative progress indicators above and below their grade level.

Teacher teams examine and identify the essential learning (content and skills) with the Common Core standards, as well as cumulative progress indicators for each strand for the grade levels below and above their current grade level. When teachers know what students are expected to know and be able to do in order to demonstrate cumulative progress indicators, they can focus instruction and assessment on essential learning and appropriate levels of understanding. For example, a team of 4th-grade teachers studies the 3rd- and 5th-grade progress indicators to identify prior and future student learning. With this knowledge, the teachers can identify key learning to emphasize in the 4th grade curriculum to ensure students are ready to learn and demonstrate the 5th-grade progress indicators.

Within each content area, the team identifies a specific standard and develops a descriptive statement of the focus, content, and levels of student understanding. For each strand within that standard, team members identify progress indicators for the grade level below and the grade level above their own. They also identify the content and skills identified within the strands for their own grade level.

READING STANDARDS: FOUNDATIONAL SKILLS			
STRANDS	3RD GRADE	5TH GRADE	4TH GRADE
Phonics and word recognition	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words.	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (such as roots and suffixes) to read unfamiliar multisyllabic words in context and out of context.	
Fluency			

Source: Killion, J. (2006). *Collaborative professional learning in school and beyond: A tool kit for New Jersey educators*, Oxford, OH: NSDC and the New Jersey Department of Education.

PEER OBSERVATION

2+ HOURS PER OBSERVATION

Peer coaching gives teachers the opportunity to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action; learn a new model of instruction; or analyze classroom processes and procedures.

Peer observation is one of the most authentic strategies of differentiated, job-embedded professional learning. More than a casual visit to a colleague's classroom, peer observation involves developing a specific purpose for the observation, creating and following norms during observation, debriefing, and observer reflection.

1. Develop the specific purpose for the observation. For example, if a teacher wants to learn more about the inquiry process in science, the teacher will focus on those aspects during the lesson even though student management routines and the student library also might be of interest. A purpose focuses the observation.
2. Select the teacher who will be observed. Visiting a teacher in a different school may be the best strategy in order to help the teacher concentrate attention on the purpose for the observation. Most teachers know their colleagues well, and familiarity can interfere with an authentic view of instruction.
3. Be sure the observed teacher has a clear understanding of the purpose of the observation. The teacher may need to prepare students for the experience and identify what to expect. Those involved should be clear about teacher and student confidentiality, including ensuring that the observed teacher is not criticized or publicly critiqued.
4. The visiting teacher takes notes, including the lesson purpose, what the teacher is doing, what students are doing, questions the lesson raised, and next steps for the observer.
5. After the observation, the visiting teacher debriefs and reflects on the experience. The debrief might occur with the principal, an instructional coach, or learning team members. The visiting teacher should at least write a reflection on what he or she saw and how those strategies might be used in his or her own classroom. The visiting teacher might also reflect on how it felt to visit another teacher.
6. The visiting teacher develops a specific plan for how to use the observed strategies within his or her classroom. The plan might focus on specific strategies rather than a new instructional model. For example, the visiting teacher might have observed how the teacher reminded students about the norms for working in learning groups. The teacher might focus on that aspect rather than trying to do an inquiry lesson.
7. When the teacher implements a new strategy, he or she reflects on its use — what worked, what didn't work, and what might need to be revised to improve student learning.

Source: Lock, K. (2006, October). Dear colleague, please come for a visit. *Teachers Teaching Teachers*, 2(2), 1-5.



<p>STANDARDS IN PRACTICE</p> <p>Developed by The Education Trust, this process is a quality control tool for analyzing and improving instructional quality. The process involves examining teachers' assignments, student work, and the relevant standard or set of standards. A coach facilitates the process.</p> <ol style="list-style-type: none"> 1. One teacher volunteers to provide a set of student work and a description of the assignment. 2. Team members complete the assignment in order to experience the student task. 3. Team members identify the national standards that align with the assignment. Identifying the standards also can help members become more familiar with the standards language and organization. 4. Without looking at the students' work, the team constructs a scoring guide (rubric) for this assignment using a 4-point scale in which 4 describes the ideal and 1 describes minimal effort. For example, work worthy of a 4 includes words denoting quality — <i>colorfully portrays, convincing argument, powerful voice</i>. 5. The team uses the scoring guide to assess the student work. Group members comment on the student work rather than the students who created the work. 6. The team summarizes what happened during the session and develops a plan of action. <p>Source: Mitchell, R. (1999, Summer). Examining student work. <i>Journal of Staff Development</i>, 20(3), 32-33.</p>	<p>90-120 MINUTES</p>
<p>SUCCESS ANALYSIS</p> <p>This protocol helps the group identify successful elements of an assignment, lesson, assessment, meeting, workshop, or collaborative group process. Emphasizing the positive aspects of educators' work is important, especially when their work is in the midst of change.</p> <p>A timekeeper and facilitator are needed so the protocol moves quickly. To save time, ask each member to write a short description of a success they have had and bring it to the team meeting. They should note what aspects of activity made it successful and how was it different from similar experiences. This step can take time because teachers often are not comfortable identifying their successes. Groups of three to eight are best.</p> <ol style="list-style-type: none"> 1. The first presenter describes his or her success in as much detail as possible. (5 min.) 2. The group asks clarifying questions about the success to better understand it. (3-5 min.) 3. The presenter reflects on the success while group members listen. The facilitator can probe to help the presenter uncover what made the experience successful. (5 min.) 4. Group members discuss what they heard in the presenter's reflection, offer insights, and share what they learned. The presenter remains silent and takes notes. (10 min.) 5. The presenter reflects on the comments, insights, and analyses, emphasizing what he or she has learned. (5 min.) 6. The process continues with another member serving as the presenter and completing steps 2-5. 7. After all the presenters have completed the protocol, the team discusses the use of the protocol and identifies what worked well, what caused confusion, how the process could be improved. <p>Source: National School Reform Faculty, www.nsrffharmony.org.</p>	<p>30 MINUTES PER PERSON</p>



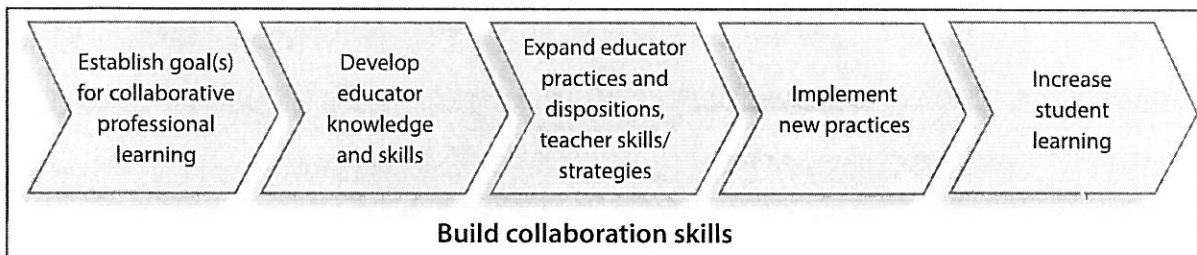
<p>THREE LEVELS OF TEXT</p> <p>This protocol helps participants construct meaning collaboratively by expanding thinking about and clarifying a specific text, podcast, videotape, article, or reading using increasingly specific descriptions.</p> <p>The ideal group size is six to 10 people.</p> <ol style="list-style-type: none"> 1. Use a facilitator. Appointing a note-taker also is helpful. 2. Take turns identifying a specific sentence you thought was significant from the designated material. 3. Next, take turns sharing a phrase you thought was significant. 4. Finally, share a significant word. 5. As a group, discuss what you learned about the text from this process. Identify new insights from the text or information studied. <p>Source: National Staff Development Council. (2009, February/March). <i>Tools for Schools</i>, 6(4), 1-5.</p>	<p>20-45 MINUTES</p>
<p>TUNING PROTOCOL</p> <p>The tuning protocol, developed by the Coalition of Essential Schools, was designed to give teachers feedback on authentic assessments or student work. It also can provide feedback on school- or team-based professional learning plans.</p> <ol style="list-style-type: none"> 1. Designate a facilitator to keep track of time and ensure the feedback aligns with the focusing question. 2. One person presents materials for review and a focusing question about that material for the group to consider. The presentation includes context, background, and learning situation. (15 min.) 3. Group members ask clarifying questions, such as, "What happened before X?" (5 min.) 4. Group members write their individual responses to the situation and the focusing question. (5 min.) 5. The presenter is quiet, allowing participants to talk to one another rather than to the presenter. (15 min.) 6. The presenter talks about what she or he heard in the discussion, about suggestions and clarifications. Group members are silent and take notes. (15 min.) 7. The presenter and participants discuss the content and process of the protocol. (5 min.) <p>Source: Easton, L. (2001, February/March). Tuning protocol. <i>Tools for Schools</i>, 4(4), 3.</p>	<p>1 HOUR</p>

Learning designs note-taking form

LEARNING DESIGN	DESCRIPTIONS AND USES
Action research	
Author's assumptions	
Co-teaching	
Collaborative assessment conference	
Common assessment planning tool	
Descriptive review	
Lesson study	
Peeling a standard	
Peer observation	
Say Something protocol	
Standards in practice	
Success analysis	
Three levels of text	
Tuning protocol	
Wagon wheel	

Theory of change

THEORY OF CHANGE FOR COLLABORATIVE PROFESSIONAL LEARNING TEAMS



Source: Adapted from Desimone, L. (2009, April). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199.

The Common Core State Standards require instructional changes that necessitate new learning. Transferring learning into practice in schools and classrooms requires different, intentional, and sometimes sequential professional learning processes. Throughout the process, the focus of professional learning is ensuring that educators know how to implement the standards, how to assess what students know, and how to improve instruction so that every student succeeds. As educators develop the knowledge, skills, practices, and dispositions to help students succeed, they simultaneously are learning how to collaborate more effectively and efficiently to take collective responsibility for student achievement.

Their collaborative work follows a simple theory of change. First, educators establish professional learning goals using data about their own performance, student achievement, and system operations. Goals include both implementation and student achievement, not just learning new concepts. Once goals are set, educators engage in professional learning to acquire the necessary knowledge and skills. Next, educators engage in professional learning to refine their practices and dispositions to implement what they are learning. As they apply the newly acquired or refined practices,

they seek opportunities for additional professional learning through coaching, peer feedback, collaborative work, reflection, or other collegial support to strengthen their work over time. Ongoing analysis of their practice and student achievement provides educators with the data to inform additional professional learning and assess their progress toward their professional learning goals.

This process, which logically would seem to be linear, is not linear in practice. The theory

of change is a map for using professional learning to increase educator effectiveness and student achievement. The map, however, does not define the learning designs used in each strategy. Selecting appropriate learning designs requires understanding the learners' characteristics, the goals of the professional learning, and the conditions in which the learning occurs. Knowing about various learning designs facilitates the decision-making process.



UNIT 4

Introduction to the Standards for Professional Learning



Standards for Professional Learning self-assessment

Rate how your current professional learning aligns with the Standards for Professional Learning by marking the box that best represents your view. Make a note about the evidence that informs your rating.

	1 Low	2	3	4 High	Evidence
LEARNING COMMUNITIES					
• Engage in continuous improvement					
• Develop collective responsibility					
• Create alignment and accountability					
LEADERSHIP					
• Develop capacity for learning and leading					
• Advocate for professional learning					
• Create support systems and structures					
RESOURCES					
• Prioritize human, fiscal, material, technology, and time resources					
• Monitor resources					
• Coordinate resources					



	1 Low	2	3	4 High	Evidence
DATA					
• Analyze student, educator, and system data					
• Assess progress					
• Evaluate professional learning					
LEARNING DESIGNS					
• Apply learning theories, research and models					
• Select learning designs					
• Promote active engagement					
IMPLEMENTATION					
• Apply change research					
• Sustain implementation					
• Provide constructive feedback					
OUTCOMES					
• Meet performance standards					
• Address learning outcomes					
• Build coherence					



Strengths and weaknesses

STRENGTHS
WEAKNESSES

What does this mean for you and your work?
How do you continue to develop your areas of strength?
What is one strategy you are taking away to address an area of growth?