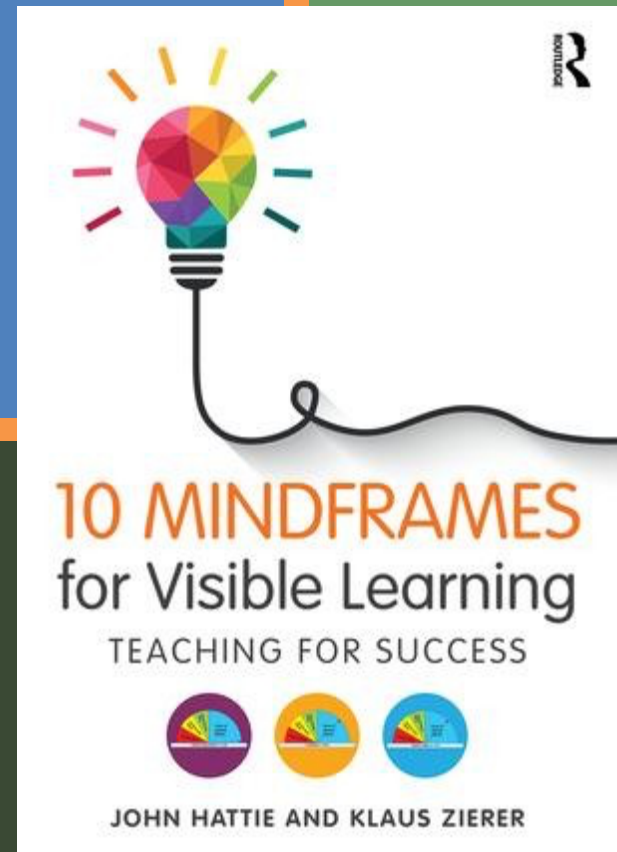


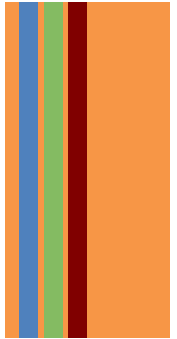
Leading to Focus Thinking on Practices That Matter



Wireless Password:
Psalm16:11

*Key Leaders Network
Meeting 3, January 2020*

+ Who are we?

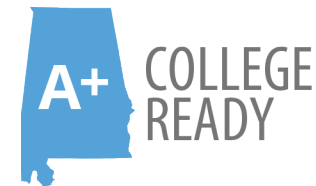


A+ Education Partnership promotes policies and investments in what works through both advocacy and our programs focusing on:

- Research-based practices
- Professional development
- High academic standards
- Innovation in schools



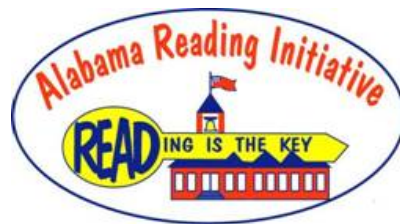
A program of A+ Education Partnership, the Alabama Best Practices Center is designed to support Alabama's teachers, principals, superintendents, and other leaders with cutting-edge professional development through statewide networks.



A program of A+ Education Partnership, A+ College Ready partners with middle and high schools to create cultures of high expectations for all students, teachers and administrators by increasing access to Advanced Placement courses and teacher training on implementing rigorous standards in grades 6-12.

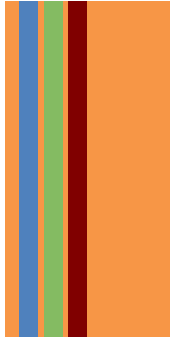


Partners with the Alabama State Department of Education Initiatives





Follow and Tag us on Social Media!



@al_bpc and @aplusala **#ALPartners**



Alabama Best Practices Center
and
A+ Education Partnership



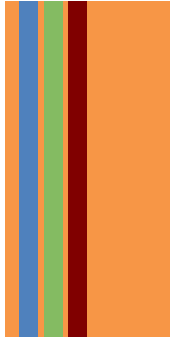
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ESSENTIAL
QUESTION

*How can our way of thinking about
teaching and learning impact
student learning and achievement?*

Learning Targets



1. Deepen knowledge of my selected mindframe through dialogue with colleagues in my study group.
2. Develop a theory of action related to my selected mindframe in concert with others in my study group.
3. Broaden my knowledge of two additional mindframes and begin to make connections between and among these identified ways of thinking.

Session Learning Targets



4. Decide upon a mindframe for study prior to KLN Meeting 4.
5. Make connections across our network by identifying common priorities, challenges, and aspirations.



Rationale for the 10 Mindframes



“The distinguishing features of these mindframes is that it is also *possible to cite empirical evidence demonstrating that successful teachers behave the way they do on account of their mindframes.* **It is more about *how they think about what they do that matters most, how they understand their impact, and their search for feedback to improve the positive impact they have on their students.*** In this way, mindframes can become visible. Thus, expert teachers have answers not only to the question of what they are doing but also to the questions of how and why they are doing what they are doing.”—p. xv, 10
Mindframes for Visible Learning



Question: How might you enhance teacher understanding and use of identified best practices through intentional focus on these mindframes?

Priorities, Challenges, and Aspirations

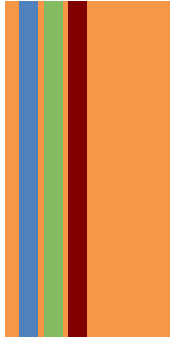


What? *Reflecting and Connecting with Role-Alike Colleagues*

Why? Review prior learning about mindframes and exchange views with colleagues about their potential.

How? Begin with collaborative reflection and dialogue in your district team. Move to conversations with role-alikes to gain insights from others.

+ Focus for Today's Learning

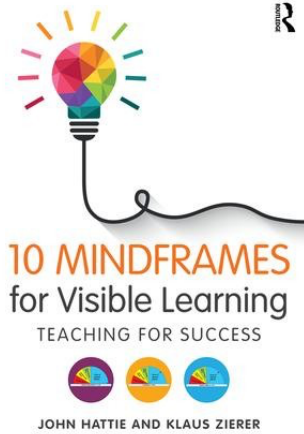


Mindframe 7: *I engage as much in dialogue as in monologue.*

Mindframe 8: *I explicitly inform students what successful impact looks like from the outset.*

Mindframe 9: *I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others.*

Making Connections



What?

Elevator Speeches

Why?

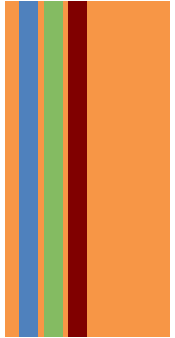
Preview the three mindframes that will be focus areas for today's learning.

How?

Review notes from your homework related to this task. Connect with someone who focused on the same mindframe as you to share and compare your speeches. When directed, find a colleague who selected a different mindframe. Exchange speeches. When indicated, find a 3rd partner with a different mindframe.



Find Partners ...



Three Rounds

- **Round One:** Find someone who shares your selected mindframe.
- **Round Two:** Find someone who has a different mindframe.
- **Round Three:** Find someone who has a different mindframe.

How You Find Others

Mindframe 7— Pink Card

Mindframe 8 — Blue Card

Mindframe 9 — Green Card

Please don't write on your card so we can use it with the other KLN groups! Thank you!

+ Forming Study Groups



Mindframe 7: *I engage as much in dialogue as in monologue.*

Mindframe 8: *I explicitly inform students what successful impact looks like from the outset.*

Mindframe 9: *I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others.*

+ Organizing Your Task Team



- Taking your book and all materials with you, move to the area designated for your mindframe.
- Join others to create table teams of six. Try NOT to sit with colleagues from your district.
- Turn to p. 5 in your learning packet and designate individuals to assume each stipulated role.
- Review the norms and talk briefly about how they can assist you in forming a functional work group.

Deepening Learning: Study Group Explorations



What? *Anatomy of Our Selected Chapter*

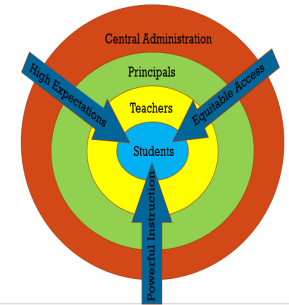
Why? Collaboratively review your chapter to ensure a shared understanding of key ideas and resources. Think about how to use chapter contents to transfer learning to others.

How? Follow the directions of your facilitator and those on p. 6 of the learning packet.

Allocated Time: 30 minutes

Compare your team's work product to others in your Mindframe Study Group.

Deepening Learning: Study Group Explorations

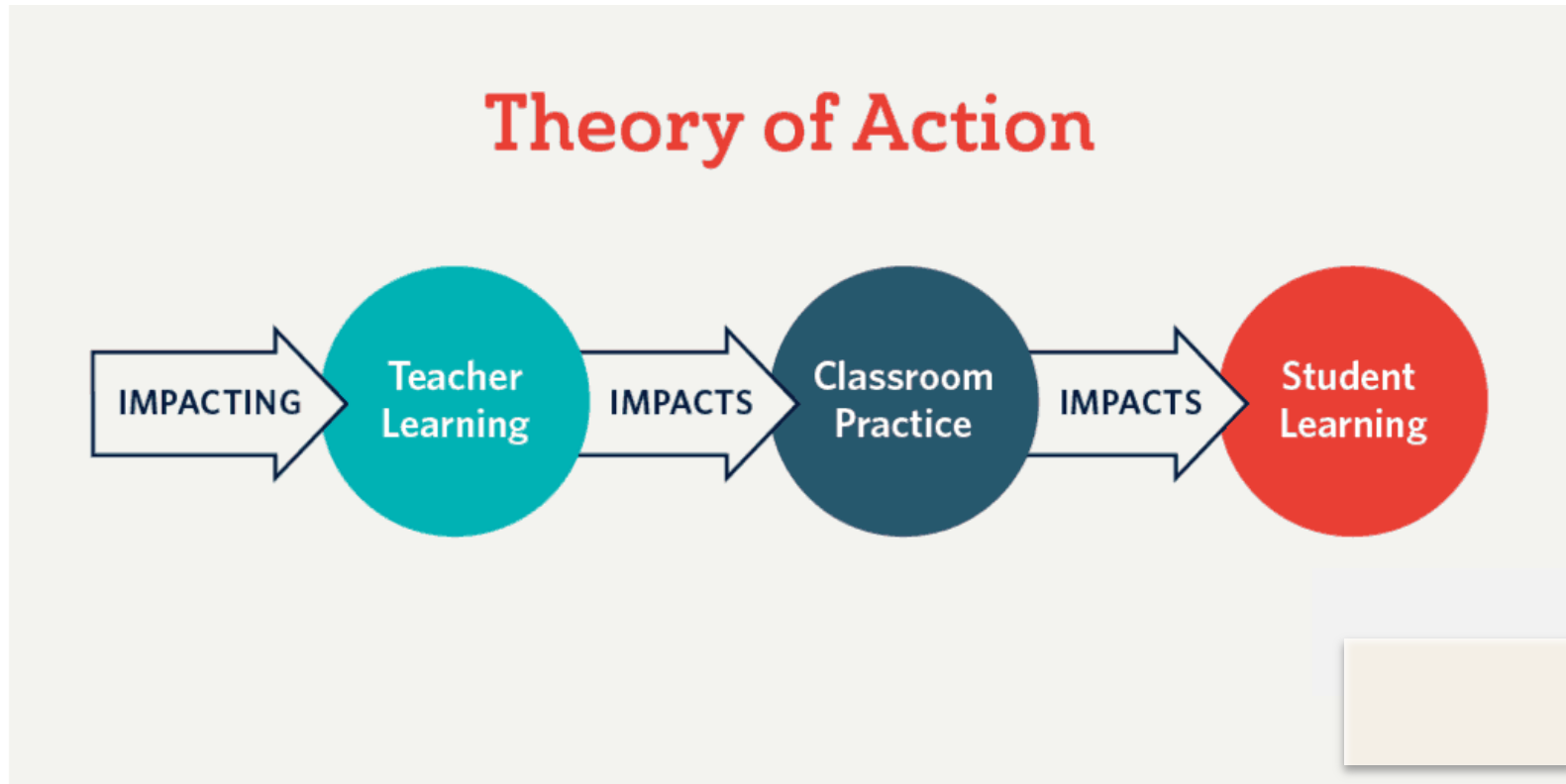
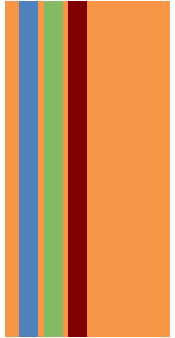


What? *Develop a Theory of Action*

Why? Establish cause and effect relationships between leader and teacher actions and positive outcomes for students.

How? Engage in the series of tasks outlined on pp. 7-8 in the learning packet.

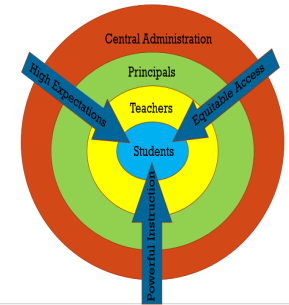
+ The End Game: A Theory of Action Related to Your Mindframe





What is a Theory of Action?

- Establishes a relationship between the actions of educators and outcomes for students.
- Attempts to create a chain of cause-and-effect relationships (i.e., from district to school to classroom.)
- Relies upon research findings about variables impacting student achievement.
- Can serve as a tool for strategic thinking and planning.



Deepening Learning: Study Group Explorations: *Establishing Cause and Effect Relationships*

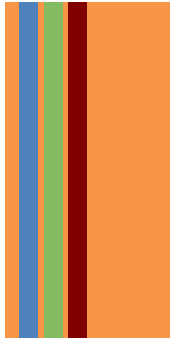


What? *Part I: Identifying teacher actions and behaviors and key results for students*

Why? Determine the what (teaching practices) and the why (student outcomes) associated with your selected mindframe.

How? Divide table team into two small groups, assigning one group the responsibility for scanning the chapter to identify teacher actions. The other group should key in on specific results for students. Record findings on sticky notes, using concise wording and writing legibly. Follow instructions to share with the other team at your table. (Instructions in #2 and #3 on p. 7)

+ Use the Correct Color of Sticky Note for Your Selected Focus Area



- For Student Outcomes...Use Yellow
- For Teacher Behaviors...Use Blue
- For School-based Administrator Behaviors...Use Green
- For District-based Administrator Behaviors...Use Orange

Deepening Learning: Study Group

Explorations: *Establishing Cause and Effect Relationships*



What?

Part II: Speculating about school administrator and district leader actions that nurture and enable teacher actions and student outcomes

Why?

Reflect together on what leaders who are committed to your assigned mindframe can do to promote desired outcomes.

How?

Following instructions in #4 on page 7, each small group talks about how their level of leadership might promote the teacher and student behaviors your team generated. Again, record findings on sticky notes, using concise wording and writing legibly. Follow instructions to share with the other team at your table.

MIND FRAME

*I engage as much in dialogue as
in monologue.*

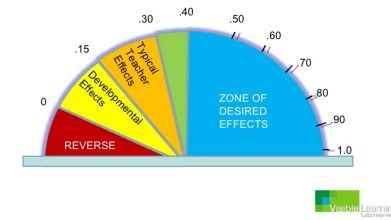


*I engage
as much in dialogue
as in monologue.*



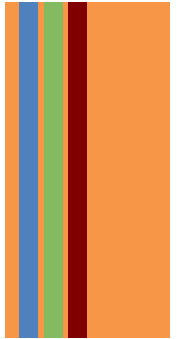
“The mindframe of this chapter involves teachers getting the balance right between their talking and explaining and listening and privileging student discussion.” — p. 101, *10 Mindframes for Visible Learning*

$d = 0.82$ Effect Size of Classroom Discussion on Student Achievement

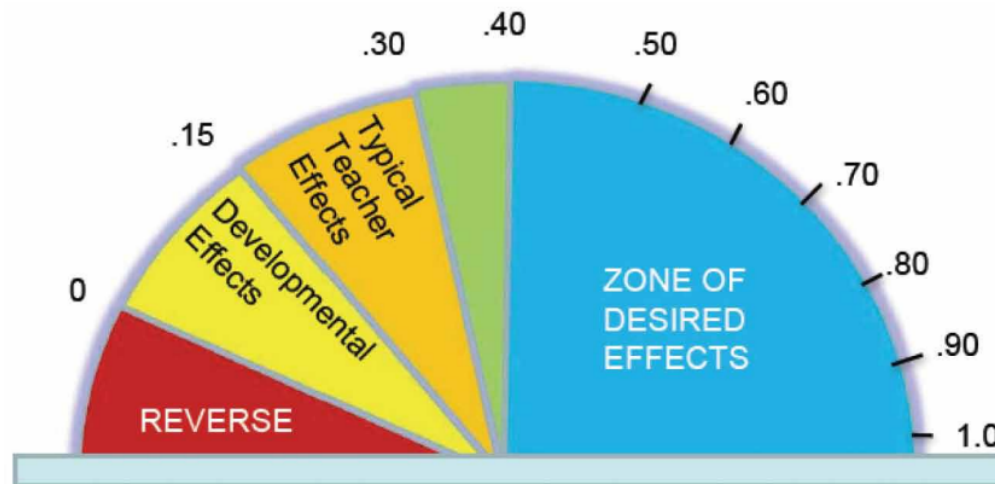


“Classrooms are dominated by teacher talk, and one of the themes of *Visible Learning* is that proportion of [teacher] talk to listening needs to change to far less talk and much more listening.” (Hattie, 2012, *Visible Learning for Teachers*, p. 72)

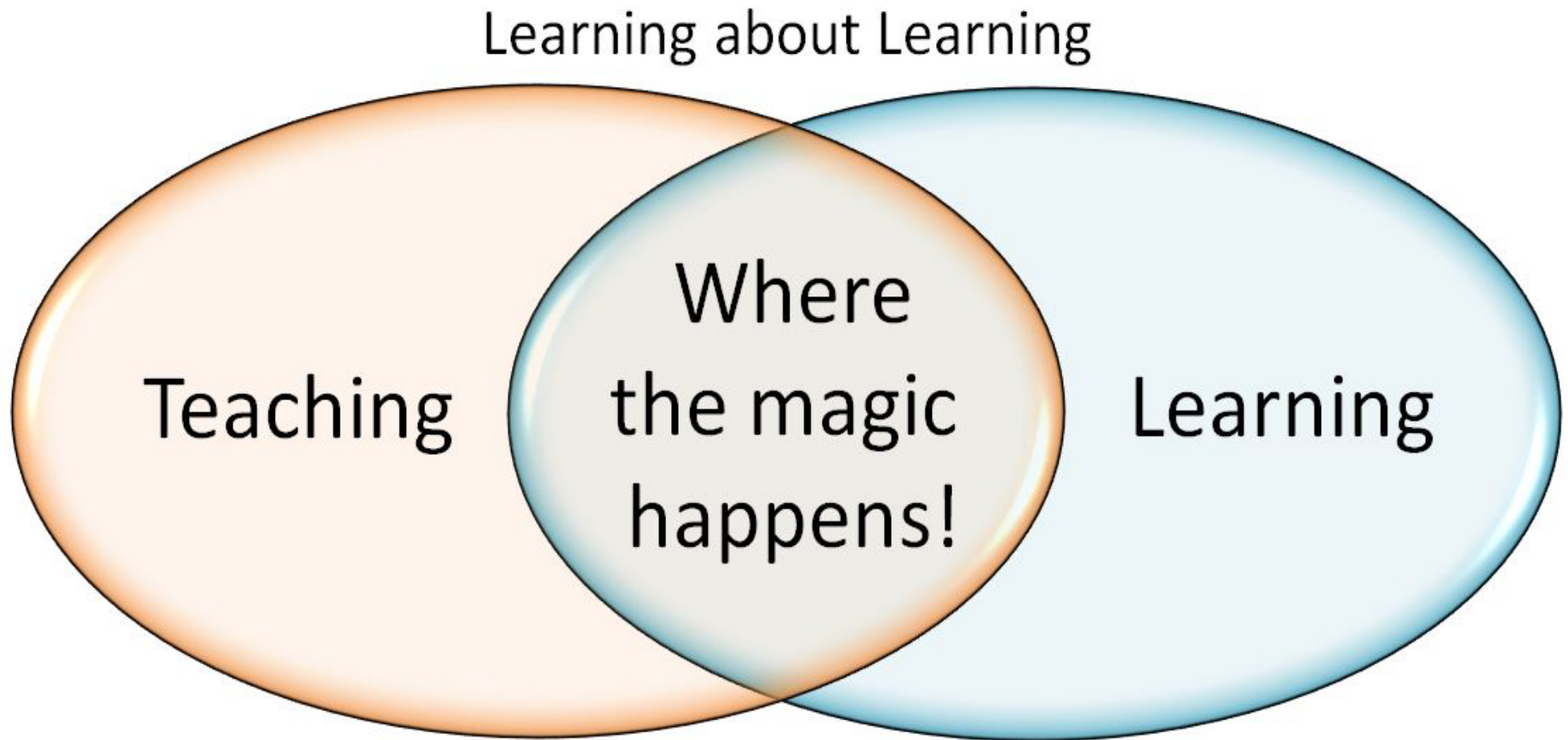
+ Factors Associated with *“I see assessment as informing my impact and next steps.”*



- Classroom Discussion ($d = 0.82$)
 - Peer Tutoring ($d = 0.55$)
- Small-group Learning ($d = .49$)

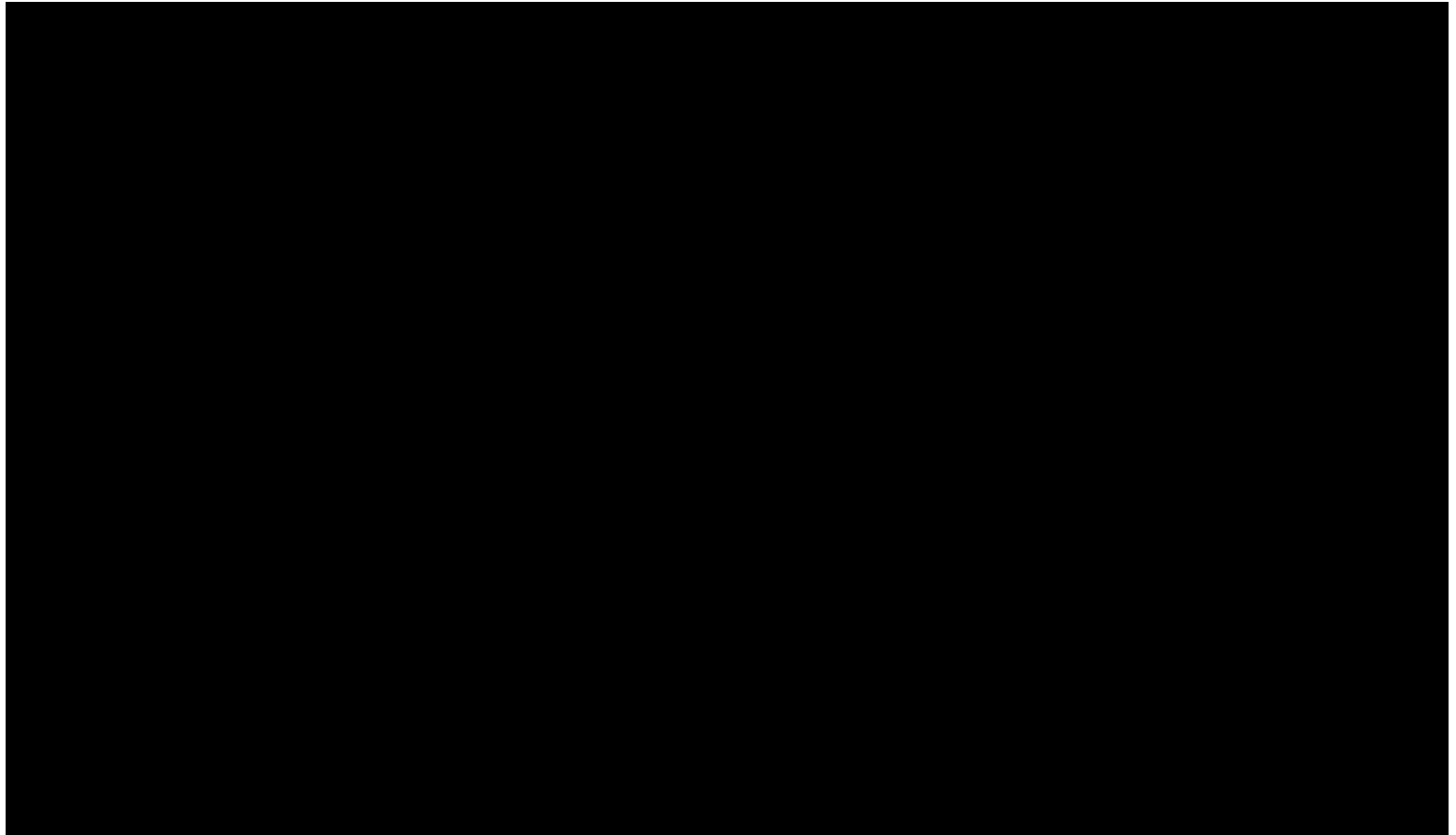
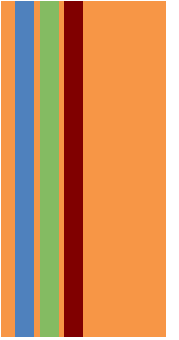


“The biggest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers.”—J. Hattie



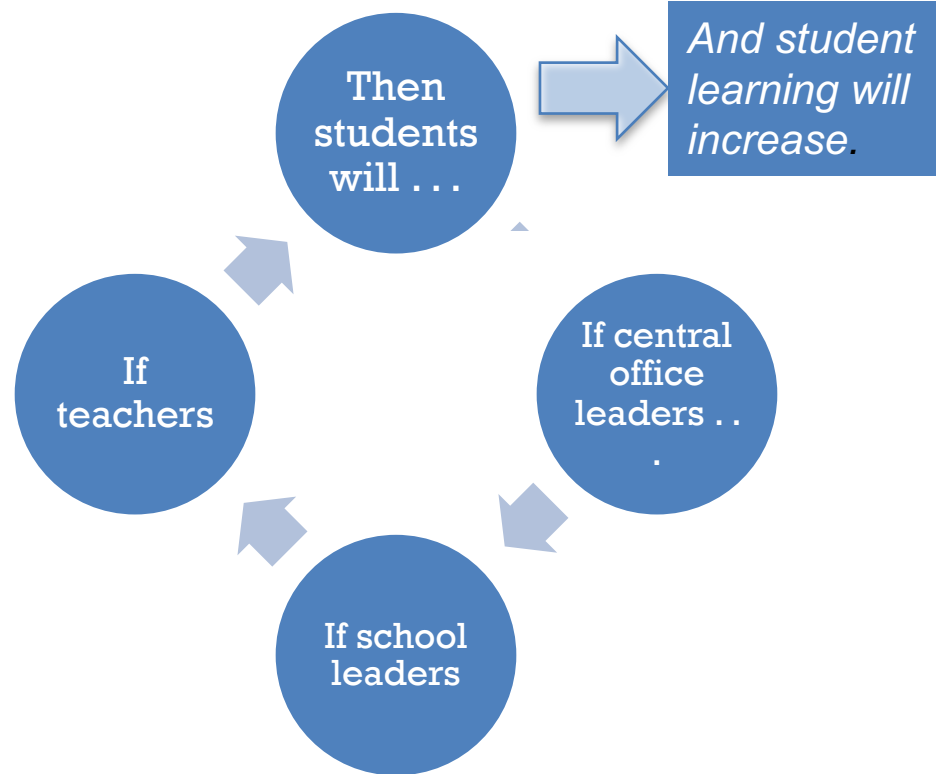
David Truss <http://pairadimes.davidtruss.com/learning-about-learning/>

+ *A portrait of student dialogue where a teacher has created a safe culture and developed the student skills.*



How Can Educators at All Levels Contribute to Increased Opportunities for Students to Engage In Dialogue?

- Turn to p. 9 of your learning packet.
- Taking this resource and a pen with you, move with your team to the indicated wall chart.
- Listen to colleagues present a component of the theory of action.
- Jot down key ideas.
- Move to the next station.



Expert Overview of Chapter 7: *I engage in dialogue as much as monologue.*



What? *Team Reflection and Planning*

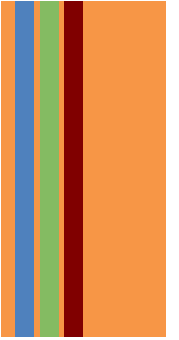
Why? Collaboratively consider how you might use resources within this chapter to transfer today's learning to colleagues back in your home district.

How? Experts on Mindframe 7 share key features of this chapter as district team members listen and interact to identify what and how they might share with colleagues back home.

MIND FRAME

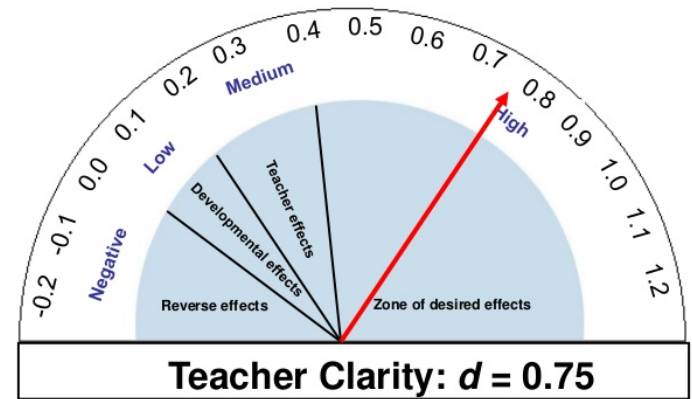
*I explicitly inform students
what successful impact looks
like from the outset.*

+ *I explicitly inform students what successful impact looks like from the outset.*



“The mindframe of this chapter involves teachers getting the balance right between their talking and explaining and listening and privileging student discussion.” — p. 101, *10 Mindframes for Visible Learning*

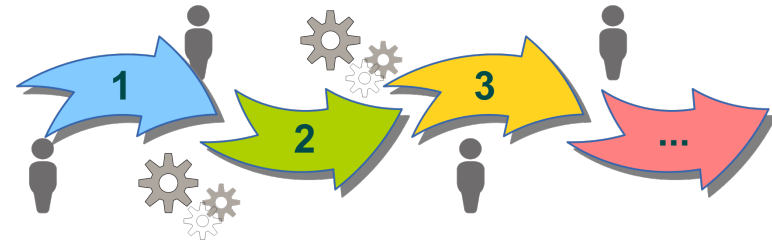
$d = 0.75$ Effect Size of Classroom on Student Achievement



Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.

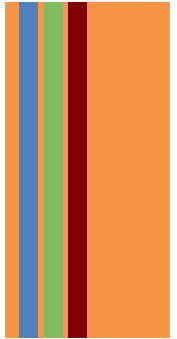
“Teacher Clarity is a research-based process for narrowing and focusing activities, cutting away aspects of instruction that don’t help learning by identifying the most critical parts of instruction: **learning targets, success criteria, and learning progressions.**” (Downloaded from <https://us.corwin.com/en-us/nam/what-is-teacher-clarity>, 1/1/20)

Process for Developing Clarity for Learning

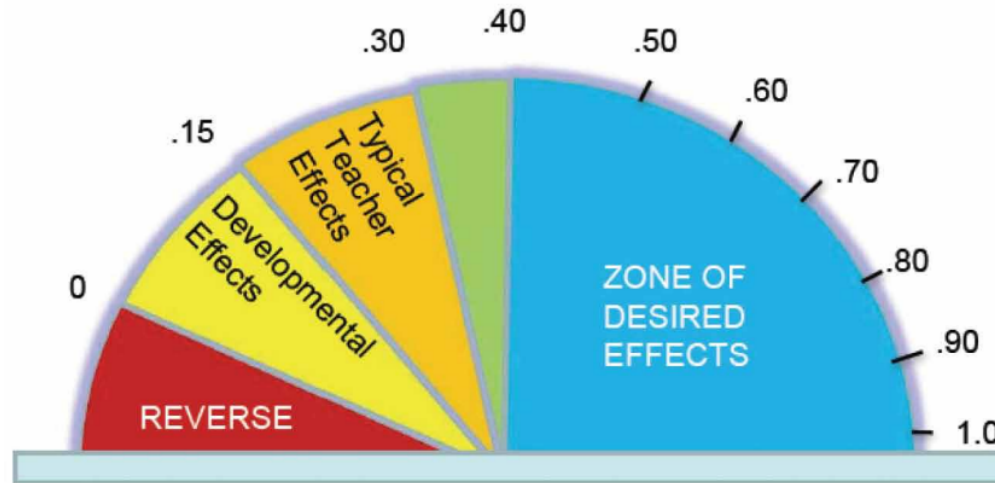


- Define and describe learning intentions and success criteria
- Apply the process to a single standard
- Break a learning intention into learning progressions
- Continue the process with multiple standards within a unit of study
- Co-construct success criteria
- Transfer ownership of learning by partnering with students

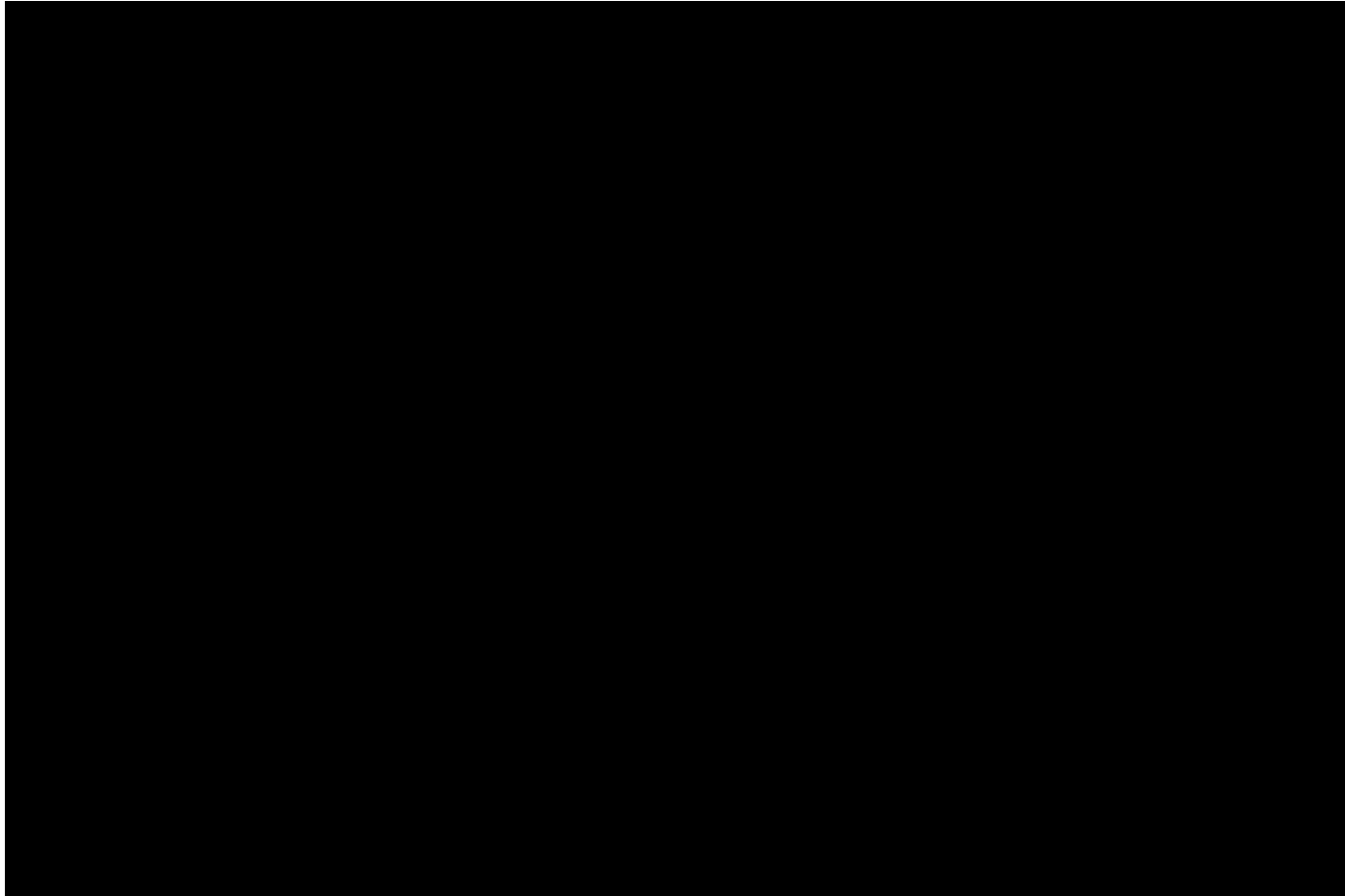
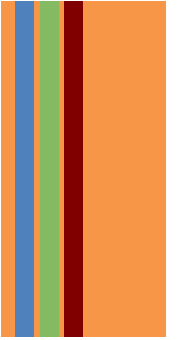
+ Other Factors Associated with *1 explicitly inform students what successful impact looks like from the outset.*



- Worked Examples ($d = 0.57$)
- Mastery Learning ($d = 0.58$)

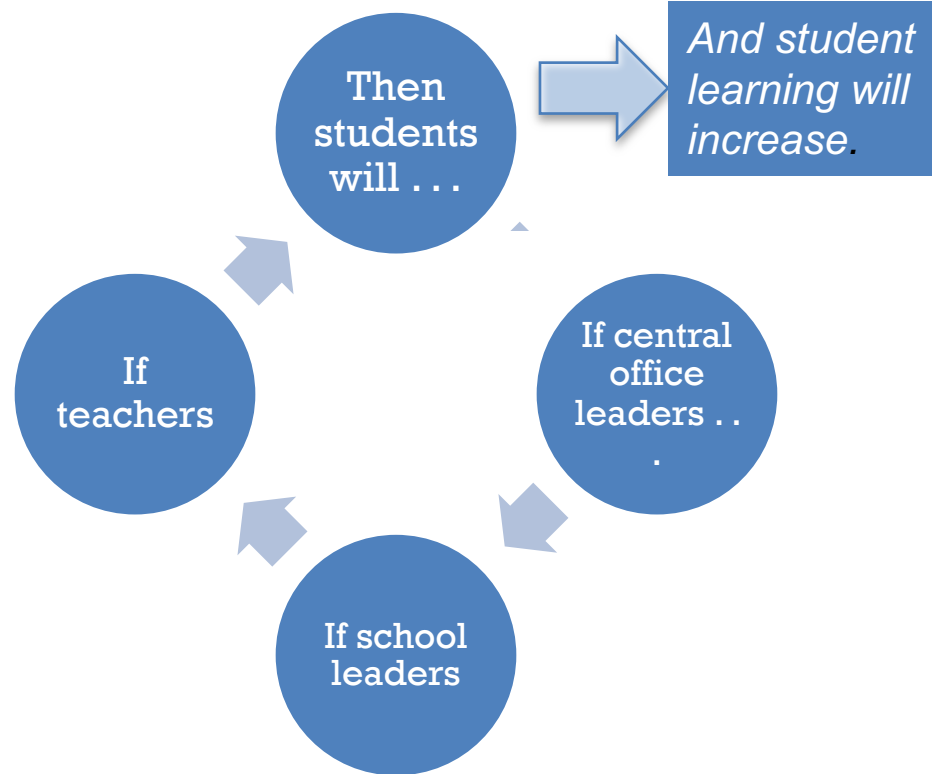


+ *How can teachers provide students with an understanding of what is expected?*

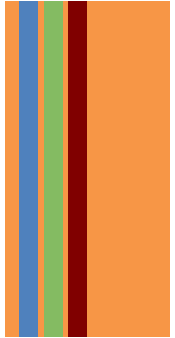


How can educators at all levels increase the likelihood that *students will understand what successful impact looks like from the outset.*

- Turn to p. 11 of your learning packet.
- Taking this resource and a pen with you, move with your team to the indicated wall chart.
- Listen to colleagues present a component of the theory of action.
- Jot down key ideas.
- Move to the next station.



Expert Overview of Chapter 8: *I explicitly inform students what successful impact looks like from the outset.*



What? *Team Reflection and Planning*

Why? Collaboratively consider how you might use resources within this chapter to transfer today's learning to colleagues back in your home district.

How? Experts on Mindframe 8 share key features of this chapter as district team members listen and interact to identify what and how they might share with colleagues back home.

MIND FRAME

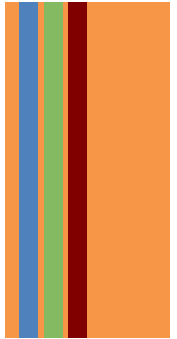
I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others.

+ *I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others.*

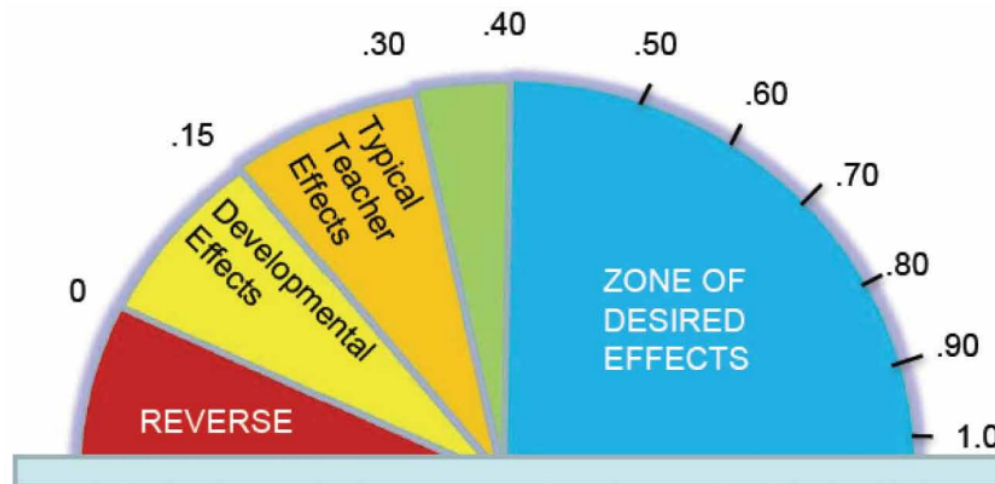


It's not just about positive relationships, but more importantly, it is about relationships that help create a safe, risk-free environment for learning.

+ Factors Associated with *1 build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others.*

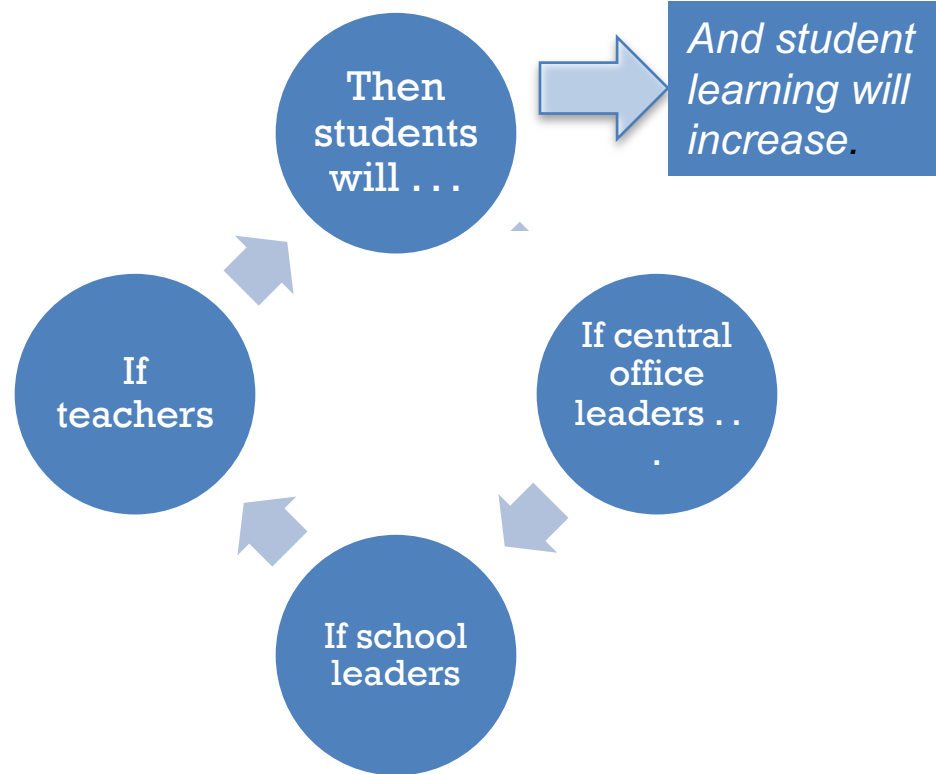


- Teacher Expectations ($d = 0.43$)
- Teacher-student Relationships ($d = 0.72$)
- Reducing Anxiety ($d = 0.40$)



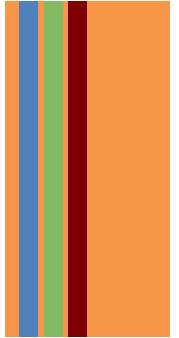
How can educators at all levels increase the likelihood that learning will occur in a place where it is safe to make mistakes and learn from others.

- Turn to p. 13 of your learning packet.
- Taking this resource and a pen with you, move with your team to the indicated wall chart.
- Listen to colleagues present a component of the theory of action.
- Jot down key ideas.
- Move to the next station.



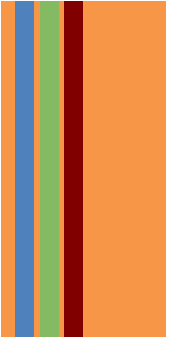


John Hattie Speaks About The Impact of Relationships on Learning



- <https://www.youtube.com/watch?v=UJyEXZulgMQ\>
- Begin at 48:18-51:20

Expert Overview of Chapter 9: *I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others.*



What? *Team Reflection and Planning*

Why? Collaboratively consider how you might use resources within this chapter to transfer today's learning to colleagues back in your home district.

How? Experts on Mindframe 9 share key features of this chapter as district team members listen and interact to identify what and how they might share with colleagues back home.

Overview of 3 Mindframes to be Explored During KLN Meeting 4



Which one will you choose as your focus for deeper learning?



Three Mindframes Related to Impact



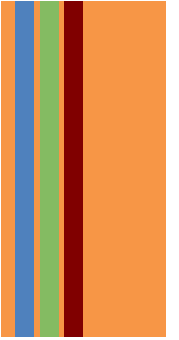
Mindframe 10: *I focus on learning and the language of learning. (Chap. 10)*

Mindframe 4: *I am a change agent and believe all students can improve. (Chap. 4)*

Mindframe 5: *I strive for challenge and not merely doing your best. (Chap. 5)*



District Team Choice



- Either select one mindframe on which all of your team members will focus,
- Or decide to “divide and conquer” and have team members investigate different mindframes.



Mindframe 10: I focus on learning and the language of learning.



- Student strengths and weaknesses
 - Prior knowledge

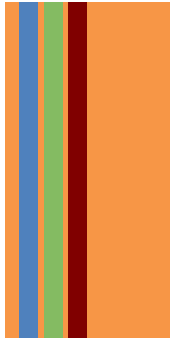


Mindframe 4: I am a change agent and believe all students can improve. (Chap. 4)



"Learning has a lot to do with perspectives—particularly on the perspective of the teacher and its impact on the learner's motivation, the perspective of the parents and its impact on the learner's confidence, the perspective of the peers and their impact on learner's engagement, and the perspective of the learners themselves and its impact on their ability to see themselves as consumers or producers of their own learning. If the student is not learning it is because we have not yet found the strategy to make learning happen."—p. 40, *10 Mindframes*

+ **Mindframe 5: *I strive for challenge and not merely “doing your best.”***
(Chap. 5)



- “Learning needs to be challenging, and it is the main job of the teachers to see to this and at the same time to ensure that the level of challenge is neither too high nor too boring.” — p. 60, *10 Mindframes*

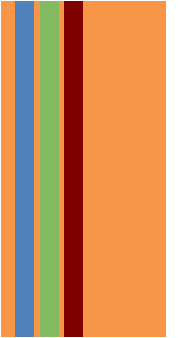


Possible Criteria for Choice



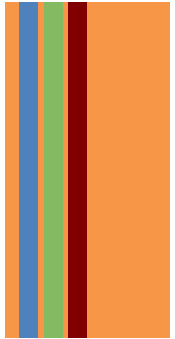
- Take a few minutes to peruse the different chapters and decide which one(s) you want to explore as a team.
- Please indicate your individual choices on the sheet provided and provide to your session facilitators.

Preparation for Study Group Exploration



- Making meaning
- Relating to your school/ district and to your leadership role
- Collecting data for study group exploration

District Team Preparation for KLN Meeting 4 Open Space Cross-District Sharing



- Collaboratively prepare to share how you've used this year's KLN learning back home in your district.
- Bring artifacts to the last KLN session, if desired.
- Prepare to share your work and learn from others during our open space learning fair.



“For administrators . . . , we hope this book will serve to make it clear what challenges teachers are faced with and what support they need to be successful. Although the pace of education is doubtlessly the interaction between the learner and the teacher, a respectful attitude and a focus on supporting the implementation of the ten mindframes on the part of administrators can also have an enormous impact.”—
p. xxiii, *10 Mindframes for Visible Learning*