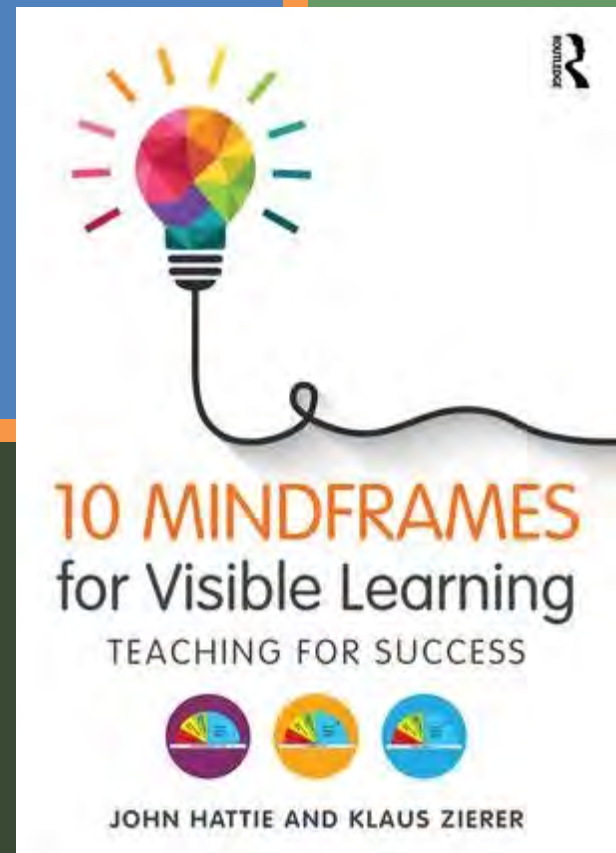
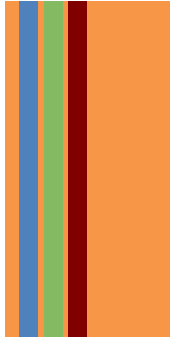


Leading to Focus Thinking on Practices That Matter



*Key Leaders Network
Session 1, August 2019*

+ 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



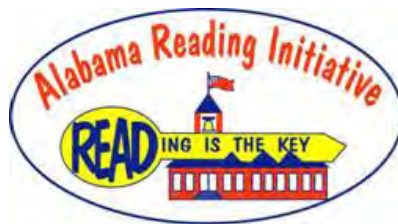
A program of A+ Education Partnership, the Alabama Best Practices Center is designed to support Alabama's teachers, principals, superintendents, and other leaders with cutting-edge professional development through statewide networks.



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.

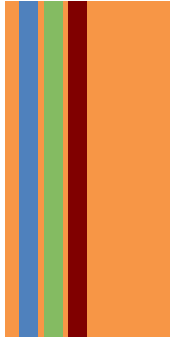


Partners with the Alabama State Department of Education Initiatives





Follow and Tag us on Social Media!



@al_bpc and @aplusala **#ALPartners**



Alabama Best Practices Center
and
A+ Education Partnership



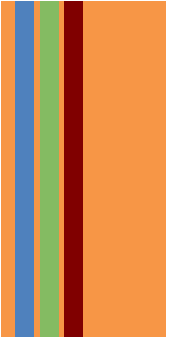
@aplusala



Follow our Blog!
www.bestpracticescenter.org



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Sign up for A+ Education Partnership's weekly news round up, *The Gist!* Keep up with the latest education news AND our weekly blog posts!

Go to aplusala.org/stayinformed



ESSENTIAL
QUESTION

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

Learning Targets



1. Deepen understanding of research behind Hattie's 10 Mindframes.
2. Understand the focus and structure for this year's collaborative learning through the KLN and my role and responsibilities in this learning community.
3. Explore the rationale for Hattie's emphasis on evaluating the impact of our decisions and practices on learners.

Session Learning Targets



4. Select one of the three mindframes to explore prior to the next KLN meeting.
5. Make connections across our network by identifying common priorities, challenges, and aspirations.

Roles and Expectations in Collaborative Teams



What? Designate roles and responsibilities for district team work.

Why? Effective adult and student collaboration relies on participants accepting designated roles and responsibilities.

How? Team members select roles (can double up, if needed). Individually review expectations, identifying one that you believe might be an important district-wide focus for 2019-20.

Who Are We? *Why Are We Here?*



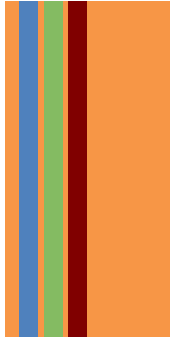
What? *Creating and Sharing District Profiles*

Why? To make connections across our network to better learn from and with one another

How? Engage in dialogue within your district team to complete the template on page 3. Recorder/reporter posts profiles as directed. Engage in a gallery walk with your team to learn about other teams and identify commonalities you have. Use template on p. 3, participate packet, to record connections.



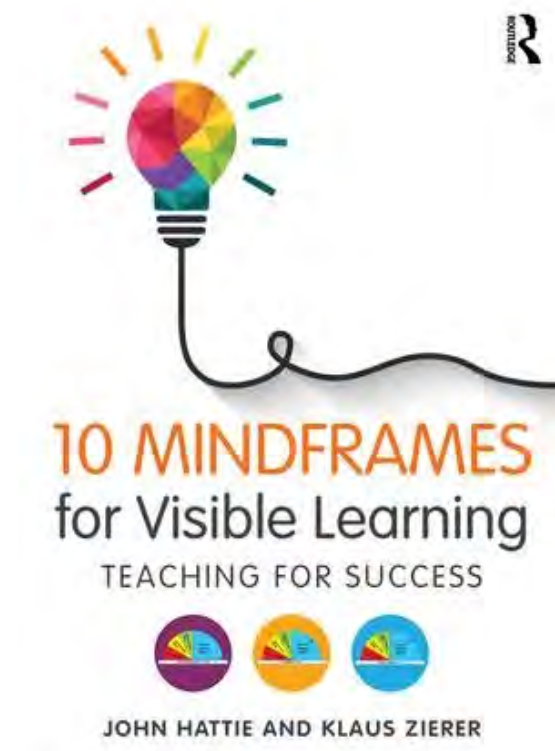
Our Focus for the Year: 10 Big Ideas



How We Think About Our Work

“The argument is that it is more about how teachers think about their tasks. It is more about the why do they do this rather than that in the moment-by-moment decision making in their classrooms (and in their staffrooms.)”—p. xiv, 10
Mindframes for Visible Learning

10 Mindframes for Visible Learning





Say Something



“The distinguishing feature 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 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*

First Reactions: *To What Extent Do You Resonate with This Mindframe?*

What? *Individual Reflection and Rating*

Why? To focus on the ten mindframes and think about the extent to which you are familiar with the thinking and practices associated with each

How? Follow directions to rate each item on p. 5 of the participant packet from two different perspectives.

+ Impact



1. **I am an evaluator of my impact on student learning.**
2. I see assessment as informing my impact.
3. I collaborate with my peers and my students about my conceptions of progress and my impact.

+ Change and Challenge



4. I am a change agent and believe all students can improve.
5. I strive for challenge and not merely “doing your best.”

+ Learning Focus



6. I give and help students understand feedback and I interpret and act on feedback given to me.
7. I engage as much in dialogue as monologue.
8. I explicitly inform students what successful impact looks like from the outset.
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.
10. I focus on learning and the language of learning.

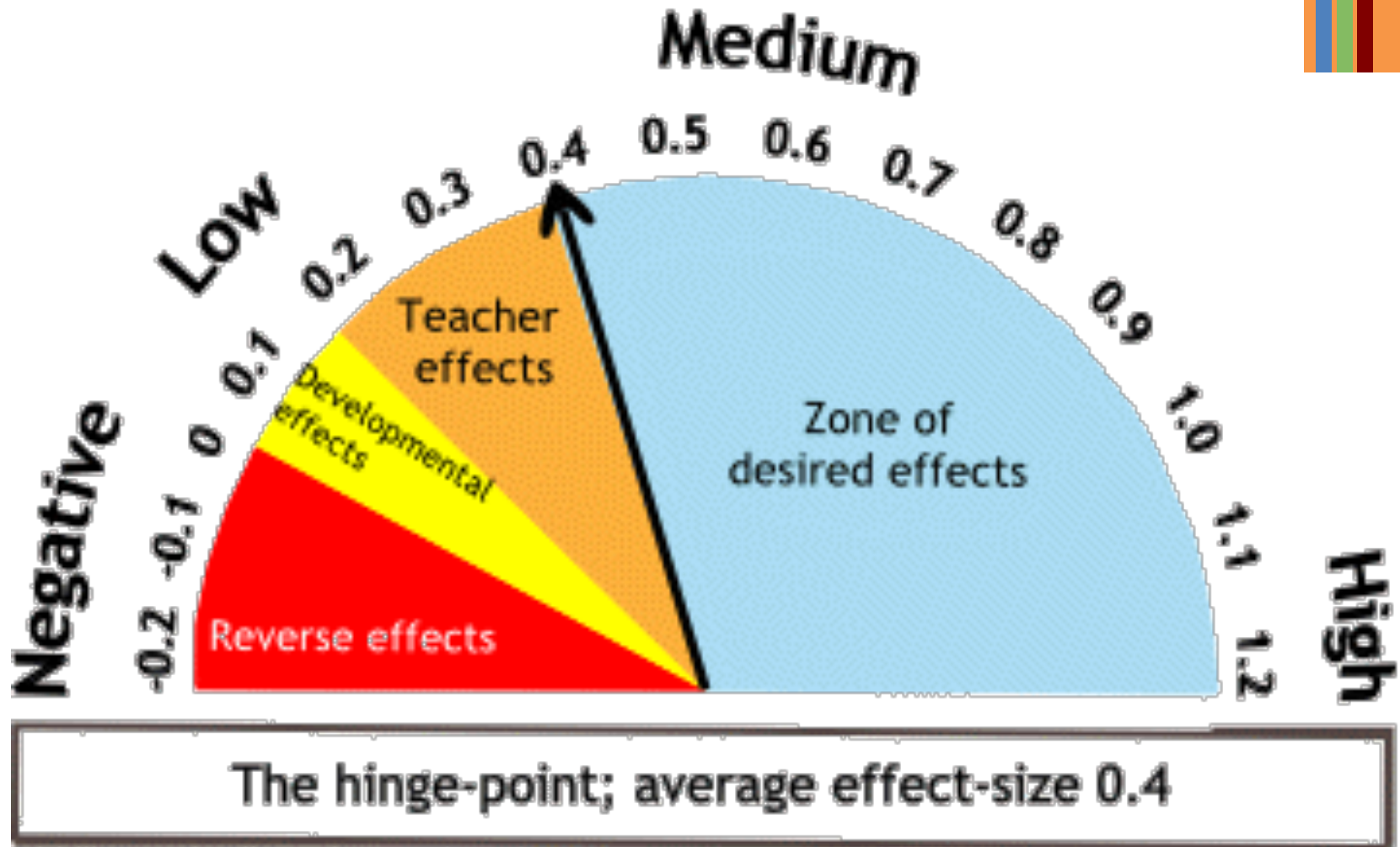


What is visible learning?



"Visible learning involves teachers seeing learning through the eyes of students; and students seeing teaching as the key to their ongoing learning. *When learning is visible the student knows what to do and how to do it and the teacher knows if learning is occurring or not.* Teaching and learning are visible when the learning goal is not only challenging but is explicit."—John Hattie

+ Hattie's Research Reports Effect Sizes of Variables Related to Student Achievement



What Do You Think?

Educators:

"Know thy Impact."

- Hattie

- *What do you believe to be important dimensions of teacher impact on student learning that are worthy of evaluating?*

Listen to John Hattie



Youtube Video—from 10:30-19:18

<https://www.youtube.com/watch?v=UJyEXZulgMQ&t=8s>



As you view this video, capture *insights* or *comments that cause lightbulbs* to go off—ideas to which you connect because they reinforce a deep belief or they seem highly important.



??

Additionally, capture *questions* that you wish you could pose to Hattie.

Deepening Understanding of Visible Learning

VISIBLE LEARNING
A SYNTHESIS OF OVER 800 META-ANALYSES
RELATING TO ACHIEVEMENT

"Reveals teaching's Holy Grail"
The Times Educational Supplement



What? *Notices and Wonderings*

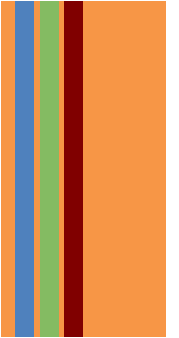
Why? To review Hattie's approach to the visible learning research so as to have an understanding of references to this research in the *10 Mindframes* text.

How? Read pp. xviii-xx from the *10 Mindframes* text. Follow directions on p. 7 of the participant packet to record ideas that seem important and questions you may have. Team facilitator leads colleagues in sharing using protocol on p. 7.

+ Why Use This Text for ABPC Key Leader Networks?

Rationale

- To focus on research-based instructional practices
- To consider implications of this research for leading continuous improvement
- To identify the most relevant focus areas for your district and collaboratively decide how to take this to teachers and other leaders in your district



Schema



Coaching Challenges: Multigenerational Issues & Other Conflicts

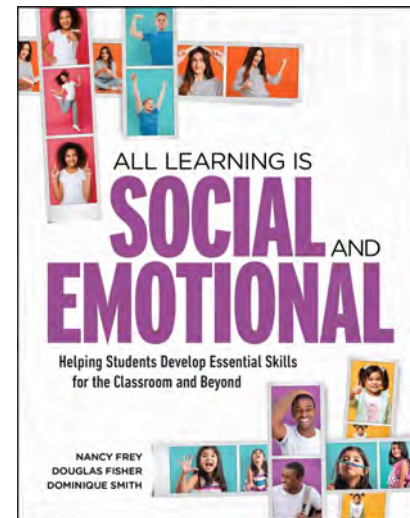


- Institute with Jennifer Abrams
- Sept. 16-17, 2019 at Camp McDowell
- Cost is \$350 per person, including lodging and meals
- More info: <https://bit.ly/2JAQSii>



Powerful Conversations Network

- Networked professional learning opportunities for schools across the state.
- The PCN meets three times annually. Additionally, members can attend one instructional round as part of their membership.
- Membership is \$1,250 for an individual school(s) team of three and \$100 for every additional team member of up to 6 total participants (6 for \$1,550). Ideally, there needs to be an administrator present on a team. PLUs are available to those who meet the attendance.
- All participants should purchase the guiding text for the year: *All Learning is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond* by Frey, Fisher, and Smith



MIND FRAME

*I am an evaluator of my
impact on student learning.*

A Tale of Two Teachers



What? *Response to Vignette*

Why? To make meaning of a description of two different approaches to teaching and relate it to our local context

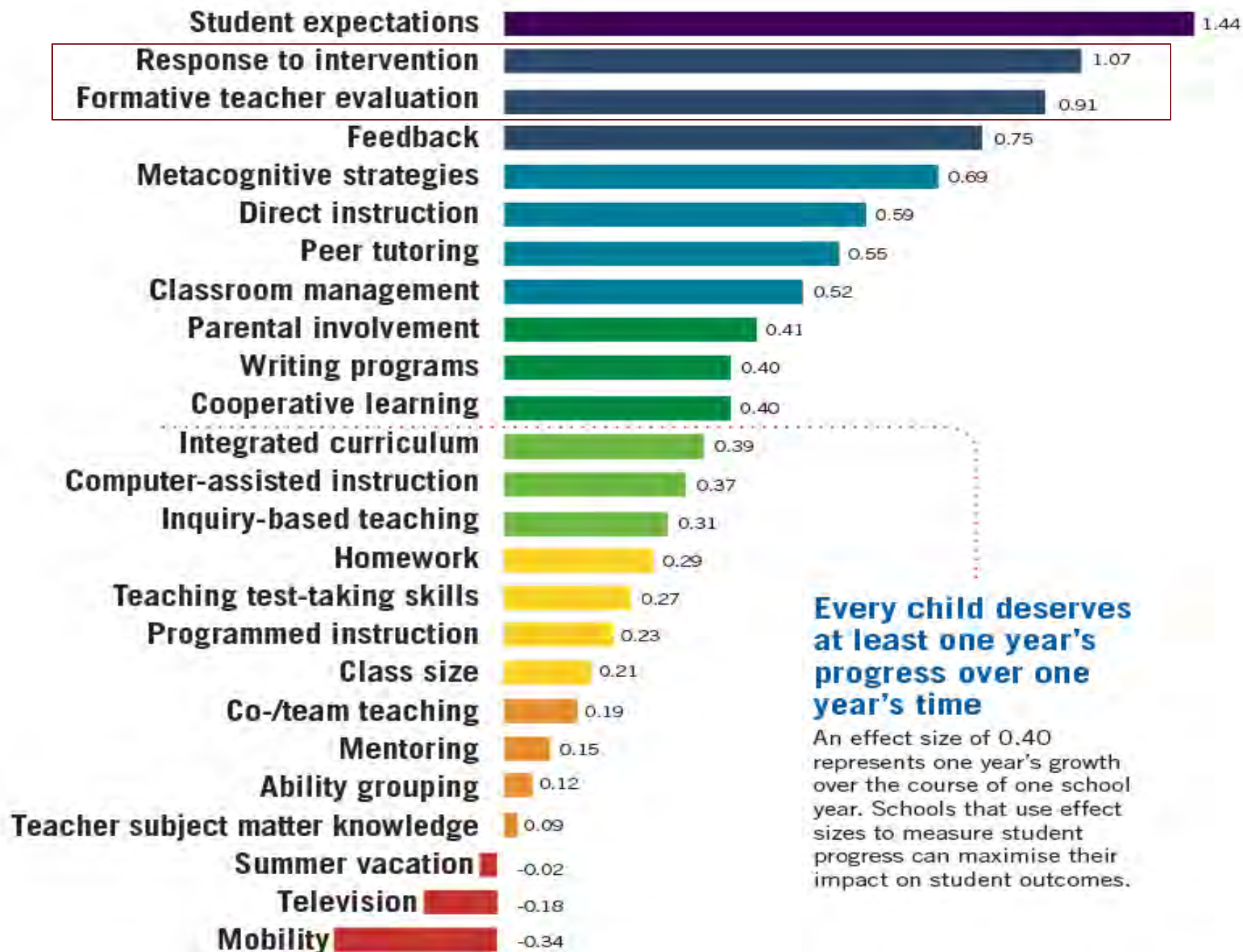
How? Read the opening vignette to Chapter 1, p 2. Following your reading, rate the items on p. 9 of the participant packet from Strongly Agree (10) to Strongly Disagree (0). Mark your individual responses on the team template. Engage in dialogue in response to the prompts provided on p. 9 of the participant packet.

+ What Can You Add?

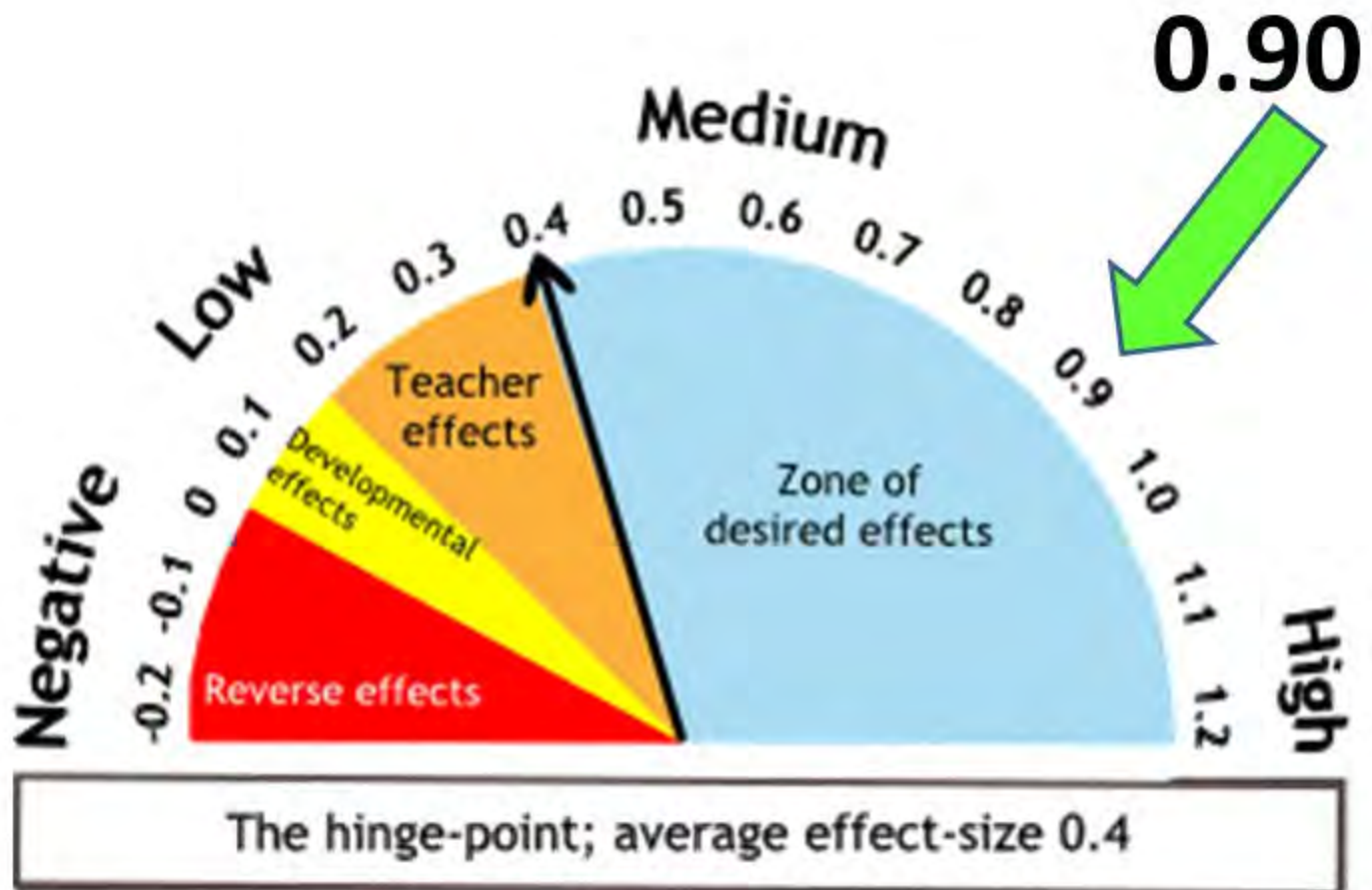


- Individually read the 1st two paragraphs on p. 3 of the text to reinforce your understanding of how Hattie views “impact.”
- Engage in dialogue to identify additional forms of impact valued by your team. Continue the dialogue to generate other strategies you believe can “make this impact visible.”
- The recorder writes the additional forms of impact on one side of the 8 ½ x 11 paper provided—in large enough print to be visible by those at adjacent tables. The recorder notes other strategies for making impact visible on the reverse side

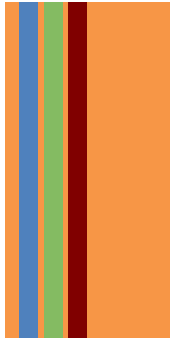
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Formative Evaluation!

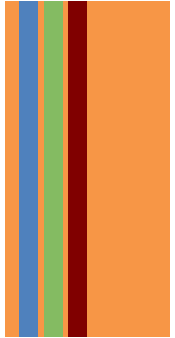


Assessment, Formative Evaluation, Feedback, and Summative Evaluation



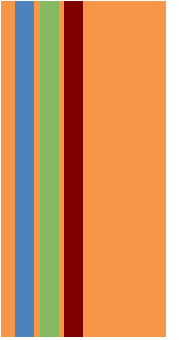
- What?** *Clarifying Our Professional Vocabulary*
- Why?** To think about the relationship between formative evaluation, assessment, and feedback as they apply to determining impact on student learning
- How?** Assign one of six role groups to each of your team members. Move to the section of the room designated for you respective group, taking your handout materials and book with you. Pair with someone not from your district to think together about key terms. Follow the directions of the session facilitators.

+ **Read-Think-Pair:** *How does this square with your understanding?*



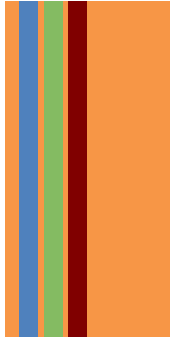
“Whereas *formative evaluation* is conducted during an intervention, allowing the teacher to use the resulting data to improve the instructional processes, *summative evaluation* is conducted at the end of the intervention and is thus an evaluation of the result. (Note that this means that there is no such notion as formative or summative assessment, as any *assessment* can be used to make a formative evaluation [during the lesson] or summative evaluation [at the end of the lesson].)” —p. 5

+ Read and talk with your partner about: *What does this look like in practice?*



“Results from a *formative evaluation* can still be used to benefit the learners, whereas results from a *summative evaluation* serve only as *feedback* for the teacher—although it can be used by learners in the next set of lessons. “—p. 5

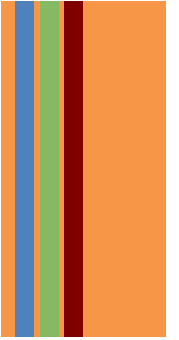
+ Distinctions Between Formative Evaluation from Feedback



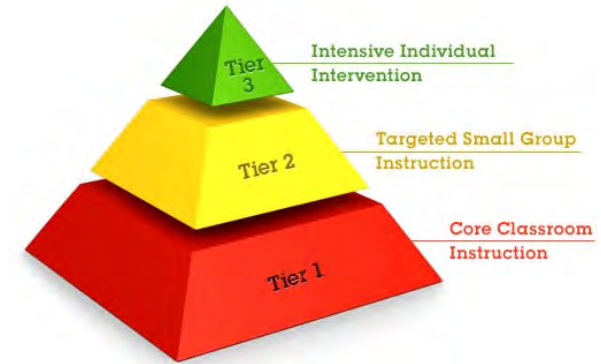
“ . . . There are two important, if not to say crucial, distinctions between [*formative evaluation* and *feedback*]. First, while feedback can take the form of *teacher-to-student feedback* or *student-to-teacher feedback*, formative evaluation provides feedback from the learner to the teacher: It helps the teacher modify instruction, see the effects of teaching so far, and hints as to where to go next in their teaching. Second, while feedback focuses on all aspects of teaching, *formative evaluation focuses on the goals of the learning process* and seeks to determine whether the learners have reached these goals—yet. ”—p. 6

As you analyze the brief scenario focused on your role group assignment, consider one or more of the following terms as directed:

- Formative evaluation
- Summative evaluation
 - Assessment
 - Feedback



+ Response to Intervention



- Individually and silently skim the three paragraphs on pp. 6-7 related to Response to Intervention.
- As a table team, consider the following questions:
 - Does the authors' explanation of RTI align with your understanding and your district's practice?
 - Make a case for the high effect size of RTI using ideas the authors have presented earlier in the text.

Selecting a Lens for Meaning-Making



1. Distribute your table team members across the following three role groups:
 - Central Office Leader
 - School-level Leader
 - Teacher
2. Move to the section of the room designated for your role group and find one colleague from another district with whom to dialogue.
3. Use the template on p. 11 of the participant packet to guide your small group dialogue .

Learning from Others:

Pair-Square-Circle 8

2

4

8

- **Square:** As a pair, connect with a pair that explored a different role group than you. Exchange ideas related to question #5.
- **Circle 8:** Two squares consolidate to form a circle. Attempt to have all three role groups represented in your circle. Use the colored cards to assist. In your circle, engage in discussion focused on this question:

How can we communicate the importance of this mindframe to educators at all levels in our districts? What case can we make to motivate all to reflect on the potential benefits to students?



Team Time



- *Here's What:*
 - *So What?*
- *Now What?*

Overview of 3 Mindframes to be Explored During Our Next KLN Meeting



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



Possible Criteria for Choice



- Priority for professional learning in your district
- Curiosity about how this might relate to current challenges
- Personal interest in learning more about this mindframe

Consideration: District teams may decide to “divide and conquer,” negotiating choices so that all are equally “covered.” This is your district’s choice.



Three Mindframes Related to Impact



Chapter 2: *I see assessment as informing my impact and next steps.*

Chapter 3: *I collaborate with my peers and my students about my conceptions of progress and my impact.*

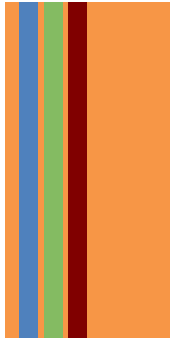
Chapter 6: *I give and help students understand feedback and I interpret and act on feedback given to me.*

+ *I see assessment as informing my impact and next steps.*

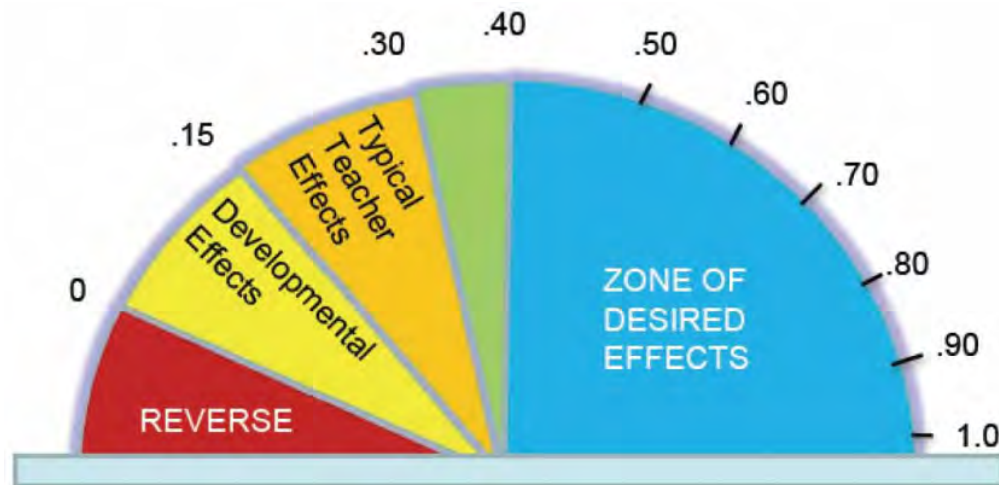


Main Message of Chapter 2: “Student assessments are not important feedback just for learners. They are even more useful for teachers themselves, because they provide indications about the lesson they gave – and accordingly also about all relevant pedagogical issues, such as whether the students achieved the learning goals, understood the content, and found the methods appropriate and the media helpful. In this chapter, we refer to “assessments” as any task that the teacher or students uses to evaluate questions such as How are they going? Where are they going? and helps address Where to next?” *10 Mindframes for Visible Learning, p. 13*

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



- Time on Task
- Providing Formative Evaluation
- Responding to Intervention



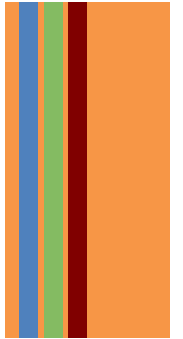


I collaborate with my peers and my students about my conceptions of progress and my impact.

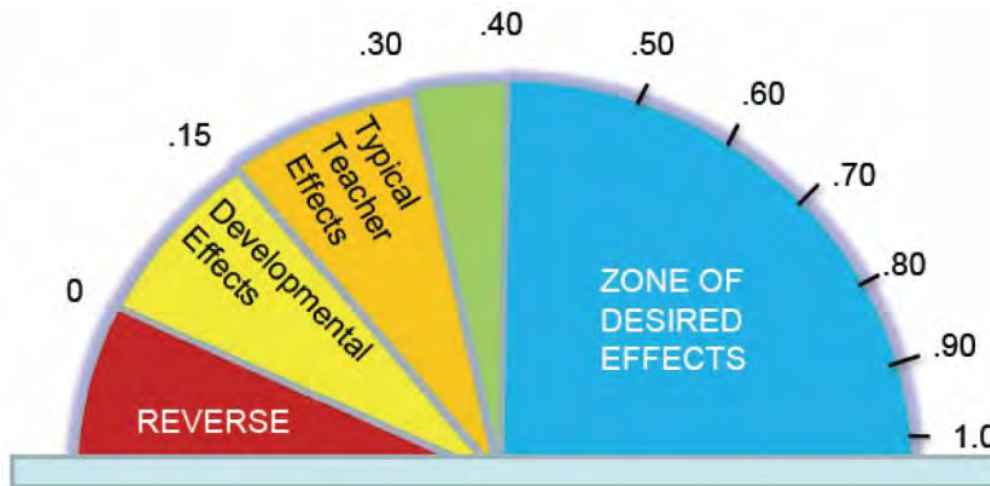


Main Message of Chapter 3. “Educational expertise is a product of exchange and cooperation. Lone wolves can be successful, but they can be even more successful if they work together with others. This is particularly important for developing a sense of community among individuals.”—p. 25, *10 Mindframes for Visible Learning*

+ Factors Associated with *“I collaborate with my peers and my students about my conceptions of progress and impact.”*



- Relationship to Collective Efficacy
 - Micro-Teaching
 - Professional Development

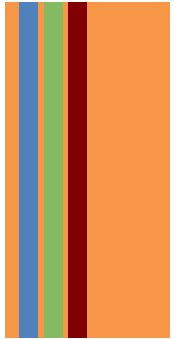


+ *I give and help students understand feedback and I interpret and act on feedback given to me.*

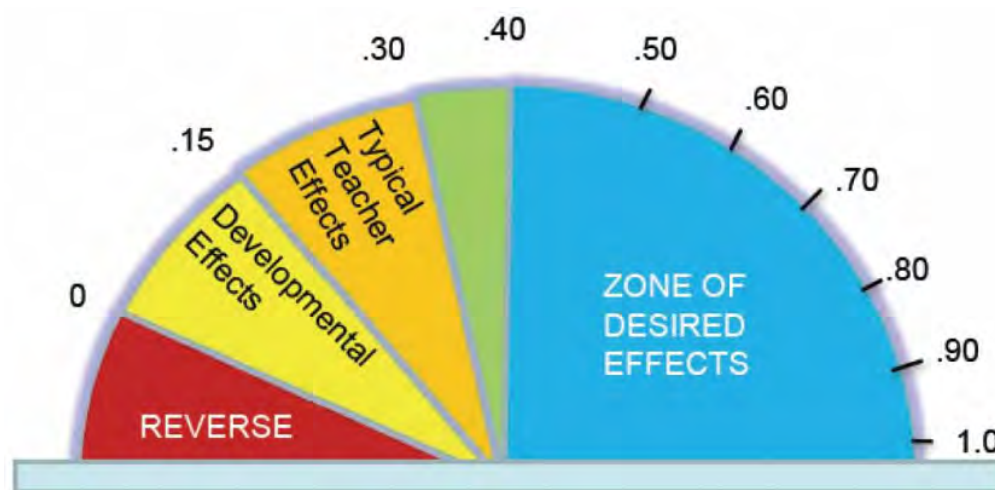


Main Message of Chapter 6: “Teachers cannot answer the question of whether learning and teaching is successful on their own. They need to ask the learners what they think, because they provide crucial input. The most powerful form of feedback is from the students to the teachers about their impact on the students. Learning and teaching are dialogic processes. Successful teachers are thus capable both of giving students feedback on their learning processes and of demanding and interpreting feedback from students on their own teaching processes. (p. 75)

+ Factors Associated with *“I give and help students understand feedback and I interpret and act on feedback given to me.”*



- Feedback
- Questioning
- Metacognitive Strategies
- Dialogue



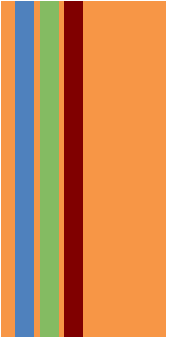


Making Choice Public



- Move to the wall chart designating your choice of mindframes.
- Write your name on the chart.
- Connect with other colleagues who made the same choice and share responses to these prompts:
 - *Why did we select this mindframe?*
 - *What do we hope to learn from our exploration of this mindframe?*

+ Individual Reflection and Feedback





Your Feedback!

Can you remember an instance where you took home an idea or strategy shared by a colleague during a Network meeting and put it to work in some way?!

When we talk to potential funders about the educators who participate in ABPC networks, they want to know:

- Why do you find network participation valuable?
- How are you using what you gain in your own schools?

Please help us help them understand the value of networking. Specific examples from your own experience are especially helpful!

You will find these questions at the end of the feedback form.





“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*