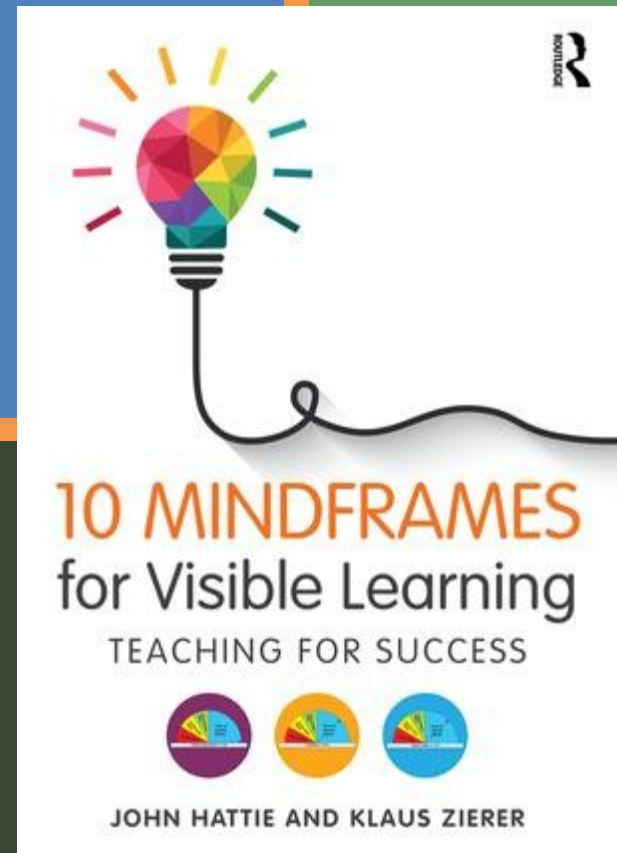
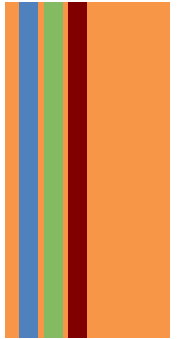


Leading to Focus Thinking on Practices That Matter



*Key Leaders Network
Session 2, October 2019*

+ Who are we?

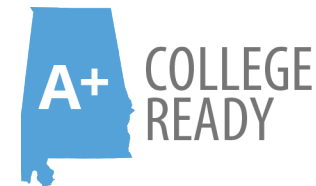


A+ Education Partnership promotes policies and investments in what works through both advocacy and our programs focusing on:

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



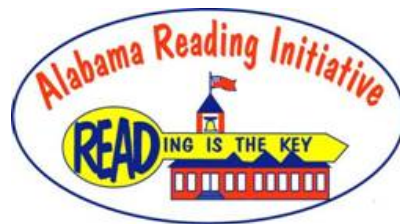
A program of A+ Education Partnership, the Alabama Best Practices Center is designed to support Alabama's teachers, principals, superintendents, and other leaders with cutting-edge professional development through statewide networks.



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.

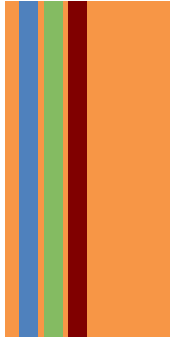


Partners with the Alabama State Department of Education Initiatives





Follow and Tag us on Social Media!



@al_bpc and @aplusala **#ALPartners**



Alabama Best Practices Center
and
A+ Education Partnership



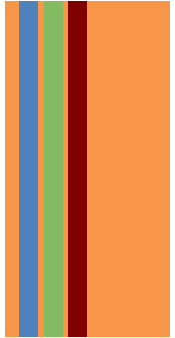
@aplusala



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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 collaborative thinking and dialogue with colleagues in my study group.
2. Collaboratively create work products representing my study group's thinking and participate in sharing our learning about our mindframe with other network members.
3. Broaden my knowledge of two additional mindframes.

Session Learning Targets



4. Decide upon my mindframe study group for KLN 3.
5. Make connections across our network by identifying common priorities, challenges, and aspirations.

What Are We Learning?



What? *KLN Bingo*

Why? Review key concepts and topics from KLN 1.

How? Individually review the bingo grid on p. 4 of the learning packet. Identify one or two that you want to make a point of discussing with a colleague from another district. Stand and, connecting with one individual at a time, introduce yourselves and identify an item to discuss and ones for which you'll provide responses.

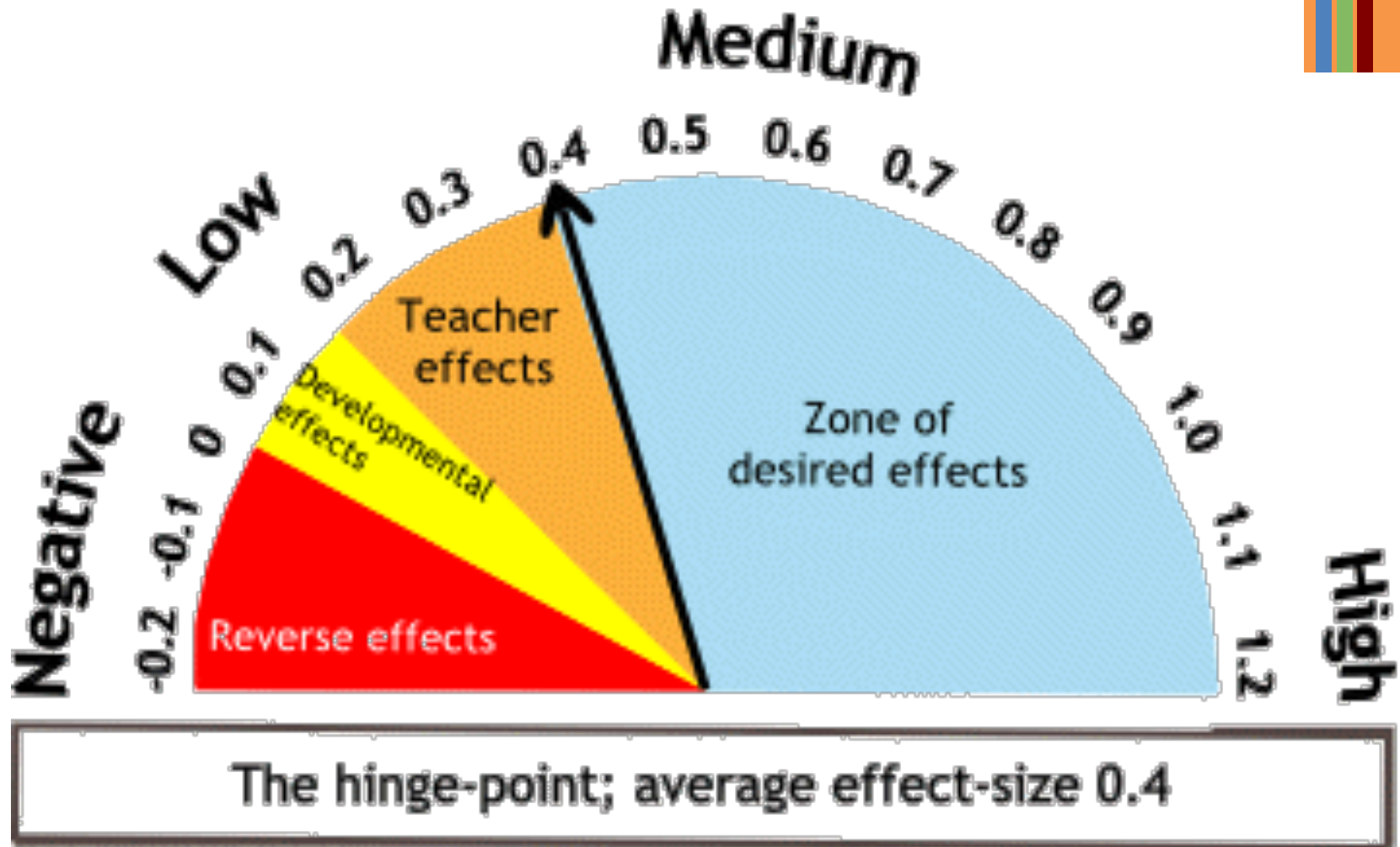


Visible Learning: The End Game

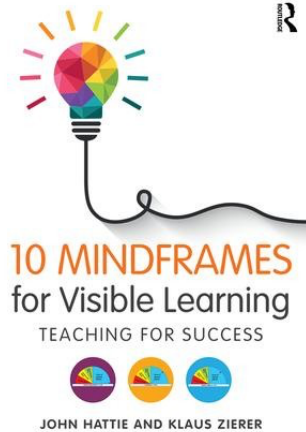


"Visible learning involves teachers seeing learning through the eyes of students; and students seeing teaching as the key to their ongoing learning. *When learning is visible the student knows what to do and how to do it and the teacher knows if learning is occurring or not.* Teaching and learning are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



How Are We Connecting the 10 Mindframes to Our Work?



What? *Role-alike Conversations*

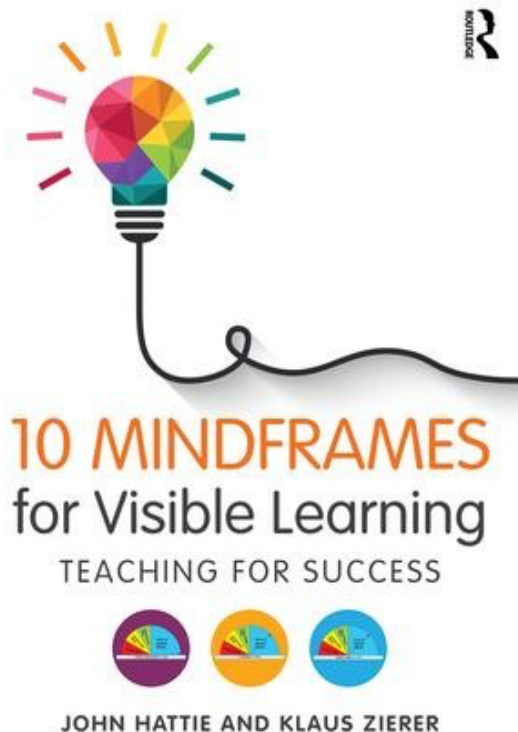
Why? Learn from colleagues with similar responsibilities in other districts.

How? Move to the designated area in the room and form a group of 3-5 members with colleagues from other districts. Use the questions provided on p. 4 to exchange perspectives and share what's working.



10 Mindframes for Visible Learning

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

+ Organizing Study Groups



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

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

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

Roles and Expectations in Collaborative Teams



What? Review roles and responsibilities and expectations for collaborative dialogue and team work.

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

How? Identify norms about which you want to be particularly mindful throughout the day. Organize your study group for the first round, assigning the roles suggested on p. 5.

Deepening Our Learning—Study Group

Explorations: *The What and the Why of Our Mindframe*

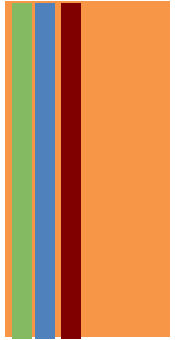


What? *Collaborative Dialogue and Headlines*

Why? Engage in collaborative thinking and dialogue to deepen individual understanding of the meaning of your selected mindframe and to reach consensus regarding the salient features associated with this way of thinking.

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

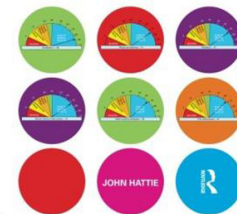
Be sure that your study group has prepared at least one headline and written it legibly on paper provided.



- *Your Short headline should motivate folks to want to learn more about and inspire them to adopt your mindframe.*
- *Be sure you've designated someone to share this during a gallery walk later today.*

Deepening Our Learning—Study Group

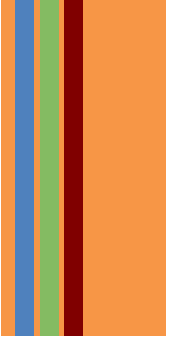
Explorations: *What Are the Implications for Teaching Practice and Results for Students?*



What? *Snowflake and Group Dialogue*

Why? Create a “vision” of teaching and learning associated with this mindframe—images of what teachers might be thinking, saying, and doing when committed to this mindframe and of what might result for students in classrooms where teachers are operating with this mindframe as a guidepost.

How? A session facilitator will lead small groups in generating and categorizing teaching practices associated with their selected mindframe. Then small group members engage in dialogue to think together about the results for students. Follow directions on p. 7 of the learning packet.

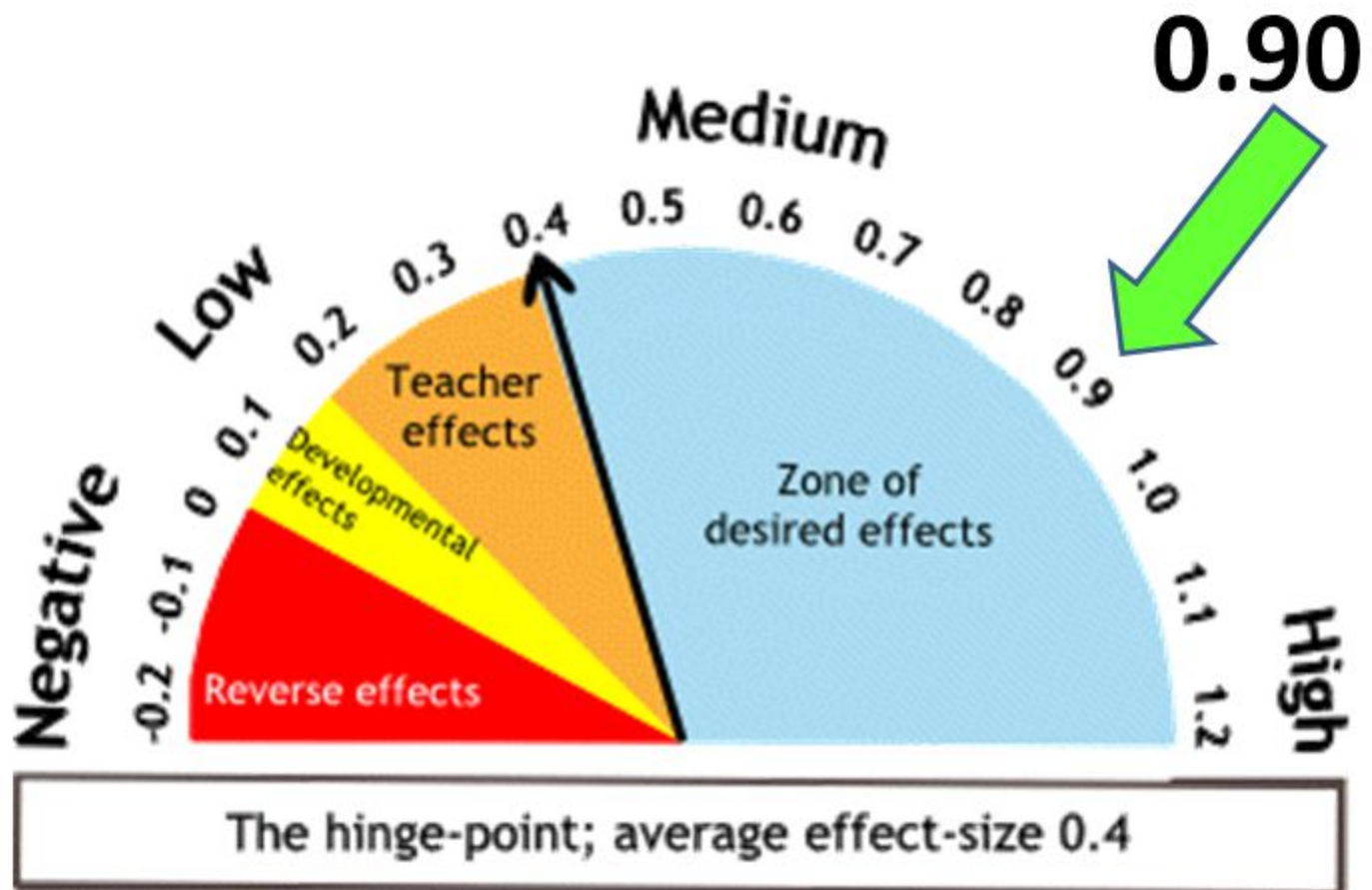


Tweet your headline at
#alpartners
@al_bpc

MIND FRAME

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

Formative Evaluation!

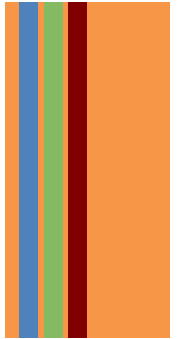


+ *I see assessment as informing my impact and next steps.*

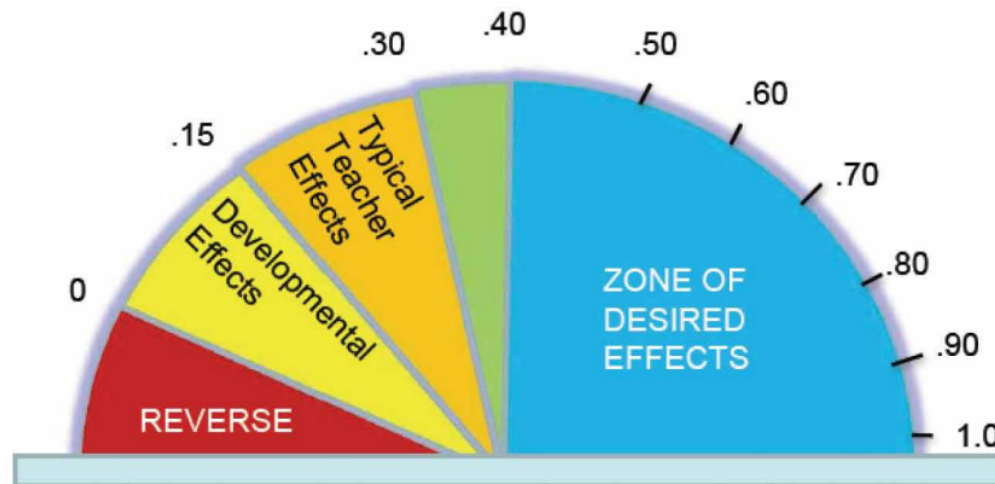


Main Message of Chapter 2: “Student assessments are not important feedback just for learners. They are even more useful for teachers themselves, because they provide indications about the lesson they gave – and accordingly also about all relevant pedagogical issues, such as whether the students achieved 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 use 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.”*

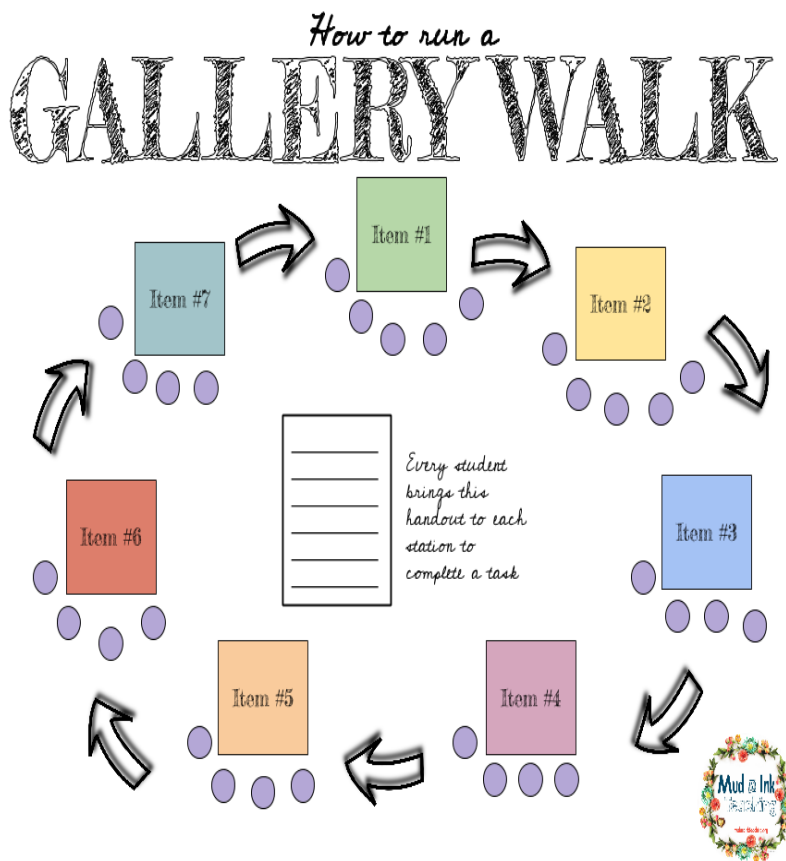


- Time on Task ($d = 0.38$)
- Providing Formative Evaluation ($d = 0.90$)
- Responding to Intervention ($d = 1.07$)



MINDFRAME 2: *What are the implications for teaching practices and student learning?*

- Turn to p. 8 of your learning packet.
- Taking this resource and a pen with you, move with your team to the indicated wall chart.
- Observe the visuals and listen to team explanations. Pose questions, as needed.
- Jot down key ideas.
- Move to the next station.



District Team Dialogue



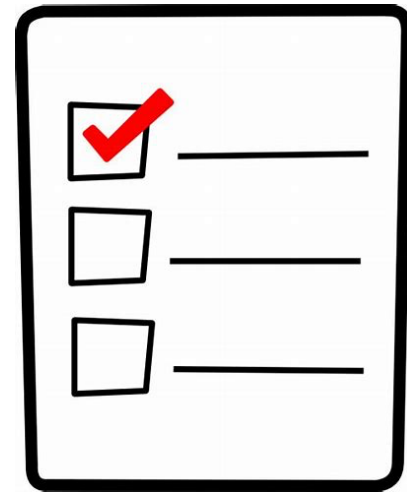
- Team facilitator affords members time to review their notes.
- Use the questions beneath Part II on p. 9 to focus the sharing of team members' responses to the gallery walk.
- Culminate your dialogue by focusing on the following questions:

Which of these teaching practices are “alive and well” across our district?

Which would we like our teachers to focus on more intentionally?

+ Reflection and Dialogue

Questionnaire for Self-Reflection, p. 12 in book



- Individually and silently review this survey.
- Thinking about the teachers with whom you work, rate each item 1-5 as indicated in instructions.
- Share your overall perceptions of the current status of your teachers' practices related to this mindset.
- What value would there be in either administering this short questionnaire to a selected group of teachers or using the questions to spark dialogue with a small group of teachers?
- How do you prioritize improvement in the teaching practices associated with this mindset within your overall plan for instructional improvement?

Planning in District Team

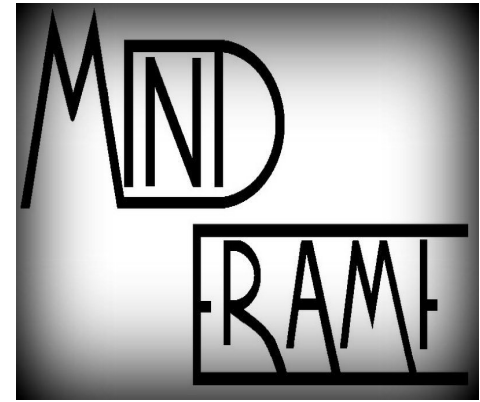


What can we do to advance our teachers' thinking about how their adoption of Mindframe 2 might impact student learning?

MIND FRAME

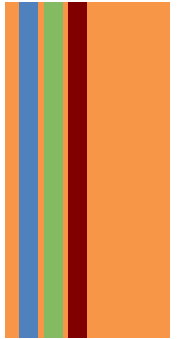
I collaborate with my peers and my students about my conceptions of progress and my impact.

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

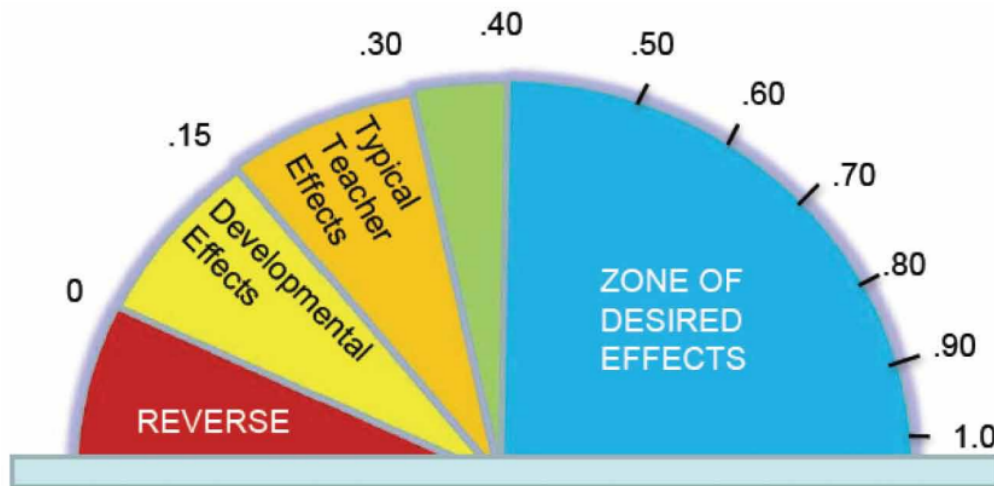


Main Message of Chapter 3. “Educational expertise is a product of exchange and cooperation. Lone wolves can be successful, but they can be even more successful if they work together with others. This is particularly important for developing a sense of community among individuals.”—p. 25, *10 Mindframes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

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



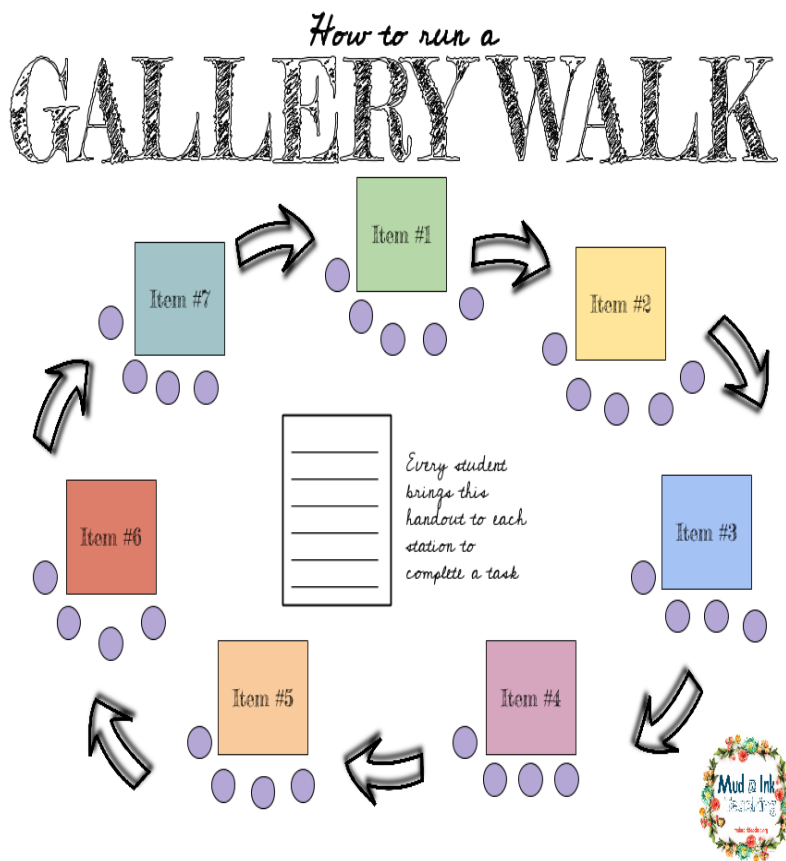
- Relationship to Collective Efficacy
 - Micro-Teaching
 - Professional Development



MINDFRAME 3: *What are the implications for teaching practices and student learning?*



- Turn to p. 10 of your learning packet.
- Taking this resource and a pen with you, move with your team to the indicated wall chart.
- Observe the visual and listen to the team explanations. Pose questions, as needed.
- Jot down key ideas.
- Move to the next station.



District Team Dialogue



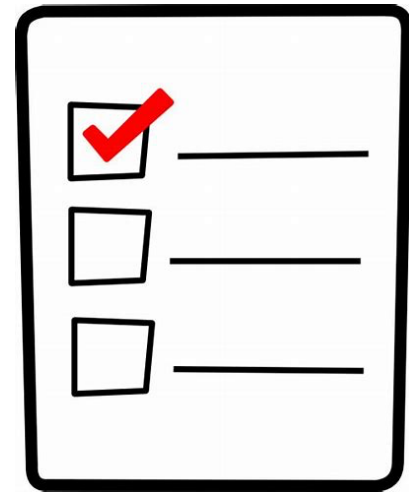
- Team facilitator affords members time to review their notes.
- Use the questions beneath Part II on p. 11 to focus sharing of team members' response to gallery walk.
- Culminate your dialogue by focusing on the following questions:

Which of these teaching practices are “alive and well” across our district?

Which would we like our teachers to focus on more intentionally?

+ Reflection and Dialogue

Questionnaire for Self-Reflection, pp. 24-25 in book



- Individually and silently review this survey.
- Thinking about the teachers with whom you work, rate each item 1-5 as indicated in instructions.
- Share your overall perceptions of the current status of your teachers' practices related to this mindset.
- What value would there be in either administering this short questionnaire to a selected group of teachers or using the questions to spark dialogue with a small group of teachers?
- How do you prioritize improvement in the teaching practices associated with this mindset to your overall plan for instructional improvement?

Planning in District Team

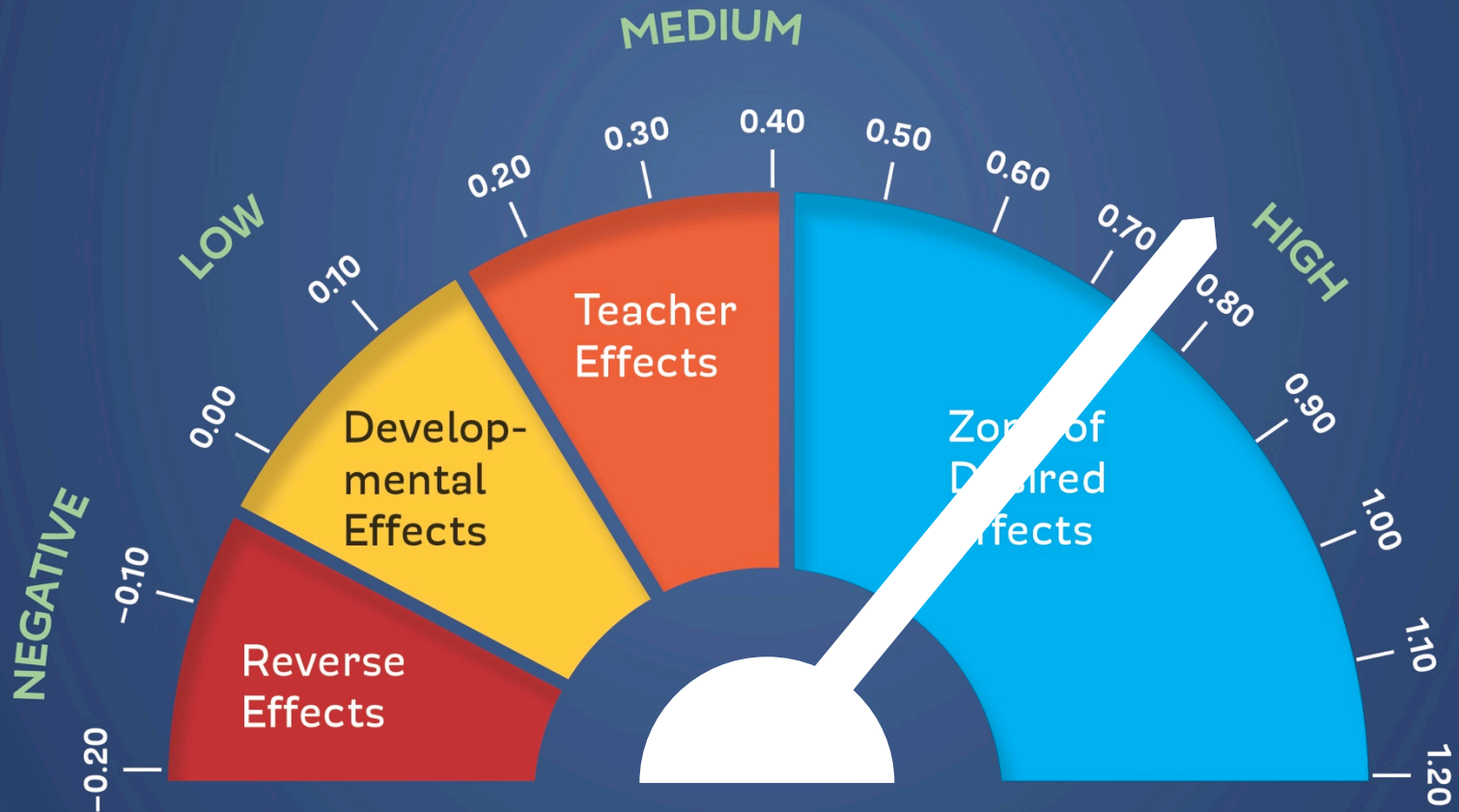


What can we do to advance our teachers' thinking about how their adoption of Mindframe 3 might impact student learning?

MIND FRAME

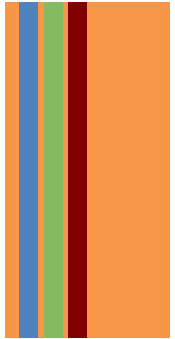
*I give and help students
understand feedback and I
interpret and act on feedback
given to me.*

Feedback: $d = 0.75$



Source: Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.

+ *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)

Exit Slips

1

I'm Just
learning
(I need more help)

2

I'm Almost
there!
(I need more practice)

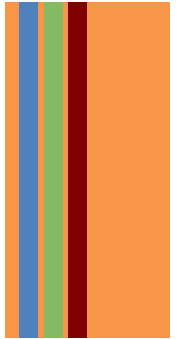
3

I OWN
it!
(I can work independently)

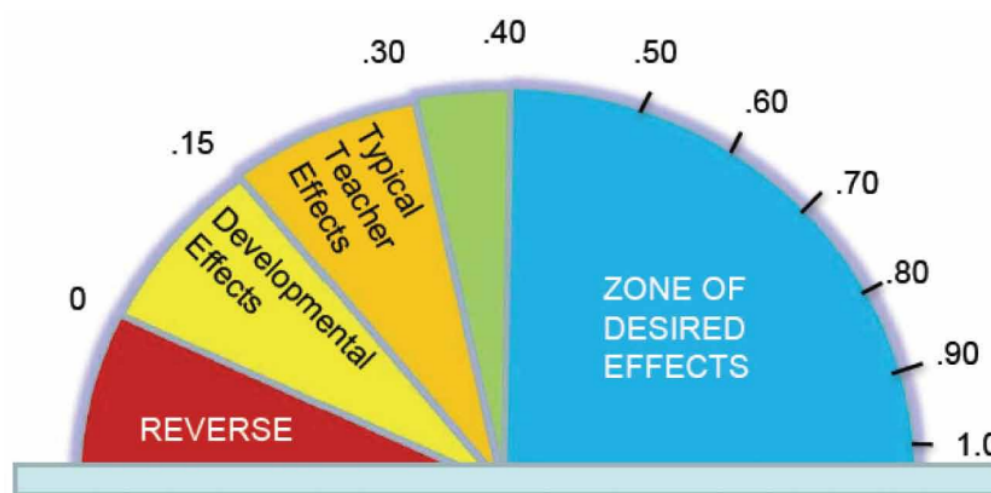
4

I'm a
Pro!
(I can teach others)

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



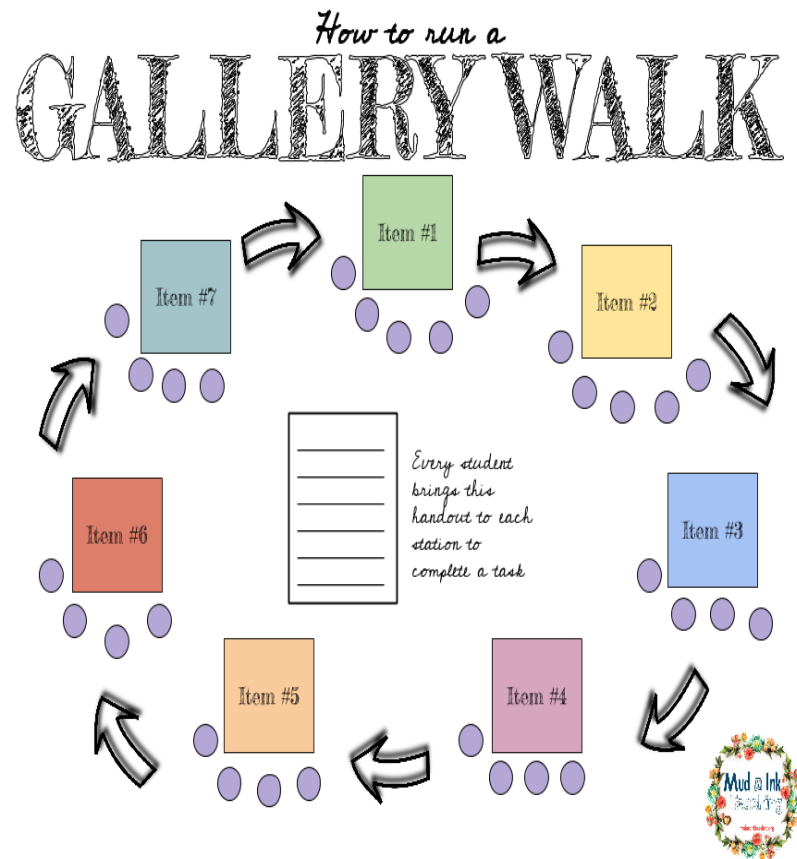
- Feedback
- Questioning
- Metacognitive Strategies
- Dialogue



MINDFRAME 6: *What are the implications for teaching practices and student learning?*



- Turn to p.12 of your learning packet.
- Taking this resource and a pen with you, move with your team to the indicted wall chart.
- Observe the visual and listen to the team explanations. Pose questions, as needed.
- Jot down key ideas.
- Move to the next station.



District Team Dialogue



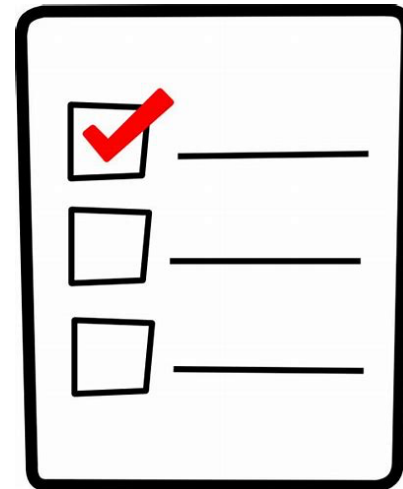
- Team facilitator affords members time to review their notes.
- Use the questions beneath Part II on p.13 to focus sharing of team members' response to gallery walk.
- Culminate your dialogue by focusing on the following questions:

Which of these teaching practices are “alive and well” across our district?

Which would we like our teachers to focus on more intentionally?

+ Reflection and Dialogue

Questionnaire for Self-Reflection, p. 74 in book



- Individually and silently review this survey.
- Thinking about the teachers with whom you work, rate each item 1-5 as indicated in instructions.
- Share your overall perceptions of the current status of your teachers' practices related to this mindset.
- What value would there be in either administering this short questionnaire to a selected group of teachers or using the questions to spark dialogue with a small group of teachers?
- How do you prioritize improvement in the teaching practices associated with this mindset to your overall plan for instructional improvement?

Planning in District Team



What can we do to advance our teachers' thinking about how their adoption of Mindframe 6 might impact student learning?

Pulling It All Together: Final Thoughts



QUESTION 1: What might school leaders do to align their practices with one or more of the mindframes spotlighted in today's session?

QUESTION 2: In what ways might central office leaders incorporate one or more of these mindframes into their practice and model for others?

QUESTION 3: How might leaders at all levels nurture and support the development of these mindframes within teachers?

Overview of 3 Mindframes to be Explored During KLN 3



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



Three Mindframes Related to Impact



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

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

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

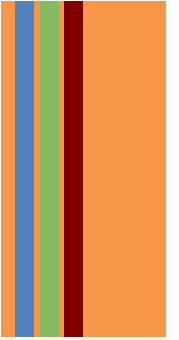
+ Mindset 7: *I engage as much in dialogue as monologue.*

Read and think about the connection to feedback.



This mindframe involves “teachers getting the balance right between their talking and explaining and listening and privileging student discussion. The focus is teachers listening for their impact in terms of the learning that has happened in class for their students. To listen, however, they need to not talk too much.” (p. 101, *10 Mindframes*)

+ Related Variables from Hattie's Research



- **Classroom discussion**

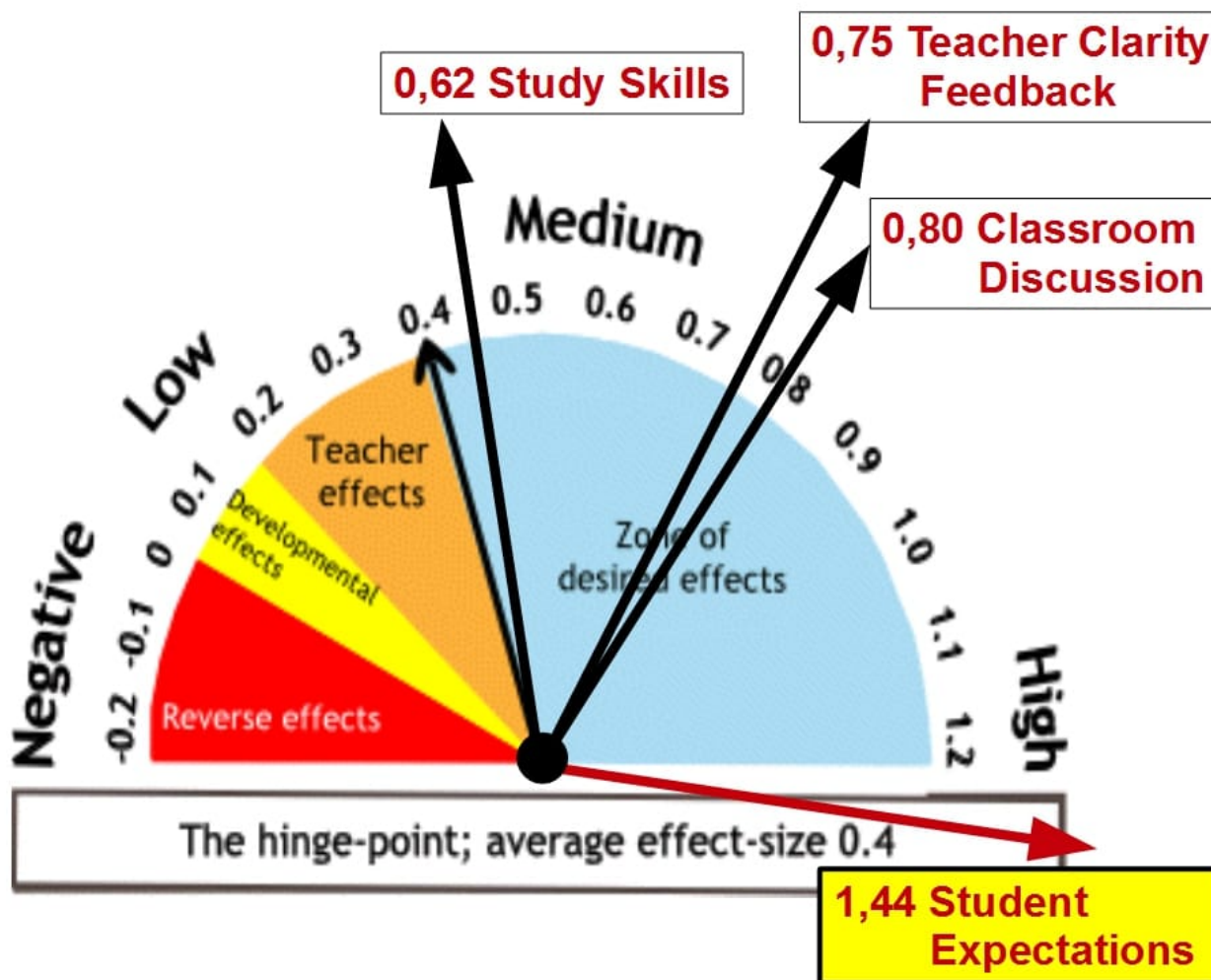
- Involves high degree of student activity
- The questions to learners become visible through spoken dialogue in learning process
- Learners receive feedback from teachers
- Teachers receive many kinds of feedback on their instruction from students

- **Peer tutoring**

- Students assume the role of teachers
- Not a substitute for the teacher
- Like discussion, it's a dialogic process

- **Small-group learning**

- Can optimize the opportunities for in-class dialogue
- Must be purposeful and a part of lesson design



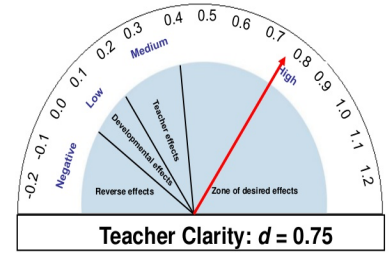
+Mindset 8: *I explicitly inform students what successful impact looks like from the outset.*



Why do you think this mindframe is essential for effective use of feedback?

“...It is necessary at a certain time in the classroom to make the success criteria visible to the learner and make them the explicit object of the discussion. For learners, it is doubtlessly helpful to know when they have reached the learning goal and the success criteria. Teaching in which the success criteria of learning are not brought up is a lost opportunity.” (p. 119, *10 Mindframes*)

+ Related variables from Hattie's research



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

- **Teacher clarity** which encompasses *learning intentions* (“targets”) and *success criteria*
- **Worked examples**: focus on the process (not content) that leads to success; effect size = 0.57
- **Mastery learning**: requires that students *master standards* before moving on and based on the belief that *all can learn*
 - “entails copious feedback and clear success criteria and can become a virtuous cycle of teaching and learning”
 - effect size = 0.58

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



The Focus:

- Significance of “teacher expectations,” “teacher-student relationships,” and “reducing anxiety”
- Importance of the growth mindset (i.e., “not yet”) to the development of teacher-student relationships
- Impact of rules and rituals on nurturing and sustaining “intact” teacher-student relationships
- Why teacher credibility is key to positive teacher-student relationships

(pp. 129-130, *10 Mindframes*)



Connection to social-emotional learning: focus for 2019-20 PCN

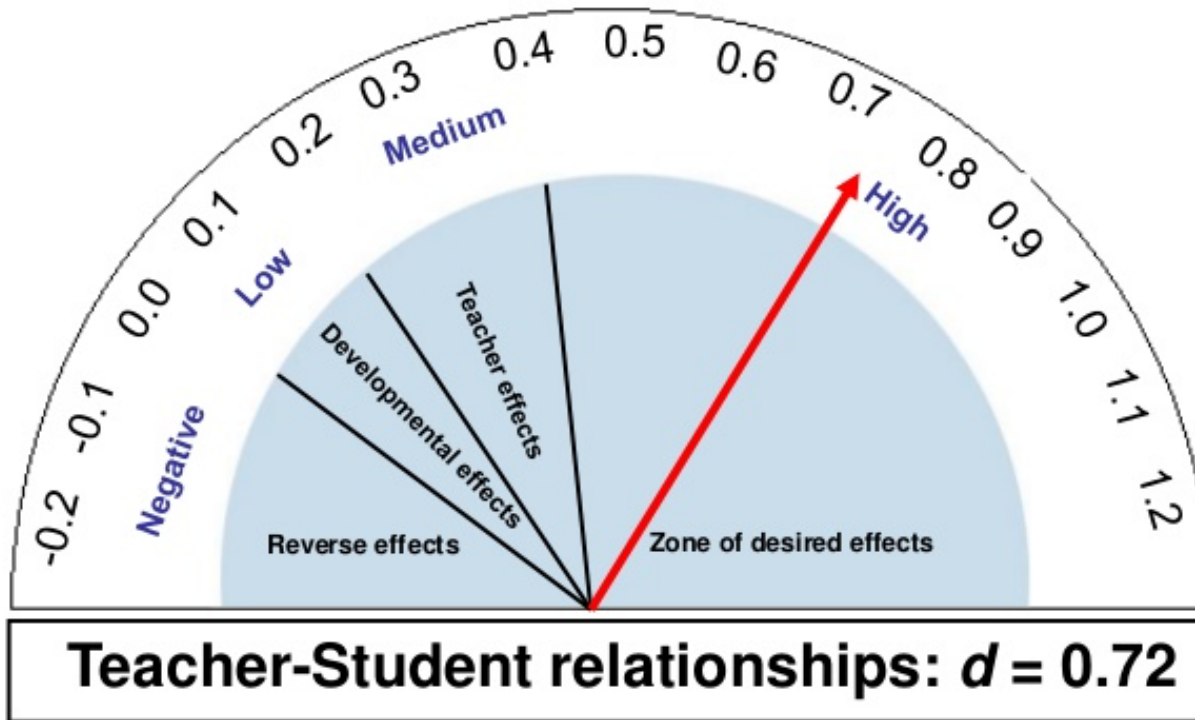


“Learning requires positive relationships—whether between learners and teachers, or between learners and their peers. Instruction is, therefore, essentially built on a relationship building, and the more safe and trusting these relationships are, the more the child will learn. These positive relationships are the precursors to learning—they form a resource to be spent when in challenging situations—as then students need to feel much trust to ask for help, to try again, and explore openly with their peers.”—p. 129, *10 Mindframes*



High-Impact Factor

teacher, mentor, emotional-support, K-link, caregiver, problem-solver, support-system, guide, friend, patient, life-coach, thinker, accepting, patience, coach, role-model, understanding, empathic, passionate, caring, care, share, advisor, leader, supportive, communicator, K-link



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



Possible Criteria for Choice



- All three relate to teaching and learning, so to ensure expertise in your district related to all three mindframes, we ask that you plan to equally distribute your team across the three.
- As individual members decide on their choice, express curiosity about how their select mindframe might relate to current challenges
- Please indicate your individual choices on the sheet provided and turn into 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

Team Time



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

Your Feedback!

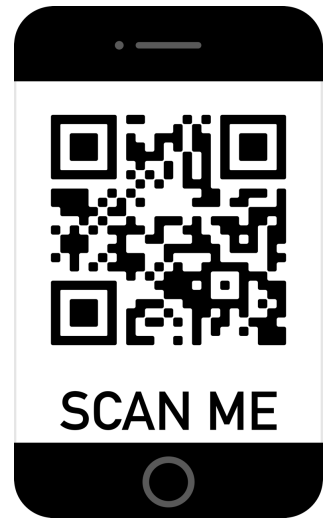
Can you remember an instance where you took home an idea or strategy shared by a colleague during a Network meeting and put it to work in some way?

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*