

Key Leaders Network Meeting 3
Alabama Best Practices Center
January 2020

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.
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.

Learning Design

9:30

Welcome, Introductions, Overview

- Priorities, Challenges, and Aspirations: *Connecting with Role-Alike Colleagues*
- Making Connections: *Elevator Speeches*

Deepening Learning: Study Group Explorations

- Forming and Organizing Study Group Table Teams
- Reviewing Norms for Work in Collaborative Groups
- Deepening Learning: Study Group Explorations: *Anatomy of Our Selected Chapter*
- Deepening Learning: Study Group Explorations: *Identifying Cause and Effect Relationships*

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

- Overview of Mindframe 7
 - *A portrait of student dialogue: Video*
- Considering a Theory of Action for Mindframe 7: *Gallery Walk with District Team*
- Expert Overview of Chapter 7: *Team Response and Reflection*
- So How Might We Transfer Our Learning Related to Mindframe 7? *District Team Dialogue and Planning*

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

- Considering a Theory of Action for Mindframe 8: *Gallery Walk with District Team*
- Overview of Mindframe 8
 - *How can teachers provide students with an understanding of what is expected?*
- Expert Overview of Chapter 8: *Team Response and Reflection*
- So How Might We Transfer Our Learning Related to Mindframe 8? *District Team Dialogue and Planning*

(continued on the back)

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.*

- Exploring the 'What and Why' of Mindframe 9: *Lecturette and Sharing of Headlines*
- Expert Overview of Chapter 9: *Team Response and Reflection*
- John Hattie on the Impact of Relationships on Learning: *Video*
- So How Might We Transfer Our Learning Related to Mindframe 9? *District Team Dialogue and Planning*

Organizing for the next KLN Meeting

- Brief Overview of 3 Identified Mindframes
 - *Mindframe 10: I focus on learning and the language of learning. (Ch 10)*
 - *Mindframe 4: I am a change agent and believe all students can improve. (Ch 4)*
 - *Mindframe 5: I strive for challenge and not merely doing your best. (Ch 5)*

Making District Team Choices

District Team Preparation for KLN Meeting 4

Final Reflection and Feedback

2:30 ADJOURN

Priorities, Challenges, and Aspirations: *Connecting with Role-Alike Colleagues*

Directions:

1. As a district team, review the questions below. Select the mindframe that you believe has the greatest potential for moving all educators in your district closer to being able to “know their impact.” Respond to the three questions related to that mindframe only.
2. When directed, move to the section of the room designated for your role-alike group. Form triads to share and compare your choices and to engage in dialogue about these.

Although Hattie offers 10 mindframes, he argues that, in essence, there is only this one because all others relate and contribute to it: I am an evaluator of my impact on student learning. Think about how each of the three mindframes we’ve investigated to date advance this signal mindframe and where you are in your district in developing beliefs and practices to support these.

Mindframe: <i>Why do we believe that this mindframe holds the greatest potential for advancing our ability to “know our impact”?</i>	Priorities: <i>To what extent has this been a priority in our district? What have we done to date?</i>	Challenges: <i>What appear to be the greatest challenges in changing beliefs and behaviors related to this mindframe?</i>	Aspirations: <i>What one achievable aspiration related to this mindframe do we have?</i>
1. I see assessment as informing my next steps and impact.			
2. I collaborate with my peers and my students about my conception of progress and my impact.			
3. I give and help students understand feedback and I interpret and act on feedback given to me.			

Making Connections: *Elevator Speeches*

Directions: Consult your notes from your interim work to review the elevator speech you developed for your mindframe. When directed, connect with a colleague from a different district who is also exploring your selected mindframe. Compare your speeches and “borrow” from one another as desired. Await the signal to connect with someone who will share a different mindframe.

My Elevator Speech and Additional Insights from a Colleague:

Elevator Speech Related to _____

Elevator Speech Related to _____

Organizing for Work in Collaborative Groups

Roles and Responsibilities

- **Group facilitator's** responsibilities are to:
 - Ensure that all group members stay focused on the task at hand, following the directions or protocol for the activity.
 - Remind group members of expectations for dialogue as appropriate.
- **Recorder's** role is to:
 - Document group work in the format called for by the activity, e.g., writing on easel paper, taking informal notes to help with group memory, etc.
- **Timekeeper's** role is to:
 - Assist the facilitator with pacing by monitoring time at appropriate intervals.
 - Keep time for speakers during activities that allocate a specific amount of time per speaker.
- **Materials Manager's** role is to:
 - Obtain any necessary materials for group work, e.g. easel sheets, markers, etc.
 - Organize, and when indicated, post group products.
- **Direction Clarifier's** role is to:
 - Listen carefully as instructions are provided by session facilitators; ask questions for clarification when needed.
 - Check to be certain that each team member understands the task and related procedures; clarify as needed.
- **Process Monitor's** role is to:
 - Observe and listen to team members' interactions to note use of the expected behaviors listed below.
 - When requested by the facilitator, provide feedback to team on a specified behavior.

Expectations for Dialogue in Collaborative Groups

- **Be fully present.** *Focus on today's learning and on colleagues with whom you interact. Attempt to avoid unrelated use of digital devices and side-bar conversations.*
- **Be open to and respect all points of view.** *Listen to understand perspectives that differ from your own, asking "What makes you say that?" to better understand each colleague's thinking.*
- **Listen actively.** *Listen with an open mind and without thinking of what you'll say next. Set aside judgment to listen to others and to yourself more deeply. If you feel judgmental or defensive, ask yourself, 'I wonder what brought her to this belief?' 'I wonder what he's feeling right now?' 'I wonder what my reaction teaches me about myself?'*
- **Accept responsibility for active and equitable participation** by each group member. *Encourage those who are not speaking to offer their perspectives. Monitor your own speaking—voicing, but not dominating.*
- **Focused and collaborative thinking and speaking.** *Contribute your ideas to group dialogue; connect to the thinking of others when possible.*
- **Check for understanding.** *Before countering or adding to another's comment, be sure you fully understand what has been said—by paraphrasing and posing questions for clarification.*
- **Allow think times.** *Be intentional in your use of pauses—after a question is posed and following a team member's comment.*

Deepening Learning—Study Group Explorations: *Anatomy of Our Selected Chapter*

Purpose: Engage in team review of key sections within your chapter to develop a collective understanding of big ideas and resources

Suggested Time: 30 minutes

Directions:

1. Form small table groups with others in your mindframe of focus as directed by your session facilitators. Suggestion: 6/table.
2. Organize your small study group by designating specific roles as outlined on p. 5 of this learning packet. The facilitator should then lead a conversation about the Expectations for Dialogue in Collaborative Groups, also on p. 5 of this packet.
3. “Walk through” your chapter together to review (at a minimum) the following features contained within. Respond to the questions heading each column to consider whether and how you might use each of these to transfer learning from this chapter to colleagues back home.
4. The team recorder should take clear notes in order to transfer to a chart for public viewing.
5. Follow instructions to share and compare your team’s chapter analysis with other teams focusing on your mindframe.

Chapter Feature —What’s the focus of this piece?	Why might this facilitate others’ commitment and/or deeper learning about this mindframe?	How might we use this? (i.e., with what audiences, in what settings, in conjunction with what other resources?)
1. Questionnaire for Self-Reflection		
2. Short Vignette		
3. Graphical Displays of Relevant Hattie Findings		
4. Quick Review of Section Headings (bold font) and Graphics		

Deepening Learning—Study Group Explorations:
Identifying Cause and Effect Relationships

Purpose: To make connections between student learning outcomes and actions by teachers, school administrators, and central office leaders

Process: Analysis by Pairs, Sharing in Table Teams, Comparison Across Like Teams

Group Product: A “Theory of Action” related to this mindframe. A theory of action is an *If-Then* statement

Suggested Time: 55 minutes

Directions:

1. Form two groups (pairs or triads) within your table team.
2. Assign each small group one of the following tasks to complete: (10 mins.)
 - a. Identification of the explicit, observable, positive outcomes for students when teachers are consistently operating from this mindframe (i.e., what students are feeling, saying, and doing.) Record each discrete outcome on a separate sticky note.
 - b. Identification of the explicit, positive actions and practices that teachers consistently engage in when they adopt this mindframe. Record each discrete outcome on a separate sticky note.
3. Sharing of and discussion of results by two task teams: (12 mins.)
 - a. Begin with a report on student outcomes. The “student” group displays individual outcomes for all to see. Listening group asks questions for clarification, challenges, and/or adds to the outcomes presented. Collaboratively modify these as appropriate.
 - b. The “teacher” group now presents its behaviors, one at a time. The listening group acts as critical friends, questioning and/or adding to the teacher behaviors, particularly if a student outcome does not correspond with a teacher behavior.
 - c. Facilitator leads group in discussion about ways in which the teacher behaviors/practices lead to (cause) the student outcomes.
4. Small groups resume work with each focusing on one of the following: (8 mins.)
 - a. Generation of actions/behaviors **school administrators** would adopt to affect the identified teacher and student outcomes. (Record each individual action on a separate sticky note.)
 - b. Generation of actions/behaviors **district leaders** would adopt to affect the identified behaviors. (Record each individual action on a separate sticky note.)
5. Gallery walk to other table teams’ work to compare across small groups and identify patterns. (5 mins.)
6. Affinity Mapping: (12 mins.)
 - a. Designate someone(s) within your table team to gather with colleagues from other teams within your study group to share your team’s sticky notes for each of the role groups: (a) Students, (b) Teachers, (c) School administrators, (d) District leaders.
 - b. Teams assemble at the four designated stations and engage in affinity mapping to form categories of like items. Team members may talk throughout the mapping process and should culminate their dialogue by creating a phrase that conveys the essence of each category that was created. One individual creates a bulleted list of the phrases, writing

these legibly and in large enough print to read across the room. Recorder should write the appropriate header on the small group's chart:

- i. If district leaders . . .
 - ii. If school administrators . . .
 - iii. If teachers . . .
 - iv. Then students will. . .
7. Each small group designates a reporter to share his/her group's product. Beginning with the "district leader" group, each reports out to colleagues who are within their mindframe. Others listen as critical friends, taking this last opportunity to ask questions for clarification, edits, or to add another item.

Theory of Action for Mindframe 7: *I engage as much in dialogue as in monologue.*

If district leaders:

and If school administrators:

and If teachers:

Then students will:

And then, student learning and achievement will increase.

Expert Overview of Chapter 7: *I engage in dialogue as much as monologue: Team Response and Reflection*

Directions: “Experts” on this mindframe will overview the chapter while school team members listen, question, and engage in collaborative reflection to relate chapter resources to your district’s context.

Chapter Feature —What’s the focus of this piece?	Why might this facilitate others’ commitment and/or deeper learning about this mindframe?	How might we use this? (i.e., with what audiences, in what settings, in conjunction with what other resources?)
1. Questionnaire for Self-Reflection		
2. Short Vignette		
3. Graphical Displays of Relevant Hattie Findings		
4. Quick Review of Section Headings (bold font) and Graphics		

Team Planning:

1. To what extent is increasing the ratio of student talk to teacher talk a priority for our district?
2. What, if any, professional learning have we provided to support our teachers’ capacity to better plan for and facilitate student-to-student talk and extended student interactions with both their teachers and peers?
3. What are leaders doing to communicate to teachers that this is a district priority for instructional improvement?
4. How can we use today’s learning and related resources to emphasize this mindframe and related practices?

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

If district leaders:

and If school administrators:

and If teachers:

Then students will:

And then, student learning and achievement will increase.

Expert Overview of Chapter 8— *I explicitly inform students what successful impact looks like from the outset: Team Response and Reflection*

Directions: “Experts” on this mindframe overview the chapter while school team members listen, question, and engage in collaborative reflection to relate chapter resources to your district’s context.

Chapter Feature —What’s the focus of this piece?	Why might this facilitate others’ commitment and/or deeper learning about this mindframe?	How might we use this? (i.e., with what audiences, in what settings, in conjunction with what other resources?)
1. Questionnaire for Self-Reflection		
2. Short Vignette		
3. Graphical Displays of Relevant Hattie Findings		
4. Quick Review of Section Headings (bold font) and Graphics		

Team Planning:

1. To what extent do teachers in our district consistently and explicitly inform students what successful impact looks like from the outset of each lesson?
2. What, if any, professional learning have we provided to support our teachers’ capacity to better plan for and use learning targets, success criteria, and learning progressions?
3. What are leaders doing to communicate to teachers that this is a district priority for instructional improvement?
4. How can we use today’s learning and related resources to emphasize this mindframe and related practices?

Theory of Action for 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.*

If district leaders:

and If school administrators:

and If teachers:

Then students will:

And then, student learning and achievement will increase.

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: Team Response and Reflection*

Directions: “Experts” on this mindframe overview the chapter while school team members listen, question, and engage in collaborative reflection to relate chapter resources to your district’s context.

Chapter Feature —What’s the focus of this piece?	Why might this facilitate others’ commitment and/or deeper learning about this mindframe?	How might we use this? (i.e., with what audiences, in what settings, in conjunction with what other resources?)
1. Questionnaire for Self-Reflection		
2. Short Vignette		
3. Graphical Displays of Relevant Hattie Findings		
4. Quick Review of Section Headings (bold font) and Graphics		

Team Planning:

1. To what extent do educators in our district build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others?
2. What, if any, professional learning have we provided to support our teachers’ capacity to create and sustain classroom cultures where students feel safe to make mistakes and respond incorrectly and to learn from their peers?
3. What are leaders doing to communicate to teachers that this is a district priority for instructional improvement?
4. How can we use today’s learning and related resources to emphasize this mindframe and related practices?

Preparation for Study Group Exploration of Our Selected Mindframe: _____

Create a graphic organizer to display the key ideas in your chapter. You will use this to explain your mindframe to colleagues who did not select it.

In what specific ways do you believe adoption of this mindframe might add value to your district's school improvement efforts?

How could you go about motivating educators in your district to focus more intentionally on this mindframe?

Share the essence of this mindframe with a sampling of teachers in your district and find out what they think about it. For example, you might ask: *Does this mindframe make sense to you? To what extent does it square with your beliefs? Would you be interested in learning more about this mindframe?*

District Team Preparation for KLN Meeting 4

Directions: During our last KLN session, each district will be asked to spotlight what you’ve done to take your learning home—by both incorporating mindframes and practices into your own work as well as by intentionally sharing your learning with others. We will plan an “open space learning fair” during which you’ll have an opportunity to learn from others. You are invited to bring artifacts you’ve used to transfer the learning to others as well as evidence that focus on one or more mindframes is already making a difference for teachers and/or students.

<i>Here’s What</i> we consider to be our most important learning from this year’s KLN:	<i>So What</i> have we done to transfer our learning to our own work and to share it with other colleagues in our district?	<i>Now What</i> are we planning to do in the future to sustain and scale our learning?

Feedback Form

Please take the time to follow the link below to fill out our feedback form. In an attempt to save paper and receive more accurate and timely feedback we are moving to Google Forms. This form will also be emailed to you.

You can either type this link into your browser or use your phone's camera or any QR code scanner to take you right to the form.

Thank you for taking the time to help make us better!