

Key Leaders Network Meeting 1
Alabama Best Practices Center
August 2019

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.
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.

Learning Design

9:30	Welcome, Introductions, Overview • Organizing for Work in Collaborative Groups • Who Are We? Why Are We Here?—<i>Creating and Sharing District Profiles</i> • Vision for KLN Learning in 2019-20 Why Focus on Mindframes? • What is a Mindframe? Why is it Important? • What Do We Know and Believe About Focus Areas For the Year? • Why Are We Using Hattie's Text For this Year's Work? Mindframe 1: <i>I am an evaluator of my impact on student learning.</i> • Exploring the 'What and Why' of Mindframe 1 • Selecting a Lens for Meaning-Making ○ Central Office Leader ○ School-level Leader ○ Teacher • Collaborative Exploration of Mindframe through Selected Lens • Putting the Pieces Together: <i>Pair-Square-Circle 8</i> Team Dialogue and Planning for Next Steps Organizing for the next KLN Meeting • Brief Overview of 3 Identified Mindframes ○ <i>I see assessment as informing my impact and next steps.</i> ○ <i>I collaborate with my peers and my students about my conceptions of progress and my impact.</i> ○ <i>I give and help students understand feedback and I interpret and act on feedback given to me.</i> • Making Personal Choices Final Reflection and Feedback
2:30	ADJOURN

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/Reporter'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.
 - Be prepared to provide a brief report to the large group, as required.
- **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 KLN 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.*

Who Are We? Why Are We Here? *Creating and Sharing District Profiles*

- I. **Team Dialogue.** Team facilitator leads members in dialogue to generate responses to the prompts in each of the quadrants below. Team recorder reproduces the template on a sheet of easel paper, writing the district name at the top of the sheet.

Characteristics —3 Adjectives that Describe Our Team	Proudest Prouds —3 Instructional and/or Leadership Practices that Are Working Well for Us
Critical Challenges —3 Priority Opportunities for Continued Growth	Expectations —3 Hoped-for Results from Our Active Participation in KLN

- II. **Gallery Walk.** When directed, move with your team to examine the other district team profiles. Talk about similarities and opportunities for learning from other teams. The team facilitator leads this dialogue, while the team recorder notes important learnings about each of the other teams. Use the template on page 4 to make notes.
- III. **Team Debrief.** Return to your table to identify key learnings about others and identify specific questions or focus areas for future conversations.

Members of Our Key Leaders Network

District	What We Want to Remember About This District

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

Directions. Respond to each mindframe in terms of (1) the extent to which you think you understand what is meant by the statement (Column 1), and (2) the extent to which teachers in your school(s) and district are currently focusing on practices you associated with this mindframe (Column 3). Use the following scale in rating: 0 = Not at All to 5 = To a High Level.

<i>To what extent does this "speak" to you? How comfortable are you with your understanding of what Hattie means?</i>	Mindframe	<i>To what extent have practices that you associate with this mindframe been focus areas in your school(s) and/or district?</i>
IMPACT		
0 1 2 3 4 5	1. I am an evaluator of my impact on student learning.	0 1 2 3 4 5
0 1 2 3 4 5	2. I see assessment as informing my impact and next steps.	0 1 2 3 4 5
0 1 2 3 4 5	3. I collaborate with my peers and my students about my conceptions of progress and my impact.	0 1 2 3 4 5
CHANGE AND CHALLENGE		
0 1 2 3 4 5	4. I am a change agent and believe all students can improve.	0 1 2 3 4 5
0 1 2 3 4 5	5. I strive for challenge and not merely "doing your best."	0 1 2 3 4 5
LEARNING FOCUS		
0 1 2 3 4 5	6. I give and help students understand feedback and I interpret and act on feedback given to me.	0 1 2 3 4 5
0 1 2 3 4 5	7. I engage as much in dialogue as in monologue.	0 1 2 3 4 5
0 1 2 3 4 5	8. I explicitly inform students of what successful impact looks like from the outset.	0 1 2 3 4 5
0 1 2 3 4 5	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.	0 1 2 3 4 5
0 1 2 3 4 5	10. I focus on learning and the language of learning.	0 1 2 3 4 5

II. When all team members have completed individual ratings, the team facilitator leads the group in sharing and comparing, particularly of responses to items in Column 3.

What do you think?

Jot down the areas of teacher impact on student learning that you believe worthy of evaluating.

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Insights and Questions

Directions: As you view John Hattie speaking about mindframes, record any insights and questions that come to mind in the spaces below.

Insights	Questions

What is Visible Learning?—*Notices and Wonderings*

Reading and Reflection. As you read the text beneath “What is Visible Learning?” (pp. xviii-xx), look for facts or concepts that seem important to you—perhaps an idea you’ve not thought about before or you think is particularly important for educators to consider. Highlight these and record beneath “Notices,” along with an indication of where these appear in the text. Also, be alert to anything that is puzzling, something about which you have a question. Again, mark what provoked this wondering in the text and record your questions beneath “Wonderings.” Be prepared to share your responses to the text with colleagues.

Notices	Wonderings

Sharing. When instructed, the team facilitator asks for a volunteer to lead off, first sharing a “Notice,” by pointing to the text stating why this idea was selected. If anyone else selected the same idea, they speak and piggy-back on the speaker’s comments. Quickly share-around 3-4 “Notices,” and then share “Wonderings.” The process monitor should ensure that everyone’s voice is heard during this discussion.

Key Leaders Network—Schema for 2019-20

	SESSION #1	SESSION #2	SESSION #3	SESSION #4
Content Focus	Impact (Preface, Chapter 1) Overview of 10 Mindframes - Why is the way we think more important than what we do? - The What and the Why of Mindframes - Key Ideas Underlying the Visible Learning Research - Rationale for Choice of This Text for KLN 2019-20 - Overview of the &ear Mindframe 1: <i>I am an Evaluator</i>	Impact (Chapters 2, 3, and 6) - Mindframe: <i>I see assessment as informing my impact and next steps</i> (Ch 2) - Mindframe: <i>I collaborate with my peers and my students about my conceptions of progress and my impact</i> (Ch 3) - Mindframe: <i>I give and receive feedback and I interpret and act on feedback given to me</i> (Ch 6)	Learning Focus (Chapters 7, 8 and 9) - Mindframe: <i>I engage as much in dialogue as monologue</i> (Ch 7) - Mindframe: <i>I explicitly inform students what successful impact looks like from the outset</i> (Ch 8) - Mindframe: <i>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</i> (Ch 9)	Change and Challenge (Chapters 10, 4, and 5) - Mindframe: <i>I focus on learning and the language of learning</i> (Ch 10) - Mindframe: <i>I am a change agent and believe all students can improve</i> (Ch 4) - Mindframe: <i>I strive for challenge and not merely doing your best</i> (Ch 5)
Shared Learning	Opening: * Reconnecting * Learning Targets for Day, etc. * Overview of Mindframes for Focus			
Learning in “Choice” Mindframe Groups	* Make personal meaning of the ‘what’ and ‘why’ of my selected mindframe. * Identify implications for the practice of (a) central office leaders, (b) school-level administrators, (c) teachers. * Suggest beginning steps that each role group can take to integrate selected mindframe into their daily practice.			
Shared Learning:	Closing: * Discussion—Identification of patterns and inferences across all mindframes explored during session. * Organizing for upcoming session			
Planning with District Team	* Assess the importance of each of the mindframes explored during a given session to educators in our district. * Consider steps we can take to (a) model these ways of thinking, and (b) engage educators at multiple levels in our district in learning about and reflecting on the relevance of selected mindframes to their practice.			
Preparation for Next Session	* Select one of three identified mindframes for focus during interim reading/reflection AND collaborative inquiry during upcoming session. * Engage in deep reading of chapter associated with your mindframe; complete “reflection on reading about mindframe” prior to upcoming session to prepare for dialogue with others in your mindframe group. * Talk with colleagues in your district to gauge their reaction to this way of thinking.			

A Tale of Two Teachers: Personal Response to Vignette

Personal Ratings: Read the short vignette at the top of page 2 of *10 Mindframes for Visible Learning*. Following your reading, individually and silently respond to the statements below by marking the extent of your agreement with each, where 10 = I strongly agree with this statement to 0 = I completely disagree with this statement.

1. I believe that students in Teacher 2's classroom will learn more than those in Teacher 1's.

| ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
0 1 2 3 4 5 6 7 8 9 10

2. Teachers whom I know take an approach very similar to that of Teacher 2.

| ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
0 1 2 3 4 5 6 7 8 9 10

3. When I observe classrooms, I look for evidence that a teacher is seeking to make student thinking visible as does Teacher 2.

| ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
0 1 2 3 4 5 6 7 8 9 10

4. School and district leaders expect teachers to evaluate the impact of their teaching on student learning and explicitly and routinely communicate this expectation.

| ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
0 1 2 3 4 5 6 7 8 9 10

5. We provide professional learning in our district that supports teachers in "knowing their impact."

| ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
0 1 2 3 4 5 6 7 8 9 10

Team Sharing and Dialogue.

1. Each team member, in turn, records his/her response on the team template.
2. When all have marked their responses, the recorder places the completed template in a position that all can see.
3. The team facilitator leads team dialogue using the following questions:
 - a. What do you notice about our ratings? What patterns do you see?
 - b. How, if at all, do our perceptions differ? What might account for these differences?
 - c. What questions, if any, do you have about what you see?
4. Conclude by sharing responses to this question: What actions might we take to challenge all teachers in our district to approach lesson design and enactment similar to Teacher 2? *In what specific ways might this benefit our students*

**Assessment, Formative Evaluation, Feedback, and Summative Evaluation—
Clarifying Our Professional Vocabulary**

Directions:

1. Using the small colored index cards at your table, assign each team member one of the stakeholder groups below. You will be thinking with a partner about how you might explain one or more of the four terms to the indicated stakeholder group.
 - a. **White—Teachers.** Imagine that you are a principal meeting with your faculty and want to clarify the meanings of each of these four terms and encourage precise use of each during collaborative planning and in conversation with students, parents, and other members of the school community. Consider how you would define each term and the rationale you would provide for developing a common understanding and use.
 - b. **Blue—Students.** Put yourself in the place of a teacher who is explaining the importance of formative evaluation and feedback to her students—along with their responsibilities for each. How might you define these in terms students would understand? How would you convey the importance of these processes to your students?
 - c. **Green—Parents.** Imagine that you are principal meeting with a group of parents to explain why every student assignment doesn't receive a grade "that counts." How would you use one or more of these terms to help them understand the role they can play in student learning?
 - d. **Yellow—Principals.** Put yourself in the place of a central office leader who is sharing with principals her understanding of the meanings of each of these terms and why she believes it important to be clear about these meanings with all stakeholders. Focus on both the definitions you'd provide for each term and the manner in which you'd explain the importance of each.
 - e. **Purple—School Board Members.** Imagine that you are a superintendent seeking to help board members understand the value of increased focus on formative evaluation in your district's professional development plan. How would you convey the meaning of formative measures to the board? What case would you make for increased emphasis on these?
 - f. **Pink—Central Office.** Your job is to ensure that you and your colleagues in the central office are sending the same message regarding the nature and purpose of assessments (including daily classroom assessments, common assessments, and high-stakes assessments) used in the district. How would you explain each—and its importance to student learning?
2. Taking your book, both handouts, and a pen, move to the area of the room designated for your role group and form a pair with one colleague from another district. Find a comfortable place to work.
3. Follow the directions of your session facilitators to engage in dialogue focusing on excerpts from the text.
4. When directed, talk about how you would approach the task embedded in the scenario for your targeted stakeholder group.
5. Return to your table team and engage in a quick round-robin sharing to learn from each team member.

Examining “*I am an evaluator of my impact on student learning*” Through the Lens of Different Role Groups

Assigned Role Group: _____

I.

1. How would we explain the mindframe to this role group?	
2. In what specific ways might this role group incorporate the mindframe into their practice and /or model it to others?	3. What core ideas associated with this mindframe would be most important to colleagues in our districts who are members of this role group?
4. What argument might we make to this group that would convince them to learn more about and consider the potential benefits of this way of thinking in our districts?	
5. What, specifically, might members of this role group do or say as a result of embracing this mindframe that would likely impact student learning and achievement?	

II. **Prompt for Culminating Dialogue:** *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?*

Template for Team Planning

<i>Here's What</i> we intend to take away from our learning today	<i>So What</i> can the focus on these take-away's contribute to our district's vision and commitment to student learning?	<i>Now What</i> are the steps we'll take to engage in learning and applying related mindframes and behaviors to their practice?

Reflection on Reading About My Selected Mindframe: _____

What does this mindframe mean to me? How would I explain it to others?	
Key strategies and ideas associated with this mindframe:	
What impact might adoption of this way of thinking and acting have on student learning and achievement?	
In what ways might central office leaders incorporate this mindframe into their practice and model it to others? What might school-level leaders do to align their practices with this mindframe?	What core ideas associated with this mindframe would be most important and compelling to teachers in my district?
How might I go about sharing the specifics of this mindframe with other leaders?	How might leaders go about communicating key ideas associated with this mindframe to teachers?

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.

<https://forms.gle/aZD9QF184TQaCWeu7>



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