

**Key Leaders Network Meeting 2**  
**Alabama Best Practices Center**  
**October 2019**

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

Learning Design

9:30

Welcome, Introductions, Overview

- Norms for Work in Collaborative Groups
- What Are We Learning? *KLN Bingo*
- How Are We Connecting the 10 Mindframes to Our Work? *Dialogue in Role-Alike Groups*

Deepening Learning: Study Group Explorations

- How Do We Define our Mindframe and Provide a Rationale? *Dialogue and Headlines*
- What Are the Implications for Teaching Practice and Student Learning? *Gallery Walk*

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

- Exploring the 'What and Why' of Mindframe 2: *Lecturette and Sharing of Headlines*
- Considering the Implications for Teacher and Students: *Gallery Walk*
- So What Does This Mean to Me? *Reflection and Dialogue in District Teams*

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

- Exploring the 'What and Why' of Mindframe 3: *Lecturette and Sharing of Headlines*
- Considering the Implications for Teacher and Students: *Gallery Walk*
- So What Does This Mean to Me? *Reflection and Dialogue in District Teams*

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

- Exploring the 'What and Why' of Mindframe 6: *Lecturette and Sharing of Headlines*
- Considering the Implications for Teacher and Students: *Gallery Walk*
- So What Does This Mean to Me? *Reflection and Dialogue in District Teams*

Pulling it All Together: Implications and Conclusions

Organizing for the next KLN Meeting

- Brief Overview of 3 Identified Mindframes
  - *I engage as much in dialogue as in monologue. (Chapter 7)*

- *I explicitly inform students what successful impact looks like from the outset. (Chapter 8)*
  - *I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others. (Chapter 9)*
- Making Personal Choices

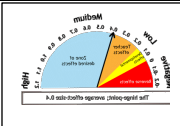
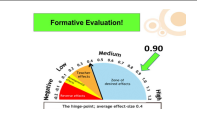
Final Reflection and Feedback

2:30

ADJOURN

## Reconnecting with the Content and with One Another—KLN Bingo

**Directions:** Individually review the questions below and select two or three for which you would be willing to share your ideas with a colleague. When directed, find someone not from your district and ask them to share one of their responses. In turn, you share one of your responses. You may only get ONE response from each colleague. Continue connecting and dialoging with others until time is called.

|                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Mindframe Defined:</b><br/> “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.” (p. xv) Refer to this excerpt to explain mindframe “in your own words.”</p> | <p><b>2. Making Student Thinking Visible:</b> Name two ways that teachers can make student thinking and learning visible.</p>                                                                                                                                            | <p><b>3. Hattie’s “Hinge Point”:</b><br/> What is your understanding of Hattie’s “hinge point?”</p>                                       |
| <p><b>4. Formative Evaluation:</b><br/> The authors write that Mindframe #1 (“I am an evaluator of my impact on student learning is by far the most important of all mindframes. . . .” What do you believe makes the authors say that?</p>                                                                  | <p><b>5. Formative and Summative:</b><br/> What do you think Hattie &amp; Zierer mean when they write “there is no such notion as formative or summative evaluation, as any assessment can be used to make formative evaluation”? (p. 5)</p>                             | <p><b>6. Visible Learning:</b> In your own words, define “visible learning” as it is used by Hattie.</p>                                                                                                                     |
| <p><b>7. RTI:</b> Talk about your understanding of the following excerpt from <i>10 Mindframes for Visible Learning</i>: “. . . the three tiers [in RTI] differ in regard to group size, degree of individualization, and duration.”</p>                                                                                                                                                        | <p><b>8. Diagnosis-Intervention-Evaluation:</b> The authors of <i>10 Mindframes</i> highlight these three processes and associate their use with teachers who have impact. Explain how you think a cycle of D-I-E would support student learning and lead to impact.</p> | <p><b>9. Impact:</b> The authors contend that, in addition to test results, there are many forms of impact. What forms of impact do you think are important? In what ways might you make the impacts identified visible?</p> |

**How Are We Connecting the 10 Mindframes to Our Work?**  
***Conversations, Connections, and Curiosities in Role-Alike Groups***

Directions: In small groups of 3-5 individuals, use the three prompts below to engage in dialogue with role-alike colleagues. (Note: Please do not group with others from your district.) Your small group may begin with the prompt that most interests you and move on to others. You will have a total of 10 minutes for this dialogue. We encourage you to take notes so you can share with other members of your district team.

**Conversations:** With whom back in your work setting have you initiated conversations about Hattie's 10 Mindframes? What has been the focus of your sharing? How has your audience responded? (Note: This includes both informal conversations with colleagues as well as more formal professional learning sessions you may have co-facilitated.)

**Connections:** What connections are you making between the content or thinking behind the 10 Mindframes and priority areas (Including both challenges and initiatives) in your school or district?

**Curiosities:** What are you wondering about the thinking behind the 10 Mindframes as presented in our text? (i.e., What questions do you have?)

## 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: *The What and Why of Our Mindframe***

*Purpose:* 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.

*Group Process:* Collaborative Dialogue and Headlines

*Group Product:* 1-2 “headlines” that highlight your group’s thinking that can be shared with others

*Suggested Time:* 15 minutes

#### Directions:

1. Form small groups with others in your mindframe of focus as directed by your session facilitators.
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. Engage in group dialogue to explore the meaning of your mindframe. As you talk about the what and why of your mindframe, group members may wish to refer to responses to the following questions that guided the pre-session reading:
  - a. What does this mindframe mean to me? How would I explain it to others?
  - b. What key strategies and ideas are associated with this mindframe?
  - c. What impact might adoption of this way of thinking and acting have on student learning and achievement?
4. When cued, begin generating your headline(s): a short phrase that embodies your thinking about the meaning and rationale for the mindframe that might be used to motivate others to learn more about it (Think of a newspaper headline and draw your inspiration from this.)
5. The small group recorder should write the headline(s) on the paper provided.
6. Designate someone to be responsible for sharing the what and they why of your headline during a gallery walk later in the day.

**Deepening Learning—Study Group Explorations:**  
***What Are the Implications for Teaching Practice and Student Learning?***

**Purpose:** 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 how this might impact student learning.

**Group Process:** Individual generation of ideas, *Snowflake*, and whole group dialogue

**Group Product:** Two wall charts to be used in a Gallery Walk involving all members of the whole group

**Suggested Time:** 30 minutes

**Directions, Part I:**

1. Imagine what teachers who are guided by this mindframe would be thinking, doing, and saying as they plan for and facilitate learning. Individuals record each individual and discrete behavior on a separate sticky note.
2. The session facilitator will invite group members to identify the behavior each *believes to be most important*. The facilitator then asks someone to share by reading their sticky note and handing it to the materials manager who places it beneath one of the symbols on the wall chart.
3. The facilitator asks others who have identified the same or a similar behavior to hand them to the materials manager who places these on or around the one that has been shared.
4. The facilitator instructs members to look at their sticky notes and identify the one they *believe would be most challenging for teachers to use consistently*. The facilitator invites someone to share by reading aloud their sticky note. Again, the materials manager collects the sticky note and places it beneath another one of the symbols on the wall chart. The facilitator prompts others who have something similar to hand sticky notes to the materials manager for placement on or around the one that has been shared.
5. Next, the facilitator asks members to look at their remaining sticky notes to identify the one that is *already being used by many teachers*. The facilitator follows the same protocol to secure an initial volunteer to read his/her statement and invites others with similar behaviors to turn theirs in to the materials manager.
6. After these three rounds, groups members are asked to post their remaining sticky notes on the wall chart. They can begin new “categories” by placing these beneath other columnar headings—or they might relate some of their remaining ones to those that are already posted.
7. When all are posted, the small group facilitator leads the small group in naming the categories (using a 1-3 word topical heading.) The recorder writes the category names on a sticky note and substitutes the name for the symbol that had previously been used as the columnar heading.

**Part II:**

1. Following the completion of the teacher chart, the facilitator leads the small group in dialogue during which they respond to the following question:

***If a teacher were consistently using the behaviors we have identified, what would be the impact on students? Why do we believe these behaviors would have the identified impact?***

2. Select someone to take notes and serve as a “synthesizer” of the ensuing dialogue. As the dialogue proceeds, the recorder should also note key ideas on the easel paper provided—taking care to write legibly so that those who visit the team station during the gallery walk can clearly decipher.
3. Decide how you will interpret your work products to teams who visit your station during the gallery walk later in the day—that is, decide who will be involved in speaking. For example, the synthesizer will share insights from the final dialogue during the gallery walk. Ideally, you will involve all group members in some way.

**Mindframe 2—I see assessment as informing my impact and next steps.**  
**Teacher Behaviors and Results for Students: *Note-taking Template***

Directions, Part I:

1. Participate in a gallery walk to see and hear the thinking of the Mindframe 2 Study Group teams related to the implications of this mindframe for teaching practices and their impact on students.
2. As you visit multiple stations, use the space below to take notes.

| <b>Headline &amp; What I Like About It</b> | <b>Teaching Practices</b> | <b>Results for Students</b> |
|--------------------------------------------|---------------------------|-----------------------------|
|                                            | <b><i>Station 1</i></b>   |                             |
|                                            |                           |                             |
|                                            | <b><i>Station 2</i></b>   |                             |
|                                            |                           |                             |
|                                            | <b><i>Station 3</i></b>   |                             |
|                                            |                           |                             |

**Part II:** Back at your district team table, summarize your learning, looking for patterns across the multiple stations. Use the following prompts to debrief your thinking and learning about this mindset:

- a) What stands out to you?
- b) Which of the results for students do you most value?
- c) Which of the teacher behaviors do you believe are prevalent across your school and/or district?
- d) Which practices do you think are not yet in place?

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

**Teacher Behaviors and Results for Students: *Note-taking Template***

Directions, Part I:

1. Participate in a gallery walk to see and hear the thinking of the Mindframe 3 Study Group teams related to the implications of this mindframe for teaching practices and their impact on students.
2. As you visit multiple stations, use the space below to take notes.

| Headline & What I Like About It | Teaching Practices      | Results for Students |
|---------------------------------|-------------------------|----------------------|
|                                 | <b><i>Station 1</i></b> |                      |
|                                 |                         |                      |
|                                 | <b><i>Station 2</i></b> |                      |
|                                 |                         |                      |
|                                 | <b><i>Station 3</i></b> |                      |
|                                 |                         |                      |

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- c. Which of the teacher behaviors do you believe are prevalent across your school and/or district?
- d. Which practices do you think are not yet in place?

**Mindframe 6— *I give and help students understand feedback and I interpret and act on feedback given to me.***  
**Teacher Behaviors and Results for Students: *Note-taking Template***

Directions, Part I:

1. Participate in a gallery walk to see and hear the thinking of the Mindframe 6 Study Group teams related to the implications of this mindframe for teaching practices and their impact on students.
2. As you visit multiple stations, use the space below to take notes.

| Headline & What I Like About It | Teaching Practices      | Results for Students |
|---------------------------------|-------------------------|----------------------|
|                                 | <b><i>Station 1</i></b> |                      |
|                                 |                         |                      |
|                                 | <b><i>Station 2</i></b> |                      |
|                                 |                         |                      |
|                                 | <b><i>Station 3</i></b> |                      |
|                                 |                         |                      |

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- a. What stands out to you?
- b. Which of the results for students do you most value?
- c. Which of the teacher behaviors do you believe are prevalent across your school and/or district?
- d. Which practices do you think are not yet in place?

**Pulling It All Together: Final Thoughts**  
**Note-Taking Template**

Directions. You will be listening to three colleagues share their thinking about how leaders might model and nurture these mindframes. As they speak, you may wish to jot down key points and record questions that come to your mind as you listen.

| Question                                                                                                                                         | Key Points and Questions This Raises |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <i>What might <b>school-level leaders</b> do to align their practices with one or more of the mindframes spotlighted during today's session?</i> |                                      |
| In what ways might <b>central office leaders</b> incorporate one or more of these mindframes into their practice and model for others?           |                                      |
| How might leaders at all levels nurture and support the development of these mindframes within teachers?                                         |                                      |

**Preparation for Study Group Exploration of My Selected Mindframe:** \_\_\_\_\_

Directions: The following guide was developed to help you prepare for the KLN 3 meeting. While we invite you to consider all six questions/actions, we expect you to complete those sections marked with an asterisk (\*).

\*Create an “elevator speech” you could use to convey to other educators ***the essence and importance of this mindframe***. (An “elevator speech” is brief, no more than 4-6 sentences; a statement you could make in the time it takes an elevator to move to the top of a tall building.)

\*How does this chapter ***affirm, change, or extend*** your understanding of the importance of the main concept embedded in this mindframe?

\*In your view, why and how would teacher adoption and consistent use of this mindframe ***impact student learning***?

|                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>How do you believe each identified <b>variable (from the Hattie research)</b> contributes to the impact of this mindframe? Which, if any, of these variables surprise you? Are there other teaching practices that you connect with enactment of this mindframe?</p> |                                                                                                                                                                                                                         |
| <p>What, specifically, can you in your <b>leadership role do to model</b> this mindframe to other educators?</p>                                                                                                                                                        | <p>Which of these mindframes are currently reflected in your <b>school or district priorities for improvements</b>? What, specifically, is your district doing to enhance practices associated with this mindframe?</p> |

**\*Data Collection Challenge:** Examine the “Questionnaire for Self-Reflection” that appears on the opening page of your selected chapter. Talk with members of your KLN team about how you might use this to collect data that would inform you about the perceptions of an identified group of educators regarding their current commitment to behaviors associated with this mindframe. You might administer this survey to the identified group (e.g., a school faculty, a vertical team, etc.), use the question to facilitate a focus group of a small group, etc. Whichever you choose, bring the results to the KLN 3 meeting to use in your study group exploration.

Template for Team Planning: Mindframes 2, 3, and 6

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

## **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!**