

Key Leaders Network Meeting 4
Alabama Best Practices Center
March 2020

Learning Targets

1. Consider how we can collaborate with others in our district to better determine our impact on student learning.
2. Make connections across the 10 Mindframes.
3. Deepen my understanding of Hattie's interpretation of *I am a change agent and believe all students can improve*.
4. Explore Mindframe 5, *I strive for challenge*.
5. Consider the importance of focusing on "learning and the language of learning" (Mindframe 10.)
6. Determine how we might adopt Hattie's Mindframes in our districts as we continue our improvement journeys.

Learning Design

9:30

Welcome, Introductions, Overview

- Reconnecting: *I used to think . . . Now I think . . .*
- Organizing for Collaborative Team Dialogue

Revisiting the Big Ideas from *10 Mindframes for Visible Learning*

- Rethinking Impact: *Individual Reading and District Team Dialogue*
- Making Connections Across the Ten Mindframes: *Creating a Web of Our Own*

Getting Ready to Share: Work in Mindframe Groups

- Organizing Our Groups
- Planning to Engage Others in Thinking About Our Mindframe
- Reconsidering Impact and Connections

Mindframe 4: *I am a change agent and believe all students can learn.*

- What's it all about? *Making Meaning of Mindframe 4*
- Big Ideas Associated with Mindframe 4

Mindframe 5: *I strive for challenge and not merely "doing your best."*

- What's it all about? *Making Meaning of Mindframe 5*
- Big Ideas Associated with Mindframe 5
- Pithy Excerpts from Chapter 5: *Unpack, Make Meaning, and Discuss*

Mindframe 10: *I focus on learning and the language of learning.*

- What's it all about? *Making Meaning of Mindframe 10*
- Big Ideas Associated with Mindframe 10
- Getting Started with Mindframe 10: *What's the Big Idea?*

Reflection and Planning

- What Have We Done As a Result of This Year's Learning?—*Review and Circle Up*
- Preview of 2020-2021 KLN Focus

2:30

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Reconnecting: *I used to think Now I think*

Directions:

- I. Individually and silently reflect on your learning about Hattie's ten Mindframes to identify any way of thinking about teaching and learning that you have rethought over this course of study. You may wish to consult the Contents on pp. v-vi of the text to review the Mindframes and/or look in the text to identify a specific insight. Jot down your thinking below indicating ways in which your thinking was challenged.
- II. When directed, stand and connect with one other colleague to share reflections. Record a brief description of your colleague's change in thinking below. Following your first exchange, look for a second partner and repeat the process. Continue finding new partners until time is called.
- III. Return to your home table for sharing and discussion. Begin by surfacing team member changes in thinking. As you discuss, refer to conversations with colleagues outside your district to expand your team's thinking about how a consideration of these ten Mindframes can alter educators' thinking.

<i>I used to think</i>	<i>Now I think</i>

Organizing for Work in Collaborative Teams

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.*

Rethinking Impact: *Individual Reading and District Team Dialogue*

Directions:

1. Individually and silently read the 3rd paragraph on p. 165 (beginning with “This begs three core questions. . . .”) and ending with the 1st three lines on p. 166. As you read, highlight or make a list of the sources Hattie cites for determination of impact.
2. Engage in district team dialogue to decide which of these sources are used routinely by most teachers in your district as they seek to determine their impact on their students’ learning. Identify any other current sources used by most teachers to gauge their impact on student learning. Record all of these sources in column 1 below.
3. Now think together about other sources you think would be appropriate and instructive for determination of impact on your students’ learning. Record the ones on which all members of your team agree in the 2nd column beneath “Proposed Sources.”
4. Finally, consider what you as district leaders might do to enable and support the consistent use of identified sources across your district and what you might do to advance this Mindframe among all educators within your district.

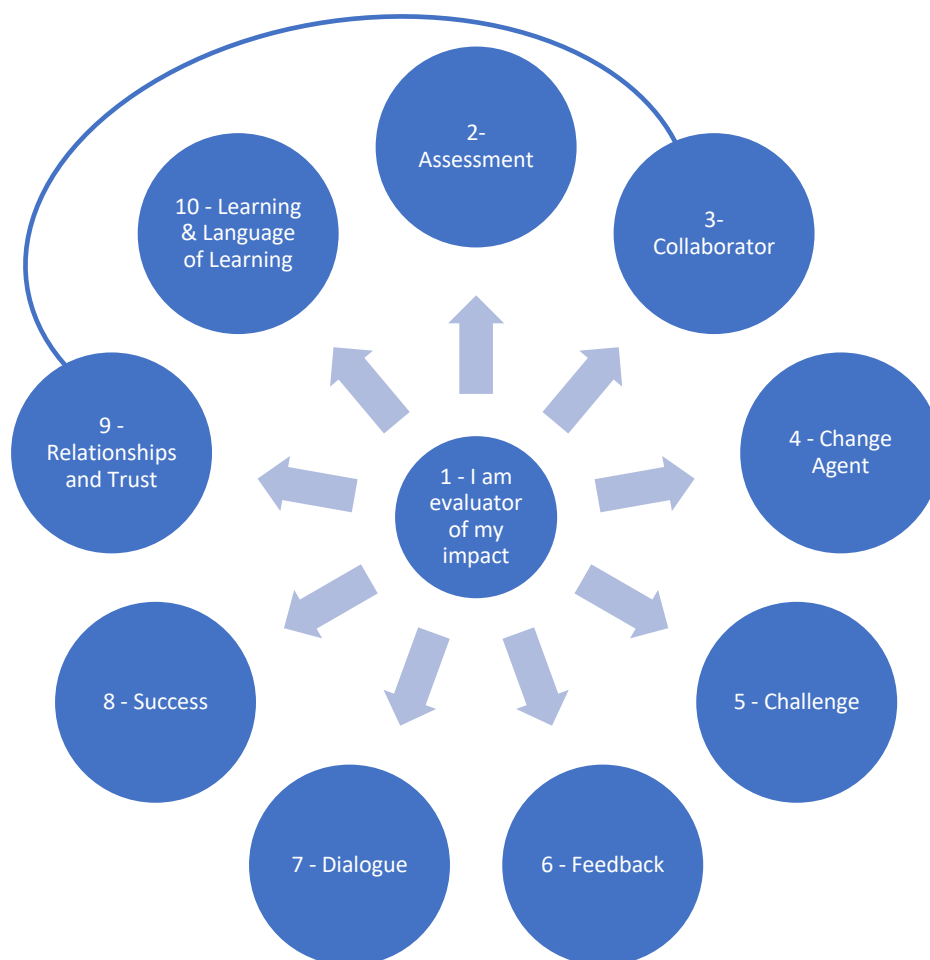
Current Sources	Proposed Sources	How We Might Advance More Consistent and Widespread Use of These Sources
What might we as district leaders do to advance Mindframe 1 across our district?		

5. Taking your completed template with you, go to the area of the room designated for your role group. Form small discussion groups to share and compare your thinking about sources—and about how you can advance this mindframe—*I am an evaluator of my impact on student learning*.

Making Connections Across the Ten Mindframes: *Creating a Web of Our Own*

Directions:

1. Read the 1st full paragraph on p. 166 paying particular attention to the connections that Hattie makes between each of nine Mindframes to Mindframe 1: *I am an evaluator of my impact on student learning*. As you read, also think about how the Mindframes relate to one another.
2. Draw lines to connect the Mindframes you believe to be interdependent. For example, you might speculate that relationships and trust are necessary for collaboration (and that, in turn, collaboration strengthens relationships and trust.) You would then draw a line such as the one below to illustrate this connection. As you make these connections, ask the question: *How do these support the Mindframe, I am evaluator?*
3. Be prepared to engage in whole group dialogue.



Deepening Learning: Study Group Explorations

Allocated Time: 15 minutes

Directions:

1. *Big Ideas Behind This Mindframe.* Refer to the text and to the graphic organizers you prepared for today as you respond to the following:
 - a. How would we explain our Mindframe to someone who has not read this chapter? In other words, what does the statement mean to us? Assign someone to present the Mindframe and to explain what it says to your team in a 1-2 minute explanation.
 - b. If you have worked separately on graphic organizers, compare and contrast the key ideas identified. Reach consensus on what you view as the big ideas. For each big idea, agree upon responses to the questions embedded in the graphic organizer below. Use a graphic organizer created prior to today's session OR create one similar to the chart below to display your team's thinking. Decide which members of your team will share each of the ideas together with your team's thinking.

<i>Key Idea—What is it?</i>	<i>What is the thinking behind the idea? What does it mean to us?</i>	<i>Why is this idea important to visible learning?</i>

2. *Potential Value of this Mindframe to Your District's' School Improvement Efforts.* Again, consult any thinking and dialogue in which you've engaged prior to today as you think together about the questions below. Designate one or more members of your team to lead a short discussion focused on these questions with participants to whom you present.
 - a. What if everyone in our district adopted this Mindframe? In what specific ways do you believe this might add value to our district's improvement efforts?
 - b. How might we go about motivating educators in our districts to focus more intentionally on this Mindframe?
 - c. What, if anything, did you find out about teacher thinking related to this Mindframe?

Deepening Learning: Study Group Explorations: *Focusing on the Connections of Our Mindframe to Others*

Part I: Study Group Preparation (Allocated time: 10 mins.)

Connection to Other Mindframes. Consider how your Mindframe relates to the other nine by collaboratively discussing the questions below. All members should be prepared to participate in whole-group dialogue focused on these questions.

1. Speculate as to how this Mindframe contributes to Mindframe 1, teachers' ability to evaluate their impact on student learning.

2. To which of the other eight Mindframes can you connect this one? In what ways?

Part II: Whole Group Dialogue. Use the template below to jot down ideas you want to capture.

Mindframe	How does this Mindframe connect to Mindframe 1: <i>I am an evaluator of my impact on student learning?</i>	To which other Mindframes can you connect this one? In what ways?
4: <i>I am a change agent and believe all students can improve.</i>		
5: <i>I strive for challenge and not merely "doing your best."</i>		
10: <i>I focus on learning and the language of learning.</i>		

Exploring Mindframe 4: *I am a change agent and believe all students can improve.*

Directions: Taking your book and learning packet with you, move to the section of the room designated by your session facilitators.

- I. *Big Ideas.* Listen to the presenting team and complete the template below. Ask questions of presenters, as needed, to ensure that you understand each idea and its importance.

<i>Big Idea—What is it?</i>	<i>What is the thinking behind the idea? What does it mean to us?</i>	<i>Why is this idea important to visible learning?</i>

- II. *Potential Value of This Mindframe to Improvement Efforts.* Engage in discussion with others that is focused on the questions below.

What if everyone in our district adopted this Mindframe? What might be the results for students? How might this add value to other ongoing improvement efforts?
What might we, as leaders, do to motivate others to be more intentional in this type thinking?
How might teachers react to an increased focus on this way of thinking?

Exploring Mindframe 5: *I strive for challenges and not merely 'doing your best.'*

Directions: Follow session facilitators' directions as you listen to learn more about this Mindframe.

- I. *Big Ideas.* Listen to the presenting team and complete the template below. Ask questions of presenters, as needed, to ensure that you understand each idea and its importance.

<i>Big Idea—What is it?</i>	<i>What is the thinking behind the idea? What does it mean to us?</i>	<i>Why is this idea important to visible learning?</i>

- II. *Potential Value of This Mindframe to Improvement Efforts.* Engage in discussion with others that is focused on the questions below.

What if everyone in our district adopted this Mindframe? What might be the results for students? How might this add value to other ongoing improvement efforts?
What might we, as leaders, do to motivate others to be more intentional in this type thinking?
How might teachers react to an increased focus on this way of thinking?

Pithy Excerpts from the Chapter 5: *Unpack, Make Meaning, and Discuss*

Directions:

- A. In your table team, assign each member one of the following excerpts from *Ten Mindframes*.
- B. Individually and silently engage in a close read of your assigned excerpt, making marginal notes and noting questions, if any, that you have about the statement.
- C. When directed, stand and find someone not at your table who has the same assignment as you.
- D. Share and compare your respective understandings of the excerpt. Then collaboratively respond to the following questions:
 - a. Are you surprised by the statement? Why or why not?
 - b. Do you believe that most educators (i.e., teachers and leaders) are aware of the claim and align their behaviors with best practice that is implied by the statement?
 - c. What are the implications for teachers who seek to ensure that learning is challenging and that “the level of challenge is neither too high nor boring” (p. 60).
- E. Record your responses and insights in the chart on the following page and prepare to share with your home table.
- F. Each expert should share the essence of the conversation with his/her thinking partner while other team members listen, take notes, and respond with comments or questions. In those cases where two individuals at your table studied the same excerpt, they should co-present their insights.

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1. From Chapter 5, *I strive for challenge*. “Graham Nuthall spent many years listening into the talk among students and with their teachers. What was most apparent from his research was that teachers do not talk to students about learning or thinking; they talk more about paying attention and not annoying others, they talk about the resources the students will need to use and they talk about activities—how long the activity should take and what will happen if it is not finished on time (Nuthall, 2007).”—p. 61
 2. From Chapter 5, *I strive for challenge*. “. . . the advice ‘do your best’ heard so often in pedagogical contexts is not very helpful for the learning process. It is much too vague, too imprecise, and too arbitrary to allow a detailed and compelling analysis. Indeed, most of the studies in the meta-analyses contrast ‘do your best’ with ‘appropriately challenging’ tasks, and this leads to major differences in the quality of learning.”—p. 64
 3. From Chapter 5, *I strive for challenge*. “Flow is most likely to occur when the student knows the goals and his or her progress to the goals (this adds direction and source to the task), when there are opportunities for clear and immediate feedback (as this helps work through changing demands and allows adjustments to performance), and where there is a balance between the perceived challenges of the task and one’s own perceived skills. There must be a level of confidence that students can attain the goals.”

1. "... Teachers do not talk to students about learning and thinking ... "	
What meaning do you make of this statement?	What are the implications for teachers who seek to ensure that learning is challenging?
Is this statement surprising? Why or why not?	Are most educators aware?
2. "... The advice to do your best ... "	
What meaning do you make of this statement?	What are the implications for teachers who seek to ensure that learning is challenging?
Is this statement surprising? Why or why not?	Are most educators aware?
3. "... Flow is most likely to occur when. ... "	
What meaning do you make of this statement?	What are the implications for teachers who seek to ensure that learning is challenging?
Is this statement surprising? Why or why not?	Are most educators aware?

Exploring Mindframe 10: *I focus on learning and the language of learning.*

Directions: Follow session facilitators' directions as you listen to learn more about this Mindframe.

- I. *Big Ideas.* Listen to the presenting team and complete the template below. Ask questions of presenters, as needed, to ensure that you understand each idea and its importance.

<i>Big Idea—What is it?</i>	<i>What is the thinking behind the idea? What does it mean to us?</i>	<i>Why is this idea important to visible learning?</i>

- II. *Potential Value of This Mindframe to Improvement Efforts.* Engage in discussion with others that is focused on the questions below.

What if everyone in our district adopted this Mindframe? What might be the results for students? How might this add value to other ongoing improvement efforts?
What might we, as leaders, do to motivate others to be more intentional in this type thinking?
How might teachers react to an increased focus on this way of thinking?

Getting Started with Mindframe 10: *What's the Big Idea?*

Directions:

1. In your table team, assign members one of the three following reading assignments from p. 158 of the text such that one or two members are reading each: paragraph 1, paragraphs 2 & 3, paragraph 4.
2. Individuals engage in a close read of their assigned paragraphs to identify and reflect on the big ideas. Record the big ideas associated with your reading in column 1. For each big idea identified, respond to the questions in columns 2 and 3. Be ready to share with your team members.
3. Experts share the big ideas identified for their reading together with their responses to the two question. In the cases where two individuals read the same paragraph, the two should engage in dialogue to share their thinking with the team.

<i>Big Ideas (note location in text)</i>	<i>Why do I believe this idea to be important?</i>	<i>How might I assist teachers in understanding the importance of this idea and support them in acting on it?</i>
Paragraph #1, p. 158		
Paragraphs #2 and #3, p. 158		
Paragraph #4, p. 158		

What Have We Done As a Result of This Year's Learning?—Review and Circle Up

- I. District Team Review. Using the prompts, a-d below, engage in collaborative reflection. Take notes as you prepare to share your team's experience with others.
 - a. how you've used your learning from this year's KLN to inform your own practice
 - b. what you've done to share KLN learning with others
 - c. the impact, if any, this has had on your and others' effectiveness
 - d. your team's plans, if any, to continue the focus on Mindframes; to move this learning forward
- II. Circle Up. Form a circle of 4-6 composed of no more than 2 members from your district and 2 from another district or districts (no more than 3 districts in a circle.) Engage in dialogue as directed by your session facilitators.

Transfer to Personal Practice		
Sharing with Others		
Impact		
Plans to Continue Learning		