Welcome Back!

Sustaining Great Practice:
Going Viral with Innovative Teaching and Learning

Module 6
Wiki: https://tinyurl.com/IdahoCCSS

Essential Questions:

1. How can we build the conditions to sustain great practice?

2. How can we build and continuously improve upon an effective Professional Learning Community (PLC)?

Agenda:

AM
- Welcome, Agenda, and Goals
- What is Protocol and How Can We Use One Effectively?
- Analyzing Student Work
- Going Viral with Innovative Teaching and Learning
- Reflective Practice

PM
- Building Professional Learning Communities
- Action Planning
- Paper Slide Video
- Survey/Closing

Discovery Education Day Six Learning Targets

- I understand how to collaboratively analyze student work in a professional learning community and use information to guide instructional planning.

- I understand how to incorporate three principles for managing change and reflect those strategies in an effective professional development plan.

- I understand how to apply the components of an effective Professional Learning Community (PLC) to continuously improve practice?

Protocol

"A protocol consists of agreed upon guidelines for a conversation. This type of structure permits very focused conversations to occur."

National School Reform Facultyhttp://www.nsrfharmony.org/resources.html

Facilitation and Protocols

- Structure Conversation
- Encourage Participation
- Allow Diverse Perspectives
- Build Consensus
- Collective Action

Why Analyze Student Work?

"The practice of having teachers work together to study student work is one of the most promising professional development strategies in recent years. Examining student work helps teachers intimately understand how state and local standards apply to their teaching practice and to student work… As they see what students produce in response to their assignments, they can see the successes as well as the situations where there are gaps. In exploring those gaps, they can improve their practice in order to reach all students."

-Joan Richardson, NSCD

Collaboration is EVERYTHING.

Using a Protocol to Analyze Student Work Samples

Generic Consultancy Protocol

1. Presentation includes context and framing question (5 minutes)

2. Clarifying Questions with short answers (5 minutes)

3. Paired conversation (can include probing questions) (10 minutes)

4. Presenter's reflection/conversation (5 minutes)

5. Debrief: What worked, what didn't and why? (5 minutes)

Fishbowl Activity:

Purpose:

- Model Consultancy Protocol
- Analyze Student Work
- Collaborate
- Observe

Presentation of Information

Step One:

Context:

- Grade Level
- Subject
- Assignment Requirements/Rubric

Framing Question:

- How do I work with students so they move to deep learning about important concepts while still staying connected to hands-on learning?

Clarifying Questions:

Step Two:

After hearing the **Context** and **Framing Question**, each participant will get an opportunity to ask additional clarifying questions.

Example:

What were the intended outcomes for this learning task?

Group Conversation

Step Three:

- **WARM FEEDBACK**

  - I like how…
  - This… exceeds the requirements….
  - The evidence leads me to believe …..

- **COOL FEEDBACK**

  - I wonder if ….
  - I was confused by….
  - I am curious about …
  - Tell me about …..

Presenter's Reflection:

Step Four:

- Presenter reflects on what was heard.
- Presenter shares out any new thinking or particular parts of the discussion that resonated with the presenter.

Debrief:

Step Five:

- What worked?
- What didn't work?
- Why?
- What insights do I have?
- What are my next steps?

Time to Practice!

Break

Protocol for
Analyzing Student Work:

Task:

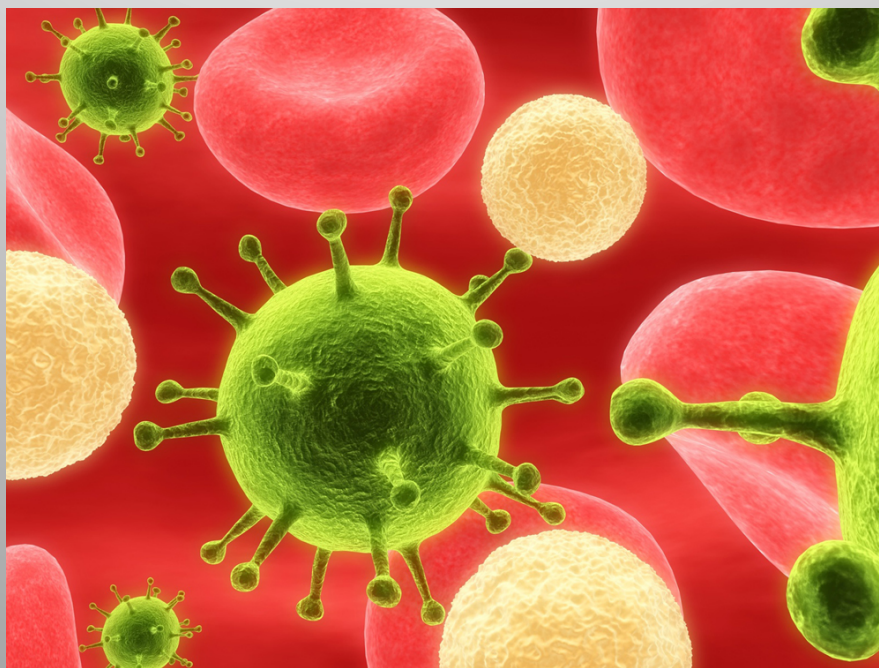- Form groups of 4 or 5.
- Select the presenter.
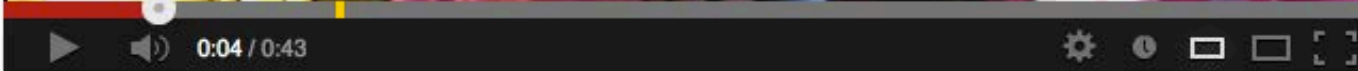- Go through the first four phases of the protocol.

Debrief:

- What worked?

- What didn't work?

- Why?

- What insights do I have?
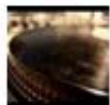
- What are my next steps?

Going Viral

My little girl Amaya peacefully sleeping...until her favorite song comes o...

bigrob357 · 26 videos

Subscribe 163

147,395

👍 5,071   👎 66

👍 Like   👎   About   Share   Add to   📊   🚩

Published on Feb 5, 2013
Fast asleep on a little car ride, she can sleep thru
anything...anything but her favorite song! Enjoy! :)

4-3-2-1:

- Four facts about professional development
- Three strategies for planning effective professional development
- Two ways for leading change
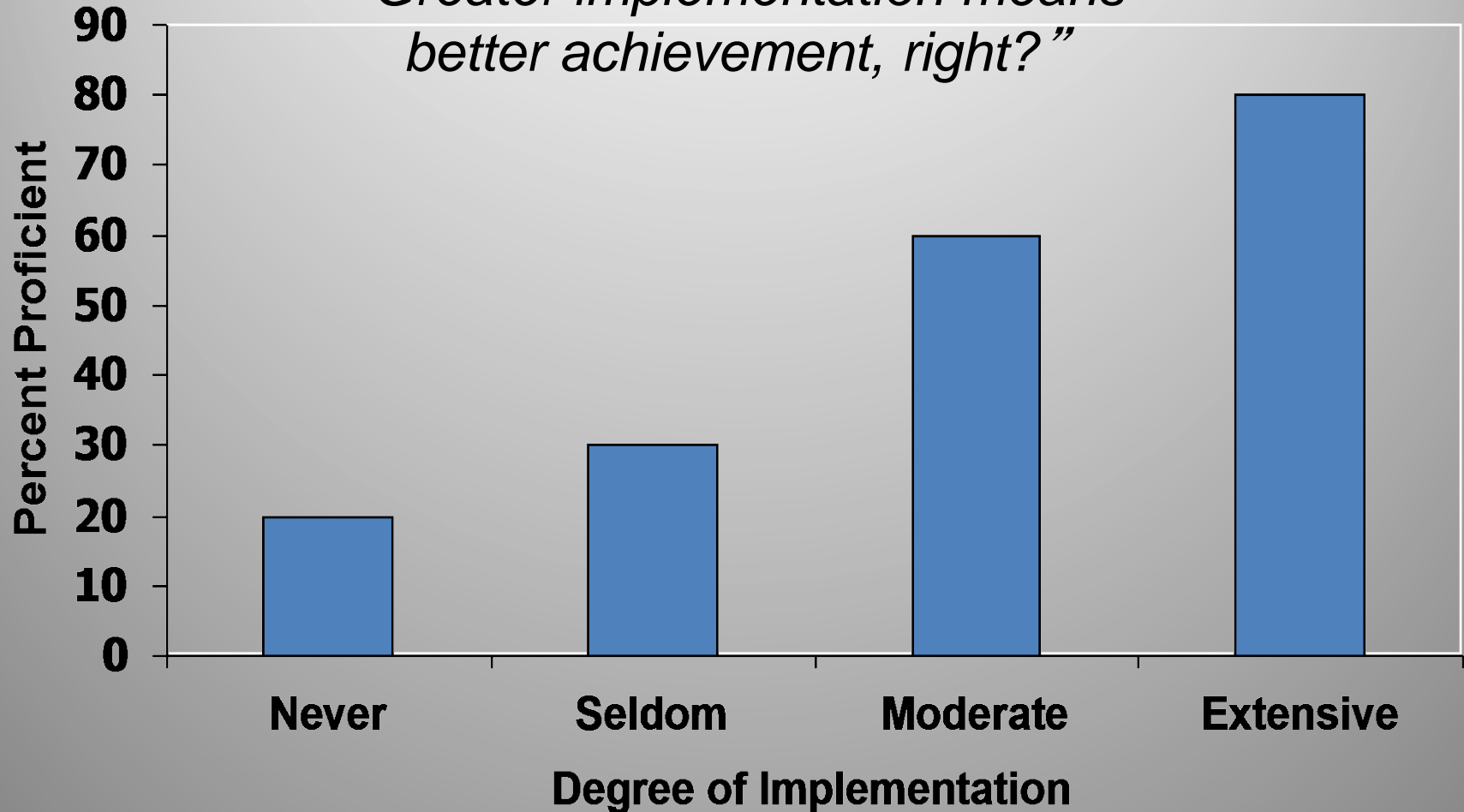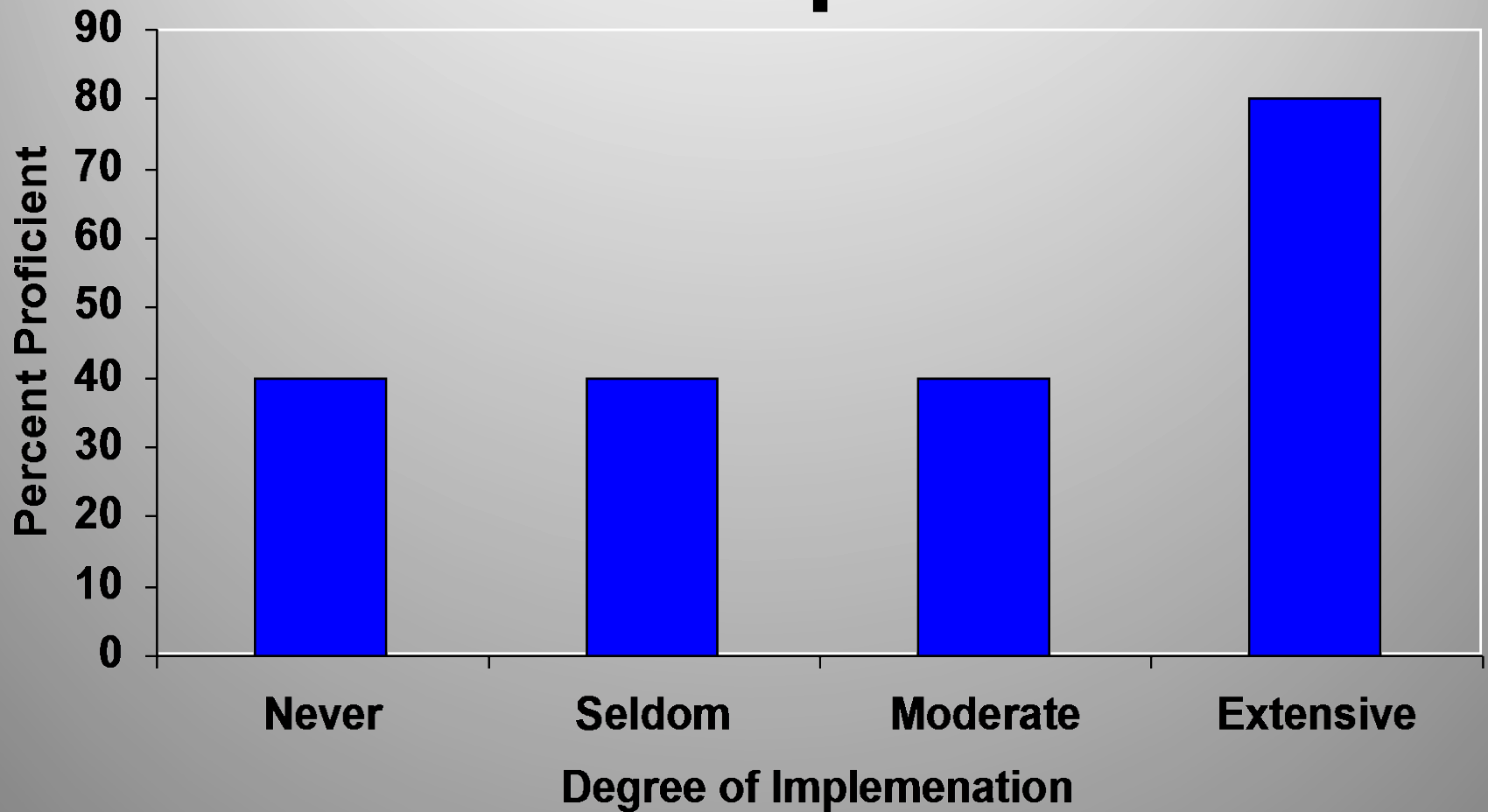- One idea to help you with resistant teachers

Three Truths and a Lie:

A. 90% of teachers must implement a practice before it impacts student achievement.

B. Less than 14 hours of professional development has no effect on student achievement.

C. Instructional coaching has the highest effect on application to classroom practice.

D. 16% of individuals from any group will resist new ideas.

90%

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Getting Results with Professional Development

"Professional development lasting 14 or fewer hours showed no effects on learning. The largest effects were for programs offering 30-100 hours spread out over 6-12 months."

Darling-Hammond, L. & N. Richardson. (February 2009). Teacher learning: What matters? *Educational Leadership*, Vol. 66(5), p. 46-53.

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Professional Learning Strategies and Their Levels of Impact

COMPONENTS OF TRAINING	LEVELS OF IMPACT		
	Awareness Plus Concept Understanding	Skill Attainment	Application/ Problem Solving
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low-Risk Feedback	85%	80%	10-15%
Coaching/ Study Teams/ Peer Visits	90%	9%	80-90%

Joyce, B., & Showers, B. (2002). *Student Achievement Through Staff Development. Alexandria*, VA: ASCD.

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Law of Diffusion:

Expect in any group of people that:

2.5% will be Innovators

3.5% will be Early Adopters

34% will be Early Majority

34% will be Late Majority

16% will be Laggards

Four Distinct Groups:

- Believers
- Tweeners
- Survivors
- Fundamentalists

Muhammod, A. (2009.) Transforming school culture: How to overcome staff division. Bloomington, IN: Solution Tree

Fundamentalists

- Level I –   Need rationale to change

- Level II –   Do not trust the leader

- Level III – Are not sure the change will
                  benefit them

- Level IV – Resistance defines them

Muhammod, A. (2009.) Transforming school culture: How to overcome staff division. Bloomington, IN: Solution Tree

Reflect: Post an Idea on Edmodo

Planning Effective Professional Learning

3

School Resources:

1. Time

School Resources:

1. Time
2. Money

School Resources:

1. Time
2. Money
3. Emotional Energy

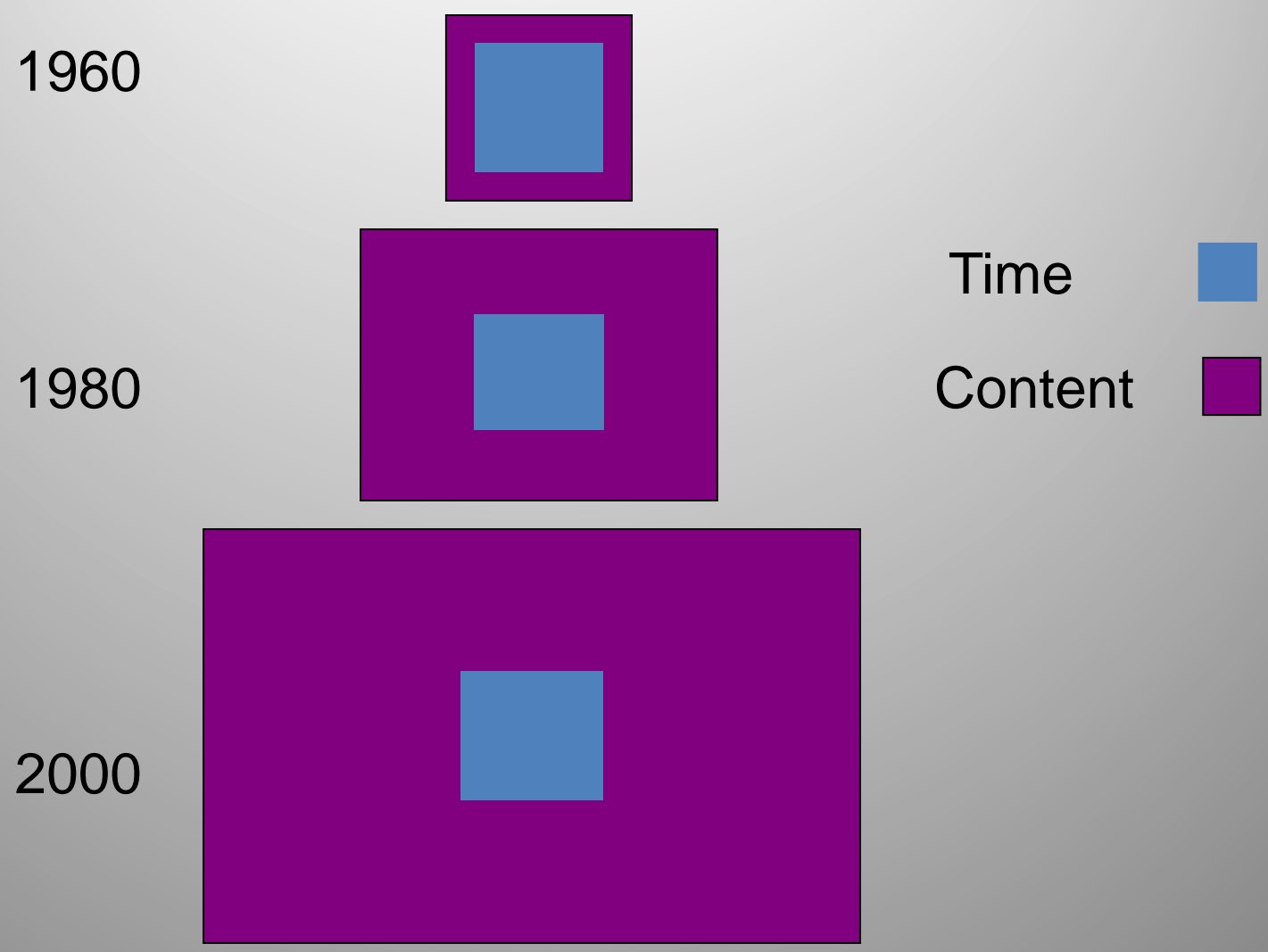# In the real world of the classroom, it is CRITICAL MASS that matters.

The central message today:

DEEP implementation of
a FEW things beats superficial
implementation of many things.

Information Explosion/Instructional Time Dilemma

1960

1980

2000

Time

Content

Focus

How many initiatives are going on in your district?

Middle Level Credit System

schoolnet

Idaho Core Standards

SCHOOLNET
ASSESSMENT
IDAHO CORE STANDARDS
DIGITAL CONTENT
TECHNOLOGY
LEADERSHIP

Idaho Math Initiative

Smarter Balanced
Assessment Consortium

80%
Launch

20%
Support
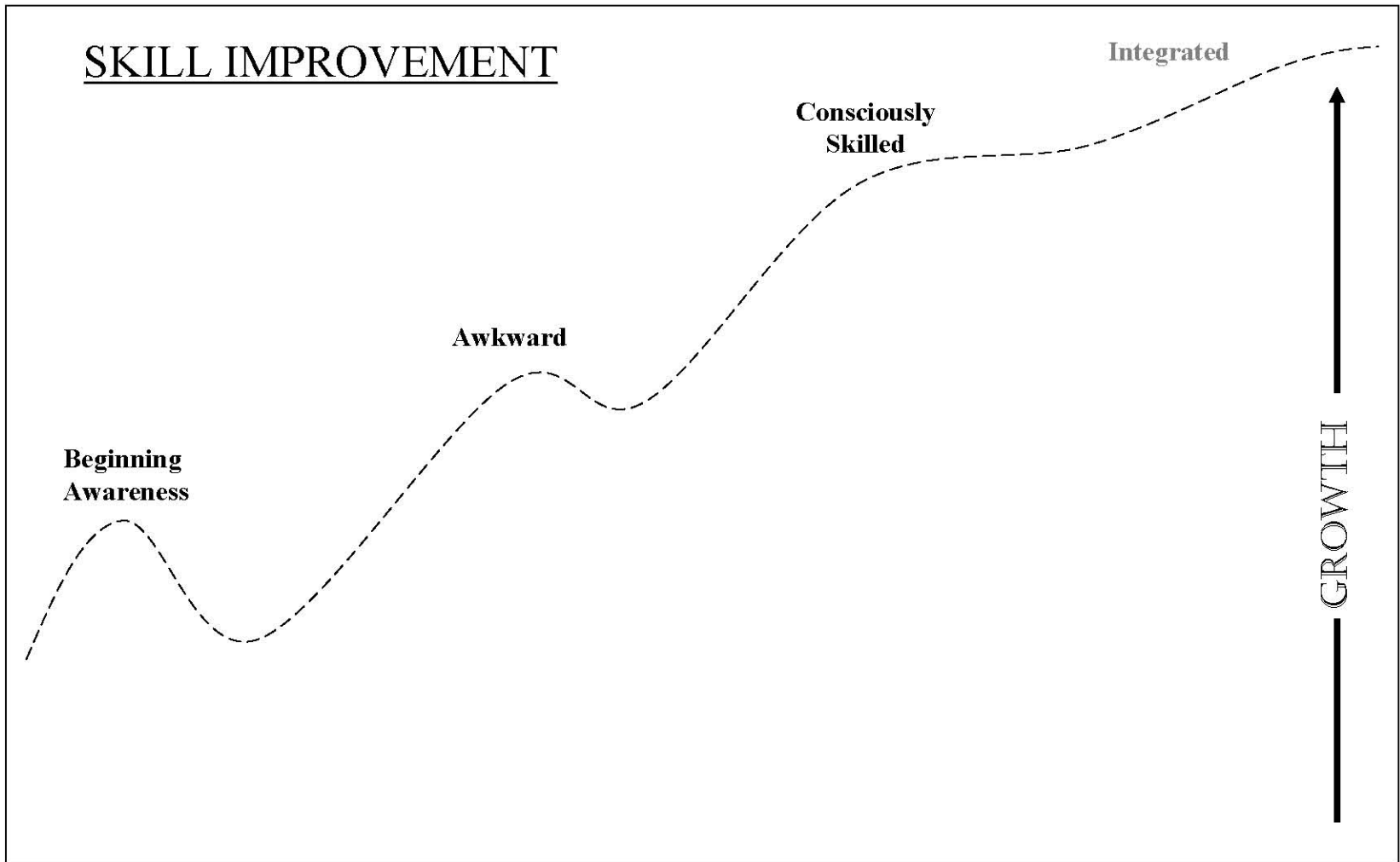
20%
Launch

80%
Support

Reflect: Post an Idea on Edmodo

Leading Change

2

Learning Forward Purpose:

Every educator engages
in effective professional learning every day
so every student achieves.

Create a **culture** of learning!

Framework for teaching

Professional Responsibilities:

- **Reflecting on Teaching**
- **Maintaining Accurate Records**
- **Communicating with Families**
- **Participating in the Professional Community**
- **Growing and Developing Professionally**
- **Showing Professionalism**

Pedagogy

"Use of computers is more effective when peer learning is optimized."

The use of computers is more effective when peer learning is optimized

Using computers in pairs is much more effective than when computers are used alone or in larger groups. Peers can be involved in problem solving, suggesting and trying new strategies, and working through possible next steps. As is noted in the sections on group learning above (cooperation or competition), students can learn most effectively when working together, as it exposes them to multiple perspectives, revision on their thinking, varied explanations for resolving dilemmas, more sources of feedback and correction of errors, and alternative ways to construct knowing. When the group gets too large, there

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge: New York: NY. p.225.

Reflect: Post an Idea on Edmodo

Colleagues Resistant to New Ideas

What is under the surface?

Resistance   Grief

One-Legged Interviews

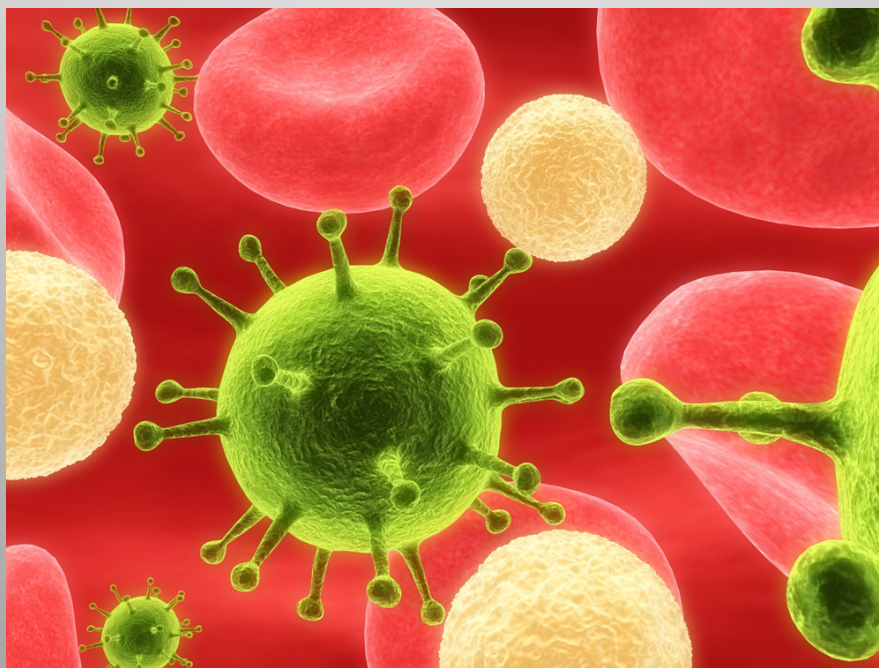"You had a training last week.
How is implementation going?"

Reflect: Post an Idea on Edmodo

Going Viral

LUNCH

Defining a Professional Learning Community

STEP ONE: INVESTIGATE

Read and reflect on the three sources of data provided. (20 minutes)

- https://tinyurl.com/IdahoPLC1
- https://tinyurl.com/IdahoPLC2
- https://tinyurl.com/IdahoPLC3

Defining a Professional Learning Community

STEP TWO: DISCUSS
Discuss the articles in your building teams.
(15 minutes)

STEP THREE: DRAFT
Based on your group's reading of the article and subsequent discussion, come to consensus on a definition of a professional learning community.
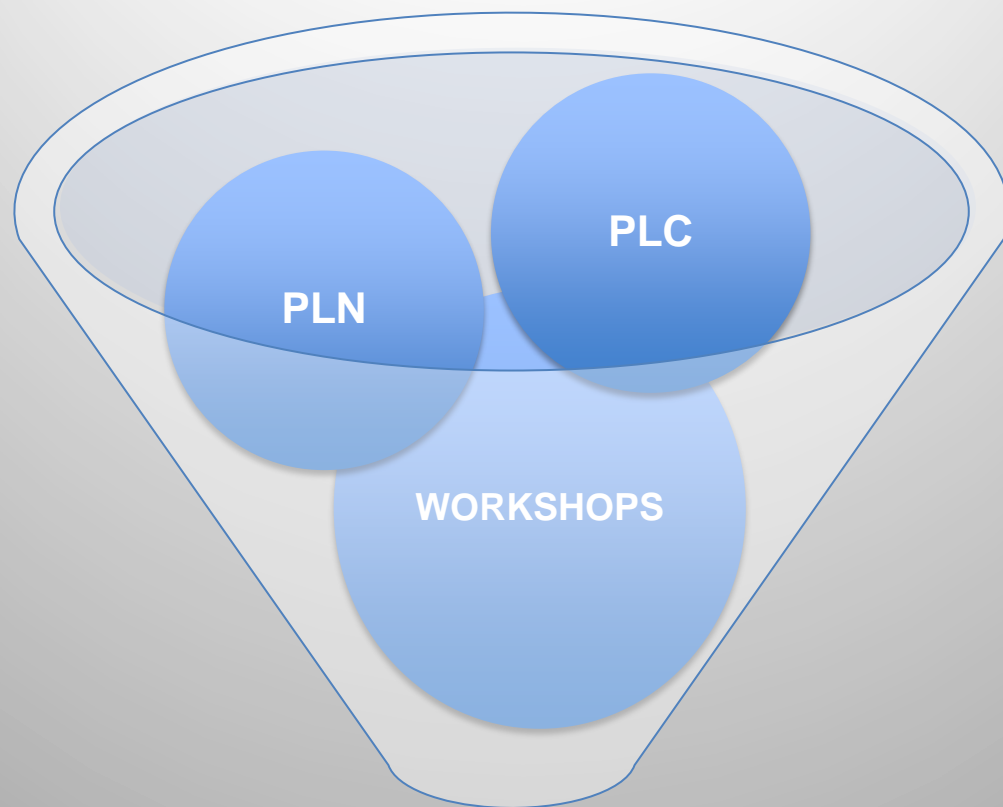(10 minutes)

Defining a Professional Learning Community

STEP FOUR: PUBLISH

Share your definition on Edmodo
in one of the following ways:
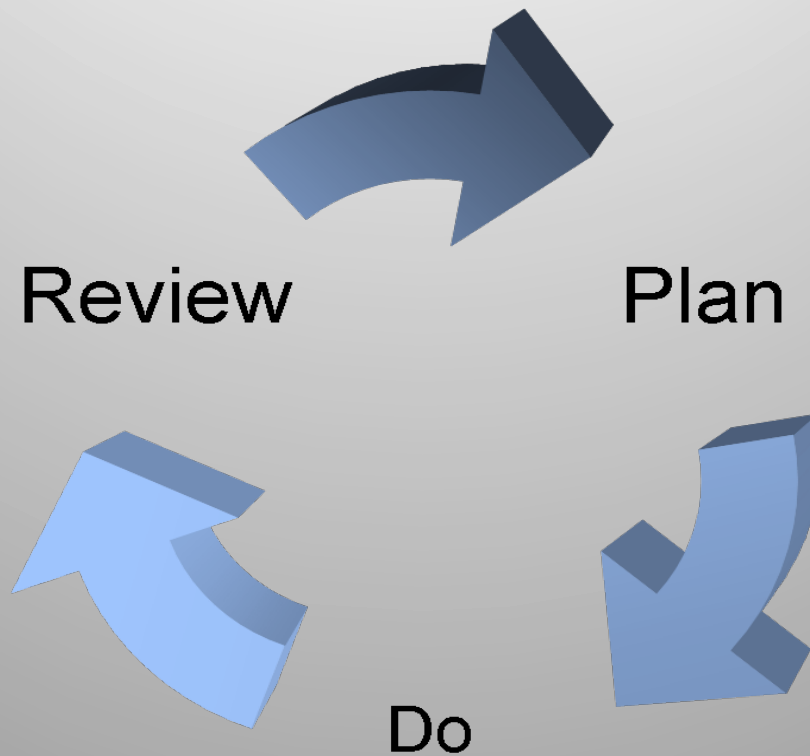
- Photo

- Voki

- QR Code

- Wordle

BREAK

Action Planning

Are You Ready to *Paper Slide*?

Low-Tech Meets High-Tech

Paper
Markers
Crayons

→

Camera
Computer
Cell phone

Paper Slides in the Classroom

- Do it in one take. Record only once.

- Do not do stop or edit.

- Use quick publishing options, such as flip cameras or iPads.

Schedule

- 20 minutes to Brainstorm
    - Quiet Reflection (5 minutes)
    - Research (optional – 5 minutes)
    - Discuss (10 minutes)
- 20 minutes to Create Slides
- 5 minutes to Rehearse
- 5 minutes to Film

Directions

Each group will create a paper slide video responding to our essential questions for today.

1. How can we build the conditions to sustain great practice?

2. How can we build and continuously improve upon an effective Professional Learning Community (PLC)?

Each group sends one speaker to present their slide on the video.

Schedule

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Share

Planning Resources

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