

Becoming a Learning System

Effective Practice ➡ Increased Student Learning

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Learning Forward

**Learning Forward Kansas
Annual Conference**
Wichita, Kansas
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- The Professional Learning Association

Our Beliefs

- *Professional learning that improves educator effectiveness is fundamental to student learning.*
- *All educators have an obligation to improve their practice.*
- *More students achieve when educators assume collective responsibility for student learning.*
- *Successful leaders create and sustain a culture of learning.*
- *A learning system commits to continuous improvement for all its adults and students.*



Learning Forward Vision:

Excellent teaching and learning every day



Mission Statement:

Learning Forward builds the capacity of leaders to establish and sustain highly effective professional learning.



Let's generate some new ideas together!

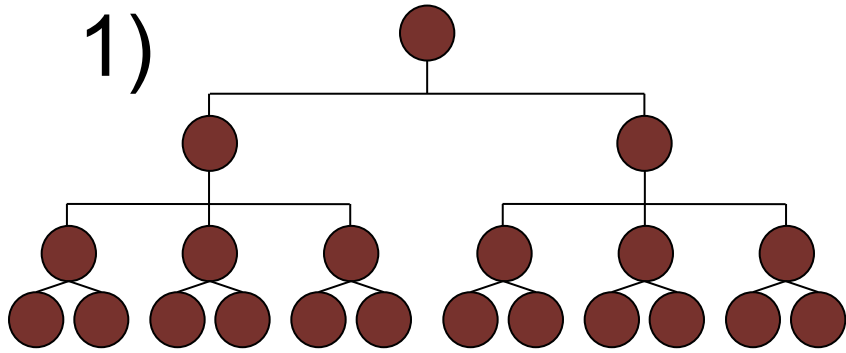


Outcomes

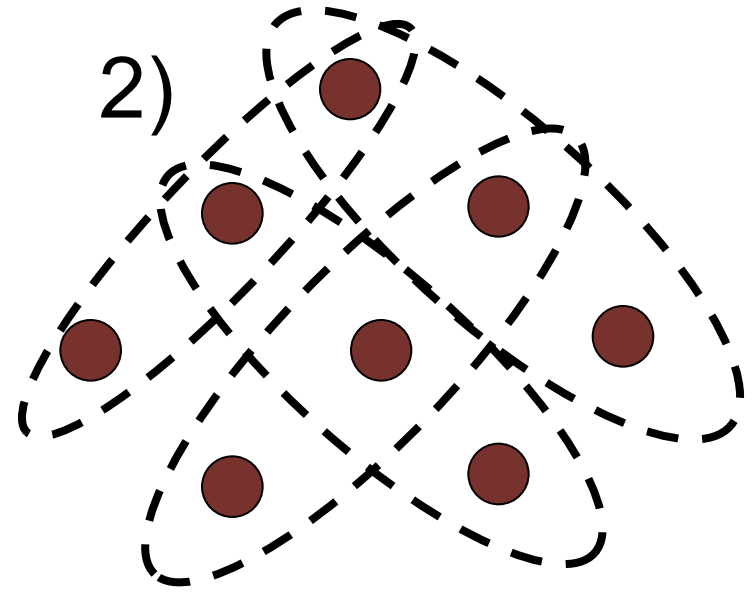
- Develop an understanding of the critical attributes of a learning system
- Commit to at least one strategy that will positively impact educator practice in your system

Which model best represents how learning for adults is organized in your systems?

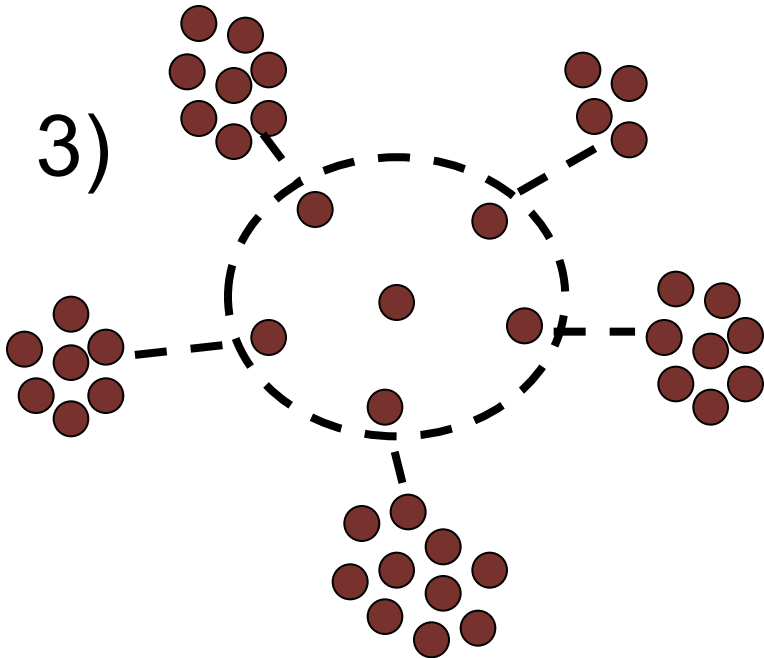
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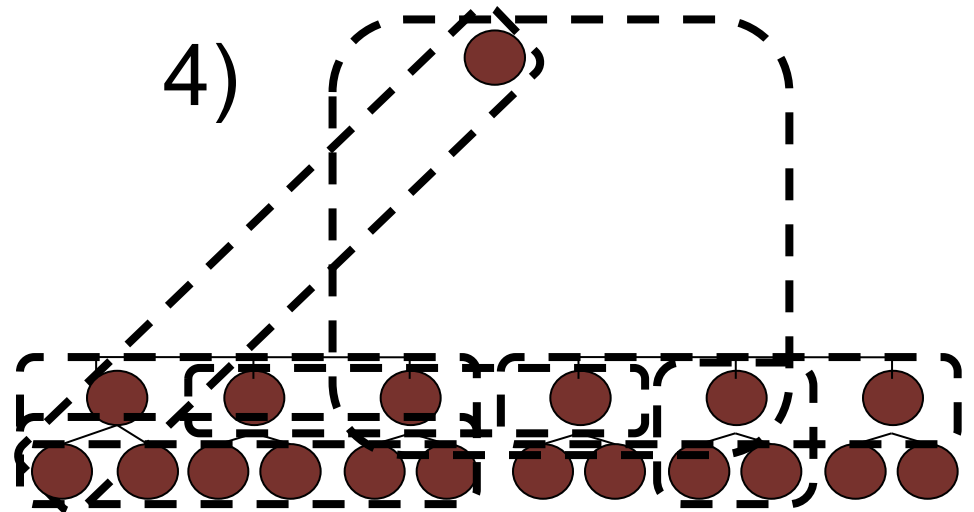
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3)



4)



Our Wants and Needs



**Supportive State
and District
Conditions**

**Effective
Teaching and Learning
at Scale**

**Students Who
Meet and Exceed
Learning Goals**



**Supportive State
and District
Conditions**

- A complete “learning system” for adults
- A system that drives educators to engage in the practices that positively impact student learning
- A culture that truly values adult learning
- At least 21 key “system” elements

Quick Pair-Share Discussion



Which aspects of your systems drive educators to engage in effective practices?

Our Theory of Change

**Standards-based
professional
learning**

Input

**Increased
educator
knowledge
and skills**

First-level outcome

**Increased
educator
effectiveness**

Second-level outcome

**Increased
student
results**

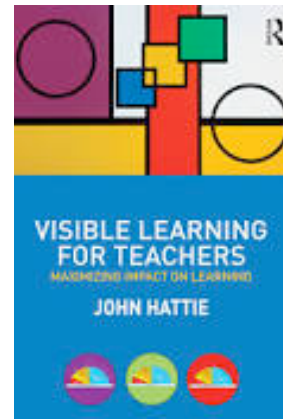
Third-level outcome

Achievement vs. Growth

Tops in Achievement	Tops in Growth
Massachusetts	Idaho
Maryland	Montana (tied)
New Hampshire	Michigan (tied)
Connecticut	Oregon (tied)
New Jersey	Illinois
Delaware	Nevada

John Hattie citing NAEP Grade 4 Reading (SCEE Conference, 2014)

Paying attention to what matters...



Matters Less

- Homework: .29
- Summer School: .23
- Matching Learning Style: .17
- Ability Grouping: .12
- Retention: -.13

Matters More

- **Teacher Collective Efficacy: 1.57**
- Student Expectations: 1.44
- Formative Evaluation: .90
- Classroom Discussion: .82

According to KaiLonne Dunsmore...

Educators rate collaboration with colleagues as the most valuable support for standards implementation.

- Co-creating lessons
- Co-creating assessments
- Looking at student work





Ford Middle School video:

- What observations did you make that reflects effective professional learning and a cycle of continuous improvement, accountability, and collective responsibility?
- What outcomes would you expect from their work?
- What would it take at the school level to ensure educators throughout the building are learning at such high levels?
- What would it take at the district level to ensure educators throughout the system are learning at such high levels?

A learning team at Ford Middle School...



Ford Middle School video:

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Standards for Professional Learning

Six of the 21 Elements

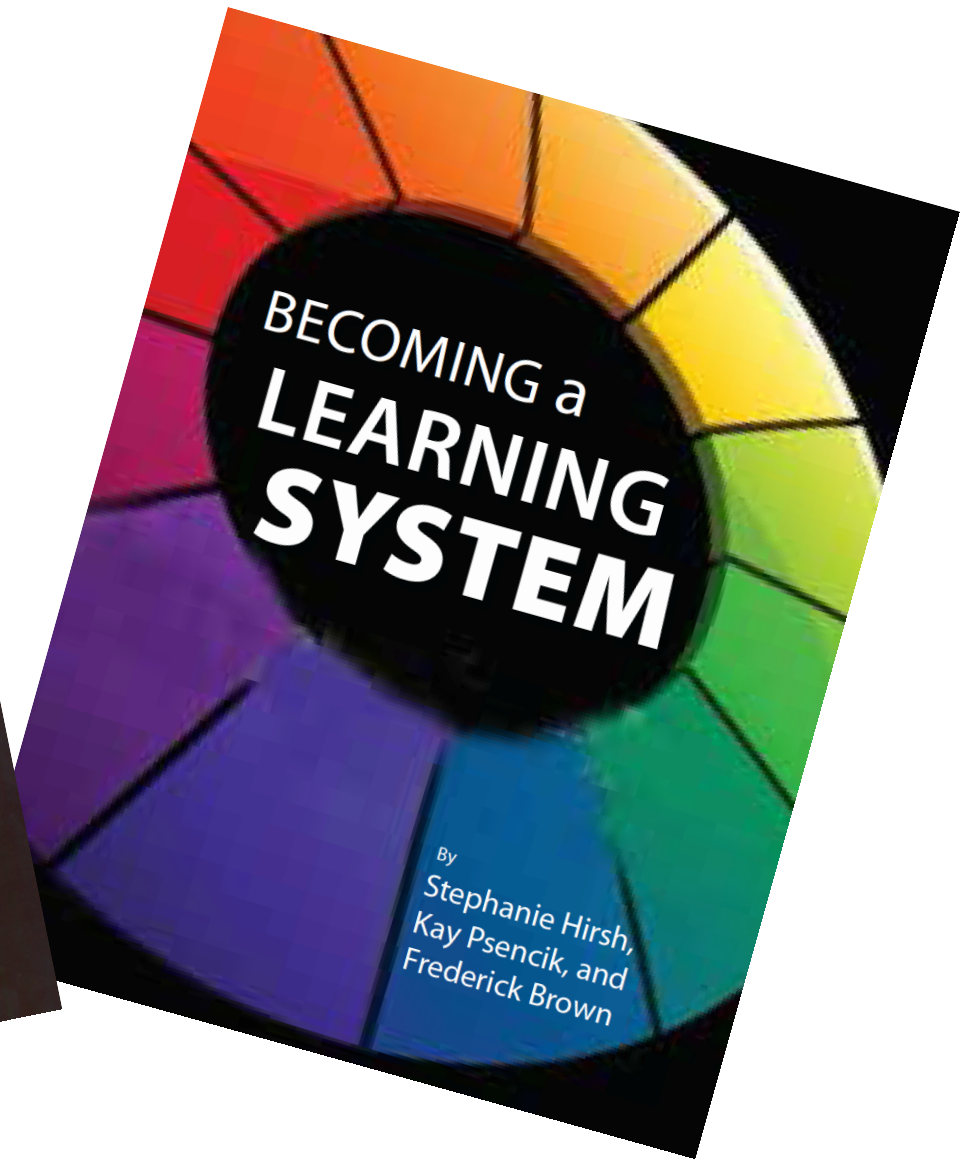
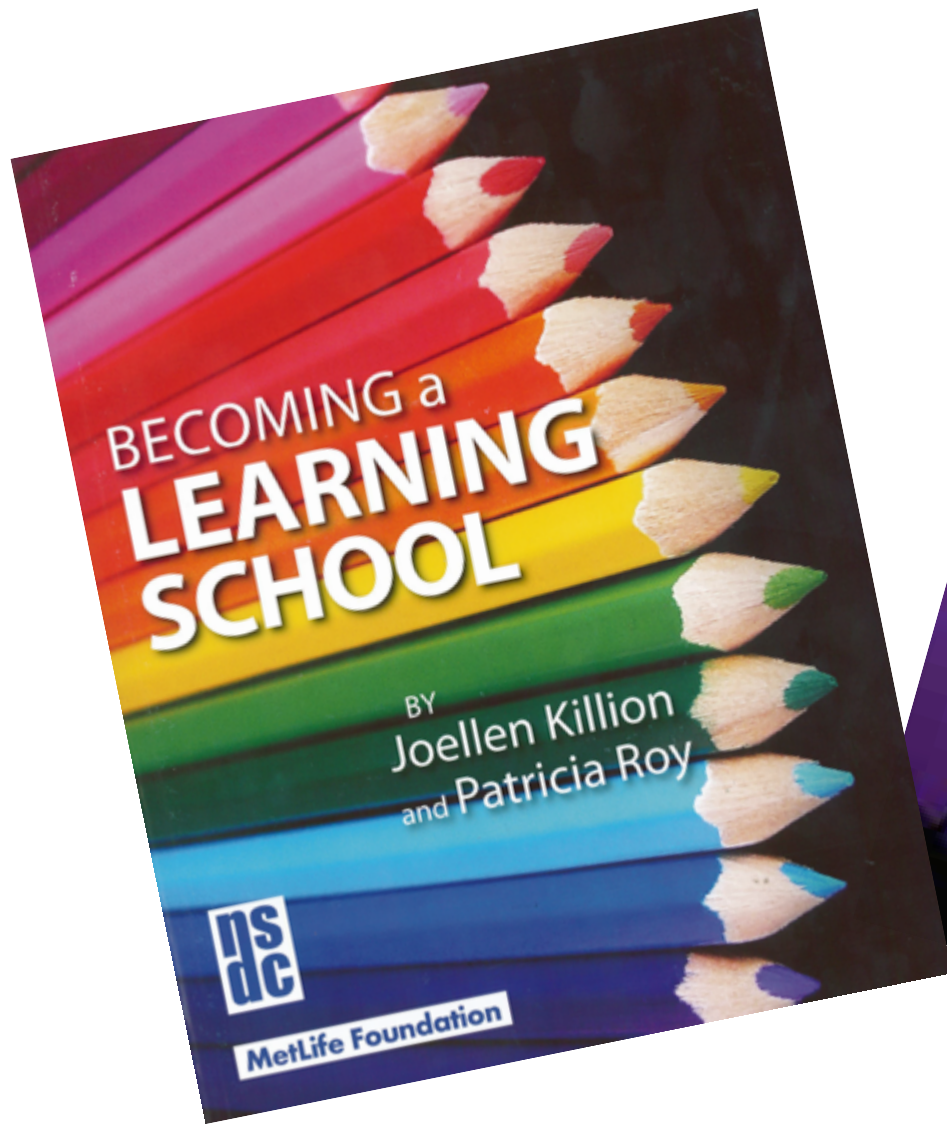


Quick Pair-Share Discussion

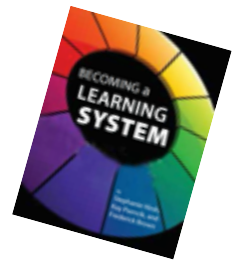


**Which of the six elements exists in your systems?
How are they impacting educator practice?**

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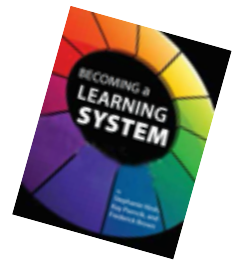
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Section 1: Beliefs and Vision

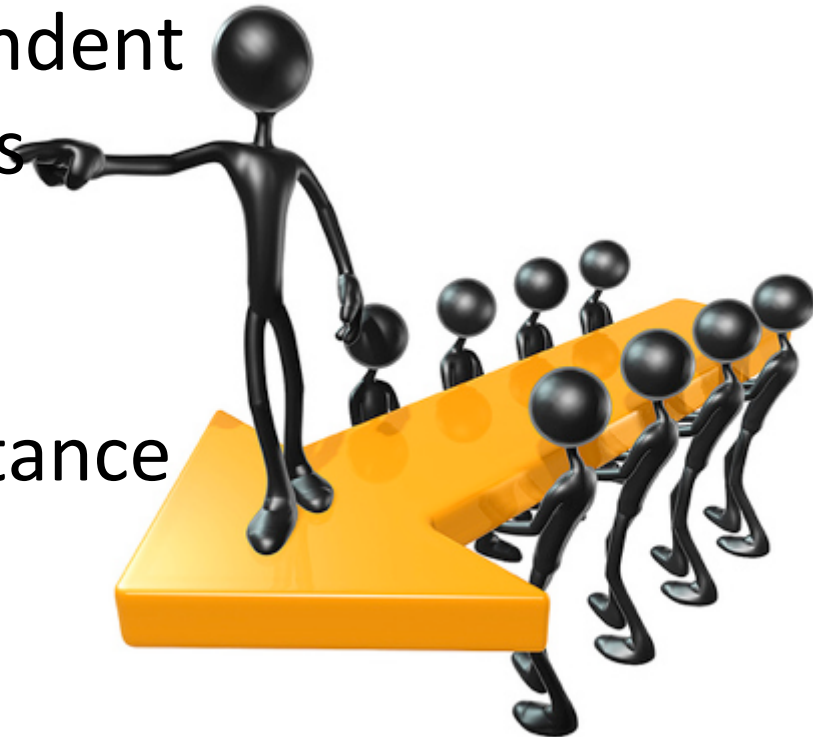
- The power of beliefs and assumptions
- Vision of a learning system
- Components of a comprehensive learning system
- The Standards for Professional Learning

Becoming a Learning System

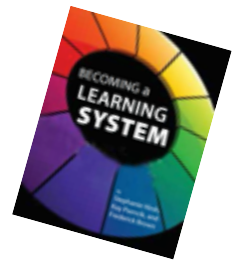


Section 2: Roles and Responsibilities

- The role of the school board
- The role of the superintendent
- The role of district leaders
- The role of principal and teacher leaders
- The role of external assistance providers

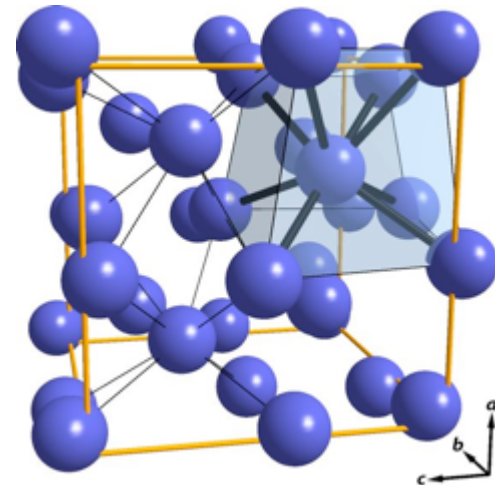


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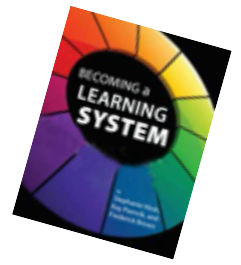


Section 3: Building the Learning System

- Building trust
- Moving vision into action
- Analyzing student learning
- Developing an instructional framework
- **Building the learning agenda**
- Shifting educator practice

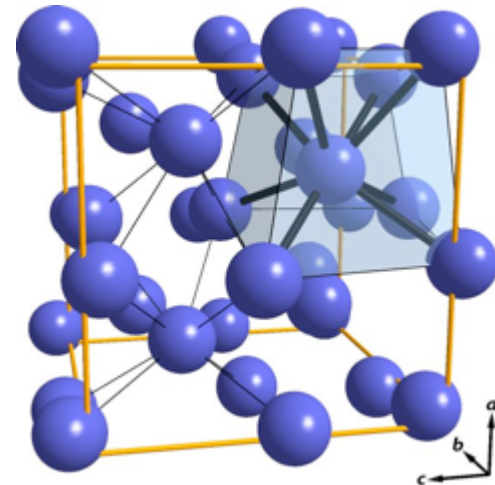


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Section 4: Strategies for Effective Implementation

- Leveraging performance evaluation
- Engaging parents and family members
- Influencing decision-makers
- Focusing labor/management work
- Building leader pipelines
- Networking to accelerate learning
- Coaching for improvement
- Celebrating progress
- Innovations in adult learning



The Ft. Wayne (IN) Story





Quick Pair-Share Discussion



Which elements of a learning system exist in Ft. Wayne?

Where are you now?

- Our school district has embraced a vision and mission for professional learning.
- Our school district has adopted a formal definition of professional learning.
- Our school district leaders align their advocacy and practice to the district, vision, mission, and definition of professional learning.
- Every educator in our district engages in effective professional learning every day so that every student achieves.
- Professional learning in our schools occurs primarily within learning communities committed to continuous improvement.



Thank you!

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Reflections and Feedback

A serene night landscape with a full moon, a lake, and silhouettes of trees and mountains. The moon is bright and full, reflecting on the calm water of the lake. The sky is dark blue with some stars visible. The foreground shows the dark silhouettes of evergreen trees and a grassy field.

- **What are 3 significant “takeaways” from our learning together?**
- **What are 2 commitments you are making to your own continued learning?**
- **What strategies best facilitated your learning?**
- **What strategies interfered with your learning?**