

Building a Learning Agenda

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Learning Forward

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Warm Up:

Find two others and discuss your reasons for attending this session.





- The Professional Learning Association

Our Beliefs

- *Effective professional learning 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.*
- *Improving student learning and professional practice requires ongoing systemic and organizational change.*



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



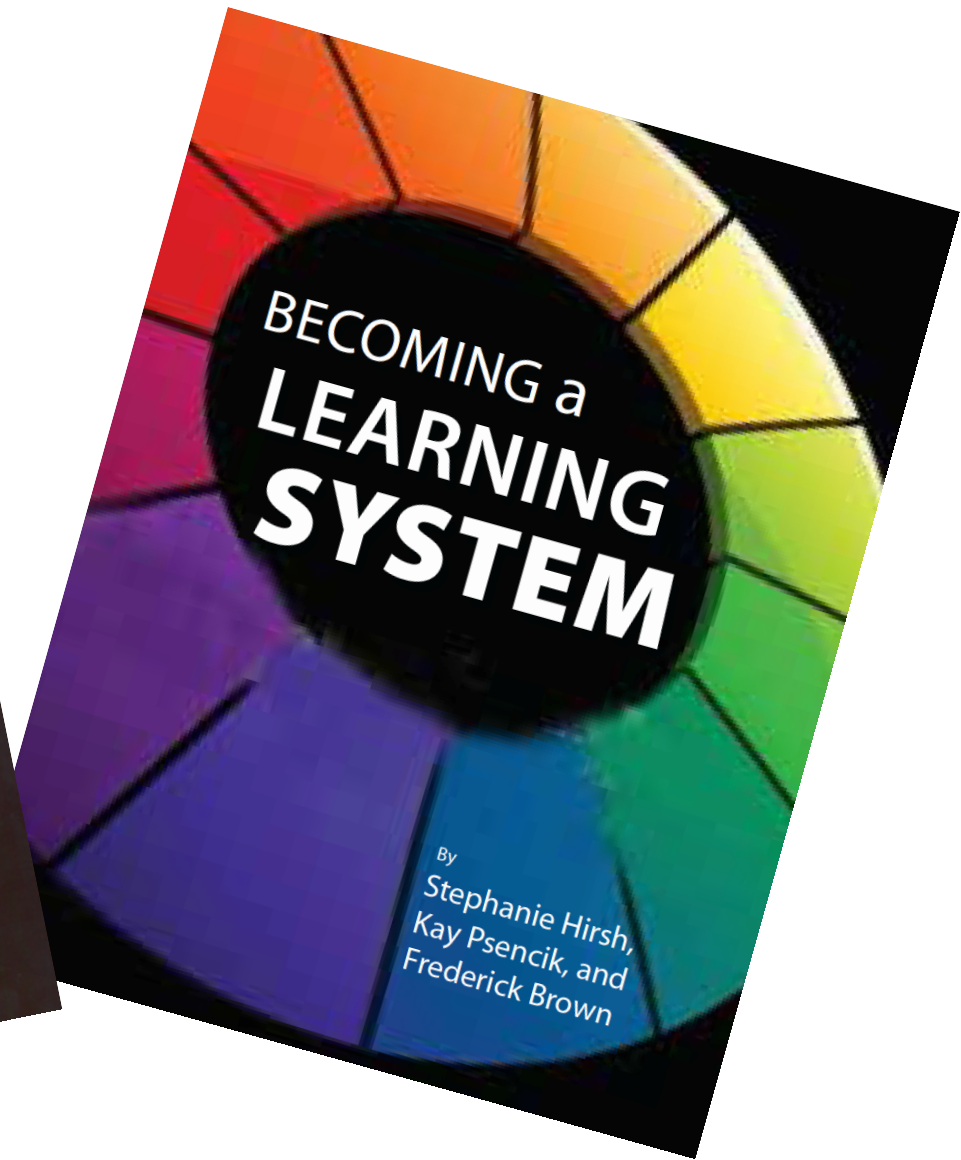
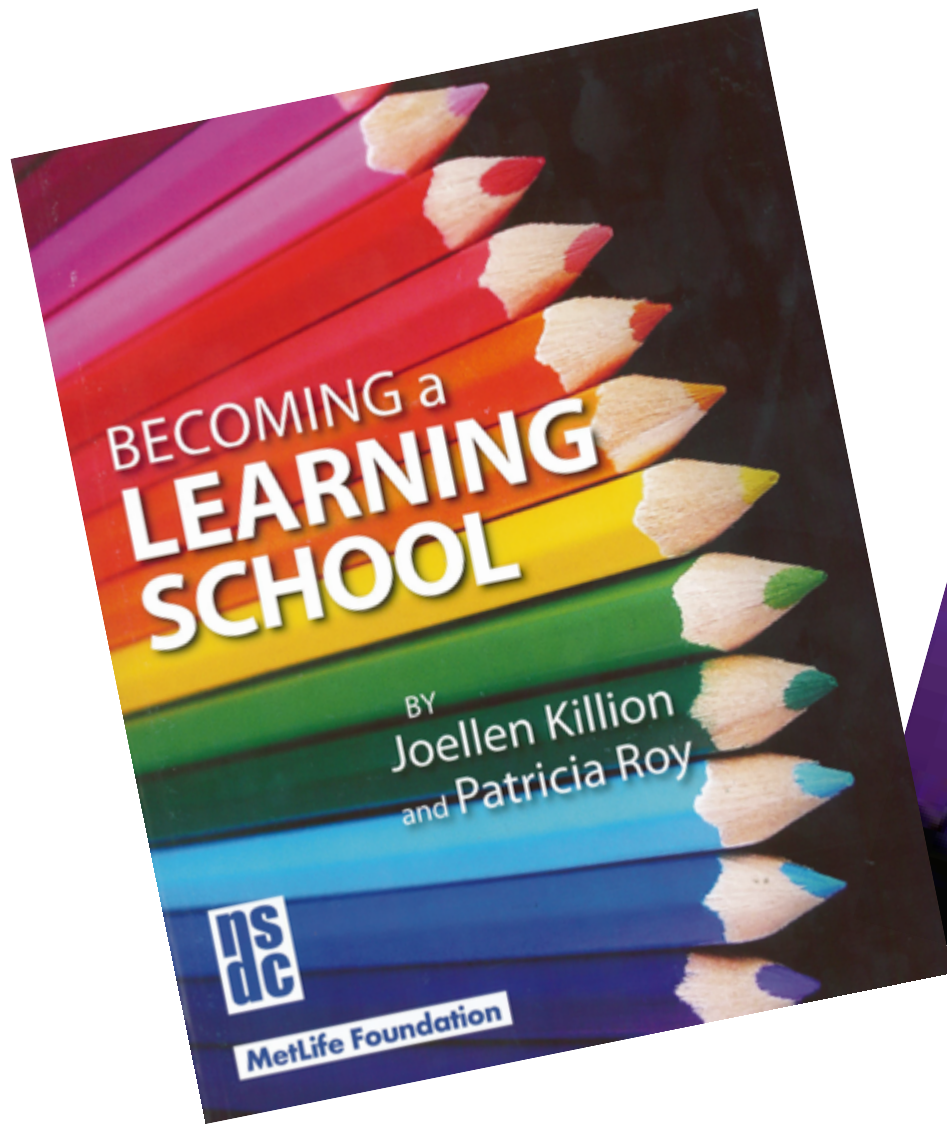
Who dares to
teach must
never cease to
learn.

- John Cotton Dana (1856-1929)



It's critical that our educators
are not considered "out of touch."

learningforward 



Where are you now?

- Our district has a clearly articulated professional learning agenda to ensure that every day, everyone is learning.
- Our district and school leaders (OD&SLs) thoughtfully engage learners using adult learning theories and differentiate learning strategies based on learners' needs.
- OD&SLs ensure that professional learning designs are based on the needs of individuals, teams, schools, and the district.
- OD&SLs connect professional learning to educator and student performance data.
- OD&SLs support adult learners and learning teams as they become competent in and implement new strategies designed to improve their effectiveness and increase student learning.
- OD&SLs adhere to the Design and Implementation Standards in their ongoing work.





A Learning Agenda

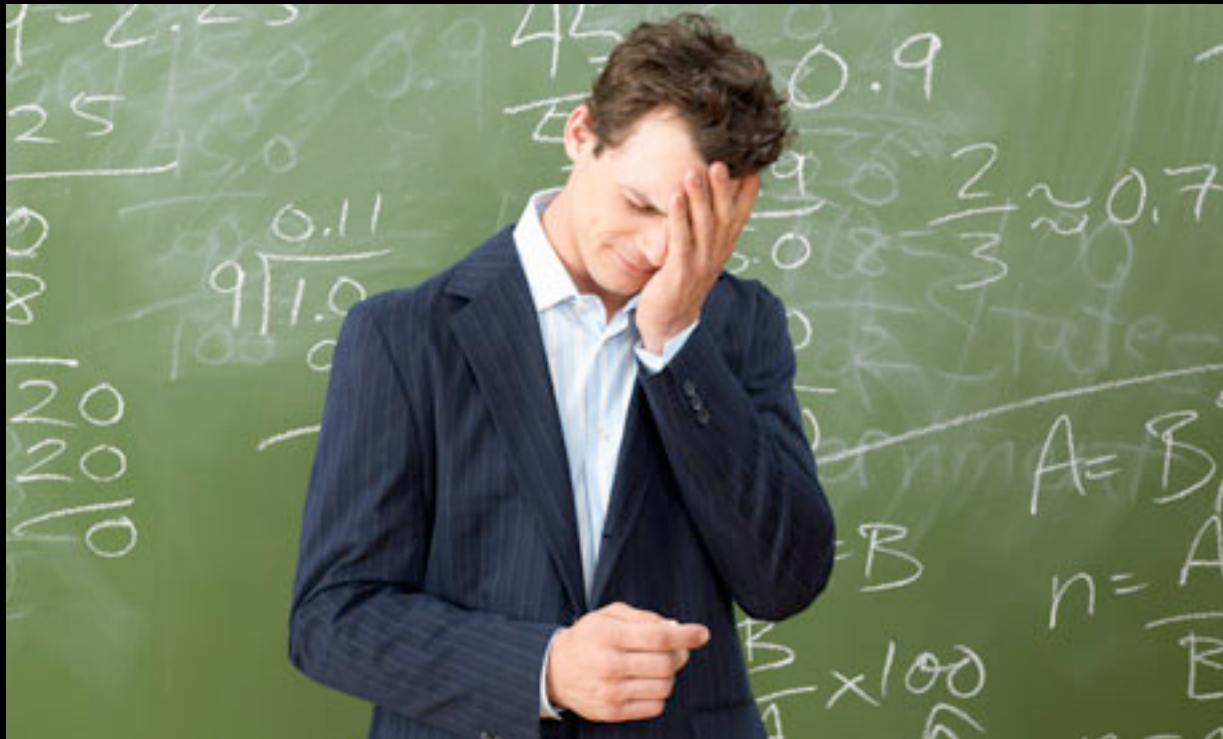
- A learning agenda is a collection of strategies or designs leaders select in order to ensure that educators can understand and apply practices that improve their own performance and student outcomes.



Sample Questions that Inform a Learning Agenda

- What will it take for everyone in our district to ensure that every student learns at high levels?
- What do we all need to learn in order to lead the district in which everyone thinks in that way?
- What would it look like if we all were on a learning journey together?
- What barriers will we face, and what are the best ways to overcome them?
- What evidence would demonstrate that we are making progress?

Consider an adult learning
need in your system
(that is informed by
student learning needs).



Developing a Learning Agenda

Goals

- What student learning goals do we intend to impact through this learning agenda/design?
What goals are we establishing for adults?



Developing a Learning Agenda

Skills/Attitudes/Behaviors

- What new skills, attitudes, and behaviors do we want to see? How clearly have we articulated what staff need to learn and why?



Categories of Change

Knowledge	Conceptual understanding of information, theories, principles, and research
Attitude	Beliefs about the value of particular information or strategies
Skill	Strategies and processes to apply knowledge
Aspiration	Desires, or internal motivation, to engage in a particular practice
Behavior	Consistent application of knowledge and skills

Developing a Learning Agenda

Characteristics of Adult Learners

- What factors should be considered when selecting learning designs? Which learning designs actively engage learners?



Stages of Concern

- Stage 0: Awareness
- Stage 1: Informational
- Stage 2: Personal
- Stage 3: Management
- Stage 4: Consequence
- Stage 5: Collaboration
- Stage 6: Refocusing




Stages of Concern

Stage 0: Awareness

Aware that an innovation is being introduced by not really interested or concerned with it.

- “I’m not really concerned about this innovation.”
- “I don’t really care what this innovation involves.”



Hi,
I don't care.
Thanks!

Stages of Concern

Stage 1: Informational

Interested in some information about the change.

- “I want to know more about this innovation.”
- There is a lot I don’t know about this, but I’m reading and asking questions.”

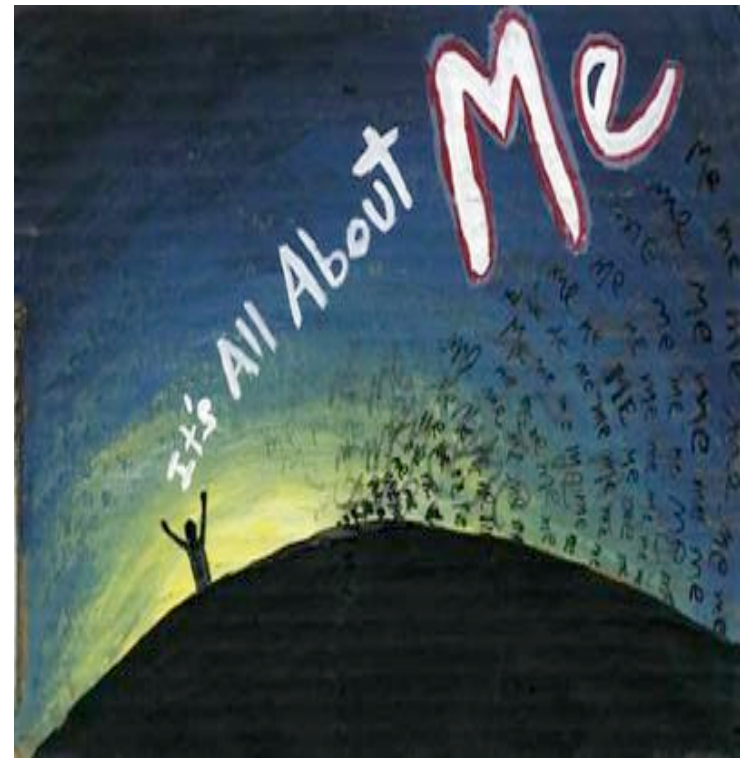


Stages of Concern

Stage 2: Personal

Want to know the personal impact of the change.

- “How is this going to affect me?”
- I’m concerned about whether I can do this.”



Stages of Concern

Stage 3: Management

Concerned about how the change will be managed in practice.

- “I seem to be spending all of my time getting materials ready.”
- I’m concerned we’ll be spending more time in meetings.”



Stages of Concern

Stage 4: Consequence

Interested in the impact on students or the school.

- “How is using this going to affect students?”
- I’m concerned about whether I can change this in order to ensure that students will learn better.”



Stages of Concern

Stage 5: Collaboration

Interested in working with colleagues to make the change effective.

- “I’m concerned about relating what I’m doing to what other instructors are doing?”



Stages of Concern

Stage 6: Refocusing

Begins refining the innovation to improve student results.

- “I have some ideas about something that would work even better than this.”



Developing a Learning Agenda

Theory of Change

- What will ensure that all learn and that staff fully and successfully use the new skills, attitudes, and behaviors?



Theory of Change

- Identifies the components of a program (what the program does)
- Specifies the relationship among the components to explain how the change occurs (sequence of actions)
- Delineates the underlying assumptions upon which the program is based

When you are through changing, you are through!

~Bruce Barton

Everyday Theory of Change



Source: University of Wisconsin Extension Service

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

FWCS
Theory of Change
Principal Effectiveness
– Student
Achievement

Improve Student achievement

Develop and maintain FWCS leadership capacity

Define and maintain clear descriptions of effective leadership practice

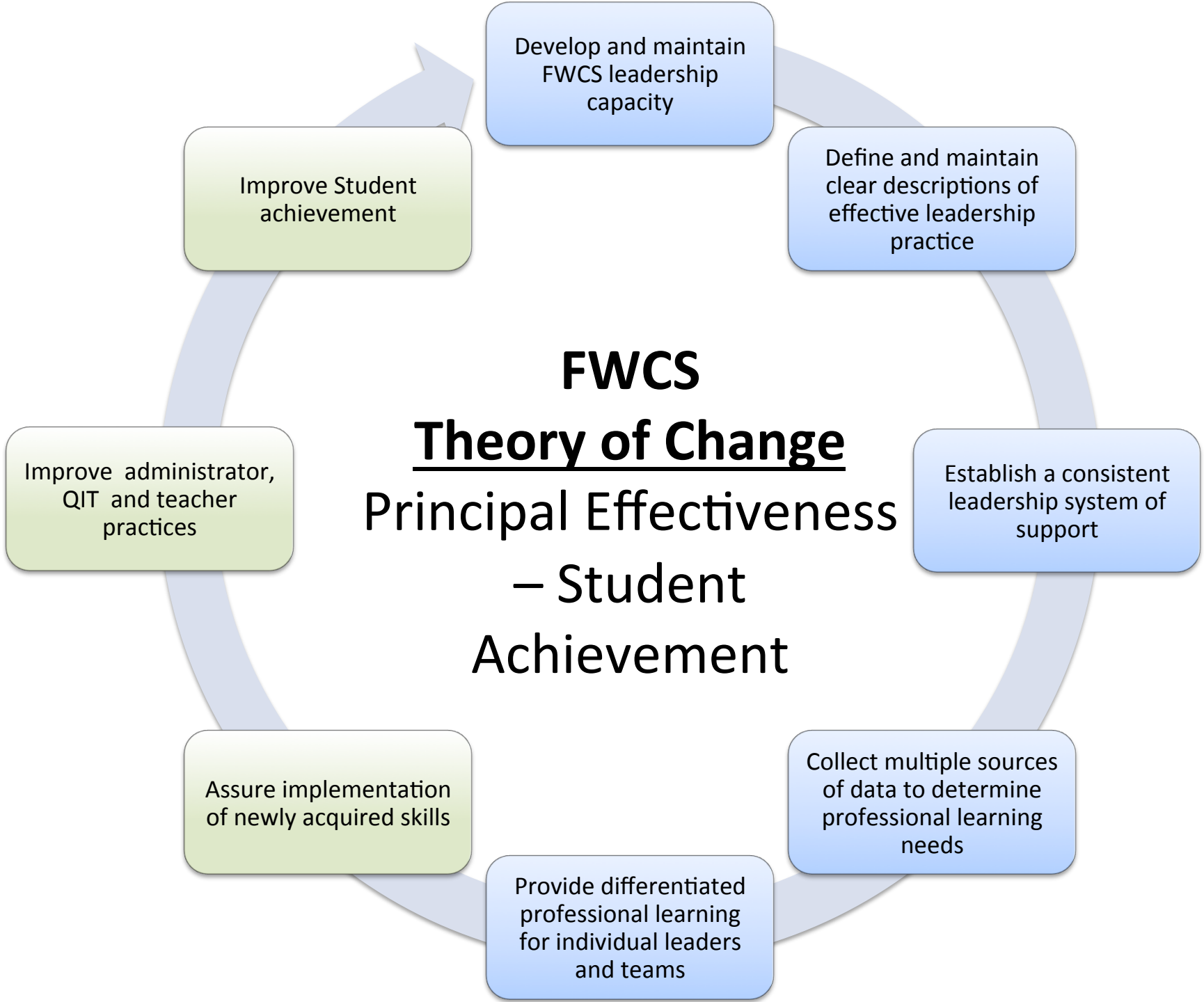
Establish a consistent leadership system of support

Collect multiple sources of data to determine professional learning needs

Provide differentiated professional learning for individual leaders and teams

Assure implementation of newly acquired skills

Improve administrator, QIT and teacher practices



Developing a Learning Agenda

Implementation Design

- How do we ensure that learning communities are authentically developing a deep understanding and using the strategies effectively





IMPLEMENTATION

Professional learning that increases educator effectiveness and results for all students **applies research on change and sustains support for implementation of professional learning for long-term change.**

Implementation



CORE ELEMENTS:

- Apply change research
- Sustain implementation
- Provide constructive feedback

Final Reflections, Feedback, and Celebrations



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?**

Thank you!

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