Southwestern Union Leadership Conference
Leading the Learning

December 3, 2020

4:30-5:30 p.m.

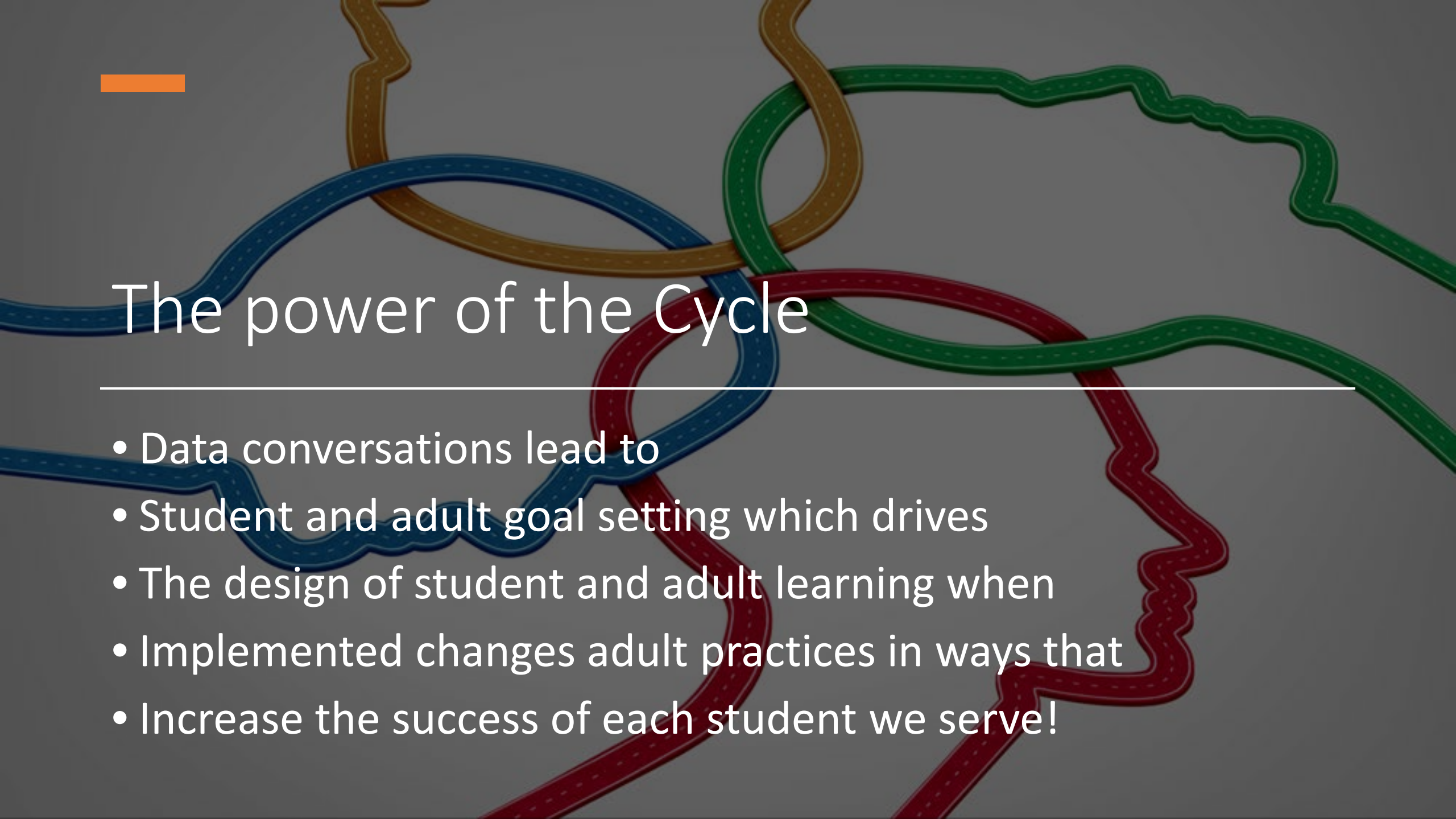


Outcomes

- ***Reflect on what we have done with data walls and data conversations since last we met.***
- ***Extend our learning to analyzing goal setting and learning designs***



- ***4:30-4:35 Welcome and review of our purpose together***
- ***4:35-4:50 Share shifts in practices among school leaders about the use o data since last we met.***
- ***4:50-5:10 Goal setting and learning designs***
- ***5:10=5:25 Reflecting on different approaches to adult learning***
- ***5:25-5:30 Reflecting on the session and committing to new practices***



The power of the Cycle

- Data conversations lead to
- Student and adult goal setting which drives
- The design of student and adult learning when
- Implemented changes adult practices in ways that
- Increase the success of each student we serve!



Stage 2: Goal setting

- Student goal setting drives adult learning goals
- This formal assessment only 37% of our students wrote introductory paragraphs that met the standards expected of them; in the next 3 weeks we will increase our success rate to 50%. Through our data conversations student by student, we have 10 students we need to advance to meet our goals by .

- Therefore, we are going to use the following strategies with high levels of proficiency to increase their success:



Stage 3: Designing Adult Learning

- What learning designs will best assist us in meeting our goal?
  - Your handout has 4 learning designs.
  - There are many.
  - Jigsaw the learning designs among your breakout group and share what you find interesting and potentially helpful in them to work with your teams.
  - Be ready to share.

Reflections on today

- What is becoming clearer about the power of the cycle of continuous improvement?
- What adult and goal setting systems do you wish to explore in a deeper way?
- What learning designs are you willing to use?
- What support do you need from others to use them well?

