PROFESSIONAL LEARNING DESIGNS

Stage 3: Designing the Learning

Breakout Activity: In your breakout group

1. **Review notes together of Stages 1-3.**
2. **Analyzing different approaches to adult learning based on the needs of the students and staff by analyzing the following learning designs. Consider the designs that might best assist you in advancing adult learning in your school through the cycle of continuous Improvement.)**

LEARNING DESIGN # 1: Peeling Back the Standards

Rationale/Purpose:
Standards analysis is critical for teachers and requires specific, focused discussions among content area practitioners to ensure delivery of high-quality instruction.

Educators will be prepared to effectively and confidently communicate and implement college and career ready standards and standards for all content areas.

Participants:
- District Instructional Coaches
- Building Instructional Coaches
- Principals
- Teacher teams
- Other

Description:
The process of peeling back standards will ensure principals and teams of teachers engage in meaningful conversation that leads to a deep understanding of the standards. Teaching the standards with intention and purpose keeps students and teachers focused on what is to be learned and what is important about the unit and lesson. This analysis leads teaching teams to effectively plan units of study and assessments that are standards driven, coherent from unit to unit, and build high levels of proficiency in students.

Process:
1. Principals and coaches facilitate the process of peeling back standards with a team of teachers not meeting success on specific standards.
2. Teams work together to “peel back” standards as part of the planning process.

3. Teachers use the 5-step process and graphic organizer during shared planning time. Teacher teams may develop their own graphic organizer to lead team discussions.
4. Teams design units of study, lesson plans assessments, and instruction to ensure alignment with the standards and reflect rigor as identified by Webb's Depth of Knowledge (DOK) Chart.
5. Teams of teachers use a tuning protocol to adjust their units of study and check for alignment and coherence to college and career ready standards and other content standards.
6. Teaching teams use a protocol to analyze student work to determine the effectiveness of their work as teachers and make revisions to their maps, units, instruction, and assessments.
7. Peeling back standards, establishing assessments, analyzing student work, and planning effective units and lessons occurs weekly.

5-Step Process for "Peeling Back" a Standard

Step 1: **Identify key concepts and skills in the curriculum guide's standard(s)**	Underline key nouns that represent knowledge or concepts students will need to conceptually understand by the end of the unit. Identify by circling or highlighting the verbs. This shows what the students are expected "to do or to understand well."
Step 2: **Determine approximate level of rigor for each skill**	Determine the level of rigor using Webb's Depth of Knowledge Chart. Write the verb in the appropriate DOK column in the graphic organizer.
Step 3: **Fill out the Know-Understand-Do (KUD) prior knowledge, and misconceptions parts of the graphic organizer.**	Determine what students need to know, understand, and do in order to master the standard. Also think about prior knowledge and student misconceptions around this standard.
Step 4: **Generate Big Ideas (Concept Development)**	Create 1-4 Big Idea statements that are student-friendly, open-ended, enduring ideas that may apply to more than one area of study.
Step 5: **Create Essential Questions**	Big ideas are the students' responses to essential questions. Essential questions engage students in the learning process.

LEARNING DESIGN # 2: Principal Protocol for Analyzing Student Work

Note: The length of this process is determined by the number of pieces of student work to be examined and the length of those pieces. Sometimes individual analysis of all the work may occur over a week with the discussion about findings happening during collaboration.
Purpose: To host meaningful data conversations with teaching teams about student work. (This protocol can also be used for analyzing lessons or units of study, assessments, etc. with a few modifications.)

Process:

Session Preparation: Set the purpose with the team for analyzing the students' work before determining what work to bring. ("We have been working to ensure that students are showing their work and their reflections on their own thinking to determine their progress on our standard 5. 1 (mathematics problem solving.")

1. The team will explain the standards they believe students are learning and the assessment strategies (formal and informal) and instructional plan that led to the work being shared. (If the principal has been a part of this conversation, step 1 may be short.)

2. The team determines a strong, open-ended, genuine research question to guide their analysis. EX: *They ask, are students becoming more proficient users of precise descriptive vocabulary since our last assessment of their learning? In what ways are students organizing their ideas and using logic, reasoning, and reliable sources in their persuasive speeches?*

3. Once the team is satisfied with its research question, the principal turns to the question of how the team will conduct the study. *Will we choose random samples of student work? Will we consider only each teacher's best three examples?* The team debates the best process for answering the research question(s).

4. Once the process for gathering data is determined, The team determines how they will record their data when they are conducting their individual review of the students' work.

5. The principal guides the team to develop a hypothesis: *Ex: What do you think we will learn from the work? I really think we will find that students are very persuasive, but may not be using deductive and inductive reasoning. I also think they have difficulty distinguishing reliable, credible sources to make their point.*

6. The team conducts their study of the student work as designed. If documents are particularly long or teams must view videotapes, the analysis may take extended time.

7. Once the team members have all completed their individual analysis of students' work and gathered their data according to the agreed-upon process, the principal guides the

team to generate comments about both the strengths and the weaknesses that they discovered through their critical analysis.

EX: I certainly found in my research that more and more students (75% of those that I examined) were using very reliable, credible sources, but what surprised me is that they did not always cite a source. Seems like they are not sure when they should do so.

8. One of the team members captures the team's findings on chart paper or Padlet (just a joke) or projects the chart on a screen.

Findings	*Examples*
Seventy five percent of the student work I examined used very precise vocabulary and figurative language appropriately. The majority of these students use vocabulary we have been working hard on to ensure that they have precise oral and written fluency.	*Paper A: diligently, explicitly, "as cold as the frozen river," putrid, tepid.* *Paper B:*

9. Once everyone is confident they have sufficient data to actually analyze and summarize their findings, they begin to look at contributing factors. First, they identify common threads in their findings and list those with their examples. Then they ask the question, "*What about our annual standards plan, our assessments, and our instructional plans contributed to these outcomes?"*

Summary of Findings	
Strengths	*Weaknesses*

Possible causal factors	*Possible causal factors*

10. The team identifies its celebrations and challenges, possible remedies and possible things they need to learn more about.

Summary of Findings and Next Steps	
Celebrations	*Challenges*
Remedies? (Things we know how to do, but need to do differently or with greater intensity)	*Learnings? (Things we need to learn more about—We have tried and tried to solve these challenges and we need new approaches!)*

Once the team has established next steps, they develop an action plan to ensure it happens and the cycle begins again.

Learning Design # 3: Collaborative Analysis of Videos

Purpose: A video model is part of a learning cycle to improve classroom instruction and learning community's efforts to increase their effectiveness with all students.

Preparation:

- Determine the purpose of taking the video in the community (What new instructional practices is the team using? What area of challenge are we all facing and we want to observe someone who is doing well what we want to do well?) Let the issue determine the video to be taken.

- Take several videos (2 or 3) so we see multiple applications.

1. Clarify the group's purpose
    a. *Why do we need to change our practice?*
    b. *What does effective instruction in (or example, mathematic) really look like?*
    c. *What challenges are we facing that are barriers to our successful implementation of these strategies?*
    d. *Is video the bests way for us to observe this work in action?*
    e. *If so, who is doing it well or where can we get or capture the video we need?*

2. Determine the context in which the video will be used
    a. *Will teachers watch the videos individually or during meetings with their peers?*
    b. *Will the context of the viewing allow teachers to stop, discuss, and reflect on what they are seeing while they watch?*
    c. *Are additional resources needed to help teachers "unpack" what they are seeing in the video? (a guide of what to look for?)*
    d. *Will they have a structure for capturing their notes, questions, etc.*

2. Choose the right videos.
    a. *View the videos before launching them for others to observe. Be sure that the note capturing tool is sufficiently helpful for the viewers.*
    b. *NOTE: if the learning community is focusing on learning a specific new teaching strategy, the content of the video model should be clearly focused on that strategy.*

Protocol session

3. *(5 minutes)* ***Provide background information.*** *The facilitator should describe the strategy, method, or topic that was illustrated in the video. If people watched the video before coming to the session, review why we are using this video to advance our learning.*
4. *(15 minutes)* **Probe for existing knowledge**. Explore background knowledge is an important step in analyzing the video. The facilitator should help teachers share what they already know about the strategy or topic, the research that supports it and the questions they are to answer together:
    a. *In what ways do our students struggle with learning this (these) standards?*
    b. *Using your students' work, what specific challenges are you observing? Give me examples. How many students are struggling with this standard? Who are they?*

c. *What do you currently do to meet their needs?*
d. *Why did we decide on this strategy? What evidence did we gather to support our use of this strategy to achieve our student goals?*

5. *(20 minutes)* **Explore teachers' observations of the video**. Teaching teams not only share their observations, but the possible implications of those observations on their own practice.
    a. *What are our initial reactions to the teacher's use of the strategy in their own classroom?*
    b. *What components of what we saw do we currently integrate into our classroom practices? What components that we are not using would work for our students and why?*
    c. *Are there modifications we might want to make in the strategy itself that would better meet our students needs while maintaining the integrity of the strategy?*

6. *(10 minutes*) **Outline an action plan.**
    a. *The teaching team determines how they will take the strategy back into their own classroom practices by modifying their next set of lesson plans.*
    b. *The team determines how they will collect evidence that they are using the strategy effectively and positively impacting the achievement of their students.*

7. (5 minutes) **Commitments (You know how I feel about commitments)**
    a. *Teachers will commit to the use of the new strategy within the next week.*
    b. *Teachers will video tape themselves and their students at least 2 times to share with their learning community and to discuss the effectiveness of their implementation.*

8. (2 minutes) **Follow through and follow up!** Remind everyone that they will bring their own videos to a session determined by them to share what they are learning through their growing proficiency in their use of this new strategy

Note: Teachers who share what they know, observe video models, analyze and reflect on their own practices, integrate and apply new skills to their strategies, are truly learning professionals!

(Modified by Kay Psencik, Senior Consultant Learning Forward from ***Powerful Designs for Professional Learning****, Lois Easton, Editor, 2008,)*

Learning Design # 4: The Tuning Protocol

The purpose of the protocol: To allow others to engage in a conversation about our goals and plan of action to assist us in seeing things we might not have thought or or seen ourselves.

Each person or team will have an opportunity to share their plan of action and engage in the tuning exercise.

Process:

1. *(5 minutes*) **set the norms** for the conversation
    a. All presenters will have 10 minutes to share the answers to the Theory of Change Questions and their plans for implementation of the work from the session.
    b. All others will listen without interrupting.
    c. Listeners will have 5 minutes to ask clarifying questions.
    d. Once the presenter has finished and all clarifying questions have been answered, the presenters will turn their back on the listeners and the listeners will engage in a 10 minute conversation about warm and cool feedback. They may also offer ideas that might strengthen the work.
    e. The presenter will reflect on the impact of the conversation on the plan and make revisions to the work.
2. *(10 minutes*) The **presenters share their work** uninterrupted (answers to the Theory of Change questions, their plans and processes they wish to implement.)
3. *(5 minutes)* The listeners ask **clarifying questions**.
4. *(10 minutes)* The listeners now own the work. They begin **to reflect on the plan presented and share warm and cool feedback** as well as new ideas that might have been generated through the conversations.
5. *(5 minutes)* The presenters share the **ideas they garnered** from the conversation and make revisions to their work.
6. *(5 minutes)* The **team reflects on the process**.