SCHOOL-BASED PROFESSIONAL LEARNING FOR IMPLEMENTING THE COMMON CORE

Unit 3:
Learning Designs

learningforward
TRANSFORMING PROFESSIONAL LEARNING

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School-Based Professional Learning for Implementing the Common Core

Author: Patricia Roy

Project director: Joellen Killion

Learning
Designs

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No single method of professional development will help all teachers develop the knowledge and skills they need to reach every student. This unit focuses on helping educators recognize the array of learning designs that can lead to improved teaching and learning.

This unit supports team facilitators and members, as well as those responsible for planning and engaging others in professional learning, by describing ways to organize and structure learning. Many strategies included in this unit also can be adapted for teachers to use with students.

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Learning
objectives

Learners will be able to …

1. Provide a rationale for using multiple learning designs.

2. Identify at least five to seven learning designs appropriate for one of their professional learning goals.

3. Draft a professional learning plan using a variety of learning designs.

Overview

Effective professional learning has at least two goals: 1) to engender changes in teacher practice that result in 2) improved student learning. Research has shown that it takes multiple professional learning designs to build teachers' knowledge base, develop new skills, and create the dispositions teachers need to be able to implement new content standards. Professional learning builds educators' knowledge and skills and supports classroom implementation of new standards.

Implementing any change cannot be left to luck, hope, or chance. Planning professional learning to create change needs to include strategies, designs, and activities that support and refine implementation. Rather than just replacing traditional workshops with an alternative, professional learning planners need to have in place a sequence of professional learning designs that can result in teachers effectively using new standards and instructional practices in the classroom.

Effective planning for professional learning requires matching an array of learning designs to educators' needs as they move from developing new knowledge to practicing new skills to implementing the change with fidelity. Each phase of this process requires different designs. Some learning designs build educators' knowledge base about the Common Core State Standards. Some learning designs are more effective for developing educators' instructional, facilitative, and questioning skills. Other designs support teachers as they use their new skills in the classroom.

This unit explores a theory of change involving learning that results in teachers implementing new content standards, instructional strategies, and assessment practices. Educators will learn about different learning designs — many of which areuseful for collaboration. Collaboration has been identified as a critical component of effective professional learning. Finally, we will practice applying your new knowledge of learning designs to implementation of the Common Core standards.

Background reading

Easton, L. (Ed.). (2008). *Powerful designs for professional learning* (2nd ed.). Oxford, OH: NSDC.

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Killion, J. & Hirsh, S. (2012). *Meet the promise of content standards: Investing in professional learning.* Oxford, OH: Learning Forward. www.learningforward.org/docs/pdf/meetpromiseinvesting.pdf

Killion, J. & Roy, P. (2011). Designs for professional learning. *Becoming a learning school* (pp. 119-125). Oxford, OH: Learning Forward.

Learning Forward. (2011). Learning Designs standard rationale. *Standards for Professional Learning.* Available at www.learningforward.org/standards/learning-designs#.UQlvKYU25mM

Going deeper: Supplemental readings

Blythe, T., Allen, D., & Powell, B. (1999). Collaborative assessment conference: Overview. *Looking together at student work.* New York, NY: Teachers College Press.

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Richardson, J. (2000, February/March). Teacher research leads to learning, action. *Tools for Schools, 3*(4), 1-6.

Richardson, J. (2004, February/March). Lesson study: Teachers learn how to improve instruction. *Tools for Schools, 7*(4), 1-7.

Seidel, S. & Project Zero at Harvard University. (1988). Descriptive review process. Adapted from The Collaborative Assessment Conference.

UNIT **3**

Facilitator's
agenda

TIME: 3 1/4 hours to 3 1/2 hours

SECTION	TIME	TOPIC	PURPOSE	STRATEGIES	MATERIALS
1	15 min.	Introduction, purpose	Prepare learners for the learning experience	• Present objectives • Seek consensus on agreements • Introduce participants to the content and the rationale for the learning	• Handout 1.1 (Slide 2) • Handout 1.2 (Slide 3) • Handout 1.3 (Slide 4)
2	15 min.	Pre-assess-ment survey	Identify existing conditions and practices for designing professional learning	• Complete self-assessment • Discuss the results and evidence	• Handout 2.1 (Slide 5)

SECTION	TIME	TOPIC	PURPOSE	STRATEGIES	MATERIALS
3	45 min.	Definition of learning designs appropriate for collaboration	Develop an understanding that professional learning progresses through various steps and uses different learning designs Learn about various professional learning designs	• Present information about how the learning design should be appropriate to achieve the learning outcomes and model the practices learners are expected to implement • Debrief and reflect on the use of various learning designs • Engage participants in learning how different learning designs are used in various scenarios of professional learning	• Handout 3.1 (Slide 6) • Handout 3.2 (Slide 7) • Handout 3.3 (Slide 7)
4	60 min.	Similarities and differences	Develop understanding of a variety of learning designs	• Facilitate jigsaw on learning designs for teams	• Handout 4.1 (Slide 8) • Handout 4.2 (Slide 9) • Handout 4.3 (Slide 10)
5	45-60 min.	Beyond the workshop	Practice planning professional learning that will result in high-quality implementation of new practices	• Facilitate team task on selecting learning designs • Host a gallery walk	• Handout 5.1 (Slide 11) • Handout 5.2 (Slide 12) • Markers, chart paper, and tape • Slide 13

SECTION	TIME	TOPIC	PURPOSE	STRATEGIES	MATERIALS
6	15 min.	Close and reflection	Review what was learned Plan next steps • Who will you talk to about what you learned? • What do you need in order to be able to put this information into practice?	• Reflect individually • Share the reflection with a partner	• Handout 6.1 (Slide 14)

Unit 3:
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Agenda

TIME: 3 1/4 hours to 3 1/2 hours

SECTION	TIME	TOPIC	PURPOSE
1	15 min.	Introduction, purpose	Prepare learners for the learning experience
2	15 min.	Pre-assessment survey	Identify existing conditions and practices for designing professional learning
3	45 min.	Definition of learning designs appropriate for collaboration	Develop an understanding that professional learning progresses through varies steps and uses different learning designs Learn about various professional learning designs
4	60 min.	Similarities and differences	Develop understanding of a variety of learning designs.
5	45-60 min.	Beyond the workshop	Practice planning professional learning that will result in high-quality implementation of new practices.
6	15 min.	Close and reflection	Review what was learned Plan next steps • Who will you talk to about what you learned? • What do you need in order to be able to put this information into practice?

Agreements

- Be open to learning new strategies.

- Participate actively.

- Take responsibility for your own learning.

- Honor your colleagues' learning needs.

- Think about how you might use these resources to develop
  professional learning.

Self-assessment of current collaborative professional learning **designs and activities**

1. At our school, teacher leaders and a majority of staff members give input into the design of our professional learning.

    Strongly agree   *Agree*   *No opinion*   *Disagree*   *Strongly disagree*

2. We use varied designs of professional development for schoolwide and team-based learning (for example, protocols, peer observation, co-teaching, examining student work).

    Strongly agree   *Agree*   *No opinion*   *Disagree*   *Strongly disagree*

3. The focus of our professional learning is closely aligned with our student learning goals.

    Strongly agree   *Agree*   *No opinion*   *Disagree*   *Strongly disagree*

4. The designs of our professional learning encourage us to inquire into our practice, solve problems, and collaborate with colleagues to learn.

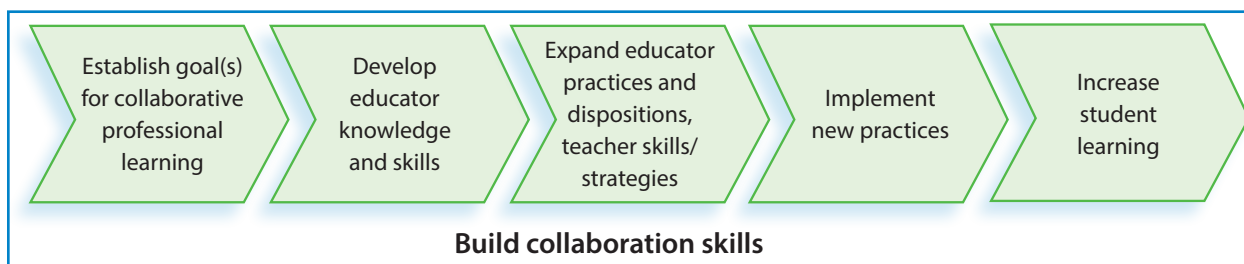   *Strongly agree*   *Agree*   *No opinion*   *Disagree*   *Strongly disagree*

5. Professional learning at our school includes support to help us implement new strategies and practices in the classroom.

    Strongly agree   *Agree*   *No opinion*   *Disagree*   *Strongly disagree*

Theory of change

THEORY OF CHANGE FOR COLLABORATIVE PROFESSIONAL LEARNING TEAMS

Establish goal(s) for collaborative professional learning	Develop educator knowledge and skills	Expand educator practices and dispositions, teacher skills/ strategies	Implement new practices	Increase student learning

Build collaboration skills

Source: Adapted from Desimone, L. (2009, April). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher, 38*(3), 181-199.

The Common Core State Standards require instructional changes that necessitate new learning. Transferring learning into practice in schools and classrooms requires different, intentional, and sometimes sequential professional learning processes. Throughout the process, the focus of professional learning is ensuring that educators know how to implement the standards, how to assess what students know, and how to improve instruction so that every student succeeds. As educators develop the knowledge, skills, practices, and dispositions to help students succeed, they simultaneously are learning how to collaborate more effectively and efficiently to take collective responsibility for student achievement.

Their collaborative work follows a simple theory of change. First, educators establish professional learning goals using data about their own performance, student achievement, and system operations. Goals include both implementation and student achievement, not just learning new concepts. Once goals are set, educators engage in professional learning to acquire the necessary knowledge and skills. Next, educators engage in professional learning to refine their practices and dispositions to implement what they are learning. As they apply the newly acquired or refined practices,

they seek opportunities for additional professional learning through coaching, peer feedback, collaborative work, reflection, or other collegial support to strengthen their work over time. Ongoing analysis of their practice and student achievement provides educators with the data to inform additional professional learning and assess their progress toward their professional learning goals.

This process, which logically would seem to be linear, is not linear in practice. The theory of change is a map for using professional learning to increase educator effectiveness and student achievement. The map, however, does not define the learning designs used in each strategy. Selecting appropriate learning designs requires understanding the learners' characteristics, the goals of the professional learning, and the conditions in which the learning occurs. Knowing about various learning designs facilitates the decision-making process.

Learning **designs**

Directions: Reproduce these learning designs descriptions on card stock and cut them apart so they can be used multiple times. Provide one set of cards to each group of four to five people. Provide copies online for participants who want them.

SAY SOMETHING PROTOCOL   TIME VARIES DEPENDING ON TEXTS

This protocol is useful when participants are asked to read and make meaning from a text during a staff or learning team meeting

1.   Divide the article, text, or reading into meaningful segments.
2.   Form pairs.
3.   Read silently until both partners reach the end of a segment.
4.   Take turns in your pair answering one of the following prompts:
    • *Something I agree with …*
    • *A new idea …*
    • *Something that puzzles me …*
    • *Something I disagree with …*
    • *Something I am reminded of when I read …*
    • *Something I want the authors to explain more …*
    • *Something I want to talk more about with others …*
5.   Continue to read and respond until you complete the text.
6.   Discuss the selection as a whole group when everyone has finished the reading.

Source: National School Reform Faculty, www.nsrfharmony.org.

WAGON WHEEL   45 MINUTES

A Wagon Wheel gives colleagues opportunities to have four conversations about a selected text and brainstorm ideas for further action. This protocol also builds communication and connections between participants.

1.   Arrange an inside circle of chairs facing an outer circle of chairs.
2.   Use a discussion prompt to talk with a colleague about a specific reading.
3.   At a set time, each person in the outside circle moves over one chair to face a different colleague   for the next conversation. Those seated in the inner circle remain in their chairs.
4.   A pair might be asked to come to consensus on key ideas within a selected reading and then brainstorm how those ideas might look if implemented within the school or district.
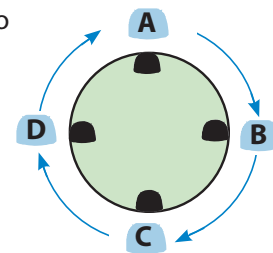
Source: National Staff Development Council. (2009, February/March). Wagon wheel. *Tools for Schools, 12*(3), 4.

ACTION RESEARCH   ONGOING

Action research is a process in which participants (teachers, principals, support staff, coaches) systematically and carefully examine their own practice using research techniques. This process allows educators to explore topics related to their work and interests. Participants identify whether the research results differ from what they expected and what actions to take based on the conclusions. Learning results as much from the experience as the results, although action research is different from traditional research in that there is an expectation that the teachers will act on their findings. Action research can be done alone or in a group.

1. Develop a question based on district or school priorities. First, identify areas of concern, such as working with special education or English language learner students.
2. Help individuals hone a research question as a group. Each person also may seek feedback from others outside the group.
3. Collect data to answer the research question. The data might be hard data, such as test results or attendance rates, or soft data, such as the results of student and parent interviews, classroom observations, or student work.
4. Analyze the data by looking for themes, trends, and patterns. Write up major points and match them to their data sources.
5. Plan how to use the results of your research.

Source: Richardson, J. (2000, February/March). Teacher research leads to learning, action.
Tools for Schools, 3(4), 1-2.

AUTHOR'S ASSUMPTIONS   TIME VARIES DEPENDING ON TEXTS

This protocol helps educators delve deeper into a text and uncover an author's underlying assumptions, resulting in a more informed interpretation of the text. The process is useful with a text that sets out the author's opinion and can come from educational journals and magazines.

1. Select a text related to your professional learning goal. Ask team members to read the text before the meeting.
2. Share, in turn, one key idea and the personal significance of that idea.
3. Identify the author's assumptions, in turn, referencing supporting text. Members are encouraged to identify more than one supporting text.
4. Record assumptions on chart paper.
5. Review the assumptions together; each member selects an assumption to explore further.
6. Identify other texts, research, experts, and/or personal experiences that support the selected assumption.
7. Share, in turn, your assumption and additional support.
8. Take turns sharing a key idea you now have about the text.
9. Discuss how examining the author's assumptions influenced your understanding of the text and the topic.

Source: Killion, J. & Roy, P. (2009). *Becoming a learning school.* Oxford, OH: NSDC.

COLLABORATIVE ASSESSMENT CONFERENCE   45-60 MINUTES

Created by Project Zero, this protocol has a team of teachers examine student work, describing the work, asking questions, and exploring implications for instruction. An experienced facilitator is needed for this process. A presenting teacher provides the student work.

1. The team selects a facilitator.
2. The presenting teacher shares copies of student work without comment.
3. Group members describe aspects of the work they notice without making judgments about the quality of the work.
4. Group members ask questions about the student, assignment, or curriculum. The presenting teacher takes notes but does not respond.
5. Group members speculate about what the child was working on during the assignment. This might include ways the student was trying to complete the task, skills the student was mastering, and questions the student was trying to answer.
6. The presenting teacher adds information about each of the previous phases, providing his or her perspective on the student's work and responding to questions or issues the group raised.
7. The whole group discusses the implications for teaching and learning that the conference raised, including implications for each person's practice, for student learning, or on ways to support a particular student.
8. In a final reflection, participants consider the process of their own thinking during the protocol.

Source: Killion, J. & Roy, P. (2009). *Becoming a learning school.* Oxford, OH: NSDC.

CO-TEACHING   3-4 HOURS PER LESSON

Co-teaching pairs a general education teacher with a specialist to co-plan and co-teach lessons. For example, an English language learner (ELL) specialist might work in a general education classroom to model how to enhance ELL students' oral and literacy skills during reading and writing workshop time. Co-teaching can use different models:

A. A lead teacher and another teacher take turns leading instruction.
B. Two teachers teach the same content during a whole-class lesson, working cooperatively.
C. Teachers parallel teach, presenting the same content using differentiated learning strategies to students divided into two learning groups.
D. One teacher reteaches the content while the second offers alternative information. Flexible grouping supports students at various proficiency levels. Student group composition changes as needed.
E. Both teachers monitor and teach multiple groupings of students. They facilitate student work while assisting selected students with their unique learning needs.

Source: Honigsfeld, A. & Dove, M. (2010, March). From isolation to partnership. *Teachers Teaching Teachers, 5*(6), 1-4.

COMMON ASSESSMENT PLANNING TOOL

2-3 HOURS

Educators from the same grade level work collaboratively to develop assessments that focus on new standards. Common assessments are tools teachers develop together to assess student learning. Teachers use common assessments to ensure that they have the same expectations about student work and develop consistency in student learning. Teachers in cross grade-level or course teams can develop common assessments to use frequently or periodically throughout the school year.

By developing, administering, and scoring common assessments, teachers learn to calibrate their expectations with those of other teachers teaching the same grade or course. They learn how other teachers assess student learning and can compare it to their own processes. They learn what aspects of a concept other teachers stress.

Common assessments can be the core function of a collaborative professional learning team in which teachers complete multiple cycles of developing assessments, scoring them, and making instructional decisions based on the results.

1. The teachers plan the work, noting on a chart:
   - The content and skills to be assessed;
   - Standards/learning indicators;
   - Level of understanding to be addressed (such as knowledge, comprehension, application, analysis, synthesis, evaluation, or other taxonomy of understanding);
   - Form of demonstration (written, oral, graphic, combination, and so on);
   - Form of assessment (true/false, constructed response, multiple choice, demonstration, and so on).
2. Once teachers have created common assessments and students have taken them, teachers score the results using a rubric the group developed, unless a rubric exists for this content, such as a writing rubric. Scoring can be done individually, in a team meeting, or shared by team members. When teachers score assessments together, they have the opportunity to adjust or revise the scoring guide to ensure consistent scoring across the group.
3. Teachers analyze the overall results and make instructional and curriculum decisions based on their findings. For example, teachers might find that 60% of all students missed one skill on the assessment. They then would plan together to review lessons and to reteach.

Source: Killion, J. & Roy, P. (2009). *Becoming a learning school.* Oxford, OH: NSDC.

DESCRIPTIVE REVIEW   AT LEAST 45 MINUTES

When a teacher has questions about a specific student's learning, a descriptive review is a useful tool. It focuses on a detailed description of a student and his or her work. This protocol requires an experienced facilitator

1. The facilitator introduces the student work and describes what participants should try to see in the work — underlying values and principles, habits of mind, assumptions. (2 min.)

2. The presenting teacher describes the work in detail while group members take notes. (10 min.)

3. Participants ask clarifying questions to better understand the work and characteristics of the student. (3 min.)

4. The facilitator asks participants to describe the work as literally as they can: "What do you see?" (3-5 min.)

5. The facilitator summarizes comments, restates critical themes, and identifies ideas that emerged. (3 min.)

6. The facilitator asks a guiding question, focusing on interpretation such as assumptions, values, compromises, patterns, images, and so on. Each focus question is answered in a separate round. (3-5 min. per round)

7. The facilitator summarizes at the end of each round. (2 min.)

8. The facilitator makes a final summation of the reviewers' descriptions. (2 min.)

9. Participants offer suggestions or make recommendations to the presenting teacher. (10 min.)

10. The presenting teacher shares any new insights into the child or the work. (3 min.)

Source: National Staff Development Council. (2001, February/March). *Tools for Schools, 4*(4), 6.

LESSON STUDY   THROUGHOUT A SCHOOL YEAR

Tests and student work help educators understand what to improve. Lesson study helps teachers understand how to improve. Lesson study originated in Japan, where teachers focus on what they want students to learn rather than on what teachers plan to teach.

In lesson study, teachers develop a lesson together, and one teaches it while group members observe student learning. Group members debrief the lesson and often revise and reteach the lesson based on their analysis. Lesson study works well within a professional learning culture when educators feel comfortable sharing with and observing one another

1. Form a lesson study team of educators who work with the same group of students or within a similar content area. Each team needs a "knowledgeable other" to provide differing perspectives and highlight broader issues, such as someone who has advanced knowledge about the content area or standards.
2. Team members identify a research topic that captures schoolwide goals and academic content. Working together, they identify what they want students to know and be able to do as a result of the lesson. They also identify how this content fits into other subjects and grade levels.
3. The team constructs a lesson in a face-to-face session or online discussions. The lesson should be a product of the team's collaboration rather than a single person's efforts because everyone on the team should own it. Another important aspect of planning is anticipating students' responses to the lesson and planning teacher interventions.
4. The group sets expectations and ground rules for the observation. Outside people can be invited into the observation if they are briefed on the expectations and norms. All observers are asked to collect data and share the data during the debriefing. Each observer has a copy of the lesson plan, student seating chart, and student materials.
5. One group member volunteers to teach the lesson and be observed. The observers may be asked to focus on specific students or topics.
6. Observers watch the teacher use the lesson plan. They collect data, listen to student conversations and reactions, and serve as additional eyes and ears for the teacher.
7. Group members use their notes to debrief the meeting, using agreed upon norms for the debriefing to protect the teacher from feeling personally attacked. Members discuss what worked, what didn't work, and what might need to be changed. The debrief is a thorough analysis of how students responded to the lesson — focusing on student learning rather than teacher performance.
8. Group members use what they learned from the debriefing to revise the lesson and reteach it. When the process is complete, which might take several rounds of rewriting and reteaching, the team writes a report summarizing the lesson plan, student data, and reflections about what teachers learned.

Source: Richardson, J. (2004, February/March). Lesson study: Teachers learn how to improve instruction.
Tools for Schools, 7(4), 2.

PEELING A STANDARD   TIME VARIES

Teachers learn how to make instruction and assessment decisions by examining the Common Core State Standards and cumulative progress indicators above and below their grade level.

Teacher teams examine and identify the essential learning (content and skills) with the Common Core standards, as well as cumulative progress indicators for each strand for the grade levels below and above their current grade level. When teachers know what students are expected to know and be able to do in order to demonstrate cumulative progress indicators, they can focus instruction and assessment on essential learning and appropriate levels of understanding. For example, a team of 4th-grade teachers studies the 3rd-and 5th-grade progress indicators to identify prior and future student learning. With this knowledge, the teachers can identify key learning to emphasize in the 4th grade curriculum to ensure students are ready to learn and demonstrate the 5th-grade progress indicators.

Within each content area, the team identifies a specific standard and develops a descriptive statement of the focus, content, and levels of student understanding. For each strand within that standard, team members identify progress indicators for the grade level below and the grade level above their own. They also identify the content and skills identified within the strands for their own grade level.

READING STANDARDS: FOUNDATIONAL SKILLS			
STRANDS	**3RD GRADE**	**5TH GRADE**	**4TH GRADE**
Phonics and word recognition	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words.	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (such as roots and suffixes) to read unfamiliar multisyllabic words in context and out of context.	
Fluency			

Source: Killion, J. (2006). *Collaborative professional learning in school and beyond: A tool kit for New Jersey educators,* Oxford, OH: NSDC and the New Jersey Department of Education.

PEER OBSERVATION   2+ HOURS PER OBSERVATION

Peer coaching gives teachers the opportunity to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action; learn a new model of instruction; or analyze classroom processes and procedures.

Peer observation is one of the most authentic strategies of differentiated, job-embedded professional learning. More than a casual visit to a colleague's classroom, peer observation involves developing a specific purpose for the observation, creating and following norms during observation, debriefing, and observer reflection.

1. Develop the specific purpose for the observation. For example, if a teacher wants to learn more about the inquiry process in science, the teacher will focus on those aspects during the lesson even though student management routines and the student library also might be of interest. A purpose focuses the observation.

2. Select the teacher who will be observed. Visiting a teacher in a different school may be the best strategy in order to help the teacher concentrate attention on the purpose for the observation. Most teachers know their colleagues well, and familiarity can interfere with an authentic view of instruction.

3. Be sure the observed teacher has a clear understanding of the purpose of the observation. The teacher may need to prepare students for the experience and identify what to expect. Those involved should be clear about teacher and student confidentiality, including ensuring that the observed teacher is not criticized or publicly critiqued.

4. The visiting teacher takes notes, including the lesson purpose, what the teacher is doing, what students are doing, questions the lesson raised, and next steps for the observer.

5. After the observation, the visiting teacher debriefs and reflects on the experience. The debrief might occur with the principal, an instructional coach, or learning team members. The visiting teacher should at least write a reflection on what he or she saw and how those strategies might be used in his or her own classroom. The visiting teacher might also reflect on how it felt to visit another teacher.

6. The visiting teacher develops a specific plan for how to use the observed strategies within his or her classroom. The plan might focus on specific strategies rather than a new instructional model. For example, the visiting teacher might have observed how the teacher reminded students about the norms for working in learning groups. The teacher might focus on that aspect rather than trying to do an inquiry lesson.

7. When the teacher implements a new strategy, he or she reflects on its use — what worked, what didn't work, and what might need to be revised to improve student learning.

Source: Lock, K. (2006, October). Dear colleague, please come for a visit. *Teachers Teaching Teachers, 2*(2), 1-5.

STANDARDS IN PRACTICE

90-120 MINUTES

Developed by The Education Trust, this process is a quality control tool for analyzing and improving instructional quality. The process involves examining teachers' assignments, student work, and the relevant standard or set of standards. A coach facilitates the process.

1. One teacher volunteers to provide a set of student work and a description of the assignment.
2. Team members complete the assignment in order to experience the student task.
3. Team members identify the national standards that align with the assignment. Identifying the standards also can help members become more familiar with the standards language and organization.
4. Without looking at the students' work, the team constructs a scoring guide (rubric) for this assignment using a 4-point scale in which 4 describes the ideal and 1 describes minimal effort. For example, work worthy of a 4 includes words denoting quality — *colorfully portrays, convincing argument, powerful voice.*
5. The team uses the scoring guide to assess the student work. Group members comment on the student work rather than the students who created the work.
6. The team summarizes what happened during the session and develops a plan of action.

Source: Mitchell, R. (1999, Summer). Examining student work. *Journal of Staff Development, 20*(3), 32-33.

SUCCESS ANALYSIS

30 MINUTES PER PERSON

This protocol helps the group identify successful elements of an assignment, lesson, assessment, meeting, workshop, or collaborative group process. Emphasizing the positive aspects of educators' work is important, especially when their work is in the midst of change.

    A timekeeper and facilitator are needed so the protocol moves quickly. To save time, ask each member to write a short description of a success they have had and bring it to the team meeting. They should note what aspects of activity made it successful and how was it different from similar experiences. This step can take time because teachers often are not comfortable identifying their successes. Groups of three to eight are best.

1. The first presenter describes his or her success in as much detail as possible.   (5 min.)
2. The group asks clarifying questions about the success to better understand it.   (3-5 min.)
3. The presenter reflects on the success while group members listen. The facilitator   (5 min.) can probe to help the presenter uncover what made the experience successful.
4. Group members discuss what they heard in the presenter's reflection, offer insights,   (10 min.) and share what they learned. The presenter remains silent and takes notes.
5. The presenter reflects on the comments, insights, and analyses, emphasizing what   (5 min.) he or she has learned.
6. The process continues with another member serving as the presenter and completing steps 2-5.
7. After all the presenters have completed the protocol, the team discusses the use of the protocol and identifies what worked well, what caused confusion, how the process could be improved.

Source: National School Reform Faculty, www.nsrfharmony.org.

THREE LEVELS OF TEXT   20-45 MINUTES

This protocol helps participants construct meaning collaboratively by expanding thinking about and clarifying a specific text, podcast, videotape, article, or reading using increasingly specific descriptions.

The ideal group size is six to 10 people.

1. Use a facilitator. Appointing a note-taker also is helpful.

2. Take turns identifying a specific sentence you thought was significant from the designated material.

3. Next, take turns sharing a phrase you thought was significant.

4. Finally, share a significant word.

5. As a group, discuss what you learned about the text from this process. Identify new insights from the text or information studied.

Source: National Staff Development Council. (2009, February/March). *Tools for Schools, 6*(4), 1-5.

TUNING PROTOCOL   1 HOUR

The tuning protocol, developed by the Coalition of Essential Schools, was designed to give teachers feedback on authentic assessments or student work. It also can provide feedback on school- or team-based professional learning plans.

1. Designate a facilitator to keep track of time and ensure the feedback aligns with the focusing question.

2. One person presents materials for review and a focusing question about   (15 min.)
    that material for the group to consider. The presentation includes context,
    background, and learning situation.

3. Group members ask clarifying questions, such as, "What happened before X?"   (5 min.)

4. Group members write their individual responses to the situation and the   (5 min.)
    focusing question.

5. The presenter is quiet, allowing participants to talk to one another rather than   (15 min.)
    to the presenter.

6. The presenter talks about what she or he heard in the discussion, about   (15 min.)
    suggestions and clarifications. Group members are silent and take notes.

7. The presenter and participants discuss the content and process of the protocol.   (5 min.)

Source: Easton, L. (2001, February/March). Tuning protocol. *Tools for Schools, 4*(4), 3.

Learning designs
note-taking form

LEARNING DESIGN	DESCRIPTIONS AND USES
Action research	
Author's assumptions	
Co-teaching	
Collaborative assessment conference	
Common assessment planning tool	
Descriptive review	
Lesson study	
Peeling a standard	
Peer observation	
Say Something protocol	
Standards in practice	
Success analysis	
Three levels of text	
Tuning protocol	
Wagon wheel	

Scenarios

Directions: Read the scenarios. Identify the learning designs in each scenario. Record your findings on the note-taking form. Consider how these designs are similar to those you have experienced in your school or district.

1 An elementary school identified a need for teachers to develop deeper content knowledge in mathematics. Teachers acknowledged that their undergraduate training had included mostly survey courses in mathematics. Professional learning began with teachers working sample math problems from the state assessment. Based on their results, a mathematics content specialist the school brought in to support teachers designed activities to help the teachers learn the content embedded in the Common Core State Standards. The specialist led two-hour sessions every two weeks after school. Grade-level teams established study teams, and the principal arranged teachers' schedules so they could meet twice a week to follow up on the professional learning using grade-level materials. The teams also read and discussed articles and reviewed videos of mathematics lessons that included the featured teacher reflecting on the strengths and shortcomings of the demonstrated lesson. Finally, once a month during staff meetings, each grade-level team shared a student math problem and conducted a "Think Aloud" about ways to approach the problem, sometimes using manipulatives.

2 A middle school staff had spent two years focused on improving students' comprehension skills in reading expository text. Teachers focused on instructional strategies and materials that increased reading comprehension. Interdisciplinary teams analyzed students' reading scores and identified specific areas of need. The school's leadership team decided to determine the extent to which teachers were using the new instructional strategies and materials. Leadership team members developed a list of key indicators and conducted walk-throughs in every classroom. Team members interviewed students and examined bulletin boards and samples of student work. They summarized the results and discussed their findings during a staff meeting. The staff used the data to identify which strategies needed additional focus and practice. The staff also identified barriers to using the new strategies. Grade-level teams then created schedules for peer classroom observations and debriefings that focused on how well teachers were using strategies aimed at improving students' reading comprehension skills. Based on the results of the observations, the teams searched online for content-based reading lessons plans they could adapt.

3 A high school staff recognized that to help students improve their writing, content area teachers needed to focus on students' writing process. Teachers participated in a four-day summer institute on writing within the content areas. During the institute, science, social studies, mathematics, and business teachers were able to focus on their content areas during break-out sessions and examined writing skills students needed in careers within those fields. Teachers also focused on specific writing skills in each content area.

When school began, teachers established content-area learning teams. Team members examined lesson plans within their content areas and determined what kind of writing assignments might best help prepare students for the state assessment. Eventually, the learning teams used a structured discussion format called a tuning protocol to examine student writing samples to determine student strengths and needs. The district writing specialist spent one faculty meeting each month with the learning teams to respond to teachers' requests for more information about a writing skill that had been introduced during the summer institute.

4 A team of physics teachers from different high schools within one district met during a two-day, content-based conference. The teachers decided to stay in contact with one another, and with the help of a district technology specialist, they created a Web-based learning community. Each week, one member posed an instructional question based on the content from the conference or presented a real student learning challenge. Other members posted their input on the site, and at a designated time, the teachers met virtually to continue their conversation. They also decided to read articles about science instruction and use a discussion protocol, Save the Last Word for Me, to respond to what they had read. With district administrators' help, they asked a university physics professor to participate in a videoconference to answer some of their content and instructional questions.

5 When a successful middle school staff analyzed student data from the last five years, teachers realized that student achievement had plateaued. The teachers were concerned about how well students would meet the increased expectations of the Common Core State Standards. They arranged for an external school coach to meet with the school leadership team to discuss new approaches to instruction. The coach helped them delve deeper into their student data and collect and examine teacher, student, and parental perceptual data. The teachers reviewed a state Department of Education study that focused on schoolwide processes

successful schools used. They arranged for various teams to visit the sites in the study. Each team shared its findings from the visits at a staff meeting, and the staff compiled a list of possible programs and procedures from the site visits. Teachers formed interdisciplinary teams and decided to try action research. Each team selected a different strategy, implemented it, and collected data on the strategy's effect on student learning. The staff then examined the data from these pilot research projects and selected a strategy to implement schoolwide. Because of this approach, the school had in-house experts who could help colleagues implement the strategy.

6 Teacher leaders from various schools and districts are meeting monthly in regional, content-specific networks. The facilitators use these meetings to introduce new content resources, solve challenges of practice associated with the new curriculum and assessments, and discuss strategies for the teacher leaders to take to their home schools and districts to share with others. The meetings have become increasingly routine and static. Members of the networks are beginning to feel that they can take the resources from the online resource center and skip the meetings. The facilitators are finding that the energy in the meeting is waning as fewer people attend, and the consistency of message throughout the network is diminishing. To address these issues, the facilitators decided to turn over the remainder of the school year's meetings to volunteer teams of teacher leaders. Prior to each meeting, the facilitators worked with the team to help members assess pressing needs, plan professional learning for their colleagues, think of ways to engage participants, and determine how best to share their expertise. Through these planning meetings, the facilitators are able to expand teacher leaders' understanding of and skills in facilitating professional learning and engage them in applying their own new learning to designing learning experiences for the regional group. Within two meetings, attendance returned to normal; conversations moved from surface-level information to discussions of beliefs and assumptions about change in practices and student learning. Teacher leaders reported feeling more responsible for their own and colleagues' learning and feeling an expanded capacity to engage others in learning.

Notes on
Learning Designs

Directions: Use this page to record notes about various ways educators engaged in learning in these scenarios.

Which learning designs might be useful at each step of the theory of change?

Alternative
scenarios

Directions: Read each scenario and select two learning designs that could be used to facilitate the next steps for that faculty. Write a statement defending why you think each of these are appropriate selections. Select one learning design that you believe would be an inappropriate fit for that scenario and tell why.

1. An elementary school identified a need for teachers to develop deeper content knowledge in mathematics. Teachers acknowledged that their undergraduate training had included mostly survey courses in mathematics.	
LEARNING DESIGN	**RATIONALE**

2. A middle school staff spent two years focused on improving students' comprehension skills in reading expository text. Teachers focused on instructional strategies and materials that increased reading comprehension. Interdisciplinary teams analyzed students' reading scores and identified specific areas of need.	
LEARNING DESIGN	**RATIONALE**

3. When a successful middle school staff analyzed five years of student data, teachers realized student achievement had plateaued. The teachers were concerned about how well students would meet the increased expectations of the Common Core State Standards.	
LEARNING DESIGN	**RATIONALE**

4. A group of physics teachers from different high schools within one district met during a two-day, content-based conference. The teachers decided to stay in contact with one another, and with the help of a district technology specialist, they created a web-based learning community. Each week, one member posed an instructional question based on the content from the conference or presented a real student learning challenge.

LEARNING DESIGN	RATIONALE

5. A high school staff recognized that to help students improve their writing, content-area teachers needed to focus on students' writing process. When school began, teachers established content-area learning teams. Team members examined lesson plans within their content areas and determined what kind of writing assignments might best prepare students for the state assessment.

LEARNING DESIGN	RATIONALE

6. A regional network of teacher leaders is eager to make their professional learning meetings more engaging and to develop members' capacity to facilitate similar experiences in which participants engage in learning, and experience and apply the strategies they are learning to their own classrooms.

LEARNING DESIGN	RATIONALE

Reflection

| What did you learn about using multiple learning designs to support educator learning? |
| --- |
| **What designs surprised you?** |
| **What designs intrigued you?** |
| **What would your school need to learn, do, or change in order to use these professional learning strategies?** |

Planning your
learning designs

1. Return to your teams.
2. Identify a professional learning goal you are focused on within the Common Core State Standards that expands educator knowledge and skills and supports classroom implementation.
3. Understanding that a moratorium has been placed on workshops for professional learning, brainstorm learning strategies appropriate for the goal. Write these on a piece of chart paper using the sample format provided. Use your notes from the last activity about collaborative strategies to complete the figure. Also indicate what will be happening within your professional learning community, if you have them.
4. Number the appropriate sequence of these learning designs.
5. Pause to consider: Have you attended to each stage of the theory of change (building knowledge, developing skills, supporting implementation) with this design?
6. If there is time, take a gallery walk to examine others' professional learning plans. Leave one representative with your group's chart to explain and answer questions.
7. In the gallery walk, look for strategies you have not used in collaborative learning teams, but that you might want to try.

Beyond the
workshop

Workshops are useful in the early stages of the theory of change, yet not sufficient for the entire professional learning process. What activities, strategies, conversations, resources, and more would you use to accomplish the entire theory of change?

1. Replicate this format on chart paper.
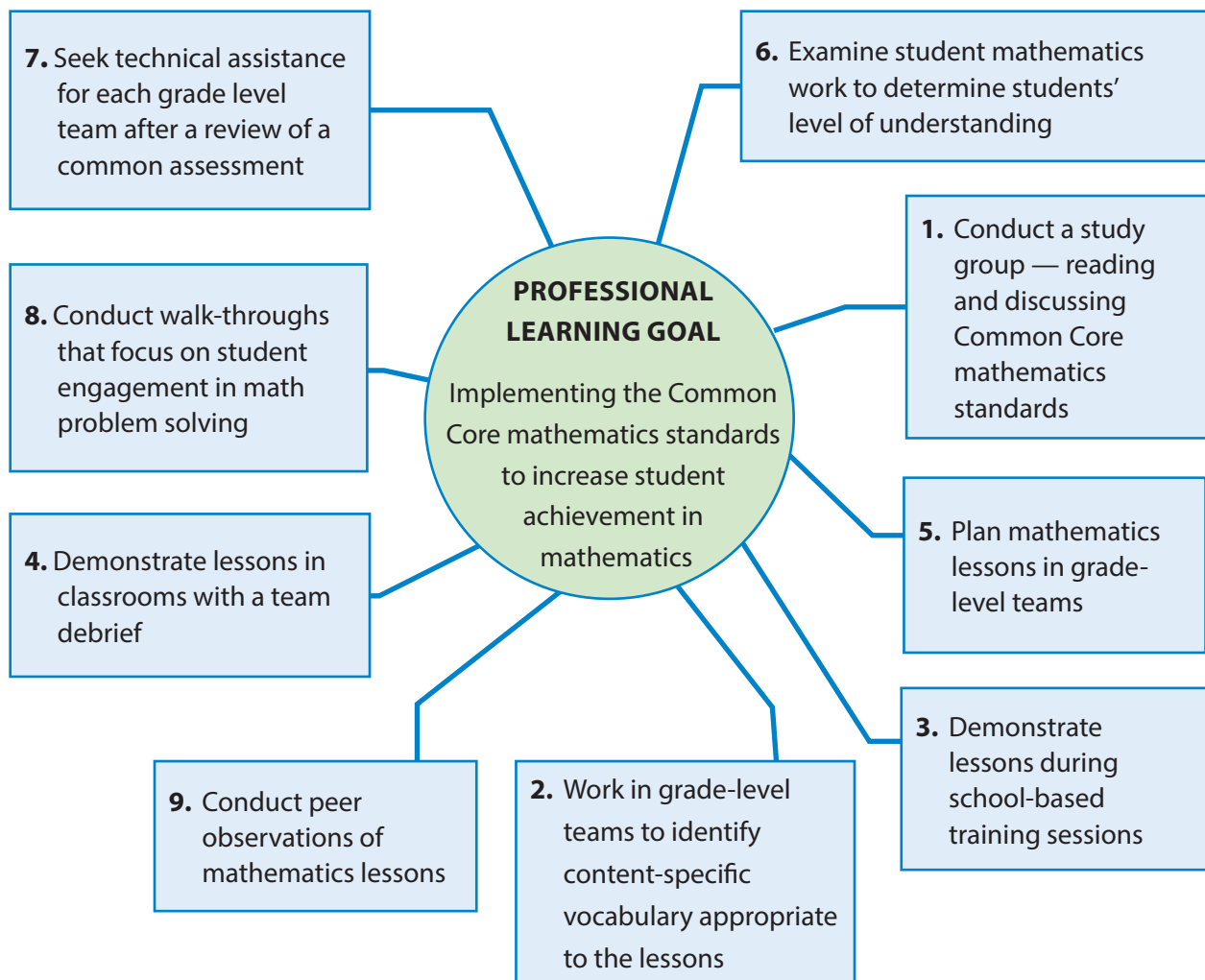
2. Write your professional learning designs goal/focus in the circle.

3. Identify possible learning designs that will support acquisition and implementation the knowledge, skills, practices, and dispositions to achieve the learning goals.

4. Indicate the order or sequence in which you would use the learning designs by numbering the boxes.

PROFESSIONAL LEARNING GOAL
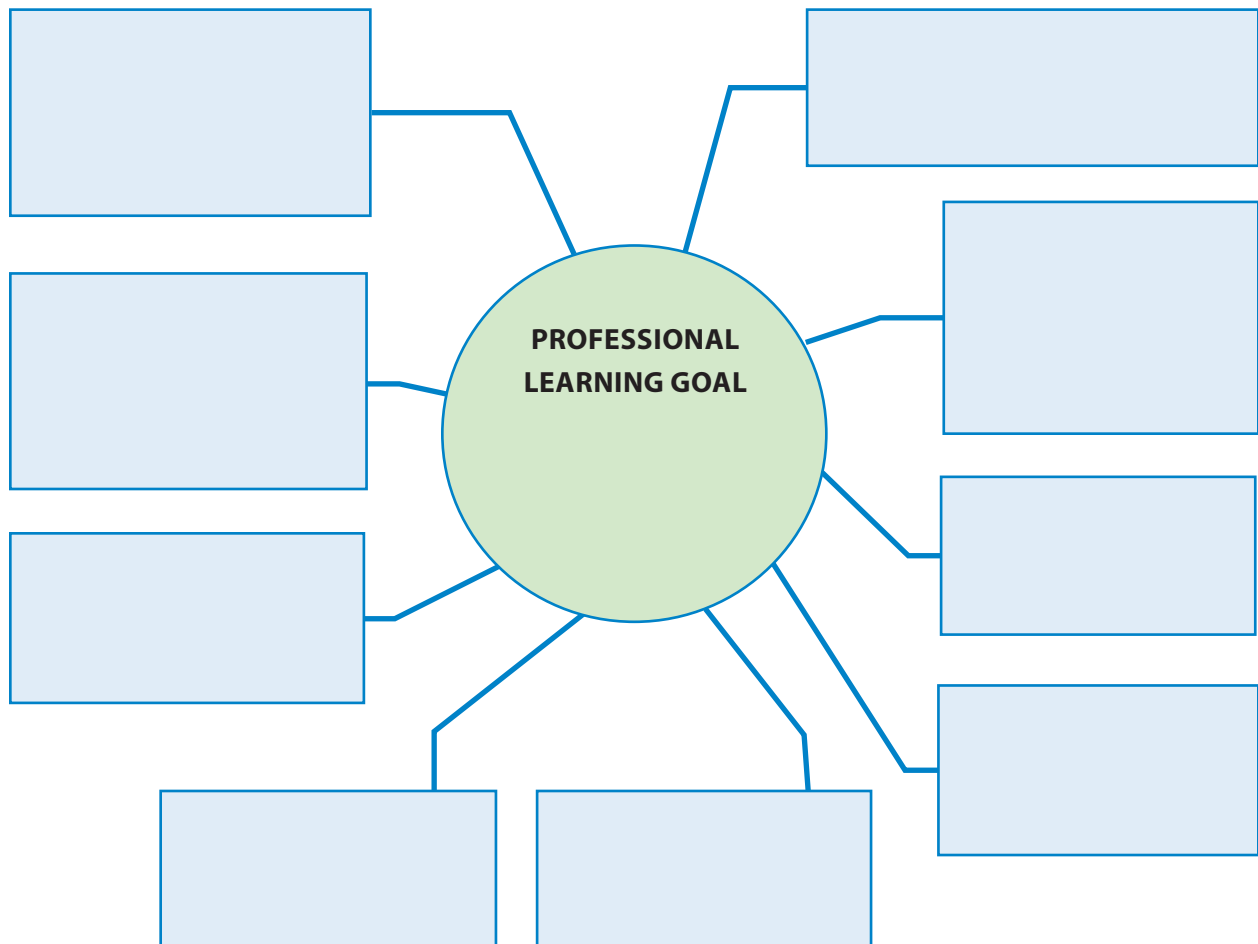
Beyond the workshop

This is a sample of how to build a series of learning experiences using different learning designs to achieve a professional learning goal.

SAMPLE

7. Seek technical assistance for each grade level team after a review of a common assessment

6. Examine student mathematics work to determine students' level of understanding

PROFESSIONAL LEARNING GOAL

Implementing the Common Core mathematics standards to increase student achievement in mathematics

1. Conduct a study group — reading and discussing Common Core mathematics standards

8. Conduct walk-throughs that focus on student engagement in math problem solving

4. Demonstrate lessons in classrooms with a team debrief

5. Plan mathematics lessons in grade-level teams

3. Demonstrate lessons during school-based training sessions

9. Conduct peer observations of mathematics lessons

2. Work in grade-level teams to identify content-specific vocabulary appropriate to the lessons

What did you
learn?

3   Write three big ideas that you learned about learning designs.

2   Write two points to ponder about how to apply this information in your school or district.

1   Write one point you don't want to forget about learning designs.