

LET'S TAKE A BREAK

Florida Trivia:

Florida recently surpassed New York to become the third most populous state in the USA.



Considering the role of the district in supporting a professional learning system...



Table Discussion:

Building Leaders:

- What do you need from the district to support your system of professional learning?

District Leaders:

- What do you feel you should be providing the schools to support their systems of professional learning?



DISTRICT LEADERS: Apply the cycle of continuous improvement with fidelity to lead professional learning.





DISTRICT LEADERS

View leadership as a shared responsibility among all district and school level staff.

University of Washington

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Central Office Transformation for District-wide Teaching and Learning Improvement



DISTRICT
LEADERS:
Model
collaboration and
a culture of high
expectations,
collective
responsibility,
mutual respect,
and trust.



TOOL 10.2

Self-assessment:

The Covey 4 cores of credibility

PURPOSE

Understand the level to which one may be considered trustworthy and reflect on the skills and attributes underpinning that determination.

Self-assessment

PART ONE

I sometimes justify telling “white lies,” misrepresent people or situations, or “spin” the truth to get the results I want.

1 2 3 4 5
Notes:

At every level, I am thoroughly honest in my interactions with others.

At times there is a mismatch between what I think and what I say, or between my actions and my values.

1 2 3 4 5
Notes:

What I say and do is what I really think and feel; I consistently “walk” my “talk.”

Hirsh, Stephanie, Psencik, Margaret, & Brown, Frederick (2015). *Becoming a Learning System*. Learning Forward

Covey, Stephen R. (2008). *The Speed of Trust*. Simon and Schuster

Covey on Trust

Core 1: Integrity

- Honesty
- Walking your talk
- Acting according to your values and beliefs
- Being congruent, inside and out

What you do
speaks **SO** loudly,
I can hardly hear
what you're saying.

Covey on Trust

Core 2: Intent

- Motives, agendas, and resulting behaviors
- Mutual trust
- Hidden agendas = breakdown of trust



"Now that we all agree on the agenda, a show of hands on how many want to keep it hidden."

Covey on Trust

Core 3: Capabilities

- Our talents, attitudes, skills, knowledge, and style
- Our abilities to establish, grow, extend, and restore trust



Covey on Trust

Core 4: Results

- Our track record, performance, and getting **the right things** done
- Results



Quick Pair-Share Discussion



Does “TRUST” exist in your school/system?



**DISTRICT
LEADERS:**
Differentiate
support
and service
systems
based on
school needs.







DISTRICT LEADERS: Hold school communities accountable for results while ensuring adequate service and support that allow schools to achieve their goals.

DISTRICT LEADERS:

Share authority for decisions with school leaders, expecting the best from everyone, presuming positive intent, and using inquiry and **problems of practice** to overcome issues and barriers schools face.



Communities of
practice provide
a concrete
organizational
infrastructure for
realizing the
dream of a
learning
organization.



Definition:

What is a Community of Practice?

A community that has a shared vision, dedicates time to learn together, collaborates on a shared problem of practice, identifies best practices, and has members that support each other through the implementation of innovations to improve student outcomes.



Defining a problem of practice

A problem of practice is a **persistent, contextualized, and specific issue** embedded in the work of a professional practitioner, the addressing of which has the **potential to result in improved understanding, experience, and outcomes.**

Problem of Practice:

Sub-problems:

-
-

What is the current situation we intend to impact through our Problem of Practice?

What, if anything, has already been tried to resolve this problem? What has been working? How do you know?

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Why hasn't the problem been resolved? How do you know?

-

What would success look like for the problem to be solved?

How would we monitor progress and follow through to ensure success?

List 3-4 things you would like to try that might solve the problem.

Solution Possibility	Why do we think this might work?	What do we need to learn in order to solve the problem?	What behaviors need to change in order to achieve our goal?	How would we differentiate our work (to meet different learning needs)?	What aspirations do we have for our work?
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What's YOUR problem?

- Volunteer at table shares a “professional learning” problem of practices (5 minutes)
- Tablemates ask clarifying questions (5 minutes)
- Tablemates discuss problem among themselves while volunteers ONLY LISTEN and offer no verbal cues (10 minutes)
- Volunteer shares what she/he has learned from table discussion (5 minutes)





During the concurrent session...

- We'll explore more the role of teacher-leaders in supporting a system of learning for building level educators
- We'll use Innovation Configuration Maps to more clearly outline the role of teacher leaders

Reflections and Feedback

The background of the slide is a dark blue night sky with a full moon in the upper right. Below the moon, a calm lake reflects the moon's light. In the foreground, there are dark silhouettes of evergreen trees and mountains. The overall scene is peaceful and contemplative.

- 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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