

CHAPTER 1

Context

Handouts for this chapter include:

1. Survey based on NSDC's Context standards
2. Survey based on a school improvement model
3. Rubric based on a systems approach
4. A template for systems change indicators
5. KASAB

Rubric based on a systems approach

Directions: Circle the descriptor for each item that best fits the school you are analyzing. Add the points (the number of times that column was circled, multiplied by the value) for each column and then add the totals for each column for a total score.

	1	2	3	4
Time and how it is used	Staff members are aware that changes need to be made so that professional learning time is flexible, but the district calendar includes certain days for professional development.	Some professional learning time is set aside for school use.	School staffs can establish what they want to do during professional learning time; the district calendar is flexible. Staff are compensated for professional learning.	Professional learning time is set aside for follow-up for coaching, data collection, and school-based professional learning activities. Substitute teachers are provided or staff are compensated for both professional learning and follow-up to professional learning.
Appropriate learning activities	Professional learning activities are mostly isolated or one-time workshops or keynote speakers, with topics decided at the district level.	Some professional learning activities focus on peer-to-peer learning; some content is decided by school staff.	Most professional learning activities are peer-to-peer, continuous, collaborative, and based on school needs.	Professional learning happens at the school level; it is mostly peer-to-peer, collaborative, and addresses content needs established by the school.
Space/location	Most professional learning is district level, bringing groups together for workshops or keynote speakers.	Some professional learning happens at the school level.	Most professional learning happens at schools in a variety of work spaces, including classrooms.	All professional learning happens at schools in a variety of work spaces, including classrooms.

	1	2	3	4
Leadership and governance	Decisions about professional learning are made outside the school.	The school has some authority over professional learning, but teachers are not usually involved in these decisions.	School staff are surveyed to determine professional learning needs. Principals submit school professional learning needs to the district.	School staff work closely with administrators to use data to determine what they need to learn professionally. Administrators work with teachers and are engaged in their own professional learning. District and other entities support school needs and become learning communities themselves.
Data collection and use	Data are collected and presented at the district level.	Once a year, perhaps after test scores are released, school staffs analyze district summaries of data for their own schools.	School staff supplement district data with other data they need and are helped in obtaining and analyzing data by the district and other entities.	School staff use a variety of data sources, analyze data and determine steps to improve learning for all. They continue to collect and analyze data throughout the year. District staff and others help with collection and analysis.
Evaluation of professional learning	Typical end-of-workshop evaluations prevail. No one makes the connection between professional learning and student achievement.	Typical evaluations continue, but administrators look for correlations between professional learning and student achievement.	Administrators and boards realize that a direct correlation between professional learning and student achievement requires change throughout the system.	Indicators of change are used to understand the effect of professional learning on student achievement. Indicators are varied and take into account how the whole system makes change to support student achievement.

	1	2	3	4
Role changes	Roles are typical: teacher, building administrator, district administrator, etc. Decisions are made according to a hierarchy.	Roles begin to change as teachers realize their new roles in peer-to-peer professional learning. They begin sharing work and visiting classrooms.	Support is provided for new roles for all — peer coaching, data collection and analysis, mentoring, facilitating, etc.	Throughout the system, staff members' roles have changed so they participate in and support professional learning. Organizations have changed to become learning communities.
Cultural changes	The culture has changed little. Old-style professional development is the norm. Some contemplate the need to change.	Schools and other entities become professional learning communities in name only. They begin to set aside time to meet and learn together.	Mental models and conversations have begun to change to reflect a culture of learning. Some are sharing practices and student work, collaborating, working toward results. They are beginning to feel empowered to make changes to improve student learning.	The culture is one of inquiry. Sharing practice and student work is the norm. Everyone feels responsible for all students. Collaboration is a norm. Orientation is toward results. Organizations that support schools are becoming learning communities themselves.
Resources	The budget includes allocations for time and resources for district-led professional learning.	The budget provides for more flexibility about professional learning, allowing schools to determine how to sponsor some professional learning.	The budget allocates all professional learning money to schools. It honors peer-to-peer professional learning.	The school's budget clearly provides compensation (or substitute teachers) to allow follow-up to professional learning events, as well as participation in those events. Contracts incorporate expectations for professional learning and follow-up.
Total score in each column				

TOTAL SCORE: _____

ANALYZING SCORES ON THE RUBRIC

Score: 9-12

Meaning: Readiness to become a professional learning community

Steps a principal or other administrator can take

- Introduce the idea of learning communities to staff members as a group; share premises and purposes; share research on the effectiveness of learning communities with students and staff; use a jigsaw approach to reading material so that staff members learn to listen to each other to learn.
- Begin with book study or perhaps an article.
- Make the most of isolated professional development; have those who attend conferences or take classes share on a regular basis what they learn; provide follow-up for one-time workshops or keynote speakers.
- Ask staff to respond to typical professional development activities in terms of what they learned and how they are going to use what they have learned.
- Have staff members identify their own professional learning needs based on what they know about students' content needs. Catalog their requests and share with the whole faculty.
- Use district data about the school in a meeting by asking staff members to work together to find trends and themes and anomalies. Invite them to suggest explanations.
- Initiate a decision-making process that involves staff.
- Begin conversations with school and district administrators about how to support professional learning in terms of structures for time, space, budget, and other resources.
- Invite staff members to meet together to discuss how they would like to learn and grow in the school. Provide them resources such as *Powerful Designs for Professional Learning*.
- Consider a container design or a focused design (see Chapter 2).
- Engage in your own professional learning, and share what you are learning with staff.

ANALYZING SCORES ON THE RUBRIC

Score: 13-20

Meaning: Making progress toward becoming a professional learning community

Steps a principal or other administrator can take

- Have staff members decide how to use time set aside for professional learning in the school. Have them plan how to lead the work and involve everyone in the process.
- Engage staff in professional learning activities that don't include sharing their practice, such as accessing student voices, case discussions, dialogue, shadowing, or video.
- Invite staff members to work with their peers in journaling and starting a professional practice portfolio.
- Have staff members deeply analyze data in order to understand student content needs that will drive future professional learning needs. Have them decide on other data they need in order to thoroughly understand school needs.
- Have staff members prepare a proposal for the district for what they plan for professional learning time next year and how the district can support them with time, money, and other resources.
- Initiate classroom walk-throughs for teachers; encourage teachers to visit each other's classrooms and look at student work.
- Invite teachers to think about themselves as one or more learning communities and to evaluate the work they do together.
- Initiate discussions about flexible professional learning time with the teachers' union.
- Continue to work with the district to enable schools to establish their own professional learning schedules.
- Continue to engage in your own professional learning and share what you are learning with staff.

ANALYZING SCORES ON THE RUBRIC

Score: 21-28

Meaning: Achieving considerable progress

Steps a principal or other administrator can take

- Have school staff decide how they want to spend professional learning time the district has allocated. Have them plan for follow-up time. Engage them in problem solving in order to make flexible professional learning a reality.
- Use student data to make decisions about the content of professional learning.
- Have staff select a variety of professional learning designs that will help them address student learning needs, some working in small groups, some in pairs, and some singly.
- Have staff plan at least two half-days when they can report what they are learning, review data, and make further plans.
- Have staff determine data they need to collect beyond what is collected at the district level.
- Encourage staff to be in each other's classrooms and to look at student work (the work itself or assignments or lessons).
- Make classroom walk-throughs a priority for everyone; do not use this process for evaluation or supervision.
- Help staff decide how they will know they are implementing new practices designed to help students learn. Develop indicators of change.
- Enlist others to help with new roles, such as coaching, mentoring, facilitating.
- Provide space and time for professional conversations. Encourage everyone to participate in these conversations.
- Continue to engage in your own professional learning, individually and with staff, and share what you are learning.
- Encourage staff to be professionally involved with content area or general education groups and networks.
- Work with district-level and outside agencies to help them understand their stake in learning communities in schools — and to help them become learning communities themselves.
- Work with the union and the district to reshape contracts so that they reflect a learning community focus.

ANALYZING SCORES ON THE RUBRIC

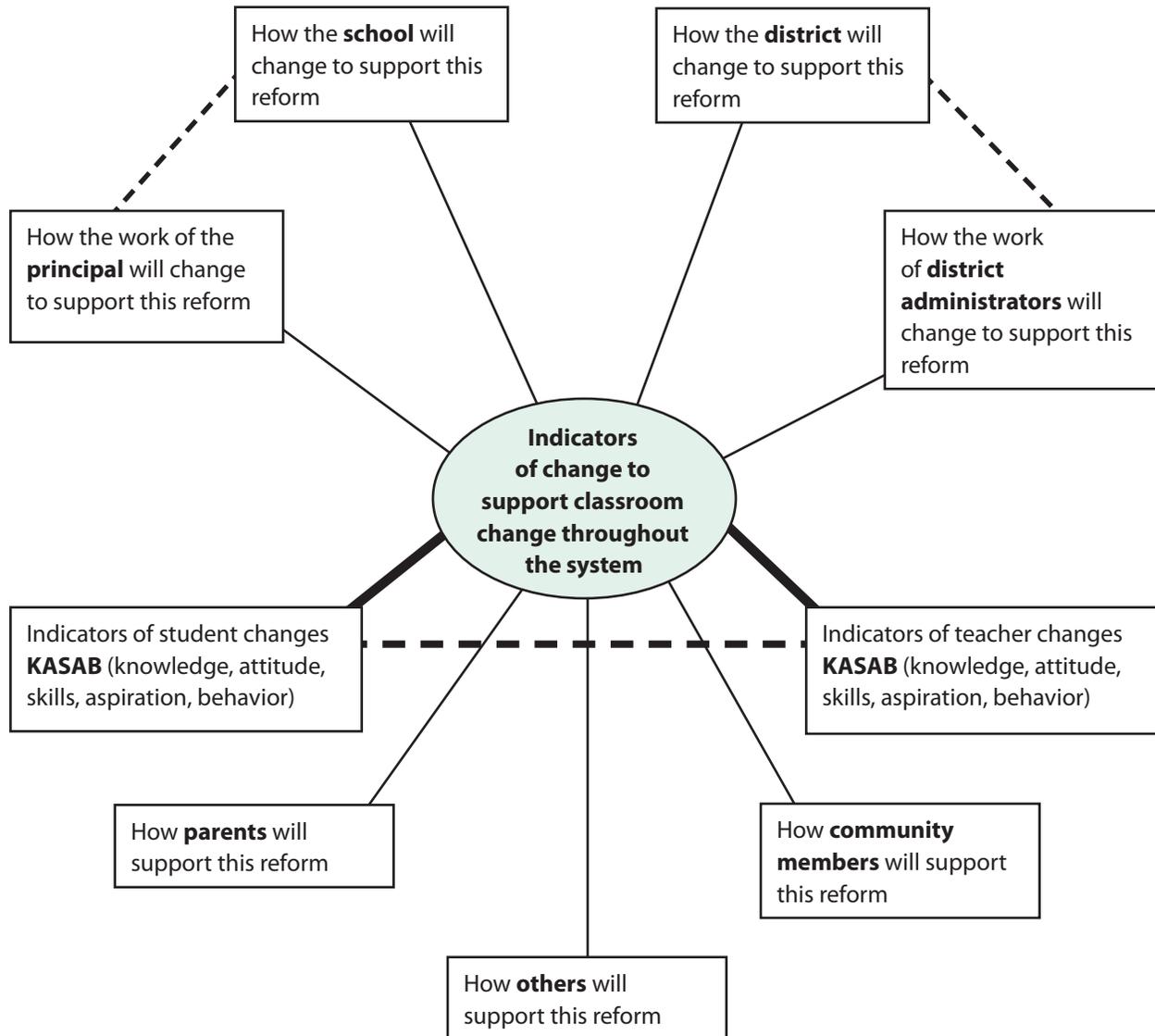
Score: 29-36

Meaning: A functioning learning community but still growing

Steps a principal or other administrator can take

- Invite staff to engage in deeper purposes for professional learning: revising curriculum; revising assessment procedures; immersing themselves in a content area; etc.
- Invite staff to establish action research processes, not only on student learning but also on staff learning.
- Engage teachers as coaches and help them extend their reach through training the trainer.
- Make sure that new staff are expertly mentored, including focusing on their own professional learning.
- Encourage staff to share what they are learning with other schools, perhaps as school coaches.
- Encourage staff to share what they are learning through professional writing.
- Have staff evaluate themselves on a regular basis as a learning community.
- Encourage staff to understand the big picture through a variety of visual dialogue templates.
- Involve staff in developing an evaluation process that links professional learning and implementation of new practices to student achievement.
- Continue the professional learning practices that are peer-to-peer, continuous, collaborative, and based on student needs.

A template for systems change indicators



KASAB

Knowledge

Conceptual understanding of information, theories, principles, and research.

Attitude

Beliefs about the value of particular information or strategies.

Skills

Strategies and processes to apply knowledge.

Aspiration

Desire, or internal motivation, to engage in a particular practice.

Behavior

Consistent application of knowledge and skills.

Source: *Assessing Impact: Evaluating Staff Development, 2nd ed.*, by Joellen Killion. Thousand Oaks, CA: Corwin Press & NSDC, 2007.