



The Learning Path to Student Success

North Carolina Department of Education
Department of Exceptional Children
Spring Network Meeting
March 23, 2016

Joellen Killion
Senior Advisor
Learning Forward
303-520-6790
joellen.killion@learningforward.org

Outcomes:

- Understand the theory of change that links learning for educators to learning for students;
- Develop an understanding of the *Standards for Professional Learning*, the research-based attributes of effective professional learning;
- Examine how feedback supports the implementation of new learning; and
- Explore the use of data and evidence in the feedback process to promote professional learning.

Agenda:

- Overview
- Questions to answer
- Theory of change
- *Standards for Professional Learning*
- Stretch break
- Feedback types and process for professional learning
- Data and evidence for professional learning

Today, I hope to answer these questions about professional learning as a pathway to student success:

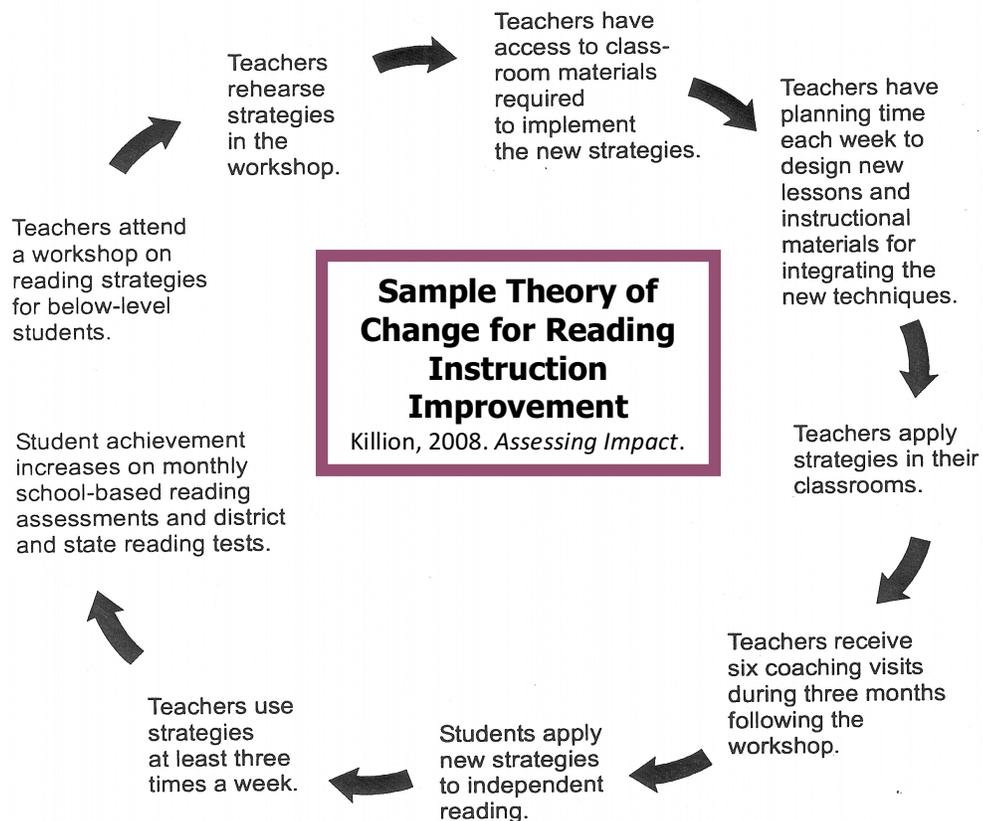
Change = Learning

Theory of change:

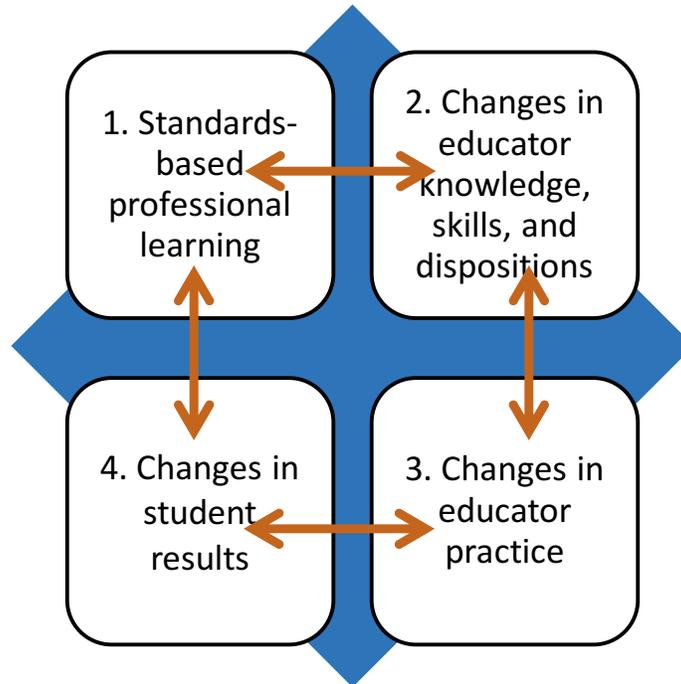
Purposes:

Components:

Example:



Professional Learning Theory of Change



Standards of Professional Learning, p. 16 (Adapted from Laura Desimone).

Learning Forward Beliefs

- Professional learning that improves educator effectiveness is fundamental to student learning.
- All educators have an obligation to improve their practice.
- More students achieve when educators assume collective responsibility for student learning.
- Successful leaders create and sustain a culture of learning.
- Effective school systems commit to continuous improvement for all adults and students.

Standards for Professional Learning Summary

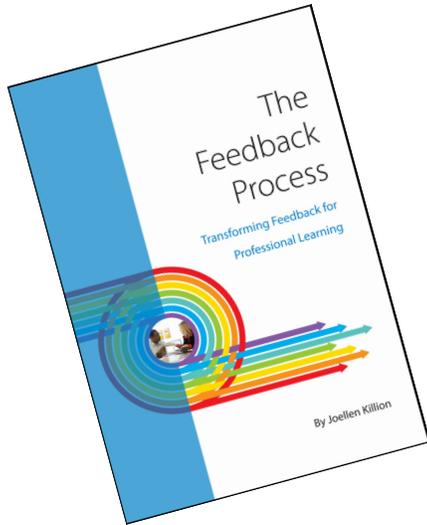
(Learning Forward, 2011, *Standards for Professional Learning*, p. 61

www.learningforward.org/standards

| <i>Standards for Professional Learning</i> | <i>Core Elements of Each Standard</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. | <ul style="list-style-type: none"> • Engage in continuous improvement • Develop collective responsibility • Create alignment and accountability |
| LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. | <ul style="list-style-type: none"> • Develop capacity for learning and leading • Advocate for professional learning • Create support systems and structures. |
| RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning. | <ul style="list-style-type: none"> • Prioritize human, fiscal, material, technology, and time resources • Monitor resources • Coordinate resources |
| DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. | <ul style="list-style-type: none"> • Analyze student, educator, and system data • Assess progress • Evaluate professional learning |
| LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes. | <ul style="list-style-type: none"> • Apply learning theories, research and models • Select learning designs • Promote active engagement. |
| IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change. | <ul style="list-style-type: none"> • Apply change research • Sustain implementation • Provide constructive feedback. |
| OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards. | <ul style="list-style-type: none"> • Meet performance standards • Address learning outcomes • Build coherence. |

Code the standards.

- Work with a partner to review and discuss the standards. Reach each one to understand its connection to effective professional learning. Code each component in the right-hand column using the codes provided. It is not necessary to agree.



***The Feedback Process:
Transforming Feedback
for Professional
Learning for Learning***
Killian, 2015. Learning Forward.

Definition of feedback:

Feedback is ... a dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self (p. 13).

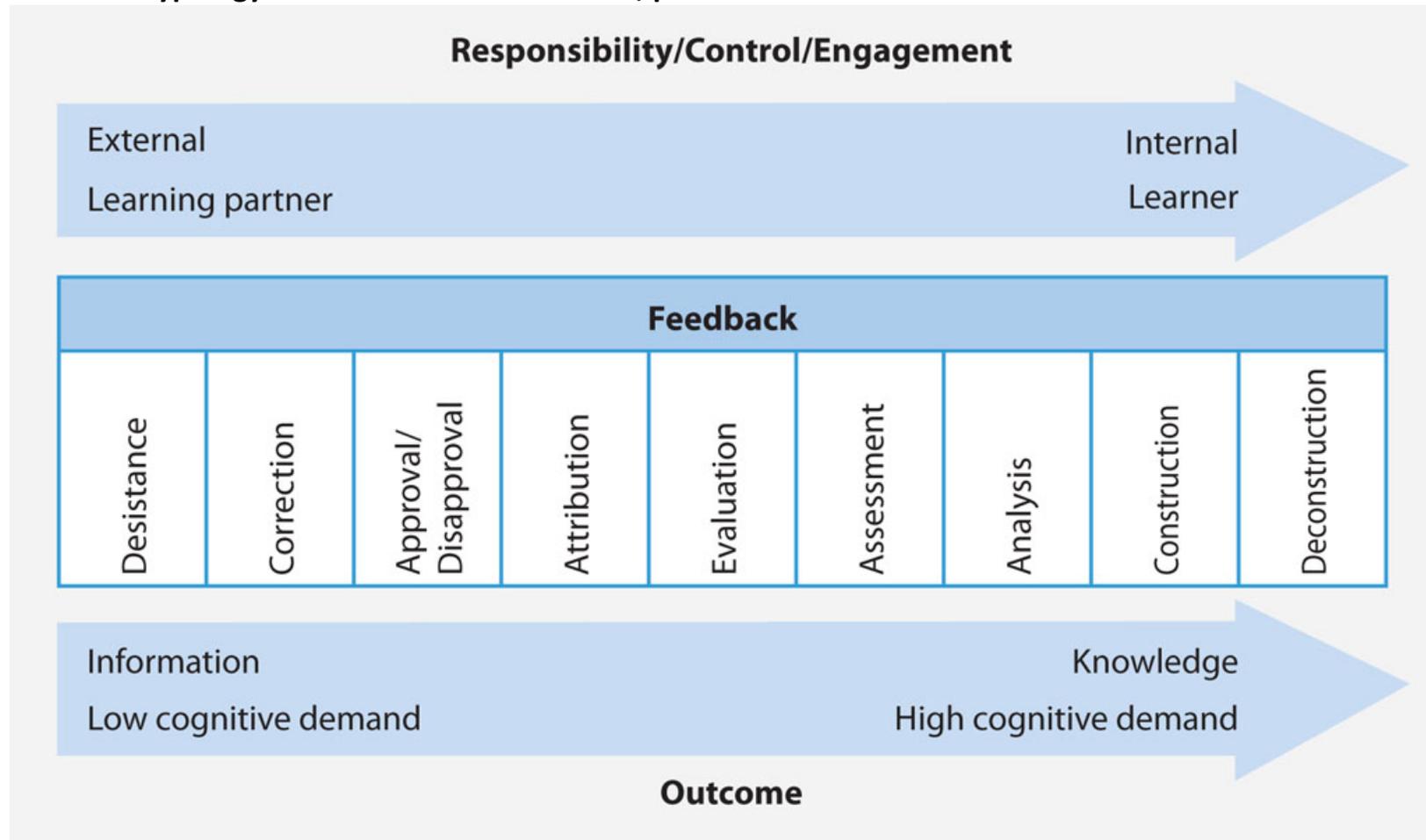
Learner:

Learning partner:

Learning object(s):

Information vs. knowledge:

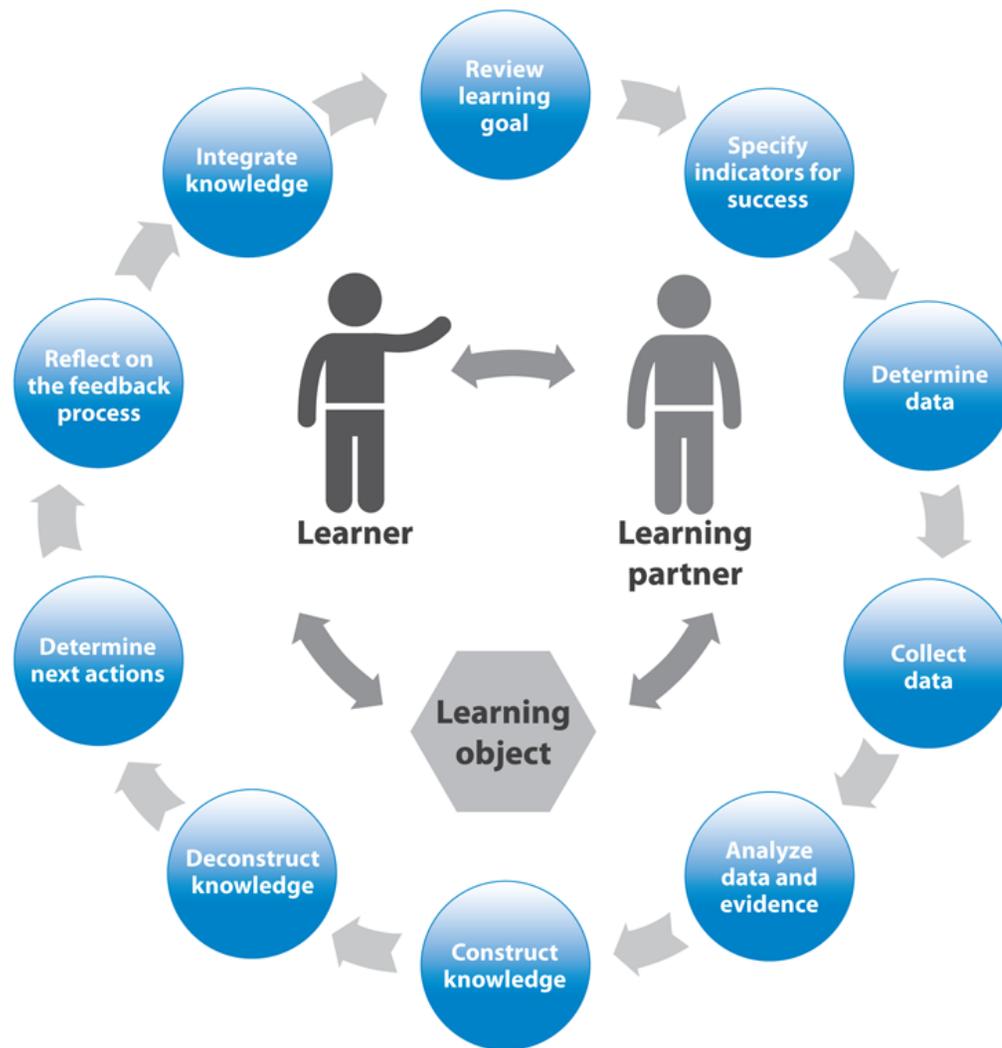
Feedback typology from *The Feedback Process*, p. 47



Reflection on types of feedback:

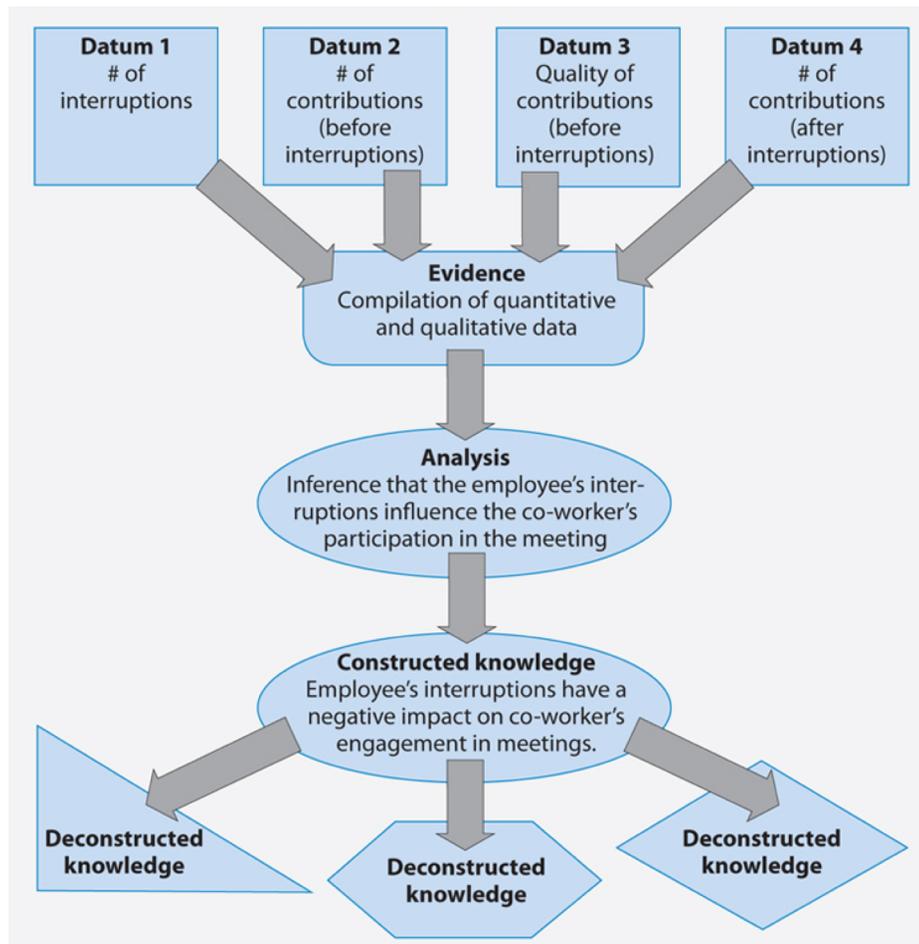
1. What is your response to the typology presented? Explain your response.
2. What challenged you as you examined the typology? How might you resolve the challenge(s)?
3. Analyze your routine practice of feedback using the typology framework. What types of feedback do you most often experience (either as a learner or learning partner)? Where does responsibility typically lie? What is the most frequent content? What is the most common outcome? Given this analysis, what changes might you want to make?
4. How does knowing the continuum help you deepen your understanding of feedback as a process of constructing knowledge?

Notes



Components of the feedback process, *The Feedback Process*, p. 64

Data to Evidence for the Feedback Process



The Feedback Process, p. 81

Data sources:

- Human
- Inanimate

Data types:

- Qualitative
- Quantitative

Data strength:

- Reliability
- Validity



What are you taking away that will help you answer the questions you brought with you today about professional learning as a pathway to student success?