




# Changing the Adult Learning Culture

Inspiring Teacher through Content  
that Matters



# Resources That will Be Useful In this Session

- ❑ Familiarity with or electronic copies of multiple sources of data that can influence professional learning content at your school.
- ❑ Familiarity with key professional learning material that can influence your professional learning content for the year.
- ❑ One or more team members from your school (not required)

# WELCOME!!!

As you come in please create a name tent. Add and discuss some of the following information with your table partner.

What you watch on  
NETFLIX to get  
away from it all.

Favorite song or  
book of the year.



Your School (that you  
work at)





GETTY IMAGES

Video

(25:50 - 32:26)

# Change and the Adult Learning Culture

**Are we willing to admit....**

*“We come up with a lot of reason to put ourselves over other people, racism is one way” - Obama*

# Change and the Adult Learning Culture

## **Are we willing to admit....**

That the being in a position of power sometimes manifest in blaming the victims of our own failures. That as leaders of professional learning cultures in our schools we have allowed to be said some of the following:

## **Professional Learning is Not Successful Because.....**

*“Teacher don’t value PL”*

*“The cost of PL is not worth it when teachers don’t implement the practices”*

*“Teachers come late to PL experiences”*



# Change and the Adult Learning Culture

## **Are we willing to ask...**

- Why is that?
- Am I a part of this?
- Am I willing to do something about it?
- Are there sacrifices I am willing to make to change it?

# Change and the Adult Learning Culture

**Are we willing to say to ourselves...**

*“Change comes from ordinary people deciding that’s not right” - Obama*

# Why Changing the Adult Learning Culture?

Why or what is the problem with adult learning culture?	Am I a part of this? How?	What am I willing to do about it?	What sacrifice will this require?

I can select and plan professional learning content for the upcoming school year.

## **Agenda:**

1. **Engage** - Congressman John Lewis - What is Your Why?
2. **Explore** - See the Teacher Reflections and GCHS PL Planning Model
3. **Explain** - Name the Focus - Brainstorming PL Process
4. **Workshop** - Begin Your PL Planning (40% of our Time)
5. **Evaluate** - What are your next steps?

# I can select and plan professional learning content for the upcoming school year.

Directions: Use the table below to gather reflections

<b>What has changed?</b>	<b>How is PD Delivered?</b>	<b>How is PD Related to Your Pracctice?</b>	<b>What is the Impact?</b>

I can select and plan professional learning content for the upcoming school year.



# I can select and plan professional learning content for the upcoming school year.

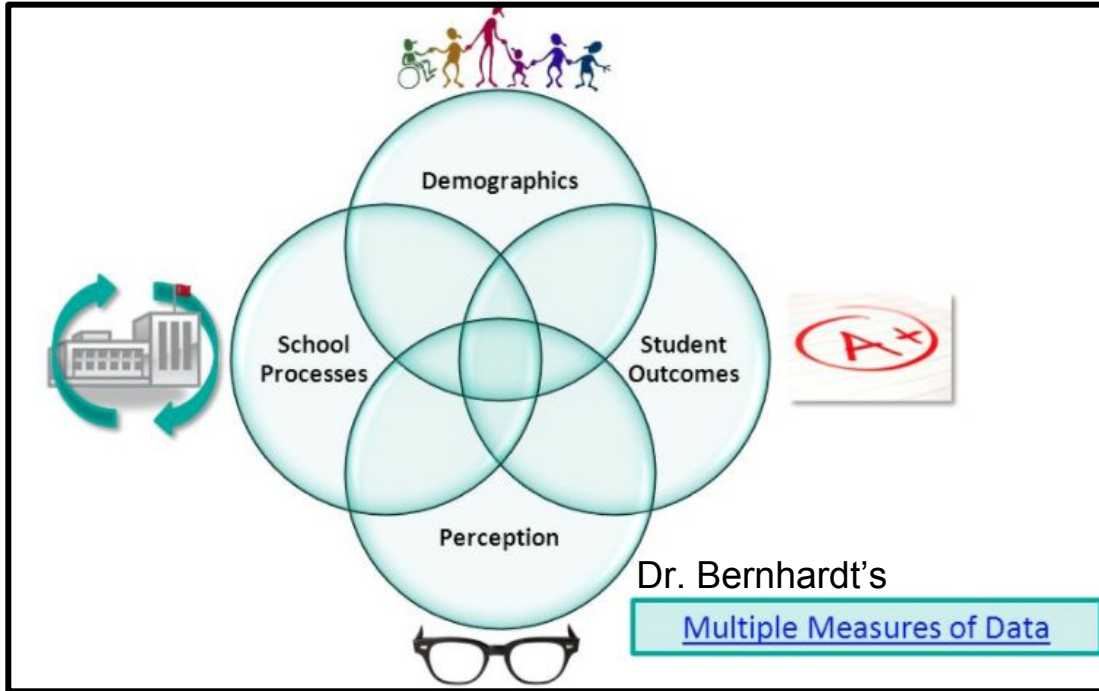
Directions: Use the table below to gather reflections

What has changed?	How is PD Delivered?	How is PD Related to Your Pracctice?	What is the Impact?

**So what does this tell us about what teachers value in professional learning?**

# I can select and plan professional learning content for the upcoming school year.

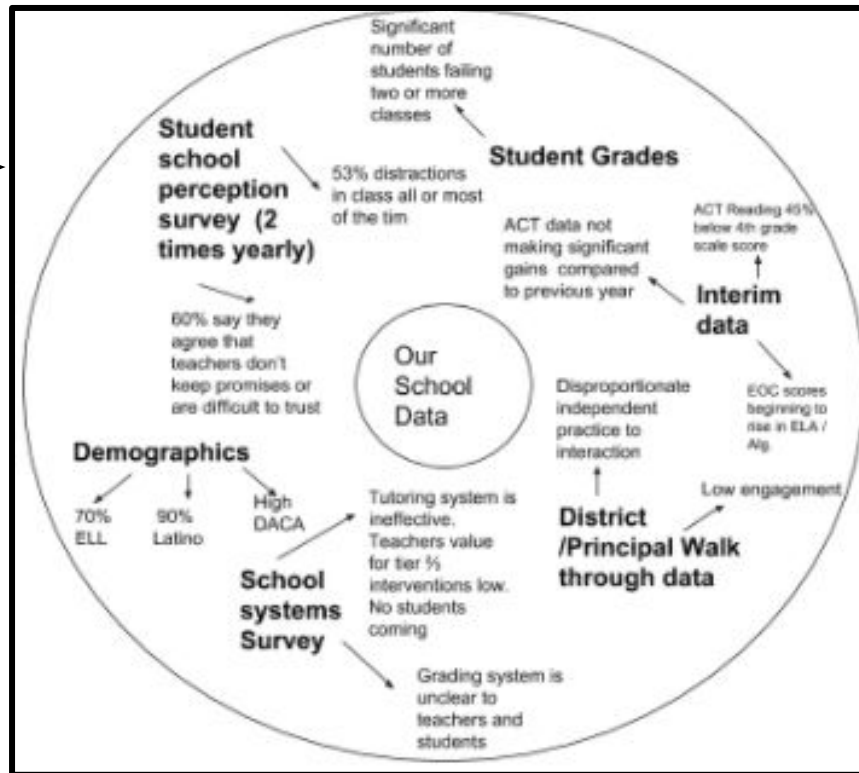
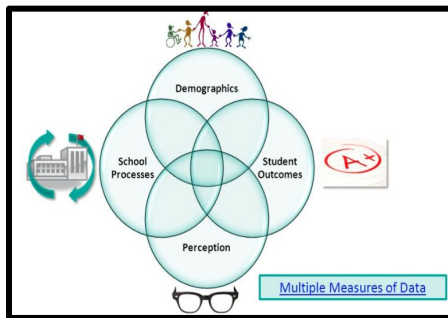
## 1. Identified the data to inform our professional learning





# I can select and plan professional learning content for the upcoming school year.

## 2. Discern the gaps that this data reveals to us about our school



# I can select and plan professional learning content for the upcoming school year.

## Pause Point!

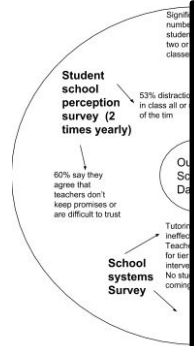
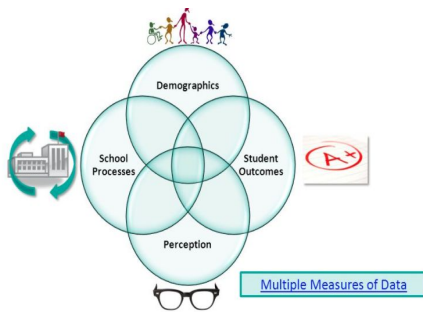
**Directions:** Take time now to look at a model of what steps 1 and 2 currently look like for our HS in the upcoming school year. As you read annotate for the following:

- STAR areas where you know you have SIMILAR tools, information, etc that you know already at your school. And note what these are.
- After annotating take time to fill out the table below.

Have	Need	Clarifying Questions

# I can select and plan professional learning content for the upcoming school year.

## 3. Decide on adult learning content that would overcome these challenges.



**Tools/Influences:**  
 TLAC; Get Better Faster; Visible Learning; Jim Knight Playbook; Marzano Question Types; EL Protocols; BIST

### 2018/19 Professional Learning Content for GCHS

Culture	Content/Rigor	Assessment/Data Analysis
Adult mindsets for classroom management and student character dev.	Strategic prompts at all DOK levels	Student Led conferences
Processing language for students	Strategies for guided discourse	Implementing standard based grading
Processing language for student engagement	Interactive protocols for student engagement	Student grade reflection protocols
		Tracking student progress in the classroom

# I can select and plan professional learning content for the upcoming school year.

## Pause Point!

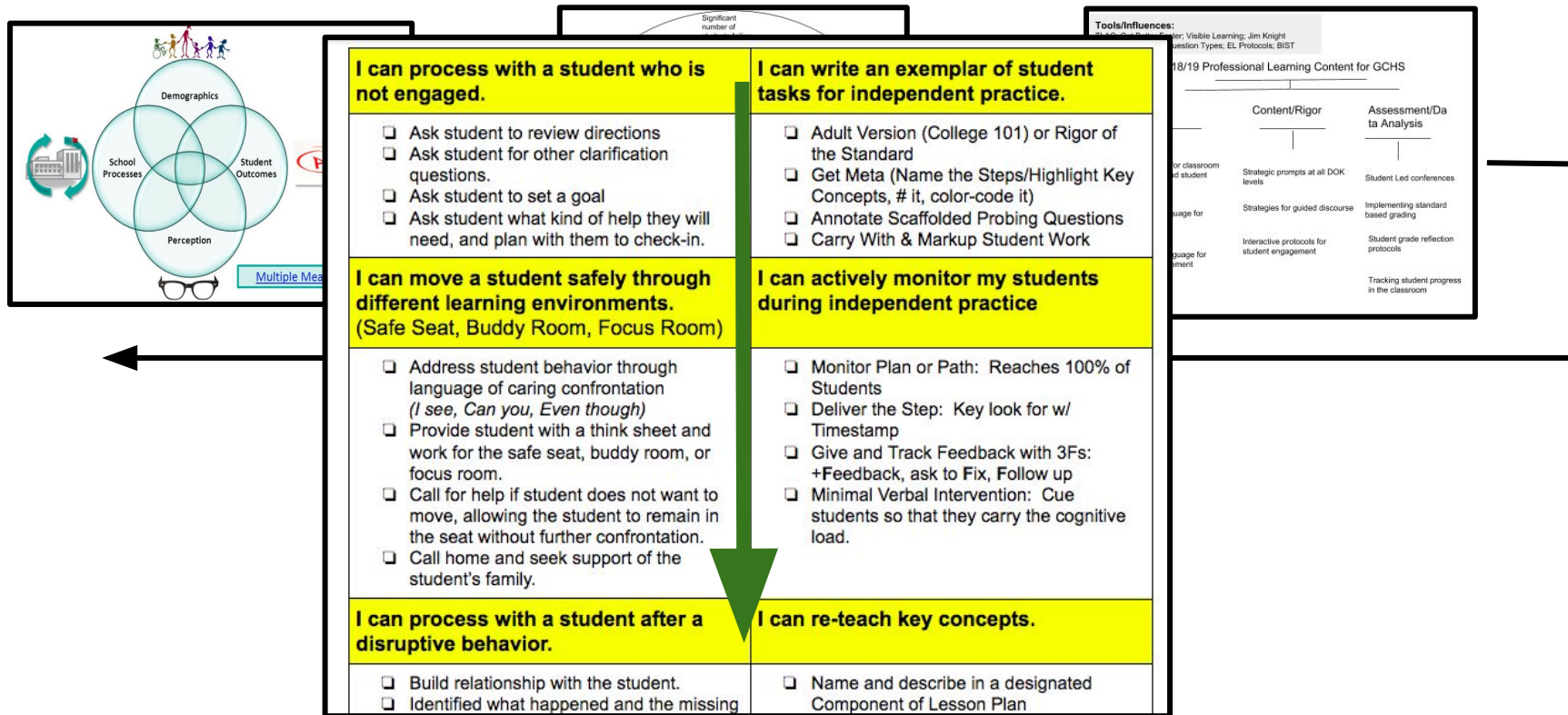
**Directions:** Take time now to look at a model of what steps 1 and 2 currently look like for our HS in the upcoming school year. As you read annotate for the following:

- STAR areas where you know you have SIMILAR tools, information, etc that you know already at your school. And note what these are.
- After annotating take time to fill out the table below.

Have	Need	Clarifying Questions

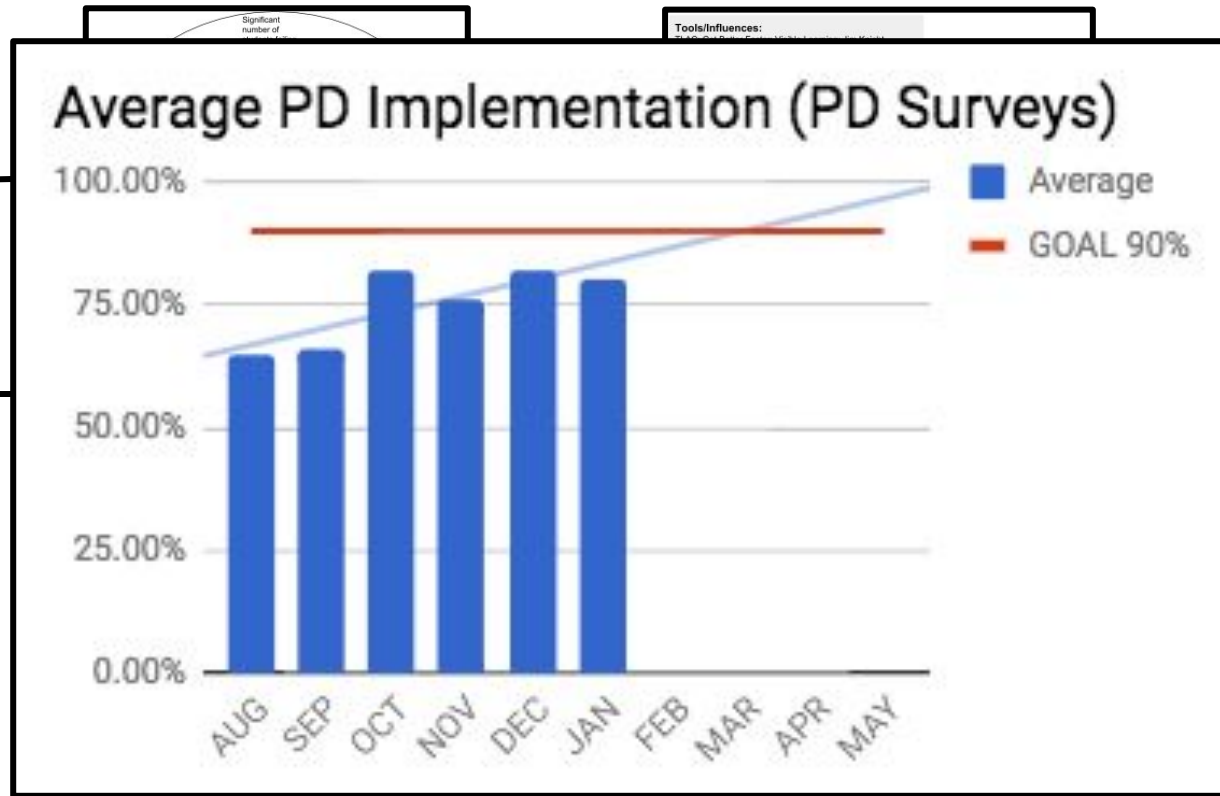
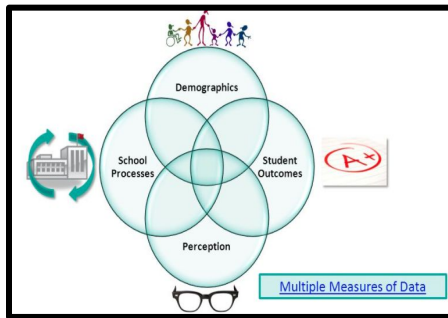
# I can select and plan professional learning content for the upcoming school year.

## 4. Implemented within a scope and sequence of development.



# I can select and plan professional learning content for the upcoming school year.

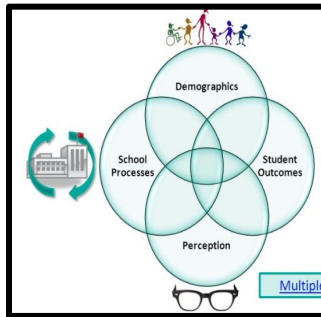
## 2. Supported by a plan for monitoring



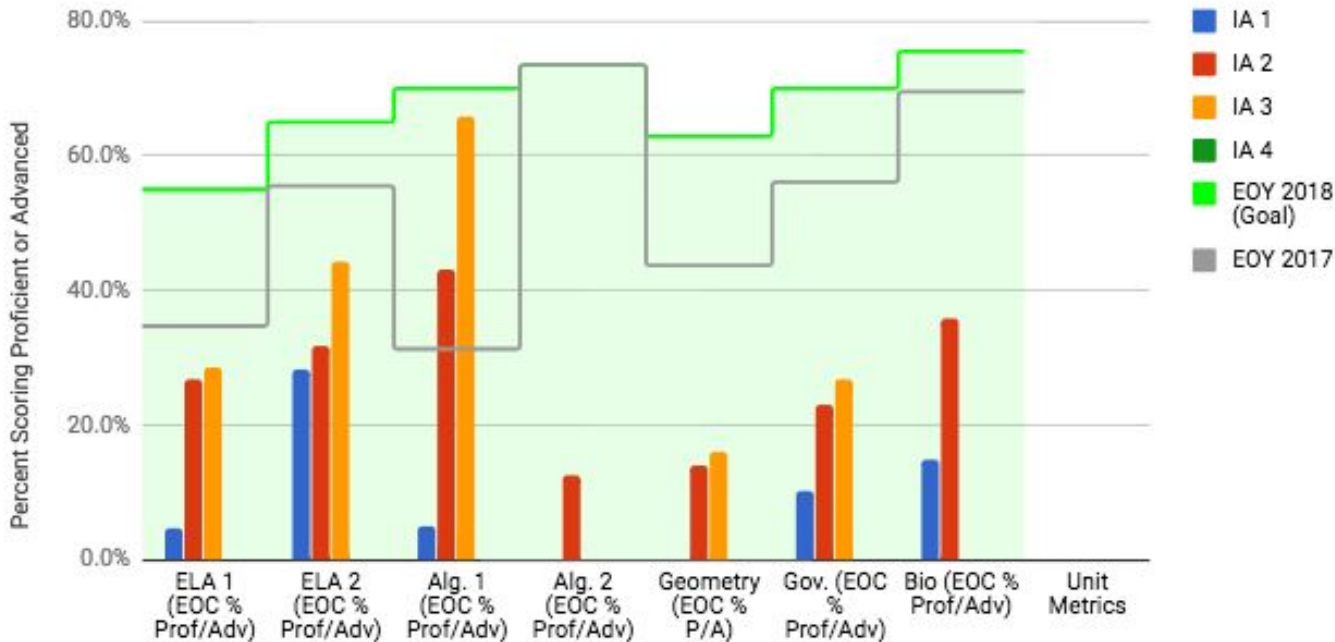
<p><b>I can process with a student who is not engaged.</b></p> <ul style="list-style-type: none"> <li>Ask student to review directions</li> <li>Ask student for other clarification questions</li> <li>Ask student to set a goal</li> <li>Ask student what kind of help they will need, and plan with them to accomplish.</li> </ul>	<p><b>I can write an exemplar of student tasks for independent practice.</b></p> <ul style="list-style-type: none"> <li>Adult Version (College 101) or Rigor of the Standard</li> <li>Get Meta (Name the Steps/Highlight Key Concepts, # it, color-code it)</li> <li>Annotate Scaffolded Probing Questions</li> <li>Carry With it Markup Student Work</li> </ul>
<p><b>I can move a student safely through different learning environments. (Safe Seat, Buddy Room, Focus Room)</b></p> <ul style="list-style-type: none"> <li>Address student behavior through language of caring confrontation (I see, Can you, Even though)</li> <li>Provide student with a think sheet and work for the safe seat, buddy room, or focus room.</li> <li>Call for help if student does not want to move, allowing the student to remain in the seat without further confrontation.</li> <li>Call home and seek support of the student's family.</li> </ul>	<p><b>I can actively monitor my students during independent practice</b></p> <ul style="list-style-type: none"> <li>Monitor Plan or Path: Reaches 100% of Students</li> <li>Deliver the Step: Key look for w/ Timestamp</li> <li>Give and Track Feedback with 3Fs: +Feedback, ask to Fix, Follow up</li> <li>Minimal Verbal Intervention: Cue students so that they carry the cognitive load.</li> </ul>
<p><b>I can process with a student after a disruptive behavior.</b></p> <ul style="list-style-type: none"> <li>Build relationship with the student.</li> <li>Identified what happened and the missing</li> </ul>	<p><b>I can re-teach key concepts.</b></p> <ul style="list-style-type: none"> <li>Name and describe in a designated Component of Lesson Plan</li> </ul>

# I can select and plan professional learning content for the upcoming school year.

## 2. Supported by a plan for monitoring



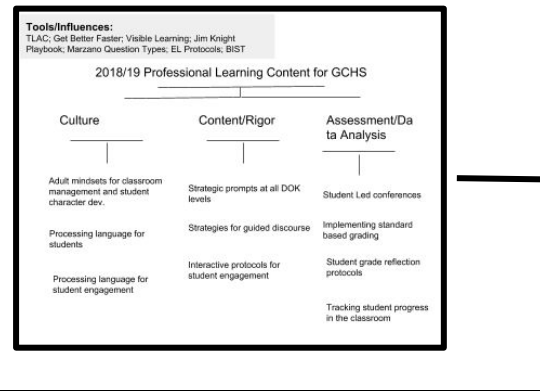
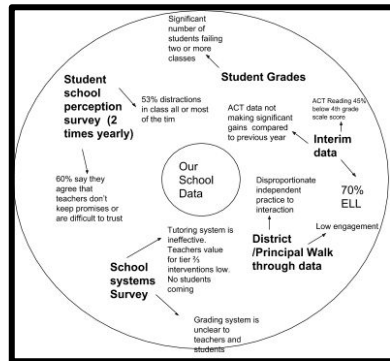
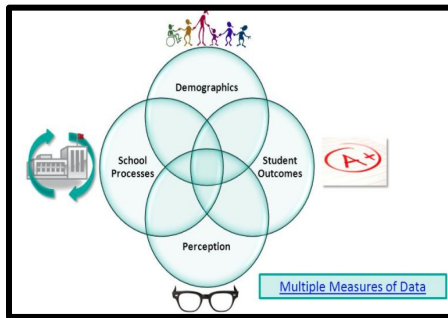
### Percent Proficient or Advanced on EOC Interim Assessments



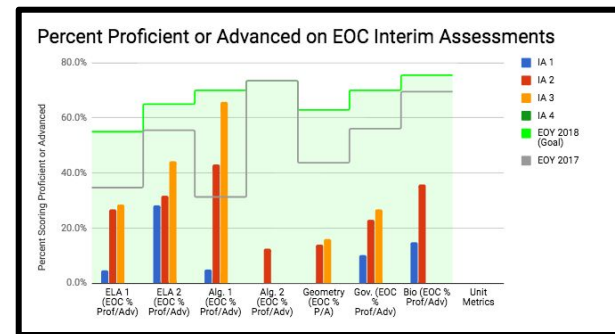
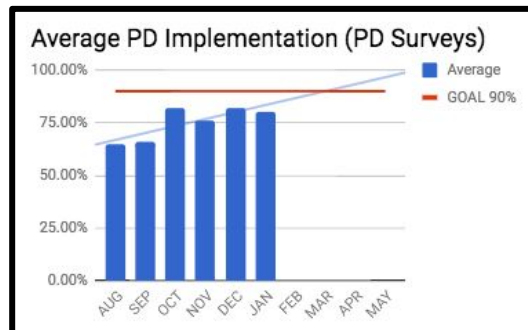
<p><b>I can process with a student who is not engaged.</b></p> <ul style="list-style-type: none"> <li>Ask student to review directions</li> <li>Ask student for other clarification questions</li> <li>Ask student to set a goal</li> <li>Ask student what kind of help they will need, and plan with them to obtain it.</li> </ul>	<p><b>I can write an exemplar of student tasks for independent practice.</b></p> <ul style="list-style-type: none"> <li>Adult Version (College 101) or Rigor the Standard</li> <li>Get Meta (Name the Steps/Highlight Concepts, # if, color-code it)</li> <li>Annotate Scaffolded Probing Questions</li> <li>Carry With it Markup Student Work</li> </ul>
<p><b>I can move a student safely through different learning environments. (Safe Seat, Buddy Room, Focus Room)</b></p> <ul style="list-style-type: none"> <li>Address student behavior through language of caring confrontation (I see, Can you, Even though)</li> <li>Provide student with a think sheet and work for the safe seat, buddy room, or focus room.</li> <li>Call for help if student does not want to move, allowing the student to remain in the seat without further confrontation.</li> <li>Call home and seek support of the student's family.</li> </ul>	<p><b>I can actively monitor my students during independent practice</b></p> <ul style="list-style-type: none"> <li>Monitor Plan or Path: Reaches 100% Students</li> <li>Deliver the Step: Key look for w/ Timestamp</li> <li>Give and Track Feedback with 3Fs: +Feedback, ask to Fix, Follow up</li> <li>Minimal Verbal Intervention: Cue students so that they carry the cogn load.</li> </ul>
<p><b>I can process with a student after a disruptive behavior.</b></p> <ul style="list-style-type: none"> <li>Build relationship with the student.</li> <li>Identified what happened and the missing</li> </ul>	<p><b>I can re-teach key concepts.</b></p> <ul style="list-style-type: none"> <li>Name and describe in a designated Component of Lesson Plan</li> </ul>

# I can select and plan professional learning content for the upcoming school year.

## 2. Supported by a plan for monitoring



<p><b>I can process with a student who is not engaged.</b></p> <ul style="list-style-type: none"> <li>Ask student to review directions</li> <li>Ask student for other clarification questions</li> <li>Ask student to set a goal</li> <li>Ask student what kind of help they will need, and plan with them to accomplish.</li> </ul>	<p><b>I can write an exemplar of student tasks for independent practice.</b></p> <ul style="list-style-type: none"> <li>Adult Version (College 101) or Rigor of the Standard</li> <li>Get Meta (Name the Steps/Highlight Key Concepts, #1, color-code it)</li> <li>Annotate Scaffolded Probing Questions</li> <li>Carry With A Markup Student Work</li> </ul>
<p><b>I can move a student safely through different learning environments. (Safe Seat, Buddy Room, Focus Room)</b></p> <ul style="list-style-type: none"> <li>Address student behavior through language of caring confrontation (I see, Can you, Even though)</li> <li>Provide student with a think sheet and work for the safe seat, buddy room, or focus room.</li> <li>Call for help if student does not want to move, allowing the student to remain in the seat without further confrontation.</li> <li>Call home and seek support of the student's family.</li> </ul>	<p><b>I can actively monitor my students during independent practice</b></p> <ul style="list-style-type: none"> <li>Monitor Plan or Path: Reaches 100% of Students</li> <li>Deliver the Step: Key look for w/ Timestamp</li> <li>Give and Track Feedback with 3Fs: Feedback, ask to Fix, Follow up</li> <li>Minimal Verbal Intervention: Cue students so that they carry the cognitive load.</li> </ul>
<p><b>I can process with a student after a disruptive behavior.</b></p> <ul style="list-style-type: none"> <li>Build relationship with the student.</li> <li>Identified what happened and the missing</li> </ul>	<p><b>I can re-teach key concepts.</b></p> <ul style="list-style-type: none"> <li>Name and describe in a designated Component of Lesson Plan</li> </ul>





I can select and plan professional learning content for the upcoming school year.

**Pause  
Point!**

**Directions:**

Go to the nearest poster around the room. Working with a team from your school come to consensus on your at least 5 items in each of the following.

Have	Need	Clarifying Questions

I can select and plan professional learning content for the upcoming school year.

**Pause  
Point!**

**Gallery Walk:**

Take a moment to walk the room silently and collect any other haves, needs, or clarifying questions that may not have come to your mind but are true of your school.

Have	Need	Clarifying Questions

## I can select and plan professional learning content for the upcoming school year.

1. Centered on multiple measure of data (Bernhardt's 4)
2. Composed of high leverage research proven teacher actions.
3. Presented in discrete, observable, and easily implemented practices.
4. Implemented within a scope and sequence of development
5. Supported by a plan for monitoring implementation

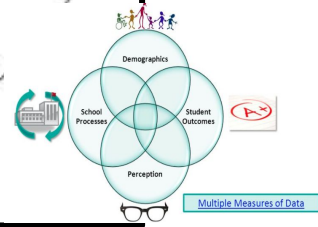
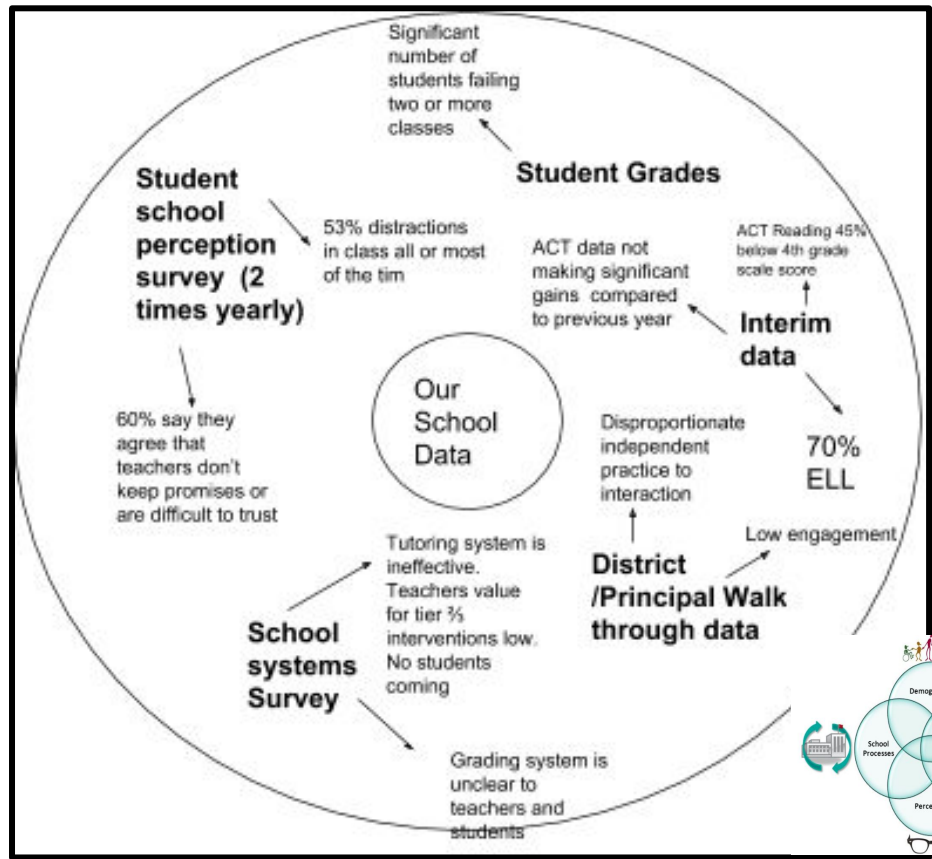
Why:

# I can select and plan professional learning content for the upcoming school year.

## Planning Focus 1: (10 Minutes)

What valuable student and teacher data from your school year will influence the content of your professional learning next year?

**Data Sources:** Color 1  
**School Gaps:** Color 2



I can select and plan professional learning content for the upcoming school year.

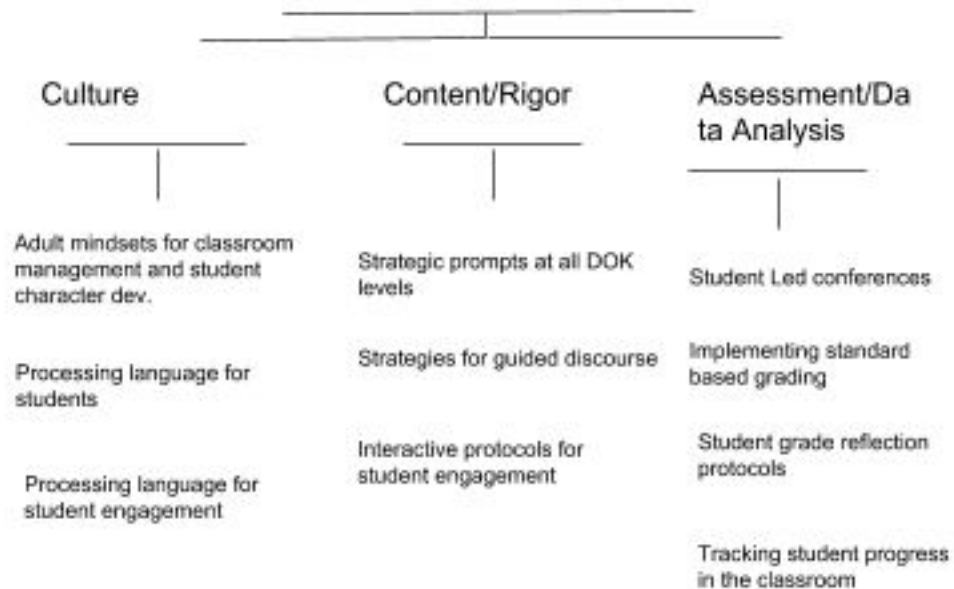
## Planning Focus 2: (4 Minutes)

What content tools  
will help cover gaps  
in your data?

### Tools/Influences:

TLAC; Get Better Faster; Visible Learning; Jim Knight  
Playbook; Marzano Question Types; EL Protocols; BIST

### 2018/19 Professional Learning Content for GCHS



# I can select and plan professional learning content for the upcoming school year.

## Planning Focus 3: (10 Minutes)

Name topics or sessions that will support your growth as a school in three areas culture, content/rigor, data processes as it relates to the gaps you have identified.

### Tools/Influences:

TLAC; Get Better Faster; Visible Learning; Jim Knight Playbook; Marzano Question Types; EL Protocols; BIST

### 2018/19 Professional Learning Content for GCHS

#### Culture

Adult mindsets for classroom management and student character dev.

Processing language for students

Processing language for student engagement

#### Content/Rigor

Strategic prompts at all DOK levels

Strategies for guided discourse

Interactive protocols for student engagement

#### Assessment/Data Analysis

Student Led conferences

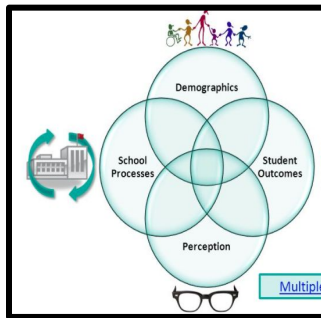
Implementing standard based grading

Student grade reflection protocols

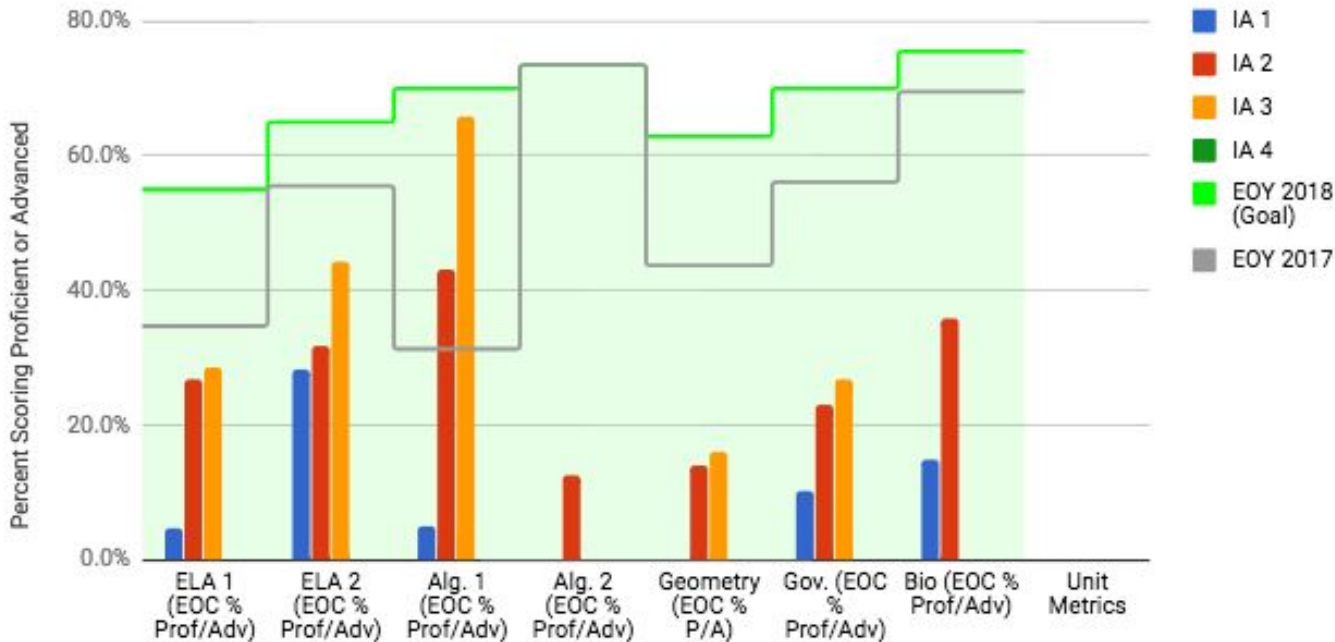
Tracking student progress in the classroom

# I can select and plan professional learning content for the upcoming school year.

## REMEMBER THE WHY



### Percent Proficient or Advanced on EOC Interim Assessments



<p><b>I can process with a student who is not engaged.</b></p> <ul style="list-style-type: none"> <li>Ask student to review directions</li> <li>Ask student for other clarification questions</li> <li>Ask student to set a goal</li> <li>Ask student what kind of help they will need, and plan with them to accomplish.</li> </ul>	<p><b>I can write an exemplar of student tasks for independent practice.</b></p> <ul style="list-style-type: none"> <li>Adult Version (College 101) or Rigor the Standard</li> <li>Get Meta (Name the Steps/Highlight Concepts, # it, color-code it)</li> <li>Annotate Scaffolded Probing Questions</li> <li>Carry With it Markup Student Work</li> </ul>
<p><b>I can move a student safely through different learning environments. (Safe Seat, Buddy Room, Focus Room)</b></p> <ul style="list-style-type: none"> <li>Address student behavior through language of caring confrontation (I see, Can you, Even though)</li> <li>Provide student with a think sheet and work for the safe seat, buddy room, or focus room.</li> <li>Call for help if student does not want to move, allowing the student to remain in the seat without further confrontation.</li> <li>Call home and seek support of the student's family.</li> </ul>	<p><b>I can actively monitor my students during independent practice</b></p> <ul style="list-style-type: none"> <li>Monitor Plan or Path: Reaches 100% Students</li> <li>Deliver the Step: Key look for w/ Timestamp</li> <li>Give and Track Feedback with 3Fs: +Feedback, ask to Fix, Follow up</li> <li>Minimal Verbal Intervention: Cue students so that they carry the cogn load.</li> </ul>
<p><b>I can process with a student after a disruptive behavior.</b></p> <ul style="list-style-type: none"> <li>Build relationship with the student.</li> <li>Identified what happened and the missing</li> </ul>	<p><b>I can re-teach key concepts.</b></p> <ul style="list-style-type: none"> <li>Name and describe in a designated Component of Lesson Plan</li> </ul>

I can select and plan professional learning content for the upcoming school year.

## Next Steps

**Directions:** Create an action plan by answering the below questions.

Greatest Gap as a School	Resources, Information, Data you Still Need	Next Steps	Who do you need on your team and what is their role?
		This week  This month  By the end of this year	