Leading Learning
Professional Learning Module 2022
PARTICIPANT GUIDE

Leading Learning - Professional Learning Module

PARTICIPANT GUIDE This learning opportunity will support your professional growth based on your Alberta Education practice standard and/or your ASBOA area of practice.

Leading Learning Module Outcomes
Participants will develop, and apply strategies to:
1. Understand characteristics of impactful implementation processes.
2. Develop a deeper understanding of research related to implementation.
3. Examine how to measure, improve, share, and celebrate implementation processes and outcomes.

Learning Module Overview
Throughout each of the areas of focus described below, participants will be given the opportunity to apply the content from the Learning Module to their own context, focus on supporting implementation of curriculum, share individual stories of practice, investigate the Leading Learning Competency(ies) and the perspective of their own context and professional practice and engage in personal growth planning using the CASS and/or ASBOA Practice Profile.

- Providing Instructional Leadership and Leading a Learning Community
- Modeling Commitment to Professional Learning and Developing Leadership Capacity
- Comprehensive Professional Learning and Implementation planning and knowing the impact.

With Gratitude – Professional Thanks

The Leading Learning Professional Learning Module was first offered in 2018 based on the Werklund School of Education and Galileo Education Network who contributed to the design of the Professional Learning Modules. Overall Design Team contributors were Dr. Greg Bass, Brenda Gladstone and Dr. Dianne McConnell. Dr. Sharon Friesen, Dr. Lori Pamplin, and Candace Saar contributed to the design of the Leading Learning Module. Thank you to Chris Smeaton and Lorelie Lenaour, who facilitated the Leading Learning Professional Learning Module in 2018.

Professional thanks to system education leaders Terri Reid (Black Gold School Division), Jen Lefebvre (Wild Rose School Division), and Helmut Kaiser (Calgary Catholic School District) for designing and facilitating the 2022 program.

SESSION A

Implementation Processes and a Case Study of New Curriculum Implementation

Tuesday 8:30 am - 12:00 pm

A.1 Professional Practice

Anderson and Louis (2012) underscore the benefits of focusing central office *efforts on teaching and learning*, communicating a strong belief in the capacity of teachers and principals to improve the quality of teaching and learning, and in the district's capacity to develop the organizational conditions needed to make that happen (high collective efficacy).

Learning modules are designed to deepen and apply system leaders' professional practice with opportunities to examine Alberta context through a "community of inquiry" approach based on research. Learning modules begin with a focus on personal capacity leading to the valuable role system leaders play in supporting quality school leadership and teaching to create optimum learning for all students in Alberta. This professional learning module will support your growth as you determine. The learning has been designed based on the following SLQS or LQS competencies or ASBOA areas of practice.

Superintendent Leadership Quality Standard

Modeling Commitment to Professional Learning 2. A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.

Leading Learning 4. A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

Leadership Quality Standard

Modeling Commitment to Professional Learning 2. A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching, and learning.

Leading a Learning Community 4. A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.

Providing Instructional Leadership 6. A leader ensures that every student has access to quality teaching and optimum learning experiences.

Association of School Business Officials of Alberta (ASBOA)

Human Resource Management Professional Growth and Human Relations. Working at a senior level, school business officials in this function make sure there are appropriate programs in place to encourage professional and personal growth among staff, and they understand different training options and evaluation programs.

Planning and Evaluations Program Evaluation. In this function, the school business official's role is to understand costs and how these match overall system outcomes. They make plans to cost instructional programs and identify measurements for tracking them.

Printed copies of the practice profiles for SLQS, LQS, and ASBOA are available on your table.
Download Printable or fillable versions of the CASS SLQS or LQS Practice Profile at
https://cassalberta.ca/resources/practice-profile/
Download Printable or fillable versions of the ASBOA Practice Profiles at
https://asboalberta.ca/page/areas-of-practice

The Practice Profile is intended to frame your reflection on practice, based on the indicators for the competencies in the SLQS or LQS or as represented in the ASBOA areas of practice.

As you experience this professional learning module the CASS or ASBOA practice profile will assist as both a reflection and growth resource. For example:

- What evidence from your practice can you share in relation to the learning just experienced?
- What areas of growth might you wish to address?

CASS https://cass.ab.ca/ includes materials and resources to support your role leading learning.

Planning for implementation site includes Alberta resources that nurture a collaborative reflective approach to planning for comprehensive professional learning and implementation planning.

The Resource Library provides searchable access to CASS resources and tools, conference presentations and support for implementation for professional practice. The Resource Library includes learning guides focused on System leaders' practice. Search Learning Guides: Implementation, Literacy and/or Numeracy

The following is an example of the Practice Profile for LQS.

LQS #2 Modeling Commitment to Professional Learning	
A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching, and learning.	
Indicators	**Evidence in Practice**
Achievement of this competency is demonstrated by indicators such as: (a) engaging with others such as teachers, principals and other leaders to build personal and collective professional capacities and expertise; (b) actively seeking out feedback and information from a variety of sources to enhance leadership practice; (c) seeking, critically reviewing and applying educational research to inform effective practice; (d) engaging members of the school community to build a shared understanding of current trends and priorities in the Education system.	• **Areas for Growth**

A.2 Implementation Processes

Consider the implementation **processes** you have used for initiatives. What components/steps are common to your processes?

A.3. Case Study *CCSD New Curriculum Implementation*

What are the non-negotiable principles in your district?

School administrators are vital to the success of New Curriculum Implementation. Ensuring that their learning and leading needs are addressed is an important component of successful curriculum implementation.

What is your strategy to inform your school administration and respond to their identified needs?

Throughout curriculum implementation, we must be mindful of the fact that teachers are balancing many things. They need to feel supported and recognize that they have the tools to be successful. How do we support their balance throughout the process?

1. How do you share this message of wellness with your school leadership and staff?

2. What are you doing to support your teachers, so they feel prepared for successful implementation?

SESSION B

Concerns-Based Adoption Model, Professional Learning and Resources

Tuesday 1:00 pm - 3:30 pm

B.1. Concerns-based Adoption Model

The Concerns-Based Adoption Model (CBAM) was developed in the 1970s and 1980s by a team of researchers at the Research and Development Center for Teacher Education at the University of Texas at Austin. It provides a framework and tools for understanding the change process and providing appropriate support to individuals experiencing it. These tools help leaders, evaluators, and researchers understand, monitor, and guide the complex process of implementing new and innovative practices. (www.sedl.org/cbam).

In the August 2011 Learning Forward magazine, published the Hall and Hord (2011) article Implementation *Learning builds the bridge between research and practice* and explored how CBAM can support implementation through three diagnostic dimensions. In it, they present the Implementation Bridge, a metaphor for moving from the beginning stages of implementation to the advanced stages.

Read the first 2 pages of the article, stopping at the first heading *Stages of Concern.* As you read, identify one thing that resonates with you in relation to New Curriculum Implementation.

Image source: https://www.edmonton.ca/projects_plans/walterdale-bridge

Stages of Concern		Typical Statement
Unconcerned	0: Unconcerned	"I think I heard something about it, but I'm too busy right now with other priorities to be concerned about it."
Self	1: Informational	"This seems interesting, and I would like to know more about it."
	2: Personal	"I'm concerned about the changes I'll need to make in my routines."
Task	3: Management	"I'm concerned about how much time it takes to get ready to teach with the new approach."
Impact	4: Consequence	"How will this new approach affect my students?"
	5: Collaboration	"I'm looking forward to sharing some ideas about it with other teachers."
	6: Refocusing	"I have some ideas about something I can do in the classroom that would work even better."

Image Adapted from: The Elements *Transforming Teaching through Curriculum-Based Professional Learning* (2020)

Reflection

- Where are the majority of teachers in your district in this process?

- Where are you in this process?

An Innovation configuration (IC) map is similar to Success Criteria in that they can both define and quantify implementation of a new program or practice. They are locally developed and identify the ideal behaviours that could be observed with successful implementation. They create a common understanding of the conditions and behaviours that describe success and encourage self-reflection. This not only makes the goal clear to teachers but can help them identify their Professional Learning needs. Our role as system leaders is to be clear about where they go to have those needs met.

Levels of Use are one aspect to consider for successful implementation. They can be used as a measurement tool but also as a reflective tool for teachers.

Level of Use	Typical Statement
Nonuse	"I've heard about it but, honestly, I have too many other things to do right now."
Orientation	"I'm looking at materials pertaining to the innovation and considering using it sometime in the future."
Preparation	"I've attended the workshop and I've set aside time every week for studying the materials."
Mechanical Use	"Most of my time is spent organizing materials and keeping things going as smoothly as possible every day."
Routine Use	"This year it has worked out beautifully. I'm sure there will be a few changes next year, but basically I will use it the same way I did this year."
Refinement	"I recently developed a more detailed assessment instrument to gain more specific information from students to see where I need to change my use of the innovation."
Integration	"Not everyone has all the skills needed to use the program so that it has the greatest impact on student learning. I've been working with another teacher for 2 years, and recently a third teacher began working with us."
Renewal	"I am still interested in the program and using it with modifications. Frankly, I'm reading, talking, and even doing a little research to see whether some other approach might be better for the students."

Image source: https://sedl.org/cbam/levels_of_use.html

Reflection

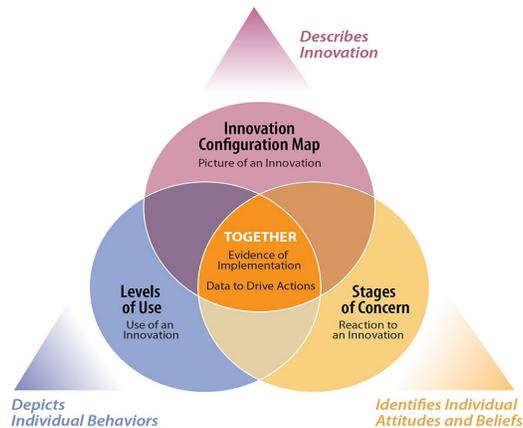- Where are the majority of teachers in your district in this process?

Image Source: https://sedl.org/cbam/

Reflection

Look at the Practice Profile that applies to your role. As a district leader, reflect on the following:

- What processes can you leverage from other implementations to move teachers across this continuum?

- What supports can you provide to staff (teachers, school administrators, coaches, others) to facilitate this?

B.2. Professional Learning

Leadership is essential to transformative learning for educators and students. Research from Short and Hirsh (2020) explores the *Elements*, a core set of actions, approaches and enabling conditions that amplify the power of curriculum and skillful teaching. Included are the *Essentials*, foundational conditions that define expectations of system leaders and principals for supporting teachers and ensure that curriculum-based professional learning can thrive.

> *"Change is not easy, and it happens through intentional learning – for educators and students alike. Adopting new curriculum materials and making the instructional shifts needed to accelerate learning and meet new standards may not always be comfortable. But with the right mindsets, mission, and systemic support, all teachers and students can make the leap."* — Denise Glyn Borders, president and chief executive officer, Learning Forward

Most teachers have never experienced the sort of inquiry-based learning we expect them to provide for their students. Curriculum-based Professional Learning is designed with six principles in mind.

Reflection

As you design professional learning for teachers, you may choose to shift towards some of the principles of Curriculum-based Professional Learning. As a system leader, are there strategies related to these principles that will help teachers with the transition to new Curriculum and help students achieve academic success?

What area(s) would you like to shift towards and how will you do this?

Six Principles of Curriculum-based PL	Strategies
Focused on instructional materials with specific teaching strategies	
Repeated sessions, coaching, and feedback opportunities during teachers' regular workdays	
Teachers grouped by the Curriculum they are using	
Active learning experiences, such as practicing instruction or participating in lessons as students	
Curriculum-focused coaching and feedback for all teachers	
All teachers using new materials participate in curriculum-based professional learning.	

Adapted from: The Elements *Transforming Teaching through Curriculum-Based Professional Learning* (2020)

B.3. Resources

How are you using your Provincial Resource funding?
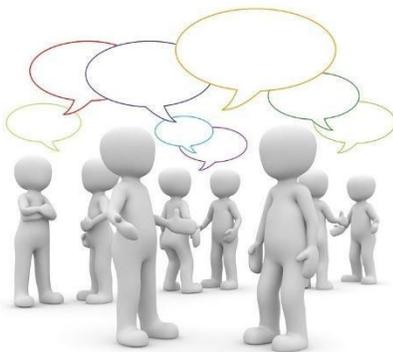

SESSION C

Success Criteria

Wednesday 8:30 am - 12:00 pm

C.1. Success Criteria

Success can be looked at with "Big A" Criteria around Assurance and Board Accountability and "small a" criteria and the success criteria for each stage and goal.

Big A Criteria - Give One Get One Activity

Give One, Get One

1. In each of the boxes, jot down something your team is working on that you are excited to share with others.
2. Walk across the room and find someone you haven't shared with before.
3. Each share ONE of your ideas & complete the Get One (2 min).
   *At the signal, take another 10 steps to find another person, repeat. When your card is full, go back to your seat.

	GIVE One (Record your ideas in this column)	GET One (Record others' ideas in this column)
#1		
#2		
#3		

Small a Criteria –

What IDEAL behaviours would you observe in teachers if implementation is successful?

Learning Outcomes Being Taught	
Effective Pedagogy	
Materials & Resources	
Assessment	
Communication	
Engagement in Professional Learning	

"Only through increasing adult learning will we increase student learning."
Implementation Learning *builds the bridge between research and practice*, Hall & Hord

> What are the actions we need to take as system leaders to create the optimal conditions for teachers to successfully implement?

References:

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