

Professional Learning Cycle DVD, 2011

FACILITATOR'S GUIDE



Student Success/ Learning to 18, Implementation, Training and Evaluation Branch,
Student Achievement Division, Ontario Ministry of Education

Professional Learning Cycle DVD, 2011

The Professional Learning Cycle DVD, 2011 supports the implementation of the Professional Learning Cycle as a collaborative inquiry process for educators to improve student achievement and engagement.

The video segments on the DVD promote discussion that facilitates understanding of the Professional Learning Cycle for a variety of audiences. The sample learning and viewing activities provide opportunities for participants to examine the connections among student learning needs, instructional practice and instructional leadership.

Participants will have opportunities to reflect critically on the impact of leadership and teaching on learning to inform changes in their practice – in the classroom, school and board.

Two viewing approaches are outlined:

- **At a Glance:** a set of activities that can be used for any of the video segments
- **A Closer Look:** segment-specific activities to initiate a deeper discussion and reflection

Suggestions for differentiating professional learning by role are provided throughout so that facilitators can adapt the viewing for specific audiences and purposes (e.g., a whole staff overview, a learning team involved in the cycle).

The DVD includes ten video segments: (1) Introduction, (2) Plan, (3) Act, (4) Observe, (5) Reflect, (6) Building Capacity, (7) Leadership (8) Facilitation, (9) Conclusion and (10) Credits.

Appendices

- A. Professional Learning Cycle (A-1) and Professional Learning Cycle Notes Organizer (A-2)
- B. Collaborative Inquiry Continuum
- C. Quotes ('At a Glance')
- D. Data Sets (Plan)
- E. Like-role Questions, E-1 and E-2 (Plan)
- F. Beginning with the End in Mind (Plan)
- G. Shared Practice Scenario Stations (Act)
- H. Corner Topics (Observe)
- I. Reflect – Analysis, Interpretation, Next Steps (Reflect)
- J. Leadership Roles and Capacities
- K. Facilitation Skills and Knowledge Base

Professional Learning Cycle DVD

VIDEO SEGMENTS	SEGMENT LENGTH
Introduction	4 min. 50 sec.

Professional Learning Cycle Segments

Plan	11 min. 49 sec.
Examine data and evidence to determine an area of student need	0:00 – 1:53
Select a learning focus and narrow to specific learning needs	1:53 – 5:36
Determine educator learning based on student need	5:36 – 6:57
Plan with the end in mind	6:57 – 11:49
Act	8 min. 40 sec.
Implement instruction, adjusting as needed based on ongoing assessment	0:00 – 4:51
Engage in Professional Learning to build a collective understanding	4:51 – 8:40
Observe – monitor student and educational learning:	7 min. 30 sec.
Share and examine evidence of student learning	0:00 – 3:15
Share instructional practice	3:15 – 7:30
Reflect – examine, analyse and evaluate results:	11 min. 35 sec.
Analyse evidence to determine student learning	0:00 – 4:32
Reflect on educator learning and decide next steps	4:32 – 11:35

<i>Supporting Implementation Segments</i>	15 min. 20 sec.
Building Capacity	0:00 – 6:25
Leadership	0:00 – 4:38
Facilitation	0:00 – 4:28

Conclusion	3 min. 38 sec.
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Credits and References	51 sec.
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AT A GLANCE

The ‘at a glance’ approach allows for viewing of an entire segment or a section within a segment.

Duration	Materials Required
15 minutes plus length of video segment	<ul style="list-style-type: none"> Professional Learning Cycle (Appendix A-1) Professional Learning Cycle Notes Organizer (Appendix A-2) Collaborative Inquiry Continuum (Appendix B) Quotes (Appendix C) Professional Learning Cycle DVD: video segment/section of choice

Participants, in table groups of 4-6:

Before Viewing

- become familiar with notes on the segment to be viewed (Professional Learning Cycle Notes Organizer);
- read the quote (Appendix C) that relates to the particular video segment
- use the organizer to take notes

During Viewing

- note ways that the video footage relates to the segment description and quote
- identify areas of particular interest and areas for which there are questions

After Viewing

ACTIVITY A – Quote Debrief

- share with table group, areas of particular interest, connections to the quote(s) and any questions
- develop a summary of connections, observations and key questions to share with the large group
- engage in a large group discussion – determining strategies to address unanswered questions

ACTIVITY B – The Collaborative Inquiry Continuum

- become familiar with the Collaborative Inquiry Continuum for:
 - the phase (Plan, Act, Observe or Reflect) viewed, **or**
 - one or more of the Supporting Conditions (Appendix B: facilitated, collaborative, aligned, supported by leaders)

Collaborative Inquiry Continuum, p.1 - **Plan, Act, Observe or Reflect**

- with a partner, decide the stage of the continuum that best describes the work of one of the teams in the video and justify their response with specific characteristics of the team or examples of the way it functions **OR**

Collaborative Inquiry Continuum, p.2 - **Supporting Conditions**

- with a partner, decide the stage of the continuum that best describes the supporting conditions for a learning team that they currently support or on which they are a member – or for a team with which they will be involved in the near future
- discuss strategies for shifting a team/supporting condition to the next stage of the continuum

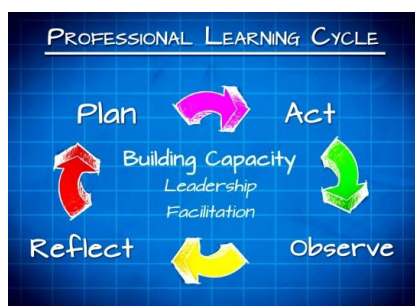


VIDEO SEGMENT – INTRODUCTION and CONCLUSION

Duration	Materials Required
Total: 15 minutes (includes viewing time) Video: (Introduction) 00.00- 4:50 (Conclusion) 00.00- 3:38	The Professional Learning Cycle (Appendix A-1)

Purpose – provide a brief overview of the Professional Learning Cycle and how it has changed the nature of professional development.

Audience – the Introduction and Conclusion are designed for use with a wide variety of audiences including educators, parents and or trustees.



The Professional Learning Cycle – Plan, Act, Observe, Reflect - is a process that is used by teams of educators for professional learning. Learning occurs during and between team meetings when educators share practice, examine student work and/or access opportunities to build their instructional skills and knowledge-base.

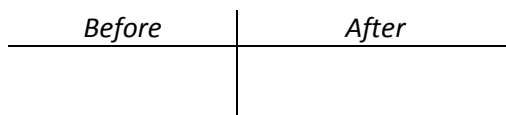
1. Video Viewing

■ Introduction Segment

This segment refers to recent shifts in nature, purpose and impact of professional learning over the last few years.

Participants:

- examine a copy of the Professional Learning Cycle (Appendix A-1)
- while viewing, use a T-chart to describe the shift by noting aspects of professional learning before and after the implementation of the Professional Learning Cycle



- list some of the key characteristics of the Professional Learning Cycle and the implications of its use by teachers, leaders and program staff (e.g., consultants, facilitators, administrators)

■ Conclusion Segment

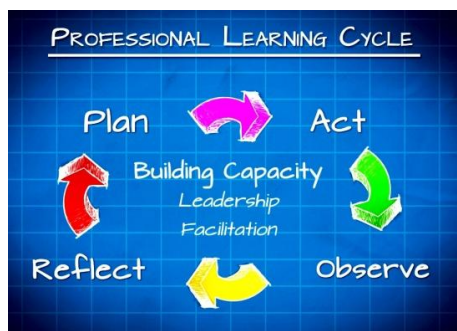
View the Conclusion segment – listing characteristics and implications as in ‘c’ above.

2. Discussion

Participants share observations with a partner or triad, then with the full group.

PLAN

In the first phase of the cycle, PLAN, a learning team examines data and evidence that they think will point to an area of student learning need. Once a need is highlighted, the team determines the learning that is important for them as educators, in order to plan instruction that addresses the needs of their students. The team decides what evidence will be analysed at the end of the cycle to indicate the extent to which the student need has been addressed. [NOTE: This description is the narration for the PLAN video segment and the text on the Professional Learning Cycle Notes Organizer, Appendix A-2.]



In the PLAN phase, educators:

1. Examine data/evidence to determine an area of need related to student achievement and/or engagement.
2. Select a learning focus (e.g., for a 2-4 week module/unit) that addresses the area of student need; select curriculum expectations; 'unpack' to acquire a common understanding of expected student learning
3. Determine educator learning (i.e., what and how) required to address the area of student need (e.g., review current instructional practice and research related to learning goal)

4. Plan 'with the end in mind' – Decide what evidence will indicate that the area of student need has been addressed.

Develop evaluation task and scoring tool, tracking tool (e.g., mark book, data wall).

Design instruction using research-based instructional strategies and a differentiated approach (i.e., differentiated instruction). Acquire required resources.

Overview of PLAN Video Segment

Section (11:49)	Plan	A Closer Look
1 (0:45- 1:53)	Examine data and evidence to determine an area of student need related to engagement or achievement	A: Guided Viewing
2 (1:53-5:36)	Select a learning focus and narrow to specific learning needs: Analysing a variety of evidence <ul style="list-style-type: none"> • Diagnostic reading assessment • Common assessments • OSSLT results • Student profiles • Class Profiles • Student work • Student Engagement 	B: Concept Attainment - Narrowing the focus C: Data Stations – Interpreting Data and Evidence
3 (5:36 -6:57)	Determine educator learning - based on student need	A: Guided Viewing B: Like-role Questions
4 (6:57-11:49)	Plan with the end in mind <ul style="list-style-type: none"> • Planning backwards from the final assessment • Developing evaluation tasks and scoring tools • Planning a differentiated approach to instruction and assessment 	A: Guided Viewing
Sections 1-4	All segments	A: Discussion - The Collaborative Inquiry Continuum B: Like-role Questions

A Closer Look

PLAN: Sections 1 and 2

Examine data and evidence to determine an area of student need related to engagement or achievement
Select a learning focus and narrow to specific learning needs

ACTIVITY A: Guided Viewing

Duration	Materials Required
Total: 15 minutes (includes viewing time) Video: 00:00 – 5:36	Professional Learning Cycle Notes Organizer (Appendix A-2) Collaborative Inquiry Continuum (Appendix B)

Participants:

Before:

- read the PLAN notes on their organizer and the criteria for PLAN on the Collaborative Inquiry Continuum

During:

- list the data/evidence sources used in the video and the ways that they were helpful
- note the types of student learning needs that emerged as the teams narrow the focus

After:

- identify other sources of data/evidence that might have been used to identify student learning needs
- use one or more of the examples in the video and make connections to own practice (e.g., leadership, instructional, facilitative) to clarify the meaning of the following quote:

“Having ... (a) clear and defensible learning focus for students and staff is necessary for the kind of professional learning that is the precursor to changes in practice, and ultimately, to changes in student achievement.” [Steven Katz, 2010. *GTA PNC Capacity Building Project*, p.6]

ACTIVITY B: Concept Attainment - Narrowing the Focus

Duration	Materials Required
Total: 30 minutes (includes viewing time) Video : 0:00-5:36	Concept Attainment Chart (below)

After Viewing:

Participants:

- in pairs or triads, read each statement and determine if it is a ‘yes’ or ‘no’ example of a focussed student learning need
- determine the criteria for a ‘yes’ example - a focussed student learning need (e.g., what the student needs to learn rather than what the teacher will do or provide)
- for ‘a’, ‘e’ and ‘f’, suggest options for a more precise focus in the same area of need

PLAN: Sections 1 and 2 (continued)

Concept Attainment - Sample Yes/No Examples Chart

STATEMENT	The student(s) need(s) :	YES	NO
a.	to understand linear equations	(v)	
b.	differentiated instruction		(v)
c.	to come to class more often		(v)
d.	to find relevance in class activities and make connections to personal interests	(v)	
e.	to develop skills for independent work	(v)	
f.	to make connections between texts and self	(v)	
g.	to improve reading skills		(v)

Participants:

- individually, think of a learning team that they will support/facilitate or on which they will participate and:
 - identify sources of data/evidence that the team could examine to determine a student learning need
 - indicate the student need(s) to which the evidence/data might point
 - share with the table group, refining each student need based on table group feedback
- as a table group, select one or two examples of student need from their list and related sources of data and evidence to share with the large group.

ACTIVITY C: Data Stations - Interpreting Data and Evidence

Duration	Materials Required
Total: 30 minutes (includes viewing time) Video : 0:00-5:36	Data Sets (Appendix D)

After Viewing:

Outline a process for working with data, e.g.:

1. Identify relevant data/evidence sources (e.g., assignment marks, student work)
2. Analyze: ask questions, find patterns and trends, compare
3. Interpret: make sense of evidence, seek evidence that supports initial interpretation
4. Make decisions: identify urgent student learning needs; plan instructional response
5. Take action

Participants:

- use the Data Sets handout to select a station based on the data set of interest:
 - Data Set 1:* Career Studies – Career Exploration
 - Data Set 2:* Cross-curricular - Literacy
 - Data Set 3:* Math - Solving Linear Equations
 - Data Set 4:* Visual Arts - Reflection
- in stations, interpret the data provided to:
 - identify an area of student need
 - describe types of evidence that would indicate that the need has been addressed/met
- share with the whole group.

A Closer Look

PLAN: Section 3

Determine educator learning based on student need

ACTIVITY A: Guided Viewing

Duration	Materials Required
Total: 10 minutes (includes viewing time) Video: 5:36 – 6:57	Professional Learning Cycle Notes Organizer (Appendix A-2) Quote (see below)

Participants:

Before:

- read the following quote:
“Establishing a focus means identifying an urgent student need and recognizing that this ... is an indicator of teacher learning need.”

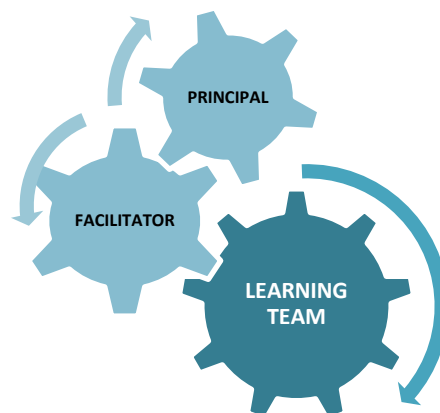
Katz, S. (2010). GTA PNC Capacity Building Project: *What Are We Learning About Facilitating Impactful Professional Learning Communities?* (p.5)

During:

- view the video segment and note connections to the quote
- note, on the Professional Learning Cycle Notes Organizer, the educator learning needs evident in the video
- note the different learning needs of the educators in the video segment

After:

- share responses with a partner
- discuss, in pairs, how different educator learning needs could be addressed (e.g., workshops, coaching)



ACTIVITY B: Like-role Questions

Duration	Materials Required
Total: 20 minutes (includes viewing time) Video: 5:36 – 6:57	Like-role Questions (Appendix E-1)

After Viewing:

Participants, in like-role groups:

- consider a student learning need based on a data set used in Section 1-2, Activity C (Data Stations) **or** based on data/evidence brought to the session from participant schools/contexts
- discuss responses to the questions on Like-role Questions, Appendix E-1
- note highlights of the discussion on chart paper
- share highlights on chart paper with the large group.

A Closer Look

PLAN: Section 4

Plan with the end in mind

Duration	Materials Required
Total: 15 minutes (includes viewing time) Video: 6:57 – 11:49	Beginning with the End in Mind (Appendix F)



ACTIVITY A: Guided Viewing

Participants:

Before:

- read 'Beginning with the End in Mind'

During:

- view the video segment noting connections to the reading

After:

- share connections with a partner or with table group

A Closer Look

PLAN: Sections 1- 4

Activity A: The Collaborative Inquiry Continuum

Duration	Materials Required
Total: 25 minutes (includes viewing time) Video: 6:57 – 11:49	Collaborative Inquiry Continuum (Appendix B) Like-role Questions (Appendix E-2)

After Viewing:

Participants, in mixed-role teams:

Individually:

- examine the PLAN phase of the Collaborative Inquiry Continuum
- think of a learning team that they support or of which they are a member and identify where the team is on the Continuum

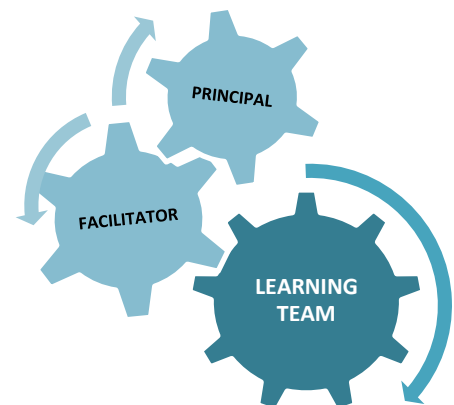
As a team: Share responses. Discuss potential strategies to assist the team in moving to the next stage.

Activity B: Like-role Questions

After Viewing:

Participants, in like-role groups:

- discuss one or more of the questions for their role on the Like-role Questions handout
- share a summary of the discussion with the large group

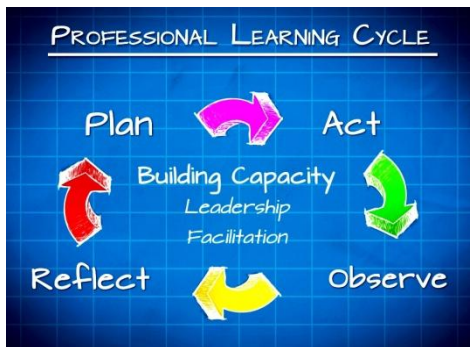


ACT

In ACT, the second phase of the professional learning cycle, members of the learning team implement the strategies and actions that they planned in the first part of the cycle.

During this early implementation phase, seeking student feedback and assessing for learning are continuous so that instruction can be adjusted according to the emerging needs of students.

Learning team members continue to learn in their selected areas through means established in the PLAN phase – such as observing colleagues, co-teaching, engaging in a book study and/or through practice and reflection. [NOTE: This description is the narration for the ACT video segment and the text on the Professional Learning Cycle Notes Organizer, Appendix A-2.]



In the **ACT** phase, educators:

- **Implement instruction** adjusting as needed based on ongoing assessment and feedback from students
- **Engage in professional learning** to build a collective understanding of the instructional approach
- **Access professional learning resources**

Overview of ACT Video Segment

Section 8:40	Act	Suggested Activities
1 (0:00 – 4:51)	Implement instruction, adjust based on ongoing assessment Assessment for Learning <ul style="list-style-type: none"> • Diagnostic - Concept Maps • Quizzes • Exit Cards • Clicker technology • White boards 	A: Guided Viewing
2 (4:51- 8:40)	Engage in professional learning to build a collective understanding <ul style="list-style-type: none"> • Coaching • Learning teams • Workshops • Cross-role/school networks 	A: Guided Viewing B: Shared Practice Scenarios
1 and 2 (0:00 - 8:40)	Both sections	A: Discussion - Adjusting Instruction B: Discussion - Quote

A CLOSER LOOK

ACT: Section 1

Implement instruction, adjusting as needed based on ongoing assessment

ACTIVITY: Guided Viewing

Duration	Materials Required
Total: 20 minutes (includes viewing time) Video: 0:00 – 4:51	Professional Learning Cycle Notes Organizer (Appendix A-2)

Participants, in table groups:

Before:

- read about the ACT phase on the Professional Learning Cycle Notes Organizer

During:

- use the Professional Learning Cycle Notes Organizer to note responses to the following questions:
 - What assessment strategies (e.g., exit cards) inform instruction for the educators in the video?
 - How do the educators adjust instruction based on the assessment and feedback from students?

After:

- with a partner, discuss responses to the 'During Viewing' questions
- consider and share:
 - other strategies that could be used to assess and gather feedback on student learning
 - other ways to adjust instruction in response to assessment information
 - the knowledge and skills required by educators to gather, interpret and respond effectively through instruction to meet the learning needs of students
 - ways to support educators in developing the knowledge and skills

A CLOSER LOOK

ACT: Section 2

Engage in professional learning to build a collective understanding

ACTIVITY A: Guided Viewing

Duration	Materials Required
Total: 15 minutes (includes viewing time) Video: 4: 51 – 8:40	Professional Learning Cycle Notes Organizer (Appendix A-2)

Participants:

Before:

- think of three or four ways to access professional learning that can be differentiated based on the specific learning needs of educators (e.g., peer observation, workshops); share with a partner

During:

- view the video and, using the Professional Learning Cycle Notes Organizer, respond to the question: How do educators in the video learn what they need to know to implement instruction based on student learning needs?

After:

- discuss, as a table group: (1) responses to the 'During Viewing' question and (2) consider options for professional learning that 'de-privatize' or 'open-up' practice so that educators can learn from examining and discussing each other's work

ACT: Section 2 (continued)

ACTIVITY B: Shared Practice Scenarios

Duration	Materials Required
Total: 20 minutes (includes viewing time) Video: 4: 51 – 8:40	Set up the room for four stations with chart paper Shared Practice Scenario Stations (Appendix G)

After Viewing:

Participants select a station scenario based on interest (see Shared Practice Scenarios handout)

- A.** Co-assessing Student Work **B.** Co-Teaching
C. Peer Observation **D.** Marker Students or Targeted Group

Participants:

- select a scenario of interest or prior experience and go to the station for this scenario
- form groups of 4
- as a group, prepare a response to the question for the scenario and note on chart paper
- share with the whole group

A CLOSER LOOK

ACT: Sections 1 and 2

Duration	Materials Required
Total: 30 minutes (includes viewing time) Video: 0: 00 – 8:40	Collaborative Inquiry Continuum (Appendix B) Quote (below)

After Viewing:

ACTIVITY A: Discussion – Adjusting Instruction based on Assessment and Feedback

Participants, in groups of 4-5:

- examine the Collaborative Inquiry Continuum for the ACT phase
- think of a learning team that they support or on which they participate and note where the team is on the continuum for the two criteria in the ACT phase
- share responses and determine strategies that could assist the team in moving to the next stage

ACTIVITY B: Discussion – Quote

Participants, in groups of 4-5:

- read and discuss the meaning of the quote:

Adaptive experts know what to do when routines do not work and when they need to expand current expertise to solve new problems that cannot be solved by what they did previously. This focus on adaptive expertise requires that the knowledge building aspect of the learning cycle is developed by searching for new knowledge and integrating it in flexible ways to meet particular teaching and learning challenges.

(Timperley, 2010. *Using Evidence in the Classroom for Professional Learning*. Ontario Research Symposium)

- think of someone who is an adaptive expert:
 - What does that person know and what are they able to do?
 - What opportunities and conditions can foster the development of adaptive expertise?

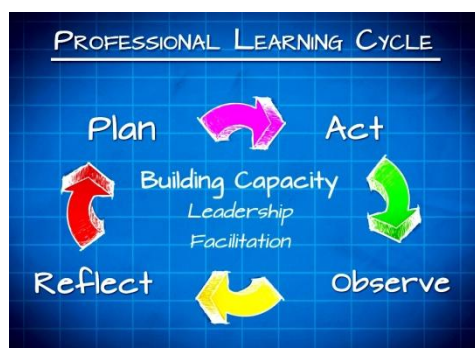
OBSERVE

The OBSERVE phase, occurs in mid-unit or mid-implementation and focuses on monitoring student learning and sharing instructional practice.

The learning team takes a good look at evidence of student learning - including student work and student feedback - to see if students are on track or if an alternate approach is required to help them achieve or be more fully engaged.

Educators share their practice in a variety of ways – including analysis of each other’s plans and strategies to find solutions to current issues - or simply to share alternative approaches.

[NOTE: This description is the narration for the OBSERVE video segment and the text on the Professional Learning Cycle Notes Organizer, Appendix A-2.]



In the **OBSERVE** phase educators:

- **Monitor** student and educator learning
- **Share and analyse evidence** of student learning, including student feedback, and devise next steps
- **Share instructional practice**, address instructional issues and determine next steps for educator learning

Overview of OBSERVE Video Segment

Section (7:30)	Observe	Suggested Activities
1 (0:00 – 3:15)	Share and Examine Evidence of Student Learning <ul style="list-style-type: none"> • Looking at Student Work and Sharing Student Feedback 	A: Guided Viewing
2 (3:15 – 7:30)	Share Instructional Practice <ul style="list-style-type: none"> • Sharing strategies, problem-solving 	A: Guided Viewing
1 and 2	Both Sections	A: Think/Pair/Share - Collaborative Inquiry Continuum B: Four Corners Discussion

A CLOSER LOOK

OBSERVE: Section 1

Share and examine evidence of student learning

ACTIVITY A: Guided Viewing

Duration	Materials Required
Total: 15 minutes (includes viewing time) Video: 0:00 – 3:15	Professional Learning Cycle Notes Organizer (Appendix A-2)

Participants:

Before

- read the notes for OBSERVE on the Professional Learning Cycle Notes Organizer

During:

At the beginning of this segment, one of the speakers compares teachers to detectives in that they look for ‘evidence’ to determine the extent to which students are learning and to determine how well their instruction has met student learning needs.

- list, on the Professional Learning Cycle notes organizer, the ‘evidence gathering’ strategies that teachers use in this section of the video

After

- share with the table group
- discuss other strategies that the teachers in the video might have used

A CLOSER LOOK

OBSERVE: Section 2

Share instructional practice

ACTIVITY A: Guided Viewing

Duration	Materials Required
Total: 15 minutes (includes viewing time) Video: 3:15 – 7:30	Professional Learning Cycle Notes Organizer (Appendix A-2)

Participants:

Before

- read the OBSERVE notes on the Professional Learning Cycle Notes Organizer

During

- note, on the organizer, aspects of instructional practice, successes, challenges and solutions that are shared by the teachers in the video

After

- share with the table group
- as a table group, identify questions: a) that might be asked of students or b) that might guide a learning team discussion in determining whether instruction is addressing the student learning need(s) determined in the PLAN phase

A CLOSER LOOK

OBSERVE: Sections 1 and 2

ACTIVITY A: Think/Pair/Share - Collaborative Inquiry Continuum

Duration	Materials Required
Total: 15 minutes (includes viewing time) Video: 0:00 – 7:30	Professional Learning Cycle Notes Organizer (Appendix A-2) Collaborative Inquiry Continuum (Appendix B) chart paper and markers

Participants:

Before:

- Select one of the options below and partner with someone who has made the same choice

Option 1: Read the OBSERVE section of the Collaborative Inquiry Continuum. While viewing, select a learning team from the video and decide the stage of the continuum that best reflects its learning team work. Be able to provide reasons for the placement on the continuum.

OR

Option 2 - Respond to the following:

Is there evidence that any of the teams engaged in discussion about one or more of the questions below? Which team? Why? Why not?

- a) Why did I/we teach it this way? Are there other options? Why consider another option?
- b) What patterns in student work suggest that I/we a) should continue teaching this way or b) make some adjustments or c) devise and use a different approach?

During:

- View with Option 1 or 2 in mind

After:

- Think about a response, share key points with a partner, then summarize for the large group.

ACTIVITY B: Four Corners Discussion

Duration	Materials Required
Total: 15 minutes (includes viewing time) Video: 0:00 – 7:30	Corner Topics (Appendix H) Corner topic posters at 4 locations in room

After Viewing:

Participants:

- select a 'corner' topic of interest from the Corner Topics handout:

Corner 1: Shared Instructional Practice

Corner 2: Creating Conditions for Shared Practice

Corner 3: Impact of Teaching on Learning

Corner 4: Quote – Student Work and Collaborative Inquiry

- join others at that location to discuss the topic and summarize key points on chart paper
- share with the large group

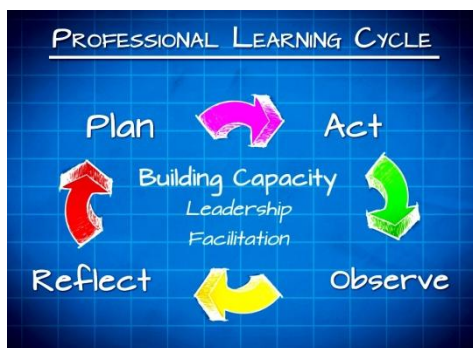
REFLECT

Although reflection is part of each phase of the cycle, it is in the REFLECT phase, at or near the end of a unit, that the team comes together to determine if what was initiated in the PLAN phase, has worked:

- Have educators learned what was necessary to begin to address the needs of their learners?
- Have the student needs been met?

In the REFLECT phase, to address these questions, team members share and discuss student assessment results, reflect on their own learning and instructional practice and determine next steps.

[NOTE: This description is the narration for the REFLECT video segment and the text on the Professional Learning Cycle Notes Organizer, Appendix A-2.]



In the **REFLECT** phase educators:

- **Examine and analyse** results
- **Co-assess/evaluate** student work and share student feedback
- **Decide, based on evidence**, the extent to which the student need has been addressed
- **Reflect** on educator learning, decide next steps

Overview of REFLECT Video Segment

Section (11:35)	Reflect	Suggested Activities
1 (0:00–4:32)	Analyse evidence to determine student learning <ul style="list-style-type: none"> • Student work • Student feedback • Student engagement • Student data 	A: Guided Viewing B: Like-role Discussion C: Discussion - Collaborative Inquiry Continuum
2 (4:32–11:35)	Reflect on educator learning and decide next steps	

A CLOSER LOOK

REFLECT: Sections 1 and 2

Analyse evidence to determine student learning

ACTIVITY A: Guided Viewing

Duration	Materials Required
Total: 20 minutes (includes viewing time) Video: 3:20 -8:14 (English Learning Team)	Professional Learning Cycle Notes Organizer (Appendix A-2) Reflect – Analysis, Interpretation, Next Steps (Appendix I)

Review a process for learning about student needs from data/evidence:

1. Identify relevant data/evidence sources (e.g., assignment marks, student work)
2. Analyze: ask questions, find patterns and trends, compare
3. Interpret: make sense of evidence, seek evidence that supports initial interpretation
4. Make decisions: identify urgent student learning needs; plan instructional response
5. Take action

Participants:

Before

- review the notes for REFLECT on the Professional Learning Cycle Notes Organizer

During

- observe the English Learning Team (**3:20-8:14**) in the video and respond to the questions on the: Reflect – Analysis, Interpretation, Next Steps handout

After

- discuss observations as a table team and share
- decide the extent to which the team considered the following questions and provide evidence to support their thinking
 - What does this particular form of assessment indicate?
 - What information about students' understanding does this assessment NOT provide?
 - What alternate assessment task might have revealed more of the students' understanding?
- decide the extent to which the work of the English Learning Team is reflected in the following quote:

High impact professional learning balances student results with a rigorous observation of adult practices... Douglas Reeves, Transforming Professional Development into Student Results. (2010, ASCD, p. 22)

REFLECT: Sections 1 and 2 (continued)

ACTIVITY B: Like-role Discussion

Duration	Materials Required
Total: 20 minutes (includes viewing time) Video: 0:00 -11:35	Professional Learning Cycle (Appendix A-1)

After Viewing:

Participants:

- select a like-role question of interest
- discuss in groups of 3 or 4
- prepare a few points to share with the larger group

Like-role Questions:

1. (Facilitators) How would you help members of your learning team determine (1) what they have learned and (2) what their next steps for professional learning would be - based on student learning needs?
2. (School or Board Leaders) What needs to be in place to support a team that reflects in this way?
3. (Learning Team members) What would need to have occurred in the previous Professional Learning Cycle phases for this type of reflection to occur? (Use the Professional Learning Cycle to guide your response.)

Activity C: Discussion - Collaborative Inquiry Continuum

Duration	Materials Required
Total: 20 minutes (includes viewing time) Video: 0:00 -11:35	Collaborative Inquiry Continuum (Appendix B)

After Viewing:

Participants:

- read the REFLECT row on the Collaborative Inquiry Continuum.
- select option 1 or 2:

Option 1:

- Select a learning team from the video and identify the stage that best reflects their work together as a learning team
- Consider how the team might refine its work together to move to the next stage of the continuum
- Share with the large group and provide reasons for your decisions

OR

Option 2:

- Decide which REFLECT stage best matches a team that you have recently supported or on which you have been a member
- Determine how the team might refine its work together to move to the next stage of the continuum
- Share with the large group and provide reasons for your decisions

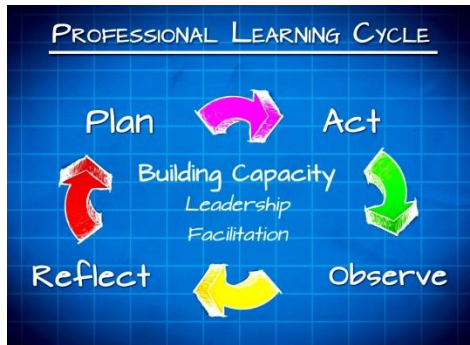
Supporting Implementation

The professional learning cycle is all about building capacity – that is, it is a way to foster the ongoing professional growth of educators in classrooms, schools and boards to help students engage in school and achieve success.

The catalyst for such professional growth is leadership, formal and informal, also at all levels of the system. Leaders provide the conditions that support learning - for educators and for students and participate in the learning with the team.

One of those conditions – and a very important one, is knowledgeable and skilled learning team facilitators. A learning team facilitator guides and focuses the work of the team.

[NOTE: This description is the introductory narration for the BUILDING CAPACITY, LEADERSHIP and FACILITATION video segment and is the text on the Professional Learning Cycle Notes Organizer, Appendix A-2.]



Supporting Implementation contains three segments, each of which is approximately 5 minutes in length:

- Building Capacity
- Leadership
- Facilitation

Section (15:20)	Supporting Implementation - Building Capacity	Suggested Activities
1 (0:00 – 6:25)	Building Capacity <ul style="list-style-type: none"> • learning teams • within and across schools • principals • learning team facilitators 	A: Guided Viewing - Quote B: Discussion
2 (0:00 – 4:38)	Leadership <ul style="list-style-type: none"> • shared leadership • the importance of the principal • creating the conditions for professional learning • leaders as co-learners • multi-level alignment 	A: Compare and Share - Formal and Informal Leaders B: Making Connections - Core Leadership Capacities
3 (0:00 – 4:28)	Facilitation <ul style="list-style-type: none"> • building community • narrowing the focus • using facilitation skills 	A: Guided Viewing B: Response to Quote C: Facilitation Investigation
1, 2 & 3	All sections	A: Sticky Note Sort B: Discussion - Collaborative Inquiry Continuum

A CLOSER LOOK

BUILDING CAPACITY

Activity A: Guided Viewing and Quote

Duration	Materials Required
Total: 20 minutes (includes viewing time) Video: 0:00 -6:25	Professional Learning Cycle Notes Organizer (Appendix A-2) Quote – on chart paper or slide

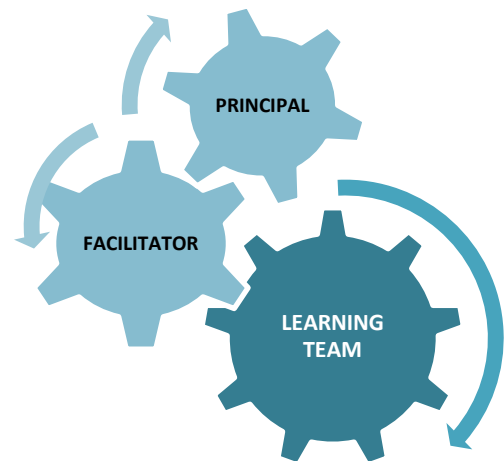
Participants, in multi-role table groups:

Before:

- read the BUILDING CAPACITY notes on the Professional Learning Cycle Notes Organizer
- examine the quote below by Louise Stoll and think about ways to build the capacity of teachers, facilitators and principals

Capacity is a power—a ‘habit of mind’ focused on engaging in and sustaining the learning of people at all levels of the educational system for the collective purpose of enhancing student learning in its broadest sense.

It’s a quality that allows people, individually and collectively, routinely to learn from the world around them and to apply this learning to new situations so that they can continue on a path toward their goals in an ever-changing context.



Source: Louise Stoll, (2009). Capacity building for school improvement or creating capacity for learning? A changing landscape. *Journal of Educational Change*. (Vol. 10, p.125).

During:

- On the Professional Learning Cycle Notes Organizer, list strategies and insights for building capacity that are expressed by speakers in the video

After:

- with the table group, share strategies and insights noted in the video as well as those emerging from thinking about the quote
- share with the large group – noting how capacity building at various levels (e.g., teachers, facilitators, external experts, school and board leaders) is connected

A CLOSER LOOK

BUILDING CAPACITY: LEADERSHIP

ACTIVITY A: Compare and Share - Formal and Informal Leaders

Duration	Materials Required
Total: 15 minutes (includes viewing time) Video: 0:00 -4:38	Learning Cycle Notes Organizer (Appendix A-2) Leadership Roles and Capacities (Appendix J)

Participants, in table groups of 4 or 5:

Before:

- think about how formal and informal leaders support each other in their roles
- compare their ideas to those of Katz, Earl and Jaafar (see Appendix J)

During:

- note the roles that formal and informal leaders (including facilitators) play

After:

- share observations with others at the table group and select one or two points to share with the large group

ACTIVITY B: Making Connections - Core Leadership Capacities

Duration	Materials Required
Total: 15 minutes (includes viewing time) Video: 0:00 -4:38	Leadership Roles and Capacities (Appendix J)

After Viewing:

Participants, in table groups of 4 or 5:

- individually, select 1 or 2 of the core leadership capacities and read their definitions on the Leadership Roles and Capacities handout
- think about (a) how the core leadership capacity(ies) can be used to support collaborative inquiry and (b) strategies to build capacity in these areas
- share with the table group
- select highlights of the discussion to share with the large group

Five Core Leadership Capacities

(Source: *Ideas into Action for School and System Leaders*, Bulletin #1, Fall 2009 (p.1). Ontario Leadership Strategy)

- setting goals
- aligning resources with priorities
- promoting collaborative learning cultures
- using data
- engaging in courageous conversations

A CLOSER LOOK

BUILDING CAPACITY: FACILITATION

ACTIVITY A: Guided Viewing (See-Think-Wonder)

Duration	Materials Required
Total: 10 minutes (includes viewing time) Video: 0:00 -4:28	Professional Learning Cycle Notes Organizer (Appendix A-2) 'Thinking Routine' questions on slide or chart paper

Participants, in table groups of 4 or 5:

Before:

- read the 'Thinking Routine' questions:
 - What did you see?
 - What do you think?
 - What do you wonder about? (questions)

During:

- watch the facilitation segment with the 'Thinking Routine' questions in mind; note responses on the Professional Learning Cycle Notes Organizer

After:

- share observations, thoughts and questions with others in their table group
- post/share unanswered questions to focus next learning steps

Activity B: Response to Quote

Duration	Materials Required
Total: 15 minutes (includes viewing time) Video: 0:00 -4:28	Quotes (below) – on a slide or chart paper

Participants:

Before:

- select Quote 1 or Quote 2; join with two or three others who have selected the same quote

QUOTE 1: “even the most motivated teams need a “point person”—at least one member identified and trained to guide their colleagues through the process over time” (Gallimore et al, 2009)

QUOTE 2: “Just as the classroom teacher influences student learning more than any other variable does, the skill of the facilitator is central to the success of the learning team.” (Chappuis, Chappuis & Stiggins, 2009)

During:

- view the Facilitation segment with a focus on the selected quote

After:

- within the small group, share reflections on the quote and connections with the video; share a synopsis of the conversation with the large group

BUILDING CAPACITY: FACILITATION (continued)

ACTIVITY B: Facilitation Investigation - Approaches, Standards, Skills and Ways of Knowing

Duration	Materials Required
Total: 30 minutes (includes viewing time) Video: 0:00 -4:28	Facilitation Skills and Knowledge Base (Appendix K) Quote - on chart paper or slide Facilitator Role (below) - on chart paper or slide Collaborative Inquiry Continuum (Appendix B)

After Viewing:

Participants, in table groups of 4 or 5:

1. Quote

- read the following and make connections to the role of a learning team facilitator:

“Unfortunately the pervasive belief that data can give precise, objective and unassailable information about education activity is deceptively simple and appealing. Using data is a human activity that requires not only capturing and organizing ideas but also turning the information into meaningful actions. Inquiry - based conversations are pivotal to creating the shared meaning that forms the basis of these actions. Getting these requires new skills and dispositions that will take some time to develop and internalize.” (Timperley, H. and Earl, L. (2008) Using Conversations to Make Sense of Evidence: Possibilities and Pitfalls. In *Professional Learning Conversations*, p. 126)

2. Facilitator Role

- review the description of the role of a facilitator, e.g., A facilitator:
 - leads the processes used in a meeting,
 - choreographs the energy within the group,
 - maintains a focus on one content and one process at a time(adapted from: Garmston, R. and Wellman, B. (2009). *The Adaptive School, A Sourcebook for Developing Collaborative Groups*, Christopher-Gordon Publishers, 2nd Edition, p.24)
- Make connections to the ‘is facilitated’ row of the Collaborative Inquiry Continuum – Supporting Conditions

3. Facilitation Investigation

- individually, select a topic of interest from *Facilitation Skills and Knowledge Base* (Appendix K) :
 - A. Approaches** **C. Skills**
 - B. Standards** **D. Ways of working**
- re-group by topic in interest ‘groups’ of 4 or 5. (e.g., As, Bs, etc.)
- read and discuss key points - sharing connections to personal experiences
- summarize and share key points related to the topic – providing examples or demonstrations to clarify
- as an ‘interest group’, present the topic to the whole group

4. Connections and Consolidation

- Individually, think about how facilitation knowledge and skills relates to the above quote
- share with a partner
- prepare a connection or observation to share with the large group

A CLOSER LOOK

BUILDING CAPACITY – ALL SEGMENTS

Duration	Materials Required
Total: 30 minutes (includes viewing time) Video: (all segments) 15:20	Sticky Notes Collaborative Inquiry Continuum – Supporting Conditions (Appendix B) – copy on ledger-sized paper

After Viewing:

ACTIVITY A: Sticky Note Sort

Participants, in table groups of 4 or 5:

- individually, think about the three building capacity video segments and note, on sticky notes (one idea per note), a variety of ways to support learning teams – e.g., those outlined in the video and those from personal experience
- share with the table group - sorting into categories where possible and setting aside duplicate ideas
- as a table group, share with the large group

ACTIVITY B: Discussion - Collaborative Inquiry Continuum

1. Participants, in table groups of 4 or 5:

- examine the ‘Collaborative Inquiry Continuum – Supporting Conditions’ and note where their ideas on supporting learning teams fit within the continuum (Participants place the sticky notes from Activity A where they fit on the continuum.)
- note the ideas that can be considered within the continuum and those left over that may warrant another category on the continuum
- share with the large group

2. Individually, in table groups:

- think of a learning team on which they are involved as a member or in a leadership or support role
- select a supporting condition of interest from the Collaborative Inquiry Continuum – Supporting Conditions (e.g., facilitated, collaborative) – ideally ensuring that all ‘supporting conditions’ on the continuum are covered within the group
- considering the learning team with which they are involved, identify the phase of development (i.e., beginning, developing, integrating or sustaining) of the particular supporting condition for the team
- justify the decision with 2 or 3 reasons
- share thoughts with the table team

3. As a table team:

- devise strategies to move to the next level of support for each condition; list two or three that are most important
- share with the large group

When meeting as a learning team, our work together ...				
CRITERIA	BEGINNING	DEVELOPING	INTEGRATING	SUSTAINING
Facilitated	Is guided by a facilitator who works with the team to establish protocols (e.g., agenda, meeting schedule)	Is guided by a facilitator who works with the team to establish protocols for use of meeting together that are comfortable and productive	Is guided by a facilitator who works with the team to establish protocols and use processes and strategies that are responsive to team needs	Is guided by a facilitator who shares facilitative responsibilities with the team to support or refine protocols, processes and strategies in response to team needs
Collaborative	Involves congenial sharing of activities, strategies and anecdotes with one another and mutual evidence of each other's instructional work	Involves collective exchange and discussion of aspects of practice that nurture respect for each other's work and some questioning about what worked	Involves a developing sense of mutual trust that enables collective discussion and scrutiny of instructional practice in terms of addressing student learning needs, by eliciting ideas, feedback and questions from all team members	Involves group norms of openness and trust that enables all members to share and question existing practices, thinking and beliefs in order to address student learning needs and the impact of instructional actions
Aligned	Addresses a variety of unmet goals for student achievement/engagement	Addresses identified student learning needs which relate to some of the department/division or school goal for student engagement/achievement	Addresses identified student learning needs and supports the student engagement/achievement goal of the department/division or school	Addresses identified student learning needs and supports the student engagement/achievement goal of the department/division, school and board
Supported by leaders	Is supported by formal leaders providing opportunities for learning teams to meet regularly	Is supported by formal and informal leaders building learning teams with logistics and access to data, equipment and resources	Is supported by formal and informal leaders working together to respond to student and educator learning needs identified by the team	Is supported by formal and informal leaders sharing leadership with the team and participating as co-learners to address student and educator learning needs