

Aspiring Principals Webinar: *Becoming a Learning Leader*

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**Chief Learning Officer
Creative Mind Enterprise**

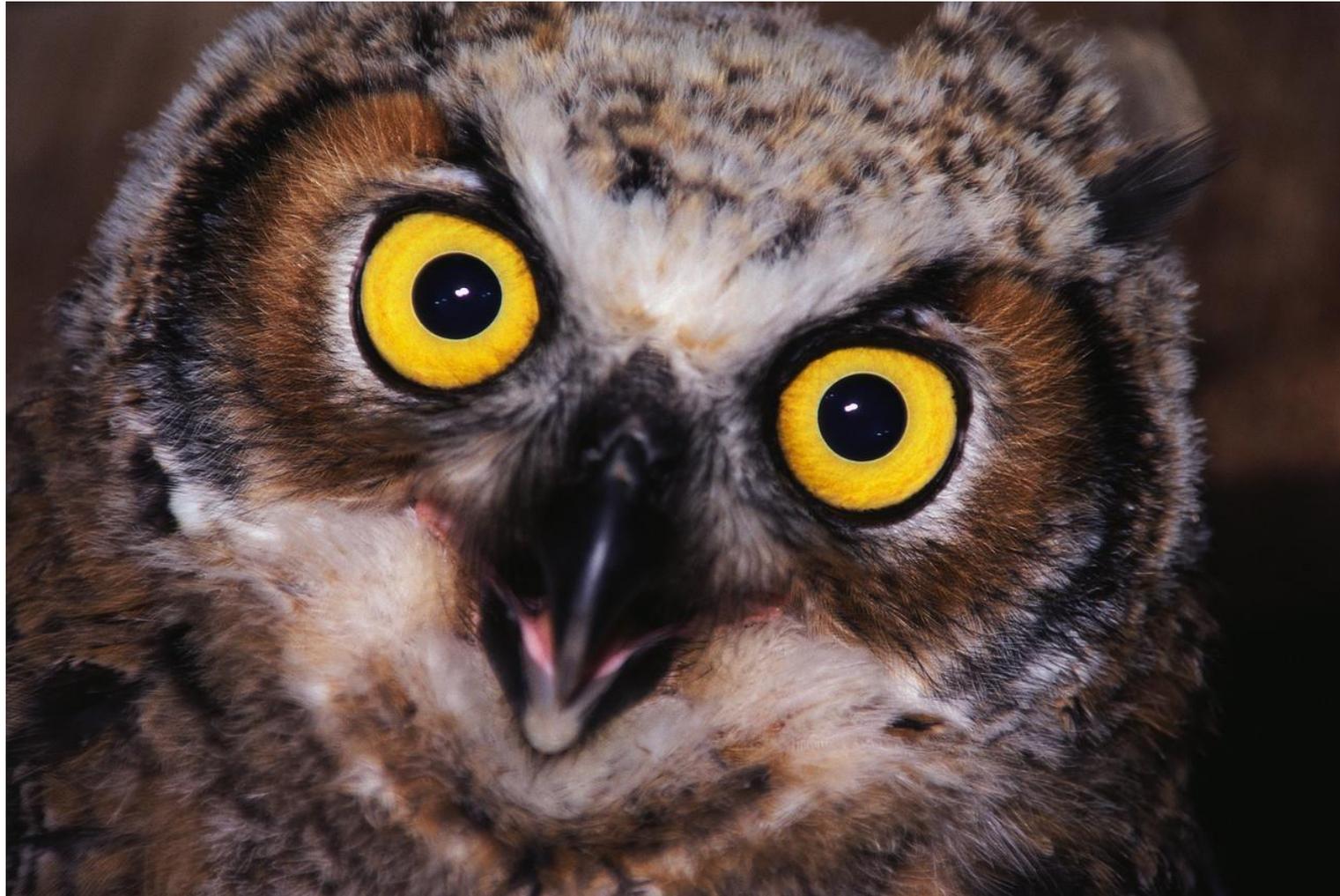
Thursday, June 27, 2019
3:00 p.m. – 4:00 p.m. EST



Desired Outcomes

- To explore our personal characteristics as a learner and explore our metacognitive processes.
- To refresh our understanding of adult and student learning and how leadership can cultivate and support the learning of others.
- To examine our theory of learning and the leadership behaviors, attitudes and actions that enhance a culture of learning for all.
- To develop a theory of action for learning in your context that addresses an area of need for the upcoming schoolyear.
- To collaboratively share resources and supports that have and continue to propel our learning.

Community of Practice Poll Question: Who is in the “Webinar” room?



A. Principal B. Assistant Principal C. Teacher Leader/Coach D. Central Office E. Consultant/Other

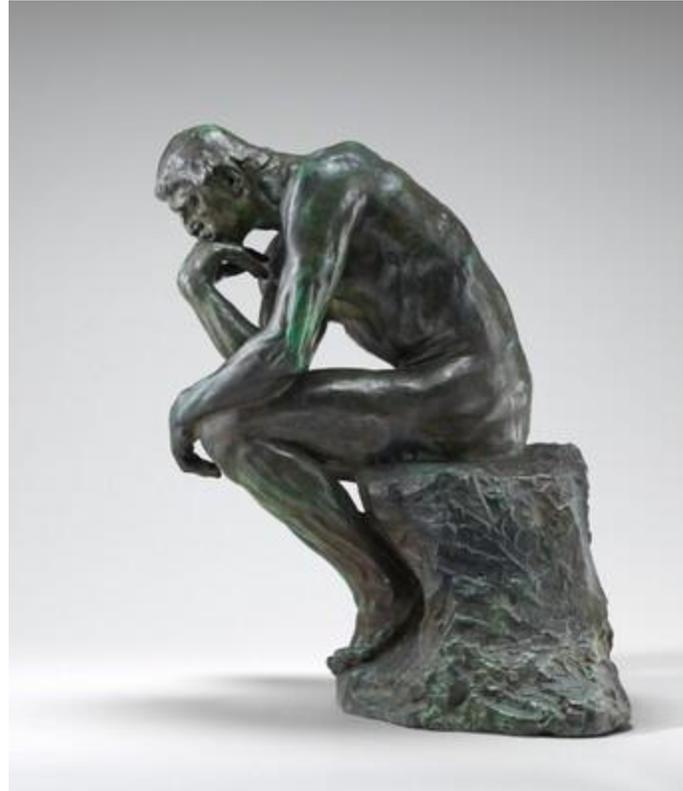
Lifelong Learning

“Intellectual growth should commence at birth and cease only at death.”

Albert Einstein

Successful leaders take responsibility for their own learning..

Bennis and Nanus



“If the Principal is to help teachers improve what they do the Principal must continuously be learning to improve what he or she is doing”

Schlechty

“You'll never know everything about anything, especially something you love.”

Julia Child

“the principal’s role is to lead the school’s teachers in a process of learning to improve their teaching, while learning alongside them about what works and what doesn’t.”

Michael Fullan

Who are you as learner and how do you know you are learning?



Reflections: To explore our personal characteristics as a learner and how we know we are learning.

Think about what characteristics you possess that let you know you are a learner. What are some terms or descriptors that you could share?

Please type 4-5 characteristics in chat box.

Willingness to Learn

Effort

Personality

Growth Mindset

Prior Experience

Motivation

Curious

Application

Goal Focused

Learning Style

Reflective

Determination

Positive

Inquiry

Confidence

Ability

Discovery

Results Oriented

Reflections: To refresh our understanding of adult and student learning and how leadership can cultivate and support the learning of others.

Andragogy and Pedagogy

https://www.youtube.com/watch?time_continue=485&v=vLoPiHUZbEw

Five Purposes for Professional Learning

- Developing Awareness
- Building Knowledge
- Translating into Practice
- Practicing
- Reflection

Leadership in Support of a Learning Culture

- **Intentionality**
 - Growth mindset
 - Open-minded and asks questions
 - Applies and adapts learning within context
- **Transparency**
 - Models productive struggle
 - Shares passion for learning and resources with others
 - Takes risks that shows vulnerability
- **Collaboration**
 - Trusting and trustworthy
 - Co-Learner
 - Empowers others and ensures equity
 - Supports individual and team learning opportunities
- **Results**
 - Reflects ongoing
 - Monitors indicators of success and impact



Poll Question: Prioritizing for yourself in your context

Thinking about yourself as a learning leader which of the four factors below will be most important for you to be mindful of in your context.

1. Intentionality
2. Transparency
3. Collaboration
4. Results

Please enter your answer in the poll

Reflections: To examine our theory of learning and the leadership behaviors, attitudes and actions that enhance a culture of learning for all.

What are your core beliefs about the intersection of learning and leadership? What would other people in your context say about your beliefs on learning and leadership? Is there a match?

Leadership Learning Actions & Opportunities

- Shadow students or “Principal as Student”
- Identify research and resources that address a shared need or focus
- Embrace a cycle of continuous improvement and collaborative inquiry
- Be fully present as a co-learner for professional learning opportunities.
- Continue to teach classes or subjects
- Model lessons or strategies; use protocols
- Participate as a member of a professional Learning Community
- Write reflectively (journaling) and reflect openly
- Participate in a Book Study, Blog, or Other Social Media with focused learning

Professional Learning Standards-Learning Forward

- **Learning Communities**...occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.
- **Leadership**... requires skillful leaders who develop capacity, advocate and create support systems for professional learning.
- **Resources**... requires prioritizing, monitoring and coordinating resources for educator learning
- **Data**... uses a variety of sources and types of student, educator and system data to plan, assess, and evaluate professional learning.
- **Learning Designs**... integrates theories, research, and models human learning to achieve intended outcomes.
- **Implementation**... applies research on change and sustains support for implementation of professional learning for long-term change.
- **Outcomes**... aligns its outcomes with educator performance and student curriculum standards.

Transfer: The Implementation of Professional Learning into Practice

PLCs

Learning

Walks/Teacher Rounds

Coaching Supports

Model Classrooms

Video and Reflection

Lesson Study

Powerful Designs : Lois Easton

- Accessing Student Voice
- Action Research
- Assessment as Professional Development
- Case Discussions
- Classroom Walkthroughs
- Critical Friends Groups
- Curriculum Designers
- Data Analysis
- Immersing Teachers into Practice
- Journaling
- Lesson Study
- Mentoring
- Peer Coaching
- Portfolios for Educators
- School Coaching
- Shadowing Students
- Standards in Practice
- Study Groups
- TOT (Training of Trainers)
- Tuning Protocols
- Visual Dialogue

Powerful Designs : Lois Easton

- Dimensions considered:
 - Who: In addition to classroom teachers who should be involved.
 - When: frequency and duration
 - What and Why: curriculum, standards, teaching, pedagogy, learning communities, data, reflective, experiential, problem solving, involving others, etc.
 - How: facilitator needed, administrator involvement, in school or out, cost

Reflections: To develop a theory of action for learning in your context that addresses an area of need for the upcoming schoolyear.

Leadership Professional Learning Standard:

1. What transitions do you anticipate in your institution next year?
2. How might these transitions impact your professional learning efforts?
3. What professional learning supports are needed to make these leadership changes positive and productive?

Theory of Action

Principal/Aspiring Leader Actions	Team Learning Actions	Teacher Actions	Student Actions	Student Outcomes

Evaluating the Impact of Professional Learning

Five Critical Levels of Professional Development

adapted from : Evaluating professional development, Guskey, 2000

<i>Evaluation Level</i>	<i>What questions are addressed?</i>	<i>How will information be gathered ?</i>	<i>What is measured or assessed?</i>	<i>How will information be used?</i>
Participant's Reactions	What did they like? materials, room, presenter Will it be useful?	Questionnaire following session, focus groups, interviews	Satisfaction with experience	To improve program design and delivery
Participants' learning	Did participants acquire the intended knowledge and skills?	Paper & pencil instruments, reflections, simulations and demonstrations	New knowledge and skills of participants	To improve program content, format and organization
Organization support and change	What was the impact on the organization? Was implementation advocated? Where resources available?	District and school records, focus groups, interviews, questionnaires	The organization's advocacy, support, accommodations, facilitation, recognition	To document and improve organizational support, to inform future change
Participants use of new skills and knowledge	Did participants effectively apply the new knowledge and skills?	Observations, portfolio's, videotapes, structured interview,	Degree and quality of implementation	To document and improve implementation
Student Learning Outcomes	Impact on student achievement or performance	Student records, structured interviews, portfolios	Student learning	To improve program design, instruction, professional development

Reflections: To collaboratively share resources and supports that have and continue to propel our learning

Share a book, article, blog, website or resource that has impacted your learning recently? Let's build a shared resource bank by typing one title, author, link or website in the chat box for the benefit of others in this community of practice.

Leading the Way

- **Be open to uncertainty-** curiosity and a desire to know drives inquiry.
- **Be a co-learner-** connect your professional learning and inquiry to the learning and inquiry of your students and teachers?
- **Be vulnerable-** acknowledge when you don't know and openly share what and how you are learning.
- Source: Capacity Building Series Special Edition #38, August 2014

Leading the Way

- **Be aware of your mindset-** operate from an asset stance with students and other educators
- **Position student learning first-** and well being at the heart of all discussions and decision-making.
- **Make room for everyone-** ensure equity of voice and diversity of opinion.

Question & Answer/Wrap Up



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