

Putting Real Learning into your LEARNING WALKS

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ESSENTIAL QUESTION #1

People often say their “plates are full” as a reference to their workload (including learning walks), so what does your plate really look like?

TASK A: Write on one of the paper plates at your table all the tasks (use the pie chart method to show portion sizes) that typically fill your day as an administrator.



What fills your plate?

The work of a
Tim “the tool man” Taylor administrator.



“I’ll Fix-it”.



When you do learning walks...

are you there to learn what needs to be **FIXED**?



What fills your plate?

The work of a
“CHUCK NORRIS” administrator



“Kick butt and take names”.



When you do learning walks...

are you there to learn if you need to **KICK SOME BUTT?**



ESSENTIAL QUESTION #2

How much of what is on your plate (all tasks) is “Chuck Norris” time and how much is “Tim ‘the tool man’ Taylor” time?

TASK B: Discuss with your neighbor how much of your day is filled kicking butt and/or spent trying to fix problems or other students/teachers.

NOTE: Share the work that you find the “hardest to chew”, what’s the “biggest portion” and what is your “favorite serving”



ESSENTIAL QUESTION #3

What is your personal reaction when others (parents, teachers, your boss, etc.) come at you with a “kick butt” attitude or a “fix-it” mindset?

TASK C: Discuss with a neighbor your reaction to and your thinking about the effectiveness of being a “Chuck Norris” administrator or a “Tim the ‘tool man’ Taylor” administrator in the work to create effective learning environments for yourself and others.



What do you see in this picture?



*If we were in the skateboard business,
wouldn't you find it odd if no one
in the company was
passionate about skateboarding?*

*Since we are in the learning business,
wouldn't you find it odd if no one
in our schools were
passionate about learning?*



*Well of course we have teachers in
our schools who are passionate
about learning, but the question is...*

***WHO ARE THEY
PASSIONATE ABOUT
DOING THE LEARNING?***

Students or themselves?



Are teachers' plates full of
“getting” others to learn, or...

are their plates full of
work focused on
LEARNING about how to
improve their practice?



*If teachers are passionate about
“getting” others to learn, then...*

COMPLIANCE by others
will be their main focus.

*If teachers are passionate about
improving their own practice, then...*

LEARNING for others
will be their main focus.




Are administrators' plates full of
“getting” others to learn, or...

are their plates full of
work focused on
LEARNING about how to
improve their practice?



*If administrators are passionate about
“getting” others to learn, then...
COMPLIANCE by others
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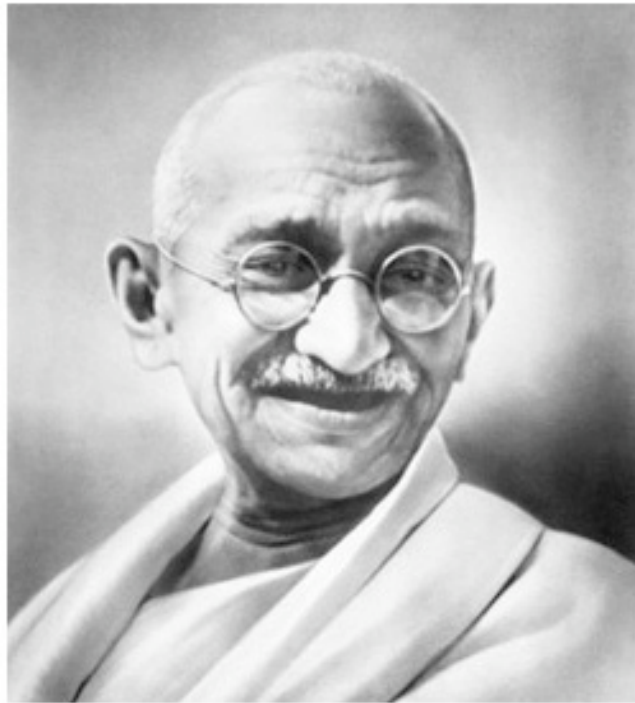
Is your practice about Compliance or Learning?

- ' Do you see student discipline issues as a problem to be solved, or as a chance to learn about students or your school?
- ' Do you see a meeting with an angry parent as a power struggle that must be won or an opportunity for you to learn about your practice?
- ' Do you spend huge amounts of time creating “one size fits all” inservices to fix teachers or do you regard this time as a way to help you learn about your problem of practice as a learning environment leader for a team of teachers?
- ' Do you see evaluations as a way to “fix” a teacher or as a learning opportunity to improve your practice?
- ' Do you see **LEARNING WALKS** as a way to ensure compliance or as an opportunity for you to improve your practice as a learning environment leader?



If learning is your focus...

Take on the work of a “Mahatma Gandhi” administrator.



“Be the change you want to see”.



LEARNING FOCUSED administrators believe...

- ' *Thoughts form Words, Words drive Actions, Actions create Habits, Habits build Legacies.*
- ' Every human being has an innate need and desire to learn.
- ' There are learning conditions that release positive energy.
- ' Going into blame (a.k.a. “kick butt”) or “fix-it” mode reduces learning energy.
- ' That the best way to invite others to learn is to focus on their own learning to improve their practice as a learning environment leader.



You Might Be Thinking...

Hey this sounds all well and good, but I have too much compliance work to do to add all this learning stuff to my plate?



One of our favorite sayings...

Trying to take credit for someone else's learning by a teacher or administrator would be similar to a gardener taking credit for the photosynthesis of a plant.

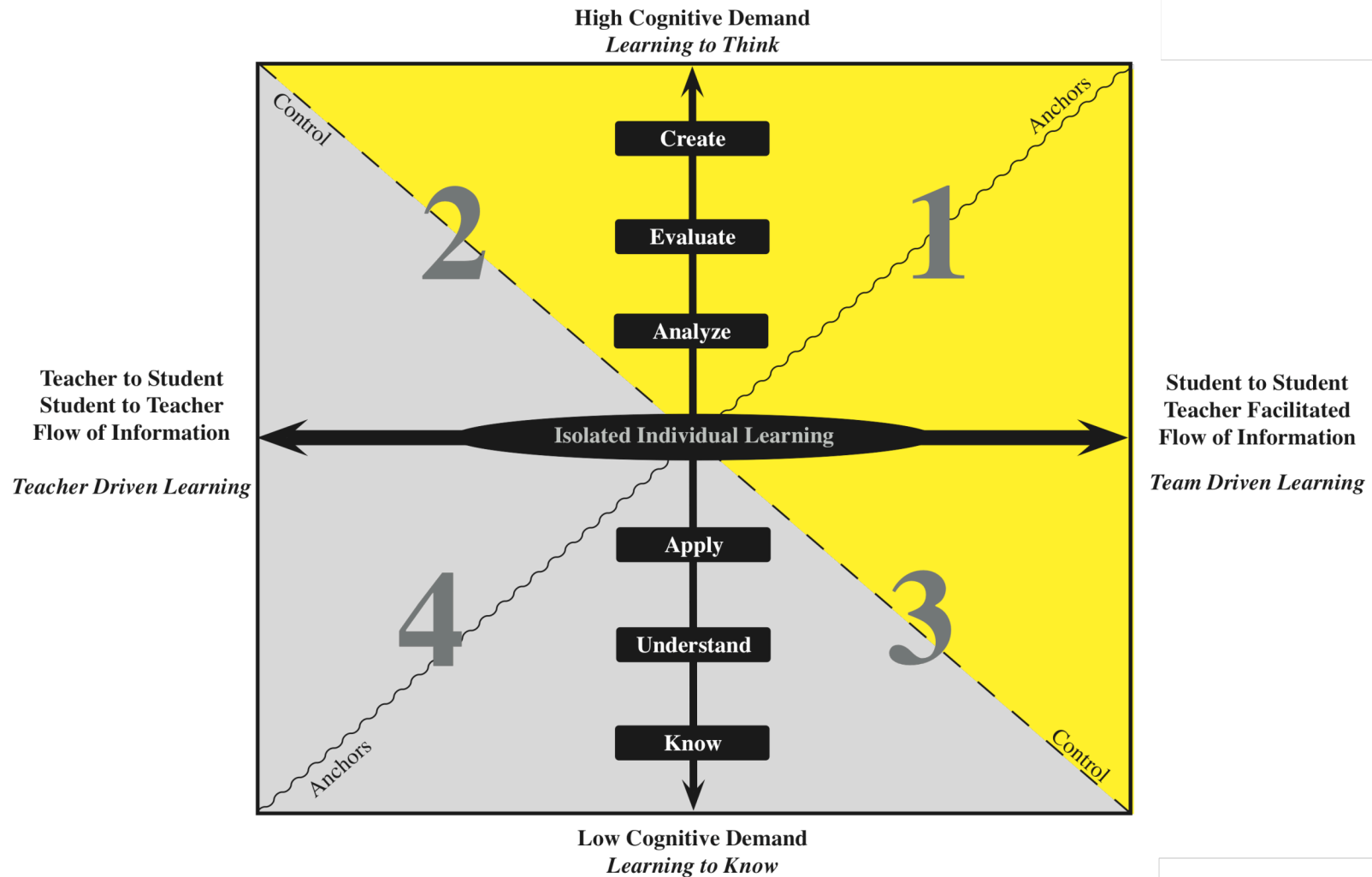
The best any gardener can do is work to manage the conditions optimizing photosynthesis and the plant does the rest.



The La Center
Learning Model
to optimize the
Conditions for Learning



Learning Environment Matrix



X Axis represents the *Flow of Information*. Y Axis represents the *Cognitive Demand*. Z Axis represents *Learning Trust* (not shown on matrix).



Internally Motivating Learning Environment Array

With Examples of Acceptable Evidences

	Observations Visual Evidence <i>"TV with the sound off"</i>	Conversations Auditory Evidence <i>"TV with no picture" a.k.a. "Radio"</i>	Learning Environment Products Physical Evidence <i>"The learner's work"</i>
Student Centered Flow of Information The "X" Factor	<ul style="list-style-type: none"> • Student to student eye contact. • Physical room organized in groups. • Positive body language during discussions. • Teacher non-center stage – walking around classroom. • Learners focused on work or others instead of teacher. • On-task behaviors exhibited (i.e. visual focus, multiple student responses) Web-like vs wagon wheelish. • Multiple sources of information utilized. 	<ul style="list-style-type: none"> • Conversations are on topic. • Student voice is dominant. • Students using probing questions of each other. • Conversations are toward each other (web-like) and not "wagon-wheel". • Teachers responding and/or answering w/questions. • Questions being re-directed by teacher to class for answers. • Multiple sources of information discussed. 	<ul style="list-style-type: none"> • Group projects exhibited. • Student produced team norms & rubrics. • Students share out verbal and/or tangible products from multiple sources of information. • Products are placed in environment that requests feedback. • Students show knowledge learned from formative assessments. • Multiple sources of information utilized. • Diversity in learning products evident.
High Cognitive Demand (HCD) The "Y" Factor	<ul style="list-style-type: none"> • HCD Learning target on known and/or visible in classroom. • Posted opener of HCD. • Active problem solving occurring. • HCD activity observed. • Written questions asked are of HCD. • Observe students using multiple resources or components to problem solve. • Learners troubleshoot learning problems. • Learners utilize multiple sources of information to answer their own questions. 	<ul style="list-style-type: none"> • Student debate is present. • Questions to construct meaning. • Focused vocabulary effectively used by learners. • HCD level of questioning for clarification. • Consistent use of appropriate concepts. • Diverse topics being explored. • Student led inquiry. • References to multiple sources of information to support perspectives. • Constructive buzz in learning environment. 	<ul style="list-style-type: none"> • Shows relationships between concepts. • Utilizes multiple intelligences. • Students cite multiple sources to justify position. • Evidence that students analyzed multiple sources of information, evaluate for merit and use info to create final product. • Evidence of student voice vs. cut and paste. • Creative and/or innovative student work. • Presented work is indicative of the HCD activity. • Student generated rubrics used.
Strong Learning Trust The "Z" Factor	<ul style="list-style-type: none"> • Student self-governance in both classroom management as well as in transitions. • Students are given latitude in methods of expression. • Student-centered assessments/rubrics are being developed or used. • Positive body language. • Student groupings are self-formed. • Student ownership of the learning process is evident. • Individual accountability to other learners. 	<ul style="list-style-type: none"> • Student conversations indicate ownership of the learning and are respectful. • Learners' openness to changing thinking, not knowing the answer or with correcting mistakes. • Students help other students in their learning by asking clarifying questions. • Teachers are patient and avoid jumping it to answer student questions. • Student conversations indicate they own the learning process. 	<ul style="list-style-type: none"> • Students have options to demonstrate their learning (multiple intelligences). • Student feedback on student work. • Student driven formative assessments used. • Lesson plans show preplanning of what the teacher is trying to learn about students. • Diversity of student work is evident. • Changes in prior thinking compared to current thinking are expressed in products. • Ownership of the learning is student centered.
	<i>Can be seen as a silent observer</i>	<i>Can be heard as a silent observer</i>	<i>Usually requires observer inquiry</i>

ESSENTIAL QUESTION #4

Once you focus on your own learning as an administrator, you begin to see your work differently and how you spend your time begins to change. What do you think your plate might look like if you had a learning focus instead of a “Chuck” or “Tim” focus?

TASK D: Take another plate and rewrite how it might look different than your first plate. Then discuss your thinking with your neighbor.



Our thoughts in conclusion...

- ′ Don't expect yourself to be the expert just because you are the administrator.
- ′ Be okay to say “I don't know the answer, but I am willing to work to learn what is the best answer.
- ′ Honor and tap into the learning expertise that is currently in your school (teachers, students and parents).
- ′ In order to make lasting instructional change you must realize that you need your teachers/students more than they need you.
- ′ Be willing to take risks as a learner with the support of your teachers/students. Give yourself permission to fail.
- ′ Consistently reflect upon your own practice. **LEARNING FOCUSED** Learning Walks are central to this work.



QUESTIONS?

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Suggested Reading:

- ' Leadership and Self-deception - Arbinger Institute, 2002
- ' Results Now - Mike Schmoker, 2006
- ' Switch - Chip and Dan Heath, 2010

