Welcome

- Introduce yourself in the chat (name, role, location)

- We welcome your questions, answers, and comments

- Share your learning on Twitter (we are @Aurora_Inst)

- We are recording and archiving the webinar

 - The slides and video will be available on aurora-institute.org

About Us

Making the Shift Authors

- Wendy B. Surr, Senior Research Consultant
- Kim Carter, Founder and Executive Director of the Q.E.D. Foundation
- Andrea Stewart, Founder and CEO, Learning Couture, LLC

Panelists

- Dr. Patrick Hardy, Principal, Hinsdale South High School, Darien, Illinois
- Chanda Hassett, 6-12 SPED/MTSS Specialist, Norwalk Community School District, Norwalk, Iowa
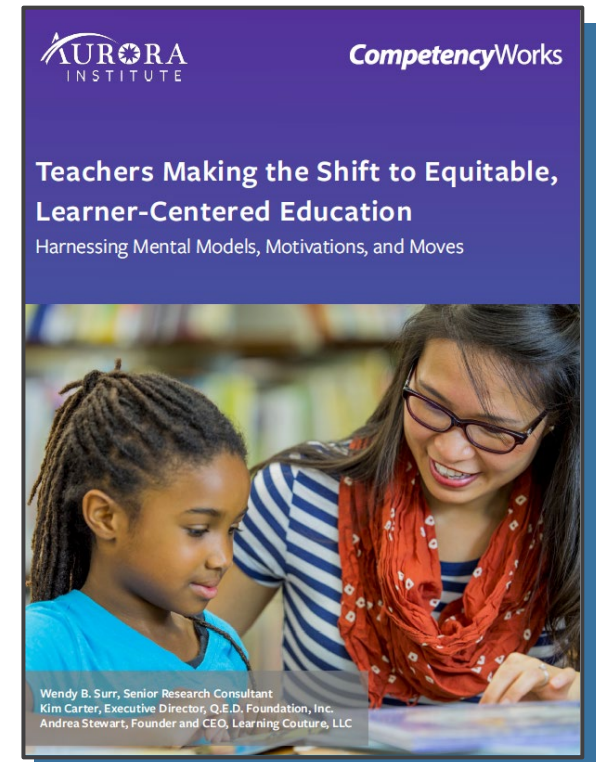
Overview

- Learn about hidden drivers of teacher practice and a new framework for designing professional learning
- Hear from educators leading learner-centered change
- Connect the framework to your own work and context
- Find out about more resources!

Allison Shelley, EDUImages

Poll: Why did you join us?

❏ I am new to learner-centered education and need ideas to get started

❏ I am currently facing challenges trying to implement equitable, learner-centered approaches and need to figure out why

❏ I have been engaged in change efforts for a while and am looking for more strategies

❏ Other? (explain in the chat)

The Promise

Equitable, learner-centered education can reduce educational disparities, promote deeper learning, and is aligned with the science of human learning.

Allison Shelley, EDUImages

What is an equitable, learner-centered approach?

✓ Personalized and equitable

✓ Challenging, relevant, and applied

✓ Transparent and transferable

✓ Relationship-based

✓ Varied and flexible

✓ Owned and driven by the learner

The Problem

Shifts happen within complex organizational contexts.	• Learner-centered culture & climate • Transformative change model • District and school structures, policies, and procedures
Shifts require deeper learning.	• Structural shifts • Dynamic shifts
Shifts are thwarted by hidden drivers of teaching practice.	• Motivations • Mental models • Moves

Poll 2: Challenges with Change

What is the biggest challenge you face (or anticipate) in shifting to equitable, learner-centered education?

- ❏ Getting buy-in for change
- ❏ Practical understanding of equitable, learner-centered approaches
- ❏ Getting new practices to actually "stick" in the classroom
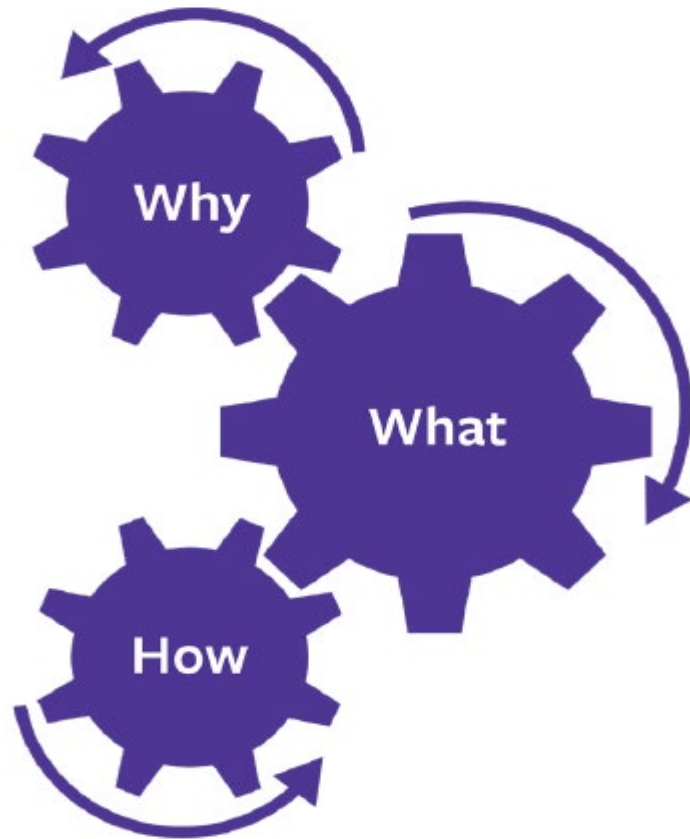- ❏ Other? (Write in the chat)

The Opportunity

Harnessing teachers', motivations, mental models, and moves

Allison Shelley, EDUImages

Learning science can help us create a new framework for designing educator professional learning.

Allison Shelley, EDUImages

The Framework

WHY: MOTIVATIONS

Harness emotions & motivations to help drive change

- **Relevance:** Increase perceived value and relevance.

- **Receptivity:** Build trust and safety to increase receptivity.

- **Agency:** Boost sense of competence, identity, and agency to drive change.

WHAT: MENTAL MODELS

Uncover & refine mental models to guide change

- **Surface:** Explicate mental models.

- **Align:** Identify and address misconceptions.

- **Expand:** Expand understanding, shift theories.

- **Guide:** Craft a revised theory of action to guide change.

HOW: MOVES

Build new moves & adjust habits to sustain change

- **Assess:** Assess current practice through reflection and feedback.

- **Grow:** Develop targeted skills.

- **Experiment:** Test and affirm new practices through iterative cycles of experimentation.

- **Sustain:** Make habits visible and reinforce desired shifts to sustain change.

Harnessing the Why

We can help teachers with change by identifying and addressing feelings that inhibit action and beliefs that boost interest and relevance.

RELEVANCE | Increase perceived value and relevance of practice

- Help educators identify a problem of practice that reflects their interests and is immediately useful in their daily practice.

RECEPTIVITY | Build trust and safety to increase receptivity

- Create collaborative, supportive learning communities that are safe for risk-taking.
- Establish practices where teachers build trust and feel safe processing feelings of doubt, confusion, frustration, and anxiety.

AGENCY | Boost sense of competence, identity, and agency to drive change

- Offer educators choice and decision-making to provide a sense of control.
- Engage educators in planning and monitoring their own growth.

The Challenge

Traditional Education

Competency-Based Education

From

To

Relevance: The Graduate Profile

Content Area Competencies

- Independent Research
- Problem Solving
- Interpretation and Prediction
- Text Analysis
- Expression of Ideas
- Mathematical Reasoning
- Scientific Literacy
- Culture & Diversity

Adaptive Competencies

- Collaboration
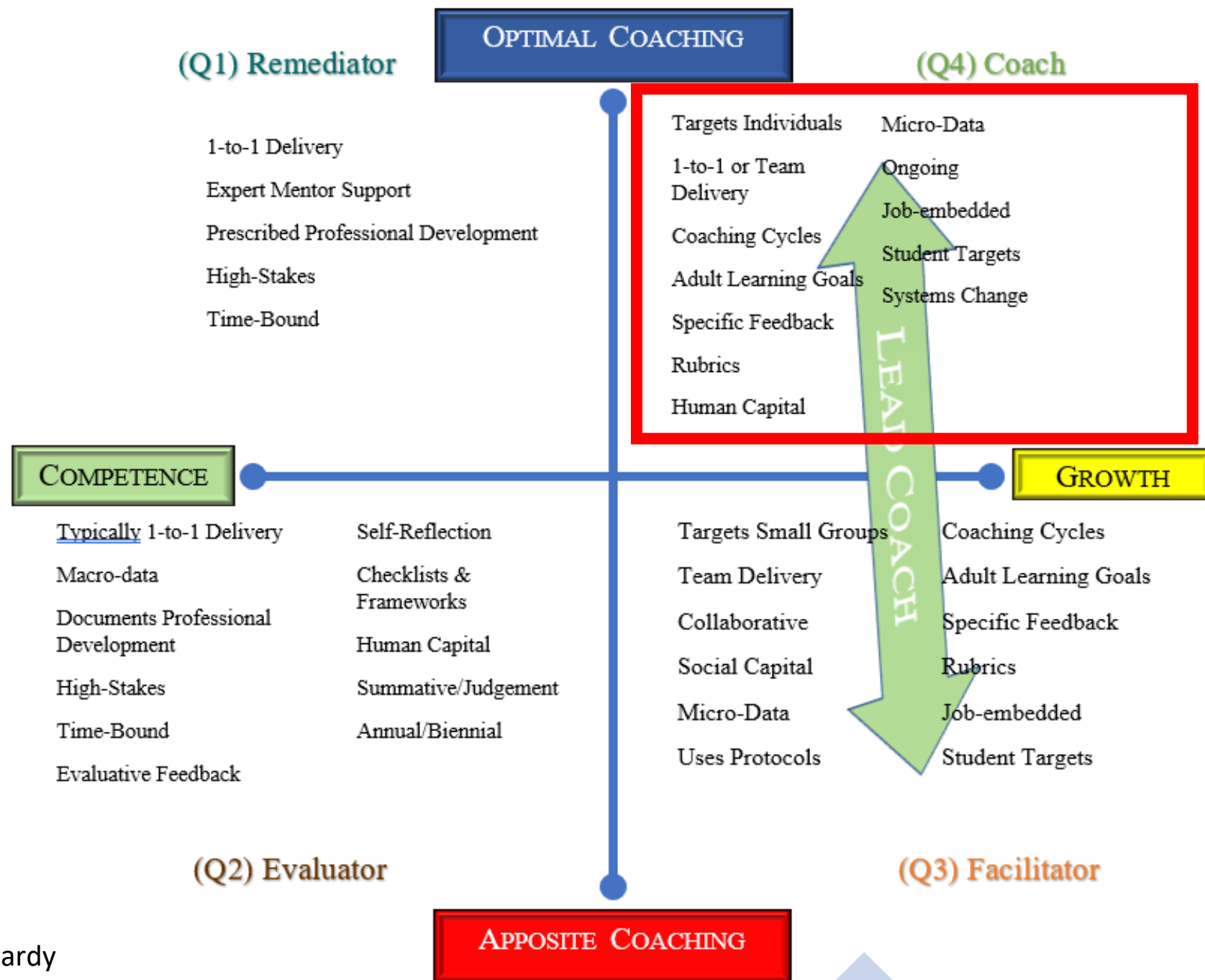- Innovation
- Communication
- Life and Social Skills
- Personal Mindset
- Post-Secondary Planning
- Technology Skills

Receptivity

- **Phased approach**
- **Summer Teaching Institute**
- ***Coaching*** **instead of evaluation**

Created by Dr. Patrick Hardy

Agency

Score 4: Honors (excerpted)

"Students who achieve a score 3 have met the requirements of the learning target. However, Proviso East students are encouraged to pursue and achieve the score 4 honors designation. Honors content is designed to deepen and build upon what students learned within score 3…The goal of the honors content is to provide a firm grounding in the academic skills necessary for success at the post-secondary level. Students who achieve a score 4 on 80% or more of all measurement topics within a course will achieve the honors designation for that course, and their high school transcript will reflect the designation."

Harnessing the What

We must help teachers uncover mental models of teaching and learning, address misconceptions and revise and refine them over time to better reflect the science of learning and human potential.


SURFACE | Explicate mental models
- Identify current understanding of the practice using concept and thinking maps.
- Surface and examine implicit theories, assumptions, and beliefs.
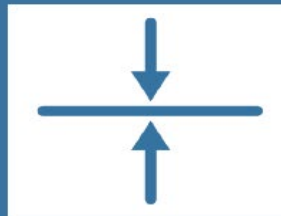
ALIGN | Identify and address misconceptions
- Test out theories by making predications and using data to confirm their veracity.
- Grapple with discrepancies to address misconceptions.
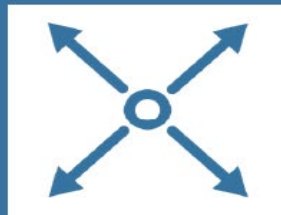
EXPAND | Expand understanding, shift theories
- Use metaphor, image, and analogy to shift educators' theories, aligning tacit understanding with their evolving mental models.
- Expand, refine, and add specificity to their theory using examples, models, and research.
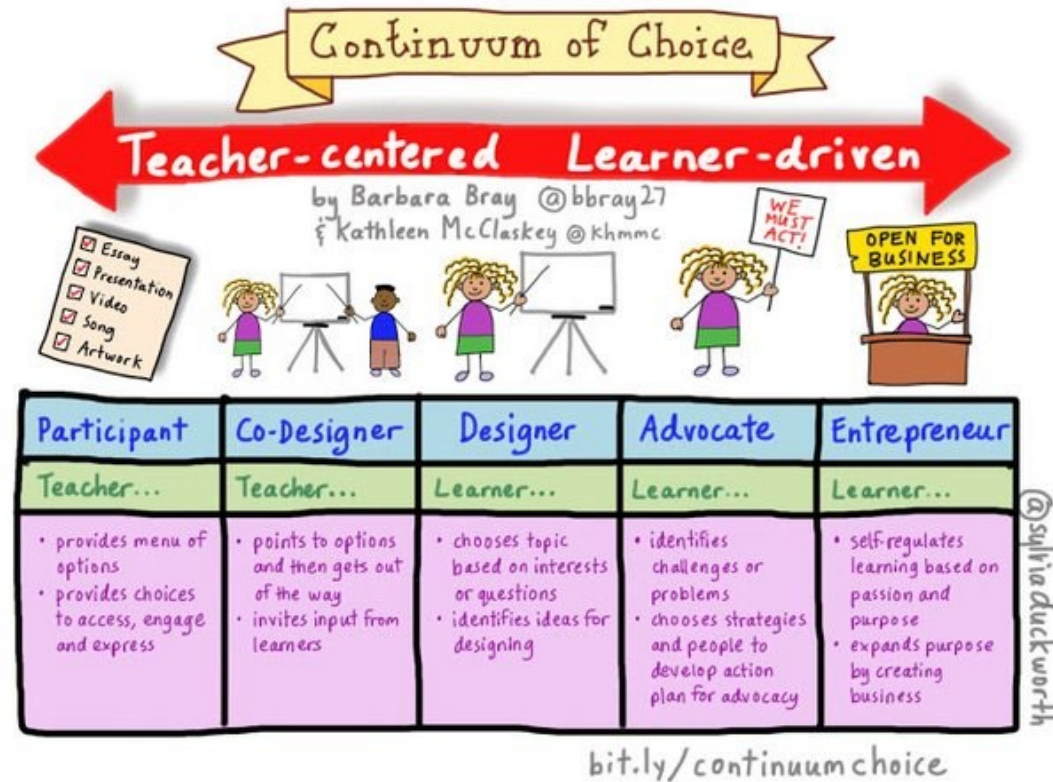
GUIDE | Craft a theory of action to focus and guide change
- Develop a specific theory of action to focus and guide change.
- Refine and revisit theories of action over time as understanding and experience yield new learning.
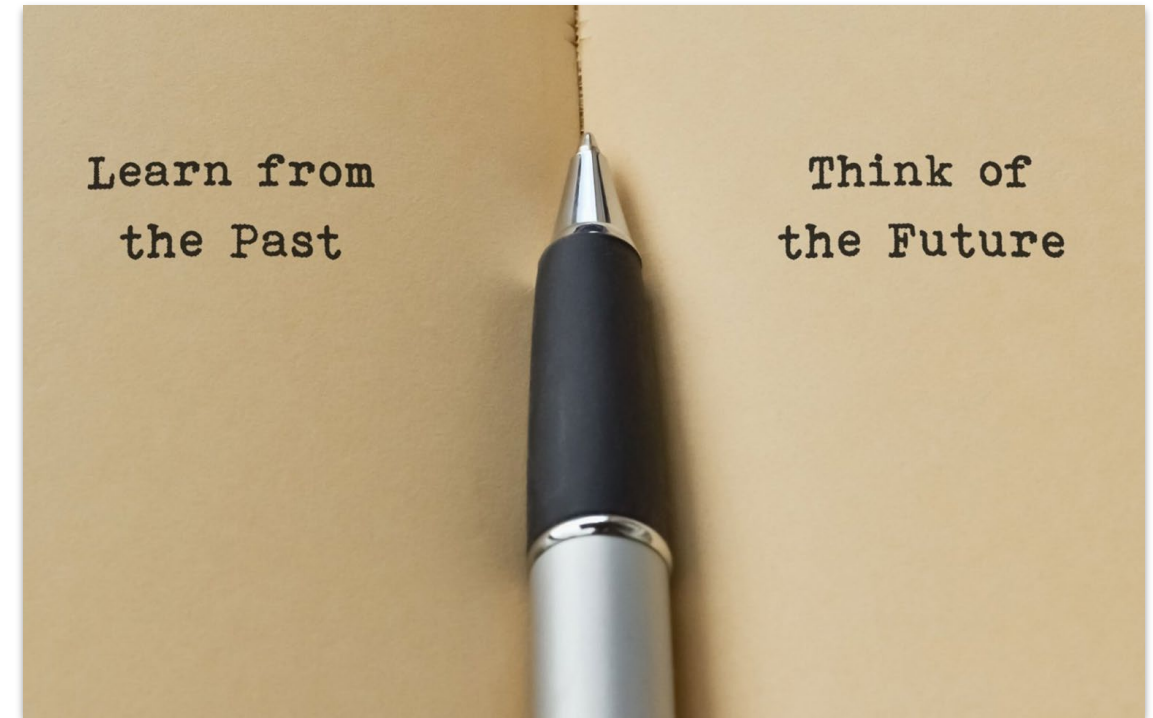
What: Mental Models

Expand: Expand understanding, shift theories

Facilitator/Guide vs. Sage Expectations

https://kathleenmcclaskey.com/

Failing Forward/Proficiency


Getty Images - Inc. Magazine

If…then…

- We believe improved academic performance is a function of high-quality teacher practice, academically challenging content, and aligned assessment practices in a scholar-centered environment driven by continuous improvement.

- Therefore, **if** we 1) provide continuous professional learning focused on specific instructional practices, 2) guarantee, through inspection and reflection, that teachers' instruction concentrates on a set of essential rigorous learning targets, and 3) ensure assessment practices mirror the state exam, **then** all scholars' performance in evidenced-based reading/writing and math will increase.
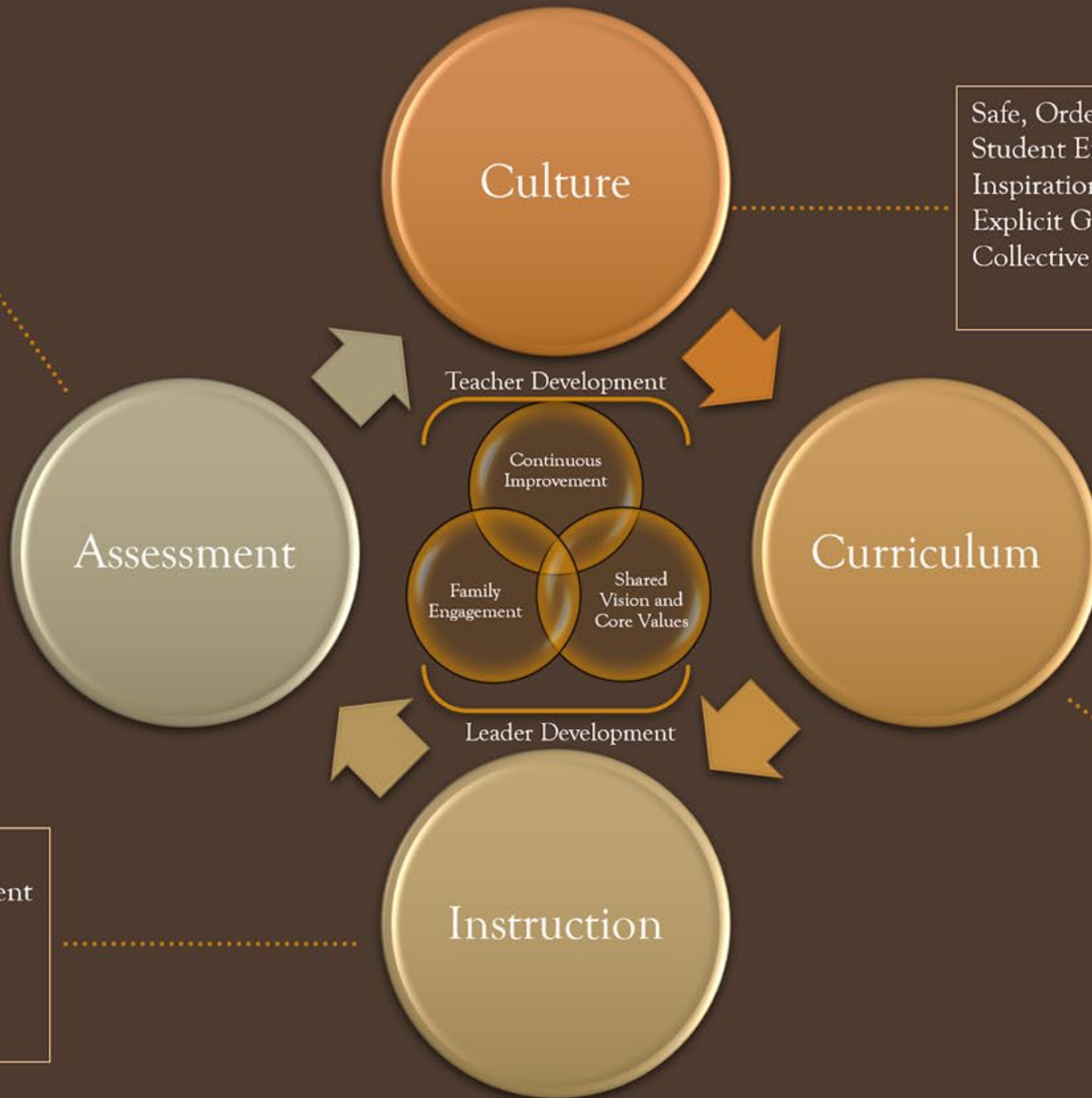
Harnessing the How

Even when equipped with a clear plan of action and high motivation and support, we can still struggle to adopt new practices. Old, ingrained habits of practice—which may be counter to new approaches—can thwart our efforts to change, especially when these habits remain unexamined.

ASSESS | Assess current practice through reflection & feedback
- Self-assess current levels of performance in the desired practice area using a selected competency, pedagogical framework, or tool.
- Reflect and solicit structured feedback from coaches and peers to identify current practices and habits.

GROW | Develop targeted skill
- Identify target skills and personal learning needs and preferences using learner profiles and learning plans.
- Select and participate in new learning experiences to grow skills.

EXPERIMENT | Test and affirm new practices through iterative cycles of experimentation
- Engage with peers in a structured, iterative process (E.g., PDSA or NIC) to systematically apply, observe, and plan refinements to improve practices over time.

SUSTAIN | Make habits visible and reinforce desired shifts
- With a partner, reflect on enacted practice to identify desired and unwanted habits.
- Engage in strategies to explicitly target and shift unwanted habits.
- Integrate new practices and desired habits into ongoing practice.

How: Moves

Personally	Pilot Teachers	Learners

Self-Assess:
 	
• Utilized Innovation Configuration (IC) Map
 	
    • Provided guidance
    • Determined focus
 	
Reflect & Solicit Feedback:
 	
• Reviewed expectations of accelerated telescoped curriculum
 	
• Unwrapped content standards for each grade level
 	
• Determined appropriate course competencies
	Self-Assess:
	
	• Utilized IC Map
	
	    • Provided guidance
	    • Coaching cycles
	
	Reflect & Solicit Feedback:
	
	• Determined purpose and structure of course
	
	• Identified and unwrapped content standards for three courses
	
	• Constructed competencies combining skills and concepts from all three
		Self-Assess:
		
		• Completed student survey
		
		    • Provided baseline
		
		Reflect & Solicit Feedback:
		
		• Unwrapped content standards
		
		• Unwrapped course competency
		
		• Reviewed work with models and peers
		
		• Aligned demonstration to standard and competency success criteria

How: Moves

Personally	Pilot Teachers	Learners
Identify: • Utilized Innovation Configuration Map • Provided guidance • Determined focus **Select & Participate:** • Collaborated with gifted and talented teacher	**Identify:** • Utilized Innovation Configuration Map • Provided guidance • Determined focus **Select & Participate:** • Learned with CBE cohort • Collaborated with pilot teachers, instructional coach, and specialist	**Identify:** • Reviewed standard and competency expectations • Understood Demonstration of Competency rubric **Select & Participate:** • Collaborated with peers and teachers • Brainstormed demonstration ideas

How: Moves

Experiment: Test and affirm new practices through iterative cycles of experimentation

Personally	Pilot Teachers	Learners
Engage: • Reflected on student work • Collaborated with co-teacher • Shared competency demonstrations with The Center • Rewrote competencies	**Engage:** • Collaborated with pilot teachers • Shared competencies with The Center • Reviewed walk-through data • Utilized Innovation Configuration Map again	**Engage:** • Created demonstrations outside the box • Reviewed models • Structured their own learning

How: Moves
Sustain: Make habits visible and reinforce desired effect

Personally	Pilot Teachers	Learners
Reflect:	**Reflect:**	**Reflect:**
• Collaborated with co-teacher	• Collaborated with pilot teachers	• Completed reflections
• Shared competency demonstrations with The Center	**Engage:**	• Set goals
Engage:	• Reconfigured courses into a single course	• Marked progress
• Reorganized coursework	**Integrate:**	• Shared and compared work
Integrate:	• Integrated self-directed learning calendars within other courses	**Engage**:
• Modified all courses to CBE		• Utilized feedback
		Integrate:
		• Recognized good enough wasn't good enough

Questions & Answers

Making the Shift Resources!

- Report

- Blogs

- Professional Learning Exercises

Allison Shelley, EDUImages

One-Minute Survey:
https://www.surveymonkey.com/r/Aurora_Webinar_10-11-22

(use link pasted into the chat)

Attend the Aurora Institute Symposium

The Aurora Institute Symposium is the field's largest gathering of education innovators working to transform K-12 education.

October 24-26, 2022 (virtual)
70+ sessions, 4 keynotes, workshops, book clubs
Attendee Registration Is Open: https://aurora-institute.org/symposium2022/attend/
Aurora Institute Members can attend free of charge!

The Symposium inspires attendees,
equips them with new knowledge and best practices,
and sparks action by inspiring leaders to implement new learning designs.

Upcoming Webinar

Amplifying Authentic Whole-School Student-Led Learning – Lessons from an Australian School
November 15, 2022 | 6 pm EST

Register: https://aurora-institute.org/events-webinars/

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