Change = Learning

Change of any size requires learning. Yet, not all learning produces the change desired. In this keynote you'll learn about what deep learning, the kind that changes behavior and thinking looks like and what it takes to design, support, and sustain it.
View full session details ➜

<div style="background:#8B0000;color:white;text-align:center;padding:12px;">

Watch the recording

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PRESENTER

## Joellen Killion
Senior Advisor, Learning Forward

Joellen Killion serves as senior advisor to Learning Forward, after serving as the association's deputy executive director for many years. She is leading several foundation-funded initiatives including Transforming Professional Learning to Prepare College- and Career-Ready Students and implementation of Standards for Professional Learning. She is a frequent contributor to Learning Forward's publications. Her books include What Works in the Middle, What Works in the Elementary Grades, and What Works in the High School, Teachers Who Learn Kids Who Achieve: A Look at Model Professional Development; Assessing Impact: Evaluating Staff Development, 2nd edition; Collaborative Professional Learning Teams in School and Beyond: A Tool Kit for New Jersey Educators; Taking the Lead: New Roles for Teacher and School-based Coaches; The Learning Educator: A New Era in Professional Learning; Becoming a Learning School; Coaching Matters: and Learning-Focused Feedback: Transforming Feedback for Professional Learning. She authored and co-authored numerous papers, reports and workbooks such as PDK's EDge, The Changing Face of Professional Development and resources associated with the TPL initiative.

The creed Joellen lives by is: Excellence can be achieved if you...Care more than others think is wise...Risk more than others think is safe...Dream more than others think is practical...Expect more than others think is possible.

KEY TAKEAWAYS

Learning is a permanent change between thinking and behavior.

When we act differently, we think differently. What matters most is that we understand both must change for learning to take place so that we can ultimately implement the innovation we are trying to implement.
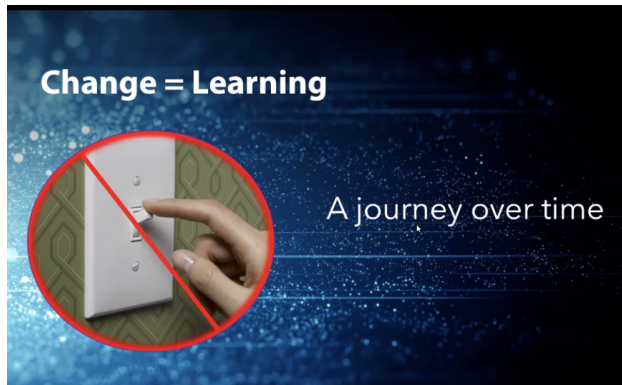
Change takes time
Learning is a process

● Staff development without follow-up was typical practice and not conducive to change.
● We have the opportunity to assess practice and determine where we are headed.

Training ≠ Learning

Transactional v. Transformational

Knowing ≠ Doing

Know about vs. Apply/practice for results. Knowing something does not mean I'm doing something

Learning is a permanent change in thinking and behavior. If we aren't able to change attitudes, we can help alter and shift values and beliefs through developing understanding.

● Knowledge, attitude, skill, and aspiration contribute to our ability to change behavior
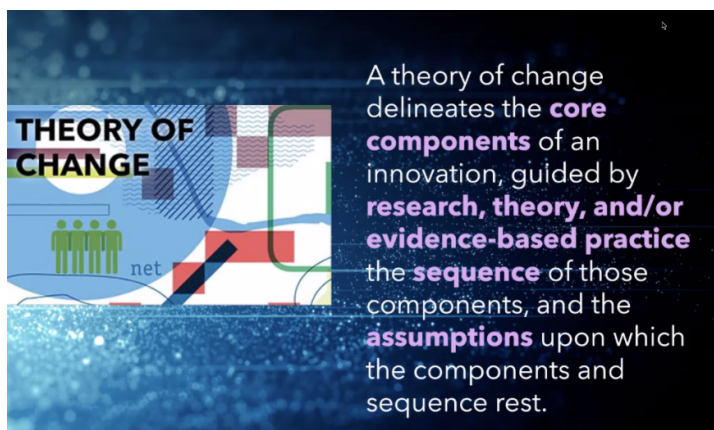

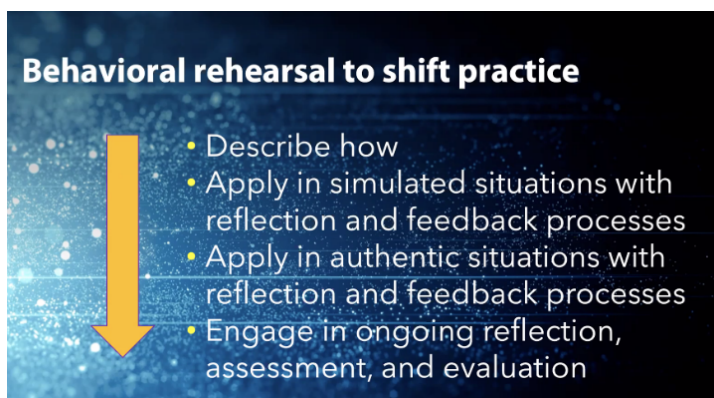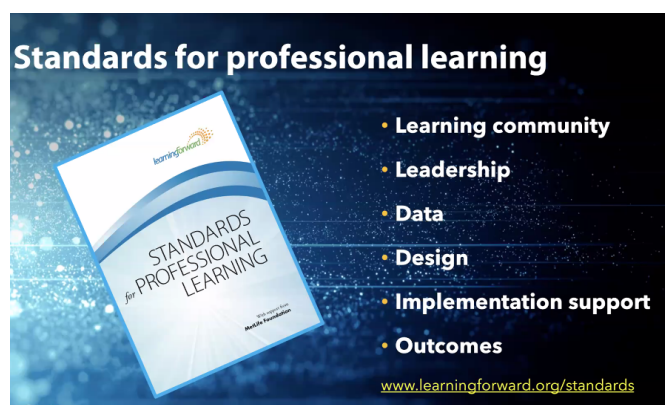**Knowledge = Knowing <u>what</u>**

Skill = Knowing <u>how</u>

● Aspiration is my desire, willingness, and motivation. Change without aspiration is likely short term.
● Knowledge, attitude, skill, and aspiration contribute to our ability to change behavior

A theory of change delineates the **core components** of an innovation, guided by **research, theory, and/or evidence-based practice** the **sequence** of those components, and the **assumptions** upon which the components and sequence rest.

- Our theory of change we operate from may need to be altered to meet the needs of our audience.

- We must be sensitive to the thought that any change requires change at every level of the system. It is essential that if we expect one cohort to change, all of the elements are changing in parallel with the innovation we are striving to implement

- Do we know what we expect?

- We can lean into our resources to guide us in our learning and journey forward

- Transfer of practice to help us refine and adapt is important.

Standards for professional learning

- **Learning community**
- **Leadership**
- **Data**
- **Design**
- **Implementation support**
- **Outcomes**

www.learningforward.org/standards

Behavioral rehearsal to shift practice

- Describe how
- Apply in simulated situations with reflection and feedback processes
- Apply in authentic situations with reflection and feedback processes
- Engage in ongoing reflection, assessment, and evaluation

- How do we weave coaching in to adapt with our parameters of fidelity?
- Transfer of practice to help us refine and adapt is important.
- How do we weave coaching in to adapt with our parameters of fidelity?

Reflection Questions

- How do we define learning?
- What are we doing to define, check, and change our assumptions?
- What is your theory of change for learning?

Sequence KASABs

- What is your theory of change for learning?
- What sequence of KASABs drives your theory of change? Explain.
- How does your theory of change influence learning experiences within your schools and systems?