

# HQPL Vision & Theory Workbook for System Leaders

Directions: Complete [Step 1](#) and [Step 2](#). Choose two or more change tools that best support your team to inform your team through change to inform your [action plan](#) to improve materials-focused professional learning: [Problem of Practice](#), [K.A.S.A.B.](#), [Keep-Stop-Start](#), [Theory of Change](#), [Logic Model](#)

Team:  
Members:

### Purpose of this Workbook

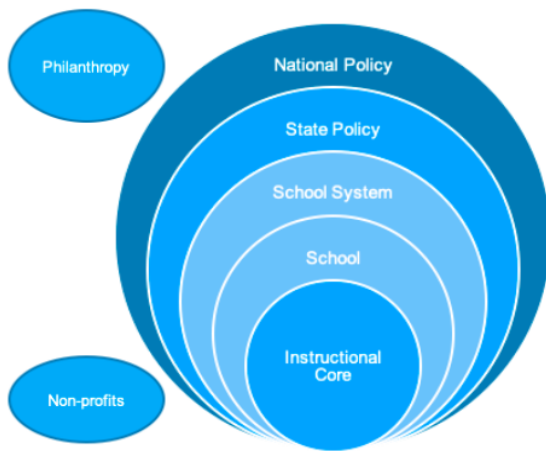


System-level leadership is about pulling the right levers to make shifts at the instructional core. This workbook will guide you and your team with tools and resources to guide development of your vision for the instructional core, the theory for how you will impact the instructional core, and action-plans for professional learning to execute this vision and theory.

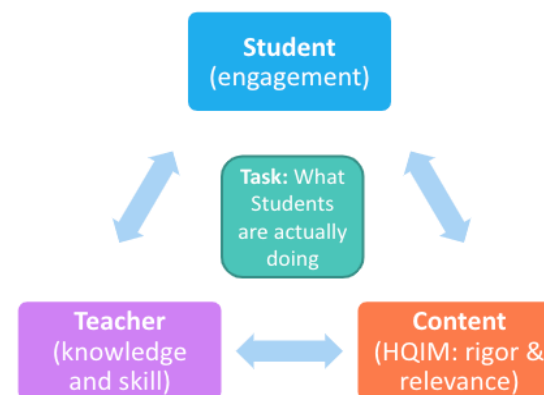
## Coherence Across a System

System-level leadership is about pulling the right levers to make shifts at the instructional core. But there is not a recipe; this is adaptive work.

- What is your **vision** for the instructional core?
- What is your **theory** for how each level of the system will impact the instructional core?
- What is each level **best suited** to do?
- What is each level **not suited** to do?



## Center plans around an Equity-based Vision at the Instructional Core



If we don't have a clear **equity-centered vision** for what should happen at the **instructional core**, then we will reinforce systems that maintain the status quo.

## Step 1: Foundation for Change: Coherent Vision for Excellent Instruction the Instructional Core

**Directions:** First, *ground your vision* for your content area in evidence-based exemplars. Next, reflect on where these descriptors are or are not evident for your system in order to *name the change/s* that should occur. Then, reflect on the *coherent system* and the role you play in it to affect the instructional core. Finally, your team will draft a vision statement for what should be happening at the instructional core in your chosen content area at the bottom of this table. See [these samples](#) of vision statements. New learning might prompt your team to revise your vision for instructional excellence. The purpose of this step is to capture your evolving vision for instructional excellence.

### Ground your Vision

- A. Read the [examples of vision for excellent math/literacy instruction from TNTP](#). What do you *envision* these look like, sound like and feel like in your system? What implications, if any, are there for hybrid/virtual learning? Be sure to consider the priority instructional content considerations for math & literacy found in [Appendix A & B of CCSSO's Restart and Recovery Guidance](#).

Looks like



Sounds like



Feels like



### Name the Change

**B. Answer the questions below to clarify the instructional core vision and the role you play in realizing the vision:**

1. What needs to change at the instructional core (teacher, student, content) to get these descriptors into practice?
2. What needs to change at the school level to get these descriptors into practice?
3. What needs to change at the school system level to get these descriptors into practice?
4. As the superintendent of a school system, what would you specifically do/say if you wanted to get these descriptors into practice across your school system?
5. As a state-policy-maker, what would you specifically do/say to get these descriptors into practice across all systems in a state?
6. What are you equipped to do/say to affect this vision of the instructional core?
7. What are you not equipped to do/say to affect this vision of the instructional core?

**Coherent System**

**C. Produce a picture/diagram that represents your coherent system; ensure there is coherence from the instructional core to the state level.**

**[Insert Picture/Diagram here]**

(be creative- use screenshots, clipart, or upload hand-drawings by taking a picture on a phone)

**Your Role & Vision**

**D. Describe or depict what your role is in supporting the vision for instructional excellence in this system. What are you equipped to do/say to affect this vision? What are you not equipped to do/say to affect this vision?**

**[Insert Description/Depiction here]**

(be creative- use screenshots, clipart, or upload hand-drawings by taking a picture on a phone)

**E. Write a statement that describes your system's vision for what should be happening at the instructional core:**

- Our Vision for Instructional Excellence in ELA/Math/Science/Social Studies is ....

## Step 2: Foundation for Change: Stock of Current Systems & Structures

### Determine the plan for professional learning.

**Goal:** The goal of this step is to provide teachers and leaders with upfront and ongoing learning experiences that deepen their knowledge of the instructional materials and high-impact, equitable instructional practices.

**Why It's Important:** Teachers need initial and ongoing support when implementing new materials and shifting teaching practices. Research suggests that effective professional learning incorporates three critical components:

1. **Head:** Core academic content is aligned to specific curricular materials and research-based practices. Without core content, teachers adopt new techniques that may be ineffective or even counterproductive and do not grow their knowledge over time.

2. **Heart:** Teacher-led community is critical to build both social capital and buy-in from teachers. Without teacher-led community, there is low buy-in and often resentment; teachers feel that professional learning is not relevant to their needs and resist adoption of new content or techniques or passively comply.
3. **Habits:** Professional learning is structured around repeated cycles of inquiry that allows teachers to apply what they learn and evaluate evidence of student learning. Without cycles of inquiry, new ideas are not incorporated into regular practice and those that are adopted are not verified using evidence of student learning.

**Understand your system’s current professional learning structures and systems.**

|   |  |
|---|--|
| 1. What time do we currently have allocated for professional learning across the year? Who attends?   |  |
| 2. How is professional learning time typically split between district-led and school-led professional learning?   |  |
| 3. Do we have additional time for any particular groups of teachers (i.e., new teachers, new to grade, etc.)?   |  |
| 4. Who decides how to use the time? What content (“ <b>head</b> ”) is usually covered? Who typically facilitates?   |  |
| 5. How is teacher community (“ <b>heart</b> ”) created or encouraged through professional learning? How do teachers take ownership over their own learning? |  |
| 6. What structures (“ <b>habits</b> ”) are used to  |  |

|  |  |
|--|--|
| <p>encourage application of learning in the classroom? How do PL participants demonstrate their knowledge?</p> |  |
| <p>7. Do we have additional incentives or point structures that encourage independent study?</p>               |  |
| <p><i>Planning templates:</i></p>  | <p>See appendix for planning templates</p>   |
| <p><i>Resources:</i></p>   | <p> <a href="#">Practice What You Teach - Connecting Curriculum &amp; Professional Learning in Schools</a><br/> <a href="#">Practice What You Teach - Checklist for School Leaders &amp; Teachers to Reshape Professional Learning Systems in Schools</a><br/> <a href="#">Take Action to Improve Professional Learning</a><br/> <a href="#">Head, Heart &amp; Habits Framework</a> </p> |

## Change Tool #1: Problem of Practice

**Directions:** Draft a problem of practice statement which articulates an area of improvement for materials-focused professional learning. You will refine your draft with your home teams in order to clarify, add evidence and build buy-in.

### Step 1: Problem of Practice Focus: Characteristics of High-Quality Materials-Focused Professional Learning

*The problem I am facing is...*

### Step 2: Evidence

*I know this because...*

### Step 3: Prediction

*This may be due to...*

### Step 4: Context

*What is the current situation we intend to impact through this problem of practice? What, if anything, has already been tried to resolve this problem? What has been working? How do you know? Why hasn't the problem been resolved? How do you know?*

### Step 5: Content

*How does addressing this problem of practice improve one or more \*characteristic from each element of quality, materials focused professional learning? (head-heart-habits)  
How does addressing this problem of practice interrupt inequitable instructional practices?*

*\*Cross-reference characteristics from this [simplified checklist](#) of descriptors*

### Step 6: Check your Work

Ask yourself:

- Can you clearly identify and describe the problem of practice?
- Does articulating the problem of practice produce a clear and compelling need for change?
- Does addressing the problem of practice meet systematic issues that are disrupting learning, teaching, or leading?
- Does addressing the problem of practice enable growth and improvement?
- Does addressing the problem of practice improve the quality of materials-focused professional learning?
- Does addressing the problem of practice interrupt inequitable practices in instructional-materials implementation?

## Change Tool #2: KASAB




**Directions:** First, define the knowledge, attitudes, skills, aspirations and behaviors that you noticed as a result of engaging in quality, materials-focused professional learning throughout the fellowship. Next, draft the definitions of the essential behaviors, dispositions and knowledge required for the changes to be effective specific to the other roles you are leading. Finally, you will share these descriptors as a rough draft to your home teams to debate, then come to consensus.

| Role         | Knowledge | Attitudes | Skills | Aspirations | Behaviors |
|--------------|-----------|-----------|--------|-------------|-----------|
| Your Role    |           |           |        |             |           |
| Other Role A |           |           |        |             |           |
| Other Role B |           |           |        |             |           |

Source: Killian, J. (2008). *Assessing impact: Evaluating staff development (2nd ed.)*. Thousand Oaks, CA: Corwin Press.



## Change Tool #3: Keep-Stop-Start

|  |   |  |
|--|---|--|
| <b>Directions:</b> Based on your new learning, identify the practices that you'd like to keep doing, start doing, or stop doing. |   |  |
| <br><b>Keep</b>                                 | <br><b>Start</b> | <br><b>Stop</b> |
|  |   |  |

## Change Tool #4: Theory of Change

|  |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|
| <b>Directions:</b> Complete this change tool with a partner or small group to develop your theory of change.                 |                       |                       |                       |
| <b>Step 1:</b> Brainstorm steps to enact change in no particular order:  |                       |                       |                       |
| <b>Group Member 1</b>  | <b>Group Member 2</b> | <b>Group Member 3</b> | <b>Group Member 4</b> |
|  |                       |                       |                       |
| <b>Step 2:</b> Sort commonalities. Take note of steps that might not have been considered if you were working independently. |                       |                       |                       |
| <b>Step 3:</b> Collectively decide on the order of the steps.  |                       |                       |                       |

|            |                     |            |                     |            |                     |
|------------|---------------------|------------|---------------------|------------|---------------------|
| If this... | <i>Then this...</i> | If this... | <i>Then this...</i> | If this... | <i>Then this...</i> |
|            |                     |            |                     |            |                     |

## Culminating Change Tool #5: Logic Model

| <b>Directions:</b> Choose a work area (example, school leadership professional learning). Start with step 5 and work backwards, first naming your intended results (impact, outcomes, and outputs), and then your planned work (activities and resources/inputs). |                      |               |             |              |             |
|---|----------------------|---------------|-------------|--------------|-------------|
| Work Area   | Resources/Input<br>1 | Activity<br>2 | Output<br>3 | Outcome<br>4 | Impact<br>5 |
|   |                      |               |             |              |             |
|   |                      |               |             |              |             |
|   |                      |               |             |              |             |

## Action Plan:

| Vision Statement: Include your equity-based, culturally responsive vision below  |   |  |   |   |
|--|---|--|---|---|
| <i>Our vision for instructional excellence is...(description of what is happening between the student, content, and teacher)</i> |   |  |   |   |
| Activity   | How does the activity connect to your Theory of Action? | Characteristics to develop/improve the activity? | Conditions to develop/improve the activity? | Commitment(s)/mindset(s) needed to develop/improve the activity |
|  |   |  |   |   |
| Action Steps: Define the steps you will use to implement one or more activities  |   |  |   |   |
| Action Step  | By Whom?  | By When?   | Resources Needed                            | Support Needed  |
| 1.   |   |  |   |   |
| 2.   |   |  |   |   |
| 3.   |   |  |   |   |
| 4.   |   |  |   |   |
| 5.   |   |  |   |   |

## Appendix: Planning Templates

| Determine learning needs for each group and the learning plan.  |                |                           |             |
|---|----------------|---------------------------|-------------|
| Group   | Learning Needs | Priorities for upfront PL | Year one PL |
|   |                |                           |             |
|   |                |                           |             |
|   |                |                           |             |
|   |                |                           |             |
| How is professional learning time typically split between district-led and school-led?                    |                |                           |             |
| <i>District-led:</i>  |                | <i>School-led:</i>        |             |
|   |                |                           |             |
| Do we have additional time for any particular groups of teachers (i.e. new teachers, new to grade, etc.)? |                |                           |             |
|   |                |                           |             |
|   |                |                           |             |
|   |                |                           |             |
| Who decides how to use this time?   |                |                           |             |
|   |                |                           |             |
| Who typically facilitates?  |                |                           |             |
|   |                |                           |             |

| Communication Plan for Professional Learning   |   |  |
|--|---|--|
| What are the next steps we need to take based on the decisions made for professional learning?   |   |  |
|  |   |  |
| What next step or actions should be added to specific Implementation Team member responsibilities?   |   |  |
|  |   |  |
| What adjustments do we need to make to our plans for supporting, planning, or coaching structures based on our professional learning plan? |   |  |
|  |   |  |
| Stakeholder Communication  |   |  |
| Stakeholder group  | What will they want to know about the professional learning plan? | Who will be responsible for communicating to each group? When will communication happen? |
|  |   |  |