



ASLI – Alaska School Leadership Institute

FOUR PILLARS OF ADULT LEARNING

May 27 – 29, 2015

Learning Groups 1, 2, and 3

Hilton Hotel - Anchorage, Alaska

Session Leader: Al Bertani, Senior Design Consultant

EDUCATOR EVALUATION

Module 1

- **Four Pillars of Adult Learning**


Module 2

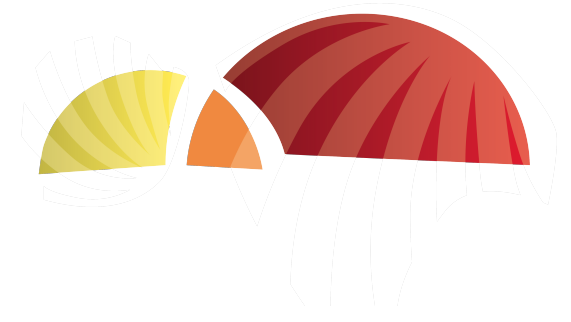
- **How to Give Professional Feedback**

Al Bertani, Senior Design Consultant



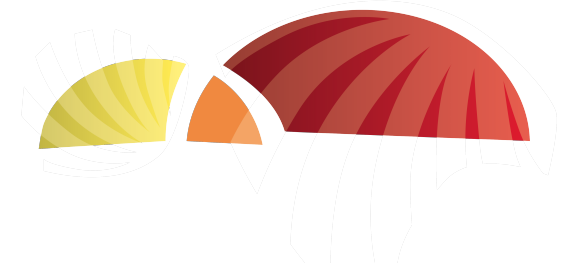
Session Objectives

- Explore a framework for promoting deeper learning for students and staff
 - Consider what is known about how adults learn
 - Examine the four pillars of adult learning that support growth – Teaming, Leadership Roles, Collegial Inquiry, and Mentoring
- 



PROMOTING DEEPER LEARNING FOR STUDENTS AND STAFF





PREPARING LEADERS FOR DEEPER LEARNING

Karen Cator
Bonnie Lathram
Carri Schneider
Tom Vander Ark

May 2015

Preparing Leaders for Deeper Learning; Cator, Lathram, Schneider, Vander Ark;
Digital Promise and Getting Smart; May 2015



WHAT IS DEEPER LEARNING?

- Master core academic content
- Think critically and solve complex problems
- Work collaboratively
- Communicate effectively
- Learn how to learn
- Develop an academic mindset



DEEPER LEARNING

**INSERT
VIDEOCLIP
DEEPER LEARNING
TOM VANDER ARK
DIGITAL PROMISE GETTING SMART**

You Tube

<https://www.youtube.com/watch?v=JrtDBrPEVkk>

You Tube – Deeper Learning
Digital Promise and Getting Smart



HOW DOES DEEPER LEARNING CONNECT WITH THE ALASKA STANDARDS?

**TURN
AND
TALK**

- Master core academic content
- Think critically and solve complex problems
- Work collaboratively
- Communicate effectively
- Learn how to learn
- Develop an academic mindset



PREPARING LEADERS FOR DEEPER LEARNING?

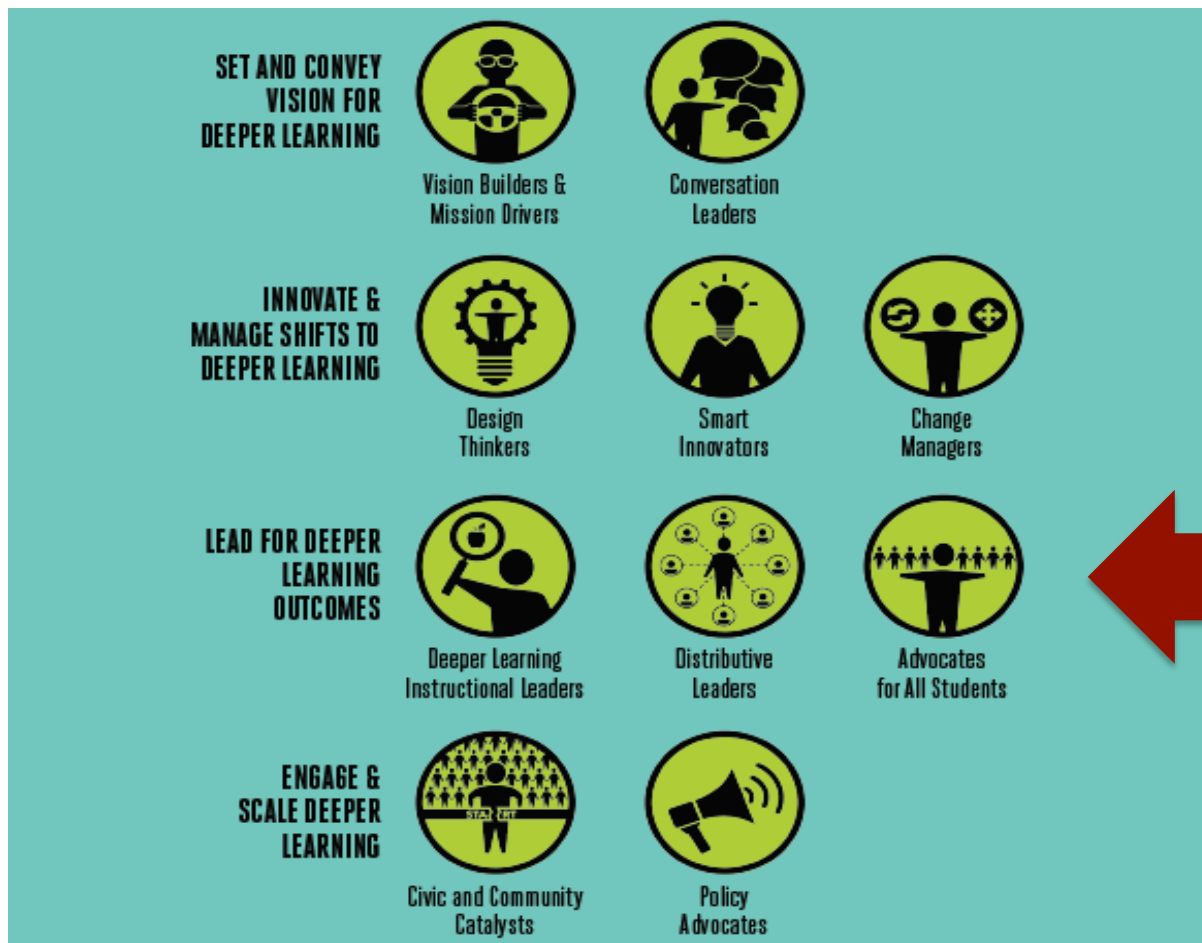
ROLES

What should deeper learning leaders know and be able to do?

RECOMMENDATIONS

What would a system of preparation and development need to include in order to prepare deeper learning leaders?

PREPARING LEADERS FOR DEEPER LEARNING?



Preparing Leaders for Deeper Learning; Cator, Lathram, Schneider, Vander Ark; Digital Promise and Getting Smart; May 2015



INSTRUCTIONAL LEADERS

Deeper Learning Instructional Leaders

In *Preparing Teachers for deeper learning*, we explained that blended, competency-based approaches to teacher preparation and development yield deeper learning outcomes for educators by “promoting active inquiry, critical thinking and collaborative problem solving, as well as content mastery.” Similarly, programs that prepare and develop school and district leaders who will create or sustain deeper learning environments should embody and model deeper learning in a way that produces future leaders with experience in such settings themselves. Teachers and leaders need to experience this kind of environment before they create them for students. In turn, school leaders committed to deeper learning principles for students should also create deeper learning experiences for their teachers, staff, parents and community. Many of the recommendations described later in this report (such as cultivating teacher leadership, building competency-based systems and collaborating regionally) demonstrate how deeper learning skills can be an innate part of the entire learning ecosystem.



Preparing Leaders for Deeper Learning; Cator, Lathram, Schneider, Vander Ark;
Digital Promise and Getting Smart; May 2015



INSTRUCTIONAL LEADERS

Promoting...

- * Active inquiry
- * Critical thinking
- * Collaborative problem solving

For students and staff...

DISTRIBUTIVE LEADERS



Distributive Leaders

Leading toward deeper learning means sharing and distributing leadership roles and responsibilities across the system. It means moving beyond positional authority as "the leader" to creating a "system of leadership" that acknowledges leadership at the classroom, grade and school level. It means identifying and cultivating leadership among teachers, according to the strengths each person brings to the overall educational mission. In the true spirit of deeper learning, distributed leadership brings to life the principles of collaboration, cooperation, complex problem-solving and personal growth. Because leading towards deeper learning requires taking on additional roles beyond those traditionally required by school and district leaders, distributed leadership also disperses the load in a way that simultaneously builds the capacity of teachers as leaders.

Preparing Leaders for Deeper Learning; Cator, Lathram, Schneider, Vander Ark;
Digital Promise and Getting Smart; May 2015

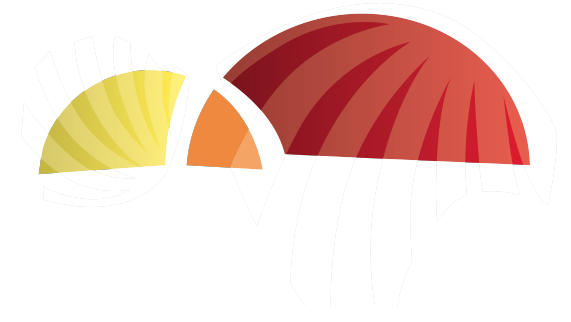


DISTRIBUTIVE LEADERS

Creating a System of Leadership...

- * Cultivating teacher leadership
- * Building leadership capacity
- * Personal growth through collaboration, cooperation, and problem solving

Teaching as a Team Sport...



HOW ADULTS LEARN

**HANDOUT
PAGES 6 - 9**





HOW DO ADULTS LEARN?

Starting where you are...

Free-Write for the Next Two Minutes

- ✓ What are your conceptions of growth in adulthood?
- ✓ How do you think growth happens?



HOW DO ADULTS LEARN?

Constructive-Developmental Theory

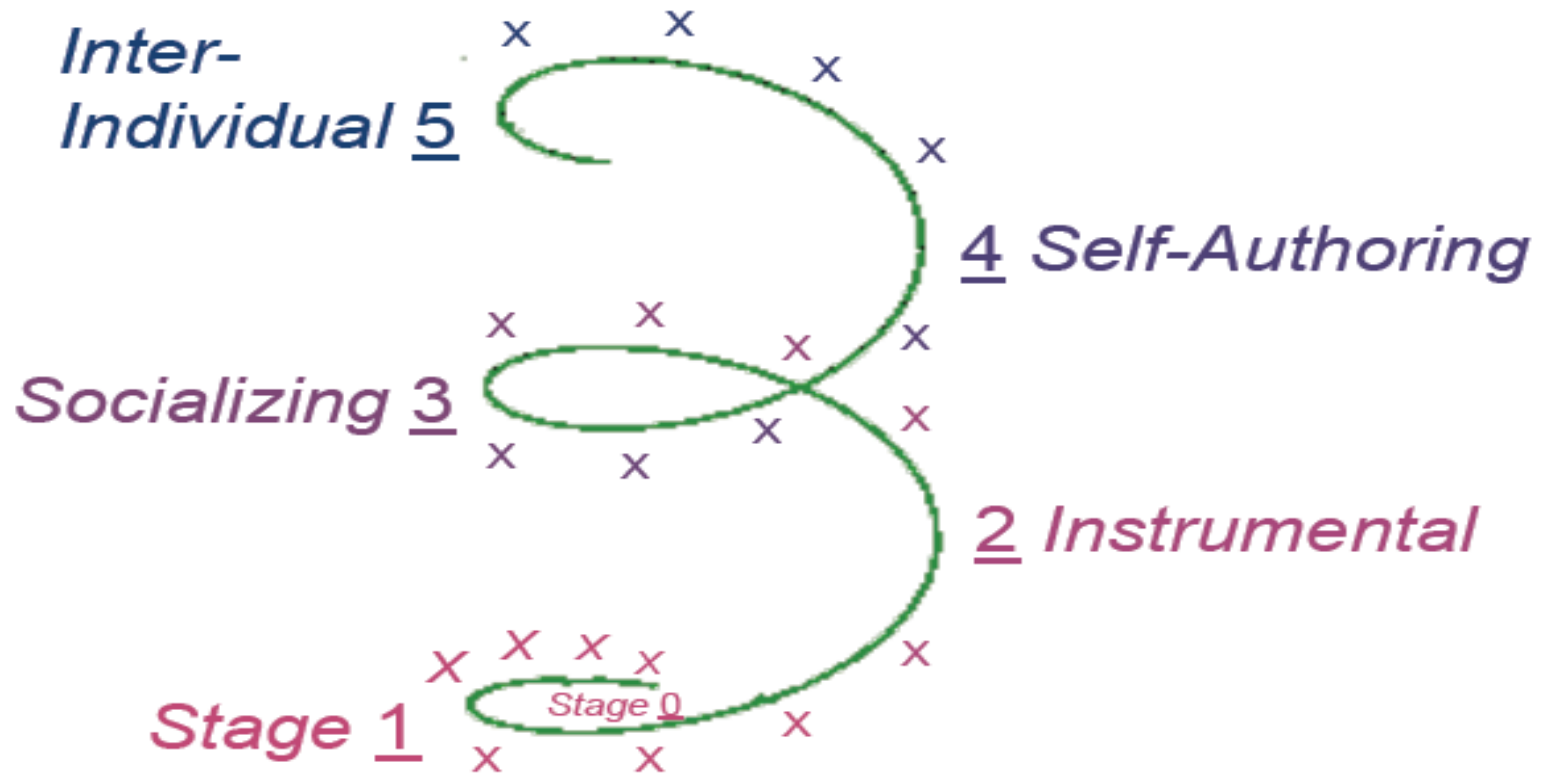
- ◆ We actively make sense of our experiences
Constructivism
- ◆ We actively make sense of our experiences which grow more complex over time
Developmentalism

Think about the difference between a novice and an expert...

WAYS OF KNOWING

Ways of Knowing: Trajectory of Growth & Transitions

(Kegan, 1982)



Four Practices Serve as Pillars for Adult Learning; Drago-Severson; Journal of Staff Development; National Staff Development Council - Learning Forward; Fall 2008



INSTRUMENTAL WAY OF KNOWING

Instrumental knowers have a concrete orientation to life...

- Over-reliance on rules
- Doing things the right way

Golden Rule for Instrumental Knowers...

I'll do to you what you do to me!

Leaders have to help instrumental knowers consider multiple perspectives...

I AM RULE BASED...

Four Practices Serve as Pillars for Adult Learning; Drago-Severson; Journal of Staff Development; National Staff Development Council - Learning Forward; Fall 2008



SOCIALIZING WAY OF KNOWING

Socializing knowers have an enhanced capacity for reflection and abstract thinking...

- Will subordinate their needs and desires to others
- Most concerned about others' feelings and judgments

Approval and acceptance from others is of utmost importance to socializing knowers.

Leaders have to help socializing knowers to share their perspectives in small groups before large groups.

I AM OTHER FOCUSED AND REFLECTIVE...

Four Practices Serve as Pillars for Adult Learning; Drago-Severson; Journal of Staff Development; National Staff Development Council - Learning Forward; Fall 2008



SELF-AUTHORING WAY OF KNOWING

Self-authoring knowers have developmental capacity...

- Have the ability to assess the demands and expectations of others
- Can reflect on and manage interpersonal relationships

Are limited by an inability to recognize that other people can legitimately hold completely opposing perspectives that could inform their own.

Leaders have to help self-authoring knowers by gently challenging them to embrace opposing viewpoints that could inform their own.

I AM INTERCONNECTING...

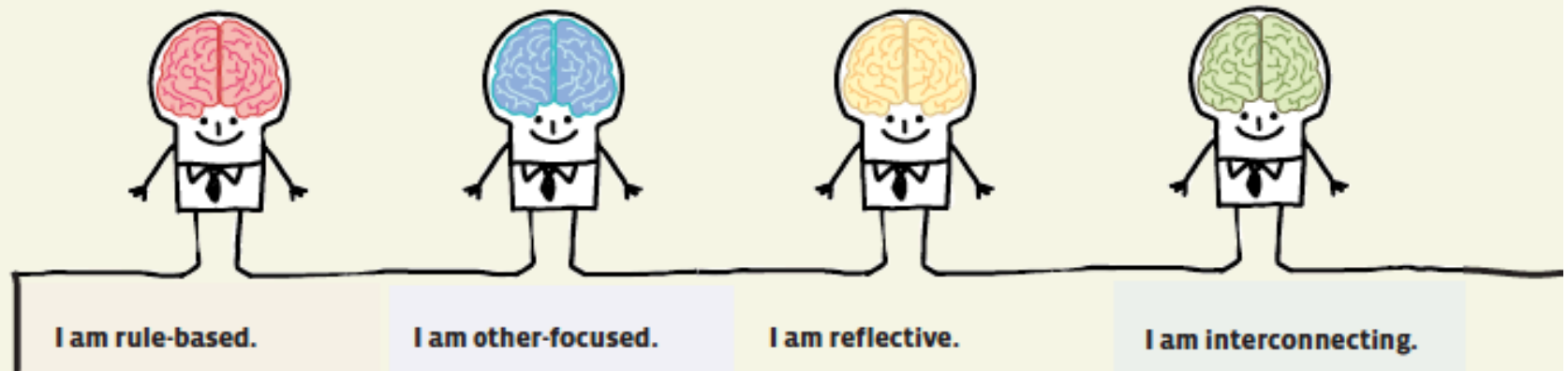
Four Practices Serve as Pillars for Adult Learning; Drago-Severson; Journal of Staff Development; National Staff Development Council - Learning Forward; Fall 2008



WAYS OF KNOWING SUMMARY

How Do You “Know”?

Each of us has a “Way of Knowing” that filters our experience of ourselves, others, and our relationships. This chart offers a framework based on Robert Kegan’s constructive-developmental theory to understand how each of us, depending on our way of knowing, develops during adulthood. It also includes ideas about how we can challenge ourselves and support each other’s growth. Use the top part of the chart to identify which “way of knowing” best describes you. The bottom part shows some ways you can further your development to incorporate other ways of knowing. —*Ellie Drago-Severson writes, consults, and teaches about adult educational leadership at Columbia University.*



PAUSE AND DISCUSS THIS WAY OF KNOWING SUMMARY





TEACHING AS A TEAM SPORT

Insert Videoclip From Deeper Learning Series Teaching as a Team Sport

Teaching Channel

<https://www.teachingchannel.org/videos/teacher-teams-nvps>

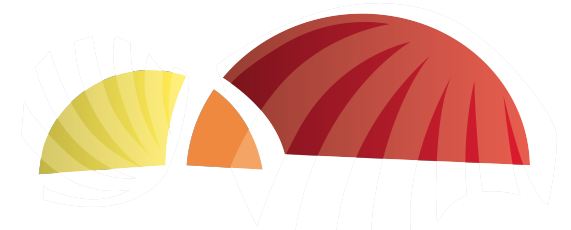


TEACHING AS A TEAM SPORT

As you watch the videoclip, consider the ways of knowing demonstrated by the participants...

- Instrumental way of knowing (*Rule-Other Based*)
- Socializing way of knowing (*Reflective*)
- Self-authoring way of knowing (*Interconnected*)

Be prepared to discuss your observations...



FOUR PILLARS OF ADULT LEARNING THAT SUPPORT GROWTH





FOUR PILLARS



HANDOUT
PAGES 6 - 9



TEAMING



LEADERSHIP
ROLES



COLLEGIAL
INQUIRY



MENTORING

Four Practices Serve as Pillars for Adult Learning; Drago-Severson; Journal of Staff Development; National Staff Development Council - Learning Forward; Fall 2008



UNPACKING THE FOUR PILLARS

- Step 1 Count off by 4's around the room
- Step 2 Prepare by reading your assigned section
- Step 3 Proceed to your designated station bringing your required materials
- Step 4 Discuss your learnings (Record your notes)
- Step 5 Join-up to form a pop-up learning team

Four Practices Serve as Pillars for Adult Learning; Drago-Severson; Journal of Staff Development; National Staff Development Council - Learning Forward; Fall 2008



JIGSAWING THE FOUR PILLARS

Person 1 Page 8 - Teaming

Person 2 Page 8 – Leadership Roles

Person 3 Page 8 – 9 – Collegial Inquiry

Person 4 Page 9 - Mentoring

Read to learn and prepare to discuss. Practice what you will teach in expert group (Discuss, Take Notes, Consider Teaching Highlights). Reconvene in mixed groups (Teach, Take Notes, and Discuss).

Four Practices Serve as Pillars for Adult Learning; Drago-Severson; Journal of Staff Development; National Staff Development Council - Learning Forward; Fall 2008



CONSIDERING THE FOUR PILLARS

TEAMING	LEADERSHIP ROLES
COLLEGIAL INQUIRY	MENTORING

FIND PAGE 10 IN YOUR EDUCATOR EVALUATION MATERIALS PACKET

Four Practices Serve as Pillars for Adult Learning; Drago-Severson; Journal of Staff Development; National Staff Development Council - Learning Forward; Fall 2008



FOUR PILLARS



TEAMING



LEADERSHIP
ROLES



COLLEGIAL
INQUIRY



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