



LINKED LEARNING CONVENTION | ANAHEIM, CA | FEB. 12-14

Cross-Role Inquiry that Strengthens Professional Capital

**Jennifer Lutzenberger
Phillips**

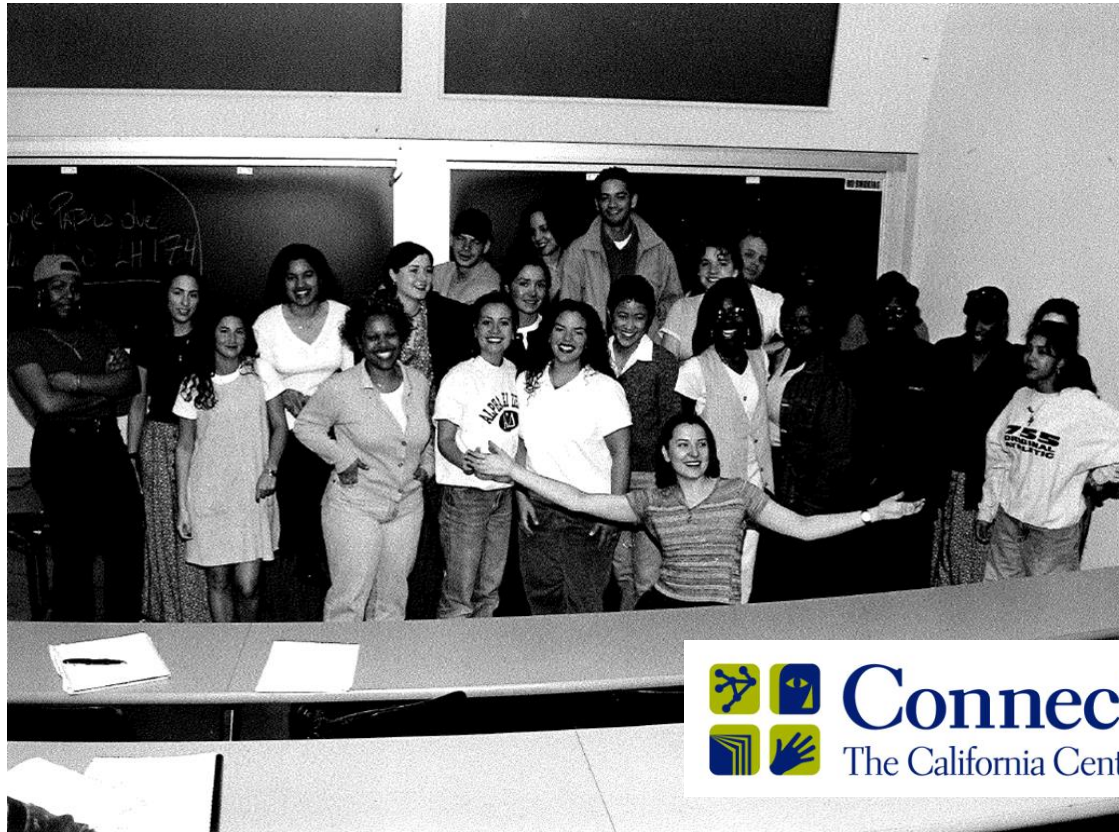


Director : Learning, Teaching,
and Pathway Development



#LinkedLearning | #LLCON2018

About Your Presenter



ConnectEd

The California Center for College and Career

Jenn Lutzenberger Phillips

Director, Learning, Teaching & Pathway Development



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Who's in the Room?

Pathways Teachers, Counselors (site-based)

Pathways Site Leaders/Administrators

Pathways Support Providers (site-based)

Pathways Support Providers (district)

Pathways Administrators (district)

Pathways Mentors, Partners (external)

Who did I miss?

About ConnectEd



ConnectEd partners with school, district, and community leaders to transform education through Linked Learning pathways so that all students, regardless of background, are prepared to succeed in college, career, community, and life.

Behaviors of Learning and Teaching Framework

Linked Learning Pathways Instruction “Look-fors”

COLLABORATIVE



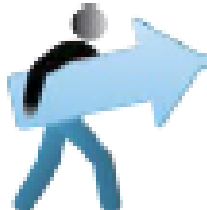
Work With Others

RELEVANT



Work That Matters

STUDENT-DIRECTED



Work Students Lead

RIGOROUS



Work That Challenges

OUTCOME-FOCUSED



Work With a Goal

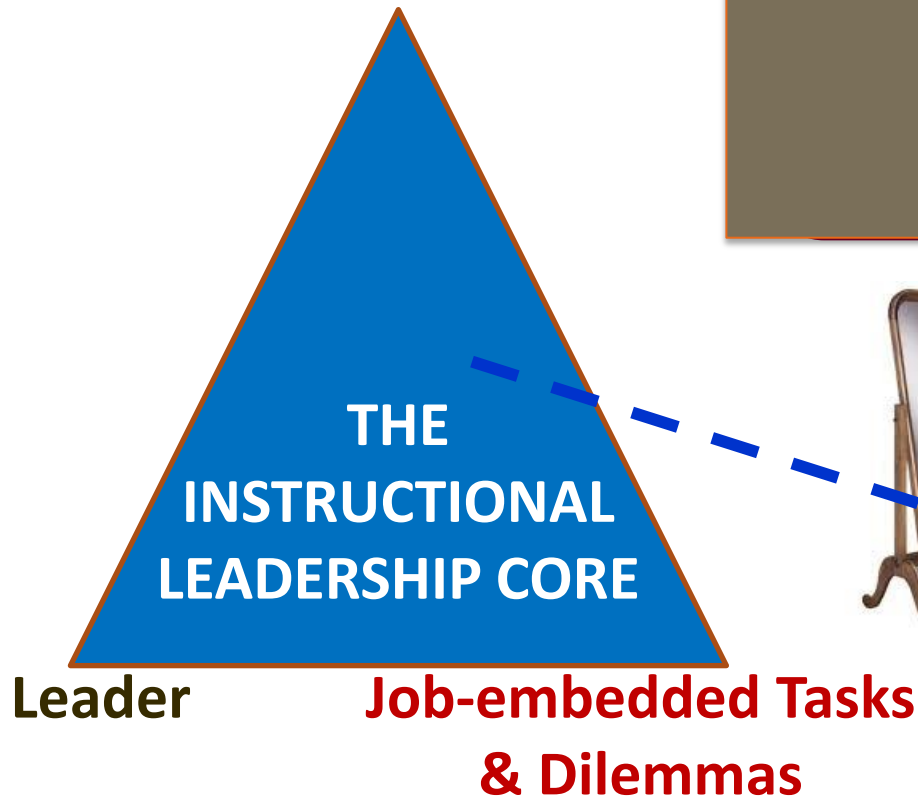
INTEGRATED



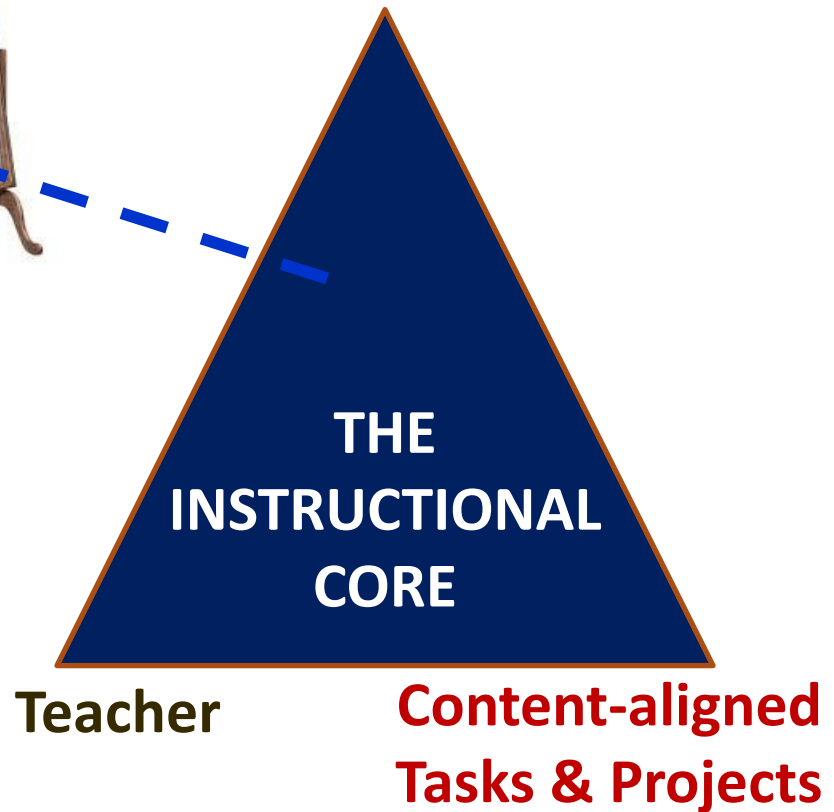
Work That Connects

Teachers as Students/Learners

The "Mirrored" Instructional Core



Students



- If you can't see it in the core, it's not there
- To improve learning outcomes, improve the **WHOLE** core

Behaviors of Learning and Teaching Framework

Instructional Approaches that build Transfer of Learning

COLLABORATIVE



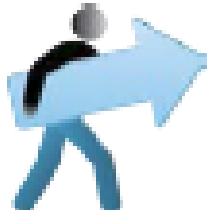
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Work That Connects


What is TRANSFER?



What do you already know about **Transfer of Learning?**

Find a partner, say hi & share!

What is TRANSFER?

 **ConnectEd**
The Collaborative Center for College and Career

Transfer of Learning

In general terms, transfer of learning occurs when prior-learned knowledge and skills affect the way in which new knowledge and skills are learned and performed. In a world in which globalization, technological advances and increased interdependence are required, there is an increasing acknowledgement that we need information and thinking that will transfer.

Different Levels and Types of Transfer		
POSITIVE vs. NEGATIVE TRANSFER	Positive	When learning in one context improves learning/ performance in another context <ul style="list-style-type: none"> • Knowledge of databases typically transfers to new database software • Mastery of algebra transfers to learning statistics
	Negative	When previous learning or experience inhibits or interferes with learning or performance in a new context <ul style="list-style-type: none"> • Learning to drive on the right might make it hard to drive l in the U.K. or Australia (on the left) • Previous failure might lead an adult to avoid "classrooms"
NEAR vs. FAR TRANSFER	Near	When the original learning and the transfer task are very similar <ul style="list-style-type: none"> • Learning to shift gears in a truck, after mastering shifting gears in a car • Students answering questions on a test similar to the practice questions
	Far	When learning transfers from a school context to a non-school context <ul style="list-style-type: none"> • The math skill of checking solution paths, applied to investment decisions
AUTOMATIC ("low") vs. MINDFUL ("high") TRANSFER	Automatic	When an individual transfers spontaneously—more common w/near transfer <ul style="list-style-type: none"> • Learning to read Spanish in class, then reading an advertisement in Spanish
	Mindful	Deliberate; involves conscious intellectual effort—more common w/far transfer <ul style="list-style-type: none"> • Learning a skill in a classroom setting, then trying to apply it in the workplace—where it may be less obvious when to use the skill

Factors that ENABLE Transfer	Factors that IMPEDE Transfer
<ul style="list-style-type: none"> • "Authentic" contexts and practices—"apprentices" engaging in the everyday activities of professionals 	<ul style="list-style-type: none"> • The acquisition of skills in simplified contexts, using well-defined problems, limited variables, and formulas
<ul style="list-style-type: none"> • "Situated" learning—where understanding is a process that involves the person, the tools, other people, and application, faced with novel and complex problems 	<ul style="list-style-type: none"> • "De-contextualized" learning—understanding a collection of facts about the world and demonstration of procedures/strategies for solving known problems
<ul style="list-style-type: none"> • A chance to test existing knowledge "out loud," to get feedback about misconceptions, suggestions for new approaches, and additional information to build depth 	<ul style="list-style-type: none"> • Learning individually, without a chance to test theories, beliefs, or understanding with others; feedback is scored as percentage correct
<ul style="list-style-type: none"> • Connection, trust, and safety—in an environment where everyone has a chance to speak, think and try 	<ul style="list-style-type: none"> • Status differentials, where those seen as "expert" or "smart" do most or all the talking, thinking, and doing

1. Read the text at your table
2. As you read, reflect on the ideas you discussed with your partner
3. Where did the text correct, clarify, or change an idea you discussed?
Underline the quote.



**...but you CAN make sure the water is
DELICIOUS**

CONDITIONS that support TRANSFER

VARIETY & CHALLENGE: present challenging, interesting, tasks

EXPECTATIONS: communicate high expectations for learning

SUPPORTS: structured opportunities for help available to all

EVALUATION: clear, fair practices + ample feedback to individuals

COMMITMENT TO EDUCATION: reinforce & model value of learning

AUTONOMY: provide freedom to choose topics & solution paths

HIGHER ORDER THINKING: critical thinking, problem solving

PARTICIPATION: structured, active, collaborative learning

RELEVANCE: connect schoolwork to student interests & future goals

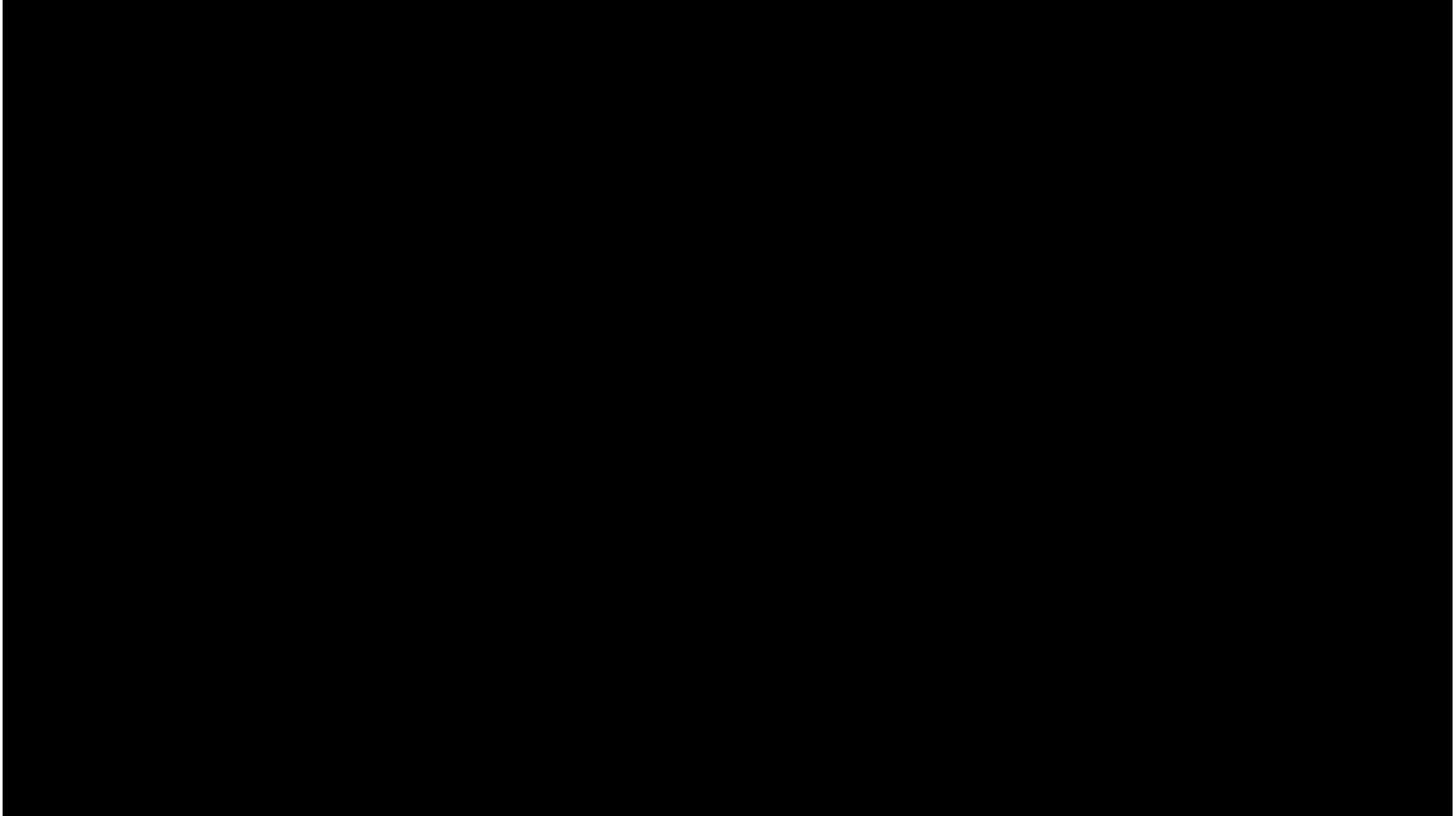
RELATIONSHIP: leaders, teachers & peers are safe, trusted, caring

CASE STUDY

The School of Engineering & Science

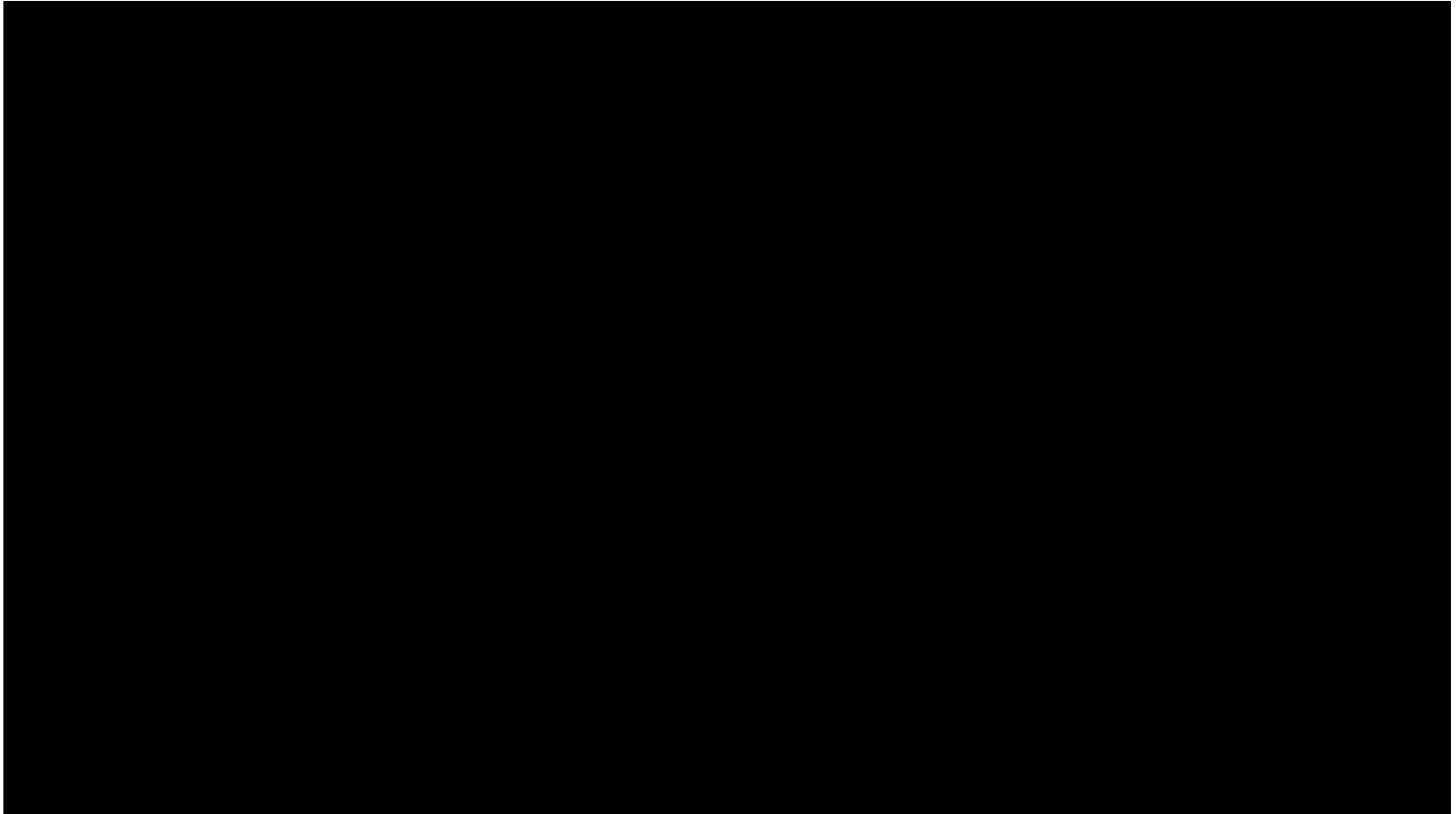
What are the TRANSFER strengths of this team?

Where are areas for improvement?



Suney Park: A Table for 22

*What are the TRANFER strengths of this teacher
Where are areas for improvement?*





CASE STUDY

Based on your observations, what **inquiry project** could this team undertake, building from strengths, to improve pathway instruction?

As the school's leader, how would you ensure **supportive conditions** are present for adult learning?

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The Reciprocal Inquiry “Bucket Brigade”

Quality
Instructional
Leadership
SUPPORT



So principals can...



So teachers can...



So students can...

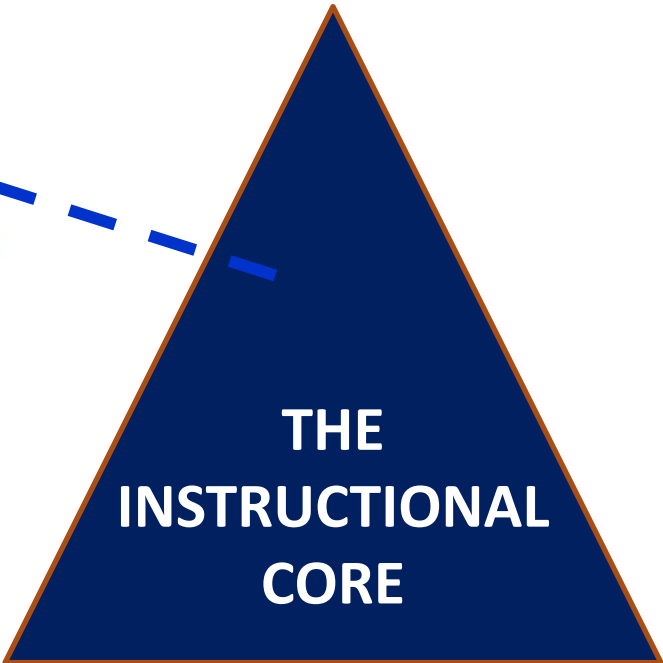


Teachers as
Students/Learners

The "Mirrored"
Instructional Core



Students



Leader

Job-embedded Tasks
& Dilemmas

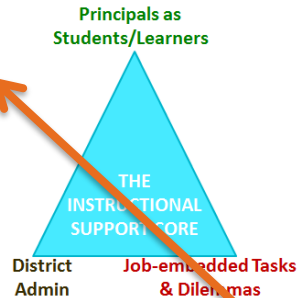
Teacher

Content-aligned
Tasks & Projects

The “Bucket Brigade” of Mirrored Inquiry

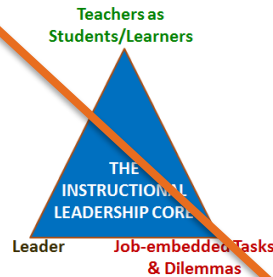


So district support can...



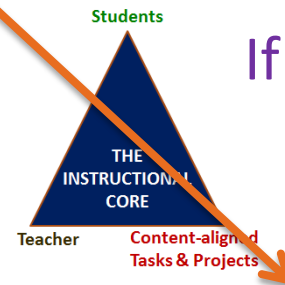
If we facilitate Instructional Rounds to collect observational data that supports teachers' and leader's inquiry projects...

So principals can...



If I help my inquiry teachers to video record demonstration lessons & use in PD events...

So teachers can...



If we use students' text annotations assess critical thinking...

Then all our students will read, think, and write independently, increasing CAASP scores & overall GPA

CONDITIONS to support ADULT LEARNING

VARIETY & CHALLENGE: “dilemmas” worth a group’s time & attention

EXPECTATIONS: high expectations for professional growth & learning

SUPPORTS: structured opportunities for support, available to all

EVALUATION: clear, fair practices + ample feedback to individuals

COMMITMENT TO EDUCATION: leaders learn first (“learning leaders”)

AUTONOMY: adults make their own choices, within parameters

HIGHER ORDER THINKING: critical thinking, problem solving

PARTICIPATION: structured, active, collaborative learning

RELEVANCE: connect job-embedded learning to problems & goals

RELATIONSHIP: safe, trust-filled—“unconditional positive regard”



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Thank you!

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