Green River Regional Educational Cooperative

& Ohio Valley Educational Cooperative

*Announce*

kid∙FRIENDLy Communities of Practice

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**A Three-Year Professional Learning Initiative Designed to**

**Engage Teacher Leaders in a Process of Collaborative Learning**

*Sharing Information*

*Organizing for Purposeful Actions*

*Solving Problems*

*Generating New Practice*

*Reflecting, Mentoring, & Coaching*

*Hosting Learning Lab & Demonstration Lab Classrooms*

August 2014

**kid∙FRIENDLy Communities of Practice**

**What are Communities of Practice?**

* kid∙FRIENDLy Communities of Practice engage Teacher Leaders who share a common concern, a set of problems, or interest in a topic.
* Participants focus on sharing best practices and deepening their expertise by interacting on an on-going basis.
* kid∙FRIENDLy Communities of Practice rely on face-to-face meetings as well as web-based collaborative environments to communicate, connect, and conduct activities.

**Who should participate?**

* Three Teacher Leaders from each participating elementary school and middle school
* Four Teacher Leaders from participating high schools

**When and where will Communities of Practice be held?**

* kid∙FRIENDLy Communities of Practice will begin with three, one-day Learning Forums in late October 2014. The times and locations are still being planned.
* Throughout the three years, Teacher Leaders will
  + Meet up to five times annually in face-to-face, whole-community or regional Learning Forums
  + Receive on-site coaching sessions from kid∙FRIENDLy Cognitive Coaches
* kid∙FRIENDLy Communities of Practice will continue to learn and collaborate through job-embedded professional learning and coaching or through technology-based collaboration tools between face-to-face meetings.

**An Invitation to Teacher Leaders in kid∙FRIENDLy Schools**

**What are Communities of Practice?**

kid∙FRIENDLy Communities of Practice engage Teacher Leaders who share a common concern, a set of problems, or interest in a topic. Participants focus on sharing best practices and deepening their expertise by interacting on an on-going basis. kid∙FRIENDLy Communities of Practice rely on face-to-face meetings, on-site coaching, and technology-based collaborative environments to communicate, connect, and conduct activities.

kid∙FRIENDLy Communities of Practice connect participants in the spirit of learning, knowledge sharing, and collaboration as well as individual, group and organizational development. The purposes and benefits of a Community are that together participants:

* Increase knowledge and understanding of student-centered learning
* Develop and use innovative *next* practices
* Plan and facilitate learning experience in personalized environments
* Problem-solve, create links between learning and practice, and develop a shared repository of resources

Three kid∙FRIENDLy Communities of Practice engage Teacher Leaders in dialogue and work around common concerns, problems of practice, or interests. Although each Community of Practice focuses on a specific domain of learning, important aspects of the content in each Community will be integrated across the other Communities, and all participants will gain understanding of what others are learning and planning for their classrooms, schools, and districts. Each Teacher Leader will choose one of the three ***Domains of Learning*** within the Communities of Practice upon which to focus their learning:

* ***Student Empowerment*** explores how to expand the link between *The Leader in Me* and *The Seven Habits of Highly Effective People* to student growth goals and improved academic outcomes. Practices to be explored include: environments for personalized learning; transparent data (i.e., data notebooks, goal-setting); student-led conferences; self-paced learning; student-developed learning plans; and planning for the acquisition of soft skills. Participants will seek to answer the question, “In what ways might students become more empowered to assume ownership for their learning?”
* ***Real-World Application*** explores the concepts and benefits of problem- and project-based learning, including tools that support the development of student-focused, personalized learning environments. Practices to be explored include: pacing and choice; real text and real tasks focused on mastery of rigorous standards; teaching for transfer; using different perspectives to teach; purposeful student-access to workforce professionals as learning mentors; and rubric design. Participants will seek to answer the question, “In what ways might real-world application be used in personalized learning environments?”
* ***Digital Natives*** explores how students learn in the 21st Century, including how to (1) remove barriers for anytime-anywhere learning and (2) ensure better academic outcomes for students through the effective use of technology. Practices to be explored include: flipped classroom; blended learning; bring your own device; gradual release of responsibility; learning platforms; and using data-based results to provide on-going, timely feedback. Participants will seek to answer the question, “In what ways might technology be used as an amplifier for student learning and understanding?”

As a result of participation, Teacher Leaders deepen their expertise by establishing Learning Lab Classrooms (peer-to-peer) and Demonstration Lab Classrooms (exemplars of practice) which will focus on personalizing learning to support student growth goals. With support from Cognitive Coaches, Teacher Leaders will receive site-visits that include intensive, job-embedded professional development and technical assistance and supporting bringing new, innovative strategies to scale in other classrooms within their school.

The Learning Lab Classroom helps Teacher Leaders envision and create a personalized learning environment for their classrooms, implement new practices learned from their communities of practice, and receive coaching and feedback. Also, the Learning Lab Classroom provides an opportunity to incubate the development and implementation of Demonstration Lab Classrooms, where Teacher Leaders have refined their personalized learning vision and possess a repertoire of new, innovative strategies, including training in student-centered learning.

Teacher Leaders will eventually serve as hosts for teachers within the building (Learning Lab Classrooms) and visiting education practitioners external to the school (Demonstration Lab Classrooms). The visits to the lab classrooms will be supported by a protocol that includes a pre-observation meeting, observation, and a debrief meeting. These lab classrooms provide guests a way to see ideas in practice and an opportunity to hone their own professional practices, and symbiotically, the visits provide the host teacher an opportunity to receive valuable feedback from colleagues on their instructional practices.

**Who should participate?**

Three Teacher Leaders from each participating elementary school and middle school and a team of four from participating high schools are invited to join the kid∙FRIENDLy Communities of Practice. For elementary and middle schools, Teacher Leaders who participate may be from the same grade level or from different grade levels. They may have responsibilities for teaching the same or different subject areas.

*Teacher Leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement.*

York-Barr & Duck, 2004, p. 287

High Schools should choose a team of four Teacher Leaders, who form a Humanities and STEM- or STEAM-based team: one from English/Language Arts, one from Social Studies, one from Mathematics, and one from Science.

kid∙FRIENDLy Communities of Practice will capitalize on teacher leadership by cultivating a largely untapped resource for change, improvement, and innovation in schools. It keeps good teachers in the classroom, provides supports for beginning teachers, provides principals with much-needed assistance, and develops a group of Teacher Leaders that district and school administrators who can mobilize and guide other teachers in the process of instructional change. Teacher Leaders are defined by kid∙FRIENDLy as those who

* Show the capacity to work collaboratively with wide range of stakeholders
* Possess a willingness to apply research-based practices
* Realize the need to understands that nature of teaching and learning constantly evolving
* Display willingness to learn more deeply about the teaching and learning process
* Possess the disposition to work with colleagues to use varies types of data and to recommend creative and innovative changes in organizational structures of classroom/school
* Reflect on practice and show willingness to take risks to refine practice
* Understand importance of collaborating with and understanding families and students of various cultures and diversity so that all are engaged and supported in student learning
* Advocate learning that will promote student learning and the teaching profession both within and outside the classroom setting

Given that the ability to reflect on practice is an essential attribute of a Teacher Leader, each potential participant should consider these questions prior to committing to become a member of the kid∙FRIENDLy Communities of Practice. Answering a resounding “Yes!” to each will confirm their readiness to participate.

* Are you passionate about learning?
* Do you have or would you like to have a personal vision and plan for personalized learning that guides your instructional practice?
* Are you able to be committed and passionate? Do you *stand up for what’s right* even when it is challenging?
* Are you a risk-taker? Do you learn from both your successes and failures?
* Do you have a *growth mindset*? Are you creative and open to a mindset of innovation?
* Are you flexible and open-minded to others’ perspectives?

**When and where will Communities of Practice be held?**

kid∙FRIENDLy Communities of Practice will begin with an inaugural Community of Practice Learning Forum in fall 2014. The chart found on the next page provides an overview schedule of the events in 2014-2015 for the kid∙FRIENDLy Communities of Practice. Details concerning locations and speakers are still being planned. Throughout the three years, Teacher Leaders will meet four to five times annually in face-to-face, *whole-community* or regional Learning Forums. kid∙FRIENDLy Communities of Practice will continue to operate through job-embedded professional learning, coaching, and technology-based collaboration tools between face-to-face meetings.

**kid∙FRIENDLy Communities of Practice**

**Schedule of Activities and Events 2014-2015**

| **Date** | **Activity/Event** | **Location** | **Participants** |
| --- | --- | --- | --- |
| August 18, 2014 | kid∙FRIENDLy Year 2 Overview Meeting | OVEC, Shelbyville, KY | kid∙FRIENDLy District Points of Contact |
| August 19, 2014 | kid∙FRIENDLy Year 2 Overview Meeting | GRREC, Bowling Green, KY | kid∙FRIENDLy District Points of Contact |
| September 8, 2014 | Communities of Practice (CoP) Registration Due | NA | Teacher Leaders, School Principals, Superintendents |
| September – October 2014 | Face-to-Face Meetings with Teacher Leaders | School Sites | Cognitive Coachers and Teacher Leaders |
| October 27, 2014 | CoP Learning Forum Y1 – ***Student Empowerment Teacher Leaders*** | TBD | Teacher Leaders, District Leaders (optional) |
| October 28, 2014 | CoP Learning Forum Y1 – ***Real Life Application Teacher Leaders*** | TBD | Teacher Leaders, District Leaders (optional) |
| October 29, 2014 | CoP Learning Forum Y1 – ***Digital Natives Teacher Leaders*** | TBD | Teacher Leaders, District Leaders (optional) |
| October – November 2014 | Face-to-Face Meetings with Teacher Leaders | School Sites | Cognitive Coachers and Teacher Leaders |
| December 4, 2014 | CoP Learning Forum Y1 – ***Elementary Teacher Leaders*** | TBD | Teacher Leaders, District Leaders (optional) |
| December 5, 2014 | CoP Learning Forum Y1 – ***Middle School Teacher Leaders*** | TBD | Teacher Leaders, District Leaders (optional) |
| December 11, 2014 | CoP Learning Forum Y1 – ***High School Teacher Leaders*** | TBD | Teacher Leaders, District Leaders (optional) |
| December 2014- February 2015 | Face-to-Face Meetings with Teacher Leaders | School Sites | Cognitive Coachers and Teacher Leaders |
| February 11, 2015 | CoP Learning Forum Y1 – ***GRREC West (Cloverport, Daviess, Logan, Owensboro, Simpson, & Union)*** | TBD | Teacher Leaders, District Leaders (optional) |
| February 12, 2015 | CoP Learning Forum Y1 – ***GRREC East (Adair, Campbellsville, Caverna, Green, Hart, Metcalfe, Monroe, Russell, Taylor, & Westpoint)*** | TBD | Teacher Leaders, District Leaders (optional) |
| February 13, 2015 | CoP Learning Forum Y1 – ***OVEC (Carroll, Henry, Owen, Shelby, Spencer, & Trimble)*** | TBD | Teacher Leaders, District Leaders (optional) |
| February 2015 – April 2015 | Face-to-Face Meetings with Teacher Leaders | School Sites | Cognitive Coachers and Teacher Leaders |
| April 14, 2015 | CoP Learning Forum Y1 – ***Student Empowerment Teacher Leaders*** | TBD | Teacher Leaders, District Leaders (optional) |
| April 15, 2015 | CoP Learning Forum Y1 – ***Real Life Application Teacher Leaders*** | TBD | Teacher Leaders, District Leaders (optional) |
| April 16, 2015 | CoP Learning Forum Y1 – ***Digital Natives Teacher Leaders*** | TBD | Teacher Leaders, District Leaders (optional) |
| April – Closing of School 2015 | Face-to-Face Meetings with Teacher Leaders | School Sites | Cognitive Coachers and Teacher Leaders |
| July 21-22, 2015 | CoP Learning Forum Y2 – ***All Teacher Leaders*** | TBD | Teacher Leaders, District Leaders (optional) |

**Registration Form - kid∙FRIENDLy Communities of Practice**

**Please complete one registration and agreement form per school. Submit by September 8, 2014 via mail to kid∙FRIENDLy Communities of Practice, 2501 Crossings Blvd. Suite 200, Bowling Green, KY 42104 or by fax to 1-270-904-0921.**

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| ***School*** |  |  | |  | ***District*** | | | | | |
|  | |  |  | | |  |  |  |  | |
| ***School Address*** |  |  | ***City*** |  |  |  | ***State*** |  | ***Zip Code*** | |
|  | |  |  | | | | | | |  |
| ***School Phone*** | |  | ***School Fax*** | | |  |  | | |  |

***Note:*** *Teacher Leaders must choose one of the three Domains of Learning to serve as their individual area of focus during participation in the kid∙FRIENDLy Communities of Practice. All three domains should be represented by at least one of the Teacher Leaders on each school team. The Domains of Learning are 1. Student Empowerment, 2. Real-World Application, and 3. Digital Natives*

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|  |  |  |  |  |
| ***Name – Teacher Leader #1*** |  | ***Grade level*** |  | ***Subject Area*** |
|  | | |  |  |
| ***Email Address*** |  |  |  | ***Domain of Choice*** |

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| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| ***Name – Teacher Leader #2*** |  | ***Grade level*** |  | ***Subject Area*** |
|  | | |  |  |
| ***Email Address*** |  |  |  | ***Domain of Choice*** |

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|  |  |  |  |  |
| ***Name – Teacher Leader #3*** |  | ***Grade level*** |  | ***Subject Area*** |
|  | | |  |  |
| ***Email Address*** |  |  |  | ***Domain of Choice*** |

***High Schools:* Register your 4th Teacher Leader here.**

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| ***Name – Teacher Leader #4*** |  | ***Grade level*** |  | ***Subject Area*** |
|  | | |  |  |
| ***Email Address*** |  |  |  | ***Domain of Choice*** |

**Communities of Practice Agreement between**

**kid∙FRIENDLy & Participating Schools and Teacher Leaders**

kid∙FRIENDLy’s Agreement to Participating Schools and Teacher Leaders

1. kid∙FRIENDLy agrees to maintain a constant focus on the purpose of the Communities of Practice: to increase the professional knowledge and skill of Teacher Leaders and help them develop classrooms that are models of personalized learning and innovative practice.
2. kid∙FRIENDLy agrees to provide Cognitive Coaches, GRREC/OVEC staff, and other regional and/or national consultants who will lead the work and provide high-quality professional development and technical assistance.
3. kid∙FRIENDLy agrees to facilitate the planning and implementation of all professional development experiences including learning forums, the follow-up sessions, and site visits to the schools.
4. kid∙FRIENDLy agrees to coordinate all trainings and meetings including arrangements for facilities and materials.
5. kid∙FRIENDLy agrees to coordinate school and district networking including site visits for learning labs and demonstration classrooms during the three school years.
6. kid∙FRIENDLy agrees to coordinate an evaluation of the project.
7. kid∙FRIENDLy agrees to provide $500 to each elementary and middle school and $650 to each high schools to support Teacher Leader participation in the Community of Practice Learning Forums, i.e., substitute fees and/or travel expenses.
8. kid∙FRIENDLy agrees to provide each Teacher Leader $300 for an annual deliverable (i.e., product or solution) resulting from their participation in the Communities of Practice.

Participating School and Teacher Leaders’ Agreement to kid∙FRIENDLy

1. Schools and Teacher Leaders agree to a three-year commitment to the work of the Communities of Practice.
2. Schools agree to release participating Teacher Leaders up to five (5) days during the school year to participate in learning forums.
3. Schools agree to promote the on-going work of the Teacher Leaders and kid∙FRIENDLy Communities of Practice by focusing in the second and third years of the Communities on the development of Learning Lab and Demonstration Lab Classrooms within each individual school.
4. The school’s Principal and a district-level Administrator agree to provide administrative support and sustainability for this work in the school.
5. The school’s Principal and District agree to provide opportunities for observation and consultation via learning lab and demonstration classrooms for teachers and administrators from the home school and district, as well as other districts.

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|  |  |  |  |  |
| ***Principal Name*** |  | ***Signature*** |  | ***Date*** |
|  |  |  |  |  |
| ***Superintendent Name*** |  | ***Signature*** |  | ***Date*** |