



WELCOME BACK!!

Reminders

- Nominations close at 3pm!
- This evening we will begin at 7:30 pm—
dessert happens in Pineview!

Response to Feedback

Hot Sauce

Peer Review and time for discussion
Facilitators' support and feedback
Break to decompress
The PL Hub Plan Activity
Article on Equity
Dr. Kim Costino Article
Equity Presentation
Structure of BSILI
Test sets
Support after BSILI
Jordan's Morning Yoga session!
Will there be waffles tomorrow?

Boy Bye

Longer Equity session and sooner throughout each day
How do we tie it all together?
The 8-9pm session and homework
What questions do we ask our Institutions Researcher and how do we create a Research agenda?
More time needed on PL Hub Plan and Logic Models
Where can I find the online forms to fill out?
How do we widen the circle back home?
How do we pitch our presentation?



Data Inquiry for Your PL Hubs

- Engage in focused inquiry
- Use that inquiry to tell the PL Hub story
- Inform your logic model and theory of change
- Understand how to utilize data to inform PL Hub success!
- Foster data use in your hub and on your campus

What is
your
inquiry
about?



Why do
you care?



How will you
evaluate the
inquiry/issue?



Why will
others
care?

What Are You Studying

- Research questions guide everything
 - Framing the question to clearly identify the level of analysis
 - Purpose informs question framing
 - Research vs. Action Research vs. Evaluation
 - Example:
 - HoM's application in the classroom's impact on student learning (classroom level average)
 - HoM's application in professional learning's impact on teacher application

Question Framing

- To what extent does student understanding of metacognition improve their writing?

vs.

- To what extent does the application of metacognition improve student writing?

Where to Begin/Revisiting the Rubric

- Given the activities you are planning as part of your PL Hub:
 - What are some of the most immediate outcomes you want to see for educators who are participating in this professional learning?
 - What questions might you ask to help you investigate whether your PL is having the impact you are hoping for?

Wenger's Outcomes

	Indicators/Evidence
Immediate	Activities & Interactions
Potential	Capital
Applied	Practice/Implementation
Realized	Performance Improvement
Reframed	Redefined Success

Wenger, Trayner, de Laat (2011) *Promoting and assessing value creation in communities and networks: a conceptual framework.*

Rubric Exercise

- In your team, identify potential outcome indicators/evidence of the PL Hub campus activities for your initiative
- Write those indicators on post-its
- Place the “Post-its” to complete the rubric
 - 3 per team; Your best 3 post-its!

Rubric Activity Debrief

Discuss with your table mates:

What insights have you gained from this activity that might help you identify evidence of impact for your own initiative?



Professional Learning

Session Goals

- Further develop understanding of professional development versus professional learning.
- Reflect on how to build and promote Professional Learning Hub on home campus in support of student success initiative(s)
- Inquire into current professional learning offered at home campus
- Outline steps for integrating Professional Learning Hub's goals into college's professional development structure and offerings.

Connections to Consider

- **Is Change Possible** There might be unexamined beliefs about professional development and professional learning.
- **Equity** All students must have access to and experience quality instruction, so institutions need to support all educators (basic skills, CTE, part-time) in furthering their professional learning in support of classroom instruction.
- **Professional Development Readings**
 - How do our colleges support (or not) high quality instruction?
 - Do faculty have opportunities to share disciplinary pedagogical expertise, reflection and inquiries?
 - How can institutional and classroom research support professional learning?

Reading Together-Jigsaw Style

- **Identify Team A and Team B by college/team**
- **Team A-Individually read, “From Professional Development to Professional Learning”** and select (highlight, circle, underline) 2-3 golden lines or key points; note why you selected each line.
- **Table Team B-Individually read Part IV of “Basic Skills for Complex Lives”** and select (highlight, circle, underline) 2-3 golden lines or key points; note why you selected each line.

Reading Together-Jigsaw Style

- At each table,
 - In your teams, discuss individual golden lines/key points and select 3-4 golden lines or key points to share with the other team at your table.

Reading Together-Jigsaw Style

- Each team shares highlights from article.
 - Decide which team will share first
 - 5 minutes to share
 - Switch

Reading Together-Jigsaw Style

- Whole Group Discussion
 - Highlights
 - Inquiries
 - Connections

LaGuardia Principles for Effective PD Practice

- Respect professionals' knowledge
- Focus on the learning
- Support collective inquiry
- Create opportunities for sustained work
- Break boundaries
- Create a supportive professional community
- Respect professionals' time

Elevator Speeches

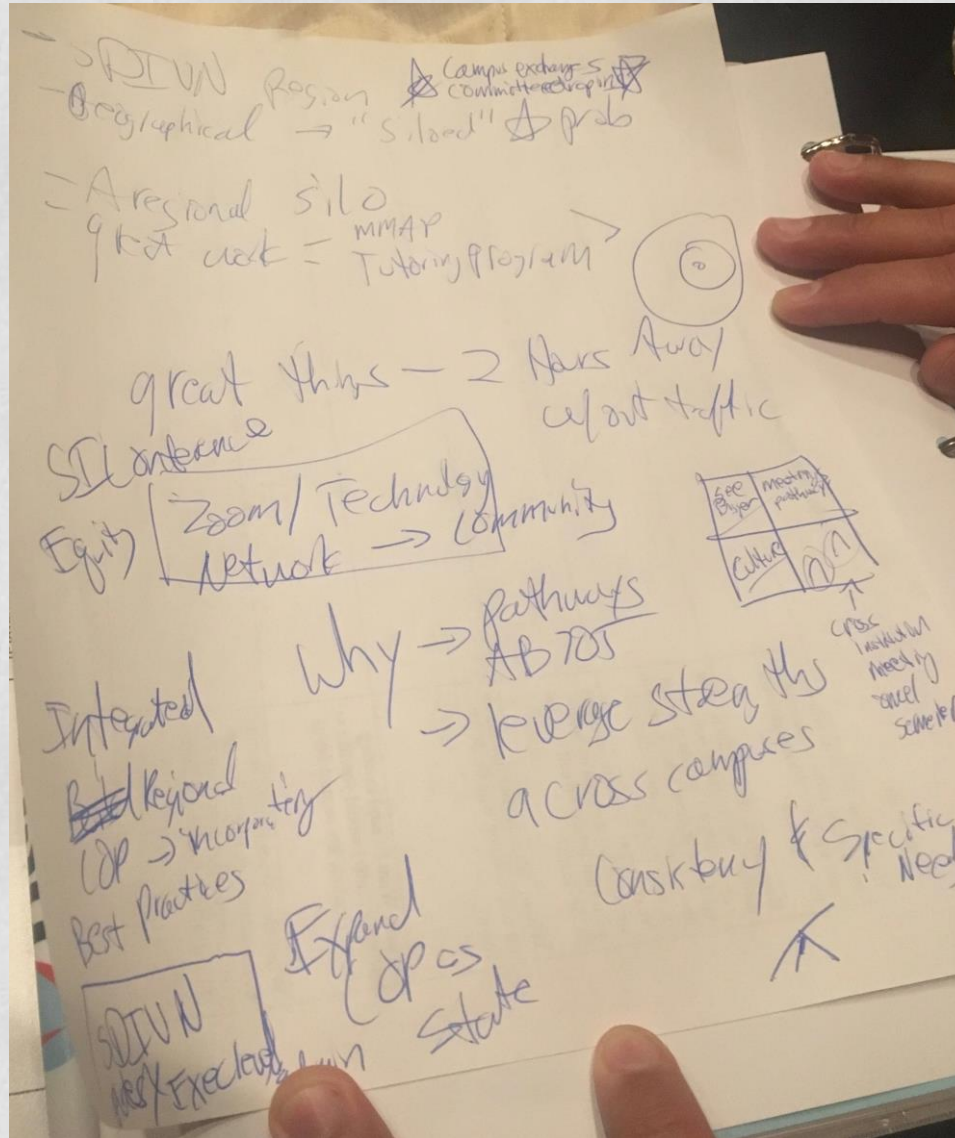
Creating Elevator Speeches

- You will work on this activity before and after lunch
- You will focus on inquiry to get you started
- You will have a chance to draft, practice, and receive feedback
- But first....

Permission and Kindness

1. Take a moment and thank yourself for the hard work you have done this week.
2. Give yourself permission to be messy and to play (remember the marshmallow!!)

Because The Process Might Be Messy!



Our Story

Roy and Mark

Rark?

Moy?

...and the Regional Network



FIN-DIG

- What?
 - What's the problem? (identify an issue)
 - What do we see? (preliminary topic of interest)
 - How can we see it better? (developing evidence)
- Why?
 - How can we help others see it? (advocate)
 - What do we do about it? (iterate; engage others)
- How?

Inquiry Questions

With Your College/Initiative Team

- 10 Minutes: **PREPARE**
 - Use: FIN-DIG Questions
 - In your teams, answer as many questions as possible as prewriting/prethinking for Elevator Speech.
 - Also consider the 4-Quadrants, Golden Circle (Why/How/What) and Equity lens as you answer these questions.

Draft Elevator Speech

- 20 Minutes: **DRAFT**
 - Write and draft practice Elevator Speech with team members
 - This elevator speech promotes your initiative and the professional learning to support it
 - Imagine your intended audience
 - It should be about 2 to 4 minutes long-ish.

Lunch

- Be back here at 1:00 pm
- Don't forget that nominations close at 3:00 pm today!
- And don't forget to bring you BSII bags with you to tonight's session which starts at 7:30 (and includes dessert!)

Elevator Speech

With Partner Team (tablemates)

- 5 Min
 - EXAMPLE: Elevator Speech and Feedback
- 15 Min/Team (30 minutes total)
 - Perform elevator speech for partner team
 - Feedback Form: Get Feedback from partner team
 - Switch roles/repeat
- 15 minutes total
 - Revise speech based on feedback and revision questions
 - Film speech (or for evening work session/homework)
 - Post elevator speech on FB group if you have time (can also be homework)

Elevator Speech Homework

- Film Elevator Speech
- Post Elevator Speech to FB
- Respond on FB to at least three other Elevator Speeches

Let's Practice

Artful Questioning & Story Telling

- On an individual level, normally, we might ask:
 - *How are you?* or *How is/was your day?*
- Instead, with an AI mindset we would ask:
 - *What is the **best** thing that has happened to you today?*
- Listening with understanding and empathy, work with a partner, give each person a minute to share their story, and ask each other:
 - *What is the **best** thing that has happened to you at BSILI 2018?*

BSILI - 2013
BSILI Community of Practice/Hub Rubric

	Immediate: Activities and Interactions	Potential: Knowledge Capital	Applied: Changes in Practice	Realized: Performance Improvement	Reframing: Redefining Success	
Individual/ Practitioner						Guiding Principles 1. Inquiry 2. Collaboration & Networking 3. Develop leadership 4. Recursive practice 5. Assess and evaluate 6. Share knowledge
Department/ Division						
Campus						
Region						
State (3CSN)						
Examples of indicators:	<i>Attendance at meetings; Frequency of meetings; Intensity of discussions</i>	<i>Tests & surveys; Member retention rates; social network analysis</i>	<i>New procedures; Collaborative arrangements; Using communities and networks</i>	<i>Speed & accuracy; More transfers; Lower attrition rates</i>	<i>New learning agenda; New metrics; New strategic directions</i>	

?



Return of the Wenger Rubric

- Individual/Practitioner row of the rubric
- “Immediate/Activities” & (maybe) “Potential/Knowledge”

This activity is designed to get you thinking about the value of BSILI to you.

- Thus, your focus should be on your personal experience of BSILI
- You will be filling out a Personal Value Narrative later tonight

Reflect on what's happened

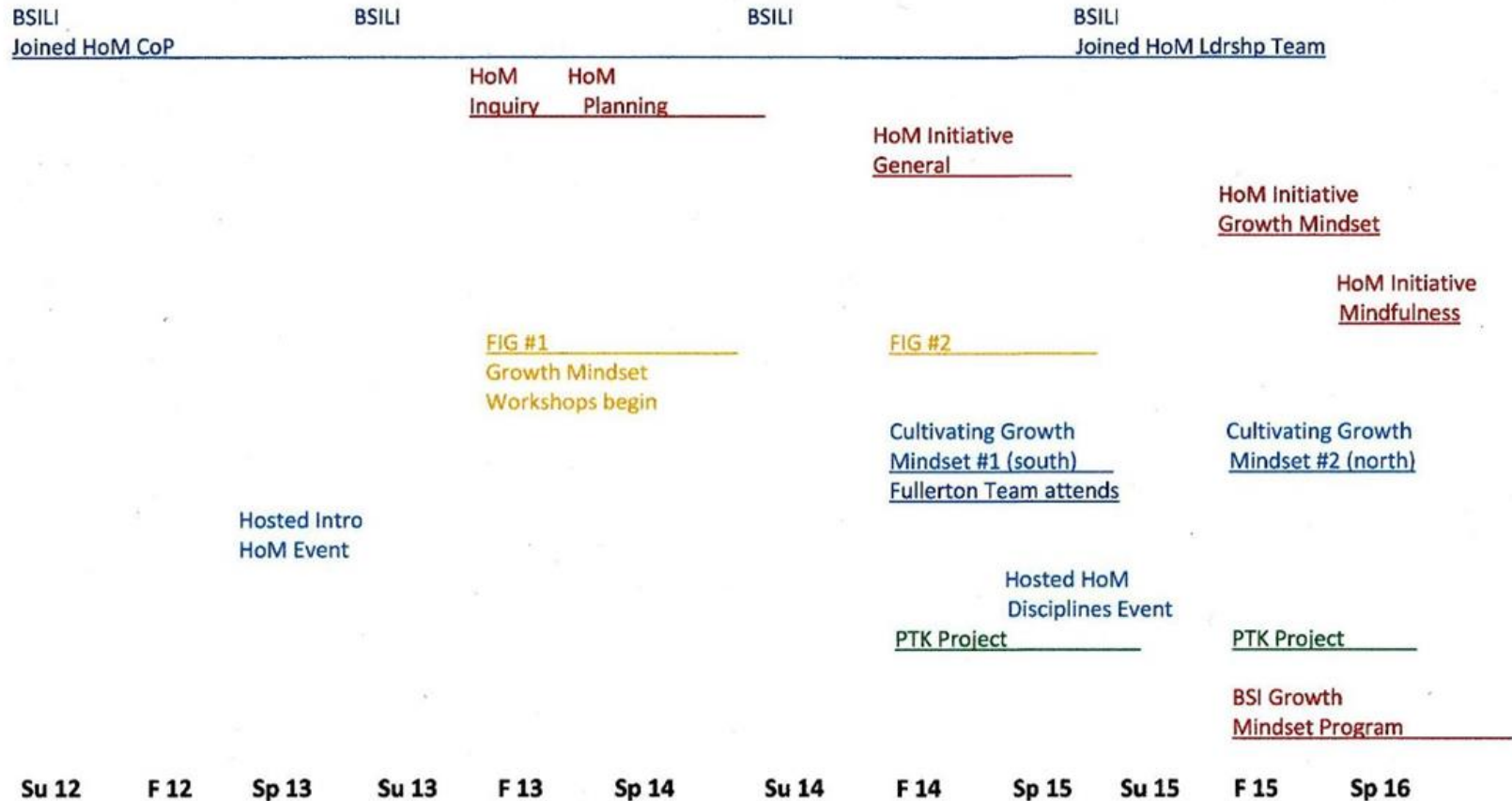
	Immediate: Activities and Interactions	Potential: Knowledge Capital
Individual/ Practitioner		

BSILI Inquiry Going Forward

- Fall Regional Sharing Events
- SSSC
- Winter BSILI Sharing Event
- Spring Regional Sharing Events
- LINKS
- Coordinators will work with you during the Working Session on thinking through how inquiry will proceed...

Fullerton's Change Narrative

Habits of Mind at Fullerton College



Key: Blue – 3CSN Training/Involvement that Fullerton educators participated in
 Red – Fullerton College Campus Initiatives
 Gold – Growth Mindset FIGS/Dissertation/Workshop Development
 Turquoise – 3CSN Events planned/co-facilitated by FC educators
 Green – Student-lead Initiative

Abbreviations: HoM – Habits of Mind
 BSILI – Basic Skills Initiative Leadership Institute
 FIG – Faculty Inquiry Group
 PTK – Phi Theta Kappa (Student Honors Society)
 3CSN – CA Community Colleges' Success Network

Electronic Submissions

- PL Hub Plans
- Logic Models
- Elevator Speech

**E-mail Jessica Logic Models
and PL Hub Plans:
jessica@3csn.org**

Working Session

- **Elevator Speech:** Revise, Record, Post in Facebook Group, & Comment on two others
- **Logic Model & TOC:** Finish & Email to Jessica
- **Sign Up** for Summer Check-in Conference Call
- **Pulling It All Together:** Complete for yourself
- **PL Hub Plan:** Consult with Regional Coordinator/Teams, Complete & Submit
- **Prepare poster** with: Logic Model, TOC & visual representation of your TOC

Help Stations

- **Elevator Speech:** -Paula B., Devon and Roy– Pineview Deck
- **Logic Model & TOC:** Jessica Crystal-- Lakeview
- **Evaluation:** Jennifer and Mark --Skyview
- **PL Hub Plan:** Roy and Rebecca– Pineview
- **Prepare poster:** Arnita and Kelan--Pineview

Social Hour & Dinner

- Dessert will be served here in Pineview beginning at 7:30pm!!!

Value Creation

Personal Value Narrative



Instructions

This form will assist you in talking about the ways in which you have interacted with 3CSN and your BSILI.

Columns: aspects of your professional life

The columns refer to areas of your professional life where a community/network is useful

1. The first column is about you personally. How does the community/network affect your experience as a professional, your skills, your feelings, your inspiration, and your professional identity?
2. The second column is about your relationship with your colleagues. Did your general level of interaction change? Have you made new friends/colleagues? Do you have a better sense of who knows what and who could help you with what? Do you think that the level of trust and mutual commitment has changed?
3. The third column is about your professional practice. Do you do things differently in



Value Creation: Columns

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Value Creation: Columns

3. The third column is about your professional practice. Do you do things differently in your work? Do you deal with your clients/students/colleagues differently?
4. The fourth column is about your relationship with your organization or profession more generally. Have you gained a new voice? Do you feel that you can influence what happens in your field in a new way? Again if you were not expecting this or if it did not happen just skip this column.

Value Creation: Rows

Describe the stages of your experience of participation:

1. The first row is about your reasons for participating in 3CSN and BSILI. Why did you decide to participate? What were you hoping to achieve? What were your motivations and expectations?

Value Creation: Rows

2. The second row is about what happened in the community/network. What were significant events, moments of participation, and experiences that affected you and you them?
3. The third row is about what you gained from participating in 3CSN and BSILI. How has this made a difference to you? How did it affect the context described in the columns?
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Homework

- Post your team's revised Elevator Speech and comment on three other posts
- Finish final poster consisting of:
 - The final draft of your logic model
 - Your theory of change
 - A visual of some kind

Recognition Celebration



BSILI Pride

