



THE LEARNING LEADERSHIP COMPASS

A MULTI-PHASE COHORT EXPERIENCE

The Learning Leadership Compass: A Multi-Phase Leadership Team Experience *based on a Micro-Credential, Blended Learning Structure for Teacher and Administrative Leaders*

The **Learning Leadership Compass** is a sustainable, capacity building professional learning experience for learning leaders, both teachers and administrators, who want to individually and collaboratively grow their leadership will and skills in support of student learning.

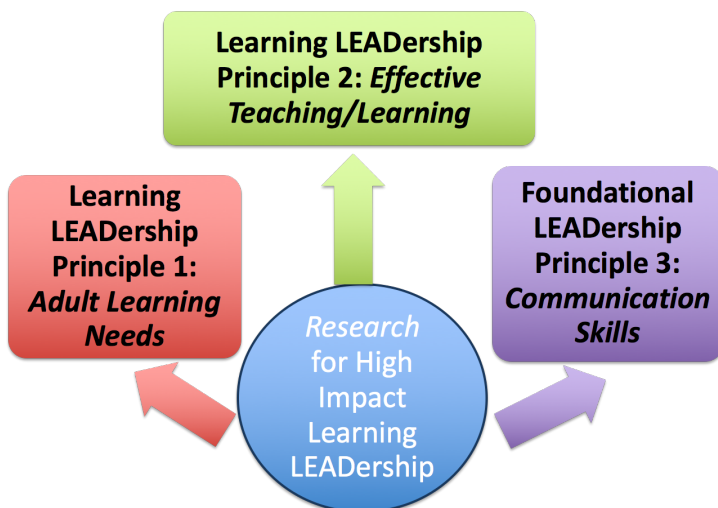
The Learning Leadership Compass addresses the “real” work of sustainable leadership and is:

- Competency based
- Micro-Credentialed
- Hybrid Professional learning
- Designed to build knowledge, skills, and dispositions
- Aligned to the Professional Standards for Educational Leaders (PSEL, 2015)
- Sustainable and systemic
- A flexible option for single competency attendance or complete cohort experience
- Directly aligned and support funding with Title IIA State Activities Funds (Building and District Leader Supports; Teacher Supports; Educator Evaluation System Supports)

John Hattie in *Visible Learning for Teachers* (2012), describes Learning Leadership as “...the leaders’ motivation of teachers and students identifying and articulating high expectations for all, consulting with teachers before making decisions that affect teachers, fostering communication, allocating resources, developing organizational structures to support instruction and learning, and regularly collecting and reviewing with teachers data on student learning. Learning leadership is the most powerful incentive to stay in teaching.”

The Learning Leadership Compass focuses on supporting and immersing teacher leaders, instructional coaches and administrators in high-leverage learning structures that focus on the accelerating teaching and learning through:

- 1) Teaching Clarity
- 2) Culturally Responsive Learning Environments
- 3) Classroom Management for Empowering Students
- 4) Student Intellectual Engagement
- 5) Successful Learning using Feedback and Formative Assessment
- 6) Purposeful Professionalism



Based in the research for high impact learning leadership, the **Learning Leadership Principles** are woven throughout each module and micro-credential badge. The process and principles are grounded in *Professional Learning Standards* (Learning Forward) and *Guskey's Five Critical Levels of Professional Development Evaluation*.



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The **Learning Leadership Compass** is directly aligned to the PSELs. The following three standards are woven throughout every module as part of Principle 2: Effective Teaching/Learning

- **Standard 3** - *Equity and Cultural Responsiveness*
- **Standard 5** - *Community of Care and Support for Students*
- **Standard 10** - *School Improvement*

Additional Badge Alignment to the PSELs

East Badge 1 - *High-Leverage Leadership Clarity*

Standard 4: Curriculum, Instruction, and Assessment

Standard 6: Professional Capacity of School Personnel

East Badge 2 - *High-Impact Collaborative Conversations*

Standard 2: Ethics and Professional Norms

Standard 6: Professional Capacity of School Personnel

Standard 7: Professional Community for Teachers and Staff

East Badge 3 - *“Rising in the East” Learning Leadership Compass*

Standard 1: Mission, Vision, and Core Values

Standard 2: Ethics and Professional Norms

Standard 4: Curriculum, Instruction, and Assessment

Standard 6: Professional Capacity of School Personnel

Standard 7: Professional Community for Teachers and Staff

West Badge 1 - *Professional Learning Inquiry Guide-on-Side*

Standard 1: Mission, Vision, and Core Values

Standard 2: Ethics and Professional Norms

Standard 4: Curriculum, Instruction, and Assessment

Standard 6: Professional Capacity of School Personnel

Standard 7: Professional Community for Teachers and Staff

West Badge 2 - *Professional Learning Time Communicator-In-Chief*

Standard 1: Mission, Vision, and Core Values

Standard 2: Ethics and Professional Norms

Standard 6: Professional Capacity of School Personnel

Standard 7: Professional Community for Teachers and Staff

West Badge 3 - *“In the Wild West of Education” Learning Leadership Compass*

Standard 1: Mission, Vision, and Core Values

Standard 6: Professional Capacity of School Personnel

Standard 7: Professional Community for Teachers and Staff

2018-2019's YEAR 1: Learning Leadership “*Rising In The East*” Micro-Badges



HIGH-LEVERAGE LEADERSHIP CLARITY Micro-Badge

High-Leverage Leadership Clarity Focused on What Matters Most in Teaching and Learning

Essential Learning Leadership Question: How do I determine high-leverage priorities for leading colleagues in professional goal-setting and facilitation of classroom walkthroughs and student-focused observations?

High-Leverage Leadership Clarity Outcomes include:

- Aligning research-based instructional teaching and learning structures to your district and school improvement priorities
- Developing knowledge and skills for facilitating student-focused walkthroughs and classroom observations
- Determining “Just One Focus” for implementing high-leverage professional action plans with an individual educator or instructional team

High-Leverage Leadership Clarity Course Info:

1) Two FACE-TO-FACE Sessions: Sessions from 8:30am-3:30pm on Sept 13 and Nov 8 (Southeast Michigan location) OR Sept 17 and Nov 9 (Mid-Michigan location)

2) Two ONLINE Interactive Webinars: Session from 4:30-6:00pm on **Sept 18** and Nov 9 (Southeast Michigan location) OR **Sept 26** and Nov 12 (Mid-Michigan location)

3) Two Badging Requirements: Completion of HIGH-LEVERAGE Leadership Goal/Observation Action Plan AND REFLECTION FORM

COSTS: \$800 (face-to-face/online materials; MEMSPA/ Michigan Virtual badging application awarding of certification)



HIGH-IMPACT COLLABORATIVE CONVERSATIONS Micro-Badge

High-Impact Collaborative Conversations That Support and Extend Teaching and Learning

Essential Learning Leadership Question: How do I use student learning-focused conversational skills and strategies to differentiate support for colleagues’ practice and give critical feedback on student learning and instructional impact?

High-Impact Collaborative Conversations Outcomes include:

- Utilizing research on adult learning in order to increase trust and commitment in both individual and team Professional Learning Conversations
- Understanding how to develop student-focused planning or reflection conversations using key structures and strategies
- Utilizing targeted skills for conducting critical conversations when teaching is not supporting student learning
- Analyzing conversation skills and approaches for developing customized conversation next steps

High-Impact Collaborative Conversation Course Info:

1) Two FACE-TO-FACE Sessions: Sessions from 8:30am-3:30pm on Jan 29 and March 21 (BOTH Southeast Michigan and Mid-Michigan locations)

2) Two ONLINE Interactive Webinars: Session from 4:30-6:00pm on Jan 31 and March 25 (Southeast Michigan location) OR Feb 4 and March 26 (Mid-Michigan location)

3) Two Badging Requirements: Completion of HIGH-IMPACT Leadership Conversation Analysis/Goal Action Plan AND REFLECTION FORM

COSTS: \$800 (face-to-face/online materials; MEMSPA/ Michigan Virtual badging application awarding of certification)

LEARNING LEADERSHIP



colloquium

Educators who have achieved BOTH Year 1 Micro-Badges will be invited to present “What Works” in Learning Leadership using a SPARK format that focuses on sharing individual Learning Leadership high-leverage and impactful practices. Presentations include videos, strategies, and resources that will be posted online to be used in future leadership work.

Learning Leadership Colloquium from 8:30am-3:30pm on June 20 (Southeast Michigan location) OR June 19 (Mid-Michigan location). **One ONLINE Interactive PREP Webinar** from 4:30-6:00pm on May 2 or 3

Learning Leadership Year 1's EAST COMPASS Macro-Badge requirements include completion of Learning Leadership SPARK Presentation AND REFLECTION FORM; **COSTS:** \$200 (face-to-face/online materials; MEMSPA/ Michigan Virtual badging application awarding of certification)



**PROFESSIONAL
LEARNING ROUNDS
INQUIRY
GUIDE-on-SIDE**
Micro-Badge

**Accelerating Leadership for Student-Learning
with Professional Learning Rounds**

Essential Learning Leadership Question: How do I accelerate collegial commitment regarding high-impact instructional practice and student learning using a collaborative inquiry approach?

Professional Learning Rounds Inquiry Outcomes include:

- Understanding why Professional Learning Rounds are foundational to accelerating high-impact teaching and learning in our schools
- Determining step-by-step priorities for conducting a focused collaborative teaching inquiry
- Experiencing how to collaboratively implement each step of the process through a shared leadership approach
- Shared facilitation of the Professional Learning Rounds based on customized teaching and student learning needs

High-Leverage Leadership Clarity Course Info:

- 1) Two FACE-TO-FACE Sessions:** *First Session focuses on learning process; Second Session focuses on implementing the process; Date to be determined*
- 2) Two ONLINE Interactive Webinars:** *Dates to be determined*
- 3) Two Badging Requirements:** *Completion of Professional Learning Rounds Leadership's Five Levels of Professional Learning Analyzer AND REFLECTION FORM*

COSTS: \$800 (face-to-face/online materials; MEMSPA/ Michigan Virtual badging application awarding of certification)



**PROFESSIONAL
LEARNING TIME
COMMUNICATOR-
in-CHIEF**
Micro-Badge

**How to Make Professional Learning Time
Matter A LOT for Student Learning Impact**

Essential Learning Leadership Question: How do I structure and facilitate team and whole staff learning time to deeply focus on what matters most for student learning?

Making Professional Learning Time Matter Outcomes include:

- Expanding individual capacity as a learning leader to ensure that collaborative team and/or whole staff learning time is purposeful and meaningful for student success
- Defining and developing adult learning structural core practices that support BOTH effective and efficient use of professional shared learning time
- Increasing knowledge and skills for facilitating professional conversations, decision-making, and addressing conflict in support of student learning
- Developing key protocols of practice to support shared implementation of core high impact teaming practices

High-Impact Collaborative Conversation Course Info:

- 1) Two FACE-TO-FACE Sessions:** *First Session focuses on learning process; Second Session focuses on implementing the process; Date to be determined*
- 2) Two ONLINE Interactive Webinars:** *Dates to be determined*
- 3) Two Badging Requirements:** *Completion of Professional Learning Rounds Leadership's Five Levels of Professional Learning Analyzer AND REFLECTION FORM*

COSTS: \$800 (face-to-face/online materials; MEMSPA/ Michigan Virtual badging application awarding of certification)

**Y2 LEARNING
LEADERSHIP**



colloquium

Educators who have achieved BOTH Year 2 Micro-Badges will be invited to present "What Works" in Learning Leadership using a SPARK format that focuses on sharing individual Learning Leadership high-leverage and impactful practices. Presentations include videos, strategies, and resources that will be posted online to be used in future leadership work.

Learning Leadership Colloquium: *Dates to be determined. One ONLINE Interactive PREP Webinar: Dates to be determined*

Year 2's WEST COMPASS Macro-Badge requirements include completion of Learning Leadership SPARK Presentation AND REFLECTION FORM;

COSTS: \$200 (face-to-face/online materials; MEMSPA/ Michigan Virtual badging application awarding of certification)