



A SCHOOLWIDE CULTURE OF PUBLIC LEARNING LEADS TO TEACHER AND STUDENT SUCCESS

KEY ADULT LEARNING OUTCOMES

As a result of Rudsdale leadership's partnership with Lead by Learning and commitment to **Public Learning**, staff increased their comfort with, willingness, and ability to:

- + Unify around a common goal
- + Align around common literacy and academic discussion strategies
- + Express uncertainties and authentic problems of practice
- + Learn from video clips and other forms of street data illustrating students' daily learning experiences
- + Share accountability and support for improved practice



We hit a tipping point where there are more staff who are engaged in trying to grow as educators than staff who aren't.

Sean Gleason, Rudsdale Continuation High School
Teacher Leader

STUDENT GROWTH DATA

Students who come to Rudsdale often have negative experiences around learning and belonging at their comprehensive schools, which impedes their ability to graduate. Since 2019, when Rudsdale started working with Lead by Learning, the number of Rudsdale graduates has nearly doubled.

NUMBER OF GRADUATES

SCHOOL YEAR
2019-2020

SCHOOL YEAR
2023-2024



CASE STUDY: RUDSDALE CONTINUATION HIGH SCHOOL

2018-2024 MULTI-YEAR PARTNERSHIP

ABOUT

RUDSDALE CONTINUATION HIGH SCHOOL

A voluntary program dedicated to providing educational options to complete a high school diploma and participate in career exploration and job training programs, for students sixteen to eighteen years old who are either newcomers or at risk of not graduating from comprehensive high schools in Oakland Unified School District.

300

students

55%

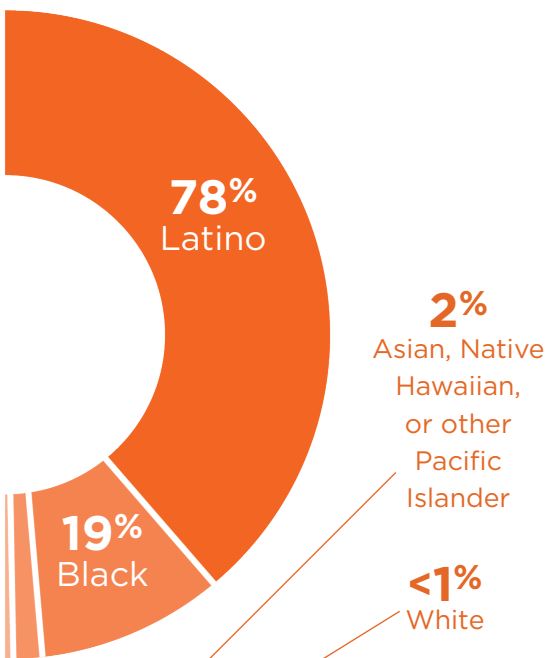
English Language Learners

16

full time teachers

87%

free and reduced lunch



TRAJECTORY

2018-2019

INTENSIVE TEACHER INQUIRY

Lead by Learning designed and facilitated monthly collaborative inquiry sessions for the Rudsdale teachers.



2019-20

LEADER & TEACHER COACHING

Lead by Learning provided leader coaching, teacher coaching, and professional development design and planning for the Rudsdale Design Team.



2020-2024

INSTRUCTIONAL LEADERSHIP TEAM INQUIRY

Lead by Learning provided monthly coaching to the Rudsdale Instructional Leadership team on the design, implementation, and evaluation of schoolwide professional learning and collaboration.



I think the hardest part for teachers is vulnerability. It took a little to catch on, but having teachers model Public Learning in regular intervals has gotten everybody a lot more comfortable with being authentic about where they want support and asking for feedback in a professional setting.

Alessandra Cabrera
Rudsdale Continuation High School
Site Leader

A SCHOOLWIDE CULTURE OF PUBLIC LEARNING LEADS TO TEACHER AND STUDENT SUCCESS

WHAT DOES PUBLIC LEARNING LOOK AND SOUND LIKE AT RUDSDALE?

At a staff meeting near the end of Spring 2024, Mr. G. served as a Public Learner for the Rudsdale staff. With the support of Assistant Principal Tom Skjervheim, Mr. G. modeled curiosity, vulnerability, and openness to seeing both what was and wasn't working in his teaching. His colleagues, in turn, practiced mutual curiosity and a shared commitment to his and his learners' success. After the conversation (excerpted below), the staff engaged in their own Public Learning conversations in small groups.

TOM (*opens up a space for Mr. G. to name his learning objective or question*): What would be helpful for folks to look for?

MR G. (*names his dilemma*): I'm trying to grow as a teacher, so anything you see that would help me support the students' discussion. The first time I did this activity it was brought to my attention that I was interrupting the conversation too much. This time I was trying to step back. But their discussion hit a pause and I wasn't sure what to do about that.

TOM (*restates Mr. G.'s curiosity*): It sounds like you are wondering what is the right moment for a teacher to interject in a discussion. When should the teacher step in or step back?

The staff watches a short video of Mr. G.'s students engaging in a small-group discussion task called "Give One, Get One." The staff asks a few clarifying questions about the purpose and structure of the activity which Mr. G. briefly answers. Then Mr. G. is invited to listen quietly as the Public Learner while his colleagues discuss the video data along with his central question.

COLLEAGUE A (*shares an appreciation followed by a Supportive Challenge*): The prompts were really rich and juicy. It seems like the conversation will get juicier when someone pushes back against someone's idea. I wonder how you could have them push back respectfully against each others' ideas to have them then have to defend their position?

COLLEAGUE B (*makes an observation about the data*): It seemed like what they were doing was sharing and recording, not following up on what someone else said. Which makes sense because sharing and recording is the goal of the strategy, "Give One, Get One," that you were using.

COLLEAGUE C (*building off the previous observation, offers an appreciation and a Supportive Challenge*): The scenarios were so relevant and applicable. Their responses showed good thinking. Also, I didn't see you step in. They had to sit with each other's quietness. But how do you push them to go further on each others' ideas? The question that comes up for me around "Give One, Get One" is, what's the point of what I'm giving and getting? What am I doing with that? What could they have been prompted as a group to do with the information they are gathering from their peers? Do they need to come to a consensus around something? Or what? Otherwise, why are they working as a group?

TOM (*affirms what was going right in a lesson where some things didn't go as Mr. G. wanted*): You also redirected Chris back to the group when he tried to talk to you.

MR. G (*shares his final reflections, ongoing questions, and next steps*): Pushing the conversation further is so tough. I don't always know. It takes all my strength not to jump in! I normally model activities, but I didn't model this one. I'm thinking about having counter arguments prepared in case students only agree with each other, and having a good reflection activity, like "How has my thinking changed?" I'm thinking too about how well students know each other. I can use discussion activities to create closer connections between students.

TOM (*expresses gratitude for Mr. G.'s vulnerably modeling a learning stance and transitions the staff into their small groups to continue Public Learning about each teacher's problem of practice and data.*)

A CULTURE OF PUBLIC LEARNING

VIDEO LINK



CLICK OR SCAN

Hear Rudsdale Continuation High School Instructional leaders talk about building a culture of Public Learning to support student success.

CASE STUDY: RUDSDALE CONTINUATION HIGH SCHOOL

2018-2024 MULTI-YEAR PARTNERSHIP

EDUCATORS AS LEARNERS. EDUCATORS AS LEADERS.

Our approach recognizes that teachers are leaders of learning and leaders themselves. Principals and district teams can achieve even more when they work as leaders with a learning mindset. When teachers are respected and supported as scholars, learners, and agents of real change, the result is innovation and improvement. Our name, Lead by Learning, expresses that core of our work.

We put learning at the heart of teaching and leading so educators can continuously deliver on the promise of a quality education for all students. By partnering with a widening community of educators and serving as trusted advisors, we help educators design and create vibrant, teacher-led learning cultures so they evolve as learners

who lead systemic improvement and most importantly give all students opportunities to learn, grow, and thrive.

As we work side-by-side with educators who are on the front lines of school leadership, it is clear that vision, partnership, and a learning stance are key to leading during times of change. Whether you are leading a classroom, district, or nonprofit organization, our frameworks and practices support you to keep students at the heart of teaching and leading as you move forward. Based on more than 20 years of research, our work is student-centered, classroom-based, educator-led, and inquiry-driven. Together, we transform school leadership.

FIND OUT MORE



CLICK OR SCAN

PLAYBOOK: CREATING THE CONDITIONS FOR ADULT LEARNING

Learn how to build a vibrant adult learning culture in service of equity.



CLICK OR SCAN

LEAD BY LEARNING BLOG

Our blog features stories of impact directly from our partners in the field.



CLICK OR SCAN

MINDSETS & PRACTICES IN ACTION

Watch our on-demand resources to learn how our partners apply our key mindsets and practices in their work.

CONNECT WITH US

@ info-leadbylearning@northeastern.edu

[weleadbylearning.org/connect-with-us/](https://www.weleadbylearning.org/connect-with-us/)

**LEAD
BY LEARNING**

Understand learning. Improve teaching. Build leadership.
Mills College at Northeastern University

Mills College at Northeastern University
5000 MacArthur Boulevard
Oakland, CA 94613

www.weleadbylearning.org

MILLS
COLLEGE

**Northeastern
University**