

Designing Effective Professional Learning

Angela Dick

Topeka Public Schools

KSDE Annual Conference 2014

GOALS



- **Debrief** past experiences designing and implementing Professional Development
- **Explore** various methods for designing Professional Development
- **Engage** in professional conversations about adult learning
- **Understand** the difference between Professional Learning and Professional Development
- Gain **insight** into presentation skills

Quiet Signal for Management

- Raise hand
 - “Freeze please”
- Focus fully on presenter
- Signal others by also raising your hand



Let's find out about you!

- Take off touch down
 - Series of statements
 - If a statement applies to you, take off out of your seat



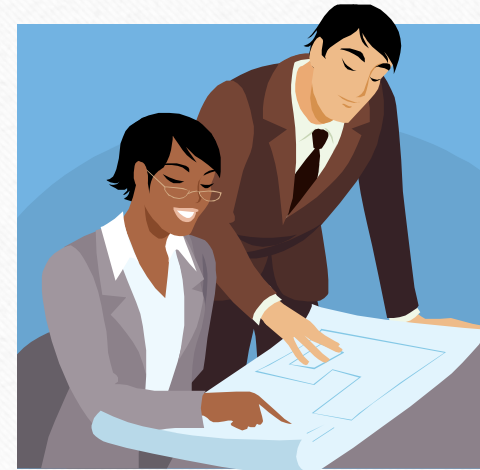
Let's find out about you!

- Take off touch down
 - Series of statements
 - If a statement applies to you, take off out of your seat
- StandUp HandUp PairUp—different position than you
 - Leave everything behind
 - High five
 - Greeting/introduce yourself

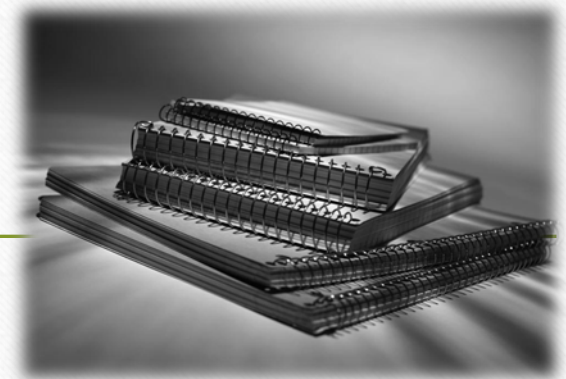


Your experiences...

- Think back to a time when you implemented professional development you helped design.
 - What made it **successful**?
 - What would you do **differently** next time?
 - **Explain** your answers.
- You will each have one minute to share.



Designing Professional Development



Important Components of Effective Professional Development

“

The greatest difficulty in the world is not for people to accept new ideas but to make them forget about their old ideas.

”

John Maynard Keynes

Traditional Professional Development Models

- Expert
- Lecture
- PowerPoint
- Notes
- Videos

Traditional Professional Development Models

- Expert
- Lecture
- PowerPoint
- Notes
- Videos

PASSIVE = “Sit-n-Get”



Traditional Professional Development Models

PASSIVE = “Sit-n-Get”

What might be some major pitfalls of these traditional models?



Brain Research

Safety

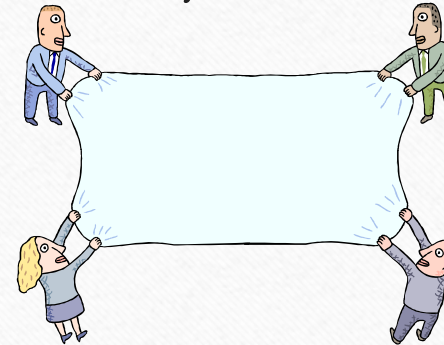
Processing—Working Memory

Primacy Recency



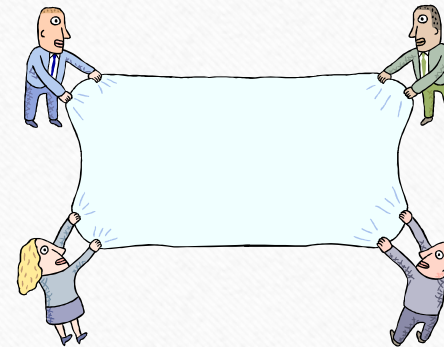
Safety

- Create safety for staff during professional development by allowing staff to:
 - Work closely with partners and teams
 - Develop relationships with colleagues through community and team building activities
 - Engage in short “brain breaks”



Safety

- Create safety for staff during professional development by allowing staff to:
 - Work closely with partners and teams
 - Develop relationships with colleagues through community and team building activities
 - Engage in short “brain breaks”
- As the presenter, avoid:
 - Embarrassing or demeaning colleagues
 - Pointing fingers
 - Sarcasm



Processing Time is Essential

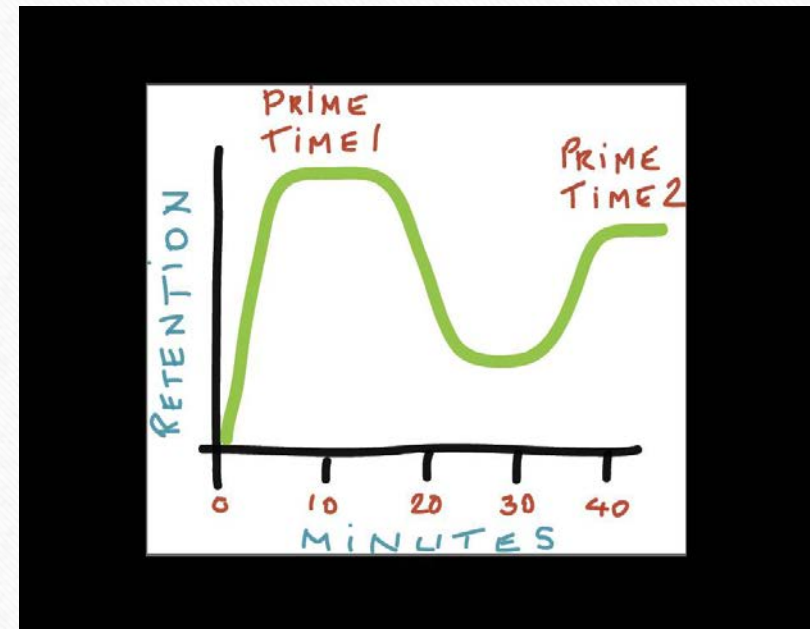
- More **energy** for new learning
- **Clarify** and **refine** thinking
- Store information in **long-term memory**
- **Clear** working memory
- Decrease the **Learning Gap**



Primacy-Recency Effect

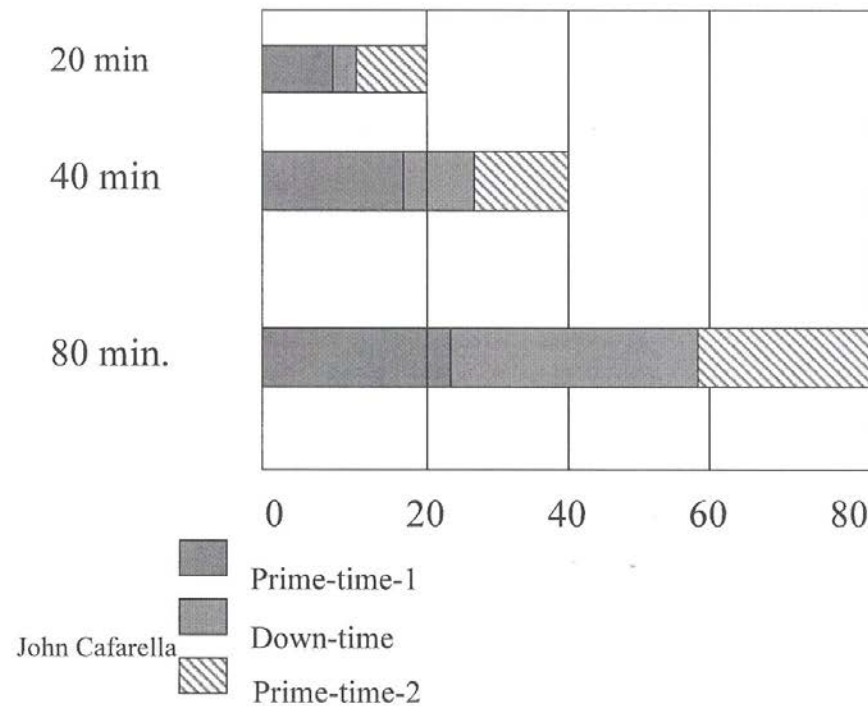
- During a learning episode, we remember best that which comes first, second best that which come last, and least that which comes just past the middle.

(Sousa, 2005)



Primacy-Recency Effect

Approximate Ratio of Prime-Times to Down-Time During Learning Episode



Note that during the 40 minute lesson, the two Prime times total about 30 minutes, or 75% of the teaching time. The down time is about 10 minutes or 25% of the lesson time. If we double the length to 80 minutes, the down-time increases to 30 minutes or 38% of the total time period.

(Sousa, 2005)

Processing Time

- **What is important to know about the working memory and Primacy Recency? How might this impact the design of your future professional development?**
- **Pairs Discuss**
 - Partner A shares one statement
 - Partner B shares one statement
 - Pairs discuss similarities and differences in view points



“

All genuine learning is active, not passive. It involves the use of the mind, not just the memory.

”

Mortimer J. Adler

Reflect over the last time you attended a PD and the presenter did all the talking...What did you learn? How did it make you feel?
How did the experience impact implementation?

Your Active Engagement Ideas

- What have you used in the past to actively engage staff during staff meetings, collaborations, or professional development?
- Unpacking our
 - Successes
 - Challenges
 - Ongoing Questions



Professional Development Models

- Expert
- Lecture
- PowerPoint
- Notes
- Videos

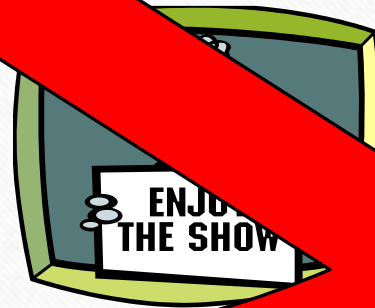
PASSIVE = “Sit-n-Get”



Professional Development Models

- Expert
- Culture
- PowerPoint
- Note
- Videos

PASSIVE = "Sit-n-get"



Professional Development Models

- Direct instruction—chunks of information to allow for processing time
- Use Cooperative Learning for knowledge building, processing information, high order thinking, presenting ideas and information
- Debriefing, Reflection, Planning
- Make connections
- Choice
- Move toward transfer

Professional Development Models

- Direct instruction—chunks of information to allow for processing time
- Use Cooperative Learning for knowledge building, processing information, high order thinking, presenting ideas and information
- Debriefing, Reflection, Planning
- Make connections
- Choice
- Move toward transfer

ACTIVE = ALL Engaged!

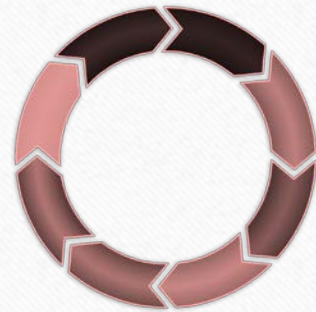


Active Learning Ideas

- Protocols for organized brainstorming, activating, debriefing, planning
- Structure for sharing, conversation, connections, and reflection
- Book studies/Readings -- content specific strategies to grading practices
- Professional Learning Communities to engage in collective inquiry to grow together while exploring and designing effective instructional models

Active Learning Ideas

- Modeling
- Role play
- Discussion techniques: Socratic Circles, Philosophical Chairs
- Classroom/school visits and observations with follow up:
 - Debrief
 - Reflection
 - Planning
 - Implementation



“

Learning is a social process that occurs through interpersonal interaction within a cooperative context. Individuals, working together, construct shared understandings and knowledge.

”

David Johnson, Roger Johnson, Karl Smith



Professional Development “Must Haves”

1. Social—cooperative vs. competitive
2. Authentic context—learning + connections = constructed learning
3. Intrinsic motivation—choice; gain abilities through effort and learning
4. Support during implementation
5. Content specific to discipline and/or grade
6. Duration—transferring new skills takes time
7. Job embedded

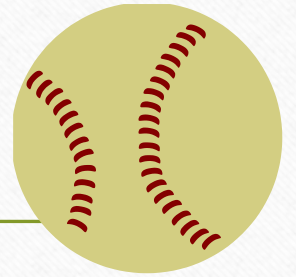


Additional Considerations...

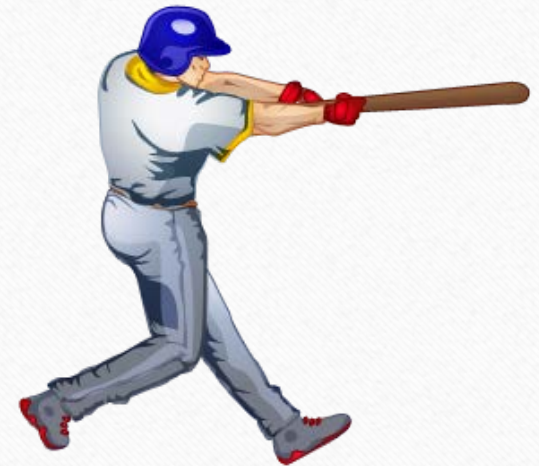
- Common core: increased focus on critical thinking
 - Emphasize practices focused on creating critical thinkers and problem solvers
- Teachers must see success with their own students, but...
- Mastery of a new skill is time consuming! Need at least 50 hours of instructional practice and coaching before it's mastered and implemented in class.

Center for Public Education

Professional Learning and Baseball



- Consider how effective the following would be for a team preparing for the World Series...
- The coach has players watch videos of the opposing team playing during the regular season.
- The coach talks through game situations at a team meeting.
- Players review strategies from the coaches notes.
- Players view statistics from the opposing team.



Technician vs. Intellectual

Teacher as a Technician

- Learn new skills and strategies
- Supportive coaching during implementation



Teacher as Intellectual

- Engaging in the inquiry process—cyclical
- Professional Learning Communities
 - Analyze student work, make connections
 - Identify area of concern
 - Team develops teaching “innovation”
 - All teachers practice the strategy
 - Reflection—planning



“ You’ve got to have a safe environment where people can make mistakes and learn from them. If we’re not making mistakes, we’re not going anywhere. ”

Gordon Forward

Timed RoundRobin

- What are some initial steps you can take to move your next professional development away from a traditional “sit-n-get” to an active learning environment?
- 2 minutes for the team
- Stand when speaking



Designing Professional Learning



Professional Learning vs. Professional Development

Professional Development

- Professional Development is usually considered an event.
- Occurs on a given day at a give time for a specified number of hours.
- Often a full staff training or workshop setting.



Professional Learning Defined

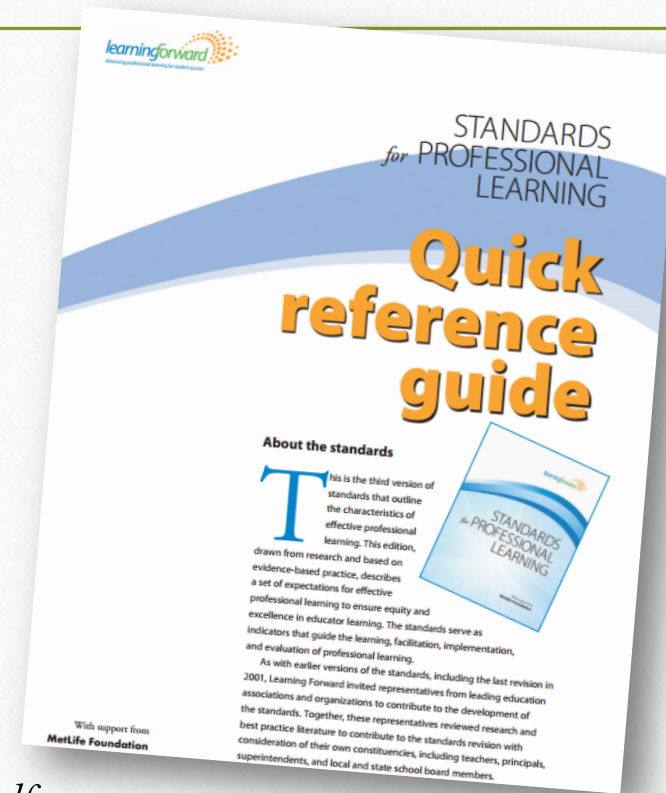
Found in the Learning Forward Implementation Standard for Professional Learning:

“ Professional learning is a **process** of **continuous improvement** focused on achieving clearly defined student and educator learning goals rather than an event by a predetermined number of hours.”

Learning Forward: 7 Standards for Professional Learning

- Learning Communities
- Leadership
- Resources
- Data
- Learning Designs
- Implementation
- Outcomes

<http://learningforward.org/docs/pdf/standardsreferenceguide.pdf>



Learning Designs & Implementation

Reflect, Regroup, Return

- Read your assigned handout from Learning Forward
- **REFLECT:** While reading, record your responses.
- **REGROUP:** Form dialogue groups (corners)
- **RETURN:** Return to your team and share the ideas and thinking from the dialogue group



“

In the end we retain from our studies
only that which we practically apply.

”

Johann Wolfgang Von Goethe

Key Professional Learning Examples

- Professional Learning Communities
- Collaboration
- Staff meetings
- Book studies
- Study groups
- Webinars—online communities
- Coaching



Coaching—Joyce and Showers

- Most teachers need ongoing, side-by-side support as they attempt to incorporate effective instructional practices into their classroom routines.
- Repeated studies by Bruce Joyce and Beverly Showers have shown that when teachers participate in standard professional development models, they apply less than 20% of new learning in their classrooms. (Showers, Joyce, & Bennett, 1987; Showers & Joyce, 1995; Joyce & Showers 2002)

Joyce and Showers

Components of Training	Concept Attainment	Skill Attainment	Application in Classroom
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low-Risk Feedback	85%	80%	10-15%
Coaching	90%	90%	80-90%

Learning Forward:

Four prerequisites for Effective PL

1. Educators' **commitment** to students, all students, is the foundation of effective professional learning.
2. Each educator involved in professional learning comes to the experience **ready to learn**.

Learning Forward:

Four prerequisites for Effective PL

3. Because there are disparate experience levels and use of practice among educators, professional learning can foster **collaborative inquiry** and learning that enhances **individual** and **collective** performances.
4. Like all learners, **educators learn in different ways** and at **different rates**.

<http://learningforward.org/docs/pdf/standardsreferenceguide.pdf>

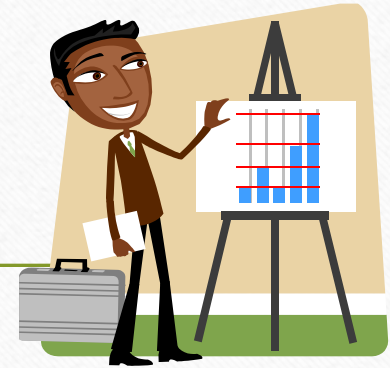
Processing Professional Learning

- Timed Pair Share, 45 seconds each
- What are some **connections** you're making between **Professional Learning** and your **own experiences**? How will this **impact** future planning?
- What **systems** do you currently have in place and what might you add to **strengthen** Professional Learning in your workplace?

Delivering Professional Development

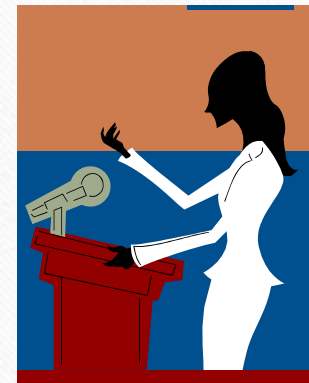


Tips and Ideas Gathered from Everywhere!



Delivery Tips

- Practice, practice, practice!
- Greet participants
- Be excited about being there
- Explain the purpose of the experience

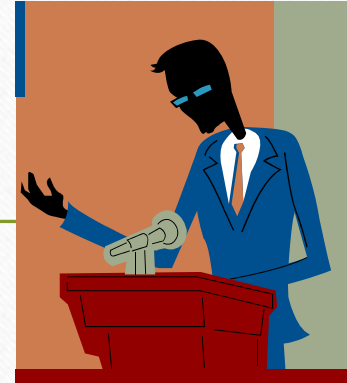


Delivery Tips

- Find out about your audience in advance
- Use proximity and make eye contact
- Be at ease--don't fidget, cross your legs, lean on podium



Delivery Tips



- Pacing is essential
- Answer questions and follow up after event as needed
- Please, oh please, don't read your presentation from the screen or your copy

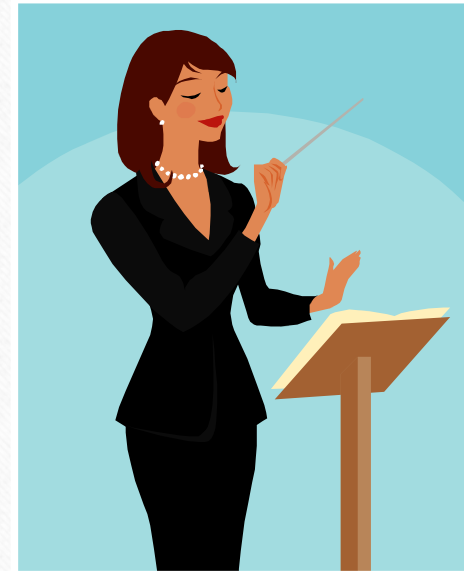
Delivery Tips



- Look at the audience, know what slides are coming, don't look at the screen unless making an important point
- End on a high note—share a story or anecdote, thank the audience, contact info
- Use music (60 beats per minute for solo activities; 120 bpm for movement)
- Provide “brain breaks”

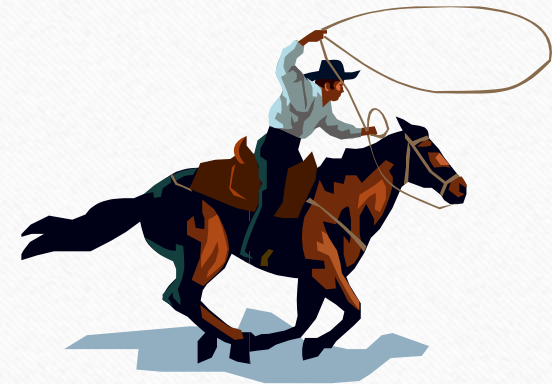
Delivery Tips—Team Discussion

- What are some suggestions you can share with your teammates about other effective presentation tips? Consider:
 - Handouts
 - Resources
 - PowerPoint/Prezi/Keynote
 - Movement
 - Discussion
 - Management



Let's Tie it all Together!

- Importance of Processing (brain research)
- Professional Development
- Professional Learning
- Learning Designs and Implementation
- Delivery Tips



Reflection using “Traffic Light”



- What are you going to

- **STOP** doing
- **CONTINUE** doing
- **START** doing

- Record your insights
- Share with teammates using Instant Star



Resources to Explore



- Kagan Cooperative Learning by Dr. Spencer Kagan and Miguel Kagan
- Groups at Work by Bruce Wellman and Laura Lipton
- Learning Forward web site: www.learningforward.com
- Trainer's Bonanza: Over 1,000 fabulous tips & tools by Eric Jensen
- NSRF Protocols and Activities: <http://www.nsrffharmony.org/free-resources/protocols/a-z>



References

- Change Learning. (2005-2011). "How humans learn best," as found on <http://changelearning.ca>.
- Gulamhussein, Allison. (Sept. 2013). "Teaching the teachers: Effective professional development in an era of high stakes accountability," as found on www.centerforpubliceducation.org. National School Boards Association: Center for Public Education.
- Hunzicker, Jana. (June 2010). "Characteristics of effective professional development: A checklist." as found on <http://files.eric.ed.gov/fulltext/ED510366.pdf>, Bradley University.
- Jensen, Eric. (2008). Brain based learning: The new paradigm of teaching. Thousand Oaks, CA: Corwin Press.
- Joyce, Bruce, and Beverly Showers. "Student Achievement Through Staff Development." *National College for School Leadership* (2003): 1-5. Print.
- Kagan, Spencer & Kagan, Miguel. (2009). Kagan Cooperative Learning. San Clemente, CA: Kagan Publishing. www.KaganOnline.com
- Lipton, Laura & Wellman, Bruce. (2011). Groups at Work: Strategies and structures for professional learning. Sherman, CT: MiraVia, LLC.
- Sousa, David. (2011). How the brain learns. Thousand Oaks, CA: Corwin Press.