Designing Effective Professional Learning

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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

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PASSIVE = “Sit-n-Get”
Traditional Professional Development Models

What might be some major pitfalls of these traditional models?

PASSIVE = “Sit-n-Get”
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 viewpoints
“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
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PASSIVE = “Sit-n-Get”
Professional Development Models

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Passive = “Sit-and-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

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**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

Center for Public Education
“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 given 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
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

<table>
<thead>
<tr>
<th>Components of Training</th>
<th>Concept Attainment</th>
<th>Skill Attainment</th>
<th>Application in Classroom</th>
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<tr>
<td>Presentation of Theory</td>
<td>85%</td>
<td>15%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Modeling</td>
<td>85%</td>
<td>18%</td>
<td>5-10%</td>
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<td>Practice and Low-Risk Feedback</td>
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<td>80%</td>
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<tr>
<td>Coaching</td>
<td>90%</td>
<td>90%</td>
<td>80-90%</td>
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</table>
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.

http://learningforward.org/docs/pdf/standardsreferenceguide.pdf
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
  • PowerPoints/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.nsrfharmony.org/free-resources/protocols/a-z
References


• Lipton, Laura & Wellman, Bruce. (2011). Groups at Work: Strategies and structures for professional learning. Sherman, CT: MiraVia, LLC.