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"Before I read about my summer vacation, I'd like to ask that all pagers, beepers, and cell phones be turned off."



Professional Development:



Not Just a Training but a Craft!

Outcomes:

■ Participants

- Recognize the importance of learning theory in staff development.
- Demonstrate understanding of the need for support and resources for teachers to gain skill and knowledge.
- Plan for professional development in their school/district



Pause and Reflect

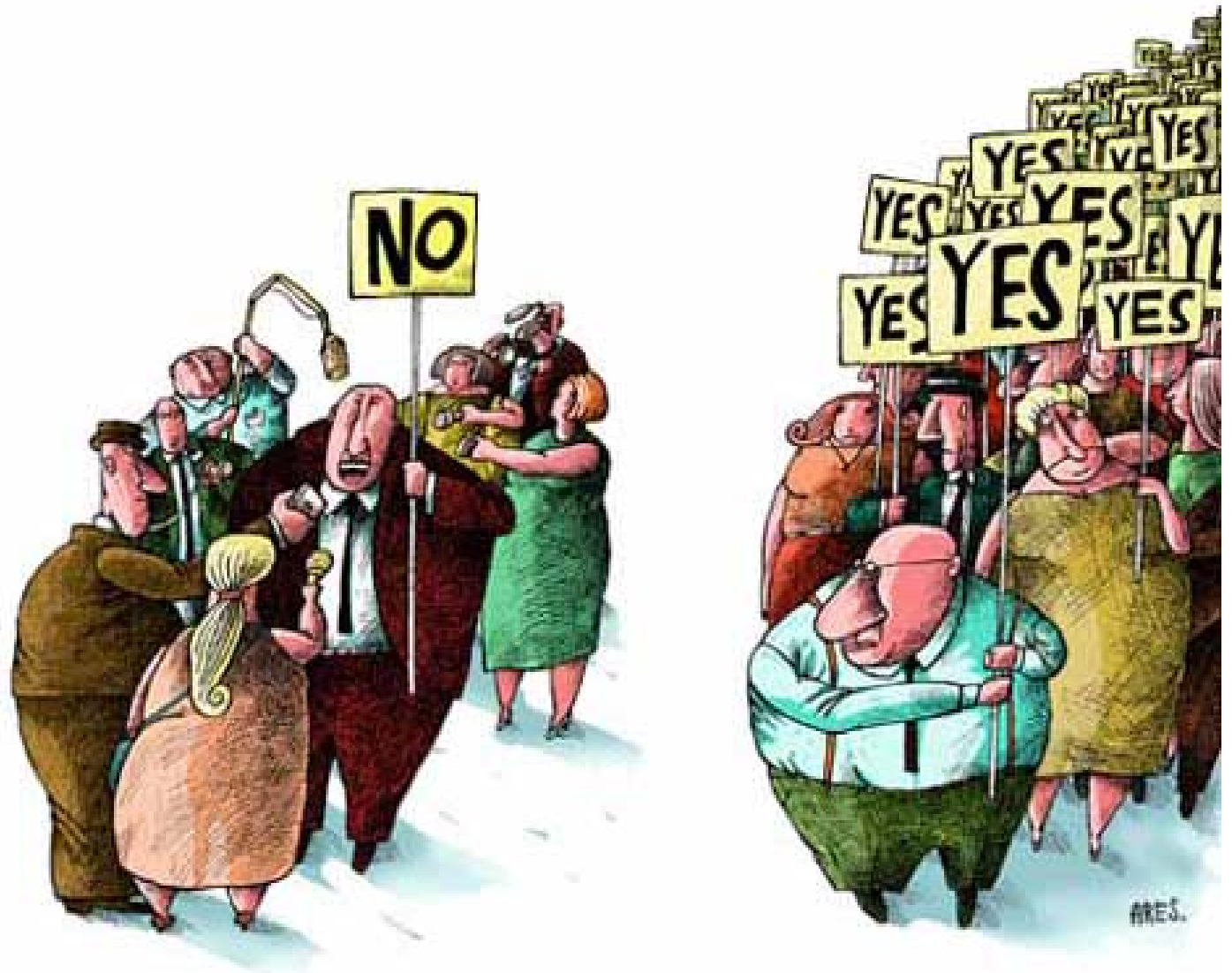
“Professional Development”

- **With a partner brainstorm words or phrases that come to mind when you think of change and or professional development.**
- **Share responses with group.**





www.areshumor.com





QUOTE...

In case after case, the most compelling lesson we learned was that if you want real, significant change, you need talented, committed local leaders.

Peter Senge, 1990

Professional Development

...is defined as those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might improve the learning of students. It is an intentional, ongoing, and systemic process.

Guskey, 2000





NSCD Standards

NSDC Standards for Staff Development (Revised, 2001)

Context Standards

- Staff development that improves the learning of all students:
- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

- Staff development that improves the learning of all students:
- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

- Staff development that improves the learning of all students:
- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)



Discussion

- ***What elements impact your learning?***
- ***If change is inevitable, why do you think some people resist it and others embrace it?***

Why Teachers Resist Change

- Adoption for opportunistic or symbolic reasons.
- No follow-through.
- Large-scale. Visible projects that attempted too much and failed.
- Projects that were “in name only” and made no difference.
- Narrow perspective changes that constrained curriculum and teacher.
- School-based changes that lacked support and clear goals.
- Imposition of change from above.
- Short-term efforts that made no difference and changed with the administration or political climate.
- Fear of failure.

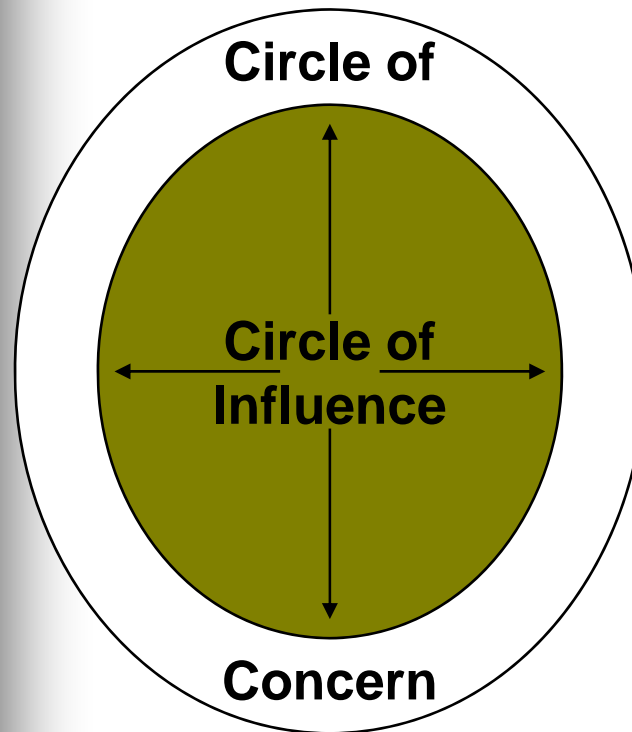
Adapted from Fullen, 1993



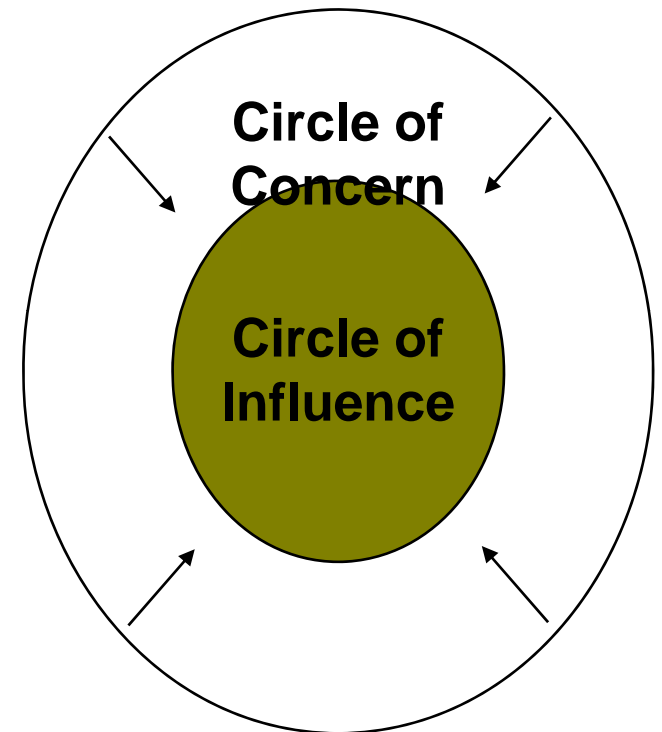
The learner is a person who wants something; the learner is a person who notices something; the learner is a person who does something; the learner is a person who gets something.

John Dollard, in Kidd 1975, p.17

Circle of Influence...



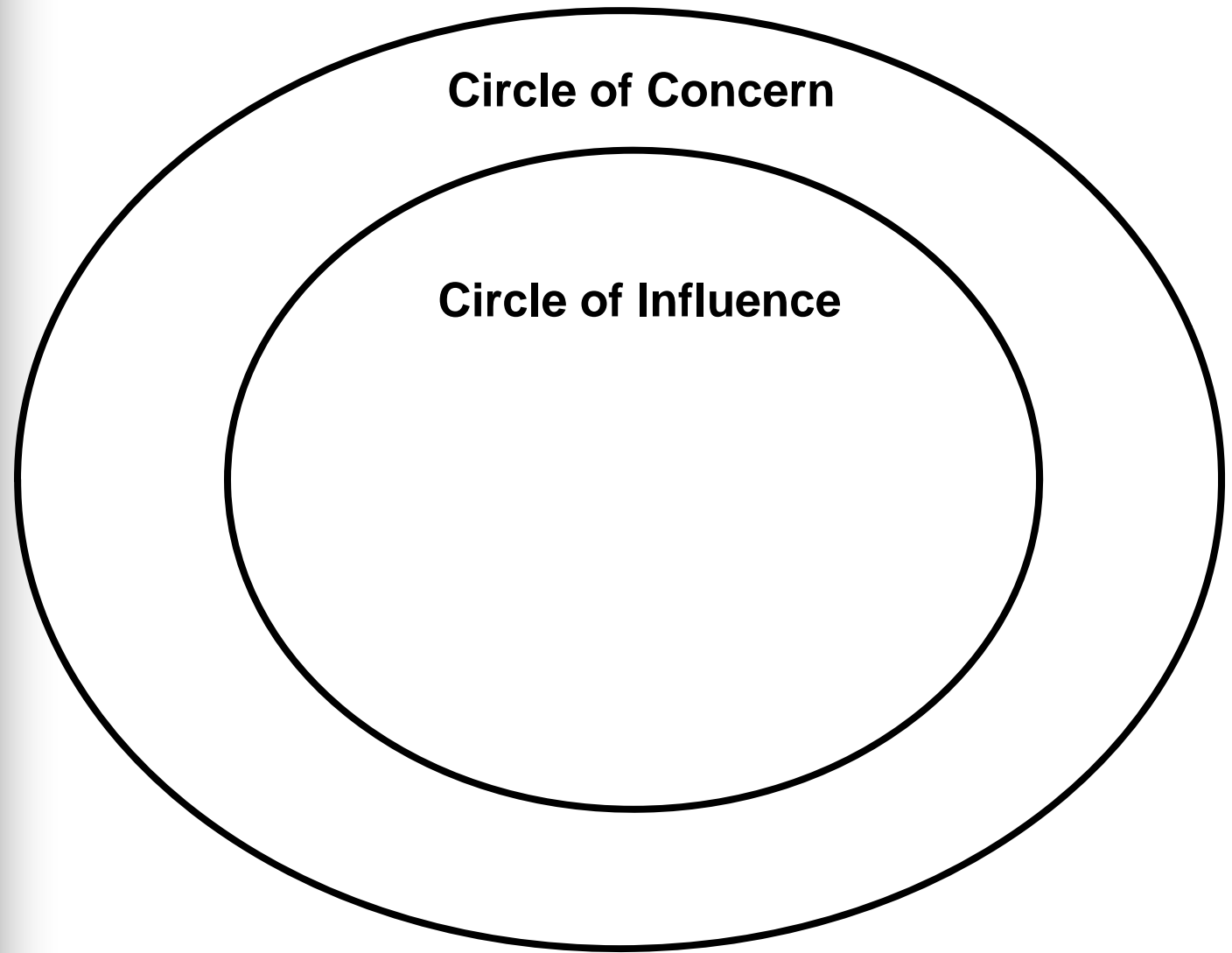
PROACTIVE FOCUS
*(Positive energy
enlarges the Circle of
Influence)*



REACTIVE FOCUS
*(Negative energy
reduces the Circle of
Influence)*



Circle of Influence





Cambourne's Conditions of Learning

- Immersion – in all aspects of subject
- Demonstration – modeling with explanation
- Expectation – high for both learner and facilitator
- Response – feedback so learning can be expanded
- Approximation – learner must feel safe to take risks
- Use – many opportunities for practice with relevant settings/authentic tasks
- Responsibility – learner must decide what, how, and when
- Engagement – when all other conditions are met, learner is more likely to be engaged in the learning process.



Reflection

- Take a moment to think about these conditions and how each affect the learning environment.
- Create a visual representation of one condition.



Conditions that Contribute to Change

- Positive Tension and Discomfort
- Collaboration
- Cooperation
- Inquiry
- Risk taking
- Time
- Reflection and Evaluation
- Feedback

Robb, 2000



Pause and Reflect

Keeping in mind key concepts from Cambourne's Learning Theory, brainstorm possible activities that can be implemented in order to help teachers gain the knowledge they need in order for professional development to be effective.

Key Concepts:

Key Concepts:

- Learners should be actively engaged in the learning process.
- Tasks should be authentic and relevant.
- Learner should be immersed in all aspects of the subject.
- Concepts should be modeled with explanation.
- Expectation should be high for learner and facilitator.
- Constructive feedback should be given.
- Learner must feel safe to take risks.
- Many opportunities for practice should be available.
- Learner must decide what, how and why.



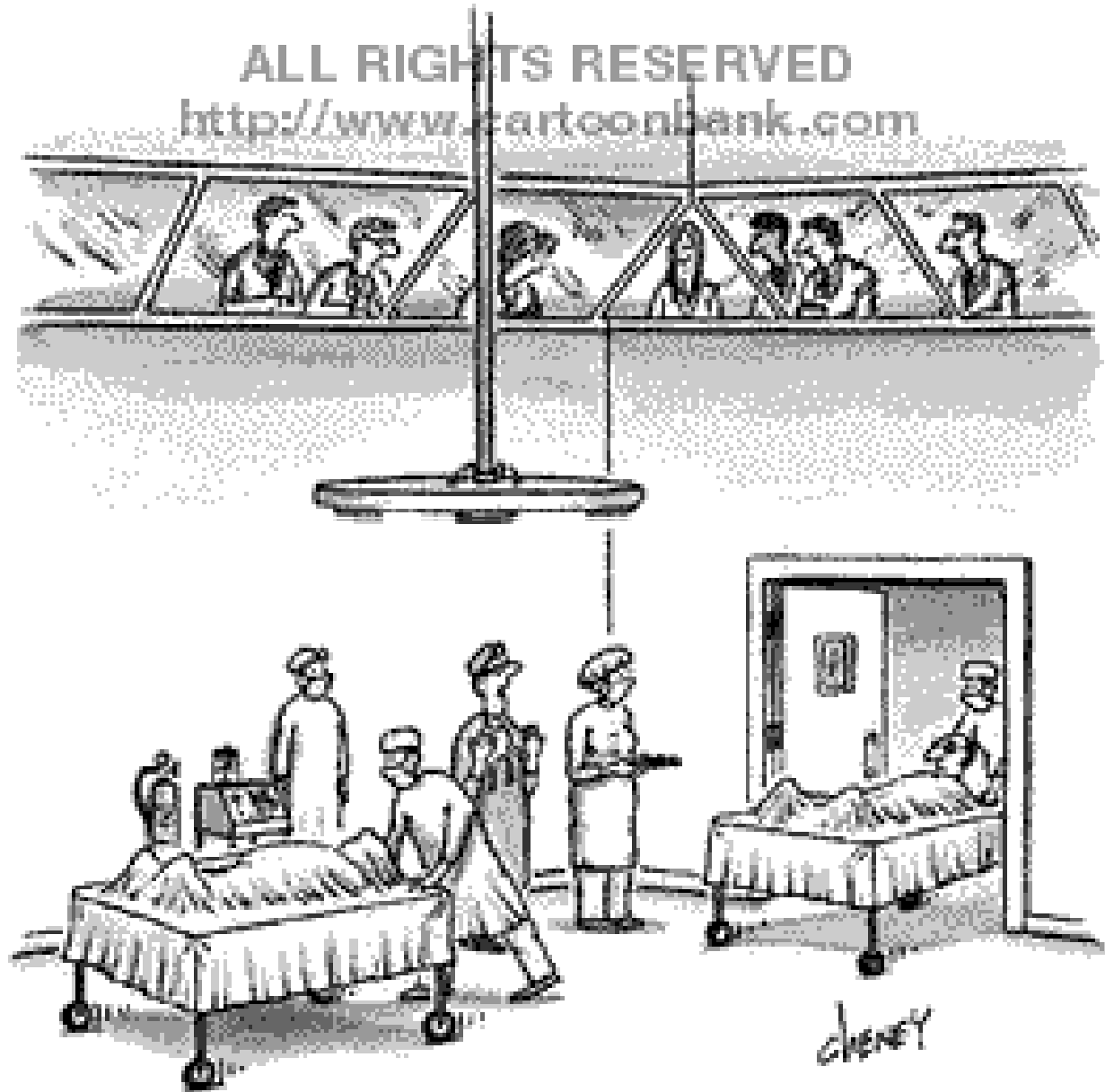


"I don't have an answer, but you've sure given me a lot to think about."

Discussion Guide

- What are the implications of the professional development statement(s) for your own schools?
- Can you think of a particular time when professional development was especially effective or memorable in your school based on the effective professional development actions?
- If the action does not reflect current professional development practice in your school, what are ways it could be achieved?





“Next, an example of the very same procedure when done correctly.”

Training Effectiveness

Training Steps	Knowledge Mastery	Skill Acquisition	Classroom Application
Theory (Lecture) +	Middle/High 40%-80%	Low 10%	Very Low 5%
Demonstration +	High 80%	Low/Middle 10%-40%	Very Low 5%
Practice +	High 80%	High 80%	Very Low 5%
Coaching	High 80%	High 80%	High 80%





Pause and Reflect

What are some of the benefits of interactive professional development versus traditional professional development?



Ways to Interact...

- Study Groups
- Action Research
- Book Clubs
- Mentors

(Observe, Confer, Study, Discuss)



Ways to Motivate...

- Incentives / Rewards
- Clearly stated purpose
- Encourage Communication
- Empower others through intrinsic reasons
- Foster a positive climate

Ways To Reflect...

■ Exit Cards

- Ex: “One thing I will take with me and how I will utilize it in my classroom.”

■ Follow Up Email

- Ask a Question or Reflection about topic provided
- TILT- Things I Learned Today – where participants write down specific points they have embraced from the training





Ways to hold Attention...

Technique:

- Storytelling – builds community
- Focus Conversation – promotes reflection
- Mentoring - support to learning
- Humor – promotes engagement
- Metaphor – new knowledge to be able to be received.



Ways to Maintain Momentum..

- Music
- Quotes
- Movie clips
- Movement
- Interaction
- Thought provoking activities
- Comic Strips



Websites...

- www.literacy.unconn.edu/prodev.htm
- www.eduscapes.com/tap/
- www.nsd.com
- www.flare.ucf.edu
- www.teachscape.com
- rfpd@fldoe.org
- www.fcrr.org
- www.cartoonbank.com

Thought to Ponder...

In schools treading water is no longer an option. School personnel must either propel themselves in some direction, be towed, or sink.

Roland Barth *Improving Schools From Within*





Here's to hoping you'll be heard...