

TRANSFORMING LEADERSHIP AND LEARNING

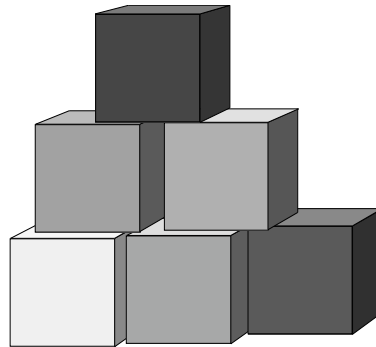
Professional Development and Learning:

Protocols and Strategies

Alaska School Leadership Institute
Rural Alaska Principal Preparation Project
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SESSION NORMS

1. The **LEARNING** belongs to you, and it rests largely with you.
2. Enter into the discussions **ENTHUSIASTICALLY!!!**
3. Give **FREELY** of your experience, but don't dominate the discussion.
4. **CONFINE** your discussions to the task assigned.
5. Say what you **THINK...** be honest!
6. Only **ONE PERSON** should talk at a time... avoid private conversations while someone else is talking...
7. Listen **ATTENTIVELY** to the presentations and discussions.
8. Be **PROMPT** and **REGULAR** in attendance.
9. Follow the **HAND SIGNAL** from the session leader and **MONITOR** discussion time by watching the **TIMER** on the screen.
10. Place your cell phone on **SILENT** or **VIBRATE** to limit distractions.

What We Believe About Learning

Consider this:

We Learn About...

10% of what we READ

20% of what we HEAR

30% of what we SEE

50% of what we both SEE & HEAR

70% of what we DISCUSS with others

80% of what we EXPERIENCE personally

95% of what we TEACH to someone else

Adapted from Eldon Ekwall, 1974

Professional Development and Learning: Protocols and Strategies

- Components of Training and Levels of Impact
- Job-Embedded Professional Learning
- Understanding Teacher Learning

OVERVIEW

Professional Development

Professional development offers you the opportunity to learn new knowledge and skills but does not always guarantee that you will change your practices.

Professional Learning

Professional learning informs the point of view you bring to a dialogue or conversation. It implies speaking powerfully, listening in a committed way, and brings about change in your knowledge, skills and/or attitudes. You do something differently as a result. It is the foundation of innovation and invention.

A New Vision for Staff Development

Results-Driven	Standards-Based	Job-Embedded
<ol style="list-style-type: none"> 1. What do students need to know and be able to do? 2. What do educators need to know and be able to do to ensure student success? 3. What professional development will ensure that educators acquire the necessary knowledge and skills? 	<ol style="list-style-type: none"> 1. Content – What knowledge and skills must educators learn to produce higher levels of learning for all students? 2. Process – How will learning be organized to support adult acquisition of new knowledge and skills? 3. Context – How will the organization be structured to support adult learning? 	<ol style="list-style-type: none"> 1. Happens during the work day in the workplace. 2. Designed to support team learning. 3. Offered to all teachers, all the time 4. At school, everyone's job is to learn! <p style="font-size: small; margin-top: 10px;">Adapted from <i>A New Vision for Staff Development</i>. Sparks and Hirsh, ASCD/NSDC, 1997.</p>

COMPONENTS OF TRAINING

- ◇ Presentation of theory or method
- ◇ Modeling
- ◇ Practice and Low Risk Feedback
- ◇ Job-Embedded Learning Strategies

Relationship Between Levels of Impact

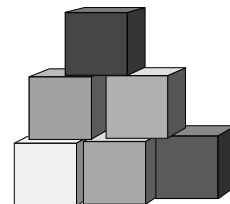
and Components of Training

Level of Impact Components of Training	Awareness Plus Concept Understanding	Skill Attainment	Application / Problem Solving
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low Risk Feedback	85%	80%	10-15%
Job Embedded	90%	90%	80-90%

B. Joyce and B. Showers

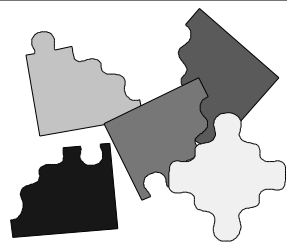
Job Embedded Learning Purposes

- **Develop a deeper understanding of academic content**
- **Support implementation of C and I programs**
- **Provide coherence to school programs**
- **Focus on a specific school wide need**
- **Study teaching and learning**
- **Monitor impact of an initiative**
- **Provide time for dialogue**

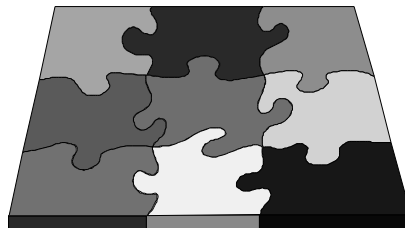


Powerful Designs for Professional Learning

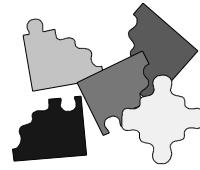
Accessing Student Voices	Action Research
Assessment as P.D.	Case Discussions
Classroom Walk-Throughs	Critical Friends Groups
Curriculum Designers	Data Analysis
Immersion in Practice	Journaling
Lesson Study	Mentoring
Peer Coaching	Portfolios for Educators
School Coaching	Shadowing Students
Standards in Practice	Study Groups
Training the Trainer	Tuning Protocols
Visual Dialogue	Under Development



Using a "Jigsaw" to summarize
an article!



Jigsaw



- **Read your assigned strategy, highlighting the key points.**
- **Meet with your “expert partners” to prepare to teach.**
- **Once all group members have read their section, Person 1 begins by teaching the section to the team. You will have 2 minutes each to provide the highlights.**
- **Continue until each team member has shared their section of the reading.**

Jigsaw Strategy

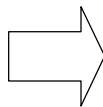
At Issue – Designs
Journal of Staff Development – Summer 1999

Person 1	Coaching
Person 2	Examining Student Work
Person 3	Listening to Students
Person 4	Study Groups

Summary Organizer - Job-Embedded P.L.

JOB-EMBEDDED STRATEGY	NOTES
Coaching	
Examining Student Work	
Listening to Students	
Study Groups	

From Teacher Learning to Student Learning ...



How are you currently using job-embedded strategies in your school?

What could you do to initiate and sustain job-embedded strategies in your school?

TEACHER LEARNING

“If teachers are to prepare an evermore diverse group of students for much more challenging work...they will need substantially more knowledge and radically different skills than most now have and most schools of education now develop.”

Darling-Hammond, 1997

TEACHER LEARNING AND PROFESSIONAL DEVELOPMENT

Much of what constitutes the typical approaches to formal teacher professional development are antithetical to what research findings indicate as promoting effective learning.

Bransford, Brown, Cocking (Eds.), 2002. *How People Learn – Brain, Mind, Experience, and School*. D.C., Washington: National Academy Press.

HOW PRACTICING TEACHERS LEARN

- 1. Teachers learn from their own practice.**
- 2. Teachers learn from action research.**
- 3. Teachers learn from interactions with other teachers.**
- 4. Teachers learn from teacher educators in graduate programs.**
- 5. Teachers learn about teaching in experiences outside of teaching.**

Bransford, Brown, Cocking (Eds.), 2002. *How People Learn – Brain, Mind, Experience, and School*. D.C., Washington: National Academy Press.

ACTION RESEARCH AND TEACHER LEARNING

- Examines specific practices at the classroom level.**
- Improves curriculum and pedagogical approaches.**
- Helps assess impact of practices.**

Bransford, Brown, Cocking (Eds.), 2002. *How People Learn – Brain, Mind, Experience, and School*. D.C., Washington: National Academy Press.

PROFESIONAL DEVELOPMENT FOR PROFESSIONAL COMMUNITY

The most successful teacher professional development activities are those that are extended over time and encourage the development of teachers' learning communities.

Bransford, Brown, Cocking (Eds.), 2002. *How People Learn – Brain, Mind, Experience, and School*. D.C., Washington: National Academy Press.