

READING LEADERSHIP INSTITUTE

Sessions “C” and “G”

Lessons Learned in Planning Good PD
for Every Meeting, Every Time

February 2, 2009

www.focusonresults.net

Focus on
Results

Professional Development – Indicators of Progress

From	To
1. Isolated, individual learning	Learning both individually and in the context of groups, such as the whole school faculty or teacher networks in particular subjects
2. Fragmented, one-shot "training"	Coherent, long-range, integrated system of learning opportunities
3. District-level, general purpose programs	School-based learning tailored to the needs of a specific school's teachers and students
4. Organizationally convenient; organized and delivered by separate district offices or departments	Coherent and integrated; Focused on well-specified school and district goals and student needs
5. Outside the workplace	Embedded in the job
6. Reliance on outside experts	Teachers taking an active role in their own learning
7. Focus on general skills; little depth	Focus on issues of curriculum, instruction, and assessment in depth
8. Adult learning as an add-on or requirement with limited effect on schooling	Adult learning as a fundamental way of transforming and improving schooling
9. Measuring effectiveness by attendance	Measuring effectiveness by demonstrable improvements in teaching and learning

(adapted from NFIE report 1996)

FOR Presentation Standards

Good Work Looks Like:

- Demonstrates solid understanding of good lesson design and presentation and can translate those concepts to use when presenting to adults
- Articulates a strong anticipatory set (opening) and a focused closure that restates the big ideas of the session
- Uses clear transitions, projects voice well, moves around the room, uses the language and the theme of the training during the delivery
- Uses humor appropriately and professionally with respect to the local context
- Uses wait time, proximity and gestures to create climate of relaxed alertness for participants
- Works to get to know audience before, during and after presentation
- Reads audience reactions and responses during session and monitors and adjusts as needed
- Makes connections to the participants' local context by using local examples and appropriate language for the locale
- Demonstrates that they work on a seamless high performing team by co-presenting and interacting with other team members when presenting.

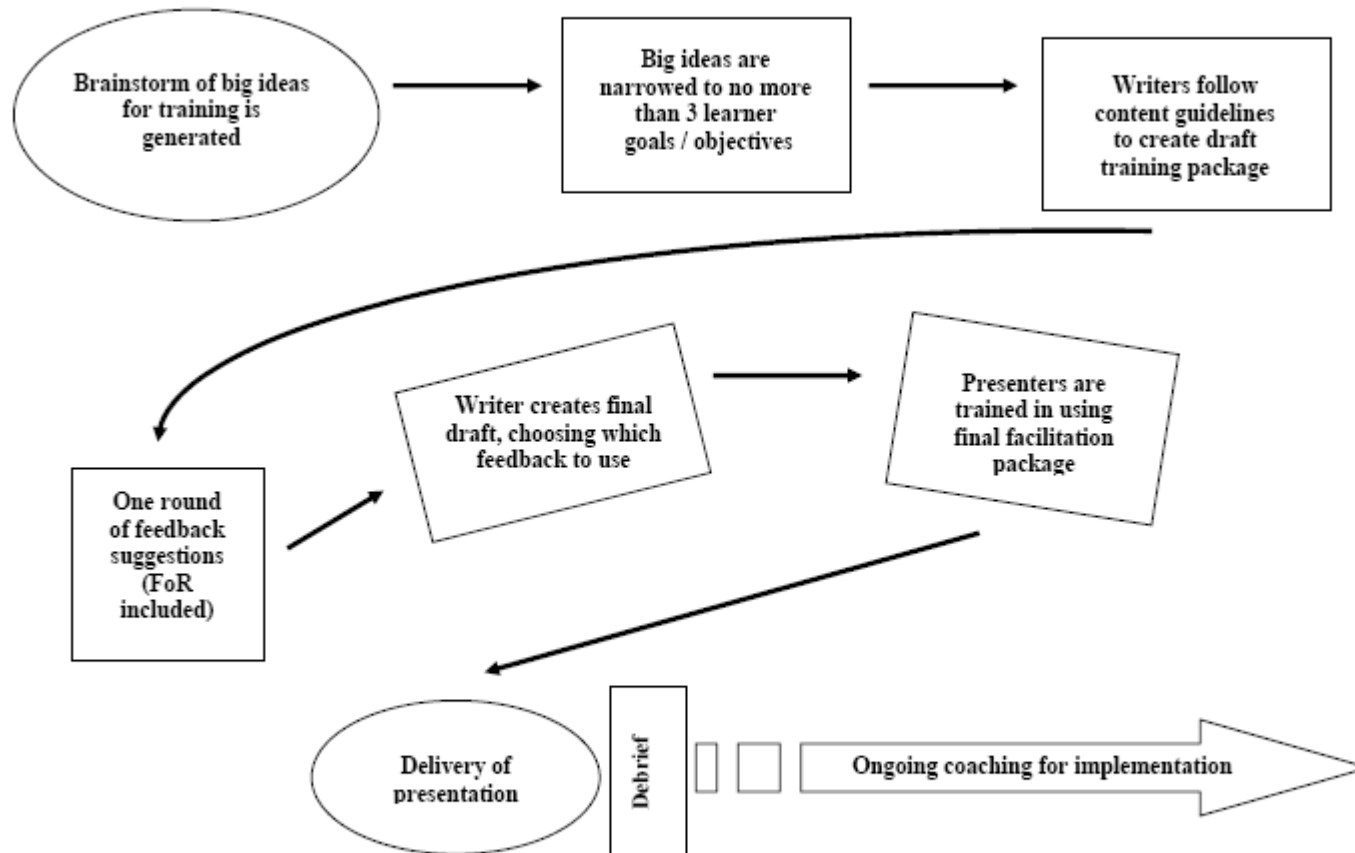
Process and Content

Critical Attributes When Creating Rigorous Targeted Professional Development Curriculum

Content	Process
<ul style="list-style-type: none"> • No more than three learner goals per session • The goals should be clearly connected to the improvement framework and the district expectations for implementation • The material should be rigorous, provide challenges to school leaders and hold high expectations for implementation • There should be a sound balance between research-based content and practical examples and concrete tools schools can use • Each session is poised to generate action back at the school with some built-in accountability to take action • The processes and activities seek to be meaningful to a range of learners • The various content pieces are connected to the "big ideas" of the training and flow seamlessly following a template for sound lesson design • No activity is given less than twenty (20) minutes. PLANNING is never given less than thirty (30) minutes and participants are given a template planner often with a "sample planner". 	<ul style="list-style-type: none"> • There is a clearly outlined writing process with responsibilities, deadlines and point persons clearly defined • The process involves collaboration in the initial stages, has room for one round of feedback and identifies a person or group who is ultimately responsible for ensuring the content and rigor of the material meets the stated critical attributes. • Once the curriculum package is complete, a group of presenters is trained in using the package to present. • Presenters are expected to follow the facilitator guide to ensure even and rigorous application of the content during presentations. Presenter who are not able to make the presenter training are generally not able to present on presentation day • Presenters stay after the training to debrief the event • Coaches follow -up with participants after the training event to help ensure implementation of training activities back at the site.

Process and Content Graphic

Critical Attributes When Creating Rigorous Targeted Professional Development Curriculum



Template For Presentation Planning

LEADERSHIP MESSAGE

Opportunities for the participants to be reminded how this work is supported by district leadership. Generally, the strongest method is opening remarks by the superintendent or designee. Remarks should set today's work in the larger context of district improvement and overall work at improving the learning and results from all students.

MAKING A CONNECTION

First facilitator up always connects back directly to the previous leadership message and reinforces it. They then give an overview of the day's big ideas and key objectives.

This is also an important place to show how today's work supports the overall district framework, Seven Areas of Focus as well as specific district EXPECTATIONS for implementation. This again grounds the work in a larger context.

There should be time built in to allow participants to connect with the last session. This can be done by sharing the work they have accomplished with other participants often using some sort of graphic organizer. Also, this is an opportunity to provide one level of accountability by having to share "what you have done" since the last training event.

INPUT / CONTENT

This is where the bulk of the new information / content is presented. There should be an even balance of direct presentation and opportunities for participants to interact and discuss as they learn the materials. Key points should be supported with visual aides, readings, graphic organizers and ways to make the key concepts obvious to each participant.

Template For Presentation Planning

Leadership Message

Making A Connection

Input / Content

Template For Presentation Planning

Application / Take Back Tool

Planning / Accountability

Reflection and Evaluation

Best Practices

April 19, 20, and 21, 2005

- | | |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:30 – 9:00 | Message from the Superintendent |
| 9:00 – 9:25 | Sharing our “Commit to Try” |
| 9:25 – 10:00 | Research: Participants will have an opportunity to read and develop an understanding of the levels of expertise required for effectively implementing best practices. |
| 10:00 - 10:10 | Break |
| 10:10 – 11:00 | Experimenting: Participants will have an opportunity to learn a process for reflecting on their level of expertise in the implementation of best practices. |
| 11:00 – 11:30 | Instructional Leader Planning: An opportunity for school staff to share ideas and next steps as well as critically examine the roles of the school leaders in creation and implementation of their plan. |

Mapping Our Progress

We brainstorm the big ideas / themes for the next training	
We appoint a person or persons to narrow the big ideas and create no more than 3 learner goals for the session	
A writer or writers follow content guidelines and a lesson template to create a draft of the training package	
We have an organized method to give the writer(s) one round of feedback	

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