



ALTERNATE PROFESSIONAL LEARNING

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Hello everyone! My name is Audrey Parcell; thank you for being here today to discuss professional learning!

This is my call to action to enhance our current system and create a culture of growth.

As we go through our session today, please take notes, write down questions, and reflect on how this change in professional learning can affect you and our organization.

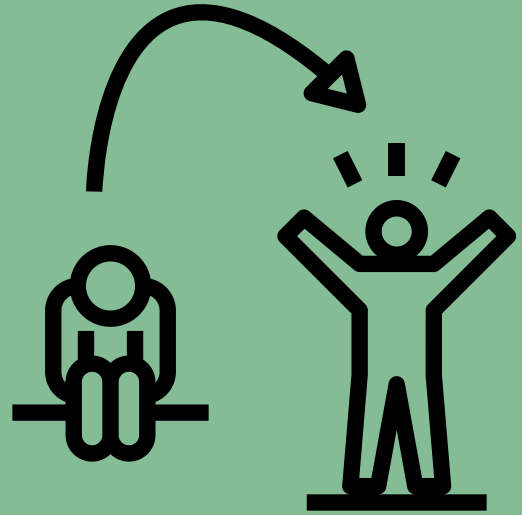
So, if you're ready, let's get begin....



Think about Professional Learning...

First, think about professional learning sessions you have attended in the past...
Were these sessions effective, and by effective, I mean did they increase student success or change a teacher's practice to increase student achievement?
Unfortunately, only 30% of teachers showed improvement when we look at test scores. 20% actually declined in test scores, and 50% showed no change.

So, What's Wrong?



So, what's wrong with our current Professional Development model?

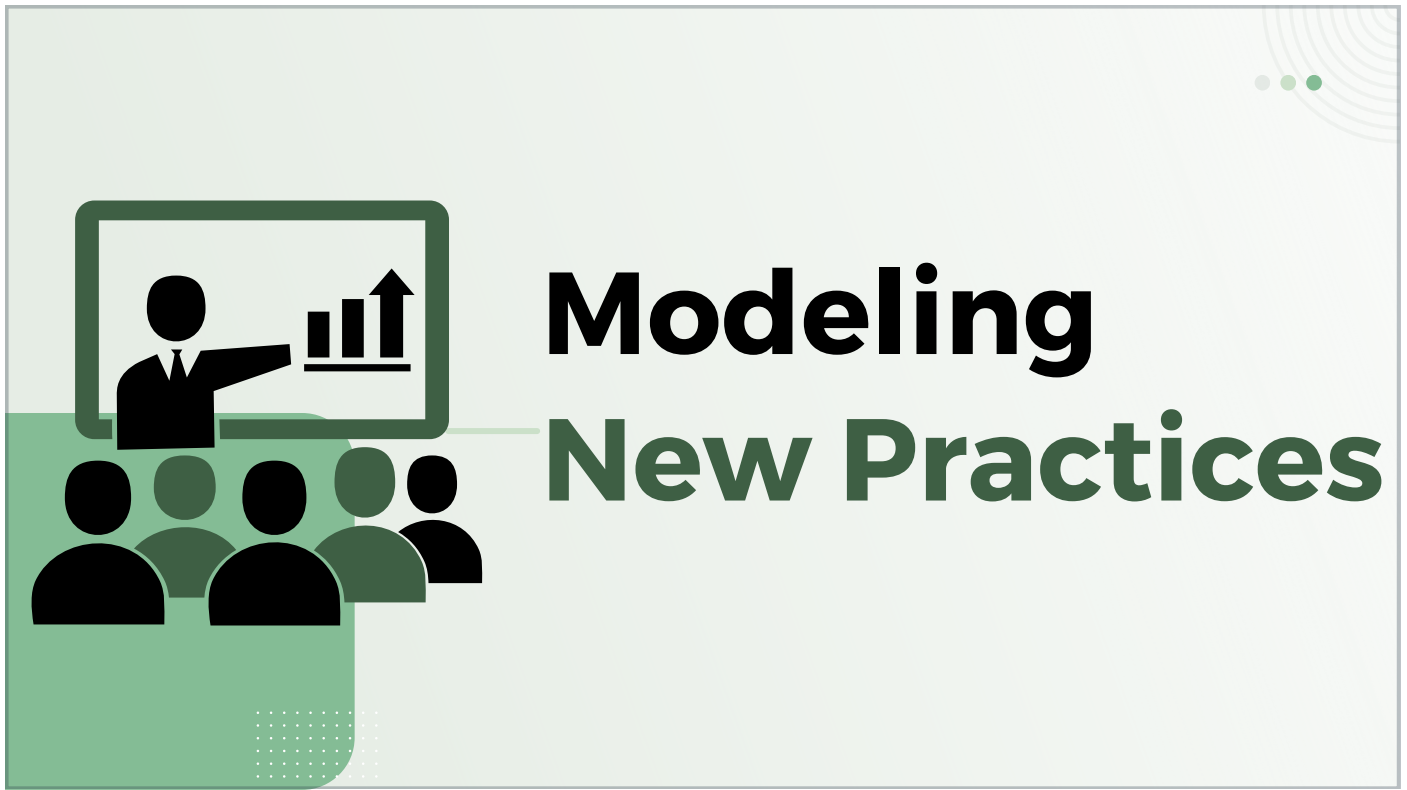
Active Learning



One issue may stem from a need for more engagement. We've all experienced it—thinking, "This could've been an email, right?" It's boredom! No one enjoys sitting in lengthy training, struggling to stay awake, this sit-and-get method is outdated. .

What's required is active learning. We should be taught as we are expected to teach our students: through readings, discussions, role play, or classroom observations.

This fosters a sense of ownership and motivation, driving professional growth.



Modeling is also imperative to effective professional development. Just like we need to model the behavior and content to our students, teachers need that same support.

Support throughout Implementation



Now that you have been engaged, you bring back your ideas, eager to try them, but they stay stuck in the training materials. Even if you attempt to implement it, the lesson may not go as planned. Feeling discouraged, you may give up, thinking it's unsuitable for your class. What's crucial now?

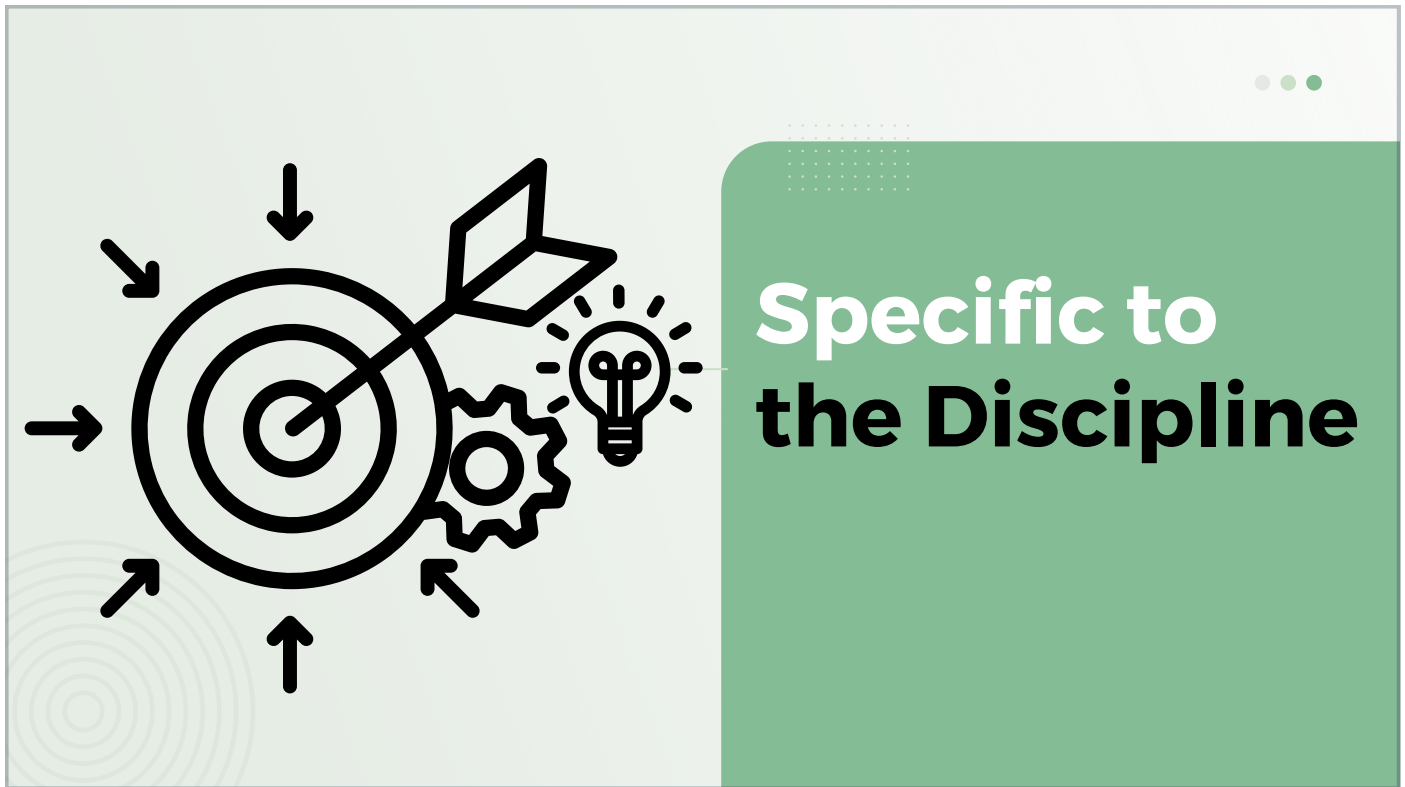
Support.

We need assistance during implementation. Despite feeling confident leaving the PD session, we often require guidance. Simply revisiting the materials isn't sufficient. We need support from experienced individuals who can help us become proficient by joining us in our classrooms and helping us excel.

Significant and Ongoing



Now, onto the next point: time. Mastery doesn't happen overnight. Professional development shouldn't be a single event. It takes time to become a master. Achieving proficiency in a new skill is a journey that often requires up to 50 hours of practice!



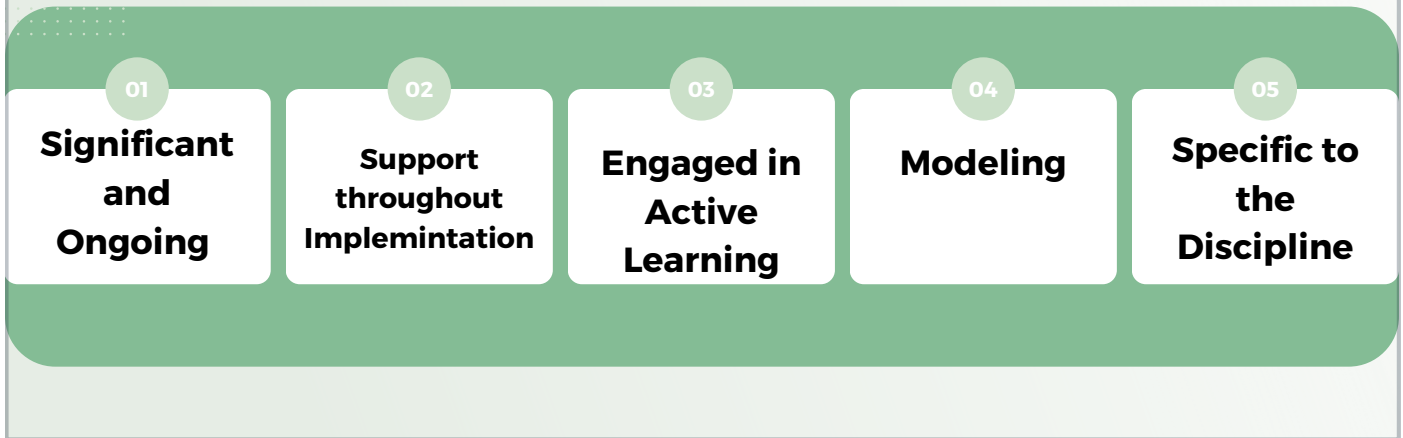
Another concern is often the relevance of the PD.

Is the PD aligned with your teaching content?

Does it directly apply to your classroom practices?

PD sessions must be content-specific. It's pointless for me to learn about implementing a skill in elementary reading if I teach high school math.

5 Key Principles of Effective Professional Learning



In summary, effective professional learning should encompass five key principles: sustained duration, ongoing support during implementation, active and engaging initial exposure, modeling of skills or ideas, and be content specific. We aim for PD that enhances teacher effectiveness and student outcomes! If our PD sessions adhered to these principles and yielded positive results, teacher complaints about training would vanish.

THANK YOU



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If you have any questions or need further clarification on transforming professional development, please don't hesitate to reach out. Together, let's continue striving for meaningful change and growth in our professional learning endeavors. Thank you again, and I look forward to our continued collaboration.