TUNING UP PROFESSIONAL LEARNING
TO MAKE IT STICK

Learning Forward Annual Conference
St. Louis, Missouri
December 2019

Joellen Killion
Senior Advisor
Learning Forward
303.520.6790
Joellen.killion@learningforward.org
@jpkillion

Ann McKay Bryson
SEL Professional Development Specialist
CASEL: Collaborative for Academic, Social and Emotional Learning
907.350.5147
annmckaybryson@gmail.com
Outcomes:
• Develop an understanding of essential criteria for professional learning that sticks, that is, makes a difference in educator practice and transform learning for students including standards for professional learning, SEL core competencies, and design elements for engaging adult learning.
• Apply standards for professional learning, SEL core competencies, and design elements for engaging adult learning.
• Analyze an existing professional learning experience through the lens of a peer-review protocol.
• Upgrade an existing professional learning experience using the protocol criteria.
• Generate tactics for disseminating the criteria within your school, district, or organization.

Agreements:
• Contribute
• Engage
• Inquire
• Reflect
• Apply

Agenda:
• Welcome/Introduction
• Community builder
• Effective professional learning that attends to SEL for adults
• Exploration of strategies
• Break
• Tuning up practice
• Debriefing
• Intentional closing
Swap and Sign

1. Find someone who has a story related to one of these topics. Listen to their story and sign their sheet in that box.

2. Then swap by telling them your story related to one of the topics. Ask them to sign your sheet in that box.

3. Make some notes to yourself to help you remember, if you wish. Raise your paper into the air to find a new partner and start again!

<table>
<thead>
<tr>
<th>Has facilitated a meeting or PL session that went very well.</th>
<th>Had a very challenging participant in a meeting or PL session they facilitated.</th>
<th>Has a terrific published resource about facilitating professional learning (book, blog, article, website...)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a favorite opening activity for meetings or workshops.</td>
<td>Has a favorite closing activity for meetings or workshops.</td>
<td>Has recently attended a workshop or meeting that had a strong, positive impact on them</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a funny story about a meeting or PL session they attended or facilitated.</td>
<td>Has an idea for a workshop or PL session they’d love to attend (or facilitate!)</td>
<td>Has attended a PL workshop or event in another state or country</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tuning Up Professional Learning to Make It Stick 12/19 2
## Jigsaw Note Catcher

<table>
<thead>
<tr>
<th>Components</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards for Professional Learning</td>
<td></td>
</tr>
<tr>
<td>Design standard</td>
<td></td>
</tr>
<tr>
<td>Implementation standard</td>
<td></td>
</tr>
<tr>
<td>SEL components</td>
<td></td>
</tr>
</tbody>
</table>

What is the significance of the content you studied to professional learning that sticks?
Standards for Professional Learning (Learning Forward, 2011) is the third iteration of standards outlining the characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results.

Learning Forward, with the contribution of 40 professional associations and education organizations, developed the Standards for Professional Learning. The standards make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels. The standards are not a prescription for how education leaders and public officials should address all the challenges related to improving the performance of educators and their students. Instead, the standards focus on one critical issue -- professional learning.

These standards call for a new form of educator learning. The decision to call these Standards for Professional Learning rather than Standards for Professional Development signals the importance of educators taking an active role in their continuous development and places emphasis on their learning. The professional learning that occurs when these standards are fully implemented enrolls educators as active partners in determining the content of their learning, how their learning occurs, and how they evaluate its effectiveness. The standards give educators the information they need to take leadership roles as advocates for and facilitators of effective professional learning and the conditions required for its success.

Widespread attention to the standards increases equity of access to a high-quality education for every student, not just for those lucky enough to attend schools in more advantaged communities. Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators. For most educators working in schools, professional learning is the singular most accessible means they have to develop the new knowledge, skills, and practices necessary to better meet students’ learning needs. The use of Standards for Professional Learning by school systems and educators indicates commitment to effective professional learning. Further, use of the standards to plan, facilitate, and evaluate professional learning promises to
heighten the quality of educator learning, performance of all educators, and student learning. Increased educator effectiveness makes possible a shift from current reality to the preferred outcomes of enhanced student learning results -- a goal to which all educators subscribe.

**Standards for Professional Learning**

**Learning Communities**: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

**Leadership**: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

**Resources**: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

**Data**: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

**Learning Designs**: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes. **Implementation**: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

**Outcomes**: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

**NOTES:**

Learning Design Standard
https://learningforward.org/standards/learning-designs

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Integrating theories, research, and models of human learning into the planning and design of professional learning contributes to its effectiveness. Several factors influence decisions about learning designs, including the goals of the learning, characteristics of the learners, their comfort with the learning process and one another, their familiarity with the content, the magnitude of the expected change, educators' work environment, and resources available to support learning. The design of professional learning affects its quality and effectiveness.

Apply Learning Theories, Research, And Models

Cognitive psychologists, neuroscientists, and educators have studied how learning occurs for nearly a century. The resulting theories, research, and models of human learning shape the underlying framework and assumptions educators use to plan and design professional learning. While multiple designs exist, many have common features, such as active engagement, modeling, reflection, metacognition, application, feedback, ongoing support, and formative and summative assessment, that support change in knowledge, skills, dispositions, and practice.

Professional learning occurs in face-to-face, online, and hybrid settings. Some professional learning focuses on individual learning, while other forms focus on team-based or whole-school learning. Most professional learning occurs as a part of the workday, while other forms occur outside the school day. Both formal and informal designs facilitate and organize educator learning. Some learning designs use structured processes such as courses or workshops. Others are more fluid to allow for adjustments in the learning process. Some learning designs require team members or external experts as facilitators, while others are individually organized. Learning designs use synchronous or asynchronous interactions, live or simulated models and experiences, and print and nonprint resources to present information, model skills and procedures, provide low-risk practice, and support transfer to the workplace.
Job-embedded learning designs engage individuals, pairs, or teams of educators in professional learning during the workday. Designs for job-embedded learning include analyzing student data, case studies, peer observation or visitations, simulations, co-teaching with peers or specialists, action research, peer and expert coaching, observing and analyzing demonstrations of practice, problem-based learning, inquiry into practice, student observation, study groups, data analysis, constructing and scoring assessments, examining student or educator work, lesson study, video clubs, professional reading, or book studies. Learners and facilitators of learning may weave together multiple designs within on-site, online, or hybrid learning to achieve identified goals and to differentiate learning designs to meet the unique needs of individual learners. Learning designs that occur during the workday and engage peers in learning facilitate ongoing communication about learning, develop a collaborative culture with peer accountability, foster professionalism, and support transfer of the learning to practice.

Technology is rapidly enhancing and extending opportunities for professional learning. It particularly facilitates access to, sharing, construction, and analysis of information to enhance practice. Technology exponentially increases possibilities for personalizing, differentiating, and deepening learning, especially for educators who have limited access to on-site professional learning or who are eager to reach beyond the boundaries of their own work setting to join local or global networks to enrich their learning.

Select Learning Designs

When choosing designs for professional learning, educators consider multiple factors. The first is the intended outcome, drawn from analysis of student and educator learning needs. Learning designs that engage adult learners in applying the processes they are expected to use facilitate the learning of those behaviors by making them more explicit. Effective designs for professional learning assist educators in moving beyond comprehension of the surface features of a new idea or practice to developing a more complete understanding of its purposes, critical attributes, meaning, and connection to other approaches. To increase student learning, educator learning provides many opportunities for educators to practice new learning with ongoing assessment, feedback, and coaching so the learning becomes fully integrated into routine behaviors.

Educators are responsible for taking an active role in selecting and constructing learning designs that facilitate their own and others' learning. They choose appropriate learning designs to achieve their individual, team, or school goals. Educators’ learning characteristics and preferences also inform decisions about learning designs. Learners' backgrounds, experiences, beliefs, motivation, interests, cognitive processes, professional identity, and commitment to school and school system goals affect how educators approach professional learning and the effectiveness of various learning designs. Decisions about learning designs consider all phases of the learning process, from knowledge and skill acquisition to application, reflection, refinement, assessment, and evaluation. Learning designers consider how to build knowledge, develop skills, transform practice, challenge attitudes and beliefs, and inspire action.

Promote Active Engagement

Active engagement in professional learning promotes change in educator practice and student learning. Active engagement occurs when learners interact during the learning process with the content and with one another. Educator collaborative learning consistently produces strong, positive effects on achievement of learning outcomes. Active engagement respects adults as professionals and gives them significant voice and choice in shaping their
own learning. Through active engagement, educators construct personal meaning of their learning, are more committed to its success, and identify authentic applications for their learning. Active learning processes promote deep understanding of new learning and increase motivation to implement it. Active learning processes include discussion and dialogue, writing, demonstrations, inquiry, reflection, metacognition, co-construction of knowledge, practice with feedback, coaching, modeling, and problem solving. Through exploration of individual and collective experiences, learners actively construct, analyze, evaluate, and synthesize knowledge and practices.

NOTES:
Implementation Standard
https://learningforward.org/standards/implementation

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

The primary goals for professional learning are changes in educator practice and increases in student learning. This is a process that occurs over time and requires support for implementation to embed the new learning into practices. Those responsible for professional learning apply findings from change process research to support long-term change in practice by extending learning over time. They integrate a variety of supports for individuals, teams, and schools. Finally, they integrate constructive feedback and reflection to support continuous improvement in practice that allows educators to move along a continuum from novice to expert through application of their professional learning.

**Apply Change Research** Effective professional learning integrates research about individual, organization, technical, and adaptive change through supporting and sustaining implementation for long-term change. Those responsible for professional learning, whether leaders, facilitators, or participants, commit to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity. Drawing from multiple bodies of research about change, leaders provide and align resources, including time, staff, materials, and technology, to initiate and sustain implementation. Individuals, peers, coaches, and leaders use tools and metrics to gather evidence to monitor and assess implementation. Leaders and coaches model salient practices and maintain a sustained focus on the goals and strategies for achieving them. Leaders create and maintain a culture of support by encouraging stakeholders to use data to identify implementation challenges and engage them in identifying and recommending ongoing refinements to increase results. They engender community support for implementation by communicating incremental successes, reiterating goals, and honestly discussing the complexities of deep change.

Understanding how individuals and organizations respond to change and how various personal, cognitive, and work environment factors affect those experiencing change gives those leading, facilitating, or participating in professional learning the ability to differentiate support, tap educators’ strengths and talents, and increase educator effectiveness and student learning.

**Sustain Implementation**
Professional learning produces changes in educator practice and student learning when it
sustains implementation support over time. Episodic, periodic, or occasional professional learning has little effect on educator practice or student learning because it rarely includes ongoing support or opportunities for extended learning to support implementation. Formal professional learning, such as online, on-site, or hybrid workshops, conferences, or courses, is useful to develop or expand knowledge and skills, share emerging ideas, and network learners with one another. To bridge the knowing-doing gap and integrate new ideas into practice, however, educators need three to five years of ongoing implementation support that includes opportunities to deepen their understanding and address problems associated with practice.

Ongoing support for implementation of professional learning takes many forms and occurs at the implementation site. It may be formalized through ongoing workshops designed to deepen understanding and refine educator practice. It occurs through coaching, reflection, or reviewing results. It may occur individually, in pairs, or in collaborative learning teams when educators plan, implement, analyze, reflect, and evaluate the integration of their professional learning into their practice. It occurs within learning communities that meet to learn or refine instructional strategies; plan lessons that integrate the new strategies; share experiences about implementing those lessons; analyze student work together to reflect on the results of use of the strategies; and assess their progress toward their defined goals. School- and system-based coaches provide extended learning opportunities, resources for implementation, demonstrations of the practices, and specific, personalized guidance. Peer support groups, study groups, peer observation, co-teaching, and co-planning are other examples of extended support. When educators work to resolve challenges related to integration of professional learning, they support and sustain implementation. Professional learning is a process of continuous improvement focused on achieving clearly defined student and educator learning goals rather than an event defined by a predetermined number of hours.

**Provide Constructive Feedback**

Constructive feedback accelerates implementation by providing formative assessment through the learning and implementation process. It provides specific information to assess practice in relationship to established expectations and to adjust practice so that it more closely aligns with those expectations. Feedback from peers, coaches, supervisors, external experts, students, self, and others offers information for educators to use as they refine practices. Reflection is another form of feedback in which a learner engages in providing constructive feedback on his or her own or others' practices.

Effective feedback is based on clearly defined expected behaviors, acknowledges progress toward expectations, and provides guidance for achieving full implementation. Giving and receiving feedback about successes and improvements require skillfulness in clear, nonjudgmental communication based on evidence, commitment to continuous improvement and shared goals, and trusting, respectful relationships between those giving and receiving feedback.

To add validity and reliability to the feedback process, educators develop and use common, clear expectations that define practice so that the feedback is focused, objective, relevant, valid, and purposeful. Educators consider and decide what evidence best demonstrates the expected practices and their results. Frequent feedback supports continuous improvement, whereas occasional feedback is often considered evaluative. Feedback about progress toward expected practices provides encouragement to sustain the desired changes over time. Tools that define expected behaviors facilitate data collection and open, honest feedback.
SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS
The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

SOCIAL AWARENESS
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

RESPONSIBLE DECISION-MAKING
The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

SELF-MANAGEMENT
The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations—effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

RELATIONSHIP SKILLS
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- Communication
- Social engagement
- Relationship building
- Teamwork
SEL-Based Transformational Professional Learning

As professional learning specialists, we have a need and desire to deeply understand ourselves so that we can develop learning engagements that result in improved experiences for adults that transform their hearts, their thinking, and their actions, leading to successful outcomes for all students.

How can we be so intentional, so careful about how we construct our PL, that participants get to make powerful connections to themselves and their work? How do we make room for many different feelings, but not become mired in them when they are difficult ones? How do we, in the activities and in the debriefs, acknowledge, guide, give space, and support in ways that allow for an array of reactions that are all fully legitimate and real?

Three key elements to developing professional learning include the content, the design, and the facilitation. Skillful facilitation, from inception to debriefing, lies at the heart of SEL-based Transformational Professional Learning.

In PL experiences, adult learners seek opportunities for:
- Reflection: Time for insights and sense-making
- Community Building / Connections to others
- Inspiration and Motivation
- Knowledge gains and Skill enhancement
- Relevance to my context
- Alignment to my core purpose for my work

How effective are professional learning sessions in which the facilitator presents relevant content or has a well-designed format, but lacks authenticity and vulnerability in their facilitation? Participants find themselves engaged in a simple transfer of knowledge, with little or no relationship to the facilitator. Instead of opening up channels for true practice change, this transactional facilitation often results in short term learning without the “stickiness” of a connection to purpose and context.
As I prepare to design and facilitate a professional learning engagement, what strategies do I have for deepening my level of self-awareness?

What are some of the ways I regularly explore avenues for professional growth?

How can I lean into authenticity by elevating my own learnings during my facilitation?

What aspects of my identity create the foundation for my facilitation moves?

How do my core beliefs and values about my work inform the stance I take in relating to participants?

How do I make explicit connections to SEL competencies and skills when designing and facilitating PD?

What was my process for thoughtfully choosing the specific SEL 3 Signature Practices I wove into this engagement? How do they support my intentions?

What do I want my participants to know, feel and do as a result of this engagement?

How will this experience directly impact their work as facilitators and educators?

In what ways will this engagement lead to student success?
Four-Corners Note Catcher

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Feedback Provided During Protocols

<table>
<thead>
<tr>
<th>Warm</th>
<th>Cool</th>
<th>Hard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing Highlighting Specific</td>
<td>Analyzing Discerning Probing</td>
<td>Challenging Extending So What?</td>
</tr>
</tbody>
</table>
| Example: "I see excellent use of ..." "On page 2, I see a good example of..." "Attention to detail is evident in the following areas..." "I like the way you..." | Example: "I wonder if this fits that." "It looks like you wanted this to do that, but I'm not sure it does." "I can't tell if the student is to do this or that." "It is hard to tell what the goal was, and what the thinking skills were." | Example: "Does this do what we value?" "Does the activity meet the stated goal?" "Will it consistently provide similar results?" "Who is favored by this and who is penalized?"

This type of feedback highlights the specific areas in which the work is strong. This type of feedback uses critical distance, which means taking a closer look to analyze, probe and discern. This type of feedback challenges and extends what is presented. It will test the meaning of the work and provide direction for development.

This level of feedback requires the least amount of trust, and should always be present. Trust must be present in the group to give cool feedback. The group needs to have a higher level of trust and presenter should ask for this type of feedback.

**The facilitator's responsibility** is to check with the presenter as to their comfort in the level of feedback. Make sure that the presenter is ready and wants hard feedback before utilizing that level.

Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org