BYO P.D.
Personalizing Professional Learning

A presentation for the
Lead 3.0
20 April 2017
Jack Plotkin, Ed.D.
Sean Brandlin
About The Presenters

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About the Presenters
Students will see this on the projector
Intended Outcomes

Participants develop understanding of:
1) What personalized professional learning is
2) Why this initiative is needed
3) How to begin to implement

Participants leave with:
1) Multiple tools and options for implementation
2) Understanding of best practices for implementation
About You!
Students will see this on their devices and choose one of the options:

- Teacher
- Coach/TOSA
- Site Administrator
- District Administrator
- Parent/Board Member
- Other
Experience with or Understanding of Personalized Professional Learning
Experience with or Understanding of Personalized Professional Learning

- [ ] This is totally new for me
- [ ] I've read some about it, but mostly new
- [ ] I have some familiarity or experience doing this
- [ ] I am fairly experienced and/or have a good understanding of what it is

Slide 7: Student View
Students will see this on their devices and choose one of the options.
We need PD!!!
Traditional PD

BREW YOUR OWN PERSONALIZED PD

LEARNING IN THE NEW AGE

HOW TEACHERS LEARNED IN THE PAST

PERSONALIZED

RELEVANT

USEFUL

IS THIS THE DATA THAT MATTERS MOST TO ME?

CAN I FIND SUPPORT FROM EXPERT TEACHERS?

DAY-LONG WORKSHOPS

OBSERVATIONS

PROFESSIONAL LEARNING COMMUNITIES

PROFESSIONAL LEARNING CYCLE

ENGAGE

CAN I FIND LEARNING COMMUNITIES?

SHARING RESOURCES

SOCIAL NETWORKS

EDCAMPS

CAN I LEARN ANYTIME ANYWHERE?

VIDEO FEEDBACK

IMPLEMENTING NEW SKILLS WITH SUPPORT

MENTORING

CAN I LEARN ANYTIME ANYWHERE?

EducSurge GUIDES

Students will see this on the projector
But this shouldn't be why we need it!

YOU KNOW WHAT MY FAVORITE PART OF P.D. DAYS IS?

THE NEW IDEAS?
NO.

THE CAMARADERIE?
NOPE!

THE FACE TIME!
NO.

OK TEACHERS. WE'LL BREAK FOR LUNCH NOW.

AN HONEST TO GOD LUNCH HOUR?
YES!
And we shouldn't be getting results that look like this
From "PD" to "Personalized Professional Learning"
Format of this session

Interactive & Exploratory
Create Accounts in Preparation for Implementation
Participate or Watch - you choose
Some Time for Crowd-Sourced Resources
Let's get started with Badges! Badges! Badges!
Personalized Professional Learning
A Future Ready Schools Initiative
Personalized Professional Learning
A Future Ready Schools Initiative

☐ I am very familiar with the initiative

☐ I know a little about the initiative

☐ I am not familiar with the initiative
Future Ready Schools

Students will see: https://futureready.org/about-...
Understanding the PPL Gear

Take a moment to bookmark the Future Ready Schools Personalized Professional Learning Self-Assessment
A Brief Theoretical Lens

Expectancy Value Theory (Watt, Richardson, & Tysvaer, 2007)
Key factors in motivation to engage and persist in learning activities depend on one's belief that this will have positive benefits on his or her practice

Self Determination (Deci, 1971; Deci & Ryan, 1999)
People feel greater sense of self-efficacy when there are higher perceived levels of control over their environment. Sandholtz & Scribner (2006) corroborate this: bureaucratic factors (including administrator control) over professional development devalue a teachers' feelings of professionalism
Draw an arrow where you think the zone of desired effects falls for professional development.
Students will see this on the projector and use their devices to draw on it.
Which conditions of PD would you predict are necessary to reach this effect size?
Here they are:
Timperley, Wilson, Barrar & Fung (2007)

- Learning occurs over an extended period of time
- Involves at least some external experts
- Must sufficiently engage teachers
- Challenges teacher's prevailing conceptions about learning
- Teachers must talk with other teachers
- School leadership supports opportunities to learn
- Funding & release time
Doing so means no more of these posted on Facebook...

Teacher New Year's Resolution
#2-- I will participate fully in all PD sessions, even if the activity is monotonous and/or demeaning.

someecards user card

Students will see this on the projector
Dimensions of Personalized Learning
(from EdSurge)

Measure   Engage

Support   Learn

Students will see this on the projector
What is your driving need for teacher learning? It may be your mission statement (or a part of it) or some other whole school need...
At El Segundo Middle School
Mission: empowering lifelong learners to create a better world

Related needs:
1) Move teachers along SAMR spectrum for deeper learning
2) Further development of inquiry for authentic and deep learning
3) Development of Middle Years Programme units of study
4) Apple Teacher Program
5) Further development of learning-to-learn skills
6) Content Specific: NGSS, PLTW, Math learning system, new History framework, etc.
These Needs Can Help Identify the Platforms for Learning

Tips:
- Narrow your focus
- Analyze your needs for themes
- Find a few things all teachers need to do well
# Features of Personalized Learning

<table>
<thead>
<tr>
<th>HOW?</th>
<th>WHAT?</th>
<th>WHEN?</th>
<th>WHERE?</th>
<th>WHY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create multiple options &amp; opportunities for learning toward a common goal</td>
<td>Differentiated content to meet learner needs</td>
<td>Ideally, when best for teachers or a blend of fixed and dynamic times</td>
<td>Ideally, content that can be consumed anywhere</td>
<td>To meet learner needs, to boost motivation, to best impact student learning</td>
</tr>
</tbody>
</table>
Draw a check in the box where your current PD structure meets these conditions. Draw a + where you need more development to meet these criteria.

<table>
<thead>
<tr>
<th>HOW?</th>
<th>WHAT?</th>
<th>WHEN?</th>
<th>WHERE?</th>
<th>WHY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create multiple options and opportunities for learning toward a common goal</td>
<td>Differentiated content to meet learner needs</td>
<td>Ideally, when best for teachers or a blend of fixed and dynamic times</td>
<td>Ideally, content that can be consumed anywhere</td>
<td>To meet learner need, to boost motivation, to best impact student learning</td>
</tr>
</tbody>
</table>

Students will see this on the projector and use their devices to draw on it.
Further Recommended Features

- Initial goal setting
- Required collaborative learning (when on site)
- Demonstration of learning required (earn badges!)
- Continued options for in-person, session-based learning and peer-to-peer training
A somewhat typical PD calendar - do you have something similar?

<table>
<thead>
<tr>
<th>Date</th>
<th>Minimum Day</th>
<th>Pupil Free Day</th>
<th>Center Street</th>
<th>Richmond Street</th>
<th>ESMS</th>
<th>ESHS</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 18</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>New Teacher In-service</td>
<td>Boot Camp/ESTA Lunch</td>
</tr>
<tr>
<td>Aug. 19</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>All Hands</td>
<td></td>
</tr>
<tr>
<td>Aug. 22</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>Certificated In-service</td>
<td></td>
</tr>
<tr>
<td>Aug. 23</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>First Day of School</td>
<td></td>
</tr>
<tr>
<td>Aug. 29</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>Staff Meeting</td>
<td></td>
</tr>
<tr>
<td>Sept. 1</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>Back to School Night ESM</td>
<td></td>
</tr>
<tr>
<td>Sept. 5</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>HOLIDAY</td>
<td>Labor Day</td>
</tr>
<tr>
<td>Sept. 7</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>Back to School Night ESH</td>
<td></td>
</tr>
<tr>
<td>Sept. 8</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>Back to School Night RSS/CSS</td>
<td></td>
</tr>
<tr>
<td>Sept. 12</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>PLC/SpEd</td>
<td></td>
</tr>
<tr>
<td>Sept. 19</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>Dept/Grade Level/Music</td>
<td></td>
</tr>
<tr>
<td>Sept. 26</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>PD – Site Based</td>
<td></td>
</tr>
<tr>
<td>Oct. 3</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>Staff Meeting</td>
<td></td>
</tr>
<tr>
<td>Oct. 10</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>PLC</td>
<td></td>
</tr>
<tr>
<td>Oct. 17</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>Dept/Grade Level/VAPA</td>
<td></td>
</tr>
<tr>
<td>Oct. 20 &amp; 21</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Conferences / Grading</td>
<td></td>
</tr>
<tr>
<td>Oct. 24</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>PD – Site Based / SpEd</td>
<td></td>
</tr>
<tr>
<td>Oct. 31</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>PLC/SpEd</td>
<td></td>
</tr>
<tr>
<td>Nov. 7</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>PLC/SpEd</td>
<td></td>
</tr>
<tr>
<td>Nov. 11</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>HOLIDAY</td>
<td>Veterans’ Day</td>
</tr>
<tr>
<td>Nov. 14</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>Staff Meeting</td>
<td></td>
</tr>
<tr>
<td>Nov. 14-18</td>
<td>x</td>
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<td></td>
<td>Parent Conferences</td>
<td>Grades TK – 2 Early Bird Schedule</td>
</tr>
<tr>
<td>Nov. 21-25</td>
<td>x</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>HOLIDAY</td>
<td>Thanksgiving Week</td>
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<tr>
<td>Nov. 28</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>Dept/Grade Level/Art</td>
<td></td>
</tr>
<tr>
<td>Dec. 5</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>Staff Meeting</td>
<td></td>
</tr>
<tr>
<td>Dec. 12</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>PLC</td>
<td></td>
</tr>
<tr>
<td>Dec. 19 – Jan 2</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>HOLIDAY</td>
<td>Winter Break</td>
</tr>
<tr>
<td>Jan. 9</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>Dept/Grade Level/Music</td>
<td></td>
</tr>
<tr>
<td>Jan. 16</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>HOLIDAY</td>
<td>Martin Luther King</td>
</tr>
<tr>
<td>Jan. 19</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>FSHS FINALS</td>
<td></td>
</tr>
</tbody>
</table>
A somewhat typical PD calendar - do you have something similar?

- Basically the same
- Only a little the same
- We don't have early release/late start or dedicated time
Tools we will preview - these are [mostly] free!

- EdWeb
- Adobe Education Exchange
- The Teaching Channel
- Archived Webinars from: ASCD, Marzano Research, Dylan William Center, Corwin)
- Edutopia
- Multiple content specific resources (NSTA, NCTE, NCTM, Council for Exceptional Children ($), ACTFL ($), ShapeAmerica, NAEA, CSAI)
Tools we will not preview
(but worth checking out - see EdSurge report)

- PD in Focus ($$)
- Teaching Channel Teams ($$)
- Teachscape ($$)
- Annenberg Learner
Exploring EdWeb - create an account now!

- Create an account
- Join a community
- Find resources
- Recommended Community: SLC @ the Forefront: A Community of Innovators
- Don't forget to remember your log in and password for when you come back!
Exploring Adobe Education Exchange

- Any time courses
- Traditional courses
- Presentations/Tutorials
- Live Events
- Engage, discuss and connect with others
Exploring The Teaching Channel

- Short Videos
- "Deep Dives"
- Engage by connecting with and "following" other teachers
Exploring ASCD Webinar Archives

- Free webinars
- Members-only webinars
Exploring Marzano Research Webinars
Exploring the Dylan William Center Webinars
Exploring Corwin Webinars
Exploring Edutopia

- Videos
- Discussions
- Articles
- Engage with others

Students will see: https://www.edutopia.org/
## Content Specific Training

<table>
<thead>
<tr>
<th>Science/NGSS</th>
<th>Math</th>
<th>Language Arts</th>
<th>Special Education</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSTA (membership)</td>
<td>NCTM</td>
<td>NCTE</td>
<td>CEC</td>
<td>ShapeAmerica</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Webinars, webcasts</td>
<td>Webinars (for fee)</td>
<td>webinars</td>
</tr>
<tr>
<td>CSAI Online</td>
<td>NCTM</td>
<td>Web seminar series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Webinars, documents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td><strong>Arts</strong></td>
<td><strong>Common Core</strong></td>
<td><strong>Social Studies</strong></td>
<td><strong>Teaching Digital Skills</strong></td>
</tr>
<tr>
<td>ACTFL</td>
<td>NAEA</td>
<td>Achieve the Core</td>
<td>NCHE</td>
<td>Common Sense Media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Articles</td>
<td></td>
<td></td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>

Students will see this on the projector.
Crowd Source: What other resources do you know and love that teachers could use to further their learning?
There's a lot of content out there - so, now what?

1. Determine school needs and teachers' core learning needs

2. Pull your team together - gather critical leaders, including a resistor or two

3. Explore. Do your research. Then, identify no more than 3 platforms. Too many options become overwhelming for teachers

4. Model learning behavior - register yourself for accounts and use PPL time to learn as well

5. Allow teachers ample time (both at outset and ongoing) to explore the platforms themselves. Frequently provide time for them to go back
Take time now to jot down your potential next steps, or, share them with a partner
How do I ensure teachers use this time meaningfully?

- Establish pre and post surveys - ask teachers what they plan to learn and survey what they learned
- Use badges to recognize new learning. Determine acceptable evidence
- View new learning in practice. Publicly celebrate this learning.
### Sample Post Survey

<table>
<thead>
<tr>
<th>Timestamp</th>
<th>What format did you use to learn in today’s session?</th>
<th>Briefly describe what you learned in today’s session and how you intend to apply it</th>
<th>Today’s Personalized Learning day met my personal learning needs</th>
<th>Comments? Questions? Suggestions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/27/2017 16:04:00</td>
<td>TeachingChannel, Other Content Site (NSTA)</td>
<td>Saw how one teacher merges LS and PS concepts together and how to direct students to engage in arguments using evidence - will start to try her methods in upcoming lessons</td>
<td></td>
<td>At special education meeting.</td>
</tr>
<tr>
<td>2/27/2017 16:09:23</td>
<td>Apple Teacher (badges)</td>
<td>I learned about Garage Band. I intend on getting closer to earning all my badges.</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>2/27/2017 21:18:22</td>
<td>Apple Teacher (badges)</td>
<td>I worked on a summative assignment. I used one of my South Bay Conference Days</td>
<td>Strongly Agree</td>
<td></td>
</tr>
</tbody>
</table>
Other Considerations

- Consider allowing for flexibility (as allowed) during set "PD" times so teachers can use their own timelines, work from home, etc
- Consider crediting teachers for PD they seek out on their own outside of defined PD times
- Monitor teacher learning for amounts of support needed, especially on digital platforms
- Consider "pushing out" options to particular teachers
- Be a leader and an innovator - clear obstacles so teachers can learn meaningfully
And some helpful prerequisites

- Built in time for teachers to learn or ability to incentivize if not
- Collaborative culture
- Reasoned level of autonomy
Let's help each other: What barriers or obstacles would you have to clear to make this happen at your site/in your district.
QUESTIONS?
Here's my info again:

Jack Plotkin
jplotkin@esusd.k12.ca.us
http://plotkinjack.wixsite.com/plotkineducation

Sean Brandlin
sbrandlin@esusd.k12.ca.us
THANK YOU!!!!!!