EMPOWER EVERY TEACHER TO BE PROFESSIONAL DRIVEN THROUGH PERSONALIZED PD

Open in 2 tabs
Website
tinyurl.com/oelweinpd
Presentation
tinyurl.com/i11iPPD

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#i11i #personalizedPD
Feedback for ISTE
tinyurl.com/PPDfeedback
WHAT IS THE FIRST WORD YOU THINK OF WHEN I SAY PERSONALIZED PROFESSIONAL DEVELOPMENT?
IF I DIE

I hope it's during an inservice because the transition to death would be so subtle.
MEANINGFUL PD OUTCOMES

Staff Development → Change in Teacher Practice → Change in Student Outcomes → Change in Teacher Beliefs

Coaching

Guskey, 1986
PERSONALIZED PD
TRADITIONAL PD

• Top > Down
• Targets large group.
• Little effect on the classroom.
• Teachers feel it’s an “add-on” or extra work.
• Needs more time.
• Little affect on student outcomes.
• Short-term effects

PERSONALIZED PD

• Bottom > Up
• Targets individual or small learning groups.
• Higher rate of classroom integration.
• Teachers feel it’s a tool to replace.
• GIVES TEACHERS TIME!
• Greater affect on student outcomes.
• Long-term effects
SIMPLE
EASY TO MANAGE
EVERYONE HAS A ROLE
SUSTAINABLE
INTRINSICALLY MOTIVATING
Hawk Life Cycle

Research

Hatchling

Integration

Fledgling

Coaching Guide

Reflect

Adult Hawk

Coaching Guide

Share

Soaring

Tech Tool Sessions

Nest/Egg
Research

“Where do I even start?!”
Bloom’s Taxonomy
(revised by Lorin Anderson)

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering
Creating Evaluating Analyzing ( ) × Frequency

- Decreased classroom management issues.
- Increased attendance.
- Increased homework completion rate.
- Increase in student achievement.

= ENGAGEMENT
Bloom’s Taxonomy (revised by Lorin Anderson)

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

Vine
Play
Rap
Vid

Vocab Packet
Vocab Packet
Vocab Packet
Vocab Packet
IDENTIFY THE WEAK SPOT

- Where are my students operating in the lower levels on a regular basis?
- How do I move them to the upper levels?
CHOOSING YOUR

• Should **NOT** be “tool” driven.

• Question should be framed to have a positive effect on student outcomes (low>high).
BEGIN YOUR JOURNEY!
1. Meet at central location.
2. Reflection Talks (10 mins/talk)
3. Flag Ceremony (10 min)
4. Personalized PD Work
LOAD-BEARING STUDS

• Must make the time available per month (no less than 1.5 hours, 2-4 is recommended).

• Use an analogy.
  • An analogy helps with teacher buy-in.

• Create a Personalized PD central hub for all PD materials.
  • website
  • Learning Management System
LOAD-BEARING STUDS

• Make the extrinsic motivator worth having.
  • “I want something the teachers would be proud to put on display.”

• Must include ALL steps in the process. Cannot cut one out.

• Each journey MUST be centered on a positive effect on student outcomes. NOT what the teacher whimsically feels like exploring.

• The process should be promoted and used as a communication process, NOT an evaluation process.
LOAD-BEARING STUDS

• Keep Personalized PD time sacred (**per month**)

• Always have an initial meeting space.
  • Usually an auditorium.

• Do not put a time limit on the PPD process.
  • Give reluctant teachers time and coaching.

• Admin may need to step in.
HOW DO WE KNOW IT’S WORKING?
PERSONALIZED PD PLAN

What is going to be the analogy?
What will be the intrinsic motivator piece/stages?
How will we share amongst staff (Reflection Phase)?
What time will be offered for this?
Who will play each roll
  (Tech Requests/Coach Requests)?