



THE PROFESSIONAL LEARNING ASSOCIATION

If you see can see the slide and hear music or my voice, you're all set.

All attendees are muted upon entry. Please use the chat feature for comments and questions during the webinar.

The webinar will be recorded and archived in our member resources the Learning Forward [on-demand library](#) of webinars

<https://learningforward.org/learning-opportunities/webinars>

Welcome!
We will begin shortly

AS YOU JOIN...

Please type into the chat what brought you to this webinar.

Why do YOU think professional learning needs to be redesigned?



THE PROFESSIONAL LEARNING ASSOCIATION

Webinar

February 21, 2019

Getting Started:

Designing Next Generation Professional Learning



Host:

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A hand holding a glowing lightbulb against a sunset background. The background is a gradient of orange and red at the bottom, fading into a teal color at the top. The hand is positioned in the lower right, holding the base of the lightbulb. The lightbulb is illuminated from within, casting a warm glow. The entire scene is framed by a white border.

GETTING STARTED

DESIGNING NEXT
GENERATION PROFESSIONAL
LEARNING

OUR STORY



Adam Rubin
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2Revolutions

Do What You Love For Good

is a national education design lab that helps imagine, launch, and support innovative learning models and systems

2REV'S WORK

Building capacity to transform through customized, integrated supports and deep partnership over time

TRANSFORM SCHOOLS

Design, prototype and test new approaches

TRANSFORM SYSTEMS

Nurture the conditions that enable change

TRANSFORM CAPACITY

Grow individuals and teams for the long haul



WE VALUE...



Continuum of learning vs fragmented, incoherent learning



Capacity building vs training



Application around felt need vs learning in isolation



AN INVITATION



A Toolbox for Educators to Transform Practice



TODAY'S OBJECTIVES



Understand the limitations of our traditional professional learning model



Envision what a transformed professional learning model could look like



Engage in an experiential process to design a next generation professional learning experience



Walk away with an innovative professional development prototype you can use to jumpstart professional learning in your context

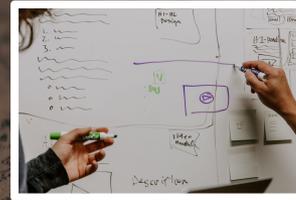
TODAY'S AGENDA



1.
THE
CHALLENGE



2.
THE
OPPORTUNITY



3.
DESIGNING
SOLUTIONS



4.
NEXT STEPS



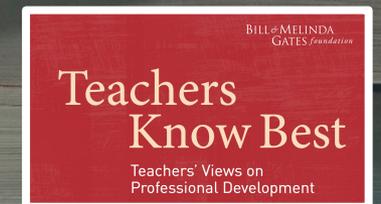
1. THE CHALLENGE

Let's start with the reasons PD needs to change

WHAT RESEARCH SAYS

Training our teaching force is a key driver for student achievement

However, there is significant evidence that our current system of training is very expensive and not yielding the outcomes we seek



**WHAT ARE WE
INVESTING?**





\$18,000,000,000

is what the US spends annually on K-12 professional learning, according to an estimate from BCG

The background of the slide is a blurred image of a desk. In the foreground, there is an open calendar with dates visible, including 11, 19, 20, 21, 26, 27, 28, and 29. A pen is also visible on the desk. The text is overlaid on this background.

10% of the school year

or ~19 school days is the average time
we dedicate to professional learning
each year, according to TNTP

**WHAT ARE THE
RETURNS ON
OUR
INVESTMENT?**



THE RESULTS: EFFECTIVENESS

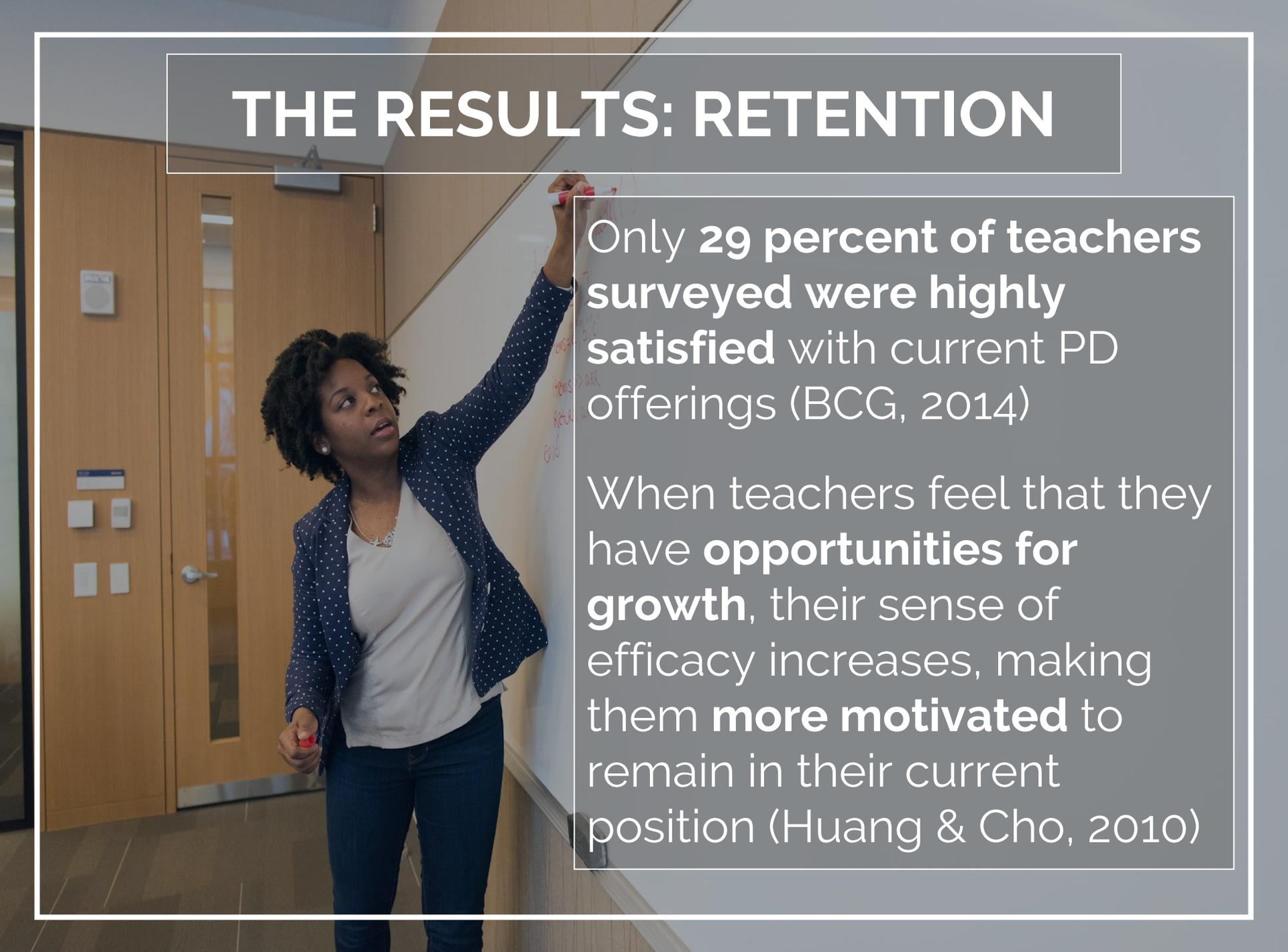


Evaluations of 7 in 10 teachers remained **stagnant or declined** in past 2-3 years.



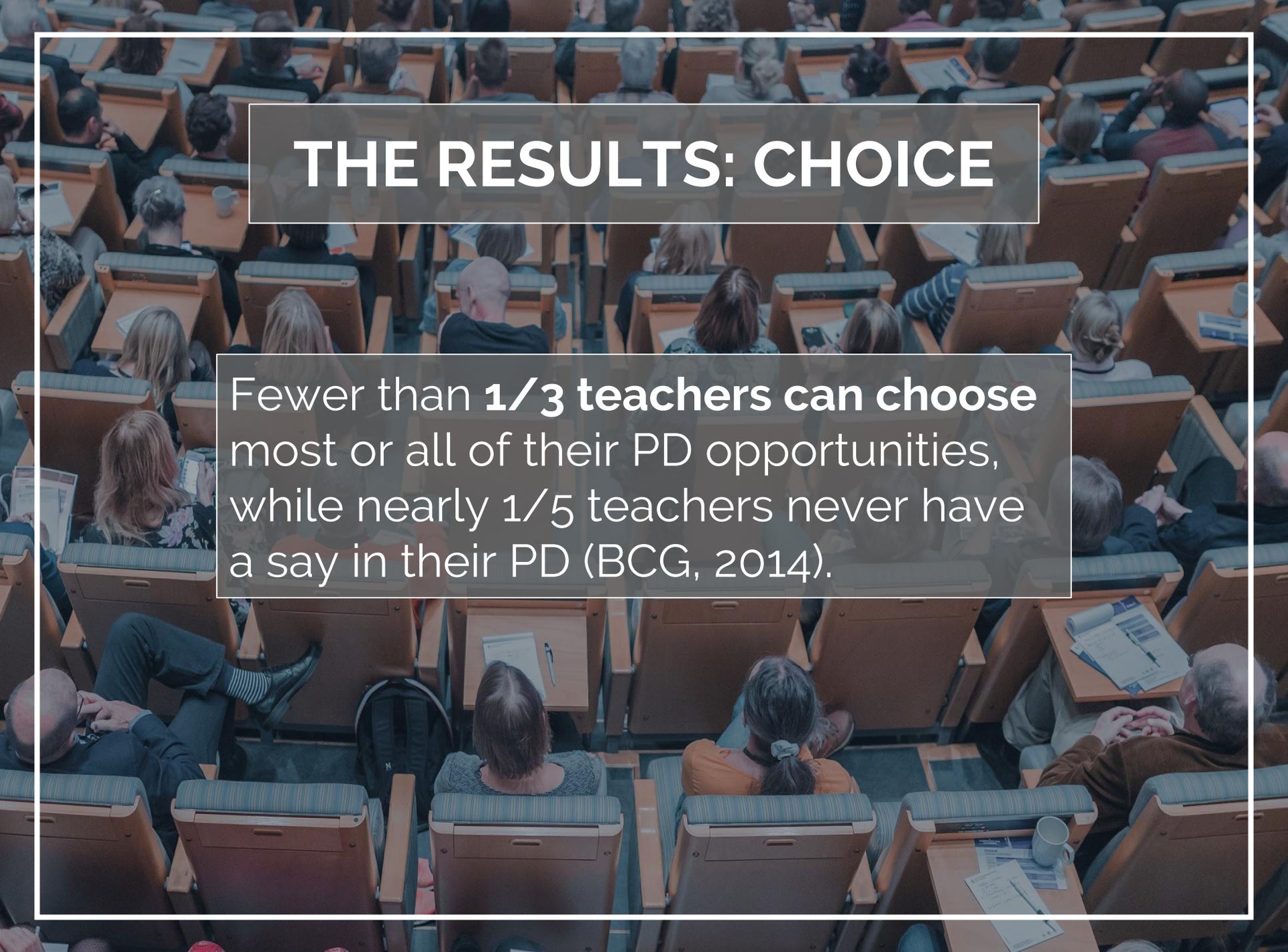
Professional growth tends to **plateau** after the 5th year of teaching. The difference in evaluation ratings between a 1st year teacher and 5th year teacher was more than 9x the difference between a 5th year teacher and a 20th. (TNTP, 2015)

THE RESULTS: RETENTION

A woman with dark curly hair, wearing a blue polka-dot blazer over a white t-shirt and dark jeans, is standing in a hallway and writing on a whiteboard. She is holding a red marker in her right hand and looking up at the board. The hallway has wooden doors and walls. The whiteboard has some faint red writing on it, including the words "Hens", "Rete", and "Exo".

Only **29 percent** of teachers surveyed were **highly satisfied** with current PD offerings (BCG, 2014)

When teachers feel that they have **opportunities for growth**, their sense of efficacy increases, making them **more motivated** to remain in their current position (Huang & Cho, 2010)



THE RESULTS: CHOICE

Fewer than **1/3** teachers can choose most or all of their PD opportunities, while nearly 1/5 teachers never have a say in their PD (BCG, 2014).

THE RESULTS: COLLABORATION

More than 1/2 of all American teachers **have never observed** a colleague's teaching (OECD, 2014).



2.

THE OPPORTUNITY

How might we reimagine professional learning?

HOW A STUDENT LEARNED



Link to video: <https://youtu.be/OgzdDp5qfdI>

HOW DO YOU LEARN?

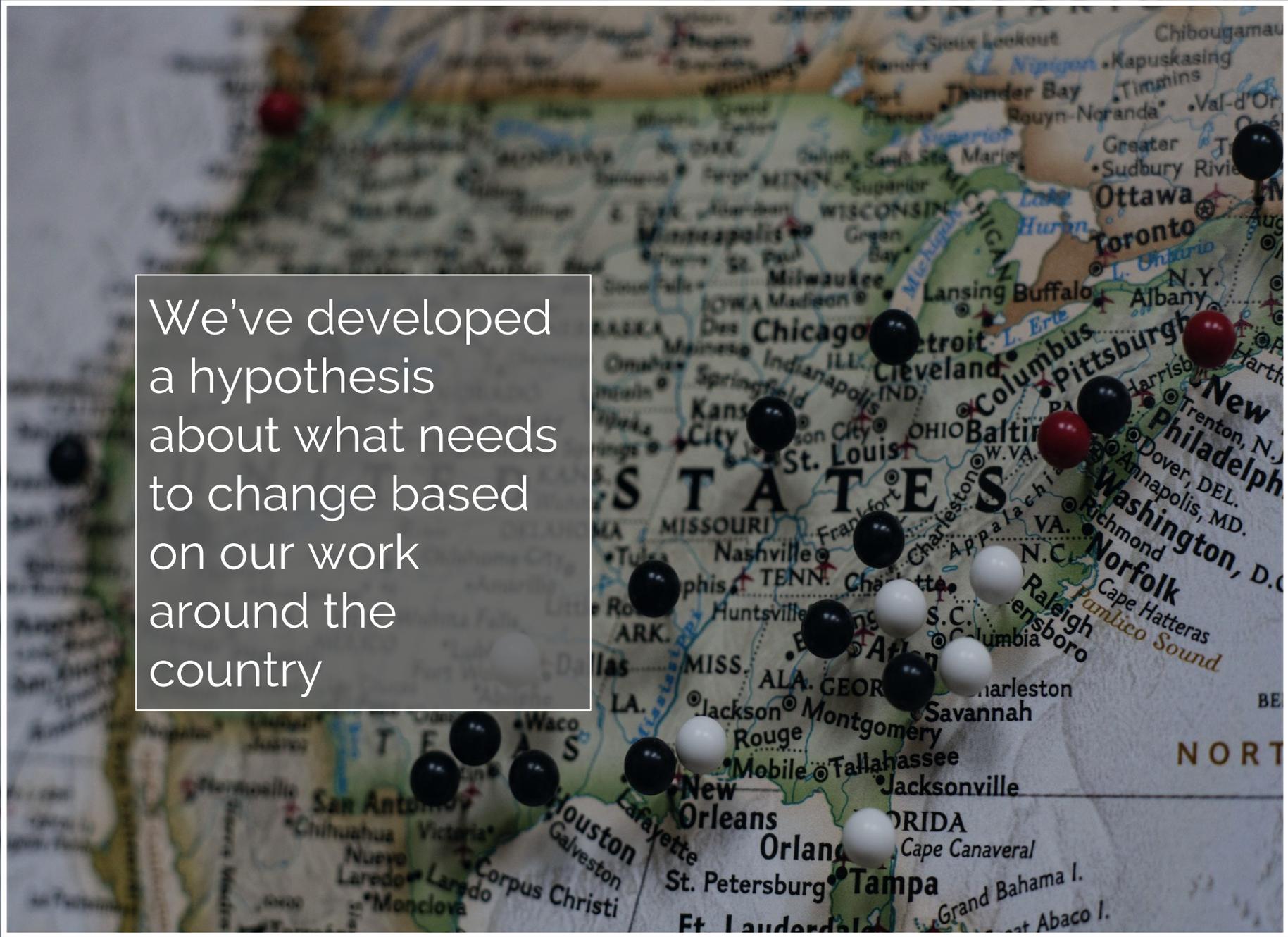
Discuss in breakout rooms (5 mins)

What's a skill you recently learned?

What process did you use to learn it?



We've developed
a hypothesis
about what needs
to change based
on our work
around the
country



TRADITIONAL PD

CONTENT
(i.e.
Common
Core)

PROCESS
(i.e. lecture)

MINDSET
(i.e.
compliance
mindset)

Often, PD providers focus on a block of **content** they want educators to learn, use a **process** to impart that content, and that leads to an unintended **mindset**.

TRANSFORMED PD

PROCESS
(i.e. action
research
cycle)

MINDSET
(i.e. growth
mindset)

CONTENT
(i.e. learner
agency)

What if we instead started with an experiential **process** that activates an intentional **mindset** and leads to deeper understanding of the **content**?

LEARN NEXT

CONTENT



INNOVATIVE PROCESSES



PROCESS



Podcasts for
Educators!



Instructional
Rounds



Video
Coaching

LEARN MORE NEXT
THURSDAY,
FEBRUARY 28th!

So what does it
look like to
transform
professional
learning and
better enable
deeper student
learning?





1. w
2. w
3. w

Design

H1-Headline

Menu

Video module

Description

3. DESIGNING SOLUTIONS

Challenge yourself by designing an innovative professional learning session!

YOUR TASK

Quickly prototype a professional learning session with other webinar participants.



You'll have a packet with your **scenario**, the **mindset** you want to cultivate in educators, and the **content** you want them to learn. You'll have to choose a **process** that will activate that learning.

At the end, we'll pull you back to the main room to share back the "headline" for your plan in the chat box.

A close-up photograph of a person's hands engaged in a craft project. The person is wearing a white long-sleeved shirt. They are using a yellow-handled brush to apply paint from a small jar into a silver metal can. In the foreground, a white paint palette is open, showing various colors of paint including red, black, green, and orange. A plate with a smiley face painted on it is visible in the background. The scene is set on a light-colored surface, possibly a table.

Ready to get
creative?

OPEN THIS LINK FOR YOUR INSTRUCTIONS

<https://drive.google.com/file/d/165mreUlsGfan9QW7xKoGDqGHvd36pJMM/view?usp=sharing>



We'll bring you back at about :50 minutes past the hour

AS YOU RETURN...

Recorder, please type the "headline" for your professional learning session in the chat box, trying to stick to 10 words or fewer.



4. NEXT STEPS

What are you going to do with what you learned?

3 WAYS TO KEEP LEARNING



Register for next Thursday's follow-up webinar on "Taking the Next Step: Implementing Next Generation Professional Learning" at

https://lf.informz.net/LF/pages/Implementing_Next_Generation_Professional_Learning_webinar



Explore the Learn Next free and open resources at <https://getinspired.2revolutions.net/external/signup> *(you'll need to create a free log-in)*



Play the "Which PD Would YOU Attend?" game with colleagues at

<https://getinspired.2revolutions.net/lessons/1929> *(you'll need to create a free log-in)*

ANY QUESTIONS?

Please feel free to reach out to adam@2revolutions.net or meaghan@2revolutions.net!

REFERENCES

Boston Consulting Group. (2014). Teachers Know Best: Teachers Views on Professional Development. Seattle, WA: Bill & Melinda Gates Foundation.

Huang, D., & Cho, J. (2010). Using Professional Development to Enhance Staff Retention. *Afterschool Matters*, 12, 9–16.

OECD. (2014). Results from TALIS 2013: Country Note, United States of America.

TNTP. (2015). The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development. Brooklyn, NY: TNTP.



THE PROFESSIONAL LEARNING ASSOCIATION

Upcoming Webinars

Thursday, Feb. 28, 2pm CT / 3pm ET

Taking the Next Step:

Implementing Next Generation Professional Learning

Wednesday, March 6, 2pm CT / 3pm ET

Hearing from Districts:

Measuring the Impact of Professional Learning

<https://learningforward.org/learning-opportunities/webinars>