



**FACILITATING  
PROFESSIONAL LEARNING**  
**GUIDELINES FOR PRESENTATIONS  
AND WORKSHOPS**





# RESEARCH AND RESOURCES

The information contained in this guidebook is intended to help facilitators of professional learning in District 131 design and execute effective sessions that result in changes to educator practice and improved student learning experiences.

## Research

- p. 3:** The Professional Learning Shift
- p. 4-5:** Designing Professional Learning
- p. 6-7:** Learning Forward Standards and Making Changes in Practice
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## Resources

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# The Professional Learning Shift

There have been more than a few reports published recently that address the need for effective professional learning practices worldwide:

- *Measures of Effective Teaching* (The Bill & Melinda Gates Foundation, 2013)
- *The Mirage* (TNTP, 2015)
- *Beyond PD: Teacher Professional Learning in High-Performing Systems* (Learning First, 2016)

The Learning Forward Standards for Professional Learning (2011) are the international standards that guide the design and evaluation of professional learning in the academic world. In 2014, the Illinois State Board of Education (ISBE) adopted the Learning Forward Standards as criteria that must be met to make professional learning eligible for PD hours toward licensure renewal.

In 2015, the Every Student Succeeds Act (ESSA) included for the first time a fairly robust definition of professional development that was informed by the Learning Forward Standards. In District 131, the majority of our professional learning funding comes from Title II, therefore activities are expected to be in alignment with the criteria set forth by ESSA.

We are committed to moving our professional learning practices forward so we can meet educator needs, and, ultimately, provide for a positive effect on student learning experiences. While we recognize the urgency in meeting the ESSA criteria and aligning with the Learning Forward Standards, important changes such as these take time and careful planning. The shift toward professional learning in which educators take an active role in their learning through collaborative inquiry over time with job-embedded support is certainly an end goal worth the effort.

## ESSA CRITERIA FOR PROFESSIONAL LEARNING

## FRONTLINE EDUCATION: BRIDGING THE GAP, 2016 (NATIONAL STUDY)

<b>Sustained:</b> taking place over an extended period; longer than one day or a one-time workshop.	<b>87% of professional development activity enrollments were not sustained.</b>
<b>Intensive:</b> focused on a discreet concept, practice, or program.	<b>The average professional learning activity was not intensive, in fact, it was only one third as long as the minimum that may be required to affect teaching or learning improvements.</b>
<b>Collaborative:</b> involving multiple educators, educators and coaches or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.	<b>9% of activity enrollments were in formats that inherently include collaborative learning designs.</b>
<b>Job-embedded:</b> a part of the ongoing, regular work of instruction and related to teaching and learning taking place in the real time teaching and learning environment.	<b>37% of all activities were offered by third parties rather than by the participant's school system.(i.e. not job-embedded).</b>
<b>Data-driven:</b> based upon and responsive to real time information about the needs of participants and their students.	<b>8% of activities met criteria for data-driven.</b>
<b>Classroom-focused:</b> related to the practices taking place during the teaching process and relevant to instructional process.	<b>85% of activities were aligned with at least one classroom-focused InTASC standard.</b>

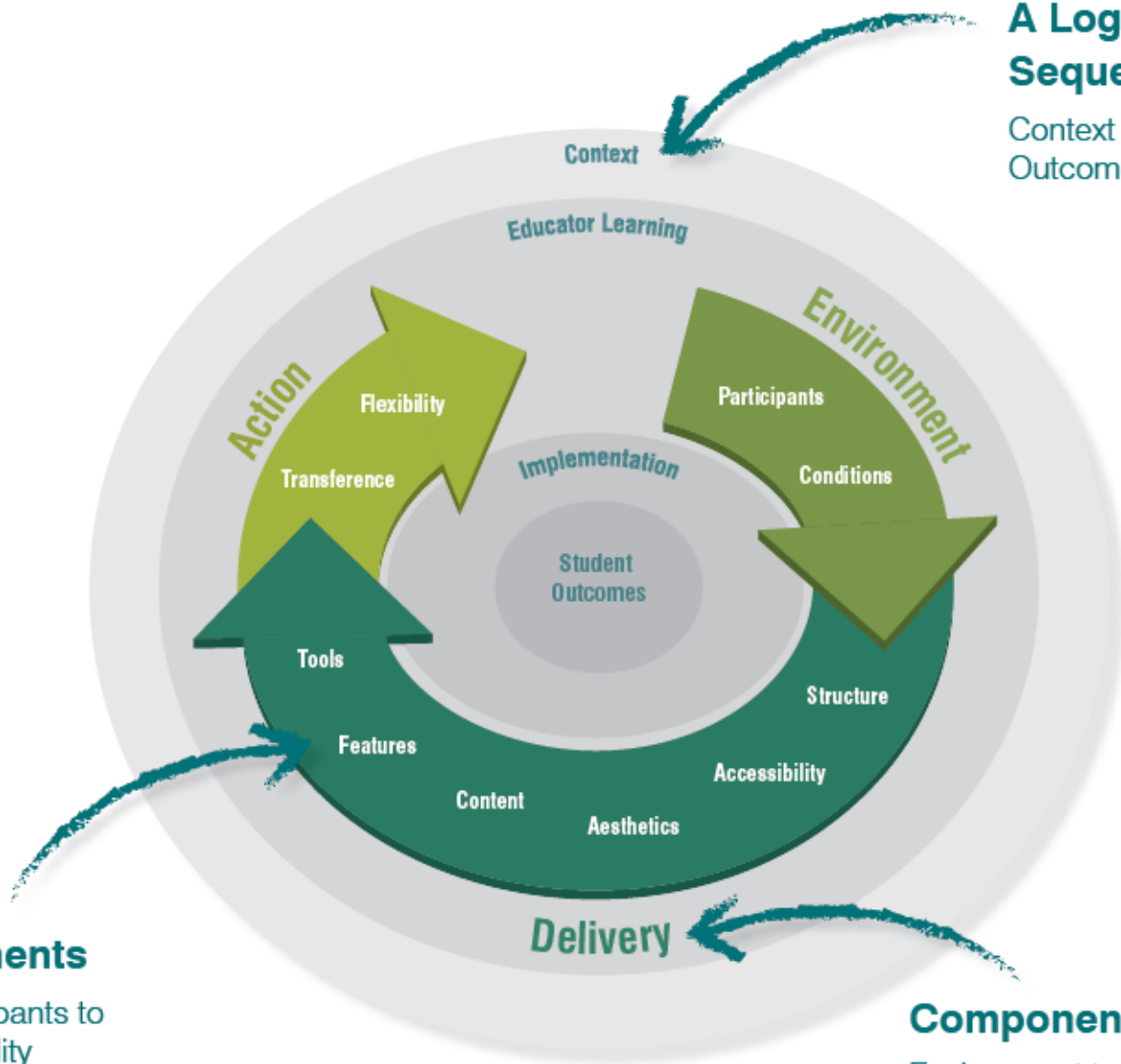
# DESIGNING

# PROFESSIONAL

# LEARNING

## A Logic Sequence

Context to Student Outcomes



## Elements

Participants to Flexibility

## Components

Environment to Action

The Australian Institute for Teaching and School Leadership (AITSL) identified the "Anatomy of Professional Learning Design" pictured above in their 2014 report *Designing Professional Learning*. This guidebook provides a brief overview of the major insights that can inform professional learning design in District 131.

The Logic Sequence presented in this diagram

begins with "context" in the outer gray circle and moves inward toward "student outcomes." It is "best read as a (long) sentence: 'As a result of considering **context** at the national, state, territory, and local levels, **teachers and school leaders** can engage in **learning** that will result in **changes in teacher knowledge, practice and engagement**; and an improved learning culture that will result in

**successful learners, confident and creative individuals, and active and informed citizens."** (p. 7, emphasis added) The report further suggests that "the three components and ten elements of the Learning Design Anatomy provide a structure that users can apply to considering learning designs, as well as grouping related elements of the learning design." (p. 7)

To design an appropriate learning **environment**, one must consider the **participants** and the **conditions** in which the learning will take place. The makeup of the participant group and their particular learning needs relates directly to the type of environment in which powerful learning will likely take place. The conditions of the professional learning relate back to the context in the outer circle of the diagram. The support from leadership, resources available, and general working conditions are some of the factors that influence the success of professional learning. Only when the environment is clearly understood can the elements of the delivery be considered.

The first element of **delivery** is the **structure**, including the rationale to engage in the learning, the connection to research/theory, and the opportunity for participants to apply new knowledge and skills to their practice.

The chosen delivery design must allow participants to easily **access** and participate in the learning environment. Additionally, the **aesthetic** choices within the design such as the visual, auditory, and physical construction of the environment must encourage engagement with the learning.

The **content** refers to the knowledge, attitudes, skills, aspirations, and behaviors (Killion, 2008) that educators will work on during the professional learning. The AITSL report emphasizes that the "alignment between content, purpose and context is critical." (p. 11)

The **features** and **tools** refer to the delivery method and provisions for engagement with the content, respectively. Features may include face-to-face, on-line, or blended learning models. Tools include such options as discussion protocols, templates, polls, or other "interactive elements that encourage participation through activity, interaction, collaboration, application or review." (p. 11)

To work toward implementation of the new learning, we must plan for **action**. A first step is to support **transference** of the new knowledge and skills through resources tailored to facilitate use. Additionally, a series of professional learning sessions that encourage reflection and collaboration during the implementation period, including the review of student data, can serve as a long-term action plan. Closely linked to transference is the **flexibility** granted to teachers in their implementation to best meet the needs of their students.

In summary, planning for professional learning involves much more than the content and activities of a session. Beginning with an understanding of the context and having the end goal of student learning are the bookends of a complex system of designing effective professional learning. [Click here to download the full AITSL report.](#)

## 10 Elements of PL Design

1. *Participants*

2. *Conditions*

3. *Structure*

4. *Accessibility*

5. *Aesthetics*

6. *Content*

7. *Features*

8. *Tools*

9. *Transference*

10. *Flexibility*



# LEARNING FORWARD STANDARDS

In 2011, Learning Forward published the Standards for Professional Learning. It is important to understand what the standards are and what they are not.

## The standards are:

- essential elements of professional learning
- interdependent
- focused on increasing educator effectiveness and student results
- guiding principles for decision making
- a consumer's guide for educators
- a reference for participant responsibilities

## The standards are not:

- a workbook
- a toolkit
- a technical assistance guide
- a solution to every PL issue
- a road map

The chart on Managing Changes in Practice illustrates the synergy of the standards and the need to strategically employ each of them in professional learning design, delivery, and evaluation.

The seven standards for professional learning all share the same stem:

## *Professional learning that increases educator effectiveness and results for all students...*

- **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 Design:** 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.

# Managing Changes in Practice

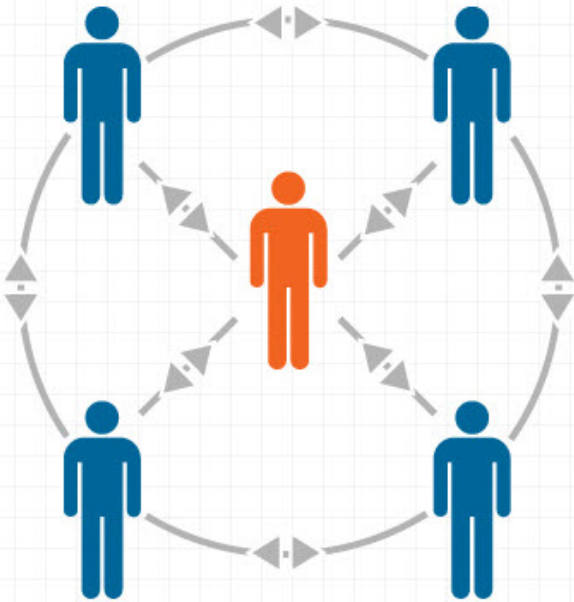
Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	Educator effectiveness and student results
	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	Pockets of excellence
Learning Communities		Resources	Data	Learning Designs	Implementation	Outcomes	Lack of support
Learning Communities	Leadership		Data	Learning Designs	Implementation	Outcomes	Resistance
Learning Communities	Leadership	Resources		Learning Designs	Implementation	Outcomes	Lack of focus
Learning Communities	Leadership	Resources	Data		Implementation	Outcomes	Inadequate learning
Learning Communities	Leadership	Resources	Data	Learning Designs		Outcomes	Unsustained change
Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation		Misalignment of goals

Adapted by Learning Forward Senior Consultant Chris Bryan from Ambrose, D. (1987). *Managing complex change*. Pittsburgh, PA: The Enterprise Group, Ltd.

## The Adult Learning Theory

# ANDRAGOGY

of Malcolm Knowles



The term **andragogy** can be supposedly equivalent to the term pedagogy. **Andragogy** in Greek means man-leading in comparison to pedagogy, which in Greek means child-leading. However, it should be noticed that the term pedagogy is used since the Ancient Greek times while Alexander Kapp, a German educator, originally used the term **andragogy** in **1833**.

Malcolm Knowles' research on *andragogy* provides many considerations for the design and delivery of professional learning. Understanding the characteristics of adult learners helps us create learning experiences that allow educators in District 131 to feel valued and respected as professionals. To meet the needs of naturally self-guided learners who seek to solve problems related to their everyday practice, we must design professional learning that honors the vast experience of our audience and clearly communicates the relevance of the content, activating their motivation to learn. It is imperative that our professional learning sessions make the best use of educators' time by incorporating the following elements:

### Content connected to:

- Research and/or data
- Student learning standards
- Educator performance framework (Danielson)
- Clear application to daily practice

### Delivery format that provides:

- Modeling
- Opportunity to practice
- Individual and collaborative learning
- Engaging structures (movement, idea sharing, discussion protocols, etc.)

### Follow-up support that:

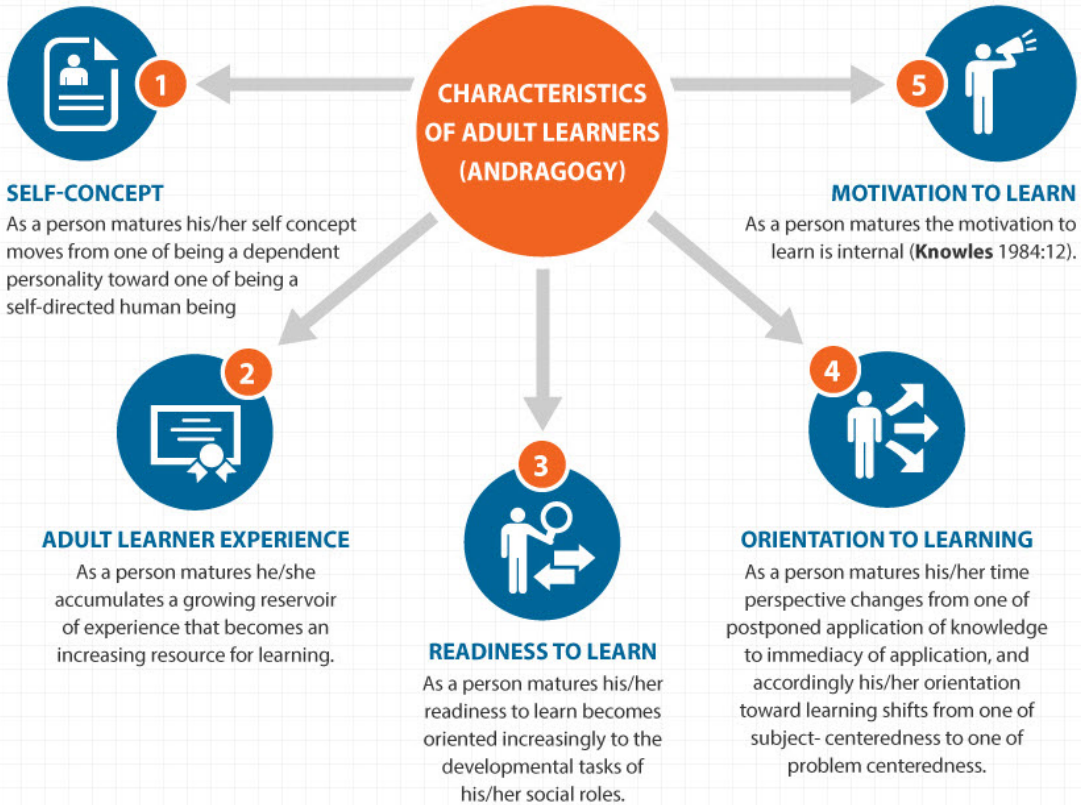
- Is job-embedded, ongoing, and systemic



## KNOWLES'

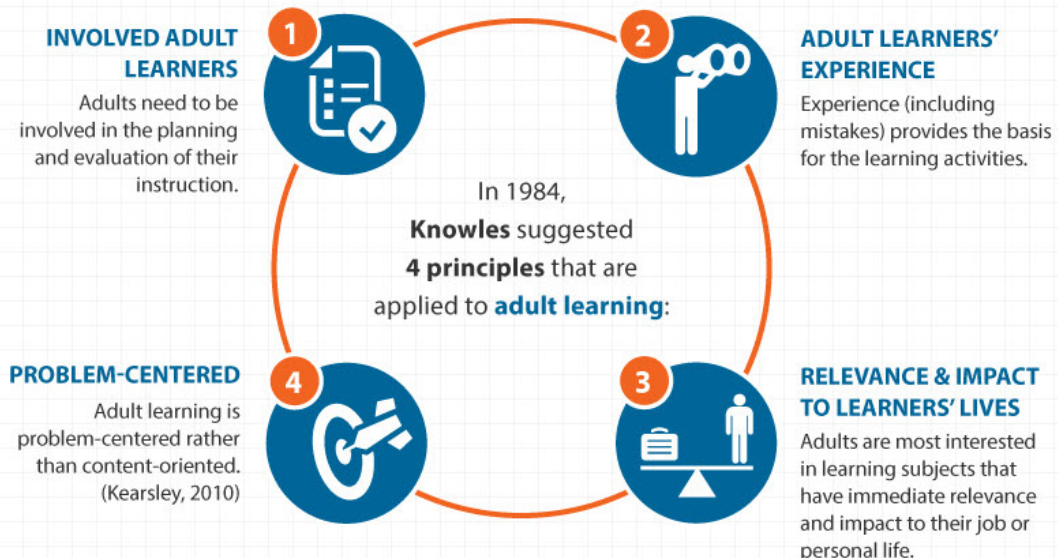
# 5 ASSUMPTIONS OF ADULT LEARNERS

In 1980, Knowles made 4 assumptions about the characteristics of adult learners (andragogy) that are different from the assumptions about the characteristics of child learners (pedagogy). In 1984, Knowles added the 5th assumption.



## KNOWLES'

# 4 PRINCIPLES OF ANDRAGOGY



# *12 Expectations for EA Presentations*

<i>Title Slide with Facilitator Name(s)</i>	<i>Welcome &amp; Introductions</i>	<i>Intended outcomes</i>
<i>Agenda</i>	<i>Purpose</i>	<i>Connections</i>
<i>Engaging Activity #1</i>	<i>Engaging Activity #2</i>	<i>Q&amp;A</i>
<i>Presenter Feedback</i>	<i>Resources</i>	<i>ISBE Evaluation Reminder</i>

# 12 Expectations

To ensure consistency, please make sure that your presentation (PPT or other) includes the following non-negotiable elements. You may need to adjust the order to align with the flow of your presentation.

## **Title Slide with Facilitator Name(s)**

Include a clear title for your presentation that is indicative of the content and/or learning outcomes. Add facilitator name(s) and title(s).

## **Welcome & Introductions**

Introduce yourself as a facilitator, and provide time for your participants to introduce themselves to their groups/partners/etc. (depending on the size of the group and seating arrangements).

## **Intended Outcomes**

List the learning goals for your participants - not the activities, but what they will know and be able to do at the end of the session.

## **Agenda**

List the topics and/or activities that will contribute to the learning outcomes. Use bullet points with a few words or a phrase. Take each agenda item and create logical divisions in your presentation (i.e. section header slides in PPT).

## **Purpose**

Provide a brief statement that explains why the content of the session is relevant to their practice.

## **Connections**

Provide a brief statement that connects the content of the session to district goals, initiatives, evaluation framework, etc.

## **Engaging Activities**

Incorporate at least two engaging activities for participants to

## **Q&A**

Allow time near the end of the session for questions from participants.

## **Presenter Feedback**

In addition to the ISBE evaluation, presenters should create a brief exit ticket or other form of feedback for their own growth as

## **Resources**

*Provide a slide or handout with resources for more information*

## **ISBE Evaluation Reminder**

At the end of the session, remind participants that they must complete the ISBE evaluation in My Learning Plan within 48 hours to be eligible for PD hours. Provide 5 minutes for participants to login and complete the evaluation.

# 12 Expectations

Please read the examples below if you need clarification of how the content of your required presentation elements may be worded. Tailor the statements to match your presentation.

## **Title Slide with Facilitator Name(s)**

**Title:** Understanding the Role of the Mentor in New Educator Growth

**Facilitated by:** Jen Dalrymple, Mentor Program Leader

## **Welcome & Introductions**

- Name
- Building
- Role

## **Intended Outcomes**

Participants will be able to articulate the role of the mentor in helping new educators through coaching, observation, and other

## **Agenda**

- Practice coaching language and active listening through role-play
- Review the purpose and procedures of the observation cycle
- Brainstorm and share strategies for supporting new

## **Purpose**

Mentoring is a skill that requires ongoing learning and practice to positively effect the mentor-mentee relationship and lead to new

## **Connections**

Mentor professional learning is addressed in the Illinois Induction Program Standards (#6) as a requirement of high-quality

## **Engaging Activities**

Use the suggestions on p. 14-15 of this document (or others that

## **Q&A**

Incorporate a slide in your presentation with Q&A as the title and possibly a graphic in the body.

## **Presenter Feedback**

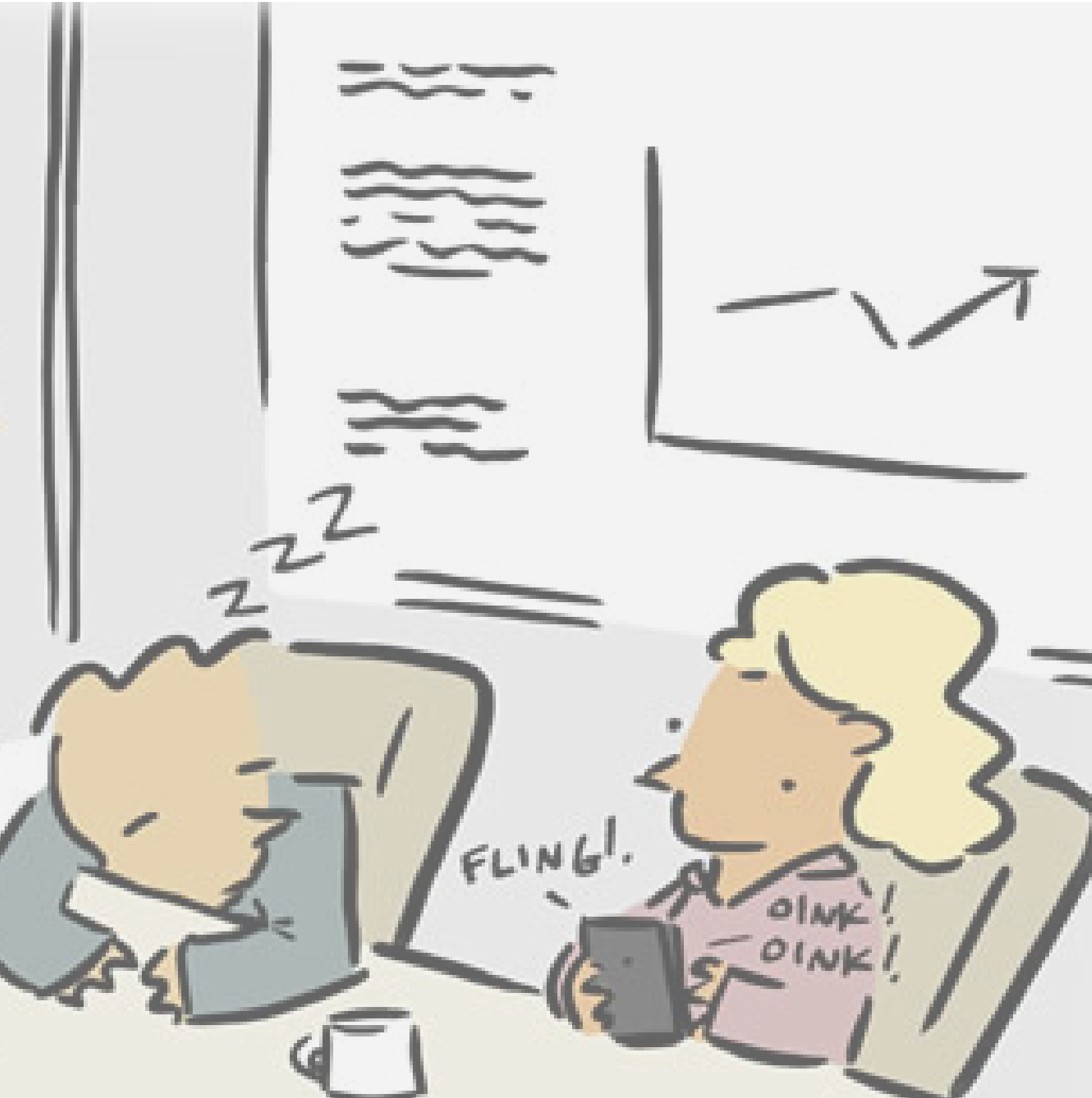
See p. 16 for a sample exit ticket.

## **Resources**

*Provide a slide or handout with resources for more information*

## **ISBE Evaluation Reminder**

Please use the remaining time to complete the ISBE evaluation in My Learning Plan. We value this feedback as a means of assessing how we have met your professional learning needs. The ability to complete this evaluation for PD hours expires in 48 hours.



**"FOR MY PRESENTATION TODAY, I'LL BE READING DIRECTLY FROM THE POWERPOINT"**

# PRESENTATION GUIDELINES

PowerPoint (PPT) presentations are a common visual used in professional learning sessions. While a formal PPT presentation may not be necessary for all presentations, particularly with small groups, the content included in a PPT can help adult learners connect with the topic, understand activity instructions, and recall newly learned concepts when referencing a printout or shared PPT file. When designing a PPT presentation to accompany your professional learning session, please adhere to the following guidelines:

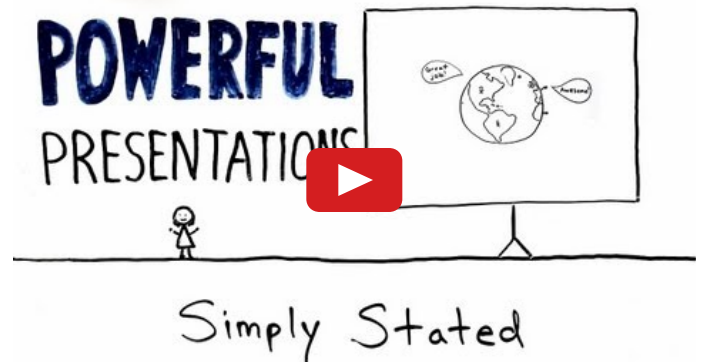
## PPT Design Considerations

- One "message/concept" per slide
- Minimal text on the slide (use the Notes section to write out your script, if needed)
- Only use (high-quality) graphics that clearly support your message/concept
- Maintain a consistent design in terms of fonts, colors, etc.
- Choose a color scheme/template that matches the mood you wish to convey

The design of a PPT presentation will be of little interest to your audience, however, if the content of your session is not interactive. As referenced in the research section of this document, there are many elements of the professional learning design itself that will need your attention as a facilitator.

## Professional Learning Design Considerations

- Pay attention to the facilitator/participant talk ratio
- Use specific protocols to encourage active engagement from all participants
- Incorporate movement in longer sessions to recharge the participants' minds
- Whenever possible, model what it is that you want participants to do with their learning (in the session and in the classroom)



# Professional Learning

Protocols are powerful structures for professional learning that maintain the focus on the content of the session and provide a forum for equitable contributions from participants.

- Click on this Rationale for Protocols to understand their purpose.

Many of the protocols listed on these pages are from the National School Reform Faculty website. The website provides numerous protocol descriptions with detailed facilitation instructions.

- Click to see how protocols may be adapted to meet different needs.



**Click on the names of the protocols or tools for direct links to their instructions or websites.**

## Discussion Protocols

- Save the Last Word for Me
- Four A's Text Protocol
- Text-Based Seminar
- Three Levels of Text
- Chalk Talk
- Questions and Assumptions
- What? So What? Now What?
- Wagon Wheels Brainstorm



## Technology Tools

*For participation*

- Twitter
- Poll Everywhere
- Plickers
- Today's Meet
- Padlet
- Mentimeter
- Kahoot!

## Technology Tools

*For content/resource sharing*

- Nearpod (if available)
- Blendspace
- Microsoft Sway
- Prezi

# Engagement Tools

## Team Building Protocols

- Passion Profiles
- North, South, East, West: Compass Points
- Zones of Comfort, Risk, and Danger
- Candy Confessions
- Please Line Up
- 2 Truths and a Lie
- 6 Degrees of Separation
- Have you ever?



## Feedback / Reflection Protocols

- The Feedback Carousel
- Tuning Protocol
- Feedback Principles
- The Process of Developing Understanding
- Reflective Guide
- Success Analysis Protocol
- Looking at Student Work



**Sample Exit Ticket:** District 131 Professional Learning sessions will use an exit ticket. This is in addition to the ISBE evaluation in My Learning Plan and should be collected at the end of the session.

<h1>EXIT TICKET</h1>					
Session title: _____					
Takaway(s) for tomorrow: _____					
_____					
_____					
Suggestions for further learning: _____					
_____					
_____					
Overall rating:	5	4	3	2	1
Comments:					

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p. 2:

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p. 3:

[https://www.frontlineeducation.com/Frontline\\_Research\\_Learning\\_Institute/Reports/ESSA\\_Report](https://www.frontlineeducation.com/Frontline_Research_Learning_Institute/Reports/ESSA_Report)

p. 4-5:

<https://www.aitsl.edu.au/tools-resources/resource/designing-professional-learning-report>

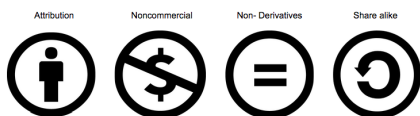
p. 6-7:

<https://learningforward.org/docs/pdf/facilitatorguide.pdf?sfvrsn=2>

p. 8-9:

<https://elearninginfographics.com/wp-content/uploads/The-Adult-Learning-Theory-Andragogy-Infographic.jpg>

p. 12-15:



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