Note from the Presenter:

This document represents the major informational slides that summarize the foundational learning content of the session.

Also included are links to suggested pre-read materials that may help to set the stage for the intended learning focus. These 2 articles represent different styles and content an certainly are not mandatory – just suggested if you are so inclined.

Not represented in this document are the “live” experiences and activity resources that will be delivered to the participants on the day of the presentation.

I look forward to seeing you at the 2016 Show-Me Professional Learning Conference.

Dr. Suz

Boosting Your M.P.I.

Facilitating

Engaging

Professional Learning

Experiences

Dr. Suzy Cutbirth

2016 Professional Learning Conference

Learning Objectives

- Identify the three phases of effective professional learning facilitation for adult learners.
- Understand how to design and implement learning strategies designed to motivate, engage, and inspire adult learners.
- Experience collaborative and engaging professional learning activities.

Suggested Pre-Read Materials

"Fostering Motivation in Professional Development Programs"

http://raymondwlodkowski.com/Materials/Fostering%20Motivation%20in%20Professional%20Development%20Programs.pdf

"Adult Learning Techniques"

- Eight Adult Learning Principles
- Facilitator Of Learning Guidelines
- Andragogy – How Adults Learn
- Stomaching Long Conference Lectures Is Out! Active Attendee Participation is In! -

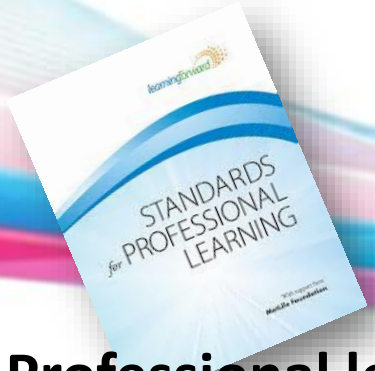
http://www.corenetglobal.org/files/summits_events/CallforContent/pdf/AdultLearningTips.pdf

Today's Norms/Working Agreements

- Be Present and Professionally Courteous
  - ✓ Limited side conversations, please
  - ✓ Technology is in manners mode
- Be Open Minded
- Be Willing to Engage in Conversation, Share Ideas, and Ask Questions
- Look through the Lens of "How Might I Transfer…"

Session at a Glance

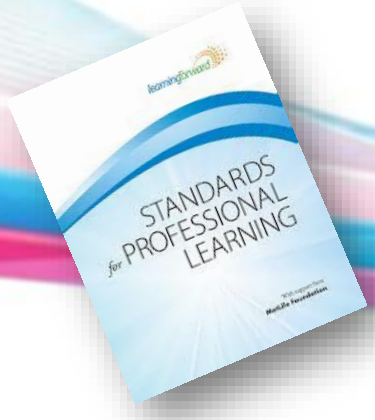
- Introduction
  - Learning Objectives
  - Norms
  - HQPD Resources
  - Three Phases of Professional Learning Facilitation
- Section 1: Motivation
  - Influences on Motivation
  - Emotional Intelligence, Mental Models, Personal Paradigms
- Section 2: Presentation
  - Key Points and Anchor Activities
- Section 3: Inspiration
  - Owning the Learning
  - Reflection and Action



High Quality Professional Learning

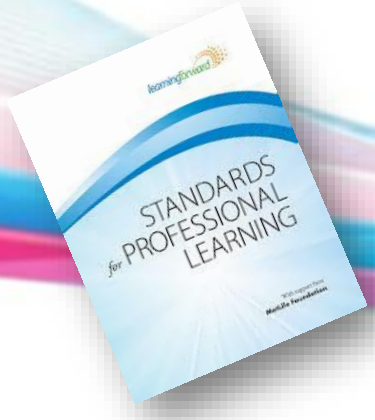
Professional learning that increases educator effectiveness and results for all students…

- **Occurs** *within* ***Learning Communities*** *committed to continuous improvement, collective responsibility, and goal alignment.*
- **Requires** *skillful* ***Leaders*** *who develop capacity, advocate, and create support systems for professional learning.*
- **Requires** *prioritizing, monitoring, and coordinating* ***Resources*** *for educator learning.*
- **Uses** *a variety of sources and types of student, educator, and system* ***Data*** *to plan, assess, and evaluate professional learning.*
- **Integrates** *theories, research, and models of human learning to achieve its intended outcomes* ***(Designs)*****.**
- **Applies** *research on change and sustains support for* ***Implementation*** *of professional learning for long-term change.*
- **Aligns** *its* ***Outcomes*** *with educator performance and student curriculum standards.*

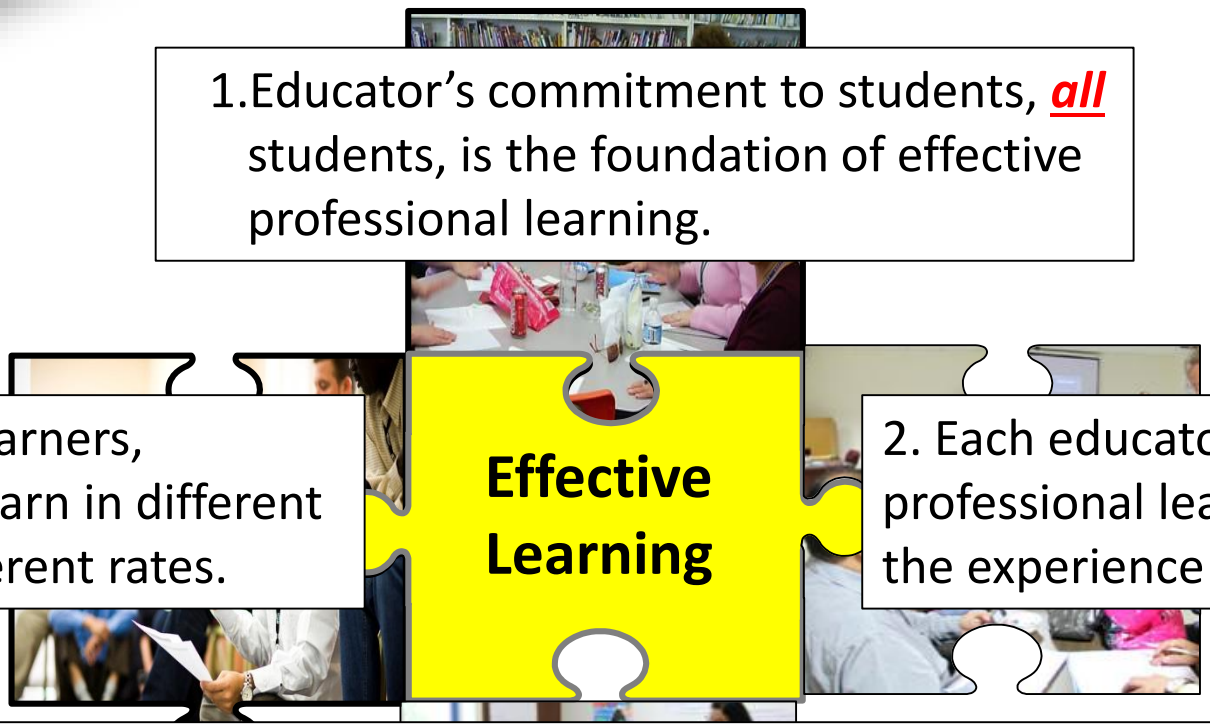


Prerequisites for Effective Professional Learning

Prerequisites for Effective Professional Learning



1.Educator's commitment to students, ***all*** students, is the foundation of effective professional learning.



4. Like all Learners, educators learn in different ways at different rates.

2. Each educator involved in professional learning comes to the experience ready to learn

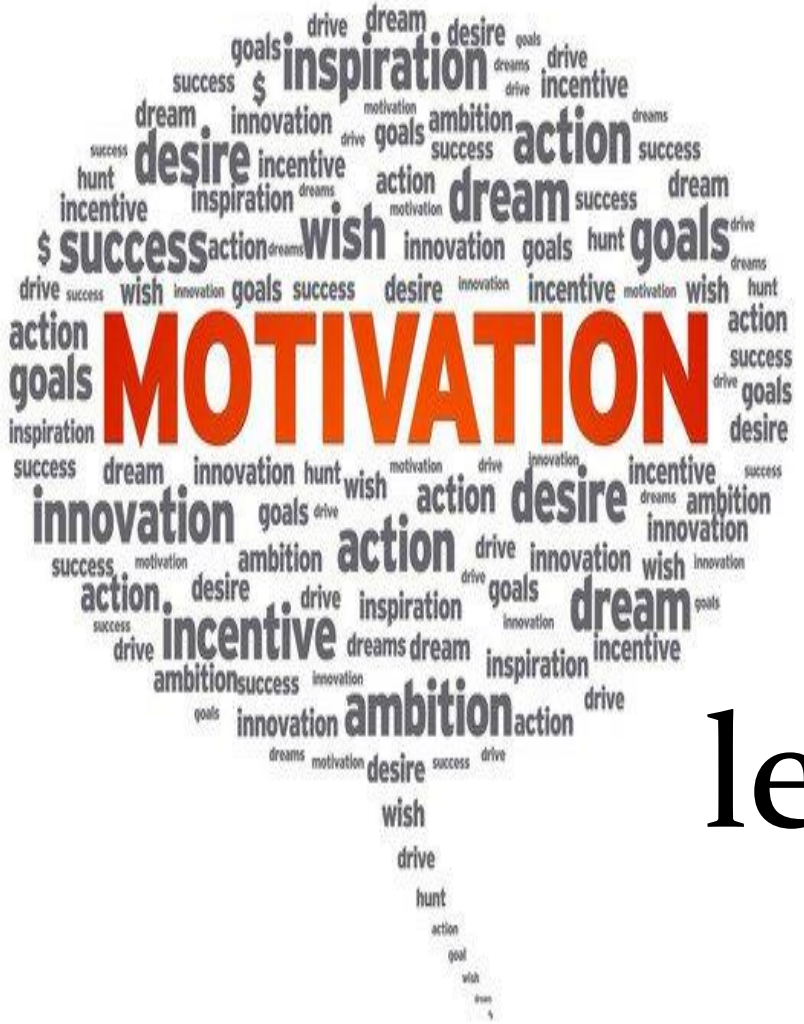
3.Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance

Motivation

Presentation

Inspiration

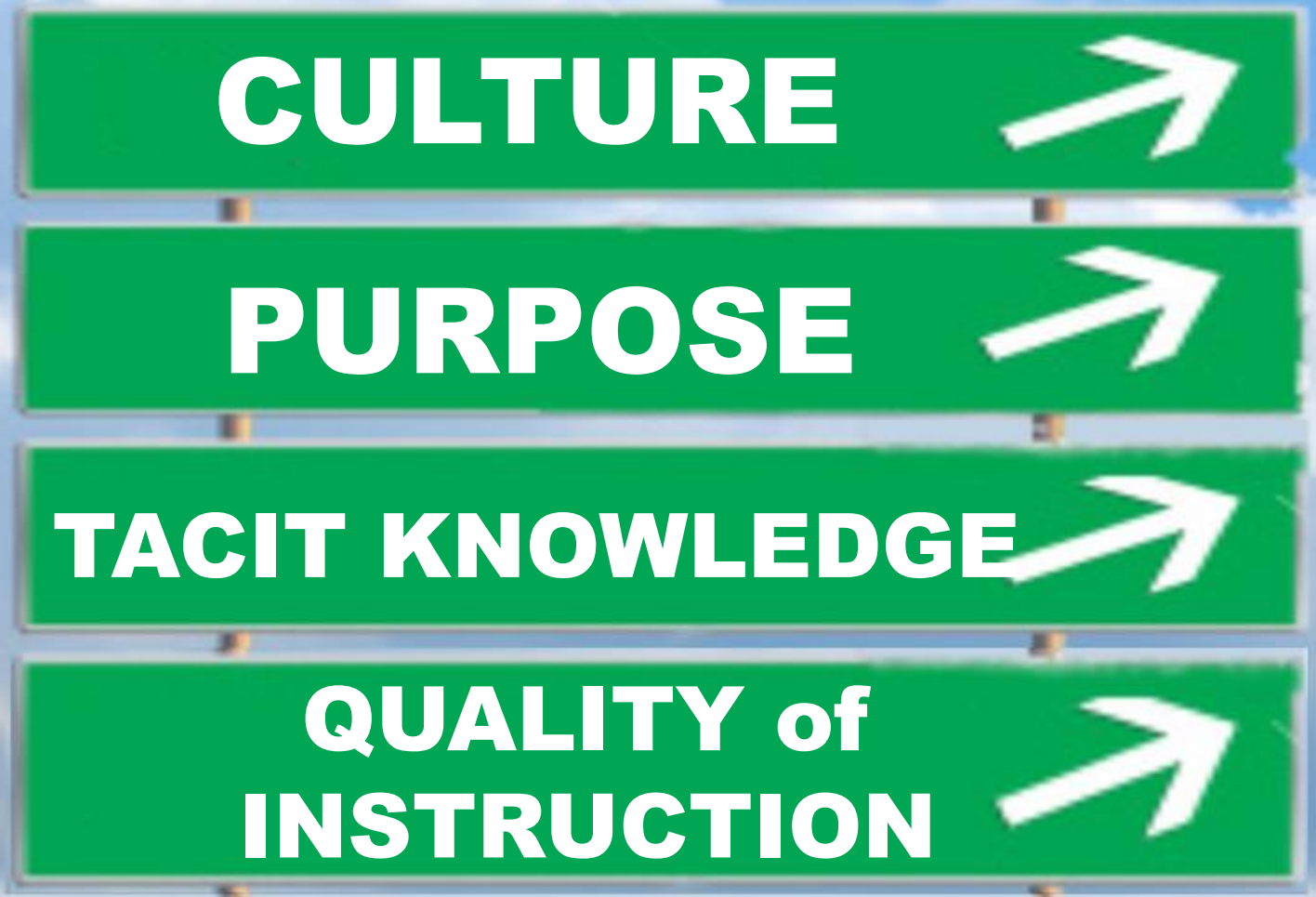
Motivation



"To put it quite simply, when there is no motivation to learn, there is no learning."

(Walberg & Ujuroglu, 1980)

Influences on Motivation



Pillars of Motivating Presentations

Potential Destroyers of Motivating Presentations

- Satiation
- Stress
- Lack of Success
- Loss of Purpose
- Living in the Past
- Plateauing

Emotional Intelligence Competencies

SELF	**Self-Awareness** • Emotional Self-Awareness • Accurate Self-Assessment • Self-Confidence	**Self-Management** ▪Self-Control ▪Trustworthiness ▪Conscientiousness ▪Adaptability ▪Achievement Orientation ▪Initiative & optimism
OTHERS	**Social Awareness** • Empathy • Leveraging Diversity* • Organizational Awareness • Stewardship	**Social Skills** • Developing Others • Leadership • Influence • Communication • Change Catalyst • Conflict Management • Networking, Building Bonds • Teamwork & Collaboration

WARNING

Motivated Learners probably receive more spontaneous encouragement and assistance from instructors than unmotivated learners do...

Mental Models

Personal Paradigms

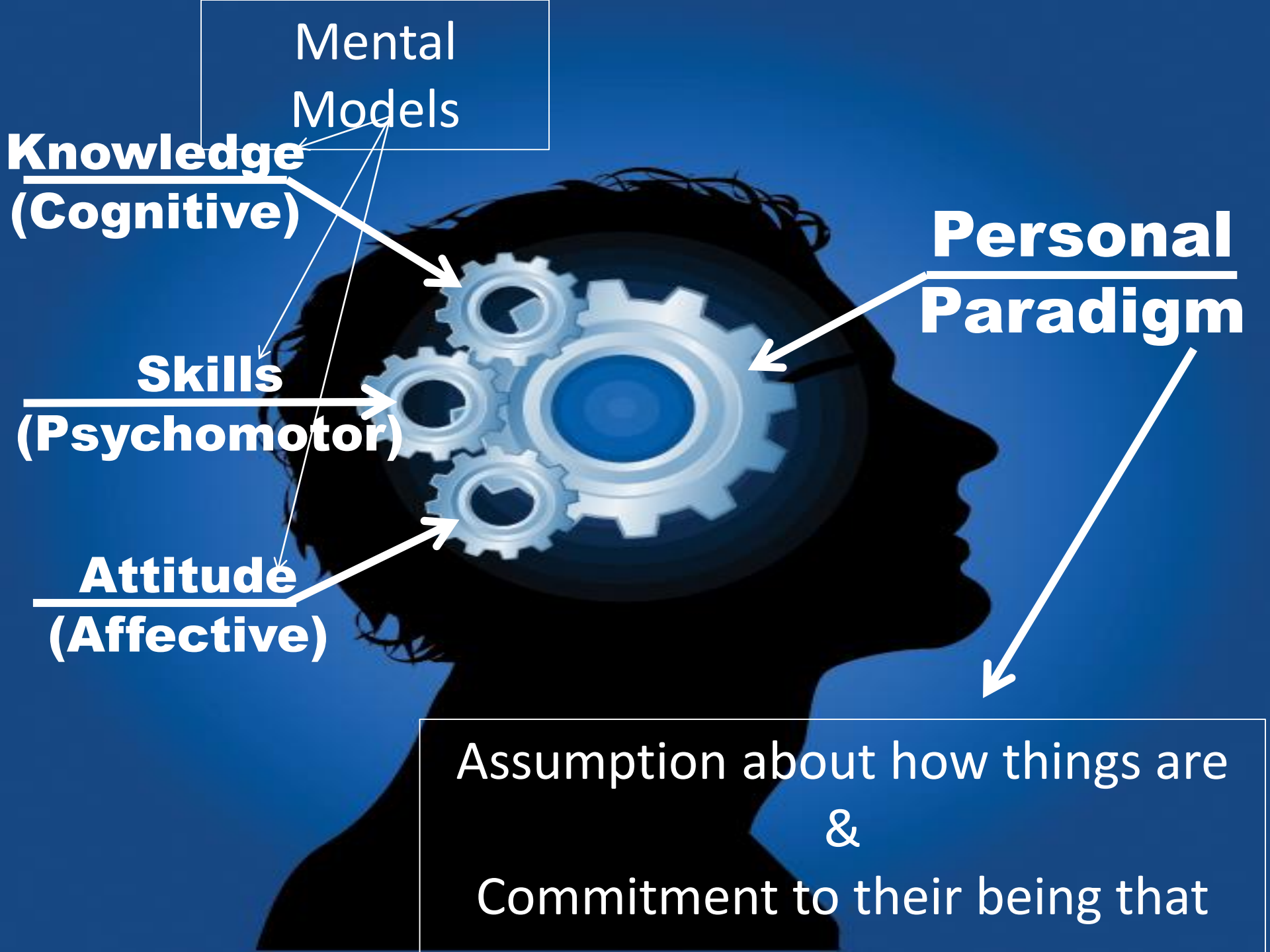
Personal Paradigms

- How do we think?
- How does personal perception shape our thinking?

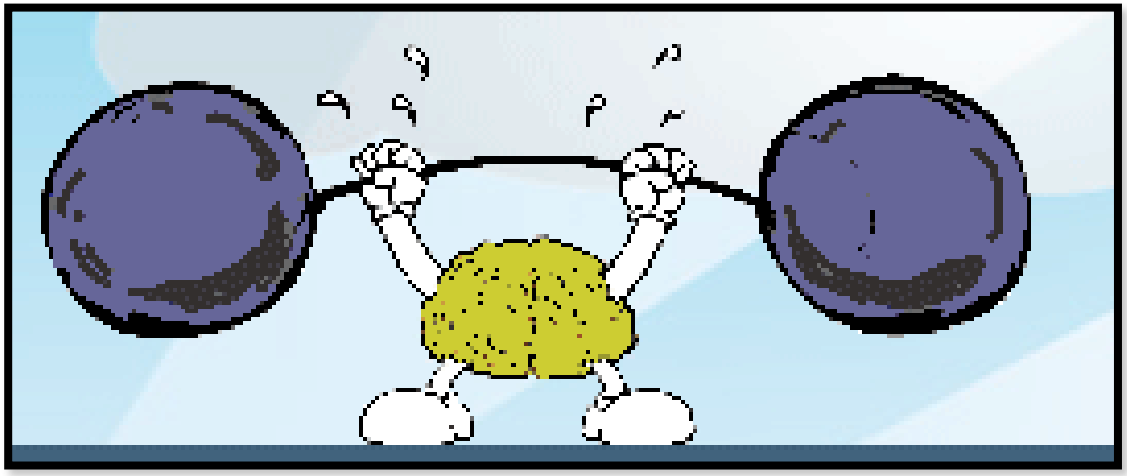
- How do we anticipate the world and make sensible decisions about what to do (and how to do it)?
- What triggers thinking and reasoning?

Personal filtering systems

Unique perspectives

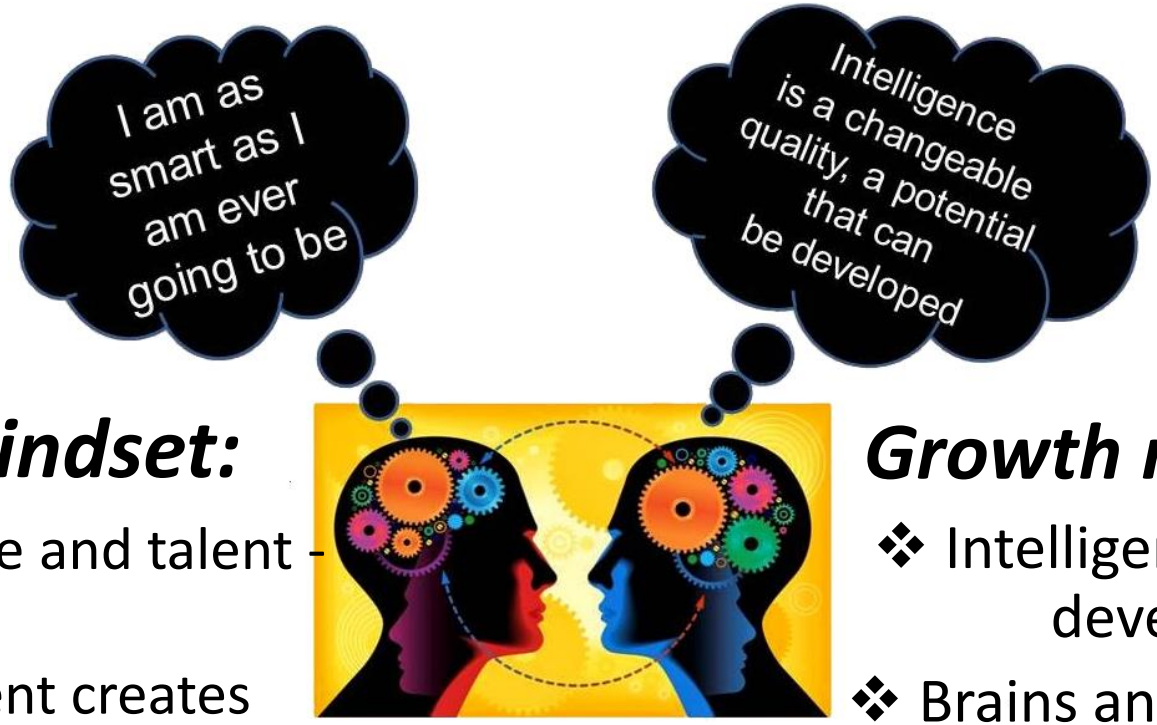

Mental Models
Knowledge (Cognitive)
Skills (Psychomotor)
Attitude (Affective)
Personal Paradigm
Assumption about how things are
&
Commitment to their being that

Carol S. Dweck, Standford University
Mindset: *The new psychology of success*



"The growth mindset confirms the new research which reveals *that intelligence can be developed*, and expertise can be built by means of deliberate practice."

Dweck's findings: Two Mindsets



- ***Fixed mindset:***

✧Intelligence and talent - fixed

✧Innate talent creates success

✧ Effort will not make a difference

✧You either get it or you don't

Growth mindset:

❖ Intelligence can be developed

❖ Brains and talent are just the starting point

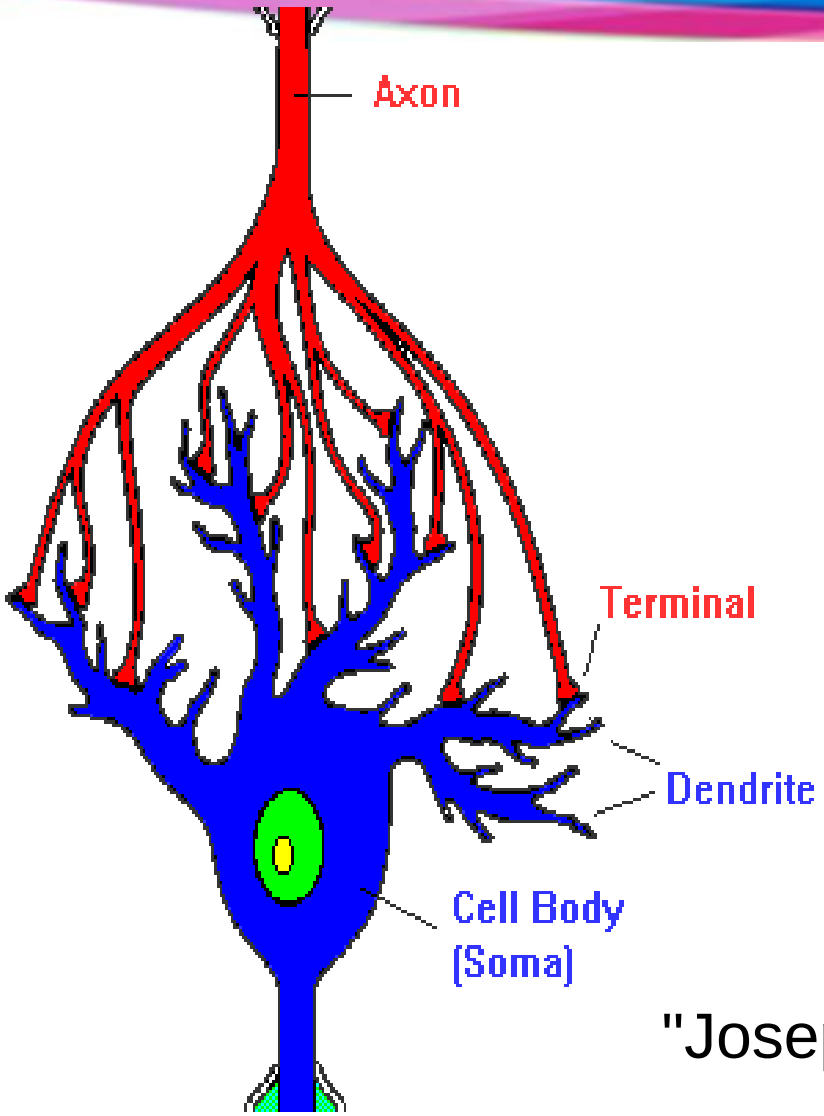
❖ Enjoy effort and process of learning

❖ You can <u>always</u> grow and learn

Fixed vs. Growth Mindset

- For each of the 5 assumption continuums provided:
  - Indicate where your personal mindset currently falls on a scale of 1-7 with 1 being a strong *fixed mindset* belief and 7 being a strong *growth mindset* belief
- Compare your results with the rest of your table partners.
  - Which areas seemed to be strengths of the group?
  - Which areas might need some work?

Create Opportunities for SYNAPSES

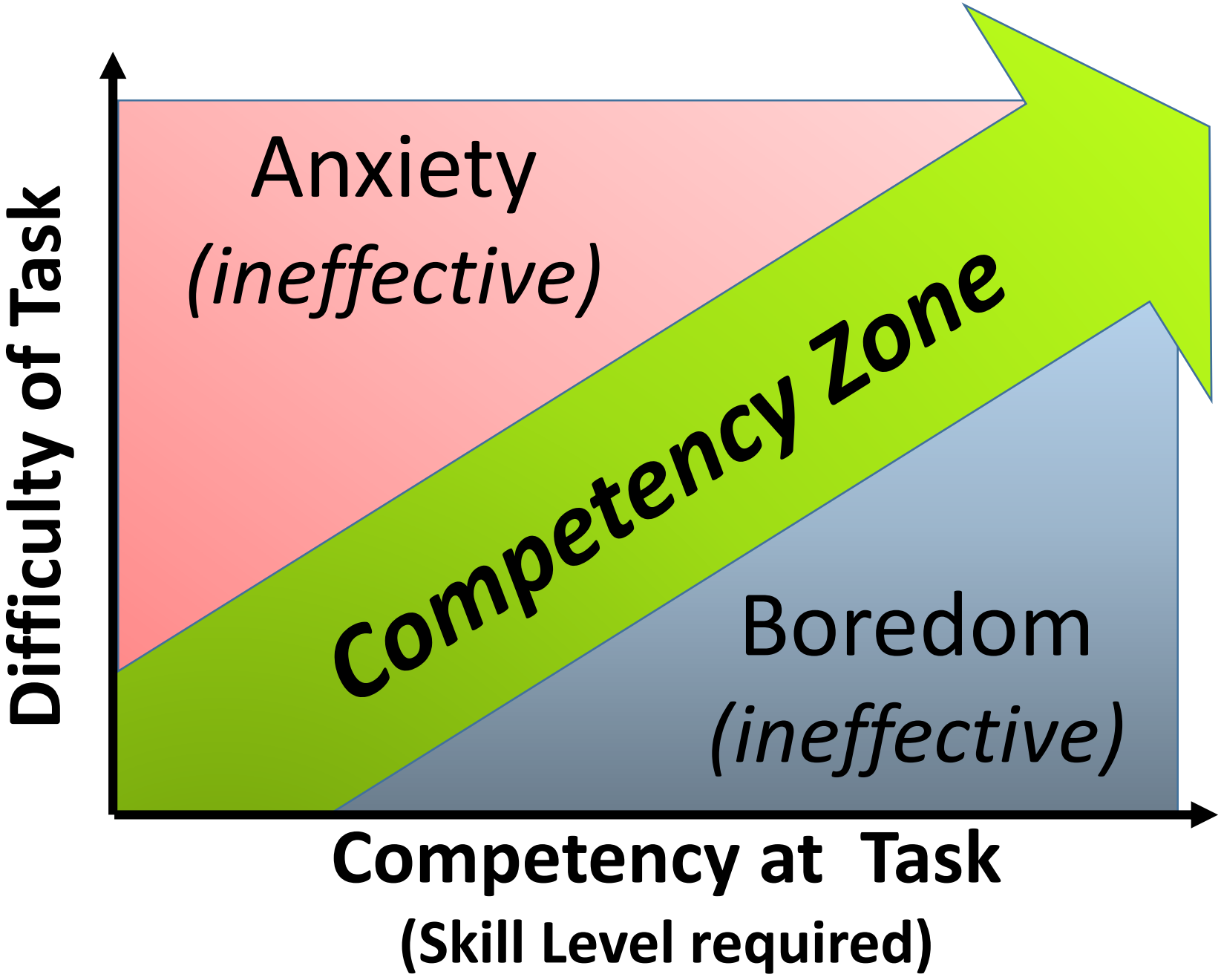


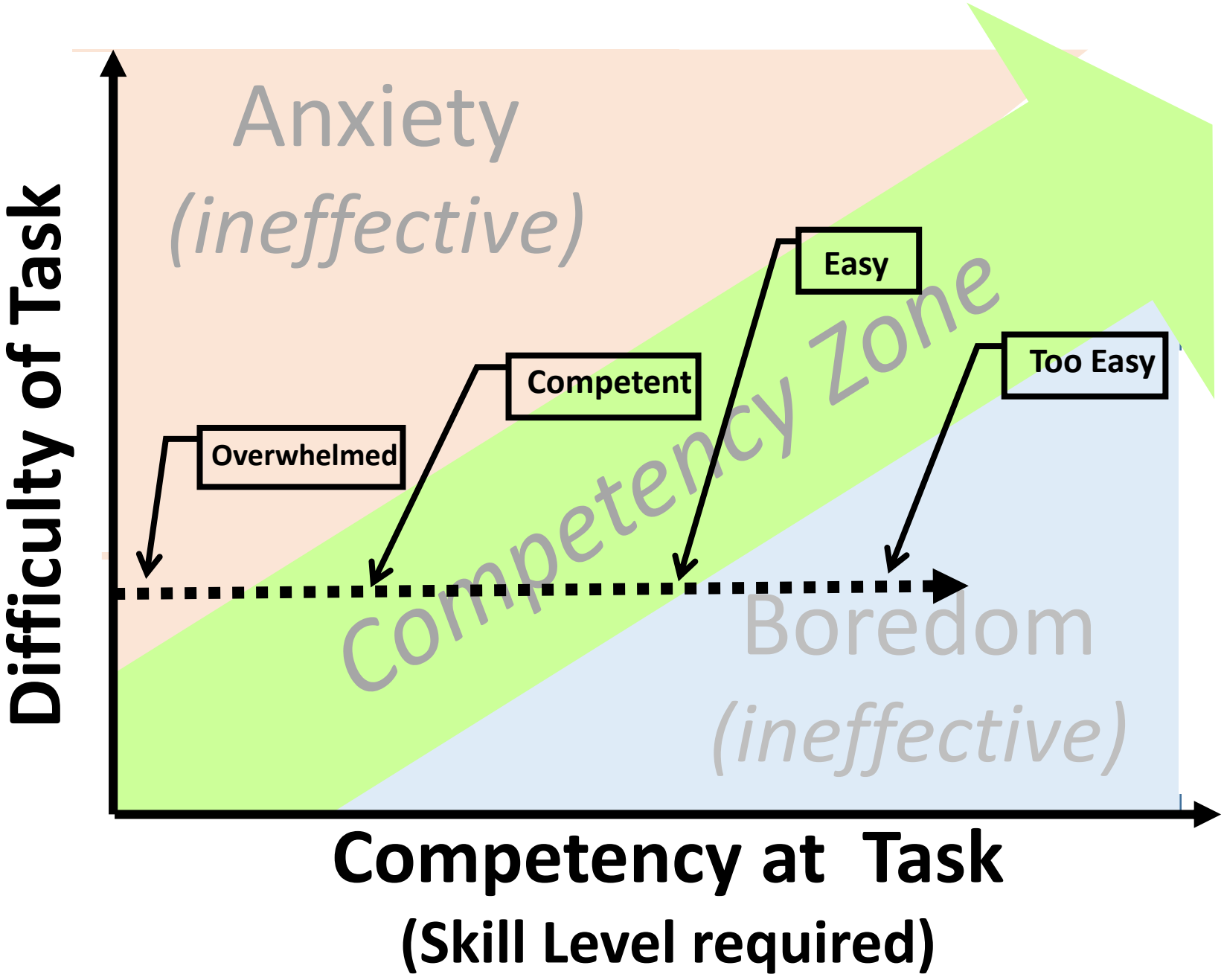
"*You are your synapses. They are who you are.*"

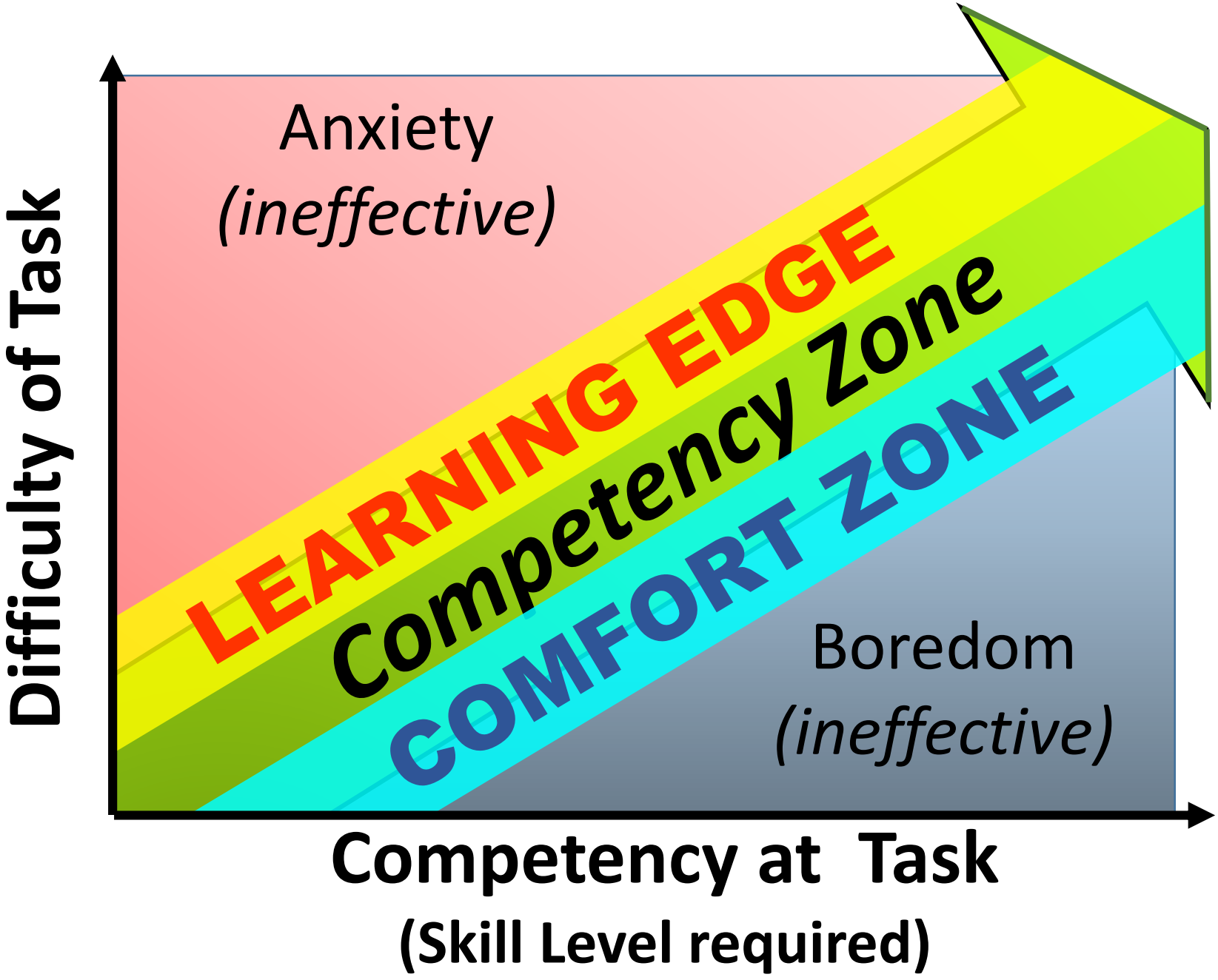
"Joseph LeDoux, 2002 (in *Synaptic Self*)

EXPERIENCES

Photo by lorraine santana - Creative Commons Attribution License http://www.flickr.com/photos/22889349@N02
Created With Haiku Deck


Anxiety
(ineffective)
Competency Zone
Boredom
(ineffective)
Difficulty of Task
Competency at Task
(Skill Level required)


Anxiety
(ineffective)
Easy
Competent
Too Easy
Overwhelmed
Competency Zone
Boredom
(ineffective)
Difficulty of Task
Competency at Task
(Skill Level required)


Anxiety
(ineffective)
LEARNING EDGE
Competency Zone
COMFORT ZONE
Boredom
(ineffective)
Difficulty of Task
Competency at Task
(Skill Level required)

Experiential Learning

Experiential learning is any learning that supports learners in applying their knowledge and conceptual understanding to real-world problems or situations where the instructor directs and facilitates learning.

Learning is experience.
Everything else is just information.
--Albert Einstein

Get Physical

The Experiential Learning Cycle

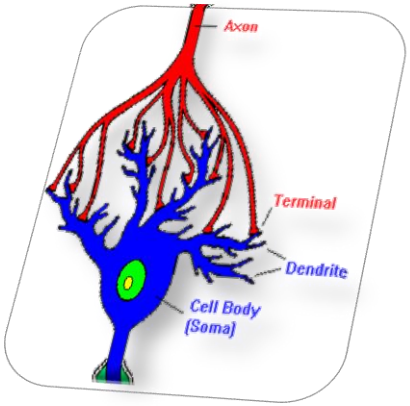
EXPERIENCING
The activity phase

SHARING
Exchanging reactions and observations

PROCESSING
Discussing ***patterns*** and ***dynamics***

GENERALIZING
Developing ***real-world*** principles

APPLYING
Planning ***effective use*** of learning



NOW WHAT

WHAT

SO WHAT

Presentation

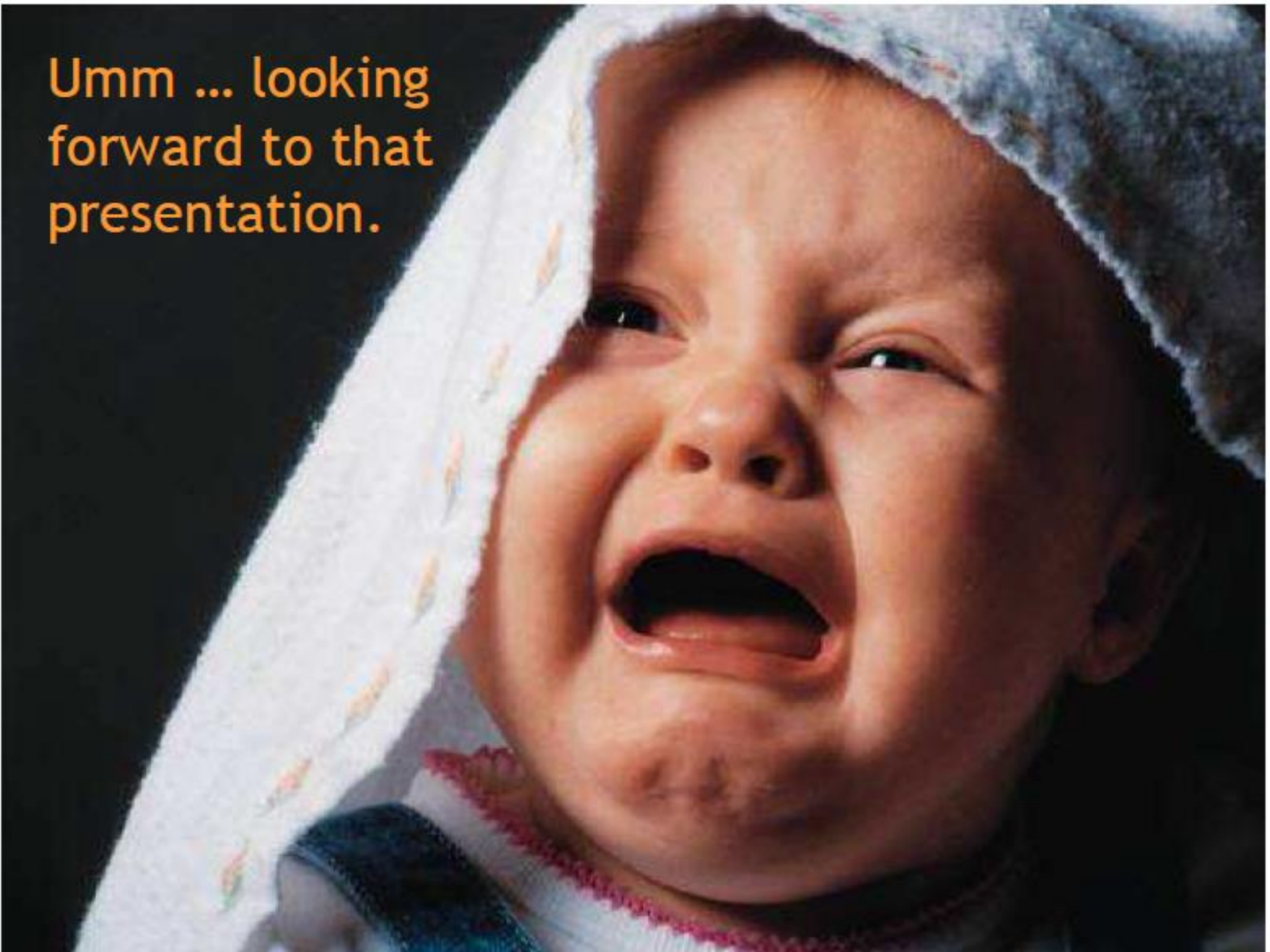
Your ready to prepare for your next presentation……

What is the

FIRST THING

YOU do?

Fire up Power Point and type...
...until I've written everything I know with 150 slides for 30 minutes!!

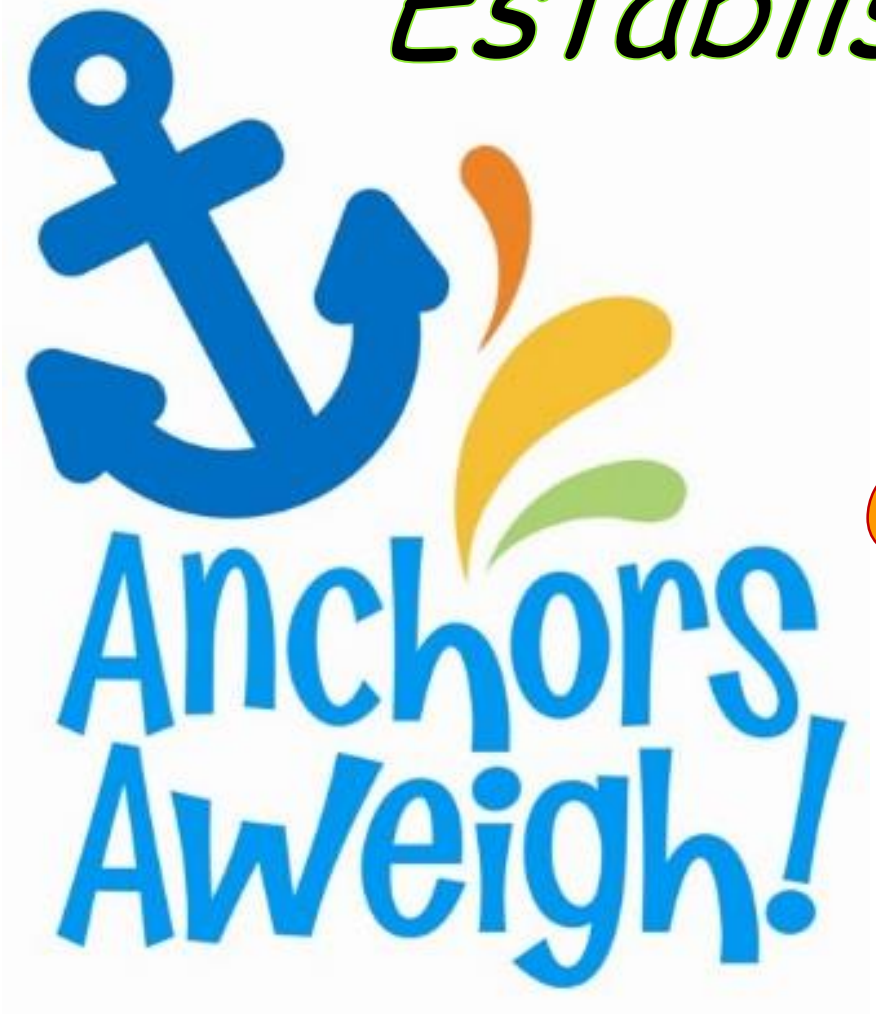

Umm … looking
forward to that
presentation.

If you want people to listen, you need to have a point……

Your **KEY POINT** that is connected to **success**.

The Key to the Key…

Establish a:



point
of departure

for your charted course

Inspiration

PROFESSIONAL LEARNING COMMITMENT RUBRIC

1	I don't have any desire to change. I'm here because I'm supposed to be here.
2	I expect to learn little of value here. If sufficiently motivated by the speaker or activity, I may acquire some knowledge or skill, but I have little commitment to change my professional habits.
3	I hold high expectation for this professional learning experience. I have clear goals and am committed to using what I learn for the benefit of students.
4	I hold high expectations and am willing to step outside of my comfort zone to collaborate with peers, to share my work with others for the purpose of improving teaching, to network with others about best practice, and to meet regularly with peers to study teaching and learning.

Readiness for Change

Not at All — Fairly — Very

0 1 2 3 4 5 6 7 8 9 10

Contemplation — Mostly — Completely

Prochaska Model

"Owning" the Learning

Adults will take ownership of their learning, as long as the learning meets their requirements:

- Authentic & Problem-centered
- Results Oriented
- Tried and true
- Timely and Relevant

So what should you do?

- ✓ **Give them the wheel.**

  Choice, collaboration, networking, processing, reflection, planning

- ✓ **Give them readily accessible, quality resources.**

Reflection

3-2-1 Reflection
3 Ahas, insights…
2 Questions I have…
1 Action I will take…
action!

Boosting Your M.P.I.

for participating

Dr. Suzy Cutbirth

2016 Professional Learning Conference