

# The PD Book

7 Habits That Transform Professional Development

- [Digital Handout](#)
- [Presentation Slide Deck](#)

# Purpose

- ❑ Understand the definition of professional development, specifically the outcome as a change in practice
- ❑ Understand the principles of transformative professional development
- ❑ Reflect on personal experiences and connect those experiences to adult learning theory
- ❑ Understand the the four step purposeful planning process
- ❑ Understand the necessary components for creating transformative professional development
- ❑ Identity one next step to utilize learning from today in order to address a gap in practice related to professional development



# Professional Development/Learning



Think about the best professional learning experience and worst professional learning experience you've had as an educator. Jot down characteristics of each on your processing document.

Best Learning Experience	Worst Learning Experience

## Professional Development Defined

“Professional development is defined by its impact. Professional development is successful if, after the learning experience, the learner can do something else, something different.”

Aguilar & Cohen (2022)

# The Principles of Transformative PD

## *The Principles of Transformative Professional Development*

- Humans are bursting with untapped resilience, strength, and abilities.
- Teachers create the conditions in which transformative learning happens. We embrace this as our responsibility.
- Learning is a basic human need. We want to grow and develop, and then we want to grow some more.
- Learning is a social process. We need each other to learn. We learn exponentially more in healthy professional learning communities.
- Learning is the pathway to justice, healing, and liberation. The only way to change is to learn.
- Learning is transformative when the whole range of human emotions are experienced, including joy and love.



### Highlight

Highlight a principle that resonates with you. Write the key words from that principle.

# Adult Learning Theory

## Anchor in Adult Learning

*Creating Conditions for Learning*

DO'S



### Adult Learning Theory 101

1. Adults must feel safe to learn.
2. Adults come to learning experiences with histories.
3. Adults need to know why we have to learn something.
4. Adults want agency in learning.
5. Adults need practice to internalize learning.
6. Adults have a problem-centered approach to learning.
7. Adults want to learn.

DON'TS



### What Not to Do

- Treat adults like children
- Make them do meaningless things
- Embarrass them in front of their peers
- Tell people they're going to get one thing and then give them another
- Treat them like they don't have any ideas of their own
- Tell them to do things they can't
- Throw them into a group with strangers and not even give them a chance to say their names
- Make them feel like they're in jail and have no choice about what to say or do for three days



Compare

Revisit your professional learning experience reflection on page one. Compare your responses to this list. What do you notice?

# The Importance of Purpose

## Determine Purpose

*4 Steps for Purposeful Planning*



### Generate Ideal Outcomes

- What do you want PD recipients to know and do?
- What do you want PD recipients to say and feel?
- What outcomes do you hope to see for students?



### Identify Gaps

- Identify gaps between where participants are and where they need to be for students.
- Look at student performance data, performance evaluations, focus groups, conversations, informal check-ins, and surveys.



### Brainstorm Possible Topics

- Brainstorm a list of ideas on how to close the gaps.
- Brainstorm how to build participants knowledge and skills.



### Prioritize Topics - Consider the Why of Each Topic

- Notice what feels important, relevant, or purposeful.
- Articulate the purpose for each activity.



Reflect

What ideas are new to you?

What are some practices you could change when determining purpose for professional learning?



# Learning Happens When

- Learners understand the purpose for the learning they're involved in, and the purpose is clear, relevant, and meaningful. It's easy to see the benefits that will come from learning.
- The social, emotional, cognitive, and physical needs of learners are met. This includes feeling that you can share your thoughts, that the teacher or facilitator has your best interests at heart, that you are being appropriately challenged, and that other learners will support and encourage you as you learn.
- The design for the learning experience is carefully, thoughtfully constructed and based on learner needs.
- Every last detail of the learning experience is anticipated and planned.
- Facilitators skillfully execute the learning plan and adapt, responding to learners when necessary.
- Facilitators are reflective, see themselves as learners, have a high degree of emotional intelligence and self-awareness, and can motivate people and inspire them to take risks and to stretch outside their comfort zones.



Reflect

Which of these practices are evident in your school, school district, or organization?

Which practice would you prioritize in your current role?

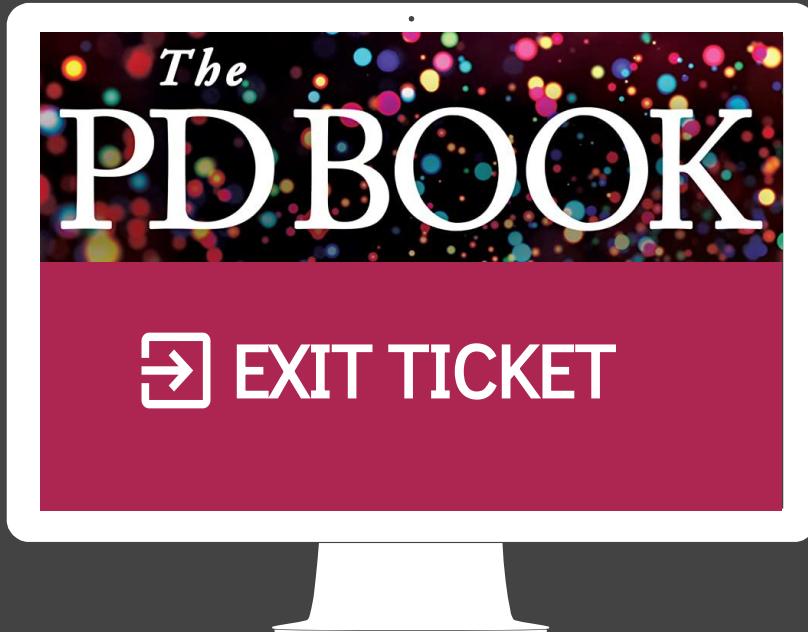
# Creating Transformative PD



Plan

What is one idea or next step you want to consider when planning your next professional learning experience?

## Reflection and Feedback



Adaptive facilitators are eager for feedback and they actively invite it from many sources, including those that are more likely to see the world and situations differently from them. They learn from prior experiences and incorporate feedback.

Send a final message to participants to close out the experience and identify next steps.

# Making Connections

Stated at the beginning of the presentation with the expectation of utilizing the learning (next step)

Acknowledged personal experiences



Processing document (digital handout) and tools to complete tasks

Made adjustments based on feedback, questions, and time