Alan Tenreiro
Principal at Cumberland HS
2016 National Principal of the Year
@alantenreiro

Practical
Personalized
Professional
Learning

Please log into this presentation at:

bit.ly/NTC2017

Address is case sensitive
Please complete the “Check in” at: [bit.ly/NTCcheckin](bit.ly/NTCcheckin) while you wait.

Agenda

● Check in/PreAssessment

● Identify Guiding Question and Session Goals

● Mini Lesson
  ○ Essential components of a personalized approach to professional learning

● Engage in Personalized PD Playground

● Participate in a collaborative protocol

● Develop Personalized PD Plan
How can a personalized approach to adult learning elevate professional culture?
<table>
<thead>
<tr>
<th>There is a need to <strong>explain the reasons</strong> specific things are being taught (e.g., certain commands, functions, operations, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction should be task-oriented</strong> instead of memorization -- learning activities should be in the context of common tasks to be performed by the others.</td>
</tr>
<tr>
<td><strong>Instruction should take into account the wide range of different backgrounds of learners</strong>; learning materials and activities should allow for <strong>different levels/types</strong> of previous experience.</td>
</tr>
<tr>
<td>Since adults are self-directed, <strong>instruction should allow learners to discover things and knowledge for themselves without depending people</strong>, will be provided guidance and help when mistakes are made.</td>
</tr>
</tbody>
</table>
In 1984, Knowles suggested 4 principles that are applied to adult learning:

1. **Involved Adult Learners**
   - Adults need to be involved in the planning and evaluation of their instruction.

2. **Adult Learners’ Experience**
   - Experience (including mistakes) provides the basis for the learning activities.

3. **Relevance & Impact to Learners’ Lives**
   - Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.

4. **Problem-Centered**
   - Adult learning is problem-centered rather than content-oriented. (Kearsley, 2010)
When I die, I hope it is at a faculty meeting or teacher inservice because the transition from life to death would be so subtle
Participants Will:

- Solidify their understanding of personalized learning
- Examine personalized learning strategies within the context of Cumberland High School
- Discuss ways to build personalized learning within the context of their schools
- Engage in a personalized professional learning experience
Personalized Professional Learning

Alan Tenreiro
@alantenreiro

Jessie Butash
@jessiebutash
“Tailoring learning for each student’s strengths, needs and interests— including enabling student voice and choice in what, how, when and where they learn— to provide flexibility and supports to ensure mastery of the highest standards possible.”
Elements of Personalized Learning

Practitioners identified the following essential components of personalization:

1. Student agency
2. Differentiated instruction
3. Immediate instructional interventions and supports for each student is on-demand, when needed
4. Flexible pacing
5. Individual student profiles (personalized learning plans)
6. Deeper learning and problem solving to develop meaning
7. Frequent feedback from instructors and peers
8. Standards-based, world-class knowledge and skills
9. Anywhere, anytime learning
10. Performance-based assessments (project-based learning, portfolios, etc.)
## Components of Personalization

<table>
<thead>
<tr>
<th>Connections &amp; Collaboration</th>
<th>Deeper learning</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allows for connections with the community and beyond. Ability to link personal interests to learning experiences</td>
<td>Students write, produce, learn in a different way or create</td>
<td>How can technology help foster the components to the left?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Self Directed Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow for for immediate, actionable feedback and gathering of real time student data (academic, behavioral etc)</td>
<td>Students are able to make decisions about their learning based on needs and interests, allowing learning to happen at any place, pace or choice in path</td>
</tr>
</tbody>
</table>
Blended Learning

Blended Learning

'B... a student learns, at least in part, through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at a personalized instructional sequence...'
The EdTech Professional Development Pyramid

**STANDARDIZED**
- Large scale implementations
- Builds common knowledge base

**SITE-BASED**
- Builds a community of practice
- Focus on local needs
- Cultivates local expertise
- Supports sustained PD efforts
- Allows for one-on-one coaching and mentoring

**SELF-DIRECTED**
- Flexible - offers choice, individualization
- Teachers participate in collaborative communities outside their school and have access to new and varied resources.

Increased Desirability

Increased Effectiveness
Rules of the Playground

- Share
- Take risks (this is a safe place to learn)
- Stay active
- Push yourself to learn something new
Collaboration Station 1

How do I create an experience aligned with adult learning theory?

Explore a PD Day at CHS. Build a Bingo Card specific to your organization.

Article: Androgogy & 4 principles of adult learning

Collaboration Station 2

What model(s) of PD do you feel best fit(s) the needs of the adult learners in your building?

Text based discussion Should Twitter Replace Professional Development?

Collaboration Station 3

How has Cumberland HS developed a personalized, professional learning plan for the faculty?

Independent research time bit.ly/gobluelearns

Then draft an Essential Question for PD and core competencies or This is How We Do It Document.
<table>
<thead>
<tr>
<th>Components of Training</th>
<th>Understand New Knowledge and Skills</th>
<th>Apply Learning to the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of theory</td>
<td>85%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Modeling</td>
<td>85%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Practice and low-risk feedback</td>
<td>85%</td>
<td>10-15%</td>
</tr>
<tr>
<td>Coaching feedback and peer visits</td>
<td>85%</td>
<td>80-90%</td>
</tr>
</tbody>
</table>

Culture of Collaboration & Reflection

- Sibme
- I Walk
- Protocols
- Student Feedback Survey
- This is how we do it
- edcamp
- #gobluelears
Road Blocks
I appreciated the time to "learn by doing" today

- Strongly agree: 71 (60.2%)
- Somewhat agree: 17 (14.4%)
- Agree: 28 (23.7%)
- Disagree: 1 (0.8%)
- Strongly disagree: 1 (0.8%)

I feel that the PD met my needs as a learner

- Strongly agree: 47 (39.8%)
- Somewhat agree: 39 (33.1%)
- Agree: 30 (25.4%)
- Disagree: 2 (1.7%)
- Strongly disagree: 0 (0%)

Overall, I would rate the day a......

- Poor: 1 (0%)
- 2: 3 (2.5%)
- 3: 20 (16.9%)
- 4: 64 (54.2%)
- Excellent: 5 (26.3%)
1. What is the purpose?
2. Will this actually accomplish the purpose?
3. How will the most positive and productive people feel about this?
Resources