

Leading Professional Development That Matters ... and Works

Debbie Abilock

Violet
Harada

Kristin
Fontichiaro

Connie
Williams

Chris Harris

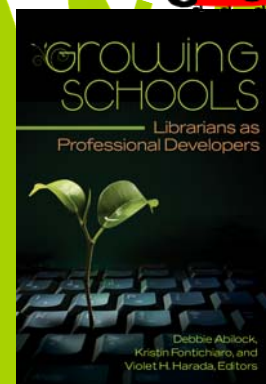
Anne
Stokes

Susan
Smith

Psst! Do you like to follow
along with the presenter?

Slides at

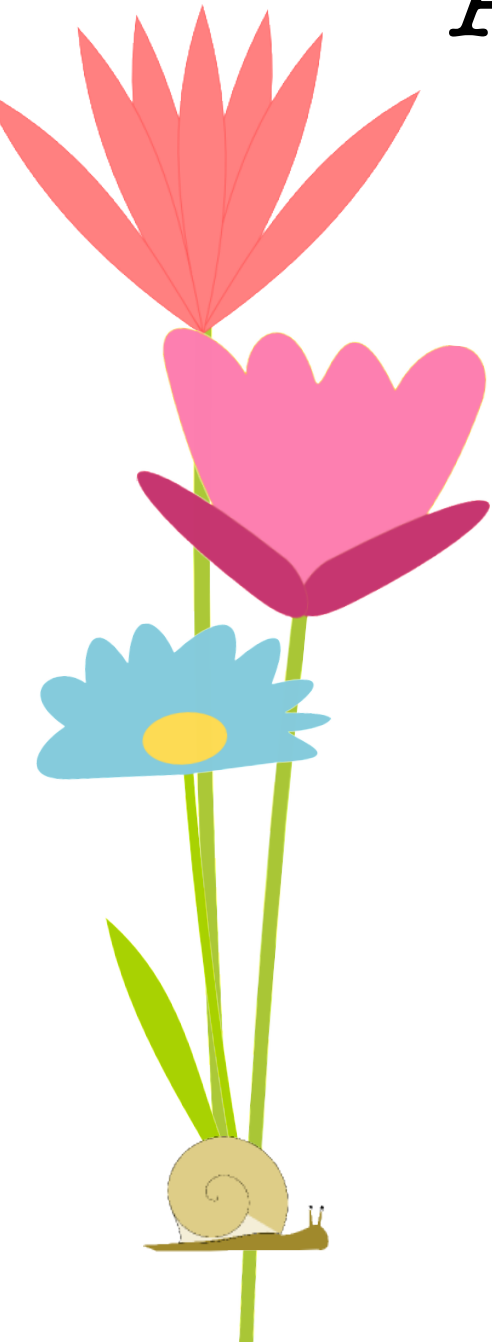
<http://bit.ly/ala-pd>

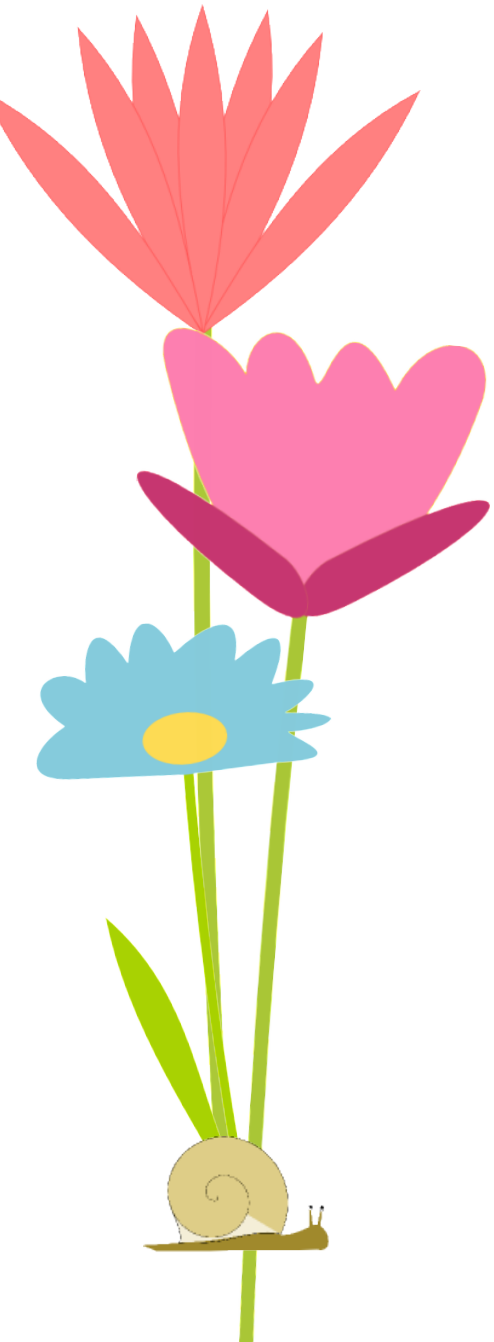


Graphics: <http://meinlilapark.blogspot.com/>

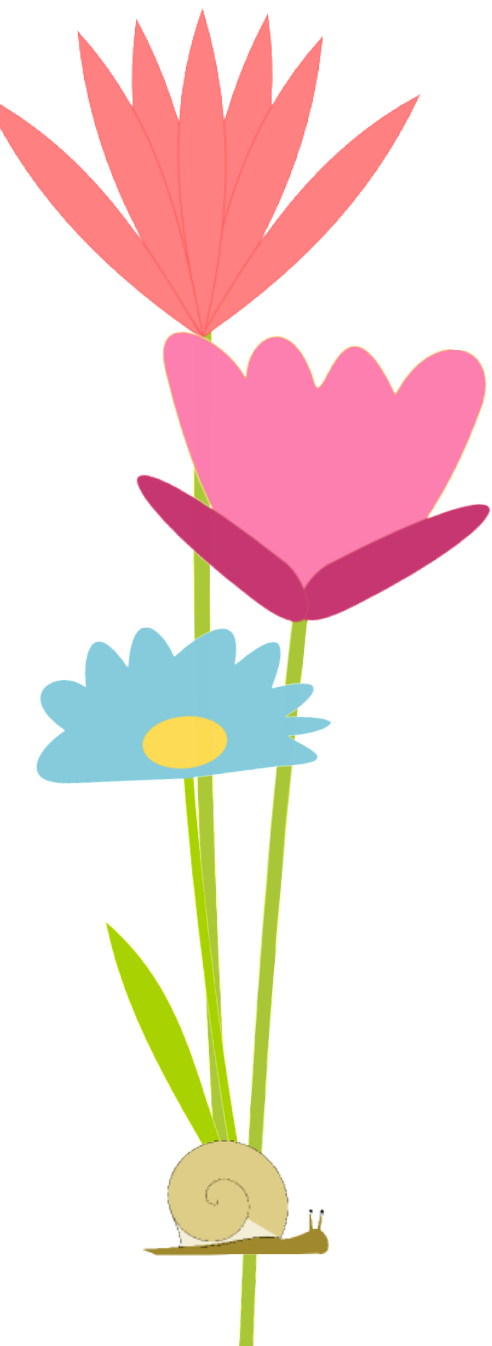
Afternoon at a Glance

- Introductions / Preconference Goals / Ice Breaker
- What's Your Ideal PD?
- Strategies for Today's Session
- Connie's Story
- Panel: Assessing Needs and Effectiveness (Anne, Chris, Susan)
- Looking Forward





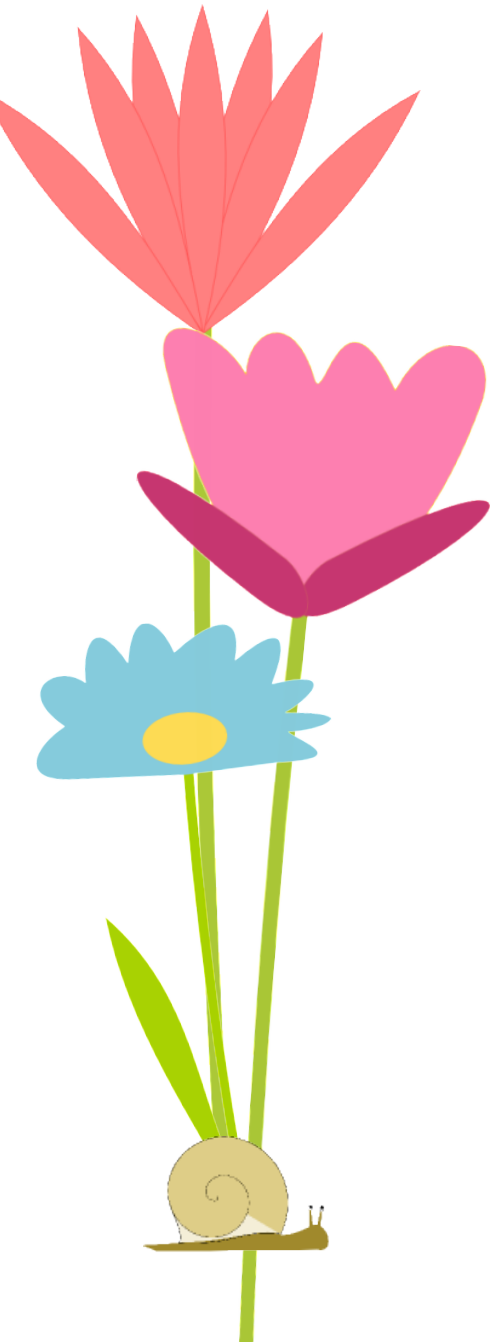
Introductions



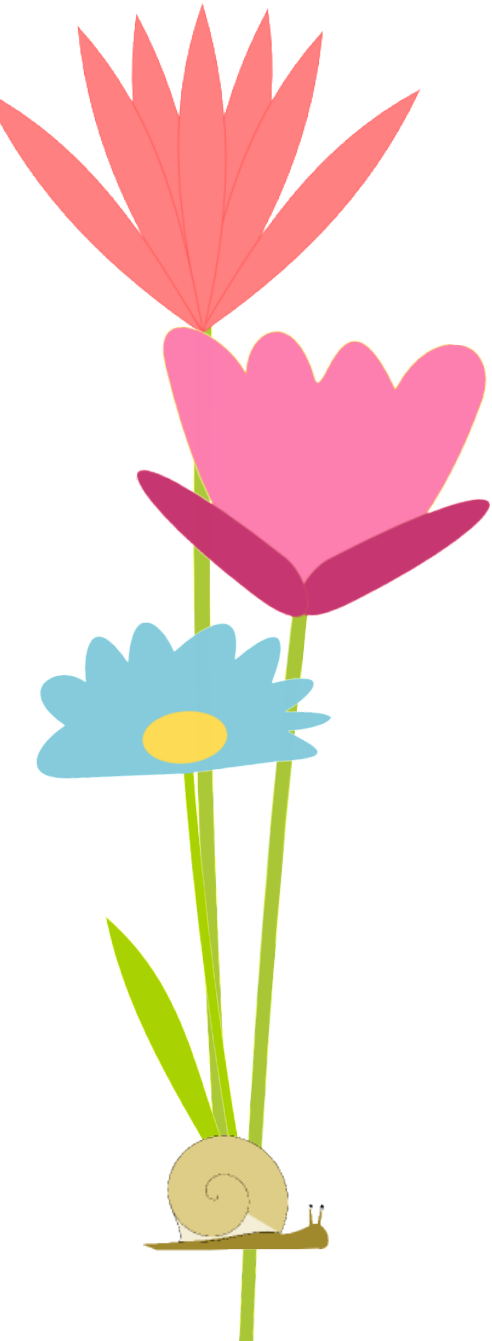
Goal:
To Grow Our PD
Gardens

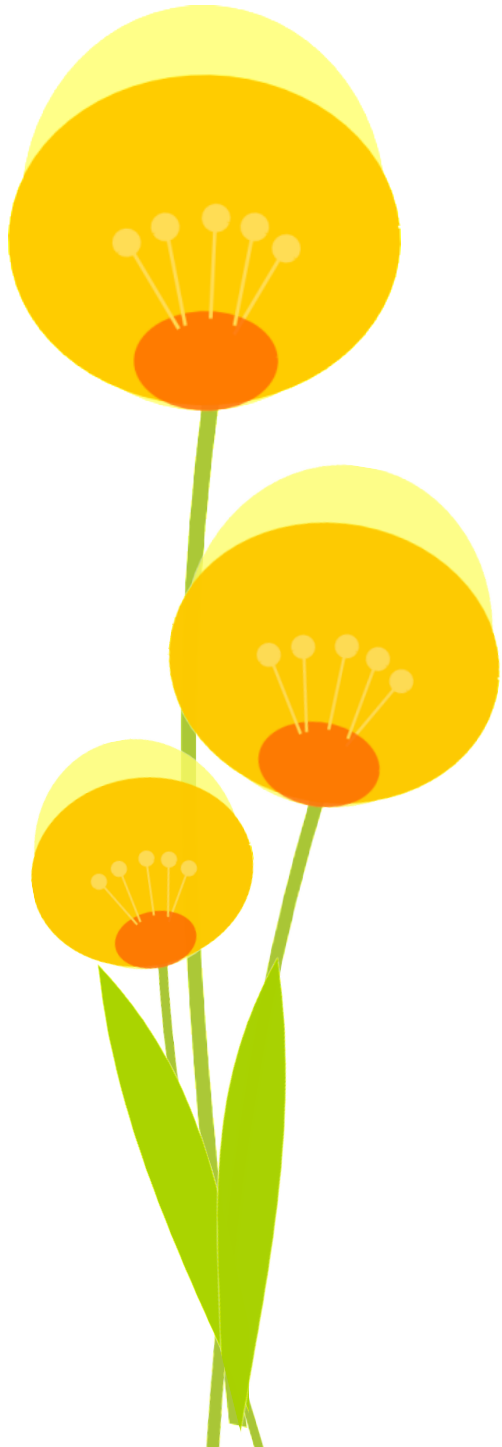
What does it “feel” like?

- Your PD relationship to the adults in your building?
- If you are a teacher of pre-professionals, think about the relationship with the other faculty at your institution, rather than your students.

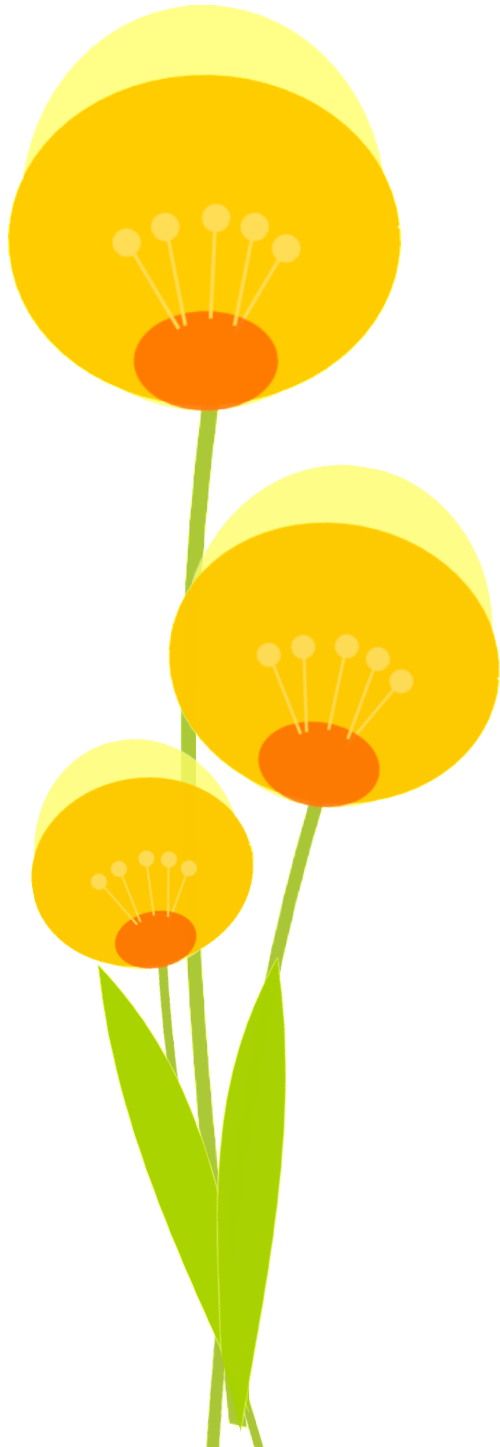


A visual metaphor...



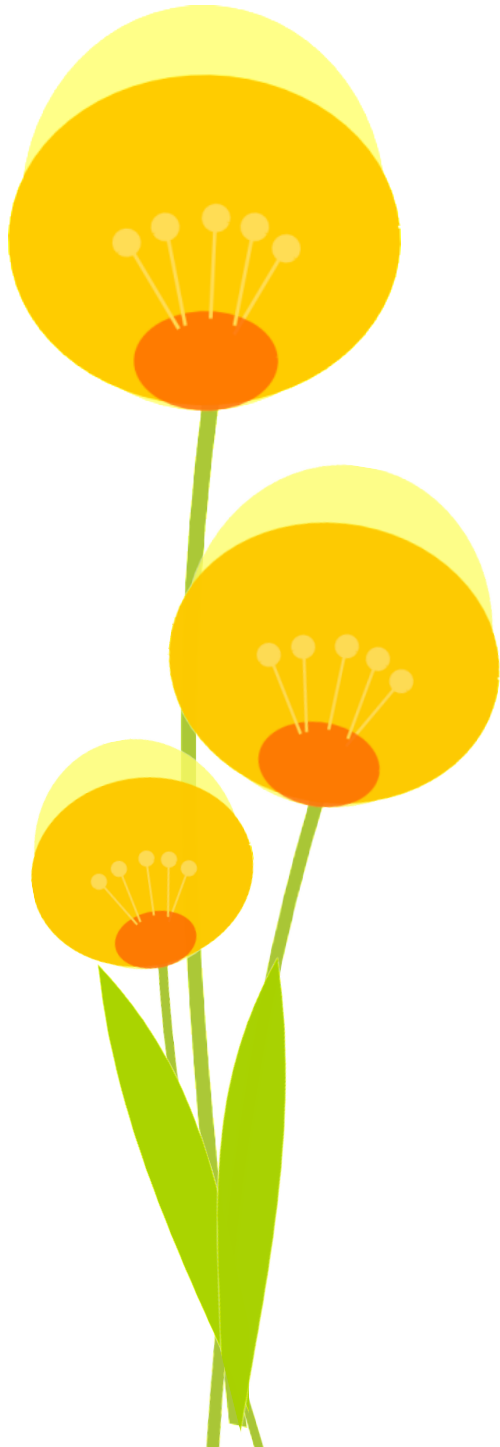


Strategies for Today's Session



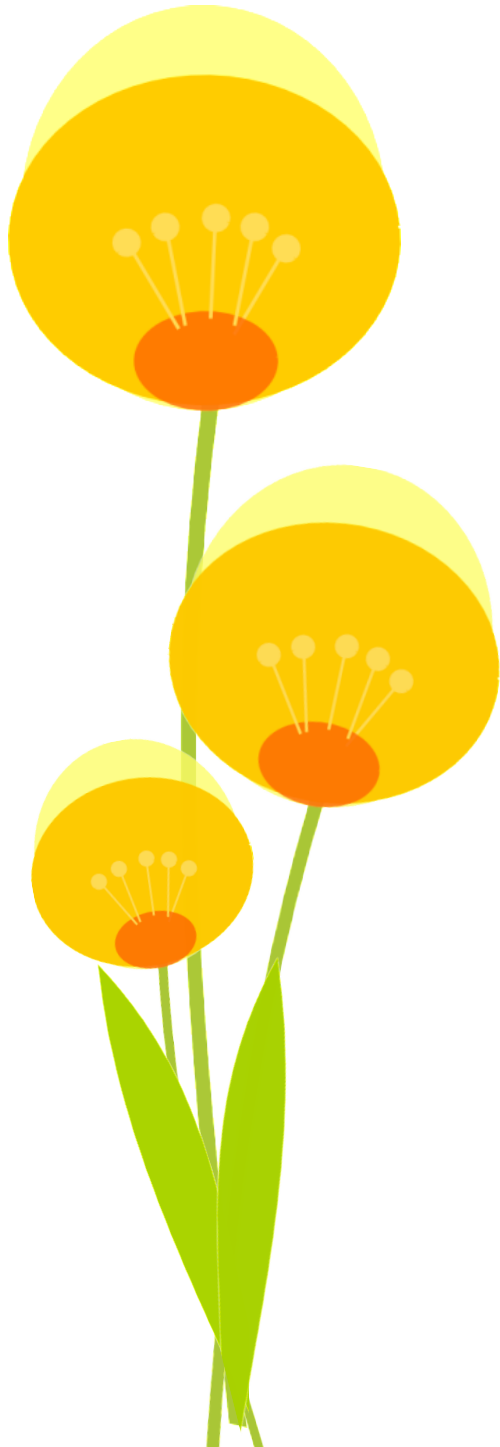
Planting Metaphor

- PD as a garden of possibilities
- Our strategies for “planting”:
 - Interactive table talks – building knowledge together
 - Stories to engage us in deeper questions
 - Reflecting on PD leadership



Know Your Plants

- Working with adult learners
- Popcorn sharing
 - What do we know about your adult learners?
 - How do they learn best?



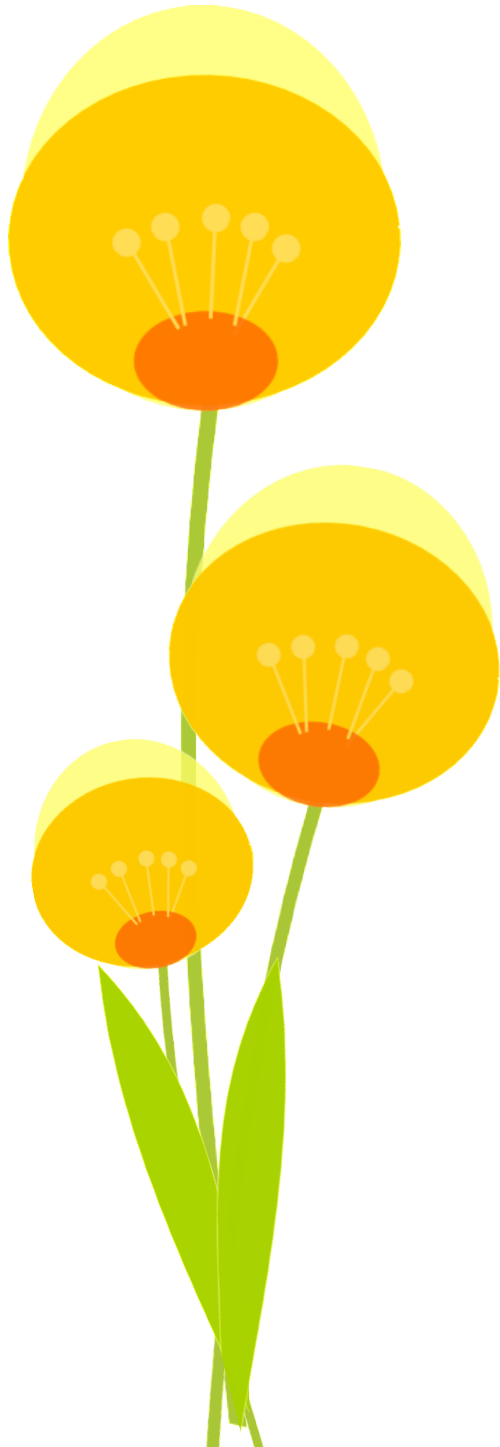
What Do You Know About *Your* Adult Learners? How do they learn best?

- They like **food**
- Ego – **respect** the individual
- **Fearful** of change
- Like **choices**
- Feel **overwhelmed** by all that is asked of them.
- Somewhat **cynical** – need to know **why** asked to do something
- Adults may **not be in the mode of learning** in the way a child may be – different world view
- Short attention span; needing **variety**
- Learning must be **relevant** to what they can do tomorrow
- **Different levels** of learners



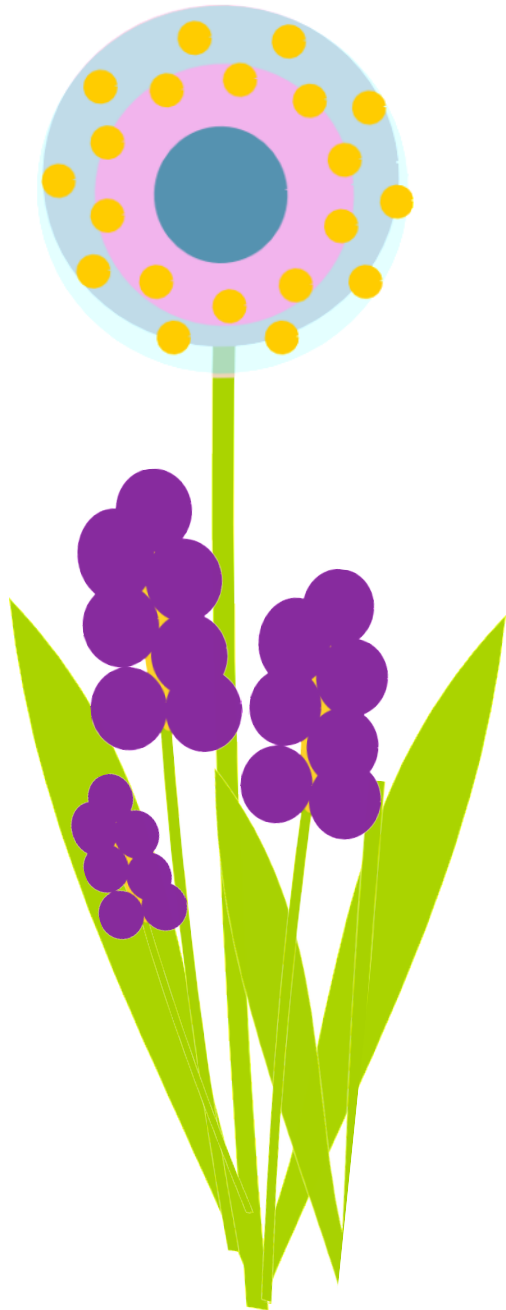
What Do You Know About *Your* Adult Learners?

- They have **opinions**
- Bring **life experiences** to the table that a child may not have
- Sometimes a **fear** that others will discover that they have (perceived) ignorance
- People also want to show off and show what they already know – **pride**
- People don't want to feel **undervalued**; they want to be respected for what they have
- They're **tired**. The world is on their shoulders.
- They have developed habits that work for them; that comfort may make them less interested in change.



What Do You Know About *Your* Adult Learners?

- Need some **explicit guidance** about what the expectations are for their participation if there are too many unknowns. **Want clear expectations.**
- They can be **enthusiastic**
- No more likely to enjoy lecture than kids are – they want **hands-on, visual, multimodal approaches**
- They can be very appreciative that there is a resource in their building.
- Survival mode in a time of extreme change
- Teachers' **metaphorical backpacks** are getting heavier and heavier, with more people/groups/political changes adding weight to that bag –
“Will you add to my burden or lift my burden?”
“Are you helping me or adding to my burden?”
DA heard the term **“institutional buckshot”**

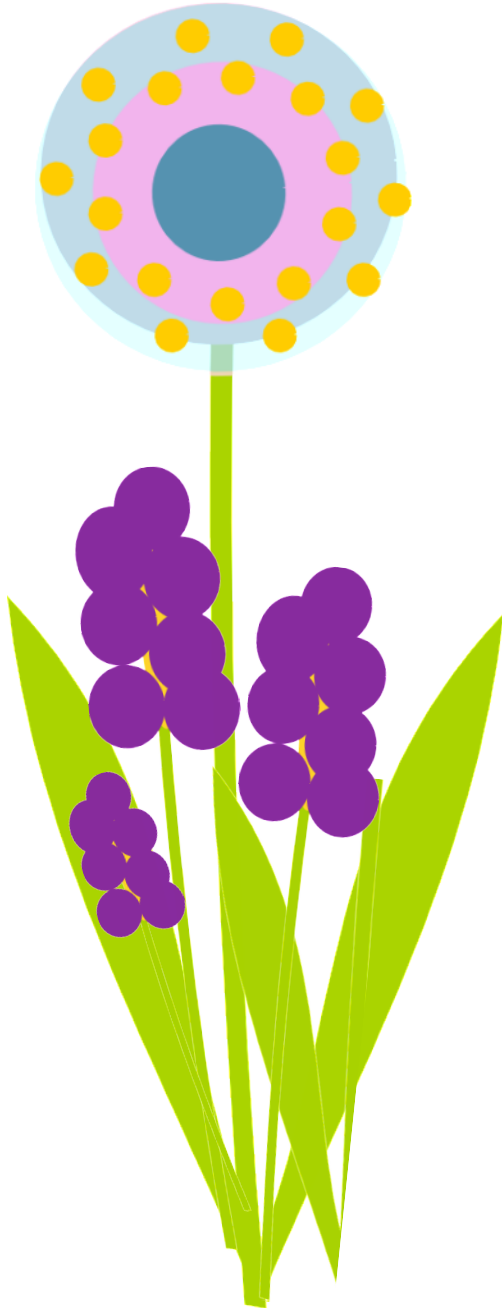


Preparing the Soil for
Planting:
Building on Past
Experiences



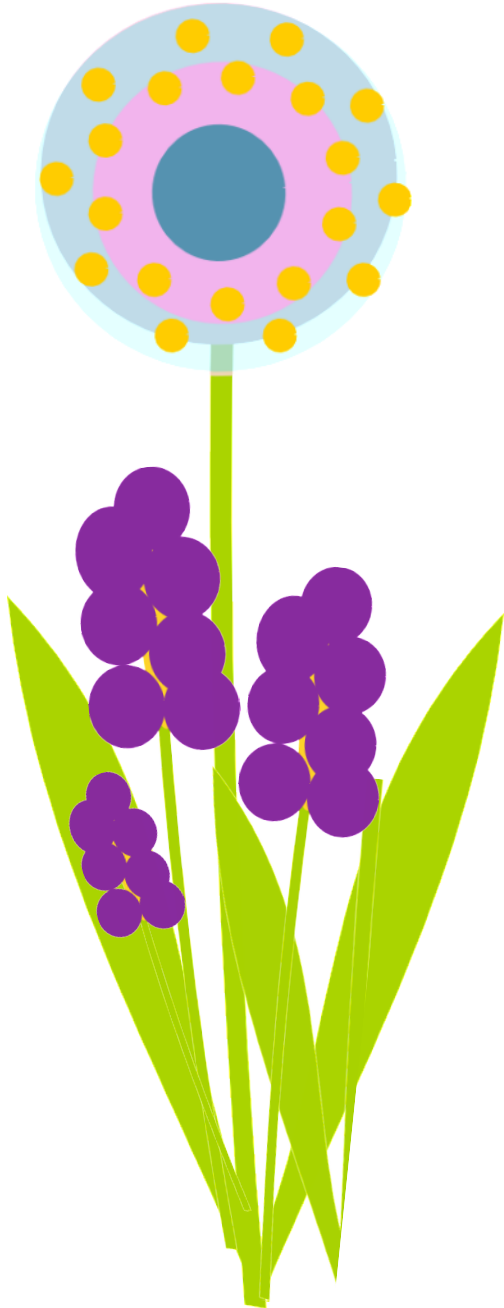
Table Talk:
What's Your Ideal PD?

You Said ...



- Reflection needed
- Proactive rather than reactive
- Need for peer-PD “informal” partners
- Questions prior to pd
- Relevant scenarios
- Talk with each other and share
- Sustained conversation
- Socializing, debriefing as a way to “step in”
- Build trust and “buy-in” – trust your learners
- Frame, structure, focus
- Note the things that this won’t be today
- Student-learning focus

You Said ...



- How do you build trust?
- How do you build transparency?
- How do people own the goal?
- Do they see the building toward common goal?



Adding the Miracle-Gro: Analyzing Real Needs and How to Meet Them

Connie Williams

They call it fishing... not catching

**WAIT
WATCH
QUESTION**

Cast your fly line:

"how can I help you?"

"have you ever thought about...?"

"what if...?"

To create great Professional Development:

**Take time to discover the needs of my
faculty, administrators, and students.**

My "catch":
successful students...



and confident colleagues

*Growing Schools: Librarians as Professional Developers
chapter 6: Connie Williams*

We call it learning.....

What are the attributes of an effective PDer?



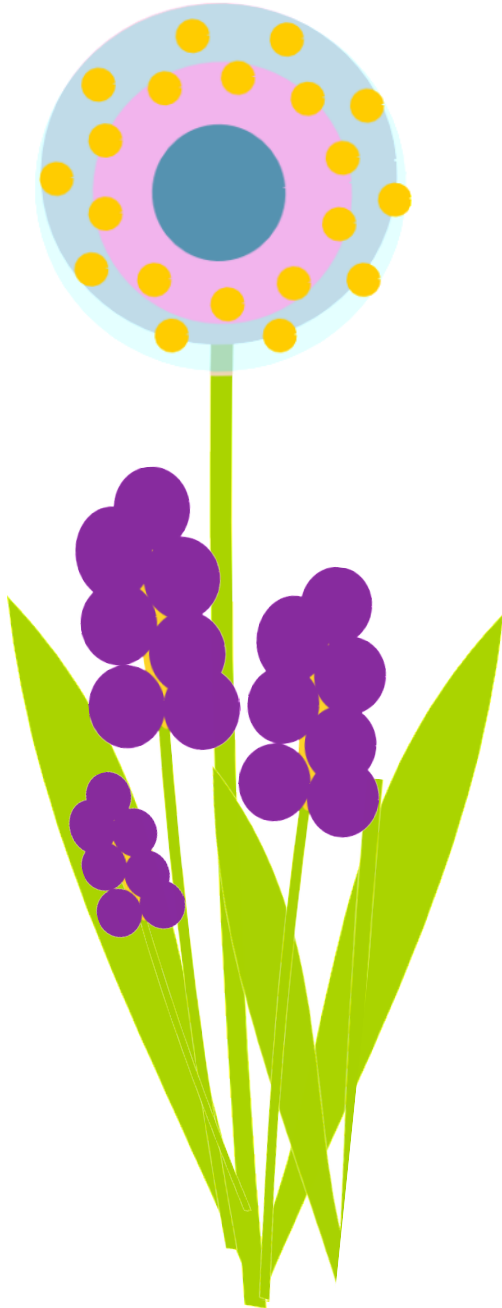
- Receptive
- Listener
- Observer
- Evaluator
- Patient
- Flexible
- Empathetic
- Realistic
- Connie: unintimidating; humble; approachable
- PDer should also be a learner; wanting to learn; willing to learn
- Have a sense of adventure and fun (“what works for elementary works for adults”)
- Expertise (but not a know-it-all)
- Stand-up comedian

What are the attributes of an effective PDer?



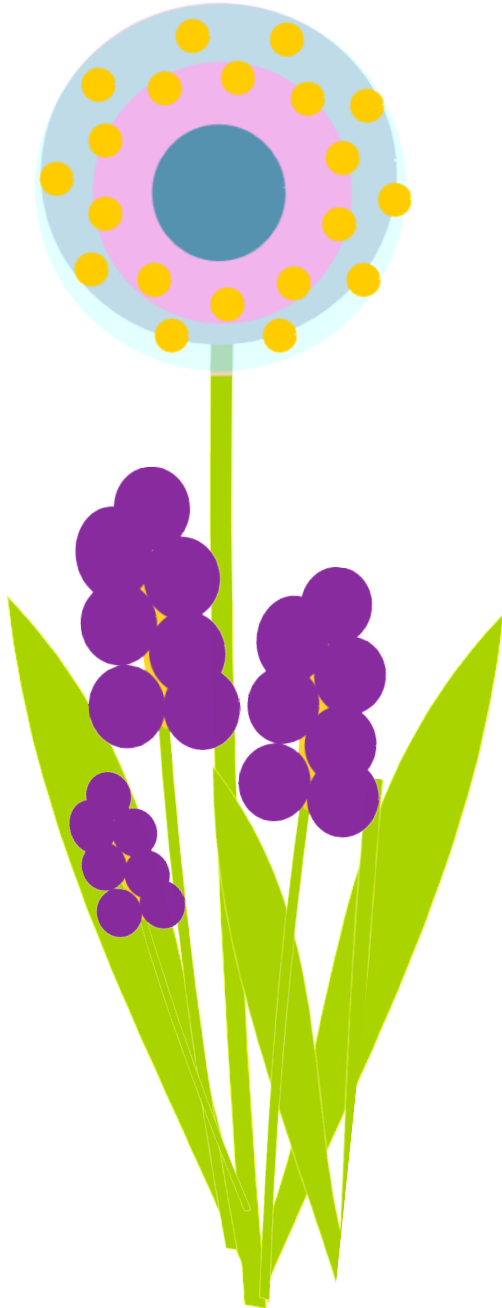
- Vulnerability - and being willing to be vulnerable in public
- Connie is “willing to show her underwear” (e.g., be vulnerable) 😊
- Connie: willing to experiment and take risk (e.g., learning to make infographics – she used <http://easel.ly>)
- Others see doors; you see windows (within school, building, district, community, beyond)
- Ability to accommodate
- Connie said over and over: the importance of being a continual “adult-watcher” to know them and be able to support and help them rather than be a burden
- We are guides; we’re not sages on the stage – how do we facilitate this learning? Is the key question.
- It’s not about “I” as the librarian; it’s about who WE are as a community

What are the attributes of an effective PDer?



- Fresh perspective - “you gotta have a gimmick” – keep the energy and engagement up
- Today, we acknowledge the value of formal, “special event” PD – but we want you to see that there is a larger toolkit of options – see your handout.
- We’re talking today about homegrown PD – how do you take the talent that is already there, and how do you leverage that talent?

Stages of Concern Handout



- One table conversation was: how do we differentiate PD by the learner?
- See handout: “Supporting a Learner’s Stages of Concern”
- Every learner, at different points in the change process, has different needs. You need to address their needs *where they are*
- Ex: Stage 3: “Am I capable of doing this? Do I have the capacity?” What can you do as the PD leader?
 - Give permission for folks to feel that feeling of anxiety
- “Change is not popular. The illusion of change is popular, because it retains the status quo, and everyone is happy.”



7-Minute
Break!

Saint George and the Dragon

Paolo Uccello

Approx. 1470

National Gallery, UK



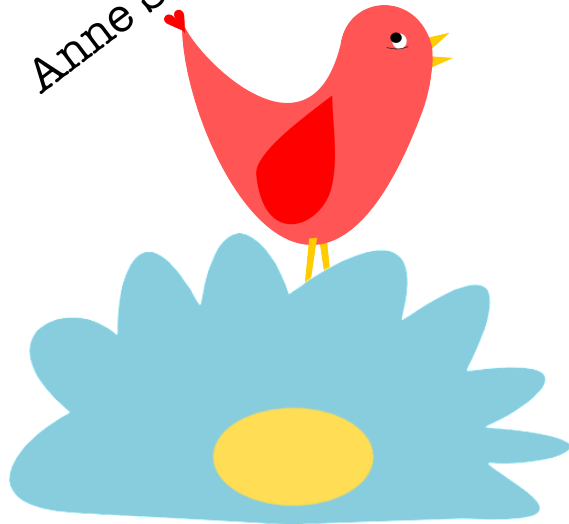


There are many ways
to be a leader.

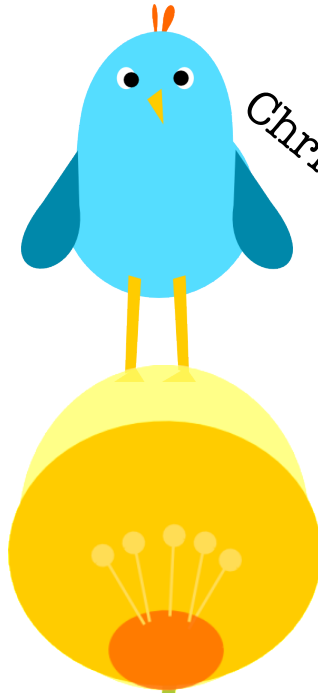
But being a leader is
not negotiable.

- Judy Lawson,
UM School of Information

Anne Stokes



Chris Harris



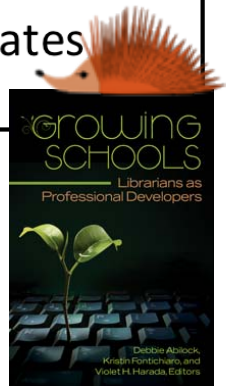
Susan Smith



Decision-Making Matrix

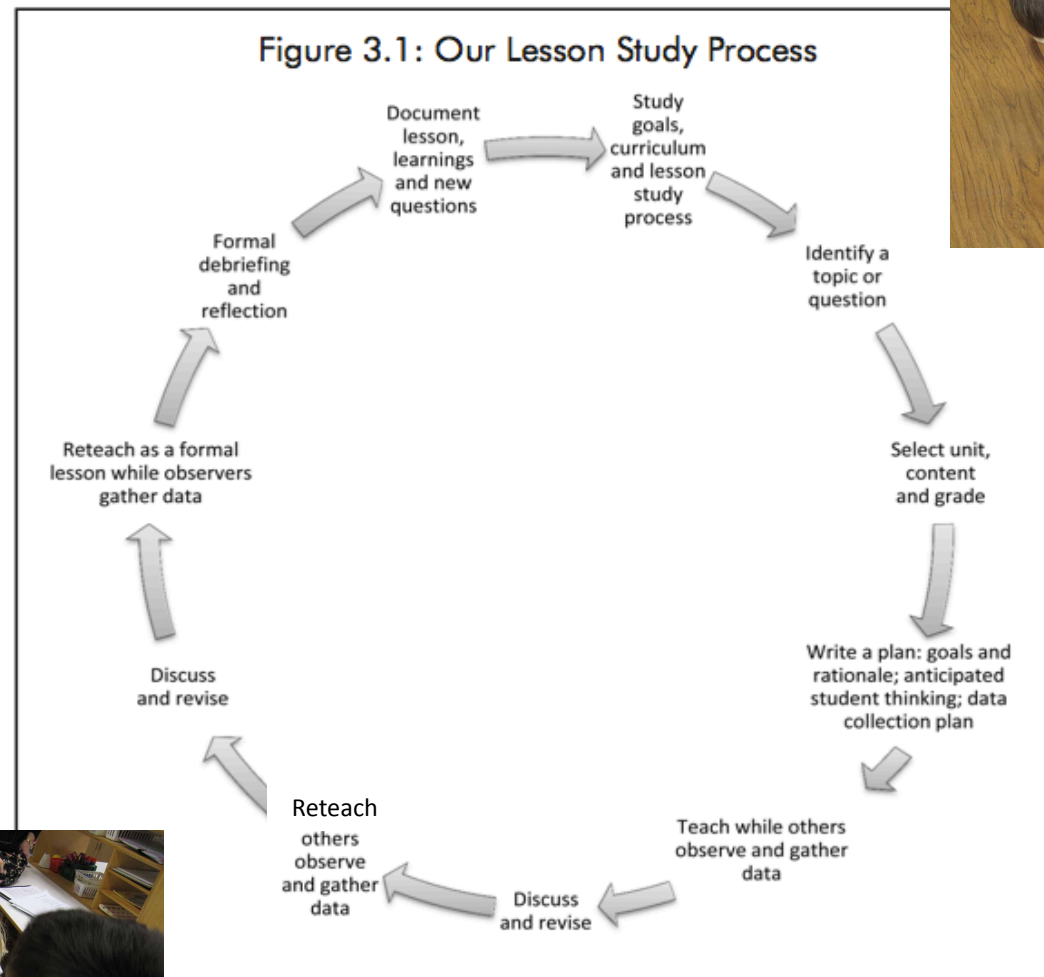
	Collaborative	Not Collaborative
Critical	Meeting <ul style="list-style-type: none"> • new standards • new assessments • strategic planning 	Email <ul style="list-style-type: none"> • staffing changes • procedures • priority updates
Not Critical	Discussion Board <ul style="list-style-type: none"> • best practices • unit development • book discussions 	Blog Post <ul style="list-style-type: none"> • reflections • book reviews • routine updates

From Harris, Christopher. 2012. "From FYI to PLC: How Our System Transformed Meetings Into Productive Conversations." in *Growing Schools: Librarians as Professional Developers*. Ed. Debbie Abilock, Kristin Fontichiaro, and Violet H. Harada. Santa Barbara, CA: ABC-CLIO. Adapted from Covey, Stephen R., A. Roger Merrill, and Rebecca R. Merrill. 1994. *First Things First: To Live, To Love, To Learn, to Leave a Legacy*. New York: Simon & Schuster.

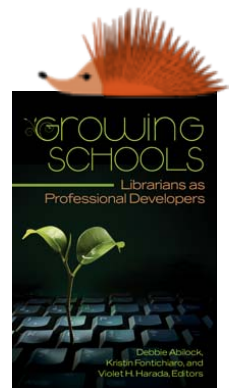


Lesson Study

Figure 3.1: Our Lesson Study Process



From Stokes, Anne. 2012. "My First Lesson Study: A Collegial Approach to Professional Development." In *Growing Schools: Librarians as Professional Developers*. Ed. Debbie Abilock, Kristin Fontichiaro, and Violet H. Harada. Santa Barbara, CA: ABC-CLIO.



Harker's Founding Committee Members:

Dean of Studies, Library Director, Instructional Technology Director, Campus Librarians, interested teachers (including department chairs)

Standards-
setting

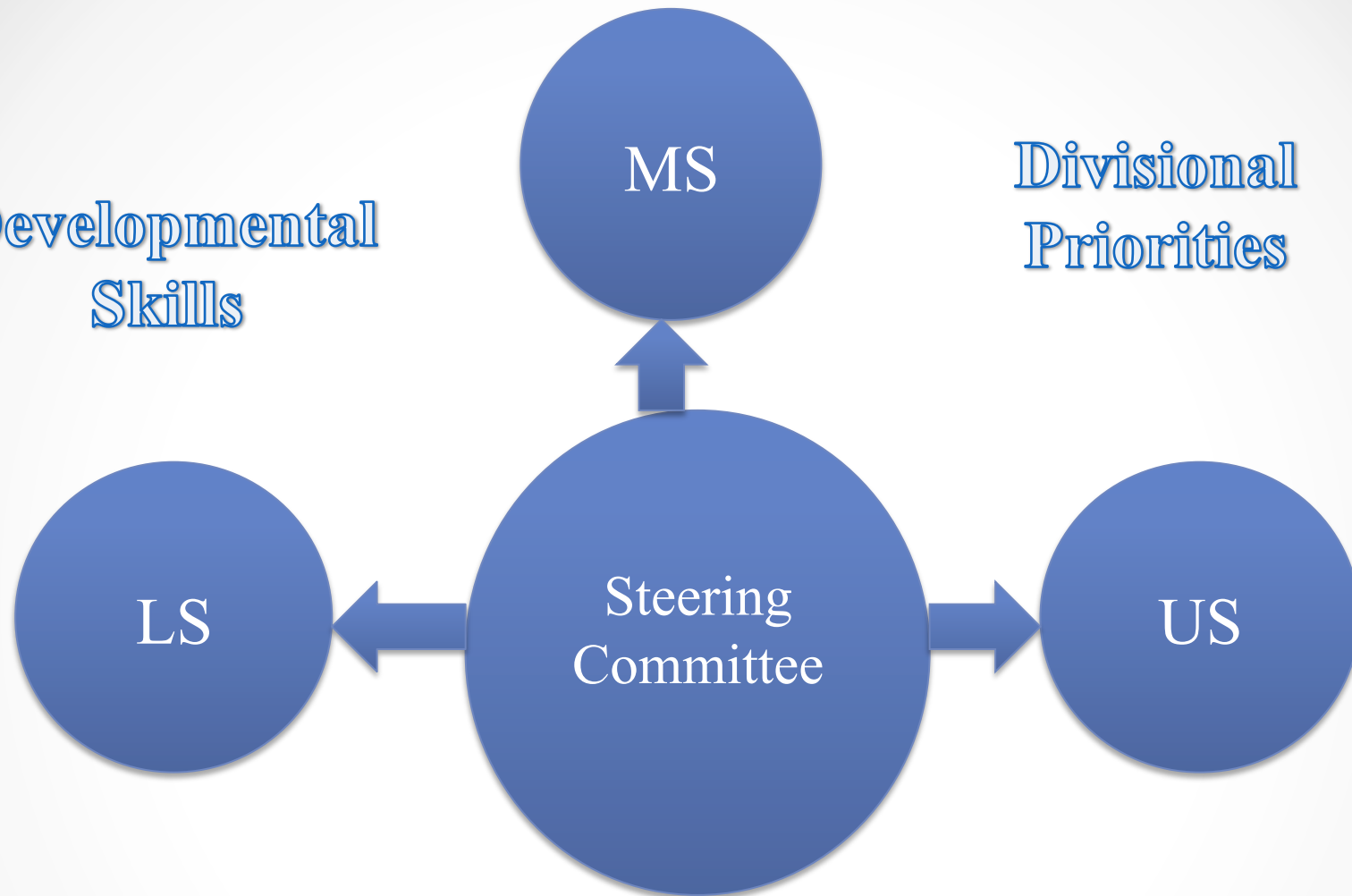
Information
Literacy
Steering
Committee

Fact
finding

Teacher
surveys

Developmental
Skills

Divisional
Priorities



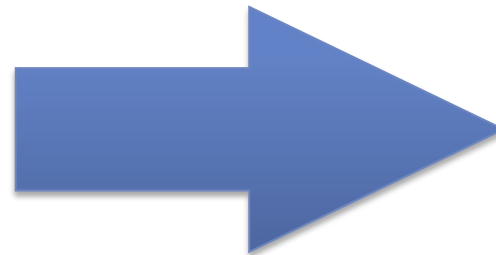
Campus Info Lit
Committees emerged

Departmental Information Literacy Initiatives

LS

MS

US



Unique Skills

**Discipline Specific
S & S**

Complementary Focus

History

Science

English

Performing
Arts

From consensus to accountability

Develop a
common
language and
model of
instruction

Develop a
systematic
way for
teachers to
interact about
instruction
using the
model

Establish a
systematic
way for
teachers to
observe each
other using
the model

Provide
feedback to
individual
teachers using
the model

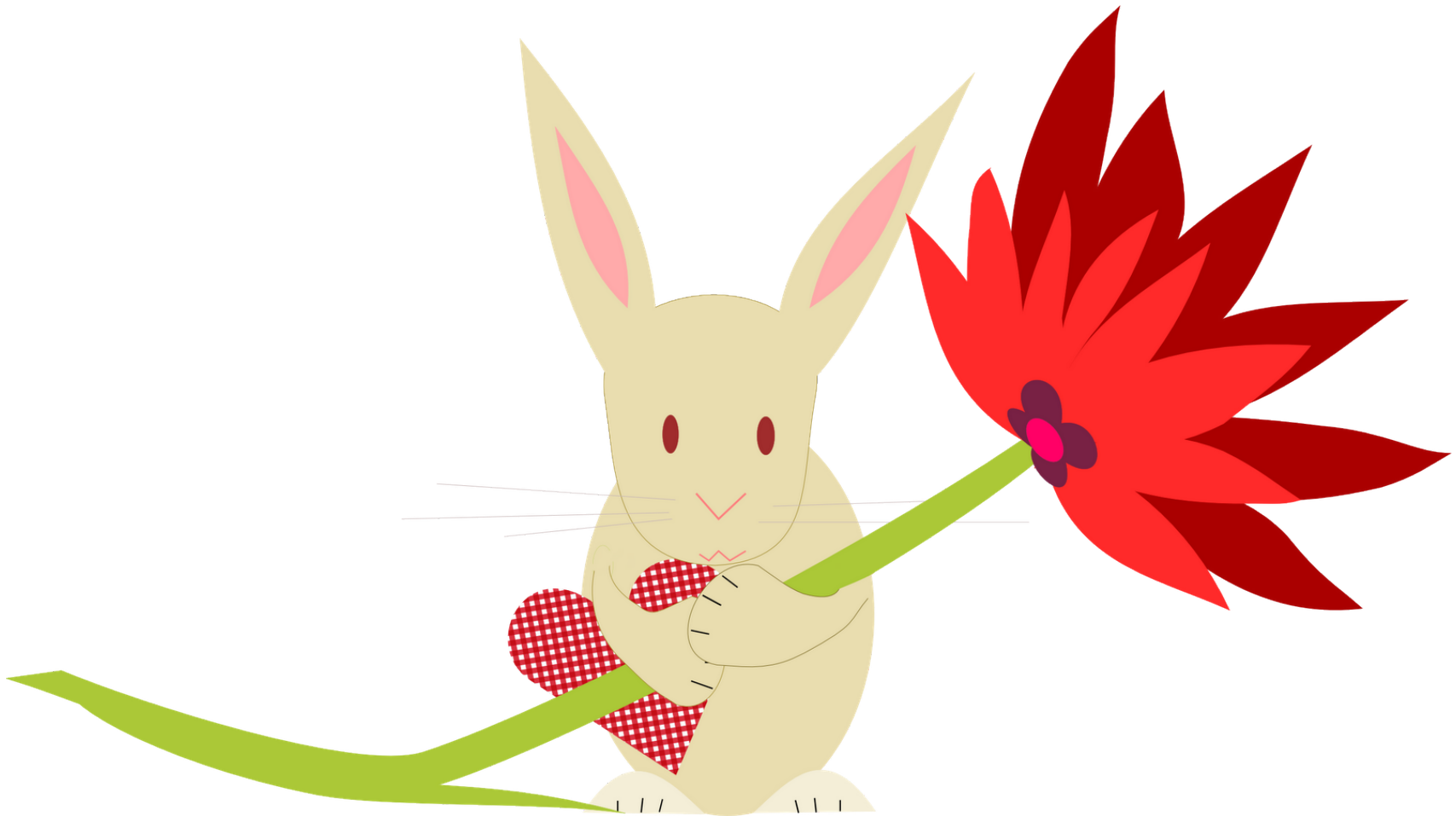


A Quick, Quick Whisper In Your Ear: Badges

- The Next Big Thing in Tracking Learning?
- Wanna help figure it out?
- Special invitation from <http://badg.us>
- Stickers → Badges → Evidence

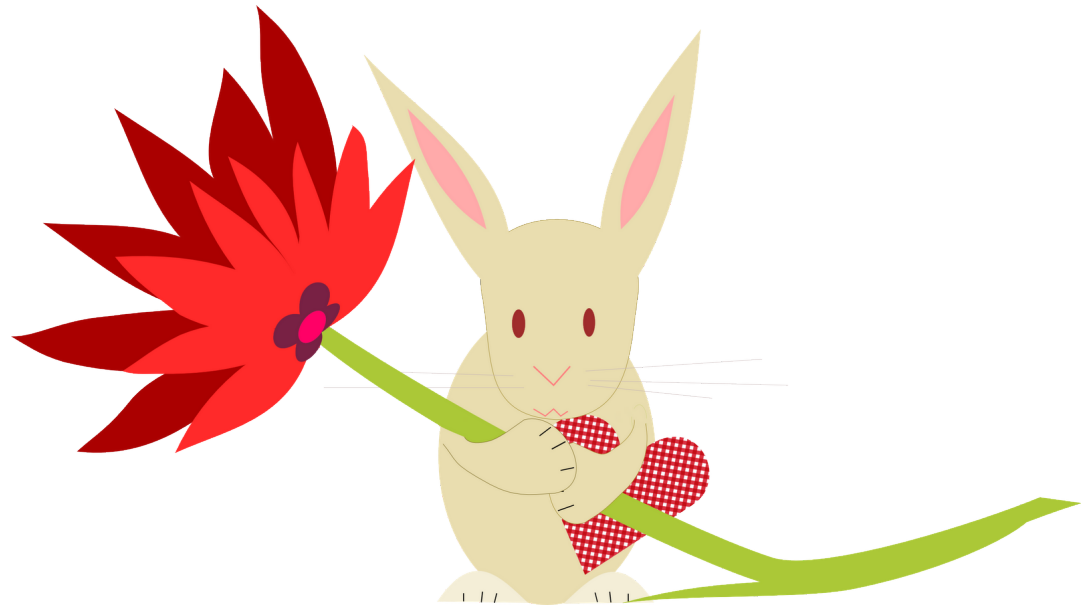


Your Takeaways



Wikistix Redux

- What have I gotten out of this?
- What would I like to try?
- Who will help me do it?
- How will I do it? What's the plan?



Synthesis



We'll post our
handouts, your ideas,
and the slides at
<http://goo.gl/qiOtg>
soon – and will e-mail
you!

Thanks!

Stop by and visit us at the ABC-CLIO booth (#1608) tonight!

We'll post our
handouts, your ideas,
and the slides at
<http://goo.gl/qi0tq>
soon - and will e-mail
you!

We'd love to show off
what contributors
like Connie, Chris,
Anne, Mariah, and
Susan have been
working on for the
past two years!

5:30-6:30
tonight!

