

# Sign up for InspirED

Together we'll build the future of learning.

Start connecting with like-minded educators today. Already have an account? [Sign in here.](#)

*This field is required.*

[Show](#)

*This field is required.*

☐ I agree to the [Terms of Service](#) and [Privacy Policy](#).

[Sign up](#)

<https://getinspired.2revolutions.net/external/signup>

# PD as Catalyst for Transformation

**WALK THE TALK!**

**iNACOL Symposium 2018**

**October 24, 2018**

# WELCOME!

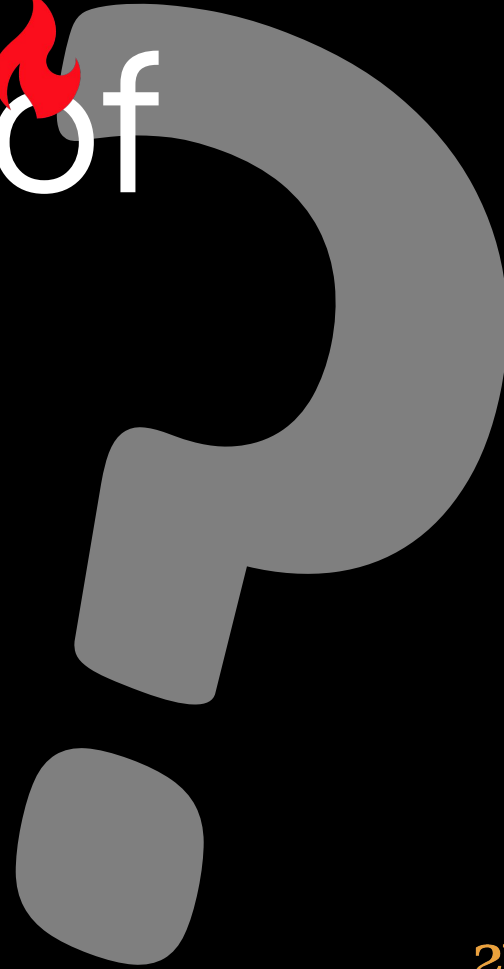


# koan

A koan is a riddle or puzzle that Zen Buddhists use during meditation to help them unravel greater truths about the world and about themselves.



what is the  
opposite of  
cheese



# Today's Objectives

- Introduce the idea of a different way of adult learning
- Have an authentic experience that can heighten empathy for this vein of adult learning
- Think differently about professional learning
- Begin to assemble the key pieces to walk the talk

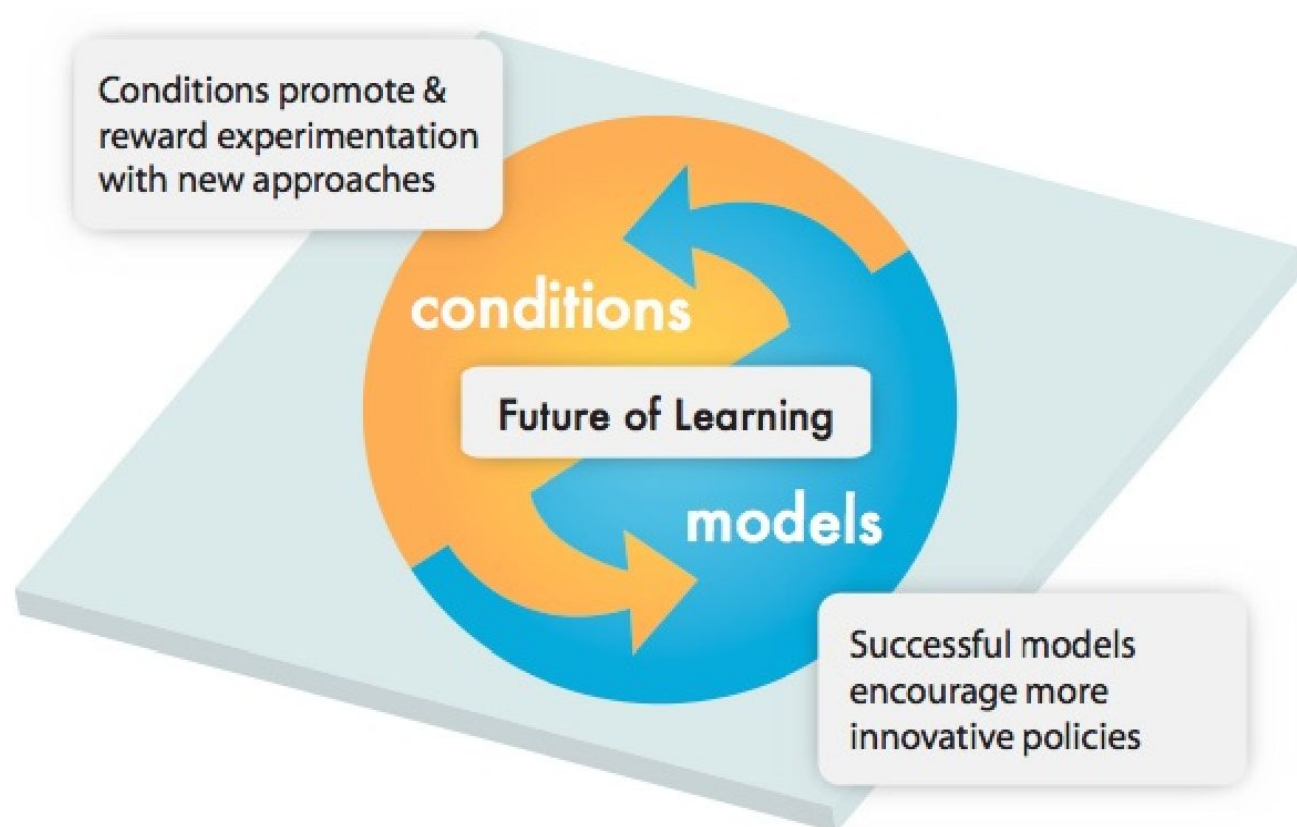
# Our Hypothesis

If we “walk the talk” and build professional learning to embody the type of learning we are aiming at for students (student-centered, personalized, competency-based), we will drive transformation we seek.

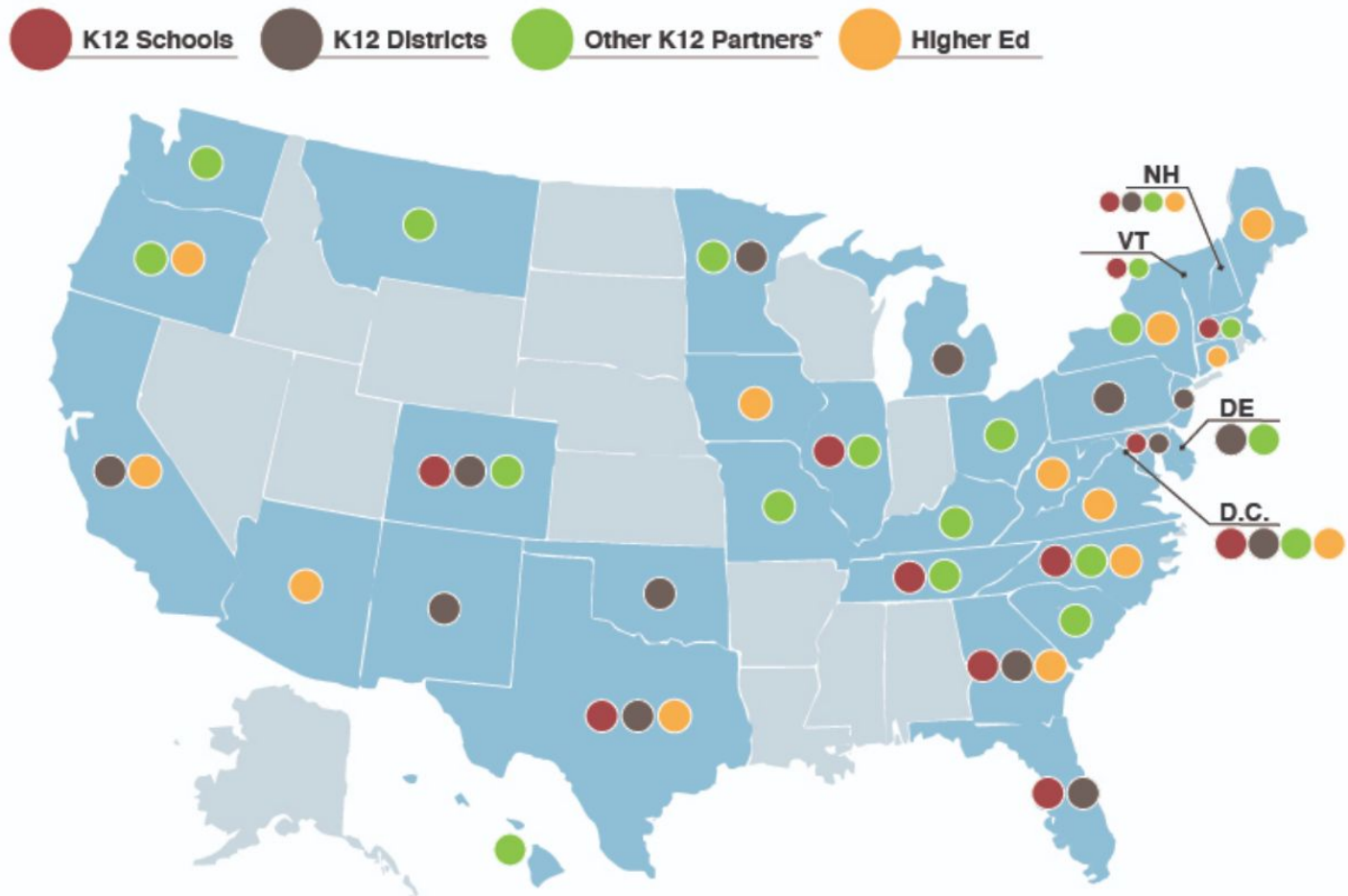
---

# 2Rev as Mission-driven Design Lab

2Rev designs and supports implementation of Future of Learning **models** and supports the **systemic conditions** within which they can thrive. **We are partners in transformation.**



# 2Rev as Mission-driven Design Lab



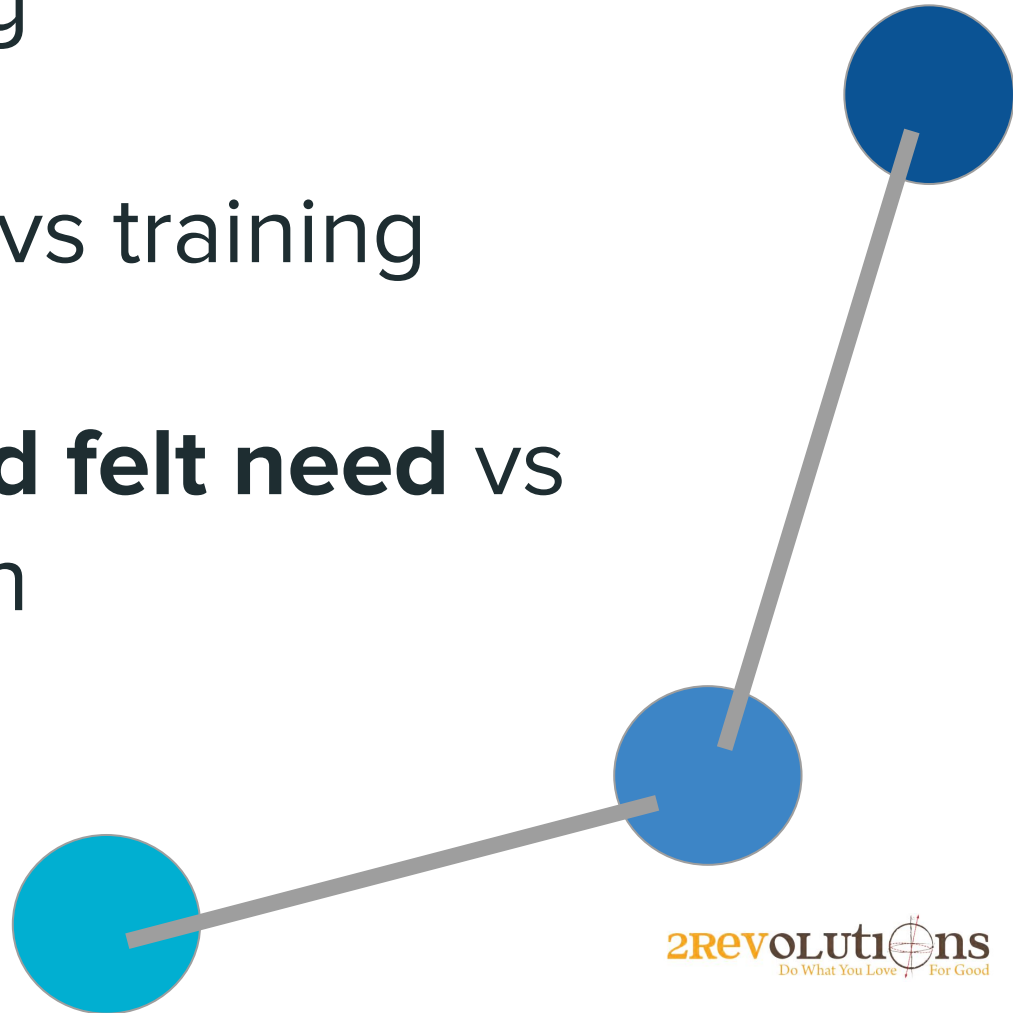
\* State Education Agencies, Foundations, For-profit and Non-profit partners

## 2Rev: What We Value

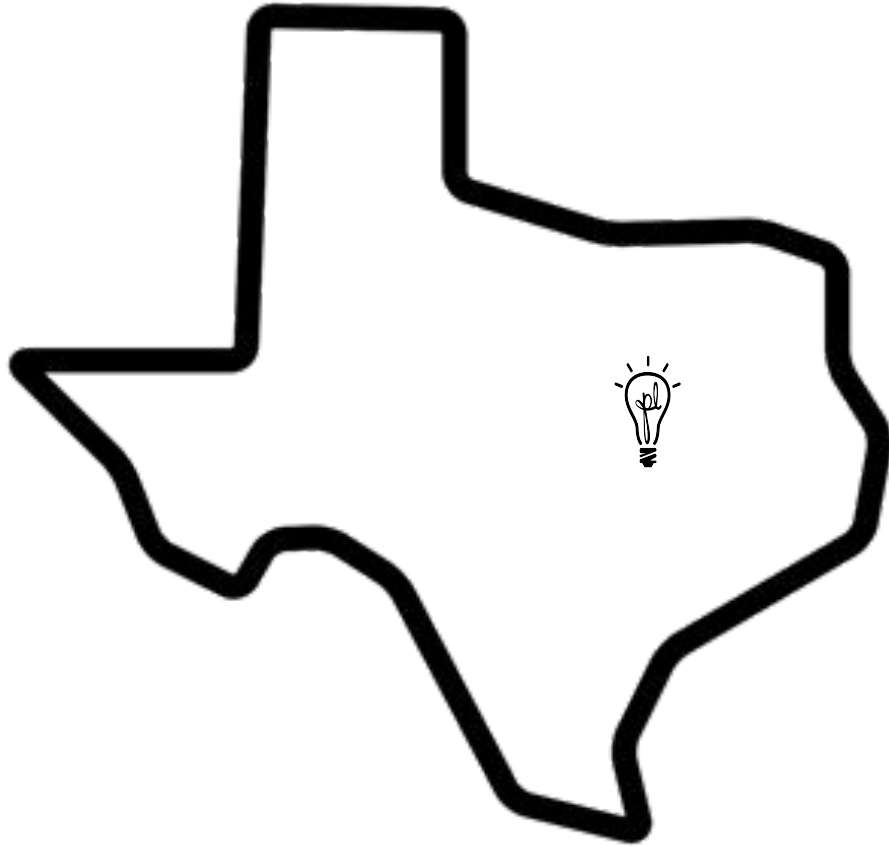
**Continuum of learning** vs fragmented, incoherent learning

**Capacity building** vs training

**Application around felt need** vs learning in isolation



# Dallas Independent School District



- **156,832** students
  - ~**44%** English Language Learners
  - ~**88%** free and reduced-price lunch
- **234** schools
  - **10** wall-to-wall PL schools
  - **11** emerging PL schools
  - **120** blended learning
- Sits in the heart of a urban, diverse and dynamic region
- **384** square miles across North Texas

# Educator Learning Materials





# Session Agenda

- Welcome
- **How do you learn?**
- Where Are We? Where Do We Need to Go?
- Build It

# Dubstep



# How Do You Learn? Activity

## “How You Learn” Activity

What was a skill you recently learned?



I learned how to...

Sketch your learning process:

What resources did you use?

What was effective? Why?

What was less effective? Why?

I learned by...

## “How You Learn” Activity

2RevOLUT  
Do What You Love

What skills and dispositions were required to learn this?

I had to be...

How did you know you had learned it successfully?

Would you rate yourself Novice? Proficient? Expert? How do you know?

What criteria did you use?

My evidence of learning was clear when...

How would you teach this to another person?

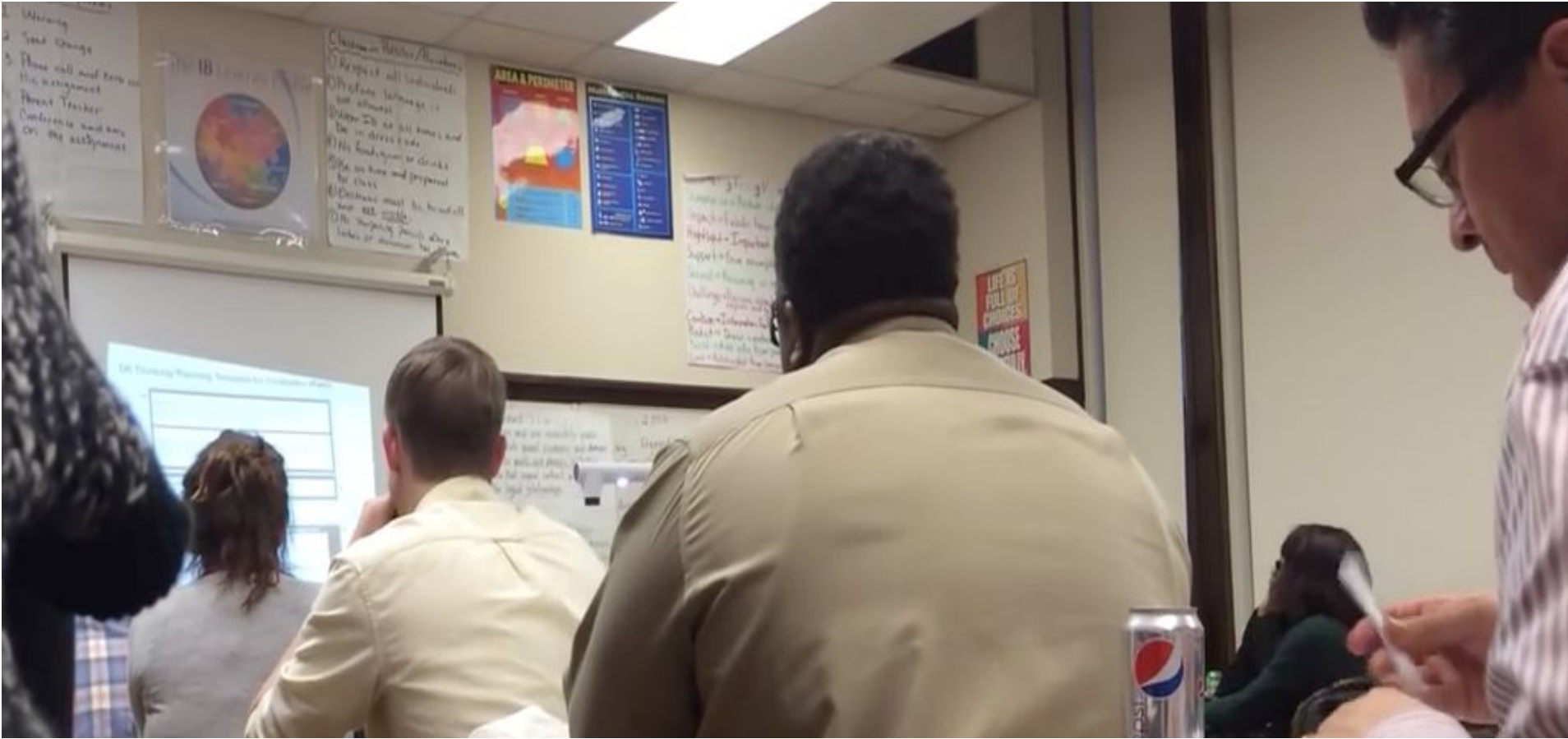
I realized that the best way to learn this is...

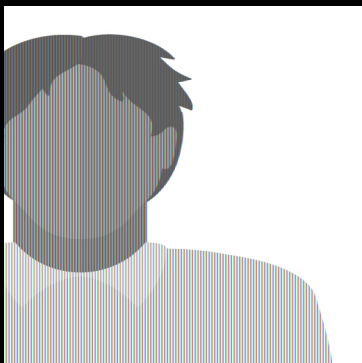
# Session Agenda

- Welcome
- How do you learn?
- **Where Are We? Where Do We Need to Go?**
- Build It

What connections can we  
make between how you  
learned to what  
professional development  
should look like?

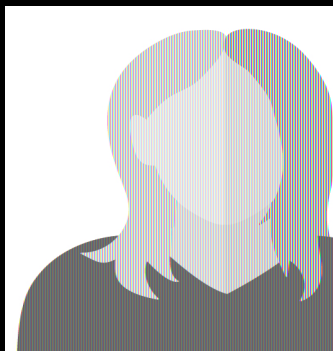
---





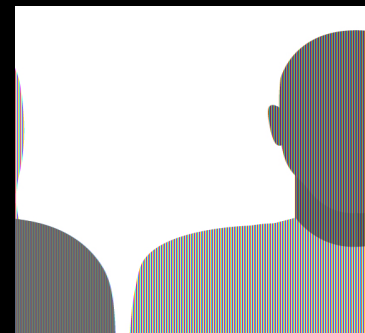
**Topic Tina**

**I have an interest in learning more about specific topics based on problems in my classroom.**



**Rogue Raquel**

**I don't have an identified need. I want some direction. I want to learn to improve my practice but I'm not really motivated.**



**District-driven  
Darrell**

**My district has adopted a new approach and I want to learn more.**

# Pair-Share

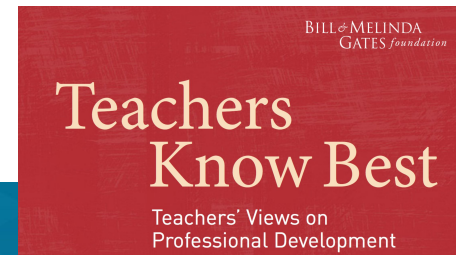
1. Think back to one of the most meaningful learning/professional developmental experiences you've engaged in as an educator. Note in the first experience map what you were thinking, feeling, saying, and doing during that experience.
2. Now think back to one of the least meaningful learning/professional developmental experiences you've been part of as an educator. Note in the second experience map what you were thinking, feeling, saying, and doing during that experience.



# RETHINKING PROFESSIONAL LEARNING

...because training our current and future teaching force is one of the biggest drivers to student achievement.

Research is building around the fact that our current system of training is very expensive and not yielding the outcomes we need, let alone in preparing our workforce for a competency-based, personalized learning system for kids.



# What We're Investing

## MONEY

In 2014, approximately USD \$8B/year was spent on professional development in the 50 largest districts within the US alone (TNTP, 2015). Estimates range, but some put the annual costs of K-12 professional learning in the US at USD \$18B/year (BCG).

## TIME

- ~19 school days on PD activities = ~10% of the school year (TNTP)

# The Results: Efficacy

Evaluation of 7 in 10 teachers remaining stagnant or declined in past 2-3 years.

For many teachers, professional growth tends to plateau after only the fifth year of teaching; in fact, the difference in evaluation ratings between an average first-year teacher and an average fifth-year teacher was more than nine times the difference between a teacher in her fifth year and a teacher in his twentieth (TNTP, 2015).

# The Results: Teacher Satisfaction and Retention

Only 29 percent of teachers surveyed were highly satisfied with current professional development offerings, and only 34 percent felt the system of professional development has improved over past iterations (BCG, 2014)

When teachers feel that they have opportunities for growth, their sense of efficacy and competency increases, making them more motivated to remain in their current position (Huang & Cho, 2010).

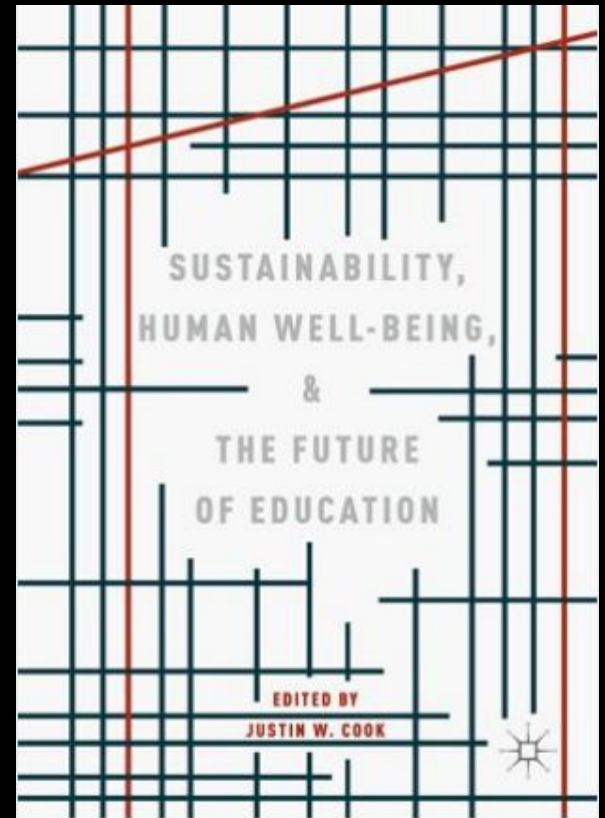
# The Results: Teacher Voice and Choice

Fewer than **one in three** teachers **can choose** most or all of their professional learning opportunities, while nearly **one in five** teachers **never have any say** in their professional development (BCG, 2014)

# The Results: Professional Collaboration

Over half of all American teachers have **never** observed a colleague's teaching (OECD, 2014).

# To Learn More:



Read our chapter on the **Future of Educator Learning** in this new book published by Palgrave Macmillan 2018.

Available for free download here-

<https://www.palgrave.com/gp/book/9783319785790#aboutBook>

# Session Agenda

- Welcome
- How do you learn?
- Where Are We? Where Do We Need to Go?
- **Build It**



# Professional Development: Next

Assumptions		
About	Pedagogical	Andragogical
Concept of the learner	Dependent personality	Increasingly self-directed
Role of learner's experience	To be built on more than used as a resource	A rich resource for learning by self and others
Readiness to learn	Uniform by age-level & curriculum	Develops from life tasks & problems
Orientation to learning	Subject-centered	Task- or problem-centered
Motivation	By external rewards and punishment	By internal incentives curiosity

(Knowles, 1992)

# Where Do You Want to Go?

What characteristics would you use to describe **your**  
**vision for** professional learning **for**  
your educators?

# Next Gen Prof'l Learning: Where are we starting from?

NGPL design, like NGL, differs from traditional learning models because its central element is process, not content—or, more to the point, a range of processes. Agency-fueled, authentic, experiential learning—*process*—leads to a different *mindset* towards learning, which fosters meaningful absorption of *content*.

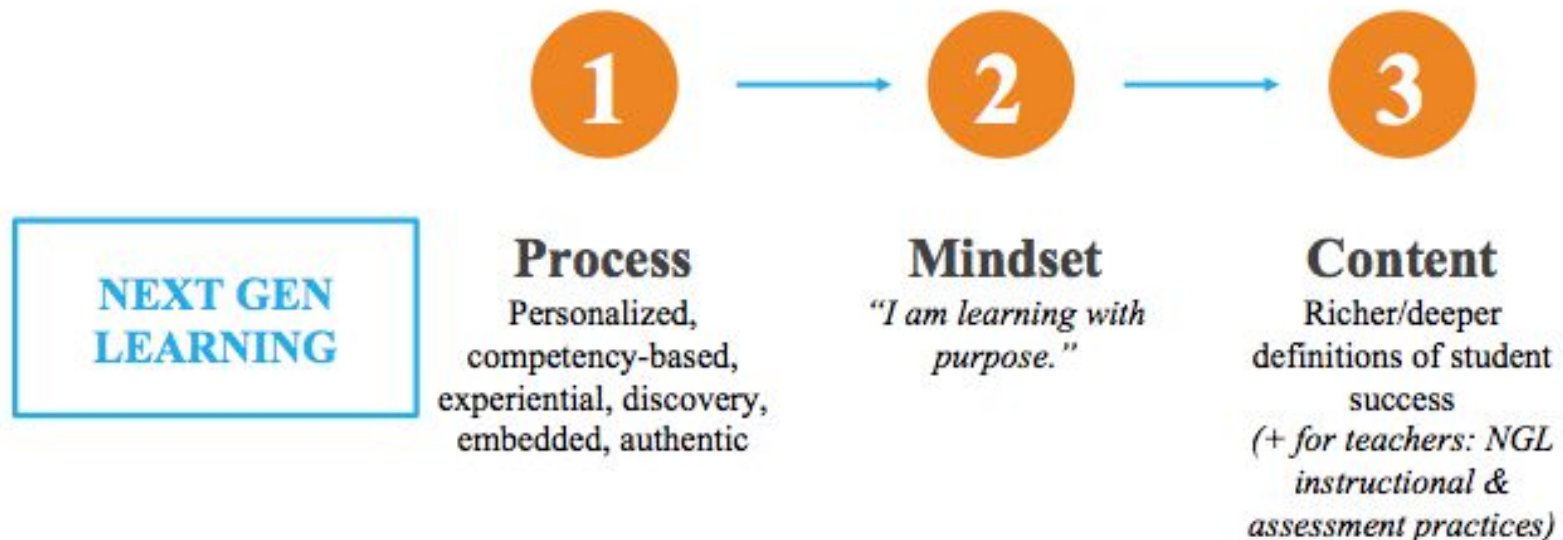


# Next Gen Prof'l Learning:

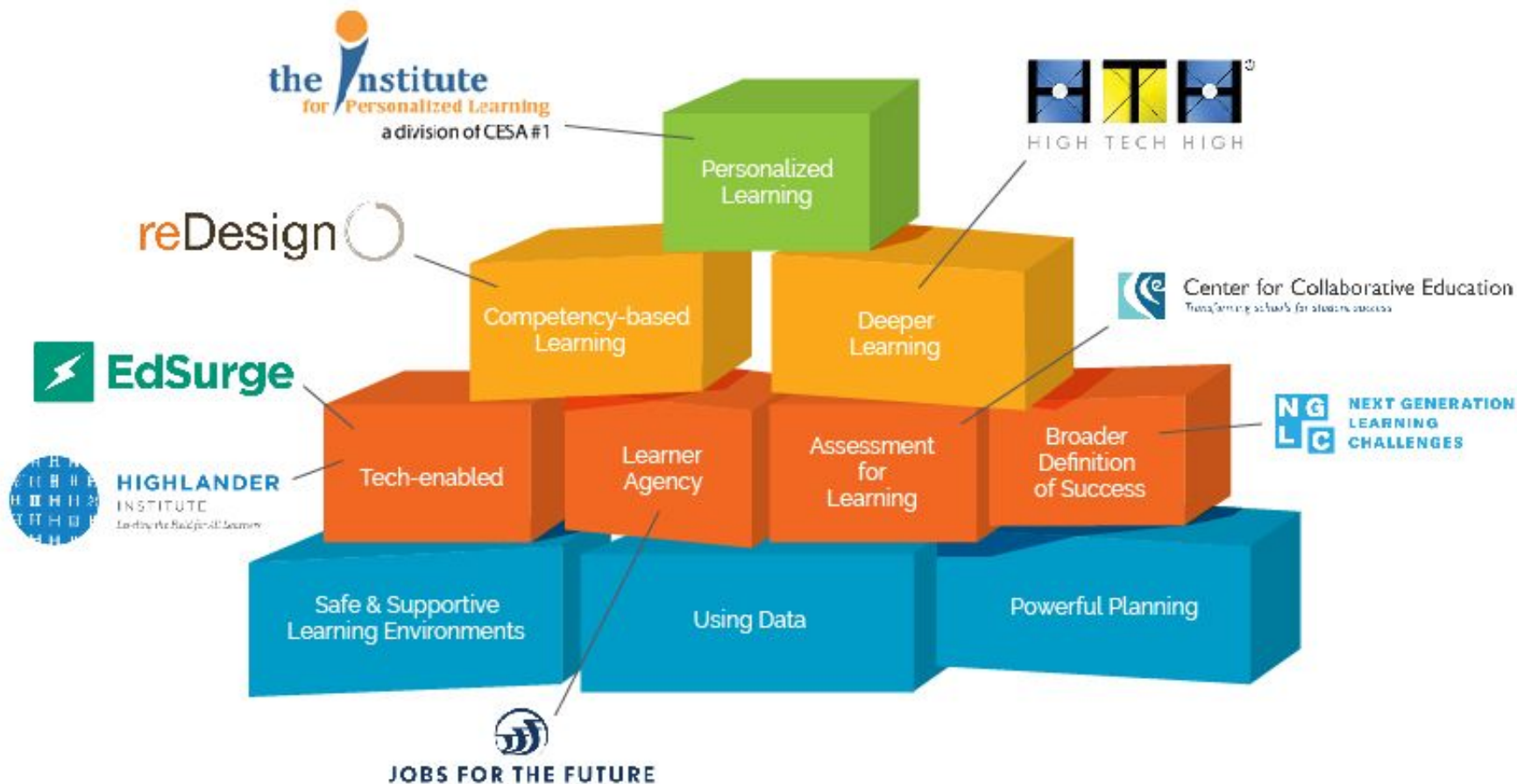
## What are we heading towards?

*Process drives mindset drives content.*

For all learners – students and teachers alike – the processes and the mindsets of enduring, high-quality learning are the same. The content differs, and is crucial to providing foundations and pathways for learning experiences; but powerful, personalized learning begins with engagement in *processes* that drive the *mindsets* that enable absorption of *content*.

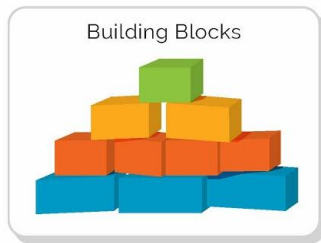


# Content



# HOW LEARNERS ENGAGE

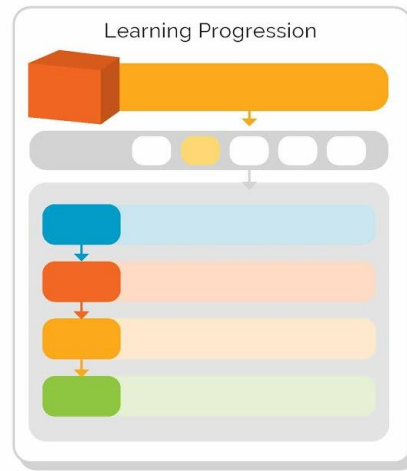
## GET STARTED



### How do you get STARTED?

Review the building blocks and determine what topic(s) will best support your growth and meet your needs.

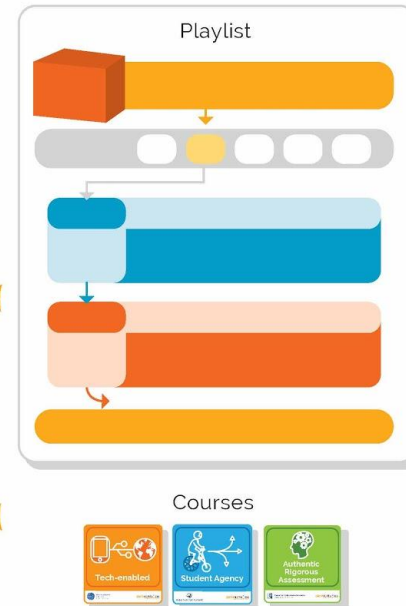
## MAKE A PLAN



### What are your learning GOALS?

Use the learning progressions for each Building Block to self-assess your current knowledge and skills. This will help you better understand where you are and set a goal for where you are trying to go.

## LEARN



### How do you want to LEARN?

You can build your knowledge and skills through curated playlists or more scaffolded course modules.

## DEMONSTRATE



Microcredentials

### How will you SHOW your learning?

Review the assessment options and choose how you will demonstrate your learning. There are opportunities by submitting evidence for micro-credentials or through a facilitated course experience for graduate credit.



# Values

## Design Principles



**1. Learner-driven:** Flexible, Relevant, Active



**2. Personalized:** Personal, Choice-based, Learning-oriented



**3. Competency-based:** Transparent, Differentiated, Improvement-oriented



**4. Tech-enabled:** Debugged, Navigable, Well-designed



**5. Backwards designed:** Coherent, Aligned, Applied



**6. Engaging:** Accessible, Interactive, Thought-provoking, Timely



**7. Supportive:** Clear, Consistent, Multimodal, Scaffolded

# Sign up for InspirED

Together we'll build the future of learning.

Start connecting with like-minded educators today. Already have an account? [Sign in here.](#)

*This field is required.*

[Show](#)

*This field is required.*

☐ I agree to the [Terms of Service](#) and [Privacy Policy](#).

[Sign up](#)

<https://getinspired.2revolutions.net/external/signup>



# Play the Game: Context

- Goal is to optimize PD based on what you're dealt; and in later rounds, build your ideal PD
- For today, you use the scenario as the context; then you select your desired content, process, mindset cards as ways to realize the ideal PD
- Be prepared to present your ideal PD to another group- our scenario was X; here is our PD...

# Play the Game

- Your group picks a scenario card
- Players get dealt 1 content card and 1 process card randomly
- Groups develop a professional development design based on what they received (you have 3 mins); choose or create a desired mindset card
- Players take a challenge card randomly; need to adapt scenario (2 mins)

# It's Time to Rethink PD!

How could your school, district, or organization use \$10K to transform professional learning using the Learn Next resources?

Submit a brief application by December to be considered!



## IT'S TIME TO RETHINK PD!

Learn Next  
Request for Learning (RFL)

### WHAT is the opportunity?

We invite you to rethink professional development. What would it look like if we transformed the traditional stand and deliver model into something much more flexible, engaging, and effective? A group of educational thought leaders from around the country has developed the Learn Next free and open resources. We are looking for innovators ready to use these resources to transform professional learning.

The Learn Next effort will support micro-grants of up to \$10,000. The grants begin in January 2019 and extend through August 2019.

### WHAT is the need?

If we want students to be prepared to drive their own learning, we must provide educators with professional development that models the personalized and competency based experiences we seek for students. Despite significant investments in professional development, there have been limited returns in teacher effectiveness<sup>1</sup>. We need a new paradigm of professional learning: one that better leverages educator ownership and agency.

### HOW can we apply?

Submit a 2-3 page plan for why you are seeking to innovate AND how you would use the grant funds to rethink professional development using the Learn Next resources. The following pages in this document provide more guidance about the information to include in your plan. **Applications are due December 10, 2018.** If you intend to submit an application, reach out to [meaghan@2revolutions.net](mailto:meaghan@2revolutions.net) so we can allocate appropriate supports.

### WHO is involved?

This work is developed and managed by **2Revolutions** with ongoing leadership from key partners at the **Center for Collaborative Education**, **Digital Promise**, **EdSurge**, **Highlander Institute**, **High Tech High**, **Institute for Personalized Learning**, **Jobs for the Future**, **Learning Forward**, **Next Generation Learning Challenges**, **reDesign**, and **The Learning Accelerator**.

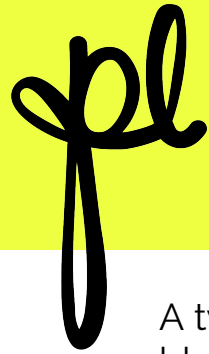
<sup>1</sup>Rubin A, Brown A. (2019) **Unlocking the Future of Learning by Redesigning Educator Learning**. In: Cook J. (eds) Sustainability, Human Well-Being, and the Future of Education. Palgrave Macmillan, Cham. Retrieved from <https://link.springer.com/book/10.1007/978-3-319-78580-6>.



**If the strengths, needs, and interests of no two students are exactly alike, how do we construct learning models to pursue the individual student?**

Personalized  LEARNING

**DALLAS**   
INDEPENDENT SCHOOL DISTRICT



# WORLD CUP

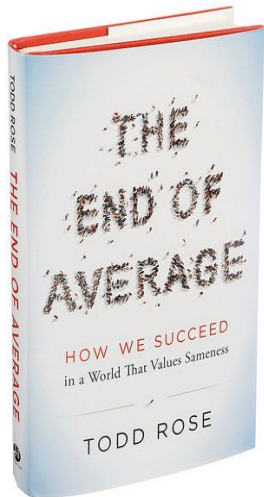
A two-day workshop designed to prepare teachers to begin blended learning at the beginning of the school year.

[Access materials here](#)

## WARM UP

July 31st, 8:30-11:30AM

Teachers begin the games by starting with the **why** and **what** for personalized learning. During this intro session, they'll warm up with blended learning as one of the first paths to personalization.



### U.S. Air Force Case Study

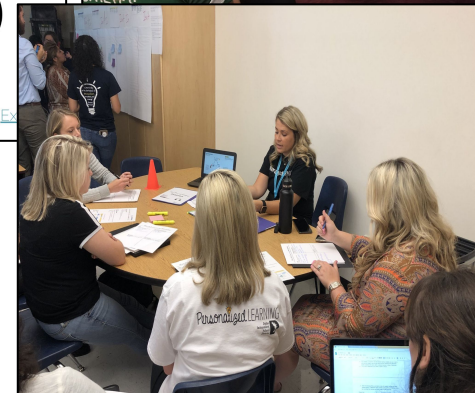
**The Final Word**  
 Purpose: The purpose of this project is to give each participant in the group an opportunity to...  
 Time: The final word will be given at the end of the session...  
 Rules: The final word will be given at the end of the session...  
 Instructions: The final word will be given at the end of the session...  
 Notes: The final word will be given at the end of the session...

BRASIL

CROATIA

BELGIUM

pl WORLD CUP













## TEAM PRACTICE

July 31st, 12:30-4:30 PM

Following the warm up, teachers have a chance to learn new moves and strategies during our blended learning fair that showcase best moves in the classroom.

Blended Learning Fair					
	SESSION 1 1:30-1:50	SESSION 2 1:55-2:15	SESSION 3 2:20-2:40	SESSION 4 2:45-3:05	SESSION 5 3:10-3:30
Library	Leveraging Clever to Help Students Sign on	Leveraging Clever to Help Students Sign on	How to Tweet	Quick Access to Information	Quick Access to Information
Room 214	Student Learner Profiles 	Using "Social Media" with Students	Student Learner Profiles 	Student Learner Profiles 	Student Learner Profiles 
Room 212	Beginner's Guide to Google Forms	Creating a Virtual Classroom	Creating a Virtual Classroom	Advancing the Virtual Classroom	More Bang for your Buck
Room 213	Flipping Instruction	Checks for Understanding 2.0	Checks for Understanding 2.0	Flipping Instruction	Flipping Instruction
Room 211	Checks for Understanding 1.0	Student Digital Portfolios + Blogs 	Using Authentic Audiences with Students	Student Digital Portfolios + Blogs 	Students as Digital Citizens
Room 148	Creating a Virtual Playlist	Filling your PL Toolbox	Filling your PL Toolbox	Involving Parents + Guardians	Involving Parents + Guardians
Room 146	Students as Digital Citizens	Designing to Demonstrate Learning	Students as Digital Citizens	Character in the Classroom	Character in the Classroom
Multi Purpose Room	<p><b>Cards Lab + 1:1 Coaching</b> This space is for teachers interested in 1:1 coaching support and space to complete their workout on their own.</p> <p><b>Hall of Fame</b> Walk thru this space for a gallery walk featuring ways to grow your Professional Learning Network (PLN).</p>				
Audience Key	 Secondary  Elementary				

### Session Descriptions

#### Advancing the Virtual Classroom

The new Google Classroom an overview of recent up-grades in the past year.

■ Google Classroom

#### Beginner's Guide to Google Forms

Learn how to create and share Google Forms with students.

■ Google Forms

#### Character in the Classroom

Practice facilitating one of Character Lab's playbooks for developing character strengths in the classroom.

■ Character Lab

#### Checks for Understanding 1.0

Using technology makes it easier and more engaging to get a pulse on formative assessments.

■ iClicker, Kahoot, Socrative

#### Checks for Understanding 2.0

Using advanced digital resources to measure student learning.

■ Mentimeter, Socrative

#### Creating a Virtual Classroom

Simply streamline assignments and boost collaboration to make teaching more productive and meaningful.

■ Google Classroom

#### Creating a Virtual Playlist

How to bring engagement into the classroom, come and learn how to create a virtual playlist.

■ Flipboard, Google Docs

#### Designing to Demonstrate Learning

Test of the same old student PowerPoint presentation templates? Learn how to engage students with tools they can use to design stunning products of learning.

■ Canva, Slide Carnival

#### Filling your PL Toolbox

Together we will unpack the PL Rubric and PL Toolbox to help you develop as successful facilitators of personalized learning.

■ PL Toolbox

#### Flipping Instruction

How to create and share videos to flip instruction in your classroom.

■ EdPuzzle, Screencastomatic, Screencastify, Outtime Player, GoFormative

#### How to Tweet

Twitter Tweet! This session is for newbies to Twitter. Come join to set up your account and even send your first tweet.

■ Twitter

#### Involving Parents + Guardians

Communicating with students and parents has never been easier! In this session you'll learn new ways to create a positive culture, give students a voice and share meaningful moments with parents.

■ Class Dojo, Remind

#### More Bang for your Buck

Maximize Google Forms with branching and self-grading quizzes.

■ Google Forms

#### Leveraging Clever to Help

Tired of helping students log everything? Come learn how platform available across the

■ Clever

#### Quick Access to Information

No more copies! Get students with easy access.

■ QR codes, iKey, iKey

#### Students as Digital Citizens

Empowering students to have a voice in their world.

■ Common Sense, Digital Privacy

#### Student Digital Portfolios

Elementary: Learn about how your students share their work and you.

■ Seesaw

#### Using "Social Media" with

Learn how to leverage a tool with students.

■ Twitter

#### Using Authentic Audience

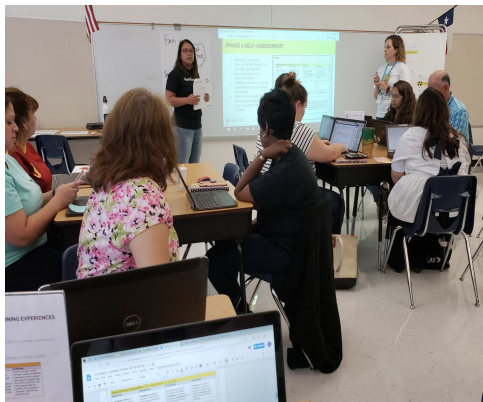
Changing a student's world



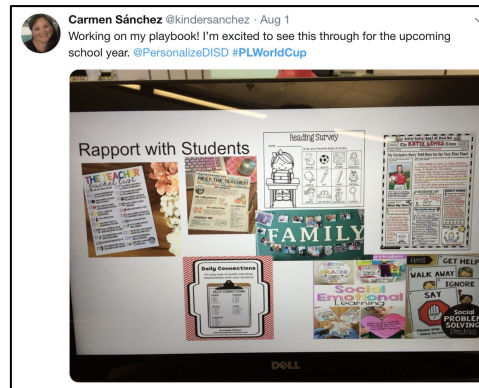
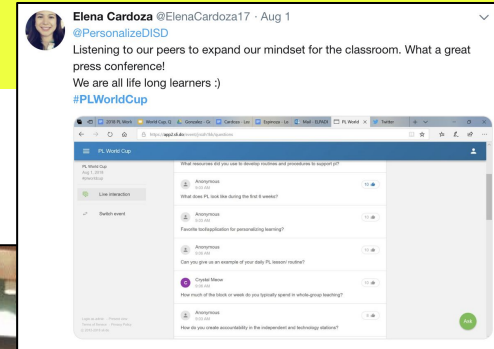
## QUALIFICATION ROUND

August 1st, 8:30-11:30AM

In grade level clusters, teachers learn from and collaboratively plan for blended learning systems and for the first six weeks of school. During the qualifying round, teachers produce a plan and playbook that help them in the final game (and teach the first six weeks of school too!).



## Press Conference with PL All-Stars





## FINAL GAME

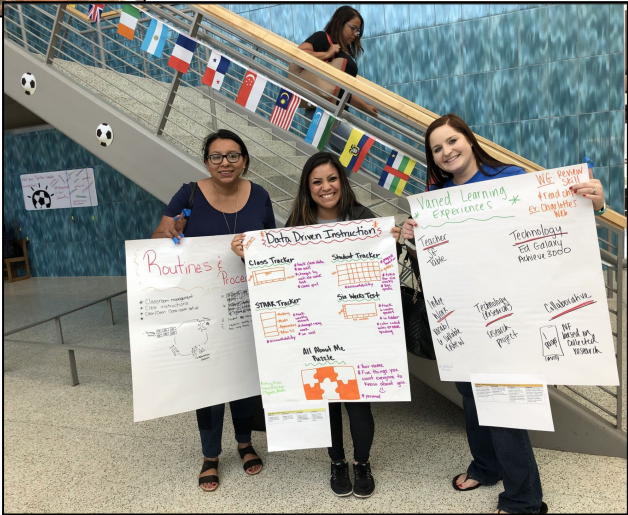
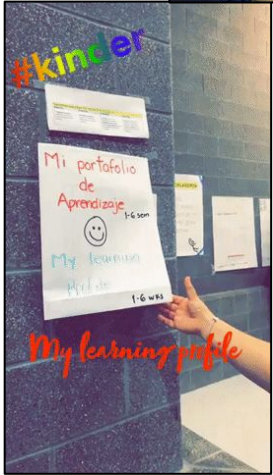
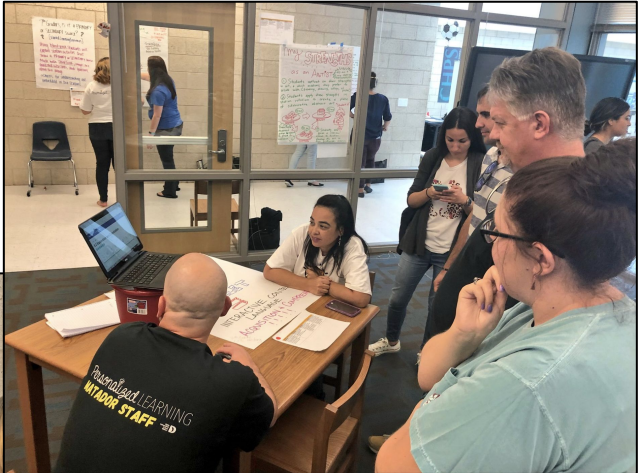
*August 1st, 12:30-4:30 PM*

In the final game, teachers participate in an **exhibition of learning** where they showcase their plan for blended and personalized learning back in their classroom.



The Coin Toss

## FINAL GAME



# Play the Game

- Find another group and present your scenario; vote on scenario and get points based on simple rubric
  - 3- I would attend eagerly;
  - 2- I would attend if there were no other options;
  - 1- I would skip;
  - 0- I would skip and would encourage others to do so)

# From Ideas to Action



**1 Process  
Shift**



**1 Mindset  
Shift**



**Content to  
Leverage**

# Share Feedback

- Find another group and present your scenario; vote on scenario and get points based on simple rubric
  - 3- I would attend eagerly;
  - 2- I would attend if there were no other options;
  - 1- I would skip;
  - 0- I would skip and would encourage others to do so)

# Thank you!

**Adam Rubin**, Founder + Partner, 2Revolutions

[adam@2revolutions.net](mailto:adam@2revolutions.net)

(t) rubin\_adam

Kristen Watkins, Director PL, DISD

[krwatkins@dallasisd.org](mailto:krwatkins@dallasisd.org)



# SHIFTING TOWARD PERSONALIZED LEARNING FOR EDUCATORS



**Compliance**

## **Centrally Mandated**

District/school leadership primarily choose the focus areas for educator learning; leadership and/or external organizations primarily design and facilitate professional learning activities.

**Ownership**

## **Educator Driven**

Educators choose the focus areas for their learning, and recognized educators primarily design and facilitate professional learning activities.



---

### **One Size Fits All**

Professional learning activities are designed primarily as whole group experiences where all educators experience the same content in the same ways.

---

### **"Sit and Get" (Passive)**

Professional learning activities are overwhelmingly passive, based primarily on whole group information sharing/ lecture with little time for collaboration and application.

### **Highly Personalized**

Professional learning activities are highly personalized, allowing educators to engage at their level of readiness and demonstrate significant agency in shaping their professional learning pathways.

---

### **Learning-By-Doing (Active)**

Professional learning activities are overwhelmingly active, inviting educators to engage in dynamic collaboration with one another and positioning educators to immediately apply their learning through relevant practice.





### **One-Off Sessions**

Professional learning activities are typically designed and experienced as discrete, isolated experiences with few connections between them.

### **Cohesive, Extended Learning**

Professional learning activities are designed with clear long-term goals in mind, enabling educators to increasingly develop knowledge and skills over extended periods of time.

---

### **Removed from Practice**

Professional learning is experienced as something separate from educators' core responsibilities and activities and is at best indirectly tied to student learning outcomes.

---

### **Job-Embedded**

Professional learning is closely intertwined with educators' core responsibilities and activities with a primary focus on improving practices that directly increase student learning.

---



### **Isolated**

The extent to which educators learn and grow is primarily based on individual teachers who prepare lessons, teach students, and monitor student progress largely in isolation from other professionals.

### **Highly Collaborative**

Educators frequently and meaningfully engage with one another and with mentors/experts throughout their professional learning. This can take the form of Professional Learning Communities, mentorships, coplanning and coteaching, shared action research, and more.

---

### **Emphasis on Content**

Content knowledge is the primary focus of professional learning, and content is communicated through traditional learning processes like whole group lectures and presentations.

### **Emphasis on Process, Mindsets, and Content**

How educators learn is emphasized just as much as what they learn. Educators have the opportunity to learn in a dynamic, learner-centered manner while they are developing critical knowledge and skills. Essential mindsets such as growth mindset and a commitment to equity are intentionally cultivated.