

Shake it Off: Breaking Free from Sit-and-Get PD to PL

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About your Presenter

- Ann Zastryzny
- Born and raised in Corpus Christi
- TAMUCC graduate: BA History '14 and MS Elementary Education '18
- 4th Grade Reading/Language Arts and Social Studies
 - Experience with Vertical Alignment Planning
 - Knowledge of TEKS RLA Standards: YAG and IFD
 - Knowledge of STAAR Redesign
 - High writing scores
 - TEA Educator Committee with Pearson

Let's DISCUSS!

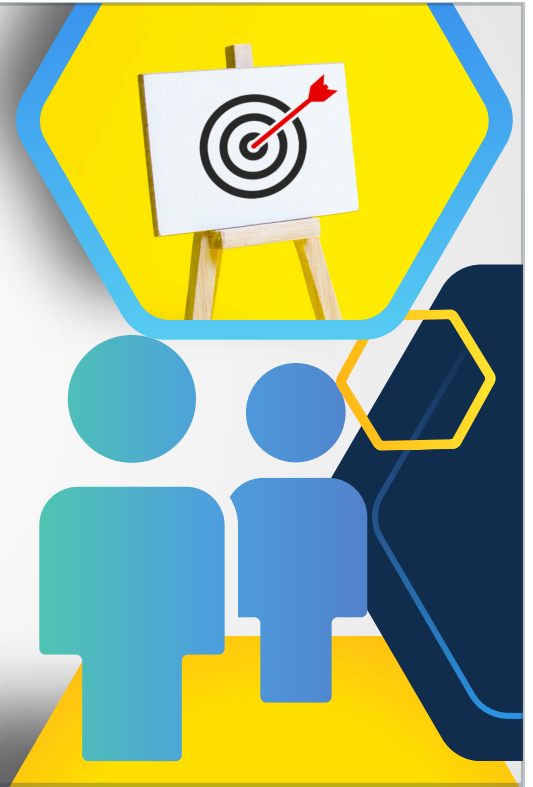
- What is the difference between professional development and professional learning?
- What has your experience been with professional development?
- Have you had experience with professional learning?



Let's discuss these questions. I will give 5 minutes to discuss these three questions.

Why does PL matter more than PD?

- 1 Professional development for teachers is often boring and follows a traditional 'sit-and-get' model. It seems like every single one of us has been in a room where the PD has been dull, and like children, adults need more interactive, engaging experiences (Scherff, 2018).
- 2 Professional learning, when done effectively, is more interactive and encourages teachers to take full responsibility of their learning and apply it to their craft (Scherff, 2018).



Why does PL matter more than PD?

1. PD for teachers is often boring and follows the traditional 'sit-and-get' model. As adults, we too need the interactive, engaging experiences that children need during a PD (Scherff, 2018).
2. When done effectively, PL is a more interactive, engaged approach and encourages teachers to take full responsibility for their learning to apply their craft (Scherff, 2018).



The only way is up!

Let's start by changing the model. The only way we can do so is by going up and getting more out of professional learning instead of professional development.

5 Principles of Effective Professional Development for Professional Learning



Principle 1: Professional Development must be ongoing

Principle 2: Teachers should receive support during the implementation stages

Principle 3: Professional Development should not be passive

Principle 4: Concrete examples and modeling are highly effective

Principle 5: Content needs to be specific to discipline and grade level

The 5 Principles of Effective Professional Development serve as a guide for the facilitator to understand what real professional development should be, which is professional learning. Teachers can use this as a guide as well to understand the measurements to grow and utilize in the classroom (Edmentum, 2023).

Principle 1: Professional Development Must be Ongoing



- The sit-and-get model of training does not lead to change.
 - Outdated
- Passive
- Practice and reinforce=NO!
- What can be done

Principle 1: Professional Development must be ongoing.

The sit-and-get model of training does not lead to change. Instead, they are passive and do not reinforce the practice teachers need.

What can be done instead is to form a group with your peers and offer a level of support to one another (Edmentum, 2023). Sometimes, we can learn more from others.

Principle 2: Teachers should Receive Support During Implementation Stages

- Decision Making
- Campus needs
- Inquiry-based
- Delivery method type
- Support systems built in
- Content specific
- Teacher seeks



Principle 2: Teachers should receive support during implementation stages

How many of you have never received support during the implementation stage of a new program? We've all been in this position. Throughout the implementation stage, teachers need support. The appropriate support school administrators should be conducive to a collaborative environment (Edmentum, 2023). What does that look like?

Principle 3: Professional Development Should NOT be Passive

- Engagement Matters

- Discussion
- Open-Ended
- Live modeling
- Readings
- PLC's
- Stations



- Like the kids, adults need engagement too during live lessons, if not, how else are we supposed to practice new skills?

Principle 3: Professional Development Should NOT be Passive. Instead, engagement matters more and can be done in multiple ways to achieve active, engaged learning (Edmentum, 2023).

Principle 4: Concrete Examples and Modelling are Highly Effective

- Modelling
- Facilitate
 - Modelling instructional strategies
 - Online learning communities
 - YouTube videos
 - Facebook groups



Principle 4: Concrete Examples and Modelling are Highly Effective

Sometimes teachers need to see how an instructional method works: Modelling.

Instructional coaches can help with that, or even facilitators presenting active and engaging educational strategies. (Edmentum, 2023).

Principle 5: Content Needs to be Specific to Discipline and Grade Level

- Reading teacher in a math-centered training?
- PD shouldn't be content area specific
 - One size fits all approach



Principle 5: Content Needs to be Specific to Discipline and Grade Level

Let me ask you this: If I, a reading teacher, went to a training geared towards math teachers, would that be specifically for me? Absolutely not, I wouldn't get anything out of it. Professional development geared towards content area-specific needs to be avoided. The solution is that administrators need to find an approach of one size fits all (Edmentum, 2023).

What PROFESSIONAL LEARNING IS

1. Interactive engaging approach
2. Collaborative learning communities
3. Guidance for each other
 - a. A small group of educators helping each other.
4. Innovation to customize learning for themselves and their students (Eduphoria, 2022).

Professional Learning is

1. Interactive
2. Collaborative
3. Guidance/Small group
4. Innovation

call to **ACTION**

- Let's ditch the 'sit-and-go' PL method
- Interactive, engaging approach
- Collaborative



Let's ditch the 'sit-and-go' method and have a more interactive, engaging approach for professional learning. This provides a more authentic and collaborative environment for teachers.

Challenge

- Let's challenge each other to build an authentic learning experience to have more interaction and engagement.

What are you going to do to make
that happen?

References

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