



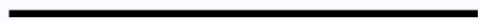
THE PROFESSIONAL LEARNING ASSOCIATION

TEXAS

TIPS AND TOOLS FOR PROFESSIONAL LEARNING 2



Digital Participant Guide



www.learningforwardtexas.org

Tips & Tools for Professional Learning 2

Our Mission

Connect, inspire, and empower educators through quality professional learning to positively impact classroom practice.

Our Vision

Every student is served by educators who engage in profound, high-impact professional learning daily.

Session Description

This six-hour course is a follow-up to **Tips and Tools for Professional Learning 1**. It builds on the concepts from the first session, providing additional research-based, learner-centered processes and strategies to help participants enhance their design and facilitation skills.

Learning Outcomes: The Learner will be able to

1. Apply intentional facilitator moves, including clear communication of directions, to build efficient, productive, and psychologically safe learning environments.
2. Use structured protocols to effectively manage group dynamics and foster engagement in professional learning settings.
3. Identify the sources of negative energy and reframe them as opportunities for learning and growth.
4. Respond to challenging behaviors and questions in a constructive and professional manner.
5. Foster a brain-friendly learning environment that intentionally supports the physical, social/relational, and cognitive needs of adult learners.
6. Implement brain-friendly strategies that can be applied across various professional learning settings, to maintain positive energy and bring joy in the learning process.




Participant Agenda

My Day	Why	What
<input type="checkbox"/>	To Build Community	Introductions, Community Building
<input type="checkbox"/>	To Prepare	Agenda, Learning Agreements, Materials
<input type="checkbox"/>	To Learn	Facilitator Moves
<input type="checkbox"/>	To Generate Options	Transforming Negativity
<input type="checkbox"/>	To Explore	Physical, Social/Relational & Cognitive needs of Adult Learners
<input type="checkbox"/>	To Apply Learning	Reflection & Next Steps
<input type="checkbox"/>	To Close	Resources and Connections

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Our Learning Agreements	
<p>Ask questions</p> <p>Encourage fun</p> <p>Invite contribution and risk-taking</p> <p>Open your mind to diverse perspectives</p> <p>Utilize what you learn</p>	<p>Which one will be most important for your learning today?</p> <p>Which should you consider when you think about your impact on the room?</p>

Adult learning is like...

Facilitator Moves		
What would a professional learning session with an EXPERT facilitator look like, sound like, and feel like?		
 <p>LOOK Like?</p>	 <p>SOUND Like?</p>	 <p>FEEL Like?</p>

Giving Directions	
1.	4.
2.	5.
3.	6.
<p>7.</p> <ul style="list-style-type: none"> • • • • 	

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Grouping Strategies	
Planned:	Intentional Outcomes for Grouping
Random:	<ol style="list-style-type: none"> 1. 2. 3. 4.
Fun & Novel Ways I might use Grouping:	

Transforming Negativity	
REFRAME is:	
Brain Dump:	

<p>Preparing Personal Confidence</p> <ul style="list-style-type: none"> ● Rehearse, rehearse, rehearse ● Start with you. Check your negative predictions at the door ● Be Proactive: Prepare for tough questions with responses ● Establish and implement learner agreements ● Group, regroup, move ● Conduct a needs assessment ● Co-present to enhance credibility and add variety ● Use a microphone based on room size ● Use a randomizer to call on the tables ● Ask the principal/leader to attend ● Use precise language; own your content ● Provide the “why” for content and activities ● Limit your storytelling ● Use transitions and give clear instructions ● Pay attention to pacing & energy level 	<p>Intervening to Re-Engage Your Audience</p> <ul style="list-style-type: none"> ● Assume positive intent. Think the behaviors you observe have a positive intention behind them ● Pick your battles ● Clarify directions ● Stand still and wait quietly for the room to die down ● Use a hand signal toward the room while asking participants to repeat a comment due to difficulty hearing ● Call upon a person by name ● Paraphrase the comment before responding to be sure you heard correctly and to provide the opportunity for the individual to rephrase ● Use proximity ● Group, regroup, move ● Pair-share ● Join a table during the discussion ● Have a private conversation
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Garmston, Robert J, and Diane P Zimmerman. Lemons to Lemonade: Resolving Problems in Meetings, Workshops, and PLCs. Thousand Oaks, California, Corwin, A Sage Company, 2013

Tips & Tools for Professional Learning 2

When should I intervene?

Roger Schwarz's Considerations:

- Is the behavior distracting to learners? To me?
- Is the behavior impeding the intended objectives and outcomes of the learning?
- Is intervening important?
- Am I the best person to intervene?
- Are my observations accurate?
- Will it be quick, or will it take time?
- Can the group learn from it?

Schwarz, Roger M. *The Skilled Facilitator: A Comprehensive Resource for Consultants, Facilitators, Coaches, and Trainers*. Hoboken, New Jersey, Jossey-Bass, 2017.

State Changes

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Change the facilitator's location in the room ● Use special gestures ● Incorporate videos ● Point to something/Hold up an object ● Read with passion (out loud) ● Laugh or tell a joke ● Incorporate gamification ● Change tonality ● Provide positive affirmations ● Play music ● Use metaphors or stories ● Ask questions ● Repeat what was just said ● Use call-backs or choral response | <ul style="list-style-type: none"> ● Knock on the door or desk ● Conduct a stretch break ● Play ball toss ● Change seats ● Do cross-laterals ● Invent new ways to shake hands ● Stand/Walk & Talk ● Provide reflection time ● Go outside or to a new room ● Move chairs ● Stomp feet ● High five/Celebrate ● Present with a partner ● Use sound effects |
|--|---|

Adapted from *Teaching with the Brain in Mind*. 2nd ed. Jensen.

Transforming Negative Energy Reflection

LEARNED:

AFFIRMED:

Adult Learner Needs

Physical Needs of Adult Learners

<https://bit.ly/LFTXMovementPadlet>



Social/Relational Needs of Adult Learners

Break Room #:

Reporter:

Adult Learner Needs	Learning Strategies
Connection to Peers	<ul style="list-style-type: none"> • • •
Connection to Facilitator	<ul style="list-style-type: none"> • • •
Safety	<ul style="list-style-type: none"> • • •
Motivation	<ul style="list-style-type: none"> • • •

Learning Needs

Window Pane Graphic Organizer		

Learning Needs Race

1. _____ group size allows for higher levels of interaction between participants and peers, as well as participants and instructor(s).
2. _____ learning requires thinking and has the **learners** doing the work.
3. Adding game elements to learning strategies as a means to capture the interest of the learners and inspire them to continue learning is referred to as _____. It helps to build a positive, interactive, and enjoyable learning environment where learners want to engage in the activities.
4. Dynamic learning requires _____ retrieval practice.
5. Providing “independent think time” before randomly calling on learners provides for social _____.
6. _____ provide a means for efficient use of time with structured conversations while fostering equity of voices and safeguarding against dominating voices.
7. As facilitators, we seek to decrease _____ to increase retention.
8. To promote relevance and self-directed learning, the use of a _____ near the beginning of the session allows participants to focus on their individual learning needs and set learning intentions.

Closing the Day

Synthesize Your Learning:

Using at least 2 words from the word bank, formulate 1 sentence that connects to your learning for today.

Give us your feedback! Session Survey

<https://bit.ly/LFTXsurvey>



Want to learn more?

References

<https://bit.ly/Tips2References>



Tech Tools

Tech Tools	Content/Processes
https://app.classroomscreen.com	Randomizer Timer
https://padlet.com/	Sharing ways to add movement
https://zoom.us/	Annotation Tools – Stamps Polls Breakout Rooms Reaction Buttons Whiteboard
https://www.mentimeter.com/	Word Cloud
http://puzzlemaker.discoveryeducation.com/	Word Search Creator