

PLEP: A Professional Learning Community for Professional Learning Experience Providers

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● Professional Learning is like picture . . .



A.



B.



C.



D.

because . . .

● Share with someone near you.



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Content Objectives

- Participants will learn about what has worked for ESD 123 to increase our internal Professional Learning.

Language Objectives

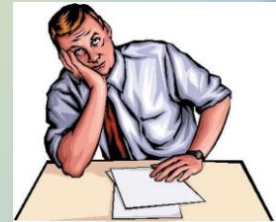
- Participants will express their opinions about effective Professional Learning.
- Participants will read and summarize a text passage with peers.



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The Need

- Lack of a Standard of Service within our agency.



Protocols

- Use Real Name
- Respect
- Be on Topic
- Contribute
 - ✓ Questions
 - ✓ Resources
 - ✓ Ideas
- Reflecting
 - ✓ Connections
 - ✓ Wondering
 - ✓ Aha's - Insights



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The Need

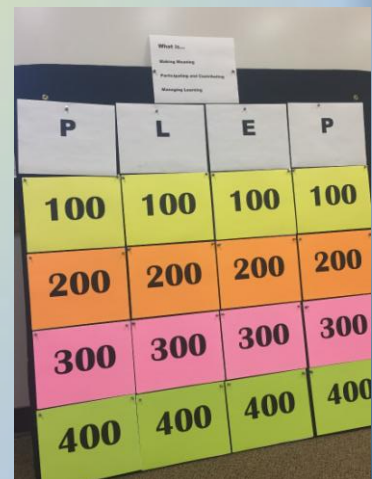
- Focus on Professional Learning through Washington State House Bill 1345
 - Adopts a statewide definition of effective professional learning. Directs public schools and school districts to establish targeted, sustained, relevant professional learning opportunities that meet the definition and are aligned to state and district goals.



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The Solution

PLEP! – Professional Learning Experience Providers



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Getting Started – Some Non-Negotiables

- Need to have support/vision from leadership
- Need a champion/leader

9:10-9:30	<p>"Hi my name is Johnny."</p> <ul style="list-style-type: none"> • Darcy's Vision • JoAnn's Passion • Network Format (20) 	<p>To give the group a sense of the importance of these sessions and Darcy's vision for the initiative. JoAnn will share her vision. Teri will talk nuts and bolts</p>	<p>Darcy and JoAnn Teri</p>
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Getting Started – Some Nuts and Bolts

- Decide who participates
- Summit
 - Developed norms and common language



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ESD 123 PLEP Norms Aligned With FoL

Making Meaning

- Be honest about our individual abilities and have courage to acknowledge our learning needs.
- Respect and honor others' experiences, perspectives, and needs.
- Commit to seeking new learning and self growth through collaboration.

Participating & Contributing

- Engage actively and assume responsibility for our learning experiences.
- Listen carefully to one another.
- Ensure all voices at the table are heard.
- Pay attention to verbal and nonverbal communication in ourselves and in others.

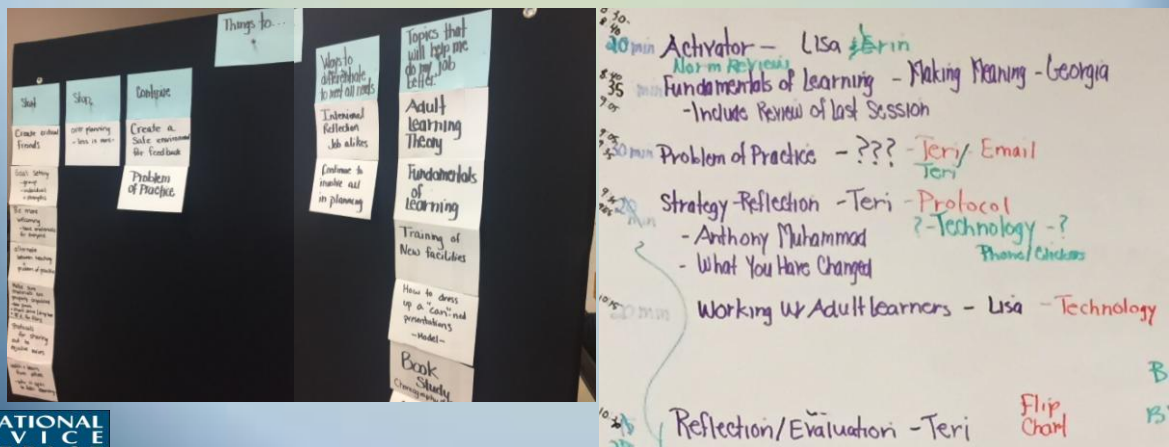
Managing Learning

- Be flexible and open to change.
- Assume positive intentions.
- Encourage self-care.
- Use our time in a focused, relevant, and useful way.
- Establish time to reflect and debrief our learning.
- Have fun and maintain a sense of humor.



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Network Sessions Foundations and Structures



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Agendas

- Standing Agenda Items
 - Activator
 - Problem of Practice
 - Integrate & Model Technology
 - Reflection
- Other?????
 - Presenting Techniques
 - Critical Friends – Video Protocol

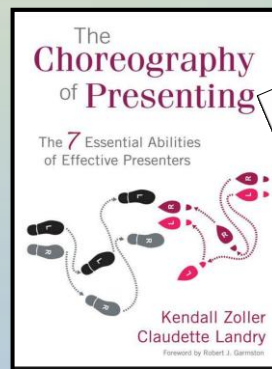
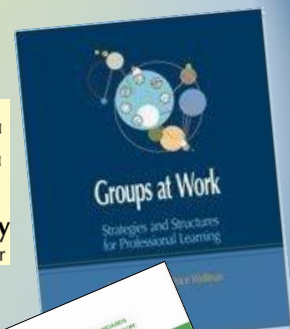
AGENDA		
Professional Learning Experience Providers Summit		
September 8, 2015		
9:00 a.m. – 3:00 p.m.		
9:00 – 9:10	Introduction Purpose Objectives	Teri Kessie
9:10 – 9:40	Team Building & Activation	Mary Kirby
9:40 – 10:10	Norm Setting	Erin Dorso
10:10 – 11:10	Fundamentals of Learning – Part 1	Georgia Boatman & Amanda Baumgartner
11:10 – 12:40	Common Logistics and Lunch with Assistants	Erin Tomlinson & Lupe Mota-Mena
12:40 – 1:40	Fundamentals of Learning – Part 2	Georgia Boatman & Amanda Baumgartner
1:40 – 2:40	Meeting Themes for 2015-16	Teri Kessie
2:40 – 3:00	Reflection and Evaluation	JoAnn Henderson



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Resources

- Fundamentals of Learning
- Adult Learning Theory
- Groups at Work
- NSRF
- Choreography of Presenting



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Fundamentals of Learning – Read & Example

- With and elbow partner
 - Pick an A and B
 - Everyone read to the first stopping point
 - Then:
 - A's: Summarize Partners: Craft an example for adult learning
 - Everyone read to the second stopping point
 - Then:
 - B's: Summarize Partners: Craft an example for adult learning
 - Continue the pattern for remainder of the text

– Groups at Work – Laura Lipton and Bruce Wellman



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Read & Example Stopping Points

- Participating and Contributing description
- Students are Likely to...
- Teachers are Likely to...
- Content is Likely to...
- Resources, Activities and Tasks are Likely to...
- Classroom Culture and Language are Likely to...



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The Roadblocks



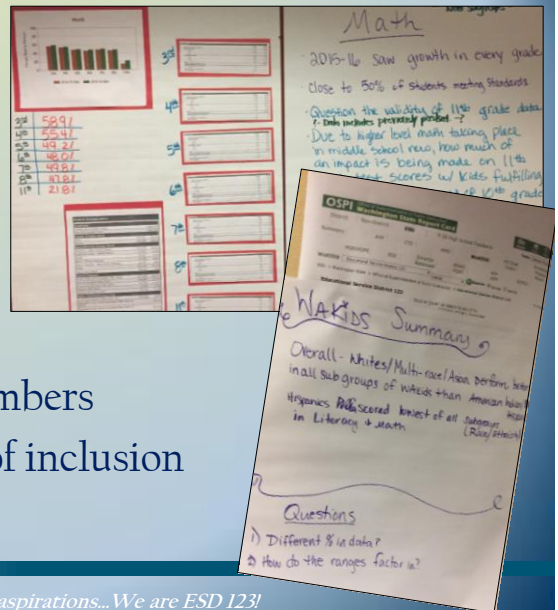
- Attendance
 - Very busy people
 - Required vs. Choice
- Meeting everyone's needs
 - "Not for me, I only present."
 - "Not for me, I already do all this."
 - "Not for me – but definitely for you!!"
- Establishing trust



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Lessons Learned

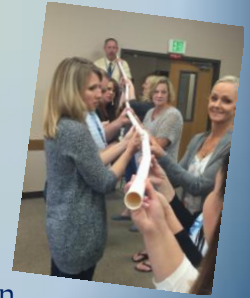
- Hold in the morning
- Inclusion of assistants
- Over planned
 - Added an hour
 - Still going over
- Materials and welcome for new members
- Need to develop trust and feelings of inclusion



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The Success

- Development of shared vocabulary and understanding of the tools.
- Created a Professional Learning Community environment where our team could learn from each other.
- Saw an increase in collaboration.
- Everyone got to practice planning and learning together.
- Trusting relationships were formed.
- Low cost – high impact.
- New critical eye to presentations.
- Enjoyed incredible ownership into planning and implementation.
- People want to come.
- Interest from other ESDs as to how to start their own PLEP.



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The Success

- “I really enjoyed the time to learn from one another, practice what we learned, and process as a group.”
Early Learning Coordinator
- “It’s been beneficial because coming from a non-teaching background I have a lot to learn. Being able to learn from others with experience and be involved in the planning process has taught me so much.”
Migrant Program Specialist
- “Very often assistants are required to help plan trainings, introduce speakers, and open up PD days. PLEP is a great venue to develop shared training with our supervisors.”
ECEAP Assistant
- “It’s good to have a variety of people together in very different roles and discover what we have in common, what we have to learn from each other, and be able to put that into context for own roles.”
Regional Science Coordinator



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What's Next

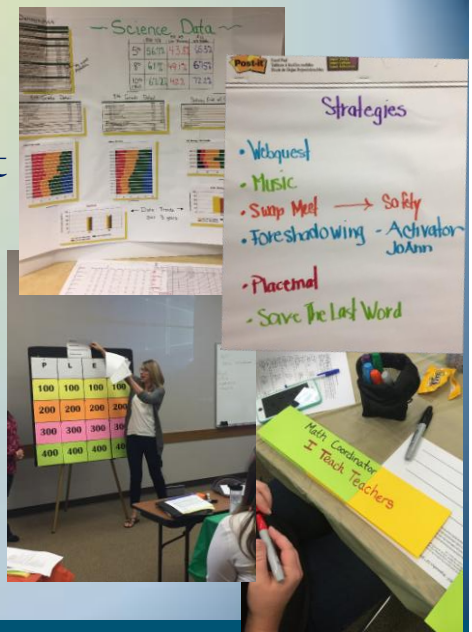
- Choreography of Presenting
- Video collaboration with IRIS
- New building and Classroom for the Future
- Problem of Practice
- Focusing Learning Opportunities to meet identified needs (e.g. giving directions)



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Reflection

- What you put into it is what you will get out of it.
- Use of chart paper to track strategies.
- Use of our reflection sheet.



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Thank You!

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**You cannot be a master
teacher
until you are a master
learner.**



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