



Effective Professional Development: Trainer Tips and Tricks

Idaho Regional Training
for Increasing Literacy in
Intermediate Students

September 2020



Photo is for illustrative purposes only.
Any person depicted in the photo is a model.

Objectives

- Reflect on the features of high-quality professional development
- Understand the design and structure of intermediate literacy training materials
- Identify key factors for marrying training content with instructional delivery
- Explain the importance of productive language opportunities for active learning
- Describe the 10:2 theory and how it can be used for planning effective professional development sessions
- Identify grouping types and engagement structures for active learning and their connection to effective professional development



Grouping types

- » Individual
- » Structured partners
- » Table groups
- » Pairs to square (two partner pairs come together to make a group of four)



Features of high-quality professional development

- Think of a training or professional development session that you would consider “high quality.”
- What features or actions were part of this professional development that made it meaningful?
- Write, then share.



High-quality professional development

- Leads educators to gain and refine knowledge of both content and pedagogy
- Models best practices in teaching and learning
- Has a positive impact on the classroom in terms of both teacher effectiveness and student learning
- Is engaging and motivating



Marrying training content with effective delivery

The **WHAT**



Content

Facilitator Guide:

- Slides
- Notes



The Art of Teaching

The **HOW**



Delivery

Facilitator Guide:

- Active Engagement Activities
- Handouts



Training materials and structure

- Each module contains (1) a facilitator guide, (2) a PowerPoint presentation, and (3) handouts.
- Each facilitator guide drives the use of the presentation and handouts and provides:
 - Materials checklist and notes
 - Similar introduction for each module
 - Embedded activities throughout each module
 - Closing reflections that connect to classroom instruction



Training content

» Training content is derived from the What Works Clearing House (WWC) of the Institute of Education Sciences (IES): *Improving Adolescent Literacy Levels of evidence*

» Strong

» Moderate

» Low

[Practice Guide Level of Evidence video](#)

(IES: WWC, 2017)



Table 1. Institute of Education Sciences levels of evidence for practice guides

Strong	<p>In general, characterization of the evidence for a recommendation as strong requires both studies with high internal validity (i.e., studies whose designs can support causal conclusions) and studies with high external validity (i.e., studies that in total include enough of the range of participants and settings on which the recommendation is focused to support the conclusion that the results can be generalized to those participants and settings). Strong evidence for this practice guide is operationalized as:</p> <ul style="list-style-type: none">• A systematic review of research that generally meets the standards of the What Works Clearinghouse (WWC) (see http://ies.ed.gov/ncee/wwc/) and supports the effectiveness of a program, practice, or approach with no contradictory evidence of similar quality; OR• Several well-designed, randomized controlled trials or well designed quasi-experiments that generally meet the WWC standards and support the effectiveness of a program, practice, or approach, with no contradictory evidence of similar quality; OR• One large, well-designed, randomized controlled, multisite trial that meets the WWC standards and supports the effectiveness of a program, practice, or approach, with no contradictory evidence of similar quality; OR• For assessments, evidence of reliability and validity that meets the Standards for Educational and Psychological Testing.^a
Moderate	<p>In general, characterization of the evidence for a recommendation as moderate requires studies with high internal validity but moderate external validity, or studies with high external validity but moderate internal validity. In other words, moderate evidence is derived from studies that support strong causal conclusions but where generalization is uncertain, or studies that support the generality of a relationship but where the causality is uncertain. Moderate evidence for this practice guide is operationalized as:</p> <ul style="list-style-type: none">• Experiments or quasi-experiments generally meeting the WWC standards and supporting the effectiveness of a program, practice, or approach with small sample sizes and/or other conditions of implementation or analysis that limit generalizability and no contrary evidence; OR• Comparison group studies that do not demonstrate equivalence of groups at pretest and therefore do not meet the WWC standards but that (a) consistently show enhanced outcomes for participants experiencing a particular program, practice, or approach and (b) have no major flaws related to internal validity other than lack of demonstrated equivalence at pretest (e.g., only one teacher or one class per condition, unequal amounts of instructional time, highly biased outcome measures); OR• Correlational research with strong statistical controls for selection bias and for discerning influence of endogenous factors and no contrary evidence; OR• For assessments, evidence of reliability that meets the Standards for Educational and Psychological Testing^b but with evidence of validity from samples not adequately representative of the population on which the recommendation is focused.
Low	<p>In general, characterization of the evidence for a recommendation as low means that the recommendation is based on expert opinion derived from strong findings or theories in related areas and/or expert opinion buttressed by direct evidence that does not rise to the moderate or strong levels. Low evidence is operationalized as evidence not meeting the standards for the moderate or high levels.</p>

(Kamil et al., 2008, p.2)

Key factors for marrying content with delivery

- » Content (derived from WWC IES practice guides)
 - » Clear objectives for the session (what is the target)
 - » Rationale or evidence base (how will it positively impact students)
 - » Meaningful connection to all disciplines and content areas
- » Active engagement
 - » Content peppered with active engagement opportunities that incorporate productive language opportunities
 - » Numerous opportunities for participants to “RAP”
 - » Reflect
 - » Apply
 - » Practice



Think and write

Think about the last professional development session you attended.

1. Who did most of the talking — the presenter or the learners?
2. What type of active engagement techniques were used?
3. Where did the presenter include most of the engagement strategies (beginning, middle, end, or throughout the training)?
4. Think about the key factors for marrying content with delivery (from previous slide):
 - >> What was incorporated? What wasn't? How did this affect the professional development session in positive or negative ways?
5. How can you use these reflections as you prepare for your own professional development session?



Training design



One of the most important goals in designing a professional development session is to “ensure learners do as much of the cognitive work — the writing, the thinking, the analyzing, the talking — as possible.”

– *Teach Like a Champion (Lemov, 2010, p. 92)*



Training design: Weighty words



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Vocabulary forms

ORAL

Listening

Words we understand when others talk to us.

RECEPTIVE

PRINT

Reading

Words we know when we see them in print.

PRODUCTIVE

Speaking

Words we use when we talk to others.

Writing

Words we use when we write.



Lecturing as a primary strategy



Learning is not a spectator sport.”

– Chickering & Gamson (1987, p. 4)

- Learners are not attentive to what is being said in a lecture 40% of the time.¹
- Learners retain 70% of the information in the first 10 minutes of a lecture but only 20% in the last 10 minutes.²



¹ Pollio, 1984, p. 11

² McKeachie, 1986, p. 72

Learning by doing



Students do not learn much just by sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.”

– Chickering & Gamson (1987, p. 4)



Learning by doing (continued)



My content is not as important as the audience interaction with the content.”

– Garmston (2005, p. 50)



[Lecturing is the] best way to get information from teacher’s notebook to student’s notebook without touching the student’s mind.”

– George Leonard (as cited in Kohn, 2007, p. 114)



Learning by doing: Weighty words



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Learning by doing: Weighty words (continued)



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Organizing content: Meaningful chunks

- » “10:2” or “chunk and chew”¹
- » Accommodates limitations of working memory
 - » Provides processing time
 - » Limits “information in, information out”

Training Content

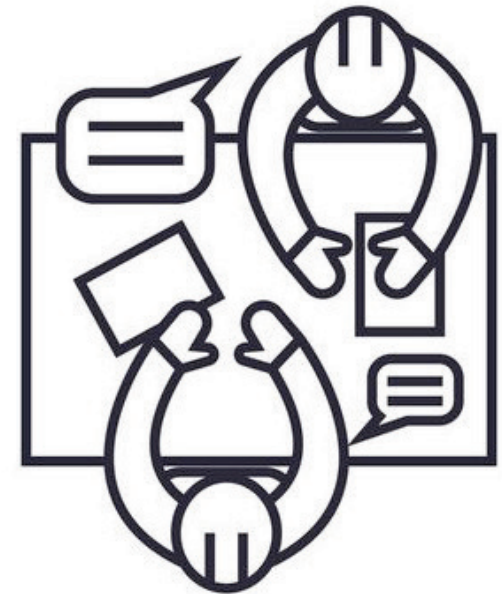


¹ Rogers (2005)



Chunking with active learning






- » The “chew” should focus on *active learning* through *productive language opportunities*.
 - » Think “RAP”: opportunities to **R**eflect, **A**pply, or **P**ractise
- » Remember: The person “doing the doing” — that is, talking, reflecting, writing — is the one doing the most *learning*.



Organizing content: Meaningful chunks

- Grouping (individual, structured partners, table groups, pairs to square)
- Conversation Placemat
- Talking chips
- Quick writes
- Weighty words
- Whip around
- Cold call
- Inside-outside circle

Academic Conversation Placemat with Prompts

Conversation Skills	Prompting	Responding	Conversation Skills	Prompting	Responding
Elaborate and Clarify 	Can you elaborate on ...? What do you mean by ...? Can you tell me more about ...? What makes you think that? Can you clarify the part about ...? Can you be more specific? How so? How/Why is that important? I'd love to hear more about ... How does that connect to ...? I wonder if ... How so? Can you unpack that for me? I am a little confused about the part ...	I think it means that ... In other words ... I believe that ... An analogy for this might be ... It is important because ... It's similar to when ...	Support Ideas with Examples (from this text, other texts, the world, and life) 	Can you give an example from the text? Can you show me where it says that? What are some examples from other texts? What is a real-world example? What is an example from your life? Are there any cases of that? What is the evidence for that ...? Like what? Why do you say that? How do you justify that? What does that look like? Such as? What would illustrate that? Why is that a good example?	For example ... In the text is said that ... One case showed that ... An example from my life is ... For instance ... According to ... An illustration of this could be ... On one occasion ... In this situation ... To demonstrate, ... In fact, such as ... Have you ever ...?
Paraphrase 	I'm not sure that was clear ... I can't remember all that I said. How can we relate what I said to the topic/question? What do we know so far? What is your take on what I said I don't know. Did that make sense? What are you hearing	So, you are saying that ... Let me see if I understand you ... Am I right in hearing you say that ...? In a nutshell, you are arguing that ... In other words... What I am hearing is ... Essentially you think that It sounds like you are saying that ...	Build On and/or Challenge a Partner's Idea 	What do you think about the idea that ...? Can you add to this idea ...? Do you agree? What might be other points of view? What are other ideas? How does that connect to the idea ...? I am not sure if this is relevant, but ... How can we bring this back to the question of ...?	I would add that I want to expand on your point about ... I want to follow up on your idea ... (To challenge) Then again, I think that ... Another way to look at this could be ... Yet I wonder also if ... If _____, then _____ What struck me about what you said it.
Synthesize Conversation Points 	What have we discussed so far? How should we synthesize what we talked about? How can we bring this all together? What can we agree upon? What main points can we share? What was our original question? What key idea can we take away?	We can say that ... The main theme/point seems to be ... As a result of this conversation, we think that we should ... How does this sound ...? What if we ...? The evidence seems to suggest that ...	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;"> Key question, main idea, theme, topic </div>		

Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings by Jeff Zwiers and Marie Crawford. Copyright. 2011. Stenhouse Publishers.



Presenter checklist for effective delivery

- Preparation and content knowledge are evident.
- Objectives or outcomes of training are clear.
- Training environment is conducive to the use of various grouping types.
- Rationale for training is provided.
- Pacing is conducive to high engagement.



Presenter checklist for effective delivery (continued)

- Engagement structures enhance the content of the presentation.
 - 10:2 / chunk and chew
 - “RAP” with productive language opportunities
- Clear directions are provided for all activities.
- Signals are established for getting participants’ attention and pulling the group together after an activity.



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