Leading Edge Certification - Professional Learning Leader

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Module 2 – Professional Learning

Learning Objectives:

- Identify theories related to adult learning
- Compare and contrast the needs of adults learners
- Compare and contrast job-embedded professional learning with traditional professional development
- Analyze elements of effective multimedia presentation design
- Identify frameworks/standards in place to create metrics for professional learning
- Develop learning plans and goals for effective professional learning activities

Portfolio Assignment:

- Identify a professional learning offering (i.e., Close Reading, Project-based learning, Socratic Seminars, Cornell Notes, etc.).
- Align this offering to at least 2 ISTE-T Standards, 2 areas of the Technology Integration Matrix (TIM's) and one area of the SAMR model so that it is relevant towards the variety of professional growth plans that may exist in your professional learning offerings.
- Decide how the offering will be provided through a traditional PD event, job-embedded, or a combination of both.
- Develop the graphic that demonstrates the relationship of the above.

Background

In my role as Manager of Application Support at the Santa Clara Office of Education I manage 8 team members who supply training to staff in School District business offices and the staff at the County Office of Education. The training we have provided is very traditional professional development consisting of skill based lecture and hands on exercises. Participants of our training may be from any of the 45 districts we support and may have a wide variety of prior knowledge and skill set. My team wants to improve our training skills and provide more state of the art engaging training for our customers. I also hope to find ways to address the participants various levels of capability and knowledge within a seminar.

Assignment

Project based learning can be used to provide information about the ERP system. This can be used in a traditional seminar for the ERP system. Rather than sit-n-get we can provide a project

for teams to work through together. The project could be provided via a virtual desktop with a test system and resources for the team.

ISTE- T Alignment

1) **Model digital age work and learning**.

    Comment: Most work done in a school is team oriented therefore project based learning will align with their working style.

2) **Facilitate and inspire student learning and creativity**. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.

    Comment: Adults respond best to solving real world work related problems. This will also draw out the knowledge of the class participants to share with everyone.

TIMS Alignment

1) **Authentic – Transformation.** Teacher encourages innovative use of technology tools in higher order learning activities that support connections to the lives of the students and the world beyond the instructional setting.

2) **Goal Directed – Adaptive.** The teacher directs students step by step in the conventional use of technology tools to either plan, monitor, or evaluate an activity. For example the teacher may lead the class step by step through the creation of a KWL chart using concept mapping software.

SAMR Alignment

1) Augmentation. Tech acts as a direct tool substitute, with functional improvement.

The following graphic is a representation of how the ISTE-T, TIMS and SAMR interrelate to impact the learning environment.

Graphic Model of Learning Offering

SAMR

TIMS

ISTE - T

Technology
- Augmentation
- Direct substitution

Learning
- Authentic - Transformative
- Goal Directed - Adaptive

Stakeholders
- Work and learning in the digital age
- Student learning and creativity