PD is Over! (If you want it.) - The Case for Personalized Professional Learning

Link to this document: http://bit.ly/pdisover

Purpose: This document and corresponding session are meant to ensure the Personalized Professional Learning is fully understood and supported by all those who engage in Professional Learning.

Non-Purpose: This document and corresponding session will not make you an expert in personalized learning (for adults or students), nor does it aim to. Rather, we are looking to focus on professional learning that will enable exponential growth amongst teachers and leaders.

Specific Goals of this session:
- Understand personalized professional learning and the context for how it fits into a broader scope for professional learning.
- Identify and further develop the elements of a SNIC "personalization profile"
- Comment on how Choice, Transparency, and Reflection fit into your understanding of professional learning.
- Identify the elements of a truly Personalized Professional Learning Plan
- Create your own entry points for PPL and PPLPs

Specific Roles of this session:
- Facilitator: Ask questions, propose ideas
- Participants: Active, Teachers and Learners. Providing Feedback

Working Agreements:
- Use all of the tools at your disposal to learn according to your needs.

Background:
- Throughout this session, I will refer to Personalized Professional Learning. This is personalized learning for Adult Learners. Whenever I refer to Personalized Learning by itself, I am referring to Student learning in Personalized Learning Environments. To find out more about Personalized Learning, please see the Mean What You Say white paper.
- This work is based upon a series of assumptions or "design principles" about Adult Learning. They go like this:
  - All adult learners deserve a face-to-face **and** online network/community of support, ideally with a mentor or coach, guiding the way.
  - All adults learners should be trusted as agents in the creation of their own Personalized Professional Learning plans or paths.

- All professional learning should be built for the individual [Strengths, Needs, Interests, and Constraints](#) of the adult learner, constructing an actionable profile for growth for each person.
- All adult learners exist within a system (the school and/or the district). There should be a clear process for making professional learning decisions that respect both the learner and the system with an emphasis on [Choice, Transparency, and Reflection](#).
- All data and learning products created by learners should be owned by them and transferable to their choices of systems.

Process/Agenda:

- Introductions:
  - Name, Role and a Professional Learning Experience where you felt the most fully supported and engaged?
- Essential Questions:
  - With your table group/partner:
    - What does it mean for you to personalize learning for a teacher?
    - What does it mean that a teacher personalizes learning for himself/herself?

- Together:
  - Why should we be helping to do both?

What makes up the profile of an adult learner, so that personalization can occur?

[Start Here](#)

Is Your Professional Learning Personalized?

- [When do plans help you in learning something?](#)

- [When do plans hurt you in learning something?](#)

[Why should we plan and help others to plan?](#)

How does this conversation about PPL apply to the work you are engaged in? (or Where do you see PPL fitting into your own work?)

What is one thing you can take from this (or previous) conversations to begin applying immediately?

What do you need (from us, from others?) to continue to engage and expand on this work?