Broward County Public Schools

BCPS Professional Learning
Facilitator Planning Guide

This Facilitator Planning Guide supports professional learning for the Broward County School District. The Facilitator Guide includes many tools (e.g., protocols, strategies) to promote effective professional learning, which includes active engagement, adult-learning principles, a variety of perspectives and ideas, and openness to inquiry and action.

Facilitators are encouraged to consider the following questions:
Who is the audience?
What is the purpose and context for the professional learning?
How does the Professional Learning connect with the needs of the participants and their current work?
What is the readiness of the participants?

Part 1- Planning: Opening

Introduction:
- Ask participants to introduce themselves.
- Provide a brief description of the presenter's experience and current position.
- Share purpose and rationale for the Professional Learning.

Review Goals and Objectives:
- What are the key topics/ideas that will be addressed by the presentation?
- What will participants be able to implement as a result of this presentation?

Standard Alignment:
- What standard(s) or shifts/progressions align with the content being presented?
- For example:
  - LAFS/MAFS
  - NGSS
  - SEL Standards
  - WIDA Standards

Session Norms:
- Review established norms.
- Ask participants to reflect on one or two that they wish to place emphasis on.

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Today's Agenda:
- Briefly provide an overview of the session's key points.

Connector Activity:
- Conduct a connector activity to balance the understanding of the specific concept among the people in the room. This should be engaging and interactive.
- Link potential, real-life classroom struggles and how they will be alleviated by use of the concept(s) to be trained.
- Make adjustments as needed based on specific audience.

Part 2- Learning: Content Delivery

Delivery relates to the 'how' of learning, the ways a learning design enables participants to engage with learning. It includes what it is they can expect to learn, how they will participate in the learning and what interactive supports will be deployed to enhance knowledge transfer, deepen engagement and support application of learning.

Content
- Is the content aligned to the purpose of the learning and participants' needs?
- Is the content sensitive to the context of the participants?
- Does it help us learn what we need to do to promote our participants' learning needs?
- What resources or tools are required to support participants? Do they require updating to meet participant needs?

Research/Theory Based
- Review the theoretical research and philosophy behind the concept/strategy being introduced/revisited.
- Deliver content/slides/needs-driven research to build a need for the concept so participants engage deeper with the presentation.
- When possible, describe how strategies will enable participant to excel on their evaluation and connect to school/district goals.
- Link potential, real-life classroom struggles and how they will be alleviated by use of the concept(s) to be trained.
- Include content on the mechanics or technical aspects of the strategies being trained.

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Professional Learning Strategies:
Include a variety of the below recommended strategies to engage adult learning:

Interactive Activities: Engage participants in what new learning looks like and how theory, research and technical components link together in the classroom.
Collaboration: Collaborative discussion should focus on actions related to the identified goal(s). The most effective professional learning emphasizes active learning, observation, and reflection rather than abstract discussions.
Technology Integration:

- Personalization: For many participants who are frustrated with 'one-size-fits-all' professional learning, technology allows both professional learning providers and participants to design what works best for educators;

- Collaboration: Technology promotes collaboration among individuals who have common interests and needs through multiple forms of dynamic interaction;

- Access: The degree to which educators can engage in high-quality professional learning is influenced by access to and use of technology;

- Efficiency: Technology can increase the efficiency of routine tasks and access to resources at the workplace, and serve as a vehicle for ongoing feedback;

- Learning designs: Technology-based learning, if designed well, supports added practice, feedback and support to deepen learning.

Allow for Choice- Adults need to make choices about their learning. You can incorporate choices about who people partner with, what they chose to focus on or read about, how they decide to practice their new learning, and much more. It is helpful to keep in mind that adults need to make choices and as a facilitator, it is important to think about how and when we can offer that.

Movement- Including physical activity a part of your professional learning is a great way to encourage moving more and help participants stay alert, energized, and focused.

Case Studies- Case studies can be used in any discipline when facilitators want participants to practice applying what they have learned in real world situations. Cases come in many formats, from a simple "What would you do in this situation?" question to a detailed description of a situation with accompanying data to analyze. Whether to use a simple scenario-type case or a complex detailed one depends on your course objectives.

Manipulatives- Using hands on materials that require participants to sort, classify, or apply new learning is an effective method to engage participants.
Visuals and Graphics- Visuals reaffirm new concepts and strategies being discussed and allow for a visual interpretation of the materials.
Formative Assessments- It is important to periodically formatively assess the learning of your audience in order to address topics that need more attention or clarify misconceptions.

Part 3- Implementation/Evaluation: Closing

Action Planning
- Strategic Planning: Provide the participants with an opportunity to start planning next steps i.e. develop a strategic planning template or sample deliverable that utilize the new strategy learned.

Self Reflection:
- What did your practice look like before this strategy? What does it look like now?

Takeaway and Look For Description Analysis
- Define the Look Fors and revisit the objectives
- Was the desired effect of the Professional Learning reached?
  - Exit Slips
  - Surveys
  - Peer Reflections
  - Room Sweeps

Resources
- Explain any resources/handouts that are given to participants and how and when they should be used in the future:
  - Review resources
  - Digital or Paper Copies

PLC Connection
- Make connections with participants on how to extend the learning in a PLC.
- Provide strategies and resources to bring back and share with team members.
- Guide participants in the planning process that will integrate the new learning in a PLC.

Implementation
- Is the learning design clear about what is required for transference and application of learning?

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- What are the interim successes I/we will see as the learning is implemented?
- Are the look fors clearly outlined in the learning?

Closing Remarks
- Wrap up the day's session with acknowledgement of participation and engagement in the session.

MLP Evaluation
- Have participants complete the Professional Learning Feedback on MyLearningPlan before you conclude the session. Remind participants that this must be completed in order for inservice points to be awarded.

The Facilitator Planning Guide is a resource to assist providers with the design of their Professional Learning.