SAM
Leaders
Professional
Learning Program

JULY 31, 207
PERSONALIZED LEARNING
Foundations
1. Research on Professional Learning

Best Practices
<table>
<thead>
<tr>
<th>Traditional Professional Learning</th>
<th>21st Century Professional Learning for Educational Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferences, Workshops, Training</td>
<td>Comprehensive Learning Improvement Initiative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DRIVER</th>
<th>LEARNING STYLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability, Personal Interest or Requirements</td>
<td>Driven by: what is available, personal interest or what is required for certification.</td>
</tr>
<tr>
<td>Desire to Improve Performance or Need</td>
<td>Driven by: desire to improve personal performance or need - performance directly related to a project currently underway to improve student learning. Ultimately the driver is growth.</td>
</tr>
</tbody>
</table>
Continuous Improvement
Systems Thinking
Appropriate Uses of Technology for Professional Learning
Educational Leaders Professional Learning Program
4 Component Parts
Save Time
Find Things
Short Cuts to Resources
Sounding Board
Opportunities to Share
Reality Check
Lend an Ear
Make Connections
You are not Alone
Collegial
Two-Way Learning
4 Component Parts
Process
Self Reflection
### SAM Leaders Professional Learning Program
### Self Reflection Template

#### A. Personal Background and Analysis

<table>
<thead>
<tr>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background – years in teaching/administration, experience, interests, personal goals and career aspirations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SWOT Analysis – personal professional skills and experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your skill sets and talents – what makes you feel confident?</td>
</tr>
<tr>
<td>Your skill sets and talents – do you have any concerns or questions?</td>
</tr>
<tr>
<td>What opportunities do you see for yourself?</td>
</tr>
<tr>
<td>Are there any threats to your success?</td>
</tr>
</tbody>
</table>
YOU
YOUR CONTEXT
Keep It Simple
Sounding Board
Process
Learning Focus
District Goals
School Goals
Personal Goals

- My Goals
  - Artistic
  - Attitude
  - Career
  - Education
  - Public Service
  - Pleasure
  - Physical
  - Family
  - Financial
Data Based Decision Making
My Goals

1.
2.
3.
Simplify
Learning Focus
Organized Our Content
Professional Standards for Educational Leaders

Professional Standards for Educational Leaders

National Policy Board for Educational Administration

2015
Standards

Professional Standards for Educational Leaders 2015

STANDARD 1. MISSION, VISION, AND CORE VALUES
Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS
Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL
Effective educational leaders develop the professional capacity and practices of school personnel to promote each student’s academic success and well-being.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF
Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

STANDARD 9. OPERATIONS AND MANAGEMENT
Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.
Process
Multiple Uses

To What End?

Multi-purpose vs. Purpose Built
What do you wish to make?
Identify
Your
Purpose
Identify Your Purpose
Identify Your Purpose
Identify Your Purpose
dentify Your Purpose
What Use Do You Wish to Make?

STEP ONE

IDENTIFY YOUR PURPOSE
Multiple Uses
To What End?

Multi-purpose vs. Purpose Built
1 Professional Learning
2 Performance Appraisal
3 School Improvement
Leadership Development
5 Teacher Leadership
Multiple Uses
To What End?

Multi-purpose vs. Purpose Built
Provider
Process
Continuum of Intensity
Levels of Professional Learning
Awareness
Understanding
Application
Results

Success
Feedback Loops = Results
Professional Learning with Results
Traditional PD
Educational Leaders Professional Learning Program
Results
Collegial
Process
Completion
Hooray!!
Recognition
Results
Feedback
Sharing
“Begin with the end in mind”
Choices
CLOSURE
Groups
PROVIDER
Face to Face
Regional Local Meetings
ONLINE Asynchronously
ONLINE
Synchronously
PROVIDER
4 Component Parts
Leaders
Professional Learning Program
Resource Center for District and School Leaders
2017 - 2018
4

Component Parts
FRAMEWORK
Process
LAUNCH
Strong Base
Foundations
Self Reflection
Learning Focus
Set More Specific Goals

My Goals

1.
2.
3.
Professional Standards for Educational Leaders
Multiple Uses

To What End?

Multi-purpose vs. Purpose Built
Continuum of Intensity
Hooray!
4 Component Parts
Resource Center

Leaders
Professional Learning Program
Resource Center for District and School Leaders
2017 - 2018
4 Component Parts
FRAMEWORK
Assessment
Decisions
Decisions
4 Component Parts
PERSONALIZED LEARNING
SMART GOALS

- SPECIFIC
- MEASURABLE
- ATTAINABLE
- RELEVANT
- TIME BOUND
Individual

Team
Collegial Learning Network
Signposts
<table>
<thead>
<tr>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEETING</td>
</tr>
<tr>
<td>ACTIVITY</td>
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<td>MEETING</td>
</tr>
<tr>
<td>ACTIVITY</td>
</tr>
</tbody>
</table>
Process

Make an Action Plan with the Team
Carry out the Action Plan
Return to Team and Discuss Results
Protocols

What’s a protocol?

A human protocol and a computer network protocol:

- **Hi**
- **Hi**
- **Got the time?**
- **2:00**

- **TCP connection**
  - req
  - response
  - Get http://www.google.com/

- **<file>**

Java. Dr. Giuseppe Di Fatta, 2007-2013
## Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>8:20</td>
<td>Arrival and Groden Relaxation Practice</td>
<td>Calendar and Current Events</td>
<td>Adaptive Physical Education</td>
<td>Media</td>
<td>Adaptive Physical Education</td>
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<tr>
<td>8:45</td>
<td></td>
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<tr>
<td>9:00</td>
<td>Adaptive Physical Education</td>
<td>Media</td>
<td>Adaptive Physical Education</td>
<td>Media</td>
<td>Adaptive Physical Education</td>
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<tr>
<td>9:30</td>
<td>Art</td>
<td>Home Economics</td>
<td>Health Education</td>
<td>Music</td>
<td>Home Economics</td>
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<tr>
<td>10:00</td>
<td>Speech and Communication</td>
<td>Internship Preparation</td>
<td>Community-Based Instruction</td>
<td>Travel Training</td>
<td>Social Skills Instruction</td>
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<tr>
<td>10:30</td>
<td>Library</td>
<td>Internship</td>
<td></td>
<td>Speech and Communication</td>
<td>Bowling</td>
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<tr>
<td>11:00</td>
<td>Health Education</td>
<td>Self-Advocacy</td>
<td></td>
<td>Social Skills Instruction</td>
<td>Community-Based Instruction</td>
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<tr>
<td>11:30</td>
<td></td>
<td></td>
<td></td>
<td>Computer Skills</td>
<td>Leisure Skills</td>
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<tr>
<td>12:00</td>
<td></td>
<td></td>
<td></td>
<td>Science</td>
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<tr>
<td>12:30</td>
<td>Math</td>
<td>Social Studies</td>
<td>Math</td>
<td>Social Studies</td>
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<tr>
<td>1:00</td>
<td>Lunch</td>
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<tr>
<td>1:30</td>
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<td></td>
<td></td>
<td>Reading</td>
<td></td>
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<tr>
<td>2:00</td>
<td>Groden</td>
<td></td>
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<tr>
<td>2:20</td>
<td>Classroom Jobs, Pack Up and Dismissal</td>
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<td></td>
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</tr>
</tbody>
</table>
Face to Face
ONLINE
Asynchronously
ONLINE
Synchronously
PERSONALIZED LEARNING
Provider
Thank You!