From Staff Room to Classroom

The Adult Learner
Some Things We Know

Robin J. Fogarty, Ph.D. and Brian M. Pete
FASD
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From Staff Room to Classroom

A Guide for Planning and Coaching Professional Learning
Website

www.robindfogarty.com

From Staff Room to Classroom I Book Study Discussion Questions
QR Code  Quick Reader
From Staff Room to Classroom I
Book Study Discussion Questions
QR Code
QR Generator
From Staff Room to Classroom II

The One-Minute Professional Development Planner

BRIAN M. PETE  ROBIN J. FOGARTY
Opening: The Hook

Meet and Greet
The success of professional development or professional learning can only be determined by measuring the implementation of strategies, the incorporation of concepts and changes in attitudes that teachers are able to transfer from the staff room to the classroom.

Too many times, professional learning is judged based on evaluations filled out by teachers as they are packing up their bags and collecting their car keys. As principals and teachers shift their thinking about the goals of professional learning, they understand that success is measured by the number and level of applications in the classroom following the professional learning experience.
Agenda

The Adult Learner
Change Theory
PD Best Practices
From Staff Room to Classroom

The Four Roles of the Staff Developer
Four Roles Staff Developer

Creating the Setting for the Adult Learner

Presenting the Information to the Adult Learner

Facilitating the Process for the Adult Learner

Mediating the Transfer for the Adult Learner
Poll Everywhere

www.polleverywhere.com
Four Roles of Staff Developer . . .

Text a **CODE** to 22333  
Submit a **CODE** to http://PollEv.com

- Designer  **566186**
- Presenter  **566187**
- Facilitator  **566188**
- Coach  **566189**

Total Results: 0
Designer at the Site

Designing

Plan the workshop context, content and concepts for customized programs tailored to the needs of the group.

Prepare the site for an optimal learning. Experience that supports adult learning theory and best practices.

Provide for the “creature comforts” that make or break the workshop.
Sage on the Stage

**Presenting**

**Capture** the audience and get their focused attention for the session; *Tell them what you’re going to do.*

**Captivate** the audience and keep them with you with expert information that enhances their understanding of the topic; *Do it.*

**Close** through comments that revisit and emphasize key learnings to take away; *Tell them what you did.*
Guide on the Side

Facilitation

Invite active participation through collaborative structures of pairs, trios, quads as well as whole group interactions.

Involve all participants in interactions with skillful monitoring, interventions within the groups and facilitating questions.

Interpret the results of the collaborations and through reflective strategies; discuss how the team worked; pluses and minuses.
Coach in the Field

**Mediating**

**Team** participants to build trusting relationships for job-embedded peer coaching, and sustained applications that structure for success.

**Talk** is structured through dialogue and articulations opportunities that foster reflective practices.

**Transfer** is promoted through explicit strategies for immediate, relevant and meaningful applications in the classroom.
Four Roles of Staff Developer...

Text a **CODE** to **22333**  
Submit a **CODE** to [http://PollEv.com](http://PollEv.com)

- Designer: 566186
- Presenter: 566187
- Facilitator: 566188
- Coach: 566189

Total Results: 0
Human Graph

Take a stand on the role that is your strength.

Designer  Presenter  Facilitator  Mediator
Back
of
Handout

Take Away Window
The Adult Learner
Video Clip –

What We See/Hear/Feel
Video:

Lucy in the Chocolate Factory
The Three Musketeers
Think Pair Share
Adult Learners

1. Eager Learners
2. Want to Succeed
3. Social, but not really collaborative
4. Not willing to ask for help
5. Hide their failure
6. Persevere; don’t give up
7. Solve Problems
8. Clever, creative thinkers
9. Ernest, hard working
10. Don’t know what they are getting into
11. Manager does not know what is going on
12. Sometimes not trained sufficiently
Poll Everywhere

www.polleverywhere.com
1. For adults, learning is its own reward.
2. Adults prefer survey courses to single concept classes.
3. Adults want to use new materials.
4. Adults prefer to “sit and git”.
5. Adults carry reservoirs of experiences.
6. Course work takes second seat to jobs/family for adults.
7. Adults transfer ideas/skills easily into their work settings.
8. Adults are self-directed learners.
9. Adults expect their class time to be well spent.
Tiny Transfer Book

Foldable Tools

as Learning Tools
Make
A
Little Book

The
Adult
Learner

Name
Date
The Adult Learner is . . .
The Adult Learner Wants...


The Adult Learner Prefers
The Adult Learner Brings ...
The Adult Learner is...

1...a pragmatic learner
   Wants purposeful learning.
2...a self-directed learner
   Sets the bar...
3...a goal-oriented learner
   Has eye on the prize...
The Adult Learner wants...

4. ...step by step learning
   Wants scaffolding...
5. ...feedback on progress
   Wants to know how she’s doing
6. ...results on the job
   Wants to use it, NOW!
The Adult Learner prefers...

7. ...collaborations
   Prefers a buddy to work with...

8. ...integrated, eclectic models
   Prefers it all...online, face to face

9. ...in-depth learning
   Prefers to go deep...”less is more”
The Adult Learner brings…

10. A wealth of resources and knowledge to the scene

• Knows “stuff”; lots of stuff
The one key thing I will remember when teaching adult learners is . . .
From Staff Room to Classroom

Adult Learners
Cast of Characters…
1. Care Taker
2. Know-it-all
3. Hitchhiker
4. Blocker (Devil’s Advocate)
5. Omnivore
6. Inquisitor
7. Negotiator
8. Over-Achiever
9. Parliamentarian
10. Sage
11. The Clown
12. The Story Teller
Take a long walk . . .
Change Theory
Change

Change is what teachers do and think...

It’s as simple and as complex as that.

Sarasan in Fullan
The Three Musketeers
Elevator/Escalator
The times they are “achanging”!
Video:
Escalator Stops
TTYPA . . .
The Change Game

Four Cards to Move Around

- Professional Development
- Change in Beliefs
- Change in Student Achievement
- Change in Practice
The Change Game

Research says...

1. Professional Development
2. Change in Practice
3. Change in Student Achievement
4. Change in Beliefs
My one take-away from the research on *Change* is . . .
Change is Evolutionary, Not Revolutionary
Professional Development
PD Best Practices: Step Book

- Sustained
- Job-embedded
- Collegial
- Interactive
- Integrated
- Practical
- Results-Oriented
AB
Pyramid Game
Adult Learner
Job-Embedded
Interactive
Collegial
Coaching
Sustained
Integrated
Results-Oriented
Interactive Adaptive Transfer Skills
PD Best Practices Reflection

+ We do these practices

? We are not sure

✓ We need to include
Closure . . .

Who could you share this information about the adult learner with?
Back of Handout
PD Best Practices

- Sustained
- Job-Embedded
- Collegial
- Interactive
- Integrated
- Practical
- Results-Oriented