

BLOGGING

Learning Beyond Boundaries



FASD Leadership Conference
St. Petersburg Beach, FL
September 19, 2017 2:30-3:45
Dr. Dawn Wilson

Learning Outcomes

- Understand the Why, What and How of blogging.
- Equip your technology toolbox with tips and tools.
- Expand your virtual Professional Learning Network (PLN).
- Align your “blog thinking” with the LF Standards for Professional Learning.



NORMS – A E I O U



Appreciate one another's expertise.

Engage fully in all learning experiences.

Interact in your own learning.

Open your mind to new ways of thinking.

Unite in purpose-improving student learning.

Poll

Q. What is your level of knowledge and skill with blogs? (1-5)

Q. Do you reads blogs?

Q. Do you write a blog?

Q. Are you active on Twitter?



Learning Forward Blogs

1. Learning from Olympians: One School's Journey
2. Wild and Wonderful Learning: Lessons from Nature
3. Lessons on Professional Learning from Star Wars
4. The Power of Words to Spark Positive Change
5. Six Important Topics for Learning in 2015

<https://learningforward.org/publications/blog/posts-by-author?authorname=dawn-wilson>



Scavenger Hunt

<https://learningforward.org/home>

JSD
THE LEARNING FORWARD JOURNAL

The benefits and challenges of web-based coaching p. 30

New York district partners novices with veteran teachers p. 12

How we connect
THE MANY WAYS WE NETWORK AND LEARN

Algebra? In Florida, there's an app for that p. 35

5 core roles of central office learning leaders p. 44

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Professional Development - Education - Oxford Bibliographies

<http://www.oxfordbibliographies.com/view/document/obo-97801997568...>

Oxford Bibliographies

Your Best Research Starts Here



Professional Development

Stephanie Hirsh, Joellen Killian, Joyce Pollard

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Introduction

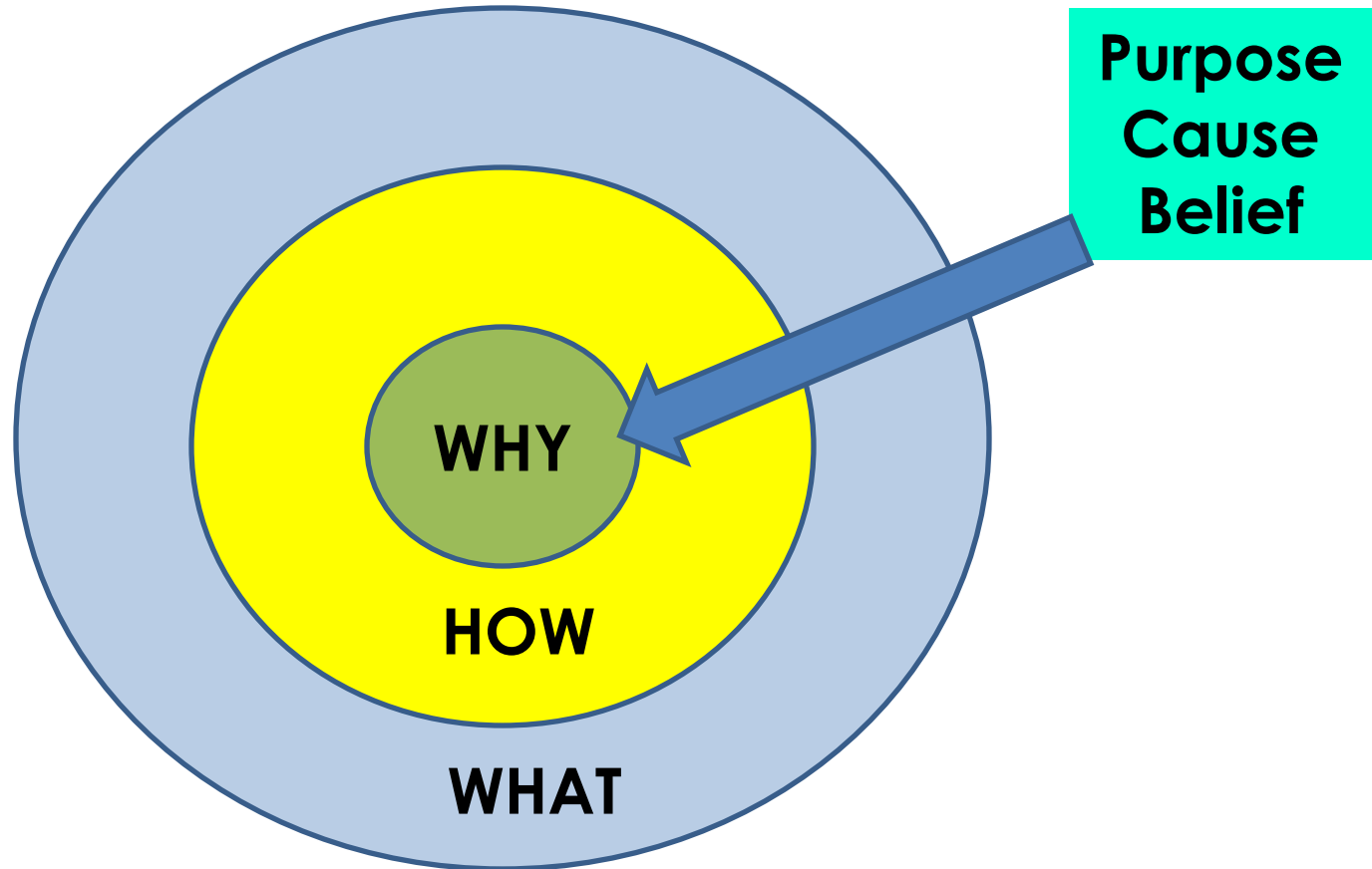
The span of professional development research literature reveals, arguably, three trends. Literature of the earliest phase, largely during the 1970s and 1980s—the era of the “search for the perfect workshop”—was characterized more by a focus on evaluations of teacher satisfaction with professional development than an examination of long-term outcomes of professional development. The second phase, from the 1990s to the early 2000s, reflects a shift in research focus to the identification of characteristics of effective professional development experiences. Many studies of school improvement and education reform named *professional learning*—with a focus on educator learning as an ongoing process rather than a one-time event—as one of the top five components of reform efforts. A research base enriched by examinations of schools as places of work and learning sought to clarify what was known about teachers’ own learning and the effects on their practice, and ultimately, on student learning. Thus, the third, and current, phase examines the role professional an educator’s own learning plays in a dynamic, complex system of professional learning. New technologies have also advanced to support educator learning. Since the 1990s, many studies confirm that a strong relationship exists between teacher practice and student learning. Research of some models concludes that professional learning positively influences teacher practice. Studies of school and district leadership suggest a relationship also exists among leadership practices, teaching effectiveness, and student learning. Some findings conclude that there is a relationship between professional learning and student achievement. The literature about effective schools identifies collaboration among educators and professional learning as two characteristics that consistently appear in schools that substantially increase student learning. Some studies of the effects of professional learning have also produced statistically insignificant results on teacher practice or student achievement when measured over a brief period of time, usually a single year. As a result of the new decade of research, understanding about what distinguishes effective professional learning is growing clearer. Accordingly, Learning Forward undertook a third revision of the Standards for Professional Learning in 2011. This article is organized to help graduate students, education scholars, and professional development leaders, practitioners, and facilitators navigate the landscape of scholarship about effective professional development activities, policies, and structures that contribute to a system of professional learning. The structure of this article organizes supporting literature, first, in sections that trace the problems and promises of early professional development literature through studies of effective professional development. Sections follow with references to literature about professional development and results for teacher practice and student outcomes. The remaining sections of the bibliography correspond to each of the seven standards: “Learning Communities,” “Leadership,” “Resources,” “Data,” “Learning Designs,” “Implementation,” and “Outcomes.”

General Overviews

By their nature, professional development and school improvement share such complexities that various methods of research and evaluation have evolved to describe what happens within and among the related processes of learning and improvement. Most often the purpose of research is to seek knowledge about teaching and leadership practices, and to determine which of those practices are more and less effective. In general, professional development and school improvement literatures include the following: (a) descriptive (naturalistic) observational studies in which district and school programs are visited and observations provide the information for the descriptions of programs and initiatives, implementation, and effects on curriculum and instruction; (b) descriptions of naturalistic events generated through interviews and questionnaires administered to personnel; (c) experimental studies in which alternative designs are

TED Talk – Start with Why

Simon Sinek

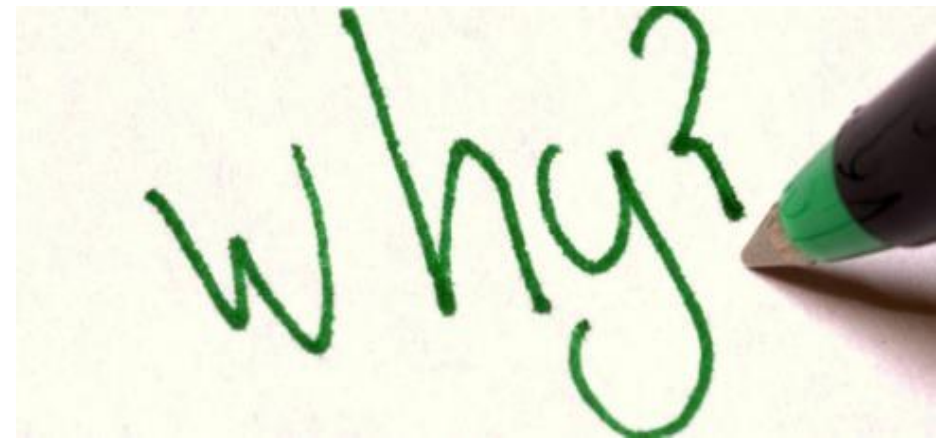


<https://www.youtube.com/watch?v=IPYeClXpxw>

The “Why”?

Q. Why are you interested in Blogs?

With a table partner, share why you are interested in blogs.



Why Blog?

- Connect with colleagues.
- Share ideas, lessons, resources, etc.
- Develop your voice.
- Express creativity.
- Motivate learners.
- Clarify thinking.
- Reflect.
- Give away your knowledge.
- Create a 24/7 learning environment.
- Extend learning beyond boundaries.
- Highlight influencers and thought leaders.
- Develop your Professional Learning Network. (PLN)
- Brand your organization's Professional Learning.
- Do good...good brings about good.



10 Reasons Why Every Teacher Needs a P.L.N.

1 Find great resources, lesson plans & conferences



2 Share your resources & ideas



3 Follow amazing educators and their blogs



4 Get support when needed



PERSONAL ^{OF} PROFESSIONAL LEARNING NETWORK

5 Make international connections



8 Find round-the-clock inspiration

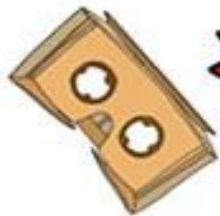


7 Collaborate globally on projects



6 Flatten your classroom walls

9 Learn the latest trends in education

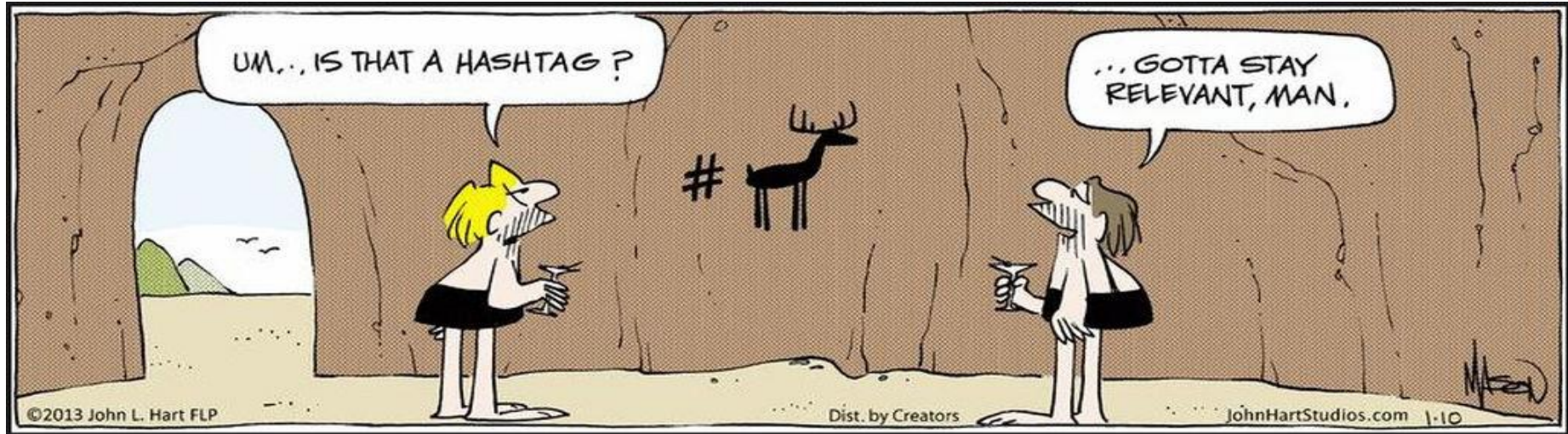


10 Never run out of ideas for new things to try with your students



@sylviaaduckworth

Blog Humor



TINA THE TECH WRITER

I'M STARTING MY OWN BLOG!

DEAR GOD, NO!

www.dilbert.com scottadams@aol.com

EVERY DAY I WILL RECORD MY PERSONAL THOUGHTS ABOUT OUR BUSINESS.

4-24-07 © 2007 Scott Adams, Inc./Dist. by UFS, Inc.

I NEED YOU TO WRITE THE FIRST ONE BY NOON. I CAN'T WAIT TO SEE WHAT I'M THINKING.

What Is a Blog?

“Blogging is to writing what extreme sports are to athletics: more free-form, more accident-prone, less formal, more alive. It is, in many ways, writing out loud.”



Andrew Sullivan – Writer, The Atlantic

What Is a Blog?

- Social networking
- Weblog = Blog
- Entries = Posts
- Posts in reverse order – most recent first.
- Interactive- Allows comments
- Primarily text...also art, video, music (MP3), audio (podcasts)



What is a Blog? Stories to Tell

Share Who You Are

- Clarify moments that made you who you are.
- Describe your professional learning values.



Share Who “We” Are

- Explain the values of your organization/community.
- Tell how you support your organization/community.

Teach a Lesson

- Show you learned something through failure or success.
- Share how you mastered a skill...implemented change, etc.

Motivate Change

- Shed light on what works/what doesn't .
- Create a vision for the future . . . establish the case for change.

Change the Frame

- Allow your audience to see a situation through a different lens or from a different perspective.

How? Tips for Bloggers

1. Write about what you know and love.
2. Make it real...take your readers on a journey.
3. Be true to your voice. Write like you talk.
4. Create content that is helpful and inspiring.
5. Keep an idea bank.
6. Cite appropriate research.
7. Keep blog brief. (1-2 min. to read)
8. Ask your readers questions.
9. Respond to reader's comments & Qs.
10. Use your blog to promote good.
11. Connect with the LF Standards.
12. Write, Write, Write.



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7 PL Standards

Standard	Description
1. Learning Communities	Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
2. Leadership	Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning
3. Resources	Requires prioritizing, monitoring, and coordinating resources for educator learning
4. Data	Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning
5. Learning Designs	Integrates theories, research, and models of human learning to achieve its intended outcomes
6. Implementation	Applies research on change and sustains support for implementation of professional learning for long term change
7. Outcomes	Aligns its outcomes with educator performance and student curriculum standards

Apply Blog Learning

Table Talk

- Read the blog assigned to your table.
- Highlight a phrase/idea that resonated with you.
- Share that phrase/idea with your table team.
- Use the Standards Chart to determine . . .

Q. Which LF Standard(s) are represented in each blog?



Small Group Sharing

A person from small table group(s) shares with large group:

1. One phrase/idea that resonated with your table group.
2. LF Standard(s) represented in your blog.



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PL Blogs & Twitter

- Long Beach, CA
- Dennis Sparks
- Jim Knight
- Jennifer Abrams
- Tom Guskey
- Michael Fullan
- Parker Palmer
- Dylan Wiliam
- Ken Blanchard
- SCOPE (Stanford Univ.)
- Pew Research Center
- Anthony Muhammad
- Bill Gates
- Stephanie Hirsh
- Fred Brown
- Linda Darling-Hammond
- Daniel Pink
- Peter DeWitt
- Joellen Killion
- Rand Corporation
- New Teacher Center
- FL Dept Education
- Atlantic Education
- Chris Dede
- Sir Ken Robinson
- Ken Williams



10 Signs Twitter PD Might Not Be Your Thing



1. You don't understand Twitter and aren't willing to learn.
2. You don't need any more personal or professional support. You have all the friends you'll ever need.
3. You have perfected your craft. Every kid is learning every day. You have no room for improvement.
4. You've never had a good idea someone else might benefit from.
5. You're not interested in your voice being part of a larger conversation about education.
6. You only collaborate with colleagues in your school because they have cornered the market on how to teach well.
7. You don't have time to do something that could be a game-changer for you and your students.
8. You're afraid you might change your mind about something. You hold onto your beliefs about kids and learning like a security blanket. You wouldn't want that disturbed. What if your flawed assumptions were challenged and didn't hold up under scrutiny? Ouch!
9. You can't believe amazing professional learning could be free and convenient and totally self-directed!?! But it is!
10. You're so passionate about education and kids, you are afraid you will get addicted and have to go to therapy (warning: this could happen).

Professional Learning Blogs

Dennis Sparks – Leading and Learning

<https://dennisparks.wordpress.com/>

Jim Knight – Radical Learners

<http://www.instructionalcoaching.com/radical-learners/>

Jennifer Abrams – Voice Lessons

<http://jenniferabrams.com/publications/>

Shawn Clark - Classroom Confessional

<http://www.venablesandclark.com/>

Long Beach, CA

www.myPD.blogspot.com



Your Blog Charge

Become the **Blog PL Guru** in your district/ organization.

Why?

- Who in your district/organization knows more about effective PL than you?
- More than one leader needs to have the knowledge and skills to share about PL.
- Messages about effective PL should come from multiple informed voices.
- You can contribute to the collective PD voice.

Expose yourself to your deepest fear; after that, fear has no power, and the fear of freedom shrinks and vanishes. You are free.
(Jim Morrison)

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Exit Slip & Reflection

On a post it, write:

- Something you learned about blogs that resonated with you.
- Next steps you will take to implement what you learned.

Share with a table partner.



Stay Connected



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[https://learningforward.org/
publications/blog/posts-by-
author?authname=dawn-wilson](https://learningforward.org/publications/blog/posts-by-author?authname=dawn-wilson)

Questions, Comments



**Thank you for the privilege of
your time !**