

PD 4 PD Providers

Big Ideas Class #3

Hi everyone. This is class number three of PD for PD Providers, and we're talking about designing and delivering inclusive virtual professional development. And for the audio version, I'm just going to share the big ideas that were shared. Our opener today was called Fact or Fiction. And we just had general facts about professional development to get people engaged in thinking about what it means to deliver professional development. Here's an example, fact, or fiction, at least 20 opportunities to practice a skill are usually needed to change a practice or master a new skill. Is that fact or fiction? And the answer to that is fact. So that's an example. And then we shared our deep gratitude for you all for showing up, for being here, for listening, for engaging, et cetera. And we jumped into our big topic, which is Delivering Virtual Professional Development, Using Innovative Technology.

Our outcomes for the day are using technology to facilitate and support change, to align your outcomes with web-based tools, to redesign virtual sessions with multiple access points, and to learn from our mistakes and to avoid pitfalls. And so we jumped right in. We shared a couple of new resources. One of them being how to use a rubber chicken, and then everybody jumped into breakout sessions. And we taught people what to do or how to give roles in breakout sessions. And the two things that people discussed are what have they learned so far in our sessions together? And how has virtual teaching improved what is possible? So we really wanted people to understand that virtual teaching actually can improve a lot of different pieces. So often, it's looked at through a deficit lens, but we want you to look at it through the lens of possibility.

And then we talked about how do you help people learn what it is that they are learning? And that is through attachment science. So a lot of people, when they hear that it takes a lot of repetition, remember we had said it takes people 20 times to practice something before it comes part of their practice. A lot of people say, okay, then we're going to provide coaching in our professional development. And we think it might not be coaching as the answer. The answer might be the four S's. So the four S's are that a person in your professional development setting feels safe, their system is soothed, they are seen, and they have secure attachments. So we talked a lot about ways to make sure that your learner feels safe, and soothed, and seen, and secure.

Some of the ways that we talked about were to really understand the change process. So you'll definitely want to look at this visual. It's going to be in the PowerPoint slides. It's the Cycle of Change. And in the cycle of change, when any change is introduced to a learner, they first feel loss at the change. They then feel doubt and then discomfort. And then we call the danger zone. Most people, when they get to this point, think, let's not do this change after all. Let's abandon this idea altogether. Our job as professional development providers is to help people get past the danger zone to the part of the change process that can feel much better, which is discovery, understanding, and integration. It's a pretty complex cycle worthy of you spending time looking at it. Something else we mentioned here is that sometimes when we witness or experience our adult learners, who have challenging behaviors, it is because they are in stage one, or two, or three, or the danger zone of the change cycle.

And so when we can see our learners that way, it really helps us to be able to educate them more gently, educate them more graciously. We also talked about more ways to help people be seen, and it was all about what's in a name. So, you know the Romeo and Juliet, "What is in a name?" And we think everything is in a name. So we were talking about students who have difficult to pronounce names for

the presenter. So often, that presenter is a white monolingual speaker. And we really want people to be used to saying names that are challenging for them. So we put together some advice or some tips for you. The first being, ask the person to pronounce it and actively listen. It's okay to ask someone to repeat it and then avoid long stories about how difficult or unique the name is.

Many people who have names that are sometimes challenging to pronounce have said that they just don't want a lot more attention about their name being unique or different. And so if you just make sure that you can pronounce it, that'd be great. Something else we talked about as being an ally. If you see someone's name being mispronounced, go ahead and gently correct someone. The other thought we have is have people rename themselves with their preferred name and maybe their phonetic pronunciation. And if they would like, include pronouns. And so we spent a minute talking about pronouns. If you're someone who's like, why is everyone putting their pronouns on stuff? Like, I need to understand this better. We just wanted to share with you our why. The reason that we really think pronouns matter is because if you haven't had to worry about this, it might not seem important to you, but to have a singular, visible gender identity is a privilege.

So for me, for example, most people who see me assume I am a woman by looking at me, and therefore that's a privilege. It matches my gender identity. That's not always true for all people. Therefore if you ask people to think about their gender pronouns and put them clearly on there, you're creating a very inclusive space. We learn a lot from our good friend, Tony Ferraiolo, who is a life coach and trainer. We're going to put his recording, called Your Transgender Student, right on your dashboard. But he helps us really understand what it's like to be a trans person and sort of how it feels to be misgendered and things like that. So we've put that on your dashboard. So you should definitely check it out. We talked a lot about gender-neutral terms. I'll just share a few like, good morning beautiful people, or hello everyone, or hey y'all, or hola epic humans, or hey fam, or good afternoon earthlings, or whatever.

There's all kinds of ways to use gender-neutral terms that move away from you guys, or boys and girls, or men and women, or ladies and gentlemen. So some people say, well, if you include both ladies and gentlemen, or men and women, or boys and girls, aren't we being gender-neutral? The answer is no. A lot of people don't identify in a binary. So we really try to use gender-neutral terms to address a group. So, that was something that we talked about. Then we moved on to the bigger piece was exploring today. So you were given, you meaning the people in this PD for the PD Provider course, were given about 10 minutes to explore all kinds of things on our Padlet. If you haven't checked out our Padlet, you're going to want to. It says on the top, "You must know about this."

And what we did is we took time for people to post their favorite tech tip and tricks right onto the Padlet. And we gave people time to explore and play. We didn't have time for people to share out what they learned, but we did suggest two things. The first is, on the Padlet, on one of the columns, we asked for people for next week to go to the Padlet and add something that you used to do when you were in person, and you're struggling to do it now that you're virtual. So I'm going to repeat, go to the Padlet and play and learn. So that is all sorts of cool technology tricks and tips that you should know about. So, that's one thing to do. Another thing to do is go to the Padlet and add something that you used to do in person that's hard to do virtually.

Someone wrote, for example, that milling around between presentations was always lovely because you could meet everybody. So we're going to be doing some problem solving around those issues. So, that's in the Lesson Redesigned column. And then the last thing Kristie and I did is we shared our pitfalls to avoid. And the pitfalls to avoid were, avoid teaching alone whenever possible. So we talked about, if you

don't have a co-teacher like Kristie and I do, who can you utilize to support you? If there's nobody that you can think of, one of your participants can definitely be your co-teacher. The second thing to avoid is starting with housekeeping. You do not want to start your presentation saying, got some housekeeping to do, and then a bunch of logistics. Figure out where to put that housekeeping so that we start the presentation with a bang.

Another pitfall is believing that camera's on equals learning. We think camera's off equals learning too. And we don't only think it. A couple sessions ago, we kind of proved it. We asked people who had their cameras off if they were listening and paying attention to every word. And we got a flood of yeses in the comments. Meaning yes, they were right there with us. But just because their camera was not on, it does not mean that they're ignoring us. Another idea is prioritizing compliance over connection. That's something you want to avoid. Don't just make people do stuff for the sake of making them do stuff. Avoid trying to have all the answers. So when someone asks you something, and you don't know, go ahead and say, you don't know, and then learn about it, and then come back with an answer. And then also avoid using technology, just because.

The last thing we shared is that we want to learn about your pitfalls to avoid. So if you could go to the Padlet, there's an entire column called Pitfalls to Avoid, and we'd love it if you post your pitfalls to avoid, just to help everybody be more prepared. We ended our session with a closing, and it was in a word. But this time, we had everybody write their word and then pose under their picture. And then we took the picture of what everybody's word was. So it's just a visual way to do in a word. And that, let me just look at the time, yes. I wanted to do this in under 10 minutes, and I did. Thanks, everybody. Have a great day. We can't wait to see you for the next class.