

Powerful Teaching and Learning Group LLC.

**Bridging the
Implementation Gap
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Agenda

- Research behind key strategies knowledge into action
- 5 principles of adult learning
- Adult development/improving teaching and learning
- Strategies for sustainable practices
- Collaborate in small groups to apply concepts

Think of a recent initiative

- New, proposed, or in process.
- What is the initiative?
- What is the plan for implementation?
- What has been done to ensure success of the initiative?

Let's start at the beginning...

- What do we know about adult learning?
- Same? Different?

Children.....Adults

Children:

Rely on others to decide what is important to be learned.

Adults:

Decide for themselves what is important to be learned.

Children.....Adults

Children:

Accept the information being presented at face value.

Adults:

Need to validate the information based on their beliefs and values.

Children.....Adults

Children:

Expect what they are learning to be useful in their long-term future.

Adults:

Expect what they are learning to be immediately useful.

Children.....Adults

Children:

Have little or no experience upon which to draw, are relatively "blank slates."

Adults:

Have substantial experience upon which to draw. May have fixed viewpoints.

Children.....Adults

Children:

- Little ability to serve as a knowledgeable resource to teacher or fellow classmates.

Adults:

- Significant ability to serve as a knowledgeable resource to the trainer and fellow learners.

Why should we concern ourselves with this?

- What are the reasons?
- Elbow partners, discuss all the reasons we should consider principles of adult learning

What we know from the research

Training Components	Impact of Training Components On Teacher Learning and Application		
	Concept Understanding	Skill Attainment (Mechanical Use)	Application
Presentation of Theory	85%	15%	5-10%
Modeling by Trainer	85%	18%	5-10%
Practices and low-risk feedback in training setting	85%	80%	10-15%
Coaching	85%	90%	80-90%

Source: Adapted from Joyce and Showers (1995) and Collins (1997).

Five Principles of Adult Learning

- Leadership
- Experience
- Appeal
- Respect
- Novel Styles

Groups of five

- Read the information on your principle
- Read the material individually, then discuss
- As a group decide the most important points
- Represent these on the poster
- Songs, skits, pictures, all are encouraged
- Decide which parts will be presented by whom. This is a group effort.

Pike's Laws of Adult Learning

- Read over Pike's Laws.
- What do you want to add to the principles?
- Discuss with a new partner what you would want to add and why.

Learning Targets

- Know and understand the research behind implementation of training
- Be able to plan for turning training into practices

What do we know about implementation of training?

- Have we considered this aspect of training as carefully as the training itself?

The Implementation Problem

- How do we successfully transfer what is learned...
- Into what is done in the classroom?

Implementation of training

- What do we know about successful implementation?

Think of training in three phases

- Phase I
- Includes things you do in preparation
- Pre-reading, gathering information

Phase II

- The learning event itself
- Could be workshop, e-learning course, etc.

Phase III

- All things that happen once the learning event is over
- Practicing a new skill, completing specific action commitments

Evidence suggests...

- One fourth of the final outcome-Phase 1
- One fourth of the final outcome-Phase 2
- Remaining half of any learning outcomes result from what is done during Phase 3
- Phase 3-"learning transfer" or "implementation"

Why follow through important?

- What you can do to make implementation more successful

Training last week...great training!

- Monday morning...dozens of emails, papers to grade, voicemails...
- By the end of the week, caught up
- One month later...
- How are you doing on your goals?
- What has changed as a result of the training you received?

Phase 3

- Huge investments in training
- Phase 3 has been largely ignored

Where is the effort?

- On training, or transfer of learning after the event?
- We block out time to attend a learning
- Don't always think about blocking out time to practice
- Focus on grasping new concepts...but fail to make concrete plans on application

Setting Goals...key part of process

- To complete daily work responsibilities
- Forget to set goals to implement commitments following development experience

Accountability?

- Accountable to contribute
- Accountable to apply or practice new skills?
- Not easy...

“I once took a physics course that was so hard I couldn’t find the classroom... Steve Connelly

Observations about accountability

- When principals don't ask how new skills will be applied...
- Principals are busy...may be interested, but...
- We know what our job responsibilities are...is follow up and application new skills part of this?

Attention paid to implementation

- Attendance at training is observed and noticed
- How much attention paid to implementation?

Follow up systems?

- We have systems to manage daily business
- Follow up system to apply new learning?
- What could these systems look like?

“Right now I’m having amnesia and déjà vu at the same time. I think I’ve forgotten this before” -Steven Wright

To perform at your best...

- Schools need teachers to be at their best
- Are they the best they can be?
- Training takes them from good to great...if the training is applied.

The nice thing about being mediocre is that you're always at your best" -Tommy Smothers

Continual improvement...

- How important?
- Why?

“It’s not that I’m so smart, it’s just that I stay with problems longer” -Albert Einstein

What's in it for them? You?

- Career opportunities?
- Personal growth?
- Think of something you have accomplished...

“It's the performance that counts, not the size of the stage” –Neil A. Maxwell

Making a difference...

- Will PT & L make a difference? How?

Goal statements

- We tend to set them...but...
- When and how are goals revisited?
- *“Sometimes I feel like a rhinoceros who doesn’t see so well and whose power of concentration is terrible. He suddenly charges enthusiastically at something that is a long way off, then forgets where he is going and stops to eat grass” CEO on the important of clear objectives*

A strategy...

- Public commitments
- 97% of New Year's resolutions are abandoned within 30 days
- Why? They are private
- How can this process be public?
- Second step...ask for feedback

Help teachers understand...

- The implementation dip
- Temporary discomfort
- Remember the notion of practice

When people ask me if I do my own stunts, I always answer, “not on purpose” –Billy Bob Thornton

Commitments and goals...

- How can you be sure those things will happen?
- Checkpoints along the way? What would that look like?

*“Success is not the result of spontaneous combustion. You must set yourself on fire”
-Reggie Leach*

Not rocket science...

- Awareness...
- Activities

- *The word “genius” isn’t applicable in football. A genius is a guy like Norman Einstein –Joe Theisman, Sports Analyst*

High quality professional development

- takes place at school, not far away from school;
- occurs daily, not occasionally;
- engages teams, not individuals;
- relies on discussion, not presentation;
- requires initiative, not passivity;
- stimulates thinking, not inattention;
- emphasizes creation, not replication;
- sparks investigation, not transmission;
- generates understanding, not confusion;
- produces ownership, not compliance;
- improves practice, not deception.

Let's Look at Resistance...

- Beyond the Wall of Resistance
- Rick Maurer

Why do people resist?

- Protection from the unknown
- Patterns of behavior
- Fear of change
- Ingrained loyalties that make it difficult to see other perspectives
- Inability to imagine or vision

Levels of Resistance

- **Level One – Low Grade**

No hidden agenda, don't like the idea/the proposed change etc.

- **Level Two – Deeper Issues**

People feel vulnerable, distrust, fearful

- **Level Three – Deeply Embedded**

conflicting values and vision, a history of distrust, “I've been burned before” or “this too shall pass” – ***Very difficult work***

Recognizing resistance – Discussion

How does resistance show up in your work?

- Confusion
- Immediate criticism
- “Ya but”
- Easy agreement
- Sabotage
- Excuses, excuses and more excuses

Skills in resistance work- tips to keep in mind

- Take resistance seriously
- Design and structure questions that facilitate discovery
- Be patient, there are no quick fixes here
- Explore the unknown
- Give resistance a voice to dissipate the force

Skills in resistance work- tips to keep in mind

- Some resistance is normal
- Accept and work with resistance
- See their reluctance as avoidance not ill-will
- Help them search for incentives to move
- Tap others as resources
- *Explore your own reluctance and resistance*

Maurer's Five Touchstones

- Maintain clear focus
- Embrace resistance
- Respect those who resist
- Relax
- Join with the resistance

What's Your Contribution to the Issue?

***“Everyone thinks of changing the world,
but no one thinks of changing himself”***

-Tolstoy

- *Model not mandate.*

The goals of the PTL experience for teachers are:

- Create a climate of professional learning community
- Promote opportunities for personal reflection and growth
- Offer a constructivist learning experience for teachers
- Provoke a sense of curiosity, exploration, and experimentation
- Develop a shared understanding regarding effective teaching and learning practices
- Transform teaching and learning to raise student performance

The Cost of NOT Utilizing Coaching to Embed new Learning

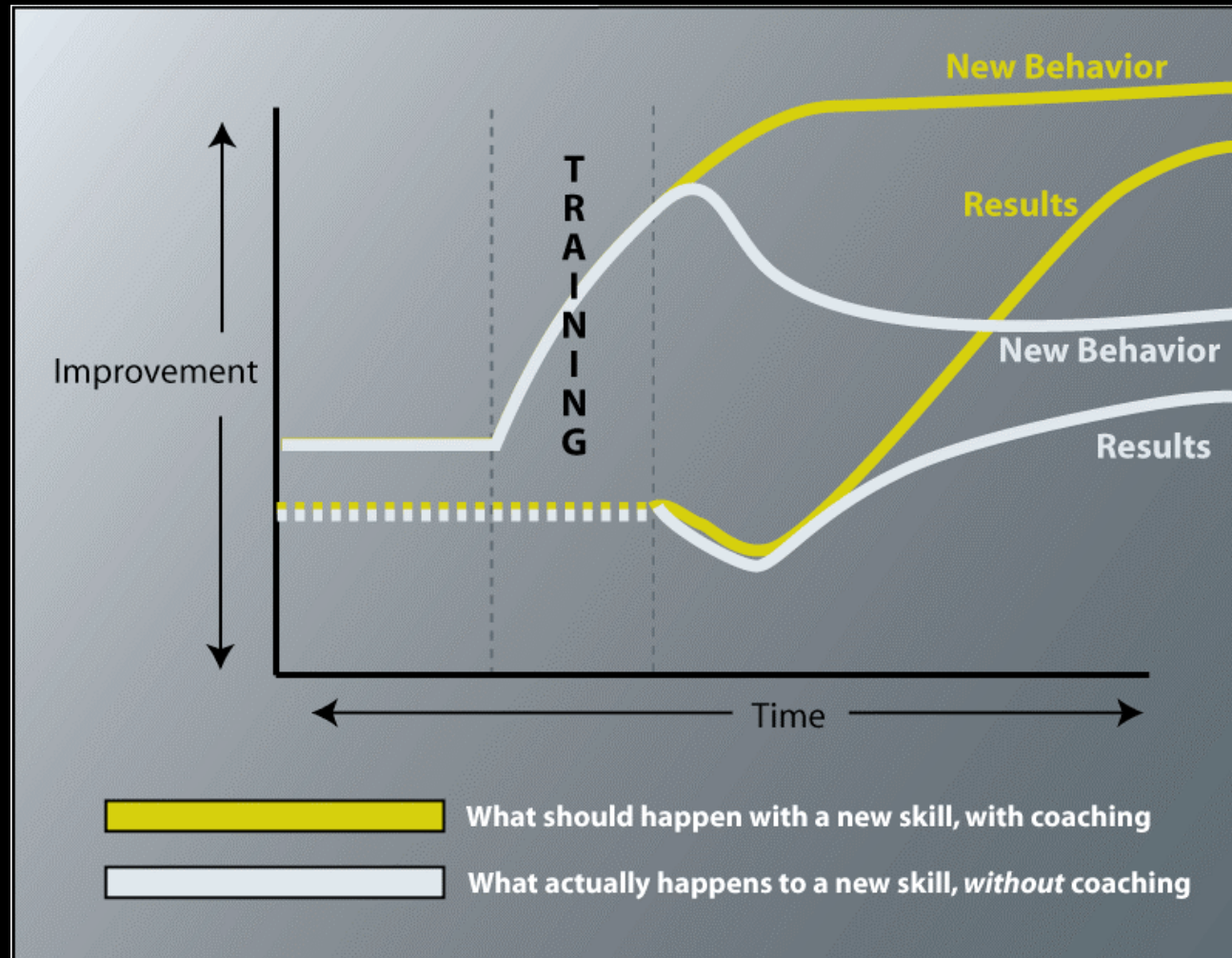
Staff Development budget \$100,000

Using a workshop model you will get only *\$5,000 to \$15,000* worth of transfer to the classroom

Using an effective and strategic coaching model you yield *\$80,000 - \$90,000* worth of benefit



The Impact of Coaching



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**“Who dares to teach
must never cease to
learn.”**

John Cotton Dana

