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Compiled Messages

[Print](#)[Save as File](#)**Subject:** LBrown - 70:20:10**Topic:** Discussion: The Non-Training Approach to Workplace Learning**Author:** Lita Brown**Date:** February 17, 2012 5:03 PM

Anyone of us will forget about HALF of what we've been told within an hour of being told it - UNLESS we have the opportunity to put it into practice within that hour!! This explains why there are so many activity based PD sessions!

1. What informal networks currently exist in your instructional setting? Right now it is my classmates – discussions on the boards, emails and general feedback. When I was with DeKalb as a librarian, we had the EdMedia forum on First Class as well as county-wide gatherings and a few feeder school gatherings.

2. What are the obvious challenges to implementing the 70:20:10 model in a K-12 setting? Different priorities between educators and administrators. From my experience, administrators are focused on appearances and making the data look right. Some educators are actually trying to improve and do better by their students, others are just doing enough to get by. Like Professional Development, we need the hours to renew our certificates, but how many times have we had to sit through absolutely useless hours? Those are for the people who just want the hours. I miss being able to pick and choose my own development, learn from my peers something that would actually make me a better educator.

3. Charles talks about 'management' of informal learning, what tips, tricks, or tools immediately come to mind to facilitate, support, and help it happen? He says 'learning is all about CONTEXT.' I love that. He also said you can't manage informal learning, you can only facilitate it.

Providing people with the right resources and 'allowing them to get on with it' is exactly how I would facilitate informal learning. The Live Binder is one way I would provide the resources, but also giving people the time to network within their fields is very important.

And, just because I have to say something about this: Job swaps?! What I wouldn't give to have had the opportunity for my principal to have to overcome that ridiculous PDP she wrote for me! I probably would have hated being a principal though, even for just a day.

4. Faced with our data driven world - How are you going to evaluate and collect data to support your 70:20 sections? What analytics will you need to mark for collection? When I started in DeKalb, we had professional development days – the librarians broke out and met together – twice a year. Then they changed it to once, and the other 'day' the following semester was spent in your school. Then it went to both days in your school – which for me was almost useless. It was a great opportunity for me to figure out ways to collaborate and even have an avenue to open up a collaboration dialog, but actually learning something in my field? That was pushed out to 'free time.'

I would go back to one in school and one break out day, and analyze the data on improvement and morale after each session. Simple surveys combined with classroom observations would provide the data. Given just 2 or 3 years of this PD deployment would give astute administrators all the data they need to make smart decisions.

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Subject: Re:LBrown - 70:20:10**Topic:** Discussion: The Non-Training Approach to Workplace Learning**Author:** Mary Horn**Date:** February 17, 2012 5:47 PM

Lita, you mention different priorities as a roadblock to 70-20-10 informal learning - your point is well taken. Often, teachers find an area of interest or a new teaching strategy they would like to try and develop, but the administrators are the ones who determine what we will learn and when we will use it. Of the 11 years I have taught in Cobb County Schools, I have seen no fewer than 5 "programs of focus" come and go: from Criss Strategies to Extended Learning Time for literacy focus. We are definitely "pushed" into the direction they want us to go, and very little of this do I remember. And what about the speaker/presenters they bring in during the week of pre-planning every year? You know, the motivators who have the "big fix" that will turn us all into outstanding teachers? We have never had a voice in this and probably never will. The only thing I have ever "pulled" from PD and these speakers is how much I dread having to participate...

[Reply](#)[Forward](#)**Subject:** Re:LBrown - 70:20:10**Topic:** Discussion: The Non-Training Approach to Workplace Learning**Author:** Lita Brown**Date:** February 17, 2012 6:05 PM

Motivators with the Big Fix - UGH!

These people don't ever motivate me. Pretty much the only thing I can remember of all the forced PD by outside 'professionals' is sitting there thinking how the money wasted (on the speaker, on the program) could have been better spent.

snickering I'm a little bitter ;)

[Reply](#)[Forward](#)**Subject:** Re:LBrown - 70:20:10**Topic:** Discussion: The Non-Training Approach to Workplace Learning**Author:** Mary Horn**Date:** February 17, 2012 6:26 PM

My thinking during these sessions is always, "I know everything he/she is saying already so how do I become the one getting that speaker's fee?"

snickering, too I'm a little cynical :D

[Reply](#)[Forward](#)**Subject:** Re:LBrown - 70:20:10**Topic:** Discussion: The Non-Training Approach to Workplace Learning**Author:** Kaia Alderson**Date:** February 19, 2012 11:00 AM

Mary,

The answer to your question is "a really good marketing plan". Ha!

[Reply](#)[Forward](#)**Subject:** Re:LBrown - 70:20:10**Topic:** Discussion: The Non-Training Approach to Workplace Learning**Author:** Elizabeth Nan Lanford**Date:** February 18, 2012 9:40 AM

I hear you loud and clear. I have always thought bringing in the "motivators" during pre-planning

was a gigantic waste of time and money. If teachers are not self-motivated to be back at school, a professional motivator is not going to change that perspective. And those of us who are excited to start a new year quickly replace that anticipation with anxiety as we think about the things we could and should be doing/learning/preparing.

[Reply](#)[Forward](#)**Subject:** Re:LBrown - 70:20:10**Topic:** Discussion: The Non-Training Approach to Workplace Learning**Author:** Frances Waynette Helms**Date:** February 18, 2012 11:26 AM

and after the motivational speaker or in-service trainings you still have to go back to school at the end of the day so you can get your real work done!

[Reply](#)[Forward](#)**Subject:** Re:LBrown - 70:20:10**Topic:** Discussion: The Non-Training Approach to Workplace Learning**Author:** Frances Waynette Helms**Date:** February 18, 2012 11:24 AM

I am so there with you. The agendas at the high school level have been different but, as you say, we have no say in them. Whatever they are, we usually just try and figure out how to jump through the hoop successfully until another group comes into influence and the hoop changes. One that comes to mind for me over the last few years was curriculum mapping. We spent hours and hours on this and reviewing them to have that dropped and we went to blogging next. Essential questions were big for awhile, then listing the course standards, now we are sort of in between. Oh, yes and vertical alignment - we tried that one too. Who knows what is next! The best thing about county in-service days is you get to go out to eat lunch with your friends!

[Reply](#)[Forward](#)**Subject:** Re:LBrown - 70:20:10**Topic:** Discussion: The Non-Training Approach to Workplace Learning**Author:** Mary Horn**Date:** February 18, 2012 3:30 PM

Hey, eating lunch out is a rare and wonderful treat!

[Reply](#)[Forward](#)**Subject:** Re:LBrown - 70:20:10**Topic:** Discussion: The Non-Training Approach to Workplace Learning**Author:** Heather North**Date:** February 18, 2012 11:13 AM

Lita,

I think you are correct when you say that often educators sit through professional development because we are required to get our hours in by a deadline and many times these courses may not meet our needs. The 70:20:10 Model seems to eliminate this because it is done in context of the experiences of the teacher. I hope that this model catches on so that our professional development does become more meaningful.

[Reply](#)[Forward](#)**Subject:** Re:LBrown - 70:20:10**Topic:** Discussion: The Non-Training Approach to Workplace Learning**Author:** James Jamey Trask**Date:** February 18, 2012 11:17 PM

Lita,

I love that you started out your post with a line about students losing 50% of the information that was presented within one hour if they do not put it into practice. This one fact is what resonated with me and I even shared it with one of my small special education math classes a few days ago. These students always refer to the "A" student as being so smart, but I am always quick to point out that they are no smarter than them; they have just figured out what it takes to be successful in school and replicate it and apply it daily. It's great to have these conversations with students who have really never been taught appropriate methods of studying

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Subject: Re:LBrown - 70:20:10

Topic: Discussion: The Non-Training Approach to Workplace Learning

Author: Lita Brown

Date: February 22, 2012 4:04 PM

Jamey, I was reminded of something in my CEPD class- starting out with an A and working to keep it, as opposed to 'earning' the A.

When I think about how hard my students fight for what they want, and how quickly they disengage themselves from situations in which they may not succeed, it makes a lot of sense - and all it often takes is the taste of success to turn a student around :)

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Subject: Re:LBrown - 70:20:10

Topic: Discussion: The Non-Training Approach to Workplace Learning

Author: Kaia Alderson

Date: February 19, 2012 11:04 AM

I've read through all of the responses to Lita's post. Everyone's frustration is palpable. As a non-teacher, I almost feel ignorant in asking:

Why don't the schools go in-house to develop their own personal development programs?

I think it would be more engaging and motivating to receive the information from your peers who can interject the day-to-day school experience into their presentations.

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Subject: Re:LBrown - 70:20:10

Topic: Discussion: The Non-Training Approach to Workplace Learning

Author: Mary Horn

Date: February 19, 2012 11:52 AM

You are so right in your point that this would be well received and engaging for teachers. However, the problem in my school is recruiting teachers who have something new and/or different to share and who are willing to take the time to develop, deliver, and evaluate a PD workshop or module. Same old same old, everyone wants something to happen, but no one wants to be the one to make it happen.

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Subject: Re:LBrown - 70:20:10

Topic: Discussion: The Non-Training Approach to Workplace Learning

Author: Frances Waynette Helms

Date: February 19, 2012 12:59 PM

Also, the same people usually volunteer to do the background work and deliver the workshop. Because attendance is mandatory, there are always those that are present with the intention to be

difficult. After awhile, the volunteers stop offering!

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Subject: Re:LBrown - 70:20:10

Topic: Discussion: The Non-Training Approach to Workplace Learning

Author: Elizabeth Nan Lanford

Date: February 20, 2012 10:51 PM

Kaia,
I think that is the question we are all asking ourselves and therein lies our frustration.

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Subject: Re:LBrown - 70:20:10

Topic: Discussion: The Non-Training Approach to Workplace Learning

Author: Lita Brown

Date: February 22, 2012 4:19 PM

You are assuming that the admin in house has any more of a clue than the admin at the county level :/

An example: my last principal bought everyone a copy of... whatever it was... and assigned each department a chapter to present at the faculty meetings, for PD.

A complete waste of time, and money. One of those looks great on paper ideas. And great for those that are just warming the seats and not looking to actually Develop as a professional...

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Subject: Re:LBrown - 70:20:10

Topic: Discussion: The Non-Training Approach to Workplace Learning

Author: Kaia Alderson

Date: February 22, 2012 9:03 PM

I'm just shocked. I have nothing really to say to that. I think it was Mary who hinted at this previously -- I might need to start an Educator Professional Development company of my own.

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Subject: Re:LBrown - 70:20:10

Topic: Discussion: The Non-Training Approach to Workplace Learning

Author: Lita Brown

Date: February 25, 2012 9:26 PM

I wish I didn't know that politics would determine the success or failure of your venture, not your skills or business accumen.

At the very least, you need to be in the right sorority (for DeKalb that would be Delta) and/or business-social organization. If that door doesn't work then you need to be somebody's family.

PD is serious money, Kaia. You can't expect people to just give it away to total strangers :P

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Subject: Re:LBrown - 70:20:10

Topic: Discussion: The Non-Training Approach to Workplace

Learning

Author: Jason Huett**Date:** February 23, 2012 10:51 AM

An example: my last principal bought everyone a copy of... whatever it was... and assigned each department a chapter to present at the faculty meetings, for PD.

A complete waste of time, and money

ROFL @ "whatever it was." I have seen principals do this so many time.

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