



Facilitator's Guide

Title of Training:	Ongoing Professional Learning
Description:	From the NYSED CRSE Framework, “Ongoing professional learning is rooted in the idea that teaching and learning is an adaptive process needing constant reexamination (Moll, et al., 1992; Gay, 2010). It allows learners to develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture, and institutions. Learners must be self-directed and take on opportunities that directly impact learning outcomes.” In this module, you will explore and design around three main objectives: 1. Holding Ourselves Accountable 2. Continuously Educating Ourselves 3. Intentionally Growing Our PLN
Resources Provided:	Main slide deck presentation (select preferred file format) • CR-SE Module 5: Ongoing Professional Learning (Google Slides) • CR-SE Module 5: Ongoing Professional Learning (PPT) Immersive Scenario Holding Ourselves Accountable • The Problem with That Equity vs. Equality Graphic You're Using • Understanding Your Biases to Address Stereotype Threats in Your Learning Environment • Potential Biases That Impact the Educational System • Using an Efficacy Notebook for Reflection and Connection

	Continuously Educating Ourselves • Unmasking the Myth of the Model Minority in Remote and Hybrid Learning Environments • Empowering Teachers to Support Effective and Equitable Family Engagement • Addressing Bias in Data Analysis • Learning About Diverse Communities in Which We Teach or That Are Near to Us • Leveraging Podcasts for Professional Learning • More on CRSE from NYU Intentionally Growing Our PLN • Using Twitter to Extend Your PLN • What's a PLN and Why Is It Important? Reflection (Module 5)
Objectives:	• “Holding Ourselves Accountable” — Maya Angelou said, “Do the best you can until you know better. Then when you know better, do better.” This was a personal insight that she made about her circumstances and it still rings true today. The keyword in this fourth principle is <i>ongoing</i>. The more we learn, explore, ask questions, and reflect, the more confident we are to implement necessary and lasting change. • “Continuously Educating Ourselves” — Being a learning educator means that we each need to put in the work to stay current on educational trends, research, and more. Many vision and mission statements include the term <i>lifelong learning</i>. As educators, we need to have that same mindset. What new learning did you attain today? • “Intentionally Growing Our PLN” — In this digital age of social media, it is easy to access and grow your professional learning network. Not only that, but it can expand across the globe! How are you leveraging social media to grow your network? How does expanding your PLN support you in continuously educating yourself?
Contact:	April Francis-Taylor (she/her/hers) afrancis@esboces.org P: 631-687-3007

Notes to Facilitator

This module was designed as a toolkit where participants complete the first immersive scenario, make choices on activities based on the topic, and complete the reflection that ends the module. Within many of the 'choice' activities, there are opportunities for participants to engage individually, in pairs or small groups, and in a whole-group setting. There are directions on each activity for participants or for facilitators.

Participant Materials

Activities within the toolkit can be printed for use individually or in a group setting, or they can be used electronically. Each activity has an estimated time frame included.

*Please note that within the presenter notes of the main slide deck presentation there are links to the following documents to use for collaboration/discussion during your turnkey:

- Slide 11 - [Equity vs. Equality BOR Activity \(shortened version\)](#)
- Slide 21 - [Silent Chat Discussion](#) (this document is a model and can be recreated to meet the needs of your audience)

Technical Requirements

- Some of the activities link to external videos or websites, so the use of a standard browser is recommended.
- If conducting an activity virtually, the use of a virtual meeting platform with sharing capabilities will be required.

Walkthrough

This toolkit is a collection of activities for participants to engage in individually, in pairs, in small groups, or as a faculty or staff.

For each of the activities provided:

- Direct participants to click the appropriate link to the activity in which they want to complete
- Activities can be done individually or in groups
- Have participants read through all of the instructions prior to beginning any activity so there is clarity of expectations
- Answer any clarifying questions about the directions before having participants begin the activity (if working in groups)
- All activities are for learning and reflection and will not be collected
- Direct participants to use Accountable Talk language in all discussions and to lead with empathy so there is a safe space for all conversations (if conducted in small groups)

Please begin with what we will call an *Immersive Scenario* that will provide you with a starting place in our exploration.

Given that this is a ToolKit, you can use any of the tools that you want below, in any order that you want. We only ask that you save the *reflection for last!* Read through the descriptions of the activities to determine which to pursue further.

1. **“Holding Ourselves Accountable”** — Maya Angelou said, “Do the best you can until you know better. Then when you know better, do better.” This was a personal insight that she made about her circumstances and it still rings true today. The keyword in this fourth principle is *ongoing*. The more we learn, explore, ask questions, and reflect, the more confident we are to implement necessary and lasting change.
 - a. The Problem with that Equity vs. Equality Graphic You’re Using - To define the terms of equity and equality in the context of education to understand the intention of cultural responsiveness. This activity includes an etext, reflection questions and collaborative activity.
 - b. Understanding Your Biases to Address Stereotype Threats in Your Learning Environment - To explore and reflect on strategies to use in your remote and hybrid learning environment that address stereotype threats by understanding our own biases. This includes an etext and take action activity.
 - c. Potential Biases That Impact the Educational System - To identify the biases that impact our educational system and synthesize strategies for creating a safe and just remote and hybrid learning environment. This includes reflection questions, a collaborative activity, and brainstorming and design.
 - d. Using an Efficacy Notebook for Reflection and Connection - You will design and learn to use a *Digital Efficacy Notebook* ([from www.myqportal.com](http://www.myqportal.com)) to capture your ideas, questions, insights, and connections as you continue to engage in work around equity-related topics in education. This includes a video and take action activity.
2. **“Continuously Educating Ourselves”** — Being a learning educator means that we each need to put in the work to stay current on educational trends, research, and more. Many vision and mission statements include the term *lifelong learning*. As educators, we need to have that same mindset. What new learning did you attain today?
 - a. Unmasking the Myth of the Model Minority in Remote and Hybrid Learning Environments - To build awareness of how the “model minority” myth impacts students of Asian communities and identify ways to demystify common beliefs that create inequalities within remote and hybrid classrooms. This includes an etext, reflection questions, and a take action activity.
 - b. Empowering Teachers to Support Effective and Equitable Family Engagement - To explore professional learning opportunities that will support family and community involvement to sustain a culturally responsive environment for all learners. This includes a website exploration, reflection questions and a take action activity.
 - c. Addressing Bias in Data Analysis - To determine trends across sub-groups or bias toward students by analyzing student data in order to set and meet

-
- professional goals related to Culturally Responsive-Sustaining practices. This includes a website exploration, reflection questions and a take action activity.
- d. Learning About Diverse Communities In Which We Teach Or Are Near To Us - To learn about the diverse communities present in our remote and hybrid learning environments and strategize ways to provide culturally competent teaching. This includes a video, reflection questions, a brainstorm and design, and collaborative activity.
 - e. Leveraging Podcasts for Professional Learning - To identify podcasts that can be leveraged as tools for ongoing professional development and continuous education. This includes a website exploration, reflection questions and a collaborative activity.
 - f. More on CRSE from NYU - an additional resource
3. **“Intentionally Growing Our PLN”** — In this digital age of social media, it is easy to access and grow your professional learning network. Not only that, but it can expand across the globe! How are you leveraging social media to grow your network? How does expanding your PLN support you in continuously educating yourself?
- a. Using Twitter to Extend Your PLN - Learn and explore the social media application, Twitter, to extend your professional learning network. This includes a website exploration and take action activity.
 - b. What's a PLN and Why is it Important? - To explore professional learning networks for educators and their role in sustaining ongoing professional learning for teachers, school leaders, and district leaders. This includes a video, reflection questions, a brainstorm and design, and additional resources.