**LIVING THE LEARNING MODEL:**
An Effective Approach for Leading Adult PD

- Design **AIRTIGHT ACTIVITIES** that lead participants to the right conclusion with minimal re-directing by facilitator
- Facilitate substantive **SHARING** time that allows participants to draw the conclusion from the activity
- **FRAME** the participants’ conclusions with the formal vocabulary of the associated principles so that participants share one common language
- Provide ample opportunities for **REFLECTION** and to **APPLY** the learning in simulated and real-world experiences

Overall, **MANAGE TIME WELL** and **INSPIRE** by sharing a vision of success: we always want stories that show it can be done!

| **AIRTIGHT ACTIVITIES:**  
| Align to Objective, Plan Tightly, Make Relevant |
| **TEACHING VIDEO CLIPS:**  
| - Focus on the positive  
| - Precise focus questions before showing it  
| - Keep clips short |
| **MOVIE CLIPS:**  
| - Explicitly connected to learning objective  
| - Precise focus questions & keep clips short  
| - Use when you need to build buy-in |
| **CASE STUDIES (written):**  
| Embed every PD objective in well-written case:  
| - Type 1: Solving problems—for participants with expertise (Results Mtg)  
| - Type 2: Learn from Failure—to check for understanding and to set the stage for positive learning  
| - Type 3: Success Story: build expertise by identifying the key drivers |
| **ROLE PLAYS/SIMULATIONS (acted out):**  
| - Tight schedule & detailed procedures  
| - Set explicit guidelines for skill(s) participant will be practicing/observing during activity  
| - Have as many people directly participating as possible  
| - Keep role plays short: include time for feedback  
| - Use to elicit an emotional connection |

| **SHAREING:**  
| **REFLECTING, FRAMING & APPLYING:** |
| **LARGE GROUP SHARING:**  
| - Start from the end goal: identify what you want participants to say  
| - Volleyball, not ping pong  
| - Use scaffolded Qs that point to specific moments/data to guide them to the end goal |
| **SMALL GROUP SHARING:**  
| - Have explicit protocol & precise roles  
| - Group intentionally (pre-assign in large PD)  
| - Check pulse of group progress: check for understanding & adjust times |
| **FRAME:**  
| - Wait until the end: let participants do the cognitive work  
| - Limit the words: be succinct & precise |
| **REFLECTION (solidify the learning):**  
| - Brief & written in one place |
| **APPLY:**  
| - Make it as directly connected to their work as possible (lesson plans, teaching role play)  
| - Combine with follow-up activities post-workshop to guarantee effective implement. |