

1. Create a list of the frustrations which could be experienced during professional learning.

- Many times, professional learning opportunities ask teachers to take time off of their busy schedules and create substitute plans to go to cold conference rooms and listen to professors who are not familiar with the public school climate but are experts in collegiate academia. Teachers often learn better from peers and need access to learning strategies that can be immediately used in their classroom for improved student performance. Oftentimes, when there are PD opportunities during the summer or during the school year when students are not off, I don't take up on the offer. It's hard for me to find babysitting in the summer for my own kids and if I use take time off during the school year for PD opportunities, I'm further behind in teaching topics especially for my Advanced Placement kids when their exams are on a set date in May even if my substitute plans are detailed.

2. Choose one of the following professional learning opportunity timelines:

- One full day no students
- One full day out of class but classes still in session
- Four full days over the summer (Summer Institute)
- Late start 2 hours a morning,
- 3 After School Sessions
- Online forum - self-paced
- Half Day
- Informal time with teacher leaders

Out of the options, I would choose one full day with no students. This way, I know that my students are not wasting time with wayward substitutes. Also, the other options require me to teach and then rush to PD opportunities on the same day, both are physically and mentally exhausting. It's hard to be a student and teacher on the same day. With the one full day of PD with no students, that gives me time to collaborate with my colleagues while learning. It also provides reflection time and work time to create resources from the PD that can be immediately used in my classroom.

3. Reflect on the problems, frustrations or obstacles that you have experienced during professional learning.

- Professional learning opportunities can be very expensive when you account for transportation, food or lodging. Even if my school approves a professional learning opportunity that is local, I still have to pay for my own

food and it takes an extra effort to arrange babysitting opportunities because the morning and afternoon routine is disrupted. Plus, when I arrive at the location, the teacher is handed a predetermined agenda that is not tailor made to my needs or curiosities. If I go into a session, and the presenter is unfortunately mundane or the material is not applicable to me, the culture of PD does not allow me to leave the session and go to another. Oftentimes, I have to sign up for the sessions ahead of time and other session rooms and information is not handed to me. If I was to leave a session, where would I go? Last but not least, many brilliant ideas are thrown at me during sessions with no opportunity to practice it or discuss it with my colleagues. For example, I've been to one session on PearDeck. However, I still have not been able to find time to convert my PPT into the PearDeck format. It would be productive to get the opportunity to practically apply the PearDeck skills during the same session I learn about it.

Most of these problems would be solved if our high school decided to have a professional development day and the sessions would be offered by in-person speakers or virtual speakers within a regular school day. Problems with transportation would be solved and schedules with your own family would not be inhibited. Virtual sessions with live Q&A would provide teachers to gain access to a variety of speakers and allow them to still engage with the content.

4. Create an agenda for the professional learning you will design with the focus being: PBL.

- 8-8:30 AM - Check in and Continental Breakfast
- 8:30-9 AM - Welcome and Introduction to Sessions
- 9 AM-12 PM - Virtual Sessions with Live Q&A Regarding PBL
- 12-1 PM - Lunch
- 1-2 PM - Work Time with feedback from presenters on PBL
- 2-3 PM - Collaboration and sharing within departments regarding PBL created during Work Time

5. Within the agenda describe activities and provide resources as needed.

- Teachers can choose different PBL sessions such as how to create an essential question, how to involve the community successfully, how to reflect on the process or subject related sessions such as PBL in Math or Social Studies.
- Teachers can attend virtual sessions in groups and then collaborate with these groups during work time.

- Lunch time can also have vendors and companies that are willing to offer resources in the community to make PBL projects successful
6. Consider all stakeholders (classroom teachers, resource, physical education teachers, etc) who will be part of the professional development.
- Since the virtual sessions allow multiple speakers to host sessions while saving on transportation and lodging costs, schools will be able to afford a variety of speakers for different subject areas. All the sessions will not be subject specific as well. How to create essential questions would be imperative for all subject areas and staff. Plus, when you are limited to only one speaker, a PE teacher or Art teacher might not benefit while a core teacher would. This way, having multiple sessions to choose from in one day, any teacher can find something relative to their expertise and their student needs.
7. Plan a kick-off activity.
- A comfortable way to start off this conference is to create poster boards as a check in and allows teachers to ask any questions they have regarding PBL. That way, the presenters know ahead of time what are the important curiosities regarding PBL that need to be addressed. The posters can be placed in the faculty cafeteria a week before the conference and shared amongst the presenters so they have enough time to research and present answers. The questions can be reviewed in the welcome session and teachers automatically know that the conference is tailor made to their questions and goals.
8. Consider on what follow-up, implementation, and continued support.
- Presenters should create online sharing platforms like a Google Drive shared folder that allows presenters to update their material and allow teachers to submit PBL questions and ideas to receive feedback from the presenter and peers. That way, accountability is there and collaboration is achieved as well. Learning information should be fluid, it should not start and stop within a 45 minute conference session. The sharing and feedback can also happen in a PLN on Twitter as well with a shared hashtag.
9. Understand the constraints which accompany the chosen timeframe.
- Districts have a strict guideline on how many school days they can have with students and without. How many days are supposed to be conference days is also monitored. Having a whole professional development day for PBL might be a luxury. An option could be to give teachers a few weeks to review the virtual sessions and then allow teachers two half days for work

time. This would be flexible and would still allow teachers to meet district guidelines for attendance.