



Personalized
Professional Learning Services

2022-2023



ALLISON RODMAN

Founder and Chief Learning Officer, The Learning Loop
ASCD Author and Faculty Member



Allison Rodman



Professional Experience

Allison Rodman is the Founder and Chief Learning Officer of The Learning Loop, an educational consulting organization that provides professional learning design, facilitation, and leadership coaching services to schools, nonprofit organizations, and businesses internationally.

Allison is an ASCD faculty member and author of *Personalized Professional Learning: A Job-Embedded Pathway for Elevating Teacher Voice*. She has written for *Educational Leadership* on professional learning, effective teams, and educator social emotional wellness and brings experience as a teacher, instructional coach, school leader, and board member.

Allison has worked with a wide variety of urban, suburban, and rural districts, charter schools, independent schools, over 20 archdioceses, and over 60 sites across the Americas, Europe, and the Pacific for the Department of Defense Education Activity.

The Learning Loop designs, facilitates, and coaches professional learning that is personalized, purposeful, and paradigm-shifting. The goal of Allison's work is to support the whole learner to view learning as an ongoing experience and not an endpoint. This process includes learner voice, co-creation, social construction, and self-discovery.

Allison designs and facilitates on-site, virtual, and hybrid professional learning experiences that build and sustain local capacity. These include needs assessments, leadership coaching, modeling, facilitator capacity-building, and valuation and impact measurement.

Allison encourages a comprehensive, strategic, and personalized approach to professional learning rather than one-time, "sit and get" PD sessions. When working with districts and businesses, Allison challenges them to examine all aspects of their learning organization and focus on the connections among culture, collaboration, and communication as levers for growth.

Allison has presented regionally, nationally, and internationally for a broad range of educational and learning organizations.

Learn more about her experience at: www.thelearningloop.com/profile.



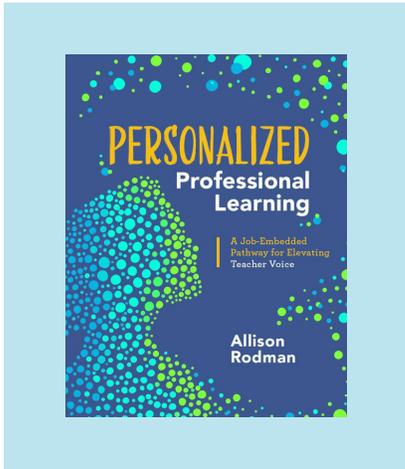
Walter McKenzie

ASCD CONSTITUENT SERVICES

Even in a packed session, I was struck by how Allie personally connected with everyone in the room as she engaged them in a thoughtful examination of their work as leaders. It was a highlight of the conference.

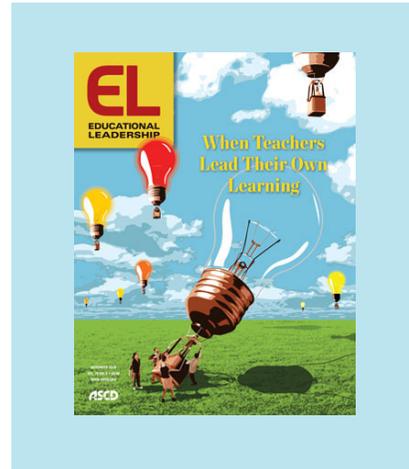
Allie is a consummate professional who leads by example, and her professional talents are only outdone by her affability and authenticity.

Publications



**Personalized Professional Learning:
A Job-Embedded Pathway
for Elevating Teacher Voice**

ASCD, 2019



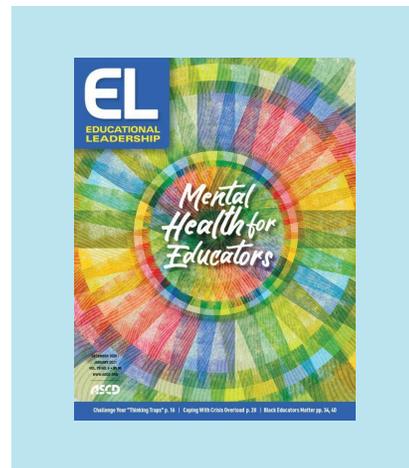
**Learning Together,
Learning on Their Own**

Educational Leadership, November 2018



**Eight Things Team Do
to Sabotage Their Work**

Educational Leadership, July 2019



**When Netflix Isn't Enough:
Fostering True Recovery for Educators**

Educational Leadership,
December 2020 / January 2021



My Commitment

My commitment to every partner is that our work together will always be personal.

The pages that follow outline design services, coaching opportunities, and professional learning experiences to inspire you with possibility, but you should not feel limited by them. And similarly, as I get to know you and your learning community, I may suggest innovations to deepen or sustain our work.

On-site engagements are typically structured in one of two ways:

(1) 3- to 6-hour day that includes a combination of planning, professional learning, and/or coaching. For these days, I recommend professional learning blocks of 1.5 to 3 hours to promote depth and interactivity.

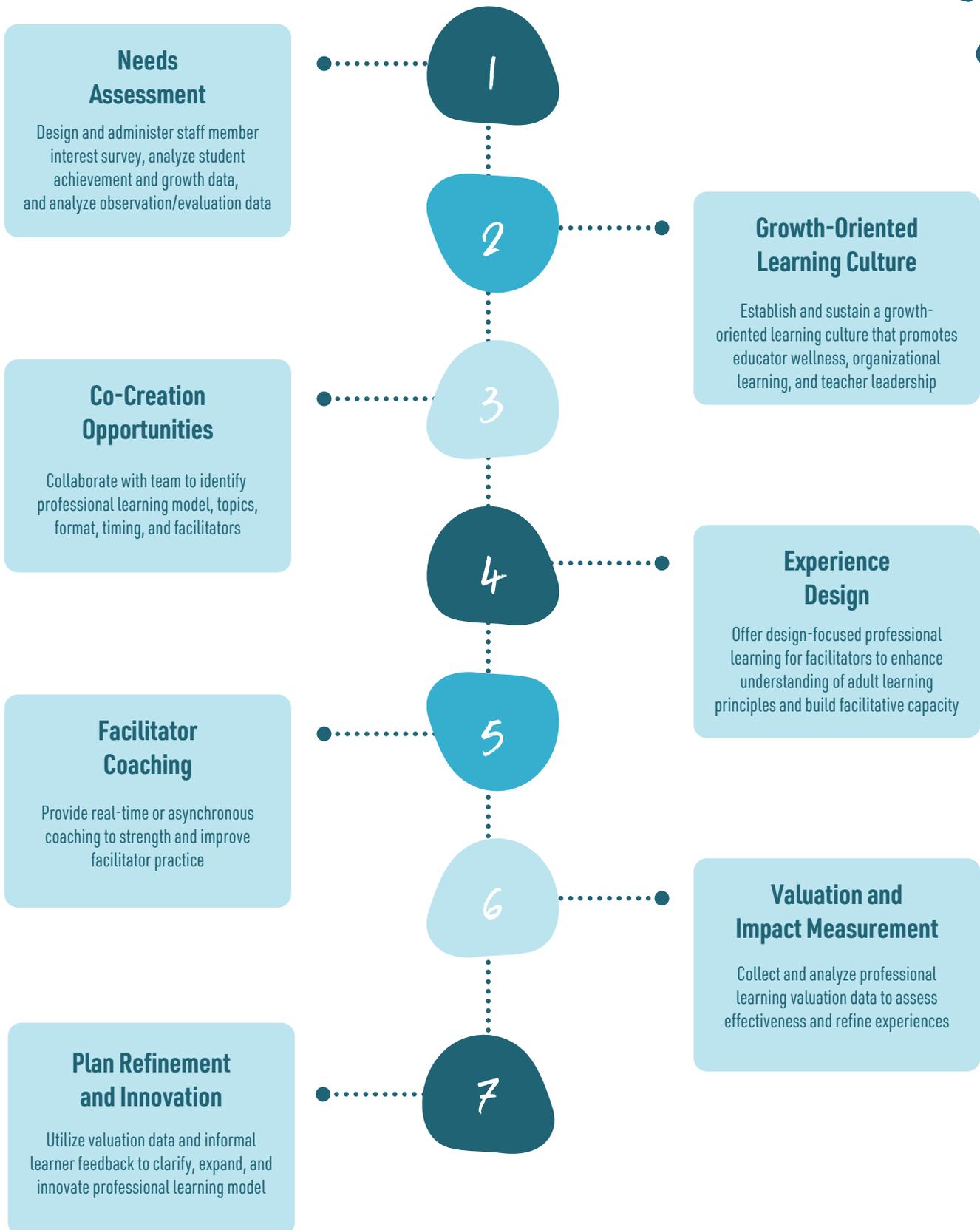
(2) 45- to 60-minute keynote followed by a 60-90-minute interactive workshop (usually with a smaller group or leadership team) to support application.

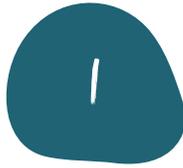
Virtual engagements can be structured in a variety of different ways, including live, pre-recorded, synchronous/asynchronous, individual workshops, or learning pathways. I recommend that both professional learning and coaching sessions be 1 to 1.5 hours each in length. To promote consistent integration, I advise partners consider 3+ virtual engagements per year distanced a few weeks or months apart.

I also facilitate a membership community focused on personalized professional learning, virtual courses for professional learning facilitators, and virtual courses centered on educator wellness.

Professional Learning Roadmap

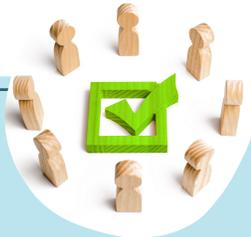
An effective and personalized professional learning plan includes the following components:





Needs Assessment

DESIGN AND COACHING SERVICES



Needs Assessment Design and Administration

Whenever possible, I recommend schools and districts design and administer a needs assessment or interest survey to all staff members annually. This typically happens in early winter to provide adequate time for analysis, planning, and budget approvals. I regularly work with leaders to design needs assessments that consider professional learning topics, format, timing, learning preferences, and application methods.



Needs Assessment Analysis

Careful needs assessment analyses allow leaders to understand staff members' priority areas and make intentional and purposeful decisions about the utilization of professional learning time. I provide analysis summaries for leaders and well as work with them shoulder-to-shoulder to collaboratively analyze needs assessment data.



Student Achievement and Growth Data Analysis

When designing a professional learning model, we must consider not only staff members' needs but also those of students in relation to the school's mission. I offer systems level as well as cohort, grade-level, and/or content-area specific recommendations and work with leadership teams to develop a stronger understanding of their longitudinal data trends.



Observation and Evaluation Data Analysis

We collect strong observation data about classroom practice but do not always analyze it at a meta-level for grade band, department, or experience-based trends. I segment and review data for instructional patterns to guide professional learning planning and model the process for leaders to build sustainability.



Teach Our Children Well: Cultivating Educator Wellness and Social Emotional Growth

INTRODUCTORY
SESSION

Moving beyond survival to community care and social-emotional growth requires consistent commitment - not just from leaders, but from educators collectively. We need to recognize and affirm that if we are going to show up for students, we need to maintain equilibrium - both inside and outside of school - that keeps ourselves well.

Explore the disciplines of attunement, alignment, perspective, collective efficacy, and organizational learning as levers to build educators' social emotional capacity. We must stop reactively swimming upstream and instead collectively construct proactive solutions that cultivate whole educators.



Attunement: Finding Harmony between Your Perceived and Projected Selves

WORKSHOP 1

As adults, we must recognize and affirm the identities, motivations, tendencies, and strengths that drive our daily decision-making processes. The discipline of attunement centers on coming to know ourselves and finding harmony among our thoughts, words, and actions - between our perceived self (who we are internally) and our presented self (who we bring to our professional spaces).

Examine strategies and tools to better understand your identity, drive, and growth profile to discern who you are, what motivates you, and how you learn and evolve.



Alignment: Maintaining Congruence between Your Purpose and Practice

WORKSHOP 2

Educators do not lack time because they are disorganized, and (though it can be difficult to admit) it is not due to an excessive volume of responsibilities compared to other professional roles - though these do continue to grow. Instead, educators' purpose (or the goals they set for themselves and their students) and their practice (i.e., how they spend their time) are out of sync.

Establish your purpose through effective goal-setting approaches and refine your practice by employing structured time, disciplined action, and a cadence of accountability both professionally and personally.



Perspective: Building Safety, Fostering Belonging, and Emboldening Vulnerability

WORKSHOP 3

Broadening one's perspective requires not only a shift in schema (i.e., seeing and feeling beyond our self-view in a way that may bring discomfort) but also an openness and willingness to engage in vulnerable reflection. Only then will we experience an integrated change in behavior.

Commit to perspective-taking (as both an individual and organization) by employing approaches that build safety, foster belonging, and embolden vulnerability. Learn to create collision-rich spaces, intentionally match mentors, and nurture candor-generating practices to develop a learning community connected through shared experience.



Collective Efficacy: Becoming a Deliberately Developmental Organization

WORKSHOP 4

The strongest organizations - in education as well as business - not only leverage organizational and human capacity, but they are deliberately intentional about building it. They recognize that in an increasingly volatile, uncertain, complex, and ambiguous world, we must foster adaptive skills even more so than technical ones.

Delve into how collective efficacy - our shared belief we can accomplish our goals - simultaneously produces stronger organizations and flourishing team members. Develop approaches to establish trustworthy communities focused on continuous growth. Become a deliberately developmental organization that can easily adapt rather than burnout when faced with changing and complex needs.



Organizational Learning: Cultivating a Growth-Oriented Ecosystem

WORKSHOP 5

Effective learning organizations push further than shared norms and behaviors to develop systems that promote and accelerate continuous growth. They carefully mind the gaps between what we say and what we do, recognize distinctions between technical and adaptive challenges, and practice constructive destabilization.

Apply the disciplines of learning organizations (shared vision, mental models, team learning, personal mastery, and systems thinking) to promote adaptability, solutions-orientation, and seamlessly immersive growth practices. Move beyond seeing learning in terms of lessons and workshops to envision your school's potential as a growth-oriented ecosystem.

Growth-Oriented Learning Culture

PROFESSIONAL LEARNING



Are You Running a School or Leading a Learning Organization?

EXTENDED
LEARNING

Too often, our work as district and school leaders gets caught in the day-to-day management of buildings, and we miss opportunities for strong instructional leadership. Our buildings are well-run, but we lose our flow as true learning organizations.

Reflect on the management traps that cloud your vision and inhibit your instructional leadership, including when and why such distractions occur. Collaborate with other leaders on strategies to regain focus and sustain it over time without sacrificing managerial performance. Deepen your understanding of learning culture and explore opportunities to enhance shared vision, personal mastery, mental models, team learning, and systems thinking.



Fostering a Growth-Oriented Culture

EXTENDED
LEARNING

Learners with a growth mindset recognize that the brain operates like a muscle that gets stronger with consistent use. Accordingly, growth mindset-oriented individuals are more likely to interpret challenges and mistakes as opportunities to learn and develop. Such a growth mindset is also associated with mastery goal-orientation - individuals motivated by a true desire to learn.

Explore strategies for developing and sustaining a growth mindset in your students and staff members. Engage in productive struggle experiences to build resilience and collaborate on approaches to implement similar activities within your school community.



Personal Investment: Engaging as a Virtual Learner

EXTENDED
LEARNING

It can be challenging to engage in virtual learning experiences, particularly when we are distracted by other professional and personal responsibilities.

Reflect on obstacles that have previously stunted your full engagement in professional learning experiences. Consider how to prime yourself and your learning space to engage as deeply as possible in virtual professional learning. Identify your personal learning preference(s) and how to leverage it in a virtual space. Determine systems for extending the learning loop beyond synchronous engagements, including action plans, accountability partners, and check-ins.



ON-DEMAND COURSES



Teach Our Children Well

a framework for educator social emotional capacity building



Spotlight Courses

Educator Social Emotional Capacity Building

COURSE

1

ATTUNEMENT

Examine strategies and tools to better understand your identity, drive, and growth profile to discern who you are, what motivates you, and how you learn and evolve.

COURSE

2

ALIGNMENT

Establish your purpose through effective goal-setting approaches and refine your practice by employing structured time, disciplined action, and a cadence of accountability both professionally and personally.

COURSE

3

PERSPECTIVE

Commit to perspective-taking (as both an individual and organization) by employing approaches that build safety, foster belonging, and embolden vulnerability.

COURSE

4

COLLECTIVE EFFICACY

Develop approaches to establish trustworthy communities focused on continuous growth. Become a deliberately developmental organization that can easily adapt rather than burnout when faced with changing and complex needs.

COURSE

5

ORGANIZATIONAL LEARNING

Apply the disciplines of learning organizations to promote adaptability, solutions-orientation, and seamlessly immersive growth practices. Move beyond seeing learning in terms of lessons and workshops to envision your school's potential as a growth-oriented ecosystem.

Imperfectly Productive

an organizational blueprint to structure your chaos and reclaim your joy



FALL COHORT

This cohort is designed for educators who want to start the year strong with clear goals and systems in place.

It begins late August and continues into late September or early October.



WINTER COHORT

This cohort is design for educators who are motivated by New Year's resolutions and fresh starts to reset and refocus.

It begins late January (when we often fall off-track) and ends in late February or early March.

Course Overview

Imperfectly Productive

MODULE

1

VISIONING LAB

Craft your bucket list. Translate big dreams to actionable goals, and identify key areas of focus for this month, quarter, and year.

MODULE

2

CAPTURE THE CHAOS

Setup your calendar to maximize your impact, including what to share, how to block and stack, color coding, reminders, and booking systems.

MODULE

3

ALIGN YOUR ACTIONS

Categorize your tasks in a way that counts so you're not just seeing them in color, but actually doing them. Understand your chronotype and which tasks to keep and give away.

MODULE

4

CRAFT THE RIGHT RITUALS

Design morning, launch, shutdown, and evening rituals that are truly powerful - not just routine. Learn to stack your way to inbox zero.

MODULE

5

REPURPOSE TIME

Understand habit triggers and rewards and how to break bad ones while forming positive and consistent actions. Sequence and stack them for optimal output.

MODULE

6

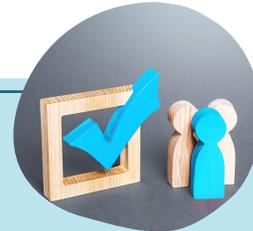
REFLECT AND RECOVER

Explore various recovery types, when (and why) we need rest, and the importance of both reflection and movement. Celebrate your growth.



Designing a Personalized Professional Learning Model

Designing an effective personalized professional learning model requires more than offering a menu of workshop topics. I work with district and school leaders to align function and form, identify skilled facilitators, create a professional learning calendar, and evaluate resource and funding needs.



Gathering Feedback on a Personalized Professional Learning Model

Professional learning models cannot be designed in a bubble without feedback and field testing. I coach leaders on how to involve teacher leaders, consider ways to flex their model, prepare for crucial conversations, and begin planting seeds for social construction.



Sharing a Personalized Professional Learning Model

An integral element of personalized professional learning models includes how (and when) the framework and learning opportunities are shared with staff members. I offer guidance around formatting and presenting professional learning offerings, integrating key terms that enhance learner investment, engaging facilitators in innovative ways, and employing effective practices for registration and follow up.



Adjusting and Refining a Personalized Professional Learning Model

Over time, the balance of "structure" and "agency" shifts within each organization's professional learning model. I guide leaders to anticipate and proactively plan for these shifts as well as utilize formal and informal valuation data to consistently adjust and refine professional learning opportunities.



Personalized Professional Learning: Designing with Purpose

INTRODUCTORY
SESSION

Paradigm-shifting professional learning leverages purposeful and personalized design and the art of intentional facilitation. To effectively meet the needs of adult learners, our engagement with them must begin before they enter the professional learning space and continue beyond the session itself.

Explore purposeful and personalized ways to prime, usher, and launch learners into professional learning experiences, provide consistent and meaningful opportunities for social construction, and foster connections in the "gray space" between synchronous face-to-face and virtual engagements. Learn how to best utilize your voice as a facilitator to amplify the voices and experiences of learners.



Prime the Experience

WORKSHOP 1

Breaking free from the traditional mold of content delivery, strategy sharing, and action planning can be a challenging shift for many professional learning designers. Personalized professional learning begins with learner voice and invites learners into the co-creation process.

Use examples of professional learning diagnostics to build your own pre-assessment tool and collaborate with other designers to create experiences that consider learners' varied learning preferences, offer choice, and invest learners not just as participants, but as true co-creators.



Usher Learners into the Space

WORKSHOP 2

Empowering professional learning experiences feel like more than "just another meeting" or collaborating in a colleague's classroom. They inspire us and provide a break from the day-to-day routine.

Consider ways to create an alternate world for learners (even if they never leave the school) by setting both the stage and the seats. Recognize that starting points matter and seize threshold moments as opportunities to pique and sustain learner excitement and engagement.



Launch the Learning

WORKSHOP 3

Events have a beginning; experiences have a launch. We must accelerate learner growth from the start of our professional learning engagements and maintain momentum.

Examine an array of inclusion activities that draw learners in rather than ice them out. Learn to engage learners in establishing (or revising) session goals and success criteria as well as group norms. Develop strategies to avoid logistics, and instead, focus professional learning time on exploring and refining practices together.



Socially Construct New Approaches

WORKSHOP 4

Effective professional learning facilitation requires more than projecting a slideshow and sharing ideas. We need to offer time and space for learners to understand and process content and socially construct new approaches together, including troubleshooting possible challenges.

Incorporate approaches that encourage social construction as the primary focus of your professional learning time, including innovative ways to collaborate with texts and videos, share strategies and examples, apply learning, and provide opportunities for pause and reflection.



Extend the Learning Loop

WORKSHOP 5

Our learning experience need not end when the seat time and clock hours do. Professional learning facilitators have an opportunity to extend the learning loop and connect participants in the "gray space" between synchronous engagements.

Stretch your learning experiences and utilize virtual collaboration, face-to-face collaboration, and solo reflection and planning to deepen learners' understanding and application. Examine a variety of platforms, tools, and protocols to push the learning edges of your community.



Mirrors and Windows: Professional Learning that Encourages Reflection and Connection

EXTENDED
LEARNING

Educators dedicate significant time and energy to their students and often have little left to be learners themselves.

Leverage the mirrors and windows within your learning community - ways to bend time and space and make room for self-reflection and connection in a personalized way that supports teacher growth. Learn self-care and community care strategies to re-energize your body and mind and inspire your spirit.



Crafting Space: Facilitating Powerful Virtual Professional Learning

EXTENDED
LEARNING

Facilitating effective professional learning looks much different in a Zoom room or learning management system than it does in a classroom or auditorium.

Examine research-based practices for effective virtual adult learning experiences. Develop an understanding of the concepts of priming, ushering, launching, socially constructing, and extending the learning loop (PULSE) as a framework for designing and facilitating effective virtual professional learning experiences. Reflect on how these concepts can improve the quality of participants' virtual professional learning experience.



Monitoring Learner Progress in Virtual Spaces

EXTENDED
LEARNING

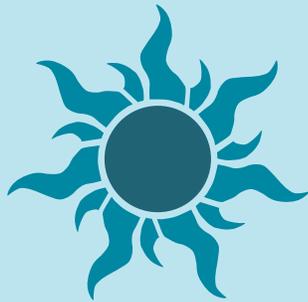
Whether we are facilitating for student or adult learners, it can be challenging to monitor learner progress, particularly when collaborating in virtual spaces.

Share challenges monitoring learner progress in a virtual versus a face-to-face environment. Identify synchronous and asynchronous mechanisms for capturing learner growth at multiple depths of understanding. Explore varied approaches for providing learner feedback in written, audio, and video formats. Consider and share digital tools to support monitoring learner progress.



Leveraging Our PULSE

facilitating empowering professional learning experiences



SUMMER COHORT

This cohort is designed for facilitators who have greater focus when they are not embedded in the day-to-day school routine.

It begins late June and continues through the end of July.



FALL COHORT

This cohort is design for facilitators who prefer to take a break during the summer months and hit high gear at the start of the school year.

It begins mid-September and continues through October.

Course Overview

Leveraging Our PULSE

MODULE

1

PRIME THE EXPERIENCE

Prime learners to enter the learning space ready and excited to engage. Craft invitations that inspire learners and invest them before the session even begins.

MODULE

2

USHER LEARNERS INTO THE SPACE

Usher learners into the learning space so it feels like an alternate world. Capitalize on threshold moments to maintain momentum.

MODULE

3

LAUNCH THE LEARNING

Launch your learning experience in a way that draws learners in and inspires growth. Facilitate inclusion activities, set goals and norms, avoid logistics, and explore and refine practices.

MODULE

4

SOCIALLY CONSTRUCT NEW APPROACHES

Construct opportunities for learners to socially construct new knowledge together. Collaborate around texts and videos, share strategies and examples, apply learning, and provide space to pause and reflect.

MODULE

5

EXTEND THE LEARNING LOOP

Extend the learning loop beyond the initial engagement to accelerate implementation. Capture opportunities for virtual and face-to-face collaborations as well as solo planning and reflection between synchronous engagements.

Facilitator Coaching

COACHING SERVICES AND PROFESSIONAL LEARNING



Synchronous Facilitator Coaching

While educators may have been trained and coached in pedagogical practices, engaging with adults and employing andragogically-based strategies requires different skill sets. I coach leaders and facilitators during and following on-site professional learning experiences to improve their facilitation of staff and team meetings, workshops, professional learning communities, and onboarding practices.



Asynchronous Facilitator Coaching

Consistent coaching is critical to improved practice, but it is not always feasible on-site due to budget and scheduling constraints. I utilize a FERPA- and COPPA-compliant coaching platform, [Sibme](#), integrated with my own facilitation framework to work with leaders and facilitators to co-construct goals and monitor progress.



EXTENDED
LEARNING

Making It Personal: Coaching People, Not Processes

We all need a coach - from high-powered CEOs to two-year-old playground dwellers; coaching makes us stronger, faster, and more focused.

Examine how establishing a sense of purpose, norms, and rituals and traditions around coaching couples with meaningful relationship-building to create and sustain a powerful coaching culture that values people (and their growth) over processes.



EXTENDED
LEARNING

Facilitating Powerful Conversations in Virtual Spaces

Coaching in a virtual space looks and feels much different than when we are physically seated shoulder to shoulder.

Identify the characteristics of powerful conversations. Examine how the principles of great listening manifest in virtual spaces. Explore the primary types of powerful conversations and practice facilitating conversations that actualize strategy.

Valuation and Impact Measurement

DESIGN AND COACHING SERVICES



Professional Learning Valuation Design

Valuation is, by definition, the act of estimating or setting the value of something. When designed properly, these instruments invite educator feedback about the worth of professional learning experiences. I partner with districts and schools to design instruments that ask participants to perform a cost/benefit analysis of an offering's meaningfulness, usefulness, and consequences.



Professional Learning Valuation Analysis

While some leaders may review professional learning surveys at the end of the year to determine which offerings to recycle, valuations are not often reviewed regularly as an adjustment or refinement tool to guide facilitator practice. I work with leaders to analyze ongoing professional learning data as well as compare it across offerings to identify trends to drive future opportunities and/or facilitation moves.

Plan Refinement and Innovation

COACHING SERVICES AND PROFESSIONAL LEARNING



Professional Learning Plan Refinement

It can be difficult to view the broader picture and possibilities of professional learning when leaders only have access to limited number of models. I provide perspective to leaders and recommend professional learning plan refinements in response to adult learning innovations, evolving context, and changing resources and/or needs.



EXTENDED
LEARNING

Pardon the Innovation: Envisioning the Future of Adult Learning

The learning landscape continues to shift for both students and adults. Learning management systems, digital badging, and micro-credentials are common learning vehicles in many schools.

Explore ways to expand the format and facilitation of professional learning through podcasts, Twitter and Voxer chats, digital book clubs, blogs, and more. Be ready to stretch your thinking about adult learning and what it has the potential to become.



A MEMBERSHIP
COMMUNITY THAT
GROWS WITH YOU

Personalized Professional Learning Pod

a collective space for leaders and facilitators to plan and design adult learning that's personal



Access personalized
professional learning planning tools



View webinars each month
to guide your planning process



Connect with other leaders
and facilitators to share ideas



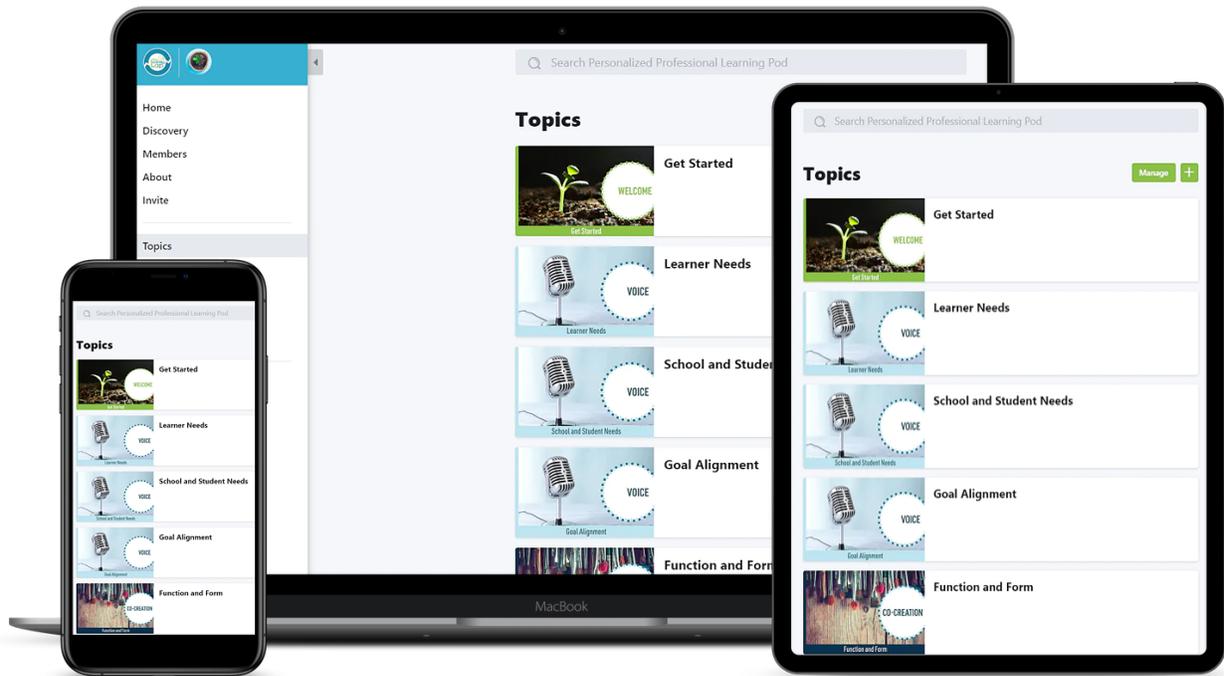
Engage in live Q&A's and community
gatherings to get your questions answered



Search all videos by keyword so
you can focus your time on effective design



Be the first to hear about new courses and
personalized professional learning plans



MEMBERSHIP COMMUNITY

The Personalized Professional Learning Pod is a monthly membership community designed to help leaders and facilitators plan and design professional learning that is purposeful and personalized.

The pod is there when you need it.

Find your own entry point.

Set your own pace.

Get the resources you need.

Connect with others engaged in the work.

The pod offers a combination of recorded learning opportunities and live community gatherings. Resources and conversations are organized by topic. Members can search for one another by geographic location and similar position. Dialogue is organic and learner-driven so you are only one post away from the answers and tools that you need.

This membership space gives you access to new ideas, strategies, and spotlight tools each month!

Barry Saide
PRINCIPAL

"Allison is a dynamic presenter. She incorporates the multiple roles she's had within education to create specific educational experiences that meet the needs of each learner in the room. Whenever I am building a conference or convening, Allison is one of the first people I reach out to."

Jessica Kilmetz
DIRECTOR OF CURRICULUM

"Allison is one of the handful of people I know who is, in a word, stellar. She is knowledgeable and passionate about professional learning."

Laurie McCullough
FORMER EXECUTIVE DIRECTOR,
VIRGINIA ASCD

"Whether Allison is presenting or consulting, in person or virtually, she has a deep understanding of both the research and the realities of schooling. Her content is current and valuable, and she places it in the context of practical applications."



Much like effective instructional planning for students, the strongest professional learning designs are those that provide time and space for adults to discover, play, and practice.

If educators are to own their professional growth, their agency and voice need to be affirmed in the process.

ALLISON RODMAN

Let's Get Personal

➤ Schedule a Free Consultation

➤ Book an On-Site Engagement

➤ Book a Virtual Engagement



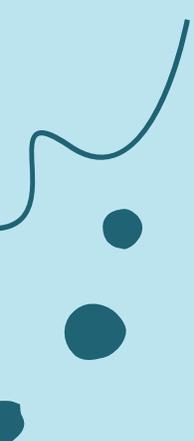


”

Educators become masters
in the art of 'beg, borrow, and steal.'

Early in their practice, they develop into resource
mavens who hoard everything from lesson plans
to loose-leaf paper – and they also become expert
designers who know how to craft and bend,
to individualize...

It is only fitting then, that they should seek to be
co-creators in their own professional learning design.



ALLISON RODMAN