

CONNECTING THE STANDARDS FOR PROFESSIONAL LEARNING

This is the first of seven tables showing key connections among all of the standards, in this first of seven special standards issues. The series continues in the February issue.

STANDARDS →	Learning Communities	Leadership	Resources
<p>QUESTIONS AND LINKS</p> <p><i>At right are questions that explore how the Learning Designs standard integrates with the other six standards.</i></p>	<ul style="list-style-type: none"> • How do learning communities select learning designs that contribute to building collective responsibility while maintaining accountability and alignment? • Which learning designs support continuous improvement? 	<ul style="list-style-type: none"> • How do leaders contribute to decisions about learning designs? • What are leaders expected to know about learning designs? • What types of support systems and structures are needed for the more frequently used learning designs? 	<ul style="list-style-type: none"> • Which learning designs require more resources? Fewer resources? • How can technology enhance learning designs to extend learning and results? • What resources exist within a school to support various learning designs?

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LAY GROUNDWORK FOR TECHNOLOGY GOALS

“The cycle of professional learning for school teams in year one begins when they set a professional learning goal focused around technology. These goals drive the work of the teams for their first year and often provide the basis of the research they engage in during their second year. We’ve found that, initially, teams set goals that answer basic questions of technology function and use. However, as the year progresses, they are encouraged to revisit and revise their goals as their understanding grows. Many participants share that they initially don’t feel they have enough expertise to even know what goals they could set.”



Read more in “Teaching 2.0” on p. 34.

Explore *JSD* with your learning team

Support your use of this issue of *JSD* as a team learning resource with the online learning guide created specifically to dig deep into the topics covered in each article. The learning guide includes protocols and discussion questions and is available free online. Visit *JSD* online to download the PDF and access the online version of this magazine. www.learningforward.org/news/jsd/

As the introduction to the standards states, “they are the essential elements of professional learning that function in synergy to enable educators to increase their effectiveness and student learning” (Learning Forward, 2011, p. 14).

Data	Learning Designs	Implementation	Outcomes
<ul style="list-style-type: none"> • How can data about educators, students, and systems contribute to the selection of learning designs? • What other data are helpful in selecting learning designs? • What data are useful to assess the effectiveness of selected learning designs? 	<ul style="list-style-type: none"> • What factors are important to consider when selecting learning designs? • Which learning designs contribute to active engagement of learners? • What theories and principles about learning guide the selection of learning designs? 	<ul style="list-style-type: none"> • What learning designs advance implementation? • How can selected learning designs be enhanced to integrate frequent constructive feedback? • Which learning designs are more appropriate for various stages of implementation? 	<ul style="list-style-type: none"> • How do designers of professional learning use performance standards and student learning outcomes as they design learning? • How can designers link past learning with current and future learning through their choice of learning designs?

Source: Learning Forward. (2011). *Standards for Professional Learning*. Oxford, OH: Author.

12 PRINCIPLES OF ADULT LEARNING

Author and educator Jane Vella has outlined several principles essential to effective adult learning. A basic assumption for Vella in exploring these principles is that “adult learning is best achieved in dialogue” among adults who have enough expertise and experience to work productively with other adults (Vella, 2002, p. 3). The principles below are ways to establish and nurture such productive dialogues.

- Needs assessment:** Learners take part in deciding what they'll learn and know that their skills and levels of expertise are recognized in learning design.
- Safety in the environment and the process:** Learners need a safe context for learning that includes respect and inclusion of the materials and strategies that will support them.
- Sound relationships between teacher and learner and among learners:** Learners experience respect as they learn in the company of others in a range of roles.
- Sequence of content and reinforcement:** Learners have opportunities to explore learning in a logical sequence and with repetition of concepts in a variety of interesting ways.
- Praxis:** Learners have opportunities to learn through action with reflection as an integral part of each task.
- Respect for learners as decision makers:** Learners have a voice in shaping their learning experiences.
- Ideas, feelings, and actions:** Learners attend to the cognitive, affective, and psychometric elements of what they are learning.
- Immediacy of the learning:** Learners immediately understand how what they are learning will make a difference to them.
- Clear roles and role development:** Learners determine what role to play to best suit their learning contexts and relationship building.
- Teamwork and use of small groups:** Learners work to collaborate with one another to share responsibility and strengthen learning.
- Engagement of the learners in what they are learning:** Learners actively participate in addressing the challenges and issues they are learning about.
- Accountability:** Learners know that they are learning what they intended to learn and they are accountable to one another about their learning.

Source: Vella, J. (2002). *Learning to listen, learning to teach: The power of dialogue in educating adults* (Rev. ed.). San Francisco: Jossey-Bass.