

### THE FUTURE OF LEARNING



**C**hief Learning Officer recently hosted a webinar on the future of learning from the perspective of the corporate world. During the hour-long session, the two speakers investigate how

learning is changing on the job and look to new practices and strategies, including some from the education field.

Discussion topics include:

- Social learning and how it will continue to evolve to meet new social technologies;
- What the Khan Academy could mean for corporate learning;
- The role of accreditation in the next generation of learning;
- Strategies for accelerating development of new employees; and
- Augmented reality and the implication for just-in-time learning.

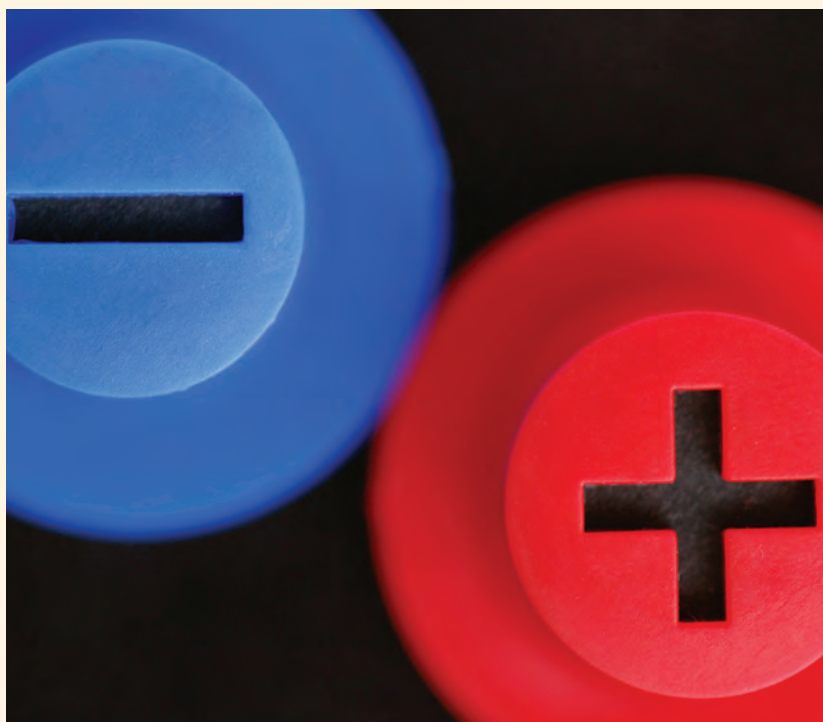
The recorded webinar is available at <http://clomedia.com/events/view/the-future-of-learning>.

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LESS OF THIS,  
MORE OF THAT

By Stephanie Hirsh

Just as we identify shifts for student learning called for by the Common Core, what are the required shifts that need to accompany them for professional learning?

In planning professional learning that leads to changed educator practices and improved student results, five shifts must occur (see table on p. 9). These changes in practices will occur in schools and school systems that align planning, implementation, and evaluation with Learning Forward's Standards for Professional Learning.

HOW DO YOU SCORE?

The ideas in this piece have been informed by Learning Forward's Transforming Professional Learning initiative.

**HOW TO MEASURE THE TEAM**

To see how your state, system, school, or learning team measures up, review the five shifts in the table, then use this number system to score yourself in each of the five (A-E) categories:

- 5 The **MORE** category defines how we work all the time.
- 4 The **MORE** category defines how we work most of the time.
- 3 We operate sometimes in the **LESS** and other times in the **MORE** category.
- 2 The **LESS** category defines how we work most of the time.
- 1 The **LESS** category is most characteristic of how we work.

**5 SHIFTS IN PROFESSIONAL LEARNING**

CATEGORY	LESS OF THIS	MORE OF THAT	MY SCORE (1-5)
A	Driven by educator preference.	Driven by student, educator, and system data.	
B	Individual learning.	Collaborative, team-based learning engaged in defined cycles of continuous learning to build deeper expertise, powerful lessons, and authentic and meaningful assessments.	
C	Large-group, formal, one-size-fits-all activities to build awareness and deliver content.	Transformative learning experiences that replicate expectations for classroom practice.	
D	Occasional, episodic adult pullout learning opportunities	Regularly scheduled learning opportunities as part of the workday and week.	
E	Low expectations or support for application of learning	High expectations for application of learning coupled with coaching and other forms of workplace support for implementation.	
<b>TOTAL</b>			

**SCORING**

<b>If you scored 21-25</b>	Give yourselves a hand. More importantly, give some others a hand; they can benefit from your support.
<b>If you scored 17-20</b>	Feel good about being on the right track and recognizing what is essential for professional learning to achieve better outcomes.
<b>If you scored 13-16</b>	Write an action plan on what steps you will take in the next few months to move yourselves more quickly along the continuum of effectiveness.
<b>If you scored 9-12</b>	Seek others' views on what you can do to improve your professional learning and the strategies you are currently employing.
<b>If you scored 5-8</b>	It's time to redesign professional learning. Share this with others on your team and start a discussion about effective professional learning that impacts educator practice and student achievement