Helping Adults Learn

Learning Forward Webinar Series

March 26, 2015

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Today's Learning

The two major components we need to know about designing professional learning are…

1. What are the elements of an effective learning design?

2. What factors need to be considered when making decisions about learning designs?

2

Standards for Professional Learning

Learning Communities

Leadership

Resources

Data

Learning Designs

Implementation

Outcomes

3

Learning Designs Standard

"Professional learning that increases educator effectiveness and results for students students **integrates theories, research, and models of human learning to achieve its intended outcomes**."

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Core Element #1

- Apply learning theories, research, and models

"There is nothing more practical than a good theory."

-- Kurt Lewin

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Core Element #2

- Select learning designs

Effective professional learning
  - *Changes teacher practice, which results in…*
  - *Improved student learning*

1. Standards-based professional learning

2. Changes in educator knowledge, skills, and dispositions

4. Changes in student results

3. Changes in educator practice

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Core Element #3

- Promote active engagement

Tell me, I Forget
Show me, I Remember
Involve me, I Understand
Empower me, I Commit

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The Learning Designs Standard

What do we know about Effective Professional Learning? "It's Like Oxygen!"

Pressing the Pause Button— Warming UP

 What components of professional learning initiatives have you found most helpful in supporting your own learning?
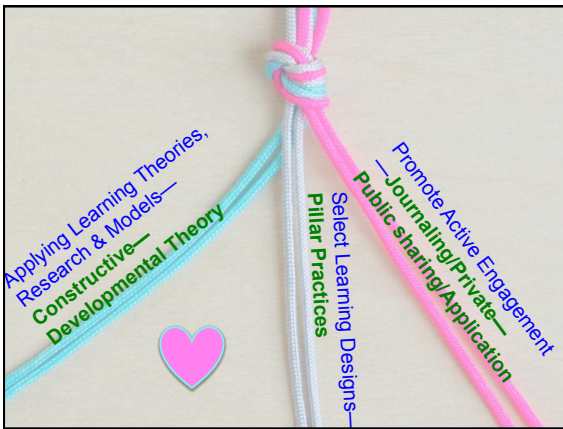
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Purposes & Premises

• Supporting **Adult Learning** . . . (Donaldson, 2008; Guskey, 2003) **("New Normal: Collaboration & Teaming)**

• **Adaptive Challenges for ALL leaders** (**MGF: Accountability, & Performance EVALS)**

• *Traditional PD* **(static, sit-n-get)** (Murnane & Willett, 2010)

• **Promise of Authentic Learning: NEW Standards**

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Applying Learning Theories, Research & Models—
Constructive—
Developmental Theory

Select Learning Designs—
Pillar Practices

Promote Active Engagement
—**Journaling/Private—**
Public sharing/Application

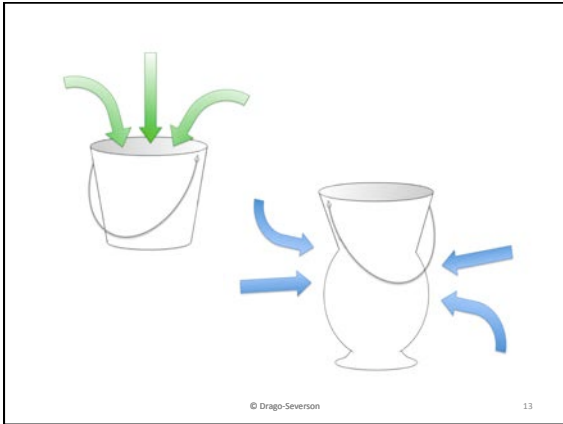
Learning Today & on the Horizon

What's needed?
• Looking Out vs. Looking In
• Building Internal Capacities
• A New Way of Thinking…
• **Adult development *is* leadership development…**
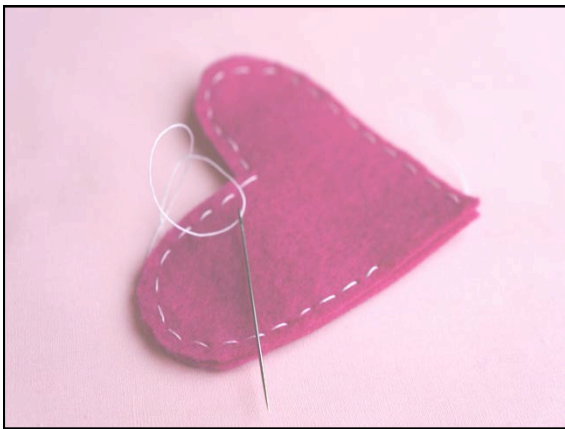• **NY Times: Productivity & Renewal (modeling)**

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3 BIG IDEAS:
Theory, Learning Designs, Active
Engaging

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Selecting Learning Designs

Question:

How do you define

"learning designs"?
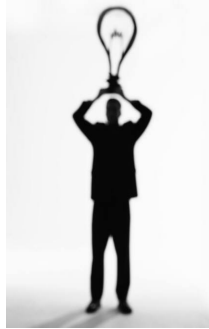
Begin with the end in mind....

IMPLEMENTATION

"*DO* OR *DO NOT,* THERE IS NO *TRY.*"

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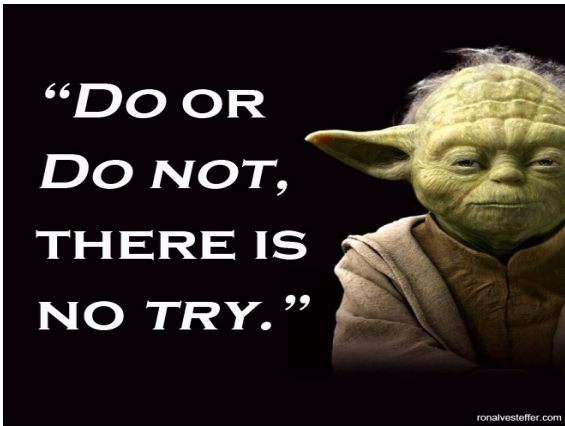
- Not just anything called *staff development* will generate increased student learning. But some kinds of professional development can produce substantial gains—and in a relatively short period of time.

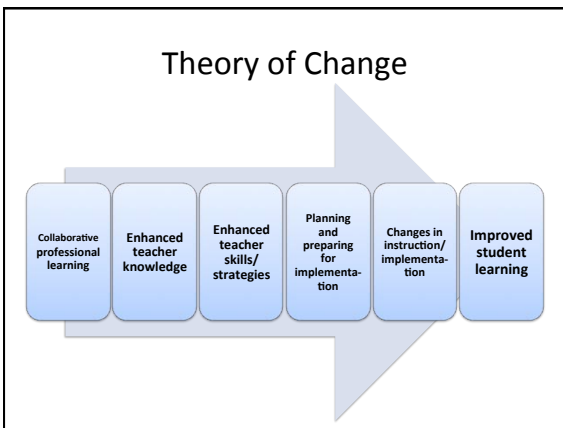 *-- Bruce Joyce and Beverly Showers, 2002*

What do we need to know before selecting designs?

- Student learning goal
- Educator learning *outcome* aligned to student goal
- Learners' characteristics
- Critical Attributes of the new practice
- How different is the new practice compared to current practices? (*How large is the change*?)
- Culture and collaboration skills
- Levels of trust

END RESULTS:
Goal Attainment

Beginning (Goal Setting)

Theory of Change

Collaborative professional learning	Enhanced teacher knowledge	Enhanced teacher skills/ strategies	Planning and preparing for implementa-tion	Changes in instruction/ implementa-tion	Improved student learning

- Professional learning becomes a tapestry, which contains multiple designs and strategies woven together into a coherent image.

What are the implications of Theory of Change/Multiple Learning Designs concept?

Final Reflection

- What is one idea you'd like to remember about the Learning Designs Standard?