Designing and Implementing Professional Learning
Wednesday, July 28, 2021
2:00 to 3:30 p.m.

2:00 to 2:05   Welcome and Introduction

2:05 to 2:10 Why are you here? Tweet Worthy (140 characters or less) (Key Assumption 3 and 5)

2:10 to 2:15 Give One Get One - Think about a time when you experienced professional learning that was impactful, make a list of the characteristics of that experience. Include your name and one characteristic on each post-it note. Rotate in 1 minute intervals and share your thinking (Give One), collect your partners' thinking (Get One). (Key Assumption 1 and 2)

2:15 to 2:20 Large group debrief of Give One Get One - round robin one characteristic that you received that stood out to you, don't share a duplicate, post as they are shared

2:20 to 2:45 [Professional Learning Standards](#) and the [Iowa Professional Development Standards](#) [Iowa Professional Development Model](#) - exhibit 3

Compare and contrast the two sets of standards. What did you notice? What did you already know? What did you learn? How can/will you use these documents?

2:45 to 3:00 [Adult Learning Theory](#)   [What is Adult Learning Theory?](#)

Five Key Assumptions of Adult Learning - Malcolm Knowles

1. As we grow older we move from dependent learning to independent learners. Consequently, we like a self-directed approach to learning. (Self-Concept)

2. Adults have a lot of background experiences from which we draw on. We like to use those experiences, both good and bad, to learn. (Adult Learner Experience)

3. When there are logical reasons to learn, such as growth and development related to our work, adults are ready to learn. (Readiness to Learn)

4. Adults want learning to be directly applicable to their life and/or work. Generalizations are not helpful for adults. They want practical skills that help them solve problems. (Orientation of Learning)

5. As adults, we want to learn for our own reasons, not because someone told us to. (Motivation to Learn)

Four Principles of Adult Learning - Malcolm Knowles

1. Adults want to participate in both the planning and evaluation attached to their instruction.

2. Experiences, both good and bad, serve as the backdrop for all learning activities.

3. Adults first gravitate towards learning things that are directly relevant to their job or personal life.

4. Adult learning centers on problems, not subjects.

How do these compare to the characteristics we "tweeted"?
Does the research support what we know as learners?

3:00 to 3:05 Learning Design Templates (two samples, there are many out there)
      Mindtools Template
      UbD Template

What template would be most beneficial for you? Does your district/school have a template? Would a classroom template work? (Key Assumption 1 and 4)

3:05 to 3:25 Work on a plan (Key Assumption 1 and 4)
Choose an upcoming professional learning opportunity you are "in charge of." Using the template that best meets your needs, begin planning the session. How can/will you incorporate adult learning theory? How are the Professional Learning Standards incorporated?

3:25 to 3:30 Close - Evaluation - What did I miss?

Helpful resources: *The Skillful Team Leader (Elisa Macdonald),*