

Essential Questions



What do we believe about learning?

To what extent are these beliefs shared?

To what extent do these beliefs directly influence our actions?

Learning-Based Principles...

- ◆ Derive from research and experience.
- ◆ Provide a conceptual foundation for school/district improvement plans and reform initiatives.
- ◆ Guide systemic actions related to *curriculum, assessment, instruction, professional development, appraisal, policies and structures.*

SbD Learning Principles

To maximize learning, learners need multiple opportunities to practice in risk-free environments, to receive regular and specific feedback related to progress against standards, and timely opportunities to use the feedback to re-do and improve.

Learning is most effective when learners differences in prior knowledge, preferred learning styles and interests are accommodated.

Sources of Learning Principles

- *Schooling by Design* (ASCD, 2007)
- *How People Learn* (NRC, 2002)
- *The Principles of Learning* (LRDC, 2001)
- *Learner-Centered Psychological Principles* (APA, 1995)
- *Powerful Learning* (ASCD, 1998)

Learning-Based Reform Principles

Part 1: Review the set of Learning Principles on page 31. Make a check mark by each principle that will directly apply to your content area or teaching and note its implication(s).

OR Identify one or more principles and list specific examples of each identified principle is currently being applied.

Part 2: Discuss with your team or tablemates.

Implications of Learning Principles

In general, we can say that people learn well when...

4. They can learn in their own way and have some degree of choice and control.

Students can choose the specific topic or example to work on.

Students have some input in how they show their learning.



A Bill of Rights

“We think that these Learning Principles oblige everyone. They are suggestive without being prescriptive. They provide guiding standards without standardization.”

Schooling by Design (2007)

Learning-Based Principles

Recommendations:

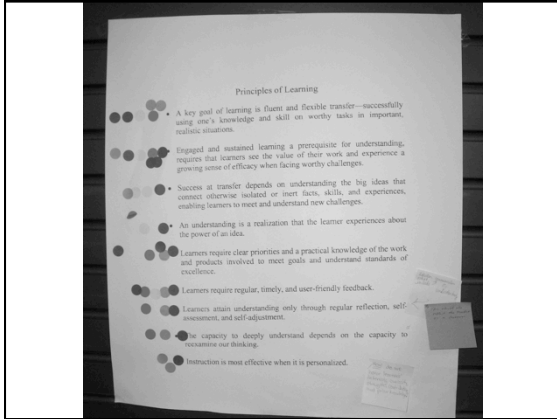
- Identify an *explicit* set of beliefs about learning.
- Encourage staff endorsement and “sign off.”
- Use the learning principles as a “touchstone” for educational decisions and actions.

Learning Principles Exercise...



1. Review the nine learning principles.
2. Place a check mark or dot next to each principle with which you agree.
3. Use post it notes to:
 - add to the list.
 - edit one or more of the principles.
4. Discuss and seek consensus.

Understanding-Based Curriculum



Best Design exercise - Part 1

What was the best-designed learning experience you ever encountered? Focus on the design (the tasks, goals, methods, sequence, resources used, assessments, etc.) – not your interests or the talents of the teacher.

“Best” = the design resulted in highly engaged and effective learning.

Design Exercise - Process

Part I

- Individual reflection & writing (3 min.)

Part II

- Share examples w/ group (6-9 min.)
- Listen for common elements

Part III

- Generalize with your group (5 min.)

“The best designs...”

Suggestion: Select a recorder to summarize.

Summary of good design...



Expectations & opportunities

- ✓ Clear goals, models given upfront
- ✓ On-going feedback provided with opportunities to use it
- ✓ A genuine challenge, problem frames work
- ✓ Resources provided
- ✓ Trial and error, reflection and revision expected

Summary of good design...



Instruction

- ✓ Teacher as facilitator/coach
- ✓ Active/experiential learning
- ✓ Problem-based, important ?s
- ✓ Group work and individual work
- ✓ Student choice, personalization
- ✓ Attention to difference in design
- ✓ Variety in work, methods

Summary of good design...



Assessment

- ✓ Genuine, meaningful performance goal; real audience
- ✓ On-going assessment, timely feedback
- ✓ Self-assessment expected
- ✓ No secrets or mystery to performance goal, standards
- ✓ Realistic application

Summary of good design...



Sequence

- ✓ Start with immersion, a "Hook"
- ✓ Move back and forth from whole to part, with increasing complexity
- ✓ Do-able increments
- ✓ Teach as needed; don't over-teach first
- ✓ Rethink, revise earlier ideas, work
- ✓ Flexibility: respond to student Q's and needs, revise plan to achieve goals

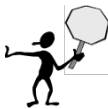
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"Nothing personal, but..."



Agreed-upon learning principles function as criteria for de-personalizing educational conversations, decisions, and actions.

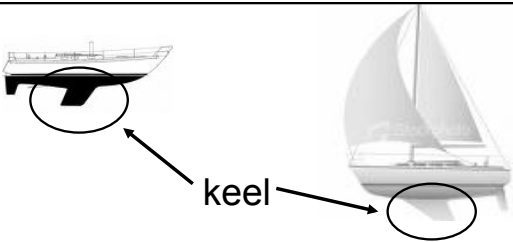
Note: See our article on this approach in the March 2006 issue of *Educational Leadership*.



A River Needs Banks

“In the words of an old folk song, ‘A river needs banks to flow.’ Think of the Learning Principles as providing the banks, within which professional prerogative, academic freedom, and teacher creativity can flow.”

Schooling by Design (2007)

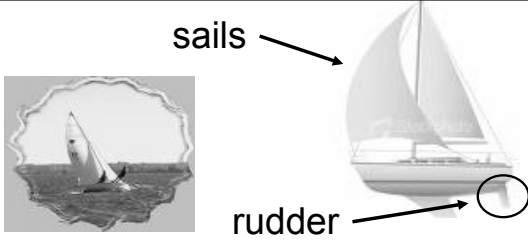


How is a school's Mission like the keel of a sailboat?

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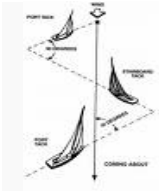


- ✓ *It provides stability when sailing.*
- ✓ *It buffers the effects of strong winds and currents.*
- ✓ *It helps you stay on course.*

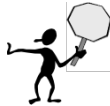


The Learning Principles function like the rudder and sails.

The Learning Principles function like the rudder and sails.



- ✓ They guide needed adjustments.
- ✓ They harness and make use of strong winds.
- ✓ They help you keep on course.

“Nothing personal, but....” 

Agreed-upon Mission and program goals, learning principles, common assessments and agreed-upon rubrics serve as criteria for de-personalizing educational conversations, decisions, and actions.

Note: See the March 2006 issue of *Educational Leadership*.

Understanding-Based Curriculum

