



THE PROFESSIONAL LEARNING ASSOCIATION

**TEXAS**

# POWERFUL PRACTICES FOR PROFESSIONAL LEARNING



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**Digital Participant Guide**

<https://bit.ly/PPPLGuide>

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[www.learningforwardtexas.org](http://www.learningforwardtexas.org)

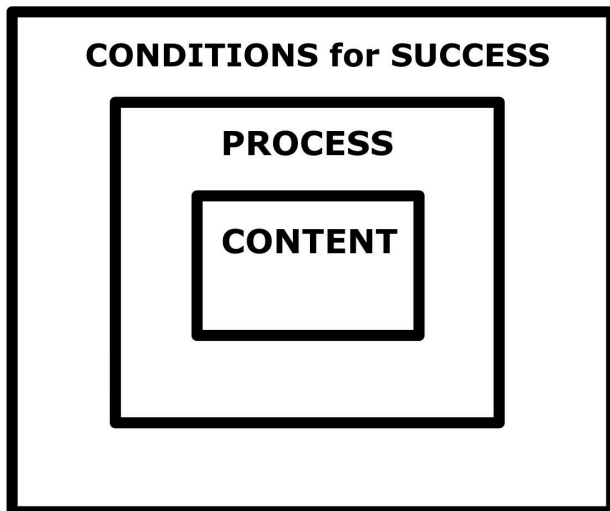
# Learner Outcomes

## Participants will:

1. Explore a framework for designing and facilitating powerful professional learning that is directly aligned to Standards for Professional Learning;
2. Experience a learning environment that meets the physical, social/relational, and learning needs of adults;
3. Engage with facilitators as they model brain-friendly strategies that capture and hold learners' attention and increase retention; and
4. Prepare to use tools provided in the session for the future design of high-quality professional learning.

## Nested Process Framework

- \_\_\_\_\_ professional learning toward \_\_\_\_\_.
- "Frames" the \_\_\_\_\_ process.
- Addresses all 3 \_\_\_\_\_ of professional learning.



**Content:**

**Process:**

**Conditions for Success:**

## Physical Needs of Adult Learners

<https://bit.ly/LFTXMovementPadlet>



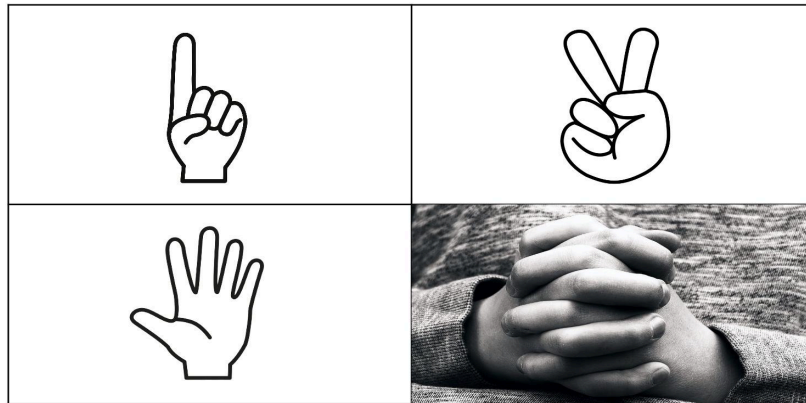
# Give & Get

1	2	3
4	5	6
7	8	9

<b>10</b>
<b>11</b>
<b>12</b>
<b>13</b>
<b>14</b>

# Social/Relational Needs of Adult Learners

## Adult Socialization



Adult Learner Need	Learning Strategies
<b>Connection to Peers</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Connection to Facilitator</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Safety</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

# Learning Needs

## Window Pane Graphic Organizer


## Learning Needs Race

1. \_\_\_\_\_ group size allows for higher levels of interaction between participants and peers, as well as participants and instructor(s).
2. \_\_\_\_\_ learning requires thinking and has the **learners** doing the work.
3. Adding game elements to learning strategies as a means to capture the interest of the learners and inspire them to continue learning is referred to as \_\_\_\_\_. It helps to build a positive, interactive, and enjoyable learning environment where learners want to engage in the activities.
4. Dynamic learning requires \_\_\_\_\_ retrieval practice.
5. Providing “independent think time” before randomly calling on learners provides for social \_\_\_\_\_.
6. \_\_\_\_\_ provide a means for efficient use of time with structured conversations while fostering equity of voices and safeguarding against dominating voices.
7. As facilitators, we seek to decrease \_\_\_\_\_ to increase retention.
8. To promote relevance and self-directed learning, the use of \_\_\_\_\_ near the beginning of the session allows participants to focus on their individual learning needs and set learning intentions.


# Synthesize Your Learning:

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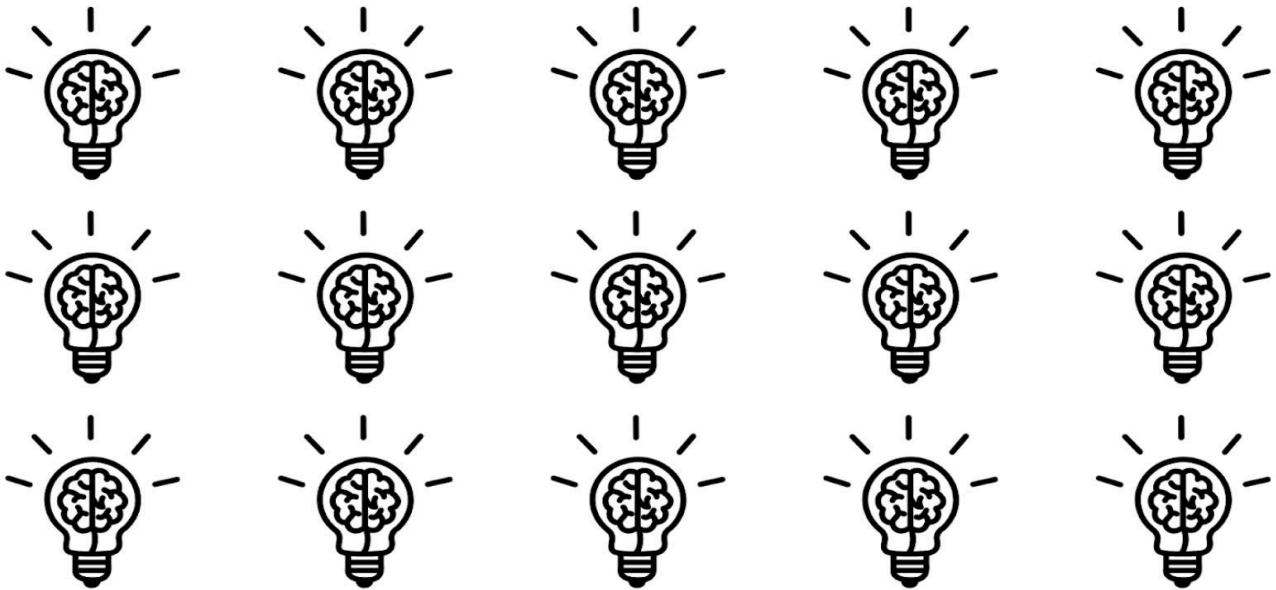
<https://bit.ly/PPPLPadlet>



 My Next Steps	Checkpoint Date	Checkpoint Partner/Contact

# Learning Brains

Engagement Tracker: You are invited to chart your level of engagement by coloring in or placing a checkmark (✓) on a brain of your choice when prompted throughout our session.



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