



TOOLKIT

# ADULT LEARNING Planning Framework

Shauna Harps, PhD  
Amy Lमितie

**CCNETWORK**   
Comprehensive Center Network

REGION 5  
Kentucky  
Tennessee  
Virginia  
West Virginia

*In partnership with*

 Department of  
**Education**

# Adult Learning Planning Framework

## Region 5 Comprehensive Center

The Region 5 Comprehensive Center (R5CC) is one of 20 technical assistance centers supported under the U.S. Department of Education’s Comprehensive Centers program from 2019 to 2024. The R5CC serves the needs of Kentucky, Tennessee, Virginia, and West Virginia by building capacity to improve policies and programs to improve student performance.

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## Introduction

The Region 5 Comprehensive Center worked in partnership with the Tennessee Department of Education to develop a professional learning framework and toolkit. Although they were developed to meet the needs of education staff in Tennessee, the guidance can benefit other state education stakeholders in their efforts to ensure all professional learning experiences are:

- » high quality,
- » conducted and assessed consistently across the state, and
- » aligned with adult learning theories.

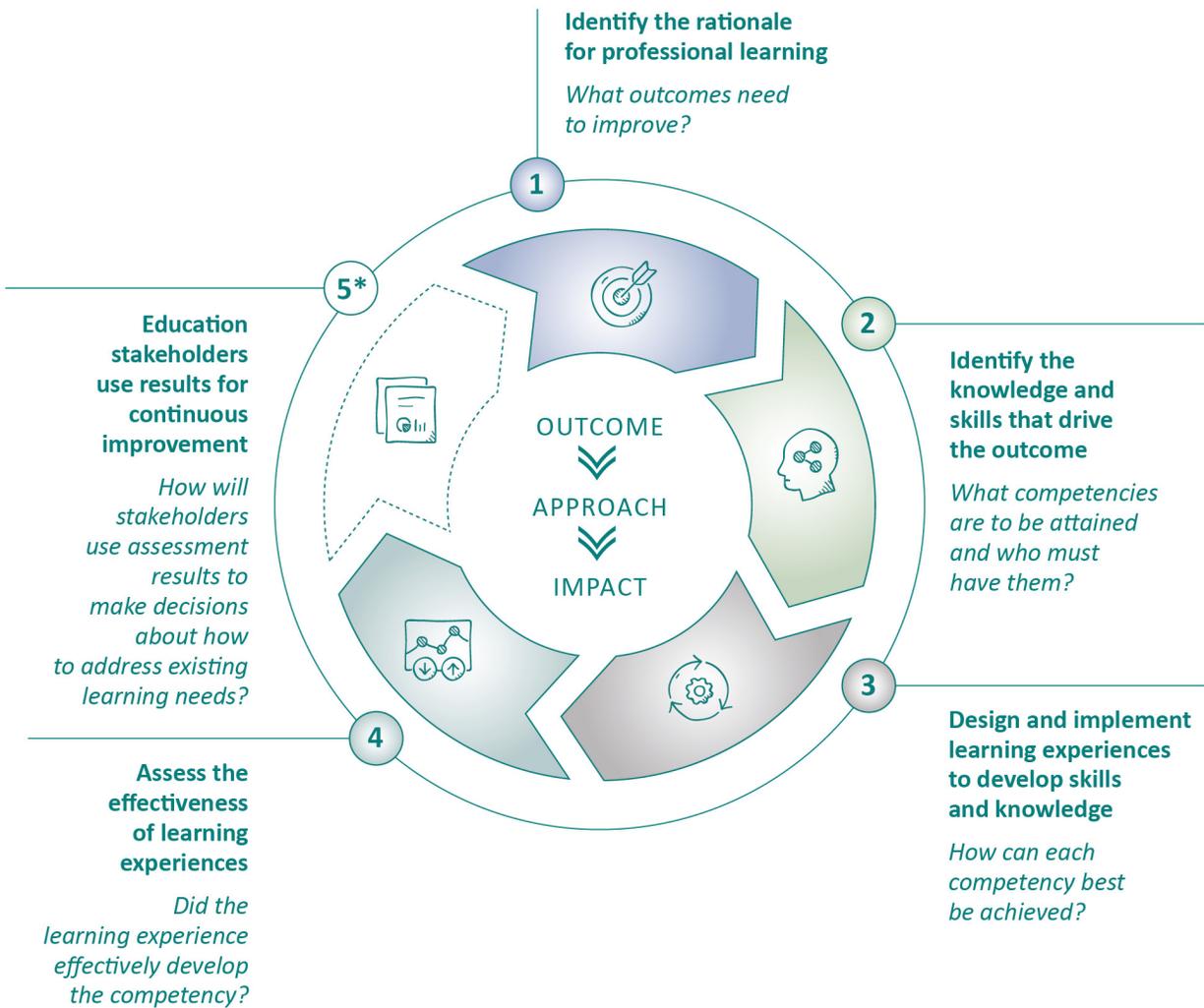
The framework (see Exhibit 1) prioritizes a consistent approach to designing professional learning initiatives and experiences so that designers across all contexts (state, region, district, building, classroom) have access to a systematic method that can be monitored and evaluated. Results will help education stakeholders identify professional learning models that are most effective in improving education-related processes and practices, and subsequent student achievement outcomes.

Learning experience planners and facilitators will notice that the framework prompts users to consider how single professional learning experiences fit into larger, collaborative initiatives. This feature of the framework places emphasis on the idea that sustainable professional learning is achieved over time, in and across contexts. There is still a place and a need for large-scale learning experiences when introducing changes, new ideas, and new procedures. Time spent exploring and gaining a clear understanding of a theory or rationale behind a new idea or practice has, in fact, been shown to enhance participants' acquisition of goals (Guskey, 2000). Research indicates, however, that professional learning yields desired outcomes most frequently when adults receive supports to plan for and apply new knowledge, skills, and attitudes to solve problems in their authentic contexts (Darling-Hammond et al., 2017).

Establishing effective professional learning experiences hinges on understanding characteristics of adult learners and effective instructional design. Researchers and designers of professional learning have contributed valuable insights to understanding the characteristics.



### Exhibit 1. Adult Learning Framework



\*Learning experience planners will complete steps 1–4, and the toolkit contains guidance for steps 1–4. Education stakeholders will use assessment results and other relevant information to identify additional professional learning needs as part of step 5.

## Characteristics of Adult Learners

### **Adults are self-directed and prefer agency in their learning.**

Adults perceive themselves not as dependent, but as self-directed beings, responsible for their own decisions and lives. As such, they need to be considered by others as capable of self-direction (Knowles, 1980). This desire for agency shows up as a desire to know why they have to learn something, as well as a desire for choice in what is learned, when it is learned, and how it is learned. Adult learners ultimately decide for themselves what is important to be learned (Sullivan et al., 1990).

### **Adults come to learning situations with substantial experience.**

Adults accumulate a wide range of experiences that become a rich resource for learning and the basis for learning activities (Knowles, 1980). That range of experiences includes variation in backgrounds, roles, learning styles, motivations, needs, interests, goals, mental habits, biases, misconceptions, beliefs, prejudices, and values. As such, adult learners may sometimes appear resistant to new ideas and alternative methods of learning (Knowles, 1984). In fact, they benefit from opportunities to validate new information against their personal and professional experiences and are otherwise significantly able to serve as knowledgeable resources to trainers and fellow learners (Sullivan et al., 1990).

### **Adults are more open to learning when they feel respected and safe.**

Adult learners need both challenge and safety in environments in which they are the learners (Vella, 1995). Additionally, they are more open to learning if they feel respected and when their own internal pressure for increased self-esteem is taken into consideration (Vella, 1995). Trainers and coaches of adult learners can show deferential regard for learners by acknowledging their experiences and creating a climate that conveys respect. When learning environments are not perceived as safe, adult learners can respond with resistance. One consequence of this is that designers of learning experiences should take into consideration that any measures of learning should balance the need for accurate information with concerns relating to feelings of intimidation or coercion that participants may perceive from the use of such measures (Guskey, 2000). Pairing advance notification of learning expectations with planned assessment procedures helps to ensure that adult learners have a clear idea of what they are committing to.

### **Adult learners seek relevance and usefulness.**

Adults are more interested, ready, and motivated to learn when knowledge, skills, and attitudes have immediate relevance, use, and effect on their job role or personal life (Knowles, 1980). As such, adult learning is problem-centered rather than content-oriented (O'Connor et al., 2002), with adults expecting that what they are learning will immediately be useful. At the same time, learning that focuses on required knowledge of pedagogy and specific content knowledge related to specialized instructional materials ensures adult learning is relevant because it reflects the context of teachers' daily work and the results



students are achieving (Darling-Hammond et al., 2017). The consequence of this for learning designers is to ensure that new knowledge, skills, and attitudes are presented in the context of their application to real-life situations, in which participants are learning to do the right things in the settings where they work (Darling-Hammond et al., 2017) and/or the roles they inhabit.

**Adult learners need to practice.**

Adults need to practice in order to internalize learning (Aguilar, 2013). And they need time to master new knowledge, skills, and attitudes through practice and reinforcement at every possible opportunity. This includes actively engaging learners in intentional practice of skills and attitudes, along with providing educators opportunities to engage in the same style of learning they are designing for their students (Darling-Hammond et al., 2017). Pairing practice with feedback (based on an evaluation agreement) (Sullivan et al., 1990) and reflection heightens the immediacy and relevance of the learning (Vella, 1995).

## Characteristics of Effective Instructional Design

The professional learning framework borrows from Robert Gagne’s four-part approach to organizing events of instruction, primarily because of its flexibility, its focus on ensuring that key cognitive processes are performed by the learner in a sequence that is necessary or helpful (Gagne, 1985), and its familiarity to most educators. The descriptors of each part reflect aspects of behavioral, cognitive, and social learning theories, but do not endorse one particular approach.

### Introduction

Adult-focused learning takes into account the experiences and knowledge adults bring to the learning experience. It then expands upon and refines this prior knowledge by connecting it to new learning, making the instruction relevant to important issues and tasks in adults’ professional lives.

### Body

Adult-focused learning emphasizes engaging activities that tap into accumulated knowledge and skills of learners or that simulate experiences learners need to accumulate. It also emphasizes practice across the range of difficulty and complexity of the learning goal (and by extension across a range of real contextual experiences). Learners are encouraged to use their own leadership, judgment, and decision-making capabilities (Sullivan et al., 1990).

### Conclusion

Adult-focused learning develops role-specific competencies. Competent adults have formed conceptually rich and organized representations of knowledge, which they can retrieve and apply automatically, and flexibly across tasks and situations. When closing out learning, trainers and coaches prompt for participants to transfer their knowledge to their individual contexts or to plan action steps.



## Assessment

Adult-focused evaluation serves two purposes: assessing individual participant’s performances and providing information about what kinds of revisions are needed in terms of the instructional materials and instruction itself.

Many of the perennial challenges to providing high-quality professional learning opportunities—scarcity of time, limits to access, expense, staff or educator turnover—are further complicated by conditions that prompt modifications to learning experience plans (e.g., social distancing during a pandemic, natural disaster). The framework emphasizes access and holds in mind the use of new learning platforms to support different phases of learning in innovative ways.

The intention is for this framework to build strong, professional learning practices aligned to adult learning theory that will empower providers, engage learners, and make the business of designing learning more efficient and more rewarding.

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## Step 1: Identify the Rationale for Professional Learning

### Purpose

The purpose of Step 1 is to provide information on what prompted the need for professional learning and identify desired outcomes. Education stakeholders will use this information to track progress toward meeting the professional learning needs of staff and determine where gaps exist.

### Process

**Step 1a: Select one or more of the categories below to indicate how the learning need was identified**

- » Learning experience survey
  - › Select this category if results from a prior learning experience survey indicate that additional training support is necessary.
- » Participant-identified need
  - › Select this category if, for example, you determined that professional learning was necessary based on results from a needs assessment or staff feedback on training topics from which the staff would benefit.
- » Data-driven need
  - › Select this category if you are planning professional learning based on a review of state-, regional-, district-, or school-level data (e.g., state test scores).
- » State priority need
  - › Select this category if professional learning will help meet one of the state education agency's (SEA) established or emergent priorities. For example, professional learning could help address a need outlined in the state's strategic plan (established priority) or respond to a state or national crisis (emergent priority).
- » State or federal requirement
  - › Select this category if professional learning will take place to ensure staff is aware of and following guidelines and regulations for state or federal programs. For example, professional learning could be planned to provide guidance on implementation of activities for the U.S. Department of Education's State Personnel Development Grants program so that project activities are in compliance with program requirements.

**Example of a data-driven need:** State data trends for English language arts among students in grades 3–8.



- » Other need
  - › Select this category if professional learning does not align with any of the four categories above. Use the text box in the [professional learning planning form](#)<sup>1</sup> to provide a short description of how you identified the learning need.

### Step 1b: Define the desired outcomes of professional learning

Include a timeline and, when appropriate, describe the outcome in terms of student performance.

**Note:** Professional learning includes large, sequenced initiatives as well as smaller experiences.

## Step 2: Identify Knowledge and Skills That Drive the Outcome

### Purpose

Step 1 involved the identification of a desired outcome. The purpose of Step 2 is three-fold:

- » Identify the knowledge and skills that have a high likelihood of driving the desired outcome;
- » Match all needed knowledge and skills with the individuals who need them in order to achieve the desired outcome; and
- » Situate the knowledge and skills within a progression of learning experiences.

This work of identifying, inventorying, and sequencing the knowledge and skills needed to achieve a desired outcome not only benefits designers of professional learning experiences but also benefits the end user, who has a heightened sense of the body of professional knowledge and skills expected of them.

### Process

#### Step 2a: Identify the knowledge and skills that have a high likelihood of driving the desired outcome

Designers of professional learning will first consider what learners must know and be able to do to drive a desired outcome before focusing on the specific content and skills that will be developed in a single learning experience. This may require collaborating with multiple stakeholders involved in an initiative. The identification step ensures the designer holds a global understanding of the explicit, measurable, and transferable learning needed to drive a desired outcome.

- » New knowledge, content, concepts, procedural understandings

#### **Knowledge example:**

Brain-science discoveries about how children learn to read

#### **Skill example:**

Teaching early primary students to segment and blend sounds

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<sup>1</sup> A form that may be used to enter information for Steps 1–4 is in [Appendix A](#).



- » New skills, behaviors, actions, attitudes

### Step 2b: To achieve the desired outcome, match knowledge and skills with the individuals who need them

Select one or more of the categories below to indicate the audience for professional learning. The audience should represent the proposed participants based on why the professional learning is needed.

- » Building leaders (e.g., administrators)
- » Instructional supervisors (e.g., curriculum directors, instructional coaches, teacher leaders)
- » Teachers
- » Operations/business personnel
- » Support staff (e.g., bus drivers, cafeteria workers)
- » School board members
- » Superintendents
- » Other (please specify)

### Step 2c: Situate the skills and knowledge within a progression of learning experiences

The framework offers planners of large and small initiatives an opportunity to strategically consider the best phase and context to situate professional learning and determine who is best to design and provide the professional development. The use of such a model encourages the development of sequenced learning experiences that are

- » situated in the right contexts,
- » matched to the right audience(s),
- » delivered and supported by the right providers, and
- » clear to end users who enter learning sequences at different entry points.

There are three phases that are useful in capturing the intent of a learning experience. The movement from awareness through capacity and on to implementation represents increasing complexity and demand in the application of skills and knowledge for adult learners.

- » **Developing Awareness:** Learning experiences in this phase develop knowledge and understanding of systems, job roles and expectations, changes in a body of knowledge, new state or federal requirements, emerging or emergency situations, and new practices. These learning experiences tend to occur at the state, region, or district level. While they are efficient in developing shared knowledge, urgency, vision, etc., they typically offer little choice or individualization.



- » **Building Capacity:** Learning experiences in this phase attend to the development of skills to respond to a situation based on one's role. They emphasize practice, application, problem-solving, as well as the development of new dispositions. Learning experiences in this phase tend to be smaller in size.
- » **Supporting Implementation:** Learning experiences in this phase support the process of putting a plan into effect and monitoring the plan's effectiveness once participants have gained needed knowledge and skills. Learning experiences in this phase tend to be small and led by trainers with specialized knowledge and skills, with close proximity to the learner, and with more frequent availability to the learner.

The **context** for learning defines the physical or geographic space in which a learning experience is intended to occur and reflects and responds to the community of learners intended for a particular learning experience. Context focuses on contextual factors that exert influence on learning communities. Some learning experiences, for example, are best undertaken at the local level when the identified problem is building- or district-specific. Other experiences may take place on a regional level because they are based on a shared need and because participants benefit from diverse perspectives on how to approach the challenge.

The **provider** is the individual or organization that intends to design and/or facilitate the learning experience. The list of providers represents a variety of degrees of expertise and leadership responsibilities.

Exhibit 2 provides an example of what a three-phase approach to a social and personal competencies learning initiative might generally look like.



**Exhibit 2: Skills and Knowledge Within a Progression of Learning**

<b>Learning Experience Element</b>	<b>Phase 1: Awareness</b>	<b>Phase 2: Capacity-Building</b>	<b>Phase 3: Implementation</b>
<b>Learning Target</b>	Audience will understand the link between the development of social and personal competencies and academic outcomes for students.	School leaders and educators will be able to identify and use strategies and techniques to assist students to develop the five social and personal competencies.	Educators will plan and implement lessons that attend to the three signature practices.
<b>Context</b>	SEA, region	Region, district, building	District, building, classroom
<b>Audience</b>	Administrators, Curriculum directors, PK–12 educators, Special educators, Related service providers, Counselors, Social workers, Paraprofessionals, Parents	Administrators, Curriculum directors, PK–12 educators, Special educators, Related service providers, Counselors, Social workers, Paraprofessionals, Parents	PK–6 educators, Special educators, Counselors, Social workers, Paraprofessionals
<b>Provider</b>	SEA, regional agency	Regional agency	Regional agency, instructional coaches, teacher leaders



## Step 3: Design and Implement Learning Experiences to Develop Skills and Knowledge

### Purpose

Step 2 involved identifying the skills and knowledge that have a high likelihood of driving a desired outcome, identifying appropriate audiences, and situating learning experiences within a progression. The purpose of Step 3 is to effectively design focused learning experiences by taking into account adult-learning theory and instructional-design principles related to

- a. audience size and learner characteristics
- b. learning goals and measurement
- c. relevance and benefit
- d. training method
- e. delivery model
- f. learning process
- g. high-quality learning materials

### Process

#### Step 3a: Determine audience size and learner characteristics

Select from the range of audience sizes:

- » 1–50
- » 51–100
- » 101–500
- » Over 500

Consider the diversity and commonality of your target audience in terms of their actual

- » experience,
- » knowledge,
- » learning preferences,
- » perceptions, and
- » roles.



## Step 3b: Identify the learning goals and measurements of learning

### Learning Goals

Maintain a clear focus on the learner and the learning by establishing clarity about what participants should know, be able to do, or believe by the end of a learning experience. Different design situations require different levels of specificity for their learning goals. It may be useful to consult Bloom's Taxonomy<sup>2</sup> when developing goals. Learning goals can be classified in three broad categories:

- » **Knowledge:** Also known as cognitive goals, these include awareness and understanding of content, theory, rationale, procedure, and outcomes.
- » **Skills:** Also known as psychomotor goals, these include skills, practices, and behaviors. Skills goals typically involve participants' ability to use knowledge in new contexts, make adaptations when necessary, solve problems, and determine impact.
- » **Attitudes:** Also known as affective goals, these include attitudes, beliefs, or dispositions participants will develop as a result of a learning experience.

### Measurement

Identify or design measures of learning in advance of designing learning experiences to help ensure the experience remains focused on intended outcomes and communicates expectations to adult learners. Step 4 outlines a process for selecting an appropriate survey instrument. These brief surveys objectively measure the impact of the learning experience on student outcomes, skills and knowledge, or program and process improvement.

Additional instruments may be appropriate to verify learning and to use as a feedback mechanism for adult learners. Some additional measures of learning include

- » Constructed response
- » Grades or marks
- » Group work
- » Interviews
- » Longitudinal self-reporting
- » Learning log
- » Objective assessment
- » Performance observation

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<sup>2</sup> The website <https://www.bloomstaxonomy.net/> provides a general overview of the original and revised taxonomy.



- » Portfolio
- » Reflective journal
- » Questionnaire

### Step 3c: Establish relevance and benefit

For each learning experience, consider how you can communicate answers to the following questions to your learners to establish relevance and benefit:

- » What is the problem or challenge this learning experience is designed to address?
- » Who is this learning experience designed for?
- » How will the participant benefit from the learning?

### Step 3d: Determine a training method

Consider the desired learning target and the phase and context in which learning will occur, to make the most appropriate decision about the training method. Exhibit 3 illustrates useful training methods for each phase of an initiative.

### Exhibit 3: Useful Training Methods

Awareness	Capacity	Implementation
<ul style="list-style-type: none"> <li>» Conference</li> <li>» Lecture/keynote</li> <li>» Coursework</li> <li>» Interactive learning guide</li> <li>» Panel forum</li> <li>» Peer-to-peer</li> <li>» Subject-matter expert presentation</li> <li>» Shared reading</li> <li>» University course</li> </ul>	<ul style="list-style-type: none"> <li>» Coaching</li> <li>» Conference</li> <li>» Coursework</li> <li>» Curriculum adjustment</li> <li>» Development program</li> <li>» Institute</li> <li>» Instructional rounds</li> <li>» Interactive learning guide</li> <li>» Job shadow</li> <li>» Mentoring</li> <li>» Peer-to-peer</li> <li>» Process improvement</li> <li>» Self-determined activity</li> <li>» Seminar</li> <li>» Shared reading</li> <li>» Simulation</li> <li>» Subject-matter expert presentation</li> <li>» Technical assistance</li> <li>» Workshop</li> </ul>	<ul style="list-style-type: none"> <li>» Action research</li> <li>» Coaching</li> <li>» Coursework</li> <li>» Co-teaching</li> <li>» Curriculum adjustment</li> <li>» Interactive learning guide</li> <li>» Peer to peer</li> <li>» Process improvement</li> <li>» Self-determined activity</li> <li>» Shared reading</li> <li>» Technical assistance</li> <li>» Workshop</li> </ul>



### Step 3e: Identify an appropriate delivery model

Many factors affect the choice of how a learning experience can be delivered. To the extent possible, keep in mind the principles of **accessibility** and **flexibility**. Choose primary and secondary models to create learning opportunities that are usable despite geography or physical location of the learner. Offer opportunities to work on course material anytime and with the ability to start and stop at key points. Models include

- » in-person events (live, simulcast, recorded)
- » in-person events (virtual and recorded)
- » on-demand consultation (phone, e-mail, virtual)
- » on-demand videos
- » podcasts
- » train-the-trainer events
- » webinars (synchronous)
- » webinars (asynchronous)

### Step 3f: Structure the learning process

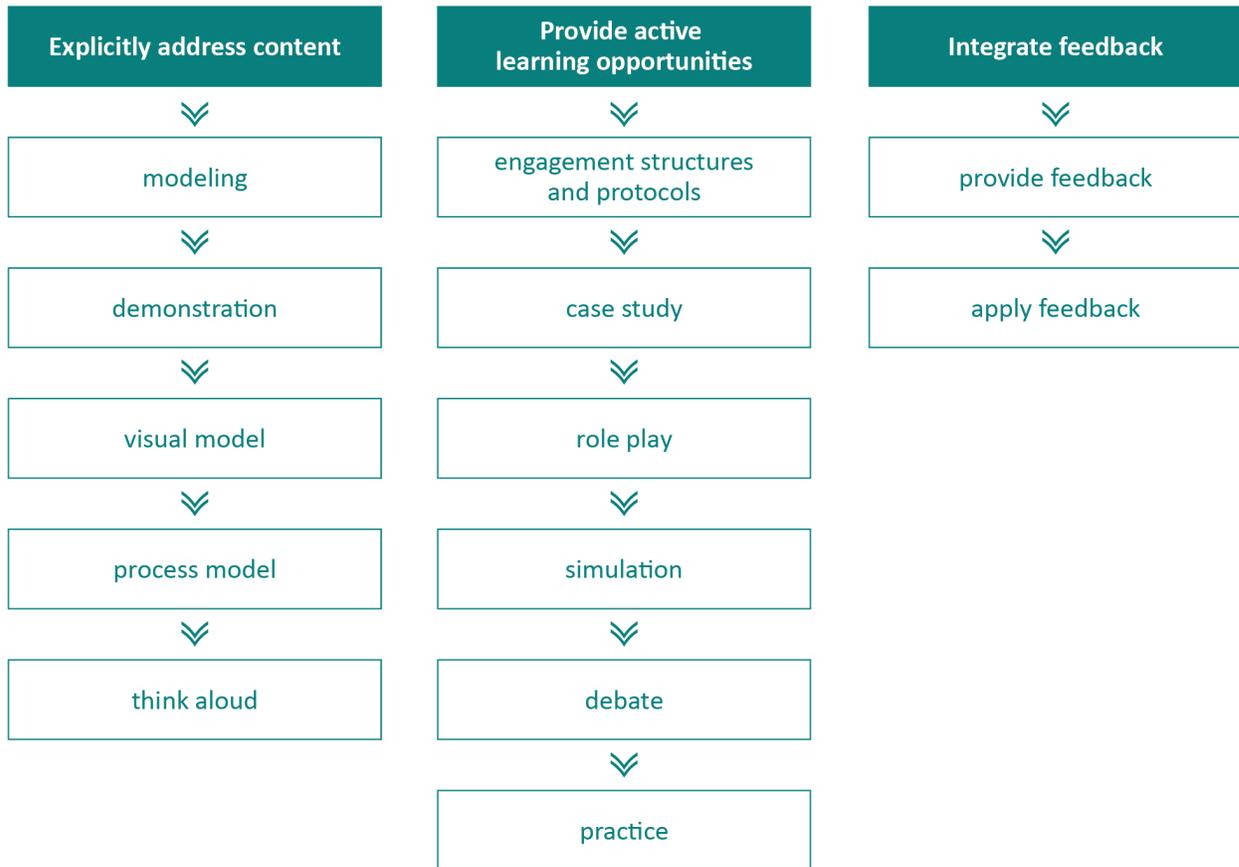
While many training methods have specific structures designed to drive particular outcomes, others can be generally organized into four parts, each with a distinct purpose.

- » **Introduction:** Immerse learners in meaningful, topic-related activities that establish important connections. All aspects listed here should be considered when developing introductions to learning experiences.
  - › **Prior knowledge:** Give learners the opportunity to review, discuss, or write about what they already know or think they know about the topic.
  - › **Personal goals:** Bring to a conscious level participants' personal reasons for being in attendance.
  - › **Learning outcomes:** Give learners the opportunity to talk about and connect their personal goals with the learning outcomes.
  - › **Other learners:** Connect learners to each other and to the topic and concepts.
  - › **The trainer:** Connect yourself to the content and/or the initiative and establish a connection with the audience.
  - › **The training environment:** Ensure participants have access to and comfort with the learning space or platform and all essential materials.



- » **Body:** Engage learners with content in active ways that facilitate the internalization of knowledge, skills, and attitudes. Exhibit 4 provides suggestions for how to approach each instructional step a trainer might take in the body of the learning experience.

### Exhibit 4: Approaches to Structuring the Body of a Learning Experience



- » **Conclusion:** Allow learners to consolidate new learning and enhance transfer.

Learners can consolidate what they have just learned using

- › analogies/synecotics
- › concept maps
- › debrief protocols
- › graphic organizers
- › illustrations
- › mnemonics



- › restatement
- › summary diagrams and protocols

Transfer can be enhanced by prompting participants

- › to anticipate where they could find examples of the new learning
  - › to commit to skills and attitudes they want to focus on and develop related action plans
  - › to consider assets and barriers to apply new knowledge and skills
  - › to state what they found valuable about the learning
- » **Assessment:** Determine whether learners have achieved the goal(s) of the learning experience. See Step 3b and Step 4 for further information.

### Step 3g: Design high-quality learning materials

As you develop learning materials for participants, consider the following criteria to guide your decisions.

- » Identify what participants will have access to during and after the experience:
  - › Note-taking materials (with or without copies of presentation slides)
  - › Directions for engagement structures and protocols
  - › Job aides
  - › Toolkits
  - › Checklists
  - › Resource lists
  - › Rubrics
  - › Infographics
  - › Videos
  - › Published material
- » Anticipate the learners you know of and the learners outside of the intended learning experience:
  - › Timestamp all materials.
  - › Include the rationale for the learning experience.
  - › Identify the initial training location and intended audience.



- › Identify learning goals and measurement tools.
- › Include the agenda.
- › List materials and aids used for the original learning experience.
- » Anticipate use across diverse contexts and by diverse participants:
  - › Include culturally relevant examples, images, stories, scenarios, etc., that mirror experiences in the field.
  - › Ensure content does not unintentionally exclude participants by anticipating the need for captions in videos, read-aloud texts, etc.
  - › Explain all acronyms and jargon.
- » Ensure learning materials are intuitive and user friendly:
  - › When appropriate, provide facilitator notes with slide presentations.
  - › Format materials consistently, keeping in mind labels, titles, font size, etc., to assist learners to navigate learning more easily.
  - › For digital courses, design visible features (fonts, buttons, headings, etc.), lesson structure, and collaboration and response protocols consistently.
- » Format all materials according to the SEA’s style guide specifications and branding requirements.

## Step 4: Assess the Effectiveness of Learning Experiences

### Purpose

Step 3 involved the design of learning experiences that are informed by adult learning strategies. The purpose of Step 4 is to determine the extent to which participants were satisfied with the learning experience, and if relevant skills, knowledge, and capacity increased as a result of the learning experience.

### Process

**Step 4a: Ask participants to complete a survey at the end of the learning experience that will support education stakeholders’ continuous improvement efforts.**

A sample survey<sup>3</sup> may be found in [Appendix B](#). Application of one survey or a set of surveys (if improvements in multiple areas are expected) for all learning experiences ensures education stakeholders can track and report learning experience results consistently across the state.

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<sup>3</sup> Survey items are informed by surveys developed by: the U.S. Department of Education’s Midwest Comprehensive Center, National Comprehensive Center (<https://compcenternetwork.org/>), and Regional Educational Laboratories (<https://ies.ed.gov/ncee/edlabs/>).



Facilitators will transmit survey results to an SEA office designee upon completion. Availability of the data supports the SEA's efforts to continuously improve learning experiences and increase staff awareness of learning experience effectiveness (Step 5 in Exhibit 1).



## Appendix A: TDOE Professional Learning Experience Form



## Professional Learning Experience Form

Name of learning experience:
Proposed date of experience (or dates for a learning series):
Facilitator name:
Facilitator phone number/email address:

1. IDENTIFY RATIONALE FOR PROFESSIONAL LEARNING	
Data source	Brief description of data source
<input type="checkbox"/> Learning experience survey <input type="checkbox"/> Participant-identified need <input type="checkbox"/> Data-driven need <input type="checkbox"/> State priority <input type="checkbox"/> State or federal requirement <input type="checkbox"/> Other (specify)	
Desired Outcome (timeline and student-performance outcome as appropriate)	

2. IDENTIFY KNOWLEDGE AND SKILLS THAT DRIVE THE OUTCOME				
Knowledge/skills	Audience	Phase	Contexts	Provider
	<input type="checkbox"/> Building leaders <input type="checkbox"/> Instructional supervisors <input type="checkbox"/> Teachers <input type="checkbox"/> Operations/business personnel <input type="checkbox"/> Support staff <input type="checkbox"/> School boards <input type="checkbox"/> Superintendents <input type="checkbox"/> Other (specify):	<input type="checkbox"/> Awareness <input type="checkbox"/> Capacity <input type="checkbox"/> Implementation	<input type="checkbox"/> Statewide <input type="checkbox"/> Regional <input type="checkbox"/> District <input type="checkbox"/> Building <input type="checkbox"/> Classroom	<input type="checkbox"/> SEA <input type="checkbox"/> Regional office <input type="checkbox"/> District <input type="checkbox"/> Coach <input type="checkbox"/> Self <input type="checkbox"/> Other
Supplemental Notes				



3. DESIGN AND IMPLEMENT A LEARNING EXPERIENCE TO DEVELOP SKILLS AND KNOWLEDGE						
Audience size	Measurement	Learner characteristics				
<input type="checkbox"/> 1-50 <input type="checkbox"/> 51-100 <input type="checkbox"/> 101-500 <input type="checkbox"/> Over 500	<input type="checkbox"/> Student outcomes <input type="checkbox"/> Skills and knowledge <input type="checkbox"/> Process improvement					
Learning Target(s)						
Measure(s) of Learning (survey and any additional assessment instrument)						
Relevance and Benefit Statement						
<table border="1"> <tr> <td>Training Method</td> <td></td> </tr> <tr> <td>Delivery Model</td> <td></td> </tr> </table>			Training Method		Delivery Model	
Training Method						
Delivery Model						

<b>Introduction</b>
<i>Explain how you will immerse learners in meaningful, topic-related activities that establish important connections.</i>
<b>Body</b>
<i>How will you engage learners with content in active ways that facilitate the internalization of knowledge, skills, and attitudes?</i>
<b>Conclusion</b>
<i>What will you plan to allow learners to consolidate for new learning and to enhance transfer?</i>
<b>Materials</b>
<input type="checkbox"/> Have you anticipated the learners you know of and the ones outside of the intended learning experience? <input type="checkbox"/> Have you anticipated use across diverse contexts and by diverse participants? <input type="checkbox"/> Have you ensured learning materials are intuitive and user friendly?
List all materials here:

4. ASSESS THE EFFECTIVENESS OF THE LEARNING EXPERIENCE	
<input type="checkbox"/> Student outcomes <input type="checkbox"/> Skills and knowledge <input type="checkbox"/> Process improvement	<i>Ensure that completed surveys are transmitted electronically to the SEA within one week of the completed learning experience (or other prompt turnaround period).</i>
Notes on Additional Measures of Learning	



## Appendix B: Sample Survey



## Post-Event Survey

1. With which department, office, or school level are you affiliated?

State education agency	<input type="checkbox"/>
School district office	<input type="checkbox"/>
Elementary school	<input type="checkbox"/>
Middle school	<input type="checkbox"/>
High school	<input type="checkbox"/>
Other	<input type="checkbox"/>

2. To what extent do you agree with the statements below about the professional learning experience in which you participated?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I understood its goals and objectives.					
The information presented was what I expected.					
The information was presented clearly.					
It was led by individuals who possess or have access to appropriate knowledge or expertise.					
The pace and length were adequate to effectively cover the right amount of information.					
The instructional materials provided were high quality.					
The information presented relates to the work I do.					
I had the opportunity to practice and/ or apply my learning during this training.					
I will be able to apply the information I learned to my job.					
I feel adequately prepared to use the information I learned.					
I have identified next steps toward my work on the topic.					

3. Overall, how would you rate this professional learning experience? (Select one response.)

1 Poor	2 Below average	3 Average	4 Above average	5 Outstanding
<input type="checkbox"/>				



4. Please share any additional feedback relevant to this learning experience.

**Professional learning experience:** \_\_\_\_\_

**Date of the experience:** \_\_\_\_\_

