
Attributes of Adult Learners

Adults need to be **honored** for the experience that they bring to the group...

Adults respond positively to work that has some **personal meaning**...

Adults benefit by having clearly understood and commonly shared **purpose/goal**...

Adults do best when they are **‘active’ participants** in all phases of the process...

Adults require opportunities where **time** is used wisely...

Ask yourself, “Have I addressed these questions as I planned the learning opportunity?”

- What do I want them to **know**?

- **Why** do I think they need to know it?

- What will **they be able to do** because of what was shared?

- What will **I have to do** to give them some practice/rehearsal so that I have some confidence that they know and can do what I wanted them to be able to do?

- Did I organize the learning so that they had a chance to **reflect** about best practices, **Think out-loud** about possible applications, and respectfully **collaborate** with others?

PD Tips- Maximizing Impact using the documents: *What’s Your Understanding of What’s Going on in Curriculum Alignment at the National Level That Impacts You at the Local Level*, and *Who’s Who in Next Generation Standards, Instruction, and Assessment*.

(Created to be used by MISIC members in their quest to stay current about state and federal curriculum and assessment initiatives.)



The request: “Develop something that shows the relationship between the many initiatives that are out there around the common core standards and the new generation assessments,…”

The response: Two resources were created, “*What’s Going on in Curriculum Alignment at the National Level That Impacts You at the Local Level*” and a companion document, “*Who’s Who in the Next Generation Standards, Instruction and Assessment*” .

[Note: Merely passing out a document rarely engages or inspires the attention of the adult learner strapped for time... they need to have a compelling ‘why’, a ‘WII FM prompt (What’s In It For Me’); a reason for putting time and thought into the document’s content. The compelling why for these documents is to help **reduce the confusion and the sense of being overwhelmed** with acronyms and **build a clearer understanding of what’s going on, who’s doing it and how it fits together.**]

Suggestion for Using with Staff:

1. Have participants fold page 1 of the “Curriculum Alignment” document so that only the three boxes in the first column show, have them read them from top to bottom, noting the progression.
2. Then unfold and refold the page so only one row shows at a time. Have them note the players (their acronyms) and the work they are/have done.
3. *Take time to let them reflect on what they’re learning, what’s new, what’s clearer, what misconception might have been cleared up, etc.* You might want to use the Reading to Analyze Non-fiction Text (RAN strategy) on the back of this page, to help process the information on the “Curriculum Alignment” document. (Note, modeling with the RAN strategy may give teachers a tool and an experience with reading to learn and confirm, which they might use with their students to promote close reading of text, a skill promoted by the Common Core Reading and Literacy Standards.
4. Once each row has been studied, unfold the page and look at it in its entirety and ask any probing question that will get them to see that for the first time, the alignment of content and assessment are on the same page at the national level and that things are being done for them at the local level to help them bring it all together. Ask them in a sentence of 10 words or less, to write a sub-title that conveys the essence of each document, a subtitle that would inspire other teachers to want to read/study the documents.

Extensions:

☺ Have them look at page 2 of the “Curriculum Alignment” document to extend their understanding of the two major assessment and other smaller consortia mentioned in row two of page 1. The goal is to at least make them aware of what’s going on national/state-to-state level and where Iowa is involved.

☺ Have them look at the companion document, “Who’s Who in Next Generation Standards, Instruction and Assessment” and find their field of study. For example, CTE teachers might want to look at the resources in the Connecting CCSS & Career/Technical Education box for ideas to support their work. You may ask them to *code* the document, draw a box around the organization’s name, highlight/underline their contribution and give them time to explore the link, asking them make note of what they will continue to do, stop doing or start doing.

RAN Chart, (Reading and Analyzing Nonfiction Text)

This graphic organizer helps readers record and build on prior knowledge as they work through inquiries and the research process, it was developed by Tony Stead as an adaptation of KWL charts.

To use this chart:

- record existing understandings (What I Think I Know)
- confirm existing knowledge based on evidence from research (Confirmed or Yes, You Were Right)
- identify and address misconceptions based on research (Misconceptions)
- record new information gathered (New Information)
- propose new questions or wonderings that arise during the inquiry (Wonderings).

The chart may be completed as a whole-group, small-group or an individual activity. Use of sticky notes to record ideas facilitates the movement of recorded ideas across the categories in the chart.

What I Think I Know	Confirmed (or Yes, You Were Right)	Misconceptions	New Information	Wonderings