



A learner is defined as any stakeholder in the school community, including the students, teachers, parents, supervisors, and others in a school setting.

Principle #1:

- **A key goal of school learning is fluent and flexible transfer - successful use of one's knowledge and skills in relevant situations and tasks.**
 - The curriculum would no longer be based on lists of content knowledge but would be developed from desired performances - the thoughtful and effective USE of content.
 - Significant amounts of class would be devoted to students learning how and practicing to USE content to accomplish meaningful tasks.
 - Professional development would involve significant amounts of time spent helping teachers try out and transfer best practices to their own situations.

Principle #2:

- **In order to achieve understanding, learners have to be involved in engaging and sustained learning which requires that they see the value of their effort and feel a growing sense of ownership when facing relevant, real-world challenges.**
 - Assignments, lessons, and assessment tasks that show clearly the answer to the questions, "Why do we need to learn this? What does this help us do?"
 - Regular surveys of students and parents about how interested, engaged, and competent students feel in school.
 - Ongoing assessments that provide helpful, user-friendly feedback and opportunities to use it. Teachers function as coaches, helping learners use feedback to deepen understanding and successfully transfer their learning.

Principle #3:

- **Successful transfer depends on understanding the big ideas that connect otherwise isolated facts, skills, and experiences so that learners can find solutions to new challenges.**
 - Students able to confidently tackle unfamiliar looking tasks or problems; that is, not going into shock or simply "plugging in" prior learning blindly without thinking.
 - Students showing their work, explaining their reasoning, and reflecting on the effectiveness of their work as an expected part of assessments.
 - Recurring essential questions that frame units, courses, and curriculum. Everyone understanding that their job is to connect lessons to those larger ideas.
 - All staff understanding how particular reform initiatives relate to one another and add up to a coherent effort related to mission.



Principle #4:

- **Learners will develop understandings through planned experiences so they see for themselves the power of an idea for making sense of things.**
 - Unit designs that reflect more “uncoverage” than “coverage” with teachers acting more like facilitators of an “AHA!” experience than “tellers” of what the idea is, as if it were just another fact to learn.
 - Assessments designed to reveal the extent to which students can use ideas on their own.
 - Constructivist learning experiences (inquiry lessons, problem based learning, interactive notebooks, authentic tasks) to help students make meaning of content.

Principle #5:

- **From the beginning, learners need clear and well-communicated priorities as well as a practical understanding of how learning goals are to be met in terms of work products and standards of excellence.**
 - Students who can explain where the work or course is headed because the ultimate performance goals, tasks, rubrics, and models would be clear from the start.
 - Agreed upon rubrics, consistently used by teachers across classrooms and grade levels.
 - Teachers regularly meeting in teams to review results and to plan for needed improvements.
 - Leaders ensuring that all teachers have access to and study print/video examples of best practice.

Principle #6:

- **Learners require consistent, timely, and user-friendly feedback in order to understand goals, produce quality work, and meet high standards.**
 - Every syllabus providing for built-in time for giving students opportunities to learn from feedback.
 - Students at all levels of performance are making gains over time, in response to effective feedback and opportunities to use it.
 - Teacher teams routinely looking at both student work and feedback from students and parents in order to make effective and timely adjustments.

Principle #7:

- **Understanding is achieved through activities and assessments that demand ongoing reflection, self-assessment, and self-adjustment while applying prior learning to new situations and tasks.**
 - Most assessments requiring students to self-assess their work as part of the assessment and making adjustments once the work is returned.
 - Teachers helping students develop a better understanding of their own profile as a learner, an inventory of their strengths and weaknesses, and a plan for working on their weaknesses.



- Evaluation of staff that would require staff to be effective at self-assessment and self-adjustment.

Principle #8:

- **The capacity to deeply understand and transfer depends on two factors, within a safe and supportive environment:**
 - 1) **The willingness and ability to think about ideas in a new way**
 - 2) **The ability to push beyond one's comfort level for intellectual risk taking, embracing the struggle and failure that are valued parts of the learning process.**
 - Students provided with many opportunities to try out ideas and performance without fear of penalty.
 - Leaders modeling openness to rethinking habits and assumptions in their conduct as well as in their goals and practices for running meetings.
 - Supervision and professional development making people feel eager to learn, not stupid or ignorant.
 - Learning from mistakes would be **valued as a necessary element** of continuous improvement.

Principle #9:

- **Learning is enhanced when it is personalized - when the learners' interests, preferences, strengths, contributions, and prior knowledge are sufficiently honored.**
 - Teachers routinely doing initial surveys of learner styles, interests, talents, and readiness prior to launching into teaching and adjusting their plans in light of the results of pre-assessment.
 - Differentiation through flexible grouping, appropriate choices of learning process and products, multimodal instruction, and other options.