



Professional Learning Debrief Protocol

Professionals Learn Best When:

- The learning task is experiential and professionals are the ones “doing the work”
- Learners are supported in solving new challenges by making thoughtful connections to past related experiences (analogical reasoning)
- The content addresses the concerns and issues professionals face on a daily basis (problems of practice)
- The context, pedagogy and conditions promote shared meaning-making and collective problem solving (social nature of learning; communities of practice)
- The content, pedagogy and conditions produce high engagement by all learners
- The learning context creates (and demands) opportunities for processing knowledge, constructing meaning, and considering implications (“learning is a byproduct of reasoning”)
- The experience helps professionals surface, scrutinize and test their mental models
- Learners are provided frameworks to help construct new meaning from old and similar experiences
- Metacognition (thinking about one’s thinking) and self-regulation (executive function) are promoted
- Learning taps into multiple sources of motivation, primarily those that are intrinsic
- Learners receive specific and timely feedback about both their practice and how they make meaning
- Adults have agency in both what and how they are learning (self-efficacy & choice)
- Learning situations balance working through discomfort and risk with safe reflection and meaning making

Debrief Questions:

- How well did we accomplish our intended purposes for the meeting?
 - What evidence do we have?
- What did we learn about the individual learners? The team/community of learners? The system/district?
 - What evidence do we have?
- If partnering, what did we learn about our partners and the partnership?
 - What evidence do we have?
- How well did our efforts align with how professionals learn best?
- What might we do more of/less of in future sessions given what we learned?
- What is next? (Content, relationship-building, condition-setting, framing, evidence gathering, etc.?)
- To what degree are we meeting the needs (articulated or otherwise) and expectations of the client?