

The EFF Teaching Learning Cycle

Cycle Steps	The EFF Teaching/Learning Cycle Guiding Questions	On-going Practices
1. Determine individual learner’s goals and purposes and identify the Standards that will help him/her achieve them. Identify student’s prior knowledge about these goals and Standards.	What do individual learners say they want or need to do in their lives? What knowledge and skills do they need to meet their goals? Which EFF Standards would help them make progress toward their goals? What does the learner already know and what can he/she do in relation to these Standards? In relation to his or her goals? <i>(If you are working with one person go to Step 3. If you are working with a group, go to Step 2.)</i>	Work with learners to continually revisit and revise their goals. Engage learners, throughout, in identifying and applying their prior experience and knowledge to their learning. Build in opportunities throughout the activity for learners to reflect on and monitor their own developing knowledge, skills, and learning strategies. Make sure throughout that learners clearly understand what they are learning and why. Adjust the learning activity to reflect emerging goals and learning needs.
2. In a group, identify a shared interest, purpose or goal and determine the group’s prior knowledge of this topic. Identify the Standard that will help the group address this shared goal. Make clear the connection between the class focus and individuals’ needs.	What is the class as a group excited or concerned about? How can we come to a consensus on a shared priority that can focus our work as a group? What EFF Standard will we use to focus this activity? What do learners already know and what can they do in relation to the Standard? In relation to the shared goal? What else will students need to know or learn to carry out this activity? What can I do to help learners see how working toward this shared goal can help them meet their individual needs?	
3. Design a learning activity to address the real-life concerns of the learner(s).	What do learners and I need to do to plan a meaningful learning activity that will address their priority? What opportunities can we build into the activity to allow students to develop and practice all the components of the Standard we have identified? What scaffolding will I need to provide to allow every learner to work on the Standard at a level that is challenging to him or her? In what ways will I help learners identify the cognitive and metacognitive learning strategies they already use, develop new strategies, and choose the most appropriate strategies for their purpose?	
4. Develop a plan to capture evidence and report learning.	What are the purposes of assessment for this activity? What assessment activities can be built into the on-going teaching and learning process? What assessment guides, rubrics and other tools do we need to develop for this learning activity? What can I do to make sure learners have a clear understanding of what will be assessed?	
5. Carry out the learning activity.	What can I do to help learners understand the connection between the skill-building steps and the overall purpose of the learning activity?	
6. Observe and document evidence of performance of the standard.	In what ways will we I observe and document evidence of learner performance of the Standard?	
7. Evaluate and reflect on how what was learned is transferable to real-life situations.	How will learners and I use the results of the assessment process? What links can learners make between what they have learned and how it addresses their goals? How do I help learners transfer skills and strategies from one role to another?	
8. Determine next steps to help learners meet their goals. (Return to Step 1 or 2).	What additional learning and practice do learners need in order to use their skills fluently, independently, and in a range of situations?	