CONNECTING THE STANDARDS FOR PROFESSIONAL LEARNING

As the introduction to the Standards for Professional Learning states, "They are the essential elements of professional learning that function in synergy to enable educators to increase their effectiveness and student learning" (Learning Forward, 2011, p. 14).

STANDARDS ➜	Learning Communities	Leadership	Resources
QUESTIONS AND LINKS At right are several questions that explore how the Resources standard integrates with the other six standards.	• What resources do learning communities need to achieve their goals? • How can members of a learning community, working together, conserve resources for professional learning? • Which resources are most essential for the learning within the learning community?	• How do leaders prioritize resources for professional learning? • How do leaders monitor and coordinate resources for professional learning? • How do leaders protect resources for professional learning? • What leaders serve as resources for professional learning?	• What kinds of resources support professional learning? • What indicators provide evidence of effective resource use? • What is the decision-making process for allocating resources for professional learning? How are resources coordinated in a school or district?

ARE EDUCATORS FINDING TIME FOR LEARNING?

Over the past several years, Learning Forward supported a multiphase research study to examine professional learning in the United States. Phase II of the report, which drew upon 2008 data from the federal government's Schools and Staffing Survey as well as other sources, found mixed progress. Not all educators have access to the kind of intensive learning most likely to result in student learning increases. "Studies have suggested that professional development that is sustained over time and includes a substantial number of contact hours on a single professional development focus (averaging 49 hours in one multistudy review and close to 100 in another) results in increases in student learning" (Darling-Hammond, Wei, & Adamson, 2010). The average reported number of hours of professional development in the U.S. was nowhere near that level. **The chart at right shows the number of hours across four key focus areas.** ▶ From 2004 to 2008, educators experienced a shift overall to professional development of shorter durations in most focus areas. The majority of teachers surveyed found the learning experiences useful or very useful; teachers rated their experiences significantly higher when they had more hours for professional learning.
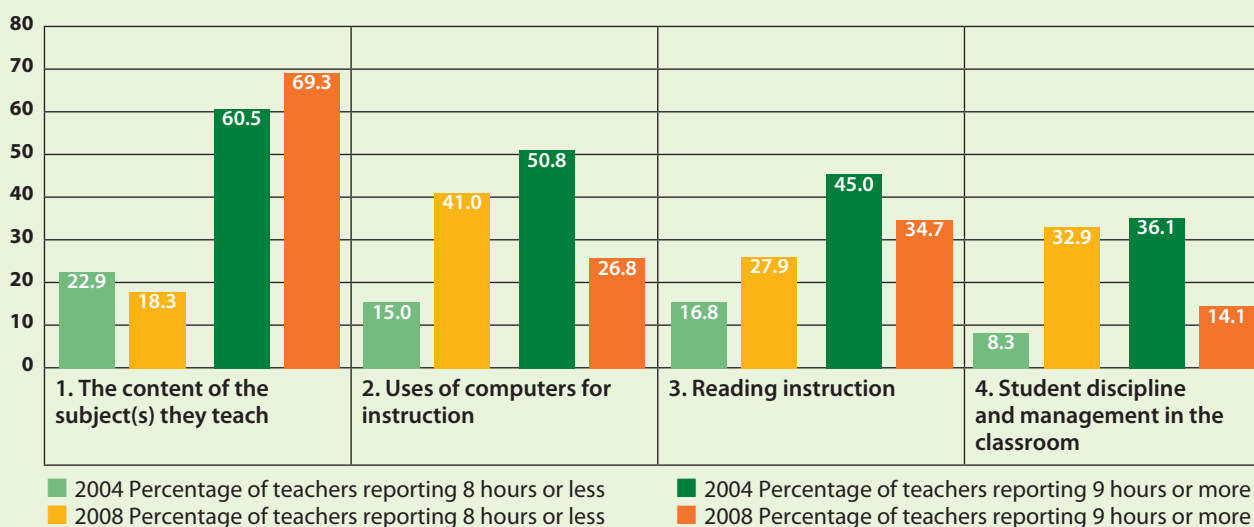
As *JSD* examines each standard individually, we will also demonstrate the key connections between and among all seven standards.

Data	Learning Designs	Implementation	Outcomes
• What resources are necessary to provide data about students, educators, and systems to inform decisions about professional learning? • What data will be needed to assess the effective use of resources for professional learning?	• What resources are required for successful implementation of selected learning designs? • Which learning designs require more or fewer resources? • How does the availability of resources influence decisions about learning designs? • How can educators conserve resources with the selection of particular learning designs?	• When in the implementation process will more resources be needed? • How do educators ensure that sufficient resources are allocated to sustain long-term support for deep implementation? • In planning professional learning, how can educators shift their consideration of the required resources from short-term to long-term support for professional learning?	• Which resources provide easy access to information about student learning and educator performance standards to inform decisions about professional learning? • What resources help systems explicitly tie educator learning outcomes to student learning outcomes?

Source: Learning Forward. (2011). *Standards for Professional Learning.* Oxford, OH: Author.

INTENSITY OF PARTICIPATION IN PROFESSIONAL DEVELOPMENT ON FOUR TOPIC AREAS (2004 & 2008)
Percentage of teachers reporting the length of time they participated in professional development on these topics during the last 12 months

Topic	2004 8 hours or less	2008 8 hours or less	2004 9 hours or more	2008 9 hours or more
1. The content of the subject(s) they teach	22.9	18.3	60.5	69.3
2. Uses of computers for instruction	15.0	41.0	50.8	26.8
3. Reading instruction	16.8	27.9	45.0	34.7
4. Student discipline and management in the classroom	8.3	32.9	36.1	14.1

■ 2004 Percentage of teachers reporting 8 hours or less
■ 2008 Percentage of teachers reporting 8 hours or less
■ 2004 Percentage of teachers reporting 9 hours or more
■ 2008 Percentage of teachers reporting 9 hours or more

Source: Darling-Hammond, L., Wei, R.C., & Adamson, F. (2010, August). *Professional development in the United States: Trends and challenges. Part II of a three-phase study.* Oxford, OH: NSDC.