IC MAPS

FOR TEACHERS

Learning Forward's Standards for Professional Learning establish the core attributes of effective professional learning. Everyone with either direct or indirect responsibility for students' education can benefit from well-designed and effective professional learning, but understanding just what the standards look like when they are in operation can be a challenge.

Innovation Configuration (IC) maps offer a solution. IC maps identify and describe the major components of new practice — in this case, the Standards for Professional Learning — in operation.
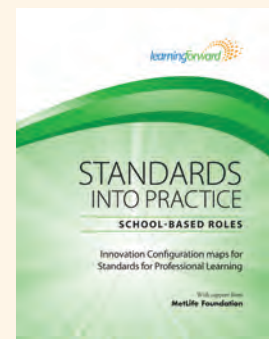
IC maps for each of the seven standards provide educators with:

- A clear vision of what the standards look like in action;
- A guide to design professional learning that explains what the standards look like in operation and how to implement them;
- A guide to create precise plans and access sufficient resources for implementing the standards; and
- A tool to assess implementation of the standards.

Learning Forward has created IC maps for 12 distinct roles in education that share responsibility for professional learning. The first set of these maps for school-based roles appears in *Standards Into Practice: School-Based Roles. Innovation Configuration Maps for Standards for Professional Learning* (Learning Forward, 2012). School-based roles include teachers, coaches/teacher leaders, school leadership teams, and principals.

The IC maps on pp. 51-58 outline for teachers the three key ideas of the Leadership standard and how they look in practice.

Source: Learning Forward. (2012). *Standards into practice: School-based roles. Innovation Configuration maps for Standards for Professional Learning.* Oxford, OH: Author.

Standards Into Practice:
SCHOOL-BASED ROLES.
Innovation Configuration Maps for Standards for Professional Learning
Learning Forward

An Innovation Configuration (IC) map identifies and describes the major components of a new practice such as Learning Forward's Standards for Professional Learning and details how it would look in practice. IC maps for 12 distinct roles in education that share responsibility for professional learning are presented in three volumes. This volume includes the school-based roles: teachers, coaches/teacher leaders, principals, and school leadership teams. *Learning Forward, 2012.*

B544, 293 pp., $60 members, $48 nonmembers
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Visit Learning Forward's website to download the IC maps for teachers for all seven Standards for Professional Learning.

www.learningforward.org/standards/ innovation-configurations

MetLife Foundation

MetLife Foundation supported the revision and publication of Standards for Professional Learning and related resources.

2.1 Develop capacity for learning and leading

Desired outcome 2.1.1: Commits to continuous professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Assesses current leadership knowledge, skills, and dispositions and identifies strengths and needs.	• Assesses current leadership knowledge, skills, and dispositions and identifies strengths and needs.	• Adopts ambitious improvement goals in curriculum, instruction, assessment, and leadership practices.	• Accepts improvements in curriculum, instruction, assessment, and leadership practices.	• Disregards improvements in curriculum, instruction, assessment, and leadership practices.	
• Adopts ambitious improvement goals in curriculum, instruction, assessment, and leadership practices.	• Adopts ambitious improvement goals in curriculum, instruction, assessment, and leadership practices.	• Adopts collaborative learning as the primary approach to solving individual and team challenges related to student learning.	• Engages in professional learning related to specific improvement efforts.	• Attends professional learning when required.	
• Adopts a disposition of curiosity and problem solving when confronted with student learning challenges.	• Adopts collaborative learning as the primary approach to solving individual, team, and schoolwide challenges related to student learning.	• Engages in professional learning throughout career.			
• Adopts collaborative learning as the primary approach to solving individual, team, and schoolwide challenges related to student learning.	• Engages in a variety of professional learning throughout career.	• Identifies effective practices, designs, and outcomes related to student learning.			
• Engages in a variety of professional learning throughout career.	• Reflects on experiences with professional learning to identify effective practices, designs, and outcomes.				
• Reflects on experiences with professional learning to identify effective practices, designs, and outcomes.					

Source: Learning Forward. (2012). *Standards into practice: School-based roles. Innovation Configuration maps for Standards for Professional Learning.* Oxford, OH: Author.

TEACHER / Leadership

2.1 Develop capacity for learning and leading

Desired outcome 2.1.2: Develops capacity for leadership of professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Analyzes own strengths and needs related to leadership. • Participates in an ongoing leadership development experience. • Establishes professional learning goal to develop and implement leadership knowledge, skills, and practices. • Practices leadership skills in multiple settings within the school and teams.	• Participates in an ongoing leadership development experience. • Establishes professional learning goal to develop and implement leadership knowledge, skills, and practices. • Practices leadership skills in multiple settings within the school and teams.	• Participates in an ongoing leadership development experience.	• Participates in discrete leadership development experiences.	• Fails to participate in ongoing leadership development experiences.	

Desired outcome 2.1.3: Understands and uses the Standards for Professional Learning in decisions about professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Studies, with colleagues, the Standards for Professional Learning to apply key ideas. • Accesses and uses new research and information about effective professional learning on an ongoing basis. • Applies the seven Standards for Professional Learning in individual, team, and schoolwide professional learning.	• Studies, with colleagues, the Standards for Professional Learning to apply key ideas. • Applies the seven Standards for Professional Learning in individual and team professional learning.	• Studies the Standards for Professional Learning to understand their ideas. • Applies five of the Standards for Professional Learning in individual or team professional learning.	• Names the Standards for Professional Learning.	• Makes decisions about professional learning without reference to the Standards for Professional Learning.	

TEACHER / Leadership

2.1 Develop capacity for learning and leading

Desired outcome 2.1.4: Serves as a leader in professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Takes an active role in planning, implementing, and evaluating individual, team, and schoolwide professional learning. • Applies leadership knowledge and skills in at least two learning teams within and beyond the school. • Participates in coaching related to leadership development. • Seeks opportunities and serves as a formal or informal leader of professional learning within and beyond the school (e.g., mentor, facilitator of learning team, schoolwide learning facilitator, resource provider, member of school or district professional learning team or other task force, member of SLT, etc.). • Participates in a learning community focused on leadership development. • Reflects on leadership experiences to refine and expand knowledge, skills, dispositions, and practices. • Helps develop guidelines that support formal or informal teacher leadership within the school and district.	• Takes an active role in planning, implementing, and evaluating individual and team professional learning. • Identifies practices, experiences, and designs of ineffective professional learning. • Applies leadership knowledge and skills in one or more learning teams within and beyond the school. • Seeks opportunities and serves as a formal or informal leader of professional learning within the school (e.g., mentor, facilitator of learning team, schoolwide learning facilitator, resource provider, member of school or district professional learning team or other task force, member of SLT, etc.). • Reflects on leadership experiences to refine and expand knowledge, skills, dispositions, and practices. • Helps develop guidelines that support formal or informal teacher leadership within the school and district.	• Takes an active role in planning, implementing, and evaluating individual and team professional learning. • Applies leadership knowledge and skills within a learning team in the school. • Seeks opportunities and serves as a formal or informal leader of professional learning within the school (e.g., mentor, facilitator of learning team, schoolwide learning facilitator, resource provider, member of school or district professional learning team or other task force, member of SLT, etc.).	• Recognizes responsibility for the results of individual professional learning. • Applies leadership knowledge and skills in a learning team within the school.	• Serves as a member of a school or district committee.	• Fails to serve as a formal or informal teacher leader within or beyond the school.

TEACHER / Leadership

2.2 Advocate for professional learning

Desired outcome 2.2.1: Articulates the link between student learning and professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Explains the indelible connection between professional learning and student achievement to staff, students, parents, system leaders, public officials, and community members and partners. • Provides multiple examples of the link between individual, team, and schoolwide professional learning and student learning.	• Explains the indelible connection between professional learning and student achievement to staff, students, and parents. • Provides multiple examples of the link between individual, team, and schoolwide professional learning and student learning.	• Explains the indelible connection between professional learning and student achievement to staff and students. • Provides multiple examples of the link between individual, team, and schoolwide professional learning and student learning.	• Describes the connection between professional learning and student learning.	• Fails to explain the connection between professional learning and student learning.	

TEACHER / Leadership

2.1 Develop capacity for learning and leading

Desired outcome 2.1.4: Serves as a leader in professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Takes an active role in planning, implementing, and evaluating individual, team, and schoolwide professional learning.	• Takes an active role in planning, implementing, and evaluating individual and team professional learning.	• Takes an active role in planning, implementing, and evaluating individual and team professional learning.	• Recognizes responsibility for the results of individual professional learning.	• Serves as a member of a school or district committee.	• Fails to serve as a formal or informal teacher leader within or beyond the school.
• Applies leadership knowledge and skills in at least two learning teams within and beyond the school.	• Identifies practices, experiences, and designs of ineffective professional learning.	• Applies leadership knowledge and skills within a learning team in the school.	• Applies leadership knowledge and skills in a learning team within the school.		
• Participates in coaching related to leadership development.	• Applies leadership knowledge and skills in one or more learning teams within and beyond the school.	• Seeks opportunities and serves as a formal or informal leader of professional learning within the school (e.g., mentor, facilitator of learning team, schoolwide learning facilitator, resource provider, member of school or district professional learning team or other task force, member of school leadership team, etc.).			
• Seeks opportunities and serves as a formal or informal leader of professional learning within and beyond the school (e.g., mentor, facilitator of learning team, schoolwide learning facilitator, resource provider, member of school or district professional learning team or other task force, member of school leadership team, etc.).	• Seeks opportunities and serves as a formal or informal leader of professional learning within the school (e.g., mentor, facilitator of learning team, schoolwide learning facilitator, resource provider, member of school or district professional learning team or other task force, member of school leadership team, etc.).				
• Participates in a learning community focused on leadership development.	• Reflects on leadership experiences to refine and expand knowledge, skills, dispositions, and practices.				
• Reflects on leadership experiences to refine and expand knowledge, skills, dispositions, and practices.	• Helps develop guidelines that support formal or informal teacher leadership within the school and district.				
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TEACHER / Leadership

2.2 Advocate for professional learning

Desired outcome 2.2.1: Articulates the link between student learning and professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Explains the indelible connection between professional learning and student achievement to staff, students, parents, system leaders, public officials, and community members and partners. • Provides multiple examples of the link between individual, team, and schoolwide professional learning and student learning.	• Explains the indelible connection between professional learning and student achievement to staff, students, and parents. • Provides multiple examples of the link between individual, team, and schoolwide professional learning and student learning.	• Explains the indelible connection between professional learning and student achievement to staff and students. • Provides multiple examples of the link between individual, team, and schoolwide professional learning and student learning.	• Describes the connection between professional learning and student learning.	• Fails to explain the connection between professional learning and student learning.	

TEACHER / Leadership

2.3 Create support systems and structures

Desired outcome 2.3.2: Develops capacity for skillful collaboration.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Develops, with colleagues, the knowledge and skills to learn and work collaboratively. • Encourages colleagues to use collaboration to achieve individual, team, and schoolwide professional learning goals. • Develops, with colleagues, the capacity to resolve conflict. • Confronts assumptions and practices that create barriers to collective responsibility. • Practices skillful collaboration within schoolwide and team professional learning. • Seeks from and provides to colleagues feedback on collaboration skills.	• Develops, with colleagues, the knowledge and skills to learn and work collaboratively. • Encourages colleagues to use collaboration to achieve individual, team, and schoolwide professional learning goals. • Develops, with colleagues, the capacity to resolve conflict. • Practices skillful collaboration within schoolwide and team professional learning.	• Develops, with colleagues, the knowledge and skills to learn and work collaboratively. • Encourages colleagues to use collaboration to achieve individual, team, and schoolwide professional learning goals. • Practices skillful collaboration within team professional learning.	• Encourages colleagues to use collaboration to achieve individual, team, and schoolwide professional learning goals.	• Presumes staff uses collaboration to achieve individual, team, and schoolwide professional learning goals.	

TEACHER / Leadership

2.3 Create support systems and structures

Desired outcome 2.3.3: Contributes to the development and maintenance of a collaborative culture.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Develops and applies research-based knowledge and skills about collaborative cultures to support schoolwide and team learning and collaborative work. • Models collaboration in interactions with colleagues, students, parents, community members, and system leaders. • Assesses, with principal and colleagues, the current culture to make improvements. • Contributes to the development of the social architecture of a collaborative culture that includes norms for individual, team, and schoolwide interactions; high expectations; collective responsibility for high levels of learning for all students; mutual respect; and relational trust. • Works with colleagues to sustain a collaborative culture within learning teams. • Confronts assumptions and practices that inhibit collaboration. • Identifies and addresses, with principal and colleagues, barriers to collaboration.	• Develops and applies research-based knowledge and skills about collaborative cultures to support team learning and collaborative work. • Models collaboration in interactions with colleagues, principal, and other school leaders. • Assesses, with principal, the current culture to make improvements. • Contributes to the development of the social architecture of a collaborative culture that includes norms for individual, team, and schoolwide interactions; high expectations; collective responsibility for high levels of learning for all students; and mutual respect. • Works with colleagues to sustain a collaborative culture within learning teams.	• Models collaboration in interactions with colleagues, principal, and other school leaders. • Assesses, with principal, the current culture to make improvements. • Contributes to the development of the social architecture of a collaborative culture that includes norms for individual, team, and schoolwide interactions; high expectations; and mutual respect. • Works with colleagues to sustain a collaborative culture within learning teams.	• Models collaboration in interactions with colleagues, principal, and other school leaders. • Assesses, with principal, the current culture to make improvements.	• Accepts the current school culture without making efforts to improve it.	

Source: Learning Forward. (2012). *Standards into practice: School-based roles. Innovation Configuration maps for Standards for Professional Learning.* Oxford, OH: Author.