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 Leadership standard integrates with the other six standards.	• How are leaders building collective responsibility among school and district staff? • What are several ways teacher leaders contribute to building colleagues' engagement in continuous improvement? • How do all leaders within a school create a culture of accountability for results?	• In what ways do leaders model that ongoing learning is a core professional responsibility? • Describe three ways teacher leaders, principals, and district leaders advocate for effective professional learning as a vehicle for advancing educator effectiveness and student success. • What systems and structures do leaders put in place to build a culture of continuous improvement?	• What resources have leaders allocated to support development of teacher leaders? • How do leaders monitor the effective use of all resources for professional learning? • What processes are in place to make decisions about allocating resources for professional learning?

IN THIS ISSUE OF *JSD* **THE LEARNING STARTS HERE** ▼

PRINCIPALS AND THE COMMON CORE

In a newly published brief from Learning Forward, *Meet the Promise of Content Standards: The Principal*, Joellen Killion explores the role of principals and the support they require from school systems to ensure the implementation of Common Core standards. Published as part of the initiative Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core, the brief is one in a series that highlights aspects of developing a comprehensive system of professional learning from the statehouse to the classroom.

The brief emphasizes principal actions as well as system supports in several major categories, including the development of leadership in others. Included here is an excerpt. Access the full brief at **www. learningforward.org/publications/implementing-common-core.**

As *JSD* examines each standard individually, we will also demonstrate the key connections between and among all seven standards.

Data	Learning Designs	Implementation	Outcomes
• How are leaders engaging staff and colleagues in using student, educator, and school data in their decision making about professional learning? • In what ways are leaders facilitating the use of student, educator, or school data to assess progress toward their professional learning goals? • What data do leaders use to inform the evaluation of professional learning?	• What models, theories, or research bodies do leaders use in designing professional learning? • What factors do leaders consider as they make decisions about the design of professional learning? • What factors do leaders consider as they support the learners and learning facilitators who make decisions about the design of professional learning? • What expectations have leaders established for active engagement in professional learning?	• What theory of change guides the leadership team's plan for full implementation of professional learning? • How are leaders modeling constructive feedback and teaching others to give and receive constructive feedback about implementation of professional learning? • How are leaders planning for sustaining implementation of new learning over time?	• How are leaders using leader performance standards to strengthen their leadership capacity? • How are leaders using performance standards to focus the content of professional learning? • In what ways do leaders weave together the many initiatives in the school or district to maintain coherence?

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

PRINCIPAL ACTIONS

Principals have multiple responsibilities to develop and sustain leadership in others. Specifically, principals who develop leadership in others to support implementation of Common Core standards:

- Focus the administrative and school leadership teams' work on implementation of Common Core standards and reformed instruction;
- Advocate, select, develop, and support teacher leaders to expand instructional leadership and job-embedded professional learning in the school;
- Provide professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and Common Core standards, instructional credibility, and professional respect and trust;
- Set expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning;
- Coordinate and narrow teacher leaders' work on learning-focused behaviors and tasks; and
- Provide ongoing coaching with constructive feedback to teacher leaders.

DISTRICT SUPPORT

District staff have multiple ways for supporting principals in developing shared leadership within their schools. Chief among those strategies is to formalize a structure of teacher leadership that identifies designated roles and provides professional learning and support for teachers who are selected as or volunteer to serve as teacher leaders. In addition to teacher support, principals benefit from learning how to engage teacher leaders effectively within their schools and how to provide feedback, guidance, and other forms of support to ensure their success.