

Discover the possibilities.

By Eric Celeste

Undergirding Learning Forward's Standards for Professional Learning is this premise: The purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels. The standards combine decades of research, lessons learned, and input from 40 professional education organizations. This issue of *JSD* takes a fresh look at the field and the standards since their publication in 2011.

Harness the energy of collaboration.

By Ann Lieberman and Lynne Miller

As they write about the Learning Communities standard in *Reach the Highest Standard in Professional Learning: Learning Communities*, authors Ann Lieberman and Lynne Miller consider why communities have gained widespread attention and support, summarize the research about them, and consider the challenges professional learning communities face. This excerpt from their essay shares

rationale and findings from research about learning communities.

A leader's top task is to nurture talent.

By Karen Seashore Louis

In her essay exploring the Leadership standard in *Reach the Highest Standard in Professional Learning: Leadership*, author Karen Seashore Louis offers keen insight into the question of how leaders affect the learning of other adults in a school. This excerpt takes a close look at what leaders need to understand about how learners approach change and their role in helping create a culture that recognizes the humans at the heart of change.

Take a whole new look at how to use resources.

By Karen Hawley Miles and Anna Sommers

In their full essay for *Reach the Highest Standard in Professional Learning: Resources*, authors Karen Hawley Miles and Anna Sommers note that more rigorous instructional requirements combined with tighter budgets challenge school systems

to think more deliberately about where and how they invest in teaching effectiveness. In this excerpt, they outline ways in which school systems can repurpose people, time, technology, and money to enhance professional learning and more effectively build and retain a powerful teaching force.

Gauge impact with 5 levels of data.

By Thomas R. Guskey

In his essay for *Reach the Highest Standard in Professional Learning: Data*, Thomas R. Guskey, an international expert in evaluation design, analysis, and educational reform, explains why the Data standard is an essential foundation for all of the other standards. In this excerpt, Guskey examines the use of data in the systemic evaluation of professional learning.

Use a variety of practices to connect with all.

By Eleanor Drago-Severson

Given the challenges educators face today, teachers and school leaders must continuously learn and grow.

Share your story

Learning Forward is eager to read manuscripts from educators at every level in every position. If your work includes a focus on effective professional learning, we want to hear your story.

JSD publishes a range of types of articles, including:

- First-person accounts of change efforts;
- Practitioner-focused articles about school- and district-level initiatives;
- Program descriptions and results from schools, districts, or external partners;
- How-tos from practitioners and thought leaders; and
- Protocols and tools with guidance on use and application.

To learn more about key topics and what reviewers look for in article submissions, visit www.learningforward.com/publications/jsd/upcoming-themes.



Eleanor Drago-Severson’s essay in *Reach the Highest Standard in Professional Learning: Learning Designs* explains how the Learning Designs standard helps educators prioritize these designs and understand how to effectively support learning and improvement. This excerpt examines the way learning theories, research, and models help us understand the adults we want to support.

Amplify change with professional capital.

By Michael Fullan

Michael Fullan’s insights on what it takes to make professional learning stick have long helped leaders create change in ways that lead to better outcomes for students. In his essay in *Reach the Highest Standard in Professional Learning: Implementation*, Fullan considers the failure of professional development, explores promising models, and offers recommendations for succeeding at implementation. This excerpt explores the role of human, social, and decisional capital in building educator capacity, and more importantly, a culture of learning within schools.

Build cultural proficiency to ensure equity.

By Delores B. Lindsey and Randall B. Lindsey

Delores and Randall Lindsey approach the Outcomes standard through the lens of their cultural proficiency work to highlight the equity focus embedded in the standard. This excerpt from their essay in *Reach the Highest Standard in Professional Learning: Outcomes* dives into their cultural proficiency tools and framework and their connection to the Outcomes standard.

Why adoption of standards matters.

Making a commitment to the Standards for Professional Learning is a commitment to continuous learning for all educators in a school. Adopting the standards makes them part of a state’s policies and regulations, indicates stakeholders’ intention to hold professional learning to high standards, and can ensure that funds support effective learning.

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- Please send manuscripts and questions to Christy Colclasure (christy.colclasure@learningforward.org).
- Notes to assist authors in preparing a manuscript are at www.learningforward.org/publications/jsd/writers-guidelines.

columns

Lessons from research:

Pairing new science curriculum with professional learning increases student achievement.

By Joellen Killion

Well-designed, educative curriculum and materials, coupled with face-to-face professional development related to the curriculum, lead to more effective implementation of the curriculum, improved teacher practice, and student achievement.

From the director:

Standards connect the dots between teaching and learning.

By Stephanie Hirsh

Follow the evolution of the Standards for Professional Learning, which define the support educators deserve if we expect high levels of performance by educators and students.

feature

How the world’s best schools stay on top:

Study’s key findings pinpoint practices that align with Learning Forward.

By Joellen Killion

Teacher professional learning drives school improvement, according to a new study. Based on the premise that continuous professional learning is fundamental to teacher and student success, *Beyond PD: Teacher Professional Learning in High-Performing Systems* examines teacher professional learning practices in Singapore, Shanghai, Hong Kong, and British Columbia and identifies common practices across the four systems.

Key findings highlight how Learning Forward’s long-standing position on professional learning correlates with those practices.