



WHAT IS MY ROLE IN GREAT PROFESSIONAL LEARNING?

As more educators and policymakers embrace Learning Forward's Standards for Professional Learning (Learning Forward, 2011) for planning, implementing, and evaluating professional learning, they may be ready to ask: Now what do we do?

Learning Forward has created Innovation Configuration (IC) maps for educators in 12 roles, from teacher leaders and school leaders to superintendents and school board members. IC maps are useful tools for getting a specific picture of what changes or innovations, such as the standards, look like in practice.

"An IC map is a way to precisely define quality and measure fidelity" of implementation (Learning Forward, 2013, p. 7). The maps detail a spectrum of variations of implementation, with the ideal on the left side of the map, decreasing incrementally along the continuum to the right.

When educators consider their learning leadership responsibilities, the IC maps offer actions tied to outcomes. In the ideal variation, educators see all the actions they would take and the outcomes they would achieve if they were supporting a particular component of the standards.

So when educators wonder what they should be doing to implement the elements of the Learning Designs standard, they

can turn to the IC maps and read the details.

The IC map on pp. 57-62 outlines the actions of those serving as a director of professional learning. By this title, Learning Forward means any educator who has primary responsibility for all aspects of professional learning in a school system. This person might be serving as an assistant superintendent or lead a department of professional learning with several employees. He or she might work with other areas such as human resources or curriculum and instruction.

Educators can use IC maps to plan their own work, discuss the roles and responsibilities of others in a school district or professional learning system, or monitor the day-to-day implementation of standards.

Visit the Learning Forward bookstore at www.learningforward.org/store to purchase any or all of the three volumes of IC maps for the Standards for Professional Learning.

REFERENCES

Learning Forward. (2013). *Standards into practice: School system roles. Innovation Configuration maps for Standards for Professional Learning.* Oxford, OH: Author.

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

5.1 Apply learning theories, research, and models

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 5.1.1: Develops and shares a knowledge base about theories, research, and models of adult learning.					
<ul style="list-style-type: none"> Develops own, staff, system and school leader, and participant knowledge and skills related to research, theories, and models of adult learning. Develops and maintains a searchable repository of reviewed print and electronic materials on professional learning. 	<ul style="list-style-type: none"> Develops own, staff, and participant knowledge and skills related to research, theories, and models of adult learning. Develops and maintains a searchable repository of reviewed print and electronic materials on professional learning. 	<ul style="list-style-type: none"> Develops own and staff or participant knowledge and skills related to research, theories, and models of adult learning. Develops a searchable repository of reviewed print and electronic materials on professional learning. 	<ul style="list-style-type: none"> Studies research, theories, and models of adult learning. Develops a repository of print and electronic materials on professional learning. 	<ul style="list-style-type: none"> Studies research, theories, and models of adult learning. 	<ul style="list-style-type: none"> Fails to add to own or others' knowledge base about learning theories, research, and models.
Desired outcome 5.1.2: Acquires knowledge about multiple designs for professional learning.					
<ul style="list-style-type: none"> Develops staff, system and school leader, and participant knowledge about, skills to facilitate, and expertise to implement multiple learning designs useful in each step of the seven-step cycle of continuous improvement Develops own, staff, system and school leader, and participant knowledge about essential features of high-quality learning designs (e.g. active engagement, reflection, metacognition, ongoing support). 	<ul style="list-style-type: none"> Develops own, staff, and participant knowledge about, skills to facilitate, and expertise to implement multiple learning designs useful in each step of the seven-step cycle of continuous improvement. Develops own, staff, and participant knowledge about essential features of high-quality learning designs (e.g. active engagement, reflection, metacognition, ongoing support). 	<ul style="list-style-type: none"> Develops own and staff or participant knowledge about, skills to facilitate, and expertise to implement multiple learning designs useful in each step of the seven-step cycle of continuous improvement. Develops own and staff or participant knowledge about essential features of high-quality learning designs (e.g. active engagement, reflection, metacognition, ongoing support). 	<ul style="list-style-type: none"> Develops knowledge about, skills to facilitate, and expertise to implement learning designs throughout the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> Fails to develop knowledge about multiple designs for professional learning. 	

Source: Learning Forward. (2013). Standards into practice: School system roles. Innovation Configuration maps for Standards for Professional Learning. Oxford, OH: Author.

5.2 Select learning designs

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 5.2.1: Acquires and shares knowledge about the multiple factors influencing the selection of learning designs.					
<ul style="list-style-type: none"> Develops own, staff, system and school leader, and participant knowledge about factors that influence how adults learn. Develops own, staff, system and school leader, and participant capacity to delineate and sequence learning objectives, including knowledge, skills, dispositions, and practices, to design learning. Models learning designs that align with desired changes in practice. 	<ul style="list-style-type: none"> Develops own, staff, and participant knowledge about factors that influence how adults learn. Develops own, staff, and participant capacity to delineate and sequence learning objectives, including knowledge, skills, dispositions, and practices, to design learning. Models learning designs that align with desired changes in practice. 	<ul style="list-style-type: none"> Develops own and staff or participant knowledge about factors that influence how adults learn. Develop own and staff or participant capacity to delineate and sequence learning objectives, including knowledge, skills, dispositions, and practices, to design learning. Models learning designs that align with desired changes in practice. 	<ul style="list-style-type: none"> Develops own knowledge about factors that influence how adults learn. 	<ul style="list-style-type: none"> Fails to develop and share knowledge about factors that influence selection of professional learning. 	

Source: Learning Forward. (2013). Standards into practice: School system roles. Innovation Configuration maps for Standards for Professional Learning. Oxford, OH: Author.

5.2 Select learning designs

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 5.2.2: Applies knowledge to the selection of appropriate learning designs.					
<ul style="list-style-type: none"> • Selects appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Coaches staff, system and school leaders, and participants to select appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Reviews, with staff, system and school leaders, and participants, selected learning designs for the presence of essential features, including active engagement, reflection, metacognition, ongoing support, etc. 	<ul style="list-style-type: none"> • Selects appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Coaches staff and participants to select appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Reviews, with staff and participants, selected learning designs for the presence of essential features, including active engagement, reflection, metacognition, ongoing support, etc. 	<ul style="list-style-type: none"> • Selects appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Coaches staff or participants to select appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Reviews, with staff or participants selected learning designs for the presence of essential features, including active engagement, reflection, metacognition, ongoing support, etc. 	<ul style="list-style-type: none"> • Supports system or school leaders to select learning designs. 	<ul style="list-style-type: none"> • Fails to apply knowledge to the selection of learning designs. 	

Source: Learning Forward. (2013). *Standards into practice: School system roles. Innovation Configuration maps for Standards for Professional Learning*. Oxford, OH: Author.

5.2 Select learning designs

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 5.2.3: Develops and shares knowledge about technology-enhanced learning designs.</p>					
<ul style="list-style-type: none"> Develops and shares, with staff, system and school leaders, and participants, knowledge about available and emerging technology-enhanced learning designs. Examines, with staff, system and school leaders, and participants, the benefits and limitations of technology-enhanced learning designs. Establishes and applies, with staff, system and school leaders, and participants, criteria for selecting technology-enhanced learning designs. Advocates the use of technology-enhanced learning designs to increase the efficiency and effectiveness of professional learning. 	<ul style="list-style-type: none"> Develops and shares, with staff and participants, knowledge about available and emerging technology-enhanced learning designs. Examines, with staff and participants, and system and school leaders, the benefits and limitations of technology-enhanced learning designs. Establishes and applies, with staff and participants, criteria for selecting technology-enhanced professional learning designs. Advocates the use of technology-enhanced learning designs to increase the efficiency and effectiveness of professional learning. 	<ul style="list-style-type: none"> Develops and shares, with staff or participants, knowledge about available and emerging technology-enhanced learning designs. Identifies the benefits and limitations of technology-enhanced learning designs. Establishes and applies criteria for selecting technology-enhanced professional learning designs. 	<ul style="list-style-type: none"> Develops knowledge about available and emerging technology-enhanced learning designs. Identifies the benefits and limitations of technology-enhanced learning designs. 	<ul style="list-style-type: none"> Develops knowledge about available and emerging technology-enhanced learning designs. 	<ul style="list-style-type: none"> Fails to develop or share knowledge about technology-enhanced learning designs.

Source: Learning Forward. (2013). *Standards into practice: School system roles. Innovation Configuration maps for Standards for Professional Learning*. Oxford, OH: Author.

5.2 Select learning designs

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 5.2.4: Implements appropriate learning designs.					
<ul style="list-style-type: none"> • Uses appropriate in-person, blended, and online learning designs during meetings and professional learning. • Coaches staff, system and school leaders, and participants to implement appropriate in-person, blended, and online learning designs to achieve personalized, team, school, and system learning goals. 	<ul style="list-style-type: none"> • Uses appropriate in-person, blended, and online learning designs during meetings and professional learning. • Coaches staff and participants to implement appropriate in-person, blended, and online learning designs to achieve personalized, team, school, and system learning goals. 	<ul style="list-style-type: none"> • Uses appropriate in-person, blended, and online learning designs during meetings and professional learning. • Coaches staff or participants to implement appropriate in-person, blended, and online learning designs to achieve personalized, team, school, and system learning goals. 	<ul style="list-style-type: none"> • Uses appropriate in-person, blended, and online learning designs to achieve personalized, team, school, and system learning goals. 	<ul style="list-style-type: none"> • Fails to implement appropriate learning designs for professional learning. 	

Source: Learning Forward. (2013). *Standards into practice: School system roles. Innovation Configuration maps for Standards for Professional Learning*. Oxford, OH: Author.

5.3 Promote active engagement

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 5.3.1: Models active engagement in professional learning.					
<ul style="list-style-type: none"> Participates actively in individual, team, and school, and systemwide professional learning. Engages participants in practices delineated in learning outcomes. Models and shares, with staff, participants, and school and system leaders, strategies and protocols for active engagement in individual, team, system, and school professional learning. 	<ul style="list-style-type: none"> Participates actively in individual, team, and school, and systemwide professional learning. Engages participants and others in practices delineated in learning outcomes. Models and shares, with staff and participants, strategies and protocols for active engagement in individual, team, system, and school professional learning. 	<ul style="list-style-type: none"> Participates actively in individual, team, school, and systemwide professional learning. Engages participants and others in practices delineated in learning outcomes. Models and shares, with staff or participants, strategies and protocols for active engagement in individual, team, system, and school professional learning. 	<ul style="list-style-type: none"> Participates actively in individual, team, school, and systemwide professional learning. Shares strategies and protocols for active engagement in individual, team, system, and school professional learning. 	<ul style="list-style-type: none"> Participates actively in individual, team, school, and systemwide professional learning. 	<ul style="list-style-type: none"> Fails to model and promote active engagement.
Desired outcome 5.3.2: Promotes active engagement in the learning process.					
<ul style="list-style-type: none"> Sets and explains expectation that staff, participants, and system and school leaders engage actively in individual, team, school, and systemwide professional learning. Coaches staff, participants, and system and school leaders to embed and monitor active engagement in learning processes. 	<ul style="list-style-type: none"> Sets and explains expectation that staff and participants engage actively in individual, team, school, and systemwide professional learning. Coaches staff and participants to embed and monitor active engagement in learning processes. 	<ul style="list-style-type: none"> Sets and explains expectation that staff or participants engage actively in individual, team, school, and systemwide professional learning. Coaches staff or participants to embed and monitor active engagement in learning processes. 	<ul style="list-style-type: none"> Sets expectation that staff or participants engage actively in individual, team, school, and systemwide professional learning. Coaches staff or participants to embed active engagement in learning processes. 	<ul style="list-style-type: none"> Fails to promote or support active engagement in professional learning. 	

Source: Learning Forward. (2013). *Standards into practice: School system roles. Innovation Configuration maps for Standards for Professional Learning*. Oxford, OH: Author.