

## 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
<p><b>QUESTIONS AND LINKS</b></p> <p>At right are several questions that explore how the Outcomes standard integrates with the other six standards.</p>	<ul style="list-style-type: none"> <li>• How are learning communities developing clear outcomes for students and educators?</li> <li>• To what degree do learning community members align the goals of various initiatives with the school, district, state/provincial goals for student achievement?</li> <li>• How do learning community members demonstrate collective responsibility for educator and student outcomes?</li> </ul>	<ul style="list-style-type: none"> <li>• How do leaders model and build capacity to align educator and student learning outcomes?</li> <li>• In what way are leaders, administrators, and teacher leaders purposefully and intentionally building coherence in plans for professional learning?</li> <li>• What strategies do leaders use to strengthen connections among the many professional learning experiences?</li> </ul>	<ul style="list-style-type: none"> <li>• How do outcomes for educators and students influence decisions about professional learning resource allocation?</li> <li>• In what ways do explicit outcomes for educators and students influence how resource use is monitored and evaluated?</li> <li>• To what degree do district and school leaders understand how resource allocation and use influence outcome attainment?</li> </ul>

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### OUTCOMES STANDARDS AT A GLANCE

These are excerpts from just a few of the performance and curriculum standards relevant to the Outcomes standard.

#### InTASC Model Core Teaching Standards

Outlines common principles and foundations of teaching practice in four general categories.

#### THE LEARNER AND LEARNING

1. Learner development
2. Learning differences
3. Learning environments

#### CONTENT KNOWLEDGE

4. Content knowledge
5. Application of content

#### INSTRUCTIONAL PRACTICE

6. Assessment
7. Planning for instruction
8. Instructional strategies

#### PROFESSIONAL RESPONSIBILITY

9. Professional learning and ethical practice
10. Leadership and collaboration

<http://tinyurl.com/8orv7sc>

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

Data	Learning Designs	Implementation	Outcomes
<ul style="list-style-type: none"> <li>• How are data about student and educator performance used in determining outcomes for professional learning?</li> <li>• In what ways do decision makers, policymakers, and other stakeholders use defined outcomes to determine the effectiveness of professional learning?</li> <li>• How are educators using benchmarks to assess progress toward the intended outcomes of professional learning?</li> </ul>	<ul style="list-style-type: none"> <li>• In what ways do educator and student outcomes influence decisions about professional learning?</li> <li>• Who selects learning designs for professional learning, and how do they use intended outcomes in the decision-making process?</li> <li>• To what degree do professional learning designs reflect or model educator outcomes?</li> </ul>	<ul style="list-style-type: none"> <li>• How do benchmarks toward the outcomes guide implementation support and feedback?</li> <li>• To what degree does the nature of the outcome (e.g. its complexity, degree of change expected, etc.) influence the type and duration of implementation support?</li> <li>• How do coaches, teacher leaders, principals, and other external assistance providers use the intended outcomes of professional learning to plan ongoing support for implementation?</li> </ul>	<ul style="list-style-type: none"> <li>• In what ways are student content standards used to inform decisions about professional learning?</li> <li>• In what ways are educator effectiveness standards used to inform decisions about professional learning?</li> <li>• How do those responsible for and engaging in professional learning build coherence among professional learning, educator performance, and student content standards?</li> </ul>

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

**Educational Leadership Policy Standards: ISLLC 2008**

Organized under six standards, which call for:

1. Setting a widely shared vision for learning;
2. Developing a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the political, social, legal, and cultural contexts.

<http://tinyurl.com/bwmmbtv>

**Common Core State Standards for Mathematics**

*Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.*

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

<http://tinyurl.com/25pzc5h>

