

# THROUGH THE LENS

OF LEARNING FORWARD'S STANDARDS FOR PROFESSIONAL LEARNING

## LEARNING FORWARD'S STANDARDS FOR PROFESSIONAL LEARNING

*Professional learning that increases educator effectiveness and results for all students ...*

### Learning Communities

... occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

### Leadership

... requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

### Resources

... requires prioritizing, monitoring, and coordinating resources for educator learning.

### Data

... uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

### Learning Designs

... integrates theories, research, and models of human learning to achieve its intended outcomes.

### Implementation

... applies research on change and sustains support for implementation of professional learning for long-term change.

### Outcomes

... aligns its outcomes with educator performance and student curriculum standards.

Many of the articles in this issue of *The Learning Professional* demonstrate Learning Forward's Standards for Professional Learning in action. Use this tool to deepen your own understanding of what standards implementation might look like and to explore implementation in various contexts. This issue, we highlight three examples.

## STANDARD

## IN ACTION

## TO CONSIDER

### LEADERSHIP

In our Member Spotlight, we learned that Principal Syeda Woods demanded a new culture of learning when she took over her New Jersey pre-K to 2nd grade school. To achieve this, she relied on research and better learning practices to improve student outcomes (p. 8).



1. In what ways did Woods create support systems for her changes?
2. How did she advocate for professional learning?
3. How did she develop capacity to continue improving on what they've done?

### LEARNING DESIGNS

In "Moving from 'students can't' to 'how students can,'" the Utah Education Policy Center collaborated with local schools and districts to design standards-based professional learning to increase equity and access for all students (p. 42).



1. How did this design embody a continuous improvement cycle at the individual and organizational level?
2. How did they make sure there was goal alignment within the system?

### OUTCOMES

In "Problem solvers," an innovative "MathLab" concept changed a traditional one-shot professional development to ongoing professional learning situated in K-12 mathematics classrooms (p. 36).



1. How did the program's goals align with the Outcomes standard?
2. How were these outcomes aligned with student curriculum?
3. How did the outcomes align with educator performance?

### FIND YOUR OWN!

There are many other examples of the standards in action throughout *The Learning Professional*. Find a story that you think exemplifies this and create your own questions.



### Bonus question:

Can you find other standards within your story that are relevant? Many data stories, for example, also deal with implementation.

Learn more about Learning Forward's Standards for Professional Learning at [www.learningforward.org/standards-for-professional-learning](http://www.learningforward.org/standards-for-professional-learning).