

The Learning Professional

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# 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. In this issue, we highlight three examples.

STANDARD	IN ACTION		TO CONSIDER
LEARNING COMMUNITIES	In "Inspiring growth," the authors say that a key element for building instructional leadership at scale is having a collaborative and supportive professional learning community (p. 22).		<ol style="list-style-type: none"><li>1. Role play between principal and assistant principal is one example given of a school-based leadership learning community. What are others?</li><li>2. Besides a yearlong academy, how can districts support build capacity for leadership learning?</li></ol>
DATA	In "Hillsborough's principal pipeline," the authors examine a one-year professional learning pilot program for principals throughout their Florida district (p. 36).		<ol style="list-style-type: none"><li>1. Given that interviews were often unstructured or semi-structured, what contributed to "robustness" of the data?</li><li>2. How could you get an equally robust data set using more structure but fewer interviews?</li></ol>
LEARNING DESIGNS	In "6 skills every observer needs — and how to build them," the authors say that leading school systems have identified what observers need to know and be able to do. These activities, the authors say, entail a good deal of modeling and practice (p. 46).		<ol style="list-style-type: none"><li>1. Videos are one example of how observers can practice collecting relevant evidence. What are others?</li><li>2. How can you and your team develop a shared vision of effective feedback?</li><li>3. Should you integrate a rubric overview into your learning design for observers? How?</li></ol>
FIND YOUR OWN!	There are many other examples of the standards in action throughout <i>The Learning Professional</i> . Find a story that you think exemplifies this and create your own questions.		<b>Bonus question:</b> Can you find other standards within your story that are relevant? Many data stories, for example, also deal with implementation. Good luck!

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).