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
RESOURCES	In "A foundation of learning," the authors explore a Washington, D.C., program that is working to close the achievement gap before children enter kindergarten by providing high-quality early education to 3- and 4-year-olds through increasing educator effectiveness (p. 36).		1. In what ways did D.C. school leaders prioritize, monitor, and coordinate resources for teachers to get the most out of Every Child Ready programs? 2. How did the coaching portion of the program use the resource of time and tie it to results?
DATA	In "What I've learned," the author says that providing support for educators leads to gains by students, especially when it comes to data — pointing out that "what gets measured and evaluated gets done" (p.16).		1. What is the connection made between building capacity for teachers and using data to direct them? 2. What did the data show in terms of the effect of quality professional learning support provided by the administration?
LEARNING DESIGNS	In "Preschool *is* school," the authors suggest that early childhood educators need relevant, collaborative, and aligned learning designs to succeed (p. 46).		1. Why is it important for learning designers to help early education teachers better "unpack" their pre-K standards? 2. Besides mandatory health training, what sorts of early education-specific learning should a well-rounded program include?
? 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. Good luck!.

Learn more about Learning Forward's Standards for Professional Learning at
www.learningforward.org/standards-for-professional-learning.