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.
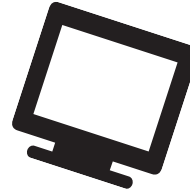
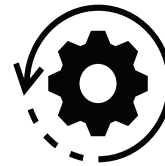| STANDARD	IN ACTION	TO CONSIDER
DATA	In action: In "Accentuate the formative," the authors describe how they use rubrics and a video observation process to strengthen teachers' use of formative assessment to improve student outcomes (p. 24).	1. How do rubrics that describe levels of practice and video of classroom lessons complement each other, no matter what content teachers are covering? 2. What kinds of data are available to educators in videos of authentic teaching episodes?
IMPLEMENTATION	In "I am mentor, I am coach," the authors describe how mentors of school leaders adopt a coaching mindset to support the development of learning leaders in schools (p. 52).	1. In what ways do coaches or mentors recognize the challenges of change and support educators throughout a change process? 2. What elements of a coaching or mentoring relationship contribute to learners' opportunities to reflect on constructive feedback?
OUTCOMES	The article "Process for discovery" explores how an international school supports an ever-changing faculty to effectively implement project-based learning for students (p. 35).	1. How does developing sharp clarity around student standards contribute to consistent instruction despite teachers who come and go frequently? 2. What connections might schools or school systems make between project-based learning for students and how educators are supported to implement project-based learning ?
? 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.