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
LEADERSHIP	In the article "Metamorphosis: Texas district opts for learner-centered professional learning," learning leaders create a shift in how they approach continuous improvement and support change efforts so that learning at the school level undergoes transformation (p. 38).		1. What do district and school leaders need to learn for learning practices to change at the school level? 2. What learning designs and considerations support leaders in not only building their capacity but also in helping them support learners at other levels throughout a system?
LEARNING DESIGNS	Learning walks are at the heart of "The gallery walk: Educators step up to build assessment literacy" as educators collaborate to bolster their assessment knowledge and practices (p. 48).		1. How does a mix of learning designs within one gallery walk support several kinds of learners? 2. How do learning leaders decide when to use particular learning strategies? What considerations do they take into account?
OUTCOMES	In "When teachers believe, students achieve," the authors explore how teachers' sense of shared efficacy leads to better student outcomes and the contribution that collaborative inquiry makes to shared efficacy (p. 20).		1. How do collaborative processes shape educators' beliefs about their ability to improve student outcomes? 2. What role does cohesion or coherence play in changing educator practices and student outcomes? How can collaborative inquiry contribute to cohesion?
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.