

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

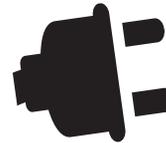
The author of "Even superheroes need help" explores the steps principals can take to share leadership with the other educators in the school, noting that "sharing leadership is more than just an interesting concept — it is a necessity for any school leader who wants to increase student achievement" (p. 32).



1. What skills or supports help principals share leadership in their contexts?
2. What happens when leaders don't encourage the continued development of other educators responsible for student learning?

IMPLEMENTATION

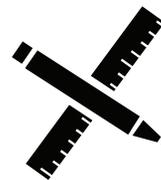
When educators outline a theory of action for how their learning will lead to improvements in student learning, according to "Power up your planning," they identify the specific challenges they'll tackle and a pathway to achieve their goals (p. 44).



1. How does a theory of action help educators develop and sustain a change initiative?
2. What information do educators need to have in hand to develop a viable theory of action?

OUTCOMES

The article "How curriculum and professional learning intersect" showcases how team-based professional learning on the implementation of high-quality curricula has the potential to significantly impact teaching and learning in schools (p. 56).



1. Which comes first — strong connections between those educators responsible for curriculum and professional learning, or the adoption and use of curriculum as the basis for job-embedded professional learning?
2. How will a focus on curriculum in professional learning influence the learning designs educators experience to advance their knowledge, skills, and practices?

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