

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

Districts are looking to transform principal evaluation into a growth opportunity just as they do with teachers, and principal supervisors play a critical role in this change. See "Principal evaluation as a tool for growth: How to help principals lead and learn," (p. 52).



1. What support do principals and principal supervisors need to shift their approach to engaging in feedback conversations?
2. How do district leaders most effectively advocate for substantive time for principal learning, and how is that different from what we expect for teacher learning?

RESOURCES

In "Remote possibilities: Rural teachers in Colorado hone their skills as they connect with peers," the authors offer a glimpse into the rich technology resources they're making available through an online resource library for teachers. Coaches identify resources that are "evidence-based, high-quality, and relevant" that permit remote teachers to engage in ongoing learning (p. 28).



1. In what ways can technology resources support sustained and embedded learning? What are some cautions for relying on technology for that purpose?
2. How do professional learning providers ensure they are creating or using processes to carefully screen technology resources for professional learning?

LEARNING DESIGNS

Educators in the article "Math makeover: A school-university partnership transforms elementary math instruction" leverage a range of learning designs to achieve their intended outcomes, including lesson study, book studies, and PLCs (p. 34).



1. What relationship, if any, is there between the content area or student learning objective under study in professional learning and the adult learning design appropriate for engaging learners?
2. What are the benefits and drawbacks of having an external partner in planning and implementing school-based collaborative learning?

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