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
LEARNING COMMUNITIES	Educators in the article "Growing opportunities: Collaboration nurtures and supports early learning educators" were eager to bring their best practices forward to help students but were new to collaboration (p. 42).	1. When teacher teams first begin to collaborate, what are critical resources and supports to set them up for success? 2. How do mindsets and cultures change once teachers are supported well in collaborating toward common goals?
LEADERSHIP	Principal learning communities offer school leaders the opportunity to collaborate around common problems of practice and demonstrate a district's commitment to developing strong leaders. See "Learning to lead: Districts collaborate to strengthen principal practices" (p. 48).	1. Why is supporting school and system leader learning as critical as supporting teacher learning? 2. Who in a district bears the responsibility for articulating clear expectations for principals, offering principals meaningful feedback, and supporting ongoing opportunities for growth?
LEARNING DESIGNS	The authors of "The DNA of development: A new model for school change focuses on adult learning" discuss why it is so important to focus explicitly on adult learning and why that makes the difference for school improvement. Their model for developing educator capacity looks at five critical elements (p. 22).	1. What role can paying attention to educators' well-being contribute to how to design and support ongoing professional learning? 2. How should learning leaders keep themselves up to date when it comes to understanding and applying learning theories, research, and models?

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