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	Teacher teams at the Madeline English School improved equity for all students through a long-term, collaborative process (see "Strong teams, strong results" on p. 34). Working together with a data coaching process, teachers challenged one another's thinking and built collective capacity to create a climate of common high expectations. As a result, special education teachers and students feel less isolated and schoolwide achievement has improved.	1. Which staff members should be included in collaborative teams to help one another examine and reconsider their beliefs about students' abilities? 2. What are the potential pitfalls of comparing data across student subgroups and how can they be avoided or overcome?
RESOURCES	In "Where data lead, success follows" on p. 54, Elizabeth Newman and Hadar Baharav write about a regional collaborative that is pooling resources for professional learning on college readiness. Those resources support consultation from a university-based center that is helping districts use a data-driven inquiry process to build knowledge and capacity relevant to local communities. The collaborative has benefited from both a seed grant and member fees, which help to increase local partners' commitment.	1. What resources (financial, logistical, human capital, and other) are available in your area that you haven't considered before? 2. How do professional learning efforts get isolated in geographic and other ways, and what strategies can overcome that isolation?
LEARNING DESIGNS	In "Culturally responsive teaching puts rigor at the center" (p. 40), Zaretta Hammond explains how current research — for example, on brain development, cognition, and intelligence — should undergird efforts to build equity for all students. With this foundation, she explains how academic rigor is a central part of culturally responsive teaching and vice versa.	1. Why is research on how students learn often overlooked in conversations about racial and other inequities? What are some strategies to integrate it into those conversations in an ongoing way? 2. Why is the concept of "cognitive load" so important to improving rigor and equity?

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