THROUGH THE LENS

OF LEARNING FORWARD'S STANDARDS FOR PROFESSIONAL LEARNING

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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	"Beyond buy-in" (p. 30) describes why a California district created a "responsive adoption process" for selecting and implementing new instructional materials, in which teachers were involved at every step. To ensure that this collective participation was informed and authentic, the district engaged teachers in team-based professional learning that built their capacity to evaluate materials. This work was only possible with learning communities and ongoing collaboration.	1. How are teachers in your district or school involved in decisions about instructional materials, and how can you build their capacity to participate in an informed way? 2. How can professional learning build collective ownership of other improvement efforts?
IMPLEMENTATION	"High-quality instruction doesn't happen without intense commitment and thoughtful deliberation from educators. Districts can support teachers by showing that same commitment and thoughtfulness as they implement a new curriculum," writes Emily Freitag in "Step by step" (p. 40). To help districts ensure that professional learning is sustained, meaningful, and job-embedded, Instruction Partners developed a curriculum support guide with tools for selecting materials, preparing to launch them, and engaging in an ongoing cycle of teaching and learning with teachers. The tools can support high-quality professional learning.	1. How do you assess educators' level of readiness for new content and materials? How do you factor their knowledge into the selection and implementation processes? 2. When implementing professional learning about new materials, how do you sustain and deepen the learning over time?
OUTCOMES	The Next Generation Science Standards encourage a shift in the way science is taught to promote deeper learning of scientific concepts. A consortium of science education experts developed an open source science curriculum and aligned professional learning to support this shift. As Katherine McNeill and Brian Reiser (p. 44) explain, the professional learning is designed "both to support teachers in enacting the instructional materials and to support changes in their vision of science instruction to focus on sense-making about the natural world." The end goal is to keep the focus on what students should know and be able to do in science.	1. How is the professional learning in which you are involved aligned with student learning standards? 2. What learning outcomes are students not yet achieving, and how can your professional learning opportunities support improvement in those areas?

Learn more at **www.learningforward.org/standards-for-professional-learning.**