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.

Transitions and turning points are a natural part of life in schools, and therefore in professional learning. As authors in this issue point out, transitions can create both challenges and opportunities for professional learning. Use these questions for reflection and discussion about the implications of transitions for meeting Learning Forward's Standards for Professional Learning. Here we consider three standards, but we encourage you to create additional questions for considering all seven standards.

STANDARD	IN ACTION	TO CONSIDER
LEARNING COMMUNITIES	The more one educator's learning is shared and supported by others, the more quickly the culture of continuous improvement, collective responsibility, and high expectations for students and educators grows. Learning communities require regular participation and shared accountability. Transitions among staff and leaders can alter the composition or work of learning communities. Consider these questions about how to make such change positive, rather than counterproductive:	1. How can you welcome new members into an existing professional learning community while maintaining the momentum of the veteran members? 2. Is it ever helpful to restructure or regroup your learning communities? If so, how will you know when to do so? 3. Have recent policy changes at the national, state, or local levels impacted the topics explored in your learning communities? Are there ways you can better use policy shifts as a lever for improvement?
LEADERSHIP	Leaders enable and support professional learning, set the tone and expectations, and bear responsibility for effectiveness and results. However, leadership transitions are frequent in educational institutions and organizations and may impact the shape and outcomes of professional learning. Intentional planning for transitions can be helpful.	1. What leadership transitions do you anticipate in your institution or organization in the next three years? 2. How might these transitions impact your professional learning efforts? For example, how can you support continuity of current efforts or seize windows for new opportunities? 3. What professional learning supports are needed to make these leadership changes positive and productive?
RESOURCES	Effective professional learning requires human, fiscal, material, technological, and time resources to achieve student learning goals. Actively and accurately tracking resources facilitates better decisions about and increased quality of professional learning. Such tracking can benefit from considering how transitions in policy, leadership, or staffing can impact professional learning resources.	1. What are the staff transitions you are most likely to experience in the next year (e.g. wave of teacher retirements, new superintendent hire)? 2. What resources do you need to dedicate to professional learning to help these transitions occur smoothly and effectively? 3. What are the implications of making these professional learning resources available (e.g. what other shifts in funding or personnel need to be made to enable them?)?

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