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 understanding of the standards and strategies for implementing them.

Ways you might use this tool include:

- Discuss the questions in a professional learning community;
- Share one or more articles from the issue with your staff and facilitate a conversation; and
- Do a self-assessment of what you have learned from this issue.

STANDARD	TO CONSIDER
LEARNING COMMUNITIES **IN ACTION** Authors in this issue emphasize why all educators should assume shared responsibility for serving English learners effectively, not just those with a specialty in teaching English.	• What role can your existing professional learning communities and other collaborative opportunities play in broadening responsibility? _____ _____ _____ _____ _____ _____ • How can you engage educators in examining their beliefs and assumptions about English learners in a safe and trusting environment? _____ _____ _____ _____ _____ _____
STANDARD OUTCOMES **IN ACTION** The needs of English learners should be integral to strategic planning and instructional materials, as pointed out by Delia Pompa (p. 28) and the English Learners Success Forum (tool on p. 62).	**TO CONSIDER** • How could you make English learners' needs a more integrated part of your support for educators? What actions will you take to sustain this commitment over time? _____ _____ _____ _____ _____ _____ • What professional learning can you leverage to evaluate and rethink your instructional materials to meet the needs of all students? _____ _____ _____ _____ _____

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