

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.

<p>STANDARD: LEADERSHIP</p> <p>IN ACTION</p> <p>Leadership for professional learning occurs at many levels. Teacher leaders have a unique role to play in influencing their colleagues — but they need support, because leadership skills are typically not taught in preservice or ongoing teacher-focused initiatives. On p. 26, Jill Harrison Berg describes a qualitative study about the kinds of preparation and support programs available to teacher leaders, including what they cover and who is leading them.</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • What kinds of development opportunities and support are available for current and future teacher leaders in your district or organization? Do those opportunities meet the Standards for Professional Learning? <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • Looking at the group of teacher leaders with whom you work, how diverse are they in terms of subject area taught, race, age, and other characteristics? What can you do as an individual and as an organization to increase diversity and equity in teacher leadership? <hr/> <hr/> <hr/> <hr/>
<p>STANDARD: DATA</p> <p>IN ACTION</p> <p>Student data provide a vital window into how much students are learning and where educators need to dedicate more attention. It is difficult to overstate the usefulness of data in driving schools' strategic priorities and specific professional learning strategies. But according to a recent study profiled by Elizabeth Foster on p. 20, educators tend to attribute student performance data to noninstructional factors, like student behavior or family circumstances. This could reduce the chances that data will spur teachers to change instruction.</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • How could you help surface staff or colleagues' underlying assumptions about student performance data and its connection to instruction? <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • How can you make staff or colleagues a more integral and active part of the process of identifying instructional needs from data? How can you go deeper than a show-and-tell about student data? <hr/> <hr/> <hr/> <hr/>

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