

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: LEARNING COMMUNITIES</p> <p>IN ACTION</p> <p>Educators gain insight and support when they learn together in collaborative communities. But finding the time and opportunities for learning communities can be challenging for school leaders, who already tend to feel isolated.</p> <p>On p. 36, Erin Axelsen and colleagues describe an innovative approach to overcoming the logistical barriers by using technology for a group of principals to engage in book study together.</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • What are the barriers in your school, district, or organization to leaders engaging in learning communities? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • What creative strategies and resources can you use to overcome them? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>STANDARD: IMPLEMENTATION</p> <p>IN ACTION</p> <p>As the primary instructional leaders in a school, principals are responsible for overseeing and improving the practice of teachers across subject areas and grade levels. How do leaders develop the expertise to support this diverse range of educators?</p> <p>On p. 32, Sarah Quebec Fuentes and Jo Beth Jimerson write about tackling instructional mismatch. They focus on the need for leaders to see themselves as learners and seek opportunities to develop in the areas where they are least experienced.</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • How do you and your leadership team handle instructional mismatch when choosing instructional materials and the professional learning needed to implement them well? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • Quebec Fuentes and Jimerson propose a one-year "Leadership Content Knowledge Challenge." What could this look like in your school, district, or organization? What would you seek to learn? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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