

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 DESIGNS</p> <p>IN ACTION</p> <p>We often talk about the benefits of educator professional learning for students, but this issue shows we have a lot to learn from students. Professional learning structures are not typically set up to accommodate student voice, yet youth and adult authors in this issue's pages describe how that can change.</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • What methods for eliciting student input and insight resonated with you in this issue (for example, student perception surveys, student interviews, implicit bias training)? <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • At the Putnam Avenue Upper School (p. 28), leaders engage in new initiatives and activities themselves before implementing them with students. How could you try this approach? What would be the benefits for staff and students? <hr/> <hr/> <hr/> <hr/>
<p>STANDARD: IMPLEMENTATION</p> <p>IN ACTION</p> <p>To effect changes in educator practice and student learning, professional learning should have sustained implementation support over time. As with equity, rigor, and other long-term goals, incorporating student voice requires ongoing focus for continuous improvement, rather than an event defined by a predetermined number of hours.</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • How can you ensure you are incorporating student voice into educator learning in a way that goes beyond a "one-and-done" event? <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • How will you know if your efforts are making a difference? Does incorporating student voice spur you to look at success in additional or different ways? <hr/> <hr/> <hr/> <hr/>

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