

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: RESOURCES</p> <p>IN ACTION On p. 52, leaders from Long Beach Unified School District describe an evolution of their professional learning approach to “anywhere, anytime” learning. That shift took new resources and learning tools, including videos and podcasts, which they created through a process of design thinking.</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • What shifts are you currently considering or implementing in your district or organization, and what resources — other than money — could help with that effort? <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • Long Beach district staff described a process of iterating and “failing forward” rather than expecting new resources to be perfect products immediately. Does this philosophy resonate with you? Why or why not? How might it help you generate new resources? <hr/> <hr/> <hr/>
<p>STANDARD: DATA</p> <p>IN ACTION “Why is formative assessment — a proven powerful instructional practice — so elusive in classrooms?” Amy Burton asks in her article on p. 28. By gathering data about student understanding in real time, formative assessment allows teachers to shift their instructional practice in an immediate and personalized way. But it is not used widely and well, a pattern Burton began to change through her work with a reflective learning network.</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • Teachers in Burton’s study came to better understand essential elements of effective formative assessment, including the importance of learning targets, critical thinking, and authentic partnerships with students. What misconceptions about formative assessment do you see with your staff or colleagues? How could you address them? <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • Burton modeled the use of formative assessment with the teachers to help them understand how to do the same with their students. How do you model formative assessment or other high-leverage teaching practices during professional learning communities or networks? <hr/> <hr/> <hr/>

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