

# 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.

**M**any 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><b>STANDARD:</b> LEARNING COMMUNITIES</p> <p><b>IN ACTION</b> <b>Connection and collaboration are at the heart of learning communities. Colleagues don't need to be in the same physical location to learn from one another. As Sharron Helmke (p. 46) writes, "True community is based on a shared set of beliefs rather than a physical location."</b></p>	<p><b>TO CONSIDER</b></p> <ul style="list-style-type: none"> <li>• How has working remotely changed the way you think about what it means to be part of a learning community?</li> </ul> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> <li>• How are you staying connected with your colleagues during distance learning? What more can you do to nurture your learning community?</li> </ul> <hr/> <hr/> <hr/> <hr/>
<p><b>STANDARD:</b> LEARNING DESIGNS</p> <p><b>IN ACTION</b> <b>With distance learning, we need to be more thoughtful than ever about how adults and young people learn in different contexts and how we are designing learning experiences.</b></p>	<p><b>TO CONSIDER</b></p> <ul style="list-style-type: none"> <li>• In "Learning together when you're apart" (p. 42), the authors write about the value of taking students' perspectives on learning experiences to anticipate challenges and make learning more accessible. What strategies could you try to gain insight about students' learning experiences during distance learning?</li> </ul> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> <li>• In "Momentum for math" (p. 30), Sue Chapman and Mary Mitchell point out the importance of fostering students' self-directed learning, especially in online learning environments. Which strategies can you use for this purpose, either those recommended by the authors or those you have developed yourself?</li> </ul> <hr/> <hr/> <hr/> <hr/>

Learn more about Learning Forward's Standards for Professional Learning at [www.learningforward.org/standards-for-professional-learning](http://www.learningforward.org/standards-for-professional-learning).