

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 Technology has always been a valuable resource for professional learning, but in 2020, it has become essential. As articles in this issue show, video, learning management systems, live streaming, and conferencing apps are a lifeline for students and educators.</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • The plethora of technology tools available can be overwhelming. Which platforms or systems have you found most valuable for professional learning over the past six months? How can you maximize their use and pare down the ones that are less useful? <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • Technology resources are most beneficial when coupled with human resources. Who are the people in your school, district, or organization with technological expertise? How can you leverage their knowledge to build everyone's capacity? (Think broadly and look beyond the technology department as well as within it.) <hr/> <hr/> <hr/> <hr/>
<p>STANDARD: LEARNING DESIGNS</p> <p>IN ACTION Mentoring is a powerful method for supporting new teachers and can also build veteran educators' skills. Mentors face new challenges during the COVID-19 era, but creative thinking and technology tools can allow us to rise to those challenges. Timothy Boerst and colleagues (p. 50) write about how mentors can use video-enhanced lesson plans and video commenting. Tom Manning and other members of the Learning Forward consulting team share a tool (p. 56) for mentors to plan online observations.</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • As you move into the new school year, what are your goals for mentors and the teachers they support? <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • How can the tools described here, or other tools at your disposal, help you accomplish those goals? <hr/> <hr/> <hr/> <hr/>

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