

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: LEADERSHIP</p> <p>IN ACTION Leaders always play an important role in supporting staff, but this year, leaders “must go beyond their normal efforts to show respect for their staffs” and model care for self and others, writes Sharron Helmke on p. 36. She says, “The strategies we should use now are not inherently different than those we would use in any school year. The difference is in being more aware of their importance and more intentional about doing and following through with them.”</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • One way leaders show care and respect, Helmke says, is by “listening deeply” and using resources “to advocate for teachers’ most urgent requests and concerns.” How are you making time and space to listen even more deeply than usual? How do you balance that with other responsibilities and your own needs? <hr/> <ul style="list-style-type: none"> • Helmke points out that teachers may need extra support this year from coaches, technology specialists, mental health providers, and others. Yet, some educators reported in the spring being overwhelmed with resources, and, Helmke says, “It’s equally important that teachers are not made to feel that using these resources is one more ‘must do’ on their list.” How can you ensure teachers are getting the support and resources they need without overwhelming them? <hr/>
<p>STANDARD: IMPLEMENTATION</p> <p>IN ACTION In the Q & A on p. 18, Heather Hill describes her research on what makes professional learning effective. Her studies find that <i>what</i> professional learning covers and <i>how</i> it is implemented are important determinants of outcomes.</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • One of Hill’s studies found that professional learning was more effective when it included follow-up in “implementation meetings,” where teachers discuss successes and challenges with the new program or practice they learned. How do you follow up with teachers to monitor and support their implementation of new practices? <hr/> <ul style="list-style-type: none"> • Hill’s research finds that professional learning tends to be more effective — and is more likely to be implemented as intended — when it includes support for educators to use new curriculum materials. What curriculum materials do you use in your professional learning, and what additional materials could benefit educators? <hr/>

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