

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 When we talk about the need for resources in professional learning, we often focus on financial or material resources, yet human capital is the most important resource. This issue's Ideas section focuses on the importance of educators' well-being in order for schools and students to thrive.</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • What are the implications of thinking about "the whole educator" as a means to serve the whole child? How might this change your professional learning approaches? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • How are you learning about and addressing the needs of and barriers for teachers of color? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>STANDARD: IMPLEMENTATION</p> <p>IN ACTION High-quality professional learning is grounded in a commitment to continuous learning and improvement. The international crises of the past year have presented many challenges but also many opportunities to reflect and rethink our work in schools, as both Linda Darling-Hammond (p. 24) and Jal Mehta (p. 32) point out.</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • What new professional learning strategies or approaches have you benefited from in the past year that you hope to continue in the future, even after the pandemic? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • What priorities has the pandemic elevated, and how will those shape your work in an ongoing way? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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