

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 Bridget Hamre (p. 22) writes that schools and districts need a more coherent and connected vision of high-quality early learning from pre-K through elementary school. Leadership is key for bringing that vision to life and supporting the professional learning that activates it. But as the research in <i>At a Glance</i> shows (see p. 73), many school leaders have no background and little experience in early childhood.</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • What knowledge do your school and system leaders need to develop to lead high-quality learning in pre-K and the early grades? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • What professional learning opportunities are currently available that you can leverage to build this knowledge? What other learning opportunities do you need to find or create? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>STANDARD: IMPLEMENTATION</p> <p>IN ACTION The field of early childhood education has been a leader in providing classroom-based coaching. For example, coaching has been a central part of model early pre-K programs. K-12 educators can take cues and lessons from their early childhood colleagues about this approach to sustained and job-embedded professional learning, as Suzanne Bouffard writes (p. 30).</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • What structures and supports can allow early childhood teachers and staff to share their knowledge with teachers and staff of later grades? Thinking inclusively about the early childhood field, what role might community centers and stakeholders play? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • How can you learn from early childhood coaching and other forms of professional learning to implement effective learning designs in your own context? <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.