

# 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><b>STANDARD:</b> DATA</p> <p><b>IN ACTION</b></p> <p>Data are essential for understanding where your system stands with equity and whether you are progressing toward your goals. Several authors in this issue point to the value of data collection and monitoring for multiple components of equity, including culturally responsive curriculum (p. 56), staff diversity (p. 36), and teachers' learning (p. 42).</p>	<p><b>TO CONSIDER</b></p> <ul style="list-style-type: none"> <li>• What data do you collect that provide insight on equity in your school, district, or organization? What additional data could you collect?</li> </ul> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> <li>• How are you using that data to inform your efforts to make your system more equitable? How could you use it more intentionally?</li> </ul> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>STANDARD:</b> OUTCOMES</p> <p><b>IN ACTION</b></p> <p>Creating a strategic approach to equity improvement requires establishing a clear definition and vision of equity and setting clear goals for outcomes. Maurice Swinney writes (p. 30) about how Chicago Public Schools' goals are informed by the concept of targeted universalism, "an approach that establishes common goals for the whole community but distinct pathways to reaching those common goals for different groups with different needs." He reports that this approach has brought the community together while helping to ensure that those furthest from opportunity get what they need.</p>	<p><b>TO CONSIDER</b></p> <ul style="list-style-type: none"> <li>• Does your system incorporate different pathways to common goals? If not, how might shifting to that approach help you progress toward equity for all students?</li> </ul> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> <li>• How might the targeted universalism approach be received by your community? Could it help overcome any current barriers to full engagement and collaboration?</li> </ul> <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](http://www.learningforward.org/standards-for-professional-learning).