

# 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> LEADERSHIP <b>IN ACTION</b></p> <p>Leaders set expectations for professional learning, model its importance, and allocate resources such as time and funding, so it's important for leaders to understand the value of coaching. Several of this issue's articles highlight innovative ways coaching programs and initiatives include principals to create shared commitment and aligned purpose. For example, in North Dakota (p. 26) and Kildeer Countryside School District 96 in Illinois (p. 22), principals are encouraged to attend training for coaches.</p>	<p><b>TO CONSIDER</b></p> <ul style="list-style-type: none"> <li>• How does your system or organization encourage principals to understand and support coaching?</li> </ul> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> <li>• What knowledge do principals or other leaders still need to develop about coaching? How could you begin to cultivate that knowledge?</li> </ul> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>STANDARD:</b> LEARNING DESIGNS <b>IN ACTION</b></p> <p>Throughout this issue, authors write about the importance of ongoing professional learning for coaches. The Learning Designs standard reminds us that all professional learning — including coaches' — should be based on how adults learn best. This issue's authors highlight multiple learning designs that meet that criterion and benefit coaches, including professional learning communities, coaching of coaches, using tools such as Innovation Configuration maps, and analyzing and applying knowledge from student data.</p>	<p><b>TO CONSIDER</b></p> <ul style="list-style-type: none"> <li>• Murrow and Leis (p. 30) write about how they tailor their support to coaches' varied levels of experience. How do you, or could you, differentiate professional learning designs according to your coaches' needs?</li> </ul> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> <li>• Coaches can also grow through reflecting on informal professional learning opportunities, as Ashly Skiffington did after she returned to the classroom as a teacher (p. 40). How can you support your coaches to use informal learning opportunities intentionally and regularly?</li> </ul> <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).