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OF LEARNING FORWARD'S STANDARDS FOR PROFESSIONAL LEARNING

🧨 tandards for Professional Learning describe the content, processes, and conditions of high-quality learning that makes a difference for students and educators. They are organized in a framework of three interconnected categories. Understanding each category and each standard can help learning leaders build systemic professional learning. To help you deepen your understanding, this tool provides reflection questions that draw on articles from this issue of The Learning Professional and connect to standards from each category. You can use these questions to guide your reading of the articles or you can use them in conversations with colleagues — for example, during professional learning communities, observations, or planning discussions.

The page numbers after each question will take you to the article that corresponds to the question.

# **HOW TO IMPLEMENT STANDARDS TO FOSTER CONTINUOUS IMPROVEMENT**

## **Rigorous Content** for Each Learner

- · Recognizing and responding to student assets is an essential element of leveraging equity practices. How do you support educators to identify the strengths a student brings to the classroom? (p. 38)
- How can learning networks or other job-embedded growth opportunities help teacher leaders exercise greater agency in continuous improvement, ultimately bolstering their professional expertise? (p. 26)

## **Transformational Processes**

- In what ways do student input and student voice serve as valuable evidence to inform professional learning? What support do you and other educators need to incorporate such data? (p. 56)
- What is the role of specific change tools, such as Innovation Configuration maps, to sustain the implementation of innovations in your context? (p. 10)

### **Conditions for Success**

- · How does a school or system sustain a culture of healing, trust, and welcoming to underscore the **equity foundations** at the heart of a learning system that serves every learner? (p. 18)
- By sharing their successes and learnings with peers, educators contribute to a culture of collaborative inquiry. How do you spread learning from your own work to foster shared knowledge and collective responsibility for educator and student learning? (p. 34)

Learn more about Learning Forward's Standards for Professional Learning at standards.learningforward.org