Standards for Professional Learning Week

We will begin shortly.

If you can see the slide, you are all set.

All attendees are muted upon entry. Please use the chat feature for comments and questions during the webinar.
Embedding Equity for All
One year in: Advancing outcomes for all learners
- Reviewing the state of Standards after Year One
- Improving learner outcomes by addressing specific challenges
- **Tool:** Advancing Outcomes for All Learners

Elevating educator voices and behaviors
- Sharing stories of Standards in context helps initiate implementation
- Identifying key behaviors helps realize the vision of high-quality professional learning
- **Tools:** Vignettes and Innovation Configuration maps

Following policy pathways to support high-quality professional learning
- Policymaking impacts practice and can be integrated in various ways
- **Tool:** Policy Pathways to Standards Implementation

Examining impact
- How assessment of professional learning can lead to greater impact of leading, teaching, and learning
- **Tool:** The Standards Assessment Inventory (SAI)

Embedding equity for all
- Identifying common equity challenges and exploring various resources for aligned support
- **Tool:** Selected Resources for Equity Challenges

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The sessions will be recorded and available at [standards.learningforward.org](http://standards.learningforward.org).
Embedding equity: A conversation about serving all students

Frederick Brown
Learning Forward
President/CEO
Welcome all learners!

How familiar are you with Standards for Professional Learning?

• 1 - This is my first exposure to standards.
• 2 - I have read the standards and some of the resources.
• 3 - I know the standards fairly well and am currently implementing them in my context.
• 4 - I know the standards well enough to teach them to others.
Thanks to our supporters
Why Standards for Professional Learning?

- **Standards for Professional Learning** is grounded in evidence from the use of past standards and insights from the field.
- A literature review and meta-analysis conducted by AIR (American Institutes for Research) found “consistent evidence that program alignment with the Learning Forward Standards for Professional Learning is associated with improved teacher instruction and student achievement outcomes.”

The research overview and links to meta-analysis is available at [standards.learningforward.org](http://standards.learningforward.org)
Using meta-analysis to understand professional learning standards.

Featured Resource

How Learning Forward's Standards for Professional Learning Are Associated With Teacher Instruction and Student Achievement: A Meta-Analysis

Read the results of the GTL Center’s systematic review and meta-analysis of the Learning Forward Standards for Professional Learning to better understand the relationship between the standards and teacher and student outcomes.

Client
Learning Forward

Project
Conducted a systematic review and meta-analysis to understand how evidence of the Learning Forward Professional Learning Standards in professional learning programs is associated with teacher instruction and student achievement outcomes.

Findings
The GTL Center found consistent evidence that program alignment with the Learning Forward Standards for Professional Learning is associated with improved teacher instruction and student achievement outcomes. Investments in professional learning can yield meaningful improvements in student achievement, and the benefits for students come through improvements in instruction.

Team
Rachel Garrett, GTL Center Project Lead
Qi Zhang, GTL Project Support
Martyna Citkowicz, GTL Project Support
Lauren Burr, GTL Project Support, American Institutes for Research
Findings overview

The 2022 Standards have a large positive effect on instruction and student achievement:

• Each of the 2022 Standards was positively associated with teacher instruction and positively and significantly associated with student achievement.

• Range of effect sizes, but all are significantly different from zero.

• Positive but nonsignificant effect for the revised Leadership Standard; teams are investigating why this is and pointing to other research in our own publication.

• Report from AIR also points to areas in need of further research, AND areas that are better understood through qualitative research such as case studies (especially related to the conditions/context that support high-quality professional learning).
The **2022 Standards** have a significant positive effect on teacher instruction:

Figure 5: Average Effect Sizes of Teacher Instruction for Each 2022 Professional Learning Standard

* statistically significant at $\alpha = 0.05$

Notes. Mean effect sizes for the 2021 standards based on teacher instructional observation outcomes. 48 studies, 52 interventions, and 296 effect sizes were represented in the meta-regression models. The models controlled for publication type and level of random assignment.
Finding

The **2022 Standards** have a significant positive effect on student achievement:

![Graph showing average effect sizes for each 2022 Professional Learning Standard](image)

* statistically significant at $\alpha = 0.05$

Notes. Mean effect sizes for the 2021 standards based on student achievement outcomes. Thirty-four studies, 38 interventions, and 186 effect sizes were represented in the meta-regression models. The models controlled for publication type, level of random assignment, and type of achievement measure (standardized or researcher developed).

standards.learningforward.org
How standards lead to improvement for all learners

- Standards for Professional Learning
- High-Quality Professional Learning for Educators
- Growth in Educator Knowledge, Skills, and Beliefs
- Growth in Educator Practice
- Improvements in Outcomes for Each Student
Standards work in concert within a system framework
The frames

• Rigorous content for each learner
• Transformational processes
• Conditions for success
Rigorous content for each learner

The essential content of adult learning that leads to improved student outcomes

A system framework
Transformational processes

Process elements of professional learning that explain how educators sustain significant changes in their knowledge, skills, practices, and mindsets.
A system framework

Conditions for success

Aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning
Standards for Professional Learning

Professional learning results in equitable and excellent outcomes for all students when educators...

**EQUITY PRACTICES**

... understand their students’ historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.

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https://standards.learningforward.org/standards-for-professional-learning/#
What is included in each standard?

Common stem

Three components or concepts are included in the narrative

Linkages with other standards suggest how these components work together to create a system

Selected research is listed at the end of each standard

Culture of Collaborative Inquiry

Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

We recognize a common stem that includes the following components or concepts: common language, shared goals, and collaborative practice. These components support a culture of learning and development, which is essential for student success. The culture of collaborative inquiry promotes the continuous improvement of teaching and learning, as well as the development of shared language and practices. This culture is supported by a shared commitment to the education of all students, regardless of their background or ability. The culture of collaborative inquiry also fosters a sense of community and belonging, which can help students feel more engaged and motivated to learn.

Selected research is listed at the end of each standard.

[Selected Research]

Explicit, inclusive equity standards

Equity Practices

Professional learning results in equitable and excellent outcomes for all students when educators understand their students’ historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.

Educators engage in professional learning that helps them create high-quality learning experiences for all students, honoring all aspects of identity students bring to the school. Educators build capacity to serve the whole child, deepening their understanding of who their students are and how their life experiences and identities impact what they need at school. Educators learn to recognize each student’s strengths and personalize learning to maximize impact on a range of student outcomes.

Educators who plan, facilitate, and design professional learning at the system and school levels hold primary responsibility for creating job-embedded, collaborative

Links to other standards

Educators use the Standards for Professional Learning together to inspire and drive improvement. Each of the 11 standards connects to the other standards to support a high-functioning learning system. Here are some of the ways the Equity Practices standard connects to other standards:

- Curriculum, Assessment, and Instruction
Gaining momentum as a go-to resource

- Pageviews 182.8k+
- Unique pageviews 142.1k+
- Tool downloads 5.5k+
- Video views 15k+
- Global website visitors 43.9k+
Visit standards.learningforward.org for resources useful for sharing, studying, and implementation of Standards for Professional Learning*

Resources include:

- Role-based action guides
- Innovation configuration maps
- Quick-start guide
- Research resources
- Policy tools

* Some resources are available in full to anyone who visits standards.learningforward.org, while others require membership in Learning Forward.
Some educators and students excel while others struggle to demonstrate growth or meet expected outcomes.
# Embedding Equity for All

<table>
<thead>
<tr>
<th>Equity Challenge</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Implementing equity-based policies at the State Education Agency and/or Local Education Agency levels | - Equity Foundations standard (S)
- Walking a tightrope or catapulting from a cannon? (A)
- Practical tools for improving equity and dismantling racism in schools (T)
- Equity-centered leadership in challenging times (W)
- Investing in adult learners: Recruiting, supporting, and retaining educators of color in a virtual world (W)
- Living equity in your work (W)
- A culture of equity calls for leadership from the top (A)
- The pursuit of racial equity: Moving past engagement to changes in educator practice (W)
- 4 practices for leaders to build equity (A)
- Professional learning and equity directors work hand-in-hand (A)                  |
| Providing equitable access to high-quality professional learning to all educators including non-instructional staff, paraprofessionals, novice teachers, etc. | - Equity Drivers Standard
  - Come together for equity (A)
  - Drivers of equitable achievement in K-12 STEM Programs
  - Culturally responsive coaching is more than just good coaching (A)               |
| Moving to and adopting an equity mindset in self and others                       | - Equity Drivers Standard (S)
- Antiracist leadership: Critically self-reflective commitment (T)
- You can coach for equity, anywhere, with anyone (A)
- Beyond random acts of equity (A)
- Educating for racial equity: Equipping oneself with anti-racist strategies (W)
- How we can bridge the cultural gap (A)                                           |
| Increasing collaboration with diverse colleagues and amplifying the voices of those educators that have been historically marginalized | - Equity Drivers standard (S)
- An artful approach to dialogue (T)
- What's missing from this picture? (T)
- Should groups set their own norms? Maybe not (A)
- Investing in adult learners: Recruiting, supporting, and retaining educators of color in a virtual world (W)
- Identity is at the heart of facilitating for equity (A)                           |
Selected resources for equity challenges

Purpose of the tool:

- To increase educator efficiency with locating resources to support and overcome barriers to an equitable education
Selected resources for equity challenges

Equity challenge:
Implementing equity-based policies at the State Education Agency and/or Local Education Agency levels

- Equity Foundations Standard (S)
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S=Standard  A=Article  T=Tool  W=Webinar
Selected resources for equity challenges

Equity challenge:
Providing equitable access to high-quality professional learning to all educators including non-instructional staff, paraprofessionals, novice teachers, etc.

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Selected resources for equity challenges

Equity challenge:
Moving to and adopting an equity mindset in self and others

- Equity Drivers Standard (S)
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S=Standard   A=Article   T=Tool   W=Webinar
Equity challenge:
Increasing collaboration with diverse colleagues and amplifying the voices of those educators that have been historically marginalized

- Equity Drivers standard (S)
- An artful approach to dialogue (T)
- What’s missing from this picture? (T)
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S=Standard  A=Article  T=Tool  W=Webinar
Selected resources for equity challenges

Equity challenge:
Implementing equity-based practices that embrace the assets of those around you, including students and their families

- **Equity Practices standard (S)**
- 5 questions PLCs should ask to promote equity (A)
- SEL and equity (A)
- Culturally responsive instruction in an online world (W)
- Culturally responsive teaching puts rigor at the center (A)
- How a cultural lens can help teachers disrupt inequity (A)
- Student talk in science class leads the way to equity in Detroit (A)
- Coaching for equity (A)
- The pursuit of racial equity: Moving past engagement to changes in educator practice (W)

S=Standard    A=Article    T=Tool    W=Webinar
## Selected resources for equity challenges

### Action steps

- **Scan the column to locate a challenge**
- **Explore the aligned resources**
- **Share and engage in dialogue**
- **Put learning into action**

### Equity Challenges and Resources

<table>
<thead>
<tr>
<th>Equity Challenge</th>
<th>Resources</th>
</tr>
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<tbody>
<tr>
<td>Equity Foundations standard</td>
<td>- Working a tightrope on capacitating from a content (A)</td>
</tr>
<tr>
<td></td>
<td>- Practical tools for improving equity and dismantling racism in schools (F)</td>
</tr>
<tr>
<td></td>
<td>- Equity-centered leadership in challenging times (M)</td>
</tr>
<tr>
<td>Implementing equity-based policies at the State Education Agency and/or Local Education Agency levels</td>
<td>- Equity-centered leadership in a virtual world (B)</td>
</tr>
<tr>
<td></td>
<td>- A culture of equity calls for leadership from the top (A)</td>
</tr>
<tr>
<td></td>
<td>- The pursuit of racial equity: bridging past engagement to changes in educator practice (B)</td>
</tr>
<tr>
<td></td>
<td>- A practical for leaders to build equity (A)</td>
</tr>
<tr>
<td>Providing equitable access learning to all educators and paraprofessionals only</td>
<td>- Race in our world (M)</td>
</tr>
<tr>
<td>Moving to and adapting to others</td>
<td>- A culture of equity calls for leadership from the top (A)</td>
</tr>
</tbody>
</table>

**Why this resource?** Working with educators from various contexts, including those awarded grants from the Wallace Foundation to engage in the Equity Centered Principal’s Initiative and those who participated in the Standards for Professional Learning online course, revealed emerging themes in the questions and challenges problems are facing around equity. Many foundational trends on equity for the past several decades and explicitly in the past several years, Learning Forward recognized an opportunity to align the rich resources developed and produced over time with the current challenges faced by systems and schools today. This resource presents that alignment.

**How to use this resources**

1. **Scan the Equity Challenge column to locate your most pressing equity issue.**
2. **Explore resources in the adjacent column that shed weight, ideas, and examples of how to address and how others have address such challenge.**
3. **Identify a group of resources that may best serve the learning needs. Resources below are categorized as standard (A), pull (B), article (C), or video (V).** Many resources are available to the public. The ones in italic are a benefit of learning Forward membership.
4. **Share resources with your colleagues and teams on a method for sharing more deeply into the content as an action step toward working to advance equity in your system.**
5. **Request additional resources aligned to an equity challenge not presented here. To do so, click the “Submit here” link at the bottom.**

**Note:** Resources often address multiple equity challenges. The alignment presented here suggests the resource that harnesses the greatest potential to address such particular challenge.

### General Statements on Equity

- Learning Forward statement in support of demands for justice
- Learning Forward’s equity position statement
- Looking at the work ahead: Priorities for LearningForward
- Learning Forward affirms the importance of educators learning about race
Behind the Scenes:

Equity to Achieve Excellence for All Learners

w/Frederick Brown
Discussion and Questions
ONLINE COURSE

Introduction to Standards for Professional Learning

May 8 - 10 | 3-5p.m. ET

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION
KEYNOTE SPEAKERS

CHRISTOPHER EMDIN

SHARRON HELMKE

BRANDI HINNANT-CRAWFORD

LEARNING FORWARD'S 2023 ANNUAL CONFERENCE
DECEMBER 3-6, 2023 | CONFERENCE.LEARNINGFORWARD.ORG
Join us in the Standards Lab

- Share your impressions
- Ask additional questions
- Hear more about how to use the tool in your context