

WELCOME!

We will
begin
shortly.

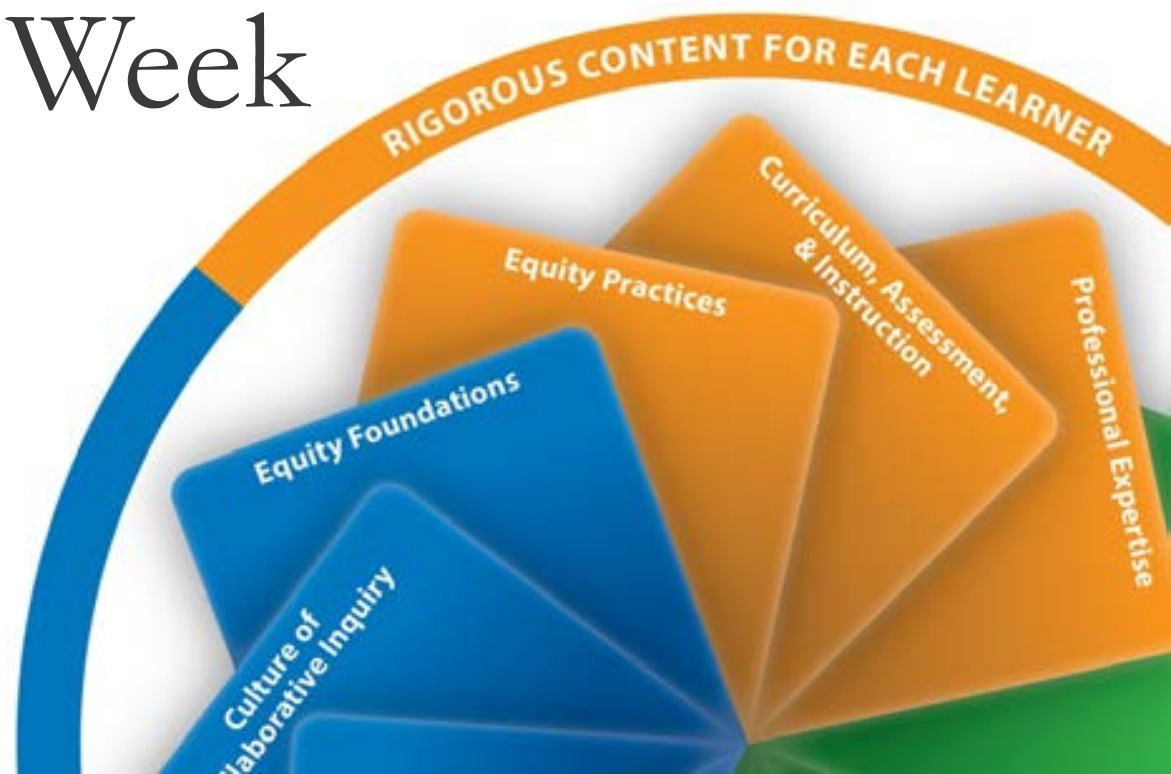
If you can see the
slide, you are
all set.

All attendees are
muted upon entry.

Please use the chat
feature to introduce
yourself!



Standards for Professional Learning Week



April 27, 2023

Examining
Impact:
Standards
Assessment
Inventory



Standards Kickoff Week overview

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>April 24 3 pm ET</p>	<p>April 25 3 pm ET</p>	<p>April 26 3 pm ET</p>	<p>April 27 3 pm ET</p>	<p>April 28 3 pm ET</p>
<p>One year in: Advancing outcomes for all learners</p> <ul style="list-style-type: none"> • Reviewing the state of Standards after Year One • Improving learner outcomes by addressing specific challenges • Tool: Advancing Outcomes for All Learners 	<p>Elevating educator voices and behaviors</p> <ul style="list-style-type: none"> • 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 	<p>Following policy pathways to support high-quality professional learning</p> <ul style="list-style-type: none"> • Policymaking impacts practice and can be integrated in various ways • Tool: Policy Pathways to Standards Implementation 	<p>Examining impact</p> <ul style="list-style-type: none"> • How assessment of professional learning can lead to greater impact of leading, teaching, and learning • Tool: The Standards Assessment Inventory (SAI) 	<p>Embedding equity for all</p> <ul style="list-style-type: none"> • Identifying common equity challenges and exploring various resources for aligned support • Tool: Selected Resources for Equity Challenges

The sessions will be recorded and available at standards.learningforward.org.

Examining Impact: A conversation about serving all students



Tom Manning
Learning Forward



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.

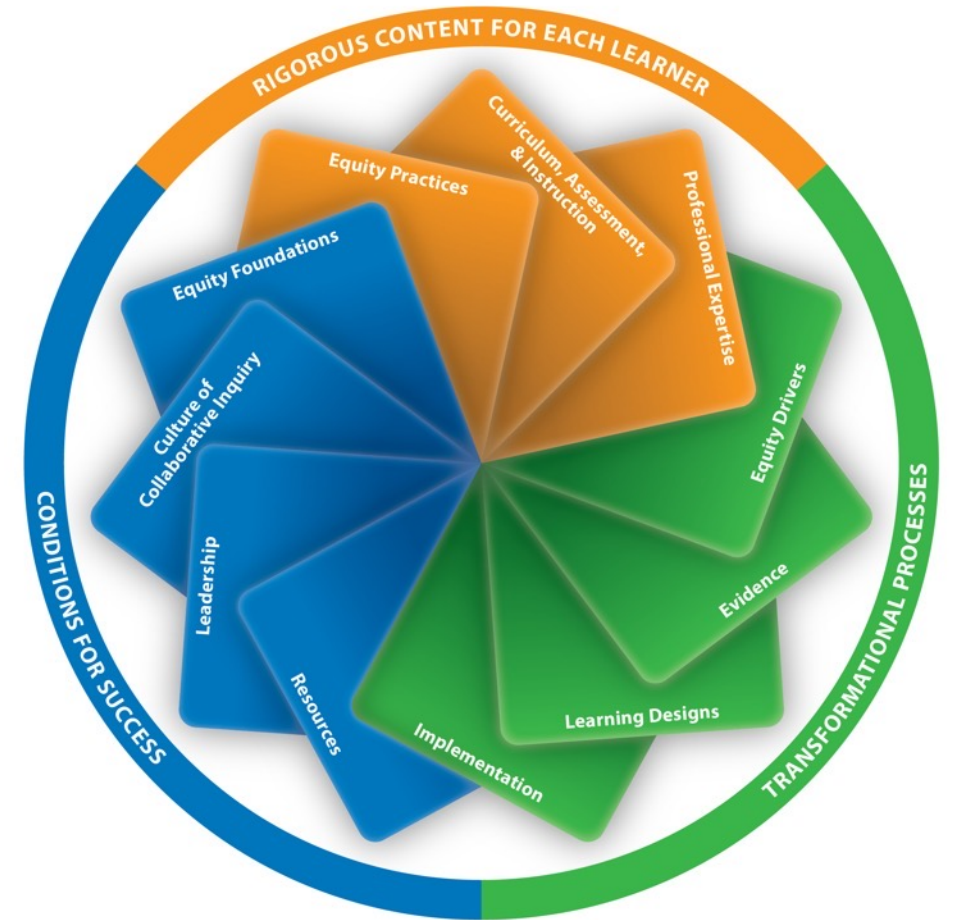
Thanks to our supporters



**CHARLES AND LYNN
SCHUSTERMAN
FAMILY FOUNDATION**

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

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.

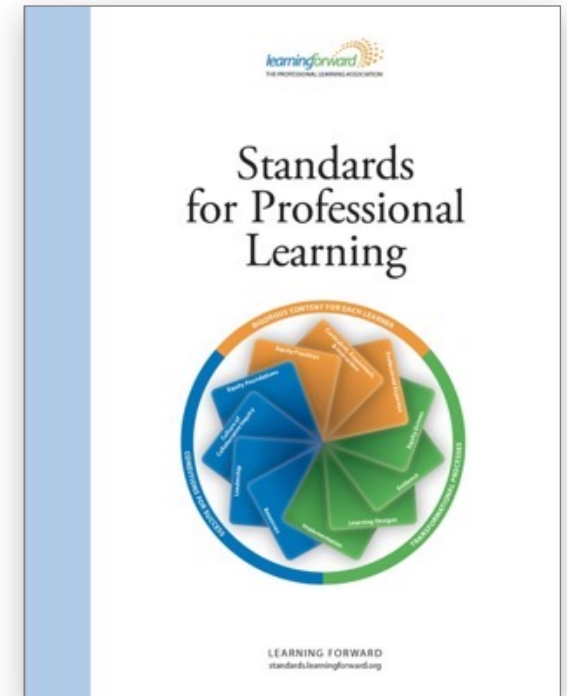
Team

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:

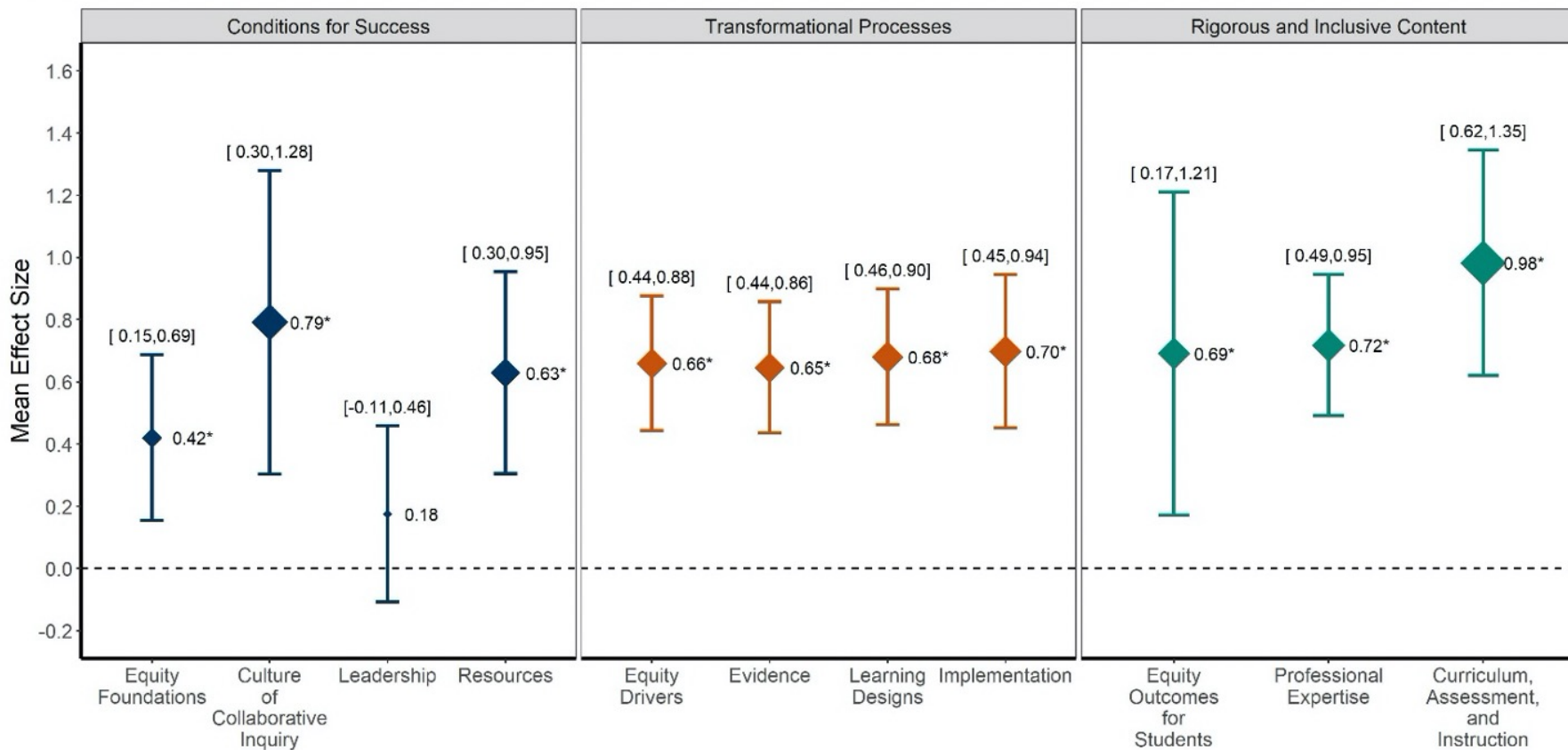
- Each of the 2022 Standards was positively associated with teacher instruction and positively and significantly associated with student achievement.
- Range of effect sizes, but all are significantly different from zero.
- Positive but nonsignificant effect for the revised Leadership Standard; teams 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).



Finding

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



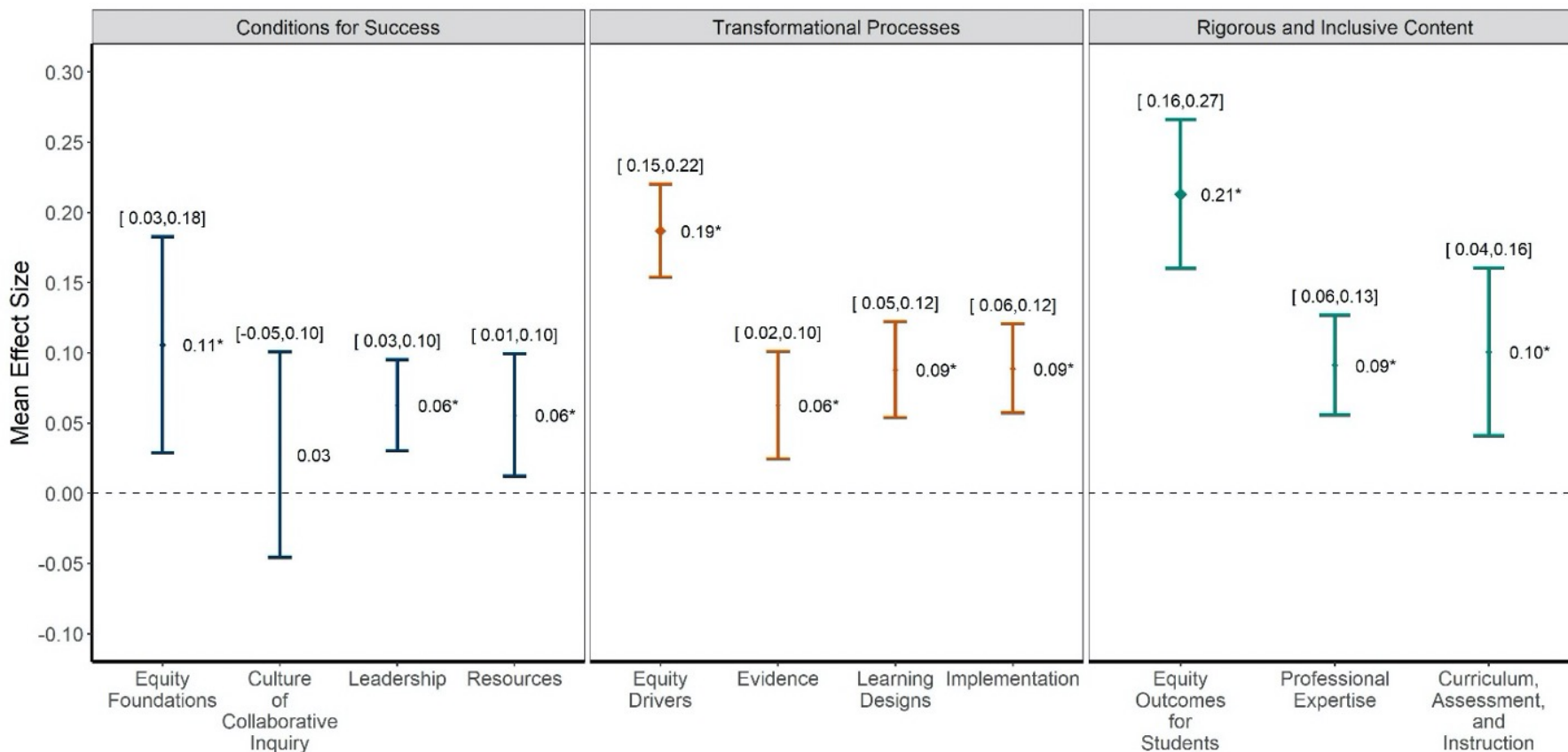
* statistically significant at $\alpha = 0.05$

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:

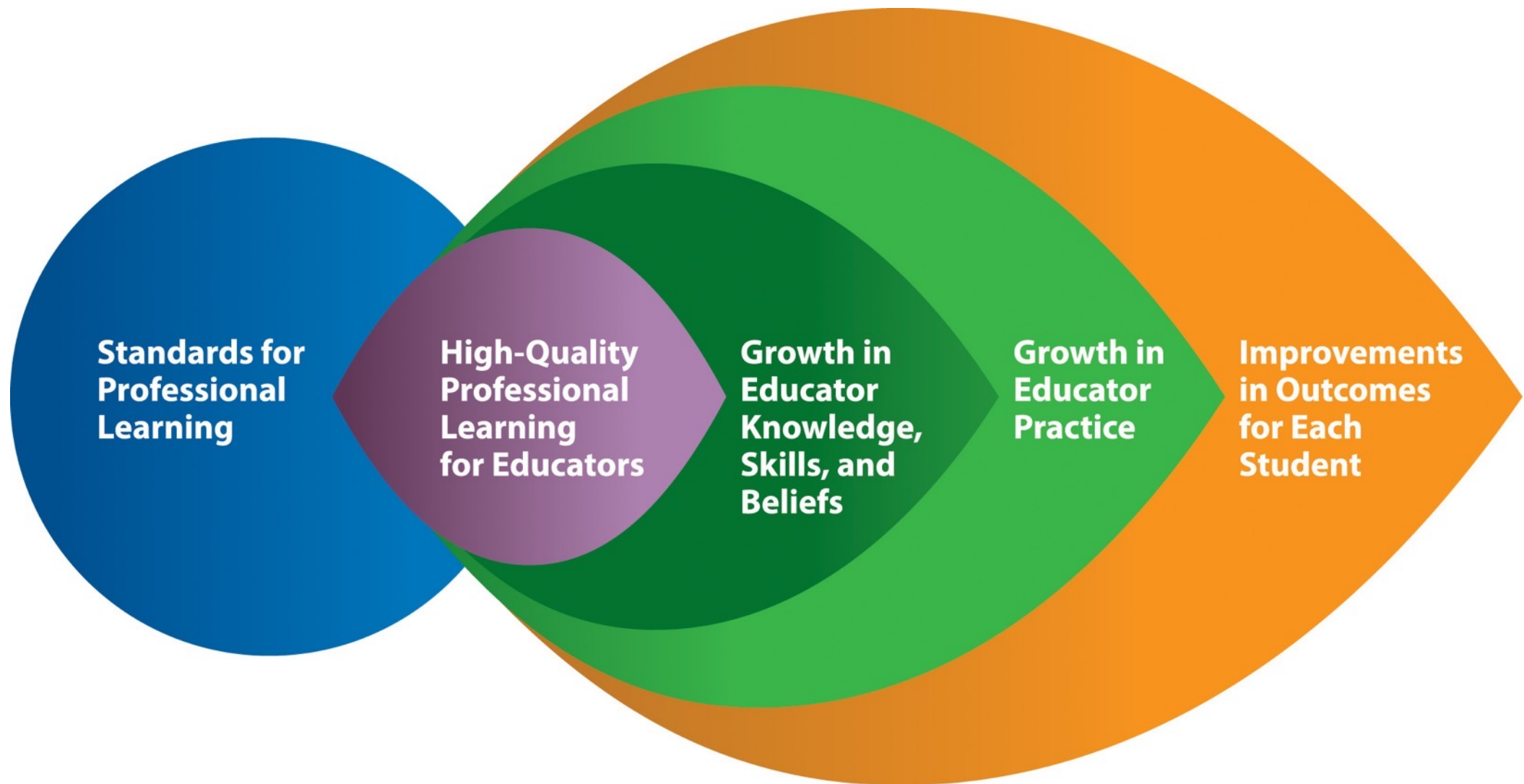
Figure 6:
Average
Effect Sizes
of Student
Achievement
for Each 2022
Professional
Learning
Standard



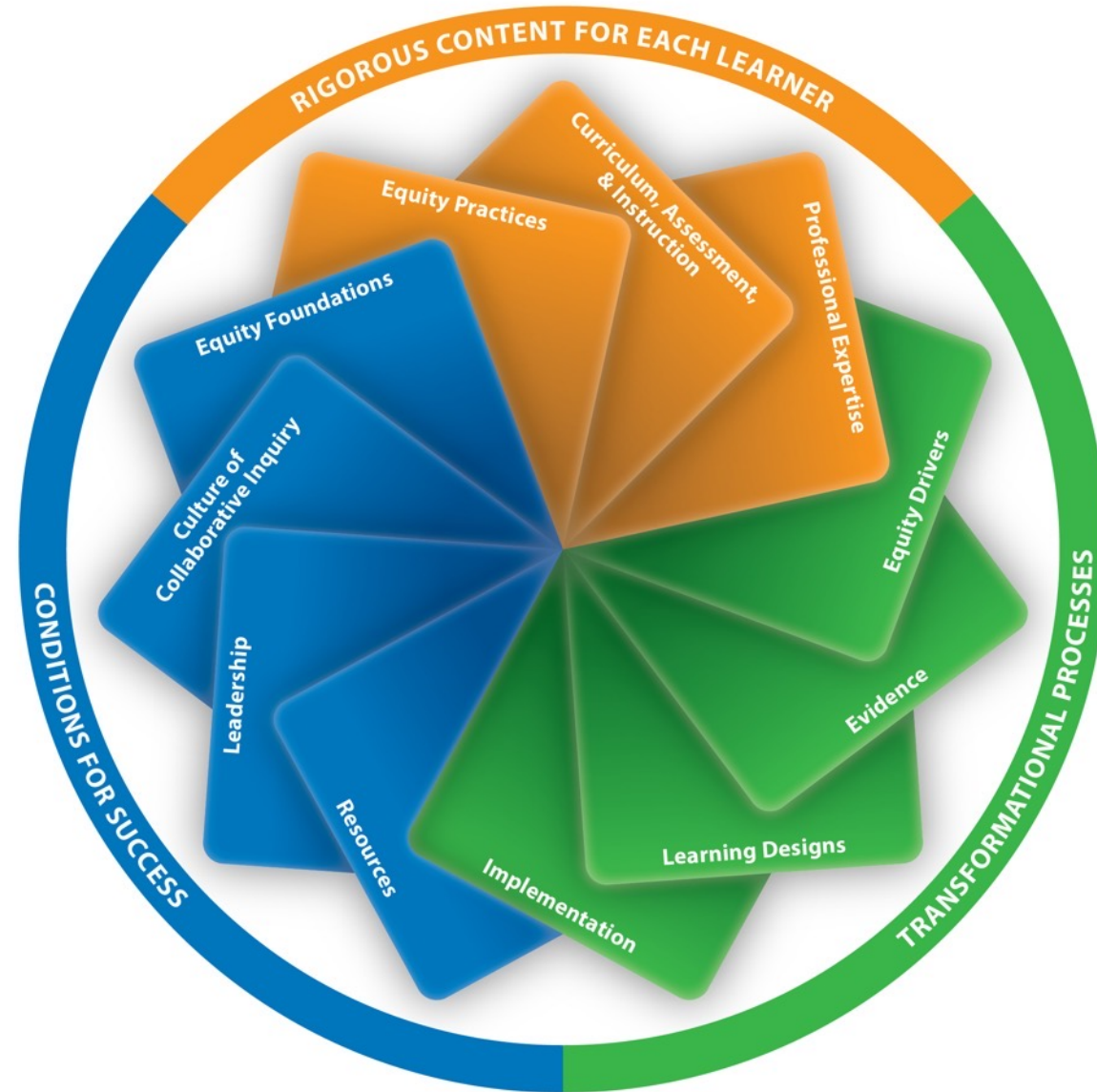
* statistically significant at $\alpha = 0.05$

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).

How standards lead to improvement for all learners

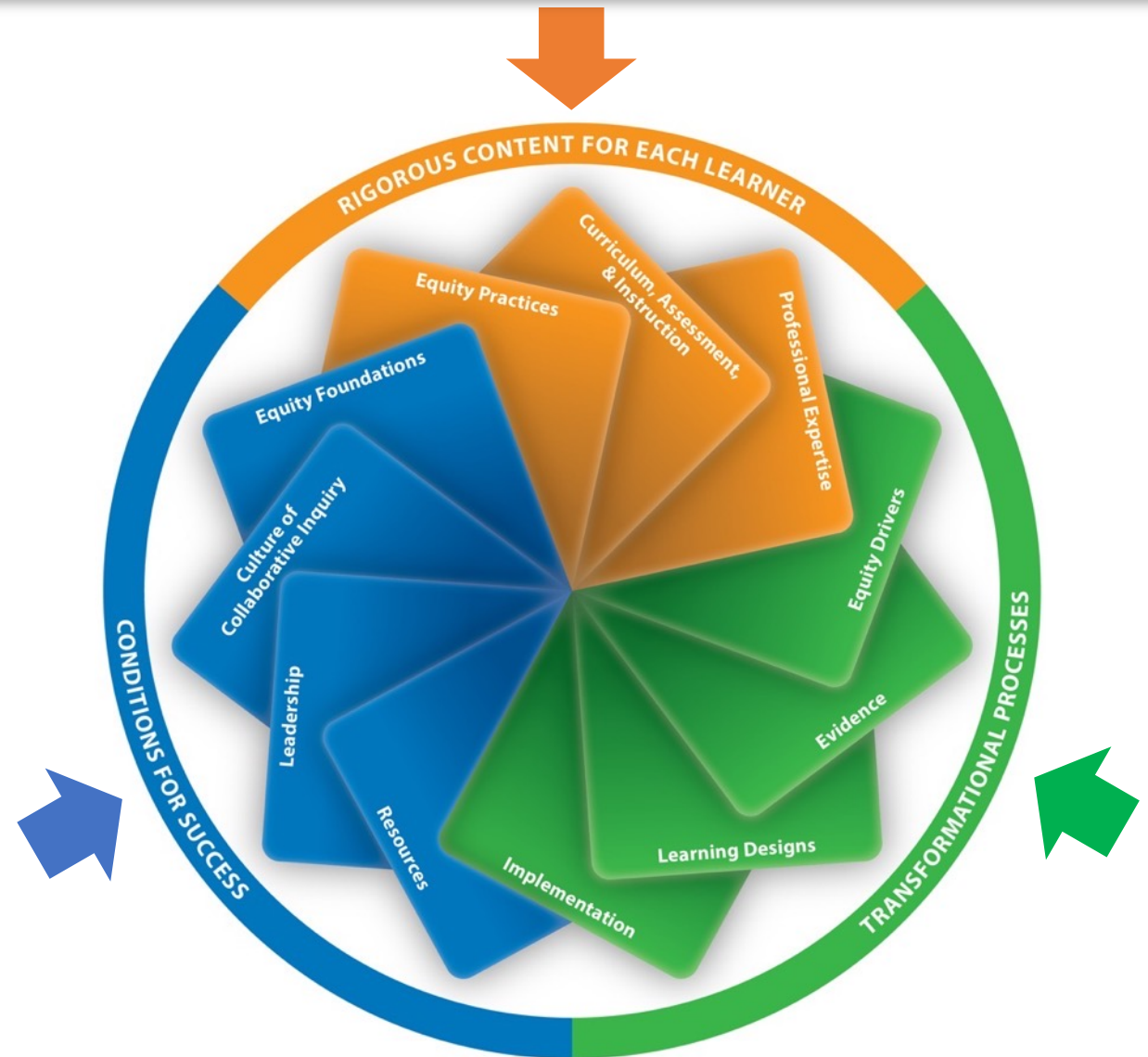


Standards work in concert within a system framework



The frames

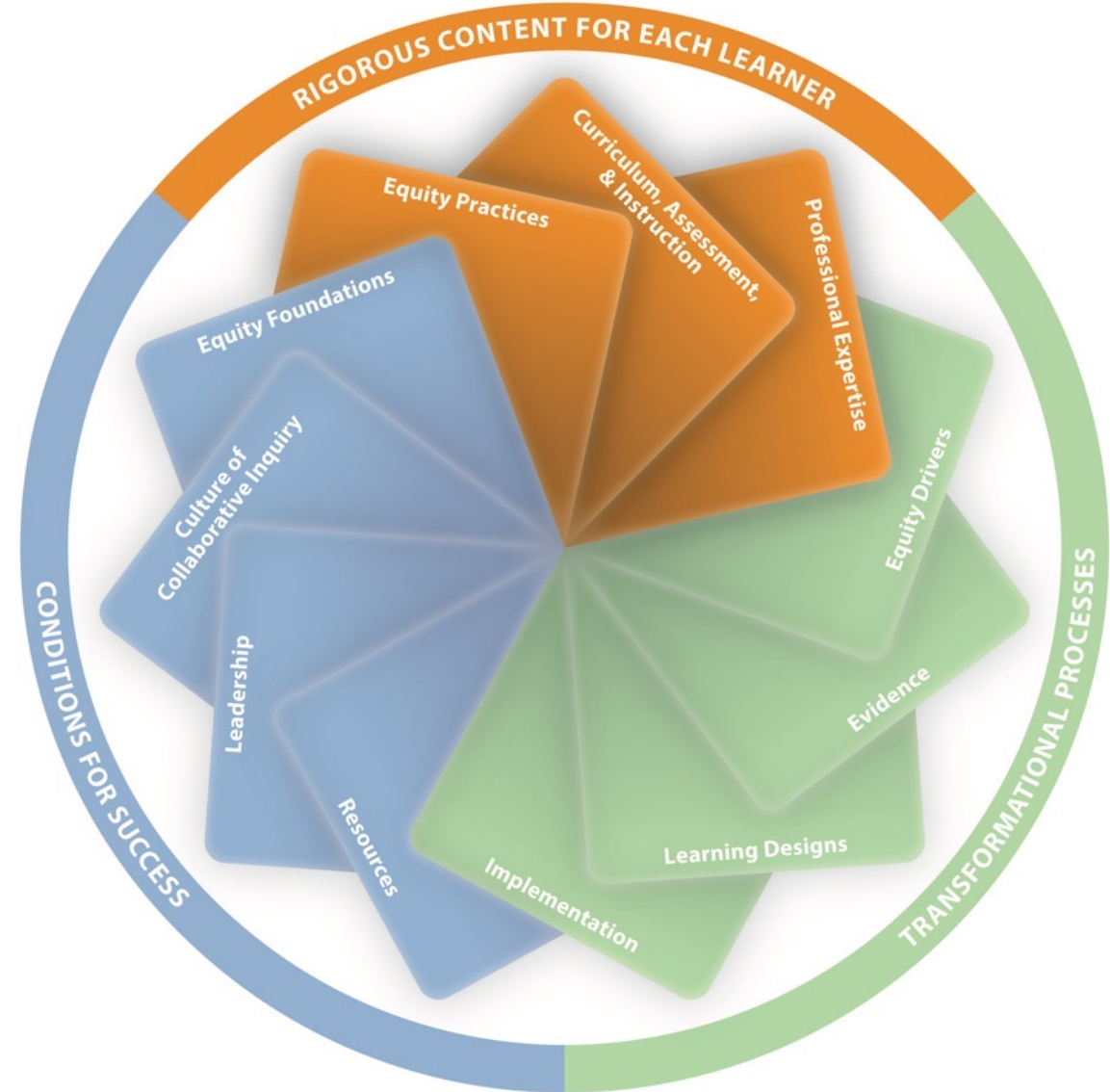
- Rigorous content for each learner
- Transformational processes
- Conditions for success



A system framework

Rigorous
content for
each learner

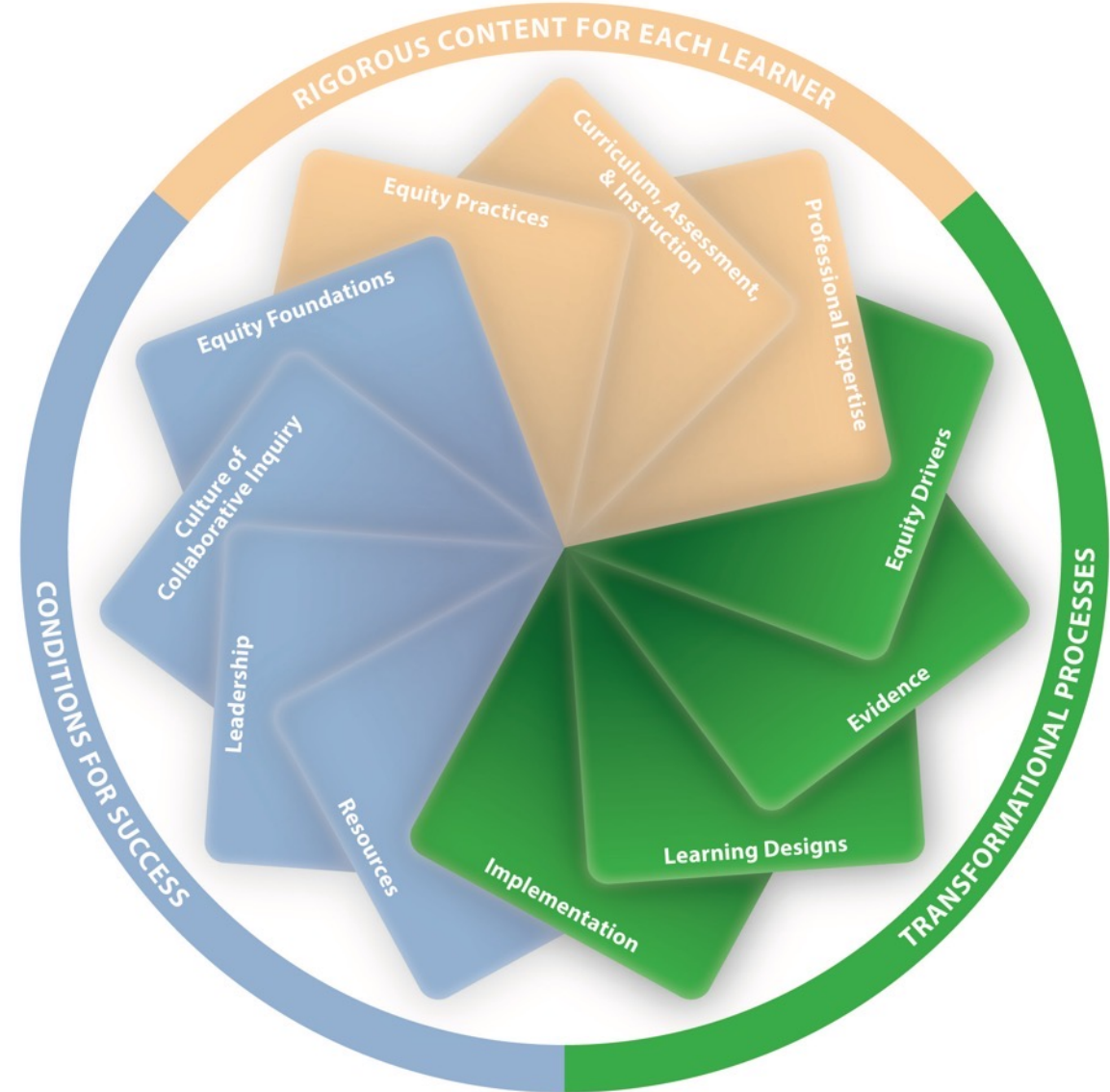
The essential
content of adult
learning that leads
to improved
student outcomes



A system framework

Transformational processes

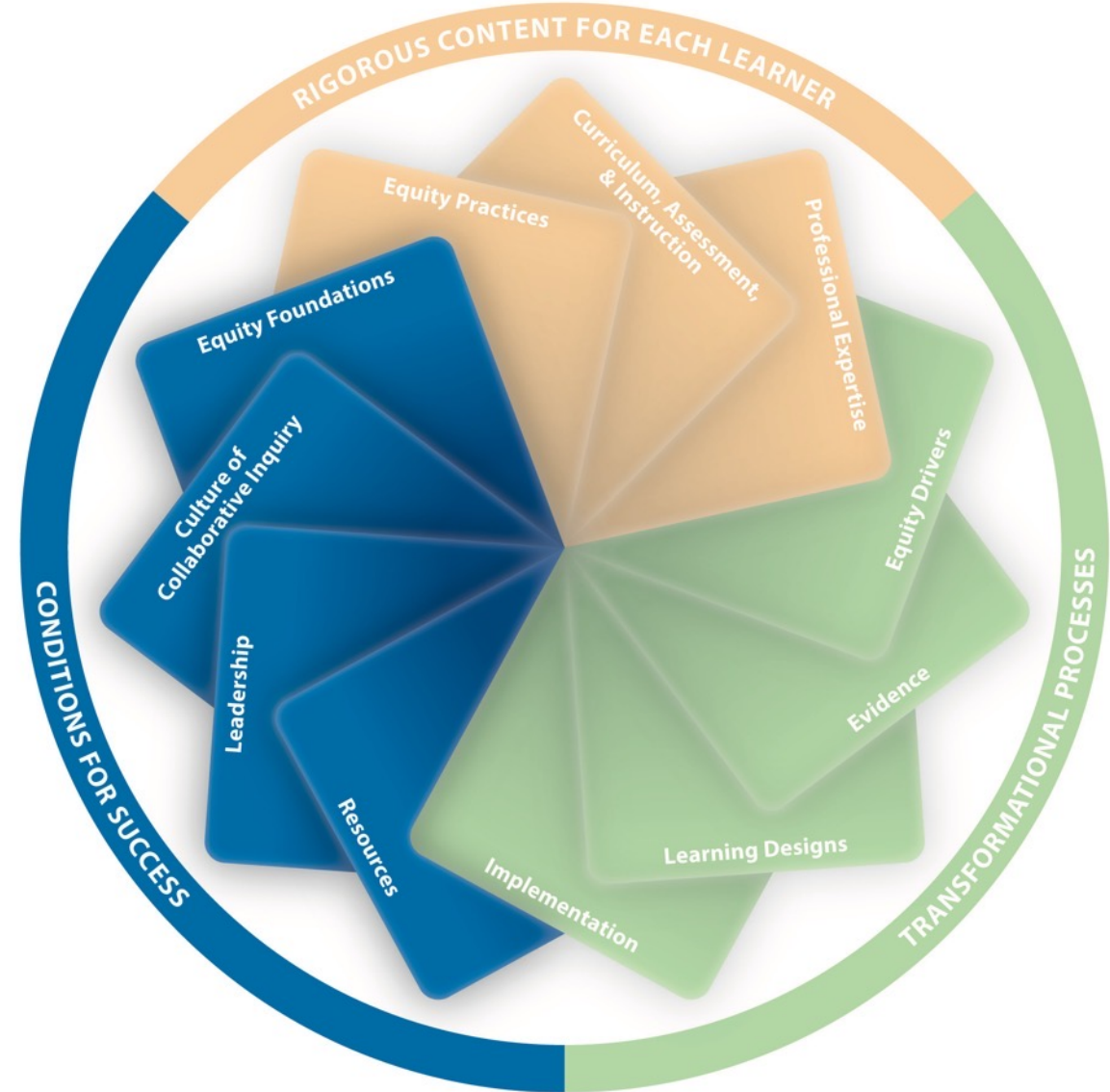
Process elements of professional learning that explain how educators sustain significant changes in their knowledge, skills, practices, and mindsets



A system framework

Conditions for success

Aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning



Standards summaries

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

ABOUT ADVOCACY STANDARDS RESOURCES SERVICES PROGRAMS BOOKSTORE MEMBERSHIP

Standards for Professional Learning

Revised

Learning Forward presents Standards for Professional Learning to describe the conditions, content, and processes for professional learning that leads to high-quality leading, teaching, and learning for students and educators.

The 11 Standards work within a framework to outline a system for professional learning. To create high-quality professional learning that results in improved educator practices and improved student results, educators apply the 11 standards in concert.

The three categories within the framework follow:

- Standards within the **Rigorous Content for Each Learner** frame describe the essential content of adult learning that leads to improved student outcomes.
- Standards within the **Transformational Processes** frame describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.
- Standards within the **Conditions for Success** frame describe aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning.

The diagram illustrates the tight connections among all standards and the nonlinear nature of the system. Educators may enter the Standards for Professional Learning from any point. The diagram also echoes the cyclical, iterative nature of how professional learning leads to continuous improvement.

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.

Rigorous Content for Each Learner

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

EQUITY DRIVERS

... prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

EVIDENCE

... create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.

LEARNING DESIGNS

... set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.

IMPLEMENTATION

... understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

Transformational Processes

professional learning by sharing the importance and evidence of impact of professional learning.

RESOURCES

... allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

Conditions for Success

<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.

Standards for Professional Learning

Culture of Collaborative Inquiry

When educators at every role, grade level, and content area collaborate for continuous improvement and support their colleagues' ongoing learning and development, they increase learning opportunities for each student. They simultaneously develop individual and collective knowledge and expertise and commit to collective responsibility so together they can better meet student needs.

Educators engage in strategic and consistent processes to develop the habits of mind and practices that make collaboration effective, and they embrace continuous learning as a shared responsibility and privilege. Collaborative learning is more than a particular design or format. Rather, it is a holistic approach to professional learning and a key contributor to a culture of sustained improvement.

Superintendents, principals, and leaders of professional learning establish expectations for collective improvement and protect time and resources that support ongoing learning. Leaders of professional learning become experts in collaborative inquiry and support their colleagues in using continuous improvement approaches and understanding their value. Educators in all roles commit to building their knowledge and skills to learn in concert, remaining open and curious about their students and colleagues, and supporting one another to achieve the goal of improved learning for all students.

Here are the main constructs of the Culture of Collaborative Inquiry standard.

EDUCATORS ENGAGE IN CONTINUOUS IMPROVEMENT.

Educators recognize that embedding continuous improvement structures and practices into their day-to-day work strengthens their knowledge and skills, especially related to their ability to collaborate to improve outcomes for all students. Educators use research, school and system goals, and professional expertise to identify the most relevant and promising collaborative continuous improvement approach and engage in professional learning related to the process, expectations, and tools that will support them as they work toward shared goals and document, analyze, and improve their practices.

In the continuous improvement process, educators develop shared goals and then document, collaboratively analyze, and improve their practices, reflecting together along the way. They recognize that achieving long-term goals takes time, persistence, and trusting relationships as well as regular cycles of planning, learning, testing, data collection, and analysis.

Educators define a shared problem of practice based on relevant data and an understanding of their own context and challenges, such as addressing student learning variability, implementing curriculum, aligning content across courses, or strengthening instruction. Educators identify potential small-scale improvements to implement and test.

Learning from each continuous improvement cycle informs the next, as incremental changes lead to major improvements. Educators are comfortable with some uncertainty about the outcomes of the

text they are about to undertake because they will look at the results together and reflect about success, failure, and any needed adaptations.

As their confidence in the learning process and in each other grows, educators become more transparent about their own learning and increasingly willing to make changes that raise and accelerate student achievement. Educators recognize that improvements are multiplied when they deprivatize their practice by sharing information about the results of any strategies they test. They open their doors literally and figuratively to invite observations by peers and constructive feedback dialogues about successes and challenges.

Educators understand that, individually and collectively, they influence student growth, and they believe that each improvement in their mindsets, knowledge, or skills leads to an improvement in student outcomes. They trust their colleagues will support them when they risk failure to test a new instructional strategy or acknowledge a blind spot in their approach to student learning. In turn, they support their colleagues as they do the same.

EDUCATORS BUILD COLLABORATION SKILLS AND CAPACITY.

Professional learning increases educators' knowledge about the benefits of collaboration and strengthens their capacity and skills to collaborate. Together, educators identify, practice, assess, and refine the skills and practices that foster collaboration. They seek opportunities to practice collaborative skills such as active listening, ensuring parity among speakers, respecting diversity of opinions, and shared decision-making.

They increase their knowledge about collaborative professional inquiry and practice skills such as rigorous questioning and discussions about relevant topics such as student work, classroom observations, instructional practice, and patterns in student data. They increase their capacity to engage in and learn from conflict and are intentional about when and how they seek consensus or compromise to determine next actions.

Collaboration varies by educator role. For instance, classroom educators might participate in school-based collaborative inquiry teams to implement, support, and assess evidence-based and inclusive instructional strategies to achieve the goal of academic success for each student. School or district leaders might collaborate in a network to collaboratively analyze which of their collective efforts have an impact and should be continued. At every level, educators use established

Standards for Professional Learning

LINKS TO OTHER STANDARDS

Educators use the Standards for Professional Learning together to improve 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 Culture of Collaborative Inquiry standard connects to other standards:

- The **Professional Expertise** standard establishes content and skills essential to particular roles and functions that complement collaborative inquiry knowledge and practices.
- The **Evidence** standard addresses the importance of using research and evidence in selecting intervention and setting goals.
- The **Equity Foundations** standard highlights the role of professional learning in setting expectations, creating structures, and sustaining a productive culture.

frameworks and protocols to ensure that collaboration is directly relevant to their day-to-day work and focused on instruction that improves outcomes for all students.

Educators ensure their collaboration is purposeful, informed by student needs, and tightly focused through frequent team meetings, either in person or virtual, and adherence to shared norms that support the learning cycle, such as time for reflection and being transparent about goals and data.

Educators align their learning goals across teams as well as to school, district, and system priorities to ensure that collaborative learning is directly tied to improving student outcomes. Educators use protocols, templates, and tools to support the development and use of shared language, engagement of stakeholders and policymakers, and common methods for collecting and analyzing data and evidence.

Educators recognize the importance of establishing trusting relationships to build a culture of collaborative inquiry. They study what contributes to trust and why trust is important among educators as well as with families and caregivers, students, and community members. They recognize that establishing trust among peers

Standards for Professional Learning

is different from establishing trust among educators with different levels of authority or for those in supervisory positions.

EDUCATORS SHARE RESPONSIBILITY FOR IMPROVING LEARNING FOR ALL STUDENTS.

Educators hold themselves and their colleagues responsible for making progress toward the goals they have established, rather than placing responsibility on the students or external actors. Individual educator learning is valuable in improving each teacher's agency and self-efficacy.

That learning is even more valuable when it adds to the knowledge and understanding of a team of colleagues and is leveraged for improvement and collective efficacy — the belief that they as educators are having a positive impact on student outcomes. Educators invest in others' professional growth because it builds trust over time as engagement deepens and improves and ultimately leads to better and more equitable student learning.

Educators assume responsibility for each and every student and are accountable to each other for progress toward shared goals for students. Educators hold themselves accountable through the analysis of data throughout the learning process to ensure each student's access to and opportunity for challenging learning and to identify students who need additional support.

Mutual accountability includes looking closely at whether colleagues provide opportunities to learn for every student and developing strategies to address any inequities. To inform this shared effort, educators observe and are observed by peers and identify opportunities to learn from each other's professional experience and research. These feedback-rich relationships extend across grade levels, teams, and content areas.

Educators commit to engaging in a formative assessment process of their own learning as well as to shared reflection. They also commit to being reliable, constructive colleagues who focus on how their

individual and collaborative contributions improve instruction for all students. They reflect on evidence of their shared impact as a way to build collective efficacy and celebrate their positive influence on student outcomes.

Honoring this shared commitment, educators try to view questions and even conflict as productive, leading to a better shared understanding of how they work cooperatively to improve teaching and learning. Educators value the ways in which shared responsibility and mutual respect for expertise creates opportunities for meaningful educator agency and for both formal and informal leadership.

SELECTED RESEARCH

Campbell, C., Osmond-Johnson, P., Furbur, B., Zeichner, K., & Hobbs-Johnson, A. (with Brown, S., DiCasta, P., Hales, A., Kucha, L., Saha, J., & Steffensen, K.). (2017). *The state of educators' professional learning in Canada: Final research report*. Learning Forward.

Donohoo, J. (2013). *Collaborative inquiry for educators: A facilitator's guide to school improvement*. Corwin.

Donohoo, J., Hattie, J., & Edl, R. (2018, March 1). *The power of collective efficacy*. ASCD. www.ascd.org/publications/educational-leadership/march18vol75/num06/The-Power-of-Collective-Efficacy.aspx

Goddard, Y.L., & Minjung, K. (2018). Examining connections between teacher perceptions of collaboration, differentiated instruction, and teacher efficacy. *Teachers College Record*, 120(1), 1-24.

Hargreaves, A. & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. Teachers College Press.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.

Jensen, B., Sonnenschein, J., Roberts-Hull, K., & Hunter, A. (2016). *Beyond P.D.: Teacher professional learning in high-performing systems*. National Center on Education and the Economy.

Explicit, inclusive equity standards



The screenshot shows the Learning Forward website. At the top, there is a navigation bar with links for "Become a member today!", "Join now", "Log in", and "Career center". Below this is the Learning Forward logo and the text "THE PROFESSIONAL LEARNING ASSOCIATION". A search bar and a menu icon are also present. The main navigation includes "HOME", "STANDARDS", "HOW AND WHY", "ACTION GUIDES", "RESEARCH", and "ABOUT". The page title is "Equity Practices".

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

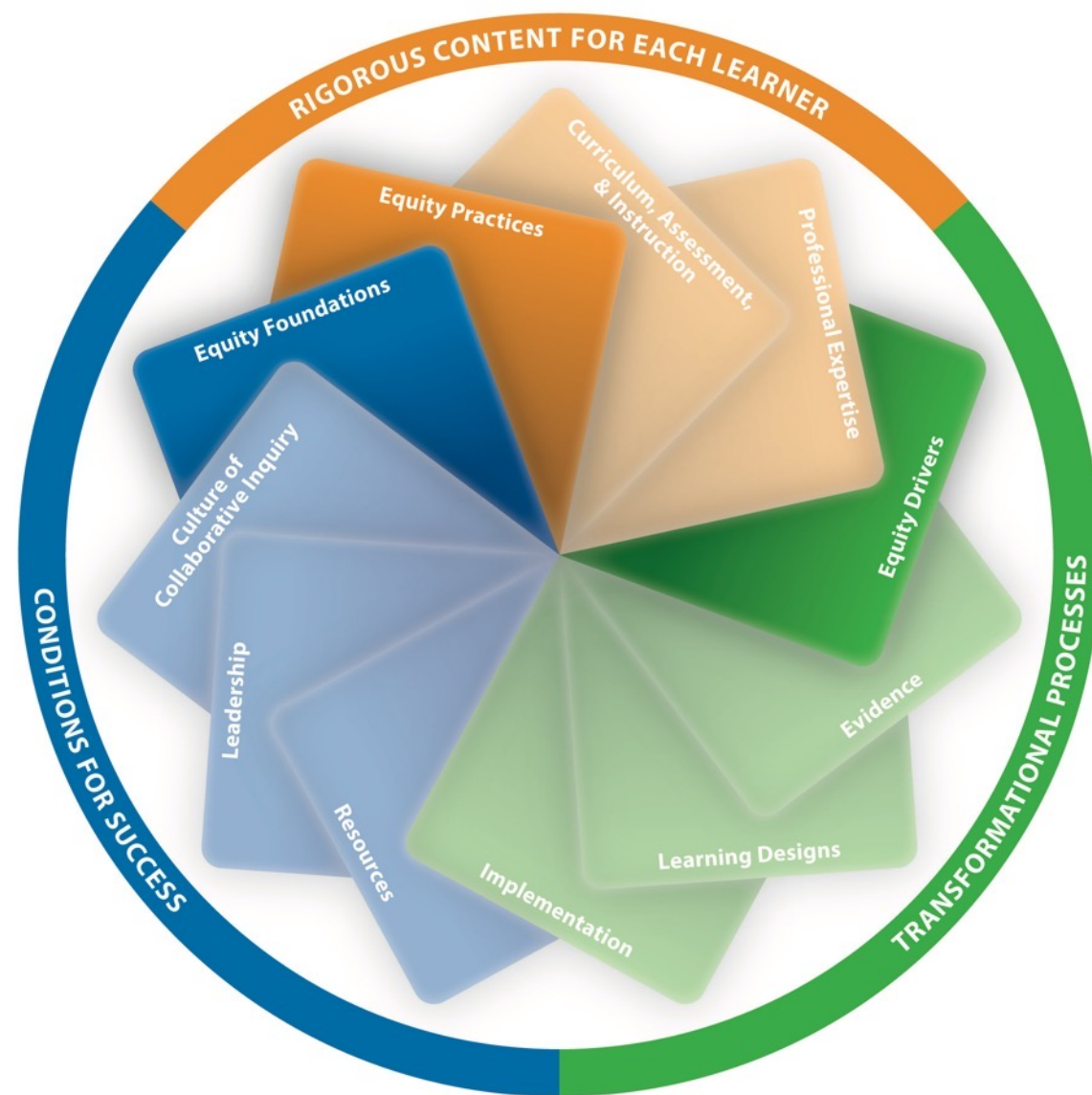
Links to other standards

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:

The [Curriculum, Assessment, and Instruction](#)



The diagram is a circular arrangement of 11 colored triangles pointing towards the center. The triangles are: Equity Practices (orange), Curriculum, Assessment & Instruction (light orange), Professional Expertise (light green), Evidence (green), Learning Designs (light green), Implementation (green), Resources (light blue), Leadership (blue), Culture of Collaborative Inquiry (light blue), Equity Foundations (dark blue), and Rigorous Content for Each Learner (orange). The diagram is surrounded by three concentric rings: an outer orange ring labeled "RIGOROUS CONTENT FOR EACH LEARNER", a middle blue ring labeled "CONDITIONS FOR SUCCESS", and an inner green ring labeled "TRANSFORMATIONAL PROCESSES".



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+



Standards Assessment Inventory

How familiar are you with Standards Assessment Inventory (SAI)?

- 1 – I have taken/administered the previous version of the SAI.
- 2 – I know about the SAI but have not taken/administered it.
- 3 – I am learning about the SAI for the first time.

Standards Assessment Inventory

The SAI provides decision-makers with data on the quality of professional learning as defined by the Standards, and their school's and/or system's alignment of professional learning to the Standards.

- 72-item web-based inventory
- Valid and reliable
- Administered to school-based instructional staff
- Confidential and anonymous
- 30 minutes
- Items aligned to each standard
- School and system data collected
- SAI takers **do not** have to be familiar with the Standards to complete the SAI



How Schools and Systems/States Use SAI

Schools use the SAI:

1. To introduce instructional staff to the Standards for Professional Learning.
2. To inform school-wide practices and guide school improvement planning.
3. To identify clear expectations and specific actions that contribute to high-quality PL.
4. For baseline data to get a clear picture of what's working and where to focus resources.
5. For dialogue and reflection among staff about professional learning.
6. For program evaluation.
7. To identify next steps for Standards implementation.

Districts/States use the SAI:

1. To identify and provide support for schools/districts with similar needs and priorities.
2. To identify school/district strengths in certain areas to share exemplary practices with others.
3. To assess whether improvement efforts have contributed to the quality of professional learning across several schools or systems.
4. As a source of data to recognize schools for quality professional learning.
5. To identify next steps for Standards implementation.

The SAI is valid and reliable

- **American Institutes of Research (AIR) conducted a validity and reliability study.**
 - Piloted with teachers and instructional coaches in 166 schools.
 - Pilot participants came from diverse professional backgrounds with varying roles, years of experience, years at their current school, and school settings.
 - Conducted cognitive interviews and focus groups to gather qualitative data on taking the SAI and that the data yielded is relevant to districts and schools as they assess their professional learning systems.
- **Study found the SAI to be a valid and reliable instrument.**
 - Items are valid representations of the concepts in the standards.
 - Items map onto each standard as intended (i.e., internal factor structure).
 - Items produce similar information (i.e., internal consistency).
 - Responses are consistent across groups and within standards.
 - Participants report that the revised SAI captures key professional learning experiences and will yield valuable information about professional learning systems.

Sample SAI Indicators



[FAQ](#) [How to return & finish later](#)

Standards Assessment Inventory (2022)

[◀ Previous](#) [Next ▶](#) [Save](#)

21. At my school, we engage in professional learning about how diverse cultures, identities, and lived experiences contribute to the learning environment.

22. At my school, professional learning encourages reflection on how educators' privilege, race, culture, and backgrounds might impact their teaching.

23. Professional learning at my school includes conversations about how cultural and historical barriers can impact student learning.

24. Professional learning in my school supports me to examine my own beliefs and assumptions about race, culture, ability, and gender.

Standard & Indicator Averages

This page displays districtwide average scores for each standard and for each indicator within a standard. Overall Standard Score Averages summarize data for each standard. Standard/Indicator Scores show districtwide averages for each standard and each indicator, providing a more detailed presentation of data for each standard. See the *SAI District Data Analysis Guide* for tips on using this data to evaluate and plan professional learning.

Standard Averages by School

The following chart summarizes school SAI data and allows you to compare Standard averages by school. This report allows you to identify schools with similar strengths and needs. Schools with a score of 4.0 or above on a Standard are considered "Skillful" (represented by a green box). A score of 3.5 or below indicates "Needs Improvement" (represented by a red box). A score of between 3.9 and 3.6 indicates "Progressing." This chart also indicates, for each school, which Standard received the highest score, and which received the lowest score.

Frequency Counts

Frequency Counts display the number and percentage of teachers who responded to each answer choice for an indicator. The average for each standard and indicator is also shown. Use the resources for further study of the standards with recommendations and tools for using them in your district.

Demographic

The Demographic Report provides districtwide data on the job roles and experience levels of your SAI respondents.

All data is available at the district level and at the individual school level, and customized “comparison” reports can be created for groupings of schools.

Standard and Indicator Averages

Transformational processes



Standards/Indicators Averages

Average scores for all indicators, grouped by standard



Equity Drivers

Standard Average

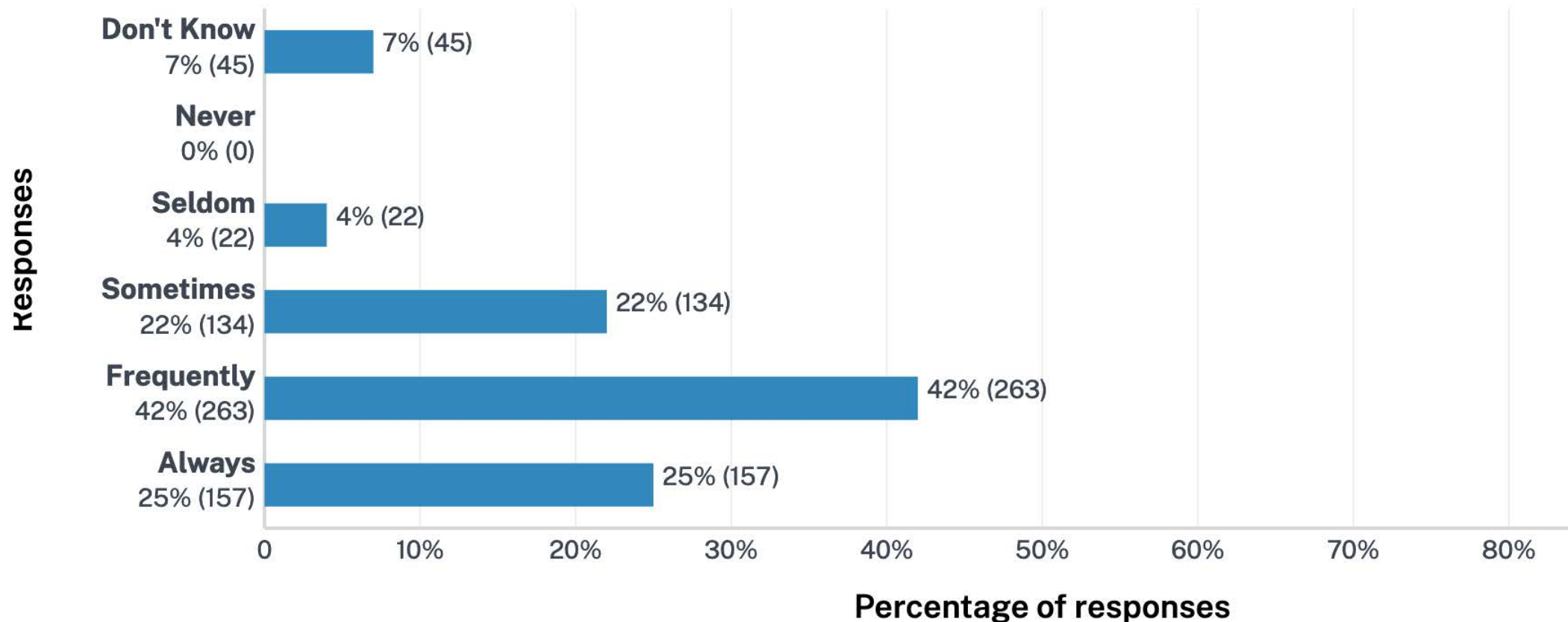
	Score
Standard Average	3.4
21 At my school, we engage in professional learning about how diverse cultures, identities, and lived experiences contribute to the learning environment.	3.6
22 At my school, professional learning encourages reflection on how educators' privilege, race, culture, and backgrounds might impact their teaching.	3.5
23 Professional learning at my school includes conversations about how cultural and historical barriers can impact student learning.	3.4
24 Professional learning in my school supports me to examine my own beliefs and assumptions about race, culture, ability, and gender.	3.3
25 At my school professional learning includes looking at research and data about the impact and causes of inequities.	3.4
26 I feel my voice about professional learning is valued at my school.	3.4

Frequency Count Reports

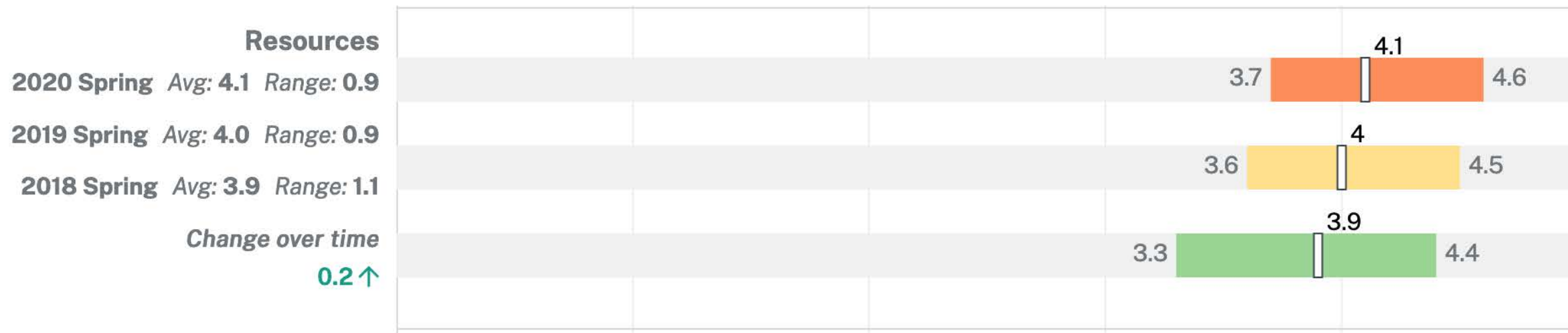
Implementation

#41 In my school, teachers individually reflect about teaching practices and strategies.

Response Count: **621** Average: **3.7**



Comparison data over time



School comparison data

Standard averages by school

Avg. 4.0 or above
Avg. 3.5 or below
↑ Highest standard for school
↓ Lowest standard for school

Standard Frames

School Name	Number of Responding Teachers	Rigorous content for each learner			Transformational processes				Conditions for success			
		Equity Practices	Curriculum, Assessment, and Instruction	Professional Expertise	Equity Drivers	Evidence	Learning Designs	Implementation	Equity Foundations	Culture of Collaborative Inquiry	Leadership	Resources
Armstrong Middle School	10	↓ 2.8	3.9	3.1	↓ 2.8	4.0	4.0	3.7	3.6	4.1	↑ 4.2	3.1
Foster High School	19	↑ 4.0	3.8	↑ 4.0	3.7	3.6	3.6	3.7	↓ 3.5	3.6	3.7	3.6
Lanham Elementary School	10	4.3	3.9	3.7	↑ 4.4	4.1	3.8	↓ 3.6	4.2	4.1	3.7	3.7
Manning Elementary School	12	3.4	3.4	3.3	↓ 2.7	3.3	↑ 3.6	↑ 3.6	↑ 3.6	3.4	3.3	3.1

SAI Management

- Learning Forward loads all schools into SAI site and provides user links
- System coordinator has access to all reports
- Users receive unique links or school links
- Report/results authorization links (or PDF reports)
- Default minimum of 10 responses per school (can be adjusted).
- Neither Learning Forward nor a school/district coordinator can link SAI responses to users
- All reports are available on the SAI website and can be downloaded

Additional Tools/Resources

An SAI Analysis Guide is provided to assist in analyzing results and planning next steps.

Learning Forward hosts a data-analysis conversation following administration of the SAI.

Additional Standards resources, including Action Guides and IC Maps, also provide next steps to implementation.

The image displays two screenshots of Learning Forward resources. The left screenshot is the cover of the 'ACTION GUIDE for the PRINCIPAL Standards for Professional Learning'. It features the Learning Forward logo at the top, followed by the title 'ACTION GUIDE for the PRINCIPAL' in large, bold letters. Below the title, it says 'Standards for Professional Learning'. A short paragraph of text is visible, starting with 'Principals, in many ways, are the keystone...'. The Learning Forward logo and website URL 'standards.learningforward.org' are at the bottom.

The right screenshot is the cover of 'ADVANCING OUTCOMES FOR ALL LEARNERS Standards for Professional Learning'. It features the Learning Forward logo at the top, followed by the title 'ADVANCING OUTCOMES FOR ALL LEARNERS' in large, bold letters. Below the title, it says 'Standards for Professional Learning'. The Learning Forward logo and website URL 'standards.learningforward.org' are at the bottom.

The bottom screenshot is a screenshot of the Learning Forward website. The page title is 'IC Maps: Levels of Implementation'. The page content includes a navigation menu, a search bar, and a main heading 'IC Maps: Levels of Implementation'. Below the heading, there is a paragraph of text. The page is divided into three sections: 'First, which role would you like to see?', 'Second, which standard will you examine?', and 'Third, select a construct for the Curriculum, Assessment, and Instruction standard.' The 'First' section has a dropdown menu with options: System/Central Office, Principal (selected), Coach, and External Provider. The 'Second' section has a grid of buttons: Equity Practices, Professional Expertise, Learning Designs, Culture of Collaborative Inquiry, Curriculum, Assessment, and Instruction (selected), Equity Drivers, Implementation, Leadership, Evidence, and Equity Foundations. The 'Third' section has three buttons: Prioritize high-quality curriculum and instructional materials, Assess student learning to advance progress (selected), and Understand curriculum and implement through instruction.

Additional resources

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

Standards for Professional Learning
Revised

Learning Forward presents Standards for Professional Learning to describe the conditions, content, and processes for professional learning that leads to high-quality leading, teaching, and learning for students and educators.

The 11 Standards work within a framework to outline a system for professional learning. To create high-quality professional learning that results in improved educator practices and improved student results, educators apply the 11 standards in concert.

The three categories within the framework follow:

- Standards within the **Rigorous Content for Each Learner** frame describe the essential content of adult learning that leads to improved student outcomes.
- Standards within the **Transformational Processes** frame describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.
- Standards within the **Conditions for Success** frame describe aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning.

The diagram illustrates the tight connections among all standards and the nonlinear nature of the system. Educators may enter the Standards for Professional Learning from any point. The diagram also echoes the cyclical, iterative nature of how professional learning leads to continuous improvement.

* Some resources are available in full to anyone who visits standards.learningforward.org, while others require membership in Learning Forward.

Standards Kickoff Week overview

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
April 24 3 pm ET	April 25 3 pm ET	April 26 3 pm ET	April 27 3 pm ET	April 28 3 pm ET
<p>One year in: Advancing outcomes for all learners</p> <ul style="list-style-type: none"> Reviewing the state of Standards after Year One Improving learner outcomes by addressing specific challenges Tool: Advancing Outcomes for All Learners 	<p>Elevating educator voices and behaviors</p> <ul style="list-style-type: none"> 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 	<p>Following policy pathways to support high-quality professional learning</p> <ul style="list-style-type: none"> Policymaking impacts practice and can be integrated in various ways Tool: Policy Pathways to Standards Implementation 	<p>Examining impact</p> <ul style="list-style-type: none"> How assessment of professional learning can lead to greater impact of leading, teaching, and learning Tool: The Standards Assessment Inventory (SAI) 	<p>Embedding equity for all</p> <ul style="list-style-type: none"> Identifying common equity challenges and exploring various resources for aligned support Tool: Selected Resources for Equity Challenges

The sessions will be recorded and available at standards.learningforward.org.

KEYNOTE SPEAKERS



CHRISTOPHER EMDIN



SHARRON HELMKE



**BRANDI HINNANT-
CRAWFORD**

| LEARNING FORWARD'S **2023 ANNUAL CONFERENCE**

DECEMBER 3-6, 2023 | [CONFERENCE.LEARNINGFORWARD.ORG](https://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

4:00 - 4:30
pm EDT

See chat for
the link to
join.

