Standards for Professional Learning Week

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

All attendees are muted upon entry.

Please use the chat feature to introduce yourself!
Examining Impact: Standards Assessment Inventory
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### 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).
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
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

standards.learningforward.org
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.
• 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
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.

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.

RESOURCES

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

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
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+
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.
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.
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.
SAI Reports

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**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Equity Drivers</th>
<th>Evidence</th>
<th>Learning Designs</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg.</td>
<td>3.4</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
</tr>
<tr>
<td>Range.</td>
<td>0.3</td>
<td>0.5</td>
<td>0.2</td>
<td>0.6</td>
</tr>
</tbody>
</table>

#### Equity Drivers

<table>
<thead>
<tr>
<th>Standard</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>3.6</td>
<td>At my school, we engage in professional learning about how diverse cultures, identities, and lived experiences contribute to the learning environment.</td>
</tr>
<tr>
<td>22</td>
<td>3.5</td>
<td>At my school, professional learning encourages reflection on how educators' privilege, race, culture, and backgrounds might impact their teaching.</td>
</tr>
<tr>
<td>23</td>
<td>3.4</td>
<td>Professional learning at my school includes conversations about how cultural and historical barriers can impact student learning.</td>
</tr>
<tr>
<td>24</td>
<td>3.3</td>
<td>Professional learning in my school supports me to examine my own beliefs and assumptions about race, culture, ability, and gender.</td>
</tr>
<tr>
<td>25</td>
<td>3.4</td>
<td>At my school professional learning includes looking at research and data about the impact and causes of inequities.</td>
</tr>
<tr>
<td>26</td>
<td>3.4</td>
<td>I feel my voice about professional learning is valued at my school.</td>
</tr>
</tbody>
</table>
#41 In my school, teachers individually reflect about teaching practices and strategies.

Response Count: 621  Average: 3.7

- **Don't Know**: 7% (45)
- **Never**: 0% (0)
- **Seldom**: 4% (22)
- **Sometimes**: 22% (134)
- **Frequently**: 42% (263)
- **Always**: 25% (157)
### Comparison data over time

<table>
<thead>
<tr>
<th>Year</th>
<th>Avg</th>
<th>Range</th>
<th>Resources</th>
<th>Avg</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020 Spring</td>
<td>4.1</td>
<td>0.9</td>
<td>3.7</td>
<td>4.1</td>
<td>0.9</td>
</tr>
<tr>
<td>2019 Spring</td>
<td>4.0</td>
<td>0.9</td>
<td>3.6</td>
<td>4</td>
<td>0.9</td>
</tr>
<tr>
<td>2018 Spring</td>
<td>3.9</td>
<td>1.1</td>
<td>3.3</td>
<td>3.9</td>
<td>1.1</td>
</tr>
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**Change over time**

<table>
<thead>
<tr>
<th>Change</th>
<th>Change over time</th>
</tr>
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<tbody>
<tr>
<td>0.2</td>
<td>0.2 ↑</td>
</tr>
</tbody>
</table>
## School comparison data

### Standard averages by school

<table>
<thead>
<tr>
<th>School Name</th>
<th>Number of Responding Teachers</th>
<th>Rigorous content for each learner</th>
<th>Transformational processes</th>
<th>Conditions for success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Equity Practices</td>
<td>Curriculum, Assessment, and Instruction</td>
<td>Professional Expertise</td>
</tr>
<tr>
<td>Armstrong Middle School</td>
<td>10</td>
<td>schooling.2.8</td>
<td>3.9</td>
<td>schooling.3.1</td>
</tr>
<tr>
<td>Foster High School</td>
<td>19</td>
<td>schooling.4.0</td>
<td>3.8</td>
<td>schooling.4.0</td>
</tr>
<tr>
<td>Lanham Elementary School</td>
<td>10</td>
<td>4.3</td>
<td>3.9</td>
<td>3.7</td>
</tr>
<tr>
<td>Manning Elementary School</td>
<td>12</td>
<td>3.4</td>
<td>3.4</td>
<td>3.3</td>
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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.
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.
Standards Kickoff Week overview

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KEYNOTE SPEAKERS

CHRISTOPHER EMNIDIN

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