

WELCOME!

We will  
begin  
shortly.

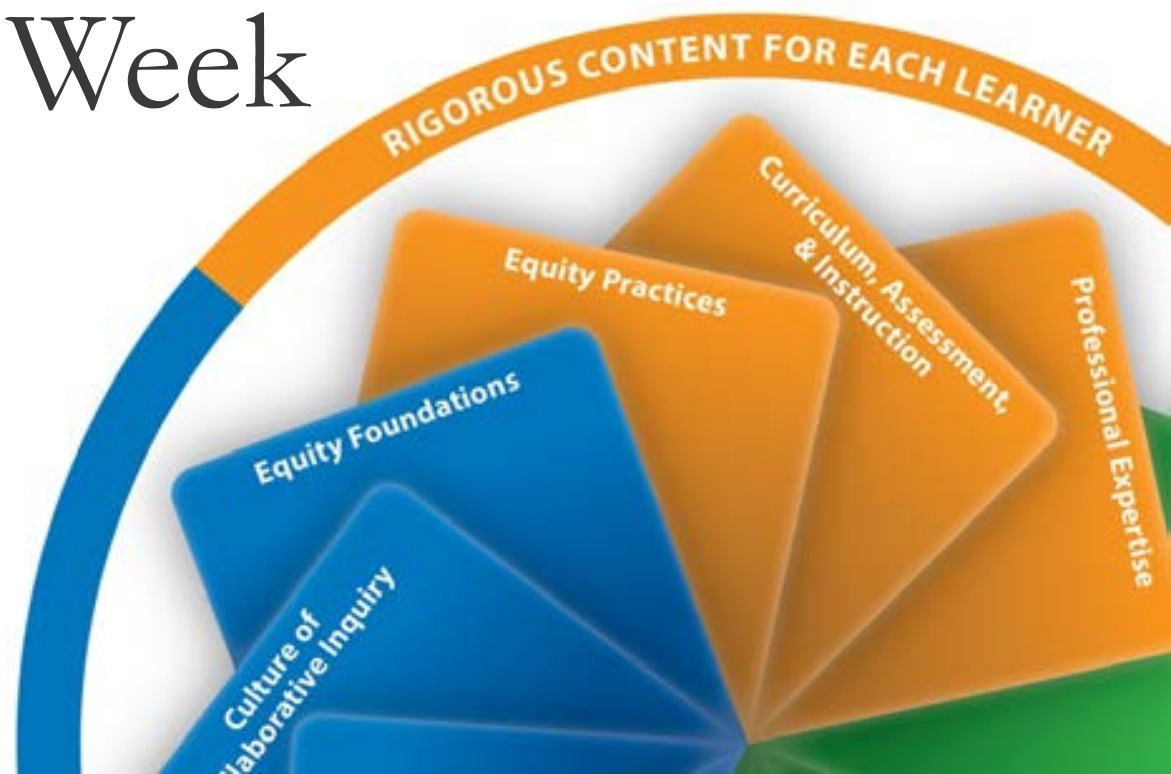
If you can see the  
slide, you are  
all set.

All attendees are  
muted upon entry.

Please use the chat  
feature to introduce  
yourself!



# Standards for Professional Learning Week



April 25, 2023

# Elevating Educator Voices and Behaviors



# 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><b>One year in: Advancing outcomes for all learners</b></p> <ul style="list-style-type: none"> <li>Reviewing the state of Standards after Year One</li> <li>Improving learner outcomes by addressing specific challenges</li> <li><b>Tool:</b> Advancing Outcomes for All Learners</li> </ul>	<p><b>Elevating educator voices and behaviors</b></p> <ul style="list-style-type: none"> <li>Sharing stories of Standards in context helps initiate implementation</li> <li>Identifying key behaviors helps realize the vision of high-quality professional learning</li> <li><b>Tools:</b> Vignettes and Innovation Configuration maps</li> </ul>	<p><b>Following policy pathways to support high-quality professional learning</b></p> <ul style="list-style-type: none"> <li>Policymaking impacts practice and can be integrated in various ways</li> <li><b>Tool:</b> Policy Pathways to Standards Implementation</li> </ul>	<p><b>Examining impact</b></p> <ul style="list-style-type: none"> <li>How assessment of professional learning can lead to greater impact of leading, teaching, and learning</li> <li><b>Tool:</b> The Standards Assessment Inventory (SAI)</li> </ul>	<p><b>Embedding equity for all</b></p> <ul style="list-style-type: none"> <li>Identifying common equity challenges and exploring various resources for aligned support</li> <li><b>Tool:</b> Selected Resources for Equity Challenges</li> </ul>

The sessions will be recorded and available at [standards.learningforward.org](https://standards.learningforward.org).

# A conversation about real-world scenarios and promising behaviors



Elizabeth Foster



Machel Mills-Miles



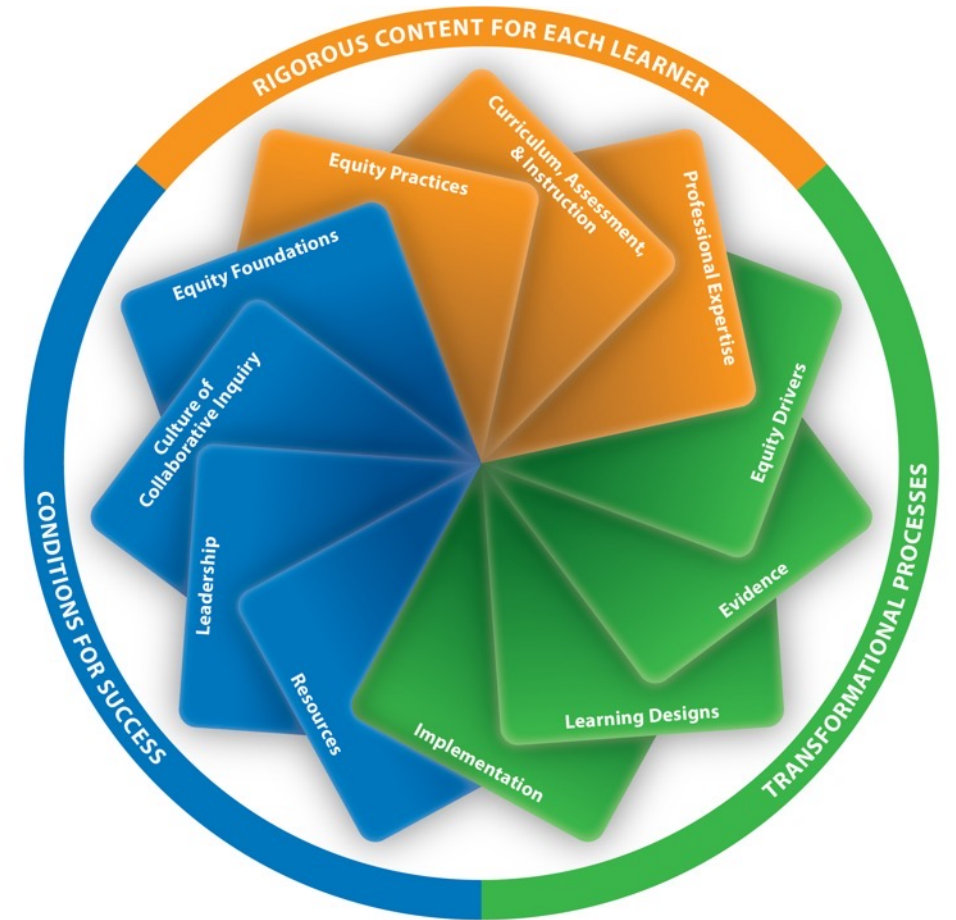
# Welcome all learners!

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.

# 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](https://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.

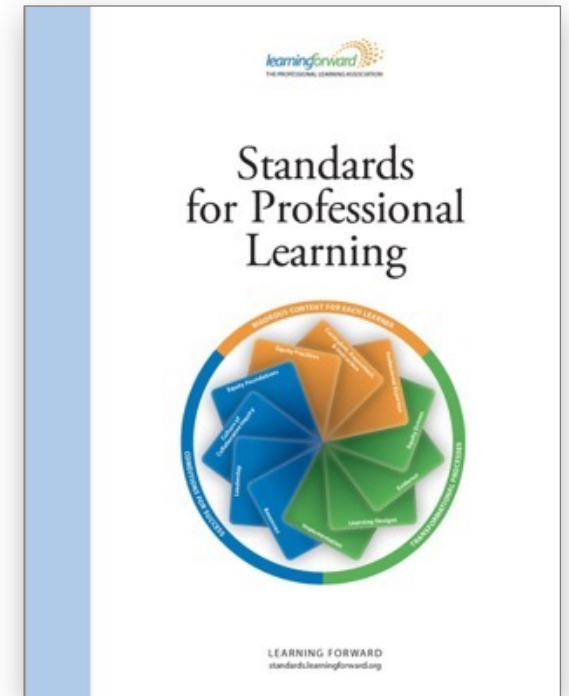
#### Team

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).

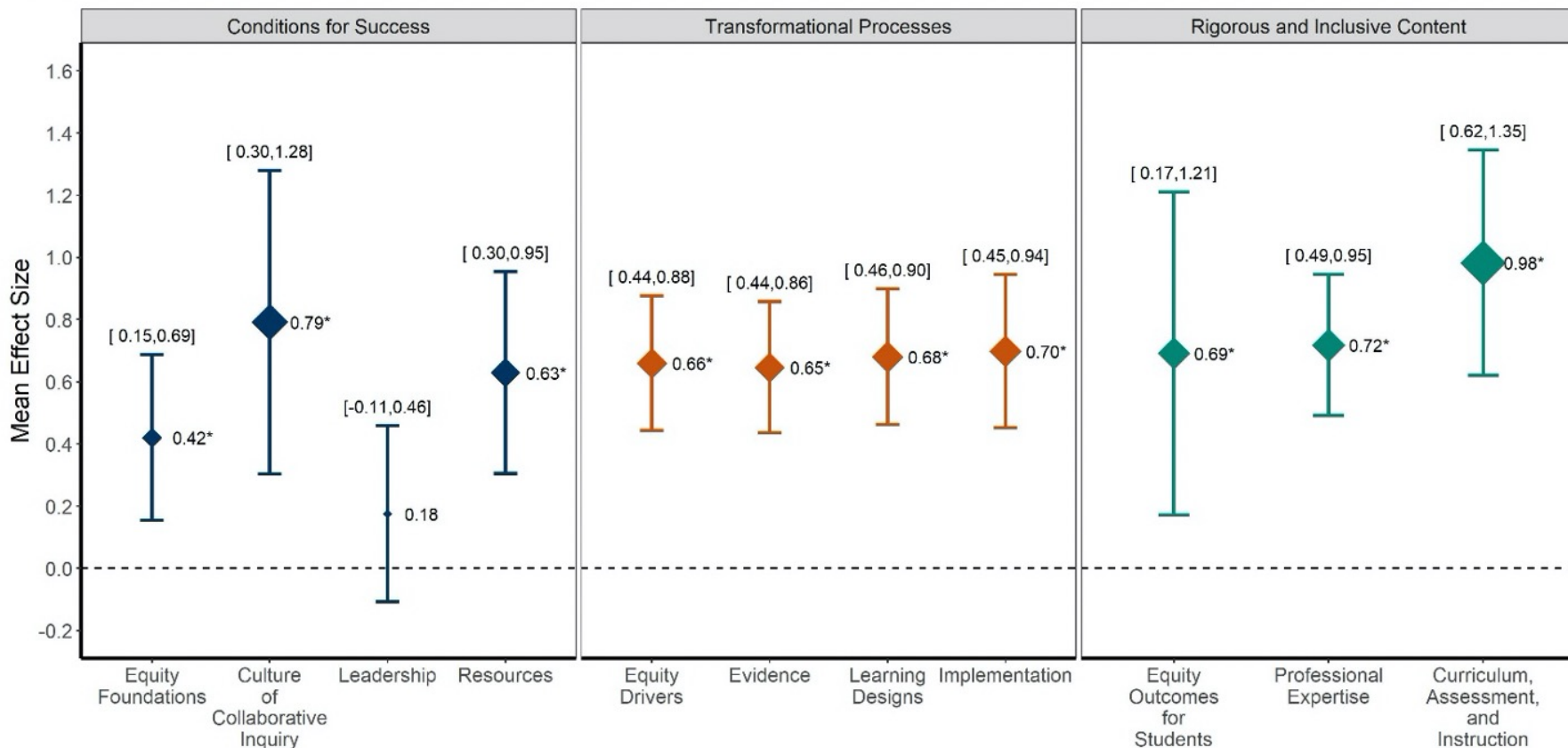




# Finding

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



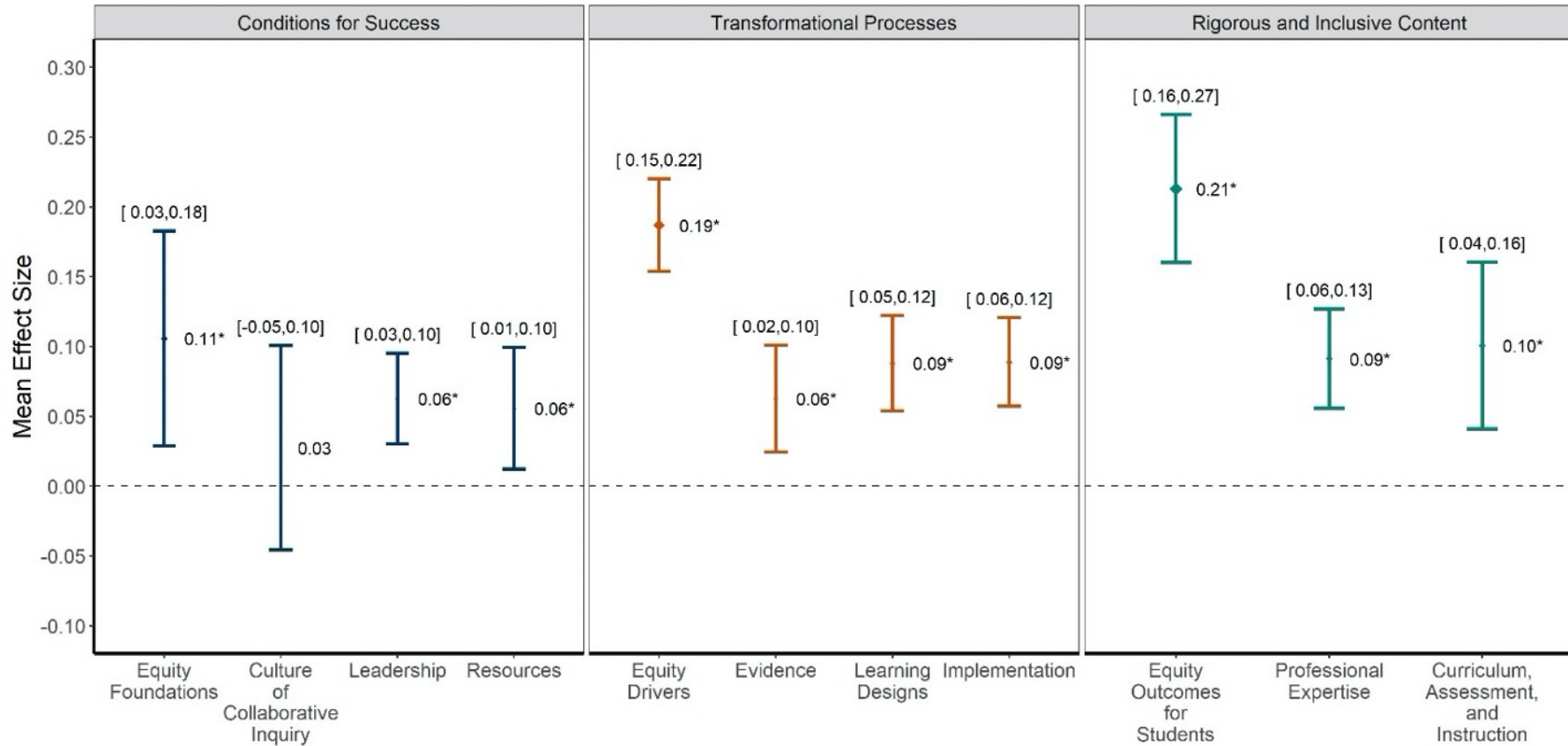
\* statistically significant at  $\alpha = 0.05$

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:

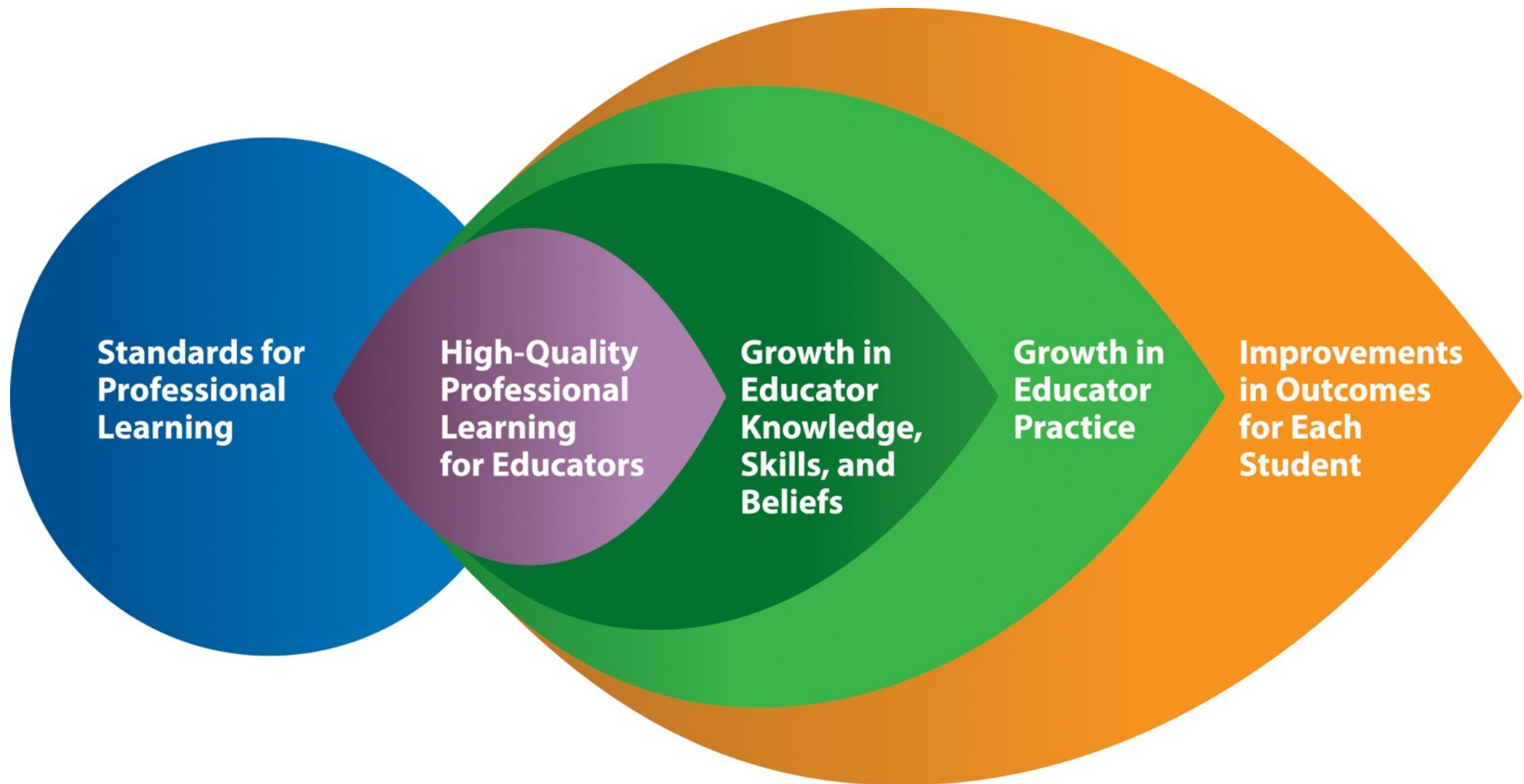
Figure 6:  
Average  
Effect Sizes  
of Student  
Achievement  
for Each 2022  
Professional  
Learning  
Standard



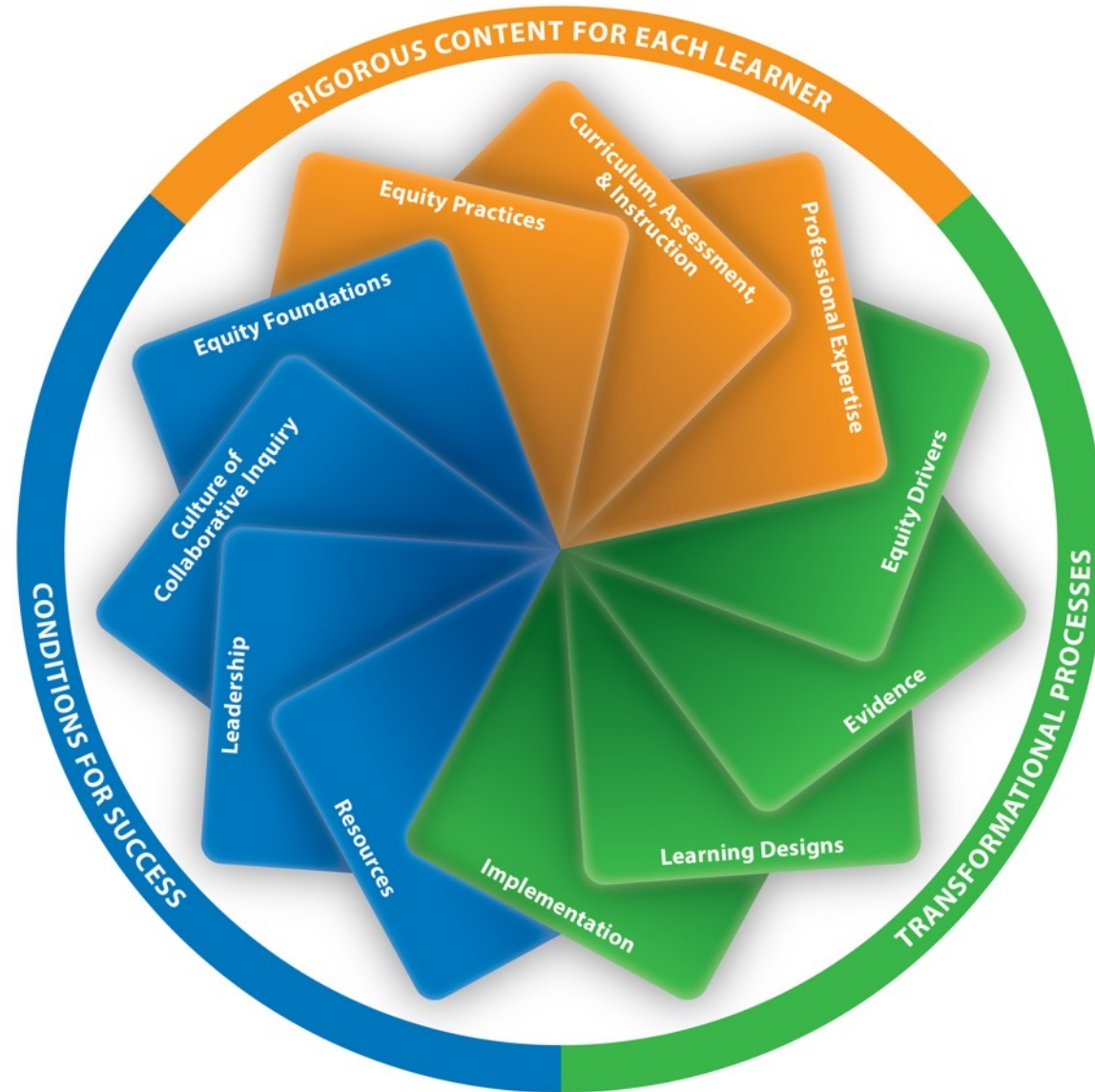
\* statistically significant at  $\alpha = 0.05$

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

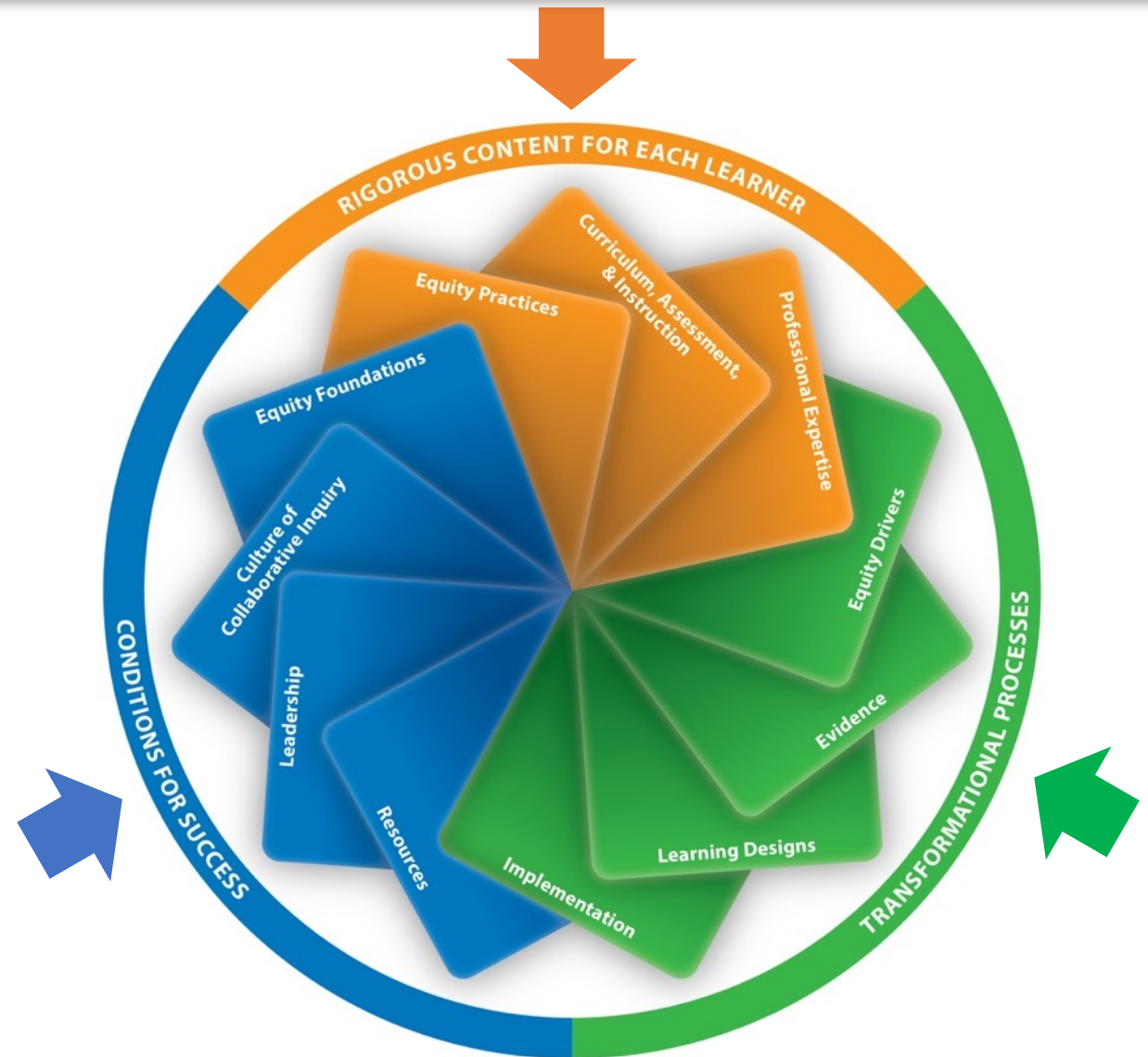


# Standards work in concert within a system framework



# The frames

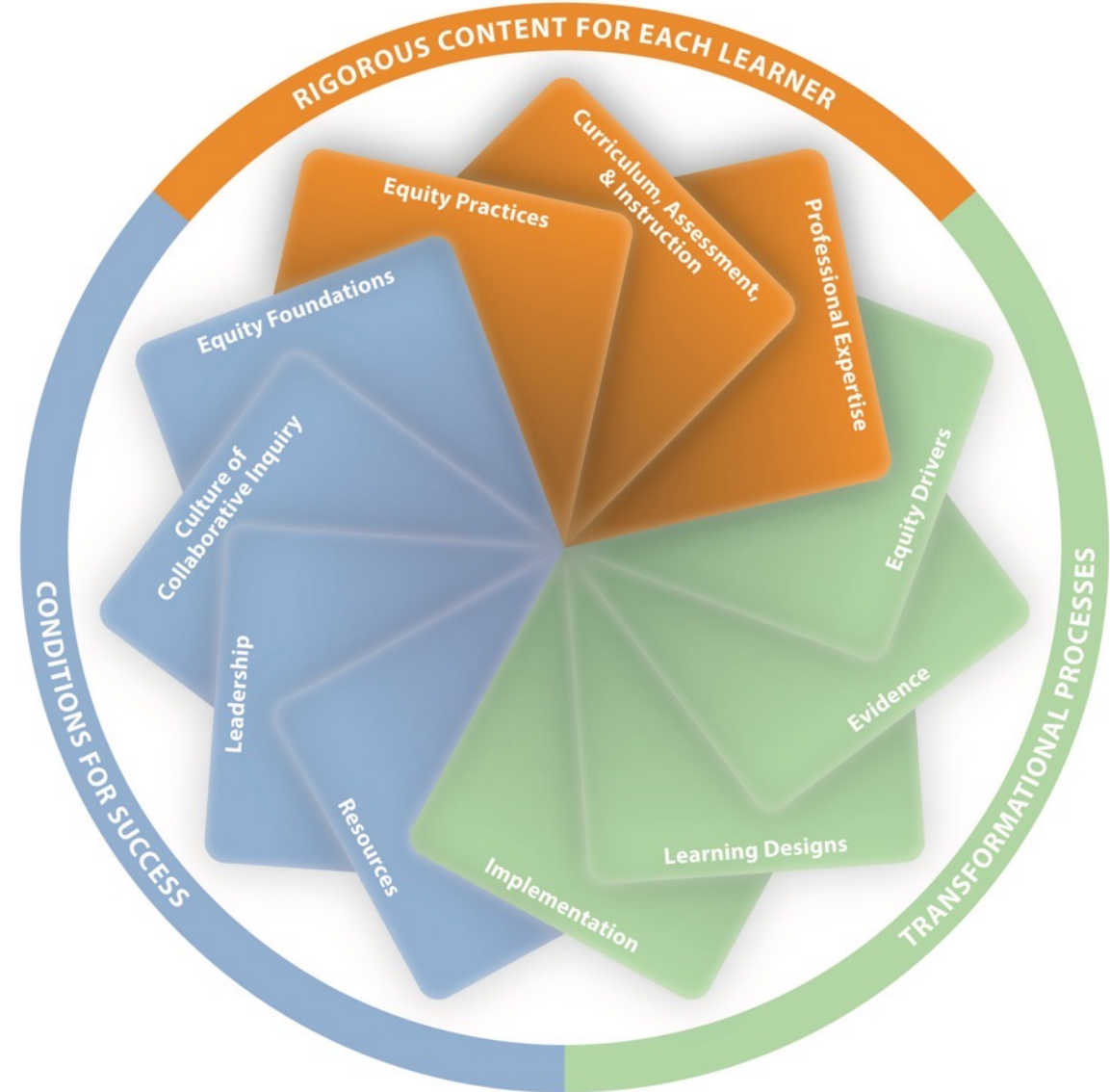
- Rigorous content for each learner
- Transformational processes
- Conditions for success



# A system framework

Rigorous  
content for  
each learner

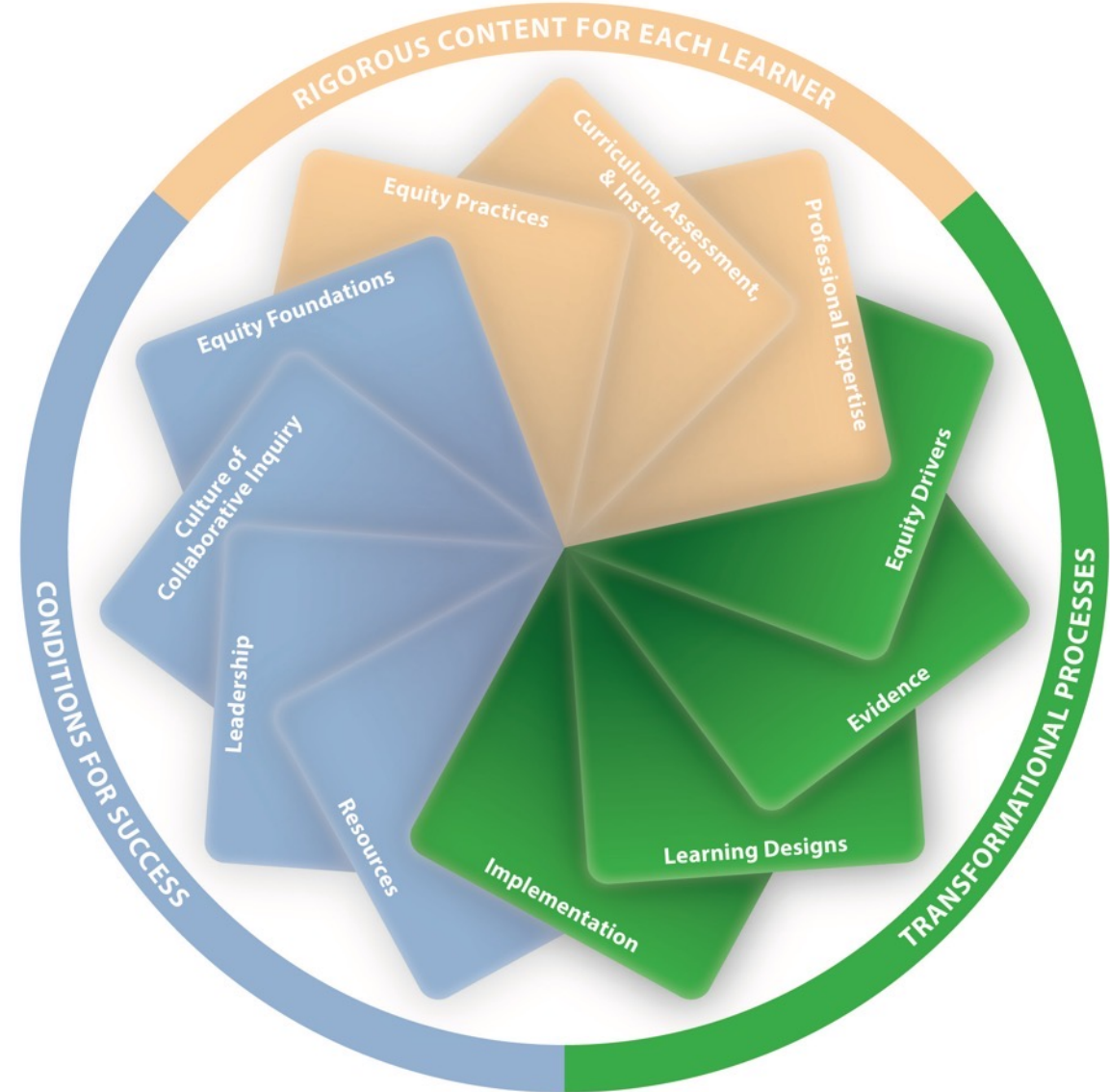
The essential  
content of adult  
learning that leads  
to improved  
student outcomes



# A system framework

## Transformational processes

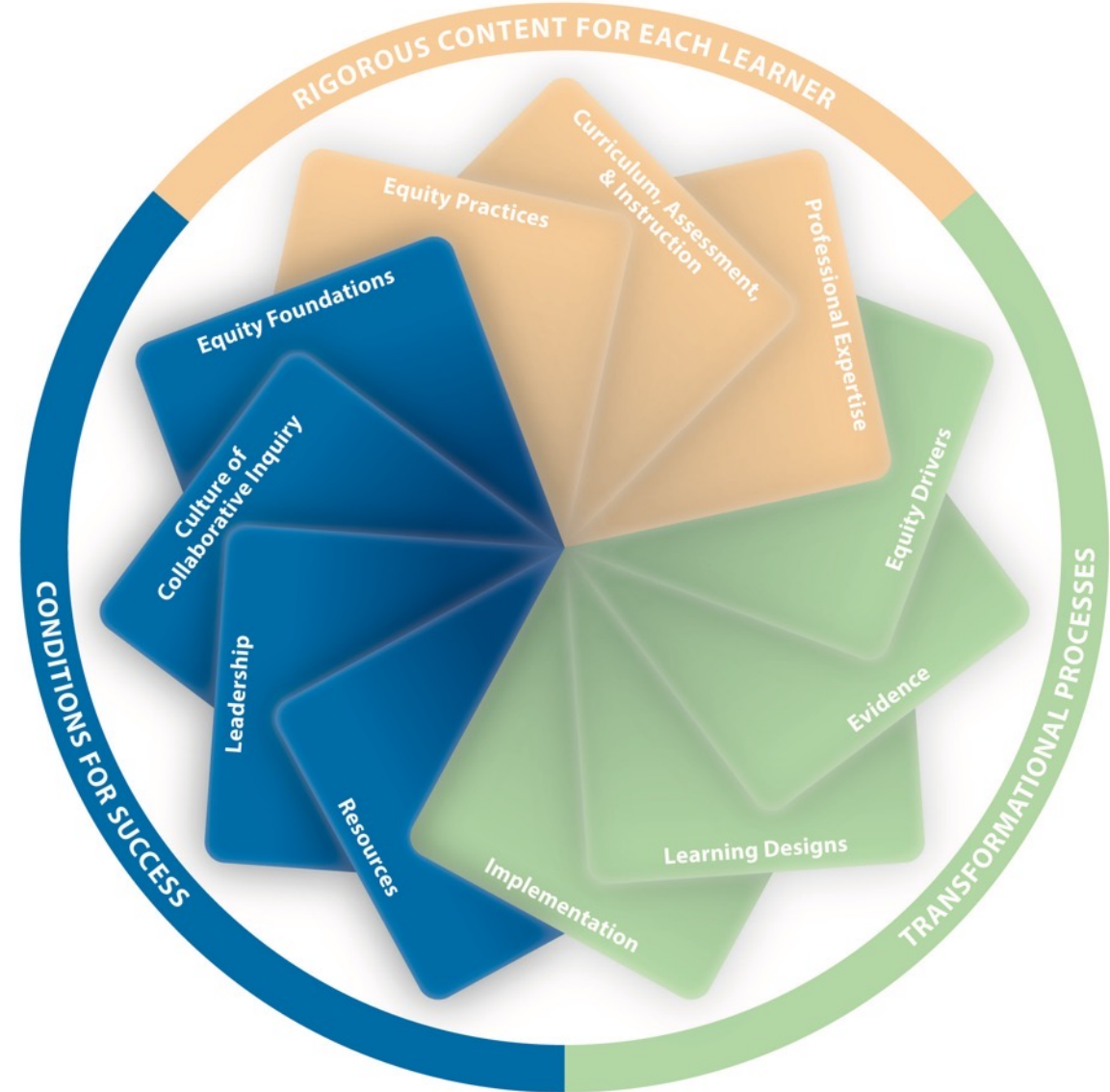
Process elements of professional learning that explain how educators sustain significant changes in their knowledge, skills, practices, and mindsets



# 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

**W**hen 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.

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LEARNING FORWARD

### 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

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

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LEARNING FORWARD

# Explicit, inclusive equity standards



The screenshot shows the Learning Forward website interface. At the top, there is a navigation bar with the Learning Forward logo and the text "THE PROFESSIONAL LEARNING ASSOCIATION". To the right of the logo are links for "Become a member today!", "Join now", "Log in", and "Career center". Below the logo is a "Menu" button and a search bar. The main navigation menu 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

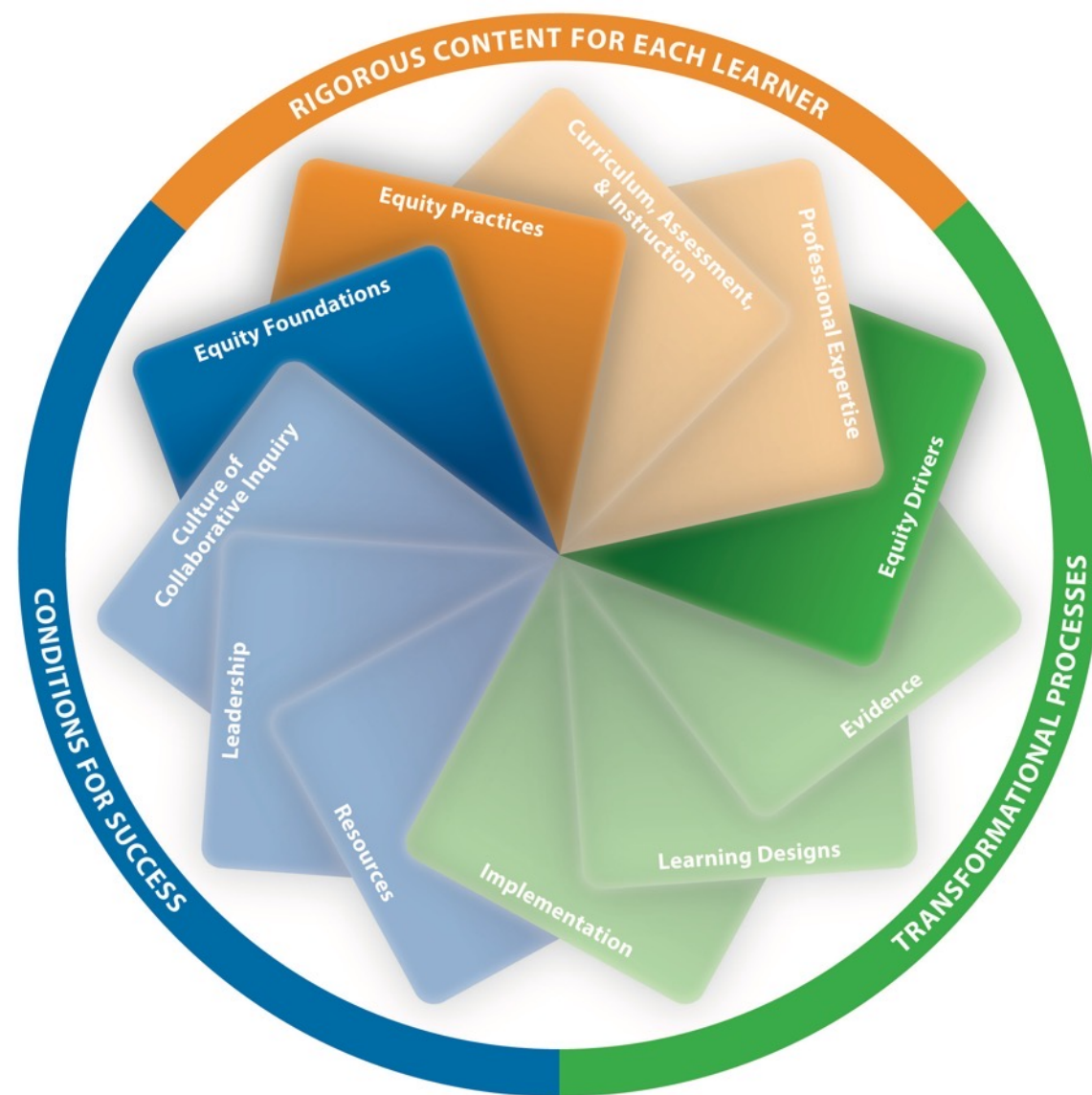
**Links to other standards**

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 overlapping, semi-transparent shapes, each representing a standard. The shapes are arranged in a ring around a central point. The standards 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", an inner 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+**



# Additional resources

Visit [standards.learningforward.org](https://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



The screenshot displays the Learning Forward website's page for the Standards for Professional Learning. The page features the Learning Forward logo at the top left, a navigation menu with links like 'HOME', 'STANDARDS', 'OVERVIEW', 'ACTION GUIDES', 'RESEARCH', 'POLICY FAQS', and 'ABOUT', and a secondary menu with 'ABOUT', 'ADVOCACY', 'STANDARDS', 'RESOURCES', 'SERVICES', 'PROGRAMS', 'BOOKSTORE', and 'MEMBERSHIP'. The main content area is titled 'Standards for Professional Learning Revised' and includes a brief introduction, a paragraph about the 11 standards, and a list of three categories: 'Rigorous Content for Each Learner', 'Transformational Processes', and 'Conditions for Success'. A circular diagram on the right illustrates the interconnected nature of the standards, with segments for 'Rigorous Content for Each Learner', 'Transformational Processes', and 'Conditions for Success'. A caption below the diagram explains its non-linear and cyclical nature.

**Standards for Professional Learning**  
*Revised*

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\* Some resources are available in full to anyone who visits [standards.learningforward.org](https://standards.learningforward.org), while others require membership in Learning Forward.

Educators have studied the standards but are unsure what professional learning “looks like” when multiple standards are implemented.

# Standards vignettes



## Standards for Professional Learning

### STANDARDS VIGNETTE: ADVANCING EQUITY THROUGH COLLABORATIVE INQUIRY

To illustrate how Standards for Professional Learning can guide the work of educators

seeking to advance equity for educators and students in diverse settings, Learning Forward created the following vignette of a fictional school-level history department. The narrative is based on real experiences to depict how implementing standards-based professional learning is a journey, rather than an overnight transformation or a checklist to be completed.

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#### About this resource

The purposes of this vignette are to help educators:

- Envision what professional learning aligned with or informed by Standards for Professional Learning looks like in a real-world setting; and
- Consider how standards-based professional learning can address essential school, district, and regional challenges.

#### Suggestions for use

- Read the following vignette, using the prompts that follow to track notes, insights, and questions for subsequent conversations.
- Note or highlight where you see direct or indirect evidence of Standards for Professional Learning throughout the narrative. While themes from Culture of Collaborative Inquiry, Equity Practices, and Curriculum, Assessment, and Instruction standards are prominent, aspects of most standards are present to depict a systems approach to implementing high-quality professional learning.
- Use the notes and insights to inform a team discussion or individual reflection to lead to deeper understanding and shared actions.

#### SET UP COLLABORATION FOR CULTURE OF COLLABORATIVE INQUIRY

Educators at the Claremont Secondary School in British Columbia undertake an effort to improve instruction, and Leo Ganatra is the center of the work to identify and address inequities of learning experiences for students. As the history department chair, he connects district and provincial goals to the priorities shared by the school's educators. Although the school has a long-standing culture of collaborative learning, teacher interviews reveal that collaboration in some cases has been more about compliance with required learning about educator effectiveness impacting student outcomes. It is a confidence that the provincial standards to integrate the First Peoples Principles of Learning can be an opportunity to improve certain parts of curriculum. The First Peoples Principles of Learning outline elements of learning and learning common to all societies. While Ganatra notes that there is a range among the standards in terms of comfort with change, similarity with the province's priorities, he also sees this as an opportunity to reinvigorate educator learning. As he and some of the learning leaders in his schools have shared what constitutes high-quality professional learning, they've undertaken the work of Learning Forward's Standards for Professional Learning. Ganatra notes the standards to guide how his department will structure, implement, and evaluate professional learning, the beginning of the school year, he convenes his department to discuss their current work and plans for the future. In the first meeting, educators share their shared commitment to professional learning for all students and to sharing their expertise to support each learner's process as they share collective responsibility for each learner within their classrooms. They have an open discussion, productive conflict, and the freedom to fail will advance their practice. They commit to support one another through this

learning journey. They then discuss the collaborative inquiry process they will use to define their problem of practice and identify the set of strategies they will collectively test and refine.

#### INCORPORATING CULTURALLY INCLUSIVE PRACTICES

When they next meet a month later, Ganatra raises the question about how the department can best address the First Peoples Principles of Learning. The educators engage in honest discussion about competing demands for teachers' time and energy and the fact that this is not something they have discussed before as part of their day-to-day work. After discussion, the teachers agree that if there is to be a shift in the school's culture so that each student feels that his or her academic and personal growth matters, the educators must ensure their instruction is more culturally supportive and hold each other accountable to their shared commitment to inclusiveness.

The team begins by asking each other a series of questions, such as: What do we do already to address the First Peoples? Are there successful strategies we should keep? What needs to change to address the challenge? How do we know the change we are making is actual improvement? How will we know we are successful? Ganatra pledges to support the team throughout subsequent discussions and reminds them they will need to address their own beliefs and mindsets as they shift practices to ensure more equitable learning for themselves and their students.

As their meetings continue, the team develops a plan for addressing a problem of practice focused on building capacity to address the diversity of cultures and history of British Columbia's Aboriginal peoples, which aligns with the provincial priorities and is directly relevant to their own commitment to increasing understanding of First Nations peoples among all students.

#### LEVERAGING LEARNING CYCLES

The team zeroes in on a plan to incorporate additional content over several weeks and, true to continuous

improvement principles, collect data they can reflect on together to assess progress. They adopt a team learning cycle that starts with data about needs and continues with setting goals tied to their learning and that of their students. They outline new instructional strategies to test, and include assessment of impact in order to continue to refine actions and ongoing improvement. The team aligns its professional learning goals to school and district priorities and refines its plan to ensure that the professional learning is directly tied to improving student outcomes.

History team members ask each other challenging questions about impact and relevance, such as: Are we sure this lesson plan adequately conveys the complexity of British Columbia's First Nations cultural diversity? Have we created authentic opportunities for students to share about their own backgrounds and local contexts? The content of the discussion varies over the next year, but the process of collaborative examination is consistent.

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#### Standards for Professional Learning work within a framework of three categories:

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

experienced colleague offers to join her, noting that they could take the course on their own but share and reflect together periodically. Ganatra recognizes that what they learn from the course will help keep the team up to date, so he invites them to lead the professional learning community meeting in a few months to discuss what they have learned with the whole team.

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Both educators have improved their skills, their sense of efficacy, and their trust in the power of collaborative learning. In turn, they have improved the knowledge and efficacy of their colleagues and made great progress toward improving the culture of the school for the benefit of all learners.

#### Prompts for discussion and reflection:

What critical school, district, and regional challenges are present?

What strengths and improvement-oriented actions do you see in the vignette? Where do you see room for growth?

Which Standards for Professional Learning do you see reflected? Note key phrases that represent the standards at work.

What ideas, questions or concerns does the vignette spark for your work in your context?

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## Standards for Professional Learning

### STANDARDS VIGNETTE: ACHIEVING THE FULL BENEFIT OF NEW CURRICULUM

To illustrate how Standards for Professional Learning can guide the work of educators seeking to advance equity for educators and students in diverse settings, Learning Forward created the following vignette of a fictional district. The narrative is based on real experiences to depict how implementing standards-based professional learning is a journey, rather than an overnight transformation or a checklist to be completed.

#### About this resource

The purposes of this vignette are to help educators:

- Envision what professional learning aligned with or informed by Standards for Professional Learning looks like in a real-world setting; and
- Consider how standards-based professional learning can address essential school and district challenges.

#### Suggestions for use

1. Read the following vignette, using the prompts that follow to track notes, insights, and questions for subsequent conversations.
2. Note or highlight where you see direct or indirect evidence of Standards for Professional Learning throughout the narrative. While themes from Culture of Collaborative Inquiry, Equity Practices, and Curriculum, Assessment, and Instruction standards are prominent, aspects of most standards are present to depict a systems approach to implementing high-quality professional learning.
3. Use the notes and insights to inform a team discussion or individual reflection to lead to deeper understanding and shared actions.

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## Standards for Professional Learning

### STANDARDS VIGNETTE: LEADING LEARNING FOR STUDENTS AND EDUCATORS

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#### Suggestions for use

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2. Note or highlight where you see direct or indirect evidence of Standards for Professional Learning throughout the narrative. While themes from Resources, Learning Designs, Equity Drivers, and Leadership standards are prominent, aspects of most standards are present to depict a systems approach to implementing high-quality professional learning.
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## Standards for Professional Learning

### STANDARDS VIGNETTE: SUSTAINING PROFESSIONAL LEARNING ACROSS TIME AND SPACE

To illustrate how Standards for Professional Learning can guide the work of educators seeking to advance equity for educators and students in diverse settings, Learning Forward created the following vignette of a fictional regional service center. The narrative is based on real experiences to depict how implementing standards-based professional learning is a journey, rather than an overnight transformation or a checklist to be completed.

#### About this resource

The purposes of this vignette are to help educators:

- Envision what professional learning aligned with or informed by Standards for Professional Learning looks like in a real-world setting; and
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#### Suggestions for use

1. Read the following vignette, using the prompts that follow to track notes, insights, and questions for subsequent conversations.
2. Note or highlight where you see direct or indirect evidence of Standards for Professional Learning throughout the narrative. While themes from the Implementation, Resources, and Curriculum, Assessment, and Instruction standards are prominent, aspects of most standards are present to depict a systems approach to implementing high-quality professional learning.
3. Use the notes and insights to inform a team discussion or individual reflection to lead to deeper understanding and shared actions.

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# Standards vignettes

## Purpose

- To help educators envision what professional learning aligned with or informed by standards looks like.
- To help educators picture the standards in action in a real-world setting.
- To help educators consider how standards-based professional learning can address essential challenges.



**Standards for Professional Learning work within a framework of three categories:**

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

**TUNING UP COLLABORATION FOR IMPACT**

Educators at the Claremont Secondary School in British Columbia are undertaking an effort to improve history instruction, and Leo Ganatra is at the center of the work to identify and address inequities of learning experiences among students. As the history department chair, he connects district and provincial goals to the priorities established by the school's educators. Although the school has a long-established culture of collaborative learning, teacher interviews reveal that collaboration in some cases has become more about compliance than shared learning about educator practice impacting student outcomes. Ganatra is confident that the provincial priority to integrate the First Peoples Principles of Learning can be an opportunity to improve certain parts of the curriculum. The First Peoples Principles of Learning outline elements of teaching and learning common to First Nations societies. While Ganatra knows that there is a range among the faculty in terms of comfort with change and familiarity with the province's equity priorities, he also sees this as an opportunity to reinvigorate educator collaboration. As he and some of the other learning leaders in his schools have explored what constitutes high-quality professional learning, they've undertaken a study of Learning Forward's Standards for Professional Learning. Ganatra embraces the standards to guide how his department will structure, implement, and evaluate professional learning.

At the beginning of the school year, Ganatra convenes his department to discuss their current work and plans for the future. In the first meeting, educators establish their shared commitment to improving learning for all students and commit to sharing their expertise to support each learner's process as they assume collective responsibility for each student within their classrooms. They agree that open discussion, productive conflict, and the freedom to fail will advance their practice. They commit to support one another through this

experienced colleague offers to join her, noting that they could take the course on their own but share and reflect together periodically. Ganatra recognizes that what they learn from the course will help keep the team up to date, so he invites them to lead the professional learning community meeting in a few months to discuss what they have learned with the whole team.

At the other end of the career continuum, Michael Mathewson is an experienced teacher who is skilled at engaging his students with new content. He has been frustrated by the time it takes to develop a shared problem of practice and agree on a series of iterative cycles. He's not also gaining from these discussions. But because of trust in the process, discussion with Mia what she has learned to draw out quieter storytelling.

Mathewson realizes in need of inspiration and implements of the approach as if previously reticent in classroom discussion shares this progress, reinforcing both the

learning journey. They then discuss the collaborative inquiry process they will use to define their problem of practice and identify the set of strategies they will collectively test and refine.

**INCORPORATING CULTURALLY INCLUSIVE PRACTICES**

When they next meet a month later, Ganatra raises the question about how the department can best address the First Peoples Principles of Learning. The educators engage in honest discussion about competing demands for teachers' time and energy and the fact that this is not something they have discussed before as part of their day-to-day work. After discussion, the teachers agree that if there is to be a shift in the school's culture so that each student feels that his or her academic and personal growth matters, the educators must ensure their instruction is more culturally supportive and hold each other accountable to their shared commitment to inclusiveness.

The team begins by asking each other a series of questions, such as: What do we do already to address the First Peoples? Are there successful strategies we should keep? What needs to change to address the challenge? How do we know the change we are making is actual improvement? How will we know we are successful? Ganatra pledges to support the team throughout subsequent discussions and reminds them they will need to address their own beliefs and mindsets as they shift practices to ensure more equitable learning for themselves and their students.

As their meetings continue, the team develops a plan for addressing a problem of practice focused on building capacity to address the diversity of cultures and history of British Columbia's Aboriginal peoples, which aligns with the provincial priorities and is directly relevant to their own commitment to increasing understanding of First Nations peoples among all students.

**LEVERAGING LEARNING CYCLES**

The team zeroes in on a plan to incorporate additional content over several weeks and, true to continuous

improvement principles, collect data they can reflect on together to assess progress. They adopt a team learning cycle that starts with data about needs, continues with setting goals tied to their learning and that of their students, outlines new instructional strategies to test, and includes assessment of impact in order to continue to refine actions for ongoing improvement. The team aligns its professional learning goals to school and district priorities and refines its plan to ensure that the professional learning is directly tied to improving student outcomes.

History team members ask each other challenging questions about impact and relevance, such as: Are we sure this lesson plan adequately conveys the complexity of British Columbia's First Nations cultural diversity? Have we created authentic opportunities for students to share about their own backgrounds and local contexts? The content of the discussion varies over the next year, but the process of collaborative examination is consistent.

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Leigh Mantavas, a new teacher to the team, is unsure about her pedagogical skills for eliciting student voice in the classroom and sometimes struggles to incorporate some of the team's new instructional strategies. She asks her colleagues for guidance and suggestions about an online course that she can take at her convenience.

The team offers suggestions and an

**Prompts for discussion and reflection**

- What critical school, district, and regional challenges are you facing?
- What strengths and improvement-oriented actions do you see in your school?
- Which Standards for Professional Learning do you see most relevant to your school's needs?
- What ideas, questions or concerns does the vignette present to you?

# Standards vignettes

## Action steps

- Read the vignette once for a holistic picture.
- Re-read the scenario attending to the following:
  - Observe headers for clues
  - Identify challenges within the system's context
  - Identify how system attempts to address challenges
  - Acknowledge small and large achievements within the story.
- With a team, discuss what you can learn from the similarities and differences between the scenario and your context.
- Integrate the learning as you develop or revise your system's plan for professional learning.

The image shows a document page with the following content:

**learningforward**  
THE PROFESSIONAL LEARNING ASSOCIATION

**Standards for Professional Learning**

**STANDARDS AT WORK:  
ADVANCING EQUITY THROUGH  
COLLABORATIVE INQUIRY**

**T**o illustrate how Standards for Professional Learning can guide the work of educators seeking to advance equity for educators and students in diverse settings, Learning Forward created the following vignette of a fictional school-level history department. The narrative is based on real experiences to depict how implementing standards-based professional learning is a journey, rather than an overnight transformation or a checklist to be completed.

**About this resource**  
The purposes of this vignette are to help educators:

- Envision what professional learning aligned with or informed by Standards for Learning looks like in a real-world setting; and
- Consider how standards-based professional learning can address essential school, district, and regional challenges.

**Suggestions for use**

1. Read the following vignette, using the prompts that follow to track notes, insights, and questions for subsequent conversations.
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3. Use the notes and insights to inform a team discussion or individual reflection to lead to deeper understanding and shared actions.

**CULTURALLY DIVERSE**  
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# Observe headers for signals

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Educators at the Claremont Secondary School in British Columbia are undertaking an effort to improve history instruction, and Leo Ganatra is at the center of the work to identify and address inequities of learning experiences among students. As the history department chair, he connects district and provincial goals to the priorities established by the school's educators.

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learning journey. They then discuss the collaborative inquiry process they will use to define their problem of practice and identify the set of strategies they will collectively test and refine.

## **INCORPORATING CULTURALLY INCLUSIVE PRACTICES**

When they next meet a month later, Ganatra raises the question about how the department can best address the First Peoples Principles of Learning. The educators engage in honest discussion about competing demands for teachers' time and energy and the fact that this is not something they have discussed before as part of their day-to-day work. After discussion, the teachers agree that if there is to be a shift in the school's culture so that each student feels that his or her academic and personal growth matters, the educators must ensure their instruction is more culturally supportive and hold each other accountable to their shared commitment to inclusiveness.

The team begins by asking each other a series of questions, such as: What do we do already to address the First Peoples? Are there successful strategies we should keep? What needs to change to address the challenge? How do we know the change we are making is actual improvement? How will we know we are successful? Ganatra pledges to support the team throughout subsequent

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# Identify challenges

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# Acknowledge successes

experienced colleague offers to join her, noting that they could take the course on their own but share and reflect together periodically. Ganatra recognizes that what they learn from the course will help keep the team up to date, so he invites them to lead the professional learning community meeting in a few months to discuss what they have learned with the whole team.

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Behind the Scenes:  
Real world  
scenarios for  
implementing  
standards  
w/Elizabeth Foster

Educators are unsure how to enact the standards in their specific daily work with implementing professional learning.



# What is an Innovation Configuration map?

Hall and Hord, (2011). *Implementing change: Patterns, principles, and potholes*. Boston: Allyn & Bacon.

An instrument used to define and measure implementation of a new program or practice



# Innovation Configuration maps

## Purpose

- To help educators envision what the standards look like when enacted by individuals in systems and schools.
- To support planning, implementation, monitoring, and evaluation of professional learning.
- To help educators understand how their responsibilities and actions with professional learning align to with the responsibilities of others.

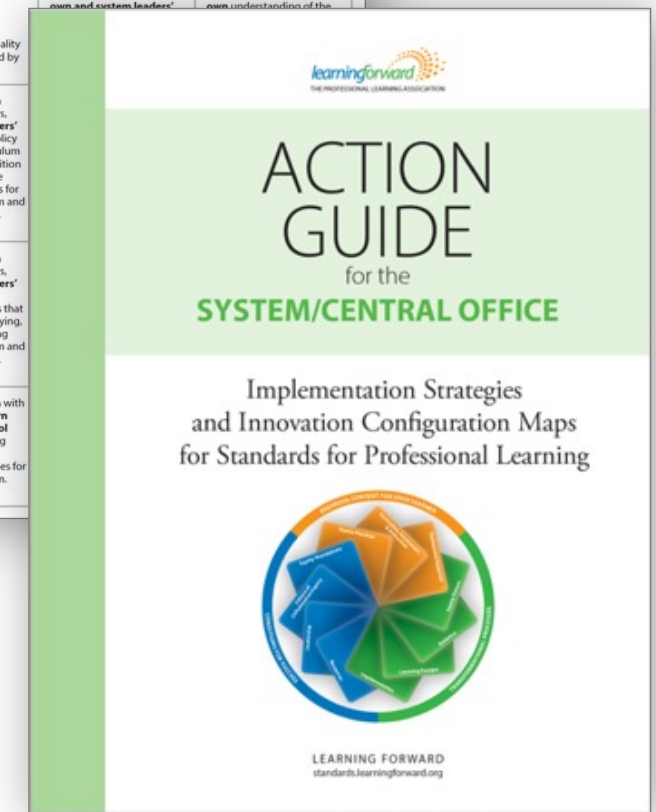
**Curriculum, Assessment, and Instruction IC map**

Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.

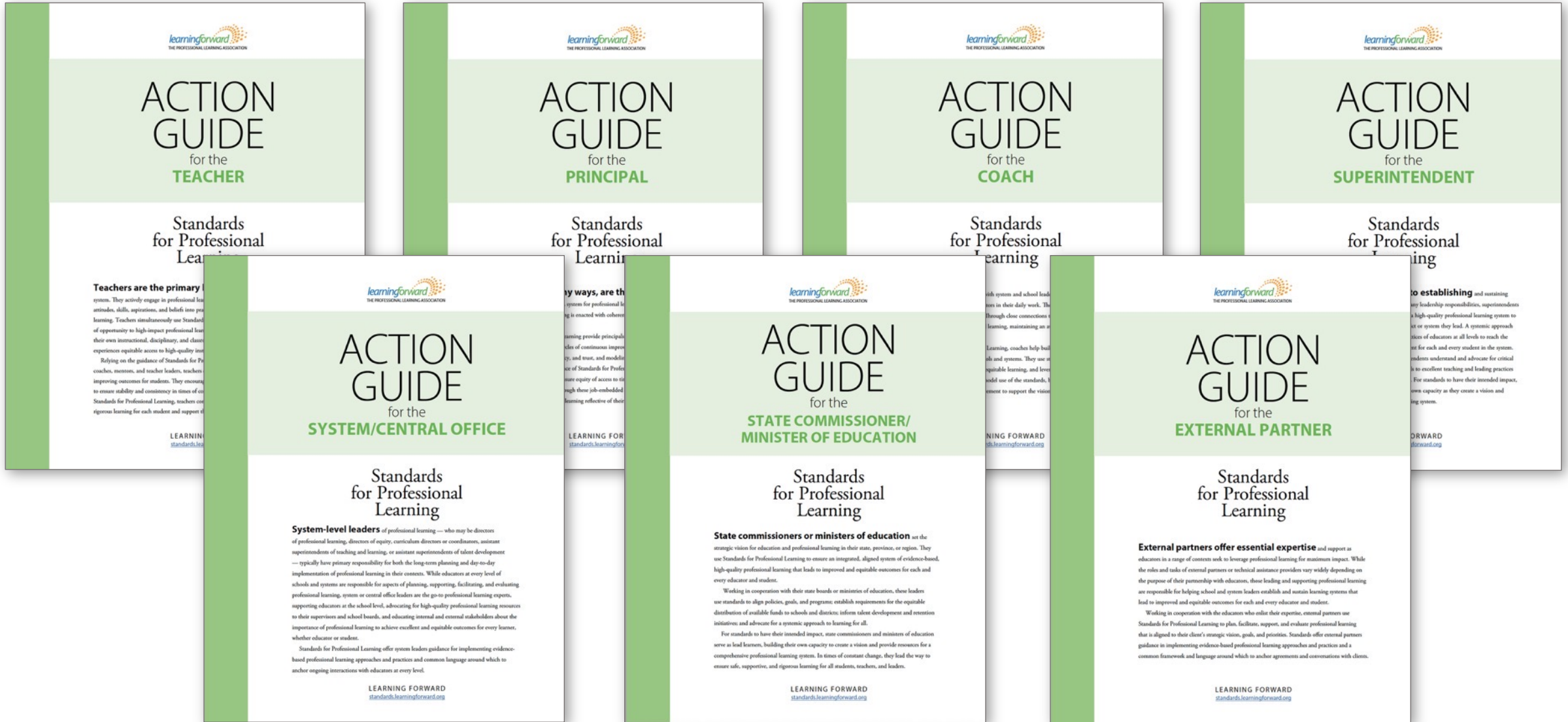
**Construct 1:** Prioritize high-quality curriculum and instructional materials.

**Desired outcome:**  
Builds own and others' capacity to develop and implement policy and guidelines on high-quality curriculum to promote equitable learning opportunities for all students.

Level 1 (Ideal)	Level 2	Level 3	Level 4 (Entry)
Develops, in collaboration with curriculum leaders, <b>own, system and school leaders', and all staff's</b> understanding of the importance of high-quality curriculum as identified by research.	Develops, in collaboration with curriculum leaders, <b>own and system and school leaders'</b> understanding of the importance of high-quality curriculum as identified by research.	Develops, in collaboration with curriculum leaders, <b>own and system leaders'</b>	Develops, in collaboration with curriculum leaders, <b>own understanding of the</b>
Builds, in collaboration with curriculum leaders, <b>own and system and school leaders'</b> capacity to develop policy for high-quality curriculum that includes the definition of, criteria for, rationale for, and responsibilities for high-quality curriculum and instructional materials.	Builds, in collaboration with curriculum leaders, <b>own and system leaders'</b> capacity to develop policy for high-quality curriculum that includes the definition of, criteria for, rationale for, and responsibilities for high-quality curriculum and instructional materials.		
Builds, in collaboration with curriculum leaders, <b>own and system and school leaders'</b> capacity to develop policies and guidelines that mitigate bias in identifying, adopting, or developing high-quality curriculum and instructional materials.	Builds, in collaboration with curriculum leaders, <b>own and system leaders'</b> capacity to develop policies and guidelines that mitigate bias in identifying, adopting, or developing high-quality curriculum and instructional materials.		
Builds, in collaboration with curriculum leaders, <b>own, system and school leaders', and staff's</b> understanding of the system's policy, guidelines, and practices for high-quality curriculum.	Builds, in collaboration with curriculum leaders, <b>own and system and school leaders'</b> understanding of the system's policy, guidelines, and practices for high-quality curriculum.		



# Action Guides



# Previewing the Action Guide for the Superintendent

The screenshot shows the Learning Forward website interface. At the top, there are links for "Become a member today!", "Join now", "Log in", and "Career center". The Learning Forward logo and "THE PROFESSIONAL LEARNING ASSOCIATION" are on the left. A navigation menu includes "HOME", "STANDARDS", "OVERVIEW", "ACTION GUIDES", "RESEARCH", and "ABOUT". A search bar is on the right. The main heading is "Action Guide: Superintendent". Below it, a paragraph states: "Created for educators in multiple roles, Action Guides are intended to support educators in understanding and fulfilling their responsibilities in putting Standards for Professional Learning into motion in their contexts." Another paragraph says: "Each Action Guide outlines high-level responsibilities and includes a tool to help educators identify the first steps they can take to implement standards." A third paragraph notes: "Action Guides for those in coach, system/central office, principal, and external partner roles also include Innovation Configuration maps, which describe in detail specific behaviors educators undertake in fulfilling their responsibilities related to standards." A blue button says "Download the Superintendent Action Guide". Below the button is a thumbnail of the Action Guide cover, which features the Learning Forward logo, the title "ACTION GUIDE for the SUPERINTENDENT", and the subtitle "Standards for Professional Learning".

The cover of the "Action Guide for the Superintendent" features the Learning Forward logo at the top. The title "ACTION GUIDE for the SUPERINTENDENT" is prominently displayed in large, bold letters. Below the title, the subtitle "Standards for Professional Learning" is centered. A green vertical bar runs down the left side of the cover. At the bottom, the text "LEARNING FORWARD" and the URL "standards.learningforward.org" are visible.

**Superintendents are critical to establishing** and sustaining powerful learning in school systems. Among their many leadership responsibilities, superintendents are responsible for advocating for the importance of a high-quality professional learning system that achieves the vision and strategic direction of the district or system they lead. A systemic approach to professional learning is core to improving the practices of educators at all levels to reach the ultimate goal of improved and accelerated achievement for each and every student in the system. Standards for Professional Learning help superintendents understand and advocate for critical aspects of high-quality professional learning that leads to excellent teaching and leading practices for educators and aspirational outcomes for students. For standards to have their intended impact, superintendents serve as lead learners, building their own capacity as they create a vision and provide resources for a systemwide professional learning system.

## Key roles and responsibilities for superintendents

These key roles and responsibilities, aligned to each frame within the standards, are not meant to be used as an all-inclusive checklist but rather to drive critical actions to achieve system goals and priorities. They complement and support the responsibilities of educators in other roles. Collaboration with other educators is embedded in many of these responsibilities. Learning Forward recognizes that leaders of school systems or local education agencies may carry a range of titles, including CEO or director among others.

### RIGOROUS CONTENT FOR EACH LEARNER

- Learn about student and family contexts and life experiences and their potential impact on teaching, learning, and interactions at school.
- Prioritize understanding and applying inclusive education practices across the system or district.
- Develop policies to provide high-quality curriculum and instructional materials and aligned assessments.
- Focus professional learning on standards and research.

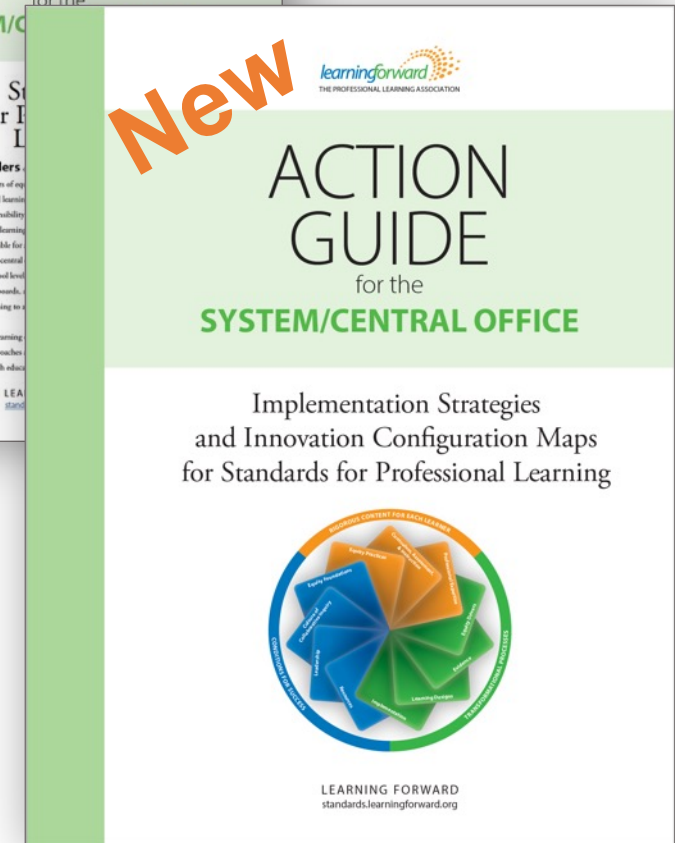
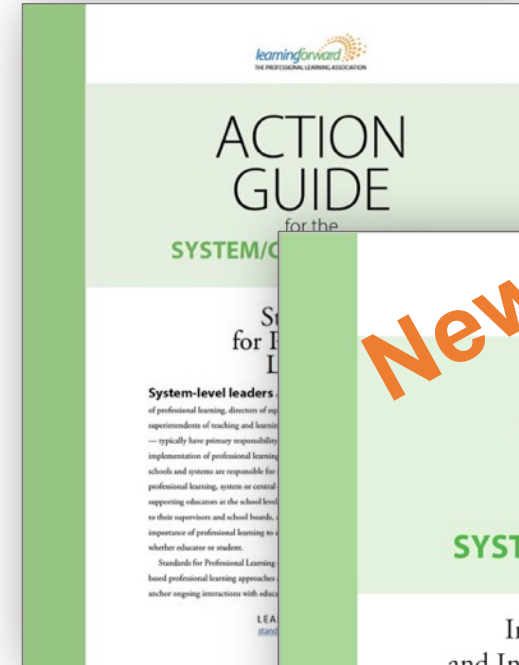
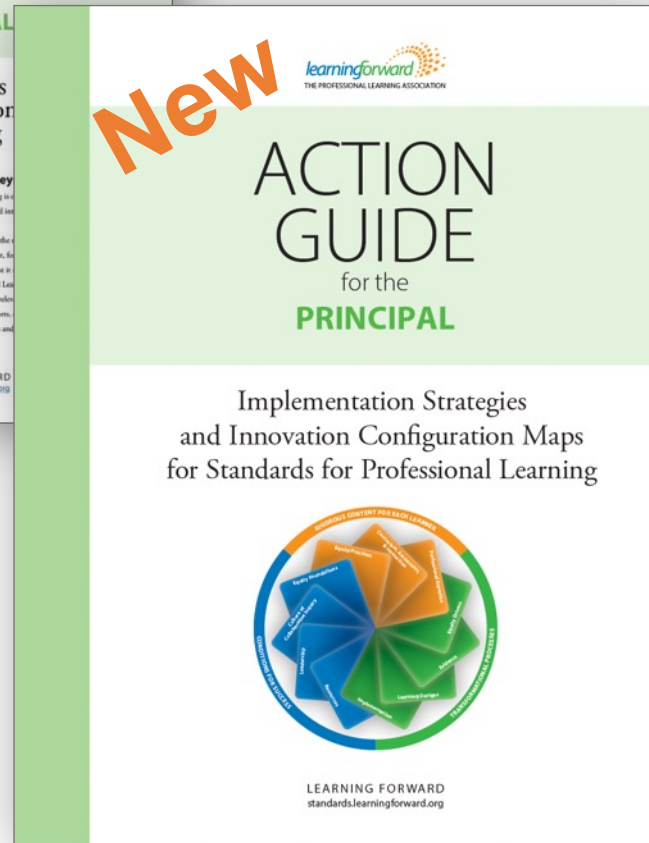
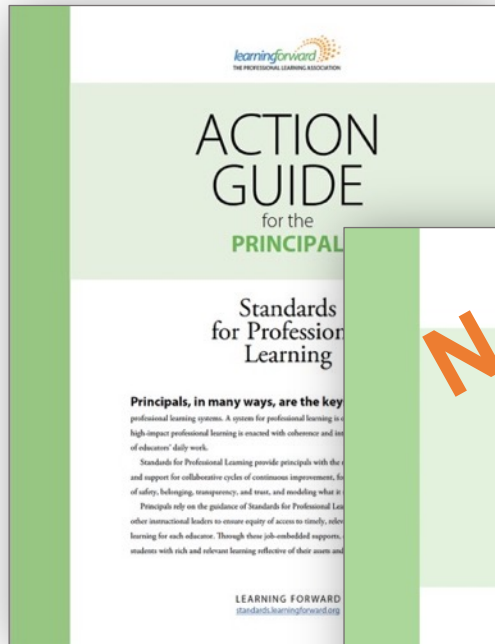
### TRANSFORMATIONAL PROCESSES

- Set expectations for inclusive professional learning practices across the system, removing barriers that result from historical or systemic inequities.
- Support and connect educator and leader learning strategies to specific desired learner outcomes.
- Embed use of data and evidence in all aspects of professional learning.
- Track impact of professional learning on educators and students.
- Sustain investment in professional learning for long-term change and growth.

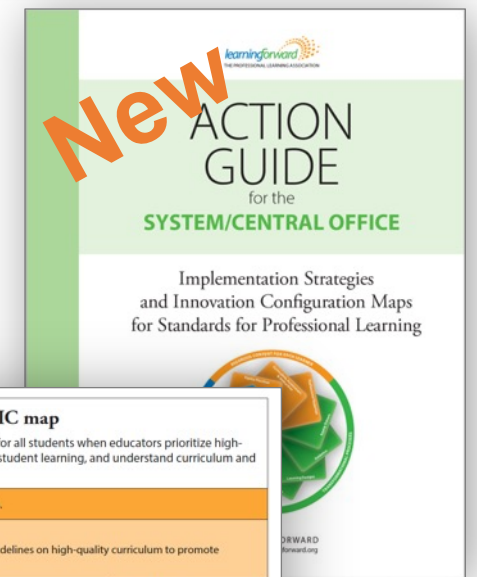
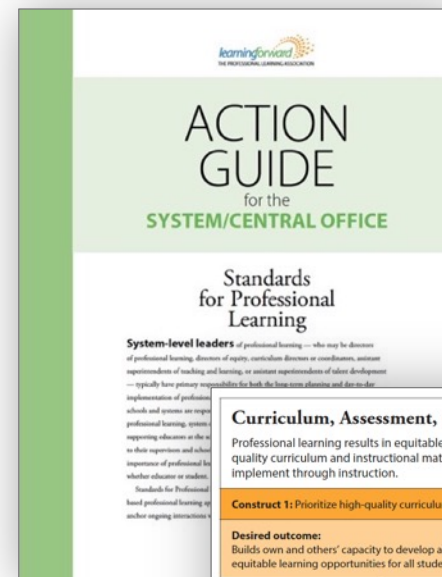
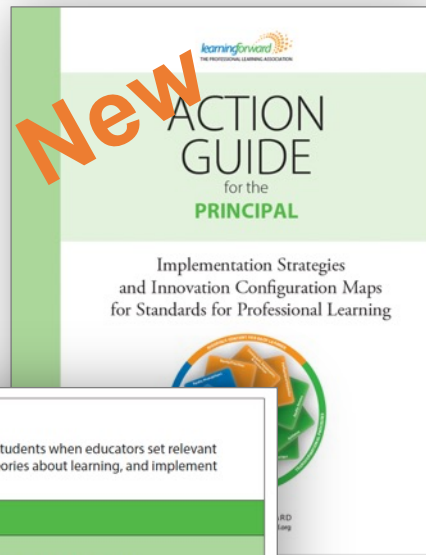
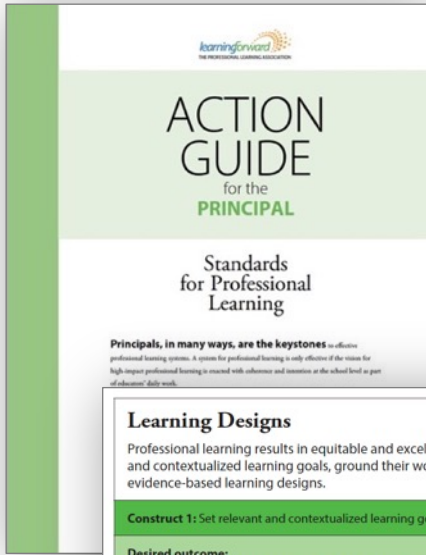
### CONDITIONS FOR SUCCESS

- Create a context so professional learning leads to each student having access and opportunity for rigorous learning.
- Establish and share a vision for how professional learning enables educators to achieve system goals.
- Provide and advocate for sufficient human and fiscal resources.
- Ensure structural coherence across the multiple departments or offices that support educators and teaching and learning.
- Advocate for adoption of Standards for Professional Learning.
- Prioritize and model learning as a leader.
- Embed continuous collaborative learning in each educator's workday.

# Action Guides with Innovation Configuration maps



# Action Guides with Innovation Configuration maps



**Learning Designs**

Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.

**Construct 1: Set relevant and contextualized learning goals.**

**Desired outcome:**  
Establishes school-based professional learning goals aligned with strategic priorities and identified needs.

Level 1 (Ideal)	Level 2	Level 3	Level 4 (Entry)
Builds own and staff's capacity to define school, team, and individual goals for professional learning based on student and educator evidence and school priorities.	Builds own and staff's capacity to define school, team, and individual goals for professional learning based on student AND educator evidence.	Builds own and staff's capacity to define school, team, and individual goals for professional learning based on student OR educator evidence.	Builds own and staff's capacity to define school, team, and individual goals for professional learning.
Establishes, in collaboration with diverse internal stakeholders, school-based professional learning goals, including role-specific goals, using analysis and interpretation of data and evidence and aligned to systemwide professional learning goals.	Establishes, in collaboration with internal stakeholders, school-based professional learning goals, including role-specific goals, using analysis and interpretation of data and evidence and aligned to systemwide professional learning goals.	Establishes school-based professional learning goals, including role-specific goals, using analysis and interpretation of data and evidence and aligned to systemwide professional learning goals.	Establishes school-based professional learning goals, including role-specific goals, using analysis and interpretation of data and evidence.
Defines, in collaboration with diverse internal stakeholders, the outcomes for school-based professional learning that address the types of change needed to achieve the learning goals.	Defines, in collaboration with internal stakeholders, the outcomes for school-based professional learning that address the types of change needed to achieve the learning goals.	Defines the outcomes for school-based professional learning that address the types of change needed to achieve the learning goals.	Recommends defining the outcomes for professional learning that address the types of change needed to achieve the learning goals.
Contextualizes, in collaboration with diverse internal stakeholders, the system's theory of action to achieve school-based learning goals.	Contextualizes, in collaboration with internal stakeholders, the system's theory of action to achieve school-based learning goals.	Contextualizes the system's theory of action to achieve school-based learning goals.	Adopts the system's theory of action to achieve school-based learning goals.

**Curriculum, Assessment, and Instruction IC map**

Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.

**Construct 1: Prioritize high-quality curriculum and instructional materials.**

**Desired outcome:**  
Builds own and others' capacity to develop and implement policy and guidelines on high-quality curriculum to promote equitable learning opportunities for all students.

Level 1 (Ideal)	Level 2	Level 3	Level 4 (Entry)
Develops, in collaboration with curriculum leaders, own, system and school leaders', and all staff's understanding of the importance of high-quality curriculum as identified by research.	Develops, in collaboration with curriculum leaders, own and system and school leaders' understanding of the importance of high-quality curriculum as identified by research.	Develops, in collaboration with curriculum leaders, own and system leaders' understanding of the importance of high-quality curriculum as identified by research.	Develops, in collaboration with curriculum leaders, own understanding of the importance of high-quality curriculum as identified by research.
Builds, in collaboration with curriculum leaders, own and system and school leaders' capacity to develop policy for high-quality curriculum that includes the definition of, criteria for, rationale for, and responsibilities for high-quality curriculum and instructional materials.	Builds, in collaboration with curriculum leaders, own and system leaders' capacity to develop policy for high-quality curriculum that includes the definition of, criteria for, rationale for, and responsibilities for high-quality curriculum and instructional materials.	Builds, in collaboration with curriculum leaders, own capacity to develop policy for high-quality curriculum that includes the definition of, criteria for, rationale for, and responsibilities for high-quality curriculum and instructional materials.	
Builds, in collaboration with curriculum leaders, own and system and school leaders' capacity to develop policies and guidelines that mitigate bias in identifying, adopting, or developing high-quality curriculum and instructional materials.	Builds, in collaboration with curriculum leaders, own and system leaders' capacity to develop policies and guidelines that mitigate bias in identifying, adopting, or developing high-quality curriculum and instructional materials.	Builds, in collaboration with curriculum leaders, own capacity to develop policies and guidelines that mitigate bias in identifying, adopting, or developing high-quality curriculum and instructional materials.	
Builds, in collaboration with curriculum leaders, own, system and school leaders', and staff's understanding of the system's policy, guidelines, and practices for high-quality curriculum.	Builds, in collaboration with curriculum leaders, own and system and school leaders' understanding of the system's policy, guidelines, and practices for high-quality curriculum.	Builds, in collaboration with curriculum leaders, own and system leaders' understanding of the system's policy, guidelines, and practices for high-quality curriculum.	Builds, in collaboration with curriculum leaders, own understanding of the system's policy, guidelines, and practices for high-quality curriculum.

# Previewing the Innovation Configuration maps

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THE PROFESSIONAL LEARNING ASSOCIATION

Menu Search

HOME STANDARDS HOW AND WHY ACTION GUIDES RESEARCH ABOUT

## IC Maps: Levels of Implementation

The maps below present descriptions of educator practices, by role, across four categories of systemic impact. In contrast to many progressions, the practices begin on the left with the highest degree of impact and descend to Level 4. Level 1 (Ideal) practices most fully embody the intent of the correlated Standards for Professional Learning. Learn more about IC maps [here](#).

First, which role would you like to see?

- System/Central Office
- Principal**
- Coach
- External Provider

Second, which standard will you examine?

- Equity Practices
- Curriculum, Assessment, and Instruction**
- Professional Expertise
- Equity Drivers
- Evidence
- Learning Designs
- Implementation
- Equity Foundations
- Culture of Collaborative Inquiry
- Leadership
- Resources

Principal > Curriculum, Assessment, and Instruction

Third, select a construct for the **Curriculum, Assessment, and Instruction** standard.

- Prioritize high-quality curriculum and instructional materials
- Assess student learning to advance progress**
- Understand curriculum and implement through instruction



First, which role would you like to see?

- System/Central Office
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# Drilling down into one Innovation Configuration map

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Prioritize high-quality curriculum and instructional materials      Assess student learning to advance progress      Understand curriculum and implement through instruction

Finally, select a desired outcome on the left to see four levels of implementation that your team can use for clarification and self-evaluation.

Desired Outcome Builds own and staff's capacity to develop and implement school-based guidelines on high-quality curriculum, aligned with system policy, to promote equitable learning opportunities for all students	Level 1 (Ideal)	Level 2	Level 3	Level 4 (Entry)
	Develops <b>own, school leaders', and all staff's</b> understanding of the importance of high-quality curriculum as identified by research.	Develops <b>own and school leaders'</b> understanding of the importance of high-quality curriculum as identified by research.	Develops <b>own</b> understanding of the importance of high-quality curriculum as identified by research.	
Desired Outcome Builds school leaders', staff's, and community members' capacity to contribute to the selection of high-quality curriculum and instructional materials using established criteria	Builds <b>own and all school leaders' and all school leaders'</b> capacity to develop school-based guidelines aligned with system's policy for high-quality curriculum that includes the definition of, criteria for, rationale for, and responsibilities for high-quality curriculum and	Builds <b>own and select school leaders'</b> capacity to develop school-based guidelines aligned with system's policy for high-quality curriculum that includes the definition of, criteria for, rationale for, and responsibilities for high-quality curriculum and	Builds <b>own</b> capacity to develop school-based guidelines aligned with system's policy for high-quality curriculum that includes the definition of, criteria for, rationale for, and responsibilities for high-quality curriculum and	

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Finally, select a desired outcome on the left to see four levels of implementation that your team can use for clarification and self-evaluation.

Desired Outcome Builds own and all instructional staff's understanding of student assessment purposes, approaches, and their alignment to high-quality curriculum	Level 1 (Ideal)	Level 2	Level 3	Level 4 (Entry)
	Facilitates school-based professional learning for <b>school leaders and all instructional staff</b> , on student assessment purposes	Facilitates school-based professional learning for <b>school leaders and select instructional staff</b> , on student assessment purposes	Facilitates school-based professional learning for <b>school leaders</b> on student assessment purposes (including of learning and for learning),	
Desired Outcome Builds own and others' capacity to use student formative and summative assessment data to inform decisions about curriculum and instruction	(inclear for app (incform sum and asse and to h curr Dev sch leac all	Builds <b>own and others'</b> capacity to use student assessment data to inform decisions about curriculum and instruction.	Builds <b>own and staff's</b> capacity to use student formative and summative assessment data to inform decisions about curriculum and instruction.	Builds <b>own and colleagues'</b> capacity to use student formative and summative assessment data to inform decisions about curriculum and instruction.

[View the desired outcomes for each of the four roles](#)

Desired outcomes for multiple roles			
System/Central Office	Principal	Coach	External Provider
Builds <b>own and others'</b> capacity to understand a range of student assessment purposes and approaches and to determine their alignment to high-quality curriculum.	Builds <b>own and all instructional staff's</b> understanding of student assessment purposes, approaches, and their alignment to high-quality curriculum.	Builds <b>own and colleagues'</b> understanding of student assessment purposes, approaches, and their alignment to high-quality curriculum.	Builds <b>own and clients'</b> capacity to understand a range of student assessment purposes and approaches and to determine their alignment to high-quality curriculum.
Builds <b>own and others'</b> capacity to use student assessment data to inform decisions about curriculum and instruction.	Builds <b>own and staff's</b> capacity to use student formative and summative assessment data to inform decisions about curriculum and instruction.	Builds <b>own and colleagues'</b> capacity to use student formative and summative assessment data to inform decisions about curriculum and instruction.	Builds <b>own and clients'</b> capacity to use student formative and summative assessment data to inform decisions about curriculum and instruction.

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Finally, select a desired outcome on the left to see four levels of implementation that your team can use for clarification and self-evaluation.

Desired Outcome Builds own and staff's capacity to understand and implement high-quality curriculum	Level 1 (Ideal)	Level 2	Level 3	Level 4 (Entry)
	Develops <b>own and all staff's</b> understanding of the requirements of curriculum-based professional learning.	Develops <b>own, school-based instructional leaders', and professional designers' and facilitators'</b> understanding of the requirements of curriculum-based professional learning.	Develops <b>own and school-based instructional leaders'</b> understanding of the requirements of curriculum-based professional learning.	Develops <b>own</b> understanding of the requirements of curriculum-based professional learning.
Desired Outcome Builds own and others' capacity to adapt instruction and use of instructional materials based on knowledge of students	(inclear for app (incform sum and asse and to h curr Dev sch leac all	Develops, <b>in collaboration with school leaders and diverse, other instructional leaders</b> , a plan for school-level curriculum-based professional learning including	Develops, <b>in collaboration with school leaders and other instructional leaders</b> , a plan for school-level curriculum-based professional learning including	Develops <b>own</b> understanding of the requirements of curriculum-based professional learning.
	Builds <b>own and others'</b> capacity to use student assessment data to inform decisions about curriculum and instruction.	Develops, <b>in collaboration with school leaders and diverse, other instructional leaders</b> , a plan for school-level curriculum-based professional learning including	Develops, <b>in collaboration with school leaders and other instructional leaders</b> , a plan for school-level curriculum-based professional learning including	Develops <b>own</b> understanding of the requirements of curriculum-based professional learning.

Desired Outcome  
Facilitates the use of technology to support school-level implementation of high-quality curriculum

Desired Outcome  
Monitors and



# Drilling down into one Innovation Configuration map

Principal > Curriculum, Assessment, and Instruction

Third, select a construct for the **Curriculum, Assessment, and Instruction** standard.

Prioritize high-quality curriculum and instructional materials

Assess student learning to advance progress

Understand curriculum and implement through instruction

Finally, select a desired outcome on the left to see four levels of implementation that your team can use for clarification and self-evaluation.

Desired Outcome	Level 1 (Ideal)	Level 2	Level 3	Level 4 (Entry)
<p><b>Desired Outcome</b> Builds own and staff's capacity to develop and implement school-based guidelines on high-quality curriculum, aligned with system policy, to promote equitable learning opportunities for all students</p>	<p>Develops <b>own, school leaders', and all staff's</b> understanding of the importance of high-quality curriculum as identified by research.</p>	<p>Develops <b>own and school leaders'</b> understanding of the importance of high-quality curriculum as identified by research.</p>	<p>Develops <b>own</b> understanding of the importance of high-quality curriculum as identified by research.</p>	
<p><b>Desired Outcome</b> Builds school leaders', staff's, and community members' capacity to contribute to the selection of high-quality curriculum and instructional materials using established criteria</p>	<p>Builds <b>own and all school leaders' capacity</b> to develop school-based guidelines aligned with system's policy for high-quality curriculum that includes the definition of, criteria for, rationale for, and responsibilities for high-quality curriculum and</p>	<p>Builds <b>own and select school leaders' capacity</b> to develop school-based guidelines aligned with system's policy for high-quality curriculum that includes the definition of, criteria for, rationale for, and responsibilities for high-quality curriculum and</p>	<p>Builds <b>own</b> capacity to develop school-based guidelines aligned with system's policy for high-quality curriculum that includes the definition of, criteria for, rationale for, and responsibilities for high-quality curriculum and</p>	

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Desired Outcome	Level 1 (Ideal)	Level 2	Level 3	Level 4 (Entry)
<p><b>Desired Outcome</b> Builds own and all instructional staff's understanding of student assessment purposes, approaches, and their alignment to high-quality curriculum</p>	<p>Facilitates school-based professional learning for <b>school leaders and all instructional staff</b>, on student assessment purposes (including of learning and for learning), approaches (including formative and summative, and common assessments), and alignment to high-quality curriculum.</p>	<p>Facilitates school-based professional learning for <b>school leaders and select instructional staff</b>, on student assessment purposes (including of learning and for learning), approaches (including formative and summative, and common assessments), and alignment to high-quality curriculum.</p>	<p>Facilitates school-based professional learning for <b>school leaders</b> on student assessment purposes (including of learning and for learning), approaches (including formative and summative, and common assessments), and alignment to high-quality curriculum.</p>	
<p><b>Desired Outcome</b> Builds own and others' capacity to use student formative and summative assessment data to inform decisions about curriculum and instruction</p>	<p>Develops <b>own, school leaders', and all instructional staff's capacity</b> to determine</p>	<p>Develops <b>own, school leaders', and select instructional staff's capacity</b> to determine</p>	<p>Develops <b>own and school leaders' capacity</b> to determine</p>	<p>Develops <b>own</b> capacity to determine alignment and design and revise student assessments to align to high-</p>

[View the desired outcomes for each of the four roles](#)

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Desired Outcome	Level 1 (Ideal)	Level 2	Level 3	Level 4 (Entry)
<p><b>Desired Outcome</b> Builds own and staff's capacity to understand and implement high-quality curriculum</p>	<p>Develops <b>own and all staff's</b> understanding of the requirements of curriculum-based professional learning.</p>	<p>Develops <b>own, school-based instructional leaders', and professional learning designers' and facilitators'</b> understanding of the requirements of curriculum-based professional learning.</p>	<p>Develops <b>own and school-based instructional leaders'</b> understanding of the requirements of curriculum-based professional learning.</p>	<p>Develops <b>own</b> understanding of the requirements of curriculum-based professional learning.</p>
<p><b>Desired Outcome</b> Builds own and others' capacity to adapt instruction and use of instructional materials based on knowledge of students</p>	<p>Develops, <b>in collaboration with school leaders and diverse, other instructional leaders</b>, a plan for school-level curriculum-based professional learning including covering the overall arc, scope, and sequence of the curriculum</p>	<p>Develops, <b>in collaboration with school leaders and other instructional leaders</b>, a plan for school-level curriculum-based professional learning including covering the overall arc, scope, and</p>	<p>Develops, <b>in collaboration with school leaders</b>, a plan for school-level curriculum-based professional learning including covering the overall arc, scope, and</p>	<p>Develops <b>a plan</b> for school-level curriculum-based professional learning including covering the overall arc, scope, and sequence of the curriculum</p>
<p><b>Desired Outcome</b> Facilitates the use of technology to support school-level implementation of high-quality curriculum</p>	<p>Develops, <b>in collaboration with school leaders and diverse, other instructional leaders</b>, a plan for school-level curriculum-based professional learning including covering the overall arc, scope, and</p>	<p>Develops, <b>in collaboration with school leaders and other instructional leaders</b>, a plan for school-level curriculum-based professional learning including covering the overall arc, scope, and</p>	<p>Develops, <b>in collaboration with school leaders</b>, a plan for school-level curriculum-based professional learning including covering the overall arc, scope, and</p>	<p>Develops <b>a plan</b> for school-level curriculum-based professional learning including covering the overall arc, scope, and sequence of the curriculum</p>
<p><b>Desired Outcome</b> Monitors and</p>	<p>Develops, <b>in collaboration with school leaders and diverse, other instructional leaders</b>, a plan for school-level curriculum-based professional learning including covering the overall arc, scope, and</p>	<p>Develops, <b>in collaboration with school leaders and other instructional leaders</b>, a plan for school-level curriculum-based professional learning including covering the overall arc, scope, and</p>	<p>Develops, <b>in collaboration with school leaders</b>, a plan for school-level curriculum-based professional learning including covering the overall arc, scope, and</p>	<p>Develops <b>a plan</b> for school-level curriculum-based professional learning including covering the overall arc, scope, and sequence of the curriculum</p>

# Drilling down into one Innovation Configuration map

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Third, select a construct for the **Curriculum, Assessment, and Instruction** standard.

Prioritize high-quality curriculum and instructional materials      Assess student learning to advance progress      Understand curriculum and implement through instruction

Finally, select a desired outcome on the left to see four levels of implementation that your team can use for clarification and self-evaluation.

Desired Outcome	Level 1 (Ideal)	Level 2	Level 3	Level 4 (Entry)
<b>Desired Outcome</b> Builds own and staff's capacity to develop and implement school-based instructional materials, aligned with system policy, to promote equitable learning opportunities for all students	Develops <b>own, school leaders', and all staff's</b> understanding of the importance of high-quality curriculum as identified by research.	Develops <b>own and school leaders'</b> understanding of the importance of high-quality curriculum as identified by research.	Develops <b>own</b> understanding of the importance of high-quality curriculum as identified by research.	
<b>Desired Outcome</b> Builds school leaders', staff's, and community members' capacity to contribute to the selection of high-quality curriculum and instructional materials using established criteria	Builds <b>own and all school leaders'</b> capacity to develop school-based guidelines aligned with system's policy for high-quality curriculum that includes the definition of, criteria for, rationale for, and responsibilities for high-quality curriculum and	Builds <b>own and select school leaders'</b> capacity to develop school-based guidelines aligned with system's policy for high-quality curriculum that includes the definition of, criteria for, rationale for, and responsibilities for high-quality	Builds <b>own</b> capacity to develop school-based guidelines aligned with system's policy for high-quality curriculum that includes the definition of, criteria for, and responsibilities for high-quality instructional materials and	

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Desired Outcome	Level 1 (Ideal)	Level 2	Level 3	Level 4 (Entry)
<b>Desired Outcome</b> Builds own and all instructional staff's understanding of student assessment purposes, approaches, and their alignment to high-quality curriculum	Facilitates school-based professional learning for <b>school leaders and all instructional staff</b> , on student assessment purposes (including of learning and for learning), approaches (including formative and summative, and common assessments), and alignment to high-quality curriculum.	Facilitates school-based professional learning for <b>school leaders and select instructional staff</b> , on student assessment purposes (including of learning and for learning), approaches (including formative and summative, and common assessments), and alignment to high-quality curriculum.	Facilitates school-based professional learning for <b>school leaders</b> on student assessment purposes (including of learning and for learning), approaches (including formative and summative, and common assessments), and alignment to high-quality curriculum.	
<b>Desired Outcome</b> Builds own and others' capacity to use student formative and summative assessment data to inform decisions about curriculum and instruction	Develops <b>own, school leaders', and all instructional staff's</b> capacity to determine	Develops <b>own, school leaders', and select instructional staff's</b> capacity to determine	Develops <b>own and school leaders'</b> capacity to determine alignment and design and revise student	Develops <b>own</b> capacity to determine alignment and design and revise student assessments to align to high-

[View the desired outcomes for each of the four roles](#)

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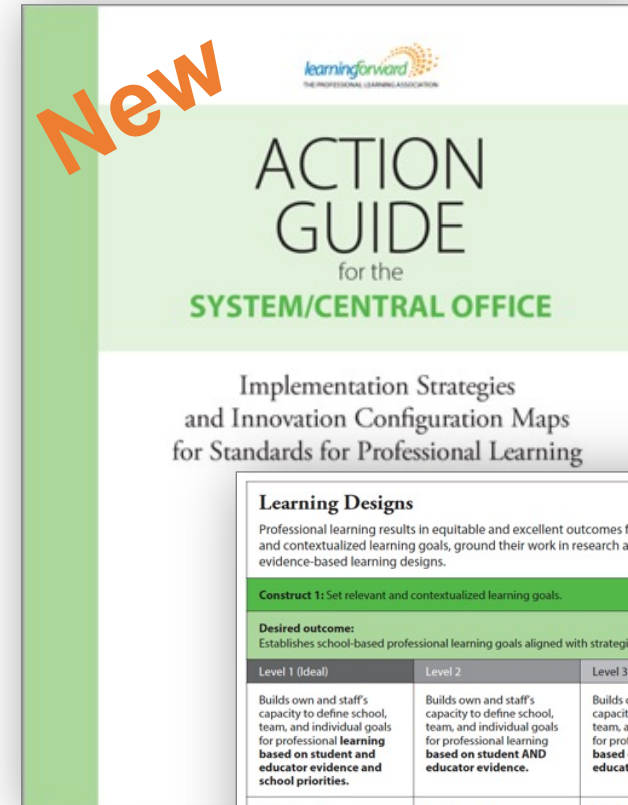
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Desired Outcome	Level 1 (Ideal)	Level 2	Level 3	Level 4 (Entry)
<b>Desired Outcome</b> Builds own and staff's capacity to understand and implement high-quality curriculum	Develops <b>own and all staff's</b> understanding of the requirements of curriculum-based professional learning.	Develops <b>own, school-based instructional leaders', and professional designers' and facilitators'</b> understanding of the requirements of curriculum-based professional learning.	Develops <b>own and school-based instructional leaders'</b> understanding of the requirements of curriculum-based professional learning.	Develops <b>own</b> understanding of the requirements of curriculum-based professional learning.
<b>Desired Outcome</b> Builds own and others' capacity to adapt instruction and use of instructional materials based on knowledge of students	Develops, <b>in collaboration with school leaders and diverse, other instructional leaders</b> , a plan for school-level curriculum-based professional learning including	Develops, <b>in collaboration with school leaders and other instructional leaders</b> , a plan for school-level curriculum-based professional learning including	Develops, <b>in collaboration with school leaders</b> , a plan for school-level curriculum-based professional learning including	Develops <b>a plan</b> for school-level curriculum-based professional learning including
<b>Desired Outcome</b> Facilitates the use of technology to support school-level implementation of high-quality curriculum	Develops, <b>in collaboration with school leaders and diverse, other instructional leaders</b> , a plan for school-level curriculum-based professional learning including	Develops, <b>in collaboration with school leaders and other instructional leaders</b> , a plan for school-level curriculum-based professional learning including	Develops, <b>in collaboration with school leaders</b> , a plan for school-level curriculum-based professional learning including	Develops <b>a plan</b> for school-level curriculum-based professional learning including
<b>Desired Outcome</b> Monitors and				

# Innovation Configuration maps

## Action steps

- Read the desired outcomes for each construct.
- Study the corresponding behaviors for each outcome.
- Determine the most impactful & actionable entry point.
- Collaboratively develop a plan for implementing the behaviors.
- Select a time to follow up to monitor progress or modify plans based on evidence.



Learning Designs			
Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.			
<b>Construct 1:</b> Set relevant and contextualized learning goals.			
<b>Desired outcome:</b> Establishes school-based professional learning goals aligned with strategic priorities and identified needs.			
Level 1 (Ideal)	Level 2	Level 3	Level 4 (Entry)
Builds own and staff's capacity to define school, team, and individual goals for professional learning based on student and educator evidence and school priorities.	Builds own and staff's capacity to define school, team, and individual goals for professional learning based on student AND educator evidence.	Builds own and staff's capacity to define school, team, and individual goals for professional learning based on student OR educator evidence.	Builds own and staff's capacity to define school, team, and individual goals for professional learning.
Establishes, in collaboration with diverse internal stakeholders, school-based professional learning goals, including role-specific goals, using analysis and interpretation of data and evidence and aligned to systemwide professional learning goals.	Establishes, in collaboration with internal stakeholders, school-based professional learning goals, including role-specific goals, using analysis and interpretation of data and evidence and aligned to systemwide professional learning goals.	Establishes school-based professional learning goals, including role-specific goals, using analysis and interpretation of data and evidence and aligned to systemwide professional learning goals.	Establishes school-based professional learning goals, including role-specific goals, using analysis and interpretation of data and evidence.
Defines, in collaboration with diverse internal stakeholders, the outcomes for school-based professional learning that address the types of change needed to achieve the learning goals.	Defines, in collaboration with internal stakeholders, the outcomes for school-based professional learning that address the types of change needed to achieve the learning goals.	Defines the outcomes for school-based professional learning that address the types of change needed to achieve the learning goals.	Recommends defining the outcomes for professional learning that address the types of change needed to achieve the learning goals.
Contextualizes, in collaboration with diverse internal stakeholders, the system's theory of action to achieve school-based learning goals.	Contextualizes, in collaboration with internal stakeholders, the system's theory of action to achieve school-based learning goals.	Contextualizes the system's theory of action to achieve school-based learning goals.	Adopts the system's theory of action to achieve school-based learning goals.

Behind the Scenes:  
Behaviors that  
advance professional  
learning  
w/Machel Mills-Miles

# Discussion and Questions



# 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><b>One year in: Advancing outcomes for all learners</b></p> <ul style="list-style-type: none"> <li>• Reviewing the state of Standards after Year One</li> <li>• Improving learner outcomes by addressing specific challenges</li> <li>• <b>Tool:</b> Advancing Outcomes for All Learners</li> </ul>	<p><b>Elevating educator voices and behaviors</b></p> <ul style="list-style-type: none"> <li>• Sharing stories of Standards in context helps initiate implementation</li> <li>• Identifying key behaviors helps realize the vision of high-quality professional learning</li> <li>• <b>Tools:</b> Vignettes and Innovation Configuration maps</li> </ul>	<p><b>Following policy pathways to support high-quality professional learning</b></p> <ul style="list-style-type: none"> <li>• Policymaking impacts practice and can be integrated in various ways</li> <li>• <b>Tool:</b> Policy Pathways to Standards Implementation</li> </ul>	<p><b>Examining impact</b></p> <ul style="list-style-type: none"> <li>• How assessment of professional learning can lead to greater impact of leading, teaching, and learning</li> <li>• <b>Tool:</b> The Standards Assessment Inventory (SAI)</li> </ul>	<p><b>Embedding equity for all</b></p> <ul style="list-style-type: none"> <li>• Identifying common equity challenges and exploring various resources for aligned support</li> <li>• <b>Tool:</b> Selected Resources for Equity Challenges</li> </ul>

The sessions will be recorded and available at [standards.learningforward.org](https://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.

