Standards for Professional Learning Week

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!
Elevating Educator Voices and Behaviors
## Standards Kickoff Week overview

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<td>April 24 3 pm ET</td>
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### One year in: Advancing outcomes for all learners
- Reviewing the state of Standards after Year One
- Improving learner outcomes by addressing specific challenges
- **Tool:** Advancing Outcomes for All Learners

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

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

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

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

The sessions will be recorded and available at [standards.learningforward.org](http://standards.learningforward.org).
A conversation about real-world scenarios and promising behaviors
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](http://standards.learningforward.org)
Using meta-analysis to understand professional learning standards.

Featured Resource

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

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

Client
Learning Forward

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

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

Team
Rachel Garrett, GTL Center Project Lead
Qi Zhang, GTL Project Support
Martyna Cikowsicz, 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.
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

<table>
<thead>
<tr>
<th>Conditions for Success</th>
<th>Transformational Processes</th>
<th>Rigorous and Inclusive Content</th>
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<tbody>
<tr>
<td>Equity Foundations</td>
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<td>0.21*</td>
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<tr>
<td>Culture of Collaborative Inquiry</td>
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<tr>
<td>Leadership</td>
<td>0.06*</td>
<td>0.09*</td>
</tr>
<tr>
<td>Resources</td>
<td>0.06*</td>
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* figuratively 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 for Professional Learning
- High-Quality Professional Learning for Educators
- Growth in Educator Knowledge, Skills, and Beliefs
- Growth in Educator Practice
- Improvements in Outcomes for Each Student
Standards work in concert within a system framework.
• Rigorous content for each learner
• Transformational processes
• Conditions for success
Rigorous content for each learner

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

A system framework
Transformational processes

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

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

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

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

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

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

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

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

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.

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.

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

Common stem

Three components or concepts are included in the narrative

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

Selected research is listed at the end of each standard
Explicit, inclusive equity standards

Equity Practices

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

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

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

*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 vignette: advancing equity through collaborative inquiry

About this resource
- a management of the evidence to use learning-centered; 
  - identify what professional learning aligned with and critical thinking Standards for professional learning looks like in a real-world setting; 
  - Consider how standards-based professional learning can address essential school, district, and regional challenges.

Suggestors for use
- Read the following vignette, using the prompts that follow to help note, insights, and reflections for subsequent conversations.

- Notice a highlighted group to direct readers on evidence of Standards for Professional Learning throughout the text.
The standards are present, aspects of leadership, standards are current and present a systems approach to implementing high-quality professional learning.

The question to discuss an individual reflection to lead to deeper understanding and shared success.

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Standards for Professional Learning

Within a framework of four categories:
- The National Center for Learning Forward
  - Standards for Professional Learning
  - The Professional Development Standards
  - The Standards for Professional Development
  - The Standards for Professional Development
  - The Standards for Professional Development

Prompt for discussion and reflection:
- The school-level, site-level, and regional challenges are present?
- What strategies and improvement-oriented actions does the vignette suggest? Where can you see growth for you?
- Which Standards for Professional Learning do you see reflected? Note key phrases that represent the practice of professional learning.

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

Standards vignette: advancing equity through collaborative inquiry

4G UP COLLABORATION FOR CTE

Standards for Professional Learning

STANDARDS VIGNETTE:
ADVANCING EQUITY THROUGH COLLABORATIVE INQUIRY

I nanderson, a school board member in a large urban district, spoke to the principle of the school during the school's monthly staff meeting. In the context of the recent national discussions about the importance of equity and access to high-quality education, Anderson highlighted the need for schools to develop a collaborative approach to learning. He emphasized the importance of building a culture of collaboration and equity, where all students have the opportunity to thrive.

Anderson's remarks echoed the sentiments of many educators who recognize the importance of creating a collaborative learning environment that fosters equity and inclusion. He stressed the need for schools to prioritize the development of a culture of collaboration and equity, where all students have the opportunity to thrive.

In their conversation, they also discussed the role of professional learning in building a culture of collaboration and equity. Anderson emphasized the importance of providing opportunities for educators to engage in collaborative learning experiences and to reflect on their practices. He highlighted the need for schools to prioritize the development of a culture of collaboration and equity, where all students have the opportunity to thrive.

On a national level, the National Commission of Learning Forward has provided valuable resources and guidance to support schools in building a culture of collaboration and equity. Their website offers a wealth of information and tools to help educators create a collaborative learning environment that is inclusive and equitable.

In conclusion, Anderson and his colleagues emphasized the importance of creating a culture of collaboration and equity, where all students have the opportunity to thrive. They underscored the role of professional learning in building this culture and highlighted the need for schools to prioritize the development of a culture of collaboration and equity, where all students have the opportunity to thrive.

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Standards vignettes

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 purpose of this vignette is to help educators:

1. Examine what professional learning aligned with or informed by Standards for Professional Learning looks like in a real-world setting, and
2. 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 Collaboration, Inquiry, Rigor and Practice, and Curriculum, Assessment, and Instruction standards are prominent, aspects of other 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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Standards for Professional Learning

STANDARDS VIGNETTE:
SUSTAINING PROFESSIONAL LEARNING ACROSS TIME AND SPACE

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LEARNING FORWARD
standards.learningforward.org
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 vignettes

Action steps

• Read the vignette once for a holistic picture.
• Re-read the scenario attending to the following:
  o Observe headers for clues
  o Identify challenges within the system’s context
  o Identify how system attempts to address challenges
  o 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.
TUNING UP COLLABORATION FOR IMPACT

Educators at the Clayoquot 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 Nation 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 revitalize educator collaboration. As he and some of the other learning leaders in his schools have explored what constitutes high-quality 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 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.

Throughout the year, Ganatra is also intentional about focusing the team’s learning on how the learning cycle itself operates and why various aspects of the process are essential to achieving the results they seek. He also taps a couple of teammates to serve in facilitator roles, offering them support to become skilled
Identify challenges

**TUNING UP COLLABORATION FOR IMPACT**

Educators at the Clarenville 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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**INTEGRATING CULTURALLY INCLUSIVE PRACTICES**

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Identify solutions

**TUNING UP COLLABORATION FOR IMPACT**

Educators at the Crestmore 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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**INCORPORATING CULTURALLY INCLUSIVE PRACTICES**

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An 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 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 always sure what he is gaining from these collaborative discussions. But because he has agreed to trust the process, he engages in the discussion with Mantavas as she shares what she has learned about strategies to draw out quieter students through storytelling.

Matthewson realizes that this is an area in need of improvement in his own classes and implements an adaptation of the approach as the year progresses. After a few months of observing previously reticent students engaging in classroom discussions, Mathewson shares this progress with the team, reinforcing both the value of the individual learning Mantavas undertook but also the value of the collaborative discussions about pedagogical skills. Mathewson also reflected with the team how his learning experience demonstrated to him that changing his practices ended up influencing his beliefs, opening his eyes to the variety of ways change happens for learners.

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

Educators are unsure how to enact the standards in their specific daily work with implementing professional learning.
What is an Innovation Configuration map?

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

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.
Previewing the Action Guide for the Superintendent

**Action Guide: Superintendent**

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.

Each Action Guide outlines high-level responsibilities and includes a tool to help educators identify the first steps they can take to implement standards.

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.

**Download the Superintendent Action Guide**

**Key roles and responsibilities for superintendents**

*Three 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 educational 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 inequalities.
- 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 in which professional learning leads to each student having access and opportunity for rigorous learning.
- Establish and share a voice 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

**Standards for Professional Learning**

**Implementation Strategies and Innovation Configuration Maps**

<table>
<thead>
<tr>
<th>Learning Designs</th>
<th>Desired outcomes: Establishes school-based professional learning goals aligned with strategic priorities and identified needs.</th>
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<tbody>
<tr>
<td>Level 1 (Initial)</td>
<td>Level 2</td>
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<tr>
<td>Builds own and staff’s capacity to define school, team, and individual goals for professional learning, including role-specific goals, using analysis and interpretation of data and evidence and aligned to systemswide professional learning goals.</td>
<td>Establishes school-based professional learning goals, including role-specific goals, using analysis and interpretation of data and evidence and aligned to systemswide professional learning goals.</td>
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**Curriculum, Assessment, and Instruction IC map**

| Desired outcomes: Builds own and staff’s capacity to develop and implement policy and guidelines on high-quality curriculum to promote equitable learning opportunity for all students. |
| Level 1 (Initial)  | Level 2 | Level 3 | Level 4 (Final) |
| Builds in collaboration with curriculum leaders, own and system-wide leaders, and staff to develop and implement policy and guidelines on high-quality curriculum. | Builds in collaboration with curriculum leaders, own and system-wide leaders, and staff to develop and implement policy and guidelines on high-quality curriculum. | Builds in collaboration with curriculum leaders, own and system-wide leaders, and staff to develop and implement policy and guidelines on high-quality curriculum. | Builds in collaboration with curriculum leaders, own and system-wide leaders, and staff to develop and implement policy and guidelines on high-quality curriculum. |

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**Implementation**

For more information, visit standards.learningforward.org
Previewing the Innovation Configuration maps

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

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

Principal > Curriculum, Assessment, and Instruction
Drilling down into one Innovation Configuration map

**Desired Outcome**: Build school leaders', staff's, and community members’ capacity to implement high-quality curriculum and instructional materials using established criteria

**View the desired outcomes for each of the four roles**
- **System/Central Office**
  - Principals, instructional leaders, and other instructional leaders
- **Coach**
  - External Provider

**Desired outcomes for multiple roles**

**Level 1 (Initial)**
- Develops own and staff’s capacity to use student formative and summative assessment data to inform decisions about curriculum and instruction.
- Designs and implements instructional change to support student learning.

**Level 2 (Rational)**
- Designs and implements instructional change to support student learning.
- Designs and implements professional development and formative assessment to support student learning.

**Level 3 (Rational)**
- Designs and implements professional development and summative assessment to support student learning.
- Designs and implements professional development and summative assessment to support student learning.

**Level 4 (Entry)**
- Designs and implements professional development and summative assessment to support student learning.
- Designs and implements professional development and summative assessment to support student learning.

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

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

standards.learningforward.org
Drilling down into one Innovation Configuration map

Desired Outcome: Builds school leaders’ 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:

Level 1 (Entry): Develops own and school leaders’ capacity to use student formative and summative assessment data to inform decisions about curriculum and instruction.

Level 2: Develops school-based professional learning for school leaders and all instructional staff on student assessment processes, purposes, approaches, and alignment to high-quality curriculum.

Level 3: Facilitates school-based professional learning for school leaders and all instructional staff on student assessment processes, purposes, approaches, and alignment to high-quality curriculum.

Level 4 (Entry): Develops own and school leaders’ capacity to determine alignment and design and revise student assessments to align to high-quality curriculum.
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.
Behind the Scenes:
Behaviors that advance professional learning
w/Machel Mills-Miles
Discussion and Questions
## Standards Kickoff Week overview

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<th><strong>MONDAY</strong></th>
<th><strong>TUESDAY</strong></th>
<th><strong>WEDNESDAY</strong></th>
<th><strong>THURSDAY</strong></th>
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### One year in: Advancing outcomes for all learners
- Reviewing the state of Standards after Year One
- Improving learner outcomes by addressing specific challenges
- **Tool:** Advancing Outcomes for All Learners

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

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

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

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

The sessions will be recorded and available at [standards.learningforward.org](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
Join us in the Standards Lab

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

See chat for the link to join.