Standards for Professional Learning Week

We will begin shortly.

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

All attendees are muted upon entry. Please use the chat feature to introduce yourself!
Policy Pathways to Standards Implementation

Policies & Procedures

Law

Conduct

Constraint

Plan

Solution

Regulations

Standards

Guideline
## Standards Kickoff Week overview

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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).
Policy Pathways: A conversation about Standards policy

Betty Wilson McSwain
Director, Federal Programs
McComb School District
McComb, Mississippi
Welcome all learners!

How familiar are you with Standards for Professional Learning?

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

- **Standards for Professional Learning** is grounded in evidence from the use of past standards and insights from the field.

- A literature review and meta-analysis conducted by AIR (American Institutes for Research) found “consistent evidence that program alignment with the Learning Forward Standards for Professional Learning is associated with improved teacher instruction and student achievement outcomes.”

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

**Featured Resource**

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

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

**Client**
Learning Forward

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

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

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

standards.learningforward.org
The 2022 Standards have a large positive effect on instruction and student achievement:

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

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

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

- Report from AIR also points to areas in need of further research, AND areas that are better understood through qualitative research such as case studies (especially related to the conditions/context that support high-quality professional learning).
Finding

The 2022 Standards have a significant positive effect on teacher instruction:

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

* statistically significant at α = 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](image)

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Mean Effect Size

- Equity Foundations: 0.11*
- Culture of Collaborative Inquiry: 0.03
- Leadership: 0.06*
- Resources: 0.06*
- Equity Drivers: [0.05, 0.10]
- Evidence: [0.02, 0.10]
- Learning Designs: [0.05, 0.12]
- Implementation: [0.06, 0.12]
- Equity Outcomes for Students: 0.19*
- Professional Expertise: [0.06, 0.13]
- Curriculum, Assessment, and Instruction: [0.04, 0.16]

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

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

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

A system framework
Transformational processes

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

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

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

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

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

**Common stem**
Three components or concepts are included in the narrative. Linkages with other standards suggest how these components work together to create a system. Selected research is listed at the end of each standard.
Explicit, inclusive equity standards

Equity Practices

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

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

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

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

- Curriculum, Assessment, and Instruction
- Leadership
- Evidence
- Implementation
- Learning Designs
- Supportive Environment
- Professional Expertise
- Engagement of Families, Community, and Partners
- Culture of Collaborative Equity
- Culture of Equity Practices
Gaining momentum as a go-to resource

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

**Resources include:**

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

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

Policy implementation of Standards for Professional Learning is not as sustained or widespread as it needs to be to reach all educators and students.
Tool: Policy Pathways to Standards Implementation
Purpose of the tool:

• To illustrate multiple ways policy can support full implementation of standards.

• To support teams working toward their priority policy goals.

• To provide structure for policymakers to reflect on the role standards play in policy and regulation.
Policy Pathways to standards implementation

Standards-aligned policy:

- State adoption
- District adoption and use
- Referenced in code
- Use in guidance and resource decisions
- Framework for evaluation systems
- Other examples?
Policy Pathways to standards implementation

Standards for Professional Learning work in a framework of three categories:
- The microcosmic framework
- The transformative framework
- The standards for professional learning

Why policy is important
As Learning Forward’s standards for Professional Learning emphasize “effective policy informs effective practice,” Policy at multiple levels, including national, state, regional, and local, affects what happens in schools, programs, buildings, and systems. To achieve full implementation of high-quality professional learning, it is essential that those who create policy understand and embrace standards for professional learning and integrate them into the policy with which they lead. Creating and using professional learning policies isn’t optional; changing the quality and success of policy is a must-expectation at how and whether our leaders and school systems that cross educators’ valuable new through meaningful, meaningful, meaningful.

When effectively connected and implemented with ongoing intentional policies, can act as a key lever in improving student practices and outcomes for each student.

LOCAL LEVEL EXEMPLAR:

A LEARNING PROFESSIONAL
THE LEARNING FORWARD JOURNAL

POLICY PERSPECTIVE
Make the connection for policymakers

By Melinda George
JUNE 2022

CONSIDER THE FOLLOWING EXAMPLES OF STANDARDS-ALIGNED POLICY:


Use in Planning and Evaluation Rubrics: https://www.tn.gov/content/dam/tn/education/training/PD_Rubric_Sept_2017.pdf

District Adoption and Use: Gwinnett school board

Regulatory language: https://regulations.delaware.gov/AdminCode/title14/1500/1598.shtml
Policy Pathways to standards implementation

- Writable pdf
- Open ended questions to create a contextualized policy plan
- Ideally for use over time and with a team
- Prompts and questions throughout
Policy Pathways to standards implementation

- **State adoption**
  
  Adoption at the state level represents leaders' expectation or requirement that professional learning aligns with Standards for Professional Learning. Some states adopt standards via the state agency, with or without board of education adoption, and some states start with board approval first. Other states have used the standards with minimal changes as their own state professional learning standards. How states implement after adoption varies widely depending on the state context.

- **District adoption and use**
  
  As with state-level adoption, districts can use standards to set expectations, driving practice at the local level by embedding them into how professional learning is planned, supported, facilitated, and evaluated. Districts reference the standards in their strategic plan and in rubrics and requirements for school decisions about resources and providers. Local school boards can also adopt standards as professional learning policy.

- **Regulatory language or administrative code**
  
  Writing standards into state regulations or administrative code ensures that the standards are recognized by the state so that they can serve as the foundation for professional learning for all educators, and as indicators that guide the learning, facilitation, implementation, and evaluation of professional learning.

- **Evaluation and support**
  
  Standards can be the basis for rubrics that guide professional learning planning and assessments. Because evaluation and assessments are often mandated, embedding Standards for Professional Learning helps to both ensure the rigor and relevance of evaluation and supports their increasing use by educators who might not otherwise be aware of them.

- **Name your own policy goal**
  
  Are you considering a different policy pathway or goal than the ones listed above? In a few sentences, describe your own policy pathway or goal and what success would look like.

CONSIDER THE FOLLOWING EXAMPLES OF STANDARDS-ALIGNED POLICY:

State-Level Adoption:

State-Level Adoption with Adaptation:

Use in Planning and Evaluation Rubrics:
https://www.fm/content/dam/tm/education/training/PD_Rubric_Sep_2017.pdf

District Adoption and Use:
https://www.gpckt12.org/Page/27376

Regulatory Language:
CONSIDER YOUR SPHERE OF INFLUENCE: Consider who you are, your role, what coalitions you belong to, and who makes up your professional network. These are some factors that strengthen your leadership, individually and collectively. No leader does this alone! Perhaps you are a Learning Forward Affiliate leader with state education department staff among your membership, or a district professional learning leader with a network of other professional learning enthusiasts. These individuals will be your allies in raising awareness about the standards and their policy value and offer support and inspiration as you move forward.

Question 1: How would you explain to others why you will be a strong leader for the standards and is your experience with the standards and how will you share that? What network can you engage? How have you approached other changes that needed leaders?

ASSEMBLE THE POLICY TEAM: Assemble a diverse, cross-role policy design team that represents multiple roles, divisions, and perspectives. Include classroom educators, Learning Forward Affiliate leaders, district and school leaders, and community members. Strive for a balance of members with policy expertise, strong networks, professional learning expertise, community relationships, and other important contributions. Consider the widest range of individuals who could participate, and include any individuals who have historically not been included.

Question 2: What are the names and roles of the 8-10 people who will make up the policy team? Why are these people the right coalition to identify and achieve meaningful policy goals? Have you ensured diversity of roles and backgrounds?
Consider using other tools such as:

- Quick Guide
- Action Guides (Role specific)
- Advancing Outcomes for All Learners
- Research overview

**BUILD SHARED UNDERSTANDING:** Spend some time as a team and as individuals studying the standards. Discuss the standards’ concepts that resonate with your context and articulate how policy supports for high-quality professional learning will improve teaching and learning. Discuss a few key pieces of research in the standards that are particularly relevant to your context and that support your vision for how professional learning will improve educators’ knowledge, skills, and practices and student outcomes.

**Question 3:** What aspects of Standards for Professional Learning seem most relevant to the team’s policy conversations?
**Review Current Policy:** Identify the current state of relevant policies related to professional learning, assess their strengths and weaknesses, and determine whether to strengthen or abandon certain policies. Consider that having the standards written into regulation may not be enough to result in meaningful implementation. The team can work together to gather information and collaboratively review the current policy landscape. Consider whether there are policies that could be more effectively or more broadly implemented, and any policies that are unintentionally acting as barriers to improving standards-aligned professional learning. Remember that the federal definition of professional learning under ESSA (https://essa.learningforward.org/wp-content/uploads/sites/5/2020/04/ESSA-toolkit-resource-1-1.pdf) establishes a standards-aligned frame to map to for state and local policy.

How will your efforts lead to meaningful implementation of the standards? Are there existing policies where changes are needed to fully implement the standards (perhaps adding support or removing a barrier)?

**Question 4:** Describe the current state of professional learning policy in your context, including any policies that might support or hinder improving the conditions for implementing Standards for Professional Learning.

TO GO DEEPER INTO THE POLICY ANALYSIS WORK, USE THESE TOOLS:

DEVELOP YOUR PITCH: Articulate the argument for the policy change you wish to see. This tool may be helpful: https://learningforward.org/If-newsletter/tools-laser-talk-use-the-epic-acronym-and-laser-talk-make-your-delivery/. Define your expected outcomes with regard to professional learning’s reach and impact on teachers and students. Consider which data to highlight in a pitch to policymakers or system leaders. Describe any aspect of the federal ESSA definition (https://essa.learningforward.org/wp-content/uploads/sites/5/2020/04/ESSA-toolkit-resource-1-1.pdf) that this policy would improve. Use standards and related resources as the foundation for your advocacy, since they describe a comprehensive system of professional learning and highlight important research. Develop brief materials to share with decision makers, including elevator pitches, sample policy, and an overview of the reason for the policy change and what will improve as a result.

Question 6: What are the top five points to make in a pitch for this policy change?
Behind the Scenes: Policy in Action with Betty Wilson-McSwain
Discussion and Questions
KEYNOTE SPEAKERS

CHRISTOPHER EMDIN

SHARRON HELMKE

BRANDI HINNANT-CRAWFORD

LEARNING FORWARD'S 2023 ANNUAL CONFERENCE

DECEMBER 3-6, 2023 | CONFERENCE.LEARNINGFORWARD.ORG
# Standards Kickoff Week overview

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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.