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OF LEARNING FORWARD'S STANDARDS FOR PROFESSIONAL LEARNING

tandards for Professional Learning describe the content, processes, and conditions of high-quality learning that makes a difference for students and educators. They are organized in a framework of three interconnected categories. Understanding each category and each standard can help learning leaders build systemic professional learning.

To help you deepen your understanding, this tool provides reflection questions that draw on articles from this issue of The Learning Professional and connect to standards from each category. You can use these questions to guide your reading of the articles or you can use them in conversations with colleagues — for example, during professional learning communities, observations, or planning discussions.

The page numbers after each question will take you to the article that corresponds to the question.

HOW STANDARDS CAN HELP STRUCTURE LEARNING TIME

Rigorous Content for Each Learner

- · Aligned assessments are a vital component of delivering highquality curriculum, assessment, and instruction. How could you align assessments and professional learning to build coherence and maximize the impact of professional learning time? (p. 54)
- What are some ways to extend learning and augment your team's professional expertise when an annual conference is the key component in your professional learning strategy? (p. 28)

Learning Design

Processes

Transformational

- A district reorganized its professional learning, prioritizing long-term support for sustained implementation. How might you gather feedback to ensure your professional learning format works well for educators? (p. 34)
- Which effective professional learning formats identified in Research Partnership for Professional Learning's research review are part of the **learning** designs contributing to your instructional effectiveness, and which might you add? (p. 21)

Conditions for Success

- School boards are a facet of **leadership** that contribute to and advocate for devoting time to professional learning. What messages could you bring to your school board about why professional learning is vital for your district? (p. 38)
- · How can surfacing assumptions and beliefs about time help your team recognize time as a **resource** and prioritize and maximize that resource? (pp. 24, 64)

Learn more about Learning Forward's Standards for Professional Learning at standards.learningforward.org