# **THROUGH THE LENS**

OF LEARNING FORWARD'S STANDARDS FOR PROFESSIONAL LEARNING

Standards 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 TO IMPLEMENT STANDARDS TO REACH ALL LEARNERS

#### Rigorous Content for Each Learner

- A Colorado district develops the professional expertise of alternatively certified special education teachers and retains them at a high level. How can you ensure support for special education teachers that addresses their specific needs? (p. 38)
- The Centers for Disease Control and Prevention estimates that one in four adults has a disability. What are ways to integrate equity practices in your professional learning by considering the needs of the adult learners in your care? (p. 15)

#### Transformational Processes

- How can professional learning help teachers support students with disabilities in general education settings? Gather a team of educators to refine ideas and establish consistent implementation of best practices. (p. 24)
- A reading program that claims to be aligned with the science of reading is not enough.
  It must be **evidence**based. What do you look for when evaluating a reading program and its implementation support for teachers? (p. 42)

### **Conditions for Success**

- Educators who understand how student capacities vary are better equipped to meet neurodiverse students where they are. How might you design your school's **equity foundations** to support neurodivergent students? (p. 46)
- How do you establish a vision of professional learning that meets the diverse needs of educators of students with disabilities? One Massachusetts school integrated the **Leadership** standard in its equity-centered professional learning. (p. 30)

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