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

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 EDUCATORS GROW

Rigorous Content for Each Learner

- How can you build your professional expertise by reading and applying research on high-quality, resultsfocused professional learning described at the Learning Forward Annual Conference? (p. 20)
- How might you use coaching and video to improve equity practices, as the MTP-S coaching program did? (p. 56)

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Transformational Processes

- What are ways to integrate new ideas and methods into your practice after a conference-style event? Strategize the implementation of new learning with an action plan template. (p. 72)
- What can your system learn from a Maryland district's commitment to learning designs that support the professional growth of all of its members? (p. 41)

Conditions for Success

- How do you build capacity in the face of challenges like role and geographic change? Developing leadership through care, competence, and coherence is one leader's advice. (p. 62)
- Are you intentionally developing meaningful relationships with your colleagues to foster a culture of collaborative inquiry built on habits of mind and skills such as active listening? (p. 17)

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