

THROUGH THE LENS

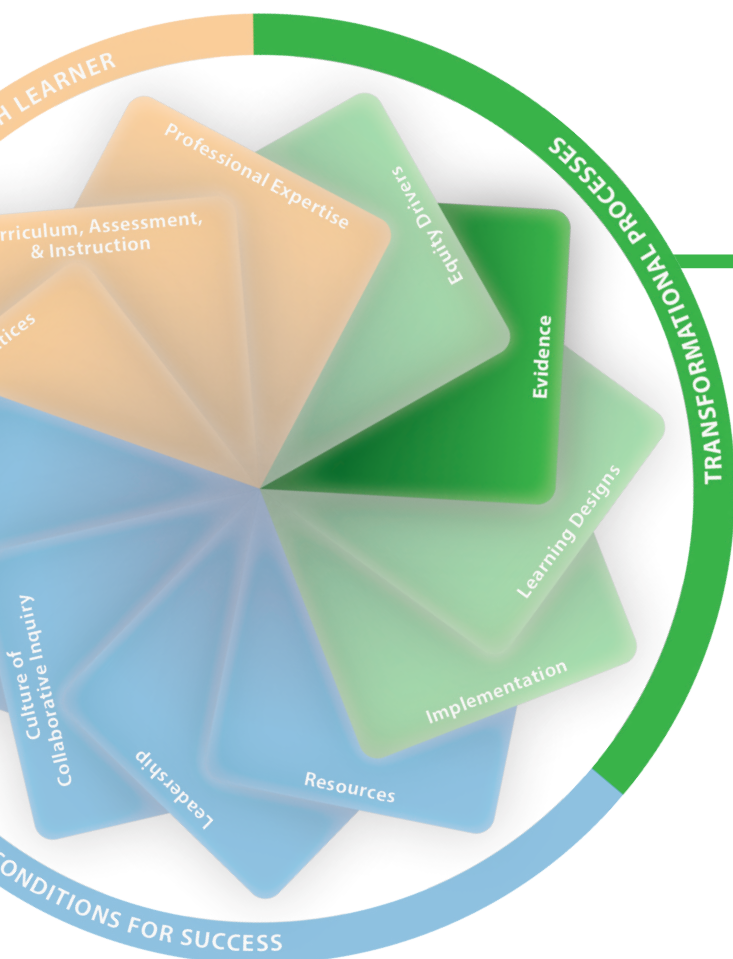
OF LEARNING FORWARD'S STANDARDS FOR PROFESSIONAL LEARNING

Standards for Professional Learning describe the content, processes, and conditions of high-quality learning that makes a difference for students and educators. Understanding each standard can help learning leaders build professional learning that has a positive impact.

This issue of *The Learning Professional* looks through the lens of the Evidence standard to help you determine if your professional learning is working. The reflection questions below correspond to articles in this issue and can help you understand how to gather and use evidence.

HOW THE EVIDENCE STANDARD CAN IMPROVE PROFESSIONAL LEARNING

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



- **How do we strengthen evidence about professional learning beyond the participant satisfaction survey?**

Thomas Guskey articulates a professional learning evaluation model with five levels of outcomes and impact: participant reaction, participant learning, organization support and change, use of new knowledge and skills, and impact on student learning outcomes. What levels have you examined so far? What levels will you examine next? (p. 28)

- **How do you gather data to know if your professional learning is working?**

In an updated and seminal article with accompanying tools, Joellen Killion presents eight steps for systematically and purposefully reviewing and analyzing data about your professional learning system. What will you do differently after reading this article? (p. 58)

- **How can you best leverage limited resources for improving student outcomes?**

Challenges like time and money often stand in the way of quality data-gathering, but practical evaluation methods offer a path to insight, even when more rigorous forms of research are not possible. How can you apply Rebecca Taylor-Perryman and colleagues' lessons to make the most of your time and resources? (p. 42)

- **How do you successfully discuss racial biases, which stir strong feelings?**

Examining data collectively and honestly is essential in evaluation, as Jennifer Ahn illustrates in a vignette about a Bay Area school in California that took an equity-centered approach to evaluating professional learning. What steps can you take to examine and address racial biases in evaluation methods and results, and how can you navigate strong feelings that arise? (p. 52)

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