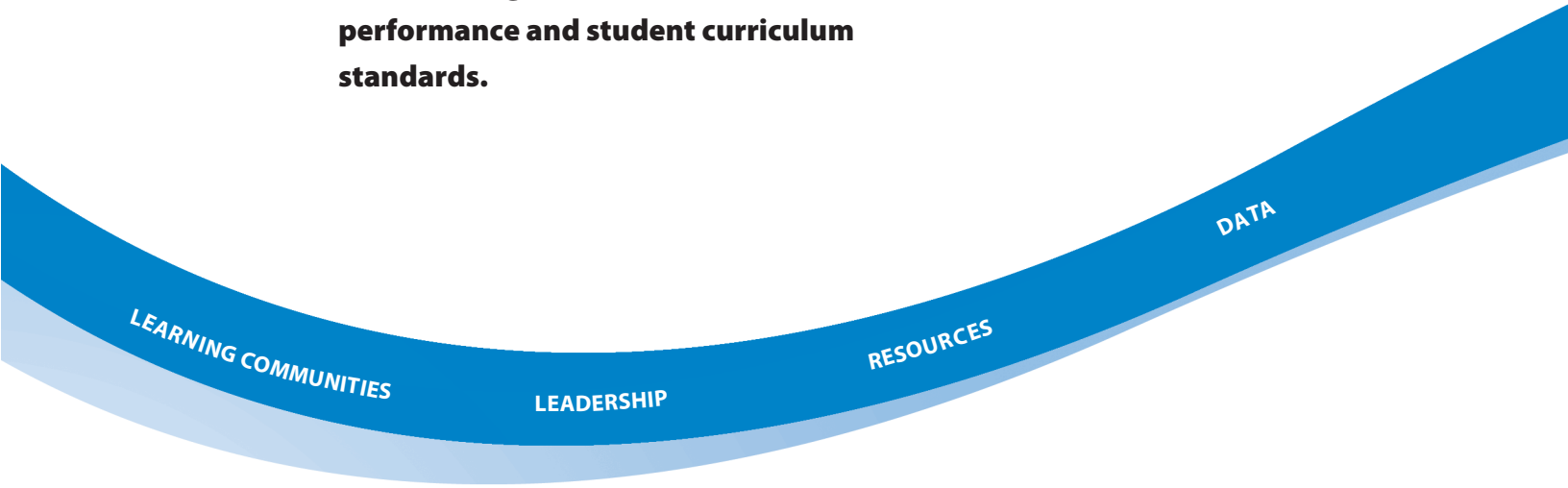Professional learning that increases educator effectiveness and results for all students **aligns its outcomes with educator performance and student curriculum standards.**

LEARNING COMMUNITIES

LEADERSHIP

RESOURCES

DATA

For all students to learn, educators and professional learning must be held to high standards. Professional learning that increases results for all students addresses the learning outcomes and performance expectations education systems designate for students and educators. When the content of professional learning integrates student curriculum and educator performance standards, the link between educator learning and student learning becomes explicit, increasing the likelihood that professional learning contributes to increased student learning. When systems increase the stakes for students by demanding high, equitable outcomes, the stakes for professional learning increase as well.

MEET PERFORMANCE STANDARDS

Educator performance standards typically de-

lineate the knowledge, skills, practices, and dispositions of highly effective educators. Standards guide preparation, assessment, licensing, induction, practice, and evaluation. Frequently regulated by government agencies, standards establish requirements for educator preparation, define expectations of an effective workforce, guide career-long professional learning of the education workforce, and set fair and reliable indicators of effectiveness for measuring educator performance.

Teacher standards specify what teachers need to know and do to deliver on the promise of an effective, equitable education for every student. Typical areas included in teacher standards are knowledge, skills, and dispositions related to content knowledge; pedagogy; pedagogical content knowledge; assessment; understanding how students learn; understanding how students' cognitive, social, emotional, and physical development influences their

learning; engaging students with diverse cultures, language, gender, socioeconomic conditions, and exceptionalities; engaging families and communities in student learning; creating learning environments; professional growth and development; and professional collaboration.

Standards for school and system leaders, like teacher standards, describe what effective leaders know and do so that every student and educator performs at high levels. Whether for teacher leaders or school or school system administrators, these standards delineate specific expectations for preparation, assessment, licensure, professional learning, practice, and evaluation of those engaged in leadership roles within a school or school system. Typical areas covered in leader standards include establishing a vision and strategic plan for effective learning; leading learning of students and staff; developing workplace culture to support learning; engaging in their own professional learning; managing facilities, workforce, operations, and resources; establishing effective relationships and communication systems; managing change; sharing leadership with others; engaging staff and families in decision making; understanding and responding to the diverse needs of students and communities; understanding and responding to cultural, political, social, legal, and financial contexts; and securing individual, team, school, and whole system accountability for student success.

Standards for other members of the education workforce delineate the unique knowledge, skills, qualities, and dispositions required of those in specialized roles. These roles include school nurses, guidance counselors, librarians, instructional coaches, resource personnel, classroom assistants, and other instructional and noninstructional staff who are vital to schools and school systems. Standards for advanced or specialized certification guide professional learning for those who seek career advancement or differentiated roles.

ADDRESS LEARNING OUTCOMES

Student learning outcomes define equitable expectations for all students to achieve at high levels and hold educators responsible for imple-

menting appropriate strategies to support student learning. Learning for educators that focuses on student learning outcomes has a positive effect on changing educator practice and increasing student

achievement. Whether the learning outcomes are developed locally or nationally and are defined in content standards, courses of study, curriculum, or curricular programs, these learning outcomes serve as the core content for educator professional learning to support effective implementation and results. With student learning outcomes as the focus, professional learning deepens educators' content knowledge, pedagogical content knowledge, and understanding of how students learn the specific discipline. Using student learning outcomes as its outcomes, professional learning can model and engage educators in practices they are expected to implement within their classrooms and workplaces.

BUILD COHERENCE

Coherence requires that professional learning builds on what educators have already learned; focuses on learning outcomes and pedagogy aligned with national or local curriculum and assessments for educator and student learning; aligns with educator performance standards; and supports educators in developing sustained, ongoing professional communication with other educators who are engaged in similar changes in their practice. Any single professional learning activity is more likely to be effective in improving educator performance and student learning if it builds on earlier professional learning and is followed up with later, more advanced work to become a part of a coherent set of opportunities for ongoing professional learning. Coherence also ensures that professional learning is a part of a seamless process that begins in the preparation program and continues throughout an educator's career and aligns tightly with the expectations for effectiveness defined in performance standards and student learning outcomes.

RELATED RESEARCH

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