

THROUGH THE LENS

OF LEARNING FORWARD'S STANDARDS FOR PROFESSIONAL LEARNING

LEARNING FORWARD'S STANDARDS FOR PROFESSIONAL LEARNING

Professional learning that increases educator effectiveness and results for all students ...

Learning Communities

... occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership

... requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources

... requires prioritizing, monitoring, and coordinating resources for educator learning.

Data

... uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs

... integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation

... applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes

... aligns its outcomes with educator performance and student curriculum standards.

Many of the articles in this issue of *The Learning Professional* demonstrate Learning Forward's Standards for Professional Learning in action. Use this tool to deepen your understanding of the standards and strategies for implementing them.

Ways you might use this tool include:

- Discuss the questions in a professional learning community;
- Share one or more articles from the issue with your staff and facilitate a conversation; and
- Do a self-assessment of what you have learned from this issue.

<p>STANDARD: LEARNING COMMUNITIES</p> <p>IN ACTION Several articles in this issue describe the benefits of districts and universities working together to strengthen the educator pipeline. Each institution has strengths to share with and needs that can be filled by the other. These partnerships can benefit the whole continuum of professional learning, from preparing and supporting new teachers, to cultivating teacher leadership, to preparing school and district leaders.</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • When you hear the phrase “district-university partnership,” what associations come to mind? What are your positive and negative assumptions? How can you look deeper than your initial impressions to explore opportunities you haven’t before? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • What role do partnerships with educational institutions outside your own play in your learning communities? What additional roles could they play, and what would it mean to make those institutions an integral part of your community? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>STANDARD: LEADERSHIP</p> <p>IN ACTION Teacher leadership can take many forms and have many benefits, as articles in this issue show. Whether as mentors, facilitators, or aspiring school and district leaders, teachers who build their leadership capacity contribute to their school communities in positive ways. In addition, by committing to ongoing growth, they become stronger teachers and models of learning for peers and students.</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • What types of teacher leadership roles exist in your school or district? Are there multiple pathways for teachers with different goals (e.g. mentoring new teachers, coaching, preparing for principalship)? If not, how can you broaden teacher leadership roles? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • Effective teacher leadership programs help participants grow as teachers themselves while building their capacity to support others’ growth. How will your teacher leadership initiatives balance these intertwined goals? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Learn more about Learning Forward's Standards for Professional Learning at www.learningforward.org/standards-for-professional-learning.