

# 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><b>STANDARD:</b> LEARNING COMMUNITIES</p> <p><b>IN ACTION</b> Learning networks for equity and antiracism can take many forms, including within-district collaborations (see Ahern and Cole, p. 40), cross-district networks (see Teitel and Anton, p. 33), and state collaboratives (see Pride, p. 30).</p>	<p><b>TO CONSIDER</b></p> <ul style="list-style-type: none"> <li>• What learning networks are available to you at local, regional, state, or broader levels to deepen your equity work? Or what steps could you take to start one?</li> </ul> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> <li>• What do you hope to get out of engaging in an equity-focused learning network?</li> </ul> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>STANDARD:</b> RESOURCES</p> <p><b>IN ACTION</b> Equity statements and initiatives without human, financial, and other resources amount to empty promises. Articles throughout this issue describe the elements and supports needed for professional learning to engage educators in deep and ongoing exploration of equity data, implicit bias, anti-racist practices, and other equity practices.</p>	<p><b>TO CONSIDER</b></p> <ul style="list-style-type: none"> <li>• Maurice Swinney says that chief equity officers need teams to “implement what the district says it values” and “deeply influence work across a district” (p. 10). Who is your core equity team and what resources can they leverage to build equity systemwide?</li> </ul> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> <li>• High-quality, culturally responsive curriculum and instructional materials are essential resources for achieving equity. Aimee Volk (p. 66), Brian Wright (p. 26), and Virginia Nguyen and Stacy Yung (p. 62) share recommendations for revisiting and reshaping curricula. To what extent have you examined the cultural responsiveness of your curricula and materials, and what will be your next steps?</li> </ul> <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](http://www.learningforward.org/standards-for-professional-learning).