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.

STANDARD:
LEARNING DESIGNS

IN ACTION

In high-quality professional learning, educators have opportunities to practice the strategies and skills they are expected to use with students. Leaders in the Partnerships for Social and Emotional Learning Initiative embody this approach for building SEL capacity among school and out-of-school time staff (p. 30). For example, professional learning leaders in Tulsa, Oklahoma, and Palm Beach County, Florida, apply a set of SEL "signature practices" in their own meetings.

TO CONSIDER

- What are some of the strategies you expect educators to use with students that you model and practice in professional learning? What additional student-facing strategies might you use in your professional learning?

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- Paige Kennedy from The Opportunity Project in Tulsa says that sometimes educators are so motivated to focus on students that professional learning leaders have to "constantly go back" and remind them to focus on themselves first. How do you maintain focus on adults' skills while keeping student goals in mind?

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STANDARD:
IMPLEMENTATION

IN ACTION

When a group of colleagues in San Antonio, Texas, set out to integrate social and emotional learning into math classes, they knew they needed to provide teachers with comprehensive, ongoing support (p. 36). They started with a set of core instructional strategies for SEL and resources for implementing them, next created multiple opportunities for "team-based, campus-based, and districtwide professional learning," and then integrated SEL into coaching.

TO CONSIDER

- SEL became part of ongoing instructional coaching to encourage teachers to integrate SEL skills with academics. What can you incorporate in your ongoing coaching that will support educators' and students' holistic needs?

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- Integrating SEL and academics required the coaches to break down barriers between departments and disciplines. What barriers do you need to break down to help your colleagues learn something new?

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