

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 IN ACTION</p> <p>Establishing norms for communication is an important part of building a learning community because norms can help build consistency and trust and lead to respectful and productive collaboration. Facilitators commonly ask groups to establish their own norms to foster ownership. But Joyce Lin and Ayanna Perry (p. 30) argue that this practice is problematic, especially with newly formed groups, because it “typically generates norms consistent with dominant perspectives and cultures,” and members from marginalized communities may not feel comfortable disagreeing with those dominant perspectives.</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • How do you establish and use norms in your learning communities? What assumptions are embedded in these processes? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • What do you think about Lin and Perry's recommendation of providing norms for new groups? What do you see as the pros and cons of that approach? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>STANDARD: IMPLEMENTATION IN ACTION</p> <p>Steven Katz and Jenni Donohoo (p. 20) recommend using protocols as a tool to guide quality implementation because protocols can help facilitators and groups avoid common pitfalls to collaboration. They also point out that protocols are “useful for leaning into the requisite complexity” of professional learning in a way that keeps the group focused on identifying problems, trying solutions, and assessing outcomes.</p>	<p>TO CONSIDER</p> <ul style="list-style-type: none"> • How do you use protocols in your professional learning (or, if you don't, how might you start)? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • What is one new area or topic for which you'd like to have a protocol? What steps will you take to identify or create it? <hr/> <hr/> <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.