

# Standards for Professional Learning

*Professional learning results in equitable and excellent outcomes for all students when educators ...*

## **EQUITY PRACTICES**

... understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.

## **CURRICULUM, ASSESSMENT, AND INSTRUCTION**

... prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.

## **PROFESSIONAL EXPERTISE**

... apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

RIGOROUS CONTENT FOR EACH LEARNER

*Professional learning results in equitable and excellent outcomes for all students when educators ...*

## **EQUITY DRIVERS**

... prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

## **EVIDENCE**

... create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.

## **LEARNING DESIGNS**

... set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.

## **IMPLEMENTATION**

... understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

TRANSFORMATIONAL PROCESSES

*Professional learning results in equitable and excellent outcomes for all students when educators ...*

## **EQUITY FOUNDATIONS**

... establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.

## **CULTURE OF COLLABORATIVE INQUIRY**

... engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

## **LEADERSHIP**

... establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.

## **RESOURCES**

... allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

CONDITIONS FOR SUCCESS