

# AT A GLANCE

## How Standards for Professional Learning lead to improvement for all learners

The graphic at left illustrates how professional learning leads to change for teachers and students and how Standards for Professional Learning ground that process. It is designed to help educators think about the connection among high-quality, standards-based professional learning and improvements for educators and students.

Standards for Professional Learning

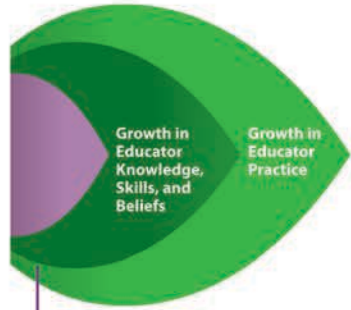
High-Quality Professional Learning for Educators

Growth in Educator Knowledge, Skills, and Beliefs

Growth in Educator Practice

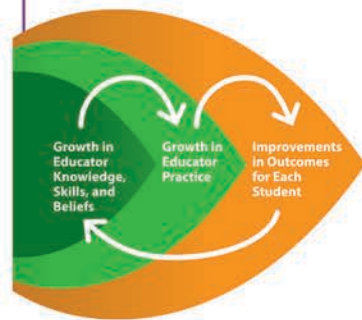
Improvements in Outcomes for Each Student

### As you use this graphic, keep in mind:

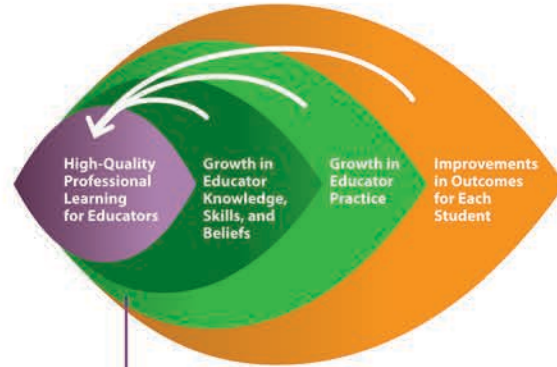


Although improved student outcomes are the ultimate goal of professional learning, evidence of changes in educator learning and growth are important steps in the process and valuable indicators of success.

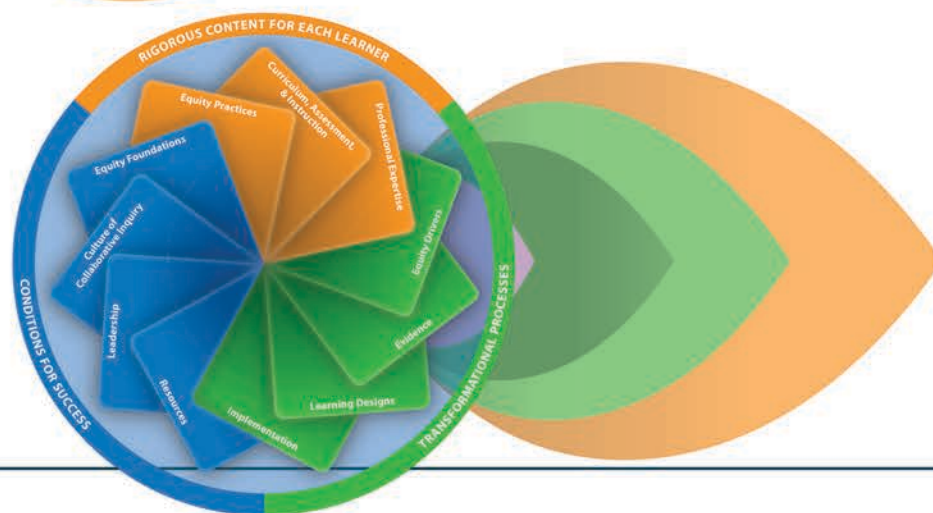
Educator growth encompasses many different components, including knowledge, skills, beliefs, and practices. The relationships among these components are reciprocal and not always linear. Sometimes, changes in practice lead to improved student outcomes, which in turn change educator beliefs.



Change is not a one-way process. In addition to professional learning driving improvement, educator learning and student outcomes should inform the design and evolution of professional learning.



As learning leads to constant evolution, standards continue to ground the entire system.



## What inspires you about revised Standards for Professional Learning?

Here are insights field leaders shared during recent webinars.

“The great thing about the standards is the wealth of information that’s operationalized so you’re not just given an encyclopedia of professional learning stuff. I am thinking about my earliest work as a principal, and I wish I had an Action Guide in hand as I was working with teacher leaders and they were asking me questions that I didn’t have the vocabulary for.”

— Marlon Williams, principal, Dr. Daniel Hale Williams School of the Arts Middle School, New York

“I cannot say enough about the amount of research that has gone into every standard. If you drill down into the Action Guides, [you’ll] find out about not only what that standard means, but case studies, specific articles, [and other resources that] are rooted in research. You’re not just trying something without knowing a history behind it.”

— Tara Isaacs, director of professional development & learning, Jefferson County Public Schools, Kentucky

“The equity lens that is overarching excites me because high-impact professional learning is definitely a practice of equity. The more learning systems we have — ones that are filled with curiosity, inquiry, implementation, monitoring, and support — the better chance we have in reaching our students so they thrive.”

— Leilani Scott, director of staff development, Gwinnett County Public Schools, Georgia

To view the kickoff webinars from which these quotes are excerpted, visit [learningforward.org/webinars/](http://learningforward.org/webinars/)

“What I am the most excited about is the focus on the role of curriculum and assessment and instruction — the role that professional learning can have in helping teachers teach their content. Part of this is through the role that high-quality instructional materials play [when] supported with curriculum-based professional learning.”

— Jim Short, program director, Carnegie Corporation of New York

“I want to acknowledge Learning Forward’s unrelenting commitment to equity and excellence. It takes courage and commitment, especially in the times that we’re living in, to speak up and out about the importance of equity in education. ... The three [equity standards] do an excellent job in laying out the equity landscape as we understand it.”

— Amy Colton, executive director, Learning Forward Michigan

“At the heart of our learning profession is the capacity for us to continually learn and develop expertise that is required in order to achieve the outcomes we want for all young people. That is the story we have locally, that is the story we have nationally, and that is the story we have globally. ... [The standards help us] ensure that our profession is adequate to the challenges that we have in promoting learning for all young people.”

— Anthony Mackay, CEO, National Center on Education and the Economy

### What about you?

Share your own insights and inspirations with us @learningforward #Stand4PL