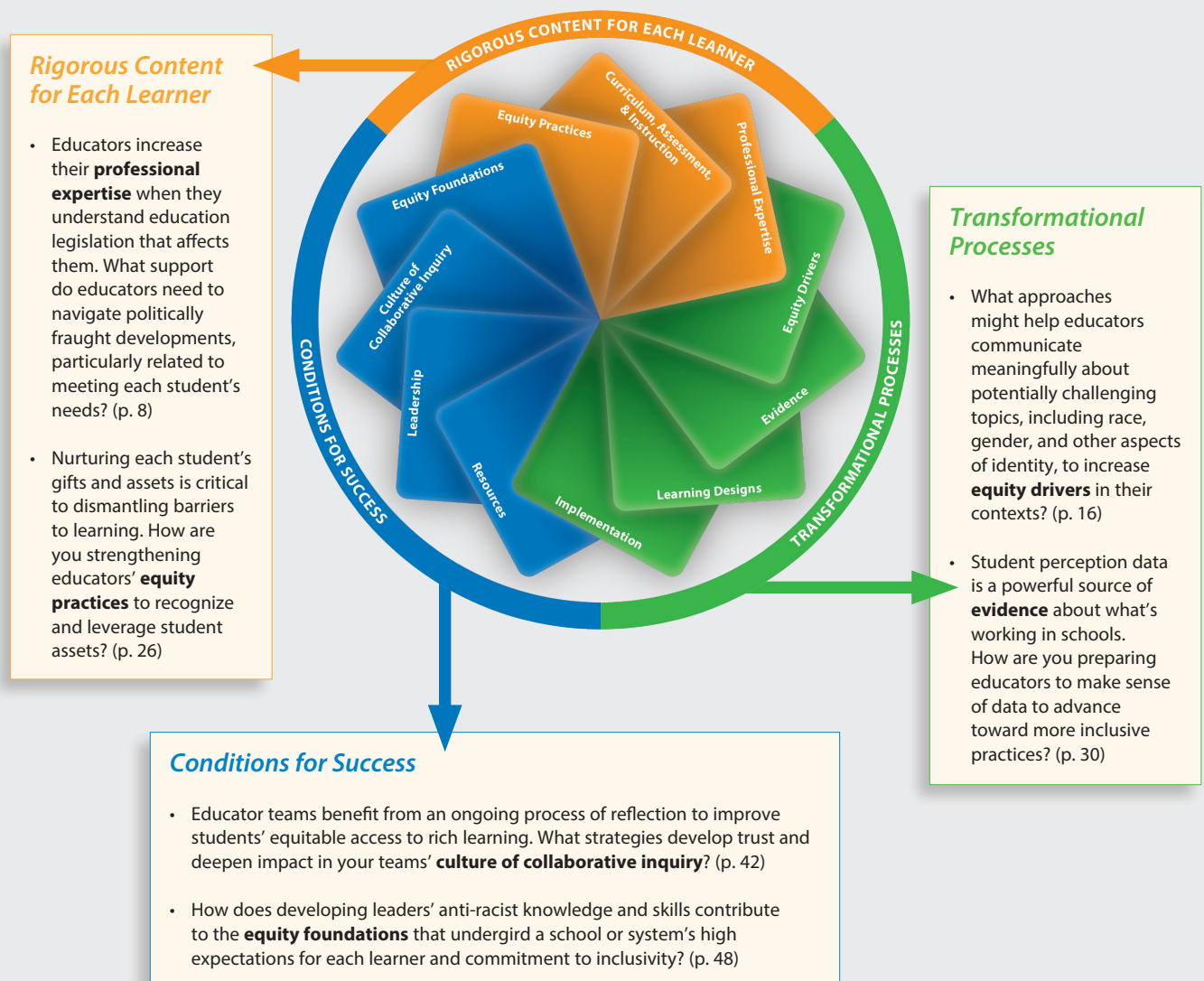# THROUGH THE LENS

OF LEARNING FORWARD'S STANDARDS FOR PROFESSIONAL LEARNING

Standards for Professional Learning describe the content, processes, and conditions of high-quality learning that makes a difference for students and educators. They are organized in a framework of three interconnected categories. Understanding each category and each standard can help learning leaders build systemic professional learning.

To help you deepen your understanding, this tool provides reflection questions that draw on articles from this issue of *The Learning Professional* and connect to standards from each category. You can use these questions to guide your reading of the articles or you can use them in conversations with colleagues — for example, during professional learning communities, observations, or planning discussions.

The page numbers after each question will take you to the article that corresponds to the question.

HOW TO IMPLEMENT STANDARDS TO DISRUPT INEQUITY

Rigorous Content for Each Learner

- Educators increase their **professional expertise** when they understand education legislation that affects them. What support do educators need to navigate politically fraught developments, particularly related to meeting each student's needs? (p. 8)

- Nurturing each student's gifts and assets is critical to dismantling barriers to learning. How are you strengthening educators' **equity practices** to recognize and leverage student assets? (p. 26)

Transformational Processes

- What approaches might help educators communicate meaningfully about potentially challenging topics, including race, gender, and other aspects of identity, to increase **equity drivers** in their contexts? (p. 16)

- Student perception data is a powerful source of **evidence** about what's working in schools. How are you preparing educators to make sense of data to advance toward more inclusive practices? (p. 30)

Conditions for Success

- Educator teams benefit from an ongoing process of reflection to improve students' equitable access to rich learning. What strategies develop trust and deepen impact in your teams' **culture of collaborative inquiry**? (p. 42)

- How does developing leaders' anti-racist knowledge and skills contribute to the **equity foundations** that undergird a school or system's high expectations for each learner and commitment to inclusivity? (p. 48)

Learn more about Learning Forward's Standards for Professional Learning at
standards.learningforward.org