WELCOME!

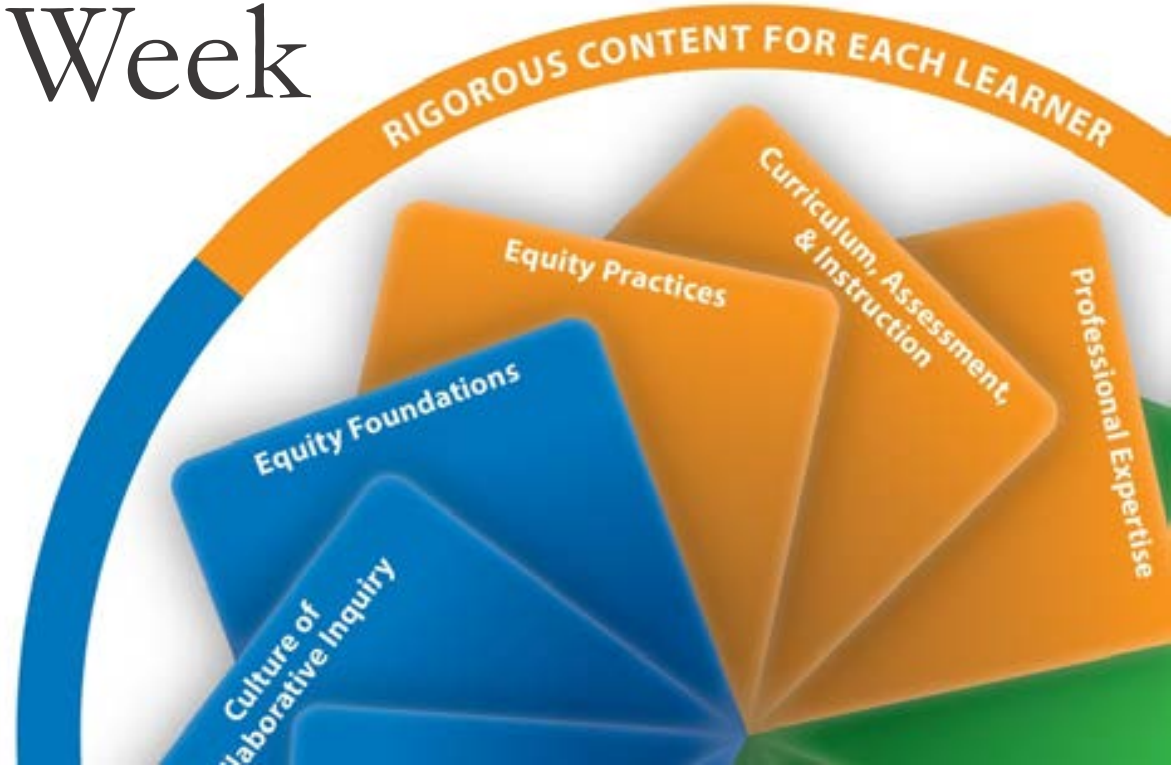
We will begin shortly.

If you can see the slide, you are all set.

All attendees are muted upon entry. Please use the chat feature for comments and questions during the webinar.

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

Standards for Professional Learning Week



April 24, 2023

One Year In: Standards for Professional Learning

Standards Week 2023

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
April 24 3 pm ET	**April 25 3 pm ET**	**April 26 3 pm ET**	**April 27 3 pm ET**	**April 28 3 pm ET**
One year in: Advancing outcomes for all learners • Reviewing the state of Standards after Year One • Improving learner outcomes by addressing specific challenges • **Tool:** Advancing Outcomes for All Learners	**Elevating educator voices and behaviors** • Sharing stories of Standards in context helps initiate implementation • Identifying key behaviors helps realize the vision of high-quality professional learning • **Tools:** Vignettes and Innovation Configuration maps	**Following policy pathways to support high-quality professional learning** • Policymaking impacts practice and can be integrated in various ways • **Tool:** Policy Pathways to Standards Implementation	**Examining impact** • How assessment of professional learning can lead to greater impact of leading, teaching, and learning • **Tool:** The Standards Assessment Inventory (SAI)	**Embedding equity for all** • Identifying common equity challenges and exploring various resources for aligned support • **Tool:** Selected Resources for Equity Challenges

The sessions will be recorded and available at standards.learningforward.org.

One year in: A conversation about Standards progress

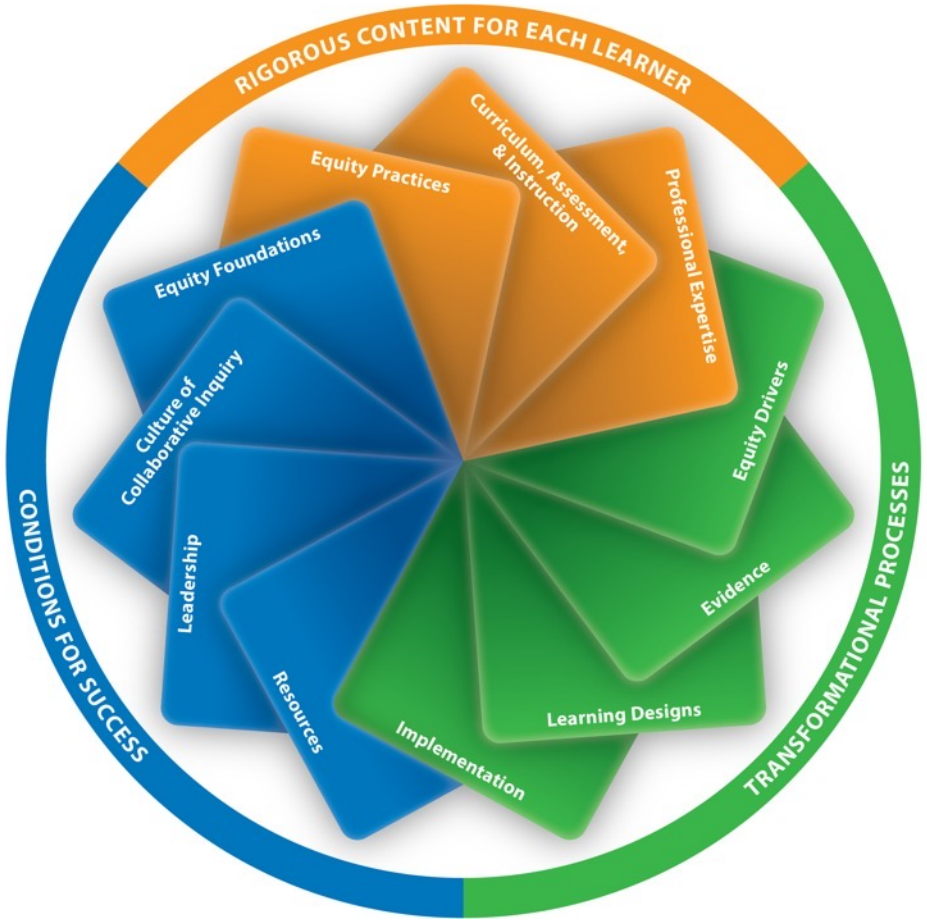
Segun Eubanks

Director, Center for Education Innovation and Improvement, University of Maryland

Learning Forward Board Past President (2022)

Why Standards for Professional Learning?

- *Standards for Professional Learning* is grounded in evidence from the use of past standards and insights from the field.
- A literature review and meta-analysis conducted by AIR (American Institutes for Research) found "consistent evidence that program alignment with the Learning Forward Standards for Professional Learning is associated with improved teacher instruction and student achievement outcomes."



The research overview and links to meta-analysis is available at standards.learningforward.org

AIR meta-analysis

Using meta-analysis to understand professional learning standards.

Featured Resource

How Learning Forward's Standards for Professional Learning Are Associated With Teacher Instruction and Student Achievement: A Meta-Analysis

Read the results of the GTL Center's systematic review and meta-analysis of the Learning Forward Standards for Professional Learning to better understand the relationship between the standards and teacher and student outcomes.

Client
Learning Forward

Project
Conducted a systematic review and meta-analysis to understand how evidence of the Learning Forward Professional Learning Standards in professional learning programs is associated with teacher instruction and student achievement outcomes.

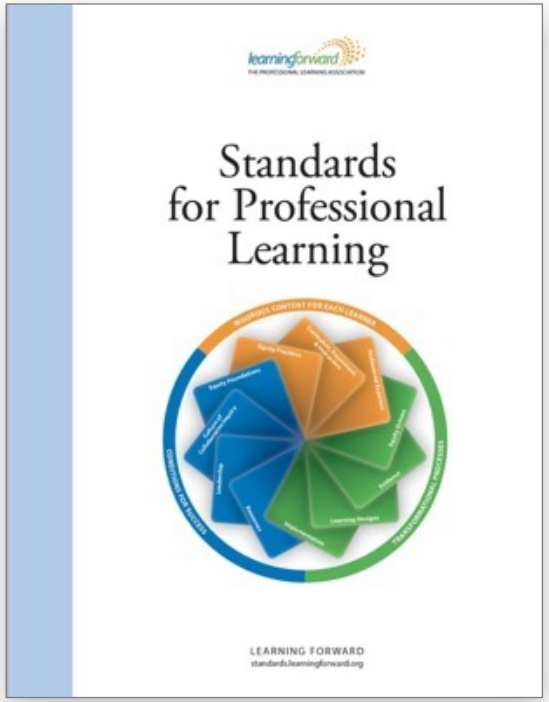
Findings
The GTL Center found consistent evidence that program alignment with the Learning Forward Standards for Professional Learning is associated with improved teacher instruction and student achievement outcomes. Investments in professional learning can yield meaningful improvements in student achievement, and the benefits for students come through improvements in instruction.

Team
Rachel Garrett, GTL Center Project Lead
Qi Zhang, GTL Project Support
Martyna Citkowicz, GTL Project Support
Lauren Burr, GTL Project Support, American Institutes for Ressearch

Findings overview

The **2022 Standards** have a large positive effect on instruction and student achievement:

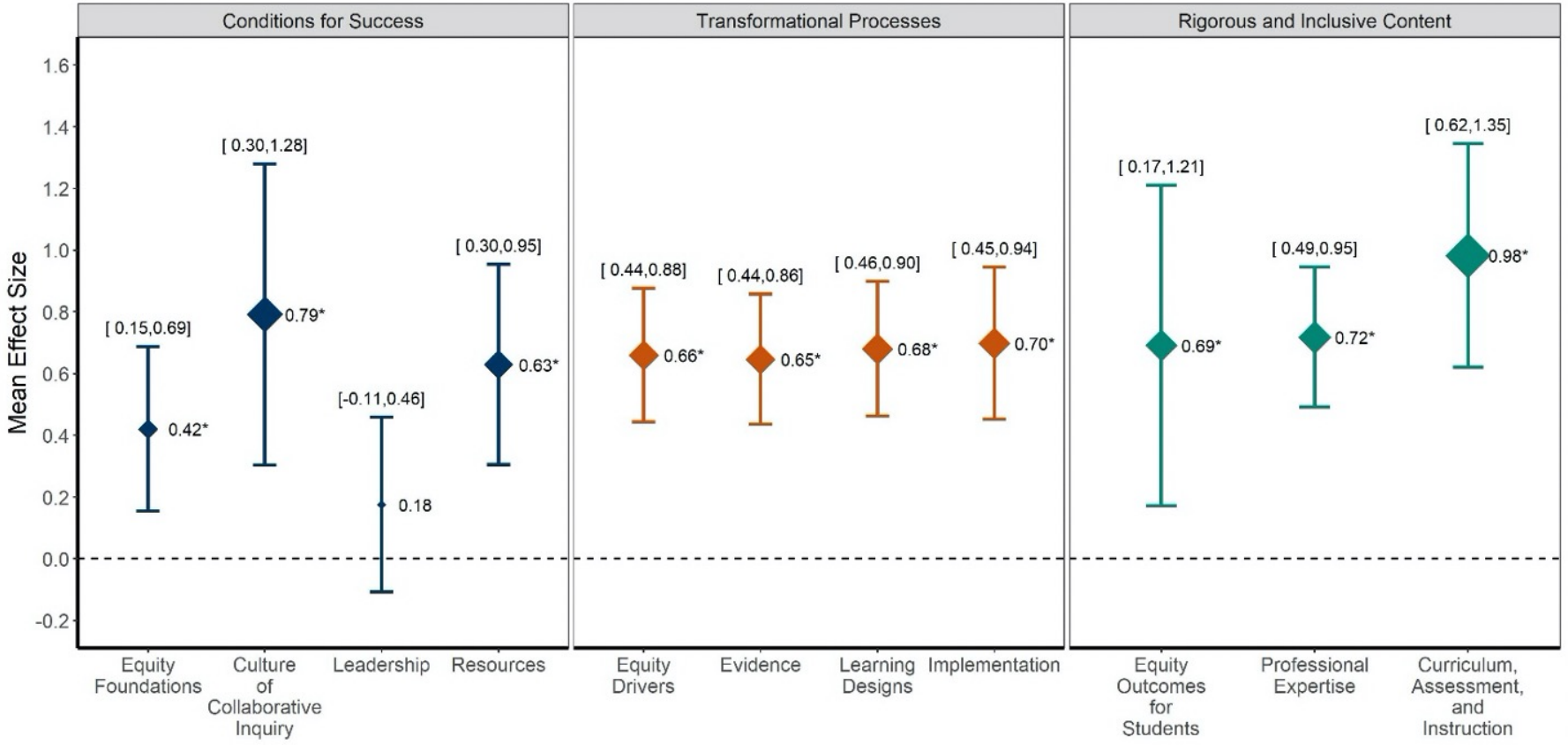
- Each of the 2022 Standards was positively associated with teacher instruction and positively and significantly associated with student achievement.
- Range of effect sizes, but all are significantly different from zero.
- Positive but nonsignificant effect for the revised Leadership Standard; teams are investigating why this is and pointing to other research in our own publication.
- Report from AIR also points to areas in need of further research, AND areas that are better understood through qualitative research such as case studies (especially related to the conditions/context that support high-quality professional learning).



Finding

The **2022 Standards** have a significant positive effect on teacher instruction:

Figure 5: Average Effect Sizes of Teacher Instruction for Each 2022 Professional Learning Standard



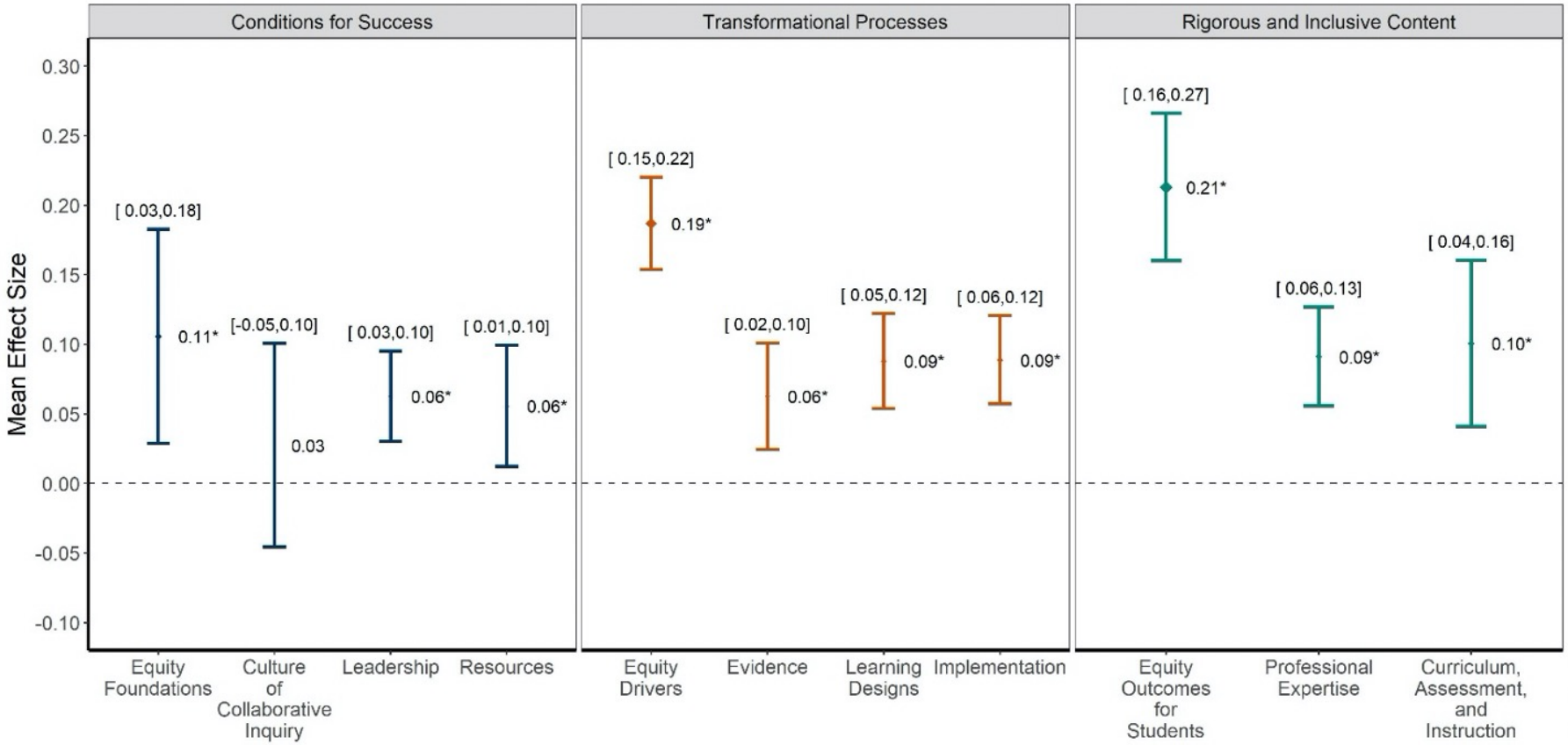
* statistically significant at α = 0.05

Notes. Mean effect sizes for the 2021 standards based on teacher instructional observation outcomes. 48 studies, 52 interventions, and 296 effect sizes were represented in the meta-regression models. The models controlled for publication type and level of random assignment.

Finding

The **2022 Standards** have a significant positive effect on student achievement:

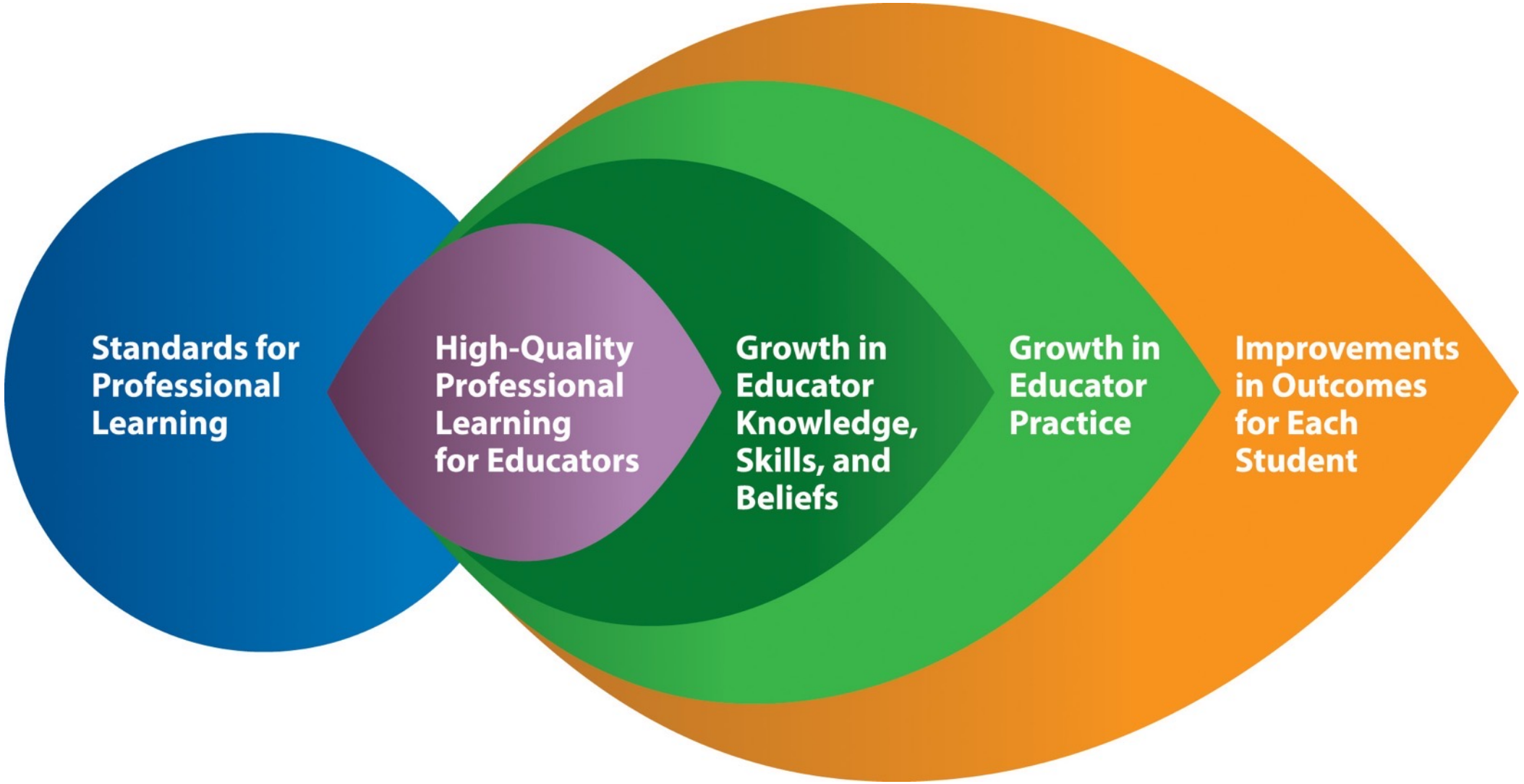
Figure 6: Average Effect Sizes of Student Achievement for Each 2022 Professional Learning Standard



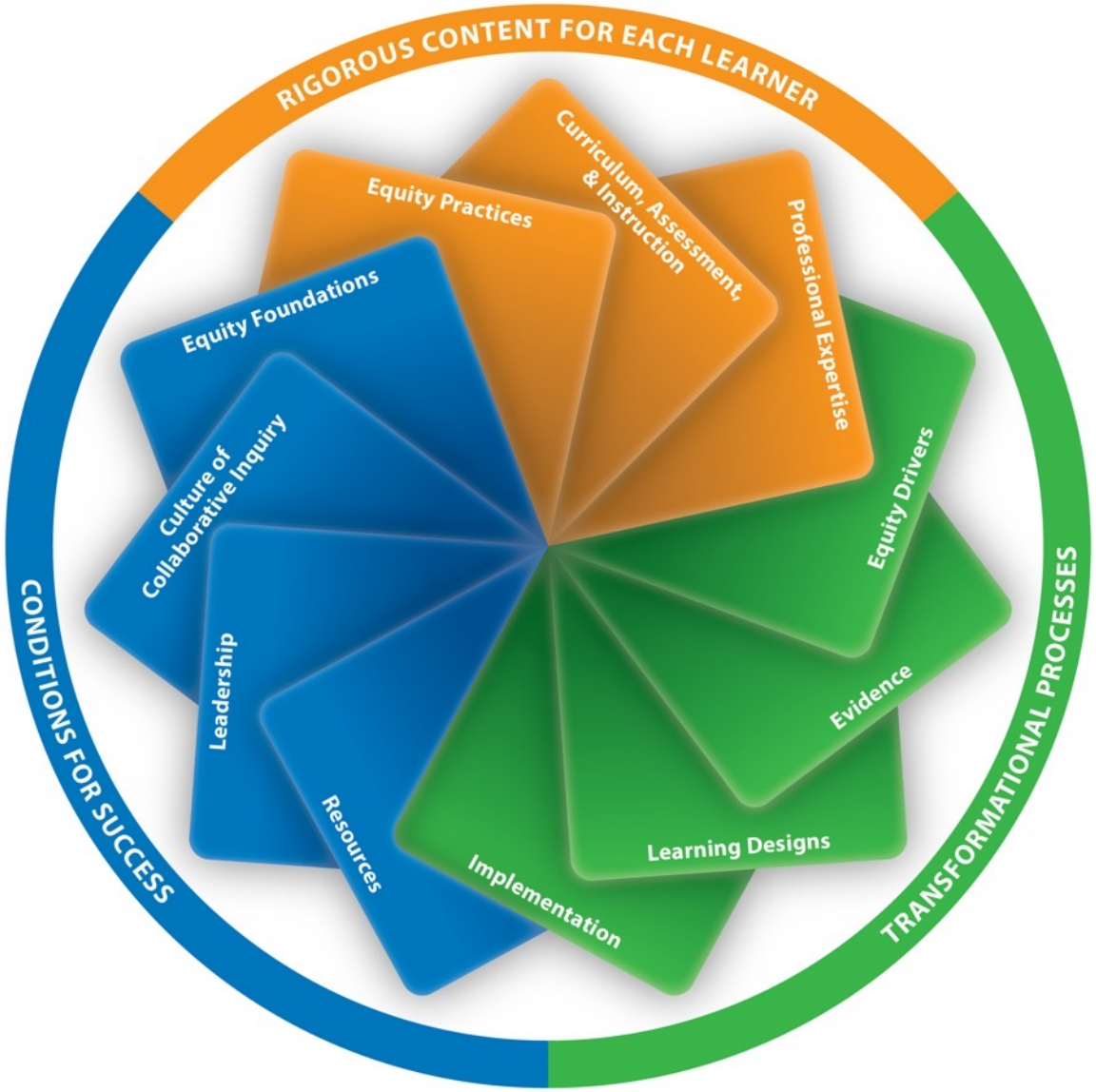
* statistically significant at α = 0.05

Notes. Mean effect sizes for the 2021 standards based on student achievement outcomes. Thirty-four studies, 38 interventions, and 186 effect sizes were represented in the meta-regression models. The models controlled for publication type, level of random assignment, and type of achievement measure (standardized or researcher developed).

How standards lead to improvement for all learners

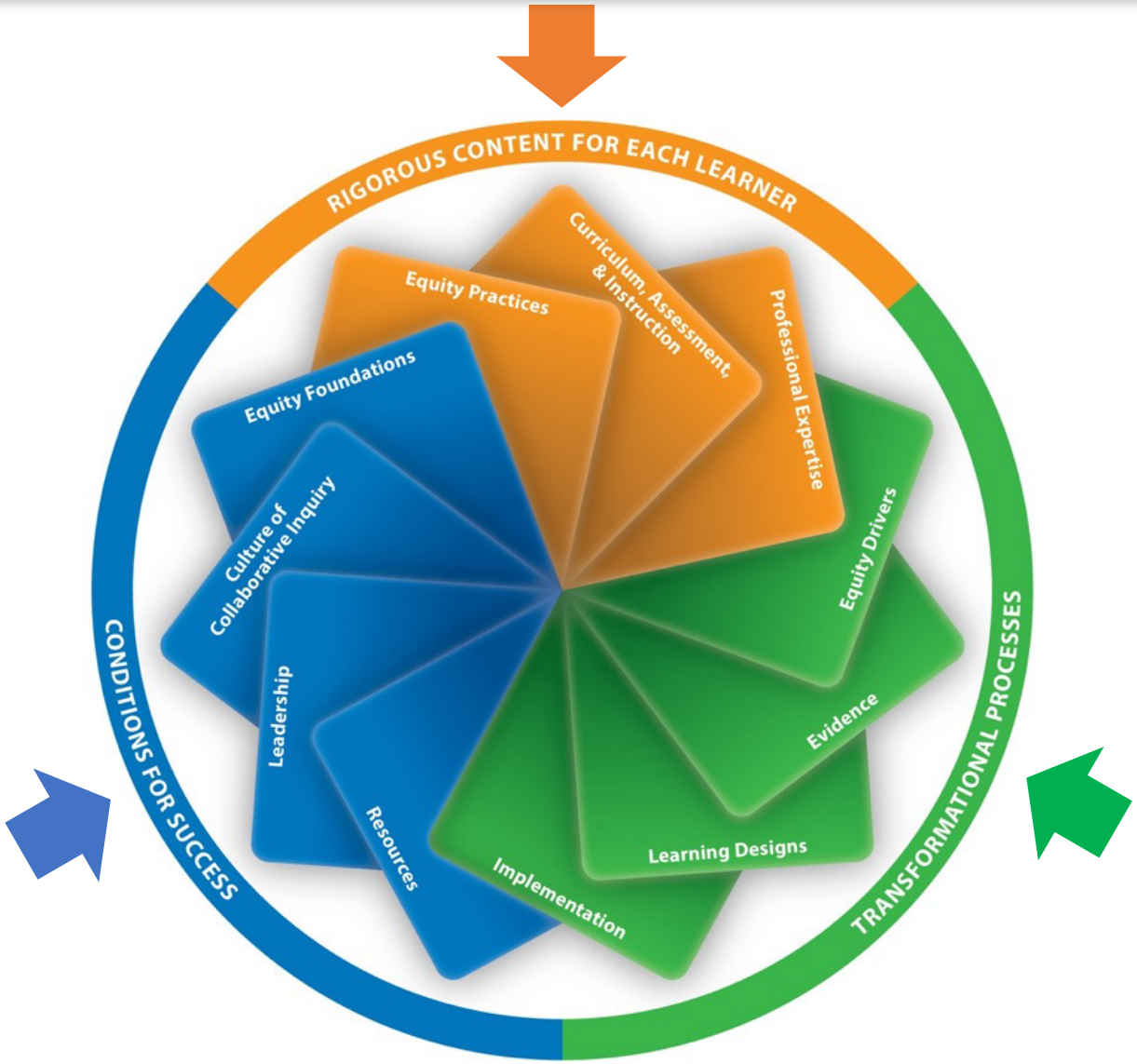


Standards work in concert within a system framework



The frames

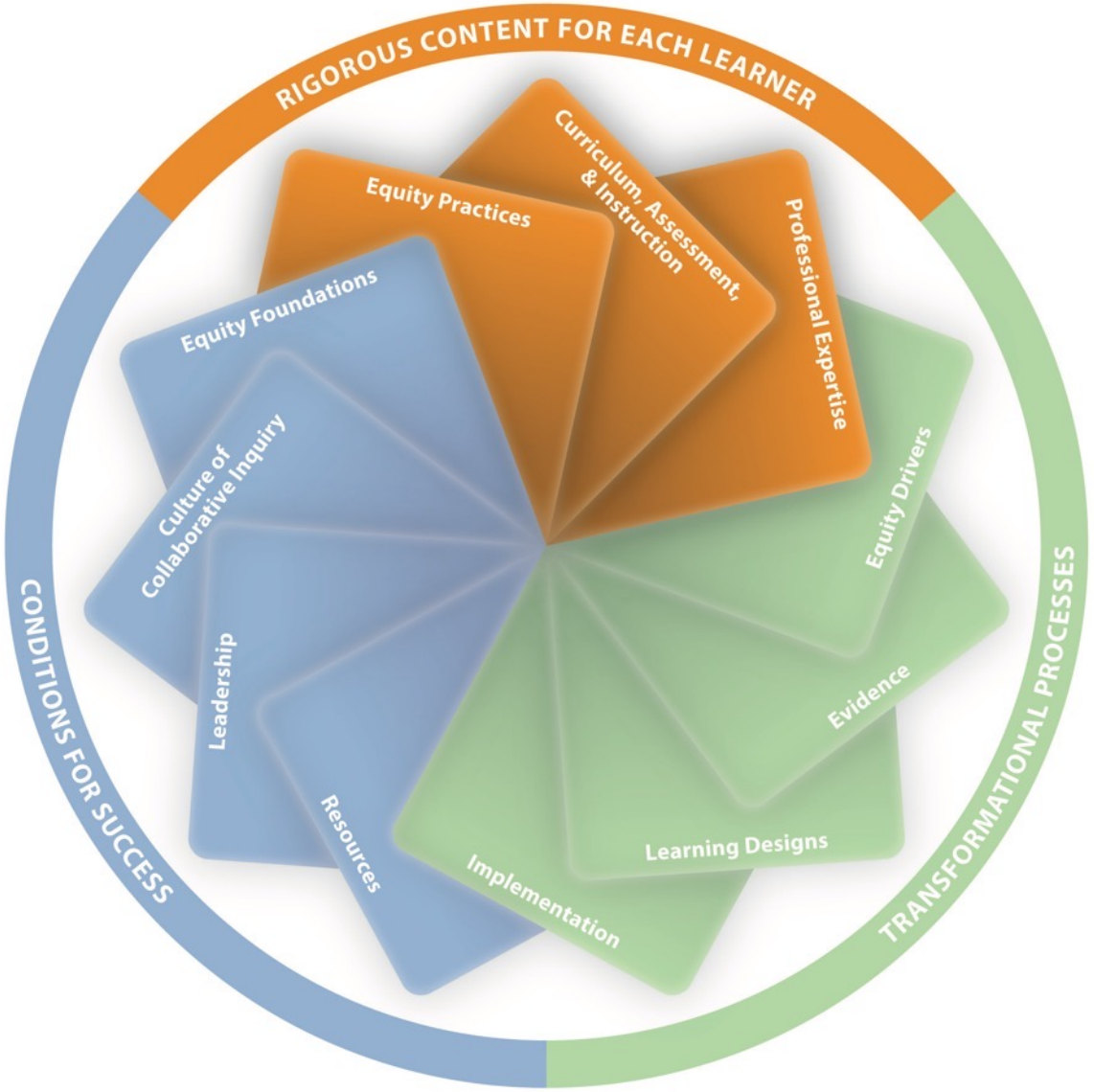
- Rigorous content for each learner
- Transformational processes
- Conditions for success



A system framework

Rigorous content for each learner

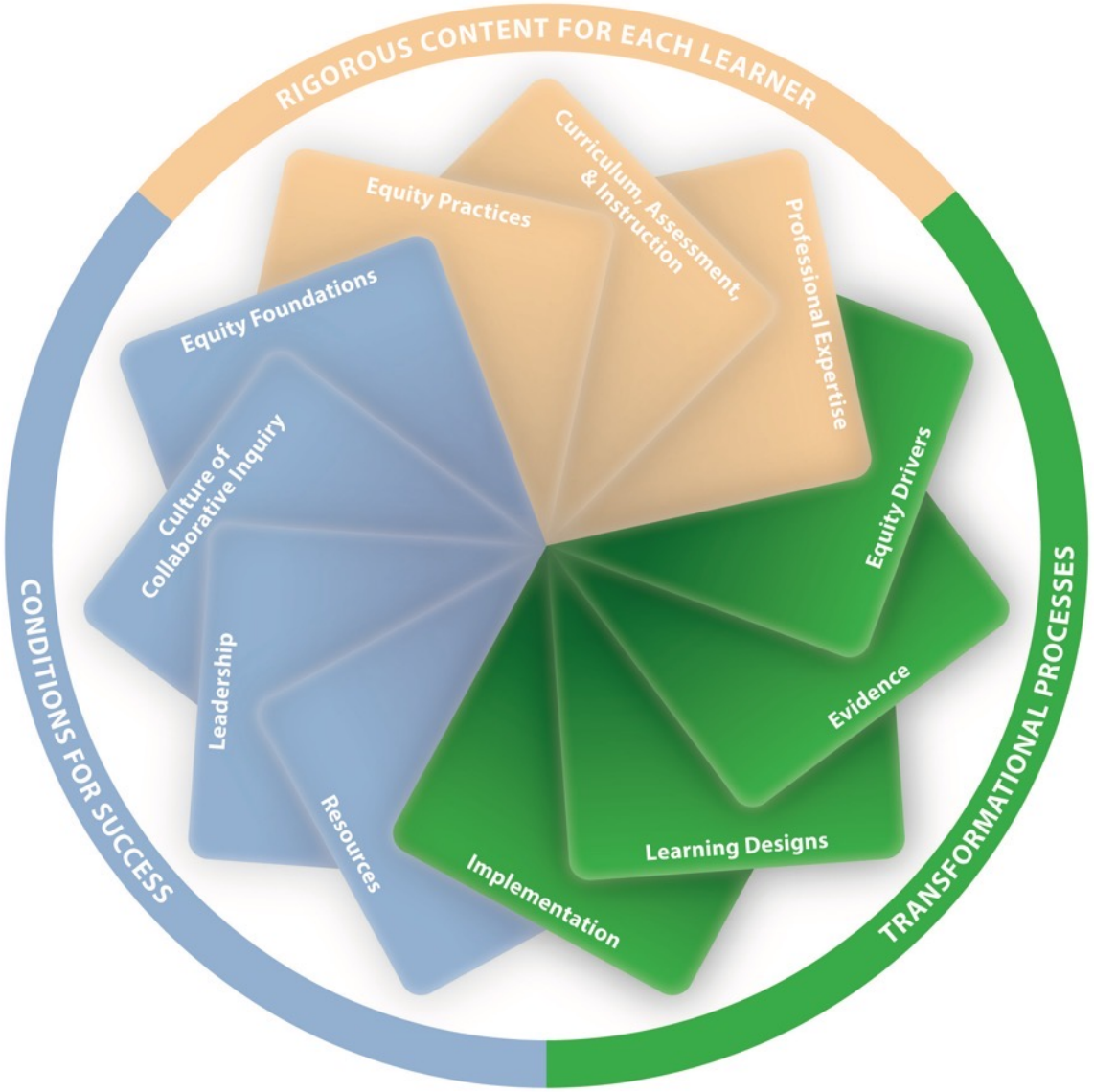
The essential content of adult learning that leads to improved student outcomes



A system framework

Transformational processes

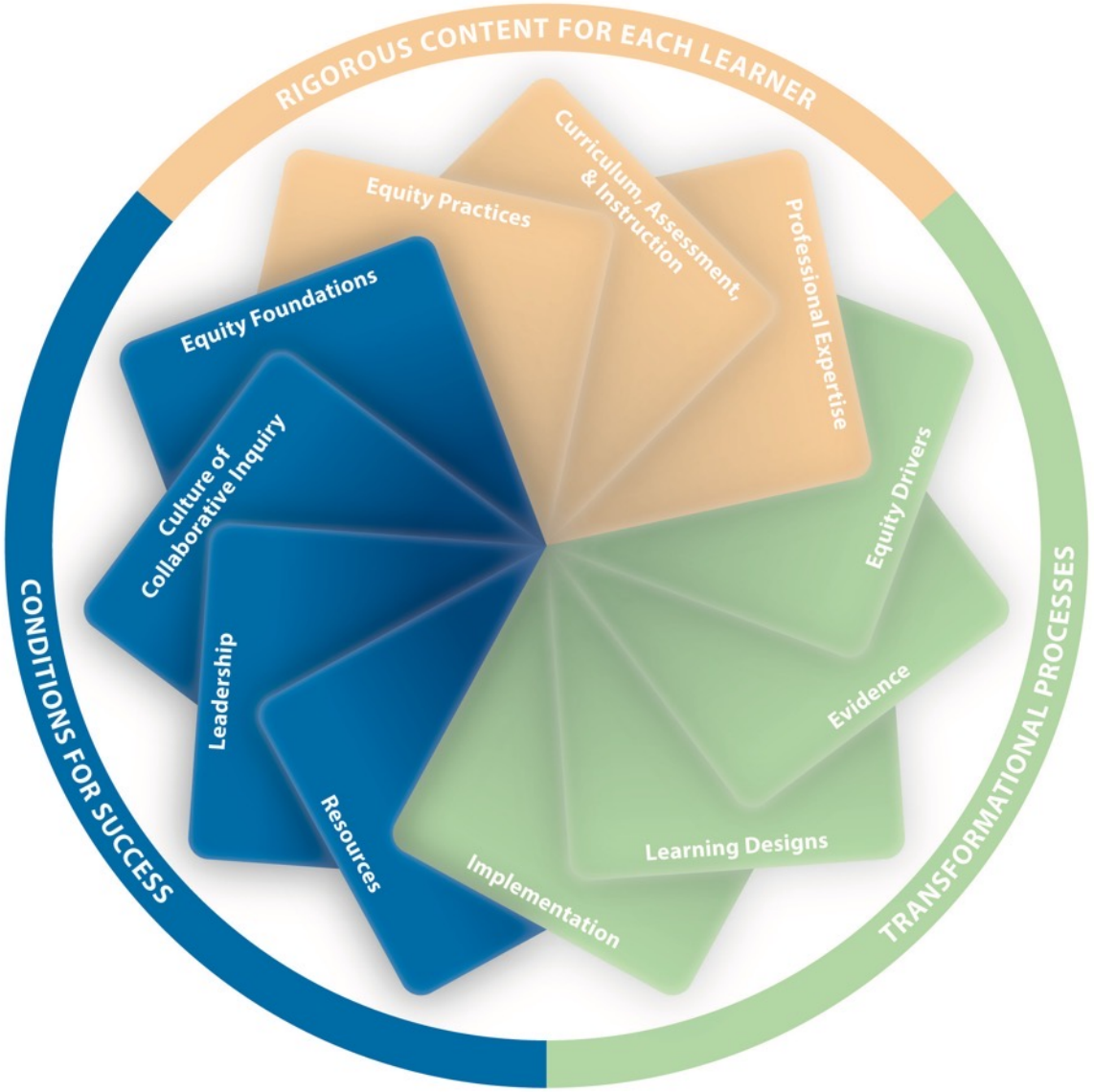
Process elements of professional learning that explain how educators sustain significant changes in their knowledge, skills, practices, and mindsets



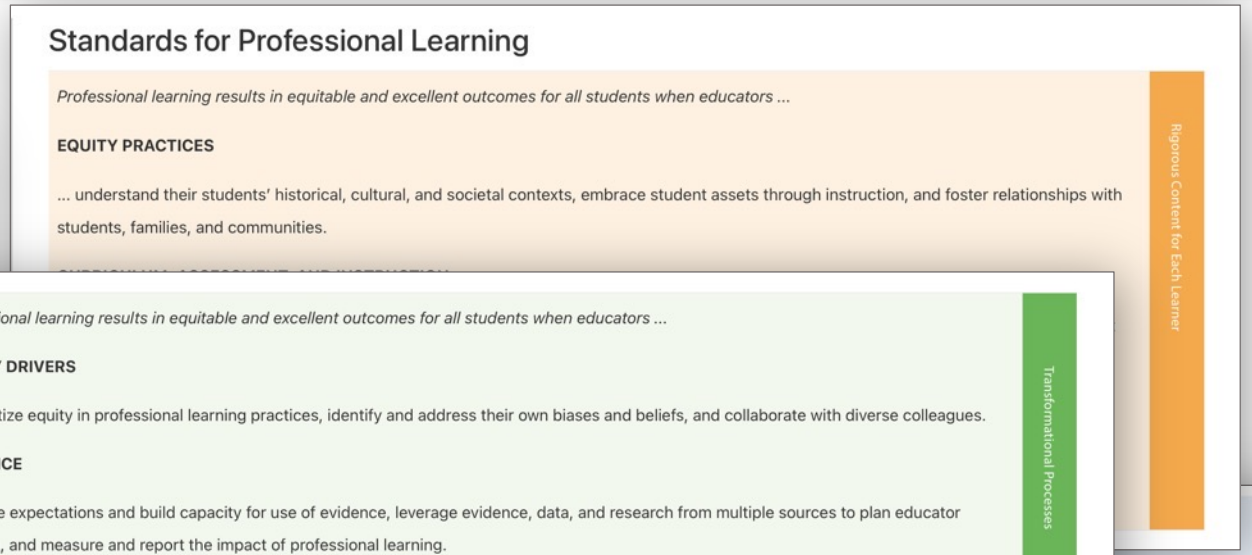
A system framework

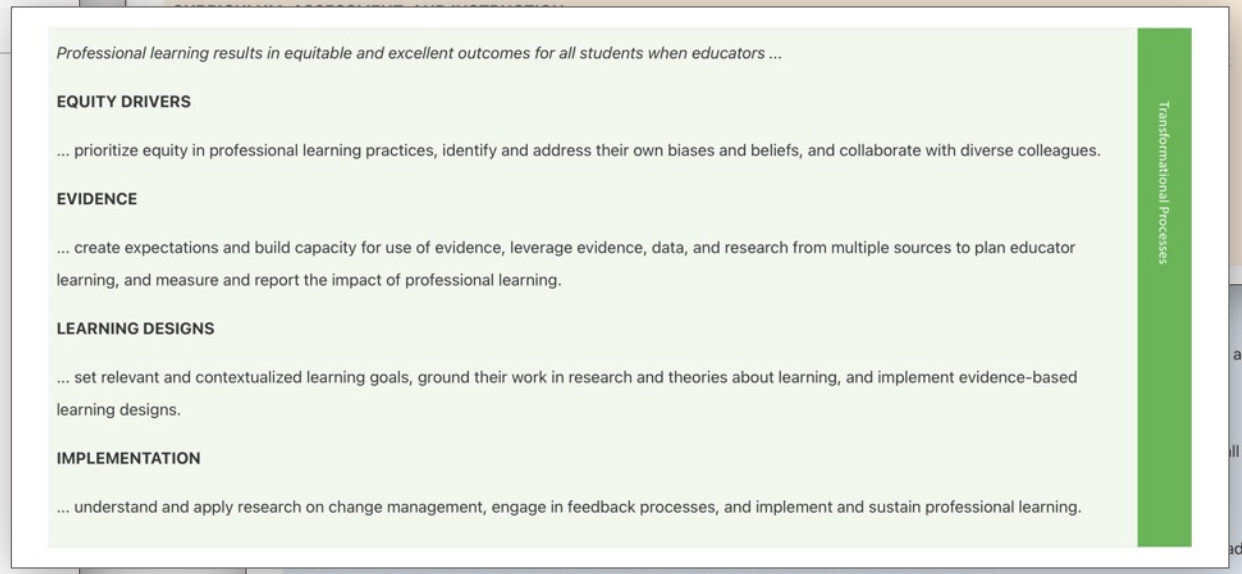
Conditions for success

Aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning



Standards summaries





https://standards.learningforward.org/standards-for-professional-learning/#

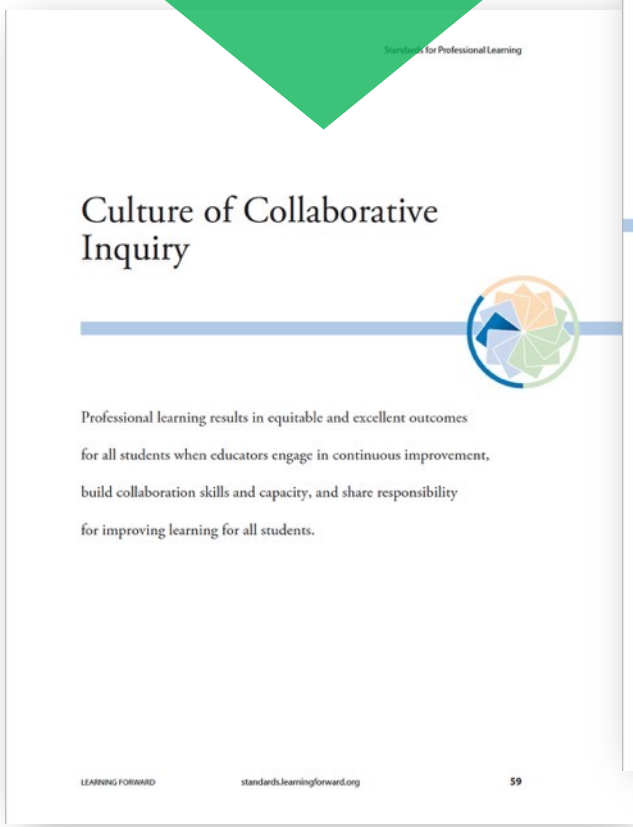
What is included in each standard?

Common stem

Three components or concepts are included in the narrative

Linkages with other standards suggest how these components work together to create a system

Selected research is listed at the end of each standard



Standards for Professional Learning

Culture of Collaborative Inquiry

Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

Culture of Collaborative Inquiry

When educators at every role, grade level, and content area collaborate for continuous improvement and support their colleagues' ongoing learning and development, they increase learning opportunities for each student. They simultaneously develop individual and collective knowledge and expertise and commit to collective responsibility so together they can better meet student needs.

Educators engage in strategic and consistent processes to develop the habits of mind and practices that make collaboration effective, and they embrace continuous learning as a shared responsibility and privilege. Collaborative learning is more than a particular design or format. Rather, it is a holistic approach to professional learning and a key contributor to a culture of sustained improvement.

Superintendents, principals, and leaders of professional learning establish expectations for collective improvement and protect time and resources that support ongoing learning. Leaders of professional learning become experts in collaborative inquiry and support their colleagues in using continuous improvement approaches and understanding their value. Educators in all roles commit to building their knowledge and skills to learn in concert, remaining open and curious about their students and colleagues, and supporting one another to achieve the goal of improved learning for all students.

Here are the main constructs of the Culture of Collaborative Inquiry standard.

EDUCATORS ENGAGE IN CONTINUOUS IMPROVEMENT.

Educators recognize that embedding continuous improvement structures and practices into their day-to-day work strengthens their knowledge and skills, especially related to their ability to collaborate to improve outcomes for all students. Educators use research, school and system goals, and professional expertise to identify the most relevant and promising collaborative continuous improvement approach and engage in professional learning related to the processes, expectations, and tools that will support them as they work toward shared goals and document, analyze, and improve their practices.

In the continuous improvement process, educators develop shared goals and then document, collaboratively analyze, and improve their practices, reflecting together along the way. They recognize that achieving long-term goals takes time, persistence, and trusting relationships as well as regular cycles of planning, learning, testing, data collection, and analysis.

Educators define a shared problem of practice based on relevant data and an understanding of their own context and challenges, such as addressing student learning variability, implementing curriculum, aligning content across courses, or strengthening instruction. Educators identify potential small-scale improvements to implement and test.

Learning from each continuous improvement cycle informs the next, as incremental changes lead to major improvements. Educators are comfortable with some uncertainty about the outcomes of the

test they are about to undertake because they will look at the results together and reflect about success, failure, and any needed adaptations.

As their confidence in the learning process and in each other grows, educators become more transparent about their own learning and increasingly willing to make changes that raise and accelerate student achievement. Educators recognize that improvements are multiplied when they depersonalize their practice by sharing information about the results of any strategies they test. They open their doors literally and figuratively to invite observations by peers and constructive feedback dialogues about successes and challenges.

Educators understand that, individually and collectively, they influence student growth, and they believe that each improvement in their mindsets, knowledge, or skills leads to an improvement in student outcomes. They trust their colleagues will support them when they risk failure to test a new instructional strategy or acknowledge a blind spot in their approach to student learning. In turn, they support their colleagues as they do the same.

EDUCATORS BUILD COLLABORATION SKILLS AND CAPACITY.

Professional learning increases educators' knowledge about the benefits of collaboration and strengthens their capacity and skills to collaborate. Together, educators identify, practice, assess, and refine the skills and practices that foster collaboration. They seek opportunities to practice collaborative skills such as active listening, ensuring parity among speakers, respecting diversity of opinions, and shared decision-making.

They increase their knowledge about collaborative professional inquiry and practice skills such as rigorous questioning and discussions about relevant topics such as student work, classroom observations, instructional practice, and patterns in student data. They increase their capacity to engage in and learn from conflict and are intentional about when and how they seek consensus or compromise to determine next actions.

Collaboration varies by educator role. For instance, classroom educators might participate in school-based collaborative inquiry teams to implement, support, and assess evidence-based and inclusive instructional strategies to achieve the goal of academic success for each student. School or district leaders might collaborate in a network to collaboratively analyze which of their collective efforts have an impact and should be continued.

At every level, educators use established

LINKS TO OTHER STANDARDS

Educators use the Standards for Professional Learning together to inspire and drive improvement. Each of the 11 standards connects to the other standards to support a high-functioning learning system. Here are some of the ways the Culture of Collaborative Inquiry standard connects to other standards:

- The **Professional Expertise** standard establishes content and skills essential to particular roles and functions that complement collaborative inquiry knowledge and practices.
- The **Evidence** standard addresses the importance of using research and evidence in selecting intervention and setting goals.
- The **Equity Foundations** standard highlights the role of professional learning in setting expectations, creating structures, and sustaining a productive culture.

frameworks and protocols to ensure that collaboration is directly relevant to their day-to-day work and focused on instruction that improves outcomes for all students.

Educators ensure their collaboration is purposeful, informed by student needs, and tightly focused through frequent team meetings, either in person or virtual, and adherence to shared norms that support the learning cycle, such as time for reflection and being transparent about goals and data.

Educators align their learning goals across teams as well as to school, district, and system priorities to ensure that collaborative learning is directly tied to improving student outcomes. Educators use protocols, templates, and tools to support the development and use of shared language, engagement of stakeholders and policymakers, and common methods for collecting and analyzing data and evidence.

Educators recognize the importance of establishing trusting relationships to build a culture of collaborative inquiry. They study what contributes to trust and why trust is important among educators as well as with families and caregivers, students, and community members. They recognize that establishing trust among peers

is different from establishing trust among educators with different levels of authority or for those in supervisory positions.

EDUCATORS SHARE RESPONSIBILITY FOR IMPROVING LEARNING FOR ALL STUDENTS.

Educators hold themselves and their colleagues responsible for making progress toward the goals they have established, rather than placing responsibility on the students or external actors. Individual educator learning is valuable in improving each teacher's agency and self-efficacy.

That learning is even more valuable when it adds to the knowledge and understanding of a team of colleagues and is leveraged for improvement and collective efficacy — the belief that they as educators are having a positive impact on student outcomes. Educators invest in others' professional growth because it builds trust over time as engagement deepens and improves and ultimately leads to better and more equitable student learning.

Educators assume responsibility for each and every student and are accountable to each other for progress toward shared goals for students. Educators hold themselves accountable through the analysis of data throughout the learning process to ensure each student's access to and opportunity for challenging learning and to identify students who need additional support.

Mutual accountability includes looking closely at whether colleagues provide opportunities to learn for every student and developing strategies to address any inequities. To inform this shared effort, educators observe and are observed by peers and identify opportunities to learn from each other's professional experience and research. These feedback-rich relationships extend across grade levels, teams, and content areas.

Educators commit to engaging in a formative assessment process of their own learning as well as to shared reflection. They also commit to being reliable, constructive colleagues who focus on how their individual and collaborative contributions improve instruction for all students. They reflect on evidence of their shared impact as a way to build collective efficacy and celebrate their positive influence on student outcomes.

Honoring this shared commitment, educators try to view questions and even conflict as productive, leading to a better shared understanding of how they work cooperatively to improve teaching and learning. Educators value the ways in which shared responsibility and mutual respect for expertise creates opportunities for meaningful educator agency and for both formal and informal leadership.

SELECTED RESEARCH

Campbell, C., Osmond-Johnson, P., Faubert, B., Zeichner, K., & Hobbs-Johnson, A. (with Brown, S., DaCosta, P., Hales, A., Kuehn, L., Sohn, J., & Steffensen, K.). (2017). *The state of educators' professional learning in Canada: Final research report.* Learning Forward.

Donehoo, J. (2013). *Collaborative inquiry for educators: A facilitator's guide to school improvement.* Corwin.

Donehoo, J., Hattie, J., & Eells, R. (2018, March 1). *The power of collective efficacy.* ASCD. www.ascd.org/publications/educational-leadership/mar18/vol75/num06/The-Power-of-Collective-Efficacy.aspx

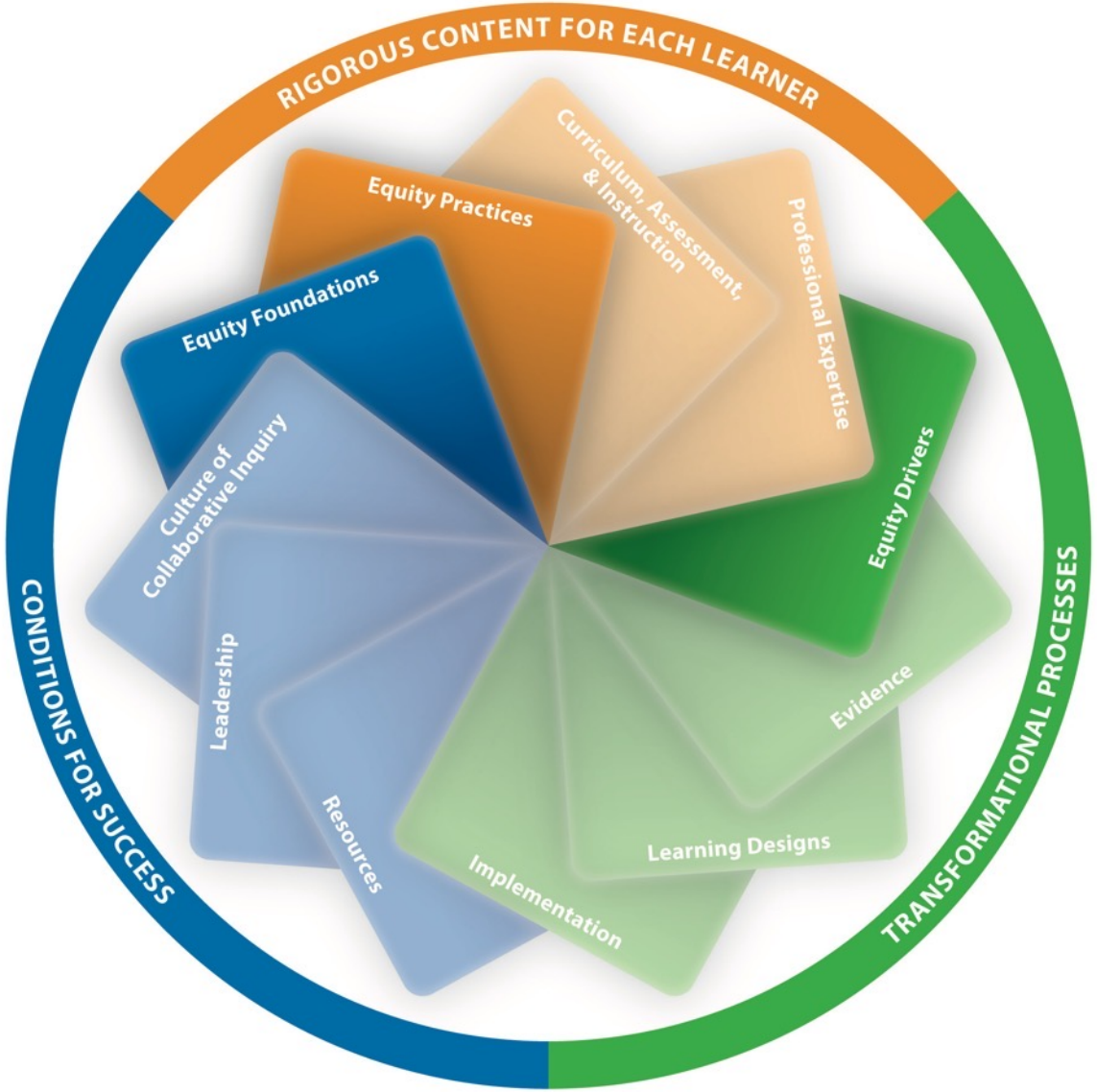
Goddard, Y.L. & Minjung, K. (2018). Examining connections between teacher perceptions of collaboration, differentiated instruction, and teacher efficacy. *Teachers College Record, 120*(1), 1-24.

Hargreaves, A. & Fullan, M. (2012). *Professional capital: Transforming teaching in every school.* Teachers College Press.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning.* Routledge.

Jensen, B., Sonnemann, J., Roberts-Hull, K., & Hunter, A. (2016). *Beyond PD: Teacher professional learning in high-performing systems.* National Center on Education and the Economy.

Explicit, inclusive equity standards



Gaining momentum as a go-to resource

- Pageviews
  168,107
- Unique pageviews
  130,549
- Tool downloads
  5,559
- Video views
  173
- Global website visitors
  39,965

Additional resources

Visit standards.learningforward.org for resources useful for sharing, studying, and implementation of Standards for Professional Learning*

Resources include:

- Role-based action guides
- Innovation configuration maps
- Quick-start guide
- Research resources
- Policy tools

* Some resources are available in full to anyone who visits standards.learningforward.org, while others require membership in Learning Forward.

Behind the Scenes:

Advancing Outcomes for All Learners

w/ Dr. Segun Eubanks

April 24, 2023

Tool: Advancing Outcomes for All Learners

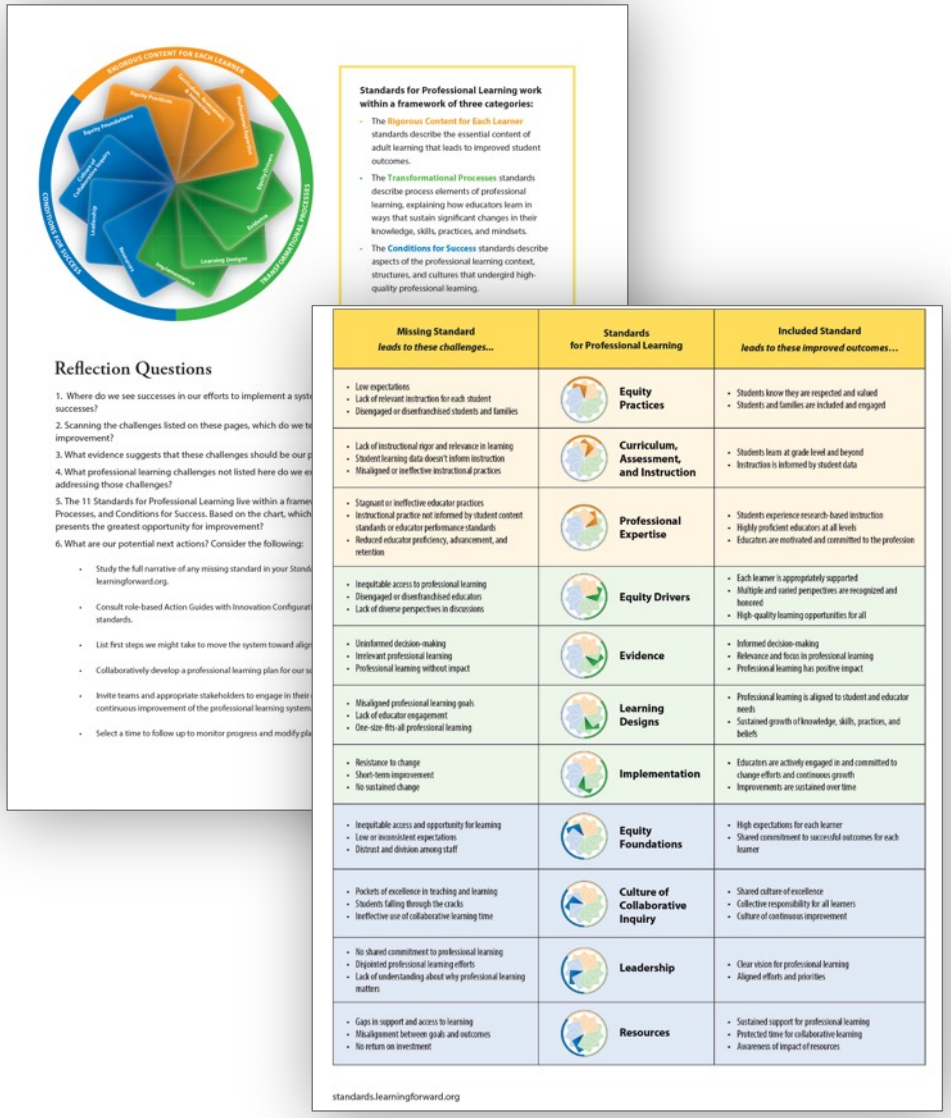
Challenge

Educators and systems are implementing standards but still have barriers to improved outcomes.

Advancing Outcomes for All Learners

Purpose

- To help educators connect their challenges with teaching and learning to the appropriate Standard for Professional Learning for change
- To illuminate the positive impacts of implementing each standard specifically and all standards in concert



Standards for Professional Learning work within a framework of three categories:

- The **Rigorous Content for Each Learner** standards describe the essential content of adult learning that leads to improved student outcomes.
- The **Transformational Processes** standards describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.
- The **Conditions for Success** standards describe aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning.

Reflection Questions

1. Where do we see successes in our efforts to implement a syst… successes?
2. Scanning the challenges listed on these pages, which do we t… improvement?
3. What evidence suggests that these challenges should be our p…
4. What professional learning challenges not listed here do we e… addressing those challenges?
5. The 11 Standards for Professional Learning live within a frame… Processes, and Conditions for Success. Based on the chart, which… presents the greatest opportunity for improvement?
6. What are our potential next actions? Consider the following:
   - Study the full narrative of any missing standard in your Stand… learningforward.org.
   - Consult role-based Action Guides with Innovation Configurat… standards.
   - List first steps we might take to move the system toward align…
   - Collaboratively develop a professional learning plan for our s…
   - Invite teams and appropriate stakeholders to engage in their … continuous improvement of the professional learning system.
   - Select a time to follow up to monitor progress and modify pla…

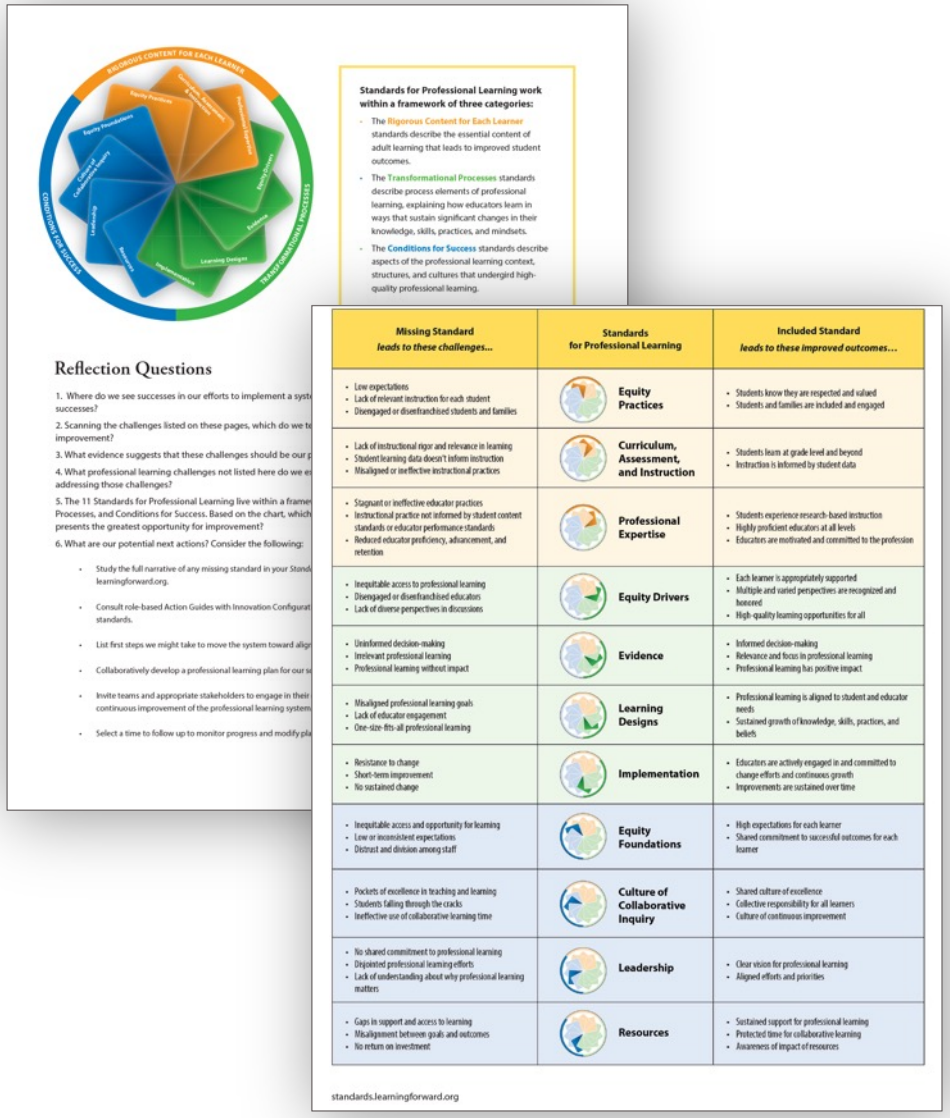
Missing Standard *leads to these challenges…*	Standards for Professional Learning	Included Standard *leads to these improved outcomes…*
• Low expectations • Lack of relevant instruction for each student • Disengaged or disenfranchised students and families	**Equity Practices**	• Students know they are respected and valued • Students and families are included and engaged
• Lack of instructional rigor and relevance in learning • Student learning data doesn't inform instruction • Misaligned or ineffective instructional practices	**Curriculum, Assessment, and Instruction**	• Students learn at grade level and beyond • Instruction is informed by student data
• Stagnant or ineffective educator practices • Instructional practice not informed by student content standards or educator performance standards • Reduced educator proficiency, advancement, and retention	**Professional Expertise**	• Students experience research-based instruction • Highly proficient educators at all levels • Educators are motivated and committed to the profession
• Inequitable access to professional learning • Disengaged or disenfranchised educators • Lack of diverse perspectives in discussions	**Equity Drivers**	• Each learner is appropriately supported • Multiple and varied perspectives are recognized and honored • High-quality learning opportunities for all
• Uninformed decision-making • Irrelevant professional learning • Professional learning without impact	**Evidence**	• Informed decision-making • Relevance and focus in professional learning • Professional learning has positive impact
• Misaligned professional learning goals • Lack of educator engagement • One-size-fits-all professional learning	**Learning Designs**	• Professional learning is aligned to student and educator needs • Sustained growth of knowledge, skills, practices, and beliefs
• Resistance to change • Short-term improvement • No sustained change	**Implementation**	• Educators are actively engaged in and committed to change efforts and continuous growth • Improvements are sustained over time
• Inequitable access and opportunity for learning • Low or inconsistent expectations • Distrust and division among staff	**Equity Foundations**	• High expectations for each learner • Shared commitment to successful outcomes for each learner
• Pockets of excellence in teaching and learning • Students falling through the cracks • Ineffective use of collaborative learning time	**Culture of Collaborative Inquiry**	• Shared culture of excellence • Collective responsibility for all learners • Culture of continuous improvement
• No shared commitment to professional learning • Disjointed professional learning efforts • Lack of understanding about why professional learning matters	**Leadership**	• Clear vision for professional learning • Aligned efforts and priorities
• Gaps in support and access to learning • Misalignment between goals and outcomes • No return on investment	**Resources**	• Sustained support for professional learning • Protected time for collaborative learning • Awareness of impact of resources

standards.learningforward.org

Advancing outcomes for all learners

Strategies for use

- Facilitate team conversations using this resource to reveal the connection between challenges to student outcomes and gaps in professional learning.
- Identify the Standard missing within a system's approach to professional learning.
- Identify areas of strength in a system and use the associated professional learning as a model for addressing other challenges.
- Provide stakeholders with opportunities to reflect on the importance of a comprehensive approach to professional learning.



Standards for Professional Learning work within a framework of three categories:

- The Rigorous Content for Each Learner standards describe the essential content of adult learning that leads to improved student outcomes.
- The Transformational Processes standards describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.
- The Conditions for Success standards describe aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning.

Reflection Questions

1. Where do we see successes in our efforts to implement a syst… successes?
2. Scanning the challenges listed on these pages, which do we t… improvement?
3. What evidence suggests that these challenges should be our p…
4. What professional learning challenges not listed here do we e… addressing those challenges?
5. The 11 Standards for Professional Learning live within a frame… Processes, and Conditions for Success. Based on the chart, which… presents the greatest opportunity for improvement?
6. What are our potential next actions? Consider the following:
   - Study the full narrative of any missing standard in your Stand… learningforward.org.
   - Consult role-based Action Guides with Innovation Configurat… standards.
   - List first steps we might take to move the system toward alig…
   - Collaboratively develop a professional learning plan for our s…
   - Invite teams and appropriate stakeholders to engage in their … continuous improvement of the professional learning system.
   - Select a time to follow up to monitor progress and modify pla…

Missing Standard *leads to these challenges…*	Standards for Professional Learning	Included Standard *leads to these improved outcomes…*
• Low expectations • Lack of relevant instruction for each student • Disengaged or disenfranchised students and families	Equity Practices	• Students know they are respected and valued • Students and families are included and engaged
• Lack of instructional rigor and relevance in learning • Student learning data doesn't inform instruction • Misaligned or ineffective instructional practices	Curriculum, Assessment, and Instruction	• Students learn at grade level and beyond • Instruction is informed by student data
• Stagnant or ineffective educator practices • Instructional practice not informed by student content standards or educator performance standards • Reduced educator proficiency, advancement, and retention	Professional Expertise	• Students experience research-based instruction • Highly proficient educators at all levels • Educators are motivated and committed to the profession
• Inequitable access to professional learning • Disengaged or disenfranchised educators • Lack of diverse perspectives in discussions	Equity Drivers	• Each learner is appropriately supported • Multiple and varied perspectives are recognized and honored • High-quality learning opportunities for all
• Uninformed decision-making • Irrelevant professional learning • Professional learning without impact	Evidence	• Informed decision-making • Relevance and focus in professional learning • Professional learning has positive impact
• Misaligned professional learning goals • Lack of educator engagement • One-size-fits-all professional learning	Learning Designs	• Professional learning is aligned to student and educator needs • Sustained growth of knowledge, skills, practices, and beliefs
• Resistance to change • Short-term improvement • No sustained change	Implementation	• Educators are actively engaged in and committed to change efforts and continuous growth • Improvements are sustained over time
• Inequitable access and opportunity for learning • Low or inconsistent expectations • Distrust and division among staff	Equity Foundations	• High expectations for each learner • Shared commitment to successful outcomes for each learner
• Pockets of excellence in teaching and learning • Students falling through the cracks • Ineffective use of collaborative learning time	Culture of Collaborative Inquiry	• Shared culture of excellence • Collective responsibility for all learners • Culture of continuous improvement
• No shared commitment to professional learning • Disjointed professional learning efforts • Lack of understanding about why professional learning matters	Leadership	• Clear vision for professional learning • Aligned efforts and priorities
• Gaps in support and access to learning • Misalignment between goals and outcomes • No return on investment	Resources	• Sustained support for professional learning • Protected time for collaborative learning • Awareness of impact of resources

standards.learningforward.org

Advancing outcomes for all learners

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

ADVANCING OUTCOMES FOR ALL LEARNERS

Standards for Professional Learning

To improve outcomes for each learner, educators integrate multiple components of professional learning, creating a cohesive system. Standards for Professional Learning describe the critical components of that system. When a standard is missing, the system is incomplete and specific challenges arise. This tool lists challenges that develop when standards are missing and the resulting improved outcomes when those standards are addressed.

About this resource

- This resource identifies challenges that result when specific Standards for Professional Learning are missing and compares them to improved outcomes associated with intentionally including the same standard. This chart, although not exhaustive, helps educators identify and address gaps in their systems for professional learning.

Ways to use this resource

- Facilitate team conversations using this resource to reveal the connection between challenges to student outcomes and gaps in professional learning.
- Identify the Standard for Professional Learning missing within a system's approach to professional learning.
- Identify areas of strength in a system and use the associated professional learning as a model for improving the system overall.
- Provide stakeholders with an opportunity to reflect on the importance of a comprehensive approach to professional learning.

LEARNING FORWARD
standards.learningforward.org

Missing Standard *leads to these challenges...*	Standards for Professional Learning	Included Standard *leads to these improved outcomes...*
• Low expectations • Lack of relevant instruction for each student • Disengaged or disenfranchised students and families	**Equity Practices**	• Students know they are respected and valued • Students and families are included and engaged
• Lack of instructional rigor and relevance in learning • Student learning data doesn't inform instruction • Misaligned or ineffective instructional practices	**Curriculum, Assessment, and Instruction**	• Students learn at grade level and beyond • Instruction is informed by student data
• Stagnant or ineffective educator practices • Instructional practice not informed by student content standards or educator performance standards • Reduced educator proficiency, advancement, and retention	**Professional Expertise**	• Students experience research-based instruction • Highly proficient educators at all levels • Educators are motivated and committed to the profession
• Inequitable access to professional learning • Disengaged or disenfranchised educators • Lack of diverse perspectives in discussions	**Equity Drivers**	• Each learner is appropriately supported • Multiple and varied perspectives are recognized and honored • High-quality learning opportunities for all
• Uninformed decision-making • Irrelevant professional learning • Professional learning without impact	**Evidence**	• Informed decision-making • Relevance and focus in professional learning • Professional learning has positive impact
• Misaligned professional learning goals • Lack of educator engagement • One-size-fits-all professional learning	**Learning Designs**	• Professional learning is aligned to student and educator needs • Sustained growth of knowledge, skills, practices, and beliefs
• Resistance to change • Short-term improvement • No sustained change	**Implementation**	• Educators are actively engaged in and committed to change efforts and continuous growth • Improvements are sustained over time
• Inequitable access and opportunity for learning • Low or inconsistent expectations • Distrust and division among staff	**Equity Foundations**	• High expectations for each learner • Shared commitment to successful outcomes for each learner
• Pockets of excellence in teaching and learning • Students falling through the cracks • Ineffective use of collaborative learning time	**Culture of Collaborative Inquiry**	• Shared culture of excellence • Collective responsibility for all learners • Culture of continuous improvement
• No shared commitment to professional learning • Disjointed professional learning efforts • Lack of understanding about why professional learning matters	**Leadership**	• Clear vision for professional learning • Aligned efforts and priorities
• Gaps in support and access to learning • Misalignment between goals and outcomes • No return on investment	**Resources**	• Sustained support for professional learning • Protected time for collaborative learning • Awareness of impact of resources

standards.learningforward.org

Standards for Professional Learning work within a framework of three categories:

- The **Rigorous Content for Each Learner** standards describe the essential content of adult learning that leads to improved student outcomes.
- The **Transformational Processes** standards describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.
- The **Conditions for Success** standards describe aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning.

Reflection Questions

1. Where do we see successes in our efforts to implement a system of professional learning? What can we learn from these successes?
2. Scanning the challenges listed on these pages, which do we tend to observe in our setting? Where do we see opportunities for improvement?
3. What evidence suggests that these challenges should be our priority?
4. What professional learning challenges not listed here do we experience, and how might a standards-based system support us in addressing those challenges?
5. The 11 Standards for Professional Learning live within a framework of Rigorous Content for Each Learner, Transformational Processes, and Conditions for Success. Based on the chart, which **frame** is most apparent in the work of our system? Which **frame** presents the greatest opportunity for improvement?
6. What are our potential next actions? Consider the following:

- Study the full narrative of any missing standard in your *Standards for Professional Learning* book or online at standards.learningforward.org.
- Consult role-based Action Guides with Innovation Configuration maps to learn about specific behaviors that lead to fulfillment of the standards.
- List first steps we might take to move the system toward aligning professional learning with the vision of all standards.
- Collaboratively develop a professional learning plan for our school or system.
- Invite teams and appropriate stakeholders to engage in their own reflection, then collectively discuss and prioritize decisions for continuous improvement of the professional learning system.
- Select a time to follow up to monitor progress and modify plans according to new information.

standards.learningforward.org

Advancing outcomes for all learners

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

ADVANCING OUTCOMES FOR ALL LEARNERS

Standards for Professional Learning

To improve outcomes for each learner, educators integrate multiple components of professional learning, creating a cohesive system. Standards for Professional Learning describe critical components of that system. When a standard is missing, the system is incomplete and specific challenges arise. This tool lists challenges that develop when standards are missing and the resulting improved outcomes when those standards are addressed.

About this resource

- This resource identifies challenges that result when specific Standards for Professional Learning are missing and compares them to improved outcomes associated with intentionally including the same standard. This chart, although not exhaustive, helps educators identify and address gaps in their systems for professional learning.

Ways to use this resource

- Facilitate team conversations using this resource to reveal the connection between challenges to student outcomes and gaps in professional learning.
- Identify the Standard for Professional Learning missing within a system's approach to professional learning.
- Identify areas of strength in a system and use the associated professional learning as a model for improving the system overall.
- Provide stakeholders with an opportunity to reflect on the importance of a comprehensive approach to professional learning.

LEARNING FORWARD
standards.learningforward.org

Missing Standard *leads to these challenges...*	Standards for Professional Learning	Included Standard *leads to these improved outcomes...*
• Low expectations • Lack of relevant instruction for each student • Disengaged or disenfranchised students and families	**Equity Practices**	• Students know they are respected and valued • Students and families are included and engaged
• Lack of instructional rigor and relevance in learning • Student learning data doesn't inform instruction • Misaligned or ineffective instructional practices	**Curriculum, Assessment, and Instruction**	• Students learn at grade level and beyond • Instruction is informed by student data
• Stagnant or ineffective educator practices • Instructional practice not informed by student content standards or educator performance standards • Reduced educator proficiency, advancement, and retention	**Professional Expertise**	• Students experience research-based instruction • Highly proficient educators at all levels • Educators are motivated and committed to the profession
• Inequitable access to professional learning • Disengaged or disenfranchised educators • Lack of diverse perspectives in discussions	**Equity Drivers**	• Each learner is appropriately supported • Multiple and varied perspectives are recognized and honored • High-quality learning opportunities for all
• Uninformed decision-making • Irrelevant professional learning • Professional learning without impact	**Evidence**	• Informed decision-making • Relevance and focus in professional learning • Professional learning has positive impact
• Misaligned professional learning goals • Lack of educator engagement • One-size-fits-all professional learning	**Learning Designs**	• Professional learning is aligned to student and educator needs • Sustained growth of knowledge, skills, practices, and beliefs
• Resistance to change • Short-term improvement • No sustained change	**Implementation**	• Educators are actively engaged in and committed to change efforts and continuous growth • Improvements are sustained over time
• Inequitable access and opportunity for learning • Low or inconsistent expectations • Distrust and division among staff	**Equity Foundations**	• High expectations for each learner • Shared commitment to successful outcomes for each learner
• Pockets of excellence in teaching and learning • Students falling through the cracks • Ineffective use of collaborative learning time	**Culture of Collaborative Inquiry**	• Shared culture of excellence • Collective responsibility for all learners • Culture of continuous improvement
• No shared commitment to professional learning • Disjointed professional learning efforts • Lack of understanding about why professional learning matters	**Leadership**	• Clear vision for professional learning • Aligned efforts and priorities
• Gaps in support and access to learning • Misalignment between goals and outcomes • No return on investment	**Resources**	• Sustained support for professional learning • Protected time for collaborative learning • Awareness of impact of resources

standards.learningforward.org

Standards for Professional Learning work within a framework of three categories:

- The **Rigorous Content for Each Learner** standards describe the essential content of adult learning that leads to improved student outcomes.
- The **Transformational Processes** standards describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.
- The **Conditions for Success** standards describe aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning.

Reflection Questions

1. Where do we see successes in our efforts to implement a system of professional learning? What can we learn from these successes?
2. Scanning the challenges listed on these pages, which do we tend to observe in our setting? Where do we see opportunities for improvement?
3. What evidence suggests that these challenges should be our priority?
4. What professional learning challenges not listed here do we experience, and how might a standards-based system support us in addressing those challenges?
5. The 11 Standards for Professional Learning live within a framework of Rigorous Content for Each Learner, Transformational Processes, and Conditions for Success. Based on the chart, which **frame** is most apparent in the work of our system? Which **frame** presents the greatest opportunity for improvement?
6. What are our potential next actions? Consider the following:

- Study the full narrative of any missing standard in your *Standards for Professional Learning* book or online at standards.learningforward.org.
- Consult role-based Action Guides with Innovation Configuration maps to learn about specific behaviors that lead to fulfillment of the standards.
- List first steps we might take to move the system toward aligning professional learning with the vision of all standards.
- Collaboratively develop a professional learning plan for our school or system.
- Invite teams and appropriate stakeholders to engage in their own reflection, then collectively discuss and prioritize decisions for continuous improvement of the professional learning system.
- Select a time to follow up to monitor progress and modify plans according to new information.

standards.learningforward.org

Content challenges

Missing Standard *leads to these challenges...*	**Standards for Professional Learning**	**Included Standard** *leads to these improved outcomes...*
• Low expectations • Lack of relevant instruction for each student • Disengaged or disenfranchised students and families	**Equity Practices**	• Students know they are respected and valued • Students and families are included and engaged
• Lack of instructional rigor and relevance in learning • Student learning data doesn't inform instruction • Misaligned or ineffective instructional practices	**Curriculum, Assessment, and Instruction**	• Students learn at grade level and beyond • Instruction is informed by student data
• Stagnant or ineffective educator practices • Instructional practice not informed by student content standards or educator performance standards • Reduced educator proficiency, advancement, and retention	**Professional Expertise**	• Students experience research-based instruction • Highly proficient educators at all levels • Educators are motivated and committed to the profession

Process challenges

Missing Standard *leads to these challenges...*	**Standards for Professional Learning**	**Included Standard** *leads to these improved outcomes...*
• Inequitable access to professional learning • Disengaged or disenfranchised educators • Lack of diverse perspectives in discussions	**Equity Drivers**	• Each learner is appropriately supported • Multiple and varied perspectives are recognized and honored • High-quality learning opportunities for all
• Uninformed decision-making • Irrelevant professional learning • Professional learning without impact	**Evidence**	• Informed decision-making • Relevance and focus in professional learning • Professional learning has positive impact
• Misaligned professional learning goals • Lack of educator engagement • One-size-fits-all professional learning	**Learning Designs**	• Professional learning is aligned to student and educator needs • Sustained growth of knowledge, skills, practices, and beliefs
• Resistance to change • Short-term improvement • No sustained change	**Implementation**	• Educators are actively engaged in and committed to change efforts and continuous growth • Improvements are sustained over time

Conditions challenges

Missing Standard *leads to these challenges...*	Standards for Professional Learning	Included Standard *leads to these improved outcomes...*
• Inequitable access and opportunity for learning • Low or inconsistent expectations • Distrust and division among staff	**Equity Foundations**	• High expectations for each learner • Shared commitment to successful outcomes for each learner
• Pockets of excellence in teaching and learning • Students falling through the cracks • Ineffective use of collaborative learning time	**Culture of Collaborative Inquiry**	• Shared culture of excellence • Collective responsibility for all learners • Culture of continuous improvement
• No shared commitment to professional learning • Disjointed professional learning efforts • Lack of understanding about why professional learning matters	**Leadership**	• Clear vision for professional learning • Aligned efforts and priorities
• Gaps in support and access to learning • Misalignment between goals and outcomes • No return on investment	**Resources**	• Sustained support for professional learning • Protected time for collaborative learning • Awareness of impact of resources

Reflection questions

1. Where do we see successes in our efforts to implement a system for professional learning? What can we learn from these successes?

2. Scanning the challenges listed on these pages, which do we tend to observe in our setting? Where do we see opportunities for improvement?

3. What evidence suggests that these challenges should be our priority?

4. What professional learning challenges not listed here do we experience, and how might a standards-based system support us in addressing those challenges?

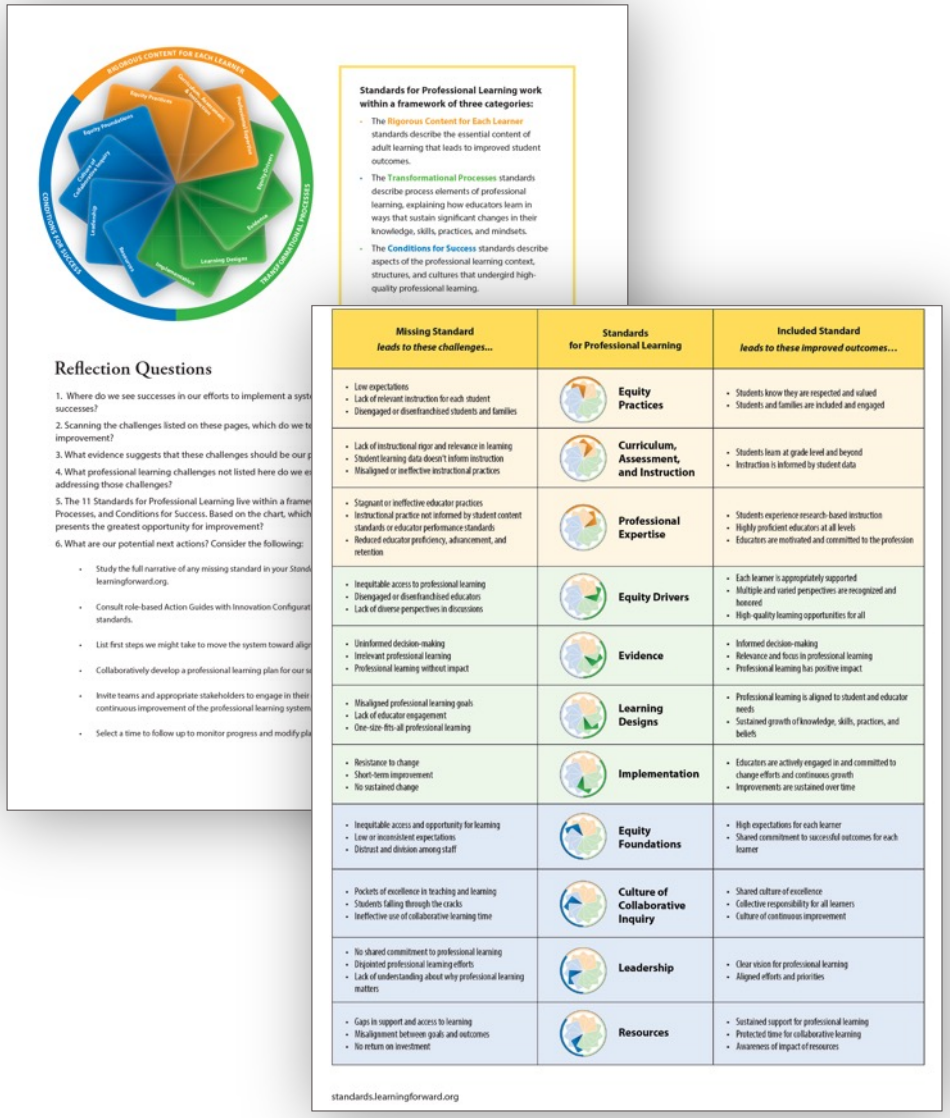
5. The 11 Standards for Professional Learning live within a framework of Rigorous Content for Each Learner, Transformational Processes, and Conditions for Success. Based on the chart, which frame is most apparent in the work of our system? Which frame presents the greatest opportunity for improvement?

6. What are our potential next actions? Consider the following:
   - Study the full narrative of any missing standard in your Standards for Professional Learning book or online at standards.learningforward.org.
   - Consult role-based Action Guides with Innovation Configuration maps to learn about specific behaviors that lead to fulfillment of the standards.
   - List first steps we might take to move the system toward aligning professional learning with the vision of all standards.
   - Collaboratively develop a professional learning plan for our school or system.
   - Invite teams and appropriate stakeholders to engage in their own reflection, then collectively discuss and prioritize decisions for continuous improvement of the professional learning system.
   - Select a time to follow up to monitor progress and modify plans according to new information.

Advancing outcomes for all learners

Action steps

- Scan the Missing Standard column to find system's challenges.
- Locate the Standard associated with the identified challenge.
- Invite a team to study the Standard narratives and read vignettes to get a vision for implementation.
- Collaboratively develop a plan for implementing missing Standards into the professional learning plan.
- Select a time to follow up to monitor progress or modify plans based on evidence.



Standards for Professional Learning work within a framework of three categories:

- The Rigorous Content for Each Learner standards describe the essential content of adult learning that leads to improved student outcomes.
- The Transformational Processes standards describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.
- The Conditions for Success standards describe aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning.

Reflection Questions

1. Where do we see successes in our efforts to implement a syst… successes?
2. Scanning the challenges listed on these pages, which do we t… improvement?
3. What evidence suggests that these challenges should be our …
4. What professional learning challenges not listed here do we e… addressing those challenges?
5. The 11 Standards for Professional Learning live within a frame… Processes, and Conditions for Success. Based on the chart, which… presents the greatest opportunity for improvement?
6. What are our potential next actions? Consider the following:
   - Study the full narrative of any missing standard in your Stand… learningforward.org.
   - Consult role-based Action Guides with Innovation Configurat… standards.
   - List first steps we might take to move the system toward alig…
   - Collaboratively develop a professional learning plan for our s…
   - Invite teams and appropriate stakeholders to engage in their … continuous improvement of the professional learning system.
   - Select a time to follow up to monitor progress and modify pla…

Missing Standard *leads to these challenges…*	Standards for Professional Learning	Included Standard *leads to these improved outcomes…*
• Low expectations • Lack of relevant instruction for each student • Disengaged or disenfranchised students and families	Equity Practices	• Students know they are respected and valued • Students and families are included and engaged
• Lack of instructional rigor and relevance in learning • Student learning data doesn't inform instruction • Misaligned or ineffective instructional practices	Curriculum, Assessment, and Instruction	• Students learn at grade level and beyond • Instruction is informed by student data
• Stagnant or ineffective educator practices • Instructional practice not informed by student content standards or educator performance standards • Reduced educator proficiency, advancement, and retention	Professional Expertise	• Students experience research-based instruction • Highly proficient educators at all levels • Educators are motivated and committed to the profession
• Inequitable access to professional learning • Disengaged or disenfranchised educators • Lack of diverse perspectives in discussions	Equity Drivers	• Each learner is appropriately supported • Multiple and varied perspectives are recognized and honored • High-quality learning opportunities for all
• Uninformed decision-making • Irrelevant professional learning • Professional learning without impact	Evidence	• Informed decision-making • Relevance and focus in professional learning • Professional learning has positive impact
• Misaligned professional learning goals • Lack of educator engagement • One-size-fits-all professional learning	Learning Designs	• Professional learning is aligned to student and educator needs • Sustained growth of knowledge, skills, practices, and beliefs
• Resistance to change • Short-term improvement • No sustained change	Implementation	• Educators are actively engaged in and committed to change efforts and continuous growth • Improvements are sustained over time
• Inequitable access and opportunity for learning • Low or inconsistent expectations • Distrust and division among staff	Equity Foundations	• High expectations for each learner • Shared commitment to successful outcomes for each learner
• Pockets of excellence in teaching and learning • Students falling through the cracks • Ineffective use of collaborative learning time	Culture of Collaborative Inquiry	• Shared culture of excellence • Collective responsibility for all learners • Culture of continuous improvement
• No shared commitment to professional learning • Disjointed professional learning efforts • Lack of understanding about why professional learning matters	Leadership	• Clear vision for professional learning • Aligned efforts and priorities
• Gaps in support and access to learning • Misalignment between goals and outcomes • No return on investment	Resources	• Sustained support for professional learning • Protected time for collaborative learning • Awareness of impact of resources

standards.learningforward.org

Additional resources

Visit standards.learningforward.org for resources useful for sharing, studying, and implementation of Standards for Professional Learning*

Resources include:

- Role-based action guides
- Innovation configuration maps
- Quick-start guide
- Research resources
- Policy tools

* Some resources are available in full to anyone who visits standards.learningforward.org, while others require membership in Learning Forward.

Discussion and Questions

Standards Kickoff Week overview

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
April 24 3 pm ET	**April 25 3 pm ET**	**April 26 3 pm ET**	**April 27 3 pm ET**	**April 28 3 pm ET**
One year in: Advancing outcomes for all learners • Reviewing the state of Standards after Year One • Improving learner outcomes by addressing specific challenges • **Tool:** Advancing Outcomes for All Learners	**Elevating educator voices and behaviors** • Sharing stories of Standards in context helps initiate implementation • Identifying key behaviors helps realize the vision of high-quality professional learning • **Tools:** Vignettes and Innovation Configuration maps	**Following policy pathways to support high-quality professional learning** • Policymaking impacts practice and can be integrated in various ways • **Tool:** Policy Pathways to Standards Implementation	**Examining impact** • How assessment of professional learning can lead to greater impact of leading, teaching, and learning • **Tool:** The Standards Assessment Inventory (SAI)	**Embedding equity for all** • Identifying common equity challenges and exploring various resources for aligned support • **Tool:** Selected Resources for Equity Challenges

The sessions will be recorded and available at standards.learningforward.org.

WASHINGTON, DC

learningforward

2023 ANNUAL CONFERENCE

DEC. 3-6, 2023

KEYNOTE SPEAKERS

CHRISTOPHER EMDIN

SHARRON HELMKE

BRANDI HINNANT-CRAWFORD

LEARNING FORWARD'S **2023 ANNUAL CONFERENCE**

DECEMBER 3-6, 2023 | Registration is now OPEN

conference. learningforward.org

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

Join us in the Standards Lab

- Share your impressions
- Ask additional questions
- Hear more about how to use the tool in your context

4:00 - 4:30 pm EDT

See chat for the link to join.