

WELCOME!

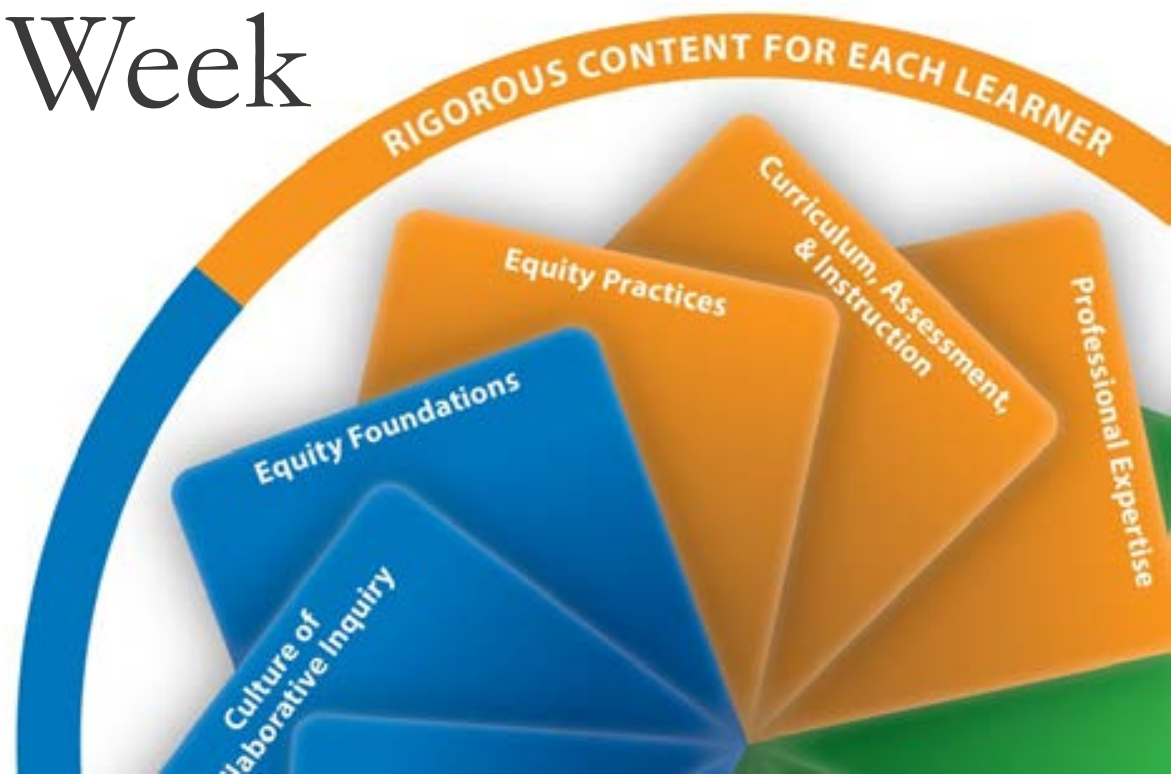
We will
begin
shortly.

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

All attendees are
muted upon entry.
Please use the chat
feature to introduce
yourself!



Standards for Professional Learning Week



April 26, 2023

Policy Pathways to Standards Implementation



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 |
| <p>One year in: Advancing outcomes for all learners</p> <ul style="list-style-type: none"> • Reviewing the state of Standards after Year One • Improving learner outcomes by addressing specific challenges • Tool: Advancing Outcomes for All Learners | <p>Elevating educator voices and behaviors</p> <ul style="list-style-type: none"> • 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 | <p>Following policy pathways to support high-quality professional learning</p> <ul style="list-style-type: none"> • Policymaking impacts practice and can be integrated in various ways • Tool: Policy Pathways to Standards Implementation | <p>Examining impact</p> <ul style="list-style-type: none"> • How assessment of professional learning can lead to greater impact of leading, teaching, and learning • Tool: The Standards Assessment Inventory (SAI) | <p>Embedding equity for all</p> <ul style="list-style-type: none"> • 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.

Policy Pathways: A conversation about Standards policy



Betty Wilson McSwain
Director, Federal Programs
McComb School District
McComb, Mississippi



Welcome all learners!

How familiar are you with Standards for Professional Learning?

- 1 - This is my first exposure to standards.
- 2 - I have read the standards and some of the resources.
- 3 - I know the standards fairly well and am currently implementing them in my context.
- 4 - I know the standards well enough to teach them to others.

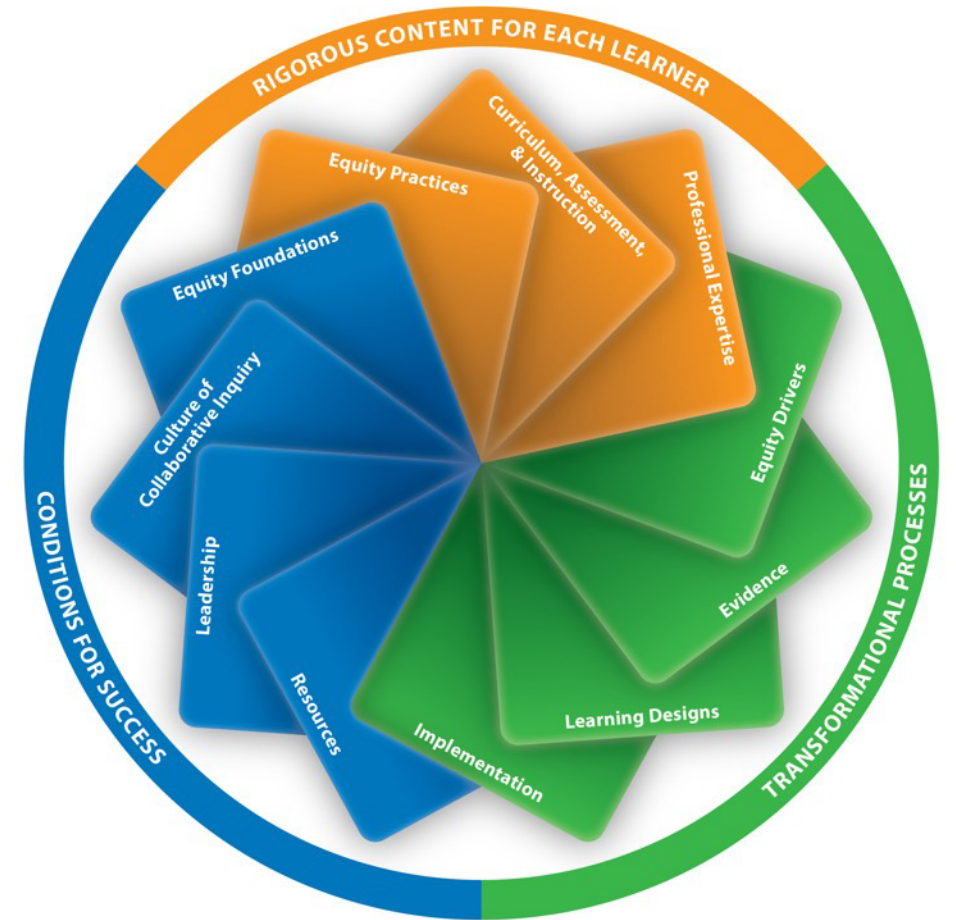
Thanks to our supporters



**CHARLES AND LYNN
SCHUSTERMAN
FAMILY FOUNDATION**

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

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.

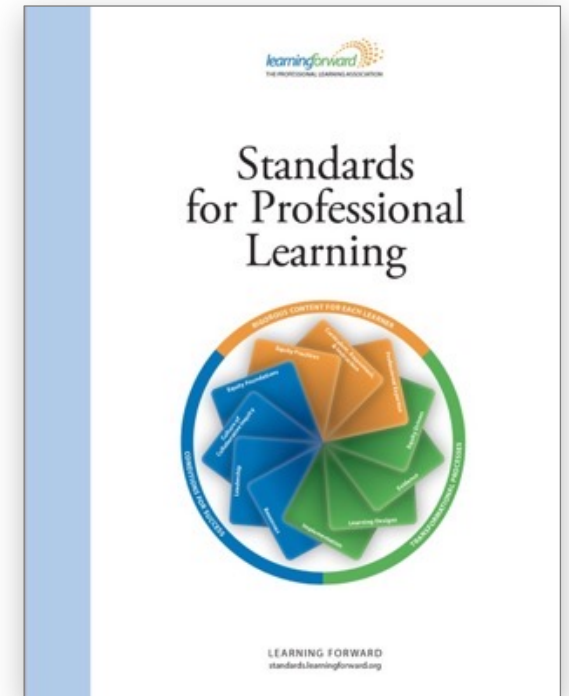
Team

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

Findings overview

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

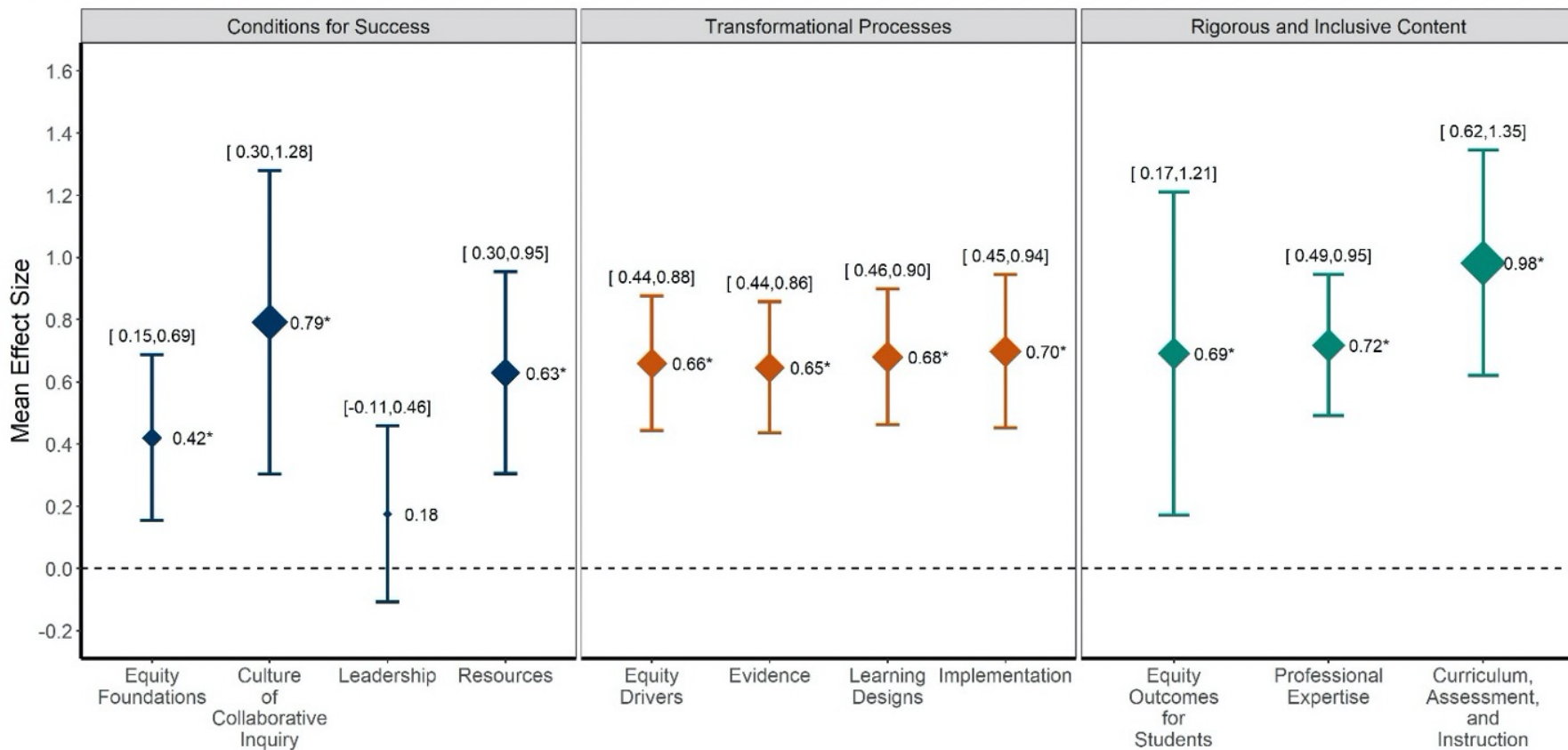
- Each of the 2022 Standards was positively associated with teacher instruction and positively and significantly associated with student achievement.
- Range of effect sizes, but all are significantly different from zero.
- Positive but nonsignificant effect for the revised Leadership Standard; teams 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



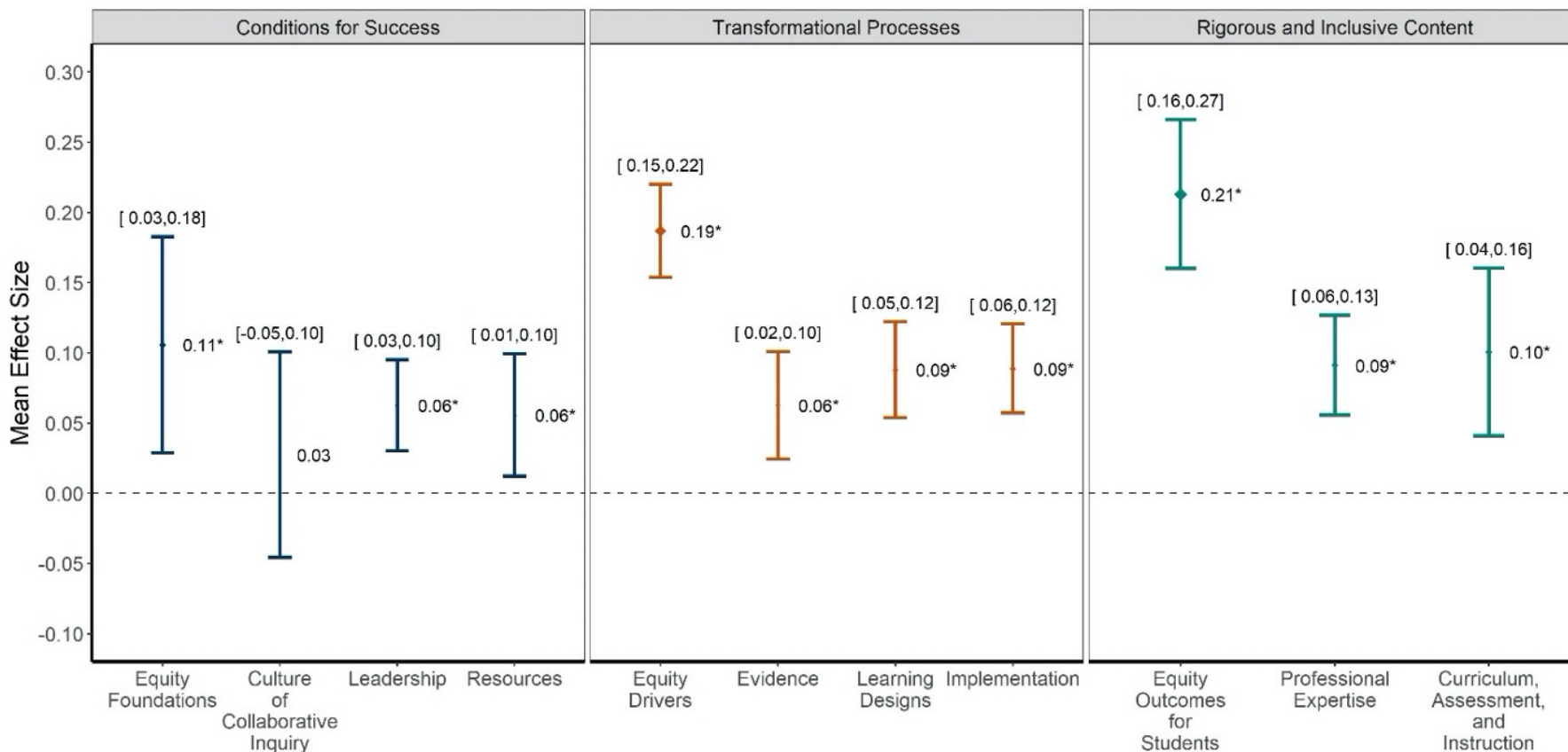
* statistically significant at $\alpha = 0.05$

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:

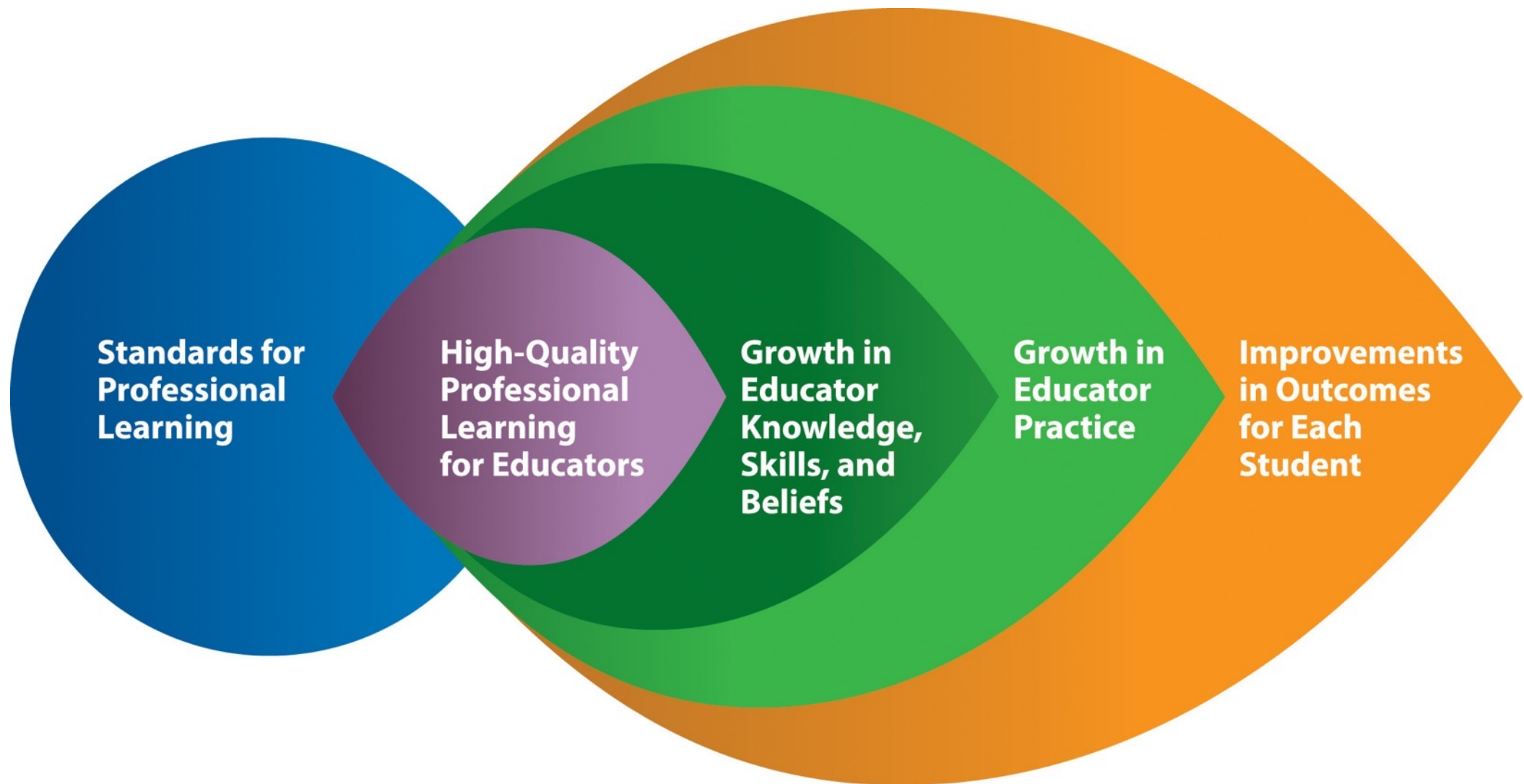
Figure 6:
Average
Effect Sizes
of Student
Achievement
for Each 2022
Professional
Learning
Standard



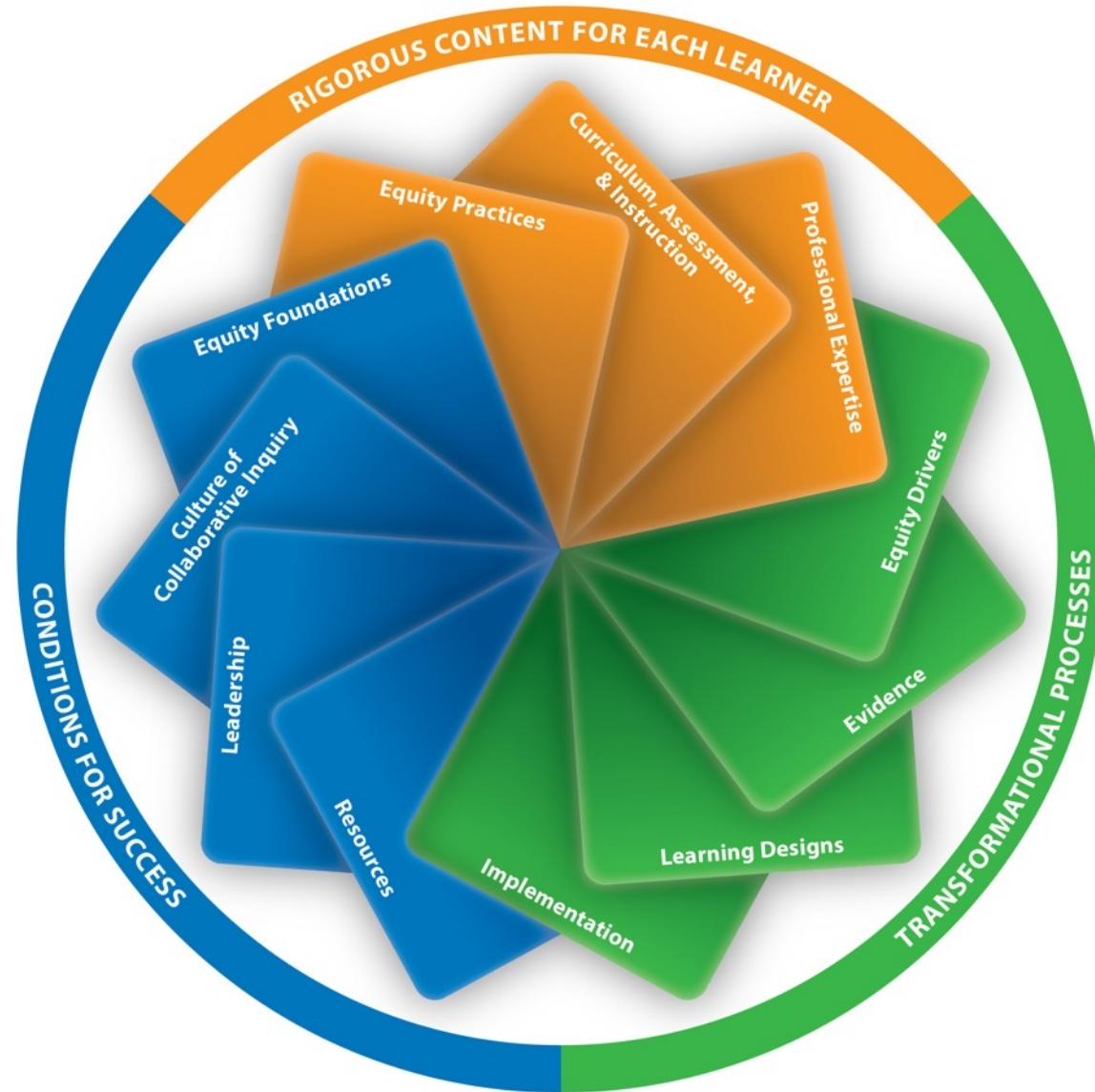
* statistically significant at $\alpha = 0.05$

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

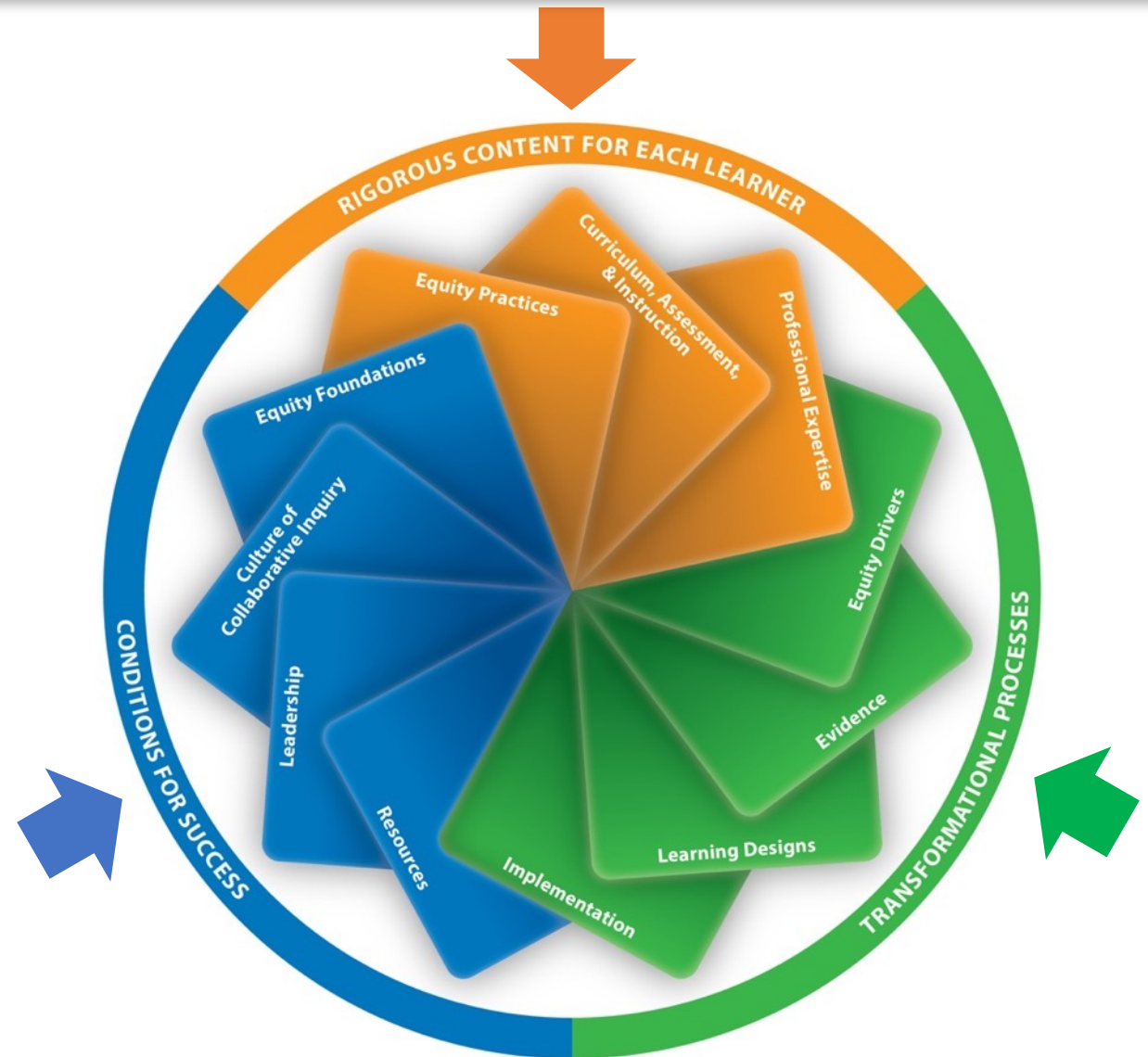


Standards work in concert within a system framework



The frames

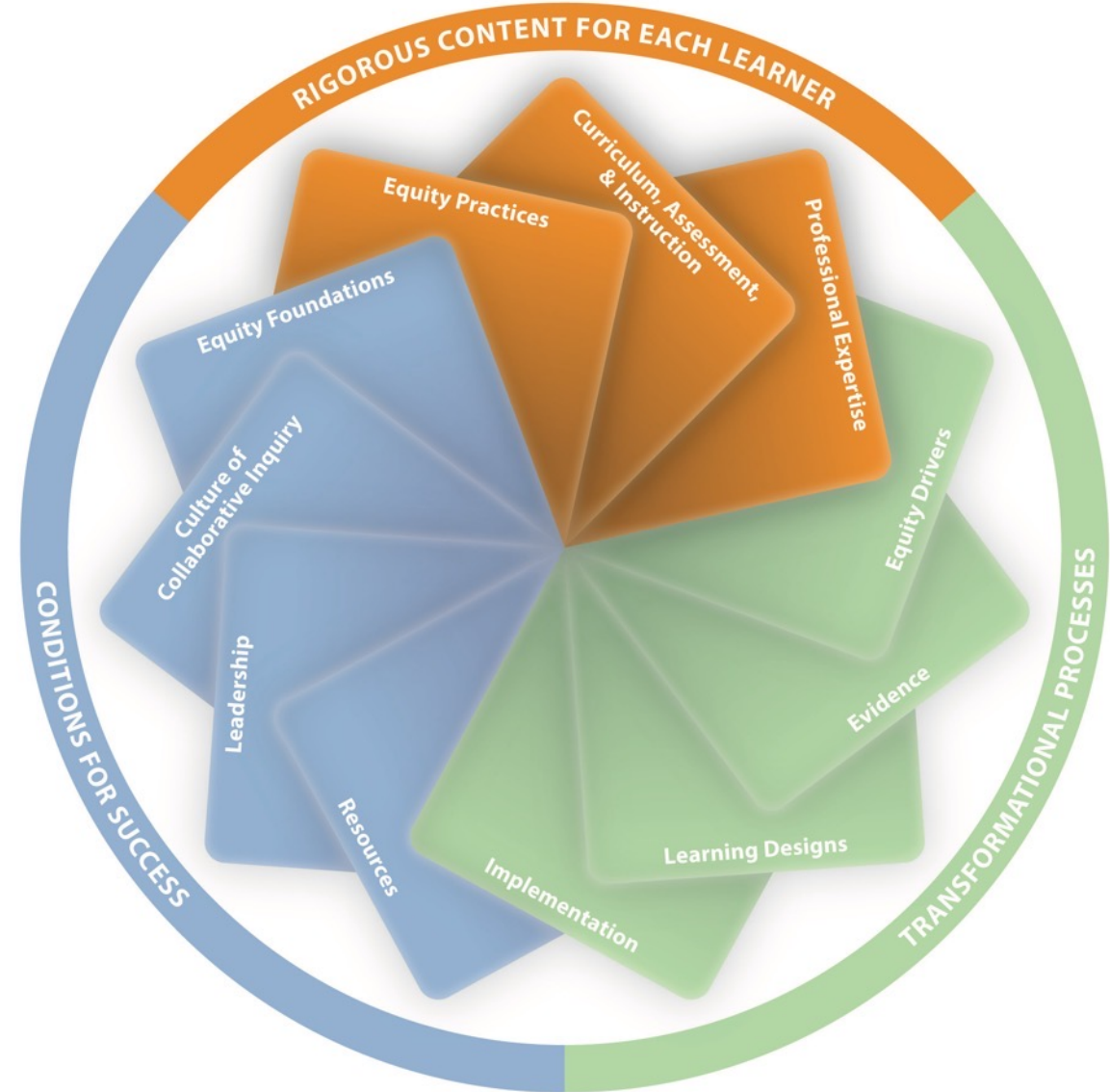
- Rigorous content for each learner
- Transformational processes
- Conditions for success



A system framework

Rigorous
content for
each learner

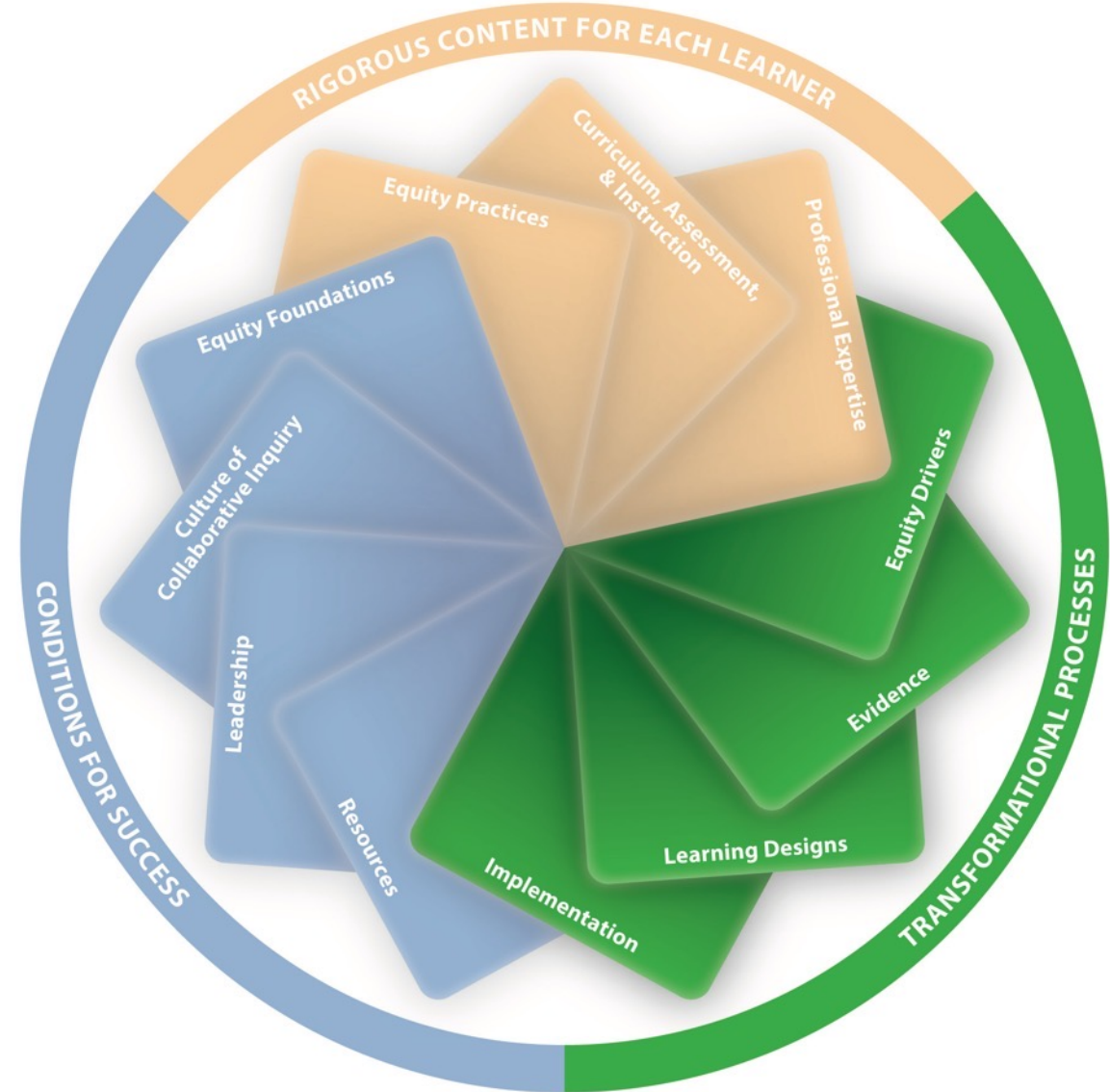
The essential
content of adult
learning that leads
to improved
student outcomes



A system framework

Transformational processes

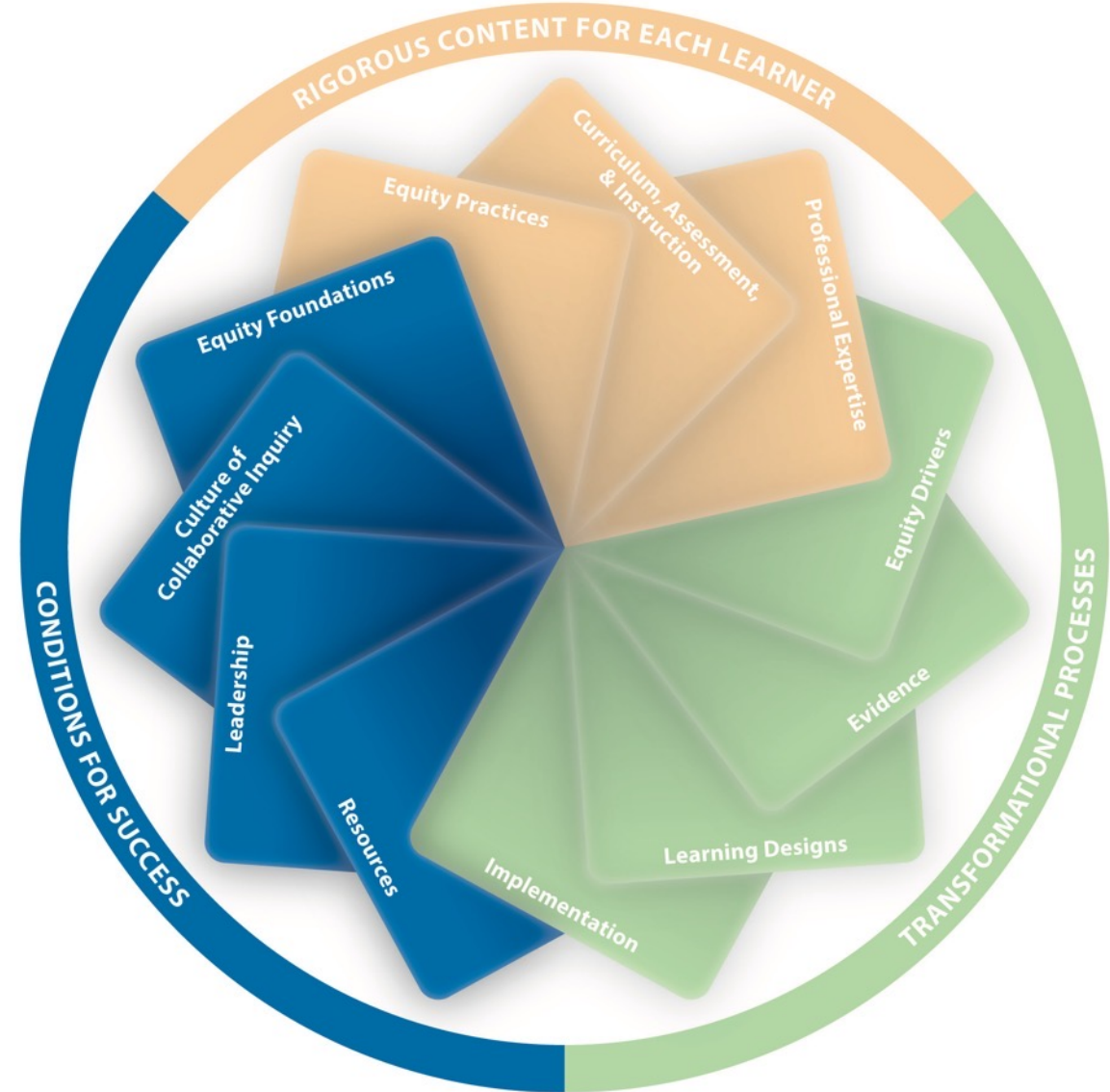
Process elements of professional learning that explain how educators sustain significant changes in their knowledge, skills, practices, and mindsets



A system framework

Conditions for success

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



Standards summaries

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

ABOUT ADVOCACY STANDARDS RESOURCES SERVICES PROGRAMS BOOKSTORE MEMBERSHIP

Standards for Professional Learning

Revised

Learning Forward presents Standards for Professional Learning to describe the conditions, content, and processes for professional learning that leads to high-quality leading, teaching, and learning for students and educators.

The 11 Standards work within a framework to outline a system for professional learning. To create high-quality professional learning that results in improved educator practices and improved student results, educators apply the 11 standards in concert.

The three categories within the framework follow:

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

The diagram illustrates the tight connections among all standards and the nonlinear nature of the system. Educators may enter the Standards for Professional Learning from any point. The diagram also echoes the cyclical, iterative nature of how professional learning leads to continuous improvement.

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.

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 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

<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

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.

Standards for Professional Learning

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 process, 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

text 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 deprivatize 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

Standards for Professional Learning

LINKS TO OTHER STANDARDS

Educators use the Standards for Professional Learning together to improve 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

Standards for Professional Learning

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

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

Donohoo, J., Hattie, J., & Edl, R. (2018, March 1). *The power of collective efficacy*. ASCD. www.ascd.org/publications/educational-leadership/march18vol75/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., Sonnenschein, J., Roberts-Hull, K., & Hunter, A. (2016). *Beyond P.D.: Teacher professional learning in high-performing systems*. National Center on Education and the Economy.

Explicit, inclusive equity standards



The screenshot shows the Learning Forward website. At the top, there is a navigation bar with the Learning Forward logo and the text "THE PROFESSIONAL LEARNING ASSOCIATION". Below the logo, there are links for "Become a member today!", "Join now", "Log in", and "Career center". A search bar is located on the right side of the navigation bar. The main navigation menu includes "HOME", "STANDARDS", "HOW AND WHY", "ACTION GUIDES", "RESEARCH", and "ABOUT". The page title is "Equity Practices".

Equity Practices

Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.

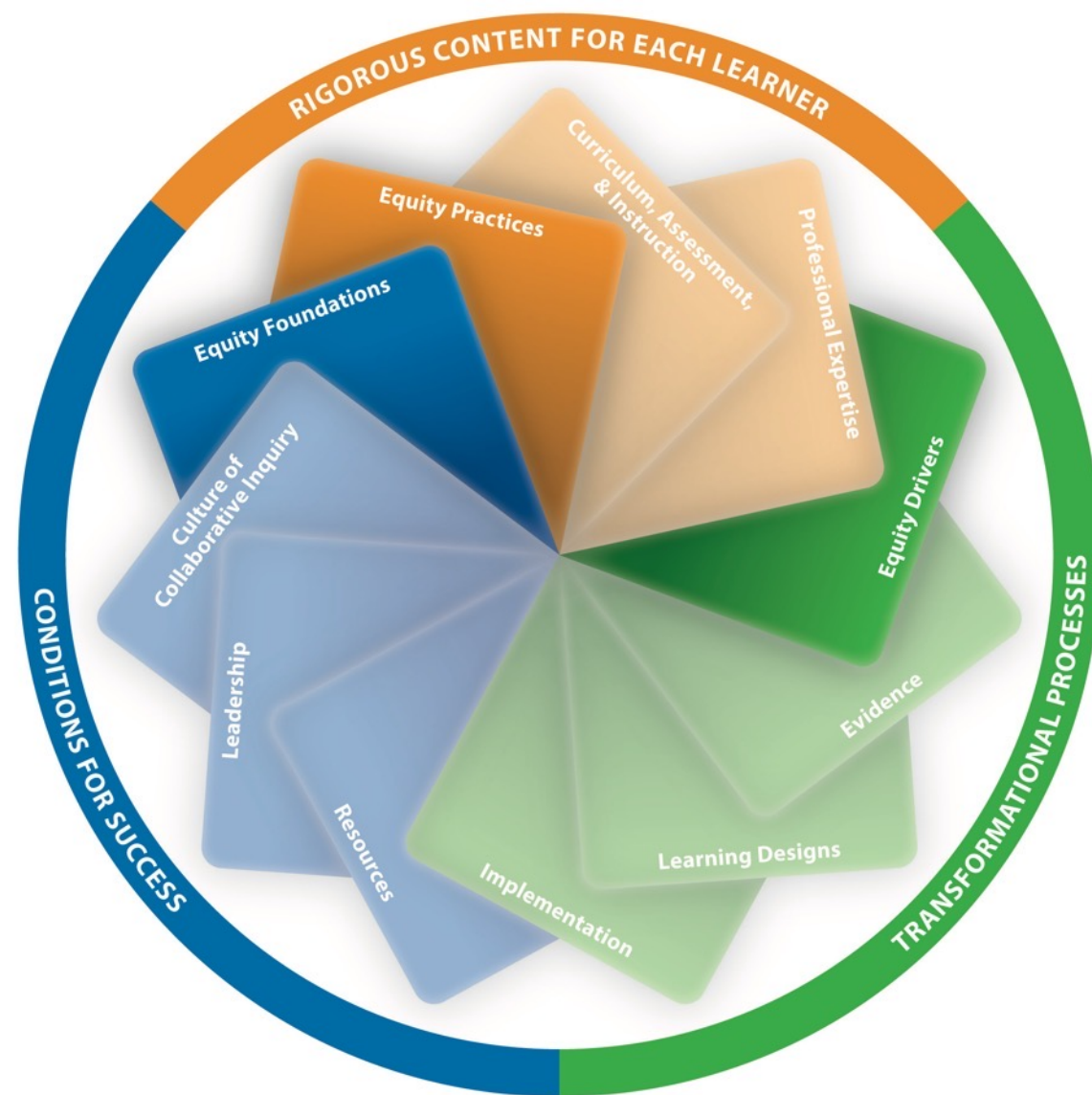
Educators engage in professional learning that helps them create high-quality learning experiences for all students, honoring all aspects of identity students bring to the school. Educators build capacity to serve the whole child, deepening their understanding of who their students are and how their life experiences and identities impact what they need at school. Educators learn to recognize each student's strengths and personalize learning to maximize impact on a range of student outcomes.

Educators who plan, facilitate, and design professional learning at the system and school levels hold primary responsibility for creating job-embedded, collaborative

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 Equity Practices standard connects to other standards:

The [Curriculum, Assessment, and Instruction](#)



Gaining momentum as a go-to resource

- Pageviews
182.8k+
- Unique pageviews
142.1k+
- Tool downloads
5.5k+
- Video views
15k+
- Global website visitors
43.9k+



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



The screenshot shows the website for Learning Forward, The Professional Learning Association. The page is titled "Standards for Professional Learning Revised". It features a navigation menu with options like "HOME", "STANDARDS", "OVERVIEW", "ACTION GUIDES", "RESEARCH", "POLICY FAQS", and "ABOUT". The main content area includes a circular diagram with 11 segments representing different standards, grouped into three categories: "RIGOROUS CONTENT FOR EACH LEARNER" (orange), "TRANSFORMATIONAL PROCESSES" (green), and "CONDITIONS FOR SUCCESS" (blue). The diagram is surrounded by text explaining the framework and the interconnected nature of the standards.

Standards for Professional Learning
Revised

Learning Forward presents Standards for Professional Learning to describe the conditions, content, and processes for professional learning that leads to high-quality leading, teaching, and learning for students and educators.

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The three categories within the framework follow:

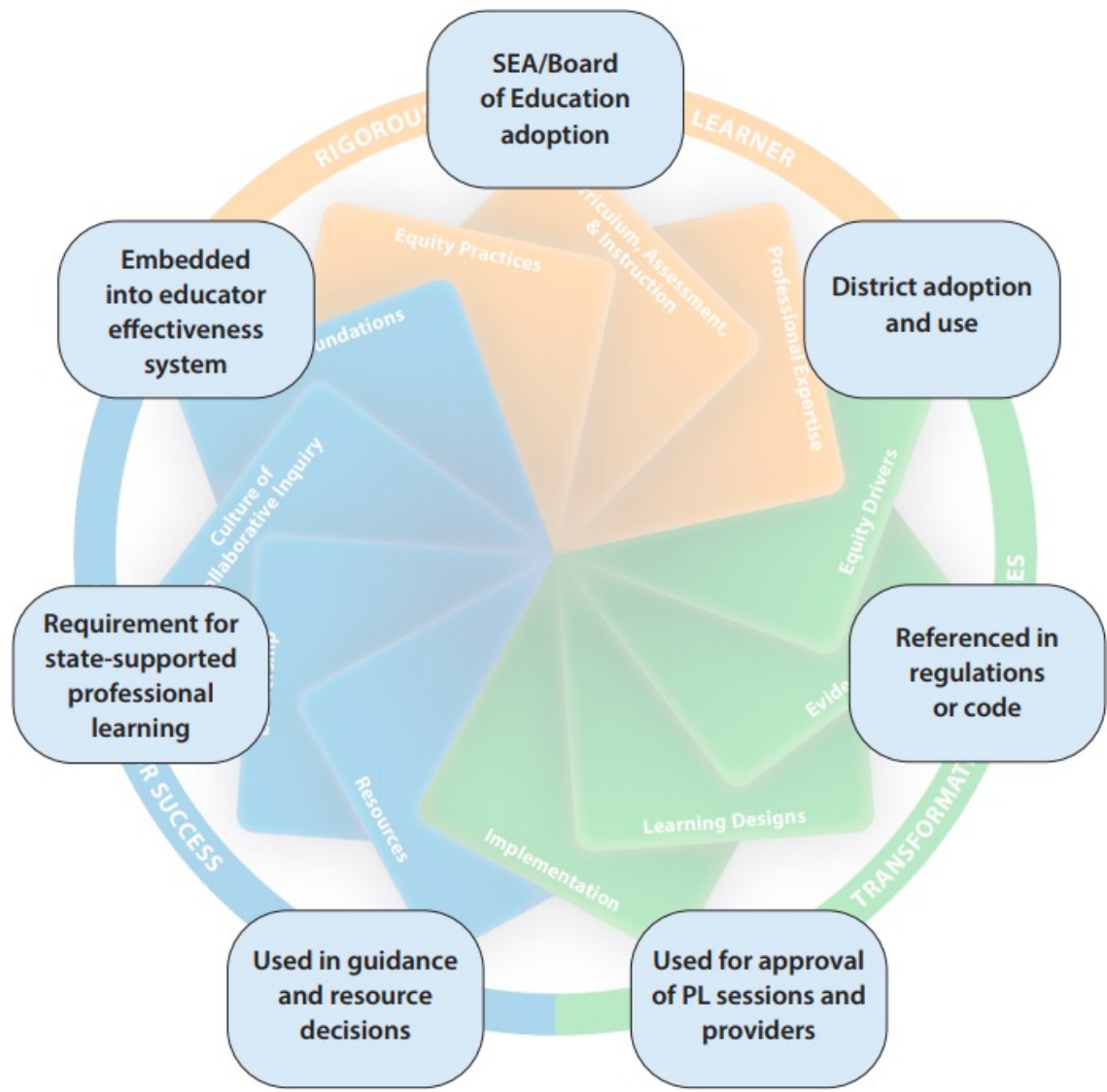
- Standards within the **Rigorous Content for Each Learner** frame describe the essential content of adult learning that leads to improved student outcomes.
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The diagram illustrates the tight connections among all standards and the nonlinear nature of the system. Educators may enter the Standards for Professional Learning from any point. The diagram also echoes the cyclical, iterative nature of how professional learning leads to continuous improvement.

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

Policy implementation of Standards for Professional Learning is not as sustained or widespread as it needs to be to reach all educators and students.

Tool: Policy Pathways to Standards Implementation



Purpose of the tool:

- To illustrate multiple ways policy can support full implementation of standards.
- To support teams working toward their priority policy goals.
- To provide structure for policymakers to reflect on the role standards play in policy and regulation.

The image shows the cover of a report titled 'Standards for Professional Learning' by Learning Forward. The cover has a white background with a yellow vertical bar on the left. At the top right is the Learning Forward logo, which includes the text 'learningforward' and 'THE PROFESSIONAL LEARNING ASSOCIATION' next to a sunburst icon. Below the logo, the title 'Standards for Professional Learning' is written in a serif font. A yellow horizontal bar contains the subtitle 'Policy pathways to Standards implementation' in a bold, sans-serif font. The main body of the cover features a large drop cap 'T' starting a paragraph: 'his resource provides guidance to educators, advocates, and policymakers committed to embedding Standards for Professional Learning into policy at multiple levels as a way to improve the quality and coherence of professional learning at scale. Standards for Professional Learning describe the content, processes, and conditions for professional learning that leads to high-quality leading, teaching, and learning in schools. Read the standards and access related resources at standards.learningforward.org.' To the right of this paragraph is a box titled 'Uses for this tool include:' with four bullet points: 'Supporting leaders to convene teams representing diverse roles to identify policy goals and a process to achieve them.', 'Providing a structure for policymakers to reflect individually or collectively on the role of Standards for Professional Learning in policy and regulation.', 'Helping practitioners at any level convene with colleagues to determine their responsibilities in influencing professional learning policy.', and 'Provide stakeholders with an opportunity to reflect on the importance of a comprehensive approach to professional learning.' At the bottom right, the text 'LEARNING FORWARD' and 'standards.learningforward.org' is displayed.

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THE PROFESSIONAL LEARNING ASSOCIATION

Standards
for Professional
Learning

**Policy pathways to Standards
implementation**

This resource provides guidance to educators, advocates, and policymakers committed to embedding Standards for Professional Learning into policy at multiple levels as a way to improve the quality and coherence of professional learning at scale. Standards for Professional Learning describe the content, processes, and conditions for professional learning that leads to high-quality leading, teaching, and learning in schools. Read the standards and access related resources at standards.learningforward.org.

Uses for this tool include:

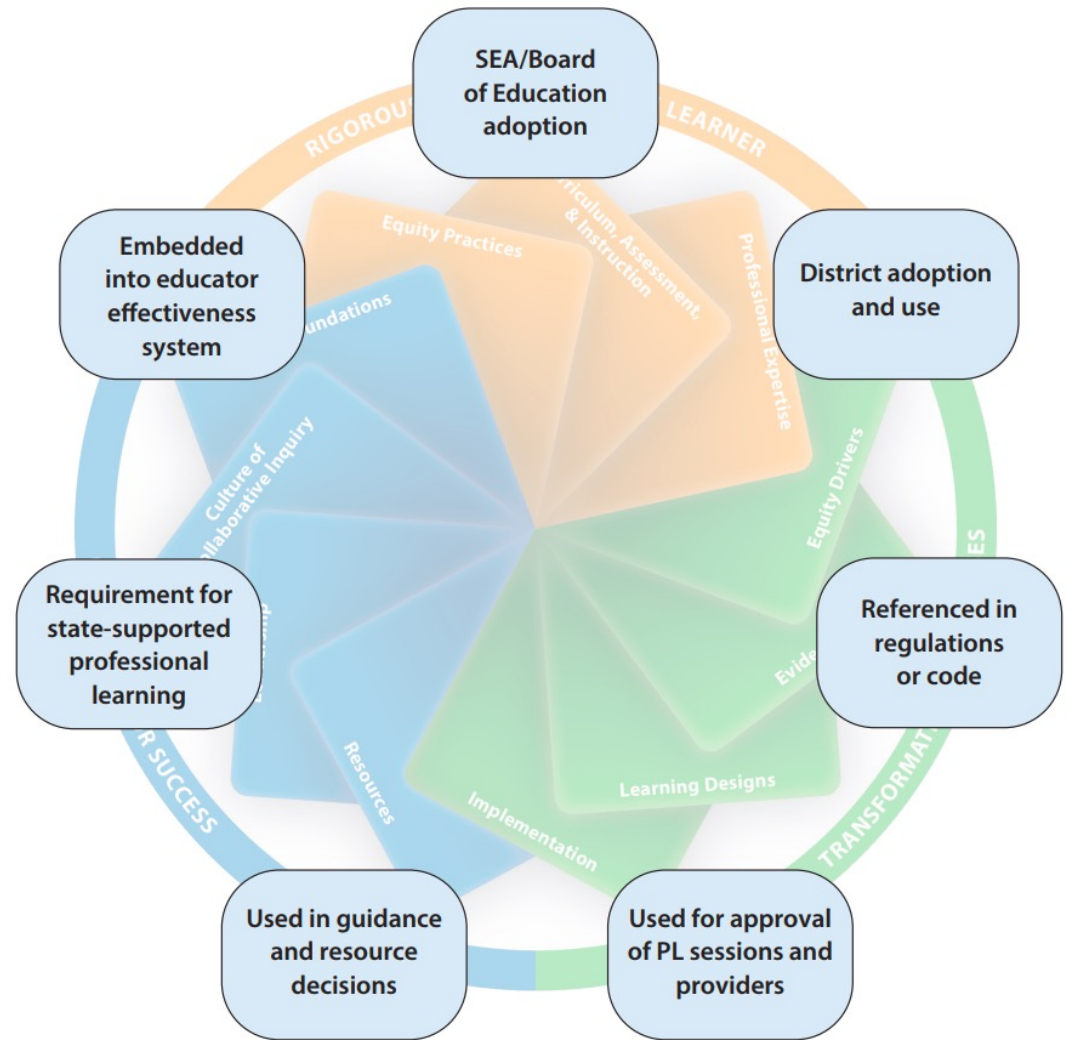
- Supporting leaders to convene teams representing diverse roles to identify policy goals and a process to achieve them.
- Providing a structure for policymakers to reflect individually or collectively on the role of Standards for Professional Learning in policy and regulation.
- Helping practitioners at any level convene with colleagues to determine their responsibilities in influencing professional learning policy.
- Provide stakeholders with an opportunity to reflect on the importance of a comprehensive approach to professional learning.

LEARNING FORWARD
standards.learningforward.org

Policy Pathways to standards implementation

Standards-aligned policy:

- State adoption
- District adoption and use
- Referenced in code
- Use in guidance and resource decisions
- Framework for evaluation systems
- Other examples?



Policy Pathways to standards implementation

Policy pathways to standards implementation



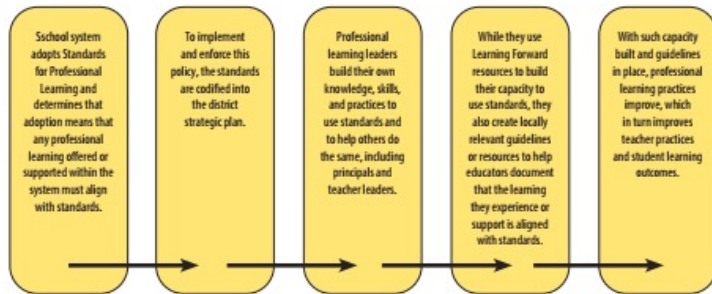
Standards for Professional Learning work within a framework of three categories:

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

Why policy is important

As Learning Forward's Standards for Professional Learning state, "effective policy informs effective practice." Policy at multiple levels, including national, state, regional, and local, influences what happens in school systems, buildings, and classrooms. To achieve full implementation of high-quality professional learning, it is essential that those who create policy understand and embrace Standards for Professional Learning and integrate them into the policy work they lead. Creating strong professional learning policies isn't optional – ignoring the quality and outcomes of policy is a lost opportunity at best and at worst can lead to regulations that waste educators' valuable time through meaningless compliance exercises. When effectively conceived, and implemented with ongoing intentionality, policy acts as a key lever in improving educator practice and outcomes for each student.

A LOCAL-LEVEL EXAMPLE:



2 standards.learningforward.org

FOR MORE ON HOW TO MAKE THE CONNECTION FOR POLICYMAKERS:

<https://learningforward.org/journal/setting-the-standards/make-the-connection-for-policy-makers/>

THE LEARNING PROFESSIONAL

THE LEARNING FORWARD JOURNAL

POLICY PERSPECTIVE

Make the connection for policymakers

By [Melinda George](#)
[JUNE 2022](#)

When the revised Standards for Professional Learning were released this spring, I had an inspiring conversation with a lead appropriations staff person from the U.S. House of Representatives. We were discussing the graphic that depicts the standards and shows how all the standards work together to improve systems to support professional learning.

CONSIDER THE FOLLOWING EXAMPLES OF STANDARDS-ALIGNED POLICY:

State Level Adoption: https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Finalstandards-professional-development_FINAL-1.pdf.aspx

State Level Adoption with Adaptation: https://www.ride.ri.gov/Portals/0/Uploads/Documents/RIPLS_Final_Oct_2018.pdf

Use in Planning and Evaluation Rubrics: https://www.tn.gov/content/dam/tn/education/training/PD_Rubric_Sept_2017.pdf

District Adoption and Use: Gwinnett school board

Regulatory language: <https://regulations.delaware.gov/AdminCode/title14/1500/1598.shtml>

Policy Pathways to standards implementation

- Writable pdf
- Open ended questions to create a contextualized policy plan
- Ideally for use over time and with a team
- Prompts and questions throughout

Create your standards policy pathways plan

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Standards policy pathways plan

This writable template will support the development of a plan that reflects a collaborative effort to clearly identify the priority standards policy outcome(s); determine the strategies related to achieving the outcome(s); build awareness and capacity; and determine key actors and timelines.

- **CONSIDER YOUR SPHERE OF INFLUENCE:** Consider who you are, your role, what coalitions you belong to, and who makes up your professional network. These are some factors that strengthen your leadership, individually and collectively. No leader does this alone! Perhaps you are a Learning Forward affiliate leader with state education department staff among your membership, or a district professional learning leader with a network of other professional learning enthusiasts. These individuals will be your allies in raising awareness about the Standards and their policy value and offer support and inspiration as you move forward.

Question 1: How would you explain to others why you will be a strong leader of this effort? What is your experience with the Standards and how will you share that? What networks and platforms can you engage? How have you approached other changes that needed leadership?

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Strength in leadership

6 standards.learningforward.org

ASSEMBLE THE POLICY TEAM: Assemble a diverse, cross-role policy design team that represents multiple roles, divisions, and perspectives. Include classroom educators, Learning Forward Affiliate leaders, district and school leaders, and community members. Strive for a balance of members with policy expertise, strong networks, professional learning expertise, community relationships, and other important contributions. Consider the widest range of individuals who could participate, and include any individuals who have historically not been included.

Question 2: What are the names and roles of the 8-10 people who will make up the policy team? Why are these people the right coalition to identify and achieve meaningful policy goals? Have you ensured diversity of roles and backgrounds?

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Policy team members

TO GO DEEPER ABOUT BUILDING A TEAM, USE THIS PROTOCOL:

<https://learningforward.org/wp-content/uploads/2020/10/tool-strategic-teaming-working-together-better.pdf>

Policy Pathways to standards implementation

- **State adoption**

Adoption at the state level represents leaders' expectation or requirement that professional learning aligns with Standards for Professional Learning. Some states adopt standards via the state agency, with or without board of education adoption, and some states start with board approval first. Other states have used the standards with minimal changes as their own state professional learning standards. How states implement after adoption varies widely depending on the state context.

- **District adoption and use**

As with state-level adoption, districts can use standards to set expectations, driving practice at the local level by embedding them into how professional learning is planned, supported, facilitated, and evaluated. Districts reference the standards in their strategic plan and in rubrics and requirements for school decisions about resources and providers. Local school boards can also adopt standards as professional learning policy.

- **Regulatory language or administrative code**

Writing standards into state regulations or administrative code ensures that the standards are recognized by the state so that they can serve as the foundation for professional learning for all educators, and as indicators that guide the learning, facilitation, implementation, and evaluation of professional learning.

- **Evaluation and support**

Standards can be the basis for rubrics that guide professional learning planning and assessments. Because evaluation and assessments are often mandated, embedding Standards for Professional Learning helps to both ensure the rigor and relevance of evaluations and supports their increasing use by educators who might not otherwise be aware of them.

CONSIDER THE FOLLOWING EXAMPLES OF STANDARDS-ALIGNED POLICY:

State-Level Adoption: https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Finalstandards-professional-development_FINAL-1.pdf.aspx

State-Level Adoption with Adaptation: https://www.ride.ri.gov/Portals/0/Uploads/Documents/RIPLS_Final_Oct_2018.pdf

Use in Planning and Evaluation Rubrics: https://www.tn.gov/content/dam/tn/education/training/PD_Rubric_Sept_2017.pdf

District Adoption and Use: <https://www.gcpsk12.org/Page/27376>

Regulatory Language: <https://regulations.delaware.gov/AdminCode/title14/1500/1598.shtml>

- **Name your own policy goal**

Are you considering a different policy pathway or goal than the ones listed above? In a few sentences, describe your own policy pathway or goal and what success would look like.

Policy Pathways to standards implementation

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Policy Pathways to standards implementation

BUILD SHARED UNDERSTANDING: Spend some time as a team and as individuals studying the standards. Discuss the standards' concepts that resonate with your context and articulate how policy supports for high-quality professional learning will improve teaching and learning. Discuss a few key pieces of research in the standards that are particularly relevant to your context and that support your vision for how professional learning will improve educators' knowledge, skills, and practices and student outcomes.

Question 3: What aspects of Standards for Professional Learning seem most relevant to the team's policy conversations?

Consider using other tools such as:

- *Quick Guide*
- *Action Guides (Role specific)*
- *Advancing Outcomes for All Learners*
- *Research overview*

Policy Pathways to standards implementation

- **REVIEW CURRENT POLICY:** Identify the current state of relevant policies related to professional learning, assess their strengths and weaknesses, and determine whether to strengthen or abandon certain policies. Consider that having the standards written into regulation may not be enough to result in meaningful implementation. The team can work together to gather information and collaboratively review the current policy landscape. Consider whether there are policies that could be more effectively or more broadly implemented, and any policies that are unintentionally acting as barriers to improving standards-aligned professional learning. Remember that the federal definition of professional learning under ESSA (<https://essa.learningforward.org/wp-content/uploads/sites/5/2020/04/ESSA-toolkit-resource-1-1.pdf>) establishes a standards-aligned frame to map to for state and local policy.

How will your efforts lead to meaningful implementation of the standards?
Are there existing policies where changes are needed to fully implement the standards (perhaps adding support or removing a barrier)?

Question 4: Describe the current state of professional learning policy in your context, including any policies that might support or hinder improving the conditions for implementing Standards for Professional Learning.

TO GO DEEPER INTO THE POLICY ANALYSIS WORK, USE THESE TOOLS:

<https://essa.learningforward.org/wp-content/uploads/sites/5/2020/04/ESSA-toolkit-SEA-stage-4-where-are-we-now.pdf>

<https://learningforward.org/wp-content/uploads/2013/03/how-to-evaluate-professional-learning-policies.pdf>

Policy Pathways to standards implementation

DEVELOP YOUR PITCH: Articulate the argument for the policy change you wish to see. This tool may be helpful: <https://learningforward.org/lf-newsletter/tools-laser-talk-use-the-epic-acronym-and-laser-talk-make-your-delivery/>. Define your expected outcomes with regard to professional learning's reach and impact on teachers and students. Consider which data to highlight in a pitch to policymakers or system leaders. Describe any aspect of the federal ESSA definition (<https://essa.learningforward.org/wp-content/uploads/sites/5/2020/04/ESSA-toolkit-resource-1-1.pdf>) that this policy would improve. Use standards and related resources as the foundation for your advocacy, since they describe a comprehensive system of professional learning and highlight important research. Develop brief materials to share with decision makers, including elevator pitches, sample policy, and an overview of the reason for the policy change and what will improve as a result.

Question 6: What are the top five points to make in a pitch for this policy change?

FOR MORE ON HOW TO MAKE THE CONNECTION FOR POLICYMAKERS:

<https://learningforward.org/journal/setting-the-standards/make-the-connection-for-policymakers/>

*Behind the Scenes:
Policy in Action
with
Betty Wilson-McSwain*

Discussion and Questions



KEYNOTE SPEAKERS



CHRISTOPHER EMDIN



SHARRON HELMKE



**BRANDI HINNANT-
CRAWFORD**

| LEARNING FORWARD'S **2023 ANNUAL CONFERENCE**

DECEMBER 3-6, 2023 | [CONFERENCE.LEARNINGFORWARD.ORG](https://conference.learningforward.org)

Standards Kickoff Week overview

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|--|---|---|--|
| <p>April 24 3 pm ET</p> | <p>April 25 3 pm ET</p> | <p>April 26 3 pm ET</p> | <p>April 27 3 pm ET</p> | <p>April 28 3 pm ET</p> |
| <p>One year in: Advancing outcomes for all learners</p> <ul style="list-style-type: none"> • Reviewing the state of Standards after Year One • Improving learner outcomes by addressing specific challenges • Tool: Advancing Outcomes for All Learners | <p>Elevating educator voices and behaviors</p> <ul style="list-style-type: none"> • 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 | <p>Following policy pathways to support high-quality professional learning</p> <ul style="list-style-type: none"> • Policymaking impacts practice and can be integrated in various ways • Tool: Policy Pathways to Standards Implementation | <p>Examining impact</p> <ul style="list-style-type: none"> • How assessment of professional learning can lead to greater impact of leading, teaching, and learning • Tool: The Standards Assessment Inventory (SAI) | <p>Embedding equity for all</p> <ul style="list-style-type: none"> • 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.

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.

