Standards for Professional Learning....The More You Know

General Information
- The Standards for Professional Learning were created by Learning Forward.
- Professional Learning is a continuous process.
- Professional Learning results in systemic change.
- Change is a process, not an event. It is made by individuals first, then institutions.

WHAT Are the Standards for Professional Learning?
- Indicators that guide the planning, facilitation, implementation, follow-up, and evaluation of professional learning.
- All 7 Standards are used collectively to increase educator effectiveness and results for ALL students.

1. Learning Communities
   - Engage in continuous improvement
   - Develop collective responsibility
   - Create alignment and accountability

2. Leadership
   - Develop capacity for learning and leading
   - Advocate for effective professional learning
   - Create support systems and structures

3. Resources
   - Prioritizing human, fiscal, material, technological, and time needs
   - Monitoring how resources are used
   - Coordinating resources

4. Data
   - Analyze student, educator, and system data
   - Assess progress
   - Evaluate impact of professional learning

5. Learning Designs
   - Apply learning theories, research, and models
   - Select learning designs
   - Promote active engagement & deep learning that inspires action

6. Implementation
   - Applies research on change
   - Sustains support for implementation
   - Provides constructive feedback

7. Outcomes
   - Meet performance standards
   - Address student learning outcomes
   - Build coherence through alignment

HOW Educators Use the Standards for Professional Learning
- Establishing professional learning that increases educator effectiveness and student results by
  - Setting policy
  - Organizing, providing, or managing appropriate learning for all educators
  - Participating in learning & implementation
  - Monitoring implementation
  - Measuring results
- Who is involved? Individuals, teams, school and school system staff, public agencies and officials, and associations or organizations

WHY Standards for Professional Learning?
- The Standards for Professional Learning are designed to set policies and shape practices in professional learning and are the foundation for change that lead to improved student results.
- Professional learning is essential during change and continuous improvement.
- Planning and implementation of effective professional learning is intentional, purposeful, and meaningful, and leads to successful implementation and sustainability of desired changes.

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FREQUENTLY ASKED QUESTIONS and TALKING POINTS

WHY Professional Learning Is Important

• Change = Learning    Learning = Change
• Impacts the classroom by improving practice
• Develops knowledge, skills, and practices necessary to meet student learning needs
• Focuses on results
• Essential to sustaining changes that improve practice
• Promotes continuous improvement

HOW Professional Learning Is Most Effective

• Strong, knowledgeable, supportive leadership
• Supported with resources, feedback, follow up
• Relevant and addresses educator learning needs
• Collaborative leading and learning
• Data driven (achievement, school culture, demographics, instruction)
• Frequent and on-going
• Job-embedded
• Build a culture of trust
• Collective commitment from all educators

WHAT Effective Professional Learning Looks Like

• Engaging & interactive
• Differentiated
• Collaborative planning time with colleagues
• Connects to previous knowledge & future learning
• Develops and practices strategies and skills
• Reflects on practices and results
• Meaningful/relevant/purposeful/timely

Examples of EFFECTIVE Professional Learning

(Based on individual/team/building/district needs)

• Collaborative teams (looking at student work; instruction; unit or lesson planning; professional inquiry, teacher rounds)
• Book studies/professional reading (books, articles, blogs)
• Analyzing data (data driven dialogue)
• Observations/walk-throughs
• Learning design appropriate for the purpose and group
• Virtual: (webinars, podcasts, informal on-line networking)
• Selective use of whole/large group learning
• Purposeful workshops/conferences
• Individual or small group choice (data driven)
• Coaching (instructional, content, leadership)

Examples of INEFFECTIVE Professional Learning

• Whole faculty, one-size-fits all sessions (repeatedly)
• Little or no planning (often based on what’s available instead of individual or building goals/needs)
• One and done – no follow up (or follow through)
• Lack of implementation or monitoring
• Lack of resources (time, money, technology, materials)
• Focus on recertification points instead of improving one’s practice
• Little or no collaboration (teams, etc.)
• Watching professional learning videos without guidance, collaboration, or follow up
• Lack of engagement (sit and get)
• In an auditorium setting with limited opportunity for interaction, collaboration and/or application

Strategies for Implementing Change

(Hord, Roussin)

1. Creating/articulating a shared vision for the change
2. Planning and identifying resources for the change
3. Investing in professional learning
4. Checking or assessing progress
5. Providing assistance/support
6. Creating a context conducive to change

ON-LINE RESOURCES

Learning Forward – The Professional Learning Association
www.learningforward.org/
Standards of Professional Learning
School Based Professional Learning
Learning Forward Virginia
www.learningforwardvirginia.org
Learning Opportunities

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