

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.

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.

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

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*



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*

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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