*learning*forward

STANDARDS
for PROFESSIONAL
LEARNING

About Learning Forward

Learning Forward is an international association of learning educators focused on increasing student achievement through more effective professional learning. Learning Forward's purpose is ensuring that every educator engages in effective professional learning every day so every student achieves. To learn more about the impact of high-quality professional learning, visit **www.learningforward.org**.

About MetLife Foundation

MetLife Foundation is committed to building a secure future for individuals and communities worldwide through a focus on empowering older adults, preparing young people, and building livable communities. In education, MetLife Foundation seeks to strengthen public schools through effective teaching and collaborative leadership, and to prepare students for access to and success in higher education, particularly during the crucial first year. The foundation's grant making is informed by findings from the annual *MetLife Survey of the American Teacher*. More information is available at **www.metlife.org.**

MetLife Foundation

MetLife Foundation supported the revision and publication of *Standards for Professional Learning*.

Executive office
17330 Preston Road, Suite 106-D
Dallas, TX 75252
972-421-0900

Business office
504 S. Locust St.
Oxford, OH 45056
800-727-7288

Introduction

The facilitator guide is a companion document to the Standards for Professional Learning. It is intended to guide facilitators in introducing and helping others implement the standards. This guide is for educators new to the Standards for Professional Learning as well as those familiar with the previous Standards for Staff Development.

As a collective unit, the Standards for Professional Learning define the conditions, attributes, and essential content for effective professional learning, with the primary focus on educator learning that leads to successful student learning. Just as the Standards for Professional Learning work in partnership with one another, they also work in concert with other standards in education to maximize improvement efforts that lead to increased student and educator effectiveness. When combined with leadership, teaching, and student standards, these standards support continuous improvement.

This guide models the kind of professional learning described in the standards. Included in the guide are practical activities, reflection questions, and tools to deepen users' understanding of the standards and about how effective professional learning leads to effective teaching practices, supportive leadership, and improved student results. Each unit includes introductory and intermediate tasks for use with small groups, teams, or large groups to

The guide includes many interactive learning opportunities for participant discussion, conversation, and involvement.

While this guide provides the materials to facilitate the tasks within, facilitators require a strong understanding of the Standards for Professional Learning. For the latest developments and additional information and resources on the standards, visit the Learning Forward website at:

www.learningforward.org/standards

encourage collegial dialogue, promote active engagement, foster a culture of collective responsibility, and take users deeper into the standards, demonstrating the role they play in schools, school systems, and states or provinces.

The guide includes many interactive learning opportunities for participant discussion, conversation, and involvement. The tasks, discussion questions, and tools frame reflections and dialogue about the standards and provide opportunities to apply them in your own work. Slide presentations are provided as guidance for short 10- to 20-minute lectures. Times allotted for each unit are approximate and may vary according to audience size, levels of interaction, and background knowledge. Time for collegial conversations is included in each unit; however, when time is limited, facilitators should reduce time allocated to brief lectures rather than cutting time for participant discussions or conversations. Times are approximate — the facilitator will need to be flexible and intuitively know when to determine when groups need more or less time. The decision to add more time should be based on the richness or benefits of continuing the discussion.

— Jacqueline Kennedy
Associate director of strategic initiatives, Learning Forward

- **This guide includes bookmarks for easy navigation that can be viewed in Adobe Acrobat Reader by clicking Window > Show Bookmarks.**

- **Slides can be displayed in full screen by clicking View > Full Screen Mode.**

- **Handouts and slides are included at the end of each unit and should be copied for participants before the session.**

Organization and layout

The facilitator guide is organized into nine units based on the framework below. Each component includes a unit of study that is intended to address the needs of participants at various levels of learning.

Each unit begins with an introduction and general information about preparation, materials, suggested processes, and times. Times throughout the units are estimated and can be shortened or lengthened depending on the audience. Unit content is divided into introductory and intermediate levels. Select the appropriate material based on your audience's background knowledge and familiarity with the standards.

PROPOSED AGENDAS

This guide is structured as a one-day session for introducing and applying the Standards for Professional Learning. Facilitators may also pick and choose specific units to work with teams and small groups based on audience's familiarity and experience with the standards.

Handouts and slides are included at the end of each module and should be copied for participants before the session.

UNITS	ONE DAY (7 HOURS)	INTRODUCTION (2 HOURS)
1 Opening and introductions	15 minutes	15 minutes
2 Why standards	30 minutes	
3 Standards overview	45 minutes	30 minutes (introductory)
BREAK		
4 The role of the standards	45 minutes (introductory)	30 minutes (introductory)
LUNCH		
5 Unpacking the standards	90 minutes (introductory)	30 minutes (intermediate)
6 Standards in practice	45 minutes (intermediate)	
BREAK		
7 Standards in action	60 minutes	
8 Assessment and follow-up	60 minutes	
9 Closing and reflections	30 minutes	15 minutes (introductory)

PLANNING AND MATERIALS

TASK	✔
Print participant handouts and name tags.	
Arrange round or rectangular tables for groups of 6 to 8.	
Set up screen and computer with LCD projector.	
Prepare table supplies (sticky notes, highlighters, and 3-by-5 index cards).	
Order *Standards for Professional Learning* books.	
Obtain flip chart, easel, and set of markers for each table group.	

OVERVIEW OF THE UNITS

Units	Purpose	Introductory content	Intermediate content
UNIT 1 Opening and introductions	Unit 1 provides an overview of the day, including the outcomes and essential questions.	• Session at a glance • Introductions • Essential questions • Norms	
UNIT 2 Why standards?	Unit 2 revisits the basis for standards in education and the implications for professional learning.	• Why standards • Standards in education • Standards introduction video	
UNIT 3 Standards overview	Unit 3 provides participants with the basic ideas and concepts that underpin the standards, including the rationale for the 2011 revision.	• Revision rationale • Standards crosswalk • Underlying assumptions • Core concepts • Standards book layout • Organization of the standards • Standards book scavenger hunt	
UNIT 4 The role of the standards	Unit 4 makes explicit the attributes of effective professional learning and communicates the relationship between professional learning, changes in educator practice, and student results.	• The role of the standards • Prerequisites for professional learning • Link to student results	
UNIT 5 Unpacking the standards	Unit 5 explores the essential components that describe what educators should know and be able to do for effective professional learning.	• Unpacking the standards	• Standards in depth
UNIT 6 Standards in practice	Unit 6 provides participants with opportunities to work with others to discover observable ways to identify, exemplify, and actualize the standards into everyday practice for various educator role groups.	• Connecting the standards • Standards in practice	• Managing changes in practice • Moving standards into practice
UNIT 7 Standards in action	Unit 7 assists participants in exploring ways to use the standards, identifying the behaviors associated with each standard based on the role, and initiating policy changes related to the new Standards for Professional Learning.	• Standards in action	• Policy action guide • Next steps
UNIT 8 Assessment and follow-up	Unit 8 assists participants in gauging their own experience with the implementation of the standards and determining solutions to common gaps in implementing the standards.	• Standards self-assessment • Standards strengths and weaknesses	
UNIT 9 Closing and reflections	Unit 9 provides participants with a review of the available resources and an opportunity to make a commitment to support the implementation of the standards.	• Standards suite • Commitment cards	

Opening and introductions

INTRODUCTION

The purpose of the opening and introduction is to provide participants with an overview of the day, including the outcomes and essential questions.

PREPARATION / MATERIALS
- Writing instrument
- Chart paper
- Sticky notes
- Markers

TIME
15 minutes

PARTICIPANT HANDOUTS

1.1 Session at a glance
1.2 Essential questions
1.3 Standards familiarity poll

SLIDES (PDF)

Slide 1:   Standards for Professional Learning (title slide)
Slide 2:   Opening and introductions (section header slide)
Slide 3:   Outcomes
Slide 4:   Essential questions
Slide 5:   Session at a glance
Slide 6:   Norms
Slide 7:   Introductions

UNIT 1

SUGGESTED PROCESS

1. Welcome participants and introduce yourself.

2. Explain housekeeping items, such as break times, restroom locations, etc.

3. Refer participants to Handout 1.1 to review intended outcomes. Allow participants to flag those that are aligned with their interests, add any that are missing for them, and share the outcome most aligned with their interests with an elbow partner.

4. Review the agenda using Handout 1.1, and comment on any flexibility in timing or content if applicable.

5. Refer participants to Handout 1.2 to review essential questions that frame the intended outcomes, and remind participants that they will have an opportunity to revisit them at the end of the session.

6. Propose norms for the group, and ask for any additions as well as confirmation from the group that they will adhere to them for the duration of the session.

7. Prepare one poster for each of the standards familiarity poll questions (see Handout 1.3) and post each poster on walls adjacent to one another. List the numbers of the Likert scale vertically along the left side (X axis) and numbers 1-20 evenly spaced along the bottom (Y axis).

    -   Ask participants to respond to the four standards familiarity poll questions listed on chart paper around the room to create a horizontal bar graph..
    -   Using sticky notes, participants will walk around the room and respond to the questions by writing the number to the corresponding Likert scale on a sticky note and applying it to the poster.
    -   Once everyone has responded to each of the four quick survey questions, ask participants to introduce themselves and include the following:
        -   Introduce yourself, and include your name, role, and interest in the Standards for Professional Learning.
        -   Share one of the responses from the quick survey.
        -   Share something you hope to learn today.

NOTE: This poll can also be prepared in an online live poll format for participants to complete before the session or at the beginning of the session.

8. Provide any additional salient points based on the discussion, and engage participants in summarizing their learning.

OUTCOMES

- Develop an understanding of the standards, the rationale for their revision, and how the Standards for Professional Learning differ from the previous standards.
- Generate behaviors that describe how the standards appear in practice by various educator groups.
- Develop an initial plan for introducing the standards to those who need to know about them.
- Assess current professional learning practices in relation to the new standards.

AGENDA

OPENING AND INTRODUCTIONS	
Why standards?	• Standards in education • Why Standards for Professional Learning • Standards overview video
Standards overview	• Revision rationale • Standards layout • Standards preview and crosswalk • Organization of the standards • Underlying assumptions • Standards book scavenger hunt • Core concepts
BREAK	
The role of the standards	• The role of the standards • Prerequisites for professional learning • Link to student results
LUNCH	
Unpacking the standards	• Unpacking the standards • Standards in depth
Standards in practice	• Connecting the standards • Standards in practice • Managing changes in practice • Moving standards into practice
BREAK	
Standards in action	• Way to use the standards • Looking at standards by role • Policy action guide
Assessment and follow-up	• Standards self-assessment • Standards strengths and weaknesses
CLOSING AND REFLECTIONS	

What are the Standards for Professional Learning?

_____

_____

_____

How can the standards improve the quality and effectiveness of professional learning?

_____

_____

_____

How do the standards impact me?

_____

_____

_____

What actions will I take to share these standards with others?

_____

_____

_____

What do I see happening in my school/district/state/province right now related to the standards?

_____

_____

_____

Standards familiarity poll

1. Complete the short poll below and rate your responses 1-5, with 1 being the lowest and 5 being the highest.

Rate the degree to which you are familiar with the 2001 Standards for Staff Development.

    1   2   3   4   5

Rate the degree to which you currently use the 2001 Standards for Staff Development.

    1   2   3   4   5

Rate the degree to which your school, district, or organization implemented the 2001 Standards for Staff Development.

    1   2   3   4   5

Rate the degree to which you were involved in implementing the 2001 Standards for Staff Development.

    1   2   3   4   5

2. One way you have used the standards, if applicable.

_____

_____

_____

3. One thought about your response to one of the short survey questions.

_____

_____

_____

4. One thing you want to learn today.

_____

_____

_____

FACILITATOR GUIDE

learningforward

STANDARDS *for* PROFESSIONAL LEARNING

Opening and introductions

OUTCOMES

- Develop an **understanding** of the new standards, the rationale for their revision, and how the Standards for Professional Learning differ from the previous standards.

- Generate **behaviors** that describe how the standards appear in practice by various educator groups.

- Develop an initial **plan** for introducing the standards to those who need to know about them.

- **Assess** current professional learning practices in relation to the new standards.

ESSENTIAL QUESTIONS

- **What** are the Standards for Professional Learning?

- How can the standards **improve** the quality and effectiveness of professional learning?

- How do the standards impact **me**?

- What **actions** will I take to share these standards with others?

- What do I **see** happening in my school/district/province right now related to the standards?

SESSION AT A GLANCE
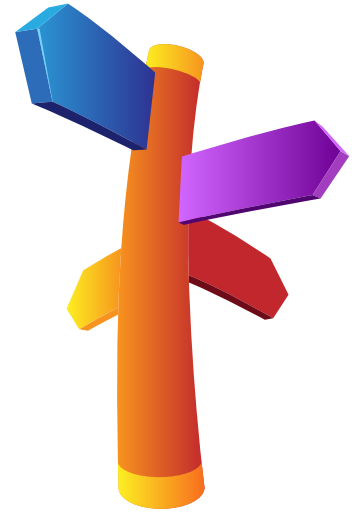
- **Opening and introductions**
  - **Why standards?**
    - **Standards overview**
      - **The role of the standards**
        - **Unpacking the standards**
          - **Standards in practice**
            - **Standards in action**
              - **Assessment and follow-up**
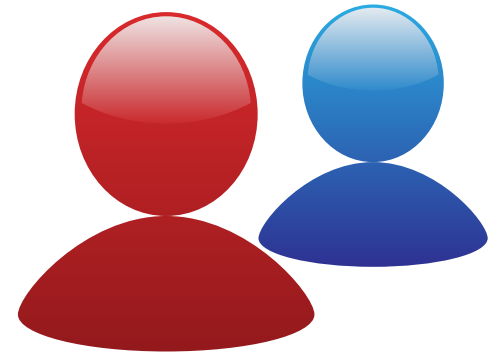   - **Closing and reflections**
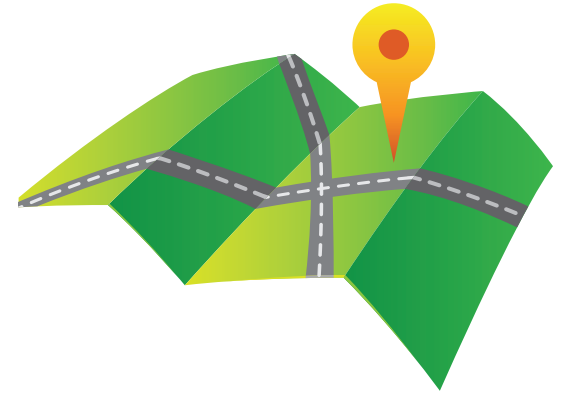
NORMS

- **Ask** questions.
- **Engage** fully.
- **Integrate** new information.
- **Open** your mind to diverse views.
- **Utilize** what you learn.

INTRODUCTIONS

1. Complete the standards familiarity **poll.** <mark>Handout 1.3</mark>

2. In table groups, **introduce** yourself. Include your name and role, along with one reason for your interest in the standards.

3. After all introductions, **share** the following:

- One way you have **used** the standards, if applicable.

- One thought about your **response** to one of the short poll questions.

- One thing you want to **learn** today.

Why standards?

INTRODUCTION
The purpose of this unit is to revisit the basis for standards in education and the implications on professional learning.

PREPARATION / MATERIALS	TIME
• Writing instrument • Download standards overview video: www.learningforward.org/standards/index.cfm	30 minutes

PARTICIPANT HANDOUT

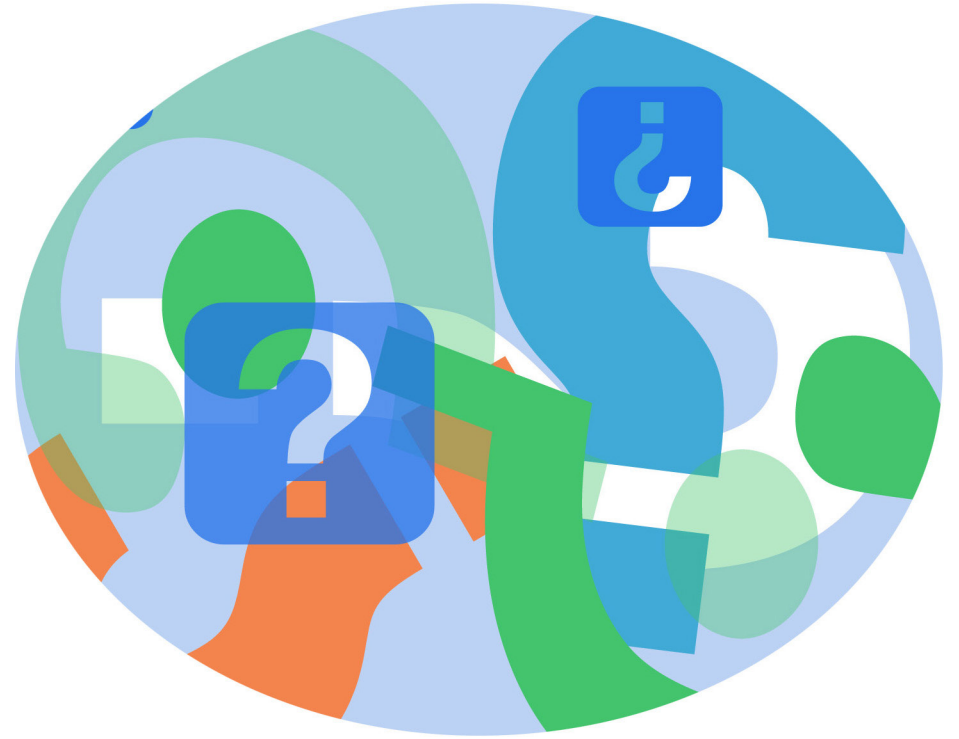**2.1** Standards in education

SLIDES (PDF)

Slide 8: Why standards? (section header slide)
Slide 9: Standards in education
Slide 10: Why standards are important
Slide 11: Introduction video

UNIT 2

SUGGESTED PROCESS

1. Refer participants to Handout 2.1 to guide their note taking during this unit.

2. Ask participants to think about the educator and student standards they've experienced during their careers.

    •   Solicit a few examples from the group, and ask participants to describe which standards align with their work, and what the standards did for them, students, their system, or education in general.

    •   Share that when it began nearly three decades ago, the standards movement in education had as its core purpose to increase the effectiveness and equity of education for all students regardless of their circumstance or postal code.

    •   As a long-standing effort to assure that all students achieve at high levels of learning, the standards movement has raised awareness of existing inequities in schools and accountability for results.

    •   Whether in the form of national curricula that define equitable expectations for all students or increased expectations for school systems, schools, and educators, efforts to define and implement standards for education continue to be a strong policy lever so that all students achieve at high levels.

3. Review why professional learning standards are needed:

    •   Standards describe a set of expectations for effective professional learning to ensure equity and excellence in educator learning.

    •   Standards serve as indicators that guide the learning, facilitation, implementation, and evaluation of professional learning.

    •   This process of new learning for educators is more complex than most people realize.

    •   The standards and their descriptions establish quality measures related to how well professional learning informs and develops educator knowledge, skills, practices, and dispositions to increase learning for all students.

4. Introduce the Standards for Professional Learning.

    •   Refer participants to the guiding questions to respond to during the video:

        •   What are the BIG ideas you are taking away?

        •   How will the standards improve the quality and results of professional learning?

        •   What aspects of the new standards interest you most?

    •   Play the video using the link provided.

    •   Debrief the video by posing each of the questions to participants for an informal dialogue on their responses.

5. Provide any additional salient points based on the discussion, and engage participants in summarizing their learning.

Standards in education

Which standards apply to your work?	Why do professional learning standards exist?
Educator performance standards:	
Student:	

As you watched the standards overview video:

1. What BIG ideas emerged for you?

2. How will the standards improve the quality and results of professional learning?

3. What aspects of the new standards interest you most?

UNIT 2

Why standards?

STANDARDS IN EDUCATION

- **Common Core State Standards**
- **Standards for Professional Learning**
- **Model Teacher Leader Standards**
- **State and school system standards**
- **Model Core Teaching Standards (InTASC)**
- **Standards for School Leaders (ISLLC)**

WHY STANDARDS ARE IMPORTANT

- Standards make explicit that the purpose of professional learning is for educators to develop the **knowledge,** **skills,** **practices,** and **dispositions** to help students perform at high levels.

- Standards guide the **design,** **implementation,** and **evaluation** of professional learning.

STANDARDS INTRODUCTION VIDEO

www.learningforward.org/standards

Let's discuss what you heard . . .

- What are the **BIG ideas** you are taking away?

- How will the standards **improve** the quality and results of professional learning?

- What aspects of the new standards **interest** you most?

Standards overview

INTRODUCTION

The purpose of the standards overview is to provide participants with the basic ideas and concepts that underpin the standards, including the rationale for the 2011 revision.

PREPARATION / MATERIALS

• Writing instrument
• *Standards for Professional Learning* book (pp. 12-20; 62-63)
• Standards book scavenger hunt answer key (Appendix)

TIME

45 minutes

PARTICIPANT HANDOUTS

3.1 Standards note-taking guide
3.2 Standards book scavenger hunt

SLIDES (PDF)

Slide 12: Standards overview (section header slide)
Slide 13: Note-taking guide
Slide 14: Revision rationale
Slide 15: Standards preview
Slide 16: Standards crosswalk
Slide 17: Underlying assumptions
Slide 18: Core concepts
Slide 19: Standards book layout
Slide 20: Standards organization
Slide 21: Standards book scavenger hunt

UNIT 3

SUGGESTED PROCESS

1. Refer participants to <mark>Handout 3.1</mark> to use to jot any notes. Inform participants that you will stop periodically to get feedback and answer questions.

2. Share the rationale for the revision of the standards.

   • To have the greatest influence on professional learning, Learning Forward regularly updates the standards to reflect insights from current research and field experience about professional learning, its application, and its effect on desired outcomes.

   • There is continuing examination and evaluation of the veracity and practicality of the standards, with feedback solicited from and offered by field practitioners, policymakers, and researchers.

   • Research and evaluation in the last decade on professional learning have strengthened the consensus on the elements of effective professional learning.

3. Preview the standards and crosswalk (pp. 62-63):

   • The seven new standards (Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, and Outcomes) focus attention on educator learning that relates to successful student learning. The standards require professional learning that is interactive, relevant, sustained, and embedded in everyday practice.

   • The crosswalk outlines the relationship between the current and previous standards, listing the elements for each standard and focusing on the areas of overlap.

4. Share the underlying assumptions:

   • **Educator learning:** By making learning the focus, those who are responsible for professional learning will concentrate their efforts on ensuring that learning for educators leads to learning for ALL students, not just some. For too long, practices associated with professional development have treated educators as individual, passive recipients of information, and school systems have expected little or no change in practice.

   • **Educator effectiveness:** When professional learning incorporates the indicators of effectiveness defined in its standards, educator effectiveness and student learning increase. Increased educator effectiveness makes possible a shift from current reality to the preferred outcomes of enhanced student learning results — a goal to which all educators subscribe.

   • **Student and educator excellence:** The Standards for Professional Learning have as their core purpose to increase the effectiveness and equity of education for all students regardless of their circumstance or postal code. Additionally, the standards describe a set of expectations for effective professional learning to ensure equity and excellence in educator learning.

5. Review the core concepts embedded in the stem:

- **Educator:** Describes the members of the education workforce, those employed within schools and school systems and in other education agencies to provide direct or indirect services to students. Educators include the professional and support staff who contribute to student learning. For example, school secretaries and central office staff provide indirect support to students, while teachers provide direct support to students.

- **Effectiveness:** Refers to educators' capacity to meet performance expectations, implement evidence-based practices, create and sustain conditions for effective learning, and increase student learning. Effectiveness is evident in performance as defined by role expectations and professional standards and by the results of an educator's work.

- **Results:** Refers to all aspects of student growth and development. Academic success is the primary results area, and it is coupled with social and emotional learning in the overall development of students. Student learning is assessed through multiple measures, both formative and summative, that provide evidence that students are succeeding in meeting the expected curriculum outcomes and development indicators.

- ***All* students:** Signifies that educators' professional responsibility and professional learning are driven by the belief that education for all students, not just some, is fundamental to the well-being of a global society. Without equitable opportunities and universal high expectations for all students, societal, political, and economic infrastructures suffer.

6. Share the layout of the standards.

- **Stem:** The standards begin with a common statement: "Professional learning that increases educator effectiveness and results for all students … ." This statement confirms the link between educator practice and results for students. The link between educator learning and learning for every student is the purpose of professional learning, and the stem makes that link evident. The statement also emphasizes equity of results. The use of "all" is intentional to elevate the significance of ensuring the success of every student, regardless of race, ethnicity, gender, exceptionality, language, socioeconomic condition, culture, or sexual orientation.

- **Introduction:** An introduction paragraph begins each standard with a short overview of the key points.

- **Core elements:** Each standard emphasizes three core elements that describe the standard in greater detail. A preview of all core elements is listed on p. 61 of the standards book.

- **Related research:** Each standards section concludes with a list of five foundational citations used to frame the core elements found within each standard.

7. Share the organization of the standards:

    - **Fewer standards:** Seven standards emerged from the study of research literature about professional learning. In some way all were included in earlier editions of the standards, some are now more clearly defined, and some aspects are more prominent.

    - **Holistic view:** The standards work in partnership with one another. Focusing on some rather than all standards may contribute to the failure of professional learning to deliver on its promised results.

    - **Combined content standard:** The Outcomes standard incorporates two dimensions, student learning outcomes and educator performance expectations.

    - **Revised stem:** This stem confirms the link between educator practice and results for students, and also emphasizes equity of results. The use of "all" is intentional to elevate the significance of ensuring the success of every student.

    - **Three areas of focus:** The Standards for Professional Learning describe the context, processes, and content for effective professional learning. Learning Communities, Leadership, and Resources standards define the essential conditions for effective professional learning. Data, Learning Designs, and Implementation standards describe the attributes of educator learning that define quality and effectiveness of professional learning. The single content standard, Outcomes, identifies the essential content of professional learning.

8. Ask participants to consider this question: What individuals or team of people are important to consult about implementing the standards in their school? Ask for volunteers to share their choices as time permits.

9. Distribute *Standards for Professional Learning* books and instruct participants to individually complete the scavenger hunt in order to become familiar with the standards book. Respond to any questions about missing answers using the answer key provided, and if time permits, review each of the answers to the scavenger hunt. Invite participants to make notes about their own topics and page numbers to refer to when sharing the standards and the ideas within with others.

10. Provide any additional salient points based on the discussion, and engage participants in summarizing their learning.

Standards note-taking guide

Revision rationale	Preview and crosswalk	Underlying assumptions
Core concepts	**Layout**	**Organization**

What individuals or team of people are important to consult about implementing the standards in their school? What specifically will you share?

	1. Three points underscoring the 2011 revision of the standards.
	2. Four core concepts embedded in the stem.
	3. Organization of the standards.
	4. Relationship between professional learning and student results.
	5. Crosswalk with previous standards.
	6. Historical perspective.
	7. Four prerequisites for professional learning.
	8. Standards summary with core elements of each standard.
	9. How to use the Standards for Professional Learning.
	10. The stem and listing of all standards for professional learning.
	11. Standards revision task force members.
	12. Related research for the Implementation standard.
	13. The role of the standards.
	14. How to use the standards with government agency staff.
	15. Appendices.

Page	Topic	Notes

Standards overview

NOTE-TAKING GUIDE

- Use the note-taking guide to collect **key ideas** and jot down notes about the standards.

- Be prepared to **share** any salient points with an elbow partner.

REVISION RATIONALE

- Integrate the current **research**.

- Establish high expectations for **equity** and **excellence** in professional learning.

- Strengthen the **link** to student achievement.

- Guide the **design, implementation,** and **evaluation** of professional learning.
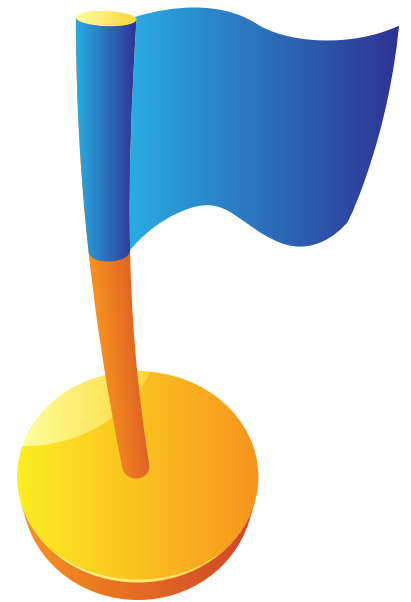
STANDARDS PREVIEW

Learning Communities

Leadership

Resources

Data

Learning Designs

Implementation

Outcomes

STANDARDS CROSSWALK

2011 STANDARDS FOR PROFESSIONAL LEARNING	2001 STANDARDS FOR STAFF DEVELOPMENT
Learning Communities	**Learning Communities, Collaboration**
Leadership	**Leadership**
Resources	**Resources**
Data	**Data-Driven, Evaluation**
Learning Designs	**Design, Research-Based**
Implementation	**Learning**
Outcomes	**Equity, Quality Teaching, Family Involvement**

UNDERLYING ASSUMPTIONS

✔ **Professional learning**

- **Focused on educator learning**

✔ **Student results**

- **Linked to educator effectiveness**

✔ **Equity**

- **Designed for student and educator excellence**

CORE CONCEPTS

Educator

Effectiveness

Results

All students

STANDARDS BOOK LAYOUT

- **STEM:** Professional learning that increases educator effectiveness and results for all students ...

- **INTRODUCTION:** Brief overview of the standards content

- **CORE ELEMENTS:** 3 per standard

- **RELATED RESEARCH:** 5 foundational citations per standard

STANDARDS ORGANIZATION

- **Fewer standards**
- **Holistic view**
- **Combined content standard**
- **Revised stem**
- **3 focus areas**

STANDARDS BOOK SCAVENGER HUNT

- Work with an elbow **partner**.

- Using the standards book, **find** as many of the listed features as you can.

- Be prepared to **review** your responses with the whole group.

Time: 10 minutes

The role of
the standards

INTRODUCTION
The purpose of the standards is to make explicit the attributes of effective professional learning and to communicate the relationship between professional learning and changes in educator practice and student results.

PREPARATION / MATERIALS
• Writing instrument
• Chart paper
• *Standards for Professional Learning* book
  (pp. 14-16)

TIME
45 minutes

PARTICIPANT HANDOUTS
4.1 The role of the standards
4.2 Standards impact

SLIDES (PDF)
Slide 22: The role of the standards (section header slide)
Slide 23: The role of the standards
Slide 24: Prerequisites for professional learning
Slide 25: Link to student results

UNIT 4

SUGGESTED PROCESS

1. Ask participants to read the section on the role of the standards (p. 14) from the *Standards for Professional Learning* book.

   - Refer participants to Handout 4.1 to use as a guide to select specific ideas from the reading and write them on the appropriate side of the chart.

   - After all members have completed their reading, direct table groups to discuss each side of the chart and add any additional items not included to either side of the chart.

   - Ask for volunteers to share any ideas that aligned or challenged their thinking.

2. Refer participants to Handout 4.2 to guide their note taking on the impact of the standards.

   - The Standards for Professional Learning are:

     - The essential attributes of effective professional learning to guide the decisions and practices of all persons with the responsibility to fund, regulate, manage, conceive, organize, implement, and evaluate professional learning.

     - A template for organizing professional learning.

     - A consumer's guide for all educators, describing what they should expect and demand of their professional learning, as well as their responsibilities as participants.

   - Consequently, the standards are not:

     - A workbook, tool kit, or technical assistance guide.

     - Intended to address every issue related to professional learning.

     - A road map for creating professional learning that is faithful to the standards.

   - Share that using the standards to shape more effective professional learning will require study, thought, discussion, and planning. Encourage participants to form collaborative teams where a small group of colleagues can reflect and begin to imagine and plan how to reshape the professional learning for which they are responsible.

3. Review the prerequisites for professional learning.

   - **Educators' commitment to students, *all* students, is the foundation of effective professional learning.** Committed educators understand that they must engage in continuous improvement to know enough and be skilled enough to meet the learning needs of all students. As professionals, they seek to deepen their knowledge and expand their portfolio of skills and practices.

   - **Each educator involved in professional learning comes to the experience ready to learn.** Professional learning is a partnership among professionals who engage with one another to access or construct knowledge, skills, practices, and dispositions; however, it cannot be effective if educators resist learning.

- **Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.** This cannot happen unless educators listen to one another, respect one another's experiences and perspectives, hold their students' best interests at the forefront, trust that their colleagues share a common vision and goals, and are honest about their abilities, practices, challenges, and results.
- **Like all learners, educators learn in different ways and at different rates.** Because some educators have different learning needs than others, professional learning must engage each educator in timely, high-quality learning that meets his or her particular learning needs.

4. Review the relationship between professional learning and student results using the theory of change cycle described in the standards.

   - First, when professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.

   - Second, when educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.

   - Then, when educator practice improves, students have a greater likelihood of achieving results.

   - Finally, when student results improve, the cycle repeats for continuous improvement.

   - Share that the cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.

5. Provide any additional salient points based on the discussion, and engage participants in summarizing their learning.

The role of the standards

What they are	What they are not

Standards impact

Prerequisites for professional learning

Relationship to student results

Impact on educator practice

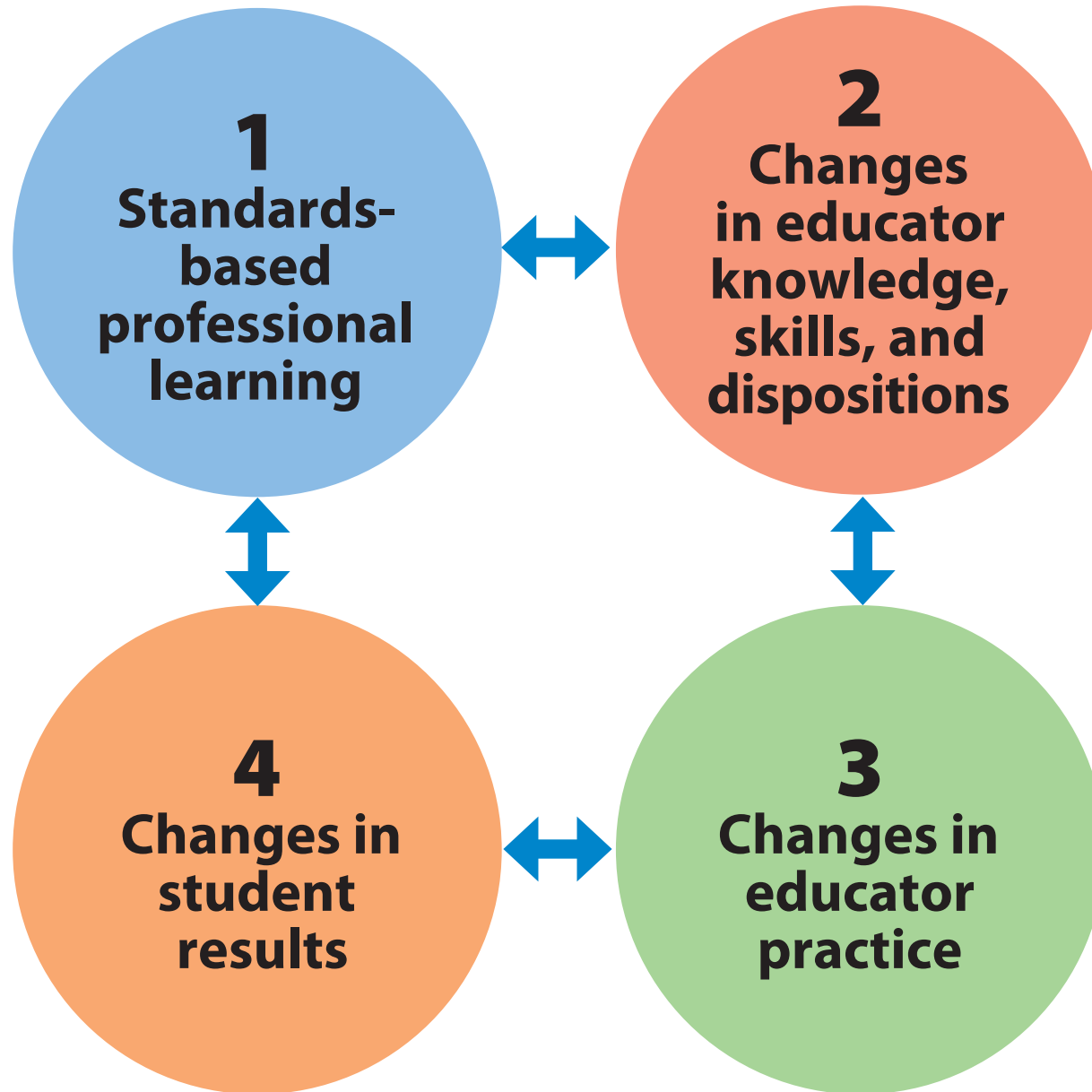# The role of the standards

THE ROLE OF THE STANDARDS

WHAT THEY ARE	WHAT THEY ARE NOT
• A description of the attributes of effective professional learning • A template for organizing professional learning • A consumer's guide for all educators	• A workbook • A tool kit • Technical assistance guide • A way to address every issue related to professional learning • A road map

PREREQUISITES FOR PROFESSIONAL LEARNING

- Educators **commit** to ensuring all students succeed.

- Educators are **ready** to learn.

- Professional learning fosters **collaborative** inquiry and learning.

- Educators learn in **different** ways and at different rates.

LINK TO STUDENT RESULTS

1 Standards-based professional learning

2 Changes in educator knowledge, skills, and dispositions

4 Changes in student results

3 Changes in educator practice

Unpacking the standards

INTRODUCTION
The purpose of unpacking the standards is to explore the essential components that describe what educators should know and be able to do for effective professional learning.

PREPARATION / MATERIALS
- Writing instrument
- Standards table tents
- Highlighters
- Chart paper
- Markers
- Standards in depth discussion questions (Appendix)

TIME
90 minutes

PARTICIPANT HANDOUTS
5.1 Unpacking the standards
5.2 Standards windowpane template
5.3 Standards showcase notes
5.4 Standards in depth

SLIDES (PDF)
Slide 26: Unpacking the standards (section header slide)
Slide 27: Group warm-up
Slide 28: Unpacking the standards
Slide 29: Standards showcase
Slide 30: Standards in depth

UNIT 5

SUGGESTED PROCESS

1. Regroup participants (using numbers, cards, colors, etc.) to work with the new table group members.

2. Ask participants to find their newly assigned group, and introduce themselves to their new group members in a round-robin manner, sharing the following:

   • Their familiarity with the 2001 standards on a scale of 1-5;

   • Two ways they have (or will) use the standards; and

   • One of the standards that was (or will be) difficult to implement.

3. Refer participants to Handout 5.1 to take notes during their assigned reading.

4. Assign standards to each table group, and ask participants to individually read their assigned standard making note of the core elements, topics, and skills, as well as note any questions prompted by their reading.

5. Once all table members have completed their reading, ask table groups to discuss key points and insights while working collaboratively to create a windowpane and prepare a three-minute presentation using Handout 5.2 as a guide. (As a rule of thumb, allow 10 minutes for groups of four to six participants, adding two minutes for each additional participant per group.)

6. Once time has elapsed, instruct all table groups to post their windowpane chart posters and refer participants to Handout 5.3 to take notes on each of the standards as they are shared.

7. Allow groups to showcase their standard one at a time, reminding participants of the three-minute time limit.

8. Once all groups have completed their presentations, debrief the content for each standard shared during the showcase, identifying any unique or different perspectives shared and addressing any comments heard during group discussions.

9. Ask participants to think about the standard they are most interested in learning and discussing further, and then move to the windowpane poster that they would like to explore more deeply with others.
   NOTE: To keep groups under 8-10 participants, ask participants to select a second standard to explore, or if space permits, divide the standards group in half or thirds.

10. Once all participants have selected a standard to stand next to, refer participants to Handout 5.4 to use to take notes during their groups' discussion. Groups may sit together at tables or pull seats together to create a circle.

11. Provide each team with a copy of the applicable standards discussion question page provided in the appendix.

12. Team members will respond to the discussion questions, working to keep all members of the group involved. Ask each team to select a facilitator, timekeeper, recorder, and reporter. (As a rule of thumb, allow 10 minutes for groups of four to six participants, adding two minutes for each additional participant per group.)

13. Once time has elapsed, bring the whole group together and ask for volunteers to share any discoveries or insights they gained. If time permits, work through each standard one at a time.

14. Provide any additional salient points based on the discussion, and engage participants in summarizing their learning.

Professional learning that increases educator effectiveness and results for all students

_____

_____

_____

3 core elements	Topics (KNOW)	Skills (DO)

What questions were you prompted to think about?

Source: Ainsworth, L. (2003). _"Unwrapping" the standards: A simple process to make standards manageable._ Denver, CO: Advanced Learning Press.

Standards windowpane template HANDOUT 5.2

Standard _____

Key points What information or ideas are important to know about this standard?	**Standards in practice** Which behaviors are observable when this standard is fully implemented?
Symbol What visual representation would help people remember this standard?	**Next steps** What steps are necessary to implement this standard?

Standards showcase notes

STANDARD	NOTES
Learning Communities	
Leadership	
Resources	
Data	
Learning Designs	
Implementation	
Outcomes	

Core element 1

Notes

Core element 2

Core element 3

Unpacking the standards

GROUP WARM-UP
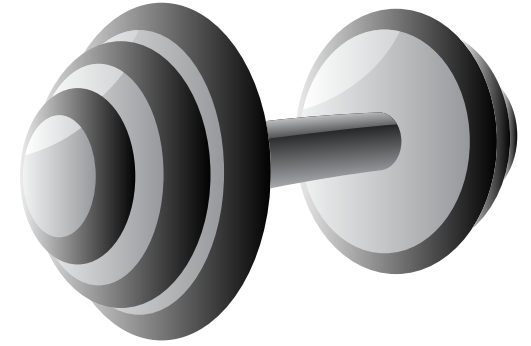
- **Find your newly assigned group, and introduce yourself to your new group members.**

- **In a round-robin manner, share the following:**

  ✔ Your rating about your own familiarity with the 2001 standards on a scale of 1-5

  ✔ Two ways you have used or will use the standards

  ✔ One of the 2001 standards that was or will be difficult to implement

UNPACKING THE STANDARDS

- Individually **read** your assigned standard, including the introduction and elaboration.

- Use Handout 5.1 to **organize** your notes.

- As a team, **discuss** the key points and your insights about this standard.

- Prepare and post a **chart** using the windowpane template as a guide.

Time: 30 minutes

STANDARDS SHOWCASE

- Collectively **determine how** your group will showcase your standard in a three-minute presentation using ==Handout 5.2.==

- Use ==Handout 5.3== to **collect** key points on each standard during the showcase.

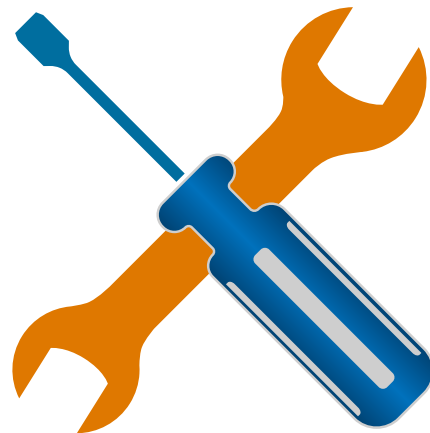- Be prepared to **debrief** with the whole group following the showcase.

STANDARDS IN DEPTH

- Select **one** standard you want to study in greater depth.

- **Regroup** with others interested in the same standard.

- Use the group questions to guide **discussions** about your selected standard.
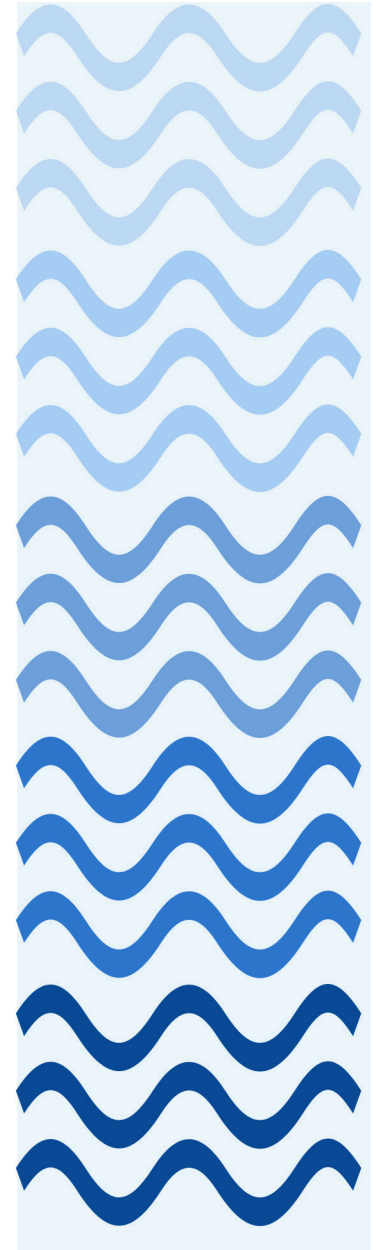
Standards in practice

INTRODUCTION

The purpose of this unit is to provide participants with opportunities to work with others to discover observable ways to identify, exemplify, and actualize the standards into everyday practice for various educator role groups.

PREPARATION / MATERIALS

- Writing instrument
- *Standards for Professional Learning* book
- Chart paper
- Marker

TIME

45 minutes

PARTICIPANT HANDOUTS

6.1 Connecting the standards
6.2 How my standard connects
6.3 Managing changes in practice
6.4 Moving standards into practice

SLIDES (PDF)

Slide 31: Standards in practice (section header slide)
Slide 32: Connecting the standards
Slide 33: Managing changes in practice
Slide 34: Moving standards into practice

SUGGESTED PROCESS

1. Refer participants to <mark>Handout 6.1</mark> to use as an example of how the standards work interdependently.
2. Review the chart with participants. Explain that the focus of the example is on Learning Designs, and discuss each set of standards questions and how they demonstrate how decisions about the Learning Designs standard relates to the other standards.

3. Assign the remaining six standards among table groups.

4. Refer participants to <mark>Handout 6.2</mark> to use to create their own set of standard questions that demonstrate the connectivity of their standard with the others. (As a rule of thumb, allow 10 minutes for groups of four to six participants, adding two minutes for each additional participant per group.)

5. Once time has elapsed, debrief which standards were easier to make connections to and which were more difficult. Ask for volunteers to share.

6. Refer participants to <mark>Handout 6.3</mark> to use to identify the implications of each of the standards on changing educator practice.

7. Share the intent for the standards to function in synergy to enable educators to increase their effectiveness and student learning, emphasizing that all elements are essential to realize the full potential of educator professional learning.

8. Ask table groups to collectively review the matrix and consider the identified situation: You are asking every staff member to incorporate formative assessments into their lessons after participating in professional learning. Each group determines what needs to happen as a result of the missing standard in order to manage the intended changes in educator practice (As a rule of thumb, allow 10 minutes for groups of four to six participants, adding two minutes for each additional participant per group.)

    - When time has elapsed, bring the whole group back together to walk through each standard. Ask for a table group volunteer to respond to the specified missing standard and share his or her solution. As time permits, ask for different solutions or ideas that have not already been shared.

    - Ask participants to independently take a few minutes to reflect on their own work, to identify the missing standard and its implications that seems most useful in helping them recognize solutions to a similar problem and any insights they gained about professional learning from the matrix.

9. Refer participants to <mark>Handout 6.4</mark> to guide their discussions.

    - Ask participants to connect with an elbow partner to complete a force field analysis on moving the standards into practice, identifying the driving forces and restraining forces and making suggestions for increasing and decreasing their respective effects.

    - As time permits, ask for volunteers to share with the whole group, both their driving forces and ways to increase it or their restraining force and any ways to decrease it.

10. Provide any additional salient points based on the discussion, and engage participants in summarizing their learning.

STANDARDS	CONNECTING QUESTIONS
Learning Communities	• How do learning communities select learning designs that contribute to building collective responsibility while maintaining accountability and alignment? • Which learning designs support continuous improvement?
Leadership	• How do leaders contribute to decisions about learning designs? • What are leaders expected to know about learning designs? • What types of support systems and structures are needed for the more frequently used learning designs?
Resources	• Which learning designs require more resources? Fewer resources? • How can technology enhance learning designs to extend learning and results? • What resources exist within a school to support various learning designs?
Data	• How can data about educators, students, and systems contribute to the selection of learning designs? • What other data are helpful in selecting learning designs? • What data are useful to assess the effectiveness of selected learning designs?
Learning Designs	• What factors are important to consider when selecting learning designs? • Which learning designs contribute to active engagement of learners? • What theories and principles about learning guide the selection of learning designs?
Implementation	• What learning designs advance implementation? • How can selected learning designs be enhanced to integrate frequent constructive feedback? • Which learning designs are more appropriate for various stages of implementation?
Outcomes	• How do designers of professional learning use performance standards and student learning outcomes as they design learning? • How can designers link past learning with current and future learning through their choice of learning designs?

Standard	My standard	Standard
_____	_____	_____
Standard		**Standard**
_____		_____
Standard		**Standard**
_____		_____

Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	Educator effectiveness and student results
	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	**Pockets of excellence**
Learning Communities		Resources	Data	Learning Designs	Implementation	Outcomes	**Lack of support**
Learning Communities	Leadership		Data	Learning Designs	Implementation	Outcomes	**Resistance**
Learning Communities	Leadership	Resources		Learning Designs	Implementation	Outcomes	**Lack of focus**
Learning Communities	Leadership	Resources	Data		Implementation	Outcomes	**Inadequate learning**
Learning Communities	Leadership	Resources	Data	Learning Designs		Outcomes	**Unsustained change**
Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation		**Misalignment of goals**

Adapted by Learning Forward Senior Consultant Chris Bryan from Ambrose, D. (1987). *Managing complex change.* Pittsburgh, PA: The Enterprise Group, Ltd.

- **Of the missing standards and their implications, which seems most useful in helping you recognize solutions to a similar problem?**

- **What insights did you gain about professional learning from this chart?**

Moving standards into practice HANDOUT 6.4

DRIVING FORCES Resources and conditions that support implementation and application of the standards.	RESTRAINING FORCES Barriers and challenges to implementation and application of the standards.

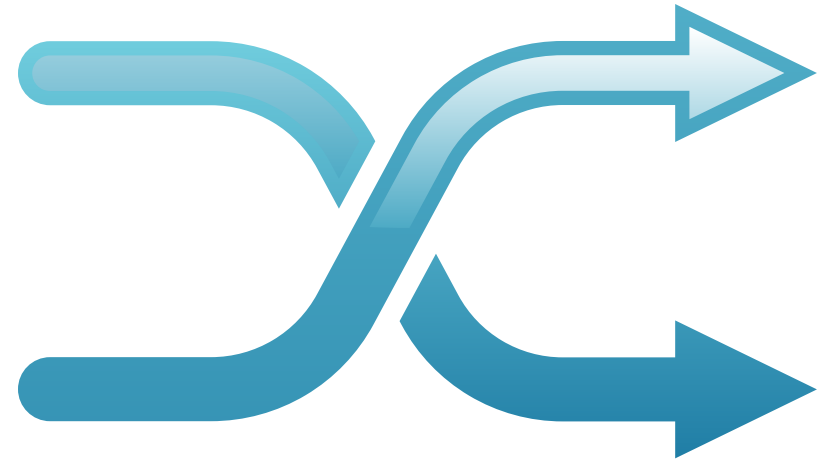| How can you increase the driving forces?	How can you decrease the restraining forces?

Standards in practice

CONNECTING THE STANDARDS

The standards "are the essential elements of professional learning that function in synergy to enable educators to increase their effectiveness and student learning."

- **See the chart** on Handout 6.2.

- With your standards group, **create** your own set of questions that demonstrate the connectivity of your standard with the others.

MANAGING CHANGES IN PRACTICE

- At your table, **review** the standards matrix with this situation:

> You are asking every staff member to incorporate cooperative learning strategies into their lessons after participating in professional learning.

- **Decide** what must be done to make sure each standard has been addressed.

MOVING STANDARDS INTO PRACTICE

Using the information on the standards you've learned to this point, work with an elbow partner to complete a force field analysis for moving the standards into practice.

1 What are the **driving** forces (levers) and **restraining** forces (barriers) involved?

2 How can you **increase** the driving forces?

3 How can you **decrease** the restraining forces?

Standards in action

| **INTRODUCTION** |
| The purpose of this unit is to assist participants in exploring ways to use the standards, identify the behaviors associated with each standard based on role, and initiate policy changes related to the Standards for Professional Learning. |

PREPARATION / MATERIALS	**TIME**
• Writing instrument	60 minutes
• *Standards for Professional Learning* book (pp. 55-59)	

| **PARTICIPANT HANDOUTS** |
| **7.1** Standards in action |
| **7.2** Policy action guide |
| **7.3** Next steps |

| **SLIDES (PDF)** |
| **Slide 35:** Standards in action (section header slide) |
| **Slide 36:** How to use the standards |
| **Slide 37:** Standards in action |
| **Slide 38:** Next steps |

UNIT 7

SUGGESTED PROCESS

1. Refer to p. 55 in the *Standards for Professional Learning* book, "How to use Standards for Professional Learning."

2. Ask participants to review the four sections (individuals, school staff, school system staff, and government agency staff), reading the suggestions and adding any of their own to the list. Ask for volunteers to share any suggestions they found helpful.

3. Refer participants to ==Handout 7.1== to collect the behaviors associated with each standard based on the role that most closely aligns with their respective role.

*   Ask table group members to select their respective role — teacher, principal, central office staff, or external provider — and two standards.

*   Collectively, table groups will identify the behaviors associated with each from the perspective of the identified role group. (As a rule of thumb, allow 10 minutes for groups of four to six participants, adding two minutes for each additional participant per group.)

*   Once time has elapsed, ask for volunteers to share any insight by role or by standard as time permits.

4. Refer participants to ==Handout 7.2== to review suggested steps for initiating changes related to the Standards for Professional Learning.

*   Explain that because policies about professional learning differ among school systems, states, provinces, or nations, education leaders who want to become advocates for effective professional learning may want to add steps to the process outlined here or may find that some steps do not apply to their education systems.

*   Ask table groups to review the steps and discuss how they plan to take the standards to their board, members, constituents, or policymakers.

*   Refer participants to ==Handout 7.3== to record their ideas as they identify next steps they will take.

*   Provide any additional salient points based on the discussion, and engage participants in summarizing their learning.

ROLE GROUP:

Standard _____

Standard _____

**STRATEGIES FOR STATES/PROVINCES
WITH NO PROFESSIONAL LEARNING STANDARDS TIED TO POLICY**

For those entities that have not adopted the previous version of the standards, the release of Standards for Professional Learning is an opportunity to examine what role standards might play as part of local, state, provincial, or national policy.

1. **Determine existing assumptions related to Standards for Professional Learning.**
   For example, which of the following assumptions best fits the most common views about the role of Standards for Professional Learning in policy?
   a. Adopting standards into policy at the state or ministry level sets the context for implementation and supports results.
   b. Good practice is more important than policy about professional learning.
   c. The more people who know the standards, the better professional learning will be.
   d. In order to move the standards into state/provincial policy, school systems must first adopt the standards into local policy.
   e. Local school system policy has greater leverage than state/provincial policy when it comes to professional learning.

   Generate your own assumptions about standards and policy.

2. **Determine your individual or organization's goals related to Standards for Professional Learning.**
   Goals might include:
   a. Adopt the standards into state/provincial/national policy, regulation, administrative guidelines, etc.
   b. Adopt the standards into local school system policy, regulation, administrative guidelines, etc.
   c. Establish the standards as criteria for funding for professional learning, i.e. Title II, Title I, ASCI, etc.
   d. Implement a knowledge campaign.
   e. Establish awards for schools and/or districts exhibiting the standards in practice.
   f. Use the standards to evaluate the effectiveness of professional learning.

   Generate your own goals for standards.

3. **When goals are established, create an action plan with timeline, assignments, indicators of success, and evaluation plan for professional learning.**

4. **Monitor progress and adjust.**

5. **Report publicly to other education leaders about progress toward achieving the identified goals.**

Next steps

STAKEHOLDERS *Who?*	ACTIONS *What?*	DATE *When?*	EVIDENCE OF RESULTS

Standards in action

HOW TO USE THE STANDARDS

- Go to the **section** on how to use the standards (pp. 55-59).

    - **Select a role that matches yours.**

- **Review** the suggestions.

- **Highlight** those that you plan to complete or revisit.

- **Add** anything that is missing.

STANDARDS IN ACTION

- Collectively **complete** Handout 7.1 from the perspective of your assigned role group.

- Be prepared to **share** group responses with the whole group, and discuss other ways to use the standards.

- **Select** one of the four role groups — teachers, principals, central office, external assistance provider.

- **Generate** specific behaviors associated with each standard for the selected role.

- Be ready to **share**.

NEXT STEPS

Full implementation of the Standards for Professional Learning will require individuals and teams of education leaders to become advocates for effective professional learning and to advance policy changes.

- **Review** the steps in Handout 7.2 with your group.

- **Discuss** how you plan to take the standards to your board, members, constituents, and policymakers.

- Identify next **steps** you will take.

Assessment and follow-up

INTRODUCTION

The purpose of this unit is to assist participants in gauging their own experience with standards implementation and determining solutions to common gaps in implementing the standards.

PREPARATION / MATERIALS

• Writing instrument
• Standards table tent cards

TIME

60 minutes

PARTICIPANT HANDOUTS

8.1 Standards for Professional Learning self-assessment
8.2 Strengths and weaknesses

SLIDES (PDF)

Slide 39: Assessment and follow-up (section header slide)
Slide 40: Standards self-assessment
Slide 41: Strongest standard
Slide 42: Weakest standard
Slide 43: Reflections

UNIT 8

SUGGESTED PROCESS

Refer participants to Handout 8.1 to complete their self-assessment and record their notes.

1. Ask participants to independently complete their standards self-assessment, rating the content for each standard and taking notes of the evidence that informed their rating of each question. Allow participants five to seven minutes to complete the assessment.

2. Once time has elapsed, ask table group members to discuss their self-assessment results, moving around the table in round-robin fashion, sharing their responses to each standard and any evidence that was included.

3. Following table group discussions, ask participants to identify their strongest and weakest standard.

4. Refer participants to Handout 8.2 to collect strategies gained from others to identify how this standard became a strength.

5. Invite participants to move to the designated table of their strongest standard for a discussion among participants with similar strengths who will develop a list of their collective strategies to share with their table members later. (As a rule of thumb, allow 10 minutes for groups of four to six participants, adding two minutes for each additional participant per group.)

6. Once time has elapsed, invite participants to move back to their table groups to discuss their weakest standard based on their evidence and strategies to address the gap.

7. Group members will share their weakest area and describe their experience of the impact of that standard being the weakest by describing specific gaps.

8. Using their list of strengths collected earlier, group members will identify possible strategies they might consider to address their gaps. (As a rule of thumb, allow 10 minutes for groups of four to six participants, adding two minutes for each additional participant per group.)

9. Once time has elapsed, provide participants time to independently write their reflections using the questions provided. Debrief participants' strengths and gaps by asking for volunteers to share their strategies they collected to support their gap area.

10. Ask for volunteers to share any strategies they intend to consider for implementing a specific standard.

11. Provide any additional salient points based on the discussion, and engage participants in summarizing their learning.

Professional learning that increases educator effectiveness and results for all students	1 (low)	2	3	4	5 (high)	Evidence
Learning Communities: Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.						
Leadership: Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.						
Resources: Requires prioritizing, monitoring, and coordinating resources for educator learning.						
Data: Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.						
Learning Designs: Integrates theories, research, and models of human learning to achieve its intended outcomes.						
Implementation: Applies research on change and sustains support for implementation of professional learning for long-term change.						
Outcomes: Aligns its outcomes with educator performance and student curriculum standards.						

Strengths and weaknesses

Strengths

Weaknesses

What does this mean for you and your work?

How do you continue to develop your strength areas?

| What is one strategy you will take away to strengthen a weak standard area? |
| --- |
| |
| |
| |

Assessment and follow-up

STANDARDS SELF-ASSESSMENT

- Use Handout 8.1 to determine the **level** of implementation in your school, district, or education agency.

- Make **notes** on the evidence that informs your score.

- At your table, **share** your self-assessment results and any evidence that was included. Move around the table in a round-robin fashion.

STRONGEST STANDARD

- Determine **which** standard(s) is your strongest.
- Meet colleagues who share that same standard as a strength, and **move** to the designated tables.
- **Share** your evidence of this strength to identify how the standard became a strength (i.e. what is it you are doing in relationship to this standard?).
- Create a **list** of your collective evidence to serve as strategies for others.
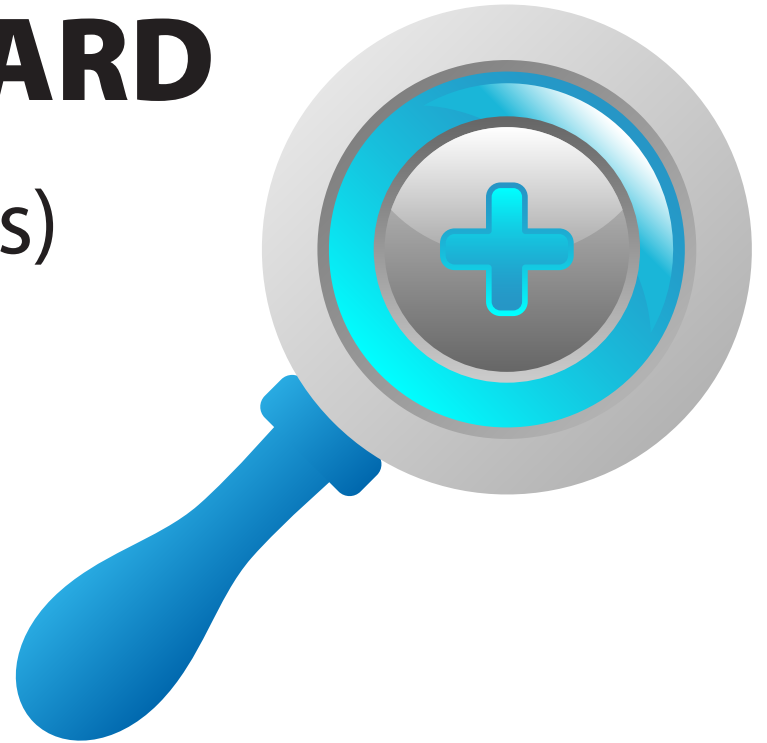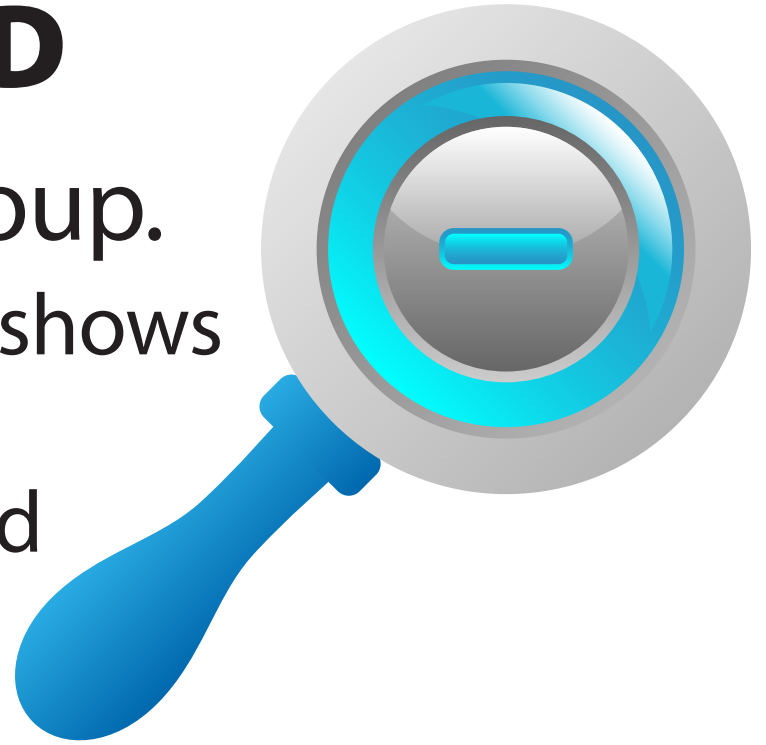
Time: 20 minutes

# WEAKEST STANDARD

Return to your original group.

- Determine **which** standard(s) shows need for improvement.

- **Discuss** your weakest standard based on your evidence.

- **Describe** the impact of that standard addressing the specific gaps.

- Use the collective lists of strengths compiled by various group members earlier to identify possible **strategies** you might consider to address the gap associated with each of the standards in need of improvement.

Time: 20 minutes

REFLECTIONS

- What does this mean for **you** and your work?

- What do you need to **share** and with whom?

- How do you continue to **develop** your strength areas?

- What is **one** strategy you will take away to develop a gap?
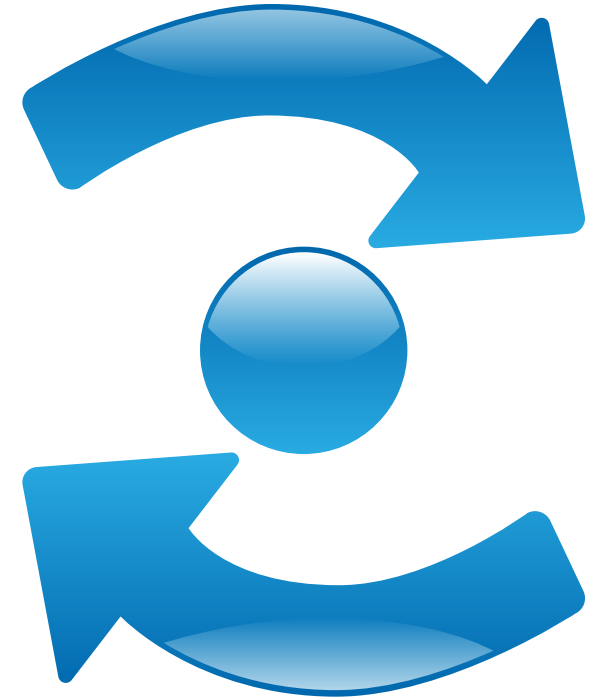
Closing and reflections

INTRODUCTION

The purpose of this unit is to provide participants with a review of the available resources and an opportunity to make a commitment to support standards implementation.

PREPARATION / MATERIALS

• Writing instrument
• Learning Forward standards web pages:
www.learningforward.org/standards

TIME

30 minutes

PARTICIPANT HANDOUT

9.1 Standards commitment card

SLIDES (PDF)

Slide 44: Closing and reflections (section header slide)
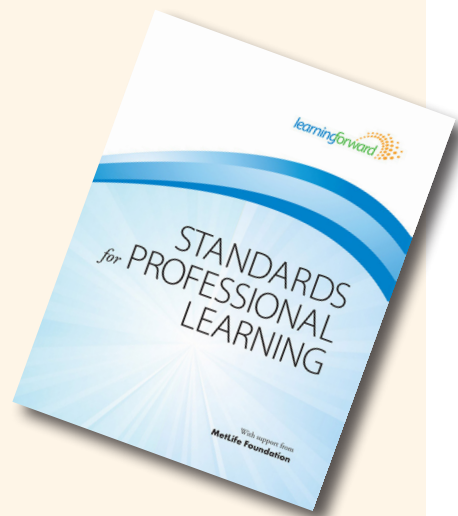**Slide 45:** Standards suite
Slide 46: Commitments
Slide 47: Essential questions revisited

UNIT 9

SUGGESTED PROCESS

1. Review the standards suite of supplemental resources.

    - **Standards web pages** replace the previous pages and include updated information and resources on the standards, including videos on each standard from practitioners.

    - This **facilitator guide** replaces the previous training manual and includes modules for studying the standards.

    - **Innovation Configurations Volume 1** is the school edition that includes school roles.

    - **Innovation Configurations Volume 2** is the district/school system edition that includes system roles.

    - **Innovation Configurations Volume 3** is the external provider edition that includes external roles.

    - Standards Assessment Inventory becomes the **Standards Assessment Inventory 2** and includes user guide.

2. Ask participants to revisit the guiding questions shared during the opening of the session and reflect on their learning before responding to each of the questions. Solicit any additional questions from participants, and ask for any closing remarks or comments.

3. Invite participants to complete the commitment card, Handout 9.1, and make a commitment to sharing the standards for professional learning with others.

    - Ask for volunteers to share their commitment or, as time permits, ask participants to stand up and read their commitments until all participants are standing.

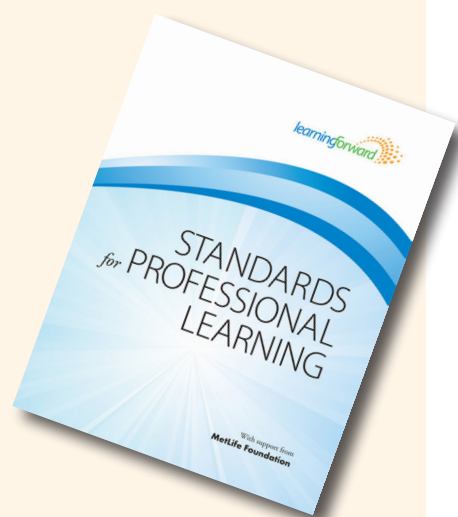4. Provide any additional salient points, and summarize the day.

How will you advance Learning Forward's Standards for Professional Learning in your school or district?

I commit to:

_____

_____

_____

_____

_____

_____

How will you advance Learning Forward's Standards for Professional Learning in your school or district?

I commit to:

_____

_____

_____

_____

_____

_____

Closing and reflections

STANDARDS SUITE

Standards web pages
Facilitator Guide
Innovation Configurations Vol. 1
Innovation Configurations Vol. 2
Innovation Configurations Vol. 3
Standards Assessment Inventory 2

COMMITMENTS

✔ Complete your commitment card.

✔ Be ready to share it with your colleagues.

ESSENTIAL QUESTIONS REVISITED

- **What** are the standards?

- How can the standards **improve** the quality and effectiveness of professional learning?

- How do the standards impact **me**?

- What **actions** will I take to share these standards with others?

Appendix

**STANDARDS BOOK
SCAVENGER HUNT
ANSWER KEY**

**STANDARDS IN DEPTH
DISCUSSION QUESTIONS**

Standards book scavenger hunt answer key

1. Three points underscoring the 2011 revision of the standards.	1. p. 17 (first column, last paragraph).
2. Four core concepts embedded in the stem.	2. p. 20 (first column, under heading).
3. Organization of the standards.	3. p. 19 (first column, under heading).
4. Relationship between professional learning and student results.	4. pp.15-16 (last column, under the heading); diagram on p. 16.
5. Crosswalk with previous standards.	5. pp. 62-63.
6. Historical perspective.	6. pp. 17-18 (last column, under heading).
7. Four prerequisites for professional learning.	7. pp. 14-15 (last column, under heading).
8. Standards summary with core elements of each standard.	8. p. 61.
9. How to use the Standards for Professional Learning.	9. pp. 55-59 (suggestions by various types of roles).
10. The stem and listing of all standards for professional learning.	10. pp. 22-23 (side-by-side layout).
11. Standards revision task force members.	11. pp. 8-9.
12. Related research for the Implementation standard.	12. p. 46.
13. The role of the standards.	13. p. 14 (first column, under the heading).
14. How to use the standards with government agency staff.	14. p. 59.
15. Appendices.	15. p. 53.

Standards in depth discussion questions

LEARNING COMMUNITIES

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Engage in continuous improvement

1. What is the cycle of continuous improvement?
2. What steps are frequently missing?
3. Who uses the cycle of continuous improvement?

Develop collective responsibility

1. How would you define collective responsibility?
2. What are ways to develop collective responsibility?
3. What are the consequences if collective responsibility does not exist?

Create alignment and accountability

1. To what do learning communities align their work?
2. What does a culture of accountability and responsibility look like?
3. How do you create a culture of accountability and responsibility?

LEADERSHIP

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Develop the capacity for leading and learning

1. Who are leaders in your system?
2. If leaders are responsible for developing capacity for learning and leading, whose capacity are they developing?
3. How do these individuals use their capacity to learn and to lead effective professional learning?

Advocate for professional learning

1. In what ways do leaders advocate for professional learning?
2. To whom do leaders advocate for effective professional learning?

Create support systems and structures

1. What support systems and structures are needed for professional learning to be successful?
2. How do leaders create these systems and structures?

RESOURCES

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Prioritize human, fiscal, material, technology, and time resources
1. What kinds of resources support professional learning?
2. Identify resources that are allocated to professional learning in your school or system.
3. What is the decision-making process for allocating the distribution of resources for professional learning?

Monitor resources
1. What indicators provide evidence of effective resource use?
2. Who is responsible for monitoring use of resources?

Coordinate resources
1. How are resources coordinated in your school or district?
2. How do you ensure that resources are allocated to your priority areas?

DATA

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Analyze students, educator, and system data
1. What types of data do you have available in each of these three areas?
2. To what degree are the data being used to plan, implement, and evaluate learning?

Assess progress
1. What strategies are currently used to assess progress related to professional learning?
2. Why is it important to assess progress?
3. Who is responsible for the assessment of professional learning?

Evaluate professional learning
1. What kinds of data does your school or system collect to evaluate professional learning?
2. How are the results of the evaluation used?
3. Who is responsible for the evaluation of professional learning?

LEARNING DESIGNS

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Apply learning theories, research, and models
1. What learning theories drive your practice?
2. What bodies of research on learning influence the design of your professional learning?
3. What role does technology play in professional learning?

Select learning design
1. What factors do facilitators of professional learning consider when choosing a learning design?
2. What learning designs do we use most often?

Promote active engagement
1. From the perspective of learning theorists, why is active engagement so important in the design of learning experiences?
2. What does active engagement look like in professional learning?

IMPLEMENTATION

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Apply change research
1. What bodies of change research do you turn to most often to inform your work on professional learning?
2. What findings from research do you integrate into planning and implementing professional learning?

Sustain implementation
1. What are the major reasons implementation fails?
2. What are several ways to sustain implementation?

Provide constructive feedback
1. What is the value of feedback?
2. What are the attributes of constructive feedback?
3. Who holds responsibility for giving constructive feedback?

OUTCOMES

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Meet performance standards

1. What governing body sets performance standards for educators in your system?
2. How do those responsible for professional learning use performance standards when planning, implementing, and evaluating professional learning?

Address learning outcomes

1. How are student learning outcomes used in planning, implementing, and evaluating professional learning?
2. What does this standard say to those states implementing Common Core?

Build coherence

1. How do learners' past experiences influence professional learning?
2. Why is it important to integrate educator and student standards?
3. How does the Outcomes standard contribute to seamlessness in career development?