

learningforward



STANDARDS
for PROFESSIONAL
LEARNING

The primary purpose of professional learning is to improve educator practice and student results. Continuous improvement of individuals, schools, and school systems depends on high-quality professional learning. Professional learning is the primary vehicle available to schools and school systems to strengthen the performance of the education workforce, and the success of educators' daily work depends on it.

For professional learning to deliver on this promise, its conception and design must be based on research and successful practice, and professional learning must be consistently implemented and supported. The newly revised Standards for Professional Learning, the third version of these standards since 1995, define the essential elements of and conditions for professional learning if improvements in educator effectiveness and student learning are to be realized.

*Stephanie Hirsh
Executive Director, Learning Forward*

**About Learning Forward
(formerly National Staff Development Council)**

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
800-727-7288

Standards for Professional Learning

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.

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.

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

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.

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.

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.

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