

Handout Web 1.3

Leaders’ contributions to Standards for Professional Learning

- Choose one of the six standards other than Leadership: Learning Communities, Resources, Data, Learning Designs, Implementation, or Outcomes).
- Review the core components of the standard. (Visit www.learningforward.org/standards to review the components of your selected standard if needed).
- Identify what effective leaders do to ensure that this standard is in place. Refer to the “Standards questions” on page 135.
- Use the chat function, text, or instant messaging to share your response in this way:

Data standard: Specify what data we will use to assess the effectiveness of the application of professional learning within team meetings.

My Standard _____

What do effective leaders do to ensure that this standard is in place?

Handout Web 1.3, continued

Standard Questions

Here are several questions that explore how the Leadership standard integrates with the other six standards.

Learning Communities	<ul style="list-style-type: none"> • How are leaders building collective responsibility among school and district staff? • What are several ways teacher leaders contribute to building colleagues' engagement in continuous improvement? • How do all leaders within a school create a culture of accountability for results?
Leadership	<ul style="list-style-type: none"> • In what ways do leaders model that ongoing learning is a core professional responsibility? • Describe three ways teacher leaders, principals, and district leaders advocate for effective professional learning as a vehicle for advancing educator effectiveness and student success. • What systems and structures do leaders put in place to build a culture of continuous improvement?
Resources	<ul style="list-style-type: none"> • What resources have leaders allocated to support development of teacher leaders? • How do leaders monitor the effective use of all resources for professional learning? • What processes are in place to make decisions about allocating resources for professional learning?
Data	<ul style="list-style-type: none"> • How are leaders engaging staff and colleagues in using student, educator, and school data in their decision making about professional learning? • In what ways are leaders facilitating the use of student, educator, or school data to assess progress toward their professional learning goals? • What data do leaders use to inform the evaluation of professional learning?
Learning Designs	<ul style="list-style-type: none"> • What models, theories, or research bodies do leaders use in designing professional learning? • What factors do leaders consider as they make decisions about the design of professional learning? • What factors do leaders consider as they support the learners and learning facilitators who make decisions about the design of professional learning? • What expectations have leaders established for active engagement in professional learning?
Implementation	<ul style="list-style-type: none"> • What theory of change guides the leadership team's plan for full implementation of professional learning? • How are leaders modeling constructive feedback and teaching others to give and receive constructive feedback about implementation of professional learning? • How are leaders planning for sustaining implementation of new learning over time?
Outcomes	<ul style="list-style-type: none"> • How are leaders using leader performance standards to strengthen their leadership capacity? • How are leaders using performance standards to focus the content of professional learning? • In what ways do leaders weave together the many initiatives in the school or district to maintain coherence?

Learning Forward. (2012 December). Up close: A head start on the magazine's theme. *JSD*, 33(6), 8–9.