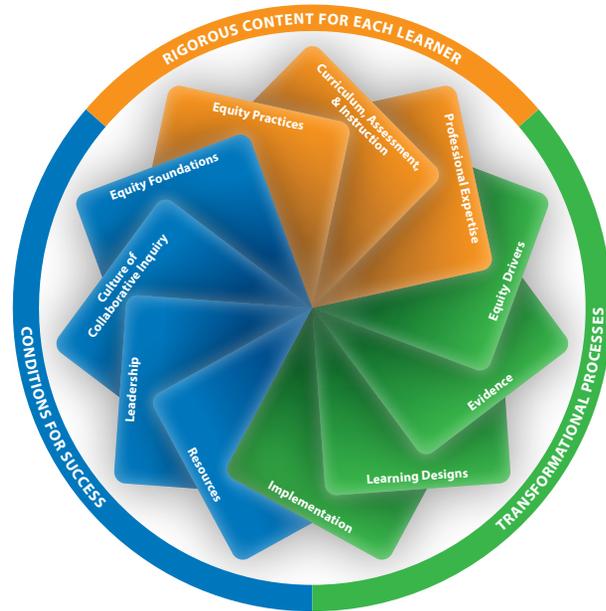


SUMMARY

Standards for Professional Learning



| Standards for Professional Learning | Core constructs of each standard |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RIGOROUS CONTENT FOR EACH LEARNER | |
| <p>Equity Practices: Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.</p> | <ul style="list-style-type: none"> • Educators understand students' historical, cultural, and societal contexts. • Educators embrace student assets through instruction. • Educators foster relationships with students, families, and communities. |
| <p>Curriculum, Assessment, and Instruction: Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.</p> | <ul style="list-style-type: none"> • Educators prioritize high-quality curriculum and instructional materials for students. • Educators assess student learning. • Educators understand curriculum and implement through instruction. |
| <p>Professional Expertise: Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.</p> | <ul style="list-style-type: none"> • Educators apply standards and research to their work. • Educators develop the expertise essential to their roles. • Educators prioritize coherence and alignment in their learning. |

SUMMARY Standards for Professional Learning

| Standards for Professional Learning | Core constructs of each standard |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TRANSFORMATIONAL PROCESSES | |
| <p>Equity Drivers: Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.</p> | <ul style="list-style-type: none"> • Educators prioritize equity in professional learning practices. • Educators identify and address their own biases and beliefs. • Educators collaborate with diverse colleagues. |
| <p>Evidence: Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.</p> | <ul style="list-style-type: none"> • Educators create expectations and build capacity for use of evidence. • Educators leverage evidence, data, and research from multiple sources to plan educator learning. • Educators measure and report the impact of professional learning. |
| <p>Learning Designs: Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.</p> | <ul style="list-style-type: none"> • Educators set relevant and contextualized learning goals. • Educators ground their work in research and theories about learning. • Educators implement evidence-based learning designs. |
| <p>Implementation: Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.</p> | <ul style="list-style-type: none"> • Educators understand and apply research on change management. • Educators engage in feedback processes. • Educators implement and sustain professional learning. |

| Standards for Professional Learning | Core constructs of each standard |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONDITIONS FOR SUCCESS | |
| <p>Equity Foundations: Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.</p> | <ul style="list-style-type: none"> • Educators establish expectations for equity. • Educators create structures to ensure equitable access to learning. • Educators sustain a culture of support for all staff. |
| <p>Culture of Collaborative Inquiry: Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.</p> | <ul style="list-style-type: none"> • Educators engage in continuous improvement. • Educators build collaboration skills and capacity. • Educators share responsibility for improving learning for all students. |
| <p>Leadership: Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.</p> | <ul style="list-style-type: none"> • Educators establish a compelling and inclusive vision for professional learning. • Educators sustain coherent support to build educator capacity. • Educators advocate for professional learning by sharing the importance and evidence of impact of professional learning. |
| <p>Resources: Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.</p> | <ul style="list-style-type: none"> • Educators allocate resources for professional learning. • Educators prioritize equity in their resource decisions. • Educators monitor the use and impact of resource investments. |