Learning Forward develops Standards for Professional Learning so that educators around the world have the latest knowledge and insights to design, implement, and sustain high-quality professional learning. Educators advance transformation in schools, systems, and organizations when they leverage standards to create environments in which educators and students alike have equitable access to learning that responds to the demands of an ever-changing world.

Standards for Professional Learning work within a framework of three categories:

- The Rigorous Content for Each Learner standards describe the essential content of adult learning that leads to improved student outcomes.

- The Transformational Processes standards describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.

- The Conditions for Success standards describe aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning.
Several foundations underlie Standards for Professional Learning. Understanding these foundations is critical to understanding the standards as well as the contexts and support within which they can flourish.

- High-quality professional learning improves educator practice and student results.
- Professional learning systems drive high-quality professional learning.
- Equity is both an outcome of and focus threaded throughout learning.
- High-quality curriculum and instructional materials are a critical priority for professional learning.
- Educators are responsible for leading learning for self and others.
- Policy guides practice.
- Research informs revised Standards for Professional Learning.

How Standards Lead to Improvement for All Learners

As the graphic below illustrates, Standards for Professional Learning lead to high-quality professional learning, which leads to positive changes in educator knowledge, skills, and dispositions, which lead to improvements in educator practice, which in turn lead to accelerated student results. Monitoring progress at each step contributes to continued improvement throughout the system, with student and educator data providing evidence about how professional learning evolves to lead to excellence and equity.

Foundations for Standards

- Standards for Professional Learning Work in Concert within a System Framework

Rigorous Content for Each Learner

- Standards for Professional Learning

- Conditions for Success

- Transformational Processes

- Evidence

- Equity Drivers

- Culture of Collaborative Inquiry

- Leadership

- Resources

- Implementation

- Learning Designs

- Professional Expertise

- Curriculum, Assessment, and Instruction

- EQUITY PRACTICES
- analyze student assets and their learning needs through a lens of equity.
- embrace diversity in student learning through culturally responsive instruction.
- foster relationships with students, families, and communities.

- CURRICULUM, ASSESSMENT, AND INSTRUCTION
- develop and implement high-quality curriculum and instructional materials.
- assess student learning and understanding.

- PROFESSIONAL EXPERTISE
- apply standards and research to their work.
- develop the expertise essential to their roles.

- EQUITY FOUNDATIONS
- establish expectations for equity.
- create a culture of support for all staff.

- CULTURE OF COLLABORATIVE INQUIRY
- engage in continuous improvement to build collaboration skills and capacity.

- LEADERSHIP
- establish a compelling and inclusive vision for professional learning.
- develop leadership skills and capacity.

- RESOURCES
- allocate resources for professional learning.

- EVIDENCE
- create expectations and build capacity for evidence.
- leverage evidence, data, and research.

- IMPLEMENTATION
- understand and apply research.
- engage in feedback processes.

- TRANSFORMATIONAL PROCESSES
- apply standards to achieve high-quality professional learning.
- develop the expertise essential to their roles.

- CONDITIONS FOR SUCCESS
- allocate resources for professional learning.
- prioritize equity.

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How to use Standards for Professional Learning

How educators use standards varies based on their roles and contexts. Below are suggested starting points as educators commit to move standards into practice.

**Build awareness and understanding.**
- Study the standards to understand what high-quality professional learning entails.
- Use the standards collectively to establish common language and expectations about the professional learning all educators deserve to experience.
- Periodically review and discuss standards with educators in any role to support them in understanding their responsibilities related to professional learning.

**Advance professional learning in practice.**
- Apply the standards to plan, facilitate, and evaluate professional learning for individuals or teams at the school or system level.
- Share the standards with external assistance providers to establish expectations for any assistance they provide to school or system staff.
- Develop model professional learning plans and programs using standards to deepen educators’ understanding and use of standards.

**Establish policies and secure resources.**
- Leverage the standards to advocate for resources or support for high-quality professional learning.
- Adopt standards to establish school, system, state, provincial, or federal policies that advance the quality of professional learning.
- Tie funding and support for professional learning to those plans and programs that align to standards.

Learn more

Visit [standards.learningforward.org](http://standards.learningforward.org) to find resources useful for sharing, studying, and implementing Standards for Professional Learning.
- Role-based Action Guides include Innovation Configuration maps.
- Research resources go deep on the evidence behind standards.
- Policy tools suggest steps to advance adoption and use of standards in a range of contexts.