

What are Kentucky's Professional Learning Standards? ¹

The Kentucky Professional Learning Standards delineate the research-based attributes of effective professional learning that leads to increase in educator effectiveness and student success. Each standard works interactively with others to guide planning, implementation and evaluation of professional learning. *The absence of any one standard has potentially negative consequences for professional learning's overall effectiveness and results.*

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

Within genuine learning communities educators experience a culture of continuous improvement, goal alignment, shared accountability and collective responsibility for student success.

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.

Leaders who include teacher leaders and school and district administrators commit to developing the capacity of others for leading and learning, advocate for effective professional learning designed to improve educator practice and student learning and create the systems and structures within schools and districts to support continuous learning.

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

Effective professional learning requires an investment of sufficient resources to accomplish its goals. Leaders must monitor and coordinate all resources such as funding, staff, time, technology and materials allocated to professional learning to ensure optimal use and benefit.

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.

Planning, implementing and evaluating professional learning requires student, educator and system data. Data analysis and interpretation identify areas of need and offer evidence of progress toward established goals and of changes that result from 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.

Learning for educators occurs in multiple forms of in-person, blended and online learning. Effective learning experiences, whether formal or informal, integrate research, models and theories about learning in ways that are appropriate for the intended goals and respectful of educator learning preferences.

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.

Implementing new learning requires support that is based on change research, sustained over time and differentiated to align with educators' level of use. It includes constructive feedback designed to strengthen and refine educator practice.

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

The purpose of professional learning is to expand, strengthen and refine educator performance and student learning. The outcomes of effective professional learning align with student content standards, educator performance standards and goals of high-priority initiatives to build coherence between educator learning and student success.

¹The Kentucky Professional Learning Standards are based on Learning Forward Standards.

For detailed information click [Standards](#) or visit <http://learningforward.org/standards>