LEARNINGFRONT NEW RULES FOR LEARNING: Professional Development Standards	
TITLE:	Standards for 21st Century Teaching and Learning
DEVELOPER:	LearningFront
DATE:	Work in Progress: Updated 11.19.16
FOCUS:	Sharing and Feedback for Improvement

Introduction: LearningFront is pleased to offer its learning community members and other interested individuals and organizations these standards for the professional development of people dedicated to improve teaching and learning. The format for the standards is dramatically different from conventional standards for preparing and supporting teachers -- ***they include five standards written in 15 words!*** And they include the real world actions and professional skills teachers need to demonstrate the standards in 21st century classroom and online learning environments.

Action. The LearningFront professional standards, real world actions, and skills are linked to databases of evidenced-based standards for students and strategies for designing blended face-to-face and online professional development programs and learning layouts. They are ready to go -- just click and shop for your desired standards in the TaskBuilderOnline tool on your LearningFront home page.

Payoff: LearningFront professional development standards are demonstrations of learning -- not names of teaching specializations, college course titles, workshop topics, or online resources. They have been used successfully to help low performing and trailblazing schools to reach their visions of quality learning.

STANDARDS:

Standard 1: Plan for Learning

Real World Action: Plan, design, and develop blended online and face-to-face learning layouts, units, lessons, and assessments for quality learning.

Professional Skills - Apply the following professional skills to demonstrate this real world action:

- **Standards:** Create, select, differentiate, align, and adapt standards for students to learn

- **Performances:** Create, select, differentiate, align, and adapt performances to demonstrate standards of learning

- **Setting:** Create, select, differentiate, align, and adapt real world settings for solving authentic problems

- **SmartSkills:** Create, select, differentiate, align, and adapt levels of thinking expected of students

- **Preferences:** Create, select, differentiate, align, and adapt preferences for learning and assessment strategies

- **Learning:** Create, select, differentiate, align, adapt, and construct learning strategies, technology, and formative assessments to help students learn standards

- **Assessment:** Create, select, differentiate, align, and adapt summative assessments to verify the degree to which students learn standards

- **Benchmarking:** Create, select, differentiate, align, and adapt levels of quality expected of students

- **Scoring:** Create, select, differentiate, align, and adapt scoring tools that measure student performances and products

- **Metacognition:** Create, select, differentiate, align, and adapt procedures and instruments to collect information about how students think and feel about learning

- **Results:** Create, select, differentiate, align, and adapt a plan for organizing, analyzing, reflecting, and acting on data from scoring tools to improve learning

Standard 2: Teach for Learning

Real World Action: Teach blended online and face-to-face learning layouts, units, lessons, and assessments that are evidence-based, data-driven, and differentiated.

Professional Skills - Apply the following professional skills to demonstrate this real world action:

- **Standards:** Communicate while teaching the standards that each student is expected to learn

- **Performances:** Communicate while teaching the performances expected of each student

- **Setting:** Communicate while teaching the real world settings for students to solve authentic problems

- **SmartSkills:** Demonstrate while teaching the thinking skills expected of each student

- **Preferences:** Support while teaching learning strategies according to designated preferences

- **Learning:** Integrate while teaching strategies, technology, and formative assessments to help students learn standards and make ongoing adjustments based on formative feedback

- **Benchmarking:** Demonstrate while teaching the benchmark level of quality expected of each student

- **Scoring:** Assist students while teaching to use designated scoring tools to measure their progress during learning strategies

- **Metacognition:** Use designated procedures and instruments to collect information about how students think and feel about learning

- **Results:** Collect the performances and products completed by each student for scoring

Standard 3: Check for Learning

Real World Action: Administer assessments to each student, score selected and constructed responses, and return feedback to each student for improvement.

Professional Skills - Apply the following professional skills to demonstrate this real world action:

- **Assessment:** Administer summative assessments after a learning layout, unit, or lesson is completed to verify the degree to which all students learned the standards

- **Scoring:** Use designated scoring tools for a learning layout, unit, or lesson to measure each student's performances and products and to prepare feedback for improvement

- **Metacognition:** Administer designated procedures and instruments to collect information about how students think and feel about learning

Standard 4: Act for Learning

Real World Action: Carry out a plan for acting on results developed prior to teaching a learning layout, unit, or lesson or administering an assessment for improving teaching and student achievement.

Professional Skills - Apply the following professional skills to demonstrate this real world action:

- **Results:** Organize data from scoring tools that measured student performances and products

- **Disaggregation:** Disaggregate scoring data by required or designated sub-groups of students for analysis

- **Analysis:** Analyze trends, contributing factors, and implications for student performance

- **Insights:** Generate written insights from the data analysis for reflection and further consideration

- **Reflection:** Reflect on the learning strategies used to determine which had the most influence on student achievement

- **Adoption:** Adopt each promising learning strategy as a new standard for quality teaching and learning

- **Action:** Prepare a written data-driven action plan for the next learning layout, unit, or lessons plan

Standard 5: Collaborate for Learning

Real World Action: Develop a collaborative learning community among students, teachers, administrators, parents/guardians, and Personal Learning Network (PLN) members.

Professional Skills - Apply the following professional skills to demonstrate this real world action:

- **Students:** Establish learning management strategies that support 21st century student learning preferences, special needs, and creativity

- **Colleagues:** Organize face-to-face and online peer, team, PLN, and learning community contacts and networks

- **Contributions:** Share learning layouts, units, lessons, assessments, samples of student work, and best practices through worldwide learning communities

---

What suggestions do you have for improving the LearningFront professional development standards?

Please share your ideas to improve these standards for the ***New Rules for Learning!*** When you join the LearningFront community you can add your ideas to the WikiTask for LearningFront professional development standards.

- **In the WikiTask tool, Search by the Keyword: Standards**

This process will load the WikiTask into your Task Folder for editing, cloning, and sharing your ideas. We look forward to your contributions. Thank you.

Nicholas Hobar
President, LearningFront

Login or Join LearningFront here: http://www.learningfront.com

---