LearningFRONT™ Dynamic Teaching and Learning:
Professional Learning Standards©

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Introduction: LearningFRONT is pleased to offer these standards for professional learning for its learning community members and other interested individuals and organizations to deliver dynamic teaching and learning. The format for the standards is dramatically different from conventional standards for preparing and supporting leaders of learning -- **they include five standards written in 15 words!** And they include the real world actions and professional skills leaders of learning need to demonstrate the standards in today's dynamic in-person, virtual, and blended learning venues.

Action. The LearningFRONT professional learning standards, real world actions, and professional skills are posted in our TaskBuilder tool. They are ready to go -- just click and select your desired standards. Then, select and align evidenced-based strategies to help your leaders of learning to acquire and demonstrate the standards. That's right, TaskBuilder contains all that you need to plan and carry out quality professional learning programs.

Payoff: LearningFRONT professional learning 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 leaders of learning in low performing and trailblazing schools to reach their visions of dynamic learning.

Next Steps: Preview the LearningFRONT professional learning standards below. Use TaskBuilder to select one and align strategies with our online editor to plan a professional learning program. Then, share your program as a WikiTask with your colleagues for feedback.

Standard 1: Plan for Learning

Real World Action: Design and develop in-person, virtual, and blended learning layouts, modules, lessons, and assessments for dynamic learning.

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

- **Standards:** Create, select, and align 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

- **Metalearning:** Create, select, differentiate, align, and adapt procedures and instruments to collect information about how students think, feel, and engage when 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 in-person, virtual, and blended learning layouts, modules, 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

- **Metalearning:** Use designated procedures and instruments to collect information about how students think, feel, and engage when 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, module, or lesson is completed to verify the degree to which all students learned the standards

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

- **Metalearning:** Administer designated procedures and instruments to collect information about how students think, feel, and engage during assessments

Standard 4: Act for Learning

Real World Action: Carry out a plan for acting on results developed prior to teaching a learning layout, module, 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 students and student groups 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 and least influence on student achievement

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

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

Standard 5: Collaborate for Learning

Real World Action: Engage in collaborative learning communities with 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 dynamic student learning preferences, special needs, and creativity

- **Colleagues:** Organize in-person, virtual, and blended peer, team, PLN, and learning community contacts and networks

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

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What suggestions do you have for improving the LearningFRONT professional learning standards?

Please share your ideas to improve our professional learning standards for *Dynamic Teaching and Learning!* When you join the LearningFRONT community you can add your ideas to the WikiTask for LearningFRONT professional learning 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™

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