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**TO:** Members of the State Board of Education

**FROM:** Carey M. Wright, Ed.D., State Superintendent of Schools 

**DATE:** June 12, 2024

**SUBJECT:** Adoption of the 2022 Learning Forward Standards for Professional Learning

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### **Purpose**

The Maryland State Department of Education Office of Teaching and Learning seeks approval from the State Board of Education (SBOE) to adopt the 2022 Learning Forward Standards for Professional Learning.

### **Background**

The Maryland State Department of Education (MSDE) is committed to providing best in class support and guidance around high-quality professional learning. The Blueprint calls for MSDE and Local Education Agencies (LEAs) to provide high-quality professional learning to educators. The Learning Forward Standards for Professional Learning are widely recognized as the gold standard in the field, endorsed by educators, policymakers, and professional organizations worldwide. In a 2021 meta-analysis, The Center on Great Teachers at the American Institutes for Research AIR found “consistent evidence that program alignment with Standards for Professional Learning is associated with improved teacher instruction and student achievement outcomes. Investments in professional learning can yield meaningful improvements in student achievement, and the benefits for students come through improvements in instruction.” To meet the goals of the Blueprint, MSDE seeks the approval from the State Board of Education to adopt Learning Forward’s Standards for Professional Learning to provide a research-based framework for high-quality professional learning in Maryland.

### **Executive Summary**

This presentation will provide information on the following:

1. Professional Learning Standards Landscape and Background
2. Learning Forward’s 2022 Standards for Professional Learning
3. Statewide Adoption of the Standards

**Action**

Requesting that the State Board of Education approve the adoption of the 2022 Learning Forward Standards for Professional Learning.

**Attachments**

Professional Learning Standards Adoption.pdf



Office of Teaching & Learning

# Statewide Adoption of Professional Learning Standards

June 12, 2024

Presented By | Dr. Deann Collins, Deputy Superintendent, Office of Teaching & Learning  
Dr. Elise Brown, Executive Director of Professional Learning and High-Quality Instructional Materials

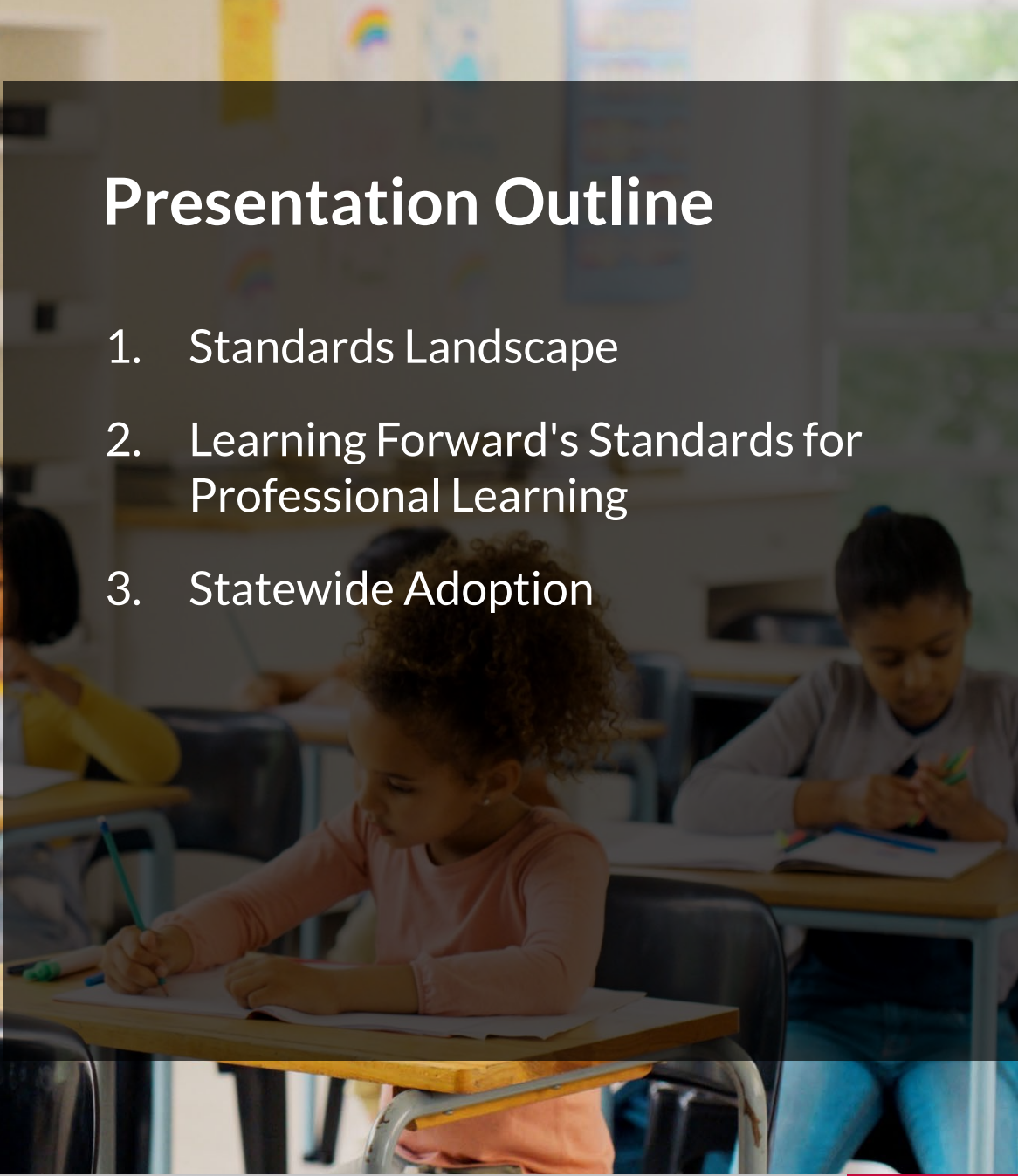






# Presentation Outline

1. Standards Landscape
2. Learning Forward's Standards for Professional Learning
3. Statewide Adoption



## Decision Point

The Maryland State Department of Education's (MSDE) Office of Teaching and Learning is requesting the adoption of Learning Forward's Standards for Professional Learning.

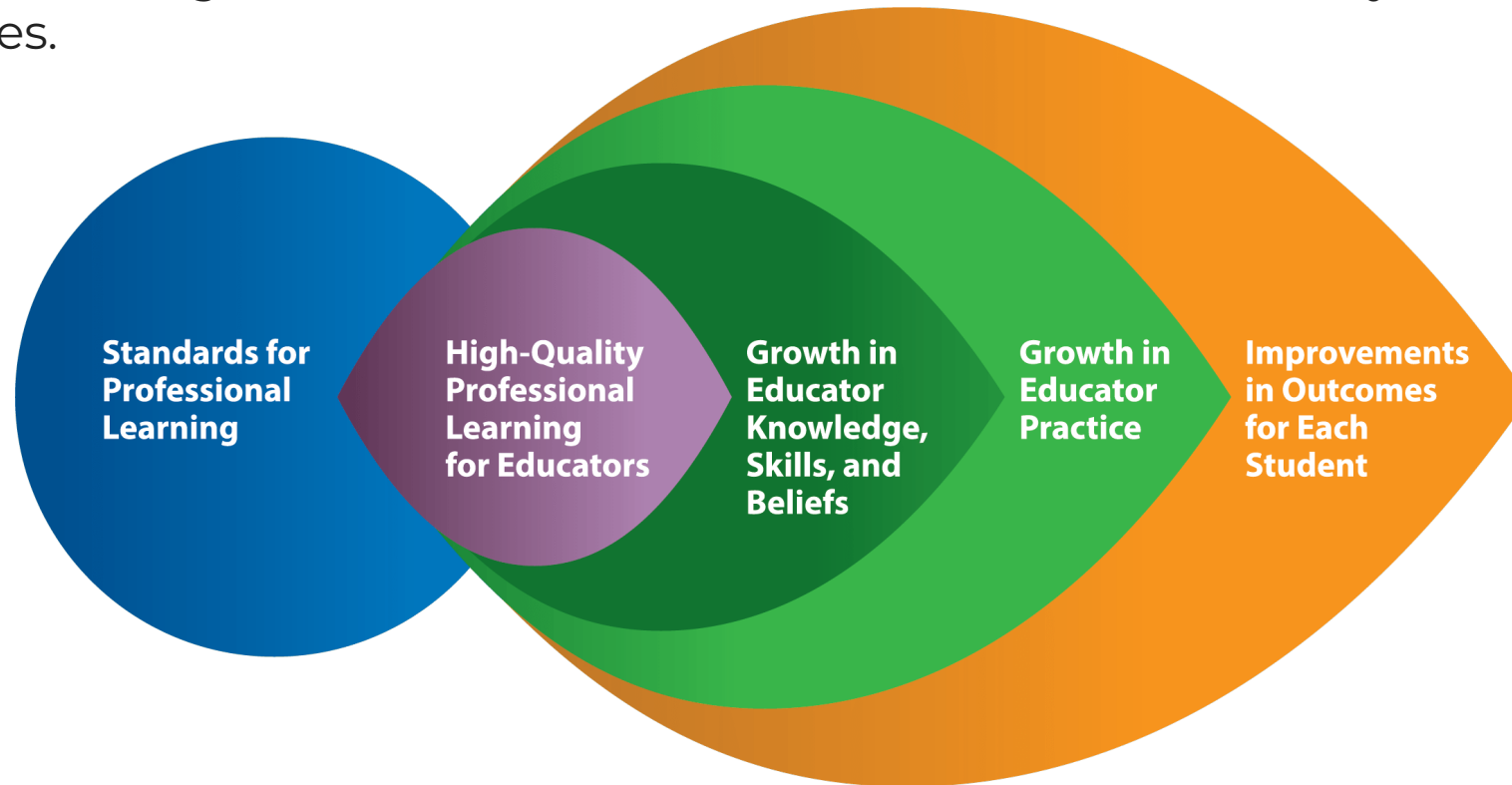
Key Elements of this Decision:

- To meet the objectives outlined in the Blueprint, MSDE and Local Education Agencies (LEAs) need to provide high-quality professional learning and training to educators.
- Many LEAs seek quality resources and support from MSDE as they implement multiple professional learning initiatives.
- Maryland's current Teacher Professional Development Standards, which are derived from the 2001 version of the National Staff Development Council (now Learning Forward) Standards, are out-of-date and are not widely acknowledged or used across the state.
- A meta-analysis conducted by the Center on Great Teachers and Leaders at American Institutes for Research (AIR) found that the Learning Forward's 2022 Standards had a positive effects on teacher instruction and student achievement.

[https://gtlcenter.org/sites/default/files/LF-2022-Standards-for-PL-Meta%20Analysis%20Report\\_Final.pdf](https://gtlcenter.org/sites/default/files/LF-2022-Standards-for-PL-Meta%20Analysis%20Report_Final.pdf)

## Why Standards in Maryland Now?

Standards set the vision for high-quality professional learning by defining the conditions, content, and processes that drive decisions regarding professional learning and are used to strengthen the knowledge, skills, and behaviors of all educators, ultimately leading to improved student outcomes.



<https://standards.learningforward.org/how-standards-lead-to-change/>

# American Institutes for Research (AIR) 2021 Meta-Analysis

In 2021, the AIR research team conducted a meta-analysis on the impact of Learning Forward's Standards for Professional Learning on teacher practice and student achievement.

The study answered the following questions:

- What is the evidence of how professional development programs that contain elements aligned to the 2022 Standards are associated with changes in teacher instruction and student learning?
- What does the evidence indicate about the extent to which changes in instruction mediate changes in student learning?

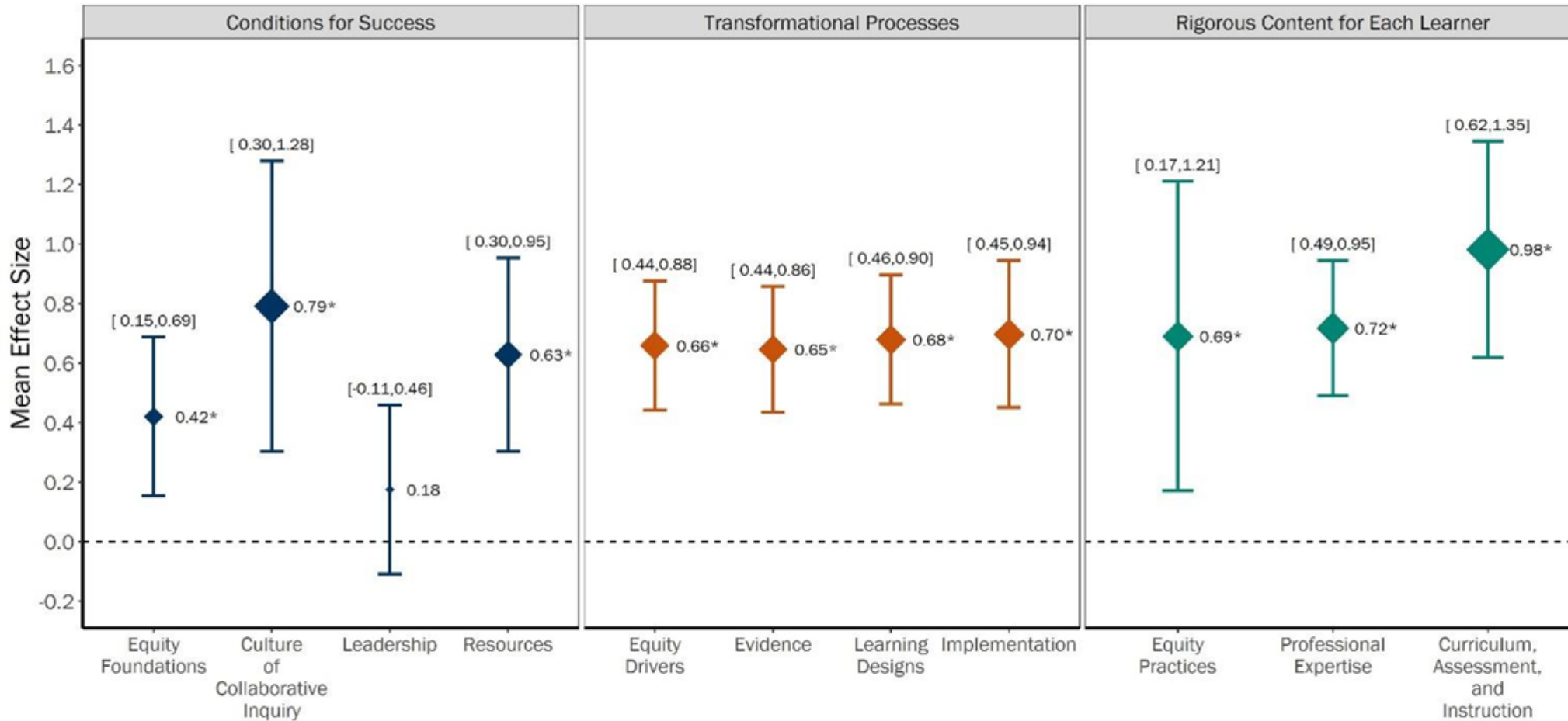
Overall, the findings indicated positive, statistically significant average effects.

[https://gtlcenter.org/sites/default/files/LF-2022-Standards-for-PL-Meta%20Analysis%20Report\\_Final.pdf](https://gtlcenter.org/sites/default/files/LF-2022-Standards-for-PL-Meta%20Analysis%20Report_Final.pdf)



# Findings from AIR's Meta-Analysis: Teacher Instruction

## Average Effect Sizes of Teacher Instruction for Each 2022 Professional Learning Standard

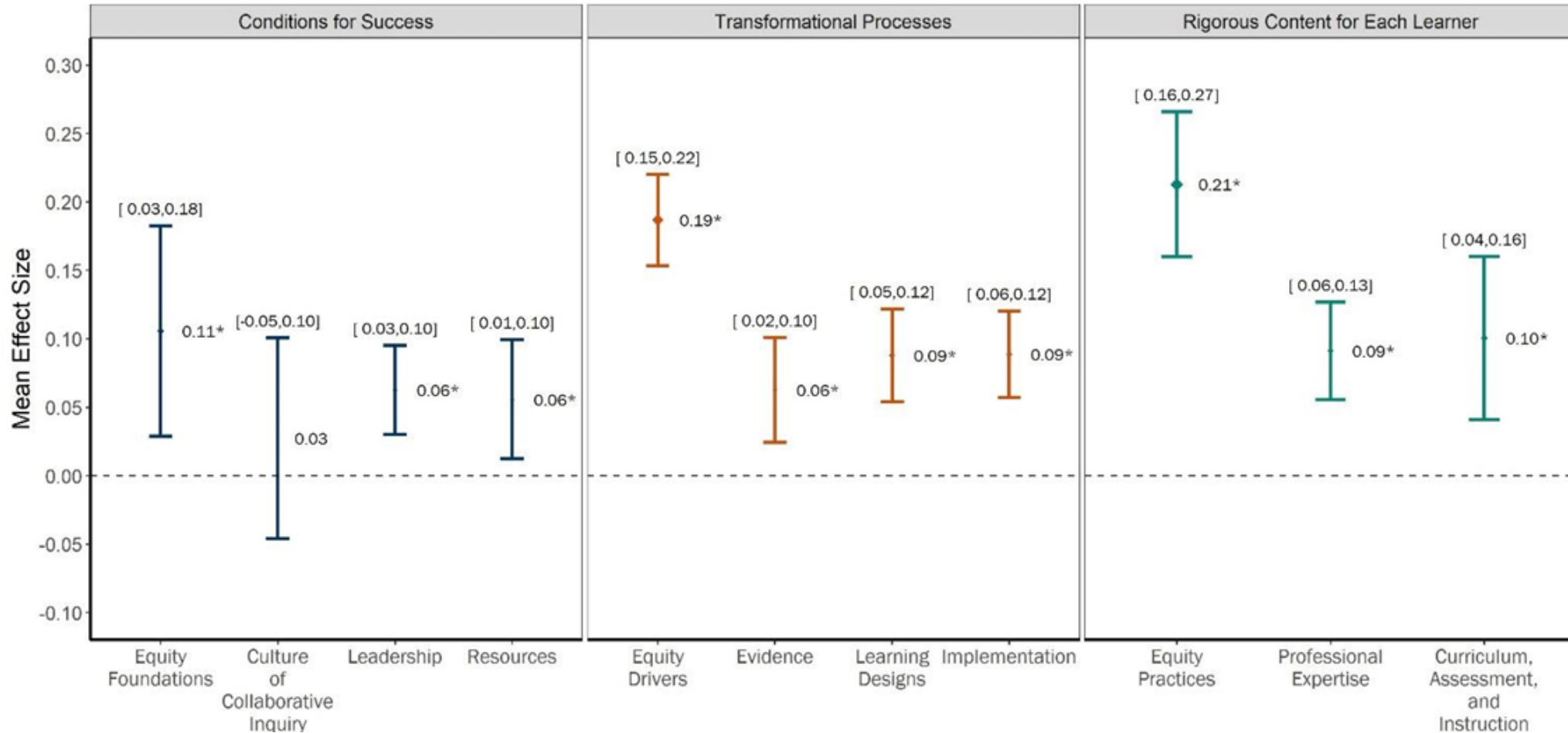


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# Findings from AIR's Meta-Analysis: Student Achievement

## Average Effect Sizes of Student Achievement for Each 2022 Professional Learning Standard

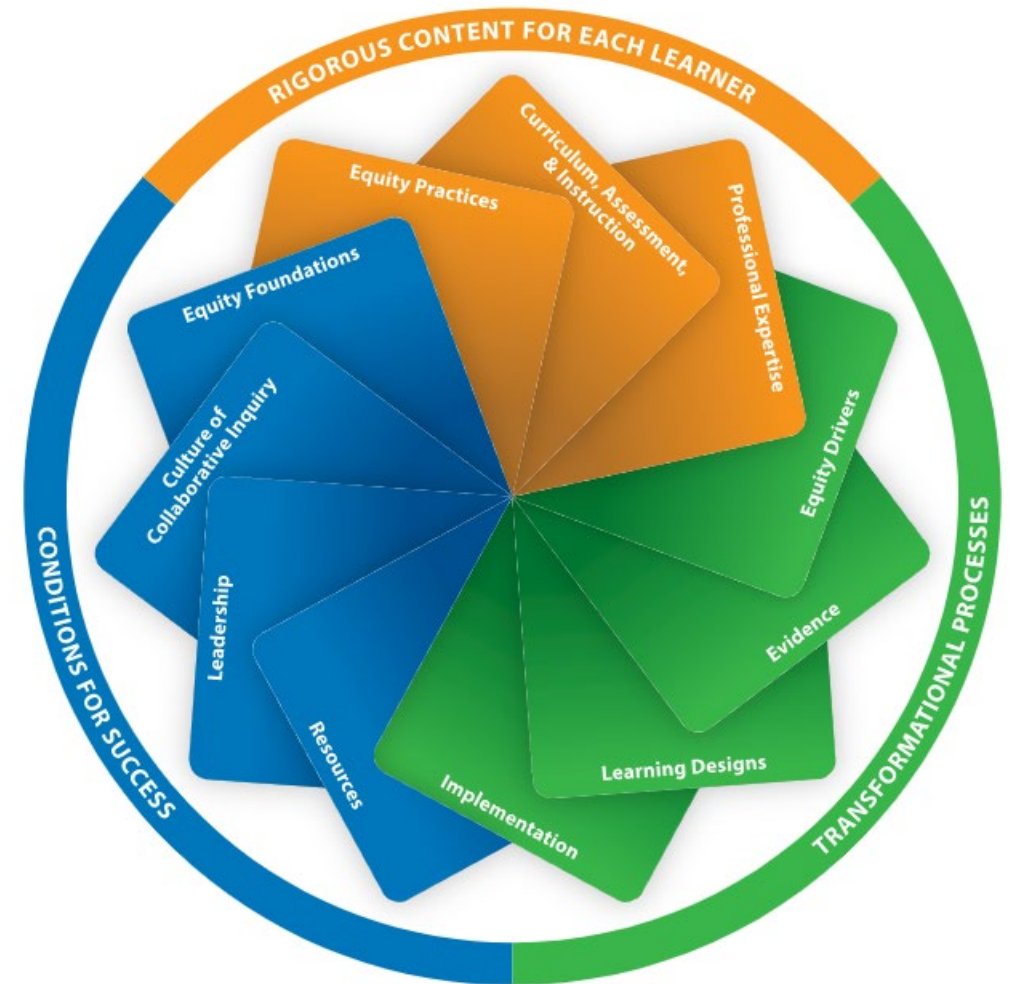


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# Learning Forward's Standards

The Framework consists of 11 standards in 3 categories:

- Standards within the **Rigorous Content for Each Learner** frame describe the essential content of adult learning that leads to improved student outcomes.
- Standards within the **Transformational Processes** frame describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.
- Standards within the **Conditions for Success** frame describe aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning.



Link to Standards: <https://standards.learningforward.org/standards-for-professional-learning/>

# Category: Rigorous Content for Each Learner

## Standards within Rigorous Content for Each Learner

### Equity Practices

Educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and

communities.  
Link to Standards: <https://standards.learningforward.org/standards-for-professional-learning/>

### Curriculum, Assessment, and Instruction

Educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.

### Professional Expertise

Educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.



# Category: Transformational Processes

## Standards within Transformational Processes

### Equity Drivers

Educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

### Evidence

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.

### Learning Designs

Educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.

### Implementation

Educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

Link to Standards: <https://standards.learningforward.org/standards-for-professional-learning/>

# Category: Conditions for Success

## Standards within Conditions for Success

### Equity Foundations

Educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.

### Culture of Collaborative Inquiry

Educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

### Leadership

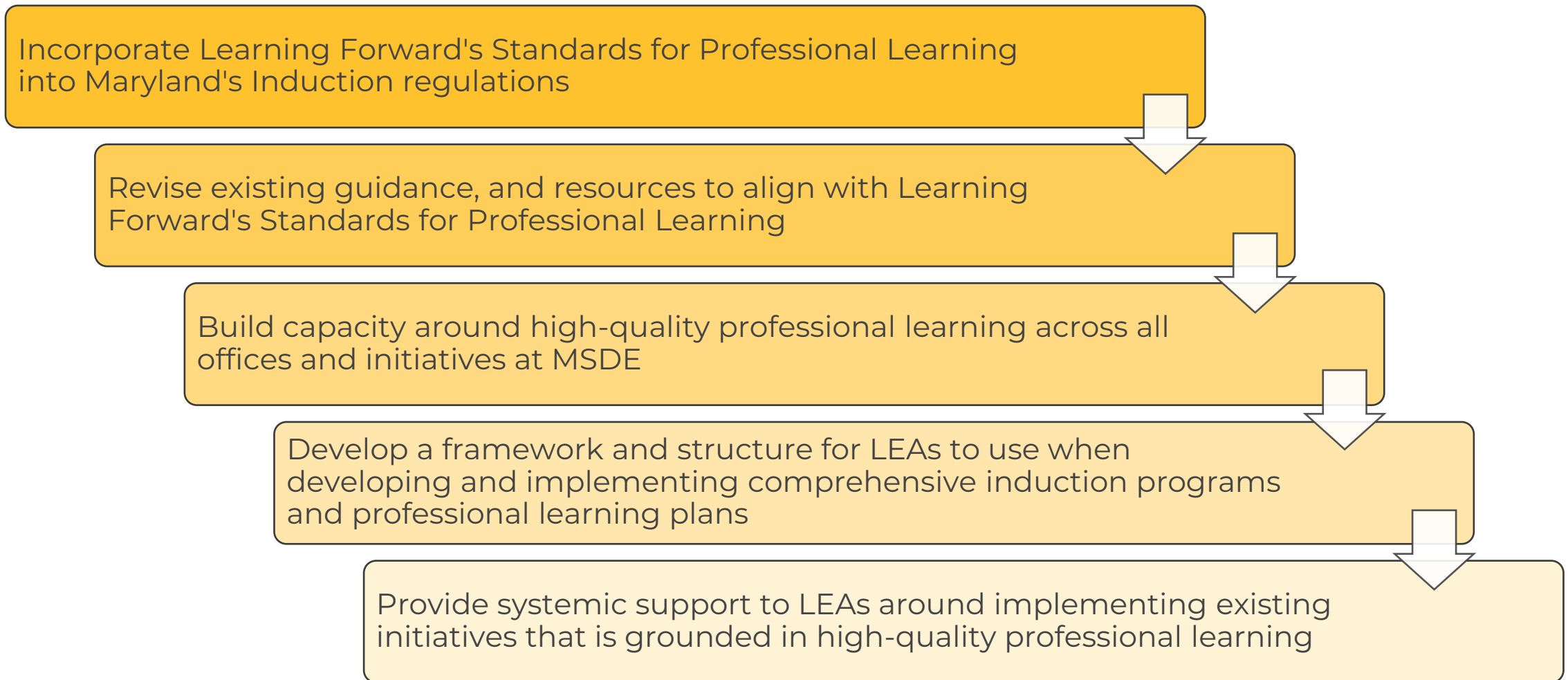
Educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.

### Resources

Educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

Link to Standards: <https://standards.learningforward.org/standards-for-professional-learning/>

# Intentional Adoption in Maryland





# Questions and Discussion