Professional/Staff Development Standards

**Directions:** Review the standards for Professional Development as advocated by National Staff Development Council to ensure that activities have been planned for maximum benefit.

**Context--Addresses the organization, system or culture in which the new learning will be implemented. Some contexts are more supportive of improvement than others.**

- Staff development is ongoing and job-embedded.
- Staff development activities result in changes in classroom practice for most teachers on the staff.
- The budget allocation supports ongoing professional development.
- There is widespread support for professional development among administration, teachers, parents, school board members, and other influential members of the community.
- Staff development is viewed as an essential component for achieving the purposes of the organization and is valued as an integral part of the strategic plan.
- Central administration supports the work necessary to accomplish school improvement goals and provides an adequate budget.
- Strategies for facilitating planning and learning during the school day exist.
- A minimum of twenty percent of the work week is devoted to joint learning and work.
- The school staff is organized into study groups to learn about the change process and/or about particular innovations.
- Teachers are observed randomly to determine their use of an innovation and the innovation’s effect on students.

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**Context Standards have been reviewed and necessary accommodations have been included in our action plan.**

**Process--the “how” of staff development; it describes the means for the acquisition of new knowledge and skills (e.g., group development, follow-up and support, and evaluation.**

- The school’s improvement plan addresses important aspects of organizational effectiveness such as decision making, communication, and team functioning.
- Information about systems thinking and the change process are used in making school improvement decisions.
- The principles of adult learning permeate staff development.
- The learning climate of staff development activities is collaborative, informal, and respectful.
- The three phases of the change process are initiation, implementation, and institutionalization in the planning of programs.
- Staff and administration are aware of the “implementation dip” (things often get worse before they get better).
- Staff development decisions are based on data regarding valued student outcomes.
- Recognition of a need to seek improvement exists.
- Staff reading, study and discussion of educational innovations precede decisions concerning Staff development.
- Research-based content serves as the core of staff learning.
- Improvement plans include a carefully-designed framework for the integration of innovations being implemented.
• An instructional framework describes how selected innovations collectively address school priorities exists.
• Program evaluation assesses participants’ reactions to the program and measures participants’ learning.
• Staff development includes activities other than ‘training workshops.”
• All Staff development training activities include theory, demonstration, practice with feedback, and coaching.
• Desired changes in on-the-job behavior are supported and result in improved student learning.
• Staff members regularly analyze and self-correct performance.
• Site-base management councils focus primarily on instruction and student learning.
• Consensus decision making is used to increase staff ownership.
• School teams/groups are models of effective interpersonal and group skills.
• Training and development in collaborative skills occurs regularly, especially for new teams.

__ Process Standards have been reviewed and necessary accommodations have been included in our action plan. __

**Content**—the actual skills and knowledge effective educators need to possess or acquire through staff development (e.g., research-based instructional strategies, child growth and development, service learning, higher level learning, interdisciplinary teaming).
• Teachers and administrators are knowledgeable regarding the needs of children and young adolescents.
• Decisions about instruction and new programs are based on how well they reflect developmentally-appropriate practice.
• Teachers’ classroom management strategies increase academic learning time.
• Teachers are familiar with and utilize the research-based findings that support a safe and orderly environment.
• The school’s staff possesses the knowledge, attitudes, and skills needed to ensure a quality education for all students.
• School data confirm that all students have equal access to and participation in the school’s programs and activities.
• Students can discuss the connection between the various content areas and their real-life concerns.
• The staff possesses the content knowledge and pedagogy necessary to design and deliver high-quality curriculum.
• Teachers use a variety of approaches and know underlying instructional theories and understand relevant research.
• The content of a school’s staff development programs has been proven to increase student learning.
• Through the use of a variety of instructional strategies administrators and teachers demonstrate a belief that all students can learn.
• Teachers use strategies that demonstrate high expectations for all students.
• Regular communication between the school staff and parents/families occurs about individual student’s academic progress.
• Parent and staff communication focuses on the school’s goals, classes, and curriculum with special attention to in-school and community opportunities to enhance student achievement.
• Student performance assessments include interviews, observations, portfolios, projects, and demonstrations.
• Student performance assessments focus on what students can actually do with the knowledge and skills they have acquired.
• Adolescents are known as a complete individual by at least one adult.
• Open communication exists between students, family, and advisor.
• Service learning activities are included in the curriculum.
• Service learning activities involve a meaningful application of knowledge and/or in real-world settings.

______  Content Standards have been reviewed and necessary accommodations have been included in our action plan.