

Professional Education & Further Development

Adopted 2009

Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn. [DP.1](#)

- a. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data. [DP.1.A](#)

- b. Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. [DP.1.B](#)

- c. Professional development design is grounded in the New York State Learning Standards and student learning goals. [DP.1.C](#)

- d. The intended beneficiaries of professional development are substantively involved in all aspects of professional development design. [DP.1.D](#)

- e. Professional development design addresses the continuum of an educator's experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals. [DP.1.E](#)

- f. Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving. [DP.1.F](#)

- g. The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities. [DP.1.G](#)

- h. Professional development is sustained over time and provides continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional study. [DP.1.H](#)

Professional development expands all educators' content knowledge and the

- a. includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum. [DP.2.A](#)

knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress. **DP.2**

- b. provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling. **DP.2.B****
- c. provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction. **DP.2.C****
- d. provides differentiated instructional strategies to meet the needs of diverse learners. **DP.2.D****
- e. ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century. **DP.2.E****
- f. provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects. **DP.2.F****

Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research. **DP.3**

- a. Professional development is based on current research in teaching, learning, and leadership. **DP.3.A****
- b. Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making. **DP.3.B****
 - 1. includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities. **DP.3.B.1****
 - 2. involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where there may be competing perspectives and conclusions. **DP.3.B.2****
 - 3. provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional development programs or the effectiveness of particular instructional strategies and programs for educators and students. **DP.3.B.3****

Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student

- a. provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal. **DP.4.A****

achievement in a respectful and trusting environment. [DP.4](#)

b. provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success. [DP.4.B](#)

c. maximizes the use of technology to broaden the scope of collaboration. [DP.4.C](#)

Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students. [DP.5](#)

a. focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom. [DP.5.A](#)

b. provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs. [DP.5.B](#)

c. provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement. [DP.5.C](#)

Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students. [DP.6](#)

a. provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement. [DP.6.A](#)

b. provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts. [DP.6.B](#)

c. provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments. [DP.6.C](#)

Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with [DP.7](#)

a. provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community. [DP.7.A](#)

b. enhances educators' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success. [DP.7.B](#)

c. includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community. [DP.7.C](#)

Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth. [DP.8](#)

- a.** ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress and adjust instructional practice. [DP.8.A](#)

- b.** provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction. [DP.8.B](#)

- c.** provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning. [DP.8.C](#)

- d.** provides opportunities for educators to use results from local, state and national assessments; student work samples and portfolios; school climate, parent, and teacher surveys; and student behavior data to guide their instruction. [DP.8.D](#)

- e.** provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced price meals, and other factors in order to improve student learning. [DP.8.E](#)

Professional development promotes technological literacy and facilitates the effective use of all appropriate technology. [DP.9](#)

- a.** ensures ongoing educator and student technological literacy. [DP.9.A](#)

- b.** provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice. [DP.9.B](#)

- c.** facilitates the ability of educators to apply technologies to create optimal and equitable learning environments. [DP.9.C](#)

- d.** promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning. [DP.9.D](#)

- e.** encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways. [DP.9.E](#)

- f.** provides educators with opportunities to learn and use technology for communication and collaboration. [DP.9.F](#)

- g.** addresses the legal and ethical uses of technology. [DP.9.G](#)

Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning. [DP.10](#)

- a.** Resources are provided to plan and conduct ongoing evaluation of professional development. [DP.10.A](#)

- b.** Professional development evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy). [DP.10.B](#)

c. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance). DP.10.C

d. Professional development evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional development plans. DP.10.D