

Professional Education & Further Development

Adopted 2000

Context

1. Effective professional development fosters the norm of continuous improvement.

- a. Educators constantly revisit and renew their organizational goals.
 - b. Staff can articulate the kinds of learning opportunities they access throughout the year.
 - c. Staff use the ADEPT performance appraisal process to assess progress and influence continuous improvement.
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2. Effective professional development requires strong leadership for continuous improvement.

- a. Administrators, teacher leaders, school board members, community leaders, and others advocate for quality professional development.
 - b. School and district leaders participate with staff in professional development activities.
 - c. Morale increases as a result of staff empowerment and effectiveness.
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3. Effective professional development is aligned with the organization's mission and strategic plan, is linked to student achievement, and is adequately funded by the budget.

- a. Professional development resources are coordinated to ensure that the professional development activities are aligned with the school improvement plan.
 - b. Professional development is adequately funded. Priorities are set.
 - c. Effective professional development is perceived as essential for achieving the purposes of the organization, is valued as an integral part of the strategic plan, and is seen as a key factor in improving student learning.
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4. Effective professional development provides adequate time for staff members to learn and work together to accomplish the organization's mission and goals.

- a. Time for professional development activities is provided during the work day (e.g. peer coaching, mentoring, and common planning time).
- b. Additional days for coordinated professional development efforts are built into the school calendar.

- c. Schedules are designed to ensure time for the adults in the system to learn together and improve practice.
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Process

5. Effective professional development provides decision-makers with information about organization development and systems thinking.

- a. All stakeholders are involved in the professional development. The stakeholders (at the state, district, or school level) complete a self-study of their effectiveness each year.
 - b. Barriers to effective professional development within the organization are addressed.
 - c. Site-based management teams use shared decision-making processes to determine professional development priorities.
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6. Effective professional development is based on knowledge about adult learning and models this understanding in all activities.

- a. The learning climate is collaborative, informal, and respectful. The providers of all professional development are credible.
 - b. Professional development emphasizes how the learning can be used/applied.
 - c. Professional development relates the learning to the learners' goals and allows the learners to make choices linking their individual growth plans with school goals.
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7. Effective professional development provides for three phases of the change process: initiation, implementation, and institutionalization.

- a. Appropriate assessments occur at each phase and appropriate interventions occur.
 - b. All critical phases of the change process are addressed in the planning design, implementation, and evaluation of programs.
 - c. Collaboration is occurring among teachers to support change or innovation.
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8. Effective professional development priorities are established following a careful analysis of disaggregated data regarding goals for student learning.

- a. Data is provided that links staff development initiatives and intended adult and student results.
 - b. Gaps in achievement among all groups are addressed.
 - c. The district strategic plan, school improvement plans, and individual improvement plans incorporate goal-setting using all available data.
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9. Effective professional development provides a framework for integrating and relating innovations to the mission of the organization.

- a. Improvement plans include a carefully and thoughtfully designed framework for integrating the innovations to be implemented.
- b. All implementation efforts include descriptions of how each innovation related to other ongoing programs and to the mission of the organization.

- c. Successful practices are maintained and unsuccessful practices are abandoned when decisions are made to change goals or strategies.
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10. Effective professional development programs require an ongoing evaluation process.

- a. Evaluations are designed to assess a variety of program outcomes, including participants' reaction to the program, participants' learning, participants' use of new knowledge and skills, impact on student outcomes, and impact on the organization.
 - b. Evaluation is considered an integral part of staff development program planning and implementation.
 - c. Evaluation data include multiple sources of information and focus on all levels of the organization. Teachers use classroom assessments to measure immediate impact of professional development investments.
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11. Effective professional development uses multiple approaches to improve student success.

- a. Multiple formats are evident: action research, study groups, curriculum development, self-study, use of technology, and training. Methodology is appropriate to the intended outcomes.
 - b. Training includes theory, demonstration, practice, feedback and coaching.
 - c. A variety of readiness and professional development activities occur at each school site rather than uniform activities throughout a system.
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12. Effective professional development provides the follow-up necessary to ensure improvement.

- a. All training designs include plans for follow-up. Follow-up is monitored and supported with human and financial resources. Desired changes in on-the-job behavior improve student performance.
 - b. The ability of staff members to analyze and self-correct their performance improves.
 - c. Opportunities to network and share ideas and resources are promoted.
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13. Effective Professional development uses the stages of group development to build effective, productive, and collegial teams.

- a. Faculty and administration develop the skills to work collaboratively.
 - b. Staff members know about and use interdisciplinary team organization and instruction.
 - c. Staff share responsibility to conduct meetings, make shared decisions, solve problems, and work collegially.
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Content

14. Effective professional development increases administrators' and teachers' understanding of how to provide school environments, curriculum and instruction that are responsive to the needs of all students.

- a. School improvement occurs as educators see the discrepancy between the needs of children and the school's current practices each phase and appropriate interventions occur.
 - b. Teachers adopt research-based programs and instructional strategies that are appropriate and effective for all children.
 - c. Student work is used to inform the staff about student progress and is used as a means by which to adjust instruction.
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15. Effective professional development facilitates school-wide and classroom-based management strategies that maximize student learning.

- a. Educators develop the ability to respond to the uniqueness of each child and each situation. They implement effective classroom management strategies.
 - b. Student's self-esteem increases their success in the classroom.
 - c. There is a comprehensive school-wide guidance plan incorporating student documentation.
 - d. Data on student attendance, suspension, disciplinary referrals, and expulsions are reported and used to inform planning.
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16. Effective professional development addresses diversity to ensure an equitable and quality education is provided to all.

- a. Populations are identified by gender, ethnicity, socioeconomic status, and special needs.
 - b. Effective strategies to engage diverse learners and learning styles in the educational process are identified.
 - c. Professional development incorporates diversity issues into all programs.
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17. Effective professional development prepares educators to demonstrate high expectations for student learning.

- a. Increasing numbers of students experience a challenging core curriculum and improve their achievement.
 - b. Staff participates in training about academic and professional development standards.
 - c. Evidence of high expectations exists in lesson plans, unit plans, performance assessments, school improvement plans, and district strategic plans.
 - d. Teachers and administrators believe students can learn at high levels.
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18. Effective professional development helps teachers and administrators engage families and communities in improving all children's academic achievement.

- a. Active school/business partnerships support student learning. Volunteers and mentors are available to support student learning.
- b. Increased communication about student academic progress and a partnership plan for student progress is created.

- c. Participation of parents/families in educational activities at school and home increases.
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19. Effective professional development prepares teachers to use various types of performance assessments in their classrooms.

- a. Professional development on the design and use of assessments is provided.
- b. Modifications and accommodations are made to meet special needs of students.
- c. Assessment strategies are shared among teachers, schools, and districts.