South Carolina Professional Development

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.

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.

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.

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.

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

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.

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.

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.

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.

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.

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c. Successful practices are maintained and unsuccessful practices are abandoned when decisions are made to change goals or strategies.

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.

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.

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.

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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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.

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c. Participation of parents/families in educational activities at school and home increases.

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.