**Ohio Aspire Professional**

**Development Standards**

Professional development is a continuous process that includes multiple steps: planning, implementation, reflection, evaluation and revision. These steps serve to focus and refine professional development to best meet the needs of educators and students. Participants in professional development have ongoing opportunities to engage in evaluation, reflection and feedback.

Educators benefit from professional development that occurs as part of the work day and is about the work that they do. Education leaders create a positive climate and establish structures (such as daily schedules and yearly calendars) that support professional development. Resources (people, time, materials and funds) are available and allocated to ensure successful implementation and sustain professional development.

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| Standard A: Effective professional development is a purposeful, structured and continuous process that occurs over time. |
|  | A-1 | The goals and vision for professional development are clear, focused and aligned with program priorities and state and national goals. |
|  | A-2 | The professional development process is continuous and includes planning, implementation, reflection, evaluation and revision. |
|  | A-3 | Professional development supports and advances the leadership capacity of all educators. |
|  | A-4 | Educators engage in sustained and ongoing professional development experiences. |
|  | A-5 | The structure and culture of the educational community supports professional development as a necessary condition for improvement. |
|  | A-6 | Resources are allocated to support the professional development process. |

Professional development needs and goals are identified through an analysis of educators’ individual needs and classroom, program, state and national data. The use of multiple data sources guides efforts to improve and sustain learning for all students.

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| Standard B: Effective professional development is informed by multiple sources of data. |
|  | B-1 | Program, state and national data related to student achievement are analyzed to determine the focus and content for professional development. |
|  | B-2 | Educators analyze their practice and examine multiple sources of data to determine the focus and content of their professional development plan. |
|  | B-3 | Data from evaluations of previous professional development are analyzed to determine the focus and content for future professional development. |

Professional development is a process of continuous learning. Educators within and across programs must have access to one another to collaboratively identify both problems and solutions about practice and to continually improve teaching and learning. Programmatic change is not possible without educators engaging in collaborative problem solving. Professional development actively involves stakeholders of diverse groups collaboratively planning, delivering and evaluating professional development. Effective professional development must ensure that all educators are able to collaborate with colleagues in the interest of improving student achievement.

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| Standard C: Effective professional development is collaborative. |
|  | C-1 | Professional development provides ongoing opportunities for educators to work together. |
|  | C-2 | Diverse teams of educators work collaboratively to plan, deliver and evaluate professional development. |
|  | C-3 | Professional development incorporates communication technologies to broaden the scope of collaboration. |

Effective professional development includes a variety of learning experiences based on the identified needs of educators, best practices and a logical sequence. Choices are offered to match professional development learning experiences with educators’ needs, current knowledge, skills and learning goals. Learning experiences vary in intensity and duration and promote opportunities for self-directed, life-long learning.

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| Standard D: Effective professional development includes varied learning experiences that accommodate the individual educator’s knowledge and skills. |
|  | D-1 | Professional learning opportunities are based on identified needs. |
|  | D-2 | Professional development includes a variety of learning experiences. |
|  | D-3 | Professional development reflects a logical sequence of experiences. |

Effective teachers have a deep understanding of the content they teach as well as knowledge and use of appropriate skills of andragogy (the art and science of helping adults learn). Professional development is the means by which educators acquire, refine or enhance the knowledge and skills; attitudes and beliefs; and motivation and behavior necessary to create high levels of learning for all students. Professional development informs educators about research and ensures that they have the knowledge, skills and dispositions to access and use research in their practice.

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| Standard E: Effective professional development results in the acquisition, enhancement or refinement of skills and knowledge. |
|  | E-1 | Professional development plans support the understanding and use of local, state and national standards as well as program curriculum priorities. |
|  | E-2 | Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice. |
|  | E-3 | Professional development enhances knowledge, skills and understanding of instructional strategies appropriate to specific content, and addresses the needs of diverse learners, including students with disabilities. |
|  | E-4 | Professional development ensures that all educators understand and use various types of assessments to measure student learning. |
|  | E-5 | Professional development provides educators with tools to engage students and communities in improving student achievement. |

The primary goal of professional development is to increase student learning. Although it is difficult to measure a cause and effect relationship, the impact of professional development must be evaluated. Effective evaluation of professional development is a systematic, purposeful process of collecting and analyzing multiple sources of data to make informed decisions. Evaluation data informs continuous improvement by identifying the effects of professional development in terms of intended outcomes and enabling planners to focus and improve the quality of professional development.

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| Standard F: Effective professional development is evaluated by its short- and long-term impact on professional practice and achievement of all students. |
|  | F-1 | Professional development is evaluated by assessing levels of participant satisfaction and learning of content. |
|  | F-2 | Professional development is evaluated by evidence of new skills applied to practice. |
|  | F-3 | Professional development is evaluated by the extent to which organizations change to improve. |
|  | F-4 | Professional development is evaluated on its impact on achievement of all students. |
|  | F-5 | The professional development process is evaluated. |