

Professional/Staff Development Standards **(As Advocated by National Staff Development Council)**

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.

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 that 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-based 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.

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 to teaching know underlying instructional theories and understand relevant research.
- There is research to suggest that the content of a school's staff development programs will 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.
- There is regular communication between the school staff and parents/families 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.