

Revised: 06/12	ARIZONA DEPARTMENT OF EDUCATION POLICIES & PROCEDURE	NO. GE - 25
Supersedes: ALL Previous		SHEET: 1 of 2
SUBJECT: Professional Development Standards and Practices		FILING INSTRUCTIONS (Policies & Procedures Manual) Section: General As item: GE-25

PURPOSE

The purpose of this policy is to achieve coherence and consistency of Arizona Department of Education (ADE) activities and services to enhance the professional learning of Pre-K –Adult Education educators. (Educator when used herein refers to members of the education workforce who are employed to provide direct or indirect services to students that contribute to their learning, which includes teachers as well as leaders and support staff.) The foundation of coherence and consistency is a common definition of professional learning that is illuminated by standards.

DEFINITION

Professional learning refers to planned and organized processes that actively engage educators in cycles of continuous improvement guided by the use of data and active inquiry around authentic problems and instructional or leadership practices. The primary purpose of professional learning is improvement in one’s job performance; thus, the content of the learning for teachers and support staff is around the content knowledge, skills, and dispositions they need to help students perform at high levels. For leaders, it is around the leadership knowledge, skills, and dispositions they need to help teachers and support staff perform at high levels. Professional learning is typically collaborative and is embedded in educators’ daily work throughout the school year. Professional learning is aligned with educators’ professional goals as well as with school and district improvement goals and priorities. Professional learning is sustained through follow-up, feedback, and reflection to support transfer of that learning to educators’ schools and classrooms.

POLICY

The following standards were developed by Learning Forward, an international membership association of learning educators focused on increasing student achievement through more effective professional learning, in collaboration with 20 education organizations and agencies. The 2001 version of the standards were revised based on a broad review of research and evidence-based practice. These standards describe the characteristics of professional learning that lead to effective teaching and leadership practices and improved student results. These standards shall guide all ADE involvement with Local Education Agencies (LEA), schools, programs (e.g. Early Childhood, CTE, Adult Education, etc.), and educators that are related to educators’ professional learning and shall guide agency interactions with others in the formulation and execution of professional learning activities and policies. They shall guide ADE’s planning, facilitation, implementation, and evaluation of professional learning.

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Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, who learn how to successfully advocate, and who can create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change management and sustains support for implementation of professional learning for long term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

PROCEDURE

A cross-agency professional learning work team, whose members' participation is supported by their supervisors and whose work supports ADE key result areas, will develop and monitor a plan to implement this guideline. It shall include action steps to develop and use processes and materials to raise ADE employee awareness, to increase their knowledge and skills and to support implementation of these standards of quality adult learning both within ADE and in the field.