

New	05-08	<p style="text-align: center;">ARIZONA DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><b>GUIDELINE &amp; PROCEDURE</b></p>	NO. GE - 25
Supersedes:	07-07		SHEET 1 of 4
<b>SUBJECT:</b> Professional Development Standards and Practices		<b>FILING INSTRUCTIONS</b> (Guidelines & Procedures Manual) Section: General As item: GE-25	

## I. PURPOSE

The purpose of this guideline is to provide the Arizona Department of Education (ADE) with nationally recognized standards by which to address the professional development of educators.

## II. GUIDELINE

The National Staff Development Council Standards for Staff Development recognizes that sustained staff development is vital for everyone who affects student learning. The National Staff Development Council Standards for Staff Development, Revised 2001, (below) shall guide all ADE professional development interventions with Local Education Agencies (LEA), schools, and educators and shall guide agency interactions with others in the formulation and execution of professional development activities and guidelines.

### **National Staff Development Council Standards for Staff Development (Revised)**

#### **About the Standards**

The National Staff Development Council's revised Standards for Staff Development reflect what NSDC and the broader staff development community have learned about professional learning since the creation of the original standards in 1995.

The revision of the standards was guided by three questions:

- What are all students expected to know and be able to do?
- What must teachers know and do in order to ensure student success?
- Where must staff development focus to meet both goals?

Staff development standards provide direction for designing a professional development experience that ensures educators acquire the necessary knowledge and skills. Staff development must be *results-driven, standards-based, and job-embedded*.

#### **Context Standards**

##### **Staff development that improves the learning of all students:**

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (***Learning Communities***)
- Requires skillful school and district leaders who guide continuous instructional improvement. (***Leadership***)
- Requires resources to support adult learning and collaboration. (***Resources***)

#### **Process Standards**

##### **Staff development that improves the learning of all students:**

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- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (*Data-Driven*)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (*Evaluation*)
- Prepares educators to apply research to decision making. (*Research-Based*)
- Uses learning strategies appropriate to the intended goal. (*Design*)
- Applies knowledge about human learning and change. (*Learning*)
- Provides educators with the knowledge and skills to collaborate. (*Collaboration*)

**Content Standards**

**Staff development that improves the learning of all students:**

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (*Equity*)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (*Quality Teaching*)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (*Family Involvement*)

More detailed information on the Standards can be found on the National Staff Development Council's website at <http://www.nsd.org/index.cfm>.

**III. PROCEDURE**

- A. A cross-divisional Professional Development Standards into Action Design (P.D. SAID) team shall be established by the Deputy Superintendent to develop and maintain expert knowledge of the Standards. To accomplish this the P.D. SAID Team will:
1. Work with the colleagues they represent to devise and implement methods and practices in the implementation of these Standards.
  2. Develop and implement a self-analysis tool to ensure that all professional development work done by ADE meets NSDC Standards.
  3. Develop uniform, NSDC Standards-based, practices to contract with external professional development vendors. These practices will also support LEAs in meeting the NSDC Standards with their Professional Development Programs.
  4. In consultation with their colleagues, regularly review these methods and practices. The team shall modify these methods and practices in accordance with any changes in the NSDC Standards.

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- B. The Deputy Superintendent will appoint a team coordinator who will report to the Executive Team at least three times a year.
  
- C. The team coordinator will be responsible to provide periodic reports by the P. D. SAID team to the Deputy Superintendent of Public Instruction and the Management Team.
  
- D. Deputy Associate Superintendents will compile an annual report describing how the NSDC Standards are reflected in their unit's professional development work. This report shall be submitted to their Associate Superintendent.
  
- E. Associate Superintendents will then compile annual composite reports of how the NSDC Standards are reflected in their Division's professional development work. These reports shall be distributed to the Deputy Superintendent.

