

## Professional Development Imperative Continuum for Quality Professional Development

INDICATORS	EFFECTIVENESS CONTINUUM FROM -----> TO		EVIDENCE OF RESULTS TO WHAT EXTENT...
<p><b>Results-Driven Learning</b></p> <p>Schools improve the learning of all students through well-designed professional development, using best practice research, disaggregated data, campus/district goals, and parent/community input.</p>	<p>Educators analyze and use at least one form of data to identify student needs and plan for professional development.</p>	<p>Educators continuously analyze and use multiple and varied data that are comprehensive and integrated in an effort to effect learning for all students.</p>	<ol style="list-style-type: none"> <li>1. Are data sources used to plan, design, and implement professional development?</li> <li>2. Is student learning examined to determine the effectiveness of professional development?</li> <li>3. Are educators analyzing student results to make decisions about teaching and learning?</li> </ol>
<p><b>Student-Centered Learning</b></p> <p>Educators pursue and select learning opportunities that meet the identified needs of students.</p>	<p>Educators participate in professional learning opportunities that meet at least one learning need of students.</p>	<p>Educators actively plan and participate in professional learning opportunities that meet both the long-term and short-term learning needs of all students.</p>	<ol style="list-style-type: none"> <li>1. Does the organization align professional development with student learning needs?</li> <li>2. Does the educator analyze the needs of diverse learners to determine appropriate professional development?</li> <li>3. Can educators and students apply learning to real present/future world experiences?</li> </ol>
<p><b>Flexible Groups</b></p> <p>Optimum learning and implementation occur in small, interactive groups, with group size determined by content and purpose.</p>	<p>Educators receive information with some attention given to group size.</p>	<p>Teams of educators design their own learning experiences based upon: district/campus goals; student needs; best practices integrating purpose, content, and process; and educator need/expertise.</p>	<ol style="list-style-type: none"> <li>1. Are flexible groups formed to solve real problems?</li> <li>2. Does the group configuration match the professional development content and purpose?</li> <li>3. Do professional development opportunities allow educators the choice to learn in large or small groups, or individually, depending on learning styles, delivery models, and goals?</li> </ol>
<p><b>Collaboration</b></p> <p>Educators, working collaboratively and with parents and community, make decisions about the objectives, content, and processes that meet their professional development needs.</p>	<p>Educators discuss with parents and community members the instructional program with some attention given to individual and organizational needs.</p>	<p>Educators, in concert with community members, learn about, design, and implement professional development practices that support the instructional program and meet individual and organizational needs.</p>	<ol style="list-style-type: none"> <li>1. Do group processes ensure that all voices are heard?</li> <li>2. Does the organization survey group members to determine effectiveness of the group decision-making process?</li> <li>3. Are sustained efforts documented? (i.e., agenda, budget, results.)</li> </ol>
<p><b>Follow-Up</b></p> <p>Professional development requires follow-up to sustain and evaluate learning over time.</p>	<p>Educators share ideas, refine practices, and clarify issues with some organizational support.</p>	<p>Educators engage in on-going experiences that focus on evaluation of student learning over time and appropriate adjustment of practices through reflection and peer feedback.</p>	<ol style="list-style-type: none"> <li>1. Are time and resources provided for inquiry, reflection, and sharing?</li> <li>2. Is educator dialogue focused on connecting professional growth and student learning?</li> <li>3. Has educator practice changed as a result of professional development?</li> </ol>
<p><b>Commitment</b></p> <p>Educators take responsibility for their own learning, and organizations provide resources that support learning.</p>	<p>Educators and organizations comply with federal, state, and district requirements for professional development, including maintaining professional development records.</p>	<p>Educators continuously take responsibility for their own learning and the learning of those around them. Organizations build capacity by allocating resources commensurate with professional development needs.</p>	<ol style="list-style-type: none"> <li>1. Do behaviors and actions provide evidence of educator commitment to their own learning and the learning of others?</li> <li>2. Does the organization budget resources for educator learning?</li> <li>3. Does the organization continuously assess and improve the effectiveness of professional development?</li> </ol>