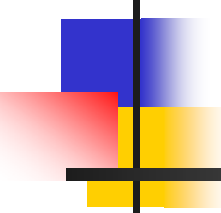




# NATIONAL STAFF DEVELOPMENT COUNCIL STANDARDS



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**Preface**: As noted in WJC's Convocation, 2005, personnel in the school division will implement Strategy 1.3 of the Strategic Plan ("Provide staff development to ensure that instruction supports the curriculum and student learning needs") by working our way towards the standards for high quality professional development as put forth by the National Staff Development Council (NSDC) in 2001. What follows are the 3 "context standards," 6 "process standards," and 3 "content standards" with brief descriptors of each. These twelve standards give the division "guideposts" by which to think about and implement staff development for adult learners. High quality professional development is one of the keys to improved student learning and the reduction of current achievement gaps.

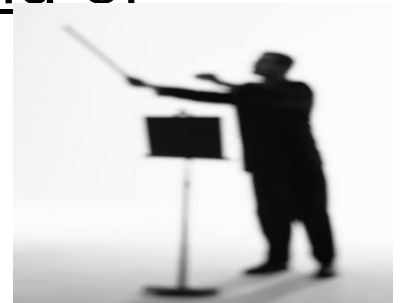
# Context Standard 1: Learning Communities

- Staff development that improves the learning of all students organizes adults into learning communities aligned with those of the school and district. [quite different from workshop approach; ongoing teams that meet on a regular basis, preferably several times a week for learning/joint lesson planning/problem solving; commitment to *continuous improvement* and experimentation]



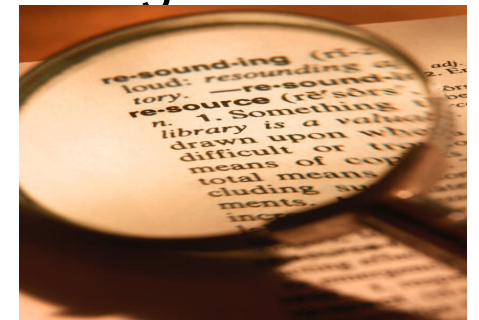
# Context Standard 2: Leadership

- Staff development that improves the learning of all students requires skillful school and district leaders who practice continuous instructional improvement. [teachers, principals, central office, Board, business reps, community-at-large are able to articulate the link between improved student learning and the professional learning of teachers and other employees]



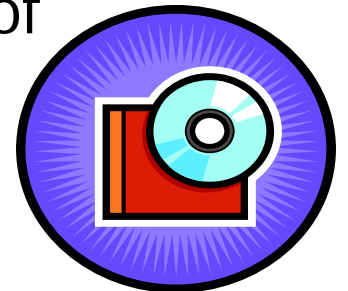
# Context Standard 3: Resources

- Staff development that improves the learning of all students requires resources to support adult learning and collaboration. [staff development may be viewed as an “investment” that will pay future dividends in improved staff performance and student learning or an expense that diminishes a school district’s ability to meet its other financial obligations; well designed and implemented professional development for school employees is an essential long-term *investment* in successfully teaching all students to high standards]



# Process Standard 1: Data-Driven

- Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.  
[standardized tests, district-made tests, student work samples, portfolios, and other sources provide key input to the selection of school or district improvement goals and provide focus for staff development efforts; this data analysis and goal development typically determines the content of teachers' professional learning in the areas of curriculum, instruction, and assessment]



# Process Standard 2: Evaluation

- Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact. [to improve staff development efforts; to determine the effects of staff development in terms of its intended outcomes, e.g., know, understand, practice, and refine Marzano's Research-Based Instructional Strategies (RBIS) for greater student achievement]



# Process Standard 3: Research-Based

- Staff development that improves the learning of all students prepares educators to apply research to decision making. [avoid “fad du jours” that do not live up to improved teaching and higher student achievement; use research of a “scientific rigor” and/or teacher-driven “action research” to validate changes in the classroom or school]

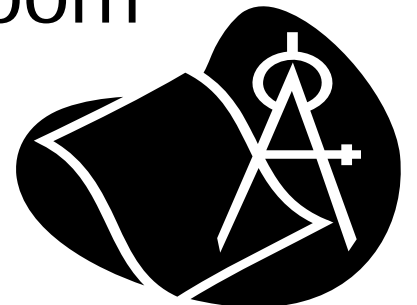




## Process Standard 4: Design

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- Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal. [collaborative study groups; the examination of student work; curriculum development; case studies; action research; professional networks; video models; coaching; classroom demonstrations, etc.]





## Process Standard 5: Learning

- Staff development that improves the learning of all students applies knowledge about human learning and change. [adults must be presented with “deep” understanding of a topic and many opportunities to practice new skills with feedback on performance until those skills become “automatic” and “habitual”; adults must be presented with learning processes that promote reflection such as discussion and dialogue, writing, demonstrations, practice with feedback, and group problem solving; adult learners must also have opportunities to “see, hear, and do”; be aware of the “change process”; honor skillful veterans asking them to serve as mentors or coaches for their peers; use electronic forms of learning providing alternatives for adult learners as might be appropriate]

# Process Standard 6: Collaboration

- Staff development that improves the learning of all students provides educators with the knowledge, [tools], and time to collaborate. [increased teamwork needed in designing lessons, critiquing student work, and analyzing various types of data, among other tasks; use of technology in collaborative teamwork important given the lack of “time” in schools]





# Content Standard 1: Equity

- 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. [know and demonstrate appreciation for all students; understand/respect/appreciate students' cultures and life experiences; provide various types of instruction based on individual differences]

# Content Standard 2: Quality Teaching

- Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, prepares them to use various types of classroom assessments appropriately. ["deep" understanding of subject matter marked by sustained, intellectually rigorous professional learning regarding the subjects they teach, the strategies they use to teach them, the findings regarding human learning, and the means by which student progress are assessed]



# Content Standard 3: Family Involvement

- Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately. [forge consensus on vision, mission, and goals; forge understanding of the school district's work and partnerships with community-at-large over a sufficient period of time so as to realize improvements in student learning]





# Noteworthy Notes



- **WJC Strategic Plan Goal 1**: “*WE* will establish high educational standards for each and every student and ensure that all students achieve these standards in order to graduate fully prepared for employment and/or further education.”
- **WJC Strategy 1.3**: “Provide staff development to ensure that instruction supports the curriculum and student learning needs.”
- **WJC Strategic Plan Goal 2**: “*WE* will eliminate the achievement gap for all groups of students regardless of ethnicity, gender, socioeconomic background, or other identified subgroups.”
- **WJC Strategy 2.3**: “Provide staff with training that supports eliminating the achievement gap.”
- **Guiding Questions for the Development of NSDC Standards for High Quality Staff Development**:
  1. What are all students expected to know, do, [and understand]?
  2. What must teachers know, do [and understand] in order to ensure student success?
  3. Where must staff development focus to meet both goals?