

Professional Development Standards for Nevada's AEFLA-funded Programs

Adopted May 2008

Purpose: Professional Development Standards provide direction for designing and implementing a professional system that ensures educators acquire the knowledge and skills necessary to produce favorable student outcomes. They provide a framework for planning, implementing, and evaluating quality professional development in a systemic and meaningful way.

When fully implemented, these standards and the related indicators can help improve the quality of professional development by:

- Providing a clear vision of high-quality professional development that recognizes local needs, priorities, and resources and aligns them with student needs, state priorities, and national goals;
- Guiding the planning, design, implementation, and evaluation of a high-quality professional development system;
- Informing allocation of resources for professional development;
- Defining accountability for ensuring that professional development is of the highest quality and readily accessible to all teachers; and readily accessible to all teachers and staff.

	Standard/Rationale in italics	Performance Indicator	Basis
1.	<p>Overall Programs and state leadership work together to plan and implement a professional development system that is purposeful, structured, and continuous.</p> <p><i>Effective PD is an ongoing, continuous process that supports dedicated, knowledgeable administrators and practitioners by providing training in current strategies and techniques. The system focuses on learner-centered outcomes and encourages excellence, service, innovation, synergy, and professionalism.</i></p>	<ul style="list-style-type: none"> • The goals and vision for professional development are clear, focused and aligned with programs' priorities for continuous improvement, individuals' staff development goals, and state and national goals. • The professional development process is continuous and includes planning, implementation, reflection, evaluation and revision. • The program's structure and culture support sustained professional development as a necessary component for program improvement. • Resources are allocated to support the professional development process. 	Background to Nevada's Quality Indicators (QI)
2.	<p>Needs Professional development needs and goals are identified through multiple data sources.</p> <p><i>Effective PD is relevant to and driven by teachers' and (ultimately) students' needs. The needs for professional development as defined by practitioners and adult learners are balanced with the needs of state and institutional regulating agencies.</i></p>	<ul style="list-style-type: none"> • The program has a professional development process or feedback mechanism for identifying staff development needs. Process includes: <ul style="list-style-type: none"> ○ identification of program and individual needs, ○ analysis of individual, classroom, and program data, and ○ evaluation of previous professional development. • The leadership team has a process for analyzing program, state, and national data. 	QI 8.1 expanded

	Standard/Rationale in italics	Performance Indicator	Basis
3.	<p>Content Effective professional development results in the acquisition, enhancement or refinement of skills and knowledge.</p> <p><i>Effective teachers have a deep understanding of the content they teach as well as knowledge and use of appropriate principles of andragogy. Professional development is the means by which educators acquire, refine or enhance the knowledge and skills, attitudes and beliefs; and motivation and behavior necessary to create high levels of learning for all students. Professional development informs educators about research and ensures that they have the knowledge, skills and dispositions to access and use research in their practice.</i></p>	<ul style="list-style-type: none"> • Professional development offerings support the understanding and use of local, state, and national standards as well as program curriculum priorities. • Professional development offerings support the study, evaluation and integration of relevant and current research, best practices, and professional wisdom. • Professional development offerings enhance the knowledge, skills and understanding of instructional strategies appropriate to specific content, and addresses the needs of diverse learners, including students with disabilities. • Professional development provides educators with tools to engage students and communities in improving student achievement. 	
4.	<p>Assessment and Reporting Program staff are effectively trained in assessment and data reporting.</p> <p><i>Accurate and timely assessment and reporting are key to effective program planning and evaluation. Effective professional development ensures that program staff have a clear understanding of data collection, reporting of results, and the importance of accuracy, timeliness, and dissemination. Professional development provides program staff with a clear understanding of the purpose of assessment and reporting, the importance of choosing appropriate appraisals and tests, the use of standardized procedures, and the linkages between testing and effective instruction.</i></p>	<ul style="list-style-type: none"> • At least 90% of program staff involved in test administration and the use of data for program improvement are trained in the use of CASAS and TOPSpro within six months of hire. 	QI 8.4 exactly

	Standard/Rationale in italics	Performance Indicator	Basis
5.	<p>Access All practitioners, new and experienced, full-time and part-time, have access to appropriate PD activities relevant to their content area as well as general methods of adult teaching and learning through a variety of methods.</p> <p><i>Effective professional development includes a variety of learning experiences based on the identified needs of educators. Choices reflect educators' needs, current knowledge, skills, and learning goals. A variety of delivery methods, times, locations, intensity, and duration promote opportunities for self-directed, life-long learning. Incentives such as stipends, release/flex time, or other incentives appropriate to the program highlight the importance of PD and show practitioners their efforts and time are valued.</i></p>	<ul style="list-style-type: none"> • At least 50% of active instructional staff annually participate in at least one professional development activity appropriate to individual program needs. • Program provides at least one incentive for program staff to participate in professional development activities. 	QI 8.3 exactly
6.	<p>Quality and Evaluation Effective professional development is evaluated by its short- and long-term impact on professional practice and achievement of all students.</p> <p><i>The primary goal of professional development is to increase student learning. Although it is difficult to measure a cause and effect relationship, the impact of professional development must be evaluated. Effective evaluation of professional development is a systematic, purposeful process of collecting and analyzing multiple sources of data to make informed decisions. Evaluation data supports continuous improvement by identifying the effects of professional development in terms of intended outcomes and enabling planners to focus and improve the quality of professional development.</i></p>	<ul style="list-style-type: none"> • There is observed evidence that learned instructional strategies are being transferred to the classroom by 75% of instructional staff who participated in professional development activities. • At least 50% of active instructional staff holds a current ABE Certificate of Performance. 	QI 8.5 exactly QI 8.6 exactly