

# Quick Reference Guide

## Ohio Standards for Professional Development

### About the Standards

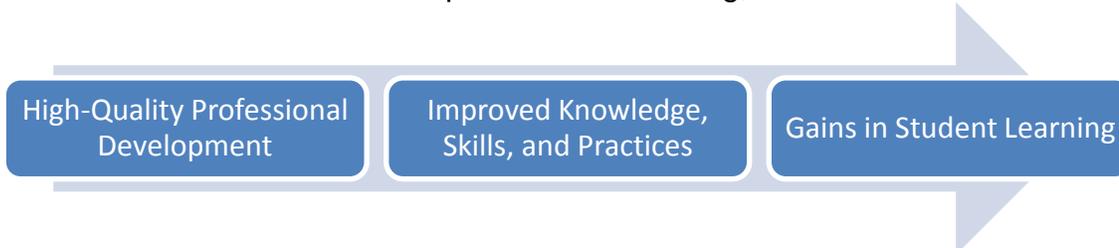
Creating a system of effective professional learning is one way that school systems can support all educators and encourage improved teaching and learning. Ohio's Standards for Professional Development define the essential elements of a strong professional learning system. To ensure that the standards represent best practices and research in the field, [Learning Forward's Standards for Professional Learning](#) serve as the foundation of this document.

The Ohio Standards for Professional Development take a systems perspective; they describe what occurs within an effective system of professional learning. Ohio's schools and districts will find the standards useful as they implement strong systems of professional learning to support all educators.

Research shows that effective professional learning impacts teacher performance as well as student achievement. These standards do not represent a new requirement for Ohio's schools and districts. Instead, they are designed to support what effective schools and districts are already doing and help all educators integrate authentic professional learning into their regular routines. Together, professional learning standards for teachers and Ohio's new learning standards for students are designed to work in concert to meet the primary goal: enhanced student learning.

### The Relationship between Professional Learning and Student Learning

Research shows the link between professional learning, teacher skill and student results.



1. To have impact, professional learning must be high quality. For professional development to be high quality, school systems, schools and education leaders must organize coherent, sustained learning. Learning must align with standards. Learning must take place within a collaborative system with shared accountability.
2. Professional learning can change what educators know, do and believe. By engaging in content-focused, carefully constructed professional learning, educators gain knowledge and skills. When they operate within a collaborative, supportive system, educators can take these new understandings and skills back to the classroom where they will implement and sustain improved classroom instruction.
3. Deeper knowledge, improved skills and enhanced classroom instruction all can work together to produce gains in student learning.

## Ohio Standards for Professional Development

<b>Professional learning that increases educator effectiveness and results for all students...</b>	<b>Standard 1: Learning Communities</b>	<b>Standard 2: Leadership</b>	<b>Standard 3: Resources</b>
	... occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.	... requires skilled teacher leaders and administrators who develop capacity, advocate and create support systems for professional learning.	... requires prioritizing, monitoring and coordinating resources for educator learning.
<b>Standard 4: Data</b>	<b>Standard 5: Learning Designs</b>	<b>Standard 6: Implementation</b>	<b>Standard 7: Outcomes</b>
... requires the use of a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.	... integrates theories, research and models of human learning to achieve its intended outcomes.	... applies research on change and sustains support for implementation of professional learning.	... aligns its outcomes with educator performance and student curriculum standards.

## Ohio Standards for Professional Development

*Professional learning that increases educator effectiveness and results for all students...*

<b>Standard 1: Learning Communities</b> ...occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.	<b>Core Elements:</b> <ul style="list-style-type: none"> <li>Engage in continuous improvement</li> <li>Develop collective responsibility</li> <li>Create alignment and accountability</li> </ul>
<b>Standard 2: Leadership</b> ... requires skilled teacher leaders and administrators who develop capacity, advocate, and create support systems for professional learning.	<b>Core Elements:</b> <ul style="list-style-type: none"> <li>Develop capacity for learning and leading</li> <li>Advocate for professional learning</li> <li>Create support systems and structures</li> </ul>
<b>Standard 3: Resources</b> ... requires prioritizing, monitoring and coordinating resources for educator learning.	<b>Core Elements:</b> <ul style="list-style-type: none"> <li>Prioritize human, fiscal, material, technology and time resources</li> <li>Monitor resources</li> <li>Coordinate resources</li> </ul>

<p><b>Standard 4: Data</b> ... requires the use of a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.</p>	<p><b>Core Elements:</b></p> <ul style="list-style-type: none"> <li>Analyze student, educator and system data</li> <li>Assess progress</li> <li>Evaluate professional learning</li> </ul>
<p><b>Standard 5: Learning Designs</b> ... integrates theories, research and models of human learning to achieve its intended outcomes.</p>	<p><b>Core Elements:</b></p> <ul style="list-style-type: none"> <li>Apply learning theories, research and models</li> <li>Select learning designs</li> <li>Promote active engagement</li> </ul>
<p><b>Standard 6: Implementation</b> ... applies research on change and sustains support for implementation of professional learning.</p>	<p><b>Core Elements:</b></p> <ul style="list-style-type: none"> <li>Apply change research</li> <li>Sustain implementation</li> <li>Provide constructive feedback</li> </ul>
<p><b>Standard 7: Outcomes</b> ... aligns its outcomes with educator performance and student curriculum standards.</p>	<p><b>Core Elements:</b></p> <ul style="list-style-type: none"> <li>Meet performance standards</li> <li>Address learning outcomes</li> <li>Build coherence</li> </ul>

## Assumptions of the Standards

Ohio's new standards were written with the following assumptions:

- All educators are responsible for their continued professional learning.
- All educators are focused on increasing their effectiveness to enhance student learning.
- Equity and excellence are the shared goals for all students and educators.

## Shifts in the Standards

Ohio's new expectations for educators' professional learning reflect a number of shifts in our understandings of what constitutes effective professional development.

- Effective professional development can occur within **learning communities**. When teachers collectively share the responsibility for students' success – by actively participating in teacher learning teams – professional learning is sustained and has impact on classroom practices.
- Resources** are not always external experts or increased funds. Maximizing resources might mean tapping the expertise of teacher leaders within a school system or identifying more efficient scheduling systems so there is time within the school-day for learning teams to meet and collaborate.

- Professional learning targets are determined by varied sources of **data** and the impact of professional learning is evaluated using varied types and sources of students, educator, school and system data.

Finally, readers will notice that throughout the document, the phrase *professional learning* is often used in place of *professional development*. As the [Learning Forward website](#) states, this decision “signals the importance of educators taking an active role in their continuous improvement and places emphasis on the learning.”

Effective Professional Development Should...
<ul style="list-style-type: none"> <li>• Be selected based on analysis of data as well as individual and system goals.</li> <li>• Occur over one or multiple sessions, with long-term focus and follow-up.</li> <li>• Focus on the day-to-day work of educators (school-based and job-embedded).</li> <li>• Be content-specific and individualized.</li> <li>• Make use of internal expertise.</li> <li>• Be delivered in varied modes, including through learning communities or teacher teams.</li> <li>• Focus on implementation of new approaches.</li> <li>• Include evaluation of providers and participants.</li> <li>• Focus on sustaining change over time, supported by continuous feedback.</li> </ul>

## Intended Audiences and Suggestions for Use

While the primary audience for these standards will be those responsible for implementing systems of professional learning in their schools or districts, they are written for multiple audiences including planners, providers, participants and evaluators of professional learning. Individuals and organizations will find them useful in the following ways.

Guiding Questions	
<i>For questions targeted to each audience below, see the Guiding Questions document on the Ohio Standards for Professional Development page at <a href="http://education.ohio.gov">education.ohio.gov</a>.)</i>	
<b>Individual Educators</b>	The standards will guide educators in designing their individual plans for professional learning and identifying effective professional learning opportunities.
<b>School and District Leaders</b>	School and district leaders responsible for designing, implementing and evaluating systems of professional learning should use the standards to design, implement and evaluate the system’s professional learning program.
<b>Local Professional Development Committees</b>	Members of local professional development committees will use the standards to help educators create individual plans and to evaluate the plans of individual educators.
<b>Members of Higher Education</b>	Members of higher education institutions should plan course offerings for educators that align with the characteristics of high-quality professional learning.
<b>External Vendors</b>	External vendors of professional learning should use the standards to ensure that they offer Ohio educators high-quality professional learning opportunities.

The standards ensure that all professional learning is connected and aligned towards the goal of increasing student learning.

## Additional Tools and Resources

An effective system of professional learning for educators can have strong impact on teacher practice and student achievement. To commit to these standards, effective school systems must create a culture of inquiry, in which all feel a shared responsibility and a commitment to continuous improvement. These systems will prioritize collaboration and shared leadership, and support meaningful professional learning with adequate resources. Successful implementation will occur within a system of accountability, focused on measurable data and results. “Using the standards to shape more effective professional learning will require study, thought, discussion and planning.” ([Learning Forward, \*Standards for Professional Learning\*](#)). To assist educators in using the standards, the Ohio Department of Education offers a variety of tools and resources. Resources from Learning Forward also will be helpful for Ohio educators. For more information, go to [www.learningforward.org](http://www.learningforward.org)