



# Using the Ohio Standards for Professional Development

July 15, 2016

# Professional Learning Impacts Student Learning

High-Quality  
Professional  
Development

Improved  
Knowledge,  
Skills and  
Practices

Gains in  
Student  
Learning

# High-Quality Professional Development

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High-quality professional development must be organized, coherent and provide ongoing learning opportunities.

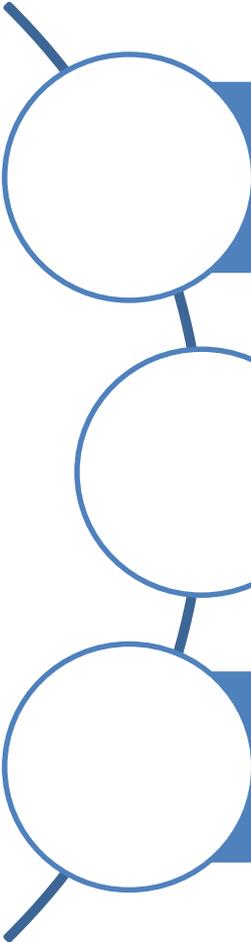
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Learning must align with standards.

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Learning must take place within a collaborative system with shared accountability.

# Improved Knowledge, Skills and Practices



Professional learning can change what educators know, do and believe

Educators can take new skills and ideas back to the classroom

Improved classroom instruction will result

# Gains in Student Learning

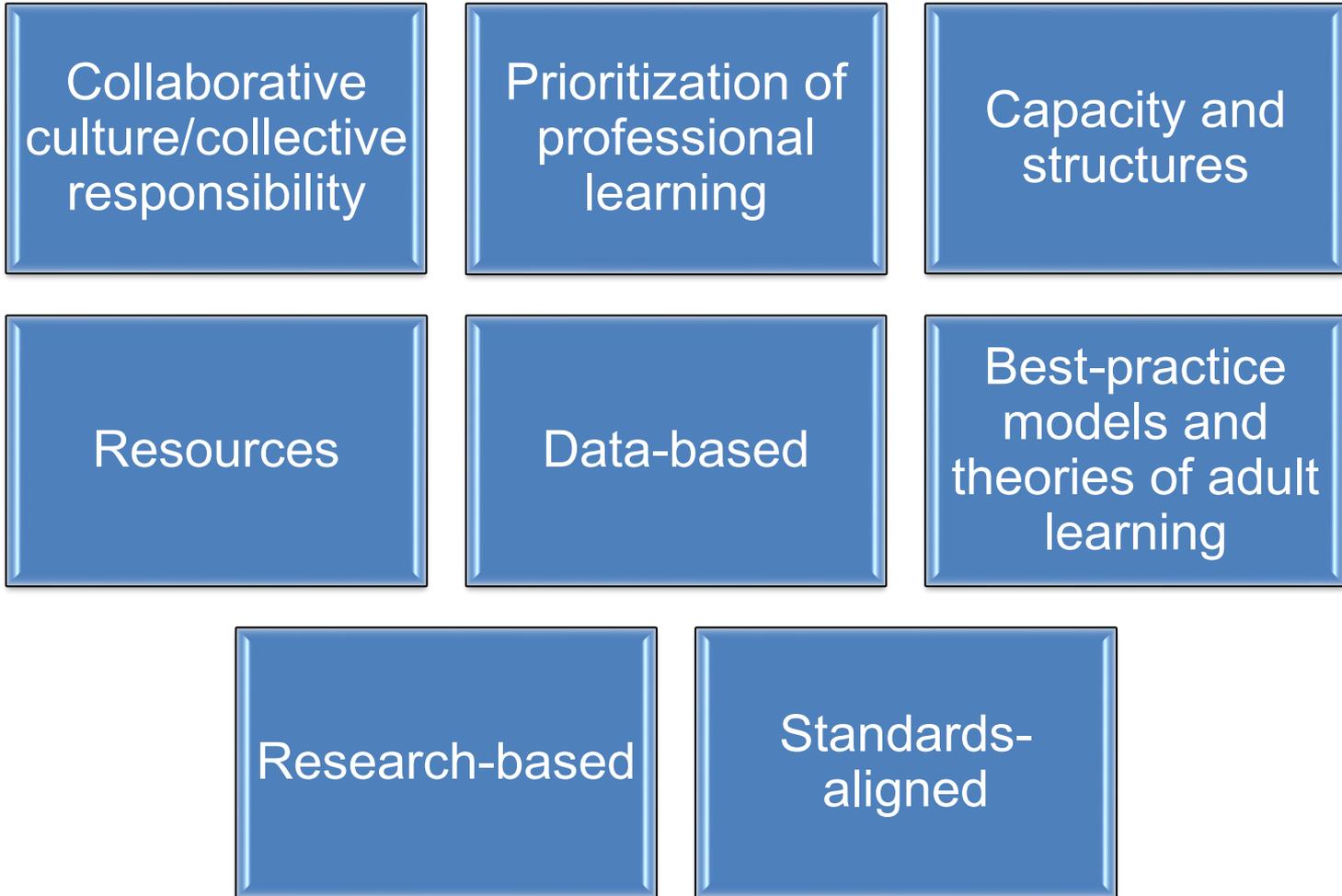


**Deeper  
knowledge**

**Improved  
Skills**

**Enhanced  
classroom  
instruction**

# Guidelines for a Successful Professional Learning System



**2005-2006**

**Educator  
Standards  
Board**

Created first set of  
**Professional  
Development  
Standards**



**Updates made to reflect the expanding knowledge of effective professional learning.**

**2013-2014**

**Educator  
Standards  
Board**

# Professional Development Standards Adopted

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Educator Standards Board recommended that the State Board of Education adopt these standards

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Updated Professional Development Standards adopted April 2015

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Standards define the essential elements of a strong professional learning system

# Professional Development Standards

Guidelines for creating a **system** of effective professional learning

Set of clear expectations for professional learning

Standards to guide efforts in:

- Selecting and evaluating professional learning opportunities
- Establishing policies for professional learning opportunities

# Ohio Standards for Professional Development

Includes seven standards:

- Standard 1: Learning Communities
- Standard 2: Leadership
- Standard 3: Resources
- Standard 4: Data
- Standard 5: Learning Designs
- Standard 6: Implementation
- Standard 7: Outcomes

# Organization of Standards

**Standards:**  
Broad category

**Narrative:**  
Describes content

**Elements:**  
Characteristics

**Indicators:**  
Actions

# Standard to Indicator

Standard

## Standard 2: Leadership

Professional learning that increases educator effectiveness and results for all students...**requires skilled teacher leaders and administrators who develop capacity, and advocate and create support systems for professional learning.**

Narrative

Leaders in an effective professional learning system may be found at the classroom, school or system levels. What these leaders share is the belief that professional learning is key to increasing student results – and, as a result, learning is among their top priorities. Effective leaders maintain a persistent focus on educator professional learning. They develop expertise among others in the community and create the systems and structures needed to enable learning. For some school systems, meeting this standard may require structural shifts. For others, it may require clearer articulation of the role of professional learning on student results or a more targeted focus on developing skills for shared leadership, collaboration and effective participation in learning communities.

Elements

Elements	Indicators
<b>2.1 Develop capacity for learning and leading.</b>	<b>2.1.1</b> Develop capacity among educators for leadership of professional learning – including the building of knowledge for collaborating in teams successfully. <b>2.1.2</b> Understand and use best-practice research and the Standards for Professional Learning in making decisions about professional learning.
<b>2.2 Advocate for professional learning.</b>	<b>2.2.1</b> Articulate the link between student learning and professional learning. <b>2.2.2</b> Advocate high-quality professional learning by promoting learning with staff, students, parents, system leaders, public officials and community members and challenging ineffective practices.
<b>2.3 Create support systems and structures for professional learning.</b>	<b>2.3.1</b> Establish systems and structures for effective professional learning. <b>2.3.2</b> Prepare and support staff for skillful collaboration. <b>2.3.3</b> Contribute to the development and maintenance of a collaborative culture. <b>2.3.4</b> Create learning communities that offer all educators the chance to share ways of improving teaching and learning as they work in small teams organized by grade, subject, roles, interests, goals or other areas of responsibility.

**The Ohio  
Standards for  
Professional  
Development are  
intended for the  
following  
stakeholders:**

- Individual educators
- Principals
- School and district leaders
- Higher education
- External vendors
- Local professional development committees

# Individual Educators

The standards will guide educators in **designing their individual plans** for professional learning and identifying effective professional learning opportunities.

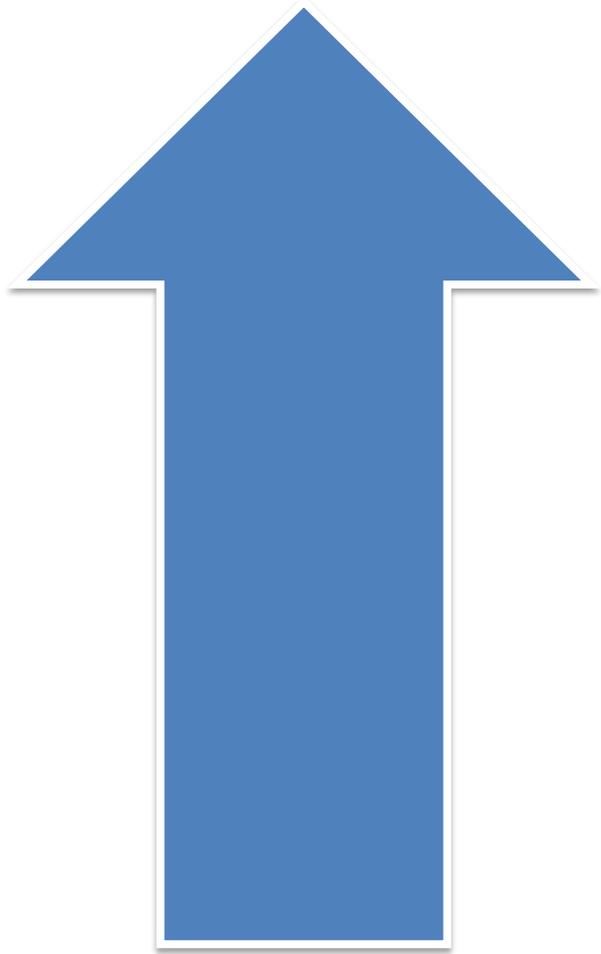
# Principals

The standards will guide principals in designing their individual plans for professional learning and working to ensure their schools offer effective systems of professional learning.

# School Districts and Leaders

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.

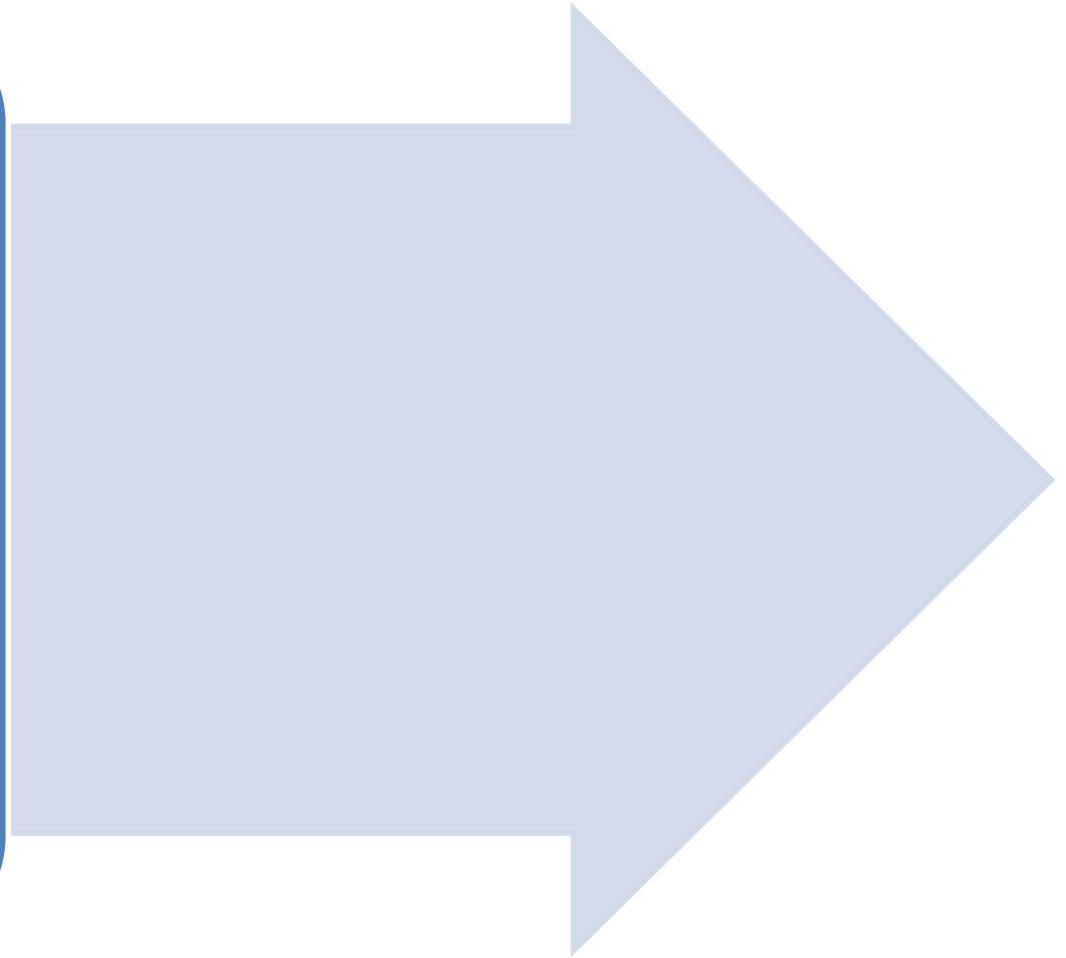
# Higher Education



Members of higher education institutions should plan course offerings for educators that align with the characteristics of high-quality professional learning.

# External Vendors

External vendors of professional learning should use the standards to ensure that they offer Ohio educators high-quality professional learning opportunities.



# Local Professional Development Committees

Members of local professional development committees can use the standards to help educators create individual plans and to evaluate the plans of individual educators.

# Embedding the Standards in Practice

Study the standards to learn effective professional learning practices

Use them to:

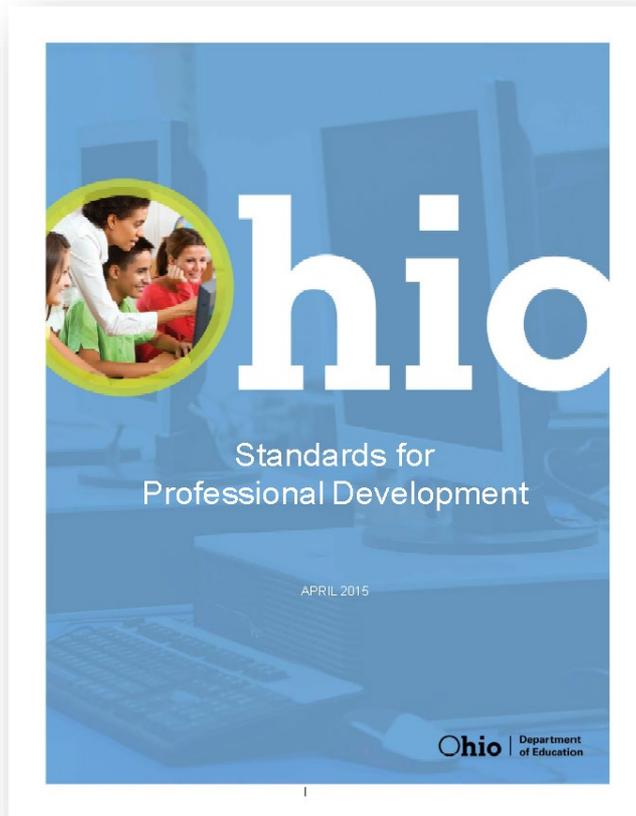
- Advocate for effective professional learning
- Evaluate professional learning opportunities
- Request improvements to existing professional learning opportunities

Apply them in planning, design, facilitation and evaluation of professional learning

# Documents

[education.ohio.gov](http://education.ohio.gov)

**Keywords:** *Ohio Standards for Professional Development*





# Documents

[education.ohio.gov](http://education.ohio.gov)

**Keywords:** *Guiding Questions*

**Ohio** | Department of Education

## Guiding Questions Ohio Standards for Professional Development

### Individual Educators

**How do the Ohio Standards for Professional Development affect educators?**  
The Ohio Standards for Professional Development are primarily written for those charged with developing professional development systems in schools and districts. The Ohio Standards for Professional Development do not change the process of licensure; that process remains the same. The local professional development committees (LPDCs) across the state continue to make decisions about licensure renewal. Teachers will continue to determine and set their own professional goals. While they do not change the process of licensure, the standards are likely to inform licensure, as local professional development committees recognize a broader scope of activities that can qualify as professional learning.

**How can individual educators use the standards?**  
Educators can use the standards for self-assessments and professional learning. For example, a teacher can use the [Standards for the Teaching Profession](#) to self-assess and identify areas for further professional development, and then consider the Standards for Professional Development to identify and evaluate opportunities for professional learning.

In developing their individual professional development plans, educators will:

- Self-assess and examine their practice;
- Determine priorities and goals, and align with building and district plans;
- Complete their plans according to the local policy; and
- Obtain pre-approval from their professional development committee (per district policy).





# Documents

[education.ohio.gov](http://education.ohio.gov)

**Keywords:** *Quick Reference Guide*

**Ohio** | Department of Education

## 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.

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