

Nevada State Professional Development Standards

1. **Staff development is based on what educators* need to know and be able to do to assist students in achieving high academic standards**

1 = does not meet standard

- staff development is based on rationale other than educator needs;
- outcomes are unstated or stated in broad and general terms;
- relationships to student outcomes are unclear or indirect.

2 = moves towards standard

- staff development can be related to results of educator needs assessment;
- outcomes are stated with some specificity;
- relationships to student outcomes are intuitive and logical.

3 = approaches standard

- staff development is based on needs and includes educator input;
- outcomes are stated specifically;
- relationships to student outcomes are evident and supported by some research.

4 = meets standards

- staff development is planned collaboratively with educators and with facilitators based on educator needs assessment;
- outcomes are stated explicitly in terms of what educators need to know and do.
- relationships to student outcomes are clearly demonstrated and supported by extensive research.

* educators refer primarily to teachers and principals

2. **Staff development is data-driven. Student performance data should be disaggregated for all students in order to determine appropriate targets and priorities for professional**

development, monitor progress, and make appropriate adjustments.

1 = does not meet standard

- no evidence that staff development takes into account student achievement outcomes;
- no evidence that student achievement data are disaggregated.

2 = moves toward standard

- staff development takes into account levels of student achievement towards academic standards;
- student achievement data are disaggregated by sub-groups, grade level, and content; connection to staff development is tenuous.

3 = approaches standard

- staff development is aligned with levels of student achievement towards academic standards;
- disaggregated student achievement data by sub-group, grade level, and content are considered as basis for targeting staff development.

4 = meets standard

- staff development is based on careful analysis of levels of student achievement towards academic standards;
- disaggregated student data by sub-groups, grade level, and content determine appropriate targets and priorities of staff development.

3. Staff development is based on findings from sound research, facilitating educators' understanding of the theory underlying the knowledge and skills being learned.

1 = does not meet standard

- findings based on personal theories, opinions and inferences;
- findings based on testimonial evidence of efficacy;

2 = moves towards standard

- findings based on summaries of selected research;
- findings are promising and suggestive of efficacy;
- original research findings from the developers are available.

3 = *approaches standard*

- findings based on review of relevant research studies – both positive and negative, both descriptive and empirical;
- findings offer some evidence of efficacy;
- research is replicated and reported in refereed professional publications.

4 = *meets standard*

- findings derived from empirical research studies with strong research designs (e.g. experimental or quasi-experimental designs);
- findings offer strong evidence of efficacy;
- research is replicated in multiple contexts by multiple researchers and reported in refereed publications.

4. Staff development is continuous and ongoing and is a part of a long-term change process

1 = *does not meet standard*

- staff development is a single event (one-shot);
- staff development may meet some teacher needs; relevance to school/district improvement plan is not apparent;
- school and district level support is not essential.

2 = *moves towards standard*

- offers voluntary follow-up workshop(s);
- meets teacher needs and is broadly relevant to school/district improvement plans;
- permission or approval to participate required by school/district leadership.

3 = *approaches standard*

- provides scheduled follow-up assistance over several months;
- consistent with school/district level improvement plan;

- school and district level leadership support helpful.

4 = meets standard

- provides scheduled and ongoing on-site follow-up on the same topic for the same people over 2-3 years;
- integral to school/district's long range plan and approach to implementing improvements
- requires skillful school and district level leadership and support.

5. Staff development deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

1 = does not meet standard

- does not improve content knowledge or concepts;
- provides a single prescribed instructional strategy;
- provides end of year/end of course assessment only.

2 = moves towards standard

- provides opportunities to improve teacher content knowledge;
- includes suggestions on multiple strategies to teach content;
- suggests ongoing assessments to student progress.

3 = approaches standard

- ensures teacher familiarity with concepts underlying content/subject matter;
- develops proficiency in applying differentiated instructional strategies for different student needs, interests, and background;
- constructs or uses instruction-embedded assessments to measure student progress.

4 = meets standard

- demonstrates deep understanding of concepts that underlie content/subject matter; exhibit ability to adapt and integrate concepts for instruction;

- develops mastery of differentiated instructional strategies based on student needs, interests and background; articulates rationale for the appropriateness of differentiated strategies to specific learners and learning objectives;
- uses authentic and embedded classroom assessments to monitor student progress towards meeting standards.

6. Staff development is built into the day-to-day work of educators at the school level and should foster a learning community by employing collaborative and problem-solving work groups both within and across disciplines and grade levels

1 = does not meet standard

- offers promising (good to know) ideas for teaching;
- is offered off-site;
- improves individual teacher knowledge; it does not require working together.

2 = moves towards standard

- relates to what educators need to do;
- is offered at sites accessible to educators;
- encourages collaborative group work among school faculty;

3 = approaches standard

- emphasizes knowledge and skills in the daily life of schools;
- is offered at sites most accessible to educators;
- provides tools and opportunities to develop collaborative learning teams to improve teaching practice.

4 = meets standard

- is embedded in or is part and parcel of the day-to-day work of educators;
- is offered at the most accessible sites, often on school sites;
- enables the formation and continuous development of learning teams working collaboratively to improve instruction.

7. Staff development is evaluated on the basis of impact on teacher effectiveness and student learning/achievement

1 = does not meet standard

- does not include an evaluation plan;
- includes some teacher feedback;
- feedback on staff development relies on single approach and data source;
- no evidence that feedback on staff development is used to improve future work.

2 = moves towards standard

- includes some attention to evaluation;
- documents teacher feedback and draws relationships to student outcomes;
- feedback on staff development is obtained from more than a single source;
- feedback on staff development evaluation is considered in the improvement of future staff development activities.

3 = approaches standard

- includes elements of an evaluation plan;
- evaluation includes some data on teacher instructional outcomes as well as student achievement outcomes;
- evaluation plan includes data from more than a single source, using more than a single data collection method;
- results of staff development evaluations contribute to the improvement of future staff development activities.

4 = meets standard

- includes an evaluation plan that specifies evaluation objectives, design, instrumentation, and data collection and analysis methods;
- evaluation includes data on teacher instructional outcome indicators as well as student achievement outcome indicators;
- evaluation plan includes data from multiple sources, using multiple data collection methods;
- results of staff development evaluation are used as basis for improving future staff development activities.

8. Staff development is connected with and supportive of larger school, district, state, and federal initiatives for comprehensive school reform.

1 = does not meet standard

- no evidence that staff development is connected with other improvement initiatives;
- no evidence to suggest that information about staff development is disseminated to stakeholder groups;

2 = moves toward standard

- staff development is consistent with school, district, state, and federal improvement goals;
- information about staff development planning and implementation is shared with stakeholder groups.

3 = approaches standard

- staff development generally supports the improvement goals of school, district, state, and federal efforts;
- information about staff development planning and implementation is shared on a regular basis with stakeholder groups.

4 = meets standard

- staff development is aligned with and is a key element in support of the improvement goals of school, district, state, and federal efforts;
- information about staff development planning and implementation is shared on a regular basis with stakeholder groups and used to support larger comprehensive reform efforts.