



Action Guide Ohio Standards for Professional Learning

Intended Audiences

The Ohio Standards for Professional Learning articulate the conditions, processes and content required for an effective system of professional learning. Users of Ohio’s standards will see that the standards are written from a systems perspective – to describe what occurs within an effective system of professional learning. The standards are not written from the perspective of a single leader or an individual educator but, rather, they describe the overall elements essential for success. As such, their primary audience will be those responsible for implementing systems of professional learning in their schools or districts. The standards are written for multiple audiences including classroom teachers, building-level leaders, teacher and leader preparation program providers, and planners, providers, participants and evaluators of professional learning. Individuals and organizations will find them useful in the following ways.

Ohio Standards for Professional Learning Intended Audiences Table

Audience	Intended Use
Individual Educators	The standards will guide educators in designing and implementing their individual plans for professional learning and identifying effective professional learning opportunities.
Principals	The standards will guide principals in designing their individual and staff plans for professional learning and working to ensure that their schools offer and implement an effective system of professional learning.
School and District Professional Learning Leaders	School and district leaders responsible for ensuring that professional learning occurs 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 and that introduce prospective educators to the Standards for 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 by using them to assess their services and inform their consultants.
Local Professional Development Committees	Members of local professional development committees can use the standards to help educators create personalized learning plans and to evaluate the plans of individual educators.

How To Use the Standards

The Ohio Standards for Professional Learning set clear expectations for professional learning in the state's schools and districts. Individual educators, teams, school, and district staff may use the standards to guide their efforts in selecting and evaluating professional learning opportunities. Institutions of higher education, external vendors and other educational providers also will find the standards beneficial as they establish policies and opportunities for professional learning.

The standards are not a recipe book for how to create a specific professional learning system locally. Rather, the standards and other resources from the State Board of Education of Ohio and Learning Forward are resources districts should use as they work together in small groups to develop effective systems and processes that meet their needs.

The following offer suggestions for how educators serving in a variety of roles can use the standards to support effective professional learning. Each individual can:

- Study the standards to develop knowledge of effective professional learning practices and become stronger advocates for effective professional learning.
- Evaluate professional learning opportunities with the standards to identify standards-supported opportunities and request improvements in other existing professional learning opportunities.
- Apply the standards to the planning, design, facilitation, and evaluation of professional learning they lead.

Ohio Standards for Professional Learning

- **Standard 1: Learning Foundations and Practices**
- **Standard 2: Curriculum Design, Facilitation, and Reflection**
- **Standard 3: Professional Expertise**
- **Standard 4: Leadership**
- **Standard 5: Culture of Collaborative Inquiry**
- **Standard 6: Resources**
- **Standard 7: Data**
- **Standard 8: Learning Designs**
- **Standard 9: Implementation**

The standards are organized by standard, narrative, element, and indicator.

- The **standard** is the broad category of knowledge, skills or performance. Each standard begins with a common stem: *Professional learning enhances educator effectiveness, is evidence-based, and results in transformational outcomes for all students when:*
- The **narrative** more fully describes the content and rationale for each standard.
- The **elements** are the statements of the characteristics of effective professional learning.
- The **indicators** show the observable and measurable actions educators must take to implement a system of effective professional learning.

Ohio Standards for Professional Learning Continued

Professional learning enhances educator effectiveness, is evidence-based, and results in transformational outcomes for all students when...

Standard 1: Learning Foundations and Practices

... a culture of support is structured to create and sustain expectations for all staff to understand the contextual elements of students' assets, provide all students with access to learning, and foster relationships with students, families, and communities.

Standard 2: Curriculum Design, Facilitation, and Reflection

... educational personnel design learning experiences to support mastery of content and assess and reflect on student learning.

Standard 3: Professional Expertise

...educators apply relevant standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

Standard 4: Leadership

... educators establish a collective, compelling, and comprehensive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of the impact of professional learning.

Standard 5: Culture of Collaborative Inquiry

... it occurs within communities of learning committed to continuous improvement, developing a culture of collaborative inquiry, collective responsibility, and goal alignment.

Standard 6: Resources

... educators allocate resources for professional learning, prioritize the strategic use of data, creativity, and evaluation of the use and impact of resource investments.

Standard 7: Data

... it requires the use of a variety of sources and types of comprehensive system data to plan, assess, and evaluate professional learning.

Standard 8: Learning Designs

... it integrates learning theories, research, and models of human development to achieve its intended outcomes.

Standard 9: Implementation

... it applies research on change and support for implementation of sustainable professional learning, and allows for engagement in constructive feedback processes.

Identifying Action Steps for Educators and Their Teams

Use the reflection questions below to determine action steps you will prioritize to develop, strengthen, transform, and sustain professional learning. It is beneficial to collaborate with colleagues and team members to complete this table to determine how you will move forward to impact all learners.

Reflection Questions and Action Steps Table

Questions	Reflections	Action Steps
1. After reviewing the Standards on page 4, what are our most important learning needs as a team or individuals?		
2. How well does our vision for professional learning describe specific actions we can take to achieve improved teaching and student learning?		
3. How well do we support the use of data and evidence to inform professional learning priorities, selection, and design?		
4. What aspects of professional learning focused on understanding the contexts and experiences of our educators and students might be strengthened, and how?		
5. How do we monitor investments in professional learning to determine whether they are allocated to high-priority needs and based on educator input?		
6. How can we strengthen the ways we evaluate professional learning and document its impact?		
7. How do we ensure all educators understand and know how to support our school's or system's commitment to continuous improvement?		

Additional Resources

[Ohio Standards for the Teaching Profession](#)

[Learning Forward's Standards for Professional Learning](#)

[Professional Standards for Educational Leaders](#)

[U.S. Department of Education Definition of Professional Development](#)