

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).



Guiding Questions for Educators

- Where do I want to extend my knowledge —
 - Content-specific pedagogy?
 - How students learn?
 - Classroom management?
 - Creating an effective classroom environment?
 - Leadership?
 - Another topic: _____?
- How can I build upon previous learning?
- What does data suggest are my strengths? My areas of need?
- What are my goals?
- How does my individual plan connect with building local and statewide initiatives?
- What are the results of my self-assessment with the [Ohio Standards for Educators](#)?
- How can my professional learning be more collaborative?
- What kind of learning community would best support my professional growth?
- What is my long-term plan for professional learning?
- What is the process for local approval for professional learning activities and individual professional development plans?
- What are the requirements for licensure renewal in Ohio?

School and District Leaders

How do the Ohio Standards for Professional Development affect school and district leaders?

The Ohio Standards for Professional Development are primarily written to help those who are charged with developing professional development systems in schools and districts with necessary guidance for fulfilling this responsibility effectively.

How can school and district leaders use the standards?

School and district leaders can study the standards to see the criteria for effective professional learning systems. They can use the standards for a self-assessment and make recommendations for improving current practices. School and district leaders can use the standards for planning, implementing and evaluating a comprehensive system of professional learning in the school, and share the standards with external providers who facilitate professional learning within the building or district.

Guiding Questions for School and District Leaders, by Standard

Standard 1: Learning Communities	<ul style="list-style-type: none"> • How have we created shared responsibility for student learning? • How do educators and staff collaborate to meet student needs? • What are our goals for student and educator learning? • How does our professional learning plan align with our goals?
Standard 2: Leadership	<ul style="list-style-type: none"> • How does our building or district develop educators' leadership capacity? • How does our building or district build educators' skills to collaborate? • How do we advocate for high-quality professional learning? • What opportunities for learning within communities are available to educators?
Standard 3: Resources	<ul style="list-style-type: none"> • What internal and external resources for professional learning are available in terms of: <ul style="list-style-type: none"> ○ Staff? ○ Materials? ○ Technology? ○ Funds? ○ Time? ○ Partnerships? • How do we monitor our effective use of resources? • How do we effectively coordinate our resources?
Standard 4: Data	<ul style="list-style-type: none"> • What specific sources of data do we analyze and interpret to determine professional learning needs? <ul style="list-style-type: none"> ○ Student data? ○ Educator data? ○ School and system data? • What needs do we have related to our capacity to analyze and interpret data? How are we addressing these needs? • What is our evaluation plan? How will we assess progress toward our professional learning benchmarks and goals?
Standard 5: Learning Designs	<ul style="list-style-type: none"> • What do we know about how adults learn? • How does research inform our designs for professional learning? • How is professional learning relevant to educators' day-to-day work? How does our plan support educators' professional learning in practice?
Standard 6: Implementation	<ul style="list-style-type: none"> • What do we know about research on change? How can this impact our building/district plans for professional learning? • How can we support and sustain implementation of new skills and knowledge gained from professional learning? • What is our process for providing constructive feedback to educators? What kinds of constructive feedback do we provide?

Standard 7: Outcomes	<ul style="list-style-type: none"> • How does our building or district plan for professional learning help educators to: <ul style="list-style-type: none"> ○ Meet educator performance standards? ○ Successfully reach goals for student learning? • How does our building/district plan for professional learning align with individual needs? Local and statewide initiatives? • How does our building or district plan for professional learning fit into a long-term plan for our building and district?
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Guiding Questions for School and District Leaders, by Stages of Implementation

Step 1: Study the Standards	<ul style="list-style-type: none"> • What is professional learning? • What are the big ideas in Ohio’s Standards for Professional Development? • How can the standards improve the quality and effectiveness of professional learning in my building or district?
Step 2: Self-Assess	<ul style="list-style-type: none"> • What is our existing building or district system for professional learning? • What is working? What is not working? • How does the current system align to the Ohio Standards for Professional Development? (See the “Guiding Questions for School and District Leaders, by Standard”)
Step 3: Prepare for Change	<ul style="list-style-type: none"> • How can Ohio’s Standards for Professional Development help us to guide professional learning in our system? • Will change be welcome in our building or district? How can we help educators perceive planned changes as benefits rather than burden? • What education is needed to help professional development planners and participants understand how the standards will affect them? • How can we engage teachers in planning, implementing, reviewing, evaluating, and revising professional development?
Step 4: Gather and Evaluate Data	<ul style="list-style-type: none"> • Where are we now? What specific sources of data can we use to identify the specific needs of our building or district: <ul style="list-style-type: none"> ○ Student data; ○ Educator data; ○ School and system data? • What is our plan for analyzing and interpreting this data? • What new skills and knowledge do we want educators to gain from professional learning? • What is our evaluation plan? How will we assess progress toward our professional learning benchmarks and goals? What evidence will show that professional learning is increasing educator effectiveness?
Step 5: Plan	<ul style="list-style-type: none"> • What new systems, structures and processes do we need in place to support professional learning in our building or district? • How can time for professional learning be built into school calendars? • What resources (time, money or staff) are available for professional development? • How can we create and sustain learning communities focused on student

	<p>achievement?</p> <ul style="list-style-type: none"> • What expertise, knowledge and tools do we need for effective professional development? • How can we embed professional learning into the real work of educators? • What data can potential professional development providers show to demonstrate a proven record of success? • How can we determine if potential professional development opportunities are a good match for our school or district needs?
Step 6: Implement	<ul style="list-style-type: none"> • What learning designs can we use to deliver professional development? • How can we ensure new skills and knowledge gained from professional learning are supported and sustained? • What kinds of constructive feedback are we providing to educators? • How are we evaluating our effectiveness?

Local Professional Development Committees

How do the Ohio Standards for Professional Development affect local professional development committees?

The Ohio Standards for Professional Development are primarily written for those charged with developing professional development systems in schools and districts, but they will impact the work of local professional development committees in Ohio.

These committees have the responsibility of reviewing educators' activities as part of their individual professional development plans and determining if they meet licensure renewal requirements. Committee members will use the standards to help educators create individual plans and to evaluate the plans of individual educators. The expanded view of what can qualify as "professional development," as conveyed by the standards, may influence the activities that are recognized as appropriate for licensure renewal.

Guiding Questions

- How can the professional learning standards apply to the work of the local professional development committee?
- How can the committee promote high-quality professional development?
- What options do educators have for using varied types of professional learning – including participation in learning communities and other job-embedded learning and leadership – to fulfill the requirements for their professional growth plans?
- What coursework and professional development activities meet the requirements for licensure renewal?

Members of Higher Education

How do the Ohio Standards for Professional Development affect members of higher education?

The Ohio Standards for Professional Development are primarily written for those charged with developing professional development systems in schools and districts, but they have relevance to the work of members of higher education as well. Members of higher education institutions are responsible for ensuring that educators are profession-ready when they enter the classroom. In addition, members of higher education also play a continued role in educators' ongoing professional learning. Higher education institutions should plan course offerings for educators that align with, and meet the elements of high-quality professional learning identified by the Ohio Standards for Professional Development.

Guiding Questions for Members of Higher Education

- How can the Ohio Standards for Professional Development inform the course being provided?
- How does the course align with the Standards for Educators in Ohio?
- How does the course align with the new learning standards for students in Ohio?
- To what specific need does the course respond?
- What is (or are) the specified goal(s) for educator learning?
- How does the course extend educators' knowledge of content, pedagogy, student learning, classroom environments or classroom management?
- In what ways does the course focus on classroom implementation and not just on knowledge transmission?
- How does the course support educators in creating a culture of inquiry?
- How does the course support educators in working collaboratively?
- How does the course reflect what is known about adult learning theory and effective designs for learning?
- How does the course promote active engagement?
- How does the course build educators' capacity as leaders?
- What ongoing support and continuous feedback will be provided to promote change over time?
- How will effectiveness be measured? What data will be collected to demonstrate a proven record of effectiveness?

External Vendors

How do the Ohio Standards for Professional Development affect external vendors of professional development?

The Ohio Standards for Professional Development are primarily written for those charged with developing professional development systems in schools and districts, but they have relevance for external vendors of professional development in Ohio.

External vendors of professional learning opportunities should use the standards to ensure that they offer Ohio educators high-quality professional learning opportunities that align to the standards. Professional development providers should also know that schools and districts may be reviewing the standards when selecting outside vendors and when evaluating the quality of professional development.

Guiding Questions for External Vendors

- How do the Ohio Standards for Professional Development inform the professional development being provided?
- To what specific need does the professional development opportunity respond?
- What is the specified goal(s) for educator learning?
- In what ways does the opportunity focus on classroom implementation and not just on knowledge transmission? How will the vendor provide ongoing support and continuous feedback to promote change over time?
- How will effectiveness be measured? What data will be collected to demonstrate a proven record of effectiveness?
- How does the professional development opportunity:
 - Support the standards for educators in Ohio?
 - Support the new Ohio learning standards for students?
 - Extend educators' knowledge of content, pedagogy, student learning, classroom environments or classroom management?
 - Encourage educators to create a culture of inquiry?
 - Support educators in working collaboratively?
 - Build educators' capacity as leaders?
 - Reflect what is known about adult learning theory and effective designs for learning?
 - Promote active engagement?