



Essential Element 7: Professional Learning

Professional learning and staff development for all staff that are ongoing, planned, purposeful, and collaboratively developed.

Every young adolescent deserves an educational setting that values continuous improvement and ongoing professional learning.

Teachers, administrators, and other school staff in a standards-focused middle-level school or program need regular, planned opportunities for professional and intellectual growth. Schools with middle-level grades need to be professional learning communities.

Teachers, administrators, and staff need to:

- 7.1** Know the needs and characteristics of students in the middle grades and the instructional strategies and techniques that work best for these students.
- 7.2** Understand the philosophy and mission of the standards-driven middle-level school.
- 7.3** Understand and implement the Regents Policy Statement on Middle-Level Education and the Essential Elements of Standards-Focused Middle-Level Schools and Programs.
- 7.4** Have high expectations for all students.
- 7.5** Be familiar with each of the State's 28 learning standards and incorporate in their own classrooms and work spaces educational experiences that help all students achieve all the standards - including those that are outside their own area of content expertise.
- 7.6** Know and understand their subject matter and course curriculum thoroughly.
- 7.7** Know and understand the State's assessment system.
- 7.8** Know and understand how to use data to make curricular and instructional decisions to improve students' academic performance and/or enhance personal development.
- 7.9** Collaborate and cooperate in planning and providing professional learning opportunities.
- 7.10** Routinely and systematically monitor and evaluate student learning to assess and improve instructional effectiveness.

7. Professional learning and staff development for all staff that are ongoing, planned, purposeful, and collaboratively developed

Criteria	1	2	3	4
<p><i>7.a The degree to which the district and staff are committed to providing quality professional development</i></p>	<p>i. Professional learning opportunities are offered only on Superintendents' conference days.</p> <p>ii. Professional learning opportunities are offered with apparent disregard for any data and subsequent plans, strategies and decisions about professional development are missing.</p>	<p>i. Professional learning opportunities are offered on a very limited basis, other than Superintendents' Conference Day.</p> <p>ii. Professional learning opportunities are based on a single data source and subsequent plans, strategies and decisions about professional development are limited to current trends or fads or are not aligned with what the data reveals.</p>	<p>i. Professional learning opportunities are offered throughout the year.</p> <p>ii. Professional learning opportunities are based on standardized and state test data and subsequent plans, strategies and decisions about professional development are based on the analysis of data.</p>	<p>i. Professional learning opportunities are seamlessly woven into teachers' workdays and embedded in the school program.</p> <p>ii. Professional learning opportunities are grounded in multiple measures of teacher and student data and subsequent plans, strategies and decisions about professional development are based on the analysis of the data and the knowledge of the characteristics of young adolescents. These plans are aligned with district, building and department goals.</p>
<p><i>7.b The degree to which professional learning is individualized and intrinsically motivated.</i></p>	<p>Individual staff members do not, even when encouraged by school leaders, engage in a program of personalized professional learning.</p>	<p>Individual staff members, when encouraged by school leaders, engage in a program of personalized professional learning.</p>	<p>Individual staff members occasionally engage in self-directed programs of personalized professional learning.</p>	<p>Individual staff members consistently engage in self-directed programs of personalized professional learning.</p>

Comments:

7. Professional learning and staff development for all staff that are ongoing, planned, purposeful, and collaboratively developed (con't).				
Criteria	1	2	3	4
7.c <i>The degree to which professional development learnings are integrated into classroom practice</i>	Classroom practice is unaffected by professional development.	Classroom practice is minimally and superficially impacted by mandated components of professional development.	Classroom practice reflects individually selected components of professional development.	Classroom practice reflects clear and specific evidence of the language, spirit and content of professional development. This implementation cuts across subjects and grade levels.
7.d <i>The degree to which continuous professional learning is an integral part of the school culture.</i>	<p>i. Professional learning opportunities generally are district based, externally imposed, group oriented, informational in nature, and typically “one-time-only” presentations.</p> <p>ii. Individuals are responsible for their own professional development.</p>	<p>i. Professional learning opportunities generally are district based, group oriented, reflective of that which is of current interest to the educational community, with some staff input, but not an integral part of a school improvement plan.</p> <p>ii. Teachers find their own time to collaboratively reflect, discuss and share strategies and difficulties in implementing new information.</p>	<p>i. Professional learning opportunities generally are school based, initiated by staff based upon perceived school and/or staff needs, individualized, informational and engaging affecting some behavior change and are part of a school improvement plan.</p> <p>ii. Teachers within the same grade level/content area are provided with time to collaboratively reflect, discuss and share strategies and difficulties in implementing new information.</p>	<p>i. Professional learning opportunities generally are school based, initiated by staff based on research and staff needs, individualized, designed to change staff behavior and student learning, and aligned with a long-term plan of continuous improvement.</p> <p>ii. Teachers within the same grade level/ content areas and across grade levels/content areas are provided with ongoing time to collaboratively reflect, discuss and share strategies and difficulties in implementing new information.</p>

Comments:

