

## ***Ohio Standards for Professional Development in Lutheran Schools***

### ***Introduction***

Effective professional development is crucial to the success of Lutheran schools in the twenty-first century. Ongoing professional growth is essential for ensuring that Lutheran school educators have the knowledge and skills they need to meet the increasing demands of their profession.

These standards for professional development delineate the characteristics of quality professional development. These are not minimal expectations. Schools that successfully implement these standards should expect to see higher quality teaching leading to increased student academic achievement and faith development.

Ohio's Standards for Professional Development in Lutheran schools are written for multiple audiences. The standards can provide guidance to the Ohio District Education Office, principals, and teachers. All stakeholders have a responsibility to work together to ensure that Ohio's Lutheran school educators continue to develop the skills and knowledge needed to enable students to perform at the highest levels of achievement.

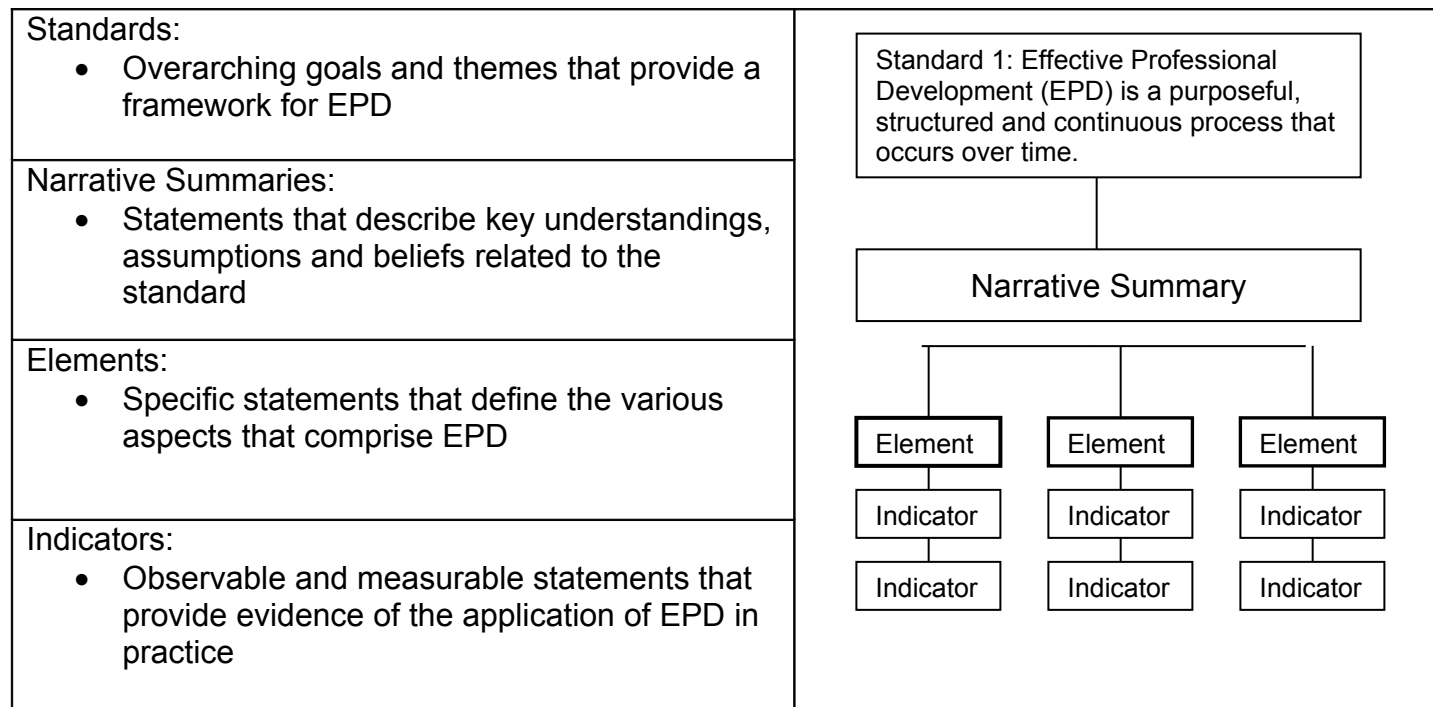
The key to implementing effective professional development is to view professional development as being an ongoing process that is linked to daily practice, rather than a set of isolated activities. Effective professional development must be approached systematically, creating a continuous and reflective program that involves all educators in planning, implementing and sustaining. To be successful, this system must be supported by all educators. Effective professional development must meet the needs of educators and respond to the needs of students.

## Organization and Structure of the Standards

Each standard is organized as follows:

- **Standard:** The Standard expresses a definable aspect of effective professional development (EPD);
- **Narrative:** The Narrative more fully describes the content and rationale for each Standard;
- **Elements:** The Elements are the statements that define what constitutes high quality professional development.
- **Indicators:** The Indicators show the knowledge and skills of each Element in practice. The Indicators are observable and measurable statements that serve as tools in discussions of high quality professional development.

This organization, by Standard, Narrative, Element and Indicator, is shown in the graphic below:



## **Beliefs**

We believe:

- Effective professional development contributes to student academic achievement and faith development.
- Effective professional development is ongoing and linked to daily practice.
- Effective professional development increases the leadership abilities of educators in school and congregational life.
- Effective professional development happens in a Christ centered, collaborative environment.
- Effective professional development requires resources of time, money, expertise, and materials.
- Effective professional development is informed by local data (test scores, survey results, etc.).
- Effective professional development provides learners with opportunities to increase their skills, knowledge, personal faith development, and commitment to sharing the Gospel.
- Effective professional development is based on current research.

## **Ohio Standards for Professional Development in Lutheran Schools**

- Standard 1:**        **Effective professional development is a purposeful, structured, and continuous process.**
- Standard 2:**        **Effective professional development is informed by multiple sources of data.**
- Standard 3:**        **Effective professional development is Christ-centered and collaborative.**
- Standard 4:**        **Effective professional development includes varied learning experiences that meet the needs of each educator’s knowledge, skills, and faith development.**
- Standard 5:**        **Effective professional development is evaluated by its short and long-term impact on professional practice and ultimately the academic achievement and faith development of all students.**
- Standard 6:**        **Effective professional development results in the acquisition, enhancement, or refinement of skills and knowledge.**

**Standard 1: Effective professional development is a purposeful, structured and continuous process.**

**Narrative Summary:**

Professional development is a continuous process that includes multiple steps: planning, integration, reflection, evaluation, and revision. These steps serve to focus and refine professional development to best meet the needs of Lutheran school educators and students. Participants in professional development have ongoing opportunities to engage in evaluation, reflection, and feedback.

Lutheran school educators benefit from professional development that is about the work that they do. Lutheran school principals and teachers create a positive Christian climate and establish structures (such as daily schedules and yearly calendars) that support professional development. Resources (people, time, materials, and funds) are available and allocated to sustain professional development and ensure successful integration into the school and classroom.

**Elements:**

- 1.1** The goals and vision for professional development are clear, focused, and aligned with school and Ohio District LCMS priorities as well as appropriate state and national goals.
- 1.2** The professional development process is continuous and includes planning, integration, reflection, evaluation, and revision.
- 1.3** Professional development supports and advances the leadership abilities of all educators.
- 1.4** Lutheran school educators engage in ongoing professional development experiences.
- 1.5** The structure and culture of the Lutheran school community supports professional development as a necessary condition for improvement.
- 1.6** Resources are allocated to support the professional development process.

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Standard 1 Elements	Indicators
<p><b>1.1</b> The goals and visions for professional development are clear, focused, and aligned with school and Ohio District LCMS priorities as well as appropriate state and national goals.</p>	<p>In an Effective Professional Development (EPD) system:</p> <ul style="list-style-type: none"> <li>a. Goals are clearly articulated and understood by all participants.</li> <li>b. EPD plans and programs align with school and district improvement goals and state and national goals.</li> <li>c. EPD plans and programs have a clear focus that supports the goals of improved teaching and learning.</li> </ul>
<p><b>1.2</b> The professional development process is continuous and includes planning, integration, reflection, evaluation, and revision.</p>	<p>In an Effective Professional Development (EPD) system:</p> <ul style="list-style-type: none"> <li>a. A comprehensive professional development plan is created, which identifies both short and long-term professional development outcomes and methods of evaluation.</li> <li>b. A series of connected and coherent events are implemented.</li> <li>c. Participants reflect on their learning.</li> <li>d. Multiple measures are used to evaluate the professional development.</li> <li>e. Professional development plans and programs are revised, based on evaluation and student impact data.</li> </ul>
<p><b>1.3</b> Professional development supports and advances the leadership abilities of all educators.</p>	<p>In an Effective Professional Development (EPD) system:</p> <ul style="list-style-type: none"> <li>a. EPD builds the knowledge and skills of teachers, administrators, board members, and other stakeholders to guide continuous instructional improvement.</li> <li>b. The organizational structure allows all educators to utilize their leadership knowledge and skills.</li> </ul>
<p><b>1.4</b> Lutheran school educators engage in ongoing professional development experiences.</p>	<p>In an Effective Professional Development (EPD) system:</p> <ul style="list-style-type: none"> <li>a. EPD is a continual process rather than a single, isolated event.</li> <li>b. Staff members discuss ways to improve teaching and increase student learning.</li> <li>c. Professional development is linked to daily practice.</li> </ul>
<p><b>1.5</b> The structure and culture of the Lutheran school community supports professional development as a necessary condition for improvement.</p>	<p>In an Effective Professional Development (EPD) system:</p> <ul style="list-style-type: none"> <li>a. The daily schedule and school calendar are adjusted to allow for professional learning experiences in and out of the workday.</li> <li>b. Schools work closely with professional development agencies and higher education institutions to meet professional learning needs.</li> </ul>

Standard 1 Elements	Indicators
<b>1.6</b> Resources are allocated for supporting the professional development process.	In an Effective Professional Development (EPD) system: <ul style="list-style-type: none"><li>a. Internal and external expertise is utilized for professional development.</li><li>b. Educators have time for both professional development experiences and implementation of new learning.</li><li>c. Print, electronic and other material resources are available to support professional learning and implementation.</li><li>d. Funds are allocated within the budget to support professional development that is aligned to school and Ohio District LCMS goals.</li></ul>

**Standard 2: Effective professional development is informed by multiple sources of data.**

**Narrative Summary:**

Professional development needs and goals are identified through an analysis of Lutheran school educators' individual needs and classroom, school, other Lutheran schools, public school district, state, and national data. The use of multiple data sources guides efforts to improve and sustain learning for all students.

**Elements:**

- 2.1** Multiple data sources related to student achievement are analyzed to determine the focus and content for professional development.
- 2.2** Educators analyze their practice and examine multiple sources of data to determine the focus and content of their professional development plan.
- 2.3** Data from previous professional development is analyzed to determine the focus and content for future professional development.

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<b>Standard 2 Elements</b>	<b>Indicators</b>
<p><b>2.1</b> Multiple data sources related to student achievement are analyzed to determine the focus and content for professional development.</p>	<p>In an Effective Professional Development (EPD) system:</p> <ul style="list-style-type: none"> <li>a. Planners and participants collect, disaggregate, analyze, and utilize appropriate data related to the achievement of all students.</li> <li>b. All available sources of data and best practice research are examined as an integral part of the process leading to decisions about professional development.</li> <li>c. Individual educator and school development plans are based on student achievement data.</li> </ul>
<p><b>2.2</b> Educators analyze their practice and examine multiple sources of data to determine the focus and content of their professional development plan.</p>	<p>In an Effective Professional Development (EPD) system:</p> <ul style="list-style-type: none"> <li>a. Educators meet with their administrator to analyze their professional knowledge, strengths and weaknesses in order to develop targeted goals for professional growth.</li> <li>b. Individual professional development goals are aligned with school continuous improvement plans.</li> </ul>
<p><b>2.3</b> Data from previous professional development is analyzed to determine the focus and content for future professional development.</p>	<p>In an Effective Professional Development (EPD) system:</p> <ul style="list-style-type: none"> <li>a. Professional development evaluation data is collected.</li> <li>b. Short- and long-term professional development evaluation data are examined.</li> <li>c. Revisions to the content of professional development are made based on evaluation data.</li> </ul>

**Standard 3: Effective professional development is Christ-centered and collaborative.**

**Narrative Summary:**

Professional development is a process of continuous learning. Lutheran school educators must have access to one another on a local, district, and national level to collaboratively identify both problems and solutions about practice and to continually improve teaching and learning. School change is not possible without educators engaging in collaborative problem solving. Effective professional development must ensure that all Lutheran school educators are able to collaborate with colleagues in the interest of improving student academic achievement and faith development.

**Elements:**

- 3.1** Professional development provides ongoing opportunities for Lutheran school educators to work together as members of the body of Christ.
- 3.2** Lutheran school educators work collaboratively to plan, deliver, and evaluate professional development.
- 3.3** Professional development incorporates communication technologies to broaden the scope of collaboration.

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Standard 3 Elements	Indicators
<p><b>3.1</b> Professional development provides ongoing opportunities for Lutheran school educators to work together as members of the body of Christ.</p>	<p>In an Effective Professional Development (EPD) system:</p> <ul style="list-style-type: none"> <li>a. Educators have the knowledge, skills, and commitment to the Christian community needed to collaborate in teams successfully.</li> <li>b. Collaboration is supported by creating opportunities for flexible scheduling of participants.</li> <li>c. Participants are provided opportunities to meet regularly in collaborative teams to focus on improving practice and student achievement.</li> </ul>
<p><b>3.2</b> Diverse teams of Lutheran school educators work collaboratively to plan, deliver and evaluate professional development.</p>	<p>In an Effective Professional Development (EPD) system:</p> <ul style="list-style-type: none"> <li>a. Educators are part of teams that plan, implement, and sustain the goals of professional development.</li> <li>b. Diverse teams of Lutheran school educators (i.e., educators in all roles) are assembled.</li> <li>c. Collaborative teams evaluate professional development and its contribution to student learning.</li> </ul>
<p><b>3.3</b> Professional development incorporates communication technologies to broaden the scope of collaboration.</p>	<p>In an Effective Professional Development (EPD) system:</p> <ul style="list-style-type: none"> <li>a. Current technologies are used, when appropriate, to facilitate collaboration and enhance opportunities for professional learning.</li> </ul>

**Standard 4: Effective professional development includes varied learning experiences that meet the needs of each educator's knowledge, skills, and faith development.**

**Narrative Summary:**

Effective professional development includes a variety of learning experiences based on the identified needs of educators, best practices, and a logical sequence. Choices are offered to match professional development learning experiences with educators' needs in the areas of knowledge, skills, and faith development. Learning experiences vary in intensity and duration and promote opportunities for self-directed, life-long learning.

**Elements:**

- 4.1** Professional learning opportunities are based on identified needs.
- 4.2** Professional development includes a variety of learning experiences.
- 4.3** Professional development reflects a logical sequence of experiences.

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Standard 4 Elements	Indicators
<p><b>4.1</b> Professional learning opportunities are based on identified needs.</p>	<p>In an Effective Professional Development (EPD) system:</p> <ul style="list-style-type: none"> <li>a. Professional development learning experiences are matched with individual goals, needs, current knowledge, and skills.</li> <li>b. Professional development experiences are planned with consideration for school needs, current knowledge, and skills.</li> <li>c. Variety in the design, delivery, intensity and duration of professional development is employed according to identified individual and school needs.</li> </ul>
<p><b>4.2</b> Professional development includes a variety of learning experiences.</p>	<p>In an Effective Professional Development (EPD) system:</p> <ul style="list-style-type: none"> <li>a. Experiences and methods of delivery are varied to reflect the learning needs of adults.</li> <li>b. Technology, when appropriate, is used to deliver professional development.</li> <li>c. Learning experiences reflect best practice professional development models.</li> </ul>
<p><b>4.3</b> Professional development reflects a logical sequence of experiences.</p>	<p>In an Effective Professional Development (EPD) system:</p> <ul style="list-style-type: none"> <li>a. The sequence of professional development opportunities is based on a comprehensive professional development plan.</li> <li>b. A structured sequence of professional development opportunities gives educators time to strengthen, refine, or replace previous knowledge and skills.</li> </ul>

**Standard 5: Effective professional development is evaluated by its short and long-term impact on professional practice and ultimately the academic achievement and faith development of all students.**

**Narrative Summary:**

The goals of professional development in Lutheran schools are to increase each student's academic achievement and faith development. Effective evaluation of professional development is a systematic, purposeful process of collecting and analyzing multiple sources of data to make informed decisions. Evaluation data informs continuous improvement by comparing results to intended outcomes and then improving the focus and quality of professional development.

**Elements:**

- 5.1** Professional development is evaluated by its impact on academic achievement and faith development of all students.
- 5.2** Professional development is evaluated by evidence of new skills applied to practice by Lutheran school teachers and principals.

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<b>Standard 5 Elements</b>	<b>Indicators</b>
5.1 Professional Development is evaluated on its impact on academic achievement and faith development of all students.	In an Effective Professional Development (EPD) system: <ul style="list-style-type: none"><li>a. Baseline information on student achievement is gathered and used.</li><li>b. Formative data on student achievement are used to monitor and revise individual and school professional development.</li><li>c. Various measures of student performance, achievement, and faith development (e.g., standardized assessments, classroom assessments, portfolios, school records, interviews, or observations) are used to assess the impact of professional development.</li></ul>
5.2 Professional development is evaluated by evidence of new skills applied to practice by Lutheran school teachers and principals.	In an Effective Professional Development (EPD) system: <ul style="list-style-type: none"><li>a. A combination of measures (e.g., teacher surveys, interviews, and observation) are used over time to identify changes in classroom practices.</li></ul>

**Standard 6: Effective professional development results in the acquisition, enhancement or refinement of skills and knowledge.**

**Narrative Summary:**

Effective Lutheran school teachers have a deep understanding of the disciplines they teach, knowledge, and use of appropriate skills of pedagogy. Professional development is the means by which educators acquire, refine, or enhance the knowledge and skills; Christian attitudes and beliefs; and motivation and behavior necessary to create high levels of learning and faith development for all students. Professional development informs educators about research and educational resources and ensures that they have the knowledge and skills to access and use research and educational resources in their teaching.

**Elements:**

- 6.1** Professional development plans support the understanding and use of appropriate local, state, and national standards as well as school curriculum priorities.
- 6.2** Professional development supports the study, evaluation, and integration of relevant current best practices and research.
- 6.3** Professional development enhances knowledge, skills and understanding of instructional strategies appropriate to specific content, and addresses the needs of diverse learners which can be addressed effectively within each individual Lutheran school.
- 6.4** Professional development ensures that all educators understand and use various types of assessments to measure student learning.
- 6.5** Professional development provides educators with tools to engage students, families, and the school community in improving student academic achievement and faith development.

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Standard 6 Elements	Indicators
<p><b>6.1</b> Professional development plans support the understanding and use of local, state, and national standards as well as school curriculum priorities.</p>	<p>In an Effective Professional Development (EPD) system:</p> <ul style="list-style-type: none"> <li>a. An environment is fostered for educators to understand state and national standards and school priorities for learning.</li> <li>b. Educators share strategies for using standards to improve student learning.</li> </ul>
<p><b>6.2</b> Professional development supports the study, evaluation, and integration of relevant and current best practices and research.</p>	<p>In an Effective Professional Development (EPD) system:</p> <ul style="list-style-type: none"> <li>a. Educators learn strategies for studying and evaluating relevant current research.</li> <li>b. Educators learn strategies to integrate the research.</li> </ul>
<p><b>6.3</b> Professional development enhances knowledge, skills, and the understanding of instructional strategies appropriate to specific content and addresses the needs of diverse learners which can be addressed effectively within each individual Lutheran School.</p>	<p>In an Effective Professional Development (EPD) system:</p> <ul style="list-style-type: none"> <li>a. EPD ensures that educators understand their subject-matter content.</li> <li>b. Specific strategies for content-specific teaching and learning are shared.</li> <li>c. Educators learn specific strategies for identifying and meeting the needs of diverse learners which can be addressed effectively within each individual Lutheran school.</li> </ul>
<p><b>6.4</b> Professional development ensures that all educators understand and use various types of assessments to measure student learning.</p>	<p>In an Effective Professional Development (EPD) system:</p> <ul style="list-style-type: none"> <li>a. Educators learn the structure and purpose of a variety of assessment tools (e.g., formative, summative, authentic).</li> <li>b. Educators practice creating, implementing and evaluating assessment tools.</li> <li>c. Educators learn to analyze various types of assessment results to determine levels of student learning.</li> </ul>

<b>Standard 6 Elements</b>	<b>Indicators</b>
<b>6.5</b> Professional development provides educators with tools to engage students, families, and the school community in improving student academic achievement and faith development.	In an Effective Professional Development (EPD) system: <ul style="list-style-type: none"><li>a. Students and families are included in the learning process in a meaningful and Christ-centered way.</li><li>b. Educators understand and appreciate all students.</li><li>c. Connections between home, school, and faith community are strengthened when educators learn and use methods to communicate effectively with families and the school community.</li><li>d. Educators understand how child and family-related mental health issues impact student achievement and faith development.</li></ul>