



## **International School of Curaçao – Professional Staff Development Plan**

### **Characteristics of Effective Professional Development**

An effective professional development program which results in improved student learning includes, but is not limited to, the following characteristics:

- adequate financial resources, space, and time to facilitate effectiveness
- collaboration with potential participants
- analysis of student performance data which identifies needs in the school
- priorities identified in strategic planning documents and needs identified by emerging education issues and curriculum reviews held in school
- performance evaluations of staff both to enhance strong performance and to address weaknesses
- research-based best practice, subject-specific and site-specific as often as possible, and aligned with the school's Professional Development Standards

### **Requirements for Professional Development:**

- Approved professional development activities shall relate to the following areas: content (K-12), instructional strategies, assessment, leadership, curriculum frameworks, supervision, mentoring/coaching, educational technology, principles and theories of learning, cognitive research, brain research, and building a collaborative learning community.
- Approved professional development activities may occur during the instructional day or within contractual hours, or on off-site locations.
- Staff development activities held within school premises will be mandatory for all teaching faculty to attend.

(Developed from Huntsville School District documents)

### **Strategies for Staff Development:**

- Provide needed resources in the form of time, or its budgetary equivalent, to support effective professional development
- Provide effective mechanisms for universal access of professional development resources.
- Provide specific professional development opportunities both ongoing and transitional, targeting identified needs for action plan implementation.

(Adopted from the School District of Philadelphia)

## **ISC's Standards for Professional Development**

### **1. Enhances knowledge of subject content**

- assists educators in acquiring content knowledge within their own discipline(s) and in application(s) to other disciplines
- enables classroom professionals to help students achieve ISC's curricular standards
- routinely reviews the alignment of professional development content with the curricular needs in all disciplines

### **2. Improves understanding of the academic, social, emotional, and physical needs of each learner and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential**

- enables educators to adjust instructional strategies based on knowledge of how students learn and develop
- enables educators to plan and design approaches and strategies to support the intellectual, social, and personal development of each learner
- assists educators to recognize students' individual strengths and potential
- enables educators to respect students' talents, abilities and perspectives
- enables educators to plan and design instructional strategies for inclusive classrooms
- encourages the establishment of a learning environment that enhances student learning and critical thinking
- supports a philosophy of school and classroom-based management which maximizes student learning

### **3. Reflects best available interpretations of relevant knowledge, including empirical research and the consensus of professional opinion in teaching, learning, and leadership**

- enables educators to keep abreast of current educational research, integrate new understandings into content and instruction and enhance student learning through scholarship and experience
- enables educators to provide challenging and developmentally-appropriate curricula that engage students in learning and thinking
- acknowledges, and respects the intellectual and leadership capacity of educators
- enables educators to enhance their leadership skills and utilize them in the education community

#### **4. Encourages educators to develop a variety of classroom based assessment skills**

- assists educators in adapting instruction based on observation and analysis of student work
- enables educators to select, construct, and use assessment strategies for monitoring student learning
- assists educators to develop assessment strategies linked to ISC's goals and standards for student development and growth

#### **5. Provides for integrating new learning into the curriculum and the classroom**

- empowers educators to connect their learning to what they teach and to incorporate new concepts into practice
- provides for initiation and implementation of desired change to achieve student outcomes
- provides for ongoing support for individual educators within the school environment

#### **6. Is based on knowledge of adult learning and development**

- recognizes adult motivation, stages of development, personal goals and needs and levels of expertise
- encourages both the individual and the collaborative talents of educators
- applies what is known about motivation for growth and enhances positive feelings of self worth
- fosters confidence in educators' abilities to achieve success
- utilizes a variety of models and approaches, such as individually-guided staff development, observation/assessment, involvement in a development/improvement process, training, inquiry, etc.

#### **7. Is periodically assessed to show its impact on teaching practice and/or student learning**

- utilizes a careful analysis of classroom, school and other data to guide future professional development efforts
- uses educators' self-assessment to evaluate the impact of professional development

#### **8. Results from clear, coherent, strategic planning that is embraced and supported by the school board and by all stakeholders**

- delineates what students are expected to know and be able to do

- supports a clearly delineated vision and is aligned with school goals
- focuses on sound, research-based theories in school management
- focuses on individual, collegial and school improvement
- is perceived by the professional staff and the community as a critical part of the school's quest for excellence
- fosters the use of reflection and self-assessment in professional and intellectual growth
- allows educators to pursue personal educational opportunities that reflect the school's strategic plan
- encourages careful experimentation with new practice and creative use of best practice
- reflects the educational outcomes the school seeks to achieve
- assists educators in analyzing disaggregated student data (i.e., gender, socioeconomics, ethnicity, and language) and in making decisions based on that data

**9. Develops a school culture that fosters continuous improvement and that challenges traditional roles and relationships among educators**

- recognizes that collegial support and interaction are essential to the success of every aspect of education
- provides for ongoing and meaningful collaboration among educators
- values individual efforts at self improvement
- provides educators with incentives and support to pursue a plan of continuous improvement
- involves strong leadership from all areas of the school community to encourage a commitment to life-long learning
- encourages creativity and innovation
- supports the ongoing development of new skills in a collaborative environment
- values the contribution of practitioners in the pursuit of enhanced student learning

**10. Is supported by the intellectual and financial commitment which enables the achievement of professional development plans**

- is an on-going process which respects the personal strengths and needs of each educator
- encourages governing bodies to support and participate in learning experiences that will enhance their understanding of good professional development

- encourages school administrators to support and participate in professional development that will enhance student learning
- is supported by a continuous and sufficient commitment of funding to achieve the professional development plans
- increases public understanding and encouragement for professional development, including the need for time and financial support
- includes access to technologies and other modern resources that are essential to effective professional work and learning

**11. Is supported by sufficient time during working hours to engage in collegial consultation and learning and to support professional development**

- provides time for educators to team plan, collaborate, analyze data and student work, develop and implement instructional practices, curriculum and assessments etc.
- recognizes and considers the professional and personal obligations of the individual educator

**12. Empowers educators to work effectively with parent and community partners**

- assists educators in establishing relationships and partnerships with parents and families
- enables educators to identify and use community resources to foster student learning
- promotes an environment where educators feel comfortable and confident working collaboratively with other educators, parents, business and community leaders

(Adopted and Adapted from State of New Jersey- Department of Education – Academic and Professional Standards)

**To achieve results, it is important to develop clearly defined performance expectations. Performance expectations define how duties and responsibilities are performed. Some effective criteria and guidelines for developing performance expectations are as follows:**

**Effective expectations should be:**

- **Specific** - help the staff member understand exactly what is expected.
- **Measurable** - measurements help the staff member and supervisor understand when the expectation is achieved.
- **Achievable** - expectations should be realistic.
- **Results Oriented** - expectations should focus on end results.
- **Time Bound** - deadlines should be identified where applicable.

- **Stretch** - some but not all expectations should be a challenge to reach. Stretch expectations should be realistic. Stretch expectations support the development of the staff member. Achieving Stretch expectations usually equates to high, exemplary performance.

(Adopted from University of Pennsylvania - Human Resources – Writing Effective Performance and Staff Development Plans)

**Performance can be rated on a five-point scale from *not evident* to *exceeds expectations*.**

**Forms for planning Individual Staff and School Professional Development** are available on the following pages:

**Individual Staff Development Plan**

**Name:** \_\_\_\_\_ **Academic Year:** \_\_\_\_\_

**Current Position/Title:**  
\_\_\_\_\_

**Years Of Experience:** \_\_\_\_\_

**Current Academic Status:**  
\_\_\_\_\_  
\_\_\_\_\_

**Future Potential:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Goals/Outcomes:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Learning Activities/Professional Development required to achieve goals/outcomes:**  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Assessment/Evaluation:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Teacher's Signature**  
**Date:**

\_\_\_\_\_  
**Administrator's Signature**  
**Date:**

**School Staff Development Plan**

**Academic Year:**

**Area Focus:**

**Yearly Plan:**

**Staff Members Involved:**

**Staff Development Activities:**

**Timeline:**

**Trainers:**

**Success Indicators:**

**Evaluation/Assessment:**

**Evidence of Student Growth:**

**Reflection:**

\_\_\_\_\_  
**Administrator's Signature**

**Date:**