

**New York State Professional Standards and Practices Board**  
**Project: Development of New York State Professional Learning Standards**

**Preamble-8(i)2n[eI7stradcti**

**Ensuring Consistent High Quality Professional Learning Leading to Improved Student Outcomes**

New York State’s Professional Learning Standards provide a blueprint for high-quality professional learning for all educators to improve outcomes that address the diversity of all students. Building on their knowledge and experiences, pwho are

2 setting (e.g., principals, teaching assistants, teachers, teacher leaders, school and specialists). This framework is a holistic approach to planning and reviewing ing, and not a checklist to apply to every professional learning experience.

ate Professional Learning Standards are based on an analysis and adaptation of ate Professional Development Standards (2009), Learning Forward Standards, ational, state, and professional standards. The standards reference the

stakeholders, including P-12 staff, parents, social workers, counselo4(1)-2( w)2(or)3ao Professional learning fosters a foundati

continuous professional growth characterized by collaborative relationships, reflection, respect, and commitment to student and educator learning. Professional learning for professional growth and collaboration:

1. is ongoing, sustained, and supported from a systemic approach.
2. ensures that educators have the tools and opportunity to collaborate in a respectful and trusting environment.

3. increases educator effectiveness for all students and occurs within learning communities committed to continuous improvement, collective responsibility, and progress towards goals.
4. develops a culture for systemic shifts over time based on vision, growth, and collaboration.
5. focuses on the local school culture and individual needs of educators.
6. encompasses all stakeholders to create a vision for prioritizing, monitoring, and coordinating professional learning.
7. includes a support system for change not only within a school system, but also with relevant stakeholders and professional organizations.

**B. Expanding Professional Capacity.** Professional learning builds individual and collective capacity for deepening and expanding professional learning. Professional learning is a continuous process that is embedded in the daily work of educators and is designed to improve the quality of teaching and learning. Professional learning is a collaborative process that involves all stakeholders and is designed to be ongoing and iterative. Professional learning is a process that is designed to be ongoing and iterative. Professional learning is a process that is designed to be ongoing and iterative.

**D. Professional Learning Approaches.** Professional learning integrates theories, research, and models of adult learning to achieve intended outcomes. Professional learning approaches:

1. are goal oriented and engage in authentic problem solving and decision making.
2. provide feedback, ongoing assessment and an opportunity for professional reflection.
3. integrate appropriate technology to enhance and expand professional learning experiences.
4. are research guided and informed by local needs and demographics, providing context and relevance for all stakeholders.
5. incorporate diverse modes of teaching and learning strategies.
6. foster participatory engagement.
7. provide choice, differentiated instruction, individualized learning, and/or role or content specific options.
8. give consideration to alternative opportunities for individual educators to develop further expertise.
9. should be aligned to professional and/or content standard and translate theory to practice.
10. provide sustained experiences over time with continued support and opportunities.

**E. Utilizing Data.** Professional learning incorporates a variety of sources and types of student, educator, and system data to monitor student progress, sustain professional growth, and inform, plan, assess, and evaluate professional learning. Professional learning utilizing data:

1. emphasizes the use of student pre and post assessments; formal and informal teacher and administrator evaluations; teacher, school, or state collected data; needs assessments; informal surveys; and community input.
2. examines disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced lunch and other factors.
3. needs to be relevant and appropriate to the context and population of students both culturally and demographically and to be evaluated for bias and cultural sensitivity.
4. is informed by a needs assessment, shaped by ongoing feedback throughout the experience, and evaluated for the professional learning impact.

**F. Cultural Responsiveness.** Professional learning responds to a culturally and linguistically diverse population of learners and promotes academic and social-emotional growth by emphasizing and building upon their cultural strengths, knowledge, and skills. Professional learning for enhancing cultural responsiveness:

1. reflects on cultural self-awareness to help recognize one's own biases.
2. addresses the differing expectations and bias sometimes associated with culturally and linguistically diverse students by holding high expectations for all students accompanied by accessible and meaningful supports.
3. provides increased capacity for an on-going commitment to recognize, engage, and incorporate diverse cultures and backgrounds as assets for learning.
4. supports educators in developing safe, secure, affirming, supportive, and equitable learning environments for all students.

**G. Engagement Among Diverse Communities.** Professional learning builds capacity for educators, families, community members, and other stakeholders for shared ownership of student and community success. Professional learning for engagement among diverse communities:

1. fosters dialogue and effective means of communication within and among families, community members and other relevant stakeholders to increase understandings of diversity and culture.
2. assists educators with the knowledge, skill, and ability to engage in professional learning with diverse communities.