

Alignment between the Critical Skills Program and the National Staff Development Council Standards for Professional Learning

NSDC's Standards for Staff Development

(Revised, 2001)

Context Standards

Staff development that improves the learning of all students:

Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)

Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)

Requires resources to support adult learning and collaboration. (Resources)

Process Standards

Staff development that improves the learning of all students:

Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)

Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)

Prepares educators to apply research to decision making. (Research-Based)

Uses learning strategies appropriate to the intended goal. (Design)

Applies knowledge about human learning and change. (Learning)

Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

Staff development that improves the learning of all students:

Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)

Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)

Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

<http://nsdc.org/standards/index.cfm>

When educators decide to become **Critical Skills** Teachers, they embark upon a job-embedded process of ongoing professional learning. In order to be most effective, CSP teachers must engage in an ongoing process of **inquiry** that is mirrored by their students' engagement in the **experiential learning cycle**. This reflective process is best supported through **learning communities, skillful leadership** and adequate **resources** as described in the NSDC standards. When teachers begin the process of challenge **design**, they are to be guided by the learning needs of the students as reflected by a variety of **data**. Challenges themselves should be **evaluated** for both their effectiveness in teaching not only the content standards but also the skill and/ or disposition targeted. **Collaborative** application of the model will combine the most up-to-date **research** on learners and **learning** with **rigorous, relevant** content standards in order to engage all learners, assess growth using both formative and summative tools, and create **intentionally safe, equitable, and challenging** classrooms; the embodiment of **quality teaching**. By rooting instruction in the history and needs of the local community, Critical Skills educators are better able to recognize and value the gifts and resources of the regional context and **involve families** from across the community.

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