

Crosswalk WITH PREVIOUS STANDARDS

2011 Standards for Professional Learning	2001 Standards for Staff Development
<p>LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>	<p>LEARNING COMMUNITIES: 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.</p> <p>COLLABORATION: Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.</p>
<p>LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>	<p>LEADERSHIP: Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.</p>
<p>RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>	<p>RESOURCES: Staff development that improves the learning of all students requires resources to support adult learning and collaboration.</p>
<p>DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>	<p>DATA-DRIVEN: 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.</p> <p>EVALUATION: Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.</p>

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<p>LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p>	<p>DESIGN: Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.</p> <p>RESEARCH-BASED: Staff development that improves the learning of all students prepares educators to apply research to decision making.</p>
<p>IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<p>LEARNING: Staff development that improves the learning of all students applies knowledge about human learning and change.</p>
<p>OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>	<p>EQUITY: 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.</p> <p>QUALITY TEACHING: Staff development that improves the learning of all students 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.</p> <p>FAMILY INVOLVEMENT: Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.</p>