



**Professional Development**

Stephanie Hirsh  
Executive Director  
National Staff Development  
Council

Iowa Education  
Policy Briefing

---

---

---

---

---

---

---

---

---

---

---

---

**Stephanie Hirsh . . .**

. . . . is the executive director of the National Staff Development Council. The Council is the largest non-profit membership association focused solely on improving student achievement and school performance through effective professional learning. Hirsh presents, publishes, and consults on behalf of the Council across North America. She facilitated the process that led to the national dissemination of NSDC's *Standards for Staff Development* and directed the development of the *Innovation Configurations: Moving Standards Into Practice*. Her most recent books are *The Learning Educator* co-authored with Joellen Kilian, *Transforming Schools Through Powerful Planning* co-authored with Kay Pasnick, and *Innovation Configurations Set II* co-authored with Shirley Hord and Pat Roy. She writes a regular column for the JSD.

Stephanie Hirsh has been recognized by the Texas Staff Development Council with a Lifetime Achievement Award; by the University of North Texas as a Distinguished Alumnae; and by the Texas Association of School Boards as Master Trustee and member of an Honor Board. She serves on advisory boards for Learning First Alliance; Education Testing Service – Teacher Leadership Initiative, Region IX (Arizona) Equity Assistance Center, Chalkboard (Oregon) Project CLASS Program, The University of Texas College of Education Foundation, The University of North Texas Jewish Studies Program, Microsoft Partners in Learning, and the National Center for Culturally-Responsive Educational Systems.

In addition, Dr. Hirsh has co-authored two manuals published by NSDC: *Keys to Successful Meetings* and *NSDC's Standards for Staff Development: Trainer's Guide*. She has written articles that have appeared in *Educational Leadership*, *Phi Delta Kappan*, *The Record*, *The School Administrator*, *American School Board Journal*, *The High School Magazine*, *Education Week*, and the *JSD*.

Prior to her position with the Council, Dr. Hirsh completed 15 years of district and school-based leadership positions including: teacher, community college teaching, consulting teacher for free enterprise, and program and staff development director. In 2005 she completed three terms as a school board trustee in the Richardson Independent School District. Stephanie is married to Mike and they have two children, Brian and Leslie, a first-year third grade teacher.

Executive Director  
National Staff Development Council  
11130 Lakeside Road, Suite 106-D  
Dallas, Texas 75243  
972.242.4944  
Stephanie@nsdcmac.org

---

---

---

---

---

---

---

---


---

---

---

---

**NSDC ASPIRATIONS**

-  All students experience effective teaching every day.
-  All teachers have the knowledge and skills to ensure all students achieve demanding standards.
-  All teachers engage in professional learning that equips them to teach all students to higher standards.



 National Staff Development Council  
www.nsdcmac.org

---

---

---

---

---

---

---

---

---

---

---

---

## NSDC PURPOSE:

Every educator engages in effective professional learning every day so every student achieves.



 National Staff Development Council  
www.nsdc.org

---

---

---

---

---

---

---

---

## CHALLENGE

Current design of most professional development is not effective in meeting these aspirations and purpose.



 National Staff Development Council  
www.nsdc.org

---

---

---

---





---

---

---

---

## EXAMPLES

-  More workshops does not translate into more learning.
-  Professional development for some teachers benefits only some students.
-  The predominant focus on the individual produces fragmented results.
-  Expertise that resides within systems does not translate from school to school or classroom to classroom.



 National Staff Development Council  
www.nsdc.org

---

---

---

---

---

---

---

---

## EFFECTIVE PROFESSIONAL DEVELOPMENT

---



- ▣ Results driven
- ▣ Standards based
- ▣ Content rich
- ▣ School and team based
- ▣ Job embedded


National Staff Development Council  
www.nsdc.org

---

---

---

---

---

---

---

---

## LEARNING TEAMS

---

- ▣ Accept responsibility.
- ▣ Examine data.
- ▣ Clarify learning needs.
- ▣ Establish adult learning priorities.
- ▣ Establish learning agenda.
- ▣ Access appropriate external assistance.
- ▣ Design powerful lessons and assessments.
- ▣ Reflect on the results and recycle.




National Staff Development Council  
www.nsdc.org

---

---

---

---

---

---

---

---


## NSDC DEFINITION:

---

(34) **PROFESSIONAL DEVELOPMENT** - The Term 'professional development' means a comprehensive, sustained and intensive approach to improving teachers' and principals' effectiveness in raising student achievement -

(A) Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that -

- (1) is aligned with rigorous state student academic achievement standards, as well as related local educational agency and school improvement goals;
- (2) is conducted among learning teams of educators, including teachers, paraprofessionals, and other instructional staff at the school;
- (3) is facilitated by well-prepared school principals and, or, school-based professional development coaches, mentors, master teachers, or other teacher leaders;
- (4) occurs primarily multiple times per week or the equivalent of several hours per week; and
- (5) engages established learning teams of educators in a continuous cycle of improvement that -


National Staff Development Council  
www.nsdc.org

---

---

---

---

---

---

---

---

## NSDC DEFINITION:

---

- (i) analyzes student, teacher, and school learning needs through a thorough review of data on teacher and student performance;
- (ii) defines a clear set of educator learning goals based on the rigorous analysis of the data;
- (iii) achieves the educator learning goals identified in subsection (A)(5)(ii) by implementing coherent, sustained, and evidence-based learning strategies that improve instructional effectiveness and student achievement, such as lesson study and the examining of student work;
- (iv) provides classroom-based coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;
- (v) regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;
- (vi) informs ongoing improvements in teaching and student learning; and
- (vii) may be facilitated and strengthened by the local educational agency or other external assistance providers.

NSDC National Staff Development Council  
www.nsdc.org

---

---

---

---

---

---

---

---

## NSDC DEFINITION:

---

The process outlined in subsection (34)(A) may be supported and strengthened by activities such as courses, workshops, institutes, networks, and conferences that:

- (1) must address the learning goals and objectives established for professional development by educators at the school level;
- (2) advance the ongoing school-based professional development; and
- (3) are provided by for-profit and non-profit entities outside the school such as local education agencies, universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and associations.

NSDC National Staff Development Council  
www.nsdc.org

---

---

---

---

---

---

---

---

## OBSERVATIONS

---

Clarifying structures, expectations, and resources using human capital lens

Determine roles, responsibilities, training, compensation for  
 Novice – Professional – Leader/Master

**HUMAN CAPITAL**

Balance needs and interests of individuals with team and school to support ALL students

Evaluate investment and impact at the individual, team, school, and system levels

NSDC National Staff Development Council  
www.nsdc.org

---

---

---

---

---

---

---

---

### POLICY OPTIONS

---

	Integrated school and system improvement plans	<input checked="" type="checkbox"/>
	Standards for professional development	<input checked="" type="checkbox"/>
	Team vs individual growth plans	<input type="checkbox"/>
REGULATORY	Accreditation requirements	<input type="checkbox"/>
	Career paths and designations	<input type="checkbox"/>
	Comprehensive evaluation of professional development	<input type="checkbox"/>
	Standards-based relicensure and compensation systems	<input type="checkbox"/>

National Staff Development Council  
[www.nsdc.org](http://www.nsdc.org)

---

---

---

---

---

---

---

---

### POLICY OPTIONS

---

	Establish model/demonstration sites	<input type="checkbox"/>
	Coordinate leadership development	<input type="checkbox"/>
	Provide technical assistance	<input checked="" type="checkbox"/>
CAPACITY BUILDING	Promote awards and recognitions	<input type="checkbox"/>
	Design local audit of initiatives and time	<input type="checkbox"/>
	Post web-based resources and tool kits	<input checked="" type="checkbox"/>
	Initiate pilots (ie.positive deviance inquiry)	<input type="checkbox"/>
	Support network of learners and schools	<input type="checkbox"/>

National Staff Development Council  
[www.nsdc.org](http://www.nsdc.org)

---

---

---

---

---

---

---

---