

Professional Development Agenda

OUTCOME

Your leadership team will gain the knowledge and skills to foster professional learning that improves instruction.

LEARNING GOALS

Your team will:

1. Develop a common understanding of the key features of quality professional development
2. Examine the goals of quality professional development and the strategies needed to achieve them
3. Create a professional learning action plan

AGENDA ITEMS

Launching the Module

- Launch: *PD Handout 1* (5 minutes)

Learning Goal 1: What is quality professional development?

- Explore: Defining quality professional development, *PD Handout 2* (15 minutes)
- View: *Data-Driven Professional Development* (15 minutes)

Learning Goal 2: How can we tell if our school has quality professional development?

- View: *Supporting Individual Professional Development* (15 minutes)
- Explore: Assessing the quality of professional development, *PD Handouts 3 and 4* (15 minutes)

Learning Goal 3: How can we enhance professional learning at our school?

- View: *Addressing Teacher Needs with Professional Development* (15 minutes)
- Apply: Creating a professional learning action plan, *PD Handout 5* (20 minutes)

Now What?

- Apply: Next steps, *PD Handout 6* (20 minutes)

National Staff Development Council's Definition of Professional Development

PROFESSIONAL DEVELOPMENT—The term “professional development” means a comprehensive, substantiated, 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 educators at the school and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;
- (3) primarily occurs several times per week among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement that—
 - (i) evaluates 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 educator learning goals ... by implementing coherent, sustained, and evidenced-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;
 - (iv) provides job-embedded 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 supported by external assistance.

(B) The process outlined in (A) may be supported 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 nonprofit entities outside the school such as universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and associations.

Source: National Staff Development Council. (2009). *Definition of professional development*. Oxford, OH: Author. Retrieved (2009), from <http://www.nsd.org/standfor/definition.cfm>. Reprinted with permission of the National Staff Development Council, www.nsd.org. All rights reserved.

Professional Development Strategies

<p style="text-align: center;">Lesson Study</p> <p>Over a long period of time, a group of teachers meets regularly to design, implement, test, and improve one or several lessons.</p>	<p style="text-align: center;">Case Discussion</p> <p>A group of teachers meets to examine and discuss a lesson using written narratives or video footage.</p>
<p style="text-align: center;">Study Groups</p> <p>A group of teachers participates in regular, structured, and collaborative discussions on self-selected topics.</p>	<p style="text-align: center;">Examining Student Work</p> <p>Teachers collaboratively examine students' work to target learning needs and identify instructional or curricular solutions.</p>
<p style="text-align: center;">Coaching</p> <p>Teachers work with experienced peers to improve teaching and learning through classroom observations, collaborative problem solving, and co-planning.</p>	<p style="text-align: center;">Workshops and Institutes</p> <p>Teachers participate in structured learning opportunities outside of the classroom, facilitated by topical experts.</p>
<p style="text-align: center;">Demonstration Lessons</p> <p>With pre-established goals, teachers observe an experienced teacher or coach present a lesson and debrief following the observation.</p>	<p style="text-align: center;">Mentoring</p> <p>An experienced teacher provides focused support to a new teacher, including classroom observation and feedback.</p>
<p>Strategy:</p>	<p>Strategy:</p>
<p>Strategy:</p>	<p>Strategy:</p>

Source: Based on Loucks-Horsley, S., Love, N., Stiles, K. E., Mundry, S., & Hewson, P. W. (2003). *Designing professional development for teachers of science and mathematics (2nd ed.)*. Thousand Oaks, CA: Corwin Press. Reprinted with permission from Corwin Press. All rights reserved.

Key Goals and Strategies of Quality Professional Development

What are the Goals of Professional Development?

Typical professional development programs provide limited opportunities for teachers to translate new knowledge into their work with students and to practice teaching. By contrast, quality professional development seeks to boost student outcomes by improving classroom instruction. Five goals of professional development are meant to help teachers improve their practice by:

1. **Developing awareness** of new teaching approaches or content
2. **Building knowledge** of content and pedagogy
3. **Translating new knowledge** into their teaching
4. **Practicing teaching** a new skill or process with their students
5. **Reflecting deeply on teaching** and learning to assess the impact of instructional changes

This combination of learning experiences contributes to improvements in teaching and learning—no one opportunity will suffice.

How Can Our School Meet These Goals?

Your school should use a variety of strategies to address these five goals. When your school comes up with a goal for its teachers, your leadership team can choose strategies to meet the goal. While strategies can serve multiple purposes, no one strategy can serve all purposes.

The table below suggests strategies that best address each of the five goals. *Note:* This chart is illustrative in nature. Depending on how teams apply them, strategies may meet goals other than those identified.

Professional Development Strategies	Five Goals of Professional Development				
	Developing Awareness	Building Knowledge	Translating New Knowledge	Practicing Teaching	Reflecting
Case Discussions		X			X
Study Groups	X				X
Examining Student Work			X		X
Lesson Study				X	X
Coaching			X	X	X
Workshops and Institutes	X	X			
Demonstration Lessons	X		X	X	X
Mentoring			X	X	X

Source: Based on Loucks-Horsley, S., Love, N., Stiles, K. E., Mundry, S., & Hewson, P. W. (2003). *Designing professional development for teachers of science and mathematics (2nd ed.)*. Thousand Oaks, CA: Corwin Press. Reprinted with permission from Corwin Press. All rights reserved.

What Does Using the Goals and Strategies Look Like in Action?

Choosing strategies to meet identified goals is an art, not a science. To design effective professional development, you must consider several factors. First, think about your teachers, their needs, and their skills. Next, consider your school's internal instructional expertise. And, last but not least, take stock of your available resources. The following is an example of how a school that aims to build cultural competency in its English language arts teachers might address all five goals, using targeted strategies.

1. **Developing awareness:** To understand how multicultural literature can enrich their curriculum, teachers observe a demonstration lesson taught by a teacher with experience using culturally competent literature.
2. **Building knowledge:** Teachers attend a summer institute presented by a local expert on culturally competent literature to build their knowledge of appropriate multicultural literature for various grade levels.
3. **Translating new knowledge:** Teachers collaborate with the school literacy coach to translate learnings from the summer institute into specific instructional practices for teaching multicultural literature.
4. **Practicing teaching:** Prior to implementing new culturally competent literacy approaches in their classrooms, teachers practice these approaches with a literacy coach who observes and provides feedback.
5. **Reflecting deeply on teaching and learning:** Teachers meet in grade-level teams to examine students' journal responses related to newly adopted multicultural literature.

Addressing a Professional Learning Need at Your School

DIRECTIONS

With your whole team, think of one professional learning need at your school and write it down below. Then, find a partner and work together to fill out the chart. First, decide on the goals of the professional development your school has provided to address the need. Next, talk about the strategies your school has used to achieve the goals. Place an "X" in the cells that reflect these goals and strategies.

Identified Learning Need: _____

Strategy	Developing Awareness	Building Knowledge	Translating New Knowledge	Practicing Teaching	Reflecting
Case Discussions					
Study Groups					
Examining Student Work					
Lesson Study					
Coaching					
Workshops and Institutes					
Demonstration Lessons					
Mentoring					

Next Steps

DIRECTIONS

As a team, work through the Reflect, Commit, and Plan steps below.

Reflect

Circle the learning goal below that your team will pursue further.

1. **Your team will develop a common understanding of the key features of quality professional development.**
2. **Your team will examine the goals of quality professional development and the strategies needed to achieve them.**
3. **Your team will create a professional learning action plan.**

Commit

Review and discuss the suggested next steps (pp. 2–3) for the learning goal your team selected to pursue. As a team, choose one next step that your team will take (from those listed or from ideas generated by the team). Record it below.

Next Step:

Plan

Identify 2–3 actions related to the next step your team identified. For each action, identify responsible team member(s) and related dates.



Action	Responsible Team Member(s)	Date(s)
1.		
2.		
3.		

Suggested next steps

1. Your team will develop a common understanding of the key features of quality professional development. (Learning Goal 1)

1	2	3	4	5
Help!		We've made progress but real work remains		We've mastered it!



Next Steps:

-  **If your team assesses its status as a 3 or below, consider the following:**
 - Explore this module's resources (accessed from the module's landing page) to deepen your team's understanding of quality professional development
-  **If your team assesses its status as a 4 or 5, consider the following:**
 - Share *PD Handout 2* with teachers at your school to improve their understanding of quality professional development

2. Your team will examine the goals of quality professional development and the strategies needed to achieve them. (Learning Goal 2)

1	2	3	4	5
Help!		We've made progress but real work remains		We've mastered it!

Next Steps:

-  **If your team assesses its status as a 3 or below, consider the following:**
 - Gather data on your teachers' learning needs to identify key goals for professional development and plan strategies to achieve the goals
 - Explore this module's resources (accessed from the module's landing page) to enhance your team's understanding of the goals of professional development and ways to achieve those goals
 - Work with another *Success at the Core* module, *Instructional Expertise*, to gain a deeper understanding of strategies that tap expertise in your school
-  **If your team assesses its status as a 4 or 5, consider the following:**
 - Engage others in the school with *PD Handouts 4* and *5* to build their understanding of effective professional development that meets teachers' professional learning needs

3. Your team will create a professional learning action plan. (Learning Goal 3)

1
Help!

2

3
We've made progress but
real work remains

4

5
We've mastered
it!

Next Steps:



If your team assesses its status as a 3 or below, consider the following:

- Spend more time discussing and deciding on the actions your team explored in the APPLY activity in Learning Goal 3



If your team assesses its status as a 4 or 5, consider the following:

- Take one action that your team identified in the APPLY activity in Learning Goal 3
- Share your team's ideas for enhancing professional development with others at the school
- Visit *Success at the Core's* Teacher Development materials and select those that meet the professional learning needs of teachers at the school
- Move on to another *Success at the Core* Leadership Development module