

Effective Professional Development is...

- Directly focused on helping to achieve student learning goals and supporting student learning needs
- A collaborative endeavor- teachers and administrators work together in planning and implementation
- School-based and job-embedded
- A long-term commitment
- Differentiated
- Tied to the district goals
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Professional Development Strategies

Study Groups

A study group is a group of people interested in collegial study and action. In schools, study groups can meet to study and support one another as they do the following:

- Design curriculum and instruction innovations
- Integrate a school's practices and programs
- Study the latest research on teaching and learning
- Monitor the impact of new practices on students and staff
- Analyze and target a school wide need

Action Research

Action research is a process of asking important questions and looking for answers in a methodical way. The questions are meaningful; that is, the researcher wants or needs to know the answers to the question, and the questions are closely connected to real work. Action research is very practice and is grounded in the day-to-day work of the researcher. One way it is different from traditional or scientific research is that the researcher is not removed from what is being studied, but rather is a part of it. Teacher researchers are researching their own problems or new practices. The research is modest, manageable, and again, directly related to daily work.

Peer Coaching and Peer Review

Peer coaching and peer review are professional development strategies for educators to consult with one another, to discuss and share teaching practices, to observe one another's classrooms, to promote collegiality and support, and to help ensure quality teaching for all students.

In **peer coaching**, usually two teachers come together, share in conversations, and reflect on and refine their practice.

Peer review pairs an experienced consulting teacher with either a new teacher or a veteran teacher that needs assistance. The pair observe each other's classrooms and share ideas, skills, and study materials, with the mentor providing instructive feedback and recommendations to the novice teachers.

Reflection

Reflection is a process of self-examination and self-evaluation that effective educators regularly engage in to improve their professional practices. Essentially, effective educators do four things:

They think carefully about what is taking place in a given situation.

They identify the options available.

They consider their own values as professionals and their comfort level in acting on those values.

They make conscious choices about how to act to make a difference.

In short, effective educators are reflective: They carefully examine their own and other's practices in order to strengthen the quality and the effectiveness of their work.

Collaborative planning

Collaborative planning involves a group, team, or partnership of people working and learning together as they do the following:

Plan curriculum, units, or lessons including classroom-based assessments

Examine student work

Examine teacher work

Plan use and evaluation of instructional practices

Develop school improvement plans using student data