

Professional Development: Research and Policy Into Action

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Research and Policy

- S. 1979: To amend the ESEA 1965 to provide for school improvement; comprehensive, high-quality, multi-year induction and mentoring for new teachers; and professional development for experienced teachers, and for other purposes.
- Effective Professional Development Components
- Crafting State Policy

Professional Development (According to S. 1979)

➤ “Means a systematic school improvement strategy”:

- Improve
- Accomplish
- Foster
- Engage

S. 1979

- Is sustained, high-quality, intensive, and comprehensive.
- Is content-centered, collaborative, school-embedded, tied to practice, focused on student work, supported by evidence-based research, and aligned with and designed to help students meet challenging state academic content standards and challenging state student academic standards.

S. 1979

- Includes sustained inservice activities to improve and promote strong teaching skills.
- Includes sustained training and mentoring opportunities that provide active learning and observational opportunities for teachers to model effective practice, review student work, deliver presentations, and improve lesson planning.

S. 1979

- Is supported by school principals, including school-based coaches, mentors, or lead teachers when available, who allocate time, resources, and structured facilitation to the learning teams.
- Encourages and supports training of teachers, principals, and administrators to effectively use and integrate technology.

S. 1979

- Is focused on content that is aligned with challenging state student academic achievement standards, curricula or curriculum materials, and assessments, as well as related local education agency and school improvement and instructional goals.

S. 1979

- Improves the academic content knowledge, as well as knowledge to assess the student academic achievement and how to use the results of such assessments to improve instruction, of teachers in the subject matter or academic content areas in which the teachers are considered highly qualified.

In addition, S. 1979

- Connects to the School Improvement Plan
- Assesses needs
 - Role of Adult Learning Theory
 - Recognition of Teachers' Developmental Levels
 - Certification Requirements
- Aligns With the National Staff Development Council Standards
 - Context, Process, Content
- Provides Choices
- Allows for Reflection

Assess Needs

- Consider the following:
 - Role of Adult Learning Theory
 - Recognition of Teachers' Developmental Levels From Novice to Veteran
 - Certification Requirements

NSDC Standards (Revised 2001)

- Content: Learning Communities, Leadership and Resources
- Process: Data-Driven, Evaluation, and Research-Based, Design, Learning, and Collaboration
- Content: Equity, Quality Teaching, and Family Involvement

Source: www.nsd.org/standards/index.cfm

Provides Choices!

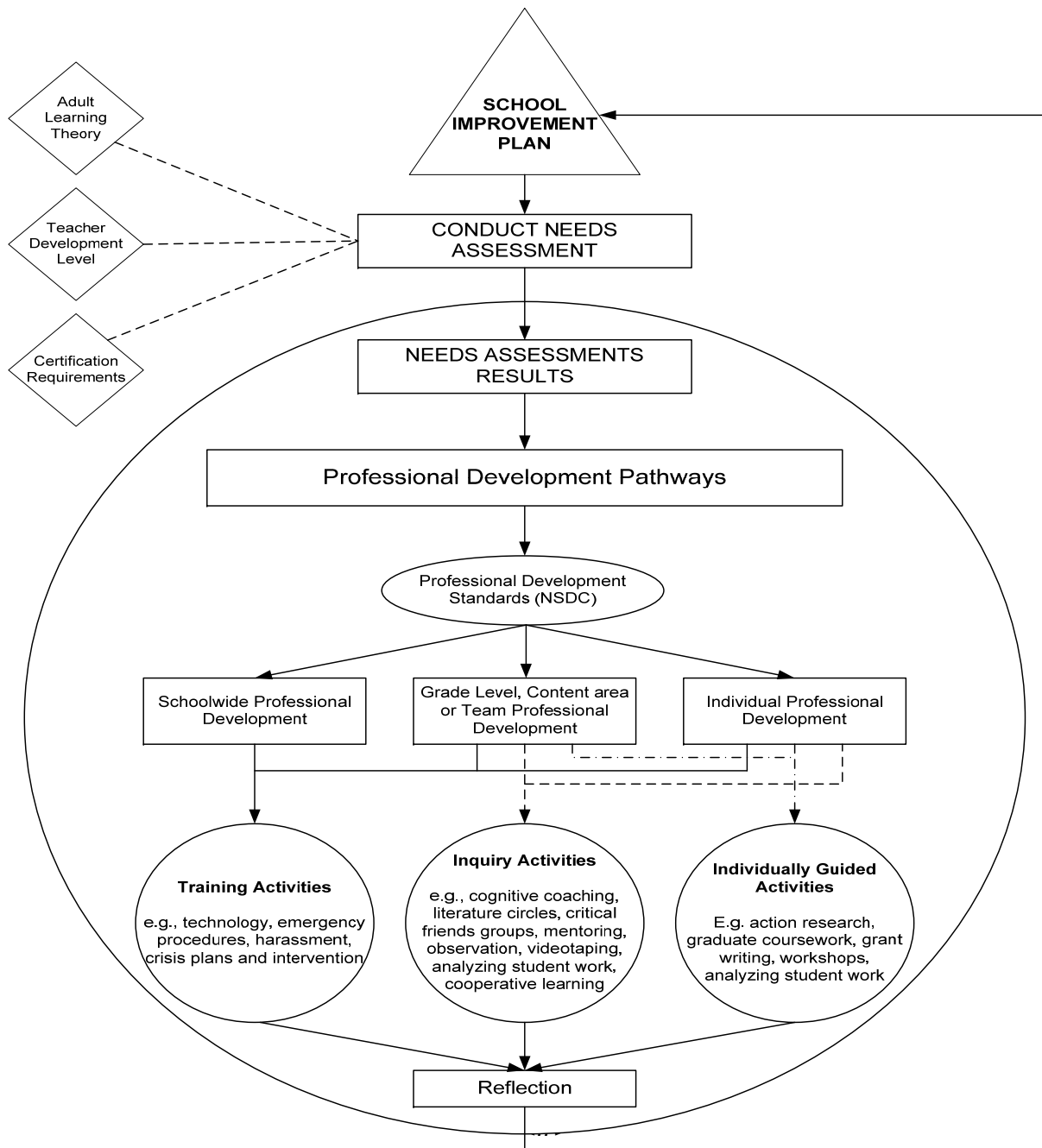
What might this look like

- For the whole school?
- For teams, departments, or content areas?
- For individuals?

Revisiting

- Provides time for reflection.
- Is cyclical.
- Is data-based.

How can we begin?



Crafting State Policy

- Based on S. 1979, research-based effective professional development components and strategies, and the Professional Development Pathways Model, let's begin the discussion on crafting state policy on professional development for teachers and principals:
 - *What are the obstacles you may encounter?*
 - *How might they be overcome?*

Share!

Questions or Comments?

Thank You!



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