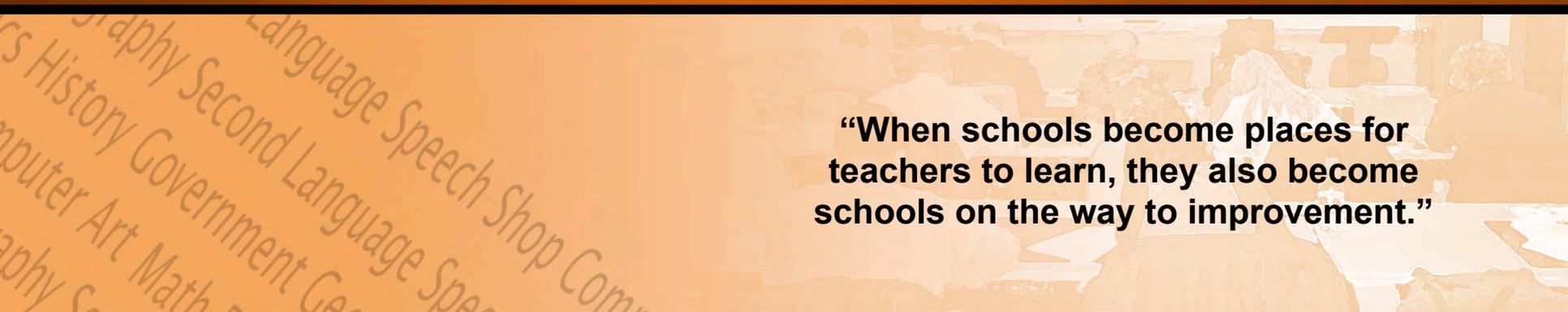


Effective Leadership for Academic Achievement  
Professional Development for Facilitating School Redesign

# Professional Development to Support Student Achievement

Thursday, April 27, 2006



**“When schools become places for  
teachers to learn, they also become  
schools on the way to improvement.”**



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**“The purpose of staff development is not just to implement instructional innovations; its central purpose is to build strong collaborative work cultures that will develop the long term capacity for change.”**

*~ Michael Fullan*

# Professional Development Outcomes

<b>PROFESSIONAL DEVELOPMENT ELEMENTS</b>	<b>KNOWLEDGE LEVEL</b>  (Estimate percentage of participants understanding content)	<b>SKILL ATTAINMENT</b>  (Estimate percentage of participants demonstrating proficiency in the instructional practices)	<b>TRANSFER TO PRACTICE</b>  (Estimate percentage of participants regularly implementing instructional practices in the classroom)
<b>Theory</b> (e.g., presenter explains content—what it is, why it is important and how to teach it)	<b>10%</b>	<b>5%</b>	<b>0%</b>
<b>Demonstration</b> (e.g., presenter models instructional practices)	<b>30%</b>	<b>20%</b>	<b>0%</b>
<b>Practice</b> (e.g., participants implement instructional practices during the session)	<b>60%</b>	<b>60%</b>	<b>5%</b>
<b>Coaching</b> (e.g., participants receive ongoing support and guidance when they return to the classroom)	<b>95%</b>	<b>95%</b>	<b>99%</b>

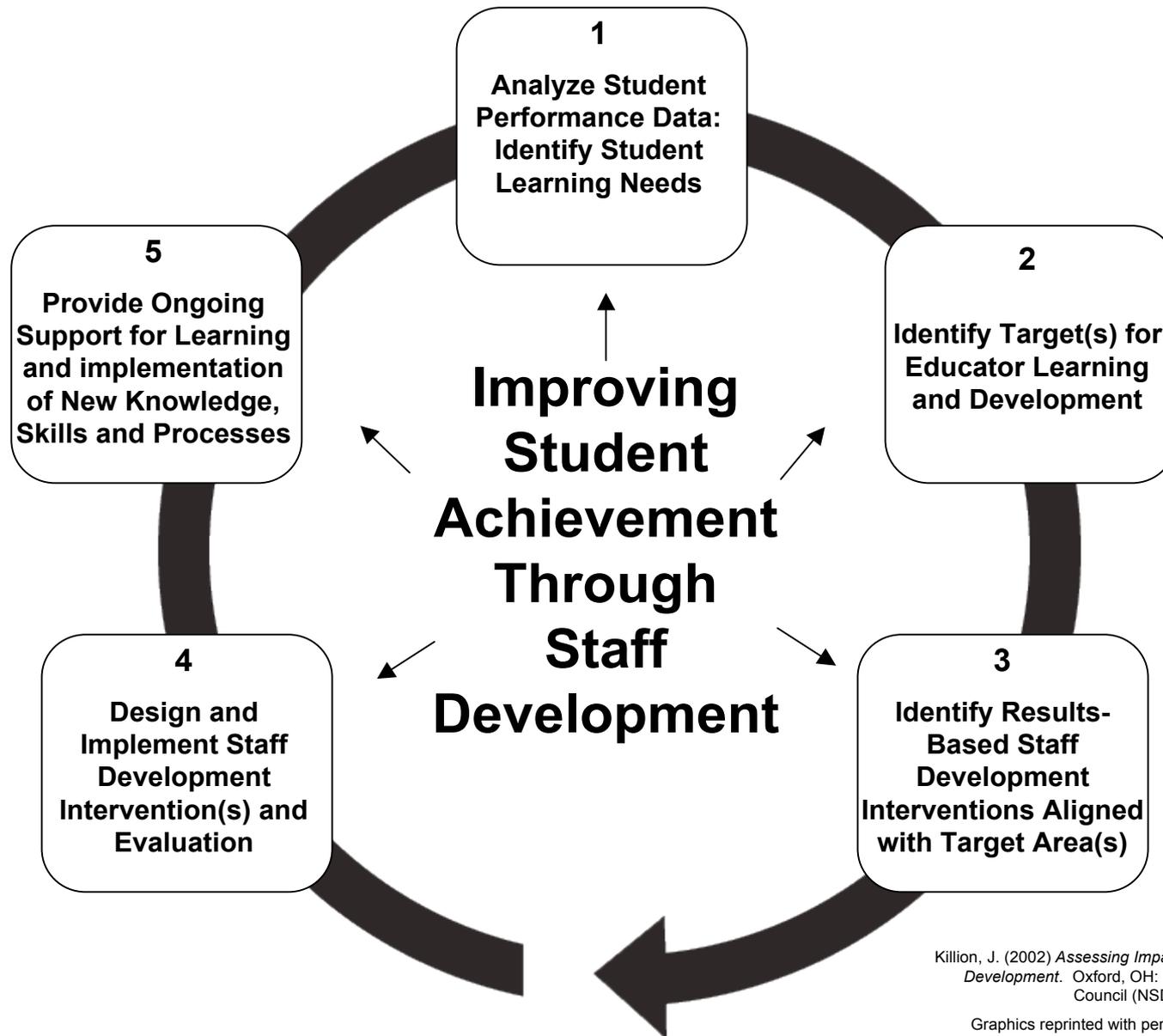
## **Attributes of Effective Professional Development**

- Results-driven
- Standards-based
- Job-embedded
- Differentiated
- Linked to learning needs (student and teacher)
- Collaborative in nature
- Sustained over time
- Discipline-focused/Content rich
- Reflective
- Evaluated

## Back Mapping: A Process for Results-Based Staff Development

Back mapping is a tool staff developers can use to plan results-based professional development. The process is driven by the end result we want — student achievement.

<p><b>Phase 1</b></p> <p>Determine student learning needs by analyzing data</p>	<ul style="list-style-type: none"> <li>• What do we want students to know and be able to do?</li> <li>• What knowledge and skills are students missing? Where are the gaps in their learning?</li> <li>• Which students are most affected?</li> </ul>
<p><b>Phase 2</b></p> <p>Determine educator’s knowledge, skills, attitudes and behaviors based on student learning needs</p>	<ul style="list-style-type: none"> <li>• What do teachers need to know and be able to do to support student learning goals?</li> </ul>
<p><b>Phase 3</b></p> <p>Conduct analysis of available professional development interventions</p>	<ul style="list-style-type: none"> <li>• What are the characteristics of interventions that have successfully achieved your goals?</li> <li>• Where have they been successful?</li> <li>• Under what conditions have they worked?</li> </ul>
<p><b>Phase 4</b></p> <p>Select and implement a professional development intervention including an evaluation</p>	<ul style="list-style-type: none"> <li>• Who will be responsible for implementing the program?</li> <li>• What is the timeline for implementation?</li> <li>• What resources are necessary for success?</li> <li>• What are the critical benchmarks for progress?</li> </ul>
<p><b>Phase 5</b></p> <p>Provide ongoing support</p>	<ul style="list-style-type: none"> <li>• How will teachers receive coaching and feedback?</li> </ul>



Source:  
Killion, J. (2002) *Assessing Impact: Evaluating Professional Development*. Oxford, OH: National Staff Development Council (NSDC). Online: [www.nsd.org](http://www.nsd.org)

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# Study Group

**What is it?** A study group is a collection of people who gather together to examine a topic they have agreed to study.

- It provides a forum for colleagues to pursue an ongoing examination of factors influencing classroom practices and student learning.
- It is a collaborative commitment among learners with a common vision.
- It promotes the construction of knowledge through research, interaction with selected materials and collegial discourse.
- It provides a forum for different perspectives and ideas.

**Why is it important?** A study group is important because:

- it is a creative method that promotes professionalization of teachers.
- it addresses integral components of daily school life such as classroom practice, student outcomes, and the school as an organization.
- it develops ongoing meaningful dialogues between staff members in a respectful, mutually supportive environment.
- it acknowledges that each person brings expertise and will contribute learning to the group.
- it helps focus on priorities.
- it provides support that many teachers find difficult to obtain in the isolation of their classrooms.
- committed participants create new knowledge that affect perspectives, practices and policies.

**When is it useful?** Study groups are used when:

- Educators want to learn and apply new teaching techniques.
- As a job-embedded practice for schoolwide community to study research on effective schools and teaching strategies for making decisions on how to impact student achievement.

**How is it used?**

- All participants agree upon and commit to the purpose of study.
- Select the content/topic to be studied.
- Establish a schedule of times and places to meet.
- Establish group norms.
- Make an action plan.



To learn more about Study Groups, refer to: Gusky, T. and Huberman, M. (1995) *Professional Development in Education: New Paradigms & Practices*. New York: Teachers College Press

# Different Types of Study Groups

## ***School-Based Groups:***

Composed of educators within a particular school; such as classroom teachers, resource teachers, the principal, the librarian, student teachers, and classroom assistants. The focus is on teaching issues common to all staff. These types of study groups have a positive influence on staffing relationships within the school and, in addition, increase communication and everyone's awareness of what is happening throughout the school.

## ***Job-Alike Groups:***

Educators who have the same type of position in different schools meet in this type of group to network — they share ideas and discuss common issues. Very often members of these groups do not have the opportunity to connect with others of their same position, often times leading to isolation. Educators need time to talk and meet with others who share the same responsibilities and concerns.

## ***Topic-Centered Groups:***

This type of study group forms out of need and consists of educators from different schools who are interested in the same topic or issue arising from current interests or concerns. A topic-centered group is often a smaller group than other types of study groups. This type also does not last as long as other groups, since once a topic has been covered, the group disbands as members move on to new issues. Topic-centered groups are not usually ongoing.

# If Not Workshops, Then What?

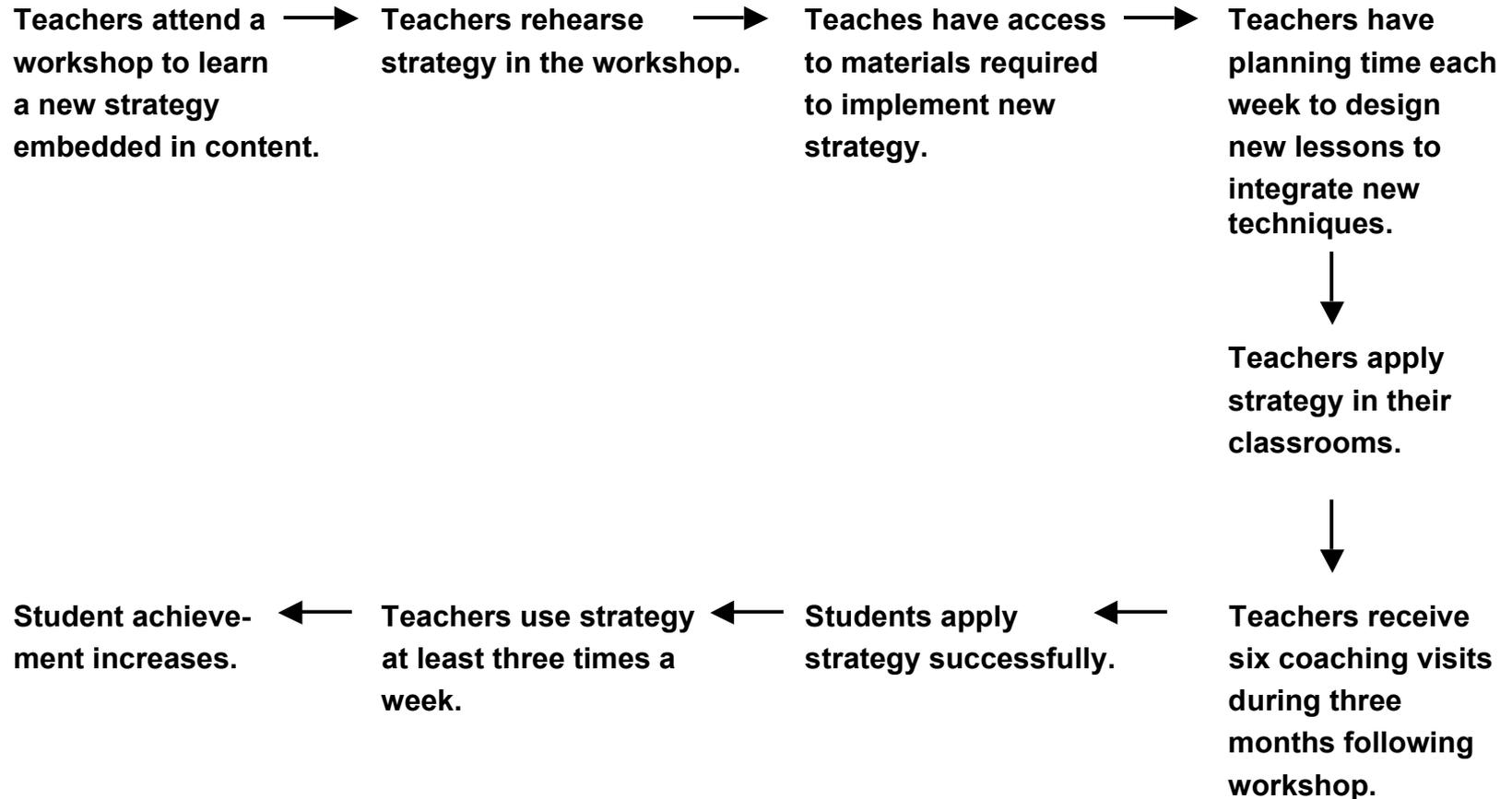
- Doing lesson study
- Examining student work
- Conducting action research
- Analyzing teaching cases
- Attending awareness-level seminars
- Joining a cadre of in-house trainers
- Planning lessons with a teaching colleague
- Consulting an expert
- Being coached by an expert
- Making a field trip
- Forming study or support groups
- Researching on the internet
- Leading a schoolwide committee, project
- Developing material displays, bulletin boards.
- Coaching a colleague
- Being a mentor
- Being mentored
- Joining a professional network
- Writing an article about your work

*Adult learning in schools can, and should, take many forms. Workshops are one way for teachers to learn. But most learning will occur as teachers work with colleagues in ways that enable them to reflect upon their professional practice.*

- Observing model lessons
- Observing other teachers teach
- Being observed and receiving feedback from a trainer or principal
- Being coached by a peer
- Reading journals, educational magazines, books
- Doing a self-assessment
- Shadowing another teacher or a professional in the field
- Participating in a study group
- Keeping a reflection log or journal
- Enrolling in a university course
- Viewing educational videos
- Listening to video/audio recordings
- Participating in a video conference or conference calls with experts
- Visiting model schools/programs

# Theory of Change

## Evaluation Model to Connect Adult and Student Learning



## Summary

**Research says that professional development has to be directly connected to daily work with students, related to content areas, organized around real problems of practice instead of abstractions, continuous and ongoing, and able to provide teachers with access to outside resources and expertise.**

**Professional development should take place within a professional community, a team or network, or both. Changing practice is a difficult and long-term proposition that can't be handled by going off to a workshop.**

**Teachers have to practice change and continually work with others on debugging the problems they encounter.**