

**What can you expect to get from this module?**

Professional development means different things to different people. To some, it means one-stop workshops and in-services. In this module, participants learn of much richer ways to enhance professional growth that make a difference in student achievement. Participants learn to identify, develop, nurture, and monitor a variety of different professional development experiences that are tied to school improvement.

**Who is the training for?** This module is designed to be taught to school leaders and potential school leaders. This may include school teams of principals, aspiring leaders, teacher leaders, and others who are members or potential members of the school's professional development team.

**NOTE:** In order for this training to have significant impact, the principal **MUST** be part of the school team being trained. In addition, it is beneficial to also include district staff involved in curriculum, standards and instruction.

**Other SREB Leadership Curriculum Modules that support this module.**

This module is most appropriate for those with a strong background in data analysis, assessment and instruction, curriculum and culture (SREB core modules). This is because unless school teams understand data-based decision-making and best practices in curriculum as well as assessment and instruction, professional development will never reach its full potential.

**What will we have to do to get the most from this module?**

Participants must commit to attending as a team, completing the prework, attending two initial days, completing a homework assignment, attending two follow-up days, and then completing a portfolio assignment. The following texts are required for all participants:

- *Standards for Staff Development.* National Staff Development Council, 2001
- *Evaluating Professional Development.* Thomas R. Guskey. Corwin Press, 2000.

**Big Ideas in This Module***Introduction: The Opportunity to Make a Difference*

- *There are many different types of professional development experiences, but most of us have had exposure to just a few. We get "stuck" with defining professional development as traditional training workshops.*
- *Professional development is much more than faculty in-service training. Study groups, mentorship, peer observation, action research, and many other strategies should be part of the professional development system. If you are part of a school improvement team, you are addressing not only your own learning needs, but also those of the organization. Learning does not require direct instruction.*
- *It isn't easy to change people's thinking about professional development!*

*Change: Yes, You Can!*

- *There are barriers to effective professional development that are rooted in our routines, our relationships, our systems and our culture.*
- *About change. . . in some ways, we should "just do it." Too many times, we get so bogged down in "change management" that we get nowhere. Make a change, communicate it, stick with it—don't wait until everyone supports you.*

*Professional Development Strategies*

- *There is a wealth of professional development strategies, but you need to use them correctly to see the intended benefits. Provide support, make sure teachers know the guidelines, keep it going for a sufficient period of time, and measure results!*

*Creating a Professional Development Plan*

- *A top-notch school-wide professional development plan is created by a collaborative team effort. It is realistic, school-wide, clear, detailed, and tied to the school's student achievement goals.*

*Evaluating Your Success*

- *We must plan to evaluate our professional development efforts based on their impact on student achievement.*

**Module Design.** This is a four-day workshop (2+2). There should be a break of about six weeks after the first two days. It also includes prework and homework assignments. Each section is described below.

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**Prework (two hours).** First, participants create index cards listing experiences that encourage professional growth. Second, participants describe a satisfying learning experience and a frustrating learning experience. Last, they read three articles and reflect on the characteristics of effective professional development (PD).

**The Opportunity to Make a Difference (five hours, 45 minutes).** Participants learn about what makes some PD efforts fail while others result in improved student learning. Participants gain a firm understanding of the philosophy and nationally recognized standards that guide effective PD. Then, participants reflect upon their own practices.

**Homework.** Participants first list their concerns about trying new PD approaches in their schools. Then, they read two articles and think about how commitments, competing interests and assumptions influence an organization's ability to change.

**Change: Yes, You Can! (two hours).** Participants reflect on and practice using two models for analyzing factors that effect change adoption (extending the homework assignment). This process began in the homework from Day One, and then continues with group discussions.

**Learning Cultures That Support PD (one hour, 45 minutes).** Participants examine best practices and identify ways to close the gap between the existing culture and a top-performing culture.

**Creating a Team and Setting Goals (two hours)** After this section, participants are prepared to organize their teams and lead them through a goal-setting process. The focus is on creating an effective team structure to lead schools' PD efforts.

**Homework (following Day Two).** Participants form/reform their school's PD team and lead the team through the process of using data to determine PD needs and assessing the school's learning culture, keeping journals of these efforts. Working in study groups, they explore two of the following methods: action research, whole-faculty study groups, mentoring, peer coaching, Japanese lesson study, journaling, self assessment, examining student work, portfolio development, conversation, immersion, and tuning protocol.

**Review of Homework (one hour, 15 minutes)** Participants work in small groups to organize their homework assignments. Each group walks the rest of the large group through their process, getting feedback through a critical friends circle.

**PD Strategies (four hours, 45 minutes).** In a series of study groups, participants explore the strategies from Day Two homework. Each study group creates a guide sheet for one strategy and presents their guidelines to the large group. School teams determine the best strategies for their school's PD plan.

**Creating a PD Plan (three hours).** Participants take a critical look at existing school plans and identify their strengths and weaknesses, based on a list of criteria presented in class. They discuss ways to increase the chances of success and create a "plan to plan" that specifies next steps and outlines critical success factors for moving forward at their schools.

**Evaluating Your Success (two hours).** Using Guskey's levels of evaluation, participants discuss initial monitoring efforts and next steps.

**Summary and Portfolio Assignments (one hour).** Participants working as a team must lead the effort to facilitate the school's PD plan.

