

# Meaningful Professional Development in 40 Minutes or less!

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# Building a Culture for On-Going Professional Development

“When staff development becomes the major vehicle for school improvement, ***schools should take into account both the structures and content of training***, as well as changes in the workplace to make possible the collaborative planning, decision making, and data collection that are essential to organizational change and efforts.”

*-Showers and Joyce, 1996*

# Who Are the Stakeholders and What Are Their Roles?

Superintendent/District Level Staff

Principals

Coaches/literacy Leaders

Teachers

Students

Parents

***“It is not fair to ask of others what you are not willing to do yourself.”***      *-Eleanor Roosevelt*

# Evolution of Process

In the beginning . . .

- Day long trainings
- Half-day trainings
- No trainings
- Train when it is most convenient for teachers
- Established times and places with training calendars

## 8 Easy Steps

- Gather your data
- Determine areas of concern based on data not perceptions
- Determine one focus that will move your school forward
- Get faculty buy in and negotiate time and place that professional development will be held
- For every 40 minutes anticipate four hours of planning for presenter
- Connect to existing areas of strengths
- Directly connect to classrooms and curriculum
- Get in the classrooms and help teachers apply what they have learned

“... I Do and I Understand.”

-Confucius

Components of	Concept	Skill	Application/ Solving
Presentation Of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low Feedback	85%	80%	10-15%
Coaching Study Teams Peer Visits	90%	90%	80-90%

# Be Prepared

These trainings and conversations  
will create:

- A collaborative environment
- Clarity
- Action

As a school you need to decide you are really ready  
and committed to true change, not just compliance.

# Communication Is Everything

As you begin:

- Establish protocols for conversations
- Understand that you will only spend energy in areas that you are willing to change
- Establish a common vocabulary
- Listen and speak honestly
- Provide a safe environment for genuine conversations

# A Cycle of Change



# Challenges and Success

## Voices from the Field

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# Teacher Self-Assessment Tool

- Develop assessment tool based on need or on-going professional development
- Allow teachers ample time to self-assess and make changes/adjustments
- Walk through classrooms using the tool “out-side look in”
- Meet collaboratively to discuss next steps

## Tell me . . .

- What is keeping you from being able to make this change?
- How can I help you as you begin implementing this new instructional practice?
- What resources do you need?
- Can you tell me why making this change will positively impact your instruction

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# Monitoring

Professional Development Notebooks:

***Each Teacher Has One and Brings it to Every Professional Development***

- Contents Are Reflective of Your Needs
- Allows for Multiple Uses for Materials Given
- Provides Framework for Discussions
- Coaches Notebook Contents

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# Handouts

- Sample schedule for professional development
- Sample teacher self-assessment
- Sample forms for teacher notebook
- Sample forms for coach notebook
- Tips for negotiating time
- Tips for connecting professional development to classrooms

## Questions/Comments

“The great thing in this world is not so much where we stand, as in what direction we are moving.”

-Oliver Wendell Holmes

“Sometimes all you have left is a sense of humor.”

-p.47, Schools of Fish!

## References

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