

# Strategies for Teacher Development

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September, 2010

# Goals of the Session

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- Discuss key elements of teacher development
- Present five research-based teacher professional development approaches
- Share examples of how these approaches are used in school districts in the United States
- Connect to expectations of Poland's *Pedagogical Supervision Act* and discuss applicability for educational leaders in Poland

# Why is teacher development necessary and important?

Would you want...	YES	NO
A doctor to operate on you or a loved one who had outdated skills?		X
A doctor to prescribe treatment who did not know the latest research?		X
A doctor to prescribe medication without knowledge of side effects?		X
A doctor to use outdated or ineffective procedures to treat your condition?		X

# Effective teacher professional development

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**Improves teaching and learning in visible,  
sustained ways**



# What teachers need to know and be able to do

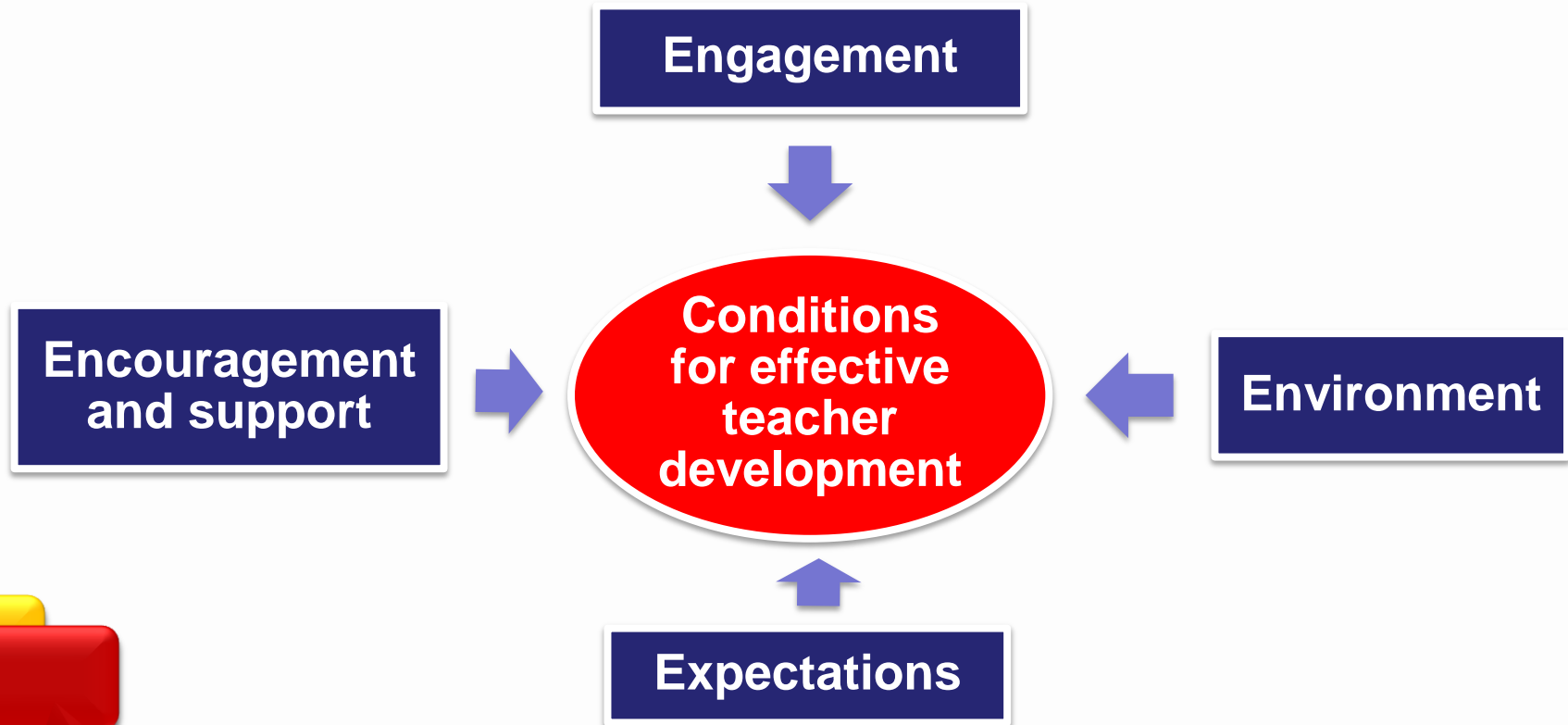
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- Be committed to students and their learning
- Know the subjects they teach and how to teach these
- Be responsible for managing and monitoring student learning
- Think systematically about practice and learn from experience
- Actively participate as members of learning communities



***For discussion:*** Which of these has teacher professional development typically focused upon in your school or district?

# Conditions for effective teacher development



***For discussion:*** Think of something new you have learned in the past two years. What kept you focused and motivated to continue learning?

# Five effective teacher development approaches

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**Approach #1:** Professional learning communities

**Approach #2:** Teacher workshops with expectations of implementation

**Approach #3:** Instructional coaching

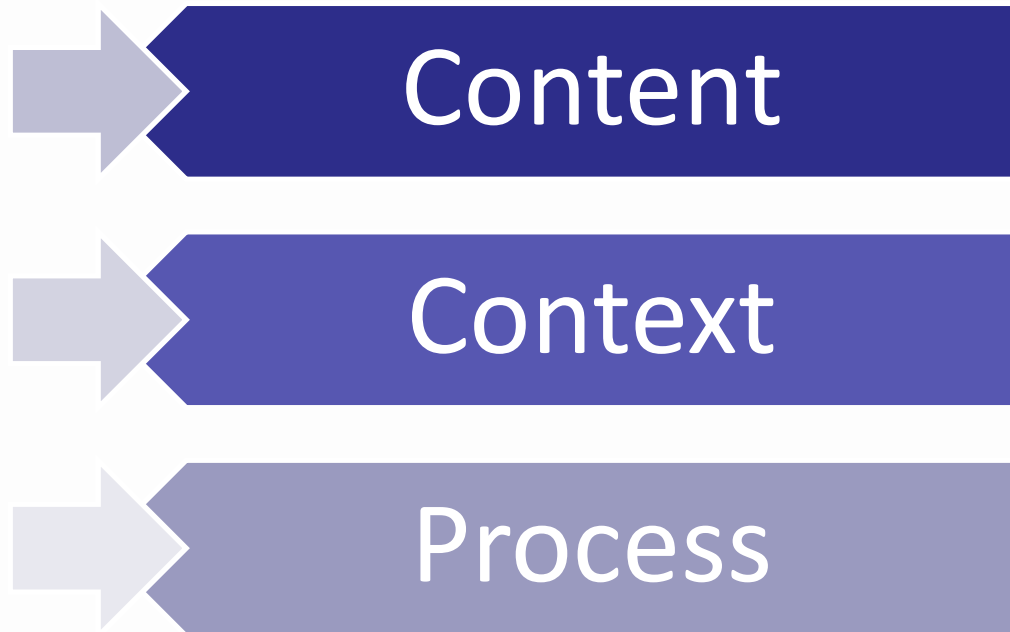
**Approach #4:** Teacher action research

**Approach #5:** Leadership team or task force membership

# Regardless of the approach...

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**As a leader, you need to consider**



# Approach #1: Professional learning communities

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“To create a professional learning community, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results.”

– Dufour, 2004

# Setting up professional learning communities

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## **A professional learning community focused on continuous inquiry and improvement requires:**

- Clear expectations, focus area and goals
- Clear structure (membership, time to meet, etc.)
- Focus on student outcomes through use of a set of protocols
- Expectation for collaborative learning and problem solving
- Accountability

# Setting up professional learning communities

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PLCs include...	PLCs are not...
Structured meetings focused on student outcomes	Informal conversations
Learning together and investigating/implementing a common approach or topic	The same as department or grade level meetings focused on logistics
Accountability	Discussions with no action

# Example from the United States

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## **Boones Mill Elementary School, Franklin County, VA**

1. Each teacher team analyzes the results of the common formative assessment for students.
2. Team members gain new insights and discuss strategies that they can implement to raise student achievement.
3. Collaborative conversations happen routinely throughout the year. Teachers ask "Are students learning what they need to learn?" and "Who needs additional time and support to learn?"

## Approach #2: Teacher workshops

More Effective	Less effective
Workshop series	One shot workshops
Expectations of implementation	Voluntary application
Aligned with school improvement plan and/or priorities	Not connected to school or teacher goals or concerns
Examples that apply to participant settings	General examples or examples that are not relevant (e.g., elementary examples for high school teachers; history examples for math teachers)
Sharing of practices	Isolated practice
Review of student work	No connection to student outcomes

# Effective formats for embedded teacher workshops

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- **Consultant-led workshop series** tied to school improvement goals with expectation to apply what is learned in between sessions (*even more effective = add peer coaching*)
- **Peer-led introduction and sharing of practices** at faculty and department, grade level or team meetings (*even more effective = add collaborative review of student work*)
- **In person or online coursework** participated in by teams (*even more effective = add expectation of evidence of application in the classroom*)

# Example from the United States

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## Content Literacy Professional Development in New England Districts

**Participants:** Middle and high school content area teachers

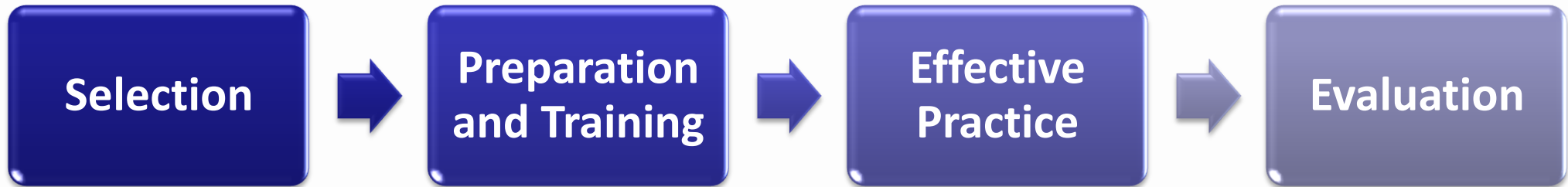
**Format:** Whole faculty workshops followed by half day department sessions that discuss application to each content area; peer coaching

**Accountability:** Expectation of use supported by literacy walkthroughs, requirement to set and monitor professional goals, looking at data

# Approach #3: Instructional coaching

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## Elements of effective instructional coaching



(The Center for Comprehensive School Reform and Improvement, September 2007 Issue Brief)

# Examples from the United States

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## Maine Content Literacy Project

**Participants: 32 schools in 5 regions in the state of Maine**

**External pedagogical content coaches:** In each region, coaches hold workshops, model in classrooms and co-plan with teachers to infuse use of the approaches demonstrated in the workshops into upcoming lesson plans

**Peer mentoring:** Peer coaches attend workshops with consultants 3x per year to get trained on how to work with peers and how to implement new pedagogical approaches. Then they work with other teachers at their schools to share, model, and visit one another's classrooms.

# Approach #4: Teacher action research

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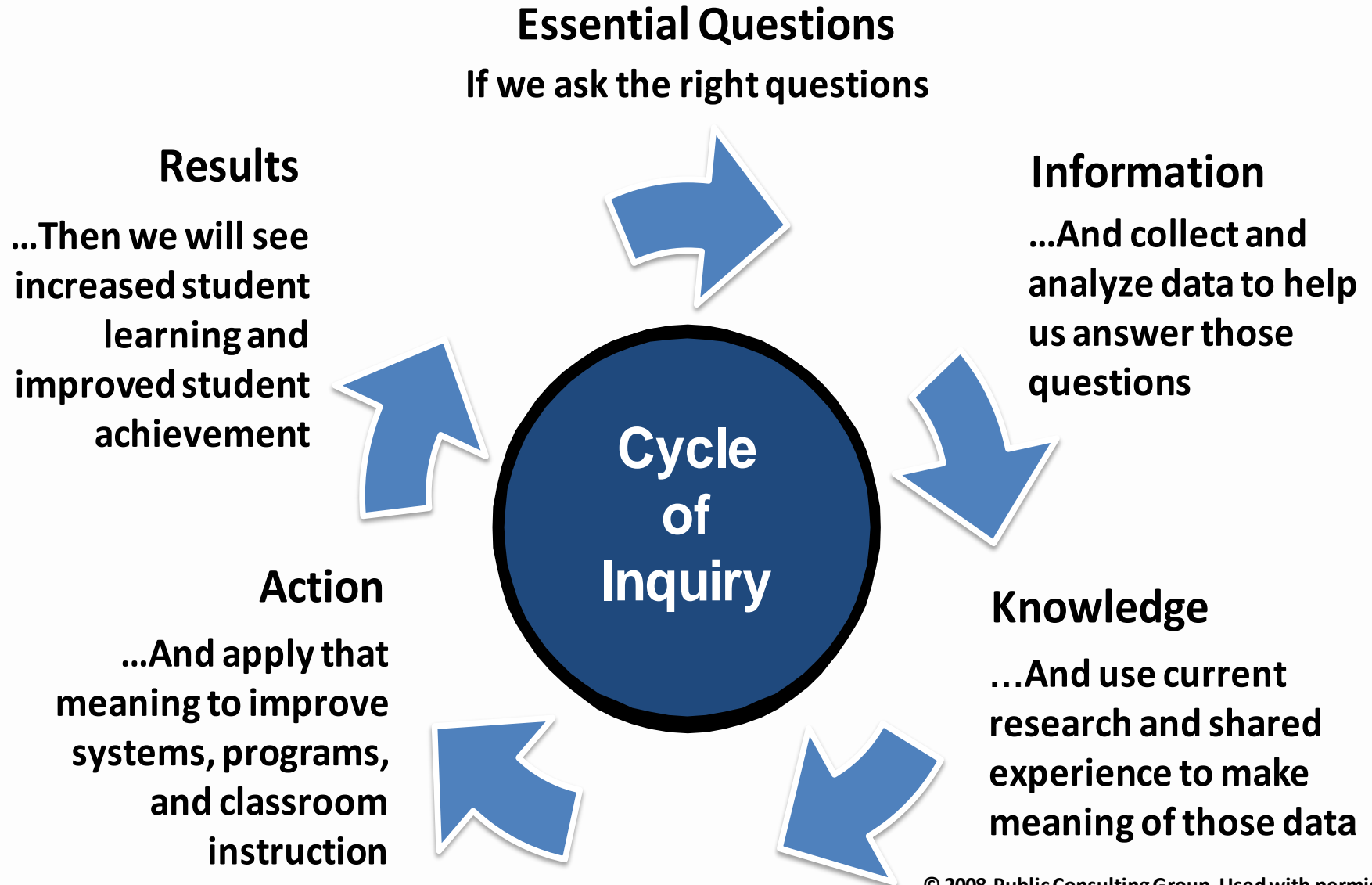
**Action Research** is “taking action to improve teaching and learning plus systematic study of the action and its consequences. Action research is typically designed and conducted by practitioners who analyze data from their workplace to improve their own practice.”

- Applied research
- Inquiry-based
- Data driven

([http://teachersnetwork.org/tnli/Action\\_Research\\_Booklet.pdf](http://teachersnetwork.org/tnli/Action_Research_Booklet.pdf))



# Cycle of Inquiry



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# Everyday tools of inquiry

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- Classroom maps
- Anecdotal records
- Time-samples observations
- Samples of student work
- Drawings and photographs
- Interviews and conversations
- Surveys
- Teacher research journals



(see [http://teachersnetwork.org/tnli/Action\\_Research\\_Booklet.pdf](http://teachersnetwork.org/tnli/Action_Research_Booklet.pdf))

# Examples from the United States

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## Teacher research questions from Teachers Network

- *What effect does a small group experience designed to build connectedness between the girls and between the teacher and the girls have on academic and social learning?*
- *How can I best use my after school time with my struggling readers and how will these skills show up in the classroom?*
- *Does teaching learning disabled students in a pull-out program under current conditions work?*

# Approach #5: Leadership team/task force participation

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Key question: What do we want to achieve with collective collaborative effort?

## **Types of leadership teams**

- School improvement team
- Literacy leadership team
- Intervention team

## **Possible task force assignments**

- Curriculum review
- Assessment development
- Climate committee

# Example from the United States

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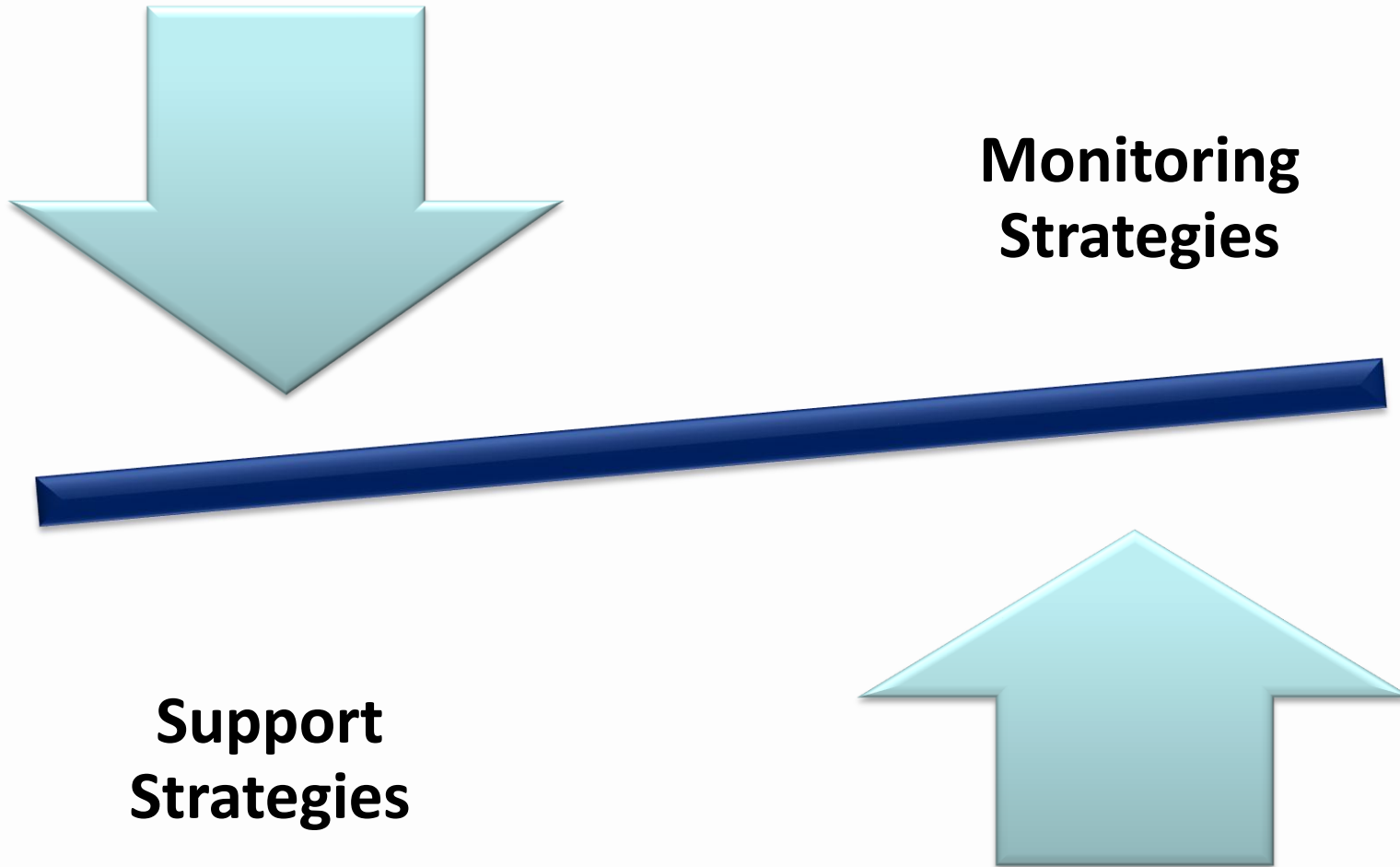
## Ohio Resource Center, Columbus, Ohio

**Participants: 42 middle and high school literacy leadership teams**

- Literacy leadership teams self assessed school status
- Teams attended institutes 3x per year for literacy and leadership training and participated in technical assistance phone calls
- Teams led the literacy improvement efforts in their schools.
- **Team members said that participating in the professional development and team planning process helped them to develop leadership skills and deeper content knowledge**

# Getting the desired results from each approach

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# Examples of monitoring strategies

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- Classroom observations
- Instructional walk-throughs
- Teacher evaluation
- New faculty induction



# To ensure sustainability, make the work transparent

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- Teachers observing in one another's classrooms
- Collaborative review of student work and assessment results
- Sharing of lesson plans and pedagogy
- Collaborative scoring of student work
- Sharing results of action research
- Posting of student work



# Dealing with reluctant faculty

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- Fear
- Feeling overwhelmed
- The comfort of the familiar
- Lack of support, resources or time
- “This, too, shall pass”
- Unclear expectations
- Belief systems
- Inadequate professional development



## ***For discussion:***

**In your experience, which of these eight issues turn out to be the most significant when working to improve instruction? What can educational leaders do to address these concerns?**

# Significance for Polish educational leaders

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**These five approaches** can be used to meet the following expectations of the *Pedagogical Supervision Act* :

- **support teachers** to improve instruction; and,
- build the capacity of **school leadership teams** to improve literacy and learning



# Roles and responsibilities of school leaders

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Leaders need to put systems in place that include:

- **blocks of time** for teachers to work and learn collaboratively
- **strategies and expectations** for team planning, sharing, learning and evaluating
- **possibility for cross-role participation and communication** (teachers, administrators, parents, psychologists)

# Questions and Discussion

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## Contact us

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**Thank you.**