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## A Guide to Site-Based Professional Development

### Vignette: Historical View

After 20 years in the field, there are some things that are known about professional development—things known about the evolution of professional development models, the value of building learning organizations, the elements of sound professional development, and the critical components of effective training models.

To begin, one can follow the evolution of professional development models from “the institute day” through districtwide professional development plans and site-based professional development to the building of communities of learners and individualized professional learning.

## ■ EVOLUTION OF PROFESSIONAL DEVELOPMENT

### The Institute Day

Historically, a common model of professional development was the one-day presentation. Sometimes referred to as a “dog and pony show,” this model is often a presentation made by an expert or a team of experts. The one—and only—redeeming quality of one-shot programs is as an awareness session to initiate an innovation. Following the awareness, an interested cadre of learners is culled from the larger group for further professional development.

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*The institute day is designed as a smorgasbord of offerings.*

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In another historic model, the institute day is designed as a smorgasbord of offerings, with teachers selecting their sessions, far in advance, and traveling around the district to their chosen session.

This model has more appeal than the one-shot deal because of the options, but it is still a dog-and-pony-show kind of day, lacking the follow-up of more comprehensive models.

### Districtwide Professional Development Plan

A districtwide professional development plan is a model that evolved in the early days of professional development because it was a natural way to introduce an entire faculty to an innovation. This model is sometimes referred to as the “spray paint method,” or as some have said, “spray and pray.” Everyone has cooperative learning training. The entire district is exposed to the theory of learning styles. Although this method works better than the one-shot deal because it usually involves multiple days over periods of time, it is still not sufficient training for full implementation without the key ingredients of practice and coaching.

Well-designed strategic planning for ongoing, continuous professional development is the hallmark of excellence in districts that target increased student achievement. These plans are constructed with input from all the stakeholders and may be part of the district package for state and federal funding. Programs of excellence are job-embedded models, sustained over time, with practice and coaching as integral elements.

### Site-Based Professional Development

The concept of site-based professional development is training at the building level and is designed to be more responsive to schoolwide goals

that impact the whole staff. Effective site-based professional development operates within the parameters of an established, long-term professional development plan that often is filed at the district and state level. The strategic plan includes various innovations that often lead to both the general overall goals of the district and those that are specific to the school and its particular demographics and needs. The strategic plan model can be among the best when the leadership understands the facilitation processes of setting goals, obtaining buy-in by stakeholders, and building a community of learners. The drawback to this model is funding—a single school has a small budget. Often, several schools collaborate to create the needed funds for initiatives.

### Communities of Learners

Promoted throughout the literature (Fullan, 1982; Goodlad, 1983; Guskey, 2000; Joyce & Showers, 1983, 1995, 2002; Little, 1975; Schmoker, 1996), the concept of collaborative teams reigns supreme in today's climate for professional learning. Grade-level teams, department teams, core middle-level teams, literacy or math teams, and data teams are alive and well in the school setting. These collaborative groupings serve to customize the professional learning to relevant, purposeful learning opportunities in which the transfer and application are directly aligned to the people and their specific work settings. These smallish groups of teachers find common ground for data discussions, book studies, debriefings, instructional interventions, and the examination of student work for patterns and trends that focus instructional time. In fact, the power of the collaborations is such that teams often become quite self-directed and resourceful as they address urgent and real concerns and find professional development solutions that speak directly to them. Some believe that the impact of this kind of cooperation, with continued, ongoing, highly relevant discussions, is the key to lasting change in the schools.

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### Individualized Professional Learning Plans

As a distinctive and fairly contemporary practice, individual professional learning plans are becoming the norm in many school districts, as more states incorporate recertification requirements. In this model, each staff member is expected to plot a course of professional development

opportunities, comprised of a specified number of clock hours and/or graduate credits, that lead to state requirements for recertification. These opportunities range from traditional workshops to graduate course work to mentoring responsibilities to action research in the classroom. Although approval of the professional development experiences remains at the district level, the individual teacher devises the actual plan with input, suggestions, and guidance from supervisory personnel. This model can be customized to the wants and needs of the individual as he or she determines an appropriate career path. The individualized plan becomes a package of growth and development tailored suitably to the talents and skills of the individual person. This plan offers a wide range of choices, but there is an expectation for rigor and relevance in the selections made.

### *Remote Professional Development via Online Video Broadcast*

The dramatic impact of technology is evident in every aspect of society, including educating adults in industry where the North American E-Learning market will grow from \$23.8 billion in 2013 to expectations of \$27.1 billion in 2016. While these numbers reflect all industry, there is no reason to doubt the growth mirrors that of the field of professional development (Pappas, 2015).

For the purpose of this book, the focus will be on professional development that is delivered online to a specific audience in specific sites with the same expectations as if the presenter were in the room. Despite the presenter being online, the participants should have as many interactions and opportunities to transfer ideas from the staff room to the classroom in comparison to a webinar, which is designed to be broadcast to an audience in multiple sites, in small groups and/or individuals (Kurshan, 2015).

Another primary characteristic of a webinar is that participants may log on or log out at their discretion. They may be watching alone, so traditional professional learning facilitations that encourage conversations are not as relevant. Finally, webinars normally involve a digital interactive conversation between the presenter and his or her audience. This is not the model discussed here. It is simply broadcasting a professional learning session remotely rather than traveling to the site in person.

A well-designed online professional development event has a specific on-site person who communicates with the presenters, telling them what

is happening, ensuring that the technology is working correctly—basically being their “eyes and ears” on the site. On the site are designated individuals to facilitate the interactions, to make sure the instructions and objectives are clear, and to give specific feedback to the participants. It is best when questions from the audience are communicated through one person on-site, again in comparison to a webinar, where the presenter replies to any inquiries (Freed, 2016).

Because classroom teachers are practical and pragmatic learners, they are looking for ideas or strategies that they can apply in their classroom immediately. Staff developers must be careful that their online professional development session is not just a “stand and deliver,” especially if the topic falls under the categories of student-centered classrooms, differentiated learning, or twenty-first century learning.

## Summary

Professional development in a district often is comprised of all six described models. Yet to have a program of integrity, strategic and long-term planning is always necessary. Districts are now beginning to work with systemic plans in place for professional development. In fact, a trend that is circulating and becoming the standard is for districts or agencies to commit to a series of sessions that thread throughout the entire year, building sustained, job-embedded models of professional consistency, connectivity, and depth of learning. This concept of establishing yearlong contracts with partner professional development providers carries a cachet of fidelity and the benefit of observable, visible, and accountable results.

## Best Practices in Professional Development

It seems viable to begin a piece of information on why traditional professional development often does not work. Lieberman (1988) writes about schools as learning organizations in which professional development is an integral part of everything that goes on in the school. In her discussion of effective models of learning organizations, she delineates the reasons why professional development often fails in its mission. The ten reasons, depicted in Box 3.1, provide clear clues to some of the limitations that impede change through professional development practices.

### Reasons Why Professional Development Fails

1. Lack of knowledge about how teachers learn
2. Teachers' definition of the problems of practice ignored
3. Agenda for reform not part of teachers' professional learning
4. Teaching described as set of technical skills, not invention
5. Importance of context within which teachers' work is ignored
6. Support mechanisms and learning over time not considered
7. Time and mechanism for inventing often absent
8. Importance of facilitating at school level to change practice absent
9. Connection to school culture to change practice often ignored
10. Networks to support change in practice not promoted

#### Box 3.1

In summary, the ten limitations cluster around the idea of lack of input on the part of key stakeholders, the teachers; initiatives introduced without sufficient context; and teacher creativity not considered as part of the process.

At the same time, Box 3.1 provides insight into the power of learning communities. When educators know how teachers learn, when to

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*That is how real change occurs—over time and with the ownership of all directly involved.*

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involve them in generating the alternatives, when to foster creative solutions, and when to support them within the culture and the context of their work, the resulting response is positive and long lasting. In fact, that is how real change occurs—over time and with the ownership of all directly involved.

As the field of professional development matures, the literature is filled with findings about what is and is not effective in working with the adult learner. Among the many elements discussed in myriad journal articles and emerging research studies, there are seven critical components that seem to spell success for substantive, long lasting change. These seven professional development attributes appear repeatedly in the literature

and are supported by leading voices in this area of study. The following seven adjectives describe rich, robust, and rigorous models of professional learning (Box 3.2): sustained, job embedded, collegial, interactive, integrated, results oriented, and practical.

### Professional Development: Seven Critical Qualities

1. Sustained: Training is implemented over time.
2. Job embedded: Training occurs and/or continues at the work site.
3. Collegial: Training builds and supports a community of learners.
4. Interactive: Training invites, involves, and engages participants.
5. Integrated: Training is eclectic (web-based, online, text, face-to-face).
6. Results oriented: Training meets a need, is goal driven, is data driven.
7. Practical, hands on: Training is relevant with real-world problems.

#### Box 3.2

A more detailed discussion is warranted. What does each of these qualities contribute? What does it look and sound like to design skillful and sound professional development? How are the seven elements related to each other and the overall effectiveness of the process? To elaborate on the seven qualities, each is defined with synonyms and described operationally through T-chart graphics to depict what they actually look and sound like.

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*These seven professional development attributes appear repeatedly in the literature.*

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#### *Sustained*

Sustained (Figure 3.1) means that the professional development is ongoing and continual. It is a process that evolves over sufficient time for the participants to become acquainted with the basic ideas and to have time to work with the ideas in authentic and relevant ways and with the support of supervisory staff and colleagues.

**Figure 3.1** Sustained Professional Development

Looks Like	Sounds Like
Yearlong or multiyear initiative	"It will be offered again."
Schoolwide and/or districtwide initiative	"We are starting with the freshman program and will proceed through Grades 10–12 programs, adding a grade each year."

### *Job Embedded*

Although the introductory sessions of the professional development experience may involve a centralized presentation at the district office, an integral part of the plan includes on-site, guided, and independent practice, supported by effective coaching and regular and specific feedback. In fact, job-embedded (Figure 3.2) practice, rehearsal, and repetition of the skills and strategies in the classroom are critical to the overall success of the innovation.

**Figure 3.2** Job-Embedded Professional Development

Looks Like	Sounds Like
Classroom application of skills	"Your application was appropriate."
Peers coaching each other's work	"It worked well, but it needs better pacing."
Teachers observing each other	"I think that was the most effective part."

### *Collegial*

Collegial models (Figure 3.3) of professional development build on the concept of learning communities that bond in trusting relationships. Colleagues

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*Colleagues rely on each other and take on the roles of coach and cheerleader.*

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rely on each other and take on the roles of coach and cheerleader for the friends they are working with. Collegiality is what bonds the group of learners. It provides the emotional support for change as well as the expertise for developing the skills.

**Figure 3.3** Collegial Professional Development

Looks Like	Sounds Like
Team meeting	Laughter, teaching, and joking around
Friends helping friends	"I'll do that part."
Shared project or product	"I could never have done this without your help."
Informal gatherings	"It's been so helpful to have a partner."

**Interactive**

Interactive professional development (Figure 3.4) demonstrates the skillfulness of an effective facilitator who knows how to invite participants to become involved and, sometimes, deeply engaged in the experience. This interactive model of adult learning features the leader in the critical role of "guide on the side," with participants working collaboratively in pairs or in small groups.

**Figure 3.4** Interactive Professional Development

Looks Like	Sounds Like
Research on the web	"I love the chat room."
Classroom briefings	"I like the virtual office hours."
Buying used texts	"I submitted my paper online."

**Integrated**

Integrated models of professional development are multimodal models that dictate an eclectic approach to adult learning. The experience might include web-based learning, online interactions, traditional actions, text formats, or face-to-face instruction but will usually use myriad approaches that appeal to diverse adult learning.

As do young learners, adult learners need diversity and multimodal approaches. Each brain is different. Each responds to different stimuli.

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*Results-oriented professional development is goal driven.*

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### *Results Oriented*

Results-oriented professional development (Figure 3.5) addresses an identified need that is often data driven. For example, disaggregated subskills demonstrate a deficit area in higher-order thinking skills.

Results-oriented professional development is goal driven. The target performances are delineated and clearly articulated to all stakeholders. Everyone knows what the target goal is and the steps needed to get to that goal. Benchmarks are measured along the way to track progress and to keep the goal clearly in mind.

**Figure 3.5** Results-Oriented Professional Development

<b>Looks Like</b>	<b>Sounds Like</b>
Data charts	"Let's check our progress."
Written goals	"We're close to meeting the goal."
Visuals with steps and benchmarks	"This intervention needs adjustments."

### *Practical*

Practical professional development (Figure 3.6) takes the theory and makes it real. In essence, it operationalizes the theory and turns the learning into relevant, real-world learning by creating scenarios and problems to solve. Practical learning makes it clear to the learner how the learning helps address authentic situations that one might face every day. Practical learning takes the conceptual situation and transforms it into a hands-on learning experience that has immediate applications built into it.

In summary, these seven elements make the difference between professional development that works and professional development that fails. In the successful plan of professional development, meaningful applications are evident and effective. The results are long lasting, with continuing

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*Practical professional development (Figure 3.6) takes the theory and makes it real.*

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impact on student achievement. In the unsuccessful plan, the professional development often is a one-shot deal or a dog and pony show that is never actually applied and which results in, at best, spotty applications that are short-lived. The results in terms of student achievement are nonexistent or highly elusive. Thus, following the recognized design and including the elements that have

**Figure 3.6** Practical Professional Development

Looks Like	Sounds Like
Authentic scenario	“You are a stakeholder . . . .”
Hands-on problem solving	“What are the facts we know and need to know?”
Real-world problem	“How does this work?”

emerged from the literature seems to be the logical choice for developing professional development plans.

## Research Base for Professional Development

### *Most Powerful School Improvement Tool*

In a similar vein, Schmoker (1996) advocates learning communities that are fairly flexible and informal but fiercely effective. He believes that the teacher team is the most powerful school improvement tool schools have. Schmoker believes that when teachers put their heads together and focus on an impending concern, uncovered and/or supported by data, they will find the best solutions because they are the ones closest to and most invested in the problem. Inherent in his writings is the concept of data-driven decisions for instruction and then, in turn, for the professional development needed to effectively implement the instructional decision. His model has three parts, as listed in Box 3.3.

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*Schmoker (1996) advocates learning communities that are fairly flexible and informal but fiercely effective.*

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Briefly, this streamlined model consists of forming a team of teachers who work with the same group of students (creating meaningful teams). When formed, the team focuses on the most urgent achievement concerns revealed from ongoing assessment data (data, dialogue phases). Then, based on the data, the ongoing professional dialogue, and the expertise of the team, goals (smart goals—specific, measurable, attainable, results oriented, time-bound) are set, interventions are planned, and the plan is put into action (decision phase). Often, the instructional intervention requires specific professional development before the teachers are ready to fully implement the intervention. The entire process of data, dialogue, and decisions is a clear and simple methodology for school improvement, which works because the goal-setting phase is focused on results. This model is delineated more fully in the book *Data! Dialogue! Decisions! The Data Difference* (Pete & Sambo, 2004).

### Schmoker's School Improvement Model

- Managed data (Data): Student achievement data; demographics
- Meaningful teams (Dialogue): Grade level/department/vertical/core teams
- Measurable goals (Decision): Instructional/professional development goals

#### Box 3.3

#### *Research Summary of Findings on Professional Development*

Joyce and Showers's (1983, 1995, 2002) work in the field of professional development has yielded a body of knowledge that summarizes what is known and most effective in terms of professional development training and sustaining change in schools. Their ideas are delineated in Box 3.4. In short, the researchers have found that there are four critical elements to the training model that include theory, demonstration, practice, and coaching. More detailed discussions of these four elements of training appear in Chapter 8.

### The Training Model

Include THEORY	0% transfer in the classroom
And, add a DEMONSTRATION	0% transfer in the classroom
And, provide PRACTICE	0% transfer in the classroom
And, require on-site COACHING	95% transfer in the classroom

#### Box 3.4

SOURCE: Joyce & Showers, 2002.

In addition to understandings about the most effective training models, researchers Joyce and Showers (1983, 1995, 2002) have accumulated information about the adult learner and the impact of training on various profiles of teachers. Their findings offer a clear and concise reading of what is known about how professional development influences a faculty or individual teachers.

## Influences of Professional Development

### Coaching Matters . . .

Teachers are likely to find relevant information they can use when the three elements of the training model, (1) presentation of theory or rationale, (2) demonstration or modeling of the new strategy, and (3) practice and preparation time in the workshop are present. But the fourth element, coaching—either peer or expert—is the glue that makes professional development stick.

### Design Matters . . .

The design of the professional development session is more important than the initial enthusiasm teachers show for professional development. In fact, the location, the time of the training, and the role of the trainer, while important, do not matter as much as the design.

### Attitude Matters . . .

Teacher “buy-in” is not a precondition of training, as teachers’ emotional response to the training has more to do with their general confidence as teachers, whether they believe they are life-long learners, and whether they possess a basic level of knowledge of the skill or concept being presented.

### Collaboration Matters . . .

All teachers benefit greatly when they feel they are part of a team that has a shared vision and a cohesive understanding of the goals of the training, and, finally, when they are willing to take risks to try new ideas. This element, nurtured more formally in professional learning communities, facilitates peer coaching and reinforces the idea of a growth mindset in the ongoing development of good teachers into great teachers.

### Box 3.5

## Learning Forward Standards for Professional Learning

Learning Forward, formally the National Staff Development Council, is a national organization dedicated to supporting the education of educators with 39 state affiliations in the United States and Canada. Together, they set the standards for sound professional learning experiences for the

academic communities of schools. Learning Forward has updated their professional learning standards. See Figure 3.7 below.

This idea is based on research in *Teachers Know Best*, a 2014 study by the Bill and Melinda Gates Foundation, which found that teachers want professional development that is teacher driven and recognizes that teachers

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*Everyone agrees! To keep teaching fresh . . . schools must have comprehensive professional development.*

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are professionals with valuable insights. In addition, the majority of school systems still struggle to provide valuable professional learning experiences for teachers. Of the 3.1 million teachers in America, the study surveyed more than 1,600 teachers who characterized their professional development as irrelevant, ineffective, and “not connected to their core work of helping students learn” (National Center for Education Statistics, 2016).

The key points that comprise the ideas behind what is termed *teacher agency* include structured ongoing consultation with teachers about professional learning decisions. These include: modified teachers’ schedules to facilitate on-site collegial collaborations to analyze student data to improve teaching and learning; establish and support learning communities; offer more choices about how professional learning is delivered (online, in-person, etc.); professional learning for growth, not evaluation; and to continue to offer a differentiated model of professional learning (Calvert, 2016).

The concept of teacher agency comes from a place where teachers are unhappy with the professional learning they are experiencing. It is the experience of the authors over the last 25 years that school or district-based staff developers who incorporate the ideas discussed in this book will be able to deliver, on a consistent basis, professional learning that consistently and repeatedly embeds these ideas behind teacher agency.

**Figure 3.7**

Learning Forward Standards (Standards for Professional Learning, 2011)

Here is a brief listing of the Learning Forward Standards for Professional Learning. While these standards are a valuable resource, Learning Forward is also a leading voice in this new idea of teacher agency, as applied to professional learning.

**Learning Forward Standards for Professional Learning**

**PLCs:**

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

- Engage in Continuous Improvement
- Develop Collective Responsibility
- Create Alignment and Accountability

**Resources:**

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

- Prioritize Human, Fiscal, Material, Technology, and Time Resources
- Monitor Resources
- Coordinate Resources

**Learning Designs:**

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

- Apply Learning Theories, Research, and Models
- Select Learning Designs
- Promote Active Engagement

**Outcomes:**

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

- Meet Performance Standards
- Address Learning Outcomes
- Build Coherence

**Leadership:**

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

- Develop Capacity for Learning and Leading
- Advocate for Professional Learning
- Create Support Systems and Structures

**Data:**

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

- Analyze Student, Educator, and System Data
- Assess Progress
- Evaluate Professional Learning

**Implementation:**

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

- Apply Change Research
- Sustain Implementation
- Provide Constructive Feedback

## Community of Learners: Finding the Time

Once the community of learners is established, it flourishes. Renewal possibilities abound for teachers to engage in meaningful professional development experiences. Within this community structure, teachers study, learn, and reflect on the art and science of teaching. As they refine the skills of their craft, the collaborative, collegial process energizes their teaching and renews the spirit within.

But how does one go about creating a community of learners? It takes a precious commodity: time. Fortunately, there are many creative ways to find the time for teachers to learn.

How does one find the time for busy, overscheduled, overburdened teachers to meet, talk, share, articulate, study, and reflect on the teaching/learning process? Here are some creative and varied ways (Box 3.6) schools have devised in ongoing efforts to find time for teachers to learn (Fogarty, 2001).

- Purchase time in the summer or borrow time by shifting the school day.
- Create new time through teacher incentives.
- Tier time with existing functions such as lunch and early morning arrivals.
- Schedule common time for teachers to learn and capitalize on “found time” when a student teacher does his or her independent practice.
- Free up time for teachers through a parent volunteer corps or a senior citizen program.
- Reschedule time by radically revising the school calendar or simply using the existing time differently and planning carefully for scheduled release time.

### Finding Time for Professional Development

Purchase time

Borrow time

Create new time

Tier the time

Use common time

Capitalize on found time

Free up time

Reschedule time

Use time differently

Schedule release time

**Box 3.6**

A closer look at these professional development (PD) options reveals the creativity of schools to find time for the teacher to learn. These options represent actual examples in practice.

### *Purchase Time*

Take advantage of teachers' summer hiatus when they're not on the frontline with kids every day. Tap into their knowledge and experience by hiring teams of teachers to develop curriculum, district standards, units of study, or assessment instruments. Capitalize on their expertise and pay them to think, write, and create the materials that will sustain their teaching throughout the year.

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*Develop the idea of the "Lunch Bunch."*

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### *Borrow Time*

By adding 15 minutes a day to the beginning or end of the day, Monday through Thursday, the staff gains a total of one hour on Friday for professional development activities. Although this one hour each Friday may seem like too little time, think about the cumulative effect of 40 Fridays throughout the year. That is significant time.

### *Create New Time*

Provide incentives such as lane changes on the salary schedule for graduate hours, alternative certifications, and advanced degrees. This existing policy, in practice in some districts, motivates staff to pursue self-directed professional development opportunities. In turn, a sense of efficacy prevails as teachers plot their own path of professional renewal.

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*Covet the actual time when people are face-to-face for matters that directly influence student learning.*

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### *Tier the Time*

Picture the tiered wedding cake and imagine using the concept in designing professional development opportunities. Tier activities with existing functions that are already in place. Develop the idea of the "Lunch Bunch" on Thursdays, and offer a "tried-and-true strategy" for immediate classroom application. Tier an early-bird meeting with the required before-school time for teachers. For five or six weeks, schedule a meeting for early Thursday morning and call it the "Breakfast Club." Use the time for a book study group.

### *Use Common Time*

Schedule a block of time for teacher teams to meet and work on curriculum units. This team time may be part of the block schedule structure that a whole school has adopted, or it might be simply a block of time carved out for the math team, the third-grade team, or for a vertical team of sixth-, seventh-, and eighth-grade teachers. It's a matter of deciding that this team planning time is a priority for quality instruction.

### *Capitalize on Found Time*

Serendipitous times occasionally occur that offer opportunities for teachers to have some quality professional development experience. For example, when a student teacher is doing independent practice in the final few weeks, there might be a chunk of time for observing other teachers, for reading, or for researching some pertinent aspect of teaching or learning.

### *Free Up Time*

Parent volunteers, senior citizens, and visiting artists sometimes create opportunities for a team of teachers to meet while another team supervises and complements the activity planned for the students. To create this scenario, some schools foster a volunteer program for parents, with one parent leader dedicated to scheduling the volunteer corps for appropriate activities. In this way, the school garners solid community involvement and support in natural ways that benefit all those involved.

### *Reschedule Time*

Research, discuss, and plan the school year differently. Revise the calendar year to move toward the concept of year-round education or a professional development week at the end of the year or prior to the start of the term in the fall. With a radically revised annual calendar, many things are possible for student learning and for professional development. Also, think about the daily timetable and how it might be revamped for learning opportunities for students and staff.

### *Use Time Differently*

Rethink faculty and department meetings already on the schedule. Try to encourage the use of memos or e-mail for bulletins and announcements whenever possible. Save the department or faculty meeting for instructional

**Form 3.1** Tear/Share Activity Four Questions\*

<p>1. It doesn't seem to matter if the training is top down or bottom up. Explain.</p>	<p>2. What are the two most important findings (in your opinion)?</p>
<p>3. Why might the training design matter most?</p>	<p>4. What is one significance of this research implication?</p>

\* NOTE: This Tear/Share Activity pertains to content in Box 3.5 (see page 61).

issues, curriculum planning, or to examine standards and assessment issues. Covet the actual time when people are face-to-face for matters that directly influence student learning.

*Schedule Release Time*

Use the standard inservice, institute, and professional development days that are already part and parcel of most school calendars. Create long-range professional development plans from a shared vision with staff that dovetails with district goals. Implement short-term professional development experiences that provide staff opportunities to learn the skills needed to achieve the goals and to develop the spirit to carry them through. In this way, the time set aside for staff training serves to truly improve student learning.

**TOOLS TO USE** ■

**1. Rate Your Professional Development Time**

As you review the 10 opportunities (Box 3.7) presented in this discussion, think about the ones you already do, the ones you might want to adopt, and the ones you may need to adapt in some way to make them work in your school setting. In addition, think of combinations or entirely

new ideas for the community of adult learners in your building to meet and keep their teaching fresh.

### Evaluating Ideas for Finding Time for Professional Development

- \* Already Do
- + Adopt Idea as Is
- ? Adapt Idea for Our Use
- & Combine

- |  |   |
|--|---|
| <input type="checkbox"/> Purchase time   | <input type="checkbox"/> Capitalize on found time |
| <input type="checkbox"/> Borrow time     | <input type="checkbox"/> Free up time             |
| <input type="checkbox"/> Create new time | <input type="checkbox"/> Reschedule time          |
| <input type="checkbox"/> Tier the time   | <input type="checkbox"/> Use time differently     |
| <input type="checkbox"/> Use common time | <input type="checkbox"/> Schedule release time    |

#### Box 3.7

## 2. Polleverywhere.com—Professional Development Prior Knowledge

At the beginning of the day, as the participants are coming into the professional learning session, show the website polleverywhere.com, displaying key questions to respond to in the survey about their experience with the topic of the day.

For example, if the topic is Reaching Diverse Learners with Differentiation, the survey may say, “Which of the following demographics is the most challenging to differentiate instruction for?”

- A—Gifted and Talented Learners
- B—Struggling Learners
- C—Second Language Learners
- D—Special Needs Learners

The survey, without the results, would be posted at the beginning of the PD session and the audience will be asked to make a prediction about

which of the types of learners was considered the most challenging, according to the opinion of their colleagues. This engaging beginning requires the participants to use higher-order thinking, hypothesizing, and connects the survey data to the choices the presenter makes as far as what content they will focus on that day. The primary effectiveness of the polleverywhere.com strategy is dependent on its skillful application, with a hearty discussion of the data findings and the implications, not just for technology-based strategy inserted in the program.

### 3. Tear/Share Research

With three colleagues, form a team of four and try the following activity called “the cooperative tear/share”:

- Step 1: “Read” all the items in the list in Box 3.5; top three, bottom three.
- Step 2: Teams of 4; count off 1–2–3–4; mark paper into four sections.
- Step 3: Each person responds to all four questions.
- Step 4: Tear apart sections 1–2–3–4 and give to person with the number.
- Step 5: Summarize (orally) the four responses for your number.

1. Describe an instance when you have benefitted from peer coaching.	2. Great teachers are born, not made. Agree or disagree. Explain.
3. Give an example of one thing that contributes to a well-designed professional development session. Explain.	4. Rank the elements in order of importance: Coaching, Design, Attitude, and Collaboration.

#### 4. ABC Graffiti—Historical Look at Professional Development

Using every letter of the alphabet, brainstorm professional development ideas. Work alone or with a partner or team. Once completed, compare responses and discuss the striking ones. Then, write a summary statement of the element under study. For example:

Professional Development

A—Adult learner

B—Buddies

C—Collaborations

D—Data driven

(and so forth)

Summary statement (example): Professional development for the adult learner is collaborative and data driven.

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