

# ND Reading Resource

## EFFECTIVE PROFESSIONAL DEVELOPMENT WHAT DOES THE RESEARCH SAY?



Training is just the beginning. How will you ensure what you learned in class results in lasting change?

### Goals of Professional Development

- 1) Mastery of New Knowledge
- 2) Change Professional Practice
- 3) Change Student Outcomes
- 4) Change School Culture

(Best, 21)

### Effective

“When teachers receive well-designed professional development, an average of 49 hours spread over 6 to 12 months, they can increase student achievement by as much as 21 percentile points.” (Vega)

### Effective Professional Development Practices


- Sustained  
Not stand-alone, 1-day, or short-term workshop.
- Intensive  
Activities and approaches are varied, including discussion, experimentation and adequate time for reflection and questioning.
- Collaborative  
Peer approaches such as PLCs, mentorships and peer coaching refine implementation.
- Job-embedded  
Implementation is supported through coaching and constructive facilitation by leadership and content experts.
- Data-driven  
Professional learning aligns to local and individual needs.
- Classroom-focused  
Content and practice opportunities are relevant to day-to-day teachers’ experiences and include both subject knowledge and teaching techniques. (ESSA)

### Ineffective

“One-shot, “drive-by,” or fragmented, “spray-and-pray” workshops lasting 14 hours or less show no statistically significant effect on student learning.” (Vega)

“Facilitators tell teachers what to do or provide materials without providing opportunities to develop skills.” (tdtrust.org)

Professional development must be sustained and include ongoing support as teachers implement new skills.” (Best, 3)





Consider research-based approaches for maximum impact when planning professional development to meet NDCC 15.1-21-12.1 on reading instruction

BEGIN (GOOD)	CONTINUE (BETTER)	IMPROVE (BEST)
Up to 14 Hours	15 to 30 Hours <i>Over an extended period</i>	30 to 100 Hours <i>Over an extended period</i>
<ul style="list-style-type: none"> <li>Concentrated delivery of content</li> </ul>	<ul style="list-style-type: none"> <li>Spread over time</li> <li>Opportunities to implement and practice</li> </ul>	<ul style="list-style-type: none"> <li>Spread over time</li> <li>Opportunities to implement and practice</li> <li>Coaching, feedback, and support</li> </ul>
<ul style="list-style-type: none"> <li>Attend a professional development training that addresses the required components, including:               <ul style="list-style-type: none"> <li>Science-based theory of reading</li> <li>Systematic, direct instruction</li> <li>Phonemic Awareness</li> <li>Phonics</li> <li>Vocabulary</li> <li>Fluency</li> <li>Comprehension</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Attend a professional development training that addresses the required components, including:               <ul style="list-style-type: none"> <li>Science-based theory of reading</li> <li>Systematic, direct instruction</li> <li>Phonemic Awareness</li> <li>Phonics</li> <li>Vocabulary</li> <li>Fluency</li> <li>Comprehension</li> </ul> </li> <li>Apply the learning as you go, taking opportunities to implement, practice, and extend learning in your classroom or building and through collaborative professional discourse</li> </ul>	<ul style="list-style-type: none"> <li>Attend a professional development training that addresses the required components, including:               <ul style="list-style-type: none"> <li>Science-based theory of reading</li> <li>Systematic, direct instruction</li> <li>Phonemic Awareness</li> <li>Phonics</li> <li>Vocabulary</li> <li>Fluency</li> <li>Comprehension</li> </ul> </li> <li>Apply the learning as you go, taking opportunities to implement, practice, and extend learning in your classroom or building and through collaborative professional discourse.</li> <li>Engage in opportunities to receive coaching feedback and support</li> </ul>

Sources

“Best Practices in Professional Development.” *Hannover Research.com*. March 2017. February 23, 2022. [Best Practices in Professional Development.pdf \(antiochschools.net\)](https://www.hannoverresearch.com/wp-content/uploads/2017/03/Best-Practices-in-Professional-Development.pdf)

Darling-Hammond, Linda; Hyler, Marie E; Gardner, Madelyn. “Effective Teacher Professional Development.” *Learning Policy Institute. Org*. June 2017. February 23, 2022. <[https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\\_Teacher\\_Professional\\_Development\\_FACTSHEET.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_FACTSHEET.pdf)>.

Vega, Vanessa. “Teacher Development Research Review: Keys to Educator Success.” *Edutopia.org*. November 1, 2015. February 23, 2022. <<https://www.edutopia.org/teacher-development-research-keys-success>>