EFFECTIVE PROFESSIONAL DEVELOPMENT
WHAT DOES THE RESEARCH SAY?

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)

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)

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

Goals of Professional Development

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

(Best, 21)

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

<table>
<thead>
<tr>
<th>BEGIN (GOOD)</th>
<th>CONTINUE (BETTER)</th>
<th>IMPROVE (BEST)</th>
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</thead>
<tbody>
<tr>
<td>Up to 14 Hours</td>
<td>15 to 30 Hours <em>Over an extended period</em></td>
<td>30 to 100 Hours <em>Over an extended period</em></td>
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<td>• Concentrated delivery of content</td>
<td>• Spread over time</td>
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<tr>
<td></td>
<td>• Opportunities to implement and practice</td>
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| • Attend a professional development training that addresses the required components, including:  
  o Science-based theory of reading  
  o Systematic, direct instruction  
  o Phonemic Awareness  
  o Phonics  
  o Vocabulary  
  o Fluency  
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| | • Apply the learning as you go, taking opportunities to implement, practice, and extend learning in your classroom or building and through collaborative professional discourse | • Apply the learning as you go, taking opportunities to implement, practice, and extend learning in your classroom or building and through collaborative professional discourse. |
| | • Engage in opportunities to receive coaching feedback and support | |

Sources


Every Student Succeeds Act (ESSA) 2015