

# Options for Teacher Professional Development

**I**NCREASINGLY, THE LANGUAGE TEACHING PROFESSION, LIKE ALL OF EDUCATION, is faced with accountability issues that call for improved teacher development as a means of improving student learning. This renewed interest in the improvement of teaching seems to stem from the long overdue realization that, given good teaching, chances are learners will learn more.

Although somewhat overshadowed by the impact of the Coleman report (Coleman et al. 1966), the influence of teaching on learning cannot be understated. In the context of postmodernism, truth becomes an elusive, relative, contextual issue dependent on the individual. The Coleman report is an example of the excesses of the truths that we now doubt. This report, the product of an extensive statistical research project, claimed that the greatest factors impacting a learner's learning are those over which the institution has no control, such as family, economic status, and social relations. The same report mentioned the

role of teaching claiming that, given the research results, the impact of teaching on learning was so low that it was not a variable worth considering. Based on such conclusions, efforts to improve education in recent decades have focused mainly on overcoming the exogenous factors pinpointed by the report, and have ignored teaching quality. However, new research methods and procedures seem to indicate that teaching quality is not a minor variable at all, and that the better the teaching, the more likely quality learning will occur (Walberg and Paik 2000; Marzano, Pickering, and Pollock 2001).

### The need for professional development

In the aftermath of the Coleman report, the search for a comprehensive approach to professional development became more urgent. Over the past 20 years, the teaching profession has witnessed a multitude of approaches to teacher development, but few have yielded the expected results, and even fewer have managed to survive the initial enthusiasm for the innovation. Fullan (1991:197) warns that “the greatest problem faced by school districts and schools is not resistance to innovation, but the fragmentation, overload and incoherence resulting from the uncritical acceptance of too many different innovations.”

This article aims to provide an overview of effective approaches to teachers’ professional development. These approaches have been selected for their congruence with best practices in the field and for their effectiveness in bringing about quality teacher learning over time. In presenting the various approaches, an effort has been made to contextualize them within two important success indicators for teacher development programs: their congruence with the principles of adult learning and their differentiated nature in light of research findings on the lives of educators.

### The adult learner

To be effective, an adult education program should comply with certain principles of adult learning (Brookfield 1986; Vella 1994; Knowles, Holton, and Swanson 1998), which are:

- **Voluntary participation**  
Adults will learn better in situations where they themselves choose to get involved. When decisions are made by others, own-

ership of the process is lost, and results can be dismal.

- **Mutual respect**  
For adults to progress in their learning, they need to feel they are valued and respected. In this sense, moving away from a deficit model of teacher development (one based on the belief that teachers do not know how to teach and that instruction in a given method will solve all problems), and emphasizing the wisdom teachers can bring to the task, can be a powerful motivator for engagement in teacher development initiatives.
- **Collaboration**  
Adults learn best in situations where they can share and learn from other adults. However, collaboration does not happen naturally, and institutions and administrators should make efforts to promote it if adults are to learn successfully.
- **Action and reflection (praxis)**  
To be effective, professional development opportunities have to be rooted in practices that give adults the chance to reflect on what they do and then modify their actions, if they deem it necessary.
- **Organizational setting**  
Professional development programs need the support of the institution, not only with funding but, more importantly, with a commitment to helping develop and sustain programs for teachers.
- **Choice and change**  
Adults learn best when given the chance to make their own choices and to change them if they are not successful. This requires a differentiated approach to professional development—one that offers a range of options.
- **Motivation**  
Adults engage in learning when they see that a specific learning opportunity can help them cope better with their everyday lives. Motivation to engage in professional development will depend mostly on the perceived benefits it offers. It is therefore fundamental that professional development initiatives take into account the concerns expressed by teachers.
- **Self-direction**  
A one-size-fits-all approach to professional development can result in teacher frustration, but when teachers are given the



“Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not.”



WALTER BAGEHOT  
English journalist  
and economist  
(1826–1877)

chance to actively participate in the planning and implementation of the programs, the results can be impressive.

Three kinds of adult learners participate in professional development. The first kind are *goal-oriented* participants, those individuals who use education to accomplish fairly clear objectives, and who choose to continue education in episodes, each beginning with the perception of a new need. The second kind are *activity-oriented* participants, those who take part in educational processes because they experience pleasure in the participation as well as in the content or purpose of the activity. We could call these people “joiners.” Last, there are those participants who are *learning-oriented*, those who seek knowledge for its own sake. Unlike others, these adults have long been engrossed in learning and are likely to continue to be engaged in learning as long as they live.

### **Teachers' lives**

Another variable to be taken into consideration when planning a differentiated approach to professional development programs is that teachers seem to evolve over cycles during their careers. Many researchers have focused on the life cycles of teachers (Huberman 1989; Fessler and Christensen 1992; Furlong and Maynard 1995). The stages teachers go through in developing as professionals call for a differentiated approach not only to professional development, but also to teacher supervision and evaluation. Likewise, the existence of these various stages implies that different issues need to be dealt with at different times and that the establishment of a collegial atmosphere in educational institutions may serve the purpose of easing teachers through these stages.

According to Huberman (1989), we progress in our careers as teachers by solving various crises, by confronting and solving the problems stemming from our daily lives. Teachers progress along five distinct moments or cycles in their careers.

#### ***Phase 1: Exploration and stabilization***

The first phase teachers go through upon entering the profession is exploration and stabilization. The theoretical knowledge gained during teacher education as well as more informal knowledge gained through the appren-

ticeship of observation (Lortie 1975) is confronted with the reality of the classroom. Professionals at this stage seek balance and stability and tend to develop resources for teaching in order to confront the multitude of problems arising from interaction with students, colleagues, administrators, and the wider school community. Typical teacher thinking at this stage focuses mostly on getting the teaching part right and sometimes overlooks student learning. However, once teachers have found the resources that help them cope with classroom and school situations on a daily basis, they move on to the second career phase.

#### ***Phase 2: Commitment***

Once they know what to expect from the school environment, teachers begin to focus on improving student learning. The crisis to be resolved at this stage is providing quality teaching that will result in quality learning.

#### ***Phase 3: Diversification and crisis***

During the third phase, teachers tend to question their role. It is at this stage when most teachers begin considering career moves, for example, moving into administration or possibly leaving teaching altogether. The crisis at this stage is an identity crisis. Teachers ask themselves whether they want to keep doing what they are doing for the rest of their lives. Hence, teacher support seems to be particularly important at this stage.

#### ***Phase 4: Serenity or distancing***

The fourth career stage may come in one of two forms. If teachers are satisfied with their career choice, they may become settled in the position of their choice and will generally find renewed energy to pursue even better student learning. However, if for any reason teachers fail to fulfill their dream, a distancing may occur. Professionals who distance themselves from teaching are likely to comply with school regulations, but will not really pursue improvement in their teaching. These teachers need incentives to help them find new meaning in what they do.

#### ***Phase 5: Conservatism or regret***

Finally, and towards retirement, one of two crises may happen. Some teachers become extremely conservative in their ways, thus perpetuating a model of teaching that is comfortable for them but not necessarily effective for student learning. Other teachers regret the fact

that they will have to retire. This kind of teacher still feels the joy of teaching and can be a powerful motivator within the educational community.

In their work on mentoring, Furlong and Maynard (1995) propose that as teachers progress through different phases in their development, different approaches can be used to support that development. These authors suggest using an *apprenticeship model* to professional development, that is, learning from an expert, during the initial career stages or until teachers have developed an individual teaching style. This approach allows the development of concepts and frameworks about teaching and learning and helps teachers learn “how to see.” One potential pitfall of this model is that, in emulating models, teachers may be cloned into the teaching style of the model, thus failing to develop their own style.

To help teachers overcome a potential plateau, which is likely to occur if they become weary of their performance, Furlong and Maynard (1995) suggest using a *competency-based* model of professional development. This model helps teachers set short- and long-term goals for growth in the more technical aspects of the profession, such as incorporating new teaching skills into their repertoire. Teachers learn “how to do” with this model. However, a hidden danger is that teachers who are unable to perform at the desired level may become frustrated, particularly if they don’t understand the specific teaching behaviors to be adopted.

Furlong and Maynard (1995) also propose a third model of professional development, one that incorporates a strong *reflective* stance. Schon (1983) refers to reflection-on-action and reflection-in-action. The emphasis of this model is on “learning to be” and the idea that reflection should not be limited to later stages of career development, but rather should be a component of all professional development programs.

If we define reflection as an active process of education that leads to action, then it goes without saying that it should be incorporated at every stage of the career cycle. In order to put forward the idea of reflective modes of professional development, we turn now to a description of various options for professional development as they relate to career stages and the principles of adult learning cited above.

## Models of teacher development

The six approaches described below can serve different purposes at different stages of a teacher’s career. In selecting these options for professional development, special attention has been paid to the possibility of their being adopted in a variety of situations. Most of the models below require little funding or investment in additional resources; however, they all require time. Time then becomes a key factor in the success of these programs.

Another key feature shared by all these options is their emphasis on a collaborative relationship in which trust is a key element. Trust needs to be built, and in order to do so confidentiality is paramount. Nolan and Hoover (in press: 20–21) clearly state “...partners agree to work together as colleagues... leadership is shared and roles are blended and exchanged freely... [this] is a voluntary relationship with mutual vulnerability and shared power.... Shared responsibility, trust and mutual vulnerability are three important characteristics of collegial relationships.” In discussing their approach to professional development, Costa and Garmston (2002: 44–45) state that “Learning cannot occur without a foundation of trust.... To this end, the colleague, or teacher, controls the [...] agenda.”

The six models that appear below are focused on the enhancement of teachers’ personal and professional situations. In all cases, interventions and collaborations are intended to be nonjudgmental, and the agenda is decided by the participants. Teacher evaluation is not—and cannot be—an integral component of these models. Evaluation undermines trust and establishes a hierarchy of power. Evaluation is a process separate from that of development in its focus and scope. Hence, the models outlined below will deal with nonevaluative forms of teacher development.

### *Option 1: Conference Plan*

Many teaching professionals attend conferences, seminars, or courses as a part of their teacher development. Most of the decisions about which events to attend can be made by teachers, although sometimes, if funding comes from institutional sources, attendance is mandatory and teachers can exercise little choice. In either situation, the mere fact of attending the event will not necessarily result in an enhancement of the professional. Many of

these events are chaotic, overcrowded, and hectic; participants find it hard to focus on development goals while running from one session to another. A conference plan can help participants focus during and after the event, and it may result in better self-directed learning.

Before the conference starts, teachers set personal goals about what they expect to gain from the event. These goals are set individually or in consultation with peer coaches or administrators, and their aim is to aid reflection on the reasons for attending the event. Teachers build their individual agendas for the event and follow them during attendance. Upon completion of the event, teachers implement actions in the classroom, reflect upon these, and finally share them with other colleagues. For a sample conference plan, see Appendix 1.

There are a number of variations participants can make in developing their conference plan. They may choose to implement a new teaching procedure, they may opt for writing a journal article, or they may contribute to the institution's newsletter or Web page. In short, conference plans allow participants in professional development events to become self-directed, active, and focused, and to find opportunities for growth even in events that do not necessarily suit their particular needs.

This option for professional development is particularly suited to professionals who are in need of incentives to renew their commitment to their careers. It is also a useful and safe way for novices to explore new ideas and techniques.

### ***Option 2: Peer Coaching***

Peer coaching can be defined as a voluntary process of observing teaching then sharing perspectives and advice based on that observation. In order to become involved in this process, participants need adequate training in coaching and the skills necessary to help establish confidentiality and trust. Most peer coaching models are based on the three-part clinical supervision framework developed by Cogan (1973) and Goldhammer (1969). Peer coaching incorporates the three phases in the following way:

#### *Phase 1: Pre-conference*

This conference is carried out before the class observation. Its purpose is to clarify goals and specify success indicators and processes for self-assessment. The teacher, who controls the agenda, will specify for the coach a clear

focus for observation, that is, what and how to observe. One of the benefits of the pre-conference is that in walking the coach through the lesson plan, the teacher is actually rehearsing the class. During this rehearsal, teachers can develop insights that help them perform better without external direction.

#### *Phase 2: Observation*

While the teacher teaches the lesson, the coach will collect data to be analyzed later. It is fundamental that the coach collect only the data that the teacher has requested and use only the data collection instruments agreed upon in the pre-conference. The teacher should make clear to the students why the coach is in the classroom. Coaches should sit where they can get a good view of the students and the teacher. In traditional supervisory practices, observers tend to sit at the back of the room, thus missing some of the critical action in the classroom, such as students' facial expressions and eye contact between teacher and students. Upon finishing the lesson, the teacher and the coach give each other time to reflect on the experience.

#### *Phase 3: Post-conference*

After some time has elapsed, teacher and coach get together to analyze the data collected during observation. This post-conference can take three different formats along a continuum ranging from teacher control to coach control. At the teacher-control end, we find *mirroring* coaching in which the coach gives the data to the teacher, who in turn analyzes it without the presence of the coach. At the other end of the coaching continuum we have *expert* coaching in which the coach acts as an expert, analyzing the data collected and giving suggestions to the teacher. Between the two ends we find *collaborative* coaching in which the coach takes an active role in helping the teacher reflect on the data. The teacher keeps control over the agenda and the coach refrains from giving advice unless the teacher specifically asks for it. In this coaching format, the agenda is set by the teacher and reflection is limited to the data collected and the methods used to collect it.

Peer coaching adapts itself to different career stages and is congruent with adult learning principles. Mirroring coaching can be best used by teachers who are interested in exploring the effectiveness of their own practice or

incorporating new methods and techniques into their teaching repertoire. Expert coaching is ideally suited for novices, marginal teachers, or teachers seeking outside help to overcome a professional plateau. Collaborative coaching, with its emphasis on collegiality, can become a mutually beneficial process.

**Option 3: Action Research**

Action research is “practitioner research aimed at improving one’s own practice” (McNiff, Lomax, and Whitehead 1996:7). According to Cohen and Manion (2000:226–27), action research is “a small scale intervention in the functioning of the real world and a close examination of the effects of such an intervention.” As Kemmis and McTaggart (1988:9) put it, “The linking of the terms *action* and *research* highlights the essential feature of the method: trying out ideas in practice as a means of improvement and as a means of increasing knowledge...”

When engaging in action research, teachers formally ask questions about issues that concern them, refine those questions in light of

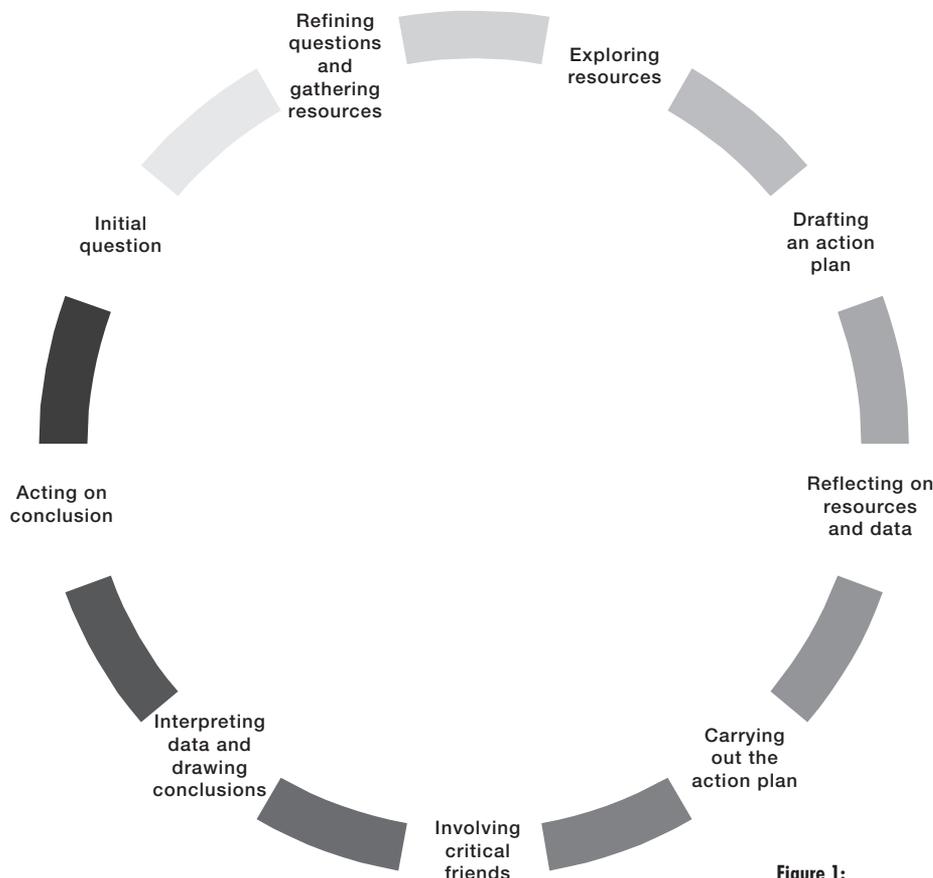
the contextual constraints in their teaching situation, develop an action plan to answer those questions, implement the plan, and reflect on the results.

The importance of posing the right questions cannot be overstated. Nolan and Hoover (In press) suggest that teachers ask themselves five key questions:

1. What am I doing?
2. Why am I doing it in this way?
3. What impact is it having on learners?
4. How might I do things differently?
5. If I did things differently, what impact might it have on learners?

These questions can be a helpful way to start an inquiry into one’s own practice. Topics for action research can include issues pertaining to the learners, the teacher’s beliefs, the curriculum, teaching methods, or the school/organization.

The action research process is summarized in Figure 1 below. A key ingredient in the action research process is the involvement of



**Figure 1:**  
Action Research Process

critical friends, that is, colleagues who can help the teacher reflect on the effectiveness of the actions taken.

These critical friends can help teachers probe the intentions guiding the research as well as the data collected by asking further questions. These questions can help teachers clarify or confirm points, while promoting reflection and exploration of issues stemming from the action research process. One type of question is called *frame* questions. These help expand the topic under discussion, thus uncovering thought processes and helping establish relationships among issues, for example, “Let’s review the steps you took and the reasons you had for taking these steps.” A second kind of question is called *exploratory sets*. These questions help make implicit information explicit by providing clarification, expansion, or justification, for example, “Could you tell us more about...?” Finally, *sensing* questions help disclose feelings, thus confirming or acknowledging emotions and clarifying affective issues that may impinge on the analysis of results, for example, “How did it feel when...?”

Action research is a powerful development tool for professionals who are exploring their role and their effectiveness. Given the contextual nature of action research, the results will not be readily generalizable, but they can help teachers understand what impact their actions have on learners and can renew their interest in the profession.

#### ***Option 4: Collaborative Study Groups***

Collaborative study groups are small groups (not more than 10 participants) of colleagues who get together on a regular, long-term basis (at least once a month for an academic year) to explore issues of teaching and learning. In so doing, they support each other at the personal and professional levels and create new learning opportunities from within the profession.

Leadership in collaborative study groups is shared. Even though the group as a whole decides on the agenda, participants take turns chairing the meetings. Every session has a predetermined schedule, and three participants play the following key roles.

##### *Facilitator*

The facilitator is a neutral participant who helps the group focus its energies on a task by organizing and mediating interaction during

the meeting, protecting members from undue criticism, and making sure that everyone contributes. A facilitator’s responsibilities include arranging the time and place for the meetings, arriving early to set up the meeting space, and ensuring everyone has a copy of the agenda and materials for the session. During the session, the facilitator does not participate in the content of the discussion, but instead focuses energies on making sure the meeting progresses smoothly and the agenda is covered.

##### *Recorder*

Like the facilitator, the recorder is a neutral participant who does not actively share with other group participants. The recorder is the group’s memory, recording what is said in the discussion then prioritizing and synthesizing key points, which are forwarded to all group participants after the meeting. The recorder is also responsible for recording the lessons learnt from the meeting in the group’s log. This is a log where the outcomes of each meeting are entered; it serves as a measure of group progress. Not getting involved in the discussion allows the recorder to objectively appraise contributions and then sort them for the benefit of the whole group.

##### *Chairperson*

Unlike the facilitator and the recorder, the chairperson plays an active role in the sessions. The designated chairperson for the session works with the facilitator prior to the meeting to develop a suitable agenda. During the meeting, he or she retains the power for decision making and has the authority to alter the agenda, if needed. Towards the end of the meeting he or she makes sure everyone is informed of what needs to be done before the next meeting, what materials will be needed, and who will take on the key roles in the future.

The rotation of the key roles allows all members of the group to have the same opportunities for leadership. These roles also keep the groups productive and on task, thus maximizing time and effort. Most collaborative study groups choose to focus their discussions on students’ learning and teacher effectiveness. In order to achieve these goals, they work from an agenda that incorporates a collaborative analysis of teaching or learning artifacts. For a sample agenda for such a group, see Appendix 2.

Collaborative study groups have enormous potential for mid-career professionals who need time and space to reflect on their practices and who are willing to disclose their own practice to the appraisal of others. This option is also suitable for groups of striving teachers who need mutual support in order to progress. In this latter case, it is suggested that a facilitator external to the group be appointed. This facilitator will have expanded functions and may serve as an academic advisor to the group as well.

#### *Option 5: Individual Development Plan*

An individual development plan is a structured series of actions aimed at enhancing teacher performance. It should include clear goals and objectives, a schedule of activities for the academic term, a budget if necessary, specification of learning outcomes, and an evaluation. For a sample individual development plan, see Appendix 3.

This option for professional development is based on the underlying belief that teachers have a lot of expertise they can share to create knowledge. However, it is best suited for professionals who do not have any major problems in their performance. It can also help novice teachers and professionals at other stages of the career cycle improve their teaching repertoire.

#### *Options 6: Dialog Journals*

Dialog journals offer teachers who cannot join more collegial activities because of constraints of time or distance the chance to keep growing professionally. Dialogue journals are reflective tools that teachers use to chart their actions in the classroom and then exchange with a colleague. The colleague responds in writing to the concerns and questions raised by the teacher, thereby engaging in a pedagogical dialogue with the teacher. Journal entries usually cover specific classroom teaching topics and include analyses of experiences and reactions to classroom events. A typical journal entry may include some or all of the following:

- A description of what went on in the classroom
- Reflection on the effect of those actions on student learning
- Some tentative explanation for this effect (generally by making reference to best practices or professional literature)

- A proactive account of how this experience may impact future teaching decisions

In other words, journal entries make reference to teachers' actions and interests. Louden (1992) establishes four types of interests and concerns that may trigger reflection by teachers:

- **Technical:** an interest in understanding the world by attending to regularities
- **Personal:** an interest in connecting experience with an understanding of one's own life
- **Problematic:** a concern for the resolution of problems of a professional nature
- **Critical:** a concern based on the assumption that teaching is socially constructed and people act to influence the conditions in which they find themselves

Whatever the input for reflection, dialogue journals evolve over time to constitute highly personalized theories of teaching that are deeply contextualized and that can be especially empowering for the immediate learning community. By engaging in this proactive written dialogue, teachers may open up new possibilities in the classroom.

#### **Conclusion**

Fletcher (2000:49), in reflecting on the duties involved in a mentoring situation, points out, "It is ironic that we spend years learning how to make our teaching implicit... [only to] have to unpack what we do and why for sharing." In unpacking our knowledge, as is the case with the professional development options described above, we are also opening up our practice for scrutiny, either by us or by others. This opening up of practice is certainly powerful and potentially beneficial to all involved in teaching and learning.

Sparks (2002:1-4) reinforces the need for a systematic approach to professional development when he states that "[H]igh quality staff development driven by a compelling vision of student learning and a data-based assessment of current reality is essential if teachers are to consistently apply in their classrooms the findings of the most recent research on teaching and learning. This professional development must be significantly different from what it has been in the past if it is to produce high levels of learning for students and staff members. At its core, it will have a professional learning

team whose members accept a collective responsibility for the academic achievement of all the students represented by the teachers in the group and who meet regularly to learn, plan and support one another in the process of continuous improvement.”

The power of the six approaches to professional development outlined in this article lies in the fact that all of them have as their main interest the needs of the teachers and the desire to improve the quality of learning. By adopting some or all of these approaches for their own professional development, teachers will be better equipped to cope with the challenges of the world ahead, while empowering schools to become better learning institutions.

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## APPENDIX 1 | SAMPLE CONFERENCE PLAN

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Teacher: \_\_\_\_\_

Event: \_\_\_\_\_ Dates: \_\_\_\_\_

Personal goals (What do I expect to get from attending the event?)

\_\_\_\_\_  
\_\_\_\_\_

Means for attaining the goals (What actions will I take during the event?)

• Lectures \_\_\_\_\_

• Workshops \_\_\_\_\_

• Courses \_\_\_\_\_

• Contacts \_\_\_\_\_

• Visits \_\_\_\_\_

• Interviews \_\_\_\_\_

Summary of the event (What did I get out of attending the event?) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Proposed actions resulting from attendance (What do I intend to do as a result of attending the event?)

OBJECTIVES TO ACCOMPLISH	ACTIONS TO BE TAKEN AND BY WHOM	RESOURCES NEEDED	SUCCESS CRITERIA	PROPOSED DATE FOR COMPLETION

Ways of sharing my development \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## APPENDIX 2 | COLLABORATIVE STUDY GROUP MEETING

Options for Teacher Professional Development • *Gabriel Díaz-Maggioli*

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

Participants: \_\_\_\_\_

Facilitator: \_\_\_\_\_ Recorder: \_\_\_\_\_ Chairperson: \_\_\_\_\_

Purpose of meeting: \_\_\_\_\_

### 1. Welcome and housekeeping (5 minutes)

Agenda is read and accepted, roles are enforced, and materials are made available.

### 2. Presentation of the artifacts for study (10 minutes)

These artifacts may include: journal articles, videos, book summaries, samples of student work, samples of teacher's work, official documents, etc. They are selected and presented by one of the group members, but shared with the rest of the group before the meeting if possible. Group participants are silent. The facilitator keeps time and the recorder records the key points of the presentation on a flipchart for all members of the group to see.

### 3. Group members give their views on the artifact. (10 minutes)

Different group members discuss and appraise the selected artifact. They tackle issues such as adequacy and potential for student learning. The presenter is silent but notes the group's reactions. The recorder writes the group's reactions on a different piece of paper. The chairperson leads this discussion trying to involve all group members in giving their opinion.

### 4. Break (5 minutes)

During the break the presenter reviews the arguments given by the group and prepares to report back on these. The recorder helps the presenter by providing notes and information. The chairperson calls the group back to work.

### 5. Initial summary (5 minutes)

The chairperson offers a summary of what has happened so far, trying to synthesize the views of the group using the recorder's notes. The chairperson then invites the presenter to report back.

### 6. Presenter's report (10 minutes)

The presenter gives his or her views on the issues raised by the group by citing evidence from the artifacts, thus clarifying and expanding. During the report the group is silent.

### 7. Group questions (10 minutes)

Group members question the presenter using frame, exploratory, or sensing questions. The aim of this stage is to help the presenter reflect.

### 8. Lessons learnt (5 minutes)

The chairperson involves the group in reflecting about the lessons learnt during this meeting. The recorder records these in the group's log.

### 9. Adjourning (5 minutes)

Before the facilitator adjourns the meeting, decisions regarding the next meeting are made. Participants decide on rotation of the roles. After this is done, all present contribute an assessment of the meeting, thus helping the chairperson and facilitator make changes or additions in subsequent meetings.

## APPENDIX 3 | INDIVIDUAL DEVELOPMENT PLAN

Options for Teacher Professional Development • *Gabriel Díaz-Maggioli*

### 1. Summary of the plan

#### A. Goals

#### B. Objectives

#### C. Summary of activities

Specify the academic, professional, community, and personal activities to be done during the fall and spring semesters.

#### D. Schedule of activities

Month	Academic	Professional	Community	Personal
<b>1<sup>ST</sup> Semester</b>				
September				
October				
November				
<b>2<sup>ND</sup> Semester</b>				
January				
February				
March				

#### E. Budget

Specify the sources of funding and proposed expenditures.

### 2. Breakdown of goals, objectives, and activities

Indicate which activities support each of the goals and objectives specified above in terms of students' learning.

<b>Goal 1:</b>		
Objective 1:		
Activities	Fall Semester	Spring Semester
Objective 2:		
Activities	Fall Semester	Spring Semester

**APPENDIX 3 (cont'd.) | INDIVIDUAL DEVELOPMENT PLAN**

Options for Teacher Professional Development • *Gabriel Díaz-Maggioli*

**3. Resources**

- A. Professional resources within the school
- B. Professional resources in the community
- C. Professional resources outside the community
- D. Courses, seminars, or conferences

**4. Evaluation of the plan**

An evaluation should be done at three stages: before the plan is created, after the plan is drafted, and upon completion of the plan. The following type of chart could be used with a five-point rating scale ranging, for example, from a rating of 1 for no development or improvement, to a rating of 5 for a great deal of development or improvement.

Area of Development/Goal/Objective	Date	Rating