

# Designing and Leading Professional Development for Teachers

**Have you ever thought of leading a professional development workshop for other teachers?**

**Do you design teacher development activities and wonder how to make them as effective as possible?**

**During this session, participants will:**

- explore seven core principles for planning teacher professional development
- learn how to design and lead an effective workshop, along with several ongoing professional development practices
- consider a variety of approaches to engaging with other teachers in ongoing learning



U.S. DEPARTMENT OF STATE



# Laura Baecher



Dr. Laura Baecher is an Associate Professor of TESOL at Hunter College, City University of New York.

Her research relates to ESL/EFL teacher preparation, and she has over 50 publications in journals and books, is the co-editor of *The New Educator*, and serves on the editorial board of the *TESOL Journal*.

Laura has presented extensively internationally and in the US and also develops and directs study-abroad programs for teachers.

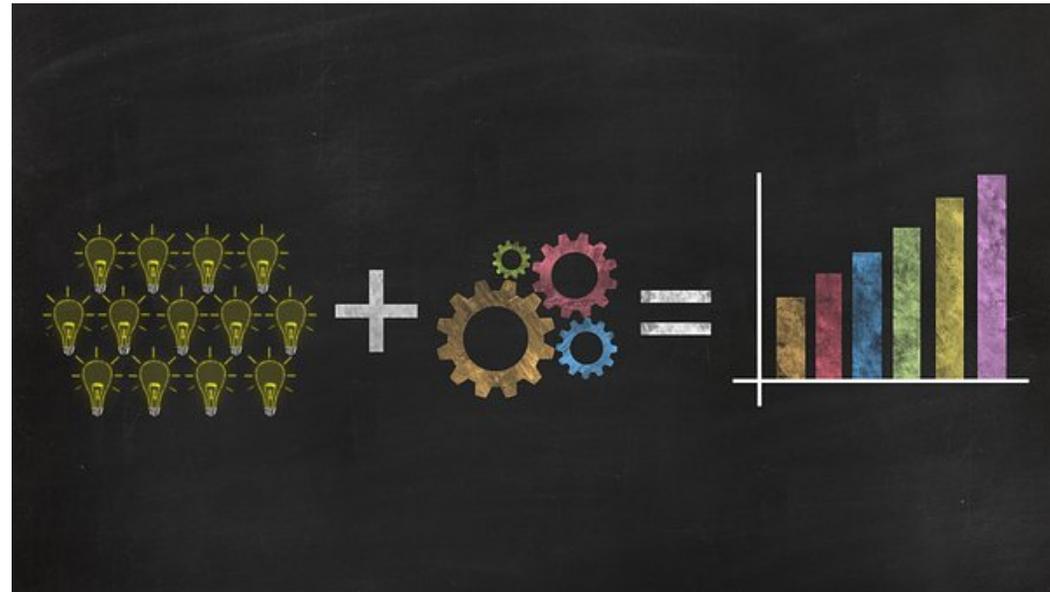
She has served as TESOL International's Teacher Education Interest Section Chair, as a U.S. Department of State English Language Specialist, and provides professional development to English language teachers in the New York City public schools.



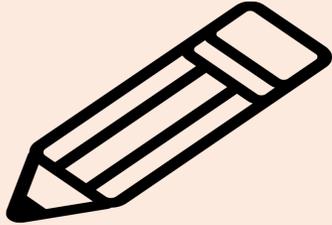
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# Designing and Leading Professional Development for Teachers



# Session Goals



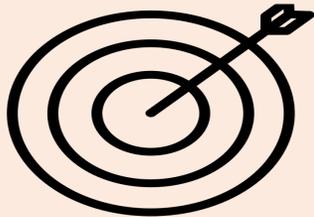
Created by Anastasia Latysheva  
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How can research on effective teacher professional development assist in planning?



Created by Rena  
from Noun Project

How is planning for teacher learning different from planning for student learning?



Created by Rena  
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What are various approaches to teacher professional development?

# Professional Development vs. Teacher Training

What do you think the difference is between teacher “**training**” and teacher “**development**”?

Which do you think you have experienced?

Why would we call a leader of teacher professional development a **facilitator** and not a **trainer**?

# Facilitating Teacher Professional Development



Can be led and participated in by **teachers, teacher leaders, and administrators**

**Teacher learning and skills development**

**Before, during, or after school**

**In schools, central locations, or online**

Through **meaningful interaction** in professional **communities**

To build **knowledge** and **skills**

# Ineffective Teacher Professional Development

How do you think this teacher is feeling?

Have you ever seen this reaction during professional development events?



# Ineffective Teacher Professional Development



I'm already familiar with most of these techniques.



If I don't get moving, I'm going to fall asleep!



I think I could lead this professional development session!

# Ineffective Teacher Professional Development

What leads teachers to feel these ways?



Created by Hea Poh Lin from Noun Project

What have you seen or experienced that was not effective?

Complete the sentence:

Teacher professional development may NOT be effective when...

## **Teacher professional development is not effective when...**

- participants do not have input into the content.
- facilitators are the only ones speaking, leaving participants listening passively.
- the facilitator appears to have little teaching experience.
- different experience levels of the participants are not recognized.
- there is no follow up with the facilitator or other participants after the event.

# Effective Teacher Professional Development: Seven Principles

Models the methods

Focuses on classroom practice

Bases content on teachers'  
personal and professional goals

Connects to student learning outcomes

Provides ongoing  
implementation support

Involves collective participation  
of peers

Evaluates impact





# Connects to student learning outcomes

**Does the teaching approach I want to share with teachers positively impact student learning?**

- **A strong research base exists on the teaching method**
- **Facilitator makes connections between the teaching method and student learning**



## **Bases content on personal and professional goals**

**How can I ensure that the teacher professional development is based on teachers' interests, wants, and needs?**

- **Teacher participants have input into the content of the professional development**
- **Participants are encouraged to shape their own goals**



## **Focuses on classroom practice**

**How will the teacher professional development address skills teachers need and can use in the classroom?**

- The focus of the professional development is on methods teachers can really use in their classrooms to impact student learning**
- The content has examples of how the methods can be implemented**



# Models the methods

**How will the teacher professional development use the same approaches you are asking teachers to use in their classes?**

- **Participants gain a shared vision of the method**
- **Participants role play and practice the same method in the workshop that they will later try out in their classrooms**



## **Provides ongoing implementation support**

**What is needed to support the teacher professional development over time?**

- **Administrator, materials, coaching and other supports are in place to help teachers implement the new method**
- **Time and opportunities for planning, reflection, and feedback with other teachers is planned as follow-up**



## **Involves collective participation of peers**

**How will a community of peers be created and maintained?**

- **Recognize that change is a gradual and even difficult when we try new methods on our own**
- **Promote interchange between colleagues**



## Evaluates impact

**What pre- and post-event data can be collected to discover the impact of this professional development?**

- **Training is evaluated for impact and improvements are made**
- **Teachers can develop as researchers of practice**

# Effective Teacher Professional Development: Seven Principles

Which of these principles do **you** think is most important in effective Teacher Professional Development?

1. Connects to student learning outcomes
2. Based on teachers' personal, professional goals
3. Focuses on classroom practice
4. Models the methods
5. Provides ongoing implementation support
6. Involves the collective participation of peers
7. Evaluates impact



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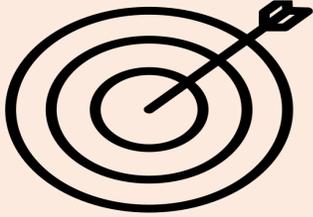
# Teaching Teachers: Challenges and Acknowledgements

What are some differences between the way **teachers** learn and the way **students** learn?

# Effective Teacher Professional Development: Using Adult Learning Theory

## Recommendations:

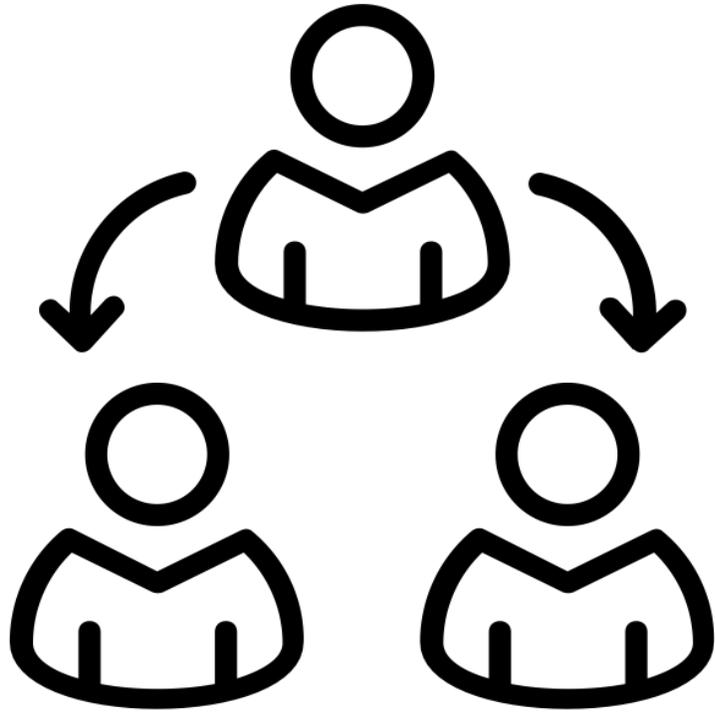
- Build on teachers' life experience
- Remember teachers can feel they have to be “experts”
- Create a welcoming, safe space for exploration
- Encourage reflection rather than “right” answers
- Be ready to challenge strongly held beliefs



What are various approaches to teacher professional development?

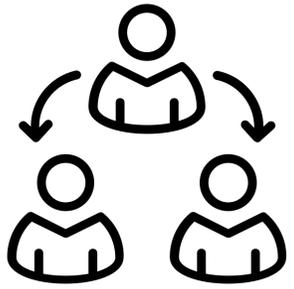
1. Workshop/Turn-key
2. Brown Bag Study Group
3. Peer Coaching
4. Learning Walks
5. Lesson Study

# 1. Workshop/Turn-Key



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**A great way to share new ideas and develop teaching and leadership skills!**



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# 1. Workshop/Turn-Key

**Step 1.** Survey teachers

**Step 2.** Choose a focus

**Step 3.** Break the ice

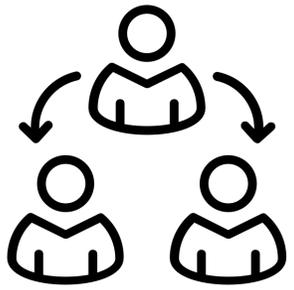
**Step 4.** Get to know the audience

**Step 5.** Do the method

**Step 6.** Discuss

**Step 7.** Plan follow-up

**Step 8.** Evaluate impact

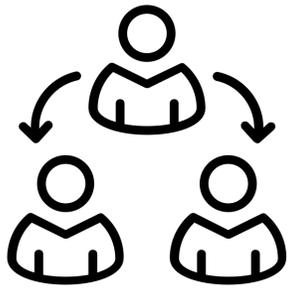


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# 1. Workshop/Turn-Key

## **Tips:**

- Ask for volunteers and take turns leading a series.
- Share what you know well.
- Use music and food!
- Remember, a workshop plan is just like a lesson plan.
- Break large audiences into small groups with leaders.



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# 1. Workshop/Turn-Key

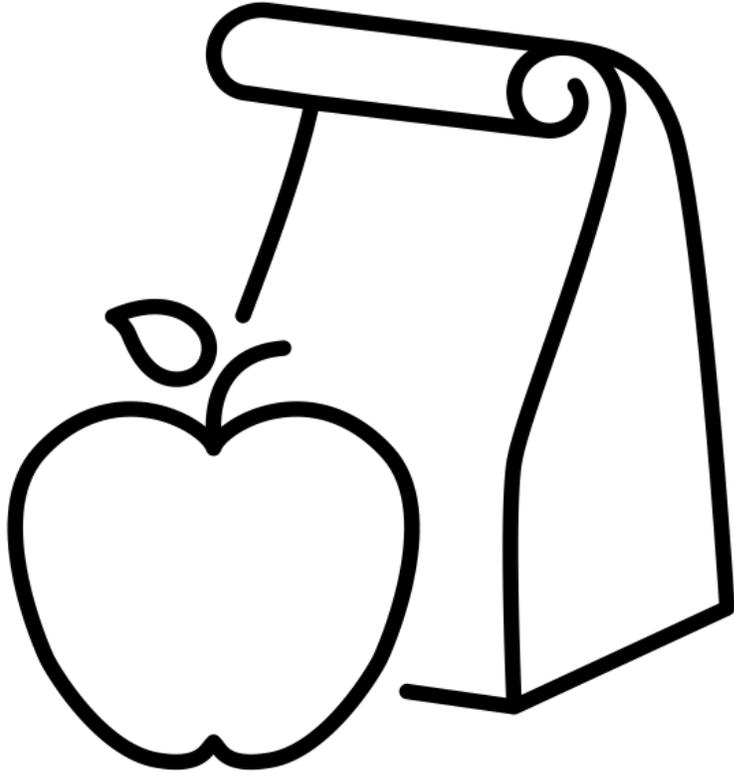


*Sample Focus: Content and Language Integrated Instruction*

# Reflecting on this approach

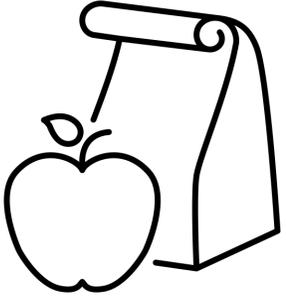
- What questions do you have about trying this approach?
- What challenges do you think you might face? How might you address these challenges?

## 2. Brown Bag Study Group



**An easy way to begin a learning community!**

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## 2. Brown Bag Study Group

**Step 1.** Invite colleagues

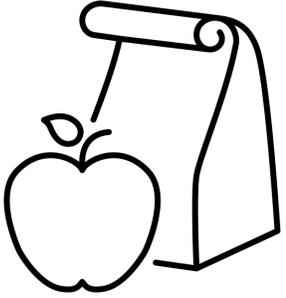
**Step 2.** Make a calendar

**Step 3.** Choose a facilitator and a focus

**Step 4.** Read or watch

**Step 5.** Prepare questions

**Step 6.** Discuss

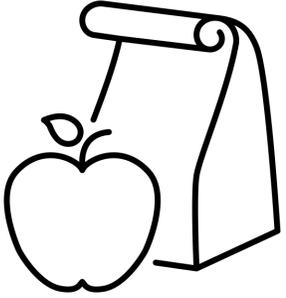


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## 2. Brown Bag Study Group

### **Tips:**

- Invite people you do not know well.
- Use short texts and videos.
- Use turn and talk.
- Send reminders.
- Remember that discussion can be in the native language or English-the point is to share new ideas.



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## 2. Brown Bag Study Group

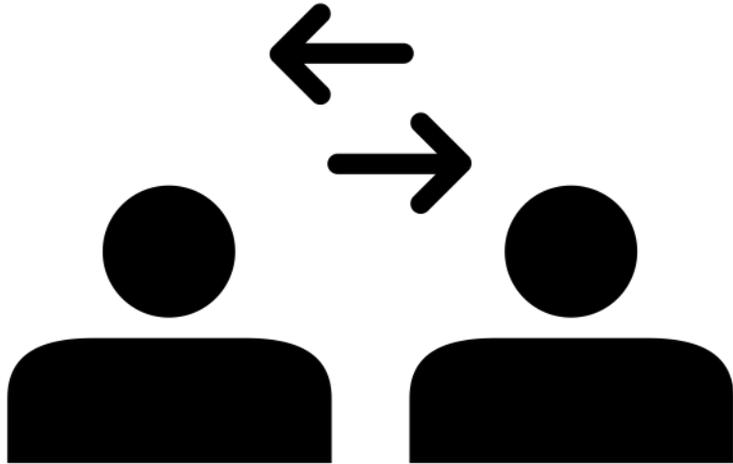


*Sample Focus: Bringing Culture into the Classroom*

# Reflecting on this approach

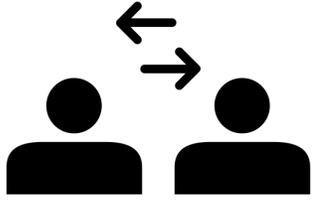
- What questions do you have about trying this approach?
- What challenges do you think you might face? How might you address these challenges?

# 3. Peer Coaching



**A fun start to opening up  
classroom doors!**

Created by Sharon Showalter  
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## 3. Peer Coaching

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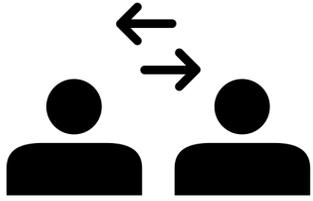
**Step 1.** Find a partner

**Step 2.** Exchange goals

**Step 3.** Observe each other

**Step 4.** Share findings

**Step 5.** Repeat

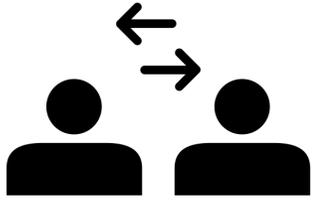


## 3. Peer Coaching

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### **Tips:**

- Start with 4-6 volunteers.
- Make the focus clear and viewable.
- Avoid judgment and supervisory visits.
- Match teachers with differing strengths.



# 3. Peer Coaching

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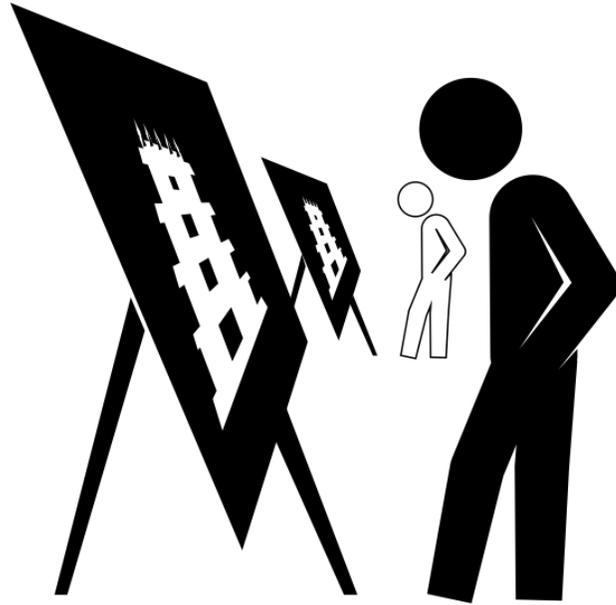


*Sample Focus: Reducing Teacher Talk*

# Reflecting on this approach

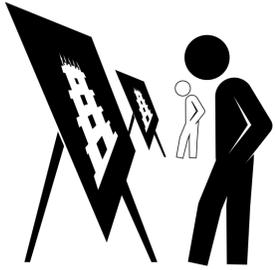
- What questions do you have about trying this approach?
- What challenges do you think you might face? How might you address these challenges?

# 4. Learning Walks



Created by Vijay Ragavan  
from Noun Project

**Evidence of student  
learning and discoveries  
about teaching!**



Created by Vijay Ragavan  
from Noun Project

## 4. Learning Walks

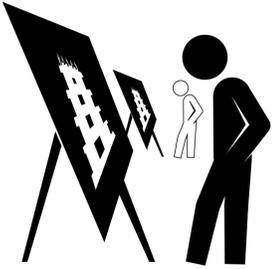
**Step 1.** Small group observes

**Step 2.** Looks for evidence

**Step 3.** Discusses findings

**Step 4.** Repeat

**Step 5.** Look for patterns



Created by Vijay Ragavan  
from Noun Project

## 4. Learning Walks

### **Tips:**

- Seek volunteers.
- Teach non-judgmental note taking.
- Remove evaluation from process.
- Done with clear focus.
- Builds communication between teachers and school administrators.



Created by Vijay Ragavan  
from Noun Project

## 4. Learning Walks

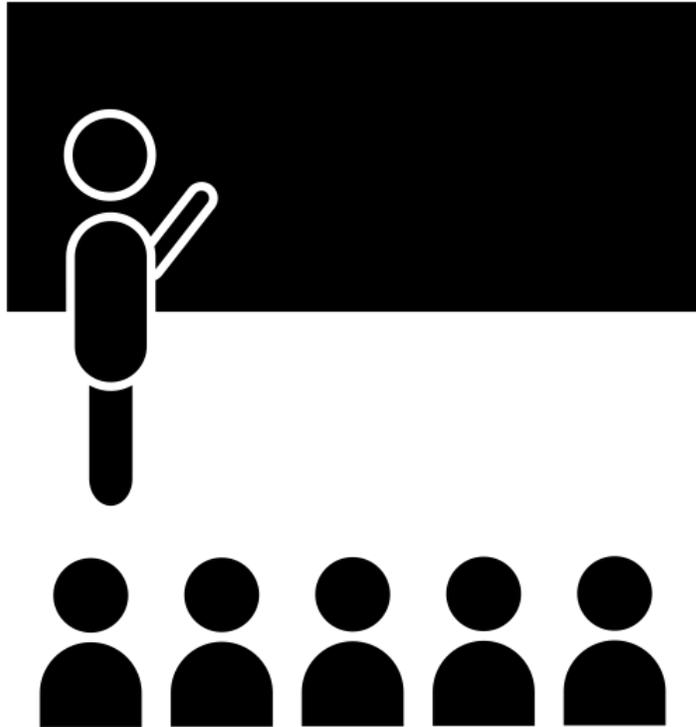


*Sample Focus: Student Language Production*

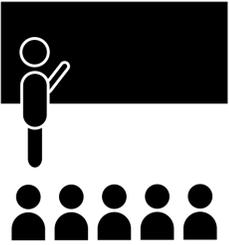
# Reflecting on this approach

- What questions do you have about trying this approach?
- What challenges do you think you might face? How might you address these challenges?

# 5. Lesson Study



**Uses lesson planning as a  
vehicle for teacher  
learning!**



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## 5. Lesson Study

**Step 1.** Group designs a lesson

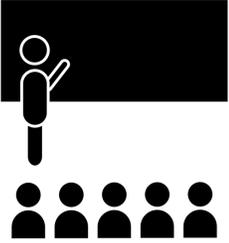
**Step 2.** Each member teaches it

**Step 3.** Teachers observe each other

**Step 4.** Review observations

**Step 5.** Refine the lesson

**Step 6.** Repeat the process

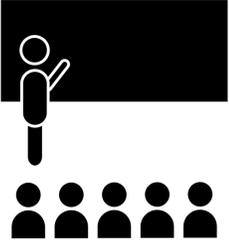


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## 5. Lesson Study

### **Tips:**

- Engage experienced teachers in re-examining practice.
- Choose a lesson that can be challenging as a focus.
- Can start just with lesson plan analysis.
- Allow enough time for the whole process.



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## 5. Lesson Study



*Sample Focus: Using a Jigsaw Activity for Reading*

# Reflecting on this approach

- What questions do you have about trying this approach?
- What challenges do you think you might face?  
How might you address these challenges?

# Putting ideas to work!

Which of these ideas would **you** like to try to lead?

What makes sense in **your** setting?

1. Workshop/Turn-key
2. Brown Bag Study Group
3. Peer Coaching
4. Learning Walks
5. Lesson Study

|   | Principle   | Question to consider when planning TPD:  |
|---|---|--|
| 1 | <b>Content connected to student outcomes</b>            | Will the teaching approach I want to share with teachers positively impact student learning?                           |
| 2 | <b>Content based on personal and professional goals</b> | How can I ensure that the teacher professional development is based on teachers' interests, wants and needs?           |
| 3 | <b>Focus placed on classroom practice</b>               | How will the teacher professional development address skills teachers need and can use in the classroom?               |
| 4 | <b>Methods are modeled</b>                              | How will the teacher professional development use the same approaches you are asking teachers to use in their classes? |
| 5 | <b>Support provided throughout implementation</b>       | What is needed to support this teacher professional development over time?   |
| 6 | <b>Collective participation of peers</b>                | How will a community of peers be created and maintained?   |
| 7 | <b>Impact is evaluated</b>                              | What pre- and post-event data can be collected to discover the impact of this professional development?                |

# Thank you!

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