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
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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.
Designing and Leading Professional Development for Teachers
How can research on effective teacher professional development assist in planning?

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

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

Before, during, or after school

In schools, central locations, or online

Through meaningful interaction in professional communities

To build knowledge and skills

Teacher learning and skills development
Ineffective Teacher Professional Development

How do you think this teacher is feeling?

Have you ever seen this reaction during professional development events?
I’m already familiar with most of these techniques.

I think I could lead this professional development session!

If I don’t get moving, I’m going to fall asleep!
Ineffective Teacher Professional Development

What leads teachers to feel these ways?

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

1. Connects to student learning outcomes
2. Bases content on teachers’ personal and professional goals
3. Focuses on classroom practice
4. Models the methods
5. Provides ongoing implementation support
6. Involves collective participation of peers
7. 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
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
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
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
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
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

A great way to share new ideas and develop teaching and leadership skills!
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
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.
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!
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
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.
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
from Noun Project
3. Peer Coaching

Step 1. Find a partner
Step 2. Exchange goals
Step 3. Observe each other
Step 4. Share findings
Step 5. Repeat
3. Peer Coaching

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

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

Evidence of student learning and discoveries about teaching!
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
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.
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!

Created by fahmionline from Noun Project
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
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.
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
<table>
<thead>
<tr>
<th>Principle</th>
<th>Question to consider when planning TPD:</th>
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<tbody>
<tr>
<td>1  Content connected to student outcomes</td>
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<td>2  Content based on personal and professional goals</td>
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<td>5  Support provided throughout implementation</td>
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<td>7  Impact is evaluated</td>
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Thank you!

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