

Systemic Job-embedded Professional Development: Putting Theory into Practice

Essential Questions:

- How do you know what kind of professional development is needed?
- What does it mean to have job-embedded professional development?
- Why is job-embedded professional development important?
- How can this work?
- What role does building level leadership play?
- What considerations should be made when implementing a job-embedded model?

Why change the way we do business?

- Data
- Research
- Student needs
- Teacher needs
- Decision-making



Elements of **Job-Embedded** Professional Development Defined:

- May be individual or collaborative
- Occurs during the school day
- Involves teacher inquiry
- Involves collegial dialogue
- Provides time for reflection on practices
- Involves teachers in study groups

High Quality Professional Development:

- Is results-based
- Is job-embedded
- Connects educators to student learning
- Ties individual learning to team learning

Planning for Results-Based Professional Development

- Analyze student learning needs
- Analyze school/district context
- Develop improvement goals
- Identify educator needs
- Review research-based professional development interventions
- Select interventions and plan implementation and evaluation
- Implement, sustain, and evaluate professional development intervention

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Springdale Model of Systemic, Job-Embedded Professional Development

- Training with administrators
- Training of trainers
- Trainers deliver curriculum to all teachers
- Peer Study Teams (PSTs)
- Case Studies
- Evaluation

Building Level Benefits

- Common language
- Common strategies
- Common strategies
- Common approaches
- Common systems of delivery
- Increase collaboration



Transfer

- Novice vs. Expert
- What promotes transfer
- Elements of transfer

Copies of this presentation and handouts may be accessed and downloaded from <http://www.springdaleschools.org/ProDev.aspx>

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