Sample Action Steps for Campus Improvement Planning for the Professional Development Component

Professional Development Description

*Dennis Sparks and Stephanie Hirsh*

- Plan for results-driven and job-embedded PD
- Focus on helping teachers become deeply immersed in subject matter
- Maintain topics that are curriculum-centered and standards-based
- Ensure that the PD is sustained, rigorous, and cumulative
- Link directly to what teachers do in their classrooms

Using Data to Improve Student Learning

*Victoria Bernhardt*

- Make use of demographic data that provides descriptive information about the school community, such as enrollment, attendance, grade level, ethnicity, gender, and native language
- Make use of student learning data that describes the results of the system in terms of standardized test results, grade point averages, standards assessments, and authentic assessments
- Make use of school processes data that defines what teachers are doing to get the results they are getting; includes programs, instructional strategies, and classroom practices
- Make use of perceptual data that helps to understand what students, parents, staff, and others think about the learning environment; often gathered through questionnaires, interviews, and observations

Job-Embedded Professional Development

*Dennis Sparks and Stephanie Hirsh*

*Nancy Protheroe, Elizabeth Shellard, and Jennifer Turner*

- Utilize planning time with individuals and small and large groups
- Make use of team, departmental, and grade-level meetings with common planning time
- Use department chair and leadership team meetings
- Incorporate faculty meeting time
- Plan for early release time
- Utilize substitutes
- “Purchase” teacher time by giving compensation for weekend or summer work
- Include district-designated time

Professional Development Components

*Bruce Joyce and Beverly Showers*

- Consider using presentation of theory
- Consider using modeling and demonstration
- Consider using practice and low-risk feedback
- Consider using coaching with study teams, peers, specialists, administrators, and others

References:


