Making the Most of Professional Development

How Teacher-Led Professional Development Influences Teaching Practice

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Education Northwest
Effective Professional Development

Groups of teachers and teacher leaders work side-by-side
The Career Ladder in Reading

Career Ladder in Reading

Empowering literacy leaders to enrich reading instruction for every student in every subject
Research Questions

What Career Ladder-led PD activities did colleagues engage in?

How did colleagues report PD influenced classroom teaching, especially related to:
- Number of hours spent in PD
- Integration of PD into the school’s overall PD plan
Concurrent Mixed-Methods

Surveys
- Career Ladder in Reading participants’ colleagues (145)

Interviews
- Selected colleagues (14)
- Principals (14)
PD Activities

Survey respondents, (i.e., colleagues of Career Ladder participants) engaged in

- 1 to 150 hour of Career Ladder-led PD
- An average of 10 hours
Percentages Reporting Engaging in Various Types of Career Ladder-Led PD

- Sharing materials or strategies: 72%
- Staff meeting presentations: 64%
- One-on-one general advice about instruction: 63%
- One-on-one coaching/modeling instruction: 48%
- Grade-level team meeting presentation: 42%
- Developing lesson plans: 32%
- District presentation: 16%
- Other: 9%
PD Influenced Teaching

Overall, many colleagues of Career Ladder participants (82%) reported that the Career Ladder-led PD influenced their teaching
Percentages Reporting the PD was Influential, by Hours of PD

<table>
<thead>
<tr>
<th>Hours of PD</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>9 or fewer hours (&lt; average)</td>
<td>76</td>
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<tr>
<td>10 or more hours (&gt; average)</td>
<td>94</td>
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I am using the strategies she showed me with my students, and the schedule change she suggested has been one of the best changes this year.
Integration of PD into Overall Plans

About two thirds (68%) of colleagues of Career Ladder participants said the Career Ladder-led PD was integrated into overall school plans “somewhat” or “a lot”
Our goal for the year was to use a workshop model to teach writing. The teacher that provided my PD was in charge of grade-level meetings, looking for resources, sharing materials, collaborating on lesson plans and the creation of rubrics for writing. This was an integral part of our school-wide goal and was provided at least once and often twice a month.
Findings Summary

- Participants passed on their learning to colleagues through a variety of activities.

- PD recipients were more likely to report that PD influenced their teaching when:
  - They participated in at least 10 hours of PD.
  - They reported that PD was integrated into the overall school improvement plan.
Recommendations

To maximize PD, teachers should provide PD to colleagues that is:

- immediately applicable to classrooms
- integrated into the overall school improvement plan
Future Directions for Research

To what extent do the Career Ladder and similar models of PD:
- Change teaching practice?
- Improve student achievement?

To what extent does peer-led PD:
- Change teaching practice?
- Improve student achievement?
Questions?

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