

Making the Most of Professional Development

How Teacher-Led Professional
Development Influences Teaching Practice

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Effective Professional Development



Groups of
teachers and
teacher leaders
work side-by-side



The Career Ladder in Reading

Career	<i>Empowering literacy leaders to enrich reading instruction for every student in every subject</i>
Ladder	
in Reading	



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

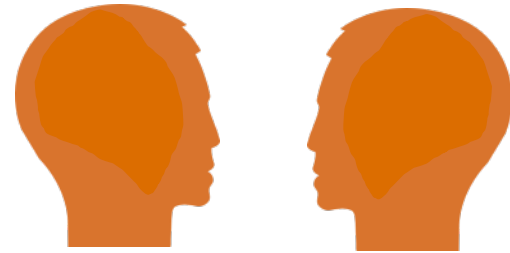


Concurrent Mixed-Methods



Surveys

- Career Ladder
in Reading
participants'
colleagues
(145)



Interviews

- Selected
colleagues
(14)
- Principals
(14)

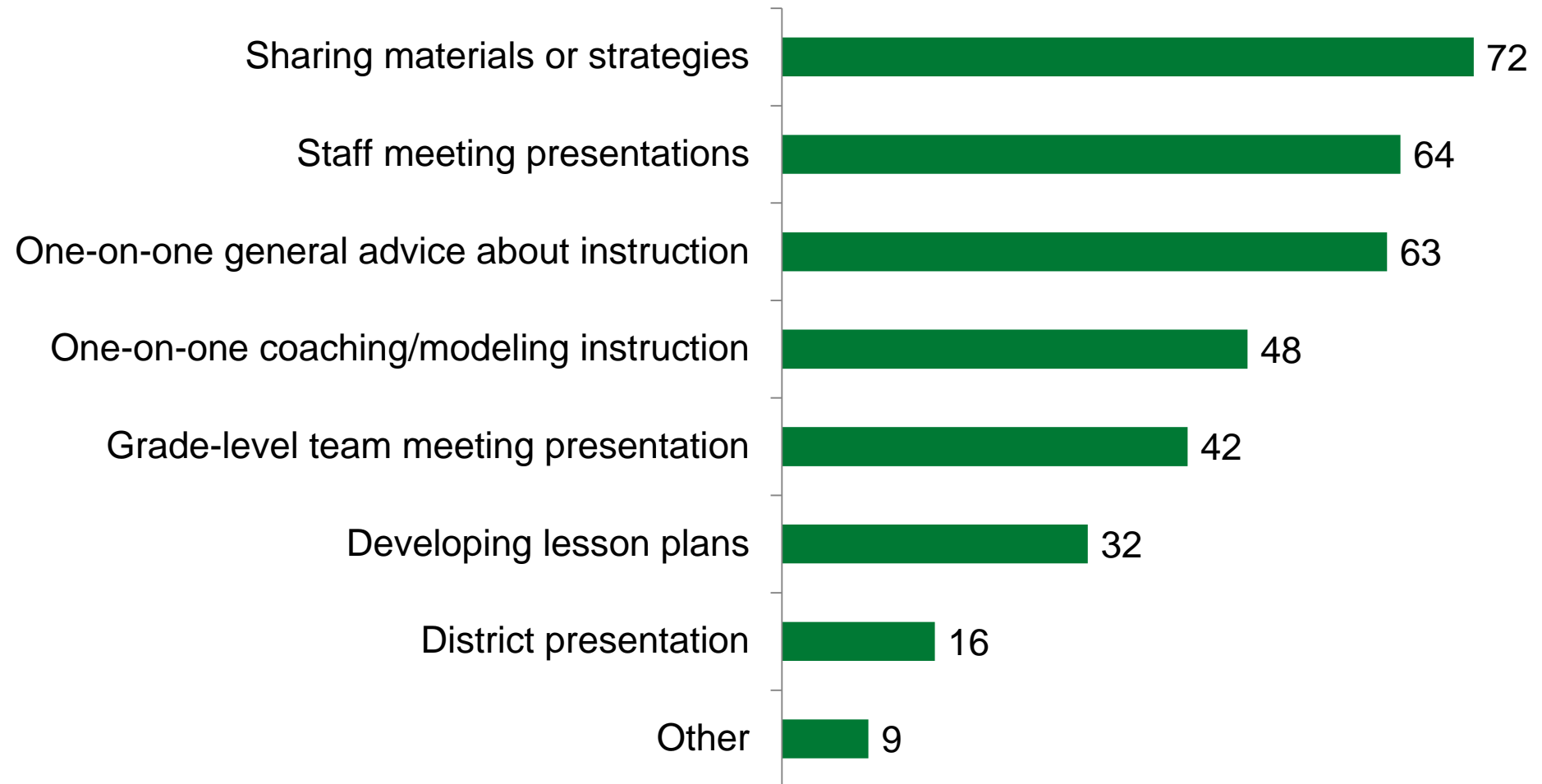
PD Activities

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



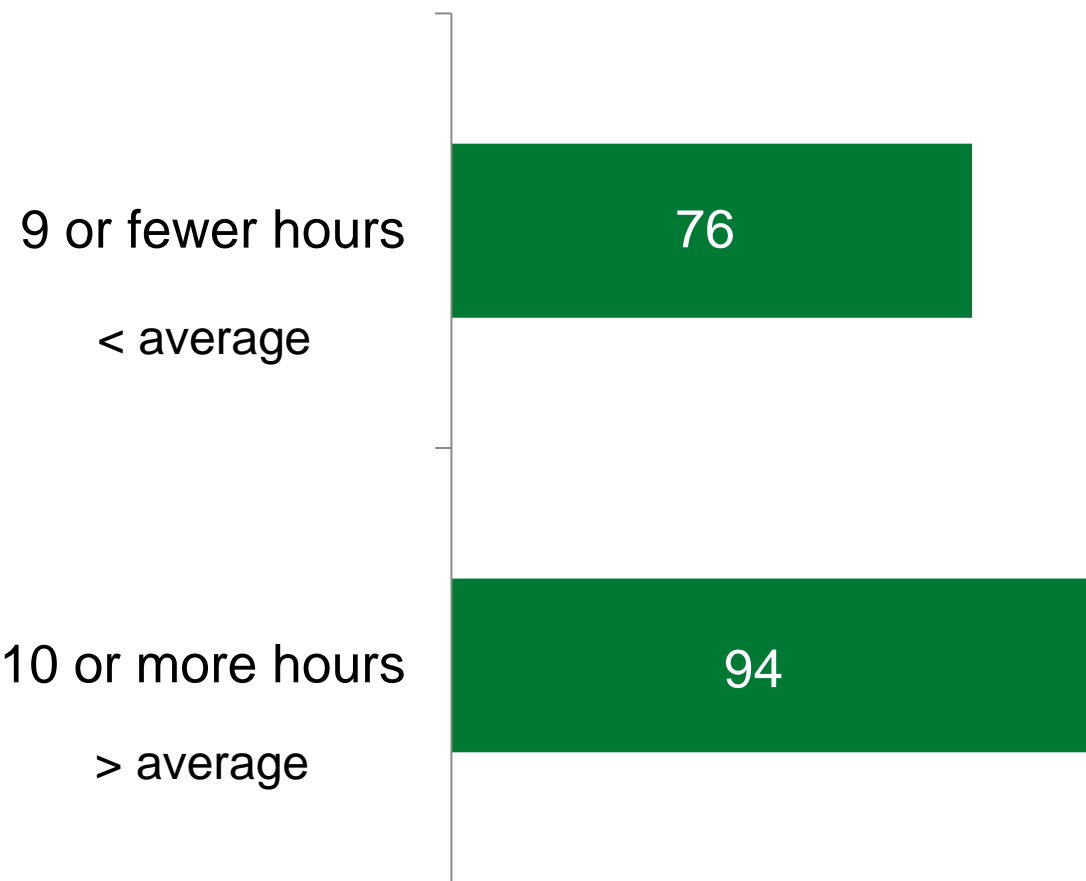
Percentages Reporting Engaging in Various Types of Career Ladder-Led PD



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

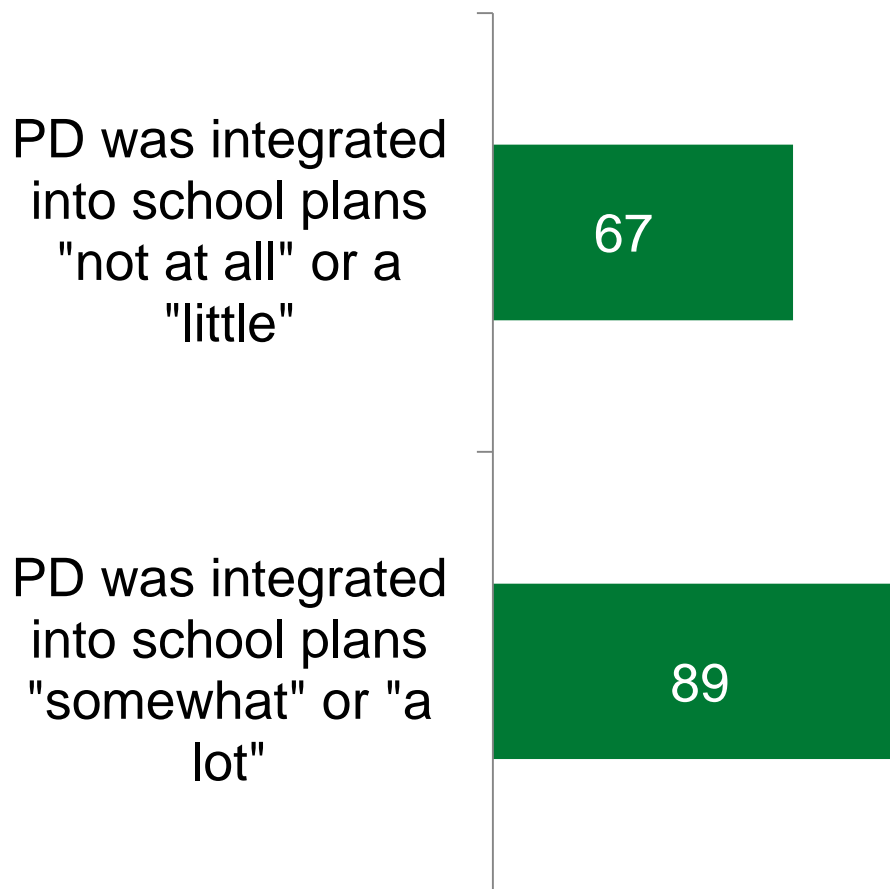


I am using the strategies she showed me with my students, and the schedule change she suggested has been one of the best changes this year.

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”

Percentages Reporting the PD was Influential, by integration of PD



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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