

An abstract graphic on the left side of the slide. It features a dark purple background with various colorful shapes in shades of red, green, yellow, and light purple. These shapes include circles, elongated ovals, and irregular, organic forms. A thin, light blue curved line separates this graphic from the dark blue background on the right.

PROFESSIONAL LEARNING

WHAT DO WE NEED TO KNOW,
UNDERSTAND, AND DO TO
IMPROVE PROFESSIONAL
LEARNING?

ESSENTIALS FOR DEVELOPING TEACHERS

- For the how of instructional delivery, research suggests the following PL formats can be particularly effective at producing changes in instructional effectiveness: (1) built-in time for **teacher-to-teacher collaboration** around instructional improvement; (2) **one-to-one coaching**, where coaches work to observe and offer feedback on teachers' practice; and (3) **follow-up meetings** to address teachers' questions and fine-tune implementation. For the what, there is growing evidence that PL may be more productive when it focuses on (1) building **subject-specific instructional practices** rather than building content knowledge alone; (2) supporting teachers' instruction with **concrete instructional materials** like curricula or formative assessment items rather than focusing only on general principles, and; (3) explicitly attending to teachers' **relationships with students**.
- In this brief, we describe each of these design features, review the existing evidence base supporting its use, and pose questions to guide future research into each area. We also explore why these features appear effective across programs and studies. While research has not answered this definitively, the existing evidence suggests two general principles: (1) effective PL **supports teachers' day-to-day practice**, and
- (2) effective PL involves **accountability for change and improvement**. In other words, successful PL tends to focus more on improving what teachers do in classrooms. And, it features follow-up from other educators—a kind of social accountability—for instance, a coach who revisits the classroom to check on progress or peers who depend on one another to try out a new instructional technique.

OTHER CONSIDERATIONS FOR PROFESSIONAL LEARNING DISCUSSION

TEACHER TO
TEACHER
COLLABORATION
(PLC)

ONE ON ONE
COACHING

ASSESSMENT

CURRICULUM USAGE

INSTRUCTIONAL
PRACTICES

FOLLOW-UP
PROCESSES AFTER
TRAININGS

SUBJECT-SPECIFIC
TRAININGS TO
IMPROVE
INSTRUCTIONAL
PRACTICES

UTILIZATION OF
INSTRUCTIONAL
MATERIALS IN A
CONSISTENT
MANNER

BUILDING
RELATIONSHIPS
WITH STUDENTS
TRAININGS

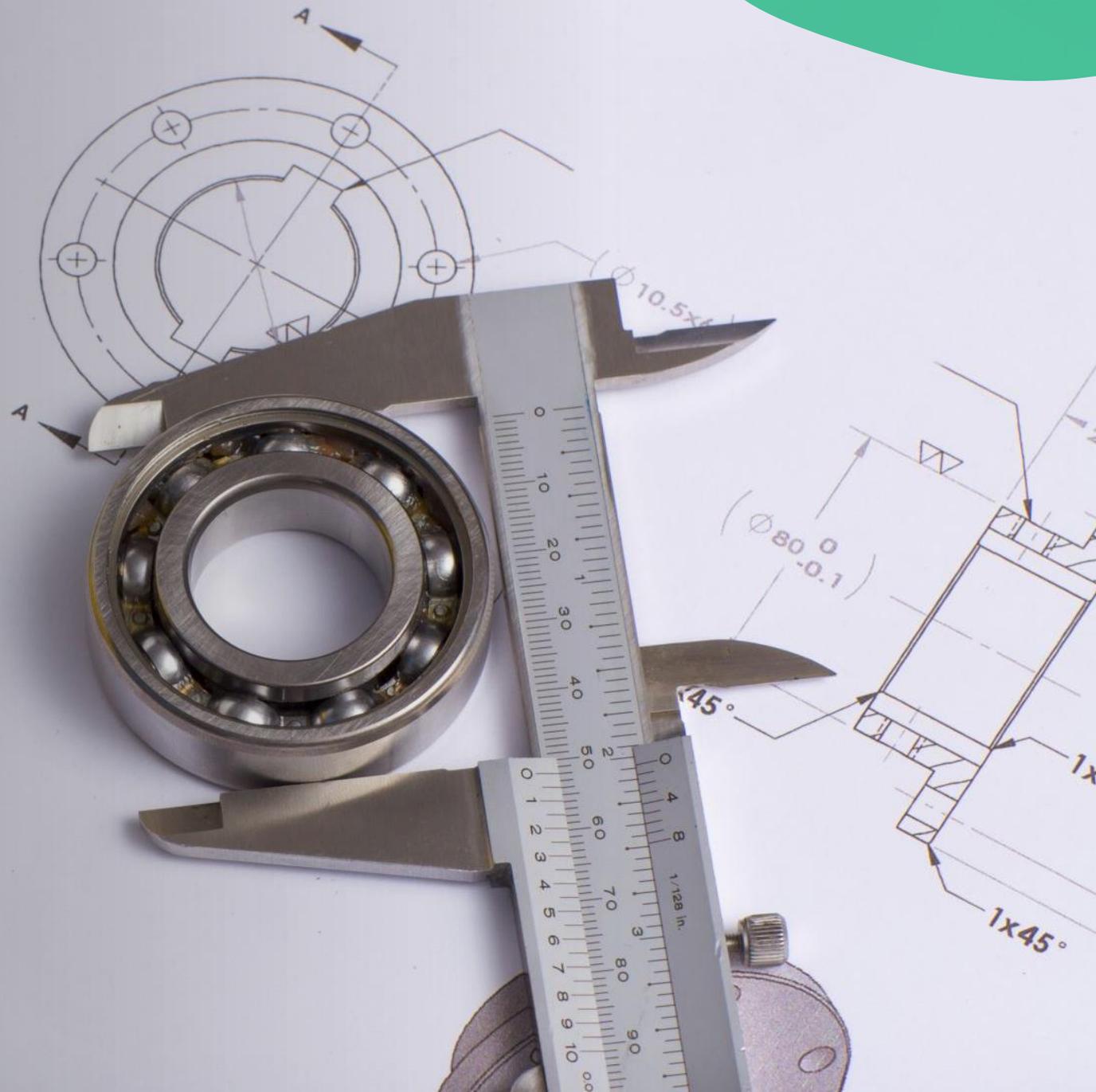
DEVELOP AND
SUPPORT TEACHERS
DAY- TO-DAY
PRACTICES

ACCOUNTABILITY
CHECK SYSTEMS

WHAT IS
WORKING?



WHAT'S NOT WORKING?



HOW MIGHT WE
MAXIMIZE OUR
PROFESSIONAL
LEARNING
CALENDAR?

24

25

30

31

1

HOW CAN WE USE TIME
MORE WISELY IN
PROFESSIONAL LEARNING?



WHAT
SHOULD BE
OUR MAIN
FOCUS IN
AUGUST?



WHAT SHOULD WE
PROVIDE DURING
OUR SCHEDULED
PROFESSIONAL
LEARNING DAYS IN
AUGUST, JANUARY,
FEBRUARY, AND MAY?





HOW COULD
TEACHERS
BENFIT MORE
FROM TEACHER
CHOICE DAYS?



WHAT SATURDAY
LEARNING
OPPORTUNITIES
SHOULD WE
PROVIDE?

HOW SHOULD WE
DIFFERENTIATE
TRAININGS BASED
ON YEARS OF
EXPERIENCE?



WHAT TRAININGS
DO WE NEED FOR
TARGETED
INTERVENTIONS?

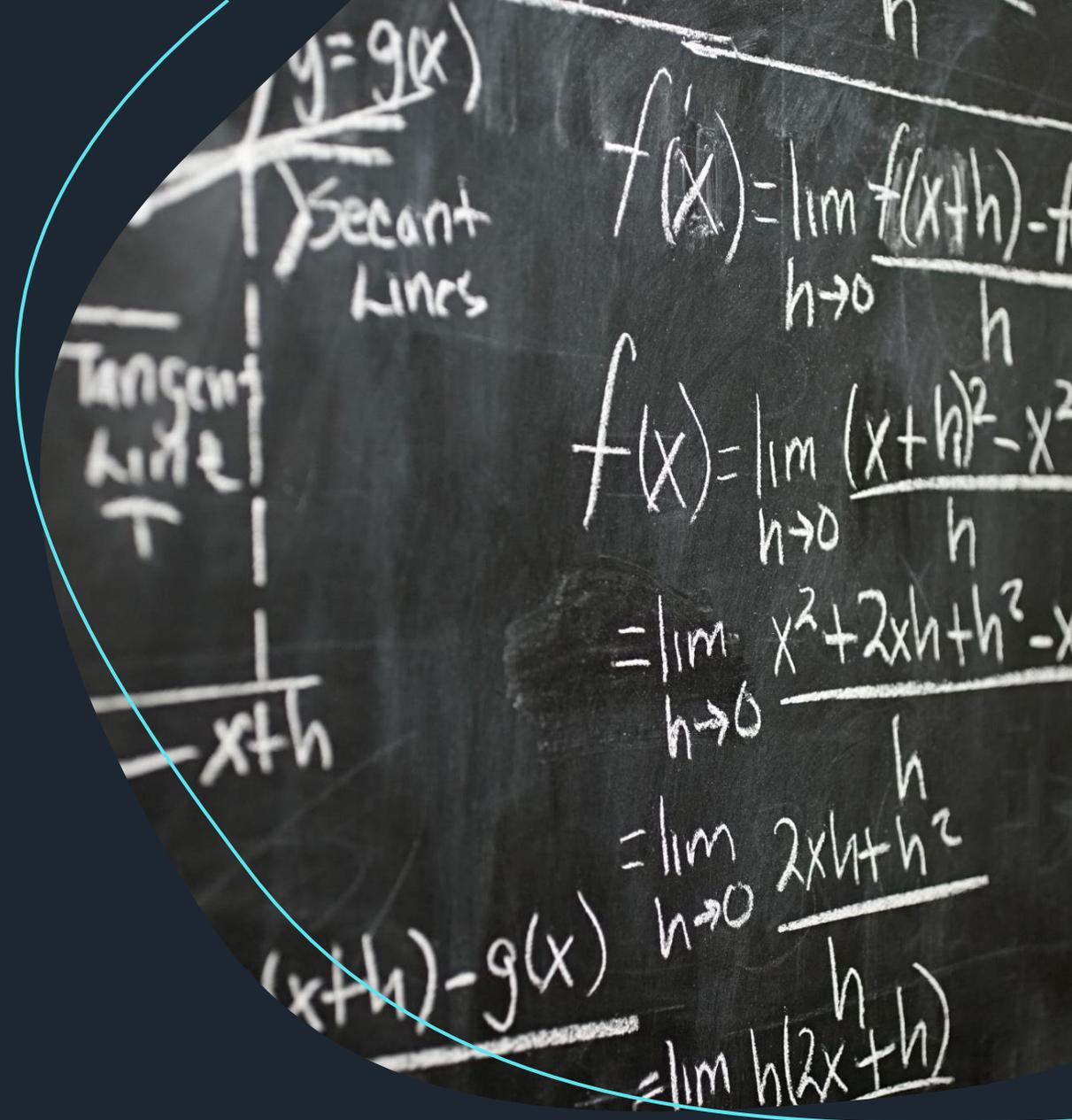


A 3D rendering of a puzzle with one red piece in the center. The puzzle pieces are white and have a glossy finish. The red piece is the central focus, standing out against the white background. The text is overlaid on the red piece.

WHAT TRAININGS DO WE
NEED TO PROVIDE FOR
ENRICHMENT/EXTENSTIONS?

WHAT SUBJECT MATTER TRAININGS DO WE NEED TO FOCUS ON IN 24-25?

- MATH
- SCIENCE
- SOCIAL STUDIES
- ENGLISH
- CTE
- ADVANCED ACADEMICS



THANK YOU
FOR ALL YOUR
LEADERSHIP
AND
GUIDANCE

