



PRINCIPLE 5



Professional Preparation and Development

- Comprehensive and continuous professional development that impacts teaching and learning is delivered to enhance the recruitment, preparation and retention of qualified instructional and administrative staff.

Professional development “serves as the bridge between where prospective and experienced educators are now and where they will need to be” (U.S. Department of Education, 2000, n.p.).



Principle Overview

The fifth Guiding Principle is Professional Preparation and Development.

Essential Concept:

Perkins IV requires states to ensure that professional development is provided at both the postsecondary and secondary levels.



ESSENTIAL QUESTION



How will you utilize the tools and resources for Principle 5 and its design elements to implement and evaluate your Programs of Study (POS) efforts?



Use this essential question to lead thinking and discussion of Principle 5 and its design elements.



IMPORTANCE OF PROFESSIONAL DEVELOPMENT



- field knowledge and skills
- new technology
- innovative teaching and learning practices
- consistent and solid foundation
- ongoing support
- culture of continuous improvement
- better student outcomes



Importance of Professional Development

Professional development offers multiple benefits:

- remain current with developments in the field
- understand new technologies and practices in the workplace
- introduction to innovative teaching and learning practices
- provides a consistent and solid foundation of knowledge and skills needed for success.
- ongoing support in classroom management and serving special populations
- creates a culture of continuous improvement
- increased teacher effectiveness makes a difference in student learning

Some supporting data:

“In math, students whose teachers have received professional development in working with special populations outperform their peers by more than a full grade level, and students whose teachers have received professional development in higher order thinking skills outperform their peers by 40% of a grade level” (Wenglinsky, 2000, p. 7). The study also found a similar positive relationship between students’ science-test scores and their teachers’ participation in professional-development about how to provide hands-on laboratory skills (Wenglinsky).

EFFECTIVE PROFESSIONAL DEVELOPMENT

- Overarching components
- Qualities
- Elements
- Characteristics of high quality programs



Qualities of Effective Professional Development

Overarching components:

- coherent, sustained and comprehensive
- part of daily work and be an ongoing, integrated process

Ten qualities of effective professional development (Kedzior and Fifield, 2004):

1. Content-focused
2. Extended
3. Collaborative
4. Part of daily work
5. Ongoing
6. Coherent and integrated
7. Inquiry-based
8. Teacher-driven
9. Informed by student performance
10. Self-evaluation

EFFECTIVE PROFESSIONAL DEVELOPMENT

- Overarching components
- Qualities
- Elements
- Characteristics of high quality programs



Qualities of Effective Professional Development (cont.)

The *three elements* of effective professional development:

1. starting with standards
2. aligning professional development with other reform initiatives
3. offering professional development that is ongoing, career embedded, and sustained (Guskey, 2000).

Food for Thought:

“high quality” professional-development programs—i.e., those characterized by “sustained, coherent study; collaborative learning; time for classroom experimentation; and follow-up”—had a significant effect on teachers’ instructional practices (Smylie et al., 2001, p. 22).•••



IMPLEMENTATION



- Develop a comprehensive plan
 - Involve relevant participants in design process
 - Use a needs assessment and review the literature
- Ensure support and resources
- Evaluate activities and make data-driven improvements



Implementing Effective Professional Development

Context, Process, and Content (Hirsh, 2004)

Hassel (1999) outlined *three steps* for developing award-winning professional development programs:

1. designing professional development, involving all relevant participants in the designing process
 - clear plans that include elements such as:
 - a needs assessment process
 - a review of relevant research
 - resources available to support the development
 - professional development content that supports the organization's long-term plan
2. implementing professional development
 - maintain ongoing research to stay aware of best practices in the field
 - ensuring that school/district policies support the implementation of professional development
 - ensuring that resources are available to continue implementation of the practice
 - making professional development a part of everyday life at school
3. evaluating and improving
 - determining evaluation measures
 - collecting necessary data
 - using data to improve the professional development process.



IN PERKINS IV



- **Title I, SEC. 122. STATE PLAN.**

(c) **PLAN CONTENTS.**—The State plan shall include information that—

(2) describes how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors will be provided

In Perkins IV

Title I, SEC. 122. STATE PLAN.

(c) **PLAN CONTENTS.**—The State plan shall include information that—

(2) describes how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

(A) promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for the appropriate academic and career and technical education teachers to jointly develop and implement curricula and pedagogical strategies, as appropriate;

(B) increases the percentage of teachers that meet teacher certification or licensing requirements;

(C) is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

(D) encourages applied learning that contributes to the academic and career and technical knowledge of the student;

(E) provides the knowledge and skills needed to work with and improve instruction for special populations;

(F) assists in accessing and utilizing data, including data provided under section 118, student achievement data, and data from assessments; and

(G) promotes integration with professional development activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965;



IN PRACTICE



Can you think of an example of Principle 5 being used?

In the state?

In your district?

With your partnership?



An In Practice Example:

Providing Specialized Professional Development in Illinois: Illinois Center for Specialized Professional Support

The Illinois Center for Specialized Professional Support (ICSPS) has over 30 years of experience in providing targeted professional development for CTE professionals concerning special populations. To connect various audiences and organizations, ICSPS offers presentations and an electronic networking directory of people at career centers, EFE systems, regional offices of education (ROEs), community colleges, special education agencies, and other resource agencies. ICSPS addresses comprehensive professional development which refers to professional development activities that provide follow-through.

The New Look Project is an example of such a professional development program. In New Look, partnered teams engage in a year-long program improvement process resulting in research-based activities to enhance services and instruction for special populations. Teams receive support in the form of resources and a mini-award. The application process and three annual inservice workshops, along with ICSPS staff acting as liaisons to each team, undergird the program improvement process and ensure goal-reaching accountability. Winner of the 2006 Highest Recognition award from The National Alliance for Partnerships in Equity: Programs and Practices that Work, The New Look Project is an improvement model that supports CTE programs at several different levels of investment through monetary awards, technical assistance, and professional development.



IN PRACTICE



Can you think of an example of Principle 5 being used?

In the state?

In your district?

With your partnership?



An In Practice Example:

Providing Specialized Professional Development in Illinois: Illinois Center for Specialized Professional Support (cont.)

*A newly emerging professional development offering is the state-wide *Ask the Expert* series that provides annual inservice sessions, each based upon a specific CTE special population. The first year's inservice events focused on *Individuals with Cognitive Disabilities in CTE*. This option was followed by FY09's sessions on *English Language Learners (ELLs)*, and the topic for FY10 will be *Single Parents and Displaced Homemakers*.*

The platforms through which ICSPS offers professional development include conferences like the *Forum for Excellence*; inservices like the *pre-Connections Conference on Supporting STEM: Nanotechnology*; facilitation for teams like the *Programs of Study Self-Assessment workshops*; and regional and local workshops like *Supporting the Success of Economically Disadvantaged Learners in CTE*.



DESIGN ELEMENTS



- Coordinated with teacher certification or licensing, in-service and pre-service learning
- Comprehensive and instruction-focused to impact classroom instruction
- Improved quality of instruction
- Needs assessment is utilized to identify training needs
- Combine resources
- Based on best and promising practices
- Opportunities to collaborate on curriculum alignment and integration are offered

10

There are 7 design elements for Principle 5. For each of the design elements, tools and resources are provided to guide partnerships in the implementation. Also, an appendix is included, Appendix E, which includes a Promising practice checklist developed by ICSPS. Please take a moment to review the design elements tools and resources and the appendix for Principle 5.

Principle 5

Design Elements at a Glance

1. Professional development activities are coordinated with **teacher certification or licensing, in-service and pre-service** learning, other related professional development activities, or current local reform initiatives/school improvement plans.
2. Professional development activities are high-quality, sustained, intensive, **comprehensive, and instruction-focused in order to have an impact on classroom instruction.**
3. Professional development is designed to help all partners and stakeholders improve the **quality of instruction** in order to impact student achievement and meet the state annual adjusted level of performance (AALP).
4. Local leaders conduct **needs assessments** prior to designing professional development and involve stakeholders and partners in collaborative planning.
5. Professional development combines resources with other regions and organizations to **maximize resources.**
6. Professional development includes the sharing of best or **promising practices** based on scientifically-based research and data that demonstrate program effectiveness.
7. Professional development includes opportunities for secondary and postsecondary educators to collaborate to encourage **curriculum alignment and integration.**



REFLECTION



- Why is it important to develop and implement a comprehensive professional development plan?
- Who are your professional development activities targeting? Are there others who need to be included?
- What professional development strategies and activities are you currently using?
- Where are the gaps in your professional development?
- How will your Partnership utilize Principle 5 and its design elements to implement and evaluate your POS efforts?

Use these reflective questions to lead thinking and discussion about next steps for implementation and evaluation of Programs of Study efforts.