

# teacher professional development plan example

**teacher professional development plan example** serves as a vital tool for educators aiming to enhance their skills, improve classroom effectiveness, and foster continuous growth throughout their careers. A well-structured professional development plan outlines specific goals, strategies, and timelines, enabling teachers to focus on areas requiring improvement while aligning with educational standards and institutional objectives. This article provides a comprehensive overview of what a teacher professional development plan entails, including practical examples, essential components, and tips for successful implementation. It also explores various methods and resources available to support ongoing teacher growth. Understanding these aspects is crucial for educators seeking to elevate their teaching practices and contribute positively to student outcomes. The following sections will guide readers through the creation process and highlight best practices to maximize the benefits of professional development initiatives.

- Understanding a Teacher Professional Development Plan
- Key Components of an Effective Professional Development Plan
- Teacher Professional Development Plan Example
- Strategies for Implementing a Professional Development Plan
- Resources and Tools for Professional Growth

## Understanding a Teacher Professional Development Plan

A teacher professional development plan is a structured framework that identifies the professional growth needs of educators and outlines specific actions to address them. It serves as a roadmap for continuous improvement, helping teachers enhance their instructional skills, adapt to new teaching methodologies, and meet evolving educational standards. Such plans typically reflect individual goals aligned with broader institutional priorities, ensuring that professional learning contributes to both personal and organizational success.

## Purpose and Benefits

The primary purpose of a teacher professional development plan is to promote lifelong learning among educators. By setting clear objectives and tracking progress, teachers can systematically improve their competencies and instructional effectiveness. Benefits of implementing these plans include increased teacher motivation, enhanced student achievement, better classroom management, and alignment with school improvement goals. Additionally, professional development plans support career advancement by documenting growth and readiness for leadership roles.

## **Types of Professional Development**

Professional development activities vary widely and can include workshops, seminars, coaching, collaborative learning communities, and online courses. Effective plans incorporate a mix of formal training and informal learning experiences tailored to the teacher's individual needs. This diversity ensures that educators remain engaged and can apply new knowledge directly to their teaching practice.

## **Key Components of an Effective Professional Development Plan**

An effective teacher professional development plan includes several critical components designed to provide clear direction and measurable outcomes. Each element plays a role in ensuring the plan is actionable, relevant, and aligned with career objectives.

### **Self-Assessment**

The initial step involves a thorough self-assessment where teachers evaluate their current skills, strengths, and areas for improvement. This reflection helps identify specific learning needs and sets the foundation for goal-setting.

### **Goal Setting**

Goals should be specific, measurable, achievable, relevant, and time-bound (SMART). Defining clear objectives enables teachers to focus their efforts on targeted areas such as classroom management, technology integration, or subject matter expertise.

### **Action Plan**

The action plan outlines the strategies and activities that will be undertaken to achieve the set goals. This section specifies the resources needed, timelines, and methods of professional learning, ensuring that the development process is organized and systematic.

### **Evaluation and Reflection**

Regular evaluation allows teachers to monitor progress and adjust the plan as necessary. Reflective practices encourage ongoing self-improvement and help educators internalize new knowledge and skills.

### **Support and Resources**

Identifying available support, including mentorship, coaching, and access to professional learning communities, is essential. Resources such as educational technology tools and professional literature also facilitate

effective development.

## **Teacher Professional Development Plan Example**

To illustrate the practical application of a teacher professional development plan, consider the following example designed for a middle school science teacher aiming to improve instructional technology use and student engagement.

### **Self-Assessment**

The teacher recognizes a need to enhance skills in integrating digital tools into lessons and increase student participation through interactive activities.

### **Goals**

1. Incorporate at least three new educational technologies into science lessons within the next semester.
2. Improve student engagement by implementing collaborative learning strategies in 75% of classes by the end of the school year.
3. Complete a professional certification course on educational technology within six months.

### **Action Plan**

- Attend workshops on educational technology tools such as interactive whiteboards and classroom management software.
- Collaborate with colleagues to design group projects and inquiry-based learning activities.
- Enroll in an online course focused on digital pedagogy and complete assignments to apply learning.
- Seek feedback from students and peers to assess the effectiveness of new teaching methods.

### **Evaluation and Reflection**

At the end of each grading period, the teacher will review student engagement data and reflect on the success of technology integration efforts. Adjustments to strategies will be made based on this feedback.

## **Support and Resources**

The teacher plans to utilize school technology specialists for training, participate in a professional learning community, and access relevant educational research articles to support development.

## **Strategies for Implementing a Professional Development Plan**

Successful implementation of a teacher professional development plan requires deliberate strategies that ensure sustained commitment and effective learning outcomes. These strategies facilitate the translation of goals into practice.

### **Setting Realistic Timelines**

Establishing achievable deadlines for each goal helps maintain momentum and provides clear checkpoints for evaluating progress. Timelines should consider workload and other professional responsibilities.

### **Engaging in Collaborative Learning**

Collaboration with peers fosters shared knowledge and provides opportunities for feedback. Participating in professional learning communities or peer coaching can enhance motivation and accountability.

### **Utilizing Technology**

Integrating digital platforms for training and reflection supports flexible learning schedules and access to diverse resources. Technology can also facilitate communication with mentors and colleagues.

### **Continuous Reflection**

Regular reflection on experiences and outcomes ensures that the development plan remains relevant and responsive to changing needs. Journaling or self-assessment tools can aid this process.

## **Resources and Tools for Professional Growth**

A wide range of resources and tools are available to support teachers in their professional development journeys. Selecting the right resources enhances the effectiveness of the development plan.

### **Professional Learning Communities**

Joining groups of educators focused on shared goals provides support, exchange of ideas, and opportunities for collaborative problem-solving.

## **Workshops and Conferences**

Attending specialized training sessions and educational conferences exposes teachers to the latest research, methodologies, and innovations in education.

## **Online Courses and Webinars**

Flexible and accessible, online learning platforms offer courses on diverse topics relevant to teacher development, often with certification options.

## **Mentorship Programs**

Working with experienced mentors provides individualized guidance, encouragement, and constructive feedback tailored to the teacher's development needs.

## **Educational Technology Tools**

Tools such as learning management systems, interactive software, and digital assessment platforms support the integration of technology into teaching practice.

## **Frequently Asked Questions**

### **What is a teacher professional development plan?**

A teacher professional development plan is a structured outline that helps educators set goals, identify learning needs, and plan activities to improve their teaching skills and effectiveness.

### **Why is a professional development plan important for teachers?**

It ensures continuous growth, helps teachers stay updated with educational best practices, enhances student learning outcomes, and supports career advancement.

### **What are key components of an effective teacher professional development plan?**

Key components include self-assessment, goal setting, identifying professional learning activities, timelines, resources needed, and methods for evaluating progress.

### **Can you provide a simple example of a teacher professional development goal?**

An example goal could be: "Improve classroom management skills by attending workshops and implementing positive behavior strategies within six months."

## **How can teachers align their professional development plans with school goals?**

Teachers can review their school's mission and strategic priorities, then set individual goals that support these objectives, ensuring their growth contributes to overall school improvement.

## **What types of activities are commonly included in a teacher professional development plan?**

Activities may include attending workshops, participating in peer observations, enrolling in online courses, engaging in collaborative planning, and reflecting through journaling.

## **How often should a teacher update their professional development plan?**

Typically, teachers should review and update their professional development plans annually or at the end of each academic year to reflect new goals and progress.

## **How can administrators support teachers in implementing their professional development plans?**

Administrators can provide resources, time for collaboration, access to training, constructive feedback, and recognition of teachers' growth efforts.

## **Are there templates available for creating a teacher professional development plan?**

Yes, many educational organizations and school districts offer templates that outline sections like goals, action steps, timelines, and evaluation methods to guide teachers in creating effective plans.

## **Additional Resources**

### *1. Designing Effective Teacher Professional Development*

This book offers comprehensive guidance on creating impactful professional development plans for educators. It emphasizes evidence-based strategies and provides practical examples of how to tailor PD programs to meet diverse teacher needs. Readers will find tools for assessing teacher growth and aligning development activities with school goals.

### *2. The Reflective Educator's Guide to Professional Development*

Focusing on reflective practice, this book encourages teachers to take an active role in their own professional growth. It presents models for self-assessment and collaborative learning communities that support continuous improvement. The guide includes sample development plans and case studies to illustrate successful implementation.

### *3. Professional Development Plans for Teachers: A Step-by-Step Approach*

This resource breaks down the process of creating effective teacher development plans into manageable steps. It includes templates, goal-setting

frameworks, and evaluation methods to help educators and administrators design personalized growth pathways. The book is ideal for those new to professional development planning.

*4. Transforming Teacher Professional Development: Best Practices and Innovations*

Highlighting cutting-edge approaches, this book explores innovative methods for teacher learning and development. It covers technology integration, peer coaching, and data-driven decision-making in professional growth plans. Educators will gain insights into creating dynamic and responsive PD programs.

*5. Collaborative Professional Development: Building Learning Communities*

This title delves into the power of collaboration in teacher development. It provides strategies for fostering professional learning communities (PLCs) that promote shared goals and mutual support. The book includes examples of collaborative development plans that enhance teacher engagement and student outcomes.

*6. Teacher Growth and Development: A Practical Guide to Professional Improvement*

Offering practical advice, this guide helps teachers and school leaders design meaningful development plans that focus on measurable outcomes. It discusses competency frameworks, mentoring, and ongoing feedback mechanisms. Readers will find tools to track progress and adapt plans for sustained growth.

*7. Effective Professional Development for Inclusive Teaching*

This book addresses the unique challenges and opportunities of professional development in inclusive education settings. It outlines strategies for creating PD plans that prepare teachers to meet diverse learner needs. The text includes case examples and resources for fostering equity and inclusion through teacher growth.

*8. Data-Driven Professional Development Planning*

Emphasizing the use of data in shaping professional development, this book guides educators in analyzing student performance and teacher practice to inform PD goals. It offers frameworks for integrating data into development plans and measuring their impact. The approach helps ensure PD efforts are targeted and effective.

*9. Leading Professional Development: A Guide for School Administrators*

Designed for school leaders, this book focuses on orchestrating successful teacher professional development initiatives. It covers planning, implementation, and evaluation of PD programs aligned with school improvement plans. Leaders will learn how to support teachers' growth while fostering a culture of continuous learning.

## **Teacher Professional Development Plan Example**

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**teacher professional development plan example: *Targets for Teachers*** Judy K. Werder Sargent, Ann E. Smejkal, 2000

**teacher professional development plan example: The Handbook for Enhancing Professional Practice** Charlotte Danielson, 2008 Ready-to-use forms and instruments offer sound advice and step-by-step procedures for how teachers and other school staff can incorporate the framework for professional practice into their work. Includes guidance and tools for evaluation by self, mentors, and supervisors.

**teacher professional development plan example: *Teacher Evaluation to Enhance Professional Practice*** Charlotte Danielson, Thomas L. McGreal, 2000 Identifies some of the problems with many teacher evaluation systems, presents a rationale for teacher evaluation, and describes a structural framework for designing an effective evaluation system for beginning and tenured teachers.

**teacher professional development plan example: Teacher's Professional Development** Sabine Krolak-Schwerdt, Sabine Glock, Matthias Böhmer, 2014-04-03 A central aspect of teachers' professional knowledge and competence is the ability to assess students' achievements adequately. Giving grades and marks is one prototypical task in this context. Besides giving grades, assessments for school placements or tracking decisions belong to these tasks. Relevant students' characteristics which influence teachers' assessments do not only involve academic achievement but also students' responses to different task demands as well as non-academic characteristics such as learning motivation or school anxiety. Closely associated with the investigation of teachers' assessment competences and, more specifically, the investigation of conditions associated with high quality of assessments is the development and evaluation of teacher training programs to improve professional competences. In recent years, there has been considerable progress in the domain of professional teacher training; however, only a very limited number of studies are dedicated to the question to what extent training programs might offer valuable approaches to improve the quality of assessments and to implement high assessment competences. Another important field which is closely related to teachers' competences concerns the question how teachers' professional

development is linked to students' learning and learning outcomes. In recent years, the societal demand for evidence that teachers' professional development will result in improved student learning outcomes is increasing. This volume brings together questions on assessment, training, and learning in the professional development of teachers which have not been fully discussed yet. The identification of these research gaps was the reason for dedicating a series of lectures given at the University of Luxembourg 2012 to the topic of professionalization of teachers in these domains. Therefore, this book contains contributions from outstanding international scholars in different academic disciplines to present ideas about open research questions concerning the domains of assessment, training, and learning in the professional development of teachers.

**teacher professional development plan example: Mentoring Beginning Teachers** Jean Boreen, 2009 The first edition of *Mentoring Beginning Teachers* was named an Outstanding Academic Title by the American Library Association's Choice magazine in 2000. The expanded second edition -- packed with insights, anecdotes, and updated research -- provides mentors with a road map for helping new teachers become confident, reflective educators. The collaborative model outlined in the book is enlightening and rewarding for the mentor and the novice alike. The authors have incorporated the latest findings on all aspects of mentoring --from preparing to be a mentoring guide or coach to school culture and parent outreach. Teachers will find five new chapters on working with ELL students, working with parents, curriculum mapping, school culture, and the role of administrators within an effective mentoring system. Organized around a series of questions, the book allows mentors to quickly locate practical advice to match any mentoring situation. The range of resources includes: recommendations for pairing mentors and teachers, questions to jump-start conversations, ideas for teacher reflection, and answers to the most commonly asked mentor questions. *Mentoring Beginning Teachers, Second Edition* provides a comprehensive and tested plan for helping mentors guide new teachers in moving beyond the basics of plan/teach/evaluate to a higher level of joint assessment and inquiry.

**teacher professional development plan example: Teacher Professional Learning** Shu-Shing Lee, Bee Leng Chua, Alexius Chia, Monica Woei Ling Ong, Pamela Costes-Onishi, 2025-05-29 This book provides an insider's perspective of the Singapore education system that views teacher capacity building as a key lever for quality educational experiences. It describes experiences from policy conceptualisation to practice implementations of teacher learning. This book includes international perspectives in the form of expert commentaries and critique where comparisons are made between Singapore's experiences and those of other education systems. It also describes the complexities of teacher professional learning within and across three levels: policies, partnerships, and schools, that shape policy to practice implementations of teacher professional learning from pre-service to in-service teachers. Together with the international scholars, this book shares the lessons learnt in Singapore to encourage policy makers, scholars, and schools to continue thinking about how teacher professional learning can be enhanced, caution against the direct transfer of practices, and describe how teacher capacity building lays the foundation for the education system to stay relevant, address challenges, and meet students' needs.

**teacher professional development plan example: Handbook of Technical and Vocational Teacher Professional Development in the Digital Age** Xibin Han, Qian Zhou, Ming Li, Yuping Wang, 2023-09-14 This is an open access book. Covering both theories and practices in Technical Vocational Education and Training (TVET) teacher development, this book provides up-to-date discussions and recommendations on issues relating to TVET teacher development in the digital age. It caters for the needs of in-service teachers and trainers, as well as TVET leaders who want to upscale their professional learning and development in terms of vision, knowledge, expertise, and industry skills needed in the transition to the digital era. What is particularly useful to TVET teachers/trainers are the proposed competency development framework, competency indicators, and the assessment instrument. Drawing on extensive research regarding TVET teachers' competency development and today's industry needs, the proposed framework and indicators can be readily used to inform the self-assessment of one's professional competency level, so as to plan one's career

trajectory accordingly. Teachers and trainers may also find the exemplary cases of teachers' professional development from various countries inspiring and motivating. The book also serves as a useful reference for TVET leaders, administrators and teacher trainers. The book's competency framework, indicators, and strategies are an adaptable reference for planning professional development policies, evaluation mechanisms, and programs for teachers.

**teacher professional development plan example: Using the National Gifted Education Standards for PreK-12 Professional Development** Margie Kitano, 2008-03-27 This is a highly useable guide to align inservice training coursework with the new national standards. The latest thinking on high-quality gifted education is invaluable; I can be sure that I am teaching what my teachers need!--Christine Nobbe, Gifted Education SpecialistRockwood School District, MO The great leveler for new and veteran teachers of gifted and talented learners begins with an understanding of the foundation for the field and current best practice. This guide helps professional development specialists bring their programs in line with the same national standards that are being used in teacher candidate preparation programs.--Cindy Sheets, Gifted FacilitatorShawnee Mission School District, KSReshape the professional development of teachers in gifted education! The ten NAGC, CEC, and TAG knowledge and skills standards represent the best research-based practices in gifted education and identify what teachers of the gifted should know and be able to do. To ensure that students with gifts and talents realize their full potential, it is crucial that gifted education teachers receive ongoing professional development that reflects standards-based practices. This unique resource shows PreK-12 education leaders how to plan and implement inservice training programs or realign existing programs based on the newly approved gifted education standards. Authored by the organizations that developed the standards, this volume features a wealth of helpful material for developing objectives, activities, and assessments of professional development, including four different observation instruments, a sample needs assessment survey, a sample individual professional development plan, a checklist for meeting the knowledge and skills standards, and a CD-ROM with an annotated bibliography of the research base used to develop the standards. Staff developers will be able to: Determine professional development objectives based on standards Understand and assess teacher needs Design and evaluate the effectiveness of activities and onsite programs Implement standards for addressing diversity Using the National Gifted Education Standards for PreK-12 Professional Developmentis an essential companion for staff developers and administrators faced with the challenge of giving classroom teachers the necessary training to provide exceptional instruction.

**teacher professional development plan example: Handbook of Research on the Educator Continuum and Development of Teachers** Zugelder, Bryan S., L'Esperance, Mark, 2022-06-24 In light of recent sociological events and the COVID-19 pandemic, education has undergone an incredible change in both policy and delivery. As a result, many educators have sought different career paths. It is essential to maintain a concentrated effort to retain educators; however, recruiting teachers into the profession is only one area of focus; there must be intentional support for teacher development along the educator continuum in order to sustain the profession through institutional struggles. The Handbook of Research on the Educator Continuum and Development of Teachers expands on the body of research related to the educator continuum with a holistic view of teacher development. This book combines theory, concepts, and research studies that pinpoint facets of the educator continuum, providing researchers with scholarly contributions that advance the profession. Covering topics such as instructional coaching, special educator career development, and teacher retention, this major reference work is a valuable resource for educational faculty and administration, teacher colleges, educators of K-12 and higher education, pre-service teachers, government officials, teacher education administrators, libraries, researchers, and academicians.

**teacher professional development plan example: Teacher policy development guide** UNESCO, 2019-10-07

**teacher professional development plan example: The Power of Reflection in Teacher Education and Professional Development** Fred Korthagen, Ellen Nuijten, 2022-05-11 Based on years

of extensive research on teacher development, this book offers a practical introduction to the concept of teacher reflection, demonstrating how student teachers can engage with reflective learning from their teaching and classroom experiences in a systematic and inspiring way. Providing practical models and guidelines for use in the classroom, renowned teacher educators Fred Korthagen and Ellen Nuijten outline various strategies for promoting reflection and illustrate how a deeper form of reflection – ‘core reflection’ – enhances awareness of professional identity and supports the dismantling of inner obstacles, therefore enhancing social justice and empowering diverse student populations. The authors demonstrate how a trajectory for learning can be designed to develop key competencies, as well as the role played by university- and school-based teacher educators in supporting teachers’ self-directed reflection. Featuring a variety of tools that support professional growth, this unique text demystifies the area of teacher reflection, helping to provide concrete and inspiring examples for how to strengthen professional identity based on everyday challenges faced by practitioners. *The Power of Reflection in Teacher Education and Professional Development* is therefore an essential guide for students, in-service teachers, and teacher educators alike, as well as for anyone in the helping professions.

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**teacher professional development plan example:** *10 Strategies for Doubling Student Performance* Allan Odden, 2009-10-07 In this highly readable book, Allan Odden vividly illustrates many of the most important practices for creating strong professional communities. From the organization of time to the development of productive curriculum and instruction, school leaders will learn how to create a framework for school reform grounded in research and the wisdom of practice.--Linda Darling-Hammond, Charles E. Ducommun Professor of EducationStanford University Odden not only thinks big, he provides specific examples from real school districts to support his ten-step program. His systemic analysis of school district improvement and specific examples create a road map for the nation.--Jack D. Dale, SuperintendentFairfax County Public Schools, VA Odden offers a sound program of ten steps school leaders can implement to significantly improve student academic achievement in their districts.--Daniel A. Domenech, Executive DirectorAmerican Association of School Administrators A road map for school improvement with dramatic, measurable results! This companion book to *Doubling Student Performance* by Allan R. Odden and Sarah J. Archibald brings to life ten strategies for achieving significant, measurable gains in student performance. School and district leaders can use the examples, stories, and resources in this book to create a research-based school improvement plan. To guide educational leaders in their improvement work, the book: Focuses on issues over which schools and districts have control, such as setting ambitious goals, changing the curriculum, using data to make decisions, and using time effectively and efficiently Offers detailed case studies from real schools that provide clear steps and specific tools for putting the strategies into action Provides an entire chapter devoted to recruiting and developing top talent, especially for high-needs schools *10 Strategies for Doubling Student Performance* helps educators drive substantial gains in student achievement and effectively use resources to invest in what works in education reform.

**teacher professional development plan example:** *How Did We Get Here?* Henry Tran, Douglas A. Smith, 2022-06-01 Teacher attrition is endemic in education, creating teacher quantity and quality gaps across schools that are often stratified by region and racialized nuance (Cowan et al., 2016; Scafidi et al., 2017). This reality is starkly reflected in South Carolina. Not too long ago, on May 1, 2019, a sea of approximately 10,000 people, dressed in red, convened at the state capital in downtown Columbia, SC (Bowers, 2019b). This statewide teacher walkout was assembled to call for the improvement of teachers' working conditions and the learning conditions of their students. The gathering was the largest display of teacher activism in the history of South Carolina and reflected a

trend in a larger wave of teacher walkouts that have rippled across the nation over the last five years. The crowd comprised teachers from across South Carolina, who walked out of their classrooms for the gathering, as well as numerous students, parents, university faculty, and other community members that rallied with teachers in solidarity. Undergirding this walkout and others that took hold across the country is a perennial and pervasive pattern of unfavorable teacher working conditions that have contributed to what some are calling a teacher shortage “crisis” (Chuck, 2019). We have focused our work specifically on the illustrative case of South Carolina, given the extreme teacher staffing challenges the state is facing. Across numerous metrics, the South Carolina teacher shortage has reached critical levels, influenced by teacher recruitment and retention challenges. For instance, the number of teacher education program completers has declined annually, dropping from 2,060 in 2014-15 to 1,642 in the 2018-19 school year. Meanwhile, the number of teachers leaving the teaching field has increased from 4,108.1 to 5,341.3 across that same period (CERRA, 2019). These trends are likely to continue as COVID-19 has put additional pressure on the already fragile teacher labor market. Some of the hardest-to-staff districts are often located in communities with the highest diversity and poverty. To prosper and progress, reformers and public stakeholders must have a vested interest in maintaining full classrooms and strengthening the teaching workforce. An important element of progress towards tackling these longstanding challenges is to gain a comprehensive understanding of the problem. While teacher shortages are occurring nationwide (Garcia & Weiss, 2019), how they manifest regionally is directly influenced by its localized historical context and the evolution of the teaching profession's reputation within a state. Thus, the impetus of this book is to use South Carolina as an illustrative example to discuss the context and evolution that has shaped the status of the teaching profession that has led to a boiling point of mass teacher shortages and the rise of historic teacher walkouts.

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**teacher professional development plan example: OECD Reviews of Evaluation and Assessment in Education: North Macedonia** OECD, 2019-06-04 The Republic of North Macedonia has made remarkable progress in expanding access to education and strengthening institutional capacity. Yet, the majority of young Macedonians leave school without mastering the basic competencies for life and work and students’ background continues to influence performance. This review, developed in cooperation with UNICEF, provides North Macedonia with recommendations to help strengthen its evaluation and assessment system, by moving towards a system where assessment provides students with helpful feedback to improve learning.

**teacher professional development plan example: The Master's Degree in Education as Teacher Professional Development** Gary Galluzzo, Joan P. Isenberg, Stephen C. White, Rebecca K. Fox, 2012-03-16 Teacher education is under more scrutiny than ever as standards-based education is becoming more and more the norm. Although much literature is available that addresses developing teacher education, no one addresses how to create and develop a master’s level program. Gary R. Galluzzo, Joan Packer Isenberg, C. Stephen White, and Rebecca K. Fox, professors at the highly regarded Graduate School of Education at George Mason University,

present a text to help deans and other professionals develop a master's level degree program that meets the standards of the National Board for Professional Teaching Standards. The various sections explain in depth the facets of the program's design, including how to qualify future students answering the call by the National Board, provide researched evidence around Advanced Studies in Teaching and Learning, and lastly, explore what will become the new standards of accountability for teacher education. Using their own experience as they reconceived their own program for a master's degree for practicing teachers, the authors provide first-hand accounts of their own expectations, outcomes, and continual dilemmas to inspire more discussion how teacher education can improve the quality of teaching in America's schools.

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**Development Leader** Phyllis H. Lindstrom, Marsha Speck, 2004-02-20 At last we have a book that realistically, empathically, and interestingly describes leadership and the professional development work that needs to accompany it—for principals. It is all here: readings, web sites, theory, practice, helpful forms to use, vignettes of principals. Lindstrom and Speck are both 'insiders' and 'outsiders' teaching us in the best of ways how to both think about and act on our new knowledge! Ann Lieberman, Senior Scholar Carnegie Foundation for the Advancement of Teaching This is the book to read! I will recommend it to my colleagues the minute it is off of the press. The authors should be very proud of their work and contribution to a pivotal need in the field. Bottom line: It will help improve what we do for children—our ultimate purpose. Becky J. Cooke, Principal Evergreen Elementary School, Spokane, WA Raise student achievement by developing leadership, teamwork, skills, and knowledge in teachers! Individual teachers have the greatest effect on student performance. Principals, as professional development leaders, are in the best position to provide teachers with the professional development strategies they need to improve their skills and raise student achievement. The Principal as Professional Development Leader guides readers through a step-by-step process to formulate, implement, and evaluate long-term professional development. Authors Phyllis H. Lindstrom and Marsha Speck simplify and focus the function of the principal as professional development leader by providing scenarios, processes, context, and content that principals can use to create an integrated, collaborative learning environment. Aligned with National Staff Development Council standards, this user-friendly resource includes Rubrics, worksheets, and surveys Professional development planners Sample forms for classroom visits and observations Calendars of professional development activities Recommended readings and reflective questions In order to improve learning for all students, this unique text provides the strategies, skills, and tools necessary to build the capacity of professional development within the school. The authors supply practical techniques for analyzing student achievement data, evaluating professional development plans, and achieving a culture of sustained improvement.

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