Supporting Effective Teacher and Leader Development

How Investments in Professional Development Can Make a Difference

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#InvestInEducators
Moderator

Maria E. Hyler

Deputy Director, Washington DC office and Senior Researcher

Learning Policy Institute

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Presenter

Madelyn Gardner
Research and Policy Associate
Learning Policy Institute
An Active Conversation

What Would Trump's Proposed Cut to Teacher Funding Mean for Schools?

Why Spend Billions on Professional Development for Teachers?

Federal support for teacher training to continue, but next year's funding in doubt

What Kinds of Professional Development Are Teachers Doing?

An investment in teacher training would pay off for California: Guest commentary

What Are the Best Strategies for Effective Teacher Professional Development?

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Effective Teacher Professional Development
A Paradigm Change for Teacher PD

FROM:
Sit and get
Drive-by
One size fits all
Disconnected from teachers’ classroom and students

TO:
Content focus
Active learning
Collaboration
Models & modeling
Coaching
Feedback & reflection
Sustained duration

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Challenges to Effective PD

School level
• Inadequate resources
• No opportunity for implementation
• School culture

System level
• Lack of shared vision for high-quality instruction
• Poor alignment between state and local policies
• Inability to track and assess PD quality
Policy Implications (cont’d)

• Leverage ESSA school improvement initiatives

• Provide technology-facilitated learning and coaching

• Offer funding and education units for active learning and coaching
Supporting Principals’ Learning: Key Features of Effective Programs
Principal Stability Matters

Principal Retention → Increased Student Achievement

US: 1 in 10 principals want to leave

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Principals can improve teacher retention

- Personal life reasons (pregnancy, child care, other) 37%
- Pursue a different position 28%
- Dissatisfied with school assessment/accountability policies 25%
- Dissatisfied with administration 21%
- Dissatisfied with teaching as a career 21%
- Too many classroom intrusions 18%
- Student discipline problems 17%
- Dissatisfied with support for student assessment 17%
- Lack of autonomy 14%
- Want or need higher salary 13%
- Lack of influence over school policies 13%
- Enrolled in courses to improve career opportunities 13%
- Dissatisfied with job assignment 12%
- Moved or geography issues 11%

The percentage of voluntary leavers who rated the factor as extremely or very important in their decision to leave. Percentages do not add to 100 because teachers can select multiple factors.

Source: LPI analysis of the Teacher Follow-up Survey (TFS), 2013, from the Schools and Staffing Surveys, National Center for Education Statistics.
What are the practices of effective principals?

- Setting Direction
- Developing People
- Redesigning Organizations
- Leading Instruction
Building Blocks of High-Quality Principal Preparation and Development Programs

- Applied Learning
- Cohorts & Networks for Collegial Learning
- Partnerships Between Districts & Programs
- Focus on Instruction, Organizations & Using Data for Change
Principal Residencies and Internships

- Clinical Experience
- Coursework Connected to Practice
- Guidance From an Expert Principal
- On-the-Job Coaching & Mentoring

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Contact:
mhyler@learningpolicyinstitute.org
mgardner@learningpolicyinstitute.org
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Supporting Principals’ Learning
Key Features of Effective Programs
Leib Sutcher, Anne Podolsky, and Danny Espinoza

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Contact:
lsutcher@learningpolicyinstitute.org
apodolsky@learningpolicyinstitute.org
despinoza@learningpolicyinstitute.org

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Panel Discussion
Panelists

Dr. Cade Brumley

Superintendent

DeSoto Parish School System, Louisiana

@cadebrumley
Panelists

Michelle Dickey

Teacher
District of Columbia Public Schools, Washington, D.C.

Professional Development Trainer
Washington Teachers Union

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Panelists

Kas Nelson

*Elementary Lead-Learner*

Vici Elementary Schools, Vici, Oklahoma

*Zone 8 Director*

National Association of Elementary School Principals

@kasnelson
Panel Discussion

Moderator: Maria E. Hyler
Deputy Director, Washington DC office and Senior Researcher, Learning Policy Institute

Dr. Cade Brumley
Superintendent, DeSoto Parish School System, Louisiana

Michelle Dickey
Teacher, District of Columbia Public Schools, Washington, D.C.
Professional Development Trainer, Washington Teachers Union

Kasandra Nelson
Elementary Lead-Learner, Vici Elementary Schools, Vici, Oklahoma
Zone 8 Director, National Association of Elementary School Principals

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Audience Q&A

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For more information or additional questions, please contact:

**Maria E. Hyler**  
_Deputy Director, Washington DC office and Senior Researcher, Learning Policy Institute_

mhyler@learningpolicyinstitute.org  
202.798.5582

**Dr. Cade Brumley**  
_Superintendent, DeSoto Parish School System, Louisiana_

cade.brumley@desotopsb.com  
@cadebrumley

**Michelle Dickey**  
_Teacher, District of Columbia Public Schools, Washington, D.C._  
_Professional Development Trainer, Washington Teachers Union_

misschelle202@gmail.com  
202-486-8943

**Kassandra Nelson**  
_Elementary Lead-Learner, Vici Elementary Schools, Vici, Oklahoma_  
_Zone 8 Director, National Association of Elementary School Principals_

knelson@vicischools.k12.ok.us  
580-995-4251 ext. 105  
@kasnelson

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