

Differentiating Professional Development

Principals' and Leaders' Roles

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Analysis

- Identify classrooms in your school that are closest to full implementation of your vision for learning.
- Describe in detail the observable students behaviors.
- Describe in detail the observable teacher behaviors.

Analysis

- Identify classrooms in your school that must change the most to reach full implementation of your vision for learning.
- Describe in detail the observable students behaviors.
- Describe in detail the observable teacher behaviors.

Appraise

- Consider one area of teacher practice that is crucial to your desired student achievement. Rank your classrooms along this continuum.

1 2 3 4 5 6 7 8 9 10 11 12

Most
Change
Needed

Full
Implementation

Analysis

- Consider the bottom half of the implementation continuum. You might want to select one area... What skills do teachers in those classrooms need to internalize in order to obtain the student behaviors you desire?

Evaluation/Appraisal

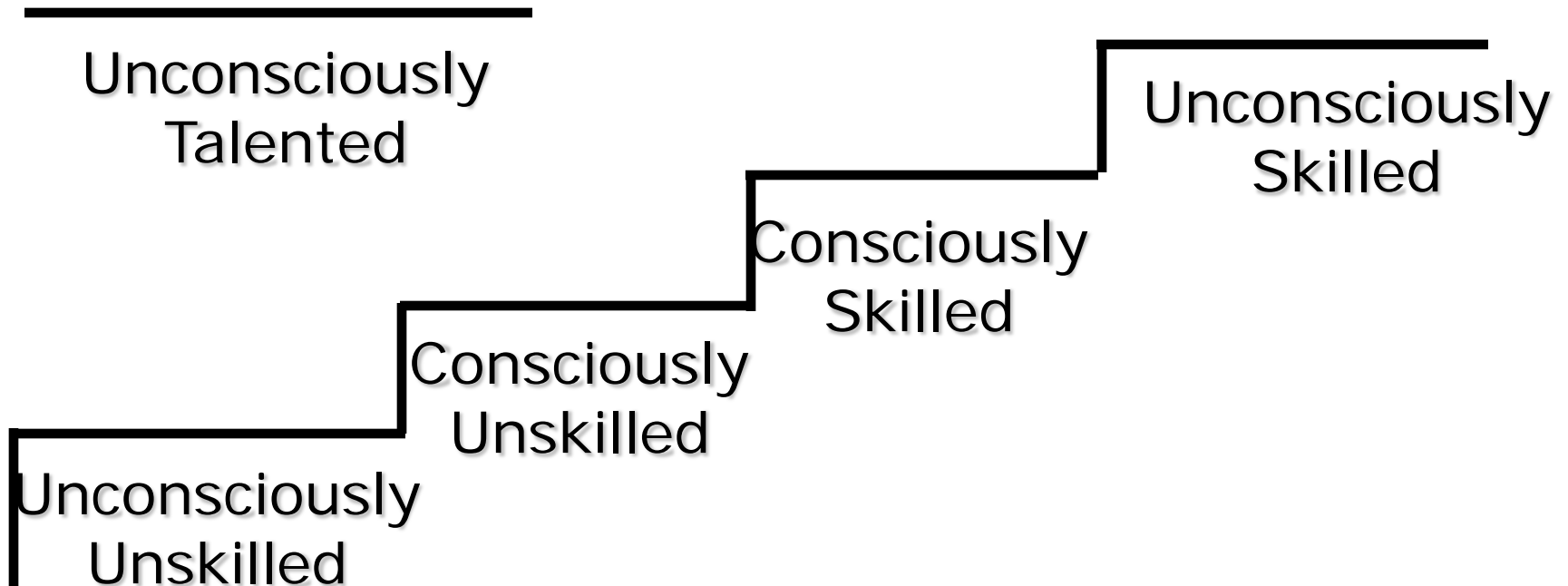
Select one skill set that you believe is most important. _____

Rank teachers according to this system:

- Unwilling
- Unaware
- Getting Ready
- Started
- Developing

Gordon's Skill Development Ladder

The Art of Teaching



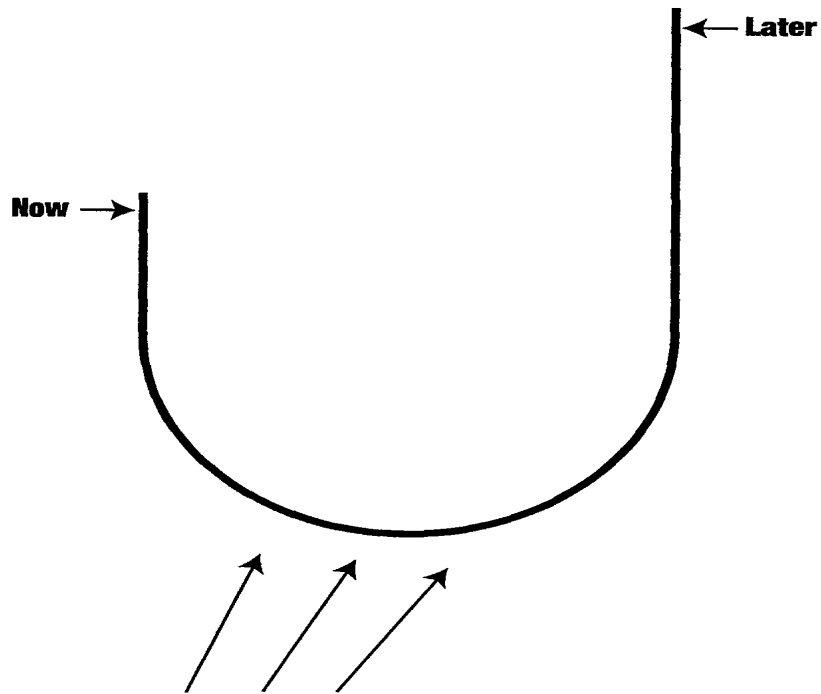
■ Gordon's (1974) Skill Development Ladder

Learning Dip

pg45

Okay, What Is Coaching?

45



The coach is a cheerleader during this difficult time.

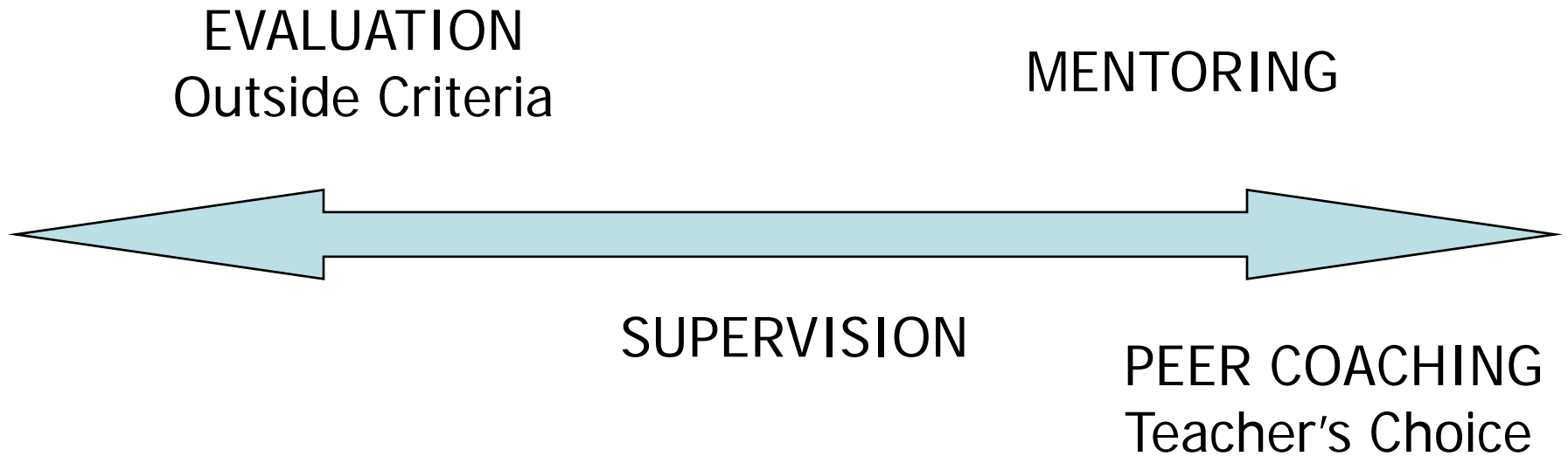
Figure 3.2. The Learning Dip

Analysis

What is needed for the teachers at each spot ?

- Unwilling
- Unaware
- Getting Ready
- Started
- Developing

What's needed? Who provides it?



KEY ELEMENTS

- KNOWLEDGE
- MODEL
- PRACTICE
- OBSERVATION WITH
FEEDBACK
- ONGOING
COACHING

Joyce and Showers



KNOWLEDGE

- WHY

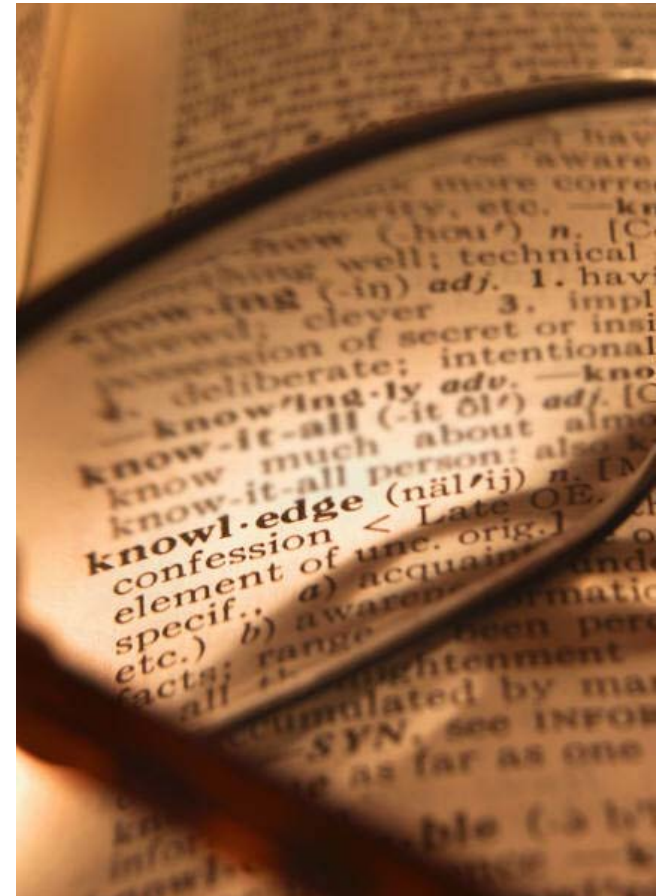
RESEARCH

FORMAL

INFORMAL

- HOW TO

COMPLEX to SIMPLE



MODEL

Environment

Skills

PRACTICE

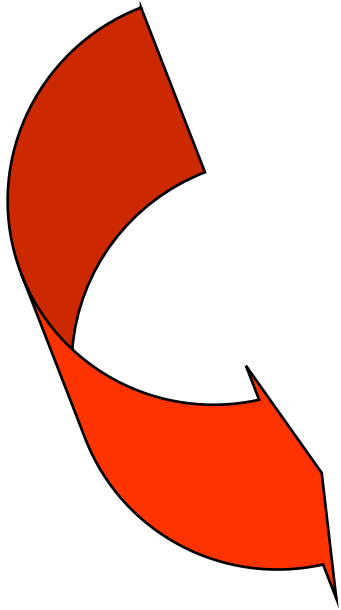


- SAFE ENVIRONMENT

- FEEDBACK

- *Twenty to thirty repetitions*
- *over an eight to ten week period.*

Two Opportunities for Observation with Feedback



- Practice Environment:
ex. Workshops
- Classroom Situations:
ex. Coaching

Joyce/Showers Research

Figure 5.2

Training Components and Attainment of Outcomes in Terms of Percent of Participants

— OUTCOMES —

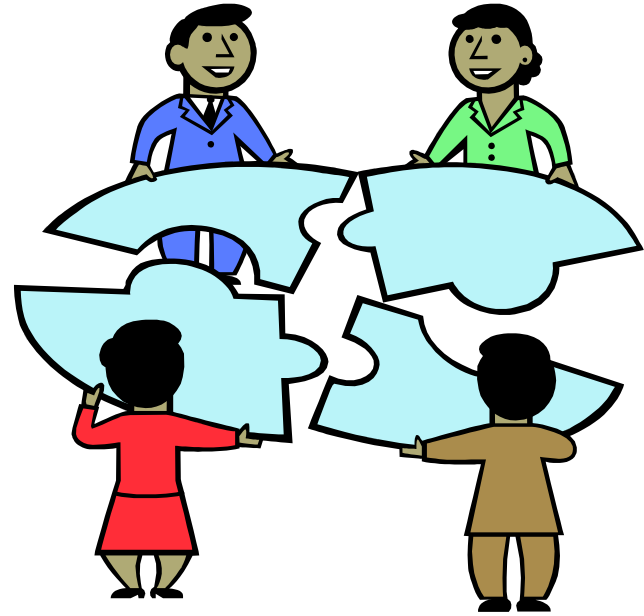
Components	Knowledge (thorough)	Skill (strong)	Transfer (executive implementation)
Study of Theory	10	5	0
Demonstrations	30	20	0
Practice	60	60	5
Peer Coaching	95	95	95

Beverly Joyce and Bruce Showers (2002) Student Achievement Through Staff Development 3rd Edition. Ch. 5: Designing Training and Peer Coaching: Our Needs for Learning. Alexandria, VA: Association for Supervision and Curriculum Development

Understanding the Connection...

In order to see the link between teacher behavior and student achievement let's use an example of:

- *Higher Order Questioning Strategies*



Examine the relationship between students and teacher in questioning



Higher Order Questioning: Skill Analysis

- Teacher Behavior(T1)
- Write questions into plans and start asking questions in class discussion

Student Response

Higher Order Questioning: Skill Analysis

- Teacher Behavior(T1)
- Write questions into plans and start asking questions in class discussion

Student Response
(S1)

Confusion, Reluctant
to respond

- T1 Write questions into plans and start asking questions in class discussion
- T2:Continue asking, increase wait time, model thinking;

- S1:Confusion, reluctant to respond;
- S2:Attempt to answer posed questions;

- **T1:Write questions, start asking;**
- **T2:Continue asking, increase wait time, model thinking;**
- **T3:Provides encouragement, probing, pausing;**

- **S1:Confusion, reluctant to respond;**
- **S2:Attempt to answer posed questions;**
- **S3:Successfully responds;**

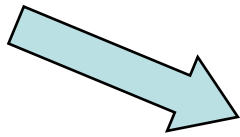
- **T1:Write questions, start asking;**
- **T2:Continue asking, increase wait time, model thinking;**
- **T3:Provides encouragement, probing, pausing;**
- **T4:Withhold recognition for correct answers, cause students to assess each other and dialogue;**

- **S1:Confusion, reluctant to respond;**
- **S2:Attempt to answer posed questions;**
- **S3:Successfully responds;**
- **S4:Students debate;**

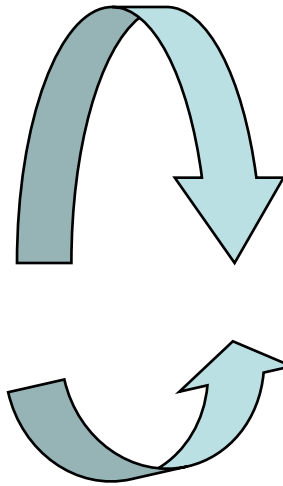
- **T1:Write questions, start asking;**
- **T2:Continue asking, increase wait time, model thinking;**
- **T3:Provides encouragement, probing, pausing;**
- **T4:Withhold recognition for correct answers, cause students to assess each other and dialogue;**
- **T5:Provide supportive and conflicting data;**

- **S1:Confusion, reluctant to respond;**
- **S2:Attempt to answer posed questions;**
- **S3:Successfully responds;**
- **S4:Students debate;**
- **S5:Students pose higher level questions;**

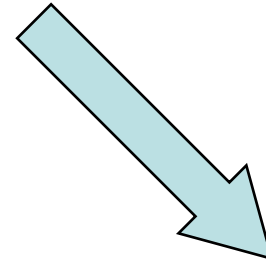
Higher Order Questioning



Teacher Behavior
Changes



Student Responses



Student Achievement

Professional Development in Teacher Behavior...



...*Leads to
Student
Achievement*