



Consider evidence-based professional development to support your Coaching Cycles

First: Read about what works with professional development (PD) and what to avoid	Next: Plan PD purposefully to determine the coach and teacher responsibility throughout your Coaching Cycles to include teaching, modeling, practicing, and applying.	Finally: Identify the PD and coaching support you will provide teachers advancing along the Roadmap (Implementation Plan)
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What should I consider when providing professional development/learning to groups?

The following information is from the article, "High-Quality Professional Development for Teachers." DeMonte, Jenny, *High-Quality Professional Development for Teachers*, Center for American Progress, 2013.

Make sure professional development/learning meshes with the work of teaching and that teachers have a voice in their learning

- PD that aligns with school initiatives, district and state standards and assessments, and teacher reviews/evaluations
- PD that focuses on content and curriculum, and modeling and practicing of those strategies
- PD that provides opportunities for collaboration with other teachers
- PD that includes follow up support, ongoing feedback, and reflection

Avoid what does not work

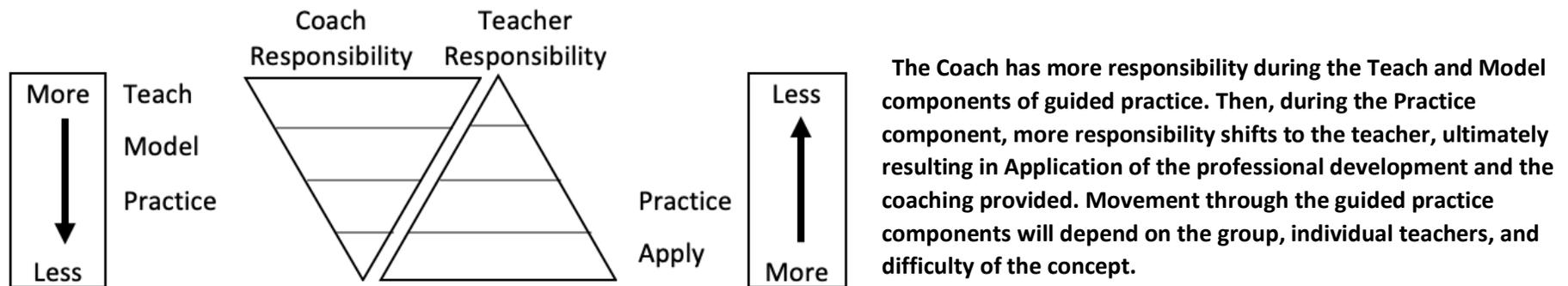
- PD that is not connected to what teachers do every day
- PD that is generic and does not connect to the curriculum teachers teach and the day to day problems teachers encounter
- PD that is "sit and get", which is lecture-based and inactive, where participant sit while a consultant feeds them information, hoping that the participants gain something from it.

What do I need to consider in planning purposeful professional development that will ensure both coach and teacher responsibility throughout my Coaching Journey?

Understand the differences between professional development and coaching

- **Professional Development:** Content (activities, strategies, ideas) presented through **Teaching** and **Modeling** by coaches, peer coaches, teachers, administrators, and others
- **Coaching:** A key part of professional development that includes **Practice** with ongoing feedback and encouragement to ensure **Application** of the professional development into practice (See Coaching Cards in the Resource Tab)

Guided Practice Components	
<p>1. Teach: Provide explicit professional development. What is it? What is it not? Why do we need to use it?</p>	<p>2. Model: Provide explicit modeling of the activity or strategy. Walk through the activity step by step. Provide modeling of the activity that is grade level and content specific.</p>
<p>3. Practice: Follow up with coaching support, including clear communication, conversations, peer coaching, resources, observations, and demonstration lessons.</p>	<p>4. Apply: Once teachers have practiced and coaching support has been provided, follow up with a longer observation and feedback to support teachers in consistently applying the activity.</p>



Use the Professional Development Planning chart below to ensure all guided practice components are in place for high-quality PD and the details are included on your Roadmap (Implementation Plan) . Identify the items on the chart to ensure that you have thought about the various elements.



Professional Development Worksheet

Professional Development Planning	
<p>The What</p> <ul style="list-style-type: none"> Identify the PD content, activities, and strategies teachers will need in advance Plan the PD Structure—beginning activity, main content, closing activity—that provides feedback and next steps for teachers Send out the PD agenda with outcomes to staff 	<p>The When</p> <ul style="list-style-type: none"> Identify the date and time the PD will occur Identify who needs to be there—teachers, aides, grade levels, administrators Identify the support teachers will need to attend (e.g., subs, release time, etc.)
Professional Development Content	
<p>Teach: Provide explicit professional development. What is it? What is it not? Why do we need to use it?</p>	<p>Model: Provide explicit modeling of the activity or strategy. Walk through the activity step by step. Provide modeling of the activity that is grade level and content specific.</p>
<p>Practice: Identify opportunities for teachers to practice the activity or strategy during the PD session and after in their own classrooms. Follow up with coaching support, including clear communication, conversations, peer coaching, resources, observations, and demonstration lessons. Individualize coaching support to differentiate for the needs of each teacher.</p>	<p>Apply: Once teachers have practiced and coaching support has been provided, what is the follow up needed to support teachers in the consistent application of the strategy? Plan longer observations with feedback to support teachers in consistently applying the activity or strategy.</p>

Checklist Example of Professional Development Planning for Focus Folder: Focus Folder Steps	Coach or Teacher	Check off
Materials are ready: Books, flowcharts, Focus Folders, sticky notes, data reports, etc.		<input type="radio"/> _____
PD is prepared using white tabs from the book to explain Focus Folders (i.e., stages of reading development, group focus for each grade level and groups, components of reading) and flowcharts.	Teach, Model, and Practice PD	<input type="radio"/> _____
PD delivered during early release ensuring teachers understand the why and how of the Focus Folder		<input type="radio"/> _____
Coach models creating a Focus Folder, uses the flowcharts to group students, and places sticky notes. Teachers create Focus Folder and use flowchart to group students.		<input type="radio"/> _____ <input type="radio"/> _____
Teachers discuss outliers (students they think don't fit in a group), working to understand why the data placed a student in a group. Teachers provide additional evidence (i.e., additional subtests, other assessments, etc.) supporting change before moving students to another group. Teachers refer to the group focus to ensure that is what the student needs before moving students. Teachers make final decisions about placement of students in groups.	Practice and Application of PD	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
Teachers have completed their Focus Folder and agree students are grouped correctly. Teachers understand the focus of each group.		<input type="radio"/> _____ <input type="radio"/> _____