

Pdp Goals For Teachers

Karen Gunlikson Hart

The Influence of School Culture, School Goals, and Teacher Collaboration on Teachers' Attitudes Toward Their Professional Development Plans Laurie J. Sullivan, 2010 The Professional Development Plan (PDP) is a specific professional development model situated within the teacher evaluation system being implemented in the Owen Public Schools (pseudonym). The purpose of this study was to investigate the influence of school culture, school goals, and teacher collaboration on teachers' attitudes toward their Professional Development Plans. Data were also collected on teachers' perceptions of the steps of the PDP process to determine which steps had the greatest influence on teachers' attitudes toward their Professional Development Plans. The sample for this study was composed of 154 prekindergarten through high school teachers within one school district. Participants held a range of attitudes from very positive to very negative toward the Professional Development Plan. Significant correlations were found between teachers' attitudes toward the Professional Development Plan (TAPDP) and four out of the five factors of school culture. The factors of school culture - Collaborative Leadership, Teacher Collaboration, Professional Development and Unity of Purpose - were shown to be associated with teachers' attitudes toward the Professional Development Plan, although the relationships were not strong. Only the school culture factor Collegial Support was found not to be associated with teachers' attitudes toward the Professional Development Plan. Of the five school culture factors, only the factor Professional Development was a significant predictor of teachers' attitudes toward the Professional Development Plan. One aim of the research project was to discover the extent to which PDPs conducted individually and PDPs conducted collaboratively differed on teachers' attitudes toward the Professional Development Plan. The data showed a moderate effect size that suggested the variance in TAPDP scores was accounted for by whether a teacher collaborated with other teachers on a PDP or whether it was an individual effort. Another purpose of the research was to determine the extent to which PDPs aligned with school goals and PDPs not aligned with school goals differed on teachers' attitudes toward the Professional Development Plan. The data indicated a very large effect size and highlighted that a very large portion of the variance in TAPDP scores was accounted for by whether a teacher aligned the PDP with a school goal or whether the PDP had little or no alignment with a school goal. With regard to the steps of the PDP process, each of the four steps correlated positively with teachers' attitudes toward the Professional Development Plan. The strength of the relationship between TAPDP and Writing a Goal Statement was moderate, while strong relationships were

evident for Describing Strategies/Activities for Reaching PDP Goals, Collecting Evidence of Progress on PDP and Reflecting on Evidence and Results of the PDP. Furthermore, when the steps of the PDP process were examined for their combined ability to predict TAPDP, two steps emerged as predictors. The two steps with the most influence on TAPDP were Describing Strategies/Activities for Reaching PDP Goals and Reflecting on Evidence and Results of PDP. Lastly, all of the demographic variables were found to be statistically nonsignificant for describing differences in TAPDP scores suggesting that years of teaching, educator role, gender, level of educational attainment and teaching level did not influence teachers' attitudes toward the Professional Development Plan.

Designing Professional Development for Teachers of Science and Mathematics Susan Loucks-Horsley, Katherine E. Stiles, Susan Mundry, Nancy Love, Peter W. Hewson, 2009-11-24 This third edition represents the gold standard of resources for those working in the field of professional development. My staff and I highly recommend this book as a primary resource for designing and continuously improving professional development programs for teachers of science and mathematics. Unlike other resources, this unique and important book provides current research, an updated strategic planning framework, and access to a portfolio of best practices for informing your work. —Sally Goetz Shuler, Executive Director National Science Resources Center In the 21st century when STEM education has become vital for our students and our nation and the importance of quality professional development has increased at least tenfold, this seminal work should be required reading for every education leader. It is both practical and scholarly in guiding a school toward a culture of continuous learning and improvement. —Harold Pratt, President, Science Curriculum Inc. Former President, National Science Teachers Association The classic guide for designing robust science and mathematics professional development programs! This expanded edition of one of the most widely cited resources in the field of professional learning for mathematics and science educators demonstrates how to design professional development for teachers that is directly linked to improving student learning. Presenting an updated professional development (PD) planning framework, the third edition of the bestseller reflects current research on PD design, underscores how beliefs and local factors can influence the PD design, illustrates a wide range of PD strategies, and emphasizes the importance of: Continuous program monitoring Combining strategies to address diverse needs Building cultures that sustain learning An inspiring blend of theory and practical wisdom, *Designing Professional Development for Teachers of Science and Mathematics* remains a highly regarded reference for improving professional practice and student achievement.

Teacher Empowerment Toward Professional Development and Practices Ismail Hussein Amzat, Nena P. Valdez, 2017-04-22 This book gathers a range of contributions from researchers and practitioners across borders with an emphasis on theoretical arguments and empirical data concerning teacher empowerment. It propels readers to explore powerful teaching practices that can further advance the profession as a continuing priority in the system when

appropriately utilized. Further, it strives to capture teachers' readiness to improve their professional skills and responsive practices as a form of accountability for their teaching and students' learning, two aspects that are increasingly being judged by various stakeholders. The book argues that teachers' autonomous participation and engagement in relevant decision-making activities and equitable access to continuing professional development opportunities are and should remain major priorities.

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.

Report of the Goal 4 Resource Group United States. National Education Goals Panel. Goal 4 Resource Group, 1995
Teacher Efficacy, Professional Development, and Teachers' Perceptions of Improved Practice Karen Gunlikson Hart, 2000

Exploring classroom assessment practices and teacher decision-making Dennis Alonzo, Chris Davison, Chris Ann Harrison, 2023-05-25

Achieving the Goals, 1995 Goal 4 of the National Education Goals envisions that teachers will have access to programs for the continued improvement of their professional skills. This book examines what federal agencies are doing to enhance teacher preparation, presents information on career-long development, and offers program descriptions and contact names. The first section of the book introduces the subjects of professional development and federal assistance and describes formula and discretionary grant programs. The second section, which comprises most of the book, provides information on programs administered by the U.S. Departments of Education, Agriculture, Commerce, Defense, Energy, Health and Human Services, the Interior, Justice, Transportation, and Veterans Affairs, and by independent agencies (Environmental Protection Agency, NASA, National Endowment for the Arts, National Endowment for the Humanities, National Science Foundation, and

the Smithsonian Institution). Nine appendices list additional sources of assistance; Appendix 10 provides a report of the Goal 4 Resource Group. (SM)

Professional Development and Teacher Time ,1994

Promoting the Professional Development of Teachers and Administrators Glen D. Fielding,1985 This monograph highlights important findings and guidelines that have emerged from over a decade of research at the University of Oregon's Center for Educational Policy and Management (CEPM) concerning the continued professional development of school personnel. After a brief introduction, the booklet is divided into three sections. The first, Foundations, introduces a framework for thinking about continued professional development. The framework identifies key factors in analyzing or designing a professional development program and introduces basic concepts. This is followed by a brief review of prevailing staff development practices. The second section, Research and Development, consists of three chapters that describe CEPM-affiliated projects aimed at increasing the effectiveness, respectively, of teachers, programs, and the organization as a whole. Section 3, Action, presents guidelines for district administrators in designing professional development programs and for principals in implementing them at the school level. The booklet closes with a discussion of challenges that lie ahead for professional development. A bibliography is included. (TE)

Teachers' Professional Development Australian Council for Educational Research,1991 In this book the intellectual and professional development of Australian teachers is tackled. Funding issues, difficulties in evaluating teacher skills and the future direction of government policy are discussed by nine contributors. Includes an annotated guide to further reading.

Professional Community and Professional Development in the Learning-centered School Judith Warren Little,2006 Provides a research-based blueprint for teacher learning, including the goals it can serve, strategic content priorities, and effective approaches or strategies. In learning-centered schools - where there is an emphasis on both student and teacher learning - teacher professional communities are the hub of a learning system that focuses on instructional improvement. These communities are strategically linked with various other modes of professional development within and outside the school.

Teachers Learning from Professional Development in Elementary Science Andrew Hopkins Falk,2009 Formative assessment, the assessment of student understanding to inform learning, has been shown to be a teaching practice that has powerful positive effects on student learning. Pedagogical content knowledge (PCK), teachers' knowledge specific to teaching particular subject matter, has been posited as an important resource for teachers engaging in formative assessment. However, no research has been conducted into the role of PCK in teachers' formative assessment practice. This study examined relationships between teachers' formative assessment and pedagogical content knowledge in the context of a professional development program that engaged eleven elementary science teachers in analysis of samples of their students'

work related to electric circuits. It investigated both the ways that teachers' PCK contributed to their formative assessment practice, as well as the opportunities created through formative assessment for teachers to build PCK. Analyses showed that teachers both used and built pedagogical content knowledge through their engagement in formative assessment. Teachers built knowledge of student understanding through interpretation of the student work, and used that knowledge in subsequent interpretation. The assessment tasks supplied by the PD and the corresponding student work provided evidence of a range of and patterns in student thinking. In general, teachers made productive use of the evidence available in the work, and used multiple approaches to interpretation that created opportunities to build different kinds of PCK. However, when teachers were engaged in the task of interpreting larger sets of work in focused ways and constructing a rubric, their approach to interpretation obscured the patterns available in the work, and constrained their opportunities to build PCK. Teachers used knowledge of the local curriculum and instructional strategies as they engaged in formative assessment, knowledge derived from their own science learning experiences in the PD, and their concurrent teaching practice. Through their talk and collective analysis, teachers co-constructed an orientation toward the nature of classroom science in which students were responsible for applying concepts provided by the teacher to appropriate situations. Patterns in teachers' talk about assessment were consistent with this orientation. There was also evidence that teachers' expressed PCK was consistent with this orientation. More often, however, teachers did not describe classroom practice to a level of detail that supported connections to a specific orientation. The findings provide support for proposals that PCK is an important resource for teachers' formative assessment practice, as well as providing evidence that formative assessment represents an important opportunity for teachers to build PCK. Future research and professional development in this area needs to consider the role of material resources such as curriculum and assessment tools, as well as the role of teachers' orientations to the nature of classroom science.

Education for Sustainable Development in Teacher Education and Professional Development (TEPD)

Programmes in Kenya: A Missing Component Joseph Oponda, 2013-02-06 Research Paper (undergraduate) from the year 2013 in the subject Pedagogy - Miscellaneous Topics, , language: English, abstract: This article discusses the role of the teacher educators in reorienting teacher education to address sustainability. The article analyzes the implementation of aims and tasks of the UN Decade of Education for Sustainable Development (DESD) (2005-2014) among Teacher trainers/educators in Kenya. The three recent teacher education and professional development (TEPD) programmes conducted in public Teacher Training Colleges (T.T.Cs) in Kenya were scrutinized with a view of establishing the extent to which Education for Sustainable Development (ESD) has been incorporated in teacher education programmes. Both the analysis and the literature review provide no evidence that ESD has become an integral part of most teacher education programmes, and that there is no teacher education initiative that has strategically set out to mainstream sustainability into

the core of teacher education programmes particularly in light of current and developing trends in education in Kenya. There is therefore, almost a blank spot in both the body of knowledge on teacher education and the actual practices of many teacher educators with regard to ESD. The article concludes with a discussion of ways to remedy the situation.

Professional Development of Teachers Eric Hoyle, Jacquetta Megarry, 1980

The Role of Teacher Organizations in Professional Development and Instructional Improvement as Perceived by Selected Teacher Organization Leaders William Douglas Ward, 1973

Investing in Teacher Professional Development, 1997

Delta Pi Epsilon Journal Delta Pi Epsilon, 1993

Strategies for Career-Long Teacher Education D. John McIntyre, David M. Byrd, 1998-01-08 This book considers this question: How can schools of education be redesigned to provide continuing education that spans teachers' entire careers? In this, the sixth Teacher Education Yearbook, the authors examine the current standard practice of confining teacher preparation to four years of coursework. They take a close look at the growing interest in career spanning teacher education. The chapter authors and contributors offer research, discussion, and various points of view on how ongoing, sustained professional development can enrich teachers' worklives and increase their students' learning. McIntyre and Byrd examine past, current, and proposed methods of teacher education from different perspectives and viewpoints. They offer the reader insights into how Teachers learn about teaching and learning Teachers develop their own professional education plans and goals Universities and schools collaborate on career-long teacher education through professional development schools Teacher education courses provide (or fail to provide) necessary training This book confirms the importance of several ideas in the concept of teacher education: Ongoing dialog is crucial -- there must be continuous feedback and fine-tuning of teacher education programs. Discussions of case studies can be powerful tools for critical reflection by students. They can learn to identify more easily with others perspectives. Teacher education programs need to individualize to increase effectiveness. Students' own beliefs and attitudes greatly affect how they respond to learning to teach. In order to prepare teachers who continue to learn, who stimulate, motivate, and teach their students, schools of education must change. And the chapter authors and respondents in this yearbook offer pragmatic ideas on how to begin this change. For anyone interested in teacher education or ongoing professional development.

Deliberative Professional Development Communities as Sites for Teacher Learning Timothy A. Boerst, 2003

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