

	Monday	Tuesday	Wednesday	Thursday
	June 8 - Project 1	June 9 - POV	June 10 - Interviews/Observations/ Literature	June 11 - Prototyping
8:30	Design Introduction	Orientation Dialogue KWL	Orientation Dialogue KWL	Orientation Dialogue KWL
9:00	Welcome and Overview of the Course Venn diagram	Guest Talk (Faculty Panel)	Guest Talk (Recruitment Panel)	Discussion: Assignment submission as a student Assignment grading / feedback as a teacher
9:30	Design and Innovation Competition	Research Details for Fall	Teacher: Model a lesson M6, M7 - A day in the life of Tech120 class meeting	
10:00				
10:30	Teaching Assignments	Timeline of critical University Add/Drop enrollment events	Venn diagram - between PPHS and Tech120	
11:00		Individual working lunch		
11:30	Individual working lunch		Individual working lunch	Collaborative working lunch - Discussion - Implementation - PPHS detail Academic Year Support
12:00				
12:30	Facilitator: Model a lesson M4 (Design Critique) - A day in the life of Tech120 class meeting	Guest Talk (Tech120 Alum Panel)	Teacher: Model a lesson M8 - A day in the life of Tech120 class meeting	Dissertation on challenges of Black female students in STEM
1:00		Teacher: Model a lesson M3 (POV) - A day in the life of Tech120 class meeting		
1:30				
2:00	Q&A (Prep)	CATME - Measure of "team member effectiveness"- Overview and Experience	Facilitator: Lesson discussion M20, 21, 24, 25 (Prototyping)	Teacher Led Collaborative Planning
2:30				
3:00	Focus Group / Reflection	Interview - Researcher A Structured Prep - Researcher B	Prep for grading - submit and grade Interview - Researcher A Structured Prep - Researcher B	Interview - Researcher A Structured Prep - Researcher B
3:30				
After hours	Reading/Video - Prep	8:00 Virtual Social Hour	Fall implementation prep/Prototyping	

Research On Professional Development Sch

Rick Breault, Donna Adair Breault



Research On Professional Development Sch:

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 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 development for mathematics and science educators demonstrates how to design professional development experiences for teachers that lead to improved student learning Presenting an updated professional development PD planning framework the third edition of the bestseller reflects recent research on PD design underscores how beliefs and local factors can influence 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

Professional Development for School Improvement Stephen P. Gordon, 2004 This book integrates knowledge from professional development and school improvement to describe frameworks that can increase the capacity of individuals teams and organizations to grow and develop The text argues that both professional development and school improvement should have as their primary purpose the improvement of teaching and learning Eleven frameworks for professional development are presented along with strategies for integrating multiple frameworks in comprehensive programs School leader development is addressed as a prerequisite for professional and school development

The Principal as Professional 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

Visions from Professional Development School Partners Michael Cosenza,Merilyn Buchanan,2018-01-01 Rich clinical preparation combined with progressive experiences in professional development school PDS settings are proposed to bring about systemic and impactful transformation of educator preparation and professional growth in order to improve and enhance P 12 student learning In this book diverse authors describe their efforts to forge PDS partnerships to develop and deliver high quality training and practical experiences for candidates and simultaneously provide professional development for experienced practitioners in ways that mirror recommendations found in authoritative reports and literature The authors collective wisdom is vividly captured in the multi voiced chapters that are collaborations between cooperating teachers school administrators county and district level administrators university supervisors and instructional faculty The contexts authors write about are recognizable and the accomplishments they experienced and challenges faced will resonate with institutions courageously undertaking change or renewal The book will be invaluable to school and university faculty and administrators as they transition to a partnering model of clinical preparation for teacher candidates it will help stakeholders decide if their schools and institutions are ready to commit to a partnership and highlight the benefits they stand to gain but realistically address challenges that may be faced by administrators and faculties as well as teacher candidates in the PDS enterprise

A Professional Development School Partnership Renee W. Campoy,2000-05-30 The professional development school PDS is a unique educational reform initiative that attempts the simultaneous reform of education at the school and the university By conducting reform at both levels of education the PDS is a solution to the piecemeal reforms of the past from Dewey s Progressivism to the Sputnik reforms to New Math to Whole Language which have targeted educational change in the public schools but most have overlooked the preparation of new teachers The PDS addresses the professional development of experienced teachers in the field the preparation of new teachers and improvement of the programs of K 12 schools at the same time and at the same place the school site In this way reform goals are agreed upon and implemented by both new and experienced teachers so that reform efforts are seamlessly supported by all parties involved Nevertheless most educators engaged in PDS reform agree that PDSs are a high stakes reform effort and are fraught with difficulties This case study provides an annotated road map of one PDS partnership so that others interested in partnership work are provided general principles to guide their work

The Impact of a Professional Development School on Professional Development in the Partner School District Doris Grove,2016 ABSTRACT Over the last several decades those engaged in enhancing educational quality have recognized the increasing importance of the role of

professional development in enhancing educator performance and student learning During that same time period professional development school partnerships between school districts and institutions of higher learning have been seen as a vehicle for transforming or renewing both basic and higher education It is reasonable to expect that the establishment of a professional development school partnership would exert a significant impact on the professional development program of the district However this may not be the case In fact Levine 1997 argued school districts with some important exceptions continue to ignore the potential impact that professional development schools can have in terms of professional development recruitment and new teacher induction p 6 The purpose of this study was to address empirically the question of the impact of a PDS partnership on a districts professional development program The central research question framing this study was What has been the impact of an elementary professional development school partnership on the professional development program of the school district at the elementary level In order to answer this central research question the following sub questions guided the study 1 As individuals in a variety of roles and contexts perceive it has the elementary professional development program in the school district changed as a result of the PDS partnership 2 If changes in professional development have occurred at the elementary level in what areas have the changes occurred a Assumptions underlying professional development b Goals for professional development c Delivery of professional development d Role of the teacher in professional development e Outcomes of professional development 3 What factors explain the changes that have occurred The study employed a qualitative case study approach In depth interviews using an interview protocol adapted from Seidman were conducted with 25 participants from three distinct categories 1 central office administrators including curriculum coordinators 2 principals and 3 teachers using Seidmans interview protocol Data were analyzed using the constant comparative method Glasser Strauss 1967 As revealed from the data collected during this study all of the participant groups with the exception of the low involvement teacher participants perceived that the professional development school partnership offered and supported multiple opportunities for professional development including enhanced teacher leadership possibilities generating a culture of inquiry and empowerment through teacher generated and teacher led professional development The findings of the study indicate multiple opportunities for future research studies in regards to professional development school university partnerships and teacher leadership and principal leadership in a PDS partnership

University and School Connections Irma N. Guadarrama, John Ramsey, Janice L. Nath, 2008-06-01 The need for strengthening the connections between university based teacher education programs and schools has never been greater in an era where standards and accountability systems often play centric roles in practically all aspects of the education field Within this context university educators and school practitioners have increasingly focused their attention on how professional development schools produce the multiplicity of outcomes that address the exigencies of quality programs for educating teachers and improving school achievement In keeping with the mission of producing a collection of papers that

inform enlighten and motivate readers Volume 3 of the Professional Development Schools book series provides practitioners and researchers with articles on a substantial variety of themes on the most recent developments of the field Among the thematic threads that organize Volume 3 are 1 using the national standards to examine and evaluate PDSs 2 implementation development and leadership issues relevant to beginning and experienced PDSs 3 using innovative means for student assessments and mentoring in preservice education within a PDS context 4 the impact of PDSs on teacher education and student achievement and 5 cases of PDSs and the value of lessons learned Volume 3 is similar to the previous two volumes in that it includes both practitioner and researcher strands however the authors in the current volume carry a sense of maturity and exudes a tone of confidence in their voice Professional development schools research is an important aspect of teacher education The collection of articles in Volume 3 contribute to our understanding of their essential qualities and offer assurance that innovation change and quality are building blocks in professional development schools

Models of Professional Development Bruce Joyce, Emily Calhoun, 2010 This comprehensive resource examines five major models of professional development and how they can be implemented and tailored to meet the multifaceted needs of any school or district

Professional Development Schools and Transformative Partnerships Polly, Drew, 2014-08-31 School university partnerships have the potential to greatly benefit teaching and learning in PK 12 environments as well as educator preparation programs This collaboration is advantageous to teachers counselors and administrators Professional Development Schools and Transformative Partnerships provides a comprehensive look at the design implementation and impact of educational initiatives between schools and universities Including cases and research on existing collaborations this publication addresses barriers and trends in order to provide direction for successful partnerships in the future This book is an essential reference source for educational leaders in colleges schools and departments of education as well as leaders of PK 12 schools

Professional Development Schools Rick Breault, Donna Adair Breault, 2012 Professional Development Schools Researching Lessons from the Field provides a comprehensive analysis of PDS research that can aid PDS stakeholders in designing and sustaining meaningful research in their partnerships Breault and Breault used an extensive qualitative meta synthesis to examine the research over the past 20 years Their comprehensive review of 300 studies provides a deep understanding of the challenges and potential within PDSs The authors offer analysis regarding key elements of PDSs and highlight strong studies including a large scale multi site study and studies using mixed methods and action research effectively They also highlight exemplary studies showing how pilot studies are effective ways to research new partnerships how theory can lead to greater abstraction and how metaphor can clarify complex relationships This book is an essential resource for all stakeholders involved in professional development schools

The Enigmatic Realm of **Research On Professional Development Sch**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing in short supply of extraordinary. Within the captivating pages of **Research On Professional Development Sch** a literary masterpiece penned by way of a renowned author, readers embark on a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of those that partake in its reading experience.

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Research On Professional Development Sch Introduction

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