

# Effective Teacher Professional Development

*How Investments in Teacher Professional Development  
Can Make a Difference*

Linda Darling-Hammond, Maria E. Hyler, & Madelyn Gardner

June 5, 2017



# 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?**

# Does / Can Professional Development Matter?



The Mirage describes the widely held perception among education leaders that we already know how to help teachers improve, and that we could achieve our goal of great teaching in far more classrooms if we just applied what we know more widely. Our research suggests that despite enormous and admirable investments of time and money, we are much further from that goal than has been acknowledged and the evidence base for what actually helps teachers improve is very thin.

# What Kind of PD ?

When I die, I hope it is at a faculty meeting or teacher inservice because the transition from life to death would be so subtle



# This Study

## Reviewed 35 studies that:

- Are methodologically rigorous
- Demonstrate positive link between teacher PD and student outcomes

## Identified common features



# A Paradigm Change

## **FROM:**

**Sit and get**

**Drive-by**

**One size fits all**

**Disconnected from  
teachers' classroom and  
students**

## **TO:**

**Content-focused**

**Active**

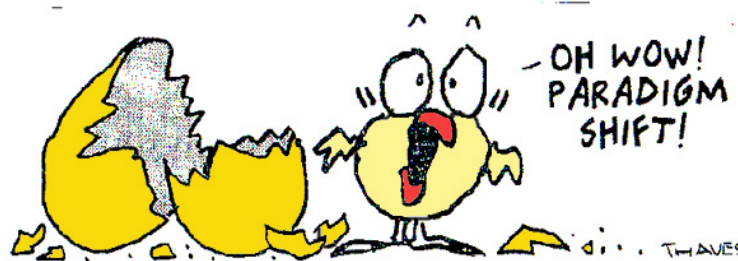
**Collaborative**

**Using models & modeling**

**Coaching**

**Feedback and reflection**

**Sustained over time**

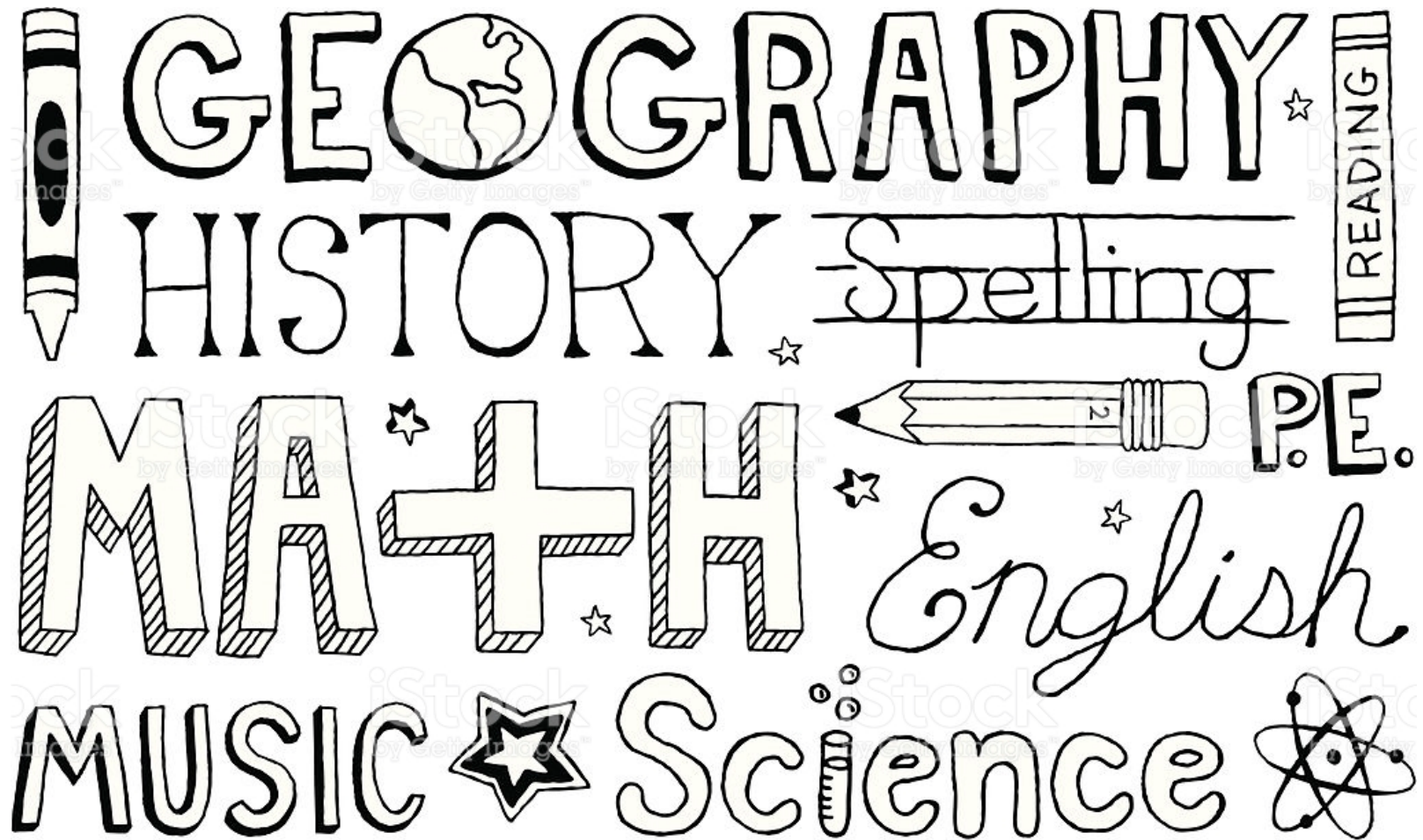






# Elements of Effective Professional Development

# Content Focus





# Active Learning





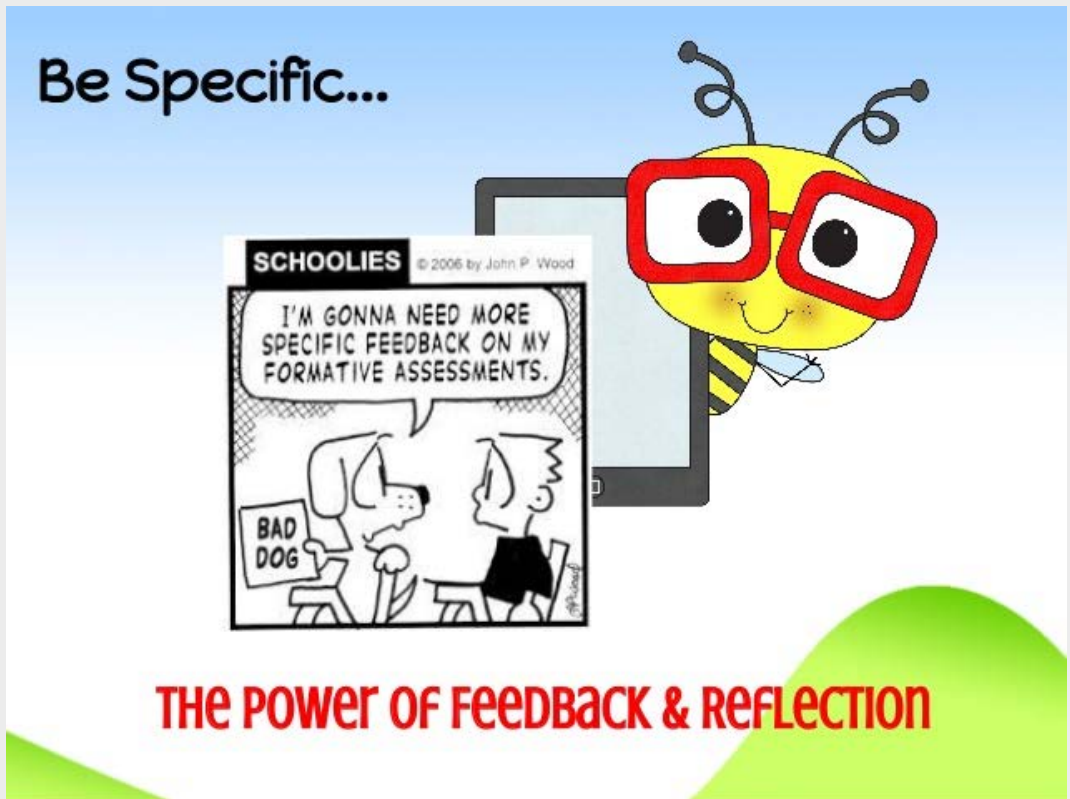
# Models of Effective Practice

- **lesson plans**
- **unit plans**
- **sample student work**
- **observations of peer teachers**
- **video or written cases of teaching**

# Coaching and Expert Support



# Feedback and Reflection





# Sustained Duration



# National Writing Project

## Content focus

Models of effective practice

Coaching & expert support

## Active learning

Collaboration

Feedback & reflection

Sustained duration



# Creating Conditions for Effective Professional Development

# 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





# Implications for Practice & Policy



# Implications for Practice



- **Plan for common obstacles**
- **Address specific needs of educators and learners**
- **Develop a comprehensive system of teaching and learning**

# Policy Implications

- **Adopt standards for PD**
- **Redesign school schedules**
- **Conduct needs assessments**
- **Develop expert teachers as mentors and coaches**



# 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**



# Learning Policy Institute Resources



## Effective Teacher Professional Development

Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner,  
with assistance from Danny Espinoza



JUNE 2017

## Report

[learningpolicyinstitute.org/product/teacher-prof-dev](http://learningpolicyinstitute.org/product/teacher-prof-dev)

## Sign up for updates

[bit.ly/LPIupdates](http://bit.ly/LPIupdates)

## Follow LPI on Twitter

@LPI\_Learning

## Contact:

[info@learningpolicyinstitute.org](mailto:info@learningpolicyinstitute.org)