



Teacher Professional Development in the USA

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PURPOSE: TO INDICATE WHAT WE HAVE LEARNED FROM RESEARCH ON PROFESSIONAL DEVELOPMENT OF K-12 TEACHERS IN AMERICAN PUBLIC SCHOOLS.

Rationale: We know little about characteristics of effective professional development programs (programs that increase student achievement) in the USA

1. Until recent decades relatively little professional development for teachers
2. Deficiencies in the research on professional development

MAJOR SOURCES OF INFORMATION

1. Final Report of National Mathematics Advisory Panel (NMAP, 2008)
2. Task group report on Teachers and Teacher Education (NMAP, 2008)
3. Closing the Talent Gap: Attracting and Retaining Top-Third Graduates to Careers in Teaching (McKinsey, 2010)
4. Summary of Research on the Effectiveness of Math Professional Development Approaches (Southwest Regional Lab, 2014)
5. Educating School Teachers (Education Schools Project, 2006)
6. Back to the Staffing Surge (EdChoice, 2017)
7. Effective Teacher Professional Development (Learning Policy Institute, 2017).
Methodology for selection of studies, Appendix A, p. 25

CRITERIA USED IN #1, 2, AND 4 ABOVE

1. **Final REPORT OF THE SUBCOMMITTEE ON STANDARDS OF EVIDENCE (NMAP, 2008)**

[HTTPS://WWW2.ED.GOV/ABOUT/BDSCOMM/LIST/MATHPANEL/REPORT/STANDARDS-OF-EVIDENCE.PDF](https://www2.ed.gov/about/bdscmm/list/mathpanel/report/standards-of-evidence.pdf)

2. **WHAT WORKS CLEARINGHOUSE EVIDENCE STANDARDS: VERSION 2.1 (WWC, 2011)**

[HTTPS://IES.ED.GOV/NCEE/WWC/DOCS/REFERENCERESOURCES/WWC PROCEDURES V2_1 STANDARDS HANDBOOK.PDF](https://ies.ed.gov/ncee/wwc/docs/referenceresources/wwc_procedures_v2_1_standards_handbook.pdf)

QUALITY OF ARTS/SCIENCES AND TEACHER PREPARATION PROGRAMS

1. Increasingly undemanding undergraduate education in Arts and Sciences. Sandra Stotsky, “The Case for Broadening Veteran Teachers’ Education in the Liberal Arts.” (2007).
2. For fifty years, most teachers come from least academically demanding undergraduate majors. Jonathan Wai (2015).
3. Low quality curriculum, low admission standards for education schools. Arthur Levine, “Educating School Teachers” (2006).
4. Increase in school staff (teaching and non-teaching) for 50 years, yet no academic gains for students. Ben Scafidi, “Back to the Staffing Surge” (2017).
5. Research review of math specialists (coaches, lead teachers, pull-out teachers). None “of these types of math specialist teachers improves students’ learning.” (2008, p. xxii).
<https://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf>
6. Research review of reading coaches. “A positive and significant relationship between coached teachers and student achievement gains appear promising in initial research studies.” (2010, p. 37),
<https://www2.ed.gov/programs/readingfirst/support/effectivenessfinal.pdf>

How Teacher Professional Development in the USA Is Conceptualized Today

1. **REMEDICATION OF ACADEMIC CONTENT TAUGHT IN HIGH SCHOOL OR COLLEGE. NOT SEEN AS MEANS FOR GIVING TEACHERS ADVANCED OR NEW WORK IN THE SUBJECTS THEY TEACH**
2. **RETEACHING (OR FIRST TEACHING) OF THE PEDAGOGY THAT K-12 TEACHERS SHOULD HAVE BEEN TAUGHT IN A TEACHER PREPARATION PROGRAM (E.G., LESSON PLANS, CLASS ORGANIZATION SCHEMES)**
3. **TECHNOLOGY FOR TEACHING; HOW TO HELP TEACHERS USE IT**
4. **INTEGRATION OF SEL INTO CLASS CURRICULUM. HOW TO ADDRESS STUDENTS' BEHAVIORAL [MENTAL] HEALTH, SOCIAL SKILLS, AND EMOTIONAL INTELLIGENCE VIA STANDARDS AND MATERIALS ON SOCIO-EMOTIONAL LEARNING (SEL) AS PART OF CLASS CURRICULUM**

HOW PROFESSIONAL DEVELOPMENT CAN BE RE-ENVISIONED

1. **FREE ACADEMIC SEMINARS**
2. **LICENSE RENEWAL POLICIES CREDITING ONLY EXPOSURE TO OR WORK ON ACADEMIC CONTENT**
3. **ADVANCED ACADEMIC DEGREE PROGRAMS PAID FOR BY SCHOOL DISTRICT**
4. **DOCENT-SUPERVISED FIELD TRIPS**
5. **PREPARED TALKS ON INTELLECTUAL OR ARTISTIC WORK IN TEACHERS' DISCIPLINE**
6. **SUMMER EXTERNSHIPS (PAID WORK IN A RELEVANT BUSINESS SETTING)**