

EFFECTIVE PROFESSIONAL DEVELOPMENT

THE TEACHERS' VOICE

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December, 2017

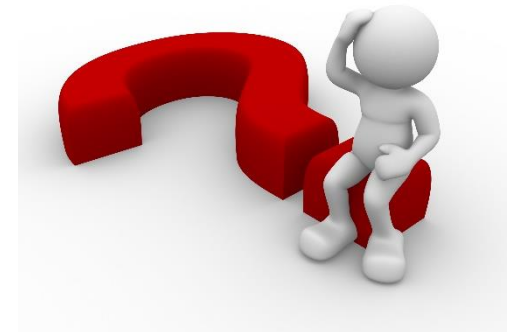
Introduction

For the sake of this study, the researcher will adopt the following definition of an effective professional development: “structured professional learning that results in changes in teacher practices and improvements in student learning outcomes”

(Darling-Hammond, 2017).

Statement of Problem

- Research on professional development programmes has emphasized their ineffectiveness (Cohen & Hill, 1998, 2000; Kennedy, 1998; Wang, Frechtling, & Sanders, 1999).
- According to Darling-Hammond et al (2009), most of the teachers who participated in professional development reported that it was useless.



Purpose

The aim of this study is to explore the main factors or the barriers that affect the effectiveness of professional development.



LITERATURE REVIEW

Literature Review

Effective Professional Development

- **Is content focused:** Professional learning that has shown an impact on student achievement is focused on the content that teachers teach.
- **Incorporates active learning:** The design of PD experiences must address *how* teachers learn, as well as *what* teachers learn. Adults *should choose* their learning opportunities based on interest and their own classroom experiences/needs.

Literature Review

Effective Professional Development

- **Uses models of effective practice:** PD that utilizes models of effective practice has proven successful at promoting teacher learning and supporting student achievement. The various kinds of modeling can include: demonstration lessons, lesson plans, observations of peers, and curriculum materials.
- **Provides coaching and expert support:** Coaching and expert support involve the sharing of expertise about content and evidence-based practices, focused directly on teachers' individual needs.

Literature Review

Effective Professional Development

- **Offers feedback and reflection:** High-quality professional learning frequently provides built-in time for teachers to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback.
- **Is of sustained duration:** The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem. Effective PD provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice.

Literature Review

Effective Professional Development

- **Supports collaboration:** High-quality PD creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school and/or district. “Collaboration” can span a host of configurations—from one-on-one or small-group interactions to schoolwide collaboration to exchanges with other professionals beyond the school.

Research Questions

- RQ₁: How does the current professional development practices compare to the effective models of professional development?
- RQ₂: To what extent are teachers involved in the design of their professional development?
- RQ₃: Does the school system and its leadership support the professional development of teachers?

METHODOLOGY

Research Design

- A mixed-method employing both quantitative and qualitative approaches deemed suitable for answering the research questions raised in this study. According to Mertens (2005), applying triangulation through a mixed method approach neutralizes the weakness of each method used separately. The study is conducted according to the grounded theory approach. In other words, the theoretical model is grounded in the collected data and constructed gradually (Strauss and Corbin, 1977).

Sampling

- Five principals and thirty teachers from 5 different private schools that are located in Beirut-Lebanon constitute the sample of this study. Purposive sampling was used as the mode of selection. In particular, 6 teachers from each school were selected to participate and those teachers teach different subject matters at various grade levels.

INITIAL FINDINGS

Initial Findings

Document Analysis

- Most of the Professional Development events in Lebanon are based on what is offered by certain recognized institutions. In addition, most teachers are enrolled in these workshops based on this offering and not on needs assessment.



Initial Findings

Document Analysis

- Most of the offered Professional Development opportunities can be considered as one-time events rather than a multi-step process that includes a system for needs assessment and follow-up or support.



Initial Findings Teachers

- The initial set of data revealed that educators or teachers don't have voice in the selection of the PD topics, they lack support during the implementation phase, and they suffer from institutional or systemic impediments.



Initial Findings

Teachers

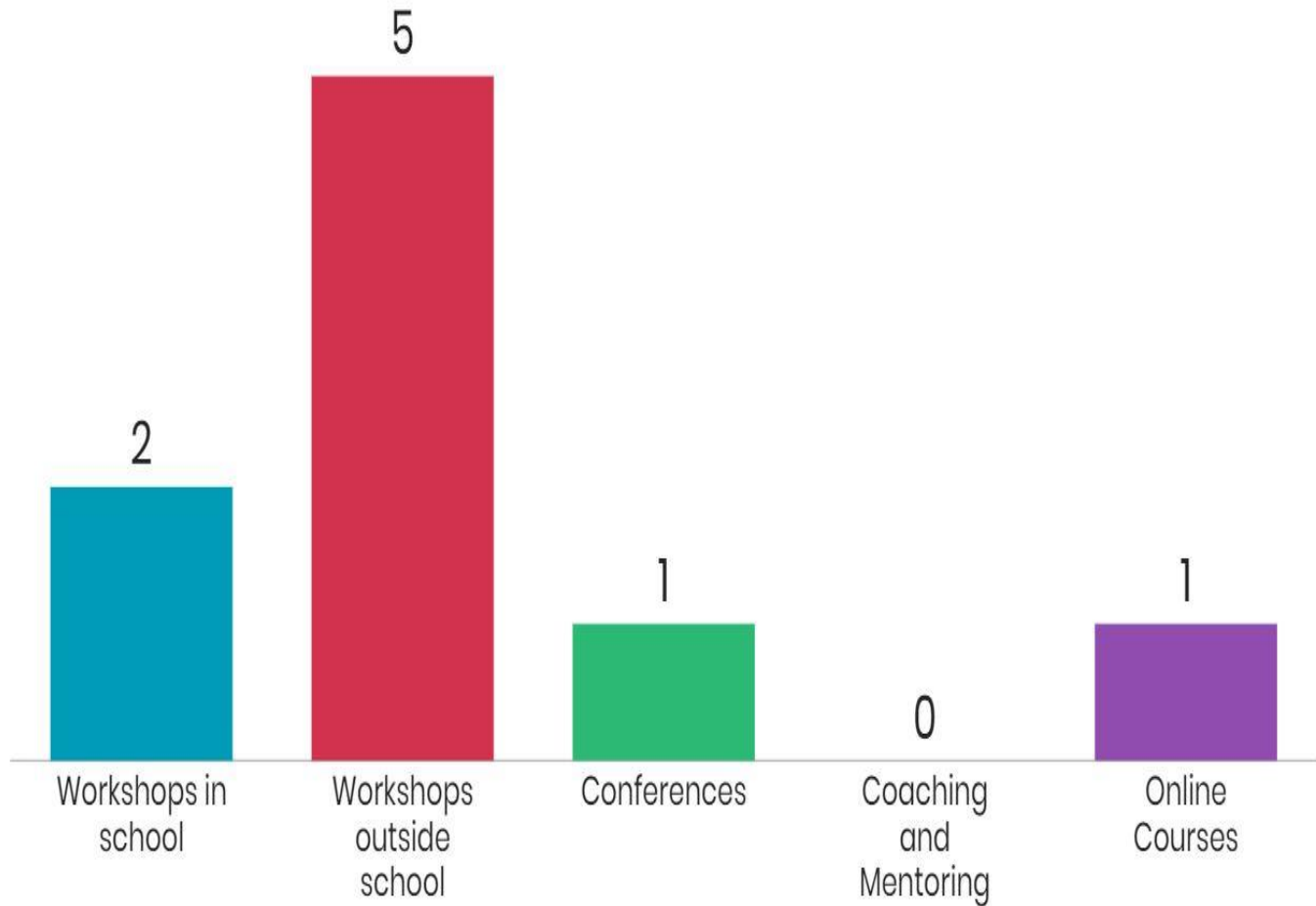
- Teachers' suffer from *burnout*. Many things to do in a short period of time. They have to prepare lessons, integrate technology, correct and grade a relatively high number of quizzes and tests, do remedial teaching, have classroom meetings, write reports, take replacement, supervise students' projects and attend workshops...



1. How do you identify your PD needs?

i dont know
the school does
students performance
we rarely do
i dont
identify my weaknesses
the school
schoolleadership
school

2. What is the most frequently utilized model of PD?



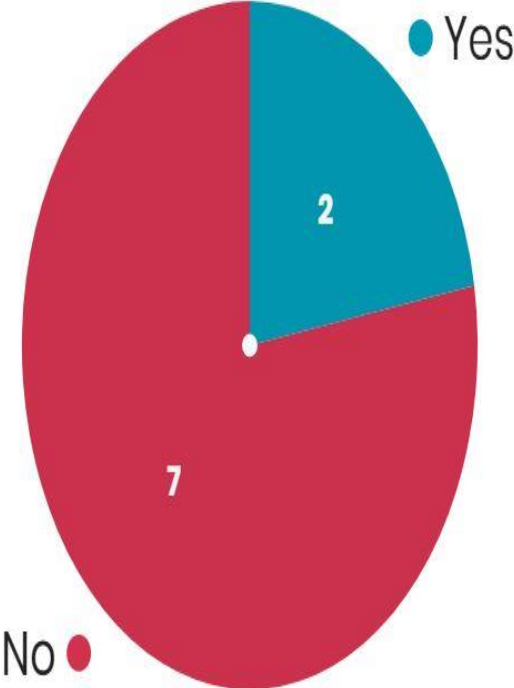
3. In your school, who decide who will attend (which teachers) what to attend (what titles)?

administration

principal hoc

coordinator i do

4. In your opinion, do you think that the PD events that you attended were effective?



5. In your opinion, what prevent teachers from applying, what they learn in the PD events?

Lack of support

Time

Theoretical Workshops

lack of support

number of students

lack of time

lack of followup or support
administrative priorities

the curriculum lack of resources

6. What is the follow-up plan that your school use after attending a certain PD event?

tell me about it

nothing

no followup

no follow up

present to colleagues

almost nothing

Initial Findings Principals

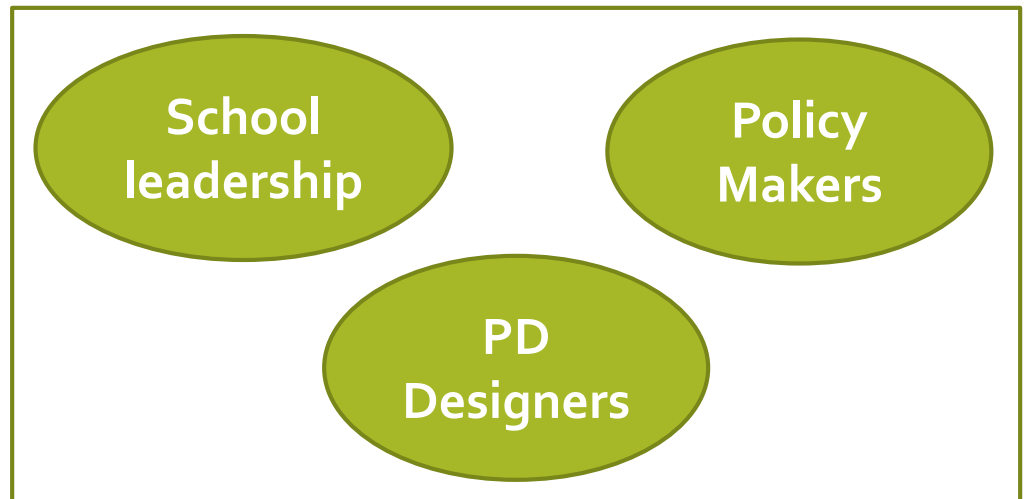
Effectiveness of training programs are measured in terms of whether the concerned teacher(s) applied or not the content or the skills covered in the workshop. They don't delve into the why of things (working conditions...) or rethink their current practices (system's barriers...)



CONCLUSION

Conclusion

- The informal collection of data showed an initial formation of a trend that is related to an overlooked domain: **the active involvement of teachers in the professional development process**. Whereas most of the reform efforts focus on the PD process and its evaluation phases, few have taken into consideration the teachers' active involvement as a precursor for the success of any PD initiative.



Conclusion

If you want ownership, then you have to involve teachers...

- Teachers' intrinsic motivation
- Share with them the titles of the workshops beforehand.
- Incorporate adult learning theories in the design of workshops or training courses
- Contextualize training by taking into consideration the working conditions of teachers.
- Develop a smart system for follow-up and support (during and after the implementation phase)



Thank You