

Investing in PD That Works: What the Research Says

FIGURE 5.2 Training Components and Attainment of Outcomes in Terms of Percentage of Participants
Joyce and Showers, 2002

OUTCOMES			
Components	Knowledge thorough	Skill strong	Transfer (executive implementation)
Study of Theory	10	5	0
Demonstrations	30	20	0
Practice	60	60	5
Peer Coaching	95	95	95

Five Evidence-Based Principles of Effective Professional Development

According to the Center for Public Education in its 2013 report, Teaching the Teachers. Effective Professional Development in an Era of High Stakes Accountability, "Professional development can no longer just be about exposing teachers to a concept or providing basic knowledge. Instead professional development in an era of accountability requires a *change in teacher's practice* that leads to an increase in student learning." Research shows that:

1. 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.
2. There must be a supporter for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.
3. Teacher's initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.
4. Modeling has been found to be highly effective in helping teachers understand a new

practice.

5. The content presented to teachers shouldn't be generic, but instead specific to the discipline (for middle school and high school teachers) or grade-level (for elementary school teachers).



Professional Development that Equips, Supports, and Empowers

Literacy How's professional development model incorporates these five principles. A recent independent review of our effectiveness in a large district stated,

"Although teachers appreciated coaches' expertise in the science of early literacy, it was the coaches' skills in teaching adults that seem most critical to the success of the Literacy How program. Teachers described coaches as being approachable and having an engaging style of teaching. Literacy How coaches made explicit efforts to draw connections between the theoretical basis of early literacy and teachers' classroom contexts and practices... Literacy How coaches provided teachers with classroom-specific materials and targeted guidance or additional support to overcome challenges with implementation... Observing the model lessons left some teachers with the powerful impression that it was possible to deliver excellent literacy instruction in their classrooms and with their students." And isn't that what empowering teachers is all about?



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Our Mission is to EMPOWER TEACHERS to ensure that every child learns to read by third grade.

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