Effective Teacher Development Schema

WHY?	HOW?	WHAT?	HOW?	HOW WELL?
Needs	**Enabling Conditions**	**Content Focuses**	**Approaches**	**Outcomes**
To grow and to improve, people need to:	**Hearing and watching disconnected from the classroom are insufficient, therefore people need:**	**When all is said and done, the heart of the enterprise is a clear focus on:**	**There are many approaches or structures that support growth and improvement, including:**	**And the result is that people know more, perform better and have a greater impact on student learning, that is:**
Envision (or they can't) **Understand** (or they won't) **Practice** (or they don't get better) Get **feedback** (or it's ineffective) **Collaborate** (or it's unsustainable and too lonely)	Opportunities to **observe** and **discuss** effective practice Opportunities to **develop understanding** of content and pedagogy Opportunities for **practice with feedback** **Opportunities to** collaborate **Opportunities to plan and prioritize** based on needs assessment and data A **supportive culture** of sharing, critique, trust, reflection, respect and transparency To be **held accountable** for change and improvement	**Tasks** (selecting, creating and/or adapting instructional and assessment tasks that convey the intended content) **Teaching** (planning and implementing the instruction that conveys the tasks) **Student outcomes** (analyzing the student work that emerges from instruction (NCTM Practice-based Professional Development)	- Task analysis - Collaborative planning - Co-teaching - Lesson study - Instructional rounds - Records of practice - Video analysis - Learning communities - Coaching - Gallery teaching	**Knowledge** (greater content and pedagogical knowledge) **Effectiveness** (more request use of effective classroom practices providing greater opportunity for student to learn) **Impact** (higher levels of student achievement)

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