

professional development goals for teachers

professional development goals for teachers are crucial for enhancing educational outcomes, fostering innovation, and ensuring that teachers remain effective and fulfilled in their roles. This article offers a comprehensive exploration of professional development goals for teachers, covering the importance of setting clear objectives, various types of goals, strategies for achieving them, and ways to measure progress. Readers will discover actionable advice for improving instructional skills, integrating technology, advancing leadership capabilities, and nurturing personal well-being. By understanding and pursuing professional development goals, teachers can create engaging learning environments, adapt to evolving educational demands, and contribute meaningfully to their schools and communities. Continue reading to uncover practical insights and expert guidance designed to support teachers in their ongoing journey of growth and excellence.

- Understanding Professional Development Goals for Teachers
- Types of Professional Development Goals
- Strategies for Setting Effective Professional Development Goals
- Instructional Skills and Classroom Management
- Technology Integration and Digital Literacy
- Leadership Growth and Collaboration
- Personal Well-Being and Work-Life Balance
- Measuring and Evaluating Progress

Understanding Professional Development Goals for Teachers

Professional development goals for teachers refer to specific, measurable objectives that educators set to enhance their skills, knowledge, and effectiveness in the classroom. These goals drive continuous improvement and are essential for adapting to new educational standards, technologies, and diverse student needs. By intentionally pursuing professional development, teachers ensure their teaching practices remain relevant and impactful, ultimately benefiting student learning outcomes.

Setting and achieving professional development goals contributes to a culture of growth within educational institutions. Teachers who invest in their professional development demonstrate commitment to lifelong learning, which fosters innovation and positively influences school communities. Common goals range from improving instructional techniques to mastering new technologies, developing leadership skills, and maintaining personal well-being.

Types of Professional Development Goals

Professional development goals for teachers can be categorized into several key areas. Identifying and focusing on the right types of goals enables educators to address their unique strengths and areas for improvement, ensuring a balanced approach to professional growth.

Instructional Skills Improvement

Enhancing instructional skills remains a primary focus for most teachers. This includes mastering effective teaching strategies, differentiating instruction to meet diverse student needs, and fostering higher-order thinking. Teachers may set goals to incorporate active learning, formative assessments, or new curriculum frameworks into their daily practice.

Technology Integration

With the rapid evolution of educational technology, integrating digital tools and platforms has become an essential goal. Teachers might aim to increase their proficiency in using learning management systems, interactive apps, or virtual classrooms. Staying current with technological advancements helps educators create dynamic, engaging lessons that resonate with today's learners.

Leadership and Collaboration

Professional development goals often include cultivating leadership abilities, whether through mentoring colleagues, leading teams, or contributing to school initiatives. Collaborative goals may focus on building professional learning communities, participating in cross-curricular projects, or enhancing communication with families and stakeholders.

Personal Well-Being

Maintaining personal well-being is vital for sustained effectiveness and job satisfaction. Teachers may set goals related to stress management, work-life balance, or pursuing hobbies and interests outside of school. Prioritizing well-being supports resilience and enthusiasm in the classroom.

- Instructional skills improvement
- Technology integration
- Leadership and collaboration
- Personal well-being

Strategies for Setting Effective Professional Development Goals

Establishing effective professional development goals for teachers requires a strategic approach. Well-crafted goals should be specific, measurable, achievable, relevant, and time-bound (SMART). Teachers are encouraged to assess their current skills, seek feedback, and align their development objectives with school or district priorities.

Utilizing the SMART Framework

The SMART framework is widely used to guide the goal-setting process. Teachers can apply this approach by defining objectives that are clear, quantifiable, realistic, aligned with professional standards, and bound by a deadline. This structured method increases accountability and the likelihood of success.

Reflective Practice and Self-Assessment

Engaging in reflective practice helps teachers identify their strengths and growth areas. Regular self-assessment, journaling, or peer feedback can uncover opportunities for professional development. Reflection also supports ongoing adjustment and refinement of goals.

Continuous Learning and Professional Networking

Teachers benefit from participating in workshops, conferences, and online courses to expand their expertise. Building a professional network provides access to resources, support, and collaboration opportunities, which can inspire new development goals and foster collective growth.

Instructional Skills and Classroom Management

Improving instructional skills and classroom management is a foundational goal for teachers. Effective management creates a positive learning environment, while refined instructional techniques enhance student engagement and achievement.

Classroom Management Techniques

Teachers may focus on implementing proactive classroom management strategies, such as

establishing clear expectations, building rapport with students, and using restorative practices. These approaches reduce disruptions, boost motivation, and support student success.

Differentiation and Inclusive Teaching

Professional development goals often include mastering differentiation and inclusive instruction. Teachers might set objectives to design lessons that cater to varied learning styles, accommodate special needs, and promote equity. This ensures every student has the opportunity to thrive.

1. Developing effective classroom routines
2. Building positive teacher-student relationships
3. Using formative and summative assessments
4. Applying data-driven instructional strategies

Technology Integration and Digital Literacy

Incorporating technology into teaching practices is a critical professional development goal. Digital literacy empowers teachers to use tools that enhance instruction, streamline communication, and personalize learning experiences for students.

Implementing Digital Tools

Teachers may set goals to integrate digital platforms such as interactive whiteboards, educational apps, and online collaboration tools into their lessons. These resources support creativity, engagement, and differentiated instruction.

Staying Current with EdTech Trends

Keeping up-to-date with the latest educational technology trends ensures teachers remain innovative and prepared for future challenges. Attending technology workshops, subscribing to educational journals, and participating in webinars are effective ways to stay informed.

- Integrate digital assessment tools
- Create blended learning environments

- Use online resources for lesson planning
- Adopt adaptive learning software

Leadership Growth and Collaboration

Leadership development is a significant professional development goal for teachers. Building leadership skills enhances influence within the school community and opens opportunities for career advancement. Collaboration fosters shared learning and strengthens professional relationships.

Mentoring and Coaching

Teachers may pursue mentoring or coaching roles, supporting peers through classroom observations, feedback, and sharing best practices. This not only develops leadership capabilities but also contributes to a supportive school culture.

Participating in Professional Learning Communities

Joining or forming professional learning communities (PLCs) enables teachers to collaborate, share resources, and reflect on instructional practices. PLCs encourage collective problem-solving and continuous improvement.

1. Lead school-wide initiatives
2. Facilitate team meetings
3. Organize professional development workshops
4. Collaborate on interdisciplinary projects

Personal Well-Being and Work-Life Balance

Teachers' personal well-being is essential for long-term success and fulfillment. Setting professional development goals related to health, stress management, and work-life balance supports sustainable teaching careers.

Self-Care Strategies

Professional development can include objectives such as practicing mindfulness, regular exercise, and maintaining healthy boundaries. These strategies help teachers manage stress, boost energy, and maintain focus in the classroom.

Time Management Skills

Developing effective time management skills is a valuable goal. Teachers may seek to streamline lesson planning, delegate tasks, or use digital productivity tools to maximize efficiency and reduce burnout.

- Practice stress reduction techniques
- Set achievable daily and weekly goals
- Establish boundaries between work and personal life
- Participate in wellness programs

Measuring and Evaluating Progress

Measuring progress toward professional development goals for teachers is vital for ensuring growth and accountability. Regular evaluation helps educators adjust their strategies and celebrate achievements.

Setting Indicators of Success

Teachers can identify clear indicators of success for each goal, such as improved student outcomes, positive feedback from peers, or mastery of new skills. Documenting milestones and reflecting on accomplishments supports motivation and ongoing development.

Seeking Feedback and Support

Soliciting feedback from administrators, colleagues, and students provides valuable insights into progress. Constructive feedback guides future goal-setting and helps teachers remain responsive to the needs of their learning communities.

1. Conduct self-assessments regularly
2. Review student performance data
3. Participate in peer observations
4. Track professional development activities and outcomes

Trending and Relevant Questions and Answers about Professional Development Goals for Teachers

Q: What are the most important professional development goals for teachers in 2024?

A: The most important professional development goals for teachers in 2024 include mastering technology integration, improving instructional differentiation, developing leadership and collaboration skills, and prioritizing personal well-being to adapt to evolving educational landscapes.

Q: How can teachers effectively set and achieve their professional development goals?

A: Teachers can set and achieve professional development goals by using the SMART framework, engaging in reflective practice, seeking feedback, participating in professional learning communities, and regularly measuring progress toward specific outcomes.

Q: Why is technology integration a key professional development goal for teachers today?

A: Technology integration is essential because it enables teachers to create engaging, personalized learning experiences, streamline communication, and prepare students for digital citizenship in a rapidly changing world.

Q: What role does collaboration play in teacher professional development?

A: Collaboration fosters shared learning, supports innovation, and strengthens professional relationships. By working together, teachers can share best practices, solve problems collectively, and enhance instructional effectiveness.

Q: How can teachers balance professional growth with personal well-being?

A: Teachers can balance professional growth with personal well-being by setting realistic goals, practicing self-care, managing time efficiently, and participating in wellness activities to maintain energy and resilience.

Q: What strategies help teachers measure the success of their development goals?

A: Effective strategies include using self-assessment tools, reviewing student performance data, tracking professional development activities, and soliciting feedback from peers and administrators.

Q: How often should teachers review and update their professional development goals?

A: Teachers should review and update their professional development goals at least annually, or more frequently as educational priorities shift or new opportunities for growth arise.

Q: Can professional development goals impact student achievement?

A: Yes, well-defined professional development goals directly impact student achievement by improving teaching practices, fostering engaging learning environments, and addressing diverse student needs.

Q: What are some examples of instructional skills goals for teachers?

A: Examples include implementing effective classroom management strategies, mastering differentiation techniques, incorporating formative assessments, and using data-driven instruction to enhance learning outcomes.

Q: How does leadership development benefit teachers and schools?

A: Leadership development empowers teachers to mentor peers, lead initiatives, and drive school improvement, resulting in more collaborative and innovative educational communities.

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Professional Development Goals for Teachers: Elevating Your Teaching Career

Introduction:

Are you a teacher yearning to enhance your skills, boost your impact, and propel your career to new heights? The path to professional excellence lies in setting clear, achievable professional development goals. This comprehensive guide dives deep into crafting effective professional development goals for teachers, offering practical strategies, examples, and actionable steps to transform your teaching practice and achieve lasting success. We'll cover everything from identifying your strengths and weaknesses to setting SMART goals and tracking your progress, ensuring you have the tools and insights you need to flourish in your profession.

Identifying Your Professional Development Needs

Before setting any goals, honest self-reflection is crucial. What aspects of your teaching are you most proud of? What areas need improvement? Consider these questions:

Student Outcomes: Are your students consistently achieving the learning objectives? Where do you see gaps in their understanding?

Teaching Methods: Are your teaching methods engaging and effective for all learning styles? Are you utilizing innovative technologies and strategies?

Classroom Management: Are you effectively managing classroom behavior and creating a positive learning environment?

Collaboration: How effectively do you collaborate with colleagues, parents, and administrators?

Personal Growth: What skills or knowledge would you like to acquire to enhance your personal and professional well-being?

Analyzing Student Data and Feedback

Don't underestimate the power of data. Analyze student performance data, including assessment results and feedback. Look for trends and patterns that highlight areas for improvement in your instruction. Seek feedback from your students, colleagues, and administrators. This feedback can provide valuable insights into your strengths and weaknesses.

Setting SMART Professional Development Goals

Once you've identified your needs, it's time to set SMART goals:

Specific: Clearly define your goal. Avoid vague statements.

Measurable: How will you track your progress? Use quantifiable metrics.

Attainable: Set realistic goals you can achieve within a reasonable timeframe.

Relevant: Ensure your goals align with your teaching context and career aspirations.

Time-bound: Set a deadline for achieving your goal.

Examples of SMART Professional Development Goals:

Specific: Improve student engagement in my 6th-grade science class.

Measurable: Increase student participation in class discussions by 20% by the end of the semester, as measured by observation and participation logs.

Attainable: This is achievable through implementing new interactive activities and strategies.

Relevant: Increased student engagement is crucial for improving learning outcomes in science.

Time-bound: Achieve this by the end of the fall semester.

Specific: Enhance my skills in using technology to enhance learning.

Measurable: Complete a professional development course on integrating technology in the classroom and implement at least three new technology tools by the end of the year.

Attainable: Many online courses and workshops are available on this topic.

Relevant: This is crucial in today's technology-driven learning environment.

Time-bound: Complete the course and implement the tools by June.

Resources for Professional Development

Numerous resources are available to support your professional growth:

Online Courses: Platforms like Coursera, edX, and FutureLearn offer a wide range of courses for teachers.

Workshops and Conferences: Attend professional development workshops and conferences relevant to your interests.

Mentorship Programs: Connect with experienced teachers who can provide guidance and support.

Professional Organizations: Join professional organizations like the National Education Association (NEA) or your state's education association.

Independent Study: Engage in independent study, reading books and articles related to your professional goals.

Tracking Your Progress and Making Adjustments

Regularly monitor your progress toward your goals. Use tools like journals, spreadsheets, or digital trackers to document your activities and achievements. If you're not making progress as planned, don't be afraid to adjust your goals or strategies. Flexibility is key to successful professional development.

Conclusion

Setting and achieving professional development goals is a continuous journey. By engaging in regular self-reflection, setting SMART goals, utilizing available resources, and consistently tracking your progress, you can significantly enhance your teaching skills, elevate your career, and ultimately make a greater impact on the lives of your students. Embrace the opportunity for growth, and you'll find yourself a more confident, effective, and fulfilled educator.

FAQs:

1. How often should I review and update my professional development goals? Ideally, review and update your goals at least once a semester or annually, depending on your progress and evolving needs.
2. What if I don't have time for professional development? Prioritize even small steps. Dedicate just 30 minutes a week to learning something new. Small, consistent efforts add up to significant growth over time.
3. How can I get my administration's support for my professional development goals? Present your goals clearly, demonstrating how they align with school improvement plans and student needs. Request release time or funding for relevant courses or conferences.
4. What if I don't see immediate results from my professional development efforts? Remember that professional development is a long-term investment. Be patient, persistent, and keep refining your strategies. Celebrate small wins along the way.
5. How can I measure the impact of my professional development on student learning? Track student performance data before and after implementing new strategies. Gather student feedback and observe changes in student engagement and achievement.

professional development goals for teachers: *First Year Teacher's Survival Guide* Julia G. Thompson, 2009-05-18 The best-selling *First Year Teacher's Survival Kit* gives new teachers a wide variety of tested strategies, activities, and tools for creating a positive and dynamic learning environment while meeting the challenges of each school day. Packed with valuable tips, the book helps new teachers with everything from becoming effective team players and connecting with

students to handling behavior problems and working within diverse classrooms. The new edition is fully revised and updated to cover changes in the K-12 classroom over the past five years. Updates to the second edition include: • New ways teachers can meet the professional development requirements of the No Child Left Behind Act • Entirely new section on helping struggling readers, to address the declining literacy rate among today's students • Expanded coverage of helpful technology solutions for the classroom • Expanded information on teaching English Language Learners • Greater coverage of the issues/challenges facing elementary teachers • More emphasis on how to reach and teach students of poverty • Updated study techniques that have proven successful with at-risk students • Tips on working effectively within a non-traditional school year schedule • The latest strategies for using graphic organizers • More emphasis on setting goals to help students to succeed • More information on intervening with students who are capable but choose not to work • Updated information on teachers' rights and responsibilities regarding discipline issues • Fully revised Resources appendix including the latest educational Web sites and software

professional development goals for teachers: *The Professional Development of Teacher Educators* Tony Bates, Anja Swennen, Ken Jones, 2014-12-18 This book makes a significant contribution to a hitherto much neglected area. The book brings together a wide range of papers on a scale rarely seen with a geographic spread that enhances our understanding of the complex journey undertaken by those who aspire to become teachers of teachers. The authors, from more than ten countries, use a variety of approaches including narrative/life history, self-study and empirical research to demonstrate the complexity of the transformative search by individuals to establish their professional identity as teacher educators. The book offers fundamental and thoughtful critiques of current policy, practice and examples of established structures specifically supporting the professional development of teacher educators that may well have a wider applicability. Many of the authors are active and leading persons in the international fields of teacher education and of professional development. The book considers: novice teacher educators, issues of transition; identity development including research identity; the facilitation and mentoring of teacher educators; self-study research including collaborative writing, use of stories; professional development within the context of curriculum and structural reform. Becoming a teacher is recognised as a transformative search by individuals for their teaching identities. Becoming a teacher educator often involves a more complex and longer journey but, according to the many travel stories told here, one that can be a deeply satisfying experience. This book was published as a special issue of Professional Development in Education.

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professional development goals for teachers: Goal Setting and Personal Development Bernice Higgins, 2015 There are important links between teachers' own experiences at work and their students' outcomes. A crucial part of providing successful learning environments for students in K-12 classrooms is to have effective teachers. In this book, the authors lead a discussion on how attending to teachers' experiences in the classroom is central for promoting effective teaching and learning. The authors examine the relationship of goal setting processes of teachers across different professional development (PD) experiences with teacher pedagogical learning. A matrix is also developed that can be used to help teachers integrate entrepreneurial mindset training throughout the curricula and the education system as a whole. The third chapter explores the links between instructional practices and interest and satisfaction of the teachers' students. The fourth chapter focuses on the positive impact of effective functioning on achievement-related outcomes.

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Kosnik, 2014 Teacher learning doesn't end with initial preparation; many insights and skills remain to be added. This book is concerned with ongoing teacher learning, its goals (Part I) and pathways (Part II). It is based on a longitudinal study of 42 teachers: 20 over their first 8 years of teaching and 22 over their first 5 years. The areas of continued teacher learning identified in our study were: vision of teaching, program planning, assessment, relevance, subject content and pedagogy, classroom organization and community, inclusion, and professional identity. The pathways of learning included informal and formal PD, teacher inquiry, and school-based learning. A key finding of our research was that, over the years, teachers learn a great deal informally. However, they do so largely on their own and under considerable stress. Teachers need more support than they currently receive, both for survival and to enhance their informal learning.

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Development Gabriel Díaz-Maggioli, 2004 Teacher-Centered Professional Development is a hands-on guide to collaborative skill building for educators. It introduces the Teacher's Choice Framework, a model that empowers teachers by helping them choose and initiate professional growth activities according to their schedules, strengths, and needs. The book describes a wide variety of professional development strategies, including mentoring, journal writing, peer-to-peer coaching, and seminars. For each strategy, the author provides: * A brief history of the research base * A step-by-step guide to implementing the strategy * Sample handouts and assessment forms * Examples from the field of the strategy in practice With this book, teachers at all levels can quickly learn how to set up development teams, conduct action research, and engage in other activities to further their skills. In addition, the Teacher's Choice Framework helps educators prioritize their needs and choose the strategies that best suit those needs. Teacher-Centered Professional Development offers both a perfect introduction to staff development options and a commonsense method for choosing among them.

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Objectives Robert J. Marzano, 2010-08-10 Design and teach effective learning goals and objectives by following strategies based on the strongest research available. This book includes a summary of key research behind these classroom practices and shows how to implement them using step-by-step hands-on strategies. Short quizzes help readers assess their understanding of the instructional best practices explained in each section.

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Kosnik, 2014-05-12 Teacher learning doesn't end with initial preparation; many insights and skills remain to be added. This book is concerned with ongoing teacher learning, its goals (Part I) and pathways (Part II). It is based on a longitudinal study of 42 teachers: 20 over their first 8 years of teaching and 22 over their first 5 years. The areas of continued teacher learning identified in our study were: vision of teaching, program planning, assessment, relevance, subject content and pedagogy, classroom organization and community, inclusion, and professional identity. The pathways of learning included informal and formal PD, teacher inquiry, and school-based learning. A key finding of our research was that, over the years, teachers learn a great deal informally. However, they do so largely on their own and under considerable stress. Teachers need more support than they currently receive, both for survival and to enhance their informal learning. Teachers can benefit significantly from external input, but their everyday learning makes them key "experts" in teaching. Accordingly, PD providers should work with teachers, utilizing their existing knowledge. This book is written for consideration by teachers, student teachers, teacher educators, PD providers, policy developers, and others interested in facilitating teacher learning. Some of us have been writing – somewhat desperately – on these ideas for years. Beck and Kosnik have given us strong evidence that the ideas are effective in practice. I hope this persuasive and beautifully written book will be widely read. Nel Noddings, Lee Jacks Professor of Education Emerita, Stanford University This book makes a powerful case for taking teachers' professional development seriously. It brings us the voices of beginning teachers as they deepen their professional knowledge over time and makes clear the depth of commitment they bring to the job. Professor Gemma Moss, Institute of

Education, University of London

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professional development goals for teachers: Professional Development for Inquiry-Based Science Teaching and Learning Olia E. Tsivitanidou, Peter Gray, Eliza Rybska, Loucas Louca, Costas P. Constantinou, 2018-09-03 This book examines the implementation of inquiry-based approaches in science teaching and learning. It explores the ways that those approaches could be promoted across various contexts in Europe through initial teacher preparation, induction programmes and professional development activities. It illustrates connections between scientific knowledge deriving from the science education research community, teaching practices deriving from the science teachers' community, and educational innovation. Inquiry-Based Science Teaching and Learning (IBST/L) has been promoted as a policy response to pressing educational challenges, including disengagement from science learning and the need for citizens to be in a position to evaluate evidence on pressing socio-scientific issues. Effective IBST/L requires well-prepared and skilful teachers, who can act as facilitators of student learning and who are able to adapt inquiry-based activity sequences to their everyday teaching practice. Teachers also need to engage creatively with the process of nurturing student abilities and to acquire new assessment competences. The task of preparing teachers for IBST/L is a challenging one. This book is a resource for the implementation of inquiry-oriented approaches in science education and illustrates ways of promoting IBST/L through initial teacher preparation, induction and professional development programmes.

professional development goals for teachers: Flip the System Australia Deborah M. Netolicky, Jon Andrews, Cameron Paterson, 2018-12-07 This is a book by educators, for educators. It grapples with the complexities, the humanity and the possibilities in education. In a climate of competing accountabilities and measurement mechanisms; corporate solutions to education 'problems'; and narratives of 'failing' schools, 'underperforming' teachers and 'disengaged' students; this book asks 'What matters?' or 'What should matter?' in education. Based in the unique Australian context, this book situates Australian education policy, research and practice within the international education narrative. It argues that professionals within schools should be supported, empowered and welcomed into policy discourse, not dictated to by top-down bureaucracy. It advocates for a flipping, flattening and democratising of the education system, in Australia and around the world. Flip the System Australia: What matters in education brings together the voices of teachers, school leaders and scholars in order to offer diverse perspectives, important challenges

and hopeful alternatives to the current education system.

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Shelly Sanchez Terrell, 2015 The 30 Goals Challenge for Teachers helps educators implement manageable changes in order to grow, reconnect to their students, and improve their classroom practice.

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Thomas R. Guskey, 2000 Explains how to better evaluate professional development in order to ensure that it increases student learning, providing questions for accurate measurement of professional development and showing how to demonstrate results and accountability.

professional development goals for teachers: Responsive Teaching

Harry Fletcher-Wood, 2018-05-30 This essential guide helps teachers refine their approach to fundamental challenges in the classroom. Based on research from cognitive science and formative assessment, it ensures teachers can offer all students the support and challenge they need – and can do so sustainably. Written by an experienced teacher and teacher educator, the book balances evidence-informed principles and practical suggestions. It contains: A detailed exploration of six core problems that all teachers face in planning lessons, assessing learning and responding to students Effective practical strategies to address each of these problems across a range of subjects Useful examples of each strategy in practice and accounts from teachers already using these approaches Checklists to apply each principle successfully and advice tailored to teachers with specific responsibilities. This innovative book is a valuable resource for new and experienced teachers alike who wish to become more responsive teachers. It offers the evidence, practical strategies and supportive advice needed to make sustainable, worthwhile changes.

professional development goals for teachers: Transformational Professional Learning

Deborah M. Netolicky, 2019-08-09 Emerging from an education world that sees professional learning as a tool to positively shape teaching practice in order to improve student learning, Transformational Professional Learning elucidates professional learning that is transformational for teachers, school leaders, and schools. Written from the unique ‘pracademic’ perspective of an author who is herself a practising teacher, school leader, and researcher, this book articulates the why and the what of professional learning. It acts as a bridge between research and practice by weaving scholarly literature together with the lived experience of the author and with the voices of those working in schools. It covers topics from conferences, coaching, and collaboration, to teacher standards and leadership of professional learning. This book questions the ways in which professional learning is often wielded in educational settings and shows where teachers, school leaders, system leaders, and researchers can best invest their time and resources in order to support and develop the individuals, teams, and cultures in schools. It will be of great interest to teachers, leaders within schools, staff responsible for professional learning in school contexts, professional learning consultants, professional learning providers, and education researchers.

professional development goals for teachers: *Professional Capital*

Andy Hargreaves, Michael Fullan, 2015-04-24 The future of learning depends absolutely on the future of teaching. In this latest and most important collaboration, Andy Hargreaves and Michael Fullan show how the quality of teaching is captured in a compelling new idea: the professional capital of every teacher working together in every school. Speaking out against policies that result in a teaching force that is inexperienced, inexpensive, and exhausted in short order, these two world authorities--who know teaching and leadership inside out--set out a groundbreaking new agenda to transform the future of teaching and public education. Ideas-driven, evidence-based, and strategically powerful, Professional Capital combats the tired arguments and stereotypes of teachers and teaching and shows us how to change them by demanding more of the teaching profession and more from the systems that support it. This is a book that no one connected with schools can afford to ignore. This book features: (1) a powerful and practical solution to what ails American schools; (2) Action guidelines for all groups--individual teachers, administrators, schools and districts, state and federal leaders; (3) a next-generation update of core themes from the authors' bestselling book, What's

Worth Fighting for in Your School? [This book was co-published with the Ontario Principals' Council.].

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professional development goals for teachers: Advancing Formative Assessment in Every Classroom Connie M. Moss, Susan M. Brookhart, 2019-05-13 Formative assessment is one of the best ways to increase student learning and enhance teacher quality. But effective formative assessment is not part of most classrooms, largely because teachers misunderstand what it is and don't have the necessary skills to implement it. In the updated 2nd edition of this practical guide for school leaders, authors Connie M. Moss and Susan M. Brookhart define formative assessment as an active, continual process in which teachers and students work together—every day, every minute—to gather evidence of learning, always keeping in mind three guiding questions: Where am I going? Where am I now? What strategy or strategies can help me get to where I need to go? Chapters focus on the six interrelated elements of formative assessment: (1) shared learning targets and criteria for success, (2) feedback that feeds learning forward, (3) student self-assessment and peer assessment, (4) student goal setting, (5) strategic teacher questioning, and (6) student engagement in asking effective questions. Using specific examples based on their extensive work with teachers, the authors provide - Strategic talking points and conversation starters to address common misconceptions about formative assessment; - Practical classroom strategies to share with teachers that cultivate students as self-regulated, assessment-capable learners; - Ways to model the elements of formative assessment in conversations with teachers about their professional learning; - What if scenarios and advice for how to deal with them; and - Questions for reflection to gauge understanding and progress. As Moss and Brookhart emphasize, the goal is not to do formative assessment, but to embrace a major cultural change that moves away from teacher-led instruction to a partnership of intentional inquiry between student and teacher, with better teaching and learning as the outcome.

professional development goals for teachers: Self-theories Carol S. Dweck, 2013-12-16 This innovative text sheds light on how people work -- why they sometimes function well and, at other times, behave in ways that are self-defeating or destructive. The author presents her groundbreaking research on adaptive and maladaptive cognitive-motivational patterns and shows: * How these patterns originate in people's self-theories * Their consequences for the person -- for achievement, social relationships, and emotional well-being * Their consequences for society, from issues of human potential to stereotyping and intergroup relations * The experiences that create them This outstanding text is a must-read for researchers in social psychology, child development, and education, and is appropriate for both graduate and senior undergraduate students in these areas.

professional development goals for teachers: Mentoring Beginning Teachers Jean Boreen, 2009 The first edition of *Mentoring Beginning Teachers* was named an Outstanding Academic Title by the American Library Association's Choice magazine in 2000. The expanded second edition -- packed with insights, anecdotes, and updated research -- provides mentors with a road map for helping new teachers become confident, reflective educators. The collaborative model outlined in the book is enlightening and rewarding for the mentor and the novice alike. The authors have incorporated the latest findings on all aspects of mentoring --from preparing to be a mentoring guide

or coach to school culture and parent outreach. Teachers will find five new chapters on working with ELL students, working with parents, curriculum mapping, school culture, and the role of administrators within an effective mentoring system. Organized around a series of questions, the book allows mentors to quickly locate practical advice to match any mentoring situation. The range of resources includes: recommendations for pairing mentors and teachers, questions to jump-start conversations, ideas for teacher reflection, and answers to the most commonly asked mentor questions. *Mentoring Beginning Teachers, Second Edition* provides a comprehensive and tested plan for helping mentors guide new teachers in moving beyond the basics of plan/teach/evaluate to a higher level of joint assessment and inquiry.

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professional development goals for teachers: *Overcoming Current Challenges in the P-12 Teaching Profession* Keough, Penelope D., 2019-11-29 Teachers are constantly faced with a plethora of challenges, but none has been more prevalent in the 21st century than educating a diverse collection of students. In the midst of the current challenges in teaching P-12 students, pre-service teachers may be under district contract but may not be prepared for teaching students with disabilities, the homeless, second language learners recently immigrated to the United States, or students who face emotional challenges or addiction. *Overcoming Current Challenges in the P-12 Teaching Profession* is an essential reference book that provides insight, strategies, and solutions to overcome current challenges experienced by P-12 teachers in general and special education. Featuring coverage on a broad range of topics such as global education, professional development, and responsive teaching, this book is ideally designed for educators, administrators, school psychologists, counselors, academicians, researchers, and students seeking current research on culturally responsive teaching.

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competence-based and the holistic approach. A dynamic perspective to policy and practice in teacher training and professional development is advocated. The second part of the book provides a critical review of research on teacher effectiveness. The main phases of this field of research are analysed. It is pointed out that teacher factors are presented as being in opposition to one another. An integrated approach in defining quality of teaching is adopted. The importance of taking into account findings of studies investigating differential teacher effectiveness is argued. Another significant limitation of this field of research is that the whole process of searching for teacher effectiveness factor was not able to have a significant impact upon teacher training and professional development. For this reason it is advocated that teacher training and professional development should be focused on how to address grouping of specific teacher factors associated with student learning and on how to help teachers improve their teaching skills by moving from using skills associated with direct teaching only to more advanced skills concerned with new teaching approaches and differentiation of teaching. The book refers to studies conducted in different countries illustrating how the proposed approach can be used by policy and practice in teacher education. Specifically, the book provides evidence supporting the validity of the theoretical framework upon which this approach is based. Moreover, experimental and longitudinal studies supporting the use of this approach for improvement purposes are presented and suggestions for further research utilising and expanding the Dynamic Approach for teacher training and professional development are provided.

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professional development goals for teachers: *Science Teachers' Learning* National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Teacher Advisory Council, Board on Science Education, Committee on Strengthening Science Education through a Teacher Learning Continuum, 2016-01-15 Currently, many states are adopting the Next Generation Science Standards (NGSS) or are revising their own state standards in ways that reflect the NGSS. For students and schools, the implementation of any science standards rests with teachers. For those teachers, an evolving understanding about how best to teach science represents a significant transition in the way science is currently taught in most classrooms and it will require most science teachers to change how they teach. That change will require learning opportunities for teachers that reinforce and expand their knowledge of the major ideas and

concepts in science, their familiarity with a range of instructional strategies, and the skills to implement those strategies in the classroom. Providing these kinds of learning opportunities in turn will require profound changes to current approaches to supporting teachers' learning across their careers, from their initial training to continuing professional development. A teacher's capability to improve students' scientific understanding is heavily influenced by the school and district in which they work, the community in which the school is located, and the larger professional communities to which they belong. Science Teachers' Learning provides guidance for schools and districts on how best to support teachers' learning and how to implement successful programs for professional development. This report makes actionable recommendations for science teachers' learning that take a broad view of what is known about science education, how and when teachers learn, and education policies that directly and indirectly shape what teachers are able to learn and teach. The challenge of developing the expertise teachers need to implement the NGSS presents an opportunity to rethink professional learning for science teachers. Science Teachers' Learning will be a valuable resource for classrooms, departments, schools, districts, and professional organizations as they move to new ways to teach science.

professional development goals for teachers: Advancing the Three-Minute

Walk-Through Carolyn J. Downey, Betty E. Steffy, William K. Poston, Jr., Fenwick W. English, 2009-10-28 This book provides the most informed and transformative blueprint known for building the capacity of teacher coaches and supervisors. Districts across Texas are using the Downey Walk-Through to break through the barrier of the isolated classroom and provide a platform for improved dialogue about teaching and learning. —Susan P. Holley, Associate Executive Director Texas Association of School Administrators Master the Downey Walk-Through for reflective dialogue with this must-have sequel! In 2004, *The Three-Minute Classroom Walk-Through* introduced educators to the Downey Walk-Through, a practical approach to coaching and supervision that is now widely accepted and used. Offering an expanded examination of the Downey Walk-Through, this sequel to the bestseller focuses on the second part of the walk-through—the reflective follow-up conversation—and clarifies many of the common misconceptions and misapplications of the approach. The authors illustrate how leaders can use observations from the walk-through to engage in professional conversations and encourage teachers to reflect on and improve their practice. Offering extended examples, activities, and guidelines for changing schools one teacher at a time, this resource shows school leaders how to: Provide effective follow-up discourse without criticizing or demoralizing teachers Build collegial and respectful relationships with faculty members Help teachers see their power to become continuously improving professionals Foster a collaborative process between principals, teachers, and other instructional leaders Now educators can enrich their professional interchange as they work together to evaluate, redefine, and strengthen best practices for the classroom!

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can implement to achieve greater stability and success in their classrooms and in their lives. Contains templates and tutorials to create and customize a personal organizational system and includes a companion website: www.thetogetherteacher.com Recommends various electronic or online tools to make a teacher's school day (and life!) more efficient and productive Includes a Reader's Guide, a great professional development resource; teachers will answer reflection questions, make notes about habits, and select tools that best match individual needs and preferences Ebook customers can access CD contents online. Refer to the section in the Table of Contents labeled, Download CD/DVD Content, for detailed instructions.

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