



CDHD

Professional
Development, Trainings,
and Coaching in School
Settings

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Starter

Pick one emoji that best represents your previous weekend and a second emoji that you hope will represent your next weekend.

Objectives

- Participants will be able to identify the key components of effective professional development for teachers.
- Participants will be able to identify factors that influence the effectiveness of coaching in schools
- Participants will understand how professional development and coaching impact teacher attitudes, confidence, and instructional mindset.

Terminology

- Professional Development – facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions, as well as the application of this knowledge in practice
- Training Opportunities/Trainings – specialized educational activities designed to improve services and results for students
- Coaching - evidence-based professional development practice designed to improve teacher capacity and student outcomes

Key Components of Effective Professional Development for Teachers

- Desimone and Garet (2015) highlight five features of effective professional development:
 - Content Focus
 - Active Learning
 - Coherence
 - Sustained Duration
 - Collective Participation
- Professional development that aligns with these features and day-to-day teaching practices are more likely to be implemented in classrooms
- Ideally – professional development is on-going, not a one and done

Key Components of Effective Professional Development for Teachers

When conducting training or ‘professional development’ opportunities there needs to be:

- Monitoring and feedback
- Delayed opportunities to check in with teachers and provide feedback
- Opportunities to discuss with facilitator

These allow for targeted training opportunities without the intensity of coaching

Breakout Discussion

- 5 minutes in your breakout room
- Discuss:
 - In your SPDG, how is instructional coaching currently used?
 - What has been the most successful with your instructional coaching?
 - Do you have any missing pieces in your instructional coaching?

Why Use Coaching?

- Coaching can be another avenue of professional development to support in-service teachers
- Legislation like ESSA mentions that schools are encouraged to train and develop coaches to work with teachers (Desimone & Pak, 2017)
- More personal and smaller basis than other PD opportunities
- Coaching along with providing instructional materials and training opportunities have shown to have the most significant student improvement (Piper et al., 2018)
- Changing teachers' instructional practices is typically easier than increasing their content knowledge (Kelly et al., 2022)

The Impact of Coaching on Students'

- More hours of content specific coaching corresponded with higher student achievement outcomes (Shidler, 2009)
- Teachers engaged in more rich and sensitive conversations with their students
- Teachers who received coaching showed significant changes for positive classroom environments, language use, and a more open emotional climate (Domitrovich et al., 2009)

What makes coaching effective?

- Organizational culture and leadership in the school (Peterson-Katz et al., 2023)
- Cohesive relationship between the teacher and coach (Domitrovich et al., 2009).
- Background of the teacher should adjust coaching practices (Hsieh et al., 2009).
 - Preservice training, educational background, previous experience
- There was no set number of hours for coaching to be successful (Fox et al., 2011)

Mentimeter

- 1. What aspect of coaching has been the most impactful to teachers in your SPDG?
- What outcomes does your SPDG monitor in terms of coaching and professional development?

Professional Development's Impact on Teachers

Only Training Opportunities

- Teachers feel more confident (Song, 2016)
- Teachers have an adjusted mindset about student grouping and student abilities (Song, 2016)
- Outside reviewers saw significant increases in instructional practices (Kelley et al., 2022)

Training with Coaching

- Higher quality teaching that was able to be generalized to other settings (Landry et al., 2009)
- Teachers' perception of their coping strategies significantly improved (Song, 2016)
- Teachers were able to maintain new instructional strategies more than those with training alone (Hseih et al., 2009)

Conclusion

- Teachers who participate in one-off training sessions with no coaching showed the poorest quality teaching in comparison to any level of teaching (Landry et al., 2009)
- Same study showed teachers that provided with training, a coach, and feedback on student's progress in response to the training was associated with the highest quality teaching (Landry et al., 2009)
- Teachers who receive coaching are better at implementing higher quality instruction, better instructional practices, and can implement what was taught in training sessions quicker and more effectively

Poll

- Which do you think has the biggest impact on improving teaching practices?
 - One-time training workshops
 - Ongoing training opportunities
 - Instructional coaching
 - A combination of training opportunities and coaching

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