



PROFESSIONAL DEVELOPMENT

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Overview

- North Dakota's Professional Development Requirements
- NCLB and Professional Development
- What Research Indicates
- Resources for Schools



North Dakota's Professional Development Requirements North Dakota Century Code

NDCC Chapter 15.1-06-04 **(School Calendar)**

- School districts must provide...two days for professional development activities.
 - The “professional development day” may consist of
 - Six hours of professional development activities, exclusive of meals and other breaks, conducted within a single day
 - Two four-hour periods of professional development activities, exclusive of meals and other breaks, conducted over two days



North Dakota's Professional Development Requirements North Dakota Administrative Rules

NDAR Article 67-19-01-30 **(Professional Development Plan)**


- School districts must have a written, adopted professional development plan. The plan must include a description of:
 - professional development procedures.
 - professional development activities.
 - the timeline for completion of activities.
- The plan must be reviewed at least once every five years and be kept on file for onsite review.



NCLB and Professional Development

- Not 1-day
- Not short term workshops/conferences
- High quality, sustained, intensive and classroom focused
 - Positively impacts classroom instruction
 - Impacts teacher performance
- Improve teachers' knowledge of subject area
- Provide instruction on use of data and assessments to inform instruction

This information was obtained from the Education Commission of the States.



“Most of the staff development that is conducted with K-12 teachers derives from the short-term transition model; pays no attention to what is already going on in a particular classroom; offers little opportunity for participants to become involved in the conversation; and provides no follow-up.”

The Dilemmas of Professional Development
V. Richardson



Research and Professional Development

After reviewing more than 1,300 studies on professional development, REL Southwest found that teachers who receive substantial professional development—an average of 49 hours—can boost their students' achievement by 21 percentile points.

Reviewing the evidence on how teacher professional development affects student achievement
by REL Southwest



Research and Professional Development

This research also revealed...

- 14 hours of professional development—positive and significant effects on student achievement
- 5-14 hours of professional development—no statistically significant effects on student achievement

Reviewing the evidence on how teacher professional development affects student achievement
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Research and Professional Development

These are the qualities that are consistent of high quality professional development:



Content focused

Duration of time



Collective participation

Content focused



Professional development that...

- Focuses on deepening teacher content knowledge
- Centers on how students learn particular concept
- Provides coherent experiences
- Provides opportunities for active learning

In contrast...

“We found that generic professional development that focuses on teaching techniques without also focusing on content does not appear to be effective.”

Keying in to High Quality Professional Development: District Strategies and Professional Development Features That Contribute to Quality Programs
by L. Desimone, A. Porter, B. Birman, M. Garet, K. Yoon

Duration of time

- Professional development is more effective when...
 - Teachers invest more hours
 - Span over longer periods of time



Collective participation

- Professional development with collective participants better impacts teacher practice
 - Same school
 - Same grade levels



Research and Professional Development



Content focused

Duration of time



Collective participation

In order for professional development to be effective, it must be linked to both teacher and student learning.





Resources for Schools Upcoming Events

- **North Dakota Department of Public Instruction
Upcoming Events**

- www.dpi.state.nd.us/events.shtm

- *The North Dakota Department of Public Instruction (DPI) lists the DPI's upcoming events, as well as various educational events happening throughout the state.*

- **Title I Upcoming Events**

- www.dpi.state.nd.us/title1/events.shtm

- *The state Title I office compiles events specific to Title I educators and posts them on their website.*



Resources for Schools Specific to Title I

- **Q & A on Professional Development**

- www.dpi.state.nd.us/title1/profdev/QA.pdf

- *The Title I office often receives questions from the field regarding professional development. This document shares these questions and responses.*

- **Using Title I Funds for Professional Development**

- www.dpi.state.nd.us/title1/targeted/general/facts/profdev.pdf

- *This document is part of the Title I office's Fast Fact series. It defines professional development according to NCLB, gives examples of high quality professional development, and explains how Title I funding can be used to support professional development in Title I Targeted Assistance and Title I Schoolwide programs.*



Resources for Schools Created by the ND Title I Office

- **Collegial Study Groups**

- www.dpi.state.nd.us/title1/profdev/studygroups.pdf

- This document can be used by schools to guide them through setting up the process of implementing collegial study groups or professional learning communities in their schools.

- **Embedded Professional Development**

- www.dpi.state.nd.us/title1/schlwide/embprof.pdf

- This document summaries strategies schools can use to make professional development an embedded part of their schools practices. Each strategy is summarized, followed by a step-by-step process for implementation, and a listing of additional resources.



Resources for Schools Created by the ND Title I Office

- **Instructional Coaches**

- www.dpi.state.nd.us/title1/coaches.shtm

- North Dakota has seen an increased trend in schools utilizing coaches to assist with literacy and math instruction. Instructional coaches may be given a different title, such as intervention specialists or mentors. Whatever the title of this position, the basic role of an instructional coach is to increase the instructional capacity of teachers so they can better incorporate literacy or math into their instruction. An instructional coach is one who supports others in building their teaching skills, assists others in applying new knowledge, and provides ongoing professional development. This website has been created to provide guidance and resources on utilizing instructional coaches in schools and districts throughout North Dakota.



Resources for Schools Federally Sponsored

- **Title II, Part A – Teacher and Principal Quality, Training & Recruiting**

- www.dpi.state.nd.us/titleII/partA.shtm

- *The purposes of the federal Title II, Part A programs are to increase the academic achievement of all students through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and principals in the schools, and to hold schools and districts accountable for improvements in student academic achievement.*



Resources for Schools Specific to North Dakota

- **North Dakota Teacher Center Network**

- www2.edutech.nodak.edu/tcn

- *The North Dakota Teacher Center Network is an education link between educators, schools, higher education, state and national educational support agencies and the community, which enhances the quality of teaching and learning throughout North Dakota.*

- **North Dakota Regional Education Associations (REA)**

- www.ndrea.org

- *School districts across North Dakota are taking advantage of Regional Education Associations to improve educational services to students and to enhance cooperation in communities and geographic regions. These REAs provide the mechanism to collaboratively address current challenges of enrollment, teacher recruitment and retention, NCLB, school buildings, funding, coordination of curriculum development planning and in-service education programs.*



Resources for Schools Specific to North Dakota

- **North Dakota Curriculum Initiative (NDCI)**

- <http://ndcurriculuminitiative.org>

- *The North Dakota Curriculum Initiative is a long-term professional development program for North Dakota public and non-public school curriculum administrators and teachers. This collaborative professional development project has committed educators from across the state working diligently in offering quality professional development to North Dakota educators.*

- **North Dakota LEAD Center**

- www.ndlead.k12.nd.us

- *The North Dakota LEAD Center is a non-profit education organization devoted to making a positive difference for the children of North Dakota by helping to develop excellent leaders for their schools. The LEAD Center provides professional development programs and services to public and nonpublic school leaders and individuals preparing to become educational leaders.*



Resources for Schools Specific to North Dakota

- **North Dakota Education Standards and Practices Board (ESPB)**

- www.nd.gov/espb/profdev

- *The ESPB seeks the advice of teachers, administrators, school board members, teacher education professors, and other interested citizens in developing and updating codes of professional development. Professional development is accomplished, in part through licensure renewal. At the present time, a contracted teacher is required to complete 4 semester hours every five years.*

- **North Dakota University Systems (NDUS)**

- www.ndus.nodak.edu

- *Organized as a system in 1990, the North Dakota University System is made up of 11 public colleges and universities governed by the State Board of Higher Education. The NDUS is composed of two doctoral-granting institutions, two master's-granting institutions, two universities that offer baccalaureate degrees and five campuses that offer associate and trade/technical degrees. Each institution is unique in its mission to serve the people of North Dakota.*

Resources for Schools

Online

•Teacher Professional Development Sourcebook

–www.teachersourcebook.org

–This tool provides a guide to ideas and resources on teacher learning. It also has a section dedicated to research—detailing new thinking on what works in teacher professional development. Lastly, it has an exclusive directory of K-12 professional development products, services, and websites—an essential tool for educators looking to guide staff development.

•PBS TeacherLine

–www.pbs.org/teacherline

–PBS TeacherLine is an online professional development provider specifically for educators. PBS TeacherLine offers more than 130 graduate level facilitated, online courses for teachers that span the entire curriculum. PBS TeacherLine is committed to helping educators acquire the skills they need to become—and stay—the highly qualified teachers needed to prepare students for a successful future.

Resources used in developing this presentation include...

- Comprehensive Center – Region VI. *Professional Development From the Inside Out: District and School-Level Strategies*. Volume 8, No. 1. Winter 2005.
- Education Commission of the States – www.ecs.org
- North Dakota Century Code – www.legis.nd.gov/cencode/t151.html
- North Dakota Administrative Rules – www.dpi.state.nd.us/resource/rules/current.shtm
- Northwest Teacher. Volume 2. No. 2. Spring 2001.
- Teacher Professional Development Sourcebook – www.teachersourcebook.org
- Regional Educational Laboratory Southwest. (October 2007). *Reviewing the evidence on how teacher professional development affects student achievement*. REL 2007-No. 033.



QUESTIONS?

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