



# Supporting and Sustaining Teachers' Professional Development

A Principals' Guide



MARILYN TALLERICO

# Supporting And Sustaining Teachers Professional Development

**International Society for Technology in  
Education**



## **Supporting And Sustaining Teachers Professional Development:**

**Supporting and Sustaining Teachers' Professional Development** Marilyn Tallerico, 2005-03-10 Tallerico empowers principals with her view that leaders matter and demonstrates how their influence is expanded when they focus their attention on high quality professional learning that continuously improves teaching student learning and relationships within the school community Dennis Sparks Executive Director National Staff Development Council Although there are many resources for building administrators to learn models and implementation issues for quality professional development few I've seen have compiled as handy a resource as this one Karla Reiss Founder Consultant and Coach The Change Place Nurture teacher development through focused and realistic approaches Although school administrators consider supporting and sustaining teachers professional development a priority more pressing day to day imperatives often eclipse this goal Supporting and Sustaining Teachers Professional Development specifically targets busy school principals who want practical suggestions for how to balance these everyday administrative tasks while encouraging teachers professional growth Focusing on seven questions selected for their relevance to school administrators this essential reference summarizes the practical implications of the latest research and theory on the topic of teacher development Organized around three key elements of current NSDC national standards this resource for new veteran and aspiring school leaders will illustrate how to Emphasize research and practice Provide rationales that explain and justify the encouragement of professional development Link teachers professional development to student learning Interpret national standards for professional development and apply them practically Improve student achievement retain highly qualified teachers and ground school practices in sound research by learning how to encourage your teachers while remaining committed to your leadership responsibilities

**Supporting and Sustaining Teachers' Professional Development** Marilyn Tallerico, 2005-03-10 This text specifically targets busy school principals who want practical suggestions grounded in national NSDC standards for balancing everyday administrative tasks while encouraging teachers professional growth The Principal's Guide to Managing School Personnel Richard D. Sorenson, Lloyd M. Goldsmith, 2008-11-10 A comprehensive guide to building successful relationships with all school personnel Ideal for practicing and aspiring principals this in depth resource presents policies procedures and techniques for managing faculty and support staff and creating effective work environments The authors provide case studies strategies and reflective exercises in each chapter to help administrators evaluate their schools and practices Based on ISLLC and ELCC standards for school leadership this book covers Shaping school culture to promote shared ownership of the school's vision Recruiting selecting and retaining qualified personnel Effective communication and conflict resolution Handling challenging situations such as supervising marginal employees and addressing grievances Former Educators' Roles in Supporting Student Growth and Learning West, Erin K., 2024-12-26 Former and retired educators continue to make meaningful contributions to student growth showcasing the enduring impact of teaching beyond the classroom Their

dedication enriches communities by fostering mentorship advocacy and support for lifelong learning Highlighting their experiences offers valuable insights into how educators can remain active in promoting student success even after leaving formal teaching roles This commitment to education strengthens societal bonds and emphasizes the importance of lifelong engagement in nurturing the next generation Former Educators Roles in Supporting Student Growth and Learning delves into the narratives strategies and significance of former and retired educators who remain committed to nurturing student development and achievement long after leaving their formal teaching positions It shares their experiences and honors their dedication offering valuable insights and recommendations for former educators and community advocates who share a common dedication to supporting student success Covering topics such as educator empowerment mentorship and teaching effectiveness this book is an excellent resource for former and retired educators current educators and administrators community leaders educational researchers and scholars policymakers and more

Designing Professional Development for Teachers of Science and Mathematics Susan Loucks-Horsley, 2003-02-14 This New Edition collects and brings together in one place what has been learned from professional developers efforts across the country in order to make the framework principles and strategies of the first edition come to life This edition deepens our understanding of professional development through further research and new resources The original purpose of this book to put a competent and caring teacher in every classroom has yet to be fulfilled and is more urgent now than ever The authors provide one stop shopping for busy practitioners that incorporates the most up to date research gleaned from the broadest possible research base as well as robust and rich descriptions of effective professional development programmes It incorporates the growing knowledge base about learning teaching the nature of science and mathematics professional development and change The authors scanned the field of professional development in mathematics and science over the last five years noting what has changed and what has not dissected the original framework updated examples incorporate what authors have learned as well as advances in the field This essential primer offers a framework that considers key inputs and combines strategies uniquely tailored to their environment and goals summarizes key knowledge and best practices provides guidance on assessing one s context describes strategies that go beyond most common workshops and institutes provides real life examples of how elements of the framework were used to create professional development initiatives offers references and resources for further exploration and inquiry Highlights of the Second Edition include New design framework that incorporates standards student learning data and evaluation techniques More guidance for assessing context using data More strategies for professional development including lesson study aligning and selecting curriculum and demonstration lessons Stronger real life examples including new uses of technology and data driven designs An essential resource for educators who design conduct and support professional development for teachers of mathematics and science including staff developers principals teacher leaders curriculum supervisors and leadership teams College and university faculty in education science and mathematics will also

find this to be a useful compendium of ideas for improving mathematics and science education **Handbook of Research on Professional Development for Quality Teaching and Learning** Petty, Teresa, Good, Amy, Putman, S.

Michael, 2016-06-16 As educational standards continue to transform it has become essential for educators and pre service teachers to receive the support and training necessary to effectively instruct their students and meet societal expectations. However, there is not a clear consensus on what constitutes teacher effectiveness and quality within the education realm. The Handbook of Research on Professional Development for Quality Teaching and Learning provides theoretical perspectives and empirical research on educator preparation and methods for enhancing the teaching process. Focusing on teacher effectiveness and support provided to current and pre service educators, this publication is a comprehensive reference source for practitioners, researchers, policy makers, graduate students, and university faculty. **Igniting Excellence in Faculty Development at International Schools** Peggy Pelonis, Thimios Zaharopoulos, 2024-10-19

This edited book offers diverse perspectives on the professional development of faculty primarily at K-12 international schools. Contributions consider the many and complex facets of professional development from administrative factors, assessment and accreditation issues to student needs through a diversity, equity, and inclusion lens, which acknowledges the differences in their backgrounds and cultures. The first part of the book examines the literature on professional development and presents a quantitative and qualitative study of international school leaders' views. The second part comprises examples of faculty professional development as testified by scholars who have implemented them in real life. The third part deals with important issues, concepts, and applications regarding current faculty professional development, such as accreditation, mental health, higher education, and cultural identity. The book will appeal to researchers, education faculty, and graduate education students.

**Teaching Leaders to Lead Teachers** Saran Donahoo, Richard C. Hunter, 2007-08-20 TEACHING LEADERS TO LEAD TEACHERS: EDUCATIONAL ADMINISTRATION IN THE ERA OF CONSTANT CRISIS. In the 21st century, the perceived crisis in how schools educate students significantly influences the decision of teachers to move into administrative positions as well as their ability to succeed once they take on these positions. Influenced by the media, the community, and the teacher's lounge, many good educators are increasingly unwilling or simply unprepared to make the jump into school leadership and management. This book addresses some of the issues that affect school leadership by providing insights into the current state of educational administration in the hope of demystifying or dismissing some of the popular assumptions regarding what really takes place in the administration office. In doing so, this text examines topics related to the preparation and training of prospective administrators, factors that affect the process of leading in learning environments, and perspectives on the state and structure of school leadership research and development. *Collaboration and Co-Teaching for English Learners* Andrea Honigsfeld, Maria G. Dove, 2014-11-20 Your English Language Learners are counting on you to collaborate effectively. The Common Core State Standards have increased the pressure on English Language Learners. And with the EL population

increasing every day schools need proven systems for ensuring that the students of the future are able to thrive In practice this is a challenge for educational leaders The most promising solution is the collaborative approach pioneered by this book s authors America s leading authorities on collaboration and co teaching for EL achievement Honigsfeld and Dove s resources for collaboration and co teaching include Templates for creating EL profiles that will enable you to address their unique needs Prompts for Professional Learning activities for teams or individuals and further reading The latest research findings on best instructional practices that benefit ELs This is your concise comprehensive guide to creating a powerful collaborative program to benefit your ELs Start implementing it today and watch the outcomes improve We have used Collaboration and Co Teaching to strengthen the types of support that ELL Specialists offer classroom teachers Having a systematic collaborative process to create a school wide success model for ELL students benefits everyone in education with the reward of student achievement Our district is looking forward to using A Leader s Guide as a way of strengthening our professional development and collaborative efforts towards quality instruction for English Learners Heidi LaMare Supervisor of Programs for ELL Students Bellevue School District WA Collaboration and Co Teaching for English Learners A Leaders Guide is a critical addition to every new and experienced educational leader s bookshelf Schools that succeed with increasingly diverse populations are able to leverage every asset through collaborations and partnerships This is a guidebook by trusted experts that will help any preK 12 program follow that path to success Karen N Nemeth Author Consultant Language Castle LLC

National Educational Technology Standards for Teachers International Society for Technology in Education,2002

Standards were developed to guide educational leaders in recognizing and addressing the essential conditions for effective use of technology to support P 12 education **Handbook of Research on Teachers of Color and Indigenous Teachers** Conra D. Gist,Travis J. Bristol,2022-10-15 Teachers of Color and Indigenous Teachers are underrepresented in public schools across the United States of America with Black Indigenous and People of Color making up roughly 37% of the adult population and 50% of children but just 19% of the teaching force Yet research over decades has indicated their positive impact on student learning and social and emotional development particularly for Students of Color and Indigenous Students A first of its kind the Handbook of Research on Teachers of Color and Indigenous Teachers addresses key issues and obstacles to ethnoracial diversity across the life course of teachers careers such as recruitment and retention professional development and the role of minority serving institutions Including chapters from leading researchers and policy makers the Handbook is designed to be an important resource to help bridge the gap between scholars practitioners and policy makers In doing so this research will serve as a launching pad for discussion and change at this critical moment in our country s history The volume s goal is to drive conversations around the issue of ethnoracial teacher diversity and to provide concrete practices for policy makers and practitioners to enable them to make evidence based decisions for supporting an ethnoracially diverse educator workforce now and in the future **Innovation in Teacher Professional Learning in**

**Europe** Ken Jones, Giorgio Ostinelli, Alberto Crescentini, 2023-10-11 This book presents critical perspectives on teacher professional learning and professional development as interpreted in 14 countries across Europe Bringing together experts from across Europe the book fulfils a need for a better understanding of the changing nature of teacher professional learning in national policy contexts and of the cultural differences existing between various systems It discusses the new thinking that has emerged in the field of teacher education alongside new models that reflect the changing patterns and policies relating to the ways educational professionals maintain and enhance professional practice The book highlights that new models of teacher leadership and practitioner inquiry have a strong focus on pedagogy and social justice It also examines briefly the challenges brought about by the Covid pandemic and the ways in which new approaches to professional learning specifically the use of new technologies have begun to transform practice in some countries in Europe The book gives insights into the ways in which professional learning policy is interpreted and applied in practice It will be highly relevant for researchers and post graduate students in the fields of teacher professional learning and development school leadership comparative education and educational policy and planning

**Advances in Web Based Learning - ICWL 2009** Marc Spaniol, Qing Li, Ralf Klamma, Rynson W.H. Lau, 2009-08-19 [Whole School Approaches to Sustainability](#) Arjen E.J. Wals, Birgitte Bjønness, Astrid Sinnes, Ingrid Eikeland, 2024-06-22 In response to urgent global sustainability challenges Education for Sustainable Development ESD and Global Citizenship Education have been prioritized in the United Nations Agenda 2030 under SDG 4 7 There is a growing awareness that treating concepts such as global citizenship sustainable development climate urgency and health and well being as separate subjects or topics to be added to a curriculum is ineffective as they are highly interconnected Additionally this approach is problematic as schools already have an overcrowded curriculum This edited volume brings together a range of scholars and reflective practitioners from across the globe who are investigating and enacting a whole school approach WSA in education for sustainability While the WSA and related approaches such as those advocated by EcoSchools are becoming more popular there is a lack of understanding of their underlying principles and the different manifestations in diverging socio cultural contexts at different educational levels This collection of chapters provides a deeper understanding of the WSA while also addressing its effectiveness possibilities for upscaling professional development needs for WSA practitioners interlinkages with more conventional curriculum requirements expectations of students and parents and more This is an open access book

*Career Development Learning and Sustainability Goals* Sarah O'Shea, Olivia Groves, Kylie Austin, Jodi Lamanna, 2022-11-08 This volume provokes conversations and reflections on the most appropriate methodologies to pursue Career Development Learning CDL research within the framework of the Sustainable Development Goals SDG s Drawing on studies with Australian students from diverse backgrounds including low socioeconomic status regional rural and remote with disability etc this volume uniquely highlights considerations for contextual and inclusive CDL research which advances multiple SDGs and quality futures across the globe Although situated

in Australian contexts the case studies have international applicability This volume provides support to researchers who intend to investigate the effectiveness of career development strategies which further sustainable development objectives Specifically the book highlights the importance of partnership and innovative methods in socially just research methodologies as well as practical ways that these can be undertaken It encourages readers to consider how they might frame their work in relation to the SDGs and create impactful research which furthers the agenda for sustainable development in localised ways

*STEM & Open Schooling for Sustainability Education* Michiel Doorman, Elena Schäfer, Katja Maaß, 2024 Our current society faces enormous environmental challenges Now is the time to stand up for a sustainable future This request for action also concerns our STEM education community to take the transformational potential of teaching and learning Teachers are decisive factors in ensuring the achievement of creative and sustainable learning outcomes in mathematics and science education in fostering young peoples competences and empowering them to become responsible and active citizens We need to share good practices research results and innovative classroom materials that allow for implementing approaches that support the implementation and scaling up of education for sustainability Educating the Educators ETE is an international conference series on professional development in STEM science technology engineering and mathematics education that brings together teacher educators policy makers teachers and various other stakeholders related to STEM education The fourth edition of the ETE conference series was hosted by Utrecht University ICSE and the Naturalis Biodiversity Center in the Netherlands in collaboration with the MOST project ETE IV focused on implementing and scaling up innovative teaching approaches in STEM education with an emphasis on open schooling for sustainability education The aim was to discuss different ways of working the roles of teaching materials and structures needed for innovations in STEM education ETE IV featured both traditional and innovative formats to benefit of a diverse circle of participants from research practice and policy Vivid exchange and collaborative work were ensured through spaces for co creation This volume reflects the main topics of discussion and the participants conference experiences

*Sustainability Assessment Tools in Higher Education Institutions* Sandra Caeiro, Walter Leal Filho, Charbel Jabbour, Ulisses M. Azeiteiro, 2013-11-19 This book contributes to debates on current sustainability practices with a focus on assessment tools as applied in higher education institutions These institutions are challenged to carry out management research and teaching and to create settings that allow developing new competencies to address the complex global environmental social cultural and economic pressures with which current and future generations are confronted The first chapters discuss issues of sustainability in higher education namely the role of universities in promoting sustainability and the emergent fields of sustainability science and education for sustainable development and how to integrate and motivate sustainability into the university Subsequent chapters present examples of sustainability assessment tools specifically developed for higher education institutions such as the AISHE Auditing Instrument for Sustainability in Higher Education the GASU Graphical Assessment of Sustainability in Universities too the

STAUNCH Sustainability tool for Auditing Universities Curricula in Higher Education The use of other integrated tools are also presented The papers have adopted a pragmatic approach characterized by conceptual descriptions including sustainability assessment and reorienting the curricula on the one hand and practical experiences on the other with good practices from different edges of the world Sustainability Assessment Tools in Higher Education Institutions will be of interest to graduate student lecturers researchers and those setting university policy

*Grading for Equity* Joe Feldman, 2023-08-31 Raise standards and improve learning for all students through equitable grading Grading one of the most important responsibilities of teachers with major implications for students academic and life trajectories is ironically also among the most enigmatic and frequently avoided topics in education Although most teachers sense that common grading practices are often ineffective there is limited understanding of how those practices can undermine effective teaching and harm students particularly those historically underserved It is long past due to implement grading practices that are more accurate bias resistant and motivational and which improve student learning empower teachers and transform classrooms as a result In this newly updated edition of the best selling *Grading for Equity* Joe Feldman provides a valuable resource for anyone invested in grading and its impact on students education mental health and future opportunities Offering a research based alternative to the status quo this practitioner friendly guide provides Extensive revisions that reflect how the pandemic and the Black Lives Matter movement shifted traditional grading systems New data from both academic research and classrooms that demonstrate the benefits of equitable grading for all students Clear approaches to implement equitable grading practices Updated information on several equitable grading practices including proficiency scales A new concluding chapter that explores implementing equitable grading system wide With a down to earth style driven by the author s own curiosity as a teacher principal district administrator and university instructor this book will invite and challenge you to think about how more equitable grading when implemented effectively creates a more rigorous humane and positive school experience for all

*ICT Acceptance, Investment and Organization: Cultural Practices and Values in the Arab World* Abdallah, Salam, Albadri, Fayeze Ahmad, 2010-10-31 This book is a unique source of information outlining the importance of Information Communication Technology ICT adoption and diffusion covering the Arab world s strong need for access to information systems while still paying close attention to their culture and localization of practices Provided by publisher

*Sustaining Communities of Practice with Early Career Teachers* Bernadette Mary Mercieca, Jacquelin McDonald, 2021-02-01 This book focuses on sustaining communities of practice in primary and secondary schools in Australia and internationally for the professional learning of all teachers and particularly early career teachers Informed by the communities of practice research of Wenger Trayner it shows what factors are conducive to the sustainability of communities of practice drawing particularly on a case study of an Australian regional secondary school and explores how it has sustained support particularly for early career teachers over a three year period The first chapters of the book provide

longitudinal perspectives using qualitative data and include perspectives from a variety of stakeholders including the principal the professional learning coordinator and the early career teachers who have experienced the school s Communities of practice over three or more years It offers practical suggestions on how to implement and improve communities of practice in schools and highlights the increasing importance of online communities to support early career teachers Policy makers school principals teacher educators and teaching practitioners find the book useful for implementing and sustaining communities of practice in schools Subsequent chapters explore the value of online communities such as Twitter communities the role of collegial support networks in supporting early career teachers in Flemish primary education and professional learning in Northern Ireland pre and in service teacher networked communities

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