**Effective Teacher Development Schema**

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

**Steve Leinwand – NCSM – March, 2011`**