

IS YOUR PROFESSIONAL DEVELOPMENT ACTUALLY WORKING?



A New Way to Think About PD

Instead of viewing professional development as:
Training > Done

Think of it as:

Learning > Application > Evidence > Reflection > Adjustment

Tool #1: The “What Changed?” Test

One of the simplest tools you can use after any professional-development experience is the What Changed? Test. Ask teachers three questions:

1. Before the training, what were you doing?
2. After the training, what are you doing differently?
3. What evidence tells you that the change is making a difference?

Tool #2: The 30-60-90 Day Check-In

Create three simple checkpoints.

30 Days: Implementation

60 Days: Quality

90 Days: Impact

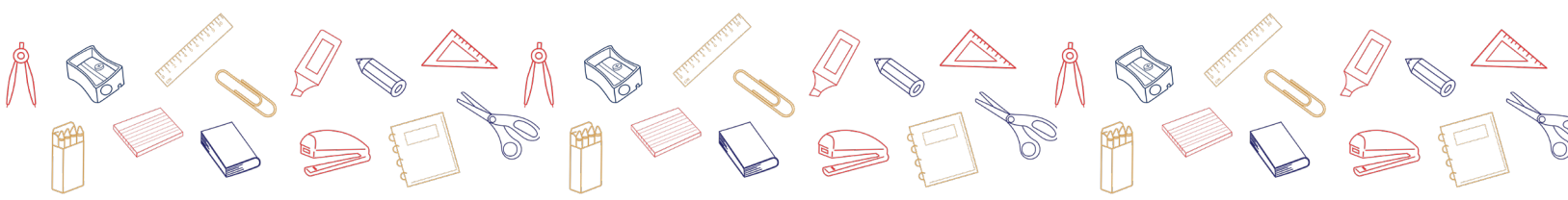
Tool #3: The One-Page PD Scorecard

Create a simple one-page scorecard for each major professional-development initiative. Include five areas:

1. The Goal
What were we trying to change?
2. The Practice
What should teachers be doing differently?
3. The Evidence
What will we look for?
4. The Impact
What should students experience differently?
5. The Next Move
What do we need to do next?

Tool #4: The “Look-Fors” List

If you want to know whether professional development is transferring into classrooms, decide beforehand what you are looking for.



Tool #5: The Teacher Reflection

Teachers should have a voice in evaluating professional development. After implementation, ask teachers to reflect on four questions:

- What did I try?
- What happened?
- What did I learn?
- What will I do next?

Tool #6: Video as a Mirror

One of the most powerful—and sometimes uncomfortable—professional-development tools is video.

Tool #7: Student Voice

Here's one tool that schools sometimes overlook: **Ask the students.**

Tool #8: Turn PLCs Into Evidence Meetings

PLCs should not become another place where teachers talk about how busy they are. They should be places where teachers examine practice and student learning.

Tool #9: Find Your Teacher Champions

Every school has them. The teacher who tries something new. The teacher who shares ideas. The teacher who says: "I tried this, and here's what happened." Don't underestimate these people. They can become powerful internal resources.

Rather than making every new initiative something delivered to teachers, identify teachers who are willing to become early adopters and eventually help colleagues.

The goal isn't to create "favorites." It is to create capacity within the school. Research on professional learning also points to the value of identifying early adopters or champions who can help support implementation across a school. Your best professional-development resource may already be sitting down the hall.

Tool #10: Build a "Stop, Start, Continue" Conversation

At the end of a professional-development cycle, gather your team and ask three questions:

STOP

What are we doing that isn't helping?

START

What should we begin doing?

CONTINUE

What is working that we need to keep doing?

