

Response Cards

Session # 402, How Teachers Change: Implications for Supporting Student Success Presenter: Cristine Smith

Implications for Practice:

- Teachers have confidence mutual respect. They know what admin look for.
- Paid teacher training is essential
- More training for teachers-higher the reward
- Going through chain of commands is a problem
- Cost cut prevents schools from keeping skilled teachers

Implication for Policy:

- Circuit training for jails.
- Putting together a study plan for teachers is necessary
- Finding an appropriate staff development plan for different programs
- How do we know that the professional development plans has student outcomes?

Implications for Further Research:

- Evaluation of PD with a focus on student achievement.
- Can we add a measure of student persistence?

Questions for Researchers – to Inform Practitioners:

- How can I evaluate professional development with a focus on student achievement?
- How do I use data to evaluate impact of professional development?
- What research questions could address what works for effective professional development relative to characteristics of a site, organization or region? In other words, we know that PD isn't "one size fits all" but do we know what fits particular settings/circumstances?
- Is online professional development for AE teachers as effective in creating teacher change?
- What is the impact of teacher professional development and change on teacher retention?
- Would the results of the teacher change research be different for a more nationally representative sample?
- Need to evaluate impact of PD on teachers (within own agency). How will we measure what they learned?
- Need a 3-year study to get valid results on teacher growth
- Do practitioners get to choose their mode of PD? Best if it grows organically out of agency's needs?

Questions for Practitioners – to Inform Research:

- Anecdotal and student reaction are the only current approaches to evaluation of PD. What data do other practitioners use for this purpose?

- How frequently do we ask students for substantive feedback on our efforts to integrate new skills and concepts into instruction? How effectively do we use student feedback?
- How do you create an awareness of the need for PD among teachers? Points to need for joint decision-making in program planning.
- How to get substantive feedback on teacher improvement from students
- What works best with mentoring systems in adult ed.?
- What teacher mentor or peer coaching models in AE are the most effective? What are the characteristics of effective training in these skills?