

Ways to Provide Professional Development for Literacy Teachers

Provider and Role	Advantages
<p>School-Based Teacher Educator</p> <ul style="list-style-type: none"> ◆ Works in one school over time. ◆ Continues to teach students in the school. ◆ Is released from the classroom to coach teachers. ◆ Provides ongoing training courses at the school. ◆ Works with administrators and leadership team. ◆ Gathers data and discusses results with staff. ◆ Meets with teachers to follow overall plan. ◆ May specialize in primary or intermediate. 	<ul style="list-style-type: none"> ◆ Knows staff, administration, students over time. ◆ Establishes credibility through demonstration. ◆ Can root training in the life and problems of the school. ◆ Can develop and implement a professional development system that is efficient and totally integrated with the vision of the school. ◆ Communicates with teachers daily—formally and informally. ◆ Is part of school community—parents, students. ◆ Is available for daily problem solving. ◆ Has a stake in school achievement. ◆ Provides regular coaching in classrooms. ◆ Sees progress over time in teachers' and students' work. ◆ Makes sure to follow through so that new skills build on previous skills. ◆ Builds a learning climate in the school. ◆ Makes connections between purchase of materials, instruction, and the vision of the school. ◆ Has extensive time to provide professional development of all kinds.
<p>District-Based Teacher Educator</p> <ul style="list-style-type: none"> ◆ Works at the district office but spends considerable time in schools. ◆ Provides professional development for teachers at a range of schools and across grade levels. ◆ Provides some districtwide institutes or conferences. ◆ Works with administrators and teachers at a range of schools. ◆ May specialize in grade level or area. ◆ May provide support for school-based teacher educators. 	<ul style="list-style-type: none"> ◆ Understands entire school system, including politics, community, past problems. ◆ Sees the big picture in the district. ◆ Has access to central office resources and to decision makers. ◆ Gets to know staff, administration, students in a variety of schools over time. ◆ Knows districtwide trends, patterns, initiatives. ◆ Can assist in getting resources. ◆ Develops broader expertise in providing professional development in many settings. ◆ Becomes specialist in professional development. ◆ Has more opportunities for ongoing training (conferences, etc.).
<p>Private Consultant</p> <ul style="list-style-type: none"> ◆ Works independently or is attached to a professional development company or publisher. ◆ Provides a wide range of professional development at conferences and in schools and school districts. ◆ Works on a "cost for service" basis. ◆ May specialize in grade level or area. 	<ul style="list-style-type: none"> ◆ Brings in fresh, new ideas from the outside. ◆ Is often knowledgeable about new research and instructional approaches. ◆ Has a wide range of contacts—knowledgeable about what is happening in many places. ◆ Often has access to fresh new materials. ◆ Develops a high level of expertise through constant work in many schools. ◆ Often develops sophisticated style that engages teachers' interest. ◆ Often has a wide network of other experts with whom they communicate.
<p>University-Based Teacher Educator</p> <ul style="list-style-type: none"> ◆ Works at university or college with whom the school/district has a relationship. ◆ Teaches undergraduate and graduate courses and/or works with field-based projects. ◆ Conducts field-based studies to inform education. 	<ul style="list-style-type: none"> ◆ Has expertise in developing new ideas. ◆ Can guide action research in schools and districts. ◆ Communicates with leaders in the district. ◆ Is knowledgeable about new research. ◆ Can assist in curriculum development. ◆ Can assist in development of new approaches. ◆ Evaluates and critiques new approaches.
<p>Combination of Providers</p> <ul style="list-style-type: none"> ◆ Involves a coordinated combination of professional development providers, each fulfilling different functions. 	<ul style="list-style-type: none"> ◆ Can work together to ensure in-school ongoing professional development in combination with access to the wider community, district-level involvement, and access to new research.

Figure 16-1. Variety of Ways to Provide Professional Development for Elementary Teachers in Literacy