Trends in U.S. Teacher Professional Development and Collaboration

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- Associate Professor--Curriculum and Teaching, Mathematics Education

- Over 25 years working in and with schools

- K-12th grade classroom teaching experience in the U.S. and Germany

- Worked on grants funded by the National Science Foundation and the U.S. Department of Education

- Published work: *Journal of Educational Research, School Science and Mathematics, American Journal of Evaluation, Teacher Education and Practice, Action in Teacher Education, Teaching Children Mathematics*
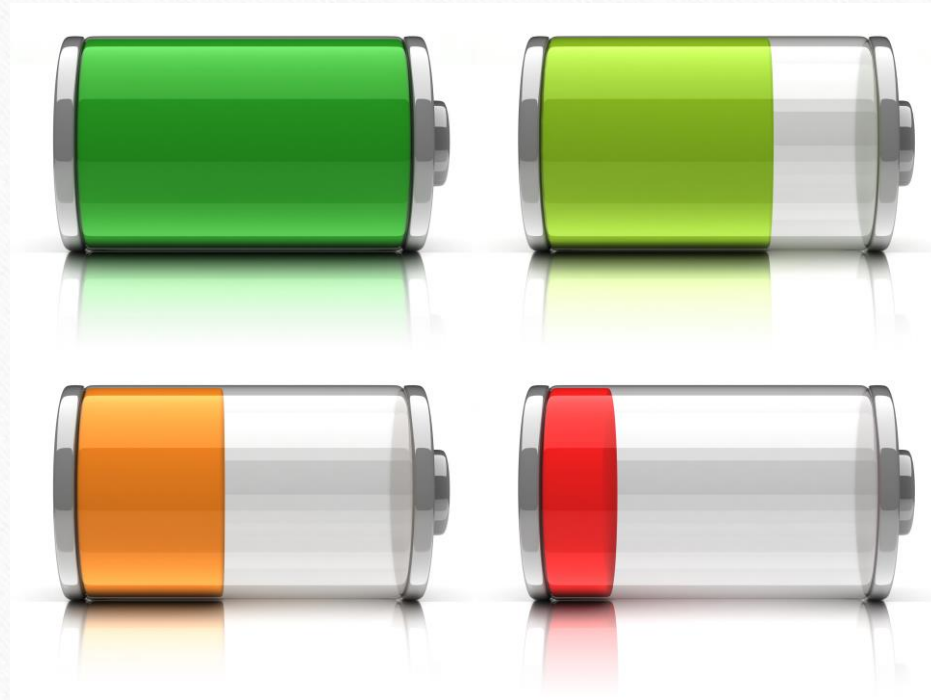
U.S. Teacher Professional Development

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Issues and Trends

- Accountability

- Closing the Achievement Gap

- Student Diversity

- Resources

- Professional Learning Communities

- Teacher-Driven

- Online and Virtual Opportunities

- Teacher Leadership

- Involvement in Evaluation

Issues

What Challenges are U.S. Teachers Facing?
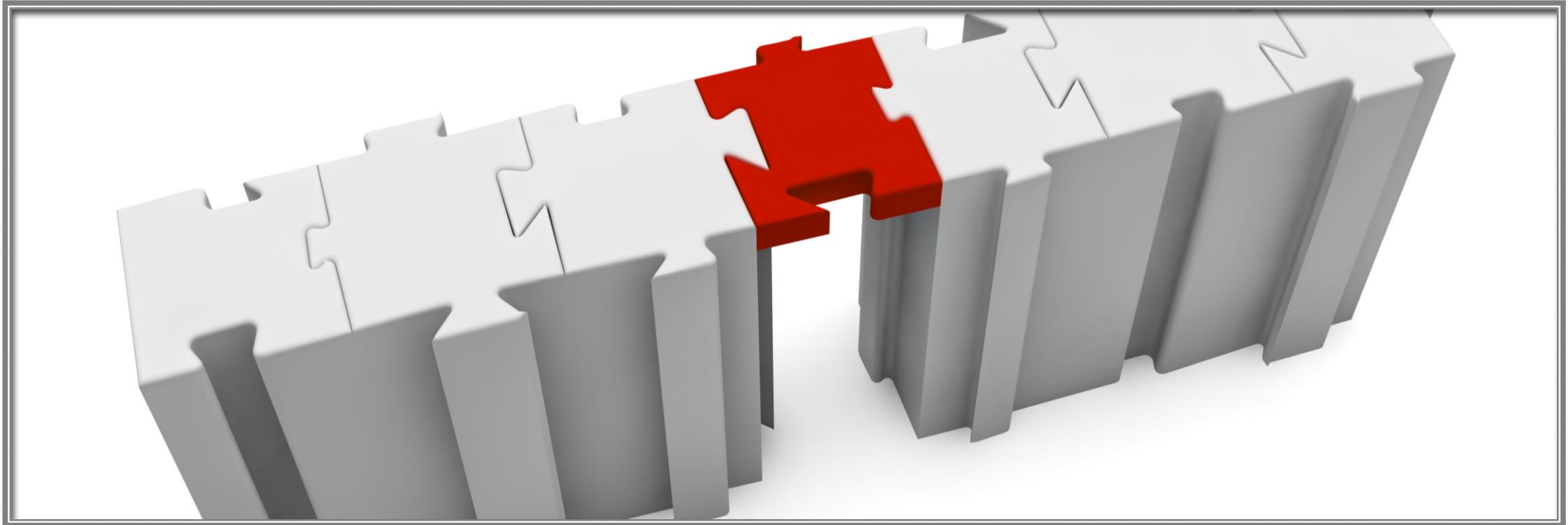
Accountability

Challenges

Making Sense of Data

Policy Changes

Changing Standards

Curriculum Changes

Closing the Achievement Gap

Student Diversity

Race

Culture

Gender

Language

Ability

Resources

Trends

Addressing the Issues

Professional Learning Communities (PLCs)

- Small Teams of Teachers

- Often Grade Level-Interdisciplinary

- Work Together to Bring Change

- Implemented to Transform and Improve
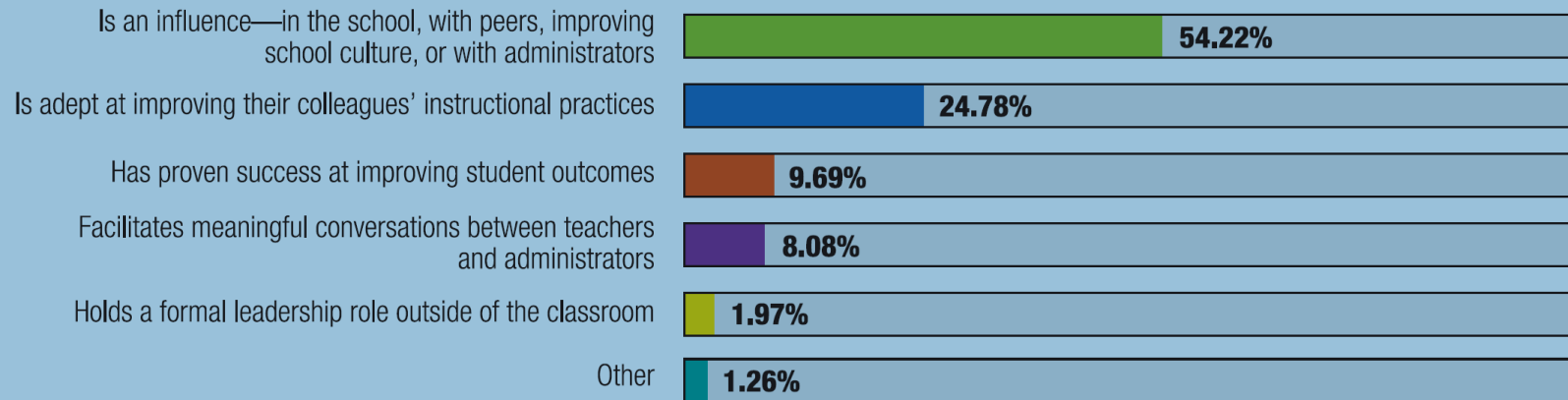
Online and Virtual Opportunities

Webinars, Online Course Work, Blogs, Online Communities

Teacher Leadership
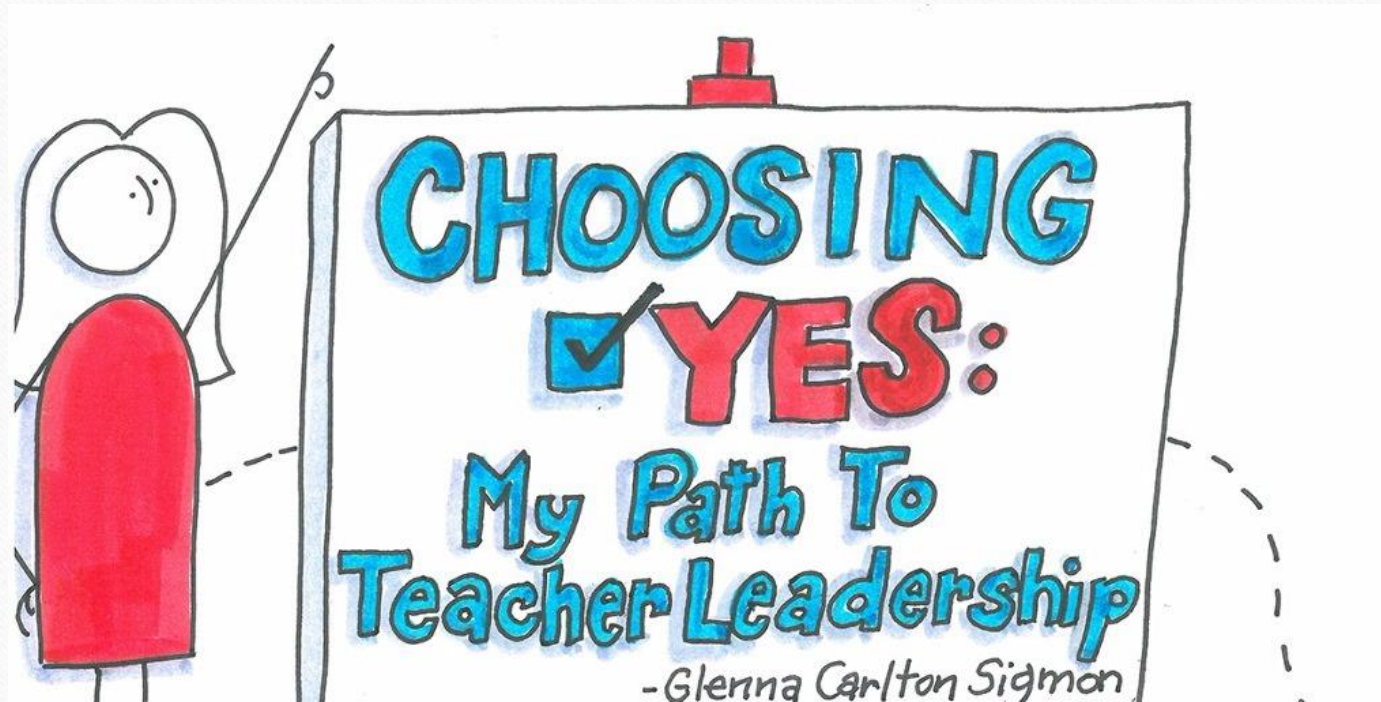## Association for Supervision and Curriculum Development

Ed Pulse

Customized Implementation Process (rating)

Category	Percentage
Is an influence—in the school, with peers, improving school culture, or with administrators	54.22%
Is adept at improving their colleagues' instructional practices	24.78%
Has proven success at improving student outcomes	9.69%
Facilitates meaningful conversations between teachers and administrators	8.08%
Holds a formal leadership role outside of the classroom	1.97%
Other	1.26%

Teacher Leadership
Center for Teaching Quality (CTQ)

Involvement in Evaluation

Collaborative Evaluation Communities

Powerful bottom-up approach, rather than a mandate from district administration

Collaborating for Change

What happens when school administrators and teachers come together to solve a problem and improve student learning?

Teacher-Driven

Personalized Professional Learning

Micro-Credentials

Virtual Learning Communities

Key Elements

What have we learned?

Effective Professional Development

Teacher-Driven

Collaborative and Embedded in Practice

Takes Time and Money

Utilizes Available Technologies