

Human Capital–Personnel and Professional Development: Introduction

National Comprehensive Center for Teacher Quality

Critical to the turnaround or transformation of low-performing districts into high-performing learning systems is a robust human capital strategy at the district level that is coupled with high-quality interventions at the school level. Districts must be able to secure and retain a sufficient number of highly effective teachers and principals (their human capital) to ensure that their education systems can successfully deliver higher levels of student achievement.

Compared to other sectors, education lags behind in its efforts to strategically attract and retain top talent. Where other industries refer to a “war for talent” (MacMillan, 2008), the education field is far more subdued in its campaign for more high-quality educators and its actions to meet this goal. A joint study by the IBM Institute for Business Value and the Human Capital Institute found that, while attention to human capital practices varied substantially across industries, *the education field was found to be the least likely to engage in “enlightened talent management practices”* [emphasis added] (Ringo, Schweyer, DeMarco, Jones, & Lesser, 2008, p. 9).

This lack of prioritization of educator talent management is especially unfortunate given that research consistently finds teachers to be the most important school-level factor that affects student achievement, with school leaders being the second most influential contributor to student success. Despite the centrality of excellent teachers and principals for student growth, far too often shortages of effective staff exist. This longstanding problem is especially prevalent in certain subjects, such as mathematics, science, and special education, and certain locations, including rural and urban areas. Typically, these shortages stem not from a paucity of teachers being produced through preparation programs, but rather from pre-retirement attrition from schools. Such attrition is worst in small, high-poverty schools in urban and rural locations (Ingersoll & Perda, 2009). There is also evidence that new teachers in special education are more than twice as likely as other teachers to leave the profession (Butler, 2008). The financial cost of teacher attrition and movement from school to school—underwritten in large part by the American taxpayer—is nearly \$5 billion annually across the country (Alliance for Excellent Education, 2005).

A systemic process of comprehensive support must be in place for low-performing schools and districts to attract, develop, and retain effective educators for all learners. A systemic approach involves addressing the whole spectrum of educator quality policies across the educator’s career continuum (Behrstock & Meyer, 2009). This includes educator recruitment and hiring, induction and ongoing professional development, opportunities

for career growth, compensation and incentives, and performance management. Leaders at the district and school level must collaboratively work to align educator quality policies to ensure that a systemic process of support is in place.

In the briefs that follow, resources are provided to support the following approaches to improving human capital:

1. Recruiting staff and attracting high-quality staff to hard-to-staff schools
2. Improving staff evaluation systems
3. Performance-based incentives
4. Differentiating roles, re-assigning staff, and aligning staff competencies with school/student needs
5. Retaining staff
6. Providing career growth ladders
7. Providing professional development

Each of these approaches is outlined in more detail below, along with supporting resources. Local leaders who genuinely support school transformation and are determined to impact, improve, and advance educator quality policies and practices must invest heavily and take deliberate action in the systemic management of the district's most important resource: effective teachers and school leaders.

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Recruiting Staff and Attracting High-Quality Staff to Hard-to-Staff Schools

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Many schools, particularly hard-to-staff schools, continually face difficulties in recruiting enough effective teachers and school leaders for all students. Attracting high-quality staff has traditionally been especially problematic for rural and urban schools and for certain subject areas (e.g., mathematics, science, foreign languages, and special education). These subject- and geographic-specific recruitment problems result in less rigorous educational experiences for all students affected. These shortages also contribute to an inequitable distribution of teachers between high- and low-need student populations; research consistently finds that students from poor and minority backgrounds have less access to highly qualified and experienced teachers than do their peers from low-poverty, non-minority backgrounds (Imazeki & Goe, 2009).

To more successfully recruit effective educators for all students, districts must actively and strategically market their strengths (e.g., attractive compensation packages or working conditions), develop high and unyielding standards for the identification and selection of candidates, and aggressively reach out to all possible candidate pools when recruiting for difficult-to-staff positions (Guarino, Santibanez, & Daley, 2006; Simmons et al., 2007; Spradlin & Prendergast, 2006). Districts must address some of the hidden costs of teaching in hard-to-staff areas; for example, although the cost of living in rural areas tends to be comparatively low, the lack of public transportation, suitable housing, and other services may require teachers to spend more than they would otherwise have to on an automobile, home ownership, and other expenses. In addition, the recruitment and hiring phases should be information-rich. An information-rich recruitment and hiring process allows employers and applicants to collect detailed information over time through interviews and exchanges, so as to form accurate impressions of one another. This enhances the likelihood that both the employer and teachers' expectations will be met, thereby minimizing the risk of premature attrition (Liu & Johnson, 2003).

Action Principles

For District

1. Identify the characteristics of the district and its schools that are attractive to teachers and seek to both market and build upon them to recruit new staff.
2. Identify schools within the district that have challenges in teacher recruitment.
3. Establish recruitment goals in terms of teacher quality and quantity for the district as a whole.
4. Establish recruitment goals in terms of teacher quality and quantity for high poverty and high minority schools to ensure that students in those schools do not have unequal access to high-quality teachers.
5. Develop and sustain partnerships with universities and community colleges that deliver teacher preparation, particularly for the recruitment of teachers in high-need areas, such as teachers of students with disabilities and English language learners.
6. Create programs to recruit former teachers, including those recently retired, and ensure that policies related to teacher retirement do not prohibit these actions.
7. Establish "grow-your-own" programs to recruit future educators from the pool of current high school students, paraprofessionals, teacher aides, and community members.
8. Provide financial incentives (e.g., salary increases, bonuses, housing assistance, etc.) for educators willing to work in high-need schools or subject areas. This strategy might include incentives for general education teachers to switch to special education, teaching English language learners, or becoming certified in other high-need subjects.
9. Alter hiring procedures and budget timelines to ensure that the appropriate number and types of teachers can be recruited and hired before they seek employment elsewhere.

References and Resources

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Improving Staff Evaluation Systems

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Evaluating staff is a critical component in an effective performance management system and should be connected to other areas of educator talent management and support. In particular, a rigorous approach to evaluation should be clearly connected to a district's system for providing professional development so that growth opportunities are well-aligned with teachers' and school leaders' areas of weakness (Milanowski, Heneman, & Kimball, 2009). Where evaluation systems are tied to compensation or other high-stakes outcomes, it is especially important that they be accurate, fair, linked to growth opportunities, and fully transparent.

Too often teacher evaluations are too lenient, fail to adequately differentiate between teachers at different levels (Weisberg, Sexton, Mulhern, & Keeling, 2009), or to differentiate among teachers based on specialized roles and specific contexts (Chait, 2009; Toch & Rothman, 2008). To be effective, teacher evaluation systems must be well understood by teachers and should result in the identification of genuine differences in performance (Danielson & McGreal, 2000; Milanowski, Prince, & Koppich, 2007).

Implementing an effective evaluation system involves including individuals with significant, recent experience in the classroom as evaluators. Everyone involved in the evaluation process should undergo training in the use of the assessment instruments including the use of classroom observations, portfolio reviews, or whatever other methods are employed. In addition, evaluations should be conducted frequently, using multiple measures, in order to gain a comprehensive and accurate picture of a teacher's competencies. Those responsible for conducting the evaluation should provide immediate formative feedback. At the very minimum, all teachers should be evaluated annually, but more frequent evaluations should take place in cases where teachers are found to be under-performing (Mathers, Oliva, & Laine, 2008).

School leaders must also be evaluated. Their evaluations should be based on clear standards and objective criteria that are a matter of description and not conjecture. They should be honest, helping leaders to identify strengths as well as weaknesses. They should be reciprocal and empowering, providing school leaders with a chance to give feedback to the district and to shape the decisions that will improve their effectiveness (Reeves, 2009). For both teachers and school leaders, the evaluation system must be monitored for its perceived usefulness and to guide revisions to the evaluation process.

Action Principles

For District

1. Include multiple people in conducting evaluations. They should have experience in the classroom and should include individuals with expertise in the subject or grade level of the teacher being evaluated.
2. Provide high-quality training for those conducting evaluations.
3. Incorporate teacher self-reflection and personal goal-setting in the evaluation process.
4. Evaluate a variety of teacher skills and knowledge, using a variety of valid and reliable evaluation tools (for examples of such tools, see A practical guide to evaluating teacher effectiveness).
5. Require evaluators to provide timely, clear, and constructive feedback.
6. Link the evaluation process with the district's collective and individualized professional development programs.
7. Use the evaluation results to differentiate among educators when granting leadership opportunities and making other decisions (See performance-based incentives).
8. Differentiate among teachers at different stages in their careers, in specialized roles, or working with at-risk students and students with special needs. Consider teaching context when deciding upon which instruments to adopt and when determining how to use the results of the evaluation.

9. Develop a review process and communication plan to gauge teacher and administrator perceptions and concerns about the evaluation system and revise the system as necessary.
10. Standardize and document the evaluation process.
11. Evaluate the performance of school leaders in a similar manner.

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Providing Performance-Based Incentives

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An increasingly popular local reform strategy to supplement teacher pay and increase shared accountability for student results is to design and implement a performance-based incentives program. Performance-based incentives typically are monetary and may apply to individuals or be based on the collective performance of all staff in the school. Although the evidence on the impact of performance-related incentives on student learning is only starting to emerge, early figures indicate a range of results, including no significant effect (Springer et al., 2009), positive impact on student achievement on high-stakes mathematics tests (Vigdor, 2008), and some positive gains in student achievement scores at the elementary level, although effects may drop off in later years (Springer et al., 2008). In addition, a more consistent finding is that performance-based incentives lead to teacher retention in targeted schools (Springer et al., 2009). Further, there is evidence that the traditional resistance among teachers to differentiated pay is subsiding. A recent study finds that Generation Y teachers (e.g., those born between 1977-1995) are more open to differential pay than are their more veteran counterparts, and that between half and two-thirds of teachers from all age groups support pay incentives for teachers who achieve National Board Certification, take on difficult assignments, put in more effort, or consistently receive high ratings from their principals.

To be effective, performance-based incentive systems should involve significant teacher input at each stage of development and implementation, set clear performance goals, use multiple measures of teacher performance, provide monetary incentives that are large enough to affect teacher behavior, be sustained with resources available over the long-term, and be subject to rigorous evaluations of program implementation.

Action Principles

For District

1. Base performance incentives on multiple measures of strong performance.
2. Ensure that valid data are available on whether performance indicators have been met.
3. Decide whether to award individual or school-wide performance incentives.
4. Create a system for making awards that is transparent and fair.
5. Determine the amount of the incentives, based on budgetary considerations and consideration of what is needed to be effective.
6. Work with teachers and teachers' union at each stage of development and implementation.
7. Secure sufficient funding for long-term program sustainability.
8. Develop and implement a communication plan for program clarity and building stakeholder support.

References and Resources

A guide to implementation: Resources for applied practice. Retrieved from <http://cecr.ed.gov/guides/compReform.cfm>, includes:

Classroom Observations of Teacher Practice

Principals and Alternative Compensation

Communication and Stakeholder Engagement

Alternative Compensation for Teachers of Non-Tested Subjects and Grades

Data Quality Essentials

Paying for a Performance-Based Compensation System

Information Technology Considerations

Value-Added Measurement

- Alternative compensation terminology: Considerations for education stakeholders, policymakers, and the media.* Retrieved from http://cecr.ed.gov/guides/EmergingIssuesReport2_8-21-09.pdf
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Differentiating Roles, Re-assigning Staff, and Aligning Staff Competencies with School/Student Needs

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It is important that teachers and other staff be assigned to classes and to schools whose needs are appropriately aligned with their professional competencies. Doing this serves two purposes. First, it makes teachers more content in their profession, lowering mobility and attrition. According to the 2000-2001 Teacher Follow-up Survey, 40% of public school teachers who moved to a new school did so for an opportunity for a better teaching assignment (Luekens, Lyter, Fox, & Chandler, 2004). Second, it helps to ensure that all students, regardless of their background, have equal access to experienced, highly qualified teachers, a situation that currently is often not the case (Clotfelter, Ladd, Vigdor, & Wheeler, 2006; Imazeki & Goe, 2009).

At the minimum, all teachers should be assigned only to classes within their area of licensure or otherwise demonstrated area of expertise. Teachers with foreign language or other unique skills should be strategically assigned to work with students and in communities where their skills and knowledge are needed. Ideally, teachers in their first years on the job should be assigned a lighter workload in terms of numbers of classes, fewer administrative duties, lower class size or student load, and a lesser concentration of students with special needs or behavioral problems (Johnson et al., 2004). This approach will give new teachers time to hone their skills and improve their effectiveness before they are solely responsible for a large group of students. To make successful assignments, building leaders should examine the backgrounds, evaluation findings, and track records of each member of the school faculty and thoughtfully and collaboratively construct the school schedule to match teachers with the classes or course sections in which they (and their students) are most likely to be successful. Adjustments and corrections may need to be made mid-year, but these can be minimized if initial teacher assignments are conducted strategically with an eye to student learning results.

Moreover, the unique skills of all staff should be recognized and maximized through the use of collaborative teamwork that allows teachers to learn from and build off of each other's competencies. For example, the Generation Schools model rearranges teachers' assignments and incorporates team-based planning to bring shared expertise to teaching activities (Silva, 2009). As staff advance in experience and expertise, their roles should be differentiated to reflect their skills, knowledge, and career goals, and accomplished teachers should be recognized and provided with continual learning experiences. Teacher leadership positions, including mentors, instructional coaches, and school administration, should be available to interested and skilled educators. Where possible and when desired, these positions should provide leaders with the option of advancing their careers while also maintaining some classroom teaching responsibilities.

Finally, the needs of students should be the first priority of districts when assigning teachers. While local collective bargaining rules may require seniority-based placements as the priority, principals and district leaders should bear in mind that assigning inexperienced teachers to the most challenging classrooms or schools is likely to negatively impact student learning as well as the retention of the less experienced teaching staff. Teachers who consistently fail to help students learn should be removed from the classroom. Districts can facilitate this process by negotiating expedited performance-based dismissal processes, particularly in low-performing schools, and supporting school leaders by advising them on effective dismissal procedures and providing an intervention team to assist with the dismissal process (Kowal, Rosch, Hassel, & Hassel, 2009). In addition, districts should actively facilitate, through incentives and other measures, the assignment and re-assignment of staff to ensure that the needs of students and schools can be met by the various roles, responsibilities, and competencies of the staff employed. The success of differentiating roles and making appropriate teacher assignments should continually be evaluated for their impact on student achievement.

Action Principles

For District

1. Review alignment between teacher assignment and licensure area and ensure that, at a minimum, all assignments are within licensure areas or teachers otherwise demonstrate their expertise in the subject in which they are assigned.¹
2. Assign novice teachers to classes appropriate for their experience level.
3. Provide a variety of formal teacher leadership positions that do not require leaving the classroom.
4. Actively re-assign teachers to ensure that at-risk students are not disproportionately taught by inexperienced or ineffective teachers, providing transfer incentives if needed.
5. Provide teachers an active role in the design and implementation of strong induction and mentoring programs.
6. Provide teachers opportunities to become peer coaches and/or facilitators of staff development.
7. Capitalize on the problem solving and data analysis skills of special educators/consultants to lead/facilitate team meetings.
8. Carefully consider staff's unique competencies and assign them to positions where these skills are.
9. Evaluate the success of assignment decisions.

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¹At the minimum, the essential criteria for highly qualified teacher (HQT) status must be attained: (1) a bachelor's degree or better in the subject taught; (2) full state teacher certification; and (3) knowledge in the subjects taught.

Retaining Staff

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Approximately 46% of all teachers leave the profession within their first five years (Ingersoll, 2003). The problem is intensified for teachers in high-need areas. In some schools, over a five year period, as much as 85% of the teaching staff will have left (Allensworth, Ponisciak, & Mazzeo, 2009). Meanwhile, new special education teachers are two and a half times more likely to leave their profession than are teachers in other disciplines (Butler, 2008). Teacher attrition from the profession and movement from school to school together costs the country more than \$4.8 billion annually (Alliance for Excellent Education, 2005). In addition, attrition prevents schools from creating communities where teachers know students and their needs well. No single factor causes high attrition levels, and some attrition is certainly appropriate (e.g., in cases of teacher ineffectiveness) or unavoidable (e.g., attrition due to family or other personal reasons). But to the extent that frequent turnover in the existing talent pool is the result of teacher dissatisfaction with the profession, districts should address the issues that teachers claim affect their decisions to remain in a school or in the profession: salaries, school leadership support, working conditions—including student disciplinary and motivation problems, beginning teacher induction programs, and staff collegiality (Borman & Dowling, 2008; Ingersoll & Smith, 2003). New special education teachers cite inadequate support and Individualized Education Programs (IEPs) with the related paperwork among the primary factors for leaving, while the tremendous pressure to increase English fluency while meeting annual yearly progress requirements impacts ELL teacher retention (Billingsley, 2003; Solis, 2004; Westat, 2002).

Some of these conditions may be addressed simply by creating an open and trusting atmosphere, while others require substantial resources. Because a primary factor affecting teacher retention is a teacher's feelings of effectiveness, many investments in improving teacher effectiveness simultaneously improve teacher retention. For example, in a survey of new teachers it was found that the most commonly cited way to improve the quality of teaching is training teachers to differentiate their instruction to meet the diverse needs of learners and equipping teachers with sufficiently small class sizes to apply these differentiated approaches (Rochkind, Ott, Immerwahr, Doble, & Johnson, 2007). By improving student engagement and behavior, effective differentiated instruction also improves teacher retention.

Since more than two-thirds of teachers from Generation Y (i.e., born between 1977-1995) intend to remain in the classroom for at least the next ten years, there is some reason to be optimistic (Coggshall, Ott, Behrstock, & Lasagna, 2009). But districts must actively work to create the leadership supports, collegial cultures, compensation packages, and opportunities to expand one's horizons that are attractive to both highly talented Generation Y and more veteran teachers.

Action Principles

For District

1. Equip teachers with the competencies to apply evidenced-based practices in differentiating instruction and classroom management.
2. Provide training for school leaders in providing instructional leadership and supporting teachers with disciplinary matters.
3. Maintain safe, clean, adequately-resourced school buildings, with particular attention to providing sufficiently small class sizes and support staff, so as to enable effective classroom organization and behavior management.
4. Provide teachers with opportunities for differentiated career tracks and opportunities for growth.
5. Establish reliable, valid, and fair evaluation systems that have the capacity to differentiate among teachers based on specialized roles and are linked with provisions and opportunity for strong professional growth and development.

6. Provide new teachers with formal high quality, data-driven induction that starts prior to the beginning of the academic year and responsive, multi-year mentoring supports aimed at enhancing new teachers' instructional practice.
7. Collaborate with higher education on effective, responsive professional development.
8. Maintain accurate personnel and retention data. Collect and analyze data to support efforts to improve retention.

For School

1. Create a school atmosphere that features trust, professionalism, and shared leadership.
2. Foster a positive, collaborative, and team-oriented school culture.
3. Consistently apply the school's or district's evaluation protocol.
4. Differentiate administrative support for teachers based on experience level and individual needs.
5. Provide adequate planning time for teachers. Structured, collaborative time for teachers in co-teaching roles should be established.

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Providing Career Growth Ladders

National Comprehensive Center for Teacher Quality

Research finds that many teachers leave the profession because they feel stifled by a flat career trajectory that prevents them from making a difference beyond their classrooms. This is the case even more so for the incoming cohort of teachers (Berg, et al., 2005). A recent survey of Generation Y teachers (i.e., those born between 1977-1995) found that nearly all Generation Y teachers planned to remain in the education field for life, but only half of them wished to remain classroom teachers for life (Coggsall, Ott, Behrstock, & Lasagna, 2009). Teachers, particularly as they reach the second stage of their careers (i.e., the decade after tenure), wish to continually explore new challenges and growth opportunities while at the same time keeping one foot in the classroom.

Providing career growth ladders for teachers has multiple meanings in policy and practice ranging from a series of advancement opportunities for teachers both in and outside the classroom as well as tiered approaches to licensure. True career ladders recognize the progression from novice teacher status to proficient, professional, and eventually master or expert teacher status. Each phase of growth comes with changes in teachers' responsibilities, expectations, supports, and rewards. An example of such a career growth ladder is the Teacher Advancement Program (TAP). The TAP model differentiates between career, mentor, and master teachers, who, based on their individual interests and abilities, are held to differentiated standards, compensated differentially, and take on decision-making responsibilities as part of a school's Leadership Team (Teacher Advancement Program Foundation, n.d.). Teacher career growth ladders may include such teacher leadership positions as mentor, coach, or specialist. Incentives or leadership responsibilities based upon achievement of National Board Certification can also contribute to a meaningful career trajectory for teachers. Career growth ladders may also extend to non-teacher staff, such as paraprofessionals and teachers' aids. Through the use of "grow-your-own" programs, these staff members can be encouraged to become teachers, particularly in areas where there are shortages (Fritz, Cooner, & Stevenson, 2009; Mollenkopf, 2009). Because non-teacher school staff are already acquainted with the community and often know its culture and needs well, providing resources and support for their teacher training is often a worthwhile investment (Hayes, 2009).

Action Principles

For District

1. Define the expectations and responsibilities of different positions along a career ladder.
2. Create a system of incentives, including monetary and non-monetary rewards, to encourage teachers to advance along this career path.
3. With their input, customize career ladders for individual teachers, based on their interests and skills.
4. Advertise the career ladder at the time of recruitment to increase interest in the district.
5. Create a "grow-your-own" teacher preparation program to assist paraprofessionals and teachers' aids in becoming teachers, especially for high-need areas like math, science, and special education.
6. Establish a system to evaluate teacher retention and satisfaction with the various career advancement opportunities.

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Providing Professional Development

National Comprehensive Center for Teacher Quality

Teachers often acknowledge that the professional development they receive is of limited usefulness to their daily work and to their professional growth. Districts must work to create systems of professional development that genuinely advance the effectiveness of their staff for the benefit of both staff and students. According to the National Staff Development Council's *Standards for Staff Development* (2001), professional development should be standards based, results driven, and job embedded (e.g., formal or informal professional development conducted during the school day as educators engage in their daily work activities). Professional development programs should extend beyond traditional workshops to include activities such as peer observation, mentoring, the creation of teacher portfolios, action research projects, whole-faculty or team/department study groups, curriculum planning and development, literature circles, critical friends groups, data analysis activities, school improvement planning, the shared analysis of student work, lesson study, or teacher self-assessment and goal-setting activities. Professional development activities should be collaborative but also differentiated to meet the individual needs of teachers (Chambers, Lam, & Mahitivanichcha, 2008).

District professional development systems and requirements should be aligned with staff evaluation systems. They should be guided by formative teacher evaluation data as well as formative and summative student assessment data to create individualized professional development that will address a teacher's specific challenge areas. Professional development also should be linked to opportunities for career advancement, and provide opportunities for teachers to be involved in its selection and delivery. Finally, professional development should be aligned with school and district vision, mission, and improvement goals (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009).

Districts should consider high quality professional development in the following areas:

- **Developing a deeper understanding of the community served by a school.** Because at-risk schools and districts often struggle with teacher retention and student achievement, targeted professional development should be provided for teachers in these schools that is focused on understanding the community culture and the specific special needs of students. This professional development might include training in communication and linguistic differences, strategies for overcoming language barriers for English language learners, dealing with gangs (in certain communities), engaging parents, and equipping teachers with a better understanding of and comfort with the home backgrounds of their students.
- **Developing subject-specific pedagogical knowledge.** Professional development should be provided in content areas where children often under-perform and where teacher shortages sometimes result in under-qualified instructors being hired. Mathematics, science, and foreign language instruction often benefit the most from such targeted professional development.
- **Developing leadership capabilities.** Ongoing opportunities for school leaders to engage in professional development should be provided by the district. As is the case for teacher learning, professional development for school leaders should be ongoing, job-embedded, and differentiated to meet the needs of individual principals and other school leaders (Goldring, Camburn, Huff, & Sebastian, 2007; Portin, Alejano, Knapp, & Marzolf, 2006). This approach may involve coaching, mentoring, reflection, and self-assessment. Through professional development, school leaders are often better equipped to promote collaboration among principals, teachers, and other school and district personnel and to create opportunities for staff to share in leadership responsibilities and develop and demonstrate leadership potential (Hargreaves & Fink, 2006; Salazar, 2007).

Finally, the effectiveness of professional development activities for all staff should be monitored. Data on the extent to which professional development changes instructional practice should be collected and used to make future decisions about the professional development offered. Making this determination involves first clarifying the desired outcomes of professional development and then assessing whether these have been achieved (Borko, 2004).

Action Principles

For District

1. Ensure that professional development activities are based on student data and other teacher evaluation information.
2. Ensure that professional development programs are based on strategies supported by rigorous research.
3. Align professional development requirements with state and district standards, assessments, and goals.
4. Provide all staff high quality, ongoing, job-embedded, and differentiated professional development.
5. Provide staff ample time for formal, structured collaboration and reflection.
6. Incorporate principles of adult learning into professional development activities.
7. Structure professional development that facilitates active learning and provides sustained implementation support.
8. Establish a system for evaluating the quality of specific professional development providers and work only with those providers considered of high quality.
9. Set goals for professional development success and monitor the outcomes of professional development investments.

For School

1. Create a professional learning community that fosters a school culture of continuous learning.
2. Promote a culture in which professional collaboration is valued and emphasized.
3. Ensure that school leaders act as instructional leaders, providing regular, detailed feedback to teachers to help them continually grow and improve their professional practice.

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