Teaching the Teacher–
The Importance of Continuous Learning

Competency

Educator demonstrates the impact of continuous professional development and its application on their own teaching practice and student success.

Key Method

The educator designs a professional growth plan that employs various deliveries of professional development to address individualized learning goals. The educator understands that reflection, as a result of the professional development plan, aids in the building of pedagogical skills to support student success in the classroom environment.

Method Components

Foundational Information

Educators understand that continuous learning throughout their professional careers allows for their instructional practices to remain relevant and engaging to their students. They realize that through reflection, areas of improvement can be identified for an individualized professional growth plan. Once identified, educators can select professional development opportunities that will best aid them in achieving progress towards their goals and meeting the learning needs of students. Educators adapt these practices, when necessary, as classroom dynamics change and as professional skills evolve.

Add steps or strategies needed, background information, definitions or details that are important to the work submitted in part 2.

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Key Elements of Continuous Professional Learning

- Professional goals are crafted after a needs assessment is conducted.
- Professional development is offered in a variety of delivery methods to allow the educator to choose the type that works best with their personal and professional obligations.
- The professional development content is research-based and keeps up with current practices.
- The professional development content can be applied and adapted to a variety of classroom settings.
- Application of knowledge gained from professional development benefits overall student success in the classroom.

Supporting Rationale and Research

Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development (research brief). Palo Alto, CA: Learning Policy Institute. https://learningpolicyinstitute.org/product/effective-teacher-professional-development-brief

Hawley, W., and L. Valli. 1999. The essentials of effective professional development: A new consensus. In Teaching as the learning profession: Handbook of policy and practice. Edited by L. Darling-Hammond and G. Sykes, 127–150. San Francisco: Jossey-Bass. https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/reference/ReferencesPapers.aspx?ReferenceID=1385049

The chapter describes elements that contribute to a new way of framing professional development as a continuous and collective process of professional learning. Such essentials call for rethinking how leadership is shared with teachers and how teachers accept collective responsibility for learning and instructional decision making

Hord, S. 1997. Professional learning communities: Communities of continuous inquiry and improvement. Austin, TX: Southwest Educational Development Laboratory. https://sedl.org/pubs/change34/plc-cha34.pdf

This research review articulates requirements for effective professional learning communities: supportive and shared leadership, collective creativity, shared values

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and vision, supportive conditions (physical and personal), shared practice, and peer support.

Learning Forward Standards for Professional Learning - https://learningforward.org/standards-for-professional-learning

Walton, J. (2014). Teachers as expert learners and fellow travelers: A review of professional development practices for problem-based learning. Issues in Teacher Education, 23(2), 67. https://eric.ed.gov/?q=effective+professional+development&ft=on&pg=2&id=EJ1065195

Resources

Blogs and Articles

8 Tips for Selecting K-12 Professional Development Courses – Capella University Blog

A Focus on Self-Improvement

Teaching Teachers: Professional Development To Improve Student Achievement

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Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(100-200 words for each)
Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

1. Describe a recent professional development experience in which you have been a participant. What were elements that made the sessions successful for you? What were elements that you would have changed?

2. How have you determined your professional needs?
3. Explain how your professional goals are chosen and how that impacts your views toward professional development.
4. How did this professional development have a positive impact on the students that you teach, including diverse learners (English Language Learners, Special Education Students, Gifted Learners, etc.)?

Passing: Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. The written response explains, with supporting details, the educator's professional development experiences and the process in which professional goals are chosen. The response is clear and well organized.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following [add number of artifacts here] artifacts as evidence of your learning.

Please do not include any information that will make you or your students identifiable to your reviewers.

Artifact 1: Professional Growth Plan
Create and submit a **Professional Growth Plan** that identifies one learning goal that you would like to accomplish. The Plan should include the following components:

- A clear statement of the goal selected (What do I want to learn?)
- An explanation of the purpose of the goal (Why do I want to learn this? How is this connected to the learning needs of students?)
- Barriers to the goal (What could keep me from accomplishing the goal?)
- Resources
    - The professional development course and delivery chosen (What will I take to achieve my goal?)
- Evidence of Progress (How will I show what I have learned?)
- Expected Outcomes (What will I and/or my students be able to do as a result?)
- Timeline (When am I expected to show completion of this goal?)

Artifact 2: Synopsis of Learning
Submit a synopsis of the Professional Development activities you are participating in to achieve your identified goal. In a written submission, respond to the following points (750-word limit total):
- How does the delivery method of the Professional Development activity affect your Professional Growth Plan?

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- How was the learning in the professional development activities applied to your classroom?
- What was the impact on student learning? Include details about the impact on diverse learners.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Professional Growth Plan	The Professional Growth Plan has all components present. Each component is supported with substantial information for the professional goal identified. The Plan has a clear progression and supporting information on how the plan can be executed to completion. Grammar, spelling, sentence structure enhance clear communication.	The Professional Growth Plan has all components present. Each component is supported with minimal information for the professional goal identified. The Plan has a somewhat clear progression and supporting information on how the plan can be executed to completion. Grammar, spelling, and sentence structure allow for clear communication.	The Professional Growth Plan is missing components and/or the plan is not supported with enough information for the professional goal identified. The Plan is unclear on how it can be executed to completion. Grammar, spelling, and sentence structure may inhibit clear communication.
Artifact 2: Synopsis of Learning	The Professional Development activities are directly aligned with the Professional Growth Plan and the submitted standards. The written submission clearly	The Professional Development activities are aligned with the Professional Growth Plan and the submitted standards. The written submission somewhat supports	The Professional Development activities are not aligned with the Professional Growth Plan and the submitted standards. The written submission is

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	supports the chosen delivery methods of the professional development activities. Grammar, spelling, sentence structure enhance clear communication	the chosen delivery methods of the professional development activities. Grammar, spelling, and sentence structure allow for clear communication.	inconsistent in supporting the chosen delivery methods of the professional development activities. Grammar, spelling, and sentence structure may inhibit clear communication.

Part 3 Reflection

(150-200 words)
Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

Please do not include any information that will make you identifiable to your reviewers.
Please answer the following:

1. How did the creation of the Professional Growth Plan help you reflect on your own teaching? Reflect on each component of your Professional Growth Plan and how that will impact your future approach to Professional Development.
2. How do you envision using this process to address future student needs? Reflect on your work within this micro-credential and how it can apply to your future practice.

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.

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