What is professional development?

Professional development often refers to the activities and systems that support teachers in their work with students and their families. Promoting the skills, knowledge, and practices of educators is a key component in the Child-Parent Center preschool to 3rd grade (CPC P-3) model.

CPC P-3 professional development goals

- Advance the quality and alignment of teaching

- Promote school-based leadership teams' capacity to implement and support ongoing effective instructional practice

- Build a CPC P-3 professional learning community within and across sites

Why is it important ?

Teachers' use of effective teaching strategies has been consistently linked to children's academic and social development. Improving teacher effectiveness is a key strategy in ensuring all children have rich educational experiences.

Professional development in CPC P-3

The CPC P-3 professional development system is a hybrid model of online modules with in-person professional development facilitation that includes collaborative learning, individual teacher goal setting, and follow-up coaching. Instructional leaders deliver the online modules, facilitate goal setting, and follow up with coaching.

A central feature in the CPC P-3 professional development framework is promoting choice at each level of the process. Programs select high-quality, developmentally-appropriate content that aligns with their curricula, other professional development initiatives, and teacher preferences. Teachers choose where, how, and when to implement strategies in their classroom.

CPC P-3 professional development cycle

The instructional leaders present the online content and assist teachers in a goal setting session. Here, teachers lay out when, where, and how a particular strategy or instructional practice will be integrated in the classroom.

After time to practice and implement the strategy, the coach or instructional leader observes the teacher. Teachers then collaboratively reflect upon and refine their goals.

Strategy Planning Process for Teachers
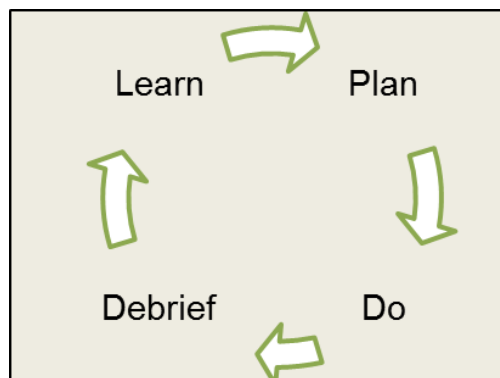
CPC P-3 evidence-based professional development characteristics

Content: All domains explored within the online modules are independent of specific curricula or training approaches. This professional development system is designed to strengthen, integrate, and align the approaches that schools currently use.

Active learning and engagement: Children learn best and are most engaged in learning when there is a near equal balance between teacher-directed and child-initiated instructional practices.[1,2]

Collaboration: Teachers connect in formal and informal settings throughout the school year. Teachers of the same grade jointly participate in professional development. Across-grade collaboration is facilitated as students transition to the next grade.[3]

Coaching: By facilitating effective coaching strategies, instructional leaders help translate current best practices to teachers and connect these practices to real-life classroom interactions and environments.[4]

Technology: The CPC P-3 professional development model uses online learning modules that can be accessed independently from anywhere. Supplementary technologies and instruction involving computers, interactive whiteboards, and handheld devices may also extend learning experiences in the classroom.[5,6]

Professional development across elements: The six CPC P-3 elements often complement one another where faithful implementation of one element directly supports the implementation of another.

"It's been very rewarding to help teachers create that habit of mind in their classroom of inquiry and being intentional when they read aloud a text — what questions they're going to ask, what questions they want to come from students. We've been able to focus on the professional development and hone in on what our teachers need here."

— Lisa Levy
Former Head Teacher

CPC P-3 Professional Development Timeline		
	Teachers	Instructional Leaders
August	Attend summer institutes	Attend summer institutes
September	Module 1 and target strategy planning	
October		Observe teachers' strategy and provide feedback
November	Revise/refine target strategy 1	
December	Grade-level debrief	Grade-level debrief
January	Module 2 and target strategy planning	
February		Observe teachers' strategy and provide feedback
March	Revise/refine target strategy 2	
April		Observe teachers' strategy and provide feedback
May	Revise/ Refine target strategy 2	
June	Grade-level debrief and transition planning with vertical grades	Grade-level debrief and transition planning with vertical grades

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Authored by: Allyson Candee, University of Minnesota

UNIVERSITY OF MINNESOTA