

Professional Development Matrix: Modes and Structures

Common Structures (who, when, where) for Professional Development	Dimensions of Professional Development			
	Developing a Learning Community	General Aspects of Teaching: Rituals, Routines, Questioning, etc.	Content/Subject Matter	Teacher as Learner/ Personalization – Individual Learning Styles
<p>Whole <i>The definition of whole group depends on the context, but put simply, it means everyone in a particular unit: the whole school, the whole district, everyone in a grade-level or a department, etc.</i></p>	<p>Whole group has always been a common professional development structure.</p> <p>Whole group generally has a low impact on developing a community of learners at the beginning of an initiative or on successful implementation of the work.</p> <p>Whole group can unintentionally reinforce traditional professional development models if the group structure is not clear or if new norms are not set.</p> <p>Whole group can be efficient and effective when new norms are in place and the group’s orientation towards professional development has changed.</p>	<p>Whole group professional development can introduce consistent messages and expectations around an aspect of teaching. Everyone hears the same thing at the same time.</p> <p>Whole group professional development does not support implementation. Implementation of instructional strategies will be low.</p>	<p>Whole group professional development can introduce consistent messages and expectations around an aspect of content or subject matter teaching.</p> <p>Implementation of subject matter instructional strategies in the classroom will be low.</p>	<p>Whole group professional development does not address teacher differentiation and personalization.</p> <p>In whole group professional development, teachers will have individual questions based on their individual contexts. If there is no follow-up implementation support, teachers will be frustrated and will not implement the learning from the professional development.</p>
<p>Small Group <i>A group that is small enough so that teachers can study together because they have a common need, for example: grade-level team meetings, PLCs, book groups, study groups</i></p>	<p>Small groups can support the development of a learning community stance or orientation towards “the work,” if the groups are formed strategically and appropriate participants are included.</p>	<p>Small groups can support processing, reflection and problem solving.</p> <p>If all small group work takes place outside of classrooms, implementation of instructional practices can be inconsistent and uncalibrated. Teachers may develop strong professional ways of working together, but change in instructional practice is not assured.</p>	<p>In small groups, teachers can study their own content together and problem solve around lessons pertaining to this content.</p> <p>Teachers can get clearer about content standards, material and curriculum, but change in practice may be inconsistent and uncalibrated.</p>	<p>In small groups, teachers’ individual questions can be answered.</p> <p>Individual teachers can be supported by group dynamics.</p>

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Individual Coaching <i>A one-on-one working relationship between a teacher and a coach</i>	<p>A teacher's ability to change their stance or orientation towards students, their practice, etc., can change dramatically in this structure, but the change ends with the individual teacher. The teacher's immediate colleagues may also benefit, but the work won't spread, and the teacher's new stance won't spread.</p>	<p>A teacher's general teaching can improve dramatically through one-on-one coaching, because the coaching work is so closely tailored to the teacher's individual needs.</p>	<p>A teacher's content knowledge may improve through one-on-one coaching, depending on the nature of the coaching. If the teacher is missing a lot of content knowledge, this cannot be made up in one-on-one coaching. Small study groups that study content together would be a better option.</p>	<p>One-on-one coaching is the most effective structure for addressing a teacher's individual learning style, since the work is tailored around their needs and the way that they learn.</p>
Studio/Lab <i>A classroom-embedded professional development structure, where teaching and learning are studied within a day-to-day teaching context</i>	<p>Groups of teachers who work together in classroom-embedded structures have an opportunity to actively shape the way that they learn, study and act together. Because studio work has many different aspects (pre-briefing, observing, co-teaching and debriefing), the team has a strong opportunity to de-privatize their practice and change their instruction.</p>	<p>Depending on the focus of the studio, teachers can study, notice and try out different aspects of teaching, from simple rituals and routines to complex processes and content in action.</p>	<p>Depending on the focus of the studio, teachers can study, notice, and try out different aspects of teaching. They can observe and try out content area pedagogy.</p>	<p>Teachers' individual questions can be answered.</p> <p>Individual teachers can be supported by group dynamics.</p> <p>The teacher who is acting as the host teacher will receive the most individual help in this structure.</p>

Common Modes (how) for Professional Development	Dimensions of Professional Development			
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Presentation <i>Stand and deliver; lecture</i>	<p>Presentation is not an effective mode for creating a learning community that inquires and problem solves together.</p> <p>Presentation is primarily a way to share specific expertise or information.</p>	<p>Presentation can be effective in introducing a new practice. It is a way to set clear expectations around a new practice, or to be clear on all aspects of a practice.</p>	<p>Presentation can be effective in introducing a new practice. It is a way to set clear expectations around a new practice, or to be clear on all aspects of a practice.</p>	<p>Presentation can be ineffective for many/most individual learners. The exceptions are highly motivated learners who respond to all opportunities as learning opportunities.</p>
Facilitation <i>Guiding a group to their own outcomes; neutral stance</i>	<p>Facilitation can be a very effective mode for shifting a learning community and for creating a specific type of learning community. Norms can be taught or emphasized using specific types of facilitation.</p>	<p>Facilitation which is oriented to teacher problem solving is quite effective.</p>	<p>Facilitation which is oriented to teacher problem solving is quite effective.</p>	<p>Facilitation can be effective in making adjustments to different learners' styles of learning.</p>

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Coaching – Cognitive <i>Reflective in nature; focused on the teacher’s “look fors”</i>	Cognitive coaching is generally a one-on-one experience, so it is not an effective mode for developing communities that learn together.	Cognitive coaching lends itself to problem solving and reflection, so the effectiveness of this approach depends on what a teacher already knows.	Cognitive coaching lends itself to problem solving and reflection, so the effectiveness of this approach depends on what a teacher already knows.	Cognitive coaching generally develops reflection. It can be effective or ineffective depending on how reflective a teacher is, or on the teacher’s tolerance for this type of coaching.
Coaching – Content <i>Focused on teaching within a specific discipline; the planning, instruction and assessment that resides in that discipline</i>	When content coaching is performed one-on-one, it only affects the learning style or stance of the teacher being coached. Content coaching in a studio setting can affect all the members of the group.	Content coaching embeds generalized teaching practices within the process of the subject matter/content coaching.	Content coaching focuses on supporting teaching and learning around content/subject matter. Instructional processes are taught within the content. Some teachers are able to transfer these instructional strategies to other content/subject matter, while others find this difficult to do.	Content coaching can be tailored to an individual teacher’s learning style.
Coaching – Inquiry <i>Focused on a problem of practice, using a PDSA (plan-do-study-act) cycle and tied to a theory of action</i>	Inquiry-based coaching can be a great way for a community to develop a learning stance; however, this needs to happen in a studio structure or small group.	Inquiry-based coaching works well for teachers who have previous experience that enables them to expand their practice through trying out new practices.	Inquiry-based coaching works well for teachers who have previous experience that enables them to expand their practice through trying out new practices.	Inquiry-based coaching helps create a problem-solving process. Teachers who just want answers, or who are hoping that there is an answer, may struggle with this approach.
Coaching– Instructional <i>Can be generalized across disciplines; focused on sound pedagogy and the generalized aspects of an instructional framework</i>	If instructional coaching takes place in a small group or studio, it can be very effective. Groups can begin to develop norms and consistency around instructional practices.	Instructional coaching can be very effective, because it addresses most issues around general aspects of teaching.	Instructional coaching can be very effective for content-specific learning if what the teacher needs is instructional support within a specific subject.	Instructional coaching usually responds to a teacher’s individual needs, so this mode is quite effective for individual teachers.