

# ONGOING PROFESSIONAL DEVELOPMENT

## PROFESSIONAL DEVELOPMENT (PD)

PD is not an activity but a way of being where learning is suffused throughout teacher's lives. It covers a range of options for updating and developing the skills of faculty and support staff beyond their university training, including in-services, conferences, workshops, continuing education, coaching, and on-the-job training. Effective prevention practitioners and educators need information and skills in several domains related to both teaching and prevention:

- Knowledge base—accurate information about various drugs, trends of use, risk and protective factors for drug use, violent behavior, pregnancy/sexually transmitted diseases.
- Instructional skills—teaching and behavior management strategies that increase desired behavior and constrain undesired behavior.
- Organizational change skills—models of change, information, and support throughout the change process. *(Additional resources located in the handbook)*

ROLES AND RESPONSIBILITIES	
<b>Principals:</b> <ul style="list-style-type: none"><li>• Support a climate of valuing professional development and participate themselves in professional development opportunities. They set professional development goals for their school.</li></ul>	<b>Teachers:</b> <ul style="list-style-type: none"><li>• Design and structure their own professional development. They seek out training opportunities that meet their goals and apply for release time and reimbursement to attend.</li></ul>
<b>Superintendents and School Boards:</b> <ul style="list-style-type: none"><li>• Provide administrative support for professional development, including funding and release time.</li></ul>	<b>Community Members:</b> <ul style="list-style-type: none"><li>• Publicize community prevention and educational forums and seminars at schools and invite participation by educators.</li></ul>

## TOOLS

Several features of effective training have been suggested. According to Linda Darling-Hammond, effective PD strategies are<sup>1</sup>:

Experiential, so teachers learn about the processes of learning and development through concrete tasks of teaching, assessment, and observation.
Grounded in participants' questions, based on their inquiry, experimentation, and research.
Collaborative, so teachers have opportunities to network and share knowledge.
Relevant to teachers' work with students, teaching methods, and subject matter.

<sup>1</sup> Darling-Hammond, L. (1998). Teacher learning that supports student learning. *Educational Leadership*, 55(5), 6-10.