

The following is an excerpt from the National Comprehensive Center for Teacher Quality's Research-to-Practice Brief, *Toward the Effective Teaching of New College- and Career-Ready Standards: Making Professional Learning Systemic*, by Jane G. Coggshall (2012), retrieved from <http://www.gtlcenter.org/sites/default/files/docs/TowardEffectiveTeaching.pdf>.

THE RESEARCH THAT SUPPORTS THE MOVE FROM PROFESSIONAL DEVELOPMENT TO PROFESSIONAL LEARNING FOR TEACHING EFFECTIVENESS

Recent rigorous research has demonstrated that professional development with the following particular attributes is more likely to have an impact on teacher knowledge and effectiveness, as measured by student learning gains, than professional development without these attributes:

- **Job-embedded and differentiated** (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Desimone, Porter, Garet, Yoon, & Birman, 2002; Hawley & Valli, 1999; Parise & Spillane, 2010; Putnam & Borko, 2000)
- **Collaborative, with a focus on student learning** (Louis, Dretzke, & Wahlstrom, 2010; Miller, Goddard, Goddard, & Larsen, 2010; Saunders, Goldenberg, & Gallimore, 2009)
- **Content-centered** (Blank & de las Alas, 2009; Garet, Porter, Desimone, Birman, & Yoon, 2001; Phillips, Desimone, & Smith, 2011; Wei, Darling-Hammond, & Adamson, 2010)
- **Engaging, requiring teachers' active participation and reflection** (Desimone et al., 2002)
- **Ongoing, with multiple opportunities for feedback** (Desimone et al., 2002; Pianta, 2011; Yoon, Duncan, Lee, Scarloss, & Shapely, 2007)
- **Aligned with district and school improvement efforts and goals** (Cohen & Hill, 2000; Garet et al., 2001; Grant, Peterson, & Shojgreen-Downer, 1996)
- **Supported by enabling cultural and structural conditions, such as norms of trust and a regular time to meet** (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010; National Institute for Excellence in Teaching, 2012)

That research found these attributes likely to be effective is not surprising, as these findings are consistent with what we know about how teachers learn (see Coggshall, Rasmussen, Colton, Milton, & Jacques, 2012, for a discussion of that research base). These research-based attributes of effective professional development outline a vision of teacher learning opportunities that are better described as professional learning.

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