



Powerful Professional Development: Building Expertise Within the Four Walls of Your School

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Powerful Professional Development: Building Expertise Within the Four Walls of Your School From Corwin

Achieve effective, on-site teacher development without breaking the budget!

This essential guide to job-embedded staff development helps schools and districts move away from reliance on outside expertise, instead drawing on and developing the experience and skills of their own faculty. The authors provide a complete toolbox of school-based professional development (PD) strategies, with recommendations on which tools to use for different times and settings, guidelines for implementation, and extended examples of each tool in action for a full spectrum of proven, cost-effective PD models, including:

- Book study and lesson study
- Action research and professional learning communities
- Coaching and co-teaching
- Webinars, podcasts, Open Space Technology, online communities, and much more



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Powerful Professional Development: Building Expertise Within the Four Walls of Your School From Corwin Bibliography

- Sales Rank: #792107 in Books
- Brand: Corwin
- Published on: 2010-02-09
- Original language: English
- Number of items: 1
- Dimensions: 9.90" h x .50" w x 6.90" l, .95 pounds
- Binding: Paperback
- 200 pages

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Editorial Review

Review

"This book pulls together critical elements necessary for schools to harness and harvest the talent that exists within their walls. The authors offer a menu of practical, integrated, research-based tools and processes that engage and empower teachers and administrators to co-construct a powerful form of job-embedded professional development that is relevant, focused, and organic. In so doing, schools transform themselves into a self-sustaining learning organization." (Pedro R. Bermúdez, Professional Development Support 2009-12-03)

"The structure of this book makes it the perfect resource for any school team or leader striving to implement job-embedded professional development resulting in improved teacher practice and student learning. The authors not only provide all of the tools for our work as district leaders, principals, teacher leaders, or coaches, they also present illustrations from educators in the field to demonstrate application of the tools." (Carla Williamson, Executive Director of Professional Development/Teacher Leadership 2009-12-10)

"I love, love, love this book! It's a veritable smorgasbord of strategies for professional development that maximizes time and on-site expertise. From the perspective of an educator hungry for cost-effective, proven ways to promote ongoing, job-embedded professional learning, this is an à la carte menu from which to build healthy professional development 'meals' based on specific needs and available resources." (Gail Ritchie, Instructional Coach 2009-12-14)

"Yendol-Hoppey and Dana recognize our 'reality of the moment' and offer solutions that will allow us to continue in our quest to make good teachers great." (Terry Campanella, Coach 2009-12-04)

About the Author

Diane Yendol-Hoppey is the Director of the Benedum Collaborative and a Professor of Education at West Virginia University. The Benedum Collaborative is one of the oldest school/university partnerships in the nation. Diane spent the first thirteen years of her career in education teaching in Pennsylvania and Maryland. In her work at Penn State, the University of Florida, and West Virginia University, Diane focuses on job-embedded teacher professional development and the cultivation of teacher leadership. Her research explores how powerful vehicles for teacher professional development including teacher inquiry, professional learning communities, and coaching/mentoring can support school improvement. She has authored numerous studies which have appeared in such journals as *Teachers College Record* and *Journal of Teacher Education*. She is coauthor (with Nancy Fichtman Dana) of three books, *The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn through Practitioner Inquiry*, *The Reflective Educator's Guide to Professional Development: Coaching Inquiry-Oriented Learning Communities* and *The Reflective Educator's Guide to Mentoring: Strengthening Practice through Knowledge, Story, and Metaphor*, all from Corwin Press.

Nancy Fichtman Dana is currently Professor of Education in the School of Teaching and Learning at the University of Florida, Gainesville, and has been studying practitioner inquiry for the last twenty years. During this time, she has developed and taught classes on practitioner research for undergraduate, masters, and doctoral students, coached the practitioner research of numerous educators from various districts across the nation, as well as published nine books and over 50 book chapters and articles in professional journals focused on teacher and principal professional development and practitioner inquiry.

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