Suggested Follow-Up Professional Learning Opportunities

In professional learning communities (PLCs), study a selection of the following:

Books & Monographs:


Articles & Book Chapters:


**References**


Implications for practice, reform, research, and policy. In J. B Crockett, B. S.

Billingsley, & M. L. Boscardin (Eds.), *Handbook of leadership & administration for special education* (pp. 239-259). New York, NY: Taylor & Francis.


Professional Development: Attendees Perceptions from Previous PD Opportunities/ Preferences for Follow-up Activities. Jeffrey A. Knox, PhD and David L. Krupke, M.A. St. Ambrose University Davenport, Iowa. Key Words: Professional Development, follow-up, attendees' perceptions, attendees' preferences. Abstract. Beijaard (2006) suggests that perception of the value of PD may be progressive. That is, as careers move on, that perception may increase (Beijaard). Yet, it might not be age, but years of experience that explain this change in perception (Richter, et al, 2011). Follow-up preferences to professional learning meetings continues to be very individual. Some might prefer one type of follow-up, while others might prefer something different. Actively seek out professional learning opportunities. Engage with educators via social media. Read blogs. Sign up to Twitter. 2. Differentiate. Don’t plan whole staff sessions for teachers with different levels of experience and varied needs. Consistency through follow-ups in even the ‘hit the ground running’ practical learning sessions. - Time for professional learning embedded in the teaching day/hours - General overview, learning objectives and purposes shared before each professional learning activity - Emphasis on peer observation and time to see what other teachers are doing in the school - Safety to practice new ideas and share reflections on when they don’t work - PLN/PLE objectives that are truly teacher chosen and directly related.