

## STAFF DEVELOPMENT COMPONENT INFORMATION

**COMPONENT TITLE:** Focus on Research and Educational Trends

**IDENTIFIER NUMBER:** 7507029

**MAXIMUM POINTS:** 20

### GENERAL OBJECTIVE:

This professional development is designed to provide research-based information that provides current trends in education, and what role the educator has in making these changes effective ways to improve school leadership, climate, instruction, staff development and programming.

### SPECIFIC OBJECTIVE:

Within the duration of this program, participants will demonstrate an understanding of how to:

1. Develop collaborative groups that are designed to read common chapters in book “Good to Great.”
2. Identify specific points from each chapter that shows research-based trends and impacts on businesses and schools.
3. Discuss in groups the technical language, practices, and trends that is seen as new information.
4. Develop an understanding of common features that are sited throughout the chapters and the benefit of the features that work in the business world.
5. Clarify and give examples of how trends have worked and not worked in the business world.
6. Examine the action steps that a business should take in order to be a successful enterprise.
7. Examine the action steps that businesses demonstrated that resulted in failure.
8. Report to entire group the positive and negative action steps.
9. Report to your group the ways in which businesses need to look at change as a slow process.
10. Discuss ways in which the positive and negative trends impact the educational system.

### RESEARCH BASE:

Jim Collins’s book Good to Great.

### PROCEDURES:

During the delivery of this professional development program, participants will engage in some or all of the following:

- Be an active participant in professional development opportunities.
- Read research-based best practices from a variety of current academic journals and texts.
- Simulate modeled skills and practices.
- Observe specified content via technology.
- Engage in small-group directed discussions and activities.
- Record reflections.

**EVALUATION OF PARTICIPANTS:**

Participants must demonstrate a mastery of the component's specific objectives as measured by assessments, or other valid measures.

**FOLLOW-UP ACTIVITIES:**

Participants will apply their learning by accomplishing at least one of the following methods as determined by the professional developer:

1. Providing written reflections.
2. Developing a portfolio.
3. Publishing an article, newsletter, or best practice stating impact to other high performing leaders, schools, communities or student achievement as a result of implementation.
4. Collecting and sharing of data that demonstrates analysis of adult learning and or student learning.
5. Providing notes of modeled practices, mentoring, coaching, and/or collegial conversations.

**COMPONENT EVALUATION:**

Participants and instructors will assess the degree to which the activities addressed the specific objectives and will make recommendations for revisions through a component evaluation.