

Linking teacher and student learning to improve professional development in systemic reform.

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Teaching and Teacher Education

Volume 19, Issue 6, August 2003, Pages 643-658

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[https://doi.org/10.1016/S0742-051X\(03\)00059-3](https://doi.org/10.1016/S0742-051X(03)00059-3)

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Abstract

Professional development is key to standards-based reform, yet there is little empirical evidence upon which to base decisions of design or implementation. This paper presents a model of teacher learning and an analytic framework linking professional development to student and teacher learning. Our approach begins with an analysis of relevant content standards, and uses evidence of student performance to gauge areas of need. Professional development is evaluated using a combination of teacher reflection, classroom observation, and ongoing assessment of student performance. An example of this framework and process in use is presented in the context of an urban systemic reform program in science.



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Keywords

Professional development; Inservice teacher education; Educational change; Teacher learning; Systemic reform

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separated by narrow zones of weathered rock, Gothic corresponds to a small discourse.

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