**Conducting a Professional Development Training for my School**

Name

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**Conducting a Professional Development**

 As individuals, we are all members of a community; thus, we should always strive to add value to the lives of our community members through community service, professional development training, and environmental conservation. The education system has been adversely affected due to the ravaging COVID-19 pandemic that has shifted most learnings from physical classrooms to technological platforms. Thus, professional development training is at my heart since it empowers teaching professionals to understand the dynamics of technological classrooms (Mizell, 2010). It also enhances teaching staff skills, knowledge, and expertise. Additionally, teacher professional development is crucial in familiarizing teachers and other school staff with the new normal caused by the coronavirus through specialized training and advanced professional learning to boost school staff skills. In resonance with Rebora (2004), effective professional development is crucial for success and school staff satisfaction. Therefore, I will conduct professional development training to empower my school with new skills, knowledge, and technological skills in this paper.

**Logistics for Professional Development Training**

 Professional development training entails an array of specialized training used to empower school teachers and other school staff to understand their roles better. It is also vital in instilling new pedagogical strategies through new knowledge from experts, skill-sharing, and open-ended communication where teachers share thoughts to forge the best way forward. The education system has demands upon the teaching staff. For example, districts and schools expect teachers to demonstrate excellence in teaching skills. Additionally, school staff, especially teachers, should align their teaching techniques with the current needs. Thus, professional development is not need-based but continuous learning opportunities available to teachers and education stakeholders through schools and districts (Rebora, 2004). As a result, our understanding of professional development should not be attached to failures but a desire to empower school staff with new skills, knowledge, technologies, and expert guidance to effectively discharge their services amidst the ravaging COVID-19 pandemic.

 Different factors within my school inform my desire to conduct a professional development session for my school. The first consideration was the difficulty faced by both teachers and students to use the learning from home strategy effectively. Transitioning from physical classrooms to technological classrooms raised several technicalities since it was a new phenomenon to most teachers and students. Secondly, most students failed to complete their assignments, homework, and other lecture requirements because of the challenges of balancing their time to handle school courses and have personal time with families and friends. After a detailed assessment, these needs were arrived at to ascertain how teachers and students were coping with the new learning model. Therefore, our professional development training at Wilson Middle School aims at empowering teachers with new skills to effectively discharge their duties and help students attain their professional goals.

 Most professional development training sessions are conducted by district and school administrators. In this case, I will liaise with the district administration to help empower teachers with professional skills to use technologies to discharge their duties effectively. Simultaneously, this training will also ensure that all teachers adhere to performance standards to ensure educational value is not jeopardized. The training will occur at Wilson Middle School cafeteria from 25th February 2022 from 10:00 a.m. to 1400 hours. The model of this professional development training for my school would be workshop-based. As an institution, we will liaise with the district to send outside consultants and curriculum experts to offer training sessions for teachers to address the stated needs (Rebora, 2004). The conference will be critical in addressing some of the underlying educational needs and making it smooth for teachers to facilitate effective learning through the technological platforms.

 However, the training will not be a one-day affair. It will be conducted on three Fridays from 25th February 2022, 4th March, and the final session on 11th March 2022. The objectives of three professional development training sessions will be to address the previously outlined challenges experienced by our staff. The venue, time, and other logistics remain the same for all the sessions. In resonance with Rebora (2004), the “No Child Left Behind Act” of 2001 requires that professional developments should not be a one-day event. The three-day training sessions will empower our school staff to serve students better.

**Approaches used by districts to facilitate professional development training sessions in schools**

The federal policy focuses on enhancing the effectiveness of teachers; thus, states try their best to ensure students have access to quality education. Over the past decade, the then secretary of education, Arne Duncan, emphasized that the most valid and convincing empirical evidence should be utilized to inform our educational policies (Archibald et al., 2011). Therefore, practical professional development training should directly impact teacher practice by addressing the underlying challenges to boost performance. It should also be geared towards assisting teachers in handling students more effectively based on the current dynamics, such as remote learning. The shift from physical classrooms to technological platforms may also insinuate the need for more practical ways for the school staff to collaborate with students. The districts use the following strategies in professional development training sessions.

**Professional development training day 1**

Professional development training for schools aims to keep teachers on toes with the syllabus coverage and the most effective ways to enhance their pedagogical skills. This first session of professional development training by my school aims at aligning teachers with school goals and district assessment standards. Districts have an oversight role over school administration. As a result, the district is better positioned to equip teachers with the most accurate teaching techniques to effectively cover the syllabus and meet the learning goals (Archibald, 2011). Professional development training is a continuous process aimed at consistently preparing and enlightening teachers for new changes. However, most of these professional development training sessions by the district administration aim at enhancing teachers’ knowledge based on what they already know. Secondly, the district officials leverage their technical teams' expert skills to empower school teachers to conduct e-learning through Zoom, Google Meet, and other technological platforms to promote learning.

 Most teachers understand the alignment of the teaching staff with the school goals and district objectives. It is vital in sustaining instructional improvements through robust feedback mechanisms (Archibald, 2011). The alignment of school staff also makes it possible for teachers to have a standardized approach to learning and teaching. It is also critical to understand that alignment is a call for school staff to promote quality education, performance, and understanding among students. Thus, school districts utilize multiple strategies, such as data analysis, student goal setting, and assessment models to help school staff focus on their roles. However, this also makes it necessary for the district professional developers to factor in the diverse needs of the students amidst the ravaging pandemic.

**Professional development training day 2**

 This session is crucial since it aims to empower school staff with the most accurate skills to leverage technologies to discharge their learning responsibility to students. This is the core of this professional development training for my school because students and teachers alike have faced immeasurable problems with the shift from physical classrooms to technological platforms. Professional development in technologies is vital in facilitating learning and assisting teachers in creating more efficient lesson plans. The COVID-19 pandemic has made it necessary for governments globally to integrate learning with information and communication technologies (ICT). As a result, most education systems globally are forced to comply with technological education. The remote education programs require professional development training for such strategies to be effective (Valverde-Berrocoso et al., 2021). Thus, teacher training broadens teacher skills to leverage such avenues for the betterment of students.

 In my view, this training will bridge the ICT gaps where some school staff felt challenged with the new learning model. However, this also demands essential digital competencies on the most used remote learning avenues to facilitate smooth learning (Valverde-Berrocoso et al., 2021). For example, the professional development training sessions will empower school staff to effectively use Zoom, online forums, video conferencing systems, and how to interact with students through these online platforms.

**Professional development training day 3**

The last day of this professional teacher training will be fun since it will be a general session for teachers to share their experiences and ask questions. As we are all aware, the COVID-19 pandemic made it challenging for teachers and students to interact physically. As a result, all learning activities were shifted to online platforms. The primary reason these professional development training sessions are not online is that we intend to provide a physical training and empowerment session for the school staff. Additionally, we also intend to bring them together to share experiences.

 The session will be segmented into two parts. The first part will be from 10:00 a.m. to noon, where teachers from the same departments will have an open-ended meeting facilitated by the departmental head. It will facilitate a candid discussion on teacher experiences, challenges, and opportunities caused by the shift to online learning. As a result, they will give their honest reviews and mutually settle on the best way forward. On the other hand, the final segment of this teacher development training will kick off at 1230 to 1500 hours. The teaching staff from the entire institution will present their independent departmental resolutions to the district professional developers. The district educational leaders, stakeholders, parent representatives, and school administration will scrutinize these resolutions to agree on the best way forward. These approaches would streamline learning to current dynamics and empower teachers to continue their services easily.

**Connection to ACE Coursework**

The American College of Education (ACE) prioritizes teacher development through various avenues. For example, course numbers EL5623 and ELX5623 aim at teacher development through differentiated learner-centered professional development. One of the primary goals of ACE programs is to build school professional capacity through staff development through a collaborative professional culture to enhance professional learning. I settled on a professional development training session for Wilson Middle School to enhance how teachers facilitate learning through the technological platforms. The selected professional development model also aims at building a school community where staff works in line with the school and district educational goals. Finally, these professional development strategies also promote teamwork, collaboration, open communication, and idea-sharing among staff.

 In conclusion, professional development is a continuous learning and training process to empower teachers on the skills they already know. It can also prepare teachers to understand current dynamics in education and the best approaches to resolving them. This essay’s goal of conducting professional development training is to address the underlying challenges posed by the COVID-19 pandemic. It also aims at improving students' engagement and performance. Therefore, this professional development training paper equips teachers with ICT skills to facilitate learning through technological platforms like Zoom. It also aims to align teachers with school and district goals to remind them that the shift does not change the learning goals. Finally, it seeks to re-unite teachers, mainly from the same departments, to share experiences and settle on better strategies to promote good performance and teamwork.

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