

Six Staff Development Models & Objectives for which each is best suited

STAFF DEVELOPMENT MODEL	KEY FEATURES OF MODEL	OBJECTIVES FOR WHICH MODEL IS BEST SUITED
<i>1. Expert-Presenter</i>	Teachers assemble to listen to an expert talk about a topic	<ul style="list-style-type: none"> ○ Development of teachers' knowledge and understanding ○ Changing teachers' attitudes
<i>2. Clinical-Supervision</i>	Supervisor, mentor, or coach identifies a teacher's concerns and goals, collects classroom observation data, reviews data with the teacher	<ul style="list-style-type: none"> ○ Development of teachers' instructional skills and strategies ○ Development of teachers' ability to reflect and make sound decisions
<i>3. Skill-Training</i>	Trainer presents theory underlying the skills, explains and models the skills. Teacher practices skills and receives feedback, is coached to promote transfer of training to own classroom	<ul style="list-style-type: none"> ○ Development of teachers' instructional skills and strategies ○ Development of teachers' ability to improve students' academic achievement ○ Development of teachers' ability to develop and implement curriculum ○ Development of teachers' ability to reflect and make sound decisions
<i>4. Action-Research</i>	Teachers do research in their own work setting to answer their questions or test new ideas	<ul style="list-style-type: none"> ○ Changing teachers' attitudes ○ Development of teachers' ability to engage in school restructuring
<i>5. Organization-Development</i>	OD specialist helps teachers and other staff diagnose strengths and weaknesses of their school or system, develop a plan of action, implement the plan, and evaluate its success	<ul style="list-style-type: none"> ○ Changing teachers' attitudes ○ Development of teachers' ability to develop and implement curriculum
<i>6. Change-Process</i>	Staff developers help teachers make a decision to adopt a systemwide innovation, put the innovation into action, and institutionalize it	<ul style="list-style-type: none"> ○ Development of teachers' ability to engage in school restructuring

Taken from: Planning for Effective Staff Development: Six Research-Based Models
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