Job-Embedded Professional Learning/ Development (JEPD)

Topic Overview Video (link) 📹

Why:

According to The [Fordham Institute's National Working Group on Advanced Education](#), professional learning is imperative to ensure teachers are equipped to address the needs of advanced learners. Teachers today are overloaded with state and district mandates, along with numerous other responsibilities, so building teacher capacity through a robust professional learning plan is crucial to their success.

Instructional Implications:

- ⊘ **Teachers** are not provided adequate training in recognizing and addressing the needs of advanced and/or gifted learners. That gap in knowledge and skills leads to the **lack of growth** in highly-able and high achieving learners.

- ⊘ **Job-Embedded Professional Development (JEPD)** helps teachers hone instructional practices that positively impact the desired outcomes for all students, including those with high-achievement/low-growth

- ⊘ *CogAT® data and CogAT Ability Profiles™* can inform instruction for all learners and can be used in JEPD to help teachers with gifted and high-achieving students differentiate instruction accordingly

Guiding Questions:

- What are the state-mandated requirements for gifted and/or advanced learning?

- What model of professional learning do we currently provide?

- How are teachers and leaders in the district trained on recognizing and nurturing advanced learning needs?

- How are the instructional impacts of *CogAT* incorporated into the professional learning opportunities?

- What impact might job-embedded professional development (JEPD) have on instruction for advanced learners?

- Who are the early adopters (campus/team/grade level/subject area) who have the capacity to embrace JEPD with fidelity? Who will identify them? How will this opportunity be communicated and by whom?

- How does JEPD fit into the current professional learning model?

- What challenges will you face in implementing JEPD? How will you overcome/mitigate them?
- What frontloading do you need to provide to optimize success?
- How will efficacy be determined? What are the success metrics?
- Who will deliver the training? When will it be delivered? Where? How often?
- How might JEPD fit into the Multi-Tier System of Support (MTSS) framework?

3 Best Practices:

1
Provide every teacher with Job-Embedded Professional Development

2
Incorporate professional development on how *CogAT* Ability Profiles or other ability data supports differentiation for each student groups

3
Focus first on early adopters and consider piloting with specific school buildings or grade-levels

Resources:

Centre for Education Statistics and Evaluation (2019), Revisiting Gifted Education, NSW Department of Education, https://www.cese.nsw.gov.au/publications-filter/revisiting-gifted-education

Council for Exceptional Children. (2006). NAGC - CEC teacher knowledge & skill standards for Gifted and Talented Education. *National Association for Gifted Children.* https://cdn.ymaws.com/nagc.org/resource/resmgr/knowledge-center/NACG-EC_Teacher_Knowledge_a.pdf **(focus on Standard 9)**

Croft, A., Coggshall, J.G., Dolan, M., Powers, E., & Killion, J. (2010). Job-Embedded Professional Development: What it is, who is responsible, and how to get it done. *National Comprehensive Center for Teacher Quality.* https://learningforward.org/wp-content/uploads/2017/08/job-embedded-professional-development.pdf

Standards for professional learning. *Learning Forward.* https://standards.learningforward.org standards-for-professional-learning/

The National Working Group on Advanced Education. (2023). Building a wider, more diverse pipeline of advanced learners. *Thomas B. Fordham Institute.* https://fordhaminstitute.org/national/research/building-wider-more-diverse-pipeline-advanced-learners

Job-Embedded Professional Learning/ Development (JEPD) Worksheet

Directions: Use these guiding questions to explore opportunities for infusing JEPD into your district or school.

1

What is your current district professional learning (PL) model?

Do you offer face-to-face PL? Describe the offerings.

Do you offer online PL? Describe the offerings.

Do you offer hybrid PL? Describe the offerings.

Are your PL offerings synchronous and/or asynchronous?

Does your state require specific PL for your Gifted or Advanced Academic teachers?

If you administer *CogAT*, do you use the instructional offerings as part of your PL plan?

2

Where do you see opportunities in your district or school to increase the quality of your PL?

3

What challenges or obstacles exist to increasing the quality of PL?

How can you mitigate these challenges?

4

Is there a school or grade-level that would be willing to pilot JEPD?

5

What metrics will you use to measure the effectiveness of your PL model?

6

How will you align your PL model with MTSS / RTI needs?