

goal 7

By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.



One benchmark states that DoDEA will provide professional development that will increase the school's capacity to implement effective research-based instruction for all students and create a culture that will increase student achievement.

Teacher Education & PROFESSIONAL DEVELOPMENT

Professional development is a foundation upon which DoDEA's vision rests. We are fortunate to have among us the most highly educated teachers and administrators in the world. Now we must shift our thinking from past strategies of training to dynamic school-based professional development that is targeted directly to school improvement and effective research-based classroom teaching.

- Results from a study of mathematics implementation in one DoDDS district provide evidence that training teachers and then fully implementing the new math standards lead to higher student achievement.
- Acknowledging that full implementation of curriculum standards is a key to higher student achievement, 360 Lead Teachers were trained in the newly adopted Reading and Language Arts Program. As a result teachers were fully prepared to implement the program in the 1998-99 school year.

The following examples illustrate how professional development can create a capacity to facilitate higher levels of instruction, enhance job performance, increase organizational health and efficiency and improve individual growth and advancement.

- Over one hundred twenty educational technologists and information specialists in DoDDS and DDESS have been trained to provide educational support to teachers in the integration of technology into student instruction.

- Forty DoDDS district and headquarters educators were trained to become certified as researchers for systemwide evaluation of curriculum program implementation; thus, increasing the system's capacity to implement effective research-based instruction.
- Eighty-two educators from DoDDS and DDESS completed the final phase of a two-year Leadership Academy, thereby increasing leadership skills for our districts and schools. Twenty percent of the Leadership Academy graduates were promoted to leadership positions.
- Ninety-five educators in school teams from both the Europe and Pacific areas completed the second phase of training from the Teacher Academy and are implementing research-based instructional strategies to enhance learning and promote student achievement.
- Seventy-five teachers, new to DoDDS, were provided training through the Successful Beginnings Institutes.
- The initial DoDEA Teacher Forum was held in conjunction with National Education Week. The forum provided an avenue for the Director of DoDEA and cabinet members to hear and discuss issues relating to education and in the process opened a channel of communication to teachers.