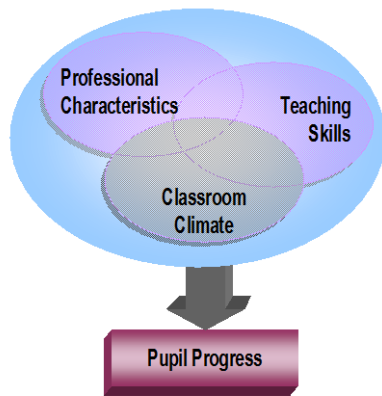


Cambridge Education, LLC – Job-embedded Professional Development

Cambridge Education supports schools to produce an annual Professional Development Plan, which will be designed to provide all administrators and staff with access to high quality job-embedded professional development (PD). We continually help schools and districts to totally rethink their professional development programs, while at the same time assisting school and district leaders in their efforts to provide job-embedded professional learning in the daily routines of school and district practices. Research shows that job-embedded PD that takes place within the school and is integrated into the day-to-day work of the school is the most effective means of increasing internal capacity and developing sustainable skills among staff. Job embedded PD is therefore the cornerstone of our program.



Our professional development services are varied and wide. However, our prime focus is on training and development that will have the maximum impact on student progress and academic achievement, including professional characteristics of teachers, teaching skills and programs that support and develop an effective classroom climate. Our programs are designed to be activity-based and, when possible, we adopt an 80:20 principle for training where at least 80% of the training is embedded in classroom practice. Our goal is to ensure that the PD programs are having a positive impact on the quality of learning and teaching in the school.

The exact components and balance of the job-embedded PD program are customized on a year to year basis to meet the emerging needs of the individual school. However, the following are typical of the range of programs we provide to SIG schools:

- Executive Coaching for the Principal(s) and Instructional Leadership Team
- Effective Classroom Observations with feedback that leads to actionable change
- Common Priorities to support professional learning communities
- Instructional Coaching (including support for implementing the CCSS)
- Assessment for Learning
- Data and Inquiry Teams

Additionally, on-site leads conduct an extensive program of instructional coaching, facilitating or supporting teacher extended learning time, establishing collaborative structures and protocols for grade level or department teams, and delivering professional development, and attending district professional development sessions to support and monitor implementation. The following findings, after one year as Lead Partner at an Illinois elementary school, are typical of the impact of our approach. *“Teachers have incorporated strategies and knowledge gained from professional development sessions. When designing lessons, teachers are more intentional about the types of questions asked to assess and advance students’ learning. Across most classrooms, there is clear evidence of better questioning strategies and its impact on student learning, including students asking better questions themselves”.*

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