The Interplay Between Teacher Professional Development and Community Development: Building Dual Capacity in International Settings

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Goals:

I. Provide differentiated in-service teacher professional development for ESL certification

II. Development of K-12 leadership teams in school campuses

III. Development of research-based teacher professional development curriculum integrating standards (e.g., TEKS, ELPS, CREDE)
What successes have you experienced to date?

Program Model

Dual Capacity: International Summer Educational Leadership Program
"The Global Educator"

U.S. Educator Professional Development

International Community Development (e.g., Service Learning Approach)

U.S. Educator Reflections

Parent Involvement vs. Engagement

Fundraising for English and Computer Teacher Salaries

Teacher Selection

Facility Maintenance

Lack of Participation in Child Learning

Hiring Process

Child/Classroom
What challenges have you experienced to date?

• Challenges
  • Further need for “The Global Educator” experience to be integrated into U.S. classrooms
  • Moving program efforts from individual-level to school-community level
  • Teachers meeting the needs of diverse families
  • Family capacity building

• Responses
  • Institute “Engaging Them All”
  • Campus Needs Assessments
  • Culture and Community Course
  • Instructional Coaching Course
  • Educational Summits
What can OELA do to facilitate ongoing sharing of promising practice?

• Development of NPD Special Interest Groups (SIGs) at national conferences (e.g., NABE; AERA, TESOL)

• Development of guide on “What Works” for Teacher Professional Development based on project findings in order to impact ELL student academic achievement