

A RETURN OF INVESTMENT ANALYSIS ON TEACHER PROFESSIONAL DEVELOPMENT

by:

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When developing professional skills, is there anything the private sector can teach schools? There are a lot of different ideas that may be used as training for any of these scenarios. In a business setting, continuing education is seen as an investment. While the emphasis placed on the transactional nature of professional development may be disturbing for some educators, it is essential to note that practical linkages are worth investigating. For instance, in the private sector, schools may provide time and money for teachers to engage in professional development (PD), with the expectation that teachers would take on more responsibilities, upskill other staff, and continue working in the same role. And it is fair to suppose that companies are well aware of the influence that continuing employees' professional development has on the number of employees they can keep on staff. The Continuous Professional Development Cycle is yet another frequently utilized method in the business world. This method demonstrates that professional development is most effectively viewed as a sequence of activities that operate together and are carried out - cooperatively - hand in glove with planning and assessment. The purpose of this approach is to enhance the overall competence of the organization or, in the case of this illustration, the educational institutions.

The point is not to discuss ROI in the traditional sense; instead, it is to examine how continuing education can help school districts and schools meet their objectives for teaching and learning by ensuring that excellent practices are maintained and by reallocating valuable time and financial resources. In other words, the purpose is to discuss how professional development might assist schools and school districts achieve

their objectives. The Department of Education must conduct a needs assessment for the training program.

To effectively carry out the educational priorities of a district, what kinds of knowledge, skills, and habits are required? A needs analysis in education considers what educators have at their disposal and what they'll need to create to achieve the educational objectives set by the school. This strategy will help the professional development industry shift its emphasis from a wide range of goods to a more manageable collection of services based on assets and address specific knowledge and skill gaps. Improvements in productivity throughout career growth are possible as a result of this.

To begin the study, a process manager should be chosen, and publicly accessible data should be analyzed to establish what kind of knowledge, talents, attitudes, and routines must be developed for leaders to achieve their ambitious student objectives. Various sources of information might provide insight, including but not limited to student accomplishment records, teacher evaluations, focus groups, and external research. The findings should serve as the foundation for future professional growth. Suppose school districts wish to maximize their return on investment (ROI). In that case, they should avoid acquiring professional development solutions that do not match these conditions (Vavrus, F., Thomas, M., and Bartlett, L. 2011).

According to studies conducted in the field of implementation science (Joyce et al., 2003), even the most fruitful efforts in the area of professional development only result in a five percent rise in the number of teachers using newly acquired abilities in the classroom. However, when mentoring was included, utilization increased dramatically, reaching 95%. For this to occur, coaches must have extensive subject matter knowledge, extraordinary teaching abilities, and the framework needed to encourage professional progress. In addition, a coach is required to spend the bulk of their time in the classroom working with teachers. For coaches to be as successful as they possibly can, they need assistance.

Also, one more thing. It is essential to cultivate an "Implementer's Mindset" via professional development. Despite the best efforts of everyone involved, the overwhelming majority of educational programs in today's society are unsuccessful, and some researchers have projected that the failure rate could reach as high as 70 percent. These programs never produce the outcomes that were intended for them (Sharma, 2018) added. What do you consider to be the most compelling argument? Execution. My coworkers and I have coined the term "Implementer's Mindset" to refer to the unique ability of a leader or teacher to maintain discipline, concentration, and responsibility daily to achieve exceptional levels of student performance. We use this phrase to characterize the ability of a leader or teacher to reach unprecedented levels of student performance. This frame of mind needs to be nurtured via professional growth.

We devote a significant amount of time and attention to supporting school administrators and educators who are trying to keep their alignment (concentration), stay on track (discipline), and participate in each other's success to better their institutions (accountability). In practice, this means finishing all that is currently on your plate, refusing to have anything further added to it, and behaving with the mindset that the success of your colleagues is directly proportionate to your own.

References:

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