

professional development

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Submission date: 29-Sep-2019 01:15AM (UTC+0300)

Submission ID: 1181946413

File name: Professional_Development.doc (32K)

Word count: 874

Character count: 4762

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Professional development refers to learning to earn, maintain, or improve professional credentials (Bush et al., 2018). It can be done through coaching, consultations, lesson study, mentoring, reflective supervision, and technical assistance, among others. Leaders in the different sectors need to have professional development plans for the people they are leading. That will ensure their skills are continuously improving, and they become more useful to their organizations. The professional development plan is a document, which outlines career development goals and the ways of meeting those goals (Hildebrand, 2018). It also documents the existing and required skills of those involved and the objectives that a member requires to support continuous career and personal development. Therefore, a leader is the most appropriate person to create a development plan for their staff. That is because they understand them better since they are the ones working closely with them regularly. As a school leader, I would plan for professional development for my campus based on the skills and the needs that they have. The following steps would be involved;

Steps in Professional Development Plan

Self-assessment from the campus staff. It is essential to understand the current career situation of campus staff before creating a development plan. The staff is, therefore, required to complete a self-assessment. They should indicate their interests, skills, values, personality, levels of career, and the things they have done to further their professional development. It is also essential to understand if each of the staff members had career goals and how they are progressing.

Assessment of the individual skills level and creating goals. After analyzing the data from the self-assessment of the campus staff, the next step is creating goals. Evaluation of the skills level can include analyzing the technical skills, social skills, aptitudes, and attitude, among others. The assessment will help in understanding where the staff is in terms of their careers. Short and long term goals are created at this stage of the professional development plan. The goals should be SMART so that their progress can be tracked.

Assessment of the skills needed and the resources required to achieve the goals. The skills necessary to achieve the goals set are assessed so that the staff who may be lacking the required skills are trained. Skill gaps among the campus staff must be filled so that everyone participates fully in the development program. The resources necessary may include learning materials, tutors, and mentors, among others. Having enough resources will increase the efficiency and success rate of the process.

Develop an action plan and timelines. Developing an action plan that has deadlines is vital in this program. Detailed action steps are defined in this stage. It is also the stage where gaps between the current levels of staff and projected levels are filled. Possible obstacles and fears are also addressed in this stage. To effectively track the progress of the action plan, timelines must be included in the action plan.

Plan Execution. With the action plan and timelines in place, plan execution is the next step. That includes working with the team towards achieving the set goals. The program must be strictly followed by everyone, with timelines in their minds. Leaving a person behind may hinder their development and affect the outcome. Among the different opportunities that may be explored include mentorship, workshop and seminars, teachings as well as giving the campus

staff new projects and responsibilities. Interested staff can be paired with mentors to perform various activities, including shadowing and tutorials, among others. Workshops and seminars where the staff is trained in different aspects of career development can also lead to individual career growth and development. Skills can be developed when they are performing various duties and have different responsibilities.

Assess the staff members' progress. This stage involves collecting feedback from the campus staff regarding their development. The improvement is compared with where they were before the program. The timelines are also checked to ensure things are moving accordingly. It also consists in solving the issues that may be hindering the growth of the staff. As the leader, this stage also consists of making observations of any enhanced skills or knowledge among the employees. Goals may also be adjusted if adjustments may lead to more success.

Conclusion

A well development professional development plan can lead to the achievement of both short and long term career goals. The staff must also be willing to participate in the program to ensure that no one is left behind. As part of the culture on the campus, a regular staff meeting can be used to enhance the program. For instance, an hour can be set during the staff meeting for career development teaching. The staff can be taught by professionals to improve their skills. The use of online school district and campus staff development is valuable to all the campus staff. Through the program, they develop their skills and careers. That makes them more useful to the campus as well as achieve personal growth.

References

- Bush, T., Coleman, M., Wall, D., & West-Burnham, J. (2018). Mentoring and continuing professional development. In *Mentors in Schools* (1996) (pp. 121-143). Routledge.
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