

From Sit & Get to Go & Show

A call-to-Action for High-Impact
Professional Learning

Admins – goal is to inspire shift to coaching-based PL tied to e-portfolios.



Another Sit-and-Get?

- Mandatory PD
- Endless Slides
- Minimal Change

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Who's sat through PD that felt pointless?

I have, more times than I can count. As a high school teacher, I've spent entire afternoons in professional development sessions that had zero relevance to my subject area or grade level. I've sat through lectures about classroom management strategies better suited for kindergarten, watched slide decks filled with jargon but no practical application, and left sessions without a single takeaway I could use in my own classroom.

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The Cost of Status Quo

\$18K+ per teacher yearly (Hill, 2015)

Burnout & Turnover rising

Teacher miss innovation

Quote from *The Mirage*: 'We're spending too much on PL that doesn't work.'

This line from The Mirage hits at the heart of the issue: school districts across the country are investing millions of dollars annually in professional learning that produces little to no measurable improvement in classroom practice or student outcomes. According to the report, districts spend an average of \$18,000 per teacher, per year on workshops, coaching, and training programs, but most teachers don't feel these efforts are making them more effective. (TNT, 2015)

Long hours, increasing demands, and lack of support are driving educators to exhaustion. But what's often overlooked is the role that ineffective professional learning (PL) plays in that burnout.

Research Snapshot

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Gulamhussein (2013): 5 PD Principles

Papay et al. (2023): Collaboration boosts growth

Daniels TEDx: Coaching empowers

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5 PD principles

1. **Sustained Duration**

Professional learning must be ongoing—not just one-and-done. Teachers need time to learn, practice, and refine strategies.

2. **Implementation Support**

PD is only effective when teachers are supported during the rollout. Coaching, collaboration, and follow-up are essential.

3. **Active Engagement**

Teachers learn best by doing. PD should be interactive—not passive—and mirror what we expect in classrooms.

4. **Modeling Best Practices**

Seeing a new strategy in action is critical. Teachers need real examples, not just theory or PowerPoints.

5. **Discipline-Specific Content**

Generic PD doesn't stick. High school teachers need content that aligns with their subject areas and instructional context.

Papay et al. (2023):

Teacher collaboration significantly improves instructional growth and student outcomes. When schools support meaningful, ongoing collaboration—especially between novice and experienced teachers—teachers improve faster, feel more supported, and stay in the profession longer. Collaboration isn't just helpful—it's essential for lasting professional development.

Daniels TEDx: Coaching empowers

Through stories and real-life examples, she shows that when teachers feel seen, heard, and supported, they become more empowered to innovate, take risks, and ultimately improve outcomes for students.

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BENEFITS WE LOSE IF WE STICK WITH SIT-AND-GET

 Sustained Coaching Cycles

 Peer Modeling by Discipline

 Student-Owned E-Portfolios

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5 Principles That Matter

1

Significant duration

2

Implementation support

3

Active learning

4

modeling

5

Discipline-specific

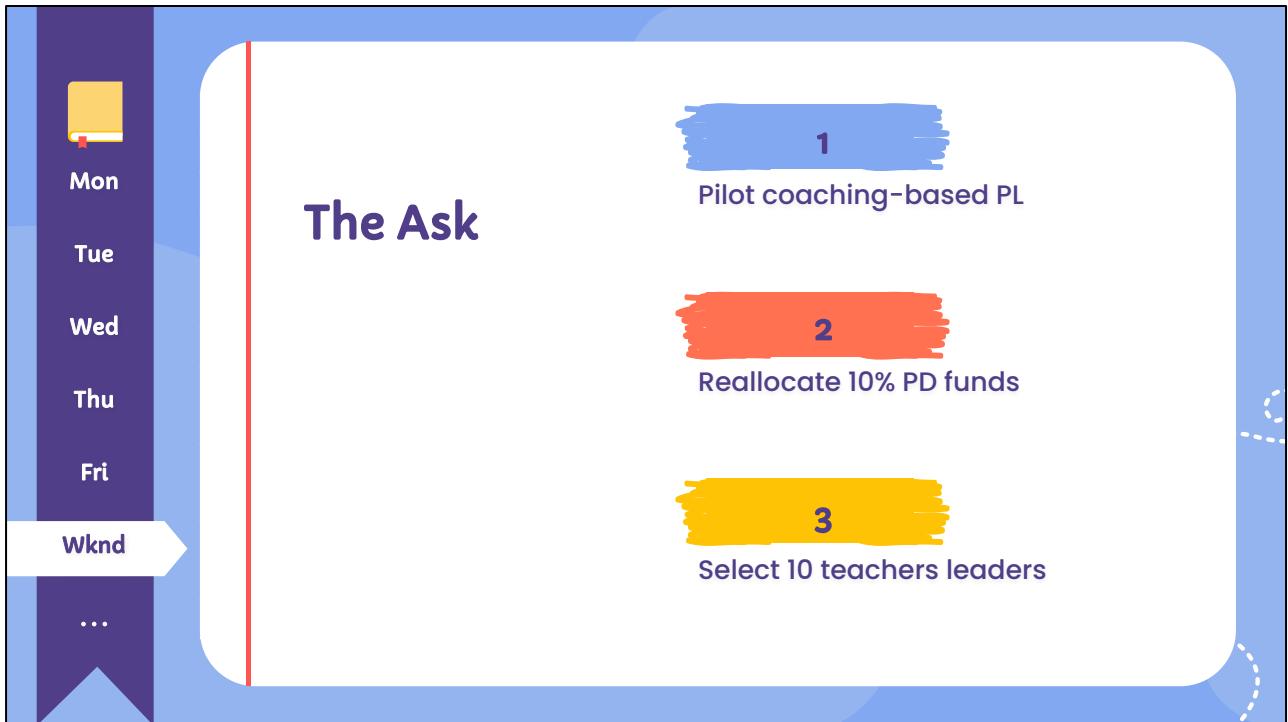
Stress we must embrace all five—not just sprinkle active learning.



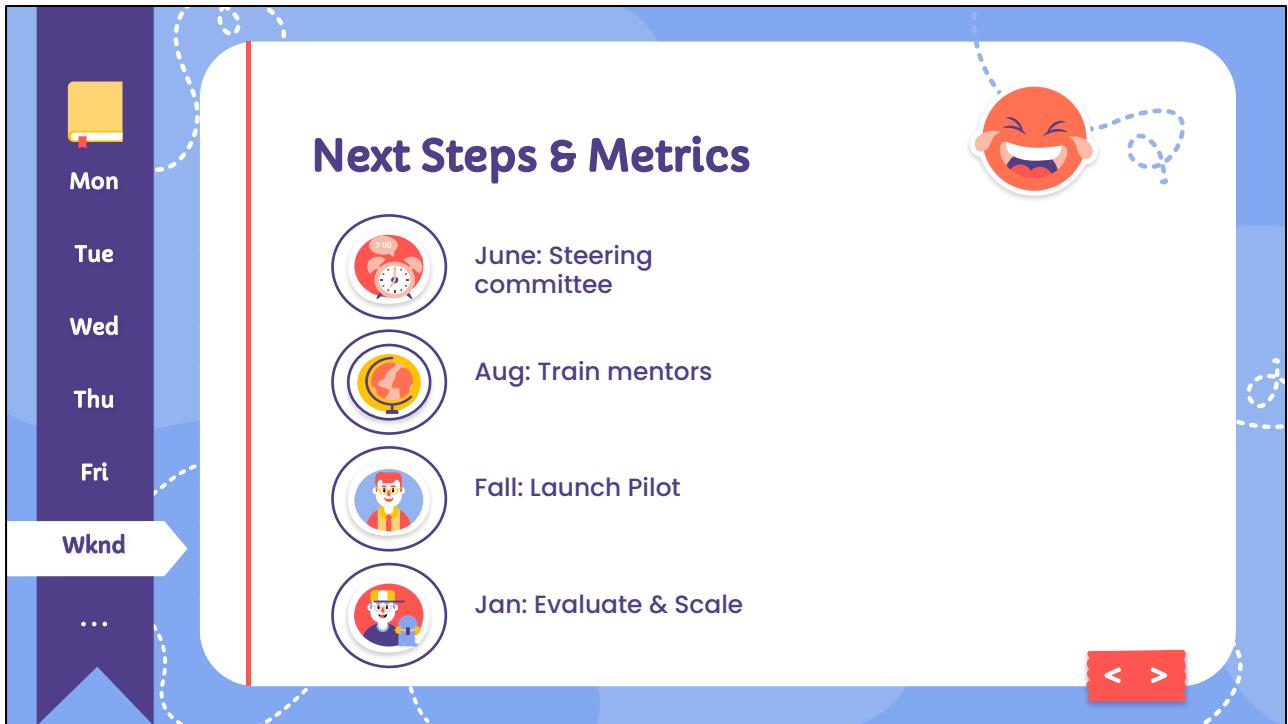
diagram comparing sit vs Go & Show.



Position current e-portfolio initiative as pilot for Go & Show.



No extra time, just better use of existing time & funds.



Timeline + metrics: observation data, portfolio completion, teacher engagement.

References

Daniels, K. (2014). Empowering the teacher technophobe [Video].
YouTube. <https://www.youtube.com/watch?v=puiNcIJTCU&t=121s>

Gulamhussein, A. (2013). Teaching the teachers: Effective professional development in an era of high stakes accountability. Center for Public Education. <http://Teaching the Teachers Effective Professional Development in an Era of High Stakes Accountability>

Hill, H. (2015). Review of The Mirage: Confronting the hard truth about our quest for teacher development. Harvard Graduate School of Education. http://www.greatlakescenter.org/docs/Think_Twice/TT-Hill-TNTP.pdf