

Bureau of Educational Research Seminar Series:

Transformative Professional Learning: IMPACT ON ELEMENTARY STUDENT ACHIEVEMENT



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WHERE:

242 EDUCATION BUILDING

WHEN:

THURSDAY, April 9th 12-1:00PM

In-service teacher professional learning is widely considered to be an essential component of improving teaching and learning in schools. Transformative scholars have argued that professional learning, in addition to developing teachers' subject matter expertise, should include content that is grounded in **equity, diversity, and social justice**.

Although studies have examined the relationships between transformative professional learning and teaching, the impact of transformative professional learning on student outcomes remains unclear. This presentation will highlight and discuss preliminary results from research that matched students' **Illinois Standardized Achievement Tests (ISATs)** to **transformative teacher survey responses in 24 diverse elementary schools**.

Hierarchical generalized linear modeling methods were employed to analyze professional learning effects on disaggregated ISAT outcomes. The results suggest important implications for school leaders, professional development facilitators, and professional learning scholarship.