



## **Browns-Hall Gardner, Incorporated**

### **Education Professional and Technical Development**

The purpose of Professional Development is to create transcendent individuals whose skill set in the education environment moves across boundaries of culture, gender and nationality. The development of the educator allows him/her to go beyond previous capabilities to higher functional skills. This new level of expertise is combined with previous skills to create a focused, determined and supportive educator with high functional performance. This development benefits the end goal of student achievement.

### **Education Development and Technical Services:**

- Technical Assistance: Data Development and Analysis
- Developing Positive School Culture and Culturally Relevant Instruction
- Organizational Diagnosis: School/District Assessment & Improvement Plans
- Guidance and Enrichment Program Development
- Leadership Development: Experiential, 360 Coaching, Power Lab
- Common Core State Standards Development

### **How we develop the solutions:**

We help school leaders develop protocols to address district-wide policy and practice gaps and growth priorities.

- Analyzing the Data (examine base line data implications). We focus on identifying the research data to specific outcomes. It allows for the organization to self-reflectively identify key impediments while formulating pathways to change.
- Defining the role. This process focuses on defining the organization’s membership, form, and function. We will help develop structures that bridge gaps in providing support to the instructional needs of teachers. The goal is the creation of more effective learning environments while providing supports to address the needs of all students.
- Developing Protocols. Building a new infrastructure for change. We will focus primarily on developing new protocols that ensure desired outcomes are achieved. This includes examining targeted goals, gap analysis, and bridging the gap. New protocols will be developed or enriched with specificity in the areas identified.

### **Professional Development Guiding Premise:**

- Successful school leaders spend a significant amount of time focusing on data, observation and feedback dialogues with teachers, planning sessions with teachers, devising a targeted professional development schedule, as well as, developing a student, staff and team culture that supports continuous learning (Bambrick-Santoyo, 2012).
- Successful leadership focuses on both the learning and social needs of key stakeholders. Leaders must empower teachers to embrace teaching in ways which lead teachers to take greater responsibility for learning and pride in their work in schools (Noguera, 2010).
- Leadership has to take place every day. It cannot be the responsibility of the few. It cannot be a rare event, or a once-in a-lifetime opportunity. Leadership is about learning and dealing with adaptive situations, not only technical and routine task (Heifetz and Laurie, 1989).

**For information, please contact us at [info@brownshallgardner.com](mailto:info@brownshallgardner.com) or (646) 535-2114.**