**Article Review of *Professional Development: 21st Century Models***

Summary:

In her article *Professional Development: 21st Century Models*, Salpeter (2003) references research that suggests there is a growing need for a revised model of professional development in schools. Salpeter states, “contrary to…popular belief, the main challenge facing schools in their quest for qualified teachers is not recruiting, but retention” (p. 1). In other words, schools need to provide teachers with effective professional development if increased retention is a priority.

Salpeter continues by suggesting six major areas schools need to focus on if they do indeed wish to increase the effectiveness of professional development; thus, ultimately increasing teacher retention. Salpeter’s six areas include: workshops that focus on real needs, workshops that focus on real uses of technology, learning that is sustained and collegial, building online communities, models and mentors, and learning from case studies. Each section gives a brief introduction of ways in which to introduce, implement, and/or maintain research-based strategies. In addition, she shares relevant examples of schools that are currently implementing these strategies.

The article addresses professional development needs not only for schools in urban areas, but also for those suburban and rural communities as well. The author points out that because we live in a technology-filled world, technology should be used in every way possible to improve and refine professional development offerings. For example, one school uploads professional development sessions to a server in streaming video format, allowing teachers to access it as needed to review learned content.

In ending her article, Salpeter gives useful links for schools and districts for the implementation or improvement of professional development practices. These links include current professional development sites, ideas to get administrators to be supportive, and links to current online professional development communities. With these resources, Salpeter makes it clear that schools can begin immediate implementation of high quality, relevant, and timely professional development.

Analysis:

This article provides strong support for our paper and presentation because of its focus on rural schools. This wealth of information will give depth to our research. The resources provided in the article can be utilized immediately making it teacher/administrator friendly. It was nice to be reminded that technology is not just for the students, but for the teachers as well.