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Request for Network Name Change on behalf of the Professional Development Network:

Part 1: Statement for Name Change

The name “Professional Development Network” does not fit the current research and ideology in the field. As research in the field evolves so should the name of the network. Current trends push for professional learning, a name that encompasses on-going reflective practice as opposed to development which is reflective of single session workshops. Therefore we, the current leadership of the network, propose changing the name of the network from “Professional Development Network” to “Professional Learning Network.”

Part 2: Justification Document for NAGC BOD

Professional development practices in the past have focused on passive learning, such as forums, workshops or lectures. The term professional learning represents an evolution in this thinking; an interactive, modernized approach to continual education for practitioners ([WGU, 2014](#)). [Moir \(2013\)](#) further clarifies:

Professional development is typically single-shot, one-size-fits-all workshops for teachers based on the expertise of the individuals delivering the session. Professional learning, on the other hand is:

- targeted and based on the specific learning needs of the students and school community
- individualized for the strengths and needs of the teachers
- grounded in the principles of adult learning theory
- sustained and supported through implementation with coaching and follow-up
- consistently monitored and assessed to evaluate its impact on student learning and adjusted when necessary (para 2).

ESSA Standards reflect the definition of professional learning, though the term used is professional development: “The term ‘professional development’ means activities that ... are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused.” (*S. 1177, Section 8002, page 295, paragraph 42*). Learning Forward, the national professional learning association, echoed this sentiment and purposefully chose the term learning over development for their standards, “**The decision to call these Standards for Professional Learning rather than Standards for Professional Development signals the importance of educators taking an active role in their continuous development and places emphasis on their learning**” ([Hirsch, 2017](#)).

In 2013, NAGC published [professional development standards](#). While they are titled professional development, a review of the standards show that the suggested practices are more closely aligned with the evolving definition of professional learning over the dated term of development. For example, the standards call for multiple modes of ongoing, research-supported professional development that is sustained over time, and include practices that require evidence of effectiveness.

The NAGC Strategic Plan, Practices states “empower supporters to implement effective practices for all gifted and talented children in homes, schools and communities” ([NAGC, 2017](#)). Effective practices are implemented following successful professional learning. NAGC has already acknowledged this ideological shift and embraced the change in terminology to best reflect the mission and goals, as the NAGC homepage says [Professional Learning](#).

Finally, the Professional Development Network has been working on a NAGC service publication, a three volume series title [Best Practices in Professional Learning and Teacher Preparation](#). The first volume was published in 2018, and the second volume is scheduled for release in 2019. We respectfully request that the Board approve the NAGC Professional

Development Network's proposed name change to Professional Learning Network.