

Bridging the Global Teacher Support Gap: A Conceptual Model for AI-Augmented Job-Embedded Professional Development

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1. FOUNDATION & METHOD

INTRODUCTION & AIM



The framework addresses the challenge of episodic, disconnected PD by utilizing AI as a reflective partner to support higher-order instructional dialogue.

METHOD & DESIGN

This study utilized a qualitative collective case study approach based on Bryant (2017), examining seven educators across two Title I schools.



7
Educators



2
Title I Schools



Qualitative
Case Study

THEORETICAL FOUNDING

The architecture is anchored in three primary theories:



Adult Learning
Theory
(Knowles, 1980)

- Self-directed learning
- Relevance to practice
- Experiential learning



Transformational
Learning Theory
(Mezirow, 1991)

- Critical reflection
- Perspective transformation
- Meaning-making



Instructional
Coaching
(Knight, 2007)

- Collaborative partnerships
- Reflective practice
- Continuous improvement

**SUSTAINABLE
EDUCATOR
GROWTH**



These theories collectively inform a continuous cycle of learning, reflection, and improvement that



2. THE FRAMEWORK & RESULTS

S.C.A.L.E. CONCEPTUAL PROPOSITIONS

The model consists of five phases:



1 SUPPORT

Provide individualized coaching and structured guidance.



2 CONTEXTUALIZE

Connect professional learning directly to classroom realities and instructional needs.



3 AUGMENT

Leverage AI tools to enhance reflection, planning, feedback, and instructional decision-making.



4 LITERACY

Develop educator capacity to critically and ethically utilize AI technologies.



5 EVALUATE

Measure impact through reflection, evidence collection, and continuous improvement cycles.

RESULTS & DISCUSSION

Key themes identified include:



1 Meaningful Shifts in Practice

Educators reported meaningful shifts in instructional practice through tiered coaching and reflective support.



2 Significant Improvements in Collaboration

Participants demonstrated stronger collaboration and increased professional dialogue.



3 Weekly, Evidence-Based Feedback

Weekly feedback cycles provided actionable, data-informed insights that drove instructional adjustments.



4 Adoption of New Strategies

Educators adopted new strategies such as data-informed instruction and AI-supported planning to enhance student



3. CONCLUSION & FUTURE DIRECTIONS

CONCLUSION

S.C.A.L.E. provides a scalable, equity-centered architecture for sustained professional growth by integrating AI-enabled support structures.



Sustainable Educator Growth



By embedding AI as a reflective partner within job-embedded systems, S.C.A.L.E. strengthens instructional practice, enhances equity, and fosters long-term educator development.

FUTURE WORK

Planned validation includes:



Empirical studies in secondary education settings



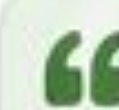
International educational contexts



Longitudinal investigations of educator growth



Comparative analyses of AI-supported coaching models



S.C.A.L.E. represents a forward-thinking approach to professional learning—one that empowers educators through AI-enabled reflection, collaboration,