

## **DRK12 Meeting 2012: Professional Development**

### **Organizing Question**

How can innovative, technology-based models for professional development help achieve substantial change in teaching practice?

#### **Part 1: Introduction (10 minutes)**

1. Walk in:

Organizing question projected

Participants are invited to identify 4 critical features they believe contribute most to teacher learning (on paper.)

2. Introduce purpose:

We hope to come away from this session with identified features of technology-based PD that increase effective practice.

To accomplish this, we first focus on general features of all PD, then turn our attention to technology-supported features.

3. Present the agenda:

- 1) Meet in small groups (~5) to share work using 4 organizing questions
- 2) We'll present and share two models in more depth
- 3) Take into account new paradigms and answer the session question

4. Introduce the small group discussion

#### **Part 2: Small Group (5 members) Discussion—30 minutes/5 minutes per person. Select time keeper)**

Introduce yourself and your work in the context of following questions:

- What changes in teacher practice do you expect as a result of your PD? What are your measures of success?
- What **4 features** of your program do you believe contribute to significant teacher learning?
- What is the one biggest challenge you face in helping teachers to change their practice?
- How could technology help with this challenge?

Write down one knotty challenge to share from your discussion. (5 min)

(Challenges will be collated across groups and shared in Part 4)

**Part 3: Share 2 Models (10 minutes for each model)** Jackie's PD Model— then Talk Science Model (We'll use the same questions as above to organize our presentations, but focus on how technology has created its own challenges.)

#### **Part 4: Review Challenges and Explore Promising New Paradigms (30 minutes) (Chris)**

\* Organizing Question: What are our challenges and how can technology help?

\* Does technology create new challenges?

## **A Humbling Challenge— Professional Development that Really “Sticks”**

**Organizing Question:** How can innovative, technology-based models for professional development help achieve substantial change in practice?

### **Agenda:**

Introduction (10 minutes)

Small group discussion of effective features and challenges (40 minutes)

Two PD models presented (40 minutes)

Plenary: Challenges and new paradigms (30 minutes)

### **Small Group Discussion: Effective features and challenges**

30 minutes, 5 minutes per person. (Please identify a group time keeper)

Introduce yourself and your professional development work in the context of following questions:

- ❑ What changes in teacher practice do you expect as a result of your PD? What are your measures of success?
  
- ❑ What **4 features** of your program do you believe contribute the most to teacher learning?
  
- ❑ What is the biggest challenge you face in helping teachers to improve their practice?
  
- ❑ How could technology help with this challenge?

Write down one knotty challenge to share from your discussion. (5 min)  
(Challenges will be collated across groups and shared during Part 4.)

### **Pre-session Task:**

Name\_\_\_\_\_ Email\_\_\_\_\_

What features of professional development do you believe contribute most to teacher learning? If you had to choose 4, which would you choose? Are there features you would add?

- Collaborative and collegial
- Intensive and sustained over time
- Deepens teachers' knowledge of content and how to teach it
- Provides opportunity for active learning
- Enables teachers to acquire new knowledge, apply it to practice, and reflect on the results with colleagues
- Part of a school reform effort that links curriculum, assessment, and standards to professional development
- Centered on student learning
- Provides opportunity for reflection
- Directly linked to curriculum, assessment, and standards
- Includes opportunity for self assessment
- Provides opportunity to share data around student learning
- Provides opportunity to share decision-making
- Provides opportunities for active, hands-on learning
- Helps teachers to understand how students learn specific content
- Context-rich
- Other
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(List is partly drawn from Darling-Hammond, L., & Richardson, N. (2009, February). Teacher learning: What matters?. Educational Leadership, 46-53.)