

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
-

(List is partly drawn from Darling-Hammond, L., & Richardson, N. (2009, February). Teacher learning: What matters?. Educational Leadership, 46-53.)