

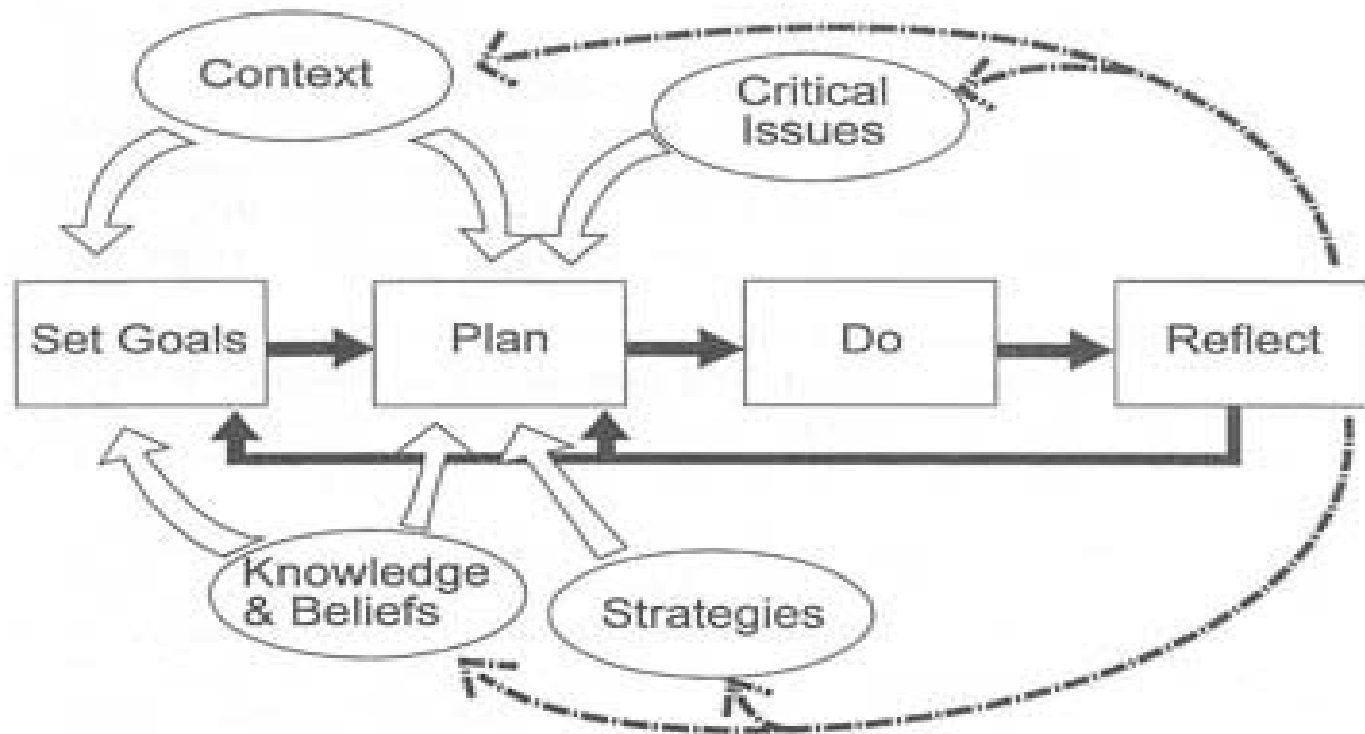
Professional Development Program Design

- Individually, read the description of the two “research-based” professional development programs.
- In your small group, discuss the strengths and weaknesses of each program. Decide which program design is stronger and why.

Key elements from the PD Design Task

- Content-focused
- Aligned with teacher needs
- On-going
- Help teachers apply to practice (use student instructional materials and/or student work)
- Teacher collegiality/critical mass
- Principal involvement
- Mechanisms for assessing effectiveness and making mid-course corrections

Professional development design needs
to flow from what you are trying to
accomplish.



Designing Professional Development for Teachers of Science and Mathematics, 2nd ed. Loucks-Horsley et al., 2003

- Important: Start by identifying purpose, not picking a strategy.

Once you determine your purposes,
you can select appropriate strategies
and materials to accomplish them.

TE-MAT

Teacher Education Materials Project WWW.TE-MAT.ORG

- An online database of reviews of ~500 materials for K-12 mathematics and science professional development providers

Objectives of TE-MAT

- To increase accessibility of K-12 mathematics and science professional development materials
- To encourage the sound use of professional development materials

- Includes conceptual framework and practitioner essays

The TE-MAT Conceptual Framework

- Highlights key elements critical to effective professional development
 - Design process
 - Target audience
 - Purposes
 - Strategies and materials

- Important: Start by identifying purpose, not picking materials.

- For a given purpose from TE-MAT, one can search by:
 - Discipline
 - Grade range
 - Author's stated purpose
 - Content topic
 - Features (e.g., student work, research, etc.)
 - Keyword

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