

Welcome



What is active, participant-constructed learning for adults?

- Introduce theories in adult learning and professional development
- Recognize ways to incorporate perspectives on adult learning
- Engage in activities that draw upon experiences

Vote from Your Seat

- I prefer to work independently when learning new tasks.
- I am motivated to learn about new content or techniques.
- I prefer training opportunities that challenge me.
- It's easy for me to apply new knowledge into my everyday practice.

Adult Learners



- Concept of the Learner
- Role of Learner's Experience
- Readiness to Learn
- Orientation to Learning

Critical Pedagogy (Freire)

- Changes the **relationship** of power and knowledge
- Shift in **role** of teacher and student
- Learning as a **dialog**
- **Joint responsibility** for outcomes



Constructivism (Vygotsky)



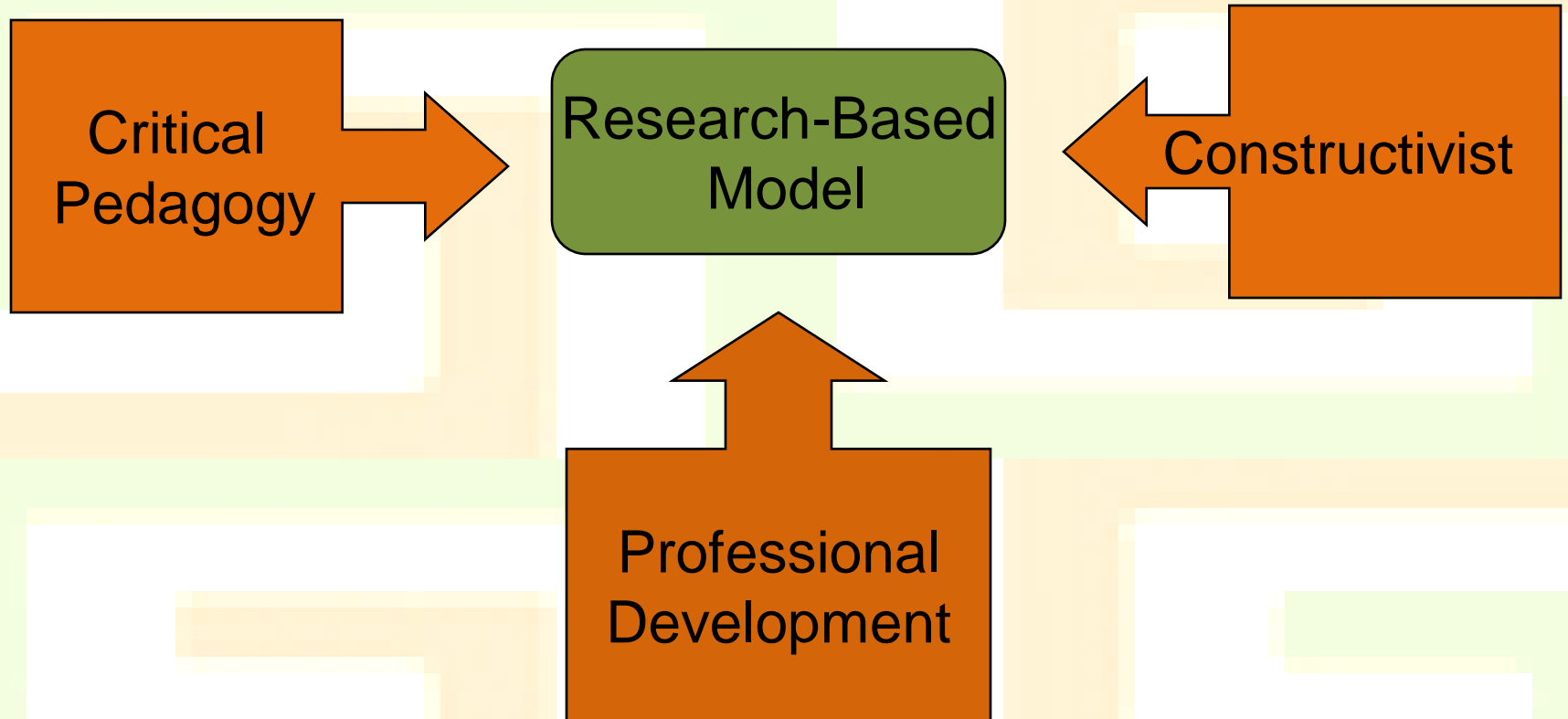
- Individuals build knowledge through **interaction**
- Instruction facilitates **discovery**
- Integrates **multiple** tools for learning

Professional Development (Guskey)

- Enhancing **knowledge, skills, and attitudes** of educators
- Goal is to improve **practice** to raise student outcomes
- Process is **intentional, ongoing, and systemic**



Research-Based Model



	Traditional Models	Research-Based Model
Length	One afternoon or day seminar	Multiple visits with ongoing support
Format	Didactic, lecture-based presentations	Interactive and inquiry-based activities
Identification of Goals	Top-down	Collaborative
Content	Generic context	Tailored to teacher context, subject area, student needs, etc.
Participant Role	Passive	Active
District Administration Role	Contractor with Expert	Advocate and participant
Opportunities for Practice and Feedback	Limited and removed from classrooms, little follow up	Ongoing and scaffolded, both in trainings and in classrooms
Resources and Documentation	Binders of training curricula	Teacher-developed lesson plans, DVDs, websites, and teacher-led action research projects
Buy-in	Completed for hours requirement	Completed as a partnership with colleagues; opportunities for further mentorship

Think-Pair-Share



- What do these components look like in your own teacher trainer programs or practice?

Thank You



Welcome



What is teacher change and what structures affect teacher change?

- Reflect on expectations for teacher change
- Consider sources and types of teacher change
- Think about ways structures facilitate or inhibit teacher change
- Consider how we might apply these ideas

What does effective teacher change look like in your practice?



Content of Teacher Change

- Content area and connections to other fields
- Process of teaching
- Classroom management
- Attitudes and philosophies
- Awareness



Sources for Teacher Change



- Pre-service training
- Learning on the job
- Formal Professional Development
- Informal Professional Development
- Self reflection

Think-Pair-Share

- What component of your program would you like to change?

- Length
- Format
- Identification of Goals
- Content
- Participant Role
- District Administration Role
- Opportunities for Practice and Feedback
- Resources and Documentation
- Buy-in

Thank You

