

5 Key Principles of Effective PD

Table describing the Five Key Principles of Effective PD (Gulamhussein, 2013) and how they will be incorporated into the Badging Program and the Teacher Tech Goals

#	Key Principle	How it is being incorporated in the Badging Program	How it is being incorporated in the Teacher Tech Goals
1	The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem.	<p>This program overall will go for the entire year. There are some parts of the program that will have different time frames:</p> <ul style="list-style-type: none"> - There will be tasks that teachers can attempt all year (such as Google Certified Educator) - There will be tasks that teachers have to complete within one month if they want the badge - There will be short tasks that can be completed within 2 weeks - the time in between my newsletters. These tasks will be introduced in the newsletters. 	The teachers will choose one tech goal per semester to work on. They will have one goal in the Fall and one in the Spring semesters.
2	There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.	All teachers will have the opportunity to have 1:1 coaching sessions with the Technology Integration Specialist. They can either reach out when they need a session OR they can request to have a continual coaching program.	
3	Teachers' initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.	Each time a new "task" is introduced, teachers will first be exposed to the new tool being used. The Technology Integration Specialist will either meet with teachers in person, Google Meet, or a recorded video lesson showing them the new tool in action. Part of their requirement to complete the task will be to practice the task as well and	Teachers will attend a one hour session in August and one in January to help determine their Tech Goal. During this session, they will be exposed to some tools and given examples of ideas for Tech Tools. They will also have time to practice different tools while they make a decision.

		provide evidence.	
4	Modeling has been found to be highly effective in helping teachers understand a new practice.	Similar to above. Each task that is introduced will have either a live, virtual, or recorded modeling session for the tool in the task. There will be recorded videos available for teachers to refer back to as they need help remembering, or learning how, to use the tool.	Modeling will take place both during the initial session with teachers (mentioned above) and throughout the semester. The modeling can take place in 1:1 settings, via videos for watching, or in the classroom with students.
5	The content presented to teachers shouldn't be generic, but instead specific to the discipline (for middle school and high school teachers) or grade-level (for elementary school teachers)	Each task that is part of this program will be accompanied by a list of ways it can be specific to the discipline and/or grade to help the teachers relate it to them.	As a teacher is working on their goal throughout the semester, the Technology Integration Specialist will be guiding them with ways that it can be specific to them in their discipline and/or grade. This will also be done through collaboration with their peers in the Google Classroom setting.

Reference:

Gulamhussein, A. (2013). Teaching the Teachers Effective Professional Development in an Era of High Stakes Accountability. Center for Public Education. Retrieved from http://www.centerforpubliceducation.org/system/files/2013-176_ProfessionalDevelopment.pdf