

UPDATE: We will meet online on October 1, 2024, and October 22, 2024, using Zoom. I will share the Zoom link via email.

Classroom Views

From Vision to Practice
Focus on Professional Development

630U

September 24, 2024



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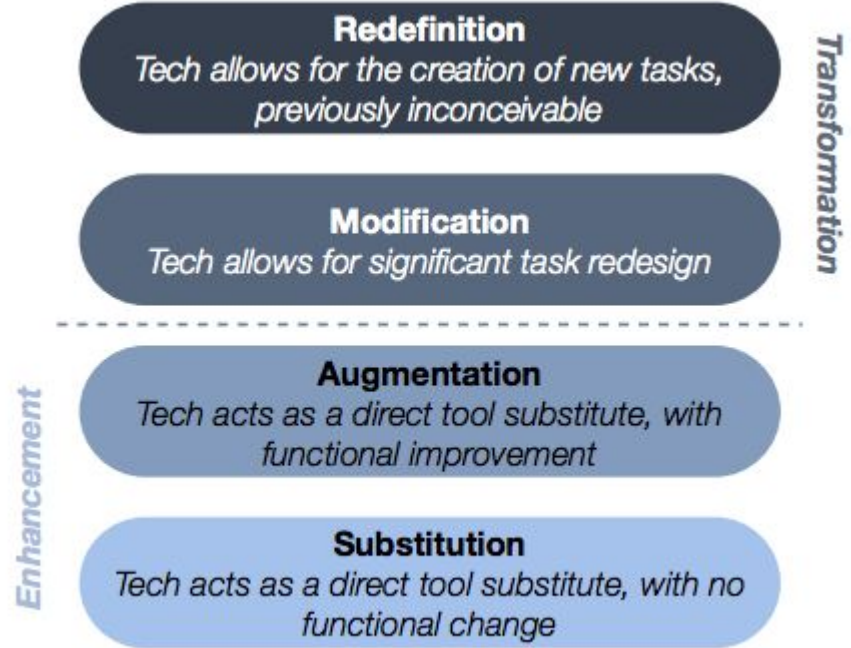
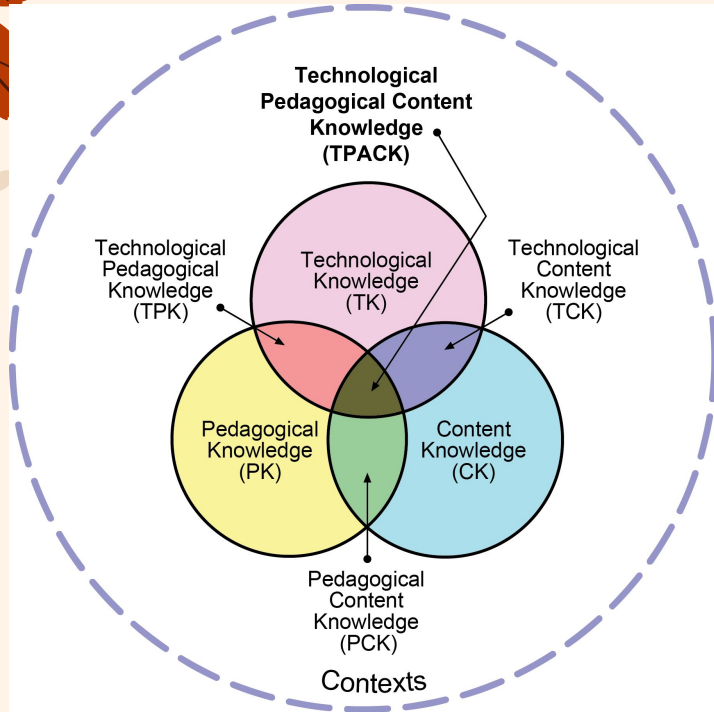
01 Closure





Embedding Media

From TPACK to SAMR



Ruben P. Puentedura, As We May Teach: Educational Technology: From Theory Into Practice, 2009






Lesson Planning with/about AI

Using AI as the technology, create a lesson plan for a specific content area and instructional practice

Identify the SAMR level

How would you move the lesson up the SAMR scale?



02 [Re]Imagining PD

Andragogy
Planning with Harris



MODELING 630U



Just Hire Terry Tate



A Word About Andragogy

Adults like to know why.

Adults like to have some autonomy (ie, voice and choice).

Adults want to connect it to their own work PDQ.

Edutopia: 3 Tips for Creating Effective PD



Planning PD With Harris: Goals

The six specific ETPD session or program goals are:

1. Awareness and/or trial of specific tools or resources.
2. Curriculum integration in specific content areas.
3. Change in instructional practice, focusing on specific techniques.
4. Curriculum and/or instructional reform.
5. School organizational or cultural change.

[Link to my sample](#)

[Link to table with the details of the models](#)





Planning PD: A Word About Objectives

S: Specific

M: Measurable


A: Achievable

R: Realistic

T: Time Bound

I: Inclusive

E: Equitable

- Well-crafted objectives can quickly become evaluations.
 - Don't forget Bloom.
 - BIG IDEA: Don't start objectives with "understand"
- 



Planning PD With Harris: Models

The five general types of professional development used in ETPD models are:

1. Instructor-organized sessions
2. Individualized learning
3. Collaborative learning
4. Data-based inquiry
5. Development of materials and approaches


[Link to table with the details of the models](#)





Planning PD With Harris: Evaluation

ETPD evaluation methods include:

1. Perceptions of the ETPD session or program: Short Term
 2. Knowledge of the ETPD's focus: Short Term
 3. Attitudes toward the ETPD's focus: Short Term
 4. Intentions/decisions to use what they learned in the ETPD:
Short/Medium Term
 5. Use of what they learned in their professional practice: Long Term
 6. Students' learning when using what participating teachers learned in
the ETPD: Long Term
- 

[Link to table with the details of the models](#)




How Will You Encourage Informal Learning?

The three key implications of this research are:

1. School leaders have the opportunity to model and give teachers first-hand experience with high quality learning environments.
2. District leaders should consider how their leadership practices facilitate and support a range of formal, informal, and independent teacher learning activities.

“These learning activities will also benefit from leadership participation as well as organizational facilitation when needed (p. 27)

3. School leaders must formally recognize the presence of and contributions from each of the three learning modes (formal, informal, and independent).
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03

Looking Ahead

All about PD



