

PCMI 2008: Designing and Delivering Professional Development (DDPD)  
Notes – Thursday, July 17, 2008, 4:30–5:30 PM

### **What are the three most important ingredients for professional development?**

For the group you're working with – designed for/with them – meaningful  
Administrative support  
Sustained (long-term, connected, progressing)  
Has goals (stated explicitly – clearly & openly? quantifiable?)  
Love of math / focus on math  
Should inspire/incite action or change  
Grounded in practice; helpful (encouraging reflection on practice)  
Building a community  
Understanding the role of the teacher in the school and the community  
Keeping it professional: treating teachers as professionals, respecting teachers  
Assessing teachers' knowledge, desires, etc. (and the impact of the PD); evaluation  
Rooted in content – always (can never just be about practices without a core of content)  
Not too democratic  
Trust in professional developer, trust in goals of PD  
Reaching people who really need it (“stop preaching to the choir”)  
Food  
Explain/motivate teachers to change (or to do whatever is being developed): rationale  
Model effective instructional techniques in the professional development

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To those planning PDOs, which (if any) of these considerations/ingredients are important to you, and why? (If any are *not*, then why not – since they seem to be valuable to your peers?) Which ones are you actually using in your planning? At the very least, how do these considerations *fit* into planning your offerings?

Can we identify three of these ingredients as the most important? Should we divide them into categories or dimensions?

None of these are really focused on the learner or on student performance. Often important to districts, schools, grant makers. But hard to do over short term and when there's lots of other variation – do we even posit an effect from few and short-term PD programs?

Goals and measuring change: This takes a long time, may be founded on longer chains of correlation – either by focusing on the teacher as the learner in the PD/coaching process, or looking at teachers' content knowledge for teaching as correlated with student achievement, or using pre- and post-evaluation of the teachers themselves.

NAEP released items (“Explore NAEP Questions”): <http://nces.ed.gov/nationsreportcard/itmrls/>,  
[www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=689](http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=689),  
[www.mde.k12.ms.us/acad/osa/naep/NAEP\\_Questions\\_Tool.pps](http://www.mde.k12.ms.us/acad/osa/naep/NAEP_Questions_Tool.pps)

Contrast of situation for courses and “in real life”: Diagnostics may discourage attendance; but courses (and associated credits) may also be an incentive (continuing ed units, recertification, or salary steps). Also, create space for PD, and respect in general, teachers’ professional lives.

[“The Inherent Interdependence of Teachers” by Ilana Seidel Horn, *Phi Delta Kappan*, June 2008, **89**:10. Nicole has an electronic version; also, submitted version is available free online at [http://education.washington.edu/areas/ci/profiles/documents/interdependence\\_teachers.pdf](http://education.washington.edu/areas/ci/profiles/documents/interdependence_teachers.pdf).]

How do you sustain PD – what do you do when the money runs out? Outreach component; build teacher leadership within the community; connect attendees both in small groups and across the whole group from the beginning – create ties that hopefully will outlast your efforts. Broaden base of people who are contributing to this effort; not just the “outside expert” coming in. (If you can’t trust the teachers to do this, what are you doing trying to develop them anyway?)

“Not too democratic” – contrast with Japan’s history of lesson study (bottom-up) as opposed to our top-down, frequent re-setting of course, etc. [[Kaizen](#): continuous improvement]. More buy-in is important, though, for systemic change – can’t just impose; need near-consensus.

[These are basic questions of leadership.]

Johnny: My hardest job as President of NCTM was to find people to work on NCTM committees – even as that was a leadership role. You can use these committees as ways to develop and engage your promising colleagues and teachers – usually appointed in November/December, and they’re actively seeking people. For newer folks, they could start at the state level, and then push on to the national level. They do the work of NCTM, and all expenses are paid (including coverage time). These are the stepping-stones to broader leadership positions as well. (There are opportunities for you as well; you can self-nominate!) These are lists that stay around as well. [See <http://www.nctm.org/about/content.aspx?id=824> for more information on committees.]