

Quality Professional Development for Technology Integration

National Planning Meeting and Institute February, 2002



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A Teacher's Perspective

K: One reason I loved it so much was that I learned. It was like staff development. Only the good kind of staff development.

Q: The good kind of staff development?

A Teacher's Perspective

It was interactive. I saw results immediately.

You've sat through staff development where they tell you this theoretical program that will work in the classroom and you go back and you don't have time to apply it.

Well, this, it was e-mail. It was fast.

I could see the children learning. And I loved it.

Professional Development



**Increasing the capacity
of teachers to use
technology to support
improved teaching
practices and student
learning**

What have we learned?



- **Content - the “what”**
- **Process - the “how”
(most often reported)**
- **Supporting Elements**



Content

- Tied to student learning outcomes and specific curricula or content standards
- Focused on instructional practices and increasing understanding of how students learn
- Focused on learning about integration, but also provides opportunities for skill development



Process

- Long-term, sustained, with sufficient time
- Coherent - Part of ongoing professional development tied to teachers' professional goals and school improvement goals.
- Critical Mass - A number of teachers from the same campus participate rather than individual teachers from a number of campuses



Process

- Provides opportunities for teacher collaboration (the most frequently cited characteristic)
- Engages teachers as learners led by facilitators who model appropriate instructional strategies
- Provides follow-up support and coaching, in particular, opportunities for peer support



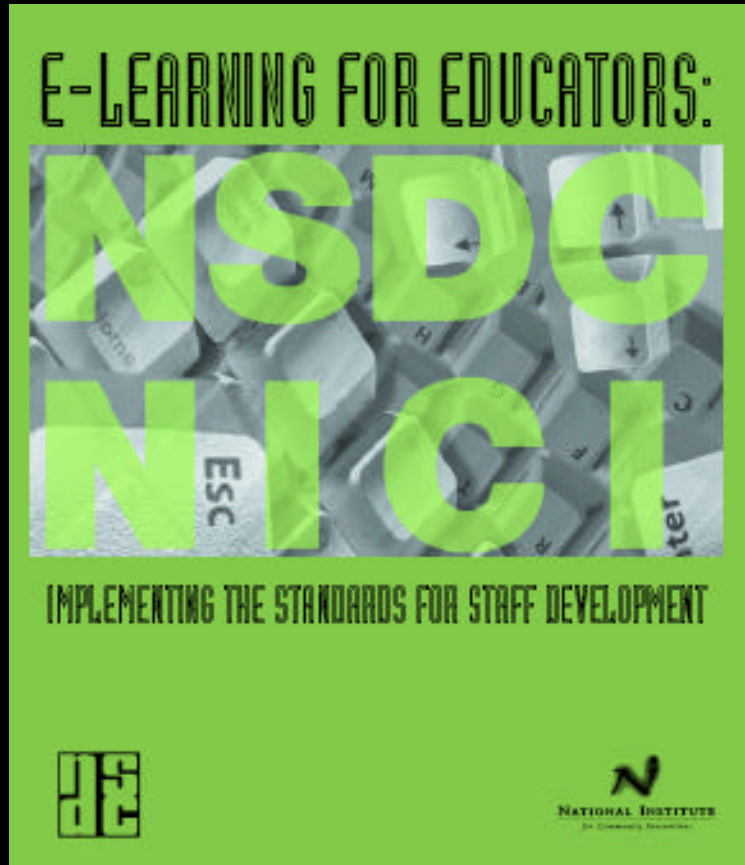
Process

- Involves teachers in planning
- Provides a variety of learning experiences, flexible enough to meet individual needs
- Provides hands-on, active participation by teachers in learning activities
- Promotes teacher reflection about teaching and learning

Supporting Elements

- Access to technology in the classroom
- Administrative support
- Technical support
- Willingness to change, provision of incentives and rewards

NSDC Standards for Online Professional Development



- Applying the same standards to online professional development that we expect for quality face-to-face professional development
- Coupled with technology standards for teachers and students

Parting Thoughts

- Time - teachers reported that they do not have enough time in professional development or for “exploratory learning” about how to integrate technology
- Providing professional development that meets the characteristics of quality identified in the professional literature requires substantial resources.
- There is a need to continue to study the relationships among professional development, teacher change, and student learning.