

Effective Professional Development for Teaching Excellence: Building Capacity, Not Conformity

Substantive Investment in Human Capital: Designed to Create Lasting Change	<i>Counterproductive Professional Development</i>
Teachers are in action: on their feet, talking, and debating.	<i>Teachers are seated in chairs, secretly grading papers and doing lesson planning.</i>
Teachers grapple with tough questions about the teaching/learning process.	<i>Teachers accept new approach/information without question.</i>
Presenters invite teacher input and customize the session to meet the needs of teachers and their students.	<i>Presenters follow a rigid, pre-programmed course of instruction.</i>
Teachers are challenged to articulate and defend their educational philosophies, and have the opportunity to listen to and learn from the philosophies of their colleagues.	<i>The session addresses teaching as a technical process only - and does not include any exploration of personal philosophies of education or children.</i>
Teachers leave with lessons they themselves have created to meet the needs of their students and curriculum requirements. Teachers have developed the knowledge and confidence to continue to create effective lessons.	<i>Teachers leave with pre-scripted lessons created by an outside "expert."</i>
Teachers leave wanting more—asking questions and engaged in lively discussion; they realize they have a lot of hard work ahead of them.	<i>Teachers leave feeling they have all the answers.</i>
Teachers leave with new skills that they will adapt to their classrooms and which require them to <i>think</i> about teaching.	<i>Teachers leave with hand-outs which tell them what to do— and bypass their thinking processes.</i>
Teacher and student input shape the way the approach is implemented.	<i>"Guaranteed," predictable results.</i>
Presenters provide supportive, consistent follow-up.	<i>Little or no follow-up is provided.</i>
Presenters treat teachers as professionals with expertise.	<i>Teacher-proof.</i>