

Issues in Professional Development: Design & Implementation

December 2010

Article: Promising Practices in Out-of-School Time Professional Development (2007)

Overview: This OSTRC article summarizes promising practices in PD design, implementation, and evaluation.

Recommendations include:

1. Integrate Staff Needs and Input.

Gather information about needs through paper surveys, on-line surveys, focus groups, and/or meetings. Check out:

- “Staff Training Survey” contained in the “Beyond the Bell Toolkit”
- “Philadelphia OST PD Needs Assessment Summary” and “OSTRC Focus Group Summary,” provide results from surveys and focus groups around PD Needs.

2. Use Professional Development Standards

Philadelphia is developing a set of OST Staff Competencies. Check under the PD Project Tab for “Staff Competencies” to see a working document.

3. Find Resources for Designing and Implementing Workshops.

- “Teach with Style: A Comprehensive System for Teaching Adults” by Jim Teeters
- “Transfer of Training” by Mary L. Broad and John W. Newstrom
- “Pennsylvania Quality Assurance System (PQAS) Sample Professional Development Module”- specific to OST : www.pakeys.org/docs/PQAS%20Sample%20Module.pdf

4. Include Additional Professional Development Formats. Such as Technical Assistance (TA), Peer Mentoring, Small Learning Communities/Peer Networking, Internships and Apprenticeships.

Where to Find the Full Article: Go to www.sp2.upenn.edu/ostrc - click on “Document Library” and click on the first tab on the left labeled “OSTRC Publications.” It will be under “Professional Development”

Article: Out-of-School Time Professional Development Workshops: An Evaluation Framework

Overview: This OSTRC document provides a framework for designing, implementing, and evaluating OST PD workshops. Recommendations include:

1. Provide comfortable learning environments. Pay attention to the physical climate, materials, equipment, and layout necessary to maximize workshop participants’ comfort and engagement.

2. Provide a respectful learning environment. OST workshops should provide environments in which all needs, opinions, backgrounds, and cultures are valued and respected.

3. Incorporate participant experiences. Adult learners enter workshops with diverse and practical experiences. OST workshops should solicit and build upon participants’ professional backgrounds.

4. Include opportunities for self-direction and self-reflection. Allow participants to set their own learning objectives, assimilate new information at different rates, and plan for individual usages.

5. Encourage real-life applications. Incorporate state standards, address the school district curriculum, and allow time for participants to develop application strategies.

6. Facilitate active involvement. Adults, as well as children, assimilate information more successfully when they are actively involved.

7. Promote teamwork. Recruit teams of participants from individual sites, facilitating small-group activities within the training, encouraging teams to work together after the workshop sessions.

8. Address different learning styles. Varying activities, media, formats and “textures” helps engage all participants as well as keep the interest of individuals throughout workshop sessions.

Where to Find the Full Article: Go to www.sp2.upenn.edu/ostrc - click on “Document Library” and click on the first tab on the left labeled “OSTRC Publications.” It will be under “Professional Development”