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ABSTRACT

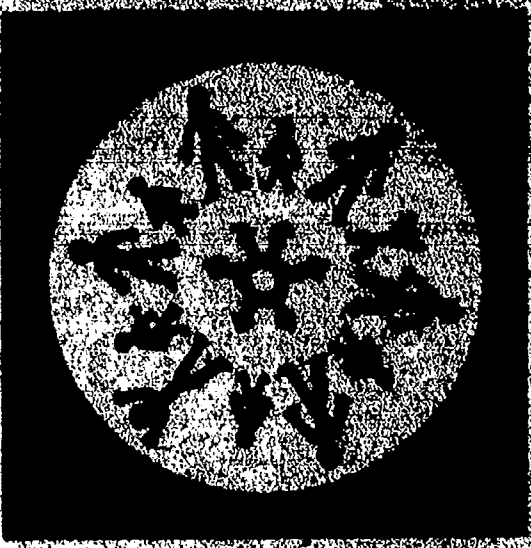
A step-by-step program for developing a staff  
improvement program within a school is offered. Discussions  
concerning participant identification, task setting, decision making,  
policy formation, goal decisions, and evaluation are presented, and  
record-keeping instruments for similar inservice programs are  
suggested. (JD)

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A SCHOOL'S HANDBOOK  
FOR DESIGNING A  
PROFESSIONAL DEVELOPMENT SYSTEM

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION



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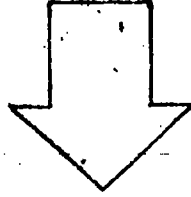
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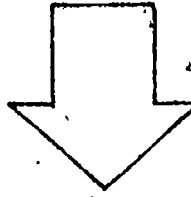
PAUL RAPHAEL LEPESQUEUR

PROFESSIONAL DEVELOPMENT  
IS ANY LEARNING WHICH FURTHERS  
THE KNOWLEDGE, SKILLS, OR ATTITUDES  
OF PERSONS IN THEIR WORK;



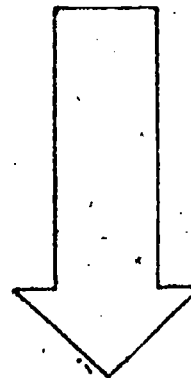
PROFESSIONAL DEVELOPMENT IS USUALLY:

- \* DONE BY INDIVIDUALS AT RANDOM
- \* UNRELATED TO INSTITUTIONAL GOALS
- \* UNMONITORED OR UNDOCUMENTED



PROFESSIONAL DEVELOPMENT CAN ALSO BE:

- \* ORGANIZED
- \* RELATED TO INSTITUTIONAL GOALS
- \* MONITORED FOR EFFECTIVENESS



A SYSTEM FOR PROFESSIONAL  
DEVELOPMENT

\*\*\*\*\*

THE ADVANTAGES OF A PROFESSIONAL  
DEVELOPMENT SYSTEM  
ARE

1. ACHIEVEMENT OF GOALS MORE LIKELY
2. LESS DUPLICATION AND REDUNDANCE
3. BETTER USE OF RESOURCES
4. MORE EFFECTIVE USE OF PROFESSIONAL TIME

\*\*\*\*\*

THE DISADVANTAGES OF A PROFESSIONAL  
DEVELOPMENT SYSTEM  
ARE

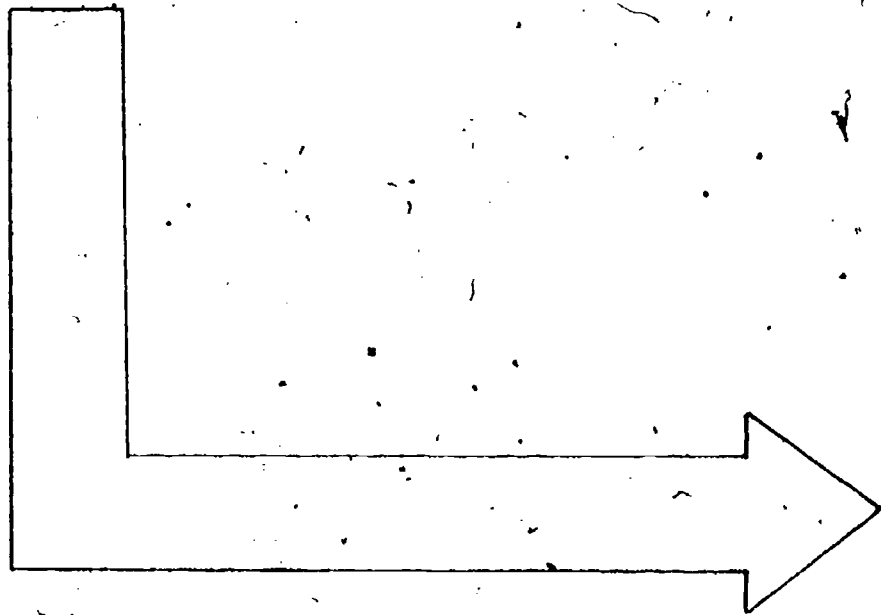
1. MORE WORK FOR SOME ONE
2. IT'S HARD TO PLEASE EVERYONE
3. COMMITMENT REQUIRED
4. HARD QUESTIONS GET ASKED

\*\*\*\*\*

A PROFESSIONAL DEVELOPMENT SYSTEM  
SHOULD . . . . .

1. ASSIGN RESPONSIBILITY
2. CLARIFY GOALS
3. MONITOR ACHIEVEMENT
4. COORDINATE FUNCTIONS
5. DO LONG-RANGE PLANNING

TO CREATE A SYSTEM



## I. SYSTEM DECISIONS

### DECIDE #1

WHO WILL MAKE DECISIONS ABOUT  
A PROFESSIONAL DEVELOPMENT  
SYSTEM ? ? ?

- \* AN INDIVIDUAL
- \* A GROUP ... COMMITTEE
- \* TOTAL STAFF

### DECIDE #2

HOW THE DECISIONS WILL BE  
MADE ? ? ?

- \* CONSENSUS
- \* MAJORITY VOTE
- \* DICTATED



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GOAL DECISIONS

---

A GOAL IS A STATEMENT OF WHAT  
PROFESSIONAL DEVELOPMENT IS TO  
ACHIEVE.

---

A. INDIVIDUALS CAN WORK TOWARD  
INDIVIDUAL PROFESSIONAL GOALS

OR

B. INDIVIDUALS CAN WORK TOWARD A  
COMMON INSTITUTIONAL GOAL



TO BE CONTINUED



A GOAL CAN BE:

\* SHORT RANGE

- 1 SEMESTER

- 1 YEAR

\* LONG RANGE

- 2 YEARS

- 5 YEARS

A GOAL CAN BE:

\* SPECIFIC

- INCREASED SKILLS IN  
TEACHING READING

\* GENERAL

- DECREASE VANDALISM

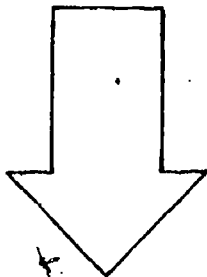
A GOAL CAN BE:

\* FOR A FEW

- READING TEACHERS ONLY

\* FOR EVERYONE

- TOTAL STAFF



GOALS DETERMINE THE PROGRAM CONTENT  
OF PROFESSIONAL DEVELOPMENT.

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## POLICY DECISIONS

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POLICY DECISIONS DETERMINE  
THE PARAMETERS  
OF THE SYSTEM

#1. PARTICIPATION OF INDIVIDUALS WILL BE

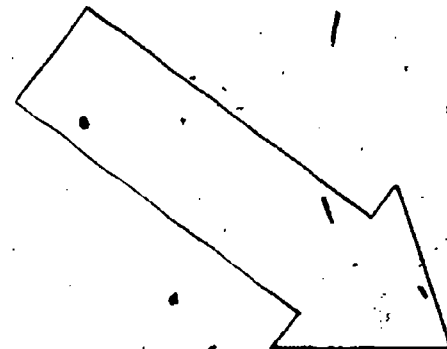
- \* VOLUNTARY
- \* MANDATORY

#2. RESPONSIBILITY IS HELD BY

- \* AN INDIVIDUAL
- \* A COMMITTEE
- \* TOTAL STAFF

SELECTED BY

- \* STAFF VOTE
- \* VOLUNTEERISM
- \* MANDATE



MORE

#3. EVALUATION IS A JUDGMENT ABOUT HOW CLOSE YOU GET TO A GOAL. THE GOAL DETERMINES WHO IS JUDGED ON WHAT.

EVALUATION CAN BE DONE BY

- \* INDIVIDUAL
- \* COMMITTEE
- \* PEERS
- \* OUTSIDER

#4. RESOURCES ARE MONEY, PEOPLE, TIME, AND MATERIALS.

RESOURCES CAN BE ALLOCATED BY

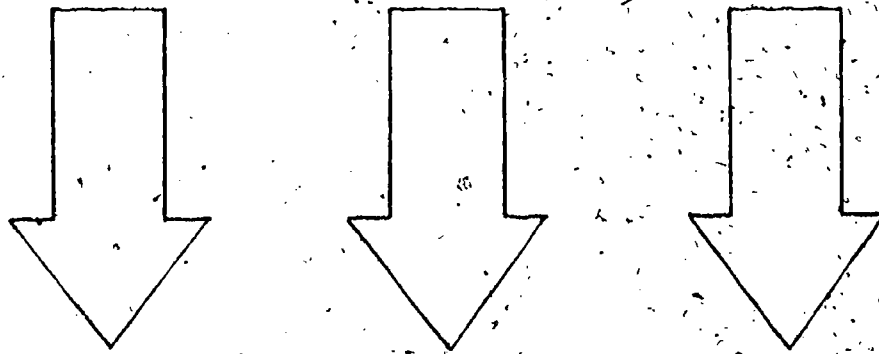
- \* INDIVIDUAL
- \* COMMITTEE
- \* TOTAL STAFF

#5. PROGRAM IS MADE UP OF A SERIES OF EXPERIENCES THAT ARE RELATED BY THE GOAL THAT IS TO BE ACHIEVED.

PROGRAM EXPERIENCES ARE DETERMINED BY

- \* INDIVIDUAL
- \* COMMITTEE
- \* TOTAL STAFF

PROFESSIONALS HAVE A JOB TO DO.  
PROFESSIONALS CAN ONLY BE PART-  
TIME LEARNERS. ANY SYSTEM OR  
PROGRAM OF OFFERINGS THAT IS  
ALL-TIME-CONSUMING FOR ALL STAFF  
WILL FAIL.



TO CREATE A PROFESSIONAL DEVELOPMENT  
SYSTEM WILL . . . .

1. PROBABLY TAKE A YEAR
2. PROBABLY BE DONE BY COMMITTEE
3. NECESSITATE A LEADER
4. BEGIN WITH A FULL DAY WORK  
SESSION
5. REQUIRE SOME MONEY FOR LEADER'S  
TIME AND MATERIALS.

CREATING A PROFESSIONAL DEVELOPMENT SYSTEM

I. Getting Started

- A. Who will work on task?
- B. How will group make decisions?
- C. Who is leader of work group?

II. Beginning Work

A. Set Task: The task of this group is to create a professional development system.

B. Decisions:

1. Goal

|               |             |          |              |
|---------------|-------------|----------|--------------|
| Institutional | Short Range | Specific | For Few      |
| Individual    | Long Range  | General  | For Everyone |

2. Policy

- a. participation will be
- b. responsibility held by
- c. selected by
- d. evaluation done by
- e. resources allocated by
- f. program's experiences determined by

C. Written Statement describing system

D. Approval of system

III. Ending Work

A. Evaluation of task

## II. RECORD KEEPING

RECORDS ARE KEPT OF ACHIEVEMENTS.

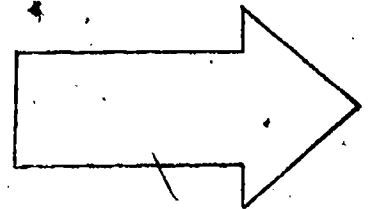
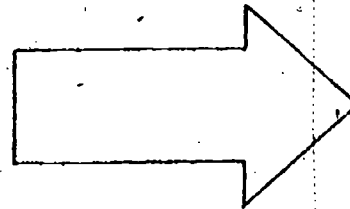
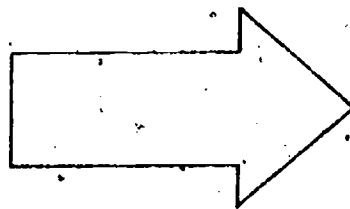
THEY ARE MILESTONES, LANDMARKS, OR  
END POINTS FOR NEW BEGINNINGS.

THEY PROVIDE INFORMATION FOR MAKING  
DECISIONS.

INSTITUTIONS HAVE TRADITIONALLY KEPT  
THE RECORDS AND PARTICIPANTS GET  
TRANSCRIPTS AND DIPLOMAS.

ANY LOCAL SYSTEM OF PROFESSIONAL  
DEVELOPMENT WILL KEEP TOTAL PROGRAM  
RECORDS OF

- CONTRACTS
- REGISTRATION
- EVALUATION/ACHIEVEMENTS
- COSTS



Service Contract

Please complete and return to:

The following person(s) agree to provide services to \_\_\_\_\_

1. WHO: \_\_\_\_\_

Work Address: \_\_\_\_\_  
\_\_\_\_\_

Home Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_  
\_\_\_\_\_

2. WHAT: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. WHEN: Date \_\_\_\_\_

Time \_\_\_\_\_

4. WHERE: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Fee: \_\_\_\_\_

6. DESCRIPTION OF OFFERING FOR PUBLICITY:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. SPECIAL ARRANGEMENTS:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

(REGISTRATION SHEET)

Title: \_\_\_\_\_  
Instructor: \_\_\_\_\_  
Location: \_\_\_\_\_  
Dates: \_\_\_\_\_

Total # Participants \_\_\_\_\_  
Times: \_\_\_\_\_

| NAME | WORK ADDRESS | Grade, if Applicable |
|------|--------------|----------------------|
| 1.   |              |                      |
| 2.   |              |                      |
| 3.   |              |                      |
| 4.   |              |                      |
| 5.   |              |                      |
| 6.   |              |                      |
| 7.   |              |                      |
| 8.   |              |                      |
| 9.   |              |                      |
| 10.  |              |                      |
| 11.  |              |                      |
| 12.  |              |                      |
| 13.  |              |                      |
| 14.  |              |                      |
| 15.  |              |                      |
| 16.  |              |                      |
| 17.  |              |                      |
| 18.  |              |                      |
| 19.  |              |                      |
| 20.  |              |                      |



WORKSHOP EVALUATION

1. My knowledge of materials and concepts presented prior this workshop was:

1 2 3 4 5 6  
(low) (high)

2. The extent this workshop increased my knowledge about the materials and concepts is:

1 2 3 4 5 6  
(low) (high)

3. The overall usefulness of this workshop for me is:

1 2 3 4 5 6  
(low) (high)

4. The organization of the workshop was:

1 2 3 4 5 6  
(poor) (excellent)

5. The clarity of presentations was:

1 2 3 4 5 6  
(poor) (excellent)

6. The expertise of presenters was:

1 2 3 4 5 6  
(low) (high)

7. The strengths of this workshop were

8. The weaknesses of this workshop were:

For me the next step now is \_\_\_\_\_

INSTRUCTOR'S EVALUATION

Name \_\_\_\_\_  
Workshop Title \_\_\_\_\_ Workshop Dates \_\_\_\_\_

1. How did participants respond to you, in general?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Did you have sufficient time for your program?  
If not, please specify:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. If you gave assignments, did participants complete them?

\_\_\_\_\_  
\_\_\_\_\_

4. Do you feel the participants' expectations of the course were consistent with what you presented?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What was accomplished/achieved by participants during your work?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Briefly state any problems that arose, if any:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Program

REPORTING

OBJECTIVE

---

---

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---

---

What Happened:

What Didn't Happen:

Changes Needed:

PRODUCTS/OUTCOMES

---

---

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---

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EXPENSE REPORT

Name: \_\_\_\_\_

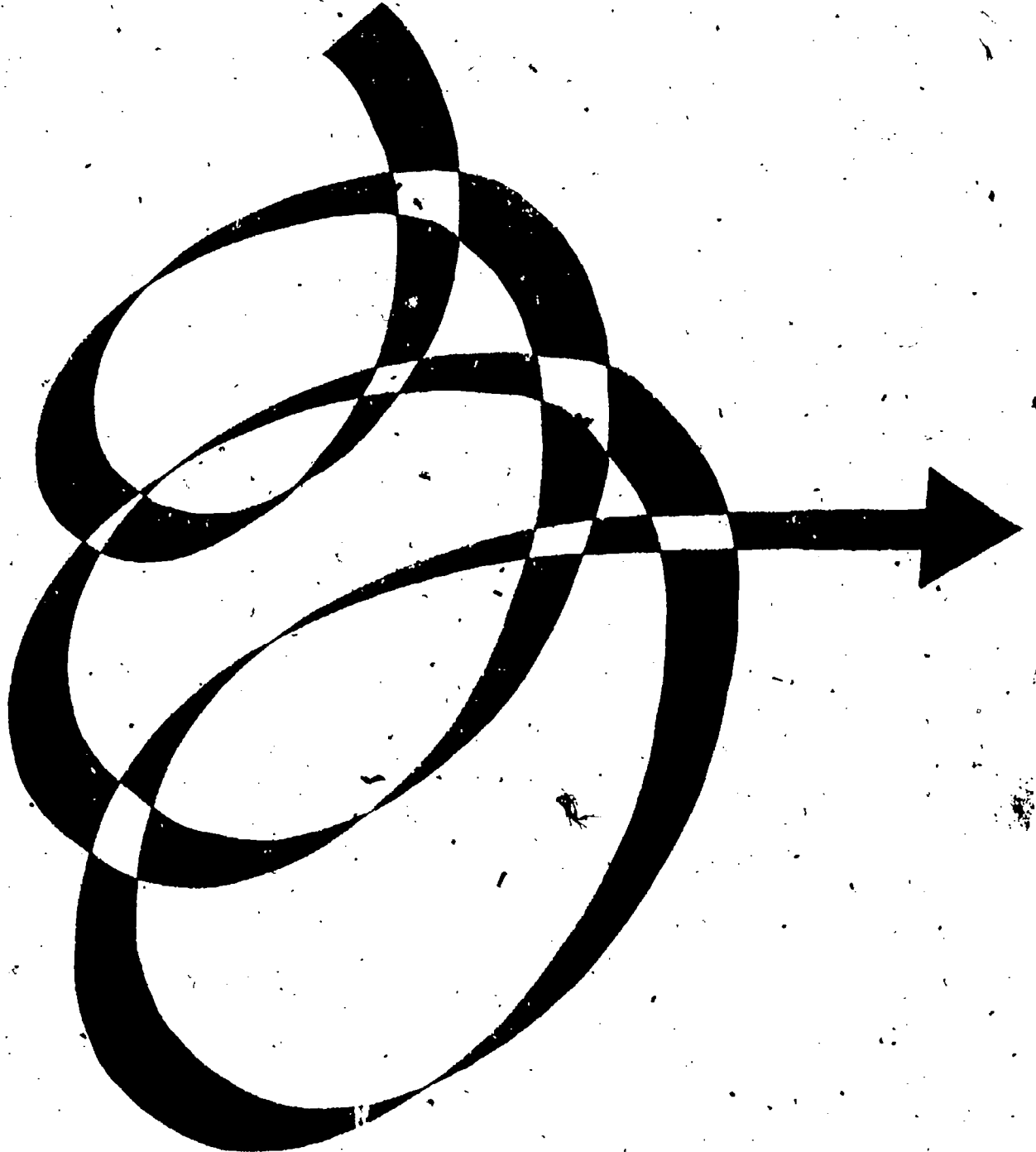
Date: \_\_\_\_\_

Address: \_\_\_\_\_

Activity: \_\_\_\_\_

|   | Amount   |
|---|----------|
| Professional Services                                     |          |
| Mileage (please circle appropriate amount)<br>.10 .12 .15 |          |
| Airfare   |          |
| Other Transportation                                      |          |
| Meals   |          |
| Lodging   |          |
| Other   |          |
| TOTAL:  | \$ _____ |

ALL INFORMATION IS THEN  
SUMMARIZED FOR REPORTING,  
PLANNING, AND FURTHER  
DECISIONS.



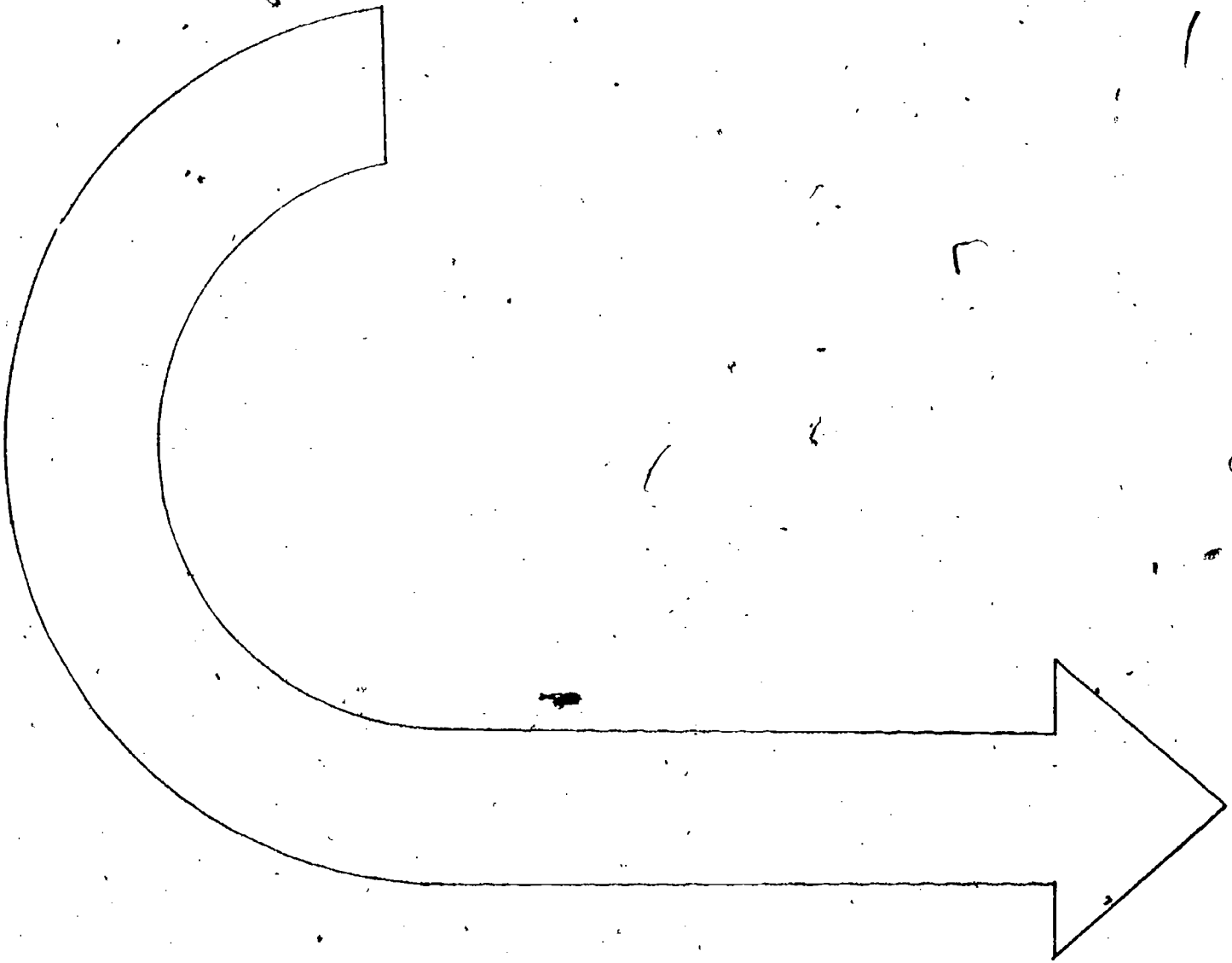
INDIVIDUAL PROFESSIONAL DEVELOPMENT PROGRAM ACTIVITIES

|  |  |
|--|--|
| A. Format of Learning                  |  |
| B. Total Contact Hours                 |  |
| C. Instructor(s)                       |  |
| D. Content Area                        |  |
| E. Number of Participants              |  |
| F. Cost                                |  |
| G. Learning Outcomes Hoped For         |  |
| H. Consensus of Participant Evaluation |  |
| I. Achievements                        |  |

INDIVIDUALS MUST KEEP RECORDS ON:

PROFESSIONAL PLAN & RESULTS

PROFESSIONAL EXPERIENCES



PROFESSIONAL PLAN

|                                |
|--------------------------------|
| Institutional Goal:            |
| Institutional Evaluation Plan: |
| Individual Objective:          |
| Individual Evaluation Plan:    |

| Professional Experiences | Date |
|--------------------------|------|
|                          |      |
|                          |      |
|                          |      |
|                          |      |
|                          |      |
|                          |      |
|                          |      |
|                          |      |
|                          |      |
|                          |      |

|                     |
|---------------------|
| Individual Results: |
|---------------------|

|                        |
|------------------------|
| Institutional Results: |
|------------------------|





### III. PROGRAM ELEMENTS

THERE ARE COMMON PROGRAM ELEMENTS IN ANY PROFESSIONAL DEVELOPMENT SYSTEM THAT DO NOT VARY WITH THE NUMBER OF PEOPLE INVOLVED.

1 THE BENEFITS OF LEARNING

2 THE TIME LEARNING OCCURS

3 THE FORMAT OF LEARNING

4 THE PROCESS OF LEARNING

5 THE TYPE OF LEARNING

1 THE BENEFITS OF LEARNING

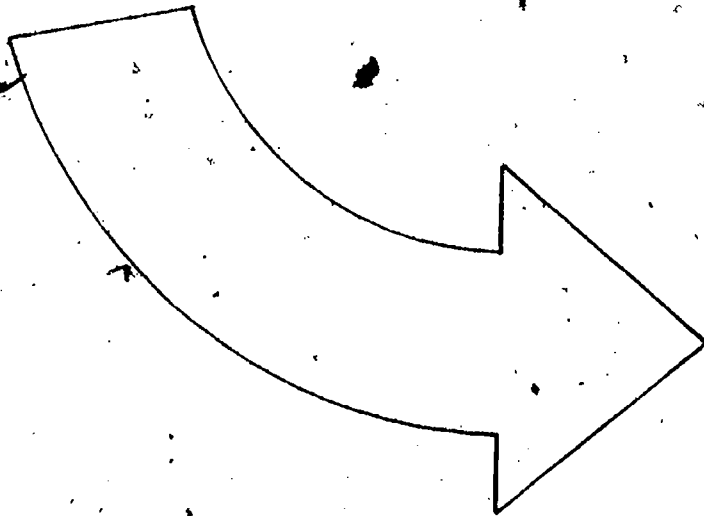
IN THE PAST IT HAS BEEN NECESSARY TO  
OFFER EXTRINSIC REWARDS TO GET PRO-  
FESSIONALS TO CONTINUE THEIR LEARNING.

THE REWARD SYSTEM HAS BEEN:

INDIVIDUALS PAY TUITION  
FOR UNIVERSITY CREDIT AND DEGREES  
GET MORE MONEY ON SALARY SCALE  
RENEWAL OF LICENSE

THAT IS CHANGING TO:

- MOST PROFESSIONALS NOW HAVE ADVANCED DEGREES.
- THE SALARY SCALE IS ADEQUATE
- THE RECERTIFICATION PROCESS IS MORE OPEN TO ALTERNATIVE LEARNING EXPERIENCE.



EXTERNAL REWARDS ARE VIABLE  
FOR ONLY A FEW. THE BENEFITS  
OF LEARNING MUST NOW BE BASED  
ON:

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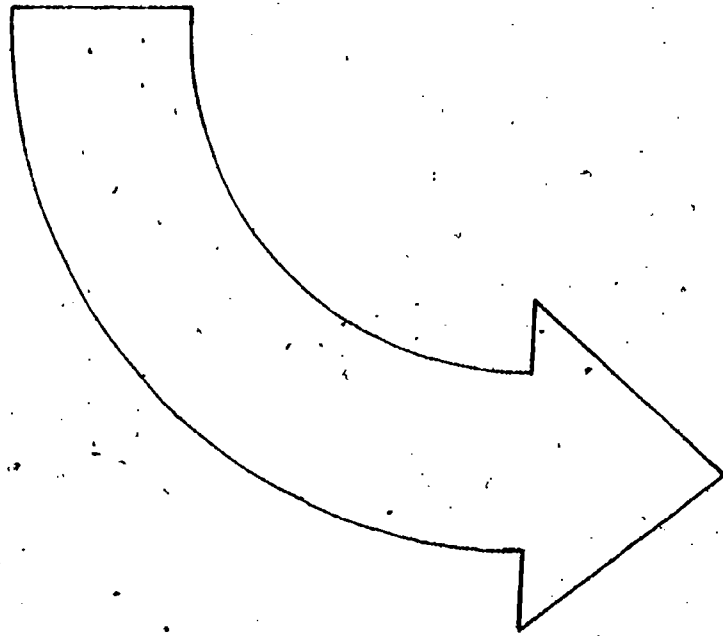
- THE INTRINSIC DESIRE OF THE PROFESSIONAL

OR

- THE MAGNITUDE OF THE PROBLEM

OR

- THE LAW MANDATING ADULT LEARNING





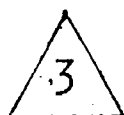
## THE TIME LEARNING OCCURS

THE DIFFICULTY IN SCHEDULING PROFESSIONAL DEVELOPMENT LIES IN TRYING TO RELEASE THE TOTAL STAFF AT ONE TIME. THIS PLAN BY NECESSITY MEANS CHILDREN DO NOT COME TO SCHOOL. ANOTHER OPTION LIES IN STAFF HAVING A SET NUMBER OF PROFESSIONAL DAYS ALLOTTED PER YEAR. THEN PROFESSIONAL DEVELOPMENT OFFERINGS CAN BE SCHEDULED FOR SMALL GROUPS OF STAFF UTILIZING INDIVIDUAL PROFESSIONAL DAYS.

THE ISSUE INVOLVED IS WHETHER PROFESSIONAL DEVELOPMENT IS PART OF THE NORMAL WORK DAY OR IS A RESPONSIBILITY OF THE INDIVIDUAL PROFESSIONAL TO OBTAIN AFTER THE WORK DAY. THE ANSWER CLEARLY IS BOTH. A PERSON LEARNS AND WORKS; THEY ARE INTERRELATED. SCHEDULING OF PROFESSIONAL DEVELOPMENT EXPERIENCES WILL UNDOUBTEDLY INCLUDE BOTH THE NORMAL WORK DAY AND TIME AFTER WORK DAY.

TIME SCHEDULE OPTIONS

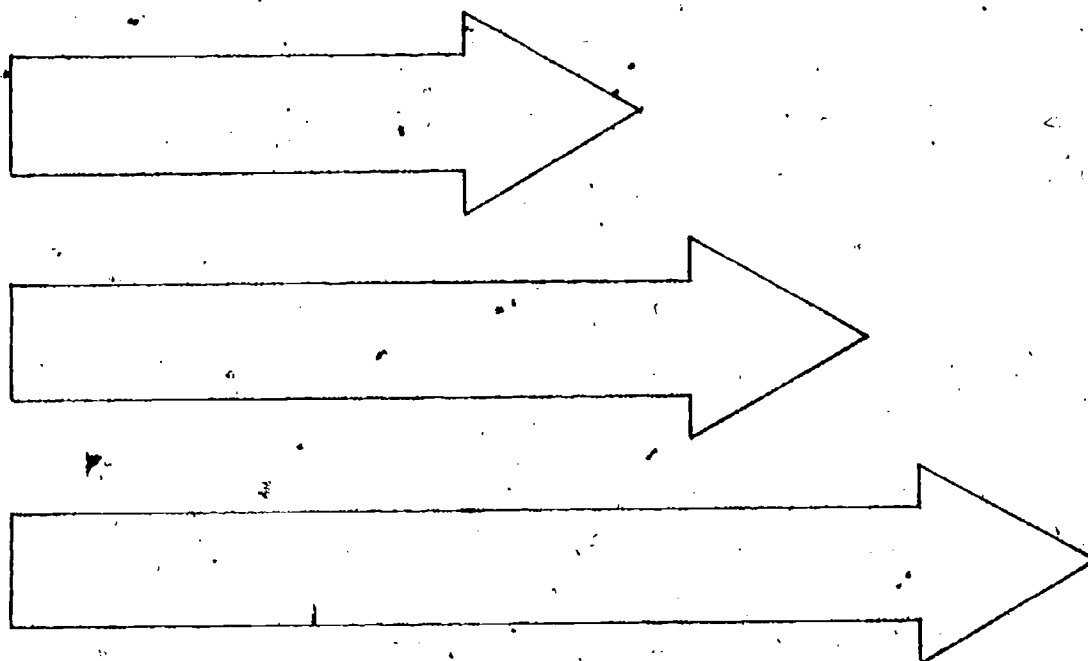
|                                |  |
|--------------------------------|--|
| After School                   | The traditional inservice has been immediately after work when professionals are at their lowest energy point. Only minimal learning can occur at best.  |
| 1/2 Days: Morning<br>Afternoon | A half day of professional development coupled with a half day of work is an increasingly popular form of scheduling. A number of school systems operate a 4 1/2 week for students with Wednesday or Friday afternoons reserved for staff development. If this is done on a regular basis, many formats become possible.                     |
| Evenings                       | Evenings are a viable option if staff live within an hour's drive of where the offering is held. As students most of us have driven to the university for our evening classes. Fifteen consecutive weeks is just too long to sustain active learning in the evenings.  |
| Full Days                      | Rarely does the outcome of a full day experience justify the release of <u>total</u> staff. They can be useful <u>initially</u> in a professional development program to create awareness level learning or to build a common theme for later individual work. Professional days for individuals hold greater potential for useful learning. |
| Weekends                       | The Friday night, Saturday, Sunday offering scheduled 2-3 times per year has been used with much success. There is enough time for significant learning to occur. Professionals have used this schedule to attend regional and national conferences for years.   |
| Summers                        | Other than the occasional summer curriculum committee, professionals do not return to their work environment. Instead they drive to the university.  |



### THE FORMAT OF LEARNING

INSTITUTES, WORKSHOPS, COURSES, SEMINARS,  
CONFÉRENCES, PROJECTS, WORK GROUPS, MEETINGS.

THE WORDS ARE KNOWN BY ALL, BUT  
WHAT THEY MEAN VARIES WITH THE  
INDIVIDUAL. AGREEMENT BY LOCAL  
GROUPS ON THE MEANING OF THESE  
TERMS CAN LEAD TO BETTER CHOICES  
BEING MADE ABOUT THE FORMATS  
REALLY WANTED.



COMMON FUZZY MEANINGS

|              |  |
|--------------|--|
| Course       | <ul style="list-style-type: none"><li>- Meets at regular intervals from 1-3 hours per session for 15 weeks</li><li>- 15-45 total contact hours</li><li>- 1-3 hours university credit</li><li>- Broad content</li></ul>                                     |
| Workshops    | <ul style="list-style-type: none"><li>- 2-15 hours done on 1 or 2 days</li><li>- No credit, may have recertification credit</li><li>- Specific, focused content</li><li>- Little reading or writing expected</li><li>- No assignments. No tests.</li></ul> |
| Seminar      | <ul style="list-style-type: none"><li>- Small group</li><li>- Specific, individual study about common theme</li><li>- Individual interaction with instructor</li></ul>   |
| Conferences  | <ul style="list-style-type: none"><li>- 1-3 day time period</li><li>- Short offerings for individual choice</li><li>- Some unifying theme to offerings</li><li>- Held at some commercial facility</li></ul>  |
| Institutes   | <ul style="list-style-type: none"><li>- Same as above!</li><li>- Credit may be available for attendance</li></ul>  |
| Work Groups. | <ul style="list-style-type: none"><li>- Clear task to accomplish something</li><li>- Time determined by task</li></ul>   |
| Meetings     | <ul style="list-style-type: none"><li>- To get information or make decisions</li><li>- Can be regular or sporadic</li><li>- Not considered learning</li></ul>  |
| Conventions  | <ul style="list-style-type: none"><li>- 2-3 day time period</li><li>- Everyone travels</li><li>- Lots of experts to hear</li><li>- National perspective</li></ul>  |
| Presentation | <ul style="list-style-type: none"><li>- Short lecture</li><li>- May include visuals</li></ul>  |





## THE PROCESS OF LEARNING

ANY PROGRAM MUST BE FOUNDED ON THE  
KNOWLEDGE OF HOW PEOPLE LEARN.

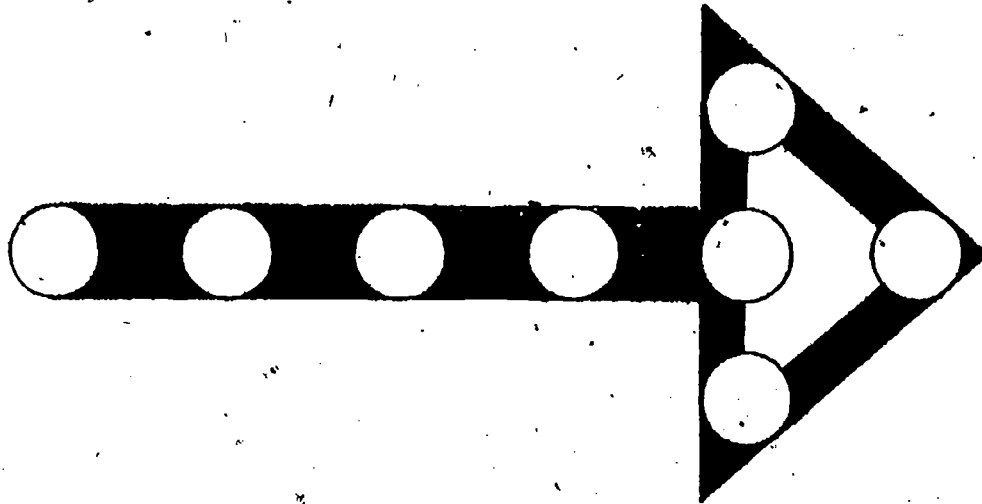
THE PROCESSES OF LEARNING ARE THE CRI-  
TERIA OR STANDARDS AN INSTRUCTOR USES  
TO DECIDE WHICH

METHODS

ACTIVITIES

PROCESSES

WILL ACTUALLY BE USED AS THE LEARNING  
EXPERIENCES OF A PROFESSIONAL DEVELOP-  
MENT PROGRAM OFFERING.



THE LEARNING PROCESS

1. EXPLORATION

Participants need an opportunity to get acquainted with the content. Think of exploration as getting participants to view the goods before the auction starts rather than just waiting for them to be put up, one by one. Participants can look at materials, skim articles, generate questions, or share opinions with others. Participants need time to get involved with the content in their own way if useful learning is to occur.

2. INTERACTION

Participants' own experiences, feelings, attitudes form the base for the most important learning experiences. Interaction is a way of removing participants from their relative isolation, getting input from other perspectives, and furthering thinking. Variable grouping patterns - between friends, strangers, pairs, small group, large group - are necessary to encourage the most productive interaction.

3. ACTIVE PARTICIPATION

Twenty minutes is as long as most of us can sit in one place without fidgeting. Even concerts have intermissions. The need of all participants for physical movement and use of senses is often forgotten in adult learning. Just changing groups provides some movement. Activities which demand active listening, rather than passive listening, will increase the alertness and, therefore, learning of most groups.

4. REFLECTION  
AND  
ARTICULATION

Reflection must remain open-ended with no expectation of "right" or "wrong" responses and serve as a vehicle for clarification and understanding. A do-stop-think process is necessary to make sense of activity that can otherwise be perceived as isolated and useless. Reflecting and articulating by participants on the what, how, and why of the activity raise learning from the unconscious to a conscious level.

5. SYNTHESIS  
OR  
INTEGRATION

Time is most often the major factor in synthesizing and it can not be programmed to occur. For participants to integrate new learnings with what they already know, a task or assignment to be done later is helpful. Comparing past with present also furthers this process. Without synthesis, each new technique, skill, or concept becomes just one more "innovation."



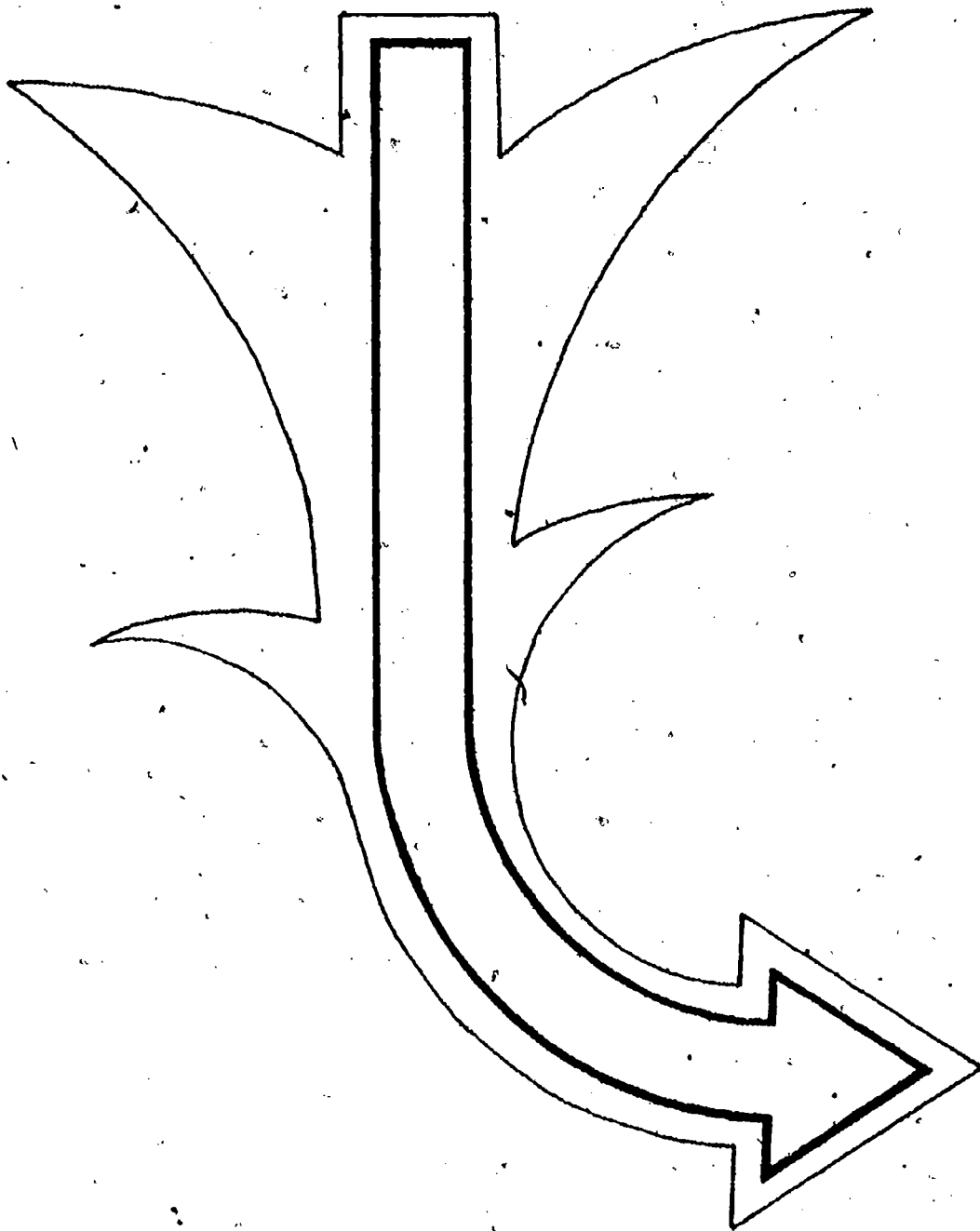
THE CONTENT OF LEARNING

IS

KNOWLEDGE

SKILLS

ATTITUDE



CONTENT OF LEARNING

|                     |  |
|---------------------|--|
| AWARENESS:          | Awareness sessions are usually introductions to a concept or technique. Participants rarely learn skills here but should leave the session with the information necessary for deciding whether they want to know more or whether the information presented could be useful in their work. Such sessions should be short - 2 hours at most - and exploratory in nature.   |
| SKILLS:             | Participants should leave a skill session with at least one new skill. Trainer demonstration and participant practice with leadership shifting from the trainer to the participants is a common sequence. The length of the session depends on the complexity of the skill, but participants must leave knowing what they have learned.  |
| TRANSFER OF SKILLS: | Learning a skill and trying it out on the job are two different activities. A "transfer" session best directly follows a skill-learning session. Providing both activities eliminates premature judgments like "my students won't do this," "this is dumb" or "I don't see how this will help in my work." Participants need to separate themselves as learners from themselves as workers and be given a safe situation to try out the skill. Then problems can be discussed on the basis of real experience. |
| KNOWLEDGE:          | Knowledge sessions include facts, theories, concepts, ideas. The most successful knowledge sessions include exploration, participation in short experiments, structured observations, and reading interspersed with a number of structured reflections. The lecture that holds the attention well enough or long enough to achieve understanding is possible, but rare.  |
| ATTITUDE:           | Changing or developing attitudes is hard and at best can only occur through very intensive learning experiences over a 5-day period or over a very long time period with less intense instruction.   |

Individualizing instruction with large groups to offer several levels simultaneously in a short amount of time is almost impossible. To make offerings available beyond awareness and skills necessitates the commitment of participants to expending more time and effort and requires greater financial resources for instructors.

IN A SUCCESSFUL PROFESSIONAL  
DEVELOPMENT PROGRAM:

1. ALL ACTIVITIES ARE RELATED TO A GOAL.
2. LEARNING DOES OCCUR.

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3. ACHIEVEMENT OF GOAL IS DETERMINED.
4. INFORMATION IS PUBLIC.

