SP - (16044) - THE ART OF DESIGNING A TEACHER PROFESSIONAL DEVELOPMENT PROGRAM

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Short Abstract

In this study we introduce an analytic framework for effective Teacher Professional Development (TPD) synthesized and derived from literature. The framework is a result of acknowledging that both principles for effective TPD and methods to facilitate enactment are important, but also complementary. The framework is furthermore empirical validated through analysis of how a group of primary school teachers realize an intended TPD module and how components of the TPD module influence on the teachers' competence development. The TPD module explored is from the TPD program Math and Science Trails (MaST) aiming to enhance teachers' competence to teach in a way that facilitate students' deep learning. The data consisted of the description and resources from the TPD module, observations and audio-recordings as teachers realized the TPD module and a post-interview with a group of teachers who realized the TPD module. The results show that the teachers realized the first part of the module as in the intended module, but deviated from intended TPD module in several ways in the last part of the module. The teachers did not manage to use strategies they were given to plan and reflect over the students learning, but in contrast to prior studies the results from this study indicated that a learning activity worked as a catalyst for the teachers' competence development. The results gave insight to how the different components in the TPD module influenced the teachers' competence development, and hence how the TPD module can be revised to be improved. Furthermore, the results demonstrate the frameworks' utility and validate it as analytical framework, which can be used as a tool for designers of TPD, to design, evaluate and hence improve TPD programs to be more effective on teachers' competence development.