Professional Development Models

**Cascade Model- "Train-the-Trainer"

This model is an example of a type of standardized professional development. In this model, teachers are trained on a specific topic or set of skills and then asked to teach other teachers the concepts. This is also sometimes referred to as the "train-the-trainer model".

Sayre, S., & Wetterlund, K. (2002) wrote about a specific project where teachers became lead trainers and taught other teachers how to use an online art resources. It was a great example of the cascade model. It reminded me of www.thinkfinity.com who uses a similar approach to training by training lead trainers who are qualified to provide training for other teachers.

I have experience with this model because we implemented a "train-the-trainer" model as a part of the initial grant that started my position at the schools office. Two "target teachers" from each school were identified to attend two training sessions each year and a week long summer session. The target teachers were responsible for returning at their schools and providing at least two technology in-services each year to their faculty. This model worked very well in schools where we had strong target teachers. One problem that we encountered was teacher turnover. Every year we would have a target teacher leave and then we begin with a new target teacher and try to catch them up with the group. I think in the train the trainer model A great motivator was that for doing all of this hard work, each target teacher received a technology package for their classroom worth $2,000. They were able to choose from five different packages. This was a great incentive for the teachers and it placed more technology in all of our schools.


**Using Mobile Devices in a Model for Professional Development**

This authors of this article described using mobile devices (cell phones and e-books) as a way to provide professional development to teachers in rural Kenya. The article described that access to mobile technologies allowed teachers to use text messaging to communicate with their peers and "e-books" to learn more about literacy and science concepts. With the e-books, the teachers were introduced to a concept, given information to extend their knowledge, and then given a task to work with another teacher to design a classroom task. Overall, the results of the study were positive but the challenge of access is still preventing large scale projects like this in rural areas.

I do not have any experience with this method/model but can see how mobile devices could have the potential to be a vehicle for online professional development content. I think this type of professional development falls into the category of self-directed (for the e-books) and even stretches across the site-based models by including some peer review and communication.
Power, T., & Sankale, J. (2007). In the palm of your hand: supporting rural teacher professional development and practice through the use of mobile phones and other handheld digital devices.

**Coaching Model**

The coaching model is one that I think is very important in the teaching profession. This model usually involves a teacher who is the "coach" or "mentor". The mentors or coaches help their fellow teacher or teachers by modeling, answering questions, and providing one-on-one support. This article was a specific example of how a coaching model can be successful.

I have a little experience with this model through our new teacher mentoring program in some of our schools. I have seen it be very helpful to many new teachers, including myself, to have a coach or a mentor through their first two years of teaching. I think this model would be something to explore further for technology professional development. If we could have "tech" coaches, then maybe the one on one support would assist other teachers with developing technology skills and comfort levels.