

Framework for Designing Effective Professional Development

What is the change you wish to create and/or facilitate?

In what ways does this change relate to on-going professional development and school improvement?

How does your design challenge relate to this change?

Who, within the varying contexts, might be affected by the change? In what ways?

What are the belief systems and assumptions about the change? How does this relate to personal and shared vision?

What questions and needs might they have regarding the change? What is their readiness for this change?

How does this change link to other initiatives?

Who are the potential advocates of this change? Who should be members of a design team?

What do members of a design team (change agents and designers of professional development) need to know in order to build understanding?

In what ways does greater understanding refine or refocus the change?

How would you describe your role as a change agent?

What challenges do you currently face?

What would you like to know more about that would enable you to work more effectively in your role(s)?

What format(s) and approach(es) are used in your professional development design?

Which formats and/or approaches might be helpful to explore in some detail? Which ones might enhance your plan, given the contexts affected by this change?

How might the chosen formats and/or approaches be integrated and sequenced in an action plan?

What are additional potential resources? How might other initiatives be used?

What is your evaluation plan? Identify possible criteria for evaluating the overall design and process.

How might an action plan be used to help manage the implementation of this change?

How might you use the action plan in formative evaluation (to verify understanding and check for reasonable results), across appropriate contexts?

How would you describe the effectiveness of your design?

How has this design process assisted in the development of an effective design?

How might you use evaluation results to further inform and refine your design and process?

How might formative evaluation results be shared/reported?

How might you support the maintenance and continuity of this design?

Based on Cook and Rasmussen (1994)