

TEMPLATE FOR TEACHER DEVELOPMENT PROGRAMS

NOVEMBER 1993

NAME OF FACILITY OR PROGRAM:

NAME OF PERSON COMPLETING TEMPLATE:

DATE:

<u>Components of Effective Practice</u>	<u>Intended Program</u>	<u>Actual Program</u>
<p>Best Practice</p> <p>1. Program Administration</p> <ul style="list-style-type: none"> a. ensures program goals are clear and shared by all. b. clearly assigns responsibility so participants know who to consult with for what purposes. c. employs trouble-shooting mechanism for careful monitoring of mentor/teacher relationship. d. creates collegial atmosphere. e. ensures effective pre-program interaction. f. ensures effective program follow-up. g. communicates with and reports regularly to Illinois SWEPT program . h. maintains database of participant and mentor information. i. selects teachers for compatibility with facility mission and mentor 	<p>Intended Program</p>	<p>Actual Program</p>

TEMPLATE FOR TEACHER RESEARCH PROGRAMS

<u>Components of Effective Practice</u>	<u>Intended Program</u>	<u>Actual Program</u>
<p>specialization and work style.</p> <p>j. establishes relationship with teacher's school/district.</p> <p>2. Teacher Assignments</p> <p>a. are made by individual(s) with technical background.</p> <p>b. match background and work interest of the teacher.</p> <p>c. have mentors with time, interest, ability to talk to teachers at appropriate level.</p> <p>d. have mentors who are inducted into the role and supported throughout the experience.</p> <p>e. have mentors who are available or arrange for equally or more suitable substitute(s).</p> <p>f. have a mentor/teacher ratio that allows daily interaction and support.</p> <p>g. are corrected early-on in the case of mismatches.</p>		

TEMPLATE FOR TEACHER RESEARCH PROGRAMS

<u>Components of Effective Practice</u>	<u>Intended Program</u>	<u>Actual Program</u>
<p>3. Preparation</p> <ul style="list-style-type: none"> a. teachers are oriented to their role and the facility's working environment. b. teachers have clear expectations of what the experience will involve. c. mutual expectations are established in advance through mentor/teacher direct contact. d. mentors suggest reading and other pre-work accessible to teachers before arrival. e. facilities and working conditions required by teacher to do the assigned work are identified and prepared in advance. f. teachers receive advance communication about program logistics. <p>4. The Teacher's Work Experience</p> <ul style="list-style-type: none"> a. relates to the scientific and technical mission of the facility. 		

TEMPLATE FOR TEACHER RESEARCH PROGRAMS

<u>Components of Effective Practice</u>	<u>Intended Program</u>	<u>Actual Program</u>
<ul style="list-style-type: none"> b. is integral to, or a spin-off of, mentor's ongoing work. c. has a definable end point or outcome for the teacher although the outcome of the work may be unknown. d. has been carefully designed for success with respect to teacher capabilities, time constraints, technology capability. e. includes elements of the research process, such as designing experiments, creating mathematical models, collecting, analyzing and synthesizing data. f. incorporates the research process, with uncertainties, false starts, loose ends. g. involves technologies new to the teacher. h. involves original literature. i. involves presentation of results to peers (mentors and teachers). j. makes the teacher part of the work team, modeling the interdependence of team members. 		

TEMPLATE FOR TEACHER RESEARCH PROGRAMS

<u>Components of Effective Practice</u>	<u>Intended Program</u>	<u>Actual Program</u>
<p>k. provides opportunities for updating their knowledge and skills.</p> <p>l. allows them to be treated as co-workers.</p> <p>5. Boarder Facility-Related Experience</p> <p>Facility staff ensure:</p> <p>a. teachers get a broad exposure to areas of work central to facility's mission.</p> <p>b. teachers are regular participants at meetings/have opportunities to interact other teachers and workers.</p> <p>c. teachers are exposed to variety of careers.</p> <p>d. teachers receive specific assistance and suggestions for transferring both the process and content of work experience to the classroom.</p> <p>6. Follow-Up</p> <p>a. mechanisms are created to encourage teachers to continue to communicate</p>		

TEMPLATE FOR TEACHER RESEARCH PROGRAMS

<u>Components of Effective Practice</u>	<u>Intended Program</u>	<u>Actual Program</u>
<p>with the facility, mentor and community after the experiences; teachers have continued access to resources and information.</p> <p>b. teachers receive appropriate recognition from facility and program administration.</p> <p>c. facility encourages recognition of teacher by school and district.</p> <p>d. teachers receive advice and support for external presentation of work results.</p> <p>e. teachers receive advice and encouragement for sharing work experience and educational spin-offs with educators and community, and for encouraging other teachers to apply</p> <p>f. teachers receive advice and support for assuming leadership positions in district or with professional associations.</p> <p>g. teachers receive support for extending experience to the classroom during the school year.</p> <p>7. Program Evaluation</p>		

TEMPLATE FOR TEACHER RESEARCH PROGRAMS

<u>Components of Effective Practice</u>	<u>Intended Program</u>	<u>Actual Program</u>
<p>a. monitors the work experience.</p> <p>b. provides opportunities for structured input by teachers and mentors during and after the experience</p> <p>c. results in program changes, both immediate and long-term.</p>		