



# PROFESSIONAL DEVELOPMENT PRINCIPLES

## Design

Sound professional development in adult education mathematics should be designed to:

- ◆ begin with teachers as mathematics learners and thinkers.
- ◆ be a continuing process that is connected to curriculum and assessment standards, program policy and instruction and current research.
- ◆ be welcoming and accessible to all – to literacy and language teachers as well as to those who primarily teach mathematics.
- ◆ be evaluated with respect to its impact on teacher behavior in relation to increased student learning.

## Content

Professional development opportunities should focus on improving teachers' abilities to:

- ◆ establish a deep understanding of the mathematics of the curriculum and its principles.
- ◆ understand how adults' mathematical knowledge develops, how to recognize previous misconceptions, and how to assess and engage prior knowledge.
- ◆ use a broad range of instructional strategies that utilize a variety of materials to accomplish learning goals.
- ◆ understand how research can be used to improve their effectiveness as teachers.