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.