

Teacher driven professional development

Streamline to Mastery is a professional development program that follows an experiential model, like the LA program. Streamline relies on the resources and knowledge that the teachers bring from their classroom experiences to guide the direction of the program.

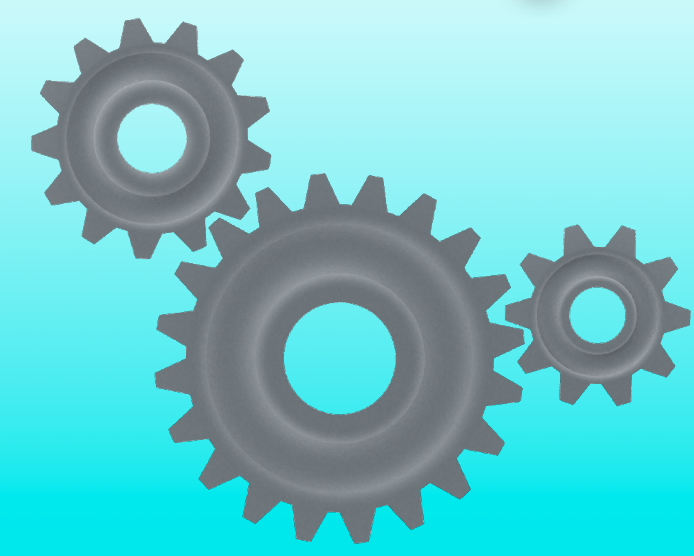
Research Questions

- 1) How do Streamline teachers change their participation and leadership roles in their interactions with other teachers and researchers?
- 2) How does the Streamline group resemble a community of practice?

Theoretical Framework

The Streamline teachers and researchers are developing a community of practice [1]. Through this process all members are adapting their roles within the group while they transform from new-comers to old-timers [2].

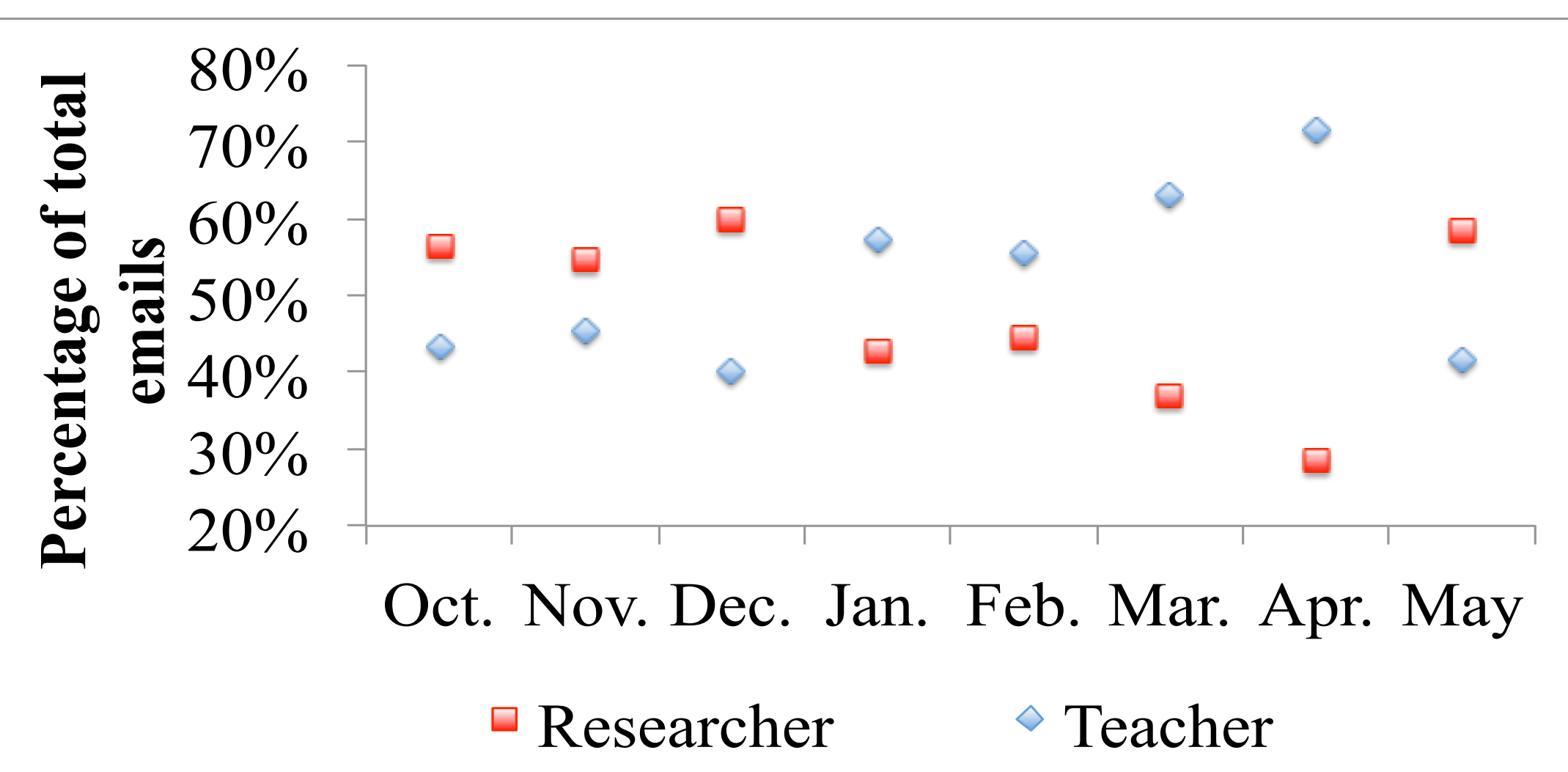
Streamline goals



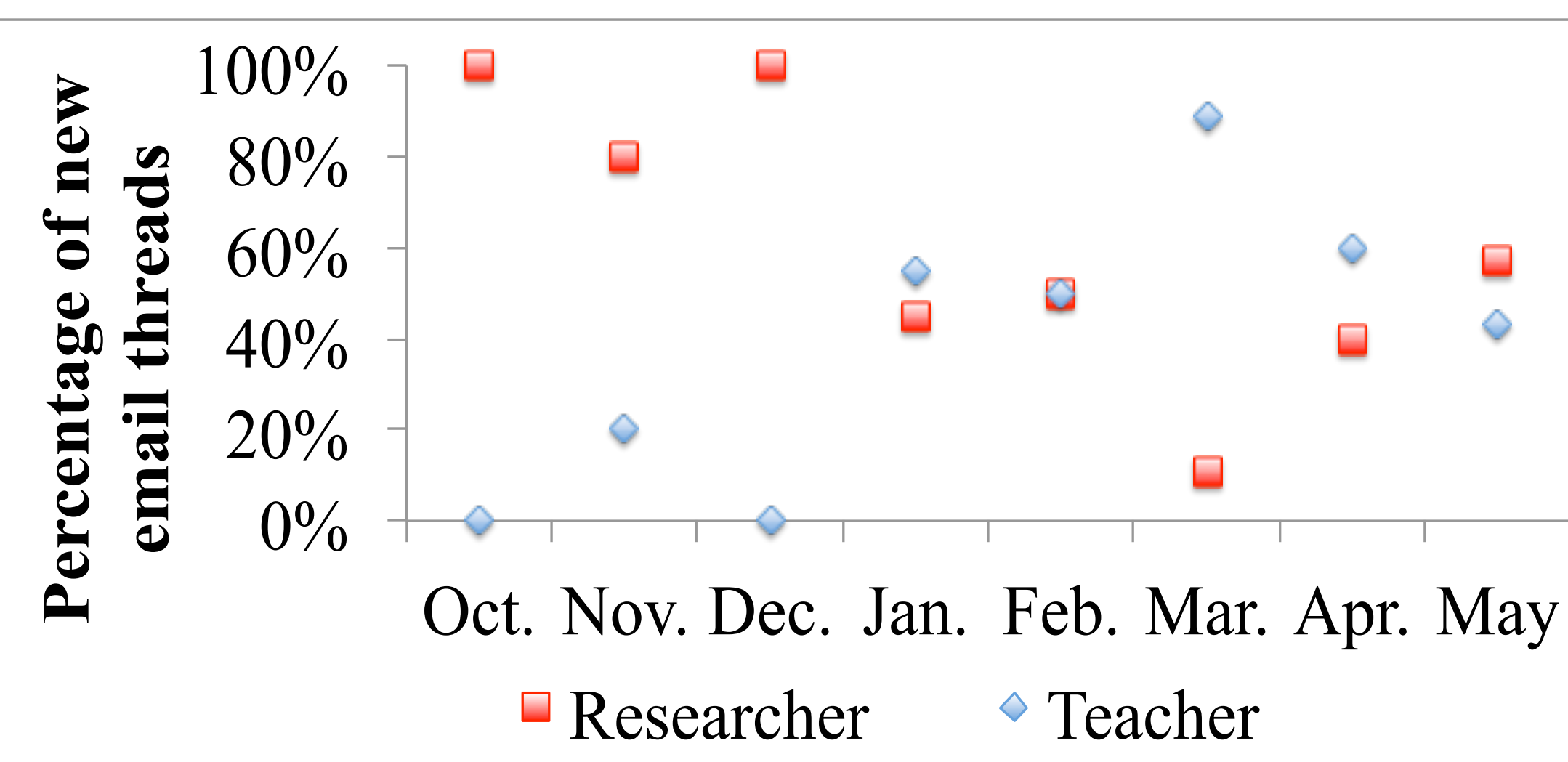
Streamline to Mastery cultivates a community of practice that enables teachers to create knowledge and assume positions of leadership. Through their experiences with Streamline, teachers will organically assume leadership roles within the national discussion of education reform.

Findings

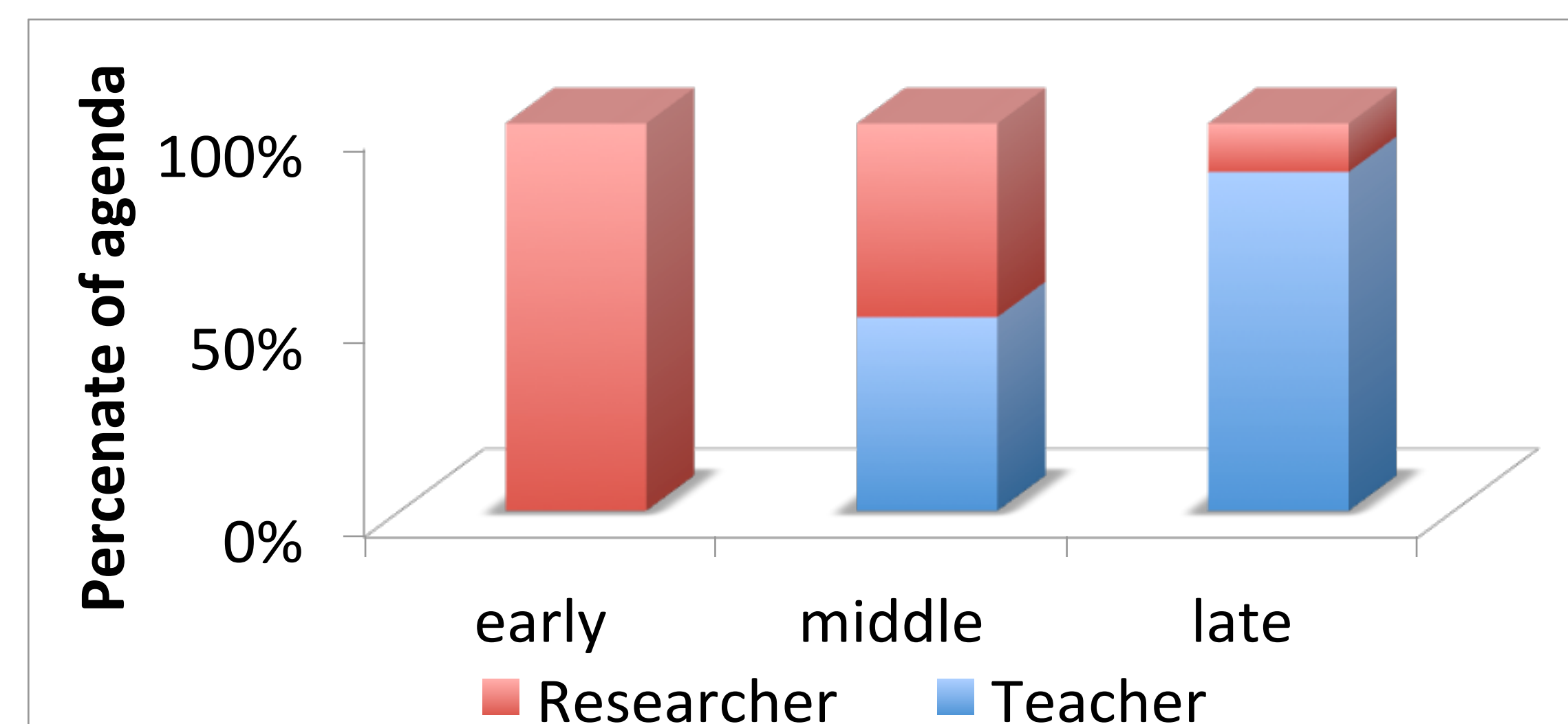
Finding #1: The percentage of Streamline emails originating from teachers increased over time.



Finding #2: The percentage of new Streamline discussion threads originating from teachers increased over time.



Finding #3: The percentage of agenda items originating from teachers increased over time.



Conclusions

We observed two forms of changing participation:

- 1) An increase in total teacher participation, as shown by increased emails, email thread origination, and agenda setting.
- 2) A shifting of roles from a hierarchical community in which the researchers were the experts and the teachers were the learners, to an egalitarian community where everyone participated equally as expert learners.

Several implications are associated with these findings:

- 1) When we think about teacher and faculty change, we might stop thinking about how to *make* people change and instead think about how to *create communities* in which change might happen.
- 2) When we think about professional development programs, we often think about bringing expertise and resources *to* the teachers. We might instead take the view that the resources necessary for professional development reside *within* the teachers and their everyday professional experiences.

References:

1. P. Grossman, S. Wineburg, & S. Woolworth, Toward a Theory of Teacher Community in Teachers College Record. 103, 942-1012 (2001).
2. Lave & Wenger, Situated learning: Legitimate peripheral participation. Cambridge, England: Cambridge University Press. (1991)