Professional Development Model Comparison

Feature	Teacher Workshops	College Classes	Online Courses	Train the Trainers	Generation Y
How it Works	Teacher attends workshop held in local school or educational service center.	Teachers take a college course to learn something new.	Teachers go to an online site to take a course.	One to three teachers in the schools are intensively trained to go back to their school and train other teachers.	One teacher in the school teaches a group of students to mentor and support the remaining teaching staff.
Time Commitment for Teacher	1 hour to 1 day	1 day to 18 weeks	4 to 18 weeks	20-50 hours with the in-school trainers.	Teachers spend an average of 3 hours per semester working with their certified Gen Y student.
On-site Follow-up	None	None	None	Trainers are on site, but have other duties.	Gen Y students and their partner-teachers design, deliver and assess the project as part of the model. Gen Y students are constantly in the teachers' classrooms and provide ongoing support. Certified students know the culture of the school and are eager to provide help to teachers.
Typical Results	Teachers do not have time to integrate new skills into classroom.	Teachers do not have time to integrate new skills into classroom.	Teachers do not have time to integrate new skills into classroom.	Trainers are on site, but have other duties.	Effective, sustainable improvement in level of technology integration throughout the school. Gen Y students continue to help teachers through their school career. Teachers increase their use of technology to benefit students. [5]
What Research Says	One time workshops are not effective. [1]	After completing the class, little happens to change the way students learn.[2]	Online courses have similar results to face-to-face courses.[3]	Trained teachers are overextended and do not have sufficient time to provide adequate training. [4]	Rated "Exemplary" by the U.S. Department of Education. Assessed use of technology in the classroom is built into the model. Teachers overwhelmingly prefer learning from students over adults. [5]
Cost to Train a Staff of 30 Teachers	$6,000 +	$16,200 +	$4,500 +	$15,000 +	$2,750
Pros	Many workshops to choose from. Easy to conduct familiar format. Workshop over in short period of time.	More in-depth than short workshop. Often taught by "expert" in field. Familiar format for teachers.	Can learn at convenient hours. Greater access to instructor than one-time workshops or college classes.	Only a few teachers in schools need to become tech "experts" and they can then train other teachers in the school context. Trainers know the culture and goals of the school.	Provides in classroom, anytime support for teachers. Standards-based, technology infused lessons are archived for future use. Students become change agents to improve education. Students are an enthusiastic and abundant resource. Values children's contribution to the learning process. On-line collaborative community for students and teachers.
Cons	One-time workshops are ineffective. Little on-site follow-up.	Little learned in these courses is transferred to the school setting. Little on-site follow-up. Requires time to complete assignments and travel.	Online instructors unfamiliar with local culture and needs. Participating teachers need technology skills to work online. Requires fast Internet connection and homework time.	Very expensive. Trainer of the trainers often not familiar with culture and needs of school. Trained "experts" in school often too busy to provide needed support.	The school must be comfortable with student empowerment, service learning, and students and teachers learning from one another.

1 Miller, E., (1998). The old model of staff development survives in a world where everything else has changed. In R. Tovey (Ed.), Professional development (pp. 1-3). Cambridge, MA: The Harvard Education Letter Focus Series No. 4
2 Mouza, C., (2002). Learning to teach with new technology: Implications for professional development. Journal of Research on Technology in Education. (pp. 272-289). Eugene, OR.
3 Marx, R., et. Al. (1998). Professional development of science teachers. In B.J. Fraser & K.G. Tobin (eds.). International Handbook of Science education (pp. 667-680). Dordrecht/Boston/London: Kluwer Academic Publishers.
4 North Central Regional Educational Laboratory (1997). Pathways to school improvement: Finding time for professional development. 5 U.S. Department of Education, Educational Technology Expert Panel Exemplary and Promising programs, (2000),