

*Dr. Bingmann is an academically trained public historian with eleven years of experience working in museum education where she trained docents, wrote exhibit labels, developed summer camps for children, led professional development workshops for teachers, created thematic tours, and wrote grants for professional development for teachers, museum.*

This course is intended as an introduction to key theoretical, methodological, and practical issues related to creating public history programs for and with a wider public in a variety of contexts including museums, historic sites, festivals, community projects, and other public history contexts. Students will study best practices in interpretive planning and collaboration, theories of learning, program strategies, and evaluation techniques. A series of case studies will ground our theoretical and methodological discussion in explorations of practice. Course Learning Objectives Through this course students will: Also available at [http:](http://) Falk and Lynn D. Dierking, *Lessons Without Limit*: Lisa Roberts, *From Knowledge to Narrative: Educators and the Changing Museum*. Judy Diamond , Jessica J. Uttal, *Practical Evaluation Guide*: Bonnie Sachatello-Sawyer, et al. Other materials will be available on iCollege or through electronic reserves ERes. Relevant case studies may also be added or handed out in class during the semester. In-class discussion Active participation in class is expected including: HIST Spring 2 2. Final project For your semester project you will create a plan for a public history education or public program for a specific public history context or institution. In short, you will create all the materials necessary for the launch of an educational or public program. This project will be completed in stages and include the following components: Please let me know in advance if you need to miss class; you will be responsible for making up any work missed due to absence. Missing more than three classes without an excuse will result in a lowered grade. In dire circumstances paper extensions can be considered; be prepared to document your emergency. In the event that you wish to dispute your grade, please submit the request and rationale for the change in writing to me within one week of receipt. Other Policies Academic Honesty: You can review this policy at: Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State University. Upon completing the course, please take the time to fill out the online course evaluation. I appreciate your feedback. Disability Services Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. Please inform me if you have a documented disability that needs to be accommodated. Purpose, pedagogy, performance Routledge, , *Educators share successful Techniques Alta Mira* , *Communicating with Visitors Through Drama* Heinemann, , *Undoing History through Performance* Scarecrow Press , *The Slave Dwelling Project: Educators share successful techniques Alta Mira* ,

*Author Johnson, Anna, author. Title The museum educator's manual: educators share successful techniques / Anna Johnson, Kimberly A. Huber, Nancy Cutler, Melissa Bingmann, and Tim Grove.*

The authors address programming, staffing and funding as well as the nuances of how people learn in the museum environment. This hands-on guide featuring experienced and innovative professionals is an inspiring contribution as we address dramatic changes in how museums and audiences interact. While geared towards those in the beginning and mid-level of their careers, this book will have broad appeal for a wide range of practitioners in museums of varying sizes and types. It includes practical tools for a wide range of applications, from strategic planning to program development and implementation. As a museum director, it is refreshing to see an emphasis on aligning the museum education programs with the overall mission of the larger institution. It further dives into the timely discussion of the role that current technology plays in museum education planning and implementation, both the opportunities and the potential pitfalls. I look forward to sharing it with our museum education team as a guide for creative program development. Huber has been a volunteer, intern, educator, curator, consultant, administrator and board member at a number of museums including Arizona Museum of Natural History, the Heard Museum, Ruthmere, Sistine House, and the Deer Valley Petroglyph Preserve. Nancy Cutler is a consultant in the field of museum education and interpretation. She is retired from the position of interpretive coordinator at the Desert Botanical Garden in Phoenix. Melissa Bingmann, PhD, is presently associate professor of history and director of public history at West Virginia University. He oversees programming at two locations and develops exhibitions and online components. Museum Education and Museum Educators 2. Working with Volunteers and Interns 3. Educators on Exhibition Teams 5. Active Learning in Museums 6. Professional Development for Teachers 8. Museums - An Educational Resource for Schools 9. Financing Museum Education Programs Evaluation Appendix - Sample Forms by chapter.

### Chapter 3 : The Museum Educator's Manual : Anna Johnson :

*Linking professional development to practice is crucial, it needs to have direct effect on students' and teachers' development. It's a big ask for CPD co-ordinators and school leaders, but it.*

Simon Quattlebaum Teacher, New Jersey Public Schools Teacher development has moved beyond simple in-service workshops and has expanded into a more robust system of continuing education. In order to advance in their careers, teachers should seek out professional development opportunities which are ongoing and aligned with standards and assessments. Photo illustration by Tiero. Educators must understand the concepts in processing professional development and what it means to education. The National Staff Development Council created a set of nine standards that all professional development should follow. They include content knowledge and quality teaching, research-basis, collaboration, diverse learning needs, student learning environments, family involvement, evaluation, data-driven design, and teacher learning. However, it does not determine whether accountable measures are being gathered to determine if this information has benefited the education system as a whole. Professional development refers to the development of a person in his or her professional role. Professional workshops and other formally related meetings are a part of the professional development experience Ganzer, Much broader in scope than career development, professional development is defined as a growth that occurs through the professional cycle of a teacher Glattenhorn, Moreover, professional development and other organized in-service programs are deigned to foster the growth of teachers that can be used for their further development Crowther et al, One must examine the content of those experiences through which the process will occur and how it will take place Ganzer, ; Guskey, This perspective, in a way, is new to teaching in that professional development and in-service training simply consisted of workshops or short term courses that offered teachers new information on specific aspects of their work Brookfield, Champion posited that regular opportunities and experiences for professional development over the past few years had yielded systematic growth and development in the teaching profession. The key component of this reform effort has been that effective professional development has created a knowledge base that has helped to transform and restructure quality schools Guskey, ; Willis, Much of the available research on professional development involves its relationship to student achievement. Researchers differ on the degree of this relationship. Variables are the school, teacher, student level related to the level of learning within the classroom, parent and community involvement, instructional strategies, classroom management, curriculum design, student background knowledge, and student motivation Marzano, Based upon a review of several studies, Marzano concluded that the professional development activities experienced by teachers have a similar impact on student achievement to those of the aforementioned variables. Opportunities for active learning, content knowledge, and the overall coherence of staff development are the top three characteristics of professional development. Opportunities for active learning and content specific strategies for staff development refer to a focus on teacher application of learned material. Overall coherence refers to the staff development program perceived as an integrated whole and development activities building upon each other in a consecutive fashion. Marzano warned, however, that standardized staff development activities which do not allow for effective application would be ineffective in changing teacher behavior. Richardson, published a list of characteristics associated with effective professional development, stating that such programs would optimally be: Elmore described professional development as sustained focus over time that is consistent with best practice. Power of critical theory for adult learning and teaching. Journal of Staff Development, 24 1 , 1â€”5. Taking an inquiry stance on practice. Professional development that matters pp. Bridging the gap between standards and achievement: The imperative for professional development education [Brochure]. Ambitious visions of professional development for teachers [Special Issue]. Peer centered options for teacher growth. Educational Leadership, 3 45, Professional development in action: New paradigms and practices. Learning together leading together: Changing schools through professional learning communities. Education

# DOWNLOAD PDF PROFESSIONAL DEVELOPMENT FOR TEACHERS

MELISSA BINGMANN

Policy Brief, 15 21 , 76â€” What works in school: Translating research into action. Association for Supervision and Curriculum Development. Inside the blackbox of school spending on professional development: Lessons from comparing five urban districts. Journal of Education and Finance 30 1 The dilemmas of professional development. Phi Delta Kappan, 84 5 , â€” National Staff Development Council Retrieved March 15, , from <http://> Development of professional development pre-service teachers: Longitudinal and comparative analysis. Action Teacher Education, 22 2a ,

**Chapter 4 : Donor Acknowledgments | National History Day | NHD**

*Training and management --Museum education and museum educators / Anna Johnson --Working with volunteers / Nancy Cutler --Docent training guidelines / Anna Johnson --Building effective tours: taming wild docents / Anna Johnson --Programs and outreach --Professional development for teachers / Melissa Bingmann --Families and more.*

Twitter is a great way of finding inspiring speakers to visit your school, says one teacher. Track the success of sessions: For so many years in schools professional development has been top-led and driven by initiatives that have fallen by the wayside in a short amount of time. The movement towards evidence-based practice in education can only be good. I will have had six Twitter-initiated professional development experiences by the end of this year. At my school, we try to constantly connect back to our own personal beliefs about what great teaching and learning should look like – sessions are about fundamental values as well as day to day practice. Many of our staff are engaged in their own research and professional reading is part and parcel of the way we keep ourselves informed. I feel it is an empowering way of moving forward. Follow-up on how people found sessions: I know everyone hates filling in questionnaires, but they are really useful, including anonymous ones where people can be honest and up front. A quick feedback session at the beginning of subsequent training can work well and provide the basis for follow-up sessions. Ross Morrison McGill, assistant headteacher Allocate adequate time and pick delivery days carefully: The key to engaging professional development sessions is giving staff the time to take part in something meaningful for their own development and balancing this with school priorities. This cannot be achieved in five inset days throughout the year. The schools with outstanding professional development models encourage tailored CPD pathways for the individual teacher and support members of staff throughout the year in dropdown sessions and after-school groups. Voluntary sessions work best after school hours and on Saturday mornings, whereas formal training tends to be best in the afternoons. Be creative when buying-in speakers: The best CPD providers and the most engaging are when you go searching for them yourself, or when you receive a recommendation. Every single penny was well-spent and staff left feeling inspired time and time again. Thomas Starkey, contributor Let teachers drive training: Would I be too obvious if I said that organised CPD sessions should be chosen and instigated by the teachers themselves? I believe that much of the disconnect teachers feel during development days is because they are told what it will be about by senior management. A more collaborative approach when planning sessions could be mutually beneficial. Development by teachers for teachers may lead to greater investment and raise the chance of follow-up implementation. Kate Oakley, senior early years practitioner Survey staff needs: My staff are asked to fill out a training needs analysis form at least once a year and have plenty of opportunities to suggest continuing professional development CPD training, resource or visit ideas. This ensures that any resulting sessions are targeted, relevant and make the best use of limited time. Susie Arnott, contributor Take charge of your own training: Loads of conferences, teachmeets, eTwinning and British Council events are advertised on Twitter. Professional development will be the most engaging when you follow your interests. This content is brought to you by Guardian Professional. Looking for your next role? Take a look at Guardian jobs for schools for thousands of the latest teaching, leadership and support jobs.

### Chapter 5 : Table of contents for The museum educator's manual

*View Melissa Bingmann's profile on LinkedIn, the world's largest professional community. Melissa has 7 jobs listed on their profile. See the complete profile on LinkedIn and discover Melissa's.*

Common Professional Development Workshops Professional development is a requirement for all teachers. Each school or district sets the required number of professional development hours for each year, or over the course of several years. Professional development is some form of education for teachers that can enhance or better their teaching or classroom environment. Some professional development workshops are an hour or two, while others may be a week long. Some classes can also be counted toward professional development hours as approved by the board of education. However, teachers can learn overall strategies for classroom management or reading comprehension that can benefit any topic in any age group. Why is Teacher Professional Development Needed? Ongoing Development for Teachers Professional development is important because education is an ever growing, ever changing field. This means that teachers must be lifelong learners in order to teach each new group of students. Professional development not only allows teachers to learn new teaching styles, techniques, and tips, but also interact with educators from other areas in order to improve their own teaching. Though some short workshops are effective in introducing new topics, the most effective workshops are taught over time and involve hands on activities and interaction. This also allows for more questions and discussions to occur throughout the presentations. Ongoing professional development is critical for teachers who wish to be great at their jobs and offer the best to their students each day. New Strategies for Educators Any professional development opportunity should be something that will benefit the students and teacher through new strategies, techniques, or tips that can be utilized in the classroom or community. Professional development can be highly beneficial if what is learned is then utilized to further the education of students. Typically, those professional development opportunities that are multi-day and require interaction among and between attendees are the most useful. Teachers, much like students, tend to learn better is hands on activities are used. Online Professional Development for Teachers Professional development is both a requirement and opportunity for teachers at every level and in every subject. There are a variety of options available to fulfill these requirements. Online professional development can be paid or free, depending on the program. Professional development courses may require assignments or collaboration tasks, just as a college class might require. Professional development opportunities should be well defined and related to something that can be functional in the classroom. Perhaps a masters in education is in your future outlook. Common Professional Development Workshops There are a myriad of professional development opportunities for teachers, from one day workshops to multi-day seminars. The following are common and popular areas for professional development workshops. Common Core State Standards Typically taught in separate sessions to administrators and teachers, sessions on Common Core standards help each group understand the purpose and usefulness of such standards. These types of workshops also answer questions related to the interpretation of specific standards in addition to offering strategies for implementing the teaching of some content area standards, Assessment and Evaluation A professional development course, weekend, or single session on assessment and evaluation will offer educators and administrators new and innovative ways to assess students in a variety of content areas. Not all assessment needs to be paper and pencil based. In fact, there are a variety of assessments from performance tasks to informal and formal. Some assessment and evaluation professional development sessions will focus on specific forms of assessment that will be required for the upcoming school year, but most will share a variety of forms in which assessment can be used to evaluate and redirect learning when needed. Differentiated Instruction Meeting the individual needs of every student can be an overwhelming job, but one that is expected and challenging. This type of professional development offers support for teachers as they group and manage data, work with students on varying levels, and creating and managing levels. Closing the Achievement Gap Some students come into the

classroom at a disadvantage. This has been a well researched and well documented fact. However, teachers are required to work toward closing that achievement gap for all students. Culturally relevant pedagogy and the integration of visual and performing arts can play a factor in helping to close the achievement gap. This workshop will offer strategies and real life situations in which the achievement gap can be closed throughout the school year. Early Childhood and Family Engagement This professional development opportunity will give early childhood educators tools to help in the classroom or home environment. In addition to sharing strategies for teaching the foundations in reading, writing, and math, strategies in engaging families and community members in the classroom and at home are shared. Whether you are just beginning to use the strategy or need new ideas to enhance your current instruction, this type of professional development will be helpful. Strategies and options to help make educators stronger in the realm of guided or leveled reading will be given. Independent Reading Practices Getting students to read and find a love of reading can be a challenging task. This professional development opportunity will help educators to learn how to grow classroom libraries and engage students in the act of reading and comprehension while reading on their own. Workshops such as these offer teaching strategies that use nonfiction writing and texts to build background knowledge and vocabulary through scaffolding content area instructions. This professional development opportunity also helps teachers to foster inquiry and 21st century thinking skills through the use of different teaching techniques. Adolescent Literacy Adolescent readers and writers are often reluctant to take part in reading based activities. This professional development workshop will teach teachers how to foster a classroom community of readers and writers who use critical discussions, mentor texts, and mediation. Strategies to re-engage males at this level will also be shared. Literacy Retreat This multi-day format retreat offers professional development for teachers who want to help students become better readers of both fiction and non-fiction. In addition, teachers will be taught to foster critical and creative thinking skills in students at various levels. The workshop offers a look into how teachers can create the global citizens that our current students must be in their adult lives.

### Chapter 6 : The museum educator's manual : educators share successful techniques | Search Results | IU

*Professional development can no longer just be about exposing teachers to a concept in a one-time workshop, or giving teachers basic knowledge about a teaching methodology. Instead, professional development in an era of accountability requires a fundamental change in a teacher's practice that leads to increases in student learning in the.*

### Chapter 7 : Why Professional Development for Teachers is Critical | The EvoLLLution

*Professional development for teachers / Melissa Bingmann ; Museums: an educational resource for schools / Laura Ferries and Anna Johnson ; Families and more: intergenerational learning / Melissa Bingmann and Tim Grove ; Reaching out into the community / Nancy Cutler -- Pulling it all together.*

### Chapter 8 : Online Course: Museum Education and Outreach | AASLH

*Educators and policymakers are increasingly looking to teacher professional learning as an important strategy for supporting the complex skills students need to be prepared for further education and work in the 21st century.*

### Chapter 9 : Professional Development for Teachers | calendrierdelascience.com

*A faculty team led by Hodge, Public History Director Melissa Bingmann, Graduate Studies Director Brian Luskey and Associate Department Chair Kate Staples will implement the professional development curriculum and other activities.*