

The Code.org Professional Development (PD) program for high school teachers is designed for instructors who will teach the Exploring Computer Science (ECS) and Computer Science Principles (CSP) courses. Working closely with the ECS and CSP leadership teams, Code.org has developed a blended PD model that embraces the importance of in-person cooperative workshops and uses online components to provide ongoing community support when teachers are in the classroom. This PD experience recognizes that one size does not fit all; therefore, the PD is tailored for each course and for each district Code.org works with.

## **We believe that PD should focus *more* on:**

### **Classroom teaching and learning in context**

- Providing opportunities for participants to practice the art of teaching
- Facilitating participant reflection on their past teaching practices and setting goals for the future
- Providing concrete experience with hands-on, inquiry-based practices
- Increasing participant understanding of how to use specific curriculum
- Focusing on the conceptual foundations of topics

### **Student needs**

- Encouraging student ownership of the learning process as a key to knowledge building
- Facilitating participant reflection on the needs of learners, including a focus on equity in the classroom to support diverse learning needs

### **Supporting teacher development**

- Creating a safe space for taking risks and trying new things
- Encouraging participants to explore and question their own biases (previously known and unknown)
- Building capacity with the content covered in the course

### **Supporting the needs of the teachers, schools, and districts**

- Building a strong community of individuals rooted in trust and respect
- Accommodating the particular needs of the districts, schools, teachers (one size doesn't fit all)

## **We believe that PD should focus *less* on:**

- Transmitting information or facts—rather, we should strive to empower deep and meaningful learning
- Showcasing the “sage on the stage” talking at participants and presenting information—rather, we should strive for a participant-centric and hands-on model that uses a “guide on the side”
- Focusing on specific content or tools—rather, we should strive to build capacity for teaching topics and concepts
- Providing stand-alone, or one and done, learning opportunities—rather, we should strive to situate individual PD opportunities as part of a larger, ongoing development process that includes ongoing work within a learning community and follow-up workshops