Creating a Culture of Faculty Empowerment

Through Professional Development

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Abstract

This paper presents a model for professional development at ÚNICA. Based on the methodology of curriculum development, researchers proposed a five-stage model which consists of needs analysis, action plan, teacher training, creation of academic community and evaluation. Data were gathered through questionnaires, interviews, and document analysis. Results of each one of the phases indicated that faculty may be empowered through ongoing professional development enhanced by implementation of collaborative groups. However, some work needs to be done to guarantee a follow-up of its different modes. The evaluation of this model let researchers propose a Professional Development Policy for ÚNICA.

Key words: curriculum, professional development, policy

CREATING A CULTURE OF FACULTY EMPOWERMENT THROUGH

PROFESSIONAL DEVELOPMENT

Introduction

Institución Universitaria Colombo Americana - ÚNICA started functioning in 2002 as a response to the Colombian National Ministry of Education's objective of transforming its citizens into bilingual English and Spanish speakers. During these years, more than 145 students have graduated from both the undergraduate and graduate level programs. Despite, the university focuses on preparing teachers in areas such as research, pedagogy, linguistics, literature, and educational administration; special attention is also devoted to the continuous professional development of its current staff as it is stated in the vision and mission of the university. In fact, one of the missions of the university clearly states that ÚNICA seeks to:

> Conformar un equipo administrativo y pedagógico orientado hacia la innovación
>
> y al mejoramiento continuo que trabaje en un entorno motivante con sistemas
>
> gerenciales efectivos y transparentes"

This continuous improvement demands the consolidation of professional development (PD) practices that also respond to national policies. This desire to implement a PD policy and framework has its roots also on some guidelines given by the National Ministry of Education in Chapter III, Art.6 Decree 272, 1998:

> En el marco de la autonomía y de la interdisciplinariedad, y con la
>
> finalidad explícita de conformar y fortalecer comunidades académicas, las
>
> facultades de educación o las unidades académicas dedicadas a la educación
>
> podrán asociarse con unidades académicas o facultades dedicadas al desarrollo

de otros saberes, en la misma o en otra institución universitaria o universidad,

para ofrecer conjuntamente programas de formación de educadores, desarrollar

líneas de investigación educativa o promover programas de servicio educativo a

la sociedad." (Art. 6)

This decree shows the importance any professional development program has in

terms of qualifying education and in the way interdisciplinarity may be a strategy to

offer this kind of programs to the community. In order to be successful in the society, it

is important to have clear processes within the own university. In this respect ÚNICA

creates in the faculty an environment to do crosscurricular work that goes beyond

planning; it involves doing research or coaching. Besides through the continuing

education program, the university opens its door to the community offering courses that

are usually delivered as part of the electives for the postgraduate program.

This article, number six (6), has a paragraph that gives one more reason to carry

out the proposed research project:

> **PARAGRAFO.** Las facultades de educación o las unidades académicas
>
> dedicadas a la educación asumirán como compromiso específico contribuir al
>
> desarrollo pedagógico y a la cualificación de los profesores de la educación
>
> superior en general, y en especial los de su propia universidad o institución
>
> universitaria. (art. 6)

This paragraph highlights the mission that teacher preparation programs have of

not only preparing educators belonging to other universities or school systems but most

important, their own professors. In light of this goal, ÚNICA established a PD Program

that after being implemented at the university may be adopted by other institutions that

not only want to offer teacher training but also empower their own faculty.

Also the Ley General de Educación Capitulo I, Article 104 draws attention to the educator´s profile:

El educador es el orientador en los establecimientos educativos, de un proceso de formación, enseñanza y aprendizaje de los educandos, acorde con las expectativas sociales, culturales, éticas y morales de la familia y la sociedad. Como factor fundamental del proceso educativo: a) Recibirá una capacitación y actualización profesional. (art. 104)

It is reasonable to opine that through teacher training educators have the chance to gain knowledge while putting it into practice according to current times and contexts. Professional development let educators respond to cultural, social, and economic needs among others.

It is in the hands of university administrators to guarantee opportunities for Professional Development are given. Danielson and McGreal (2000) say that administrators need to create a culture of professional learning in which everybody is involved. ÚNICA has incorporated some of these practices; for instance, administrators and professors do class observations and some teachers are invited to attend seminars offered by other institutions. However, a rigorous settlement of an official program of PD is needed and within it, specific policies need to be adopted as a result of a meticulous implementation of such PD model.

Additionally, considering quality assurance for both Registro Calificado and Certificación de Alta Calidad, this research project aligns with the objectives of the teacher preparation program mission, vision and the following five out of ten factors considered by organizations like Comisión Nacional Intersectorial de Aseguramiento de la Calidad de la Educación Superior (CONACES) and Consejo Nacional de Acreditacion (CNA): students, professors, academic processes and curriculum

guidelines, research, and capacity to innovate being professors the most important factor for this project. Making a point of this case, if one keeps in mind the indicators for professors, four characteristics are mentioned: professors' profile, production, relationship professor/students and professional development policies. Although these regulations apply for postgraduate programs, ÚNICA has to connect undergraduate and postgraduate programs.

This research has as a main goal to determine the characteristics of a professional development program for professors at UNICA by identifying the needs for both full and part time faculty, having in mind the university mission and vision. The product of this research not only establishes a professional development program but also the Institutional Policy in this field. In addition, certification processes at university level may be easily accomplished when engaging in serious activities like the one proposed in this study.

The methodology of Curriculum Development guides the project. The following are the main stages having in mind Brown, D. (2007) and Graves, K. (2000).

1. Describing the university mission and vision. It is also established the professional development conditions, and objectives for teachers at UNICA.

2. The teachers' profile along the areas of development and future activities are determined. These aspects are determined through a needs analysis. The proposal for professional development is designed. Some aspects considered when doing this activity include:

   a. Requirements and needs of who and on what to train

   b. Planning –how to offer Professional Development

   c. Delivery of Professional Development strategies

   d. Evaluation of the Professional Development process

3. Defining the professional development model for teachers at UNICA. It includes the competencies.

4. Planning each professional development session

5. Offering Professional Development

6. Evaluation of Professional Development given

This research project has a great incidence in the Curriculum Evaluation ÚNICA is carrying out as part of the self evaluation process. The implementation of professional development aspects directly transforms the curriculum, for example, syllabi since educators will incorporate fresh practices in their classes. To sum up, this research project responds to national policies, institutional regulations and the quality assurance self - evaluation processes at ÚNICA and personal needs of the different faculty members at the university.

Objectives

1. To determine the characteristics of a Model for a Professional Development Program at ÚNICA.

2. To describe different professional development activities as part of a professional development program at ÚNICA.

3. To establish a Professional Development policy at ÚNICA.

Research Questions

Main Question

1. What are the characteristics of a model for a Professional Development Program at ÚNICA?

Sub questions

1. What are the professional development strategies that a professional development program for undergraduate professors at ÚNICA should include?

2. How can the specific professional development needs and interests of faculty members at ÜNICA be established in an institutional policy?

Literature Review

The Ministry of Education in Colombia has ascertained as factor of quality assurance for any Institución de Educación Superior (IES) the professional development of its own professors. As a result this teachers´ preparation becomes a fundamental issue to be considered by any university willing to accomplish this quality indicator in regards to both national and international contexts. If the quality of any program offered is internationally compared, a review of different practices on this area needs to be done. The following review is divided in two sections, first it summarizes current professional development initiatives in Europe, Canada, United States and Colombia and second, it presents some research done in professional development.

Professional Development Initiatives

a. Europe

In Europe any teacher preparation is seen as a chance to improve the quality of life and to support human development. In fact the political agenda of the European Commission and the European countries concerns how to assure quality in education. Exemplifying, the Commission created a group in charge of Improving the Education of Teachers and Trainers' and in 2007 released the document *Improving the Quality of Teacher Education* which "outlines the changing demands on the teaching profession (…) These changes require not only to obtain new knowledge and skills and to develop

them continuously, but first of all they require teachers' responsibility to extend the boundaries of professional knowledge through a commitment to reflective practice, through research, and through a systematic engagement in continuous professional development from the beginning to the end of their careers." The document mentions the following areas for professionalization:

- Ensuring that all teachers have the knowledge, attitudes and pedagogic skills that they require to be effective;

- Ensuring that teachers' education and professional development is coordinated, coherent, and adequately resourced;

- Promoting a culture of reflective practice and research among teachers;

- Promoting the status and recognition of the teaching profession; and

- Supporting the professionalization of teaching. http://ec.europa.eu/education/school-education/teacher_en.htm

Previously, in 2004, the same Commission had developed some indicators to measure improvement in teachers' education. Although there are two models for initial teacher preparation in Europe: The simultaneous Model which combines the area of expertise and pedagogy and the Consecutive Model in which teachers are trained in the area of expertise and later as a second phase they are trained in pedagogy, teachers´ development does not finish when they graduate. For instance, special attention is devoted to new teachers. Two professional development programs are designed for this group of teachers. First, they are accompanied by an expert teacher during the initial stage of their job in such a way they easily adapt to the demands of their new position, at this stage teachers are considered "candidates" to begin a professional career. Second, during their work life, teachers count on some measurement to support their professional growth; this measurement considers six areas:

- Curriculum Design and Planning

- Curriculum Transaction and Evaluation

- Research, Development and Extension

- Infrastructure and Learning Resources

- Student Support and Progression

- Organization and Management

Although there are some general guidelines in Europe as stated by the European Commission, there are also some particularities within each country. For instance, in France the Institutes Universitaires de Formation des Maitres (IUFM) are the entities in charge of offering teacher training. In Germany the professional development is centralized which means general policies are national but the execution of such policies corresponds to each state or region. Contrary to the German system, the United Kingdom is decentralized; the private system offers professional development programs. In fact, in England and Gales, for example, in order for teachers to be hired, they need teacher qualification which can only be gained if participating in Professional Development programs. Continuous Professional Development is achieved if educators show proof of professional competencies which include research and use of ICT´s.

In conclusion, the professional development system in Europe is characterized by the support new teachers receive on their practices, the value given to reflective teaching which leads to research, and the emphasis on teacher evaluation. "Continuous professional development of expertise and skills for teachers should be both a right and an obligation for the individual professional. Continuous professional development must be a result of a personal motivation as well as an external demand." (Etuce - European trade union committee for education CSEE - Comite Syndical Europeen de l'Education , 2008, p. 45)

b. **United States**.

The professional development system in the US is not heterogeneous since each state decides its own policies. Some organizations like TESOL have established standards on the teaching profession which are used by many schools and universities to qualify their teachers. The definition of these standards belongs to the National Staff Development Council (NSDC) and the National Board for Professional Teaching Standards. Teachers need to earn some points in order to get accreditation. Some points may be earned through teacher training, use of technology, and a knowledge exam. The NSDC in 2010 in a press released

 (http://www.learningforward.org/about/news/NSDC_phase2_press_release.cfm) said "the nation is moving backward in providing the vast majority of teachers with the kind of ongoing, intensive professional learning that research shows has a substantial impact on student learning." In fact the study carried out by the same organization in 2010 and reported in the same press release found that significant variation among states in providing professional learning opportunities. For example, the range in the average cumulative hours of professional development across states varied from 33 hours in Oklahoma to 56 hours in Arkansas and Arizona. In most states, the intensity of professional development was low across topics, but in a few outlier states, including Arkansas and Vermont, a majority of teachers report a more intensive 16 or more hours of professional development on the content of the subjects taught.

These findings exemplified how the number of professional development hours or topics cannot be predetermined since each country, city, and school has its own needs.

c. **Canada**

Due to the fact that Canada is a federal country, each state has its own policies and systems for the provision of professional development; for example, in provinces such as Ontario, teacher training institutes belong to validating institutions such as universities, but in British Columbia, Alberta, Saskatchewan and Manitoba implement their own professional development programs. Nonetheless, one of the key aspects that these programs take into consideration is the understanding is a bilingual multicultural country since they have a high number of indigenous population as well as of immigrants.

Also, due to the cultural diversity of the country, PD programs count on features such as the value of situated knowledge, critical questioning and reflective practices. Therefore, most of the programs have experience and increase in hours of practice, field work and action research in order to articulate theory and practice more effectively. The objectives of these programs go in different directions such as the development of competence, improvement in performance, mastery of the language of pedagogy both in written and oral way and appropriate techniques for assessment, differentiated teaching, use of ICT, teamwork and ongoing professional development.

d. **Colombia**

In Colombia, the Political Constitution 1991, Art. 68 states the conditions and profile of educators:

> "La enseñanza estará a cargo de personas de reconocida idoneidad ética y pedagógica. La ley garantiza la profesionalización y dignificación de la actividad docente". (Art. 68)

The teaching profession is enriched through the creation of academic communities, research and the academic dialogue. Ethics and pedagogy are two

characteristics of any educator being in the hands of law the dignity of the job. This means that Colombian government has some regulation, laws that move towards the respectability of the profession as it will be shown in the following paragraphs.

As it was stated before, Decree 272, 1998 established the requirements for the creation of any teacher preparation program for both undergraduate and postgraduate programs. The decree even stated programs need accreditation. Consequence of these regulations was the decree 2330, 2003 which appointed the Comisión Nacional Intersectorial de Aseguramiento de la Calidad de la Educación Superior (CONACES) as the entity in charge of supervising the accomplishment of the minimum quality conditions for any program. CONACES, besides providing and renewing the Registro Calificado for any teacher preparation program, certifies the accreditation de Alta Calidad – High Quality Assurance along the Consejo Nacional de Acreditación (CNA). These organizations evaluate four dimensions: management, academic processes, support services and outcomes; each one of these dimensions has performance indicators.

There are ten factors CNA evaluates: students, professors, academic processes and curriculum guidelines, research, innovation, internationalization, welfare, alumni, facilities and management. In view of professors, professional development is mentioned as a characteristic that includes training (meaning development), stability, quality, and integrity. Taking into consideration that this research project is not only stating PD activities but the institutional policy around it, the factors considered by CNA and CONACES as indicators of quality will be evidently addressed.

Another important policy that has affected the conception of teacher training in Colombia has to do with the implementation of professional development policies as part of the improvement of the quality of education. The Ministry of Education stated

the Plan Sectorial de Educación 2002 – 2006 and later the Plan Sectorial 2006 – 2010

which emphasizes teacher´s professional development as a strategy that assures quality:

> La formación integral es posible cuando está orientada por maestros que, con su
> saber y entusiasmo, invitan día a día a sus estudiantes a disfrutar del
> conocimiento, a compartir con otros sus diferencias, a desarrollar las
> competencias básicas para la vida y a identificar el camino que seguirán en su
> futuro personal y profesional. El trabajo diario de los docentes contribuye a la
> construcción de una mejor nación, por lo que resulta inaplazable reconocer.
> (MEN, p. 85)

This plan considers three axes coverage, quality and efficiency (cobertura,
calidad y eficiencia in Spanish). At the same time, quality assurance includes three
components: definition of basic standards, evaluation of teachers, administrative staff
and institutions as part of the improvement. It is plain to see that the evaluation of
current practices improves quality. The following diagram designed by the Ministry of
Education presents this plan:
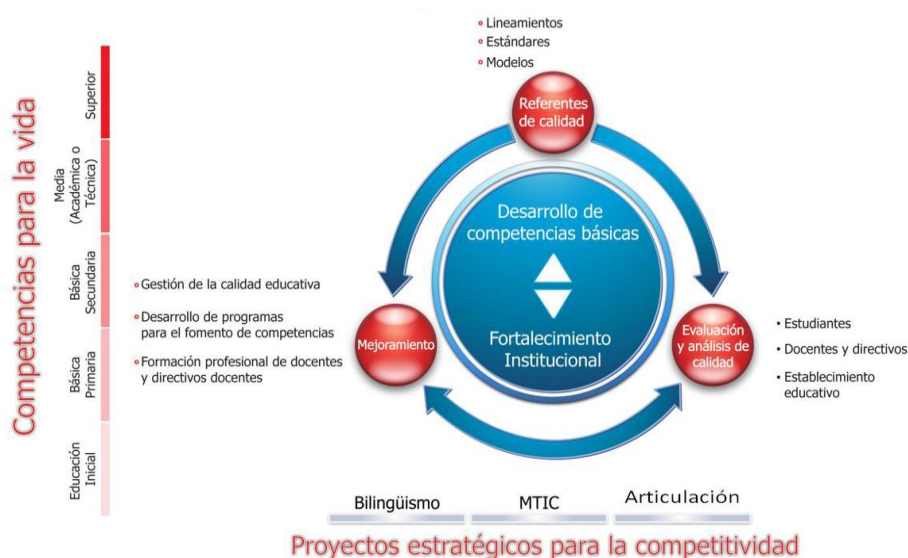
Figure 1. Strategic plan

In conjugation, Ley 115 known as Ley General de Educación, Article 104 also states the teacher preparation programs mission as follows:

Instituciones **formadoras de educadores.** Corresponde a las universidades y a las demás instituciones de educación superior que posean una facultad de educación u otra unidad académica dedicada a la educación, la formación profesional, la de posgrado y la actualización de los educadores. (Art. 104)

It means that the PD process requires knowledge, research, academic dialogue and refreshing courses that provide quality into the educational system.

The experiences described let identify the need to clearly state teaching profession standards for the Colombian context as well as the need to do a rigorous work in terms of professional development in such a way institutional policies are stated in favor of quality assurance. All in all, continuous professional development builds knowledge and improves practices.

Research Framework on Professional Development Practices

This literature review also includes research in the area of professional development. Some studies and experiences on how professional development is done in different contexts gives the path for a proposal at ÚNICA since not only considerations but also guidelines are fundamental mainly if one considers that there is a growing number of literature on successful PD practices.

Temple and Clair (1998) explain the importance of heeding how adults learn. These authors cite Knowles (1980) to support the need of self-direction, readiness and immediate application of new skills and Little (1993) to contextualize PD in the grounds of different contexts, input, critical reflection and meaningful collaboration. These

characteristics determine how PD varies from school to university level, rural to urban areas or even from one place to another in the same location. Besides, when thinking of meaningful collaboration, one might include the work from different academic networks or interdisciplinary work which undoubtedly includes study groups. In this respect, Kreeft (1997) says partnerships across institutions, disciplines, departments, etc enhance quality of teaching.

The principles stated by Temple and Clair (1998) remark the "opportunities for teachers to take ownership of the professional development process to be knowledge creators as opposed to mere receivers of information." For example, the Partners in Pedagogy Program executed at Plattsburgh State University in New York from 1993 to 1995 is an example of how university and high school faculty work together. In this program high school teachers partnered a university professor to teach a language. In compensation, high school teachers got stipend to pursue graduate courses at the university as shown in the figure #2. Although this example involves school teachers, it also illustrates the kind of partnerships that may be created benefiting all everyone involved. Participants manifested they got professional benefit since they taught the foreign language they knew in a university setting, learned how to organize class time, incorporated new classroom practices; in one sentence, an intellectual atmosphere was created despite some disagreements.

Kreeft, (1998) analyses how the educational reform in many countries gives high priority to high quality teacher preparation and continuing professional development which demonstrates PD is not a new practice. Borko (2004) carried out a research project showing how goals set for students learning demand supported and guided teachers´ preparation. She says that researchers "must study it (PD) within these multiple contexts, taking into account both the individual teacher-learners and the social

systems in which they are participants" (p. 4), in fact, she proposes four key elements

that make up any PD system:

.* The professional development program;

* The teachers, who are the learners in the system;

* The facilitator, who guides teachers as they construct new knowledge and practices;

* The context in which the professional development occurs.

Since this research project attempts to offer best quality PD, these four aspects

are taken into account. For instance, aspect number three, the facilitator, demands

careful preparation due to the PD has to empower faculty. The context is also crucial

because of the kind of program offered at ÚNICA including the philosophy; to

exemplify the concept of bilingual program, modeling philosophy or sheltered

instruction methodologies.

Borko (2004) likewise includes the following phases for her research project,

phases that give a path for our own proposal:

Phases	Description	Goals
Phase 1	Researchers study the PD program, teachers as learners, and the relationship between these members. Facilitator and context are not considered.	To create an existence proof and the impact on teacher learning. To explore the nature of PD program, teachers as learners, and the relationship between teachers´ participation in PD and their learning.
Phase 2	Researchers study a single PD program and explore the relationships among facilitators, the professional development program, and teachers as learners.	To determine whether a professional development program can be enacted with integrity by different PD providers.
Phase 3	Researchers compare multiple professional development programs and study the relationship among four elements: facilitators, professional development program, teachers as learners and context.	To provide comparative information about the implementation, effects, and resources

Table 1. Borko´s phases of PD (2004)

Another research done by Penuel et al. (2007) analyzed the effects of PD on teachers' knowledge. Through a survey researchers characterized the teachers´ perceptions about how beneficial the PD program was for teacher learning and program implementation. One of the premises in this research is the relation between the design and implementation of PD and students ´s success in learning. The researchers based on Porter et al. (2003) included topics such as pedagogical strategies, alignment of curriculum and assessment, and content knowledge among others. Some of the conclusions include the need to do research on effective scaling of PD programs in light of the different models. For instance the authors mention traditional and reform-oriented PD. The former includes standard workshops and the latter includes mentoring, coaching, study groups, and committees; being this reform-oriented more effective since educators explore concepts and teaching strategies by leading the activities.

Traditional and reform-oriented PD may be part of a model called "Curriculum – linked" which prepares teachers to appoint a curriculum which means to   "enact pedagogical strategies, use materials, and administer assessments associated with particular curricula." (Penuel, 2007, p. 928). This research provides information on different PD models and various reasons to carry out this kind of programs. According to ÚNICA context and objectives of this research, one may say the PD program will be initially curriculum linked since the faculty is empowered and later during the process, reform-oriented since professors are involved in multiple options to improve quality of teaching. Besides, in any of the cases ÚNICA is concerned about students' learning, meaning, students' success and outcomes are priorities for administrative staff.

Wayne et al. (2008) carried out a project evaluating the status of research on PD. Results show that when PD is delivered in conductive settings the impact is positive for students' achievement but not too much evidence exists on the impact when PD is

delivered by multiple trainers. The research paper includes some challenges when designing PD. Some of these challenges include the difficulty to determine if a PD has been effective when the person who delivers is not the same one who develops the program. Although, Wayne et al. also mention that after reviewing many studies, especially Kennedy's (1998) and Yoon et al. (2007), it is complicated "to draw strong conclusions about the features of PD programs that make them effective." (p.470); it is possible to bring up some best practices. Considering teacher´s daily work, sustained, content/subject embedded and collective work are some of the recommended practices. In fact the researchers suggest conducting investigations that address two main questions: "(a) whether PD programs implemented by study authors or their colleagues, in a conducive context, remain effective when delivered by others, in more typical contexts, and (2) what specific features of PD matter; for example, how much PD is enough to ensure effectiveness and whether adding school-based components to PD programs is worthwhile." (p. 471). Of course, answering these questions requires careful planning and selection of methodologies. For instance, "experiments give researchers extensive control over what treatments to study, the contexts in which to study those treatments, the structure and size of the sample, and the timing and alignment of the measures to be used." (p. 477).

       In this sense, this research project attempts to evaluate the PD proposed for ÚNICA in such a way a university policy may be established. Further research may include the evaluation of such policy including students' outcomes after any kind of PD is implemented. Based on this research, it is important to keep in mind that facilitators need to be aware of the whole design process and product thus they can truly work and emphasize keeping in mind the desired outcomes.

Despite the previous paragraphs mention how difficult it is to establish a set of guidelines for effective PD Programs, there is a body of research on the effectiveness of specific kinds of PD. For instance, Rock et al. (2011) when addressing the objective of having better teachers say that "virtual coaching, in which a coach interacts electronically with a teacher as a lesson unfolds, is a promising route to this goal." (p. 42). Since this type of coaching attempts to improve teachers' performance, it might be a good option to implement it at ÚNICA; especially in view that Ministry of Education and other educational organizations in Colombia require IES to incorporate ICTs in their practices; in fact ÚNICA is working towards this goal.

Incorporating any type of virtual coaching may both improve teacher´s performance and incorporate technology. Rock et al. (2011) show an example in which a struggling teacher is observed by a coach via Skype. Having an interactive videoconference, coach and coachee reflect on the lesson and plan for future ones. This situation exemplifies how both teachers become leaders. Rock says that "Shared leadership focuses on facilitating a teacher's autonomy, self-management, empowerment, and cooperation— and is a perfect fit for virtual coaching. Because the leader and the teacher jointly pursue the goal of increased student achievement, virtual coaching provides social support for both parties, leading to enhanced emotional and psychological strength." (p. 44). Result of their research, Rock et al. point out four skills a virtual coach needs to have:

- Set and Evaluate Goals

- Remain positive

- Know when to be highly directive with a teacher (to say more) and when to step back and let a teacher figure things out on his or her own

- Provide personalize feedback

When implementing any virtual coaching at ÚNICA, it is relevant to empower professors with these skills.

According to Wilkins (2011), data-driven practices also are used to make professional development opportunities available. Data driven practices usually come from sources like observations and are commonly used by administrators and supervisors when any form of feedback is needed to guarantee teachers' improvement. For example, data – driven is used during peer feedback which refers to

> reciprocal teaching in which paired teachers observe one another as they incorporate new teaching techniques in the classroom. Its primary goal is to promote professional development, collaboration, and self-assessment. The process involves both written and verbal feedback. Emphasis is placed on providing positive and constructive feedback using a three-step process: • Planning conference, • Observation/data collection, and • Feedback conference. (Wilkins, 2011, p. 50)

The process allows teachers' communication. Wilkins asked a group of 64 elementary pre service teachers to participate in peer review during an academic year. The project included some steps during the semester it took place:

a. Explain the purpose and structure of process: preconference, observation, and a post-conference session.

b. Provide guidance prior to teaching a lesson

c. Explain the required reporting process. For the first semester,

d. Communicate with the instructor via e-mail.

e. Make changes for second semester

Over the two semesters the peer review process was implemented. Wilkins concluded that professional development opportunities need to be practical, well delivered, and reasonable in cost. Besides peer feedback has a positive impact on PD.

Everybody involved, teachers, instructors, and students reflected on current practices that is to say they reflected and collaborated in such a way that if any change needed to be incorporated, it benefited all participants.

Other studies have researched on the use of action research as a means for PD. Cain and Sanja (2010) carried out a project in Croatia in the year 2007. In this project the Department for International Cooperation recruited an expert to engage18 advisers from the Education and Teacher Training Agency to undertake individual action research projects. In order to report the impact of this type of PD, two research questions were addressed: 1) How educational action research might be used by advisers and teachers in Croatian and (2) How educational action research is understood in this context.

After analyzing the different projects the researchers concluded that first the concept of action research was clearly understood; second, the advisers improved communication in their contexts by designing and implementing projects at school- and classroom-levels. Third, the action research encouraged advisers and teachers to solve problems they encountered in their teaching contexts. These researchers state how action research is often perceived by teachers as "a valuable form of continuing professional development; as a way of promoting lifelong learning." (p. 20). ÚNICA also perceives action research as a way to grow professionally; as a matter of fact, this methodology has been adopted and followed in the undergraduate and graduate programs.

Among the different structures of PD, we might find collaborative groups. Stanley (2011) cites some researchers such Curry 2008; Grossman, Wineburg, and Woolworth 2000; Stanley 2009 who found that members at the collaborative study groups "are able to take on varied formal roles within the group—host, facilitator, presenter, note-taker—as well as informal roles—questioner, supporter, cheerleader, authority, novice." (p.

75). One of the alternatives to get into collaborative groups is when teachers access Web based resources for supporting technology professional development. Schrock (2012) has reported her experience training teachers to use available tools. As a consultant she shows how to incorporate technology for supporting student learning. When teachers see how this kind of training embarks in a journey of continuous PD, they create ideas to use Skype, Adobe Connect, e pals or any other web tool. Based on this experience, Schrock has even designed PD packages founded on technology.

She also explores blended PD packages as follows:

A blended model of technology professional development usually consists of online resources and an in-person local educator who has been trained by the group offering the online component. Another option for a blended package is a consultant who comes into the district to conduct face-to-face training and then continues the collaboration, training and follow-up online. Professional development that takes advantage of materials created by reputable organizations and companies and that provides the resources necessary for a local trainer or consultant to tailor the training to the needs of the district makes this a very attractive model. (p. 61)

As it can be seen there are multiple options to offer PD that involve technology. One can cite some sources including Google Certified Teacher (GCT) program, Discovery Educator Network (DEN), Adobe Education Leaders (AEL) and Star Online among others. Calling to mind that ÚNICA has a renovated Computer Lab and access to the web wide world, the use of these different tools appears as an option.

The previous literature review has addressed PD from two perspectives. First, how PD is conceived in different countries and second some research on different PD structures. It is possible to say much needs to be done in the field of PD at higher

education level. Among those actions, one finds the need to structure PD policies within different institutions, also to evaluate the impact of PD programs and most important to design models that obey to institutional needs in a globalized world.

Theoretical Framework

In order to be better informed about which could be the most appropriate way to approach the creation of a professional development program at ÚNICA, there was the need to explore some theories that provided a sound foundation for the organization of the PD program as well as for the expected outcomes and shortcomings. To this end, ideas in relation to professional development, its relation with empowerment, the possible models, requirements and modes are explained below within a curriculum development methodology.

Professional Development (PD)

Professional development is a complex term to define since it has been used in connection with other aspects of teaching such as training, appraisal, supervision and professional identity. Wallace (1991) explains that the difference between *training* and *development* lies on who carries out the action; *training* indicates that the action is played upon teachers by someone else, usually an expert or supervisor, while *development* indicates a sense of agency, that is to say, an action taken by the teachers themselves in order to gain new learning experiences.

When looking at the different definitions of professional development, there are some elements in common. First of all, it is an ongoing process of education starting with the initial formation in the BA programs, passing through involving continuous development during service by means of formal educational programs such as certificates, diplomas, masters and doctorates, but also including actions taken

voluntarily by the teachers with the support of colleagues or independently. The second element in common has to with the purpose; professional development has as an immediate goal which is the strengthening of technical, social, ethical and emotional for carrying out the job of teaching; additionally, the ultimate objective is the improvement of the quality of the education offered.

Other common elements of PD are the involvement of free will, reflection and change. For PD to have a real impact, teachers have to engage voluntarily, maybe because they perceive a need they need to meet in relation to their performance in the context or because they have an intrinsic interest in any of the areas they want to develop. When teachers make part of a professional development program, they are asked to reflect upon their daily practices and to revitalize them in the light of what their academic communities need. Also, one of the correlated effects of PD experiences is the renovation of teachers' impetus as agents of change in society.

Day (1999, p. 4) provides a very complete definition of professional development. He defines as the set of all natural learning experiences and those conscious and planned activities whose purpose is to benefit the individual, group or school directly or indirectly and which contribute to the quality of classroom education. It is the process whereby teachers – on their own or with the help of others – revise, renew and extend their commitment as agents of change with the moral purpose of teaching. Likewise, it is the means whereby teachers critically acquire and develop knowledge, skills and emotional intelligence necessary for good professional judgment, for planning and practice with children, young and coworkers through each stage of their life as teachers.

Díaz-Maggioli (2003) coincides in many aspects with the previous definition. He explains that professional development is the construction of a professional identity by means on an ongoing interaction with learners and colleagues and by a systematic

reflection on the pedagogical action in order to promote effective teaching. In the same way, Robalino (2007) also considers professional development as the actions taken by the teachers in their education process along their lives in order to guarantee the development and strengthening of professional competences in a profession which is always under construction.

The Ministry of Science and Education (MEC) of Spain also states that professional development is understood as 'any systematic action of changing practices, beliefs and professional knowledge of university professors towards a purpose of quality in teaching, research and management. In the same line of thought, Hammond and McLaughlin (2003) mention that the success of educational reform depends on the teachers' understanding and incorporation of skills and attitudes present in the new approaches and on their ability to unlearn old teaching practices. According to the authors this can only be attained by permanent and critical reflection upon their practice and the mastery of competences for the action, that is to say, knowledge in context in the processes of teaching and learning. This process also involves the analysis of current and future needs of an organization and its members as well as the development of programs and activities for meeting those needs.

In a similar way, as the Spanish Ministry, the Colombian Ministry of Education in 2009 produced a document named 'Políticas y Sistema Colombiano de Formación y Desarrollo Profesional Docente' (Colombian Policies and System of Teacher Training and Development). This document explains that this system is defined as:

the set of components and actors committed in the execution of policies of teacher development which promote programs, projects, strategies and actions towards the achievement of goals of improvement in the processes of initial and continuous teacher development […] It is an open, dynamic and flexible system. Open because

it aims at responding to the needs of the context; dynamic since it has a purpose the

transformation of in the education processes, through the articulation of actions of

the different actors within the system and flexible, because of the relationships it

fosters and develops. (p. 88).

Therefore, professional development has to be linked not only to the knowledge of a

specific discipline (or the *savoir*) but also all the processes which enable the teacher to

transform that declarative knowledge into a practical one (or the *savoir faire*), that is to

say, knowledge that can be transferred in specific classroom didactics and to be able to

perform effectively in curriculum development, institutional management and

community outreach adapting their actions according to their context, population

diversity and technological advances.

For the purpose of this study, we will understand professional development as the

voluntary ongoing process in which teachers get involved for acquiring, renewing or

widening their knowledge and practices for the benefit of the students, the educational

institutions and education in general. It implies a commitment to reflection and change

in order to maintain a critical attitude to established theories and practices and their

relation with particular contexts.

PD and Empowerment

One of the ideas behind offering a PD program at ÚNICA was to empower faculty.

At the institution, there was a tradition of having the opportunities of professional

development offered by someone external to the faculty (*training*). However, by means

of the needs analysis, the research team identified that many of the professors had

knowledge and skills which could be of use in the PD program. As a way of example,

the professors were knowledgeable about SIOP methodology, one had lots of experience in the use of technology for pedagogical purposes and another was an expert in ethical issues. As a result, the PD program was started with the explicit purpose, of not only offering training, but also of encouraging and enabling the teachers to undertake the PD actions themselves.

Empowerment is a term originated in business and administration which has pervaded other areas such as human sciences and education. Empowerment is understood as the process of sharing decision-making with employees. In education, it refers to giving all faculty members the chance to participate in the decisions that will affect them. Soppelsa (1997, p. 123) explains faculty empowerment as 'the ceding of power to faculty by administration so that they can make decisions about the educational setting in which they work'. Nonetheless, empowerment also involves the creation of an atmosphere of trust and tolerance to change and risk as well as a consolidation of effective means of communication and the fostering of autonomy and accountability.

Kreisberg (1992) and Short (1994) define teacher empowerment as the process in which faculty members develop the competence to take charge of their own growth, resolve their problems and meet the needs they require for their particular workplace. Smith and Lotven (1994) add that empowerment entails the exercise of power in the search for occupational improvement, professional autonomy and the improvement of education in general. Dunst (1991) explained empowerment as consisting of two aspects, first, the provision of enabling experiences within the organization in order to promote autonomy, choice, control and responsibility; and second, the opportunities for individuals to display existing competences that support and strengthen functioning. The PD program offered aimed at attaining these two features of empowerment by re-

creating and revitalizing that space for discussion of choice and responsibility and by unveiling those existing skills members of staff possessed.

Empowerment comprises teacher involvement in school governance, granting respect and improved working conditions to teachers as well as better salaries, professional structures, teacher autonomy and professionalism. In short, empowerment means recognizing teachers as professionals with expertise to make sound educational decisions in terms of curriculum, objective and methodology.

Daniel-Lintner (2008) in her account of teacher empowerment theories mentions key aspects that Liebermann and Miller (1990) considered as part of empowerment, namely, a reevaluation of curricular and instructional efforts based on students' needs, participatory decision-making and leadership from the academic community in general, an appropriate and supportive environment for both teachers and students, creation of new partnerships and networks and increased community outreach.

Additionally, Richardson, Lane and Flanigan (1995) express that empowerment should create the conditions for facilitating improvement, innovation and continuous growth for all the university bodies. Authors also seem to agree that an effective exchange of information in an atmosphere of trust, a provision of a solid structure for the empowerment project and a participatory philosophy conveyed through teamwork are essential conditions of empowerment.

Models of PD

There are many taxonomies to classify models of professional development. However, Wallace (1991) has provided an explanation of three classic models for PD in which the others can be embedded: the craft model, the applied practice model, and the reflective model. The craft model is similar to the apprenticeships established in the

late Middle Ages. In this model, the student teacher imitates the model provided by a more experienced teacher with the purpose of learning the know-how. In the applied science model, the teacher is limited to the application of the theories created by expert researchers based on their experiments. These two models have the limitation of separating theory from practice since the craft model does not provide opportunities for enriching practice based on research and the applied science does not bear in mind the particularities of contexts and how the results of the application may not be the expected ones due to errors in experimentation or scientific basis.

In order to bridge this gap between theory and practice, the reflective model has a purpose linking received knowledge, obtained by means of research, with the knowledge acquired through practice. Therefore, in this model the experiences of the teachers are valued since they enrich research and foster professional competence. Knezevic and Scholl (in Freeman and Richards, 1991) explain that reflection has the power of helping the teacher to connect experience with theoretical knowledge to use the area of expertise more efficiently. The authors also affirm that if there is a lack of reflection, teaching is guided by intuition and routine and as a result, knowledge is tacit; that is why one of tasks of professional development providers is to elicit that knowledge during the programs by means of the reflection upon pedagogical practice based on a sound theoretical basis.

Some other models have been put forward by other authors. Yet most of these can be associated with the three models explained by Wallace (1991). For example, Sparks and Loucks-Horsley (1989) classified teacher development programs in five models, namely, individually-guided development, involvement in development and improvement processes, observation and assessment, training and inquiry. Gaible and Burns (2005) suggested a division of PD programs in standardized, site-based and self-

directed; another classification was explained by Kennedy (2005); she divided the PD programs in training, award-bearing, deficit, cascade, standards-based, coaching/mentoring, community of practice, action research and transformative. Each model will be explained and discussed in relation to each other and to the PD program proposed in the study.

Standardized teacher professional development is a centralized approach generally used when there is the need to communicate information to large teacher populations. It involves training sessions which focus on the exploration of new concepts and the modeling of skills. Gaible and Burns (2005) state this model follows a 'technical rationalist approach', since it the underlying idea is that 'one fit for all' and in this way, the teachers are conceived as consumers rather than producers of knowledge, it is expected that teachers put into practice what they have learnt into their classrooms. This model seems to be similar to the applied science model because what teachers do is to take into their classroom a theory that an expert has explained to them. However, the element of the craft model could also be perceived when teachers imitate what a supposedly more experienced member is demonstrating.

The site-based model is defined as group of teachers carrying out intensive learning and fostering change in their pedagogical practice. The main feature of this model is that teachers work with an internal facilitator in order focus on specific problems that teachers find in their contexts. This model encourages both individual and collaborative initiatives to solve problems; the purpose of this model is to contribute to the establishment of teacher communities to develop a new learning culture and to help the members unlearn beliefs and assumptions in relation to their practice. This kind of model could be embedded in a reflective philosophy due to the fact that teachers determine the specific problems they need to solve in their context and based on them

they adapt their PD initiatives. A site-based model requires PD providers who are knowledgeable about facilitation, curriculum and instruction, and assessment.

Self-directed professional development is linked to independent learning by using the resources at hand (professional journals, books or the Internet). Teachers are in charge of starting and designing their own program of study and discuss challenges and solutions with colleagues. This kind of activities, nonetheless, is understood as complementary to standardized or site-based professional development. Sparks and Loucks-Horsley (1989) also mention this model under the name of individually guided development and explain that the underlying assumption of the model is that individuals are motivated because they are free to select their own learning goals and the mechanisms to attain them which means creating a sense of professionalism by empowering teachers.

Kennedy (2005) as well as Sparks and Loucks-Horsley (1989) also mention the training model. According to the first author, training follows a skills-based view of teaching. Training is usually delivered by an expert who is in charge of determining the agenda and the teachers are conceived as passive receivers of information; this model has also been criticized for lacking in the connection of the knowledge given with the real classroom contexts. Despite these disadvantages, it is considered as the best way to presenting new knowledge. Training can also make part of a development or improvement process in which new skills or knowledge is needed and can be obtained through a combination of reading, discussions and training. Training would make part of the applied science model in which teachers are given the theories for application independently of their particular situations.

Other models explained by Kennedy (2005) are, first, the award-bearing model. In this the emphasis is made on the completion of award-bearing programs of study,

usually validated by universities. This model can be perceived as an external validation for quality assurance but also as a mechanism of control by validating or sponsoring entities. It has also been considered that in the same way as training, external bodies are unaware of the realities of daily practice at institutions, therefore, keeping theory and practice apart within a model of applied science. The second model is the cascade in which a member of faculty attends training programs and then, reproduces the information with the other professors. This model is commonly used when the resources are scarce, but it has been criticized because it continues a model of transmission of knowledge or applied science, focused on skills and knowledge and ignoring values at institutions.

There are also some models related to the attainment of standards. Those are the deficit and the standards-based model. A deficit model is designed to solve a particular shortcoming in individual teachers' performances. However, in this model it is suggested the cause of poor teacher performance is a fault of the teacher alone, but some of the failures can be caused also by poor organizational and managerial practices. Rhodes and Beinecke (2003) explain that performance management can be understood as a way of raising standards or as a way of government interventions to increase efficiency, but sometimes the standards for competent performance are not clearly specified. Likewise, the standards-based model has an underlying philosophy of creating a system of teacher effectiveness and student learning. Nonetheless, it seems to advocate a behaviorist perspective of learning which emphasizes competence and rewards instead of collaboration and collegiality. As part of these models, we can include the model of observation and assessment in which instructional practices are observed by a colleague or a supervisor with a provision of feedback; however, it is

necessary to bear in mind that observation can use in all the models depending on their organization and purpose.

Other models explained by Kennedy (2005) are the coaching/mentoring, the community of practice, the action research, and the transformative. The important aspect of both coaching and mentoring is the establishment of one-to-one relationships usually between two teachers, and according to most definitions, the difference lies on the fact that coaching is focused on skills whereas mentoring also implies counseling and professional friendship. Mentoring also implies that there is a novice teacher and a more experienced one. This is connected to the idea of site-based professional development and that academic dialogue with co-workers can enrich practice. Depending on the relationship between the two teachers and the conception behind mentoring, it can support either a craft model or a transmission view or a reflective model or transformative practice.

The community of practice according to Wenger (1998) has three key processes: evolving forms of mutual engagement, understanding and tuning enterprise, developing repertoire, style and discourse. For this model to be effective the roles of the members have to be clearly defined as proactive and not as a passive experience in which there is an exercise of power by the dominant members in the community. It cannot be considered a form of performance management either since the idea is that the community gets together to reflect upon the joint enterprise and everyone has some level of control over the agenda.

The action research model has to do with encouraging teachers to see research as an opportunity to ask critical questions about their practice. Action research enables the teachers to become knowledge producers instead of knowledge receivers. It is also a successful model due to the close link made between theory and practice; besides, it

moves from a mode of transmission to a mode of reflection in which the actions are connected to the particularities of the contexts. Action research also has the potential for teachers' transformation and autonomy. This model was also mentioned by Sparks and Loucks-Horsley as inquiry which they explain as teachers formulating questions about their practice and trying to find answers to those questions. The steps in this process are the identification of a problem, data collection both from literature and from classrooms, data analysis, and transforming practice followed by the collection of additional data. Also they state that 'This model is built on the belief that the mark of a professional teacher is the ability to take reflective action'.

Finally, the transformative model, as explained by Kennedy (2005) is a combination of the different models explained. Nonetheless, its main goal does not on the attainment of skills, standards or accountability but of transformation. What it advocates is a balance between craft, applied science and reflection informed by the conditions of the context, the transformations needed and bearing in mind the issues of power, that is to say, who are the actors benefited by the transformations.

All the models explained are summarized in the following chart:

Kennedy (2005)	Gaible & Burns (2005)	Wallace (1991)	Sparks & Loucks-Horsley (1989)
• Coaching/Mentoring		• Craft	• Observation/Assessment
• Training • Award-bearing • Cascade • Coaching/Mentoring	• Standardized TPD	• Applied science	• Training
• Community of practice • Action research model • Coaching/Mentoring	• Site-based TPD	• Reflective	• Inquiry
	• Self-directed TPD		• Individually-guided staff development
• Standards-based • Deficit			• Involvement in a Development/ Improvement Process
Table 2. Transformative model (Kennedy, 2005)			

Requirements for an Effective PD Program

There are many elements which need to be considered for a PD program to be considered effective. One of these elements is the transformation of theoretical knowledge in something useful for daily practice and also, the transformation of attitudes, beliefs and routines of participating teachers. Flores (2000) has described in detail the different transformations teachers have to experience by means of a PD program: transformations in the competences and skills, transformations in the conceptualization and ways of thinking of the teachers informed by theory and the transformations in daily practice. Nonetheless, the change will not be immediate but there is the need to do a follow-up to really appreciate transformations objectively.

As mentioned in the description of the models, many of these have been criticized since they seem to be alien to reality of classrooms and institutions. Some professors would qualify them as elitist due to the fact that not all professors can access the programs and some others question the fact that they do not always reflect what is happening in their real contexts and the situations used are ideal. Some others would say that these programs lack a sound research foundation.

Therefore, the first step when trying to offer a PD program is carrying out a needs analysis. Day (1999, p. 147 – 148) identified the following needs to be addressed in these programs: objective, content, usage, process, leadership and modeling, and time and energy. Objective needs refer to those specific needs of a particular group, for example, age or proficiency. Content needs are related to the expected increase in knowledge or awareness, that is to say, reinforce and renewal of changes in beliefs but also the chance to see problems from different perspectives. Usage needs can be measures by the expected impact on the curriculum and application in daily practice. Process needs have to do with the mode of delivery of the program; the most successful programs combine well-structured activities which involve working with colleagues and

sharing experiences. Needs for leadership and modeling have to do with experience of the facilitators in relation to enthusiasm and group dynamics. Finally, time and energy needs have to do with the opportunities given by the program to abstract from worries of classroom life.

Some other features for PD programs mentioned by Day (1991) are to guarantee spaces for systematic reflections of different kinds; to be aware of the teaching context, the school cultures and subcultures and the teachers' experiences; to promote the opportunities to question individual and institutional beliefs in relation to practice; to be conscious of the limitations of individual learning and therefore, to foster learning alliances; to set the classroom practice in wider contexts of institutional practices, societal needs and students' lives; to make sure the revision and support in renewal of moral purposes, professional expertise and emotional intelligence of teachers involved; and finally, to encourage development, change and practices through the teachers' participation in activities designed to generate results which are of direct or indirect benefit for them, their students and their institutions.

Dam (2008) based on her experience offering PD programs for in-service teachers in Denmark. She states first of all that the contents and organization have to planned in a continuous process of negotiation, open to change according to the needs of the faculty and the demands of the curriculum. Also the objectives and the expected outcomes have to be communicated to the teachers involved. Other features proposed which were mentioned previously include the creation of an atmosphere of trust and openness among the participants and with the facilitators, an emphasis on both awareness-raising and analysis of connections with the particular situation of each professor so that the program could have a major impact.

Finally, some other traits for PD programs are to involve the participants in an active construction of their own learning and to guarantee that the focus of the programs is on learning rather than on teaching, that is to say, to take advantage of the PD program for participants to release themselves temporarily of their roles as teachers in order to become learners again to be free to experiment without any preconceptions. These characteristics mentioned by Day (1991) and Dam (2008) make echo to those of Pontz (2003) who highlighted as main elements for a PD program clarity of goals, levels of challenge, building on previous knowledge, continuity over time, organizational support and an understanding of and connection with the goals set.

Modes of Teaching and Learning in PD Programs

Depending on the purposes for learning and teaching, a PD program can use one or several modes for delivery. For the PD program at ÚNICA workshops, tutorials, coaching, observation, among others were used. These modes were selected because they were centered on the needs and dynamics of the particular setting where the interactions and the dynamics are reflected on, questioned and acted upon. Below each one of the modes will be explained:

a.   **Workshops:** A workshop is a short-length activity that makes emphasis on the completion of a practical task (Wallace, 1991) by means of the application of theory, work experience and/or background knowledge. Workshops is one of the most widely used modes of delivery for PD since they can be organized easily because they are short-term, they can be developed during teachers' free time within their schedule, and also because their main goal is establishing the link between theory and practice. Richards and Farrell (2005) also explain that workshops provide opportunities of acquiring specific knowledge and skills which are expected to be put into practice by

the participants, for example, implementing procedures for class observation or carrying out action research projects. Workshops also allow the examination and discussion of beliefs about teaching-learning processes and the institutional and individual improvement.

b.   **Mentoring:** Mentoring is understood as the accompaniment of a professor by another who has more experience or knowledge in relation to the context, for example, the mentor may have expertise in the use of a particular methodology, textbook, technology or class routine. Pollard (1997, p.19) defines mentoring as 'the provision of support for the learning of one person through the guidance of another person who is more skilled, knowledgeable and experienced.' In the same way as workshops, mentoring has the advantage of helping attain the two-fold objective of developing practical skills and reflective understanding since mentors provide advice, support, encouragement, and modeling for their mentees, who, in turn, provide mentors with opportunities to use and reflect on their expertise (Díaz-Maggioli, 2003).

c.   **Action research:** Wallace (1991) explains that one way to systematize the reflections carried out by teachers within a PD program is the undertaking of action research projects. Action research has a goal solving practical classroom problems and generating practical outcomes. One advantage of incorporating this kind of research is bridging the gap between theory and practice as well as academic realities and school/university realities. Dìaz-Maggioli (2003) names action research as participatory practitioner research and describes it as involving a group of colleagues who diagnose a situation, plan and execute and intervention in order to better the current situation; in the same way, as Wallace (1991), he values the chance for teacher to examine their practice in order to understand and improve it.

d. **Peer observation:** Pollard (1997, p. 51) defines observation as 'a way of

actively, carefully and self-consciously describing and recording what people do while

one is also part of the action'. The emphasis of this activity lies on the description,

therefore, the recording of this information can be done by means of field notes, audio

and video recording. Richards (1998) also says that observation helps to develop a

common language to talk about teaching and to describe and analyze the nature of

classroom events. Additionally, he mentions that peer observation can give the

opportunities to teachers to observe other teaching styles and to reflect critically upon

their own teaching.

e. **Team teaching:** Team teaching is understood as a pair or group of teachers

planning, conducting and evaluating the learning activities for the same group of

students. The team is usually composed by teachers who have different areas of

expertise but who share the same group. This mode is based on the philosophy that

teachers learn more and work in a better way when they work with a colleague in all the

phases of teaching. There are different advantages to team teaching, for example,

becoming familiar with different ways of planning and organization as well as styles for

lesson delivery, feeling closer to the institution by being team members even for part-

timers, and helping the interpersonal and professional dynamics at the workplace.

f. **Peer-coaching:** This kind of coaching refers to pairs of teachers who work

together with different purposes which may range to reflect on their practices, acquiring

new skills, and refining or expanding olds ones, undertaking research or solve common

problems (Díaz-Maggioli, 2003). One of the key elements of coaching is confidentiality

since it generally involves a process of observation in which teachers provide each other

with advice on their work. Wong and Nicotera (2003) specify four kinds or practices

within peer coaching according to its purposes: the first one is 'to establish a culture of

standards', 'to improve instructional capacity', 'to support ongoing evaluation' and 'to connect classroom practices and institutional policies'.

g. **Lecture:** It is a one-way interaction in which an expert on a particular area explains an aspect of that area to a group of people for a long time. Wallace (1991) explains a lecture is 'a system of teaching in which a tutor talks to [the audience] for an extended period of time, usually between 45 minutes and one hour.

h. **Academic/Professional dialogue:** Garmston & Wellman (1998) explain that a dialogue implies a process of reflection in which group members try to understand each others' beliefs and viewpoints in relation to the educational process. They add that 'group members inquire into their own and one another's beliefs, values, and mental models to better understand how things work in their world'. The purpose of dialogue is the construction of shared meanings, it gives a sense of belonging and creates an atmosphere of trust in which ideas can be explored without pre-conceived ideas.

i. **Academic reading**: This activity is conceived as a self-directed professional development initiative. Depending on their needs and their areas of interest, professors will select scholarly reading such as books or articles in order to enrich their practice. This kind of work is better profited when it is linked with academic dialogue and/or peer coaching.

Methodology

Curriculum Development

Curriculum design provides a baseline to organize any proposal that implies a series of steps in any program implementation; it is not exclusive to syllabus or course design.

According to Graves (1996) there is a framework for curriculum development. That framework is systematic since it includes some steps that, if followed, permit

course developers or curriculum specialists to design appropriate programs. Since in this specific case, the goal is to design a professional development program such methodology provides the necessary steps for our own proposal.

Graves (1996), in the same way Brown (2007) does, states that any program design should begin with a needs analysis, followed by setting goals and objectives which let curriculum developers choose content and materials so that activities may be formulated. The process ends with an evaluation of itself. As it is seen, any project that expects to create programs should consider these steps.

The needs analysis or needs assessment is the key aspect when designing programs. It provides light on the participants, their interests and needs, resources among others. In this research project, specific information on professors' educational and professional background along their needs in terms of PD are considered. For example, researchers asked availability for engaging in any kind of PD, this bearing in mind that more than half of the professors are on part-time basis. It is important to clarify that needs assessment may occur at different times during the process. It may be done at the beginning, when implementing the program to know what changes to incorporate or at the end to evaluate current practices. Another factor that influences when to carry out the needs assessment has to do with the objective of such assessment or analysis. Since the goal of this project or any PD program is to plan the PD structure for undergraduate professors; the recommendation is to carry out a needs analysis at the beginning of each semester so that decisions can be made based on hired staff needs; this bearing in mind that new teachers may be incorporated to the faculty.

There are different ways to carry out a needs analysis. Researchers may use various data gathering tools such as questionnaires, surveys, and document analysis. In this specific project, two questionnaires were applied; one to the faculty and another one

to other universities as it will be explained later. The idea of doing a needs assessment is also to use the results and have this practice as part of the self-evaluation processes done at ÚNICA which means it will be a worth practice.

Determining goals and objectives according to Graves (1996) state the intended outcomes and purposes of any program. In this regard, Brown (2007) says goals need to be achievable and realistic. Although Graves says that curriculum developers or researchers have to distinguish goals (general) from objectives (specific), in this research project the objectives will be stated since the general goal is inferred by saying researchers expect to design a PD model. In other words, the objectives clearly state what the reason behind the Model for PD designed is. Besides, these objectives are not content knowledge, for this research objectives are oriented to personal and professional growth. Knowledge objectives are part of each one of the PD options but the Model itself.

Content is understood as the concepts or aspects that will be taught. In this research there are two kinds of content. First, researchers determine the structure of the model which responds to specific needs and objectives. However, later when the program starts running new analysis and decisions have to be made in order to determine the content of the different PD options which is basically thematic.

 At this point one needs to understand that when thinking about PD, researchers must consider Ministry guidelines, regulations and school mission and vision; in this sense professors' profile, competences, tasks, students' expected outcome, etc. give foundation to design.

Graves (1996) also mentions selecting and developing materials. She says "for many teachers course development starts not with determining objectives or contextualizing content but with ideas about the course in action. They think about

materials they will use, activities their students will do, techniques they will employ"
(p.26). Putting this in PD terms, many universities select a PD mode/structure thinking
it is the most appropriate for their instructors, some even choose topics beforehand
without knowing the real staff needs and/or interests. Using Graves' words this research
project expects that materials and activities provide a "clear sense of why they will be
used, how, and by whom". All in all, every decision made during the PD process as part
of the PD Model at ÚNICA has to be well-informed and realistic to current times, not
only at the university but the country and the society.

      Finally, the evaluation part let curriculum developers and researchers assess
what has been learnt, of course, selecting assessment tools is crucial. When thinking
about Course Development not only knowledge, proficiency, strengths and weaknesses
of participants are assessed; the program itself is evaluated. It means the evaluation not
only responds to content achievement but also efficacy, efficiency most of the times to
improve effectiveness. As a consequence, during the development of this project
evaluation becomes a key stage since it provides policy foundation, as Graves states
when she says that evaluation "provides documentation for policy reasons, such as
continued funding or retention in the curriculum" (p.31). Consequently, the evaluation
in this proposal gains importance in view of university policies and future practices. As
it was stated before, the goal is not only to offer this PD model at ÚNICA but to any
school or university interested in it. Besides, decisions and actions will be in response to
established policies at the university, policies that respond to the needs of all involved.

      Based on the previous description, curriculum development may be defined as a
framework of stages to design, modify or renew curriculum.

Model for a Professional Development Program at ÚNICA

One of the missions of UNICA is to have professionals in Bilingual Education as well as to foster the participation of its entire staff in programs of continuous professional development. In order to promote the process of professional development (PD) in bilingual education according to our Colombian context, institutional needs and as part of our professional development program for full time and part time teachers at UNICA, for instance, are required to attend at least 12-hour certified training course during each semester.

Most of the Professional Development options are offered by UNICA. Topics and modality is determined by the Academic Director according to the needs analysis done at the beginning of each semester. The following model shows the Professional Development Program proposed which consist of five phases based on Curriculum Development:
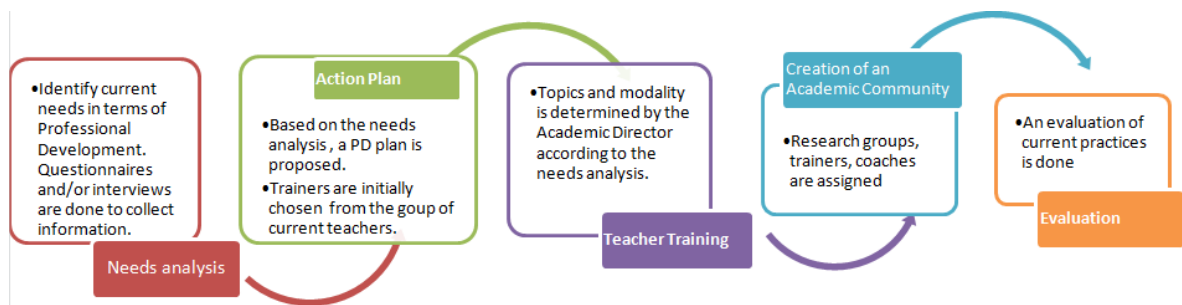
The model proposed is conceived of the curriculum development theory explained in the theoretical framework.

Goals

The professional development program has as main goals:

1. To provide teacher development in the areas UNICA professors consider relevant.

2. To empower faculty.

3. To assure quality in education by providing opportunities for professional development

The execution of each one of the different phases of the Professional Development Model is explained in the following section.

Professional Development Model at ÚNICA

Phase 1
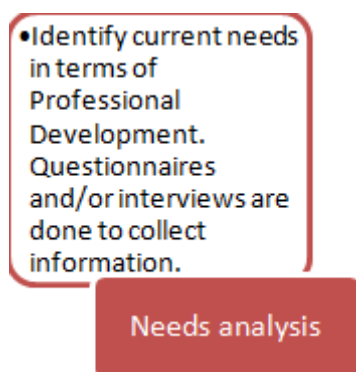
Following the proposed steps for Curriculum Development stated in the model, the research team did a need analysis by means of a questionnaire. The purpose of this instrument was to gather information about the participants' profile which let us identify professors' academic background, areas of interest, experiences, and expectations to plan phase 2 of the Professional Development Program model proposed.

The research team decided to apply this questionnaire to the teachers who were going to participate in the program. This questionnaire (see appendix 1) contained seven questions which aimed at determining the participants' profile; therefore, there were questions related to their time of experience, their interests and possible schedules for the professional development programme. The total number of participants was 11 teachers belonging to the BA programme in Bilingual Education at Institución Universitaria Colombo Americana (ÚNICA).

The first question related to the participants' experience was divided in the number of years and the context, that is to say, elementary, undergraduate, postgraduate or continuing education programmes. The results show that 82% of the teachers have worked in elementary school (graph 1) ; of those 82%, 34% worked from zero to four years, 22% from five to ten years, 22% from twenty-one to twenty-five years and 11% worked from sixteen to twenty and twenty-six to thirty years respectively (see graph 2)..
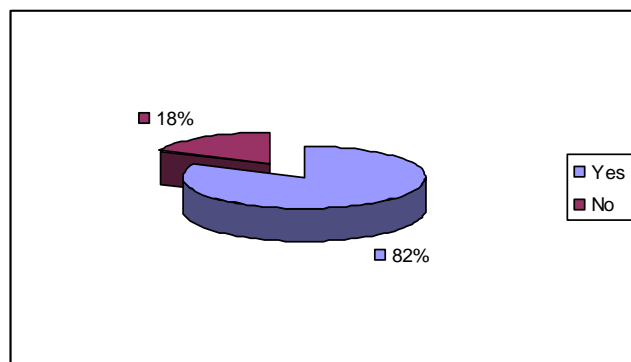
Graph 1elementary school experience
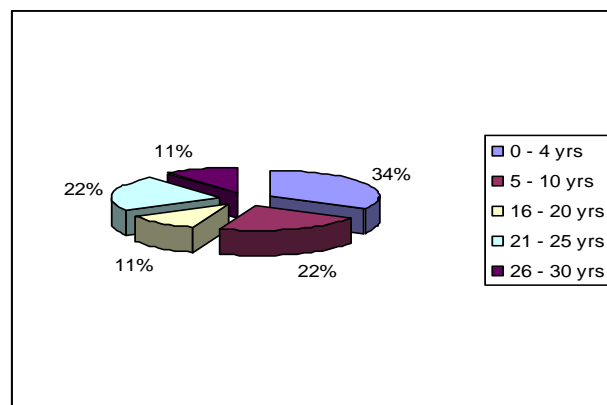
Graph 2. Years of experience

In terms of undergraduate programmes (see graph 3), the results showed that 82% of the teachers questionnaireed have worked in these programmes; of those, 34% have worked from zero to four years, 22% have been teaching in undergraduate from

eleven to fifteen years and sixteen to twenty years respectively. 11% have worked from

five to ten years and another 11% have worked from forty to forty-five years in

undergraduate programmes (see graph 4)
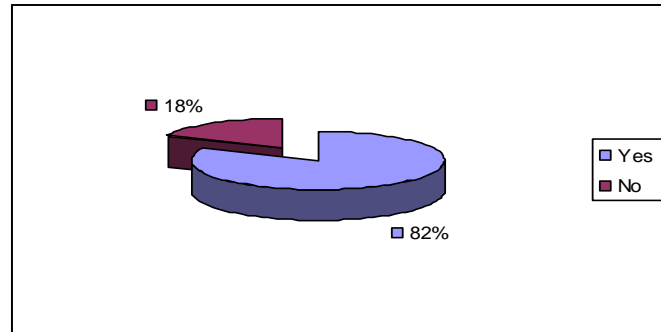
Graph 3. Undergraduate experience
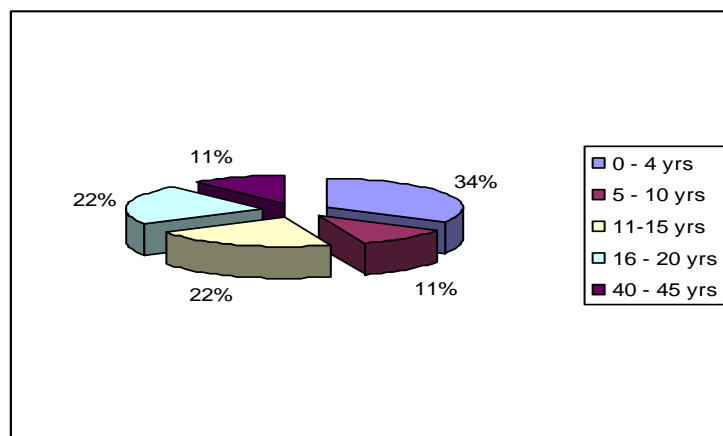
Graph 4. Years of experience undergraduate

73% of the professors questionnaired have worked in postgraduate programmes, of

those 73%, 67% have worked from zero to four years and 33% have worked from five

to ten years. Finally, 45% have experience working in continuing education

programmes, 40% have been in continuing education from zero to five years, 40% from

five to ten years and 20% from eleven to fifteen years.
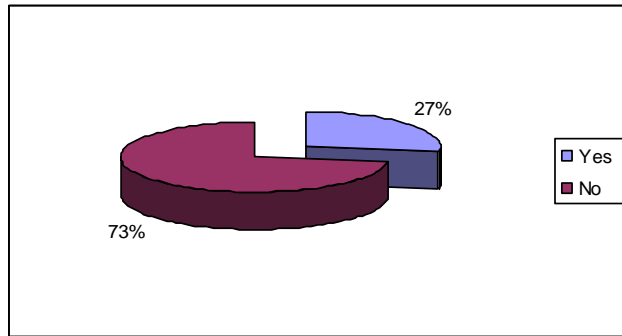
Graph 6. Posgraduate experience
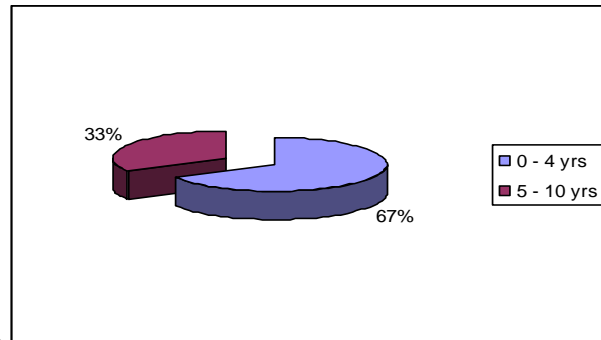
Graph 7. Postgraduate experience
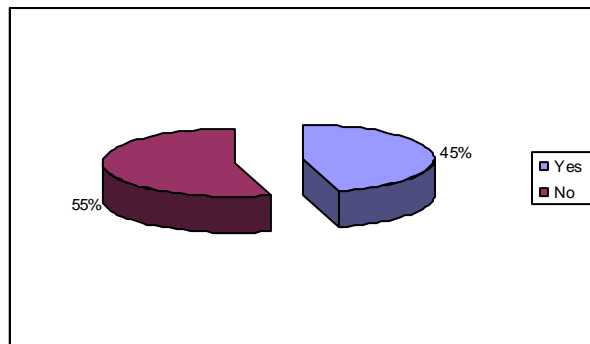
Graph 8. Experience in continuing education
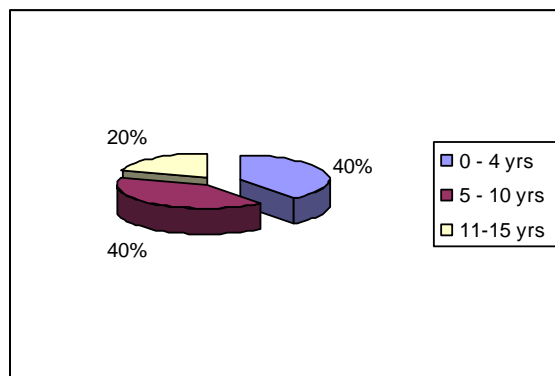
Graph 9. Years of experience continuing education.

Another important aspect was related to the experience teachers had at UNICA as a bilingual institution. 83% of the teachers had an experience of zero to four years working at the institution and 17% had been working at UNICA from five to ten years. These percentages refer to teachers' experience in the BA in Bilingual Education; another 9% had been working in the Continuing Education Programme from zero to four years.
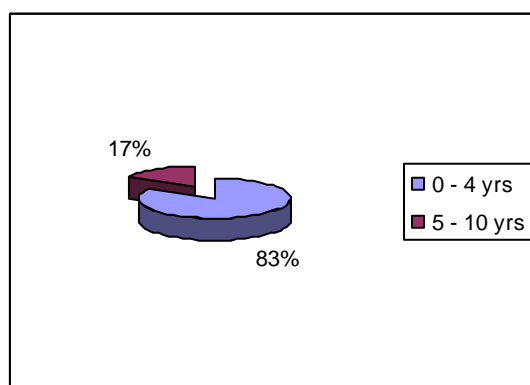
Graph 10. Experience at ÚNICA

The second question aimed to know whether teachers had participated in a development programme during the last six months (graph 11). To this question 64% mentioned they had participated in a teacher training programme and 36% affirmed they had not taken part in a professional development programme during the last six months.

A follow-up question related to this had to do with the modality used in those professional development experiences; to this, 60% of the teachers mentioned workshops, 30% mentioned conferences and 10% named seminars.
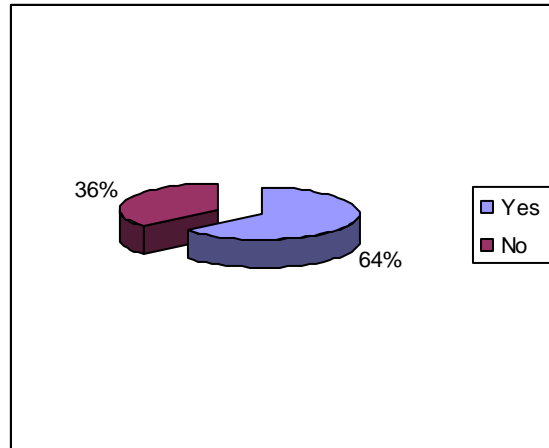
Graph 11. Professional development 6 months
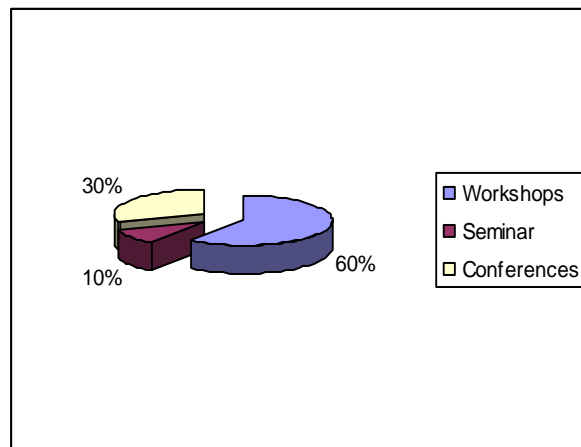
Graph 12. Professional Development participated

Question number three had as an objective to identify the professional development opportunities teachers have been exposed to in other institutions and their corresponding modalities. 46% of the teachers have participated in teacher development programmes at other institutions, 9% have not had that experience and 45% did not answer that question (graph 13). In relation to the modality used in these programmes, postgraduate classes, conferences and seminars were selected, each one with 13%; 20%

of the teachers selected workshop as the modality for those programmes and 41% did

not answer the question.
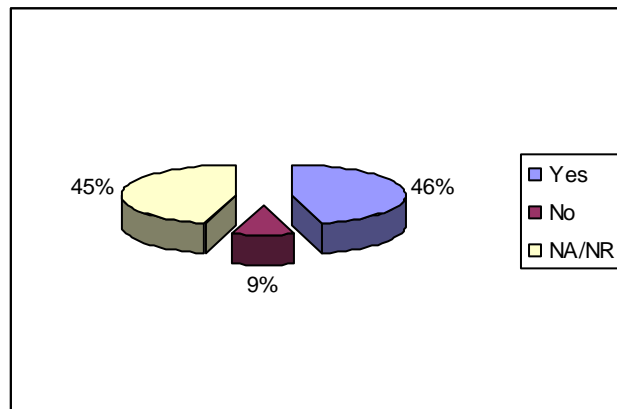
Graph 13. PD in other institutions
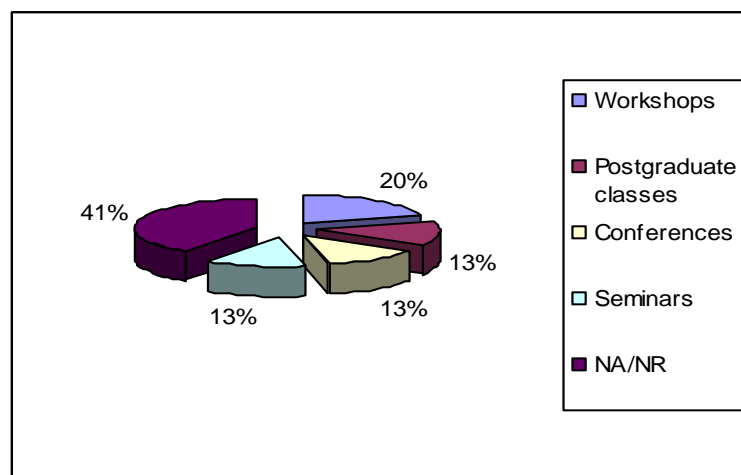
Graph 14. PD structure taken

Question number four had the intention of determining which of the modalities

could help teachers better at ÚNICA. 17% of the teachers think postgraduate classes

would be most useful, 27% considered workshops as the most suitable modality, 13%

preferred seminars, 17% conferences and 13% considered doing research as the best

way to gain knowledge. Finally 13% considered all of the modalities mentioned were

useful and could help teachers acquire knowledge. (graph 15)
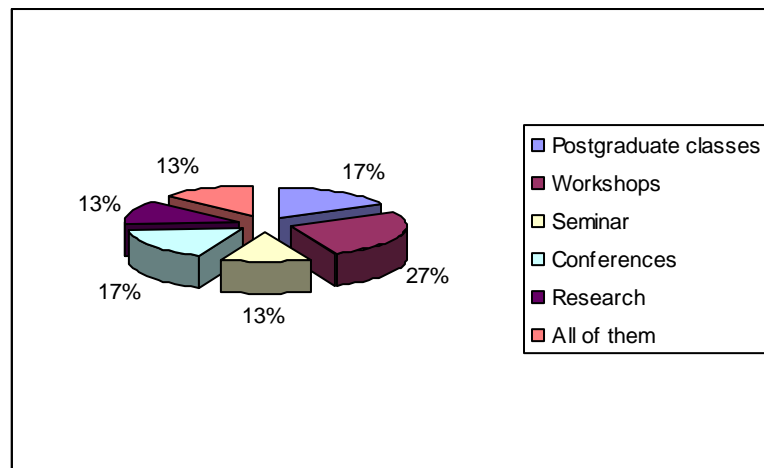
Graph 15. PD structure preferred by educators

The purpose of question number five was to define the interests teachers would like to approach in the professional development programme. Eleven aspects related to the curriculum at ÚNICA were mentioned but teachers were given the opportunity to suggest other topics. To this question, 17% stated they would like to address content-based instruction, probably, since this is part of the institutional philosophy. 13% mentioned action research and academic writing respectively. 10% mentioned curriculum and instruction and another 10%, materials design. 6% selected differentiated instruction and Sheltered Instruction Observation Protocol (SIOP). Finally, the least selected were assessment, information and communication technologies, second language acquisition and leadership, each one with 3%. (graph. 16)
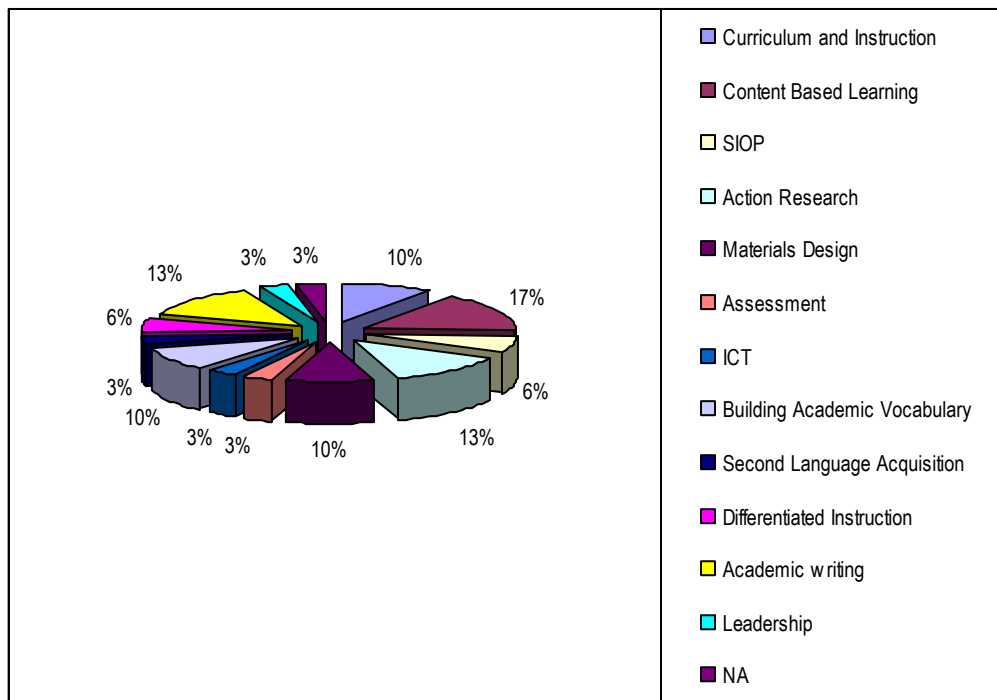
Graph 16. Topics preferred for PD

Taking into consideration teachers' time availability, question number six explored if teachers were willing to participate in the programme in an online environment, an *in-situ* environment or in a blended learning (*bLearning*) one. 43% of the teachers preferred an online environment, 36% a *bLearning* professional development programme and 14% an *in-situ* modality, 14% did not answer the question. In the case that the teachers had selected the on-site modality, they were asked to suggest the possible time for the programme to take place, 23% suggested weekdays afternoon, 8% recommended weekdays mornings and 8% suggested weekday evenings, 61% did not answer the question since they had suggested the online modality.
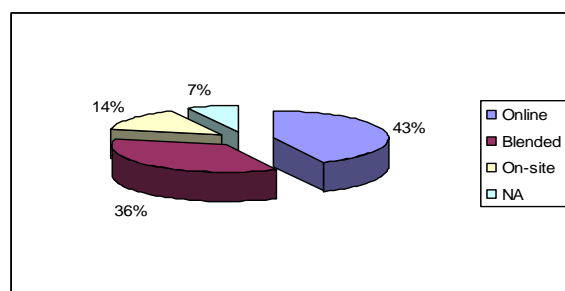

Graph 17. Modality
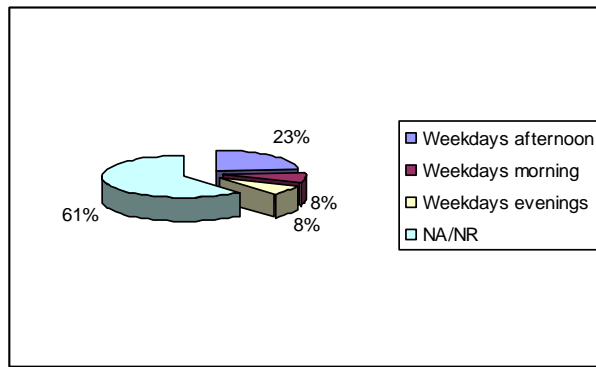
Graph 18. Preferred schedule

Since one of the purposes of the professional development programme is to empower the faculty at the BA in Bilingual Education, teachers were asked about their willingness to offer professional development opportunities to their colleagues based on their areas of expertise. To this question (number 7), 55% affirmed they would offer training to their colleagues while 45% said they would not (graph 19). In relation to the topics in which the training would be offered, 20% mentioned workshops on application and assessment which are elements related to the SIOP model used at the institution; 40% suggested instruction, lesson delivery and planning and ICTs. (graph 20)
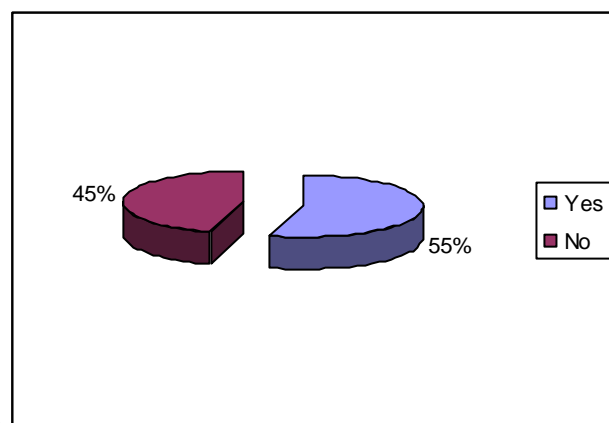
Graph 19. Willingness to offer PD
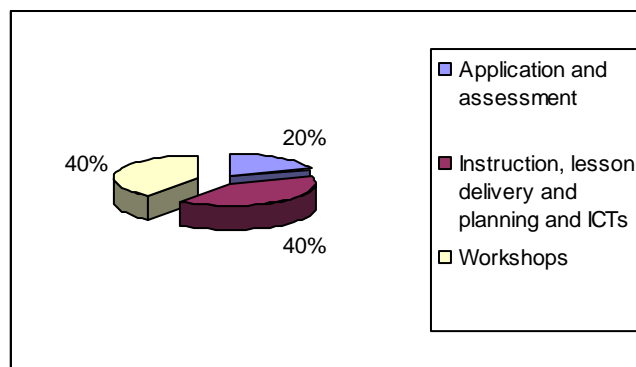
Graph 20. Topics to offer PD.

After this analysis, during the faculty meetings new needs arose. Professors informed about issues they had experienced during class time and which could be addressed during the Professional Development Program. As a result, the minutes from the different faculty meetings were read as part of a document analysis in order to identify the main concerns the professors had mentioned. The issues were students' poor performance in academic writing in both English and Spanish, lack of interest in academic reading, teachers' need for training on bilingual teaching models and designing and using assessment criteria.

Another instrument used to identify current needs was a questionnaire to the Academic Deans from other universities (Appendix 2). This questionnaire let the research team do a benchmarking of what kind of professional development opportunities were being implemented in other faculties of Education. The target population was a group of 20 deans from different faculties of education. Ten (10) questionnaires out of twenty (20) were answered.

When asking about the existence of any Professional Development Program at the different universities, 70% of the IES said they offered a program (graph 21) which according to graph 21 in most of the cases has as main objective to offer teacher training in order to secure accreditation (80%) and to train teachers in specific methodologies

from the university (60%). At this point, it is important to recall that universities in

Colombia have the option to apply for Quality Accreditation processes through CNA

which despite not being a prerequisite to offer the Registro Calificado through

CONACES give universities a different status and the opportunity to participate in

many official announcements from the Ministry of Education. Adding, one of the best

ways to achieve these goals is to have knowledgeable professors about the institution

philosophy, methodologies and any specific aspect of each program. In ÜNICA, for

example, the bilingual methodology adopted which is SIOP.   The third reason given to

carry out PD has to do with the need of going in deep in different topics of interest for

the professors (60%).

As it can be seen, PD in many universities has a double function; first to prepare

for the institutional accreditation processes and second to promote teacher´s knowledge

on different themes of interest for each program.
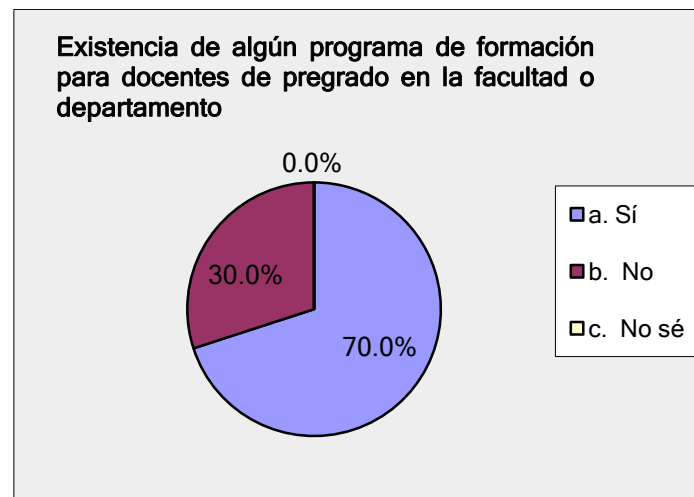
Graph 21. Existence of PD programs at other universities
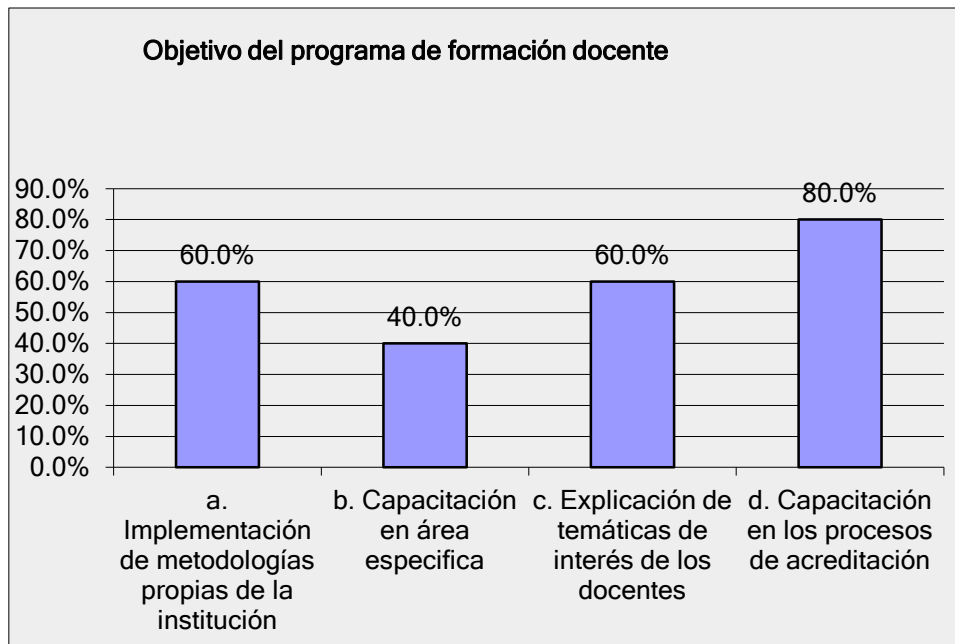
Graph 22. Reasons to pursue PD at other universities

Since one of the objectives of this project is to design and offer PD to the faculty professors, it was important to learn from the experiences of those universities that had implemented this kind of programs. As a consequence, question number three asked about the structure of such program in other faculties. As graph 23 shows, 60% of the universities that offer PD do it through seminars or conferences while 40% of the programs are blended courses, research groups, and national postgraduate programs. 20% includes workshops, class observation and international postgraduate program. None of the universities offers a mentoring or coaching program.
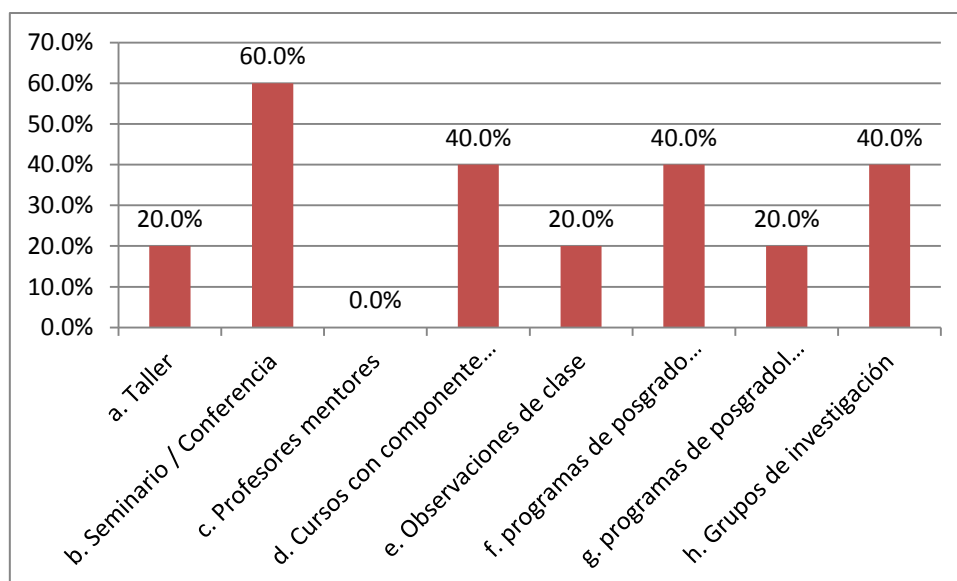
Graph 23. PD structure in other universities

When asking about the periodicity of these seminars, conferences and others during the semester, 50% of the universities do it more than three times, 16% three times and other 33% at least twice during the semester. This means that once per semester is not enough, teachers require constant opportunities for development; determining how much time was spend for each activity was not possible since the answers varied. All professors wrote different times in the comments section. Times fluctuate from two to eight hours.
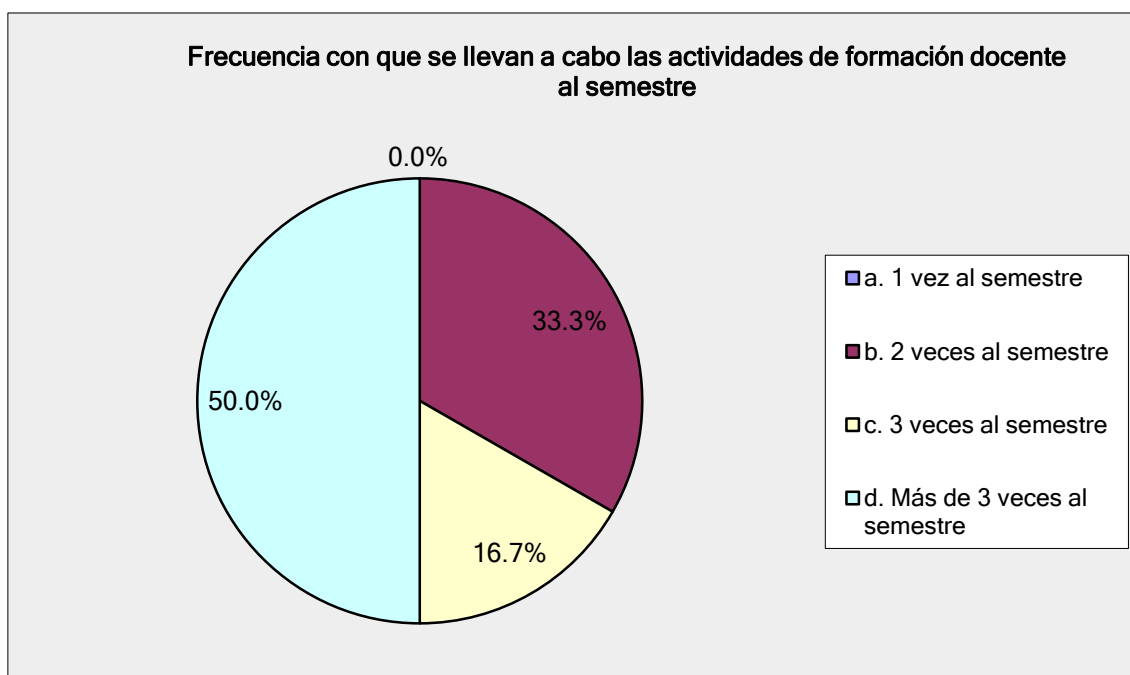
Graph 24. PD frequency in other universities

It was also important to know who or which department was in charge of coordinating all PD activities. In the same way as ÚNICA, graph 25 for 80% of the universities the Academic Dean is in charge of PD. Only a few cases, 40%, the Research Department is in charge or in other cases, 20%, the Vice-president and Department Chair participate in this program. Also 20% of the universities that answered have a PD Division.

Bearing in mind the model proposed in this project includes an evaluation component, it was crucial to know how other universities evaluate the efficacy of the programs being offered; in this respect, there was no single answer. In some cases, there is a follow up meeting, in others participants are asked to write papers on the issues or do a curriculum evaluation. That is to say that the efficacy and effectiveness depends on the type of program. It is possible to infer that the first indicator of efficacy is teachers' impact on current practices reported through articles and/or workshops.
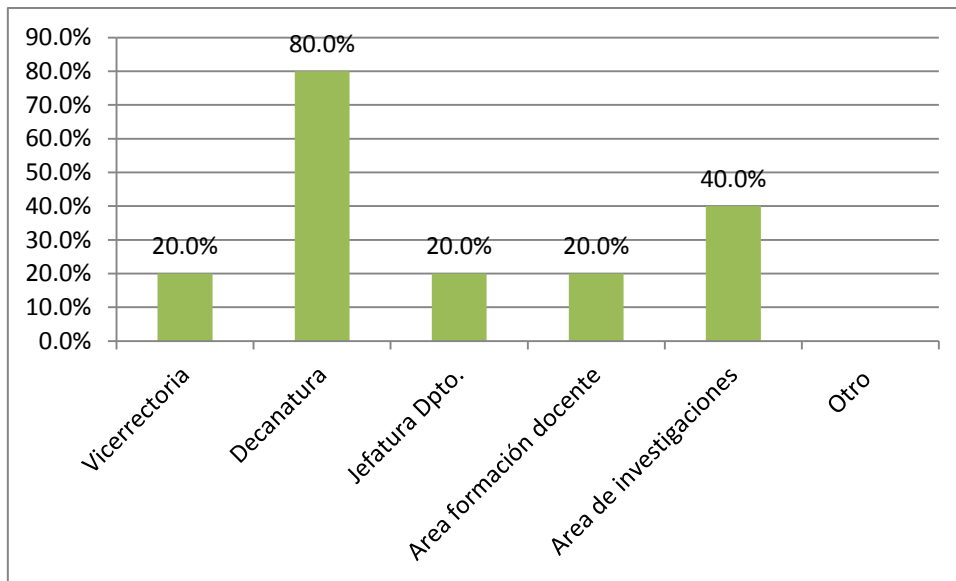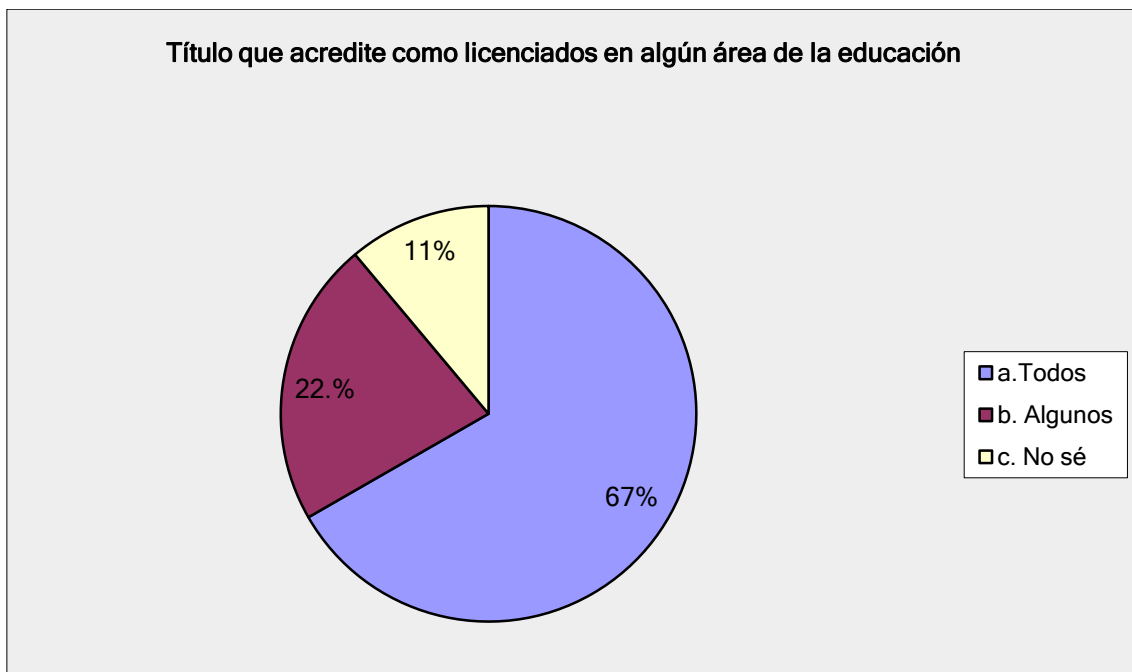
Graph 25. Administrative office in charge of PD in other universities

Another key factor for this project is to know who administers or delivers PD in other universities. Graph 26 shows that most of the universities find in their own faculty the principal source for this kind of programs. 80% of the faculties put on their fulltime professors the mission of providing P.D. Although, 40% of the universities invite national and international experts, the graph also indicates that 20% of the universities involve these part time teachers as delivers.
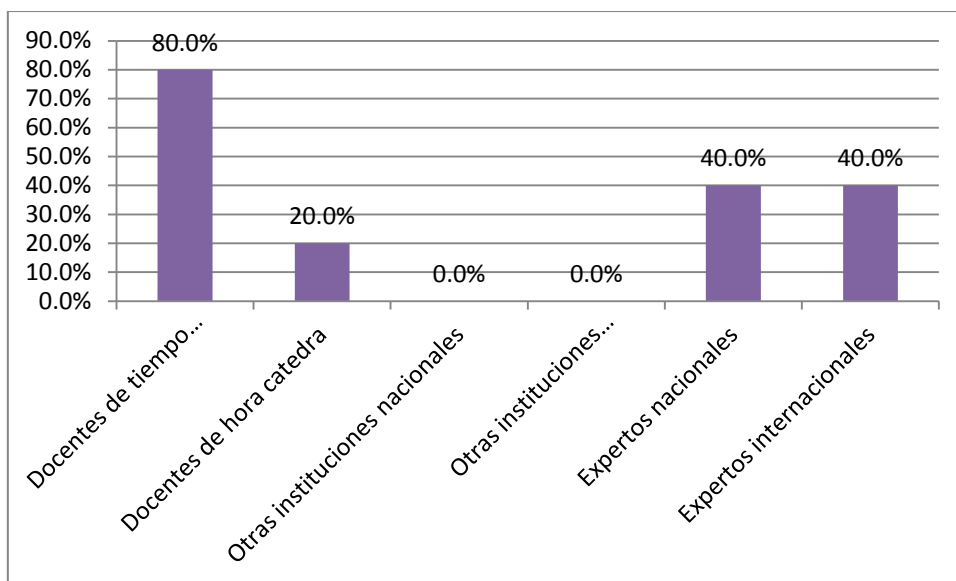
Graph 26. Office or person in charge of delivering PD

When asking about educational background, most of the faculty has a degree in education as shown in graph 27.

Título que acredite como licenciados en algún área de la educación

11%

22.%

67%

- a.Todos
- b. Algunos
- c. No sé

Graph 27. Professors with Training in Pedagogy

This needs analysis done through Academic Deans' questionnaire, document analysis and professors' questionnaire unveiled that professors preferred workshops among other PD modes, besides, in other universities, the academic dean or someone else is appointed the PD coordination. In terms of themes, professors want to be informed and /or updated on methodologies and activities related to the mission and vision of the university as it is the use of ICTs and SIOP methodologies. The following table summarizes main findings:

In conclusion, the faculty needs and interests in terms of professional development were:

Mode	Workshop
Modality	Blended
Areas of interest	- Bilingual methodologies - Learning strategies - Assessment - ICTs - Writing process stages and techniques
Willingness in offering PD	55% of faculty

Table 3. PD needs ÚNICA

Phase 2 – Action Plan
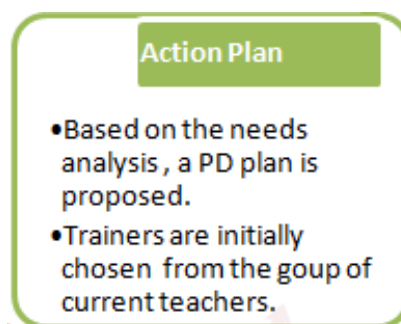
The information gathered through the needs analysis and the theoretical construct let the research team plan the structure of the program. Forasmuch as one of the goals of this project is to empower faculty and assure quality in education, different options were either identified as already being used at the teacher preparation program or proposed as new alternatives to grow professionally, both used as a route for quality assurance.

Professional development does not only mean going to conferences or attending workshops. There are many different ways to pursue professional development. For instance, reading books, pursuing postgraduate studies, doing educational research, among others. As stated in the theoretical framework, professional development is defined in this project as voluntary ongoing process in which teachers get involved for

acquiring, renewing or widening their knowledge and practices for the benefit of the students, the educational institutions and education in general. It implies a commitment to reflection and change in order to maintain a critical attitude to established theories and practices and their relation with particular contexts.

Danielson, C. and McGreal, T. (2000, p.5) in their book *Teacher Evaluation to Enhance Professional Practice* say that the best teacher preparation programs are the ones that not only support administrative initiatives but also:

a. "Are grounded in knowledge about teaching. Teachers need opportunities to explore, question, and debate to integrate knowledge.

b. Offer intellectual, emotional and social engagement with ideas, materials and colleagues.

c. Demonstrate respect for teachers as professionals and as adult learners. It should take different degrees of teachers experience into account.

d. Provide follow – up and support for teachers to master new content and strategies and to integrate them into practice"

The following table presents the different options that seek to attain PD and that were implemented during second semester 2011 and first semester 2012.

Structure
Workshops and seminars on methodologies, approaches and/or strategies on topics proposed by the faculty body. Eg. Differentiated teaching, sheltered instruction: SIOP and GLAD models, reading strategies.
Conferences and symposia where professors or students display their finished or developing research projects, they also talk about different issues related to methodology or classroom. Eg. Research in Action event, Ethics Matters, Two Languages One Developing Brain
Pursuing **postgraduate studies**. Eg. Specialization, M.A or PhD
Observation. Eg. Class observation,visiting schools or other universities
Research on different topics. Eg. Action research projects
Mentoring and coaching programs. Eg.: SIOP Coaching
Collaborative groups including tutoring on topics that are axis at the university. Eg. Support in the use of Moodle platform.
Academic Readings. Eg. articles, research projects, book chapters
Academic dialog. E.g. Formal and informal meetings with other professors
Team Teaching. Eg. Co-teaching, Interdisciplinary lessons, Designing standard exams

Table 4. Professional Development strategies offered at ÚNICA

Phase 3 – Professional Development Strategies/Modalities
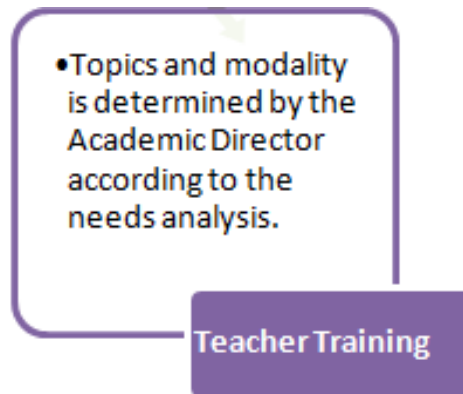
Hudson et al. (2010) say that building leadership capacity and a professional collaborative culture can be achieved by creating a democratic community, by fostering skills and practices of leadership, embedding PD in the daily life. As a consequence a careful PD structure was proposed in such a way everybody could become a leader.

The PD alternatives for professors at the university are explained as follows:

1. **Workshops and seminars**

Before carrying out this project, professors had had the opportunity to attend workshops and seminars offered by guest speakers at ÚNICA. However, since one of the main goals of this proposal is to empower current staff, professors were invited to design a minimum of two hour workshops to colleagues. Professors were chosen by the Academic Director based on two aspects; first their area of expertise and second, their willingness to become active members of this program.

Workshops were usually on methodologies, approaches and/or strategies on the topics suggested by the faculty body through the questionnaire and documentation done in the needs analysis. By carrying out these workshops, administrators expected to create a

collaborative culture of professional growth based on the reflection and self evaluation of current practices.

During the second semester 2011, the following workshops were offered:
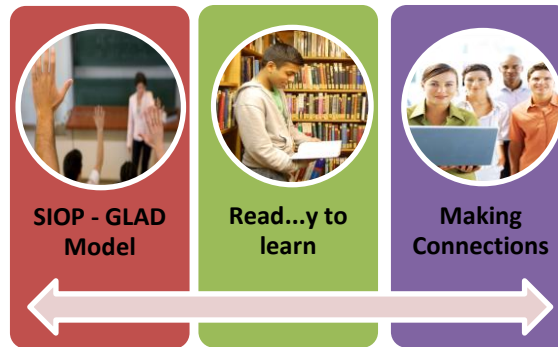
a. Guided Language Acquisition Design: Teaching English through Content

Project GLAD is a model of sheltered instruction, teaching academic content and target language, which has been used successfully throughout the US for more than 20 years. It is an instructional model with clear, practical strategies promoting positive, effective interactions among students and between teachers and students. GLAD develops metacognitive use of high level, academic language and literacy. During the GLAD staff development, teachers are provided with the instructional strategies, the theory and research that support the model and the curriculum that brings these all together in the context of language frameworks and local content standards.

UNICA offered its professors and last semester students a two part professional development session. First, participants received the initial 12 hours of GLAD training through a series of workshops. Commonalities between GLAD and another effective sheltered instruction model, SIOP, were covered in the training. Second, participants had the opportunity to observe the GLAD trainer implementing the model for a group of undergraduate students taking an elective class.

One of the language assistants was in charge of conducting the workshop. It was planned based on her professional experience and the university philosophy about bilingual methodologies.

b. Read…y to learn!

Being in an undergraduate program demands preparation not only on the teachers´ but on the students´ part too. Students need to do homework, prepare projects, review for exams etc. When accomplishing their assignments, apprentices usually strive to make full meaning of texts they have to read, or in fact some of them avoid reading them. Multiple reasons may be given by students. For instance, vocabulary was too hard, time was not enough, or simply they forgot. During this two hour workshop, UNICA professors will share successful ideas to help our undergraduate students be successful readers by understanding and using the information in texts.

Reading the minutes from faculty meetings, it was evident professors complained about students not reading assigned texts. In fact, during one of the meetings some professors asked about strategies or "activities" colleagues were using to enhance students in reading. Some of the suggestions included quiz formats or assessment criteria for participation; however professors demanding something less drastic and more motivating; as a result academic dean decided to ask professor for their most successful strategies and put them together in a workshop.

One of the concerns that arose after this PD activity was the different appreciation professors had on the proficiency level of students which was evidenced when they were asked to classify different texts according to the students' language proficiency level. Besides, some professors suggested doing more activities on scaffolding since the problem was not the texts or activities themselves but the approach to the text. In conclusion, it was not about what to read but how to read.

One of the administrative personnel was in charge of doing the workshop. The Academic Dean put together the theoretical foundations for the different successful practiced professors reported.

c. Making Connections

Teachers constantly look for ways to create lessons where content is presented in different ways; in fact many teachers advocate for better outcomes in classes when incorporating technology. What are some of the web 2.0 tools to facilitate learning? and How can teachers at ÚNICA maximize the use of Moodle? During a five hour teacher training, educators will grapple with these questions. Presenters will highlight the use of some video making tools, voice forums and test taking tools while improving the use of Moodle platform.

Bearing in mind the use of information and communication technologies (ICTs) is one of the 21st century skills and objectives of MEN, and also the university had a platform, Moodle, that was not being used by educators (only 2 out of 19 were using it), the university took the journey to motivate professors to incorporate technology educational purposes. One of the faculty professors was chosen to lead the different activities. Since expectations in terms of incorporating some practices were not achieved new decisions were taken in terms of PD options so that goals were achieved. As a consequence, the facilitator prepared some tutorials that along some flyers later build the virtual coaching format.

After each session an evaluation format (Appendix 3) was completed by professors participating in the workshops. The format revealed that most of the participants valued the attitude of the presenters; most of the attendees also liked the opportunity they had to interact and share knowledge and experiences with colleagues.

Based on the analysis of the information given by attendees some aspects were considered when planning the workshops for the year 2012:

a. Invite a native speaker to conduct workshops

b. Invite faculty members to lead workshops

c. Survey professors to determine current needs that can be addressed in a workshop

d. Invite researchers from ÚNICA or other institutions to carry out workshops son topics of interest for faculty or that are in vogue in other faculties

e. Avoid doing workshops on vacation time

f. Continue training in Moodle platform

g. Schedule a workshop per term

As a result, during first semester 2012 three workshops were schedule as follows:

a. **Moodle Platform**

A facilitator was chosen among the group of faculty professors. This time during the face to face meeting, two additional professors were chosen to provide support when needed. Real expectations were stated, as a consequence the facilitator programmed different activities that were guide during virtual coaching as it will be explained.

b. **Differentiated Instruction: How to Address Diverse Learning Needs in the Classroom**

The main objective of this session is to give participants practical ideas about who to differentiate instruction, scaffold lesson content, and challenge advanced learners in a classroom with students of various skill levels.

Professors and last semester students learn ways to address different learning levels in a single classroom in order to provide the same basic understanding and skills while using different levels of support, challenge, and complexity in order to most effectively meet the individual needs of each student. They review strategies to

effectively scaffold lessons, group students, and level classroom materials. Finally, they will investigate the positive impact that differentiated instruction has on classroom instruction and student motivation. The participants have the opportunity to break into groups and use strategies to show how they would use the principles of differentiated instruction to present a reading passage to a classroom of students with a variety of learning levels and present their ideas to their fellow participants.

Follow Up: Provide participants with a rubric to show the elements of successful differentiated instruction, give meaningful feedback after group presentations, provide a handout outlining the most successful ways implement ideas in the classroom and graphic organizers that can be used to scaffold lesson content

In this case, the English Language Assistant was chosen based on her experience and professional background to conduct a workshop on differentiation. The topic, once again was chosen based on the interest manifested by educators when talking about the need to scaffold.

c. Ethics Matters

This two-hour workshop for teachers is intended to refresh moral/ethical awareness and broaden the scope of moral/ethical judgment concerning situations which may occur in the teaching profession. The principles are based upon those outlined by David Ozar in his document "Outcomes-centered Ethics Teaching" (2001). After an explanation of the theory involved, participants will engage in a practice session in which they will analyze and discuss real- life case histories employing the NEA Code of Ethics of the Educational Profession (2009) and the Connecticut Code of Professional Responsibility for Teachers (2009), as well as a Color Rubric developed for the Ethics course at UNICA.

Keeping in mind educators were doing advances in the research projects; one of the researchers was chosen based on the advances she had done on the project and willingness to share. As a result, the researchers chose one of the research topics and along the research assistant prepared a workshop.

2. Virtual Coaching - Moodle:

As it was stated before, national policies demand educational institutions to include information and communication technologies in their programs. For example, ÚNICA has stated in the Programa de Apoyo Estudiantil (PAE) the inclusion of technology as a means to support students' learning. Considering the university had a virtual platform that was not being used by faculty, a coaching program was implemented having as main goal faculty members use it in their teaching to facilitate learning. Some of the uses were:

- To upload classroom documents: syllabi, readings,

- To show videos

- To assess students

- To interact with students via forums

After the Moodle workshop, a coaching relationship was built among the facilitator and the participants; reason why administrative staff asked teachers to require personal support when needed and also to participate in Virtual coaching if preferred due to time constraints, for example. At this point, one need to keep in mind that 14 teachers were part time and some might have faced technological frustrations teachers when dealing with technology as mentioned by Rock (2011). Also, since many educators are not computer literate on Moodle information on specific language was needed so that participants included learnt concepts in their curricula. Result of this

experience was expected professors to include some of these practices in the classroom in order to facilitate the instruction. Educators needed to understand technology in the long range create new scenarios for interaction.

In order to be consequent with these new scenarios for learning, professors could participate in two different ways in virtual coaching. First, they were familiarized with technology by attending the workshop Making Connections (see 1). Second, the facilitator created a tutorial that included a forum where professors could express how their process was going. Third, in order to involve the whole community in the learning process a series of posters (appendix 4) containing links to tutorials were sent to each faculty member. When applying the proposed activities the facilitator or Academic Dean log on the website to see the progress, results of this PD mode were shared at the end of the semester to motivate professors.

As an example, the following poster displays motivating sentences, follow up, video tutorial, and extra activities. Finally, there were follow up sessions which were delivered as needed. It means professors could require additional support and inform the Dean of the best time to attend a personalized session to incorporate the new practice.

Image 1. Sample poster virtual coaching

3. **Mentoring and Coaching Program**

Novice and new teachers in the faculty received support and assistance in institutional practices through a mentoring program. Keeping in mind the university offers a bilingual program and it has adopted sheltered instruction as a model, teachers need to incorporate the principles of Sheltered Instruction Observation Protocol (SIOP) and lately Two-Way Instruction Observation Protocol (TWIOP) into their lesson planning. In order to guarantee that every new teacher is aware of SIOP a Coaching Program is offered.

Experienced teachers involve the new ones by inviting them to their classroom to observe, to discuss the application of this model, and to answer any question that arises during this mentoring and coaching process.

During the practice of mentorship, under the leadership of a full-time teacher, a research project on implementing the SIOP Coaching Program has been developed. It is expected to institutionalize this practice in such a way that not only research is done in

the line of Bilingual Education and PD specifically but also Continuing Education is offered in these areas.

SIOP Coaching is characterized in ÚNICA as follows:

Goals

To provide support for new teachers so they become familiar with SIOP

To gradually implement some of the SIOP strategies in the daily teaching so UNICA students continue to increase achievement

Technique: peer coaching

SIOP coaches

The facilitators and/or advisors who will be working with new teachers are experienced teachers at UNICA. The selected group consists of three full time teachers and the academic dean. All four coaches have knowledge about the SIOP Model, language acquisition, and the curricula new teachers will be in charge of (literature, culture, English). All of them have leadership skills and mentoring experience as department chairs or program coordinators. The relationship between the coach and the new teachers is the one of equal partners.

UNICA coaches provide support to new teachers (SIOP mentors) by sharing knowledge of planning and instructional strategies, by being observed by new teachers to gain better understanding of a particular strategy, by providing guidance when dealing with assessing. Coaches also increase team work by co-planning, providing feedback and sharing experiences.

New teachers' profile

New or novice professors at ÚNICA may be classified in two groups: Bachelor of Arts in education and professionals of other areas. They all have post graduate studies in their teaching area and have previous teaching experience; in some cases they have taught content areas in Colombia and abroad.

Principles

Professional Growth: Coaching model as a tool to increase student achievement and not as a tool to judge teachers preparation

Cooperation: Understand we all are peers and the idea of coaching is to gain professional growth for both parts

Voluntariness: New teachers are invited to incorporate SIOP to their teaching practice and participate in the coaching program

Enthusiasm: Participants transmit and maintain enthusiasm for SIOP model and the PD strategy of coaching itself.

Sharing: Share not only classroom resources but also SIOP training resources (see Vogt et al (2008) Implementing SIOP Model). Also using a hybrid approach for coaching: cognitive coaching, lesson study, critical peers.

Instruments: SIOP Coaching Format

During the development of this PD model, one of the coaches designed a format in order to document all the different interactions between the new teacher and the coach. Appendix 5 shows the instrument used in another research project as a data gathering tool.

4. **Reading Academic Articles and Documents/ Academic Discussions**

Once professors belong to the faculty, they belong to an academic community and are treated like that. As a consequence, during the semester different opportunities to read academic documents were given. For instance, research groups, faculty meeting, administrative staff documents. Some of the readings were on:

    a. Brain and bilingualism

    b. Brain and technology

    c. Rubrics

    d. GLAD Model

    e. Technology and learning

One of the aspects to improve in this kind of PD has to do with the fact of giving readings related to workshop topics as it will be explained in phase 6 of this model.

5. **Research**

The Ministry of Education in Capitulo I, Art.3 Decree 272, 1998 decreed that all academic programs in the area of Education should prepare professionals able to understand and solve educational problems towards human development through the development of research competences as literal (f) explains:

f) Desarrollar y mantener una actitud de indagación que, enriquecida con teorías y modelos investigativos, permita la reflexión disciplinada de la práctica educativa y el avance del conocimiento pedagógico y didáctico

Keeping in mind the methodology of Action Research had been adopted by the university both graduate and undergraduate programs, and also that this methodology studies, most of the times, situation in the class environment giving the characteristic of

a pedagogical process within the rigorous of systematic data collection analysis and interpretation; the research groups were restructured and along research projects were developed within a one year time frame.

Being aware that ÚNICA has a research group, SIRP, which includes research lines, for example, teacher training, ICT and education, Curriculum development among others. Professors are invited to participate of a research call to do educational research. During this process, teacher-researchers get all the academic support to successfully finish their projects. As part of this professional development structure, during the time of this project, eight professors carried out six research projects as follows:

	LÍNEAS DE INVESTIGACIÓN	PROYECTOS	INVESTIGADOR
SIRP (Categoría D en Colciencias)	**FORMACIÓN DOCENTE**	A framework for PD and coaching with SIOP	Beinerth Chitiva
		Designing a professional development program at UNICA	Mónica Rodríguez Carlo Granados
	USOS PEDAGÓGICOS DE LAS TIC	Promoting autonomy in English classes through ICT	Andrea Ariza Mario Suárez
		Creating Multimedia for Pedagogical Purposes	Devin Strieff
	DESARROLLO E INNOVACIÓN CURRICULAR	SIOP Components Application and Assessment through Project-Based Learning	Luisa Chávez
		Case Histories: A Methodology for an Ethics Course for Pre-Service Teachers	Mary Ann de García

Table 5. Research groups at ÚNICA

This PD structure let fulltime-professors move from the role of receivers of knowledge to the one of producers. Besides, during the needs analysis, it was evident most of them were doing pedagogical practices that needed to be documented.

All faculty was given the opportunity to get involved in research. One part time teacher carried out her own study and two other faculty members adhered to existing projects. Later during first semester 2012, second part of this research, four last semester students joined the research group as young researchers (Semilleros de Investigación in Spanish).

This PD strategy permitted not only fulltime educators but part time and students to generate their own projects, lead practices and disseminate with the community. Another important achievement in terms of PD has to do with the fact researchers produce knowledge. For instance, one researcher wrote a handbook on history cases for the teaching of ethics, four wrote articles for indexed journals, three presented in national and international events and all of them wrote their research paper.

6. Conferences and Seminars

ÚNICA sponsors professors who want to disseminate practices from the university in diverse events. In this sense there are multiple options to participate in local, national or even international events. As part of PD opportunities for professors, and mainly to motivate them to get involved in research the internal Research in Action event was proposed.

Research in Action has as a main goal to disseminate the research projects in progress or finished by our undergraduate students at UNICA. The projects address issues related to bilingual education, teacher preparation and language learning innovations. Besides Research sessions, participants attend additional activities like The Research Tips Fair and the Research Forum which gather students and teachers together to talk about research. It is expected to have the participation of external audiences, like other universities in this event.

Image 2. Cover of Research in action brochures 2011_II and 2012_I

This PD experience was also a key factor in the involvement of Semilleros de Investigación. The MEN says:

Esta integración de los docentes en formación a los grupos y semilleros de investigación de las instituciones formadoras, debe hacerse como participantes de los procesos y no sólo como personal de apoyo, con funciones operativas. El papel de las instituciones formadoras en la consolidación de dichos grupos es fundamental puesto que se requiere, por una lado, que haya recursos suficientes para garantizar la puesta en marcha de los proyectos, la continuidad de los mismos y el logro de los objetivos propuestos. Por otro lado, es esencial el intercambio de saberes con las instancias de dirección educativa y con los establecimientos educativos. (MEN, 2010, p.139)

Bearing this in mind, ÚNICA not only supports internal events but also fosters the participation of current staff in other PD opportunities such seminars offered by other

institutions. As a consequence, during the second half of 2011 and first of 2012 a group of

seven professors had the opportunity to attend some seminars or conferences as follows:

    a. One brain and two development languages – Debbie Mills

    b. Bilingualism – Fred Genessee

    c. TESOL Conference

    d. ASOCOPI (Colombian TESOL) Conference

7. Study Groups

Stanley (2011) examined existing literature on professional development within

teacher communities to analyze the factors that contribute to their success or failure and

distill recommendations to focus in particular on the needs of teachers. One of the

options is to engage in collaborative teacher study groups.

During the development of this project lack of documentation for this type of

practice was detected. Still a lot needs to be done to improve it. Mainly if one keeps in

mind what Stanley (2011) affirms

> With or without external leadership, the most successful study groups contain
>
> collaborative elements: goals are shared and groups are organized around the aim of
>
> codifying and improving the local knowledge that is most important to their
>
> particular members. (p. 72)

The only group that was clearly identified and that started functioning in 2012_II

was Comite Curricular which was formed by members representing different groups

such as: practicum, part time professors, full time professors, administrators. In this

sense, Stanley also adds that "The effect of teachers talking together to unpack teaching

is profound. Strategies that seem to work well can be named, defined, and closely

examined to allow teachers to understand their real efficacy in facilitating learning."

(76) as the dynamics in Comite Curricular shows.

8. Team Teaching

Co-planning and tutoring were implemented during 2012_I. However, at present time it is not possible to provide results of this practice due to time constraints. It is expected to conduct an evaluation and documentation of this practice next semester as it happens with the study groups.

9. **Observation**

ÚNICA had previously adapted SIOP protocol observation format to its current needs. Appendix 6 displays the observation format being used. During the semester there were both, announced and unannounced observations. In both cases, the Academic Director provided feedback on needed basis, that is to say if a behaviour that was not appropriate according to the university methodology, philosophy or bylaws such issue was discussed with the observed professor. For future practices this model needs to be changed and provide observed professors with feedback, no matter how it is.

In conclusion, the PD structure offered at ÜNICA may be defined as varied, inviting, structured and goal oriented. First, there were different options to participate, second it considered everyone in the academic field (students, professors, researchers) and third each one of the options was well organized, documented; finally it served the accreditation processes the university might eventually carry out. .

Phase 4 – Creation of an Academic Community
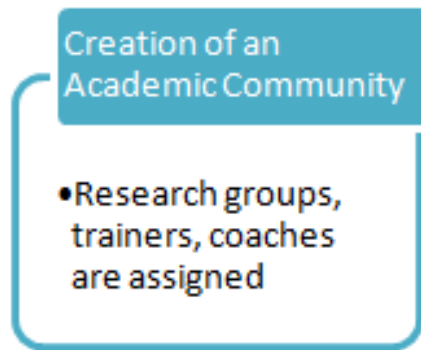
Thanks to the execution of this project, faculty was empowered in different ways, first of all, networking around areas of research interest were fostered. Additionally, faculty members able to offer PD opportunities nationally and even internationally were identified. Lastly, participating members contributed by motivating other professors and even students to pursue new PD initiatives.

Phase 5- Evaluation of PD process
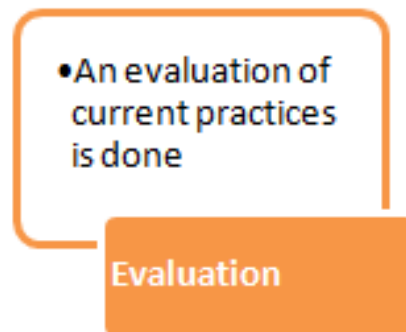
In order to carry out an evaluation of the different activities proposed in here, qualitative and quantitative data was collected. A questionnaire to the faculty was done, an interview to fulltime teachers and part time teachers who delivered any PD component was done, an evaluation format for workshops and analysis of documentation.

A faculty questionnaire (see appendix 7) to determine the impact of the program was designed and administered to ten participants in the last session of the PD program during the first semester of 2012. This questionnaire comprised nine closed questions and one open question whose objective was to know the faculty appreciations about the PD sessions offered during the second semester of 2011 and the first of 2012.

Bearing in mind that the professors had the possibility of carrying activities of professional development, apart from those offered by the institution, the first question had as a purpose inquiring about the PD activities professors had engaged in during the two last terms. This question also included activities of an independent character which are seldom framed within the context of a PD program, but which contribute to professional development such as academic reading and academic dialogue with colleagues.

The activities for professional development included in the questions were the workshops offered in the program; conferences and seminars of internal character, such as the event Research in Action in which the BA students present their research projects, or events of external character, for example, Two Languages, One Developing Brain offered to professors working in bilingual environments.

Other important activities included were observation and mentoring since some of the new faculty members were being trained in the SIOP protocol – the methodology advocated by the institution – which involved observing colleagues and having a 'senior' member accompanying the new faculty. Also, one of the most important activities included was the development of action research projects since all of the full time professors and a few of the part-time members were involved in projects at the time.

When asked about the participation in PD activities 90% of the professors answered they had participated in workshops, 60% mentioned having attended conferences, 70% were involved in observations, 50% engaged in action research projects, 60% were being mentored, another 60% had received personal assistance in the use of technology and finally, 60% established academic exchanges with their colleagues during the faculty or informal meetings. These results can be seen in Graph 28.
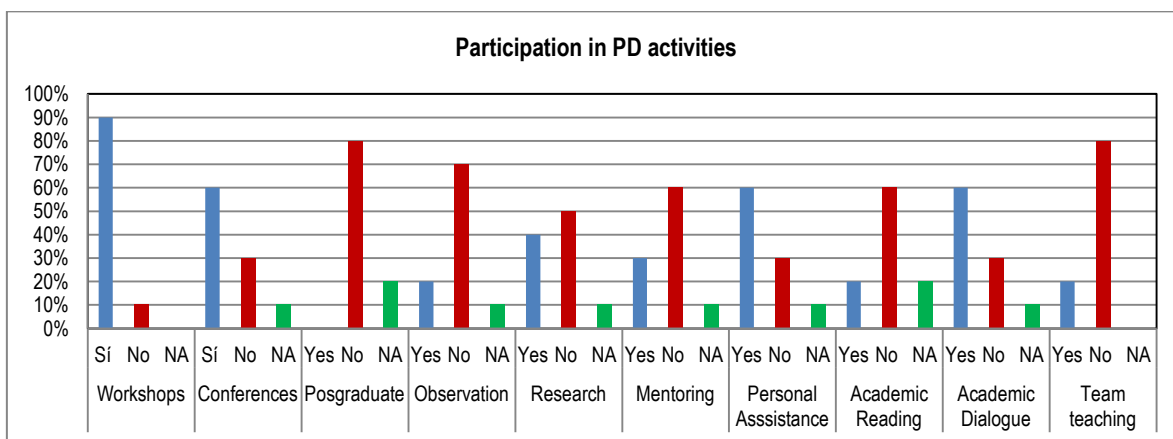

Graph 28. Participation in PD activities

In the same item, professors were asked about the impact they perceived these activities had had on their daily practice. They had to rank this impact as great, moderate, little or none at all. In this way, the research team could determine which of the activities could be pursued in the PD program in the future. In terms of the impact on the practice, 80% of the faculty considered workshops had a moderate impact, 40% thought conferences had a moderate impact and 20% that they had a great impact. Very little percentages (10% or 20%) considered mentoring and observation had some kind of impact on their practice, possibly because not all members were engaged in these activities, but just new staff. The results can be seen in Graph 29.
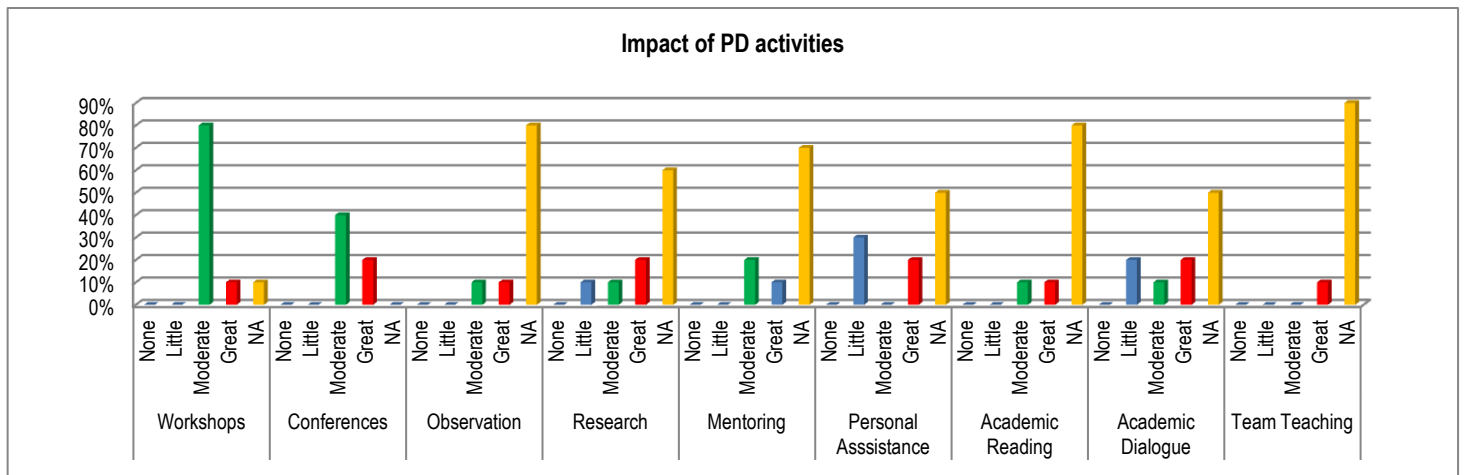
Graph 29. Impact of PD activities

Question No.2 aimed to find out whether professors considered there was the need to include some other topics in the PD program, and if so, which subject they would suggest to include. To this question, 60% of faculty affirmed they would appreciate the inclusion of some other topics while 30% did not suggest any other areas. Finally, 10% did not answer. Among the areas in which professors would like some further training, they suggested creating better class activities, team work, how to face everyday challenges of using technology, action research and a third language. The results are shown in Graph 30
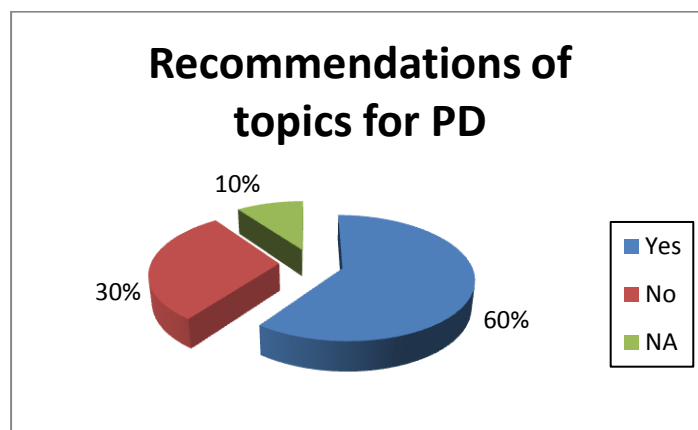
Graph 30. Recommendation of topics for PD

The next question intended to find professors' perceptions about which of the options offered was the most appropriate. The activities included were the same as for the first question and the participants could select more than one. The results were:
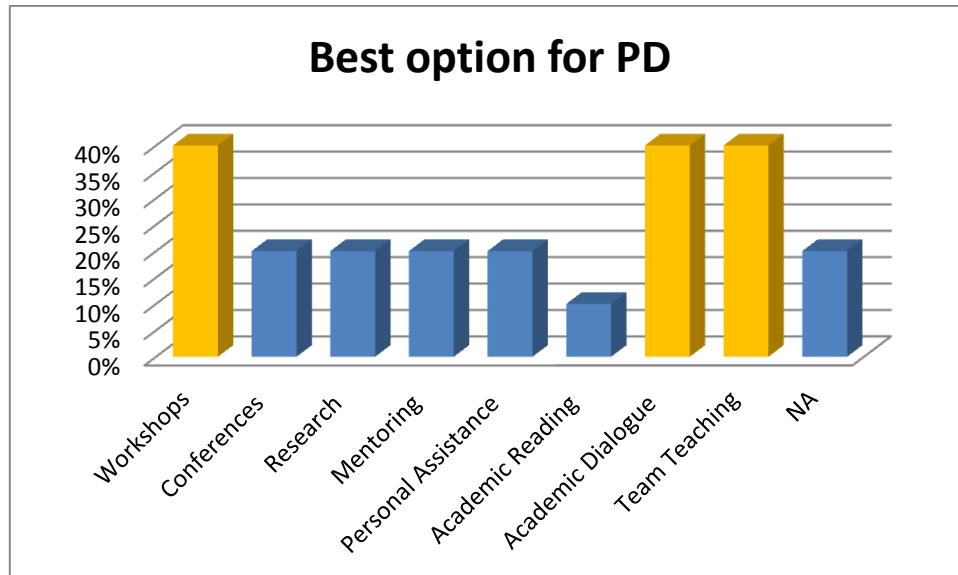

Graph 31. Best options for PD

As shown in graph 31, it can be observed that the highest percentage (40%) of participants considered workshops, academic dialogue and team teaching as the most effective ways for PD offered in the program; these were followed by conferences, research, mentoring and personal assistance in the use of Moodle, each one with 20%.

The next two questions addressed the issue of what faculty enjoyed (question No. 4) or did not enjoy (question No. 5) about the PD activities offered during the two last academic terms. In the distracters provided, the research team included the fact that most of the facilitators were faculty members, the attitude of the facilitators, their academic background, the topics offered, the relevance of the sessions for their classroom practice, the schedule and the program structure. These were the results for question No. 4:
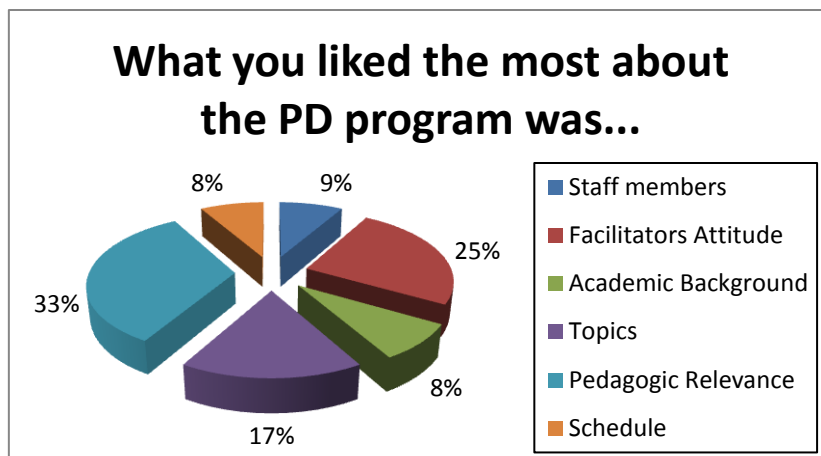
Graph 32. What participants liked the most

As it can be observed, 33% of the faculty appreciated the pedagogical relevance of the sessions offered for their daily practice, 25% liked the attitude of the facilitators and 17% enjoyed the topics included in the PD program. When asked about the aspects they liked the least about the PD program, 70% of the professors did not answer, but the topics, the pedagogic relevance and the schedule were selected by 10% of the professors each.
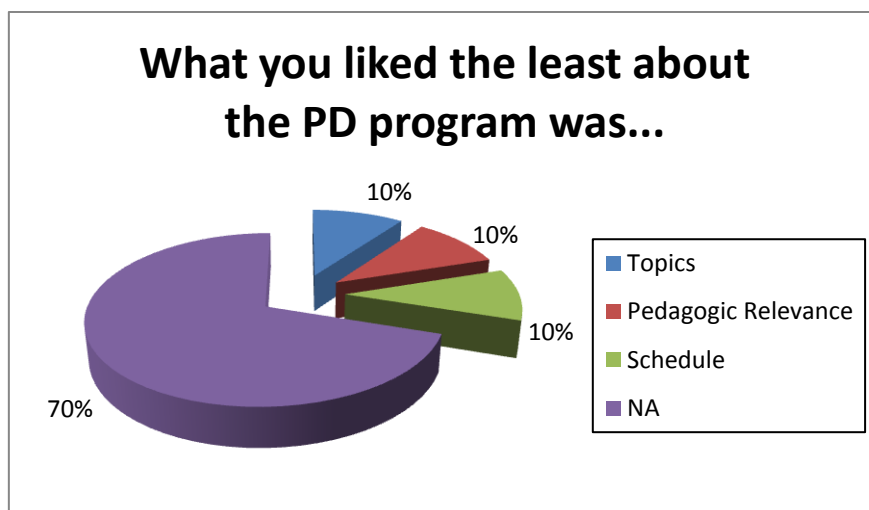
Graph 33. What participants like the least

Afterwards, in question No. 6, professors were asked about the reasons they had for not attending any of the sessions of professional development. Among the

possible reasons, we included lack of time, lack of knowledge about the activity, little interest in the topic, lack of experience of the facilitator, lack of relevance for daily practice and cost. To this question 60% of the professors mentioned lack of time, 10% said they did not know about the activity and 30% did not answer this question, as can be seen in Graph 34.
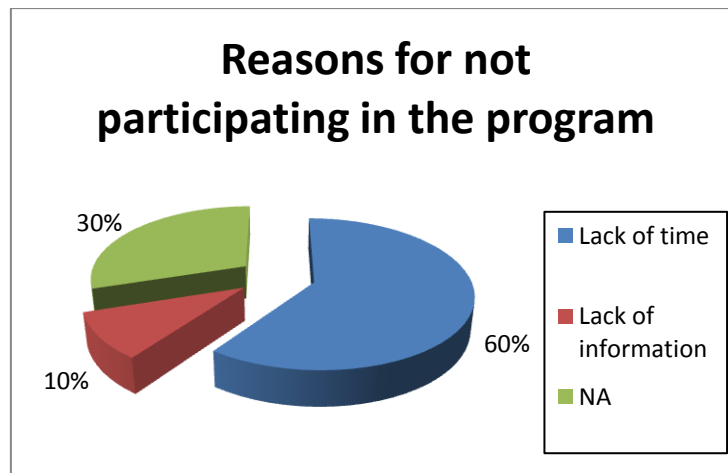

Graph 34. Reasons for not participating in the PD program

Question No. 7 aimed to explore which topics professors would like to pursue in further sessions of professional development, the areas suggested in the questionnaire were curriculum, content-based learning, SIOP methodology, action research, material design, assessment, ICT, building academic vocabulary, second language acquisition, differentiated instruction and academic writing. The topics professors selected the most were curriculum (40%), action research (40%) and academic writing (30%). These were followed by assessment, differentiated instruction and others, each with 20%. The other options suggested were critical pedagogy and challenges of technology applications in the classroom. These results can be seen in Graph 35.
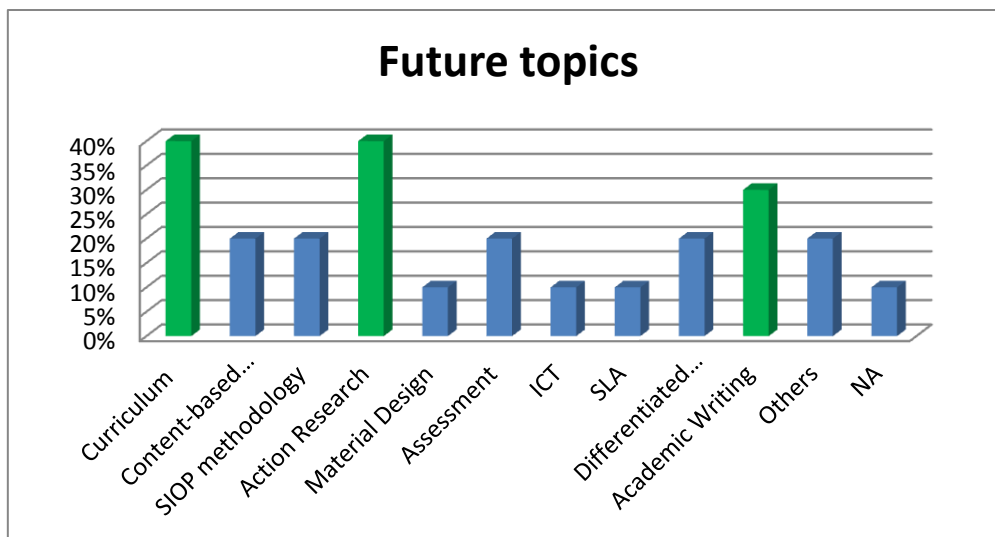
Graph 35. Possible PD topics

Professors were also explained that many of the PD activities had been led by faculty members, therefore, they were asked about they thought could be the person or entity in charge of offering PD programs at the University. They had to choose among inviting external facilitators, empowering faculty members, hiring an external organization or establishing PD services exchanges with other universities. To this question, 70% of the professors considered the faculty members should be empowered to offer PD sessions, 50% think it would be useful to establish exchanges with other universities in this area, 30% preferred having external facilitators, as we can see in Graph 36.
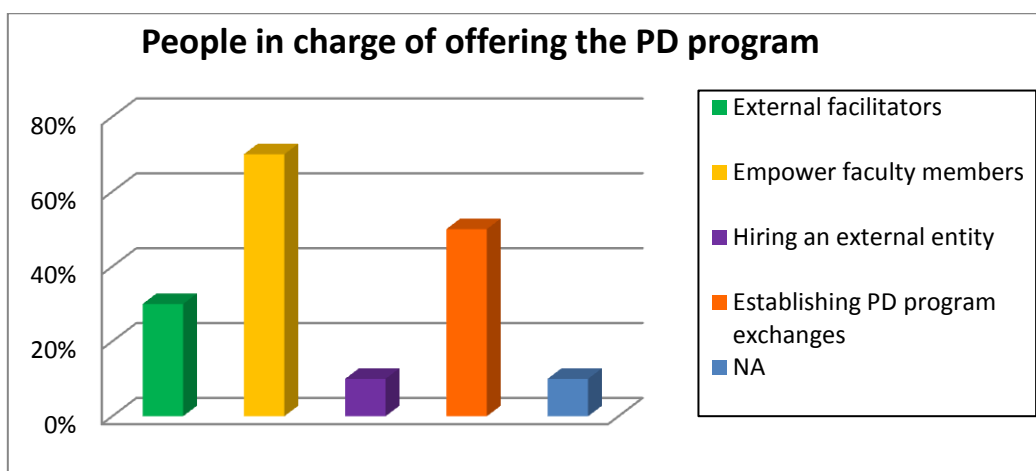
Graph 36. People in charge of PD

Question No. 9 had as a purpose determining whether the participants were willing to offer any sort of professional development for their university colleagues. The results indicated that 60% did not want to offer PD sessions, 20% affirmed they would like to do it and 20% did not answer this question, as shown in Graph 37.
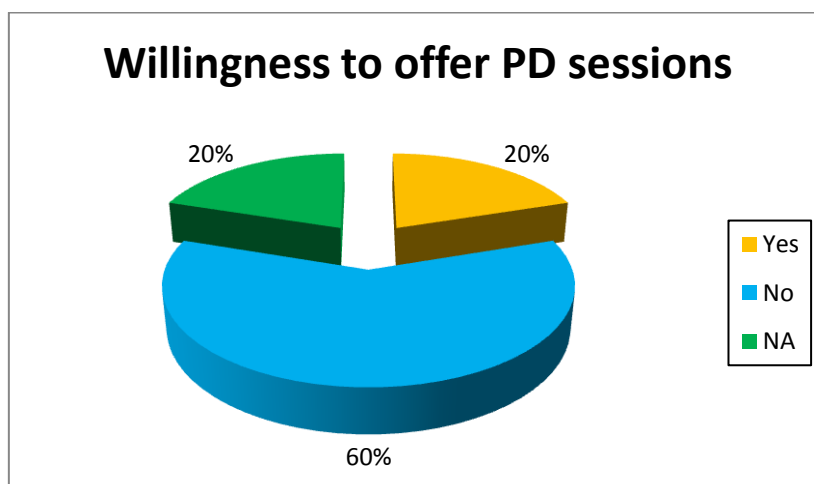
Graph 37. Willingness to offer PD.

Finally, question No. 10 was an open question, asking professors if they had any comments about the PD program they had experienced during the second semester of 2011 and the first of 2012. Only 40% of the professors made comments in relation to planning. The professor suggested having a plan of sessions since the beginning of the semester and carrying out the sessions more frequently, preferably twice a month. Another professor was concerned about the assessment of the sessions, s/he thought the PD program should continue but suggested making a more detailed analysis of each session which involved an academic dialogue, in addition to the evaluation surveys done at the end. Another professor expected the university to finance any member of the faculty to take international seminars and then, that professor to multiply the information with the rest of the community.

Interpretation of Data

After looking at the results gathered by means of this questionnaire, we can perceive that the professors considered the workshops as one the most appropriate ways implemented in the PD program. Most of them (90%) attended the workshops and could perceive a moderate impact in their daily practice. Nonetheless, faculty feels the need to go beyond and to articulate the workshops with an academic dialogue with colleagues and team teaching in order to increase the impact by better internalizing and applying what was learned during them.

The topics selected were considered relevant by 33% of the professors which demonstrated the importance of carrying out a needs analysis before establishing how the PD program would work. Faculty appreciated as something positive the attitude of the facilitators during the workshops, perhaps because they were faculty members and knew each other. Surprisingly, only 9% of the participants surveyed answered they liked the workshops because they were led by staff members.

Despite following an option which is suitable for time limitations such as workshops (Richards y Farrell, 2005), 60% of the professors explained that one of the reasons for not participating in the program was lack of time due to their commitments to preparing classes, marking and assisting students; also in the case of part-time professors, they sometimes could not participate because of their compromises with other institutions.

Due to the processes the institution is following in relation to curricular innovation and strengthening of research as well as dissemination of research results by means of articles and lectures, faculty perceives they need some more information and training on curriculum and instruction, action research and academic writing as expressed by an average of 36% of the participants surveyed.

A contradictory result was found in relation to empowerment and willingness to take charge of PD sessions. One of the main purposes of the PD program was to empower faculty so that they could start to take responsibility for professional development and, in fact, 70% of the professors answered faculty must be empowered to offer the PD sessions; however, when asked if they would be willing to offer a session for the program, only 20% answered they would while 60% expressed they would not.

In conclusion, it can be affirmed that the experience of the program has been valued by professors; they have appreciated the usefulness of workshops and have suggested ways to strengthen this PD strategy by including academic dialogue and team work. As with most of PD programs, the most common limitation is the lack of time, since daily practice tends to absorb most of faculty time.

Additionally, professors are concerned about the demands that institutional changes are bringing upon them and therefore, want to be informed about curriculum, research and writing which they perceive as their upcoming needs. Finally, the research team considered they had given a first step to attain the goal of empowering faculty by means of professional development; nonetheless, it has been observed that it will take longer to create a real culture of empowerment implying a process of convincing professors that what they know is valuable and relevant so that they could take up the leadership of PD sessions.

These findings do not differ too much from the faculty interview. A three-question interview was done to a group of five full time professors and two part time. The interview consisted of three open questions that had as main goals to determine the strengths and weaknesses of the PD program, also how the PD program empowered faculty and finally what elements interviewees though a PD Policy should include. A

grounded approach was used to analyze the answers. In this sense the following categories were identified:

When referring to the strengths and weaknesses the following categories emerged:

Efficacy: the PD was efficient for most of the professors. They planned lessons and valued colleagues as professionals as one of the teachers mentioned: "gracias a estas actividades reconocemos al otro"

Innovation: New practices are incorporarted. "Participar en PD nos motiva, nos inspira… me entiende….uno ve lo que hacen los otros y dice… chevere"

Quality: It assures professors are involved in quality processes. "La capacitación es un pre requisito de calidad en especial como formadores de docentes"

Pertinence: It is based on particular needs. "la discussion sobre temas particulars permitió conocer otras visiones sobre el mismo concepto….enriquecia la planeación de clase" . However, this specificity may be a disadvantage according to some professors who said: " aquí nos

Time: Any PD activity is time consuming. "

Standardization: Processes at the university have a common language. " Todos en ÚNICA hablamos un lenguaje común". Professors also said that having common standards is not against their autonomy; on the contrary, having the opportunity to share with colleagues through the different PD options let professional growth.

Visibility: The products done by professors may be shared with other universities. "PD gives the university something to show"

Background Knowledge: Some professors suggested handing in preparatory readings to provide background to professors before attending seminars, worksghops

According to Murray (2010) empowerment is "the process through which teachers become capable of engaging in, sharing control of, and influence events and institutions that affect their lives" (p.3). Other authors, as cited in the theoretical framework of this document, define as the ceding of power to faculty by administration so that they can make decision the educational which they work" (Soppelsa, 1997) or the processing in which faculty members developed the competence to take charge of their own growth, resolve their problems and meet the needs they require for their particular work place" (Kreisberg, 1992 and Short, 1994). In view of all these definitions, empowerment implies control and risk taking since responsibility is put on faculty shoulders. All the participants said the PD empowers faculty by creating a sense of:

Belonging: No matter how novice or experienced the professors are, they all find a working place that value them as the professionals they are. The environment is the one of trust and professionalism. One of the part time professors said "los profesores catedraticos sentimos un sentido de pertenencia mayor"

Challenge: Empowerment involves challenge as one of the professors said: "al….

Also other professors mention technology may be threatened for some faculty and that is not the idea. "la tecnología debe ser amigable, que vean que es práctica, que facilita el desarrollo de clase".

Organization: "creo que hemos aprendido a ser organizados, en tiempo y con los papeles"

Self confidence: "Aun nos da un poco de temor presentar a los compañeros" "el problema no es el proyecto…es la inseguridad de no saber si es del todo apropiado….se que no tiene sentido por que varias personas lo han leído… pero…" Some professors also mentioned the empowerement of students: "por ejemplo gracias al evento Research

in Action se entiende y reconoce a los practicantes como investigadores y eso hace que

yo planee mejor mis sesiones con practicantes por que ya se que han experimentado y

analizado otros grupos anteriores."

Interdisciplinarity: professors worked together and enriched the curriculum.

However some professors said that one of the disadvantages of having faculty member

leading the PD sessions has to with the fact of knowing each other. " Lo malo es que se

conocen mucho los docentes… ya se sabe la carreta del otro".

In terms of what a policy should include the following categories arouse:

Legislation: University bylaws and national laws need to be included.

Time: specific times for investing to each one of the PD activities. "It has to be realistic

with time overloading".

Roles: Each person involve in PD should have a specific role. For example who is in

charge of meeting teachers, scheduling activities, doing follow up.

Remuneration: who is going to be paid and how much. It is also necessary to state

incentives for educators.

As it can be deducted, only three PD activities were specifically evaluated: workshops,

virtual coaching and research. The instruments used to evaluate them were the

interviews and the workshop evaluation format.

Based on this general evaluation of the model the following are some recommendations

to continue this curricular implementation:

1. Video record PD sessions like workshops, seminars, conferences and use them
   for the Video Project proposed by the academic dean.

2. Do a follow-up to each one of the structures of PD

3. Carry out preparation stages for each one of the options. For example, before attending workshops, it is advisory to hand in readings on the different issues or when doing research to offer the possibility to do collaborative research instead of having all as independent projects.

4. Make sure people involve in PD understand the objective of each option. It avoids frustration when facing some topics are not new for some faculty.

5. Document each PD outcome

6. Include in the Proyecto Educativo Institucional PEI everything related to the Professional Development Program

Having as a basis the results of the experience this year, a Professional Development policy is stated as follows. Such policy is a draft and will be handed in to the university president and some professors for them to provide feedback. (see hand out attached to this document).

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Appendices

Appendix 1 - Needs Analysis – Professors' questionnaire

NEEDS ANALYSIS– UNICA

Dear colleagues,

One of the missions of UNICA is to have professionals in Bilingual Education as well as to foster the participation of its entire staff in programs of continuous professional development.

In order to promote the process of professional development (PD) in bilingual education according to our Colombian context, and as part of a project to create a program of professional development for full time and part time teachers at UNICA, the following questionnaire intends to gather your opinions, experiences, expectations to create a program of this kind.

Please answer the following questions. The information gathered will be used for research purposes only.

1. What is your teaching experience? Please complete the chart

Experience / Level	Teaching Experience Total Years	Teaching Experience at UNICA Total Years	Subject areas taught
School K -12			
Undergraduate			
Postgraduate			
Continuing Education			

2. Have you participated in any kind of professional development activities during the last six months?

        Yes _____ No _____ If the answer is " yes", what kind of program was it?

a. Postgraduate classes
b. Workshops
c. Seminars
d. Conferences
e. Other   Which one? _____

3. If you work in other institution, does this university /college/school offer teacher professional development opportunities during the year?

<div align="center">Yes _____ No _____</div>

<div align="center">If the answer is affirmative, what kind of professional development opportunities does the institution offer?</div>

_____

4. What kind of PD experiences can help teachers gain and apply knowledge for their teaching practice at UNICA?
   a. Postgraduate classes
   b. Workshops
   c. Seminar
   d. Conferences
   e. Research
   f. Peer observation
   g. Other   Which one? _____

5. What topics will you be interested in discussing in a professional development program? More than one option is possible.
   a. Curriculum and Instruction
   b. Content Based Learning
   c. SIOP
   d. Action Research
   e. Materials Design
   f. Assessment
   g. ICT
   h. Building Academic Vocabulary
   i. Second Language Acquisition
   j. Differentiated Instruction
   k. Academic writing
   l. Other? Which one? _____

6. In what kind of program will you be willing to participate?
   a. Online   b. Blended   c. On- site

<div align="center">If you choose "c" what is the best time for you?</div>

   a. Saturday___   c. Weekdays morning ___
   b. Weekdays afternoon____   d. Other ____   which one?_____

7. Are you willing to offer any kind of professional development to your colleagues?

<div align="center">yes ____   no_____</div>

If the answer is affirmative, what will the topic be and what format will you use (workshop, seminar, lecture etc)?

_____

Appendix 2 – Needs Analysis -Faculty Deans' questionnaire

El objetivo de este cuestionario es obtener información acerca de los procesos de formación docente que se llevan a cabo en su Facultad y/o Departamento y que están dirigidos a los profesores que laboran en sus pregrados. Esta información contribuirá al desarrollo de los proyectos de investigación: *A Framework for Professional Development with SIOP* y *Towards a Professional Development Programme at Institución Universitaria Colombo Americana - UNICA.*

Los datos que se obtengan serán utilizados exclusivamente para los propósitos de la investigación y se mantendrá la confidencialidad de los participantes.

Institución

_____

1. ¿Existe algún programa de formación para docentes de pregrado de su facultad o departamento?
   Day, Christopher (2005) define la formación docente como todas las experiencias de aprendizaje y aquellas actividades conscientes y planeadas ofrecidas directa o indirectamente para el beneficio individual, grupal o de la institución, lo que contribuye a la calidad de la educación.

   a. Sí___   b. No___   c. No sé ___

2. Si su respuesta es negativa, continúe en la pregunta 9. De lo contrario ¿Cuál es el objetivo de este programa? Más de una opción es posible:

   a. Implementación de metodologías propias de la institución
   b. Capacitación en área especifica
   c. Explicación de temáticas de interés de los docentes
   d. Capacitación en los procesos de acreditación
   e. Otro. ¿Cuál? _____

3. ¿En qué modalidad se ofrece este programa? Más de una opción es posible.
   a. Taller
   b. Seminario / Conferencia
   c. Profesores mentores
   d. Cursos con componente virtual
   e. Observaciones de clase
   f. Pago o financiación de programas de posgrado a nivel nacional
   g. Pago o financiación de programas de posgrado a nivel internacional
   h. Grupos de investigación
   i. Otro.
       ¿Cuál?_____

4. ¿Con qué frecuencia se llevan a cabo las actividades de formación docente al semestre?
    a. 1 vez al semestre
    b. 2 veces al semestre
    c. 3 veces al semestre
    d. Más de 3 veces al semestre
5. ¿Cuál es la intensidad de horas por sesión? _____ horas

6. ¿Qué departamento o unidad institucional está a cargo de velar por la ejecución de las actividades de formación docente dirigida a los docentes de sus programas de pregrado?
    a. Vicerrectoría
    b. Decanatura
    c. Jefatura de Departamento
    d. Área de Formación Docente
    e. Área de Investigaciones
    f. Otra. ¿Cuál? _____

7. ¿Qué tipo de seguimiento a la efectividad y/o impacto de los procesos de formación docente ha realizado la Facultad o Departamento?
    _____
    _____

8. ¿Quiénes son los encargados de ofrecer la formación docente a los profesores de su facultad? Más de una opción es posible
    a. Docentes de tiempo completo de nuestra facultad
    b. Docentes de tiempo parcial u hora cátedra de nuestra facultad
    c. Otras instituciones nacionales
    d. Otras instituciones internacionales
    e. Expertos nacionales
    f. Expertos internacionales
    g. Otro. ¿Cuál? _____

9. ¿Tienen los docentes de pregrado de su Facultad o Departamento un título que los acredite como licenciados en algún área de la educación?

    a. Todos____   b. Algunos___   c. No sé ____

10. Aquellos docentes universitarios que no tienen un título de licenciados, ¿qué otro tipo de formación en pedagogía tienen?
    a. Ninguna_____
    b. Tienen formación en_____.
    c. No sé ___

11. ¿Tiene la Facultad o Departamento algún programa de formación en pedagogía para aquellos docentes (ingenieros, administradores, abogados, médicos, etc.) que nunca han recibido esta formación?

    a. Sí   ____   Por   favor   indique   el   tipo   de formación_____

    b. No____

    c. No sé _____

Appendix 3 – Workshops Evaluation Format

INSTITUCION UNIVERSITARIA COLOMBO AMERICANA

WORKSHOP EVALUATION FORM

Presentation: _____   **Speaker:** _____

Please choose the appropriate response for each one of the following: (1 strongly disagree and 5 strongly agree):

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The presentation was appropriately organized					
The presenter answered all questions and concerns					
The presentation met my expectations					
The subject material was accurately presented					
The content of the presentation is very useful for my practice					

What did you like the best?

_____
_____

What changes would make the presentation more effective?

_____
_____

What would you like to be addressed in future Professional Development Activities?

_____
_____

What time would you like to have our next professional development session?

_____
_____

Thank you!

Appendix 4 - Posters Tutorials Moodle

Appendix 5 – SIOP coaching format

SIOP COACHING MEETING

FORMAT

Designed by Beinerth Chitiva

Research Format Meeting

Theme/Topic:_____

_____

Objective (s):_____

_____

Date: _____

Time: _____

Participants: _____

_____

_____

Notes:

_____

Appendix 6 – Observation format

Class Observation Form						
Observer:	Teacher:					
Date:	School:					
Class/Topic:						
Directions: Check the box that best reflects what you observe in the lesson. You may give a score from 0-4 (or NA on selected items). Cite under *Comments* specific examples of the behaviors observed.						
	Highly Evident		**Somewhat Evident**		**Not Evident**	
	4	**3**	**2**	**1**	**0**	**NA**
1 **Objectives** clearly defined, displayed, and reviewed with students	☐	☐	☐	☐	☐	
2 **Supplementary materials** used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	☐	☐	☐	☐	☐	
3 **Adaptation of content** (e.g., text, assignment) to all levels of student proficiency	☐	☐	☐	☐	☐	☐
4 **Meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking	☐	☐	☐	☐	☐	
5 **Concepts explicitly linked** to students' background experiences	☐	☐	☐	☐	☐	☐
6 **Speech** appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)	☐	☐	☐	☐	☐	
7 **Clear explanation** of academic tasks	☐	☐	☐	☐	☐	
8 **A variety of techniques** used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)	☐	☐	☐	☐	☐	
9 Frequent opportunities for **interaction** and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts	☐	☐	☐	☐	☐	
10 Activities integrate all **language skills** (i.e., reading, writing, listening, and speaking)	☐	☐	☐	☐	☐	☐
11 **Pacing** of the lesson appropriate to students' ability level	☐	☐	☐	☐	☐	
12 Regular **feedback** provided to students on their output (e.g., language, content, work)	☐	☐	☐	☐	☐	
13 **Assessment of student comprehension and learning** of all lesson objectives (e.g., spot checking, group response) throughout the lesson	☐	☐	☐	☐	☐	
Total Points Earned:	**Percentage Score:**					
Comments:						

Appendix 7 – Evaluation – Faculty Questionnaire

ÚNICA

ENCUESTA A DOCENTES

Apreciados docentes,

Esta encuesta tiene por objetivo conocer sus apreciaciones de las diferentes opciones de Formación Docente que se ofrecieron durante el segundo semestre 2011 y el primero de 2012. Sus opiniones serán usadas únicamente con objetivos investigativos y como parte del proceso de autoevaluación con el fin de mejorar el Programa de Formación Docente.

1. Durante los últimos dos semestres, ¿usted participó de alguna de las siguientes actividades de Formación Docente? Si su respuesta es afirmativa, por favor indique con una X el impacto que tuvo dicha actividad en su quehacer docente:

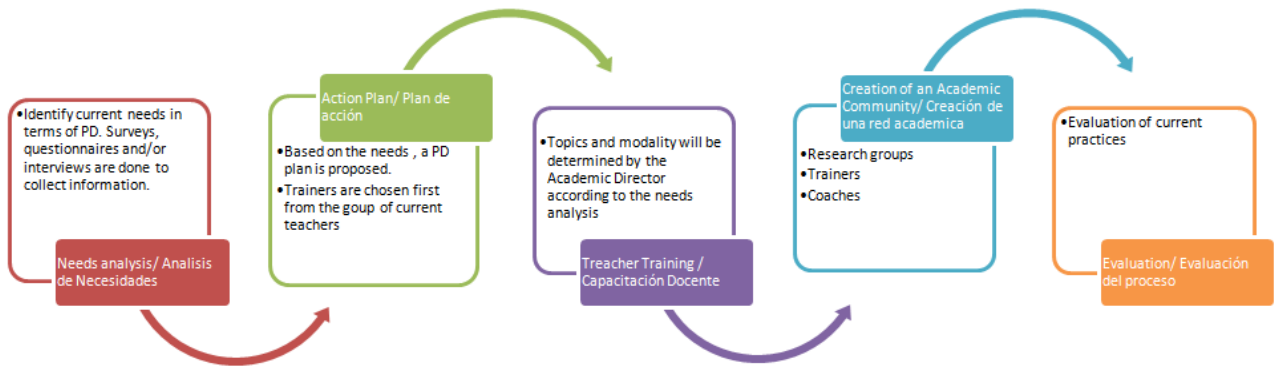|		(A) Participación		(B) Impacto en su práctica diaria			
		SÍ	NO	Ningún impacto	Poco impacto	Impacto moderado	Gran impacto
1	Talleres (workshops)en metodologías, estrategias y otros temas propuestos por el grupo docente. Por ejemplo, educación diferenciada, modelo SIOP, estrategias de lectura.						
2	Conferencias o seminarios donde docentes o estudiantes presentan sus avances en proyectos de investigación o discuten problemas a nivel pedagógico. Ejemplo: Research in Action, Ethics Matters, Two Languages One Developing Brain						
3	Formación posgradual. Ejemplo: estudios a nivel de especialización, maestría o doctorado.						
4	Observación. Ejemplo: observación de clase a colegas, visitas a otras instituciones educativas						
5	Investigación en un tema de interés. Ejemplo: proyectos de investigación acción						
6	Programa de mentoría. Ejemplo: SIOP Coaching						
7	Asesoría personalizada en programas eje de la universidad. Ejemplo: Apoyo individualizado sobre manejo de la plataforma Moodle,						
8	Lectura académica. Ejemplo: artículos, proyectos de grado, capítulos de libro						
9	Diálogo académico. Ejemplo: reuniones formales e informales con otros docentes						
10	Planeación conjunta (Team Teaching) Ejemplo: Diseño de lecciones conjunta. Planeación transversal, elaboración conjunta de pruebas.						

2. ¿Existe algún tipo de formación docente que usted recomienda incluir en nuestro programa?

    a. Sí _____ ¿Cuál? _____

    b. No ____

3. ¿Cuál de las opciones de Formación Docente ofrecidas, usted considera fue las más acertada? Explique el por qué en la casilla. Más de una opción es posible.

1	Talleres (workshops)en metodologias, estrategias y otros temas propuestos por el grupo docente Por ejemplo, educación diferenciada, modelo SIOP, estrategias de lectura.	
2	Conferencias o seminarios donde docentes o estudiantes presentan sus avances en proyectos de investigación o discuten problemas a nivel pedagogico. Ejemplo: Research in Action, Ethics Matters, Two Languages One Developing Brain	
3	Formación posgradual. Ejemplo: estudios a nivel de especialización, maestria o doctorado.	
4	Observación. Ejemplo: observación de clase a colegas, visitas a otras instituciones educativas	
5	Investigación en un tema de interes. Ejemplo: proyectos de investigación acción	
6	Programa de mentoria. Ejemplo: SIOP Coaching	
7	Asesoria personalizada en programas ejes de la universidad. Ejemplo: Apoyo individualizado sobre manejo de la plataforma Moodle,	
8	Lectura academica. Ejemplo: articulos, proyectos de grado, capitulos de libro	
9	Dialogo academico. Ejemplo: reuniones formales e informales con otros docentes	
10	Planeacion conjunta Ejemplo: Diseño de lecciones conjunta. Planeación tranversal, elaboración conjunta de pruebas.	

4. De las opciones de Formación Docente que se ofrecieron en el último año, ¿qué fue en general lo que más le gustó? Más de una opción es posible

    a. Los facilitadores en su mayoría fueron docentes de la facultad
    b. La actitud de los facilitadores
    c. La formación de los facilitadores
    d. Las temáticas
    e. Relevancia para el quehacer pedagógico
    f. Los horarios
    g. La estructura del programa

5. De las opciones de Formación Docente que se ofrecieron en el último año, ¿Qué fue lo que menos le gustó en general? Más de una opción es posible

    a.   Los facilitadores en su mayoría fueron docentes de la facultad
    b.   La actitud de los facilitadores
    c.   La formación de los facilitadores
    d.   Las temáticas
    e.   Relevancia para el quehacer pedagógico
    f.   Los horarios
    g.   La estructura del programa

6. Si usted no participó de alguna de las opciones de Formación Docente, ¿cuál fue la razón? Escriba la letra o letras que corresponda(n) según su respuesta para cada actividad
    a.   Falta de tiempo
    b.   Desconocimiento de la actividad
    c.   Poco interés en la temática
    d.   Falta de experticia por parte del facilitador
    e.   Falta de utilidad para mi práctica diaria
    f.   Costo

7. ¿En cuáles de las siguientes temáticas le gustaría recibir capacitación/actualización docente en el futuro

    a.   Curriculum and Instruction
    b.   Content -Based Learning
    c.   SIOP methodology
    d.   Action Research
    e.   Material Design
    f.   Assessment
    g.   ICT
    h.   Building Academic Vocabulary
    i.   Second Language Acquisition
    j.   Differentiated Instruction
    k.   Academic writing

    l.   Otra. ¿Cuál? _____

8. Durante este último año, muchas de las actividades de formación docente fueron lideradas por docentes de la facultad. En su opinión es mejor:

    a.   Invitar facilitadores/capacitadores externos
    b.   Empoderar a los miembros de la facultad para que continúen liderando la capacitación/actualización
    c.   Contratar una entidad externa para ofrecer la capacitación / actualización
    d.   Establecer intercambio de servicios de capacitación con otras universidades

9. ¿Le interesaría ofrecer algún tipo de formación docente para los colegas de la universidad?

  a.   Sí ____
  b.   No____

10. Si usted tiene algún comentario respecto al programa de Formación Docente, por favor escríbalo.

Needs analysis/ Analisis de Necesidades
•Identify current needs in terms of PD. Surveys, questionnaires and/or interviews are done to collect information.

Action Plan/ Plan de acción
•Based on the needs , a PD plan is proposed.
•Trainers are chosen first from the goup of current teachers

Treacher Training / Capacitación Docente
•Topics and modality will be determined by the Academic Director according to the needs analysis

Creation of an Academic Community/ Creación de una red academica
•Research groups
•Trainers
•Coaches

Evaluation/ Evaluación del proceso
•Evaluation of current practices

_____
_____
_____
_____
_____

Appendix 8 – Evaluation – Professors Interview

Institución Universitaria Colombo Americana
ÚNICA
Entrevista a docentes

La siguiente entrevista tiene por objetivo conocer sus percepciones frente a las diferentes opciones de formación docente en las que usted participó. Agradecemos sus respuestas las cuales solo serán utilizadas para fines investigativos como parte del proyecto Designing a Profesional Development Program at ÚNICA.

1. ¿Cuáles son las ventajas y desventajas de haber participado en (actividad de formación en que el docente participó)?

2. ¿Cree que hacer (actividad de formación en que el docente participó) influye en la actitud de liderazgo o fomenta el empoderamiento entre los docentes de tiempo completo y cátedra?

3. Si se formulase una política de Formación Docente en ÚNICA, ¿Qué elementos debería considerar y/o incluir dicha Política?