Guiding principles for ALL NextGen STEM TP workshops, PD, institutes

* Begin planning of workshops by determining 1) Goals of the PD/Workshop, and 2) products.
	+ Goals are specific outcomes, not the means to an outcome. A goal is not “we will present these models”, but rather, “participants will begin examining how different models might be incorporated at their home institutions”. Goals of PD are achieved by the participants, not the PD presenters or facilitators.
	+ Products might include an implementation plan, list of contacts, “to-do” list, etc…and ideally include publicly stated commitments and timelines for specific actions.
* Connect the goals of the workshop with the overall Vision and Goals of the NextGen project, as well as visions and goals of specific WG’s. Participants should be able to make sense of where the workshop is situated within the big picture.
* Consider strategies to help participants come prepared for/ready to participate in the PD. Consider that there are existing relationships, but also “new kids” at each event. For example:
	+ Short readings or key research
	+ Data/examples to bring from their institutions/programs
	+ Questions to consider prior to the workshop PD
* Take time to build trust and comfort. For example through ice-breakers
* Use the principles of *How People Learn* to guide professional development and participant learning by:
	+ Surfacing current/prior knowledge (preconceptions and/or misconceptions):

Begin workshops by examining the ideas/models/goals of the PD and the participants’

* + - * assumptions and/or
			* ideological differences and/or
			* working theories
	+ Deepening understanding
	+ Sense making
* Regularly collect and use evidence to monitor progress and guide future work based on input from participants (Padlet, Google Forms, …).
* Include active learning experiences that lead participants to
	+ consider strategies on how to collaborate within and outside of their institution with existing related initiatives, programs and people.
	+ consider strategies on how to increase diversity in STEM TP
	+ consider strategies and frameworks that they can adopt to support and sustain evidence-based changes at their institutions.
* Include time for individual reflection and work, and subsequent sharing of reflections
* Be attentive to time spent actively sharing, collaborating, and creating vs. listening to experts or descriptions.
* Provide participants with time to develop “next steps” to take (e.g. 0-3, 3-6 months) after the workshop PD
* Have a plan for ongoing communication and feedback to support implementation and identify needs for additional PD

These guidelines are based in part on the key findings in *How People Learn* (Bransford, et. al, 2000), as well as Elrod and Kezar (2016), and Hanleybrown, Kania and Kramer (2012).