

HERITAGE RESOURCES CAN SUPPORT RESEARCH BASED PROFESSIONAL DEVELOPMENT

Education Paper No. 8



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This paper suggests that heritage organization resources can support “research based effective practices in professional development” for teachers as defined by the Washington Office of the Superintendent of Public Instruction (OSPI), and presented in the document, *Washington State Professional Development Planning Guide Part One*, which is available on the OSPI web site at <http://www.k12.wa.us/ProfDev/default.aspx>. The paper is based on a presentation to a conference sponsored by OSPI in August 2006.

Heritage organizations provide educational programs, projects and curricula that have been carefully developed for area youth to promote awareness and appreciation of the history of their schools, neighborhoods, and cities. Projects and programs are available through youth/school group related events and activities provided on-site at museums and designated sites, through traveling heritage education materials and consultants that come to the classroom, and/or through individual museum or historical society websites. Most heritage organizations have diligently aligned their programs and projects to the state adopted Essential Academic Learning Requirements (EALRs) to make them attractive and usable in the classroom. Workshops and specific meetings to familiarize heritage organizations with the state’s Classroom Based Assessment (CBA) expectations and help them align their programs are currently in process.

A number of the larger heritage organizations have specifically trained heritage education directors or curators of education. King County’s 4Culture provides professional consultation services to heritage organizations as well as to educators who wish to establish working relationships with heritage organizations. 4Culture offers funding for heritage education programs or projects. 4Culture also has an extensive curricula resource library at their downtown site and features educational, historical, or technical assistance papers available online.

Working with heritage organizations and utilizing their programs and resources supports the following two specific “Research Based Effective Practices in Professional Development” as described by OSPI in the document mentioned above:

5. Prepare educators to work together to build expertise and develop leadership capacity. *(A collaborative learning culture is central to professional development. It is characterized by ongoing activities that demonstrate commitment to continuous improvement and inquiry, such as: study groups, joint planning and problem solving, engaging in difficult discussions, peer coaching, interdisciplinary or team teaching, and sharing learning from off-site trainings or from participation in learning networks.)*

6. Invites and builds broad-based support of professional development from all sectors of the organization and community. Incorporates knowledge and skills to appropriately involve families and community members as learning partners and builds widespread commitment to continuous learning. (*Partnerships with parents, community members, institutions, and agencies in the broader community can provide important resources for educators and administrators. Communication within the educational community, and with the public, builds understanding and support for professional development.*)

This information is available upon request in alternative formats for persons with disabilities. TTY Relay: 711.

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