



FEB
2025

ENHANCING PROFESSIONAL DEVELOPMENT FOR FACULTY

ABHE ANNUAL MEETING

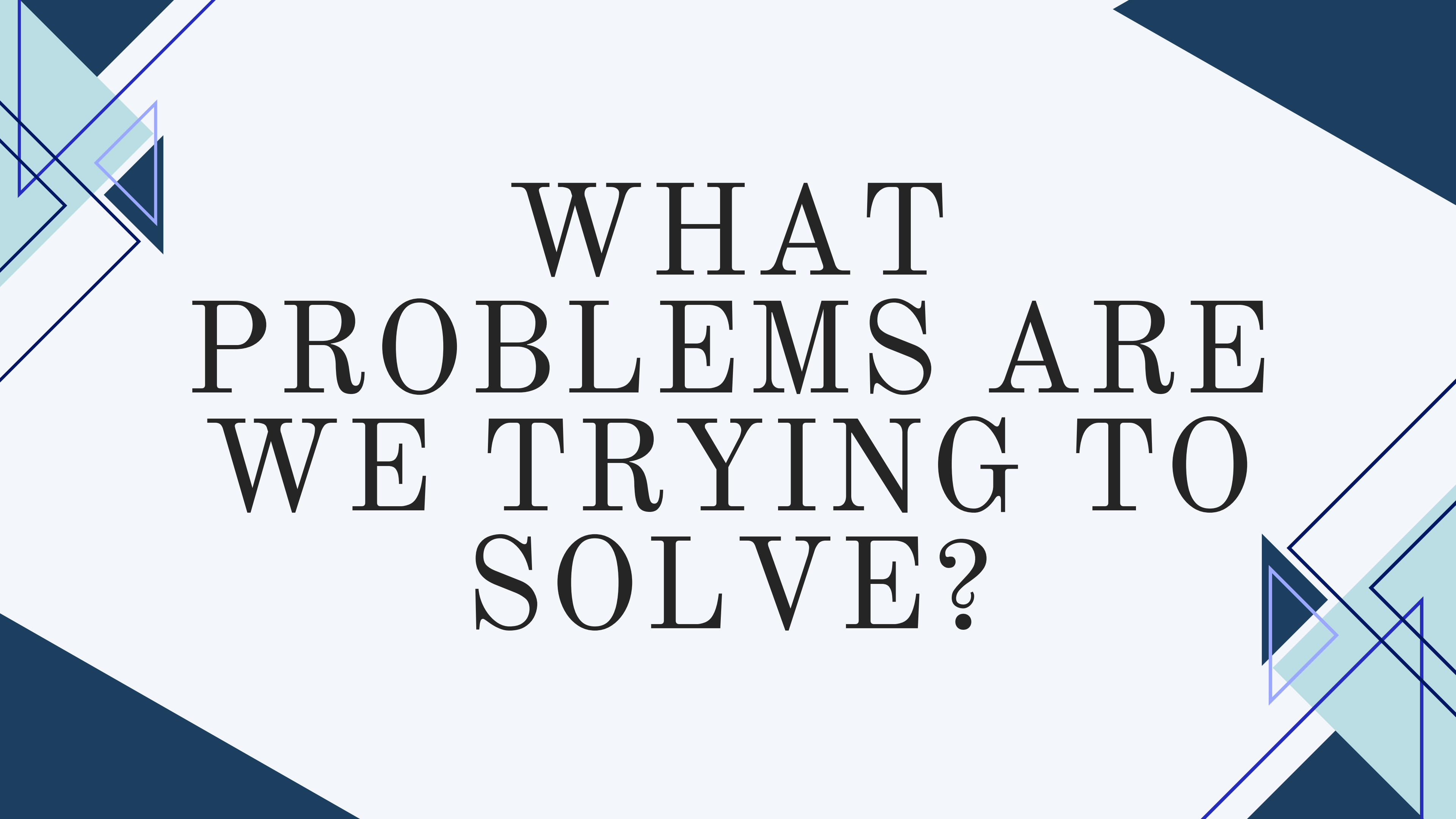




MEET YOUR PRESENTER

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WHAT
PROBLEMS ARE
WE TRYING TO
SOLVE?

We have pastors....



And we need teachers



We have mixed
reactions
to PD.





It's expensive, and we have limited resources.



THERE IS
LITTLE
RETURN ON
INVESTMENT



The Expectation



Standard 4

EE 5: Published policies and procedures relating to the recruitment, appointment, role and responsibilities, professional development, evaluation, promotion, termination, and welfare of institutional employees.

EE 6: A clearly documented organizational structure appropriate to the size and scope of the institution that encompasses all units and roles and includes written job responsibilities.

The Expectation



Standard 4

EE 7: Mission-driven values and practices that encourage job satisfaction and employee engagement.

EE 16: Systems for evaluating and improving instructional effectiveness to support student learning.

A Higher Calling

I urge the elders among you: *Give a shepherd's care* to God's flock among you, exercising oversight...*willingly* under God's direction...And do not lord it over those entrusted to you, but *be examples to the flock*.

I Peter 5: 1-4 (*NET*)



Session Outcomes

Participants will:

- Explore creative ideas that can motivate and sharpen the professional skills of your faculty
- Learn how to motivate faculty to take ownership of their own professional development
- Identify strategies that change the culture among faculty from isolation to thriving community



Teaching teachers



to teach



Explore
creative ideas
that motivate
faculty

The background is a solid dark blue. It features several abstract geometric elements: a large, light blue triangle pointing downwards in the top right corner; a smaller, medium blue triangle pointing upwards in the bottom left corner; and several thin, light blue lines intersecting at various angles across the composition. The word "MOTIVATION" is centered horizontally in a white, serif, all-caps font.

MOTIVATION

MOTIVATION

Behavioral

Intrinsic v. Extrinsic
Motivation

Social Cognitive

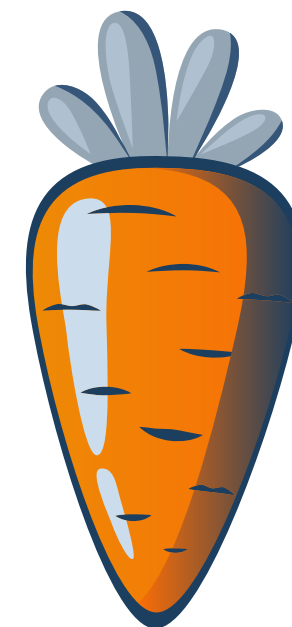
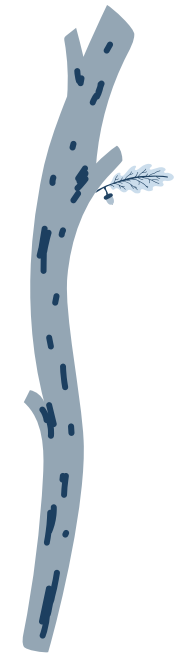
Relationships & People
Influence Learning

Humanistic

Learning is Influenced by
Perceived Needs

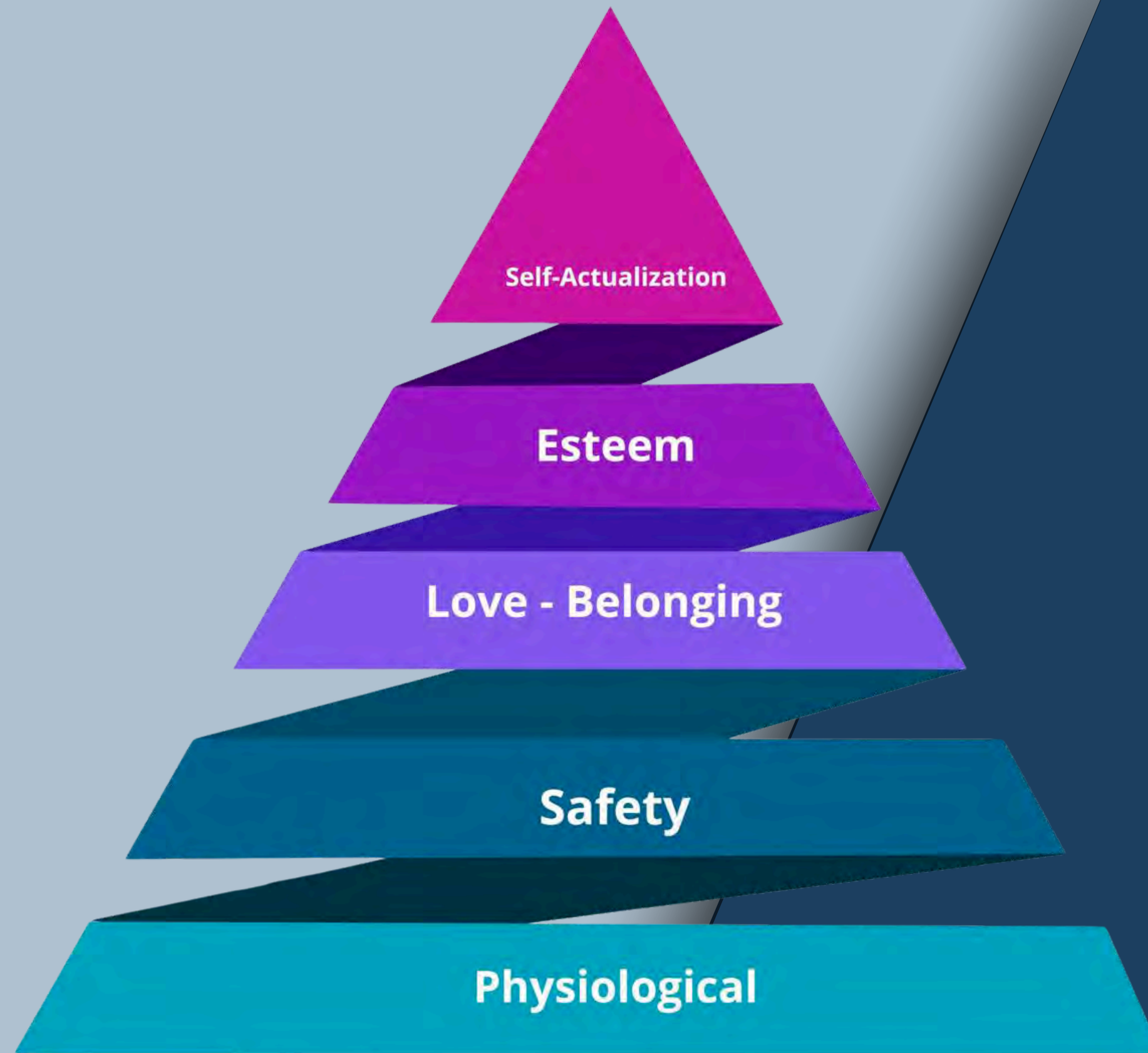
**Self-perception (identity,
esteem, concept, efficacy)**
Influences Our Engagement
and Persistence

Behavioral



Social Cognitive



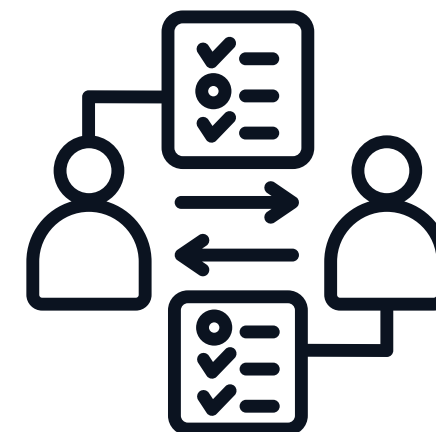
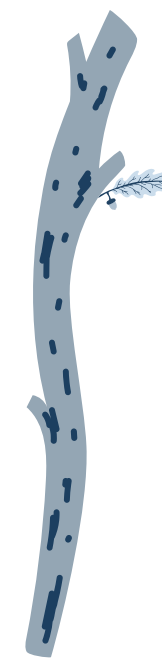


Humanistic



Self perception and self efficacy

Behavioral



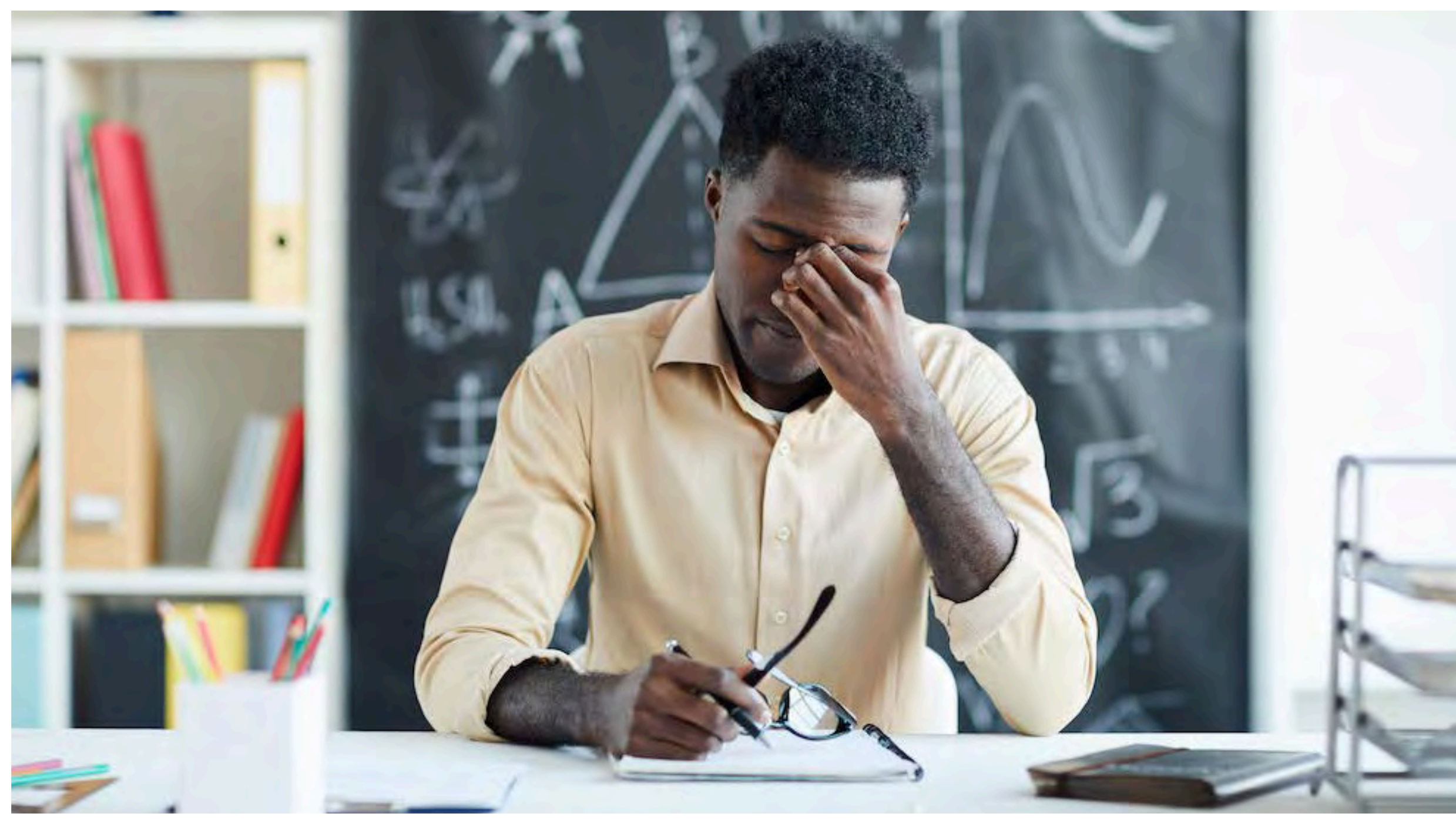
or



Social Cognitive



Humanistic





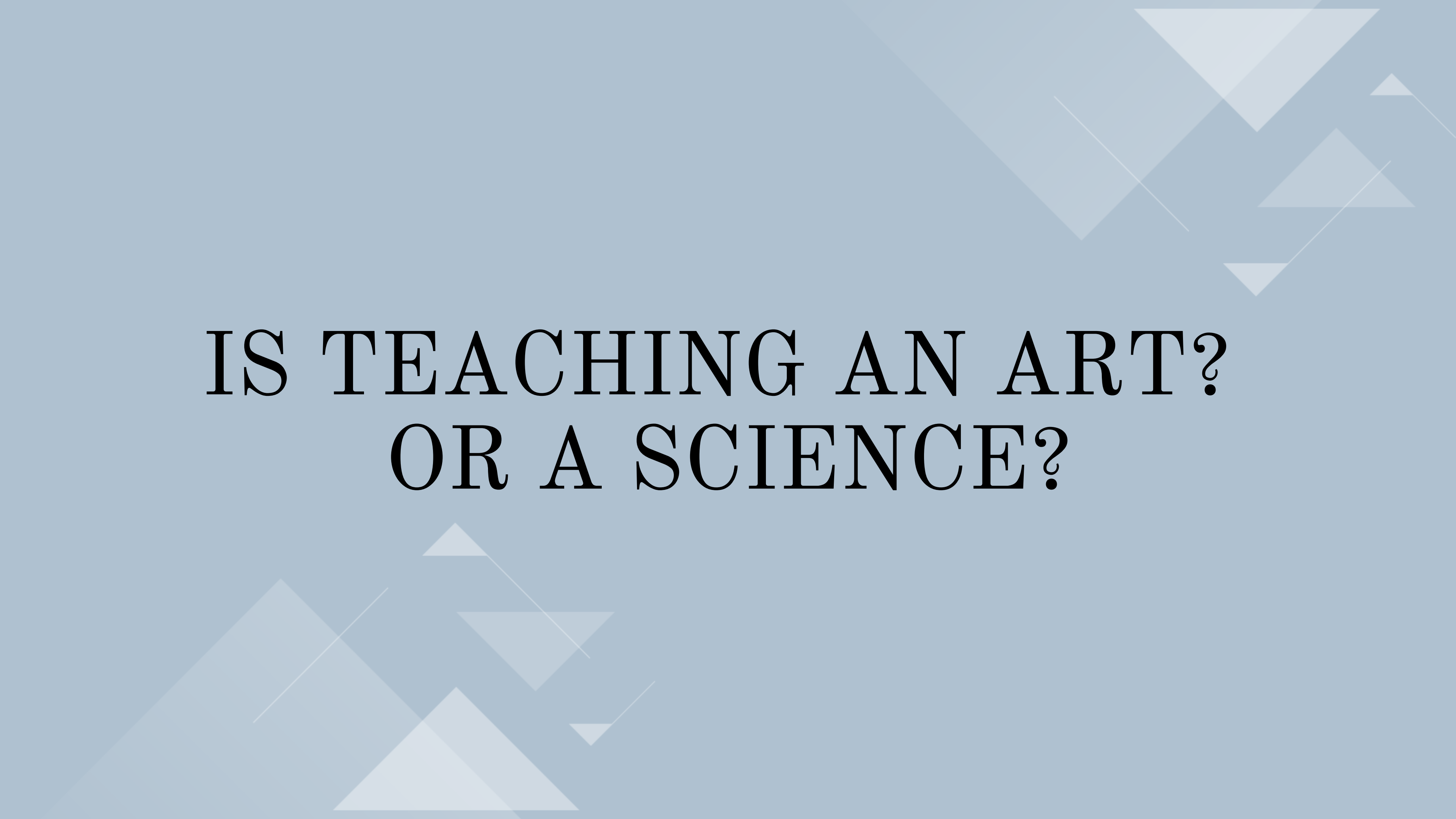
Self perception and self efficacy

What are
they curious
about or
interested
in?

What
struggles/
challenges
are they
experiencing?



Motivate
faculty to
take
ownership



IS TEACHING AN ART?
OR A SCIENCE?

THE ESSENCE OF GOOD
TEACHING IS KNOWABLE.
THIS IS A SKILL THAT
CAN BE LEARNED AND
IMPROVED.

Self Regulated Learning

Reflected in principles of andragogy

PHASE 1: PLANNING FOR LEARNING

What resources are they
already using?

What formats are preferred
and work well for them?

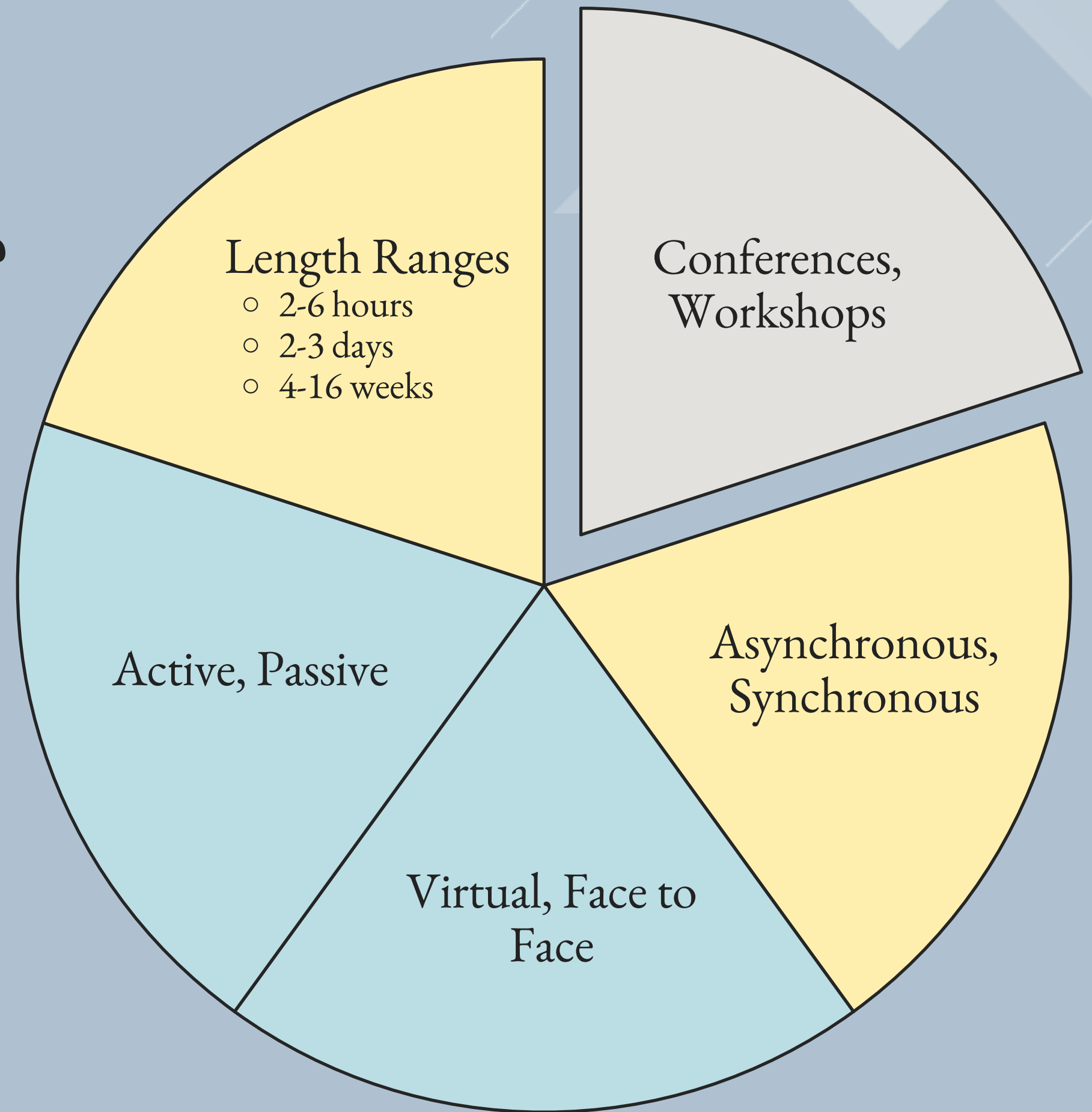
When can they access the
resources?

How much time needs to
be invested?



WHAT TYPES OF
PROFESSIONAL
DEVELOPMENT
ARE THERE?

What types of Professional Development are there?



SO...
How do you
decide?

Ask yourself...

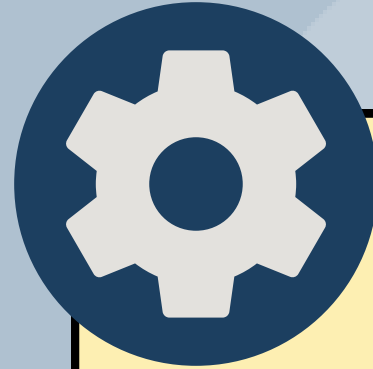


What is the
intended impact
of the PD?

Choose programming to meet your need

Inspiration/Motivation	Webinar/Guest Speaker
Create Product	Make and Take Workshop
Create Process or Produce Systems Level Change	Course/Extended Consultation/Internship

PHASE 2: MONITORING LEARNING



Immediate Application
(Trying it out; seeing what works and what doesn't)



Feedback
(Formative/low pressure)

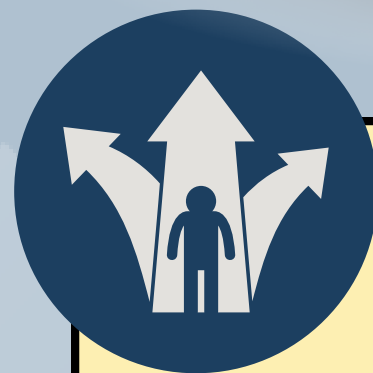
PHASE 3: REFLECTING ON LEARNING



Understanding Impact
(Did student learning
improve?)



Transfer
(Where else can I apply
my new learning?)



Planning Next Steps
(What else do I need to
learn?)

Change the
culture from
isolation to
thriving
community



What makes Professional Development Effective?

PD has a longer-term impact if some conditions are met:

*Addressing underlying theories to
produce conceptual change
results in
lasting behavioral change*

What makes Professional Development Effective?

PD has a longer-term impact if some conditions are met:

Participants *engage*
over time
with a *community of practice*

What makes Professional Development Effective?

PD has a longer-term impact if some conditions are met:

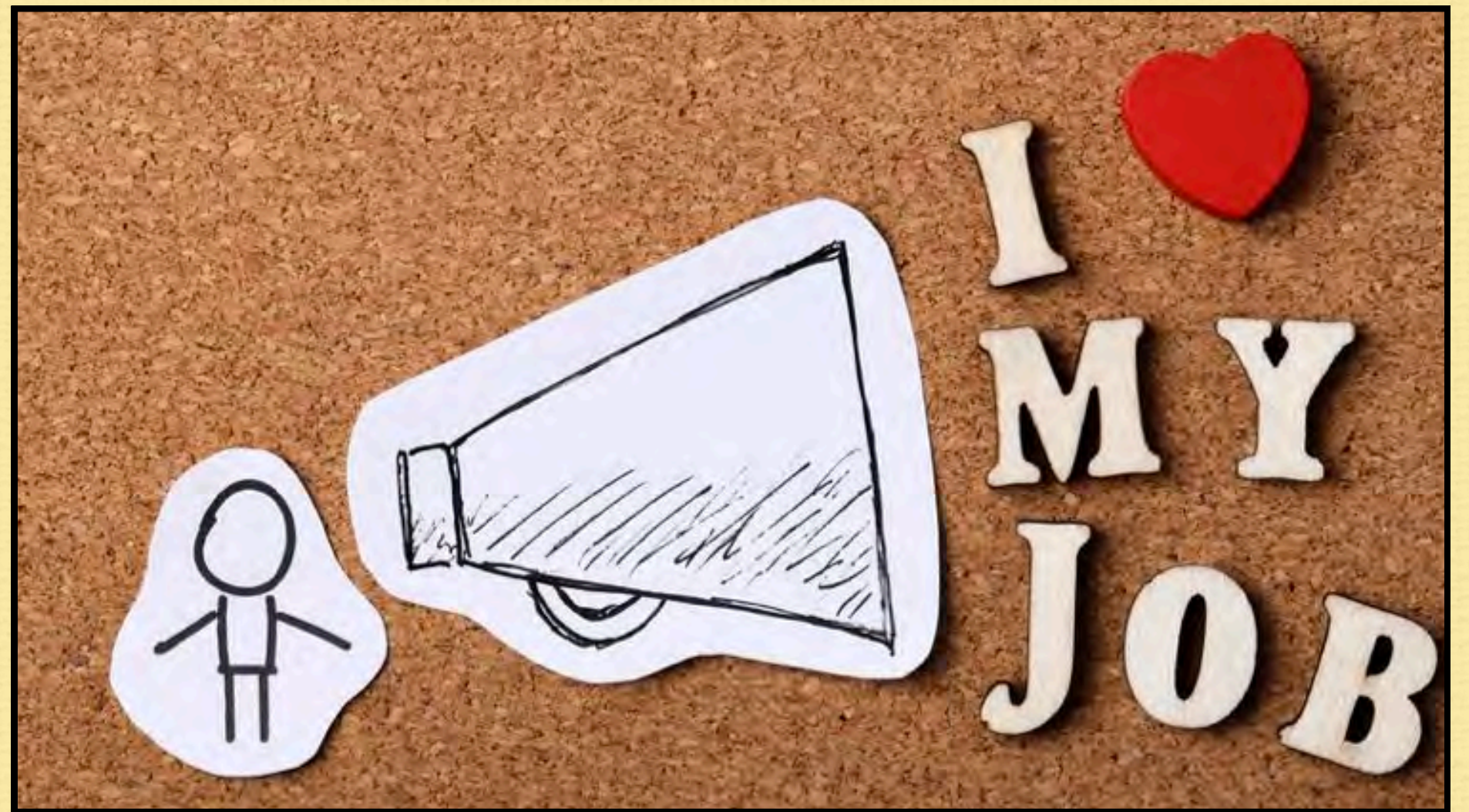
Lengthier PD

tends to produce not only behavioral change,
but also

increased sense of *self-efficacy* to do the job

Which leads to...

more *job*
satisfaction and
persistence
in the role.



Celebrate Successes



Change is hard



**Provide individual
and corporate
recognition**



**Include students in
this learning process
and recognition of
achievement**



**Document
improvements for
your next self-study**

So Now What?

Identify your priorities

Evaluate faculty needs

Plan professional development
that will meet the needs of your
faculty and your institution

Create time for collaboration
around the skills that enhance
teaching and learning

Thank You!



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