

How to Consume Professional Development Materials with Students in Mind

1

Is this source credible? Whose work is the author referencing? Have I checked the original source? Many of us won't go to a new hair salon without checking with five hundred other people who have used the same stylist, yet we follow the teaching advice that came up first on Google. When it's late on Sunday night, and the weekend has been great, and you just want **something** to teach tomorrow so that you can go to bed . . . you do a quick search online and run with the first result. We have all been there before. We must be more discerning in our research.

2

In my experience, what parts of this ring true? What parts must I reconsider? No credible advice or counsel is perfect. None. Just because a thing does not match your needs entirely does not mean that you must discount it. After receiving good counsel, you can build on it by considering your own experiences.

3

If I were to try this tomorrow, what problems can I anticipate? Nothing works perfectly the first time. When you try this new method, idea, text, or presentation, what problems will surface? Will all students find this accessible or engaging?

4

How can I begin to solve those problems today? What would you have to consider, include, change, or build?

5

Who else is in this conversation? Can you make yourself a steady diet of other educators, researchers, thought leaders, or colleagues who write, talk, blog, or tweet about this topic?