Spark Professional Development with the Edcamp Model

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Edcamps outside the United States
Simplicity of the Model
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Created By Participants On The Day Of The Event
Conversations, not presentations!
Rule of Two Feet
Building a Teacher Network

Did you acquire a valuable contact through the Edcamp you organized?

155 responses

97.4% Yes
9.6% No
New Ideas in the Classroom

How many new ideas, that you learned at your Edcamp, did you implement in your classroom?

155 responses

- 4-6: 28.4%
- 7-9: 15.5%
- 1-3: 13.5%
- 10 or more: 23.9%
- None: 22.1%
- Not Applicable: 0.0%
Student Impact

Attending an Edcamp had a positive impact on my students' learning:

155 responses

90.3% Strongly Agree or Agree
Research Shows!

“Teachers Know Best”

Bill and Melinda Gates

The Ideal Professional Development Experience:
- Relevant
- Interactive
- Delivered by someone who understands my experience
- Treats teachers like professionals
EMBRACING THE UNCONFERENCE: GOING TO EDCAMP

An educator attending an Edcamp event engages in a professional learning experience vastly different from traditional professional development. Sessions are built on the interests and needs of the people who attend and are created on the day by using a cloud-based collaborative application that is open to all (including those unable to participate in person). Each teacher chooses which sessions to attend on the basis of individual interests or needs.

Because using technology in learning effectively is one of the challenges facing teachers, sessions frequently are organized around sharing practices and overcoming common challenges when improving practices around the use of technology. Teachers collaborate to overcome challenges together, often making connections that lead beyond the single session or day, as partnerships are formed to engage their students with each other. The shared documents created at these events become an archive and resource for whoever attended, in person or virtually.

The first Edcamp was organized in Philadelphia by a group of local educators interested in new unconference (self-organizing) approaches to a conference for professional learning. The model took off, and five years later there have been more than 750 Edcamps all organized by local educators. The enormous popularity of the format has led to the formation of the Edcamp Foundation, a nonprofit organization that will formalize much of the ad hoc support that has been provided to Edcamp organizers until now.
Where Teachers Teach Themselves

At Edcampus, participants determine the training topics and lead their own professional development.

In the late 1820s, as a treatise facing the end of the course, the New York Times once noted, "It is a curious fact that very few of the students in our New York Times School were able to read English, even after two years of study." This passage, from the final issue of the paper, was written by William E.查获林, who was the paper's editor-in-chief.

The Times is now returning to its roots with a new series of events called "Edcampus," where teachers can volunteer to lead their own professional development.

The Times reports that the first Edcampus event was held in New York City on June 5, 2018. The event was held in a small room in the Times' headquarters.

One participant, a teacher from a nearby school, said that the event was "very exciting." The Times notes that the participants "enjoyed the opportunity to learn from other teachers and to share their own experiences."
Next Steps:

Session Topics

START A CONVERSATION
A session can begin with an idea...
- a question...
- a problem...
- a doubt...
- an opinion...
- a story.

You do NOT need to be "The Expert," just someone who wants to learn!

LISTEN TO YOUR FEET
If you are in a session that is not interesting LEAVE! EdCamp is about your learning, not someone's EGO!

Starting a Conversation
Generating topics

How do you address attendance issues?

What initiatives had the biggest impact on your school?

Ideas for increasing community engagement
Edcamp Foundation

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