

Professional Development Master Plan

Professional Learning and Development



**School Administrative Unit #33
Raymond, New Hampshire**

July 2022 - June 2027

Approved by the Raymond School Board
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MISSION STATEMENT

The Mission of the Raymond School District is to ensure high levels of learning for all. Through innovation and collaboration with our community, we will encourage and challenge each student with a rigorous and relevant program.

INTRODUCTION

Our district is committed to assist all professional educators by increasing their knowledge and skills to meet the challenging needs of our students as we prepare them for the future. We see this as a fluid process where reflective educators are constantly shifting their focus to use a variety of rationale to frame their personal professional growth. Rationale should include district Strategic Goals, Charlotte Danielson's domains/components, and ongoing reflective conversations with colleagues.

STATEMENT OF PURPOSE

The Raymond School District's Professional Development Master Plan is the tool intentionally used by **reflective educators** to enrich their practice. This framework provides the structure that leads to and opens up opportunities for professional growth.

We believe that effective teaching is the result of:

- Intentional reflective practice.
- Accurate reflection which is a learned skill through experience as teachers spiral through the professional development process – that leads to “where do I go now?” based on student learning. “A natural result of reflection on practice is a teacher’s sense of which areas of teaching would be the most important ones to strengthen.” – Danielson, 2007.
- Professional development that includes assessing practice and organizing improvement efforts
- Purposeful, reflective conversations with colleagues.
- Internal learning – metacognitive practices.
- Professional development that is research based.
- Strong content knowledge.

We recognize that professional development is a cycle of learning, planning, applying, and reflecting:



We believe that “the professional self” is an internal process that needs to be intentional, relevant, positively impact students, and immediate.

PROFESSIONAL DEVELOPMENT COMMITTEE MEMBERSHIP

The Professional Development Committee (PDC) seeks the following characteristics in its members:

- Collaborative
- Focused on authentic student learning
- Reflective educators
- Good communication skills
- Willingness to attend meetings
- Interest in developing leadership skills

The Professional Development Committee is composed of the following members:

- 1 Superintendent
- 3 Administrative Team Members
- 1-2 High School Members
- 1-2 Middle School Members
- 1-2 Elementary School Members
- 1-2 Paraeducators
- 1 District-wide STEM Curriculum Coordinator
- 1 District-wide Humanities Curriculum Coordinator

Roles and Responsibilities of Members

The Professional Development Committee will plan and evaluate district-wide professional development activities, including some professional development activities that may be offered during in-service days.

The Chair of the Professional Development Committee will be the intermediary between the Administration Team and the PDC.

Certified educators serving on the Professional Development Committee will also be the building representatives. Therefore, they will be the intermediary between the certified staff and the PDC.

The paraeducator member is to be an intermediary between paraeducators and the PDC.

OFFICERS OF THE PROFESSIONAL DEVELOPMENT COMMITTEE

Election of Officers

The Superintendent will serve as the Chairperson of the Professional Development Committee.

The majority of the Professional Development Committee shall elect a Secretary/Treasurer from its membership annually. The election will be held no later than the first professional development meeting in September. If the elected secretary/treasurer cannot fulfill his or her term, the Chairperson shall appoint a person to carry out the term.

Duties of Officers

Chairperson:

- Provide administrative leadership in the implementation and ongoing development of the Raymond Professional Development Plan
- Develop the agenda for each meeting
- Conduct each meeting
- Supervise the secretary/treasurer
- Be responsible for the proper transmission of reports
- Arrange workshops, courses, and other activities as directed by the Professional Development Committee
- Receive and arrange for the proper disposition and distribution of Professional Development Committee mail
- Accept such other responsibilities as may be directed by the Professional Development Committee
- Review any teacher proposed workshops
- Ensure all staff have training in Frontline Professional Growth

Secretary/Treasurer:

- Record the attendance and proceedings of all meetings
- Distribute minutes to all committee members
- Give a Treasurer's report at each meeting
- Record the expenditures requested including date of request, instructor's name, activity, course or workshop, and cost of activity
- Authorize payments for professional development expenses as directed by the Professional Development Committee

Meetings

The Professional Development Committee will meet monthly after school at an agreed upon site.

PROCESS FOR DEVELOPMENT OF THE MASTER PLAN

Development

- Hold PD meetings monthly the year of review to revise the PD plan before the April 1 deadline
- Review state criteria
- Evaluate and edit existing master plan
- Write draft of new plan
- Make any recommended changes
- Present new plan to School Board for approval
- Submit revised plan to the State for approval

Implementation

- The Professional Development Master Plan will be accessible on the District website and in Frontline Professional Growth
- Present the approved plan to the school staff
- Facilitate understanding of the recertification guidelines
- Guide staff on individual reflective practice
- Advise staff of building representatives and meeting dates
- Maintain professional development libraries in each building (books/periodicals/online resources, etc.)
- Notify staff of professional development opportunities
- Establish a professional development calendar through Frontline Professional Growth
- Train all staff in the use of Frontline Professional Growth for professional development collection

Assessment

- Monitor feedback from staff and administration
- Employ formal and informal staff surveys
- Oversee professional development library selections (books/periodicals/online resources, etc.)
- Collaborates with the District Student Intervention Team to review student achievement outcomes based on professional development activities.

EVALUATING PROFESSIONAL DEVELOPMENT

When evaluating Professional Development five levels need to be considered. The five levels appear in the chart below along with possible data gathering tools and use for the data that is collected.

5-Level Plan for Evaluating Professional Development		
Evaluation Level	Some Possible Data-Gathering Tools	Uses of the Data
Level 1 Participant Satisfaction Determine participants' reactions to and degree of satisfaction with the presentation, presenter, materials, content, venue, etc.	<ul style="list-style-type: none"> Workshop evaluation forms – completed by all participants and reviewed by PDC. 	Data used to determine if additional workshops are required on the same topic, or if a more advanced level is needed.
Level 2 Participant Learning Measure the understanding, knowledge, skills, and perhaps new attitudes which participants acquired as a result of the professional development experience	<ul style="list-style-type: none"> Workshop evaluation form developed with questions specifically designed to gather feedback on the degree to which the professional development achieved its intended learning outcomes Products created by the participants or formal demonstrations of learning (i.e. Google Classroom, Smartboard notebook). Written reflections Oral debriefs 	Helpful in determining the degree to which the specific learning goals of the professional development were achieved. Feedback is used to modify professional development content, format, methods, delivery etc.
Level 3 Organizational Support Assess the adequacy of the support for implementing the new practices provided by the responsible SAU/district/school and the compatibility of organizational policies and practices with the desired change.	<ul style="list-style-type: none"> On-site observations Interviews with participants, organizational leaders, etc. Review of documents (e.g., policies, budgets, meeting minutes, Comprehensive professional development plan, use of release time, etc.) 	Helpful in identifying agents of change. Useful to document and improve organizational support and to inform future change initiatives.
Level 4 Participants' Application of New Knowledge and Skills Measure participants' actual use of knowledge and skills they have gained through their implementation of teaching practices.	<ul style="list-style-type: none"> Formal observations and walkthroughs by consultants, colleagues (Peer coaching/mentoring) and/or supervisors Participants' written reflections Participants' projects, portfolios, professional development plan evidence collection Interviews Survey 	The data is helpful in providing evidence of participants' levels of use. Useful for determining necessary supports and to improve future professional development activities.
Level 5 Impact on Student Learning Measure impact of participants' application of acquired knowledge and skills on student learning.	<ul style="list-style-type: none"> Measures of student achievement Standardized and nonstandardized assessments Performance assessments & projects Tests, quizzes, writing prompts Samples of students' work Observations of students Attendance Discipline data Homework completion & quality Classroom and school behavior 	Data is helpful in determining the degree to which changes in participants' professional practice are having the desired effect on student outcomes. The data is useful for refining change initiatives, identifying and replicating successful practices, and identifying further professional development needs.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS – ESTABLISHING PROFESSIONAL DEVELOPMENT GOALS

Raymond School District Strategic Goals (Focus Areas)

1. Universal support for all students in both academics and behavior - Tier 1 instruction
2. Culture and Climate
3. Parent and Community Engagement
4. Districtwide consistency in Communication, Process, Expectations and Accountability

Professional development opportunities provided or promoted by the Professional Development Committee will correlate with district strategic goals or data driven needs outlined by the District Student Intervention Team.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Possible Activities: The following activities shall be considered as part of the educator's body of evidence but they do not include all activities that an educator may need to improve their practice or student achievement.

All Professional Development Activities must be pre-approved by the building administrator in Frontline Professional Growth. Upon completion of any activity, reflections must be submitted to the building principal in Frontline Professional Growth within 20 school days of the activity's date.

Action Research

Examining one's own teaching or professional practice and its impact on students by engaging in a research project in their classroom or work setting. (See page 18 for Action Research Outline.)

Clock Hour Award: Unlimited

Funding: Not applicable

Requirements: Activity form and reflection, submit action research outline on p. 18

Book Study

Engaging in a single discussion or series of discussions about a book or other professional publications.

Clock Hour Award: Unlimited

Funding: Not applicable

Requirements: Activity form and reflection

Case Discussions

Examining written narratives or videotapes of classroom teaching and learning and discussing what is happening, the problems, issues, and outcomes that ensue. This context can also be used to discuss a case study of a particular student. In this instance, the student's teacher would present the "case" and engage the group in discussion to determine ways to help the student.

Clock Hour Award: Unlimited

Funding: Not applicable

Requirements: Activity form and reflection

Classroom Observation/Visit Process

Engaging in conversations about teaching and learning based upon one or more classroom observations. The process includes a planning conference, observation (data collection), and reflecting conference.

Clock Hour Award: Unlimited

Funding: Not applicable

Requirements: Activity form and reflection, Pre Conference, observation, and reflective conference forms

College/Graduate Coursework

Courses provide structured opportunities for educators to learn from facilitators with specialized content areas, as well as from peers. Courses provide teachers with opportunities to connect with outside sources of knowledge in a focused way.

Clock Hour Award: 15 clock hours Per Credit Hour awarded by the college or university.

Funding: Tuition for Coursework will be awarded according to the current Collective Bargaining Agreement (CBA).

Requirements:

- Submit Professional Development Activity form prior to enrollment.
- Submit copy of grade report to building principal or designate with receipt of payment.
- Formal study at an accredited college or university must have a “C” or better to receive clock hours.

Committee Work

Time spent serving on a committee or team related to professional certification, curriculum development, or district goals (e.g. Competency Committee, Reading Committee, etc)

Clock Hour Award: Unlimited

Funding: Not applicable

Requirements: Certificate of attendance prepared by committee chairperson who will verify attendance using committee meeting minutes. Pre-approval and reflections forms must be completed monthly for all committee work.

Competency Development, Implementation, Adaptation

Developing new curriculum, creating new instruction units, lessons, materials and strategies, or tailoring existing ones to meet the learning needs of students (course competencies).

Clock Hour Award: Unlimited

Funding: Not applicable

Requirements: Activity form and reflection

Grant Writing

Grant writing will be defined as the writing and submission of a grant or grants that impact individual professional growth, school and/or district needs.

Clock Hour Award: Unlimited

Funding: Not applicable

Requirements: Submit professional development activity form, reflection and copy of completed grant

Independent Study

Engaging in study of a specific topic of interest either on one's own or as part of a formal university or college degree program.

Clock Hour Award: Clock hours per certification area as justified by professional goal setting

Funding: Not Applicable

Requirements: Submit professional development activity form, Project Description/Approval form (see p. 20) and an end product (ex. a log including a reflective journal, research based lesson plans, etc)

Mentoring/Peer Coaching

Serving as a formal mentor/coach for another educator or participating as that recipient of formal mentoring/coaching by another educator.

Clock Hour Award: Unlimited

Funding: Not Applicable

Requirements: Submit professional development activity form.

Partnerships

Educators working in collaborative partnership with a business, industry, university or college with a focus on improving the educator's knowledge of content, instructional methods, and understanding of “real

world” applications of curriculum content and skills.

Clock Hour Award: Unlimited

Funding: Not applicable

Requirements: Activity form and reflection

Professional Developer

Creating and/or presenting learning experiences for other educators.

Clock Hour Award: Unlimited

Funding: See p. 13

Requirements: Activity proposal, activity form and reflection

Professional Learning Communities (PLCs)

A structured, collaborative, collegial approach to examining student work to improve instruction and generating solutions to classroom problems. Structure derives from the use of a discussion protocol and often the leadership of a group facilitator. (e.g., examining student work, a lesson study, developing and scoring on rubrics, curriculum development).

Clock Hour Award: Unlimited

Funding: Not applicable

Requirements: Activity form and reflection (Pre-approval and reflections forms must be completed monthly for all committee work.)

Professional Networks

Educators linking with one another through electronic or other means to explore and discuss topics of interest, issues of concern, and experiences in applying new methods in order to provide support and to identify and address shared problems (e.g., NH Networks, NHEON)

Clock Hour Award: Unlimited

Funding: Not Applicable

Requirements: Submit Professional Development Activity Form, Certificate of attendance

Professional Organization – Leadership Roles Outside of School District

The leadership role should be related to the improvement of instruction and/or the educational program of your certified area of instruction.

Clock Hour Award: Unlimited

Funding: Not Applicable

Requirements: Submit Professional Development Activity Form

Professional Publications

Authoring a work that contributes to the professional field in the context of a professional journal

Clock Hour Award: Unlimited

Funding: Not applicable

Requirements: Activity form and reflection

Professional Reading or Viewing

Reading of professional resources in certification area or viewing professional videos.

Clock Hour Award: Unlimited

Funding: Not Applicable

Requirements: Submit Professional Reading or Viewing Forms, part 1 and 2

Seminars, Conferences, Trainings and Inservices

Attending a conference, seminar, workshop, or webinar related to a certification area or district goal.

Clock Hour Award: Based on individual activity

Funding: Upon completion of activity, submit receipt of payment to building principal or designate.

Requirements: Submit Professional Development Activity form prior to enrollment, Certificate of Attendance

Study Groups

Engaging in regular and collaborative interactions with a group of colleagues around a particular topic or topics (e.g., block scheduling, cooperative learning, multiple intelligences, etc.) During the group meetings, participants would share information, experiences, questions, concerns, problems, etc.

Clock Hour Award: Unlimited

Funding: Not applicable

Requirements: Activity form and reflection

APPEALS PROCESS

If an educator is denied access to a professional development activity by building administration, then the educator can appeal to the Professional Development Committee for approval. The PDC will listen to the educator's argument and will offer a decision regarding the activity. If the educator is not satisfied with the decision of the PDC, he/she can then appeal to the Superintendent. The Superintendent's decision will be final.

WORKSHOP PRESENTATIONS

All staff members are encouraged to share their professional learning and expertise. In this role they can increase their own knowledge and skills as well as prepare others to use new programs, strategies, ideas, etc. The Professional Development Committee will pay presenters using the following payment schedule:

\$75.00 per hour for each hour of presentation
\$50.00 per hour for each hour of preparation

If a workshop is repeated, the PDC will only pay for the repeat presentation cost.

A Workshop Proposal Form must be completed through Frontline Professional Growth prior to presenting a workshop. A PDC member will present the proposal to the entire committee. Once the proposal is approved, the presenter will be notified by the PDC chairperson and is expected to complete these requirements.

Prior to the presentation the presenter:

- Will prepare a flyer to advertise the workshop. The flyer can be shared with the entire district through the SAU staff newsletter and distributed throughout each school

At the workshop the presenter:

- will take attendance (name of workshop, date, time, sign in by attendees)
- have participants complete evaluation forms
- prepare and distribute a certificate of attendance to attendees.

After the workshop the presenter:

- will tally the evaluation forms on one sheet
- prepare a payment request for the PDC treasurer
- turn in all evaluations sheets with the tally attached to the committee chairperson

DOCUMENTATION OF PROFESSIONAL LEARNING

Requirements for professional educators when submitting seventy five (75) clock hours include:

- A minimum of forty-five (45) clock hours of approved professional development activities must be completed that meets district goals, school goals and/or the goals of the district's Local Education Improvement Plan.
- A minimum of thirty (30) clock hours of approved professional development activities must be completed in each subject area and/or endorsement for which re-certification is sought.
- Certified staff whose credentials expire in a given year shall have accrued their total clock hour requirements of approved professional development activities prior to being re-nominated and/or re-elected in accordance with RSA 189:14-a. Clock hours accrued after submission of body of evidence to the SAU will be included in the next three (3) year recertification cycle.
- Certified staff entering the system from another school district will be given credit for professional development earned in any other authorized Professional Development Program.
- Any teacher or administrator on an authorized leave of absence of one year will be required to include his/her year of leave as one of the three years required for the Professional Development Program.

Requirements for Paraeducators

- Certified paraeducators are required to complete a minimum of fifty (50) total clock hours of approved professional development activities every three years for renewal of their professional credential.
- All paraeducators must maintain a paraeducator certification, unless a teacher certification is held.

For recertification, reflective educators must complete one of the following for ALL endorsements an educator holds:

1. A body of evidence (educator portfolio) that is a natural integrated part of their individual growth plan that employs job embedded activities
2. A minimum of seventy five (75) continuing education units (equal to one clock hour) for certified staff and fifty (50) continuing education units (equal to one clock hour) for certified Paraeducators.
3. A combination of one and two above

Reflective educators need to develop a body of evidence, which may be housed within Frontline Professional Growth, for documenting their professional learning and the fulfillment of their professional goals. Professionals can draw from both job-embedded and formal activities to help accumulate evidence of their professional growth. Developing this body of evidence should be a cycle that encompasses learning, applying, and reflecting.

Educators are required to use the Reflective Planning questions with Frontline Professional Growth to plan action steps after completing initial reflection.

Evidence

In its optimum form, developing a body of evidence should be a natural, integrated part of the educators' work and learning process rather than an excessive added demand. The pieces of evidence to be collected should be those which are natural to the professional development activities thus requiring that the educators "collect" rather than "create" evidence. In collecting their evidence, educators need to include evidence of their activities but more particularly evidence of their own learning and the evidence that provides information regarding the impact of their activities on students' learning. Sometimes, brief written explanations accompany each evidence piece in the collection.

Reflection

Reflection is one of the primary means through which educators can articulate the changes in their understanding that have resulted from their professional development experiences. Reflection involves answering the following questions:

1. What did I do?
2. So what did I learn?
3. Now, what will I do? How will I apply this learning?
4. What changes occurred in student learning that you targeted?
5. What can you infer from the changes regarding the professional practices you used?
6. Based upon these results and inferences, what will you do in the future?

REVIEW OF PLAN EVIDENCE AND APPROVAL OF PLAN COMPLETION

A reflective educator will:

- Explain what he/she did, what he/she learned, what he/she will do as a result of this learning.
- Interpret the evidence of student learning to make inferences, draw conclusions, and make decisions about instructional practices.
- Apply new knowledge and skills in his/her professional work and through practice to refine the application.
- Understand how instruction and learning look through the lenses of multiple intelligences, learning styles, and students' interests.
- Be able to put himself/herself in the place of the students and to be able to feel their feelings and think their thoughts.
- Recognize his/her strengths and weaknesses, personal learning style, teaching style, etc.
- **All Professional Development Activities must be pre-approved by the building administrator in Frontline Professional Growth. Upon completion of any activity, reflections must be submitted to the building principal in Frontline Professional Growth within 20 school days of the activity's date.**

This could be presented in a variety of formats including evidences, portfolios, and narratives.

Timeline

The educator's body of evidence (educator portfolio) and the SAU recertification documents will be collected at the building level and will be reviewed by the PDC representative by March 1st. All bodies of evidence will be presented to the Superintendent for review. Once submitted by the superintendent or designee, and approved by the DOE, educators must log in to <https://mydoe.nh.gov> to complete recertification.

Recertification is the responsibility of the individual educator.

RECERTIFICATION PROCEDURE

The New Hampshire Department of Education (NHDOE) provides an online system for renewals of educators' certifications. The Superintendent recommends every educator based on verification of satisfactory completion of all requirements of the District's Professional Development Master Plan. Every educator applying for renewal of his/her credential is required to have approval by the district's superintendent or designee. Recommended educators may then log in to <https://mydoe.nh.gov> to renew their license.

The educator **must forward** a copy of the new certificate to the Human Resource Department of the District upon receipt.

Raymond School District Workshop Evaluation Form

Topic: _____ Session: _____

Presenter: _____

Please check one each section

Yes Partially No

1. Did this event meet your expectations?
2. Did you feel the material presented was relevant to your needs?
3. Do you feel you will be able to apply the information gained to your present situation?

4. Please indicate how you feel about the following: *Please circle a number for each item*
- Low.....High

Presenter's knowledge of subject	1	2	3	4	5
Presenter's ability to present subject	1	2	3	4	5
Format of group/session	1	2	3	4	5
Group Size	1	2	3	4	5
Timing (i.e. time of day, length, etc)	1	2	3	4	5

5. What would make the presentation more useful for you in your teaching practice?

6. What will you take back to use in your teaching practice?

7. Do you feel a need for additional information about the topic?
No, topic adequately covered _____ Yes, (please be specific)

Signature (optional) _____ Date _____

Action Research Outline

Action Research Action research is a means for systematically examining the impact of district, school, and classroom practices on student learning and related student outcomes with the intention of solving the problem, resolving the issue, or making an informed decision. It involves a cyclical process of Identifying a focus—Designing the study—Collecting, analyzing, and interpreting the data—Communicating the outcomes—Taking action based upon the results.	
Step 1: Identify the problem, concern, idea, or decision to be made and frame it as a research question. A good question is: <ul style="list-style-type: none"> • Focused on student performance which is important to you • Related to school/district priorities or goals • Manageable and doable within the available time and resources • Measurable through quantitative and/or qualitative data Example: Does a system of positive rewards improve students' behavior? <ol style="list-style-type: none"> 1. What is the specific research problem I wish to investigate? 2. What do I want to do about this problem? 3. Why is this problem worthy of investigation? 4. What assumptions am I making? 5. What is the specific question I wish to pursue and answer? 6. Do I have a hypothesis in mind? And if so, what is it? 	
Step 2: Review relevant literature <ol style="list-style-type: none"> 1. What have other educators and researchers found that relates to this problem, concern, issue or question? 2. How can I use the work of others to inform my research efforts? 	
Step 3: Design your study <ol style="list-style-type: none"> 1. Who will be the subjects of my study? 2. How will I select the participants for my study? 3. What data will I collect? 4. What instruments will I use to collect my data?* 5. What procedures will I follow—what will I do, when, where, and how will I do it? 6. How will I organize and display the data in my study? 7. How will I analyze and interpret the data? 	
*Examples of qualitative data gathering techniques <ul style="list-style-type: none"> • Interviews • Focus groups • Surveys (open-ended questions) • Observations, Artifact review 	*Examples of quantitative data gathering techniques <ul style="list-style-type: none"> • Surveys (closed response questions) • Standardized assessments, inventories, etc. • Scores from quizzes, tests, writing prompts (rubric scored), etc. • Review of existing data (e.g., discipline, attendance, student grades, etc.)
Step 4: Conduct your study and gather the data <ol style="list-style-type: none"> 1. Follow the steps you outlined in your plan 2. Collect and organize your data 	
Step 5: Analyze and interpret the data <ol style="list-style-type: none"> 1. Use techniques appropriate to the data collected 2. Quantitative (look for meaning in the numbers)/Qualitative look for patterns, themes, etc. 	
Step 6: Share the results with appropriate audiences <ol style="list-style-type: none"> 1. Share the data with others who can benefit from your findings 2. Share the data with those whose approval you need to move forward with your solution/decision 	
Step 7: Use what you have learned <ol style="list-style-type: none"> 1. Use what you have learned to address the problem or concern, to inform your decision, to guide future action research 	
Resources Mills, Geoffrey E. 2003. <u>Action research: A guide for the teacher researcher</u> . Merrill Prentice Hall: New Jersey Stringer, Ernie. 2004. <u>Action research in education</u> . Pearson Merrill Prentice Hall: New Jersey.	

Pre/Post Conference Form (Required for Classroom Observation/Visit)

Pre Conference Questions:

1. Student Outcomes: What would you like your students to know or be able to do as a result of this lesson?
What are your essential questions?
2. Assessment: How will you gather evidence of student learning?
3. Instruction: What strategies will you use to reach your student outcomes?

Observation Notes/Data Collection:

Post Conference Questions:

1. General Impressions: How do you feel your lesson went?
2. Assessment: Were your learning targets met according to assessment data you collected? Is this what you expected? What are your next steps based on your data/observations?
3. Instruction: What went well? What would you be sure to repeat if you taught this again? What would you change?

Independent Study Proposal:

Research Question(s): (What question(s) are you attempting to answer by conducting the study?)

Resources: What resources will you utilize to answer this question(s)?

Final product: How will you share your findings? (Slideshow, review of literature, presentation, etc.)