

WASHINGTON COUNTY SCHOOL

2015-2016

PROFESSIONAL LEARNING AND DEVELOPMENT OPPORTUNITIES



**Washington County Schools
Professional Learning and Development Schedule
2015-2016**

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NOTE: This document is to help principals and teachers identify Highly Qualified Professional Learning Activities when determining actions to target Professional Growth Goals. If a professional learning opportunity is not on this list, it must align with a teacher’s Reflective Practice & Professional Growth Plan(s) and CSIP/CDIP as well as be considered highly qualified. Please contact the District Professional Development Coordinator with any questions or concerns.

INTRODUCTION:

The professional Learning and Development activities must be supported through the Comprehensive School Improvement Plans (CSIP) and the Comprehensive District Improvement Plan (CDIP). Professional Learning and Development funds may only support those activities listed accordingly and that directly address instructional strategies, effective classroom assessments, and improvements and enhancements in curriculum. For professional Learning and Development activities that need to be addressed at the school that are not in the CSIPs, the SBDM may amend the CSIP through ASSIST to add the necessary components. CSIPs may be reviewed and modified at any time during the school year to meet the needs of the students. Flexible PD hours must align with the CSIP, CDIP, and individual teacher Reflective Practice & Professional Growth Plan (PGP). For professional Learning and Development activities that need to be addressed at the individual teacher level, the principal and teacher may amend the PGP to add the necessary Professional Growth Needs and Growth Goals. PGPs must have a mid-year review and an annual review prior to the last day of school but can be reviewed and modified at any time during the school year.

The professional Learning and Development schedule a comprehensive document of the various opportunities being delivered across the district. It also includes links and schedules to other opportunities from other providers such as KDE, CKEC, and KASA. However, principals may approve professional Learning and Development opportunities not provided on this list for the FLEXIBLE PD as long as it aligns with the CSIP, CDIP, teacher's Reflective Practice & Professional Growth Plan, and teacher's Professional Staff Learning and Development Plan.

ALL REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANS AND PROFESSIONAL STAFF LEARNING PLANS MUST BE APPROVED BY THE PRINCIPAL.

- Travel Authorization forms and purchase orders completed for professional Learning will not be approved by the central office without the principal's signature.
- All staff must provide their principals/head teacher their Professional Staff Learning Plan and Reflective Practice & Professional Growth Plans as part of the Professional Growth and Effectiveness System for the 2015-2016 school year.
- 24 professional Learning and Development hours must be completed by each certified teacher no later than the last day of school.
- The 24 hours can be pro-rated for teachers who are not employed by the district for the entire school year.
- Each teacher must present a Certificate/Certificate of attendance and **complete an online evaluation** for all PD sessions in order to receive credit.

- If you receive a stipend or pay for a Professional Learning and Development session, you may not count it towards the required 24 hours.
- If your particular PD session is canceled, it is the responsibility of the teacher to work with the principal to select a new PD session.
- CIITS (Continuous Instructional Improvement Technology System) provides an extensive search engine for teachers and administrators to locate professional learning and development opportunities based on individual teacher needs under the Educator Development tab. A keyword or topic search will return results for in-person activities, online activities, and resources. Log into CIITS, mouse over the Educator Development (EDS) tab, click on PD search, and select PD search options.
- If a district funding source is used to pay for travel and/or registration for a teacher to attend a professional learning activity, it will be an expectation for the attendee, principal, and district administrator to develop a plan for rolling out the knowledge gained to others.

ONLINE LEARNING OPPORTUNITIES REQUIREMENTS:

Some online learning opportunities build into the system reflection questions, pre-post assessments/surveys, certificates of completion, and other activities. Examples are EDIVATION and Peer observation training. In order to receive PD credit for these types of online learning modules, you must complete all pre/post assessments/surveys, reflection questions, activities, and other requirements presented during the module. A copy of the completed documents as well as evidence of length of the video will need to be submitted to the principal for his or her approval. If you choose an online learning opportunity which does not include any type of documentation, you must complete the Reflection of Professional Learning and Development questions and fill out the certificate, which are located at the end of this document. The school principal must sign documents to receive PD credit. The time approved for PD credit will be based on the length of the video plus .5 per minute of video to include credit for reflection time. For example: 1 hour video would result in 1 1/2 hour credits; 15 minute video would result in 22.5 minutes credit. A principal can use professional judgment to approve more time based on the evidence if justified.

CONFERENCE PROFESSIONAL DEVELOPMENT CREDIT REQUIREMENTS:

If you choose to attend a conference which does not provide you with a certificate **for each session** attended, you will need to submit a **Certificate of Attendance** voucher (located at the end of this document) signed by the facilitator/trainer of each session attended in order to receive PD credit. Therefore, teachers are responsible for bringing multiple blank vouchers to the conference and requesting each facilitator/trainer to fill out a voucher.

SELF-DIRECTED PROFESSIONAL LEARNING DESIGN PLAN REQUIREMENTS:

Teachers can choose to develop and implement a self-directed professional learning design plan for up to 18 hours of professional development credit (See session #25). In order for the development and implementation of the plan to be approved for professional development hours, there must be documentation of the minimum requirements (see attached Self-Directed Professional Learning Design Plan document located within the appendix). Up to 18 hours of time spent outside a teacher's contracted workday as documented on a time log and approved by the principal can count towards the 24 hour PD credit.

SCHOOL DOCUMENTATION REQUIREMENTS:

Each school is responsible for identifying a staff member to be responsible for collecting and retaining teachers' and administrators' documentation for the 24 hour required PD. Documents must be submitted to the school contact by the last day of the following months: August, October, December, February, April, and last teacher workday of the school year. The school contact will forward copies of the documentation received after each collection period within 7 days to central office. This information must be entered into a data system, such as IC or EXCEL, for data collecting purposes following each collection period.

- **KEEP A COPY OF ALL CERTIFICATES, REFLECTIONS, SIGN-IN SHEETS, AGENDAS, AND/OR OTHER ARTIFACTS FOR YOUR RECORDS PRIOR TO FORWARDING TO THE SCHOOL CONTACT.**

Professional Development Plan and Flexible Calendar Approval

- **WCBOE approved the following PD plans and Flexible calendar on 4/21/14.**
 - **Washington County High School:** Flexible PD calendar adopted by SBDM during the March meeting.
Note: 6 hours of Professional Learning and Development occurring on October 2, 2015 is determined by the district. 18 hours of flexible professional Learning and Development was requested by the principal and SBDM council. The Flexible hours will be 18 of the required yearly 24 hours professional Learning and Development required by statute.
 - **Washington County Middle School:** Flexible PD calendar adopted by SBDM during the March meeting.
Note: 6 hours of Professional Learning and Development occurring on October 2, 2015 is determined by the district. 18 hours of flexible professional Learning and Development was requested by the principal and SBDM council. The Flexible hours will be 18 of the required yearly 24 hours professional Learning and Development required by statute.
 - **North Washington County Elementary School:** Flexible PD calendar adopted by SBDM during the March meeting.

Note: 6 hours of Professional Learning and Development occurring on October 2, 2015 is determined by the district. 18 hours of flexible professional Learning and Development was requested by the principal and SBDM council. The Flexible hours will be 18 of the required yearly 24 hours professional Learning and Development required by statute.

- **Washington County Elementary School:** Flexible PD calendar adopted by SBDM during the February meeting.

Note: 6 hours of Professional Learning and Development occurring on October 2, 2015 is determined by the district. 18 hours of flexible professional Learning and Development was requested by the principal and SBDM council. The Flexible hours will be 18 of the required yearly 24 hours professional Learning and Development required by statute.

Each school has identified a flexible calendar/flexible teacher PD hours. Therefore, the professional development calendar for 2015-2016 begins on May 29, 2015 through the last teacher contract day of 2016.

There are three workdays included within the school calendar. NOTE: THE THREE WORKDAYS DO NOT COUNT TOWARD THE REQUIRED 24 HOURS OF PROFESSIONAL LEARNING AND DEVELOPMENT THAT MUST BE COMPLETED.

SECTION I – District Professional Learning Day (6 hours)

- **ALL CERTIFIED TEACHERS:**

Session 1 – On October 2, 2015, Professional Learning and Development is being offered by the district for all teachers to provide 6 of the 24 hours. **This is a required district day for all certified staff.**

SCHOOL	District Session							
Session Number	Session Title	Hrs	Date(s)	Time	Location	Presenter	Subject Area(s)	Grade Level(s)
1	District Professional Learning Day	6 Hours	October 2	8:30-3:30	TBA	Administrators	All	P-12

SECTION II – Flexible Professional Learning and Development Opportunities

- Section II– Flexible days - HOURS based on each school’s SBDM decision. Teachers can choose from the flexible professional Learning and Development menu based on teacher professional growth plan and approval with principal.

REMEMBER: Professional Learning and Development hours must be approved by your principal and align with the CSIP, CDIP, Professional Staff Learning and Development Plan, and/or individual Reflective Practice & Professional Growth Plan.

School: Washington County District									
	Conference, trainings, workshops, online trainings, etc.	Total Hours expected	Date(s)	Time	Location	Subject Area(s)	Grade level(s)	Cost	Contact
1	PIMSER www.uky.edu/pimser - for registration info	varies	varies	tba	UK/Lexmark Center for Innovation in Math and Science Education	ALL	All	Yes	Website
2	PIMSER – Creating an Effective Mathematics Classroom www.uky.edu/pimser - for registration info	12 hours	July 14-15	9:00 - 4:00	UK/Lexmark Center for Innovation in Math and Science	Math	6-12	\$250	Website

					Education				
3	PIMSER - Achieving Success in the Algebra II and Calculus classroom with Underserved Students	12 hours	July 22-23	9-4:00	UK/Lexmark Center for Innovation in Math and Science Education	Math	9-12	\$285	Website
4	CTE (Career Technical Education) Summer Conference Registration and cost information: http://www.kacteonline.org/program.php	Up to 16 hours (must have a certificate with facilitator's signature for each session attended to receive PD credit)	July 19-22	tba	Louisville, KY	CTE courses	Grade s 9-12	yes	Lee Anne Ater

5	Self-Directed Professional Learning Design Plan Teachers and principals will need to work together to develop and implement a plan which must follow the guidelines presented in Appendix to receive PD credit. *Up to 18 hours of time spent outside a teacher's contracted workday as documented on a time log and approved by the principal can count towards PD	Up to 18 hours	Teacher(s) chosen and approved by principal.		All	All	No	Principals, Cherry Boyles, and/or Lee Anne Ater
6	Advanced Placement Training	18 hours	varies		AP courses	AP teachers	Yes	Boyles

7	SBDM Trainings - Intro and Experienced Trainings	3 hours for experienced members 6 hours for New members	TBA	SDBM members	SDBM members	none	Lee Anne Ater
8	Central Kentucky Educational Cooperative Trainings (CKEC/CKSEC) ** A variety of teacher relevant topics being delivered over the summer. *Only can receive PD credit for sessions attended outside of the teacher contracted workday http://www.ckec.org or http://www.cksec.org	varies	varies	varies	varies	none	CKEC
9	KMEA - KY Music Education Conference *Only can receive PD credit for sessions attended outside of the teacher contracted workday	TBA (must have a certificate with facilitator's signature for each session attended to	TBA	All	Music	YES	KMEA

		receive PD credit)							
10	Ready Kids Conference	12 hours	6/23-6/24	TBA	Erlanger, KY	Early Childhood	Preschool	\$100	Jason Simpson
11	Special Education Update	6 hours	8/3/15	8:30 - 3:30	Board of Education	Special Education updates	All	none	Jason Simpson
12	Behavior Institute	varies	TBA			behavior supports	all	yes	Principal or Jason Simpson
13	SCM	12 hours	TBA			behavior supports	all	none	Principal or Jason Simpson

14	Speech Medicaid update	6 hours	TBA			updates on medicaid requirements	speech therapists	none	Jason Simpson
15	Preschool Curriculum Development	6 hours	TBA	tba	Board of Education	early childhood standards	preschool teachers	none	Jason Simpson
16	Kentucky Writing Project http://www.kentuckywritingproject.com/index.html	Varies	Varies			All	All	Yes	Refer to website
17	KASC http://www.kasc.net	Varies	varies			All	All	yes	Refer to website
18	Ketucky Association for Gifted Education http://kagegifted.org/	Varies	varies			all	all	Yes	Refer to website

19	Kentucky Education Association http://www.kea.org/	varies	varies	all	all	Yes	Refer to website
20	Kentucky Art Educators Association http://kyaea.org/	Varies	varies	all	all	Yes	Refer to website
21	Kentucky Leadership Academy http://server.kasa.org/kasa/	Varies	varies	Administrators		yes	Refer to website
22	Kentucky Internship Programs Training for Teacher Performance Assessment and/or Interdisciplinary Early Childhood Education * Required to be a Resource Teacher for the KTIP program *Only can receive PD credit for sessions attended outside of the teacher contracted	3 to 6 hours	TBA	KTIP Resource Teacher or Principal	All	none	Lee Anne Ater Julie Cleary

	workday www.kyepsb.net								
23	Laying the Foundation	12 hours	July 14-17	TB A	Bryan Station HS	LTF	ALL	\$895	Boyles
24	Kentucky Association of School Administrators http://server.kasa.org/kasa/KASAMember/Default.aspx	varies	varies			Administrators		yes	Refer to website
25	Social Studies Curriculum Development with Parallel Partner or HS Department Team to follow CKEC session	6 hours	varies			Social Studies	All	none	Principal
26	Science Curriculum Development with Parallel Partner or HS Department Team to follow CKEC session	6 hours	varies			Science	All	none	Principal

27	Literacy Design Collaborative (LDC) Workshop for Science and Social Studies Teachers	6 hours	July 23	8:30 - 3:30	North East Christian Church, Lexington	Social Studies and Science	All	none	CKEC
28	Social Studies Curriculum Development with Regional Partners	6 hours	July 21	8:30 - 3:30	North East Christian Church, Lexington	Social Studies	All	none	CKEC
29	Science Curriculum Implementation Training (to support purchase of new resources)	6 hours	tbd	tbd	in district	Science	All	none	Boyles
30	District Technology Curriculum Benchmark Development	6 hours	TBA (summer)	TBA	in district	Technology; STLP coordinators	All	none	Scyphers; Boyles
31	Introduction to Literacy Design Collaborative (LDC)	6 hours	TBA - multiple sessions	TBA	in district	All	All	none	Ins. Coaches; M Osborne; Boyles

32	Introduction to Mathematics Design Collaborative (MDC)	6 hours	TBA - multiple sessions	TBA	in district	Math	All	none	Ins. Coaches; M Osborne; Boyles
33	2015-16 New Teacher Cadre	12 hours	TBA - multiple sessions	3:30 - 4:30	in district	All	New to district; Fewer than 2 years	none	Ater; Ins. Coaches
34	2015-16 Commander Academy Cadre	12 hours	TBA - multiple sessions	3:00 - 4:00	in district	Alternative Program Teachers		none	Willis; Boyles
35	Instructional Strategies for Teaching in an Extended Block	6 hours	TBA - multiple sessions	3:30 - 4:30	in district	High School Teachers		none	Elmore; Wood; Boyles
36	Instructional Book Study - Titles/Topics to be Announced	6 hours	TBA - multiple sessions	3:30 - 4:30	in district	All	All	none	Ins. Coaches

37	Digitally Enhanced Instruction	6 hours	TBA - multiple sessions	3:30 - 4:30	in district	All	All	none	Ins. Coaches; Scyphers; Boyles
38	NGSS Classroom Assessment	6 hours	TBA - multiple sessions	3:30 - 4:30	in district	Science	All	none	Ins. Coaches; Boyles
39	<i><u>Quality Core: Rigor and Relevance in the Classroom: Strengthening Your Course Using ACT QualityCore Educator Resources (Morning session) & Rigor and Relevance in the Classroom: Gleaning Insights from ACT QualityCore Score Reports</u></i> Registration will be open until May 15. For registration, go to www.ckec.org	6 hours	June 11	TBA	CKEC	Quality Core	HS	HS	CKEC website

SECTION III - Online Professional Learning and Development Opportunities for Washington County

The following online modules, WebEx, and webinars are available to choose from in order to complete the required 24 hours Professional Learning and Development. **NOTE:** Some online learning opportunities build into the system reflection questions, pre-post assessments/surveys, certificates of completion, and other activities. Examples are EDIVATION and Peer observation training. In order to receive PD credit for these types of online learning modules, you must complete all pre/post assessments/surveys, reflection questions, activities, and other requirements presented during the module. A copy of the completed documents as well as

evidence of length of the video will need to be submitted to the principal for his or her approval. If you choose an online learning opportunity which does not include any type of documentation, you must complete the Reflection of Professional Learning and Development questions and fill out the certificate, which are located at the end of this document. The school principal must sign documents to receive PD credit. The time approved for PD credit will be based on the length of the video plus .5 per minute of video to include credit for reflection time. For example: 1 hour video would result in 1 1/2 hour credits; 15 minute video would result in 22.5 minutes credit. A principal can use professional judgment to approve more time based on the evidence if justified.

Online Trainings

WebEx/Webinar								
Session Number	Session Title	Hrs.	Date	Time	Location	Presenter	Subject Area(s)	Grade Level(s)
30	<p style="text-align: center;">PGES Learning Modules</p> <p style="text-align: center;">Topics include: Overview of TPGES, Observation, Teacher Feedback, Student Growth, Professional Growth, Kentucky Framework For Teaching, Principal Professional Growth Effectiveness System</p> <p style="text-align: center;">Registration and Information found under the Educator Development Tab in CIITS. Contact your CIITS coordinator for support</p>	Varies	Any	Any time after school or on weekends	Online	Varies	All	All
31	<p style="text-align: center;">New and experienced SBDM trainings</p> <p style="text-align: center;">Online</p> <p style="text-align: center;">New Member - \$95.00 Fee</p> <p style="text-align: center;">Experienced members online modules - Free</p> <p style="text-align: center;">Enrollment contact cbarton@ket.org or 859-258-7271 or 1-800-432-0951</p> <p style="text-align: center;">http://www.ket.org/education/professional/training.htm#sbdm</p>	6 hours	Varies	TBA	TBA	TBA	All	P-12

WebEx/Webinar								
Session Number	Session Title	Hrs.	Date	Time	Location	Presenter	Subject Area(s)	Grade Level(s)
32	CIITS Resources: Online training modules Must log into your CIITS Account and select CIITS Training/Resources link	Varies	Any	Any time after school or on weekends	Online	Varies	All	All
33	EDIVATION PD videos and courses – Log into CIITS. Click on the EDIVATION link on the left hand side of the home page (may need to scroll down on the home page) OR access videos by searching for PD under the EDS tab. Required Evidence: EDIVATION module Reflection Questions and Follow-up Reflection Questions, activities, and Certificate if provided	Varies	Any	Any time after school or on weekends	Online	Varies	All	All
34	NWEA/MAP online trainings	Varies	Varies	Any time after school or on Weekends	Online	Varies	All	All
35	Atomic Learning	Variable - contact Mike Scyphe rs	Any	After School hours or on Weekend	Online	Atomic Learning	All	All

Other Online Internet resources: Teacher Channel <https://www.teachingchannel.org/>; PBS TeacherLine <http://www.pbs.org/teacherline/>

Appendix

Name: _____ Session: _____ Date: _____

Professional Learning and Development Reflection

What knowledge and/or skills did you learn from the Professional Learning Activity?

How and when will you incorporate the knowledge and/or skills into practice?

What is the expected impact of incorporating the knowledge and/or skills into practice?

How will you know if the knowledge and/or skills are affecting student learning?

How do you plan to share the information with others?

Principal Signature: _____ Date: _____

CERTIFICATE OF PROFESSIONAL DEVELOPMENT

This certificate is awarded to

Participant's Name

for successfully completing

Title Of Training

Facilitator/Trainer/Administrator

Date

Time of training (ex. 4:00-6:00)

Total number of PD
hours received



Principal, Assistant Principal, Teacher, and Other School Level Certified Professionals Templates can be found within the Professional Growth and Effectiveness System/Certified Evaluation Plan for the Principal, Assistant Principal, Teacher, and Other School Level Certified Professionals Templates.

The following Professional Growth Plan template is for District Level Certified Employees:

Washington County Schools District Level Certified Professional Growth Plan

Name _____ Worksite _____ School Year _____

Teacher Standard	Professional Growth Objective(s)	Professional Growth Strategies	Expected Impact – (must include measureable data on student learning)

<p>Growth Plan developed (date): _____</p> <p>Employee's signature: _____</p> <p>Supervisor's signature: _____</p>	<p>Mid-Year Review</p> <p>Achieved <input type="checkbox"/> Revised <input type="checkbox"/> Continued <input type="checkbox"/></p> <p>Date of Mid-Year Review: _____</p> <p>Employee's signature: _____</p> <p>Supervisor's signature: _____</p>	<p>Annual Review</p> <p>Achieved <input type="checkbox"/> Revised <input type="checkbox"/> Continued <input type="checkbox"/></p> <p>Date of Final Review: _____</p> <p>Employee's signature: _____</p> <p>Supervisor's signature: _____</p>
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Professional Growth Plans should align with CSIP/CDIP.

Self-Directed Professional Learning Plan Guidelines



Self-Directed Professional Learning Design Plan

Teachers who choose to receive up to 12 hours through implementing a Self-Directed Professional Learning Plan will be responsible for the following additional work:

Implementation Plan

Teachers will develop an implementation plan to justify their chosen Professional Growth Goal and explain how they will work toward meeting their identified Professional Growth Goal. This plan shall include a detailed professional learning design (e.g., workshops, literature review, videos, PD360, lesson study, collaboration, group book studies) with clearly articulated short-term and long-term goals for implementation of the professional learning. Additionally, this implementation plan shall include a detailed explanation and timeline of how the professional learning will be evident in classroom instruction and in student work.

Documentation

Teachers will document progress toward implementing their plans. Documentation shall include a detailed record of the time required to complete the professional learning activities, the types of activities implemented, and the source of the professional learning.

Evidence and Artifacts

By the end of the academic year, teachers should be prepared to present evidence of the plan's implementation and artifacts collected throughout the academic year that are associated with implementation of the plan.

Evidence and artifacts may include items such as classroom observation documentation, annotated student work, videotaped lessons, teacher-developed curriculum documents, etc.

Evidence and artifacts may be presented through LDC module postings, CILTS curriculum and/or assessment postings, teacher professional portfolios, school and/or district presentations. Additional presentation venues should be discussed and approved by the building principal.

Principal Review – 3 meetings. (Could occur during Professional Growth Planning and Self-reflection meetings)

Time line may be adjusted by principal for newly hired teachers.

Documentation, evidence and artifacts may be reviewed by the building principal at any time during the implementation of this plan. Three scheduled reviews of the plan and documentation will occur during (1) an initial meeting with the principal, as early as May 1st prior to the year of implementation, (2) a formative meeting with the principal by January 31st, and (3) a summative meeting with the principal no later than closing day.

Teacher Reflection

Teachers are encouraged to reflect formatively throughout the implementation of this plan. Reflection comments may be included in the documentation of professional learning or with the evidence and artifacts that demonstrate implementation. One formative reflection shall be submitted during the formative principal meeting. Additionally, a summative reflection statement shall be provided upon completion of the project.

Time Log

Teachers must keep a time log to document activities throughout the implementation process. Up to 12 hours of time spent outside a teacher's contracted workday as documented on a time log and approved by the principal can count towards PD.

Learning Design Plan



Plan



(What is your identified area for improvement?) How will accomplishing this goal improve student learning? Sign (How will you acquire new information?) Effects (What short-term effects should be evident by December?) Effects (What long-term effects should be evident by next school year?)	(What is your identified area for improvement?) How will accomplishing this goal improve student learning? Sign (How will you acquire new information?) Effects (What short-term effects should be evident by December?) Effects (What long-term effects should be evident by next school year?)
Required to complete activity Initial learning activity Learning activity Ending time of activity The formative meeting and final document submitted during ing	Activity ; and final document submitted during
Illustrate your learning process and the application of your learning on documentation, annotated student work, videotaped lessons, elium documents)	process and the application of your learning annotated student work, videotaped lessons,
ing (e.g., LDC module postings, CIITS curriculum and/or assessment onal portfolios, school and/or district presentations)	postings, CIITS curriculum and/or assessment l and/or district presentations)
ould occur during Professional Growth Planning and Self-reflection ted by principal for newly hired teachers.	essional Growth Planning and Self-reflection wly hired teachers.
oval - as early as May 1 st prior to the year of implementation (What is ater than January 31 st .) (How is implementation going? What support	1 st prior to the year of implementation (What is (How is implementation going? What support
ater than closing day (What did you learn? How did it benefit your plement this learning in the future?)	(What did you learn? How did it benefit your ; in the future?)
mitted during formative principal meeting mitted upon completion of project	e principal meeting on of project



Self-Directed Professional Learning Design Plan

Log of Time

Date of activity	Type of professional learning activity including the source of learning	Beginning and Ending time	Amount of time requesting for PD Credit

Formative Meeting Review and Approval

Date: _____

Amount of PD Time Approved: _____

Teacher Signature

Principal Signature

Summative Meeting Review and Approval

Date: _____

Amount of PD Time Approved: _____

Teacher Signature

Principal Signature

Certificate of Attendance

This certificate is awarded to

Participant's Name

For Attending:

Title of Session

During the

Title of Conference

Date: _____ Amount of Time for session: _____

Session Facilitator/Trainer/Instructor Signature

Certificate of Attendance

This certificate is awarded to

Participant's Name

For Attending:

Title of Session

During the

Title of Conference

Date: _____ Amount of Time for session: _____

Session Facilitator/Trainer/Instructor Signature

Certificate of Attendance

This certificate is awarded to

Participant's Name

For Attending:

Title of Session

During the

Title of Conference

Date: _____ Amount of Time for session: _____

Session Facilitator/Trainer/Instructor Signature

Certificate of Attendance

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Participant's Name

For Attending:

Title of Session

During the

Title of Conference

Date: _____ Amount of Time for session: _____

Session Facilitator/Trainer/Instructor Signature