

# CARVER PUBLIC SCHOOLS



# PROFESSIONAL DEVELOPMENT HANDBOOK

Revised : 2023-24

## CARVER PUBLIC SCHOOLS PROFESSIONAL DEVELOPMENT COMMITTEE

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# PROFESSIONAL DEVELOPMENT HANDBOOK

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## I. Professional Development Plan

School districts are required annually to adopt and implement a professional development plan for all principals, teachers, other professional staff employed by the district and school council members. In school districts with language minority student populations, the plan is to address the need for training and skills in second language acquisition and in working with culturally and linguistically diverse student populations.

The purpose of professional development in the Carver Public School is to support teaching and learning through professional development that is aligned with the goals of the school and district improvement plans.

In order to bring the Commonwealth's plan for high quality professional development into reality in Carver Public Schools we are committed to the following:

### A. Support Safe Schools

To sustain a safe, supportive, inclusive learning environment and ensure that we are addressing the physical, social, emotional and behavioral needs of all students to maximize students' capacity to achieve.

### B. Engage the Community:

To foster relationships with the community so that parents and community members are engaged partners in the educational process.

### C. Enhance Teaching & Learning:

To sustain a system-wide environment wherein exceptional instruction and student achievement are the core of our work, and realized through collaborative action.

### D. Leverage Leadership, Policy & Funding:

To strategically support the school community, with mindful leadership and sustainable funding, to ensure the highest level of student achievement through well managed resource.

The Carver Professional Development Committee will do the following:

- Advise the administration on the development of a comprehensive professional development program that includes a wide range of opportunities for staff and administrators to remain current with new developments in the field of education, to improve their professional skills, and to retain their license(s).
- Support all efforts to maintain an atmosphere that fosters collegiality, collaboration, and interactive learning among members of the school communities.
- Recognize and utilize the expertise and talents of professionals within the school system to implement professional development.

## II. Professional Development Priorities

- Support the administration in providing district-wide professional development that supports the district goals, school improvement plans, and educator and educational support professionals (ESPs) development goals.
- Review, update, and tabulate the needs assessment survey to develop priorities for professional development for the next school year.
- Review the professional development activities and recommend changes as needed.

These priorities will address the following:

### A. Subject: Massachusetts Curriculum Frameworks

Continue to provide ongoing opportunities for sustained, high quality, district sponsored institutes, study groups, workshops, and courses which promote effective standards-based curriculum, instruction, and assessment practices. Provide professional development opportunities for the development and revision of curriculum.

### B. Assessment

Continue to provide ongoing opportunities for professional development in the implementation of learning standards and classroom assessment. Provide professional development for teachers in a variety of assessment strategies including open response, performance task, multiple choice, and open-ended questions. Provide professional development on the effective use of student and school assessment data. Student and school data will be used as one indicator to identify professional development needs. Provide professional development for principals and teachers to develop skills in the implementation of WIDA.

### C. Technology - STEM | STEAM

Continue to support and implement the district-wide technology plan. Demonstrate how teacher effectiveness can be increased through the use of technology. Assist teachers in developing strategies to integrate technology into the everyday activities of teaching and learning.

### D. Educational Support Professionals (ESPs)

Provide professional development that meets the needs of the educational support professionals to become a highly qualified resource in the classroom.

### E. Social Emotional Learning (SEL)

Social emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The district will continue to offer teachers opportunities to be trained in the the 12 approaches to SEL outlined by Research for Better Teaching and the CASEL's 8 keys to SEL.

### F. Sheltered English Immersion (SEI)

The district will continue to provide teachers the opportunity to earn 15 PDP's in

Sheltered English Immersion (SEI) as required as part of the teacher recertification process. The district will also offer the SEI endorsement course as needed.

#### **G. Special Education**

The district will continue to provide teachers the opportunity to earn 15 PDP's in Special Education as required as part of the teacher recertification process.

### **III. Professional Development Program**

Carver Public School's Professional Development Program is designed to provide opportunities for educators and members of the educational community to learn, reflect and, thus, enhance student learning through increased knowledge, skill, renewal and performance. A high quality public education system depends upon educators and members of the educational community who engage in continuous professional growth and development.

The leadership of the Carver Public Schools will strive to create specific, sustained, and meaningful professional development. This support will provide time, space, revenue, and human resources. Creative funding sources, such as grants and business partnerships, will be diligently pursued. All professional development opportunities will conform to State and Federal government requirements for high quality professional development.

For additional details refer to the current *Agreement between the Education Association of Plymouth and Carver (EAPC) and Carver School Committee (Article VI – Section B1-paragraphs 2 and Article VIII.)*

The goal of the Professional Development Committee will be to support the development of professional opportunities for our colleagues so that they may continuously grow as educators. In addition, the Committee will be cognizant and respectful of licensure and re-licensure requirements so as to support educators in this domain.

Finally, while this document is designed to meet the needs of the professional staff, our long-term goal is to develop a program of professional support for all members of the school community as applicable to their roles and job performances. **Recognizing that our educational support professionals provide valuable and critical services to our students, and respecting current mandates for educational support professionals credentials, we invite educational support professionals to participate in any and all professional development opportunities as space, time and funding permit.**

### **IV. Professional Development Opportunities**

Below please find a listing of district approved professional development initiatives. Each area is designed to support on-going improvement, foster growth, and allow for a focus on school and district goals while meeting licensure and re-licensure regulations.

While this is not an exhaustive listing, the Professional Development Committee has taken great effort to provide collegial, stimulating, meaningful, and information selections. As new and innovative programs and practices evolve, so shall our offerings.

**A. GRADUATE COURSES:** The school district provides tuition reimbursement for graduate level courses in accordance with the *Agreement between the Education Association of Plymouth and Carver (EAPC) and Carver School Committee*. Certified staff who wish to register for a graduate course must complete the **Request for Course Approval/Tuition Reimbursement** form prior to registering for the course. (Form 1, Appendix A)

**B. CONFERENCES:** Carver Public Schools hold memberships in several professional organizations that provide unique and targeted conference opportunities. While it is understood that research on professional development does not support “one shot” conferences in isolation as effective in enhancing or advancing improvement of practice, we do recognize the unique opportunity that such conferences may provide. Therefore, participation in conferences will occur only when tied to a more sustained professional development initiative.

A listing of conference opportunities that support the goals of the district or school will be shared throughout the district. A **Request for Professional Day** form must be submitted for approval prior to attending a conference.

(Form 2, Appendix B)

**C. WORKSHOPS/SEMINARS:** Similar to conferences, one-day workshops are regarded as minimally effective in improving practice. However, when tied to a more sustained professional development initiative, the opportunity may add to or support a more broad-based initiative. As a general rule, the district will not support one-day workshops unless they offer a unique opportunity or support a larger initiative. A **Request for Professional Day** form must be submitted for approval prior to attending a conference. (Form 2, Appendix B)

**D. STUDY GROUPS:** Study groups are identified as a powerful tool for professional growth. Collegial sharing and discussion are prime components of the study group, and all participants will be involved in classroom experimentation and sharing of experiences. Groups can be district or building-based and should be comprised of between three to twelve members. Groups are expected to meet for 10 hours around a specific topic to study teaching and learning or implement innovative curriculum and/or instruction methods. This forum will be led by a convener who is a member of the group, but who also organizes and structures each meeting with a written agenda. The content of a study group will be consistent with Carver Public School's goals and must be approved in advance by the Professional Development Committee. The study group must produce a written document at the conclusion of their work as described in their application. (Guidelines, Appendix A and Forms 3-6, Appendix B)

**E. CURRICULUM DEVELOPMENT:** Development of current and innovative curricula is both rewarding and essential. Staff will be encouraged to submit proposals or to respond to requests from the Curriculum Leadership Team or Professional



Development Committee. A design format will be provided to individuals or groups who have been approved for curriculum development. PDP's will be provided by the school district for all staff who participate in approved curriculum committees.

- F. **COMMITTEE PARTICIPATION:** There are opportunities for staff to participate in various committees designed to support and advance the teaching and learning practices in our district. Staff are encouraged to contribute to committee work as it establishes a basis for teacher voices and influence and affects the educational processes of the district.
- G. **INDEPENDENT EDUCATIONAL PROJECTS:** Separate from a study group, certified staff may wish to develop activities related to relevant educational projects within the school district such as participating in school improvement plan development, implementing pilot projects, leading strategic planning projects, and authoring educational reports regarding a specific topic (*Form 7, Appendix B*). In addition, Staff are encouraged and invited to propose projects and develop in-district workshops or seminars, which contribute to the attainment of a school or district goal and are approved by a school administrator and superintendent. (*Forms 8, Appendix B*)
- H. **MENTORING:** The Carver School District has a formal district-mentoring program. The mentor and the teacher involved will serve to improve the practices of one another and will form a collegial, supportive relationship. All mentors must be trained prior to assuming the role. The Carver School District Mentor Handbook will guide all practices for mentors and protégés. (*Forms 11, Appendix B*)
- I. **COOPERATING TEACHER:** Carver Public Schools participates in teacher training with several area colleges. All student teaching assignments are made using formal letters of agreement with the sending college.

## V. **Professional Development and Licensure**

The specific purpose of professional development is to enhance and improve staff members' skills and knowledge. Simultaneous to that focus is the expectation that professional faculty and staff adhere to the requirements of professional licensure. All professional development activities provided and endorsed by the Carver Public Schools will be designed to support licensure.

The completion of Individual Professional Development Plans and the requirement for professional licensure is the responsibility of each certified staff member; however, each building principal and district administrator will offer support and counsel to all staff. The Superintendent of Schools must sign all professional development point certificates. In the Appendix, is the Massachusetts Department of Secondary and Elementary Education publication titled, "Suggestions for Points of Self-Directed Activity and Other Educational Improvement Activity". This is a list of relicensure options and maximum, allowable professional development points related to each option taken directly from the Massachusetts Recertification Guide, January 2000 (*Appendix A*).

**APPENDIX A: Professional Development Materials****D.E.S.E. Licensure Program & Options:**

Massachusetts Standards for Professional Development

<http://www.doe.mass.edu/pd>

Massachusetts defines High Quality Professional Development (HQPD) as: A set of coherent learning experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving teacher practice and student outcomes. It enables educators to facilitate the learning of students by acquiring and applying knowledge, skills, and abilities that address student needs and improvement goals of the district, school, and individual. HQPD conforms to best practices in research, relates to educators' assignments and professional responsibilities, and conforms to the ten Massachusetts Standards for Professional Development.<sup>1</sup>

The ten standards that make up the Massachusetts Standards for Professional Development:

1. HQPD has clear goals and objectives relevant to desired student outcomes.
2. HQPD aligns with state, district, school, and/or educator goals or priorities.
3. HQPD is designed based on the analysis of data relevant to the identified goals, objectives, and audience.
4. HQPD is assessed to ensure that it is meeting the targeted goals and objectives.
5. HQPD promotes collaboration among educators to encourage sharing of ideas and working together to achieve the identified goals and objectives.
6. HQPD advances an educator's ability to apply learnings from the professional development to his/her particular content and/or context.
7. HQPD models good pedagogical practice and applies knowledge of adult learning theory to engage educators.
8. HQPD makes use of relevant resources to ensure that the identified goals and objectives are met.
9. HQPD is taught or facilitated by a professional who is knowledgeable about the identified objectives.
10. HQPD sessions connect and build upon each other to provide a coherent and useful learning experience for educators.

**Activities Not Considered Professional Development:**

The following are definitions of activities not considered professional development.

- Training: Informational sessions focused on learning discrete skills and/or performing individual tasks. An example of training is a session on how to access a report in a database. Training is brief and has a beginning and an end.
- Technical Assistance (TA): The provision of brief, targeted support with the goal of aiding the recipient in knowledge application. Technical assistance provides advice and guidance in the use of resources, materials and equipment.

## APPENDIX A: Professional Development Materials

**Individual Professional Development Plan for Massachusetts Educators**

**Name:** \_\_\_\_\_ **Renewal Year:** \_\_\_\_\_  
Last First Middle

**Address:** \_\_\_\_\_  
Home Street City State Zip Code

**Primary Area:** \_\_\_\_\_ **Certificate Number:** \_\_\_\_\_

**Carver Public Schools** \_\_\_\_\_  
District School Grade Level Subject(s)

Professional Development Points Required for Renewal of Primary Area: **150 PDPs**

Total Number of PDPs required in content: \_\_\_\_\_

My professional growth goals (*please number*):

My professional growth goals are consistent with the following district and/or school goals:

## Individual Professional Development Plan for Massachusetts Educators

### Record of Approved Professional Development Activities for Primary Area

Professional Development Activity	Professional Growth Goal (Goal Number)	Content PDPs	Other PDPs pedagogy or professional skills	*Date Approved & Supervisor's Initials <b>OPTIONAL</b>	Date Completed

\*The Supervisor's initials indicate that the professional development activity is consistent with the educational needs of the school and/or district and is designed to enhance the ability of the educator to improve student learning.

### Record of Additional Professional Development Activities for Elective PDPs

Professional Development Activity	Professional Growth Goal (Goal Number)	Content PDPs	Other PDPs pedagogy or professional skills	Date Completed

Use additional copies of this form if necessary. This document and other Dept. of Elementary & Secondary Education documents and publications are available at: [www.doe.mass.edu/recert](http://www.doe.mass.edu/recert)

\_\_\_\_\_  
Educator's Name

\_\_\_\_\_  
Certificate Number

\_\_\_\_\_  
Initial Review & Approval

\_\_\_\_\_  
Date

The signature below indicates that 80% of this educator's Individual Professional Development Plan is consistent with the educational needs of the school and/or district and is designed to enhance the ability of the educator to improve student learning.

\_\_\_\_\_  
Supervisor's Name (print)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

### First Two Year Review

Date: \_\_\_\_\_

The signature below indicates that this educator's Individual Professional Development Plan was reviewed.

*Please check one:*

\_\_\_\_\_ The Plan remains consistent with the educational needs of the school and/or district.

\_\_\_\_\_ The Plan was reviewed and amended.

\_\_\_\_\_  
Supervisor's Name (print)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

### Second Two Year Review

Date: \_\_\_\_\_

The signature below indicates that this educator's Individual Professional Development Plan was reviewed.

*Please check one:*

\_\_\_\_\_ The Plan remains consistent with the educational needs of the school and/or district.

\_\_\_\_\_ The Plan was reviewed and amended.

\_\_\_\_\_  
Supervisor's Name (print)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

### Final Endorsement

Date: \_\_\_\_\_

The signature below indicates the supervisor has reviewed this educator's Record of Professional Development Activities and the reported activities are consistent with the approved professional development plan.

\_\_\_\_\_  
Supervisor's Name (print)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

**APPENDIX A: Professional Development Materials**

## **Carver Public Schools Professional Development Program**

### *Guidelines for Study Groups: A Self-Directed Recertification Activity*

**The purpose of a study group:**

- To implement curricular and instructional innovations.
- To collaboratively plan school improvement.
- To study research on teaching and learning.

**1. Forming the study group:**

- a. Identify a small group of people who are interested in a similar topic (six is an ideal number.)
- b. Invite parents, educational support professionals, educators who are presently not employed by a school district, educators' from other school districts to be part of the group. (Heterogeneity enhances interaction).
- c. Identify a study group leader (Leadership is informal and can be rotated among members).

**2. Operational guidelines:**

- a. Study groups should meet once a week for an hour.
- b. Each study group should meet for a minimum of 10 weeks and a maximum of 15 weeks.
- c. Study groups can meet before school, after school, in the evenings at someone's home or other mutually agreed upon site (school conference room).
- d. Study groups should agree upon the topic/ area of study and the anticipated outcome of the group's work (i.e. curricula, an annotated bibliography, a school (program) improvement plan).
- e. Study groups should identify possible sources of articles, materials to be read by the participants.

**3. Conducting the study group:**

- a. Identify a facilitator and a recorder for each meeting.
- b. The facilitator will select the articles and make the reading assignments.
- c. Two people will always read the same article (A study group of six people that meet ten times will net thirty articles on a subject or topic). Books can be used by study groups with one chapter a week being the basis of discussion.

- d. The recorder will take down key points.
  - e. The recorder of the previous meeting will review the highlights of the previous week's discussion at the beginning of each session.
  - f. Each member of the team will complete a study group review guide based on the article read prior to the meeting. (Form 4 – appendix h).
  - g. Each member will present a summary of his/ her article at the beginning of each session.
  - h. Most of the meetings will be spent addressing several key questions?
    - i. What are the articles recommending?
    - ii. How do the articles' recommendations compare to our practices?
    - iii. What do we want to remember from this article to include in our plan to improve our program?
- 4. An agenda for your first study group meeting:**
- Introduction/ Icebreaker
  - Review group expectations
  - Introduce topics
  - Help groups select first topic articles
  - Review study aid form
  - Questions
  - Adjourn





## Request for Course Approval / Tuition Reimbursement

1. **Print form on PINK paper and submit to your building principal.** (Please see reverse side)
2. **Approval and reimbursement shall be subject to Article VIII C.1-2.**
3. **Reimbursement payments will be executed upon presentation of proof of course payment and transcript of course taken.**

TEACHER: \_\_\_\_\_ DATE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE LEVEL: \_\_\_\_\_

INSTITUTION GRANTING CREDITS: \_\_\_\_\_

(College/University) \_\_\_\_\_

COURSE TITLE AND CATALOG NUMBER: \_\_\_\_\_

**Check One:** ☐ Summer Session Date: \_\_\_\_\_ ☐ Fall Semester Date \_\_\_\_\_

☐ Spring Semester Date: \_\_\_\_\_ ☐ Other: \_\_\_\_\_

Number of Credits to be Earned: \_\_\_\_\_ Tuition Cost: \$ \_\_\_\_\_

Number of Semester Hours \_\_\_\_\_

**COURSE REIMBURSEMENT FOLLOWS THE FISCAL YEAR OF JULY 1 - JUNE 30. ALL GRADES SUBMITTED AFTER JUNE 30 CANNOT BE PROCESSED FOR REIMBURSEMENT UNLESS THE COURSE ENDS AFTER JULY 1.**

☐ Approval for course credit

☐ Not Approved

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

☐ Approval for course credit

☐ Not Approved

*Paid out of FY:* \_\_\_\_\_

\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Date

Date returned to teacher for submittal of items in #3 above: \_\_\_\_\_

☐ Approved & Submitted for Reimbursement

☐ Amount of Reimbursement \$ \_\_\_\_\_

\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Date

**REVISED GUIDELINES FOR COMPLETION OF  
REQUEST FOR COURSE APPROVAL/TUITION REIMBURSEMENT FORM**

---

(PLEASE PRINT ON BACK SIDE OF FORM)

- Step 1**      Complete top section of form and submit to your building principal for approval of course credit.
- Step 2**      Principal approves and forwards form to Superintendent for approval of course credit.
- Step 3**      Form is returned to you.
- Step 4**      Teacher returns the completed form and attaches copies of cancelled check (BOTH SIDES PLEASE), or other proof of payment, and a copy of the course transcript to the Superintendent.
- Step 5**      Course is verified and Superintendent approves for reimbursement. Form is processed for payment.

**Request for Professional Day** PER TEACHER'S CONTRACT

TITLE OF CONFERENCE: \_\_\_\_\_

DATE(S) OF CONFERENCE \_\_\_\_\_

LOCATION OF CONFERENCE \_\_\_\_\_

IN-STATE TRAVEL ☐ OUT-OF-STATE TRAVEL ☐**Estimated Costs:**

Registration \$ \_\_\_\_\_

Accommodations \$ \_\_\_\_\_

Meals \$ \_\_\_\_\_

Transportation \$ \_\_\_\_\_

Total Estimated Cost: \$ \_\_\_\_\_

Substitute Necessary: Yes ☐ No ☐**Signature of All Requesting Attendees:**

(1) \_\_\_\_\_ Date: \_\_\_\_\_

(2) \_\_\_\_\_ Date: \_\_\_\_\_

(3) \_\_\_\_\_ Date: \_\_\_\_\_

(4) \_\_\_\_\_ Date: \_\_\_\_\_

Name of person this form should be returned to after approval:

\_\_\_\_\_

SPONSORED BY: \_\_\_\_\_

METHOD OF TRANSPORTATION: CAR ☐ TRAIN ☐  
BUS ☐ PLANE ☐**Please indicate funding source for this conference:**

1. Department Budget \_\_\_\_\_

Ref. # \_\_\_\_\_

2. Other (please explain) \_\_\_\_\_

3. Purchase Order is to be sent by Building Principal for registration fee only. If Purchase Order is not acceptable, staff member is responsible for sending in fee.

4. Staff member must submit Expense Voucher to Central Office for reimbursement.

\_\_\_\_\_  
\_\_\_\_\_**Recommendations:**Department Head: ☐ Approved ☐ Disapproved

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: ☐ Approved ☐ Disapproved

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Central Office Recommendation:**Superintendent of Schools: ☐ Approved ☐ Disapproved

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## APPENDIX B: Form 3

## Study Group Proposal Request

**Name of Person(s) Submitting Proposal:**

---

**Position(s):**

---

**Title and Focus of Study Group:**

---

---

**Targeted Grade Levels and/or Subject Area:**

---

**Study Group's Timeline (Time and Dates of Sessions):**

---

**Total Number of Hours to be Completed by Study Group:** \_\_\_\_\_

**Study Group Participants' Attendance:** *(complete Form 6: Study Group Attendance Log)*

**Topic of Study Group:**

---

**Product of Study Group Activities:**

---

**Date Submitted to Professional Development Committee:** \_\_\_\_\_

**Approved by the Superintendent for \_\_\_\_\_ Professional Development Points (PDP's)**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Please attach any additional pertinent information.*



## APPENDIX B: Form 4

## Study Group Review Guide

Title of Article: \_\_\_\_\_

Name of Journal: \_\_\_\_\_

Volume: \_\_\_\_\_ Number: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Author(s): \_\_\_\_\_ Or:

Title of Book: \_\_\_\_\_

Title of Chapter: \_\_\_\_\_

Name of Author/s: \_\_\_\_\_

Publishing Company: \_\_\_\_\_

Date: \_\_\_\_\_

Topic:

---

---

---

Ideas Expressed:

---

---

---

Implications for our Students/Program:

---

---

---





Study Group Activity Log

Session Number: \_\_\_\_\_

Session Date: \_\_\_\_\_

Study Group Participants:

Name	Signatures:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Summary of Study Group's Activities:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## APPENDIX B: Form 6

## Study Group Attendance Sheet

[illegible]

**Facilitator Confirmation:**\_\_\_\_\_

Date: \_\_\_\_\_

Please **return** to the **Superintendent's Office** at the conclusion of the study group activities for the development of PDP certificates.



## APPENDIX B: Form 7

**Request to Develop an Independent Educational Project**

*Please complete request for below and submit to your building principal.*

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Independent Educational Project: \_\_\_\_\_

Targeted Audience/Grade Levels: \_\_\_\_\_

Brief description of Independent Educational Project:

---

---

Topic of Project: \_\_\_\_\_

---

Focus of Project: \_\_\_\_\_

---

Goals and Benchmarks of Project: \_\_\_\_\_

---

Budget and Materials: \_\_\_\_\_

---

Products/Results of Project: \_\_\_\_\_

---

Assessment of Project: \_\_\_\_\_

---

\_\_\_\_\_  
Teacher Sign Off

\_\_\_\_\_  
Administrator Sign Off



## APPENDIX B: Form 8

**In-District Request to Develop Workshop/Seminar**

*Please complete request for below and submit to your building principal.*

Person(s) making request/proposal: \_\_\_\_\_

Position in Building/District: \_\_\_\_\_

Proposed Workshop/Seminar Title: \_\_\_\_\_

Number of Session(s) Proposed: \_\_\_\_\_ Length of each session: \_\_\_\_\_

Total Number of Hours Proposed: \_\_\_\_\_

Time and Place of Proposed Presentation: \_\_\_\_\_

\_\_\_\_\_

Target Grades or Subject Areas: \_\_\_\_\_

**Brief Description of Proposal** (Attach any additional information):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Teacher Sign Off

\_\_\_\_\_  
Administrator Sign Off





**Facilitator:** \_\_\_\_\_

[illegible]

