VOLUSIA COUNTY SCHOOLS

PROFESSIONAL LEARNING

Focus. Learn. Apply. Impact.

Professional Learning System 2020-2021

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Volusia County Schools' Office of Professional Learning

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INTRODUCTION

The Volusia County Schools (VCS) professional learning system's design is based on the Florida Department of Education's Professional Development System Protocol Standards: Planning, Learning, Implementing, and Evaluating; and, in conjunction with the standards for Professional Learning as prescribed by *Learning Forward*, the national organization solely dedicated to increasing student achievement through more effective professional development. "The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce" (s.1012.98(1) F.S.).

In response to the charge of the Volusia County Schools District Strategic Plan that "Volusia County School's professional learning system for all instructional and non-instructional employees will provide ongoing support by increasing the cohesiveness between HR processes and professional learning opportunities," the Office of Professional Learning has developed this handbook to outline systemic processes and procedures to guide the planning, implementation and evaluation of professional learning initiatives. Included in this document are procedures and forms specific to the planning and delivery of professional learning, roles of providers and participants, and the awarding of in-service credit.

The intent of this handbook is to:

- Lay the foundation for high quality professional learning
- Provide a guide for professional learning providers in accordance with the standards of Florida Protocol planning, learning, implementing, and evaluating
- Set the expectations for participants
- Address procedures and forms specific to the planning and delivery of professional learning activities
- Define roles of providers and participants
- Provide guidelines for the awarding of in-service credit.

MyPGS – My Professional Growth System

The online management system for all professional learning is housed in MyPGS on the VCS website. All employees with VCS user ids have direct access to searching and registering for professional learning opportunities. Additionally, in-service credit history is accessible in MyPGS. Directions for using MyPGS are provided within MyPGS and the Professional Learning website. General information, contacts and forms are located on the website.

PROFESSIONAL LEARNING VISION, MISSION, AND COMMITMENTS

Vision

Ensuring all students receive a superior 21st century education.

Mission

The Office of Professional Learning will provide a comprehensive professional learning system aligned with individual, school, and district goals that cultivates growth through the practice of continuous improvement.

Commitments

High-quality professional learning begins with a structured planning process. This process requires all educational stakeholders responsible for providing professional learning to analyze data to determine needs, prepare meaningful professional learning plans, monitor participation in professional learning offerings, and evaluate the change in participant learning by observing behavior and**/**or examining student performance. The following statements of belief guide Volusia's Professional Learning System:

1. Powerful professional learning takes place in learning communities committed to continuous improvement and ongoing inquiry.
2. Adequate resources are required to support adult learning and collaboration.
3. Technology is an important component in the delivery of professional learning.
4. Professional learning reflects system-wide priorities, policies, and procedures.
5. Professional Learning Cycle is defined according to the Florida Protocol stages of planning, learning, implementing and evaluating.
6. Yearlong professional learning plans identify objectives based on system needs, individual needs and expected results for student achievement.
7. Professional learning activities are aligned with high-quality standards and adult-learning principles.
8. Professional learning is evaluated at the individual implementation level and through an online survey tool.
9. Professional learning is collaborative, continuous, standards-focused, research-based, and intellectually rigorous.
10. Professional learning opportunities lead to changes in participant behavior and increases in student achievement.
11. Professional learning activities provide educators with the knowledge and skills needed to involve families and community members as active partners in meeting the needs of all students.
12. Results are documented using an internal auditing process through MyPGS and other district applications.

THE OFFICE OF PROFESSIONAL LEARNING

The Office of Professional Learning is a part of the Human Resources Department. The office is led by a full-time coordinator with a staff including three specialists, one analyst and two office specialists. The office is charged with the responsibility of ensuring appropriate and high-quality professional learning opportunities to educators for the purpose of increasing student achievement and support personnel. To do so, the staff collaborates with the members of the different VCS Departments and Divisions through both formal and informal processes to coordinate the use of federal, state, and local funds for professional development. The training requirements of non-instructional staff are also facilitated by the office in collaboration with Teaching, Leading, and Learning, Security Services, Facilities and School Way Café.

The Professional Learning System encompasses all operations of the office and its function within VCS. This system includes the MyPGS management system of learning opportunities and transcripts, facilitation of VCS professional learning, and the activities of all educators responsible for the planning, learning, implementing and evaluating of professional learning.
Since 2013, the Office of Professional Learning has used the logic model as the planning tool for all professional learning opportunities.

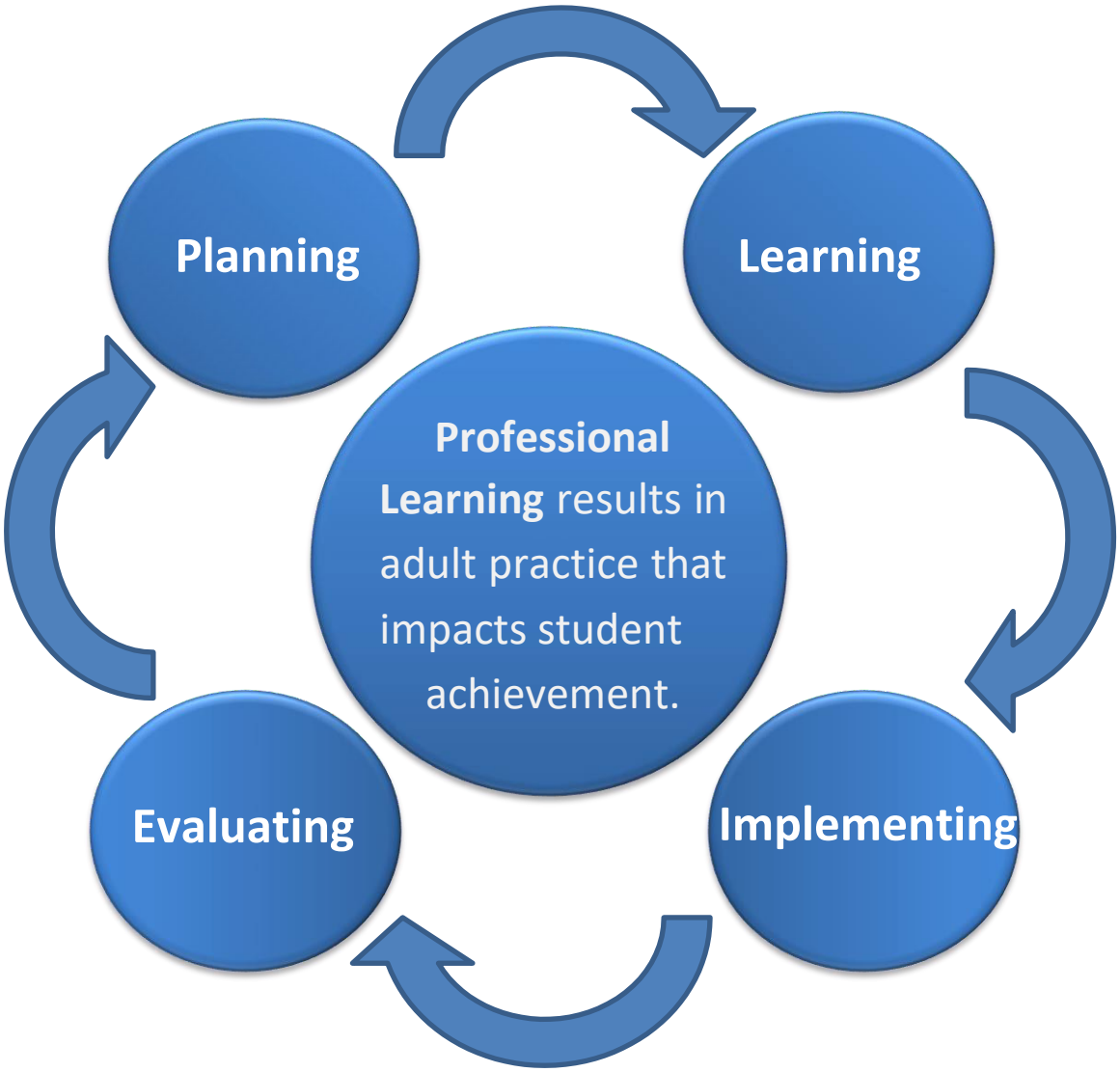
A Professional Learning Advisory Council meets semiannually to review the Professional Learning System (protocol standards) and provide suggestions on behalf of their constituents. Additionally, there is a Professional Development Schools Steering Committee comprised of university and school partnerships. To ensure that the professional learning needs of all staff are recognized and included in district initiatives, members of the Office of Professional Learning participate in various district level committees.

The professional learning planning and implementation process is formalized in the District Professional Learning Plan, School Improvement Plans (which includes School Professional Learning Plans) and individual Deliberate Practice Plans (DPP). The DPPs of both teachers and leaders are rated within VCS evaluation systems.

Participants in professional learning activities complete two evaluations. The first is on the activity and provides feedback to the facilitator and the Office of Professional Learning. The second is the participant's evaluation of his/her implementation and the impact it had on professional practice and student achievement. Annually, the Office of Professional Learning conducts an analysis of evaluations, and information is shared with stakeholders.

The State Professional Development System Technical Assistance document, Seven Core Policies and Practices, serve as guiding principles for the Office of Professional Learning.

Cycle of Professional Learning



Planning: Professional Learning is planned utilizing a variety of input and data sources, including student data, School Improvement Plans and Deliberate Practice Plans to identify needs and the ***focus*** of professional learning.

Learning: Educators engage in quality professional learning activities to ***learn*** new techniques and instructional strategies.

Implementing: Educators ***apply*** the new skills and knowledge gained through the professional learning activity through implementation in their professional practice.

Evaluating: Evaluation occurs when the educator determines the ***impact*** of their changes in practice on student learning.

The VCS Cycle of Professional Learning and Support is grounded in the philosophy of quality professional learning as defined by the Florida Professional Development System Protocol. The Cycle uses a logic model as a tool which includes the following components:

Inputs

- Analyze data
- Clearly state need
- Describe skills to meet need
- Identify audience

Summative Outcomes and Indicators

- Define learning outcomes
    - Change in educator practice
    - Impact on student practice and achievement
- Indicators should be measurable, observable and timely
- Determine Relationship to SIP and/or District Goals

Interim Outcomes and Indicators

- Progress monitoring of summative outcomes and indicators
- Progress monitoring results used to inform future professional learning activities

Professional Learning Activities

- Events engaged in by the learner for the purpose of acquiring specific skills, concepts or knowledge

Implementation Follow-up

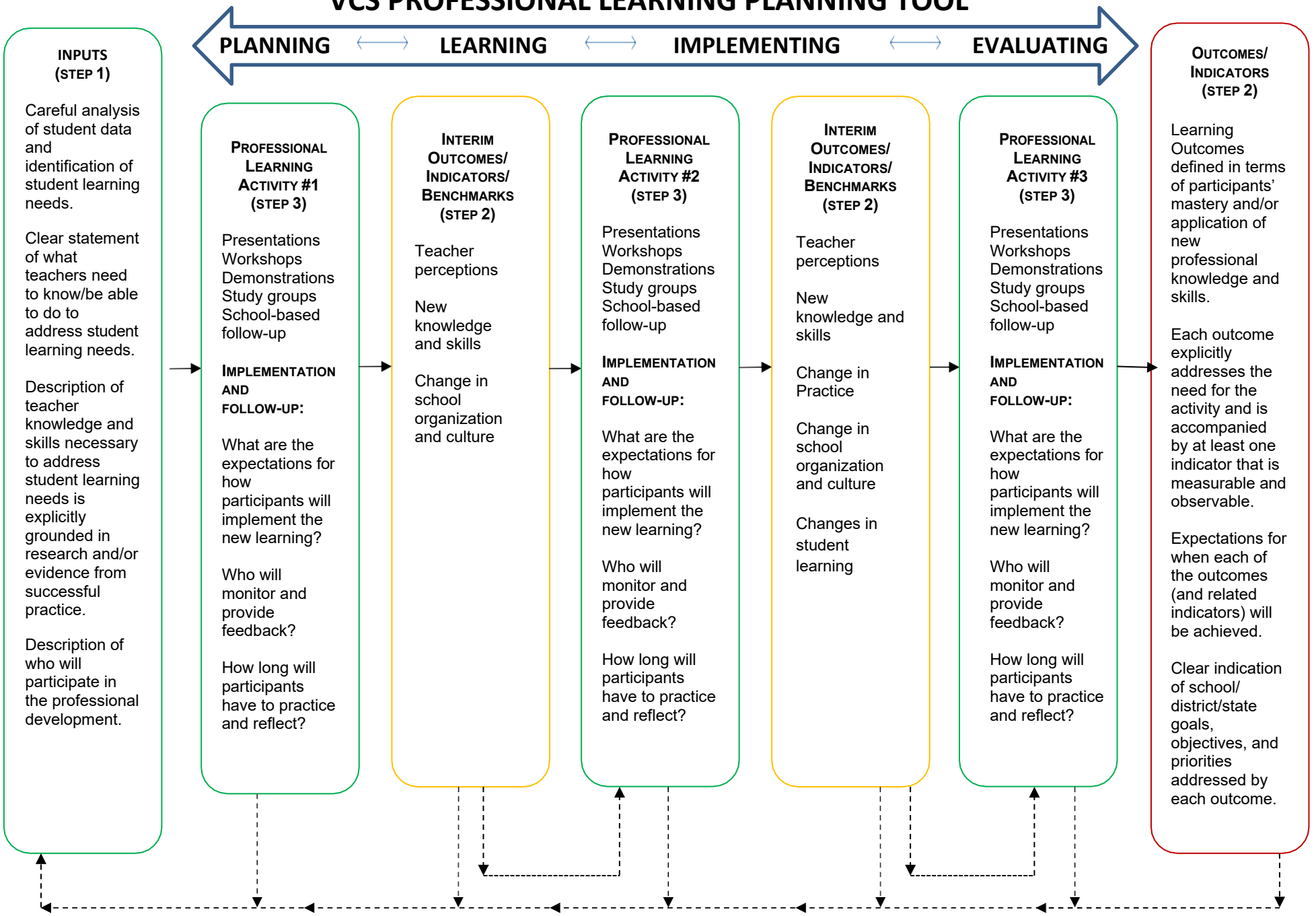
- Learners implement, practice and reflect
- Facilitators monitor and provide feedback

Evaluation

- Determine the effectiveness of the professional learning and its impact on educator practice and student learning

The Cycle's logic model tool supports the standards required for high quality professional learning: planning, learning, implementing, and evaluating.

VCS PROFESSIONAL LEARNING PLANNING TOOL



PROFESSIONAL LEARNING DELIVERY METHODS

Learning Forward, the national professional learning association, upholds the following beliefs:

1. Professional learning that improves educator effectiveness is fundamental to student learning.
2. All educators have an obligation to improve their practice.
3. More students achieve when educators assume collective responsibility for student learning.
4. Successful leaders create and sustain a culture of learning.
5. Effective school systems commit to continuous improvement for all adults and students.

(Learning Forward website, 2017)

Volusia County Schools is dedicated to supporting the beliefs outlines above and strives to offer a variety of high-quality professional learning opportunities. While there are a variety of methods in which professional learning is delivered, each professional learning event should:

- be clearly linked to school, district, and/or state initiatives,
- be guided and supported by data,
- include expected student outcomes,
- focus on the knowledge and instructional strategies that will enable participants to support the expected student outcomes, and
- incorporate the collaboration time for participants to create an implementation and follow-up plan.

Listed below are examples, but not an exhaustive listing of all methods:

BLENDED LEARNING combines teaching methods from both face to face and online learning. This is sometimes referred to as a hybrid method.

BOOK STUDIES provide educators a collaborative process of learning and implementing new information. Prior to a book study occurring, a course and section must be submitted in MyPGS. The submission must include the learning, implementing and evaluation steps of the PD Cycle.

COLLEGE COURSES taken from accredited colleges/universities may be used for renewing professional certificates. One (1) semester hour of college credit is the equivalent of 20 points of in-service credit, so this means a three semester-hour course would be the equivalent of 60 in-service points. A college course may be used only once for either college credit or in-service credit.

CONVENTIONS, CONFERENCES, SEMINARS and APPROVED NON-DISTRICT ONLINE TRAINING attended by VCS employees may be eligible for in-service credit. To meet eligibility, professional

learning opportunities must be aligned to an individual's DPP and/or School/District Professional Development Plans. Attendance at conventions, conferences, and seminars typically does not guarantee that in-service credits will be awarded. Most events have awareness-level breakout sessions which do not meet the *Florida's Professional Development Protocol Standards* for implementation and evaluation. Following the event, the participant must implement the new learning, complete the Professional Learning Implementation and Evaluation Guide, and submit to the Office of Professional Learning within one year of the event. Retired educators maintaining certification will complete a reflective assignment to determine credits, rather than a reflection on implementation. The determination of in-service credits is made by the Office of Professional Learning staff.

FACE to FACE WORKSHOP is a professional learning event in which the facilitator(s) and participants interact in person followed by implementation and evaluation by participants. Implementation may be supported by job-embedded professional learning collaborative models and online activities.

JOB-EMBEDDED PROFESSIONAL LEARNING occurs within collaborative models aligned with learner needs and embedded in the daily work of educators and schools. The focus is on continuous improvement that occurs through feedback and reflection to refine and deepen the knowledge and skills of educators. Job-embedded professional learning may or may not be eligible for in-service credit dependent upon meeting the criteria for effective professional learning (four stages).

Job-embedded professional learning is:

- teacher-led – where teachers are responsible for identifying their own professional learning needs and working together to find a solution.
- a learn-try-evaluate cycle that repeats over time.
- ongoing and connected to practice.
- a process that gives educators the tools and support they need to implement their learning immediately.

LEARNING WALKS refer to several different types of walks where those who are participating in the walk are doing the learning. Some schools use the terms learning walk and data walk synonymously. We let our schools know that the purpose of learning walks is to gather pertinent information about classroom instruction and student learning in a non-evaluative manner. The walks are a type of job embedded professional learning focused on continuous improvement for individuals, schools and the district. Each Professional Learning Walk is designed to:

- Collect system-wide data and deepen collective understanding around specific classroom environmental and/or instructional practices
- Align instructional practices to impact district and school improvement efforts

- Identify trends and patterns in school and grade level/subject area and/or instructional practice impacting student learning.
- Provide a platform for ongoing collegial dialogue about quality teaching and learning
- Learn from other team members through their observations, inquiry, and perspectives

ONLINE LEARNING can be self-paced or facilitated. In self-paced courses, participants work at their own rate and receive feedback upon course completion. In facilitated courses, participants are guided by a course facilitator while following a specific timeline.

PROFESSIONAL LEARNING COMMUNITIES are examples of job-embedded professional learning and in most instances would not be eligible for in-service credit. However, if a group of educators design a specific learning opportunity in which the Professional Learning Cycle is implemented, including the submission of a course and section in MyPGS, in-service credit may be awarded.

STATEMENT ON PROFESSIONAL LEARNING CONDUCT

The *Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida* states that the educator's

> "Obligation to the profession of education requires that the individual:
>
> - Shall maintain honesty in all professional dealings.
> - Shall not submit fraudulent information on any document in connection with professional activities."

The Office of Professional Learning acknowledges and encourages educator collaboration and research as integral components of professional learning. It is important to differentiate between collaborative learning, research and submission of learning assignments. Educators may participate in professional learning activities together, followed by discussion in a collaborative process. Educators may research and share results in the learning process. However, individual work submitted to satisfy requirements for successful course completion to earn in-service credits is expected to be the individual and original work of the person submitting it. Submitting ideas of another as one's own, use of copyrighted work without appropriate permission and assisting someone in misrepresenting work is considered to be unethical and thus in violation of the *Code of Ethics and Principles of Professional Conduct.*

FACILITATOR REQUIREMENTS

Every facilitator brings his or her own presentation style and expertise; however, the following characteristics for effective facilitation should be considered:

- Provide a safe but stimulating meeting climate
- Provide a global view of the group and its processes
- Serve the group in whatever ways are needed to help it be successful
- Act as a group coach; set the conditions for the group to see the problem, design solutions, and implement the plan it has designed; keep the group positive and on track
- Take in the group's energy and emotions and re-channel these to help the group stay productive
- Track conversations; bring the group back into focus when needed
- Provide information needed by the group to complete its assignment
- Encourage participants to share knowledge with others outside of the session

(Eller, 2004; Murphy & Lick, 2005)

In addition, the Professional Learning Office encourages all facilitators to follow the adult learning theory guidelines that Marcia Tate (2004) cites in her book *"Sit and*

Get" Won't Get Dendrites. When designing and delivering professional learning events for adults, these principles should be considered.

1. Adults should have input into the selection of the content and development of the learning experiences (Garmston & Wellman, 1999; Little, 1993).
2. The learning is connected to the vast background of knowledge and experiences that the adult brings to the table (Knowles et. al., 1998; Mitchell, 1998).
3. The learning is both received and processed in more than one way (Gardner, 1983, 1999; Sternberg, 1996; Sternberg & Grigorenko, 2000; Tate, 2003).
4. The learning is collegial and directed at solving specific job-related problems (DuFour & Eaker, 1998; Hord, 1997; Sparks & Hirsch, 1997).
5. Adults have ample opportunity to reflect on the implementation of new competencies (Garmston & Wellman, 1999; Sagor, 2000).
6. Following initial training, adults are provided with ongoing support that can take the form of peer coaching or study groups (Knowles et al., 1998; Mitchell, 1998; Roberts & Pruitt, 2003).

TRAINING PROVIDED FOR FACILITATORS includes

- PL on PL,
- MyPGS and
- additional coursework as determined by the PL office.

PL facilitators wishing to earn in-service credit for the planning of an in-service may do so once per topic, not once per in-service. Planning credit is given at the ratio of one planning hour for each hour of in-service delivery. For example, the first time a facilitator develops and delivers a three hour professional learning, the facilitator would earn three hours for planning. The required form, Facilitator's Annual Log of Planning Hours, is to be submitted annually to the Office of Professional Learning.

AWARDING OF IN-SERVICE CREDIT

All professional learning that is eligible for in-service credit must include the four phases as defined by protocol and described in the Professional Learning Cycle: planning, learning, implementing and evaluating.

Participants will receive in-service credit when all of the following criteria have been successfully met:

- participation in the professional learning activity.
- implementation of new learning.
- evaluation of the impact of the new learning on professional practice and students.
- evidence of the above submitted to the facilitator for assessment.

Whether attendance is voluntary or mandatory for professional learning, in-service credit will be awarded for learning time, implementation, and evaluation. In-service credit will be awarded when participants successfully meet all the expectations outlines by the facilitator.

Informational meetings and committee meetings are not eligible for in-service credit. Informational meetings are task oriented and generally focus on managerial or logistical issues. Informational meetings are agenda driven by a leader who presents information to the participants. The following list includes, but is not limited to, examples of topics that may be covered in informational meetings for which in-service credit is not awarded:

- Code of Conduct, Ethics
- Technical Updates
- General Policies and Procedures
- Insurance/Retirement
- Safety Procedures
- Blood borne Pathogens
- Bus Driving Certification for Athletics
- Union Meetings

Examples of committees that hold meetings concerning school-related tasks for which in-service credit is not awarded are:

- Curriculum Committee
- Safety Committee
- Sunshine (Social) Committee
- Lead Literacy Team
- School Advisory Council

TRAINING HOURS

Training hours for instructional and non-instructional personnel are not considered in-service credit for professional educator certificate renewal. Training hours may include technology applications, auditable compliance standards and job-specific skills.

IN-SERVICE CREDIT FROM ANOTHER SCHOOL DISTRICT

Volusia County Schools participates in a reciprocal agreement with all Florida school districts for the purpose of exchanging in-service credit transcripts. Employees new to VCS, should contact their previous school district and request the transcript to be sent to the VCS Professional Learning Office.

APPENDIX

A. **Professional Learning Activity Planning Guide**

B. **Professional Learning Implementation and Evaluation Evidence**

C. **Conference or Seminar Professional Learning Implementation and Evaluation Evidence**

D. **Facilitator's Annual Log of Planning Hours**

E. **Book Study Self-Assessment Rubric**

F. **Professional Learning Summary and Implementation Indicators**

Professional Learning Activity (PLA) Planning Guide

Professional Learning Activity Title:

Learning Outcomes:

Professional Learning Activity Planning Reminders

- **Inputs**: *What data was used to select the learning outcome(s)? How do you know there is a need for this learning activity?*
- **Learning Outcome(s):** *What is the purpose of this learning opportunity? What new professional knowledge and skills do you expect participants to master and/or apply?*
- **Implementation:** *What are your expectations for implementation? How will you support and sustain behavior change? How will you monitor?*
- **Evaluation:** *How will you know participants have acquired the knowledge, behavior, or skill? What indicators will demonstrate the objective was achieved?*

Blending Initiatives: *Which initiatives below are relevant to your PLA, and how will they be integrated?*

Florida State Standards	High Effect Strategy in Framework for Teaching (9 Power Components)	Integration of Other Content Area(s)	Integration of Technology

Content Chunks and Activities:

How will you structure the learning opportunities to engage adult learners? Below is an example of a typical 1-hour session.

Opening/Hook:

Segment 1:

Activities:

Segment 2:

Activities:

Segment 3:

Activities:

Closing:

Professional Learning Strategy Options: What strategies will you incorporate into this plan?

____ A/B Pyramid	____Brainstorming/Discussion	____Debrief/Process Time	____Drawing/Artwork	____Games	____Graphic Organizers
____ Huddle UP!	____Humor/Celebration	____Manipulatives	____Metaphors/Analogies/Similes	_____Mnemonic Devices	
_____Coaching	____Role-play/Drama/Pantomime/Charades				
____ Storytelling	____Technology	____Three Musketeers	____Visualization	____Visuals	____Writing/Reflection

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Reminders: Next Steps in the Planning Process

- **Implementation:** *What are your expectations for implementation? How will you support and sustain behavior change? How will you monitor?*
- **Evaluation:** *How will you know participants have acquired the knowledge, behavior, or skill? What indicators will demonstrate the objective was achieved?*

Appendix A

Professional Learning Implementation and Evaluation Evidence–District Training

The goal of professional learning is to improve instructional practices that will impact student achievement. Effective professional learning is ongoing and includes implementation, practice, reflection and feedback.

THIS DOCUMENT, ALONG WITH ANY REQUIRED SUPPORTING EVIDENCE, SHOULD BE SUBMITTED TO THE FACILITATOR. WHEN POSSIBLE, THIS DOCUMENT SHOULD BE WRITTEN AFTER IMPLEMENTATION OF NEW LEARNING HAS OCCURRED.

Participant Name		School/ Dept.		Last 4 SS#	
Title of Training Activity			MyPGS Section #		
Facilitator Name		Location		**Due Date**	

To connect this professional learning activity to student achievement and to your professional practice, use these guiding questions as you plan to implement the new learning….

IMPACT ON YOUR PROFESSIONAL PRACTICE:

- *Considering your current professional practice, what specific changes in behavior, knowledge, and/or skills do you expect as a result of implementing this new learning?*
- *How will you monitor the changes in behavior, knowledge, and/or skills identified above?*
- *How and from whom will you elicit support and feedback? (peer, coach, facilitator, observation; PLC; etc.)*

IMPACT ON YOUR STUDENT ACHIEVEMENT:

- *Considering your current student population, what specific changes in behavior, knowledge, and/or skills do you expect as a result of implementing this new learning?*
- *How will you monitor the changes in behavior, knowledge, and/or skills identified above?*

EVIDENCE OF IMPLEMENTATION AND EVALUATION

The following section is to be answered after implementation occurs (when possible) using a professional writing style with significant evidence of your implementation and evaluation of your professional learning. Note the text boxes will expand as you write.

1. How did you implement your new learning?

IMPACT ON PROFESSIONAL PRACTICE

2. Reflect on your current job role and how the new learning has impacted your professional practice. How will this professional learning activity support your professional practice?

IMPACT ON STUDENT ACHIEVEMENT

3. Consider specific changes in behavior, knowledge, and/or skills have resulted from implementing this new learning. How has implementation of the professional learning impacted outcomes for the targeted students?

IMPACT ON PROFESSIONAL IMPROVEMENT

4. Consider how your learning might benefit the school community. What are your next steps in professional learning?

Directions: After answering the questions above, give or send this form to your training facilitator by the due date shown above. If you have used a strategy from this professional learning within this for your DPP, you may submit a pdf copy of the relevant learning cycle from your DPP to your facilitator in lieu of completing this form.

Professional Learning Implementation and Evaluation Evidence—CONFERENCE OR SEMINAR

The goal of professional learning is to improve instructional practices that will impact student achievement. Effective professional learning is ongoing and includes implementation, practice, reflection and feedback.

THIS DOCUMENT, ALONG WITH ANY REQUIRED SUPPORTING EVIDENCE, SHOULD BE SUBMITTED TO THE PROFESSINAL LEARNING OFFICE, BREWSTER CENTER. WHEN POSSIBLE, THIS DOCUMENT SHOULD BE WRITTEN AFTER IMPLEMENTATION OF NEW LEARNING HAS OCCURRED.

Participant Name:		Last 4 # SS:		Site:			
Conference or Seminar Name		Start Date		End Date		# of Training Hours	

Answer the implementation questions below AND attach a certificate verifying # of hours of training or an agenda with sessions highlighted that you attended.

OFFICE USE ONLY	**Approval**	**In-service Credits**	**Date**

To connect this professional learning activity to student achievement and to your professional practice, use these guiding questions as you plan to implement the new learning….

IMPACT ON YOUR PROFESSIONAL PRACTICE:

- *Considering your current professional practice, what specific changes in behavior, knowledge, and/or skills do you expect as a result of implementing this new learning?*
- *How will you monitor the changes in behavior, knowledge, and/or skills identified above?*
- *How and from whom will you elicit support and feedback? (peer, coach, facilitator, observation; PLC; etc.)*

IMPACT ON YOUR STUDENT ACHIEVEMENT:

- *Considering your current student population, what specific changes in behavior, knowledge, and/or skills do you expect as a result of implementing this new learning?*
- *How will you monitor the changes in behavior, knowledge, and/or skills identified above?*

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1. How did you implement your new learning?

IMPACT ON PROFESSIONAL PRACTICE

2. Reflect on your current job role and how the new learning has impacted your professional practice. How will this professional learning activity support your professional practice?

IMPACT ON STUDENT ACHIEVEMENT

3. Consider specific changes in behavior, knowledge, and/or skills have resulted from implementing this new learning. How has implementation of the professional learning impacted outcomes for the targeted students?

IMPACT ON PROFESSIONAL IMPROVEMENT

4. Consider how your learning might benefit the school community. What are your next steps in professional learning?

Facilitator's Annual Log of Planning Hours for Professional Learning Activities

In-service credits for the development of professional learning activities may be awarded at the rate of 1 planning hour per 1 hour of delivery. For example, the first time a facilitator develops and/or delivers a 3-hour training activity, the facilitator would earn 3 in-service credits for planning. This in-service credit will only be awarded to facilitators one time per training activity. Note – this does not apply to online course facilitators. Please log the professional learning activities you develop below. At the end of each year submit your log and professional growth reflection (page 2) to the Office of Professional Development and Support. Please log activities only once, regardless of the number of sessions conducted or whether sessions were conducted for different grade levels or audiences.

Name:		Dept/School:		School Year:	
Date	**Professional Learning Activity Title**			**# Hours of Delivery**	**MyPGS Session #**
			Total Hours		

Professional Development Approval Date

Appendix D

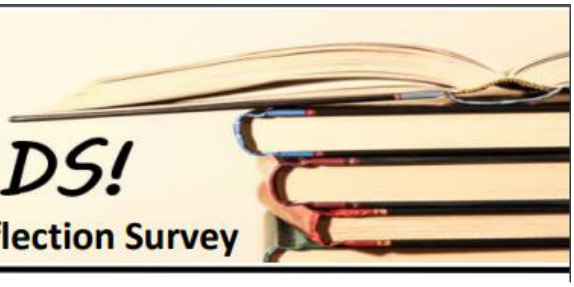
Professional Growth Reflection

Describe the learning activities you completed or additional resources you researched in order to prepare yourself to lead these activities (training of trainers, websites, journal articles, books, etc.)
Describe the new information you learned in preparing to conduct these professional development activities.
Do you feel the follow-up you are providing for these activities is adequate or do you feel that additional follow-up is needed? Please explain.
Describe any adjustments or changes you could make to improve any of these professional development activities for future participants.
Other Comments:

VOLUSIA COUNTY SCHOOLS
Where Students Reach Their Highest Potential

Volusia READS!

Book Study Self-Reflection Survey



Participant Name		School/ Dept.		**Due Date**	
Title of Book		Facilitator Name		MyPGS Section #	

The goal of professional learning is to improve instructional practices that will impact student achievement. Effective professional learning is ongoing and includes implementation, practice, reflection and feedback. This books study uses a self-reflection survey to assist with measuring impact of the professional learning. Inservice credits will be awarded by the facilitator after receiving the completed book study self-reflection survey.

DIRECTIONS: Use the below rubric as a self-assessment tool to answer the two reflection questions.

0 = I received the book.

5 = I read the book, shared some of my thoughts with my colleagues and participated in some of the group discussions. (NOTE: Group discussions may be face-to-face, online and/or Twitter chats.)

10 = I read the book, participated in most of the group discussions and participated in the author webinar chat (if applicable). I have shared my new learning with colleagues and applied what I have learned to my own practice. I feel strongly that this professional learning experience has impacted my thinking as well as my way of work.

1. Use the above rubric. On a scale from 0 to 10, how many in-service credits would you award yourself for this book study and why?

_____
_____
_____
_____
_____

2. If you awarded yourself in-service credits, please describe how you have implemented what you have learned and/or how it has impacted your practice as an educator?

_____
_____
_____
_____
_____

Created by Professional Learning and School Improvement
11/2016

Appendix E

VOLUSIA COUNTY SCHOOLS
PROFESSIONAL LEARNING
Focus. Learn. Apply. Impact.

Professional Learning Summary and Implementation Indicators

Dear Principal,

Recently staff from yourschool participated in the following professional learning activity:

Title	
Date(s)	
PD Facilitator/EXT	
Department	

Names of Participants: *To attach roster from MyPGS follow these steps –*

- *Go to course administration; Click manage learning opportunities*
- *Go to your course section; Select view roster*
- *Click sign-in sheet; Click print view; Click print*
- *For the printer option select Adobe pdf; Save as Course Title_date to desktop or folder*
- *Attach the PDF file to the email along with this document.*

The general objective of this professional learning was:

Cut/paste from MyPGS course

Asaresultofthisprofessionallearningactivity,educatorsshoulddemonstratechanges ininstructionalpractice. During observations and walk-throughs, you can expect to see implementation of the new learning as outlinedinthelistofindicatorsbelow:

Thank you for supporting professional learning.

Professional Development means a comprehensive, sustained, and intensive approach to improving teachers' and leaders' effectiveness in raising student achievement.
Learning Forward, 2012

Appendix F