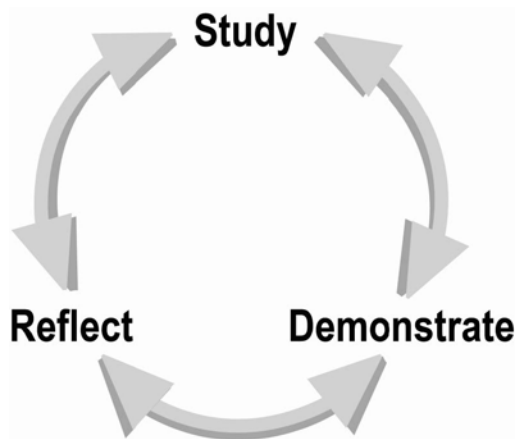


**Guide for Earning
Professional Development Unit
Non – Academic Credit
Through Ongoing and
Job-Embedded Learning**



**Fairbanks North Star Borough School District
520 Fifth Avenue
Fairbanks, Alaska
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Rationale

The mission of the Fairbanks North Star Borough School District (FNSBSD) is to provide an excellent and equitable education in a safe, supportive environment so all students can become productive members of a diverse and changing society. We believe that for our students to learn at high levels, the adults in our system must not only be teachers, but lifelong learners as well.

FNSBSD's plan for earning Professional Development Units (PDUs) has been created to align with the principles for effective professional learning as defined by the National Staff Development Council (NSDC).

Effective professional learning is...

- continuous;
- embedded within the school and classroom;
- consistent with research: based on best practice;
- immediately relevant: satisfies a need to know;
- rooted in deep self-reflection; and
- standards-based, that is, based on what students need to know and be able to do.

Options to Earn Professional Development Units Non-Academic Credit

This document serves as a guide for teachers who are seeking to earn PDUs within the FNSBSD. There are two ways of earning PDUs.

1. *“Take One!”™*

PDU applicants may elect to participate in the *“Take One!”™* program offered by the National Board for Professional Teaching Standards (NBPTS). It is a standards-based professional development opportunity that consists of one video portfolio entry from the 25 certificate areas of the National Board Certification assessment program. *“Take One!”™* also includes a personal activity book that offers guidance on evidence-based teaching and how it fits within the architecture of an accomplished teacher's practice. With this activity book educators will be able to practice and self-assess evidence-based teaching and reflective analysis. *“Take One!”™* is classroom-based professional development, and requires that educators have access to a PreK-12 classroom in order to complete the portfolio entry.

“Take One!”™ is available to all teachers and school counselors regardless of their experience level, as well as educators in higher education, induction or pre-service teachers, principals, administrators, mentors and those who provide support for National Board Certification candidates. Upon successful completion of the *“Take One!”™* program applicants will earn (3) PDU credits. Their portfolio will not become property of FNSBSD.

2. PDU study

PDU applicants may elect to design their own PDU study. The PDU study is based on a three-phase process of professional inquiry - study, demonstration, and reflection.

Study

A participant will choose and design a type of study for his/her professional learning experience. For a study to be considered eligible for earning PDUs, it must:

- be ongoing and take place over time
- extend learning beyond the participant's classroom to colleagues, parents, and/or community members
- be job-embedded (i.e., directly relevant to the individual's current job responsibilities or proposed assignments)

A PDU study may include a combination of, but is not limited to: classroom/site visits, district/school professional development, book study groups, conferences, peer observations focused on instruction, action research, curriculum development, data analysis, and/or facilitating professional development experiences for others.

Demonstrate

Participants will demonstrate their learning through an ongoing body of work accumulated during the course of the study. Participants are required to select a **minimum of three (3) methods of demonstration** that will comprise their demonstration portfolio. Methods of demonstration include, but are not limited to, ongoing classroom visits; self-reporting; teacher's journals, portfolio, and videotapes; student reports and surveys; focus groups; and artifacts posted on walls. In addition to selecting methods of demonstrating learning, the participant will identify the criteria they will use to judge the ultimate success of their study.

Reflect

The act of reflecting may be simply defined as purposeful planning a desired future based on the past. Research describes reflection as a higher-order skill that encompasses extending and refining thought, clarifying experiences, and defining connections between ideas and concepts. Reflection requires multiple levels of inferring, including supposition, theorizing, conjecture, and speculation. Reflection is the critical process generating challenging feedback that is used to develop new mental models and change current practices. Such a change results in increased quality of teaching and learning that the students ultimately experience.

After completions of the study, applicants will earn one (1) PDU per thirty (30) hours spent working outside the duty day.

Process for Earning PD Unit Credit (PDUs)

Documentation, certificates of completion, and logs from a PDU independent study will be submitted to: Alica Unruh, Professional Development Coordinator, 520 Fifth Avenue, Fairbanks, Alaska 99701; fax 907-451-6024; or email alica.unruh@12northstar.org.

1. “Take One!TM”

Candidates can find a description of the program, requirements for completion and registration form online at http://www.nbpts.org/products_and_services/take_one1. After completion of the program, the certificate will be submitted to Human Resources for advancement on the salary schedule.

2. PDU Study

PDU applicants, who elect to design their own PDU study, are required to:

- submit a PDU Application (see Appendix *ii*) that contains personal information, estimated number of hours and estimated date of completion, description of the project, evidence/artifacts, and usable teaching products to the Professional Development Coordinator thirty (30) days prior to the beginning of any independent project.
- Applications to earn PDUs must be approved by the Superintendent whose decision is final.
- If there are questions or concerns about the submitted PDU plan of study, it will be returned to the applicant with suggestions for revisions. The applicant will have two weeks to re-submit their revised PDU plan of study.
- The completed PDU study, which includes a Time Log (see Appendix *iii*) and portfolio of evidence/artifacts included in the plan, is due on or before the last day of the school year. If the application is submitted late in the school year (e.g. in April) and the applicant wishes to work on the study during the summer, the due date will be extended to the end of the following school year. Each piece of evidence or artifact must be clearly labeled and documents must be written in APA* style and of a quality that is satisfactory for use in other classrooms.
- A committee of three district administrators will review completed PDUs plans of study and award certificates of completion. Certificates will be submitted to Human Resources for advancement on the salary schedule.
- The PDU study and usable teaching products will become the property of the FNSBSD to support future professional development. They will be archived in the Curriculum Library.

The Human Resource Department reviews credit submitted for credit advancement. Only credit that meets the above criteria will be approved. Credit that does not meet the criteria will be denied for advancement on the salary schedule.

As stipulated in the Negotiated Agreement between the Board of Education of the Fairbanks North Star Borough School District and Fairbanks Education Association, approved for the period between July 1, 2008 and June 30, 2011, maximum number of credits allowed for salary advancement is as follows:

Salary schedule	Total PDU (non-academic credit hours)
Bachelor's+18	6
Bachelor's+36	12
Master's+18	6
Master's+36	12

*American Psychological Association (APA) style describes rules for the preparation of manuscripts for writers. For a complete definition and guidelines go to:
<http://owl.english.purdue.edu/workshops/hypertext/apa/introduction.html>

Sample Plans

Sample Plan for Third Grade Teacher, Literacy Focus

<p>The focus of my study is building students' oral language to improve their reading comprehension.</p>	
<p>Rationale</p> <p>Many of my students can read the words in text fluently with few miscues but they are unable to understand what they read. I believe much of their difficulty comes not only from unfamiliarity with comprehension strategies, but from a limited oral language foundation that makes it hard to abstract meaning from complex grammatical structures and sophisticated vocabulary. According to best practices for elementary literacy instruction, small group instruction takes into account the language level and conceptual understanding of individual students before, during, and after guided reading instruction. For my students to reach their benchmark score at the end of the year, and to score at or above the proficient range, I need to have a better understanding of how to support students at their language and conceptual levels so that they can improve their comprehension.</p>	<p>Evidence/ Artifacts</p>
<p>Study</p> <p>I will learn about this subject by:</p> <p>a) Reading and synthesizing professional materials on oral language and comprehension, including:</p> <ul style="list-style-type: none"> • Collecting information on oral language assessment by researching the impact of oral language on comprehension • Investigating criteria used by textbook publishers to determine language levels • Finding strategies for building vocabulary and extending grammatical structures for native English speakers and English language learners • Reading <i>English Learners: Reaching the Highest Level of English Literacy</i>, by Gilbert Garcia; and <i>Guiding Readers and Writers</i>, by Fountas & Pinnell <p>b) Taking a workshop in English language development</p> <p>c) Visiting and observing at least two other third (3rd) grade classrooms</p> <p>d) Collaborating with third (3rd) grade teachers.</p>	<p>Bibliography of professional readings including main ideas</p> <p>Certificate of completion</p> <p>Observation notes from visitations</p>

Sample Plan Third Grade Teacher, Literacy Focus

<p>Demonstrate</p> <p>Based on information gathered during the research on oral language assessments, criteria for determining language levels in texts, strategies for oral language development, etc., I will put my learning into practice by conducting an action research project for three (3) months where I will implement the small group lesson plans with six (6) of my most language limited students. As part of the action research, I will:</p> <ol style="list-style-type: none"> a) develop small group lesson plans that are focused on explicit instruction in oral language, vocabulary development, and reading comprehension, b) carefully choose books for instruction that match students' language levels, c) conduct a pre- and post-assessment to determine the impact of careful selection of books to match students' language levels and explicit instruction on vocabulary building and oral language development. 	<p>Evidence/ Artifacts</p> <p>Lesson plans: strategies for oral language development</p> <p>List of books for instruction</p> <p>Pre- and post-assessments of student oral language</p> <p>Anecdotal notes about students' oral language and/or comprehension</p>
<p>Reflect</p> <p>During the course of the project, I will be collaborating with grade level members to reflect on the lessons and student learning, to think about implications for follow-up lessons, etc. At the conclusion of the action research project, I will share what I have learned in a presentation to the faculty. I will focus on information that can be generalized for others' use, such as:</p> <ul style="list-style-type: none"> • oral language assessments and the pre- and post-results • book selection consideration to match students' language levels • strategies that helped students in developing language and vocabulary 	<p>PowerPoint presentation and handouts</p>

Sample Plan for Fourth Grade Teacher, Technology Focus

My focus of study is increasing my information literacy and technology knowledge.	
<p>Rationale</p> <p>Many of my students are more proficient with technology than I am, and I believe that my students are learning in different ways when they use technology. As an educator, I believe that I can better assess student learning and define more appropriate learning activities if I am able to use technology in my own life and in my teaching practices. In order for students to meet the No Child Left Behind requirements for all 8th grade students to be proficient users of technology and information literacy, all teachers need to be members of the information rich and technology savvy 21st century world.</p>	<p>Evidence/ Artifacts</p>
<p>Study</p> <p>I will learn about this subject by:</p> <p>a) Reading and synthesizing professional materials on technology integration and information literacy, including:</p> <ul style="list-style-type: none"> • articles under the heading “Reading on 21st Century Learning,” • strategies for working in collaboration with literacy specialists, math specialists, librarians, technology mentors, and other teachers • <i>Flow</i>, by Mihaly Csikszentmihalyi, • <i>Multiple Intelligences: The Theory in Practice</i>, by Howard Gardner, • <i>Empowering Students With Technology</i>, by Alan November. <p>b) Attending an educational technology conference</p> <p>c) Visiting at least two other fourth (4th) grade classrooms to observe and review collaboration strategies for use with the librarian and tech mentors</p> <p>I will collaborate with the building librarian, technology specialist, and 4th grade teachers.</p>	<p>Bibliography of professional readings including main ideas</p> <p>Certificate of participation</p> <p>Observation notes from visitations</p>

Sample Plan for Fourth Grade Teacher, Technology Focus

<p>Demonstrate</p> <p>Based on information gathered during the research on information literacy and technology I will put my learning into practice by designing and implementing a benchmark project. As part of the benchmark project, I will:</p> <ul style="list-style-type: none"> • develop lesson plans that are focused on explicit instruction in information literacy and the necessary technology tools, • collaborate on lessons taught in the library and the computer lab as part of the benchmark project. • conduct a pre- and post-assessment to determine the impact of the benchmark project on student mastery of grade level proficiencies, • reflect with other fourth (4th) grade teachers to find successful strategies and suggest modifications to the process to improve future collaboration efforts. 	<p>Evidence/ Artifacts</p> <p>Lesson plans for benchmark project</p> <p>Pre- and Post assessments of student technology proficiencies</p> <p>Summary of Lessons learned about the collaboration process</p>
<p>Reflect</p> <p>During the course of the project, I will be collaborating with my coach and grade level team members to reflect on the lessons and student learning, to think about implications for follow-up lessons, etc.</p> <p>At the conclusion of the benchmark project, I will share what I have learned in a presentation to the faculty. I will focus on information that can be generalized for others' use, such as:</p> <ul style="list-style-type: none"> • collaboration strategies for planning with building specialists, • specific reference material that most directly impacted my teaching, • technology tips so others can learn from my process. 	<p>Student presentation of the benchmark project using a computer, a projector, and handouts</p>

Sample Plan for Sixth Grade Special Education Teacher

<p>The focus of my study is developing my knowledge and skills of team-teaching in order to be a more effective, inclusive math teacher who is able to team with a regular education teacher.</p>	
<p>Rationale</p> <p>In the past, I have delivered math services to my students with special needs in a pull-out, resource setting. However, I have noticed that my students have not been prepared for the 6th grade math benchmark exam. If my students are going to be ready for the 6th grade math benchmark exam, they must receive instruction in grade-level mathematics. In my resource room I do not have the materials or content expertise to support my students with the 6th grade curriculum. I have approached several 6th grade math teachers about the possibility of including my 6th grade special education students in their classrooms this year. However, many of these students will need more support if they are going to successfully access grade-level math curriculum. I will need to go into the classroom with them to provide additional support. I have never tried team-teaching in an inclusive setting. If I am going to provide my students with a successful, inclusive math experience, I will have to increase my knowledge of the best practices for inclusive, team-teaching in a math classroom.</p>	<p>Evidence/Artifacts</p>
<p>Study</p> <p>I will learn about this subject by:</p> <p>a) Reading and synthesizing professional materials on inclusive practice and team-teaching, including:</p> <ul style="list-style-type: none"> • strategies for setting up a successful inclusive classroom: scheduling, writing of IEP's, grouping students, modifying tests and assignments, modifying grading policies, and monitoring individual student's progress using curriculum based evaluation, • strategies for successful team-teaching, • instructional strategies to support learning disabled students access to grade-level math curriculum. <p>b) Visiting at least two other math classes where special education teachers are successfully team-teaching with regular education teachers.</p> <p>I will collaborate with a math mentor and other special education teachers.</p>	<p>Bibliography of professional readings</p> <p>Certificate of attendance</p> <p>Journal of reflections on my learning and artifacts</p> <p>Notes from visitation</p>

Sample Plan for Sixth Grade Special Education Teacher

<p>Demonstrate</p> <p>Based on information gathered during my reading and visiting other teachers, I will put my learning into practice by team-teaching 6th grade curriculum with a regular education teacher being sure that the 6th grade special education students who receive math services are included in this regular classroom. As a part of this team-teaching, I will:</p> <ul style="list-style-type: none"> • Schedule common planning time with my regular education teammate every week. We will use this time to plan lessons together, look at curriculum to identify areas that will need modifications and accommodations, discuss IEP goals and objectives, focus on student progress as measured by the status of the class, and consider upcoming unit assessments, • Engage and support special education students with the 6th grade curriculum and GLEs. Provide the following supports when needed: small group instruction, one-on-one instruction, accommodations (i.e. calculator, graphic organizer), modifications, or additional support outside of class, • Closely monitor the progress of each student in the classroom using unit assignments, quizzes, tests, and status of the class. 	<p>Evidence/ Artifacts</p> <p>Weekly documentation of team planning in lesson plan book including joint lesson plans created</p> <p>Collected artifacts that demonstrate various strategies used to support student access to the curriculum.</p> <p>Student progress monitoring charts, unit assessments, and status of the class documents.</p>
<p>Reflect</p> <p>After team-teaching with the 6th grade regular education teacher for a semester, I will share what I have learned in a presentation to the mathematics and special education teachers. I will use the reflections and feedback I receive from the teachers to improve my use of inclusive practice for next year.</p>	<p>PowerPoint presentation and handouts</p>

Sample Plan for Elementary Music Teacher

<p>The focus of my study is to explore and generate strategies to improve classroom management in music class in order to increase learning time.</p>	
<p>Rationale</p> <p>Most students attend music classes once or twice per week. Because this time is so limited, it is essential that class time be used to its full effectiveness. Classroom teachers have different classroom management styles and this creates a challenge for me. I need to develop a management style that works quickly with many different groups of students. If I can learn more about effective classroom management techniques, I can create an environment in which little time will be needed for re-directing student behavior and students will have more time for music learning.</p>	<p>Evidence/ Artifacts</p>
<p>Study</p> <p>I will learn about this subject by:</p> <ul style="list-style-type: none"> a) Reading and synthesizing professional materials on classroom management. b) Attending at least two music workshops or conferences that focus on classroom management and student-teacher interactions. c) Inviting master teachers who are recognized as good classroom managers to visit and share ideas and help revise current management techniques. <p>I will collaborate with at least two master teachers, one who teaches music and one who teaches in the elementary classroom.</p>	<p>Bibliography of professional readings</p> <p>Journal of reflections on workshops</p> <p>List of recommended strategies developed from discussion with master teachers</p>

Sample Plan for Elementary Music Teacher

<p>Demonstrate</p> <p>Based on information gathered during my reading, attending workshops and conferences, and discussions with master teachers, I will put my learning into practice by:</p> <ul style="list-style-type: none"> a) Documenting (via video) teacher and student behaviors in “challenging” classes and analyzing these behaviors on videotape. b) Developing various classroom management strategies that promote appropriate student behavior. c) Applying strategies and re-videotaping students in the music classroom. 	<p>Evidence/ Artifacts</p> <p>Video and notes</p> <p>List/chart/poster</p> <p>Notes</p>
<p>Reflect</p> <p>During the course of this project, I will collaborate with other music teachers and reflect on my changes in teaching practice and the effects these changes have made in students’ time for musical learning.</p> <p>I will share my acquired knowledge with other music teachers by writing an article for publication in the state music education journal.</p>	

Sample Plan for Middle School Art Teacher

<p>The focus of my study is to expand my knowledge and skills in art techniques from various world cultures, especially those cultures representative of students in my school (i.e. Asian, Latino, African).</p>	
<p>Rationale</p> <p>Although many current teacher education programs in art include information and experience in world cultures, most art teachers have experienced an emphasis on Western art traditions. However, student enrollment in public schools reflects a diverse population of students from around the world. Artistic self-expression appears in every culture. I want my students to experience artistic techniques from various cultures as they learn about self-expression through design.</p>	<p>Evidence/ Artifacts</p>
<p>Study</p> <p>I will learn about this subject by:</p> <ul style="list-style-type: none"> a) Taking an art class at a local facility on an art technique related to the world cultures being studied. b) Arranging visits to local art museums to study collections from cultures being studied. c) Observing a staff or volunteer presenting material to students. <p>I will collaborate with art colleagues at nearby middle schools and an art specialist.</p>	<p>Syllabus and final product from the class</p> <p>Journal of reflections</p> <p>Bibliography of community resources (individuals, artifacts)</p>

Sample Plan for Middle School Art Teacher

<p>Demonstrate</p> <p>Based on information gathered from an art class, and visits to museums, I will put my learning into practice by writing and executing a new curriculum unit focused on a special technique learned and the culture that was studied. Part of the curriculum unit will include:</p> <ul style="list-style-type: none"> a) Hands-on project with an assessment/rubric. b) Visual presentation of arts from the culture for students' exhibit of finished works. c) Evaluation of students' work. 	<p>Evidence/ Artifacts</p> <p>Rubric to assess learning from curriculum unit</p> <p>Evaluation from students reflecting on their learning</p>
<p>Reflect</p> <p>During the course of this project, I will be collaborating with artists in my community and an art specialist.</p> <p>At the conclusion of the action research project, I will share what I learned with other arts colleagues. I will develop a Power Point presentation to share the information about the culture, photos of the students' work, and comments from students that show the impact on their learning experience.</p>	<p>Power Point presentation</p>

Sample Plan for Math Mentor

<p>The focus of my study is building my capacity to provide math mentoring to teachers.</p>	
<p>Rationale</p> <p>This will be my first year to work in schools as a math mentor and I am interested in focusing my study on building my capacity to provide high quality support for the teachers and principals with whom I will be working. My plan of study will help build my understanding of math mentor responsibilities and develop skills needed to carry them out.</p>	<p>Evidence/Artifacts</p>
<p>Study</p> <p>I will develop my understanding of and skill in math mentoring by:</p> <ol style="list-style-type: none"> a) Providing in-school demonstrations, coaching, professional development, and support to math teachers. b) Facilitating open discussions with principals and assistant principals regarding implementation of quality math programs. c) Assisting math teachers in planning and conducting Professional Learning Communities meetings to analyze student work, review assessment information, and plan for instruction. d) Collaborating with the other math mentors to provide professional development for teachers in assigned schools. e) Reading and synthesizing professional materials on mentoring and professional development including content-focused mentoring, <i>Principles of Learning</i>, and practice-based professional development. f) Collaborating with other mentors, curriculum coordinators, and staff development coordinators in designing district professional development for math mentors. Engaging together as a learning community will provide opportunities to network with other mentors and participate in a book study focused on the book, <i>Practice-Based Professional Development for Teachers of Mathematics</i> by Margaret Schwan Smith. g) Shadowing two experienced mentors for one day each and debriefing with mentors regarding their role in providing mentoring and individual support. <p>I will collaborate with other mentors, curriculum coordinator, and professional development coordinator.</p>	<p>Bibliography of professional readings including main ideas</p> <p>Reflection journal from book study</p> <p>Completed notes from template (shadowing an experienced mentor—questions and topics to consider)</p>

Sample Plan for Math Mentor

<p>Demonstrate</p> <p>Based on information gathered during my reading and interactions with the professionals I collaborate with, I will put my learning into practice by:</p> <ul style="list-style-type: none"> a) Collaborating with principals. I will use information from Chapter 8, <i>Content-Focused Coaching</i> (West & Staub) to help create a plan of support for each of my schools. Topics of focus will be gathering information about the schools, considering teachers to support, establishing coaching priorities, and scheduling. b) Collaborating with teachers. I will use information from Chapter 2, <i>Content-Focused Coaching</i>, in getting to know the teachers and establishing a mentoring relationship based on the content-focused mentoring protocol of pre-conference, teaching the lesson, and post-conference. I will use the <i>Guide to Core Issues in Mathematics Lesson Design</i> to better understand the kinds of support to provide for teachers with whom I work (<i>Content-Focused Coaching</i>, Chapter 1). c) Reviewing a recorded mentoring session with one of my teachers to analyze the kinds of questions I use during pre- and post-conferences. I will transcribe the questions I ask and categorize them as follows: giving advice; criticizing; asking questions to find out what the teacher intended; sharing curiosity about student’s thinking; collaborative problem-solving on specific issues; praising or affirming; and other questions not represented by the previous categories. 	<p>Evidence/ Artifacts</p> <p>Plan of support for each school</p> <p>Lesson plans created with teachers using the GLEs</p> <p>Recording of a coaching session, transcribed questions, and question analysis</p>
<p>Reflect</p> <p>After reading <i>Content-Focused Coaching</i>, shadowing two math mentors, and applying the insights gained from those experiences in my work collaborating with principals and coached teachers, I will share what I have learned with other math mentors. I will use these reflections and feedback I receive from principals, teachers, and math mentors to plan my support for the next year.</p>	<p>Coaching tools I created to share with group</p> <p>Agenda for presentation</p>

Sample Plan for Middle School Librarian

<p>The focus of my study is to develop an in-depth understanding of the role and value of young adult literature in the lives of urban teenagers.</p>	
<p>Rationale</p> <p>I took a college course in Adolescent Literature in preparation for my teacher librarian endorsement, but it really did not prepare me for the realities of teaching urban teenagers. I not only needed to read a wider variety of young adult literature, but I also needed to learn more about the culture of the urban teenager. According to best practices for library media under instruction/literature appreciation and analysis, the middle school librarian should promote the integration of fiction and non-fiction for broader content learning through collaboration with classroom teachers. Additionally, the middle school librarian works with teachers and students to develop an appreciation of a broad range of materials that are available at individual student’s developmental level. I need to collaborate with the teachers in my school to better understand the world and the literature of the urban teenager.</p>	<p>Evidence/ Artifacts</p> <p>Young adult fiction and non-fiction featuring urban settings</p> <p>Bibliography of professional readings including main ideas</p>
<p>Study</p> <p>I will learn about this subject by:</p> <ol style="list-style-type: none"> a) Reading and synthesizing professional materials on urban young adult literature and culture, including: <ul style="list-style-type: none"> • young adult fiction set in urban environments, • young adult non-fiction focusing on topics of interest to urban teens, • professional books on teaching teenagers in poverty, from a variety of cultural backgrounds, b) Collaboratively organizing an urban young adult book study with other teachers from my school. Each member of the study group will focus on a different professional text related to this topic. In addition, all members of the group will read at least 10 young adult books, fiction and non-fiction, featuring urban settings or topics of interest to urban teens. All of the books will have positive professional reviews. c) Visiting one young adult librarian at a local public library and at least one other middle school librarian to understand their successes and challenges in working with urban teenagers. <p>I will collaborate with at least three (3) teachers from my school.</p>	<p>Journal of reflections on book study group meetings</p> <p>Notes from visitation and teachers’ assessment document</p>

Sample Plan for Middle School Librarian

<p>Demonstrate</p> <p>Based on information gathered during my reading, participating in the young adult book study group, and visiting young adult librarians at schools and public libraries, I will put my learning into practice by:</p> <ol style="list-style-type: none"> a) Developing a database of books read by each member of the book study group including a summary, grade level, reading level, professional reviews, notes to aid instruction or make connections with individual students, and making note of any cautions about mature language or situations. b) Posting the information from the database on the FNSBSD Library Media web page. c) Collaborating with other middle school librarians to improve the book selections in our school libraries so that they reflect the needs of all students. 	<p>Evidence/ Artifacts</p> <p>Database of books</p> <p>Web page</p>
<p>Reflect</p> <p>At the conclusion of my study, I will share what I have learned in a presentation to the middle school librarians. I will focus on information that can be generalized for others' use, such as:</p> <ul style="list-style-type: none"> • The culture of urban teenagers and strategies for instruction. • The best fiction and non-fiction books for urban teenagers, by grade and interest levels. • Inform them of the web page on the FNSBSD Library Media web page. • Encourage the participants to share young adult books and professional materials with which they are familiar. 	<p>Presentation PowerPoint</p> <p>Handouts</p>

Sample Plan for Middle School Physical Education Teacher

<p>The focus of my study is to develop, plan, and implement a fitness and nutrition unit for middle school physical education.</p>	
<p>Rationale</p> <p>The number of overweight and medically obese American children is growing out of control. This concern was validated in 2003 when the Center for Disease Control formally pronounced childhood obesity an epidemic. The public schools are perfectly positioned to promote healthy lifestyles as an antidote to obesity and to reinforce the benefits of lifelong physical activity. The reason for this study is to examine effective practices in schools and develop teaching strategies which would have a positive impact on students' nutrition, health, and physical well being. One of the core issues is to improve the long-term health and well-being of students. This PDU study would address personal fitness planning for middle school students. Students need to learn how to create a fitness and nutrition plan, set individual goals, assess their status and progress, manage their time and responsibilities and overcome barriers to regular physical activity.</p>	<p>Evidence/ Artifacts</p>
<p>Study</p> <p>I will learn about this subject by:</p> <p>a) Attending professional development workshops:</p> <ul style="list-style-type: none"> • training session on the use of pedometers and heart rate monitors, • training session on the use of fitness assessment tools and activity logs. <p>b) Reading and synthesizing professional materials on fitness, physical activity, nutrition, and health:</p> <ul style="list-style-type: none"> • <i>Fitness For Life</i> by Charles Corbin & Ruth Lindsey, • <i>Dynamic Physical Education For Secondary Students</i> by Paul Darst & Robert Pangrazi, • <i>Pedometer Power</i> by Robert Pangrazi, Aaron Beighle, & Cara Sidman, • <i>Sports Nutrition Guidebook</i> by Nancy Clark. <p>c) Visiting at least two other physical education programs where teachers are implementing a fitness and nutrition unit.</p> <p>I will collaborate with a physical education teacher, health specialist, and science teacher.</p>	<p>Bibliography of professional readings, including main ideas</p> <p>Observation notes from visitations</p>

Sample Plan for Middle School Physical Education Teacher

<p>Demonstrate</p> <p>Based on my professional development, reading, site visits, and discussions with colleagues, I will put my learning into practice by developing and implementing a fitness and nutrition unit for middle school physical education. As a part of this unit I will:</p> <ul style="list-style-type: none"> a) Develop a format for a personal fitness plan, which includes a nutrition log and activity log. b) Develop a pre and post-assessment to determine the effectiveness of the unit. c) Develop a student version and parent version of the fitness report which can be used to evaluate and fine-tune students' physical activity and nutrition program. d) Engage students in self-assessment. Information gathered will be incorporated to adapt and modify their fitness plan. e) Engage students in putting together a portfolio of their fitness plan, nutrition log, activity log, fitness report, and self-assessments. 	<p>Evidence/ Artifacts</p> <p>Completed unit plan</p> <p>Pre- and Post-assessments</p> <p>Fitness reports</p> <p>Student self-assessment</p> <p>Portfolio for the fitness and nutrition unit</p>
<p>Reflect</p> <p>After planning and implementing the unit, I will reflect on its effectiveness of increasing students' physical activity and having a positive impact on their fitness, nutrition, health, and physical well-being.</p> <ul style="list-style-type: none"> • I will examine the delivery method and overall success of the unit. • I will present what I've learned to other middle school physical education teachers. 	<p>Notes, PowerPoint presentation, and handouts</p>

Sample Plan for High School Biology Teacher

<p>The focus of my study is forging stronger connections between the biology curriculum and students' lives outside of school through culturally responsive extensions or modifications of activities in the biology curriculum.</p>	
<p>Rationale</p> <p>I want to make biology seem relevant to my students, but I don't want to make assumptions about what will be relevant to them. Some of the activities in the new biology curriculum seem accessible and relevant to the students. With other activities, however, I struggle to find appropriate ways to make good connections between the content and students' lives. I want my students to feel empowered through their experience in their biology class. According to best practices for teaching biology, teachers should provide a learning environment that demonstrates a respect for students and their culture, and teachers should attend to individual student needs by listening to students and addressing their ideas. For my students to gain understanding of the big ideas and score proficient on the end of course assessment, I need to provide a supportive learning environment for them. One way to create this environment would be through culturally responsive extensions or modifications of activities in the biology curriculum.</p>	<p>Evidence/ Artifacts</p>
<p>Study</p> <p>I will learn about this subject by:</p> <ol style="list-style-type: none"> Reading and synthesizing professional materials on culturally responsive science curriculum, including: <ul style="list-style-type: none"> examples of culturally responsive activities created in other science classrooms, research on the impact of culturally responsive science curriculum, <i>Classroom Diversity: Connecting Curriculum to Students' Lives</i> by McIntyre, Rosebery, and González. Taking a self-paced, online course on culturally responsive science curriculum or teaching in diverse classrooms. Interviewing students and parents of students in my classes about their understandings, interests, and experiences that overlap with biology content. <p>I will collaborate with other biology teachers at my school, including a teacher who participated in the biology field test.</p>	<p>Bibliography of professional readings, including a summary of main ideas</p> <p>Certificate of completion</p> <p>Notes or audiotapes from interviews</p>

Sample Plan for High School Biology Teacher

<p>Demonstrate</p> <p>Based on general information gathered from the readings and online course, as well as the specific information gathered from the interviews of students and parents, I will facilitate development of a class project that builds on my students' life experiences. This project will be an extension or modification of one of the activities in <i>BSCS Biology: A Human Approach</i>, and will contribute to a classroom environment in which learning builds on students' backgrounds, and students feel their culture is represented and respected. As part of the development of the class project, I will:</p> <ol style="list-style-type: none"> Choose one section in which to develop a class project. Identify an activity from <i>BSCS Biology: A Human Approach</i> that the class will extend or modify as a class project. Define parameters for students such as how much class time can be devoted to the project. Work with the students to define their objectives for the project, their plan, and the people from the community we will need to involve or invite to participate. Steer the development of the students' plan so that it stays aligned with state standards and the big ideas for biology, while incorporating students' experiences and interests. Assist the students with the logistics and materials resources necessary to complete their project. Ask students to create a product that communicates the results of their project. Assess students' understanding of the big idea using the unit assessment. Compare scores on unit assessment of students in the section that completed a class project to students in other sections. Re-interview a subset of students about their reflections on the project, what they learned, how it connects with their lives, whether it changed how they viewed science or their ability to do science. 	<p>Evidence/ Artifacts</p> <p>Written objectives and plan for the class project</p> <p>List of standards and big ideas addressed</p> <p>Example of student product</p> <p>Unit assessment data</p> <p>Notes or recordings from the interviews</p>
<p>Reflect</p> <p>During the course of the project, I will be collaborating with members of my department to reflect on the class project and student learning.</p> <p>At the conclusion of the project, I will share what I have learned in a presentation to the faculty. My presentation will include key themes from initial interviews with students and parents; lessons learned from facilitating students' development of a class project and results of unit assessments.</p>	<p>PowerPoint presentation and handouts</p>

Sample Plan for High School Drafting Teacher

<p>The focus of my study is to broaden my teaching by researching and then incorporating more proven instructional strategies that are most likely to improve student achievement.</p>	
<p>Rationale</p> <p>I feel that I am a good teacher, but find that sometimes I need more strategies to help my students learn. The <i>Best Practices for High School Career and Technical Education Teachers</i> is a tool that I have used for classroom planning. During my research on best practices I also found a document by the Mid-continent Research for Education and Learning (McREL) entitled “What Works in Classroom Instruction.” It describes the nine categories of strategies that research and experience show to have a strong influence on student achievement. This is an additional tool for me to broaden my skills. I would like to systematically test these strategies from the McREL document in my courses.</p>	<p>Evidence/Artifacts</p> <p>Lesson plans incorporating new strategies</p> <p>Narrative of student results when incorporating these new strategies</p>
<p>Study</p> <p>I will learn about this subject by:</p> <ol style="list-style-type: none"> Reading and synthesizing research on best practices for teaching. Attending a workshop on “Using Technology with Classroom Instruction that Works.” Attending a software training workshop and observe the ways in which skills are taught. Working with an already committed cadre of AutoCAD teachers to review “What Works in Classroom Instruction” and other resources. Incorporating at least one of the new strategies each week for two months. Visiting at least two other AutoCAD classes incorporating the new strategies. 	<p>Observation notes from classroom visits</p> <p>Bibliography of professional readings including main ideas</p>

Sample Plan for High School Drafting Teacher

<p>Demonstrate</p> <p>I will:</p> <ul style="list-style-type: none"> a) Research best teaching practices for two months, using resources from The National Centers for Career. b) Work with a cadre of AutoCAD teachers to review “What Works in Classroom Instruction” and other resources, and meet at least four times to share our implementation of the strategies and the results. c) Incorporate at least one of the new strategies each week for a two month period. d) Visit and observe at least two other AutoCAD classes incorporating the new strategies and give feedback to the teachers. 	<p>Evidence/ Artifacts</p> <p>Notes from discussions</p> <p>Observation notes</p> <p>Written plan listing new strategies</p> <p>Old and new lesson plans for comparison</p> <p>Samples of student work using the new strategies</p>
<p>Reflect</p> <p>During this study I will be working both individually and with other AutoCAD teachers. The individual part will allow for close examination of my planning and implementation of new strategies. With a two-month time for implementing the strategies, I will also be able to tweak a strategy if I need to make changes, and try it again.</p> <p>My fellow AutoCAD teachers will visit and observe my classroom when I am implementing a new strategy. We will review these observation notes at meetings, discuss student outcomes, and revise as needed.</p> <p>I will give a presentation on our study/project at the next inservice.</p> <p>I will use the feedback received from other AutoCAD teachers and the presentation to further improve my instructional strategies.</p>	<p>Notes from team discussions</p> <p>Presentation notes and documents</p>

Sample Plan for High School Counselor

The focus of my study is to develop, plan and implement a guidance unit for high school, postsecondary and career planning.	
<p>Rationale</p> <p>Research shows that students are more successful in high school if they have worked with a counselor to develop and discuss a Personal Learning Plan (PLP) year academic plan, including postsecondary options. This PDU study would address personal future plans for students that have relevance for them.</p> <p>In addition, it gives students ownership in monitoring their educational expectations, and it encourages interchange among students, parents, teachers, mentors, and counselors.</p> <p>This PDU study is directly linked to the American School Counselor Association (ASCA) National Model for School Counseling Programs. It addresses the academic, personal/social, and career domains embedded within the structure of the National Model and the ASCA National Standards.</p>	<p>Evidence/ Artifacts</p> <p>Certificates of Attendance</p> <p>Bibliography of professional readings including main ideas</p>
<p>Study</p> <p>I will learn about this subject by:</p> <ol style="list-style-type: none"> Attending professional development workshops focused on counseling. Reading and synthesizing professional materials on academic, personal/social and career planning, including: <ul style="list-style-type: none"> <i>Rethinking High School</i> by Patricia McNeil, American School Counselor Association National Model For School Counseling Programs, journal articles, professional school counseling journals. Participating and engaging in discussions during counseling departmental meetings. <p>I will collaborate with the assistant principal in charge of counseling and with fellow counselors in my department.</p>	<p>Notes from school visitations</p> <p>Notes from counseling meeting discussions</p> <p>Student's PLP</p>

Sample Plan for High School Counselor

<p>Demonstrate</p> <p>Based on my readings, site visits, and discussions with colleagues on academic, personal/social, and career planning; I will put my learning into practice by developing and implementing a unit of study on academic, career, and postsecondary options for each grade level. As a part of this unit I will:</p> <ul style="list-style-type: none"> a) Develop guidance lesson plans and objectives for each grade level for task to be accomplished. b) Develop a pre- and post-assessment to determine the effectiveness of the unit. c) Engage students in actively planning for academic, career, and postsecondary options. d) Engage students in actively creating a four year plan that is informed by FNSBSD graduation requirements and college entrance requirements. 	<p>Evidence/ Artifacts</p> <p>Completed unit of study for students</p> <p>Sample PLPs from students</p> <p>Pre- and Post-assessments</p>
<p>Reflect</p> <p>After planning and implementing the unit, I will reflect on its effectiveness and the active engagement it had for students. I will examine the delivery method and overall success of the unit.</p> <p>Once changes have been made, I will present the guidance lesson and its outcomes to the staff at my building.</p>	<p>Notes, PowerPoint, handouts</p>

Appendix

FNSBSD 2009-2011 Priorities

Fairbanks North Star Borough School District 2009-11 PRIORITIES



OUR VISION... Excellence and Equity for All

OUR MISSION is to provide an excellent and equitable education in a safe, supportive environment so all students can become productive members of a diverse and changing society.

Core Values

- Student learning is at the center of everything we do.
- High achievement evolves from high expectations and educational opportunities.
- Quality education requires highly motivated, skilled, supportive teachers, administrators, and support staff.
- Active partnerships with the family and community support successful student learning.
- Respect for the diversity and dignity of individuals and groups is essential.

Primary Performance Goals

- A. **Improve overall performance for all students.**
Indicator: An increase in student achievement on statewide assessments (e.g. Terra Nova, SBA's, and HSGQE).
- B. **Increase the graduation rate and reduce the dropout rate.**
Indicator: The district's graduation rate and dropout rate, as computed by the state, will continue to improve.
- C. **Improve math skills of African American students, Alaska Native/American Indian students, and Students with Disabilities (SWD) to meet or exceed the state Annual Measurable Objectives (AMO) in math.**
Indicator: African American students, Alaska Native/American Indian students, and Students with Disabilities (SWD) will score at proficiency levels to meet or exceed the Annual Measurable Objective (AMO) of 66.09% on the state Standards Based Assessment.
- D. **Improve writing skills of Alaska Native/American Indian students, Students with Disabilities (SWD), Limited English Proficient students (LEP), and Economically Disadvantaged students to increase the percent proficient and advanced, and/or meet or exceed the state Annual Measurable Objectives (AMO) in language arts.**
Indicator: A higher percentage will be proficient and advanced and/or will meet or exceed the Annual Measurable Objectives (AMO) of 77.18% in language arts on the state Standards Based Assessment.

Ongoing Commitments

- Focus instruction and resources on areas of need, such as career and technical education, math and writing improvement, and the gender achievement gap.
- Support class sizes that are conducive to learning.
- Invest in quality professional development to meet district goals.
- Recognize and respect multicultural perspectives.
- Use data-supported decision making and annual school planning.
- Provide graduation success strategies and challenging courses and instruction, which are inspirational and innovative.
- Provide educational options to families and students.
- Engage families to promote student success.
- Continue implementation of the Technology Blueprint.
- Increase communication with, and support for, students and families of diverse cultures.
- Use technologies, including PowerSchool Premier, to enhance learning, monitor student progress, involve parents, enhance communication, and maintain efficient district operations.
- Enhance school safety and student wellness.
- Recruit, hire, and retain a diverse workforce with the talents and abilities to fulfill the district's mission.
- Maintain excellent school facilities and manage capital improvement projects.

Initiatives to Improve Student Performance

1. Implement recommendations from the Secondary Review Process (e.g. Career Pathways, Professional Learning Communities, Middle School Concept).
2. Develop a plan to address North Pole attendance area K-8 overcrowding.
3. Implement Response to Instruction and Intervention (RTI).
4. Implement a plan for using formative assessment to improve writing skills (e.g. Thinking Maps/Write... from the Beginning/Write... for the Future, MY Access!, and Six Traits Writing).

Adopted 11-3-09

PDU Application

Submit to the Curriculum Department via: Email: alica.unruh@k12northstar.org Fax: 907-451-6024 District Mail: Curriculum Dept./PD Coordinator	
Name:	Date:
School:	Position:
Address:	City:
State, ZIP:	Email:
Estimated number of hours spent outside of duty day:	
Estimated day of completion:	
Focus of my study is:	
Rationale	Evidence/Artifacts:
Study	Evidence/Artifacts:

Demonstrate	Evidence/Artifacts:
Reflect	Evidence/Artifacts:

Log of Time Spent on Areas of PDU Study
 (Round to the nearest half hour)

Name:		School:		Position:	
Study		Demonstrate		Reflect	
Date	Time	Date	Time	Date	Time

Logged time should demonstrate evidence of the time spent in the three-phase process of professional inquiry – study, demonstration and reflection (see p.4).