

PROFESSIONAL DEVELOPMENT DAY PLANNER

These are the High Quality Professional Development Indicators that become part of our Core Data. Use of these during planning should help us track and document high quality professional development activities. You will use these when filling out the planner.

High Quality Professional Development Indicators (Requires all to be checked for survey.)

1. Actively engages teachers over time
2. Is **directly linked to improve student learning** so that all children may meet the Show-Me Standards at the proficient level
3. Is directly lined to CSIP and BAP
4. Is developed w/ extensive participation of parents (district task forces that meet at least once annually), teachers (PDC reps, surveys, etc.), principals, and other administrators
5. Provides time and other resources for learning, practices, and follow-up (early release days, substitutes, common plan times during the day, etc.)
6. Is supported by district and building leadership
7. Provides teachers with the opportunity to give district feedback on the effectiveness of participation in this professional development activity (2nd semester survey)

Type of High Quality Professional Development (Requires at least one to be checked for survey.)

- | | |
|---|--|
| 1. Study groups | 5. Action research and sharing of findings |
| 2. Grade-level collaboration and work | 6. Modeling |
| 3. Content-area collaboration and work | 7. Peer-coaching |
| 4. Specialization-area collaboration and work | 8. Vertical training |

Description of High Quality Professional Development (Requires at least one to be checked for survey.)

1. Content knowledge related to standards and classroom instruction
2. Instructional strategies related to content being taught in the classroom
3. Improving classroom management skills
4. A combination of content knowledge and content-specific teaching skills
5. The integration of academic and vocational education
6. Research-based instructional strategies
7. Strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills
8. Instruction in the use of data to inform classroom practice
9. Instruction in methods of teaching children with special needs
10. Strategies for improving student behavior
11. Instruction in linking secondary and post-secondary education
12. Involving families and other stakeholders in improving the learning of all students
13. Research and strategies for the education and care of preschool children
14. Research and strategies for the education and care of preschool children
15. Research and strategies for closing the achievement gaps between diverse groups of children