

In our desire to support PD that is understandable, approachable, and differentiated for the learning needs of educators, we are excited to present the idea of *Reflective Practice as Personal Professional Development*. Specifically, we have created 3 pathways for educators to gain approved district PD hours while guiding their own professional growth on their own time. These programs include: **Focused Professional Learning Cohorts**, Portfolio Reflection Groups, and Structured Independent Studies.

Focused Professional Learning Cohorts (FPLC) allow for groups of educators to engage in a regularly scheduled, active, collaborative discussion regarding a topic selected to enhance teaching and learning. In other words, a FPLC is a continuous process of learning and reflection, supported by colleagues, with an intention of getting things done.

Aspects of FPLC's include the idea that they are: group-oriented; voluntarily joined; operated by consensus; designed to energize and empower participants; able to develop their own culture; and, held in an environment conducive to learning and discussion. They are also scheduled to meet for a pre-defined period of time (i.e., a marking period, a school year) and need to meet regularly at a designated time (i.e., weekly, every Thursday at 3:00 p.m.). FPLC's are also outcome-oriented as they are structured around SMART Goals (see attached) and need to produce useable classroom work product (content or activities).

Examples of FPLC's could include a book study (i.e., *Grading Smarter, Not Harder* by Myron Dueck); topic exploration (i.e., Socratic Seminar), instructional practice discussion (i.e., Using hands-on learning and higher-order thinking applications to guide the teaching of levers and pulleys in 5th grade), and/or classroom application projects (i.e., Using Google Classroom to facilitate a collaborative learning environment). Using the latter as ideas for FPLC's, all staff are welcome to develop an idea, develop a cohort, and apply.

Focused Professional Learning Cohorts, as with all Reflective Practice as Personal Professional Development programs, need to be submitted on our developed application form and pre-approved through the Office of the Assistant Superintendent in order to receive district PD hours (number to be determined during the approval process). The application form can be found below.

# Reflective Practice as Personal Professional Development

Spotswood School District Personal Professional Development Application and Approval Form

<p><b>Applicant's name:</b></p> <hr/> <p><b>This application is for:</b></p> <p>A Focused Professional Learning Cohort <input type="checkbox"/></p> <p>A Structured Independent Study <input type="checkbox"/></p> <p>A Portfolio Reflection Group <input type="checkbox"/></p> <p><b>Cohort/Group Members, if applicable:</b></p> <hr/> <hr/> <hr/> <p><b>Meeting Expectation (Time/Days):</b></p> <hr/> <hr/> <hr/> <p><b>Evidence of Hours:</b></p> <hr/> <hr/> <hr/> <p><b>Approved by:</b></p> <p>Graham Peabody <input type="checkbox"/></p> <p>Selina Pewitt <input type="checkbox"/></p> <p><b>Approved Topic:</b> _____</p> <p><b>Approved Hours:</b> _____</p>	<p><b>Topic of Reflection/Study:</b></p> <hr/> <p><b>Description of Reflection/Study:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <p><b>Connection to Instructional Outcomes:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <p><b>Evidence of Outcome:</b></p> <p>Approved Lesson Plan/Curr. Map <input type="checkbox"/></p> <p>Approved Activity/Work Product <input type="checkbox"/></p> <p>Approved Journal/Diary Reflection <input type="checkbox"/></p> <p>Approved - Other <input type="checkbox"/></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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