

Reflective Practice as Personal Professional Development

Spotswood School District Personal Professional Development Application and Approval Form

SAMPLE - Portfolio Reflection Group

<p>Applicant's name: <u>Erin Peabody</u></p> <p>This application is for: A Focused Professional Learning Cohort <input type="checkbox"/> A Structured Independent Study <input type="checkbox"/> A Portfolio Reflection Group <input checked="" type="checkbox"/></p> <p>Cohort/Group Members, if applicable: <u>United States History Teachers:</u> <u>(HS) Peabody, Curto, Cano, Gerin, Merrigan</u> <u>(MS) Hosford, Martinez</u> <u>(App) Laskowski, Gabbai, David, Fitzgerald,</u> <u>Carbone</u></p> <p>Meeting Expectation (Time/Days): <u>3 meetings (Initial, Interim, Final)</u> <u>Electronic/virtual collaboration</u></p> <p>Evidence of Hours: <u>Meeting</u> <u>Email, electronic collaboration (log)</u> <u>Portfolio</u></p> <p>Approved by: Graham Peabody <input checked="" type="checkbox"/> Selina Pewitt <input checked="" type="checkbox"/></p> <p>Approved Topic: <u>Distinguishing & Analyzing Multiple Perspectives in United States History (American Revolution)</u></p> <p>Approved Hours: <u>6</u></p>	<p>Topic of Reflection/Study: <u>Distinguishing & Analyzing Multiple Perspectives in United States History (American Revolution)</u></p> <p>Description of Reflection/Study: <u>Gather materials/documents that reflect/allow students to distinguish and analyze multiple perspectives regarding the American Revolution</u></p> <p>Connection to Instructional Outcomes: <u>This work is based on the NJCCCS Social Studies Standards, Content Skills, and district curriculum maps.</u></p> <p>Evidence of Outcome: Approved Lesson Plan/Curr. Map <input type="checkbox"/> Approved Activity/Work Product <input checked="" type="checkbox"/> Approved Journal/Diary Reflection <input checked="" type="checkbox"/> Approved - Other <input checked="" type="checkbox"/> <u>All work will be collected in an online portfolio (wiki, drop box) for evaluation and for colleagues to use/reference</u></p>
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