

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.

Portfolio Reflection Groups (PRG) allow for groups of educators to engage in a shared, documented dialogue revolving around classroom practice. Encompassing components of learning journals, teaching diaries, and professional development journals, PRG's create a focused discussion, supported by colleagues, around classroom documents or work products.

Aspects of RPG's include the idea that they are: group-oriented; voluntarily joined; focused by an identified work product; support teacher practice; and, are flexible in how they "meet". RPG's are outcome-oriented as they are focused on a work product and produce useable classroom documents.

Examples of PRG's could include the review of course unit tests (i.e., *aligning, increasing or refining higher-order questions, etc.*); topic exploration (i.e., how to vary, differentiate learning centers), instructional practice discussion (i.e., aligning selected homework assignments to support research simulation tasks in ELA), and/or classroom application projects (i.e., identifying how a document can be utilized in all parts of the lesson design process within the social studies classroom). Using the latter as ideas for PRG's, all staff are welcome to develop an idea, develop a cohort, and apply.

Portfolio Reflection Groups, 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>Applicant's name:</p> <hr/> <p>This application is for:</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>Cohort/Group Members, if applicable:</p> <hr/> <hr/> <hr/> <p>Meeting Expectation (Time/Days):</p> <hr/> <hr/> <hr/> <p>Evidence of Hours:</p> <hr/> <hr/> <hr/> <p>Approved by:</p> <p>Graham Peabody <input type="checkbox"/></p> <p>Selina Pewitt <input type="checkbox"/></p> <p>Approved Topic: _____</p> <p>Approved Hours: _____</p>	<p>Topic of Reflection/Study:</p> <hr/> <p>Description of Reflection/Study:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Connection to Instructional Outcomes:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Evidence of Outcome:</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/>
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