

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 2 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**.

Structured Independent Studies (SIS) give individual educators the opportunity to investigate, acquire, and apply the knowledge and skills essential to their instructional assignment. In other words, a SIS offers individuality and flexibility to the learning process, including choice of topic, setting, pacing, and learning style.

Aspects of SIS's include the idea that they: are voluntarily initiated; allow for individualized pacing; allow for a focus on special interests and/or abilities; fosters learning in a non-traditional setting; encourages resourcefulness; and, facilitates active participation and ownership. SIS'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 SIS's could include enrolling in a Massive Open Online Course (i.e., *Math is Everywhere: Applications of Finite Math* by Tim Chartier available @ <https://www.udemy.com/math-is-everywhere-applications-of-finite-math/>); an independent book study (i.e., *The Seven Daughters of Eve: The Science That Reveals Our Genetic Ancestry* by Bryan Sykes), topic exploration (i.e., rubric-based grading), instructional practice investigation (i.e., using professional magazines to increase and enhance content literacy), and/or classroom application projects (i.e., using a centers approach to investigate primary source documents). Using the latter as ideas for SIS's, all staff are welcome to develop an idea and apply.

Structured Independent Studies, 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/> <p>Connection to Instructional Outcomes:</p> <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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