

Page County Public Schools
Making a Difference..... One Student at a Time

Professional Development Portfolio Guidelines and Requirements

2010/2011 Academic Year

Why a Professional Development Portfolio?

Why does professional development matter? Simply stated, it matters because the quality of teaching is the MOST important factor in student success. A highly effective teacher (in the top 5% of all teachers) helps students learn, on average, the equivalent of a year-and-a-half of learning in a single year, while a highly ineffective one (in the bottom 5% of all teachers) only imparts a half-year of learning; thus the difference for students between the two teachers is year's worth of learning.¹

In recognition of the fact that the instructional personnel in Page County range in experience and expertise, and to allow individual control of activities to the degree possible under the guidelines, the portfolio allows for flexibility and choice in professional development. It embodies the division's belief that it is the obligation of every professional to strive to grow professionally.

What Makes Up A Professional Development Portfolio?

A portfolio implies a collection, a work in progress. Your professional portfolio serves to organize and document the activities you participate in this year. The requirement set forth is for 30 hours of staff development activities per year. Carryover points have been allowed; however, there is an expectation that every teacher will be involved in professional growth activities **every** year.

The Professional Development Portfolio Plan acknowledges that reading, discussion, observing/collaborating, and implementing new instructional strategies all meet the criteria for high-quality staff development **when** they are properly directed. While participating in training and attending workshops are allowable activities, they must relate directly to improving instruction and/or student achievement AND to the teacher's personal growth goals. It is the responsibility of the teacher to make this connection clear.

¹ Hanushek, E.A. (2002). Teacher quality. In L.T. Izumi and W.M. Evers (Eds.), *Teacher Quality* (pp.1-12). Stanford, CA: Hoover Press. Retrieved from <http://edpro.stanford.edu/hanushek/admin/pages/fiels/uploads/Teacher%20quality.Evers-Izumi.pdf>

Portfolio Requirements 2010/2011

The past five years of professional training in Page County Public Schools have been marked by a focus on the elements of what makes instruction effective, as evidenced in research, and the impact of lesson design. While classroom climate and good management skills are necessary elements in a successful classroom (where students achieve at high levels), the most important factor is the quality of the instruction the teacher plans and delivers. Literacy, defined as the ability to read with comprehension and to write purposefully, should be woven across and into every subject and grade level. It is the foundation for college readiness and student success. **Therefore, improving student literacy, in terms of increasing opportunities and support for strategic reading and purposeful writing, should be included as one goal in every portfolio.** It is a professional expectation that every teacher in our system will examine the effectiveness of their instruction, as measured by data related to student achievement, and set goals for professional growth that will contribute to the instructional goals of their school and/or the division. Portfolio activities must tie directly to these goals, and should impact in an observable, or measurable, way the instruction in the classroom.

Requirements for the coming year are as follows:

- Staff members will accumulate 30 points each year. Up to 5 points may be carried over from 2009/2010.
- Lord Fairfax Educational Consortium activities may be used for points, but as with all activities, the connection to your practice must be made explicit through completion of the personal reflection and rationale statements.
- Lesson design, in collaboration with a team, is an acceptable activity, but the effectiveness of the lesson, in terms of the assessment used to measure the lesson and student results, should be part of the submission.
- Trainings, conferences, readings, etc. that **do not related directly to instructional practice** may not be used for this portfolio. They may qualify for recertification purposes. Check with your principal.
- Allowable activities have been refined and expanded. If you have questions about how you can earn your points, or if an activity will count, please contact your principal or Donna Whitley-Smith

Completed Professional Development Records, with attached documentation provided, are due to your supervisor on April 1st. It is your responsibility to supply all needed information, including dates, points earned, and signatures as needed. Cards may be presented at the time an activity occurs for the principal's initials. Points should be totaled on the back of the card.

Professional Development Portfolio Activities and Documentation Required

Activity	Point Value	Required Documentation
Targeted peer observation	3 points per observation	Submission of targeted goal or “look for”, summaries of observation and follow-up discussion.
Collaboration on a lesson plan/assessment	5 points	Completed lesson plan template, assessment description and results
Literacy Skills Development Training	1 point/hour	Attendance documented on roll or sign-in sheet
Instructional conference	1 point/hour	Written summary and evidence of application to practice
Reflection on professional practice	5 point	One posting and two meaningful responses per month
Presentation to faculty	2 points	Outline of presentation; documentation on appropriate form by Principal
Technology Integration Activity	2 points	Description/lesson plan
Conduct a Training	10 points	Description of activity and roster list of those attending
Educational reading (article)	2 points	Article from recognized journal or educational source, cited, summarized, and critiqued
Educational reading (book)	5 points	Content or topic directly related to teaching field; key points summarized and application to practice discussed
Group Book Discussion	2 points per hour	Title, roster list of group, date and time of discussion
College/university class (must deal directly with instruction or effective classroom practice)	7 points per credit hour	Final Grade Report or transcript

Personal Professional Development Goals - 2010/2011

Name:

School:

List your personal development goals for the year (please list no more than three) and the school or county goal each addresses. As you complete activities for your portfolio, you should tie them to a goal, provide a rationale and reflection on your practice for each, and explain if/how the activity utilizes instructional technology.

1-a.

Personal Professional Goal:

1-b.

School/County Goal Addressed:

1-c.

Documented Portfolio Activity (you may have more than one activity for a goal) :

1-d.

Rationale and Reflection of each activity (one paragraph for rationale, one paragraph for reflection)

1-e.

Did this portfolio activity use technology? And if so, how and why?

Additional Activities

1-c.

Documented Portfolio Activity (you may have more than one activity for a goal) :

1-d.

Rationale and Reflection of each activity (one paragraph for rationale, one paragraph for reflection)

1-e.

Did this portfolio activity use technology? And if so, how and why?

Additional Activities:

1-c.

Documented Portfolio Activity (you may have more than one activity for a goal) :

1-d.

Rationale and Reflection of each activity (one paragraph for rationale, one paragraph for reflection)

1-e.

Did this portfolio activity use technology? And if so, how and why?

T	T	T	S	S	S	S	S	S
PURPOSE SETTING	MODELING	<p>AFTER READING, VIEWING, OR LISTENING</p> <ul style="list-style-type: none"> • how will students apply new knowledge in a new way? • how will students check to see if their understanding is correct? • how will students be prompted to reflect on what they learned? <p>[Also, Please Note: The Assessment Occurs in the After Phase]</p>	DISCUSSION	ORGANIZING	WRITING	VOCABULARY	UNDERSTANDING	
		ASSESSMENT:						

Discussion	Organizing	Writing	Vocabulary
Think-Pair-Share Authentic Questions Seed Discussions Group Pattern Puzzles Group Graphic Organizers Carousel Gallery Walk Concentric Circles Clock Buddies Group QARs Capsule Vocabulary	Power Thinking Pattern Puzzles Graphic Organizers Venn Diagram/Comparison Selective Underlining/Highlighting Column Notes History Frame/Story Map Sticky Notes Opinion-Proof/Conclusion-Support Problem-Solution	Summarizing Sum It Up Framed Paragraph Writing Template Journal/Learning Log RAFT Spool Paper Sentence Synthesis Word Combining	Word Map Concept of Definition Map Graphic Organizers Sentence/Word Expansion Word Combining Capsule Vocabulary Semantic Feature Analysis Journal/Learning Log

RATIONALE
<ul style="list-style-type: none"> • Why teach the lesson THIS WAY? • Why, given this lesson's objectives, are THESE the best strategies to choose and use? Be specific! • Explain why <u>this</u> sequence of activities best leads to cultivating the behaviors or performing the skills or displaying the knowledge called for by the objectives.

REFLECTION ON THE LESSON
<ul style="list-style-type: none"> • Was the lesson successful? How do you know? • What did you do with students who needed more support or time? • What did you do with students who already had mastered this content or mastered it quickly?

**Page County Public Schools-Professional Development Portfolio
Targeted Peer Observation**

“Teachers who discuss their work, identify their problems and challenges, and engage in inquiry on their roles and experiences support teachers’ learning about their practice through examination.” ~A. Weinbaum

Peer: _____ Teacher: _____
Subject: _____ Date: _____

1. Summary of the lesson observed.

SWBAT: _____

-
-
-
-
-

2. What did you like about the lesson observed?

3. What problems/challenges did you notice during the lesson observed?

4. What was the teacher’s role(s) during the lesson you observed?

5. What were the students’ role(s) during the lesson you observed?

6. What instructional strategies were used?

7. How did the teacher know their students understood the lesson’s objective?

**Page County Public Schools-Professional Development Portfolio
Targeted Peer Observation Discussion**

“Teachers, like all professionals, can further develop their expertise through focused discussion and analysis with colleagues and interested outsiders as they reflect on and improve their practice.” ~A. Weinbaum

Peer: _____ Teacher: _____
Subject: _____ Date: _____

1. Summary of the follow-up discussion.

-
-
-
-
-

2. What instructional strategies were considered effective by both people?

How do you know?

3. How often were all students engaged in the lesson?

How do you know?

4. What would you do differently as a result of the observed lesson?

5. Thoughts concerning the experience of peer observation.

Peer Poaching Documentation Form

Poaching ~ “To appropriate something as one’s own” according to Merriam Webster

Peer Poaching is a staff development opportunity that occurs within a school when one teacher observes another to gather instructional information for the purpose of improving their own instructional practices.

Colleagues are observed during a planning block, and “poached” ideas are recorded, along with date, time, and duration of the observation. Teacher being observed initials the form. You put it in your Professional Development Portfolio, and record it on the Professional Development Record.

NAME: _____

TEACHER OBSERVED: _____

INITIALS: _____ DATE: _____

TIME BEGAN: _____ TIME ENDED: _____

LESSON TOPIC: _____

SOL ADDRESSED: _____

INSTRUCTIONAL STRATEGY (S) OBSERVED: _____

NOTABLE PROCEDURES OR MANAGEMENT TECHNIQUES: _____

I PLAN ON POACHING _____

Results/ Reflection: _____

Samples of work, photos, other documentation available? ____ Yes ____ no
If so, please attach.

In-service Presentation Record Form

Name: _____ School: _____

Date/Location of In-service: _____

Presentation Topic: _____

Presentation length: _____ Preparation time: _____

Principal's sign-off: _____

Outline (Include here or attach):

Handouts attached: _____ **yes** _____ **no**

Instructional Strategy Presentation Record Form

Name: _____ School: _____

Date/Location of Presentation: _____

Topic or Strategy Covered: _____

Outline (Include here or attach a copy):

Instructional Conference Record Form

Name: _____ School: _____

Conference Attended: _____

Hours: _____ to _____ Date: _____

Total points earned: _____

Summary of instructional strategies or content information presented:

Evidence of application in your classroom: _____

Professional Development Reading Summary Form

Name: _____

School: _____

Article ____ **or Book** ____

Title/ Publisher:

Brief summary:

Your reflection on the article/book's relationship to your practice/your school:

Educational Video Discussion Group

List participants and school(s) assigned:

Title of Video: _____

Video's running time: _____ Meeting Date/length: _____

Date and time of discussion group: _____

Key points discussed (list):

Conclusions:
