

## Professional Learning Experiences, Levels, and Categories

<i>Levels and Categories</i>	<i>Characteristics</i>	<i>Evidence</i>	<i>Point Awards</i>
<b><i>Content and Professional Education Standards</i></b>			
<b>Knowledge</b> “What do I <u>know</u> that I didn’t know before?”	<ul style="list-style-type: none"> <li>Has expanded knowledge of the indicated goal and can describe, discuss or explain what it is</li> <li>Has attended a workshop or conference or read or heard about new knowledge/skills</li> <li>Has knowledge but hasn’t yet applied or practices the knowledge/skills</li> </ul>	Participation in activities that increase participants’ <b>knowledge/skill</b> about content and/or professional practices	<b>1 hour = 1 point</b> <ul style="list-style-type: none"> <li>Attendance with reflection of workshops or conferences, visits to other schools – 1 point = 1 contact hour of learning time</li> <li>Study groups – 1 point = 1 contact hour of discussion time</li> <li>Reading professional journals or books – 1 point/hour of reading time plus reflection</li> </ul>
<b>Application</b> “What am I <u>doing</u> that I didn’t do before?”	<ul style="list-style-type: none"> <li>Has developed a sense of expertise and confidence with the strategy and is able to apply appropriate strategies with ease and automaticity</li> <li>Engages in dialogue with peers about how to improve or enhance use of skill or behavior</li> </ul>	Evidence and/or artifacts that illustrate <b>application</b> of the strategy	<b>2 x the knowledge level points awarded for specific strategy</b> Evidence should include such items as: feedback from a peer coach or supervisor, notes or videotapes from feedback sessions, lesson plans, video tapes, logs, team meetings, management plans, artifacts representative of project.  Evidence will be documented over time and should not reflect only one time use.
<b>Impact</b> “What <u>results</u> am I getting?”	<ul style="list-style-type: none"> <li>Able to correlate the goal to student learning and school improvement</li> <li>Uses student achievement results to guide use and adaptation of strategy</li> <li>Trains or coaches others in use of the strategy</li> </ul>	Evidence and/or artifacts that demonstrate <b>impact</b> from the strategy	<b>3 x the knowledge level points awarded for specific strategy</b> Evidence could include: <ul style="list-style-type: none"> <li>Improved student academic performance</li> <li>Positive changes in student behaviors</li> <li>District or school policy change</li> <li>Application activities by others,</li> <li>Revision of district, grade level, or content area curriculum.</li> </ul> Evidence will be documented over time and reflect a change in practice.
<b><i>Service to the Profession</i></b>			
(Knowledge Level – 1 point/hr) “How have I served others in the profession”	<ul style="list-style-type: none"> <li>Able to perform activities that assist others in acquiring proficiency in professional practices or content</li> <li>Able to perform activities that directly relate to licensure of educators, accreditation processes, or professional organizations</li> </ul>	<b>Participation in activities that help others</b> in the profession expand their expertise	<ul style="list-style-type: none"> <li>Mentoring student teachers – 1 point/hr of mentoring time</li> <li>Service on accreditation teams – 1 point/hr served</li> <li>State and consortium committees, offices or committees in professional organizations, local committee work – 1 point/hour served</li> <li>Workshop presentations – 1 point/hour of presentation including preparation time</li> </ul>
<i>Excerpted from the Greenbush Staff Development Consortium Guidelines</i>			