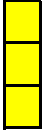




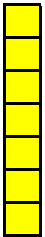
All cour



Course Ti



Professi
Expectatic



Course O
to accomp
additiona
for you be

This wor

1.

2.

Prerequis
to be men



Course D



Course C
a complet



Course A
objectives
expected f



Study Co
activities t



Ari

Demonstr
practice b
data colle



Ari

Reflection
there plan

Participan



Ari

Required
materials |



Evaluatio
objectives
acquisitor
use. Instru
participati
93%–100%



Participa
and deterr
of knowlec





Form DPS-A

Professional Development Application

(Used only for first-time courses and completed by instructor)

Information must be complete and legible.

ourses must relate to one or more district goals:

- To have a highly skilled and empowered staff.
- To have highly skilled instructional leaders.
- To have safe, orderly, and enriching schools and classrooms.

itle—Give the course a title that appeals to target audience and describes the inservice course content.

onal Standards—What professional standards are addressed in the expectations of this course? ons for graduate-level university work are appropriate.

- Standard 1**—Knowledge of Literacy
- Standard 2**—Knowledge of Mathematics
- Standard 3**—Knowledge of Standards and Assessment
- Standard 4**—Knowledge of Content
- Standard 5**—Knowledge of Classroom and Instructional Management
- Standard 6**—Knowledge of Individualization of Instruction
- Standard 7**—Democracy, Educational Governance, and Careers in Teaching

bjectives (Focus of Study and Rationale)—State, in generally measurable terms, what participants will be expected olish, do, complete, develop, construct, or analyze by successfully completing this course. **State at least one I reason** why this work is important to participants, school, department or team, and district. The first reason provided low is appropriate for all courses.

rk is important to participants, schools departments, teams, and the district because:

As adult learners, we will participate in a course of measurable learning that takes place over time (minimum of three months) and includes study, demonstration, reflection, and collaboration. Our learning will be measured by multiple examples of growth over time, such as lesson plans, questionnaires, and surveys.

sites—What are the requirements for people enrolling in this course? Do they need previous knowledge? Do they need nbers of a faculty, department, or team? What is the class size limit?

escription—Description should address in a succinct but appealing manner course content and/or topics covered.

ontent—List main topics and sub-topics in session-by-session outline form, providing sufficient information to present e overview of course content.

ctivities—Describe kinds of activities provided that will enable participants to achieve objectives listed in course above. List what assignments (for example, reading, writing, attending, observing, implementing) participants will be to complete, as well as a demonstration of the application of the learning in the classroom or work setting.

Component—What is the planned learning, and how will you and participants know they learned it? What are the activities that participants will study during the course? How will learning be documented over time?

ifacts

Reflection Component—How will participants document the application of their learning? How will participants show evidence before and after the learning? How will participants show the effects of new learning on student growth? Will there be reflection and analysis to provide next steps for learning and instruction?

ifacts

Feedback Component—Are there planned activities for participants to receive feedback and respond to the feedback? Are there planned activities for participants to discuss implications of new learning for practice, now and in the future?

Participants in this course work will be prepared to share with each other in meeting sessions.

ifacts

Texts, Readings, and Instructional Resources—Attach appropriate bibliographic reference for readings or other resources used in the course.

Evaluation—Specify the basis on which participant achievements will be assessed to determine if they have accomplished the objectives of this course. The evaluation must provide the opportunity and expectation for scholarly reflection of knowledge and/or should provide opportunities for participants to create or introduce relevant applications for their professional practice or creative peer evaluation procedures are appropriate. Include percentages for each expectation (for example, discussion—30%, project—40%, quiz—40%). If the class is not pass/fail, include the grade distribution as well (for example, 85%–92% = A; 75%–84% = B).

Measurement Criteria for Meeting Standard(s)—Use the Professional Development Rubric to specify participants' achievement and determine if objectives of the course were met. Criteria must provide the opportunity and expectation for scholarly reflection and knowledge acquisition. Creative peer evaluation under the guidance of the instructor is appropriate.