

Study Group Professional Development Program

The study group concept presents a way for educators to work in cooperative groups to identify issues and goals, research professional literature, share experiences, visit model programs, and problem-solve real situations related to student achievement. Study groups serve as a useful strategy for creating a network of information, communication, and commitment to support school improvement.

Organizing a Study Group:

1. Identify a group of 4-8 persons who are guided by a common purpose or goal. Teachers, administrators, support staff, parents, and other community representatives may be considered for inclusion in the group to build partnerships in the education process. If more than 8 people are interested in the study group, consider forming multiple groups that have the same focus.
2. Hold an organizational meeting to complete a Study Group Proposal Form. (This meeting cannot count toward the required 15 clock hours for credit.)
3. Submit a completed proposal form to Loess Hills AEA 13, Administrator for Staff Development for approval.

Criteria for Credit:

Clearly identify the issues or strategies to be addressed describing how they align with district school improvement plans or building goals. Be specific setting the goal(s) this study group will directly address.

To insure the integrity of the study group format for staff development/graduate credit and maintain the high quality of its intended purpose, the following criteria have been established:

- √ Alignment with School Improvement Plan Form (included with this proposal) must be completed by district superintendent or building principal and forwarded with proposal.
- √ Design specific outcomes for the study group (be specific). Focus clearly and distinctly on questions/issues to be answered.
- √ Develop an implementation and sharing plan.
- √ Maintain a record-keeping system to document time and activities to be completed. A meeting log (copy attached) for each meeting must be included with the final report, and these logs must be signed by a district administrator as verification of participation by group members.
- √ Groups are required to meet for no fewer than 15 clock hours and must contain a minimum of four (4) members. It is recommended that groups contain no more than eight (8) members.
- √ No activity can be implemented prior to approval of the proposal.
- √ Registration is required for each individual within the group requesting license renewal or graduate credit. Complete the appropriate form for the desired credit. The license renewal credit is \$60, Drake graduate credit is \$145, and Northwest Missouri State University (NWMSU) graduate credit is \$140.
- √ The key concept paper will serve as the group's final reflection and report. The team contact person must submit all forms no later than the date listed on the approved proposal.

Loess Hills Area Education Agency 13 does not discriminate based on gender, race, national/ethnic origin, creed, age, marital status, sexual orientation, or disability. Inquiries and grievances may be directed to the Affirmative Action Coordinator, Emily Nelson, P.O. Box 1109, Council Bluffs, IA, 51502, 712-366-0503,

STUDY GROUP CHECKLIST

Do not begin the Study Group until you receive approval notification and study group registration forms from Loess Hills AEA 13.

BEFORE STUDY GROUP BEGINS:

- Complete the Study Group Proposal form. **The proposal must be typewritten.**
- Complete the Study Group Participants form.
- Complete the Staff Development Study Group Alignment with School Improvement Plan form.
- At least three weeks** prior to desired start date, submit to **Professional Development** the following: a) proposal b) study group participants c) study group alignment with school improvement plan.
- Received approval notification and study group registration forms from Loess Hills AEA 13.

DURING COURSE OF THE STUDY GROUP:

- Complete the Study Team Meeting Log for each time met.
- Complete the Key Concept Paper for the study group.
- Self-evaluate the Key Concept Paper.

UPON COMPLETION OF THE STUDY GROUP:

- Complete the Loess Hills AEA 13 registration form for each participant who desires license renewal credit. This must be accompanied by a \$60.00 check made payable to Loess Hills AEA 13.
- Complete a Drake registration form for each participant who desires Drake graduate credit. This must be accompanied by a check for **\$145.00** made payable to Loess Hills AEA 13.
- Complete a NWMSU registration form for each participant who desires NWMSU graduate credit (NWMSU will bill the participant per credit). **(\$140.00)**
- Submit to Professional Development the following:
 - a) all registration forms and fees
 - b) completed time logs
 - c) Key Concept Paper.

For Office Use Only	
Date Received	_____
Date Approved	_____
Course Location	_____

STUDY GROUP PROPOSAL

(MUST BE TYPED)

District	Griswold Community Schools	Building	MS/HS (6-12)
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Title for this Group Differentiating Instruction with Technology Learning Teams
 (this title will be used on the registration form for credit)

Contact Person

Name	TJ Dunphy/Judith Griffin, Instructor of Record
	Gail Maxwell, Curriculum
Address	Griswold MS.HS
	20 Madison
	Griswold, Iowa 51535
Phone	712-778-2154

Estimated Date to Begin	August 16, 2007	Estimated Date to Finish	May 7, 2008
Time(s)	2:45-4:45 p.m.		

Type of Credit Desired (check all that apply)

License Renewal
 Administrative Renewal
 Graduate

Study Group Goals:

What issues/strategies related to student achievement and school improvement goals will be addressed by this group?

Instructional strategies that integrate technology to Differentiate Instruction will be implemented in all classrooms. The focus will be on instructional strategies that differentiate content, process and products. The study groups will plan and rehearse lesson plans incorporating the strategies, peer coach, reflect on and refine instructional practice, collect implementation data, and support each other in their work, including classroom demonstration and observation. They will also share examples of lessons taught that incorporated technology to differentiate instruction and engage students.

What are the outcomes/intended results of the study group's work? What evidence will indicate that student needs have or have not been met?

Participants will deepen their understanding of varied instructional strategies used in conjunction with Differentiated Instruction and will integrate appropriate technology into differentiated lessons. Additional intended results include increased student engagement in learning, increased integration of technology in differentiated learning activities, improved student mastery of course standards and benchmarks, and improved student achievement scores for all students.

List specific meeting dates and times. This must show 15 contact hours.

All study team meetings will be held from 2:45-4:45 p.m. unless otherwise noted.

8/29
9/12
9/26
10/10
10/17
11/7
11/14
12/5
1/9
1/30
2/13
2/27
3/5
3/26
4/9
4/30
5/7

Plan of action (detail the curriculum of study resources that will be involved, record keeping practices, how the results will be shared, and team roles).

The Professional Development Leadership team has developed individual teacher implementation logs and team meeting logs to be completed and submitted electronically to the building principal. The organizational meetings of the study teams will be Aug. 29, when agreements, leadership roles, and agendas will be adopted. By Oct. 10, the opportunity to sign up for credit via the AEA website will be offered.

The faculty will be divided into 4 study teams of 5-7 persons each, including the team facilitator(s). All teams will focus on technology integration and use of applicable software and/or web resources for Differentiating Instruction and student engagement.

The PDLT will meet monthly to assess progress, review implementation data and meeting logs, reflecting on and refining instructional practice, address areas of concern, and plan for the collaborative team process. The dates for these meetings are:

9/28, 10/19, 11/30, 12/14, 1/18, 2/15, 3/14, 4/4 from 6:45-7:45 a.m.

In order to provide you with appropriate and helpful resources, please indicate previous research or studies that have been completed by this group. Next, list any specific materials or resources available at Loess Hills AEA 13 that would be helpful to your study group.

3 August 2007

Return to: Professional Development Department
Loess Hills AEA 13
P.O. Box 1109
Council Bluffs, IA 51502

Literature Sources:

Robert Marzano (meta analysis), What Works in Classroom Instruction

Carol Ann Tomlinson, Meeting the Needs of Diverse Learners

Joellen Killion, Assessing Impact, Evaluating Staff Development

Beverly Showers, "Using the Iowa Professional Development Model to Accelerate Student Achievement: A Guide for Collaboration"

Northey, Handbook on Differentiated Instruction for Middle and High Schools

Amy Benjamin, Differentiated Instruction Using Technology: A Guide for Middle and High School Teachers

Flynn, Mesibov, Vermette, and Smith, Applying Standards-based Constructivism: A two-step guide for motivating middle and high school students

Center for Leadership in Education, Inc., Instructional Strategies How to Teach for Rigor and Relevance
RTEC WestEd," Technology Tips for Differentiated Instruction"

Other Sources:

Iowa Model Core Curriculum

Daggett's Framework for Rigor and Relevance

Differentiated Instruction Notebooks w/sample units from the AEA 13 Professional Library

Differentiated Instruction Videos produced by ASCD

How To Manual Developed by 2006-07 Pilot Group – includes tutorials, examples, vocabulary, troubleshooting tips, etc.

Technology Resources:

eInstruction CPS Units and Chalkboards

Tablet PC's w/One Note software

Online resources that are currently on Griswold's webpage or will be added during the school year

Web 2.0 Applications

**STAFF DEVELOPMENT STUDY GROUP
ALIGNMENT WITH SCHOOL IMPROVEMENT PLAN
(please submit with proposal)**

I have reviewed the Study Group proposal attached and assure that the issues, strategies, and outcome addressed and noted relate directly to this school district's and/or building-level school improvement plan.

District: Griswold Community School District

Building: Middle and High School

Signature of School Administrator/Position:

Date:

3 August 2007

Return to: Professional Development Department
Loess Hills AEA 13
P.O. Box 1109
Council Bluffs, IA 51502

(COPY AS NEEDED)

3 August 2007

Return to: Professional Development Department
Loess Hills AEA 13
P.O. Box 1109
Council Bluffs, IA 51502

STUDY GROUP PARTICIPANTS

(please submit with proposal)

Name		Type of Credit:
District		<input type="checkbox"/> License Renewal
Building		<input type="checkbox"/> Graduate
Work Phone		

Name		Type of Credit:
District		<input type="checkbox"/> License Renewal
Building		<input type="checkbox"/> Graduate
Work Phone		

Name		Type of Credit:
District		<input type="checkbox"/> License Renewal
Building		<input type="checkbox"/> Graduate
Work Phone		

Name		Type of Credit:
District		<input type="checkbox"/> License Renewal
Building		<input type="checkbox"/> Graduate
Work Phone		

Name		Type of Credit:
District		<input type="checkbox"/> License Renewal
Building		<input type="checkbox"/> Graduate
Work Phone		

Name		Type of Credit:
District		<input type="checkbox"/> License Renewal
Building		<input type="checkbox"/> Graduate
Work Phone		

(COPY AS NEEDED)

STAFF DEVELOPMENT STUDY GROUP

Study Team Meeting Log

(complete all parts of this log for each meeting and submit upon completion)

Date Meeting Time

Focus of this meeting

Team Members Present:

- | | |
|-------------------------|-------------------------|
| 1. <input type="text"/> | 2. <input type="text"/> |
| 3. <input type="text"/> | 4. <input type="text"/> |
| 5. <input type="text"/> | 6. <input type="text"/> |
| 7. <input type="text"/> | 8. <input type="text"/> |

Goal(s) for this meeting:

Ideas or strategies generated during meeting:

Reflections on this meeting (What did you learn?):

Assignment(s) for the next meeting:

I verify that the above-named members did participate in the meeting described herein.

Signature of Contact Person

(COPY AS NEEDED)

Signature of Administrator

Loess Hills AEA 13
Key Concept Paper for Study Groups
Graduate or License Renewal - One Credit
(Submit upon completion)

This plan is intended to help you reflect upon and synthesize your learning as you begin the process of implementation of the concepts learned in the study group. Since you are working as a group, your group is asked to submit a paper of approximately five pages. This paper should be a reflection on the experience of the study group, discussing specific strategies and how you plan to use them in school improvement efforts.

Identify a minimum of **five** instructional technology strategies that you have learned that have made an impact on the way you teach and on your students' engagement and achievement.

For each concept:

- √ Describe how the strategy is new or different from what you have done before.
- √ Describe how you plan to/have implement(ed) the strategy focusing on the goal of improving current practices and student learning.

Evaluation criteria for graduate credit or licensure renewal will be as follows:

According to State Professional Development criteria, attendance is expected at all sessions. If a participant is absent for 1 or 2 sessions, the time must be made up. The instructor of record will agree with the participant on a make-up plan. This will include a reading assignment with summary notes (1 absence) and/or a lesson plan design with self-evaluation based on the presentation of the lesson (2 absences). If 3 or more sessions are missed, a grade of "incomplete" may be assigned and additional make up work will be assigned to be completed within 1 academic year, as directed by the instructor of record.

To receive a letter grade of an A, the key concept paper will

- Clearly and thoroughly describe five or more instructional technology strategies. These will include ways that your instruction with technology differentiated content and/or process for the benefit of student learning.
- Describe peer coaching and peer observation of colleagues teaching technology integrated DI strategies and discuss the benefits or difficulties encountered throughout the process of peer coaching and peer observation
- State the desired outcomes and direction toward school improvement (student achievement).

To receive a letter grade of a B, the key concept paper will

- Identify a minimum of five technology integrated DI Strategies and assessment strategies and will thoroughly cover three to four of the identified strategies.
- Briefly describe peer coaching and peer observations that were experienced by the group

- Appropriately state the desired outcomes and direction toward school improvement (student achievement).

No grade less than a B will be awarded. If work does not meet the A or B criteria, credit will not be earned.

License renewal credit will be issued to participants who have successfully completed the criteria for graduate credit.

The study group will self-evaluate their work. Please place the grade earned for the paper on the cover of the project before it is submitted to Loess Hills AEA 13 with all of the final documentation.