Professional Development Handbook
INTRODUCTION

This handbook represents the collective efforts of the District Curriculum and Professional Development Committee to develop a professional development philosophy and activities for the Abington Public Schools. The Committee hopes that the handbook will serve as a reference to all staff members as they implement their own Individual Professional Development Plan.

This year’s professional development offerings are the result of goals identified at the state, district, school and individual levels. This year’s professional development offerings reflect the Abington Public Schools Vision 2020 Strategic Plan. Curriculum development for certain disciplines under the Five Year Review and Update Plan will continue to be central at all levels.

Major initiatives include: Abington Educator Evaluation System, Common Core State Standards, RETELL, MCAS/PARCC, curriculum development, and assessment. In addition, ongoing initiatives include: Research for Better Teaching, Studying Skillful Teaching, Data Teams, Mentoring and Peer Assistants. Mandated professional development includes specific training in: Civil Rights, SPED Regulations, Accommodation in Diverse Learning Needs, Prevention of Discrimination and Harassment, ELL, Title One, Physical Restraint, Medical Emergency Response Plans, Mandated Reporting and 51As.

Professional development can take many forms. Traditional conferences and workshops, formal courses, peer coaching/mentoring, study groups, publishing, individual research, district professional development offerings and online courses continue to be paths faculty members may take to reach the district’s and individual’s professional development goals. The Abington Public Schools continue to work on professional development initiatives with other school districts/collaboratives such as the North River Collaborative and READS Collaborative. To receive PDPs all professional development activities must meet the Department of Elementary and Secondary Education’s guidelines (see link to DOE website- http://www.doe.mass.edu/pd/).

Staff members are encouraged to serve as facilitators or in some other way to play an active role in professional development. Research indicates that teachers learn best when they actively participate in their own education and when they can interact with others at the building or district levels.

Of utmost importance in the professional development process is your input, which helps the Committee identify individual and group needs and priorities. Each school has representation on the Curriculum and Professional Development Committee. All staff members are urged to contribute to system wide planning for professional development activities via their building representatives. Staff needs, comments and suggestions will continue to be a driving force in professional development in the Abington Public School System around the identified key initiatives. Please keep this in mind as you attend workshops and conferences that may serve as valued resources for your colleagues in the future.
The Curriculum and Professional Development Committee of the Abington Public School District believes the ongoing professional development of its staff is an essential ingredient for the continuous growth and improvement of Abington’s school community. The Abington Public School District strives to develop a comprehensive professional development program that addresses the diverse interests and needs of all staff, while providing students with a curriculum and learning environment appropriate for a changing technological and global society.
The mission of the Abington Public Schools is to provide all students with relevant, challenging educational experiences to prepare them to be engaged, responsible citizens and members of the global community.

Guiding Beliefs

*We believe in:*

- making decisions in the best interests of students.
- supporting all students in achieving success.
- fostering the physical, intellectual, technological, social, emotional, and artistic development of our students.
- creating a safe, tolerant, supportive, organized, and equitable learning environment.
- providing challenging educational experiences that build character.
- developing self discipline and personal responsibility.
- promoting creativity, problem solving, effective communication, and critical thinking skills.
- cultivating the educational partnership among home, school, and community.
- nurturing a culture of collaboration, collegiality, and mutual respect.
- encouraging staff initiative and innovation.
- implementing professional development that is essential for effective instruction and improved student learning.
- reviewing and updating curriculum, instruction, and assessment in a regular cycle.
- recognizing that effective and appropriate technology is essential for teaching and learning.
- inspiring all students to become life-long learners.
Vision Statement

The Abington Public School District, in partnership with families and the community, is a model school system that provides opportunities for all students to think critically and creatively, communicate effectively, and act responsibly to achieve their highest potential in academics, arts, and athletics.

We are dedicated to providing state of the art resources for teaching and learning, technology, and facilities in an environment that is safe and supportive, enabling students to become life-long learners.

Our students are prepared to face the challenges of the future in an ever-changing world.

Goals and Objectives

Teaching and Learning

1. To improve student performance through curriculum, instruction, and assessment.

   1.1 Provide rigorous and relevant curriculum and instruction in an optimal learning environment.

   1.2 Analyze student performance data from a variety of sources to make informed decisions.

   1.3 Commit time and resources for meaningful collaboration and high quality professional development.

Technology

2. To maximize opportunities provided by technology to transform teaching and learning.

   2.1 Provide all staff and students access to current hardware and software, achieving one to one computing ratio.

   2.2 Develop technology literacy curriculum for all students.
2.3 Continue to provide professional development in instructional technology.

2.4 Provide appropriate instructional technology support.

2.5 Commit to a regular plan to evaluate, consider, and acquire emerging technology.

Finance and District Operations

3. To obtain and responsibly manage equitable, predictable, and sustainable funding for educational programs, facilities, and operations.

3.1 Collaborate with the community, local, state, and federal officials to obtain sustainable and predictable financial support.

3.2 Provide transparency and encourage community participation in the budgetary process.

3.3 Plan and secure funding through traditional and alternative sources, in order to provide state-of-the-art facilities, infrastructure, technology, and other capital projects.

3.4 Provide relevant professional development in the area of technology to maximize data management and business continuity.

Facilities

4. To provide state-of-the-art facilities.

4.1 Secure the necessary votes to support the renovation, expansion, and/or construction of school facilities.

4.2 Present required Massachusetts School Building Authority (MSBA) applications and have them accepted and funded.

4.3 Begin work on MSBA and town funded projects as soon as possible.

4.4 Continue to avail ourselves of alternative funding sources for maintenance and upgrades to school facilities.

Community Support

5. To generate strong community support for the school district.

5.1 Create and implement a plan to effectively communicate the achievements of the students and staff of the Abington Public Schools.
5.2 Increase family and community participation in the educational process and the life of the schools.

5.3 Broaden our students' awareness of their responsibility to participate in their community.

5.4 Build strong community support for education through the approval of the annual budget and special budget requests at town meeting.
Thinking about offering a professional development session for your colleagues this year?

Please know that a professional development session can be offered before or after school as a study group or meeting as well as during Professional development time during the school day.

One requirement of professional development sessions is that they be research based and many teachers thinking about offering PD may wonder if what they want to offer fits that definition. See if what you want to share fits the definition of “Teacher Research” activity below:

**What Do Teacher Researchers Do?**

From [http://gse.gmu.edu/research/tr/TRdefinition.shtml](http://gse.gmu.edu/research/tr/TRdefinition.shtml)

- Develop questions based on their own curiosity about their students' learning and their teaching
- Investigate their questions with their students systematically documenting what happens
- Collect and analyze data from their classes including their own observations and reflections
- Examine their assumptions and beliefs
- Articulate their theories
- Discuss their research with their colleagues for support as "critical friends" to validate their findings and interpretations of their data
- Present findings to others
- Talk to their students
- Give presentations
- Write about their research (school-wide publication, national) and participate in teacher research web sites, online forums, and email communications

If what you are thinking about fits this description, please submit a professional development proposal. The Curriculum and Professional Development Committee [CPDC] will review your proposal with the attached rubric in order to offer you feedback and guidance.
PROFESSIONAL DEVELOPMENT THEME* PROPOSAL

Title of Theme: ______________________________________________________________________________________________

What content knowledge will this provide? _________________________________________________________________________

Format:

_____ Theme Facilitated by a Staff Member(s)/Consultant(s) _____ Curriculum Study Committee

_____ Study Group of District Professionals _____ Individual Study Committee _____ Other_____________________

Target Audience: ___________________________________________________________

Minimum/Maximum Number of Participants (if applicable) ______________________

Preferred Location: _________________________________________________________

Brief description including general format and what participants will know and be able to do as a result of this theme:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

General description of how this theme will be covered on all professional development days (use back if needed):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Resource Requirements: _____________________________________________________

_____ Lap Top/IPAD _____ LCD Projector

_____ Technology Lab _____ Microphone

_____ Easel and Newsprint _____ Other_________________________________________

Presenter(s)/Team Study Group Facilitator(s): _____________________________________________

______________________________________________________________________________

Email(s): __________________________________________________________________________

______________________________________________________________________________

*A theme of professional Development is defined as a focused and sustained area of study to be explored over the course of the year. Please return this proposal to your Principal.

For Use by Curriculum and Professional Development Committee Only

_____ Approved Date:

_____ Approved with the following recommendations (on back) Date:

_____ Returned to contact person to re-submit with the following changes (on back) Date:

Thank you for offering to provide or facilitate a professional development session for your colleagues. Please read through the rubric to see if your proposal needs any adjustment to better fit district or school-wide goals. If you would like additional information or assistance as you plan your session, do not hesitate to contact your building’s Curriculum and Professional Development Committee representative or your Principal.
### Professional Development Ratings

<table>
<thead>
<tr>
<th>HIGH QUALITY PD RUBRIC</th>
<th>Meets Expectations</th>
<th>Approaches Expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meets Identified School Or District Needs:</strong></td>
<td>Addresses goals in district/school vision or mission statements, school improvement plans, or individual teacher professional development plans for certification.</td>
<td>Connection to district documents is unclear</td>
<td>Goals are not related to district documents</td>
</tr>
<tr>
<td><strong>Creates A Strand Of 10 Hours:</strong></td>
<td>Increases or deepens a teacher’s content knowledge in the subjects which they teach and which address state academic standards</td>
<td>Plan to increase or deepen participant’s knowledge base is unclear</td>
<td>Does not increase or deepen content knowledge of participants</td>
</tr>
<tr>
<td><strong>Impacts Student Learning Directly:</strong></td>
<td>Increases achievement for all students in an area identified by review of an assessment or student work as an area of weakness. Increases achievement for a particular subgroup of students who require differentiated instruction to reach proficiency goals.</td>
<td>Plan to increase achievement is unclear</td>
<td>Does not lead to increased achievement</td>
</tr>
<tr>
<td><strong>Provides Training In Use of Technology:</strong></td>
<td>Increases or deepens a teacher’s knowledge of technology for instruction, assessment or analysis of student work</td>
<td>Plan to increase or deepen technology knowledge is unclear</td>
<td>Does not increase or deepen technology knowledge of participants</td>
</tr>
<tr>
<td><strong>Guided by Scientific Research:</strong></td>
<td>Examines an instructional strategy or an assessment that has been proven to promote student achievement, almost always identified by an author or publisher of the materials in use.</td>
<td>Research base is unclear</td>
<td>Does not examine a strategy proven to promote student achievement</td>
</tr>
<tr>
<td><strong>Part Of The Process Of Teacher Research:</strong></td>
<td>Raises questions about what teachers observe about their teaching and their students' learning. Collects student work in order to evaluate performance. Reviews student work as data to analyze in order to examine the teaching and learning that produced it.</td>
<td>Parts of the process of teacher research is unclear</td>
<td>Does not play a role in the teacher research process</td>
</tr>
</tbody>
</table>
### Professional Development Proposal Evaluation Guidelines

<table>
<thead>
<tr>
<th>High Quality Professional Development</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meets Identified School Or District Needs:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Addresses goals in district/school vision or mission statements, school improvement plans, or individual teacher professional development plans for certification.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creates A Strand Of 10 Hours:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Increases or deepens a teacher’s content knowledge in the subjects which they teach and which address state academic standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Impacts Student Learning Directly:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Increases achievement for all students in an area identified by review of an assessment or student work as an area of weakness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Increases achievement for a particular subgroup of students who require differentiated instruction to reach proficiency goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Provides Training In The Use Of Technology:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Increases or deepens a teacher’s knowledge of technology for instruction, assessment or analysis of student work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Guided by Scientific Research:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Examines an instructional strategy or an assessment that has been proven to promote student achievement, almost always identified by an author or publisher of the materials in use.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part of The Process Of Teacher Research:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Raises questions about what teachers observe about their teaching and their students’ learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Collects student work in order to evaluate performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reviews student work as data to analyze in order to examine the teaching and learning that produced it.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Professional Development Reflection Form

The Curriculum and Professional Development Committee (CPDC) needs your opinion on the workshop you attended today. Please take a few minutes to think about the following statements and indicate your degree of agreement. All survey results are considered when determining next year’s professional development offerings. YOUR OPINION CAN MAKE A DIFFERENCE!

<table>
<thead>
<tr>
<th>SA = Strongly Agree</th>
<th>A = Agree</th>
<th>D = Disagree</th>
<th>SD = Strongly Disagree</th>
<th>NA = Not Applicable</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The facilitator was knowledgeable about the topic and responsive to the needs and interests of the participants.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
<tr>
<td>This workshop increased my understanding of the learning process and/or provided me with useful strategies to improve student participation and/or academic achievement.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
<tr>
<td>As a result of this workshop, I am better prepared to meet diverse academic needs of students.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
<tr>
<td>As a result of this workshop, I am better prepared to meet the social, emotional and/or physical needs of students.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
<tr>
<td>I am clear about the connection between the workshop content and the Common Core State Standards</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
<tr>
<td>The workshop increased my content knowledge.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
<tr>
<td>The information presented increased my ability to use student data to assess learning and inform instruction.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
<tr>
<td>As a result of this workshop, I am better equipped to incorporate technology into my teaching practice.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
<tr>
<td>Participating in today’s workshop was a good use of my time.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>NA</td>
</tr>
</tbody>
</table>

I wish CPDC would offer a workshop on the following topic(s):

__________________________________________________________________________

Please use this space to make any additional comments:

Thank you so much for your opinion. It really does make a difference!
ABINGTON PUBLIC SCHOOLS

PROCEDURE FOR PROCESSING CONFERENCE/WORKSHOP REQUESTS

Below are listed the procedural guidelines for the processing of conference/workshop requests that all staff members will be expected to follow.

1. A Conference/Workshop Request Form along with a copy of any available supportive data (registration form, brochure, etc.) must be submitted to the building principal at least 2 weeks in advance of the scheduled date of the professional activity.

2. The principal will review the merits of the request for professional leave with the appropriate director or department head and provide a written evaluation of the request in the space allotted on the request form.

3. If the principal is recommending that the request be approved, he/she will forward the Conference/Workshop Request Form to the Superintendent.

4. The Superintendent’s Office will communicate a response to the request to the principal who in turn will notify the appropriate director/department head and staff member.

5. The principal, when necessary, will make arrangements for substitute coverage. The staff member granted the leave will provide plans for the substitute.

6. The staff member for whom the Conference Request is approved will be responsible for completing the conference registration form and will do so through the principal and/or appropriate department.

7. Registration fees and, if applicable, lodging arrangements are to be made through the use of purchase orders. If the vendor will not accept a purchase order and the staff member still wishes to attend, he/she will have to make payment and be reimbursed by the school district. A cancelled check(s) and a receipt(s) will be required for reimbursement, accompanied by the “Request for Reimbursement – Professional Development Form.” Please note that as a tax-exempt entity, the Town will not reimburse any tax incurred.

8. Staff members receiving professional leave will be expected to either provide the principal and the department head/director with a written summary of the professional activity or they will make arrangements to share appropriate information and material with other staff members at a faculty meeting, department meeting or in-service program.

9. The normal practice will be allow only one teacher from a school or department to attend a particular professional activity on any given day.

10. While PDPs are no longer awarded for attendance at a professional conference, educators are eligible to receive 30 PDPs the first time they make a presentation at a professional conference in a five-year renewal cycle. In addition, educators who attend a professional conference may extend their learning by developing a school based activity or curriculum, or by publishing written material as described in the Department of Education Recertification Guidelines. These activities will assist educators in earning PDPs for recertification.
ABINGTON PUBLIC SCHOOLS
CONFERENCE/WORKSHOP REQUEST FORM

(Please refer to the Procedure for Processing Requests before completing this form.)

Submitted by: ____________________________  Date: ________________

School: ________________________________  Department: ______________

Conference/Workshop Theme: ________________  Date: ________________

Site: ____________________________________________

While PDPs are no longer awarded for attendance at a professional conference, educators are eligible to receive 30 PDPs the first time they make a presentation at a professional conference in a five-year renewal cycle. In addition, educators who attend a professional conference may extend their learning by developing a school-based activity or curriculum, or by publishing written material as described in the Department of Elementary and Secondary Recertification Guidelines. These activities will assist educators in earning PDPs for recertification.

Purpose of the Conference/Workshop

Projected Expenses

Registration Fee: ________________________________  Travel: ______________

Other (Please list- Receipts required)  Total: ____________________________

Note: As a tax-exempt entity, the Town will not reimburse any tax incurred.

Department of Evaluation of Request

Comments:

Signed: _________________________________________

Name  Position

Building Principal

Substitute Necessary:  Yes ( )  No ( )

Recommend Approval:  Yes ( )  No ( )

Signed: _________________________________________

Name  Position

Disposition

Yes ( )  No ( )  Follow-up Required:
ABINGTON PUBLIC SCHOOLS

REQUEST FOR PAYMENT

CURRICULUM WORKSHOPS

NAME______________________________

DATE______________________________

REASON____________________________

AMOUNT__________ $30.00 per hour__________

# OF HOURS WORKED__________________

TOTAL DUE____________________________

______________________________  EMPLOYEE SIGNATURE

______________________________  DIRECTOR/DEPT HEAD OR
COORDINATOR SIGNATURE

______________________________  SUPERINTENDENT
SIGNATURE

______________________________  ASSISTANT SUPT. FOR BUSINESS AND
FINANCE SIGNATURE
<table>
<thead>
<tr>
<th>NAME</th>
<th>DATE</th>
<th>REASON</th>
<th>AMOUNT</th>
</tr>
</thead>
</table>

Mileage:
From Abington to

# Miles_________________________ x $.555/mile x 2 ways

Note: Commencing July 1, 2011 Mileage Reimbursement Rate $.555

Employee Signature__________________________________________

Superintendent of Schools____________________________________
Abington Public Schools
Request for Professional Development Points

Dates of Professional Development sessions:

Total number of hours:

Topic of Study:

Goals of Individual Professional Development Plan addressed:

Written document or pre-approved product of Study:

Date submitted to Office of Pupil Personnel Services for PDPs:_______________________________

Signature of Educator:

_________________________________________________________________________________

*Signature of Principal:_________________________________________________________________

*Please note that the Principal’s signature is documenting that the educator’s study is consistent with the goals of his/her Individual Professional Development Plan and meets the criteria of the approved proposal.
ABINGTON PUBLIC SCHOOLS
GUIDELINES FOR STUDY GROUPS

The Purpose of Study Groups:
- To implement curricular and instructional innovations
- To collaboratively plan school improvement
- To study research on teaching, learning and assessment

Forming a Study Group or Self-Directed/Independent Study Project:
- Identify a small group of people who are interested in a similar topic (six is an ideal number).
- Identify a study group leader-leadership is informal and can be rotated among members.
- Consider inviting parents, paraprofessionals, educators who are presently not employed by a school district and/or educators from other school districts or collaboratives to be a part of the group. Heterogeneity enhances interaction.
- Complete proposal to facilitate a study group or self-directed/independent project.

Operational Guidelines:
- Study groups should meet weekly for at least an hour. Study groups can meet before or after school, in the evenings at a member’s home, or other mutually agreed upon site.
- Each study group should meet for a minimum of ten (10) hours per school year.
- PDPs may be awarded at a rate of 1 PDP per clock hour with an observable demonstration of learning that could be a written product or pre-approved product.
- Study groups should agree upon the topic/area of study and the anticipated outcome of the group’s work (i.e. a curriculum unit).
- Study groups need to complete a proposal and have it approved by the appropriate Department Head, Director or Curriculum Coordinator. The proposal is then submitted to the building Principal for approval. Lastly, the District’s Curriculum and Professional Development Committee must approve the proposal. Please send it to the Office of Pupil Personnel Services.
- Study groups should identify professional scientific research-based sources of articles or materials to be read by participants. These should be documented in the proposal. A Summary of Research Based Material form must be completed with each article review.
- All members need to sign the Study Group Activity Log for each session. A designated member can complete a summary of the group’s activities for that
session.

- All members need to complete the Request for Professional Development Points form after they have completed the ten (10) hours.

**Conducting a Study Group:**

- Identify a facilitator and recorder for each meeting.
- Recorder should complete a summary of the group’s activities for each session on the Study Group Activity Log.
- The group should discuss professional scientific research based articles and agree upon future readings. A recorder should note key points from the article, member’s feedback and the implications for student learning, progress or improved instruction using the Summary Research Based Material form each time researched is viewed.

**School Based Activity:**

- Educators may earn PDPs for developing and implementing an activity for students, parents or teachers that incorporates the learning standards of the curriculum frameworks.
- Educators may earn 1 PDP per clock hour with a maximum of thirty (30) points in all in a five-year cycle when the school based activity is distributed or implemented within a local school, district or university. *Educators may count PDPs from school-based activities toward the recertification content area of the certificate.*
- Examples of school-based activities:
  - Design and coordinate a series of Family Mathematics Nights within a school.
    - Design and coordinate extended learning activities for students.
    - Design and implement a series of seminars for teachers and/or parents.
ABINGTON PUBLIC SCHOOLS

Proposal for Study Group or Self-Directed/Independent Study

Please complete the following proposal and submit to the appropriate Department Head/Director or Curriculum Coordinator for approval. The proposal is then submitted to the building Principal for approval. Lastly, the Principal will send the proposal to the Office of Pupil Personnel for approval by the District’s Curriculum and Professional Development Committee.

1. Topic to be researched/studied:
2. Anticipated source(s) of professional research based readings:
3. Names of participants:
4. Anticipated number of sessions:_______
5. Start date:_____________ Completion date:_____________
6. Anticipated end product:
7. How will this product enhance learning, teaching, or leadership?
8. Signature of Study Group Leader_______________________________
9. Signature of Dept. Head/Chair/ Coor. ____________________________
10. Signature of Building Principal _________________________________

For Use by Curriculum and Professional Development Committee Only

_____Approved
_____Approved with the following recommendations (on back):
_____Returned to study group leader to re-submit with the following changes (on back):
Abington Public Schools

Study Group Log

Session number:___________

Date:_________________________

Time started:________         Time ended:__________

Study group participants’ signatures:

__________________________________     ___________________

__________________________________     ___________________________________

__________________________________     ___________________________________

__________________________________     ___________________________________

__________________________________     ___________________________________

Summary of the Study Group’s Activities:
Abington Public Schools

Summary Research Based Material

To meet the criteria of Highly Qualified Professional Development, study groups must use professional scientific research based material.

<table>
<thead>
<tr>
<th>Title of Article:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Journal:</td>
</tr>
<tr>
<td>Volume___ Number___ Date___</td>
</tr>
<tr>
<td>Name of Author/s:</td>
</tr>
<tr>
<td>Publishing Co.:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title of Book:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Chapter:</td>
</tr>
<tr>
<td>Name of Author/s:</td>
</tr>
<tr>
<td>Publishing Co.:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Website:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

Date material was viewed:________________________

Topic:

Ideas Expressed / Members feedback:

Implications for our students learning or progress:

Implications for improved teaching or instruction: