

Independent Study Model

Application for Professional Development Credit

An Independent Study

- ♦ Is learning that is **designed** and **individually guided** by the participant.
- ♦ Is data driven and linked to school and district goals.
- ♦ Can take many forms, but is structured in four phases:
 - ♦ Identification of a problem or need based on data
 - ♦ Development of a goal and a plan to achieve that goal
 - ♦ Participation in an extended learning activity which, at some point, includes collaboration with other educators
 - ♦ Preparation of a summary report and product that describes the results of the learning

Sample Extended Learning Activities for Achieving Independent Study Goals:

Expanding your professional knowledge and skill base through:

- ♦ Development and implementation of an instructional unit for standards-based curriculum that reflects student needs
- ♦ Development and implementation of assessments for standards-based curriculum that reflect student needs.
- ♦ Completion of a pre-approved undergraduate college course intended to strengthen content knowledge in a specific field, i.e. art, science, math, literacy **
- ♦ Use of case studies to monitor and evaluate instruction and student learning
- ♦ Translation of travel experience into classroom instruction and tools that are useful to improved student learning

*** Undergraduate courses in Spanish and Technology no longer require prior approval or completion of an independent study application to be accepted for professional development/salary credit.*

Underlying Assumptions of Professional Development

- ♦ Continuous learning and reflection lead to improved professional practice and/or increased student learning.
- ♦ Adults learn well by structuring their own learning.
- ♦ Collaborative problem solving fosters efficacy and interdependence among staff.
- ♦ Learning that is designed by the individual(s) must be research based, data driven and centered on student learning.
- ♦ Learning must be linked to district, school, and professional growth goals.
- ♦ Effective professional development generates results that are talked about and shared with students and colleagues.



The Independent Study Model has been developed to encourage professional educators to become formally engaged in the study of instruction and student learning.



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Professional Development Application – Rubric and Checklist

Components	Needs Improvement	Proficient	Advanced/Exceeds Expectations
<p>Data/Background Information</p> <p><i>What data/background information did you use to determine the need for this project?</i></p> <p><i>What did the data/background information tell you?</i></p> <p><i>How does this align with your school improvement goals?</i></p>	<p>___ Little or none</p> <p>___ Data/ background information not specifically stated</p> <p>___ Analysis of data/background information not apparent</p> <p>___ No school improvement goal mentioned</p>	<ul style="list-style-type: none"> ◆ Pertinent and accurate ◆ Data/ background information is specific and clearly stated. ◆ Data/background information was analyzed and used in setting goals. ◆ Clear description of alignment with school improvement goals. 	<ul style="list-style-type: none"> ◆ Pertinent, accurate, multiple sources of data/background information ◆ Data/background information is specific, thorough and clearly stated. ◆ Multiple types of data/background information were used in analysis in order to set goals. ◆ Clear description of how the project will impact school improvement goals.
<p>Goals</p> <p><i>Is this project driven by goals of quality?</i></p> <p><i>How do your goals relate to your data/background information?</i></p> <p><i>How will completing this project result in improved professional practice and/or increased student learning?</i></p>	<p>___ Goals are not specific, attainable, or rigorous</p> <p>___ Little or no connection among goals and data/background information</p> <p>___ It is unclear how the goal will lead to improved professional practice and/or increased student learning.</p>	<ul style="list-style-type: none"> ◆ Goals are specific, attainable and rigorous. ◆ Connection is clear among goals and data/background information. ◆ It is clear how the goal will lead to improved professional practice and/or increased student learning. 	<ul style="list-style-type: none"> ◆ Goals are specific, attainable, measureable, and rigorous. ◆ Connection is clear among goals and data/background information. ◆ It is evident the goal is based on a review of literature and best practices to improve professional practice and/or to increase student learning.
<p>Summary Product</p> <p><i>What will you produce as evidence of your progress in attaining your goals?</i></p> <p><i>What are the connections among the data/background information, goals, and summary product?</i></p>	<p>___ It is not clear how the summary product will be evidence of progress in attaining goals.</p> <p>___ Few or no connections among data/background information, goals, and summary product</p>	<ul style="list-style-type: none"> ◆ It is clear how the summary product will be evidence of progress in attaining goals. ◆ Connections are clear and logical among the data/background information, goals, and summary product. 	<ul style="list-style-type: none"> ◆ The summary product will be evidence of progress in attaining goals and will include provisions for further study. ◆ Data/background information, goals, and the summary product are aligned with each other and with district and state standards.

Independent Study Model

Comments



Components	Needs Improvement	Proficient	Advanced/Exceeds Expectations
<p>Collaboration</p> <p><i>How will you collaborate with building and district personnel to assure alignment with school improvement goals and/or district direction?</i></p> <p><i>How will you collaborate with colleagues throughout the project?</i></p>	<p>___ Little or no provision has been made for involving building and district personnel.</p> <p>___ Little or no collaboration is built into the design and implementation of the project.</p>	<ul style="list-style-type: none"> ◆ Provision has been made for involving building and district personnel in an advisory capacity in the design of the project. ◆ All members of the project group are involved in the design and implementation of the project. 	<ul style="list-style-type: none"> ◆ Provision has been made for involving building and district personnel in an advisory capacity in the design and implementation of the project. ◆ All members of the project group are involved in the design and implementation of the project. In addition, provision has been made for networking and disseminating key learnings beyond the project group.

Comments:

Checklist

This checklist is a tool to guide you through the professional development application process. Before submitting the proposal, 1) check to be certain that your application is **complete**, that you have all the necessary components, and 2) use the rubric to self-assess the **quality** of your application.

- _____ Clear title that describes the project/course
- _____ Name, address, telephone number of leader/instructor
- _____ School(s) and/or department represented by leader/instructor
- _____ Beginning and ending dates of project/course
- _____ Meeting dates of project/course (exceptions: independent study and on-line projects)
- _____ Meeting times of project/course (exceptions: independent study and on-line projects)
- _____ Match between meeting times and amount of credit requested
- _____ Match between meeting times and type of credit requested
- _____ Indication of compensation for leader/instructor
- _____ Self-assessment of the quality of the application using the Professional Development Application Rubric on pp. 1-2

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Independent Study Application

- ◆ This application must be submitted to the Office of Professional Development for written approval a minimum of THREE WEEKS prior to the first session. This time frame will allow for modification, if needed.
- ◆ The application must be aligned with both district and school improvement goals.
- ◆ The application forms are available online on the St. Vrain Valley School District Web Site under Professional Development.
- ◆ **Keep a copy of the completed application packet.** Submit the online application to the Office of Professional Development.

Independent Study Title _____

Participant Name _____

Mailing Address _____

City _____ State _____ Zip _____

Work Phone _____ Home Phone _____

School _____

Beginning Date _____ Ending Date _____

Independent Study Professional Development Credit and Participant Fees

Licensed Staff

One-half (.5) semester hour of credit is equal to 8 contact hours. One semester hour of credit is equal to a **minimum** of 15 contact hours.

.5 Semester Hr.
\$15

1 Semester Hr.
\$15

2 Semester Hrs.
\$30

Type of credit

Professional Development Credit ONLY

Participants may use professional development credit for Colorado Licensure requirements **only**. This type of credit may not be used for movement on the district salary schedule. This type of credit may be earned during the contracted day as well as outside contract time.

Professional Development and District Salary Credit

District Salary Credit may be applied both to Colorado Licensure and to movement on the district salary schedule. **All contact hours for district salary credit must occur outside contract time.**

Classified Staff

1 - 15 Contact Hours
\$5

16 - 30 Contact Hours
\$10

Indicate the total number of contact hours for this course _____ (i.e., 2, 4, 6, 8, etc.)

All contact hours for professional growth credit must occur outside contract hours.

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If you are applying for Independent Study Credit for any other undergraduate course, please send a copy of the course description, the number of credit hours and a schedule of the dates and times of the course to the Office of Professional Development at the same time you submit your application.



Data/Background Information

What student, classroom, school, or district data/ background information did you use to help you determine your Independent Study focus and goals?

What does this data/background information tell you?

How does this study align with your school improvement goals?

Goals

What are the goals for this study?

How do your goals relate to your data/background information?

How do you anticipate that this study will result in improved professional practice and/or increased student learning?

Summary Product

Describe the product that will be evidence that you are making progress toward attaining your goals. Be sure the summary product aligns with your data and goals. The **summary product must be a concrete product that will be submitted** to the Office of Professional Development upon completion of your study.

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Independent Study Application

Collaboration with Building and District Contacts

Before beginning an independent study, **you must consult with appropriate building and district staff as advisors** in the design of your study to assure its alignment with school and district improvement goals. List the names of those you have involved and indicate clearly the extent of their involvement. Ideally, these contacts will be involved as advisors in **both the design and implementation** of the study. Be sure to include your building principal as one of your contacts.

Collaboration with Colleagues

An independent study requires some collaboration in **both its design and implementation**. Ideally, provision should be made to disseminate the information to colleagues. How will you ensure collaboration in this study?

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Register for Credit

1. Go to <http://www.stvrainopd.org>
2. Click on Online registration as shown in the picture below.

STEP 1: Click "Online Registration."

Home Page
Staff
PD Models
Course Options
Induction Program
Calendar
Special Events
Articles
Awards
Resources
Grants

Office of Professional Development

The Professional Development Program of St. Vrain Valley School District is designed to reflect the District's strategic plan and the specific goals of the Board of Education

As we constantly monitor the needs of our staff, students and community, we will make adjustments in the scope of designed professional development opportunities.

Please note that HOMEWORK is an expected part of all SVVSD professional development classes.

Online registration Registration for professional development courses **can only be done** through the on-line registration system. It is your responsibility to see that you are registered **BEFORE** the first session of your class in order to receive credit. You will still need to pay for your course(s) by check or cash. **Please submit a separate check for each course** to Jean Jennings in the Office of Professional Development and indicate the course name on the check After successful registration and payment you will receive confirmation of space in your class by e-mail.

3. Click on logon.

Please Read

You must **LOGON** before you can register for any session. Complete instructions can be downloaded - see below.

Logon here -> [logon](#)

Mac users: [Click Here](#)

Once you have successfully Logged On, **your LogOn ID will appear just below the Icons at the top of the screen.**

The logon page will require a Username and Password. Click on the **Logon** button as shown in the picture below.

I AM ALREADY IN THE SYSTEM

You were hired before July 1, 2002 or have logged on before.

You already have an ID and Password for this site. Please enter them below and click on the Logon button.

User ID:

Password:

Independent Study Model



- After logging on, find a class by clicking on the icons at the top of the screen as shown in the picture below.



- Click on the blue underlined class name.

1) While you click on each category, 2) Enter an optional keyword, 3) Click on the Go button, 4) Your results will appear at the bottom of the page.

Optional Keyword

Note: [A] indicates available sessions. Click on the course name for more information or to register.

The following are Upcoming Conferences

Opportunities for Classified Staff
Organization
 ↻ [Communication Is Our Business \[A\]](#)

Instruction and Assessment
Coaching Model
 ↻ [Did They Learn What I Taught \(and how will I know\)? \[A\]](#)
Professional Study Group Model
 ↻ [Integrating Math Standards with Technology \[A\]](#)

- Click on the blue start date for the session you wish to take.

Start	Time	Days	Location	Status
8/17/2004	8:00AM-4:00AM	1	Centennial BOCES	

- Click on the "Registration" button at the bottom of the screen.
- Fill in any missing personal and school information.
- Click on **Submit Registration** at the bottom of the page.
- The screen will confirm registration. A confirmation email will be sent to the email address entered in the system so make certain that your e-mail address is correct.

Independent Study Model



INDEPENDENT STUDY GUIDELINES

Expectations of Participants

- ♦ Participant submits a quality summary product as defined in the summary product rubric on p.11.
- ♦ Participant collaborates, at some point, with other educators.

Timeline

<p>Three weeks prior to beginning your Independent Study, please submit:</p> <ul style="list-style-type: none">♦ The online application	<p>Within two weeks following completion of the Independent Study please submit:</p> <ul style="list-style-type: none">♦ Individual Reflection (p. 12)♦ Summary Product (p. 13)♦ Independent Study Session Log (p.14)
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Credit

- ♦ The application must be completed and approved before any contact hours can be accumulated for credit.
- ♦ Receiving credit is dependent upon submission of quality summary products as defined in the summary product rubric on p. 11. This submission must be within two (2) weeks from completion of the project.
- ♦ For each semester hour of credit, you must log fifteen (15) contact hours. The minimum amount of credit that may be earned is .5 semester hours, and the maximum amount on any given project is 2 semester hours.
- ♦ Partial credit is not available for incomplete work.
- ♦ Salary credit is available for projects that directly support district and school improvement goals, have prior approval, and are scheduled **outside** of contracted work hours.

Support

- ♦ The Office of Professional Development maintains a resource center that has single and multiple copies of current books, journals and videos. These resources can be accessed through your school's interlibrary loan or checked out from the Colorado Room at the Learning Services Center.
- ♦ Because of the collaboration with the St. Vrain Valley School District and the University of Colorado School of Education, additional resources can often be coordinated for professional development efforts. For a list of potential resources from the university, contact the clinical professors in the Office of Professional Development.

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Accessing District Transcripts

1. Open your computer's Internet Browser (e.g. Explorer or Netscape).
2. Go to the Office of Professional Development Web site which is: <http://www.stvrainopd.org>.
3. Click on Online registration as shown in the picture below. This link goes to a logon screen.

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4. After the red Please Read direction on this logon screen, click on logon.

Office of Professional Development
Course information and registration

Please read

You must **LOGON** before you can register for any session. Complete instructions can be downloaded - see below.
Logon here **Logon**

Once you have successfully Logged On, your LogOn ID will appear just below the Icons at the top of the screen.

When you register for your first class, please check your personal information. Make needed corrections and additions to make sure that the information in the registration system is correct. **Especially your e-mail address** This personal information is used to insure that you are correctly registered and to maintain your personal transcript.

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The logon page will require a Username and Password. Click on the **Transcript/Status** button as shown in the picture below

I AM ALREADY IN THE SYSTEM

You were hired before July 1, 2002 or have logged on before.

You already have an ID and Password for this site. Please enter them below and click on the Logon button.

User ID:

Password:

Each employee has an individual transcript page as shown in the picture below. At this screen, completed credits are shown under Courses Taken as well as Current Courses. Click on the blue underlined [Printer Friendly Transcript](#) to print a copy of the transcript screen.

[Printer Friendly Transcript](#)

Courses Taken

* Verified additional information - Hold cursor over for more information.

Course Name	Session Start Date	End Date	Grade Credits	Credit Type	Hours
Integrating Online Instructional Resources	349 11/11/2002	4/21/2003	2	Professional Development	30
Instructional Mentor Training	484 8/14/2003	8/14/2003	1.5	Professional Development/Salary Credit	22

Totals		
Type	Credits	Hours
Professional Development	2	30
Professional Development/Salary Credit	7.5	112

For an official transcript, print a copy and bring it to the Office of Professional Development at the Learning Services building for a district seal.

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Summary Product Rubric

Components	Needs Improvement	Proficient	Advanced/Exceeds Expectations
<p>Organization <i>Are the materials submitted in an organized way?</i></p> <p><i>Are all the necessary materials included?</i></p>	<p>___ Lack of clear organization</p> <p>___ Missing 1 or more of the required materials: ___ Individual reflections ___ Summary product(s) ___ Explanation/guide to summary product ___ Attendance reports ___ Session summary logs ___ Final roster and credit record</p>	<p>◆ Clearly organized</p> <p>◆ Submitted materials are complete.</p>	
<p>Summary Product <i>Is the summary product aligned with data/background information and stated goals?</i></p> <p><i>Does the summary product demonstrate increased participant learning in focus area of study?</i></p> <p><i>Does the summary product have implications for improved professional practice and/or increased student learning?</i></p>	<p>___ Summary product is not aligned with data/background information and stated goals.</p> <p>___ It is unclear what learning has occurred.</p> <p>___ Summary product does not include implications for improved professional practice and/or student learning.</p>	<p>◆ Summary product is aligned with data/background information and stated goals.</p> <p>◆ Summary product is evidence of the learning that has occurred.</p> <p>◆ Summary product includes implications for improved professional practice and potential for increased student learning.</p>	<p>◆ Summary product is evidence of the learning that has occurred and makes recommendations for next steps in learning.</p> <p>◆ Summary product includes clear evidence of improved professional practice and/or increased student learning.</p>
<p>Collaboration <i>What collaboration with building and district personnel has occurred during the project?</i></p> <p><i>What collaboration has occurred with colleagues?</i></p>	<p>___ Little or no evidence of collaboration with building and district personnel</p> <p>___ Little or no evidence of collaboration with colleagues</p>	<p>◆ Evidence of involving building and district personnel in an advisory capacity in the design of the project.</p> <p>◆ Evidence of collaboration with colleagues in the design and implementation of the project</p>	<p>◆ Evidence of involving building and district personnel in an advisory capacity in the design and implementation of the project.</p> <p>◆ Evidence of collaboration with colleagues in the design and implementation of the project. In addition, evidence of networking and disseminating key learnings beyond the project group</p>

Comments:

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Summary Product Requirements

Participants will submit a two-part summary product demonstrating the impact of the Independent Study experience. Parts I and II must be submitted to the Office of Professional Development as evidence of learning before credit is awarded. Use p. 11, the summary product rubric, as you complete Part I and II.

Part 1 Individual Reflection

Directions:

The reflection must be based on evidence of learning gathered throughout the Independent Study. The questions below can be used as a guide.

- ♦ What was meaningful to you as a learner?
- ♦ How did your interaction with colleagues strengthen/weaken the experience?
- ♦ How did the Independent Study impact your professional practice in your classroom, school, or district?
- ♦ How does the Independent Study experience connect with your professional growth goals?
- ♦ What, if any, are next steps in your learning? Where do you go from here?

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Part II Summary Product

The purpose of the summary product is to develop a useful product that demonstrates an increased understanding in the area of study and shows progress in attaining specific goals. In addition, this product must be useful to an improvement in professional practice and/or an increase in student learning. Use p. 11, the summary product rubric, as you complete Part II.

Product Examples

- ◆ Instructional unit for standards-based curriculum
- ◆ Assessments for standards-based curriculum
- ◆ Transcript indicating successful completion of an undergraduate college course from an accredited university or college
- ◆ Curriculum and/or instructional plan based on analysis of case studies
- ◆ Portfolio of artifacts (i.e. from educational travel) with accompanying **specific** classroom applications
- ◆ Plan for dissemination of new learnings
- ◆ Article for professional development newsletter or other professional publication

There are different ways to show what you have learned. The product may be submitted in a variety of formats, i.e. project study questions & answers, report, chart, diagram, videotape, power point. **Be sure that a clear explanation or guide to the product is included.**

Documentation Checklist

Within two weeks after the final work session, the participant is responsible for submitting the following materials in one folder or notebook to the Office of Professional Development:

- Individual Reflection (p. 12)
- Summary Product(s) (p. 13)
- Independent Study Session Log (p. 14)

Independent Study Session Log



Independent Study Title _____

This information is required documentation for the Independent Study. It must be included in the Summary Product at the completion of the Independent Study activities.

The participant will document the following for all Independent Study activities.

Date	Time: List beginning and ending time of activity or session	What was accomplished? Ideas, Insights and Implications gained from each session	Next steps? (What do you plan to do with the information you gained from each session?)

Subtotal of time on project (this page): _____ (In clock hours) _____

Cumulative hours to date: _____

[Duplicate this sheet as needed]