

# Process Model

## Application for Professional Development Credit

### A Process Model Project

- ♦ Is a group of teachers who collaborate to develop a **concrete** product to address problems and issues that arise in the teaching and learning process.
- ♦ Is data driven and linked to school and district goals.
- ♦ Most often requires teachers to acquire new knowledge or skills to be able to complete the work.
- ♦ May need to be completed in phases over time.
- ♦ May include a combination of these phases of activity:
- ♦ Identification of a problem or need based on data
- ♦ Development of a response or plan which addresses the identified problem or need
- ♦ Implementation of a plan or development of the product
- ♦ Preparation of a summary product and report that describes the results of the learning

### Sample Extended Learning Activities for Achieving Process Model Goals:

- ♦ Development of measurable school improvement goals based on student performance and/or data/background information
- ♦ Development of **school-wide** recommendations for continuous improvement based on student performance and/or data/background information i.e. leveled books, rubrics and assessments, classroom management systems.
- ♦ Development of **district-wide** recommendations for continuous improvement based on student performance and/or data/background information, i.e. textbook adoption, common assessments, modification of standards, data storage and retrieval systems.
- ♦ Development of a program implementation plan and/or evaluation system
- ♦ Design of a new professional development program or course
- ♦ Participation in collaborative grant writing (Board of Education approval is required prior to writing any grant.)
- ♦ Design and implementation of educational events, i.e. summer conferences, parent night activities, etc.

### Underlying Assumptions of Professional Development

- ♦ Continuous learning and reflection lead to improved professional practice and/or increased student learning.
- ♦ Teachers, working together in collaboration can develop strategies for addressing many of the persistent problems of education.
- ♦ Collaborative problem solving fosters efficacy and interdependence among staff.
- ♦ Adults learn well by structuring their own learning.
- ♦ 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.



"Participants acquire important knowledge or skills through their involvement in ongoing school and \ or district process work. Such involvement often causes changes in attitudes or provides acquisition of skills as groups work toward the solution of a common problem or goal."

*Dennis Sparks and  
Susan Loucks-Horsley*





## Table of Contents

<b>Professional Development Application Rubric and Checklist ....</b>	<b>1-2</b>
<b>Process Model Application .....</b>	<b>3-5</b>
Register for Credit.....	6-7
Process Model Guidelines .....	8
Access Transcripts.....	9-10
Participant Fees and Team Leader Compensation.....	11
Team Leader Responsibilities.....	12-13
<b>Summary Product Requirements.....</b>	<b>14-16</b>
Summary Product Rubric.....	14
Individual Reflection.....	15
Team Summary Product.....	16
Process Model Session Log.....	17
Summary Attendance Record.....	18
Final Roster and Credit Record - Licensed Staff.....	19
Final Roster and Credit Record - Classified Staff .....	20

# PROCESS MODEL



## Professional Development Application – Rubric and Checklist

Components	Needs Improvement	Proficient	Advanced/Exceeds Expectations
<p><b>Data/Background Information</b></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"> <li>◆ Pertinent and accurate</li> <li>◆ Data/ background information is specific and clearly stated.</li> <li>◆ Data/background information was analyzed and used in setting goals.</li> <li>◆ Clear description of alignment with school improvement goals.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pertinent, accurate, multiple sources of data/background information</li> <li>◆ Data/background information is specific, thorough and clearly stated.</li> <li>◆ Multiple types of data/background information were used in analysis in order to set goals.</li> <li>◆ Clear description of how the project will impact school improvement goals.</li> </ul>
<p><b>Goals</b></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"> <li>◆ Goals are specific, attainable and rigorous.</li> <li>◆ Connection is clear among goals and data/background information.</li> <li>◆ It is clear how the goal will lead to improved professional practice and/or increased student learning.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Goals are specific, attainable, measureable, and rigorous.</li> <li>◆ Connection is clear among goals and data/background information.</li> <li>◆ 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.</li> </ul>
<p><b>Summary Product</b></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"> <li>◆ It is clear how the summary product will be evidence of progress in attaining goals.</li> <li>◆ Connections are clear and logical among the data/background information, goals, and summary product.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The summary product will be evidence of progress in attaining goals and will include provisions for further study.</li> <li>◆ Data/background information, goals, and the summary product are aligned with each other and with district and state standards.</li> </ul>

Comments:

# PROCESS MODEL



Components	Needs Improvement	Proficient	Advanced/Exceeds Expectations
<p><b>Collaboration</b></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>___ Little or no provision has been made for involving building and district personnel.</p>	<p>◆ Provision has been made for involving building and district personnel in an advisory capacity in the design of the project.</p>	<p>◆ Provision has been made for involving building and district personnel in an advisory capacity in the design and implementation of the project.</p>
<p><i>How will you collaborate with colleagues throughout the project?</i></p>	<p>___ Little or no collaboration is built into the design and implementation of the project.</p>	<p>◆ All members of the project group are involved in the design and implementation of the project.</p>	<p>◆ 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.</p>

**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

# PROCESS MODEL



## Process Model 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.

It is recommended that a Process Model include a minimum of four (4) participants.

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.

Process Model Project Title \_\_\_\_\_

Team Leader(s) \_\_\_\_\_

Work Phone \_\_\_\_\_ Home Phone \_\_\_\_\_

School \_\_\_\_\_ Anticipated Group Size \_\_\_\_\_

Beginning Date \_\_\_\_\_ Ending Date \_\_\_\_\_

## Process Model 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 time.**

Team Leader Compensation (p. 11)

Option 1

Option 2

# PROCESS MODEL

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## Process Model Application

*Please review the rubric on pp. 1-2 as you complete this part of the application.*

### Type of Process/Project (Select only ONE)

- |   |   |
|---|---|
| <input type="checkbox"/> School Improvement Project                                     | <input type="checkbox"/> Professional Development Program or Course Design    |
| <input type="checkbox"/> School/ District Task Force or Project                         | <input type="checkbox"/> Grant Writing (Board of Education approval required) |
| <input type="checkbox"/> Instructional Unit Development for Standards- Based Curriculum | <input type="checkbox"/> School/District/Community Educational Event          |
| <input type="checkbox"/> Program Implementation and/or Evaluation                       | <input type="checkbox"/> Other (Please describe) _____                        |
- 

### Data/Background Information

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

What does the data/background information tell you?

How does this project align with your school improvement goals?

### Goals

What are the goals for this project?

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

How will this project 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 project.



## Process Model Application

### Collaboration with Building and District Contacts

Before beginning a process project, **you must consult with appropriate building and district staff as advisors** in the design of your project 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 in **both the design and implementation** of the process project. Be sure to include your building principal as one of your contacts.

### Collaboration with Colleagues

A Process Model project requires collaboration of all Process Model members in **both the design and implementation** of this project. How will colleagues share in the responsibility for design and implementation of this project? Ideally, provisions should also be made to disseminate this information to colleagues beyond the project group.

If participation in this course is **restricted or limited**, please explain.

Is there a maximum number of participants you will accept? If so, how many?

### Logistics:

For approval, **all** meeting dates, locations, and times must be listed below.

**All Meeting Dates:** \_\_\_\_\_

**All Locations:** \_\_\_\_\_

**All Times:** \_\_\_\_\_

# PROCESS MODEL



## 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."**

**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](#)

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

Mac users: [Click Here](#)

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:



# PROCESS 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) Click on the Home icon. 2) Click on the View By Category icon. 3) Click on the View By Alpha icon. 4) Click on the View By Month icon. 5) Click on the View By Location icon. 6) Click on the View By Interest icon. 7) Click on the View By Instructor icon. 8) Click on the Print A Catalog icon. 9) Click on the View Locations icon.

10) 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
<u>8/17/2004</u>	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 send to the email address entered in the system so make certain that your e-mail address is correct.

# PROCESS MODEL

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## Process Model Guidelines

Instructors and facilitators are responsible for ensuring that credit is awarded on the following expectations. The information on this page must be shared with all participants.

### Expectations of Participants

#### Attendance

Participants need to be prompt and attend **each entire** session to receive credit.

Absences due to exceptional situations may be excused by the team leader for no more than 20% of the total contact hours. The participant is responsible for demonstrating knowledge and skills in areas missed due to absence. **No credit will be awarded if a participant misses more than 20% of the contact hours for any reason.**

#### Participation

Team leaders are selected by the participants to provide leadership and to act as a liaison between the team and the Office of Professional Development.  
(See Team Leader Responsibilities, pp.12-13)

Team members share responsibility in the design and implementation of the project.

The team members consult the rubric on pp. 1-2 to complete the application and ensure its approval.

Team members participate actively and thoughtfully throughout the project.

#### Quality Work

Team members submit quality summary products as defined in the summary product rubric on p. 14.

#### Credit

The application must be completed and approved before any contact hours can be accumulated for credit.

Receiving credit is dependent upon attendance, participation, and submission of quality summary products as defined in the summary product rubric on p. 14.

Receiving credit is dependent upon completion of all required materials within two (2) weeks of completion of the project.

Because this is a collaborative model of professional development, the team must meet together at least 2/3 of the time (10 hours for a 15 hour project). One third of the time (5 hours for a 15 hour project) members can work independently, but must clearly document their individual time.

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.

With the exception of the team leader, each participant will receive the **same** amount of professional development/salary credit.

Partial credit is not available for incomplete work or attendance.

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.

# PROCESS MODEL



## 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.

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.

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

**Office of Professional Development**  
Course information and registration

Home View By Category View By Alpha View By Month View By Location View By Interest View By Instructor Post A Catalog View Locations Contact Us

**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.

# PROCESS MODEL



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.



## PARTICIPANT FEES, REGISTRATION TEAM LEADER COMPENSATION

### Participant Fees and Registration

A participant fee of \$15 per semester hour applies to Process Model projects.

Team leader will ensure that participants complete online registration and payment within one week of the first session.

### Number of Participants

To provide an optimal learning experience and to cover the expenses associated with the Process Model, it is recommended that there be a minimum of 4 participants. If fewer than four (4) participants form a Process Model project, there will be no option of additional compensation available for the team leader. **However, the registration/credit fee for the team leader will be waived.**

#### Team Leader Compensation – Option 1

*Option 1 is available to team leaders of Process Model projects of one (1) semester hour credit or more.*

Registration/credit fee will be waived for the team leader(s).

#### Additional Credit:

+ .5 Additional .5 semester hour of professional development/salary credit will be awarded to the team leader/facilitator for a one (1) semester hour project.

+1.0 Additional 1.0 semester hour of professional development/salary credit will be awarded for a project approved for two (2) semester hours of credit.

Leadership responsibilities can be shared **only** when the group size exceeds ten (10) participants who **complete** the project.

If team leader responsibilities are shared between two team members, each will receive .5 semester hours of additional professional development/salary credit as described above. There can be a maximum of two (2) team leaders per project.

Salary credit can be earned only if the activities are scheduled **outside** contracted work hours.

#### Team Leader Compensation – Option 2

*Option 2 is available to team leaders of Process Model projects with four (4) or more participants.*

Registration/credit fee will be waived for the team leader(s).

The team leader(s) receives the same number of credit hours as the participants.

The team leader(s) will also be paid a stipend of \$100.00 per semester hour for planning, facilitation and documentation responsibilities or \$50 per .5 semester hour.

Leadership responsibilities can be shared **only** when the group size exceeds ten (10) participants who **complete** the project.

If team leader responsibilities are shared, each will receive a stipend as described above. There can be a maximum of two (2) team leaders per project.

Salary credit can be earned only if the activities are scheduled **outside** contracted work hours.





## Team Leader Responsibilities

### Organization

Involve building and district personnel in forming and designing a Process Model project.

Access the application on-line and download it to share with the team.

With the team, use the rubric on pp. 1-2 to complete the application.

Submit online application to the Office of Professional Development at least three weeks prior to the beginning of the first session. This timeframe will allow for modification as needed.

Ensure that ALL participants complete online registration and payment within one week following the first session. By accessing the online Course Attendance Sheet which gives up-to-date registration and payment information, the team leader(s) will know who has paid and who has not paid.

### Process for accessing session information:

Go to the registration page: [www.stvrainopd.org](http://www.stvrainopd.org)

Click on Online Registration.

Arrow down and click on Instructor Logon.

Your Logon ID is the first four letters of your last name and 0000.

Your password is the same.

Click on Instructor Sessions.

Click on the start date for your class.

Arrow down and you can see the names of the people in your class

Click on Attendance Sheet to print a Course Attendance Sheet. A little '1' by a name means that person has not yet paid.

### Expectations

Provide leadership and act as a liaison to the Office of Professional Development.

Collaboratively develop project goals, session goals, and agendas with the group.

Collaboratively, set norms for the group.

Review accomplishments from previous session at the beginning of each session.

Review district Process Model expectations with the group. (See p. 8.)

**Because this is a collaborative model of professional development, the team must meet together at least 2/3 of the time (10 hours for a 15 hour project). One third of the time (5 hours for a 15 hour project) members can work independently, but must clearly document their individual time.**

Keep group focused and actively involved.

Encourage punctuality and attendance. Discourage early departure from sessions.

Provide opportunities for input and ongoing evaluation of the Process Model experience.

Ensure that each participant meets the requirements for completing his or her individual reflection and that **the entire group** shares in the responsibility of the completion of the Team Summary Product.



## Team Leader Responsibilities (cont')

### Attendance

Take accurate attendance at each session by having participants sign in using the Course Attendance Sheet.

Download and print a copy of the Course Attendance Sheet for **each** class session.

Transfer sign-in information to the Summary Attendance Record (p. 18).

Submit the completed Summary Attendance Record with the sign-in Course Attendance Sheets attached.

Resolve disputes regarding attendance that affect credit.

### Timeline

<p><b>Three weeks prior to beginning your project, please submit:</b></p> <p>The online application</p>	<p><b>Within two weeks following completion of the project, please submit:</b></p> <p>Individual Reflections (p. 15) Team Summary Product(s) (p.16) Process Model Session Log (p. 17) Summary Attendance Record (p. 18) Final Roster and Credit Record (p. 19 or 20)</p>
<p><b>Within one week following the first session, be sure that:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> The team leader has accessed the online Course Attendance Sheet which gives up-to-date registration and payment information.</li><li><input type="checkbox"/> All participants have completed online registration and submitted payment.</li></ul>	

### 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.

# PROCESS MODEL



## Summary Product Rubric

Components	Needs Improvement	Proficient	Advanced/Exceeds Expectations
<p><b>Organization</b> <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><b>Summary Product</b> <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><b>Collaboration</b> <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:**



# PROCESS MODEL

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## Summary Product Requirements

Participants will submit a two-part summary product demonstrating the impact of the Process Model experience. Participants will work individually [Part I] and as a team [Part II] developing the summary product. Parts I and II must be submitted to the Office of Professional Development as evidence of learning before credit is awarded. Use p. 14, the summary product rubric, as you complete Part I and II.

### Part 1 Individual Reflection

#### Directions:

Each participant, including the team leader, must complete a thoughtful reflection. The reflection must be based on evidence of learning gathered throughout the Process Model project. 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 project impact your professional practice in your classroom, school, or district?

How does the experience connect with your professional growth goals?

What, if any, are next steps in your learning? Where do you go from here?

# PROCESS MODEL

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## Part II Team 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. 14, the summary product rubric, as you complete Part II.

### Product Examples

- Measureable school improvement goals
- Revised curriculum based on standards and/or student performance data
- Standards-based instructional units
- New or revised classroom management system
- New policies
- Rubrics and assessments
- System for program implementation and/or evaluation
- Design for professional development program or course
- Completed grants
- Documentation of artifacts from a planned and completed school related event
- 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 team leader is responsible for submitting the following materials in one folder or notebook to the Office of Professional Development:

- Individual Reflections (p. 15)
- Team Summary Product(s) (p. 16)
- Process Model Session Log (p. 17)
- Summary Attendance Record (p. 18)
- Final Roster and Credit Record (p. 19 or 20)
- Time Card for Team Leader(s) if Compensation Option 2 has been selected

# Process Model Session Log



Process Model Project Title \_\_\_\_\_

Process Model Dates \_\_\_\_\_ Team Leader(s) \_\_\_\_\_

This information is required documentation. It must be included in the Summary Product at the completion of the Process Model experience.

The Process Model Team Leader will document the following for all Process Model 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]



# PROCESS MODEL

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## Final Roster and Credit Record Licensed Staff Participants Only

This is the final roster for those participants who have successfully completed the Process Model requirements including the Team Leader(s). Submit with final documentation materials.

Process Model Title \_\_\_\_\_

Team Leader(s) \_\_\_\_\_

Participant's Name (last, first)	School or Department	Sem. Hrs. Awarded	Type of Credit	
			Prof. Dev. only	Prof. Dev. & Salary
Example: Brown, Susan	South Elem.	2	✓	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

\_\_\_\_\_

\_\_\_\_\_  
Signature(s) of Process Model Leader(s)

\_\_\_\_\_  
Date

# PROCESS MODEL

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## FINAL ROSTER AND PROFESSIONAL GROWTH CREDIT RECORD

### Classified Staff Participants Only

This is the final roster for those participants who have successfully completed the Process Model requirements including the Team Leader(s). Submit with final documentation materials.

Process Model Title \_\_\_\_\_

Team Leader(s) \_\_\_\_\_

Participant's Name (last, first)	School or Department	Contact. Hrs. Awarded
Example: Smith, Susan	North Elem.	6
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

\_\_\_\_\_

Signature(s) of Process Model Leader(s)

\_\_\_\_\_

Date