

Reflection on Professional Development Activity

SEND THIS FORM TO KATHY SWIFT WITHIN THREE DAYS OF DATE OF ACTIVITY

Directions:

To make your experience more meaningful, within three days of the professional development activity, please take some time to reflect and then answer these questions to consider how you could apply what you have learned. When you have finished your response, send it to Kathy Swift, Professional Development Facilitator, at the high school. Once you have completed it and met standard, your name will be sent to Bev Schaedler who distributes the CEU certificates. This form must be completed in full to receive CEUs. If the reflection does not meet standard according to the PD Facilitator, she will consult with the Assistant Superintendent. If the Assistant Superintendent agrees that the reflection does not meet standard, she will notify the person and decide if the person can redo the form.

Standards:

Respondent

- _____ 1. completes all parts of the form
- _____ 2. addresses question three thoroughly with at least one concrete example

Name _____

Current Certificate ___ **Initial** ___ **Provisional** ___ **Professional**

Building _____

Professional Development Activity _____

Date of Activity _____ **Hours of Activity** _____

Questions:

This activity relates to (check all that apply)

District _____ Building _____ Personal _____ State certification _____
Other _____

- 1. I will use the learning in the time indicated
A. Immediately B. Current school year C. Next year D. Other (explain)

- 2.. I will use the learning with the following groups (check all that apply)
A. Students B. Parents C. Colleagues D. Not applicable

1. Describe how you will use the learning with the indicated group(s). Be as specific as possible. If you answered “not applicable”, explain why. This does not jeopardize your earning CEUs.

Optional:

What other professional development opportunities would you like to see in any area:

Sample Response

The workshop on defining rigor on November 2 helped me to analyze the work I am doing with students. I looked specifically at the assessment for the units that I am currently in and evaluated the rigor as defined by Blooms taxonomy. The good news was that the three different units all require synthesis and creating. One class was creating journal entries in assumed personas from research. According to the definition, this was rigor because the students had to make something new by combining information. One goal I am going to make is to write down the questions that I ask in class to make sure I am using the verbs from the higher level thinking.