



Ashland University 2012/13
Comprehensive
Professional Development Proposal Form

Office Use Only

(Rev. 7/11/2012)

Class #: _____ Term: _____

Registration: _____

Grades Due: _____

Class Title (max 24 characters including spaces): _____

Face-to-Face Online Hybrid Action Research Job Embedded Unique Design

(See Item 4, next page, for a description of each type of class)

Date Class Begins _____ and Ends _____

Beginning and Ending Times of Class Sessions: _____

Contact Hours: _____ (See Item 4, next page, for hour requirements of each type of class) Semester Credit Hour(s): _____

Date Final Projects are due to Adjunct: _____

In Person Registration OR Online Registration

Date/Time/Location _____ Dates _____

Sponsoring School or Agency: _____

Class Location: _____

Adjunct Instructor responsible for class: _____

Adjunct/Instructor Status Approved by Ashland University Adjunct Approval Request in Process

Work Phone: _____ Cell Phone: _____

Email: _____

Additional Instructors (if any): _____

Class Coordinator (all class correspondence will be directed here): _____

Mailing Address: _____

Work Phone: _____ Cell Phone: _____

Email: _____

Director/Superintendent Designee: _____

The Director/Superintendent Designee has reviewed and approved this proposal: Yes No

• Tuition (\$175/credit): _____

• Instructional Fee: (max \$103 Instructional fee recommended) _____

Payable to: _____

• Technology Fee @ \$15 per semester hour...for ANGEL online classes only. _____

Total Student Fee Collected by Ashland University: _____

Student Will Pay TOTAL to Ashland Direct Organization/Consultant will collect TOTAL

Address for AU to send Tuition Invoice: _____

Separate Fee Paid Directly to District, Organization, or Consultant: _____ Amount _____

This is an "Open" workshop to be posted on printed schedule and AU web page. Yes No

Approximate number of participants registering for credit: _____

Items listed below directly reference
Ohio's criteria for High Quality Professional Development (HQPD).

1. High quality professional development (HQPD) is purposeful, structured and continuous over time.

Check those that apply.

- Class goals & vision are clear, focused and aligned with our district/organization priorities
- Includes planning, implementation, reflection, evaluation and revision
- Supports/advances the leadership capacity of the participants
- Participants will work in small learning teams and engage in sustained/ongoing experiences
- Our educational community/organization supports professional development as a condition for improvement
- Organization resources are allocated for planning, implementing and supporting professional development

1a. Provide a one paragraph description of this class. If this class is open to the public, this description will be posted on the Ashland University website.

2. High quality professional development (HQPD) is informed by multiple sources of data. *Check those that apply.*

- Data related to student achievement have been analyzed to determine the focus and content for this PD
- Opportunities to analyze their practice and examine multiple sources of data
- Opportunities to study the research that support claims made by advocates of a particular approach
- Data from evaluations of previous PD have been analyzed to determine the focus and content for this PD

2a. Describe the current educational issue/problem that this professional development class is responding to.

3. High quality professional development (HQPD) is collaborative. *Check those that apply.*

- Provides ongoing opportunities for educators to work together
- Diverse teams of educators have worked collaboratively to plan, deliver and evaluate this PD
- Incorporates communication technologies to broaden the scope of collaboration

4. High quality professional development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills. *Check those that apply.*

- Based on identified needs
- Includes a variety of learning experiences
- Reflects a logical sequence of experiences

3 & 4a. Attach an agenda that describes each session that the class will meet and the activities that will take place outside of class. The agenda must include the date/time for each session and a bulleted listing of all topics and activities for all sessions/activities. For each credit requested, your agenda must document...

- a. **Face-to-Face**...15 hours of traditional classroom instruction
- b. **Online**...15 hours of adjunct facilitated/monitored online instruction
- c. **Hybrid**...15 hours of a combination of face-to-face and online instruction
- d. **Action Research**...8 hours of traditional classroom instruction (at least 2 meetings) and 7 hours of team meetings
- e. **Job Embedded**...5 hours of traditional classroom instruction (at least 2 meetings) and 30 hours of team and individual study/implementation. Include description of how 30 hours will be monitored.
- f. **Unique Design**...Prior to submitting a "Unique Design" proposal, meet with the Ashland University Professional Development Director to assure that University and Ohio Board of Regents' credit requirements are met.

The agenda has been attached? Yes No

5. **High quality professional development (HQPDP) is evaluated by its short- and long-term impact on professional practice and achievement of all students. *Check those that apply.***

- Will be evaluated by assessing levels of participant satisfaction and learning of content
- Will be evaluated by evidence of new skills applied to practice
- Will be evaluated by the extent to which participants change to improve
- Will be evaluated by its impact on achievement of all students

5a. Describe in detail the assignment given and evidence gathered to assess participant performance and award graduate credit. The assignment must have at least 3 hours of work outside of class for each semester hour of credit.

6. **High quality professional development (HQPDP) results in the acquisition, enhancement or refinement of skills and knowledge. *Check those that apply.***

- Supports the understanding/use of local, state, national standards and current school and district priorities
- Supports the study, evaluation and integration of relevant and current best practices and research into practice
- Enhances understanding of instructional strategies and addresses the needs of diverse learners
- Ensures that all educators understand and use various types of assessments to measure student learning
- Provides educators with tools to engage students, families and communities in improving student achievement

6a. List what participants will know and be able to do when they complete this class.

Items listed below directly reference the Partnership for 21st Century Skills Framework for 21st Century Learning.

7. **Identify the 21st Century Skills included in this class. *Check those that apply.***

***Interdisciplinary Themes**

- Global Awareness...understanding and addressing global issues
- Financial/Entrepreneurial Literacy...enhancing workplace productivity and career options
- Civic Literacy...exercising rights/obligations of citizenship
- Health Literacy...understanding public health and safety issues

***Learning and Innovation Skills**

- Critical thinking...acquiring, analyzing, evaluating information to reach a conclusion
- Communication...using spoken, written or non-verbal language to obtain info and express ideas
- Research...planning and conducting an investigation
- Problem Solving/Design...framing, analyzing, and synthesizing information
- Collaboration...interacting with a diverse range of people to come up with new ways of thinking
- Meta-cognition...thinking about how you think and doing problem solving
- Critical thinking...understanding logical connections and solving problems systematically
- Creativity...making things that didn't exist before and solving problems in new ways
- Innovation...creating/implementing a new product/service to improve efficiency and effectiveness

***Information, Media, and Technology Skills**

- Information Literacy...assessing/evaluating information efficiently and effectively
- Media Literacy...understanding communication through various media
- Communication & Technology Literacy...using digital technology and communication tools to manage information

***Life and Career Skills**

- Leadership & Responsibility...using interpersonal skills to influence/guide others toward a goal
- Productivity & Accountability...meeting high standards for delivering quality work on time and showing positive work ethic
- Flexibility & Adaptability...adapting to varied responsibilities and working in a climate of changing priorities
- Initiative & Self Direction...monitoring one's own understanding, learning needs and work efficiency
- Social & Cross-Cultural Skills...working appropriately with others

REMEMBER TO ATTACH AN AGENDA