MINISTRY OF EDUCATION
CAYMAN ISLANDS GOVERNMENT

Professional Development Handbook

2013-2014

Contents Page

Foreword

The *Professional Development Procedures Handbook* explains the process for providing continuing professional development for Government schoolteachers. The purpose of this handbook is to assure high quality instruction and to appropriately manage the operations of the Ministry of Education. The Professional Development Policy seeks to set out the what, whereas the handbook specifies the how.

Statement of Purpose

The Ministry of Education, Employment and Gender Affairs recognizes that effective professional development is vital to school success and teacher satisfaction. Professional development activities, in which teachers regularly engage and collaborate, contribute to ongoing learning and development of skills and competencies. In order to fill specific achievement gaps and challenge pedagogy, it is necessary to provide mandatory professional development, and opportunities to allow teachers to reflect on their professional development where they feel necessary. Learning is the key to achieving both individual and organisational success as we strive to achieve the best outcomes. With this in mind, a purposeful yet flexible menu of activities will be offered throughout the year.

> OECD (2005) concludes that
> *Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing [need] in developing schools as learning organisations, and in ways for teachers to share their expertise and experience more systematically*

Beliefs Underpinning Professional Development

We believe that beyond acquisition of new skills or knowledge, professional development should provide opportunities for teachers to reflect critically on their practise, deepen teachers' focus of the processes of teaching and learning and understand how to integrate new beliefs, knowledge and pedagogy.
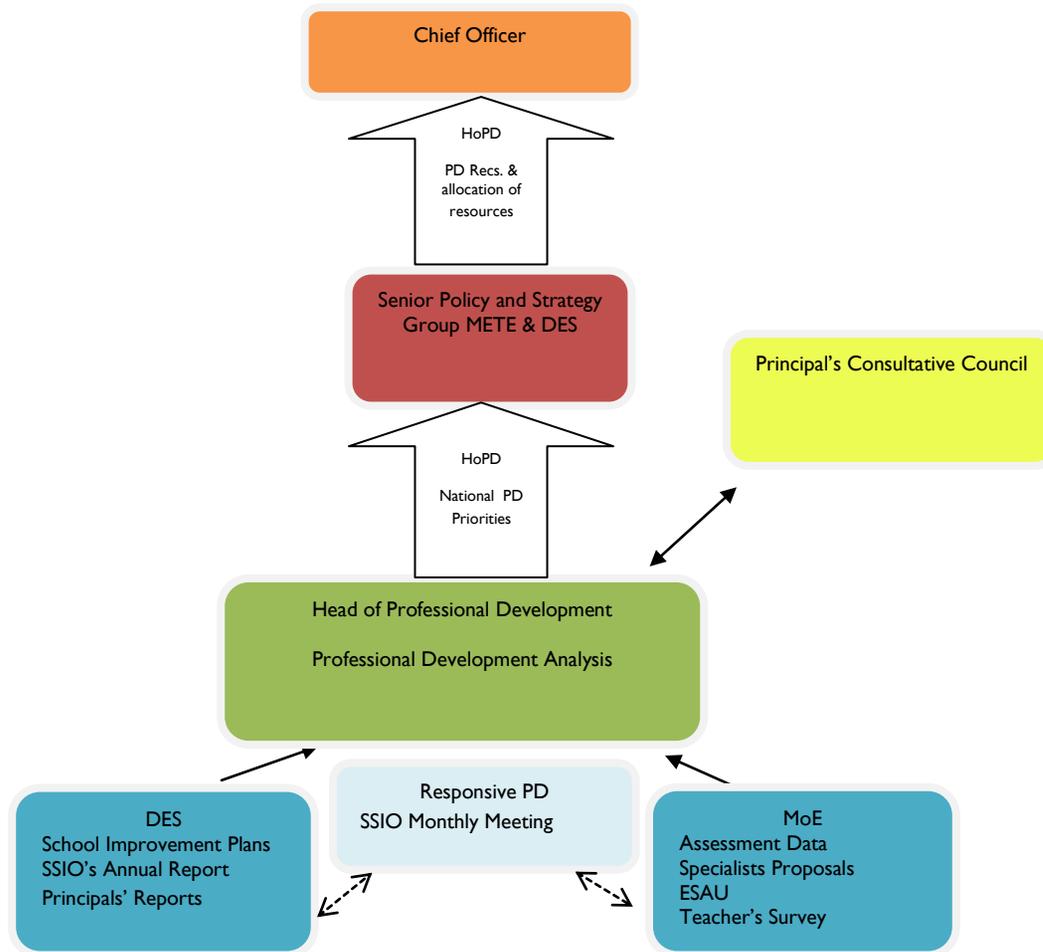
The beliefs that underpin our professional development are as follows:

- We believe that each student will experience success.

- We believe in providing students with a physically and emotionally safe learning environment.

- We believe in engaging all students in learning by using research-based best practices that enhance student achievement.

- We believe that it is our responsibility to provide students with relevant, attainable goals to promote learning and self-worth.

- We believe it is essential to involve the community, parents, and all staff in the education of our children.

- We believe that teachers and educational support staff should have the opportunity be involved in the identification and participation of learning opportunities

- We believe that collaboration is integral to professional growth.
- We believe opportunities should engage teachers in concrete tasks of teaching, assessment, observation and reflection
- We believe that opportunities should be grounded in inquiry, reflection and experimentation which are participant driven
- We believe that opportunities should be connected to and derived from teachers' work with their students.
- We believe that opportunities should be sustained, intensive, supported by modeling and coaching, and collective solving of specific problems.

Procedures for Data Collection to Inform Professional Development

The process of collecting and analyzing data offers educators the insight and understanding needed to make thoughtful instructional and assessment decisions which inform professional development efforts. National Priorities for Professional Development are determined yearly. Once our National Priorities are established using the process flow chart below, a plan for delivery and support for professional development is established.

In order to ensure consultation National Professional Development Priorities are determined by the following process:

Continued……

Department of Education (DES)	The DES through the Chief Education Officer will compile information relating to PD from the following: • School Improvement Plans • Principals' Annual Report • Senior School Improvement Officers' Annual Report
Ministry of Education	The Head of Professional Development will compile information generated in the Ministry. This information will include: • Teachers' Annual Professional Development Survey. Through the survey teachers will have an opportunity to inform systemic professional development .This survey will investigate the previous years' CPD as well as seeking information on possible future needs. • Assessment Data. In order to ensure that data driven decisions are made, assessment data from external exams, literacy and numeracy assessments will be used to distinguish trends. • National Priorities. The National Strategic Plan • Inspection findings.
Professional Standards	Professional standards provide direction for designing a professional development experience that ensures educators acquire the necessary knowledge and skills necessary to teach in the Cayman Islands.
Professional Development Analysis	The Head of Professional Development will analyse all information from the Department Education Services and the Ministry of Education. The Head of Professional Development will use this information and research in best practice to recommend professional development
Principals' Consultative Council (PCC)	The PCC review the professional development recommendations from the Head of Professional Development and feedback to the Senior Policy and Strategy Group through the Head of Professional Development
Professional Development Senior Policy and Strategy Group (MEEGA &DES)	The PD Senior Policy and Strategy Group will set procedures for individual requests, develop cohesive policy and strategy, drive implementation of the PD Strategy, ensure quality, PD provision and establish annual National Priorities for PD. Monthly standing item on Friday MEEGA/DES agenda.
Chief Officer	Approval

Key Principles Underpinning Professional Development

The diagram on the following page illustrates the culture and conditions necessary to implement an effective professional development programme. It outlines the key principles and key elements underpinning the Ministry's approach to learning and development.

The eight principles are designed to underpin the delivery of high quality professional development to improve student outcomes and apply to all levels of the system – school, network and region.

Professional standards provide direction for designing a professional development experience that ensures educators acquire the necessary knowledge and skills to be successful in their classrooms. They provide a common language for describing and for discussing the profession and set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As a result professional development must be results-driven, standards based, and job-embedded in order to develop teachers' knowledge, skill and understanding.

Principles of Highly Effective Professional Development

- Focused on student outcomes
- Focused on and embedded in teacher practice
- Informed by best available research on effective teaching and learning
- Collaborative, involving reflection and feedback
- Evidence based and data driven to guide improvement and measure impact
- Ongoing, supported and fully integrated into the culture and operations of the system
- It is an individual and collective responsibility at all levels of the system and it is not optional
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately

Professional Standards

- Develop and maintain professional relationships
- Be respectful of differences
- Make a positive contribution to the general life of the school
- Take part in continuing professional development
- Have appropriate knowledge and understanding of your subject /curriculum areas
- Establish a positive learning environment
- Plan for achievement
- Assess, monitor and give feedback
- Manage behaviour effectively and consistently
- Make effective use of time and other resources
- Education law and other relevant legislation

Effective Professional Development Models

- PROFESSIONAL LEARNING TEAMS (Action Learning; Examination of Student Work; Study Groups; Lesson Study; Case Discussions)
- PEER OBSERVATION
- MENTORING
- COACHING
- IN-HOUSE PROGRAMMES
- EXTERNAL CONSULTANT/CRITICAL FRIEND
- EXTERNAL WORKSHOPS
- REFLECTION
- INTERNAL WORKSHOPS
- ACCREDITED COURSES
- STRUCTURED PROFESSIONAL READING
- PRACTICUMS/SCHOOL VISITS/ OBSERVATIONS
- ONLINE LEARNING
- LEARNING COMMUNITIES
- PROFESSIONAL   CONVERSATIONS

Adapted from Professional Learning in Effective Schools

National Priorities for Professional Development 2013-2014

National priorities are published annually on the Cayman Teachers Facebook page and on the Education Portal.

Literacy
Literacy professional development will focus on embedding teachers' knowledge, pedagogy and understanding of literacy instruction across the curriculum. In addition, these professional development opportunities will focus on improving student achievement.

Numeracy
Numeracy professional development opportunities will focus on the continued implementation of the Numeracy Strategy in primary schools. This professional development opportunity will focus on improving student achievement. In addition, numeracy leadership and support will be built by offering a Leadership in Primary Maths Programme for selected numeracy teachers from each primary school. Implementation of Math Recovery Programme and training will support the intervention strategy for our lowest students.

Assessment *for, of and as* Learning
Assessment professional development opportunities will focus on embedding and improving the use of formative assessment particularly in Literacy. In addition, teachers and principals will be supported in understanding the uses and importance of data and target setting based on the data.

Teaching and Learning
A varied programme will focus on improving planning for student needs and effective learning experiences. This programme will include Understanding by Design, Joint Observation Training, Developing Learning Communities, Lesson Study and Use of Assessment.

Leadership
Short courses that increase educator and leader effectiveness whilst developing capacity will be offered. e.g. Level 2 Teacher Assistants Training, Principal's Role in Student Success, Challenging Conversations, moderating lesson observations. Teachers and leaders will have the opportunity to participate in curriculum and leadership training such as the Ontario Principal Institute, Instructional Coaching and On-line study.

ICT Integration
The focus for ICT Integration is to provide opportunities for teachers to develop capacity in effectively integrating technology and providing quality resources to assist in that area. A programme for leaders in ICT will support schools in planning for ICT and developing connections across key stages.

Special Educational and Additional Education Needs
The focus will be on providing accredited training to support students with dyslexia. Additionally, schools and SENco's will undergo training on the use of the Code of Practice and how we support the development and improvement of students on Individualized Educational Plans.

Professional Development in a Performance Management and Development Culture

A key initiative in the Ministry of Education, Training and Employment is the improvement of performance management procedures and the development of professional standards. This enables school staff to develop an understanding of the conditions and practices that are necessary to create and support a performance and development culture through the provision of a flexible, transparent accountability and data analysis framework.

It is based upon an assessment process, which is comprised of a self-assessment, formal observations and target setting. The *Performance Management Toolkit* articulates how schools can use their data to align goals for student learning, teachers' individual learning needs with school and national priorities, and teacher professional development. The assessment process is based on four elements:

1. use of multiple sources of feedback on teacher effectiveness for individual teachers and staff
2. customised individual teacher target setting based on individual development needs
3. quality professional development to meet individual development needs
4. belief by teachers that the school has a performance and development culture.

The *Performance Management Toolkit* provides an opportunity for schools to engage their teachers in highly effective professional development. Teachers with their principals are responsible for identifying professional development needs which will ensure that teachers meet the expectations. These professional development needs should be documented on Template 5 of the Performance Management Tool Kit. The significant benefits of this process to schools, including enhanced student outcomes, can be maximised by the provision of effective professional learning to address areas for improvement of individual teachers' professional practice. The collaborative nature of effective national professional development and in-school professional development, combined with the enriching, supportive and motivating environment that a performance and development culture generates, has the capacity to realise significant school improvement.

Education professionals are required to participate **in 60 hours** of professional development each academic year. These hours will be documented on my Learning Plan. Teachers can meet the 60 hour requirement by attending national professional development opportunities, contributing to professional development, participating in in-school professional development, coaching and/or lesson study. Educators need to ensure that their attendance is reflected. As there are typically ten professional development days scheduled per academic year, teachers can earn most of their hours through national and in-school professional development opportunities organised on those days. See Appendix 2 for in-school/individual professional development ideas.

Provision of National Professional Development

In an effort to support our teachers we offer a range of professional development experiences based on three frameworks: awareness, instructional and support. Individuals are also encouraged to consider their own personal professional growth.

Awareness Sessions	Instructional Programmes	Support Strategies	Personal Professional Growth
• Literacy workshops • Asking good questions • Inquiry based learning • IEP's & Accommodations • Classroom Management • ICT Basics • Cultural awareness • Conferences	• Teaching of Reading • Numeracy Strategy • Behaviour for Learning • Teacher's Assistants • Assessment for Learning • Analyzing the Data • Understanding by Design • Power of our Words	• Mentoring • Modeling • Coaching • Peer Observation • Professional Learning Teams	• Research • Reflection • Action research • Critical friends' discussions

Awareness sessions are professional development opportunities which are usually twilight sessions. Teachers participate in a single session.
Instructional programmes are courses where concepts are studied in greater detail. These sessions usually run for six to ten weeks. A certificate is usually obtained once participants attend all sessions.
Support strategies are embedded in-class professional development opportunities.

Policy Advisors, Senior School Improvement Officers and Principals requesting the delivery of training based on the national priorities for professional development are required to submit training proposals to the Head of Professional Development. The training proposal is then taken to the Department of Education Services and Ministry of Education Senior Policy Group for a decision. The Professional Development Planning Tool is to be used to support the planning of the profesisonal development opportunity and the completion of the proposal.

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CAYMAN ISLANDS GOVERNMENT

Professional Development

Training Proposal

Staff Member Making Request		
Submission Date		
Training/Programme		
Training Audience/Number		
Programme/Training Date(s)		
Programme/Training Goal(s) (include alignment with strategic plan)		
Programme/Training Description		
Resources needed	Staff	
	Materials	
	Funding	
Opportunity for Building Capacity. (How will we ensure that the programme/training is not dependent on people attending the trainng)		
Sustainability/Implementation	How will school continue to use training?	
	Future costs	
Date of Approval		
Signature of Approval		

Provision for In-School Professional Development

Professional development activities can be national and/or school based. In-school professional development activities such as workshops, discussions and action research provide opportunities for educators to increase their knowledge of academic content and pedagogy and improve student learning while embedding the practice (appendix 2). In-school professional development is captured on My Learning Plan once the following actions are taken:

- The PD is at least an hour long

- Principal or designate provide an evaluation of the PD and the attendance sheet of the individuals.

- The In-school PD proposal is submitted to the principal/SSIO and then forwarded to the Head of PD prior to the PD

Please note: Ministry and DES staff will visit planned in-school PD sessions from time to time.

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Professional Development
In-School Proposal

Staff Member Making Request/Trainer		
Submission Date		
Training/Programme		
Training Audience/Number		
Programme/Training Date(s)		
Programme/Training Goal(s) (include alignment with School Improvement Plan)		
Programme/Training Description		
Resources needed	Staff	
	Materials	
	Funding (include future costs)	
Opportunity for Building Capacity/Sustainability (How will the school ensure implementation/continued use of training within their school?)		
Date of Approval		
Principal Approval		
SSIO Approval		

International and/or Individual Professional Development

Though there is a limited budget for individuals to attend individual training and/or overseas conferences, from time to time, a workshop/conference may come along where sending a representative or team is appropriate. In this case, the School Improvement Officers will bring the opportunity to the attention of the principals and teachers.

The teacher and/or principal will complete the Individual Application Form which will be processed by the Department of Education Services and Ministry of Education Senior Strategy Group. Attendance at the conference will be based on fulfilling criteria in the Individual Professional Development Rubric. Upon returning from the professional development opportunity, individuals are required to submit a report to their principal and Head of Professional Development. This report should include background information of the conference/workshop, personal reflection, opportunities for improving system/practices and next steps.

Examples of endorsed conferences:
- International Baccalaureate of the Americas
- International Reading Association
- ASCD
- ISTE

The submission of the Professional Development Individual Application does not guarantee approval. Approval will be granted by the DES/MET Senior Policy Group

Name: _____

School: _____

Position/Title: _____

Telephone: _____

E-mail: _____

Title of activity/conference: _____

Beginning and ending dates: _____

Estimated costs (flights, conference fee, accommodations)

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Description of school and teaching services

Include: description of your teaching, pupil services or administrative position; number of years you have taught, been an administrator, or been in student services; school/national goals

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Description of the Goal(s) to be addressed:

It is recommended that you use this stem: I will……. (research, study, learn, apply, etc) so that ……..(describe what you want to see happening differently with student learning) Include: how your goals will impact your professional growth (will professional growth have an effect on student learning? Will professional growth have an impact in your school/school improvement plan).

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Plan for assessing and documenting the goals

What strategies will be used to ensure that the goals directly influence positive changes to student outcomes/ school outcomes.

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Individual Professional Development Rubric

Scale	System Demographics	Professional Experience	Capability of building local capacity	Representation/job	Commitment
4	This professional development directly supports the national initiatives, national priorities and the School Improvement Plan	The applicant/participant has more than 10 years experience	The applicant/participant is Caymanian	The applicant/participant is a member of senior management team, has responsibility for aspects of the school support plan and teacher support	The school or system and the applicant have commenced implementation of the initiative that requires the professional development and have already established a plan for sharing learning from the proposed professional development opportunity
3	This professional development supports national initiatives and the school support plan	The applicant/participant has more than 7 years experience	The applicant has permanent residency	The applicant/participant has responsibility for aspects of the school support plan and is involved in development of professional learning in the school and/or across learning communities	The school and the applicant/participants have identified ways the professional development could be used in the future
2	This professional development supports the school support plan	The applicant/participant has more than 5 years experience	The applicant/participant has resided on island for seven years of more	The applicant/participant is involved in professional learning in/or across learning communities	The applicant/participants (school) has developed a plan of action for future implementation
1	This professional development supports the participants individual professional learning	The applicant/participant has more than 3 years experience	The applicant has resided on island for four years or more	The applicant/participant is involved in professional learning in their school	The applicant/participant and school has considered implementation

Communication of Professional Development Opportunities

Professional development (national) opportunities are published on My Learning Plan and monthly on a calendar. For example:

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Professional Development
Calendar

March   2011

Date	Target Group	Attendance	Course	Location
3 3:30 pm – 5:00 pm	Reception – Year 3 Teachers	Optional	**Teaching of Reading – Session 8 of 10 "Using Assessment to Guide Instruction"** *This session explores the types of assessment that lead to sound instructional decisions, showing the importance of taking multiple measures of student progress and embedding those assessments within daily instructional routines. Teachers will practice these ideas by creating an instructional plan based on the evaluation of a student's literacy portfolio.*	George Town Public Library
7 8:30 am – 3:30 pm	Primary Teachers (GCM)	Required	**Literacy Planning and Assessment** *Listening and speaking moderation using the Literacy Support Folders.* **Please bring your laptops and Literacy Support Folders **	Prospect Primary School Hall
7 8:30 am – 3:30 pm	Secondary Teachers (GCM)	Required	**In-School Behaviour for Learning Support**	JGHS Teachers – JGHS Hall CHHS Teachers – CHHS Hall
7 8:30 am – 3:30 pm	Cayman Brac Teachers	Required	**In-School Professional Learning**	Various Schools
8 8:30 am – 3:30 pm	Cayman Brac Teachers	Required	*Keystage 1, 2 & 3 Teachers – Literacy Planning & Assessment* *Preschool teachers/teachers of ASD Students – Wellness Centre ASD Training* *BTEC Teachers – Planning and Moderating BTEC*	Cayman Brac High School Hall
8 8:30 am – 3:30 pm	All Teachers (GCM)	Required	**In-School Professional Learning**	Various Schools

Attendance at professional development opportunities is recorded with the use of My Learning Plan. Participants are asked to register for upcoming professional development opportunities on-line at www.mylearningplan.com. Log-in: (your school email address) Password: changeme. Participants can use My Learning Plan to capture and monitor their professional growth which can be used to support their appraisal. For further support please see the teacher's resource page on the Virtual Resource Hub which can be found at www.des.edu.ky .

Evaluating Professional Development

In order to truly assess the effect of professional development, data regarding the participants' satisfaction and learning should be gathered and collated. The table below looks at the different levels of evaluation.

Evaluation	Possible Gathering Tools	Possible Uses of Data
Participant satisfaction *The degree of satisfaction with the presentation, presenter, materials, content etc.*	Evaluation forms	Decisions about format, presenters, effectiveness of workshops
Participant Learning *The understanding, knowledge, skills, and attitudes participants acquired as a result of the professional development experience*	Evaluation form Informal observations Presentations	Determination of the degree to which learning goals were accomplished Modify professional development content, format, method, delivery etc.
Organizational Support *Assessment of the compatibility of organizational policies with desired outcomes.*	Observations Interviews w/ teachers and administrators Review of documents (policies, in school CPD, staff meeting minutes, Organizational self-evaluation	Identify supports and barriers to change Document and improve organizational support Inform future change initiatives
Participants' Use of New Knowledge and Skills *The actual use of knowledge and skills gained through professional development.*	Formal Observations Walk-throughs Portfolio's	Evidence of participants levels of use Determine necessary support Improve future PD opportunities
Impact on Student Learning *The impact of participants' application of acquired knowledge and skills on student learning.*	Surveys Discipline data Student academic data	Determine degree to which PD impacts practice and has desired impact on student outcomes. Refine initiatives Identify and replicate successful practices Identify further PD

Professional Development is formally reported on three times per year. Evaluations are shared at the Education Leadership Forum and at DES/MEEGA Friday meetings.

Suggested Professional Development Plan Timeline

Task	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUN
DES documentation including: CEO annual report. SSIO's Annual Report, School Improvement Process shared with Head of Professional Development for Professional Development Analysis	X											X
ESAU findings, Professional Standards, Assessment Data, National Priorities, DES findings shared with Head of Professional Development for Professional Development Analysis												X
Professional Development Analysis (Head of Professional Development)												X
Data shared with Principals Consultative Council provides feedback and prioritizes national professional development priorities		X										
Conduct formative assessment	X	X	X	X	X	X	X	X	X	X	X	X
Data shared with DES/MET Senior Policy Group who then meets to determine plan for delivery and support for professional development											X	X
National professional												

Professional Development Procedures v6
Prepared by: KP
Date created: June 2011
Date modified: September 2013

Activity	1	2	3	4	5	6	7	8	9	10	11	12
development priorities collated	X											
Professional Development Plan devised/ budget distributed	X											
Adjust Professional Development Plan activities as necessary	X	X	X	X	X	X	X	X	X	X	X	X
Conference theme/format decided												
Conference planning	X			X	X	X	X					
National Conference								X				
Conduct Professional Development Plan evaluation												X

Glossary of Terms

Formal Observation—a component of an evaluation cycle which includes post observation conferences, direct, contextual observation of the teacher's instruction/practice, a written report, and one-to-one feedback; or the gathering of information and pertinent data upon which to form the basis of the formal evaluation.

Informal Observation—an observation of any length or the gathering of pertinent data through other than the formal observation process

Levels of Performance—described in the Performance Management Toolkit as approaching, met, and not met. The levels describe the performance of teachers ranging from highly accomplished professionals who are able to share their expertise with colleagues (met) to those still striving to master rudiments of teaching (Unsatisfactory).

Modeling - demonstrating best practices, instructional strategies, and effective communication for other educators to observe.

My Learning Plan – software used to manage and organize professional development for all staff.

Performance Indicators—meant to define and delineate each Performance Standard, illuminate a continuum of performance within each standard, and present a framework for examining professional practices.

Performance Management Toolkit—an individualized assessment for teachers' and principals' performance

Professional Standards— A statement of an educators' professional attributes, professional knowledge and understanding and professional skills which establishes expectations for educators in the Cayman Islands.

Appendix 1
Facilitators Tips

Facilitators for professional development are vetted by the Senior Professional Development Policy and Strategy Group. Workshop presentations should read *Tips for Facilitators (2005 Corwin Press).*

One week prior to the workshop

- ☐ Opening and locking procedures; air-conditioning of the venue
- ☐ Refreshments for participants – tea, coffee, water, lunch requirements
- ☐ Access to toilet facilities
- ☐ Access to equipment and help in setting up – projectors, computers, software, video, screen etc.
- ☐ Technical support – who to contact on the day
- ☐ Other requirements – easel, flip chart, paper, pens, pencils, whiteboard markers, post-it notes
- ☐ Directions for participants, parking instructions
- ☐ Photocopying workshop materials – hand-outs etc.
- ☐ Other resources for participants
- ☐ Evaluation sheet
- ☐ Attendance sheet from Head of Professional Development

Immediately before the workshop

- ☐ Check room set-up – chairs, tables, screens, equipment
- ☐ Set out your materials for easy access during workshop
- ☐ Set up displays

Immediately after the workshop

- ☐ Ensure attendance and evaluation forms are completed
- ☐ Turn evaluation sheets into Head of Professional Development
- ☐ Provide contact information should participants need further clarification.

Appendix 2

In-school Professional Development Guidance:

Professional development activities can be formal and/or job embedded. Formal professional development activities such as workshops, seminars, courses, institutes and conferences provide opportunities for educators to increase their knowledge of academic content and pedagogy and improve student learning.

Job embedded applies to the activities that are undertaken in response to data that identifies a need relevant to student, school or nation. These activities provide high quality instructional opportunities for educators to explore what is currently known in order to secure good practice. Some examples of job-embedded activity include:

Observation

The Observation process includes both formal and informal observations to evaluate the teacher's performance. Observations are intended to involve the teacher and administrator in a collaborative process and to foster effective instruction and student achievement.

Formal Observation

- Formal observations could include a pre-observation but should include a post-observation conference.
- Formal observations will be a minimum of one period or a complete lesson in length, unless the teacher and administrator agree to some other length which would allow for a fair and accurate opportunity to represent teaching skills.
- Formal observations will utilize a written report with documentation linked to professional standards.

Informal Observation

- Informal observations may be followed by oral or written responses.
- Informal observations may be of any length.
- Any developmental issues or teacher shortcomings which arise in an informal observation should be addressed in a post-observation conference to allow for teacher feedback.

Mentoring

Mentoring is a confidential process in which two teachers work together to reflect on current practices. The mentor teacher shares expertise and provides feedback, support, and assistance for the purpose of refining present skills, learning new skills, and solving classroom related problems.

Coaching

Coaching is a way to embed new strategies in the classroom by institutionlising reflective practice and continuous improvement. Coaches work with teachers on setting measurable goals, providing strategies/skills and planning for student achievement rather than just planning to teach and encourage reflective practice.

Action Research

Action Research is a process that is conducted in the classroom. It allows a teacher to explore new teaching strategies through a continuous process of collecting and analyzing data, making decisions based on the results of that data, collecting more information on decisions made, evaluating the results, and using those results to set new goals.

For example: A team of teachers at a primary school wants to determine the most effective method of teaching writing that would improve student achievement. The team decides on data gathering techniques and uses the results to continually refine their instructional practices. At the end of the year they determine which teaching strategy brought about the desired results.

Components of an action research plan:

- Teacher(s) identifies a research question regarding his/her classroom.
- A research plan is developed. This plan includes what data will be collected, by whom, how it will be analyzed, and a timeline.
- The plan is executed. As the research is conducted, teachers may keep reflective journals.
- The teacher shares findings with other audiences.

Peer Collaboration

Peer Collaboration is a confidential process in which two or more teachers work together to reflect on current practices. Teachers share their expertise and provide one another feedback, support, and assistance for the purpose of refining present skills, learning new skills, and solving classroom related problems.

For example: Two teachers choose to develop lessons that emphasize cooperative learning strategies. They plan to brainstorm and pool ideas and materials, plan lessons together, and may schedule several opportunities during the year to observe each other teach. They will provide each other with feedback regarding student cooperative skills and effectiveness of the lessons.

Suggestions: for effective implementation of peer collaboration:

- Collaboration arrangements should be initiated by an inviting teacher on a voluntary basis. It should be reciprocal, that is, each person should have the opportunity to be coached and be a coach.
- Participants share a common language about curriculum and/or teaching practices.
- Participants have the opportunity to select the partner(s) with whom they will work.
- The person being observed has the opportunity to determine which teaching practice will be observed.
- The feedback given is based on specific, objective data.

Study Groups/Book Study

A Study Group/Independent Study is an organized, purposeful process for teachers to study instructional practice, curriculum, student outcomes, or assessment. Study groups usually consist of several people; however a teacher may wish to do an independent study.

For example: During the school year a group of high school teachers meet to study effective instructional strategies and programmes for students. They meet monthly. The responsibility of group facilitator rotates. While informal in nature, the group has common agreements as to format, topic, and personal responsibility. They keep a notebook which is a record of their meetings.

Suggestions:

Research topics are explored through common readings; teachers meet to discuss the application of contents to their classrooms/students/curriculum.

Coursework is completed to further knowledge and understanding.
Group meets to develop technology skills through "hands-on" practice.

Teacher Portfolio

Teacher portfolios, like student portfolios, are a collection of an individual's record of progress toward a professional growth goal. Throughout the year, teachers set goals, participate in staff development to help achieve these goals, and implement new instructional techniques. The portfolio is the reflective record of that progress. A teacher portfolio may contain self, peer, and administrative summaries, documented student achievement, or evidence of teacher improved instructional skill. They provide an assessment tool that reflects personal accomplishment and evidence of instructional achievement.

For example: A teacher wants to devise a series of units that integrate the arts with other subject areas. His portfolio contains a copy of his goals, an outline of training attended, and sample units and lessons. As the teacher obtains more expertise, he includes photographs and a video of student performance. In addition, colleagues and administrators are invited to sit in on and discuss demonstration lessons. The comments from these sessions, the teacher's self-evaluation, and written student work are included in the portfolio. At the end of the year, the teacher has a meaningful reflection of his own and his students' progress.

Suggestions:

A teacher portfolio should reflect progress toward a professional growth goal.
It is not a "scrapbook." It is a purposeful collection of work with appropriate self-reflection.
It should include current thinking (throughout the year) about the growth area.
The teacher selects appropriate artifacts to place in the portfolio that provide evidence of the Professional Growth.

Elements that may be included in the portfolio are:

- lesson plans
- teacher reflection and/or journal entries
- student work
- student projects (pictures)
- homework assignments
- unit plans

- measures of performance
- learning displays
- video (student performances)
- newspaper articles
- survey feedback
- peer coaching notes
- awards and recognitions
- staff development experiences

Video

Video/Audio analysis is an ongoing process that provides individuals or groups of teachers an opportunity to assess a presentation, small or large group lesson, or classroom dynamics in order to identify strengths and areas for refinement. It also may be used to assess progress when learning new teaching techniques such as questioning strategies, cooperative learning, or performance assessment.

For example: Three teachers in a high school mathematics department implement a new instructional strategy with their students. Each teacher brings in a videotaped lesson using the particular strategy. The following questions are selected to focus on the discussion of the videotapes: a) the number of concrete examples the teacher used, b) the amount of time students interacted compared to the amount of teacher talk, and c) number of minutes students practiced the skill. Teachers use the analysis and plan additional opportunities to videotape lessons to further refine and strengthen their practice.

Suggestions

- Tapes are recorded, analyzed, and in some cases compared to previous ones.

- Develop a system to record ongoing observations and analysis (e.g., notebook, journal, computer log).

- Next steps are identified (e.g., long term planning, refocusing teaching strategies, identify training or additional resources.)

Special Projects

The teacher identifies a project that does not match a description of other options. This project should fall into one of the professional standards or goal categories and relate to the teacher's role or area of instruction.

For example: A teacher selects a community service project that causes the teacher to learn new information and content related to that particular project. The teacher then teaches related skills to the students before the actual service project is activated. All activities related to the service project would be measured for student understanding.

Suggestions

- Parent training/workshops
- Community service project
- Business partnership
- Conducting staff in-service

Professional Development
Workshop Evaluation

Please give us your input so that we may better serve you in the future.

In one word, please summarize your thoughts about this professional development experience

_____

What are some of the key learning points from the training?

_____
_____
_____
_____
_____
_____

What aspect of this workshop was most useful?

_____
_____
_____
_____
_____

What aspect was least useful?

_____
_____
_____
_____
_____
_____

What additional training do you think you need to bring about improvements in your school in these areas?

_____
_____
_____

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Professional Development
Individual Application

it is expected that you will attend 100% of the sessions offered

Name: _____
School: _____
Position/Title: _____
Telephone: _____
E-mail: _____

Title of activity/conference: _____
Beginning and ending dates: _____
Estimated costs (flights, conference fee, accommodations)

Description of school and teaching services
Include: description of your teaching, pupil services or administrative position; number of years you have taught, been an administrator, or been in student services

Description of the Goal(s) to be addressed:
It is recommended that you use this stem: I will……. (research, study, learn, apply, etc) so that ……..(describe what you want to see happening differently with student learning). Include: how your goals will impact your professional growth (will professional growth have an effect on student learning? Will professional growth have an impact in your school/school improvement plan).

Plan for assessing and documenting the goals
What strategies will be used to ensure that the goals directly influence positive changes to student outcomes/ school outcomes.

_____   _____
Applicant's signature   Date

_____   _____
Principal's signature *(indicates support)*   Date

_____   _____
SSIO's signature *(indicates support)*   Date

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Prepared by: KP
Date created: June 2011
Date modified: September 2013

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Scale	System Demographics	Professional Experience	Capability of building local capacity	Representation/job	Commitment
4	The professional development directly supports the national initiatives, national priorities and the School Improvement Plan	The applicant/participant has more than 10 years experience	The applicant/participant is Caymanian	The applicant/participant is a member of senior management team, has responsibility for aspects of the school support plan and teacher support	The school or system and the applicant have commenced implementation of the initiative that requires the professional development and have already established a plan for sharing learning from the proposed professional development opportunity
3	The professional development supports national initiatives and the school support plan	The applicant/participant has more than 7years experience	The applicant has permanent residency	The applicant/participant has responsibility for aspects of the school support plan and is involved in development of professional learning in the school and/or across learning communities	The school and the applicant/participants have identified ways the professional development could be used in the future
2	The professional development supports the school support plan	The applicant/participant has more than 5 years experience	The applicant/participant has resided on island for seven years of more	The applicant/participant is involved in professional learning in/or across learning communities	The applicant/participants (school) has developed a plan of action for future implementation
1	The professional development supports the participants individual professional learning	The applicant/participant has more than 3 years experience	The applicant has resided on island for four years or more	The applicant/participant is involved in professional learning in their school	The applicant/participant and school has considered implementation

Professional Development
In-School Proposal

Staff Member Making Request/Trainer			
Submission Date			
Training/Programme			
Training Audience/Number			
Programme/Training Date(s)			
Programme/Training Goal(s) (include alignment with School Improvement Plan)			
Programme/Training Description			
Resources needed	Staff		
	Materials		
	Funding (include future costs)		
Opportunity for Building Capacity/Sustainability (How will the school ensure implementation/continued use of training within their school?)			
Date of Approval			
Principal Approval			
SSIO Approval			

Professional Development
Training Proposal

Staff Member Making Request		
Submission Date		
Training/Programme		
Training Audience/Number		
Programme/Training Date(s)		
Programme/Training Goal(s) (include alignment with strategic plan)		
Programme/Training Description		
Resources needed	Staff	
	Materials	
	Funding	
Opportunity for Building Capacity. (How will we ensure that the programme/training is not dependent on people attending the training)		
Sustainability/Implementation	How will school continue to use training?	
	Future costs	
Date of Approval		
Signature of Approval		

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Alignment	Notes
How does the professional development programme align with: • Ministry Professional Development Programme • Strategic plan priorities and timelines for DES, MoE and school • National Teachers' Professional Standards • National Curriculum • Plans for the capacity growth of individuals Professional development demonstrates: • Clearly defined goals • Clear purpose of raising awareness, enhancing current practice, encouraging innovative practices, and/or rewarding and recognizing effective practices • Respect for diverse cultures, experiences, knowledge and abilities of participants	
Evidence base	**Notes**
Does the professional development programme have an evidence base linked to: • On-going, comprehensive evaluation of the programme • Effective current practice and demonstrated best practice • Systemic and school student data • Participant data, including a comprehensive evaluation of the programme or activity, to support future planning and reporting • a focus on the future?	
Flexible learning environments	**Notes**
Does the professional development programme : • offer a variety of delivery modes (e.g. face-to-face, on-line support) to extend learning opportunities and meet diverse needs • make reasonable adjustment for diverse knowledge, experience and ability of participants • overcome challenges of time and place • enhanced personalized learning • foster collaborative learning communities	
Context of the content	**Notes**
• Is the professional development designed to extend participants' knowledge and skills and cater for individual needs? • Is the course material inclusive in its language, tone and presentation, and appropriate for its audience? • Does the professional development provide opportunities for integrating new learning into	

classroom/school practice? Do the facilitators: • Explain the theories behind content and connect these to practice • Tailor content to suit the existing capabilities, level of expertise and system	
Active learning process	**Notes**
Do the professional development facilitators use: • knowledge of how people learn • self reflection and collaboration • a balance between facilitation, coaching and presentation?	
Communicating opportunities	**Notes**
Will training include information on alignment, expected outcomes, availability and access to resources? Does the training/programme include a contract? Does the material include a privacy statement that clearly indicates the school's/DES's/MOE's obligations? Communication about professional development: • Includes the benefit to the individual and relevance of the strategic plan/goals • Is advertised well in advance	
Evaluating outcomes	**Notes**
How will the benefits of participation be evaluated to inform future planning or participation? Consider: • participants' initial reactions at the end of the professional development programme • participants' application of learning in the workplace • facilitator performance	

Professional Development
Evaluation Report

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Training/workshop	
Facilitator	
Audience	
General Feedback	
What influence do we hope to see in practice	
Next Steps	