SMED 340 Critical Performance Professional Development and Leadership

Kentucky Teacher Standard(s) Assessed: Standard 7 – Reflects on & Evaluates Teaching/Learning, Standard 9 – Evaluates Teaching & Implements Professional Development, Standard 10 – Provides Leadership within School/Community/Profession

Purpose and Use Statement: This critical performance is an evaluation of Kentucky Teacher Standards 7, 9 and 10. Completion and uploading of this performance into the electronic portfolio is a requirement for a passing grade for SMED 340.

Graded Product: Two units of teacher professional development and two reflection pieces based on the professional development activity.

Task:

1. Students must complete **two professional development units and two reflection pieces** based on teacher professional development as a requirement for SMED 340. The professional development units must come from two of the three different professional development groups.

2. Professional development groups:
   1. Content Skills- standards 1 (content) or 6 (technology)
   2. Teaching Skills – standards 2 (designing/planning instruction), 3 (learning climate), 4 (manages instruction) or 5 (assessment)
   3. Professional Skills- standards 7 (reflection), 8 (collaboration) or 10 (leadership)

Examples of appropriate professional development activities include state and national mathematics, science, technology or education conferences, guest lecturers at universities, and professional development events organized by Western Kentucky University, Green River Regional Education Cooperative (GRREC) and others.

*Students must have the proposed professional development activity approved by the instructor of record PRIOR to attending the event (see attached form)*
**SMED 340 Professional Development**

**Instructor Approval Form***

**Professional Development Activity** #1 OR #2 (CIRCLE ONE)

Student’s Name:___________________________ Date submitted:____________________

<table>
<thead>
<tr>
<th>Professional Development Activity Title and presenter(s)</th>
<th>PD Group and Standard Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Content</td>
<td>1 (content) or 6 (technology)</td>
</tr>
<tr>
<td>2-Teaching</td>
<td>2 (designing/planning instruction),</td>
</tr>
<tr>
<td></td>
<td>3 (learning climate)</td>
</tr>
<tr>
<td></td>
<td>4 (manages instruction) or 5 (assessment)</td>
</tr>
<tr>
<td>3-Professional</td>
<td>7 (reflection), 8 (collaboration) or</td>
</tr>
<tr>
<td></td>
<td>10 (leadership)</td>
</tr>
</tbody>
</table>

Date and time of PD activity:___________________________________________________

Location of PD activity:_______________________________________________________

PD activity sponsored by:____________________________________________________

Instructor Approval:___________________________________________________________

Signature ___________________________ Date _________________________________

*PD MUST be approved by the instructor prior to the event.*

Please upload this form as the cover sheet for your reflection piece and also attach a promotional flyer or agenda from the PD activity.
4. After attending the professional development event, students must complete a reflection piece based on one of the options below.

Reflection pieces should be word processed, double-spaced and in 12 point Times New Roman Font. Expected length is three to six pages. Citations should follow APA 6th Edition format.

Each PD activity and reflection piece is worth 100 points.

Reflection paper options (select 1)

Option 1. Select a specific lesson you have designed or taught as part of a prior or current SkyTeach course. Describe the lesson and cite at least two specific instructional strategies from this professional development that could be integrated to improve the lesson. Incorporate evidence of supporting ideas from at least two different sources of peer reviewed literature on this topic that supports the teaching strategies you identify.

Option 2. Select a specific lesson that was presented in a university level course you were or are enrolled in and describe how the lesson incorporated strategies similar to those presented in the professional development activity you attended. Incorporate evidence of supporting ideas from at least two different sources of peer reviewed literature on this topic that include the teaching strategies you identify.

Option 3. Select a specific teacher you have observed and describe how the teacher employed strategies similar to those presented in the professional development activity you attended. Incorporate evidence of supporting ideas from at least two different sources of peer reviewed literature on this topic that includes the teaching strategies you identify.

Option 4. Describe how you could integrate two different concepts from the professional development activity you attended to impact your instructional effectiveness in the use of technology, student learning, the learning climate, managing instruction, student assessment, teacher leadership, collaboration or reflective teaching practice. Incorporate evidence of supporting ideas from at least two different sources of peer reviewed literature on this topic that includes the concepts you identify.

Option 5. Create a lesson plan based on the concepts and techniques you learned in the professional development activity. The lesson plan format used must be either the KTIP or 5E model of instruction. Copies of all student handouts needed to teach the lesson must be included with the lesson plan. In addition to the lesson plan, the student must write a one-page rationale for designing the lesson based on the professional development activity attended and the student must incorporate evidence of supporting ideas from at least two different sources of peer reviewed literature that include similar teaching strategies.
**SMED 340 Critical Performance #2 Professional Development and Leadership**

**Student’s Name:**

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**Scoring Rubric:**

<table>
<thead>
<tr>
<th>Item (points)</th>
<th>Beginning (1)</th>
<th>Developing (2)</th>
<th>Proficient (3)</th>
<th>Distinguished (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD Selection (20)</td>
<td>(0-13) PD activity was not approved in advance by the instructor, a flyer or agenda is not included with the reflection paper and PD is not correlated with KY Teacher Standards.</td>
<td>(14-16) PD activity was not approved in advance by the instructor or a flyer or agenda is not included with the reflection paper. PD is correlated with KY Teacher Standards.</td>
<td>(17-18) PD activity was approved in advance by the instructor, a flyer or agenda is included with the reflection paper. PD is correlated with KY Teacher Standards.</td>
<td>(19-20) PD activity was approved in advance by the instructor, a flyer or agenda is included with the reflection paper. PD is strongly correlated with KY Teacher Standards.</td>
</tr>
<tr>
<td>PD Reflection (30)</td>
<td>(0-23) Information has little or nothing to do with the main topic.</td>
<td>(21-24) Information relates to the main topic. No details and/or examples are given.</td>
<td>(25-28) Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>(29-30) Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
</tr>
<tr>
<td>Organization and Content (30)</td>
<td>(0-23) The information appears to be disorganized. Sources are not peer reviewed.</td>
<td>(21-24) Information is organized and one source of peer reviewed information is used to support the information presented.</td>
<td>(25-28) Information is organized and two sources of peer reviewed information are used to support the information presented. Writer provides connections between the PD activity and the literature cited.</td>
<td>(29-30) Information is very organized with detailed explanations. Two or more sources of peer reviewed information are used to support the information presented. Writer provides insightful connections between the PD activity and the literature cited.</td>
</tr>
<tr>
<td>Sources (10)</td>
<td>(0-6) Some sources are not accurately documented.</td>
<td>(7) All sources are accurately documented, but many are not in the desired format.</td>
<td>(8-9) All sources are accurately documented, but a few are not in the desired format.</td>
<td>(10) All sources are accurately documented in the desired format.</td>
</tr>
<tr>
<td>Mechanics (10)</td>
<td>(0-6) Many grammatical, spelling, or punctuation errors.</td>
<td>(7) A few grammatical spelling, or punctuation errors.</td>
<td>(8-9) Almost no grammatical, spelling or punctuation errors.</td>
<td>(10) No grammatical, spelling or punctuation errors.</td>
</tr>
</tbody>
</table>

**TOTAL POINTS POSSIBLE = 100**

**TOTAL POINTS EARNED:**

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**NOTE TO STUDENTS:** After you submit this critical performance, the scores on this analytic rubric will be provided to you for constructive feedback. However, only an overall “holistic score” will be entered into the Electronic Portfolio System (EPS) based on the following scale: 1 – Beginning, 2 – Developing, 3 – Proficient, or 4 – Distinguished. This holistic score will be based on the following ranges of possible points on this analytic rubric:

- Holistic Score of 1 = Analytic Rubric Score Range 0-69
- Holistic Score of 2 = Analytic Rubric Score Range 70-84
- Holistic Score of 3 = Analytic Rubric Score Range 85-96
- Holistic Score of 4 = Analytic Rubric Score Range 97-100

Additionally, you may only receive a holistic score of 4 in the EPS if the critical performance required no revision. This means that, if revisions are required and you make the necessary revisions, even if you score 97 or above on this analytic rubric, the highest score you will receive in the EPS is still “3.”