

Criteria for Assessing Quality Professional Development Activities

These criteria may be used in the process of establishing credit for equivalent other activities (EOA's)

ACQUIRING/BUILDING KNOWLEDGE

Earn 2 - 3 CEU's

To receive credit the activity should meet most of these criteria:

- Identifies new learning
- Uses research
- Utilizes student data
- Incorporates reflection
- Is aligned with the IPDP goals
- Relates to area of licensure or classroom teaching
- Is planned and purposeful

EXTENDING KNOWLEDGE THROUGH APPLICATION OR EXPERIMENTATION

Earn 4 - 6 CEU's

To receive credit at this level, the activity must meet the first set of criteria and most of these criteria:

1. Is extended over time
2. Expands content knowledge
3. Involves monitoring of the impact of professional development on practice
4. Extends previous learning
5. Includes the sharing of learning with building/site and/or Cohort group
6. Is job embedded
7. Is a collaborative learning activity
8. Enhances capacity for data collection and analysis
9. Uses reflective journaling
10. Includes application or experimentation in the job setting
11. Add to understanding of research

INTREGRATING KNOWLEDGE FROM APPLICATION AND/OR EXPERIMENTAION IN THE JOB SETTING

Earn 7 - 9+ CEU's

To receive credit at this level, the activity must meet the first two sets of criteria and most of these criteria:

- Is designed to improve discipline specific pedagogy
- Involves a collaborative approach to problem solving
- Includes the sharing of learning beyond building/site/ and/or cohort group
- Incorporates feedback from an external source
- Is designed to develop leadership skills
- Is systemic
- Incorporates data collection, analysis and use of the analysis
- Adds to local research base
- Includes the application of research and new practice
- Is ongoing