



FERNIE DISTRICT TEACHERS' ASSOCIATION

P.O. Box 10, Fernie, B.C. V0B 1M0

Phone: (250) 423-3323 or 423-3333

Fax: (250) 423-6134

SELF-DIRECTED PRO D CHECKLIST

- _____ The activity planned meets all 3 criteria of the inner circle of the Pro D lens on the back of this form.

- _____ I am aware that the Pro D committee may have planned guests or speakers well in advance. I did not indicate in the early planning stages that I would be interested in that particular activity. (People who say "yes" at the beginning of the planning process are a large part of the success of a day, especially for discussions and for respect to the committee guest.)

- _____ "Self-Directed Pro D" form filled out and given to your school Pro D Rep. This form is available on the FDTA website (ferniedistrictteachers.ca)

- _____ Request submitted to your school Pro D rep at least 5 days prior to the Pro D Day.

- _____ If you will be out of the school, advise your administrator at least 5 days prior to the Pro D Day.

THE PROFESSIONAL DEVELOPMENT LENS

At the centre of the lens are teachers and their learning, both as a collective and as individuals. The term “teachers’ professional development” is used to highlight its use both in thinking about individual PD and PD as a collective endeavor.

The Inner Ring: Key criteria

The inner ring consists of three factors that are necessary for an activity to be considered professional development. If any of the three are not present, then the activity should not be seen as professional development.

The Outer Ring: Necessary factors

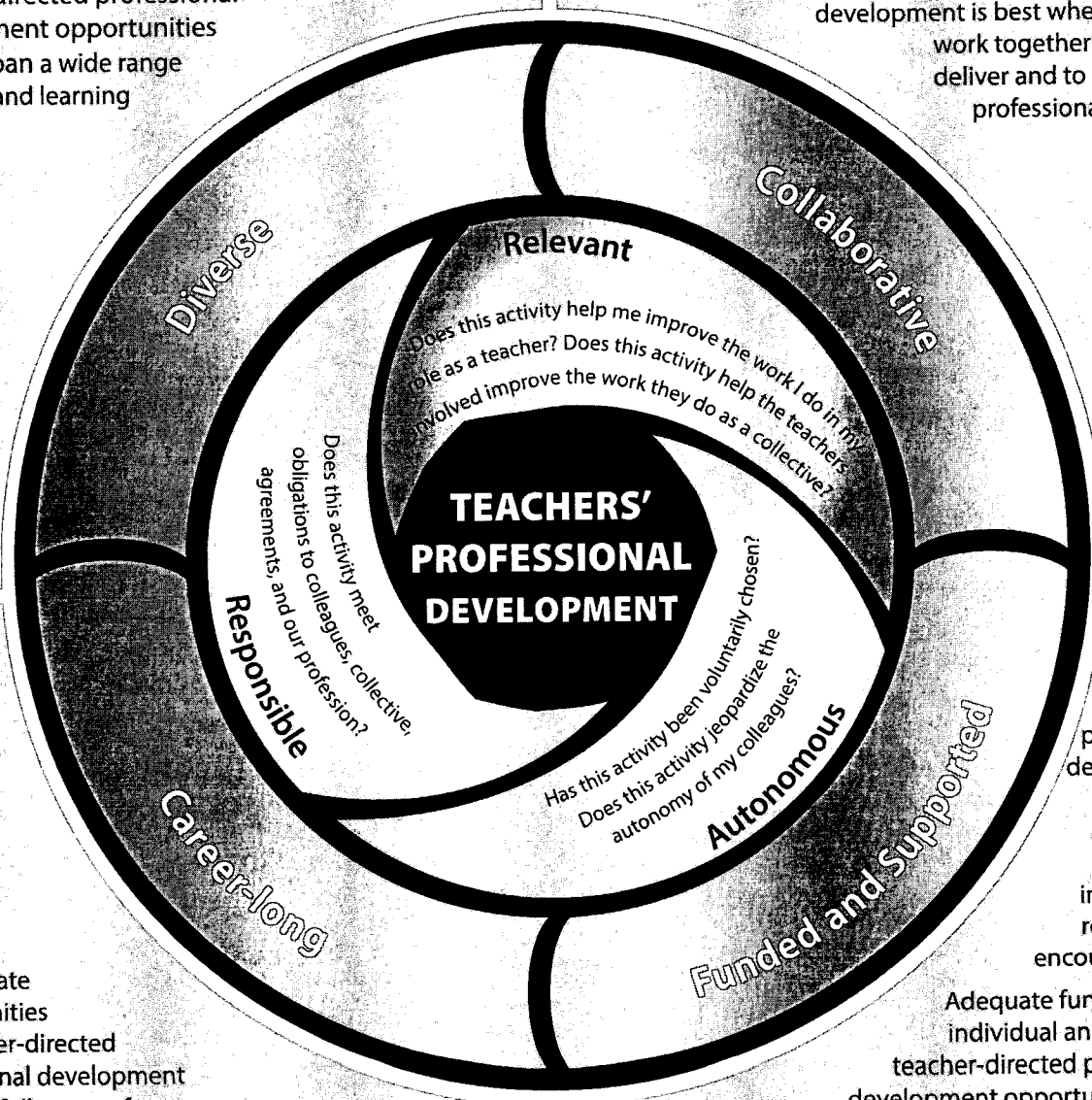
The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

Diverse

Teacher-directed professional development opportunities should span a wide range of topics and learning methods.

Collaborative

Teacher-directed professional development is best when teachers work together to plan, to deliver and to share their professional learning.



Appropriate opportunities for teacher-directed professional development span the full range of a teacher’s career.

Career-long

Teacher-directed professional development must be supported with time, information, respect, and encouragement.

Adequate funds for both individual and collective teacher-directed professional development opportunities must be available.

Funded and Supported

