THE WORK OF THE PD CHAIR

The local Professional Development Committee, working toward the expanded perspectives of professional development, will have many functions and responsibilities. A major responsibility is to help schedule and plan the school PD representative training session. Included in this section is information to help you with that task.

Also included in this section are suggestions for effective committee functioning. The PD Committee should establish individual committee members' responsibilities and group responsibilities. Setting the agenda, effective planning, reporting to the executive and the membership, keeping committee minutes, and evaluating the committee's work are basic tasks.

The new committee should take some time in the initial meetings to establish goals and set action plans that include who, what, when, where, and how; then the plans should go to the local's executive committee and/or the membership for approval. The activities for the PD Committee are thereby based on an endorsement of the membership.

Ensuring non-instructional days are used for teacher directed professional development activities is key to maintaining teacher autonomy over our professional learning.

PD committees in districts that have been amalgamated will have to work closely with the PD committee in the other local(s) to plan for amalgamated PD structures, policies, funding, and procedures.

SAMPLE PD CHAIR JOB DESCRIPTION

(Thanks to the Delta Teachers' Association for providing sample language)

DUTIES OF THE CHAIRPERSON MAY INCLUDE:

- facilitating the professional development activities of the association in consultation with the local executive
- facilitating training for school PD contacts
- being an active member of the District Day Committee, preferably the chairperson
- being a member of the Ed Change Committee
- organizing a Beginning Teachers' Conference upon direction from the executive
- maintaining close liaison with local specialist associations (LSAs)
- networking with other PD chairs in the zone and the province
- liaising with BCTF PD programs and the BCTF Professional Issues Advisory Committee (PIAC).

DUTIES OF THE PD COMMITTEE MAY INCLUDE:

- directing the professional development activities of the local association subject to the direction of the executive committee
- acting as liaison between the BCTF and the local in matters of professional development, in-service and curriculum development
- supporting, initiating and/or organizing professional development, and learning as deemed necessary or desirable by the members
- being responsible for the organization and administration of any annual conferences
- keeping a record of all meetings and report to the annual general meeting of the local.

LOCAL PD: GETTING STARTED—CHECKLIST

1. Local information to be secured immediately (check with last year's PD chairperson, local president and bargaining chairperson):
   Structure:
   ___ the collective agreement language on professional development
   ___ local PD policies
   ___ the structure of the PD committee
   ___ local decisions regarding AO involvement in PD committee and PD funding etc.
   Role of the PD chair:
   ___ PD chairperson's release time
   ___ PD chairperson's role on the executive committee and bargaining committee
   Responsibilities of the Committee:
   ___ role of the committee in planning PD days
   ___ allocation of PD days
   ___ local plans for School Union Rep Training
   Finances:
   ___ the amount of local funds available
   ___ policies regarding the distribution and use of PD funds.

2. Information to secure throughout the year:
   ___ Local specialist associations (LSAs) connection in PD (funding, other support)
   ___ Local funds for teacher inquiry, curriculum implementation etc. How much? What teacher input is in place?

3. Does the District have plans for the October PSA Day?
   ___ What PSA conferences are available for members to attend?
   ___ How can you assist LSAs to organize a regional PSA activity?

4. Is there a major conference day in the local?
   ___ Does the PD committee have a role in planning this day?
   ___ What is the date?
   ___ How can you ensure that this day is teacher-led?

5. Zone Meeting:
   ___ What is your zone?
   ___ Who is your PIAC co-ordinator?
   ___ Who is the field service person assigned to your zone?
   ___ Do you have an agenda item for the zone meeting?

6. Effective communication:
   ___ maintain communication with the board person who has PD responsibilities
   ___ communicate information to PD reps and/or staff reps as often as possible.

SURT CHECKLIST

Meet with local president to discuss:
- training needs
- possible dates
- location
- who would attend
- president attendance at the training.

Look for confirmation from BCTF. They will fax back the president or you, depending on what the president has requested.

Consult with facilitator regarding:
- venue
- equipment/handouts and other needs
- content of the workshop
- needs of group
- time lines for the day
- agenda for the day
- local issues, culture, concerns
- suggestion(s) of where facilitator should stay
- do they want to meet with you ahead of time
- people attending (numbers/rookies/experienced/LSA presidents).

Ahead of time arrange:
- any photocopying requested
- materials/equipment requested
- order lunch/snacks/beverages
- organize room.

On the day:
- have members sign in
- welcome SURT facilitator
- introductions
- thank you at the end of the session
- have members complete feedback forms to give to facilitator.

PLANNING A PROFESSIONAL DEVELOPMENT (PD) PROGRAM: A CHECKLIST

1. Prior to PD program planning, did you

a. identify what participants would be able to do at the end of the program (expected outcomes)?
b. consider various ways PD programs can be delivered, i.e., workshop, independent study inquiry group, college course, action research groups, study groups, mentorship program?
c. determine if expected PD program outcomes are appropriate for *all* potential participants?
d. collect data from potential participants to be used in program planning, i.e., what you think they need to know, what they think they need to know, and what they already know?

2. In planning a PD program, did you

a. identify a planning team which includes representative teachers?
b. summarize data collected from teachers, program evaluations, etc., and make them available to the planning team?
d. consult research, validated programs, etc., as a base for planning?
e. consider providing a variety of activities.
f. plan for individual differences; plan for teachers to have choices?
g. build in time for group interaction?
h. identify ways to communicate workshop objectives/expectations, etc., to potential participants prior to in-service program?
i. select a location conducive to workshop and convenient to participants and arrange for appropriate equipment, supplies, etc.?

3. In conducting (implementing) the PD program, did you allow for

a. participants to make the role change from teacher to learner?
b. participants to know who is here, why they are here, and what their resources are?
c. a check with participants concerning their attitudes, feelings, and knowledge during the program?
d. deviation from the plan to meet emerging needs of participants?
e. participants to work with a variety of people and other resources?
f. participants to relate program outcomes to their classrooms?

4. When planning for the completion of the PD program, did you provide

a. an opportunity for participants to give feedback on the program?
b. a method for determining whether or not the expected outcomes were achieved?
c. for data collection on the effects of the program after participants returned to their classrooms/schools?
d. for follow-up with teachers, i.e., newsletters, visitations, report of evaluations, etc.?
e. for school leaders with information about the program and ways curriculum co-ordinators, etc., might provide support for teachers?

PLANNING WORKSHOPS—CHECKLIST

Place a check in the box to indicate "accomplished" or "arranged."

1. Getting started

- Approval for workshop at designated location and specified date from superintendent and school board. ❑
- Funds available from PD budget. ❑

2. Resource person(s)

- Person(s) contacted (letter of confirmation received, which lists honorarium, date and time). ❑
- Person(s) understand the objectives, the format, and the expectations, etc., of the workshop. ❑
- Honorarium arranged and confirmed in writing (see 1). ❑
- Travel arrangements completed. ❑
- Accommodation arranged and paid for (or arrangements made to be paid by sponsoring group later). ❑
- Someone to meet the resource person(s), and host to make sure that resource person(s) reaches hotel/motel and workshop. ❑
- Resource person(s) notified of any entertainment to which she/he/they are invited. ❑
- Arrangements completed for any gifts, etc., to be presented. ❑
- Needed materials and equipment, and who is responsible for obtaining, completed. ❑
- Any special accommodation needs of the resource person(s) at the workshop arranged. ❑
- Apply for leave of absence for resource person(s) if necessary. ❑

3. Advertising the workshop

- Needs assessment carried out, and results interpreted. ❑
- Arrangements made to notify all who might be interested or who shall be invited. ❑
- Objectives, format, length, date, place, resource person(s), number of participants, fee, etc., included in information sent out. ❑
- Name, address, and telephone numbers of contact person included in information sent out. ❑
- Prospective participants notified of pre-reading required. ❑

4. Place of workshop

- Facility arranged, including number of rooms required. ❑
- Extra chairs, equipment, etc., arranged. ❑
- Time when facility will be open/arranged. ❑
- Directional signs placed at and in the facility. ❑
- Janitorial and security personnel arrangements made. ❑
- Rental arrangements completed. ❑
- Payment for janitorial and security personnel completed. ❑

5. Financial arrangements

- Total costs determined. ❑
- Source of various grants identified, and grants requested and obtained. ❑

- Fee, if there is to be one, determined. ❑
- Fee paid in advance (if possible, or immediately after the workshop). ❑
- Honorarium and accommodation costs of resource person(s) paid in advance. ❑

6. Day of workshop

- Registration desk, personnel fees, and receipt books arranged. ❑
- Programs and other materials to be handed out arranged (registration folders). ❑
- Name tags available if required. ❑
- Any special guests invited well in advance; those with a special task, know it. ❑
- Chairperson knows role. ❑
- Person(s) who is to introduce the resource person(s) is ready. ❑
- Person(s) notified and ready to thank the resource person(s). ❑
- Arrangements made for catered meal or to go out and where to go. ❑
- Media representatives notified. ❑
- Publishers' representatives notified regarding materials displayed. ❑
- Arrangements completed for parking, if a large group of participants expected. ❑
- Directional and other informational signs prepared and posted. ❑
- Student guides arranged, and easily identifiable as they are performing their tasks. ❑
- Coffee, tea, or other light refreshments arranged and available. ❑
- Evaluation forms available. ❑
- Arrangements made for any follow-up to the workshop. ❑
- Clean up and return of borrowed/rented materials and equipment arranged. ❑
- Letters of appreciation to the resource persons drafted at the close of the day. ❑

7. Winding down

- Payment of, and claims for, expenses made. ❑
- Evaluation analysis completed. ❑

8. Follow-up to workshop

- What activities have been planned by the school/local to help implement changes/directions suggested by the workshop? ❑

POSSIBLE DIRECTIONS FOR DISTRICT PROFESSIONAL DAYS

Local associations regularly seek possible directions for a professional day. There is no perfect formula. Here are some general suggestions about district professional days.

GENERAL GUIDELINES

- Begin planning several months in advance. Set up a web page or make information available online in some format.
- Survey the documented needs of teachers in formulating a program (PD committee may have information from survey forms).
- Plan enough activities so the groups will be small.
- Plan activities for “doing” rather than “listening.”
- Decide on a major theme or focus for the day.
- Plan some practical activities as well as some intellectual/philosophical sessions.
- If appropriate, invite parents in professional day activities.
- Involve school board members and district staff, but not in key roles (to avoid the supervisory image).
- Plan physical arrangements with great care. They can make or break a conference.
- Assign a chairperson to every session to finalize physical arrangements, initiate the activity, host resource persons, etc.
- Publish, well in advance, titles and descriptions of activities and the name and position of any resource person.
- Use the PD day as a kick-off for ongoing PD/study groups, LSA development, initiating teacher inquiries or action research.

POSSIBLE ACTIVITIES

Where a district professional day is being left open for a school staff to be responsible for developing its own program suggest the following:

1. PD committee reminds each school staff, well in advance of the professional day, of the school’s responsibility to set its own program.
2. PD committee, upon invitation, will assist the school staff by
    a. providing a needs assessment to determine staff priorities.
    b. recommending workshop and/or speakers/facilitators.
    c. providing a workshop determining local school staff PD needs.

RUNNING A MEETING—STREAMLINING

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1. Time
- Start on time.
- Build a realistic time limit into the agenda.
- Develop agendas with timed items.

2. Expectations
- Be in touch with everyone who is going to report.
- Ask ahead who is going to bring up business.
- Ask participants what *outcome* they expect.

3. Minutes
- Never read them out to the meeting.
- Circulate them ahead of time.
- Cite topics covered and decisions taken; no details needed.

4. Reports
- Have reports printed and circulated.
- No need to "receive" reports.
- No need to "adopt" reports, unless they have recommendations.
- Avoid off-the-top-of-the-head verbal reports unless the topic is urgent.
- If the executive or other committees have recommendations, line up movers and seconders ahead of time.

5. Nominations
- Unless otherwise specified, don't look for movers and seconders of nominations.
- Don't seek or accept motions to close nominations.
- Ask for nominations three times.

6. Motions
- Make people write out motions (unless the motions are very simple or procedural).
- Ensure that motions are brief and specific.
- "Whereases" are unnecessary; they are not part of the motion.

7. Consensus
- Think ahead to where the meeting should be going.
- Suggest procedures.
- If no one objects, go ahead.
- Cut down the procedural motions unless they have to be on record.

8. Rulings
- Read the BCTF rules of order, found at the end of the BCTF Member's Guide
- Rule boldly, take your chances, expedite!

9. Rules of Order

Watch video on Rules of Order on BCTF website:
bctf.ca/ProfessionalDevelopment.aspx?id=6388

THINGS THAT COME UP IN MEETINGS
IDEAS ON WHAT TO DO

Some things occur again and again during meetings. Here are some ideas on how to handle typical events and episodes. Add your own alternative solutions.

How would you cut a long-winded speaker?

1. Confer briefly ahead of time, suggesting that you make one or two stops in the speech in order to give listeners a chance to ask questions or make comments.
2. Advise the speaker beforehand that you will give a time warning so many minutes before the end.
3. Stand up at a given time.
4. Sit next to the speaker so you can give a "touch signal."
5. Have a timekeeper in the audience, previously agreed upon, who stands up at an agreed upon time.
6. Make very clear to the speaker ahead of time how long a speech the group is expecting.
7. Say to the whole group something like, "Dr. So and So will speak approximately 20 minutes, after which you'll be able to ask questions."

What can you do about latecomers after things have gotten under way?

1. Have one or several people designated to take care of helping greet and update the late people.
2. Have a separate table near the door so that people can pick up materials as they come in.
3. If you have a number of tables, leave one or two spaces open at each table, and have someone ready to invite the latecomers to join already formed groups.
4. Establish a pattern of always starting on time; then people know that if they are late, they will miss something.
5. Include the latecomers as quickly as possible, even though they may feel guilty about being late.

An important/notable person is going to be at the next meeting. What are some ways to make the group feel at ease with this person?

1. Have a coffee hour at the beginning of the meeting so that people can meet the person informally.
2. Have the visitor speak or participate early in the meeting so there is no necessity for anxiety or prolonged curiosity.
3. Have different seating arrangements so the visitor is not always at the head table. The visitor might sit at different tables in the room with different people to get to know some of them.
4. The visitor could eat beforehand and then walk around and meet people during their meal.
5. The visitor could have each course at a different table.
6. Give the visitor a place on the agenda to ask questions of the group so that she/he can demonstrate an interest in the group.
7. Ask the visitor what she/he would like to do to get in touch with the group.

You've heard chairpersons say, "Gosh, what do I do with that group? You ask them a question and they just don't respond; they're apathetic; I just don't know where they are."

1. Break into buzz groups or table groups to discuss the issue at hand and then have a rotating report-back to the total group.
2. Ask for a brainstorm in which you do away with the pressure of evaluation of discussion by having everybody call out ideas
3. Divide the group into trios, and have them come up with "all the ways we could get our group to participate more."
4. Have available for each table a guided discussion sheet about the topic.

5. Train some conveners for small groups so that the convener can help that group participate.
6. Challenge them by asking, “What questions would you ask about this?”

Do you start a meeting at the stated time or when people arrive?

1. Recognize that even in the best groups people aren’t going to walk in the door at the same time; therefore it is best to have plans for what you might call a “ragged beginning” in which there is something to do from the moment the first member comes in: some pre-meeting conversation topics or some things to skim and read or some short interviews with one another.
2. Establish the pattern of starting on time and then catching up the latecomers later.
3. Have some small-group tasks done as people come to the meeting. The total group portion of the meeting doesn’t start until the small groups are all ready to report out to the whole group.
4. Get away from the assumption that the leadership has the responsibility for being disciplinary or calling attention to people who are late. Instead, have a committee of peers that works on an approach to late members and then calls the group’s attention to its own norms. A member of the group rather than the leader then has the job of dealing with the problem.
5. Have the whole group discuss “What we might do about some people coming early and some people coming late, and how we as a group might handle it.”
6. Test the starting time for this group. Is it realistic, or was it set many years ago and never challenged since?

Do you deal with committee reports? Do you read lengthy minutes of previous meetings? How can you deal with this?

1. Require a time limit, so that you may not have more than two minutes to report, and then cut off the report.
2. Require that the committees have summary reports at each member’s place so there can be a reading period. Then, each person responds to questions on the report they have just read.
3. Ask work groups to hand in their written report for the sake of the record, but report verbally only the three most exciting things that happened, or the two things about which they want responses from the other group members.
4. Have someone interview the chairperson of the committee to distinctly spell out highlights—a kind of public interview.
5. Have the report in the form of a mobile design, large drawing, or even ask groups to act it out non-verbally, rather than thinking of it as only the written or spoken form.

How do you decide on the resource person you want, and then brief that person to make sure she/he is really useful?

1. Give or send the resource person a summary of actions, problems, or situations that the group has experienced relating to the resource person’s specialty.
2. Have a brief brainstorm or listing at previous meetings around some of the things the members of the group hope to learn, to clarify, or to solve in the session with the resource person.
3. Have a panel discussion at the beginning of the meeting among some of your members; the resource person can listen and prepare to deal with them.
4. Have two or three members of the group confer with the resource person in person or by telephone.
5. Advise the resource person that the group has definite ideas they want to explore, and that they are preparing those in order to save the speaker the problem of making up and preparing a speech. They want to use her/him as a responder rather than as a speaker.
6. Be clear with the resource person as to the length of time, the topic, and the hoped-for outcomes of the meeting.
7. Ask the resource person how she/he would like to handle the situation. Also, ask if she/he has special ideas she/he wants to share.

You've just walked into the door of the room where you're going to hold your meeting and the setup is nothing like you asked for. What now?

1. Get busy and rearrange it.
2. Rearrange it yourself, or get several others to help you move the tables out of those fixed, straight-line patterns, move the chairs away from the classic rows, etc.
3. Find out where the custodian is, and ask for help to rearrange it.
4. Have this be part of the start up as people come in, and make an enjoyable work session with their help.
5. Have clear plans for groupings needed for the meeting activity so that you can look at the space and say, "We're going to start our meeting with circles of five, or we want semi-circles of six that can close up and make circles later in the program."
6. Be there beforehand, and do some careful planning as to how to use the space so that you know what you're going to do.
7. Scout the building to see if there is an empty room that would be easier to set up more quickly.
8. If there is a rostrum, platform, or head table in the front and it is important to change the authority image of "the speaker from the pulpit," change the concept of where the front of the room is and what is going to happen from there.

Having reviewed these ideas, take each one and reflect on your additional ideas for handling them. Certainly there are many more possibilities. These are just to trigger your own solutions.

Your developing a repertoire of solutions will enhance your creativity when such situations occur. Try brainstorming alternatives about other issues of meeting leadership.

TIPS FOR KEEPING MINUTES OF COMMITTEE MEETINGS

Keeping accurate minutes in PD committee meetings is crucial for several reasons. Minutes accurately reflect important decisions and demonstrate that they were made as part of a legitimate process, they reduce the risk of future disputes, and they serve as a historical record for PD chairs that will follow you into the position.

Minutes only need to be taken during formal meetings—informal meetings do not need for minutes to be taken although they might be useful (taking good notes of informal meetings would be a good idea).

Here are several ideas for taking proper minutes.

Idea 1: Organization

Ensure the minutes contain the date, time, and place of the meeting. They should also contain the names of everyone present (an attendance register), and who actually chaired the meeting.

Idea 2: Adoption of minutes

When the minutes of previous meetings are confirmed, the chairperson should sign them as being "true and accurate" before filing them.

Idea 3: Motions

Record the motions that were voted upon, as well as who moved them, and who seconded them. If people want their negative or positive votes recorded, make sure these names make it into the minutes.

There is no need to record discussions of the motions, only the motions themselves. Sometimes, though, it would be to the benefit of future chairs to have a brief, broad synopsis of discussions included to capture the essence of the debate.

Idea 4: Disclosures

If there are any conflicts of interests (e.g., a decision was made that would result in a personal gain for the member or his/her spouse), details of disclosures made by these person(s) and whether they were present or voted upon should be recorded.

Example of partial agenda/minutes

Pleasant Valley Teachers' Association
PD Committee Meeting, May 28, 2011

AGENDA

1. Call to Order
2. Adoption of agenda
3. Adoption of minutes (April 15, 2011)
4. PD Funding for Teachers Teaching on Call
5. (and so on ...)

MINUTES OF PLEASANT VALLEY TEACHERS' ASSOCIATION
PD Committee Meeting, May 28, 2011

Present: C. Dunlop, H. Franks, K. Loeppky, W. Williams, S. Clark, with G. Reese in the Chair.

Called to order 4:00

1. Dunlop/Clark [Mover/seconder]—**Adoption of the agenda**
   That the agenda be adopted as circulated. Carried

2. Clark/Loeppky—**Adoption of previous minutes**
   That the minutes of the April 15, 2011 meeting be adopted as amended.
   Carried

3. **PD Funding for teachers teaching on call**
   The meeting discussed the issue of funding PD for Teachers Teaching on Call. There was general debate about whether TTOCs could access to PD funds, even though they do not generate contractual funding (which is based on FTE headcount), and the effect allocating funds for TTOCs would have if FTE teachers require an increase in funding to offset increasing PD costs.

   Williams/Franks
   That 20% of the unallocated surplus in the general PD fund be allocated for the use of teachers teaching on call. TTOCs may apply for a one-time grant of up to $200 every second school year, and the funding will be allocated on a first-come, first-served basis. Carried

   Request for negative vote to be recorded: S. Clark (and so on ...)

SCHOOL INPUT TO LOCAL PD COMMITTEE

The school PD representative is to complete and return this form to the PD Committee to provide feedback regarding the PD needs of the school staff.

Determining local school staff PD needs

1. What significant problems did your staff identify?

____

____

____

____

____

2. What aspects of the problems were your staff unable to address?

____

____

____

____

____

3. Would you like assistance from the local PD committee in addressing these concerns?

   Yes ❑ At the school level ❑ At the local level ❑
   No ❑

   If possible, indicate how the committee might assist.

____

____

____

____

____

____

NEEDS ASSESSMENT

Needs assessment is one of the crucial steps in planning. Those charged with developing programs dealing with the well-being of human beings should begin by discovering the perceived needs of the people involved.

Much has been written about needs and needs assessment; generally, it is agreed that a “need” is the discrepancy between the actual state of affairs and a satisfactory state of affairs.

Needs assessment for professional development should be an open, positive approach by a school staff or a school division for examining the goals and objectives of the system and the professional development programs. The process should involve the individuals and groups in

- determining what the desired state of affairs should be
- measuring the outcomes of current efforts
- specifying the differences between what is desired and what currently exists and
- generating plans to reach those goals

The needs assessment process should be characterized by

- meaningful involvement of everyone concerned (teachers, administrators, students, parents, citizens)
- regular feedback and communication that keep everyone informed
- commitment of the key decision makers to utilize the data
- positive approach with no real or hidden threats to existing programs or personnel.

PURPOSES (what a needs assessment should accomplish)

- may be used as an initial step in designing programs
- should provide accurate information to use in decision-making
- may be used to evaluate the impact of a given program/activity on the behaviour of students
- may be used to assess who thinks what is important
- may be used to collect baseline data against which to judge how well a program is doing
- can be used to set priorities and justify focusing attention on some things, not on others
- may be used to help those who complete the assessment (teachers) become more sensitive to what they are doing
- may be used to help those who complete it evaluate strengths as well as weaknesses
- may be used to help those who complete it to identify next steps/plans
- may help to identify the discrepancies between an actual and a satisfactory state of affairs.

GUIDELINES AND POINTS TO CONSIDER

- An accurate needs assessment depends upon a large percentage of the teachers participating.
- Past practice should be considered as an index of teacher responsiveness to various forms and measures.
- Consider timing. Don’t survey during busy periods such as testing or report cards or after a “flurry of administrivia.”
- Use multiple measures; a needs assessment may be oral, written or a combination; different people express needs differently.
- It is often difficult for individuals to express “real” needs; for example, they may have an inadequate knowledge of the field.
- Try to get respondents to focus on *how* they learn as much as on *what* they want to learn about.
- Before asking respondents to complete a needs assessment, share *how* the data will be used.

- Give respondents feedback on the results of the needs assessment.
- Make sure something happens, some action is taken, in response to the needs assessment.
- Keep it simple; complex methods turn people off.
- Don't expect a "transplanted" needs assessment to work.
- Needs change. Do not make the assumption that they are permanent; use periodic evaluation.
- Consider capability of local and PD committee to implement the assessment.

METHODS OF NEEDS ASSESSMENT

- data collection, using standardized or developed instruments such as questionnaires, tests or checklists
- interview schedules during which selected or random personnel are consulted
- small-group sessions, tape recorded and analyzed for key ideas, concerns, and possible courses of action
- group process to use problem-solving techniques to identify needs and plan program
- skilled observers
- from other school systems, universities, or the community, depending upon the nature of the need, visit and report
- intervisitation schedule to observe schools, processes, and personnel in the designated areas of activity, with reports of features and factors to be used in modifying the desired objectives
- analysis of case studies, logs, diaries, anecdotal records, critical incident reports, or follow-up studies
- weighing and considering goal statements, objectives and achievement data with representative or concerned personnel to arrive at consensus or focus
- in-depth study by existing or task groups, such as instructional council or steering committee
- use of a modified Delphi technique, where select individuals respond to original data and to subsequent reduction of the data.

WAYS OF GETTING TEACHERS TO IDENTIFY THEIR OWN IN-SERVICE NEEDS

- Conduct in-service awareness sessions, requesting teachers to identify areas of interest at the end of each session; provide follow-up to teachers in their areas of interest.
- Ask teachers to identify strengths and competencies as well as needs for in-service
- Arrange for peer observations.
- Provide teachers with self-assessment instruments.
- Arrange for teachers to share ideas and resources with one another, encouraging them to follow-up in one or more areas.

OPTIONAL—

PROCESS FOR A QUESTIONNAIRE/SURVEY—NEEDS ASSESSMENT

1. Select a subcommittee or use the PD committee as a whole to do the task.
2. Decide upon the type of questionnaire.
3. Do an informal survey of staff. Each committee member would interview some staff members. This will provide basis for questions.
4. Use the data from the informal survey, past evaluations of in-service, school/district goals, etc., to construct the questions.
5. Design the questionnaire. Take care choosing type and length.
6. Administer the questionnaire. If possible use a staff meeting to complete.
7. Analyze the results. Group by themes. Relate to goals of the school.
8. Present finding to staff—probe the themes—expand—develop consensus. This will provide topics and areas of concern around which to build a staff development program.

NOTE: This process does have limitations. It may not elicit the real needs as well as a more open-ended interactive process would.

SMART FORMULA FOR GOAL-SETTING

S PECIFIC

M EASURABLE

A TTAINABLE

R ELEVANT

T IMELINES

A QUICK NEEDS-ASSESSMENT PROCESS

Here is a very quick and simple process you can use with your staff or committee to determine needs and set some goals and priorities. It is intended not to replace the longer needs-assessment and goal-setting process, but to be used as a survey tool when time is tight, and planning necessary. It will not give you the definitive answers to planning for professional development, but it is a quick tool that can be used in staff meetings to identify needs and wants for professional development.

STEPS

1. Put the question, e.g., what do you as a teacher want or need to support you in the classroom this year?

2. Brainstorm on large Post-It Notes, using one note per idea. Use felt pens, and write largely and clearly.

3. After the idea is written, stand and say it loudly enough for everyone to hear, and place it on the chart. This is an important step and helps ideas flow.

4. Brainstorming rules apply. If your idea is the same as or similar to one already up, add it anyway so that the group gets a sense of how important this issue is. The idea is to generate ideas, so there is no censoring or criticizing.

5. As the ideas are in place, see if they can be clustered into similar groups or categories.

6. Participants choose three ideas from the collection that they think are priorities and place a check on each of the three ideas they support. The top three to four vote-getters become the priorities.

7. Now—priorities are set, and it is time to get commitments for action to make them happen.

THE HALF-DAY NEEDS ASSESSMENT AND ACTION PLANNING

SAMPLE WORKSHOP OUTLINE

Objectives

- To develop the year's goals and action plans for the professional development committee.
- To model a needs assessment process. (Could be used by school staffs.).

1. Introduction 20 minutes

- workshop format
- objectives
- warm-up.

2. Context 15 minutes

- issues for the committee this year.

3. Assessment 45 minutes

- successes of PD committee last year
- support/obstacles.

4. Goal Setting 45 minutes

- to do the job, what skills, training do you need—list
- prioritize.

5. Action Planning 45 minutes

- clarify goals
- identify and assess effective strategies
- determine timelines and responsibilities.

6. Evaluation

SELF-DIRECTED PD LOG
A professional development tool to be used on a voluntary basis

The self-directed PD log is a tool for planning one's professional development. It acknowledges the professional autonomy of teachers. It is for the exclusive use of the individual teacher.

WHAT IS A SELF-DIRECTED PD LOG?
A self-directed PD log assists teachers in developing self-directed professional goals, reflecting on formal and informal professional development experiences.

GUIDING PRINCIPLES: PROFESSIONAL DEVELOPMENT AND THE SELF-DIRECTED PD LOG
Assumptions
1. Teachers support teacher-directed professional development that is meaningful.
2. Teachers engage in wide variety of ongoing professional development activities throughout their careers.
3. Professional development is varied and wide-ranging. It includes formal and informal learning, directly and indirectly related to teaching practice.
4. The use of the self-directed PD log is voluntary and should not be used by employers.

BENEFITS OF MAINTAINING A SELF-DIRECTED PD LOG
1. A PD log puts the teacher in charge of his or her professional development.
2. A PD log encourages self-directed professional development.
3. A PD log assists teachers to plan meaningful professional development based upon their own unique professional needs.
4. A PD log will capture a variety of professional development experiences rather than a prescribed "one-size fits all" professional development.
5. A PD log can empower teachers by encouraging them to establish self-directed professional development goals.
6. A PD log is a way of acknowledging professional learning over time.
7. The PD log promotes a personalized approach to professional development.
8. The PD log can encourage discussions with colleagues about professional activities.

USING THE SELF-DIRECTED PD PLANNING FORM
1. Decide the learning goal(s) that will be the focus for your annual professional development. That may be done in collaboration with a colleague.
2. Record your goal(s) on the Self-Directed PD Planning form.
3. Consider and choose experiences from the Professional Learning Experiences Menu that you will undertake to achieve the goal(s).
4. Record the experience(s) you have selected in the activity section of the template and add your specific details.
5. Record the time, date, number of hours and location of the activity on the form.
6. Record your reflections of the learning on the planning form. Reflections should be ongoing and demonstrate actions you have taken as you extend your professional knowledge and expertise.

THE SELF-DIRECTED PD PLANNING FORM

Name: ______________________________ **Date:** ____________________

Date / time / location	My learning goal	Activity	Reflection	Follow-up

SAMPLE

SELF-DIRECTED PD PLANNING FORM FOR RECORDING PD ACTIVITIES

Date/time/location	My learning goal	Activity	Reflection	Follow-up
September 10, 2010 5 hours October 24, 2010 5 hours	To find ways to improve problem solving in my Grade 5 math program	Attended PD day workshop on math Attended Math PSA conference	Tried problem of the week with teaching strategies taken from workshop, will need to add extra time for student feedback. Posted problem-solving strategies chart in classroom for students. They found it useful.	Discuss with other colleagues
November 18, 2010 2 hours	Learn more about the use of PowerPoint with my Grade 6 immersion students	Participated in a district in-service session on the use of PowerPoint.	Students need help with peer editing. Is cutting and pasting from the Net into a PowerPoint presentation any different than photocopying from the text and pasting it on to a poster?	Take a follow-up course. Test out validity/reliability standards with students. Discuss plagiarism.
October 2010–April 2011 Met for one hour every second Thursday of the month	To improve my bank of strategies for teaching science in Grades 6–8.	Participated in a local/district study group to compile and share learning strategies with middle school students.	Gained a lot more ideas for teaching science. My students are more enthusiastic about science.	Try new strategies in other subjects
August 20–23, 2010 18 hours	To improve my workshop presentation skills	Attended BCTF Facilitator's Institute training session	Learned new strategies on how to insert transitions in my presentations. The pacing of my workshops has improved. Understand more about the conceptual underpinnings of Adult learning.	Facilitate three sessions this year

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