**



**High School Concurrent Teacher**

**Professional Development Report**

Annual discipline-specific professional development participation is mandatory for all CE High School Partner Teachers.

*Why are we doing this?*

*NACEP Standard Faculty 3 (F3): Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors’ pedagogy and breadth of knowledge in the discipline.*

**Date:**

**High School Partner Teacher(s):**

**RCTC Faculty Liaison:**

 **Discipline:**

|  |  |
| --- | --- |
| **Academic Year:** |  |

Annual discipline-specific professional development may include but is not limited to:

1. On-campus visit consisting of:
	* + Visiting discipline-specific classrooms
		+ Discussion in a large group
		+ Grade-norming activity
2. Discipline-specific conference attendance, such as the Network for Educational Development through MinnState (NED). *\*\*Faculty Liaison attendance is also required.*
3. Small Group Instructional Feedback, addressing discipline-specific issues/ideas
4. Current literature – professional article on course objectives or content
5. Division meeting attendance if focus is on discipline content versus RCTC policies or issues
6. Grade-norming activity

g. Graduate course completion in discipline area (course description and unofficial transcript is documentation of attendance) – *Debrief and discipline application necessary piece of PD documentation*.

h. Faculty Liaison guest lecture in HS classroom if focused on specialized area of content

**Upon Completion of Professional Development:** Documentation/Evidence AND Written Summary of Learning

* After the High School Partner Teacher completes professional development, the Faculty Liaison must submit ***documentation of the PD OR evidence***. This may be event minutes, a conference agenda, or training summary/materials/ppt you used. For graduate courses, a transcript is sufficient. Attach documentation to this form.
* A written ***Summary of Learning*** should include a description of how the material learned enhances course content and delivery or knowledge, and/or addresses research and development in the field. Use the space provided on this document or attach the summary to this form. Please use the following prompts and the example on D2L as your guide:
	+ How did this professional development help the High School Partner Teacher to gain further knowledge in the discipline?
	+ Consider activities, assignments, and assessments in your shared course. How does this PD impact your understanding of these things considering your new knowledge? What new ideas or strategies do you intend to apply to enhance these specific parts of your course? You are encouraged to attach one item that you have collaboratively reviewed and revised as a result of this teaching and learning experience.
	+ Explain how the knowledge gained will enhance students’ learning.

*Please note that this written summary is the responsibility of the Faculty Liaison after completing a detailed discussion with the HS Partner Teacher. If you need additional space, please include another sheet.*

**Acknowledgement of Roles and Responsibilities**

I, as the Faculty Liaison, have reviewed and approved this professional development plan. If I was not present for the professional development (graduate course completion ONLY), I have discussed the summary of learning with the High School Partner Teacher.

**RCTC Faculty Liaison Signature (Use Docusign) / Date**