

Working draft—April 19, 2004

Working Guide

SELF-DIRECTED PD LOG

**Professional and Social Issues Division
B.C. Teachers' Federation
April 2004**

SELF-DIRECTED PD LOG

INTRODUCTION

In supporting teachers on professional matters the BCTF Executive Committee asked the PSA Council (PSAC) and the Professional Issues Advisory Committee (PIAC) to provide advice on the use of a self-directed PD portfolio.

After considering advice from PIAC and PSAC, the BCTF Executive Committee adopted the following recommendations at its meeting in February 2004:

1. *That the BCTF encourage teachers to voluntarily maintain a self-directed PD log.*
2. *That the BCTF implement strategies to promote the use of self-directed PD logs.*

This working guide has been developed to give BCTF members background and information to voluntarily maintain a self-directed PD log.

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.

BCTF policy statements

1. Professional development is a process of continuous growth through involvement in programs, services and activities designed to enable teachers, both individually and collectively, to learn and grow professionally in order to enhance teaching and learning. (BCTF policy 30.A.01—2000 AGM)
2. It is the responsibility of the individual member to make a continuing effort to develop professionally. (BCTF policy 30.A.09.1—1985 AGM)
3. Participation by members in professional development should be on a voluntary basis. (BCTF policy 30.A.09.2—1985 AGM)

4. Professional development activities should include the growth of competence, collegiality, influence, social and personal development and health. (BCTF policy 30.A.09.4—1985 AGM)
5. Effective professional development requires a commitment of adequate resources, time and organization support. (BCTF policy 30.A.09.5—1985 AGM)
6. The individual member should be given the opportunity and the time to pursue his/her professional development objectives. (BCTF policy 30.A.09.6—1985 AGM)
7. The individual members, school staffs, locals, PSAs and the BCTF are responsible for planning, structuring, and organizing professional development programs and services for members. (BCTF policy 30.A.11—1992 Executive Committee)
8. The BCTF continues to support members through their locals in their efforts to gain autonomy over their professional development. (BCTF procedure statement 30.A.20—May 1994 RA)
9. The BCTF encourages locals and teachers to utilize voluntary, self-directed professional development planning. (BCTF procedure statement 30.A.22.3—August 1999 Executive Committee)
10. Members are advised of the potential pitfalls inherent involving themselves in administrator-driven professional growth. (BCTF procedure statement 30.A.22.3—August 1999 Executive Committee)
11. The member recognizes a responsibility toward both colleagues and the professional organization. The member:
 - a. assumes responsibility for the member's own personal professional growth.
 - b. recognizes the need for personal professional growth and takes advantage of opportunities provided. (BCTF policy 31.B.06.E 11/12—1990 AGM)

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.

SELF-DIRECTED PD LOG BASICS

- A voluntary professional development tool
- Expandable
- Manageable
- Organized
- A work in progress

The self-directed PD log is only a means to an end, not an end unto itself.

WHAT IS INSIDE THE SELF-DIRECTED PD LOG?

1. A *PD-Experience Menu* that identifies a wide-variety of ways for teachers to participate in professional development.
2. A *Self-Directed PD Planning Form* to assist teachers in establishing PD goals.
3. A *Sample Self-Directed PD Planning Form* for recording PD activities.

A PD-EXPERIENCE MENU

The following are examples of professional learning experiences that teachers undertake. There are many additional ways for teachers to participate in professional learning.

1. Formal programs

- Enroll in a university or college course
- Enroll in a university graduate program
- Enroll in a BCTF course or program
- Enroll in other institution or organization course

2. Research

- Conduct an individual inquiry related to teaching and student learning
- Conduct/plan research
- Work collaboratively within a team to research topics related to teaching and student learning.
- Participate in online discussion groups related to research
- Investigate and access educational research
- Apply educational research

3. Professional networks

- Participate in provincial, national or international specialist association conferences or activity
- Facilitate BCTF workshop and/or training program
- Contribute to other professional organizations
- Participate in a school-based committee
- Participate in a group of school committees
- Participate in a district school board committee
- Participate in a BCTF or local advisory committee
- Participate in a school/district/provincial curriculum or program/policy committee
- Serve on a local community committee
- Serve on a School Planning Council
- Serve as school PD representative or local PD chairperson

4. Professional activities

- Maintain a self-directed PD plan
- Develop a professional growth plan
- Maintain a self-directed professional development log

- ❑ Visit to observe colleagues teach
- ❑ Read an educational book, journal, or article
- ❑ Attend a professional conference, summer institute, workshop, or in-service session
- ❑ Discuss educational resources with a colleague
- ❑ Participate as a curriculum team member
- ❑ Participate in an assessment project
- ❑ Conduct an internet search of a professional topic of interest
- ❑ Develop a workshop for colleagues
- ❑ Facilitate a workshop for colleagues
- ❑ Organize a district, provincial, or PSA conference
- ❑ Develop a professional resource/article
- ❑ Publish a professional resource/article
- ❑ Participate in school, district, or provincial professional-development day activity
- ❑ Maintain a reflective-practice journal

5. Mentoring and coaching

- ❑ Mentor another member
- ❑ Choose and work with a mentor
- ❑ Mentor a student teacher
- ❑ Plan co-operatively with colleagues
- ❑ Attend a study group
- ❑ Participate in a formal network within/outside the district
- ❑ Participate in a district and/or local mentoring program
- ❑ Mentor online
- ❑ Serve as a faculty associate in a teacher-education program

6. Learning through practice

- ❑ Develop a curriculum resource
- ❑ Implement a curriculum unit/lesson
- ❑ Participate collaboratively in a school-based project
- ❑ Implement a new instructional and/or assessment strategy
- ❑ Conduct an action research project
- ❑ Share action-research findings with others
- ❑ Publish an action-research project
- ❑ Pilot a new initiative
- ❑ Pilot new material e.g., science, reading, math program
- ❑ Participate in the BCTF Program for Quality Teaching or the Peer Support Program

7. Technology and learning

- ❑ Develop new technological skills
- ❑ Participate in an e-mail list
- ❑ Integrate technology into classroom practice and teaching strategies
- ❑ Enroll in a distance learning/online course

8. Learning through community involvement

- ❑ Participate in a community initiative, e.g., volunteer, working member

- ❑ Organize a community initiative, e.g., committee chairperson, director
- ❑ Participate as a community-organization board member
- ❑ Job-shadow in a related work situation.

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: _____

My learning goal	Activity	Date/time/ location	Reflection

SAMPLES

SELF-DIRECTED PD PLANNING FORM
FOR RECORDING PD ACTIVITIES

My learning goal	Activity	Date/time/location	Reflection
To find ways to improve problem solving in my Grade 5 math program	Attended PD day workshop on math	September 10, 2002 25 hours	Tried problem of the week with teaching strategies taken from workshop, will need to add extra time for student feedback.
	Attended Math PSA conference	October 24, 2003 Five hours	Posted problem-solving strategies chart in classroom for students. They found it useful.
Learn more about the use of Appleworks with my Grade 6 immersion students	Participated in a district in-service session on the use of Appleworks.	November 18, 2002 Two hours	Used word-processor in my creative writing class—helps students with peer editing. Used the database in my social studies program—must give further help to students in creation of fields.
To improve my bank of strategies for teaching science in Grades 6–8.	Participated in a local/district study group to compile and share math strategies with middle school students.	October 2001–April 2002 Met for one hour every second Thursday of the month	Gained a lot more ideas for teaching science. My students are more enthusiastic about science.
To improve my workshop presentation skills	Attended BCTF Workshop on Workshops training session	August 20–23, 2003 18 hours	Learned new strategies on how to insert transitions in my presentations. The pacing of my workshops has improved.

Acknowledgement

Elementary Teachers' Federation of Ontario, *A Teacher's Professional Portfolio—A Working Guide*