**Tioga County Teacher Center**

**Professional Learning Project Proposal**

***“I am responsible for my own professional learning.”***

As educators, we understand the importance of professional learning. We also understand that canned programs don’t always meet the needs of the professional or directly impact student achievement. The Professional Learning Project allows educators the opportunity to examine their own pedagogy/practice and hone in on specific professional learning that has a direct impact on their pedagogy and classroom.

The Tioga County Teacher Center offers choice in professional learning through the Professional Learning Project, a self-generated, self-directed, targeted professional learning program. The expectation is that this experience will be in-depth and involve a bit of time for planning, conversing, observing, implementing, and reflecting. Project applications MUST be **submitted by October 20, 2022,** and the final report will be expected toward the end of April-beginning of May. **Each group that is awarded a project will be required to make a brief presentation to the Tioga County Teacher Center Policy Board at one of our scheduled meetings**. Each teacher will be compensated $650 for completing the project and documenting the work. Additionally you will have the opportunity to present a workshop to your colleagues for an additional stipend of $100 or do a presentation to your faculty for a $50 stipend.

**Proposal Submitted by:** (Please list all names of those involved in grant along with email address, building they teach in, and subject/grade level taught.) **ALL APPLICATIONS MUST INVOLVE AT LEAST TWO INDIVIDUALS.**

**Categories of Proposal** *(Choose the one(s) that best fit your project.)*

* incorporate instructional or assessment strategies and techniques throughout several or even all instructional units
* apply CCLS or Instructional Shifts throughout several or even all instructional units
* develop technology-based strategies throughout several instructional units
* examine and develop classroom management strategies that maximize instruction
* study and implement long-term cross-curricular or multi-disciplinary strategies
* other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Two approaches**

* **The Peer Approach** is simply two or three teachers examining and doing the same program and supporting each other along the way. Peer observation techniques will be used to closely examine how the study is going and to provide feedback on its implementation in a practical and effective way.
* **The Coach Approach** includes one or two teachers who request help of a peer whom they feel can offer guidance and support to them. The coach would be offering their “expertise” throughout the program.

**Problem and Need:** Identify the problem(s) to be addressed and the needs to be met by the project.

**Program/Project Goal:** Describe the goals and overall impact of the project or program.

**Proposed Professional Learning:** Briefly describe the focus of your innovation group. Describe your program objectives, activities, strategies, staffing, partners, and timelines and explain how the design will enable you to address the problem or need.

**Assessment:** How will your innovation group demonstrate work/study completed and its direct impact on pedagogy, the classroom, and student performance? (Journals, blogging, lesson plan/curriculum sharing, data analysis, status reports, “public” component, classroom observations, etc.) **Interim and final evaluation reports will be required for every grant awarded. Also, each group will make a brief presentation to the policy board at one of our scheduled meetings. It is important to design your evaluation process at the outset and begin to collect data from the beginning of the project.**

*\*(Due to budget restraints it may not be possible to approve every grant that is submitted. Grants will be approved on an individual basis based on impact of project on pedagogy/practice and students.)*

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| **For Office Use Only*** Professional development to enhance and deepen teacher content knowledge (content-specific pedagogy) aligned with the NYS P-12 CCLS
* Curriculum development/implementation aligned with the NYS P-12 CCLS (curriculum mapping, planning vertical and horizontal alignment, lesson plan development, etc.)
* Professional development/support for integrating technology into curriculum and instruction (including ThinkfinityNY, intel, SAS, etc. aligned to the NYS P-12 CCLS
* School leadership teams planning and implementing high quality professional development informed by student learning needs and other data
* Goal-setting, planning, SLO development aligning plans/activities with RTTT priorities and the Regents Reform Agenda
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