

## LPS Models of Professional Learning:

- ✚ Structured and sustained “follow-up” supports the implementation of learning acquired in professional development activities. Professional learning activities offered for LPS credit require a follow-up plan.
- ✚ Professional learning classes offered for LPS credit at the school sites and at the district level need to support [CDE Performance Standards for Colorado Teachers](#).
- ✚ Applications are available for each of our professional learning designs and should be submitted to the Instruction Office one to two weeks prior to the class beginning. Applications without prior approval will not be accepted for credit upon completion of the class. Please click on the links below for applications
- ✚ Credit may be offered in a sliding scale. LPS credit is issued by .5 sem. hrs. (7.5 hrs.) 1 sem. hr. (15 hrs.) and 1.5 and 2.0 sem. hr. increments.

Training Model	Coaching Cycles	Action Research	Lesson Study	Independent Study
<ul style="list-style-type: none"> <li>✚ led by an expert in the topic/content</li> <li>✚ includes exploring content and integrating learning</li> <li>✚ efficient means for large numbers of teachers to acquire knowledge or skills about classroom practice</li> <li>✚ class must support Colorado Performance Standards for Colorado Teachers</li> <li>✚ class must address a school improvement goal or district goal</li> <li>✚ Ideas for <a href="#">Follow-Up Support</a></li> </ul> <p><a href="#">LPS Training Model Credit Application</a> <small>MS WORD</small></p>	<ul style="list-style-type: none"> <li>✚ provides <a href="#">individual</a> or <a href="#">small group</a> learning</li> <li>✚ focus of cycle comes from examining formal or informal data</li> <li>✚ coach provides feedback/debriefing following each classroom visit</li> <li>✚ teacher reflects on new learnings throughout the cycle</li> <li>✚ includes regular planning sessions</li> <li>✚ can include co-teaching with the coach or modeling by the coach</li> </ul> <p><a href="#">LPS Coaching Cycle Credit Application</a> <small>MS WORD</small></p>	<ul style="list-style-type: none"> <li>✚ is a methodical evaluation of topics or issues about student performance or teaching practice</li> <li>✚ is research-based, data-driven, and focused on student learning</li> <li>✚ is a structure for determining areas of focus for research, for gathering data, and for writing summary reports that describe observations and findings</li> <li>✚ generates results that are talked about and shared with students and colleagues</li> </ul> <p><a href="#">LPS Action Research Credit Application</a> <small>MS WORD</small></p>	<ul style="list-style-type: none"> <li>✚ a group of teachers study existing resources, collaboratively plan, observe, and analyze actual classroom lessons</li> <li>✚ careful study of actual instruction in order to improve it in the future</li> <li>✚ hinges on skillful observation and subsequent discussions</li> <li>✚ increases content knowledge and pedagogical knowledge</li> <li>✚ involves looking closely at student learning and redesigning instruction</li> </ul> <p><a href="#">LPS Lesson Study Credit Application</a> <small>MS WORD</small></p>	<ul style="list-style-type: none"> <li>✚ links to a school improvement goal</li> <li>✚ include identification of a problem or need based on student data</li> <li>✚ contains a goal with a plan to achieve that goal</li> <li>✚ at some point includes collaboration with other educators</li> <li>✚ requires signature of building principal</li> <li>✚ includes preparation of a summary report and a product that describes the results of the learning</li> </ul> <p><a href="#">LPS Independent Study Credit Application</a> <small>MS WORD</small></p>