

Maryland Teacher Professional Development Planning Form

Planning Prompts Only

The planning form is available at www.marylandpublicschools.org and click on Maryland Teacher Professional Development link under the Highlights section.

Cover Page

Title of the activity or program:

Beginning and end dates:

Estimated costs (as they appear in the budget included in Section of the plan)

Direct costs:

In-Kind Costs:

Total Costs:

Budget source of code (for Direct Costs only)

Contact person(s):

Position/Title:

Telephone:

Email:

Fax:

Mailing address:

Members of the planning team (list with contact information):

Plan Summary

Use this space to provide a brief (not to exceed 200 words) description of the professional development. Note the intended outcomes of the professional development, who will participate (by grade level and subject area), and the kinds of professional learning activities that will take place.

Section 1: Need

Briefly describe (1) the student learning needs that were identified, (2) the professional knowledge and skills that teachers need to master to effectively address the student learning needs, and (3) the research base and/or evidence from successful practice that indicates that the professional knowledge and skills are appropriate. Be sure to describe the data reviewed to identify the student learning needs.

Section 2: Participants

Use the following matrix to indicate who will participate in the professional development. (Check all the apply)

Grade level: PreK-2 Gr. 3-5 Gr. 6-8 Gr. 9-12

Subject area: English Math Science Social Studies Foreign Languages
 Fine Arts/Humanities Special Education English Language Learners
 Health/P.E. Career Prep Other

Which of the following are also expected to participate in the professional development?

Principals/Other School Leaders Resource Teachers, Mentors, Coaches Paraprofessionals Other

Will the participants work as members of a group or team? YES NO

Estimated number of participants: _____ Estimated number of participant groups or teams: _____

What strategies will be used to ensure that teaches and others who are the intended participants do, in fact, participate?

Section 3: Professional Development Outcomes and Indicators

Use this space to list the intended professional development outcomes and related indicators. There should be at least one indicator for each outcome, and the indicators should be observable and/or measurable. For each outcome and indicator(s), the plan should (1) explain how the outcome and indicator's address the need for the activity, (2) explain how the outcome and indicator(s) address school, district, or state improvement goals or priorities and (3) include an estimate of when the outcome and indicator(s) will be achieved and/or observable.

Section 4: Professional Learning Activities and Follow-Up

Use this space to describe the learning activities and follow-up that will be included in the professional development and how they are expected to result in participants achieving the intended outcomes. This section of the plan should also describe (1) the strategies to ensure full participation in all of the activities, (2) the role that school principals and other school leaders will play and how they will be prepared for this role, and (3) how the professional development is related to other professional development in which the intended participants may be involved.

Section 5: Evaluation Plan

Use this space to describe the evaluation plan, including the key evaluation questions to be addressed and plans for collecting data on each of the outcomes and indicators included that plan. Be sure to indicate who will conduct the evaluation, when the evaluation report will be completed, and who will receive the report.

Section 6: Budget

Use the template in the planning form to prepare the budget necessary to support the learning activities, follow-up and evaluation. Direct Costs are those costs for which you are requesting funding. In-Kind Costs are those which are available from other sources or which you are requesting funding. In-Kind Costs are those which are available from other sources or which may be included as part of matching requirement. Not every budget will include line items in each of the six categories and some budgets may not include In-Kind Costs. A sample budget is available at www.marylandpublicschools.org and click on Maryland Teacher Professional Development link under the Highlights section.

Budget Category	Direct Costs	In-Kind Costs
I. Personnel		
A. Staff (e.g., PD coordinator, principal, curriculum resource teacher)		
B. Consultants (e.g., presenters, facilitators, evaluator)		
II. Stipends/substitutes (for participants)		
III. Travel		
A. Personnel Travel		
B. Consultant Travel		
IV. Facilities, Equipment, Materials		
V. Communications		
VI. Other Costs		
	Total Costs	