

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

All LPS Professional Learning must support The Colorado Teacher Quality Standards as well as the Common Core State Standards and/or the Colorado Academic Standards for student learning.