

Timestamp	How has your professional development resulted in increased student learning?
9/29/2011 14:42:24	I have done courses in improving learning and Christian worldview. Both have helped me to understand the relationship between what I do in the classroom and what the students are doing. I feel I am a more helpful teacher than I was before, because I better understand what the students need to do in order to learn.
9/29/2011 14:47:17	After attending a conference or reading a book (on groupwork for example), I can take those strategies I learned or activities and apply them in the classroom with the students. Knowing how students learn differently and giving them some options in their learning helps both them and the teacher. If the teacher knows better how to help the students by giving them several options, it can produce the results we (teachers) and and they (students) want. However, if we (teachers) never read further or don't attend conferences from time to time, we are not capable of giving our students those options and their learning may not be what they or we had hoped for.
9/29/2011 15:16:27	I have been able to use various teaching strategies and techniques that I've learned with my own students and to share these strategies with other teachers who use them with their students. These strategies have helped to increase student learning for all students, including students needing ESL support.
9/29/2011 15:38:12	I took a course on differentiation tactics and was able to test out some of the new ideas that the course gave me- some of which I still use since completing the course.
9/29/2011 19:08:12	CAJ's professional development has made it possible for me to catch up current learning. I first was able to take a course in 2008--I had not been in a college classroom since 1978. What I have learned has moved the choral music program forward at a significant pace. I have been studying in a program that believes in the collaboration of student and teacher in the learning process. It has encouraged me to tap into the information that my students already have. It has put them in charge of their learning.
9/29/2011 22:36:40	Living in Japan, we have limited exposure to new ideas and strategies to use in the classroom. Having 'a real live person' come and walk us through different techniques, new ideas, and relevant ways to go about teaching is very helpful for me. It keeps me from falling into a rut and becoming stale. The children benefit from a teacher who is excited about teaching, and they in turn, are excited about learning.
9/30/2011 8:35:08	Recently (Brian V): (1) Van Lunen Fellows training used to form school improvement process that helps focus the entire school's energies on student learning. (2) Brain learning seminars at EARCOS and SPU have been referenced in meetings (headmaster, LT, tech team) where I talk about how people learn, attention spans, etc. increasing understanding for ed staff about their students (hopefully resulting in student learning). (3) Class on Understanding by Design has helped me focus others on backwards design: making us a more target driven program with the ultimate target being mission achievement (student learning).
9/30/2011 8:42:35	My masters program in curriculum and instruction and computers and also the learning team book training in Understanding by Design has taught me more about how curriculum can be developed. This has helped me with developing standards and learning targets for the computer department which as resulted in in increased student learning.

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9/30/2011 12:08:37	My masters degree has helped me understand how to lead student groups more effectively and I see student council operating more intentionally after I introduced some new curriculum and ideas to them. Several book clubs I've been part of have improved my ability to guide students in improving reading comprehension and in working in small groups. I also understand how the classes I teach fit in with overall curriculum scope and sequence after talking with other teachers in book clubs, therefore I am able to help students make connections between new learning and previous learning.
9/30/2011 12:34:02	As a new teacher this year - one PD time was especially helpful in thinking through the type of assessments which are expected for each class per semester.
9/30/2011 13:34:47	Students are learning how to use the strategies that proficient thinkers/readers do because I read and led faculty discussions of 2 Cris Tovani books. (These strategies have also been adopted as learning targets by the secondary English department.) Students are not just working in groups, but learning how to do it better--learning what active listening is and reflecting on their use of it--because I read and led faculty discussions of Productive Group Work. Students have been more engaged this year in the novel Cry, the Beloved Country because I've applied some ideas for building background knowledge that I read this summer in Teaching for Joy and Justice: Reimagining the Language Arts Classroom.
10/1/2011 13:01:26	My professional development has made me better able to meet the needs and foster the learning of my many ESL students.
10/3/2011 11:13:17	ES teachers received training in the SY09-10 in how to be an effective co-teacher. In each of the ES classrooms there are co-teachers and they do a self-evaluation of their co-teaching 2 times a year with follow-up as needed by the ES principal and/or ES head teacher. These opportunities have provided opportunities for the teachers to reflect on their co-teaching practices and this has direct impact on the student learning.
10/3/2011 13:43:39	It has definitely increased my knowledge and understanding in several areas--differentiation, backward design, enduring understandings, creating a biblical perspective for each grade level/subject area. As a result, I have been able to implement many of these new concepts into my classes.
10/4/2011 10:33:22	By learning how to incorporate technology in the classroom, I have been able to use different computer applications to help the students learn Japanese. This method suits the current generation more than the copy - from- blackboard style.
10/4/2011 11:44:02	Since AP Japanese test was offered to the students in May 2007, for the first time from the College Board, the conferences I attended since the year 2006 were essential and helpful for me to make the syllabus and the curriculum. Students got to learn under them and the test results were pleasing (all passed last 4 years).
10/4/2011 14:49:25	I have learned many good ideas to help students to improve their Japanese skills. I am using ideas, but not result to inform you yet.
10/4/2011 15:20:25	The idea of using manga in class is a interesting and useful teaching method. It is helpful to use manga/pictures in class and is often increase student's learning skills effectively.

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10/4/2011 15:51:37	I attended a IT workshop and learned how to use iPad. And I started to use the applications in iPad for my Japanese classes. Before using iPad, in Gr.2 Japanese class, I gave them writing letter practice sheets for writing with pencils and they didn't like to write with pencils on papers. When starting to use iPad for the writing practice, they become to like it, which they practice tracing with their point finger and they should know the correct stroke's order and then they can get point and master the letters. One girl didn't like the writing practice with pencils but she repeated the finger tracing letter practice in iPad. Finally she mastered writing and reading of many letters.
10/4/2011 20:07:08	My professional development on differentiation and multiple intelligences has helped me to provide my students with options for learning that accommodate varied abilities and interests. Specifically this has led to students assuming greater responsibility for their learning and has produced higher quality work.