

Appendix J

INSTRUCTIONAL PERSONNEL COURSE DESCRIPTIONS –IPEGS STANDARDS ALIGNMENT January 2013 – June 2014

Continuum of Teacher Development and Alignment of Professional Development Offerings

NE: New and Early Career Teachers

MC: Mid-career Teachers

TL: Teacher Leaders

Module # NE-1

Alternative Professional Preparation Program Seminar 1: Component 8-410-001

Target Audience: New Teachers from Non-education Backgrounds.

IPEGS Alignment: PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement;
PS 5 Assessment; PS 6 Communication; PS 7 Professionalism; PS 8 Learning Environment

Course Objectives:

1. Understand the features of Florida's standards for teaching and learning: the Florida Educator Accomplished Practices (FEAPs)
2. Gain deeper understanding of content and pedagogical knowledge.
3. Develop a repertoire of teaching strategies and instructional activities to meet individual student learning needs.

Purpose:

Preparation Program (AP3).

This course is one of the six (6) required courses for successful completion of the District's Alternative

Professional

This interactive, problem-based learning course is the first of two seminars designed to ensure that new teachers from non-education backgrounds meet requirements under the district's Alternative Professional Preparation Program (AP3) and legislatively mandated Professional Competence (PEC) requirement in order to be eligible for a Florida Professional Certificate. This course incorporates topics in effective classroom management, family involvement, rigor, and differentiated instruction. As a culminating activity, participants begin to develop their portfolio of evidence of satisfactory demonstration of the Florida Educator Accomplished Practices.

Module #NE-2

Alternative Professional Preparation Program Seminar 2: Component 8-410-002

Target Audience: New Teachers from Non-education Backgrounds.

IPEGS Alignment: PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement;
PS 5 Assessment; PS 6 Communication; PS 7 Professionalism; PS 8 Learning Environment

Course Objectives:

1. Understand the features of Florida's standards for teaching and learning: the Florida Educator Accomplished Practices (FEAPs)
2. Gain deeper understanding of content and pedagogical knowledge.
3. Develop a repertoire of teaching strategies and instructional activities to meet individual student learning needs.

Purpose:

Preparation Program (AP3).

This course is one of the six (6) required courses for successful completion of the District's Alternative

Professional

This course is the second of two seminars designed to insure new teachers from non-education backgrounds meet requirements under the district's Alternative Professional Preparation Program (AP3) and legislatively mandated Professional Competence (PEC) requirement in order to be eligible for a Florida Professional Certificate. This course facilitates the development of high performing, reflective practitioners by providing quality professional development that results in increased student learning and achievement. Topics include: human development and learning theories, diversity, assessment, data, critical and creative thinking, effective classroom strategies, student motivation and classroom climate. As a culminating activity, participants expand and review their portfolio of evidence of satisfactory demonstration of the Florida Educator Accomplished Practices.

Module # NE-3

Technology for AP3 Participants: Component 8-003-001

Target Audience: New Teachers from Non-education Backgrounds.

IPEGS Alignment: PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement;

Course Objectives:

PS 8 Learning Environment

1. Identify and demonstrate available technology and software applications.
2. Develop activities that address the issues surrounding the diverse needs of technology knowledge.
3. Participate actively in discussions and activities on techniques, technological programs and materials.
4. Implement specific tasks relative to the equipment and various software applications.
5. Create a community of learners that will gain knowledge from each other as well as support developing professionals as they begin to learn how to incorporate technology into their classroom.
6. Create multiple paths with the use of technology so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process.

Purpose:

Preparation Program (AP3).

This course is designed to familiarize the participant in the District's Alternative Professional Preparation Program (AP3) with district technology resources. Participants will gain a conceptual understanding of the technology equipment and programs being utilized in the district. These skills will aid the participant in their ability to differentiate instruction while enriching and improving their own classroom teaching skills. Participants will engage in skill-building learning activities to facilitate their implementation of new technology and techniques. Upon successful completion of this professional development, the participants will apply the learning. As a culminating activity, participants expand and review their portfolio of evidence of satisfactory demonstration of the Florida Educator Accomplished Practices.

This course is one of the six (6) required courses for successful completion of the District's Alternative

Professional

Module # NE-4

Differentiated Instruction for MINT Participants: Component 2-404-007

Target Audience: New Teachers participating in the *Mentoring and Induction for New Teachers* (MINT) program.

IPEGS Alignment: PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; PS 8 Learning Environment

Course Objectives:

1. Become familiar with the principles of differentiated instruction.
2. Understanding of differentiating instruction, what it IS and what it IS NOT
3. Create multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process.
4. Gain strategies for implementation of differentiating instruction in the individual classroom that are grade and subject appropriate
5. Understand how to plan for differentiation in the classroom

Purpose:

Teachers (MINT).

Participants will learn to meet the needs of all learners through differentiating instruction and recognizing that "one size doesn't fit all." This eight-hour session provides an understanding and application of the principles and strategies needed to set up a classroom that provides success and challenges academically diverse students. Based on the student's readiness levels, interests and learning profiles, participants discover how to modify the content, process, product, and the learning environment. As a culminating activity, participants implement one or more strategies for differentiating instruction in their classroom and submit relevant artifacts as evidence of implementation (lesson plan, student product, reflection, etc.)

This is one of the courses offered to new and early career teachers through Mentoring and Induction

for New

Module # NE-5

MINT Data Analysis for New Teachers: Component 4-401-001

Target Audience: New Teachers participating in the *Mentoring and Induction for New Teachers* (MINT) program.

IPEGS Alignment: PS 5 Assessment

Course Objectives:

1. Identify, access, and analyze relevant sources of school and student data.
2. Incorporate multiple, relevant data sources into the analysis process
3. Analyze data to identify instructional priorities for the class, student groups, and individual students
4. Apply and incorporate data findings into instructional planning

Purpose:

This is the first of two (2) data analysis courses offered for new and early career teachers through

Mentoring and

Induction for New Teachers (MINT).

This interactive problem-based learning course is designed to provide participants with foundational skills and practice opportunities in identifying and accessing relevant sources of school and student data. Course activities focus on building participant's skills in identifying and evaluation the quality of multiple sources of data, analyzing and interpreting the findings from the data, conducting effective data-based dialogues with students, parents, and other teachers, and incorporating data findings into instructional planning. As a culminating activity, participants will submit a summary of the multiple data sources reviewed, explain how the evidence related to other data sources and the issues noted, and include their instructional action plan, with assessment strategies and timeframes, on the template provided.

Module # NE-6

MINT: Using Data to Target Instruction: Component 4-401-001

Target Audience: New Teachers participating in the *Mentoring and Induction for New Teachers* (MINT) program.

IPEGS Alignment: PS 5 Assessment

- Course Objectives:
1. Identify, access, and analyze relevant sources of school and student data.
 2. Link evidence and issues from the data into instructional planning and use the findings to target
 3. Incorporate multiple assessment strategies into instructional planning and delivery
 4. Understand the elements and principles of differentiated instruction
 5. Apply data findings and other sources of information to differentiate instruction

Pre-requisite: Participants should have previously taken the MINT: Data Analysis for New Teachers course or a comparable introductory course which covers identification and access of relevant sources of

student and school

data.

Purpose: This is the second of two (2) data analysis courses offered for new and early career teachers through **Mentoring and Induction for New Teachers (MINT). Participants need to have a basic familiarity with student data that they will use to monitor student learning.**

and access to the relevant sources of school and

Mentoring and

This interactive problem-based learning course is designed to provide participants with increased skills in identifying and addressing the differentiated instructional needs of students. Participants will, individually and collaboratively, explore multiple assessment strategies and formal and informal data sources, including pre-assessment, formative assessment, embedded assessment, summative assessment, and process analysis to identify instructional targets. Participants will engage in hands-on activities to experience differentiated instructional strategies and engage in discussion and guided practice in planning for differentiation of instruction through modifications of content, process, product, and learning environment. As a culminating activity, participants will read an assigned article on the principles and application of formative assessment and submit a reflection regarding implementation of formative assessment strategies in their class setting.

Module # NE-7

Family Involvement: Component 2-404-007

Target Audience: New Teachers participating in the *Mentoring and Induction for New Teachers* (MINT) program.

IPEGS Alignment: PS : Knowledge of Learners and PS 6: Communication

- Course Objectives:
1. Develop effective strategies for promoting a learning community that includes parents
 2. Become familiar with parent resources available through the Educational Portal and The Parent Academy
 3. Reflect on past experiences working with families and plan for ways to build on and improve family involvement

involvement

4. Gain strategies for parent conferences

Purpose: This is one of the courses offered to new and early career teachers through **Mentoring and Induction**

for New Teachers

This interactive, problem-based learning session course is based on research that indicates that parent communication is essential for student success. Participants will develop strategies to promote ongoing internal dialogue and interaction with families. Participants will also learn multiple methods to foster parental involvement in the classroom and school community, plan a Back-to-School Night for Parents, and engage in regular, on-going communication through newsletters, phone calls, interactive logs, etc. As a culminating activity, participants will submit evidence of implementation in the form of relevant artifacts demonstration implementation of communication strategies.

Module # NE-8

Customizing a High Performing Learning Environment: Component 2-404-007

Target Audience: New Teachers participating in the *Mentoring and Induction for New Teachers* (MINT) program.
IPEGS Alignment: PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; PS 6 Communication; and PS 8 Learning Environment
Course Objectives: 1 Consider beliefs that determine what happens in the classroom.
2. Clarify expectations for positive classroom behavior.
3. Develop a plan for effective classroom management.
4. Utilize brain-compatible strategies that engage students in learning.
5. Gain strategies for addressing defiant students.
6. Understand the need to develop a partnership with students' families.
7. Understand the need to meet the needs of diverse learners.

Purpose: This is one of the courses offered to new and early career teachers through Mentoring and Induction
(MINT).

for New Teachers

This interactive, problem-based learning session is designed to familiarize participants with research-based best practices for effective classroom management. Through individual and group learning tasks, participants will learn methods for establishing a productive classroom climate and how to address the needs of all students, including students with diverse special needs. Activities will foster participants' understanding of factors impacting student motivation, including development of strategies to motivate and engage students. Participants will learn how to build positive student-teacher relationships and develop effective partnerships between parents and school. Key concepts addressed include strategies to minimize and prevent behavior management problems and effective time management techniques designed to maximize on-task learning time, such as: managing paperwork, planning, handling transitions, and classroom organization and routines. As a culminating activity, participants will self-assess their own level of proficiency, reflect on their professional practice, and identify their individual opportunities for further growth and professional development needs.

Module # NE-9 (also MC-8)

CITW Module 1: Setting Objectives and Providing: Component 2-409-411

Target Audience: Early Career and Mid-career Teachers
IPEGS Alignment: PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; PS 6 Communication; and PS 8 Learning Environment
Course Objectives: 1. Understand research findings and classroom recommendations related to setting objectives.
2. Understand research findings and classroom recommendations related to providing feedback.
3. Learn how to set objectives in accordance with research recommendations.
4. Learn to give feedback to students that is specific, corrective, and criterion-referenced.
5. Learn about what constitutes poor feedback and its effects on student motivation and learning.
6. Apply best practices for setting objectives and providing feedback in their own classrooms.

Purpose: This course is appropriate for both early and mid-career teachers who want to deepen their knowledge of research-based, high-potential strategies for improving student achievement.

This course explores the research findings and recommendations related to setting objectives and providing feedback, which is one of the high-impact instructional strategies identified in *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001) and *Classroom Instruction that Works, 2nd Edition* (Dean, Hubbell, Pitler, & Stone, 2012). Participants will learn how to most effectively implement this strategy to increase learner engagement, independence, and achievement. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # NE-10 (Also MC-9)

CITW Module 2: Cues, Questions, and Advance Organizers: Component 2-409-411

Target Audience: Early Career and Mid-career Teachers
IPEGS Alignment: PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; PS 5 Assessment; PS 6 Communication; and PS 8 Learning Environment
Course Objectives: 1. Understand research findings and classroom recommendations related to the use of cues, questions, and advance organizers to activate and build upon students' prior knowledge of a topic.
2. Learn about different types of advance organizers.
3. Learn how to plan and implement cues, questions, and advance organizers to enhance instruction.
4. Apply this strategy in their own classrooms.

Purpose: This course is appropriate for both early and mid-career teachers who want to deepen their knowledge of research-based, high-potential strategies for improving student achievement.

This course explores the research findings and recommendations related to cues, questions, and advance organizers, one of the high-impact instructional strategies identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) and Classroom Instruction that Works, 2nd Edition (Dean, Hubbell, Pittler, & Stone, 2012). Participants will learn how to most effectively implement this strategy to increase learner engagement, independence, and achievement. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # NE-11(Also MC-10)

CITW Module 3: Identifying Similarities & Differences: Component 2-409-411

Target Audience: Early Career and Mid-career Teachers

IPEGS Alignment: PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; PS 5 Assessment; and PS 6 Communication

Course Objectives: 1. Understand research findings and classroom recommendations related to the identifying similarities and differences.
2. Learn about four different activities that engage students in identifying similarities and differences.
3. Learn how to develop students' ability to identify similarities and differences.
4. Apply this strategy in their own classrooms.

Purpose: This course is appropriate for both early and mid-career teachers who want to deepen their knowledge of research-based, high-potential strategies for improving student achievement.

This course explores the research findings and recommendations related to identifying similarities and differences, one of the high-impact instructional strategies identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) and Classroom Instruction that Works, 2nd Edition (Dean, Hubbell, Pittler, & Stone, 2012). Participants will learn how to most effectively implement this strategy to increase learner engagement, independence, and achievement. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # NE-12 (Also MC-11)

CITW Module 4: Homework and Practice: Component 2-409-411

Target Audience: Early Career and Mid-career Teachers

IPEGS Alignment: PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; and PS 6 Communication

Course Objectives: 1. Understand research findings and classroom recommendations related to homework
2. Understand research findings and classroom recommendations related to practice.
3. Learn about types of practice and when each is most appropriate and effective.
4. Develop a homework policy that incorporates M-DCPS School Board Rule and research-based best practices.
5. Apply this strategy in their own classrooms.

Purpose: This course is appropriate for both early and mid-career teachers who want to deepen their knowledge of research-based, high-potential strategies for improving student achievement.

This course explores the research findings and recommendations related to homework and practice, one of the high-impact instructional strategies identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) and Classroom Instruction that Works, 2nd Edition (Dean, Hubbell, Pittler, & Stone, 2012). Participants will learn how to most effectively implement this strategy to increase learner engagement, independence, and achievement. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # NE-13 (Also MC-12)

CITW Module 5: Summarizing and Note-taking: Component 2-409-411

Target Audience: Early Career and Mid-career Teachers

IPEGS Alignment: PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; PS 6 Communication; and PS 8 Learning Environment

Course Objectives: 1. Understand research findings and classroom recommendations related to homework

2. Understand research findings and classroom recommendations related to practice.
3. Learn about types of practice and when each is most appropriate and effective.
4. Develop a homework policy that incorporates M-DCPS School Board Rule and research-based best practices.
5. Apply this strategy in their own classrooms.

Purpose:

This course is appropriate for both early and mid-career teachers who want to deepen their knowledge of research-based, high-potential strategies for improving student achievement.

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This course explores the research findings and recommendations related to teaching summarizing and note-taking, one of the high-impact instructional strategies identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) and Classroom Instruction that Works, 2nd Edition (Dean, Hubbell, Pitler, & Stone, 2012). Participants will learn how to most effectively implement this strategy to increase learner engagement, independence, and achievement. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # NE-14 (Also MC-13)

CITW Module 6: Reinforcing Effort and Providing Recognition: Component 2-409-411

Target Audience: Early Career and Mid-career Teachers

IPEGS Alignment: PS 2 Knowledge of Learners; PS 4 Instructional Planning and Engagement; PS 6 Communication; and PS 8 Learning Environment

Course Objectives:

1. Understand research findings and classroom recommendations related to reinforcing effort.
2. Understand research findings and classroom recommendations related to providing recognition.
3. Learn how to use this strategy to increase student motivation and engagement.
4. Apply this strategy in their own classrooms.

Purpose:

This course is appropriate for both early and mid-career teachers who want to deepen their knowledge of research-based, high-potential strategies for improving student achievement.

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This course explores the research findings and recommendations related to teaching reinforcing effort and providing recognition, one of the high-impact instructional strategies identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) and Classroom Instruction that Works, 2nd Edition (Dean, Hubbell, Pitler, & Stone, 2012). Participants will learn how to most effectively implement this strategy to increase learner engagement, independence, and achievement. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # NE-15 (Also MC-14)

CITW Module 7: Nonlinguistic Representations: Component 2-409-411

Target Audience: Early Career and Mid-career Teachers

IPEGS Alignment: PS 2 Knowledge of Learners; PS 3 Instructional Planning PS 4 Instructional Planning and Engagement; and PS 8 Learning Environment

Course Objectives:

1. Understand research findings and classroom recommendations related to nonlinguistic representations.
2. Learn about various forms of nonlinguistic representations appropriate for the classroom.
3. Apply this strategy in their own classrooms.

Purpose:

This course is appropriate for both early and mid-career teachers who want to deepen their knowledge of research-based, high-potential strategies for improving student achievement.

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This course explores the research findings and recommendations related to nonlinguistic representations, one of the high-impact instructional strategies identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) and Classroom Instruction that Works, 2nd Edition (Dean, Hubbell, Pitler, & Stone, 2012). Participants will learn how to most effectively implement this strategy to increase learner engagement, independence, and achievement. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # NE-16 (Also MC-15)

CITW Module 8: Generating & Testing Hypotheses: Component 2-409-411

Target Audience: Early Career and Mid-career Teachers

IPEGS Alignment: PS 3 Instructional Planning PS 4 Instructional Planning and Engagement; PS 5 Assessment; and PS 8 Learning Environment

Course Objectives:

1. Understand research findings and classroom recommendations related to generating and testing hypotheses.
2. Learn about a variety of structured tasks that require students to generate and test hypotheses in all subject areas.
3. Apply this strategy in their own classrooms.

Purpose: This course is appropriate for both early and mid-career teachers who want to deepen their knowledge of research-based, high-potential strategies for improving student achievement.

This course explores the research findings and recommendations related to generating and testing hypotheses, one of the high-impact instructional strategies identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) and Classroom Instruction that Works, 2nd Edition (Dean, Hubbell, Pitler, & Stone, 2012). Participants will learn how to most effectively implement this strategy to increase learner engagement, independence, and achievement. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # NE-17 (Also MC-16)

CITW Module 9: Cooperative Learning: Component 2-409-411

Target Audience: Early Career and Mid-career Teachers

IPEGS Alignment: PS 3 Instructional Planning PS 4 Instructional Planning and Engagement; PS 5 Assessment; and PS 8 Learning Environment

Course Objectives:

1. Understand research findings and classroom recommendations related to cooperative learning.
2. Learn how to utilize a variety of grouping configurations.
3. Learn how to most effectively implement cooperative learning.
4. Apply this strategy in their own classrooms.

Purpose: This course is appropriate for both early and mid-career teachers who want to deepen their knowledge of research-based, high-potential strategies for improving student achievement.

This course explores the research findings and recommendations related to cooperative learning, one of the high-impact instructional strategies identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) and Classroom Instruction that Works, 2nd Edition (Dean, Hubbell, Pitler, & Stone, 2012). Participants will learn how to most effectively implement this strategy to increase learner engagement, independence, and achievement. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # NE-18 (Also MC-17 and TL-11)

Instructional Performance Evaluation and Growth System (IPEGS) Overview: Component 1-410-001

Target Audience: Early Career, Mid-career Teachers, and Teacher Leaders

IPEGS Alignment: PS 1 Learner Progress; PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; PS 5 Assessment; PS 6 Communication; PS 7 Professionalism; PS 8 Learning Environment

Course Objectives:

1. Gain an understanding of the instructional framework embodied and expressed in the Instructional Performance Evaluation and Growth System (IPEGS) standards and performance indicators
2. Gain an understanding of the IPEGS evaluation processes
3. Dispel myths and confirm truths regarding IPEGS
4. Gain an understanding of how the components of IPEGS factor into the Unified Summative Rating
5. Gain an Understanding of the Four-Point Rating Levels
6. Compare and Contrast Characteristics of the Highly Effective or Effective Ratings
7. Gain an Understanding of the End-of-Year Documentation Process
8. Gain an Understanding of the applicable evaluation processes: Formative and Summative
10. Gain an Understanding of Support Dialogue and Improvement Procedures

Purpose: This course is appropriate for ALL instructional professionals at ALL stages in the Continuum of Development, including classroom teachers, student services professionals and instructional

Teacher support professionals.

This interactive, research-based Instructional Performance and Growth System (IPEGS) professional development component will provide participants the opportunity to examine and gain familiarity with the processes and procedures of the M-DCPS teacher evaluation system. Participants will engage in an interactive "deep dive" into the instructional framework embodied and expressed through the IPEGS standards and performance indicators and develop an understanding of the differentiated levels of performance. A culminating activity will require participants to reflect on the relationship of the instructional framework to professional practices and an understanding of how these should align to create a framework for effective dialogue about teachers' professional practice and student learning. Participants will independently review the IPEGS Procedural Handbook, reflect on their own professional practice and performance relative to the performance standards, analyze their current students' data to identify their own professional learning needs relative to the learning needs of their assigned students, and incorporate this information in the development of their own individual plan for professional development and professional growth.

Module # MC-1

Analyzing Student Work to Differentiate Instruction: Component 1-007-303

Target Audience: Mid-career Teachers

IPEGS Alignment: PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; PS 5 Assessment; PS 6 Communication; and PS 8 Learning Environment

Course Objectives:

1. Understanding the connection between questioning and improved learning and thinking.
2. Develop proactive questions that foster inquiry, understanding, and transfer of learning.
3. Provide experience using Socratic questioning, Bloom's taxonomy, and Webb's Depth of Knowledge to formulate questions that promote high-level thinking.
4. Learn the importance of using probing and wait time to enhance student thinking and deepen their understanding of concepts presented.

Through this interactive, problem-based learning activity, participants will increase their knowledge of effective questioning techniques in order to foster higher-order thinking skills which will yield student responses that demand inferential reasoning, hypothesis formation, critical thinking, creative transfer of information to new situations, and generate a high level of curiosity. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # MC-2

Inquiry-Based Instruction: Component 2-409-411

Target Audience: Mid-career Teachers

IPEGS Alignment: PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; PS 5 Assessment; PS 6 Communication; and PS 8 Learning Environment

Course Objectives:

1. Learn how to organize the content and curriculum to provide a relevant and cumulative framework for effective learning.
2. Learn how to prepare students to become critical thinkers and problem-solvers.
3. Design and implement an inquiry-based lesson focusing on the common core standards.
4. Create learning opportunities that enable students to explore the world, ask essential questions, make discoveries, and rigorously test those discoveries in the search for new understanding.

Purpose: This course is appropriate for any teacher who wants to increase his/her understanding of inquiry-based, student-centered learning. In addition, this course can be modified/adapted for schools implementing the International Baccalaureate (IB) curriculum to include the *focus on competing in a global society and the IB Learner and Attitude profile.*

Through this interactive, problem-based learning activity, participants will gain an understanding of the differences between the traditional approach and inquiry-based instruction, and the benefits of inquiry-based learning. Participants will engage in deep dialogue about the inquiry approach to instruction, which incorporates content-specific learning as a means to develop higher-level, transferable, information-processing and problem-solving skills. Participants will also learn how to develop lessons that are more student-centered, with the teacher as a facilitator of the learning. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # MC-3

Raising the Level of Rigor in Every Classroom: Component 2-409-411

Target Audience: Mid-career Teachers

IPEGS Alignment: PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; PS 5 Assessment; and PS 8 Learning Environment

Course Objectives:

1. Gain a repertoire of research-based instructional strategies that target student abilities to infer, organize, imagine, justify, explain, and revise their understanding.
2. Develop lessons that increase student interest and motivation while increasing the level of knowledge and application of concepts.
3. Develop effective questioning techniques that address a variety of complexity levels, and promote critical thinking, problem solving, and increase the comprehensive understanding of content delivered to students.
4. Create opportunities for students to apply the learning to real-world situations, and gain the necessary skills to be productive in the 21st century.

This interactive, problem-based learning course is designed to provide teachers with the skills necessary to develop lessons that will enable students to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging. Teachers will learn to develop rigorous lessons that integrate the Common Core State Standards and that foster critical thinking, problem solving, synthesizing, and creativity. Participants will engage in activities to explore and gain understanding of the Rigor/Relevance framework and applications in classroom practice. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # MC-4

Brain-Based Strategies to Engage All Learners: Component 2-409-411

Target Audience: Mid-career Teachers

IPEGS Alignment: PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; and PS 8 Learning Environment

Course Objectives:

1. Identify research-based, brain-compatible strategies to engage learners, teach content and increase student achievement.
2. Learn how to apply the principles of brain-based learning in the classroom.
3. Design lessons that best facilitate learning given our understanding of how the brain functions.

Through this interactive, problem-based learning session, participants will gain an understanding of how the brain functions in relation to learning and how to create a classroom environment conducive to active student engagement. Participants will engage in activities to review relevant brain research and learning style theory to increase their understanding of classroom-relevant applications of the learning. Participants will engage in individual and group activities that will support them in designing lessons that incorporate instructional strategies that help students understand and retain content knowledge. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # MC-5

Higher-Order Thinking Skills (HOTS): Component 2-409-411

Target Audience: Mid-career Teachers

IPEGS Alignment: PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; PS 5 Assessment; PS 6 Communication; and PS 8 Learning Environment

Course Objectives:

1. Understanding the connection between questioning and improved learning and thinking.
2. Develop proactive questions that foster inquiry, understanding, and transfer of learning.
3. Provide experience using Socratic questioning, Bloom's taxonomy, and Webb's Depth of Knowledge to formulate questions that promote high-level thinking.
4. Learn the importance of using probing and wait time to enhance student thinking and deepen their understanding of concepts presented.

Participants will enhance their knowledge of effective questioning techniques in order to foster higher-order thinking skills which will yield student responses that demand inferential reasoning, hypothesis formation, critical thinking, creative transfer of information to new situations, and generate a high level of curiosity. As a culminating activity, participants will

implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # MC-6

Planning with the End in Mind: Component 2-409-411

Target Audience: Mid-career Teachers

IPEGS Alignment: PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; PS 5 Assessment; and PS 8 Learning Environment

Course Objectives:

1. Understand the stages of planning backwards.

2. Learn to plan with the end in mind.
3. Understanding the connection between questioning and improved learning and thinking.
4. Learn how to incorporate brain-compatible strategies in your instructional planning.
5. Become familiar with a variety of instructional activities to meet individual learning needs.
6. Gain strategies for maximizing the use of instructional time.
7. Implement the teaching and learning cycle by continuously repeating the process of assessing student

needs,

planning instruction, delivering instruction, and assessing outcomes

Participants will gain knowledge of the Understanding by Design (UbD) framework that will enable them to design and align curriculum units, performance assessments, and instruction that will lead their students to a deeper understanding of the content they teach. Participants will learn how to implement the teaching and learning cycle, and align curriculum, instruction, and assessment to the Common Core State Standards (CCSS). As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # MC-7

Introduction to Action Research: Component 7-507-316

Target Audience: Mid-career Teachers

IPEGS Alignment: PS7 Professionalism

- Course Objectives:
1. Understand the distinctions between individual, collaborative, and school-wide action research.
 2. Learn how to select a topic for action research.
 3. Learn how to craft a good action research question.
 4. Learn to identify appropriate data sources for an action research.
 5. Learn to triangulate and analyze data in action research.
 6. Apply knowledge and skills in conducting action research investigations.

This course provides participants with knowledge about how to conduct action research and with tools to assist them as action researchers. Participants learn the types of action research, how to identify a topic for research, how to write a good action research question, and how to plan and implement action research data collection and analysis. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # MC-8 (also NE-9)

CITW Module 1: Setting Objectives and Providing: Component 2-409-411

Target Audience: Early Career and Mid-career Teachers

IPEGS Alignment: PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; PS 6 Communication; and PS 8 Learning Environment

- Course Objectives:
1. Understand research findings and classroom recommendations related to setting objectives.
 2. Understand research findings and classroom recommendations related to providing feedback.
 3. Learn how to set objectives in accordance with research recommendations.
 4. Learn to give feedback to students that is specific, corrective, and criterion-referenced.
 5. Learn about what constitutes poor feedback and its effects on student motivation and learning.
 6. Apply best practices for setting objectives and providing feedback in their own classrooms.

Purpose: This course is appropriate for both early and mid-career teachers who want to deepen their knowledge of research-based, high-potential strategies for improving student achievement.

of

This course explores the research findings and recommendations related to setting objectives and providing feedback, which is one of the high-impact instructional strategies identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) and Classroom Instruction that Works, 2nd Edition (Dean, Hubbell, Pitler, & Stone, 2012). Participants will learn how to most effectively implement this strategy to increase learner engagement, independence, and achievement. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # MC-9 (Also NE-10)

CITW Module 2: Cues, Questions, and Advance Organizers: Component 2-409-411

Target Audience: Early Career and Mid-career Teachers

IPEGS Alignment: PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; PS 5 Assessment; PS 6 Communication; and PS 8 Learning Environment

Course Objectives:

1. Understand research findings and classroom recommendations related to the use of cues, questions, and advance organizers to activate and build upon students' prior knowledge of a topic.
2. Learn about different types of advance organizers.
3. Learn how to plan and implement cues, questions, and advance organizers to enhance instruction.
4. Apply this strategy in their own classrooms.

Purpose: This course is appropriate for both early and mid-career teachers who want to deepen their knowledge of research-based, high-potential strategies for improving student achievement.

This course explores the research findings and recommendations related to cues, questions, and advance organizers, one of the high-impact instructional strategies identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) and Classroom Instruction that Works, 2nd Edition (Dean, Hubbell, Pitler, & Stone, 2012). Participants will learn how to most effectively implement this strategy to increase learner engagement, independence, and achievement. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # MC-10 (Also NE-11)

CITW Module 3: Identifying Similarities & Differences: Component 2-409-411

Target Audience: Early Career and Mid-career Teachers

IPEGS Alignment: PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; PS 5 Assessment; and PS 6 Communication

Course Objectives:

1. Understand research findings and classroom recommendations related to the identifying similarities and differences.
2. Learn about four different activities that engage students in identifying similarities and differences.
3. Learn how to develop students' ability to identify similarities and differences.
4. Apply this strategy in their own classrooms.

Purpose: This course is appropriate for both early and mid-career teachers who want to deepen their knowledge of research-based, high-potential strategies for improving student achievement.

This course explores the research findings and recommendations related to identifying similarities and differences, one of the high-impact instructional strategies identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) and Classroom Instruction that Works, 2nd Edition (Dean, Hubbell, Pitler, & Stone, 2012). Participants will learn how to most effectively implement this strategy to increase learner engagement, independence, and achievement. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # MC-11 (Also NE-12)

CITW Module 4: Homework and Practice: Component 2-409-411

Target Audience: Early Career and Mid-career Teachers

IPEGS Alignment: PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; and PS 6 Communication

Course Objectives:

1. Understand research findings and classroom recommendations related to homework
2. Understand research findings and classroom recommendations related to practice.
3. Learn about types of practice and when each is most appropriate and effective.
4. Develop a homework policy that incorporates M-DCPS School Board Rule and research-based best practices.
5. Apply this strategy in their own classrooms.

Purpose: This course is appropriate for both early and mid-career teachers who want to deepen their knowledge of research-based, high-potential strategies for improving student achievement.

This course explores the research findings and recommendations related to homework and practice, one of the high-impact instructional strategies identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) and Classroom Instruction that Works, 2nd Edition (Dean, Hubbell, Pitler, & Stone, 2012). Participants will learn how to most

effectively implement this strategy to increase learner engagement, independence, and achievement. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # MC-12 (Also NE-13)

CITW Module 5: Summarizing and Note-taking: Component 2-409-411

Target Audience: Early Career and Mid-career Teachers

IPEGS Alignment: PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; PS 6 Communication; and PS 8 Learning Environment

- Course Objectives:
1. Understand research findings and classroom recommendations related to homework
 2. Understand research findings and classroom recommendations related to practice.
 3. Learn about types of practice and when each is most appropriate and effective.
 4. Develop a homework policy that incorporates M-DCPS School Board Rule and research-based best practices.
 5. Apply this strategy in their own classrooms.

Purpose: This course is appropriate for both early and mid-career teachers who want to deepen their knowledge of research-based, high-potential strategies for improving student achievement.

This course explores the research findings and recommendations related to teaching summarizing and note-taking, one of the high-impact instructional strategies identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) and Classroom Instruction that Works, 2nd Edition (Dean, Hubbell, Pitler, & Stone, 2012). Participants will learn how to most effectively implement this strategy to increase learner engagement, independence, and achievement. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # MC-13 (Also NE-14)

CITW Module 6: Reinforcing Effort and Providing Recognition: Component 2-409-411

Target Audience: Early Career and Mid-career Teachers

IPEGS Alignment: PS 2 Knowledge of Learners; PS 4 Instructional Planning and Engagement; PS 6 Communication; and PS 8 Learning Environment

- Course Objectives:
1. Understand research findings and classroom recommendations related to reinforcing effort.
 2. Understand research findings and classroom recommendations related to providing recognition.
 3. Learn how to use this strategy to increase student motivation and engagement.
 4. Apply this strategy in their own classrooms.

Purpose: This course is appropriate for both early and mid-career teachers who want to deepen their knowledge of research-based, high-potential strategies for improving student achievement.

This course explores the research findings and recommendations related to teaching reinforcing effort and providing recognition, one of the high-impact instructional strategies identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) and Classroom Instruction that Works, 2nd Edition (Dean, Hubbell, Pitler, & Stone, 2012). Participants will learn how to most effectively implement this strategy to increase learner engagement, independence, and achievement. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # MC-14 (Also NE-15)

CITW Module 7: Nonlinguistic Representations: Component 2-409-411

Target Audience: Early Career and Mid-career Teachers

IPEGS Alignment: PS 2 Knowledge of Learners; PS 3 Instructional Planning PS 4 Instructional Planning and Engagement; and PS 8 Learning Environment

- Course Objectives:
1. Understand research findings and classroom recommendations related to nonlinguistic representations.
 2. Learn about various forms of nonlinguistic representations appropriate for the classroom.
 3. Apply this strategy in their own classrooms.

Purpose: This course is appropriate for both early and mid-career teachers who want to deepen their knowledge of research-based, high-potential strategies for improving student achievement.

This course explores the research findings and recommendations related to nonlinguistic representations, one of the high-impact instructional strategies identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) and Classroom Instruction that Works, 2nd Edition (Dean, Hubbell, Pitler, & Stone, 2012). Participants will learn how to most effectively implement this strategy to increase learner engagement, independence, and achievement. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # MC-15 (Also NE-16)

CITW Module 8: Generating & Testing Hypotheses: Component 2-409-411

Target Audience: Early Career and Mid-career Teachers

IPEGS Alignment: PS 3 Instructional Planning PS 4 Instructional Planning and Engagement; PS 5 Assessment; and PS 8 Learning Environment

Course Objectives:

1. Understand research findings and classroom recommendations related to generating and testing hypotheses.
2. Learn about a variety of structured tasks that require students to generate and test hypotheses in all subject areas.
3. Apply this strategy in their own classrooms.

Purpose: This course is appropriate for both early and mid-career teachers who want to deepen their knowledge of research-based, high-potential strategies for improving student achievement.

This course explores the research findings and recommendations related to generating and testing hypotheses, one of the high-impact instructional strategies identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) and Classroom Instruction that Works, 2nd Edition (Dean, Hubbell, Pitler, & Stone, 2012). Participants will learn how to most effectively implement this strategy to increase learner engagement, independence, and achievement. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # MC-16 (Also NE-17)

CITW Module 9: Cooperative Learning: Component 2-409-411

Target Audience: Early Career and Mid-career Teachers

IPEGS Alignment: PS 3 Instructional Planning PS 4 Instructional Planning and Engagement; PS 5 Assessment; and PS 8 Learning Environment

Course Objectives:

1. Understand research findings and classroom recommendations related to cooperative learning.
2. Learn how to utilize a variety of grouping configurations.
3. Learn how to most effectively implement cooperative learning.

4. Apply this strategy in their own classrooms.

Purpose: This course is appropriate for both early and mid-career teachers who want to deepen their knowledge of research-based, high-potential strategies for improving student achievement.

This course explores the research findings and recommendations related to cooperative learning, one of the high-impact instructional strategies identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) and Classroom Instruction that Works, 2nd Edition (Dean, Hubbell, Pitler, & Stone, 2012). Participants will learn how to most effectively implement this strategy to increase learner engagement, independence, and achievement. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # MC-17 (Also NE-18 and TL-11)

Instructional Performance Evaluation and Growth System (IPEGS) Overview: Component 1-410-001

Target Audience: Early Career, Mid-career Teachers, and Teacher Leaders

IPEGS Alignment: PS 1 Learner Progress; PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; PS 5 Assessment; PS 6 Communication; PS 7 Professionalism; PS 8 Learning Environment

Course Objectives:

1. Gain an understanding of the instructional framework embodied and expressed in the Instructional Performance Evaluation and Growth System (IPEGS) standards and performance indicators
2. Gain an understanding of the IPEGS evaluation processes
3. Dispel myths and confirm truths regarding IPEGS

4. Gain an understanding of how the components of IPEGS factor into the Unified Summative Rating
5. Gain an Understanding of the Four-Point Rating Levels
6. Compare and Contrast Characteristics of the Highly Effective or Effective Ratings
7. Gain an Understanding of the End-of-Year Documentation Process
8. Gain an Understanding of the applicable evaluation processes: Formative and Summative
10. Gain an Understanding of Support Dialogue and Improvement Procedures

Purpose:

This course is appropriate for ALL instructional professionals at ALL stages in the Continuum of

Teacher

Development, including classroom teachers, student services professionals and instructional

support professionals.

This interactive, research-based Instructional Performance and Growth System (IPEGS) professional development component will provide participants the opportunity to examine and gain familiarity with the processes and procedures of the M-DCPS teacher evaluation system. Participants will engage in an interactive "deep dive" into the instructional framework embodied and expressed through the IPEGS standards and performance indicators and develop an understanding of the differentiated levels of performance. A culminating activity will require participants to reflect on the relationship of the instructional framework to professional practices and an understanding of how these should align to create a framework for effective dialogue about teachers' professional practice and student learning. Participants will independently review the IPEGS Procedural Handbook, reflect on their own professional practice and performance relative to the performance standards, analyze their current students' data to identify their own professional learning needs relative to the learning needs of their assigned students, and incorporate this information in the development of their own individual plan for professional development and professional growth.

Module # TL-1

MINT Mentor Training – Instructional Mentoring: Component 2-404-0060

Target Audience: Teacher Leaders who are serving as mentors for new and early career teachers through the MINT program

IPEGS Alignment: PS 6: Communication and PS 7: Professionalism

Course Objectives:

1. Ensure participants' understanding of MINT program requirements and
2. Review roles and responsibilities of MINT Mentors and MINT Mentees
3. Review the fundamental principles and elements of instructional mentoring
4. Foster participants' skill in accessing the Web-based Management Support System for MINT

Purpose:

This course designed to equip teacher mentors with the skills and tools needed to support the

development of new and early career teachers.

Through this interactive, problem-based learning experience, participating mentor teachers will: develop a shared vision of quality teaching; develop an understanding of the mentoring relationship, the mentoring environment, and the skills required for successful mentoring; acquire an understanding of the attitudinal phases of new teacher development; learn how to identify the needs of new teachers, assess the new teacher's level of practice, and differentiate and implement appropriate support strategies; and highlight the role of professional teaching standards in mentoring. A culminating activity will require participants to access and use the Web-based Management Support System for MINT to document their mentoring sessions.

Module # TL-2

MINT Mentor Training – Instructional Mentoring: Component 2-404-0060

Target Audience: Teacher Leaders who are serving as mentors for new and early career teachers through the MINT program

IPEGS Alignment: PS 6: Communication and PS 7: Professionalism

Course Objectives:

1. Ensure participants' understanding of MINT program requirements and
2. Review roles and responsibilities of MINT Mentors and MINT Mentees
3. Review the fundamental principles and elements of instructional mentoring
4. Foster participants' skill in accessing the Web-based Management Support System for MINT

Purpose:

This course is designed to equip teacher mentors with the skills and tools needed to support the

development of new and early career teachers.

Through this interactive, problem-based learning experience, participating mentor teachers will: develop a shared vision of quality teaching; develop an understanding of the mentoring relationship, the mentoring environment, and the skills required for successful mentoring; acquire an understanding of the attitudinal phases of new teacher development; learn how to identify the needs of new teachers, assess the new teacher's level of practice, and differentiate and implement appropriate support strategies; and highlight the role of professional

teaching standards in mentoring A culminating activity will require participants to access and use the Web-based Management Support System for MINT to document their mentoring sessions.

Module # TL-3

MINT Mentor Training – Data Coaching for MINT Mentors: Component 2-404-007

Target Audience: Teacher Leaders serving as mentors for new and early career teachers

IPEGS Alignment: PS 5: Assessment

Course Objectives: 1. Ensure that all participating MINT Mentors have a common foundation of knowledge regarding accessing relevant sources of school and student data that are appropriate to their mentee's assignment and analyzing mentees

2. Provide participating MINT Mentors will an effective and efficient protocol for conducting data dialogues with their mentees

3. Provide participating MINT Mentors with the skills to support their mentees in identifying and accessing appropriate and relevant sources of data about their students' instructional needs and in using the data to increase student achievement. improve instruction and

Purpose: This course is designed to equip teacher mentors with the skills and tools needed to support the development of new and early career teachers.

This interactive problem-based learning course is designed to provide MINT mentor teachers with a core skill set for supporting new and early career teachers in effective use of and communication about relevant data sources and use of data to improve teaching and learning. This intensive learning experience is designed to provide experienced educators with a foundation for providing mentoring and leadership in the use of data to make instructional and programmatic decisions. A key focus is on providing mentors with the skills and resources that need to not only access and use data resources themselves, but to understand and apply adult learning principles in fostering their mentee's appropriate data use. Initial mentor training focuses on: Identifying and accessing relevant sources of data; drilling down into the data to identify needs, issues and potential action points; implementing the Florida Continuous Improvement Model (F-CIM) and the principles of data-informed decision-making; and engaging in the structured, supportive data coaching dialogue. Participants engage in individual and group learning activities to increase their understanding of the fundamental concepts addressed, and engage in guided practice and role-playing of data-coaching conversations using the data dialogue protocol reviewed in the training. As a culminating activity, MINT Mentor participants engage in a data coaching session with their mentee(s) using the data dialogue protocol and submit a reflection regarding the experience, lessons learned, obstacles encountered, and how they will incorporate the learning in future mentoring conversations.

Module # TL-4

Introduction to Teacher Leadership: Component 7-416-305

Target Audience: Teacher leaders and aspiring teacher leaders

IPEGS Alignment: PS 6: Communication and PS 7: Professionalism

Course Objectives:

1. Understand the Teacher Leader Standards.
2. Learn theories of change and leadership implications.
3. Examine characteristics of a variety of leadership styles.
4. Review literature and research on teacher leadership.
5. Complete a teacher leader self-assessment.
6. Create a teacher leadership professional growth plan.

Pre-requisite: Participants should have completed Introduction to Teacher Leadership

This course provides participants with foundational knowledge and skills of teacher leadership. Participants explore the Teacher Leader Standards and theories of change management, leadership styles and teacher leadership. Participants have the opportunity to self-assess and create a teacher leadership professional growth plan. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # TL-5

Developing Teacher Leaders: Component 7-416-305

Target Audience: Teacher Leaders: Teachers who currently hold teacher leadership positions (formal and informal).

IPEGS Alignment: PS 6: Communication and PS 7: Professionalism
Course Objectives: 1. Explore teacher leadership challenges.
2. Develop skills and strategies to address leadership challenges.
3. Review literature and research in teacher leadership.
4. Learn additional protocols for professional collaboration.

Pre-requisite: Participants should have completed Introduction to Teacher Leadership

This course provides participants with knowledge and skills to become more effective teacher leaders. Participants explore teacher leadership issues and problems of practice through literature and discussion. Problem-solving techniques and protocols are employed and discussion focus on the recommendations found in research and the Teacher Leader Standards. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # TL-6

Advanced Teacher Leadership Skills: Component 7-416-305

Target Audience: Teacher Leaders.

IPEGS Alignment: PS 6: Communication and PS 7: Professionalism

Course Objectives: 1. Learn when, how, and with whom to effectively advocate on behalf of their students.
2. Learn how to craft an advocacy message for various audiences.
3. Identify their personal leadership styles.
4. Reflect on how their leadership styles interface with other leaders with whom they work.
5. Identify strategies to work more effectively with other teacher leaders and administrators.

Pre-requisite: Participants should have completed Introduction to Teacher Leadership

This course provides teacher leaders with advanced knowledge and skills to become more effective leaders. Participants study teacher advocacy and leadership styles in greater depth. Discussion focuses on ethical teacher leadership, the recommendations found in research, and the Teacher Leader Standards. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # TL-7

Clinical Supervision for Educators: Component 8-409-305

Target Audience: Teacher Leaders - The Clinical Educator Program is designed to provide direct training for clinical supervisors.

IPEGS Alignment: PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement;
PS 5 Assessment; PS 6 Communication; PS 7 Professionalism; PS 8 Learning Environment

Course Objectives: 1. To create a community of learners that will gain knowledge from each other as well as support developing professionals as they begin to learn how to teach.
2. To assist experienced educators as they exercise the very critical task of supporting and mentoring developing professionals in a variety of settings.

The program design provides training modules that develop clinical skills for the following: identification of performance standards; diagnosis of professional performance; diagnosis of student performance; feedback on performance; preparation and implementation of professional development plans; and reflection. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # TL-8

Facilitation of High Quality Staff Development Activities: Component 7-416-305

Target Audience: Teacher Leaders

IPEGS Alignment: PS 6-Communication and PS 7-

Course Objectives: 1. Become familiar with the Standards of Professional Learning (Learning Forward), the Florida Professional Development Protocol, and M-DCPS professional development policies and requirements.

2. Understand principles of adult learning and how these influence the design of high quality professional learning activities.
3. Acquire a repertoire of activities, strategies, and techniques for facilitating adult learning.
4. Develop skill as a presenter and facilitator by participation in a guided experience and feedback cycle.
5. Apply knowledge and skills to design and facilitate professional learning experiences.

This course provides participants with knowledge of the characteristics of high quality professional learning as defined by the Standards for Professional Learning (Learning Forward), the Professional Development Protocol (FL-DOE), and Miami-Dade County Public Schools. Participants explore principles of adult learning and learn a variety of techniques, strategies, and activities that contribute to adult learning. Participants learn through the train-the-trainer model how to facilitate professional learning activities. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # TL-9

Introduction to Professional Learning Communities: Component 7-507-317

Target Audience: Teacher Leaders and Aspiring Teacher Leaders.

IPEGS Alignment: PS 7 Professionalism

- Course Objectives:
1. Understand the purpose and the benefits of professional learning communities (PLCs).
 2. Learn about a variety of activities for PLCs.
 3. Learn protocols for PLC collaboration.
 4. Apply protocols while participating in a PLC.

This course provides participants with knowledge about the purpose and benefits of professional learning communities (PLCs). Participants will also learn norms, procedures, and protocols to make PLCs function effectively. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # TL-10

Professional Learning Community Facilitation Protocols: Component 7-416-305

Target Audience: Teacher Leaders and Aspiring Teacher Leaders.

IPEGS Alignment: PS 6 Communication; PS 7 Professionalism

- Course Objectives:
1. Learn a variety of protocols for PLC collaboration.
 2. Understand the role of PLC facilitator.
 3. Develop skill as a facilitator.
 4. Apply protocols and skills when facilitating a PLC

This course provides participants with a variety of protocols for facilitating PLCs. This course will also prepare participants to serve in the role of PLC facilitator. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # TL-11

Introduction to Lesson Study: Component 7-507-319

Target Audience: New Teachers from Non-education Backgrounds.

IPEGS Alignment: PS 7 Professionalism

- Course Objectives:
1. Learn the history of lesson study.
 2. Understand the purpose and the benefits of lesson study.
 3. Learn lesson study protocols.
 4. Apply lesson study protocols in conducting a lesson study.

This course provides participants with knowledge about how to conduct lesson study, and with tools to assist them in conducting lesson study. Participants learn about the history, purpose, and benefits of lesson study. They will also learn lesson study protocols. As a culminating activity, participants will implement the relevant strategies in their professional practice, self-assess the impact of implementation, and identify and implement any necessary modifications to their implementation model.

Module # TL-12 (Also NE-18 and MC-17)

Instructional Performance Evaluation and Growth System (IPEGS) Overview: Component 1-410-001

Target Audience: Early Career, Mid-career Teachers, and Teacher Leaders

IPEGS Alignment: PS 1 Learner Progress; PS 2 Knowledge of Learners; PS 3 Instructional Planning; PS 4 Instructional Planning and Engagement; PS 5 Assessment; PS 6 Communication; PS 7 Professionalism; PS 8 Learning Environment

- Course Objectives:
1. Gain an understanding of the instructional framework embodied and expressed in the Instructional Performance Evaluation and Growth System (IPEGS) standards and performance indicators
 2. Gain an understanding of the IPEGS evaluation processes
 3. Dispel myths and confirm truths regarding IPEGS
 4. Gain an understanding of how the components of IPEGS factor into the Unified Summative Rating
 5. Gain an Understanding of the Four-Point Rating Levels
 6. Compare and Contrast Characteristics of the Highly Effective or Effective Ratings
 7. Gain an Understanding of the End-of-Year Documentation Process
 8. Gain an Understanding of the applicable evaluation processes: Formative and Summative
 10. Gain an Understanding of Support Dialogue and Improvement Procedures

Purpose: This course is appropriate for ALL instructional professionals at ALL stages in the Continuum of Development, including classroom teachers, student services professionals and instructional support professionals. Teacher

This interactive, research-based Instructional Performance and Growth System (IPEGS) professional development component will provide participants the opportunity to examine and gain familiarity with the processes and procedures of the M-DCPS teacher evaluation system. Participants will engage in an interactive "deep dive" into the instructional framework embodied and expressed through the IPEGS standards and performance indicators and develop an understanding of the differentiated levels of performance. A culminating activity will require participants to reflect on the relationship of the instructional framework to professional practices and an understanding of how these should align to create a framework for effective dialogue about teachers' professional practice and student learning. Participants will independently review the IPEGS Procedural Handbook, reflect on their own professional practice and performance relative to the performance standards, analyze their current students' data to identify their own professional learning needs relative to the learning needs of their assigned students, and incorporate this information in the development of their own individual plan for professional development and professional growth.

Module # TL-13 (Also MC-20)

Data Coaching for Instructional Leaders: Component 4-401-001

Target Audience: Mid-career Teachers and Teacher Leaders

IPEGS Alignment: PS 5 Assessment; PS 6 Communication; PS 7 Professionalism

- Course Objectives:
1. Ensure that all participants have a common foundation of knowledge regarding accessing and analyzing relevant sources of school and student data that are appropriate to their work location.
 2. Provide participants will an effective and efficient protocol for conducting data dialogues with other stakeholders peers and
 3. Provide participants with the skills to support colleagues and other stakeholders in identifying and accessing appropriate and relevant sources of data about their students' instructional needs and in using the data to increase student achievement. improve instruction and
 4. Ensure that participants develop a clear vision of the requisite skills and characteristics of effective data and understand the role and functions of the data coach coaches

Purpose: This course is appropriate for both mid-career teachers and teacher leaders who want to deepen their knowledge and skill set for providing support to colleagues in understanding and applying the principles of data analysis to implement data-informed decision-making and engage in effective dialogue about student and school data to improve teaching and learning.

This interactive, problem-based learning experience is designed to provide experienced educators with a foundation for providing mentoring and leadership in the use of data to make instructional and programmatic decisions for colleagues and other stakeholders. A key focus is on providing instructional leaders (e.g., grade level leaders, instructional support professionals, coaches, mentors, and team leaders) with the skills and resources that need to not only access and use data resources themselves, but to understand and apply adult learning principles in fostering their colleagues' and stakeholders' appropriate data use. Data Coach training focuses on: identifying and accessing relevant sources of data; drilling down into the data to identify needs, issues and potential action points; implementing the Florida Continuous Improvement Model (F-CIM) and the principles of data-informed decision-making; identifying the skills and characteristics needed to function effectively in the role of data coach; defining the roles and responsibilities of a data coach; and learning an effective, time-efficient protocol for engaging in a structured and supportive data coaching dialogue. As a culminating activity, participants engage in a data coaching session with a selected peer or peer group using the data dialogue protocol and submit a reflection regarding the experience, lessons learned, obstacles encountered, and how they will incorporate the learning in future conversations about teaching and learning.

Appendix K

COURSE DESCRIPTIONS – SCALED LEADERSHIP DEVELOPMENT PLATFORM Miami-Dade County Public Schools January 2013 – June 2014

Instructional Practice: Module #1 – Framework of Effective Instruction Part 1

This module is designed to engage school administrators in an interactive “deep dive” into the instructional framework embodied within and expressed through the Instructional Performance Evaluation and Growth System (IPEGS) performance standards and performance indicators. Participants will develop a shared vision for looking at the classroom and a common language for talking about teaching and learning and deepen their understanding of the interrelationship of observation, feedback, evaluation, and professional development of teachers. A culminating activity will require participants to reflect on the relationship of the instructional framework to evidence gathered through classroom observation(s) and other data sources in creating a comprehensive picture of teacher performance and an understanding of how these should align to create a framework for effective dialogue about teachers’ professional practice and student learning.

Instructional Practice: Module #2 – Formative Feedback Cycle

This module is designed to engage participants in a deep dialogue about the nature of effective feedback. Participants will engage in interactive activities designed to foster the understanding that effective feedback is learning-focused, complex, evidence-based, and founded upon a shared understanding about teaching and learning and a shared belief in evaluation as a growth process. Participants will: examine the elements of effective feedback; identify intended outcomes of the formative feedback process and how those can be assessed or monitored; anticipate potential barriers and identify potential strategies and solutions; and engage in role-play and guided practice. A culminating activity will require participants to reflect on how they will incorporate formative feedback into the professional conversations about improving teaching and learning at their school site.

Instructional Practice: Module #3 – Feedback Cycle for Summative Process

This module is designed to engage participants in a deep dialogue about the nature of effective feedback and the distinctions between formative feedback and feedback at the outcome of a summative process. Participants will: examine the elements of effective feedback; articulate the linkages between the instructional framework standards and performance indicators and data garnered from observations of classroom practice and other data sources in arriving at an evaluative rating of performance; and make connections between evaluation outcomes and professional development for performance improvement. A culminating activity will require participants to reflect on how they will incorporate feedback into the professional conversations throughout the performance evaluation and performance improvement cycle.

Instructional Practice: Module#4 – Instructional Rounds

This module is designed to introduce principals to a model of professional learning referred to as Instructional Rounds. Inspired by the medical-rounds model used by physicians, “instructional rounds” is a term coined by Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel. In the education context, it is designed to help schools, districts and state systems support high-quality teaching and learning for all students. Instructional Rounds strategically connects school, district and state efforts with improvements at the instructional core and builds collaborative networks of educators who learn from one another about improving teaching and learning. In the Instructional Rounds professional development, educators develop a shared practice and common language for observing, discussing, and analyzing learning and teaching. Through an interactive exploration of the instructional rounds process, participants will learn the key principles and practices of an effective, classroom-oriented approach to observing, analyzing, and improving teaching and learning. A culminating activity will involve participants in generating an action plan for implementing instructional rounds at their school site and integrating instructional rounds into the overall existing framework of school improvement efforts.

Teacher Evaluation: Module #1 – Certification of Observers

This module is designed to guide school administrators in applying the instructional framework embodied within and expressed through the Instructional Performance Evaluation and Growth System (IPEGS) performance standards and indicators in teacher observation. Participants will engage in observation and rating practice activities and group discussions with the purpose of ensuring that all observers apply a common lens to teacher observation in order to ensure equity of the observation process throughout the District. A culminating activity will be independent rating of teacher observations and evaluation of the ratings against the established standard rating to certify the IPEGS observers.

Common Core State Standards: Module #1 – A National Agenda for Accelerating Achievement

This module is designed to introduce principals to the Common Core State Standards for English Language Arts (ELA) through an interactive walkthrough of the standards from kindergarten through grade 12. Participants will learn about the significance of the progression across grades and the interactive composition that result in college and career readiness. A culminating activity will require participants to reflect on the current status of implementation of CCSS in their schools and design and implement a plan with their leadership team.

Common Core State Standards: Module #2 – Text Complexity - A Pivotal Anchor of the Common Core Standards

This module addresses the Anchor Standard 10 of the Common Core State Standards for English Language Arts (ELA) which requires students to read and understand complex text independently. Participants will examine the six instructional shifts that support the standard as well as evaluate text using qualitative and quantitative measures. A culminating activity will require participants to analyze the availability of complex text materials in their schools and evaluate the current usage of exemplar lessons in ELA classes.

Common Core State Standards: Module #3 – Mathematical Shifts of the Standards (Focus, Coherence and Rigor).

This module is designed to guide school-site administrators in monitoring and supporting the implementation of the Common Core State Standards for Mathematics (CCSSM) and Mathematical Practices. Participants will gain insight on the design and organization of these focused, coherent, and rigorous mathematics standards. Participants will also engage in activities that support an understanding of how the Mathematical Practices drive the effective implementation of the CCSSM. A culminating activity will require the participants to reflect on how their instructional leadership will change to one that provides a framework for teachers to develop essential teaching skills and ensure student learning and increase achievement.

Common Core State Standards: Module #4 – Writing – Responding Analytically to Complex Text

This module provides an overview of the Common Core State Standards in English Language Arts (ELA) for Writing. Participants will examine the College and Career Readiness Writing Anchor Standards and grade level expectations. The focus centers on the types of writing students will need to produce: argumentative, analytical, informative/explanatory, and narrative writing. Participants will learn that the writing assessment will not be in response to a prompt, as in past assessments, but will require writing in response to texts. A culminating activity will require participants to provide leadership in the successful implementation of CCSS writing requirements.

Common Core State Standards: Module # 5A – Implications and Strategies for ELL students

This module is designed to guide school-site administrators in monitoring and supporting the implementation of the Common Core State Standards for English Language Learners (ELL) from K-12. Participants will engage in activities on how to address the needs of ELL students in their schools as they progress across grades. These activities will provide a model of instructional strategies in *Listening, Speaking, Reading and Writing* in all subject areas with special emphasis in Reading Language Arts/ESOL. The culminating activity will require participants to reflect and design a plan for the successful implementation of Common Core State Standards for ELLs across the curriculum.

Common Core State Standards: Module #5B – Implications and Strategies for Special Education Students

This module will provide school administrators an overview of the Common Core Standards and common core connectors which are designed for students with significant cognitive disabilities to access the CCSS. Participants will be trained on how students with disabilities can access the CCSS through the development of a quality Individual Educational Plan (IEP). Accommodations, assistive technology devices, Universal Design for Learning and evidenced-based instructional practices that allow access to the CCSS and improve learner outcomes will be presented and discussed. Assessment measures related to the CCSS, such as the Partnership for Assessment of Readiness for College and Careers (PARCC) and National Assessment of Educational Performance (NAEP) and their role in the outcome measures of students with disabilities will be discussed. The culminating activity will engage participants in analyzing assessment data related to a case study, reviewing a student's IEP Present Levels of Educational Performance, Priority Educational Needs (PENS) and identifying instructional practices, including interventions, that are necessary for students with disabilities to access and demonstrate progress towards grade-level CCSS.

Common Core State Standards: Module #6 – Literacy Standards in the Content Areas

This module is designed to guide school-site administrators in supporting and monitoring the implementation of the Common Core State Standards (CCSS) in the content areas. Participants will gain an understanding of the CCSS and will be engaged in activities that support student mastery of CCSS for literacy, writing, and mathematics. These activities will provide a model of instructional strategies reflecting best practices for incorporating CCSS in the content areas. A culminating activity will require the participants to reflect on how their instructional leadership will drive the successful implementation of the CCSS in the content areas.

Common Core State Standards: Module #7 – PARCC/Assessment – ELA & Mathematics

This module provides an overview of the purpose and composition of Partnership for Assessment of Readiness for College and Careers (PARCC). Participants will gain an understanding of the purpose of the assessments, which is to determine whether students are college-and-career-ready and to assess the full range of the Common Core Standards, including standards that are difficult to measure. The participants will examine components of the assessment such as technologically-based testing, question prototypes, rubrics, scoring, and data-reporting. Additionally, participants will study released sample items and instructional implications for ensuring student preparedness for PARCC. A culminating activity will require participants to provide leadership in the successful practices which will promote student success on PARCC.

Common Core State Standards: Module #8 – School Improvement Planning

This module for School Improvement Planning (SIP) will be delivered in May of 2013 and will follow the design of the School Improvement Plan template developed by the Florida Bureau of School Improvement. The professional development session will include the integration of English Language Arts/Literacy, Mathematics, Science, Social Studies, and CTE instructional practices and the blending of FCAT 2.0 and Common Core Standards into SIP content requirements. Personnel from these departments will provide participants with the best practices included in the SIP Appendices to drive the effective implementation of the CCSS. Participants will be provided with an overview of the assessment timeline for 2013-2014, along with the assessment timeline for the Common Core Assessment Administration in 2014-2015, which will impact instruction in the 2013-2014 school year.

Common Core State Standards: Module #9 – Literacy Standards – Career and Technical Focus

This module is designed to assist school-site administrators in monitoring and supporting the implementation of the Common Core State Standards (CCSS) for Literacy in Technical Subjects for Career Technical Education (CTE), and the integration of the Mathematics CCSS into CTE Curriculum. Participants will gain an understanding of the overarching set of Career Ready Practices and Common Career Technical Core Standards as they relate to CTE curriculum standards by career cluster. Participants will also become familiar with CTE model literacy lessons; integration planning tools; rubrics measuring implementation; and instructional methods and activities relating to CTE content aligning to Mathematics and Literacy CCSS. The culminating activity will require participants to provide instructional leadership that will support the successful implementation of the CCSS Literacy and Mathematics Standards through the applied CTE programs of study and to increase student achievement and career readiness.

Organizational Management: Module #1 – Budget and Master Schedule Planning

This module is designed to guide school administrators in determining allocations for instructional and certain non-instructional personnel to schools funded by the General Fund. Participants will learn to use Discretionary and Non-Discretionary funds to formulate a school-based budget in the development of the school-site master schedule to maximize additional instructional time for students. Participants will engage in activities using a simulated school budget in the creation of a mock master schedule. These activities will provide methods and techniques that will enhance the process of creating a school-based budget that promotes additional student instructional time within the master schedule. A culminating activity will require participants to provide leadership in the successful creation and implementation of their school's master schedule.

Organizational Management: Module #2 – Personnel Compliance Standards – OPS, CRC, Title IX

This module is designed to familiarize school administrators with the implementation of applicable personnel compliance policies and procedures as set forth by the School Board, and state and federal government. Participants will review procedures related to employment standards and disciplinary action for all District employees and receive technical assistance focusing on compliance with various federal laws, state and local statutes and regulations, and School Board policies regarding equal opportunity and equal access in employment and educational services and programs. Participants will also learn about gender equity in all aspects of education which includes extra-curricular school activities. A culminating activity will require participants to monitor and put into place all aspects of these rules, regulations, and laws at their school-sites.

Organizational Management: Module #3 – Labor Relations and Contracts

This module is designed to guide and assist school-site and regional administrators in following proper procedures for contract implementation and administration. Participants will receive information about the five recognized bargaining units; learn to interpret labor contracts; suggest collective bargaining proposals and learn how to communicate with Labor Relations about a rule, law, or contract provision related to labor relations issues at the school-site. A culminating activity will be to design work schedules for different personnel in different bargaining units at the school-site in accordance with the labor contracts.

Organizational Management: Module #4 – Compliance of SPED, ELL and FTE Records

This module is designed to familiarize school administrators with implementing applicable compliance policies and procedures as set forth by the School Board, and state and federal government. Participants will review procedures that are relevant to identifying the requirements needed in each area and implementing and monitoring appropriate record-keeping policies so there are no audit exceptions or loss of funds to the District. A culminating activity will require participants to review a mock SPED, ELL, and FTE report that is incorrect and correct the mistakes. Participants will also develop a timeline for conducting informal in-house audits at their school-site to prevent audit exceptions.

Organizational Management: Module #5 – Internal Funds Controls and Audit Exceptions

This module is designed to inform and guide school administrators of their responsibilities in monitoring the internal funds and audits conducted at the school site yearly. Participants will learn the functions of the Office of Management and Compliance Audits and their responsibility for providing the School Board, the Superintendent of Schools, and the School Board Budget and Advisory Committee with an independent and objective evaluation of the fiscal activities of the school district. Participants will also learn to improve the fiscal administration of their schools by: learning from advice provided by the auditors during their school audit visits; adhering to the recommendations provided in these reports emanating from audit findings, and seeking advice from the Office of Management and Compliance Audits whenever complex financial situations arise at school sites. A culminating activity will require participants to provide a compliance monitoring checklist that can be used for audits conducted at the school site.

Organizational Management: Module #6 – Professional Development Standards

This module is designed to guide school administrators in delivering rigorous, research-based, field-tested learning experiences, programs and resources for teachers, administrators, and support personnel in order to increase student achievement. Participants will learn about the use and function of the District's Professional Development System as well as staff development standards; programs for aspiring administrators; and professional growth opportunities including Endorsements, Clinical Education, and Professional Learning Communities. Participants will renew the roles and functions of the school-site Professional Development Liaisons. Participants will also have the opportunity to view instructional courses that are offered in core subject areas for professional development for teachers. Information for instructional staff regarding the Beginning Teacher Program, National Board Certification and professional development for meeting the requirements of Highly-Qualified status will also be provided. A culminating activity will require participants to create a mock professional development activity for teachers at their school site in an area that needs improvement, following a framework that supports collaboration and effective instructional practice.
