Professional Development System

PROFESSIONAL DEVELOPMENT
Professional Development System

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Introduction

According to Florida Statute 1012.98, "The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce." Every district in the state of Florida is required by statute to develop a system of professional development that aligns to state and national professional development standards.

An effective professional development system must respond to rising expectations for student and educator performance with continuous improvement in professional learning that results in actual improvements in instructional and leadership performance and that positively impacts student learning. The M-DCPS Professional Development System is a dynamic system which is updated in response to statutory and regulatory changes and to address rising expectations for student and educator performance. This system complies with state requirements for district professional development systems through core policies and associated practices which align professional development with the mission of college and career ready students.[1]

Professional learning occurs as a result of an individual's commitment to improvement. Miami-Dade County Public Schools supports that commitment through a research-based professional development system that meets the intent of statutes and regulations related to professional development.[2]

The following Core Policies guide redevelopment of professional development systems in Florida, and are incorporated in the revised Miami-Dade County Public Schools' (M-DCPS) Professional Development System:

1. **Focus on College and Career Ready:** The focus of the professional development system is to provide supports for student outcomes aligned with the "college and career ready" vision of the state's public school education system.

2. **Priority Shifts in Professional Development:** The professional development system focuses on building a foundation that supports practices aligned with the changing expectations for student achievement, instructional and leadership practices, and professional learning processes.

3. **Purposes of the Professional Development System:** The purposes of the professional development system (increasing student achievement, enhancing classroom instructional strategies that promote rigor and relevance, and preparing students for continuing education and the workforce) shall guide decisions and actions within M-DCPS related to organizational changes, resource allocation, and alignment of learning with priorities.

4. **Capacities Employed in the Professional Development System:** The professional development system defines the capacities and responsibilities of stakeholders that are required to accomplish the purposes of the system.

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[1] SBE Strategic Plan 2012-2018 at http://fldoe.org/board/meetings/2012_10_09/strategicv3.pdf.

[2] F.S. 1012.98, 1012.34, State Board of Education (SBE) Rules 6A-5.071, 6A-5.065, 6A-5.081, 6A-5.030, Florida Professional Development Protocol incorporated in SBE Rule 6A-5.071, and Race to the Top Project 10, Deliverables 1 &4.

5. **Deliverables of the Professional Development System:** The M-DCPS professional development system describes the shifts in the focus, design, and implementation of the deliverables of the professional development system to be observable, subject to quality control and to monitoring and evaluation, and aligned with the priority purposes of the professional development system.

6. **Evaluation Practices of the Professional Development System:** The professional development system includes practices for evaluation of the fidelity of implementation and evaluation of the impact of the professional development system.

7. **Role of the Master Inservice Plan (MIP):** The professional development system includes the Master Inservice Plan as a supporting element in the professional development system.

The Office of Professional Development and Evaluation (PDE) provides research-based learning experiences, programs, and resources for teachers, school administrators and support personnel in order to promote implementation of proven instructional and leadership practices that support student learning gains. In meeting this objective, PDE serves as the nexus linking knowledge, skills and tools needed to help staff succeed in their jobs, remain current on the latest research in their fields, and prepare for advancement. In addition to planning and delivering professional development services, PDE monitors all district-sponsored and school-based professional development to ensure compliance with state and national standards for high-quality professional development.

PDE is committed to the belief that when educators: have access to new knowledge, skills, and practices; develop enriched professional roles; and engage in ongoing collegial work, the result is greater effectiveness of their efforts to positively impact student achievement. To this end, the roles of the school-site Professional Learning Support Team (PLST) and Professional Development (PD) Liaison were created to facilitate access to professional learning experiences for educators that are timely, relevant, research-based, and results-oriented. The PLST at each school ensures that professional learning services are targeted to address individual school and educator needs.

What are the features of high-quality professional learning?
- Supports research-based instructional practices, district curricular goals and district strategic initiatives
- Job-embedded and job-relevant
- Designed to increase or change participants' knowledge, skills and attitudes
- Adheres to national and state standards for high-quality PD

Building a Culture of Professional Learning

"Rich, robust, and rigorous models of professional learning include seven critical qualities in which training is: 1) sustained; 2) job-embedded; 3) collegial; 4) interactive; 5) integrated; 6) results-oriented; 7) practical or hands-on." Fogarty and Pete, 2007

I n order to enhance student achievement, professional learning programs must:

- Focus on students' learning needs and deepen educators' content and pedagogical knowledge;
- Provide opportunities for follow-up support, practice, feedback, and reflection;
- Stem from the real work evident in schools and classrooms;
- Demonstrate relevancy to the job and be job-embedded; and
- Be offered in a timely manner and sustained over time.

Learning Forward (formerly known as the National Staff Development Council) provides research-based guidelines that assist districts in aligning local professional learning programs with qualitative standards. Learning Forward's Standards for Professional Learning[3] were revised in 2011 and focus on the relationship between professional learning and student results. Specifically, the relationships noted in the Standards are as follows:

- When professional learning is standards-based, it has a greater potential to change what educators know, are able to do, and believe.

- When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to adapt their instructional practice to meet performance expectations and student learning needs.

- When educator practices improve, students have a greater likelihood of achieving improved learning outcomes.

- When student learning outcomes improve, the cycle repeats for continuous improvement.

The Standards for Professional Learning provide a foundation upon which to design professional learning experiences at the district or school level that will assist educators in acquiring the necessary knowledge, skills and tools. The Standards for Professional Learning are as follows:

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Well-planned district professional learning programs that are aimed at developing content expertise as well as the elements of effective instruction are critical to achievement of the District's singular strategic goal, *Student Achievement: Preparing Students for Success in the Third Millenium.* In order to plan relevant professional learning programs, the needs of the target audience must be considered.

To assist the district in planning professional learning, PDE conducts an annual needs assessment survey of teachers and school administrators to identify professional learning needs. In addition to the needs assessment survey results, the department also reviews student achievement data, School Improvement Plans, performance evaluation data of teachers and administrators, and district strategic initiatives, and aligns professional learning priorities and programs to address the identified needs.

At the school site, professional learning plans should be designed to address the unique needs of the school's staff and students. In planning professional learning activities, schools must align professional learning with the focus areas of the school's improvement plan and staff members' individual professional development goals. In addition, school-based professional learning must incorporate structures for follow-up support, such as coaching, co-planning, co-teaching, and peer observation/feedback.

Delivery and Follow-Up

Professional learning can take place utilizing a variety of formats—face-to-face workshop sessions, study groups, educator-to-educator support such as peer coaching, professional learning communities, participation in action research, completion of online coursework, etc. In identifying an appropriate method of delivery, professional learning planners must establish and clearly articulate learner expectations. All professional learning should result in application of knowledge and skills. It is essential that plans for professional learning activities include the expectation that the participants will apply/implement the learning, as well as planned methods of monitoring implementation and adequate implementation support structures.

Joyce and Showers (2002) identified purposeful follow-up support as a necessary component to promote transfer of professional development knowledge to classroom practice. Appropriate follow-up reinforces learning related to the new practice or skills and facilitates the learner's ability to implement the learning in his/her classroom. The effectiveness of follow-up support in reinforcing knowledge, skills and tools acquired by the learner requires a clear delineation of the expected outcomes or changes in practice that should be evident from implementing the professional learning. This is particularly important in working with adult learners because they must understand not only why the professional development is relevant to their students and how follow-up activities will support the application of the professional learning in their classrooms, but they must also understand what outcomes they should expect to see in their classrooms following implementation of the professional learning.

To be productive, all follow-up activities must be aimed at supporting application of the content knowledge and pedagogical skills learned through professional development. Adult learners require multiple opportunities to acquire essential knowledge and skills. By applying a variety of follow-up techniques to reinforce professional learning, planners can effectively address unique learning styles among adult learners and develop their understanding of critical concepts targeted by the professional learning activity.

Helpful Suggestions on Follow-up

The following suggested follow-up support activities would be appropriate for a face-to-face workshop professional learning session:

- Classroom demonstration lessons coupled with collegial debriefing sessions
- Co-planning and co-teaching lessons with the PD facilitator or an instructional coach
- Organizing a peer study group to read a related journal article or book and conduct follow-up discussions
- Participating in an online collaboration forum to support implementation

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Implementation of High-Quality Professional Learning at the School Level

As schools expand the range of site-based, job-embedded professional learning opportunities available for instructional personnel, the members of the school's Professional Learning Support Team (PLST) play a critical role in facilitating professional learning activities for their schools. The PLST is able to assess school and teacher needs, strategically plan professional learning programs, ensure the level of quality, monitor fidelity to professional learning models, oversee follow-up that facilitates transfer of learning to classroom practice, and evaluate the effectiveness of the learning experiences. By working with the school leadership to develop meaningful professional learning opportunities that are relevant and timely, the PLST serves as a catalyst for school improvement.

A *Professional Development Planning Checklist* can be found in Appendix A. The checklist provides a guide for the school PD Liaison and school's PLST to ensure that the key elements of high-quality professional learning are incorporated into all school-based professional learning.

Systemic Alignment of Professional Learning Programs and Services

The Office of Professional Development and Evaluation (PDE) oversees and coordinates the delivery of professional learning experiences throughout Miami-Dade County Public Schools. A comprehensive M-DCPS Professional Development and Support System has been instituted by the department to address District strategic goals and to support individual professional growth for all employees. The professional development plan reflected in the system identifies current priorities for building knowledge, skills and tools that instructional personnel and school administrators must demonstrate in order to continuously improve student learning and close the achievement gap. The plan is based on the following foundational principles.

Guiding Principles:

- Teacher quality is the most significant factor affecting student achievement.
- Leadership effectiveness is second to teacher quality as relates to impact on student achievement.
- Evaluation systems that foster learning will differ from systems whose aim is only to measure competence.
- Increasing the effectiveness of professional development is the leverage point with the greatest potential for refining the day-to-day performance of educators.

Improving classroom instruction in order to impact student learning is the central focus of all District professional development programs. The *M-DCPS Framework of Effective Instruction*

provides a common understanding of effective instructional practice and a common language of effective instruction for educators.
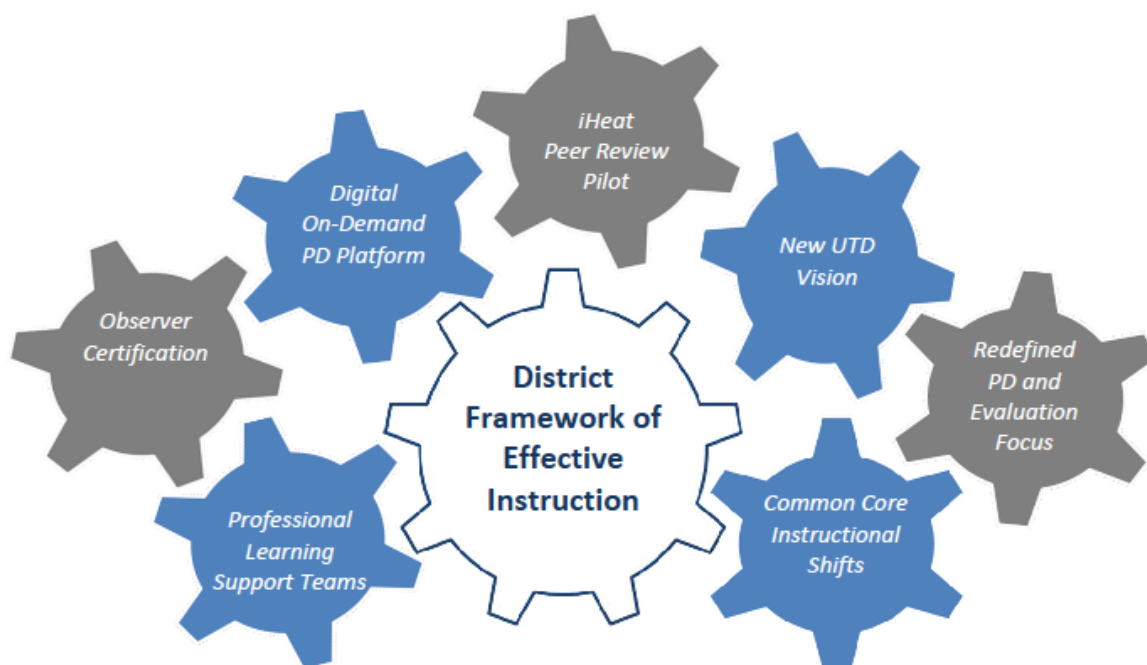
Professional development programs and initiatives are connected by their common focus on the *Framework*.

Tiered Continuum of Development

As recognized in the Guiding Principles, growth and development of teachers and administrators is at the heart of improving student achievement. PDE also recognizes that professional growth needs often vary acording to the educator's career stage. The department seeks to address the varied needs through a tiered continuum of professional development programs and support.

Continuum of Teacher Development

Teacher Leaders
- Staff Developer Training
- Data Coaching
- Clinical Educator Training
- Protocol Facilitation
- Instructional Coaching
- Mentor Training

DELIVERY MODELS
- Professional Development Days
- Workshops
- Professional Learning Communities
- Book Study
- Lesson Study
- Online Courses
- Summer Training
- Early Release
- After Hours

Mid-career Teachers
- Endorsement Programs
- Highly Qualified Teacher Subject Area Tutorials
- IPEGS for Instructional Professionals
- Framework of Effective Instruction
- High-yield Instructional Strategies
- Creating a High-Performing Learning Environment
- National Board Certification
- Common Core Content
- Common Core Instructional Shifts

New and Early Career Teachers
- New Teacher Orientation
- IPEGS for Instructional Professionals
- Framework of Effective Instruction
- Core Learning Courses
- Alternative Professional Preparation Program (AP3)
- High-yield Instructional Strategies
- Highly Qualified Teacher Subject Area Tutorials
- Common Core Content
- Common Core Instructional Shifts

With the aim of ensuring increased coherence between professional development and teacher evaluation, in the future all professional growth opportunities for teachers are being aligned to the IPEGS Performance Standards an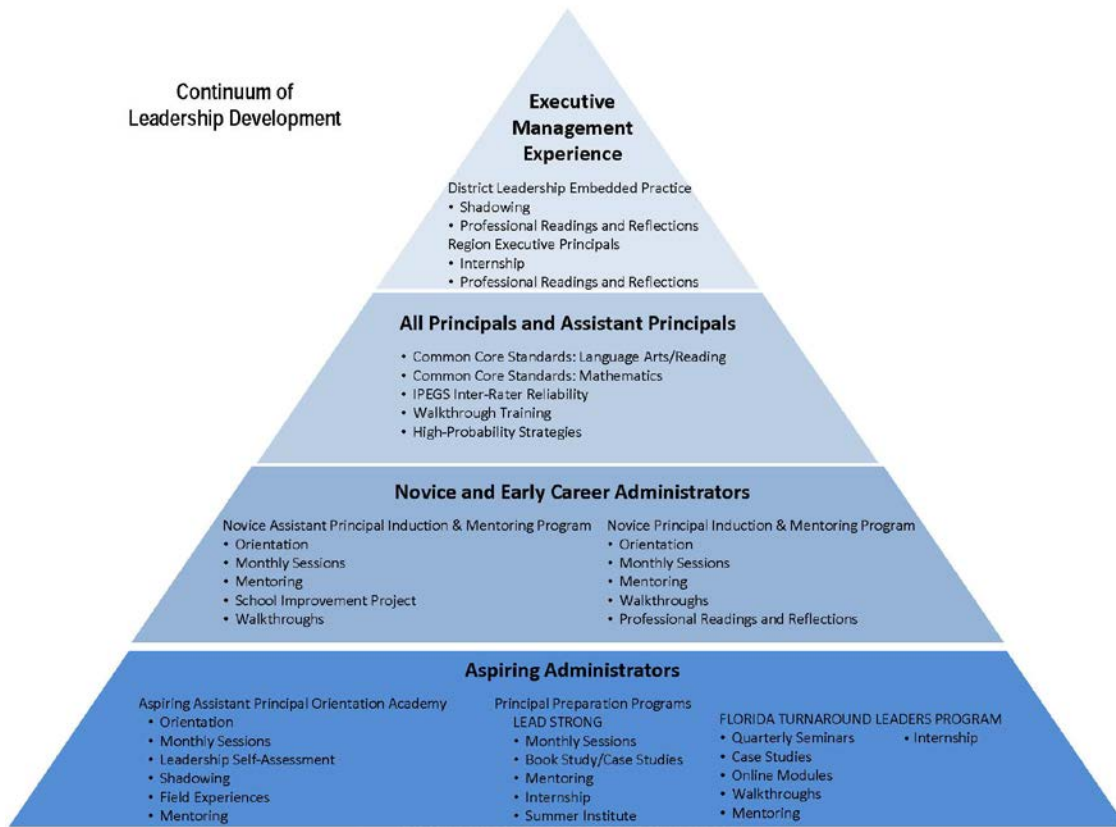d Indicators. PDE has aligned its existing catalogue of professional development programs and offerings to the IPEGS Performance Standards and Indicators. The District will shortly acquire a new electronic management tool that will have greater functionality and future offerings for instructional professionals proposed through the new PD management system will be required to indicate their IPEGS alignment. (See Appendix J for listing of specific courses and programs with IPEGS Standards alignment.)

The acquisition and implementation of an updated electronic Professional Development management tool will facilitate this alignment. This will allow teachers to choose appropriate professional development to address their individual growth needs and will enable supervising administrators to collaborate with teachers to select targeted professional learning activities based on each instructional professional's performance observation and evaluation feedback and results.
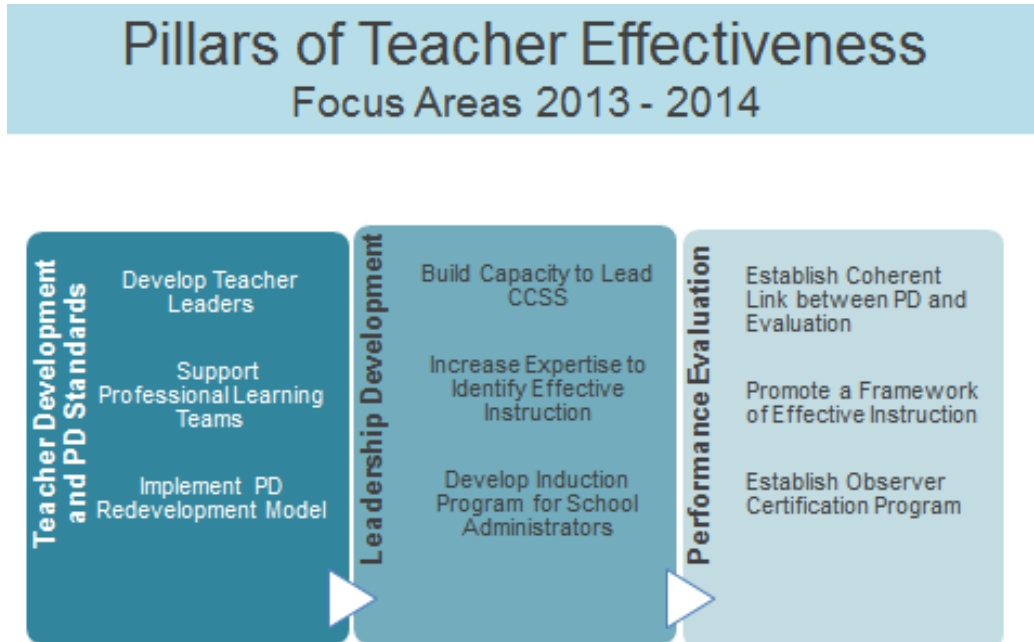
Similarly, in the future all professional development opportunities for administrators will be aligned to the Managerial Exempt Personnel (MEP) Evaluation System based on the Florida Principal Leadership Standards.

Continuum of Leadership Development

Executive Management Experience

District Leadership Embedded Practice
• Shadowing
• Professional Readings and Reflections
Region Executive Principals
• Internship
• Professional Readings and Reflections

All Principals and Assistant Principals

• Common Core Standards: Language Arts/Reading
• Common Core Standards: Mathematics
• IPEGS Inter-Rater Reliability
• Walkthrough Training
• High-Probability Strategies

Novice and Early Career Administrators

Novice Assistant Principal Induction & Mentoring Program
• Orientation
• Monthly Sessions
• Mentoring
• School Improvement Project
• Walkthroughs

Novice Principal Induction & Mentoring Program
• Orientation
• Monthly Sessions
• Mentoring
• Walkthroughs
• Professional Readings and Reflections

Aspiring Administrators

Aspiring Assistant Principal Orientation Academy
• Orientation
• Monthly Sessions
• Leadership Self-Assessment
• Shadowing
• Field Experiences
• Mentoring

Principal Preparation Programs
LEAD STRONG
• Monthly Sessions
• Book Study/Case Studies
• Mentoring
• Internship
• Summer Institute

FLORIDA TURNAROUND LEADERS PROGRAM
• Quarterly Seminars   • Internship
• Case Studies
• Online Modules
• Walkthroughs
• Mentoring

The acquisition and implementation of an updated electronic Professional Development management tool will enable the department to accomplish this alignment which will, in turn, allow administrators to choose appropriate professional development to address their Deliberate Practice Growth Targets. (See Appendix K for Leadership Development Courses.)

Current Professional Development Priorities

Propelled by the transition to Common Core and the redevelopment of the Professional Development System as required under Race-to-the-Top, PDE has established the following departmental priorities for 2013-2014.
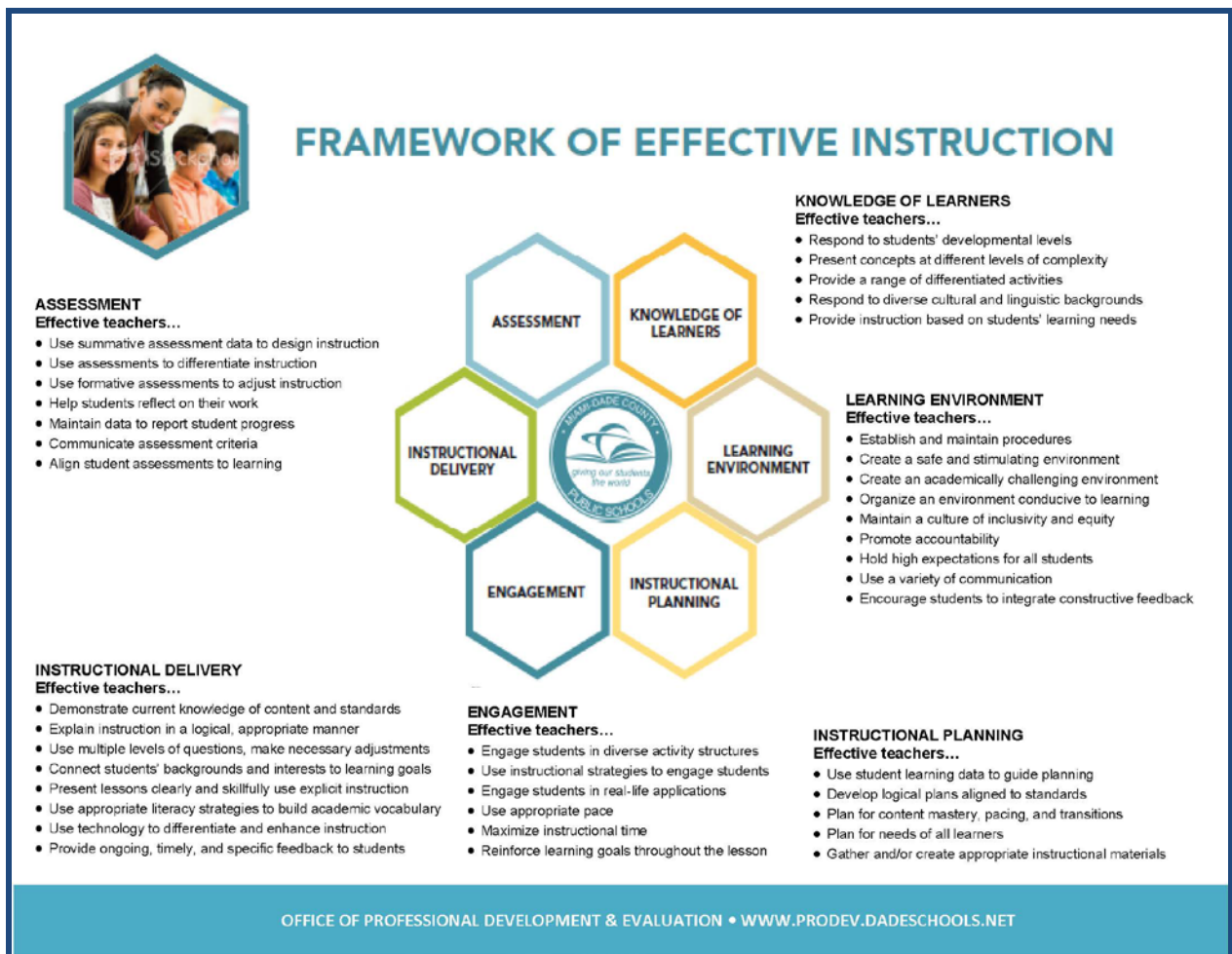

Pillars of Teacher Effectiveness
Focus Areas 2013 - 2014

Teacher Development and PD Standards
Develop Teacher Leaders

Support Professional Learning Teams

Implement PD Redevelopment Model

Leadership Development
Build Capacity to Lead CCSS

Increase Expertise to Identify Effective Instruction

Develop Induction Program for School Administrators

Performance Evaluation
Establish Coherent Link between PD and Evaluation

Promote a Framework of Effective Instruction

Establish Observer Certification Program

Focus on Instructional Improvement

Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators. (Learning Forward, 2011)

The ultimate goal of professional learning for educators in Miami-Dade County Public Schools is to increase student achievement. Increases in student achievement result from modifications in instructional practices that are implemented in response to changes in educators' knowledge, skills, and dispositions as an outcome of participation in professional learning experiences. For most educators working in schools, professional learning is the most accessible means they have to develop the new knowledge, skills, and practices necessary to better meet students' learning needs. (Learning Forward, 2013)

Framework of Effective Instruction

The M-DCPS Framework of Effective Instruction identifies teaching behaviors that encompass effective instructional practice. The Framework may be used for many purposes, but its most significant value and impact is that it serves as the basis for professional conversations among educators as they seek to enhance skills in the complex task of teaching. The Framework may be used to focus a school's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more reflective practitioners. The District provides training for teachers and administrators in using the Framework to develop a common understanding of effective instructional practice.

FRAMEWORK OF EFFECTIVE INSTRUCTION

KNOWLEDGE OF LEARNERS
Effective teachers...
- Respond to students' developmental levels
- Present concepts at different levels of complexity
- Provide a range of differentiated activities
- Respond to diverse cultural and linguistic backgrounds
- Provide instruction based on students' learning needs

ASSESSMENT
Effective teachers...
- Use summative assessment data to design instruction
- Use assessments to differentiate instruction
- Use formative assessments to adjust instruction
- Help students reflect on their work
- Maintain data to report student progress
- Communicate assessment criteria
- Align student assessments to learning

LEARNING ENVIRONMENT
Effective teachers...
- Establish and maintain procedures
- Create a safe and stimulating environment
- Create an academically challenging environment
- Organize an environment conducive to learning
- Maintain a culture of inclusivity and equity
- Promote accountability
- Hold high expectations for all students
- Use a variety of communication
- Encourage students to integrate constructive feedback

INSTRUCTIONAL DELIVERY
Effective teachers...
- Demonstrate current knowledge of content and standards
- Explain instruction in a logical, appropriate manner
- Use multiple levels of questions, make necessary adjustments
- Connect students' backgrounds and interests to learning goals
- Present lessons clearly and skillfully use explicit instruction
- Use appropriate literacy strategies to build academic vocabulary
- Use technology to differentiate and enhance instruction
- Provide ongoing, timely, and specific feedback to students

ENGAGEMENT
Effective teachers...
- Engage students in diverse activity structures
- Use instructional strategies to engage students
- Engage students in real-life applications
- Use appropriate pace
- Maximize instructional time
- Reinforce learning goals throughout the lesson

INSTRUCTIONAL PLANNING
Effective teachers...
- Use student learning data to guide planning
- Develop logical plans aligned to standards
- Plan for content mastery, pacing, and transitions
- Plan for needs of all learners
- Gather and/or create appropriate instructional materials

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Transition to Common Core

The District and all Florida public schools are undergoing dramatic changes associated with the transition to the Common Core State Standards (CCSS). The CCSS were researched, written and developed by professional educators and education experts from across the United States, and agreed upon in 2010 through a state led initiative by the National Governor's Association (NGA) and Council of Chief State School Officers (CCSSO). Florida's State Board of Education voluntarily adopted the CCSS in 2010.

The CCSS provide clear educational standards, while allowing local districts and schools the flexibility needed to deliver quality instruction in the classroom. The standards, which are not to be confused with a curriculum, are designed to ensure that all students, regardless of demography, graduate from high school prepared to enter college or the workforce. The standards are internationally benchmarked and provide students with knowledge and skills necessary for success in the global job market. (FL-DOE Countdown to Common Core website: https://www.fldoe.org/schools/ccc.asp)

M-DCPS has implemented a multi-year program of professional development and educator support to ensure a successful transition to CCSS. The M-DCPS Office of Academics and Transformation oversees the plan, which was designed to provide tiered training and support as indicated by the

Common Core State Standards Implementation Timeline. Teachers of grade levels with full CCSS implementation receive the most intensive professional development and support. Those teachers of grade levels in the transitional period, who are using a blended implementation, receive professional development focused on the alignment of Next Generation Sunshine State Standards and CCSS.

Professional development targeting all educators is focused on preparation for the implementation of literacy standards and the instructional shifts called for by Common Core. District support is tailored to the needs of each audience: initial training, follow-up training for specific components, and ongoing targeted support (i.e., school specific, teacher specific, feeder pattern schools with similar needs), and includes a heavy emphasis on content as well as appropriately aligned instructional practices and strategies.

Miami-Dade's **Common Core State Standards Implementation Timeline**

Year/Grade Level	K	1	2	3-8	9-12
2011-2012	FL	FL	L	L	L
2012-2013	FL	FL	FL	BL (3rd L.A.)	L
2013-2014 CCSS fully implemented	F L	F L	F L	B L	B L
2014-2015 CCSS fully implemented and assessed	F L	F L	F L	F L	F L

F - full implementation of CCSS for all content areas
L - full implementation of content area literacy standards including: (1) text complexity, quality and range in all grades (K-12), and (2) CCSS Literacy Standards in History/Social Studies, Science, and Technical Subjects (6-12)
B - blended instruction of CCSS with Next Generation Sunshine State Standards (NGSSS); last year of NGSSS assessed on FCAT 2.0

In addition to training, the District provides a variety of resources to schools and individual educators to assist with the transition to CCSS. Schools have been provided with instructional coaches who work directly with teachers and provide support in classrooms. All instructional coaches participate in monthly training and updates to ensure that they are adequately prepared to provide high-quality support. District pacing guides are aligned to the Next Generation Sunshine State Standards (NGSSS), CCSS, and to available instructional resources. Model lessons that address all components of the standards have been made available and District staff work with teachers to implement these lessons. A series of podcasts to support implementation of CCSS through best practices were developed and are available for download or viewing by all teachers. Additional electronic resources are available on the District's Common Core webpage: http://commoncore.dadeschools.net/#

Differentiated Instruction

Differentiating instruction is a way of teaching, rather than a program or strategy. It involves a variety of specific strategies and practices that accommodate the learning needs and diverse characteristics of students. Strategies and practices that support differentiation are evident throughout the M-DCPS Framework of Effective Teaching. Effective teachers:

- Respond to students' developmental levels
- Present concepts at different levels of complexity
- Provide a range of activities
- Respond to cultural and linguistic backgrounds
- Provide instruction based on students' learning needs
- Use assessments to differentiate instruction
- Use formative assessments to adjust instruction
- Use multiple levels of questions, make necessary adjustments
- Use technology to differentiate and enhance instruction
- Engage students in diverse activity structures
- Plan for the needs of all learners
- Hold high expectations for all students, and
- Maintain a culture of inclusivity and equity

As this list illustrates, differentiating instruction asks teachers to continually strive to identify and to respond to each students' needs in order to maximize learning. The District encourages implementation of these practices through content-specific workshops sponsored by various curriculum departments, through in-class coaching and modeling provided by school-based instructional coaches and District support personnel, and through collaborative models of learning such as lesson study and professional learning communities.

M-DCPS has a robust data-management system that provides educators with access to historical and current student assessment data. Through ongoing training, the District promotes development of practices that support data-informed decision-making and differentiation. Schools and individual educators learn to disaggregate data and conduct data chats during which they analyze the instructional implications of trends, gaps, etc. Educators learn how to use both formative and summative assessment results to make instructional decisions. Training in the use of multiple sources of data is customized for varied target audiences: administrators, classroom teachers, instructional coaches, new teacher mentors, and peer review teachers.

Instructional Rounds

Every teacher enters the classroom ready to deliver instruction in the hopes that heightened student achievement will result. By the same token, school leaders across the nation begin every school year with a plan to raise achievement in their schools. Yet, these plans have often lacked consistency. With the introduction of the Race to the Top initiative of performance pay coupled with the paramount, ever pressing challenge of closing the achievement gap, school leaders are pressed to

truly emerge as instructional leaders in their buildings who not only can identify effective instructional practices but also serve as coaches to scaffold instructional learning for their teachers.

In order to cultivate a mutual vision for effective instruction, calibrate judgment of best practices, and foster a culture of instructional practice across the district, school leaders are engaged in instructional rounds training centered upon the 5 Dimensions of Instruction developed at The University of Washington's Center for Educational Leadership and aligned to the M-DCPS Framework of Effective Instruction. Instructional rounds are based on a model used in medical training, where the purpose of the classroom observation is focused on the development of the observer's skill in observation and description of instructional practice. The rounds are founded on a deliberate theory of action and framed by several intended outcomes. If leaders dedicate time on a daily basis to observe and describe the teaching and learning process guided by the 5 Dimensions of Instruction, then they will easily speak the same language centered upon high-quality instruction. Subsequently, once a common language is spoken, determining what type of reinforcement is needed becomes a simpler task. Ultimately, it is the goal of this model's implementation to build open and transparent communication based on trust and reflection, thereby effecting heightened learning and achievement on all fronts.

Instructional Coaching

Throughout M-DCPS, instructional coaching is provided through site-based (school-based) instructional coaches and through deployment of support staff from regions and the central office. Instructional coaches trained and deployed through the District's curriculum offices focus on professional development and delivery of targeted support in specific core content areas: Language Arts/Reading; Mathematics; and Science. These instructional coaches foster teachers' development of content knowledge and content-relevant pedagogy through classroom-based interaction, professional development workshops, and professional learning communities.

Instructional coaches participate in periodic skill-building sessions on the coaching cycle, implementation of CCSS, strategies for supporting effective classroom instruction, and applying the findings of formative assessment in instructional planning.

In addition, a core group of fully-released master teachers, the iHEAT Peer Review teachers, are participating in the Certified Instructional Coaching Institute provided by the University of Florida's Lastinger Center for Education. The year-long institute incorporates an intensive week of foundational skill-building coupled with six days of follow-up training during the year. The coaches receive training on the collection, analysis, display, and discussion of relevant data on instructional performance and student learning and on the implementation of effective coaching and support strategies.

These trained instructional coaches are deployed to selected schools that are participating in a grant-funded initiative to implement peer observation and coaching in order to increase teacher effectiveness. These instructional coaches work within the framework of the peer observation initiative being implemented as part of the iHEAT Initiative, which is funded through a United

States Department of Education Teacher Incentive Fund grant. The iHEAT Initiative instructional coaching model focuses on providing the participating instructional professionals with coaching, modeling, and professional development to support each professional's increased effectiveness in those areas of their professional practice that are mutually agreed upon by the instructional professional and the iHEAT Peer Review Teacher and within the context of peer observation and support.

Peer Observation

M-DCPS is piloting a Peer Observation model in selected school through a United States Department of Education (USDOE) Teacher Incentive Fund (TIF) grant, the iHEAT Initiative, which was developed in collaboration with the United Teachers of Dade (UTD), the collective bargaining unit for all M-DCPS instructional personnel. Though iHEAT, a core group of 26 peer observers have been selected and trained to provide informal observations and support to teachers based on the IPEGS performance standards and indicators and the framework of effective instruction. iHEAT participating teachers also engage in an annual formal observation by the peer observer using the IPEGS Performance Standards and indicators. This formal observation is included in the data sources that are reviewed by the site administrator as part of the instructional professional's annual performance evaluation.

Unlike many Peer Assistance and Review models across the country, which focus on primarily new teachers and/or struggling teachers, the M-DCPS iHEAT peer observation model is available to any teacher in the selected participating schools on a voluntary basis. Teachers exercise an annual option to participate, or not, in the iHEAT peer observation and support model.

The peer observers (Peer Review Teachers) work with each participating teacher to identify their professional growth needs and either directly provide the professional development, work with the team of Peer Review Teachers to collaboratively provide the professional development, and/or facilitate teacher's access to other resources for professional learning.

The peer observation model, as implemented in the pilot schools, is a collaborative process in which participating teachers have input into the observation. The participating teachers work with the peer observers to identify those elements of their professional practice upon which they would like to focus. Peer observers provide feedback on the observation and, together with the participating teacher, develop and implement strategies for improvements and timelines for their implementation and practice. The feedback from follow-up observations supports a cycle of continuous improvement and reflective practice.

Certified Assessor Training Tool (CATT)

M-DCPS is currently in the process of developing a Certified Assessor Training Tool in order to increase the inter-rater reliability (IRR) of the Instructional Performance Evaluation and Growth System (IPEGS) which is the evaluation system used district-wide for teachers, student services, and instructional support professionals. Given the hundreds of schools sites and work locations across the District, and the high stakes involved in teacher evaluations under state law, the District is taking

steps to ensure the greatest possible equity in the observation and evaluation process. As a key step, the District is developing a library of training videos and accompanying resource materials to be used in training all IPEGS observers. In addition, the District will be putting in place an observer certification process and will be monitoring inter-rater reliability on an ongoing basis in order to identify and address any scorer "drift" and consequent need for re-calibration training. Initial plans are to train and certify all observers with the new CATT in the initial deployment phase. As plans are finalized, the District will be determining the re-certification and training procedures and timelines.

Education Transformation Office

The Education Transformation Office (ETO) was developed in 2010 to serve 19 schools designated as FLDOE/USDOE as "persistently lowest-achieving". The original plan included 6 elementary schools, 3 middle schools, and 10 high schools, and allocated 14 million dollars for each of the next three years through the School Improvement Grant (SIG). In 2011, ETO was expanded to 26 schools by adding 3 elementary and 4 middle schools and incorporated an additional 6 million dollars in SIG funding. Currently ETO has expanded to 66 schools including a total of 36 elementary, 18 middle schools and 12 senior high schools. ETO focuses on building, sustaining, and accelerating improvement in struggling schools by creating a team of proven, experienced, and passionate urban educators and leaders to support the schools and hold them accountable to higher performance; and limiting operational obstacles to focus the work on teaching and learning.

At ETO schools, job-embedded professional learning is infused with daily practice, cultivating a mindset that professional learning is an on-going component of classroom instruction. There is a major emphasis on Lesson Study as a model of professional learning. ETO schools conduct lesson study at all grade levels and in all disciplines. Instructional coaches, in addition to providing direct support to teachers in the classroom, facilitate professional collaboration and learning among teachers during common planning time. ETO schools also engage in continuous monitoring of the results of instruction through analysis of formative and summative data and then develop instructional interventions and targeted professional development as needed based on the analysis.

Each year instructional personnel who are new to ETO participate in an ETO Teacher Academy during August. The Teacher Academy focuses on bell-to-bell instruction, Common Core State Standards, classroom management, analyzing data to differentiate instruction, Lesson Study, collaborative strategies, higher-order thinking and questioning strategies, and increasing rigor in the classroom. Instructional coaches participate in the Instructional Coaches Academy (iCADS) during the summer and in biweekly professional development sessions led by ETO District staff. Their training includes topics such as implementing Professional Learning Communities and Lesson Study, research-based instructional strategies, effective use of data to drive instruction, and the Coaching Model Continuum.

Data Analysis and Decision-making

Through the ongoing implementation of the District's participation in the state's Race-to-the-Top grant, M-DCPS has developed and implemented systematic professional development on data analysis and state training. These modules address the needs of diverse staff. New teacher support is provided through two days of introductory training for MINT participants in accessing and analyzing their students' data, using data to differentiate instruction, and in implementing multiple forms of assessment, including formative assessment, to monitor student progress. Mentor teachers, grade level leaders, department heads, and instructional and data coaches receive training in data analysis, including analysis of qualitative, quantitative, and process data, developing effective data-based action plans, and on protocols for powerful conversations about data and instruction.

School, Region, and District leaders participate in data training in preparation for School Improvement Plan development and through the Scaled Leadership staff development for administrators.

In developing their Deliberate Practice Growth Targets for administrators and IPDPs for instructional professionals, staff review multiple sources of student, schools, and staff effectiveness data, including their prior year's personnel evaluation, their past years' students data, and the needs evidenced in the data for their current students to identify their professional learning needs and growth targets.

Professional Learning Platform

The Professional Learning Platform developed for all principals and assistant principals focuses on improving teacher effectiveness. The heightened need for school districts to be deliberate in developing principals as instructional leaders, leveraged with opportunities to strengthen organizational leadership skills, has resulted from recent studies showing that leadership is second only to teaching among all school related factors that impact student learning. As a result, all M-DCPS school administrators will engage in monthly professional learning seminars focused on improving instructional practice with specific desired outcomes. Strategies for attaining growth targets, measurable outcomes for student performance, and expected completion dates are identified.

Section

4

Pathways to
Professional Learning

Student data inform not only instructional impact for students but also act as a guide for the professional growth of educators. Both teachers and administrators participate in the process of creating individual professional growth plans. For the 2013-2014 school year, teachers will complete an Individual Professional Development Plan (IPDP), which will be replaced in 2014-2015 with the *Deliberate Practice Growth Targets* form. School-site administrators will complete the *Deliberate Practice Growth Target*s form for the 2013-2014 school year; this form is a component of the School Site Managerial Exempt Performance Evaluation.

Individual Professional Development Plan (IPDP) Form for 2013-2014 School Year

Pursuant to Florida Statute 1012.98, "school principals may establish and maintain individual professional development plans for each instructional professional." The Individual Professional Development Plan (IPDP) must:

- be related to specific performance data for the students **to** whom the teacher is assigned;
- define the in-service objective(s) and specific measurable improvements expected in student performance as a result of the in-service activity; and
- include an evaluation component that determines the effectiveness of the professional development plan.

Additionally, the Florida Student Success Act of 2011 requires that results of the teacher's annual evaluation from the prior year be used to inform professional development planning for the current year.

The IPDP is to be completed within the first thirty days of the teacher's employment at the work location and may be revised during the school year as needed. Revisions must be mutually agreed upon by the instructional professional and the principal.

Professional learning activities shall primarily focus on subject content and teaching methods including:

- Next Generation Sunshine State Standards/Common Core Standards or Subject Area Content
- Instructional Strategies/Pedagogy
- Technology
- Assessment and Data Analysis
- Classroom Management
- Parental Involvement
- School Safety

Professional learning activities listed can include college courses, outside seminars, and district or school-based professional learning offerings.

IPDP Procedures

Development Phase	
Step 1: Conduct an individual needs assessment to determine individual learning needs	Review all that apply: • School Improvement Plan • Disaggregated classroom-level student achievement data (e.g., Student Assessment Results, Reading Inventory Scores, FCAT Scores, Pre/Post tests, quarterly grades, etc.) • IPEGS annual evaluation from previous year • Other [e.g., certification, participation in Mentoring and Induction for New Teachers (MINT), etc.]
Step 2: Identify student needs	Based on the identified student needs, specify the training objectives expected to impact student performance. Example of Teacher Objective: To improve mathematics teaching methods
Step 3: Write a measurable goal for student outcomes	Example of Measurable Goal of expected student outcome: For the current school year, 80% of students will demonstrate a gain of at least 5 points between the fall and spring mathematics assessments.
Step 4: Identify strategies for meeting goals	• Specify the professional learning activity(ies) and date(s) to support each objective. • Check all of the professional learning activities related to completing training objectives.
Step 5: Review and approve IPDP	Meet with administrator to review and approve IPDP. Note: The IPDP may be revised at any time as needed.
Implementation Phase	
Step 6: Participate in PD	Identify PD documentation, methods, and completion dates.
Evaluation Phase	

Step 7: **Evaluation PD**	Specify the effectiveness of the professional learning plan by completing the evaluation section of the IPDP.
Step 8: **Participate in review of the IPDP**	Completed IPDP form reviewed, signed, and added to the end-of-year documentation.

Deliberate Practice Growth Targets (DPGT) Form for 2014-2015 School Year

The Deliberate Practice Growth Targets (DPGT) form will replace the Individual Professional Development Plan (IPDP). Deliberate Practice is a way for teachers to increase expertise from year to year through a series of planned activities, reflection, and collaboration that produce gains in student achievement. The DPGT process includes:

- setting personal goals,
- focused practice,
- focused feedback,
- observing and discussing teaching, and
- monitoring teacher progress.

Teachers should take the lead in identifying their personal growth goals, and collaborate with their principals on their goals.

Pursuant to Florida Statute 1012.98, "school principals may establish and maintain individual professional development plans for each instructional professional."
This will be addressed using the Deliberate Practice Growth Targets form.
The Deliberate Practice Growth Targets (DPGT) must:

- be related to specific performance data for the students to whom the teacher is assigned;
- define the in-service objective(s) and specific measurable improvements expected in student performance as a result of the in-service activity; and
- include an evaluation component that determines the effectiveness of the professional development plan.

Additionally, the Student Success Act requires that results of the annual teacher's evaluation from the prior year be used to inform professional development planning for the current year.

The DPGT is to be completed within the first thirty days of the teacher's employment at the work location and may be revised during the school year as needed. The revisions must be mutually agreed upon by the instructional professional and the principal.

Deliberate Practice Growth Targets Process

Reflection (Planning Phase)

Step 1 (Self Assess and Identify Focus Strategy)
Focus: Reflect on your current students' learning growth measures and the district's standards of effective instruction. Based on this reflection, identify an area of focus for your professional growth in order to improve learner outcomes.
Review all that apply:
• *School Improvement Plan*
• *Disaggregated classroom-level student achievement data (e.g., student assessment results, reading inventory scores, FCAT Scores, Pre/Post-tests, quarterly grades, etc.)*
• *IPEGS annual evaluation from previous year*
• *Other [e.g., certification, participation in Mentoring and Induction for New Teachers (MINT), etc.]*
 	
Step 2 (Create Measurable goal(s))
   Growth Target: Describe what you plan to learn and what is the expected impact on your students' learning?
 	
Step 3 (Actions in the Classroom)
   Plan of Action: Describe what you plan to do to achieve your deliberate practice growth target.

Outcome (End-Of-Year Phase)
  Step 4 (Reflection/Tracking Progress and Celebrating Success)   **Impact: Describe how your professional growth target has been achieved and the impact on your professional growth and learner outcomes.** *Summary of Impact should include:* • *Reflect and include in your findings your insights about the strategies you practiced and student impact.* • *Review available student data and the impact it made on student achievement.*

Professional Growth for Administrators

School-site MEP Evaluation System

Miami-Dade County Public Schools (M-DCPS) significantly revised its School Administrator Performance Management System in 2010 as part of the District's participation in Florida's Race-to-the-Top (RTTT) grant. The new, state-adopted Miami-Dade County Public Schools School-site MEP Evaluation System is the latest iteration and refinement of one of the State's and District's efforts to provide a top -quality education to every student in Florida.

Florida Statutes Section 1012.34 (1) (a) states that the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district.

To accomplish the purpose defined in law, a district evaluation system for school administrators must:
- Be focused on school leadership actions that impact student learning; and
- Support professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.

The evaluation system adopted by M-DCPS is:
- Based on contemporary research that indicates educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development.
- Fully aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

This evaluation system is designed to support professional growth of school leaders through three processes:
- Self-reflection by the leader on current proficiencies and growth needs
- Deliberate Practice
- Feedback from the evaluator and others on what needs improvement.

The M-DCPS School-site MEP Evaluation System is comprised of three components:
1. Student Growth Measures (replaces the Student Performance Indicator Dashboard)
2. Leadership Practice (wreplaces the Multidimensional Leadership Assessment)
3. Deliberate Practice (replaces the Individual Leadership Development Plan)

Deliberate Practice for Administrators

The deliberate practice component of the M-DCPS School-site MEP Evaluation System provides school-site administrators with a tool to plan, document, and reflect upon professional targets. A minimum of two Deliberate Practice Professional Growth Targets must be established annually. These two targets must focus on:
1. An issue that addresses a strategic school-reform need related to student learning. This goal must be selected by the district or approved by the leader's evaluator.
2. An issue related to research, evaluation and information services relevant to instructional leadership. This goal may be selected by the leader but must also be approved by the evaluator.

All school administrators will utilize the results of the FSLA Self-Assessment to identify indicators to create Deliberate Practice Growth Targets aligned to their specific improvement priorities. The FSLA Self-Assessment is based upon the ten Florida Principal Leadership Standards in the four domains of Student Achievement, Instructional Leadership, Organizational Leadership, and Professional and Ethical Behavior.

Each standard is made up of indicators, and one method to identify areas of specific focus is by filtering through the FSLA results (Consortium, 2012). This filtering process to narrow the forty-five indicators to at least 3 to 5 key ones is:

- Select lowest scored indicators in all domains
- Select lowest scored weighted indicators in Domains 1 & 2 (domains of practice closely aligned to have the greatest impact on student achievement)
- Identify the lowest scored indicators in Proficiency Area 4 (Faculty Development)
- Select 3 to 5 of the prioritized indicators that offer the greatest opportunity to influence knowledge and skills in leadership areas
- Select a *SMART goal* based upon the School Improvement Plan (SIP)

The leader will apply the knowledge and skills reflected within the prioritized 3 to 5 FSLA Indicators to achieve that SMART goal. This process defines the Deliberate Practice Growth Target.

Through a process called "unpacking," the leader identifies a vision of the effective knowledge and skills needed in the targeted indicators (Consortium, 2012). Unpacking requires an analysis of the nouns (knowledge) and verbs (skills) inherent in the description of the indicator, and using Webb's DOK to determine the cognitive level.

To become highly effective in these indicators, the leader can participate in District professional development, online state resources and classes, and research current articles and journals attesting to those skills.

Translating the three to five indicators into specific and measurable leadership strategies produces an *Action Plan*, or a blueprint, to implement, monitor, and measure improvements in student achievement for the specified goals.

Progress will be monitored and evaluated based on the Planning, Mid-Year and End-of-Year School-Site Managerial Exempt Performance (MEP) Evaluation review.

Professional Learning Opportunities

Well-designed professional development systems cultivate cultures of continuous professional learning and include learning opportunities in a variety of formats. While most professional learning activities should take place during the school day in collaboration with colleagues, beneficial professional learning experiences are also available through non-school site workshops, state and national conferences, and online. The availability of alternate avenues for professional learning expands learners' options and allows for personalization of each learner's individual professional development goals and activities.

Educators are in the learning business. It is every professional educator's responsibility to stay abreast of new educational research and to continuously update their knowledge and skills so that they can better serve an increasingly diverse population of students. Through participation in ongoing learning, educators expand their repertoire of skills, deepen their understanding of the content they teach, increase their ability to adapt instruction to meet the unique learning needs of their diverse students, examine and refine their professional practice, and examine their beliefs.

Traditional Professional Learning Workshops

The District offers high-quality traditional workshops throughout the school year and during the summer recess. These workshops vary in length, generally ranging from one to five days, and are posted on the *PD Registration System.* They are scheduled during the work day, after hours, and/or on Saturdays. During the school year, two district-wide PD days are built into the school calendar and often workshops are offered on those days.

Effective staff development programs are ongoing, coherent, and linked to student achievement. (Killion, 2008) A program implies more than an isolated event. A program is a set of purposeful, planned actions and the support system necessary to achieve the identified goals. Stand-alone events are not likely to result in significant changes to classroom practice or to student outcomes. Evaluation of such singular events is both difficult and unlikely to demonstrate lasting impact. While a workshop is an isolated event, a workshop combined with planned classroom-based support, coaching and feedback, demonstrations, and visits to other classrooms would constitute a program, a comprehensive, ongoing plan designed to develop educator knowledge, skills, attitudes, aspirations, and behaviors. Workshops should be planned to include substantial planned follow-up activities.

Job-embedded Professional Learning

One of the most promising approaches to professional growth in education is job-embedded learning, or learning that occurs along the way as teachers and administrators engage in their daily work activities. Job-embedded learning is the result of educators sharing what they have learned from their teaching experiences, reflecting on specific work experiences to uncover new understanding, and collaborating with colleagues to share best practices.

Job-embedded professional learning is learning by doing; reflecting individually and collaboratively on classroom experiences and issues arising from them, and then generating, testing, and sharing insights and strategies. A number of formal structures have been created to promote collaborative, job-embedded learning. The most common are professional learning communities, book study groups, lesson study, mentoring/coaching, and action research.

Meaningful connections to job experiences occur when teachers and administrators take time to reflect on the experiences, and to uncover insights and learning embedded in those experiences. Individual experiences, and what educators learn from them, become useful when they are shared and discussed with other colleagues. Such discussions also help expand the full meaning and implications of what has been learned. The more frequently experiences are shared and discussed, the greater the chance that the best practices of each individual in the school will become common practice throughout the school.

Professional Learning Communities (PLC)

School-based professional learning communities (PLC) provide an effective method to engage faculty members in continuous study and collaboration aimed at advancing commonly identified goals for student learning. A professional learning community involves teachers and administrators in collaborative work in support of student and educator growth and performance. Through shared leadership, collective creativity, mutually understood values and vision, and common practices, professional learning communities create safe, collegial environments that are conducive to inquiry and professional growth. The forum allows participants to explore in depth a specific area of focus over an extended period of time. The learning community's group size, purpose and its collaborative structure distinguish it from other types of faculty groups.

Proposing a PLC on the *PD Registration System*

In light of the fact that PLCs are a recognized tool for professional learning, team members may receive MPPs for their participation. The activity must be proposed as a course on the *PD Registration System* by the school's PD Liaison. Team members must also **register for the course prior to the first meeting**. Please note: participants who elect to join a PLC after the first meeting will not be able to receive MPPs. Participants must participate in <u>all</u> scheduled sessions to be eligible to receive MPPs. Because collaboration is the critical feature of a PLC, no make-up work for any missed sessions can equate to the interactions that took place during the actual PLC session.

The number of MPPs that may be awarded for a PLC is based on the following: the number of participants, the total number of hours that the group meets (one hour per group member plus one additional hour for the organizational meeting), and two hours assigned for independent work and follow-up. For example, nine teachers using a *tuning protocol* to examine student work, meet for an hour once a week after school for a ten-week period, complete a concluding reflection based upon their experiences in the PLC, and read a related journal article. They would each be eligible for 12 MPPs for participation in the PLC.

Some PLCs commit to meeting for an extended period of time in order to examine a school issue from as many perspectives as possible and in as in-depth a manner as possible. A *critical friends group* (CFG) is a good example of such a commitment. A critical friends group consists of six to ten educators who meet throughout the year on a regular basis (at a minimum monthly) for at least two (2) hours to have structured professional conversations about their work and to deepen knowledge of their craft. They study their teaching practices, build a shared knowledge base, and talk in-depth about student work, teacher tasks, and/or professional dilemmas. The number of MPPs that can be awarded for the critical friends group would depend on the number of hours throughout the year that the group meets.

Implementing a PLC

To ensure that PLC meetings adhere to an effective format that fosters collaboration and shared learning, team members should always use a *protocol* and should refrain from discussing items typically addressed during regular faculty meetings, disseminating sundry information, voting on faculty issues, etc.

There are a variety of "protocols" (a structured process or guideline to support meaningful and efficient communication and learning) that may be used to facilitate professional learning in the

PLC. Examples of protocols that assist the facilitation of a learning community include *tuning protocols, text rendering protocols, protocols for analyzing student work, protocols for peer observation, consultancy protocols,* and c*ritical friends groups.* In addition to the assignment of specific member roles, the application of PLC protocols serves to guide discussions, elicit equitable participant input and promote in-depth exploration of topics.

In order to facilitate a focused conversation, effective learning communities assign various roles to team members. These roles are periodically rotated among team members in order to ensure that each member has an opportunity to contribute to the learning community. Facilitators, presenters and process observers fulfill specific functions within the group. Facilitators guide the PLC by assigning leadership roles and applying various tools and techniques to maximize productivity and promote participant engagement. As an example, a facilitator might introduce a discussion protocol that allots time for each individual to speak, listen, question, summarize, etc. To ensure that important contributions are noted, the facilitator might paraphrase and summarize the conversation periodically during the session. If the PLC session includes a presenter, the presenter shares information, research or an artifact that will serve as a focus for the group discussion. The presenter may provide samples of student work to be examined by the group, or he/she may distribute an article relating to a topic relevant to the group's area of concern and pose questions to initiate the discussion. Process observers witness and maintain written records of the team members' work, as well as, document learning objectives for future meetings.

The following sample meeting chronology illustrates what an initial learning community session might look like:

1. Review the norms that were established for the professional learning community during the first organizational meeting**.** (Each team member was asked to write one procedure or agreement needed in order to work productively in a group, e.g., starting on time, avoiding cancellations, barring negative remarks. All members reviewed each suggestion and the group reached a consensus on the adoption of certain rules aimed at encouraging constructive discussions and focusing the learning community's work.)

2. Using a protocol to regulate the discussion, engage in a focused conversation, addressing a group-specific topic relating to student needs that has been identified by the team members. The topic should reflect an area in which participants seek to gain new knowledge and/or skills. As an example, a group of fourth-grade teachers may decide to study recent research relating to effective techniques for teaching writing. Similarly, a group of science teachers may be interested in exploring efforts to improve students' science process skills or a group of ninth-grade teachers may choose to study how they can assist students as they transition from the middle school to the high school environment.

3. Reserve some time to debrief the protocol and reflects on its collective work.

4. Plan for the next meeting. Team members identify protocols, readings, and any other resources needed for the next session, outline follow-up activities and assign responsibilities accordingly.

Protocols for Professional Learning, (Easton, L., 2004) is available as a resource through the PD Registration System, Instructor/Facilitator Help tab. This book provides a variety of protocols suitable for typical activities of a PLC. Additional protocols may be located at http://www.nsrfharmony.org/

Lesson Study

Lesson Study is an ongoing professional learning process utilized within a PLC that allows teachers the opportunity to create a model for high-quality instructional practices. It is also a method for improving a lesson through teacher collaboration. Lesson Study originated in Japan as an approach for instructional improvement. The objective of Lesson Study is to create structured occasions for teachers to examine teaching and learning. The foci of Lesson Study are to improve the lesson planning process, refine instructional strategies and delivery, evaluate student learning, and increase student mastery.

Lesson Study is a job-embedded, ongoing, comprehensive professional learning process. It allows teachers to explore real instructional challenges that are faced in their classrooms with their students. The professional learning is teacher-directed and student-centered. Lesson Study assists in defining shared best practices and strategies, and builds capacity as it encourages the relationships and collaborations with peers.

There are four phases to a Lesson Study Cycle:

- Phase I: Scheduling and Planning
    - Form a Lesson Study Group
    - Set a schedule of meetings
    - Agree on ground rules (norms) for the group

- Phase II: Teaching and Observing
    - Analyze student data and agree on a research theme that captures long-term goals for the students
    - Choose a subject area
    - Choose a unit and lesson, and agree on goals
    - Research existing lessons
    - Consider whether the involvement of an outside specialist is desirable
    - Collaboratively develop a research lesson
    - Teach and observe the research lesson

- Phase III: Debriefing
    - Discuss and analyze the research lesson

- Phase IV: Re-teaching and Reflecting
    - Revise and re-teach the research lesson
    - Reflect on the Lesson Study and plan next steps

Lesson Study helps teachers deepen their knowledge of the content, pedagogy, and student thinking. It also provides access to knowledgeable colleagues with the goal of improving the effectiveness of classroom instruction.

The Lesson Study process may be initiated by the PD Liaison by proposing the appropriate school-level course and session through the *PD Registration System*. Forms to assist with planning and documenting a Lesson Study can be found in Appendix F.

Analyzing Student Work

Every day teachers examine student work. They give quizzes and grade them; they assign and evaluate essays; they ask students to produce projects of various kinds and they score them using rubrics. The process of developing, assigning, collecting and evaluating student work is traditionally a solitary activity, limited to the confines of the classroom. However, educators are now using student work as a vehicle to reflect in groups upon their own teaching practices and to change or develop new teaching strategies to help all students learn.

Examining Student Work Facilitator's Guide (ASCD, 2002)

The process of analyzing student work to measure achievement of intended learning goals allows educators to identify specific student needs. As they discern gaps in student learning, the educators are prompted to assess their effectiveness in the classroom. This assessment is accomplished by reflecting on the following questions:

- *What does this analysis tell me about the students?*

- *What does this tell me about my teaching?*

- *How should my instruction be shifted to address learning gaps?*

Information collected through thoughtful analysis facilitates the teacher's ability to refine instructional strategies and/or apply new techniques that will enhance academic progress. Following implementation of different instructional approaches, a new cycle of evaluation begins as educators observe the results, analyze and interpret the effects, and map a course of study aimed at further increasing student achievement. (Checkley, 2000)

Educators often analyze student work within the context of a professional learning community that adheres to formal protocols which focus the participants' attention on learning rather than evaluation. In particular, PLC participants identify learning objectives and select presenters share real student work samples for analysis by the learning community participants.

Guidelines for Collective Analysis of Student Work

Various methods have been developed to analyze student work within a professional learning community. A typical protocol reflects a structure similar to the following:

- Approximately 8-12 teachers serve as PLC participants.
- A presenter shares samples of his/her students' work, describing the assignment completed and explaining its applicability to specific objectives and the instructional unit. The selected work samples should reflect diverse performance levels, ranging from "below standards" to "exceeds standards." The presenter also shares the scoring rubric used to evaluate the students' work.
- Group discussion is led by a facilitator who adheres to meeting guidelines, following an agenda that allocates time for specific activities that include posing focusing questions, describing the instructional context (or standards) for the student work, asking clarifying and "probing" questions, providing feedback on the work, and reflecting on the feedback.
- As participants review work samples and the scoring rubric, they identify learning gaps and note difficulties students appear to have encountered in completing the assignment. Participants also ascertain the level of student engagement in the assignment and they analyze the presenter's assessment plan.

The following guiding questions outlined by the New Teacher Center at the University of California, Santa Cruz, (www.newteachercenter.org) are helpful in enhancing group discussion. These questions can maximize the potential of analyzing student work.

1. **Select the assessment for analysis**
    a. How might you assess what students are learning?
    b. What content standard(s) or learning goal(s) does the assignment/assessment teach and measure?

2. **Describe expectations for the student work**
    a. What are the presenter's expectations for this student work?
    b. What does the presenter want his/her students to know and be able to do?
    c. How will the presenter know if a student has learned/met the standard or goal?
    d. What key qualities is the presenter looking for in this work?
    e. What factors may support student success?

3. **Analyze student work** - after sorting student work into the following four groups:
    1. Student work that is far below standards
    2. Student work that is approaching standards
    3. Student work that is meeting standards
    4. Student work that is exceeding standards

    a. Describe the criteria for meeting the standard.
    b. What can be said about each student's work in relation to the criteria?
    c. What are the differences between any two samples of student work?

4. **Describe student performance**
    a. How does the students' work match the criteria or goal(s)?
    b. What qualities are present and which are missing?
    c. How do different student work products compare with each other? What did one student grasp that another did not?
    d. What patterns do you see in individual student work? In the work as a collective group?

5. **Clarify students' instructional needs - Based on a review of each student work sample:**
    a. What do you know about this student's learning needs?
    b. What critical knowledge, skill or content gaps would you need to address?
    c. What practices might support increased understanding of the concept(s)?
    d. What experiences does the student need in order to increase learning?
    e. Are there additional factors that should be considered?

6. **Generate strategies for differentiation**
    a. Are other texts or supplemental materials of varying degrees of difficulty available?
    b. How would multi-option assignments support student access to the content?
    c. What content would it be important to simplify, extend and/or pre-teach?
    d. How might flexible groups or teams support student learning in this area?

e. How might interest centers or enrichment activities support student learning in this area?
f. What graphic organizers or visuals might support learning in this area?
g. What instructional strategies would best support student learning in this area?

7. **Discuss patterns and trends; Identify school and community resources**
   a. Is a pattern emerging?
   b. Which students are far below standards and which exceed standards?
   c. Does a pattern emerge with respect to girls, boys, specific ethnic groups, special population groups, etc.?

8. **Bring closure**
   a. What changes in instructional practices do you recommend based on the discussions of student work?
   b. What might you expect to see as a result of differentiating instruction?
   c. What have you learned that has surprised you?

Additional effective protocols for examining student work are available in *Protocols for Professional Learning* and at http://www.nsrfharmony.org/

Action Research

Action research provides a unique opportunity for effective school-based professional learning that allows practitioners to formulate theories aimed at improving student learning, implement classroom research to assess the validity of these theories, and learn from the process. As educators connect their own learning to classroom practice through action research, they engage in systematic reflection on their own teaching skills and, in the process of this reflection, increase their knowledge base.

What sets action research apart from traditional research is the expectation that those engaging in it will apply the knowledge acquired. This is implicit in the term "action research," as is the notion that participants undertake a cycle that includes posing questions, collecting data, reflecting on findings, and determining a course of action based on those findings. Action research involves the cyclical process shown below that does not vary, whether the context under which the action research is undertaken involves only one individual, a group, or even large-scale school or district-wide research projects.
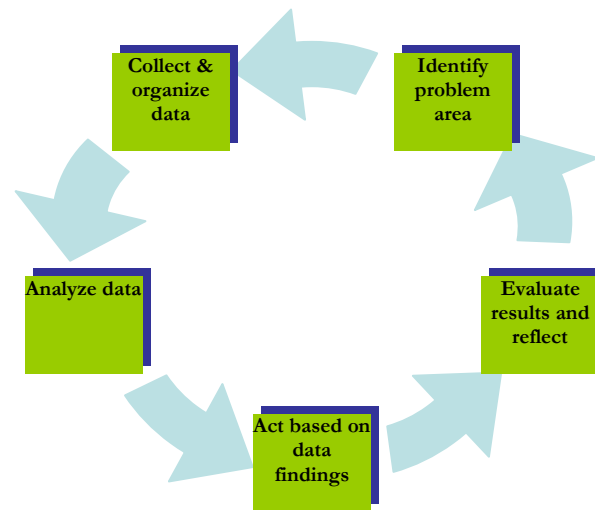
Guidelines for Conducting Action Research

Action research may be conducted by individuals, small groups or school-wide teams. The following common strategies to implement any action research project have been identified by the Northeast and Islands Regional Educational Laboratory at Brown University.

1. **Identify a Purpose:** Identify the focus of the action research project by carefully selecting the topic, using data to choose specific classroom problems or issues. After reflection, select an area for improvement. Have the end result in mind, envisioning what may be different as a result of what is learned through implementing the action research. Formulate an action research question. The question should be open-ended (i.e., not conducive to simple "yes" or "no" answers) and focused on an area relating to student learning. The question should point to the researcher's theory about how to address the problem or issue. Determine the actions to be undertaken by the individual or group to test the research theory. The actions should be practical within the researchers' teaching context.

2. **Action on Data**: Using the information collected from the data and a review of relevant current literature, determine a plan of action that will allow you to test the research theory. The planned actions should be practical within the realm of possibility, given the researchers' teaching context.

3. **Data Collection:** Outline details relating to who, what, when, where, and how the action research will proceed. Identify data sources that will be used to measure the impact of the action research intervention. Multiple sources of data (at least three different sources of data) should be utilized to ensure the reliability and validity of research conclusions. Select data sources that are most appropriate for the issue and readily available, and be sure to structure the processes for data collection so that it is carried out systematically.

4. **Analyze the Data:** Identify and interpret major patterns, trends and themes among the data collected. Some data are quantifiable and can be analyzed without statistics or technical

assistance. Other data such as responses to items on checklists and anecdotes may need to be summarized in a table format.

5. **Evaluate the Results:** Analyze and interpret the data that have been collected to ascertain impact and effectiveness of the actions taken to test the action research theory.

6. **Next Steps:** As a result of the action research, identify any additional questions elicited by the data. Plan for additional improvements, revisions and next steps.

Action Research Example:

A fifth-grade educator was concerned that her students' understanding and retention of science content was less than satisfactory. She discussed this issue with a middle school science educator whom she met at a workshop and researched strategies she might use in her classroom. To address her concern, she decided to conduct action research that would investigate the effect of using graphic organizers when she presented science content and when her students conducted science investigations. She collected several kinds of data illustrating her students' performance in science before the use of graphic organizers was introduced. She collected the same type of data after implementing the use of graphic organizers in order to compare both sets of data to determine whether this new instructional strategy has positively impacted her students' science performance.

Depending on the outcome of her comparison, she may adjust her approach or materials in order to gauge further impact on student learning. She may also modify her action research theory in an effort to identify additional instructional strategies that will positively impact student learning in science content.
`
Participation in action research may be used to earn MPPs upon the proposal of an appropriate course through the *PD Registration System*. An example of forms for planning and documenting action research activities can be found in Appendix G.

Professional Book Studies

Book studies provide an effective opportunity for collaborative professional learning by allowing educators to explore specific content in-depth and intersect theory with actual classroom practices that address student needs and promote student learning. As a professional learning model that fosters collegial discussion, as well as collective problem-solving, a book study may also incorporate elements of action research, if participants implement strategies and gather data on the results.

Book studies include approximately 5-15 educators who share similar skills and interests, although diverse representation is encouraged in order to enliven discussion and elicit multiple perspectives. Following selection of an educational book, participants identify specific learning objectives aimed at influencing professional practices at the school and classroom level. Participants meet on a regular basis, preferably weekly or bi-weekly, to allot sufficient time between meetings to complete assigned readings while ensuring that participants do not forget previous information and/or topics discussed. To promote meaningful discussion, 60-90 minutes should be reserved for each book study meeting.

Guidelines for Professional Book Studies

The ability to elicit active engagement among all book study members hinges on implementing effective structures for meetings as outlined below.

A. Select a book and establish learning objectives

Books chosen for a professional study should reflect topics that are of interest to all participants while being sufficiently open-ended to encourage new learning through reading and discussion. Beyond subject-matter relevance, selected books should be intellectually compelling, and include passages that participants will want to discuss with other study group members.

When selecting an appropriate book, participants should also consider anticipated learning outcomes that will influence professional practices. The identification of learning objectives facilitates productive, focused discussions that will allow study group members to assess what they have learned and how classroom practices have been impacted through the book study.

B. Appoint a book study leader/facilitator

To encourage all participants to actively participate in group discussions, effective book study leaders/facilitators challenge group members to consider thought-provoking issues raised by the assigned reading, in lieu of passively reporting on the contents of the text. Study group leaders also identify guiding questions or statements that will prompt discussion, framing specific discussion starters to be considered before, during and after a reading. Facilitators should also summarize the discussion in order to chart learning and establish a context for subsequent readings.

Some groups may also wish to assign additional roles such as a recorder who will record key questions, ideas, comments, and perspectives for the group and a timekeeper to keep the discussion moving.

C. Determine how the book will be read

Some books should be read by all study group members. As an example, participants may read the first four chapters of a book prior to their first discussion and proceed accordingly until all chapters have been read. In other cases, selected participants may read different sections of a book and report on the assigned reading during a book study meeting. This latter option may be applied to books that incorporate essay collections in lieu of sequential text written by one author. In either case, the group should establish a plan and schedule at its first meeting.

D. Engage in focused discussion during regularly scheduled meetings

By linking study group discussions to real-world contexts, participants are able to connect ideas expressed in the book to their professional practice. As study group members begin to discern the relevance of the information and ideas in the book to their classrooms, discussions assume greater focus, targeting overarching learning objectives identified by the group.

To assist participants in focusing the discussion, many publishers provide free book study guides which include a brief overview and guiding questions. Study guides frequently apportion books into manageable chunks that correspond to portions of text assigned for each reading.

E. Cultivate a receptive learning environment

Book study discussions should be conducted in a relaxed, social environment that features comfortable seating. By encouraging participants to enjoy themselves and make interpersonal connections, book study sessions are able to tackle intellectually challenging or controversial issues in a collegial setting. The group should agree on norms under which all meetings will function, which will serve as the foundation for a productive working relationship among group members.

F. Participant reflections

Participants should be encouraged to record their individual reflections as part of the learning experience. The group might want to include a few minutes at the end of each session for this to happen.

G. Evaluate the book and plan future book studies

Following the book study, participants should consider whether the book stimulated thoughtful discussion. Participants should also gauge their success in meeting targeted learning objectives and explore suggestions to improve the group study experience. Feedback elicited through the evaluation will assist the study group in developing a new cycle of study that will enhance the professional learning experience for future book studies.

As a recognized method to achieve professional learning, book studies may be applied to award MPPs for participants. The book study must be proposed as a course on the *PD Registration System* and participants must register for the course prior to the first session, attend and participate in all scheduled sessions, and complete all independent reading and assignments in order to earn MPPs. Participants who elect to join a book study following the first meeting will not be able to receive MPPs.

Mentoring

Mentoring provides a particularly effective method to facilitate professional learning for new/early-career educators who receive one-on-one support from seasoned educators. By acclimating novice educators to the school and classroom environment and offering access to professional advice developed through experience, mentors guide their mentees through the rigors and demands of day-to-day practice. Mentoring affords new educators an opportunity to engage in personalized learning that addresses practical knowledge not acquired through traditional educator preparation programs. Positive mentoring relationships also benefit experienced mentor educators by prompting them to re-examine their own professional practices.

Characteristics of Mentor/Mentee Relationships

1. The degree of effectiveness and productivity inherent in any mentor/mentee relationship varies, hinging on the interpersonal synergy mentors and mentees generate through their <u>voluntary</u> interactions.

2. Mentor/mentee relationships have a life cycle: introduction, mutual trust-building, teaching of risk-taking, communication and professional skills, transfer of professional standards, and dissolution.

3. Mentors encourage mentees to set and achieve short- and long-term goals.

4. Mentors guide mentees both technically and professionally. Mentors teach mentees skills necessary to navigate daily experiences and promote relevant job-embedded professional learning.

5. Mentors provide opportunities for mentees to observe and participate in their work, encouraging mentees to assume greater responsibilities and challenges aimed at facilitating professional growth.

6. Mentors are role models.

7. Mentors sponsor mentees organizationally and professionally.

M-DCPS Mentoring and Induction for New Teachers Program (MINT)

The Mentoring and Induction for New Teachers (MINT) program provides a comprehensive three-year induction for new and early-career educators that emphasizes mentoring support tailored to meet the differentiated needs of new educators with varying educational backgrounds and experience levels. In particular, all new, full-time educators who lack previous teaching experience are assigned a site-based mentor for the first year of employment and a buddy teacher in years two and three. Educators who are new to the district and have fewer than three years of teaching experience are assigned a buddy teacher. Educators with three or more years of teaching experience may receive support from a buddy teacher, grade-level or department chair.

To ensure that mentors are qualified to provide guidance, structured support, and constructive feedback for novice educators, site-based mentors are required to hold a valid teaching certificate and they must be certified at the same level (e.g. primary, intermediate) and/or in the same subject area as the new teacher mentee. In addition, mentors must have three or more years of successful teaching experience.

Principals submit MINT Mentor/Mentee Assignment forms to PDE in September of each school year. Principals identify and assign mentors to teachers who are new to the profession, selecting from an approved list of MINT-certified mentors. They may also nominate prospective mentors if there are no MINT-certified mentors who are eligible to mentor their new teachers by completing and submitting a MINT Mentor Agreement form.

In identifying prospective mentors, principals assess:
- Record of improving student achievement;
- Expertise in accessing data resources;
- Expertise in using data to inform instruction;
- Mastery of pedagogical and subject matter knowledge and skills;
- Evidence of strong interpersonal skills;
- Knowledge of content, materials, and methods that support high standards in the specific curriculum area(s);
- Evidence of effective instructional practice;
- Credibility among colleagues;

- Commitment to ongoing professional enrichment through participation in professional learning activities; and
- Experience in working with adult learners.

Following nomination by the principal, prospective site-based mentors may be assigned to mentor a maximum of two new teacher mentees per year. Mentors are expected to provide each mentee with a minimum of 35 documented hours of support throughout the school year.

Prospective mentors participate in specialized professional learning experiences to enhance their ability to meet new educators' developmental needs and promote ongoing examination and reflection on classroom practice. To accommodate immediate needs for new teacher support, assigned mentors may begin working with their mentees prior to completing mentor training. Mentoring support is documented on the MINT Mentor E-Log. The log can be accessed through the employee portal by the assigned mentors each year.

During regularly-scheduled mentor/mentee conferences, mentors provide guidance and focused support relating to lesson planning, classroom management, content area, and instructional strategies. Beyond acclimating mentees to real-world classroom practice, mentors also encourage reflection by assisting new teachers in analyzing their student data and student work in order to identify areas for professional growth and improve instruction.

Differentiated Support for Other New/Early-Career Educators

MINT provides support for experienced teachers who are new to M-DCPS, but who have fewer than three years of classroom experience. To assist early-career educators with fewer than three years of teaching experience, principals assign buddy educators to deliver on-site, face-to-face support aimed at facilitating the educator's transition to his/her school. Principals recruit lead educators, department chairpersons, National Board Certified Teachers (NBCT) or other exemplary teachers to serve as buddies for the inexperienced new-to-MDCPS teachers.

Meeting the Highly-Qualified Teacher Requirement

The No Child Left Behind Act of 2001 (NCLB) recognizes that educator quality is one of the most important factors in improving student achievement and eliminating achievement gaps. NCLB dictates that all students be taught by a "highly-qualified teacher" (HQT) who holds at least a bachelor's degree, has obtained full state certification, and has demonstrated knowledge in the core academic subjects he or she teaches.

NCLB requires teachers in K-12 schools to meet the definition of Highly-Qualified Teacher through the following criteria:
1. minimum of a bachelor's degree
2. full state teacher certification
3. demonstrated subject matter knowledge in each core academic subject assigned to teach, including Bilingual, English as a Second Language, and Special Education

The Office of Professional Development and Evaluation is committed to helping M-DCPS teachers meet the Highly-Qualified Teacher Requirement by providing high-quality professional learning

activities and subject area test preparation sessions instructed by subject matter experts in the following certification areas:

- Middle Grades English (grades 5-9)
- Middle Grades General Science (grades 5-9)
- Middle Grades Mathematics (grades 5-9)
- Middle Grades Social Science (grades 5-9)
- English (grades 6-12)
- Mathematics (grades 6-12)
- Social Science (grades 6-12)
- Biology (grades 6-12)
- Chemistry (grades 6-12)
- Earth-Space Science (grades 6-12)
- Elementary K-6
- English as a Second Language (ESOL) K-12
- Exceptional Student Education (ESE) K-12
- Reading K-12

Upon successful completion of the tutorial, participants will be able to identify and discuss the body of content knowledge from various content areas assessed on the Florida Teacher Certification Examinations Subject Area Examinations, identify and discuss strategies necessary for meeting the competencies assessed, and incorporate effective test-taking strategies necessary to obtain a passing score on the Florida Teacher Certification Subject Area Examinations.

Alternate Venues for Professional Learning

National Board Candidacy

Pursuit of certification by the National Board for Professional Teaching Standards (NBPTS) provides an opportunity for individualized, job-embedded, self-directed professional learning for teachers, counselors, and media specialists. The certification process requires a teacher, counselor, or media specialist to systematically examine his/her practice in comparison to the NBPTS Standards for accomplished practice in that field. There are currently 25 NBPTS certificate areas available. Standards and certification requirements for each area have been developed by committees of practitioners in the same field from across the nation, and thus, represent universally-accepted standards of best practice. To achieve certification, each candidate must provide clear, consistent, and convincing evidence that his/her practice meets the standards set by his/her peers. Candidates' work is submitted to NBPTS to be reviewed by practitioners who work in the same field and who have been trained to score candidate submissions.

The certification process is a two-part performance assessment. Candidates must create a portfolio consisting of four entries and they must also take a six-part computer-based assessment of their content knowledge and expertise. The portfolio must be completed and uploaded via the NBPTS website by May 31st of the candidate's certification year. The portfolio includes three classroom-based entries (CBE). Two entries involve video recordings of the candidate's work with students and the third entry is focused around artifacts of student work. The fourth portfolio entry is the

Documented Accomplishments Entry (DAE) through which candidates must demonstrate that they are leaders, learners, and partners with the families and community of their students. Each portfolio entry includes written commentary that describes, analyzes, and reflects on the evidence of the NBPTS Standards demonstrated in the videos or analysis of student work artifacts. The candidate schedules an appointment at a testing center to complete the content knowledge assessment and this must be completed by June 15th. A list of broad topics to be assessed for each certificate area is provided on the NBPTS website.

National Board candidacy is a professional learning activity that allows candidates to work on the areas of their practice which they self-identify as in need of improvement. As they plan the lessons they will include in the portfolio, review and analyze their video and student work evidence, and study for the assessment center portion of the certification process, their own strengths and challenges are identified. This allows the candidate to make adjustments in practice, research alternatives, and pursue additional learning opportunities to ameliorate any deficits in knowledge that have been identified. This learning and growth process occurs during the initial year of candidacy and may continue through two subsequent years if the candidate does not achieve certification during the initial year of candidacy. In M-DCPS, candidates are awarded 120 MPP for this learning and growth upon completion of all parts of the process. These points are awarded following the score release when candidates provide a copy of their complete Score Report as evidence that all parts of the process were completed. Candidates who complete the entire process and provide evidence of such within the school year during which the scores were received are awarded MPP credit, regardless of whether or not they achieved certification.

Candidates' portfolio entries and assessment exercises are reviewed and scored during the summer following the submission deadlines. Each portfolio entry or assessment exercise receives a separate score based on a 4-point scale. Each score is then multiplied by a weighting factor and the resulting products are added to accumulate the total score. A minimum of 275 points is required to achieve certification. Scores are released to candidates in the late fall. For candidates who do not achieve certification on the first attempt, each portfolio or assessment exercise score of at least 2.75, the designated "accomplished level" score, is automatically "banked" for the next two candidate cycles. During this period of time, candidates may repeat portions of the assessment process on which they received a score of less than 2.75 in order to increase the total score and achieve certification. Candidates who do not achieve certification after this three-year period and who wish to continue in the process must complete all parts of the assessment again.

National Board Certification for Principals

The National Board for Professional Teaching Standards recognizes the importance effective principals have on the success of students, teachers, and entire schools. According to NBPTS, a successful principal advances student learning and engagement, recruits and retains the best teachers, and improves teacher and school performance. Content experts, school administrators, and National Board Certified Teachers who later became successful principals have been developing a National Board Certification for Principals. The field tests are currently being reviewed. As a result, the National Board is currently reviewing the timeframe for approval and full launch of the National Board Certification for Principals. Upon release of the certification, PDE expects to include and encourage this avenue of individualized professional learning for principals.

Professional Conferences

Participation in local, state and national conferences broadens access to new professional learning by offering forums that encourage practitioners to network, share ideas and explore recent research with educators from other schools, districts and states. Conference participation also facilitates the development of new perspectives by exposing participants to alternate paradigms and challenging them to identify novel strategies and solutions to be implemented in their schools and classrooms.

Conferences exhibit different structural features that reflect a varied focus and purpose for each format. In particular, conferences often involve larger audiences that engage in professional learning addressing a specific content area and/or educational topics within a content area. Participants attend presentations and concurrent sessions hosted by experts who discuss research, techniques and implementation strategies. Conferences may also prompt participant interaction through panel, roundtable and/or targeted small group discussions.

In light of the volume of information and the intensity of these professional learning experiences, conferences are usually held over the course of two or more days. Each school year instructional personnel may earn from six to twelve MPPs for participation in a single approved conference and completion of required follow-up activities. Appropriate follow-up activities should involve application of the knowledge gained.

It should be noted that the maximum number of MPPs that may be accrued during a single validity period for participation in approved conferences and seminars and the completion of required follow-up is 60 MPPs.

The award of MPPs for conference participation is premised on the participant's ability to demonstrate how the knowledge, skills and tools acquired have been applied to enhance instruction and improve student learning. Accordingly, the following pre-approval procedures have been instituted to verify transfer of learning for instructional personnel participating in conferences and seminars:

1. Contact the appropriate **content area district office** not less than 45 days prior to the event in order to secure pre-approval. (e.g., to request MPPs for participation in the National Council of Teachers of Mathematics National Conference, please contact the M-DCPS Department of Mathematics and Science).

2. Provide all pertinent conference information (e.g., agenda, reading materials, logistics, etc.) to the appropriate district office. It is within the **discretion of the content area district office** to approve the award of MPPs for participation in the specific conference/seminar based upon district goals and objectives for that content area.

3. Upon approval, the conference or seminar will be posted on the *PD Registration System* to facilitate online registration in order to receive MPPs. The posted course session will outline required follow-up activities that conference/seminar participants must complete in order to receive MPPs for participation. Please note, registration through the *PD Registration System* is intended solely to process the award of MPPs. Prospective participants must register to attend the event separately by contacting the organization hosting the conference or seminar.

4. Prospective participants must register for the conference through the *PD Registration System* **before** attending the conference.

5. Attend and participate actively in the conference as scheduled.

6. Following the conference or seminar, complete all required follow-up activities. As an example, after participating in the National Council of Teachers of Mathematics National Conference, a teacher may be required to teach a mathematics lesson to his/her students utilizing specific strategies presented at the conference and submit lesson plans, copies of hand-outs, student work samples, and/or a reflection on the lesson, detailing successes and tips for improvement, to the Department of Mathematics and Science to verify his/her completion of the follow-up activities.

7. **All documentation must be <u>received</u> by the district office not later than thirty (30) days following the last date of the conference along with completed Form 5739, Professional Conference/Seminar.** Please note that at a minimum, the conference agenda and name identification badge will be required as proof of participation.

8. Complete the online course evaluation at the appropriate time as part of the process to receive MPPs.

Online Professional Learning

The need for professional learning opportunities that can accommodate educators' busy schedules, that draws on powerful resources often not available locally, and that offers real-time, on-going, job-embedded support, has stimulated the creation of online educator professional learning programs. Currently, there are many online professional learning options serving large numbers of educators. Online learning can take many forms. A range of objectives for educational improvement underlie these online professional learning opportunities. These objectives include the introduction of new standards or curricula; efforts to alter educators' beliefs and instructional and assessment practices; implementation of reform initiatives aimed at changing school organization and culture; and mechanisms to enhance relationships between schools and the communities they serve. Generally, these programs are available to educators at their convenience and can provide just-in-time assistance. In addition, they often provide access to experts and archival resources that fiscal and logistical constraints would otherwise limit.

Podcasts

The Office of Academics and Transformation developed "Learning on the Go," a podcast series for classroom teachers as part of the Anytime, Anywhere Learning project. These podcasts provide information on relevant classroom topics, key benchmarks in reading, mathematics, and science, and instructional strategies. Topics addressed by five to seven-minute mini-lessons include: Elementary and Secondary Language Arts/Reading, Elementary and Secondary Mathematics, Science (Grades 5, 8, and 11), and Instructional Strategies. Teachers can download the podcasts to an iPod, iPhone, MP3, or view them on a computer. Podcasts may be accessed at: http://it.dadeschools.net/learningontheGo.htm

Online Resources for Professional Developers

There are high-quality online resources such as online periodicals, research briefs, and other valuable resources for professional developers available from many professional organizations. Appendix H provides a listing of resources that are currently available and of value to PD Liaisons, Professional Learning Support Teams (PLSTs) and classroom teachers.

M-DCPS Online Professional Learning Offerings

M-DCPS educators may register for district-sponsored online coursework through the PD Registration System. (From the PD Registration System portal select the "Find a Session" utility and select "Online Sessions" to locate online offerings available for instructional, administrative and non-instructional personnel.) Online offerings include a variety of courses that support district goals and objectives such as pedagogical topics and content areas. The scope and content of online offerings available through the system is monitored by PDE to ensure alignment with District strategic goals, state legislation, and national standards. Online course offerings vary from year to year based on the availability of funds and District strategic goals and objectives. Some online offerings may be available only to specific targeted participants.

Online College Coursework

Educators may elect to complete online coursework offered through private colleges and universities in order to renew their professional certificate. In order to apply college credits earned through online courses to the renewal of a professional educator's certificate, the course must be offered through a Southern Association of Colleges and Schools (SACS) accredited college or university. Upon course completion, educators must transmit an official sealed university transcript to Instructional Certification. Instructions, the renewal application, and information on fees for renewal of the Professional Educator's Certificate or the applicability of online coursework for certificate renewal is available online at: http://certification.dadeschools.net/NEW/Certificated_Personnel.asp

Adobe Connect

Professional Development and Evaluation uses Adobe Connect to support professional learning. Adobe Connect provides live web conferencing and e-learning services designed to facilitate collaborative online professional learning.

Adobe Connect software also supports face-to-face professional learning sessions by providing an online venue to conduct follow-up activities organized through webinars. Following a face-to-face session, participants engage in real-time discussions with moderators, presenters and colleagues to expand on the content and discuss implementation experiences. The user-friendly webinar interface provides a forum to assess the impact of professional development on student learning by allowing participants to collectively examine student work samples, videos, photographs, and other artifacts documenting the link between professional learning activities and student achievement. In addition to webinars, the Adobe Connect whiteboard feature allows teacher-generated presentations showcasing exceptional instructional methodologies. Break-out sessions held through Adobe Connect encourage small group discussions, remote lesson planning, and analyses of current educational research. The link to access Adobe Connect is **http://mdcps-adobeconnect**

Session moderators can administer surveys, polling educators' interests and opinions, or administering quizzes, then display educators' responses on colorful bar graphs through Adobe Connect. Moderators are also able to record live sessions of professional learning held online, making the recorded session available to participants for later review and additional reflection.

PD Liaisons may participate in quarterly Adobe Connect sessions facilitated by district PDE staff. These sessions will create a virtual learning community of PD Liaisons to share best practices for encouraging job-embedded professional learning. More information about Adobe Connect can be found on the PD&E Website at http://prodev.dadeschools.net/

Digital On-Demand PD Platform

M-DCPS is moving toward implementation of a digital access and delivery system for electronic resources to support anytime/anywhere professional learning. This platform will support access to District-created resources, as well as commercially available content, including videos, podcasts, and online courses.

The digital delivery platform will support the alignment and menuing of professional development content that is explicitly aligned to the District's evaluation system for instructional professionals, the *Instructional Performance Evaluation and Growth System (IPEGS*) Performance Standards and supporting performance indicators. These IPEGS performance standards and indicators embody and express the District's instructional framework. Indexing professional development resources and offerings, and particularly those offered through the digital on-demand platform, will support the use of a common language of instruction and application of a shared lens for looking at instructional practice. Further, this alignment will facilitate the triangulation between teacher evaluations, professional development planning and implementation, and evaluation of professional development. A repository of instructional training digital resources videos aligned to IPEGS, Common Core State Standards, and the Master Inservice Plan components, and that can be accessed through . a variety of digital devices will expand access to relevant, high-value professional learning opportunities. The digital content accessed thought this digital on-demand platform can range from brief, just-in-time podcasts through full online courses. Much, if not all, of the content will incorporate supporting resources and focus questions to engage the viewer, enrich the viewing experience, and foster independent growth and reflection Interactive electronic platforms will be implemented to facilitate collegial discussions that benefit participant's professional practice. Such collaborative dialogue could be accomplished through face-to-face meeting, simultaneous conversations or text-based interaction, or asynchronous opportunities, made possible through the professional's ability to watch videos on their own and then engage in online discussions through a variety of media outlets. The digital on-line resource delivery platform will facilitate teachers' to. sharing of best. By providing a readily accessible, adaptable nexus through which teachers may select specific strategies and multiple resources to achieve their individual learning goals, the digital on-line platform will support personalized professional learning that is responsive to the needs of individual adult learners and that supports ongoing professional growth.

Self-Directed Professional Learning

Professional learning does not end with college. As professionals, educators are always looking to the newest research, strategies and information that can lead to professional growth. There are many websites that feature journal articles and reference materials, as well as professional organizations that offer educators professional learning opportunities. Please refer to Appendix I for a listing of high quality online resources. While MPPs are not awarded for reading these articles, they can provide a wealth of information about a variety of topics of interest to professional educators.

Please Note: Completing college/university courses is still a viable and traditional method of professional growth; however, there are many educators who **erroneously** believe they must convert their college/university coursework to MPPs for certificate renewal. For questions regarding the applicability and the utilization of specific college/university courses to certificate renewal, please contact the District's Instructional Certification department at: perscert@dadeschools.net. PDE oversees and directs the delivery of professional learning throughout the district. A comprehensive M-DCPS Professional Development System has been instituted by the department to meet District strategic goals and individual professional growth needs for all employees.

Evaluation of Professional Learning: Impact and Outcomes

In simplest terms, evaluation is "the systematic investigation of merit or worth."
Systematic implies a focused, thoughtful, and intentional process. Investigation refers to the collection and
analysis of pertinent information through appropriate methods and techniques. Merit or worth denotes
appraisal and judgment. We use evaluation to determine the value of something—to help answer such
questions as, Is this program or activity achieving its intended results? Is it better than what was done in
the past? Is it better than another, competing activity? Is it worth the costs?
(Thomas Guskey, 2002)

In recent years, an increased focus on accountability in education has led to a greater emphasis on efforts to assess the impact of professional learning on student achievement. By its nature, evaluation of the impact of any single professional learning experience presents a significant challenge. The challenge for evaluators is to ascertain, with a fair degree of certainty, whether a staff development experience produced the intended results.

Isolating and assessing the effects of any professional learning experience is difficult because many factors interrelate to influence student learning. What is important for evaluators of staff development to determine, whenever changes in student achievement occur, is the context, process, and content of the staff development and how these factors have interacted to produce the desired results. (Killion, 2008)

Thomas Guskey (2002) describes five distinct levels of evaluation of professional development:
1. Participants' reactions – Was the time well spent?
2. Participants' learning – Did the participants learn what was intended?

3. Organizational support and change – Was implementation advocated, facilitated, and supported?
4. Participants' use of new knowledge and skills – Did participants effectively apply the new knowledge and skills?
5. Student learning outcomes – What was the impact on students and how did it affect student performance or achievement?

Evaluation of professional development at each of these levels is associated with collection and analysis of data gathered through a variety of tools such as questionnaires, pre/posttests, participant reflections, participant portfolios, interviews, observations, digital recordings, and school, educator, and/or student records including assessment and evaluation results. Following participation in any professional learning experience, M-DCPS requires that participants respond to a professional learning evaluation questionnaire. This evaluation questionnaire assesses the immediate reactions of participants to a professional learning experience. This cursory level of evaluation enables those charged with planning and implementing professional learning to determine whether the professional learning experience has met some basic criteria—organization of materials and content, clearly communicated goals, professionalism and knowledge of presenters, relevance of content, levels of participant engagement, etc. To gauge the impact of professional learning on the classroom, evaluation methods must identify whether the new knowledge and skills have been applied, the frequency and fidelity of implementation of the knowledge and/or skills learned, and the student outcomes associated with the new strategies.

Shift in Evaluation of PD

Effective staff development programs are ongoing, coherent, and linked to student achievement. (Killion, 2008) A program implies more than an isolated event. A program is a set of purposeful, planned actions and the support system necessary to achieve the identified goals. Isolated events, such as workshops, are not likely to result in significant changes to classroom practice or to student outcomes. Evaluation of such singular events is both difficult and unlikely to demonstrate significant or lasting impact. The stand-alone workshop is, on its own, insufficient as a professional learning model. While a workshop is an isolated event, a workshop combined with planned classroom-based support, coaching and feedback, demonstrations, and visits to other classrooms would constitute a program, a comprehensive, ongoing plan designed to develop educator knowledge, skills, attitudes, aspirations, and behaviors.

In an effort to obtain accurate data on the effectiveness of professional learning and its impact on students, M-DCPS has instituted more thorough evidence-gathering measures that provide a multi-dimensional view of the professional learning in practice. Sample data elements can include classroom walkthroughs that allow the staff developers to witness firsthand implementation of new instructional strategies learned as a result of the professional learning and a review of student artifacts to discern whether the professional learning actually impacted student learning.

The shift to this more comprehensive evaluation of professional learning requires participation at all levels. Specific responsibilities of individuals, schools, and District staff are enumerated below.

Individual educators:
- Respond to the M-DCPS electronic PD Evaluation Questionnaire through the *PD Registration System* following the completion of each professional learning activity.

- Evaluate the impact of the professional learning activities that they participate in by assessing and documenting changes in instructional practice using the Individual Professional Development Plan or Deliberate Practice Growth Targets form.
- Evaluate the impact of professional learning activities that they participate in by reviewing relevant student learning data in collaboration with peers, coaches, mentors, and/or supervisors.

Schools:
- Monitor fidelity of implementation to the school's professional development plan.
- Monitor the degree and fidelity with which professional learning is implemented in classrooms and provide feedback to PD participants.
- Gather and evaluate data to assess the impact of professional learning on student learning.
- Gather and evaluate data to assess whether the school professional development plan goals are achieved.

District PD Department/PD Providers:
- Gather and review multiple sources of data to assess districtwide professional learning needs and to develop District professional learning goals and plans
- Review formative data on an ongoing basis in order to monitor the effectiveness of the District professional learning plan and adjust the plan as needed based on this evaluation
- Determine the fidelity of implementation of professional learning by reviewing a variety of formative and summative data sources
- Gather and evaluate data to assess the impact on professional learning participants' classroom practice
- Gather and evaluate data to assess the impact of professional learning on student learning
- Gather and evaluate data to assess the impact of professional learning on teacher and administrator performance evaluation results

Electronic PD Management Tool

Through funding obtained as part of the district's Race-to-the-Top initiative, the district will implement a new electronic PD management tool that will interface with other District data management systems. The new system will substantially increase the District's capacity to collect and analyze data related to professional development. The updated system will catalogue professional learning offerings and track registration, attendance, and credit attainment, as well as maintain the professional learning history of participants.

Additionally, the new system will enable the linkage of staff evaluations and student outcomes to educators' professional learning activities. This functional integration of multiple data sources will allow for:
   a) targeting professional learning activities to meet individual participants' needs as evidenced in data;
   b) supporting the evaluation of the professional learning programs through the participant teachers' student outcomes;

c) more timely and strategic deployment of professional learning resources through real-time identification of the participants' needs and priorities, and

d) the ability to identify and build upon effective professional learning activities, based on the data.

This new functionality will address a significant need to align and evaluate professional development. These functions were previously unworkable given the District's size and existing professional development management system.

Innovation Configurations and Evaluation Rubrics

To clarify the expectations for classroom implementation of specific professional learning, Innovation Configurations (ICs) will be created and shared with PD participants. To facilitate evaluation of the impact of these professional learning activities by individuals, schools, and District personnel, corresponding evaluation rubrics are being developed. Development of ICs and evaluation rubrics will begin with a pilot in 2013-2014, with creation and implementation of ICs and evaluation rubrics for Professional Learning Communities (refer to Appendix E) and certain District-led Common Core training. Based on the results of this pilot, the ICs and rubrics will be refined as necessary prior to the next school year. Development of ICs and rubrics for additional PD activities will take place during the 2013-2014 year for initial implementation in 2014-2015.

Roles and Responsibilities: Professional Learning Support Teams, PD Liaisons, and School Administrators

Leadership is about learning together, and constructing meaning and knowledge collectively and collaboratively. This approach to leadership creates the opportunities to surface and mediate perceptions, values, beliefs, information and assumptions through continuing conversations; to inquire about and generate ideas together; to seek to reflect on and make sense of work in the light of shared beliefs and new knowledge; and to create actions that grow out of these new understandings. Such is the core of leadership. Leadership is about learning together.

-Linda Lambert, founder of the Center for Educational Leadership in California

Making effective, relevant, job-embedded professional learning available to educators requires that school leaders take proactive steps to make it a reality. School leadership must assess school and individual educators' needs, develop a plan that includes site-based professional learning activities to address the identified needs, and diligently follow through with implementation of the plan. The most successful schools have strong professional learning cultures, where every educator understands that it is a professional responsibility to engage in ongoing growth and development and where school leaders support and facilitate teacher collaboration and learning.

Professional Learning Support Team (PLST)

Miami-Dade County Public Schools recognizes that school leaders who understand the critical role of professional learning and who possess knowledge and skills that enable them to develop and implement

high-quality professional development plans are key to developing strong professional learning cultures in schools. In order to establish a cadre of school leaders with these abilities, each principal has been asked to identify a team of staff members to form the school's Professional Learning Support Team (PLST). Each PLST should include an assistant principal, the school's PD Liaison, and other key PD leaders. The role of the PLST is support the development and implementation of a high-quality site-based professional development plan that:

- Promotes a school culture of professional growth and collective responsibility for student learning
- Enhances educators' professional growth and effectiveness
- Positively impacts student achievement

The PLST will serve as the key driver of change in professional learning practices at schools. Members of each school's PLST participate in training which focuses on the characteristics of high-quality professional learning, understanding and facilitating change, and implementation of professional learning communities. This training is ongoing throughout the school year and includes both face-to-face sessions and virtual collaboration.

The support activities that the PLST should conduct are:
- Determine the professional learning needs of the staff by reviewing a variety of data sources and conducting a needs assessment survey of the staff.
- Collaborate with the principal to develop a professional development plan which addresses the identified needs.
- Facilitate establishment of professional learning communities and other models of collaboration.
- Monitor the quality of professional development activities and the fidelity to the included models of professional learning.
- Evaluate the success of professional learning activities as indicated by changes in classroom practice and impact on student learning.

Professional Development Liaison

The PD Liaison is a teacher leadership role that is multifaceted. The PD Liaison is a member of the PLST, and has additional responsibilities. The PD Liaison is the individual at the school who has access to the District's *PD Registration System* in order to propose the school-based professional learning opportunities that are part of the school's PD Plan.

There are twelve identified professional learning responsibilities of the PD Liaison:

1. Facilitate on-site professional development opportunities by proposing and/or delivering school-based professional learning that supports the school's strategic goals and objectives.

2. Support and facilitate implementation and follow-up of the school site's plan for professional development, including fostering various models of job-embedded PD by serving on the school leadership team.

3. Facilitate school-based professional learning communities by grade level, subject area, or topic of interest and/or serve as resource to initiate lesson study.

4. Periodically elicit feedback from instructional personnel at the school site regarding PD needs and provide input to school administrators, Region Offices and the Office of Professional Development and Evaluation (PDE).

5. Model active involvement in professional growth and learning opportunities by: participating in local, state and national level professional learning programs and conferences; researching innovative instructional practices highlighted in journal articles; spearheading lesson study, etc.

6. Collaborate with school leadership team, PDE, Region Center and school administrators to identify PD needs and provide professional learning opportunities at the school site.

7. Serve as liaison between the school site, Region Office and PDE regarding implementation of the Florida Professional Development System Protocol Standards.

8. Prepare, review and submit proposals through the *Professional Development Registration System* for school-based professional learning sessions.

9. Participate in the planning of professional learning and articulation of the intended results of staff development programs on teacher practice with understanding of characteristics and models of effective staff development.

10. Work with colleagues to use disaggregated data to establish professional learning goals including needs identified in the School's Improvement Plan.

11. Collect and analyze data with colleagues to determine the impact of professional development including data-based decision-making as an evaluation tool.

12. Create and distribute a professional learning needs assessment and communicate the results to all stakeholders, linking those results to available professional learning opportunities.

School-site Administrators

Administrators support the development of a professional learning culture by maintaining a school climate that is focused on student learning and that fosters learning communities among staff members. Seven identified administrative responsibilities to ensure support of the PD Liaison and professional learning include:

1. Participate with the PLST to design and implement the school's plan for professional learning.

2. Appoint a PD Liaison to the school leadership team to ensure alignment among school improvement efforts, student and teacher needs evidenced by data, and school-wide professional learning efforts.

3. Support and facilitate implementation and follow-up regarding the school site's plan for professional learning through collaborative planning (utilizing support personnel such as reading coaches) and use of early release time for professional learning communities.

4. Promote ongoing professional growth of all staff members in targeted areas of need, as evidenced through various data sources, including individual professional growth plans.

5. Ensure that resources are available to sustain/support the professional learning efforts (such as time, personnel, materials, funds).

6. Consistently communicate with and support the efforts of the PD Liaison.

7. Provide leadership and support implementation of the Florida Professional Development System Protocol Standards.

8. Monitor and evaluate the effectiveness of professional development activities as indicated by changes in classroom practice and student achievement.

Florida Department of Education Professional Development System Evaluation Protocol

I n addition to the Standards for Professional Learning which direct the design and implementation of high-quality professional learning programs, M-DCPS must adhere to the the state-developed Professional Development Evaluation System Protocol Standards. The Florida Department of Education initiated the Professional Development System Evaluation Protocol in the 2003 as a means to fulfill the requirements of section 1012.98, Florida Statutes that was enacted in 2000, and were revised in 2010 to comply with changes in legislation and national professional development best practices. The Professional Development Protocol Standards provide statewide direction to improve the quality of district professional learning programs.

Purpose of the Evaluation Protocol

State law specifies that **"The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. The system of professional development must align to the standards adopted by Learning Forward (formerly the National Staff Development Council)."** [s.1012.98 (1) F.S.].

The purposes of the Professional Development System Evaluation Protocol Standards are to:

1. Ensure the highest-quality district, school and educator Professional Development Systems in Florida that support instructional programs throughout the state.

2. Provide the Commissioner of Education, State Board of Education, and the Legislature with information each year on the quality of the districts' Professional Development Systems.

3. Provide Florida school districts with the methods and protocol needed to conduct ongoing assessments of the quality of the professional learning in their schools.

The effort to transform M-DCPS professional learning programs by moving away from reliance on isolated, independent workshops in favor of job-embedded, data-driven, research-based, and results-oriented professional learning activities reflects an alignment with the Professional Development Protocol requirements.

Protocol Overview

The Professional Development System Evaluation Protocol accessible at: http://www.teachinflorida.com/ProfessionalDevelopment/ProtocolStandards/tabid/66/Default.aspx is based on 65 standards that outline the characteristics and components of high-quality professional learning systems. The evaluation system guides site visits conducted by the Florida Department of Education to review and assess the quality of professional learning throughout the state. Similarly, district staff members, schools, and School Advisory Councils use the system to monitor the quality of district and school-based professional learning programs and activities.

The standards that form the basis for the system are organized according to the following three levels. Four strands, as set forth below, are incorporated at each level.

Levels	Strands
1.0 Educator Level	➢ Planning
2.0 School Level	➢ Learning
3.0 District Level	➢ Implementing
	➢ Evaluating

The following is an example of the four strands from at school level:

2.1 Planning

A model of the interplay between the strands at the three levels can be seen from the following example:

Planning Strand

The planning standards are designed to ensure adequate preparation at all levels in determining the specific professional learning opportunity that is needed and implemented. At the **educator level**, the planning that teachers and administrators conduct when establishing the individual professional

development plans (IPDPs) for teachers is examined. At the **school level,** planning focuses on school improvement and using professional learning to implement change; and at the **district level**, the planning involves the gathering and sharing of information across all three levels.

Learning Strand

The **learning standards** are designed to address the quality of the professional learning for educators and all other education personnel with its core purpose to improve student achievement. Consistently throughout the learning strand is the reference to learning communities as the most effective method for infusing scientific and evidence-based research programs into classrooms. At the **educator level**, educators should be participating in collaborative learning communities regularly. These collaborations should be supported and encouraged at the **school level** and **district leve**l. Professional learning should be based on documented scientific research or other clear evidence in order to make a positive impact on increasing student achievement.

Implementing Strand

At the educator, school, and district levels, the **implementing** standards address the need for schools and the district to ensure that educators actually use the skills and knowledge learned from professional learning opportunities as part of instructional practice. The implementing standards also examine the extent to which teachers, schools, and the district use coaching and mentoring programs and use web-based resources to assist teachers as they implement new instructional techniques in their classrooms. In addition, a district-level standard requires review of the district's coordination of follow-up for professional learning activities.

Evaluating Strand

The **evaluation standards** at the educator, school and district levels addresses the evaluations used to determine if professional learning results in a) application by educators of what was learned in the professional learning activity and b) if that learning had a direct impact on student learning. At the **educator level**, the educator along with the supervising administrator, conducts an evaluation of the degree of fidelity with which the IPDP was implemented and evidence of changes in instructional practice and student learning, while at the **school level** the degree of implementation fidelity of the school's Professional Development Plan and the resulting changes in instructional practice and student learning are evaluated. The **District** conducts ongoing formal evaluation of the degree of fidelity with which the district's Professional Development System is implemented and the educator evaluation and student learning outcomes. All three levels use formative and summative data, including results of state and national achievement measures when available, as well as other measures of student learning and behavior such as district achievement tests, progress monitoring, portfolios of student work, etc… to assess the impact of the professional learning.

Adhering to the protocol standards is the collective responsibility of all PD providers whether at school, regional center, or District level. The *PD Registration System* incorporates a qualitative lens, which ensures that all professional learning opportunities for instructional personnel adhere to state protocol standards for professional learning while at the same time providing a template for schools to design professional learning that supports the unique needs of educators and students.

At the school level, administrators, the PD Liaison, and the Professional Learning Support Team (PLST) play a critical role in planning, implementing and evaluating school-based professional

learning activities that address school needs, district strategic goals and state quality guidelines. To facilitate their ability to strategically plan professional learning and gauge the impact of school-based professional learning activities on teaching and learning in their schools, they should become familiar with the PD System Evaluation Protocol.

District Master In-service Plan

The Master In-service Plan is a compilation of all components that guide professional learning offerings throughout the district. The plan links professional learning activities with district strategic goals, instructional personnel needs as determined by annual needs assessment surveys, school improvement plans, annual school reports, student achievement data, and performance appraisal data for teachers and administrators. Each year, components are revised, as needed, new components are added, and components that are no longer needed are deleted from the District's Master In-service Plan to ensure that professional learning offerings meet identified needs for instructional personnel and demonstrate alignment to current state and national standards and district strategic initiatives.

Components

Components are written frameworks for topics of study on which courses for the District's comprehensive professional development plan are proposed. For each course posted on the *PD Registration System*, learning values, or Master Plan Points (MPPs), are assigned to the course component. The assignment of a component number to each course allows participants to receive corresponding Master Plan Points (ranging from 4 to 120 MPPs per course) upon successful completion of the professional learning activity.

Each component includes the following elements: title, general objective(s), specific objectives, procedures, follow-up activities, and evaluation criteria. A sample component is provided in Appendix C. Professional learning planners must select an appropriate component that reflects the objectives and outcomes specifically intended for a professional learning activity.

What is a Component Number?

Professional Development Component Number - The component number is a unique seven-digit number assigned by the district to each professional learning course. The number reflects the following codes:

- **Position 1: Function** – a one-digit code that identifies the principal focus of the component [i.e., one of the following eight areas listed in Florida Statutes section 1012.98 (4)(b)(2)].

  1. Subject Content
  2. Instructional Methodology
  3. Technology
  4. Assessment and Data Analysis
  5. Classroom Management
  6. School Safety/Safe Learning Environment
  7   Management/Leadership/Planning
  8. General Support

- **Positions 2-4: Focus Area** – a three-digit code that identifies the primary subject area that is the focus of the component.

  INSTRUCTION
000	Art
001	Bilingual Education/English for Speakers of Other languages
002	Career Education
003	Computer Science/Technology Education
004	Foreign Languages
005	Health/Nutrition
006	Humanities
007	Integrated Curriculum
008	Language Arts
009	Mathematics
010	Music
011	Physical Education
012	Pre-Kindergarten
013	Reading
014	Safety/Driver Education
015	Science
016	Social Studies
017	Writing

  EXCEPTIONAL STUDENT EDUCATION PROGRAMS
100	Instructional Strategies
101	Classroom Management
102	Assessment
103	Procedural/Legal Requirements
104	Working with Aides, Volunteers, Mentors
105	Curriculum

  VOCATIONAL EDUCATION PROGRAMS
200	Agribusiness and Natural Resource Education
201	Business Technology Education
202	Diversified Education
203	Family and Consumer Sciences

204   Health Science Education
205   Industrial Education
206   Marketing Education
207   Middle School Exploratory Vocational Wheel
208   Public Service Occupations Education
209   Technology Education
210   Vocational Education Instructional Support Services
211   Vocational/Technical Education, Unclassified

ADULT/COMMUNITY EDUCATION PROGRAMS

300   Adult Basic Education (ABE)
301   Adult Education, Unclassified
302   Adult English for Speakers of Other Languages (ESOL)
303   Adult General Education for Adults with Disabilities
304   Citizenship
305   General Education – Promotion (Adult High School)
306   General Education Development (GED) Preparatory
307   Vocational Preparatory Instruction
308   Work Space Readiness Skills

STUDENT AND INSTRUCTIONAL SUPPORT PROCESSES

400   Academic Interventions
401   Assessment/Student Appraisal
402   Attendance
403   Behavioral Interventions (e.g. crisis intervention, abuse prevention, and development of social skills)
404   Classroom Management and Organization/Learning Environments
405   Dropout Retrieval
406   Human Relations/Communication Skills
407   Instructional Media Services
408   Instructional Strategies
409   Instructional Support Services, Unclassified
410   Laws, Rules, Policies, and Procedures
411   Learning Styles, Student Differences
412   Multicultural Education
413   Parent Involvement, Parent Support
414   Physical and Mental Health Issues
415   Problem-Solving Teams
416   Professional Standards and Ethics
417   Programs Administration, Evaluation, Accountability
418   Scholarships, Financial Aid, Education Transitions
419   Section 504/Americans with Disabilities Act
420   Service Coordination, Collaboration, Integration
421   Student Motivation
422   Student Records
423   Supplemental Academic Instruction
424   Working with Volunteers, Aids and Mentors

GENERAL SUPPORT
- 500 Board of Education
- 501 Central Services-Planning/Program Evaluation/Continuous Improvement
- 502 District-Level Management
- 503 Diversity/Ethics
- 504 Fiscal Services
- 505 Food Services
- 506 General Support Services, Unclassified
- 507 Leadership Skills/Communication/Critical Thinking
- 508 Management Information Services
- 509 Office/Clerical Services
- 510 Plant Operation and Maintenance
- 511 Safety/Security
- 512 School Improvement
- 513 School-Level Management
- 514 Service on Advisory or Instructional Materials Councils
- 515 Transportation Services

COMMUNITY SERVICES
- 600 Community Services, Unclassified
- 601 Lay Advisory Councils
- 602 Parent Education

ENGLISH LANGUAGE LEARNERS
- 700 Methods of Teaching English to Speakers of Other Languages (ESOL)
- 701 Assessment (ESOL Testing and Evaluation)
- 702 Applied Linguistics
- 703 ESOL Curriculum and Materials Development
- 704 Subject matter knowledge for teachers
- 705 Cross-Cultural Communication

Positions 5-7: Sequential Number – a three-digit code that assigns a sequential number (ranging from 001 to 999) to each component within the same function and focus area. For example, for component #2-013-331 (Project CRISS), the number 2 references Instructional Methodology, 013 references Reading and 331 references the numerical sequence of the course as it is listed in the Master In-service Plan.

School-based Components

District and regional center offices focus on professional learning with quality programs including content and pedagogy that support district strategic curriculum goals and initiatives. Schools focus on Professional Learning Communities (PLC) which are collaborative school-based teams targeting student learning, teacher practice oriented on results, Action Research, Book Study, School Improvement Initiatives, Lesson Study, and general curriculum topics. **As a result, specific components are identified for either school or central/regional center office use.**

PD Liaisons are familiar with the school-based components which include:
- 7-507-309 School-based Professional Learning Communities

- 7-507-308 School-based Book Study

- 7-506-028 School-based Action Research

- 2-512-355 School-based Improvement Initiatives

- 2-003-395 School-based Technology

- 2-408-368 School-based Curriculum Content

- 2-409-410 School-based Instructional Support Strategies

- 7-507-320 School-based Lesson Study

Maxing out Components

All components included in the Master In-service Plan are assigned a finite number of MPPs ranging from 4 to 120. **During one school year (July 1 – June 30),** personnel may not earn more MPPs for a particular component than the maximum number of MPPs assigned to that component. In certain cases, individuals may complete two or more professional learning courses during the course of a school year that have different titles, but are categorized under the same component number. If the total number of MPPs accrued for completion of courses with an <u>identical component</u> number exceeds the total number of MPPs that may be awarded under that component, the individual will only receive the maximum number of MPPs assigned to the component for that year. To avoid maxing out a component, individuals should maintain accurate records specifying the number of MPPs they have earned each year for professional learning activities categorized under specific component numbers.

PD Liaisons will remind educators to monitor the number of MPPs they have earned each year for courses assigned to a particular component number.

Add-on Certification

An endorsement serves as a supplement to an existing Professional Educator's Certificate, denoting expertise in a particular instructional subject or methodology. In the absence of an existing certificate with full subject coverage, an endorsement cannot be awarded. Educators may be required to add an endorsement to their certificates in order to meet federal and state requirements for highly-qualified educators.

Similarly, educators may add certification in another subject area if they are teaching out-of-field and are thus deemed to be out of compliance with requirements for highly-qualified educators. By demonstrating subject area mastery through a passing grade on the Florida Teacher Certification Examination (FTCE) Subject Area Examination or completion of applicable college/university coursework, the addition of the subject area certification allows educators to meet federal and state requirements for highly-qualified status. Educators may also seek certification in specific subject areas in order to meet eligibility requirements to secure alternate teaching assignments. As an example, an educator with certification in elementary education may obtain certification in English

(grades 6-12) in order to facilitate his/her transition to a secondary-level teaching assignment in English for students in grades 6-12.

Educators interested in adding subject areas or academic endorsements to their Professional Educator's Certificate may select one of the following options:

- **Bachelor's Degree Level Subjects**: Achievement of a passing score on the appropriate Subject Area Examination earned since July 1, 2002.

- **Master's Degree Level Subjects**: Completion of the required degree and content courses listed in State Board Rule for the subject area and the achievement of a passing score on the appropriate Florida Subject Area Examination. Please note, this option is inapplicable for adding an endorsement to an existing certificate.

- Complete a prescribed list of courses at a local college or university in order to add an endorsement to an existing certificate or obtain certification in another subject area.

- Complete a state-approved district endorsement program in order to obtain an endorsement to an existing certificate.

Endorsements

PDE offers face-to-face and online endorsement courses to fulfill requirements for the *Reading, ESOL* and *Gifted Endorsements*. Currently the two online providers approved by the District are Beacon Educator and North East Florida Educational Consortium (NEFEC). In addition, face-to-face courses are available for the *Autism Endorsement* and an *Athletic Coaching Certificate*. Courses for the *Driver Education Endorsement* are only available through local colleges or universities.

Educators may also complete endorsement requirements through college/university coursework that demonstrates alignment with the state requirements. Completion requirements for each endorsement program are set forth below.

A. *READING ENDORSEMENT*

The *Reading Endorsement* program enhances skills and competencies needed to identify reading difficulties, provide required interventions and facilitate the improvement of students' reading skills. Elementary educators who are certified in Elementary Education K-6 are considered highly qualified in accordance with federal and state requirements and thus do not need to earn the endorsement. **However, secondary-level teachers who teach reading are required to have subject area certification in reading or a reading endorsement in order to comply with requirements for highly-qualified educators set forth in the No Child Left Behind Act (NCLB).**

What are the program requirements?

The program content is based on specialization requirements for endorsement in Reading as stated in 6A-4.0292, FAC. The required components for endorsement in Reading are:

- <u>Competency 1</u>   Foundations of Reading Instruction   60 MPPs

- <u>Competency 2</u>   Application of Research-Based Instructional Practice 60 MPPs

- <u>Competency 3</u>   Foundations of Assessment   60 MPPs

- <u>Competency 4</u>   Foundations and Application of   60MPPs
  Differentiated Instruction

- <u>Competency 5</u>   Demonstration of Accomplishment   60MPPs
  (Practicum)

How do educators obtain the *Reading Endorsement*?

1. Educators can earn the endorsement through completion of the district in-service competency courses listed above. Coursework for all competencies is available through face-to-face and/or online sessions. Educators may register for courses through the *PD Registration System.*

2. Educators may also complete college/university coursework to obtain the *Reading Endorsement*. If an educator wants to determine whether specific college/university coursework may be applied to meet requirements for the *Reading Endorsement* before taking the college/university course(s) he/she must contact the Bureau of Educator Certification, Florida Department of Education. To determine whether college/university courses previously taken may be applied to meet the requirements for the *Reading Endorsement*, send an official transcript to the Bureau of Educator Certification, Florida Department of Education with the appropriate fee and a completed CG-10 application. For a copy of the application and specific instructions, refer to their website located at http:// www.fldoe.org/edcert/apply.asp.

Upon completion of coursework:

1. Educators who have completed district in-service courses or college/university coursework applicable to the *Reading Endorsement* must complete application form 6743 which is available online at http://forms.dadeschools.net/webpdf/6743.pdf.

2. Submit completed form to the Office of Instructional Certification with a money order for the applicable fee made payable to Miami-Dade County Public Schools.

Please Note: If courses were completed through a college/university, an official sealed transcript must accompany the application. Educators who have completed district in-service competency coursework are not required to submit copies of their in-service records to verify completion of endorsement requirements, as this information is directly available to the Office of Instructional Certification.

What are the requirements for earning the *Reading Endorsement* if I have earned the *ESOL Endorsement* or *ESOL Certification* by completing all ESOL courses?

Reading Endorsement **for English for Speakers of Other Languages (REESOL) Teachers**

Educators who have completed 300 hours of ESOL in-service training may apply 80 hours to meet *Reading Endorsement* requirements. To facilitate the fulfillment of *Reading Endorsement* requirements for educators who have completed ESOL training, the REESOL Bundle provides add-on training that addresses remaining *Reading Endorsement* competencies. In particular, REESOL includes:

> ➢ Completion of Competency 2
> ➢ Completion of REESOL Bundle (100 hours) through Beacon; and
> ➢ Completion of Competency 65

For additional information, please log on to:

> ➢ www.justreadflorida.com
> ➢ www.fldoe.org/edcert for certification-related questions

Upon completion of coursework:

1. Educators who have completed district in-service courses or college/university coursework applicable to the REESOL endorsement must complete application form 6743 which is available online at http://forms.dadeschools.net/webpdf/6743.pdf.

2. Submit completed form to the Office of Instructional Certification with a money order in for the applicable fee made payable to Miami-Dade County Public Schools.

Please Note: If courses were completed through a college/university, an official sealed transcript must accompany the application. Educators who have completed district in-service coursework are not required to submit copies of their in-service records to verify completion of endorsement requirements, as this information is directly available to the Office of Instructional Certification.

B. *ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)*

ENDORSEMENT

The *ESOL Endorsement* program enhances skills and competencies needed to develop language, provide required interventions and facilitate the improvement of students' reading, writing, listening, and speaking skills. In compliance with the League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, entered by the United States District Court for the Southern District of Florida on August 14, 1990, school personnel must meet specific course requirements determined by their particular teaching assignment. In accordance with a modification to the Consent Decree issued on September 5, 2003, all instructional personnel are assigned to one of four specialized categories that outline ESOL training requirements for specific educators.

What are the program requirements?

The Florida Department of Education has designated an ESOL requirement and utilized separate categories for teachers, counselors, school psychologists, and school social workers. The corresponding category defines the course and/or courses that the employee must complete in order to meet state requirements. All courses are offered through district-sponsored face-to-face or online sessions to assist personnel in meeting the requirements within the time allotted by the state. Educators may also complete state-approved ESOL courses offered through colleges and universities in order to earn the *ESOL Endorsement*. Specific courses vary by institution. For more information regarding college/university coursework that may be applicable to the *ESOL Endorsement*, please contact the Office of Instructional Certification at 305-995-7200.

❖   **Category 1** educators, including Primary Language Arts/English, Developmental Language Arts, Intensive Reading, and Reading educators must complete the following courses:

- Methods of Teaching English to Speakers of Other Languages (ESOL) - 60 MPPs

- Applied Linguistics – 60 MPPs

- ESOL Curriculum and Materials Development - 60 MPPs

- Cross-Cultural Communication – 60 MPPs

- ESOL Testing and Evaluation - 60 MPPs

❖ **Category 2** educators, including Social Studies, Mathematics, Science, and Computer Literacy educators must complete Cross-Cultural Communication – 60 MPPs

❖ **Category 3** educators, including educators of remaining subjects not included in categories 1 and 2 above, must complete ESOL Issues and Strategies for LEP Students – 18 MPPs

❖ **Category 4** designated for guidance counselors and administrators must complete Cross-Cultural Communication– 60 MPPs

Timelines for Completion of the ESOL Training Requirements

CATEGORY I	CATEGORY II	CATEGORY III	CATEGORY IV
Primary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading	Social Studies, Mathematics, Science, and Computer Literacy	All other subjects not included in Categories I or II	School Administrators and Guidance Counselors
REQUIREMENTS			
ESOL Endorsement: 15 semester hours or 300 in-service credit points or K – 12 ESOL Coverage: Bachelor's or Master's Degree in **Teaching English to Speakers of Other Languages** (TESOL) and Basic Subject Area Coverage or K – 12 ESOL Coverage: Passing Score on ESOL Subject Area Test; Basic Subject Area Coverage, and 120 hours/MPPs in ESOL	3 semester credit hours or 60 in-service credit points	3 semester credit hours or 18 in-service credit points	3 semester credit hours or 60 in-service credit points.
Experienced Educator:	Experienced Educator:	Experienced Educator:	Employees hired prior to September 5, 2003
6 years or more allowed for completion of *ESOL Endorsement*. [Starting from Full Time Equivalent (FTE) week from when their first ESOL student is assigned] 3 years for K-12 ESOL Coverage obtained by a passing score on ESOL Subject Area Test. Educators have three years to complete this requirement beginning from the time the ESOL State exam was passed and ESOL Certification was added to the teaching certificate.	1 year to complete (Educators have one year from the FTE from when their first ESOL student was assigned.)	1 year to complete (Educators have one year from FTE week from when their first ESOL student was assigned.)	3 years to complete from September 5, 2003. In light of the fact that modifications to the Consent Decree were issued on September 5, 2003, this date is used for recertification purposes.
Beginning Educator:	Beginning Educator:	Beginning Educator:	Employees hired after September 5, 2003
Same as above for experienced educators	2 years to complete (Educators have two years from the FTE from when their first ESOL student was assigned.)	2 years to complete (Educators have one year from the FTE from when their first ESOL student was assigned.)	3 years to complete from date hired

Upon completion of coursework:

1. Educators who have completed district in-service competency courses listed above or university/college coursework applicable to the *ESOL Endorsement* must complete

application form 6743 which is available online at http://forms.dadeschools.net/webpdf/6743.pdf.

2. Submit completed form to the Office of Instructional Certification with a money order for the applicable fee made payable to Miami-Dade County Public Schools.

Please Note: If courses were completed through a college/university, an official sealed transcript must accompany the application. Educators who have completed district in-service coursework are not required to submit copies of their in-service records to verify completion of endorsement requirements, as this information is directly available to the Office of Instructional Certification.

C. *GIFTED ENDORSEMENT*

The *Gifted Endorsement* program enhances skills and competencies needed to identify and provide instruction for gifted students. Educators who teach gifted classes and lack the endorsement are required to earn the *Gifted Endorsement*.

What are the program requirements?

Educators may elect to take district-sponsored face-to-face sessions and/or applicable coursework completed through a local college or university.

In the event that a teacher elects to complete district-sponsored in-service sessions, he/she must complete the following courses:

a. Nature and Needs of the Gifted – 60 MPPs

b. Curriculum Development for the Gifted – 60 MPPs

c. Theory and Development of Creativity in Gifted Students – 60 MPPs

d. Guidance and Counseling of the Gifted – 60 MPPs

e. Education of Special Populations of Gifted Students– 60 MPPs

In the event that an educator elects to complete coursework through a **college/university,** he/she must complete fifteen (15) semester hours in gifted education that include the following:

(a) Nature and needs of gifted students, to include student characteristics; cognitive, social and emotional needs; and history and current research – 3 semester hours

(b) Curriculum and instructional strategies for teaching gifted students, to include the modification of curriculum content, instructional process, student products, and learning environment – 3 semester hours

(c) Guidance and counseling of gifted students, to include motivation, self-image, interpersonal skills, and career options for gifted students – 3 semester hours

(d) Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted, to include student characteristics and programmatic adaptations – 3 semester hours

(e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration – 3 semester hours

Educators may also complete college/university coursework to obtain the *Gifted Endorsement*. If an educator wants to determine whether specific college/university coursework may be applied to meet requirements for the *Gifted Endorsement* before taking college/university courses he/she must contact the Bureau of Educator Certification, Florida Department of Education. To determine whether college/university courses previously taken may be applied to meet the requirements for the *Gifted Endorsement*, send an official transcript to the Bureau of Educator Certification, Florida Department of Education, with the appropriate fee and a CG-10 application. For a copy of the application and specific instructions, refer to their website located at http:// www.fldoe.org/edcert/apply.asp.

Upon completion of coursework:

1. Educators who have completed district in-service courses or college/university coursework applicable to the *Gifted Endorsement* must complete application form 6743 which is available online at http://forms.dadeschools.net/webpdf/6743.pdf.

2. Submit completed form to the Office of Instructional Certification with a money order for the applicable fee made payable to Miami-Dade County Public Schools.

Please Note: If courses were completed through a college/university, an official sealed transcript must accompany the application. Educators who have completed district in-service coursework are not required to submit copies of their in-service records to verify completion of endorsement requirements, as this information is directly available to the Office of Instructional Certification.

D. *DRIVER EDUCATION ENDORSEMENT*

The *Driver Education Endorsement* program enhances skills and competencies needed to identify and provide instruction for driver education students. Educators who teach driver education classes and lack the endorsement are required to earn *Driver Education Endorsement* by completing three courses that address:

- The influence of mood modifiers on driving and recognition and understanding of the signs/markers found on the roadways/highways,

- Teaching driving operational techniques and vehicle management, and

- The overall management/coordination of the driver education program at a school site.

Driver education teachers must also be certified by the school district via the Department of Highway Safety, Division of Motor Vehicle's (DHS/DMV) Driver Education Licensing Assistance

Program (DELAP). This certification allows driver education instructors to issue student licensing waivers in restrictive and operator categories through the DHS/DMV webpage.
At this time, courses for the *Driver Education Endorsement* **are only available through local colleges or universities.**

What are the program requirements?

The *Driver Education Endorsement* requires educators to complete the following three courses at a college/university:

     a. Driver and Traffic Safety Education I

     b. Driver and Traffic Safety Education II

     c. Organization and Administration of Driver and Traffic Safety Education

Upon completion of the coursework through a local college or university:

1. Complete application form 6743 which is available online at http://forms.dadeschools.net/webpdf/6743.pdf.

2. Submit completed form and an official, sealed college/university transcript verifying course completion to the Office of Instructional Certification with a money order for the applicable fee made payable to Miami-Dade County Public Schools.

E. *AUTISM ENDORSEMENT*

The *Autism Endorsement* program enhances skills and competencies needed to identify and provide instruction for autistic students. Educators must complete all four courses outlined below in order to earn the *Autism Endorsement.* Educators who have an autistic child in a regular class are not required to obtain the endorsement, but may do so.

What are the program requirements?

The *Autism Endorsement* requires teachers to complete the following four courses:

     a. Autism: Assistive Instructional Technology and Alternative/Augmentative Communication Systems - 60 MPPs

     b. Behavioral Management and Positive Behavior Supports for Students with Autism Spectrum Disorders - 60 MPPs

     c. Autism: Nature, Assessment, and Diagnosis - 60 MPPs

     d. Field-Based Experience with Students with Autism Spectrum Disorders – available only through a local college or university - 60 MPPs

Upon completion of the coursework through the district and/or a local college or university:

1. Complete application form 6743 which is available online at http://forms.dadeschools.net/webpdf/6743.pdf.

2. Submit completed form and an official, sealed university transcript verifying course completion to the Office of Instructional Certification with a money order for the applicable fee made payable to Miami-Dade County Public Schools.

F. *ATHLETIC COACHING CERTIFICATE*

The *Athletic Coaching Certificate* program enhances skills and competencies needed to provide instruction and assure safety for students participating on school athletic teams. Any individual with a valid teaching certificate in any subject is qualified to coach. Courses are offered to assist educators in meeting recertification requirements and/or obtaining the *Athletic Coaching Certificate*.

Non-instructional personnel who lack a valid teaching certificate issued by the Florida Department of Education must possess an *Athletic Coaching Certificate* in order to coach. In addition, temporary instructors need to successfully complete the courses in order to coach. Enrollment is restricted to individuals who actively coach and who do not possess an educator's certificate.

What are the program requirements for non-instructional personnel?

Non-instructional personnel who lack a valid teaching certificate issued by the Florida Department of Education initially receive a temporary three-year *Athletic Coaching Certificate* upon completion of the following procedures:

1. Complete form CG-10 online which is the Application for Florida Educator's Certificate from the Florida Department of Education at http://certify.doe.state.fl.us/onlineapp/

2. Complete form 6893) which is available online at http://forms.dadeschools.net/webpdf/6893.pdf

3. Submit completed forms in person as follows:

   a. Form 6893 to the Division of Athletics/Activities and Accreditation in room 325 of the School Board Administration Building (SBAB) Annex

   b. Form CG-10 to the Office of Instructional Certification in room 114 of the SBAB Annex with a money order for the applicable fee made payable to the Florida Department of Education.

4. Obtain a current and valid employee number from M-DCPS.

In order to secure a five-year *Athletic Coaching Certificate*, non-instructional personnel who lack a valid teaching certificate must complete the following courses prior to or upon the expiration of their temporary three-year coaching certificate:

      a. Three (3) semester hours in care and prevention of athletic injuries, and the effects and dangers of drug use, including performance-enhancing drugs

      b. Three (3) semester hours in coaching theory

      c. Three (3) semester hours in theory and practice of coaching a specific sport

The courses may be completed through M-DCPS or a local college or university. Please note, the Division of Athletics/Activities and Accreditation must approve coursework completed through a local institution before it may be applied to earn the athletic coaching certificate.

Upon completion of the coursework:

    1. Complete form CG-10 online which is the Application for Florida Educator's Certificate from the Florida Department of Education at http://certify.doe.state.fl.us/onlineapp/

    2 Complete form 6893 (M-DCPS) which is available online at http://forms.dadeschools.net/webpdf/6893.pdf

    3. Submit completed forms <u>in person</u> as follows:

        a. Form 6893 to the Division of Athletics/Activities and Accreditation in room 325 of the SBAB Annex

        b. Form CG-10 along with an official, sealed university transcript or a letter from the Division of Athletics/Activities and Accreditation verifying course completion to the Office of Instructional Certification in room 114 of the SBAB Annex with a money order for the applicable fee made payable to the Florida Department of Education.

What are the program requirements for instructional personnel?

Educators with a valid teaching certificate issued by the Florida Department of Education may secure an *Athletic Coaching Certificate* by completing the courses listed above. Upon completion of the coursework, educators should:

    1. Complete application form 6743 which is available online at http://forms.dadeschools.net/webpdf/6743.pdf)

    2. Submit completed form, an official, sealed college/university transcript or a letter from the Division of Athletics/Activities and Accreditation verifying course completion to the Office of Instructional Certification with a check or money order for the applicable fee made payable to Miami-Dade County Public Schools.

Important Contacts Regarding Endorsement Requirements

Information pertaining to endorsement offerings, scheduling and course requirements should be directed to:

- ESOL and/or REESOL, Reading, Gifted , and online endorsement courses: contact the Center for Professional Learning, at 305-887-2002

- Autism: contact Exceptional Student Education, at 305-995- 2027

- Driver Education: contact the Division of Life Skills, Physical Education, and Health Literacy, at 305-995-1963

- Athletic Coaching: contact Athletics and Activities at 305-995-1250

Information regarding the specific content of an endorsement program and projected district teaching needs in specific fields should be directed to:

- ESOL and/or REESOL: contact Bilingual Education and World Languages, at 305-995-2428

- Reading: contact Division of Language Arts/Reading, at 305-995-3122

- Gifted: contact Advanced Academic Programs, at 305-995-1934

For additional information regarding the alignment of college/university coursework with endorsement offerings, contact the Office of Instructional Certification at 305-995-7200.

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Appendix A
Professional Learning Planning Checklist

PART A: Professional Development Standards

CONTEXT: The context refers to the "how" the organization is set up and the culture of the school. Creating context is an ongoing process. The first step is to organize staff into professional learning communities whose goals are aligned with those of the school and with district initiatives.

_____organizes adults into learning communities that have goals in alignment with the school and District

_____requires skillful school and District leaders to guide continuous instructional   improvement

_____requires resources to support adult learning and collaboration

PROCESS: The process refers to the "how" of professional development – namely the type and forms of professional learning activities and the way those activities are planned, organized, implemented, and followed-up.

_____applies disaggregated student data to determine adult learning priorities, monitor progress and sustain continuous improvement

_____uses multiple sources of evaluation information to guide improvement and demonstrate its impact

_____prepares educators to apply research to decision-making

_____designs learning strategies appropriate to the intended goal

_____applies knowledge about human learning and change

_____provides educators with knowledge and skills to collaborate

CONTENT: The content refers to the "what" of professional development. What is it that the entire faculty needs, even if different processes are used? What is it that students must know and be able to do?

_____ prepares educators to understand and appreciate all students (equity); create safe, orderly, and supportive learning environments; and set high expectations for their academic achievement

_____ deepens educators' content knowledge, provides research-based instructional strategies to assist educators in helping students meet rigorous academic standards and prepares them to use various types of classroom assessments appropriately (quality teaching)

_____ provides knowledge and skills to help educators involve families and other stakeholders

PART B: Goals, Objectives and Desired Outcomes

1. Identify the strategic goal(s) or school improvement plan area(s) to be addressed by this professional development activity.

_____
_____
_____
_____
_____
_____

2. What are the specific desired outcomes for this activity relating to anticipated changes in the participants? Identify outcomes for at least one indicator of change:

   A. Knowledge:
   _____
   _____

   B. Attitudes:
   _____
   _____

   C. Skills:
   _____
   _____

   D. Aspirations:
   _____
   _____

   E. Behaviors:
   _____
   _____

PART C: Data Analysis

1. What data were reviewed to determine the need for this activity?
   (Multiple sets of data should be reviewed including educator and student data.)

_____
_____

2. What data will be gathered in order to evaluate effectiveness and impact of this activity?
_____
_____

PART D: Identify Resources

1. Fiscal:
   _____
   _____

2. Human:
   _____
   _____

3. Other:
   _____
   _____

PART E: Follow-Up

1. What follow-up activities will be used to support ongoing professional learning? (e.g., face-to-face, online modules, learning teams)
   _____
   _____
   _____
   _____

2. How will follow-up be scheduled?

Follow-Up Activity	Person(s) Responsible	Timeline	Evaluation of Follow-Up

PART F: Evaluation

What measures will you use to assess whether the activity enabled the school to meet its goal? Evaluate the achievement of objectives at the school, team and grade levels. What are the indicators demonstrating successful application of the knowledge or skills in the classroom to promote student achievement?

_____
_____
_____
_____

PART G: Continuous Planning

What are the next steps with respect to the specific activity – continue, modify, and repeat the activity?

_____
_____
_____
_____

Appendix B

Sample Component Design

COMPONENT DESIGN #5-404-002

TITLE: **CLASSROOM MANAGEMENT AND DISCIPLINE**
              (12 Master Plan Points)

GENERAL OBJECTIVE(S):

This component is designed to enable the participant to identify skills of classroom management and to develop specific techniques for classroom instruction.

Upon successful completion of this in-service activity the participant will be able to incorporate into his/her instruction the principles presented in this workshop.

SPECIFIC OBJECTIVES: Given involvement in this activity, the participant will:

1.   Identify examples that illustrate classroom interpersonal relationships.
2.   List examples of reinforcement which can be used to enhance classroom efficiency.
3.   Identify component behaviors comprising the makeup of five (5) academic and five (5) social tasks in the school setting.
4.   Identify the personal behaviors that show approval/disapproval in the classroom.
5.   Explain interval and ratio schedules of behavioral reinforcement.
6.   Identify a fixed and a variable reinforcer and specify which is more effective and explain why.
7.   Identify strategies to use in redirecting off-task learners.

ACTIVITIES:

1.   Attend lectures and demonstrations on social order and management of the classroom environment. (Specific Objectives 1-7)
2.   Organize and graph examples of the relationships between teacher and student. (Specific Objective 1)
3.   Complete an on task/off task analysis of a given student.
      (Specific Objectives 3-4)
4.   Participate in a micro-teaching demonstration to identify the number and kinds of teacher reinforcement and mistakes of reinforcement. (Specific Objectives 2-4)
5.   Participate in a micro-teaching demonstration of on-task/off-task behavior and response analysis through behavioral observation.
      (Specific Objectives 3-4, 7)

EVALUATION:

> The instructor will apply predetermined criteria for establishing a successful level of competency for evaluation item two (2).

1. Participant will complete a prepared post-test on basic principles, concepts and indicators of classroom management and attain a minimum score of 80% on the post-test. (Specific Objectives 1-7)
2. Participant will demonstrate skill in identifying, coding and reporting time-on-task behaviors through role-playing in simulation exercises with 80% accuracy. (Specific Objectives 1-4)
3. Participant will complete the standard component evaluation form supplied by the Center for Professional Learning.

FOLLOW-UP:

The instructor will assign a follow-up activity to ensure that the knowledge and skills learned in the professional session are implemented in the workplace. Follow-up activities may include structured coaching and mentoring by the instructor or school-level coach, modeling a lesson, and lesson demonstration. It may also be a reflection of how the implementation of the learning impacted student achievement.

Appendix C

Course and Session Templates

Course Template

Print   Save and   Add Attachments   Change Proposer
         Submit for   ⑦
         Approval

Course Template Form

Created on: 11/06/2013
Status: Pending Review ▾

Initiating Department   [▾]

ITT Services Course?   ● Yes   ● No

Course Proposer Information

  Name: CARL A SMITH

  Employee Number: 093216

  Telephone: [   ]

  Fax: [   ]

  Email: TonySmith@dadeschools.net

  Work Location: 9715

Course Information

Professional Development Course   [   ]
Title: (45 Char max)

Course Description:

(Please enter a general description
of this course.)

Below is the type of description expected for this box:

This interactive, Problem Based Learning (PBL) professional development will enable secondary general and special education teachers to work collaboratively to explore components of effective instructional practices to engage ALL learners in achieving positive learning outcomes. Through focused activities presented in a problem based format,

participants will plan for, develop, engage in, and evaluate their own learning targeting differentiated instruction, collaborative partnerships, Nine Essential Instructional Practices (Marzano), and creating accessible instruction for student success.

Component Number: 2-408-369

Course approved
for general use? ● Yes ● No   (NOTE: If specified for general use, others can offer sessions based on this course)

User/Audience: ☐ Teacher ☐ Paraprofessionals ☐ Student Services

Max Total Hours/MPP as specified for this Component 12

Total Hours/Master
Plan Points: [0 ▼] (Must = Contact Hours + Follow-up)

Contact Hours: [0 ▼]

Follow-up: [0] = (Total Hours/MPP - Contact Hours)

Standards:

Sunshine State: *Note: The Standards you select will not be viewable on this page while they are being selected.*

☐ Remove the links below

CBC: *Note: The CBCs you select will not be viewable on this page while they are being selected.*

☐ Remove the links below

Planning:

☐ Is based on needs assessment results

☐ Directly supports performance targets of intended audience

☐ Is aligned with the districts overall professional development plan

Prerequisite Skills Participants Need:

☐

Evidence-Base research:

☐

Positive Impact on:

☐ Job Performance

☐ Student Learning

☐ Family Involvement

☐ Other (Please Specify)

☐

Supports:

☐ School Improvement Plan

☐ State/Federal Law

☐ District Strategic Plan Goal

☐ Academic Content

☐ Instruction

☐ Data Analysis

☐ Other (Please Specify)

Delivery:

Delivery method:

A. Workshop

Learning
Facilitation:

How will Delivery Method facilitate professional learning?:

Student Impact:

As a result of this professional development Session, the student should be able to:

Follow-Up:

Indicate the primary means prescribed to follow up on professional development activity and /or acquisition of strategies.

<-Select a Value->

Evaluation
Method: ndicate the Evaluation Method used.
                        [▼]

   Student Evaluation   Indicate the Student Evaluation Method used.
Method: [▼]

Activity Content: ☐   **Focus:** ☐
                  Math   Sunshine State Standards
              ☐ Science   ☐ Subject Content
              ☐ Social Studies   ☐ Teaching Methods
              ☐ Language Arts   ☐ Technology Integration
              ☐ Reading   ☐ Assessment and Data Analysis
              ☐ Educational Strategies ☐ Classroom Management
              ☐ ESE   ☐ School Safety
              ☐ Technology   ☐ FCAT
          Applications
              ☐ PE   ☐ MAT
              ☐ Art   ☐ PSAT
              ☐ Music   ☐ AP
              ☐ Other Electives   ☐ Instructional Strategies
              ☐ Student Services   ☐ Other...
              ☐ Library Media
              ☐ General Topics
              ☐ Life Skills
              ☐ Gifted
              ☐ Vocational
              ☐ Bilingual and Foreign
          Language
Target Audience: ☐ Early Childhood
              ☐ Elementary
              ☐ Middle
              ☐ Senior
              ☐ Adult/Vocational

□ General

□ Behavioral

□ Therapeutic

□ Bilingual

□ Social Services

□ Vocational

Proposer's
Comments:

Course Session Template

Submit for Approval

Close Registration? | No ▼ |

Course Session

Created on: 11/06/2013
Status: | Pending Approval ▼ |

Instructor Information

Instructor: | <Select an Instructor> ▼ |

Course Session Information

Activity Title: **FAST Conference**

Addition to course title: | | (15 Char max)

Activity Description: Join the magical experience of learning new science curriculum and methods while gaining new resources and skills that will spark magic in your teaching. *Thursday evening October 24th, there will be a starlit reception at Fairchild Tropical Botanical Gardens from 5-9pm where you can experience the Di Mare Science village, Wings of the Garden Butterfly garden, and narrated tram tours. There will be a reception, lively latin music and a cash bar. Friday and Saturday October 25-26, 2013 Conferen

Facilitator: | <Select a Facilitator> ▼ |

Component Number: | 2-408-369 |

Sequence Number:

User: Teacher

Master Plan Points: 12

Contact Hours: 10

Follow-Up: 2 = (MPP - Contact Hours)

Please enter a description of the assignments that will be given for the independent hours and verify that it **accurately** describes and meets the 2 hours specified above. (Note: This description will be reviewed before this session is approved and will also appear on the sign in sheet):

Follow up: Due 11/08/2013

1. One page reflection about your conference exper

Delivery method: A. Workshop

Type of Study:

Prerequisites:

Register at fastscience.org
Early Bird
Registration
$60
By Oct. 1st

Student Impact:

As a result of participating in this professional development activity, the student will be able to:
Facilitate science instruction in the classroom with a variety of new strategies presented at the conference for more depth and rigor in order to strengthen student content knowledge, inquiry, and meet the needs of diverse learners while moving through the continuous improvement model by incorporating formative assessments and data analysis.

Follow-Up:

Indicate the primary means prescribed to follow up on professional development activity and /or acquisition of strategies.
P. Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)

Evaluation Method:

Indicate the Evaluation Method used.
G. Did not evaluate student outcomes

Student Evaluation Method:

Indicate the Student Evaluation Method used.
Z. Did not evaluate staff outcomes

Guided Practice

Hours

Activity Content:

Science

Focus: Sunshine State Standards, Subject Content, Teaching Methods, Technology Integration, Instructional Strategies

Target Audience: Elementary, Middle, Senior

Early Release: ● Yes ● No

Standards:

Sunshine State:

CBC:

Department Information:

Department Name: MATH/SCIENCE/ADVANCED ACADEMI ▼

Department Phone: [   ]

Contact Name: [   ]

Contact E-mail: [   ]

Course Enrollment Options:

Participant Thresholds: Min: [0 ▼]   Max: [10 ▼]   Wait List Max: [3 ▼]

Role Restrictions: Open Enrollment ▼

Restricted Registration:　　　 No ▾　　(Note: Marking this field as Yes will mark registrations as "Restricted Enrollment Pending" until each student's registration is approved.)

Fee associated:　　　 ● Yes　● No

none 　(fee amount)

Stipends:　　　 ● Yes　● No

Substitute Funding Provided:　　　 ● Yes　● No

Meeting Information:

Meeting Dates and Time:

Independent Work Due Date:　　　　　　　　(Note: This date needs to be 7 or more days after the last meeting date.)

After Hours and Zone:　　　 ● After Work Hours　● During Work Hours　● N/A

Additional Meeting Dates Information:

Activity Location/Address:

Location Number ⓘ

Room Number:

Proposer's Comments:

Appendix D

APPENDIX D
Frequently Asked Questions

Question	Answer
Developing/Proposing Courses: 1) When planning for professional learning, under what circumstances can Master Plan Points be awarded?	To ensure that professional learning changes practice, the essential elements for high-quality professional learning must be included in every offering. In particular, high-quality professional learning 1) deepens educators' content knowledge; 2) provides opportunities for practice, research and reflection; 3) facilitates transfer of learning through job-embedded practices; and 4) demonstrates a lasting impact in teaching practices and student learning. Professional learning designers must also document the transfer of learning through a follow-up requirement. The process to implement effective professional learning includes: planning, delivery, follow-up, and evaluation. Appendix A provides a helpful framework to assist PD Liaisons in preparing high-quality professional learning activities that will impact teaching and learning.
2) What is **sustained training**, and why do we have to have at least 4 credits for a half day and 8 credits for a full-day professional learning experience?	In light of research confirming that "one shot workshops" of limited duration are not effective, nor do they yield lasting impact, any professional learning for which Master Plan Points will be assigned must be worth at least 4 learning credits (MPPs) for a half-day session and 8 learning credits (MPPs) for a full-day session. Therefore, any course proposed for fewer than 4 MPPs will not be approved. Professional learning planners must ensure that enough time is reserved for learning and implementation to guarantee mastery of the specified objective(s) for the course.
3) What is a component number?	Component numbers are organized codes approved by the Florida Department of Education to catalogue and guide professional learning activities and determine the number of Master Plan Points that will be awarded (4-120 MPPs) for professional learning. Components include a title, general objective(s), specific objectives, procedures, follow-up activities, and evaluation criteria.
4) How do I **select the appropriate component** from the Master In-service Plan?	Components are posted on the *PD Registration System*. Select possible components that align with the intended purpose of your professional learning activity. Review the specified objectives for each component to ascertain component learning goals that are most closely related to the intended purpose of the professional learning activity. Individuals may also contact the Center for Professional Learning to inquire about appropriate components for the proposed professional learning.

5) If a component is assigned a set number of MPPs, do I have to **assign the full value of the component** for the course I am proposing?	No. In designing a course, professional learning planners can designate fewer MPPs than the total number of MPPs assigned to the component. They must identify the specific objectives targeted by the course if they are not targeting all learning objectives under the component.
6) How do I determine the number of MPPs that should be awarded for a course?	The number of MPPs to be awarded for a course should be based on the number of hours of instruction, including face-to-face contact and time reserved for follow-up activities. As an example, a course offered over three sessions, with three hours reserved for each session, would include a total of nine hours of face-to-face instruction. If three additional hours are allocated for follow-up assignments, the appropriate number of MPPs to be assigned to the course is 12 MPPs.
7) What do you mean by **"research-based"** practices?	All professional learning should be based on research. When planning professional learning, the source of the research can vary (professional books/journals, internet resources, published authorities, etc.). The author, title of the research source or theoretical foundation and date of publication should be identified. Professional learning planners should cite research that is applicable to the specific content area addressed by the professional learning activity. If the content is related to reading, the research basis should reflect reading sources. Similarly, if the content is related to behavior management, the research basis should reflect behavioral sources. School Improvement Plans must cite research bases for strategies listed in the plan. These plans are helpful if you are looking for a research source.
8) What is meant by **"job-embedded professional learning"**?	Job-embedded professional learning emphasizes site-based professional learning that addresses student and educator data and school specific needs. By allowing instructional personnel to acquire relevant practices and techniques that may be readily applied in their classrooms, job-embedded professional learning facilitates effective professional learning that will impact student achievement. Examples of job-embedded professional learning include school-based learning communities, action research, coaching, and study teams.
9) What is the difference between a course and a course session?	A **course** is the basic outline for a specific professional learning activity. Courses reflect indicators in a component that has been pre-approved by the district in order to enable participants to receive MPPs. Courses are based on standards for the specific professional learning activity and they include goals and objectives, as well as activities and evaluation criteria. Courses are assigned a component number, but no specific time/date/location is designated. **Course sessions** are specific scheduled sessions that are part of a district-approved course. Specific times/dates/locations/instructors/etc., are designated for each session. In order to obtain MPPs, a course must first be proposed and approved through the *PD Registration System.*

	Following course proposal and approval, a session must be proposed and approved. Sessions cannot be proposed in the absence of a related course. [Note: In light of the fact that the award of MPPs is recorded on the Staff Development Education System (SDES) through session completion, all professional learning events are configured into sessions for the purpose of awarding MPPs. Sessions are created from courses and courses are created from components.]
10) How do I get learning credit (MPPs) for **conference attendance**?	MPPs are NOT assigned for "conference attendance." Rather, following conference participation, upon application and impact assessment of the knowledge acquired during the conference, MPPs may be awarded. Individuals interested in obtaining MPPs through conference participation must contact the corresponding content area district office not less than 45 days prior to attending a conference. (As an example, educators planning to attend a reading conference should contact the Division of Language Arts/Reading.) In order to secure MPPs, the conference learning objectives must be identified and approved, and a course must be proposed by the content area district office administrator on the *PD Registration System.* Conference information, including agendas, logistical arrangements, etc., must be provided to the content area district office and prospective attendees must register on the *PD Registration System* prior to the event. The content area district office will supply mandatory criteria that must be completed within 30 days after the conference. Following the conference, completed assignments must be submitted to appropriate content area district office personnel and an online course evaluation must be submitted by the conference participant in order to receive MPPs.
11) What should I do if I want to apply for MPPs for professional learning activities sponsored by **outside entities claiming that their courses are appropriate for professional learning credit**?	In light of the fact that the Florida Department of Education (FLDOE) authorizes school districts to assign MPPs for professional learning activities, districts are held accountable for adherence to the Florida Protocol Standards for Professional Development. As such, corresponding district departments must design, deliver and monitor all professional learning activities eligible for the award of MPPs. This process prevents outside entities from issuing MPPs. To receive MPPs for coursework delivered by an outside entity, the entity must contact the corresponding M-DCPS office in order to request that the department review the proposed activities; propose a course on the *PD Registration System* **prior to the event taking place,** monitor, and close out a course session accordingly.
12) What do I do with **certificates** obtained from agencies?	The authority to assign MPPs for professional learning experiences is granted to school districts under the direction of the FLDOE. Since FLDOE holds districts accountable for and monitors adherence to the Florida Protocol Standards for Professional Development, the activities that are "sanctioned" as professional learning are limited to those designed, delivered and

	monitored by the M-DCPS departments. As a result, there is no system to allow other agencies to access this process, except in very specific instances, and, therefore, these certificates cannot be applied to earn MPPs. This procedure is also applicable with respect to Continuing Education Units (CEUs) that are required to maintain various professional licenses, such as for nursing and technical professions. Coursework applicable to licensure renewal cannot be considered for MPPs unless the corresponding district content area office sponsors the professional learning activities though the *PD Registration System* as described in question 11 above.
13) How long after I have taken a course does it takes for credit to be awarded? (**recency of credit**)	Once a session and follow-up work have been completed, instructors must assign grades and submit documentation to the PD Data Center for review. Following confirmation that all requirements have been met, MPPs are awarded. Processing time varies depending on individual course requirements. If MPPs have not been awarded for a completed session within 45 days following completion of all course work, employees must contact the PD Data Center at 305-883-1084 to inquire why credit has not been awarded. Please note each school district is required to report all earned learning credits to the FLDOE at the end of each school year. Any credit that was earned prior to the current school year, which has not been assigned and reported to FLDOE, cannot be "added" to an in-service record. For that reason, employees are urged to carefully monitor their own work and to review their in-service histories on a frequent basis to ensure that all appropriate credits are assigned prior to the end of each school year.

14) How is it possible to **exceed the maximum number of points** allowed under a particular component?	All components listed on the Master In-service Plan are assigned a finite number of MPPs. During an individual's five-year professional certificate validity period, personnel may not earn more MPPs for a particular component than the number of MPPs assigned to that component. In certain cases, individuals may complete two or more professional learning sessions that have different session titles but are categorized under the same component number. If the total number of MPPs accrued for completion of sessions with an identical component number exceeds the total number of MPPs that may be awarded under that component, the individual will receive only the maximum number of MPPs assigned to the component. To avoid "maxing out" a component, individuals should maintain accurate records reflecting the number of MPPs they have earned during a validity period for professional learning activities categorized under specific component numbers.
15) If I completed some professional learning activities last year, can I receive credit for it this year?	No. FLDOE requires that professional learning records be submitted to the Department at the end of each school year for the fiscal year in which the credits were earned. If the professional learning credit was not processed and assigned prior to June 30th, of the year in which the in-service took place, then credit cannot be awarded.
16) What does it mean to **"bank"** MPPs?	"Banking" refers to saving MPPs earned for specific professional learning activities completed during one validity period and applying those MPPs in a subsequent validity period. In accordance with Florida Department of Education guidelines, only ESOL Endorsement and Reading Endorsement courses may be "banked." SDES records available from the school-site secretary or the PD Data Center designate courses that have been banked by including the letter "B" in the column labeled "Banked." When these MPPs are used for recertification, the letter "B" is changed to the letter "U" to designate that the courses have been "used" for recertification. ***Please note, banked courses are not currently reflected on the PD History section of the** *Professional Development Registration System* **or on the Employee Portal. The school registrar must print an individual professional learning record from the SDES system for individuals to view their banked courses.**
17) Which courses am I able to bank?	Only ESOL Endorsement and Reading Endorsement courses may be "banked." ESOL Endorsement and Reading Endorsement courses that were completed <u>after</u> earning a Bachelor's degree at the college /university are automatically banked. If MPPs for banked courses are not needed for recertification, the MPPs will remain in SDES following recertification. If MPPs are needed in order to recertify, MPPs from banked course(s) will be applied. Please note all MPPs earned for a banked course are applied if needed

	for recertification. Individuals may not apply only a portion of the MPPs earned from a banked course to recertify in light of the fact that only courses may be banked in lieu of MPPs. As an example, if an individual requires 10 MPPs to meet the requirements for recertification and he/she has accrued 60 MPPs for a banked course, all 60 MPPs will be applied for his/her recertification.
18) For a three-credit college course, what is the equivalent number of MPPs?	Three college credits are equivalent to 60 MPPs. Two college credits are equivalent to 40 MPPs. One college credit is equivalent to 20 MPPs. However, equivalency does not indicate that the college credit will be converted into MPPs**. The district does not convert college credits into MPPs.** An official college university transcript documents such credit. For specific questions regarding the applicability of specific college/university courses to certificate renewal, please contact the Office of Instructional Certification.
Certification/Endorsements: 19) How many MPPs do I need to earn to be recertified?	You must earn 120 MPPs during a five-year validity period to be recertified for an additional five-year period. If you are certified in three or more subject areas, you may complete recertification requirements in **all** subject areas over the course of two consecutive validity periods (i.e., ten years). Please note you must complete recertification requirements for at least two or more subject areas during the first five-year validity period. Recertification for remaining subject areas may be completed during the next five-year validity period. Educators certified in three or more subject areas who have completed recertification requirements as outlined above will be eligible to teach all subjects listed on their certificate for the full ten-year validity period. In the event that recertification requirements are not met for **all** subject areas within two consecutive validity periods, certification will be withdrawn for those subject areas in which recertification requirements were not completed. Educators who elect to renew more than two subject areas during one validity period must earn an additional 60 MPPs for each additional subject renewed during the validity period. As an example, if you are certified in five subject areas you may choose to complete recertification requirements for two subject areas during one validity period by earning 120 MPPs. During the second (next) validity period, you will be required to complete recertification requirements for the three remaining subject areas. In particular, during the second validity period you must earn 60 additional MPPs per subject area for a total of 180 MPPs. As another example, if you are certified in six subject areas and decide to renew 3 subject areas during each validity period, you must accrue 180 MPPs during each validity period.
20) In order to earn an endorsement, do I have to complete all endorsement coursework during one validity	No. Partial completion of endorsement requirements during a preceding validity period is applicable to meet endorsement requirements upon the educator's completion of remaining endorsement requirements during the following validity period.

period?	
21) Where can I find out which courses I must take to earn an endorsement?	Required courses for each endorsement program are listed in Section 5 of this document.
22) How do I know if I need to add an endorsement to my certificate?	Educators must be certified in all areas in which they teach. Those educators currently teaching in a specific area who lack corresponding certification/endorsement and are thus considered out-of-field will be given priority placement in endorsement offerings. Teachers interested in teaching Reading, ESOL, Gifted, Driver Education, or Autism in the future, and who do not have the necessary credentials, must take additional courses to become endorsed/certificated. To determine whether you must add an endorsement to you certificate, contact the Office of Certification at 305-995-7200.
23) How do I add an endorsement to my certificate after I have completed required coursework?	Go to www.certification.dadeschools.net and download form 6743. Complete the form and attach a money order in the amount of $75 made payable to Miami-Dade County Public Schools. Mail the form and payment to the Office of Instructional Certification.

Appendix E
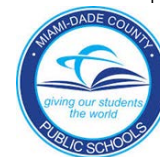
Miami-Dade County Public Schools
Office of Professional Development and Evaluation

Professional Learning Community (PLC) Implementation

FLDOE Professional Development System Evaluation Protocol Standards:
Standard 1.2.1 Learning Communities (Educator Level)
The educator participates in collaborative learning communities whose members use a cycle of continuous improvement to achieve goals that align with individual, school, and district goals for student achievement.
Standard 2.2.1 Learning Communities (School Level)
School-based professional learning occurs in collaborative teams of adults whose goals are aligned with the team members' Deliberate Practice and the school and district goals for student achievement.
Standard 3.2.1 Learning Communities (District Level)
The district supports and encourages professional learning in collaborative teams of educators.

Objective: To improve student learning outcomes through effective Professional Learning Communities (PLC's) as a means to foster a collaborative school culture focused on improving student learning and achievement.

Definition	Critical Questions
A professional learning community is an on-going process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. (DuFour, 2010).	❖ What is it we want children to learn? ❖ How will they learn it? ❖ How will we know when they have learned it? ❖ What will we do differently if they have not learned it?

Key Characteristics of PLC's	Smart Goals
❖ Shared mission, vision, values and goals ❖ Collaborative teams focused on learning ❖ Collective inquiry into best practices an current reality ❖ Action oriented and experimentation ❖ Commitment to continues improvement ❖ Results oriented	Smart goals provide a tool for setting school-wide goals, aligned with district initiatives, to promote continuous improvement. • **S**trategic and specific • **M**easurable • **A**ttainable • **R**esults-oriented • **T**ime-bound

Setting Norms	Potential Data Sources
1. Each team should create its own norms. 2. Norms should be stated as commitments to act/behave in certain ways rather than beliefs. 3. Norms should be reviewed at the start of each PLC meeting. 4. Teams should focus on a few essential norms. 5. Violations of team norms must be addressed. 6. Teams should formally evaluate their effectiveness at least twice a year. When establishing norms, consider: Time Decision Making Listening Participation Confidentiality Expectations	Formative Assessments Authentic student work Interim Assessments FAIR data Edusoft Benchmark Assessments End of Course exams FCAT 2.0
	PLC Resources
	Learning By Doing (DuFour, 2006) *On Common Ground* (DuFour, 2005 All Things PLC www.allthingsplc.info Solution Tree www.solution-tree.com Learning Forward http://learningforward.org/ National School Reform Faculty www.nsrfharmony.org Writing SMART Goals: http://www.ehow.com/how_7871059_write-smart-goals-education.html

Adapted from a form used by Lake County Schools, FL

PLC Guidelines

Professional Learning Communities (PLC) are collaborative groups of educators that meet together regularly to focus on a common goal related to student achievement.

Planning your Professional Learning Community:

1. Each PLC group, at its first meeting, must identify the **common focus**, establish group **norms** and **SMART goal(s)**, select **protocols** that will be used during meetings, identify resources and materials to be used, **review the PLC evaluation rubric** and determine the meeting **schedule and roles and responsibilities** each member will fulfill. At each of the remaining meetings, one participant should present and/or lead the meeting until <u>everyone</u> has served a turn in this role.

2. Subsequent to this first organizational meeting, the group should meet for **one additional hour per participant** (limit of 12 members/13 meetings). The total **number of participants should not be less than 5 nor more than 12**. (Note: dropping below the minimum number of participants will mean no MPP credit is awarded for this activity.)

3. Each PLC meeting after the first must be entirely devoted to exploring/studying the common focus. To keep the meeting focused and to ensure that all members have an equitable opportunity to participate, each PLC meeting should employ a protocol, a structured process to support efficient communication and learning. An electronic copy of *Protocols for Professional Learning* by Lois Brown Easton is available through the PD Registration System (Instructor/Facilitator Help tab) and is also provided to all PD Liaisons. Additional protocols may be found at: http://www.nsrfharmony.org/resources.html

4. PLC meetings should be held on a **regular schedule**, optimally once each week, and not less than once each month. Meetings should last a minimum of one hour and not longer than 2 hours.

5. Participants in a PLC may receive MPPs for their participation. The number of MPPs awarded for participation is determined based on the number of members in the group (MPPs=2 independent hours + number of contact hours which is the number of hours the group will meet as determined in guideline #2 above.)

6. Each PLC member is responsible for leading and/or serving as the presenter for one hour. A schedule for this rotation should be established during the first meeting. If, subsequent to the first meeting, some participants drop out of the PLC, the number of hours of meetings should be reduced accordingly.

7. If the number of participants is less than originally anticipated when the PLC session was proposed, an adjustment to the number of MPPs will be made by the PD Data Center based on the sign-in roster submitted.

Participant Eligibility for Master Plan Points

1. PLC members must register through the PD Registration System. When the session is proposed, it is suggested that the PD Liaison list an administrator as the instructor, because the designated instructor is not eligible for MPP. However, the facilitator, as listed in the PD Registration System, may also register as a participant in order to be eligible for MPP.

2. PLC members must attend <u>all</u> meetings and complete all responsibilities related to participation in the PLC, including the follow-up reflection, not later than one week after the final PLC meeting. (Note: No make-up work is permissable for missed PLC meetings.)

3. Each individual PLC member must complete the PLC Agenda and provide a **Summary Report** for the meeting at which he/she was the leader/presenter. Each member must also compose a one page **Final Reflection** after the final PLC meeting.

Required Close-Out Procedures for a PLC

1. The designated PLC instructor and facilitator (as listed in the PD Registration System) are responsible for issuing grades to PLC participants in the PD Registration System, and submitting the **PLC Record Template**, A**genda and Summary for each meeting**, PLC members' **Final Reflections**, along with the **PLC Evaluation Rubric.**

2. Attendance **sign-in sheets** must also be submitted to the Professional Development Data Center with the items listed above within 10 days after the final meeting of the group.

If a session does not meet the M-DCPS's Professional Learning Communities guidelines, the PD Data Center will contact the school offering the PLC to assure fidelity across the District

- School-based PLC component number that must be used when proposing a PLC course: 7-507-309.

- Separate sessions need to be posted for each PLC.

- PLCs may not be proposed for less time than one hour per meeting. PLCs must meet regularly.

- PLCs should not have multiple instructors listed.

Professional Learning Community Record Template

Cover Page

School: _____ **Loc #:**_____

PD Liaison: _____

Course Instructor: _____**Course Facilitator:** _____

PLC Session Title: _____**Component/Sequence Number:** _____

PLC SMART Goal:_____

Was the SMART Goal achieved?_____

What evidence exists of changes in instructional practice?_____

_____

What evidence exists of impact on student learning?_____

_____

PLC Close-out Checklist: Be sure that all of the following documents are included.

_____ Sign-In Sheets
_____PLC Record Template
_____PLC Agenda for each meeting
_____PLC Meeting Summary for each meeting
_____PLC Members' Final Reflections
_____PLC Evaluation Rubric

_____   _____
Principal's Signature   Date

To be completed by Center for Professional Learning Data Center Staff

Master Plan Points Assigned:	
Master Plan Points Modified to:	
All required documents submitted:	

Submit all required documents not later than 10 days after the final PLC meeting.
Fax to the PD Data Center, Fax# 305-883-1443
Processing of MPPs is contingent upon timely compliance with reporting requirements.
PLC Planning Template

1. What is the area of focus for this PLC? Please identify both general content area and specific curricular objectives, and/or specific student subgroups.

_____

_____

_____

_____

2. What is the SMART goal related to this area of focus?

_____

_____

_____

_____

_____

3. How will the PLC regularly assess its progress toward this goal?

_____

_____

_____

_____

Group Norms

_____

_____

_____

_____

_____

_____

_____

_____

Protocols to be used

_____

_____

PLC Participants' Names and Role

Scheduled Meeting Date	Begin/End Times	Meeting Leader/Presenter	Employee #	Protocol to Be Used

PLC Meeting Agenda

Meeting Date: _____   **Meeting Times:** _____

Protocol Used: _____

Meeting Leader/Presenter: _____

PLC Members Present

Names	Employee #'s

SMART Goal:_____

_____

Topic for Discussion	Estimated Time	Minutes
Opening: Review norms; Assign recorder to take and submit minutes, Assign time keeper, etc.		

The PLC member serving as the leader/facilitator of the meeting should compose a summary of the meeting in 1-2 paragraphs and attach it to this agenda.

PLC Participants' Final Reflection

Following the final meeting of the PLC, each participant should write a one-page reflection. The reflection should include responses to the following questions:

- What knowledge, skills, and insights have you learned/gained from participation in this PLC?
- How will you apply the new knowledge, skills, and insights in your teaching practice?

_____

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Professional Learning Community
Evaluation Rubric

This rubric is to be completed collaboratively by the participants in each PLC and submitted with the final closeout documents. Participants should review and discuss the planning, implementation, processes, and outcomes of their PLC and determine a group rating regarding successes, challenges, and opportunities for improvement in each of the areas below; these can be used to strengthen the planning process for future PLCs. Please assess to what extent each of the critical elements listed below was successfully implemented.**in this PLC**.

PLC Component and Sequence # ___-_____-_____-_____				
	1	**2**	**3**	**4**
Critical Elements of the PLC	Rarely or Not at All (less than 50% of the time)	Inconsistently (51-70% of the time)	Most of the Time (71-90% of the time)	Almost Always to Always (91-100% of the time)
Focus on Learning				
All PLC activities were focused on student learning aligned with the relevant standards.				
The collaborative PD protocols were differentiated and chosen according to participants' needs and inquiry content addressed.				
The PLC process identified important problems and/or opportunities related to professional practices; investigated solutions and enhancements; selected and tested appropriate research-based practices through relevant and rigorous lessons; and openly shared results.				
Focus on Collaborative Culture				
There were frequent collaborative meetings by our team that utilized the PLC process.				
The team work time was used to clarify essential student learning, develop common assessment of learning, and analyze evidence to learn from one another.				
The PLC environment is such that professional learning relies upon the skills, knowledge and experiences of its members.				
Focus on Results				

Evidence was reviewed frequently to determine progress towards goals/objective and support continuous improvement..				
The communal reflection and dialogue led to a coordinated strategy of response to students' needs based on data.				
The team's evaluation of the success of this PLC was based on tangible measures. Evidence of student learning was used to inform and improve instructional practice. Student outcomes were used to assess the impact of the changes in instructional practice.				
Point Totals:				
Overall Average (Total points ÷ 9)				

Appendix F

Miami-Dade County Public Schools
Professional Development
Lesson Study Documentation Form

- **This form should be completed by the Lesson Study members and signed by the principal.**
- **The completed form is to be sent to the Professional Development Data Center: Mail Code 9715.**
- **Please attach a copy of the research lesson.**

School: _____   Location Number: _____

Date(s) of Planning: _____   Date(s) of Observation(s): _____

Date(s) of Debriefing(s): _____

Teacher Observed: _____

Second Teacher Observed (if applicable): _____

Lesson Study Members

Name	Employee Number

_____   _____

Principal's Signature   **Date**

Appendix G

Action Research Documentation Logs

<u>Collaborative</u> **Action Research Documentation Log**
M-DCPS Professional Development Data Center

Part I: Planning and Implementation Phase
Name: **Grade Level/Subject Area:**
Name: **Grade Level/Subject Area:**
Name: **Grade Level/Subject Area:**
School:
Research Question: *Pose an open-ended question that will serve as the focus your study. Be sure your question includes the target group and what instructional practice(s) will be implemented to address your area of academic concern.*
Intended Learning Outcomes: *What specific improvements in student learning are desired?*
Instructional Focus: *Describe the specific instructional practice(s) that will be implemented and studied. Specify when and how the practice(s) will be implemented.*
Data Collection: *Specify at least three data sources that you will collect that are aligned to the classroom problem that is the focus of research. How often will you collect the data?*   **Data Source # 1:** *(What? How? When?)*   **Data Source # 2:** *(What? How? When?)*

Data Source # 3: *(What? How? When?)*

Attach Implementation Timeline.

Date Planning/Implementation Documents submitted to facilitator:

Action Research Implementation Schedule

Tasks	Planned Timeline: Beginning/Ending Dates	Date Completed
Date Planning/Implementation Documents submitted to facilitator:		

Collaborative Action Research Team Meetings

Meeting Date	Beginning/Ending Times	Activities/Objectives Covered

Date Planning/Implementation Documents submitted to facilitator:

Collaborative Action Research Documentation Log
M-DCPS Professional Development Data Center

Part II: Reporting Phase
Name(s):
School: **Grade Level(s):**
Research Question:
Classroom Problem: *Provide a brief description of your identified classroom problem. Describe the students who were affected and possible causes for the problem. What were your goals for improvement?*
Research Process: *Provide a description of your research process. What instructional strategies or practices were implemented to address the classroom problem? Describe you implementation.*

Data Collection and Analysis: *Provide a brief summary of the data collected and analyzed.*

Results and Conclusions: *Provide a summary of the results of your research and your conclusions based on the analyzed data. Do you need to continue this research using the same procedures? Do you need to revise your research procedures? Are there other aspects of this problem you would like to research? What are your logical next steps?*

Professional Reflection: *As an action researcher, what did you learn through your experience conducting this action research? How has conducting action research impacted your teaching?*

Attach Timeline showing completion dates of all tasks.

Date Reporting Documents submitted to facilitator:

Individual Action Research Documentation Log
M-DCPS Professional Development Data Center

Part I: Planning/Implementation Phase
Name:
School: **Grade Level:**
Research Question: *Pose an open-ended question that will serve as the focus your study. Be sure your question includes the target group and what instructional practice(s) will be implemented to address your area of academic concern.*
Intended Learning Outcomes: *What specific improvements in student learning are desired?*
Instructional Focus: *Describe the specific instructional practice(s) that will be implemented and studied. Specify when and how the practice(s) will be implemented.*
Data Collection: *Specify at least three data sources that you will collect that are aligned to the classroom problem that is the focus of research. How often will you collect the data?* **Data Source # 1:** *(What? How? When?)* **Data Source # 2:** *(What? How? When?)* **Data Source # 3:** *(What? How? When?)*
Attach Implementation Timeline.
Date Planning/Implementation Documents submitted to facilitator:

Action Research Implementation Schedule

Tasks	Planned Timeline: Beginning/Ending Dates	Date Completed
Date Planning/Implementation Documents submitted to facilitator:		

Individual Action Research Documentation Log
M-DCPS Professional Development Data Center

Part II: Reporting Phase
Name:
School: **Grade Level:**
Research Question:

Classroom Problem: *Provide a brief description of your identified classroom problem. Describe the students who were affected and possible causes for the problem. What were your goals for improvement?*

Research Process: *Provide a description of your research process. What instructional strategies or practices were implemented to address the classroom problem? Describe you implementation.*

Data Collection and Analysis: *Provide a brief summary of the data collected and analyzed.*

Results and Conclusions: *Provide a summary of the results of your research and your conclusions based on the analyzed data. Do you need to continue this research using the same procedures? Do you need to revise your research procedures? Are there other aspects of this problem you would like to research? What are your logical next steps?*

Professional Reflection: *As an action researcher, what did you learn through your experience conducting this action research? How has conducting action research impacted your teaching?*

Attach Timeline showing completion dates of all tasks.

Date Reporting Documents submitted to facilitator:

Appendix H

Appendix I

Online Resources for Staff Developers

The following websites cite current educational research that will guide teachers and administrators in identifying and implementing professional development objectives for their schools. The sites include relevant information relating to specific content areas and/or instructional methodologies that will be helpful in preparing and posting school-based professional learning activities through the *PD Registration System.* It should be noted that the list identifies a few websites and is not intended to be exhaustive.

International Reading Association
http://www.reading.org

Just Read, Florida!
www.justreadflorida.com

Science and Technology
www.astc.org

Technology
www.iste.org

National Association for Gifted Children
www.nagc.org

National Council Teachers of English (NCTE)
www.ncte.org

National Association of Education of Young Children
www.naeyc.org

Association for Supervision and Curriculum Development
www.ascd.org

Professional Development Articles
www.Staffdevelop.org

Learning Points – Aligning Goals and Practices
www.learningpt.org

Florida Department of Education
www.fldoe.org

Annenberg
www.learner.org

Learning Forward
www.learningforward.org

National School Reform Faculty
http://www.nsrfharmony.org/index.html

Florida Learns Academy Online Courses
http://www.paec.org/fldata/

PAEC eLearning Workshops
http://www.paec.org

Professional Teaching Standards
www.nbpts.org

National School Boards Association
www.nsba.org

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: **This course is one of the six (6) required courses for successful completion of the District's Alternative   Professional Preparation Program (AP3).**
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: **This course is one of the six (6) required courses for successful completion of the District's Alternative   Professional Preparation Program (AP3).**
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: **This course is one of the six (6) required courses for successful completion of the District's Alternative   Professional 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.

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: **This is one of the courses offered to new and early career teachers through Mentoring and Induction   for New 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.)

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   and access to the relevant sources of school and student data that they will use to monitor student   learning.
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
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 (MINT).
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   for New Teachers (MINT).

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, 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-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, 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-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, 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-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.**

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.**

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.**

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   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 # 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.**

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   and analyzing relevant sources of school and student data that are appropriate to their mentee's assignment

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   improve instruction and increase student achievement.

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 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-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 peers and other stakeholders
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 improve instruction and increase student achievement.
4. Ensure that participants develop a clear vision of the requisite skills and characteristics of effective data coaches and understand the role and functions of the data coach

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.