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Ava G. Byrne
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The Office of Professional Development and Educational Services delivers research-based, field-tested learning experiences, programs and resources for teachers, school administrators and support personnel in order to support proven instructional practices that yield student learning gains. In meeting this objective, professional development 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 delivering professional development services, the office also oversees the quality of all district-sponsored professional development to insure compliance with national standards and state requirements.

The Office of Professional Development and Educational Services is committed to the belief that teachers and instructional personnel with access to new knowledge, enriched professional roles and ongoing collegial work are more effective in their efforts to positively impact student achievement. The role of the Professional Development Liaison was accordingly created to facilitate access to professional development experiences for teachers that are timely, relevant, research-based and results-oriented. The assignment of a Professional Development Liaison to each school also adheres to national and state standards for high quality professional development programs by insuring that professional development services are targeted to address individual school and teacher needs.

What are the features of high quality professional development?

- 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
“Rich, robust, and rigorous models of professional learning includes 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.”


In order to enhance student achievement, professional development programs must:

• Focus on what is happening with learners and deepen teachers’ content knowledge
• Provide opportunities for follow-up support, practice, research and reflection
• Stem from the real work evident in schools and classrooms
• Demonstrate relevancy to the job and be job-embedded
• Be offered in a timely manner and sustained over time

The National Staff Development Council (NSDC) provides research based guidelines that assist districts in aligning local professional development programs with qualitative standards. The NSDC Standards were revised in 2001 and are guided by three questions:

• What are all students expected to know and be able to do?
• What must teachers know and do in order to insure student success?
• Where should professional development be focused to meet both goals?

Professional development standards 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 NSDC standards are organized according to three core areas: context, process and content (2004).

**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.
**Process.** The process refers to the “how” of professional development – namely the type and forms of professional development activities and the way those activities are planned, organized, carried out and followed-up.

**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?

**Effective Professional Development Programs Plan with the End in Mind**

Well-planned district professional development programs are aimed at addressing students’ learning needs and determining what elements are required to prepare faculty and schools in improving learning for all students. In order to plan relevant professional development programs, the composition of the target audience must also be considered.

To assist the district in planning professional development, The Office of Professional Development and Educational Services conducts an annual needs assessment survey of teachers and school administrators to identify professional development needs. The Office of Professional Development and Educational Services also reviews district strategic initiatives and aligns professional development programs to reflect these initiatives and it examines current district data on student needs. As an example, M-DCPS hires approximately 2,500 new teachers per year. Of that number, approximately 55% are non-education majors. This data informs decisions relating to the types of professional learning and support needed for new teachers, as evidenced by the fact that the recently unveiled comprehensive three-year Mentoring and Induction Program for New Teachers includes a track specifically tailored for non-education majors.

At the school site, professional development programs should be designed to address needs that are unique to the school and its students. In planning professional development activities, schools must consider the ratio of new and early career teachers and align professional learning with the school’s improvement plan. In addition, school-based professional development must incorporate structures for follow-up support, such as co-planning and co-teaching sessions for teachers that have completed a professional development activity relating to a specific instructional strategy.

**Delivery and Follow-Up**

Professional learning can be delivered in a variety of formats—formalized face-to-face sessions; informal peer study groups; teacher-to-teacher support such as peer coaching; school-based professional learning communities; participation in action research; completion of online coursework, etc. In identifying an appropriate method of delivery, professional development planners must establish and clearly articulate learner expectations. In the absence of clear learner expectations, other key elements for successful professional development such as
relevancy, active participant engagement, opportunities to model and implementation coupled with feedback, will have diminished impact (for example, if learners lack clear expectations, how can relevancy of the professional learning to their classrooms be established?).

A classic research study by Joyce and Showers in 1983 identified purposeful follow-up support as a necessary component in order to transfer professional development knowledge into the classroom. Follow-up reinforces learning relating to the new practice or skills and thereby facilitates the learner’s ability to implement the learning in his/her classroom. Its effectiveness 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 not only understand why the professional development is relevant to their students and how follow up activities will support application of the professional learning in their classrooms, but they must also be able to discern what they should expect to see in their classrooms following implementation of the professional learning.

To be productive, all follow-up activities, irrespective of the method used, must be aimed at supporting the knowledge, content and skills learned through professional development. Adult learners require multiple opportunities to acquire essential knowledge and skills through several follow up strategies. The mere repetition of knowledge or skills is a redundant and ineffective method by which to allow adults to absorb professional learning. By applying a variety of follow up techniques to reinforce professional learning, professional development planners can effectively address unique learning styles among adult learners and thereby develop an understanding of critical concepts targeted by the professional development.

Helpful take-away on Follow-up
The following suggested follow-up support activities would be appropriate for a formalized face-to-face professional development session:

- Classroom demonstration lessons coupled with debriefing sessions
- Co-planning and co-teaching lessons with the PD facilitator or a coach
- Organizing a peer study group to read a journal article or book and following up with discussions
Assessing the Impact

An increased focus on accountability in education has resulted in greater emphasis on efforts to assess the impact of professional development on student achievement. In order to establish the link between professional development and student learning with respect to any episode of professional learning, professional development planners must examine execution of the delivery and the degree of application with fidelity that is evident in the classroom. If professional development has been designed to improve student learning, many levels of change are required and should be apparent. “Evaluation is a systematic, purposeful process of studying, reviewing, and analyzing data gathered from multiple sources in order to make informed decisions about a program.” (Killion, 2002)

In most cases, professional development providers merely assess the immediate reactions of participants to a workshop or course. This cursory level of evaluation enables the planner to determine whether the professional learning has met some basic criteria—organization of materials and content; clearly communicated goals; professionalism of presenters; relevance of content; levels of participant engagement, etc. However, this data does not reveal whether participants acquired new knowledge, skills and tools or if the professional learning was applied in the classroom. To gauge the impact of professional development on the classroom, evaluation methods must identify whether the professional learning has been utilized and they must monitor the frequency and fidelity of implementation of the knowledge or skills learned.

In an effort to obtain accurate data on the effectiveness of professional development 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 professional development planner to witness firsthand implementation of new instructional strategies learned by the teacher as a result of the professional development and a review of student artifacts to discern whether the professional development actually impacted student learning.
Implementation of High Quality Professional Development at the School Level

As districts and schools expand the range of site-based, job embedded professional learning opportunities available for instructional personnel, Professional Development Liaisons will assume a critical role in facilitating professional development programs for their schools. As informed consumers of high quality professional development, Liaisons will be able to assess school and teacher needs, strategically plan professional development programs, discern the level of quality, evaluate the effectiveness of offerings and monitor follow up to gauge knowledge transfer. By working with school leadership teams to develop meaningful professional learning opportunities that are relevant and timely, Professional Development Liaisons will serve as catalysts 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 leadership team to insure that the key elements of high quality professional development are factored into all school-based professional learning.
In addition to following national guidelines that direct the design of high quality professional development programs, M-DCPS must adhere to state developed Professional Development Evaluation System Protocol Standards. Florida Statutes section 1012.98, enacted by the 2000 Florida Legislature, introduced the Florida Professional Development System Evaluation Protocol to improve the quality of the professional development system for public education. Professional development protocols provide statewide direction to amend district professional development programs. Efforts to transform the nature of M-DCPS professional development programs by eschewing reliance on isolated, independent workshops in favor of job-embedded, data-driven, research-based and results-oriented professional development activities reflect an alignment with Professional Development Protocol requirements.

### 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 the National Staff Development Council.” (s.1012.98 (1) F.S.).

The Professional Development System Evaluation Protocol Standards are intended to:

1. Insure high quality district, school and faculty professional development.
2. Provide methods and protocols for school districts to conduct ongoing assessments on the quality of professional development.
Protocol Overview
The Professional Development System Evaluation Protocol located at http://www.teachinflorida.com/ProfessionalDevelopment/ProtocolStandards/tabid/66/Default.aspx is based on 66 standards that outline the characteristics and components of high quality professional development systems. The evaluation system guides site visits conducted by the Florida Department of Education to assess the quality of professional development 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 development 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 in each level:

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<td>• Evaluation</td>
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The following is an example of strands from the school level perspective:

2.1 Planning
2.1.1 School Needs Assessment
2.1.2 Reviewing Professional Development Plans
2.1.3 Reviewing Annual Performance Appraisal Data
2.1.4 Coordinating with School Improvement Plan
2.1.5 Generating a School-wide Professional Development
2.1.6 Content
2.1.7 Learning Communities
2.2 **Delivery**
- 2.2.1 Relevance of Professional Development
- 2.2.2 Learning Strategies
- 2.2.3 Sustained Training
- 2.2.4 Use of Technology
- 2.2.5 Time Resources
- 2.2.6 Dollar Resources
- 2.2.7 Coordinated Records

2.3 **Follow-Up**
- 2.3.1 Transfer to Students
- 2.3.2 Coaching and Mentoring
- 2.3.3 Web-based Resources and Assistance

2.4 **Evaluation**
- 2.4.1 Implementing the System
- 2.4.2 Student Changes
- 2.4.3 Evaluation Methods
- 2.4.4 Use of Results
- 2.4.5 Expenditures

An example of the interlay between two of the strands at the three levels can be seen from the following:

**Planning Strand**
The planning standards are designed to ensure adequate preparation at all levels in determining what professional development is needed and will be delivered. At the faculty level, the planning that teachers and administrators conduct when establishing individual professional development plans (IPDPs) for teachers is examined. The school level focuses on school improvement and using professional development to implement change. And at the district level the planning involves the gathering and sharing of information across all three levels.
Follow-up Strand
At the faculty, school, and district levels, the follow-up standards address the need for schools and the district to ensure that teachers use the skills and knowledge learned from professional development as part of instructional practice. The follow-up standards also examine the extent to which teachers, schools, and district use coaching and mentoring programs and use web-based resources to assist teachers as they prepare lesson plans and practice new instructional techniques in their classrooms. In addition, a district-level standard requires review of the district’s coordination of follow-up in professional development activities. While the PD Liaison is involved in the school level implementation of the follow-up strand, you are also a critical resource in the district’s ability to meet the standard in terms of overall district coordination of professional development follow-up.

As a PD Liaison, think about your role in the quality of PD as it relates to your planning, delivery and follow-up.

Adhering to the protocol standards is a collective responsibility of all PD providers whether at school, region, or district level. The PD Menu & Registration System incorporates a qualitative lens, which insures that all instructional professional development offerings meet state protocol standards for professional development while at the same time providing a template for schools to design professional learning that supports their unique teacher and student needs.

At the school level, PD Liaisons will play a critical role in planning, implementing and evaluating school-based professional development 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 development activities on teaching and learning in their schools, PD Liaisons should become familiar with the PD Evaluation System Protocol.

Take a few moments to reflect on the NSDC standards and Florida’s Professional Development Evaluations Systems Protocol by addressing these questions:

- **Planning:** What planning should take place at your school site to organize and support professional development for teachers? Think about the collaboration within and among various leadership teams at our schools: School Leadership team, ST2 teams, Reading First teams, Grade Level teams, etc. *(Example: What does your data show? What are the needs of your students and teachers? What are the strengths? Areas for improvement?)*

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**Delivery:** How are professional development activities delivered to teachers at your school site? Are these methods of delivery effective? *(Example: Is the PD at your school site job-embedded? Is it practical and aligned with student needs? Does it deepen teachers’ content knowledge? Is it sustained over time?)*

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**Follow-up:** What follow-up activities are provided to insure that teachers apply the knowledge, skills and tools gained through professional development offered at your school site? *(Example: Application in the classroom is our ultimate goal. What follow-up can you provide to insure that the transfer of knowledge into the classroom is occurring? Does your planned follow-up include opportunities for practice, research and reflection?)*

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**Evaluation:** How do you evaluate professional development activities to insure that teachers are applying the learning in their classrooms and that as a result of their application, students are demonstrating learning gains? Can you identify connections between professional development and teaching and learning taking place in the classrooms of teachers that participated in the professional development? *(Example: Vocabulary has been a focus of PD for your school site through study groups, professional learning communities, job-embedded in-class support and traditional workshops. Do you see results? Do you see a connection between the new knowledge learned and the implementation of effective vocabulary experiences in the classroom… our goal is to see the impact of new learning on both teachers and students… what might our plan of action look like?)*

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By refocusing professional learning activities within the context outlined through these strands, PD Liaisons will be able to chart effective professional development aimed at meeting teacher needs and improving student achievement.

*An effective professional development model is “rich, robust, and rigorous and includes seven critical qualities in which professional development is sustained, job embedded, collegial, interactive, integrated, results oriented, and practical or hands-on.”*

*Fogarty and Pete (2007)*
The Office of Professional Development and Educational Services oversees and directs the delivery of professional learning throughout the district. A comprehensive M-DCPS Professional Development and Support System has been instituted by the office to meet district strategic goals and individual professional growth needs for all employees. The professional development plan (Appendix B) reflected in the system outlines the core knowledge, skills and tools that instructional personnel and school administrators must demonstrate in order to improve student learning and close the achievement gap.

M-DCPS Professional Development and Support System
To support the professional development plan, the Office of Professional Development and Educational Services also provides offerings that assist instructional personnel in renewing their certificates and building capacity to address changing academic needs of teachers and students.

**Examples of specialized offerings include:**

- Capacity Building and Certificate Renewal
- Adult Learning Theory for Staff Developers
- Classroom Management
- Online courses across various content areas
- Core learning courses for new and early career teachers (MINT)
- Project CRISS
- MILE – Math Integrated with Literary Experiences, K-8
- Family Involvement
- Clinical Education
- Cooperative Planning and Team Teaching Strategies (Co-teaching)
- Beginning and Advanced Coaching
- Differentiated Instruction
- Assistant Principal Preparation Program (A3P)
- PD Liaison Certification Training
- Principal Preparation Program (PPP)
- Alternative Professional Preparation Program (AP3)
- National Board Certified Teacher Program
- Continuous Improvement Model (CIM)
- Instructional Performance Evaluation & Growth System (IPEGS)/Professional Assessment Comprehensive Evaluation System (PACES)

**Add-on Endorsement Courses**

- Reading
- Gifted
- ESOL
- Autism
- Driver Education

- Certificate Program
  - Athletic Coaching
PD Menu & Registration System
Professional development sessions for teachers, administrators and non-instructional personnel are offered through a blended approach that includes face-to-face sessions conducted at schools or off-site, as well as online coursework. All district approved professional learning offerings are posted on the Professional Development Menu and Registration System located at: http://calendar.dadeschools.net/cal/calendar.nsf.

The PD Menu & Registration System was launched during fall 2005, to establish a single point of entry for professional development coursework provided throughout the district. In effect, the single point of entry incorporates a qualitative lens that insures all professional development offerings meet state and national standards for professional development and are aligned with district strategic initiatives and student academic goals. The system also serves as a tool that assists employees in registering and searching for courses by curriculum, department, title, instructor, location, times and date range. Course participants must complete online evaluations through the system, thereby expediting an analysis of the effectiveness and impact of any professional development activity. In addition to serving participants, the system enables instructors to obtain rosters and assign grades for course completion.

By providing a central online facility that allows personnel to conveniently manage their professional development histories, the system empowers employees to strategically plan professional learning activities that will assist them in improving job performance.

In addition to personally registering for professional development courses, PD Liaisons will become familiar with the PD Menu & Registration System as they propose courses/sessions for school-based professional learning. Appendix C contains information on proposing courses and/or sessions, as well as information for course instructors and participants. The guides offer detailed information that will familiarize PD Liaisons with the PD Menu & Registration System and facilitate their ability to:

1. Search for specific components and understand basic component information
2. Propose high quality professional development courses using an easy to navigate template
3. Generate in-service sessions from course templates in order to enable participants to register for professional learning activities and receive MPPs
4. Understand the approval and evaluation processes

The Proposer’s and Instructor sections will be of special interest as they cover some of the following topics that PD Liaisons need to know to facilitate professional development at schools.

1. Getting Started: Logging into the PD Menu & Registration System
2. Understanding Components: The Role of Components
3. Getting to the Course Template Form: Using the Components

PROFESSIONAL DEVELOPMENT LIAISON MANUAL 15
4. Creating a Course Template: Filling out the Form
   a. Course Title
   b. Course MPP, Contact Hours and Independent Hours
   c. Sunshine State and/or CBC Standards
   d. Evidence-based Research
   e. Support and Positive Impact
   f. Delivery Methods/Learning Facilitation
   g. Student Impact
   h. Follow up and Evaluation Method
   i. Focus and Content Areas
   j. Submitting the Form
   k. Checking Status
   l. Denied Status: Making Corrections

5. Getting to the Course Session Form: Using Course Templates

6. Creating a Course Session: Filling out the Form
   a. Course Session Title
   b. Selecting an Instructor and Facilitator
   c. Course Session Enrolment Options
   d. Course Session Meeting Dates/Times/Location Information
   e. Submitting the Form
   f. Checking Status
   g. Denied Status: Finding Your Course Session
   h. Denied Status: Making Corrections

7. Closing out a Course Session
   a. Assigning Grades
   b. Participant Evaluations
   c. Submitting Sign-In Sheets for Processing
Leadership is about learning together, and constructing meaning and knowledge collectively and collaboratively. It involves 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 upon and make sense of work in the light of shared beliefs and new information; and to create actions that grow out of these new understandings. Such is the core of leadership.

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

The role of the Professional Development Liaison is a teacher leadership role that is multifaceted. There are nine identified professional learning responsibilities of the Professional Development Liaison:

1. Facilitate and deliver 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 action research projects.

4. Periodically elicit feedback from instructional personnel at the school site regarding PD needs and provide input to school administrators, Regional Centers and Office of Professional Development and Educational Services.

5. Model active involvement in professional growth and learning opportunities by: participating in local, state and national level professional development programs and conferences; researching innovative instructional practices touted in journal articles; spearheading action research projects, etc.

6. Collaborate with the Office of Professional Development and Educational Services, Regional Center and school administrators to identify PD needs and provide professional development learning opportunities at the school site.
7. Serve as liaison between the school site, Regional Center and the District regarding implementation of the Florida Professional Development Protocol Standards.

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

9. Participate in monthly region-based PD Liaison learning community sessions to share insights and best practices, network and discuss initiatives, programs and resources aimed at enhancing professional learning for instructional personnel.

**Role of the School Administrator**

Administrators guide and serve teachers by maintaining a positive and effective school climate with student learning as a focus, while building learning communities among staff members. Seven identified administrative responsibilities to insure support of the PD Liaison and professional learning include:

1. Participate in work sessions to design and promote implementation of the school site’s plan for professional development.

2. Appoint PD Liaison to school leadership team to insure alignment among school improvement efforts, student and teacher data needs and school-wide professional development efforts.

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

4. Promote professional growth of all staff members in targeted areas of need, as determined by various data sources.

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

6. Communicate consistently with and support the efforts of the PD Liaison.

7. Provide leadership and support in the implementation of the Florida Professional Development Protocol Standards.
Think and Reflect:

1. Some teachers have not been provided sustained opportunities to cultivate the skills associated with the building of professional learning communities (PLC). Therefore, professional development for these new roles is essential. How will I be an agent of effective change in facilitating the building of PLCs?

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What barriers to implementing these changes do I need to overcome to make it possible?

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2. How can I help my colleagues bridge learning to effective application of knowledge, skills, tools and impact student performance?

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3. How do I continue to grow professionally? What steps do I need to take in order to model an effective learning process?

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The Master In-Service Plan is a compilation of all components that guide professional development offerings throughout the district. The plan links professional development 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, added to or deleted from the district’s Master In-Service Plan to insure that professional development offerings meet identified needs for instructional personnel and demonstrate alignment to current state and national standards as well as district strategic initiatives.

Components
Components are topics of study to propose courses for the district’s comprehensive professional development plan. For each course posted on the PD Menu & 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 4-120 MPPs per course) upon completion of the professional development activity.

Each component includes the following elements: title, general objective, specific objectives, procedures, follow-up activities and evaluation. A sample component is provided in Appendix D. Professional development 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 development 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.

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**EXCEPTIONAL STUDENT EDUCATION PROGRAMS**

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<td>Working with Aides, Volunteers, Mentors</td>
</tr>
<tr>
<td>105</td>
<td>Curriculum</td>
</tr>
</tbody>
</table>
**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, abuse, and 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

• **Positions 5-7: Sequential Number** – a three-digit code that assigns a sequential number (ranging from 001-999) to each component within the same function and focus area. For example, for component 2-013-331 (Project CRISS), the number 2 references Instructional Technology, 013 references Reading and 331 references the sequence of the course.
List of Components
A list identifying all components and their assigned numbers is available on the PD Menu & Registration System at: http://calendar.dadeschools.net/cal/calendar.nsf. To view the list:

1. Click on the link entitled “Propose: Course/Find Component” on the blue menu located on the left side of the webpage.

2. On the right side, a screen will appear entitled “Help Dialogue: How to Propose a Course Template.” Click on “OK/Go to Propose” at the bottom of the page.

3. To access a list of available components, click on the question mark symbol on top of the first box at the top of the page. This will enable you to view a list of all functions and their corresponding numbers. By clicking on the question mark symbol on top of the second box at the top of the page, a list identifying all focus areas will appear.

NOTE: A comprehensive list identifying all components and their objectives is available through this link on the PD Menu & Registration System.

School-based Components
District and regional center offices focus on professional development 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 focused on student learning or teacher practice oriented on results, Action Research, Book Study, School Improvement Initiatives, and general curriculum topics. As a result, specific components are identified for either school or central office use.

PD Liaisons should become familiar with the school-based components which include:
- School-based Professional Learning Communities
- School-based Book Study
- School-based Action Research
- School-based Improvement Initiatives
- School-based Technology
- School-based Curriculum Content
- School-based Instructional Support Strategies

Maxing out Components
All components listed on the Master In-Service Plan are assigned a finite number of MPPs ranging from 4 - 120. During one school year (July 1 – June 30), 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 development 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 identical component 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 development activities categorized under specific component numbers.

PD Liaisons should remind teachers 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 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. Teachers may be required to add an endorsement to their certificates in order to meet federal and state requirements for highly qualified teachers.

Similarly, teachers may add certification in another subject area if they are teaching out of field and are thus deemed to not be in compliance with requirements for highly qualified teachers. By demonstrating subject area mastery through a passing grade on the FTCE subject area examination or completion of applicable college coursework, the addition of subject area certification allows teachers to meet federal and state requirements. Teachers may also seek certification in specific subject areas in order to secure alternate teaching assignments. As an example, a teacher 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.

Teachers interested in adding subject area or academic endorsements to their Professional 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 achievement of a passing score on the appropriate Florida subject area examination. Please note, this option is inapplicable in order to add 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
The Office of Professional Development offers face-to-face and online endorsement courses to fulfill requirements for the Reading, ESOL and Gifted Endorsements. In addition, face-to-face courses are available for Autism endorsement and an Athletic Coaching certificate. Courses for the Driver’s Ed endorsement are only available through local colleges or universities.

Teachers may also complete endorsement requirements through university coursework that demonstrates alignment with 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 teachers that 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 that teach reading are required to have subject area certification in reading or a reading endorsement in order to comply with requirements for highly qualified teachers 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:

<table>
<thead>
<tr>
<th>Competency 1</th>
<th>Foundations in Language and Cognition</th>
<th>60 MPPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 2</td>
<td>Foundations of Research-Based Practices</td>
<td>60 MPPs</td>
</tr>
<tr>
<td>Competency 3</td>
<td>Foundations of Assessment</td>
<td>60 MPPs</td>
</tr>
<tr>
<td>Competency 4/5</td>
<td>Foundations and Application of Differentiated Instruction</td>
<td>30/30 MPPs</td>
</tr>
<tr>
<td>Competency 6</td>
<td>Demonstration of Accomplishment (Practicum)</td>
<td>60 MPPs</td>
</tr>
</tbody>
</table>
How do I obtain the Reading Endorsement?

1. You 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. Teachers may register for courses through the PD Menu & Registration System.

   - Online course options available at no charge, include:
     - Competencies 1, 3 and 4/5 at www.nefec.org/calendar
     - Competency 2 at www.itrc.ucf.edu/forpd

2. Teachers may also complete college coursework to obtain the reading endorsement. If a teacher wants to determine whether specific college coursework may be applied to meet requirements for the reading endorsement before taking the college course they must contact the Bureau of Educator Certification, Florida Department of Education. To determine whether college 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 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. Teachers that have completed district in-service courses or college 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 in the amount of $75 made payable to Miami-Dade County Public Schools.

*NOTE: If courses were completed through a university, an official sealed transcript must accompany the application. Teachers that have completed district in-service competency coursework are not required to submit copies of their in-service records to verify completion of endorsement requirements.
What are the requirements to earn the Reading Endorsement if I have earned the ESOL Endorsement or ESOL Certification by completing all ESOL courses?

**REESOL - Reading Endorsement for English for Speakers of Other Languages Teachers**

Teachers that 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 teachers that 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 6

For additional Information, please log on to:

- [www.justreadflorida.com](http://www.justreadflorida.com)
- [www.fldoe.org/edcert](http://www.fldoe.org/edcert) for certification related questions

Upon completion of coursework:

1. Teachers that have completed district in-service courses or college coursework applicable to the REESOL endorsement must complete application form 6743 which is available online at [http://forms.dadeschools.net/webpdf/6743.pdf](http://forms.dadeschools.net/webpdf/6743.pdf)*

2. Submit completed form to the Office of Instructional Certification with a money order in the amount of $75 made payable to Miami-Dade County Public Schools.

*NOTE:* If courses were completed through a university, an official sealed transcript must accompany the application. Teachers that have completed district in-service coursework are not required to submit copies of their in-service records to verify completion of endorsement requirements.

**B. 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 teachers.
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. Teachers 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 coursework that may be applicable to the ESOL endorsement, please contact the Office of Instructional Certification at 305.995.7200.

- **Category 1** teachers, including Primary Language Arts/English, Developmental Language Arts, Intensive Reading and Reading teachers must complete the following courses:
  - Methods of Teaching English to Speakers of Other Languages (ESOL) - 60 MPPs
  - ESOL Curriculum and Materials Development - 60 MPPs
  - ESOL Issues and Strategies – 60 MPPs
  - Testing and Evaluation of ESOL - 60 MPPs
  - Applied Linguistics - 60 MPP

- **Category 2** teachers, including Social Studies, Mathematics, Science and Computer Literacy teachers must complete ESOL Issues and Strategies – 60 MPPs

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

- **Category 4** designated for guidance counselors and administrators must complete ESOL Issues and Strategies, ESOL Issues and Strategies for Counselors (60 MPP) or ESOL Issues and Strategies for Administrators – 60 MPPs
### Timelines for Completion of the ESOL Training Requirements

<table>
<thead>
<tr>
<th></th>
<th>CATEGORY I</th>
<th>CATEGORY II</th>
<th>CATEGORY III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Language</strong></td>
<td>Arts/English, Developmental Language Arts, Intensive Reading, Reading</td>
<td>Social Studies, Mathematics, Science and Computer Literacy</td>
<td>All other subjects not included in Categories I or II</td>
</tr>
<tr>
<td><strong>School Administrators &amp; Guidance Counselors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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

<table>
<thead>
<tr>
<th>Experienced Teacher:</th>
<th>Experienced Teacher:</th>
<th>Experienced Teacher:</th>
<th>Employees hired prior to September 5, 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td>1 year to complete (Teachers have one year from the FTE from when their first ESOL student was assigned)</td>
<td>1 year to complete (Teachers have one year from FTE week from when their first ESOL student was assigned)</td>
<td>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.</td>
</tr>
<tr>
<td>3 years for K-12 ESOL Coverage obtained by a passing score on ESOL Subject Area Test. Teachers 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beginning Teacher:</th>
<th>Beginning Teacher:</th>
<th>Beginning Teacher:</th>
<th>Employees hired after September 5, 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same as above for experienced teachers</td>
<td>2 years to complete (Teachers have two years from the FTE from when their first ESOL student was assigned)</td>
<td>2 years to complete (Teachers have one year from FTE from when their first ESOL student was assigned)</td>
<td>3 years to complete from date hired</td>
</tr>
</tbody>
</table>
Upon completion of coursework:

1. Teachers that have completed district in-service competency courses listed above or 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 in the amount of $75 made payable to Miami-Dade County Public Schools.

*NOTE: If courses were completed through a university, an official sealed transcript must accompany the application. Teachers that have completed district in-service coursework are not required to submit copies of their in-service records to verify completion of endorsement requirements.

C. GIFTED ENDORSEMENT

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

What are the program requirements?

Teachers 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:

   b. Curriculum Development for the Gifted – 60 MPP
   c. Theory and Development of Creativity in Gifted Students – 60 MPP
   d. Guidance and Counseling of the Gifted – 60 MPP
   e. Education of Special Populations of Gifted – 60 MPP

In the event that a teacher elects to complete coursework through a 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 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

*Teachers may also complete college coursework to obtain the gifted endorsement. If a teacher wants to determine whether specific college coursework may be applied to meet requirements for the gifted endorsement before taking college courses they must contact the Bureau of Educator Certification, Florida Department of Education. To determine whether college 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, 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](http://www.fldoe.org/edcert/apply.asp).

**Upon completion of coursework:**

1. Teachers that have completed district in-service courses or college coursework applicable to the gifted endorsement must complete application form 6743 which is available online at [http://forms.dadeschools.net/webpdf/6743.pdf](http://forms.dadeschools.net/webpdf/6743.pdf)*

2. Submit completed form to the Office of Instructional Certification with a money order in the amount of $75 made payable to Miami-Dade County Public Schools.

*NOTE: If courses were completed through a university, an official sealed transcript must accompany the application. Teachers that have completed district in-service coursework are not required to submit copies of their in-service records to verify completion of endorsement requirements.

**D. DRIVER EDUCATION ENDORSEMENT**

The Driver Education Endorsement program enhances skills and competencies needed to identify and provide instruction for driver education students. Teachers that 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 in the Department of Highway Safety, Division of Motor Vehicle’s 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.

**What are the program requirements?**
The Driver Education Endorsement requires teachers 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](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 in the amount of $75 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. Teachers that teach a class or classes that contain all autistic students and lack the endorsement are required to earn the autism endorsement by June 2011. Teachers must complete all four courses outlined below in order to earn the autism endorsement. Teachers who have an autistic child in his/her 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 MPP
- c. Autism: Nature, Assessment, and Diagnosis - 60 MPP
- d. Field Based Experience with Students with Autism Spectrum Disorders – available only through a local college or university. - 60 MPP
Upon completion of the coursework through M-DCPS and/or a local college or university:

1. Complete application form 6743 which is available online at: [http://forms.dadeschools.net/webpdf/6743.pdf](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 in the amount of $75 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 teachers in meeting recertification requirements and/or obtaining the athletic coaching endorsement.

Non-instructional personnel that lack a valid teaching certificate issued by the Florida Department of Education must possess an Athletic Coaching certificate in order to coach. In addition, substitute teachers need to take the courses in order to coach. Enrollment is restricted to individuals that actively coach and do not possess a teacher’s certificate.

**What are the program requirements for Non-instructional personnel?**

Non-instructional personnel that 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/](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](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 343 of the SBAB Annex
   - b. Form CG-10 to the Office of Instructional Certification in room 129 of the SBAB Annex with a money order in the amount of $75 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 that 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/](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](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 343 of the SBAB Annex
   b. Form CG-10, 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 129 of the SBAB Annex with a money order in the amount of $75 made payable to the Florida Department of Education.

**What are the program requirements for Instructional personnel?**

Teachers 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, teachers should:

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

2. Submit completed form, 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 with a check or money order in the amount of $75 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 Ms. Marion Chase, Center for Professional Learning at mchasental@dadeschools.net

- Autism, contact Dr. Ann Marie Sasseville, Division of Special Education at AMSasseville@dadeschools.net

- Driver’s Education, Mr. Bill Machado, Division of Life Skills and Special Projects, at WMachado@dadeschools.net

- Athletic Coaching, Ms. Karen Cohn, School Athletics, at KDCohn@dadeschools.net

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 Ms. Betty Pereira, Division of Bilingual Education and World Languages, at BPereira@dadeschools.net

- Reading contact Ms. Karen Spigler, Division of Language Arts/Reading, at KSpigler@dadeschools.net

- Gifted contact Dr. Lisette Camps, Division of Advanced Academic Programs, at LCamps@dadeschools.net

If you need additional information regarding the alignment of college coursework with endorsement offerings, contact the Office of Instructional Certification at 305.995.7200.
Well designed professional development inspires ongoing learning that occurs in a variety of formats. While most professional learning activities should take place during the school day in collaboration with colleagues, beneficial professional development experiences are also available through non-school site workshops, state and national conferences and online. The availability of alternate venues to participate in professional development serves to expand the number of options professional learners may select.

**Traditional Staff Development Workshops**
Teachers are in the learning business. It is a part of their role as professionals to keep abreast of developments and new research in their fields so that they can serve increasingly diverse students. With ongoing learning opportunities, 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 students, examine and refine their practice, and examine their beliefs.

Teachers need a wide variety of staff development. Attending traditional workshops is one way that all instructional personnel learn some of what they need to know. For example, a science teacher might need to attend traditional classes to learn more about the content of the science he/she is teaching. He/she might also need to learn more about classroom management techniques, how to incorporate technology into her instruction, and how to better address the needs of language minority students in her classroom.

The district offers high-quality traditional workshops throughout the school year and during the summer recess. The workshops vary in length generally ranging from one to five days and are posted on the PD Menu & Registration System. They are scheduled during the school day, after hours, and on Saturdays. During the school year, there are two district-wide PD days built into the school calendar.

**Job-embedded Professional Development**
One of the most promising new approaches to professional growth in education is job-embedded learning, learning that occurs 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 listening to colleagues share best practices they have discovered while trying out new programs or planning and implementing a project.

It is learning by doing, reflecting on the experience, and then generating and sharing new insights and learning with oneself and others. A number of formal structures have been created to promote job-embedded learning. The most common are professional learning communities, book study groups, action research, and mentoring/coaching.

Giving Experiences Meaning

All of the school experiences described below provide opportunities for learning. But that does not insure that teachers and administrators learn from them. The learning that comes from experiences must be brought to a conscious level. Only then can educators verbalize and control what they have learned. Keeton, M. & Associates. (1976). Experiential Learning: Rationale, characteristics and assessment. (San Francisco: Jossey-Bass).

Bringing meaning to job experiences occurs when teachers and administrators take time to reflect on their experiences, 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.

It is through experience, reflection, analysis, sharing and discussing that job-embedded learning becomes useful to the individual learner, and thus available to a school staff for improving the current practice. The more these learnings are generated and shared, the greater the chances that best practices of each individual in the school will become common practice across the school.

Professional Learning Communities (PLC)

School based professional learning communities provide an effective method to engage faculty members in continuous study aimed at advancing commonly identified goals for student learning. A professional learning community is defined as professional learning that involves teachers and administrators in collaborative work in support of student and teacher 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 Menu & Registration System

In light of the fact that PLCs are a recognized tool for professional development, team members may receive MPPs for their participation. The activity must be proposed as a course on the PD Menu & Registration System by the school PD Liaison. Team members must register for the course prior to the first meeting. Please note, participants that elect to join a PLC following the first meeting will not be able to receive MPPs. Participants must participate in all scheduled sessions to be awarded MPPs.

The number of MPPs that can be awarded for a PLC is based on the following: the number of participants, the number of hours that the group meets (usually one hour per group member), and the number of hours assigned for follow-up. For example, nine teachers using a tuning protocol for examining student work meet for an hour after school for nine weeks, and complete a concluding reflection based upon their experiences in the PLC and reading a specific journal article would be awarded 12 MPPs for participation in the PLC.

Some PLCs meet on a yearly basis. A critical friends group is a good example of a PLC that meets for an extended period of time. A critical friends group is a group of six to 10 educators who meet throughout the year on a regular basis (at a minimum monthly) for at least two hours to have structured professional conversations about their work and to deepen their knowledge of their craft. They study their teaching practices, build a shared knowledge base, and talk in depth about student work, teacher tasks, 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.

To insure that meetings adhere to an effective PLC format that fosters collaboration and shared learning, team members should use a tuning protocol and should avoid 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) used to facilitate professional learning in the PLC. Examples of protocols that assist facilitation of a learning community include tuning protocols, protocols for peer observation, consultancy protocol, and Critical Friends Groups (CFG). In addition to the assignment of specific member roles, the application of PLC protocols serve to guide discussions, elicit participant input and promote in depth explorations of topics to be addressed by the learning community.

Guidelines for Professional Learning Communities

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 insure that each member will have 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 insure that important contributions are noted, the facilitator might paraphrase and summarize the conversation periodically during the session. If the meeting includes a presenter, the presenter shares information, research or an artifact that will serve as a focus for group discussion. For example, the presenter may provide samples of student work to be examined by the group, or he may distribute an article relating to a topic relevant to the group’s area of concern and pose questions to initiate discussion. Process observers maintain notes to record the team members’ work and chart learning objectives for future meetings.

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

1. **Norms for the professional learning community are established during the first meeting.**
   Each team member is asked to write one thing needed in order to work productively in a group (such as: starting on time, avoiding cancellations, barring negative remarks, etc.). All members review each suggestion and the group reaches a consensus on the adoption of certain rules aimed at encouraging constructive discussions and focusing the learning community’s work.

2. **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 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 select 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 allow learning community sub-groups to **engage in separate conversations** focusing on different aspects relating to the overall topic. The whole group subsequently debriefs and reflects on their collective work.

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

An example of a timing worksheet for a tuning protocol can be found in Appendix E. The worksheet provides a framework for facilitating a PLC and provides a log of activities documenting the active participation of all members of the PLC. (Easton, L. Ed., Powerful Designs, National Staff Development Council, OH. 2004.)
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
Association for Supervision and Curriculum Development

The process of analyzing student work to measure impact on intended learning goals allows teachers to identify specific student needs. As teachers discern gaps in student learning, they are prompted to assess their effectiveness in the classroom by examining a broader context for the learning environment:

- 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 a thoughtful analysis facilitates the teacher’s ability to refine instructional strategies or apply new techniques that will enhance academic progress. Following implementation of different instructional approaches, a new cycle of evaluation begins as teachers observe the results, analyze and interpret the effects and map a course of study aimed at further increasing student achievement. Checkley, Kathy. “Learning to Look: Analyzing Student Work to Improve Teacher Practice.” Classroom Leadership 3 (2000).

Teachers often analyze student work through a professional learning community model that adheres to formal protocols which focus the participants’ attention on learning in lieu of evaluation. In particular, professional learning community participants identify anticipated learning objectives and select presenters and facilitators tasked with sharing real student work samples and guiding the learning community as participants.

Guidelines for Collective Analysis of Student Work

Although various methods have been developed to analyze student work within a professional learning community model, a typical protocol reflects the following structure: Approximately 8-12 teachers serve as learning community participants. A presenter shares samples of his/her students’ work, describing the assignment completed and explaining its applicability to an instructional unit. The 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 that adheres to meeting guidelines, following an agenda that allocates time for specific activities 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. March 2008 <http://www.lasw.org/protocols.html>, <http://assist.educ.msu.edu/ASSIST/school/together/seciiplc/seciidlrntog/3analstudwork.htm>.

The following guiding questions outlined by the New Teacher Center at the University of California, Santa Cruz, (www.newteachercenter.org) are helpful in honing group discussion in order to chart an effective instructional course that will address student learning needs identified through the analysis of student products.

1. **Select the Assessment**
   a. How might you access what students are learning?
   b. What content standard or learning goal does the assignment and assessment teach and measure?

2. **Describe Expectations for 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 help cause 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. How would you describe the criteria for meeting the standard?
   b. What would you say 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 student work match the criteria or goal?
   b. What qualities are present or 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 group?
5. **Clarify Students’ Instructional Needs - Based on your 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 to increase learning?
   e. Are there additional factors that should be considered?

6. **Generate Strategies for Differentiation**
   a. Are other texts of 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 resources and research regarding effective protocols to examine student work are available through the Association for Supervision and Curriculum Development at [www.ascd.org](http://www.ascd.org).

**Action Research**
Action research provides a unique vehicle for effective school-based professional development by allowing practitioners to research and formulate theories aimed at improving student learning, implement tangible changes to assess the validity of a theory and learn from the process. As teachers connect learning to classroom practice through action research projects, they engage in a systematic reflection of their own teaching skills and thereby increase their knowledge base. Action research accordingly involves a process that invites its participants, including teachers, principals and support staff to examine their own practice, systematically and carefully, using techniques of research (Caro-Bruce, Cathy, 2000; Ferrance, Eileen, 2000).
What sets action research apart from traditional research is the expectation that those engaging in it will do something with the knowledge acquired. This is implicit in the term “action research,” as is the notion that participants undertake a continuous cycle that includes posing questions, collecting data, reflecting on findings and determining a course of action based on those findings. Action research involves a cyclical process as outlined below that does not vary, even if the context under which action research can be undertaken may range from one individual conducting research to large scale school or district-wide projects spearheaded by multiple participants.

Collect & organize data
Identify problem area
Analyze data
Evaluate results & reflect
Act based on data findings
Guidelines for Action Research

Action research projects 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: the focus of the action research project by carefully selecting the topic, using data to choose specific issues. After reflecting on the work, identify areas for improvement. Have the end result in mind, envisioning what may be different as a result of implementing the action research project. Formulate the 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 actions to be undertaken by the individual or group should be doable within the researchers’ teaching context.

2. Data Collection: Outline details relating to who, what, when, where and how the action research project 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 insure reliability and validity of the research conclusions. Select data that is most appropriate for the issue and readily available and be sure to structure data gathering so that it is carried out systematically.

3. Analyze 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 checklists and anecdotes may need to be summarized in a table format.

4. Action on data: Using the information collected from the data and from a review of current literature, design a plan of action that will allow you to implement and study a change.

5. Evaluate results: Analyze and interpret the data that has been collected to measure changes, impact, effectiveness, etc., resulting from the implementation of the action research theory.

6. Next Steps: As a result of the action research project, identify additional questions raised by the data and plan for additional improvements, revisions and next steps.
Phases in Action: What does Action Research look like in practice?

1. Developing a good question is an essential first step in action research. Formulating a good action research question takes much reflection and revision. The question should be focused on student learning.

2. Research what is already known about this area in other contexts. Review current literature in this area.

3. Brainstorm possible solutions to address the problem you have identified as your area of concern. What data will you collect and measure? What tools will you need to collect the data?

4. Collect data before, during and after the action research intervention is implemented.

**Analysis:** Examine the data you have collected. Arrive at a conclusion that addresses the research questions.

**Focus on key attributes:** What has changed?
**Action Research Illustration:**
A fifth grade teacher was concerned that her students’ understanding and retention of science processes was not satisfactory. She discussed this issue with a middle school science teacher that she met at a workshop and researched strategies she might use in her classroom. To address her concern, she decided to conduct an action research project 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 during instruction. She collected the same type of data after implementing the use of graphic organizers and compared both sets of data to determine whether this new instructional strategy had 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.

**THINK ABOUT IT...**
As a PD Liaison, what steps can you take to help facilitate effective action research taking place at your school?
Do you feel you need more information about action research yourself before you can tackle such a task?

Participation in action research projects may be applied to earn MPPs upon proposal of an appropriate course through the *PD Menu & Registration System*. An example of forms for planning and documenting action research activities can be found in Appendix F.

**Professional Book Studies**
Book studies provide an effective mechanism for professional development by allowing educators to explore specific content in depth and intersect theory with actual practices that address student needs and promote learning. As a professional learning community model that fosters collegial discussion as well as collective problem solving, book studies also incorporate elements of action research.

Book studies include approximately 5-15 educators that share similar skills and interests, although diverse representation is encouraged in order to enliven discussion. Following selection of a thought provoking 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 to complete assigned readings while insuring that participants do not forget previous readings and/or topics
discussed during preceding study meetings. To promote meaningful discussion, approximately 90 minutes should be reserved for each meeting.

**Guidelines for Professional Book Studies**

To foster professional learning, book study groups emphasize team based activities that stimulate participant involvement. The ability to elicit active engagement among all book study members hinges on implementing effective structures for study group meetings as outlined below. [Phi Delta Kappa International](http://www.pdkintl.org/bookstudy/home.html).

**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 remaining sufficiently open-ended to encourage new learning through reading and discussion. Beyond immediate subject matter relevance, books should be intellectually compelling, featuring at least one chapter, page or sentence that will prompt readers to highlight, circle or underline passages they intend to share with other study group members.

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

**B. Appoint a book study leader & facilitator**

To encourage all participants to share their perceptions during group discussions, effective book study leaders 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 questions or statements that prompt discussion, framing specific discussion starters to be considered before, during and after a reading. Facilitators, in turn, summarize the discussion in order to chart learning and establish a context for subsequent readings.

**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, select 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.

**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 practices. As study group members begin to discern relevance to their classrooms, discussions assume greater focus, targeting overarching learning objectives identified by the group.
To assist participants in honing their discussions, many publishers also provide free book study guides that 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, allowing participants to systematically focus on specific chapter by chapter issues.

**E. Cultivate a receptive learning environment**

Book study discussions should be conducted in a relaxed, social environment that features light refreshments and comfortable seating. By encouraging participants to enjoy themselves through laughter and interpersonal connections, these sessions convey an unspoken message that acknowledges the difficult work undertaken by study group members and rewards them for their willingness to tackle intellectually challenging issues.

**F. 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 Menu & Registration System** and participants must register for the course prior to the first session and attend all scheduled sessions in order to earn MPPs. Participants that 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 teachers that receive one-on-one support from seasoned educators. By acclimating novice teachers to the classroom environment and offering professional advice honed from experience, mentors guide their mentees through the rigors and demands of daily practice. Mentoring affords new teachers an opportunity to engage in personalized learning that addresses intangible knowledge not acquired through traditional teacher preparation programs. Positive mentoring relationships also benefit experienced mentor teachers by prompting them to reexamine their classroom practices and the effects of accepted instructional techniques on the teaching/learning process.

**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 voluntary 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 survive daily experiences and promote career-scope professional development.

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 recently unveiled by M-DCPS provides a comprehensive three-year induction for new and early career teachers that emphasizes mentoring support tailored to meet the differentiated needs of new teachers with varying educational backgrounds and experience levels. In particular, all new, full-time teachers that lack previous teaching experience are assigned a site-based mentor. Teachers that are new to the district and have fewer than three years of teaching experience are assigned a buddy teacher. Teachers with three or more years of teaching experience may secure an online mentor.

To insure that mentors are qualified to provide guidance, structured support and constructive feedback for novice teachers, site based mentors are required to have a valid teaching certificate and they must be certified at the same level (e.g. primary, intermediate, etc.) 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 nominate prospective mentors by completing a MINT Mentor Agreement form available online at [http://prodev.dadeschools.net/MINT/default.asp](http://prodev.dadeschools.net/MINT/default.asp) and forwarding the signed form to the Beginning Teacher Program Office by fax to 305-995-1921.

In identifying prospective mentors, principals assess:

- Mastery of pedagogical and subject matter skills;
- Evidence of strong interpersonal skills;
- Outstanding knowledge of content; materials and other methods that support high standards in the curriculum areas;
- Evidence of outstanding instructional practice;
- Credibility among colleagues;
- Demonstration of commitment to personal enrichment through participation in professional development activities; and
- Experience in working with adult learners.
Following principal nomination, prospective site based mentors may be assigned to mentor a maximum of two new teacher mentees per year. Mentors receive a yearly stipend in the amount of $500 for each new teacher mentored.

Prospective mentors undergo specialized professional development to hone their ability to address new teacher developmental needs and promote ongoing examination of classroom practice. To accommodate immediate needs for new teacher support, mentors may begin working with their mentees prior to completing mentor training.

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 data and student work in order to identify areas for professional growth and improve instruction. Support services are provided on a monthly basis as set forth below.

**Differentiated Support for New/Early Career Teachers**
MINT provides support for experienced teachers new to M-DCPS and early career teachers (less than three years experience).

To assist early career teachers with fewer than three years of teaching experience, principals assign buddy teachers to deliver on-site, face-to-face support aimed at facilitating the teacher’s transition to his/her school. Principals recruit lead teachers, department heads, exemplary teachers or National Board Certified Teachers (NBCT) to serve as buddies.

For teachers new to the district that have acquired three or more years of teaching experience may select an online NBCT mentor. The NBCT mentor offers support, as needed facilitating the new teacher’s transition to his/her school. In addition, the online mentor assists the experienced teacher in becoming an accomplished practitioner. Online mentors can be accessed by going to the following link [http://prodev.dadeschools.net/MINT/default.asp](http://prodev.dadeschools.net/MINT/default.asp)

**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 development for teachers, counselors, and media specialists. The certification process requires that a teacher, counselor, or media specialist systematically examine his/her practice and compare it to the standards for accomplished practice in their field. There are currently 25 certificate areas for which certification by NBPTS are available. Standards and certification requirements for each area were 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, the 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 take a six-part computer-based assessment of their content expertise. The portfolio must be completed and submitted to NBPTS by March 31st of the candidate’s certification year. The assessment must be taken by June 15th. The portfolio includes three classroom based entries (CBE), two entries which involve video-tapes of their work with students, and a third entry which 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 of the portfolio entries includes written commentary that must describe, analyze, and reflect on the evidence of the standards provided in the video or student work artifacts.

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, 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 that 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. These scores are then each multiplied by a weighting factor and the resulting products are added to accumulate the total score. 275 points are required to achieve certification. Scores are released to candidates in the late fall. Following the score release, those candidates that did not have a total score of 275 or more and thus, did not achieve certification, may register with NBPTS to repeat portions of the assessment process on which they received a score of less than 2.75 on a 4-point scale. 2.75 is the designated minimum “accomplished” level score. All scores of 2.75 or higher are automatically banked for two subsequent candidate cycles. Candidates that do not achieve certification after three years and wish to continue in the process must complete all parts of the assessment again.
Professional Conferences

Participation in local, state and national level 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 attendance 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 that 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. Instructional personnel may earn from six to twelve Master Plan Points for participation in a single approved conference and completion of required follow up activities each year. Appropriate follow-up activities may include classroom implementation of teaching and learning strategies and/or the sharing of new learning with colleagues at the school site.

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 completion of required follow-up is limited to sixty (60) MPPs. While participation in professional conferences and seminars is a beneficial form of professional development, it should be relied on with less frequency to avoid loss of instructional time.

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 Division of Mathematics and Science Education.)

2. Provide all pertinent conference information (e.g. agenda, reading materials, logistics, etc.) in writing to the 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 Menu & Registration System to facilitate online registration for MPPs. The posted course session will outline required follow-up activities that conference/seminar participants must complete in order to receive MPPs for attendance. Please note, registration through the PD Menu & 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 Menu & Registration System.

5. Attend the event as scheduled.

6. Following the conference or seminar, complete required follow-up activities. As an example, after attending 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. Following the lesson, the teacher might 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 corresponding content area district office to verify his/her completion of the follow up activities.

7. Submit the specific documentation and required follow-up listed in the course posting to the appropriate content area district office. All documentation must be received by the district office not later than thirty (30) days following the last date of the conference. Please note that at a minimum, the conference agenda and name identification badge will be required as proof of attendance.

8. Complete the online course evaluation in order to receive MPPs.

Online Professional Development
The need for professional development that can accommodate teachers’ 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 teacher professional development programs. Currently, there are many online professional development 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, including the introduction of new curricula, efforts to alter teachers’ beliefs and instructional and assessment practices, and reform initiatives aimed at changing school organization and culture and enhancing relationships between schools and community. Generally, these programs are available to teachers 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. March 2008.> http://www.gse.harvard.edu/~uk/otpd/final_researchOverview.pdf For a listing and description of terms and applications generally found in the online learning environment refer to Appendix G.
Online Resources for Staff Developers

There are quality online resources posted by professional organizations that provide journal and magazine articles, research briefs, and other valuable resources for professional developers. Appendix H provides a listing of such resources that are currently available and of value to PD Liaisons and classroom teachers.

M-DCPS Online Professional Learning Offerings

M-DCPS educators may access district sponsored online coursework through the PD Menu & Registration System. (From the System portal click on the “Find a Session” utility and click on “Online In-services” to locate online offerings available for instructional, administrative and non-instructional personnel). Online offerings include a variety of offerings to support district-wide goals and objectives ranging from pedagogical topics and specific content areas such as reading, ESOL, mathematics, science, brain-based teaching, etc. The scope and content of online offerings available through the system is monitored by the Office of Professional Development and Educational Services to insure alignment with district strategic goals, state legislation and national standards. Offerings may vary from year to year based on availability of funds and district strategic goals and objectives.

Online College Coursework

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

Online Learning Tools

Elluminate

The Office of Professional Development and Educational Services currently uses Elluminate to support professional learning. Elluminate provides live web conferencing and e-learning services designed to facilitate collaborative online professional learning. Elluminate software supports face-to-face professional development sessions by offering online follow-up activities organized through webinars. Following a face-to-face session, participants engage in real time discussions with moderators, presenters and colleagues to share best practices. 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 materials documenting the link between professional learning activities and student achievement. In addition to webinars, the Elluminate whiteboard features teacher generated presentations highlighting exceptional instructional methodologies. Break-out sessions held through Elluminate also encourage small group discussions, remote lesson planning and analyses of current educational research.
Moderators can administer surveys, polling teachers’ interests and opinions then display teachers’ responses on colorful bar graphs through Elluminate. Quizzes and tests can be generated then administered, with rapid results. Elluminate offers moderators the ability to record live synchronous sessions of professional development held online. Then, at the conclusion, participants can access the recorded, providing teachers with a resource upon which to reflect.

PD Liaisons may participate in quarterly Elluminate sessions facilitated by district professional development staff. These sessions will create a virtual learning community for PD Liaisons to share best practices on encouraging job embedded PD. For sessions of Elluminate being offered, a listing can be accessed online through the following link: http://elluminate.dadeschools.net

Self Directed PD
Professional Development doesn’t end with college. As professionals, teachers are always looking to the newest research, strategies and information that can lead to professional growth. There are many websites that have journal articles, reference materials as well as organizations that can assist teachers in their profession. Please refer to Appendix H for a listing of quality online resources. While you do not receive master plan points for reading these articles, you do receive a wealth of information about a variety of topics.

PLEASE NOTE: Taking college courses is still a viable and traditional method of professional growth; however there are many teachers that **erroneously** believe they must convert their college 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 Office of Instructional Certification at perscert@dadeschools.net.
## Developing/Proposing Courses:

1) When planning for professional development, under what circumstances can Master Plan Points be awarded?

To insures that professional development changes practice, the essential elements for high quality PD must be included in every offering. In particular, high quality PD 1) deepens teachers’ 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 development designers must also document transfer of learning through a follow-up requirement. The process to implement effective PD includes: planning, delivery, follow-up and evaluation. Appendix A provides a helpful framework to assist PD Liaisons in preparing high quality PD 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 development for which Master Plan Points will be assigned must be at 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 less than 4 MPPs will not be approved.* Professional development 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 development activities and determine the number of Master Plan Points that will be awarded (4-120 MPPs) for professional development. Components include a title, general objective, specific objective, procedures, follow-up activities and evaluation.

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<tr>
<td>4) How do I select the appropriate component from the Master In-service Plan?</td>
<td>Components are posted on the <em>PD Menu &amp; Registration System</em>. Select possible components that align with the intended purpose of your professional development 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 development. Individuals may also contact the Center for Professional Learning to inquire about appropriate components for the proposed professional learning.</td>
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<tr>
<td>5) If a component is assigned a set amount of MPPs, do I have to assign the full value of the component for the course I am proposing?</td>
<td>No. In designing a course, professional development 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.</td>
</tr>
<tr>
<td>6) How do I determine the number of MPPs that should be awarded for a course?</td>
<td>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 MPP to be assigned to the course is 12 MPPs.</td>
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<tr>
<td>7) What do you mean by “research-based” practices?</td>
<td>All professional development should be based on research. When planning professional development, 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 development planners should cite research that is applicable to the specific content area addressed by the professional development. 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.</td>
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<tr>
<td>8) What is meant by “job embedded PD”?</td>
<td>Job embedded PD emphasizes site-based professional learning that addresses student and teacher 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 PD facilitates effective professional learning that will impact student achievement. Examples of job embedded PD include school-based learning communities, action research, coaching and study teams.</td>
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<tr>
<td>9) What is the difference between a course and a course session?</td>
<td>A <strong>course</strong> is the basic outline for a specific professional development 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 PD 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. <strong>Course sessions</strong> 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 <strong>PD Menu &amp; Registration System</strong>. 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 PD events are configured into sessions for the purpose of awarding MPPs. Sessions are created from courses and courses are created from components.)</td>
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<td>10) How do I get learning credit (MPPs) for conference attendance?</td>
<td>MPPs are NOT assigned for “conference attendance.” Rather, following conference attendance, upon application and impact assessment of the knowledge acquired during the conference, MPPs may be awarded. Individuals interested in obtaining MPPs through conference attendance must contact the corresponding content area district office not less than 45 days prior to attending a conference. (As an example, teachers planning to attend a Reading Conference should contact the Department of Language Arts.) 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 <em>PD Menu &amp; Registration System</em>. Conference information, including agendas, logistical arrangements, etc., must be provided to the content area district office and prospective attendees must register on the <em>PD Menu &amp; Registration System</em> 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 designate content area district office personnel and an online course evaluation must be submitted in order to receive MPPs.</td>
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<tr>
<td>11) What should I do if I want to apply for MPPs for PD activities sponsored by outside entities claiming that their courses are appropriate for PD credit?</td>
<td>In light of the fact that the Florida Department of Education authorizes school districts to assign MPPs for professional development 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 development 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 <em>PD Menu &amp; Registration System prior to the event taking place</em>, monitor and close out a course session accordingly.</td>
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<tr>
<td>12) What do I do with certificates obtained from agencies?</td>
<td>The authority to assign MPPs for professional development experiences is granted to school districts under the direction of the Florida Department of Education. Since FDOE holds districts accountable for and monitors adherence to the Florida Protocol Standards for Professional Development, the activities that are “sanctioned” as professional development are limited to those designed, delivered and monitored by 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 PD activities though the PD Menu &amp; Registration System as described in question 11 above.</td>
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<tr>
<td>13) How long after I have taken a course does it take for credit to be awarded? (recency of credit)</td>
<td>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 credit to the Florida Department of Education 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 FDOE, 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 insure that all appropriate credits are assigned prior to the end of each school year.</td>
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<td>14) How it is possible to exceed the maximum number of points allowed under a particular component?</td>
<td>All components listed on the Master In-Service Plan are assigned a finite number of MPPs. During an individual’s five-year validity period, personnel may not earn more MPP for a particular component than the number of MPPs assigned to that component. In certain cases, individuals may complete two or more professional development sessions that have different 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 only receive 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 development activities categorized under specific component numbers.</td>
</tr>
<tr>
<td>15) If I completed some professional development last year, can I get credit for it this year?</td>
<td>No. FDOE requires that professional development 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 development credit was not processed and assigned prior to June 30, of the year in which the in-service took place, then credit cannot be awarded.</td>
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| 16) What does it mean to “bank” MPPs? | “Banking” refers to saving MPPs earned for specific professional development 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 “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 Menu & Registration System or on the Employee Portal. The school registrar must print an individual PD record from the SDES system for individuals to view their banked courses.* |
<p>| 17) Which courses am I able to bank? | Only ESOL Endorsement and Reading Endorsement courses may be “banked”. Completed ESOL Endorsement and Reading Endorsement courses 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. |</p>
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<tr>
<td>18) For a three-credit college course, what is the equivalent number of MPPs?</td>
<td>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. <strong>The district does not convert college credits into MPPs.</strong> For questions regarding the applicability of specific college/university courses to certificate renewal, please contact the Office of Instructional Certification.</td>
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<tr>
<td>19) How many MPPs do I need to earn to be recertified?</td>
<td>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. Teachers certified in three or more subject areas that 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. Teachers that 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 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.</td>
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<td>20) In order to earn an endorsement; do I have to complete all endorsement coursework during one validity period?</td>
<td>No. Partial completion of endorsement requirements during a preceding validity period is applicable to meet endorsement requirements upon the teacher’s completion of remaining endorsement requirements during the following validity period.</td>
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<tr>
<td>21) Where can I find out which courses I must take to earn an endorsement?</td>
<td>Required courses for each endorsement program are listed in Section 5 of this manual.</td>
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<tr>
<td>22) How do I know if I need to add an endorsement to my certificate?</td>
<td>Teachers currently teaching in a specific area that 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’s Education, or Autism in the future, who do not have the necessary credentials, must take additional courses to become endorsed/certificated. To determine whether you must add an endorsement to your certificate, contact the Office of Certification at 305-995-7200.</td>
</tr>
<tr>
<td>23) How do I add an endorsement to my certificate after I have completed required coursework?</td>
<td>Go to <a href="http://www.certification.dadeschools.net">www.certification.dadeschools.net</a> 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.</td>
</tr>
<tr>
<td><strong>Records/Procedures:</strong></td>
<td>For all courses that you have completed to date, your principal’s secretary can generate the record from SDES. For courses that you have completed during your current validity period, you may access this information through the <em>PD Menu &amp; Registration System</em> under the link to your PD History. Please note, the PD History link shows only those sessions completed during each employee’s current validity period. It does not list banked courses nor does it list all courses that an employee has completed throughout his/her employment in M-DCPS.</td>
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<td>25) I have completed all course work for a session I was registered for and I completed the online evaluation. However, my status for the session is identified as “Pending Approval.” What does this mean?</td>
<td>“Pending Approval” means that the PD Data Center has not yet reviewed the records for the session attended, including sign-in sheets, verification of follow-up and final grades from the instructor(s). Once all records are received and the PD Data Center enters the attendance and completion information in the system, your status will be revised. In particular, if the records verify completion of all course requirements, the status will reflect “Satisfactory” which allows the PD Data Center to officially award MPPs. In the event that course requirements were not completed (e.g., the teacher failed to attend the course he/she had registered for) the status will reflect “Unsatisfactory,” and MPPs will not be awarded.</td>
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<tr>
<td>26) After locating and registering for a course on the PD Menu and Registration System, my status is listed as “Restricted Enrollment Pending” and not “Registered.” What does this mean?</td>
<td>A “Restricted Enrollment Pending” status indicates that you are not currently “Registered.” This status is assigned pending a review to determine whether you have met criteria for course participation. Following the review, your status will be revised to reflect that you are “Registered” and thus enrolled in the course, or “Cancelled” indicating that you did not meet the criteria for course participation. For example, a reading teacher’s registration might be cancelled if he/she attempted to register for a geometry course limited to mathematics teachers.</td>
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<tr>
<td>27) Am I required to cancel my registration if I cannot attend a session?</td>
<td>Yes. Click on the My Course link course in the PD Menu and Registration System. Select the course you would like to cancel and click Cancel in the upper left corner.</td>
</tr>
<tr>
<td>28) If a session is full and I am not able to register, can I nevertheless attend and receive MPPs, particularly if a registrant fails to attend?</td>
<td>No. The required course documentation for audit purposes is the official roster which is printed by the instructor prior to the class beginning and contains participants’ signature. For this reason walk-ins are not permitted.</td>
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<td>29) What does “wait list” status mean?</td>
<td>You may choose to report to the first course session even though you are not listed as a “registered participant.” If a registered participant does not attend, your name may be added to the course roster and you will receive MPPs upon completion.</td>
</tr>
<tr>
<td>30) Am I required to complete an online evaluation? What are the consequences if I fail to do so?</td>
<td>Yes. Participants must complete online evaluations in order to receive MPPs. If the evaluation is not completed, you will not receive MPPs because you have not met all of the requirements for awarding master plan points.</td>
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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 development activities and the way those activities are planned, organized, carried out 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 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, etc.)
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______________________________________________________________________________
______________________________________________________________________________

2. How will follow-up be scheduled?

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<tr>
<th>FOLLOW-UP ACTIVITY</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>TIMELINE</th>
<th>EVALUATION OF FOLLOW-UP</th>
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PART F: Evaluation

What measure 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?

______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________

PART G: Continuous Planning

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

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Introduction

In an effort to support the district’s mission to insure achievement of high academic standards by all students, the M-DCPS Professional Development Plan is premised on delivering research based learning experiences aimed at advancing performance for all teachers, administrators and non-instructional personnel. As a related objective, the professional development plan also charts pathways for professional growth and career advancement that will produce a highly efficient and well-trained workforce.

The development of a comprehensive PD plan underscores the district’s recognition that sustained, intellectually rigorous and timely professional development for all personnel is essential in order to promote student learning. In alignment with the Standards for Staff Development promulgated by the National Staff Development Council, the PD plan is accordingly based on research that connects high quality professional learning to student achievement.

In particular, research has established that effective professional development practices adhere to four core principles in order to demonstrably enhance student learning and job performance. While systemically interconnected, these principles are clear, consistent and appear to be integral to the process of improving results (Guskey, 1997). Professional development activities must:

- Have a clear focus on learning and learners;
- Target both individual and organizational change;
- Make small changes guided by an overarching vision; and
- Be ongoing and procedurally embedded to reinforce and promote learning.

The ability to improve student achievement and employee performance through professional development is hindered by reliance solely on traditional methods of delivering PD, chiefly, isolated in-service workshops. Historically, districts and schools secured consultants or curriculum experts to present sessions addressing specific topics. In light of a lack of continuity and overarching purpose, a professional development plan dependent exclusively on isolated in-service workshops provides an inadequate mechanism by which to transfer learning and change classroom practices. Research demonstrates that the application of a lecture model inherent in workshops does not provide an optimal learning environment for adults and fails to recognize the complexity of teachers’ work (Little, 1994; Miles, 1995)
To expand access to effective, high quality professional learning opportunities, the M-DCPS Professional Development Plan eschews ineffective formats and emphasizes job-embedded PD aligned with district goals. The plan directs relevant PD for educators that supports the instructional needs of students and incorporates essential elements for adult learning, focusing on knowledge, modeling and practice with feedback. To impact administrators and non-instructional personnel, the PD plan also charts on the job professional learning that will enhance workforce capabilities and promote advancement.

**Developing the Plan**

M-DCPS has undertaken a systemic overhaul of its PD plan to implement a results oriented model that:

- Offers sustained professional learning reinforced through targeted follow-up support activities;
- Eliminates isolated workshops;
- Expands the depth of specific professional learning experiences while narrowing the focus to emphasize research based professional development that directly impacts teaching and learning;
- Aligns PD activities with district goals and student instructional needs;
- Increases the availability of school-based offerings; and
- Facilitates coordination among the district and regional departments that provide and oversee PD.

To insure that the 2007-2009 M-DCPS PD plan targets district-wide professional development needs, the plan incorporates data and information collected from the following sources:

- Needs assessment surveys of instructional personnel and school-based administrators conducted during May, 2007;
- Multiple sources of 2006-2007 student achievement data;
- District strategic goals; and
- Applicable State and Federal mandates

**Needs Assessment**

At the conclusion of each school year, the Office of Professional Development and Educational Services distributes a Needs Assessment survey to all teachers and instructional personnel. Survey results, which are submitted electronically, assist the Office in generating a focused plan that outlines professional development services to be delivered during the coming school year.
Following the 2006-2007 school year, 10,272 instructional personnel (approximately 41% of all survey recipients) submitted responses to the survey. Respondents included M-DCPS teachers and instructional personnel (95%), non-public school personnel (4%) and charter school teachers (1%). Of the responses collected, 49% were submitted by elementary level teachers (Pre-Kindergarten, Primary K-2 and Intermediate Grades 3-6), 20% were submitted by middle school level teachers, 23% were submitted by secondary level teachers and 8% were submitted by adult level instructors, student services personnel (i.e., guidance counselors, school psychologists, etc.) and media specialists.

An analysis of survey responses identified the following professional development needs:

- PD addressing the following content areas: reading, mathematics, writing and science, in that order.
- PD addressing the following instructional strategies: critical thinking skills, differentiated instruction and integration of technology, in that order.

Although the distinctions in identified PD needs among elementary, middle and senior high school levels were relatively low, secondary teachers indicated the strongest need for content specific training, critical thinking skills and strategies to work with students with disabilities. Elementary level teachers expressed a marked preference for professional development targeting differentiated instruction.

Open-ended responses elicited similar requests for professional development opportunities targeting differentiated instruction and the infusion of technology into teaching and learning. Respondents reported that such training would promote their professional growth and assist them in addressing student learning needs.

**Student Achievement Data**

Student achievement data for the 2006-2007 school year echoes professional development needs identified by teachers throughout the district. In particular, the data reveals an ongoing need to focus on literacy, mathematics and science. The data also supports an increased emphasis on professional development targeting core subject areas at the secondary level.

**District-Wide Goals and Challenges**

The M-DCPS PD plan targets the following district-wide goals and challenges:

**A. Decrease the attrition rate for new teachers**

M-DCPS anticipates hiring approximately 8,000 new teachers by 2010 in order to fill vacancies prompted by adverse attrition rates as well as projected increases in the number of teachers expected to retire within the next several years. At the beginning of the 2007-2008 school year alone, over 2,000 new teachers had been hired by the district. Of this number; approximately 55% hail from non-education fields, thereby heightening the challenge faced by the district in preparing new teachers to improve student achievement. Specialized professional development targeting new and early career teachers with diverse educational
backgrounds and skill sets accordingly assumes a critical role in achieving the district’s mission to cultivate high performing educators and reduce attrition.

**B. Increase and enhance knowledge, skills and abilities among instructional personnel in order to effectively address diverse needs of ALL students**

Although district efforts to promote learning gains have met with some success as evidenced by gradual annual increases in FCAT scores, achievement gaps linger. The ability to meet diverse learning needs for all students requires targeted professional development aimed at preparing, supporting and promoting instructional capacity to effectively address a broader spectrum of student needs. The 2007-2009 M-DCPS PD Plan accordingly charts expansive professional development support that focuses on a broad spectrum of learning needs reflected among students ranging from at risk to gifted/academically advanced.

**C. Prepare highly qualified administrators and support personnel to support teaching and learning**

Effective administrators anchor their work on central issues relating to teaching and learning and continuous school improvement. By creating and leading positive school environments that are conducive to increased student achievement, administrators are singularly responsible for establishing a context that promotes teaching and learning. Similarly, support personnel assume a pivotal role in facilitating the instructional process through multidimensional contributions that include onsite classroom assistance and one-on-one student support. Instructional support personnel often work in partnership with teachers and thereby directly affect student academic success.

PD activities earmarked for administrators and support personnel through the M-DCPS PD Plan focus on the enhancement of relevant skills that will in turn build capacity to support effective teaching and learning.
D. Adhering to state statutes and federal mandates

**Applicable State Statutes**

Florida Statute 1012.98, School Community Professional Development Act, calls for a coordinated system of professional development. The professional development system is intended to enable the school community to meet state and local student achievement standards, state education goals and facilitate school improvement.

In particular, the statute requires that each district develop a professional development system that:

1. is approved by the Florida Department of Education;
2. is based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant and challenging curricula for all students;
3. provides in-service activities coupled with follow-up support appropriate to accomplish district-level and school-level improvement goals and standards;
4. includes a master in-service plan for in-service activities;
5. requires each school principal to establish and maintain an individual professional development plan for each instructional employee;
6. includes in-service activities for school administrative personnel;
7. includes an evaluation component that determines the effectiveness of the professional development plan;
8. provides for the delivery of professional development by distance learning and other technology-based delivery systems; and
9. provides for the continuous evaluation of the quality and effectiveness of professional development programs

**Other Statutes and State Board Rules**

**Florida Statute 1012.585 – Process for Renewal of Professional Certificates**

This statute outlines important timelines applicable to the renewal of professional educator certificates. All professional certificates, except nonrenewable professional certificates, (which are temporary certificates provided to teachers that did not graduate with an education degree) may be renewed for successive periods not to exceed five years per renewal period. Each renewal period is effective from the submission date of documentation verifying completion of renewal requirements. Only one renewal may be granted during each five year validity period for a professional certificate. District sponsored courses may be applied by instructional personnel to renew their certificates. (During the 2006-2007 school year, approximately 3,300 professional learning sessions applicable to certificate renewal were offered throughout the district).
Florida Statute 1012.56(7) – Professional Preparation
Alternative Certification and Education Competency Program
All school districts are required to provide an alternate teacher preparation pathway for non-education majors employed as teachers. The District’s state-approved Alternative Professional Preparation Program (AP3) allows instructional personnel to master the professional preparation and education competence requirements set forth in the statute. To participate in the program, teachers must obtain a state-issued temporary teaching certificate.

Florida Statute 1003.03(5)(b)(4) – Professional Development
Training on Team Teaching Methods for Teachers Assigned to Co-teach
School districts may authorize permanent co-teaching assignments that appoint more than one teacher per classroom in order to meet class size reduction requirements. To facilitate effective co-teaching, teachers must become familiar with specialized co-teaching methodology and practices. Accordingly, districts are required to offer training for teachers assigned to a co-teaching classroom in order to insure that appropriate techniques are implemented. In particular, within one year following their assignment to a permanent co-teaching position, teachers must complete professional development addressing team-teaching methods. M-DCPS offers face-to-face and online co-teaching courses to assist teachers in meeting this requirement.

Temporary co-teaching assignments are also utilized to promote professional growth and development for new teachers. By pairing early career teachers with veteran teachers to acclimate new teachers to their classrooms, co-teaching enhances teacher retention rates and improves student learning.

Florida Administrative Rule 6A-4.0051 – Renewal and Reinstatement of a Professional Certificate
This rule outlines procedures relating to the renewal of professional educator certificates, retention of certification coverages and reinstatement of expired certificates. The rule also includes specific provisions relating to reading teachers and teachers of limited English proficient students.

No Child Left Behind Act
The No Child Left Behind (NCLB) Act is designed to assist disadvantaged children in meeting high academic standards by directing resources aimed at bolstering learning gains among underserved student populations. To promote student achievement, the act provides that teachers and paraprofessionals must be deemed highly qualified, demonstrating competency in applicable core content areas and/or curriculum. Professional learning to support improved instructional quality accordingly assumes an important role under NCLB, which specifies that high quality professional development must be based on research that identifies practices, strategies and techniques that yield student learning gains.
In compliance with NCLB requirements, the M-DCPS PD Plan emphasizes professional learning activities that target core teacher content areas, including language arts, English, science, mathematics and social studies. The plan also allocates professional development resources to enhance pedagogical skills, as evidenced by myriad offerings that address classroom management, differentiated instruction, data analysis and the infusion of technology in the classroom. Similarly, professional development coursework for paraprofessionals assigned to Title I schools addresses NCLB provisions by preparing paraprofessionals to demonstrate knowledge of and the ability to support instruction in reading, writing and mathematics.

**Levels of Professional Learning**
Developed by the M-DCPS Office of Professional Development with input from the Offices of Curriculum and Instruction, School Operations and School Improvement Zone to identify key focus areas for the school year, the plan reflects the core knowledge, skills and tools needed by instructional personnel and administrators to close the achievement gap and promote student learning. In particular, targeted areas for all audiences have been identified in the charts depicted below. Specific PD activities have been categorized according to the following knowledge categories: Awareness, Teaching and Learning and Building Capacity for Teaching and Learning.

**Awareness** or introductory level professional development provides basic information relating to specific instructional practices, programs and/or terminology.

**Teaching and Learning** targets in-depth professional learning that requires the participant to implement new strategies or behaviors. Training is intended to encourage the adult learner to directly apply new knowledge, skills and tools during classroom instruction in order to improve student performance.

**Building Capacity for Teaching and Learning** focuses on maintaining or institutionalizing new behaviors and protocols. This level of training is generally reserved for curriculum support specialists, teacher leaders, instructional coaches and instructional support personnel tasked with learning strategies that will assist teachers in applying new instructional practices.

Learning outcomes for each category have also been listed below to enable PD participants to gauge the depth of knowledge to be acquired upon completion of professional learning activities identified under each category.
CLASSROOM TEACHER
CONSUMER OF HIGH-QUALITY, TARGETED PROFESSIONAL DEVELOPMENT
TIMELY - RELEVANT - PURPOSEFUL

Communicates classroom student needs
Applies new knowledge and skills to enhance learning
Reflects on practice to identify PD

SCHOOL
PROFESSIONAL LEARNING HUB FOR LEARNING COMMUNITIES, PEER STUDY GROUPS AND TEACHER-TO-TEACHER ASSISTANCE

Links new knowledge with classroom practice
Addresses school and classroom based data

Conduit for communicating PD needs of school community
Links student data with PD needs
Monitors application of new skills into classrooms

REGION
SUPPORTS CONTENT ACQUISITION AND MONITORS TRANSFER OF NEW SKILLS TO SCHOOLS

Professional development uniquely tailored to student achievement data for region

Communicates school PD needs to district
Monitors transfer of new knowledge and skills at schools
Support content acquisition

DISTRICT
DISTRICT PD PLAN PROVIDES OVERARCHING VISION FOR HIGH QUALITY PROFESSIONAL DEVELOPMENT

Establishes and prioritizes PD to reflect: stakeholder needs assessment, district strategic goals, new curriculum initiatives, Federal/State mandates and district student achievement data.
Accountable for delivery of high-quality PD aligned to national standards

Builds Awareness
Provides Content PD
Builds Capacity
# M-DCPS Professional Development Plan 2007-2008

## OUTCOMES
- Increase awareness of available resources and tools to support teaching and learning
- Acclimate to policies and procedures of the organization
- Increase interest in professional growth opportunities and experiences

## AWARENESS

### New Teachers
- Co-Teaching
- Electronic Gradebook
- Ethics and Professionalism in M-DCPS
- Closing the School Year – "Finishing Strong"
- Incident Reporting
- Instructional Technology Applications
- ESOL Strategies (META)
- Professional Learning Communities: New Educator Support Team Sessions
- New Teacher Orientation
- Overview PACES/IPGSS
- Special Education Compliance
- Textbook Training

### Experienced Teachers
- Co-Teaching
- Electronic Gradebook
- Ethics and Professionalism in M-DCPS
- Incident Reporting
- Multicultural Education Training Advocacy (META)
- National Board Certification Candidate Support
- Compliance
- Instructional Technology Applications
- Textbook Training

### Instructional Support
- Ethics and Professionalism in M-DCPS
- Incident Reporting
- Instructional Technology Applications
- Library Media
  - Destiny Management Systems
  - Recreational Reading
- Mentoring Overview
- Paraprofessional Exam Review
- PD Provider Basics
- Response to Intervention Overview
- Role of the Instructional Coach

### School Site Administration
- Health and Safety Compliance
- Incident Reporting
- Mentoring and Induction for New Teachers (MINT) Overview
- Overview of Professional Standards
- Response to Intervention Overview
- Role of NBCT in Schools
- Overview of Secondary School Reform
- Technology Applications
- Textbook Training

## DELIVERY SYSTEM
Face-to-Face, Webinars, On-line Courses, Podcasts, Conferences
M-DCPS Professional Development Plan 2007 - 2008

OUTCOMES
- Improve student achievement
- Improve repertoire of effective instructional strategies
- Increase teacher retention

TEACHING AND LEARNING

New Teachers
- Alternative Professional Preparation Program (AP3):
  - Instructional Strategies
  - Classroom Management
  - Family Involvement
  - Differentiated Instruction
  - Human Growth & Development
  - Learning Theory
  - Higher-order Thinking Skills
- Continuous Improvement Model
- Core Learning Courses:
  - Classroom Management
  - Family Communication
  - Instructional Strategies
  - Using Student Data
  - Content Specific Knowledge
- Instructional Interventions
- Planning with the End in Mind
- Technology Applications

Experienced Teachers
- Advancement Placement Content
- Brain-Based Research Learning
- Career/Technical Content
- Character Education
- Classroom Management
- Content Specific Knowledge for:
  - Core Academic Areas
  - Life Skills
  - The Arts
  - Career Technical
  - Foreign Languages
  - Physical Education/Health
- Continuous Improvement Model
- Data Analysis and Application
- Differentiated Instruction
- Add-On Certification Endorsements
- ESOL and Language Development
- Gifted Strategies
- Higher Order Thinking Skills
- Inquiry and Project-based Learning
- International Global Standards
- Integrating the Arts in Content Areas
- New Teacher Mentoring
- Professional Learning Communities
- Project CRiSS
- Reading/Write/Literacy Across the Content Areas Berm, Sec.
- Secondary School Reform
- Technology Applications
- Co-Teaching Strategies
- Compliance
- Multi Cultural Equity Access
- Future Trends/ Educational Reform

Instructional Support
- Adult Learning Theory
- Art of Coaching
- Continuous Improvement Model
- Data Wise Protocols
- Differentiated Instruction
- Facilitating Action Research
- Learning Community Facilitation
- Meeting NSDC Standards
- Mentoring
- Paraprofessional I - Supporting Instruction
- Positive Behavior Support
- Response to Intervention:
  - Role Specific for Student Services
  - School Psychologist
  - Instructional Coach
- Student Services:
  - Peer Counseling
  - Teaming
  - Violence Prevention
- Student Support Team
- Wellness Initiative
- Student Progress Monitoring
- School Psychologist:
  - Data Wise Protocol and Analyses
  - Comprehensive Assessment Battery Tools
  - Literacy Interventions
  - Literacy Fundamentals
- Instructional Interventions

School Site Administrators
- Classroom Walk Through
- Continuous Improvement Model
- International Global Standards
- Secondary School Reform
- Effective Instructional Strategies:
  - Differentiated Instruction
  - Inquiry-based Learning
  - Text-Inch Learning Environments
  - Low/High Complexity Questioning
- High Performing Learning Cultures
- Forecasting for Educational Reform
- Diversity: Equity/ Access
- Coaching Faculty
  - Data Collection
  - Feedback
  - Planning for Professional Development

DELIVERY SYSTEM
- Face-to-Face, On-line, Podcasts, Webinars, Job-embedded (coaching, professional learning communities, peer study groups)
- Outside Experts, Professional Development Schools, Advanced Degrees, University Partnerships, ST2, Summer Heat
## M-DCPS Professional Development Plan 2007 - 2008

### OUTCOMES

- Build system and individual capacity to institutionalize new behaviors
- Creating pathways professional organizational leadership
- Increased school-based professional development leading to a decrease in loss of instructional time

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### DELIVERY SYSTEM

Face-to-Face, Webinars, National Experts, Professional Learning Communities, University Partnerships, Summer Heat, Advanced Degrees
M-DCPS Professional Development Delivery Monitoring Plan

2007-2008

DELIVERY SYSTEM
Face-to-Face, Webinars, National Experts, Professional Learning Communities, University Partnerships, Summer Heat, Advanced Degrees

PROCESS STEPS

PD Menu & Registration System provides sole mechanism to award MPP
System filters all proposals to ensure course submissions adhere to state requirements and articulate appropriate research base

PD Menu & Registration System for 2nd tier review
All instructors must adhere to PD Data Center policies for sign in, grading & evaluation before MPP will be awarded; instructors must also sign statement of ethical conduct

PD specialists & regional personnel conduct unannounced visits of randomly selected PD sessions
PD Delivery Rubric tool used to guide observation
Observations target: Confirmation of session legitimacy; session held as scheduled; participants in attendance; & Qualitative analysis to gauge effectiveness of PD session

PD specialists & content area specialists review follow-up assignments (i.e., lesson plans, student work, etc) for randomly selected PD sessions
Review measures legitimacy of assignment & effectiveness of method used to transfer/reinforce PD

Web-based tool to be completed following random session observations and reviews of follow-up work
Incorporates PD Delivery Rubric with established standards for high quality PD

OBJECTIVES
Insure all PD adheres to state and national standards

RESOURCES
Office of PD/PD Data Center
PD Data Center
PD specialists
Regional CSS
Regional PD directors

Assess qualitative impact of PD and transfer of learning
PD specialists
Content area specialists

Facilitate self-policing & identify risks and/or areas for improvement
Web-based tool
PD Delivery Rubric

DELIVERY SYSTEM
Face-to-Face, Webinars, National Experts, Professional Learning Communities, University Partnerships, Summer Heat, Advanced Degrees
The Learning Continuum
The M-DCPS PD plan accommodates diverse methods of professional learning, spanning collective training opportunities for broader audiences as well as targeted PD to support individual growth. By providing a hierarchical framework that outlines district-wide PD priorities, the PD plan affords flexibility in designing and delivering PD services through:

- **Critical mass training** that targets all teachers at a specific grade level(s) in an identified subject area. Critical mass training is intensive and focuses on core learning objectives. As an example, during the 2006-2007 school year, all elementary teachers participated in critical mass training addressing the use of the adopted elementary reading series.

- **Turnkey PD** targets a representative[s] from each school who in turn delivers the training at the school site. This method was applied to prepare leadership team cohorts in implementing the continuous improvement model at their schools.

- **Job-embedded PD** infuses professional learning with daily practice, cultivating a mindset that PD is an element of classroom teaching in lieu of an ancillary activity. These activities are frequently collaborative and offer an opportunity for structured conversation, reflection and inquiry. Specific approaches to promote job embedded PD include mentoring, coaching and peer and book study groups.

  - **Coaching** provided at the school site concentrates on one-on-one or small group instruction that incorporates planning with teachers, demonstrating strategies in live classroom settings, allowing teachers to observe and practice implementation and providing appropriate feedback.

  - **Mentoring** offers one-on-one guidance, support and feedback for beginning and early career teachers, extending a professional lifeline that addresses particular individualized needs.

  - **Reflective journals** encourage professional growth through lessons learned from on the job successes and challenges. By recording key events and experiences, educators can discern effective instructional practices and areas for professional growth that will facilitate improved teaching.

  - **Action research** may be conducted by individuals, small groups or school wide teams. Practitioners research and formulate theories aimed at improving student learning. Following the identification of a theory, educators implement tangible changes to assess its validity and they learn from the process. As teachers connect learning to classroom practice through action research projects, they engage in a systematic reflection of their own teaching skills and thereby increase their knowledge base.
The M-DCPS Superintendent's Urban Principal Initiative (SUPI) illustrates the application of action research to develop school and district leaders as part of the district’s overarching succession management plan. SUPI school teams, which include the principal, an assistant principal and a teacher leader from each school, undertake year-long action research projects that target areas for development and growth within their corresponding schools. By collectively identifying objectives and assigning tasks that require team members to problem solve and hone creative skills, SUPI participants acquire knowledge that will facilitate their transition to assistant principal, principal and district administrative positions. School based action research projects reflect one professional learning component featured in the program. All SUPI school teams also engage in targeted professional development as part of a cohort.

National Board Certified Teachers frequently participate in action research as an element of their ongoing professional growth and development. These efforts are often prompted by the reflective experience associated with the National Board Certification application process that emphasizes in depth examination of pedagogical practices. To support NBCTs in enhancing their professional learning, the district has instituted several initiatives. In particular, during the 2006-2007 school year, NBCTs were recruited to lead Action Research teams in Region I schools. A number of NBCTs also conduct action research projects in their classrooms and participate in an action research learning community through the Teachers Network Leadership Institute. Learning acquired through these projects is shared among a district wide network of NBCTs that present sessions during local events including the Pi Kappa Theta Research Day at Barry University and The Education Fund’s Impact II Expo.

Professional Learning Communities provide an effective method to engage faculty members in continuous study aimed at advancing common goals for student learning. 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. Several effective professional growth activities that adhere to the school based professional learning community model include:
- **Tuning Protocols** offer a process to fine-tune teacher work through a framework that allows educators to directly examine student work, establish inferences about their classroom practice and discuss strategies that can be applied to enhance student learning.

- **Study groups** convene teachers and/or administrators to advance professional learning with respect to a particular subject, such as discipline, cooperative learning, or specific instructional programs. Study group members review applicable research and discuss the potential impact of instituting instructional programs and/or incorporating new practices and strategies.

In light of the impact on teaching and student learning wrought by professional learning communities that actively engage educators, the district aims to establish professional learning communities in all schools by the 2008-2009 school year. To that end, the Office of Professional Development has spearheaded specialized professional development that fosters the expansion of school based learning communities. Particular emphasis has been placed on the establishment of learning communities for senior high schools implementing secondary school reform. In addition, National Board Certified Teachers have been enlisted to lead New Educator Support Teams (NEST) learning community sessions that support new and early career teachers. To promote attendance and generate collegial teacher networks across various school levels and content areas, NEST sessions are organized by feeder pattern.

The recent introduction of annually appointed Professional Development Liaison positions based at each school will also expand access to job embedded professional development support. Following intense training on professional learning community strategies and protocols, PD Liaisons initiate and facilitate school based learning communities that address their faculty’s specific professional development needs.

Sparks and Hirsh (1997) have noted that job-embedded learning offers a relatively new paradigm to promote professional development and shape professional learning during the 21st century. By presenting an alternative to traditional in-service programs that rely on workshop lectures, job embedded PD allows learners to actively apply professional development as an everyday tool to enhance student achievement and improve employee performance. The emphasis on job embedded PD espoused by the M-DCPS PD plan accordingly reflects an adherence to research based principles that vest ownership of professional learning among the teachers, administrators and non-instructional personnel it is intended to impact.
M-DCPS Professional Development System

Evolution from Development to Delivery
The development of an overarching professional development plan requires thoughtful analysis that examines what districts must do as determined by needs assessment and student achievement data, district-wide goals and challenges and applicable state and federal mandates. In addition to incorporating information that establishes the plan’s content, high quality professional development plans reflect research based standards and practices that provide a context to facilitate the district’s ability to use professional development in order to advance student learning.

Beyond the development of content and context, effective professional development plans must also outline mechanisms by which to deliver professional development support to diverse stakeholders. The delivery of professional development encompasses methods to impart learning (i.e. face to face workshops, self-paced online work, etc.) as well as qualitative measures aimed at maximizing impact by insuring that professional learning is targeted to address specific audience needs.

During fall 2005, M-DCPS launched the PD Menu & Registration System to provide a web-based single point of entry for the delivery of professional development activities throughout the district. Professional development options for teachers, administrators and non-instructional personnel are offered through a blended approach that includes face-to-face formalized sessions conducted at schools or off-site, professional learning communities as well as online coursework. District approved professional learning offerings are posted on the system (located at http://calendar.dadeschools.net/cal/calendar.nsf).

The PD Menu & Registration System incorporates a qualitative lens that insures all professional learning activities meet state and national standards for professional development and are aligned with district strategic initiatives and student academic goals. In addition, all professional development opportunities posted through the system include follow up support and workplace application of knowledge and/or tools acquired through professional learning.

Serving over 40,000 M-DCPS personnel, retired employees and educators from charter schools and local private schools, the PD Menu & Registration System provides a convenient online tool that allows personnel to conveniently manage their professional development. Employees can chart their professional growth using system features that facilitate online registration and provide a search facility that enables employees to identify relevant courses. Course participants may also complete online evaluations through the system, thereby expediting the ability to promptly analyze the effectiveness and impact of any professional development activity.

By allowing personnel to assume an active role in planning their professional growth and advancement, the PD Menu & Registration System empowers employees to strategically plan professional learning activities that will assist them in improving job performance.
District Commitment to Professional Learning

A. Designated Professional Development Days & Early Release Time
In an effort to conduct in depth professional learning activities while foregoing intrusions on instructional time, the district successfully negotiated the inclusion of two professional development days in its contract with the United Teachers of Dade. During the 2007-2008 school year, designated professional development days will be held on October 8, 2007, and February 1, 2008. Additional time to conduct professional learning activities has been reserved through contractual provisions granting early release for elementary and secondary level teachers. Participants receive regular compensation during designated PD days and early release time while undertaking professional development that does not interfere with the instructional day.

The first professional development day held on October 8, 2007, netted over 11,611 participants that registered for 283 sessions offered district-wide. Sessions addressed diverse topics, including Differentiated Instruction, Effective Strategies for Science Curriculum Implementation, Organizing Learning Communities to Examine Student Work, Data Analysis and Instructional Strategies. In addition to district-wide sessions offered by the Office of Professional Development and the Office of Curriculum and Instruction, many schools organized site-based professional learning activities that targeted specific faculty and student needs.

B. Summer HEAT
During 2005, the Office of Professional Development launched the Summer HEAT (Helping Enrich and Advance Teaching) initiative that outlines a comprehensive and strategic plan to offer targeted professional development opportunities for teachers and school-site administrators during the summer recess. In alignment with goals and objectives set forth in the district’s strategic plan, Summer HEAT provides direction for professional learning for the upcoming school year. Since its inception, the District has provided compensation for teachers and instructional personnel that attend specialized week-long learning academies. Each year, Summer HEAT sessions address focused strands targeting professional learning in differentiated instruction, new and early career teacher support, literacy across all academic and special content areas, continuous improvement model implementation and secondary school reform. The program’s expansion from 2,800 participants in 2005 to over 6,100 teachers and instructional personnel during 2007, has affirmed a systemic shift that emphasizes thoughtfully planned professional development that immerses participants in select instructional pedagogy or content area mastery, while safeguarding instructional time.
**M-DCPS Models of Job-embedded PD**

**A. Student Teacher Support Team (ST2) Model**

The Student Teacher Support Team (ST2) model emphasizes the use of ongoing progress monitoring and focused interventions to target professional learning that meets the specific instructional needs of at-risk students. The model has been successfully implemented in 39 critical need elementary schools throughout the district, providing an effective mechanism that identifies student needs and promptly delivers job-embedded professional development targeting these needs.

ST2 features school-based teams that include school psychologists, reading coaches, professional development specialists and school-site administrators. Teams support teachers by collecting diagnostic data, conducting progress monitoring and identifying appropriate instructional interventions. As team members chart particular student needs, data is used strategically to shift instructional focus and align professional development with the students’ instructional needs. Professional development thus serves as a focal point to promote continuous improvement aimed at remediation and increased student achievement.

![Diagram of Assessment, Instructional Strategies, Professional Development, Data, and Analysis](image-url)
B. School Based Professional Development Liaisons
The Office of Professional Development recently created an annually appointed Professional Development Liaison position based at each school site. By planning and facilitating school-based professional learning activities, PD Liaisons assume a critical role in expanding delivery of job-embedded professional development and thereby fostering a school wide culture that supports continuous professional learning. As school based staff developers, PD Liaisons undertake an active role in assessing needs, identifying resources and arranging professional learning activities accordingly.

To prepare PD Liaisons, the Office of Professional Development offers specialized training focusing on learning community facilitation and the application of tuning protocols to examine student work. PD Liaisons also learn to discern indicators of change at the school level that reflect progress in addressing faculty or student needs and advancing student achievement.

Monitoring and Measuring the Impact of Professional Development
In implementing the M-DCPS PD plan, the district, regional centers and schools assume defined roles, as outlined below, to deliver PD and monitor its effectiveness. Quality assessment for professional development activities is triggered upon the proposal of PD courses. An initial screening insures alignment with:

- District student achievement needs;
- Reported learning needs for target audience;
- Identified district and/or state goals;
- Adherence to national professional development standards; and
- Specified research-base
# M-DCPS Professional Development Delivery Monitoring Plan

## Process Steps

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<tbody>
<tr>
<td><em>PD Menu &amp; Registration System</em> provides sole mechanism to award MPP. System filters all proposals to insure course submissions adhere to state requirements and articulate appropriate research base. Specific course sessions are subsequently proposed through <em>PD Menu &amp; Registration System</em> for second tier review. All instructors must adhere to PD Data Center policies for sign-in, grading and evaluation before MPP will be awarded; instructors must also sign statement of ethical conduct. PD specialists and regional personnel conduct unannounced visits of randomly selected PD sessions. PD Delivery Rubric tool used to guide observation. Observations target: Confirmation of session legitimacy; session held as scheduled; participants in attendance; and Qualitative analysis to gauge effectiveness of PD session. PD specialists and content area specialists review follow-up assignments (i.e. lesson plans, student work, etc.) for randomly selected PD sessions. Review measures legitimacy of assignment and effectiveness of method used to transfer/reinforce PD. Web-based tool to be completed following random session observations and reviews of follow-up work. Incorporate PD Delivery Rubric with established standards for high quality PD.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

## Objectives

- Insure all PD adheres to state and national standards.
- Establish protocols for each PD session.
- Gauge PD effectiveness and "sniff test" legitimacy.
- Assess qualitative impact of PD and transfer of learning.
- Facilitates self-policing and identify risks and/or areas for improvement.

## Resources

- Office of PD/PD Data Center
- PD Data Center
- PD specialists Regional CSS Regional PD directors
- PD specialists Content area specialists
- Web-based tool PD Delivery Rubric

To monitor transfer of learning and the application of new skills to the classroom, district and regional personnel conduct random follow-up visits aimed at identifying changes to instruction that should be evident as a result of participation in specific professional learning activities. Lesson plans, student work products and other follow-up documentation is also reviewed to ascertain the impact of professional development.

In addition to insuring that new skills are applied to classroom instruction as a result of participation in professional development activities, monitoring allows the district to chart future professional development needs. Information collected by monitoring PD services and
knowledge transfer will identify strengths and weaknesses in curriculum, instruction and professional development that will in turn shape future instructional and PD programs. The monitoring of professional development thus becomes an active agent in an ongoing process of continuous improvement.

The regular assessment of professional learning activities also aids the district in establishing meaningful long range benchmarks that gauge broader programmatic impact. By identifying specific objectives, the district can measure tangible results yielded by professional development initiatives and assess the implications of those results. As an example, targeted efforts implemented during the 2006-2007 school year to reduce professional development activities scheduled through teacher pull-out netted a 43% increase in professional learning activities offered after regular school hours and/or on Saturdays. The preservation of instructional time in turn enhances student achievement rates. Similarly, district wide efforts to improve instructional quality through the expansion of endorsement course offerings resulted in a 50% increase in the number of teachers that have added the reading, ESOL or gifted endorsement to their professional certificates.

**Bibliography**


PROPOSER’S GUIDE
This guide will help you work with the PD Menu and Registration System in order to:

• Find components and understand components;
• Create course templates using components;
• Create course sessions from course templates; and
• Understand the approval process.

The PD Menu and Registration System is a web-based computer application used by M-DCPS employees and the Miami-Dade educational community.

The system will help you:

• Locate components;
• Post high quality course templates: and
• Create course sessions from those templates.
Getting Started: Logging into the Menu and Registration System
Using your web browser, go to the PD Menu and Registration System web site:
http://calendar.dadeschools.net

More Information
There is a link to the Menu and Registration System on the M-DCPS web site:
http://www2.dadeschools.net/employees/employees.htm

Type in your User Name and Password and click <Login>

More Information
For M-DCPS employees or former employees, use your M-DCPS employee number for your user name. Non M-DCPS employees will be issued a user account number.

Your password can be changed at any time after you login. If you forget your password, use the <Password Reset> utility to reset your password. For security, a temporary password will be sent to your dadeschools.net e-mail account or the e-mail address provided if you are not an active M-DCPS employee. It may take up to one hour to receive the new password.

The Menu and Registration System is not linked to the ITS password system.

If you do not have a M-DCPS employee number, use the <Account Request> utility. Your new account information will be e-mailed to you to the address that you provide.

Login Questions / Problems
I typed in my user name and password and when I clicked <Login>, nothing happened.
Make sure that the CAPS button is off. Use the <Password Reset> utility to have a new temporary password e-mailed to you.

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Understanding Components: The Role of Components

Components are the structures approved by the State of Florida that guide professional development activities. Components are revised every five years according to state-mandated requirements. Their design determines the number of Master Plan Points (4 - 120) a participant is eligible to earn for successful completion of a professional development activity. Components consist of the following: title, general objective(s), specific objectives, procedures, follow-up activities and evaluation.

In the blue menu area, click <Propose><Course / Find Component>.

There are two ways to find a component:

1. By component title
2. By component number

More Information

When finding a component by title, click on one the letters at the top and the component titles starting with that letter will be displayed in alphabetical order.

When finding a component by number, enter into the first box the first number of the component and/or enter in the second box the next three numbers of the component.

Click <Filter by Component Number> to view all components with these numbers.

Click on the question marks in the circles to see the available entries for these component sections.
Getting to the Course Template Form: Using Components
Since all course templates start with the selection of a component, you must create a course template using <Course / Find Component>.

1. Find a component and click on the component title.
2. When the component document opens, click <Create Course Template>.
3. The Course Template Form will then open with this component attached to it.

Creating a Course Template: Filling out the Form
Most of the information needed for the completion of this form is fairly straight forward. Some of the items will be addressed below.

Course Title

More Information
Keep the participants in mind if or when you add the title. Searching for a course session by title is one of the most popular search methods by participants.

Make the title of the course template as generic as possible. More words can be added to the title during the creation of the course session.

Only the first 25 characters of the title will appear in the PD History screen.

The first word of the title is used for sorting. Use a word that is reflective of the course content or is readily recognizable. (Example: “IPEGS for Pilot Schools” versus “Instructional Performance and Evaluation and Growth System Pilot Schools”)

The title of the course template cannot be changed once submitted.
Course Description
In the Course Description section of the form, write a brief description of this course.

More Information
The text entered here will appear in our printed version of the course catalog when printed.

Description Example:
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.

General Use
In the Course Information section of the form, the general use option must be specified. General use courses are defined as courses that are taught exactly the same by all instructors.

More Information
Examples of “General Use” courses are CRISS, CLIN ED, and Endorsements.

Only those courses marked “General Use” will be available to other proposers of course sessions.

Endorsement courses can only be proposed for use by staff at the Center for professional Learning (CPL).
**Course MPP, Contact Hours, and Independent Hours**

In the Course Information section of the form, the MPPs and Contact Hours must be specified. The MPPs and Contact Hours need to match hour for hour the actual time that participants will spend to complete the course.

![Form screenshot](image)

**More Information**

MPPs cannot exceed the maximum MPPs of the component. The MPPs must be between 4 MPPs and the maximum specified MPP for the component.

The Follow-up hours (also called independent hours) are automatically calculated. The number of hours for follow-up should be between 20 – 25% of contact hours.

The MPPs and Contact Hours cannot be changed once approved.

All course templates must include follow-up hours.

**Evidence-Base Research**

In the Planning Section of the form, indicate the source of the evidence-based research used for the planning of this course template. The source must be a piece of research or a citation from a journal article or book.

![Form screenshot](image)
More Information

Example 1:
This AFT/UTD ER&D course is based on research that addresses fundamental aspects of teaching and learning that are relevant for classroom teachers and paraprofessionals in all grade levels and subject areas. Foundations I-Part A examines proven practices for effective classroom and group management, maximal use of learning time and praise. Covering core topics critical to successful classroom practice, the course is particularly useful for all classroom teachers. The key researchers for the Foundations I-Part A course were Carolyn Evertson, Edmund Emmer, Linda Anderson, Jacob Kounin, John Carroll, Jane Stallings, Barak Rosenshine, C.W. Fisher, and Jere Brophy.

Example 2:
Workshop is based on research and techniques from JKM Training, Inc. The training program focused on mastering techniques to prevent, de-escalate, and manage crisis events. Verbal, nonverbal, and physical techniques are included as part of this training program.

Example 3:
Exemplary Center for Reading Instruction (ECRI), On Reading by Kenneth S. Goodman, and The Science of Effective Reading Instruction by Eric J. Paulson.

Delivery Methods
In the Delivery Section of the form, specify the Delivery Method.

More Information
Choose “Workshop” when the participants meet in an instructor directed group setting.

“Electronic-Interactive” assumes that some aspect of the delivery method involves an instructor directed group setting i.e., facilitated online course.

“Electronic-Non-Interactive” assumes that there are no instructor directed group settings i.e., online course that is not facilitated by an instructor.
Submitting the Form
At the top of the Course Template Form, click <Save and Submit for Approval> when you have completed the form.

More Information
The system will prompt you for more information if any of the required data fields are empty when you submit the form.

Checking Status
Course templates are not ready for use until they have been approved by the Office of Professional Development.

More Information
There are four status possibilities for the Course Template:

- **Pending Review:** The PD Data Center reviews the form for technical problems.

- **Pending Approval:** The Office of Professional Development checks for evidence of high quality.

- **Approved:** The course template is now ready to use.

- **Denied:** There is a problem with your course template and it was sent back to you for corrections.

Note: An e-mail notification is sent to you by the system after every status change.
Denied Status – Finding Your Course Template
In the blue menu area, click <Pending Approval><Denied Courses> and find your denied course.

More Information
The system notifies you when your course template is denied. In the e-mail is a hyper link that takes you to the course template. The easiest way to find your denied course template is to click on that link.

Denied Status – Making Corrections
If your course template has been denied, click <Edit> at the top of the Course Template Form and make corrections. Change the status from “Denied” to “Re-Submit for Approval” and then click <Submit Changes>.

More Information
After you click <Edit>, read the PD Comments box at the bottom of the page. Usually, the problem is documented in this box.

Getting to the Course Session Form: Using Course Templates
Since all course sessions start with a course template, create a course session by clicking <Propose><Session / Find Course>.

1. Find a course template and click on the course template title.
2. When the course template document opens, click <Offer Course Session>.
3. The Course Session form will then open.
Creating a Course Session: Filling out the Form
Most of the information needed for the completion of this form is fairly straightforward. Some of the items will be addressed below.

Course Session Instructors and Facilitators
Both the instructor and facilitator are added using the same method. Click <Change Instructor> or <Change Facilitator>. A dialog box will open. Type in the employee number and click <Search Name or Employee ID>. Click on the name that appears in the “Search Employee” box.

More Information
The instructor may be a non M-DCPS employee. Use the drop-down option under “Is this a M-DCPS employee?” and change to “No”. Another dialog box will open. You will need to make up a 6-digit ID number for this person. The non-M-DCPS employee will have no rights to this course session screen. The facilitator will have to maintain the course session.

The facilitator must be an M-DCPS employee.

The M-DCPS instructors and the facilitators must use the <Inst-Facil Agreement> link to verify that they agree to the terms and conditions of this role.
**Course Session Title**
In the Course Session Information section of the form, notice that the title of the course template is already stated. In the text box, an addition to the title can be added.

**More Information**
Keep the participants in mind if or when you add to the title. Searching for a course session by title is one of the most popular search methods by participants.

Make the title of the course session as specific as possible. By adding text to the title, each course session will have a unique title.

The title of the course session cannot be changed once submitted.

**Course Session Enrollment Options**
In the Course Enrollment Options section of the form, set the participant thresholds and indicate if the session is “Restricted Registration”.

**More Information**
There are three thresholds:

- **Min**: This is the minimum number of participants needed in order to hold the session. If this minimum is not met by 3 days before the session is to begin, e-mail notifications go out to all warning that the session may be cancelled. This is only a warning. The system will not close a session.
- **Max**: Registrations past this number will not be accepted.
Wait List Max: Registration requests overflow to the wait list. The wait list will only accept slot to the number specified. As registration slots become available, registration request automatically move from wait list to registered until 3 days before the start of the session. Participants need to be registered manually from the “Wait List” during the 3 days before the session begins.

There are two choices for Role Restrictions; Open Enrollment and Restricted Enrollment. Open Enrollment will allow anyone to register for this session. Restricted Enrollment allows the session to be restricted to Administration, Instructional, and/or Non-instructional personnel.

If Restricted Registration is marked “Yes” then there is no “Wait List” and registrations must be made manually by the Instructor/Facilitator.

Only participants with “Registered” status will appear on the sign-in sheet.

These options can be changed until the last day of the session.

Course Session Meeting Information
In the Meeting Information section of the form, set the meeting dates and times, independent work due date (if applicable), after hours designation, and location for the course session.

More Information
When setting the dates and times, change the time first before selecting the date.

The hours specified here must match the contact hours of the course template.

This meeting information can be changed until the last day of the session. An e-mail notification is automatically sent to all participants.
Submitting the Form
At the top of the Course Session form, click <Submit for Approval> when you have completed the form.

More Information
The system will prompt you for more information if any of the required data fields are empty when you submit the form.

Checking Status
Course sessions are not ready for use until they have been approved by the PD Data Center.

More Information
There are three status possibilities for the Course Sessions:

- **Pending Approval**: PD staff check for posting issues.
- **Approved**: The course session is posted and participants can make registration requests.
- **Denied**: There is a problem with your course session and it was sent back to you for corrections or clarifications.
Course sessions may not begin until the session has been approved. Sessions should be posted at least two weeks before the start date in order to allow all participants an opportunity to enroll.

Note: An e-mail notification is sent to you by the system after every status change.

Denied Status – Finding Your Course Session
In the blue menu area, click <Pending Approval><Denied Sessions> and find your denied session.

More Information
The system notifies you when your course session is denied. In the e-mail is a hyper link that takes you to the course session. The easiest way to find your denied course session is to click on that link.

The most common reason for session denial is where the session contact hours do not match the course template contact hours.

Denied Status – Making Corrections
If your course session was denied, click <Edit> at the top of the Course Template Form and make corrections. Change the status from “Denied” to “Re-Submit for Approval” and then click <Submit Changes>.

Course Template Form

More Information
After you click <Edit>, read the PD Comments box at the bottom of the page. Usually, the problem is documented in this box.
INSTRUCTOR’S GUIDE
This guide will help you work with the PD Menu and Registration System in order to:

• Monitor and work participant registration requests
• Monitor and adjust as needed the course session
• Work with participant rosters and sign-in sheets
• Close out course sessions

The facilitator and the Instructor have the same rights in the PD Menu & Registration System. Since the Instructor may not always be an M-DCPS employee, the facilitator must work for the District. This guide therefore, is also for the facilitator. Both the instructor and facilitator must accept the Instructor/Facilitator Agreement:

Instructor/Facilitator Agreement
By accepting this agreement, you agree to prepare high quality, research-based professional development that is presented in a timely and respectful manner, and contains appropriate resources and materials for the participants. Our expectations for Instructors are delineated in the Professional Development: Delivery Tool for Excellence, which is available to you as guide in preparation of the course (s) you wish to offer.

In addition, you agree to the following:

• Work all rosters before the session begins.
• Use the original system sign-in sheets printed from the PD Menu & Registration System.
• Submit the original sign-in sheets to the PD Data Center, location 9715 (keep copies) directly after the course session end date.
• Enter a completion grade directly after the course session end date.
The *PD Menu & Registration System* is a web-based computer application used by M-DCPS employees and the Miami-Dade educational community.

The system will help you to:

- Control the registration process
- Control the opening and closing of the course session
- Modify the course session
- Print rosters and sign-in sheets
- E-mail participants
- Give completion grades
- Review submitted evaluations

**Getting Started: Logging into the PD Menu and Registration System**

Using your web browser, go to the *PD Menu & Registration System* web site: http://calendar.dadeschools.net

**More Information**

There is a link to the *PD Menu & Registration System* on the Miami-Dade County Public Schools’ web site: http://www2.dadeschools.net/employees/employees.htm

Type in your User Name and Password and click <Login>.

**More Information**

For M-DCPS employees or former employees, use your M-DCPS employee number for your user name. Non M-DCPS employees will be issued a user account number.

Your password can be changed at any time after you login. If you forget your password, use the <Password Reset> utility to reset your password. For security, the new temporary password will be sent to your dadeschools.net e-mail account if you are an active employee or the user provided e-mail address for non M-DCPS employees.

After logging in with the temporary password, you will be required to change the password to an 8-character password of your choosing.
The *PD Menu & Registration System* is not linked to the ITS password system.

If you do not have a M-DCPS employee number, use the *<Account Request>* utility. Your new account information will be e-mailed to you to the address that you provide.

**Login Questions / Problems**

*I typed in my user name and password and when I clicked *<Login>, nothing happened.*
Check that the CAPS button is off. Use the *<Password Reset>* utility to have a new temporary password e-mailed to you.

*I used the *<Password Reset>* utility and nothing happened.*
A new password is sent to you through your dadeschools.net e-mail account or the e-mail address provided if you are not an active M-DCPS employee. It may take up to one hour to receive the new password.

**Working with the Course Session: Modifying the Course Session as Needed**

Please contact the PD Data Center for any course session changes. Changes can be made to the course session until the last day of the session.

1. Find your course session and open the session.
2. Look over the information in the session to make sure all the data is correct.
3. If a modification is needed, contact the PD Data Center.

**More Information**

Modification requests include items such as the number of seats, dates and times, change in instructor/facilitator and session locations.

If the course session has started, look for the session under *<Past Sessions>*

*An e-mail will be sent to all registered participants whenever any changes are made to the course session.*
Closing the Session
All sessions are closed for new registrations two hours before the start time of the first meeting date. If needed, the session can be closed for registrations at any time. Contact the PD Data Center for this service.

More Information
Closing the session stops the registration process.

Working with Registration Requests: Getting Participants Registered
The instructor should monitor the registration requests to assure that all the participants who meet the prerequisites for the course session are registered where there are open seats. Also, this assures that participants on the “Wait List” or “Restricted Enrollment Pending” are given every opportunity to enroll.

1. In the blue menu area, click <My Course Rosters> and then click <To Update>.
2. From the main screen, click on the blue triangle next to the session title desired.
3. Click on the blue triangle next to the category (Registered, Wait List, etc).
4. Use the drop-down menus at the end of each participant’s name to make changes.

More Information
An e-mail will be sent to each registered participant whenever any changes are made to their registration status.
“Wait List” and “Restricted Enrollment Pending”

*More Information*
During the 3 days before the course session starts, the “Wait List” must be worked manually.

If the session is marked “Restricted Enrollment”, there is no “Wait List”.

Participants showing “Restricted Registration Pending” can only be registered by the instructor. Participants who are not changed from this status will be automatically cancelled at the end of the course session.

**Working with Rosters: Information Rosters**
The information rosters can be printed and gives the instructor a quick list of all registration requests.

In the blue menu area, click <My Course Rosters> and then click <To Print>.

**Working with Rosters: Sign-in Sheets**
The sign-in sheets are an important part of the credit awarding process. It is the instructor’s responsibility to print-out the sign sheets, make sure that the participants sign them each day, and send them to the PD Data Center, location 9715 for processing after the end date of the course session. Sign-in sheets can only be printed until the first day of the course session has past.

In the blue menu area, click <My Course Rosters> and then click <To Print Sign-in Sheets>.

*More Information*
Set the printer set-up to <Landscape> if there are many meeting dates.

Participants must sign-in for every meeting date. If a participant misses a scheduled meeting, at the instructor’s discretion, a make-up assignment can be given. Circle the missed date and document the action.
The system will e-mail a daily reminder to send in your sign-in sheets to the PD Data Center, location 9715 for 10 days or until they are imaged at the PD Data Center.

Sign on the instructor’s signature area of the sign-in sheet and keep copies of all sent sign-in sheets.

Use only system generated sign-in sheets.

**Communicating with the Participants: E-mail**
The PD Menu & Registration System sends out notifications to participants whenever there is a status change to either the course session or their registration status. Instructors may also send an e-mail to all registered participants.

Open your course session and click <Email Students>. Use the form in the new window to create a message and click <Send>.

*More Information*
The e-mail only goes out to participants with “Registered” or “Wait List” status.

**Closing out the Course Session: Working with Grades**
Starting with the day after the end date of the course session, instructors can assign a completion grade for each participant.

1. In the blue menu area, click <My Course Rosters> and then click <To Update>.

2. In the main screen, select a session by clicking on the blue triangle next to the session title.

3. Click on the drop-down box at the end of each participant’s name and select a completion grade.
More Information

Every participant needs a completion grade. You will be sent an e-mail reminder to submit grade for up to 10 days after the end date of the course session or until there are no participants with a status of “Registered”.

Use “Pending Completion” to delay the completion grade. This is the only status that can be changed after the grades are submitted.

A completion grade of “Satisfactory” will appear on the participant’s status as “Pending Approval”.

An e-mail notification will be sent to each participant for every status change.

Closing out the Course Session: Evaluations

Participants must complete an on-line evaluation after the course session ends. The completion grade from the instructor generates the evaluation. Instructors can review all submitted evaluations for their course sessions.

1. Click <My Courses (Instructed)> and then click <Course Evaluations>.
2. In the main screen, all submitted evaluations for your course sessions are listed by date starting with the most recent.

More Information

After a completion grade has been issued, participants are sent an e-mail reminder to complete and submit an evaluation for 10 days or until the submission.

Closing out the Course Session: Awarding Credit

Master Plan Points (MPP) are awarded by the PD Data Center after a review of each participant’s status.

The awarding criteria are as follows:

• The participant has signed in for every meeting date on the PD Menu & Registration System’s official sign-in sheets (roster)
• The instructor has issued a completion grade of “Satisfactory”
• The participant has submitted an evaluation

More Information

After credit has been awarded, the participant’s status changes to “Satisfactory”.

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More Information

After a completion grade has been issued, participants are sent an e-mail reminder to complete and submit an evaluation for 10 days or until the submission.

Closing out the Course Session: Awarding Credit

Master Plan Points (MPP) are awarded by the PD Data Center after a review of each participant’s status.

The awarding criteria are as follows:

• The participant has signed in for every meeting date on the PD Menu & Registration System’s official sign-in sheets (roster)
• The instructor has issued a completion grade of “Satisfactory”
• The participant has submitted an evaluation

More Information

After credit has been awarded, the participant’s status changes to “Satisfactory”.

More Information

After a completion grade has been issued, participants are sent an e-mail reminder to submit grade for up to 10 days after the end date of the course session or until there are no participants with a status of “Registered”.

Use “Pending Completion” to delay the completion grade. This is the only status that can be changed after the grades are submitted.

A completion grade of “Satisfactory” will appear on the participant’s status as “Pending Approval”.

An e-mail notification will be sent to each participant for every status change.

Closing out the Course Session: Evaluations

Participants must complete an on-line evaluation after the course session ends. The completion grade from the instructor generates the evaluation. Instructors can review all submitted evaluations for their course sessions.

1. Click <My Courses (Instructed)> and then click <Course Evaluations>.
2. In the main screen, all submitted evaluations for your course sessions are listed by date starting with the most recent.

More Information

After a completion grade has been issued, participants are sent an e-mail reminder to complete and submit an evaluation for 10 days or until the submission.

Closing out the Course Session: Awarding Credit

Master Plan Points (MPP) are awarded by the PD Data Center after a review of each participant’s status.

The awarding criteria are as follows:

• The participant has signed in for every meeting date on the PD Menu & Registration System’s official sign-in sheets (roster)
• The instructor has issued a completion grade of “Satisfactory”
• The participant has submitted an evaluation

More Information

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Use “Pending Completion” to delay the completion grade. This is the only status that can be changed after the grades are submitted.

A completion grade of “Satisfactory” will appear on the participant’s status as “Pending Approval”.

An e-mail notification will be sent to each participant for every status change.
PARTICIPANT’S GUIDE

This guide will help you work with the PD Menu & Registration System in order to:

• Find a course session
• Register for a course session
• Check your enrollment status
• Complete an on-line course session evaluation
• Check your staff development history

The PD Menu & Registration System is a web-based computer application used by Miami-Dade County Public Schools employees and the Miami-Dade educational community.

The system will help you to:

• Locate high quality professional development course sessions
• Register for those course sessions
• Assure that you receive master plan points after successfully completing course sessions

Pre-registration Requirement for Master Plan Points

All participants must pre-register into a posted course session on the PD Menu & Registration System in order to receive credit. Walk-ins will not be awarded MPPs.

Sign-in Sheet Requirement

All participants must sign-in on the PD Menu & Registration System generated sign-in sheets (roster) for each meeting date. Master Plan Points will not be awarded where there are missing signatures (or initials) for meeting dates.

Note: This does not apply to course sessions where there are no meeting dates such as online course sessions.
Getting Started: Logging into the PD Menu and Registration System

Using your web browser, go to the PD Menu & Registration System web site:
http://calendar.dadeschools.net

More Information

There is a link to the PD Menu & Registration System on the M-DCPS web site:
http://www2.dadeschools.net/employees/employees.htm

Type in your User Name and Password and click <Login>

More Information

For M-DCPS employees or former employees, use your M-DCPS employee number for your user name. Non M-DCPS employees will be issued a user account number.

Your password can be changed at any time after you login. If you forget your password, use the <Password Reset> utility to reset your password. For security, the new temporary password will be sent to your dadeschools.net e-mail account if you are an active employee or the user provided e-mail address for non M-DCPS employees.

After logging in with the temporary password, you will be required to change the password to an 8-character password of your choosing.

The PD Menu & Registration System is not linked to the ITS password system.

If you do not have a M-DCPS employee number, use the <Account Request> utility. Your new account information will be e-mailed to you to the address that you provide.

Login Questions / Problems

I typed in my user name and password and when I clicked <Login>, nothing happened.
Check that the CAPS button is off. Use the <Password Reset> utility to have a new temporary password e-mailed to you.

I used the <Password Reset> utility and nothing happened.
A new password is sent to you through your dadeschools.net e-mail account or the e-mail address provided if you are not an active M-DCPS employee. It may take up to one hour to receive the new password.
Finding Course Sessions: Search Methods
The system allows you to search for course sessions by many organizational patterns. Only one of the many search options is shown below.

In the blue menu area, click <Find a Session>

Click <By Course Title> from the drop-down choices

Click on a letter from the top of the main screen

More Information
Course sessions are presented in alphabetical order starting with the letter selected. Use the <Next> and <Previous> buttons to navigate the course session titles.

TIP: To view only those titles offered after hours, click <After Hrs and Zone by Title>
Registering for a Course Session: Adding a Course Session to Your Bookbag

The bookbag is a temporary holding area for your course session selections. Your bookbag is where you place any course sessions that you may find during your search for course sessions.

1. Using any search method desired, locate and click on a course session title.
2. On the information screen for this course session, click <Add to Bookbag>.
3. Accept any restrictions and submit.

More Information

The <Add to Bookbag> button will not be visible at the top of the course session information screen if the course session is full. Choose a different course session.

If this is a “Restricted Enrollment Pending” course session, then you must accept the restrictions and note that you are not automatically registered for this course session. The instructor must approve your registration.

In the blue area, you can click <My Bookbag> to see the current contents of your bookbag.

Bookbag Questions / Problems

The system states that there is a time conflict with another course session and will not add the session to my bookbag.

Since you cannot be at two places at the same time, the system checks for dates and times of all of your present course session to make sure that there is no conflict with the one you are trying to add. You must drop the conflicting course session if you want this session.

I am getting a session conflict but the conflicting session is an on-line course session.

Non-interactive on-line course sessions do not cause scheduling conflicts except in the bookbag. Finalize the bookbag for each course session (see next section) and then try again.
Registering for a Course Session: Finalizing Your Bookbag

Items in your bookbag can be added and removed quickly. Once you have decided on which course sessions to keep, you must finalize your bookbag.

1. In the blue menu area, click <My Bookbag>
2. Click <Finalize Registration>

More Information

When you finalize your bookbag, the course sessions selected are moved to <My Courses>.

The contents of all bookbags are emptied nightly by the system. All course sessions in the bookbag that were not finalized will be lost.

Menu and Registration System Notifications: Receiving E-mails from the System

Using your dadeschools.net e-mail address, the system will send you notifications as needed or scheduled.

E-mails are sent to you:

- Whenever there is a change to the course session
- Whenever there is a change in your enrollment status
- As a reminder to start the session
- As a reminder to complete an evaluation
- When the instructor wishes to communicate with you

More Information

Your dadeschools.net e-mail address can not be altered in the system or replaced with a different e-mail address. HR tables are imported daily.
Monitoring Your Professional Development: Enrollment Status

The PD Menu & Registration System provides you with applications that allow you to monitor your professional development progress and status.

1. In the blue menu area, click <My Courses>
2. Course sessions are grouped by enrollment status.

More Information

Course sessions fall under four areas:

Inactive: “Cancelled”, “No Show”, and “Unsatisfactory”

Active: “Registered”, “Wait List”, “Restricted Enrollment Pending”, and “Pending Completion”

Completion: “Pending Approval”

Awarded: “Satisfactory”

In the blue area, click on <PD History>

More Information

The PD History utility pulls data directly from the District’s SDES system and shows your master plan points (MPP) for your current validity period.
Providing Feedback after Completing a Course Session: On-line Evaluations

After you receive a completion grade of “Satisfactory” or “Unsatisfactory”, the system will e-mail a request to complete an on-line course session evaluation. (The dadeschools.net address used for all active M-DCPS employees.) In order to be awarded MPPs the online evaluation must be submitted.

In the blue menu area, click <My Course Evaluations>
In the main area, click <Submit a New Evaluation>

In the new submit evaluation screen, complete and submit the evaluation

More Information
After you click <My Course Evaluations>, you will see all of your previously submitted evaluations for this school year.

If you have more than one evaluation waiting, use the drop down menu in the submit evaluation screen to choose an evaluation.
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.
Plan how to divide the time for a tuning. Suggested times are for one-hour tuning without an introduction.

**Total time available:** ________________

1. INTRODUCTION (first time only, about 5 minutes) ____________________________

2. PRESENTATION (about 15 minutes) ______________________________________

3. CLARIFYING QUESTIONS (about 5 minutes) ________________________________

4. INDIVIDUAL WRITING (about 5 minutes) ________________________________

5. PARTICIPANT DISCUSSION (about 15 minutes) ____________________________

6. PRESENTER REFLECTION (about 15 minutes) ______________________________

7. DEBRIEFING (5 minutes) _______________________________________________

**COMPLETING THE WHOLE PROCESS IS ESSENTIAL.**

Adapted from *Powerful Designs for Professional Learning*, National Staff Development Council
## Collaborative Action Research Documentation Log

**M-DCPS Professional Development Data Center**

### PART I: Planning Phase

<table>
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<th>Name:</th>
<th>Grade Level/Subject Area:</th>
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**Research Question:** Pose an open-ended question that will serve as the focus of 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 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 Documents submitted to facilitator:**
<table>
<thead>
<tr>
<th>TASKS</th>
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Date Planning Documents submitted to facilitator:
Collaborative Action Research Team Meetings

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<th>MEETING DATE</th>
<th>BEGINNING/ENDING TIMES</th>
<th>ACTIVITIES/OBJECTIVES COVERED</th>
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Date Planning Documents submitted to facilitator:
## PART II: Reporting Phase

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### 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 your 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:
### PART I: Planning Phase

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

#### PART II: Reporting Phase

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Asynchronous learning: Learning in which interaction between instructors and students occurs intermittently with a time delay. Examples are self-paced courses taken via the Internet or CD-ROM, Q&A mentoring, online discussion groups and email.

Blog (Weblog): An extension of the personal Website consisting of regular journal-like entries posted on a Webpage for public viewing. Blogs usually contain links to other Websites along with thoughts and comments from the blog’s creator.

Chat: Real-time text-based communication in a virtual environment. Chat can be used in e-learning for student questions, instructor feedback or group discussion.

Chat room: A virtual meeting space on the Internet, an intranet, or other network, used for real-time text discussions. Unlike one-to-one instant messenger applications, chat rooms enable simultaneous conversations among multiple individuals.

E-learning (electronic learning): Term covering a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms and digital collaboration. It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio and videotape, satellite broadcast, interactive TV, CD-ROM and more.

Live online learning: training that is online and that includes one or more live (scheduled) events. These live events can be something as simple as meeting in a chat room at a certain day/time or as sophisticated as meeting in a virtual classroom and exchanging audio and/or video with the instructor and/or other participants. Live online learning offers increased interaction between the instructor and participants but is best suited to individuals that can adhere to a fixed online schedule.

M-learning (mobile learning): Learning that takes place via such wireless devices as cell phones, personal digital assistants (PDAs) or laptop computers.

Self-paced online learning: training that is completed at the individual’s own pace but usually within a given period of time. Self-paced learning opportunities do not include online real-time meetings so they may be ideal for learners that have flexible schedules.
**Synchronous e-learning:** Web conferencing is an example of synchronous e-learning. Participants can log on with a trainer and interact with participants at multiple facilities or locations through an internet connection.

**Virtual classroom:** The online learning space where students and instructors interact.

**Webcast:** A broadcast of video signals that’s digitized and streamed on the World Wide Web and which may also be made available for download.

**Web conference:** A meeting of participants from disparate geographic locations that’s held in a virtual environment on the World Wide Web, with communication taking place via text, audio, video or a combination of those methods.

**Webinar:** A small synchronous online learning event in which a presenter and audience members communicate via text chat or audio about concepts often illustrated via online slides and/or an electronic whiteboard. Webinars are often archived as well for asynchronous, on-demand access.

The definitions came from learningcircuits.org which can be accessed at: http://www.learningcircuits.org/glossary.html#onlinecommunity
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 development activities through the PD Menu & Registration System. It should be noted that the list identifies a few websites and is not intended to be exhaustive.

**International Reading Association**
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

**Professional Teaching Standards**
www.nbpts.org

**Learning Points – Aligning Goals and Practices**
www.ncrel.org

**National School Boards Association**
www.nsba.org

**Florida Department of Education**
www.fidoe.org

**Annenberg**
www.learner.org

**National Science Teachers Association**
www.nsta.org/pd

**National Council of Teachers of Mathematics**
www.nctm.com

**National Staff Development Council**
www.nsdc.org

**TeachinFlorida.com Staff Developer’s Toolkit:**
http://www.teachinflorida.com/teachertoolkit/StaffDevToolkit.asp

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

**PAEC eLearning Workshops**
http://www.paec.org/teacher2teacher/

**CRLT (Center for Research on Learning and Teaching)**
http://www.crlt.umich.edu/tstrategies/teachings.html
The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

**Title VI of the Civil Rights Act of 1964** – prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964, as amended** - prohibits discrimination in employment on the basis of race, color, religion, gender or national origin.

**Title IX of the Education Amendments of 1972** – prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA), as amended** – prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay of 1963, as amended** - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** – prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** – prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** – requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to “eligible” employees for certain family and medical reasons.


**Florida Educational Equity Act (FEEA)** – prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** – secures for all individuals within the state, freedom from discrimination because of race, color, religion, sex, national origin, age handicap, or marital status.

School Board Rules 6Gx13-4A-1.01, 6Gx13-4A-1.32, and 6Gx13-5D-1.10 – prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 285.07 (Florida Statutes), which stipulate categorical preferences for employment.