

# Professional Seminar

COMPONENT #: 2-408-372

POINTS TO BE EARNED: 120 MPP

## PART I – PLANNING

**DESCRIPTION:** Write a brief description of content and intent of component.

This component is designed to enable the participant to identify the latest developments and the recent trends in the field of education; to become knowledgeable of new instructional strategies, teaching techniques, and/or methodologies based on research related to the area of expertise; and to review/acquire current commercially published professional instructional/curriculum materials by participating in a professional seminar.

Upon successful completion of this activity, the participant will be able to incorporate into his/her instruction and/or job responsibilities the information acquired during the seminar.

**STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT:** Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

**Standards for Professional Learning** (choose one)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership                      | <input type="checkbox"/> Implementation   |
| <input type="checkbox"/> Resources                       | <input type="checkbox"/> Outcomes         |
| <input type="checkbox"/> Data                            |   |

**Florida Educator Accomplished Practices** (check all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment                                      |
| <input type="checkbox"/> The Learning Environment                 | <input checked="" type="checkbox"/> Continuous Professional Improvement  |
| <input type="checkbox"/> Instructional Delivery and Facilitation  | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

**Florida Leadership Standards** (check all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> Student Learning Results          | <input type="checkbox"/> Decision Making        |
| <input type="checkbox"/> Student Learning as a Priority    | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management      |
| <input type="checkbox"/> Faculty Development               | <input type="checkbox"/> Communication          |
| <input type="checkbox"/> Learning Environment              | Professional and Ethical Behaviors              |

**IPEGS Standards** (check all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> PS 2 – Knowledge of Learners                 | <input type="checkbox"/> PS 6 – Communication              |
| <input type="checkbox"/> PS 3 – Instructional Planning                | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input type="checkbox"/> PS 8 – Learning Environment       |
| <input type="checkbox"/> PS 5 – Assessment                            |  |

**IMPACT FOCUS AREA(S):** select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

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- |  |  |
|--|--|
| <input type="checkbox"/> Educator knowledge/skill (content)        | <input type="checkbox"/> Student learning                  |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> Organizational support and change |

**SPECIFIC LEARNER OUTCOMES:** Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify current research findings which will impact the educational system in general.
2. Identify current research findings which will have an effect on the specific area of expertise related to the instructional assignment.
3. Identify recent developments, trends, innovative instructional/curriculum materials, and technological advances in the field of education and describe their impact on the participant's instructional/job assignment.

### PART II – LEARNING

**LEARNING PROCEDURES:** Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate in all lectures, workshops, and/or seminar sessions listed on the approved seminar program schedule (SLO 1-3).
2. Review the materials and literature exhibited during the seminar and distributed during workshops and sessions (SLO 1-3).
3. Maintain documentation on program trends, strategies, techniques, and technological advances that are applicable to the instructional assignment or related to the area of interest or field of expertise.
4. Complete the required Professional Conference/Seminar form (FM-5739), attach all required documentation, and submit for receipt by the Professional Development Data Center no later than thirty (30) calendar days after the last seminar session.
5. Complete all assignments/activities specified for the seminar, and submit documentation to the designated subject area/program supervisor or school-site administrator.

### PART III – IMPLEMENTATION

**IMPLEMENTATION PROCEDURES:** Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- Provide educators with web-based resources and assistance to support implementation of professional learning.

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**PART IV – EVALUATION**

**IMPACT EVALUATION PROCEDURES:** Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator: Evidence will include classroom walk-throughs, student materials, surveys, participant reflections, participant portfolios.

**COMPONENT EVALUATION PROCEDURES:** Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

**Date Approved: 5/20/2014**

**Department:** Center for Professional Learning

**Name of Author/Position:** Jan Fackler - Teacher-Director