

# IPEGS 3 - Deliberate Practice Growth Targets/Administrators

**COMPONENT #: 7-410-002**

**POINTS TO BE EARNED: 10 MPP**

## **PART I – PLANNING**

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

This component is designed to enable the participant to examine and understand the fundamental aspects of deliberate practice, how professional growth targets are set and evaluated, and the impact on instructional practice and student achievement within the context of research-based Instructional Performance Evaluation and Growth System (IPEGS).

**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 type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs          |
| <input type="checkbox"/> Leadership           | <input checked="" 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 checked="" type="checkbox"/> Assessment                                      |
| <input type="checkbox"/> The Learning Environment                 | <input checked="" type="checkbox"/> Continuous Professional Improvement             |
| <input type="checkbox"/> Instructional Delivery and Facilitation  | <input checked="" 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 checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management                  |
| <input type="checkbox"/> Faculty Development                          | <input type="checkbox"/> Communication                      |
| <input type="checkbox"/> Learning Environment                         | <input type="checkbox"/> 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.

- |   |   |
|---|---|
| <input type="checkbox"/> Educator knowledge/skill (content) | <input type="checkbox"/> Student learning |
|---|---|

# IPEGS 3-Deliberate Practice Growth Targets - Administrators

## COMPONENT #: 7-410-002

X Educator (professional growth)

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. Gain an understanding of how instructional professionals set deliberate practice growth targets for improvement in teaching and learning.
2. Identify the key features of the Goals and Roles Model assessment process of teaching and learning emphasized in IPEGS.
3. Write and critique SMART goal(s) utilizing simulated background information of specific position/job roles of instructional personnel, settings, and information provided by the facilitator.
4. Analyze data and identify student learning needs/appropriate programs to support learning and continuous performance improvement.
5. Examine the process and procedures for monitoring Deliberate Practice Growth Target(s) progress and effectiveness of strategies.
6. Examine the process and procedures for determining attainment and progress of growth target(s).
7. Explore the impact of setting teaching and learning Deliberate Practice Growth Targets on the assessor and the instructional professional.

as it relates

### 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. Identify and discuss formal and informal data sources that may be included in the documentation (SLO 1-7).
2. Participate actively in the instructor’s presentation(s) and group discussions on the M-DCPS Deliberate Practice Growth Target-setting process (SLO 1-7).
3. Identify the steps involved in developing instructional and professional improvement SMART goals that will impact the instructional process (SLO 1-7).
4. Identify and discuss the components of a SMART goal and how they apply to the development of Deliberate Practice Growth Targets (SLO 1-7).
5. Critique and discuss simulated Deliberate Practice Growth Targets (SLO 1-7).
6. Write a Deliberate Practice Growth Target using simulated teacher, classroom information, and school/classroom trend data provided by the facilitator (SLO 1-7).
7. Identify and discuss professional and instructional strategies used to support and track progress and attainment of goal (SLO 1-7).
8. Review and discuss growth target progress points to become familiar with providing collegial dialogue and effective feedback to instructional professionals (SLO 1-7).
9. Identify and discuss formal and informal data sources that may be applicable to include in the documentation and communication with/between the administrator and instructional personnel during the end-of-year summative evaluation process (SLO 1-7).

### 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).

## **IPEGS 3-Deliberate Practice Growth Targets - Administrators**

### **COMPONENT #: 7-410-002**

- 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.

### **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: Will consist of review of evidence provided by participants regarding the application of the knowledge learned into identification of the needs of instructional professionals for improving professional practice and development and implementation of Deliberate Practice Growth Target(s).

**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.

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**Department:** Office of Professional

**Name of Author/Position:** Dr. Donna Riley - Director