

# The Principal: Leading School-Based Professional Learning

**COMPONENT #: 7-506-029**

**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 presenter to master or implement an effective program through intense preparation and development of strategies for delivery of content.

Upon successful completion of this professional development participants will have an increased knowledge and understanding of effective professional development that promotes professional growth.

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

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X Educator (professional growth)

X 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. Engage staff in on-going study of current best practices, relevant research and demographic data with implications for school improvement.
2. Apply adult learning strategies to professional development, focusing on authentic problems and tasks, and utilizing mentoring, coaching, conferencing, and other techniques to ensure that new knowledge and skills are practice in the workplace.
3. Use appropriate interpersonal skills (e.g. exhibiting sensitivity, showing respect and interest, perceiving needs and concerns, showing tact, exhibiting consistency and trustworthiness).
4. Create conditions that motivate staff, students and families to achieve the District's vision.
5. Align instructional objectives and curricular goals with the shared vision.
6. Demonstrate knowledge of research on instructional effectiveness.
7. Establish conditions that promote educational excellence among the staff.
8. Model professionalism, collaboration, and continuous learning.
9. Establish operational plans and processes to accomplish strategic goals.
10. Demonstrate the techniques and organizational skills necessary to lead/manage a complex and diverse organization.
11. Provide appropriate resources, guidance, and learning opportunities for all stakeholders.
12. Provide feedback and on-going coaching for professional growth.
13. Provide a mechanism for assistance, follow-up and closure.

### 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. Attend the instructor's lectures/presentations and participate actively in discussions and activities on innovative strategies/techniques, technology integration and/or materials for specific instructional objectives (SLO 1-13).
2. Practice skills for effective delivery of professional development (SLO 1-13).
3. Engage in a professional community that promotes continuous learning of best practices that impact educational excellence among all stakeholders (SLO 1-13).
4. Create a self-analysis checklist to monitor the progress of new skills.
5. Facilitate small and/or large group discussion as appropriate (SLO 1-13).
6. Provide a product related to the training (e.g. lesson plans, written reflection, audio/videotape, case study) verifying that the professional development impacted their professional behavior (SLO 1-13).
7. Provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement (SLO 1-13).
8. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings (SLO 1-13).
9. Develop an action research study related to the training and provide evidence of implementation (SLO 1-13).

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10. Provide evidence of collaborative planning related to the training (SLO 1-13).
11. Engage in mentor/coaching activities which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s) (SLO 1-13).

### 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.

### 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 knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events.
2. Educator: Will include evidence of participant’s mastery of the specific learner outcomes documented and evidenced by delivered professional development.
3. Organizational support and change: Will include evidence of implementation through documented reflective journal entries based on discussions, decisions, and activities from facilitated professional development

**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

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results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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

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