

# Non-Instructional: School Board Policy and Procedures

**COMPONENT #: 8-410-004**

**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 learn the various system applications, school board rules, specialized program area and/or system operating procedures for employees of Miami-Dade County Public Schools.

Upon successful completion of this professional development activity the participant will be able to understand and implement selected Miami-Dade County Public Schools (MDCPS) business operations and system applications of the specific course title.

**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 |
| X 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  | X 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 | X 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                | X 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 |
| <input type="checkbox"/> Educator (professional growth)     | X Organizational support and change       |

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**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. Participate actively in instructor initiated group discussions of specific course titles as they relate to M-DCPS.
2. Examine current M-DCPS system operational procedures and how they apply to current course title.
3. Understand the various revised and updated board rules and how they apply to the participant's work area.
4. Identify current system M-DCPS applications that improve the effectiveness and efficiency of departmental goals and participant's usage.
5. Identify procedures that will enhance staff competencies of M-DCPS.
6. Develop activities that assist participants with the various applications and usage issues that they may commonly confront.
7. Develop activities that incorporate current technology into the course.
8. Examine M-DCPS operational methods and procedures and how they can be used to improve the participant's knowledge.
9. Understand how the various school board rules and contracts affect employees.
10. Identify and discuss ethical situations in the workplace and specify corrective action.

## 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 actively in group discussions on the working knowledge of specified M-DCPS applications or procedures (SLO 1-10).
2. Participate actively in initiated lectures and discussions covering subject matter of the program or procedure (SLO 1-10).
3. Discuss how the specific school board application or procedure will apply to participants and how it can be used to increase knowledge of the specified area (SLO 1-10).
4. Expand and demonstrate proficient knowledge of skills learned to improve his/her professional development.
5. Provide evidence of professional growth, through surveys and random leadership development visits.
6. Adjust to new programs being implemented to improve his/her working skills.

## 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

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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. Organizational support and change: Evidence will include participation, assignment completion, survey, tests and observation to determine knowledge gained.

**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:** Center for Professional Learning

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