

Professional Development Liaison Training

COMPONENT #: 8-417-001

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 PD Liaison to provide his/her colleagues with information and materials relating to PD programs and services and become the communication linkage between the school and the Office of Professional Development. The PD Liaison will provide his/her colleagues information on the National Standards for Staff Development and the Florida Protocol Standards and will provide guidance on them for all PD activities initiated at his/her school site. The PD Liaison will provide his/her colleagues guidance with renewing the professional educator's certificate.

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 checked="" 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 checked="" 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 | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" 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.

Professional Development Liaison Training

COMPONENT #: 8-417-001

Educator knowledge/skill (content)

Student learning

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. Facilitate and/or deliver on-site professional development opportunities.
2. Prepare, review and submit proposals for school-based professional development courses, sessions, workshops, trainings, etc.
3. Support and facilitate implementation and follow-up of the school site's plan for professional development, including fostering various models of job-embedded PD.
4. Facilitate school-based professional learning community and serve as resource to initiate action research projects, case studies, study groups, and critical friends groups.
5. Periodically elicit feedback from instructional personnel at the school site regarding PD needs and provide input to school administrators, the Regional Center and the Office of Professional Development.
6. 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.
7. Serve as liaison between the school site, the Regional Center, and the District regarding implementation of the Florida Professional Development Protocol Standards.
8. Collaborate with the Office of Professional Development, the Regional Center and school administrators to identify PD needs and provide professional learning opportunities at the school site.
9. Participate in Regional center 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.
10. Become knowledgeable in the areas of PD delivery options to include, but not be limited to, online, face-to-face, webinars, etc.
11. Collaborate with the Center for Professional Learning on areas such as endorsements, early release activities, conferences, etc.

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 mandatory presentations conducted by the Office of Professional Development on the PD Liaison roles and responsibilities, the Office of Professional Development programs and services, and current research and legislation related to professional development (SLO 1-11).
2. Attend mandatory follow-up sessions as provided by the Office of Professional Development (SLO 1-11).
3. Fulfill all roles and responsibilities of the PD Liaison according to guidelines set forth in this component (SLO 1-11).

Professional Development Liaison Training

COMPONENT #: 8-417-001

4. Provide a product related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) verifying that the professional development impacted their professional behavior.
5. Provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.
6. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings.
7. Develop an action research study related to the training and provide evidence of implementation.
8. Provide evidence of collaborative planning related to the training.
9. 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).

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: Evidence will include classroom walk-throughs, student materials, surveys, participant reflections
2. 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

Professional Development Liaison Training
COMPONENT #: 8-417-001

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

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