

# Operations and Safety

**COMPONENT #: 8-510-010**

**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 basic safety techniques and potential hazards in the work location. A demonstration on the latest techniques and current regulations in safety inspections will be conducted to improve safety and health issues.

Upon successful completion of this professional development the participant will have knowledge of the state policy and proper information on how to file an accident report.

**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 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 type="checkbox"/> Instructional Plan Implementation | <input checked="" type="checkbox"/> School Management                  |
| <input type="checkbox"/> Faculty Development               | <input type="checkbox"/> Communication                                 |
| <input type="checkbox"/> Learning Environment              | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> Educator (professional growth) | <input checked="" type="checkbox"/> Organizational support and change |

## Operations and Safety

### COMPONENT #: 8-510-010

**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. Demonstrate knowledge and understanding of M-DCPS Safety Program.
2. Identify the important factors associated with energy consumption.
3. Identify and demonstrate the correct safety measures involving handling equipment and heavy materials.
4. Demonstrate effective protocols and procedures for preventing the spread of contagious and infectious diseases.
5. Differentiate between periodic and continuous safety inspections.
6. Identify the purpose of a Safety and Health Policy Committee.
7. Demonstrate the proper procedure to unloading, lifting and stacking materials.
8. Demonstrate knowledge and understanding of transportation (e.g. school bus drivers, commercial driver's license information, etc.).
9. Identify and recognize the different nutrients in food safety.
10. Identify appropriate practice and procedures for the sanitary storage, preparation, serving, and handling food.
11. Identify and demonstrate the importance of physical fitness when dealing with children in the after school care program.
12. Demonstrate knowledge and understanding of the importance for identifying and preventing various hazards for indoor and outdoor activities.

### **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 presentations, discussions and activities focused on new safety procedures and techniques (SLO 1-12).
2. Discuss in groups the requirements when planning an inspection program to include: safety and health policies, indoor and outdoor activities, in an office, cafeteria, after-school care and transportation setting (SLO 1 - 12).
3. Complete written assignment to implement specific policies adapting the existing Safety and Health policy for MDCPS (SLO 1 - 12).

### **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

## Operations and Safety

COMPONENT #: 8-510-010

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; will also include reflective journal entries of participants after receiving feedback from their peers.
1. Organizational support and change: Will consist of evidence of implementation through documented impact on classroom, school, or program instructional delivery practices in response to teaching and learning activities.

**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:** Office of Professional Development and Evaluation

**Name of Author/Position:** Cindy Caldwell - Instructional Supervisor