



MASTER PLAN

Broward Teachers Union

Effective Teaching

Chief: Saemone Hollingsworth, Office of Academics

Director: Angela Brown, Coaching and Induction

Contact: Dr. Fabian Cone, TPLG

Course Group Number: 10454814

PURPOSE:

The Broward Teachers Union Effective Teaching Master Plan is grounded in the organization's Mission, Vision, Core Values and Strategic Goals. Our Effective Teaching development courses will engage participants in a variety of activities to educate, develop, strengthen and empower their knowledge and abilities to become effective teachers within their classrooms and worksites. These activities will be delivered through workshops and courses. Specifically these workshop and courses will address effective classroom management and foundational teaching practices.

The Mission of the Broward Teachers Union

To engage and empower members to improve their professional and personal lives through their collective voice.

Our Vision

United and empowered professionals leading the workforce of tomorrow!

Our core values define Broward Teachers Union through our actions and our beliefs.

- **Unity**
- **Integrity**
- **Empowerment**
- **Advocacy**

Our Strategic Goals

All of Broward Teachers Unions strategic goals are vital components of its' overall professionalism and longevity. Goal 3 specifically communicates Broward Teachers Unions commitment in ensuring our teachers' professional development growth needs are a part of a strategic plan.

- Goal 1: Encourage involvement and membership expansion by developing opportunities for engagement in all facets of our union.
- Goal 2: Advocate for and promote fair and equitable compensation and a safe, healthy and respectful working environment.
- Goal 3: Provide quality leadership and professional development programs that expand and sustain our organizational capacity and diversity and advance the professional growth of our members.
- Goal 4: Develop and sustain close community partnerships and successful coalitions in order to impact and influence the political process with credibility and integrity.
- Goal 5: Serve as the professional voice of our members.

NEEDS ASSESSMENT:

Overall Desired Outcome

Teachers participating in workshops or courses will learn, and put into real world classroom application, numerous researched based practices that address the fundamental aspects of teaching and learning. Teachers will learn proven practices for effective classroom and group management, maximal use of learning time, questioning and feedback skills, interactive guided instruction strategies and scaffolding techniques. With this knowledge and information, teachers will become effective in their fundamental practice contributing to positive student growth and achievement.

Monitoring Piece

BTU will conduct the following activities to provide ongoing support and monitor the effectiveness of each of our Effective Teaching courses and workshops. Activities will be delivered through the following formats: expert presentations, case studies, simulations, listening activities, panel discussions, role playing, special projects, Socratic seminars, product creations, cooperative learning, role playing, homework and classroom “to do’s” and shared reflections.

- Teachers will participate in face-to-face trainings aligned to objectives specific to that session outcome.
- Teachers will be responsible for completing and turning in homework assignments and/or final reflections documenting the effectiveness of assignment.
- Teachers will be provided with extra support and mentoring through phone calls, technology, additional face-to face meetings, and peer mentoring if available.
- Online resources will be available on the BTU/AFT website.

Effectiveness

BTU will conduct the following to track and evaluate the effectiveness of activities and their impact on mastering desired outcomes.

- Teachers will indicate and document areas of need they wish to see improvement in the areas of effective classroom management and/or foundational teaching practices.
- Teachers will provide a “base line” of information aligned to the identified areas of need. Teachers will indicate a realistic goal that can be worked towards during the course.
- Teachers will be given 6 weeks from the final session to practice newly learned content and strategies within their own classrooms and/or worksites. • Teachers will indicate the outcomes of their goals in the course reflections completed and turned into BTU Professional Development Dept.

Foundations of Effective Teaching Course

Outcomes

Teachers will begin the process to learn and practice the fundamental aspects of teaching and learning that are relevant for teachers and classroom paraprofessionals in all grade levels and subject areas. Teachers will examine proven practices for effective classroom management and group management, maximal use of learning time, questioning and feedback skills, homework, interactive guided instruction strategies and scaffolding techniques.

Objectives by Course Topics-

1.1 Beginning of the Year Classroom Management- By the end of the session teachers will be able to recognize and put into practice strategies to organize and establish an effective classroom management system that influences what students accomplish throughout the rest of the school year. Key practices include: arranging the physical environment to support instruction, introducing rules and procedures, monitoring student behavior and applying consequences consistently, and planning a successful first day of school.

1.2 Effective Group Management- By the end of the session teachers will be able to establish classroom conditions that will help prevent or discourage behavior problems before they occur. Teachers will that by designing instruction that actively involves all students, holds students accountable for their work, and provides students for a variety and a sense of progress, teachers maximize student involvement.

1.3 Interactive Direct Instruction- By the end of the session teachers will be able to recognize and put into practice various strategies that stress teacher-directed learning with high levels of teacher student interaction. Teachers will the importance of leading initial student practice and providing immediate academic feedback, especially when teaching skills and structured learning tasks. Teachers will learn that tasks requiring high-order thinking skills, effective teachers provide scaffolds, which help students, learn necessary cognitive strategies. In addition, teachers will learn that effective questioning; pacing lesson appropriately and ensuring a high success rate for students are important parts of good instruction.

1.4 Teacher Praise – By the end of the session teachers will be able to distinguish between feedback, positive reinforcement and teacher praise. Teachers will learn how ineffective praise can result in detrimental results for students. Teachers will make distinctions between praise and feedback and will learn the effective use of praise.

1.5 Using Homework Effectively- By the end of the session teachers will learn how to use homework to extend learning time, foster family involvement, and contribute to student achievement. Teachers will examine the relationship between homework and student learning, the various purposes of homework and the outcomes for students, types of assignments, characteristics of effective homework and the importance of timely feedback.

1.6 Time on Task – By the end of the session teachers will be able to distinguish between the quantity of time for learning versus the quality of learning time. Teachers will learn effective classroom management strategies to maximize the quantity of time for learning. In addition, teachers

will learn that designing learning tasks at the appropriate level of difficulty, with scaffolding as needed, are the key to student learning.

Desired Outcome of Professional Development

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan to include Teachers, Teacher Leaders, and Administrators.

Desired Outcomes and Performance Indicators

1. INDIVIDUAL – Beginning of the Year Classroom Management			
1.1 DESIRED OUTCOME: Teachers will be able to recognize and put into practice strategies to organize and establish an effective classroom management system that influences what students accomplish throughout the rest of the school year.			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Teachers will begin to learn the strategies to organize and establish effective classroom management while practicing a system that positively influences student behavior. Finally, teachers will be able to make a clear distinction to their effective management practices and student achievement.	Teachers will begin to learn the strategies to organize and establish effective classroom management while practicing a system that positively influences student behavior.	Teachers will begin to learn the strategies to organize and establish effective classroom management while developing a system that positively influences student behavior.	Teachers will begin to learn the strategies to organize and establish effective classroom management.
1. SUPERVISOR/ADMINISTRATOR			
DESIRED OUTCOME: The supervisor/administrator will oversee the training of the Beginning of the Year Classroom Management Participant. The expectation of the supervisor/administrator is to ensure what is being learned in the workshops is being implemented with fidelity within each Participant’s classrooms. The supervisor/administrator must comply with the rules and regulations of the Broward Teacher’s Union.			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1

The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning and implementing what is required of them. The Supervisor/ Administrator must comply with the rules and regulations of the BTU.	The Supervisor/ Administrator will oversee the training of the Participants and ensure that they are learning and implementing what is required of them.	The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning what is required of them.	The Supervisor/ Administrator will oversee the training of the Participants.
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1. INDIVIDUAL - Effective Group Management

1.2 DESIRED OUTCOME: Teachers will be able to establish classroom conditions that will help prevent or discourage behavior problems before they occur.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Teachers will begin to learn the strategies that help prevent or discourage behavior problems. Teachers will begin to identify possible student behaviors or situations that create a negative impact on learning. Teachers will begin practicing a system that positively influences student behavior. Finally, teachers will be able to make a clear distinction to their effective group management practices and student achievement.	Teachers will begin to learn the strategies that help prevent or discourage behavior problems. Teachers will begin to identify possible student behaviors or situations that create a negative impact on learning. Teachers will begin practicing a system that positively influences student behavior.	Teachers will begin to learn the strategies that help prevent or discourage behavior problems. Teachers will begin to identify possible student behaviors or situations that create a negative impact on learning.	Teachers will begin to learn the strategies that help prevent or discourage behavior problems.

1. SUPERVISOR/ADMINISTRATOR

DESIRED OUTCOME: The supervisor/administrator will oversee the training of the Effective Group Management Participant. The expectation of the supervisor/administrator is to ensure what is being learned in the workshops is being implemented with fidelity within each Participant's classrooms. The supervisor/administrator must comply with the rules and regulating of the Broward Teacher's Union.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning and implementing what is required of them. The Supervisor/ Administrator must comply with the rules and regulations of the BTU.</p>	<p>The Supervisor/ Administrator will oversee the training of the Participants and ensure that they are learning and implementing what is required of them.</p>	<p>The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning what is required of them.</p>	<p>The Supervisor/ Administrator will oversee the training of the Participants.</p>

1. INDIVIDUAL - Interactive Direct Instruction

1.3 DESIRED OUTCOME: Teachers will be able to recognize and put into practice various strategies that stress teacher-directed learning with high levels of teacher student interaction.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Teachers will recognize and put into practice the strategies that stress teacher –directed learning with high levels of teacher student interaction. Teachers will begin the use of scaffolds to support student learning and make a clear distinction to student achievement.	Teachers will recognize and put into practice the strategies that stress teacher – directed learning with high levels of teacher student interaction. Teachers will begin the use of scaffolds to support student learning.	Teachers will begin to recognize and put into practice the strategies that stress teacher –directed learning with high levels of teacher student interaction.	Teachers will begin to recognize the strategies that stress teacher –directed learning with high levels of teacher student interaction.

1. SUPERVISOR/ADMINISTRATOR

DESIRED OUTCOME: The supervisor/administrator will oversee the training of the Interactive Direct Instruction Participant. The expectation of the supervisor/administrator is to ensure what is being learned in the workshops is being implemented with fidelity within each Participant’s classrooms. The supervisor/administrator must comply with the rules and regulating of the Broward Teacher’s Union.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning and implementing what is required of them. The Supervisor/ Administrator must comply with the rules and regulations of the BTU.	The Supervisor/ Administrator will oversee the training of the Participants and ensure that they are learning and implementing what is required of them.	The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning what is required of them.	The Supervisor/ Administrator will oversee the training of the Participants.

1. INDIVIDUAL - Teacher Praise

1.4 DESIRED OUTCOME: Teachers will be able to distinguish between feedback, positive reinforcement and teacher praise.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Teachers will begin to distinguish between feedback, positive reinforcement and teacher praise. Teachers will begin to use strategies that support the effective use of praise and make a clear distinction to the effectiveness of positive praise and student achievement.	Teachers will begin to distinguish between feedback, positive reinforcement and teacher praise. Teachers will begin to use strategies that support the effective use of praise.	Teachers will begin to distinguish between feedback, positive reinforcement and teacher praise.	Teachers will begin to identify examples of feedback, positive reinforcement and teacher praise.

1. SUPERVISOR/ADMINISTRATOR

DESIRED OUTCOME: The supervisor/administrator will oversee the training of the Teacher Praise Participant. The expectation of the supervisor/administrator is to ensure what is being learned in the workshops is being implemented with fidelity within each Participant’s classrooms. The supervisor /administrator must comply with the rules and regulating of the Broward Teacher’s Union.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning and implementing what is required of them. The Supervisor/ Administrator must comply with the rules and regulations of the BTU.	The Supervisor/ Administrator will oversee the training of the Participants and ensure that they are learning and implementing what is required of them.	The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning what is required of them.	The Supervisor/ Administrator will oversee the training of the Participants.

1. INDIVIDUAL - Using Homework Effectively

1.5 DESIRED OUTCOME: Teachers will be able to use homework to extend learning time, foster family involvement, and contribute to student achievement.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Teachers will begin to learn the benefits of homework to extend learning time, foster family involvement and contribute to student achievement. Teachers will identify the characteristics of effective homework. . Finally, teachers will be able to make a clear distinction to the benefits of effective homework and student achievement.	Teachers will begin to learn the benefits of homework to extend learning time, foster family involvement and contribute to student achievement. Teachers will identify the characteristics of effective homework.	Teachers will begin to learn the benefits of homework to extend learning time, foster family involvement and contribute to student achievement.	Teachers will begin to learn the various benefits of homework.

1. SUPERVISOR/ADMINISTRATOR

DESIRED OUTCOME: The supervisor/administrator will oversee the training of the Using Homework Effectively Participant. The expectation of the supervisor/administrator is to ensure what is being learned in the workshops is being implemented with fidelity within each Participant’s classrooms. The supervisor/administrator must comply with the rules and regulating of the Broward Teacher’s Union.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
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The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning and implementing what is required of them. The Supervisor/ Administrator must comply with the rules and regulations of the BTU.	The Supervisor/ Administrator will oversee the training of the Participants and ensure that they are learning and implementing what is required of them.	The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning what is required of them.	The Supervisor/ Administrator will oversee the training of the Participants.
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1. INDIVIDUAL - Time on Task

1.6 DESIRED OUTCOME: Teachers will be able to distinguish between the quantity of time for learning versus the quality of learning time.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Teachers will be able to distinguish between the importance of the quantity time and quality of time need for learning. Teachers will identify specific effective classroom management strategies to maximize the quantity of time for learning. Finally, teachers will be able to identify the benefits of the quantity time and quality of time need for learning and it's impact on student achievement.	Teachers will be able to distinguish between the importance of the quantity time and quality of time need for learning. Teachers will identify specific effective classroom management strategies to maximize the quantity of time for learning.	Teachers will begin to distinguish between the importance of the quantity time and quality of time need for learning. Teachers will learn the importance of effective classroom management strategies to maximize the quantity of time for learning.	Teachers will begin to learn the importance of the quantity time and quality of time need for learning.

1. SUPERVISOR/ADMINISTRATOR

DESIRED OUTCOME: The supervisor/administrator will oversee the training of the Time On Task Participant. The expectation of the supervisor/administrator is to ensure what is being learned in the workshops is being implemented with fidelity within each Participant's classrooms. The supervisor/ administrator must comply with the rules and regulating of the Broward Teacher's Union.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
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<p>The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning and implementing what is required of them. The Supervisor/ Administrator must comply with the rules and regulations of the BTU.</p>	<p>The Supervisor/ Administrator will oversee the training of the Participants and ensure that they are learning and implementing what is required of them.</p>	<p>The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning what is required of them.</p>	<p>The Supervisor/ Administrator will oversee the training of the Participants.</p>
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Managing Anti-Social Behavior Course

Outcomes

Teachers will learn research-based strategies to reduce and/or prevent the occurrence of disruptive or dangerous behavior. Teachers will learn how the antisocial actions of a small, but powerful, number of students in school not only put their own academic success at risk but also threaten the learning environment for everyone. Teachers will learn research on emotional and behavioral problems of students who consistently act out.

Objectives

By the end of the course/session teachers will be able to:

2 Identify, understand and begin using the three-tiered model for the prevention of behavior problems.

2.1 The first level, Primary Prevention, focuses on creating structured environments where all students know what is expected of them and what the consequences are for appropriate and inappropriate behavior.

2.2 The second level, Secondary Prevention, focuses on providing small group interventions such as counseling, social skills instruction or peer mediation to the group of students for whom primary prevention has not been effective in preventing inappropriate behaviors.

2.3 The third level, Tertiary Prevention activities, are reserved for students who are most in need. These students require school and community services or alternative placement programs involving them and their families to provide the support necessary to prevent the exacerbation of their behavior problems.

Desired Outcomes and Performance Indicators

2. INDIVIDUAL - Level 1 Primary Prevention

2.1 DESIRED OUTCOME: Teachers will be able to create structured environments where all students know what is expected of them and what the consequences are for appropriate and inappropriate behavior.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Teachers will begin to learn the strategies to create a structured environment while implementing a system with clear expectations and appropriate consequences. Finally, teachers will be able to make a clear distinction to the implementation of clear expectations and appropriate consequences in a structured environment and student achievement.	Teachers will begin to learn the strategies to create a structured environment while implementing a system with clear expectations and appropriate consequences.	Teachers will begin to learn the strategies to create a structured environment while developing a system with clear expectations and appropriate consequences.	Teachers will begin to learn the strategies to create a structured environment.

2. SUPERVISOR/ADMINISTRATOR

DESIRED OUTCOME: The supervisor/administrator will oversee the training of the Managing AntiSocial Behavior Participant. The expectation of the supervisor/administrator is to ensure what is being learned in the workshops is being implemented with fidelity within each Participant's classrooms. The supervisor/administrator must comply with the rules and regulating of the Broward Teacher's Union.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1

<p>The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning and implementing what is required of them. The Supervisor/ Administrator must comply with the rules and regulations of the BTU.</p>	<p>The Supervisor/ Administrator will oversee the training of the Participants and ensure that they are learning and implementing what is required of them.</p>	<p>The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning what is required of them.</p>	<p>The Supervisor/ Administrator will oversee the training of the Participants.</p>
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2.INDIVIDUAL - Level 2 Secondary Prevention

2.2 DESIRED OUTCOME: Teachers will be able to facilitate small group interventions such as counseling, social skills instruction or peer mediation to students for whom primary prevention has not been effective in preventing inappropriate behaviors.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Teachers will begin to implement small group interventions and will be able to identify the interventions that prevent inappropriate behaviors. Finally, teachers will be able to make a clear distinction to implementation of various interventions and positive student achievement and a decrease in inappropriate behaviors.</p>	<p>Teachers will begin to implement small group interventions and will begin to identify the interventions that prevent inappropriate behaviors.</p>	<p>Teachers will begin to implement small group interventions.</p>	<p>Teachers will begin to learn the strategies to facilitate small group interventions.</p>

2. SUPERVISOR/ADMINISTRATOR

DESIRED OUTCOME: The supervisor/administrator will oversee the training of the Managing AntiSocial Behavior Participant. The expectation of the supervisor/administrator is to ensure what is being learned in the workshops is being implemented with fidelity within each Participant's classrooms. The supervisor/administrator must comply with the rules and regulating of the Broward Teacher's Union.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning and implementing what is required of them. The Supervisor/ Administrator must comply with the rules and regulations of the BTU.	The Supervisor/ Administrator will oversee the training of the Participants and ensure that they are learning and implementing what is required of them.	The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning what is required of them.	The Supervisor/ Administrator will oversee the training of the Participants.

2.INDIVIDUAL - Level 3 Tertiary Prevention Activities

2.3 DESIRED OUTCOME: Teachers will be able to implement Tertiary Prevention activities, for those students who require school and community services or alternative placement programs involving them and their families to provide the support necessary to prevent the exacerbation of their behavior problems.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
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<p>Teachers will begin to learn about and plan tertiary prevention activities for those students in need of this level of intervention Teachers will begin the process of involving the families of their students. Finally, teachers will be able to make a clear distinction to the implementation of tertiary activities and the reduction of negative student behavior, thus positively affecting student achievement.</p>	<p>Teachers will begin to learn about and plan tertiary prevention activities for those students in need of this level of intervention Teachers will begin the process of involving the families of their students.</p>	<p>Teachers will begin to learn about and plan tertiary prevention activities for those students in need of this level of intervention.</p>	<p>Teachers will begin to learn about tertiary prevention activities for those students in need of this level of intervention.</p>
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2. SUPERVISOR/ADMINISTRATOR

DESIRED OUTCOME: The supervisor/administrator will oversee the training of the Managing AntiSocial Behavior Participant. The expectation of the supervisor/administrator is to ensure what is being learned in the workshops is being implemented with fidelity within each Participant's classrooms. The supervisor/administrator must comply with the rules and regulating of the Broward Teacher's Union.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning and implementing what is required of them. The Supervisor/ Administrator must comply with the rules and regulations of the BTU.</p>	<p>The Supervisor/ Administrator will oversee the training of the Participants and ensure that they are learning and implementing what is required of them.</p>	<p>The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning what is required of them.</p>	<p>The Supervisor/ Administrator will oversee the training of the Participants.</p>

Area of Impact	Formative Measures	Summative Measures
Teacher Practices	One on One Conversations Informal conversations Observations	One on One Conversations Informal conversations Observations
Leadership Practices	Questionnaires Surveys Reflection Assignments(s)	Questionnaires Surveys Reflection Assignments(s)
Collaboration Practices	Products developed and completed by stewards. Questionnaires Observation at meetings	Meetings Products developed and completed by stewards. Observation at meetings
Student Learning	Survey on how what is being learned through steward trainings is being transferred to the classroom and affecting student growth. Student performance data. Student's performance in the classroom will show improvement as the teacher will feel more secure in their job, therefore translating that to their classroom in the form of effective classroom management skills and teaching practices.	Reflection summary on how trainings is affecting how you teach students and how the is affecting the outcome of student growth. Student performance data. Student's performance in the classroom will show improvement as the teacher will feel more secure in their job, therefore translating that to their classroom in the form of effective classroom management skills and teaching practices.

Delivering Effective Professional Development

Outcomes

Teachers will learn the roles as a trainer and coordinator of professional development. Teachers will learn about guidelines as to what an effective presenter must know and do, ie. presentation techniques, planning professional development sessions and on ways to succeed with adult learners. Teacher will observe presentation strategies and have the opportunity to prepare for a future practice presentation in their respective course.

Objectives

By the end of the session teachers will be able to:

3.1 Identify and begin to use effective guidelines for presentations. Participants will be able to distinguish between effective and non-effective presentation techniques and practices.

3.INDIVIDUAL			
3.1 DESIRED OUTCOME: Teachers will be able to Identify and begin to use effective guidelines for presentations. Participants will be able to distinguish between effective and non-effective presentation techniques and practices.			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Teachers will be able to identify effective and non-effective guidelines for presentations. Teachers will identify and plan how to use effective guidelines for their practice presentations.	Teachers will be able to identify effective and non-effective guidelines for presentations. Teachers will begin to identify and plan how to use effective guidelines for their practice presentations.	Teachers will begin to identify effective and non-effective guidelines for presentations.	Teachers will begin to identify the effective guidelines for presentations.
3. SUPERVISOR/ADMINISTRATOR			
DESIRED OUTCOME: Teachers will be able to Identify and begin to use effective guidelines for presentations. Participants will be able to distinguish between effective and non-effective presentation techniques and practices.			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1

<p>The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning and implementing what is required of them. The Supervisor/ Administrator must comply with the rules and regulations of the BTU.</p>	<p>The Supervisor/ Administrator will oversee the training of the Participants and ensure that they are learning and implementing what is required of them.</p>	<p>The Supervisor/ Administrator will oversee the training of the Participants and ensure that the Participants are learning what is required of them.</p>	<p>The Supervisor/ Administrator will oversee the training of the Participants.</p>
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Area of Impact	Formative Measures	Summative Measures
Teacher Practices	One on One Conversations Informal conversations Observations	One on One Conversations Informal conversations Observations
Leadership Practices	Questionnaires Surveys Reflection Assignments(s)	Questionnaires Surveys Reflection Assignments(s)
Collaboration Practices	Products developed and completed by stewards. Questionnaires Observation at meetings	Meetings Products developed and completed by stewards. Observation at meetings

<p>Student Learning</p>	<p>Survey on how what is being learned through steward trainings is being transferred to the classroom and affecting student growth.</p> <p>Student performance data.</p> <p>Student's performance in the classroom will show improvement as the teacher will feel more secure in their job, therefore translating that to their classroom in the form of effective classroom management skills and teaching practices.</p>	<p>Reflection summary on how trainings is affecting how you teach students and how the is affecting the outcome of student growth.</p> <p>Student performance data.</p> <p>Student's performance in the classroom will show improvement as the teacher will feel more secure in their job, therefore translating that to their classroom in the form of effective classroom management skills and teaching practices.</p>
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Implementation

What will we monitor?	What is the target?	What data will we use to monitor?	When will we monitor?	Who will oversee the monitoring?	How will we decide what adjustments to make?
<p>Spread of Implementation</p>	<p>90% of the Participants will use the learning throughout the year to enhance their classroom effectiveness to ensure student achievement growth.</p>	<p>The data that will be used to monitor the Participants will be surveys and summaries that will be due on a biweekly basis.</p>	<p>We will be monitoring the Participants on a biweekly basis.</p>	<p>The Broward Teacher's Union Organizers and Field Staff will be overseeing the monitoring.</p>	<p>Adjustments will be made based on need.</p>

Quality and Fidelity of Implementation	90% of the Participants will be able to develop communication skills, knowledge of effective teaching and classroom management skills, and leadership skills to increase the work environment for their respective worksites.	Survey on implementation process.	We will be monitoring on a biweekly basis.	The Broward Teacher's Union Organizers and Field Staff will be overseeing the monitoring.	Adjustments will be made based on need.
Effect of Implementation on Implementers	90% of the Participants will agree or strongly agree that they have the necessary knowledge and skills to effectively communicate, access leadership, and acquire relevant knowledge to ensure that they can effectively implement what is being learned.	The data that will be used is a survey that would assess how the implementers used the results of the implementation process.	The monitoring will be done on a yearly basis to assess in fidelity.	The Broward Teacher's Union Organizers and Field Staff will be overseeing the monitoring.	Adjustments will be made based on the survey taken by the implementers on the effect of the Implementation.

Impact Measurements

Area of Impact	Formative Measures	Summative Measures
Teacher Practices	One on One Conversations Informal conversations Observations	One on One Conversations Informal conversations Observations
Collaboration Practices	Products developed and completed by participants. Observations in class	Questionnaires Products developed and completed by participants. Observations in class

Student Learning	<p>Conversations on what is being learned through the course to support Effective Teaching and improve student growth.</p> <p>Student performance data.</p> <p>Student performance in the classroom will improve as the teacher will utilize strategies for effective classroom management and teaching practices.</p>	<p>Reflection summary to discuss the impact of the course on pedagogy and student growth.</p> <p>Student performance data.</p> <p>Student performance in the classroom will improve as the teacher will utilize strategies for effective classroom management and teaching practices.</p>
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Effectiveness/Evaluation

What will we monitor?	What is the target?	What data will we use to monitor?	When will we monitor?	Who will oversee the monitoring?	How will we decide what adjustments to make?
Effectiveness of Professional Development School Level	90% of the Participants will report that the learning that was had translated to their school environment resulting in a more conducive professional and learning environment.	Bi-weekly surveys and summaries of what was learned and how it was implemented.	Bi-weekly basis.	The Broward Teacher's Union Organizers and Field Staff will be overseeing the monitoring.	Adjustments will be made as needed.

Effectiveness of Professional Development Classroom Level	90% of the Participants will report that the learning that was had translated to their classrooms in that they felt more secure in their job, thus resulting in better teaching practices.	Bi-weekly summaries of classroom affect.	Bi-weekly basis	The Broward Teacher's Union Organizers and Field Staff will be overseeing the monitoring.	Adjustments will be made as needed.
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Training Plans

Foundations of Effective Teaching

Beginning of the Year Classroom Management – [BYCM Training plans .doc \(93 KB\)](#)

[Connecting the Dots.doc \(48 KB\)](#)

Effective Group Management - [EGM Plan .doc \(94 KB\)](#)

Interactive Direct Instruction- [IDI Part A.doc \(94 KB\)](#)

[IDI Part B.doc \(77 KB\)](#)

Time On Task – [TOT Plan.doc \(70 KB\)](#)

Homework- [HW Plan - 2012.doc \(54 KB\)](#)

Teacher Praise - [TP Plan.doc \(56 KB\)](#)

Managing Anti-Social Training Plans

[Training Plans - MASB.pdf \(2 MB\)](#)

Data Collection Plan

Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	<ul style="list-style-type: none"> • Participant attendance through PL Management System 	<ul style="list-style-type: none"> • Ongoing Data Collection & Review • Quarterly Report • Mid-Year and End of the Year White Paper Report 	<ul style="list-style-type: none"> • Staff Developers • Department Leads • Department Supervisor/Coordinator
	<ul style="list-style-type: none"> • Participant surveys • Observations 		
2. Participants' Learning	<ul style="list-style-type: none"> • Embedded assessments (formative/summative) • Informal Interviews • Focus Groups • Observations • Self-Reflections/Attributes Survey 	<ul style="list-style-type: none"> • Ongoing Data Collection & Review • Quarterly Report • Mid-Year and End of the Year White Paper Report 	<ul style="list-style-type: none"> • Staff Developers • Department Leads • Department Supervisor and/or Coordinator
3. Organizational Supports	<ul style="list-style-type: none"> • District and School records of follow-up support provided to participants (look-fors) • Informal Interviews • Focus Groups, ie. Teacher Roundtables, Principal Roundtable • Observations • Self-Reflections • Retention Rate 	<ul style="list-style-type: none"> • Ongoing Data Collection & Review • Quarterly Report • Mid-Year and End of the Year White Paper Report 	<ul style="list-style-type: none"> • Staff Developers • Department Leads • Department Supervisor and/or Coordinator • District and School Program Administrators

4. Participants' Practice	<ul style="list-style-type: none"> • Teacher Evaluation • Results Informal • Interviews Focus Groups, ie. Teacher Roundtables, Principal Roundtable • Observations • Surveys • Self-Assessments and Reflections 	<ul style="list-style-type: none"> • Ongoing Data Collection & Review • Assessment Review • Quarterly Report • Mid-Year and End of the Year White Paper Report 	<ul style="list-style-type: none"> • Staff Developers • Department Leads • Department Coordinator • District and School Program Administrators
5. Student Outcomes	<ul style="list-style-type: none"> • District Assessment • Common Formative Assessments • Culminating Task • Student Artifacts • Student Performance on Statewide Assessments as measured by • VAM Student Performance by Subgroup 	<ul style="list-style-type: none"> • Ongoing Data Collection & Review • Assessment Review • Quarterly Report • Mid-Year and End of the Year White Paper Report • End of the School Year Annual Review of Student Growth and Achievement 	<ul style="list-style-type: none"> • Staff Developers • Department Leads • Department Coordinator • District and School Program Administrators

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers/ESPs	Survey	Focus Groups/Informal conversations
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers/ESPs	Reflection of learning	Demonstration of Knowledge
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Educators/Educational Leadership	Ongoing weekly meetings	Evaluative Survey/Rubric
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers/ESPs	Submission of artifacts	Survey/Implementation of new knowledge
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers/ESPs	Common formative assessments	End of the year state testing, i.e. FSA