BEGINNER PD&E TRAINING

Facilitator's Guide

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BEGINNER PD&E TRAINING FACILITATOR'S GUIDE

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BEGINNER PD&E TRAINING FACILITATOR'S GUIDE

WELCOME, INSTRUCTOR

Welcome to the Beginner PD&E Training!

We are thrilled to extend a warm welcome to all staff development administrators. At the Office of Leadership and Staff Development, our mission is to wholeheartedly support the professional growth and development of our staff, both at the school and district levels.

In our dynamic educational environment, we are excited to introduce a crucial initiative. As we welcome many new assistant principals (APs) to our schools this year, we recognize the need to empower them with the knowledge and skills required to excel in their role as the local school's staff development administrator.

These dedicated individuals will play a pivotal role in creating course shells, managing rosters, and meticulously documenting the professional development undertaken by teachers and staff, ensuring the accrual of Credit Hours (CH) and Approved Professional Learning Hour (APLH) credits. This information is vital for the annual recertification of our esteemed educators and staff.

Without the proper guidance and training, our new AP staff development contacts may face challenges in accurately documenting their staff's training experiences, potentially impacting the certification of their teams. This is a responsibility we do not take lightly, and we are committed to providing the support needed.

TECH TEAM

WELCOME, INSTRUCTOR

This course is not just significant; it is transformational. It equips our Staff Development (SD) administrators with the skills necessary to create course shells, manage rosters, and effectively document professional learning. For those who are new to the PD&E system, this training ensures that courses and associated credit hours are documented with precision, safeguarding the certification of our staff.

Upon completing this face-to-face course, our SD administrators will not only be more competent in creating staff development courses at their local schools but will also gain the confidence to serve as the go-to resource for staff development-related queries and programs in their respective schools.

We want you to know that we are here to support you every step of the way. Your success is our success, and we look forward to witnessing your growth and the positive impact it will have on our educational community.

Welcome to a new chapter of professional development, where together, we will thrive.

WELCOME, INSTRUCTOR

Purpose:

The purpose of this training is for the staff development administrators to feel confident and demonstrate competence in their use of PD&E as they learn how to create course shells and sections, manage rosters, and document the professional learning opportunities for their staff members.

Learner Description:

The participants will be middle-aged learners with a wide range of ethnicities. Most of the learners will be female (about 68% of total population) with an average tenure of 6.6 years in GCPS.   No prior knowledge of PD&E is required since this course will serve as an introduction to course development. Class size will vary but this guide was made with the intention of 1-3 facilitator(s) to a maximum of 24 learners.

TECH TEAM

ICON KEY

Instructor States

Question

Practice

Evaluation

Note

TIME CHART

TOPIC	TYPE OF CONTENT	TIME ALLOTTED	LEARNING OBJECTIVE	EVALUATION
Topic 1: Learning the PD&E Language	Fact	40 minutes	Objective 1	Learners will complete a Vocabulary Quiz with an accuracy of 100% (includes multiple attempts).
Topic 2: Building a New APLH Course Shell	Procedural Skill	45 minutes	Objective 2	Learners will create a course shell given a fictional scenario. The instructor will review the shell and provide feedback during the session.
Topic 3: Building a New APLH Course Section	Procedural Skill	45 minutes	Objective 3	Learners will create a course section using the shell created earlier. The instructor will review the section and provide feedback during the session.
Topic 4: Managing Instructors	Procedural Skill	15 minutes	Objective 4	Learners will add two instructors to their section. The instructor will review their work and provide feedback.

TIME CHART

TOPIC	TYPE OF CONTENT	TIME ALLOTTED	LEARNING OBJECTIVE	EVALUATION
Topic 5: Managing Class Times	Procedural Skill	15 minutes	Objective 4	Learners will add class times to their section. The instructor will review the times and provide feedback.
Topic 6: Managing Rosters	Procedural Skill	20 minutes	Objective 5	Learners will add three participants to their section. Upon completion, the instructor will review the learner's work and provide feedback.

Note: This time chart provides an estimated maximum of time needed to facilitate the given topic. Adjust based on the needs of the learners.
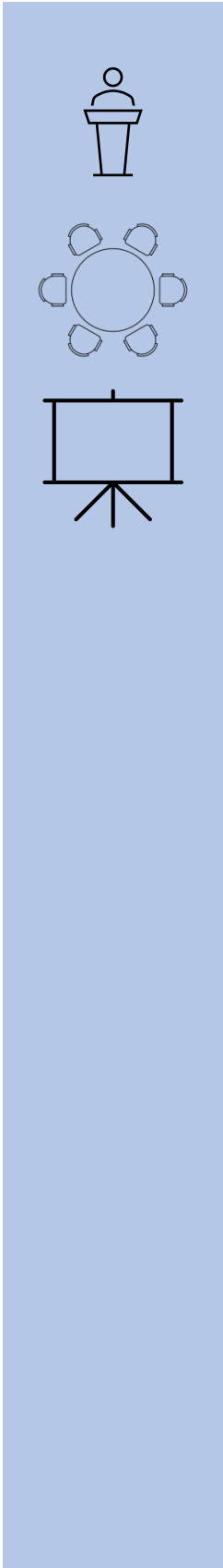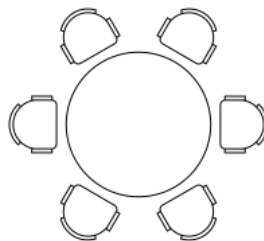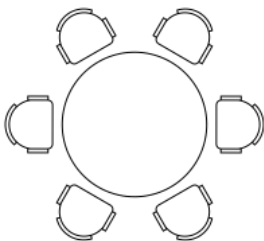
TRAINING LAYOUT

In-Person Environment

Key:

Instructor

Tables

Projection Screen
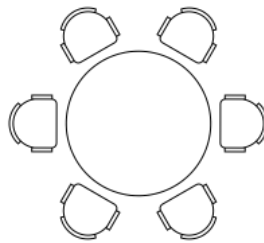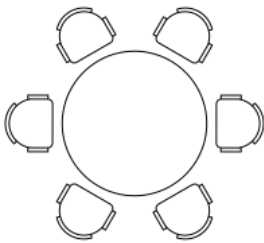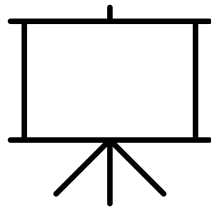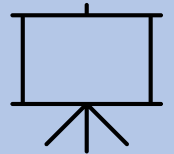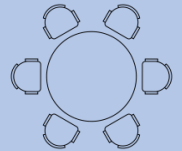
MATERIALS CHECKLIST

Course Materials Needed:

Instructor(s):

Set up the following in the designated training area.

- Facilitator Guide
- Google Slides Presentation
- Computer and Printer Setup
- Projector Setup
- Pens and Paper
- Sign-In Sheet
- Course Requestor/Office Administrator Confirmation Sheet
- Name Plates
- Performance Checklists for Tasks
- Participant Guides
- Candy in tin buckets at tables

LEARNING OBJECTIVES

Following the professional learning session, staff development administrators will be able to....

1 categorize PD&E vocabulary terms with their correct definitions, achieving 100% accuracy in a vocabulary matching exercise.

2 create a new course shell using PD&E tools with 100% accuracy.

3 create a new section within a course with 100% accuracy.

4 demonstrate how to add instructors and enter class times for each section with 100% accuracy.

5 manage section rosters by adding, removing, and editing course participants with 100% accuracy.

AGENDA

As the instructor, make sure you complete the following

Before the Training Session:
1. Arrange the learning environment according to the "Training Layout" diagram.
2. Place copies of all course materials on participants' seats.
3. Confirm that the projector and computer are charging and switched on.

During the Training Session:
1. Welcome the learners and introduce yourself.
2. Go through all course competencies/checklists with participants.
3. Offer guidance, support, and positive feedback to participants.
4. Have participants fill out course evaluations.
5. Express gratitude to participants for completing the training.

TOPIC 1: LEARNING PD&E LANGUAGE

LENGTH: 40 minutes

OUTLINE OF SESSION:
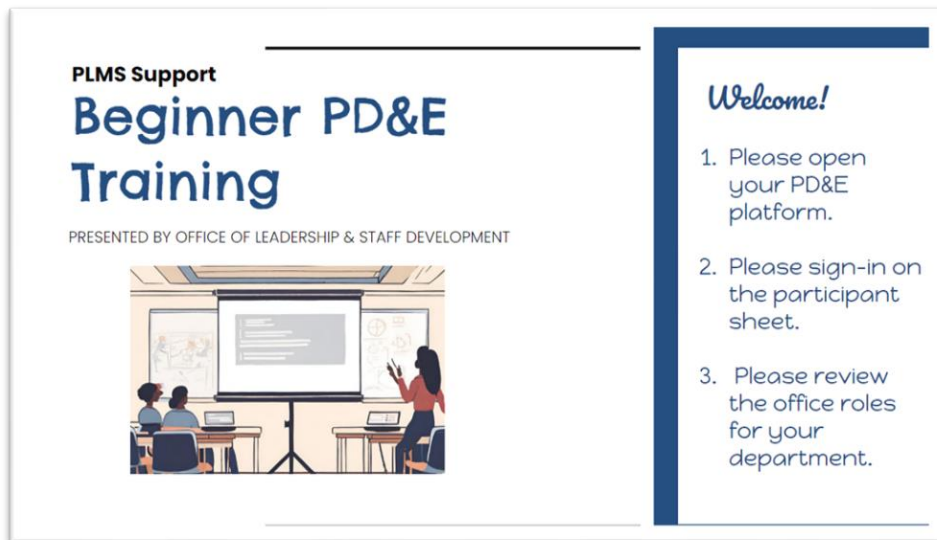
- Introduction (2 minutes)

- Connection to GCPS Blueprint (2 minutes)

- Working Agreements (1 minute)

- Learning Objective Overview (1 minutes)

- PD&E Card Sort (15 minutes)

- Review terms (4 minutes)

- Quiz (15 minutes)

EQUIPMENT/SUPPLIES: Computer, Google Slides Presentation, Projector, Screen, PD&E Card Sort Packs (1 per pair of participants), and Participant Guides

BEFORE STARTING: Ensure the room is set up according to the "Training Layout" on pg. 9. The projector should be turned on and a participant guide should be placed at each desk. The Google Slides presentation should be loaded to the Welcome screen.

OBJECTIVE 1: Staff development administrators will be able to categorize PD&E vocabulary terms with their correct definitions, achieving 100% accuracy in a vocabulary matching exercise.

WELCOME

Welcome to the Beginner PD&E Training.

My name is _____ and I will serve as your instructor, today!

Please ensure that you've opened your PD&E platform, sign the participant sheet, and review the office roles for your department. If there are any discrepancies in those roles, then please let us know, and we'll make the necessary changes.

We will begin in a few minutes. Thank you for being with us today!

GCPS BLUEPRINT for the FUTURE:

Building the Bridge from Empathy to Excellence

EMPATHY	EQUITY	EFFECTIVENESS	EXCELLENCE
The ability to understand the feelings of another person. The entry point where staff and students feel a sense of belonging and safety.	Conditions under which each and every child receives what they need to develop to their full academic and social potential.	The degree to which something is successful in producing a desired result; success.	The quality of being outstanding or extremely good. Excellence is not optional. It is the standard.

The work of developing PD&E courses to support professional development connects with all areas of the Blueprint for the Future.

We are always intentional about thinking of those that we are serving, promoting access to all stakeholders, and supporting our staff to move towards our standard of excellence.

Today's session will mainly focus in the area of "Effectiveness," which is the degree to which something is successful in producing desired results.

Our desired result is to increase the capacity of those that we support.

Working Agreements

1. Lean into discomfort
2. Ask for what you need; offer what you can
3. Remember we are all learners

Is there an agreement you think is important
for you to lean into today?

There can be some unfamiliar terms in PD&E that can trip up our learners if we're not careful.

Today, we plan to review these terms so that you will feel more comfortable with this terminology.

Our primary objective for this first session is to categorize PD&E vocabulary terms with their correct definitions, achieving 100% accuracy in a vocabulary matching exercise.

PLMS Beginner PD&E Training

FOCUS: How can we leverage PD&E to support the professional development of others?

Session 1 Objective:

▶ categorize PD&E vocabulary terms with their correct definitions, achieving 100% accuracy in a vocabulary matching exercise.

There can be some unfamiliar terms in PD&E that can trip up our learners if we're not careful.

Today, we plan to review these terms so that you will feel more comfortable with this terminology.

Our primary objective for this first session is to categorize PD&E vocabulary terms with their correct definitions, achieving 100% accuracy in a vocabulary matching exercise.

PD&E Card Sort

1. Working with a partner, match the PD&E terms and definitions.

2. Let the instructors know once you've finished.

VOCABULARY

Up next, we have a little activity for you. You'll work with a partner to match some PD&E terms and definitions. We'll distribute some bags to you. Once you're finished call us over, and we'll help you confirm if the matches are correct.

Distribute the cards to pairs of participants and allow them to match the cards with a partner.

Once finished, give the participants the answer sheet to check their answers.

PAGE 20

Now that you've had an opportunity to preview the vocabulary, we will begin by exploring PD&E language Glossary.

Office Roles - Office roles in PD&E designate user access. The following office roles exist in PD&E:

Office: Local schools and instructional center departments are coded as offices within PD&E.

Administrator: this allows the user to see the courses and course information for their offices under the administration tab.

Course Requester: this allows the user to create courses, manage rosters, and navigate other functionalities within the courses they create.

Course Approver: the course approver decides which APLH courses should be approved in their office. This is the level 1 approver. The level 2 approver is the Staff Development office (click)

Course Management - A PD&E course consists of two parts - the course shell and the course section(s). (click)

Course Shell - A course shell is the overall information for a course in PD&E. The course shell includes: title, description and impact, credit hours for each section, alignment with standards, other foundational details (click)

Course Section - A course section is part of a PD&E course. The course section is underneath the course shell. It includes the following information: class dates & times, instructors, location, roster, registration dates and cutoffs (click)

PD&E - PD&E is an acronym for professional development and effectiveness. The staff development department handles the professional development portion of PD&E while Human Resources handles the effectiveness portion. (click)

Default Provider vs. PD Online - PD Online is the content management system used to house content modules for courses like HR Compliance. The PD Online linked to PD&E is actually a separate platform called Moodle. Any other platform used for training or delivery (whether online or in-person) is considered a default provider. (click)

Credit Hour - Credit hours are the units of credit a participant receives for attending a course. The participant's credit hours match the actual seat time in the professional development session.

APLH Course - An APLH course is a course that tracks credit hours for recertification. All APLH credit hours count towards the 100 recertification hours required by the PSC every five years. APLH courses must go through the approval process.

Credit Hour Course - A credit hour course is a course where earned credit hours only count towards the 20 yearly GCPS credit hours that are required by GCPS. Credit hour courses do not count as certification hours for the PSC. Credit hour courses do not go through an approval process. (click)

Are there any questions before we move forward?

Learning the PD&E Language
Vocabulary Quiz

Module 1: Learning the Language Quiz ⌄   ✓

❓ Quiz

Please take the quiz reviewing the "Learning the Language" vocabulary terms. You must score a 100 on the quiz in order to advance to the next Module. Multiple attempts will be allowed.
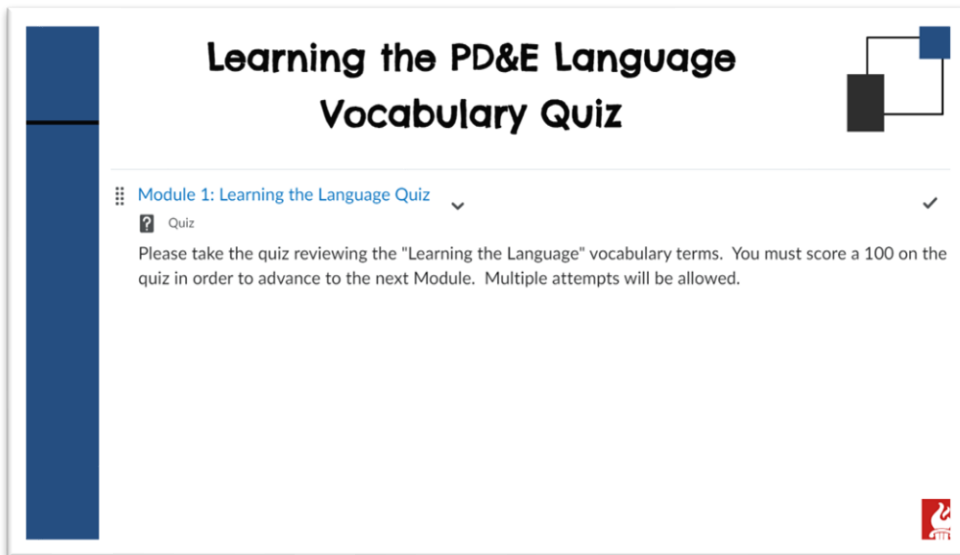
Now that you've had time to learn and review the essential PD&E vocabulary terms, we wanted to give you an opportunity to test your understanding.

Please access the Learning the PD&E Language Vocabulary Quiz which is found in the Module 1 Section of this course.

You'll have 15 minutes to complete the 10-question quiz and can take it as many times as you would like during that time to achieve your highest grade.

LEARNING THE PD&E LANGUAGE VOCABULARY QUIZ

Page 1:

1 ---	2 ---	3 ---
4 ---	5 ---	6 ---
7 ---	8 ---	9 ---
10 ---		

Quiz Information

Question 1 (1 point)

Which term matches the description: The professional learning management system used by GCPS to track professional development and teacher effectiveness

○ Office roles

○ Credit hour

○ Course

○ PD&E

○ Office

○ APLH course

○ Sections

○ Course Shell

○ Default Providers vs. PD Online

○ Credit Hour course

Question 2 (1 point)

Which term matches the description: equivalent to seat-time spent in a professional development course

○ Office

○ Course

○ PD&E

○ Course shell

○ Credit Hour course

○ Office roles

○ Default Providers vs. PD Online

○ Credit hour

○ APLH course

○ Sections

Page 1:

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10 ---		

Quiz Information

Question 3 (1 point)

Which term matches the description: A course that meets the following criteria:
- Require a state-mandated approval process
- Count towards PSC recertification hours
- Typically aligned with LSPI
- 100 hours needed for certificate recertification (every 5 years)

○ Credit hour

○ Office

○ Course shell

○ APLH course

○ Sections

○ Credit Hour course

○ Course

○ PD&E

○ Office roles

○ Default Providers vs. PD Online

Question 4 (1 point)

Which term matches the description: comprised of a course shell and at least one section

○ Credit Hour course

○ Course

○ Default Providers vs. PD Online

○ Office roles

○ Sections

○ Course shell

○ Credit hour

○ PD&E

○ APLH course

○ Office

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10
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Quiz Information

Question 5 (1 point)

Which term matches the description: A course that meets the following criteria:

- no approval process
- not required to link to LSPI
- counts as GCPS required hours (20 required per year)
- DOES NOT count as PSC recertification hours

○ APLH course

○ Course

○ Course Shell

○ Credit hour

○ Credit Hour course

○ Default Providers vs. PD Online

○ Office

○ Office roles

○ PD&E

○ Sections

Question 6 (1 point)

Which term matches the description:

- The beginning of course creation
- Houses the overall description, number/type of credit hours, the professional development goals/categories, and all of the basic information of the course
- Must be created before adding sections

○ PD&E

○ Credit Hour course

○ Sections

○ Credit hour

○ Office

○ Course

○ Course shell

○ Office roles

○ Default Providers vs. PD Online

○ APLH course

Page 1:

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10 ---		

Quiz Information

Question 7 (1 point)

Which term matches the description: the difference between the content management system called Moodle and any other modality of delivering professional development

○ Course shell
○ Default Providers vs. PD Online
○ Office
○ APLH course
○ Credit hour
○ PD&E
○ Credit Hour course
○ Office roles
○ Course
○ Sections

Question 8 (1 point)

Which term matches the description:

- Housed under a course shell
- Holds the information for participants, such as dates, times, completion status, etc.

○ Default Providers vs. PD Online
○ Course Shell
○ Course
○ Office roles
○ Credit Hour course
○ Office
○ APLH course
○ Credit hour
○ Sections
○ PD&E

Page 1:

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Quiz Information

Question 9 (1 point)

Which term matches the description: the term for each local school and department

- ○ Course
- ○ Office roles
- ○ Sections
- ○ Office
- ○ Course Shell
- ○ PD&E
- ○ Credit hour
- ○ Credit Hour course
- ○ Default Providers vs. PD Online
- ○ APLH course

Question 10 (1 point)

Which term matches the description:

- Level one reviewer
- Final Approver
- Course Requester
- Office Administrator

- ○ Sections
- ○ APLH course
- ○ Default Providers vs. PD Online
- ○ Credit hour
- ○ Course shell
- ○ Credit Hour course
- ○ Office
- ○ Office roles
- ○ PD&E
- ○ Course

Submit Quiz   *0 of 10 questions saved*

TOPIC 2: BUILDING A NEW APLH COURSE SHELL

LENGTH: 45 minutes

OUTLINE OF SESSION:

- Introduction of Task (2 minutes)
- Task Walkthrough (20 minutes)
- Task (18 minutes)
- Topic 2: Building A New APLH Course Shell Performance Checklist (5 minutes)

EQUIPMENT/SUPPLIES: Computer, Google Slides Presentation, Projector, Screen, Participant Guides, and Topic 2: Building A New APLH Course Shell Performance Checklist.

OBJECTIVE 2: Staff development administrators will be able to create a new course shell using PD&E tools with 100% accuracy.

PLMS Beginner PD&E Training

FOCUS: How can we leverage PD&E to support the professional development of others?

Session 2 Objective:

▶ create a new course shell using PD&E tools with 100% accuracy.
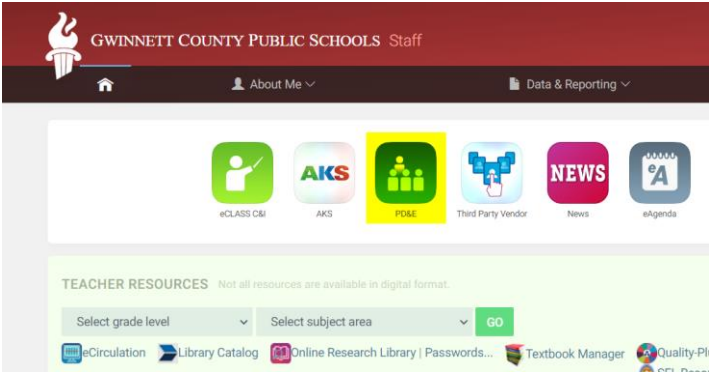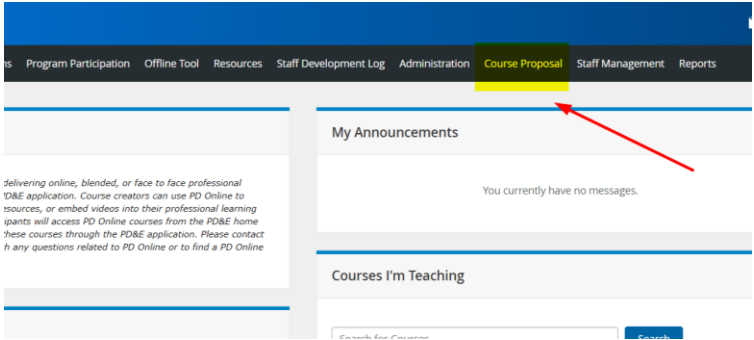
Now that you have a better understanding of the PD&E terminology, we will start learning the basics of course creation.

Our objective for this second session is to create a new course shell using PD&E tools with 100% accuracy.

You can take notes in your Participant Guides for this section.

(Switch to the PD&E platform to model the next steps.)

1	**Click on the "Staff" tab at the top right of the Gwinnett County Public Schools homepage (https://www.gcpsk12.org/).**
2	**Click on the "PD&E" tab, which is the third from the left icon near the top of the screen.**
3	**Click on the "Course Proposal" tab.**

4	**Click on "Propose a Course".**
5	**Click on the "New" button on the right side of the screen.**
6	**Click on "Instructor Led Course" under the new button.**
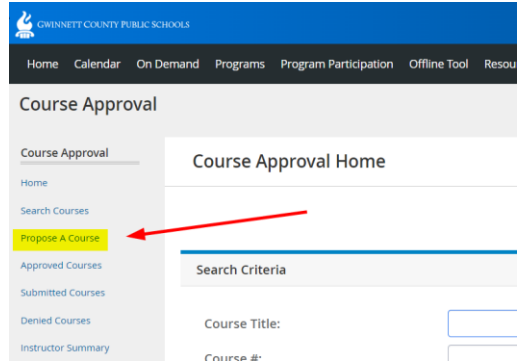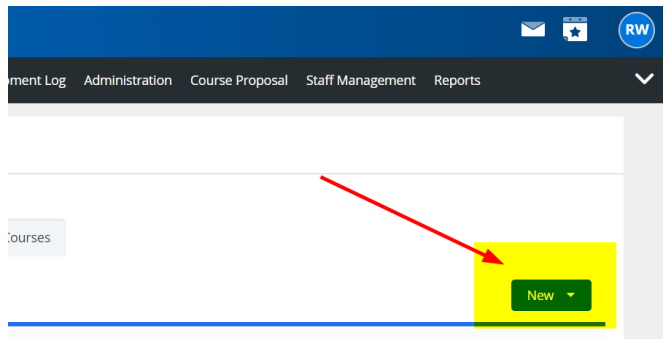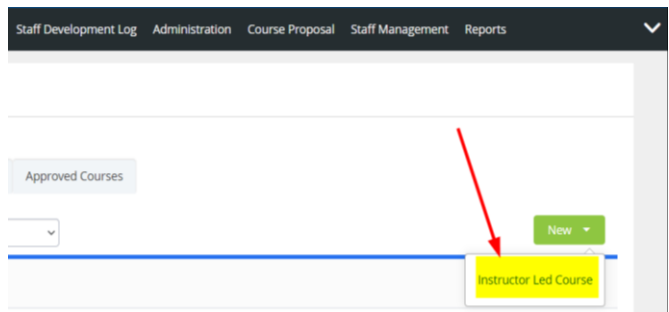
7	**By clicking "Instructor Led Course", you'll be directed to the "Create Instructor Led Course" platform. You'll start to input the various necessary information in the text fields. Start with selecting whether the course aligns with your school or department's LSPI goals.**
8	**Select the school year from the drop-down menu.**
9	**Select which group is delivering the professional development: "District, Cluster, or Local School".**
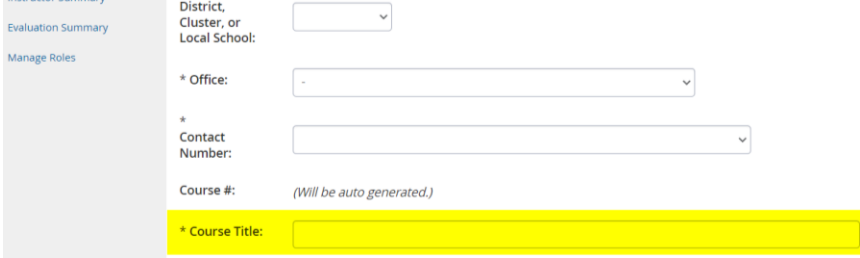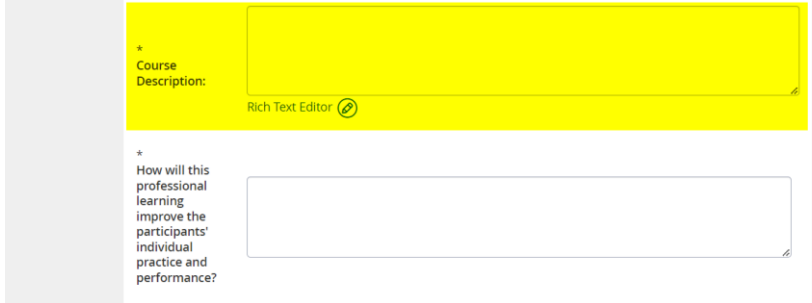
10	**Select your office from the drop-down menu. As a reminder, your office is the location of your school or department.**
11	**Select your office number from the drop-down menu.**
12	**For "Course #", you do not need to perform any actions. The Course # will automatically generate when the course is created in the system.**
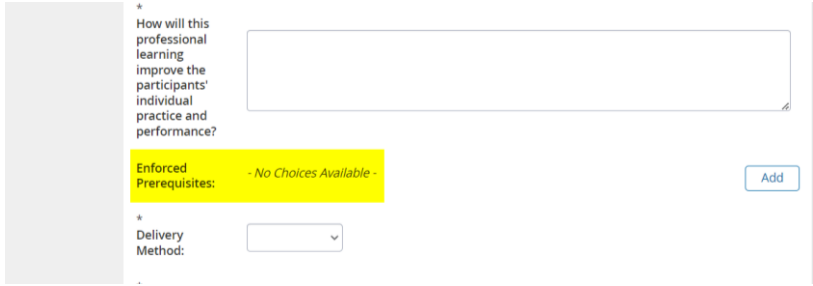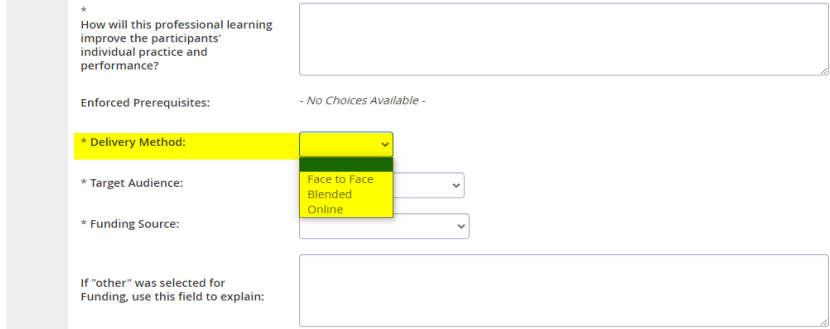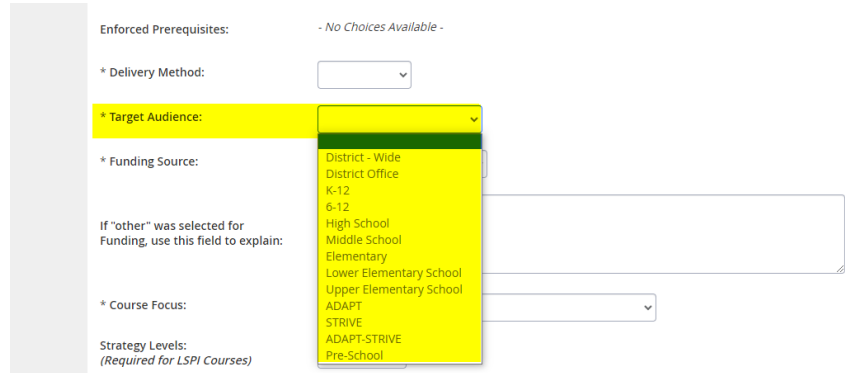
13	**Create a title for your course using the following paraments: School Initials/School Name - School Year and Short Title of the Course. For example, you could type: "FFMS - 2023-2024 Collaborative Learning Team Planning"**
14	**Type a Course Description into the textbox. The description should be between 1-3 sentences that describe the purpose of the course and what the participants will learn.**
15	**Type a 1-2 sentence response to the question in the textbox. Use the sentence stem, "Upon completion of the course, participants will be able to…"**

16	**Skip the "Enforced Prerequisites" section.** How will this professional learning improve the participants' individual practice and performance? Enforced Prerequisites: - No Choices Available - Add Delivery Method:
17	**For Delivery Method, you can select among, "Face-to-face, Blended, or Online" depending on the instructional modality of your course. "Face-to-face" is used for in-person classes. "Online" is used for synchronous virtual courses. "Blended" is a combination of "face-to-face" and "online" professional learning.** How will this professional learning improve the participants' individual practice and performance? Enforced Prerequisites: - No Choices Available - * Delivery Method: Face to Face Blended Online * Target Audience: * Funding Source: If "other" was selected for Funding, use this field to explain:
18	**Choose your target audience from the drop-down menu based on your participant audience.** Enforced Prerequisites: - No Choices Available - * Delivery Method: * Target Audience: * Funding Source: District - Wide District Office K-12 6-12 High School Middle School Elementary Lower Elementary School Upper Elementary School ADAPT STRIVE ADAPT-STRIVE Pre-School If "other" was selected for Funding, use this field to explain: * Course Focus: Strategy Levels: (Required for LSPI Courses)

19	**Select your funding source based on which budget line item will be used to fund the professional learning.**
20	**If you selected "Other" for funding, then type an explanation on the source of the funding in the text box.**
21	**For "Course Focus", choose the department or area that best aligns with the intent of your course.**

22	**"Strategy Levels" are required for LSPI Courses. Select the level that best aligns with the focus of this course.** If "other" was selected for Funding, use this field to explain: * Course Focus: Strategy Levels: (Required for LSPI Courses) - Knowledge / Application / Impact * Credit Hours: Units Hours ☐ Approved Professional Learning Hours (APLH)
23	**For "Credit Hours", check the box next to "Approved Professional Learning Hours (APLH). Input the number of hours that participants will receive for each Section of the course. If you have multiple sections, please consider the total number of hours that participants will have upon completion of the course. For example, if you input 5 hours in the text box and have four sections, then participants will earn 20 hours after completing the course.** * Credit Hours: Units Hours ☐ Approved Professional Learning Hours (APLH) ATTENTION When designing professional learning, be mindful of the seven standards for professional learning: leadership, learning communities, data, resources, learning designs, implementation, and outcomes. These standards are integral to connecting professional learning to improved student achievement and teacher practice. * Aligned Standard:
24	**For "Aligned Standard", select the GTES, GLES, or JDA standard that best aligns with your professional learning.** ATTENTION When designing professional learning, be mindful of the seven standards for professional learning: leadership, learning communities, data, resources, learning designs, implementation, and outcomes. These standards are integral to connecting professional learning to improved student achievement and teacher practice. * Aligned Standard: GTES Standard 1: Professional Knowledge GTES Standard 2: Instructional Planning GTES Standard 3: Instructional Strategies GTES Standard 4: Differentiated Instruction GTES Standard 5: Assessment Strategies GTES Standard 6: Assessment Uses GTES Standard 7: Positive Learning Environment GTES Standard 8: Academically Challenging Environment GTES Standard 9: Professionalism GTES Standard 10: Communication GLES Standard 1: Instructional Leadership GLES Standard 2: School Climate GLES Standard 3: Planning and Assessment GLES Standard 4: Organizational Management GLES Standard 5: Human Resources Management GLES Standard 6: Teacher / Staff Evaluation GLES Standard 7: Professionalism GLES Standard 8: Communication and Community Relations Job Description Assessment * Course Provider: Allow participant to enroll in multiple sections of same course: Only allow one section completion per user: * Course Survey: * What was the primary source of data used to determine the need for this professional learning?: * Select the primary evidence/data to be collected to determine the impact on participant learning:

25	For "Course Provider", select either Default Provider or PD Online. As a reminder, Default Provider is used for all face-to-face, blended, and synchronous online sessions. If you select PD Online, you will create an online platform of modules, called a Moodle, which will give you the ability to upload content (quizzes, videos, articles, etc.) for asynchronous sessions.
26	Select "Allow participants to enroll in multiple sections of the same course" if you want participants to enroll in multiple sections. Usually, the focus of each section will be different as not to repeat content.
27	Select "Only allow one section completion per user" if you want to prohibit a user who has already completed one course section from re-enrolling and completing another. This setting is typically used to control duplicate credit issuance.

28	**For "Course Survey", select "Staff Develop Survey". This survey auto-populates upon completion of the course.**
	Only allow one section completion per user:
	* Course Survey:
	Staff Development Survey
	* What was the primary source of data used to determine the need for this professional learning?:
29	**For the question, "What was the primary source of data used to determine the need for this professional learning?", select the form of data that drove your decision for the professional learning.**
	* Course Survey:
	* What was the primary source of data used to determine the need for this professional learning?:
	Advisory Board
	LSPI
	New Leader Induction
	New Teacher Induction
	Observation Data
	Principal Request
	Professional Learning Community
	Staff Surveys
	State or District Requirement
	Student Performance Data
	Student Surveys
	Weighted School Assessment
	* Select the primary evidence/data to be collected to determine the impact on participant learning:
	* Select the primary evidence/data to be collected to determine the impact on student learning:
	* Select the primary follow-up activity that will be used to sustain learning:
30	**For the section, "Select the primary evidence/data to be collected to determine the impact on participant learning", select the data you will collect to determine the effectiveness of the professional learning on participant actions.**
	* What was the primary source of data used to determine the need for this professional learning?:
	* Select the primary evidence/data to be collected to determine the impact on participant learning:
	Surveys
	Observation
	Formative / Summative Assessments
	Pre / Post Conferences
	* Select the primary evidence/data to be collected to determine the impact on student learning:

31	For the section, "Select the primary evidence/data to be collected to determine the impact on student learning", select the data you will collect to determine the effectiveness of the professional learning on students' actions. Select the primary evidence/data to be collected to determine the impact on participant learning: Select the primary evidence/data to be collected to determine the impact on student learning: Select the primary follow-up activity that will be used to sustain learning: Surveys Observation Formative / Summative Assessments Pre / Post Conferences Archived:
32	For the section, "Select the primary follow-up activity that will be used to sustain learning", select the method you will use to sustain what was learned in the session through your participants actions. What was the primary source of data used to determine the need for this professional learning?: Select the primary evidence/data to be collected to determine the impact on participant learning: Select the primary evidence/data to be collected to determine the impact on student learning: Select the primary follow-up activity that will be used to sustain learning: Action Research Coaching Lesson Study Collaborative Planning Critical Friends Group Mentoring Additional Training Feedback Conversation Protocols Survey / Questionnaire N/A Archived:
33	Finally, select "Create Instructor Led Course" if you are ready to finalize the course. Otherwise, select "Save Draft" to save the draft and make changes later. If you press, "Cancel", then you will cancel the work without saving it. Archived: * Required Create Instructor Led Course Save Draft Cancel

Session 2: Create a Course Shell

Scenario: An assistant principal wants the clerical staff at her local school to work on a book study about customer service. The book is titled, "Second Mile Service", and the AP wants to conduct weekly face-to-face 1-hour sessions for six weeks in the school's library.

Actions:

- Create a course shell in PD&E.
- Once finished, ask the instructor to evaluate your course shell and provide feedback.

Now, you'll have an opportunity to practice creating a course around a fictional scenario.

In this scenario, an assistant principal wants the clerical staff at her local school to work on a book study about customer service. The book is titled, "Second Mile Service", and the AP wants to conduct weekly face-to-face 1-hour sessions for six weeks in the school's library.

Actions:
- Create a course shell in PD&E.
- Once finished, ask the instructor to evaluate your course shell and provide feedback.

At this time, learners will create their course shell. Upon completion, use the accompanying , "Building a New APLH Course Shell Performance Checklist" to provide feedback.

BUILDING A NEW APLH COURSE SHELL PERFORMANCE CHECKLIST

The course shell contains the following information:

Building A New APLH Course Shell Performance Checklist			
Task	Yes	No	Feedback
LSPI			
School Year			
District/Cluster/Local School			
Office			
Contact Number			
Course Title (contains the School Name/Initials, School Year, and title of the course)			
Course Description (1-3 sentences that describe the purpose of the course)			

Place a checkmark in the corresponding column when a participant has successfully completed the necessary step.

BUILDING A NEW APLH COURSE SHELL PERFORMANCE CHECKLIST (continued)

Building A New APLH Course Shell Performance Checklist			
Task	Yes	No	Feedback
Professional Learning Question (1-2 sentences describing how the learning will improve participant's practice)			
Delivery Method			
Target Audience			
Funding Source			
Course Focus			
Strategy levels			
Credit Hours			
Aligned Standard			

Place a checkmark in the corresponding column when a participant has successfully completed the necessary step.

BUILDING A NEW APLH COURSE SHELL PERFORMANCE CHECKLIST (continued)

Building A New APLH Course Shell Performance Checklist			
Task	Yes	No	Feedback
Course Provider			
Course Survey			
Primary source of data used to determine professional learning			
Primary evidence/data collected to determine impact on participant learning			
Primary evidence/data to be collected to determine impact on student learning			
Primary follow-up activity that will be used to sustain learning			

Place a checkmark in the corresponding column when a participant has successfully completed the necessary step.

TOPIC 3: BUILDING A NEW APLH COURSE SECTION

LENGTH: 45 minutes

OUTLINE OF SESSION:

- Introduction of Task (2 minutes)
- Task Walkthrough (20 minutes)
- Task (18 minutes)
- Topic 3: Building A New APLH Course Section Performance Checklist (5 minutes)

EQUIPMENT/SUPPLIES: Computer, Google Slides Presentation, Projector, Screen, Participant Guides, and Topic 3: Building A New APLH Course Section Performance Checklist

OBJECTIVE 3: Staff development administrators will be able to create a new section within a course with 100% accuracy.

PLMS Beginner PD&E Training

FOCUS: How can we leverage PD&E to support the professional development of others?

Session 3 Objective:

➤ create a new course section within a course with 100% accuracy.

Our objective for this third session is to create a new course section within a course with 100% accuracy.

Creating course sections allows you to upload rosters, set the times and locations, and create start and end dates for your course.

You can take notes in your Participant Guides for this section.

(Switch to the PD&E platform to model the next steps.)
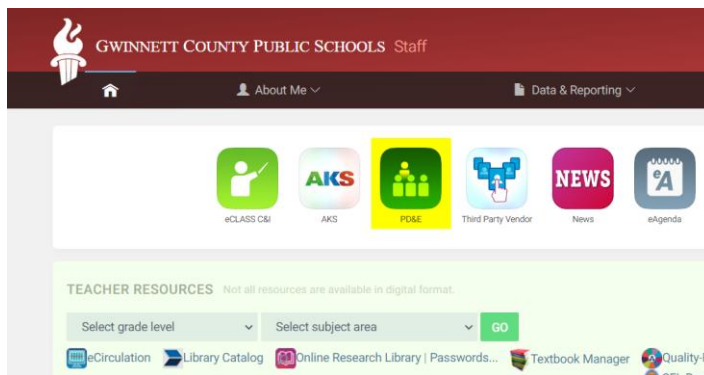
1	**Click on the "Staff" tab at the top right of the Gwinnett County Public Schools homepage (https://www.gcpsk12.org/).**
2	**Click on the "PD&E" tab, which is the third from the left icon near the top of the screen.**
3	**Click on the "Administration" tab.**
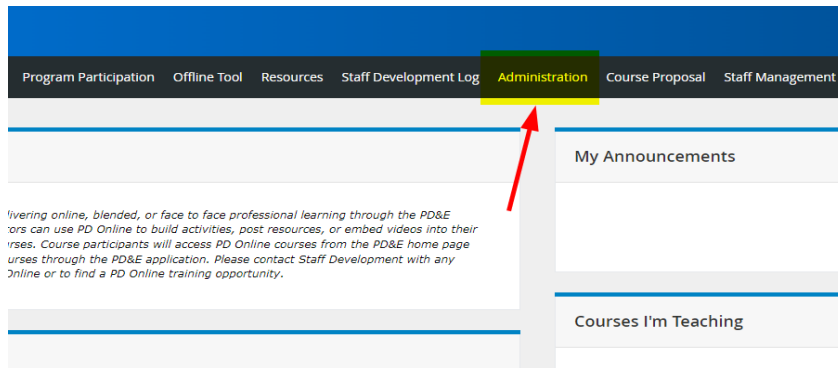
4	**Under the Applications header on the left-hand side, click on "Course Administration".**
5	**Search by entering the five-digit "Course #" to locate the course shell. This shell should have been created previously.**
6	**Click on the course title to enter the existing course shell.**
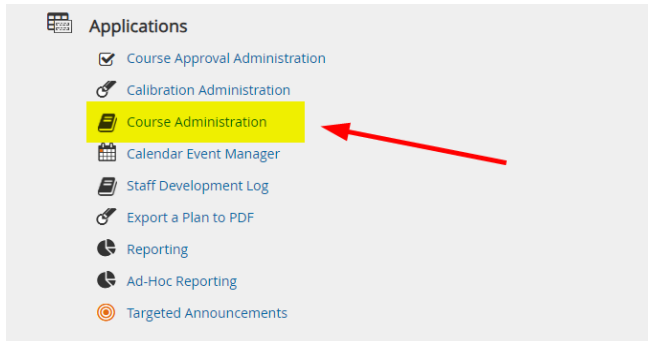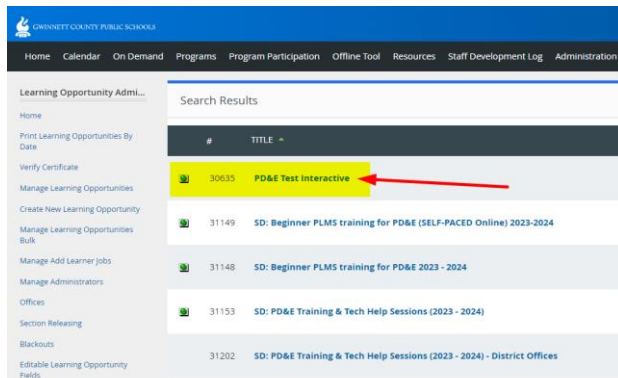
7	**Scroll to the bottom of the page. Click on the "New Section" button located on the right side of the screen.**
8	**Select the appropriate time when the training is being conducted.**
9	**Select the "Training Location" where the professional learning will be conducted.**
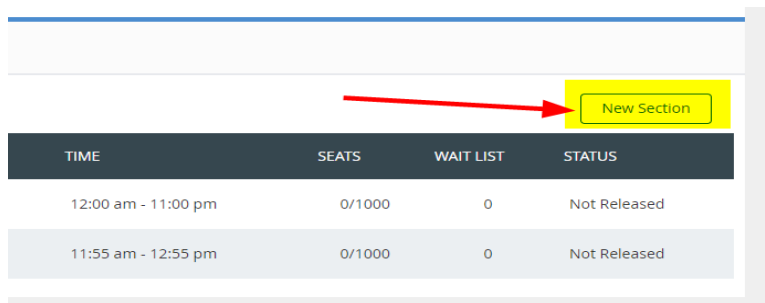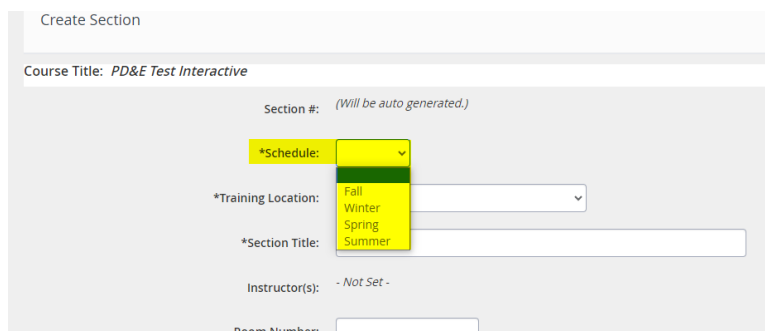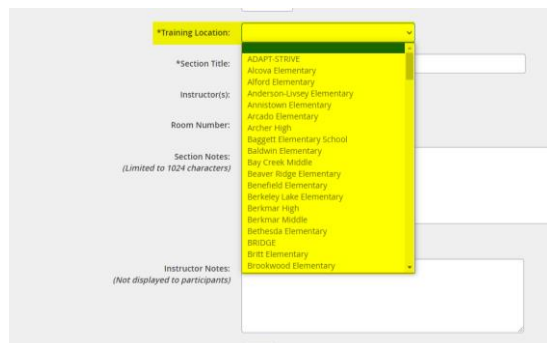
10	**Create a title for your section by including the name of the course. If you intend to create multiple sections, then consider distinguishing the sections by either Session # (e.g. Session 1, Session 2, etc.) or the date of the session (e.g. October 4, 2023). For example, "23-24 FFMS Collaboration Planning – Session 1" or "23-24 FFMS Collaboration Planning – October 4, 2023".**
11	**At this time, skip the "Instructors" section. You will input instructors towards the end of this process.**
12	**If you know in advance, input the Room Number where the training will take place.**

13	**For "Section Notes", type a description of what the participants will learn within that specific section in 1-2 sentences.** *Training Location: *Section Title: Instructor(s): *- Not Set -* Room Number: Section Notes: *(Limited to 1024 characters)* 1024 characters left
14	**For "Instructor Notes", you can input any notes that you'd like for the instructors to see about the section. Participants will not be able to view these notes.** Room Number: Section Notes: *(Limited to 1024 characters)* 1024 characters left Instructor Notes: *(Not displayed to participants)*
15	**Enter the minimum number of participants if that section has a minimum requirement. If not, then enter 0.** Minimum Number of Participants: *(Numbers only)* Maximum Participants: * (Numbers only)*

16	**Enter the maximum number of participants. Consider adding a buffer in case you need to add more staff later.** Minimum Number of Participants: *(Numbers only)* Maximum Participants: * *(Numbers only)* Maximum Participants per Location: 0 * *(Numbers only)* Allow Waitlist:
17	**We advise entering 0 for this amount since this section is mainly used for district courses to limit the number of participants at each school/department location.** Minimum Number of Participants: *(Numbers only)* Maximum Participants: * *(Numbers only)* Maximum Participants per Location: 0 * *(Numbers only)* Allow Waitlist:
18	**If you want to allow a waitlist for your course, then check this box. If you have more registrants than space, then your registrants will be placed on a waitlist and will be automatically enrolled if a participant drops the course.** Maximum Participants: * *(Numbers only)* Maximum Participants per Location: 0 * *(Numbers only)* Allow Waitlist: Maximum Waitlist Size: 0 *(Numbers only)*

19	**If you want a waitlist, then enter the number of participants allowed on that waitlist.**
	Maximum Participants per Location: * (Numbers only) 0 Allow Waitlist: Maximum Waitlist Size: (Numbers only) 0 *Section Start Date: Reset *Section End Date: Reset
20	**Select the date when the section will begin. This date is usually when the class is held.**
	Allow Waitlist: Maximum Waitlist Size: 0 (Numbers only) *Section Start Date: Reset *Section End Date: Reset *End of Registration Date: Reset
21	**Select the date when the section will end. This date is usually when the class is held.**
	Maximum Waitlist Size: 0 (Numbers only) *Section Start Date: Reset *Section End Date: Reset *End of Registration Date: Reset Waitlist cutoff Date: *Section Start Time: - : - - *Section End Time: - : - -

22	**Select the date when the section registration will end. Allow yourself 1-2 days before the start of the section to give you enough time to prepare registrant materials (name tags, class resources, etc.).** *Section End Date: ▢ Reset *End of Registration Date: ▢ Reset Waitlist cutoff Date: ▢ *Section Start Time: - ✓ : - ✓ - ✓
23	**If you want a waitlist for your course, then set a cut-off date. This date will determine when the wait list closes.** *End of Registration Date: ▢ Reset Waitlist cutoff Date: ▢ *Section Start Time: - ✓ : - ✓ - ✓ *Section End Time: - ✓ : - ✓ - ✓
24	**Select a section start time which is usually the time the class starts.** *Section End Date: ▢ Reset *End of Registration Date: ▢ Reset Waitlist cutoff Date: ▢ *Section Start Time: - ✓ : - ✓ - ✓ *Section End Time: - ✓ : - ✓ - ✓

25	**Select a section end time which is usually the time the class ends.** Waitlist cutoff Date: 📅 *Section Start Time: [- ⌄] : [- ⌄] [- ⌄] *Section End Time: [- ⌄] : [- ⌄] [- ⌄] Enable discussions: ☐ Release Section Now: ☐
26	**Check the box if you want participants to have a discussion feature enabled for the course.** Waitlist cutoff Date: 📅 *Section Start Time: [- ⌄] : [- ⌄] [- ⌄] *Section End Time: [- ⌄] : [- ⌄] [- ⌄] Enable discussions: ☐ Release Section Now: ☐ Or Release Section At: [- ⌄] : [- ⌄] [- ⌄] on 📅 [ ] Reset
27	**Select "Release Section Now" if you want to automatically release the course as soon as you create it.** *Section End Time: [- ⌄] : [- ⌄] [- ⌄] Enable discussions: ☐ Release Section Now: ☐ Or Release Section At: [- ⌄] : [- ⌄] [- ⌄] on 📅 [ ] Reset Course Provider Section ID: [ ]

28	**Input a time and date if you want the course to release at a time/date in the future.**

Release Section Now: ☐

Or Release Section At: [- ∨] : [- ∨] [- ∨] on 📅 [   ]   Reset

Course Provider Section ID: [   ]

29	**Input a Section ID if you want registrants to search for a specific series of letters or numbers (not required).**

Release Section Now: ☐

Or Release Section At: [- ∨] : [- ∨] [- ∨] on 📅 [   ]   Reset

Course Provider Section ID: [   ]

File Attachments 📎 Attach File ❓

30	**Upload any file attachments you want your participants to download prior to attending the class.**

Or Release Section At: [- ∨] : [- ∨] [- ∨] on 📅 [   ]   Reset

Course Provider Section ID: [   ]

File Attachments 📎 Attach File ❓

* Required

[Create]   Cancel

31	**Press the "Create" button to finalize your section.**

Course Provider Section ID: [   ]

File Attachments 📎 Attach File ❓

* Required

[Create]   Cancel

Session 3: Create a Course Section

Scenario: An assistant principal wants the clerical staff at her local school to work on a book study about customer service. The book is titled, "Second Mile Service", and the AP wants to conduct weekly face-to-face 1-hour sessions for six weeks in the school's library.

Actions:

- Create a course section for the course created earlier in PD&E.
- Once finished, ask the instructor to evaluate your course section and provide feedback.

Using the fictional scenario when you built your course shell, you'll now be able to create a section for that shell.

Actions:
- Create a course section in PD&E.
- Once finished, ask the instructor to evaluate your course shell and provide feedback.

At this time, learners will create their course section. Upon completion, use the accompanying , "Building a New APLH Course Section Performance Checklist" to provide feedback.

BUILDING A NEW APLH COURSE SECTION PERFORMANCE CHECKLIST

The course section contains the following information:

Building A New APLH Course Section Performance Checklist			
Task	Yes	No	Feedback
Schedule			
Training Location			
Section Title			
Room Number			
Section Notes			
Instructor Notes			
Training Location			

Place a checkmark in the corresponding column when a participant has successfully completed the necessary step.

BUILDING A NEW APLH COURSE SECTION PERFORMANCE CHECKLIST (continued)

The course section contains the following information:

Building A New APLH Course Section Performance Checklist			
Task	Yes	No	Feedback
Section Title			
Minimum Number of Participants			
Maximum Participants			
Maximum Participants per Location			
Allow Waitlist			
Maximum Allow Waitlist			
Section Start Date			

Place a checkmark in the corresponding column when a participant has successfully completed the necessary step.

BUILDING A NEW APLH COURSE SECTION PERFORMANCE CHECKLIST (continued)

The course section contains the following information:

Building A New APLH Course Section Performance Checklist			
Task	Yes	No	Feedback
Section End Date			
End of Registration Date			
Waitlist cutoff Date			
Section Start Time			
Section End Time			
Enable Discussions			
Release Section Now/Release Section at time			

Place a checkmark in the corresponding column when a participant has successfully completed the necessary step.

TOPIC 4: MANAGING INSTRUCTORS

LENGTH: 15 minutes

OUTLINE OF SESSION:

- Introduction of Task (2 minutes)
- Task Walkthrough (7 minutes)
- Task (4 minutes)
- Topic 4: Managing Instructors Performance Checklist (2 minutes)

EQUIPMENT/SUPPLIES: Computer, Google Slides Presentation, Projector, Screen, Participant Guides, and Topic 4: Managing Instructors Performance Checklist.

OBJECTIVE 4: Staff development administrators will be able to demonstrate how to add instructors and enter class times for each section with 100% accuracy.

PLMS Beginner PD&E Training

FOCUS: How can we leverage PD&E to support the professional development of others?

Session 4 Objective:

▶ demonstrate how to add instructors and enter class times for each section with 100% accuracy.
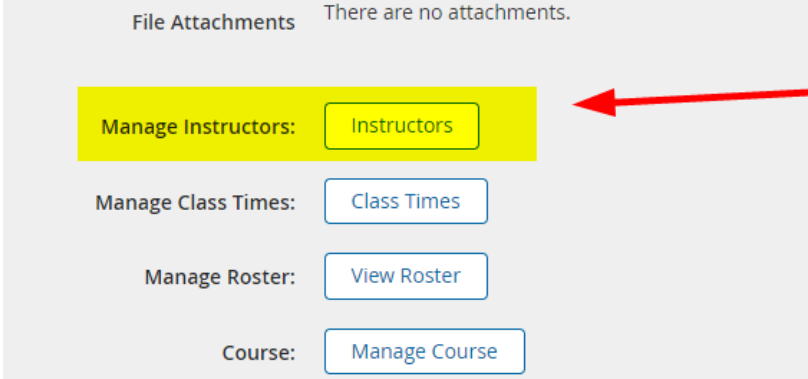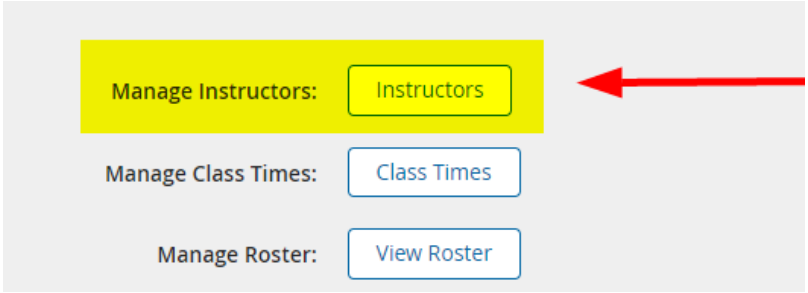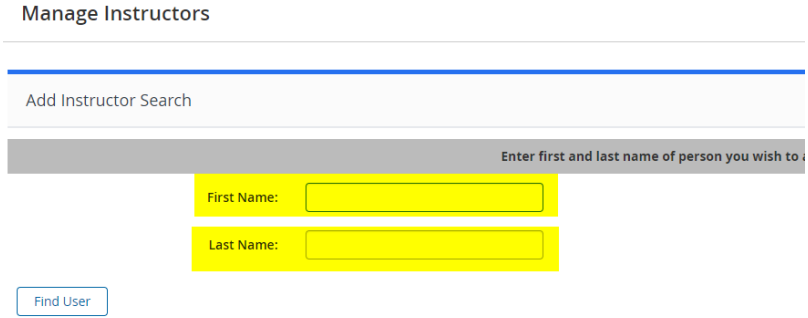
We have learned how to create course shells and sections. Now, you will learn how to add instructors to your course section.

Our objective for this fourth session is to demonstrate how to add instructors and end class times for each section with 100% accuracy.

You can take notes in your Participant Guides for this section.

(Switch to the PD&E platform to model the next steps.)

1	After creating the course section, you will see the "Manage Section" screen that provides an overview of the various details entered earlier. Scroll down to the bottom of the screen where the "Manage Instructors" tab is located. File Attachments — There are no attachments. Manage Instructors: [Instructors] Manage Class Times: [Class Times] Manage Roster: [View Roster] Course: [Manage Course]
2	Click on Manage Instructors. Manage Instructors: [Instructors] Manage Class Times: [Class Times] Manage Roster: [View Roster]
3	Enter the first and last name of the instructor that will teach this course. Manage Instructors Add Instructor Search Enter first and last name of person you wish to a First Name: [ ] Last Name: [ ] [Find User]

	4	**Press "Find User" to add the instructor to the section. If you're unable to locate the instructor, enter only their last name. The system links to PeopleSoft which only recognizes employee's legal names.** Manage Instructors Add Instructor Search Enter first and last nam First Name: Richard Last Name: Whatley Find User Instructors for section: PD&E test interactive
	5	**Check the box next to the Instructor's name.** Name En Richard Whatley Add User(s) Cancel
	6	**Press the "Add User" button.** Add Instructor Search Name Employee Id School/District Richard Whatley 200801894 Staff Development-Teacher Dev, Division of Human Resources Add User(s) Cancel
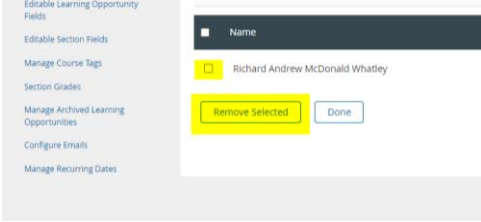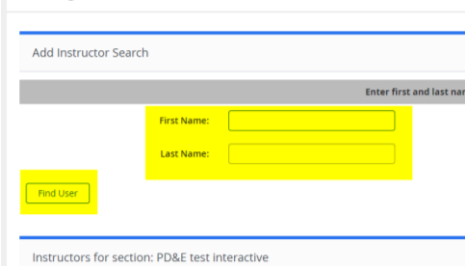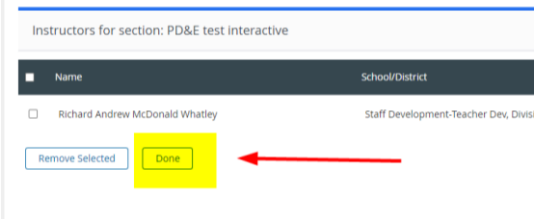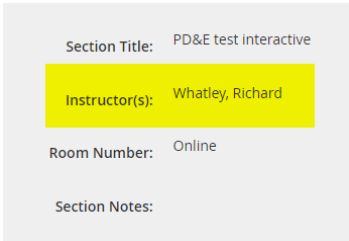
7	**If a mistake was made, then check the box next to the staff member's name and press "Remove Selected".**
8	**Repeat Steps #3-6 to add additional instructors to the section (if needed).**
9	**Once finished adding instructors, press "Done" at the bottom of the screen.**
10	**After pressing done, you will view the "Manage Section" screen where the name(s) of the instructor(s) will appear for the section.**

Session 4: Add Instructors

Scenario: An assistant principal wants the clerical staff at her local school to work on a book study about customer service. The book is titled, "Second Mile Service", and the AP wants to conduct weekly face-to-face 1-hour sessions for six weeks in the school's library.

Actions:

- Add two instructors to your section.
- Once finished, ask the instructor to evaluate your course section and provide feedback.

Now, you'll have an opportunity to practice adding instructors to your section created earlier.

Actions:
- Add two instructors to your section
- Once finished, ask the instructor to evaluate your course shell and provide feedback.

At this time, learners will add two instructors to their section. Upon completion, use the accompanying , "Managing Instructors Performance Checklist" to provide feedback.

MANAGING INSTRUCTORS PERFORMANCE CHECKLIST

The course section contains the following information:

Managing Instructors Performance Checklist			
Task	Yes	No	Feedback
Addition of Instructor#1			
Addition of Instructor #2			

Place a checkmark in the corresponding column when a participant has successfully completed the necessary step.

In cases of participant non-success, offer constructive feedback and continue to assess their ability to execute the step accurately to earn credit.

TOPIC 5: MANAGING CLASS TIMES

LENGTH: 15 minutes

OUTLINE OF SESSION:
- Introduction of Task (2 minutes)
- Task Walkthrough (7 minutes)
- Task (4 minutes)
- Topic 5: Managing Class Times Performance Checklist (2 minutes)

EQUIPMENT/SUPPLIES: Computer, Google Slides Presentation, Projector, Screen, Participant Guides, and Topic 5: Managing Class Times Performance Checklist

OBJECTIVE 4: Staff development administrators will be able to demonstrate how to add instructors and enter class times for each section with 100% accuracy.

PLMS Beginner PD&E Training

FOCUS: How can we leverage PD&E to support the professional development of others?

Session 5 Objective:

▶ demonstrate how to add instructors and enter class times for each section with 100% accuracy.

Our objective for this fifth session is enter class times for your section.

Entering class times allows you to take attendance and notify your learners when the session starts and ends.

You can take notes in your Participant Guides for this section.

(Switch to the PD&E platform to model the next steps.)

1	**After adding instructors, you will return to the "Manage Section" screen that provides an overview of the various details entered earlier. Scroll down to the bottom of the screen where the "Manage Class Times" tab is located.**
2	**Click the "Manage Class Times" tab.**
3	**Click the "Add a New Class Time" button located on the left side of the screen.**
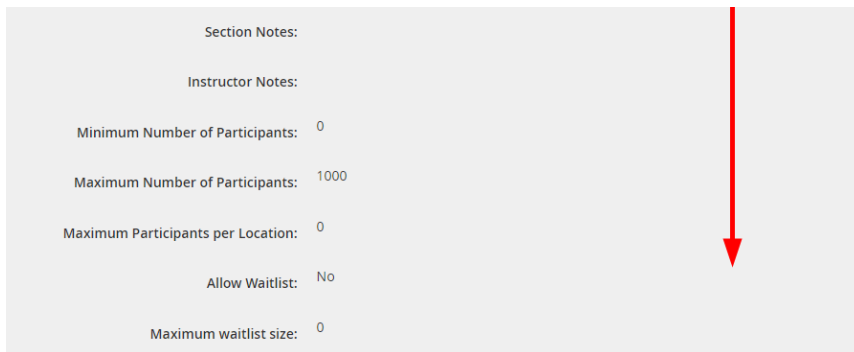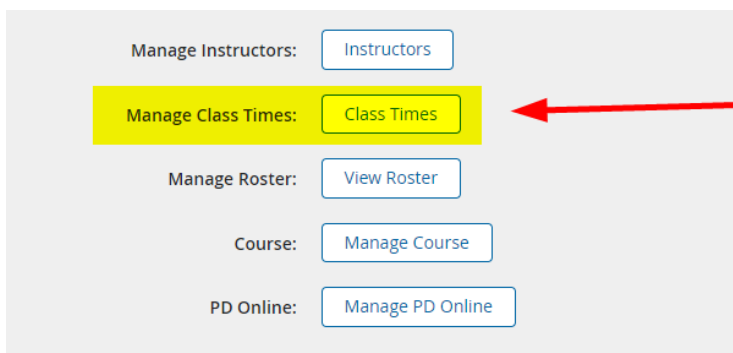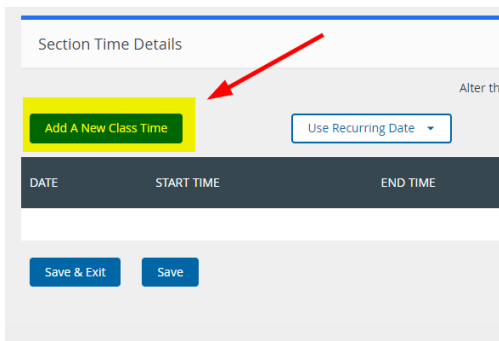
4	You will notice that the start and end times will typically default to what was set earlier when creating the section. However, if you inputted a range of time for multiple meetings (e.g. 8:00 a.m. – 5:00 p.m.), then you can use this section to list multiple times (e.g. 8:30-9:30 a.m., 10:00-11:00 a.m., 1:00-2:00 p.m., etc.). Add A New Class Time Use Recurring Date DATE START TIME END TIME HAS ATTENDA 12/12/2022 11 : 55 : AM 12 : 55 : PM No Save & Exit Save Cancel
5	Once you have listed the specific class times, then press "Save & Exit". Add A New Class Time Use Recurring Date DATE START TIME 12/12/2022 11 : 55 : AM Save & Exit Save Cancel
6	You will then return to the "Manage Section" screen and notice that the specific Section Class Times have been saved. Release Section Now: No Or Release Section At: - *Not Set* - on - Not Set - Section Class Times: •12/12/2022 11:55:00 AM - 12:55:00 PM Course Provider Section ID: 8617 File Attachments There are no attachments.
7	This process enables the section manager to create attendance sheets for each section when creating Section Class times. Attendance sheets are especially important for when instructors hold face-to-face sessions and want participants to sign-in they have attended the class for course credit completion.

Session 5: Add Class Times

Scenario: An assistant principal wants the clerical staff at her local school to work on a book study about customer service. The book is titled, "Second Mile Service", and the AP wants to conduct weekly face-to-face 1-hour sessions for six weeks in the school's library.

Actions:

- Add class times to your section, which should match the times in your course shell.
- Once finished, ask the instructor to evaluate your course shell and provide feedback.

Now, you'll have an opportunity to add class times to your section created earlier.

Actions:
•   Add class times to your section, which should match the times in your course shell.
•   Once finished, ask the instructor to evaluate your course shell and provide feedback.

At this time, learners will add two instructors to their section. Upon completion, use the accompanying , "Managing Instructors Performance Checklist" to provide feedback.

MANAGING CLASS TIMES PERFORMANCE CHECKLIST

The course section contains the following information:

Managing Class Times Performance Checklist			
Task	Yes	No	Feedback
Addition of one set of class times			
Class times match the times in the course shell			

Place a checkmark in the corresponding column when a participant has successfully completed the necessary step.

In cases of participant non-success, offer constructive feedback and continue to assess their ability to execute the step accurately to earn credit.

TOPIC 6: MANAGING ROSTERS

LENGTH: 20 minutes

OUTLINE OF SESSION:

- Introduction of Task (2 minutes)
- Task Walkthrough (9 minutes)
- Task (7 minutes)
- Topic 6: Managing Rosters Performance Checklist (2 minutes)

EQUIPMENT/SUPPLIES: Computer, Google Slides Presentation, Projector, Screen, Participant Guides, and Topic 6: Managing Rosters Performance Checklist.

OBJECTIVE 5: Staff development administrators will be able to manage section rosters by adding, removing, and editing course participants with 100% accuracy.

PLMS Beginner PD&E Training

FOCUS: How can we leverage PD&E to support the professional development of others?

Session 6 Objective:

manage section rosters by adding, removing, and editing course participants with 100% accuracy.

In this next session, you will learn how to manage sections rosters.

Our objective for this session is to manage section rosters by adding, removing, and editing course participants with 100% accuracy.

You can take notes in your Participant Guides for this section.

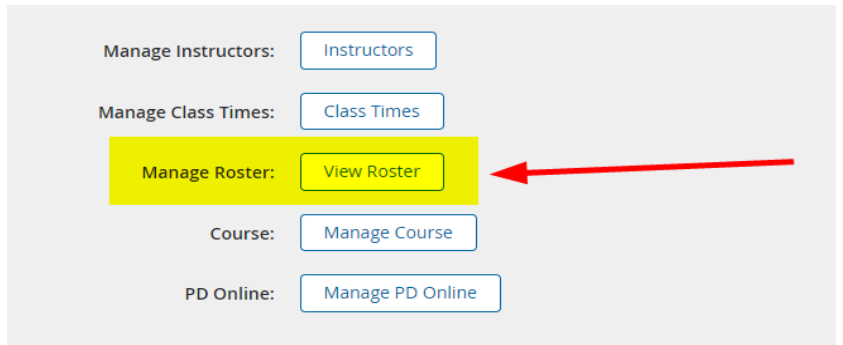*(Switch to the PD&E platform to model the next steps.)*

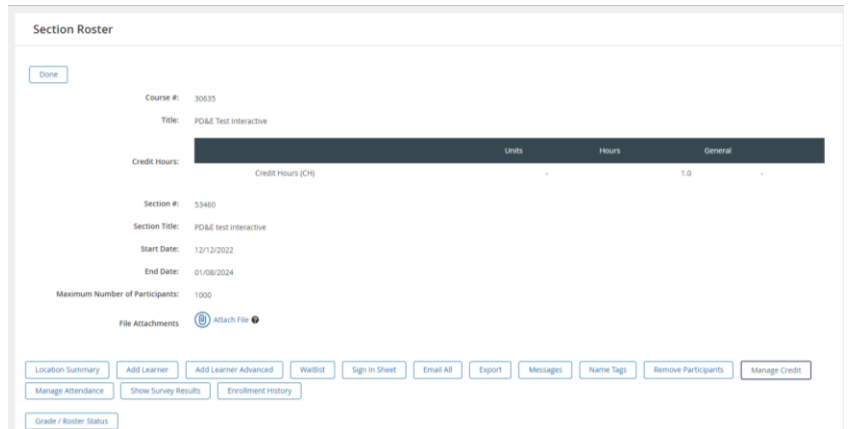|	
1	After adding class times, you will return to the "Manage Section" screen that provides an overview of the various details entered earlier. Scroll down to the bottom of the screen where the "Manage Roster" tab is located. Section Notes: Instructor Notes: Minimum Number of Participants: 0 Maximum Number of Participants: 1000 Maximum Participants per Location: 0 Allow Waitlist: No
2	Click the "View Roster" tab. Manage Instructors: [Instructors] Manage Class Times: [Class Times] Manage Roster: [View Roster] Course: [Manage Course] PD Online: [Manage PD Online]
3	You will arrive at the "Section Roster" screen where you can add learners, create sign-in sheets, email participants, manage credit, remove participants, and perform other functions. **Section Roster** [Done] Course #: 30635 Title: PD&E Test Interactive |	Units	Hours	General | Credit Hours: Credit Hours (CH)	-	1.0	- | Section #: 53460 Section Title: PD&E test interactive Start Date: 12/12/2022 End Date: 01/08/2024 Maximum Number of Participants: 1000 File Attachments: Attach File [Location Summary] [Add Learner] [Add Learner Advanced] [Waitlist] [Sign In Sheet] [Email All] [Export] [Messages] [Name Tags] [Remove Participants] [Manage Credit] [Manage Attendance] [Show Survey Results] [Enrollment History] [Grade / Roster Status]

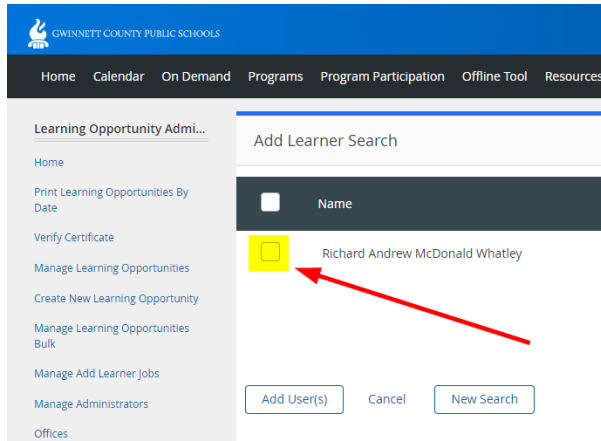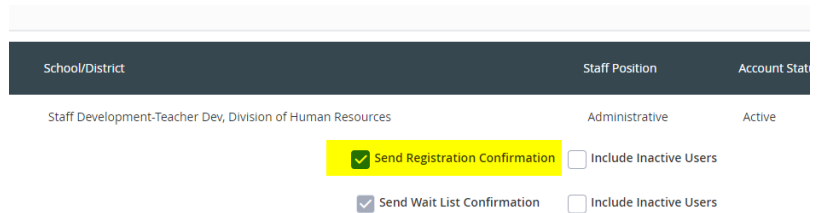|	
4	**To add a single learner, click on the "Add Learner" tab.**
5	**Input the learner's First and Last Names (as listed in PeopleSoft). Otherwise, enter their Employee ID number.**
6	**Press "Search" at the bottom left of the screen to pull up the new learner.**

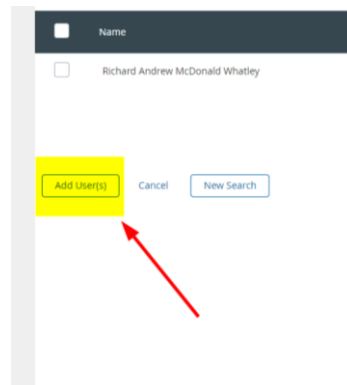|	
7	**Check the box next to the staff member's name.**
8	**With the "Send Registration Confirmation" box checked, the participant will automatically receive an email when you add them to the course. If you do not want to send an email upon course registration, then uncheck this box.**
9	**Press the "Add User" button.**

10	**The new registrant will appear in the section below the various buttons.**
11	**If you inadvertently added a participant and need to remove them, the click on the Actions button next to the participant's name.**
12	**Select "Remove from Roster" to remove the registrant from the course.**

13	**You'll be prompted by the question, "Are you sure you want to remove Richard Whatley from the roster?". Select "OK" to make the change. next to the staff member's name.**
14	**The participant will be removed from the course and will receive an email that he/she was withdrawn from the course.**

Session 6: Managing Rosters

Scenario: An assistant principal wants the clerical staff at her local school to work on a book study about customer service. The book is titled, "Second Mile Service", and the AP wants to conduct weekly face-to-face 1-hour sessions for six weeks in the school's library.

Actions:

- Add three participants to your section
- Once finished, ask the instructor to evaluate your course shell and provide feedback.

Now, you'll have an opportunity to practice adding participants to your section.

Actions:
- Add three participants to your section.
- Once finished, ask the instructor to evaluate your course shell and provide feedback.

At this time, learners will add three participants to their section. Upon completion, use the accompanying , "Managing Rosters Performance Checklist" to provide feedback.

MANAGING ROSTERS PERFORMANCE CHECKLIST

The course section contains the following information:

Managing Rosters Performance Checklist			
Task	Yes	No	Feedback
Addition of Participant #1			
Addition of Participant #2			
Addition of Participant #3			

Place a checkmark in the corresponding column when a participant has successfully completed the necessary step.

In cases of participant non-success, offer constructive feedback and continue to assess their ability to execute the step accurately to earn credit.

Thank you taking the time to learn how to create and manage courses today!

Are there any questions that I can answer, or may I show you how to perform any additional actions?

If you ever have any questions, then please feel free to reach out to us using the contact information located on the screen.

At this time, we would greatly appreciate your feedback using the survey located on the course registration page. We'll use this information to improve our future training.

Have a wonderful day!

END OF COURSE EVALUATION SURVEY

The following survey will be administered at the end of the course for learners to provide feedback to the instructors.

Staff Development Session Survey

Thank you for working alongside us and engaging in today's learning. Your feedback is greatly appreciated so that we may continue to inform and improve our practices as well as be responsive to your professional needs. Thank you!

Session participant information: Role *

○ Administrative

○ District

○ Instructional

○ Support

Session participant information: Level *

☐ District

☐ Elementary

☐ Middle

☐ High

END OF COURSE EVALUATION SURVEY

End-of-Course Evaluation Survey (continued)

1. Today's session promoted effective engagement and collaboration among participants. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

2. The facilitator(s) created a positive learning environment during today's session. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

3. Today's session met the stated objectives/outcomes. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

4. This session deepened my understanding of today's topic(s). *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

END OF COURSE EVALUATION SURVEY

End-of-Course Evaluation Survey (continued)

5. When will the learning from today's session be applied within your school or role? *

○ Immediately

○ Within 1-2 weeks

○ Within 1 month

○ More than 1 month

○ Not applicable

What topic/activity from today's session did you find most relevant or significant to your learning?

Long answer text

Please feel free to leave any additional comments about today's session and/or suggestions for future sessions.

Long answer text

APPENDIX

The following pages contain assessment documents and other relevant content related to the Facilitator's Guide.

APPENDIX

LEARNING THE PD&E LANGUAGE
VOCABULARY QUIZ

Page 1:

1	2	3
---	---	---

4	5	6
---	---	---

7	8	9
---	---	---

10

Quiz Information

Question 1 (1 point)

Which term matches the description: The professional learning management system used by GCPS to track professional development and teacher effectiveness

- ○ Office roles
- ○ Credit hour
- ○ Course
- ● PD&E
- ○ Office
- ○ APLH course
- ○ Sections
- ○ Course Shell
- ○ Default Providers vs. PD Online
- ○ Credit Hour course

Question 2 (1 point)

Which term matches the description: equivalent to seat-time spent in a professional development course

- ○ Office
- ○ Course
- ○ PD&E
- ○ Course shell
- ○ Credit Hour course
- ○ Office roles
- ○ Default Providers vs. PD Online
- ● Credit hour
- ○ APLH course
- ○ Sections

APPENDIX

LEARNING THE PD&E LANGUAGE

VOCABULARY QUIZ (continued)

Page 1:

1	2	3
---	---	---

4	5	6
---	---	---

7	8	9
---	---	---

10

Quiz Information

Question 3 (1 point)

Which term matches the description: A course that meets the following criteria:
- Require a state-mandated approval process
- Count towards PSC recertification hours
- Typically aligned with LSPI
- 100 hours needed for certificate recertification (every 5 years)

○ Credit hour

○ Office

○ Course shell

● APLH course

○ Sections

○ Credit Hour course

○ Course

○ PD&E

○ Office roles

○ Default Providers vs. PD Online

Question 4 (1 point)

Which term matches the description: comprised of a course shell and at least one section

○ Credit Hour course

● Course

○ Default Providers vs. PD Online

○ Office roles

○ Sections

○ Course shell

○ Credit hour

○ PD&E

○ APLH course

○ Office

APPENDIX

LEARNING THE PD&E LANGUAGE

VOCABULARY QUIZ (continued)

Page 1:

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---	---	---

4	5	6
---	---	---

7	8	9
---	---	---

10

Quiz Information

Question 5 (1 point)

Which term matches the description: A course that meets the following criteria:
- no approval process
- not required to link to LSPI
- counts as GCPS required hours (20 required per year)
- DOES NOT count as PSC recertification hours

○ APLH course

○ Course

○ Course Shell

○ Credit hour

⦿ Credit Hour course

○ Default Providers vs. PD Online

○ Office

○ Office roles

○ PD&E

○ Sections

Question 6 (1 point)

Which term matches the description:

- The beginning of course creation
- Houses the overall description, number/type of credit hours, the professional development goals/categories, and all of the basic information of the course
- Must be created before adding sections

○ PD&E

○ Credit Hour course

○ Sections

○ Credit hour

○ Office

○ Course

⦿ Course shell

○ Office roles

○ Default Providers vs. PD Online

○ APLH course

APPENDIX

LEARNING THE PD&E LANGUAGE

VOCABULARY QUIZ (continued)

Page 1:

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7	8	9
10		

Quiz Information

Question 7 (1 point)

Which term matches the description: the difference between the content management system called Moodle and any other modality of delivering professional development

- ○ Course shell
- ● Default Providers vs. PD Online
- ○ Office
- ○ APLH course
- ○ Credit hour
- ○ PD&E
- ○ Credit Hour course
- ○ Office roles
- ○ Course
- ○ Sections

Question 8 (1 point)

Which term matches the description:

- Housed under a course shell
- Holds the information for participants, such as dates, times, completion status, etc.

- ○ Default Providers vs. PD Online
- ○ Course Shell
- ○ Course
- ○ Office roles
- ○ Credit Hour course
- ○ Office
- ○ APLH course
- ○ Credit hour
- ● Sections
- ○ PD&E

APPENDIX

LEARNING THE PD&E LANGUAGE

VOCABULARY QUIZ (continued)

Page 1:

1 ---	2 ---	3 ---
4 ---	5 ---	6 ---
7 ---	8 ---	9 ---
10 ---		

Quiz Information

Question 9 (1 point)

Which term matches the description: the term for each local school and department

○ Course
○ Office roles
○ Sections
● Office
○ Course Shell
○ PD&E
○ Credit hour
○ Credit Hour course
○ Default Providers vs. PD Online
○ APLH course

Question 10 (1 point)

Which term matches the description:

- Level one reviewer
- Final Approver
- Course Requester
- Office Administrator

○ Sections
○ APLH course
○ Default Providers vs. PD Online
○ Credit hour
○ Course shell
○ Credit Hour course
○ Office
● Office roles
○ PD&E
○ Course

Submit Quiz   *0 of 10 questions saved*

APPENDIX

BUILDING A NEW APLH COURSE SHELL
PERFORMANCE CHECKLIST

The course shell contains the following information:

Building A New APLH Course Shell Performance Checklist			
Task	Yes	No	Feedback
LSPI			
School Year			
District/Cluster/Local School			
Office			
Contact Number			
Course Title (contains the School Name/Initials, School Year, and title of the course)			
Course Description (1-3 sentences that describe the purpose of the course)			

APPENDIX

BUILDING A NEW APLH COURSE SHELL
PERFORMANCE CHECKLIST (continued)

The course shell contains the following information:

Building A New APLH Course Shell Performance Checklist			
Task	Yes	No	Feedback
Professional Learning Question (1-2 sentences describing how the learning will improve participant's practice)			
Delivery Method			
Target Audience			
Funding Source			
Course Focus			
Strategy levels			
Credit Hours			
Aligned Standard			

APPENDIX

BUILDING A NEW APLH COURSE SHELL
PERFORMANCE CHECKLIST (continued)

The course shell contains the following information:

Building A New APLH Course Shell Performance Checklist			
Task	Yes	No	Feedback
Course Provider			
Course Survey			
Primary source of data used to determine professional learning			
Primary evidence/data collected to determine impact on participant learning			
Primary evidence/data to be collected to determine impact on student learning			
Primary follow-up activity that will be used to sustain learning			

APPENDIX

BUILDING A NEW APLH COURSE SECTION
PERFORMANCE CHECKLIST

The course section contains the following information:

Building A New APLH Course Section Performance Checklist			
Task	Yes	No	Feedback
Schedule			
Training Location			
Section Title			
Room Number			
Section Notes			
Instructor Notes			
Training Location			

APPENDIX

BUILDING A NEW APLH COURSE SECTION
PERFORMANCE CHECKLIST (continued)

The course section contains the following information:

Building A New APLH Course Section Performance Checklist			
Task	Yes	No	Feedback
Section Title			
Minimum Number of Participants			
Maximum Participants			
Maximum Participants per Location			
Allow Waitlist			
Maximum Allow Waitlist			
Section Start Date			

APPENDIX

BUILDING A NEW APLH COURSE SECTION
PERFORMANCE CHECKLIST (continued)

The course section contains the following information:

Building A New APLH Course Section Performance Checklist			
Task	Yes	No	Feedback
Section End Date			
End of Registration Date			
Waitlist cutoff Date			
Section Start Time			
Section End Time			
Enable Discussions			
Release Section Now/Release Section at time			

APPENDIX

MANAGING INSTRUCTORS
PERFORMANCE CHECKLIST

The course section contains the following information:

Managing Instructors Performance Checklist			
Task	Yes	No	
Addition of Instructor#1			
Addition of Instructor #2			

APPENDIX

MANAGING CLASS TIMES
PERFORMANCE CHECKLIST

The course section contains the following information:

Managing Class Times Performance Checklist			
Task	Yes	No	Feedback
Addition of one set of class times			
Class times match the times in the course shell			

APPENDIX

MANAGING ROSTERS
PERFORMANCE CHECKLIST

The course section contains the following information:

Managing Rosters Performance Checklist			
Task	Yes	No	Feedback
Addition of Participant #1			
Addition of Participant #2			
Addition of Participant #3			

APPENDIX

End-of-Course Evaluation Survey

The following survey will be administered at the end of the course for learners to provide feedback to the instructors.

Staff Development Session Survey

Thank you for working alongside us and engaging in today's learning. Your feedback is greatly appreciated so that we may continue to inform and improve our practices as well as be responsive to your professional needs. Thank you!

Session participant information: Role *

- ○ Administrative
- ○ District
- ○ Instructional
- ○ Support

Session participant information: Level *

- ☐ District
- ☐ Elementary
- ☐ Middle
- ☐ High

APPENDIX

End-of-Course Evaluation Survey (continued)

1. Today's session promoted effective engagement and collaboration among participants. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

2. The facilitator(s) created a positive learning environment during today's session. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

3. Today's session met the stated objectives/outcomes. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

4. This session deepened my understanding of today's topic(s). *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

APPENDIX

End-of-Course Evaluation Survey (continued)

5. When will the learning from today's session be applied within your school or role? *

- ◯ Immediately
- ◯ Within 1-2 weeks
- ◯ Within 1 month
- ◯ More than 1 month
- ◯ Not applicable

What topic/activity from today's session did you find most relevant or significant to your learning?

Long answer text

Please feel free to leave any additional comments about today's session and/or suggestions for future sessions.

Long answer text