

TIP: Use this same document for all four deliverables. (Just keep adding to it.)

My ATD Instructional Design Learning Project

Beginner PD&E Training

Andrew Whatley

NOTE: Please carefully review the Learning Project Details and Learning Project FAQ sections (Course Introduction tab, Your Learning Project heading).

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Deliverable 1: Needs Assessment Results (5 points)

| | |
|----------------|-------------------|
| DATE SUBMITTED | November 17, 2023 |
|----------------|-------------------|

1. Identify at least one organizational outcome.

The Office of Leadership and Staff Development in Gwinnett County Public Schools is committed to meeting professional development needs at the school and district levels. The challenge emerges from the addition of over 80 new assistant principals, requiring thorough training to fulfill their role as the designated staff development administrators for their respective schools. Inadequate training poses a risk of inaccurate documentation, potentially leading to certification issues for the staff. The organization's goal is to ensure a minimum of 142 fully trained staff development administrators, with at least one per school.

2. Describe at least one of the learners' on-the-job performance requirements linked to organizational outcomes and training needs

Staff development administrators must be knowledgeable in creating course shells and sections, managing rosters, and documenting the professional learning for their staff. SD administrators unfamiliar with the PD&E system might not document the courses and accompanying credit hours successfully, which could have certification ramifications for their staff. Their successful completion of the training will allow them to feel more competent in their ability to create staff development courses at their local schools. Additionally, with increased staff development competence, the SD administrators will experience greater confidence in serving as the point of contact for staff development-related questions and programs at their respective schools.

3. Include a description of at least one needs assessment data-collection process or a specific tool, including who was involved.

The Office of Leadership and Staff Development conducts a needs assessment survey annually at the conclusion of each school year. In May 2023, local school principals completed a survey, providing information on the staff development administrators, including their names and whether they are new to the position. Our office recognized a substantial demand for training by identifying over 80 new staff development administrators. It is committed to providing the necessary training to empower these novice administrators to excel in their roles.

4. Provide at least one recommended learning modality. Examples: formal instructor led, e-learning, blended approach, and so on.

The primary learning modality will involve formal, instructor-led training for the initial session. Instructors will clearly articulate session objectives and expectations at the outset, tailoring the presentation to address the specific needs of the learners. Additional support will be provided as learners practice building their courses during the application setting, with trainers available to assist and address individual needs.

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After the initial training, learners will have dedicated time to apply their newfound knowledge to local school or department courses and projects. Trainers will be physically present in the same room, offering troubleshooting assistance and necessary support to ensure successful course development. Following the conclusion of the training, participants will gain access to various job aids and online videos for ongoing reference and reinforcement of their learning. Furthermore, the PD&E Tech Team will remain accessible through email, TEAMS, and 1:1 conferences to address any additional concerns and provide troubleshooting assistance.

5. Explain your modality recommendations and how the needs assessment results informed this recommendation.

The preferred mode for staff development administrators to acquire this content is in-person, instructor-led training. This approximately three-hour session is most effective with live, face-to-face instruction, allowing trainers to convey content, address misconceptions, and offer just-in-time feedback as participants practice essential skills.

The needs assessment results underscore a substantial demand for this training among staff development administrators. Given the urgency, providing this training at the start of the school year is crucial, ensuring they are well equipped to perform their responsibilities effectively.

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Deliverable 2: Learning Objectives, Outline, and Visual Representation (5 Points)

| | |
|----------------|-------------------|
| DATE SUBMITTED | November 27, 2023 |
|----------------|-------------------|

6. List at least one clear, measurable/observable learning objective

The following learning objectives will be implemented throughout the course in various sessions.

At the end of the PD&E 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. (Session 1)
 2. create a new course shell using PD&E tools with 100% accuracy. (Session 2)
 3. create a new section within a course with 100% accuracy. (Session 3)
 4. demonstrate how to add instructors and enter class times for each section with 100% accuracy. (Session 4)
 5. manage section rosters by adding, removing, and editing course participants with 100% accuracy. (Session 5)
7. Content outline that includes time allocations within a session to demonstrate sufficient practice time for knowledge/skill acquisition to meet the learning objective(s).

OUTLINE OF SESSION 1: Learning PD&E Language:

Learning Objective for Session 1: At the end of the PD&E professional learning session, staff development administrators will be able to categorize PD&E vocabulary terms with their correct definitions, achieving 100% accuracy in a vocabulary matching exercise.

LENGTH: 40 minutes

- Introduction – (R) (2 minutes)
- Overview of objective, benefits, and importance of content – (O) (3 minutes)
- Presentation of the terms - (P) (5 minutes)
- PD&E Card Sort Exercise - (E) (10 minutes)
- Review terms - (R) (5 minutes)
- Summary of vocabulary terms - (S) (5 minutes)
- Quiz (10 minutes)

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8. Demonstrate variety in learning methods that address adult learning principles and interactive learning techniques to cause the learning to happen.

| Topic/Content | Learning Method | Materials/Media | Time |
|--|--|---|-------------|
| Introduction (R) | Whole-group presentation | Google Slides | 2 minutes |
| Overview of objective, benefits, and importance of content (O) | Whole-group presentation | Google Slides | 3 minutes |
| Presentation of the terms (P) | Introducing steps | Google Slides/Job Aids/Participant Guides | 5 minutes |
| PD&E Card Sort Exercise (E) | Partner activity | Index cards | 10 minutes |
| Review Terms (R) | Small-group discussion; Whole-group review | Google Slides/Job Aids | 5 minutes |
| Summary of vocabulary terms (S) | Individual Reflection | Participant Guides | 5 minutes |
| Quiz | Individual assessment | Online Quiz/Laptops | 10 minutes |

The chart outlines the learning methods employed in Session 1: Learning PD&E Language. This initial session is pivotal in equipping participants with a comprehensive understanding of essential terminology crucial for the proficient creation and management of courses within the PD&E platform. Without this foundational session, participants may encounter confusion when navigating and engaging with subsequent segments of the course, as they lack the prerequisite knowledge essential for success in the program. This session serves as a cornerstone, ensuring participants are well-equipped with the fundamental vocabulary required to navigate and derive maximum understanding from the remaining course modules.

The session is divided into distinct stages using the ROPES instructional design strategy: Introduction (R), Overview (O), Presentation of Terms (P), PD&E Card Sort Exercise (E), Review Terms (R), Summary (S), and Quiz. These stages follow a systematic approach, ensuring comprehensive coverage of the content.

The learning methods employed vary throughout the session. The Introduction (R) and Overview (O) utilize a whole-group presentation format, using Google Slides as the primary medium for information delivery. The Presentation of Terms (P) involves introducing steps through a combination of Google Slides, Job Aids, and Participant Guides. The PD&E Card Sort Exercise (E) shifts to a partner activity, employing index cards for a hands-on learning experience. The Review Terms (R) stage incorporates small-group discussion and a subsequent whole-group review, utilizing Google Slides and Job Aids. The Summary (S) phase encourages individual reflection, facilitated through Participant Guides. Finally, the Quiz phase involves individual assessment using an online quiz available through the participants' laptops.

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Materials and media play a crucial role in supporting the learning methods. Google Slides are a versatile presentation tool, while Job Aids and Participant Guides provide additional written support. The PD&E Card Sort Exercise introduces a tactile element by sorting vocabulary terms and definitions printed on index cards. The transition to online quizzes and laptops for the Quiz stage aligns with current technology trends, offering a convenient and efficient means of individual assessment. Overall, the session aims to engage participants through a combination of presentation formats, collaborative activities, and individual assessments.

9. List at least one delivery option. Examples of ways to reach the learners include media such as materials, slides, virtual classroom tools, videos, e-learning modules, and discussion boards.

The training will occur through in-person, instructor-led sessions lasting approximately three hours. This carefully designed format facilitates a dynamic and participatory learning experience for all participants. The in-person nature of the sessions ensures a real-time connection between the instructor and the learners, fostering an environment conducive to effective communication and immediate engagement. This direct interaction enhances the overall learning process and allows for the timely clarification of any misconceptions that may arise during the training.

The objective for Session 1 is for “Staff development administrators will be able to categorize PD&E vocabulary terms with their correct definitions, achieving 100% accuracy in a vocabulary matching exercise.” In the initial session, which concentrates on “Learning PD&E Language,” the primary delivery method will be instructor-led training. This approach will incorporate various opportunities for direct, explicit instruction on pertinent PD&E vocabulary, utilizing media such as job aids and slides. Following this, participants will collaborate to complete a PD&E Card Sort, matching terms to their corresponding definitions. Subsequently, the facilitator(s) will review these terms using slides, and participants will be given the opportunity to summarize their understanding of these terms in their participant guides. Finally, participants will assess their knowledge of these terms through a 10-question online quiz.

10. Explain your rationale for including the selected learning methods and delivery options.

In designing Session 1: Learning PD&E Language, the selected learning methods and delivery options are strategically chosen to ensure a comprehensive and engaging learning experience. The Introduction (R) and Overview (O) stages employ a whole-group presentation format using Google Slides, providing a structured introduction to the session's learning objective, and setting the stage for participants. This format is chosen for its efficiency in conveying essential information to a large audience.

The Presentation of Terms (P) stage utilizes a combination of Google Slides, Job Aids, and Participant Guides for direct and explicit instruction on PD&E vocabulary. This multimedia approach accommodates diverse learning preferences, allowing learners to encode their learning of these terms. The PD&E Card Sort Exercise (E) introduces a hands-on, tactile element to the session, enhancing participant engagement and reinforcing the understanding of terms through a kinesthetic approach.

The Review Terms (R) stage incorporates small-group discussion and a subsequent whole-group review using Google Slides and Job Aids. This approach fosters collaboration, allowing participants

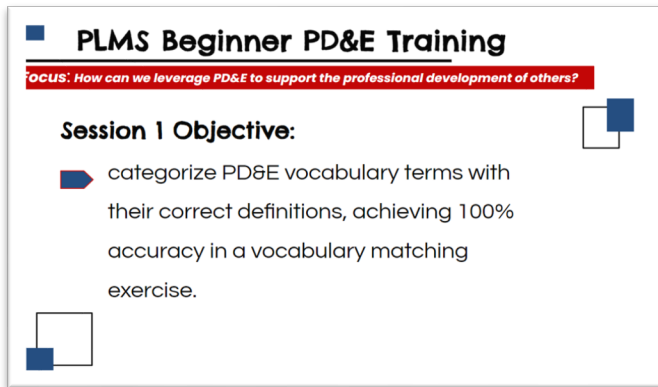
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to consolidate their understanding through peer interaction. The Summary (S) phase encourages individual reflection, allowing participants to internalize the newly acquired knowledge, further solidifying their understanding.

The Quiz phase involves individual assessment through an online quiz, ensuring a convenient and efficient way to evaluate participant knowledge. Including laptops for the quiz acknowledges the practicality of online assessments in today's educational landscape.

Overall, the rationale for these selected learning methods and delivery options is to provide a well-rounded learning experience that caters to different learning preferences, encourages active participation, and ensures proficient comprehension and retention of PD&E vocabulary terms.

Visual Storyboard for Session 1: Learn the PD&E Language



The Introduction (R) and Overview (O) utilize a whole-group presentation format, using Google Slides as the primary medium for information delivery.



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PD&E Language Glossary

| Term | Definition |
|--------------------------------|---|
| 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. |
| 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 . |
| Course | A PD&E course consists of two parts - the course shell and the course section(s). |
| 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: <ul style="list-style-type: none"> • class dates & times • instructors • location • roster • registration dates and cutoffs |
| Course Shell | A course shell is the overall information for a course in PD&E. The course shell includes: <ul style="list-style-type: none"> • title • description and impact • credit hours for each section • alignment with standards • other foundational details |
| 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. |
| 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. |
| LSPI | LSPI is the local school plan for improvement. Administrators of each local school set a yearly plan with goals for that school year. |

The Presentation of Terms (P) stage utilizes a combination of Google Slides, Job Aids, and Participant Guides for direct and explicit instruction on PD&E vocabulary.

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.



The PD&E Card Sort Exercise (E) shifts to a partner activity, employing index cards for a hands-on learning experience.

Assign Roles

Office Management > Manage Staff Development Office > Assign Roles

Filter View

Role: Office Administrator → Other Roles: Course Requester, Level One Reviewer, Level Two Reviewer

Office: Staff Development Office

+ Add User Done

Users

Viewing 1 to 15 of 15 names.

| ROLE | USER | EMAIL | ACCOUNT STATUS | REMOVE ROLE |
|------|----------------------|-------|----------------|-------------|
| 1. | Office Administrator | | Active | ○ |
| 2. | Office Administrator | | Active | ○ |
| 3. | Office Administrator | | Active | ○ |
| 4. | Office Administrator | | Active | ○ |
| 5. | Office Administrator | | Active | ○ |

The Review Terms (R) stage incorporates small-group discussion and a subsequent whole-group review, utilizing Google Slides and Job Aids.

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TOPIC 1: LEARNING PD&E LANGUAGE

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Topic 1 Notes

The Summary (S) phase encourages individual reflection, facilitated through Participant Guides.

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.

LEARNING THE PD&E LANGUAGE VOCABULARY QUIZ

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Page 1:

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
- APPLH 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
- APPLH course
- Sections

Finally, the Quiz phase involves individual assessment using an online quiz available through the participants' laptops.

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Deliverable 3: Sample Content and Prototype (5 Points)

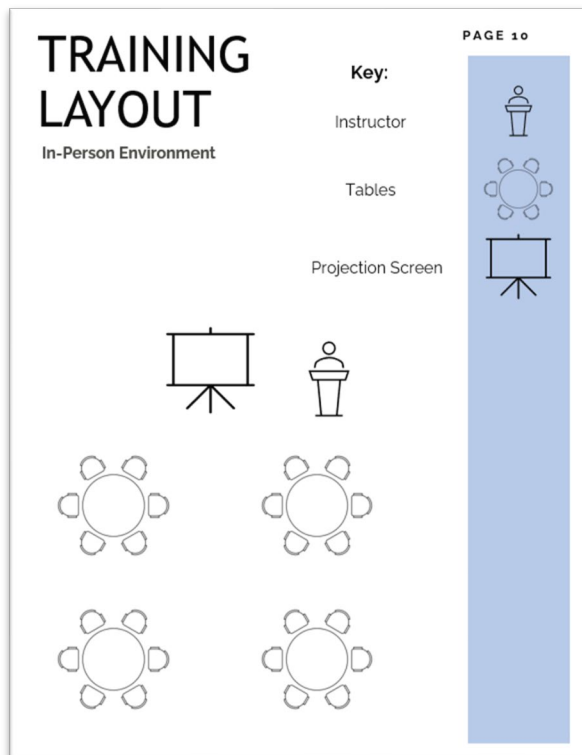
| | |
|----------------|----------|
| DATE SUBMITTED | 12/17/23 |
|----------------|----------|

11. Include specific descriptions of two different activities. Examples: case studies, games, interactive e-learning elements, projects, group activity instructions and debriefs, and so on. (Worth 2 points, partial credit can be earned).

Name: Topic 1: Learning the PD&E Language

Description: Comprehending the conceptual terminology associated with the PD&E platform is essential for participants to achieve success. A proficient grasp of the terms and features of PD&E enables participants to construct courses, develop sections, and effectively manage rosters.

Set-up: The facilitator must ensure that the presentation slides are ready for that section of the presentation. All learners will be given participant guides at the beginning of class. The PD&E vocabulary cards will be placed in bags and distributed to the learners at that point in the activity. Additionally, the training layout for the classroom is illustrated in the diagram below.



Order of Events: In this session, learners will review the pertinent PD&E vocabulary terms by consulting a glossary. Following the glossary review, they will collaborate with a partner to engage in a card sort activity, matching terms to their corresponding definitions. Subsequently,

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the instructor will review the descriptions and explain the context of the words in the LMS platform. Participants will then be given the opportunity to summarize their understanding of these terms in their participant guides. Finally, the learners will demonstrate their understanding of these terms through a 10-question online quiz. This topic encompasses essential factual knowledge crucial for success in the training and is anticipated to require approximately 40 minutes for completion.

Debrief: Once participants have collaborated with a partner in the PD&E card sort, they will assess their responses with guidance from the facilitator. Next, the facilitator will then provide a comprehensive review of the specific vocabulary terms, emphasizing their significance to the LMS platform. Afterward, the learners will summarize their understanding of these terms in their participant guides.

Learning Objective: Following the professional learning session, staff development administrators will be able to categorize PD&E vocabulary terms with their correct definitions, achieving 100% accuracy in a vocabulary matching exercise.

Name: Topic 2: Building a New APLH Course Shell

Description: Building a course shell is the initial step in course creation. In this session, participants will learn how to build course shells, which provide the overall framework for the course and allows the participant to build sections and manage rosters for their professional learning event.



Set-up: The facilitator should verify that the presentation slides are prepared for the upcoming section. Participants will continue to use the participant guides provided to them at the onset of the course.

Order of Events: In this session, the instructor will deliver precise, step-by-step guidance on constructing a new APLH course structure. Participants will actively engage by following along in their participant guides, serving as job aids for these specific steps. Learners will actively participate by executing the same actions as the instructor models them.

Following this demonstration, participants will be presented with a fictional scenario in which an assistant principal is tasked with developing a course for a book study focused on customer service for their clerical staff. The chosen book is "Second Mile Service," and the assistant principal intends to host weekly one-hour, face-to-face sessions for six weeks in the school's library.

Learners are expected to design a course shell based on the provided information, and the instructor will review and offer feedback during the session. This topic addresses a procedural skill, and learners should allocate approximately 45 minutes to complete this session. See the image below from the facilitator's guide outlining this performance task.

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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.

Debrief: After learners have created their course shell based on the scenario, the facilitator will utilize a checklist to provide feedback to the learner's course design. This assessment form and subsequent feedback conversation will empower the learner to enhance any areas of the course that require strengthening. Additionally, the learner will receive positive and descriptive praise for particularly noteworthy elements of the course.

Learning Objective: Following the professional learning session, staff development administrators will be able to create a new course shell using PD&E tools with 100% accuracy.

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12. Include two samples of materials created to support the learning and retention of content. Examples: participant materials, visual aids, facilitator guides, job aids, and so on. (Worth 2 points, partial credit can be earned).

PD&E Facilitator Guide for Topic 1: Learning the PD&E Language - The following slides detail the facilitator's guide for the first topic focused on learning the PD&E language.

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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 tip 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.



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PLMS Beginner PD&E Training

NOTE: This can be an average P&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 tip 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.



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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.

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.

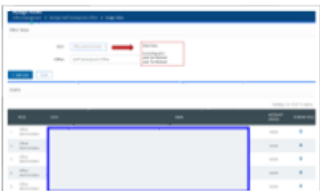
Distribute the cards to pairs of participants and allow them to match the cards with a partner.

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



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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 Requestor** this allows the user to create courses, manage rosters, and navigate other functionalities within the courses they create.



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Course Approver: the course approver decides which AP/TH 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)




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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)




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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.



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AP/TH Course - An AP/TH course is a course that tracks credit hours for recertification. All AP/TH credit hours count towards the 100 recertification hours required by the PSC every five years. AP/TH 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?



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Learning the PD&E Language Vocabulary Quiz



Module 1 Learning the Language Quiz

Please take the quiz assessing 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.



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LEARNING THE PD&E LANGUAGE VOCABULARY QUIZ

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Question 1 (1 point)

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

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

Question 2 (1 point)

Which term matches the description: equivalent to test 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
- AFJH course
- Sections

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LEARNING THE PD&E LANGUAGE VOCABULARY QUIZ

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Question 3 (1 point)

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

- Requires a state-mandated approval process
- Count towards PSC recertification hours
- Typically aligned with LSP
- 150 hours needed for certificate recertification every 5 years

- Credit hour
- Office
- Course shell
- AFJH 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
- AFJH course
- Office

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LEARNING THE PD&E LANGUAGE VOCABULARY QUIZ

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Question 5 (1 point)

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

- No approval process
- Not required to link to LSP
- Counts as GPCS required hours (20 required per year)
- Does NOT count as PSC recertification hours

- AFJH 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
- Requires 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
- AFJH course

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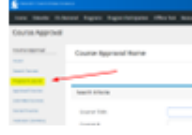
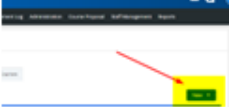

PD&E Participant Guide for Topic 2: Building a New APLH Course Shell - The following slides are from the participant's guide and serve as a job aid for building a course shell.

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| | |
|---|--|
| 1 | <p>Click on the "Staff" tab at the top right of the Gwinnett County Public Schools homepage https://www.gcpssd.com/</p>  |
| 2 | <p>Click on the "PD&E" tab, which is the third from the left icon near the top of the screen.</p>  |
| 3 | <p>Click on the "Course Proposal" tab.</p>  |

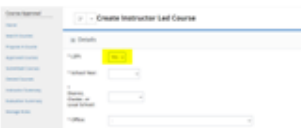
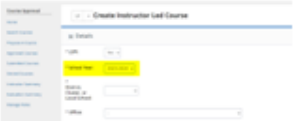

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| | |
|---|---|
| 4 | <p>Click on "Propose a Course".</p>  |
| 5 | <p>Click on the "New" button on the right side of the screen.</p>  |
| 6 | <p>Click on "Instructor Led Course" under the new button.</p>  |




14

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| 7 | <p>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.</p>  |
| 8 | <p>Select the school year from the drop-down menu.</p>  |
| 9 | <p>Select which group is delivering the professional development: "District, Cluster, or Local School".</p>  |

15




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| 10 | <p>Select your office from the drop-down menu. As a reminder, your office is the location of your school or department.</p>  |
| 11 | <p>Select your office number from the drop-down menu.</p>  |
| 12 | <p>For "Course #", you do not need to perform any actions. The Course # will automatically generate when the course is created in the system.</p>  |

16



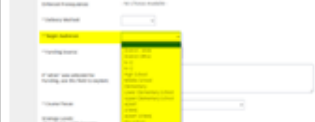
TIP: Use this same document for all four deliverables. (Just keep adding to it.)

PAGE 17

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| 13 | <p>Create a title for your course using the following parameters: School Initials/School Name - School Year and Short Title of the Course. For example, you could type: "FFMS - 2023-2024 Collaborative Learning Team Planning"</p>  |
| 14 | <p>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.</p>  |
| 15 | <p>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..."</p>  |

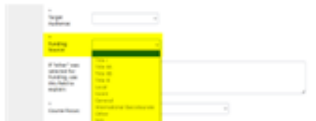


17

PAGE 18

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| 16 | <p>Skip the "Enforced Prerequisite" section.</p>  |
| 17 | <p>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.</p>  |
| 18 | <p>Choose your target audience from the drop-down menu based on your participant audience.</p>  |




18

PAGE 19

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

19



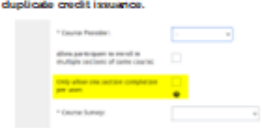
PAGE 20

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| 22 | <p>"Strategy Levels" are required for LSPI Courses. Select the level that best aligns with the focus of this course.</p>  |
| 23 | <p>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.</p>  |
| 24 | <p>For "Aligned Standard", select the GIES, GLES, or JDA standard that best aligns with your professional learning.</p>  |

20



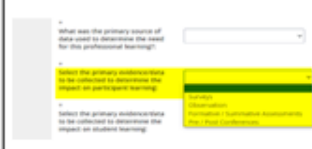
TIP: Use this same document for all four deliverables. (Just keep adding to it.)

PAGE 21

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| 25 | <p>For "Course Provider", select either Default Provider or PD Online. As a reminder, Default Provider is used for all face-to-face, blended, and asynchronous 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.</p>  |
| 26 | <p>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.</p>  |
| 27 | <p>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.</p>  |




21

PAGE 22

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| 28 | <p>For "Course Survey", select "Staff Develop Survey". This survey auto-populates upon completion of the course.</p>  |
| 29 | <p>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.</p>  |
| 30 | <p>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.</p>  |

22

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| 31 | <p>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.</p>  |
| 32 | <p>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.</p>  |
| 33 | <p>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.</p>  |

23

TOPIC 3: BUILDING A NEW APLH COURSE SECTION

PAGE 24

Topic 3 Notes

24

TIP: Use this same document for all four deliverables. (Just keep adding to it.)

13. Include one sample of materials curated to support learning and retention of content with explanation of why it was selected. If no curated samples are used, include one additional created sample.

As this course is tailored exclusively for our school district's PD&E platform, all content is internally developed, with no external sources curated. Therefore, an additional sample created specifically for this course is included. The participant guide presented below pertains to Topic 3: Building a New APLH Course Section, serving as a valuable job aid for participants in constructing sections for their course shells.

PAGE 25

1 Click on the "Staff" tab at the top right of the Gwinnett County Public Schools homepage (<https://www.gcpssd.com/>).



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.




25

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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.



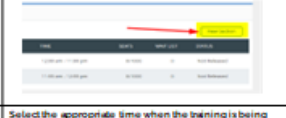
6 Click on the course title to enter the existing course shell.




26

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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.



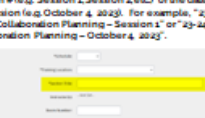
9 Select the "Training Location" where the professional learning will be conducted.



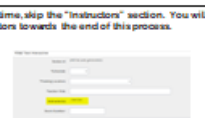
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PAGE 28

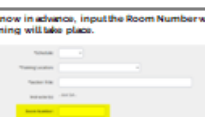
10 Create a title for your section by including the name of the course. If you intend to create multiple sections, then consider distinguishing the sections by either Session # (e.g. Session 1, Session 2, etc.) or the date of the session (e.g. October 4, 2023). For example, "23-24 FIMS Collaboration Planning - Sessions 1" or "23-24 FIMS 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.



28

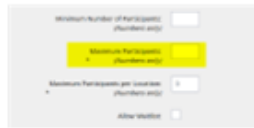


TIP: Use this same document for all four deliverables. (Just keep adding to it.)

PAGE 29

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| 13 | <p>For "Section Notes", type a description of what the participants will learn within that specific section in 1-2 sentences.</p>  |
| 14 | <p>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.</p>  |
| 15 | <p>Enter the minimum number of participants if that section has a minimum requirement. If not, then enter 0.</p>  |


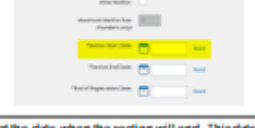
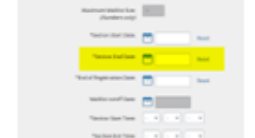
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| 16 | <p>Enter the maximum number of participants. Consider adding a buffer in case you need to add more staff later.</p>  |
| 17 | <p>We advise entering 0 for this amount since this section is mainly used for district courses to limit the number of participants at each school/department location.</p>  |
| 18 | <p>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.</p>  |


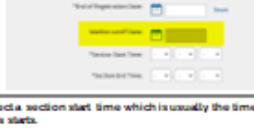
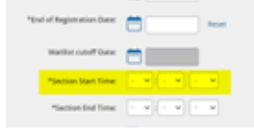
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| 19 | <p>If you want a waitlist, then enter the number of participants allowed on that waitlist.</p>  |
| 20 | <p>Select the date when the section will begin. This date is usually when the class is held.</p>  |
| 21 | <p>Select the date when the section will end. This date is usually when the class is held.</p>  |

31

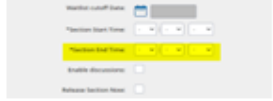


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| 22 | <p>Select the date when the section registration will end. Allow yourself 1-2 days before the start of the section to give you enough time to prepare registrant materials (name tags, class resources, etc).</p>  |
| 23 | <p>If you want a waitlist for your course, then set a cut-off date. This date will determine when the waitlist closes.</p>  |
| 24 | <p>Select a section start time which is usually the time the class starts.</p>  |

32


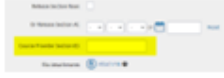
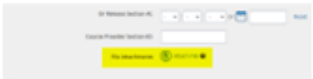

TIP: Use this same document for all four deliverables. (Just keep adding to it.)

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| 25 | <p>Select a section end time which is usually the time the class ends.</p>  |
| 26 | <p>Check the box if you want participants to have a discussion feature enabled for the course.</p>  |
| 27 | <p>Select "Release Section Now" if you want to automatically release the course as soon as you create it.</p>  |

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| 28 | <p>Input a time and date if you want the course to release at a time/date in the future.</p>  |
| 29 | <p>Input a Section ID if you want registrants to search for a specific set of letters or numbers (not required).</p>  |
| 30 | <p>Upload any file attachments you want your participants to download prior to attending the class.</p>  |
| 31 | <p>Press the "Create" button to finalize your section.</p>  |

34

TIP: Use this same document for all four deliverables. (Just keep adding to it.)

Deliverable 4: Evaluation Plan (5 Points)

| | |
|----------------|----------|
| DATE SUBMITTED | 12/26/23 |
|----------------|----------|

14. Include the reaction evaluation form. If you are not able to submit the form, include at least five questions you would ask to evaluate learners' reaction.

The provided evaluation form is designed in accordance with Kirkpatrick's Level 1 (Reaction). This survey captures participants' reactions to the Professional Development and Evaluation (PD&E) training, focusing on their satisfaction, engagement, and perceived relevance of the session. The "Professional Development & Evaluation (PD&E) Session Survey" assesses participants' responses, offering valuable feedback for PD&E facilitators to enhance future sessions.

Professional Development & Evaluation (PD&E) Session Survey

| |
|--|
| Session Participant Information: Select Your Role |
| Administrative |
| District |
| Instructional |
| Support |

| |
|---|
| Session Participant Information: Select Your Level |
| District |
| Elementary |
| Middle |
| High |

| | Strongly Disagree | Somewhat Disagree | Neither Agree nor Disagree | Somewhat Agree | Strongly Agree |
|--|-------------------|-------------------|----------------------------|----------------|----------------|
| 1. Today's session met the stated objectives/outcomes. | | | | | |
| 2. This session enhanced my knowledge of the subject matter. | | | | | |
| 3. This session provided content that is relevant to my daily job. | | | | | |
| 4. Today's session promoted effective engagement and collaboration among participants. | | | | | |
| 5. The facilitator(s) created a positive learning environment during today's session. | | | | | |

TIP: Use this same document for all four deliverables. (Just keep adding to it.)

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

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

15. Include one learning assessment tool. If you are not able to submit the tool, include at least three questions you would ask to evaluate learning.

The second level of Kirkpatrick's evaluation centers on knowledge acquisition. Learning data provides insights to facilitators regarding the extent to which individuals undergoing training have gained new knowledge, skills, or attitudes. It helps address the question: "Did the training program effectively contribute to the participants learning what was intended?"

An illustration of this Level 2 assessment is the culminating knowledge quiz conducted at the conclusion of "Session 1: Learning PD&E Language." Participants are tasked with fulfilling "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."

TIP: Use this same document for all four deliverables. (Just keep adding to it.)

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[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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[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

TIP: Use this same document for all four deliverables. (Just keep adding to it.)

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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

TIP: Use this same document for all four deliverables. (Just keep adding to it.)

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[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

TIP: Use this same document for all four deliverables. (Just keep adding to it.)

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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

TIP: Use this same document for all four deliverables. (Just keep adding to it.)

16. Describe how you would determine if job transfer was achieved. Include at least one piece of evidence you would collect and how you would collect it.

As we progress to the third level of Kirkpatrick's evaluation, we explore valuable data that guides us in making informed improvements to the PD&E training program. At Level 3, the evaluation data provides insights into whether individuals are demonstrating altered behavior on the job due to the training program.

The following performance checklist provides feedback on participants' ability to create their course shell in PD&E. This checklist proves useful both at the conclusion of the session dedicated to this content and in the field, where supervisors assess their employees' proficiency in course creation. Supervisors may evaluate their employees' course creations after the initial three courses and subsequently at intervals determined by the supervisor throughout the course development process.

Directions: Place a checkmark in the corresponding column when a participant has successfully completed the necessary step. 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) | | | |

TIP: Use this same document for all four deliverables. (Just keep adding to it.)

| 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 | | | |
| 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 | | | |

TIP: Use this same document for all four deliverables. (Just keep adding to it.)

17. Describe how you would determine if organizational results were achieved. Include at least one piece of evidence you would collect and how you would collect it.

The Office of Leadership and Staff Development in Gwinnett County Public Schools addresses professional development needs at the school and district levels, focusing on training over 80 new assistant principals to serve as staff development administrators in PD&E (our district's LMS). The organization aims to ensure that a minimum of 142 staff development administrators, with at least one per school, receive thorough training in creating course materials, managing rosters, and documenting professional learning in our district's PD&E platform. Additionally, this training ultimately enhances administrators' confidence and competence as staff development contacts.

To address the organizational outcome, our office will conduct an annual survey at the end of the school year, requesting the names of PD&E-trained staff members from each school. If new staff members require training, principals will identify them for enrollment in our training program, ensuring that each school has at least one trained PD&E staff member. This survey will be a critical way to identify new administrators needing the training. It is our hope that this survey shows a decrease in the number of participants needing the training indicating that our organization is achieving its goal of a minimum of 142 staff development administrators trained in PD&E.

Additionally, our office will send a post-training survey to principals to gather feedback on the performance of the staff development assistant principal in fulfilling PD&E responsibilities. Any identified deficiencies will prompt retraining to address misunderstandings. This survey will help our department also improve the training for future staff development administrators to further increase success rates.

Furthermore, our office plans to conduct focus group interviews with newly trained staff development assistant principals. These sessions will occur 30 days after the training concludes, aiming to evaluate its impact on the school and district's capacity to prepare new staff development administrators. These interviews will determine if participants need additional support or if modifications are necessary for optimal training support. The following questions may be posed during the focus group interviews:

1. How has the PD&E system training improved your ability to create course shells, manage rosters, and document professional learning for your staff?
2. What specific challenges or concerns related to certification issues for staff did you encounter before completing the PD&E course creation program?
3. What challenges or concerns have arisen since completing the PD&E course training?
4. In what ways has the training influenced your confidence in handling staff development-related questions and programs at your school?

TIP: Use this same document for all four deliverables. (Just keep adding to it.)

18. Include an evaluation plan that provides an explanation of why you chose to evaluate at various levels and how you plan to capture, analyze, and present or share the results with your stakeholders.

PD&E Training Evaluation Plan

| Level | Objectives | Data | Data Collection Method | Data Sources | Timing | Analysis | Data Presentation |
|-------|---|---------------------------------------|-------------------------------------|------------------------------------|--|---|--|
| 1 | Reaction – Satisfaction | PD&E Session Survey | Google Form | Attendees | At the end of the live session | Likert Scale Questions (aggregate analysis) Short Answer Responses – Determine common themes | Present to staff development department each month |
| 2 | Learning – Increase in Employee Knowledge | Learning the PD&E Language Quiz | Online Quiz through Moodle Platform | Attendees | At the end of the live session | Percent Correct | Present to staff development department each month |
| 3 | Behavior – Change in Employee Performance | Performance Checklists for each Skill | On the Job Performance Checklist | Attendees Supervising Principal | At conclusion of each skill during live session After 3 courses and then intermittently as determined by supervisor | Number of skills performed correctly out of the total | Present to staff development department each quarter |

TIP: Use this same document for all four deliverables. (Just keep adding to it.)

| | | | | | | | |
|---|--|---|-------------------|----------------------------------|---------------------------------|---|--|
| 4 | Results – Impact on Organization outcome | Initial PD&E Training Survey to Principals | Google Form | Principals | End of each school year | Number of administrators needing training | Present to staff development department at beginning of year |
| | | Post-PD&E Training Survey to Principals | Google Form | Principals | Upon completion of the training | Likert Scale Questions (aggregate analysis) | Present to staff development department at end of year |
| | | Focus Group Interviews with PD&E Trained Staff Development Administrators | Face-to-Face/Zoom | Staff Development Administrators | Upon completion of the training | Responses – Determine common themes | Present to staff development department at end of year |

For Level 1: Reaction, our team aims to gauge the satisfaction of staff development administrators (SDAs) with the training. A Google survey will be distributed after the live session, incorporating a Likert scale and short-answer responses. After each training, our team will review the data and analyze the aggregate scale scores and recurring response themes. We will present this information to the staff development department each month and adjust the training to enhance attendees’ overall satisfaction.

Moving to Level 2: Learning, our objective is to enhance PD&E knowledge and competency with the LMS platform. After the initial session, participants will take the “Learning the PD&E Language” online quiz through our Moodle platform to evaluate their understanding of essential terms and concepts. Achieving 100% on the quiz is required to ensure complete understanding and mastery of the material, with multiple attempts allowed. Facilitators will analyze the multiple attempt data to determine deficiencies in the training and make improvements in the content and delivery. Monthly updates to the staff development department will communicate progress.

For Level 3: Behavior, our team seeks to enhance SDA performance through on-the-job checklists. These checks will be implemented after each skill session during training and then administered by the supervising principal for three courses after the training has concluded. Afterward, supervising principals can implement the checklists as needed, providing guidance and feedback on course development. Quarterly presentations to the staff development department will compile data on the number of correctly completed skills.

Addressing Level 4: Results, we are evaluating the impact on the district’s goal of having a minimum of 142 trained SDAs (one per school). This evaluation will be assessed in three primary ways: Initial PD&E Training Survey, Post PD&E Training Survey, and SDAs Focus Group Interviews.

TIP: Use this same document for all four deliverables. (Just keep adding to it.)

The Initial PD&E Training Survey to Principals will determine which schools need SDAs trained and how many total SDAs are needed across the district. This information will be captured in a Google Form at the end of the year and will be presented to the staff development department at the beginning of the following school year.

The Post PD&E Training Survey will gather feedback from principals on SDA performance, prompting retraining for identified deficiencies. This survey will help our department improve training for future staff development administrators to increase success rates further. The Likert scale questions will be analyzed in aggregate form and presented to the staff development department at the end of the school year.

Finally, the SDA Focus Group interviews will be conducted with a small sample of newly trained SDAs. These sessions will occur 30 days after the training concludes, aiming to evaluate its impact on the school and district's capacity to prepare new staff development administrators. These interviews will determine if participants need additional support or if modifications are necessary for optimal training support. The responses will be analyzed and coded to determine common themes. This information will be presented to the staff development department at the end of the school year.