ABSTRACT OF CAPSTONE

Jennifer R. Whitney-Emberton

The Graduate School
Morehead State University
November 26, 2018
SUPPORTING TEACHERS: DESIGN OF A PROFESSIONAL DEVELOPMENT CONFERENCE FOR SIMPSON COUNTY SCHOOLS

Abstract of Capstone

A capstone submitted in partial fulfillment of the Requirements for the degree of Doctor of Education in the College of Education
At Morehead State University

By
Jennifer R. Whitney-Emberton
Scottsville, Kentucky

Committee Chair: Dr. John Curry, Associate Professor
Morehead, Kentucky

November 26, 2018

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ABSTRACT OF CAPSTONE

SUPPORTING TEACHERS: DESIGN OF A PROFESSIONAL DEVELOPMENT CONFERENCE FOR SIMPSON COUNTY SCHOOLS

The in-house professional development conference was designed for teachers in Simpson County Schools to connect local educators and show value in their work. This conference was created for a public school in rural south-central Kentucky, but is designed to be scalable to other systems, public or private. Upon completion of reviewing the literature, it was determined that a one-day professional development training workshop would need to be developed in order to continue supporting teachers in professional learning. The training module topics are aligned to the four district needs: District non-negotiables, technology and productivity resources, Teacher Professional Growth Evaluation System (TPGES), and modification and co-teaching. The training modules educate teachers on the introductory aspects of each topic and provide a reflection that aligns with district needs and current classroom practices. The conference framework and documents may also be used for future in-house professional development training.

KEYWORDS: Non-negotiables, TPGES, Technology, Modification, Education

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Candidate Signature

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Date
SUPPORTING TEACHERS: DESIGN OF A PROFESSIONAL DEVELOPMENT CONFERENCE FOR SIMPSON COUNTY SCHOOLS

By

Jennifer R. Whitney-Emberton

Approved by

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Dr. Lee W. Nabb
Committee Member   Date

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Dr. James Flynn
Committee Member   Date

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Dr. John H. Curry
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DEDICATION

Dedicated to my sons, Gavin, Alex, Tyler, Brantley, and my students. I did this for you. You are worth more than you know. You can make a difference. You can change the world.
ACKNOWLEDGEMENTS

First and foremost, I want to acknowledge the Simpson County School District for providing me, not only the grant for this program, but the support and encouragement that only a family can offer. I’m proud to call you my tribe.

Acknowledging Dr. James Flynn for motivational speeches and analogies that guided me to view leadership from a new lens; without your guidance, I would not be the leader I am today. Acknowledging the teachers that share their knowledge and experiences with professional learning. These meaningful discussions not only inspire me but give reassurance that our school culture is student centered, driven by caring professionals.

I would like to acknowledge Dr. John Curry and Dr. Lee Nabb, without whom this capstone would not have been possible. Dr. Curry’s guidance motivated me to help students through reaching their teachers. I am grateful for his support, feedback, and not giving up on me when I contemplated giving up. I am immeasurably grateful for the support and encouragement of Dr. Nabb, who stepped in when I needed assistance. He kept me moving forward.

Also, to my husband, Gabe, enduring late-nights watching me stare at books, articles and a computer screen. Understanding that I’ll never be finished with my lifelong journey of discovery, he is by my side with our boys. As previously stated, I dedicate this to my sons and students, who encouraged me to push for a change, so
that teachers may have an additional option to obtain professional learning that transfers back to the classroom.

Special acknowledgment to my parents, Sheila and Jerry. My mother, who has struggled with academics all of her life, because of you I know the importance of education. To my father, who made me attend church service where my servant heart was born in a Sunday School room chair. Thank you.
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VITA
Executive Summary

What is the core of the capstone?

The core of this capstone project is to design an in-house professional development conference to support teachers in the Simpson County School District in Franklin, Kentucky. Teacher professional development functions as a building block to student achievement by increasing teachers’ professional learning (Blank & de las Alas, 2010; Garet, Porter, Desimone, Birman, & Yoon, 2001; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). The target audience for the conference is faculty from Simpson County Schools (SCS). The teachers in SCS are required by the district to receive 24 hours of in-house professional development comprised of pre-selected content based on administrative needs, with activities often administered by out-of-district trainers.

Recent shifts in state budget and termination of the Continuous Instructional Improvement Technology System (CIITS) have left Kentucky educators with funding reductions (Staff, 2018) and the lack of a formal online system for PD resources (Marsee, 2018). Previously, districts could rely on a module known as the Educator Development System (EDS), located within the system CIITS, for PD and resources as needed (Riddel, 2013; Rodriguez, 2011); however, Pearson ended its contract for the system with the Kentucky Department of Education (KDE) on June 30, 2018 (Marsee, 2018). In its place, KDE offers resources for professional learning plans according to the definitions set by 04 KAR 3:035, thus providing Kentucky school
districts with policy and practice regulations for creating their own PD system. The SCS District offers training sessions conducted using a whole-group lecture style, similar to the format teachers in district are experts in administering.

New professional development activities are needed at the SCS District considering the lack of funding, teachers needing in-house professional development, and knowing that student achievement increases when teachers received professional development spread out over time (Yoon et al., 2007). The SCS District has certified National Board teachers and several staff with doctoral degrees. These teachers have the expertise to design and deliver effective professional development instead of the District needing to bring in trainers from outside current faculty and staff. This capstone project seeks to implement a new professional development program via a district conference format, in an effort to increase the likelihood that teachers will transfer professional learning to practice and positively impact student growth by using the SCS District staff.

The sessions will also afford leadership opportunities for teachers in the district to share what is successful in their classrooms. The conference sessions will be based on SCS non-negotiables, the Teacher Professional Growth and Effectiveness System (TPGES), and current best practices in education, such as modifications, co-teaching, and educational technology. The following session topics were selected by this author, due to recurring themes in current SCS professional development sessions, as most important for SCS professional learning. These topics have
previously been outlined in two resource guides created to aid SCS teachers—*The Teacher’s Pocket Guide to Technology Survival* and the *Simpson County Teachers Blueprint: A Guide for the Year*—both by Jennifer Emberton (2016a, 2016b):

- District non-negotiables (strategies for the classroom: hooks, concept development, assessments, closings and behavior).
- Technology and productivity resources currently implemented in SCS.
- Modification and co-teaching.
- Teacher Professional Growth Evaluation System (TPGES).

**Who is the capstone meant to impact?**

Kentucky public school educators are required by Statute 156.095 of the Kentucky PD Law to obtain PD each year for professional learning that can be transferred to practice in order to impact student achievement. While each teacher’s personal and professional needs will be different, it is important to consider the needs based on what the general expectations are for teachers in SCS as identified in the District Non-Negotiables and professional evaluation guidelines in the Teacher Professional Growth Evaluation System (TPGES). Each school within the District has unique needs and characteristics, such as its vision, mission, or purpose. Schools also have their own traditions and language—their own culture. Creating a conference that appeals to teachers in all the district’s schools will require embracing the district’s mission, goals and needs, which requires putting every student first and empowering
teachers while at the same time ensuring that the district's needs for educators remain centered on the district's non-negotiables and the TPGES.

Importantly, the culture and climate of the SCS District invites innovative ideas. Teachers are challenged by their superintendent to break the norm and effect positive change. The district employs innovative educators who demonstrate new methods, but unfortunately, those teachers spend most of their time developing their practice in their classrooms, not sharing at in-house faculty meetings. In other words, there is limited exposure district-wide to the innovative practices being implemented by the district’s own innovators. Introducing a district professional development conference is a new solution to in-house professional development; taking an alternative approach to helping educators develop professionally is an idea inspired by the climate of this innovative school district.

The report card for Kentucky school districts provided demographic information for this district and was established by statute, KRS 158.6453 (20), and regulation, 703 KAR 5:140 (Hackworth, 2018). According to the schools report card, the SCS District employs approximately 184 educators who need annual professional development (PD) hours for professional learning to provide ongoing support for the district’s approximately 2,912 students. The in-house PD is training an educator receives on-site at his or her work location, unlike off-site training, which happens at various locations away from the school; school districts can use a combination of the two to enhance teachers’ professional learning. Importantly, student achievement can
increase as much as 21% when teachers get good professional learning spread out over time (Yoon et al., 2007). Therefore, it is essential for teachers to receive quality PD that results in professional learning. District PD sessions that are in-house provide easy access to continuing growth and support for educators. The average teacher at SCS currently receives at least 24 hours of in-house PD annually that is comprised of pre-selected content.

This capstone proposes the design of an in-house district-wide professional development conference for district teachers. It is designed for a school district located in Simpson County, Kentucky. Once more looking at the schools report card we find that, teachers in the SCS District have an average of 11 years’ experience and a gender distribution of 22.3% males and 77.7% females (KDE, 2018). The district's certified teacher professional qualifications are 41.5% with a master’s degree, 32.2% with a bachelor’s degree and 26.4% with a rank 1 degree or higher (KDE, 2018).

This capstone project will impact teachers of the SCS District only. The in-house professional development district conference will be designed specifically for district needs and will allow teachers to grow through collaboration with each other. Nonetheless, this capstone will provide a framework for future development of in-house conference sessions for teachers in rural school districts. This design will not address the integration process of a professional development conference into a school or the student impact.

**How was the capstone project developed?**
The first step in designing a District Teacher Professional Development Conference was from this Author’s observations on current practices for SCS professional development sessions which centered on the topics of non-negotiables, technology and productivity resources, modifications and co-teaching, and the teacher accountability system, TPGES. She observed innovative teachers in the district and desired to know more about their individual practices, yet she was limited by the lack of platform for the sharing of such ideas. She began to question how to get local teachers sharing practices that work best with district students and centered on common district topics. Thus, the district conference was designed to meet these unique needs.

The conference was designed to utilize the First Principles of Design instructional design model and seeks to provide access to differentiated sessions based on SCS teachers’ needs as previously identified in topics that are currently practiced by SCS. First, a conference platform via a Google website was designed to communicate event details due to the ability to reach a larger audience. The website consists of three main pages, home, register, and workshops. There are sub-pages under each main page to better organize the information for conference planning. They are organized as such:

Home

- conference description
- schedule
- materials for planning the conference
- link to this capstone project website

Register
- call for proposals
- example/model session
  - First Principles of Instruction

Workshops
- selecting a workshop
- module 1- Introduction to District Non-negotiables
- module 2- Intro to technology and productivity resources
- module 3- Intro to Modification and Co-teaching
- module 4- Intro to TPGES

The materials for the planning, execution, and performance of the conference were created to guide conference leaders or organizers for this SCS conference design. Materials and documents can be found in appendix A.

**Why were this capstone and related strategies selected?**

In the past, SCS has used a lecture-style model for in-house professional development in most schools within the district. However, the district is seeking innovative ways to engage and fulfill the needs of educators’ professional growth.

Using a Logic Model one can see the rationale for designing a Professional
Development in-house conference (Emberton, 2017). Figure 1 represents the logic model of the program evaluation.

**Figure 1.** Logic model of program evaluation.

The logic model used in this program evaluation was previously developed based on the needs of staff to grow professionally under the situation of needing to utilize the innovative staff within the district to solve the problem of a new approach to professional development. The vision was an in-house professional development to keep the staff growing in professional learning, for this to happen the district must invest in identified inputs and outputs, to achieve the desired effects. Critical assumptions and external factors that would have the greatest impact on the conference were considered.
This capstone was selected to change the way teachers experience professional development based on new, innovative practices within the SCS District. Teachers will experience and participate in an in-house conference, use active learning and collaborate; the conference will include practice, follow-up and reflection designed to respond to individual teacher’s needs through choice of session.

In determining how to design such an in-house district conference, one design model was chosen. Educators deal with real-world problems each day in their classrooms and sharing the solutions to those problems is ideal for fostering good practice. Thus, Merrill’s First Principles of Instruction (2002, 2007, 2009) design model was selected. Merrill, who is well known in the field for his research in instructional design, has identified the five most fundamental principles of best practices in instructional design, as shown in Figure 2.
Figure 2. Phases for effective instruction, according to Merrill. Reprinted from “First principles of instruction,” by D. Merrill, 2002, Educational Technology Research and Development, 50(3), 43-59.

The first principles of instruction was found to be the most appropriate design for the conference due to its real-world, task-centered approach and the ability to use with multiple activities. The principles are centered on real-world problems or tasks, such as current in-house professional development. Using these principles, one can design an engaging activity for his or her learner. David Merrill (2002, 2007, 2009) created the first principles of instruction after doing research on instructional models and theories; he found that not all agreed on specifications, but each had one or more principles; he defined the first principles of instruction as the fundamentals of instructional design, which are: problem-centered; activation of prior experience; demonstration of skills; integration of skills; and skill of skills into real-world activities.

In this author’s observation, as a teacher at SCS, the PD already follows the underlying principles of instruction, it makes sense to continue this familiar practice with conference design. Figure 3 represents the First Principles of Instruction model of the Simpson County Schools professional development conference.
**Figure 3.** The first principles of instruction as applied to professional development for the SCS instructional tool PD design.

These principles, when applied correctly, will increase learning (Collis & Margaryan, 2005; Gardner & Jeon, 2009; Mendenhall et al., 2006). They are designed for learners at any level, so learners can be on different levels of expertise yet still use the same model to guide their learning. There is no predetermined measure other than that when a principle has been accomplished, one moves on to the next principle.

Furthermore, instructional design is a cycle that can be repeated with the same topic to deepen learning, as PD often does with repeat topics. The SCS PD options offered have the same pattern of instructional design as the first principles of instruction. The PD is designed to direct users to link real-world problems or tasks to the activity; in other words, what the teacher is learning will align to one of the school-wide plans.
The first principle in First Principles of Instruction (Merrill, 2002) is a real-world identified problem, or task, which is the foundation for a desire to learn. When learners are emotionally invested in answering a real-world problem or task related to their field, it creates a deeper connection of learning (Dewey, 1916; Greenspan & Benderly, 1997; Montessori, 1965) during the PD. The goal is to solve the real-world problem or task that is personal to the learner’s needs identified during this principle.

Once the problem or task is identified, the activation process requires building on what the teacher already knows about the problem or task (Merrill, 2002, 2007, 2009). This reflection is personal to each teacher because all have different skills and experiences. Merrill (2002) suggested learners apply preexisting knowledge to the problem or task. If there is no pre-existing foundation, thinking about an experience that could offer the foundation for this new learning is encouraged; however, if no such experience can be applied, the use of a pre-existing cognitive structure to make sense of the new material (Merrill, 2002) can be applied. Because teachers use graphic organizers to show students how to structure and decipher new information when they are still developing these cognitive structures as a learner (Marzano, Pickering, & Pollock, 2001), teachers will be familiar with how to logically apply these same practices.

Upon discovering connections with prior knowledge, the learner moves to the next principle—demonstration. During this step, learners are challenged to change the
way they think by becoming familiar with the new knowledge or skill. Merrill (2002) suggested incorporating the following:

- consistency of new knowledge aligned with problem/task:
  - examples and non-examples;
  - demonstration of the different parts;
  - visualizations; and
  - modeling.

- guidance of the learner to the following:
  - relative information; and
  - multiple representations of new material.

- relevant media.

An example of this during a PD session would be the collection of evidence the teacher discovers or is given during the session. The material should include the above suggestions by Merrill. These provide a base for effective reflection and notes if needed when practice occurs during the next step—application.

The application principle is the practice of new knowledge in an environment that allows for applying the new knowledge to the old (Merrill, 2002, 2007, 2009). During this step, learners are provided problems to solve using their new knowledge. After the information and examples have been given, the learners are taken through exercises copying the concepts of the new information while receiving feedback.
(Merrill, 2002). At SCS, this step typically immediately proceeds demonstrations, but the step is not limited to time or place.

During the integration principle, learners transfer the acquired knowledge to real-world practice by applying the new concepts to the problem or task identified in the activation principle (Merrill, 2002). The learners integrate the knowledge or skill while reflecting upon and exploring new ways to use the knowledge. This step is the most important one in PD. It is essential to comprehend that PD is not complete without the transfer to practice. At SCS, the integration principle is demonstrated when artifacts from transfer to practice are collected and combined with previous reflections to add to the teacher’s Google Drive folder of evidence. The PD session is not complete until the integration principle is complete.

The first principles of instruction can be difficult to interpret in a real-world setting if not given guidance and examples on how to apply principles (Merrill, 2007). A model of these principles’ correct use in PD, as they apply to SCS, is shown previously in Figure 3, illustrating the intention alignment of the process to each step with clear expectations.

By using the first principles of instruction (Merrill, 2002, 2007, 2009) to organize the identified PD workshop sessions, the learning is based on a real-world task/problem identified by the teacher or district. Next, activation allows the learner to be engaged in their learning by recalling prior knowledge or connections. When demonstrating, learners can experience a change in thinking by observing a new skill
related to their real-world problem. Additionally, participants apply the concepts and reflect on prior and new knowledge in the application principle. Finally, learners integrate what they have gained from the workshop to their practice.

According to Merrill (2002), “Modifying new knowledge to make it one’s own is where a learner moves beyond the instructional environment and takes the new knowledge and skill into the world beyond” (p.51). If this is true, then when PD is successful, a teacher will take what he or she now knows and adapt it to meet his or her needs in the classroom; thus, transfer to practice occurs. For this capstone, all these principles will be considered to make this in-house conference design successful in assisting teachers’ transfer of professional learning to professional practice.

**Limitations on Capstone**

This capstone focuses on the background and design of an in-house professional development conference for teachers within SCS and will be limited to SCS District needs. Thus, it may not be generalizable to other districts, schools, or teachers because the conference is based on the Simpson district’s non-negotiables, policies, and goals. As previously noted, this capstone does not include guidance on the context of the schools’ non-negotiables, policies, checklists and teaching strategies; it focuses only on the design of a conference to communicate the district’s needs. This capstone is only intended for use by SCS and cannot be used or referenced to make any decisions for another district.
Lessons Learned

Research is not just collecting information. Through the process of this capstone, this author gathered many resources on professional development (PD). Long before this author identified this capstone project, her passion was discovering information on PD for teachers, with an interest in PD for technology integration. The gathered data were not to search for a problem but to search for a gap. My interest in PD originated from observations of effectiveness with these activities in the public school system. Previously, working in retail management for a cellular company, I trained every employee in my building and retail managers of other sites when the company launched a new point of sale system. In that setting, logistics, materials and even the store changed quickly as new technology emerged. After changing careers and being immersed in public school culture, the emergence of new methods came slowly, and I was not sure why.

As a practitioner who enjoys sharing evidence-based practices from my classroom, I began presenting to public school educators during PD events or conferences. There was excitement in sharing and collaboration, and it was gratifying to develop my practice through the camaraderie of ideas. In addition, I was given the opportunity to practice self-enlightenment through the discovery of information not previously known. However, transporting the information from one place and presenting it to others, with supporting text, was not research either.
It was not until I could move past the collection and organization of literature on the topic that I found research. The earliest starting point of my research was attending a conference in Louisville, Kentucky, and wondering how each of the attendees would apply new knowledge. I also wondered why some PD sessions were more successful than others. Thus began my literature search. During this process, I was looking for gaps in the literature and taking a course on instructional design. I began to understand that the last step in PD was going back to class and using these new skills and tools.

**Why is this a leadership capstone?**

This capstone will serve as a foundation on which to build the sharing of the newest emerging practices used by teachers within the District. The world is globalized and ever-changing, and it is an educators place is to serve the needs of students; thus, planning for future trends is necessary. Leaders, by nature, search for the newest trends, in their respected fields, that will better serve students and assist other professionals around the world. As a leader, encouraging members of the district to participate in sharing the latest trends, strategies, or research that will aid in student and educator growth, is what makes this leadership capstone valuable. This author’s leadership vision is to be a global leader in serving students and educators with the newest trends in educational/instructional technology by continuing to contribute to the educational community.
In suggesting the implementation of new ideas, a leader must sometimes stand alone. Change is difficult for some people, but an effective leader is willing to take the risk of standing alone to make a change. Without addressing uncomfortable issues, tension will build, and trust can be lost; true leaders are not afraid to take a stand for what needs to be discussed—they are more afraid of it going unsaid (Barth, 2002). The key to leading is to always have a greater picture in mind for one’s community or organization. This servant leader sees life as a mission, waking up in the morning and thinking about how to help others. To be service-oriented is to see a purpose beyond one’s self, a purpose that will lessen the burden of others (Starkey, 2011), seeking out opportunities to soothe others and welcome the chance to relieve others. The journey in this capstone project started with the desire to help students use more technology tools in the classroom. However, to do this, the students need teachers knowledgeable in their practice and equipped with professional learning that can be transferred to practice.

An important characteristic the servant leader possesses is a belief in others. This author believes that to lead others, leaders must believe others can change, can make a difference, and can make a change in the world. An effective educational leader must find the good in each student and bring it to the surface. It is a leader’s responsibility to encourage and foster in each person his or her maximum level of achievement. Through this capstone, the SCS district is doing just that by encouraging each teacher in the district to reach new limits.
Mother Teresa, an exemplary model of a servant-leader, lived by this motto: “Let no one ever come to you without leaving better and happier. Be the living expression of God’s kindness: kindness in your face, kindness in your eyes, kindness in your smile.” As an educator, I embrace this same motto as my mission and passion—the desire to leave others a little better, a little more fulfilled, and to make a difference in every student’s life.

Our experiences are uniquely ours and shape us into who we are as individuals and as leaders. Through our failures and successes, we develop perspective, and through each experience, our paradigms shift. These shifts create changes that will drive the vision and leadership of others. However, effective leadership involves collaborating and sharing to foster productive change and a sustained positive difference. Therefore, this capstone will not only display the leadership abilities that I possess, but through its implementation, the abilities of many other leaders in our own community and culture will emerge.

Capstone Project
Stepgon County is excited to announce a new conference for teacher professional learning in our first professional development conference. The conference will be held at various schools within the District. This is a one-day conference designed to communicate an introduction to the Teacher Professional Growth System, the District’s non-negotiables, modification and coaching strategies, and technology to produce resources.

**Apply to present deadline: Winter 2019/20**

**Choose your own learning:**
- Workshop sessions: Module 1, Module 2, Module 3, Module 4, Module 5

**Benefits:**
As a teacher, SCS understands that you need to be on the cutting edge of best practices & productive resource tools. There are many benefits to attending a conference for your professional development needs. Our conference is designed specifically to meet the individual needs of our teachers by focusing on the overall professional growth, learning needs, and technology practice resources. Your professional development is renewed annually at the District and school needs, so that you can bring the skills back to the classroom & retain the investment.

PLC: Our conference allows teachers to work collaboratively with teachers from their region, who experience the same needs.

**Attendee Rates: FREE**
Registration is NOW OPEN

Once you submit this form, you have successfully registered.

Having trouble registering? Please visit here.

Register to Attend- SCS PD Conference

Workshop Sessions

The sessions are still being finalized and will be posted soon. Below is the general schedule for the day:

Workshop 1: 9:00am - 12:00pm

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References


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Appendix A

SUPPORTING TEACHERS: DESIGN OF A PROFESSIONAL DEVELOPMENT CONFERENCE FOR SIMPSON COUNTY SCHOOLS
LIST OF APPENDIX MATERIALS FOR CONFERENCE

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Sample Module 4- Participant Materials

Sample Workshop Proposal
### Event Charter

#### SCS PD Conference

<table>
<thead>
<tr>
<th>Project:</th>
<th>SCS Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Various District Schools</td>
</tr>
<tr>
<td>Meeting Date:</td>
<td>TBD</td>
</tr>
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</table>

**Project Contacts:**

<table>
<thead>
<tr>
<th>Team Leader(s):</th>
<th>Sponsor(s):</th>
<th>Executive Leadership:</th>
<th>Project Facilitator:</th>
</tr>
</thead>
</table>

**Project Details:**

**Problem Statement:**
What problem is the team addressing?

**Project Scope:**
Where does the process begin and end for this event? *Out of Scope* What is off-limits?

**Rationale:**
Professional development activities are required by State laws and are completed to increase transfer of professional learning to practice.

**Vision:**
Teachers receive the professional learning needed to show growth.

**Justification:**
SCS has specific goals and needs, as outlined in the districts non-negotiables and TPGES, yet both documents are often misunderstood. The components of this conference will help meet those needs.

*File and select “Make a Copy”
Replace the text as need*
SCS PD Conference Project Timeline
SCS PD Event Planning Checklist

Event Planning Checklist

Plan Review: 2-3 Months Ahead of Event
- Establish event charter (mission and vision)
- Select date
- Identify location (school building) of conference
- Develop Event Master Schedule based on need
- Recruit event committee; event manager and establish sub-committee members
- Create a timeline for event and a timeline for marketing the event
- Identify and confirm guest speakers/presenters
- Identify and contact sponsors/partners or find vendors
- Email committee key details decided during this phase & organize a committee meeting

Logistics: 1-2 Months Ahead of Event
- Logistics planning; meal choices, equipment, registration, parking, signage
- Finalize selection of presentations/workshop sessions/modules
- Get box information & photos for Presenters
- Set up online registration
- Create draft event script (speaker introductions, thanks, closing)
- Recruit volunteers (student volunteers for registration, technology/equipment set-up, meals)
- Request logos from schools for online and printed materials
- Develop and produce certificates of completion, posters, name badges
- Create event entry on event websites
- Launch event social media event page
- Create a Facebook event page
- Develop a promo video and post on YouTube and your Facebook page
- Add the event to the school calendar

1 month prior to event
- Send reminders to contact list or registration/participation
- Presenters: Request copy of presentations and post these to website
- Contact all volunteers and provide a checklist of duties

1 week ahead
- Have committee meet and confirm all details of initial plan — develop back-up plans for situations
- Finalize event script
- Brief volunteers about their event duties
- Make print and online copies of any speeches, videos, or presentations
- Final registration check, name badges & registration list
- Determine photo-op and interview opportunities with any presenters

2 day ahead
- Confirm volunteers
- Ensure all sites are in place
- Ensure registration and media tables are prepared and stocked with necessary items (blank name badges, paper, pens, tape, clippers, etc.)
- Ensure all giveaways items are on site

Event day
- Ensure you have copies of all instructions, directions, phone numbers, keys, and presenter lists with you
- Check-in with each Committee member to ensure their team is on track

Immediately following event
- Financial status, gather all receipts, documentation, final registration data, etc.
- Send thank-you’s and acknowledgement letters to: student volunteers, presenters, donors, and post to social media
- Post-Event Survey — to learn what teachers liked and what you have room to improve
- Follow-up Communication with Event Participants
- Conduct a thorough evaluation
# SCS CONFERENCE Gantt chart

![Gantt chart image](image-url)
Event Marketing Timeline
Call for Proposals

Want to share the awesome things you are doing to help students? Is it aligned to one of our topics?

Do you have an awesome strategy or tool you want to share? We are looking for teacher leaders to present at our first SCS PD Conference. In addition, we would love to see student presentations!

Our conference topics focus on our District Non-negotiables, Kentucky Teacher Professional Growth Evaluation System standards, Co-teaching and modification tools, and technology and productive resources and are designed using David Merrill’s First Principles of Instructional Design. It is best to be familiar with these topics and this form of instructional design before applying to present a workshop. Take a look at the sample, Principles of Instructional Design, and rubric below.

Sign-up to present a workshop!

Review and selection process will be evaluated per the rubric, linked below, to determine which proposals will be selected. Once selected, a letter confirming workshop will be sent via email.

https://drive.google.com/uc?export=download&id=1kv1lyvCqjB7a-jd8Q6Jag-qSoueb0xGRLye4cc9ZEc
Conference Schedule
Event Registration

Register to Attend - SCS PD Conference
* Required

1. Email address *

SCS PD Conference 2020

Personal Information

2. First Name: *

3. Last Name: *

4. School/Organization *

5. Location (City, State) *

6. Phone Number (xxx-xxx-xxxx) *

7. Twitter Handle (@twitterhandle) *

8. Your Role *
   Mark only one oval.
   - Counselor
   - District Staff
   - District Level Administrator/Leadership
   - KDE
   - Library Media Specialist
   - School Level Administrator /Leadership
   - Teacher
   - TRT/TIS
   - Tech Support
   - Vendor/Community Partner

9. Which workshops might you attend?
   Check all that apply.
   - Intro to TPGES
   - Intro to technology and productivity
   - Intro to modification & co-teaching
   - Intro to Non-negotiables

10. Dietary restrictions *
    Mark only one oval.
    - None
    - Vegetarian
    - Vegan
    - Kosher
    - Gluten-free
    - Other: ________________________________

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Workshop Proposal

Event Timing: October, 2020
Event Address: TBD School or virtual
Contact us at (123) 456-7890 or no_reply@example.com

* Required

1. Email address *

2. Name (As you want it listed in the conference materials) *

3. Organization *
   Mark only one oval.
   - FES
   - SES
   - LES
   - FSMS
   - FSHS
   - Edge
   - CO
   - Other:

4. What LCD will you attend? *
   Check all that apply.
   - October (Quarter 1)
   - December (Quarter 2)
   - March (Quarter 3)
   - June (Quarter 4)
   - Other:
5. Dietary restrictions *
   Mark only one oval.
   - None
   - Vegetarian
   - Vegan
   - Kosher
   - Gluten-free
   - Other: ________________

6. I understand that I will have to sign-in & upload materials to event Drive upon arrival *
   Check all that apply.
   - Yes

Workshop Alignment

7. Topic Alignment:
   Check all that apply.
   - TPGES (Teacher Professional Growth Evaluation System)
   - SCS Non-negotiables (strategies for the classroom: hooks, concept development, assessments, closing, and behavior/safety)
   - Collaboration & Modification (great for co-teachers!)
   - Technology & Productive Resources
   - Other: ________________

8. TPGES Domain: *
   Check all that apply.
   - Domain 1: Planning & Preparation
   - Domain 2: The Classroom Environment
   - Domain 3: Instruction
   - Domain 4: Professional Responsibilities

9. Non-negotiable Alignment
   Check all that apply.
   - hooks
   - concept development
   - assessments
   - closing
   - behavior
   - safety
10. Level of learner
   Mark only one oval.
   
   Beginner
   General
   Advanced
   All

Workshop Session
We want workshops to be problem centered, include an activation of prior knowledge, a demonstration of the knowledge or skill, and we want some type of application so the participants are working on something right there. Additionally, some type of reflection opportunity must be given to demonstrate the transfers to practice and where teachers will apply this newly found knowledge or skill. We require all of our workshops to follow this format. If you're not familiar with the First Principles of Instruction, please visit https://sites.google.com/view/scs-conference/register/example-modulesession

11. Title of Workshop

12. Real-world Problem or Task that connects with your workshop session:

ACTIVATION

Learning is promoted when participants build on their prior knowledge (Merrill, 2002).

13. How will you activate prior knowledge?

14. Activation activities
DEMONSTRATION

Learning is promoted through an observation of the knowledge/skill (Merrill, 2002).

15. How will you demonstrate the knowledge & skills to be learned? *

16. Demonstration activities *

APPLICATION

Learning is promoted when learners apply their new found knowledge & skills in solving problems (Merrill, 2002).

17. What problems will you present for them to solve during this presentation? *

18. Application activities

INTEGRATION

Learning is transferred to practice when learners reflect on, discuss, and defend their new knowledge (Merrill, 2002).
19. How will the participants reflect, discuss and defend in this workshop? *


20. Integration activities

A copy of your responses will be emailed to the address you provided

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Proposal Evaluation Rubric

1. Workshop title *

2. Presenter name *

3. Does this workshop link to conference topics *
   Mark only one oval per row.
   - PGES
   - Non-negotiables
   - Technology or productivity resources
   - Co-teaching or modifications

4. Proposal *
   Mark only one oval per row.
   - Organization
   - Grammar
   - Clear ideas/connections
   - References used correctly

5. Workshop content *
   Mark only one oval per row.
   - Learning objectives were clear
   - Activities are appropriate & aligned to professional learning target
   - Workshop clearly identifies each of the 5 instructional design phases
   - Problem or Task is identified
   - Activation or Hook is included
   - Demonstration is identified & included
   - Application of skill is included
   - There is a clear transfer to practice (real-world) in closing
   - Topic has value to the district

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
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</thead>
<tbody>
<tr>
<td>Learning objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Activities</td>
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<tr>
<td>Clear transfer</td>
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</tr>
<tr>
<td>Topic value</td>
<td></td>
<td></td>
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</tbody>
</table>
6. What aspects of this workshop were most useful or valuable? *


7. How would you improve this workshop? *


8. Do you choose this workshop to be accepted? *
   Mark only one oval.
   
   □ No
   □ Yes
   □ Yes, with modifications

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SCS Conference Feedback

Thank you for participating in our event. We hope you had as much fun attending as we did organizing it.

We want to hear your feedback so we can keep improving our logistics and content. Please fill this quick survey and let us know your thoughts (your answers will be anonymous).

* Required

1. How satisfied were you with the conference? *
   Mark only one oval.

   1 2 3 4 5
   Not very √ √ √ √ √ Very much

2. How relevant and helpful do you think it was for your job? *
   Mark only one oval.

   1 2 3 4 5
   Not very √ √ √ √ √ Very much

3. What were your key takeaways from this conference?

4. How satisfied were you with the logistics? *
   1 = Very dissatisfied 5 = Very satisfied
   Mark only one oval per row.

<table>
<thead>
<tr>
<th>Accommodation to needs</th>
<th>Registry day-of-conference</th>
<th>Communication emails</th>
<th>Welcome activity</th>
<th>Venue</th>
<th>Activities</th>
<th>Closing ceremony</th>
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<tr>
<td>1 2 3 4 5 N/A</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

5. Additional feedback on logistics *
6. Which sessions did you find most relevant? * 
Mark only one oval per row.

<table>
<thead>
<tr>
<th>Session Description</th>
<th>Not relevant</th>
<th>Relevant</th>
<th>Very relevant</th>
<th>Did not attend</th>
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</thead>
<tbody>
<tr>
<td>Welcome activity</td>
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<td>Module 1: Intro to District Non-negotiables</td>
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<tr>
<td>Module 2: Intro to Technology and productivity resources</td>
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<td></td>
</tr>
<tr>
<td>Module 3: Intro to Modification and co-teaching</td>
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</tr>
<tr>
<td>Module 4: Intro to TPGES</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closing activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. How satisfied were you with the session content? 
Both presented and pre-read material 
Mark only one oval.

1  2  3  4  5  Excellent

Poor

8. Any additional comments regarding the sessions or overall agenda?


9. Any overall feedback for the event?


10. Name (optional)


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Workshop Acceptance Letter

Hello <<Presenter Name>>:

Thank you so much for presenting for us during our SCS Conference! Below is some information that you may find helpful.

Breakfast and Lunch
On your own

Session Rooms & Times

<table>
<thead>
<tr>
<th>Time:</th>
<th>Room:</th>
<th>Session(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;&lt;Time&gt;&gt;</td>
<td>&lt;&lt;Room&gt;&gt;</td>
<td>&lt;&lt;Session Title&gt;&gt;</td>
</tr>
</tbody>
</table>

Technical Information
Presenter’s room: <<Room>>
Helpdesk Phone: <<Help EXT>>
Wireless Access: SCBYOD Guest
Computer Login: Wildcat

If there’s anything else we can do to make your presentation successful, please let us know!

Thank you!
Sample Overview of Modules

Overview of Modules

Modules will cover an introduction of the four key topics SCS District focus on for teacher development, TPGES, Non-negotiables, Tech/productivity, and co-teaching/modification. Each of the modules will provide teachers with an introduction to the topic using Merrill's first principles of instruction model.

Module 1 provides an outline of the training that would take place in a training setting to help teachers to become familiar with the District Non-negotiables. This module is an introduction to the collection of evidence teachers need to support their level of experience in each of the Danielson Domains as identified by their Districts or professional growth plan (PGP).

Module 1

Introduction to District Non-negotiables

Title
Introduction to Non-negotiables

Time
Approximately three hours to deliver

Event Description
This session will introduce teachers to the SCS District Non-negotiables. Participants can expect to practice gathering artifacts and writing reflections. District Non-Negotiables are expected from every certified school staff member and required by Simpson County School Board. Periodically these standards may be adjusted to reflect the most recent research, or up-to-date practice. These non-negotiables are used daily in the teachers practice. This session serves as an introduction to the 2018 newly adjusted District Non-negotiables.

The goal of this module is to give teachers an introduction to the District Non-negotiables, to meet the needs of all learners in Simpson County Schools.

The objectives of this workshop are:

- Participants will create a plan as it pertains to the non-negotiables in the classroom, or in practice, to be documented in the teachers TPGES file and aligned to a congruent Danielson Domain.
• Presenter will demonstrate leadership by modeling the use of non-negotiables to others in the district through this workshop to be documented in the leaders TPGES file and aligned to a congruent Danielson Domain.
• All will identify ways that non-negotiables can be used to support instruction and student learning through pre and post activities during the session(s).

Learning Objectives
• Gain understanding of District Non-negotiables
• Experience writing reflection practice
• Develop a plan for collection of evidence

Key points to Emphasis
• Non-Negotiables are not
• Non-Negotiables are
• Non-Negotiables are a tool
• Non-Negotiables are research based

Agenda
1. Review the session objectives with teachers.
2. Provide teachers with an opportunity to set an intention at the beginning of the session.
3. Show the teachers a short video clip to introduce topic/lesson/objectives
4. Direct teachers thorough a practice utilizing the script provided in the resources section.
5. Allow a small group discussion to occur where participants identify how they felt after the practice
6. Explain to the teachers what Non-Negotiables are
7. Introduce activity supporting Non-Negotiables practice
8. Discuss the benefits of Non-Negotiable collection of evidence.
9. Conclusion of the session is teachers organizing some of their evidence in to their district created TPGES folders

Materials
• Presenter Material
• Participant Material

Activities
• small group discussion
• guided learning
• classifying activity

Resources
2018 District Non-negotiables PDF
Module 2

Introduction to Technology & Productivity Resources

Title
Introduction to Technology & Productivity Resources

Time
Approximately three hours to deliver

Event Description
This session will introduce teachers to what Technology & Productivity Resources are. Participants can expect to practice gathering artifacts and writing reflections. Technology and productivity tools are available, but how do we use them to support student instruction and learning? At Simpson Co Schools we are dedicated to informing teachers of the technology and productive resources available and their uses in professional practice. This workshop covers the introduction to educational technology and productivity tools through a three hour hands-on

Objectives:
- Participants will create a plan, as it pertains to educational technology or productivity resources in the classroom, or in practice, to be documented in the teachers TPGES file and aligned to a congruent Danielson Domain.
- Presenter will demonstrate leadership by modeling the use of educational technology or productivity tools to others in the district through this workshop to be documented in the leaders TPGES file and aligned to a congruent Danielson Domain.
- All will identify ways that educational technology can be used to support instruction and student learning through pre and post activities during the session(s).

Learning Objectives
- Gain understanding of what Technology & Productivity Resources are
- Experience writing reflection practice
- Develop a plan for collection of evidence

Key points to Emphasis
- Technology & Productivity Resources are not
- Technology & Productivity Resources are
- Technology & Productivity Resources are a tool
- Technology & Productivity Resources are research based
Agenda
1. Review the session objectives with teachers.
2. Provide teachers with an opportunity to set an intention at the beginning of the session.
3. Show the teachers a short video clip to introduce topic/lesson/objectives
4. Direct teachers thorough a practice utilizing the script provided in the resources section.
5. Allow a small group discussion to occur where participants identify how they felt after the session
6. Explain to the teachers what Technology & Productivity Resources are
7. Introduce activity supporting Technology & Productivity Resources
8. Discuss the benefits of Technology & Productivity Resources collection of evidence.
9. Conclusion of the session is teachers organizing some of their evidence in to their district created TPGES folders

Materials
- Presenter materials
- Participant materials

Activities
- small group discussion
- guided learning
- classifying activity

Resources
Updated list of technology and productivity tools.

Module 3

Introduction to Modification & Co-Teaching

Title
Introduction to Modification & Co-Teaching

Time
Approximately three hours to deliver

Event Description
This session will introduce teachers to what Modification & Co-Teaching is. Participants can expect to practice gathering artifacts and writing reflections. Teachers need to acquire up-to-date information on modification and co-teaching to meet all learners. The goal of this module is to give
teachers an introduction to the basic concerning modification and co-teaching in the classroom, to meet the needs of all learners.

- Learners will describe the diversity of students in today’s classrooms.
- Learners will identify a plan for teaching in a diverse classroom.
- Learners will acquire knowledge about different assessment methods.
- Learners will develop lessons with differentiated instruction for co-taught classes

Learning Objectives
- Gain understanding of what Modification & Co-Teaching is
- Experience writing reflection practice
- Develop a plan for collection of evidence

Key points to Emphasis
- Modification & Co-Teaching is not
- Modification & Co-Teaching is
- Modification & Co-Teaching is a tool
- Modification & Co-Teaching is research based

Agenda
1. Review the session objectives with teachers.
2. Provide teachers with an opportunity to set an intention at the beginning of the session.
3. Show the teachers a short video clip to introduce topic/lesson/objectives
4. Direct teachers thorough a practice utilizing the script provided in the resources section.
5. Allow a small group discussion to occur where participants identify how they felt after the session
6. Explain to the teachers what Modification & Co-Teaching is
7. Introduce activity supporting Modification & Co-Teaching practices
8. Discuss the benefits of Modification & Co-Teaching collection of evidence.
9. Conclusion of the session is teachers organizing some of their evidence in to their district created TPGES folders

Materials
- Presenter materials
- Participant materials

Activities
- small group discussion
- guided learning
- classifying activity
Resources
ABCs of Co-teaching

Module 4 provides an outline of the training that would take place in a training setting to help teachers become familiar with the teacher professional growth system (TPGES). This module is an introduction to the collection of evidence teachers need to support their level of experience in each of the Danielson Domains as identified by their Districts or professional growth plan (PGP).

Module 4

Introduction to Teacher Professional Growth Evaluation System (TPGES) Domains

<table>
<thead>
<tr>
<th>Title</th>
<th>Introduction to TPGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Approximately three hours to deliver</td>
</tr>
</tbody>
</table>

Event Description

This session will introduce teachers to what TPGES collection of evidence is for the domains. Participants can expect to practice gathering artifacts and writing reflections. TPGES is a system that offers guidance to the teaching practice by a rubric, set up in four domains, and several subdomains. Teachers use this tool to guide their practice to new levels each year. The evaluation tool is used annually in the teachers practice. This session serves as an introduction to the TPGES.

The goal of this module is to give teachers an introduction to the TPGES, to meet the needs of all learners in Simpson County Schools.

The objectives of this workshop are:

- Participants will create a plan as it pertains to the TPGES measures in the classroom, or in practice, to be documented in the teachers TPGES file and aligned to a congruent Danielson Domain.
• Presenter will demonstrate leadership by modeling the use TPGES measures to others in the district through this workshop to be documented in the leaders TPGES file and aligned to a congruent Danielson Domain.
• All will identify ways that TPGES can be used to support instruction and student learning through pre and post activities during the session(s).

Teachers will:
• The learner will examine the Teacher Professional Growth Evaluation System for links to their practice.
• The learner will create a collection folder or document for the TPGES to use in their practice.

Learning Objectives
• Gain understanding of what TPGES is
• Experience writing reflection practice
• Develop a plan for collection of evidence

Key points to Emphasis
• TPGES is not
• TPGES is
• TPGES is a tool
• TPGES is research based

Agenda
1. Review the session objectives with teachers.
2. Provide teachers with an opportunity to set an intention at the beginning of the lesson.
3. Show the teachers a short video clip to introduce topic/lesson/objectives
4. Direct teachers thorough a practice utilizing the script provided in the resources section.
5. Allow a small group discussion to occur where participants identify how they felt after the practice
6. Explain to the teachers what TPGES is
7. Introduce activity supporting TPGES practices
8. Discuss the benefits of TPGES collection of evidence.
9. Conclusion of the session is teachers organizing some of their evidence in to their district created TPGES folders

Materials
• Presenter materials
• Participant materials

Activities
• small group discussion
• guided learning
- classifying activity

Resources
Updated copy of the Kentucky Professional Learning standards and the TPGES or updated measures of teacher evaluation.
Professional Development Conference

Module 2 - Intro to

Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

Module 7

Module 8

Module 9

Module 10

Module 11

Module 12

Module 13

Module 14

Module 15

Module 16

Module 17

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Module 100
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<tr>
<td>1</td>
<td>Module 1: Introduction and Objectives</td>
</tr>
<tr>
<td>2</td>
<td>Module 2: Theory and Practice</td>
</tr>
<tr>
<td>3</td>
<td>Module 3: Implementation and Evaluation</td>
</tr>
</tbody>
</table>

**Module 2: Theory and Practice**

- **Objective:** Introduce the key concepts and theories related to the topic.
- **Activities:** Group discussions, case studies, and presentations.
- **Assessment:** Written quizzes and assignments.
- **Time:** 2 hours

**Module 3: Implementation and Evaluation**

- **Objective:** Discuss practical strategies for implementation and evaluation.
- **Activities:** Group projects, role-playing exercises, and feedback sessions.
- **Assessment:** Group presentations and reflective journals.
- **Time:** 3 hours
|--------------------------|---------------------------------|--------------------------|--------------------------|--------------------------|

**Examples of Activities:**

1. **TCEES Design:**
   - Develop a learning plan that integrates TCEES principles.
   - Create a learning environment that supports TCEES practices.

2. **TCEES Implementation:**
   - Implement TCEES strategies in daily teaching practices.
   - Monitor and evaluate TCEES implementation进度.

3. **TCEES Assessment:**
   - Design assessments that reflect TCEES objectives.
   - Evaluate student learning using TCEES metrics.

4. **TCEES Evaluation:**
   - Conduct an evaluation of TCEES program effectiveness.
   - Use evaluation findings to improve future TCEES initiatives.

**TCEES Professional Development Conference**

- **Print Materials:**
  - Handouts, lesson plans, reference materials.

- **Participant Materials:**
  - TCEES guidelines, TCEES best practices, TCEES case studies.
Sample Module 1- Intro to District Non-negotiables

Module 1- Intro to District Non-negotiables

INSTRUCTOR MATERIALS

Identify the problem/task

Print Materials: Readings, Lesson/Assignment Files, Rubric
Frame the lesson by identifying a problem or task, know that adult learners typically identify their own individual problem or task based on their experiences (Biech, 2017). These learning targets will apply to any learner:
- The learner will examine the district non-negotiables for recent changes.
- The learner will create a plan using the non-negotiables in their practice.

District Non-Negotiables are expected from every certified school staff member and required by Simpson County School Board. Periodically these standards may be adjusted to reflect the most recent research or up-to-date practice. These non-negotiables are used daily in the teachers practice. This session serves as an introduction to the 2018 newly adjusted District Non-negotiables.

The goal of this module is to give teachers an introduction to the District Non-negotiables, to meet the needs of all learners in Simpson County Schools.

The objectives of this workshop are:
- Participants will create a plan as it pertains to the non-negotiables in the classroom, or in practice, to be documented in the teachers TPGES file and aligned to a congruent Danielson Domain.
- Presenter will demonstrate leadership by modeling the use of non-negotiables to others in the district through this workshop to be documented in the leaders TPGES file and aligned to a congruent Danielson Domain.
- All will identify ways that non-negotiables can be used to support instruction and student learning through pre and post activities during the session(s).

Speaker Notes: Communicate that in this session, we will explore the power of consistency and high expectations through non-negotiables.

Activation

Digital Media/Recorded Lectures (Audio or Video) such as, movies/TV Clips/ YouTube, Podcasts, Screencasts, TEDx Talks, etc. activate prior knowledge and give presenters an opportunity to monitor the room climate.
Introduce learners to non-negotiables by playing a short video.
1. History of Non-negotiables
Identify the learning goals, objectives, and learning targets. Share the participant electronic resource for learners to add any additional learning goals on the first sheet. The learners can identify their personal level of experience on the topic, align to PGES domains, and the District Non-negotiables. Play the introduction video during wait time while participants are navigating the digital resource, to aid in recall of prior knowledge.

2. An Introduction to Non-negotiables
   Instruct users to navigate to the next sheet titled, Activation: Self-Assessment. Complete the rating system for self-reflection.

Demonstration
May include, but not limited to, Open Educational Resources (OER): Textbooks, Online Articles, Audio or Video Clips, Links to Online Resources, Databases, Examples; Simulations; examples and non-examples
Presentation Materials: PearDeck
During demonstration, showcase the examples and non-examples as you explain key vocabulary, skills, or knowledge. Use visuals and demonstrations as you model the desired behavior. Learners will reflect on groups discussion during the PearDeck presentation.

Application
Example Activities: Match the skill to the correct level of Bloom’s Taxonomy. How do you define assessment? Surveys and opening questions give the presenter an idea of the previous experiences and expectations of the learners. During the demonstration process, the presenter may choose to stop at multiple points to get a pulse on the learners process, as they apply the knowledge. Assess, compare, and examine are the activities during this workshop that allow learners to apply the new skill or knowledge in a safe setting.

Integration:
In closing, learners will create a plan using their newly found knowledge. This plan will be added to their collection of evidence folders.
Sample Module 1- Participant Materials

Module 1- Intro to District Non-negotiables

This session will focus on giving school personal several projects and resources on how to help, encourage, and implement the District non-negotiables.

Problem/Task:

District Non-Negotiables are expected from every certified school staff member and required by Simpson County School Board. Periodically these standards may be adjusted to reflect the most recent research or up-to-date practices. These non-negotiables are used daily in the teachers’ practice. This session serves as an introduction to the 2018 newly adjusted District Non-negotiables.

Handout(s):

- District Non-Negotiables
- Workshop Feedback

Learning Targets:

Why is this idea, topic, or subject important for me to learn?
What do I need to understand so that I can do this?
How will I show that I can do this, and how well will I have to do it?
What will I be able to do when I’ve finished this lesson?

SELF-ASSESSMENT

Complete the reflection on your individual use of technology tools and resources. Respond to each statement with the following one to four rank.

Technology Tools and Resource Practice

4 = Almost always; 3 = Frequently; 2 = Occasionally; 1 = Never

- I use non-negotiables in my personal life.
- I use non-negotiables as a tool to set right with students.
- I pay close attention to the non-negotiables that I use.
- I reference the district non-negotiables.
- I apply the non-negotiables daily.
**Discussion Questions:**

1. Which non-negotiables do you already use? Are there non-negotiables that you would like to know more about?
2. What is NOT an example of the non-negotiable?
3. List five examples of a non-negotiable.
4. What are some non-negotiables to consider before planning a lesson?
5. Why are the non-negotiables important?
6. What are specific non-negotiables that everyone should know about?

**Reflection:**

**Group Activity!**

In groups of 5-8, ask each learner to list an expected outcome of using non-negotiables. Collect and categorize each slip as positive or negative. Show the list of positive and negative. For each negative outcome, discuss how they can be eliminated. You should be left with only a list of positive outcomes of using technology tools and resources. Distribute this positive list to all members.

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<th>Expected Outcome list</th>
<th>Outcomes: Positive vs Negative</th>
<th>Troubleshooting the Negative</th>
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**Show me!**

*a.k.a.* Learning is a change in thinking!

*DO's*
- Examples and non-examples for concepts

**MY TURN!**

*a.k.a.* Practice the new knowledge or skill!

*DO's*
- Show the:
  - Information about, parts of, kinds of, or how to do it
  - Apply old and new knowledge
  - Get feedback and guidance by sharing

Notes:
# Journal Prompt

Have a list of all non-negotiables. For each one of the non-negotiables on your list, reflect on which ones you believe you could use through a strategy in your class. What are some things to consider before using these strategies? Do you know teachers whom you could consult in using these strategies effectively? Write a plan for more effectively using non-negotiables.

## Own It!

Ska:
Take what you’ve learned & make it your own!

### Reflect On:
- Transfer to classroom
- Current gaps in making professional learning
- Opportunity to demonstrate, adapt, modify and transform
- New knowledge to suit the needs of classroom

### What's my plan? What do I need to learn in order to create a workable and meaningful plan?

- Based on available evidence, what do I want to change about my practices that will positively impact student learning?
- How will I know if/when I have accomplished my goal? What interim markers will indicate progress along the way?
Module 2- Intro to Technology and Productivity Resources

INSTRUCTOR MATERIALS

Identify the problem/task

Print Materials: Readings, Lesson/Assignment Files, Rubric

Frame the lesson by identifying a problem or task, know that adult learners typically identify their own individual problem or task based on their experiences (Biech, 2017). These learning targets will apply to any learner:

- The learner will assess their personal use of technology and productivity tools by completing a reflection.
- The learner will compare an Integrating Technology and Productivity Resource rubric based off TPGES framework to current Domain 4 communication tools.
- The learner will examine the Common Core Standards that are related to technology and digital media.
- The learner will create a plan on integrating technology tools or productivity tools in their practice.

The goal of this module is to give teachers an introduction to the basic concerning integrating technology tools and productivity resources in the classroom, according to TPGES, to meet the needs of all learners.

The objectives of this workshop are:

- Participants will create a plan as it pertains to educational technology or productivity resources in the classroom, or in practice, to be documented in the teachers TPGES file and aligned to a congruent Danielson Domain.
- Presenter will demonstrate leadership by modeling the use of educational technology or productivity tools to others in the district through this workshop to be documented in the leaders TPGES file and aligned to a congruent Danielson Domain.
- All will identify ways that educational technology can be used to support instruction and student learning through pre and post activities during the session(s).

Speaker Notes: Communicate that in this session, we will explore the power of technology and productive resources. This introduction is helpful for teachers who want to create "flipped learning" opportunities (for snow days or regular classes), create learning stations, create lessons for subs to administer, communicate with parents or re-teach concepts. Just a few of the many opportunities that come with increasing knowledge of technology and productive resources.
Activation

Digital Media/Recorded Lectures (Audio or Video) such as, movies/TV Clips/ YouTube, Podcasts, Screencasts, TEDx Talks, etc. activate prior knowledge and give presenters an opportunity to monitor the room climate.

Introduce learners to technology integration through recalling the history of technology by playing a short video.

1. History of Instructional Technology

Identify the learning goals, objectives, and learning targets. Share the participant electronic resource for learners to add any additional learning goals on the first sheet. The learners can identify their personal level of experience on the topic, align to PGES domains, and the District Non-negotiables. Play the introduction video during wait time while participants are navigating the digital resource, to aid in recall of prior knowledge.

2. An Introduction to Technology Integration

Instruct users to navigate to the next sheet titled, Activation: Self-Assessment. Complete the rating system for self-reflection.

Demonstration

May include, but not limited to, Open Educational Resources (OER): Textbooks, Online Articles, Audio or Video Clips, Links to Online Resources, Databases, Examples; Simulations; examples and non-examples

Presentation Materials: PearDeck

During demonstration, showcase the examples and non-examples as you explain key vocabulary, skills, or knowledge. Use visuals and demonstrations as you model the desired behavior. Learners will reflect on groups discussion during the PearDeck presentation.

Application

Example Activities: Match the skill to the correct level of Bloom’s Taxonomy. How do you define assessment? Surveys and opening questions give the presenter an idea of the previous experiences and expectations of the learners. During the demonstration process, the presenter may choose to stop at multiple points to get a pulse on the learners process, as they apply the knowledge. Assess, compare, and examine are the activities during this workshop that allow learners to apply the new skill or knowledge in a safe setting.

Integration:

In closing, learners will create a plan using their newly found knowledge. This plan will be added to their collection of evidence folder.
Module 2- Intro to Technology and Productivity Resources

In this session, we will explore the power of technology and productive resources. This introduction is helpful for teachers who want to create "flipped learning" opportunities (for snow days or regular classes), create learning stations, create lessons for subs to administer, communicate with parents or re-teach concepts. Just a few of the many opportunities that come with increasing knowledge of technology and productive resources.

Level:
PGES Domain:
Non-negotiable:

Problem/Task:
The culture of our students and schools have changed with the advancement of technology tools and productivity resources.

Handout(s):
- Top Tools for Learning
- PDF of Top Tools for Learning 2018
- SLIDE Presentation
- Workshop Feedback
- Rubric

Learning Targets:
The learner will assess their personal use of technology and productivity tools by completing a reflection.
The learner will compare an integrating technology and productivity resources rubric based of TPGES framework to current Domain 4 communication tools.
The learner will examine the Common Core Standards that are related to technology and digital media.

Additional Learning Target(s):
- Why is this idea, topic, or subject important for me to learn?
- What do I need to understand so that I can do this?
- How will I show that I can do this, and how well will I have to do it?
- What will I be able to do when I’ve finished this lesson?

SELF-ASSESSMENT

Complete the reflection on your individual use of technology tools and resources. Respond to each statement with the following one to four ranking.

Technology Tools and Resource Practice

4 = Almost always; 3 = Frequently; 2 = Occasionally; 1 = Never

- I use technology and productive resource tools in my personal life.
- I use technology and productive resources as a tool to communicate with parents.
- I pay close attention to the security settings of technology and resource tools that I use.
- I involve students in my use of technology and productive resource tools.
- I use technology and productive resource tools daily.
- I communicate with parents daily.
- I vary the methods that I use to communicate with others.
### Discussion Questions:

1. Which technology & resource tools do you already use? Are there tools that you can use effectively with information from this workshop?
2. What is NOT an example of using technology or a productive resource?
3. List five examples of technology or a productive resource.
4. What are some procedures to consider before starting new technology and resource tools with students, co-teachers, parents, or community members?
5. How can you get parents to engage with you via technology (social media)?
6. What are five specific things that you can do with technology and resource tools at your disposal to communicate effectively with parents?

### Reflection:

**Show me!**

*aka: Learning is a CHANGE in thinking! (You'll know when... DO NOT GO ON)*

- LEARN THE:
  - Examples and non-examples for concepts
  - Demonstrations for procedures
  - Visualizations for processes
  - Modeling for behavior

**DO's**

- Information about parts of, kinds of, or how-to's!
- Apply old and new knowledge!
- GET feedback and guidance by sharing

### Group Activity!

In groups of 5-8, distribute five slips of paper to each learner. Ask each learner to list an expected outcome of using technology tools and productive resources. Collect and categorize each slip as positive or negative. Showcase the list of positive and negative outcomes. For each negative outcome, discuss how they can be eliminated. You should be left with only a list of positive outcomes of using technology tools and resources. Distribute this positive list to all members.

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**Journal Prompt**

Make a list of all technology tools that you currently use in your personal life. For each one of the tools on your list, reflect on which ones you believe you could use as a technology tool or resource. What are some things to consider before using these tools? Do you know teachers whom you could consult in using these tools effectively? Write a plan for more effectively using varied social media tools to communicate with parents.

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<tr>
<th>Social Media Tools List:</th>
<th>Could use in my practice (check for yes) and explain how or why not:</th>
<th>Should consider:</th>
<th>Who else uses this at SCS?</th>
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<td>Use in my personal life:</td>
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**OWN IT!**

Take what you’ve learned & make it your own!

**RENEW:**

- Transfer to classroom
- Current gaps in remaining professional learning
- Opportunity to demonstrate, adapt, modify and transform new knowledge to suit the needs of classroom

**REFLECTION**

What’s my plan? What do I need to learn in order to create a workable and meaningful plan for technology tools and productivity resource implementation?

Based upon available evidence, what do I want to change about my practices that will positively impact student learning?

How will I know if/when I have accomplished my goal? What interim markers will indicate progress along the way?
Sample Module 3- Intro to Modification & Co-teaching

Module 3- Intro to Modification and Co-teaching

INSTRUCTOR MATERIALS

Identify the problem/task

Print Materials: Readings, Lesson/Assignment Files, Rubric
Frame the lesson by identifying a problem or task, know that adult learners typically identify their own individual problem or task based on their experiences (Bleich, 2017). These learning targets will apply to any learner:

- Learners will describe the diversity of students in today's classrooms.
- Learners will identify a plan for teaching in a diverse classroom.
- Learners will acquire knowledge about different modification tools or methods.
- Learners will develop lessons with differentiated instruction for co-taught classes.

The goal of this module is to give teachers an introduction to the basic concerns of modification and co-teaching in the classroom, to meet the needs of all learners.

The objectives of this workshop are:

- Participants will create a plan as it pertains to modification and co-teaching in the classroom, or in practice, to be documented in the teachers TPGES file and aligned to a congruent Danielson Domain.
- Presenter will demonstrate leadership by modeling the use of modification and co-teaching to others in the district through this workshop to be documented in the leaders TPGES file and aligned to a congruent Danielson Domain.
- All will identify ways that modification and co-teaching can be used to support instruction and student learning through pre and post activities during the session(s).

Speaker Notes: Communicate that in this session, we will explore the power of modification and co-teaching. This introduction is helpful for teachers who work with others to support diverse student learning.

Activation

Digital Media/Recorded Lectures (Audio or Video) such as, movies/TV Clips/ YouTube, Podcasts, Screencasts, TEDx Talks, etc. activate prior knowledge and give presenters an opportunity to monitor the room climate.

Introduce learners to the collaborative classroom through a teacher interview by playing a short video.

1. Linda Darling-Hammond on Creating a Collaborative Classroom
Identify the learning goals, objectives, and learning targets. Share the participant electronic resource for learners to add any additional learning goals on the first sheet. The learners can identify their personal level of experience on the topic, align to PGES domains, and the District Non-negotiables. Play the introduction video during wait time while participants are navigating the digital resource, to aid in recall of prior knowledge.

2. An Introduction to Co-Teaching Overview
Instruct users to navigate to the next sheet titled, Activation: Self-Assessment. Complete the rating system for self-reflection.

Demonstration
May include, but not limited to, Open Educational Resources (OER): Textbooks, Online Articles, Audio or Video Clips, Links to Online Resources, Databases, Examples, Simulations; examples and non-examples.
Presentation Materials: PearDeck
During demonstration, showcase the examples and non-examples as you explain key vocabulary, skills, or knowledge. Use visuals and demonstrations as you model the desired behavior. Learners will reflect on groups discussion during the PearDeck presentation.

Application
Example Activities: Match the skill to the correct level of Bloom’s Taxonomy. How do you define assessment? Surveys and opening questions give the presenter an idea of the previous experiences and expectations of the learners. During the demonstration process, the presenter may choose to stop at multiple points to get a pulse on the learners process, as they apply the know knowledge. Assess, compare, and examine are the activities during this workshop that allow learners to apply the new skill or knowledge in a safe setting.

Integration:
In closing, learners will create a plan using their newly found knowledge. This plan will be added to their collection of evidence folder.
Sample Module 3- Participant Materials

Module 3- Intro to Modification and Co-teaching

This session will be an introduction to the basic diversity of the classroom and how it affects learning. Participants learn how teachers can better meet the needs of all their students in class.

Level:
PGES Domain:
Non-negotiable:

Problem/Task: Teachers need to acquire up-to-date information on modification and co-teaching to meet all learners. The goal of this module is to give teachers an introduction to the basic concerning modification and co-teaching in the classroom, to meet the needs of all learners.

Handout(s):

Learning Targets:
- Learners will describe the diversity of students in today's classroom.
- Learners will identify a plan for teaching in a diverse classroom.
- Learners will acquire knowledge about different assessment methods.
- Learners will develop lessons with differentiated instruction for co-taught classes

Additional Learning Target(s):

Add personal notes here.
- Why is this idea, topic, or subject important for me to learn?
- What do I need to understand so that I can do this?
- How will I show that I can do this, and how well will I have to do it?
- What will I be able to do when I've finished this lesson?

SELF-ASSESSMENT

Complete the reflection on your individual use of technology tools and resources. Respond to each statement with the following one to four ranking.

Technology Tools and Resource Practice

4 = Almost always; 3 = Frequently; 2 = Occasionally; 1 = Never

- I acknowledge students' diversity in classroom settings.
- I identify plans for a diverse classroom.
- I use different assessment measures based on the students.
- I plan with a co-teacher.

What do you know?

aka:

Start with YOU!

DO's

DO's

ASK YOURSELF:
- Can I recall, relate, describe, or apply knowledge for this problem/task to build a foundation for new knowledge? OR
- Is there relevant experience that can be used as a foundation for the new knowledge? OR
- Can I get a graphic organizer?
### Discussion Questions:

Is it important to acknowledge students' diversity in classroom settings? Why or why not?

What should teachers understand in order to address student diversity in their classrooms?

### Reflection:


### Group Activity!

In groups of five, compose a scenario that would happen between a teacher and co-teacher either during planning, during a lesson, or during reflection of a lesson. What are the outcomes of this scenario? [1]

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## Journal Prompt

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<tr>
<th>Modification Tool List</th>
<th>Could use in my practice (check for yes) and explain how or why not</th>
<th>Should consider</th>
<th>Who else uses this at SCS?</th>
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**OWN IT!**
aka, Take what you’ve learned & make it your own!

**DO's**
- Reflect on:
  - Transfer to classroom
  - Current gaps in remaining professional learning
  - Opportunity to demonstrate, adapt, modify and transform new knowledge to suit the needs of classroom

**RELECTION**

<table>
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<tr>
<th>What's my plan? What do I need to learn in order to create a workable and meaningful plan for modification and co-teaching implementation?</th>
<th>Based upon available evidence, what do I want to change about my practices that will positively impact student learning?</th>
<th>How will I know if/when I have accomplished my goal? What interim markers will indicate progress along the way?</th>
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Sample Module 4 - Introduction to Teacher Professional Growth Evaluation System (TPGES)

Module 4- Intro to TPGES

INSTRUCTOR MATERIALS

Identify the problem/task
Print Materials: Readings, Lesson/Assignment Files, Rubric
Frame the lesson by identifying a problem or task, know that adult learners typically identify their own individual problem or task based on their experiences (Biech, 2017). Those learning targets will apply to any learner:
- The learner will examine the Teacher Professional Growth Evaluation System for links to their practice.
- The learner will create a collection folder or document for the TPGES to use in their practice.

TPGES is a system that offers guidance to the teaching practice by a rubric, set up in four domains, and several subdomains. Teachers use this tool to guide their practice to new levels each year. The evaluation tool is used annually in the teachers practice. This session serves as an introduction to the TPGES.

The goal of this module is to give teachers an introduction to the TPGES, to meet the needs of all learners in Simpson County Schools.

The objectives of this workshop are:
- Participants will create a plan as it pertains to the TPGES measures in the classroom, or in practice, to be documented in the teachers TPGES file and aligned to a congruent Danielson Domain.
- Presenter will demonstrate leadership by modeling the use TPGES measures to others in the district through this workshop to be documented in the leaders TPGES file and aligned to a congruent Danielson Domain.
- All will identify ways that TPGES can be used to support instruction and student learning through pre and post activities during the session(s).

Speaker Notes: Communicate that in this session, we will explore the power of consistency and high expectations through TPGES.

Activation
Digital Media/Recorded Lectures (Audio or Video) such as, movies/TV Clips/YouTube, Podcasts, Screencasts, TEDx Talks, etc. activate prior knowledge and give presenters an opportunity to monitor the room climate.
Introduce learners to non-negotiables by playing a short video.
1. History of TPGES
Identify the learning goals, objectives, and learning targets. Share the participant electronic resource for learners to add any additional learning goals on the first sheet. The learners can
identify their personal level of experience on the topic, align to PGES domains, and the District Non-negotiables. Play the introduction video during wait time while participants are navigating the digital resource, to aid in recall of prior knowledge.

2. An Introduction to TPGES
Instruct users to navigate to the next sheet titled, Activation: Self-Assessment. Complete the rating system for self-reflection.

Demonstration
May include, but not limited to, Open Educational Resources (OER): Textbooks, Online Articles, Audio or Video Clips, Links to Online Resources, Databases, Examples; Simulations; examples and non-examples
Presentation Materials: PearDeck
During demonstration, showcase the examples and non-examples as you explain key vocabulary, skills, or knowledge. Use visuals and demonstrations as you model the desired behavior. Learners will reflect on groups discussion during the PearDeck presentation.

Application
Example Activities: Match the skill to the correct level of Bloom’s Taxonomy. Surveys and opening questions give the presenter an idea of the previous experiences and expectations of the learners. During the demonstration process, the presenter may choose to stop at multiple points to get a pulse on the learners process, as they apply the know knowledge. Assess, compare, and examine are the activities during this workshop that allow learners to apply the new skill or knowledge in a safe setting.

Integration:
In closing, learners will create a plan using their newly found knowledge. This plan will be added to their collection of evidence folder.
Sample Module 4- Participant Materials

Module 4- Intro to TPGES

TPGES is a system that offers guidance to the teaching practice by a rubric, set up in four domains, and several subdomains. Teachers use this tool to guide their practice to new levels each year. The evaluation tool is used annually in the teachers practice. This session serves as an introduction to the TPGES.

Level: 
PGES Domain: 
Non-negotiable: 

Problem/Task: Teachers need training on the evaluation system which they are measured by to meet all learners. The goal of this module is to give teachers an introduction to the basic concerning TPGES in their practice, to meet the needs of all learners.

Handout(s): 

Learning Targets: 
- The learner will examine the Teacher Professional Growth Evaluation System for links to their practice.
- The learner will create a collection folder or document for the TPGES to use in their practice.

Additional Learning Target(s):
- Why is this idea, topic, or subject important for me to learn?
- What do I need to understand so that I can do this?
- How will I show that I can do this, and how well will I have to do it?
- What will I be able to do when I’ve finished this lesson?

SELF-ASSESSMENT

Complete the reflection on your individual use of TPGES. Respond to each statement with the following one to four ranking.

TPGES Practice

4 = Almost always; 3 = Frequently; 2 = Occasionally; 1 = Never

Discussion Questions: 

Reflection: 

What do you know? aka: Start with YOU!

DO's

ASK YOURSELF:
- Can I recall, relate, describe, or apply knowledge for this problem/task to build a foundation for new knowledge? OR
- Is there a relevant experience that can be used as a foundation for the new knowledge? OR
- Can I use a model?

Show me!

aka: Learning is a change in thinking!

(Do this...) DO NOT GO ON!

Field Notes: 

LEARN THE:
### Group Activity!

<table>
<thead>
<tr>
<th>Expected Outcome list:</th>
<th>Outcomes: Positive vs. Negative</th>
<th>Troubleshooting the Negative:</th>
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### MY TURN!

**aka:** Practice the new knowledge or skill!

**DOs:**
- Information—about, parts of, kinds of, or how-to!
- Apply old and new knowledge!
- GET feedback and guidance by sharing

---

### Journal Prompt

**List:**

<table>
<thead>
<tr>
<th>TPGES Domains:</th>
<th>Could use in my practice (check for yes) and explain how or why not</th>
<th>Should consider: Who else uses this at SCS?</th>
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**What's my plan? What do I need to learn in order to create a workable and meaningful plan for monitoring my TPGES domains?**

**Based upon available evidence, what do I want to change about my practices that will positively impact student learning?**

**How will I know if/when I have accomplished my goal? What interim markers will indicate progress along the way?**

**OWN IT!**

**aka:** Take what you’ve learned & make it your own!

**DOs:**
- Transfer to classroom
- Current gaps in remaining professional learning
- Opportunity to demonstrate, adapt, modify and transform new knowledge to suit the needs of classroom
Sample Workshop Proposal

9/29/2018

Workshop Proposal

Google Forms <forms-receives-noreply@googlegroups.com>

To: jennifer.emberton@simpson.kyschools.us

Sat, Sep 29, 2018 at 3:50 PM

Thanks for filling out Workshop Proposal

Here’s what we got from you:

EDIT RESPONSE

Workshop Proposal

Event Timing: October, 2020
Event Address: TBD, School or virtual
Contact us at (123) 456-7890 or no_reply@example.com

Email address *

jennifer.emberton@simpson.kyschools.us

Name (As you want it listed in the conference materials) *

JENNIFER R EMBERTON

Organization *

☐ FES
☐ SES
☐ LES
☐ FMS
☐ FSHS
☐ Edge
☐ CO
☐ Other:

OTHER:  

REMARKS:  

REMARKS:
PROFESSIONAL DEVELOPMENT CONFERENCE

What LCD will you attend? *
- October (Quarter 1)
- December (Quarter 2)
- March (Quarter 3)
- June (Quarter 4)
- Other: 

Dietary restrictions *
- None
- Vegetarian
- Vegan
- Kosher
- Gluten-free
- Other: 

I understand that I will have to sign-in & upload materials to event Drive upon arrival *
- Yes

Workshop Alignment

Topic Alignment:
- TPGES (Teacher Professional Growth Evaluation System)
- SCS Non-negotiables (strategies for the classroom: hooks, concept development, assessments, closing, and behavior/safety)
- Collaboration & Modification (great for co-teacher presenters!)
- Technology & Productive Resources
- Other: 

TPGES Domain: *

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**Non-negotiable Alignment**
- [ ] hooks
- [✓] concept development
- [ ] assessments
- [ ] closing
- [ ] behavior
- [ ] safety

**Workshop Session**

**Title of Workshop**
Gamification in the Classroom using Classcraft & HyperDoc

**Real-world Problem or Task that connects with your workshop session:**
Student engagement

**ACTIVATION**

Learning is promoted when participants build on their prior knowledge (Merrill, 2002).

**How will you activate prior knowledge?**
Video

**Activation activities**
Playing a game
DEMONSTRATION

Learning is promoted through an observation of the knowledge/skill (Merrill, 2002).

How will you demonstrate the knowledge & skills to be learned? *

Participation in a game throughout the session for XP points

Demonstration activities *

Classcraft

APPLICATION

Learning is promoted when learners apply their new found knowledge & skills in solving problems (Merrill, 2002).

What problems will you present for them to solve during this presentation? *

Designing a gamification lesson that is fun and relates to the students real life.

Application activities

Designing a lesson using a lesson plan.

INTEGRATION

Learning is transferred to practice when learners reflect on, discuss, and defend their new knowledge (Merrill, 2002).

How will the participants reflect, discuss and defend in this workshop? *

They will reflect on their lesson in their TPGES folder, discuss in whole and small groups, and defend their new lesson to their peers.

Integration activities
VITA

Jennifer R. Whitney-Emberton

EDUCATION

May, 2012
Bachelor of Science
Western Kentucky University
Bowling Green, Kentucky

May, 2015
Master of Science
Western Kentucky University
Bowling Green, Kentucky

Pending
Doctor of Education
Morehead State University
Morehead, Kentucky

PROFESSIONAL EXPERIENCE

2012-present
Teacher
Franklin Simpson Middle School
Bowling Green, Kentucky

HONORS

2016
Outstanding Graduate Student in Foundational
& Graduate Studies
Morehead State University
Morehead, Kentucky

2016
Outstanding Graduate Student Ed.D. in
Educational Technology Program
Morehead State University
Morehead, Kentucky

2015
Library Media Outstanding Graduate Student of the Year
Western Kentucky University
Bowling Green, Kentucky

2012
Lions Club Teacher of the Year
Franklin Simpson Middle School
Franklin, Kentucky

PUBLICATIONS