

**TRAINING AND PROFESSIONAL DEVELOPMENT  
SIX-YEAR INSTRUCTIONAL PLAN  
June 9, 2008**

**ABSTRACT**

During the next six years the Training and Professional Development Department will:

- Provide professional development for teachers and administrators through leadership training.
- Develop and implement a substitute teacher training program.
- Support professional development for ASD employees through a Summer Academy.
- Collaborate and support a comprehensive induction program.
- Provide professional development for non-certificated staff.
- Provide support for Tier I teachers working through their licensure process.
- Manage and track all professional development for the district through My Learning Plan.
- Facilitate a mentoring program that supports new teachers and new administrators.
- Collaborate with other departments to develop on-line mandatory training modules.
- Develop a Webcast Academy for on-line courses and trainings for the ASD staff.

Training and Professional Development Six-Year Instructional Plan FY07 to FY12

Year 1 FY 2006 - 2007	Year 2 FY 2007- 2008	Year 3 FY 2008 - 2009	Year 4 FY 2009 - 2010	Year 5 FY 2010 – 2011	Year 6 FY 2011 - 2012
<p><b>Goal 1:</b></p> <ul style="list-style-type: none"> <li>▪ Increase achievement of all students</li> <li>▪ Reduce achievement gap</li> </ul>					
<p><b>Develop a career ladder (DEEL) for teachers and administrators to nurture, educate, and sustain an exceptional cadre of educational leaders.</b></p> <p><i>Level/ Step 1</i> Strong teacher-leaders, who are considering a career in administration, are provided a leadership credit class including on-site training and exposure to the principalship.</p>	<p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <p><i>Collaborate with Executive Directors and Unit Principals to screen and select the participants in the 2007/2008 DEEL class.</i></p> <p><i>Build a cohort group for those teacher leaders who are interested in administration.</i></p> <p><i>Increase the number of culturally diverse candidates in the program to reflect the ethnicity percentages of the District's student population. These candidates will be reflected in the 2009 Interns.</i></p>	<p style="text-align: center;">→</p> <p><i>Develop a cadre of successful teacher leaders to serve as instructors for the teacher leader class.</i></p> <p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <p><i>Enlist support from agencies outside ASD to support and encourage minority candidates to enter the leadership program.</i></p> <p><i>Work with the Alaska Consortium for Native Principals (ACBNP) to assist aspiring Native School Administrators as they work</i></p>	<p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <p style="text-align: center;">→</p>	<p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <p style="text-align: center;">→</p>	<p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <p style="text-align: center;">→</p>

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<p><u>Level/Step II</u> The Administrative Trainee Program will provide an authentic and substantive preparatory experience for aspiring administrators who are enrolled in or have completed an educational leadership program. Provide a four-week of internship in an administrative position within the District.</p>	<p>Collaborate with the Executive Directors to determine internships.</p> <p>75% of new administrative hires will have completed the DEEL II (Internship) program.</p> <p><del>Collaborate with UAA to develop a class on Supervision and Evaluation for Deal II participants.</del> (Change of personnel and program at UAA.)</p>	<p><i>towards completing their administrative credential coursework.</i></p> <p>→</p> <p>→</p> <p>→</p> <p>Provide highquality job-embedded learning experiences for interns to be coached by experienced principal mentors.</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>DEEL II program should reflect higher percentages of culturally diverse Interns. (2007-2008 DEEL I initiative).</p> <p>Work with Labor Relations to consider language in the AEA contract that would allow interns to observe teacher and staff evaluations with the evaluatee's permission.</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>Principals will reflect the ethnicity percentages of the District's student population.</p> <p>→</p> <p>→</p>		
		<p><u>Level/ Step III</u> The Principal Mentoring Program (Mentee level) will match first and second year administrators with trained experienced administrators.</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>

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<p><i>Level/ Step IV</i> The Principal Mentoring Program (Mentor level) will provide mentor training to experienced administrators. These trained mentors support new administrators during their first and second years of service.</p>	<p><i>Collaborate with the Executive Directors to determine areas that need to be addressed in the mentee program.</i></p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>
	<p><i>Develop a mentee individual learning plan for mastering leadership competencies based on State principal Standards.</i></p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>
	<p><i>Match 90% of first year mentees and 75% of second year mentees with trained, experienced administrators.</i></p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>
	<p><i>Retain 90% of (last year's) first year principals and 80% of (last year's) second year principals.</i></p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>
	<p>→</p>	<p><i>Collaborate with Educational Technology to develop blogs for communication and sharing ideas and experiences between mentees.</i></p>	<p><i>Utilize blogs for questions of the month and hot issues to be discussed.</i></p>	<p>→</p>	<p>→</p>
	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>
	<p><u>Survey executive directors for recommendations for principals with strengths in the areas of principal standards.</u></p>	<p><u>Provide advance training for the mentor class trainers.</u></p>	<p><u>Develop a mentoring class taught by a team of administrators each specializing in one area of the State Principal Standards.</u></p>	<p>→</p>	<p><i>Along with demonstrating leadership practices principal mentors will be experienced in observing, assessing and coaching mentees' practices.</i></p>
	<p><i>-Develop a mentoring class</i></p>				

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<p><u>Level/ Step V</u> The Leadership Academy serves as the cornerstone of our Administrative Program by providing opportunities for all of our leaders to develop and further refine their individual leadership skills through the Administrative Advance, courses, mandatory trainings, and conferences.</p>	<p><del>taught by a team of administrators each specializing in one area of the State Principal Standards.</del> (Moved to 2009-2010. We need to provide training prior to initiating the class taught by specialists.)</p> <p>Increase the pool of mentors at each division to have an adequate number for administrative mentees.</p> <p>Collaborate with the executive directors to select possible mentors for the DEEL VI Program.</p> <p>→</p> <p>Collaborate with executive directors and other department heads to assist in providing professional development opportunities to administrators.</p>	<p>→</p> <p>→</p> <p>100% of mentors will be given a mentee within two years of being trained, should the need permit. <u>Executive directors have final approval of mentor selections.</u></p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>

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	<p><i>Collaborate with the State of AK to offer Continuing Education Credits for state licensure for administrators.</i></p>	<p>—————&gt;</p>	<p>—————&gt;</p>	<p>—————&gt;</p>	<p>—————&gt;</p>
<p><b>ASD students receive instruction from a trained substitute teacher.</b></p> <p><i>Train substitute teachers with the skills they need to be successful in the classroom including classroom management.</i></p> <p><i>Provide materials and support for newly trained substitutes.</i></p>	<p>—————&gt;</p> <p><i>Increase the existing substitute pool by 200 teachers. Collaborate with HR to update the substitute list to accurately reflect the availability of substitute teachers.</i></p> <p><i>Engage a focus group made up of substitute teachers, classroom teachers, and principals to assess the substitute training and make recommendations for program improvement.</i></p> <p><i>Redesign the face-to-face training to meet the skill needs of the subs.</i></p> <p><i>Initiate design of an ASD on-line <del>assessment</del> <u>evaluative survey</u> tool for qualifying substitute teachers.</i></p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p><i>Provide content training, inservice opportunities, and ASD mandatory training sessions for substitute teachers.</i></p> <p><i>Refine tool as needed.</i></p> <p><u><i>Develop an on-line substitute general knowledge assessment specific to ASD to replace the e-testing program we currently use from Utah</i></u></p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p><u><i>Implement ASD on-line substitute assessment.</i></u></p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>

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		<u>State University.</u>			
	<i>Design an Associate Educator Substitute Program to place a permanent substitute in 10 schools. Assess the value of program and feasibility of expansion. (Unfunded program)</i>	<i>If program was deemed successful, add an additional 10 schools.</i>	<i>If program was deemed successful, add an additional 10 schools.</i>	<i>If program was deemed successful, add an additional 10 schools.</i>	<i>Provide an Associate Educator Program to all schools.</i>
<p><b>New educators are nurtured and supported by working with mentor teachers through a districtwide mentor program.</b></p> <p><i>Train veteran educators in communication and other skills they need to be successful mentors</i></p> <p><i>Provide materials and resources for mentors and mentees.</i></p> <p><i>Use technology and other means for consistent communication with matches.</i></p>	<p style="text-align: center;">—————→</p> <p><i>Differentiate training to include information regarding pre-service teachers as well as first year teachers.</i></p> <p><i>Update training and recommendations for those Mentors whose initial training was in 2002/2003.</i></p> <p style="text-align: center;">—————→</p> <p><i>Expand the use of technology for networking mentors, novice teachers, and induction liaisons.</i></p>	<p style="text-align: center;">—————→</p> <p><i>Expand a menu of options for veteran teachers to receive ongoing mentor training.</i></p> <p><i>Update training and recommendations for those Mentors whose initial training was in 2003/2004.</i></p> <p style="text-align: center;">—————→</p> <p><i>Utilize blogs and wikis as tools for communication with mentor liaisons.</i></p> <p><i>Utilize internet to increase visual communication between mentors and mentees.</i></p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p> <p><i>Update training and recommendations for those Mentors whose initial training was in 2004/2005.</i></p> <p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p> <p><i>Update training and recommendations for those Mentors whose initial training was in 2005/2006.</i></p> <p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p><i>All mentors will be trained to skillfully provide coaching feed back that will benefit their mentees.</i></p> <p><i>Update training and recommendations for those Mentors whose initial training was in 2006/200..</i></p> <p style="text-align: center;">—————→</p> <p><i>All matches receive support throughout the year in a variety of formats.</i></p>

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<p>Use MLP to assist new teachers in requesting a mentor.</p> <p>Provide various public relations strategies to inform new educators about the Mentor Program.</p> <p>Collaborate with UAA/PACE/AEIN, the Statewide Menotr Project, APU, AEA, and other ASD departments.</p>	<p>Redesign mentor request form to greater assist with the matching of mentors with mentees.</p> <p><del>Produce a video of mentor/mentee testimonials regarding the effectiveness of the mentor partnership.</del> (Equipment not available.)</p> <p>Network with partner AEIN districts in the the development of a comprehensive Mentor/induction plan.</p>	<p>Use Mediasite to produce informational presentations to promote <u>Mentoring/Induction Programs.</u></p>	<p>→</p> <p>→</p>	<p>→</p>	<p>→</p>
	<p><u>Collaborate with Statewide Mentor Project through participation in workshop trainings.</u></p>	<p><u>Continue participation with Statewide Mentor Project to include second year training for existing team and first year training for new specialist.</u></p>	<p>→</p>		
<p><b>Goal 2: Supportive and Effective Learning Environment</b></p>					
<p>Provide professional development for ASD employees through ASDSA (Anchorage School District Summer Academy) that are aligned with the ASD School Board Goals.</p> <p>Expand the Summer Academy’s focus to include other educational and support groups...psychologists, nurses, librarians, paraprofessionals, clerical, principals, substitute teachers, etc., by offering credit</p>	<p>→</p> <p>Utilize a Needs Assessment to determine the expansion of course offerings in the academy.</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>

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<p><i>and non-credit courses that support school board goals.</i></p> <p><i>Promote cultural responsiveness through keynote speakers and courses offered.</i></p>	<p><i>Collaborate with TOTEM to provide offerings at ASDSA.</i></p> <p><i>Annual Participation Report will determine participation numbers, credits earned, non-credit trainings taken, and other vital data to improve future academies.</i></p> <p><i>Collaborate with State, other districts, all ASD departments to expand courses offered.</i></p> <p><i>Align courses to focus on the culturally responsive and diversity goals of the district.</i></p> <p><u><i>Offer courses and training for educators about internet safety for students.</i></u></p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p><i>ASDSA is the State-wide Premier Professional Development Event for Alaska.</i></p> <p>→</p>
	<p><u><i>Provide keynotes to address topics identified by executive directors.</i></u></p>	<p>→</p>	<p>→</p>		
<p><b>New to building educators are supported in a positive learning environment through a district wide site-based Induction Program.</b></p>	<p>→</p> <p><u><i>Establish a District Comprehensive Induction Planning Committee. (New Liaison Team was hired and participated in year long training)</i></u></p>	<p>→</p> <p><u><i>Establish a district comprehensive Induction Planning Committee.</i></u></p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>

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<p>Provide an orientation for new educators prior to the AEA contract start date.</p> <p>Establish and support Induction Teams consisting of an administrator and one or two educators as Induction Liaisons in each school.</p> <p>Provide training and an opportunity for professional collegiality twice a year for Induction Teams.</p> <p>Visit school sites each spring to update and assess implementation of the building induction plans.</p>	<p>Expand the Induction Plan to include new employees of other departments.</p> <p>Provide a <u>full-day half day</u> orientation for educators new to ASD.</p> <p>Expand connectivity through <u>technology using blogs</u>. <u>Purchase a server to allow Induction teams to utilize blogs as a form for communication.</u></p> <p>Induction/Mentoring Liaisons will expand on-site school visits in November to a cross section of schools to establish feed back on the individual building needs of the program.</p>	<p>Through collaboration the Induction Committee will establish an ASD Induction Plan which coordinates the skills and support of different departments.</p> <p>Through collaboration with other departments, provide a two day curricular training for new teachers.</p> <p>Expand the Induction Team to include principal, Induction Liaison, mentor, and tech teacher.</p> <p><u>Use technology and other means for consistent communication with Induction Teams.</u></p> <p><u>Utilize internet to increase visual communication among Induction teams and Induction Liaisons.</u></p> <p>Induction/Mentoring Liaisons will visit all schools in November to receive feed back on the individual building needs and progress.</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>Connect Induction Team with school community to develop a district-wide/community support for new teachers.</p> <p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>	<p>All new employees will participate in an appropriate Induction Program.</p> <p>New staff will receive a 3 day orientation/training through the collaborative efforts of curriculum, HR, and the induction program.</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>

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<p><i>Provide a monthly newsletter for new educators and Induction Teams.</i></p> <p><i>Provide professional development opportunities based on identified needs of individual schools.</i></p> <p><i>Collaborate with UAA/PACE/AEIN, APU, and other ASD departments. Work with AEIN network schools to develop Induction/Mentoring programs statewide.</i></p>	<p>—————→</p> <p><i>Differentiate training needs for teachers and administrators who are new to Induction and for those teams who have participated in the induction program in the past.</i></p> <p><i>Provide materials quarterly to induction liaisons to include self-assessment and checklists to assist teachers in viewing their own practice incorporating cultural responsiveness , SEL strategies and brain research.</i></p> <p><i>Provide resources to schools in the form of mini-grants to develop their individual professional learning program.</i></p> <p><i>Hold a collaborative event with UAA focusing on the adult learner and begin the redesign of the university evaluation form for courses taught.</i></p>	<p>—————→</p> <p>—————→</p> <p><i>Provide materials monthly to induction liaisons.</i></p> <p>—————→</p> <p><i>Work with UAA to complete the evaluation form with UAA and pilot the form.</i></p>	<p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p> <p><i>New evaluation form will be in place for all courses taught through UAA.</i></p>	<p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>—————→</p> <p>—————→</p> <p><i>All schools will have professional learning plans as part of their induction plan.</i></p> <p>—————→</p>
<p><b>Provide non-certificated support staff professional development and training that supports efficiency and successful operations in schools.</b></p>	<p>—————→</p>	<p>—————→</p>	<p>—————→</p>	<p>—————→</p>	<p>—————→</p>

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<p><i>Align activities with district goals and participant needs to include mandatory training requirements.</i></p> <p><i>Collaborate with ASD departments to design parameters of the Support Staff Advance.</i></p> <p><i>Assist non-certificated support staff in obtaining quality professional development through job specific skills training.</i></p>	<p><i>Collaborate with other departments to coordinate a support staff collegial training opportunity prior to the start of school.</i></p> <p><i>Develop a Needs Assessment to discover training needs.</i></p>	<p><i>Expand training opportunities to all ASD classified through a menu of delivery models.</i></p> <p><i>Differentiate training according to the job classifications of support staff.</i></p> <p><i>Develop a training cadre to facilitate trainings.</i></p>	<p>—————→</p> <p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>—————→</p> <p>—————→</p>
<p><b>Goal 3: Public Accountability</b></p>					
<p><b>Support Tier I teachers in the AK State Licensure process.</b></p> <p><i>Support beginning teachers by offering Alaska Studies and Alaska Multi-Cultural credit courses.</i></p>	<p><u><i>A New Employee Certification Coordinator will provide support for Tier I teachers through technical workshops, Best Practices credit courses, informational performance review workshops, and one-on- one consultation.</i></u></p> <p>—————→</p> <p><i>Coordinate efforts of HR Accountability and TPD to design a program to assist Tier I teachers to achieve their Professional Alaska Teacher Certificate.</i></p>	<p>—————→</p> <p>—————→</p> <p><i>Program will be in place to assist all new teachers with their certification requirements.</i></p>	<p>—————→</p> <p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>—————→</p> <p>—————→</p>

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	<p><i>Provide support for Tier I teachers for their performance review video taping requirements for state certification.</i></p>	<p>—————&gt;</p>	<p>—————&gt;</p>	<p>—————&gt;</p>	<p>—————&gt;</p>
<p><b>Utilize MLP to electronically advertise, enroll, document, track, collect and report professional development data District-wide.</b></p> <p><i>Document alignment of professional development listed on MLP to School Board goals.</i></p> <p><i>Post and maintain professional development training and credit course opportunities for all ASD staff.</i></p> <p><i>Documentation of participation to ensure compliance with mandatory training requirements by assisting pilot principals with documentation of trainings through MLP.</i></p> <p><b>Initiate District design of mandatory training to online environment through MLP and procure funds to purchase necessary equipment to produce trainings.</b></p> <p><i>Design and pilot Bloodborne Pathogen &amp; Infectious Disease Awareness online with an accountability form.</i></p> <p><i>Pilot online training with State on Fetal Alcohol Syndrome (FAS) in two schools.</i></p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p><i>Inservice all principals on using MLP to document mandatory trainings.</i></p> <p><b>Initiate District design of mandatory training to online environment through MLP and procure funds to purchase necessary equipment to produce trainings.</b></p> <p><i>Design and pilot Bloodborne Pathogen &amp; Infectious Disease Awareness online with an accountability form.</i></p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p><i>Provide training during the <u>Administrative Advance on the process and procedures for on-line trainings and how the trainings interface with MLP.</u></i></p> <p><i>Expand the amount of mandatory training modules available online through MLP.</i></p> <p><i>Develop full FAS training for all district employees.</i></p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p><b>Utilize MLP for all mandatory trainings online.</b></p>

Training and Professional Development Six-Year Instructional Plan FY07 to FY12

Year 1 FY 2006 - 2007	Year 2 FY 2007- 2008	Year 3 FY 2008 - 2009	Year 4 FY 2009 - 2010	Year 5 FY 2010 – 2011	Year 6 FY 2011 - 2012
<p><i>Develop an MLP online course/instructor evaluation form.</i></p> <p><i>Collaborate with other agencies and departments to report and track their professional development through MLP.</i></p> <p><i>Provide MLP data for decision-making.</i></p> <p><i>Automate MLP user account updates.</i></p> <p><i>Maintain and audit User Accounts upon demand.</i></p> <p><i>Create Specialized Forms</i></p> <ul style="list-style-type: none"> <li>• <i>Train basic, instructor, and district administrative users about the functionality and features of MLP.</i></li> </ul> <p><i>Provide interactive evaluations and surveys.</i></p>	<p><i>Refine course/instructor evaluation form.</i></p> <p><i>Increase other departments' use of MLP in tracking their professional development.</i></p> <p>—————→</p> <p><i>Work with Information Technology to have IFAS and MLP interface.</i></p> <p>—————→</p> <p>—————→</p> <p><u><i>Cross train TPD staff to provide support for new MLP users.</i></u></p> <p><i>Develop new forms to meet the assessment needs of other departments.</i></p>	<p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p>	<p><b>All departments will track professional development using MLP.</b></p> <p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p>
<p><b>Assist classified support staff in obtaining quality professional development through specific job skills training.</b></p>	<p>—————→</p> <p><i>Provide initial training in Excel, Word, and MS Office.</i></p>	<p>—————→</p> <p><i>Continue to expand trainings available to the support staff.</i></p>	<p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>—————→</p>