

# Frontline - Proposing a Class



On the PROFESSIONAL GROWTH DASHBOARD look to the menu on the left. Select the FORMS and then PROFESSIONAL LEARNING OPP under the ACTIVITY PROPOSALS heading.



This will take you to a form to fill out for your proposed course. Boxes outlined in red indicate that those questions are required, so be sure and fill them out.

Professional Growth Tulsa Public Schools Dana Mason

**Professional Learning Offering & Design Form**

Are you wishing to offer a professional learning opportunity? Please complete the following information about your proposed professional learning opportunity and click SUBMIT. Should you have any questions, please feel free to contact Vicki Berry-Cox at berryvi@tulsaschools.org or at X51102.

**Professional Learning Facilitator Information**

Select Instructor: ---Not Assigned---  
 ABAD-PABON, LETICIA  
 ACKLEY, KATHRYN  
 ADAMS, BETTY  
 AGEE, SARAH  
 Amos, Kristy  
 ANDERSON, JESSICA  
 ANDREWS, STEPHANIE  
 APPLGATE, PERRI  
 ARCHER, MELINDA  
 ARMSTRONG, SHEILA

Instructor Name if Not On List:

Your Position:

Your Site:

Your Email:

Cell Phone:

**Professional Learning Opportunity Information**

Proposed Course Name:

Proposed Location:

Estimated Number of Participants:

Course Description (Please enter a brief description to be entered into the course catalog.):

Course Outcomes (Upon completion of this course, participants will be able to):

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frontline education  
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Everything in red requires a response. Fill the form out completely and click SUBMIT. If your class is to be held at Wilson, don't forget to list any equipment/tech needs.

***If you want to hold your class at Wilson, there's an ADDITIONAL FORM you will need to fill out (look for the Reserving a Room at Wilson tutorial).***

## NOTES:

**PROPOSED MEETING DATES** - If this is a recurring PD opportunity (for example, Early Release PD days or Department Meetings), you will choose the number of times you will be meeting in the year. You'll notice that as you update the number of meetings, more date fields appear. Be sure and fill out a date field for each time you are holding your session/meeting. For our example, however, my workshop is only going to be held once, so I'll pick 1 for number of meetings. *Holding the same session multiple times? Pick once and make a copy of your proposal (that's a different tutorial).*

Click on the calendar to select the date and choose your starting and ending times. If the session you are leading is a part of a bigger event, such as the Elementary Literacy Summit or New Teacher Induction, you will want to select that event. **This is important so that teachers can search a particular event's classes rather than having to read through the entire district catalog.**

The screenshot shows a web form titled "Proposed Meeting Dates/Times/Locations". It contains the following fields:

- "# of Meetings": A dropdown menu with the value "1" selected. A black arrow points to this field.
- "MeetingDate 1": A section containing:
  - "Meeting 1 Date": A date picker with a calendar icon and a red box around the date field.
  - "Start & End Time": Two time dropdown menus, each with a red box around it, separated by "To". The first dropdown has ":00" selected, and the second has ":00" selected.
  - "Location": A text input field with a red box around it.
  - "Event This Activity is Part of": A dropdown menu with the text "--- Click To Select ---" and a red box around it. A black arrow points to this dropdown.

Target Audience	
Target Audience	<input type="text"/>
Course Design	
Predominant Method of Delivery (Please choose the most that best describes the method of delivery.)	<input type="text" value="--- Click To Select ---"/>
Please describe your course design providing an overview of activities, time requirements, etc.	<input type="text"/>
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**TARGET AUDIENCE** refers to your potential participants. Is your session applicable to all TPS teachers or just 3rd grade teachers? Is this a session just for Hale high school teachers or can teachers from all over the district attend?

**COURSE DESIGN** focuses on the way you will deliver the content of your session. What's your method of delivery? Is it a hands-on session or a lecture? Additionally, what will you be doing with your participants? Think agenda or lesson plan!

**COURSE ALIGNMENT AND PROCESS STANDARDS** - helps to identify how your proposed session fits in with TPS' bigger picture. Which district goal will your session enhance? Are you addressing teacher goals and objectives? How about leadership goals and objectives? And final what process standards are you building your session around?

Course Alignment and Process Standards

Please select:

**Goal : District Goals**

- Financial Sustainability
- Performance-Based Culture
- Safe and Secure Schools
- Student Achievement
- Teacher and Leader Effectiveness

**Goal : Teacher Goals and Objectives**

- Classroom Management - Assessment Practices
- Classroom Management - Building-Wide Climate Responsibility
- Classroom Management - Discipline
- Classroom Management - Lesson Plans
- Classroom Management - Preparation
- Classroom Management - Student Relations
- Instructional Effectiveness - Current State Standards
- Instructional Effectiveness - Establishes Closure
- Instructional Effectiveness - Literacy
- Instructional Effectiveness - Monitors and Adjusts
- Instructional Effectiveness - Student Achievement
- Instructional Effectiveness - Student Engagement
- Interpersonal Skills
- Instructional Effectiveness - Delivery - Explains Content, Clear
- Leadership
- Professional Growth & Continuous Improvement

**Goal : Leadership Goals and Objectives**

- Change Management: Understanding the implications of change effort
- Focus of Leadership: Accurately and proactively targeting appropriate
- Purposeful Community: Developing and utilizing assets to accomplish

Process Standards (Please check the learning processes applying to your course design.)

- UTILIZES DISAGGREGATED STUDENT DATA TO DETERMINE ADULT LEARNING PRIORITIES / MONITOR PROGRESS AND HELP SUSTAIN CONTINUOUS IMPROVEMENT.
- UTILIZES MULTIPLE SOURCES OF INFORMATION TO GUIDE IMPROVEMENT AND DEMONSTRATE ITS IMPACT. PREPARES EDUCATORS TO APPLY RESEARCH TO DECISION MAKING.
- UTILIZES LEARNING STRATEGIES APPROPRIATE TO THE INTENDED GOAL.

You can always click the SAVE AS DRAFT button and continue working on this proposal at a different time. Use this form to help you develop the most effective professional development session you can offer. Once you are satisfied with the proposal, click on Submit. Your proposal will be reviewed by the director of the Organizational and Professional Learning office.

Finish