

## What to Expect — Professional Development (2011-12)

### Important Notes about FLEX PD:

- Offerings will be available ONLY through the Curriculum and Instruction Office
- A Flex PD offering is equivalent in time to a full in-service day
- Flex PD only occurs during non-contract hours (after school)
- Limited Flex PD sessions will be offered during July and August.
- Participants MUST attend ALL sessions and complete Flex PD requirements in order to be excused from the May 25, 2012 in-service (**see page 8**).

### Summer Training Includes:

1. Tri-State Training
2. Teachers College Writing Workshops
3. Focus on Struggling Readers & Writers
4. Writing Across Content Areas
5. PreK Numbers Plus (tentative)
6. Technology

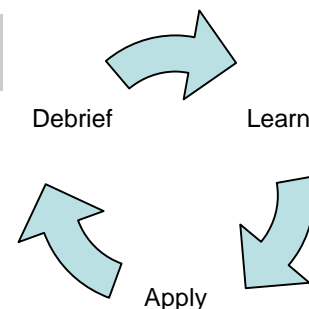
## What is Flex PD and What to Expect

PRS introduced Flexible Professional Development (Flex PD) during the 2008-09 school year with a small pilot led by Liz Lien. In both 2009-10 and 2010-11, approximately 150 faculty members attended Flex sessions that focused on formative assessment, inclusive practices and technology. We hope to expand our Flex PD program in 2011-12 to include additional offerings throughout the year and during the summer of 2011. Because the professional learning sessions take place in multiple sessions, the benefit of Flex PD is that it provides an ongoing set of adult learning experiences in a learn-apply-debrief cycle.

Flex PD sessions are designed at the district level to connect to district priorities and goals while also giving teachers an opportunity for differentiated learning based on grade level or content area needs. District priorities for 2011-12 Flex PD include technology, literacy, Common Core Standards and equity strategies.

A Flex PD offering is generally made up of four 1.5 hour after-school sessions. All sessions are equivalent to a full-day in-service program. In 2011-12, we will pilot a limited set of summer learning opportunities to determine how a learn-apply-debrief cycle can be utilized with July and August offerings.

In 2010-11, participants who completed all sessions for a Flex PD program were excused from the May 27, 2011 in-service day. In 2011-12, participants who fulfill the requirements of Flex PD will be excused from the May 25, 2012 in-service day (**see page 8**).



Flex PD provides a continuous learning cycle to Learn, Apply, Debrief in a collaborative setting.

**NEXT STEP FOR FLEX:** Speak with your supervisor or principal about the Flex PD that best matches your Professional Growth Plan.

## Summer 2011 Offerings for the PRS Flex PD Option

**NOTE:** The following offerings can count as Flex PD sessions only if the participant completes the Summer Flex PD Requirements during the first semester of 2011-12 (**see page 8**).

### Tri-State Training June 27 & 28 (Registration Required)

**Presenters:** Kathleen Reilly, Marty Brooks  
**Description:** This training is available to a limited number of participants. The session will focus on the eight indicators of the Tri-State Consortium self-assessment model. In order to utilize the training as a Flex PD, participants will need to follow the Summer Flex PD Requirements by creating a lesson with a performance-based assessment or metacognitive component.

### Teachers College Writing Workshop (grades 3-5) July 26 & 27 (Registration Required)

**Presenter:** Meredith Alvaro  
**Description:** This workshop will focus on the Units of Study: *Unit 2, Raising the Quality of Narrative Writing* and *Unit 5, Literary Essays: Writing about Reading*. Meredith will explore the 'unit of study' across grade levels and how the focus and expectations change over the grade levels. Mentor texts appropriate to each grade level and particular 'units of study' will be identified. To use as a Flex PD, participants will be required to create a lesson for one of these units and follow the Summer Flex PD Requirements.

*Continued on pages 2 and 3*

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## What to Expect — Professional Development (2011-12)

### FLEX PD Summer Offerings — continued from page 1

If you attend all sessions of an approved Flex PD offering and complete all requirements (see page 8), you will be excused from the May 25, 2011 in-service!

#### Questions for Learning Teams:

1. *What is essential for students to learn?*
2. *How will we know if they have learned it?*
3. *What will we do if they don't learn?*
4. *What will we do if they already know it?*
5. *What professional learning must the team engage in to support student learning?*

The last question should guide teachers in determining what Flex PD session is most appropriate.

#### The 3 Big Ideas of PLCs are:

1. Focus on Learning
2. Culture of Collaboration
3. Focus on Results

#### Teachers College Writing Workshop (K-2) August 3 & 4 (Registration Required)

**Presenter:** Monique Lopez  
**Description:** This workshop will focus on the Units of Study: *Unit 4, The Craft of Revision* and *Unit 6, Non-Fiction Writing*. Monique will explore the 'unit of study' across grade levels and how the focus and expectations change over the grade levels. Mentor texts appropriate to each grade level will be identified. To use as a Flex PD, participants will be required to create a lesson for one of these units and follow the Summer Flex PD Requirements.

#### Reading/Writing for the Struggling Learner August 15 (K-2) August 16 (grades 3-5) (Registration Required)

**Tentative Presenter:** Meredith Alvaro  
**Description:** This workshop will focus on strategies to differentiate units of study and instruction for readers/writers workshop. Participants will gain practical solutions for the common problems readers and writers encounter. Participants will develop learning plans to support individual learners, including a focus on the Common Core Standards. Participants will explore a conferring toolkit to be used with individual students and in small groups. Teachers will exit the workshop with an easy-to-follow plan for mini-lessons across a range of units, texts to support students, and with ideas

on managing productive writing workshops. To use this workshop as a Flex PD, participants will be required to create a lesson demonstrating these strategies and follow the Summer Flex PD Requirements.

#### Literacy Across Content Areas with the Struggling Learner in Mind for Reading—August 17 (6-8) Writing — August 16 (6-8) (Registration Required)

**Presenter:** Meredith Alvaro  
**Description:** This workshop will focus on strategies for teaching reading and writing across content areas. This workshop will be especially helpful for teachers preparing to integrate the Common Core Standards into their curriculum. To use as a Flex PD, participants will be required to create a lesson demonstrating strategies learned and follow the Summer Flex PD Requirements.

#### High/Scope—Numbers Plus Dates: TBD (Registration Required)

**Tentative Presenter:** Shelly Nemeth  
**Description:** This workshop will focus on strategies for instruction with Numbers Plus within the High/Scope curriculum. To use as a Flex PD, participants will be required to create a lesson demonstrating strategies learned and follow the Summer Flex PD Requirements.

#### TECHNOLOGY

**Presenter:** Liz Lien

**Overview:** Each of the following Flex PD sessions will take place over two half-day sessions. Liz Lien will announce dates and locations on Important PRS News. To complete all requirements, participants must design a lesson and post it via Rubicon or the PRS online discussion environment (details to follow, **see page 8 for requirements**).

#### Assistive Technology

Do you have students you know might benefit from assistive technology? Come 'play' with some of the software and hardware tools to see what they can do for your students.

#### Google Earth Trips

Want to make your own virtual 'post-it' notes to add to Google Earth? Warning: familiarity with Google Earth and willingness to learn some website programming code are musts.

#### Google Earth Trips- Level II

Have you done a workshop on Google Earth Trips and want to create another one?

#### iPods and iPads in the classroom

Do you have access to iPods and iPads to use in your classroom? This course will explain how to use them and how to find relevant applications for your students.

June 2011

**Flex PD—Summer Offerings — continued from page 2**

**TECHNOLOGY**  
(continued)

See page 2 for overview.

**Moodle**

Setup a moodle course (open-source software similar to BlackBoard).

**Online Writing Tools**

Do you want to set up a blog (online ‘diary’ with the ability to have people comment on it) to use with your classes and learn how to manage it? A wiki online document edited by many or commented on by many)?

**Online Resources**

Want to create some online resources for your students (tutorials, guides, references, etc)? Bring your materials, we’ll build the resource.

**Podcasting**

Learn how to create a podcast and create a rubric for student projects.

**Technology Integration**

Need the time and some advice on how to integrate technology into your classroom? Bring a lesson to rework incorporating technology use by students.

*Additional offerings listed on pages 1 and 2*

**TECHNOLOGY**  
(grades 6-12)

Supervisors will be working with Liz to design relevant sessions for content areas. Please be sure to speak with your supervisor about potential sessions.

**Note:** Dates and additional offerings will be posted soon.

**Fall and Winter Offerings**

Additional Flex PD offerings for September through April will be posted in September and early 2012.



*Technology and literacy are areas of focus for Flex PD offerings.*

Summer dates at a glance:

- **June 24** — Focus Planning
- **June 27/28** — Tri-State Training
- **July 26/27** — TC Writing Workshop (grades 3-5)
- **August 3/4** — TC Writing Workshop (grades K-2)
- **August 15** — Reading/Writing for the Struggling Learner (K-2)
- **August 16** — Reading/Writing for the Struggling Learner (gr. 3-5)
- **August 17** — Literacy Across Content Areas for Reading (gr. 6-8)
- **August 18** — Literacy Across Content Areas for Writing (gr. 6-8)
- **Technology** — throughout summer

**Professional Development Highlights for 2011-12**

**SUMMER 2011**

**Tri-State:** If you are interested in learning about the Tri-State model or visiting a Tri-State district as an evaluator, this will be the only time during the 2011-12 school year to attend the training in Princeton. See page 7 for 2011-12 visit opportunities.

**Technology:** Liz Lien will provide numerous workshops for faculty and staff throughout the summer. Some sessions will be offered as Flex PD sessions.

**2011-2012**

**Writing/Reading/Literacy:** A district goal continues to focus on writing. At the K-5

level, teachers will have opportunities to continue to learn about and apply the Teachers College Writing Workshop model. Teachers will utilize in-service time during January 13th and February 17th with Meredith Alvaro, Monique Lopez and Christine Lagatta, depending upon the grade level. At the secondary level, an area of focus will be Academic Vocabulary.

**Professional Learning Communities:** During the 2011-2012 school year, faculties will continue to be engaged in school-based work as Professional Learning Communities.

**Elementary Report Card:** A Committee of teachers has been revising the report card

for grades 3 through 5. In 2011-12, the report card will be completed through an electronic process using PowerSchool. Early dismissal time will be utilized to familiarize grade level teachers in the report card changes.

**PowerTeacher:** Teachers in grades 2 through 5 will utilize a turn-key training approach to learn how to complete the elementary report card using PowerSchool’s PowerTeacher software during early dismissal in-service time.

**Technology:** This will be a high priority area for professional development in 11-12. Many Flex PD sessions will focus on technology.



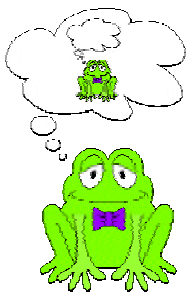
## What to Expect — Professional Development (2011-12)



*Writing continues to be a district-wide focus*

*“Enabling teachers to meet together everyday does not make them a professional learning community. Becoming a professional learning community requires intention, a focus on learning, a focus on results, a commitment to collegiality, and a willingness to reshape the school’s culture.”*

*Tracy Crow, 2008*



*Multiple forms of thinking include: critical, creative, and metacognitive, among others.*

### Professional Learning Communities

As teachers in Princeton Regional Schools continue the work of Professional Learning Communities (PLCs), they may be developing a sense of shared responsibility for their students, especially if the teams are focused on the three big ideas of PLCs: *A Focus on Learning*, *A Culture of Collaboration* and *A Focus on Results*.

In the workshop mindset of professional development, the focus has frequently been on teacher needs for their own learning (for example, learning how to utilize a particular software program or technology device). With a PLC mindset, teachers should find themselves focusing on the needs of their learners rather than their own needs as teachers. With the student at the center of all pro-

fessional learning, PLCs “Focus on Learning.” When students are experiencing difficulty in a particular academic area, the team’s response is timely, based on intervention rather than remediation and directive to ensure that the student participates in the intervention rather than opting out.

As the work of adult learning teams strengthens, it moves the focus from formal meeting structures to powerful conversations that result in relevant solutions for the improvement of professional practices. This shift helps to create a “Culture of Collaboration.”

Collaborative teacher teams engage in collective inquiry into their practice by:

- examining data on student progress;
- analyzing student work;
- determining effective strategies to facilitate learning;
- designing and critiquing powerful lessons; and
- developing classroom-based common assessments to measure progress.

With a “Focus on Results,” learning teams gain a sense of shared responsibility such that all teachers work together to improve student learning for all students.

Celebrate the work you have completed in your PLCs during the 2010-11 school year. If you have another opportunity to meet with your team, take a moment to look back at your

### District Definition of “Metacognition”

#### Tri State Indicator #2—Metacognition

Educators design and provide a learning environment that enables students to engage in metacognition continuously and systematically. As a result, students build the capacity over time to assess, reflect upon and make choices that advance their own learning.

#### Value/Belief Statement:

Metacognition is vital to developing understanding and to creating meaning. In order for students to reach complex advanced levels of learning, they must develop strong metacognitive skills. Students who demonstrate a wide range of metacognitive skills become self-regulated learners who choose tools from a wide repertoire and modify their learning strategies and skills based on awareness of their effectiveness.

#### PRS Definition of Metacognition:

Metacognition is a learner’s process of considering, monitoring and regulating one’s own learning. It is a level of thinking that involves active control over the process of thinking in learning situations. Metacognitive skills include: planning the way to approach a learning task, monitoring comprehension, evaluating progress toward the completion of a task and maintaining motivation to see a task to completion.

*The above definition was developed by administrators during the 2009-2010 school year.*

*Sources: Tri-State Consortium  
Hartman, H.J. (2001) Metacognition in Learning and Instruction: Theory, Research and Practice.  
Dordrecht: Kluwer Academic Publishers*

*See page 7 for more information about Tri-State.*

June 2011

## Using the Success Analysis Protocol

**This protocol and others can be used to share “Best Practices” with colleagues in Professional Learning Communities.**

### **Roles**

A timekeeper/facilitator

The facilitator’s role is to help the group to keep focused on how this practice is different from your typical. The analysis of what makes this practice so successful is the purpose of the protocol.

“Best Practice” is defined as a process that proved to be highly effective in achieving the intended outcome.

1. Reflect on and write a short description of the one “Best Practice” of your work within the last year. Note what it is about the practice that made it so successful. Be sure to answer the question, “What made this work different from other experiences?”
2. In mixed groups of 3, the first person shares their “Best Practice” and why it was so successful. The rest of the group asks clarifying questions about the details of the “Best Practice.”
3. The group does an analysis of what they heard about the presenter’s success and offers additional insights about how this practice is different than other practices. Probing questions are appropriate and the presenter’s participation in the conversation is encouraged.
4. The presenter responds to the group’s analysis of what made this experience so successful.
5. Take a moment to celebrate the success of the presenter.
6. Each of the other members of the group takes turns sharing their “Best Practice” and what made it so successful, followed by clarifying questions and the group discussion analyzing how this practice differs from other practices.
7. Debrief the protocol as a whole group. Possible questions: What worked well? How might we apply what we learned to other work? How might students use this process to reflect on their work? What adaptations to this protocol might improve the process?

*Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at [www.nsrffharmony.org](http://www.nsrffharmony.org).*

## Using the Success Analysis Protocol for Flex PD Debriefing

As part of the Flex PD Requirements, participants must apply their learning in their instruction. After successful classroom implementation, the participant should use the online environment (information coming soon) to share the “Best Practice” with other colleagues who participated in the Flex PD session. The Success Protocol can be modified to guide an online discussion to meet the debriefing requirement. See sidebar on the right for other examples of protocols.

If a participant is experiencing challenges and would prefer to seek feedback from colleagues, other protocols can be used for the debriefing as well. Be creative!!

**See page 8 for requirements of Flex PD.**

### **Generic Consultancy**

1. Presentation includes context and framing question
2. Clarifying Questions with short answers
3. Paired conversation (can include probing questions)
4. Presenter’s reflection/ conversation
5. Debrief: What worked, what didn’t and why?

### **Tuning**

1. Presentation of context and framing question
2. Clarifying questions with short answers
3. Participants review work and give warm and cool feedback
4. Presenter’s reflection/ conversation
5. Debrief: What worked, what didn’t and why?

### **Success Analysis**

1. Presentation of a successful professional experience
2. Clarifying questions with short answers
3. Paired conversation analyzing what contributed to the success
4. Presenter’s reflection/ conversation
5. Debrief: What worked, what didn’t and why?

*Developed by the Hoosier School Reform Faculty.*

Visit the curriculum **Teacher Resource** webpage ([www.prs.k12.nj.us/curriculum/resources](http://www.prs.k12.nj.us/curriculum/resources)) for the **ASCD Online Book** collection to peruse a variety of professional books, including *Protocols for Professional Learning*



Visit the NJDOE website for specific information about the Common Core Standards in New Jersey

Four Principles of the Common Core Standards:

- Focused, coherent, clear, and rigorous
- Internationally benchmarked
- Anchored in college and career readiness
- Evidence and research-based



Common Core Standards:

<http://www.njcccs.org>

## What to Expect — Professional Development (2011-12)

### Common Core Standards

#### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects

##### Features:

- Grade-by-grade (K-12) -based on 10 College and Career Readiness Standards -Grade levels for K-8;grade bands for 9-10 and 11-12
- Includes reading, writing, speaking, listening, and language
- An integrated model of literacy
- Shared responsibility (literacy & content area educators) for students' literacy development
- Research and media skills blended into the standards as a whole

#### Common Core State Standards for Mathematics

##### Features:

- Based on college & career readiness standards
- K-8 -organized by Domain, Clusters, and Standards; Stress conceptual knowledge and understanding in addition to procedural fluency; Strong foundation in arithmetic numbers and operations
- 9-12 organized by conceptual categories; Stress number and quantity, algebra, functions, modeling, geometry, statistics, and probability
- Require the application of mathematics to real world situations and issues.

### Other Summer 2011 Opportunities and Updates

**CURRICULUM / COMMON CORE:** Curriculum committees will continue to meet throughout the summer. Please note that the Common Core Standards will continue to be aligned to our curriculum from this point forward. For more information about the new standards, visit: [www.njcccs.org](http://www.njcccs.org).

**AIS PLANNING:** Continued planning for our Accelerated Intervention Services (AIS) plan will take place over three to four days. This work will strengthen prior work at the elementary level and continue efforts at the secondary level.

**ELEMENTARY REPORT CARD:** The Grade 3-5 Report Card Committee will continue to convene during the summer. The revised report card will be in electronic format for the 2011-12 school year. In-service time will be provided for grade level discussions about the report card as well as training

in using PowerTeacher to enter student information into the report card format.

**FOCUS PERIOD:** Small teams from each school will have an opportunity to work with Susan Golder on June 24th to plan for faculty presentations about strategies for using the Focus Period. Presentations will be delivered during the first weeks back in September or October.

**DISTRICT EQUITY TEAM:** A team of interested teachers and administrators will convene to begin planning for our District Equity Plan.

**TRI-STATE TRAINING:** Participants who complete this training will be eligible to visit another Tri-State Consortium district as an evaluator. See page 7 for information about the PRS Tri-State visit and District Visit opportunities for 2011-12.

To register for a summer workshop, visit the Teacher Resources section of the Curriculum and Instruction Website at: <http://www.prs.k12.nj.us/curriculum>

To register for a Flex PD session, visit the Teacher Resources page (above) or go directly to: <http://tinyurl.com/flexpdsummer2011>

June 2011

## Tri-State Evaluation (February 23-25, 2011)

In February, a team of educators from New Jersey, New York and Connecticut school districts participated in an evaluation of our K-12 writing program. The evaluation report is located on the Curriculum and Instruction website under “Teacher Resources” and can be viewed by any PRS employee by using the standard FirstClass login information.

The Language Arts Achievement Council has reviewed the report to prioritize the recommendations given by the evaluation team. They include:

1. Professional Development: continue with the professional development efforts in TCRWP.
2. Develop exemplars at each level. Exemplars have been developed at the High School level and further development at the middle school and elementary levels would foster discussions on common assignments, assessment, consistency in evaluating, rubrics and instructional practices.
3. Electronic Portfolio: investigate for the purpose of implementing an electronic portfolio

which would provide students, teachers, and parents access to student writing over time, facilitate progress monitoring, and enable students to self-assess frequently, accurately and consistently.

4. Consider ways to link the teacher observation and evaluation processes to district goals and professional development.
5. Metacognition: Consider ways to clearly communicate the district definition of metacognition to all stakeholders and engage them in the process of creating instructional activities which require students to engage in metacognition (see definition on page 2 and Tri-State training on page 1).
6. Utilize the recently developed Literacy Plan to articulate a shared district-wide, interdisciplinary vision for writing, K-12.

Many teachers, students, parents and administrators participated in the visit preparation, interviews and a consultancy in the Black Box Theater at Princeton High School during the visit. Thank you to everyone involved, especially Barbara O’Breza!

## Tri State Consortium District Visits (2011-12)

District	Subject	Dates
New Canaan, CT	Science K-12	10/19/11 — 10/21/11
Byram Hills, NY	Music K-12	10/26/11 — 10/28/11
Hastings-on-Hudson, NY	Math K-12	11/30/11 — 12/2/11
South Orangetown, NY	RTI	3/14/11 — 3/16/11
Pelham, NY	Social Studies K-12	3/21/12 — 3/23/12
Westhampton Beach, NY	ELA K-12	3/28/12 — 3/30/12
North Salem, NY	21st Century Skills	4/18/12 — 4/20/12
Ardsley, NY	LOTE	5/9/12 — 5/11/12
Avon, CT	TBA	

If you have completed the two-day Tri-State training and are interested in participating in one of the above visits, please be sure to contact Giovanna Byzewski in the Curriculum and Instruction Office in order for the Board to approve travel costs for reimbursement. **See page 1 for training information.**



### Tri-State Consortium Indicators:

#### Student Performance

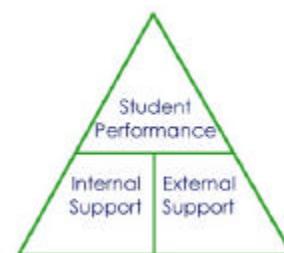
1. Performance-based Assessment
2. Student Metacognition in the Learning Process
3. Student Performance Data

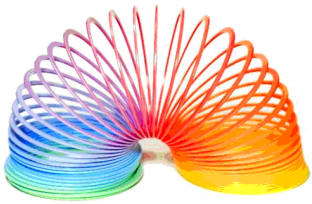
#### Internal Support

4. Curriculum and Instruction
5. Professional Learning, Supervision and Evaluation
6. Equitable Support for Student Needs
7. Shared Vision and Environment for Change

#### External Support

8. Parent and Community





June 2011

### Overview of Flex PD requirements:

- Participation in all sessions of the selected Flex PD offering.
- Use the “learn-apply-debrief” model for adult learning.
- Share lesson plan or related document (e.g. for CST members) with colleagues
- Document connection of professional learning to student learning
- Participate in online discussion during first or second semester of the 2011-12 school year.

Be sure to get approval from your supervisor or principal before beginning a Flex PD session.



- Offerings will be available ONLY through the Curriculum Office.
- A Flex PD offering is equivalent in time to one full in-service day. At this time, May 25, 2012 is the only day that can be used for Flex PD.
- Flex PD only occurs during non-contract hours (outside of instructional, faculty and departmental time).
- A participant MUST attend ALL Flex PD sessions in order to be excused from the May 25, 2012 in-service.
- Each participant must discuss Flex PD plans with the appropriate supervisor or principal to determine the Flex PD that best matches the Professional Growth Plan (PGP).
- All Flex PD sessions must be completed by April 30, 2012, in order for the Curriculum Office to verify attendance and confirm completion prior to the May 25, 2012 in-service.
- While a limited number of Summer Flex PD sessions will be offered in 2011, a learn-apply-debrief cycle must still be utilized to meet the requirements of Flex PD (see “NEW in 2011-12” below).
- Please seek your supervisor’s approval (Principal—grades PK-5, Supervisor – grades 6-12 or PK-5 Specials teacher) prior to registering online at: <http://tinyurl.com/flexpdsummer2011>
- FlexPD credit can not be given to those who do not have approval of their supervisor.

### NEW in 2011-12:

- Participants will need to demonstrate their application of the Flex PD learning by submitting a lesson plan, preferably using the Rubicon Atlas Mapping Tool and linking their learning to that of their students.
- Participants will also need to demonstrate their ongoing learning through the use of an online discussion environment during either

the first or second semesters of the school year, depending upon the timing of the Flex PD sessions. Participants who complete a program that is offered as Flex PD will be required to follow the Flex PD “learn-apply-debrief” cycle and demonstrate evidence of this ongoing learning experience and the Flex PD cycle.

- Offerings will parallel priorities that will be offered during the school year such as workshops related to literacy and technology.

### ONLINE ENVIRONMENT:

The purpose of utilizing the online environment during the school year will be to debrief the successes, challenges and strategies with colleagues as well as to extend the learning beyond a one- or two-day workshop experience. The environment will be a social networking component add-on to our FirstClass server that allows us to have private community discussion areas of common interests with a Facebook-like facade.

## Other Flex PD Questions and Answers

### Who can lead a Flex PD?

In most cases, supervisors and Liz Lien will lead Flex PD sessions. In some cases, leaders may be designated by the Curriculum and Instruction Office based on a particular specialization. Again, all Flex PD sessions must come from the Curriculum and Instruction Office.

### Once I have completed my Flex PD sessions, how will I

### know that I have met the requirements?

Participants will receive a confirmation email. Because Flex PD requires a learn-apply-debrief cycle, participants will receive notification during the April/May timeframe. For sessions that take place during the school year, participants will be able to discuss requirements with the Flex PD leader as well. The Flex PD leader will submit

all attendance documentation to the Curriculum Office.

### Who can propose a Flex PD ?

Flex PD offerings will primarily be designed by supervisors and Liz Lien. A faculty member seeking a specialized learning experience should work with his/her supervisor to discuss offerings that meet the learn-apply-debrief model and district goals and priorities.