



frontline
education™



frontline
education

Leading with Insights

Partner to
Education

Integrated
Insights Platform

Serve the
Front Line



FOUNDED
1998



9,500
-K-12-
ORGANIZATIONS

97%
RETENTION



2.4 MILLION
TEACHERS

99.99% SYSTEM
UPTIME





Frontline Recruiting & Hiring

Applicant Tracking &
Assessments

Applicant Tracking
Employee Center
Screening Assessments
Onboarding & Safety Training
Substitute Training
Job Boards / Job Searching

Frontline Absence & Time

Employee Attendance &
Substitute Management

Absence Management
Time & Attendance
Substitute Management
Substitute Training

Frontline Professional Growth

Appraisal & Learning
Management

Professional Learning Mgmt.
Employee Evaluation Mgmt.
Evaluator Training & Calibration
Collaboration & Coaching
Safety Training Course Catalog
Professional Learning Course
Catalog

Frontline Student Solutions

Special Population &
Medicaid Management

IEP & Special Education Mgmt.
RTI Data & Program Mgmt.
Medicaid Tracking & Claiming
504 Data & Program Mgmt.
Student Mgmt. System
Integrations
ESA Data & Program
Management





Support the complete cycle
of educator growth:

Frontline Professional Growth

Agenda

-
- Promote educator-driven professional learning
 - Conduct evaluations that lead to growth
 - Get everyone on the same page
 - Promote self-reflection and peer collaboration





Promote educator-driven professional learning

Manage Professional Learning Online

- Align
- Track
- Promote

Credits

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : 1 Student Success

- 1.1 Student Success Recommendations
- 1.2 Annual Student Success Benchmarks
- 1.3 Matriculation
- 1.4 Basic Skills
- 1.5 Student Service Delivery Plans
- 1.6 Student Involvement Plan
- 1.7 GE Retention and Completion
- 1.8 CTC Retention and Completion

Goal : 2 Access

- 2.1 Enrollment Management Plan
- 2.2 Priority Registration

Goal : 3 Quality

- 3.1 Professional Development
- 3.2 Basic Skills Delivery Plan

Goal : 4 Partnerships

- 4.1 Partnership Enhancement Activities

Goal : 5 Values

- 5.3 Training on Excellence and Innovation

Goal : 6 Communication

MLP PDMS

My Portfolio - Phil Accordia

User Info

Phil Accordia Employee ID: 88888888
Certificate ID: 88888888
Ivan Dretzky High School | Email: phil.accordia@frontline...

Completed by Purpose

Date Complete	Title	Hours	Credits
District Credit (07/01/2014 to 06/30/2015) (1 Record)			
03/09/2015	Why can kids spell on Fridays but not on Mondays?	2.00	0.00
		2.00	0.00
District Credit (07/01/2012 to 06/30/2013) (1 Record)			
07/20/2012	Smartboard	2.00	0.00
		2.00	0.00
District Credit (07/01/2011 to 06/30/2012) (2 Records)			
05/10/2012	Technology Curriculum Project	4.00	0.00
05/09/2012	Authentic Assessment for the Primary Classroom	12.00	0.00
		16.00	0.00
District Credit (1 Record)			
10/05/2015	Differentiating Instruction in the Math Classroom	2.00	0.00
		2.00	0.00
Salary Advancement (07/01/2011 to 06/30/2012) (1 Record)			
05/15/2012	Understanding Assessment	4.00	0.00
		4.00	0.00

My Info

- View Current Year
- View All
- View Licensure
- View By Purpose (current)
- View By Goal
- View In Progress
- View Denied Requests

Custom Views

- By State Standards
- Cadre 4a Plan
- Funding Summary: Current Year
- Instructor Stipend
- My Funding Report
- My Personal Goals
- Personal Goal Summary

Custom Reports

- Course Code Report

Transcript

- Print transcript
- Download Transcript to Excel

Offer Relevant, Targeted Learning

- Personalized
- Differentiated
- Customized

Learning Loop

▼ Your recommended areas for professional learning 8


Actions	Standard	Objective
Find Activities	Students and Learning	Respond to factors influencing learning
Find Activities	Content and Instructional Planning	Connect concepts and engage learners
Find Activities	Content and Instructional Planning	Use diverse instructional strategies
Find Activities	Content and Instructional Planning	Use curricular resources to achieve student goals
Find Activities	Instructional Practice	Set high expectations/challenging learning
Find Activities	Instructional Practice	Monitor student progress and adapt instruction
Find Activities	Learning Environment	Manage learning environment
Find Activities	Assessment for Student Learning	Use a range of assessment tools

My Requests - Sally Aaron

Actions	Activity Title	Start Date	End Date	FormName
<input type="checkbox"/> Save as Draft (0 Record(s))				
-- no records --				
<input type="checkbox"/> Wait List (0 Record(s))				

My Personal Goals

▼ General Information

 Personal Goals are entities that help you align and track your activities as related to your own personal objectives. These Personal Goals will appear on all of your requests so that approvers can make a better determination regarding your request to attend a particular

▼ Personal Goals

Status	Activity Title
Active	Development of a personal learning network
Active	Instructional Technology Integration
Active	Make a great room this year!

▼ Actions

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March 1, 2017

Support Educator Ownership of Professional Learning

Individual PD plans

MLPPDMS Individual Professional Development Plan

Use this form to submit your individual professional development plan.

Listed below are my goals for professional development.

Status	Personal Goal	Actions
PENDING	Differentiate instructional strategies to meet the needs of all students	Edit Print
PENDING	Effectively integrate formative assessment into daily instruction	Edit Print

[Add New Personal Goal](#)

Personal/IDP Information

Name:

Address:

Phone:

Type of License:

License Expiration Date:

School Year for which this Plan applies

Start Date:

End Date:

MLPPDMS My Portfolio - Phil Accordia

▼ User Info

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Certificate ID: 88888888
Ivan Dretzky High School Email: phil.accordia@frontline...

▼ Completed by Purpose

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		16.00	0.00
District Credit (1 Record)			
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		4.00	0.00

Assess Impact in the Classroom

- Monitor application new learning
- Gather feedback after learning experiences
- Gauge effectiveness

Assess the impact of your application project on students.

Knowledge Level Activity Being Applied and Measured

Title of Activity

Description

Characters left **2048**

Hours for Impact

Hours

Timeline of Application Project: When was this Knowledge Applied in your classroom?

StartDate (mm/dd/yy)

End Date (mm/dd/yy)

Professional Development Plans

Instructions

INTERACTION DETAILS

Enter the dates that this log entry covers and the associated professional learning hours.

Form Name

Start Date

End Date

Hours

LEARNING PROCESS

Which coaching style did you use (Brown Easton, 2008)?

USEFUL RESOURCE (FOR TEACHERS WHO PREFER SENSING AND THINKING)

ENCOURAGING SAGE (FOR TEACHERS WHO PREFER SENSING AND FEELING)

COLLEGIAL MENTOR (FOR TEACHERS WHO PREFER INTUITION AND FEELING)

EXPERT (FOR TEACHERS WHO PREFER INTUITION AND THINKING)

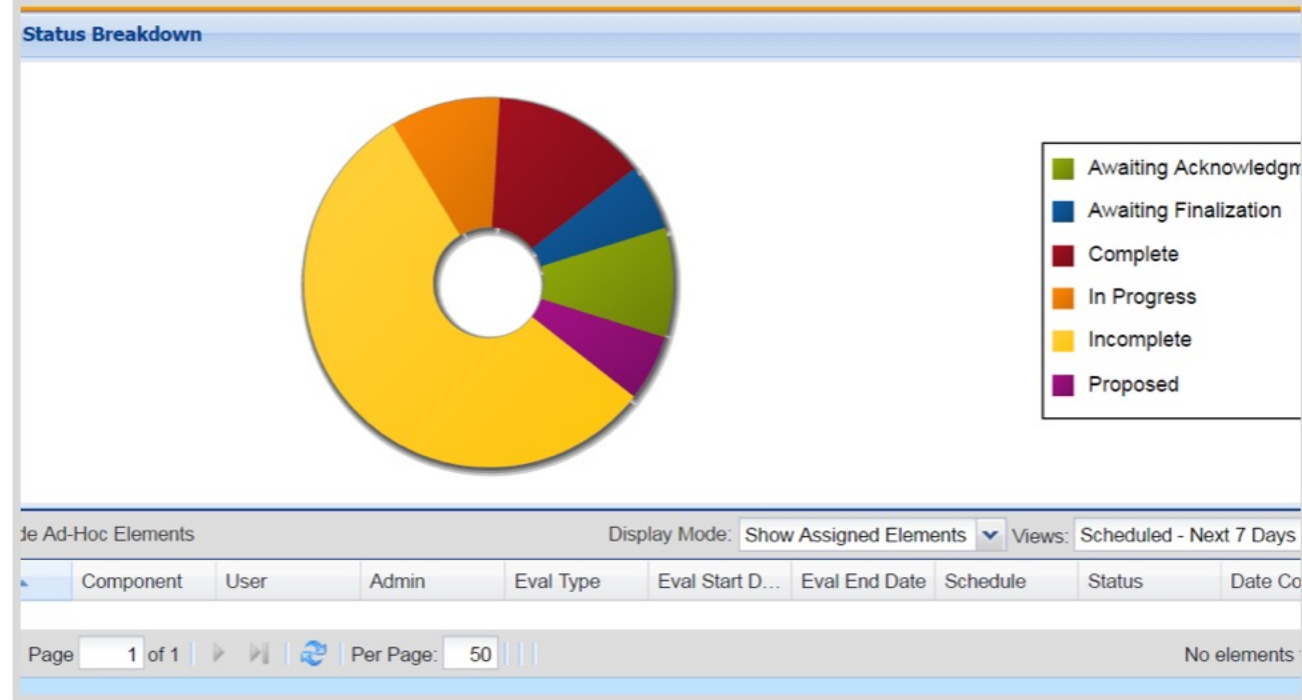
Why did you choose this style to meet teacher needs?



Conduct evaluations that
lead to growth

Simplify Evaluation Management

- Efficiently manage evaluations
- Create personalized workflows
- Customize forms and rubrics



Rubric Designer

(FFT 2013) 2d. Managing Student Behavior

Component	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior 1. Clear standards of conduct, possibly posted, and possibly referred to during a lesson 2. Absence of acrimony between teacher and students concerning behavior 3. Teacher awareness of student conduct 4. Preventive action when needed by the teacher 5. Absence of misbehavior 6. Reinforcement of positive behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity. CRITICAL ATTRIBUTES 1. The classroom environment is chaotic, with no standards of conduct evident. 2. The teacher does not monitor student behavior. 3. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. CRITICAL ATTRIBUTES 1. The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. 2. The teacher attempts to keep track of student behavior, but with no apparent system. 3. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. CRITICAL ATTRIBUTES 1. Standards of conduct appear to have been established and implemented successfully. 2. Overall, student behavior is generally appropriate. 3. The teacher frequently monitors student behavior. 4. The teacher's response to student misbehavior is effective.	Student behavior is appropriate. Students active role in monitoring own behavior and/or that of other students against standards of conduct. monitoring of student subtle and preventive teacher's response to misbehavior is sensitive to individual student needs and respects students' dignity. CRITICAL ATTRIBUTES 1. Student behavior is appropriate, any student misbehavior is very quickly and respectfully handled. 2. The teacher silently and subtly monitors student behavior. 3. Students respectfully intervene with classroom at appropriate moments to ensure compliance with standards of conduct.
Add row				

Provide Meaningful Feedback

- Increase engagement
- Store and easily access artifacts
- Document formative feedback

Artifacts

+ Add an Artifact

Name	Upload Date	Upload User	File
------	-------------	-------------	------

Comments (1)

I found that the "do now" was overly simplified for the grade level being instructed.

Paul Chepolis Jul 22 2016 12:06PM EDT [REPLY](#) [EDIT](#) [DELETE](#)

Upload File

Name: lesson plan

Description: Weekly lesson plan for observation

Types: Choose the Artifact Types...

Categories: Choose the Artifact Categories...

Alignment: Choose a Rubric... Choose a Criteria [+ Add Criteria](#)

Rubric	Criteria
Demo Pedagogical Practices	Instructional design
Demo Pedagogical Practices	Instructional resources

Align Professional Learning to Evaluation Results

- Evaluation informs PD activity
- Efficient access to current and historical documents

▼ Learning Loop

▼ Your recommended areas for professional learning 8

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Find Activities	Instructional Practice	Monitor student progress and adapt instruction
Find Activities	Learning Environment	Manage learning environment
Find Activities	Assessment for Student Learning	Use a range of assessment tools

▼ My Requests - Sally Aaron

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Save as Draft (0 Record(s))				
-- no records --				
Wait List (0 Record(s))				

Evaluation 09/01/2014 - 06/04/2016 +

Evaluation 11/26/2013 - 06/30/2014 -

User: Aaron, Sally Building(s): Wilson Secondary School
 Evaluation Type: Teacher Date Completed: 10/08/2014
 Status: Complete Completed By: Admin, MLP

Component Name	Progress	Status
Announced Observation	3 of 3	Complete
Element Name	Schedule/Assigned Admin	Status
Teacher: Pre-Observation Meeting	Date: 01/18/2014 Time: 07:00 AM - 07:30 A.. Where: My Office With: VanDeVenter, Craig Download Calendar File	Complete [icon]
Teacher Observation	Date: 01/19/2014 Time: 10:00 AM - 10:30 A.. Where: Not specified With: VanDeVenter, Craig Download Calendar File	Complete [icon]
Teacher Post-Observation Conference	Aaron, Sally	Complete [icon]
Data Analysis: Teachers	1 of 1	Complete
Self Review	1 of 1	Complete
Student Learning Objectives	2 of 2	Complete

Promote Peer Collaboration and Coaching

- Empower videos to solicit peer feedback
- Flip your PD with our content
- Quantify and validate coaching and mentoring activities

The screenshot shows a video player interface. On the left, there is a 'Course Outline' sidebar with a list of 20 items, including 'Welcome', 'Learning Outcomes', 'Differentiated Lesson Plans', and several 'Info Check In' items. The main video area shows a woman in a red blazer standing in front of a blue background with a pair of headphones. The text 'Welcome' is visible at the top of the video frame. The Ed Training Center logo is in the top left and bottom right corners.

The screenshot shows a software interface with a list of evidence categories on the left: '1 Professional Knowledge', '2 Instructional Planning', '3 Instructional Delivery', '4 Assessment of/for Student Learning', '5 Learning Environment', '6 Professionalism', and '7 Student Progress'. Below the list is an 'Evidence:' field. At the bottom, there are 'Keyboard Shortcuts' and 'Auto-Driver' sections. On the right, a video player shows a woman in a purple cardigan in a classroom setting, with a calendar and educational posters on the wall behind her.



Get everyone on the same page

Ensure and Establish a Common Understanding of Effective Teaching Practices

- Define best practices expectations
- Certify evaluators
- Increase inter-rater reliability in the evaluation process
- Empower our qualified resources

Participants									
User	Total	Status	Standard 1 Rating	Score	Standard 2 Rating	Score	Standard 3 Rating	Score	Star
Chr...	0	In Progress							
Dan...	0	Not Yet Started							
Dav...	0	Not Yet Started							
Dia...	0	Not Yet Started							
Eliz...	15	In Progress	Effective / Proficient	2	Ineffective / Unacceptable	0	Highly Effective / Exemplary	0	Part Dev Need
Eliz...	15	Completed	Effective / Proficient	2	Ineffective / Unacceptable	0	Highly Effective / Exemplary	0	Part Dev Need
Fro...	0	In Progress							
Geo...	0	Not Yet Started							
Hie...	0	Not Yet Started							

Export To: Orientation: Portrait Landscape

User Total Score: 3 Threshold: 9				
1: Professional Knowledge	0 Highly Effective / Exemplary 1 of 10 (10.0%)	2 Effective / Proficient 4 of 10 (40.0%)	1 Partially Effective / Developing or Needs Improvement 3 of 10 (30.0%)	0 Ineffective / Unacceptable 2 of 10 (20.0%)
2: Instructional Planning	2 Highly Effective / Exemplary 1 of 10 (10.0%)	1 Effective / Proficient 6 of 10 (60.0%)	0 Partially Effective / Developing or Needs Improvement 2 of 10 (20.0%)	0 Ineffective / Unacceptable 1 of 10 (10.0%)
3: Instructional Delivery	0 Highly Effective / Exemplary 2 of 11 (18.2%)	2 Effective / Proficient 4 of 11 (36.4%)	1 Partially Effective / Developing or Needs Improvement 3 of 11 (27.3%)	0 Ineffective / Unacceptable 2 of 11 (18.2%)
4: Assessment of/for Student Learning	0 Highly Effective / Exemplary 0 of 11 (0%)	1 Effective / Proficient 6 of 11 (54.5%)	2 Partially Effective / Developing or Needs Improvement 3 of 11 (27.3%)	0 Ineffective / Unacceptable 2 of 11 (18.2%)
5: Learning Environment	0 Highly Effective / Exemplary 2 of 11 (18.2%)	2 Effective / Proficient 3 of 11 (27.3%)	0 Partially Effective / Developing or Needs Improvement 5 of 11 (45.5%)	0 Ineffective / Unacceptable 1 of 11 (9.1%)
6: Professionalism	0 Highly Effective / Exemplary	2 Effective / Proficient	1 Partially Effective / Developing or Needs Improvement	0 Ineffective / Unacceptable

With Frontline Professional Growth, school districts now have the tools to promote continuous learning for every teacher, every employee, at every stage of growth.

Questions?

- Contact us at webinars@frontlineed.com
- Visit us at www.frontlineeducation.com





Thank You