



MASTER PLAN

Facilities Servicepersons Program

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Course Group #: 10454790

Introduction

A Master Plan is created to monitor the district-wide implementation of professional development and resources all linked to specific desired outcomes.

Too often, educators begin implementing an initiative without thinking about how they will assess progress. As a result, they aren't likely to know whether they're making progress, and they may not even agree on what making progress means in the context of the plan.¹

A Master Plan defines quality outcomes and measures fidelity of implementation in reaching those outcomes. Master Plans are created to support and monitor the institutionalization of an identified outcome. Master Plans are NOT evaluative but do require that measures of the effectiveness of the plan are collected and used in a model of continuous improvement.

A Master Plan:

- Clarifies expectations about the role and responsibility of a specific position or job
- Provides guidance for self-assessment
- Helps those who use it to visualize what the desired outcome will look like when it is reached
- Identifies concrete actions for individuals
- Supports the development of short-term and long-term benchmarks
- Provides a basis for professional learning and development

When creating a Master Plan, it is written in the active voice, identifying the expected actions of an individual in ways that can be observed. It provides a mental image of where the district is moving. It connects those involved in different roles to take the steps necessary to bring the plan to fruition.

- The plan is chunked into sections by individual and supervisor of the individual
- Each section is numbered in an orderly way
- For each section, one or more desired outcomes are described.
- Starting from the ideal, a continuum of decreasingly desirable levels of outcomes is described
- There can be several levels of behaviors until the undesirable is reached.

¹ Boudett, K., City, E., & Murname, R. (2005). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press.

- This scale represents the movement from ideal behaviors/actions on the left, through a continuum of decreasingly desirable behaviors/actions as one moves to the right (Research by Hilda Taba supports presenting the exemplars first.).

Once the Master Plan is established, any professional learning or development necessary to reach the various outcomes is defined and linked to the plan. A needs assessment of the targeted audience is used to determine what the needs are and is also used to determine the effectiveness of the learning. For all professional learning activities, a Framework for Monitoring and Adjusting the Professional Development - Implementation and Framework for Monitoring and Adjusting the Professional Development-Effectiveness are created. Using the Frameworks at regular intervals, a measure of the degree to which professional learning is contributing to the outcomes of the plan can be determined and adjustments can be made. Monitoring the place on the scale during regular intervals in a school year will indicate how well the plan is on track to meet its desired outcomes.

It is the intent of the Broward Professional Development System to require a Master Plan for any professional development or credentialing/qualifications aligned to the District Priorities and the Strategic plan. Each Master Plan mandates the purpose of professional learning as *“increasing educator/employee effectiveness and results for students and/or job performance”* as it relates to the design of the plan. Professional learning focused on district priorities, strengthens individual performance, individual and department goals and the organization as a whole.

1. Facilities Serviceperson

1.1 DESIRED OUTCOME: Demonstrates proper use of District approved chemicals and machinery in their daily work routines.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Demonstrates understanding of how to properly work with chemicals and machines correctly</p> <p>Uses District guidelines and manufacturer's directions</p> <p>Assists colleagues with mixing chemicals and using machines</p>	<p>Shows knowledge of how to properly use chemicals and machines</p> <p>Understands which chemicals to mix and equipment mechanisms</p>	<p>Can demonstrate use of chemicals and machines</p>	<p>Fails to demonstrate hands-on knowledge of chemicals or machinery</p>

2.1 DESIRED OUTCOME: Implements safety, housekeeping and sanitation procedures into facility operations as outlined by Basic FSP handbook.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Demonstrates above-average skills in everyday operations of facility</p> <p>Has the ability to oversee individuals in implementation of facility operations</p> <p>Demonstrates model expectations of how site should be cleaned / maintained</p> <p>Seeks updated information from Basic FSP handbook and supervisors and informs others.</p>	<p>Demonstrates average ability in implementing procedures</p> <p>Knows procedures for facility and implements them.</p>	<p>Demonstrates limited ability in fulfilling procedures</p> <p>Does not look to improve the physical environment in which procedures should apply.</p>	<p>Has no knowledge of operation procedures being implemented by District</p> <p>Demonstrates inability to apply procedures due to new position.</p>

1. Facilities Serviceperson

3.1 DESIRED OUTCOME: Communicates and interacts effectively with students, parents, staff and other stakeholders.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Initiates interactions with stakeholders on varying topics</p> <p>Collaborates with stakeholders, peers, students, and others</p> <p>Takes the lead even though not asked too</p> <p>Builds positive relationships with stakeholders, peers, students and others.</p>	<p>Contributes as expected when interacting with others</p> <p>Communicates and interacts with stakeholders, peers students, and others.</p>	<p>Participates in collegial activities when required</p> <p>Communicates with stakeholders, peers, students and others.</p>	<p>Works in isolation</p> <p>Has no communication or interaction with stakeholders, peers, students and others.</p>

Data Collection Plan

End Goal of plan: Participant will be able to effectively maintain a safe, attractive and sanitary learning environment that supports the overall efficient operation of District facilities and student achievement.

What type of data needs to be collected?	What sources of data will help the investigation?	Are the data available or do new data need to be collected?	Where are these data located?	Who will be responsible for collecting these data?	When will these data be collected?
Attendance	Sign-in sheets	Data is available	SAP	Trainers Program Managers	At end of each program / course
Pass/fail evidence	Exam grades	Data is available	Quia Filemaker Database	Program Manager	At end of each program
Demonstration of facility operation knowledge	Quia Survey	Data is available	Quia	Program Manager	Quarterly
	Customer Service Survey	Data is available	District Records	Program Manager Supervisors Risk Management Department	Annually

Area of Impact	Formative Measures	Summative Measures
Individual Practices	Feedback Participant Survey Assignments Appraisal	End-of-Program Exam Appraisal Supervisor Survey

Master Plan Self-Assessment Tool

(For use by implementers of the Plan)

Please review the innovation configuration components, desired outcomes, and described behaviors. Identify for each desired outcome the level that most closely describes your current practice. Place an x in the box for the appropriate level.

Component 1 Desired Outcome 1.1					Component 2 Desired Outcome 2.1					Component 3 Desired Outcome 3.1				
Level 5	Level 4	Level 3	Level 2	Level 1	Level 5	Level 4	Level 3	Level 2	Level 1	Level 5	Level 4	Level 3	Level 2	Level 1

What do I need to move to the next level?