St. Johns County School District
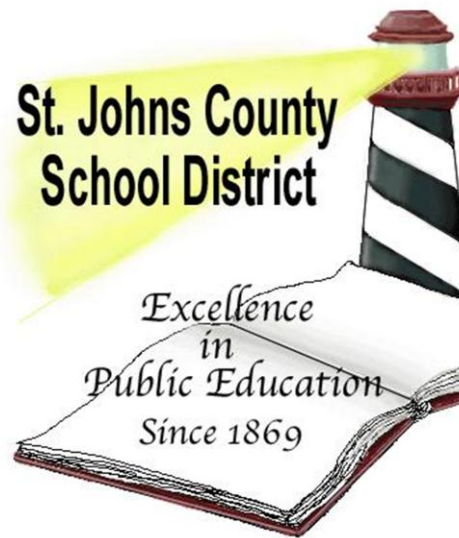
Educational Support Services

Professional Development System Plan
2013 - 2018

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Within each school and department, SJCSD will develop leadership and build capacity to design, deliver and support high quality professional development which enhances the knowledge, skills, dispositions and practices of employees to ensure that all students perform and achieve at the highest levels.

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St. Johns County School District Mission

The St. Johns County School District will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

St. Johns County School District Professional Development Vision

Within each school and department, SJCSD will develop leadership and build capacity to design, deliver and support high quality professional development which enhances the knowledge, skills, dispositions and practices of employees to ensure that all students perform and achieve at the highest levels.

Purposes of the Professional Development System

SJCSD Professional Development System

The SJCSD Professional Development System is designed to address the rising expectations for student and educator performance and to align professional development with the mission of college and career ready students. This system incorporates the Seven Core Policies and Associated Practices included in the Florida Department of Education Technical Assistance document *Redevelopment of District Professional Development Systems (2013).* It aligns with the statutory requirements of Florida Statute 1012.98, the School Community Professional Development Act (Appendix A) http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1012/Sections/1012.98.html, the National Standards for Professional Learning (Appendix B) and the Florida Professional Development Protocol Standards (Appendix C).

National Standards for Professional Learning

The national standards for professional learning describe the characteristics of effective, high-impact professional development to guide the decisions and practices of all persons with the responsibility to fund, regulate, manage, conceive, organize, implement, and evaluate professional learning. Professional learning that increases educator effectiveness and results for all students…

1. Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment (Learning Communities Standard);
2. Requires skillful leaders who develop capacity, advocate and create support systems for professional learning (Leadership Standard);
3. Requires prioritizing, monitoring and coordinating resources for educator learning (Resources Standard);
4. Uses a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning (Data Standard);
5. Integrates theories, research and models of human learning to achieve its intended outcomes (Learning Designs Standard);
6. Applies research on change and sustains support for implementation of professional learning for long-term change (Implementation Standard); and,
7. Aligns its outcomes with educator performance as defined by the framework for effective teaching (Outcomes Standard).

Implicit in the seven standards for professional learning as outlined by Learning Forward (2011) are several prerequisites for effective professional learning. When professional learning is aligned with the standards and when educators engage in these learning events to increase their effectiveness, student learning will increase. The four prerequisites are: (1) Educators' commitment to students, all students, is the foundation of effective professional learning; (2) Each educator involved in professional learning comes to the experience ready to learn; (3) Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance; and,(4) Like all learners, educators learn in different ways and at different rates. *Learning Forward, 2011*

Florida Professional Development Protocol Standards

The standards for a quality professional development system are described in the Florida Professional Development Protocol Standards incorporated in SBE Rule 6A-5.071 http://flrules.eregulations.us/code/rule/6A-5.071. Those standards address these functions:

• **Planning** what to learn;
• **Learning** how to do it, implementing the learning activity;
• **Implementing** the learning in the classroom/school; and
• **Evaluating** the fidelity and impact of the implementation.

Focus on College and Career Ready Students

The SJCSD professional development system will promote proficiency improvements of individual educators and school-based teams. The focus of such proficiency improvements will be providing a PreK-12 learning environment and instructional supports that result in college and career ready students. District and school supported professional learning will focus resources on fidelity of implementation of priority initiatives designed to result in student success through an emphasis on:

- Standards-based instruction (CCSS and NGSSS).
- Contemporary research-based instructional practices for improving student engagement, rigor, and persistent effort to master academic standards.
- Multi-Tiered Systems of Support (MTSS)/Differentiated Instruction
- Contemporary research-based leadership practices for improving instructional leadership and faculty development.
- Data access and data systems use

There are several foundational understandings that the district's workforce must have for implementation of systemic support for college and career ready students. These foundational understandings are:

- The professional development system is the collective behaviors of individuals and collegial groups focused on professional learning. The "system" is comprised of what we actually do.
- Essential system behaviors include:

  o School-based learning cultures focused on continuous improvement of instructional and leadership practices that result in student growth.
  o Organizational supports (e.g., data, resources, time, schedules) that support educator efforts to coordinate and align professional learning with standards supporting student learning needs.

o Deliberate practice of individual educators to deepen knowledge and skills supporting college and career ready outcomes. For the district's professional development system to accomplish its purposes, the deliberate practice of instructional personnel, school and district leaders must rely on student learning data to identify targets for Deliberate Practice Growth Plans and result in actual improvements in student achievement on course requirements.

Professional learning supported through the district's professional development system will be aligned with the district's vision for college and career ready students who perform and achieve at the highest levels. The system will support increased student achievement through a PreK-12 learning environment that provides all students instruction and learning based upon common standards, sound research, collaboration and problem solving driven by multiple sources of student data.

Understanding the Standards Framework

All instructional and administrative personnel engage in individual and collegial efforts to deepen understanding of the overall framework of student academic standards in the Common Core State Standards (CCSS) and Next Generation Sunshine State Standards (NGSSS).

Use of Course Requirements

Individual and collegial efforts of classroom teachers, their supervisors and instructional coaches, deepen understanding of the specific course requirements for courses/subjects taught.

The baseline repertoire of effective educator practices includes:

- Mastery of the course requirements embedded in course descriptions (found on the CPALMS website http://www.cpalms.org/homepage/index.aspx).
- Use of those requirements in instructional design and lesson planning, instructional delivery and facilitation and assessment.
- Monitoring alignment between activities and assignments in lesson plans with the learning goals and state standards applicable to the course.

Alignment and Relationships

Many initiatives, programs, processes and approaches are intended to build capacity for college and career ready student outcomes. Understanding the relationship of each of these supports to the mission of college and career ready is critical to a systemic view that "it's all the same work." Design of and engagement in professional learning will include individual and collegial practices that specifically target the relationships between specific initiatives (such as the SJCSD Strategic Plan, District Curriculum Goal and Objectives, Common Core State Standards, Empowering Excellence in Educators (Teacher Evaluation), Florida School Leaders Assessment, Accreditation Recommendations . .) or tasks and the student learning they support.

Collaborative Planning and Implementation

A professional development system is a complex set of behaviors that supports both individual growth and success on major district and school improvement initiatives. New expectations for student achievement, instructional and leadership practices and professional learning require recurring reflection and adjusting.

Designing and implementing a professional development system with improved impact on student learning is a priority responsibility of both district and school leaders. District and school-based collaborative planning should result in:

- Focusing professional learning on deep understanding of state standards (CCSS and NGSSS).

- An expanded school-based focus on faculty and leadership development.

- Transition from an emphasis on professional development deliverables focused on "trainings" limited to imparting information to a focus on collegial, school-based "development" processes that support implementation of productive changes in practices.

- Developing supportive professional learning cultures in every school.

The SJCSD Curriculum Alignment Team, consisting of leaders at the school and district levels, will meet quarterly to plan for school and district level professional development. Much of the work of this team will focus on support of school-based professional development for faculty and leadership development. This team will include:

- School Administrators
- Professional Development Staff
- Curriculum Staff
- Accountability and Intervention Staff
- Human Resources Staff

This team will assist school leadership teams as they plan, implement and evaluate school-based professional learning with an emphasis on professional learning communities and lesson study.

School-based Focus
School and district leaders who are engaged in the selection, design, and/or delivery of the deliverables of the professional development system will shift the priority focus of their work from providing "exposure to information" to "actual implementation of learning" at the school site.

This is a shift in the distribution of time and resources. "Knowledge transmission events" held off school sites should be balanced or merged with increased support for efforts to implement professional learning at the school site. This will include design and delivery of arrays of school-

based collegial processes and practices (focused on professional learning communities and lesson study) that facilitate implementation of targeted learning at the classroom or school site with effectiveness of implementation monitored by student feedback and data. The impact of professional learning in the classroom is the most important segment of the process.

Emphasis on Development
District resource supports for professional learning deliverables shift from "training" events focused on knowledge transmission to "development" processes focused on facilitating actual changes in instructional practices in classrooms and schools. Supporting school leaders in efforts to implement improvements is an essential element in effective professional development. SJCSD supports will include coaching, observation and feedback, online resources and support for the collaborative work of professional learning communities and lesson study teams.

Standards-based Focus
The majority of professional development supported by district resources and implemented at school sites is aligned to CCSS and NGSSS and state and district initiatives leading to college and career ready students. Professional learning communities and lesson study will provide ongoing, school-day embedded, collaborative support for this focus.

Professional Learning Cultures
School and district administrators support the professional learning cultures at each school by employing development practices for instructional personnel and leadership to build and sustain the implementation of deliberate practice. This includes Deliberate Practice Growth Plans for instructional personnel and School Leader Deliberate Practice for school administrators.

Master Inservice Plan Priorities
Master Inservice Plan components are provided that support the work of professional learning communities, such as lesson study and other professional study groups, and the deliberate practice growth actions of individual educators and leaders that result in highly effective performance levels.

High Priority Purposes

Given that there will always be competing demands for professional learning resources and time, a quality system requires clear understanding of priority purposes for professional learning. Aligning actions to priority purposes maximizes the impact of available time, resources, and effort.
The overall purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum and prepare students for continuing education and the workforce. The district's system addresses these purposes by focusing on:

- Improvements in workforce proficiency leading to improved student achievement and
- Fidelity of implementation on targeted professional learning

Priority purposes for the district's professional development system are established to guide decisions and actions at all levels of the district's workforce toward fidelity of implementation and actual improvements. The specific capacities, deliverables and evaluation practices of the professional development system that are supported with district and school resources are aligned with one or more of these purposes of the district's professional development system:

- Increasing student achievement and college and career readiness through development and maintenance of educator proficiency in sound, research-based, classroom instructional strategies and school leadership strategies that promote rigor and relevance through standards-based instruction (CCSS and NGSSS);

- Enabling the workforce to function as a learning organization with the support of a professional learning culture in each school;

- Supporting "deliberate practice" as a primary process for developing workforce expertise and recruiting and retaining highly effective educators and leaders; and

- Fidelity of implementation of statutes, State Board of Education (SBE) rules, and district and state initiatives related to student learning growth, educator proficiency, and professional learning.

These High Priority Purposes are also aligned with and support the:
- 2010 – 2015 SJCSD Strategic Plan www.stjohns.k12.fl.us/admin/**plan**/SP%20Final_2010_Bd%20Approved.pdf

- SJCSD Curriculum Goal(s) and Objective(s)

- 2013 Advanced Ed Accreditation Recommendations for SJCSD

Professional Responsibility - Understanding Purposes of Professional Development
School and district leaders engage the workforce in constructive conversations about purposes for professional learning. These conversations employ the terms, concepts, contemporary research and standards related to the purposes of the professional development system.

Learning Organizations
Learning organizations are those that demonstrate a set of behaviors that promote success at complex problem solving. High quality school and district operations implement practices that are designed to support the schools in functioning as learning organizations. In the education setting, creating and sustaining a learning organization requires emergence and development of professional learning cultures in each school. A learning organization emerges as a result of the workforce learning to implement the behaviors of a learning organization. College and career ready students result from focusing the essential elements of a learning organization on continuous improvement of workforce proficiencies that impact student achievement.

Allocating Responsibilities - The district and schools are organized to distribute professional development functions and responsibilities broadly across the workforce. An effective mix of "knowledge transmission" events with facilitated school-based implementation processes improves impact. Assigning faculty with responsibilities for monitoring implementation of learning is part of how a school leader engages in faculty development.

Actual Improvement Related to Purposes
The professional development system addresses the rising expectations for student and educator performances. The goal is continuous improvement in professional learning that results in actual improvements in instructional and/or leadership performance. Participants' learning must lead to implementation on the job. School and district leaders sustain or expand supports for professional learning that result in actual improvement tied to the established system purposes. The professional development system will discontinue or modify supports that do not have an acceptable impact.

Capacities Employed in the Professional Development System

The primary capacities applied to implement the professional development system are:

- Knowledge, skills, practices and dispositions of the District's human resources;
- Effort expended by individuals, collegial teams and school and district leaders on:
  - o Personal mastery of essential instructional and leadership practices;
  - o Examining paradigm shifts and mental models that support understanding a shared vision of one educational system supporting all students;
  - o Workforce relationships that coordinate learning experiences of the PreK-12 students; and
  - o Understanding systemic connections of initiatives and standards.
- Leadership's decision-making on:
  - o Resources available for professional development (e.g., fiscal, technical, material);
  - o Uses of time, ideas, organizational structures and collegial processes that support a learning organization and school-based learning cultures; and
  - o Relationships for collaboration with others in the statewide system of professional development.

These capacities of expertise, effort and decision-making are employed through implementing the professional responsibilities for continuous improvement embedded in the Florida Educator Accomplished Practices https://www.flrules.org/gateway/ruleNo.asp?id=6A-5.065 (FEAPs) (Appendix D), the Florida Principal Leadership Standards https://www.floridaschoolleaders.org/fpls.aspx (FPLS) (Appendix E), the Florida Professional Development Protocol Standards (Appendix C), and the Code of Ethics of the Education Profession in Florida http://www.fldoe.org/edstandards/code_of_ethics.asp .

Applying these capacities to generate high quality professional learning is supported through deliberate practice guided by feedback on relevant practices embedded in the district's personnel evaluation system and data-based needs assessments.

To support the purposes of professional development, the following are priorities for application of district capacities for professional development:
- *Focusing professional learning on instructional improvement and student progress and mastery of the CCSS and NGSSS;*
- *Analyzing needs assessment data;*
- *Focusing on the support of high-needs students (MTSS)*
- *Supporting school-based professional development;*
- *Supporting a professional learning culture at each school;*
- *Aligning the professional development system to the Florida Professional Development System Evaluation Protocol;*
- *Monitoring and mitigating barriers to improvement; and*
- *Quality use of capacities through performance appraisal system indicators.*

Restructuring the use of existing resources and workforce work routines is an essential part of an ongoing capacity development focus. The following practices will be pursued in order to improve capacities for accomplishing the purposes of the district's professional development system:

- Tapping the expertise of educators within schools and the school system so that teacher leaders, mentors and principals are trained to provide mentoring, coaching, and facilitated learning to individuals, teams, and their own and other school faculties to adapt and implement learning; to increase the accuracy and frequency of use of best practices; and to increase their collective expertise for Common Core State Standards implementation.

- Aligning fiscal resources with high priority initiatives and purposes through the Curriculum Alignment Team using an application process which aligns with the functions of a quality professional development system (Appendix F).

- Using technology programs and resources to increase accessibility, efficiency and adaptability of professional learning and collegial collaboration on CCSS implementation and other high priority initiatives and purposes.

- Providing time for common planning and professional learning via early-release Wednesdays, as well as during the school day. Two Wednesdays per month are designated for professional development and include professional development such as:
   o School-based PLCs and Lesson Study teams
   o Monthly online district-wide curriculum professional learning
   o Monthly online MTSS/RtI /differentiated instruction professional learning
   o Monthly online ESE professional learning
   o Monthly media specialist and guidance professional learning

- Providing two instructional and three non-instructional district inservice days yearly.

- Engaging educators in other schools and districts in sharing expertise and problem solving.

- Participating in statewide resource-sharing processes available through Florida Department of Education supported websites, the Florida Association of District School Superintendents (FADSS), the Florida Organization of Instructional Leaders (FOIL), the Florida Association for Staff Development (FASD), consortiums and other national, state and district partners.

- Improving the work of professional learning leaders through the ongoing evaluation of staff development's effectiveness in achieving school system goals for student learning.

Professional Development System Deliverables

Professional development deliverables supported by school and district resources will be aligned with the priority purposes of the professional development system. They will be observable, subject to quality control and priority subjects for monitoring and evaluation.

- To support a professional learning culture conducive to educator growth, effective implementation of deliverables will address these functions:
    - A **planning** process that employs research-based models for professional learning;
    - Delivery that includes characteristics of high-quality professional **learning**;
    - Follow-up that facilitates effective **implementation** of the targeted learning; and
    - Monitoring and **evaluation** related to fidelity of implementation and impact on both teacher and student behaviors.

- Deliverables of the professional development system include:
    - Development activities including individual and collegial learning processes,
    - Training activities including events, workshops, courses, conferences and online modules;
    - Digital or print resources, such as data and data analyses, curriculum and other content-based resources, instructional strategy resources; and
    - Organizational structures that facilitate learning through development and/or training.

- The deliverables of the professional development system are funded through a variety of sources. Some deliverables are funded directly as professional development expenditures. Other deliverables are funded through other fiscal resources and/or embedded in workday routines of the professional educators. Analyses of sufficiency and alignment of deliverables in supporting the purposes of the professional development system applies to all deliverables regardless of funding sources.

- Deliverables will result from focusing on the purposes of the professional development system. Deliverables supported with district and school resources include those that are:
    - Designed and implemented to develop district educators' knowledge, skills, dispositions and/or practices;
    - Supported by contemporary research as likely to improve student achievement when done correctly and in appropriate circumstances (i.e. Marzano Frameworks);
    - Deliberately planned with coherent and coordinated in-depth actions and supports;
    - Successful at deepening workforce proficiency at implementing job responsibilities;
    - Necessary to support implementation of standards.

Three Levels of Implementation for Deliverables

- ✓ **School**
- ✓ **School and District**
- ✓ **District**

- **School Level**
  - **Improvement Planning -** The development and use of individual and school improvement plans are based on needs assessments. These assessments consider student learning needs and the growth needs of educators and leaders that improve their capacities to meet student learning needs.
  - **Building a Professional Learning Culture -** The deliverables of the professional development system are used to support building and sustaining a professional learning culture at the school sites. A professional learning culture encourages rigorous and collegial learning effort, risk-taking in pursuit of student achievement and professional growth.
- **School and District Levels**
  - **Aligning Deliverables with Policies and Purposes –** Employees of the district and consultants participating in the design, implementation and evaluation of deliverables of the professional development system will implement their responsibilities to ensure consistency with the district's professional development policies and purposes.
  - **Personnel in Professional Development: Distributive Leadership -** A comprehensive and collaborative professional development system requires active engagement at many levels and forms of leadership. Distributive leadership involves both distribution of leadership responsibilities and also routines for leaders at all levels to communicate with each other on a regular basis. Key personnel in the ongoing implementation of policies and associated practices of the professional development system are:
    - District leaders responsible for operations supporting college and career ready student outcomes
    - District Professional Development, Curriculum, Human Resources and Accountability and Intervention Department staffs
    - Principals and school leadership teams, including teacher leaders
    - Professional learning community leaders – colleges and universities
    - Facilitators and developers
    - Trainers and presenters
  - **Research-based Professional Development Models -** Deliverables intended to go beyond a training function and support actual development of participants on issues related to standards (CCSS, Protocols, FEAPs or FPLS) or initiatives (lesson study; Just Read, Florida; MTSS/differentiated instruction; performance appraisal) will be implemented using a research-based model for professional development and incorporate characteristics of high quality professional development.
  - **Priority Areas for Professional Learning Deliverables -** Professional learning deliverables will be provided that support standards-based instruction and fidelity

of implementation of initiatives, standards and processes that support quality instruction and leadership. Those individuals with responsibilities for design and/or delivery of such deliverables will include components that support subject matter expertise and methodology expertise. Such deliverables will support participant's fidelity of implementation on:

- Research-based practices (**Appendix H** Classroom Teacher High Effect Indicators) related to student learning growth and mastery of CCSS and NGSSS
- High-Needs Students – Targeted support for high needs students/low achieving schools will be a priority of the district. Professional development will focus on research-based strategies, student engagement and relationships and acceleration via programs such as Advancement Via Individual Determination (AVID).
- Collegial and team learning processes.
- Needs-based deliberate practice.

o **Leadership Development -** The role of the school leader (the principal in particular) is a major element in the quality of educational services provided by the district. The professional development system will provide on-going support to leadership development with an emphasis on proficiencies that support instructional leadership and faculty development.

- Contemporary research reveals a core set of leadership strategies (**Appendix I** School Leader High Effect Indicators) with a higher probability of having a positive impact on student learning than most strategies commonly used in classroom settings. The emphasis for professional development will be placed on these high effect indicators/strategies.
  - District focus on strategies for observation, feedback and coaching
- All school administrators will be provided the Florida Standards for Professional Learning and associated professional learning opportunities related to planning and implementation of high quality professional development and the needs of adult learners.
  - District focus on Professional Learning Communities/Lesson Study

o **Educator Preparation Programs** - The district will provide supports for beginning and aspiring teachers (interns) consistent with state requirements and provide:

- Beginning teacher support of teaching consistent with Florida Department of Education standards, including the use of course descriptions, lesson designs, access and use of student data , MTSS, understanding the evaluation system, mentoring and observation of effective teachers and feedback on use of the FEAPs/PEC.

- A formal orientation including training in the teacher appraisal system will be provided for all beginning teachers and teachers new to St. Johns County.
- Mentor Training, CET or Lead/Associate Teacher Training will be provided for teachers mentoring beginning teachers or supervising interns. A mentoring handbook is available for all mentoring teachers and their mentees.
  - All new Associate Teachers will attend Lead/Associate Teacher Training and will be partnered with a trained Lead Teacher.
- Mentors will be assigned to each new teacher by school or department administrators.
- Monthly professional learning activities will be provided for New Teachers which include the following topics:
  - Classroom management
  - Content knowledge (CCSS & NGSSS), planning and assessing
  - Research based teaching strategies
  - Use of formative assessment to guide instruction
  - Differentiated Instruction/MTSS
  - Professionalism - promoting positive interactions with parents, students, and colleagues
  - Student engagement
  - Reflective teaching
- The District and schools will align support with evaluation data of student learning and educator performance.
- By the end of their first year, all new teachers will demonstrate competency on each of the components of the Florida Professional Educator Competencies (PEC) (**Appendix G**).

  - Clinical Educator Training (CET) aligned to the state CET model for educators who provide support to student interns and beginning-level teachers.
  - Professional Educator Competence (PEC) support to ensure progress toward a professional certificate.
- **Data Deliverables -** Data and uses of data are deliverables of the professional development system. Data analyses will be used to track student progress, identify student learning needs, guide lesson design, planning and adjustment and generate professional learning growth feedback and targets. Collecting and analyzing data are recurring topics for training and development.
  Professional development to be provided related to access and use of data includes:
  - Professional development for teachers, school administrators and district personnel on how to access state and local data systems
    - Information Technology staff will provide ongoing Performance Tracker trainings for all school administrators and personnel designated as school trainers.

- Professional development for teachers, school administrators, and district personnel on how to use assessment data tied to student learning
  - Individual school leadership teams meet with staff from Accountability and Interventions Services to analyze school formative and summative assessment data in order to develop a School Improvement Plan which includes a Professional Development Plan.
  - Ongoing professional learning is provided by the Curriculum Department in the use of District Formative Assessment data to guide instruction.
- Professional development for teachers and school administrators on identifying appropriate data sources to inform planning
- Professional development for teachers and school administrators on the use of student learning data to develop teacher and school leader deliberate growth practice
  - Online training is provided to guide teachers in the development of Deliberate Practice Growth Plans.
- **Online and Digital Professional Learning Resources -** As the teachers, schools and district leaders need to be proficient in the use of digital and technology resources that support learning, the professional development system supports the use of digital and technology resources. This includes participation in state and regional initiatives for Florida educators and school districts to share professional learning resources through online repositories of professional learning content.
  - Increased access to professional development via technology resources is a goal of the professional development system.
  - The use of digital resources will be emphasized to support the implementation, follow-up and evaluation of professional learning.
  - Ongoing professional development regarding the use of CPALMS in planning and assessing will be provided.
- **Compliance with Statutes and Rules -** Professional development system deliverables, and other school and district actions as needed, are provided to comply with requirements of statutes, State Board of Education rules and applicable grant requirements. In addition, the district recognizes the advantages of implementing the regulations to the betterment of the system.
  Practices that support workforce understanding of what is expected are an essential element in a professional learning system. State and district communication processes that impart needed information to selected district and school leaders are only part of the process. Practices are also needed to ensure that this information is provided in a timely and comprehensive form to the necessary individuals within the district.
  - Communication of needed professional development information will be a priority task of the Curriculum Alignment Team. Information will be shared at district and school leadership meetings and posted on the Professional Development website.

- **District Level**

  o **Deliverables Aligned with Needs Assessment -** The majority of the district's professional development expenditures for deliverables focus on deliverables that address issues related to areas where needs assessments reveal gaps in addressing priority purposes of the system. The district's supported needs assessment processes will focus on issues that align with student and educator learning needs and fidelity of implementation of state and district initiatives promoting college and career ready students (CCSS).

  o **Deliverables Aligning Personnel Evaluation and Professional Development -** Personnel evaluation and professional development are coordinated systems. The professional development system will be employed to:
    - Train evaluators in the use of the evaluation systems and
    - Support deliberate practice improvement in proficiencies aligned to evaluation indicators.
    - Provide temporary intervention for education professionals who need improvements in knowledge, skills, and performance; and
    - Provide specific assistance programs to support teachers, managers and administrative personnel evaluated as unsatisfactory.

  o **Coaching Support System -** Goals for continuous improvement of student success are supported by professional learning events for instructional coaches and school administrators that incorporate development processes for coaching subject matter content, research-based instructional strategies, collegial learning and instructional planning and preparation.
    - Monthly Principal, Assistant Principal and Instructional Literacy Coach meetings will focus on the content of CCSS and NGSSS, high impact instructional strategies, effective use of timely, actionable feedback and coaching. District Peer Evaluators (EEE), who also provide coaching support for teachers, are included in monthly Assistant Principal meetings.

  o **Training and Development of Non-instructional Personnel -** Training and development of non-instructional personnel focuses on understanding of and proficiency at quality implementation of job responsibilities and preparation that supports a quality learning environment for students.
    - Non-instructional administrators will work with Professional Development to develop professional learning events which align with required job knowledge, skills, practices and dispositions and which meet needs identified through annual District Non-instructional Needs Assessments.

Evaluation Practices of the Professional Development System

A priority function of the system is enabling the workforce to support professional learning evaluation practices.

Monitoring Implementation and Effectiveness: To support reflection and quality judgments at the educator, school and district levels, evaluation practices on these issues are necessary:
- Monitoring fidelity of implementation of the system and deliverables;
- Monitoring progress on the spread of improvements in practice;
- Collaborative feedback practices at educator, school and district levels that generate feedback to guide ongoing adjustments to the system and its deliverables; and
- Formal evaluation frameworks to measure impact of professional learning on educator practices (EEE) and student achievement (formative and summative).

Evaluation by Design: The planning and design of the professional development system will include processes for:
- Evaluation of fidelity of implementation of the system deliverables;
  - Is the professional learning high quality resulting in participant satisfaction?
  - Does the professional learning result in an increase in educator knowledge and skills?
- Fidelity of subsequent implementation by educators of the professional learning on the job; and
  - Does the professional learning result in improved or enhanced practices or methods?
- Impact on participants' practices and student achievement.
  - Does the professional learning result in desired student achievement?

Collaborative Feedback: The district will ensure that the participants in professional learning are a primary source of evaluation data. This will include collaborative feedback and constructive conversations by participants and their workplace supervisors regarding the quality and effectiveness of the professional development system, its deliverables, how participants use the practices that are the focus of professional learning and how those practices are affecting student learning.

Evaluation of professional development and professional learning practices meet the Florida protocol standards and will be employed to inform judgments on:
- Continuing, modifying or discontinuing the various deliverables of the professional development system based on evidence of effectiveness.
- Sustaining, realigning or developing capacities supporting implementation of the professional development system;
- Retaining, adjusting or reorganizing school and district operations or practices that impact accomplishing the purposes of the professional development system

Evaluation Frameworks: The district will begin development and implementation of research-based frameworks that guide the scope, structure, and focus of evaluation processes implemented at the school and district levels. Evaluation frameworks will be developed and implemented for:

- Monitoring fidelity, impact, and capacity to make adjustments;
- Evaluation of the professional development system under the Florida Professional Development System Evaluation Protocol Standards; and
- Evaluation of the district's processes for alignment of professional development, personnel evaluation, standards-based instruction, data and student assessment systems.

Three Levels of Implementation for Evaluation Practices

- **District Monitoring**
- **Collaborative Feedback at the School Level**
- **Evaluation Frameworks Implemented at the District Level**

District Monitoring of Systemic Impact

- **Professional Development Monitoring Teams -** The district's professional development system is monitored by the Staff Development Council and the Curriculum Alignment Team. These teams are responsible for monitoring the alignment and quality of the professional development system in regard to:
  - Alignment of professional development and personnel evaluation systems;
  - Alignment of professional development system with priority initiatives and standards;
  - Engagement with the statewide system of professional development;
  - Adequacy of resource support for the professional development system; and
  - Policy review and revision processes.

- **Evaluation of the Impact of Professional Development on Performance Improvements -** The professional development system will include the evaluation of the impact of professional learning on:
  - Instructional practices and subject matter expertise;
  - Leadership practices and collaborative and collegial practices;
  - Major district and state initiatives, and decision-making processes; and
  - Student learning.

- **Distribution of Responsibility for Monitoring and Evaluation of Professional Development -** Supports and responsibility for evaluation of professional development are to be distributed throughout the workforce. Distributive leadership for evaluation of professional learning involves both distribution of leadership responsibilities at school and district levels but also requires that routines are established for leaders at all levels to communicate with each other on a regular basis. ***The collaborative feedback aspects of evaluations are primarily a school-level function and formal evaluation frameworks are primarily a district function.***

Collaborative Feedback: Implemented primarily at the school site level

- **Individual Responsibilities on Alignment and Impact -** Professional development carries with it an expectation that participants will change their practices in ways that benefit student achievement and support a school culture of professional learning. Participants in professional learning and their supervisors provide feedback and engage in constructive conversations on the alignment and impact of the learning with applicable standards and purposes.

- **Collaborative Feedback: Collegial processes that engage the entire workforce -** School leaders create opportunities within the schools to engage faculty in constructive conversations about professional development. These conversations and other informal data collection processes are used to provide information on the usefulness, perceived quality and level of impact of professional learning.

- **Professional Learning Culture in the Schools -** An aspect of the professional learning culture in schools is collaborative feedback. Results of monitoring of professional learning in the district provides all participants in professional learning processes and events, and school and district leaders, opportunities for reflection on the impact of professional development. Learning cultures allow sharing perceptions about professional learning supports with colleagues, schools and district leaders. To achieve fidelity of implementation and desired impacts of professional learning at the school site, how professional learning is perceived, received, and acted upon is important. These factors both influence and are influenced by the professional learning culture in the district and schools. A learning culture in a school substantially increases the probability of becoming a learning organization that can deliver success for students and educators.

- **Acting on Information from Reflection and Collegial Sharing -** District and school staff use the monitoring and evaluation information on professional development to make changes to the design, delivery, support or implementation of professional development during the course of a school year.

- **Vision Checks: Sharing Perceptions -** Each school principal implements processes at the school site that engage faculty, staff and school administrators in collegial discussion of actual and needed practices. Discussions to align the shared vision with actual practice address: needs assessments; feedback on work proficiency; decision making on professional learning; and aligning professional learning and work to the purposes of professional development, the protocols, and fidelity of implementation of initiatives. District staff and school principals will engage in collegial discussion of these issues as they apply to district processes.

Formal Evaluation Frameworks: Implemented at the district level

- **Design Focus on Evaluating Impact -** An evaluation element is included in the design of district-supported deliverables that generates collaborative feedback from participants and their supervisors on the impact of the deliverables on practices in the schools or classrooms. Practices for monitoring and evaluating the professional development system are intended to shift the paradigm on evaluation to a participatory and collaborative approach that is consistent with Florida's Professional Development System Evaluation Protocol Standards.

- **A Framework for Evaluation of Professional Development -** The evaluation process will employ a framework to focus on priority issues. The district's framework for evaluating professional development is designed to measure fidelity of implementation and impact on workforce performance and student achievement.

    o A framework for evaluating professional development will address the "what," the "how," and the "so what".
        - The What
            - Fidelity of Implementation of the PD
            - Impact of PD on the quality of:
                - Teacher content knowledge
                - Teacher instructional practices
                - Leadership practices
                - Collaboration practices
                - Student achievement
        - The How
            - How will the implementation and impact of the professional development be measured?
        - The So What
            - How will the results of the evaluation be used?

    *See **Appendix J** Framework for Evaluation of a Professional Development System.

- **Evaluation of Fidelity of Implementation -** Each professional learning deliverable should be implemented with fidelity and include sufficiently clear information about what it takes to implement the targeted professional learning in the classroom or school. The evaluation of fidelity will address the extent to which the professional development was implemented as designed. The evaluation plan for specific professional learning deliverables will include details about how and when data will be collected to assess the quality and fidelity of implementation. The fidelity of implementation should also focus on sustained, rigorous and supported professional development.

Master Inservice Plan

The district will maintain a Master Inservice Plan (MIP) for all district employees based on state adopted standards for high quality professional development as required under Section 1012.98, F.S and SBE Rule 6A-5.071, F.A.C.

The Master Inservice Plan, a major supporting element in the district's professional development system, will provide the professional educator workforce opportunities to use successful professional learning on district and school instructional improvement initiatives for certification purposes consistent with state statutes and State Board of Education rules. It is the intent of the district to enable actual improvements in teaching and leadership proficiency to contribute to credits for master inservice components for recertification purposes. In support of this, resource allocations for MIP components give priority to those aligned to state and district initiatives related to student achievment and high-effect size practices included in evaluation systems and include participant implementation of the targeted learning.

The MIP shall be redeveloped and amended as needed to include components that:
- Improve alignment with the purposes of the professional development system;
- Recognize actual improvements in effectiveness resulting from professional learning.
- Support workforce learning needs regarding state and district priorities for student progress toward college and career ready.

- **Resources Allocation Priorities –** District support via resources and inclusion of components in the MIP will give priority to professional learning aligned with state initiatives related to student achievement and high-effect size practices included in evaluation systems. This includes support for participant implementation of the targeted learning at the school or classroom level.

- **Aligned Components -** The MIP will include components that support educator development on the following:
    - CCSS, NGSSS, and Career and Technical Education Standards
    - Instructional practices for special populations (e.g., Exceptional Student Education, English Language Learners)
    - Data Access
    - Differentiated Instruction, including MTSS
    - FEAPs
    - FPLS
    - High-effect size instructional and leadership strategies addressed in the district's evaluation systems
    - Low-achieving schools
    - Peer and mentor teachers and instructional coaches
    - Professional Development System Evaluation Protocol Standards
    - Technology-supported learning
    - Science, Technology, Engineering and Mathematics (STEM)
    - Student characteristics and relationships/support systems for every student

- **Amendments to the Master Inservice Plan -** Any component developed after the annual approval of the MIP may be submitted for school board approval as an amendment to the MIP.

- **Streamlining the Master Inservice Plan -** At each annual adoption of the MIP, components no longer needed or not in alignment with current state or district purposes and priorities may be deleted from the MIP.

- **Department of Education Information Data Base Requirements -** Professional development data required for inclusion in the DOE Information Data Base Requirements (state survey data) are collected, verified and reported in a timely manner. Where such data are collected and reported by district offices other than the professional development director, the professional development director will be involved in the review of the collection processes and accuracy of data collected prior to submission to the state.

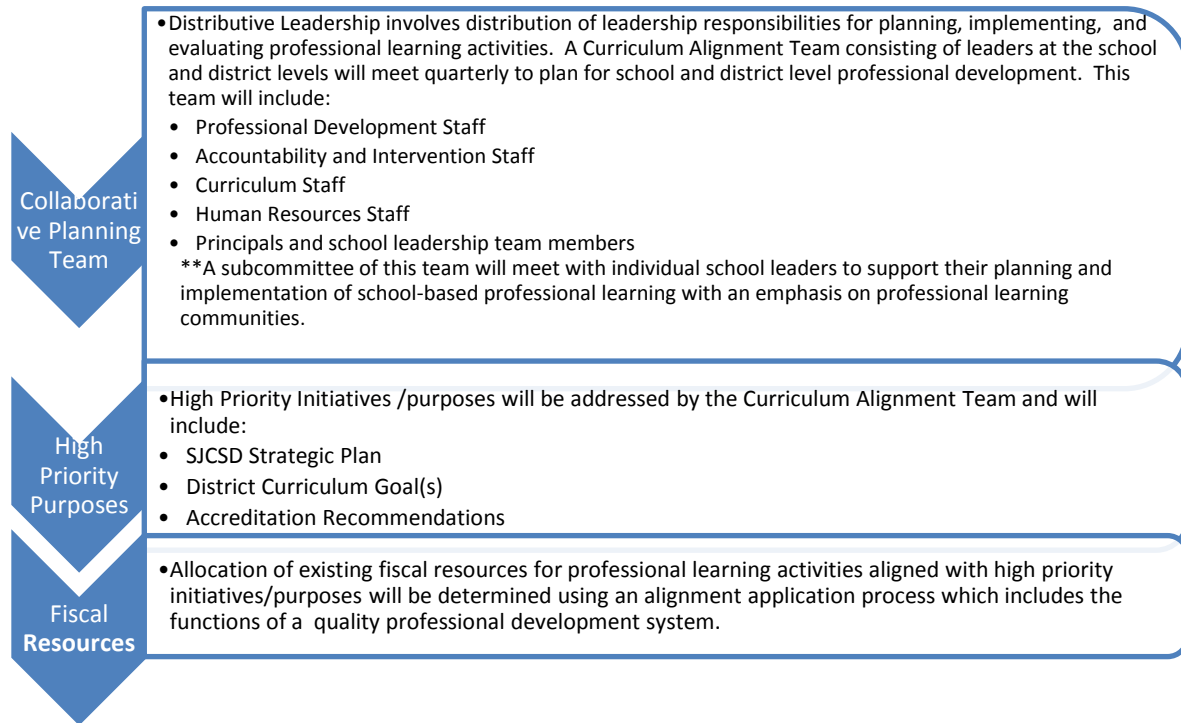## Planning, Implementing, Supporting and Evaluating High Quality Professional Development

Characteristics of High Quality Professional Development

Researchers generally agree on what constitutes high quality professional development (Correnti, 2007; Desimone, 2009). A review of 12 research studies and articles identified eight characteristics of high-quality professional development. Learning opportunities:

- Are focused on content;
- Develop pedagogical knowledge and skill;
- Align with standards, curriculum, and assessments;
- Involve active learning by participants;
- Are applied in the context of teacher practice;
- Are participatory and collaborative;
- Occur over a sustained period of time; and
- Require teachers to direct their personal professional development.

Considerable evidence suggests that high quality professional development improves teacher practice. Professional development has been shown to have greater influence on teacher practice than any other teacher or classroom characteristic (Correnti, 2007). As such, McIntyre, Kyle, Chen, Munoz, and Beldon (2010) assert that the absence of critical program characteristics will result in less than full implementation of new skills and knowledge by teachers. (*McREL – Module 3; Preparing Districts to Evaluate Professional Development, 2012*)

Curriculum Alignment Team

Collaborative Planning Team

- Distributive Leadership involves distribution of leadership responsibilities for planning, implementing, and evaluating professional learning activities. A Curriculum Alignment Team consisting of leaders at the school and district levels will meet quarterly to plan for school and district level professional development. This team will include:
  - Professional Development Staff
  - Accountability and Intervention Staff
  - Curriculum Staff
  - Human Resources Staff
  - Principals and school leadership team members

  **A subcommittee of this team will meet with individual school leaders to support their planning and implementation of school-based professional learning with an emphasis on professional learning communities.

High Priority Purposes

- High Priority Initiatives /purposes will be addressed by the Curriculum Alignment Team and will include:
  - SJCSD Strategic Plan
  - District Curriculum Goal(s)
  - Accreditation Recommendations

Fiscal Resources

- Allocation of existing fiscal resources for professional learning activities aligned with high priority initiatives/purposes will be determined using an alignment application process which includes the functions of a quality professional development system.
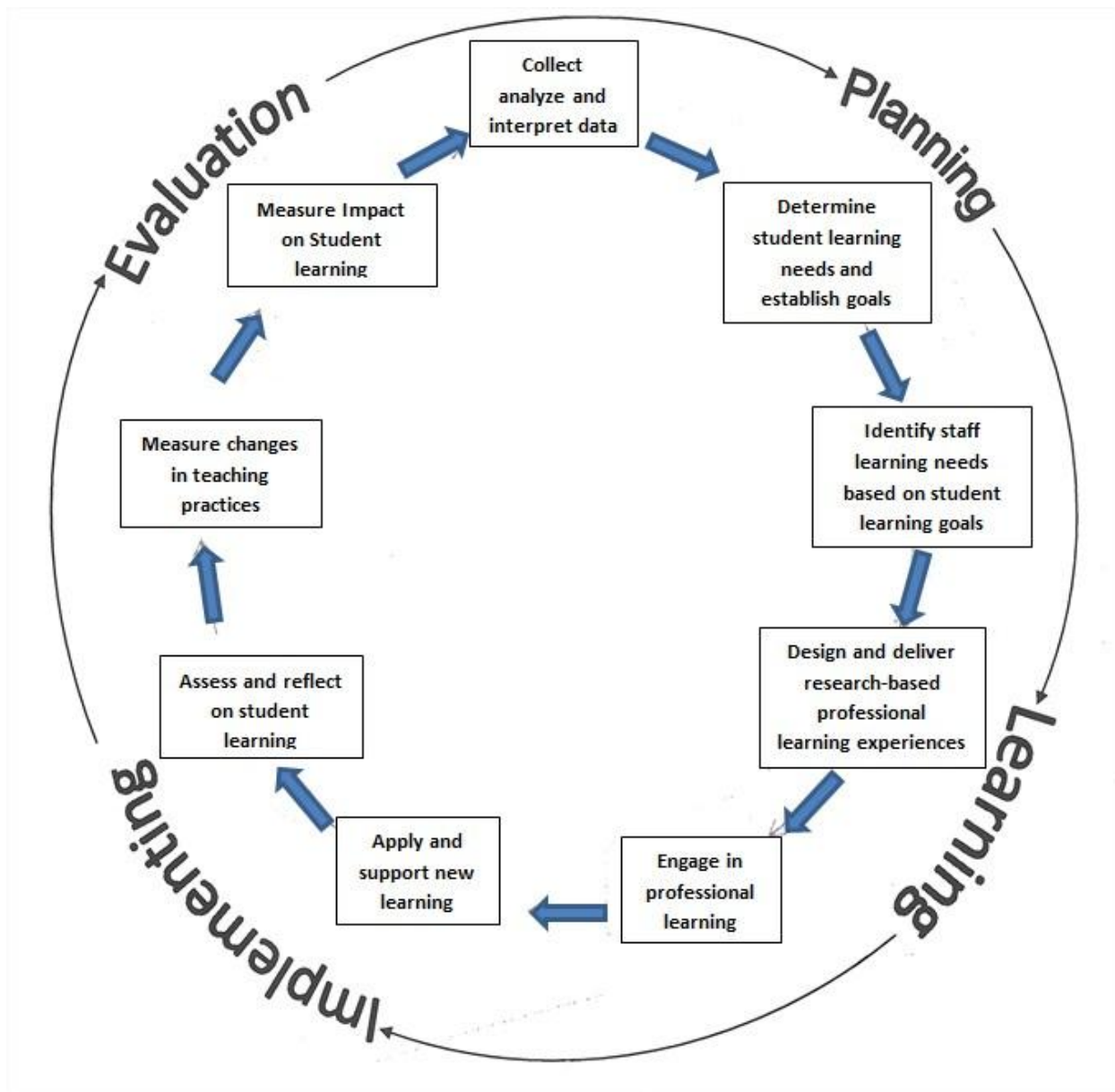
Florida Professional Development Protocol Standards

The protocol standards affirm the recursive nature of professional development. In fact, the Evaluation Protocol refers to professional development as "the process of continuous development for educators and other education personnel." Continuous development infers that educators, schools and districts must move through the four strands (planning, learning, implementing and evaluating) in the standards in an organized and thoughtful manner. The guiding questions for each strand are:

- **Planning:** What planning occurs to organize and support the professional learning for educators?
- **Learning:** What is the quality of the professional learning in which educators participate?
- **Implementing:** How do educators apply the skills and knowledge gained through the professional learning?
- **Evaluating:** What evaluation occurs to ensure that the professional learning resulted in educators applying what they learned in the school/classroom and improvements in student learning occurred as a direct outcome? (*McREL – Module 3; Preparing Districts to Evaluate Professional Development, 2012*)

SJCSD Professional Development Framework

Planning

In order to plan for a comprehensive, coherent professional development program, it is essential to collect multiple sources of data to identify district, school and faculty (individual) professional development needs. Planning begins with needs assessments at the district, school and faculty (individual) levels.

District Strategic Plan
The district strategic plan identifies goals with measurable objectives to monitor progress toward those goals. The results of the objectives will be monitored to determine what adjustments should be made to meet the goals.

School Improvement Plans
The School Improvement Plan is developed and implemented in alignment with state and federal requirements. Each school annually examines student achievement data to identify the needs of students. The school determines primary areas of content focus which are utilized to develop the professional development portion of the School Improvement Plan.

School Professional Development Plan
Each school has a plan for implementing effective instructional practices to impact student achievement.
- Each school has a professional development plan aligned with, or included in, their School Improvement Plan (SIP). The goals of the plan align with the district curriculum goal and identify adult and student needs.
- Individuals participate in professional development at the district and school levels that aligns with identified needs.

Educator Deliberate Practice Growth Plans

SJCSD's Deliberate Practice Growth Plan is a teacher-specific plan designed to ensure individual professional growth. Teachers create a Deliberate Practice Growth Plan aligned with self-reflection, previous observation feedback and student data reviews and submit it for administrative approval. When the plan is approved, the teacher begins the process of putting his/her plan into action throughout the year. This process consists of the following:

- Break the goal into actionable steps for improvement;
- Seek professional development supporting implementation of those steps;
- Receive feedback from observers/administrators and students on the effectiveness of implementation including using student data as a key indicator;
- Self-reflect on the effectiveness of implementation;
- Seek further professional development if needed based upon feedback and self-reflection;

- Revisit or progress to new action steps based upon feedback, student data and self-reflection;
- Repeat the process.

The Deliberate Practice Growth Plan should be a focus for individual professional growth throughout the year. Decisions related to professional development should be made based on how the selected professional development activities will assist the teacher to reach his/her deliberate practice goals and the impact that the individualized professional development will have on student achievement.
*Data from teacher evaluations will be used to plan and evaluate professional development.

Leadership Professional Development Plans (LPDPs)

SJCSD's School Leader Deliberate Practice is a leader-specific plan designed to ensure individual professional growth. School leaders create a Deliberate Practice Growth Plan through self-reflection aligned with the Florida School Leadership Standards and data reviews. The plan is approved by the Superintendent. When approved, the school leader begins the process of putting his/her plan into action throughout the year. This process consists of the following:

- Break the goal into actionable steps for improvement;
- Seek professional development supporting implementation of those steps;
- Receive feedback from district administrators on the effectiveness of implementation;
- Self-reflect on the effectiveness of implementation;
- Seek further professional development if needed based upon feedback and self-reflection;
- Revisit or progress to new action steps based upon feedback and self-reflection;
- Repeat the process.

The School Leader's Deliberate Practice should be a focus for individual professional growth throughout the year. Decisions related to professional development are made based on how the selected professional development activities will assist the school leader to reach his/her deliberate practice goals.
*Data from principal evaluations will be used to plan and evaluate professional development.

Needs Assessment Data and Establishing Priorities

Professional learning offerings designed to ensure optimal student growth will be aligned with data and district and state mandates including:

   A. Student Achievement Data – formative and summative
   B. Student Behavioral Data
   C. School Improvement Plans
   D. School Professional Development Plans and CCSS Implementation Plans
   E. District, State and Federal Initiatives – Common Core State Standards
   F. Annual Needs Assessments for Administrative Personnel

      G. Annual Needs Assessments for Instructional Personnel
      H. Annual Needs Assessments for non-Instructional Personnel
      I. Annual Teacher Evaluation Data
      J. Annual School Leader Evaluation Data
      K. Parental and Community Input via SAC surveys

See Appendix K for Planning Guidelines and Resources.

Learning

Professional learning activities delivered at the district level will focus on the following high priority purposes:

- Educator effectiveness and student achievement
- CCSS, NGSSS, and Career and Technical Education Standards
- High-effect size instructional and leadership strategies addressed in the district's evaluation systems
- Instructional practices for special populations (e.g., Exceptional Student Education, English Language Learners)
- Data access and use of data to inform instruction
- Formative Assessment – design and use to guide instruction
- MTSS/Differentiated instruction
- FEAPs
- FPLS

Professional learning activities should meet the following criteria:

- Link to federal, state, district, local and/or school improvement goals
- Target the knowledge, skills, practices and dispositions of instructional and non-instructional personnel
- Link to specific, measurable objectives related to instructional practice and student achievement
- Use activities appropriate to the intended goal, applying knowledge of adult learning and change. The activities should model effective professional learning design with demonstration, practice and feedback, followed by ongoing support (e.g., coaching, study groups, teaming)
- Provide differentiated professional learning and support that is sustained over time with significant follow-up and monitoring until the skills become part of the teaching repertoire
- Provide for the evaluation of teacher effectiveness and impact on student achievement

See Appendix L for Learning Guidelines and Resources.

Implementation

It is important to ensure knowledge and skills learned by teachers are transferred to the classrooms. Monitoring and feedback, data collection, support and additional professional development should be provided, such as:

- Structured Coaching/Mentoring - *May include direct observation, conferencing, oral reflection and/or lesson demonstration*
- Content specialist support
- Administrative feedback and coaching support
- Web-based resources
  - o Electronic, Interactive
  - o Electronic, Non-Interactive
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes
- Participant product related to training (may include lesson plans, written reflection, and audio/videotape, case study, samples of student work)
- PLC/Lesson Study group participation

See Appendix M for Implementing Guidelines and Resources.

Evaluation

According to Florida Statue 1012.98, the district provides evaluation of the quality and effectiveness of professional development programs. Quantitative and qualitative data are collected on all three levels (district, school, educator). Additionally, the district monitors professional development activities to ensure they are aligned with the Florida Professional Development Evaluation Protocol.

In order to ensure continuous improvement, the district encourages formative and summative evaluation, both at the district and school levels related to Guskey's levels of evaluation (2000). The evaluation process begins with collecting data on participants' reactions (Level 1) and continues to evaluation tied to student learning outcomes (Level 5).

See Appendix N for Evaluation Guidelines and Resources.

Leadership Development

School Principals, Assistant Principals and Curriculum Coordinators

As the role of the school leader (the principal in particular) is a major element in the quality of educational services provided by the district, the professional development system provides on-going support to leadership development with an emphasis on proficiencies that support instructional leadership and faculty development.

School leaders will participate in ongoing leadership training. The primary focus of this training is professional development in the area of curriculum and instruction and leadership development. The emphasis of leadership development is deepening knowledge of and application of instructional leadership and faculty development as outlined in Domain 2 of the Florida School Leader Assessment. Differentiated professional learning is provided via role-alike PLCs. School leaders identify areas of need and build leadership capacity through peer coaching and sharing best practices. Additionally, school leaders deepen their understanding of leadership through self-initiated role-alike PLCs and vertical planning meetings.

Support and development for the school leader is also provided through coaching. As part of the St. Johns County School District School Leader Assessment, district leadership team members work with each school leader to support and monitor deliberate practice. Coaching is also provided by the Leadership Principal on Assignment via individual meetings focusing on the specific needs of each school leader.

School leaders new to the position or the school district are assigned mentors. These mentors work with the new school leader to support understanding and implementation of district policies and practices.

Leadership Academies

- Phase 1 Leadership Academy

- Phase 2 Leadership Academy

- Phase 3 Leadership Academy

- Instructional Literacy Coach Leadership Academy

Professional Learning Communities

"True learning communities are characterized by disciplined, professional collaboration and ongoing assessment. This is the surest, most promising route to better school performance, and the reasons are compelling . . . Teachers learn best from other teachers in settings where they literally teach each other the art of teaching. For this to happen, collaboration has to occur in a radically different way . . . Productive collaboration cannot be casual or general; it is instead characterized by: frequent, continuous, and increasingly concrete and precise talk about teaching practice . . . adequate to the complexities of teaching and capable of distinguishing one practice and its virtue from another."

*Judith Warren Little as cited in Schmoker, M. (2005). No turning back. In R. DuFour, R. Eaker, & R. DuFour (Eds.), **On common ground: The power of professional learning communities** (pp. 141-142). Bloomington, IN: National Educational Service.*

SJCSD is committed to improving student achievement through job-embedded, collaborative professional learning communities (PLCs) at all district schools. Teacher learning impacts student learning when teachers are working and learning with their colleagues. "A PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve." *DuFour, R. **Learning by Doing: A Handbook for Professional Learning***

In a PLC, educators shift their focus from teaching to learning. The goals of educators involved in PLCs are:

- **Ensuring that all students learn.** Every classroom includes students of varying abilities. In a PLC, teachers are prepared to serve both the students who learn material quickly and those who need additional time and support. That means developing a coordinated strategy to provide timely intervention when students are struggling.
- **Creating a culture of collaboration.** In many schools, teachers work in isolation. While staff may come together to formulate basic operational policies (like how to respond to tardiness or supervise recess), they do not engage in professional dialogue about what works in their classrooms. In a PLC school, educators share best practices, join forces to solve problems and work together to improve both their individual performances and the school's performance as a whole.
- **Focusing on results.** To ensure that a PLC meets its educational goals, educators must identify students' current levels of achievement, establish clear educational objectives, work together to meet those goals, provide evidence that they have succeeded, reflect on successes and identify areas for further growth.

Appendices

Appendix A: School Community Professional Development Act

1012.98 School Community Professional Development Act

(1)   The Department of Education, public postsecondary educational institutions, public school districts, public schools, state education foundations, consortia, and professional organizations in this state shall work collaboratively to establish a coordinated system of professional development. The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. The system of professional development must align to the standards adopted by the state and support the framework for standards adopted by the National Staff Development Council.

(2)   The school community includes students and parents, administrative personnel, managers, instructional personnel, support personnel, members of district school boards, members of school advisory councils, business partners, and personnel that provide health and social services to students.

(3)   The activities designed to implement this section must:

(a)   Support and increase the success of educators through collaboratively developed school improvement plans that focus on:

1.   Enhanced and differentiated instructional strategies to engage students in a rigorous and relevant curriculum based on state and local educational standards, goals, and initiatives;

2.   Increased opportunities to provide meaningful relationships between teachers and all students; and

3.   Increased opportunities for professional collaboration among and between teachers, guidance counselors, instructional leaders, postsecondary educators engaged in preservice training for new teachers, and the workforce community.

(b)   Assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels and to participate as active learners and that prepare students for success at subsequent educational levels and the workforce.

(c)   Provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.

(4)   The Department of Education, school districts, schools, Florida College System institutions, and state universities share the responsibilities described in this section. These responsibilities include the following:

(a)   The department shall disseminate to the school community research-based professional development methods and programs that have demonstrated success in meeting identified student needs. The Commissioner of Education shall use data on student achievement to identify student needs. The methods of dissemination must include a web-based statewide performance support system, including a database of exemplary professional development activities, a listing of available professional development resources, training programs, and available assistance.

(b)   Each school district shall develop a professional development system as specified in subsection (3). The system shall be developed in consultation with teachers, teacher-educators of Florida College System institutions and state universities, business and community representatives, and local education foundations, consortia, and professional organizations. The professional development system must:

1.   Be approved by the department. All substantial revisions to the system shall be submitted to the department for review for continued approval.

2.   Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Schools and districts, in developing and refining the professional development system, shall also review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

3.   Provide inservice activities coupled with follow-up support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for instructional personnel shall focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

4.   Include a master plan for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The master plan shall be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each district inservice plan must be aligned to and support the school-based inservice plans and school improvement plans pursuant to s. 1001.42(18). District plans must be approved by the district school board annually in order to

ensure compliance with subsection (1) and to allow for dissemination of research-based best practices to other districts. District school boards must submit verification of their approval to the Commissioner of Education no later than October 1, annually.

5.   Require each school principal to establish and maintain an individual professional development plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(18). The individual professional development plan must:

> a.   Be related to specific performance data for the students to whom the teacher is assigned.
>
> b.   Define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity.
>
> c.   Include an evaluation component that determines the effectiveness of the professional development plan.

6.   Include inservice activities for school administrative personnel that address updated skills necessary for instructional leadership and effective school management pursuant to s. 1012.986.

7.   Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional development programs.

8.   Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs.

9.   Provide for the continuous evaluation of the quality and effectiveness of professional development programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.

(5)   Each district school board shall provide funding for the professional development system as required by s. 1011.62 and the General Appropriations Act, and shall direct expenditures from other funding sources to continuously strengthen the system in order to increase student achievement and support instructional staff in enhancing rigor and relevance in the classroom. A school district may coordinate its professional development program with that of another district, with an educational consortium, or with a Florida College System institution or university, especially in preparing and educating personnel. Each district school board shall make available inservice activities to instructional personnel of nonpublic schools in the district and the state certified teachers who are not employed by the district school board on a fee basis not to exceed the cost of the activity per all participants.

(6)   An organization of private schools which has no fewer than 10 member schools in this state, which publishes and files with the Department of Education copies of its standards, and the member schools of which comply with the provisions of part II of chapter 1003, relating to compulsory school attendance, may also develop a professional development system that includes a master plan for inservice activities. The system and inservice plan must be submitted to the commissioner for approval pursuant to rules of the State Board of Education.

(7)   The Department of Education shall disseminate, using web-based technology, research-based best practice methods by which the state and district school boards may evaluate and improve the professional development system. The best practices must include data that indicate the progress of all students. The department shall report annually to the State Board of Education and the Legislature any school district that, in the determination of the department, has failed to provide an adequate professional development system. This report must include the results of the department's investigation and of any intervention provided.

(8)   The State Board of Education may adopt rules pursuant to ss. 120.536(1) and 120.54 to administer this section.

(9)   This section does not limit or discourage a district school board from contracting with independent entities for professional development services and inservice education if the district school board can demonstrate to the Commissioner of Education that, through such a contract, a better product can be acquired or its goals for education improvement can be better met.

(10)   For teachers, managers, and administrative personnel who have been evaluated as less than satisfactory, a district school board shall require participation in specific professional development programs as part of the improvement prescription.

(11)   The department shall disseminate to the school community proven model professional development programs that have demonstrated success in increasing rigorous and relevant content, increasing student achievement and engagement, and meeting identified student needs. The methods of dissemination must include a web-based statewide performance-support system including a database of exemplary professional development activities, a listing of available professional development resources, training programs, and available technical assistance.

(12)   The department shall require teachers in grades 1-12 to participate in continuing education training provided by the Department of Children and Family Services on identifying and reporting child abuse and neglect.

Appendix B: National Standards for Professional Learning
Learning Forward http://learningforward.org/standards/standards-list

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Appendix C: Florida Professional Development Protocol Standards

Protocol Standards –Third Cycle

1. EDUCATOR LEVEL

1.1. Planning

1.1.1. Individual Needs Assessment: The educator identifies individual professional learning goals with primary emphasis on student learning needs by reviewing certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, and school and team goals.

1.1.2. Administrator Review: The educator meets with a school administrator to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, content areas, or the whole school.

1.1.3. Individual Professional Development Plan: The educator's Individual Professional Development Plan (IPDP) specifies the professional learning needs related to identified student achievement goals for those students to which the educator is assigned; aligned with the educator's level of development; and contains: a) clearly defined professional learning goals that specify measurable improvement in student achievement; b) changes in the educator's practices resulting from professional learning; and c) an evaluation plan that determines the effectiveness of the professional learning.

1.2. Learning

1.2.1. Learning Communities: The educator participates in collaborative learning communities whose members use a cycle of continuous improvement to achieve goals that align with individual, school, and district goals for student achievement.

1.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

1.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback.

1.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.

1.2.5. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

1.2.6. Time Resources: Sufficient time within the work day is available and used for professional development.

1.2.7. Coordinated Records: Educators have easy access to up-to-date records of their professional learning.

1.3. Implementing

1.3.1. Implementation of Learning: The educator applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice.

1.3.2. Coaching and Mentoring: Skillful coaches, mentors, or others provide sufficient classroom- and school-focused support and assistance to the educator to ensure high-fidelity implementation of professional learning.

1.3.3. Web-based Resources and Assistance: The district provides educators with web-based resources and assistance to support implementation of professional learning.

1.4. Evaluating
1.4.1. Implementing the Plan: The educator and a school administrator conduct an evaluation of the degree of fidelity with which the IPDP was implemented.

1.4.2. Changes in Educator Practice: The educator evaluates the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

1.4.3. Changes in Students: The educator determines the degree to which his or her professional learning contributed to student performance gains as measured by classroom assessment data.

1.4.4. Evaluation Methods: The educator uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

1.4.5. Use of Results: The educator uses the results of the IPDP evaluation as part of a continuous improvement process to develop the following year's IPDP, and to revise professional learning goals based on student performance results and documented teaching practice.

2. SCHOOL LEVEL

2.1. Planning

2.1.1. School Needs Assessment: At least annually the school identifies professional learning needs through a classroom-by-classroom analysis of disaggregated student achievement data by content and skill areas, subgroups needing special assistance, and other school data.

2.1.2. Reviewing Professional Development Plans: The school administrator meets with individual educators to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, school, content areas, or the whole school.

2.1.3. Reviewing Annual Performance Appraisal Data: The school administrator uses information from annual performance appraisals of educators to identify professional learning needs for individuals, teams, or whole-school faculty.

2.1.4. Generating a School-wide Professional Development Plan: As part of the School Improvement Plan and in collaboration with the district's Professional Development System, the school administrator and School Advisory Council generate a school-wide Professional Development Plan that includes research- and/or evidence-based professional development aligned to identified classroom-level needs for student achievement, responds to educators' level of development, and specifies how the plan will be evaluated.

2.1.5. Individual Leadership Development Plan: School administrators create and implement Individual Leadership Development Plans that are based on school and classroom disaggregated student achievement and behavior data and the needs of student groups not making AYP, and contain clearly defined professional learning goals that specify measurable improvement in student performance, improvements in teacher effectiveness, changes in administrator practices resulting from professional learning, and an evaluation plan that determines the effectiveness of the Individual Leadership Development Plan.

2.2. Learning

2.2.1. Learning Communities: School-based professional learning occurs in collaborative teams of adults whose goals are aligned with the team members' IPDPs and the school and district goals for student achievement.

2.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

2.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback.

2.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.

2.2.5. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

2.2.6. Time Resources: Sufficient time within the work day is available and used for professional development.

2.2.7. Coordinated Records. School administrators regularly generate and review reports on faculty participation in professional learning.

2.3. Implementing

2.3.1. Implementation of Learning: The school provides follow-up support to facilitate implementation of professional learning in the workplace.

2.3.2. Coaching and Mentoring: The school provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.

2.3.3. Web-based Resources and Assistance: The school supports the implementation of professional learning through school and district web-based resources and facilitates educator awareness of and access to district web-based resources.

2.4. Evaluating

2.4.1. Implementing the Plan: At least annually the school conducts an evaluation of the degree of fidelity with which the school's Professional Development Plan is implemented.

2.4.2. Changes in Educator Practice: The school conducts an evaluation of the Professional Development Plan to assess its impact on educator practices at the classroom and/or school level.

2.4.3. Changes in Students: The school conducts an evaluation of the Professional Development Plan to assess its impact on student performance.

2.4.4. Evaluation Measures: Schools use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

2.4.5. Use of Results: School administrators and the School Advisory Council review school-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.

3. DISTRICT LEVEL

3.1. Planning

3.1.1. District Needs Assessment: At least annually the district identifies professional learning needs through a school-by-school analysis of disaggregated student achievement by content area and skills, behavioral data, and other district data.

3.1.2. Generating a District-wide Professional Development System: Based on identified professional learning needs, the district generates a district-wide Professional Development System that is research- and/or evidence-based, specifies how the plan will be evaluated, and aligns with the Florida Protocol Standards, identified student and educator learning needs, educators' level of development, School Improvement Plans, Comprehensive K-12 Reading Plans, Title I Plan, annual performance appraisal data, discipline data, school environment surveys, assessments of parental satisfaction, other performance indicators, and the district strategic plan.

3.1.3. Research/Evidence Basis: The district's professional learning is based on research- and/or evidence-based instructional and intervention strategies proven to increase student achievement.

3.1.4. Content Standards for Student Outcomes: The district's professional learning supports implementing state-adopted content standards for student outcomes.

3.1.5. Integration of Initiatives: Professional learning supports educators in integrating and using federal, state, and district initiatives in content, instruction, and intervention strategies to increase student achievement.

3.1.6. Leadership Development: The district plans, implements, and continuously improves a state-approved, competency-based system of professional learning that develops, maintains, and improves the leadership competencies and skills of employees as instructional leaders.

3.1.7. Non-instructional Staff: The district plans, delivers, supports, and evaluates professional learning for non-instructional staff to enhance job performance according to the Florida Protocol Standards.

3.1.8. Professional Learning Facilitators: The district's system of professional learning includes dissemination of the Florida Protocol System to all staff who plan and facilitate professional learning.

3.1.6. Leadership Development: The district plans, implements, and continuously improves a state-approved, competency-based system of professional learning that develops, maintains, and improves the leadership competencies and skills of employees as instructional leaders.

3.1.7. Non-instructional Staff: The district plans, delivers, supports, and evaluates professional learning for non-instructional staff to enhance job performance according to the Florida Protocol Standards.

3.1.8. Professional Learning Facilitators: The district's system of professional learning includes dissemination of the Florida Protocol System to all staff who plan and facilitate professional learning.

3.2. Learning

3.2.1. Learning Communities: The district supports and encourages professional learning in collaborative teams of educators.

3.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

3.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback.

3.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.

3.2.5. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

3.2.6. Time Resources: Sufficient time within the work day is available and used for professional development.

3.2.7. Coordinated Records: The district maintains up-to-date, easily accessible records on all professional learning that provide data for certification and inservice points for all staff.

3.2.8. District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.

3.2.9. Learning Organization: The district fosters and develops the maximum potential of all employees through professional learning.

3.3. Implementing

3.3.1. Implementation of Learning: The district provides a follow-up support system to facilitate implementation of professional learning in the workplace.

3.3.2. Coaching and Mentoring: The district provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.

3.3.3. Web-based Resources and Assistance: The district supports the implementation of professional learning through district and school web-based resources and facilitates educator awareness of and access to district web-based resources.

3.4. Evaluating

3.4.1. Implementing the System: The district conducts an ongoing formal evaluation of the degree of fidelity with which the district's Professional Development System is implemented.

3.4.2. Implementation of Learning: The district evaluates at least 10% of the district-level professional learning to assess the level of high-fidelity implementation in the work place.

3.4.3. Changes in Students: The district assesses the impact of professional learning on student performance.

3.4.4. Evaluation Measures: The district uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

3.4.5. Use of Results: The district reviews district- and school-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.

3.4.6. Fiscal Resources: The district documents that sufficient fiscal resources are used to support professional learning that aligns with school and district goals.

3.4.7. Student Gains: The district demonstrates an overall increase in student achievement as measured by the Florida Department of Education's district accountability system.

Appendix D: Florida Educator Accomplished Practices (FEAPs)

2011 Florida Educator Accomplished Practices

The Accomplished Practices are based upon three (3) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

A. **Quality of Instruction**

1. **Instructional Design and Lesson Planning**. Applying concepts from human development and learning theories, the effective educator consistently:
   a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
   b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
   c. Designs instruction for students to achieve mastery;
   d. Selects appropriate formative assessments to monitor learning;
   e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons: and
   f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. **The Learning Environment**. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
   a. Organizes, allocates, and manages the resources of time, space, and attention;
   b. Manages individual and class behaviors through a well-planned management system;
   c. Conveys high expectations to all students;
   d. Respects students' cultural, linguistic and family background;
   e. Models clear, acceptable oral and written communication skills;
   f. Maintains a climate of openness, inquiry, fairness and support;
   g. Integrates current information and communication technologies;
   h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
   i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. **Instructional Delivery and Facilitation**. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
   a. Deliver engaging and challenging lessons;
   b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
   c. Identify gaps in students' subject matter knowledge;
   d. Modify instruction to respond to preconceptions or misconceptions;
   e. Relate and integrate the subject matter with other disciplines and life experiences;
   f. Employ higher-order questioning techniques;
   g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
   h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
   i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
   j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. **Assessment**. The effective educator:
   a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
   b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
   c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
   d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
   e. Shares the importance and outcomes of student assessment data with the student and the students' parent/caregiver(s); and
   f. Applies technology to organize and integrate assessment information

B. **Continuous Improvement, Responsibility, and Ethics**
    1. **Continuous Professional Improvement**. The effective educator consistently;
        a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs
        b. Examines and uses data-informed research to improve instruction and student achievement;
        c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
        d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues: and
        e. Implements knowledge and skills learned in professional development in the teaching and learning process.
    2. **Professional Responsibility and Ethical Conduct**. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C. and fulfills the expected obligations to students, the public and the education profession.

Appendix E: Florida Principal Leadership Standards

Purpose and Structure of the Standards
Purpose: The Standards are set forth in rule as Florida's core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

Structure. There are ten Standards grouped into categories, which can be considered domains of effective leadership. Each Standard has a title and includes, as necessary, descriptors that further clarify or define the Standard, so that the Standards may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

Domain 1: Student Achievement:

Standard 1: Student Learning Results.
Effective school leaders achieve results on the school's student learning goals.

   a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and
   b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority.
Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

   a. Enables faculty and staff to work as a system focused on student learning;
   b. Maintains a school climate that supports student engagement in learning;
   c. Generates high expectations for learning growth by all students; and
   d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:

Standard 3: <u>Instructional Plan Implementation</u>.
Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

    a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
    b. Engages in data analysis for instructional planning and improvement;
    c. Communicates the relationships among academic standards, effective instruction, and student performance;
    d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
    e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: <u>Faculty Development</u>.
Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

    a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
    b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
    c. Employs a faculty with the instructional proficiencies needed for the school population served;
    d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
    e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
    f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: <u>Learning Environment</u>.
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader:

    a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
    b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
    c. Promotes school and classroom practices that validate and value similarities and differences among students;

d. Provides recurring monitoring and feedback on the quality of the learning environment;
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership

Standard 6: <u>Decision Making</u>.
Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
d. Empowers others and distributes leadership when appropriate; and
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: <u>Leadership Development</u>.
Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

a. Identifies and cultivates potential and emerging leaders;
b. Provides evidence of delegation and trust in subordinate leaders;
c. Plans for succession management in key positions;
d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: <u>School Management</u>.
Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
b. Establishes appropriate deadlines for him/herself and the entire organization;
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: <u>Communication</u>.
Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:

a. Actively listens to and learns from students, staff, parents, and community stakeholders;
b. Recognizes individuals for effective performance;
c. Communicates student expectations and performance information to students, parents, and community;
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
f. Utilizes appropriate technologies for communication and collaboration; and
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior:

Standard 10: <u>Professional and Ethical Behaviors</u>.
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
e. Demonstrates willingness to admit error and learn from it;
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Appendix F: Fiscal Resources Application

<u>Professional Development Training Request</u>

RTTT Request   _____   Title II Request   _____

Date of Request   _____   ***Federal Programs***

Who? *(Please identify school(s))*	
What? (*please identify what the training is – topic and learning goal)*	
Where? (*please identify the location for the training*)	
When? (*please identify the date(s) and time(s) for the training*)	
Why? (*please identify the reason the training is needed and how it is tied with research-based best practices*)	

Description of Materials	
Quantity/Order Details	
Vendor Name and Address	
Phone/Fax number	

Cost	
Shipping (if applicable)	
Total	

Will inservice points be awarded?	
Who will be the contact for the training event?	
When are materials needed?	

* Please attach an agenda for the training/conference. Title II training is required to be at least two days. All training MUST be preapproved.

Signature for request   (Principal/AP) _____   Date _____

Signature for approval   (Federal Programs) _____   Date _____

DATE _____

NAME of ACTIVITY _____

COST _____   **Federal Programs**

Rubric	0 Does not meet	1 Meets partially	2 Meets fully
Required by state or federal government			
Aligns with EEE or FSLA or CCSS/NGSSS or Curriculum Goal			
The activity promotes best practices of high yield strategies among all schools			
The activity builds capacity			
The activity provides impact to student learning			
The activity includes an evaluation			

Rate each item on a scale of 1 to 3   TOTAL _____

ACTIVITY REVIEW		
Meets all needs for consideration for consideration pending available resources	Meets most needs for consideration pending available resources	Does not meet current needs

Signatures _____   Date _____

(Curriculum Department)

_____   Date _____

(ESS Department)

_____   Date _____

(Federal Programs)

_____   Date _____

(Deputy Superintendent for Academic Services)

Appendix G: Professional Educator Competencies (PEC)

1.   **Instructional Design and Lesson Planning**
     Applying concepts from human development and learning theories, the effective educator consistently:
     - **A.** Aligns instruction with state adopted standards at the appropriate level of rigor
     - **B.** Sequences lessons and concepts to ensure coherence and required prior knowledge.
     - **C.** Designs instruction for students to achieve mastery.
     - **D.** Selects appropriate formative assessments to monitor learning.
     - **E.** Uses a variety of data to evaluate learning outcomes, adjust planning, and improve the effectiveness of the lessons.
     - **F.** Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2.   **Learning Environment**
     To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
     - **A.** Organizes, allocates, and manages the resources of time, space, and attention
     - **B.** Manages individual and class behaviors through a well-planned management system.
     - **C.** Conveys high expectations to all students.
     - **D.** Respects students' cultural, linguistic and family background.
     - **E.** Models clear, acceptable oral and written communication skills.
     - **F.** Maintains a climate of openness, inquiry, fairness and support.
     - **G.** Integrates current information and communication technologies.
     - **H.** Adapts the learning environment to accommodate the differing needs and diversity of students.
     - **I.** Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication.

3.   **Instructional Delivery and Facilitation**
     The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
     - **A.** Deliver engaging and challenging lessons.
     - **B.** Deepen and enrich student's understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.
     - **C.** Identify gaps in students' subject matter knowledge.
     - **D.** Modify instruction to respond to preconceptions or misconceptions.
     - **E.** Relate and integrate the subject matter with other disciplines and life experiences.
     - **F.** Employ higher-order questioning techniques.
     - **G.** Apply varied instructional strategies and resources including technology.

    H. Differentiate instruction based on assessment of student learning needs and recognition of individual differences in students.

    I. Support, encourage, and provide immediate and specific feedback to students to promote student achievement.

    J. Utilize student feedback to monitor instructional needs and to adjust instruction.

4.   **Assessment**
The effective educator consistently:

    A. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.

    B. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.

    C. Uses a variety of assessment tools to monitor student progress, achievement and learning gains.

    D. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.

    E. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver.

    F. Applies technology to organize and integrate assessment information.

5.   **Continuous Professional Improvement**
The effective educator consistently:

    A. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.

    B. Examines and uses data-informed research to improve instruction and student achievement.

    C. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.

    D. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues.

    E. Implements knowledge and skills learned in professional development in the teaching and learning process.

6.   **Professional Responsibility and Ethical Conduct**
The effective educator consistently:

    A. Understands that educators are held to a high moral standard in a community.

    B. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida.

    C. Is responsible, dependable and punctual.

    D. Follows school and district policy.

Appendix H: Classroom Teacher High Effect Indicators
www.fldoe.org/profdev/pdf/**HighEffectSize**.pdf

Learning Goal with Scales: The teacher provides students with clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal.

Tracking Student Progress: The teacher facilitates the tracking of student progress on learning goals using a formative approach to assessment.

Established Content Standards: The teacher ensures that lesson and unit plans are aligned with established state content standards identified by the state and the manner in which that content should be sequenced.

Multi-tiered System of Supports: The teacher provides a learning environment with multiple tiers of support to meet individual needs and affect positive change.

Tracking Rate of Progress: The teacher's implementation of a multi-tiered system of supports (MTSS) routinely collects, analyzes, and uses on-going progress monitoring data to evaluate student rate of progress aligned with behavioral and grade-level academic standards.

Clear Goals: The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Text Complexity: The teacher cognitively challenges students through the use of "complex text" to learn content information and routinely includes close reading, rereading, and use of dependent questions to deepen student understanding of text incorporating these two processes:

- writing in response to text
- text-based discussions with students

ESOL Students: The teacher provides instruction to ESOL students on the development of the English language learners' ability to produce and respond to spoken and written English texts, from pronunciation and formation of individual sounds and letters, through word and sentence level, to patterns of text structure utilizing the appropriate ESOL teaching strategies.

Appendix I: School Leadership High Effect Size Strategies
www.fldoe.org/profdev/pdf/**HighEffectSize**.pdf

Feedback Practices: The school leader monitors, evaluates proficiency, and provides timely feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

Facilitating Professional Learning: The school leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

Clear Goals and Expectations: The school leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills; communicates student expectations and performance information to students, parents, and community; and ensures that the faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Instructional Resources (prioritizing): The school leader maximizes the impact of school personnel and fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

High Effect Size Strategy Feedback: The school leader takes actions to ensure that instructional personnel receive recurring feedback on their proficiency in high effect size instructional strategies.

Instructional Initiatives: District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.

Monitoring Text Complexity: The school leader monitors teacher implementation of instructional processes involving complex text with embedding of close reading and rereading of complex text as a routine event incorporating these two processes:
- writing in response to text
- text-based discussions with students

Interventions: The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)

Instructional Adaptations: The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)

ESOL Strategies: The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)

Appendix J: Framework for Evaluation of a Professional Development System

What aspects of the professional development system should be evaluated?	
Capacities	• Are the districts' capacities (human, fiscal, time, resources) aligned with PD purposes? • Are the school level capacities (human, fiscal, time resources) aligned with collegial learning and growth targets in improvement plans?
Fidelity of implementation of deliverables (processes, events) and organizational structures intended to promote changes in practice	• Did the professional development occur as planned? • Was the professional development carried out with **quality** and **fidelity**?
Effects of professional development on teacher instructional practice	• Did teachers apply the knowledge and skills that were the focus of their professional development with **quality** and **fidelity**? • Did teachers make the intended positive changes to their practice as a result of the professional development? • What changes in teacher practice resulted from the professional development?
Effects of professional development on teacher content knowledge	• Did teachers acquire the content expertise they need to teach the Common Core State Standards and Next Generation Science Standards as a result of the professional development? • Did teachers apply the content knowledge that was the focus of professional development to their lessons? • What changes in teacher content knowledge resulted from the professional development?
Effects of professional development on leadership practices	• Did leaders apply the knowledge and skills that were the focus of their professional development with **quality** and **fidelity**? • Did leaders make the intended positive changes to their leadership practice as a result of the professional development? • What changes in leadership practice resulted from the professional development?
Effects of professional development on collaborative practices	• Did teachers apply the knowledge and skills that were the focus of professional development related to collaboration with **quality** and **fidelity**? • Did teachers make the intended positive changes to their collaborative practices as a result of the professional development? • What changes in collaborative practices resulted from the professional development
Effects of professional development on student learning	• What changes in student learning resulted from the professional development?

How will we measure the implementation and impact of the professional development system?	
Use of formative measures	• What formative data were used to measure the effects of the professional development on teacher practice? • What formative data were used to measure the effects of the professional development on leadership practice? • What formative data were used to measure the effects of professional development on collaborative practice? • What formative data were used to measure the effects of professional development on student learning?
Use of summative measures	• What summative data were used to measure the effects of the professional development on teacher practice? • What summative data were used to measure the effects of the professional development on leadership practice? • What summative data were used to measure the effects of professional development on collaborative practice? • What summative data were used to measure the effects of professional development on student learning?

How should the results of the evaluation of the professional development system be used?	
Reflection on practice	• What practices or programs that were the focus of professional development should be abandoned because they are not producing the desired results? • For which practices or programs do we need to continue to provide professional development because we need more time to learn? • Which practices and programs do we need to sustain as a result of the gains we made through professional development this year? • How will these results be used to inform the needs assessment process?

Reflection on the system	• How well did we advocate for, facilitate, and support implementation of the practices that were the focus of professional development?
	   o Were resources sufficient?
	   o Was support public and overt?
	   o Were problems addressed quickly and efficiently?
	• What organizational changes do we need to make to our professional development system to better advocate for, facilitate, and support teacher and leader learning?
	• What messages about the successes and challenges of our professional development system do we need to share with various stakeholder groups?

Resource allocation issues	How is the impact of professional development on the issues below used to guide planning for resource allocations and changes in organizational structures? • Student growth data including growth targets in improvement plans • High effect size strategies in the evaluation instruments • Collegial learning processes

Appendix K: Planning Guidelines

Planning Cycle
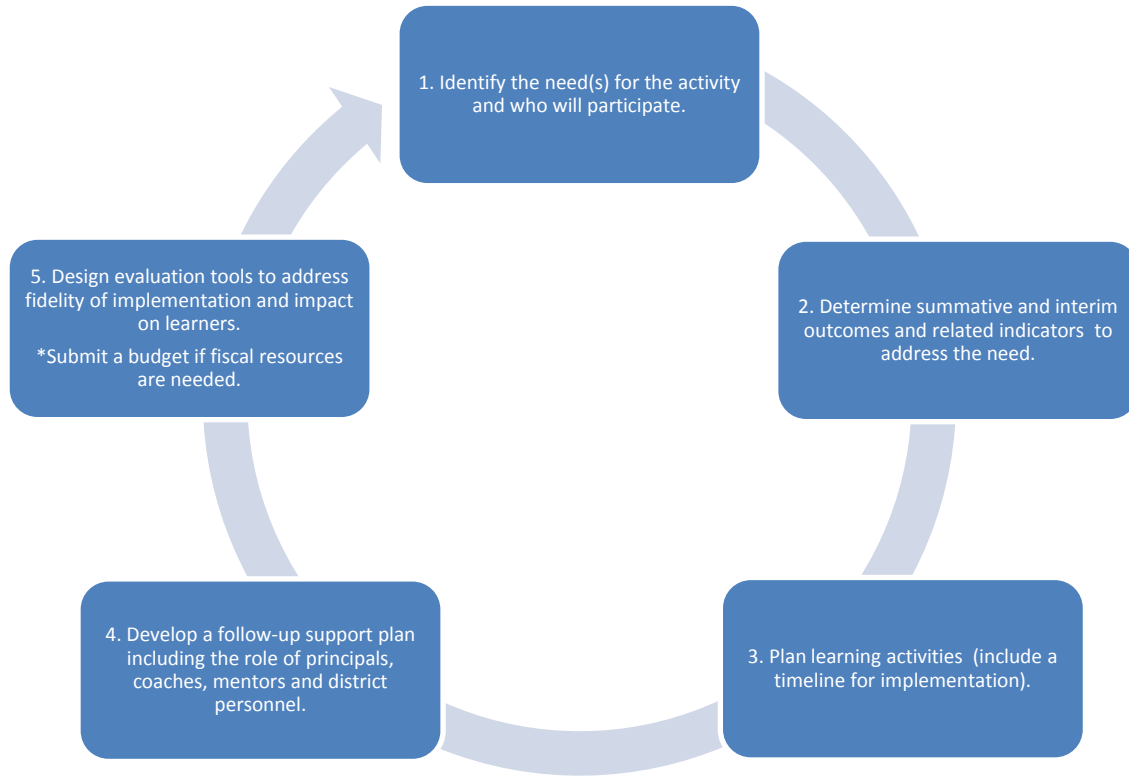
STEP 1: INPUTS - Identify the need for the activity and who will participate

The first step in the planning process is to identify the need for the activity and who will participate in it. Professional development should be aligned with district and school improvement priorities, as articulated in the SJCSD Strategic Plan and School Improvement Plans.

Identifying the need for professional development requires answering three questions:

- What student learning needs do we need to address?
- What knowledge and skills do teachers need to address the student learning needs?
- What is the best approach to addressing these needs?

Step 1.1. Identify the student learning needs that the activity will address.

Identifying student learning needs begins with a review of student learning outcomes. The review should concentrate on a variety of student data. The data reviewed will depend on the subject and/or grade level on which you are focusing. Suggested data:

- Florida Comprehensive Achievement Test
- End of Course Exams
- District Formative Assessments
- Formative or benchmark assessments
- Other student work samples
- Student attendance data
- Disciplinary referrals

The data should be disaggregated by race or ethnicity, gender, and age or grade level, English language learner status, and special education status

Step 1.2. Identify the best approach to address student learning needs.

After identifying the gaps in student learning that need to be addressed, the next step is to identify how they will be addressed.

Determine the best approach to close the gap:

- How effective are current instructional practices?
- Is there a need to introduce new instructional strategies or new assessments?
- Do teachers need help increasing their understanding of the content and/or high impact strategies as well as their skills in applying them with their students?

Step 1.3. Identify what teachers need to know and be able to do to implement the practices identified in Step 1.2.

Consider the following:

- What specific teacher knowledge and skills need to be developed to help them close the gaps between what students know and are able to do and what they are expected to know and be able to do?
- What specific teacher knowledge and skills will be addressed by the activities that you are planning?

Step 1.4. Identify who will participate in the professional learning activity.

Indicate who you expect to participate in the activity: grade level, subject area, number of participants, and whether or not individuals will participate as members of collaborative groups.

STEP 2: Summative and Interim Outcomes and Indicators
Specify the intended outcomes and begin working on the evaluation plan.

The focus for STEP 2 is to determine the expected learning outcomes for students and educators. Indicators for each learning outcome are established during this step as well. When outcomes and indicators are determined, the focus is placed on the expected changes in educator performance and student learning rather than the learning activities.

Educator Outcomes and Indicators

- defined in terms of measurable and/or observable changes in knowledge and skills as well as changes in practice

- indicate when you expect outcomes will be achieved

Student Outcomes and Indicators

- Define in terms of specific, measurable and/or observable indicators of student learning

- Indicate when the benchmarks are expected to be reached

- As appropriate, indicate which student subgroups are expected to achieve outcomes

Interim Outcomes and Benchmarks

Setting interim benchmarks helps determine if the learning is on track as well as providing opportunities to celebrate success. Monitoring progress provides useful data to determine topics for future professional learning activities as well as planning for effective follow up.

- *Establish benchmarks to gauge progress toward the teacher and student outcomes.*
- *Indicate when you expect the benchmarks to be reached.*

STEPS 3 & 4: Specify the content, learning activities, and follow up necessary to ensure implementation and use of new knowledge and skills

Step 3.1. Specify the content of the professional development that you are planning.

Identify the content of the activity and how the content is grounded in theory, research, and/or experience from best practice.

Step 3.2. Plan the learning activities.

Effective professional development typically includes a variety of opportunities for participants to learn and master new knowledge and skills. The most effective professional learning activities are those that engage teachers as active learners and problem solvers.

These activities include opportunities for teachers to:

- receive guidance and support from an administrator, coach or peer,
- apply the new knowledge and skills in their own classrooms, and
- observe the applications of new skills in the classroom.

In addition to including a variety of learning activities, effective professional development extends over relatively long periods of time, ranging from several weeks to several months—perhaps even longer. These extended periods of time afford opportunities to apply new knowledge and skills, to reflect on the initial experiences and to make adjustments to meet the needs of individual classrooms and individual students.

Step 4. Plan the follow-up necessary to complement and extend the initial learning activities.

Follow-up to initial learning activities increases the likelihood that professional development will result in changes in classroom instruction with the intent to improve student outcomes. Effective follow-up activities are well planned and focus on achieving the desired outcomes.

Effective follow-up is ongoing and includes the following:

- opportunities to be observed and to receive feedback
- collaboration with colleagues through a problem solving and/or reflective process
- additional presentations and communication of new content
- ongoing opportunities to observe effective practice

STEP 5: Complete the evaluation plan.

Your evaluation should address these questions:

- Did the activity, including all of the components, take place as planned?
- Were the participants satisfied with the professional learning activity?
- Did the participants learn the desired knowledge and skills?
- Did the participants effectively implement the new learning?
- Did the changes in educator practice positively impact student learning?

These evaluation results can also help pinpoint areas where additional professional development and support may be necessary.

*Budget - Prepare a budget and submit using the Title II Program Review Form to the Curriculum Alignment Team if fiscal resources are needed to implement the planned professional development.

Appendix L: Learning Guidelines

The goal of all professional learning is to create change in instructional practices that will ultimately produce enhanced student outcomes. Change begins with the delivery of the professional learning event. Workshops, whether they be face to face, online, or a combination of the two, are where new ideas and content are introduced. In *Workshops that Make An Impact*, Jim Knight references the Kansas Coaching Project research that suggests "the way a workshop is conducted dramatically impacts (a) how much teachers learn, (b) teachers' expectations about implementing, (c) how engaged teachers are, and (d) how much they enjoy the learning experience. Workshops must be reflective of effective teaching practices and foster a learning community whose goal is to increase teacher effectiveness and improve student outcomes.

Outlined below are the ten factors, according to Knight (2011), which should be considered in planning a high quality professional learning event.

1. **Taking the Partnership Approach**

   Seven principles of the partnership approach:

   - ✓ <u>Equality</u>: The opinions and views of all parties (facilitator and participants) are equal.
   - ✓ <u>Choice</u>: Teachers should be given a choice of workshops to attend as well as have choices for activities during the workshop.
   - ✓ <u>Voice</u>: The voices of more than one person are both encouraged and heard.
   - ✓ <u>Reflection</u>: Participants are given the opportunity to consider the presented content and make decisions as to its impact or need for each individual's job role.
   - ✓ <u>Dialogue</u>: Many opportunities to be involved in the discussion are offered.
   - ✓ <u>Praxis</u>: Participants are given time to reshape ideas and create a plan for implementation.
   - ✓ <u>Reciprocity</u>: Everyone, including the facilitator, is a learner.

2. **Addressing the Impact Factors**

   Workshops that effect change include time for the participant to create a step-by-step implementation action plan. The application of the newly learned content combined with the support of key school site members is where genuine learning occurs. The impact factors at the school site are:

   - ✓ <u>Principals</u>: The main goal of the principal is to ensure that professional learning is ongoing, relevant, and useful in moving forward with school goals.
   - ✓ <u>Intensive Learning Teams (Professional Learning Communities)</u>: It is within these communities where the content that was presented takes shape and meaning for those involved. During the delivery, the facilitator should support and guide the PLCs for the next steps.
   - ✓ <u>Coaches</u>: The coaches are the support system for implementation of the newly acquired knowledge.

3. **Using Effective Design**

   Much time should be devoted to the design of the professional learning event. As Nancy Duarte states in *Unmistakable Impact*:

   "…we should spend more time developing our presentations and workshops if we want them to have an impact. (2011)

   ✓ Developing Content and Activities
     Preparing for a professional learning event is a process. Begin with the end in mind by mapping out the goals and content. Organize the content into a logical sequence focusing on the most pertinent information. Integrate activities that will keep the flow and energy of the event moving forward, and incorporate visuals that are simple and succinct. Any visual used, including PowerPoint slides, should *support* the communication.

4. **Apply Learning to Real Life**

   Learning occurs most readily when the content is relevant and the participant can connect the new learning to what is already happening in their own environment.

   ✓ Reflection Learning: Have participants focus on a real problem and apply the new knowledge to develop solutions.
   ✓ Thinking Prompts: Provide a visual to prompt thinking prior to introducing the content.
   ✓ Experiential Learning: Learners engage in a simulated experience with the new content.

5. **Deliver the Message Powerfully**

   Messages that have impact are simple, memorable, engaging and clear. Keep in mind the following factors for delivering a powerful message:

   ✓ Simple, Precise Language
   ✓ Sound Bites: Use short phrases for big concepts.
   ✓ Pacing, Passion, Authenticity: The key point to remember is "that PowerPoint or Keynote is not delivering the presentation, you are." (Knight, 2011)

6. **Connect with the Audience**

   The Marzano Frameworks hold educators accountable for respecting and establishing rapport with all of their students. It is no different for presenters. Greet people at the door, make eye contact, ask good questions, listen attentively, move about the room, find common ground and build emotional connections.

7. Walk the Talk

Model the very practices you are presenting. Participants will be able to see instructional strategies in practice and will be more likely to implement.

8. Keep the Energy High

✓ <u>Movement</u>: Chunk the presentation. Based on brain research, Marcia Tate suggests that participants should "be doing" something (moving, talking) every 20 minutes.
✓ <u>Learning Environment</u>: Provide a healthy learning environment.
✓ <u>Reading Nonverbals</u>: Make adjustments in the presentation based on the needs of the group.

9. Use Dialogue Architectures

Dialogue Architectures refer to structured conversations. Carefully planned and guided conversations provide the framework for engaging dialogue. It is the responsibility of the facilitator to prepare the participants with transitional procedures for the following:

✓ Guidelines for Activities
✓ Stop and Go
✓ Getting People's Attention
✓ Bringing People Back From the Break
✓ Getting Feedback From Participants

10. Tell Stories

Stories create a partnership between the audience and the presenter. Used at appropriate times to show a relationship or provide an analogy for new learning, stories provide a context for understanding.

<u>**Adult Learners**</u>

Adult learners approach and engage in learning opportunities differently than a student. Listed below are the six important principles of adult learning theory that Marcia Tate (2004) cites in her book *"Sit and Get" Won't Grow Dendrites*. When designing and delivering professional learning events for adults, these principles should be considered.

- Adults should have input into the selection of the content and even the development of the learning experiences. (Garmston & Wellman, 1999; Little, 1993)
- The learning is connected to the vast background of knowledge and experience that the adult brings to the table. (Knowles et al., 1998; Mitchell, 1998)
- The learning is both received and processed in more than one way. (Gardner, 1983, 1999; Sternberg, 1996; Sterberg & Grigorenko, 2000; Tate, 2003)
- The learning is collegial and directed at solving specific job-related problems. (DuFour & Eaker, 1998; Hord, 1997; Sparks & Hirsh, 1997)

- Adults have ample opportunity to reflect on the implementation of new competencies. (Garmston & Wellman, 1999; Sagor, 2000)
- Following initial training, adults are provided with ongoing support that can take the form of peer coaching or study groups. (Knowles et al., 1998; Mitchell, 1998; Roberts & Pruitt, 2003)

<u>Facilitators</u>

A facilitator "guides a group through processes to discover its own specific outcomes" (Killion & Simmons, 1992). Every facilitator brings his or her own set of unique qualities to the professional learning event. However, certain characteristics will make a facilitator much more effective and the group more successful.

An effective facilitator:
- Provides a safe but stimulating meeting climate
- Provides a global view of the group and its processes
- Serves the group in whatever ways are needed to help it be successful in its assignment
- Acts as a group coach; sets the conditions for the group to see the problem, design its own solutions, and implement the plan it has designed; keeps the group positive and on track
- Takes in group energy and emotions and re-channels these to help the group stay productive
- Tracks conversations; brings the group back into focus when the conversation strays too far off topic
- Provides information needed by the group to complete its assignment
- Encourages participants to share knowledge with others outside of the session (Eller, 2004; Murphy & Lick, 2005)

<u>Professional Learning Delivery Formats</u>

There are three ways in which a professional learning event can be delivered:

- ✓ Face to face
- ✓ Online
- ✓ Hybrid (a combination of the above two)

Focused Professional Development

The difference between teaching children and teaching adults is that the adult learner brings a breadth of experiences to the learning environment. As a facilitator of professional development, it is essential that these experiences are acknowledged and respected. For an impactful professional learning event with adult learners, Tate (2004) suggests that professional learning includes the following characteristics:

1. Identified Purpose – Provide clear learning goals for participants.
2. High expectations for participants' success
3. Participants think positively
4. Content done in chunks w/activities
5. Connecting ideas
6. Participants talk about content
7. Participants move to learn content
8. High challenge/low stress

Strategies that take advantage of how the brain learns best

1. Writing and Reflection
2. Brainstorming and Discussion
3. Drawing and Artwork
4. Field Trips
5. Games
6. Graphic Organizers
7. Humor and Celebration
8. Manipulatives and Models
9. Metaphors, analogies, similes
10. Mnemonic Devices
11. Movement
12. Music, Rhythm, Rhyme and Rap
13. Project-and Problem-Based Instruction
14. Reciprocal Teaching, Cooperative Learning and Peer Coaching
15. Role Plays, Drama, Pantomimes and Charades
16. Storytelling
17. Technology
18. Visualization
19. Visuals
20. Work Study and Action Research

(Tate, 2012)

Appendix M: Implementing

How do we ensure that the professional development we provide results in changes in teacher behavior? Three characteristics of high-quality professional development should be considered when thinking about follow-up activities for a professional development event:

- Inclusion of opportunities for active learning of new teaching strategies
- Provision of opportunities for collaboration among teachers
- Inclusion of embedded follow-up and continuous feedback

Inclusion of Opportunities for Active Learning of New Teaching Strategies
Research supports the significance of incorporating active learning with follow-up after the initial period of training. Teachers report that professional learning activities that involve their active participation and engagement result in greater changes in their instructional practice. For example, teachers may practice what they learned in their classrooms; observe other teachers; conduct demonstration lessons; lead professional group discussions; and review student work with their colleagues.

Provision of Opportunities for Collaboration Among Teachers
Group learning, a strategy that teachers frequently use with their students, is another aspect of high-quality professional development.

"Teachers develop expertise not as isolated individuals but through job-embedded professional development, and as members of collaborative, interdisciplinary teams with common goals for student learning" (Hill, et al., 2010)

Professional learning communities, already in place in our schools, are the most obvious catalyst for teacher professional growth in a collaborative setting. PLCs are one way to utilize the expertise and experience within our schools for instructional and content knowledge to generate high-quality professional learning. Within PLCs teachers may share direct evidence of student learning and elicit feedback on how to improve their instructional practice.

Inclusion of Embedded Follow-Up and Continuous Feedback
Studies of various professional development programs suggest that the duration of learning activities is statistically significant. Programs that provided between 30 and 100 hours of professional development were more likely to have an impact on participants' student achievement than programs that provided fewer hours. The research suggests that programs of greater length provide teachers more opportunities for continuous feedback after they have had a chance to practice what they are learning in the classroom.
One way to implement job embedded follow-up and continuous feedback is through coaching. PLCs also provide teachers formative feedback on their instructional practice. Other professional development activities that provide sources of feedback include lesson study, action research, and data teams.

Examples of Follow-up Activities to Expand Learning

	Active Learning of New Teaching Strategies	Collaboration Among Teachers	Embedded Follow-up and Continuous Feedback
Share and reflect on learning experiences with Professional Learning Community	x	x	x
Participate in a lesson study	x	x	x
Conduct demonstration lessons	x	x	x
Conduct a Classroom Learning Walk - invite others to visit classroom to look at student work and classroom artifacts and to have discussion with students.		x	x
Conduct peer observations		x	
Conduct a self-evaluation or reflection regarding changes in professional practice			x
Audio/videotape	x	x	x
Participate in action research	x	x	
Develop portfolio of student work to demonstrate effectiveness of learning on student learning	x		
Conduct a case study	x	x	
Review student work with colleagues	x	x	
Structured coaching/mentoring that may involve direct observation, conferencing, or lesson demonstration	x	x	x
Discuss impact of new learning on student achievement in a data team meeting (or provide data report to support impact on student learning)		x	x
Join a collaborative group/social network for ongoing feedback and implementation support		x	x
Participate in discussion boards, web postings, blogs, teleconferences, webinars, video-conferencing		x	x
Collaboratively plan with others to share professional learning experience		x	
Participate in a study group	x	x	
Conduct professional development at the school, district, state, or national level	x	x	
Publish an article in a journal, magazine, newsletter, etc. related to the change in professional practice	x		
Create a product related to training	x		

When considering the type(s) of follow-up activities to plan for a professional learning activity keep Tate's theories of adult learning in mind. Recognizing that the circumstances most suitable for one person's professional development may be quite different from those that promote another individual's growth, the concept of individually-guided staff development allows teachers to find answers to self-selected professional problems using their preferred modes of learning.

Individually Guided Implementation and Follow-up

Individually guided professional learning refers to a process through which teachers plan for and pursue activities they believe will promote their own learning and professional growth. While the actual activities may vary widely, the key characteristics of the individually guided staff development model are that the teachers select their own learning goals based on their personal assessment of their needs and then select the activities that will result in the achievement of those goals. These activities would be included in or connect to a teacher's Deliberate Practice Growth Plan.

Appendix N: Evaluation

Five Levels of Professional Development Evaluation

Effective professional development evaluations require the collection and analysis of five critical levels of information (Guskey, 2000). With each succeeding level, the process of gathering evaluation information gets a bit more complex. And because each level builds on those that come before, success at one level is usually necessary for success at higher levels.

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered? (Possible tools)	What Is Measured or Assessed?	How Will Information Be Used?
Participants' Reactions (Satisfaction)	• Did they like it? • Was their time well spent? • Did the material make sense? • Will it be useful? • Was the leader knowledgeable and helpful?	• Questionnaires/surveys administered at the end of the session	• Initial satisfaction with the experience	• To improve program design and delivery
Participants' Learning (Learning)	• Did participants acquire the intended knowledge and skills?	• Paper-and-pencil instruments • Simulations • Demonstrations • Participant reflections (oral and/or written) • Participant portfolios	• New knowledge and skills of participants	• To improve program content, format, and organization
Organization Support & Change	• Was implementation advocated, facilitated, and supported? • Was the support public and overt? • Were problems addressed quickly and efficiently? • Were sufficient resources made available? • Were successes recognized and	• District and school records • Minutes from follow-up meetings • Questionnaires • Structured interviews with participants and district or school administrators • Participant portfolios	• Advocacy, support, accommodation, facilitation, and recognition	• To document and improve organization support • To inform future change efforts

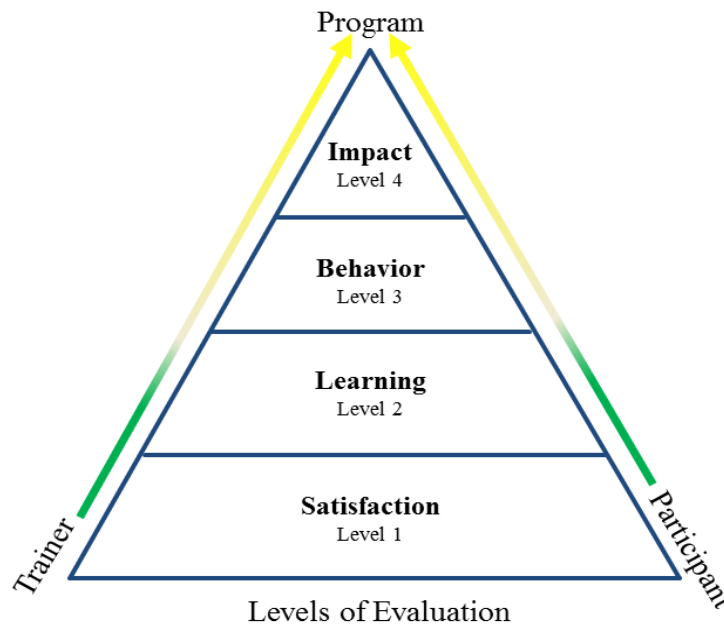|				
	shared? • What was the impact on the organization? • Did it affect the organization's climate and procedures?			
Participants' Use of New Knowledge and Skills (Behavior)	• Did participants effectively apply the new knowledge and skills?	• Direct observations • Questionnaires • Structured interviews with participants and their supervisors • Participant reflections (oral and/or written) • Participant portfolios • Video or audio tapes	• Degree and quality of implementation	• To document and improve implementation of program content
Student Learning Outcomes (Impact)	• What was the impact on students? • Did it affect student performance or achievement? • Did it influence students' physical or emotional well-being? • Are students more confident as learners? • Is student attendance improving? • Are dropouts decreasing?	• Student records • School records • Questionnaires • Structured interviews with students, parents, teachers, and/or administrators • Participant portfolios	• Student learning outcomes: • Cognitive (Performance & Achievement) • Affective (Attitudes & Dispositions) • Psychomotor (Skills & Behaviors)	• To focus and improve all aspects of program design, implementation, and follow-up • To demonstrate the overall impact of professional development

An Evaluation Model for Professional Development

The Professional Development Evaluation Framework for the Ohio Able System was developed at Ohio State University and based on the work of Thomas Guskey (2002) and Donald Kirkpatrick (2006) It provides a useful model for evaluating professional development regarding:

- Participant **Satisfaction**
- Participant **Learning**
- Participant Use of New Learning **– Behavior**
- Student Learning **– Impact**

Multi-Tier Design

Beginning with the first level of evaluation (satisfaction), each subsequent level provides a

higher degree of evidence regarding the effectiveness of a professional development offering. It

is assumed that latter levels of evaluation will be preceded by the former. For example, in order

to fully analyze an evaluation of behavior change among participants (Level 3), it is important to

consider how well they were able to learn the content (Level 2) and whether their reactions to the

training were positive or negative (Level 1). In this way, the lower levels of evaluation will

inform the results of the higher levels.

Program

Impact
Level 4

Behavior
Level 3

Learning
Level 2

Satisfaction
Level 1

Trainer

Participant

Levels of Evaluation

Level 1: Satisfaction

Level 1 concerns participants' immediate response to a professional development event. The purpose of the first level of evaluation is to collect evidence regarding the extent to which participants were satisfied with a professional development offering. Such evaluations often prompt participants to provide feedback in one or more of the following areas:

- **Content:** The relevance, utility, clarity, value, difficulty and importance of the subject matter presented
- **Process:** The quality of the instruction, activities, materials, and technology of the training, including the quality of the facilitator
- **Context:** The appropriateness of the setting, facilities and accommodations of the professional development experience
- **Awareness:** The extent to which participants were aware of the purpose and goals of the professional development prior to the training

Online survey instruments and exit slips are useful for determining participant satisfaction. These instruments should be administered immediately following conclusion of the professional learning event. To encourage honest feedback, it's recommended that Level 1evaluations be anonymous.

Level 2: Learning

Level 2 evaluations concern the knowledge and skills learned by participants as a result of a professional development event. The purpose of the second level of evaluation is to collect evidence regarding changes in participants' knowledge, skill or attitudes that can be attributed to professional development. The knowledge, skill or attitudes that are to be measured must be defined by the professional development provider prior to the event.

Standard survey instruments can be used to include general items regarding changes in knowledge, skill, and attitudes that participants may have experienced as the result of a training. These items could be presented as statements and employ a Likert-type scale that would allow respondents to indicate the degree to which they agreed or disagreed with the statements and/or include general items regarding changes in knowledge, skill, and attitudes that participants may have experienced as the result of a training.

However, to evaluate the success or failure of pre-defined learning objectives tied to specific training content, a separate evaluation instrument might be needed in the form of a learning assessment. Assessment questions can be created by the training facilitator based on the predefined learning objectives of the training.
Possible assessment instruments include:

- Pre/post assessments administered before and after the training
- Multiple-choice/matching/fill-in-the-blank assessments

Activities that allow participants to demonstrate knowledge or model skills can also be used as Level 2 assessments. Examples could include reflective papers and lesson plans. For such activities, it is recommended that the training facilitator create a rubric to uniformly evaluate the results.

Level 3: Behavior

Level 3 evaluations concern the application of the knowledge and skills that participants learned from their participation in professional development. While all professional development can be evaluated at Level 3, such evaluations must allow participants adequate time to implement what they have learned into practice. As such, these evaluations must be conducted at a point in time after a training event. Because of the necessary time delay, Level 3 evaluations are less common and more difficult to conduct than those of the previous two levels.

The purpose of the third level of evaluation is to collect evidence that participants have implemented what they have learned through their professional development training. This type of evaluation focuses on changes in behavior that have developed among the participants as a result of the professional development. The changes that are to be measured must be defined by the training provider prior to the event.

The training provider will need to decide upon one or more evaluation methods to utilize for evaluating changes in behavior. Possible methods include:
- Observations of participants
- Written descriptions of implementation process by participants (reflective journals, portfolios, etc.)
- Follow-up interviews with participants
- Self-reporting evaluations on implementation

Level 4: Impact

Level 4 evaluations concern the improvement of student outcomes that can be attributed to professional development. Impact evaluations are the most complex and difficult to implement. The purpose of the fourth level of evaluation is to collect evidence showing that professional development has had a positive impact on educator practices and student learning. Both the outcomes and the criteria by which they are measured should be defined prior to a professional learning event.

Level 4 evaluation relies on existing data sources such as:
- Student Achievement Data – formative and summative
- Student Behavioral Data
- School Improvement Plans
- Annual Teacher Evaluation Data
- Annual School Leader Evaluation Data