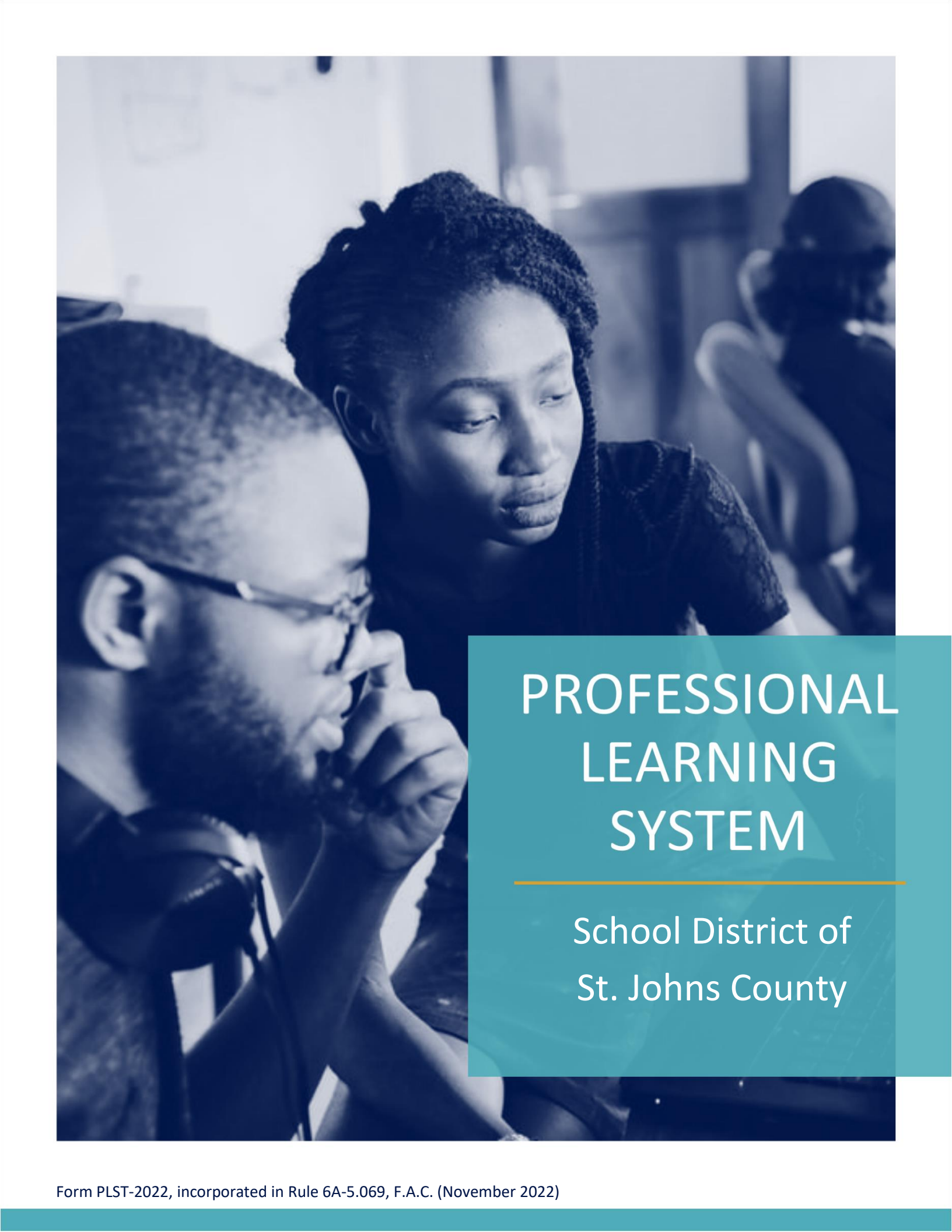




PROFESSIONAL LEARNING SYSTEM

School District of
St. Johns County

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I. Professional Learning System Overview and Development

A. Overview of the Professional Learning System

Prompt 1. Provide an overview of the district’s professional learning system.

Professional Learning Vision Statement:
Within each school and department, SJCSJ will develop leadership and build capacity to design, deliver, and support high quality Professional Learning which enhances the knowledge, skills, dispositions, and practices of employees to ensure that all students perform and achieve at the highest levels. Working closely with departments across the district to establish the importance of cross functional collaboration. A focus is also on the priority of building the capacity of teachers in the PLC process. This is a ripe opportunity for professional learning based on action research and continuing to hone the use understanding of the correlation of high yield instructional strategies to student performance. SJCSJ believes that many people in the district are responsible for providing high quality professional learning that will expand each teacher and leaders’ ability to understand what all students need to grow and glow. We believe in the capacity of building teacher leaders as well as building the skills and depth of knowledge of faculty in the leadership pool. Decisions related to professional learning are the result of surveys, convenings of subgroups, Cabinet members collaborate with staff, school leader identification, district and school focus groups, review of student data, teacher induction, long-term retention, and succession planning. Teachers continue to be trained in the use of data to support student needs. If students are to achieve with additional proficiency teachers must be trained to do this. The superintendent is using the accreditation process and the strategic plan to solidify the reorganization of the professional learning system. The organizational system has been reviewed at school board workshops and communicated to all teachers, school leaders, district leaders and non-instructional staff.

B. Collaborative Partnerships and Consultation

1. Collaborative Partnerships List

Prompt 2. List the collaborative partnerships the district established during the development of the professional learning system.

Stakeholder Group	Position Title and Affiliation	Method of Engagement
Teachers	Various	Survey, observation face-to-face
Community	Business Partners	Face-to-face and survey
Associate Superintendents	Curriculum & Instruction, Operations, Student Services	Face-to-face and survey
Directors	Various	Face-to-face and survey
Superintendent’s Cabinet	All	Face-to-face and survey

SJCSD uses surveys and a professional learning task force convened to increase participation during the accreditation process and has continued to meet during 2023-2024. The team is a valuable resource to conduct discussions on the professional learning needs of the district. From these discussions SJCSD hired academic coaches and increased the number of literacy coaches across the district. Additional support was hired to support the training needs of teachers with special education students.

2. Consultation Process

Prompt 3: Describe how the district consulted with a diverse group of stakeholders to develop the professional learning system.

SJCSD has operated over the years with a professional learning task force. The task force meets several times during the year to set the course and provide input. This year, as we conducted an Accreditation System Review, stakeholders completed surveys and provided input on four key characteristics. Teams were designated for each key characteristic. During professional learning task force meetings, the members delve into multiple data sources which include student achievement per quarter, student formative and summative test scores, teacher ability to deliver instruction for inclusion, EOC's, and observations in the classroom of student engagement. Teacher focus group meets with the Superintendent, Principal meetings, fidelity checks and use of student progress monitoring are used to develop the professional learning plan. School board workshops are held with the purpose of a close look at student data. All stakeholders have an opportunity to react to the data and recommend professional learning. School improvement plans from each school recommend professional learning needs.

II. Core Professional Learning System Components

A. Professional Learning System Requirements

The following professional learning system requirements are established in section (s.) 1012.98, Florida Statutes (F.S.), the School Community Professional Development Act. By checking the appropriate box, the district provides assurance that its professional learning system meets each requirement. Districts should be prepared to provide evidence of these assurances upon request.

1. Professional Learning System

- ✓ Pursuant to s. 1012.98 (4)(b), F.S., the professional learning system was 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.
- ✓ Pursuant to s. 1012.98 (4)(b)2., F.S., the professional learning system is based on analyses of student achievement data, and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students.
- ✓ Pursuant to s. 1012.98 (4)(b)2., F.S., in developing or refining the professional learning system, the district and its schools reviewed and will monitor the following:

- School discipline data;
 - School climate data;
 - Parent satisfaction data;
 - Instructional personnel evaluation system data;
 - School and district administrator evaluation system data; and
 - Other performance indicators to identify school and student needs that can be met by improved professional performance.
- ✓ Pursuant to s. 1012.98 (5), F.S., the school district may coordinate its professional learning programs, especially those for preparing and educating instructional personnel, with that of another district, educational consortium, or Florida College System institution or university.
- ✓ Pursuant to s. 1012.98 (4)(b)7., F.S., the professional learning system provides for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of professional learning programs.
- ✓ Pursuant to s. 1012.98 (4)(b)9., F.S., the professional learning system provides for the continuous evaluation of the quality and effectiveness of professional learning programs in order to eliminate ineffective programs and strategies and expand effective ones.
- ✓ Pursuant to s. 1012.98 (4)(b)9., F.S., in evaluating the professional learning system, the district will consider the impact of the professional learning programs and activities on the performance of participating educators and their students' achievement and behavior.
- ✓ Pursuant to s. 1012.98 (4)(b)1., F.S., any substantial revisions to the system will be submitted to the department for review for continued approval.

2. Professional Learning Funding

- ✓ Pursuant to s. 1012.98(5), F.S., the school district provides funding for the professional learning system as required by s. 1011.62, F.S., and the General Appropriations Act, and directs expenditures from other funding sources to continuously strengthen the system in order to increase student achievement and support instructional personnel in enhancing rigor and relevance in the classroom.

3. Professional Learning Plans

- ✓ Pursuant to s. 1012.98 (4)(b)5., F.S., the professional learning system provides that schools establish and maintain school-based professional learning plans and school improvement plans.
- ✓ Pursuant to s. 1012.98(4)(b)5., F.S., the professional learning system provides that school principals may establish and maintain an individual professional learning plan for each instructional employee assigned to the school as a seamless component to the school improvement plan.
- ✓ Pursuant to s. 1012.98(4)(b)5., F.S., if school principals elect to establish individual professional learning plans, the plans must be related to specific performance data for the students to whom the teachers are assigned, define the inservice objectives and specific measurable improvements expected in student performance as a result of the professional learning, and include an evaluation component that determines the effectiveness of the professional learning plan.

4. Professional Learning Catalog

- ✓ Pursuant to s. 1012.98 (4)(b)5., F.S., the professional learning system includes a catalog of professional learning activities (formerly known as the master inservice plan) for all district employees from all funding sources, created in accordance with Rule 6A-5.071, Florida Administrative Code.
- ✓ Pursuant to s. 1012.98 (4)(b)5., F.S., the professional learning catalog is annually updated by September 1 based on input from teachers and district and school instructional leaders and uses the latest available student achievement data and research to enhance rigor and relevance in the classroom.
- ✓ Pursuant to s. 1012.98 (4)(b)5., F.S., the school district annually submits verification of district school board approval of the professional learning catalog to the department by October 1.
- ✓ Pursuant to s. 1012.98 (4)(b)5., F.S., the professional learning catalog is aligned to and supports school-based professional learning plans and school improvement plans.

5. Professional Learning Programs and Activities

- ✓ Pursuant to s. 1012.98(3)(b), F.S., the professional learning system provides professional learning activities designed to assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels and participate as active learners, and prepare students for success in college, career, and life.
- ✓ Pursuant to s. 1012.98(4)(b)8., F.S., the professional learning system provides for delivery of professional learning by distance learning and other technology-based delivery systems to reach more educators at lower costs.
- ✓ Pursuant to s. 1012.98(4)(b)3., F.S., the professional learning system provides professional learning activities coupled with the follow-up support appropriate to accomplish district-level and school-level improvement goals and standards.
- ✓ Pursuant to s. 1003.42(3), F.S., the professional learning system is consistent with and fosters the following principles of individual freedom:
 - No person is inherently racist, sexist or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex;
 - No race is inherently superior to another race;
 - No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability or sex;
 - Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry;
 - A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex;
 - A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex; and
 - These principles do not prohibit the discussion or use of curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination.

a. School Administrator

- ✓ Pursuant to s. 1012.98(4)(b)6., F.S., the professional learning system provides professional learning activities for school administrative personnel that address updated skills necessary for instructional leadership and effective school management.

b. Instructional Personnel

- ✓ Pursuant to s. 1012.98(3)(c), F.S., the professional learning system provides continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.

- ✓ Pursuant to s. 1012.98 (4)(b)3., F.S., the professional learning system provides professional learning for instructional personnel that focuses 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.

c. Non-District Instructional Personnel

- ✓ Pursuant to s. 1012.98(5), F.S., the school district makes inservice activities available to instructional personnel of private schools in the district and state certified teachers who are not employed by the district on a fee basis not to exceed the cost of the activity per all participants.

d. Reading Instruction and Personnel

- ✓ Pursuant to s. 1012.98(4)(b)11., F.S., the professional learning system provides training to reading coaches, classroom teachers, and school administrators in effective methods of
 - Identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills;
 - Incorporating instructional techniques into the general education setting that are proven to improve reading performance for all students; and
 - Using predictive and other data to make instructional decisions based on individual student needs.
- ✓ Pursuant to s. 1012.98(4)(b)11., F.S., the training outlined above must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.
- ✓ Pursuant to s. 1012.98(4)(b)11., F.S., the professional learning system provides all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f), F.S., which states that for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, an applicant must earn a minimum of two college credits or the equivalent inservice points in evidence-based instruction and interventions specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

e. Middle Grades Instruction and Personnel

- ✓ Pursuant to s. 1012.98(4)(b)10., F.S., the professional learning system provides middle grades instructional personnel and school administrators with professional learning that emphasizes:
 - Interdisciplinary planning, collaboration, and instruction;

- Alignment of curriculum and instructional materials to the state academic standards; and
 - Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.
- ✓ Pursuant to s. 1012.98 (3)(d), F.S., the professional learning system provides middle grades instructional personnel and school administrators with the knowledge, skills, and best practices necessary to support excellence in classroom instruction and educational leadership.
- ✓ Pursuant to s. 1012.98 (4)(b)5., F.S., the professional learning catalog must include professional learning for middle grades instructional personnel and school administrators on the district's code of student conduct adopted pursuant to s. 1006.07, F.S.; integrated digital instruction; competency-based instruction; CAPE Digital Tool certificates; CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership.

f. Professional Development Certification and Education Competency Programs

- ✓ Pursuant to s. 1012.98(4)(b)4., F.S., the professional learning system provides professional learning and support targeted to individual needs of new teachers participating in the professional development certification and education competency program under s. 1012.56(8)(a), F.S.
- ✓ Pursuant to s. 1012.98(3)(e), F.S., the professional learning system provides professional learning to teacher mentors as part of the professional development certification and education competency program under s.1012.56(8)(a), F.S., that includes components on teacher development, peer coaching, time management, and other related topics as determined by the department.

g. School Improvement Plans

- ✓ Pursuant to s. 1012.98(3)(a), F.S., the professional learning system provides professional learning activities designed to support and increase the success of instructional personnel through collaboratively developed school improvement plans that focus on the following:
- Enhanced and differentiated instructional strategies to engage students in a rigorous and relevant curriculum based on state and local educational standards, goals, and initiatives;
 - Increased opportunities to provide meaningful relationships between teachers and all students; and
 - Increased opportunities for professional collaboration among and between teachers, certified school counselors, instructional leaders, postsecondary educators engaged in pre-service training for new teachers, and the workforce community.

B. Professional Learning Organizational Structure

Prompt 4. Describe the organizational structure of professional learning in the district.

Professional learning is housed at the facility which is designated as the district training site. Training is conducted at school sites as well as in large group configurations depending on the needs and the cohort being served.

There are three members of the professional learning team plus an administrative assistant. Two members focus on professional learning of faculty and staff, two members focus on training of administrative staff. There is cross functional collaboration. The Department of Accountability and Intervention Services, Exceptional Student Education, and Curriculum and Instruction conducts professional learning in content areas using program specialists and instructional literacy coaches. The office of assessment and special education conducts professional learning in data analytics, the use of assessments, interventions, the MTSS process, Rtl, and master schedule building.

Professional learning is driven by a number of data points including surveys, student achievement data, identified needs of school leaders, teachers, textbook adoption cycles, and grant-funded school requirements. Collaborating with community partners has helped expand the academy programming for students. This has led to additional professional learning for staff. SJCSJ has over 50,000 students and will open two additional k-8 schools in the fall of 2024. Professional learning is led through one department with a focus on coherency building across the schools and district departments. Multiple staff deliver professional learning depending on identified needs and wants.

C. Professional Learning Roles and Responsibilities

1. District-Based Roles

Prompt 5. Identify district-based positions with the primary responsibility for planning, providing, implementing and supporting, or evaluating professional learning (e.g., director of professional learning and staff, instructional coaches, cabinet, superintendent, and school board) and briefly describe their roles related to professional learning.

Director for Leadership
Director for Professional Development
Instructional Coaches
Coaches in Student Services
Curriculum Specialists
Academic Coaches
All roles plan, provide and support professional learning. We are working on improving the evaluation model to assure teachers & student growth.

The Director for Special Programs has been converted to an additional Director for Professional Learning. This change is due to growth, the increased need for professional learning across all schools and departments, new teacher induction and retention, as well as long term succession planning as SJCSJ continues to open new schools. The district initiated a Professional Learning Certification Program (PLCP) due to the increase in second career teachers. Both Directors of Professional Learning with the Senior Director conduct training, plans with staff and assigned staff members to organize and identify learning topics. SJCSJ has a robust office of academic coaching which is deployed at schools

to work one on one with teachers, in small groups and in large group sessions. The Coordinator for ELL works to train teachers after review of data. Training is differentiated and consistently planned and delivered for the for achievement of each student.

The Curriculum Department Directors along with content program specialists plan and deliver training based on survey responses, new standards, new resources, textbook adoption, change in statute, data review and input from the school and district leaders.

2. School-Based Roles

Prompt 6. Identify the school-based positions with the primary responsibility for planning, providing, implementing and supporting, or evaluating professional learning (e.g., instructional personnel, instructional coaches, school leadership team, and school administrators) and briefly describe their roles related to professional learning.

- Instructional Coaches – plan, provide, coach teachers as a group & individually.
- Assistant Principals – plan, provide, help with implementation & evaluate effectiveness.
- Academic Coaches – plan, provide, assist with implementation, provide side-by-side coaching.
- Principals – plan, implement, coach & evaluate effectiveness of the professional learning teacher growth & student achievement.

D. Professional Learning for Continual Growth

1. System of Professional Learning for Instructional Personnel

Prompt 7. Describe the district’s system of professional learning programs and supports that enables instructional personnel to continually develop throughout their career and provides opportunities for meaningful teacher leadership.

SJCSJ uses The Marzano Model (for teacher evaluations). Teachers are observed multiple times per year, provided a summary of the observation with feedback with the goal of capacity building as a professional educator. Leaders attend instructional rounds as part of their continued training. These are at their school as well as at one across the district. Teachers who need additional support get this through Instructional and/or Academic Coaches. The PLC provides an opportunity for teacher development. Teachers are provided site-based and district PD. Teachers are asked to serve on numerous focus groups including School and District Improvement Teams. All teachers are trained in curriculum standards, assessment, intervention, use of data and instructional strategies. Early career teachers are assisted by coaches assigned for that purpose. CET Training is provided each year. PDCP is provided for non-traditional certificate earners Phase I for aspiring teacher leaders.

School Year 2021-2022:

2,483	Teachers rated highly effective
332	Teachers rated effective
1	Teachers rated needs improvement
0	Teachers rated unsatisfactory

New teacher induction. PLCP program, CET training required for all mentor teachers. The office of PLCP employs three specialists who are deployed to schools to coach and mentor new teachers.

New teacher toolbox meets each month with training delivered from different departments across the district. PLCs at each school train and enable teachers to become part of the fabric of the school. Principals meet with new teachers regularly to ensure the new teachers are integrated into the school. New teacher coaches are deployed to schools to assist, coach, model and support new hires and others needing support.

Teachers are asked to be on school improvement teams, encouraged to meet in stakeholder groups identifying on going needs, personal attention is given to teachers to encourage, empower and build the capacity for future leadership roles.

Phase I is the first step on the SJCSJ leadership pipeline. It is designed to introduce the cohort members to the responsibilities, roles, and people within each department. The goal is to develop connections within the cohort as well as the district leaders. Cohort members apply and are accepted if they have Educational Leadership on their Certificate. In SJCSJ we require all school assistant principals to have Educational Leadership on their teaching certificate. Phase I includes research readings focused on school leadership, discussions of the FELS, and district expectations. Phase I requires an 80-hour internship in the department chosen by the candidate. The tasks of the internship must stretch the skill set and knowledge of the candidate. Each task is tied to the FELS, and the candidate must write a reflection of what they learned. After Phase I we invite identified candidates to the Aspiring Leaders Academy for additional learning in skills, knowledge and aptitudes required of an effective school leader. During this time, the candidates practice interviewing and revise their vitae. The descriptors of the FELS are a priority. Recently we partnered with UNF to offer a cohort for rising teacher leaders in Educational Leadership. This partnership is of benefit to the cohort students, and it has improved the relationship of SJCSJ leaders to the leaders at UNF. Several Principals from SJCSJ teach in the program and others have been asked to make presentations on specific topics. Flagler College serves as a partner for professional learning also.

2. System of Professional Learning for School Administrators

Prompt 8. Describe the district's system of professional learning programs and supports that enables school administrators to continually develop throughout their career and provides for the identification and preparation of aspiring school leaders.

- Leadership pipeline – Including Phase I Introduction to SJCSJ Leadership, which includes an internship in a department.
- Principal Preparation – A 2-year program leading to Principal Certification
- District-AP Leadership Team
- Aspiring Leaders Academy for identified teacher leaders.
- Sharpen the Saw – development of skills and knowledge for Principals, Assistant Principals, and District personnel.
- Ed Leadership cohort with UNF.

III. Professional Learning Standards Implementation

The standards define Florida’s core expectations for high-quality professional learning systems and opportunities and form the foundation for the school district’s professional learning system and catalog. Each of the subsections below, organized by domains and standards, includes a description of how the district is implementing each standard.

Domain 0: Foundation

Standard 0.1: Leadership

Professional learning requires leaders who develop capacity, create support systems, and advocate for professional learning to continually improve educator practice and student outcomes.

Standard Implementation

Prompt 9. Describe how the district implements the Leadership standard.

Through the two-year Principal Prep Program, each candidate selects an executive cabinet member as their coach.
The candidate completes a project germane to their practice.
They also show evidence of Leadership Standards through the Situation, Task, Action, Results (STAR) submission.
Sharpen the Saw Professional Learning for Principals and Assistant Principals.
Aspiring Leadership Academy for identified teacher leaders.

High standards are set by defining the academic standards and expectations for all students. SJCSJ displays the following:

1. Setting high standards for educator and student performance.
 - a. Defining high academic standards and behavioral expectations, and translating them into policies and practices (e.g., access for all students to quality educational experiences; setting norms that promote respect and openness for diverse learners).
 - b. Communicating policies and practices to support high standards for student achievement and educator practice (e.g., holding adults responsible for learning outcomes, requiring student mastery of grade level skills for entry to the next grade, implementing structures and strategies that address learning opportunity gaps).
 - c. Modeling high standards and positive expectations for improved student learning through commitment to and facilitation of the implementation of sound practices (e.g., encouraging students to pursue more rigorous goals, promoting educator inquiry and professional learning, monitoring implementation of high standards).
 - d. Operationalizing high standards so they become a seamless part of the values, attitudes, and beliefs of the culture.
2. Developing expertise in self and others regarding effective professional learning and leadership.
 - a. Supporting school and district leaders to develop a deep understanding of the Florida Professional Learning Standards, use the standards to plan for and support professional learning, and develop this knowledge in others (e.g., district coordinators and specialists, district- and

school-based instructional coaches, school department heads and team leaders, other teacher leaders) in order to distribute leadership and responsibility for high-quality professional learning.

b. Continuously improving the knowledge, skills and practices of school and district professional learning leaders including how the district plans, implements and continuously improves a state-approved, competency-based system of professional learning.

3. Communicating the importance of high-quality professional learning and its connection to student outcomes.

a. Promoting high-quality professional learning, and identifying and challenging practices, experiences and designs of ineffective professional learning and advocating for improvements.

b. Communicating the importance of high-quality professional learning to continually improve educator practice and student outcomes and disseminating information about the district professional learning system to educators, key stakeholders, and community members.

4. Promoting a culture of professional learning by ensuring policies, structures, resources, calendars, and daily schedules support educators to continuously improve their knowledge and practice.

a. Promoting collaborative cultures that include norms for high expectations, collective responsibility, mutual respect, and relational trust.

b. Ensuring systems and structures are in place to support educator engagement in professional learning and subsequent implementation of new learning.

c. Implementing incentives to recognize educators for participation in and implementation of professional learning as well as the impact of educator practice and student outcomes and celebrating progress toward professional learning benchmarks and goals.

5. Creating a coherent program of learning and leadership development opportunities for growth of all employees.

a. Aligning the professional learning system with the Florida Professional Learning Standards and other district systems and programs to develop a coherent program of learning and leadership opportunities.

b. Ensuring the professional learning system is aligned with educators' instructional and certification needs, learning goals focused on student achievement and behavioral data, and district and school initiatives and goals.

The district has been recognized as an exemplary Character Counts! district by Drake University. The superintendent uses principal meetings and various focus groups to communicate the policies and practices which support high standards for student achievement. The strategic plan, revised this year, includes expectations, methodology and communication strategies for ensuring all stakeholders comprehend the high expectations SJCSJ holds for student achievement. There is a reason that SJCSJ has been recognized as the number one district in the state of Florida for twelve consecutive years. It is due in large part on communicating high expectations, monitoring those through a number of data points, surveying the stakeholders and aligning all professional and leadership learning to instruction which focuses on building capacity of all learners. SJCSJ uses MTSS and RtI to identify students in need of interventions. The system is very robust. Each school employs PLC Teams to review student work and data to align instruction. The PLC members determine what students need to know, how they will be assessed and interventions which will be put in place to help those students who require additional support as well as enrichment instruction for those students who need them. The SJCSJ core beliefs include the importance of instructional access for all students.

Professional learning is designed to operationalize the ability for all teachers to instruct using high yield strategies, scaffolding lessons for students and the use of inclusive processes for instruction in the classroom.

Principal and Assistant Principal meetings are focused on how to assess the use of high yield strategies as well as how to provide actionable feedback to teachers in need. We use instructional coaches in all of our schools to assist and support teachers.

The Pupil Progression Plan is updated each year and serves to inform everyone what the academic expectations are for each grade level. Schools offer numerous opportunities for parents to review resources, books, and texts. Participation on textbook adoption committees is open to community members, parents, and faculty.

The district support team meets quarterly to review school data and model strategies that are intended to be used by academic coaches at schools to assist the teachers.

The district publishes a calendar of professional learning opportunities. Offerings are posted on the website and are housed in our information management system for employees to sign up. The offerings are robust and cover numerous topics related to classroom management, behavior supports, mental health, reading, standards, assessment, high yield strategies and grading policies.

SJCSJ is in a transition period as the leadership and professional learning departments have been combined. This is an effort to continue to align the SJCSJ professional learning system with the Florida Professional Learning standards and other district programs and systems to ensure a coherent program of learning and leadership opportunities. SJCSJ continues to ensure the professional learning system is aligned to the need of educators' instructional, certification and leadership growth needs while aligning courses offered to support student achievement, behavioral and achievement data and the districts and school goals and initiatives.

Domain 1: Needs Assessment and Planning

Standard 1.1 Professional Learning Needs

Professional learning includes the use of student, educator, and system data to analyze, prioritize, and plan for continuous improvement of educator practice and student outcomes.

Standard Implementation

Prompt 10. Describe how the district implements the Professional Learning Needs standard.

Feedback is gathered from formal surveys, Meetings (e.g., Principal, Assistant Principal, Cabinet, SALT, Teacher Advisory Group, etc.), and from the Professional Development Protocol Goal-Setting Data to identify PL needs.

Our primary focus has been on new/developing teachers within their first 2-3 years of teaching. There has not been an overall collaboration of all District Departments, so the following is mostly based upon the focus of the Professional Development and Evaluations Department.

Surveys to gather input from stakeholders have included:

- Annual Instructional Personnel Professional Development Needs Assessment Survey
- Annual Feedback Survey for Non-Instructional Inservice Day (first and second semesters)
- School Secretary Professional Development Needs Assessment Surveys
- New Hire Induction Feedback Survey (every summer)
- SJCSJ Leadership Learning Days Feedback Surveys (every summer)
- SJCSJ Teach-In Surveys (first and second semesters)

Clinical Educator Training Feedback Surveys
New Teacher Training Surveys (focused on *Teach Like A Champion*)

The information gleaned from the data disaggregated from these surveys is used to design / adjust learning opportunities that are provided throughout the school year.

The PD Department is not aware of the process used by District Departments to determine learning opportunities that are not specific to initial introduction of adopted textbook resources or state-mandated trainings such as those required for testing updates or standards updates. This is an area of identified improvement. This is the reason the Superintendent reconfigured PD. There will be an increase in cross-functional collaboration for teachers, leaders and student growth.

Standard 1.2: Professional Learning Resources

Professional learning requires schools and systems to maximize and monitor the use of resources to continually improve educator practice and student outcomes.

Standard Implementation

Prompt 11. Describe how the district implements the Professional Learning Resources standard.

Feedback is gathered from formal surveys, Meetings (e.g., Principal, Assistant Principal, Cabinet, SALT, Teacher Advisory Group, etc.), and from the Professional Development Protocol Goal-Setting Data to identify PL needs.

Our primary focus has been on new/developing teachers within their first 2-3 years of teaching. There has not been an overall collaboration of all District Departments, so the following is mostly based upon the focus of the Professional Development and Evaluations Department. Increasing cross-functional collaboration within the SJCS D is a priority.

Based upon an overwhelming request for quick, easy-to-use strategies that will actively engage students in learning and proactively set up classroom procedures and routines to create environments conducive to learning with few or no off-task/disruptive behaviors, there has been a focus on the following resources:

- *Teach Like A Champion 2.0* by Doug Lemov
 - Has been both part of monthly opportunities and offered in sessions of SJCS D Teach-In
 - In-Person and Synchronous learning sessions focused on the teacher-identified need, which strategy(ies) align, unpacking the strategy(ies), aligning the strategy(ies) to both Focused Teacher Evaluation Model framework and John Hattie's Effect Sizes, and planning for implementation
 - 10-month employee Facilitators are paid \$20/hr to plan and \$20/hr to facilitate (when outside of contract time)
 - Participants are paid \$20/hr when outside of contract time
 - No continuing budget available- Title II funds have been used, but is provided on as-available basis
- New Teacher Resource Notebook
 - Created in-house SJCS D

- Provided to all new instructional hires
- Used as the guide in the monthly New Teacher Cadre led by Human Resources Department / PDCP District Mentors at each school
 - Includes best practices in classroom set-up/management
 - Includes alignment to FEAPs / Focused Teacher Evaluation Model (FTEM)
 - Includes lists of “things to know” specific to SJCSJ and the individual schools (e.g.; acronyms, how to put in for a sub, who’s who at your school, etc.)
 - No continuing budget available- ESSER II, ESSER III, and HR funds have been used, but is provided on as-available basis
- New Teacher Cadre
 - Lead Teachers identified by HR at each school
 - Monthly sessions provided to all new instructional hires
 - District Mentors train Lead Teachers at each school
 - Includes best practices in classroom set-up/management
 - Includes alignment to FEAPs / Focused Teacher Evaluation Model (FTEM)
 - Includes lists of “things to know” specific to SJCSJ and the individual schools (e.g.; acronyms, how to put in for a sub, who’s who at your school, etc.)
 - Lead Teachers are paid a stipend to facilitate and to attend train-the-trainer sessions
 - District Mentors are paid as PTAN to create monthly sessions and to conduct train-the-trainer sessions outside of contract hours
 - No continuing budget available- ESSER II, ESSER III, and HR funds have been used, but is provided on as-available basis
- SJCSJ New Hire Induction (summer sessions only)
 - Opportunity for all new hires, not required
 - In-person three-day learning opportunity
 - Includes overview of district and welcome from Superintendent, HR, and IT
 - Includes overview of Evaluation models (for all employees)
 - Includes introduction to district initiatives and resources [e.g.; PLC, online gradebooks and student learning systems, curricular resources (traditional and technological), introduction to Harry Wong-based 0-2 year teacher sessions, sessions focused on Hattie/FEAPs/FTEM-aligned High Yield Strategies and best practices of pedagogy, includes mandatory training in legislatively required mental health training, etc.]
 - 10-month employee Facilitators are paid \$20/hr to plan and \$20/hr to facilitate
 - Participants are paid \$20/hr when outside of contract time
 - No continuing budget available- ESSER II, ESSER III, and HR funds have been used, but is provided on as-available basis
- SJCSJ Teach-In
 - Created in-house SJCSJ
 - Opportunity for all employees
 - In-person one-day mini-conference-style learning opportunity
 - For Teachers-By Teachers
 - Sessions vary based upon feedback received from Needs Assessment and Induction / Previous Teach-In Feedback Surveys

- 10-month employee Facilitators are paid \$20/hr to plan and \$20/hr to facilitate
 - Participants are paid \$20/hr when outside of contract time
 - No continuing budget available- ESSER II, ESSER III, and HR funds have been used, but is provided on as-available basis
- SJCSJ Teacher Toolbox
 - Created in-house SJCSJ
 - Opportunity for all employees
 - Monthly on early release Wednesdays after school
 - Inter-Departmental Collaboration
 - Some sessions have included: Overview of Gifted Services and strategies to take and implement immediately to support gifted learners; Overview of the office of Equity & Innovation including lists of available resources and how to access them for your classroom; How Your School Counselor can Support You in the Classroom; District Instructional Technology- What's Available and How to Access; District Instructional Technology- How to Effectively Use Available Resources to Enhance Learning, etc.
 - Sessions vary based upon feedback received from Needs Assessment and Induction / Previous Teach-In Feedback Surveys
 - Sessions vary based upon willingness / availability of SJCSJ Departments
 - 10-month employee Facilitators are paid \$20/hr to plan and \$20/hr to facilitate
 - Participants are paid \$20/hr when outside of contract time
 - No continuing budget available- ESSER II, ESSER III, and HR funds have been used, but is provided on as-available basis

Based upon the SJCSJ initiative to make Professional Learning Communities our “way of work”:

- *Learning By Doing* by Dufour, Dufour, Eaker, Many, Mattos
 - A resource text used in both New Hire Induction sessions as well as Teach-In sessions
 - Focus is on introduction to PLCs, How to Get Started, Effective Teams/Collective Efficacy, and Collaborative Analysis & Targeted Planning
 - 10-month employee Facilitators are paid \$20/hr to plan and \$20/hr to facilitate (when outside of contract time)
 - Participants are paid \$20/hr when outside of contract time
 - No continuing budget available- Title II and ESSER II / ESSER III funds have been used to pay participants to attend sessions and facilitators to provide sessions, but is provided on as-available basis

Based upon the number of teachers who either enter the field of education via an alternative certification pathway, who move from other states with different certification requirements, or who change to different content areas that have different state requirements:

- *Reading Endorsement Courses*
 - Facilitated by SJCSJ teachers who have demonstrated mastery in the field
 - Asynchronous online coursework with synchronous opportunities as needed/requested
 - Approve pathway via FLDOE
 - Platform (Moodle) is free; however, course facilitators are paid \$65/completer
 - Budget shifts each school year- Title II funds have been used, but is provided on as-available basis- SJCSJ has never cut the number of offerings- funding has been “found” if initial budget has maxed out in order to continue to provide opportunities for all teachers who need to complete this work

- *ESOL Endorsement Courses*
- *ESOL Compliance Courses as per Consent Decree for Administrators, School Counselors, and Content Area Teachers not required to earn the full endorsement*
 - Facilitated by SJCSJ teachers who have demonstrated mastery in the field
 - Asynchronous online coursework with synchronous opportunities as needed/requested
 - Approve pathway via FLDOE
 - Platform (Moodle) is free; however, course facilitators are paid \$65/completer
 - Budget shifts each school year- Title II funds have been used, but is provided on as-available basis- SJCSJ has never cut the number of offerings- funding has been “found” if initial budget has maxed out in order to continue to provide opportunities for all teachers who need to complete this work
- *Gifted Endorsement Courses*
 - Facilitated by SJCSJ teachers who have demonstrated mastery in the field
 - Asynchronous online coursework with synchronous opportunities as needed/requested
 - Approve pathway via FLDOE
 - Platform (Moodle) is free; however, course facilitators are paid \$65/completer
 - Budget shifts each school year- Title II funds have been used, but is provided on as-available basis- SJCSJ has never cut the number of offerings- funding has been “found” if initial budget has maxed out in order to continue to provide opportunities for all teachers who need to complete this work.

SJCSJ uses teachers, school, and district leaders to recommend and review curricular resources to support professional learning needs. The district is working on a multiyear plan that will identify and allocate resources to support school and district professional learning needs. The work of the accreditation cycle and strategic plan provides a foundation for an intentional long-term plan. This year the district contracted with the University of Florida to present several learning sessions on the Science of Reading for principals, assistant principals, academic coaches, and district leaders. Allocation of both human and fiscal resources to support needed professional learning is done through a deep dive into data analysis to identify the what and the where to support student performance. Multiple sources of funding including ESSER, Title I and Title II have been used to support professional learning.

Management systems have been developed to determine the return on the investment correlating teacher and leader learning to student achievement. The design we use is the wheel of improvement. SJCSJ continues to review and revise to meet the changing needs of teachers to support instruction for all students.

The accreditation process conducted 2022-23 asked us to look at data in four key areas: culture, leadership, student engagement and achievement results. From this SJCSJ has been guided by a set of improvement/recommendation statements. We employ this to chart the course for the next five years. Each year, ensuring we use data to review and revise programming as needed.

SJCSJ professional learning is anchored in the study of curriculum and instructional materials with a focus on curriculum-driven design. This yields an aligned and coherent professional learning system. SJCSJ is focused on a multiyear resource plan that identifies and allocates sufficient resources to meet school and district professional learning needs and goals. SJCSJ integrates multiple sources of funding both internal and external to maximize impact and support full deployment. We continually review data to determine return on investment and revise as needed.

Prompt 12. List the technology platforms and programs the district uses to manage, provide, or support professional learning, and briefly describe how they are utilized (e.g., participant registration, inservice points tracking, and virtual collaboration).

Platform or Program	Use(s)
Moodle	SJCSJ Online Learning Center – • ESOL, Reading, & Gifted Endorsement Courses • Online Modules for Clinical Educator Training • Online Modules for PDCP Coursework • Online Help for Evaluators of Instructional Employees • Online Training to learn about the SJCSJ Evaluation System • Online Training for Cultural Responsiveness Training • Online options for Asynchronous General Inservice Learning Opportunities
Professional Development and Evaluations Webpage www.stjohns.k12.fl.us/pd	Located on the SJCSJ website • Lists ongoing professional learning opportunities – both in-house and from outside organizations – usually at no cost to the participant.
Leadership Development Webpage www.stjohns.k12.fl.us/ld	Located on the SJCSJ website • Information on leadership opportunities for all with a brief explanation of the cohorts
Professional Development Calendar SJCSJ	Shared Calendar in Microsoft Outlook Link located on inside.stjohns • Calendar/Monthly listings of noted professional learning opportunities available to SJCSJ employees.
Schoology	Used for specific Role-Alike Groups such as Media Specialists, Curriculum Content Areas, etc., to access PLC-type shared documents and training materials.
Zoom	Used to deliver synchronous training opportunities.
Microsoft Teams	• Used to deliver synchronous training opportunities. • Teams are used for specific Role-Alike Groups such as PD Contacts, Clinical Educator Trained Teachers, Media Specialists, Curriculum Content Areas, etc., to access PLC-type shared documents and training materials.
FDLRS/BEES PDA Portal	Online Learning Website • Offers both facilitated and independent learning opportunities • Offers specialized learning opportunities (e.g., SWD, 40 Hour Reading) • Offers general learning opportunities (e.g., Behavior Management, Pre-K strategies, etc.)

	Participants receive a certificate of completion and submit to the SJCSJ PD Department to earn credit
NEFEC.org	Available for SJCSJ teachers to participate in online training to acquire Endorsements in the areas of Reading and Gifted (at no cost.)
FDLRS.org/about/educators	- Available for SJCSJ teachers to participate in online training to acquire Endorsements in the areas of Autism Spectrum Disorder. - Offers various trainings via recorded webinars
Schultzcenter.org	Schultz Institute Available for SJCSJ teachers to participate in online training to acquire Endorsements in the area of Reading and Gifted (at the cost of the participant)
BusinessPlus	Employee Management System - Register for Learning Opportunities - Inservice Points database - View Professional Learning Transcripts
SurveyMonkey	- Professional Learning Feedback Surveys are requested after each SJCSJ PD Dept.-Sponsored PL Event (e.g., New Hire Induction, Non-Instructional Inservice Day, Teach-In, etc.) - PL Needs-Assessment Surveys to determine learning opportunities/planning
Microsoft Forms Survey	PL Needs-Assessment Surveys to determine learning opportunities/planning

Prompt 13. List the funding sources and amounts allocated for the district's professional learning resources, and calculate the percentage of the district's total operating expenses that is allocated for professional learning for each of the last three school years.

School Year	Primary Funding Sources	Amount Allocated for PL	Total District Operating Budget	% of Total Budget
20-21	All Primary Sources			
	General Fund	5,139,553	400,328,460	1.28
	Special Revenue	554,445	8,003,774	6.92
	Title I, Part A	159,146	2,772,882	5.74
	Title II	753,017	789,651	95.36
	[Add More Rows As Needed]			
21-22	All Primary Sources			
	General Fund	6,187,509	434,750,797	1.42

	Special Revenue	1,304,742	10,865,521	12
	Title I, Part A	185,366	3,085,620	6
	Title II	726,055	757,699	95.8
	[Add More Rows As Needed]			
22-23	All Primary Sources			
	General Fund	6,514,053	473,529,224	1.38
	Special Revenue	4,588,346	35,209,583	13
	Title I, Part A	518,835	5,576,613	9.3
	Title II	1,006,937	1,074,472	93.71
	[Add More Rows As Needed]			

Domain 2: Learning

Standard 2.1: Learning Outcomes

Professional learning includes outcomes that ensure intended changes in educator knowledge, skills, dispositions, and practice align with student learning needs.

Standard Implementation

Prompt 14. Describe how the district implements the Learning Outcomes standard.

SJCS D utilizes the PLC model in all schools. Data from formative, summative and state testing is used to target students who need interventions and acceleration. Principals provided learning to address student needs including scheduling of students, priority SWD populations. Additional resources at Title I schools. Academic Coaches and Instructional Literacy Coaches are placed in all schools. We continue to monitor and adjust as student outcome data is reviewed and teachers are surveyed.

SJCS D consistently uses student data to design professional learning content which integrates student curriculum standards and addresses the learning and performance expectations of both students and educators. The link between professional learning and student achievement is very specific. During principal meetings, the data is reviewed, and professional learning needs are identified. At the school level the PLC process identifies student needs based on a thorough review of the data. Teachers determine their needs.

Student learning outcomes identify learning expectations for all students to achieve at their maximum potential. Teachers continually focus on student outcome needs.

SJCS D collects, analyzes, and uses data from educators across the district to set the course for future professional learning needs. We align training to build the capacity of all educators in their abilities, skills, and knowledge to address the unique needs of all students. SJCS D as a system is committed to aligning all professional learning with coherence across all departments. Cross

functional collaboration across departments and schools as well as PLC's determine professional learning needs.

SJCSJ focuses professional learning expectations and outcomes on developing content knowledge, content specific instructional strategies and interventions aligned with state-adopted student performance standards. The focus is continually building the capacity of all SJCSJ educators. The district collects and analyzes data routinely to determine educator needs based on student achievement. SJCSJ is committed to cross-functional collaboration as it applies to priorities and initiatives.

The Florida Accomplished Practices delineate the needs of teachers to be highly effective in instruction for all students. We use these standards to guide the professional learning in SJCSJ. A team of educators from across the district recommends professional learning needs. At the school level a similar process is used to determine the needs of teachers regarding professional learning.

Standard 2.2: Learning Designs

Professional learning includes use of research- and evidence-based learning designs to continually improve educator practice and student outcomes.

Standard Implementation

Prompt 15. Describe how the district implements the Learning Designs standard.

- Use of Kagan strategies and other high yield instructional strategies.
- Use of PLC's in all schools
- Training in inclusive scheduling
- Reading walkthroughs
- The use of data at all Principal and Assistant Principal meetings
- Collaboration with University of Florida on PD for the Science of Reading for all leaders
- Coaching & mentoring for all new teachers
- Program for alternative certification candidates
- Working on the following:
 - Cross-functional collaboration on professional learning
 - Use of research to drive continuous improvement
 - Continued book and lesson studies for all teachers and leaders
 - Accreditation self study
 - Engaging in Strategic Planning to address current reality and drive goals

SJCSJ uses a shared cycle of inquiry which originates in the school-based PLC. Teachers and leaders analyze student data continually to determine next steps with regard to learning design. We utilize fidelity checks, conversations with school leaders, case studies presented by principals and reviewed and responded to by leaders from many departments, walkthroughs at schools, and the reading walk through model. The habit of identifying notices, wonderings and on the verge of when conducting classroom walk through and subsequent feedback to teachers, student observation is conducted. Teachers use the PLC as a platform for sharing student data, discussing methodology, formative assessments, and planning instruction in the classroom. Through all of these processes professional and leadership learning needs are identified and scheduled to build capacity of teachers and leaders.

Domain 3: Implementing

Standard 3.1: Implementation of Learning

Professional learning includes multiple opportunities to implement new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes.

Standard Implementation

Prompt 16. Describe how the district implements the Implementation of Learning standard.

Use of surveys, accreditation self-study, embarking on new Strategic Plan, continue to use data to inform decisions, improve feedback, monitoring systems across the district, use more cross-department & school collaboration, vertical teaming, common expectations for all.

Domain 4: Evaluating

Standard 4.1: Evaluation of Professional Learning

Professional learning includes formative and summative evaluation of the effectiveness of professional learning in increasing educator knowledge, changing educator dispositions and practice, and improving student outcomes to inform decisions about future professional learning.

Standard Implementation

Prompt 17. Describe how the district implements the Evaluation of Professional Learning standard.

SJCSD uses minimal evaluation tools which are undergoing revision.
SJCSD uses surveys of all stakeholders to determine impact of Professional Development.
SJCSD uses data from a variety of sources to determine increase in student performance.
SJCSD uses data to determine intervention needs of students.
SJCSD reviews attendance and behavior data regularly to determine needs.
SJCSD reviews student records, interviews and anecdotal records to determine benefit.
SJCSD plans to increase the use of items noted in a systemic manner.