

Florida Department of Education

Professional Development System Evaluation Protocol



Reviewer's Guide

Third Cycle

2010-14



Bureau of Educator Recruitment, Development and Retention
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Florida Department of Education Professional Development System Evaluation Protocol

Reviewers Guide

Overview

Through a series of legislative acts in the late 1990s and early part of the 21st century, the Florida Legislature required the Department of Education to develop a system for evaluating the quality of district professional learning systems. Pursuant to those requirements stipulated in **1012.98 – School Community Professional Development Act** (F.S.) and legislative proviso language, the Department generated the Professional Development System Evaluation Protocol. By June of 2009, the Department concluded two cycles of reviews of all 67 school districts and four university research schools. The 2009-10 school year was devoted to a complete review and revision of the system in preparation for Third Cycle implementation. The Third Cycle system is described in a separate document entitled **Professional Development System Evaluation Protocol: Protocol System, Third Cycle**. This document contains guidelines for reviewers to use as they conduct site visits to school districts in implementing the system. Reviewers and other interested parties should read carefully the complete description of the system contained in **Professional Development System Evaluation Protocol: Protocol System, Third Cycle** prior to reviewing this document.

Introduction

State law (F.S. 1012.98) specifies, “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.” The purposes of the Reviewer’s Guide for the *Florida Professional Development System Evaluation Protocol* are to:

- ◆ Clarify interpretations of the standards;
- ◆ Provide examples of practices reviewers may encounter in districts and schools;
- ◆ Elaborate on the application of the judgment scale; and
- ◆ Increase consistency among reviewers.

The *Florida Professional Development System Evaluation Protocol* is based on a set of 65 standards organized into these 12 sections:

- ◆ Three levels: Educator, School, and District.
- ◆ Four strands for each level: Planning, Learning, Implementing, and Evaluating.

The standards form the basis for a checklist used by reviewers to judge the quality of a school district professional learning system. The rating scale employed on the checklist is a 4-point rating scale as follows:

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| 4. Excellent: | Pervasive evidence that the district is implementing the standard (almost all faculty and schools, almost all components of the standard) |
| 3. Good: | Considerable evidence that the district is implementing the standard (observed in many faculty and schools, many components of the standard) |
| 2. Marginal: | Some but inconsistent evidence that the district is implementing the standard (observed in a few faculty or schools, a few components of the standard) |
| 1. Unacceptable: | Little or no evidence that the district is implementing the standard |

After reviewing results from all data collection, the team of reviewers assigns one overall rating to each standard for the school. School results are summarized and then averaged to form a district rating. Results from school visits are maintained only as working papers and used only for the purpose of generating the ratings by standard for the district. The intent of the Protocol System is to form judgments about the overall district's professional learning system.

This document contains discussions and examples of practices for each of these 12 sections. Further portions of the document contain suggestions related to the logistics of conducting a site review that will facilitate a smooth review, and recommendations on the process to use in generating reports for school districts following a site review.

The standards have been created to examine major components of a district's professional learning system. Each standard addresses a specific area. It should be noted, however, that state laws and the Florida Department of Education allow districts wide flexibility in the ways in which professional learning is organized and provided. Thus, the judgments made on a specific standard require reviewers to consider multiple factors that may relate to the standard, depending on the district's system. Examples provided are intended to guide the professional judgments of reviewers.

The **Professional Development System Evaluation Protocol: Protocol System, Third Cycle** contains an overall philosophy and approach to professional learning that is based on and drawn from the definition of professional learning and supporting research and documents contained in Learning Forward's (formerly the National Staff Development Council) *Standards for Staff Development (Revised 2001)*. Florida's Third Cycle standards reflect this definition, and each reviewer should read the **Protocol System** document carefully and reflect on the ways in which this document's rationale and

philosophy are displayed within the Florida Standards. Several of the updates are discussed in the following sections:

- Professional development, the process of continuous development for educators and other education personnel, has as its core purpose improving student achievement. The entire Protocol System reflects this emphasis throughout the standards, rationales, and elaborations.
- Pervasive throughout the document are references to learning communities. **Learning communities are groups of faculty who meet regularly to study more effective learning and teaching practices. They share common learning goals that align with school and/or district goals for student achievement.** Learning communities can be effective methods for infusing scientific and evidence based research programs into classrooms. According to the *Standards for Staff Development*, “the most powerful forms of professional learning occur in **ongoing teams that meet on a regular basis**, preferably several times a week, **for the purposes of learning, joint lesson planning, and problem solving**. These learning communities operate with a commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance the achievement of school district and school goals for student learning” (Learning Forward, formerly NSDC, 2001). This method for encouraging and developing expertise in our professional educators is encouraged throughout the state. Adults learn more effectively when they are engaged in the learning and relate learning to their job responsibilities.
- Language in the Third Cycle reflects an emphasis on the collective responsibility for professional learning among all members of the school community, and this emphasis is in line with language in F.S. 1012.98. Examples are the use of the term professional learning instead of professional development; the term “facilitator” instead of terms such as trainer, designer, provider, or program manager; and the term “educator” instead of teacher.
- All professional learning in the state should be based on documented **scientific research or on a firm evidence base**. Many references are made in the document to scientific and/or evidence-based instruction. Professional learning for educators should have documented evidence of the ease of use of the intended skills in the classroom and of the positive impact on increasing student achievement. Documentation preferably is available in published, referred journals or publications or written evidence of the rigorous methods (randomized or comparison group designs) used to determine the effectiveness of the professional learning effort. Districts and schools may rely on national, state, university, or consortia organizations to provide the research/evidence. Districts may also use their own systems of piloting promising efforts to document the evidence that the new strategies and techniques increase student achievement within their schools and with their populations.

The remainder of this document contains specific guidance to new and continuing reviewers for the system on how to interpret each standard and form judgments reflecting the status of the district in planning for, learning through, implementing in instruction with students, and evaluating professional learning. The last section of the **Reviewer's Guide** contains logistical guidance for reviewers.

Guide to Judgments on the Standards

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.

Rationale

This standard reflects the requirements of the law for the development of Individual Professional Development Plans (IPDPs) (s. 1012.98 (4)(b)(5) F.S.). The intent of the standard is to ensure that professional learning stems from the specific performance data for the students to whom the educator is assigned. Planning for professional learning should begin with analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Educators should consider the academic progress of their students in determining what professional learning they need that will increase the learning of their students.

Elaboration

Educators should consider all identified areas as input into the IPDP, although the IPDP does not need to reflect objectives for each area. Disaggregated data are test scores at the **classroom level** that have been clustered into small groups by characteristics of students. The disaggregation may be on Adequate Yearly Progress factors or other factors such as student performance levels by quartiles, racial/ethnic groupings of students, students in LEP or ESOL programs, or genders of students. For example, a district may break down test results for a third grade educator by stanines or Levels attained, providing a list of all students in stanine 1, 2, etc., or all Level I students in the class in math or reading, Level II, Level III, etc. FCAT results are already generated in this format for schools and teachers, and many districts provide individual educators with data warehousing and analysis systems that give educators direct access to disaggregate the data for their own students. Another example is grouping the performance of students in the class by racial/ethnic categories to ensure that all groups are making adequate yearly progress in learning gains. A third type of disaggregation is by specific benchmarks, skills, or test objectives that allow the educator to determine gaps in the instructional program. The No Child Left Behind Act and Florida's Differentiated Accountability Program require tracking of school-level disaggregated student achievement data by many groupings. Classroom level disaggregation of data may not be as prevalent in some districts. Districts may provide classroom level disaggregation or educators may disaggregate the data themselves, especially in content areas such as music or physical education in which standardized achievement measures may not be readily available. The process used to develop IPDPs in schools incorporates reviews of grade level and/or subject area professional learning that the school has identified using disaggregated data as a part of the decision-making process. IPDPs should also represent a blend of professional

learning identified through school initiatives and the SIP as well as school and team goals, individual classroom data, and professional growth areas such as leadership skills or endorsements. Using a collaborative group process to review data and identify professional learning needs may be very beneficial and is encouraged. Note, however, that IPDPs should reflect the needs derived for each individual teacher using the data from that teacher's students for the previous and current year when feasible. IPDPs may have different names in different districts, including PDPs and "ippy-dippies."

Documents, Questions, and Probes

Review a copy of the Individual Professional Development Plan (IPDP) for the last two years. This document may be called different names, depending on the school district. Review the record of the professional learning the educator has taken in the last two years. Obtain a copy from the principal in advance if possible. Ask the following:
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<i>Tell me how your IPDP was created. Describe any data that were used in creating your IPDP.</i>
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Ask details about when the IPDP was created and who was involved. Probe for:
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- | |
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| <ul style="list-style-type: none">◆ Review of disaggregated student achievement data◆ Relationship to the professional learning listed in the SIP◆ Incorporation of school or team goals◆ Results from previous year's IPDP evaluation |
|---|

Rating Rubric for Individual Educators	
4	The educator provides convincing evidence that all areas listed in the standard are considered as part of the needs assessment conducted for the IPDPs. The educator displays and discusses the disaggregated data for his/her classroom in the content area being taught that are used in making instructional decisions, and how these data are used to determine professional learning. The educator may have disaggregated data personally for his/her classroom.
3	The educator has no individual classroom disaggregated data but works conjointly with other grade level/content area educators in creating IPDPs from joint grade level or subject area data.
2	The educator determines needs in a grade level or subject area group process, but without review or analysis of student data.
1	The professional learning needs are determined by school administrators without educator input, or the educator is not involved in conducting a needs assessment.

Rating Rubric across Educators in a School	
4	Almost all educators provide convincing evidence that all areas listed in the standard are considered as part of the needs assessment conducted for the IPDPs. Educators are provided and use disaggregated data for their classrooms in their content area of instruction to use in making instructional decisions, and these data are used to determine professional learning for the educators.
3	Many educators have no individual classroom disaggregated data but work conjointly with other grade level/content area educators in creating IPDPs from joint grade level or subject area data.
2	Educators determine needs in a grade level or subject area group process, but without review or analysis of student data.
1	Little evidence is available that educators are involved in determining their professional learning.

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.

Rationale

This standard is designed to ensure that educators meet individually with the principal or designee to review the IPDP as it is being developed. These meetings are part of an overall process that ensures adherence with the law stipulating that professional learning will “**increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce**” (s. 1012.98 (1) F.S.). The process also reflects the school’s acknowledgement that professional learning is a major lever for the organization to use in maximizing the potential of each faculty member. Results from the reviews of last year’s IPDP should be incorporated into the planning process for individual professional learning for the following year.

Elaboration

The principal or designee should conduct an individual meeting with the faculty member as part of the development of the IPDP. In the best professional learning systems, the IPDP process is used as an opportunity for administrators to review with individual educators the progress that students in their classes are making and the professional learning needed to help the educator make improvements in student learning. These meetings and discussions may be part of data conferences held at the beginning and end of the school year, as well as mid-year checks, if professional development is part of the discussion. In some schools, these meetings may be conducted as part of data conferences held several times during the school year. Administrators also use the IPDP administrator review as an opportunity to plan with the educator for long-term professional growth as part of the school’s continuous improvement planning. Although this responsibility may be divided among assistant principals, the designee should be in an administrative position to ensure that the professional learning is appropriate for the educator and beneficial for the school. Check the IPDP to determine if it has been signed and dated by an administrator.

Documents, Questions, and Probes
Review the record of the professional learning the educator has taken in the last two years. <i>What process is used to review your IPDP? How does the principal ensure that the IPDP educators create are based on the improvements their students need to make?</i> Probe for an individual meeting with the principal or AP to review the IPDP, specific dates, length of the meeting, content discussed.

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Rating Rubric for Individual Educators	
4	The educator provides convincing evidence that he or she has participated in an individual meeting with the principal or designee in which additional professional learning needs were discussed and identified in a meaningful process.
3	The educator documents meeting personally with the principal or designee but perfunctorily or without meaningful discussion.
2	The educator documents meeting in a large group, or meeting with grade level chairs or in educator teams but not with an administrator.
1	The educator documents that the principal or designee signed the IPDP without meeting individually or through a paper transfer, or the IPDP is unsigned.

Rating Rubric across Educators in a School	
4	Almost all educators interviewed provide convincing evidence that they have met individually in a meaningful process with the principal or designee to review the IPDP draft and discuss additional professional learning needs.
3	Many educators met personally with the principal or designee but perfunctorily or without meaningful discussion.
2	A few educators met personally with the principal or designee, or educators consistently report that meetings were held in a large group, with grade level chairs or in educator teams without an administrator.
1	Educators report that the principal or designee signed the IPDP without meeting individually with educators, or the IPDPs are unsigned.

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.

Rationale

This standard reflects the requirements of the law for the development of Individual Professional Development Plans (IPDPs). Florida Statute requires **“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 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” (s. 1012.98 (4)(b)5 F.S).

The intent of the law is to ensure that every educator participates in professional learning that is designed to increase the academic performance of the students in the classroom, and that the changes in student performance resulting from the professional learning can be and are evaluated.

Elaboration

The IPDP may document only a small portion of the professional learning in which the educator has participated during the last two years. Major professional learning programs in which the educator has participated should be documented or referenced on the IPDP. Read the educator's IPDP carefully and compare it with the record of professional learning for which the educator has received credit. Note that although the format for the IPDP may have categories such as “professional learning objectives” or “student performance,” educators may not complete the form with clearly defined professional learning objectives or include measurable improvements in student performance. Measurable improvements should specify the targeted student group, percent or numeric improvement to be expected (such as “x% of the students will, an increase of x number or percent) and the instrument or assessment that will be used. For schools that have not met AYP the previous year, teachers should pay particular attention to the expected improvements in these groups and the specific professional learning they will need to help these students. Give low ratings to IPDPs that have single words for professional learning objectives such as “math” or use generic words for the student performance

increases expected such as “more learning” or “good scores.” A professional learning objective should specify the skills and content or benchmarks to be addressed or the name of the program that contains the professional learning objectives. Educators whose primary or total professional learning is occurring in PLCs should have statements on the expected specific skills and knowledge to be learned. Statements should also be included that demonstrate what changes in the educator’s practices are expected as a result from the new professional learning. Note also that considerable variation may exist in the ways in which plans are completed within a school and across schools in a district. Check also for schools in which all plans are the same or even duplicated, and give low ratings for such plans. If the same plans are used for an educator for both years, probe to determine why. Give low ratings for plans that are the same, unless the educator provides evidence that the plan was intentionally a multi-year plan reflecting concerted learning in a specific content or skill area such as obtaining endorsement in or certification in a new area. Any plan that does not identify professional learning at all receives a “1” rating. Raise in the team meetings any questions or issues with the plan format so that the Team Leader can probe further at the district level. Note also if different forms are being used from the one authorized by the district.

Documents, Questions, and Probes
Check Individual Professional Development Plans to determine items in 1.1.3. (Relationship to student performance data, clearly defined professional learning objectives, measurable improvement in student performance, changes in the educator’s practices resulting from professional learning, evaluation component).

Rating Rubric for Individual Educators	
4	The IPDP contains all components of the standard including the classroom data on which the plan is based, specific professional learning objectives, changes in the educator's practices resulting from professional learning, measurable outcomes expected, and an evaluation component that will determine if the professional learning was used and beneficial for students.
3	The IPDP contains most of the components.
2	The IPDP contains little specificity for the professional learning objectives, student performance improvements expected, or planned evaluation methods.
1	The IPDP does not specify professional learning, contains no references to student performance levels, are identical (indicating all educators receive the same IPDP), or are not available.

Rating Rubric across Educators in a School	
4	IPDPs of almost all of the educators interviewed contain all components of the standard.
3	IPDPs for many of the educators contain most of the components.
2	Few IPDPs contain specificity for the professional learning objectives, changes in the educator's practices resulting from professional learning, student performance improvements expected, or planned evaluation methods.
1	IPDPs do not specify professional learning, contain no references to student performance levels, are identical (indicating all educators receive the same IPDP), or are not available.

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.

Rationale

Adults learn more effectively when they are engaged in the learning and relate learning to their job responsibilities. Learning communities are **groups of faculty who meet regularly to study more effective learning and teaching practices. They share common learning goals that align with school and/or district goals for student achievement.** Learning communities can be effective methods for infusing scientific and evidence-based research programs into classrooms. According to the *Standards for Staff Development*, “the most powerful forms of professional learning occur in **ongoing teams that meet on a regular basis**, preferably several times a week, **for the purposes of learning, joint lesson planning, and problem solving.** These learning communities operate with a commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance the achievement of school district and school goals for student learning” (Learning Forward, formerly NSDC, 2001).

Elaboration

Learning communities most often are groups or subsets of the entire faculty who meet regularly and focus on practical ways to improve teaching and learning. Members of learning communities take collective responsibility for the learning of all students, particularly those represented by team members. Members of learning communities assist one another in examining content standards students are required to master, planning more effective lessons, critiquing student work, and solving the common problems of teaching as identified in a collective review of student data. Educators are engaged in learning community activities when they are part of a formal structure that meets regularly to identify new programs or topics to investigate, gather or conduct research on instructional practices and share their findings, or implement and study the effectiveness of new practices and share these results with other faculty in the school. Learning communities may be of various sizes and serve different purposes, although they share common goals.

Members determine areas in which additional learning would be helpful and read articles, attend workshops or professional learning, or invite consultants to assist them in acquiring necessary knowledge or skills. In addition to the regular meetings, participants observe one another in the classroom and conduct other job-related responsibilities. Learning communities are strengthened when other support staff (e.g. coaches, administrators) choose to participate, and when communication is facilitated among teams.

Groups are NOT learning communities if they are grade level or subject area planning groups that meet regularly through joint planning time to discuss logistics of planning for instruction, or to discuss non-instructional topics, such as management of extracurricular events or general school logistical information. For example, some members of the faculty may serve on school improvement teams or committees that focus on the goals and methods of school-wide improvement. In other cases, groups may come together to discuss specific student issues and problem-solve solutions to the issues (e.g. child study teams or other special intervention teams). While these teams make important contributions to school culture, learning environment and other priority issues, their focus is not specifically on educator learning necessary to impact student learning, and they are not considered learning communities. The key to determining if the group is a learning community is to investigate whether the purpose of the group is based on an identified learning goal for adults that is measured using student achievement data. Note that groups meeting for the Response to Intervention program or as formal lesson study groups may be learning communities if they are meeting the other requirements of the standard.

Key in the process is the “new learning” experienced by educators. During the interview process, probe carefully to determine the topics of discussion and the results from the meetings of the identified learning community. Ask specifically for the learning goal of the group. Note that a school may have one or two learning communities composed of several educators without the practice being pervasive in the school. The community’s work is informed by members’ learning that can occur within the community by inviting an expert voice through such methods as guiding research and reading on effective strategies, presentations, models, and use of technology. The purpose of the expert voice is to deepen the educator’s content knowledge and specific pedagogy to serve all students in the classroom. Probe for the presence of an “expert voice” who can assist in guiding new learning in the group. The expert may be a school-based coach or specialist, a master teacher, or research and professional literature obtained in a professional library or on the internet. Variations may be apparent as well in the frequency with which a learning community meets and the intensity of the activities. More intensive activities should receive higher ratings. In some schools, reading and math coaches may be creating and facilitating learning communities for groups of educators. Look for planned sequences of new learning and new skills, and structured learning activities. Book studies may be counted if they are part of a concerted effort to examine practice and implement changes. A learning community may also be formed at the district level of educators from different schools studying a specific new set of strategies or techniques related to increasing student achievement. Note that the presence of a coaching support structure does not necessarily turn a meeting into a learning community unless its members are engaged in the activities listed above. Also note that the expectation is that the learning community will be a subset of the entire faculty, not typically defined as a school as a whole. Note that schools implementing Response to Intervention may be convening teachers to study student data, identifying students needing assistance, and providing concentrated instructional strategies for these students. If these groups are learning and applying new instructional strategies and interventions, they may be counted as learning communities.

Documents, Questions, and Probes	
NOTE: Learning communities are groups of faculty who meet regularly to study more effective learning and teaching practices in order to achieve the identified learning goal of the group.	
Review documents including learning community agendas, learning objectives, notes, schedules, and plans.	
<i>Describe how your school organizes educators into professional learning communities.</i>	

Rating Rubric for Individual Educators	
4	The educator participates regularly during the school day in a professional learning community to develop lesson plans, examine student work, monitor student progress, assess the effectiveness of instruction and identify needs for professional learning in order to achieve the identified learning goal of the group.
3	The educator participates regularly in a professional learning community during the school day to plan instruction, examine student work and monitor student progress in order to achieve the identified learning goal of the group.
2	The educator participates in a professional learning community on special instructional projects during planning time.
1	The educator is unfamiliar with the concept of learning communities or does not participate in one and/or uses planning time to meet individual needs.

Rating Rubric across Educators in a School	
4	All, or almost all, of the educators provided convincing evidence that most of the educators participate in professional learning communities as described in the standard.
3	Many of the educators participate regularly in a professional learning community as described in the standard.
2	A few of the educators participate in a professional learning community.
1	The educators are unfamiliar with the concept of professional learning communities or do not participate in them.

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.

Rationale

Florida law states “*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*” (s. 1012.98 (1) F.S.). This standard reflects the requirements of the law that educators should participate in professional learning that is directly related to improving the skills and knowledge used in the classroom and enhancing rigor and relevance of the content. Note also the requirements in the federal Title I and II programs for content-based instruction. Current law (s. 1012.98 (4)(b)(3) F.S.) specifies these content areas for professional learning supported by local school districts:

1. analysis of student achievement data;
2. ongoing formal and informal assessments of student achievement;
3. identification and use of enhanced and differentiated instructional strategies;
4. emphasis on rigor, relevance, and reading in the content areas;
5. enhancement of subject content expertise;
6. integrated use of classroom technology that enhances teaching and learning;
7. classroom management;
8. parent involvement; and
9. school safety.

Elaboration

All professional learning listed on IPDPs and in which educators participate should have a direct relevance to at least one area specified in the law. The professional learning should also be relevant to the needs of the educator, considering the subject and grade level being taught. The content areas specified in the law provide flexibility to be applicable to all faculty at all levels of schools. From time to time, the district or state may support initiatives focusing on specific high priority content areas. Note that each IPDP does not have to address all specified content areas. For example, it is expected that the preponderance of the professional learning for mathematics educators will be in teaching strategies for mathematics, and similarly for other subject content educators. A school may also be initiating a new school-wide program for student discipline in which all faculty members are participating, and selected educators may be improving their skills in technology. All professional learning should have a sound basis in research and empirical evidence demonstrating that the professional learning increases the skills of educators that will result in increased learning for students. Compare the list of professional learning credits with the objectives on the IPDP and the content areas

specified in the law. Note that if an IPDP does not list specific professional learning objectives, it may be difficult to tell whether the professional learning received by the educator is relevant to the IPDP. If no professional learning is listed on the IPDP, make judgments on relevance based on the recent professional learning in which the educator has participated. Select for further review one or two of the major programs listed on the educator's IPDP or from the record of inservice credit points awarded in the last two years, including professional learning communities if they have been used as a primary method for increasing professional learning.

Documents, Questions, and Probes

Select from the IPDP one or two professional learning/classes for review, including professional learning communities if they have been used as a primary method for increasing professional learning. Ask these questions concerning delivery of the professional learning:
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<i>Describe the professional learning you received on [topic listed in IPDP].</i>

<i>How relevant was the content you received in [topic listed in IPDP] to your needs as an educator?</i>
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<i>What is the research basis that shows the professional learning will contribute to greater student learning?</i>

<i>Generally, how relevant is the content of your professional learning to your needs as an educator responsible for improving student achievement?</i>

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Rating Rubric for Individual Educators	
4	The educator provides convincing evidence that almost all of the professional learning in which he or she has participated is research- and/or evidence-based and directly related to one or more of the content areas specified in state law.
3	Much of the professional learning in which the educator has participated is research- and/or evidence-based and directly related to one or more of the content areas specified in state law.
2	Some of the professional learning in which the educator has participated is research- and/or evidence-based and directly related to one or more of the content areas specified in state law.
1	Little of the professional learning in which the educator has participated is research- and/or evidence-based or directly related to one or more of the content areas specified in state law, or the educator cannot describe the professional learning received.

Rating Rubric across Educators in a School	
4	Almost all educators provide convincing evidence that almost all of the professional learning in which they have participated is research- and/or evidence-based and directly related to one or more of the content areas specified in state law.
3	Many educators provide convincing evidence that much of the professional learning in which they have participated is research- and/or evidence-based and directly related to one or more of the content areas specified in state law.
2	Some educators provide convincing evidence that the professional learning in which they have participated is research- and/or evidence-based and directly related to one or more of the content areas specified in state law.
1	Few educators indicate they participate in professional learning that is content-focused and research- and/or evidence-based.

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.

Rationale

Florida law states that professional learning systems must “*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 rigorous and relevant curriculum based on state and local educational standards, goals, and initiatives...*” (s. 1012.98 (3)(a) F.S.). The professional learning in which educators participate should use learning strategies that are appropriate to the intended goal of the professional learning. The learning strategies should apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.

Elaboration

Facilitators should model the skills that educators are expected to use in the classroom. The professional learning should provide adequate opportunity for the educators to practice the skills and for the facilitator to provide feedback to educators on their performance during the professional learning session. Whenever possible, the facilitators should employ in the professional learning sessions the same techniques and strategies educators are expected to use with their students. For example, if the professional learning is designed to teach cooperative learning, the facilitator should model the techniques or use videos that model the methods. Educators then should practice using the skills while in the classroom with the facilitator observing and providing feedback. Alternately, follow-up sessions may be scheduled in which school-based coaches or facilitators work with the educators in applying the new methods in their own classrooms with supervision. Note that the intent of providing practice is to help the educators learn and implement the new strategies. Research has demonstrated that many instructional techniques are learned best through observation and practice, such as classroom management and those involving behavior and motor skills. When practice is built in as a follow-up component using school-based coaches, it should be counted for both this standard and for 1.3.2. Coaching and Mentoring. In learning communities, teachers may be modeling new techniques for each other. Facilitators should avoid providing instruction that is not aligned with the intended results, the content, participant needs, the learning environment, or time available. Learning designs should always include opportunities for learning engagement, modeling of methods and techniques, and appropriate levels of practice. All learning strategies used by facilitators should model research- and/or evidence-based instruction.

Documents, Questions, and Probes	
<i>Tell me how the professional learning was facilitated on [insert selected topic].</i>	
Probe for examples of modeling the skills that were to be used; practice of the skills; feedback on performance during the professional learning session; facilitating the class using the same techniques and strategies to be using with students.	

Rating Rubric for Individual Educators	
4	The educator provides convincing evidence that almost all of the professional learning received recently included modeling effective research- and/or evidence-based instruction, practice, and classroom-based feedback.
3	The educator describes or documents appropriate learning strategies including modeling, practice, and feedback used in many professional learning efforts in which he or she participated.
2	The educator describes or documents appropriate learning strategies including modeling, practice, and feedback in some professional learning in which he or she participated with some evidence of lecture.
1	The educator describes or documents little or no appropriate learning strategies used in recent professional learning, or almost all professional learning delivered as primarily lecture.

Rating Rubric across Educators in a School	
4	Almost all educators provide convincing evidence that almost all of the professional learning in which they have participated recently included modeling effective research- and/or evidence-based instruction, practice, and classroom-based feedback
3	Many educators report appropriate research or evidence-based learning strategies including modeling, practice, and feedback used in many professional learning received.
2	Some educators report appropriate research or evidence-based learning strategies used in some professional learning received, although other educators report primarily lecture.
1	Educators describe or document little or no appropriate learning strategies used in recent professional learning, or almost all professional learning delivered as primarily lecture.

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.

Rationale

Professional learning that is most likely to effect improvements in teaching practice and student learning is sustained over an extended period of time and through multiple sessions that reinforce the skills and knowledge learned and provide opportunities for faculty to try the new methods in the classroom. Research confirms that when professional learning extends over 49 hours, there is a 21-percentile point increase in student achievement (Southwest Educational Development Laboratory).

Elaboration

The amount of professional learning needed to be “sustained” will vary with the content and skills targeted. Generally, professional learning that is designed for implementing major new programs or strategies will extend 15 hours or more spread across multiple days. Research confirms that when professional learning extends over 49 hours, there is a 21-percentile point increase in student achievement (Southwest Educational Development Laboratory). Examples might include a program on reading comprehension strategies that is delivered in three 6-hour sessions, each a month apart, or nine 2-hour sessions extending over a semester during early release planning times. Educators can then use the techniques in the classroom and report at the next session on their successes and areas needing improvements. Another example is a professional learning community in which teachers meet weekly for an hour during common planning time and concentrate on learning and implementing a new instructional method. Rigor should be built into all professional learning ensuring adherence to high standards. To be avoided are one-shot, short-term programs lacking continuity or reinforcement.

Documents, Questions, and Probes
<p><i>Tell me about the amount of time you spent in professional learning on [insert selected topic].</i></p> <p><i>How was that time organized?</i></p> <p>Probe for number of professional learning sessions, length of time for each session, frequency of sessions, and overall total learning time.</p> <p><i>How appropriate was the length of time for the skills being taught?</i></p> <p><i>Generally, how sustained and intensive is the professional learning you receive, considering the types of skills and knowledge being taught?</i></p> <p><i>What level of mastery is usually attained by the end of the sessions?</i></p>

Rating Rubric for Individual Educators	
4	The educator documents that almost all of the professional learning in which he or she has participated recently is rigorous and sustained over multiple sessions and multiple days.
3	The educator documents that much of the professional learning in which he or she participates is rigorous and sustained over multiple sessions and multiple days.
2	The educator documents that some of the professional learning in which he or she participates is somewhat rigorous and sustained over multiple sessions and multiple days for a few of the professional learning programs
1	The educator documents most of the recent professional learning in which he or she participates as primarily short bursts of unrelated content.

Rating Rubric across Educators in a School	
4	Almost all educators document that almost all of the professional learning in which they have participated recently is rigorous and is sustained over multiple sessions and multiple days.
3	Many educators report participating in professional learning that is rigorous and sustained over multiple sessions and multiple days.
2	A few educators report participating in professional learning that is rigorous and sustained over multiple sessions and multiple days.
1	Little evidence was available documenting that the professional learning is rigorous and sustained over multiple sessions and multiple days.

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.

Rationale

This standard addresses the instructional methods used in the professional learning. Distance learning and technology offer many ways for educators to observe and experience new techniques. Distance learning increases access to professional learning for educators who live in isolated areas or who want professional learning beyond what is available within their schools or districts. To the extent possible and relevant, facilitators should use current and relevant technology and distance learning to engage educators in the professional learning. Current law requires school districts to **“Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs”** (s. 1012.98 (4)(b)(8) F.S.).

Elaboration

Professional learning may be facilitated by an expert, directed by the learner, or conducted through a group of learners such as in a learning community. Technology-mediated professional learning may include distance learning, webinars, teleconferences, podcasts, wikis, websites, DVDs, embedded video clips in PowerPoint presentations, Smart Boards, hand-held devices or PDAs, graphing calculators, and computer programs or displays as well as other technologies. Note the emphasis in the statute on distance learning. Professional learning on the use of technology such as computer-based programs or computer-assisted instructional programs should be conducted using the medium being taught. For example, video streaming and embedded video clips in presentations can be very helpful in demonstrating and modeling to educators using appropriate and inappropriate strategies for teaching science experiments, conducting guided reading in small groups, or controlling classroom behavior. Other technologies that increase the availability of professional learning include web-based or online professional learning, some of which have multimedia downloading or viewing capabilities. Technology also should be used to assist educators in implementing, practicing, and reflecting on what they have learned and evaluating the effectiveness of that learning. One example is the use of video capturing of educators applying new strategies in a classroom and critiquing the video with a peer, the facilitator, or a coach. In learning communities, groups of educators can review streaming video of new instructional strategies and participate in webinars related to the learning goal of the group. Review the manuals or agendas of professional learning sessions selected in 1.2.2. to determine the use of technology within the professional learning. Probe during the interview for technology used in professional learning that are not teaching the technology itself, such as school safety, reading strategies, and classroom management. Examples of advanced technologies include distance learning, document cameras, wikis, podcasts, embedded video clips in PowerPoint presentations, Promethean slates, tablets

with styli and SmartBoards. A less sophisticated technology is using PowerPoint presentations as page-turners.

Documents, Questions, and Probes	
<i>Describe how technology or distance learning supported and enhanced your recent professional learning in [insert selected topic] and the application and assessment of that learning.</i>	
<i>Generally, describe how technology was used in the professional learning in which you have participated in the last two years. In what ways was the technology appropriate for the skills being learned?</i> Probe for distance learning, webinars, teleconferences, podcasts, wikis, websites, DVDs, embedded video clips in PowerPoint presentations, Smart Boards, hand-held devices or PDAs, graphing calculators, computer programs or displays, and other types of technology.	

Rating Rubric for Individual Educators	
4	The educator describes in detail advanced technologies used in almost all of his or her professional learning that are appropriate to the content and skills being taught or the educator has participated in distance learning or online courses in the last two years.
3	The educator describes technologies used in some of his or her professional learning or the technologies used are limited in sophistication.
2	The educator describes technology used in one of his or her professional learning, and the technology used is limited in sophistication.
1	None of the recent professional learning in which the educator has participated recently used technology.

Rating Rubric across Educators in a School	
4	Almost all of the professional learning in which educators participated recently used advanced technology appropriate to the content and skills being taught or included distance learning.
3	Much of the professional learning in which educators have participated recently used appropriate technology.
2	Some of the professional learning in which educators have participated recently used appropriate technology.
1	Little of the recent professional learning in which the educators have participated recently used technology or the technology used was not appropriate to the content and skills being taught.

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

Rationale

To have an impact on teaching performance and ultimately on improving student academic levels, educators must have sufficient time available to participate in professional learning. Districts should provide time during the school day as periodic days dedicated to professional learning, part of a calendar in which students are released from school early on certain days, or embedded within the daily schedule through common or dedicated planning times. Districts may also provide professional learning during pre- or post-planning times.

Elaboration

Most educators will respond that there is never sufficient time to implement planned professional learning. Probe to determine if the district provides time in the calendar that is dedicated to professional learning and if educators are mandated to attend professional learning or allowed to use these days for other purposes. Other effective arrangements may be early dismissal/release days each week or several times a year that are designated as professional learning time with educators required to attend, and common planning times in which professional learning communities meet on specifically scheduled times for professional learning. Professional learning times also may be designated during pre- and post-planning times, but should be clearly denoted and required for teachers to participate. Note that some districts may provide early release days or pre/post-planning days that are used by educators primarily for planning and classroom organization. These should not be counted as part of professional learning. Districts that have 30 hours or more in the school calendar designated for professional learning and require educators to attend professional learning on those days should receive high ratings. This amount is approximately one hour of professional learning per school week. Time dedicated to learning communities may be counted if the activities in the learning communities meet the definition in the Learning Community Standard (3.2.1.). Note that some districts may have time designated within a bargaining contract or stipulated per teacher that may also be counted.

Documents, Questions, and Probes
Review the district and school calendars and any other documents containing references to professional learning hours or allotted times. <i>Describe the amount of time allocated for professional learning in this district and school in which teachers must participate.</i> <i>In your experience, is there sufficient time to conduct the professional learning that faculty need?</i>

*Florida Department of Education
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Rating Rubric for Individual Educators	
4	The educator reports having designated professional learning time equivalent to 30 hours per year or more during the school day, and educators are required to attend professional learning on those days.
3	The educator reports having designated professional learning time equivalent to 15-29 hours per month or more during the school day, and educators are required to attend professional learning on those days
2	The educator reports designated time during the school day that may be used for professional learning, educator planning, or other activities at the educator's discretion.
1	The educator reports having no designated time during the school day for professional learning and is not provided time to participate in professional learning.

Rating Rubric for Individual Educators	
4	All or almost all educators report having designated professional learning time equivalent to 30 hours per year or more during the school day, and educators are required to attend professional learning during those times.
3	Most educators report having designated professional learning time equivalent to 15-29 hours per month or more during the school day, and educators are required to attend professional learning during those times.
2	Most educators report calendar time during the school day that may be used for professional learning, educator planning, or other activities at the educator's discretion.
1	Most educators report having no designated hours or times during the school day for professional learning or no time provided for professional learning.

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

Rationale

To make informed decisions concerning the need for professional learning and to plan IPDPs, educators need accurate and up-to-date information on their professional learning and the inservice points awarded for the professional learning. Educators should be able to access easily their records for all professional learning, including inservice points awarded and their progress towards recertification.

Elaboration

Records should be updated frequently to ensure educators have current information concerning inservice points and additional points needed for recertification. Schools using automated systems in which educators and administrators can access directly the records on inservice points should receive high ratings; however, efficient office staff who can respond quickly to requests for information may also provide easy access.

Documents, Questions, and Probes
<i>Describe how you find out about the number of inservice points you have earned toward recertification.</i>
<i>How easy is it to access this system?</i>

Rating Rubric for Individual Educators	
4	The educator can access the inservice records at any time and has always found them to be accurate and up-to-date.
3	The educator usually can access the inservice records and the records are updated at least quarterly.
2	The educator finds inservice records hard to access or the records are updated less than quarterly.
1	The educator finds the system for documenting inservice points inaccessible, out-of-date, or contains inaccurate information.

Rating Rubric across Educators in a School	
4	Educators can access the inservice records at any time and always find them to be accurate and up-to-date.
3	Inservice records can usually be accessed and are updated at least quarterly.
2	Inservice records are hard to access or are updated less than quarterly.
1	The system for documenting inservice points is not easily accessible and frequently contains inaccurate or out-of-date information.

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

Rationale

Professional learning must be used in the classrooms by educators in order to impact the learning of students. Implementing the skills and knowledge gained through professional learning in the classroom is an essential component of the process. The purpose of this standard is to ensure that educators actually use their professional learning to improve practice and student learning.

Elaboration

If the purpose of professional learning is to improve and refine practice and increase student achievement, it is essential that educators implement their new learning. Some educators may try out a new technique but stop using it because they did not have adequate support for implementation, it did not work well with their students or content, or it did not produce the intended or desired results. Some professional learning may include “booster” sessions in which learners share their application experiences and receive more suggestions for effective implementation. Listen for descriptions of classroom applications of the skills and knowledge learned and consistent, ongoing use rather than one-time or occasional use. Note that some districts and consortia require educators to submit documentation of follow-up classroom applications prior to awarding inservice points for the professional learning. Note also the similarity of this standard to 1.4.1. – Implementing the Plan. In 1.3.1., make your judgment based on educators’ reports on the extent to which they have used the skills and knowledge in the classroom, regardless of whether the professional learning was listed on the IPDP. For 1.4.1., look for the system and documentation used to evaluate the professional learning listed in the IPDP and look at how the principal determined that the educator actually applied the skills and knowledge.

Documents, Questions, and Probes
<i>Describe some specific examples of how you have used in your classroom what you learned in the professional learning on [insert selected topic].</i>
<i>Describe any other specific examples of how you applied what you learned in recent professional learning sessions.</i>

*Florida Department of Education
Professional Development System Evaluation Protocol
Reviewer's Guide, Third Cycle, 2010-14*

Rating Rubric for Individual Educators	
4	The educator documents extensive uses and applications of skills and knowledge gained through almost all of the recent professional learning.
3	The educator applies some of the skills and knowledge gained through recent professional learning.
2	The educator applies few skills and knowledge gained through recent professional learning.
1	The educator documents virtually no transfer of the skills to the classroom.

Rating Rubric across Educators in a School	
4	Almost all educators interviewed provide convincing examples of uses and applications of skills and knowledge gained through their professional learning.
3	Many educators provide convincing examples of uses and applications of skills and knowledge gained through their professional learning.
2	A few educators provide convincing examples of uses and applications of skills and knowledge gained through their professional learning.
1	Educators do not provide evidence or examples of transfer of skills to the classroom.

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.

Rationale

Current law states that the district's professional learning system shall “**Provide inservice activities coupled with follow-up support appropriate to accomplish district-level and school-level improvement goals and standards**” (s. 1012.98 (4)(b)(3) F.S.). Substantial research concludes that educators are more likely to use new skills and knowledge on an ongoing basis in classrooms if they have assistance in trying out the new skills and knowledge and perfecting their application in their own classrooms (*Professional Learning in the Learning Profession*, National Staff Development Council, 2009). Coaching and mentoring programs increase the likelihood that educators will apply the skills and knowledge.

Elaboration

Coaching and mentoring may occur in many patterns. The facilitators for the professional learning may include follow-up coaching sessions in the classrooms of the participants. The school or district may embark on a new science program and provide coaching in classrooms through a school- or district-based science resource educator who has specialized expertise and/or facilitated the professional learning with the faculty. The district may provide reading, science, math, or technology resource educators to serve a school full-time or several schools on a part-time basis to support a new district initiative. Peer coaching may occur as a part of professional learning communities. Educators may be assigned a mentor (perhaps a National Board Certified Educator) who provides one-on-one assistance in teaching activities and professional guidance related to the professional learning. All of these efforts should be counted as coaching and mentoring. Critical, however, is the skill level of the person assigned as the coach or mentor who should have had classroom experience in the content area for the coaching/mentoring and professional learning specifically on how to be a skilled coach/mentor. Probe to ensure the responsibilities of school-based coaches actually include modeling for and coaching educators. Also probe to ensure that peer coaches or mentors are provided time for the coach/mentor to observe in classrooms. Some districts may also provide some coaching or mentoring activities through web-based resources. Distance learning programs may include online coaching as well and would receive credit for both 2.3.2. and 2.3.3.

Documents, Questions, and Probes	
<i>Describe any coaching or mentoring you received following your professional learning on [insert selected topic] to help you implement the new skills/professional learning.</i> Probe for a facilitator, coach, or mentor going to classrooms to help educators implement the new skills/professional learning.	
<i>Describe any other coaching or mentoring you have received recently.</i>	
<i>Describe the skill level of the coach/mentor assisting you.</i>	
<i>How effective was the coaching/mentoring?</i>	
<i>How did the coach/mentor determine that the assistance had been sufficient?</i>	

Rating Rubric for Individual Educators	
4	The educator documents receiving skillful coaching or mentoring resulting in high fidelity implementation for all major professional learning efforts in which he or she has participated recently, or the educator has served as a coach or mentor recently.
3	The educator documents skillful coaching or mentoring related to some recent professional learning efforts.
2	The educator documents skillful coaching or mentoring related to a few of the recent professional learning efforts.
1	The educator reports no skillful coaching or mentoring resulting in high fidelity implementation related to recent professional learning.

Rating Rubric across Educators in a School	
4	Almost all educators document skillful coaching or mentoring resulting in high fidelity implementation related to most major professional learning efforts in which they have participated recently.
3	Many educators document skillful coaching or mentoring related to professional learning efforts.
2	Some educators document skillful coaching or mentoring related to professional learning efforts.
1	Coaching or mentoring related to professional learning efforts resulting in high fidelity implementation generally are not conducted in this school.

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

Rationale

Current law requires school districts to “**Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs**” (s. 1012.98 (4)(b)8 F.S.). Web-based resources and assistance can be a very economical and effective method for providing support and help to educators following professional learning as they try out the new skills and knowledge in their classrooms.

Elaboration

The school and/or district may provide web-based resources and assistance through a variety of mechanisms. Districts may maintain their own websites that contain follow-up assistance for specific professional learning programs and more generic resources on best practices for educators. Districts participating with consortia may access the consortium website that provides follow-up assistance. Individual schools or the district may have websites, wikis or discussion rooms through other technology vehicles that allow participants to post experiences with new skills and techniques, share additional information, and obtain follow-up instruction. Some districts may provide ongoing support for new educators in their educator induction program but not provide web-based resources and assistance for most other professional learning. These efforts would receive low ratings. An ongoing issue for districts and schools is providing incentives and encouragement to educators to increase their use of follow-up assistance available on the web. Distance learning programs may include online coaching as well and would receive credit for both 1.3.2. and 1.3.3. Note that the rating rubric for this standard requires teachers to use the resources provided. The related school and district standards on web-based resources and assistance address the provision of the resources.

Documents, Questions, and Probes
<p><i>Describe the web-based resources and assistance you have used for any of your recent professional learning.</i> Probe for evidence that the teacher participated in or used a discussion room or bulletin board to talk about the skills, reviewed additional materials posted, or interfaced with the facilitator or a coach/mentor in implementing the newly learned skills or knowledge.</p> <p><i>Describe any professional learning that is coached or mentored online.</i></p>

Rating Rubric for Individual Educators	
4	The educator documents the availability and use of web-based follow-up assistance related to all major professional learning in which he or she has participated recently.
3	The educator documents the availability and use of web-based follow-up assistance related to some recent professional learning.
2	The educator documents the availability and use of web-based follow-up assistance related to a few recent professional learning.
1	The educator reports no availability or use of web-based follow-up assistance related to their professional learning.

Rating Rubric across Educators in a School	
4	All or almost all educators document the availability and use of web-based follow-up assistance coaching or mentoring activities related to most major professional learning in which they have participated recently.
3	Many educators document the availability and use of web-based follow-up assistance coaching or mentoring activities related to professional learning.
2	Some educators document the availability and use of web-based follow-up assistance coaching or mentoring activities related to professional learning.
1	Web-based follow-up assistance related to professional learning generally is not available and used in this school.

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.

Rationale

This standard reflects the requirements of the law for an evaluation component to ensure that Individual Professional Development Plans (IPDPs) are implemented as written or revised. Current law states that the IPDP will “**Include an evaluation component that determines the effectiveness of the professional learning plan**” (s. 1012.98 (4)(b)(5)(c) F.S.). Educators and administrators must be certain that the planned professional learning reflected on the IPDP was received before drawing any conclusions about the effectiveness of the professional learning or the impact on student change.

Elaboration

The standards for evaluation of the teacher’s IPDP consist of four criteria or stages: 1.4.1.) Confirm that the teacher participated in and completed the planned professional development; 1.4.2.) Determine whether the teacher used the skills and techniques learned when back in the classroom; 1.4.3.) Determine any changes or improvements in students resulting from the new approaches; and 1.4.4.) Ensure that the assessments or measures used to verify the change were appropriate. Standard 1.4.5. addresses the use of the results from the evaluation in an ongoing continuous improvement planning and action cycle. The first step in conducting an evaluation of the educator’s IPDP is to confirm that the educator participated in and completed the planned professional learning, taking into account that the IPDP may legitimately be changed to reflect new directions throughout the school year. The principal should hold a meeting at the end of the year to review the extent to which the IPDP was implemented and discuss with the educator the professional learning that occurred. This process may be delegated to another administrator with authority to make decisions concerning the professional development of the educator, such as a designated assistant principal. Typically, a grade or subject level chairperson would not be qualified to conduct this meeting. Without first confirming that the educator had participated in the planned professional learning and accomplished the stated learning goals, any review of the impact of the new learning on student achievement would be unnecessary and misleading. Note that some districts have combined their professional development reviews within or as part of the educator performance evaluation system and conduct the meeting at the end of the year discussing both aspects.

Documents, Questions, and Probes
<i>Describe the meeting held with your principal or another administrator to determine how much of what was written on your IPDP was implemented.</i>

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Rating Rubric for Individual Educators	
4	The educator provides convincing evidence of participating in a meeting with the principal or designee in which meaningful discussions were held concerning the evaluation of the IPDP.
3	The educator describes evaluations of IPDPs conducted in group settings, through department chairs, or formally in work sessions with other educators.
2	The educator describes evaluations of IPDPs conducted informally, perfunctorily, or with no documentation or meaningful discussions.
1	The educator reports no evaluation of IPDPs that document they have implemented their IPDPs.

Rating Rubric across Educators in a School	
4	Almost all of the educators provide convincing evidence of the evaluation conducted of their professional learning.
3	Many of the educators provide convincing evidence of the evaluation conducted of their professional learning.
2	A few of the educators provide convincing evidence of the evaluation conducted of their professional learning.
1	Evaluations of IPDPs are generally not conducted in this school.

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.

Rationale

An essential component of professional growth is the use of professional learning in an ongoing cycle of renewal through experience. Teachers should participate regularly in an evaluation of the ways in which the professional learning in which they have participated have impacted their teaching practices and increased their skills and knowledge levels, as well as the results from implementing the new learning in their classrooms.

Elaboration

The evaluation of the impact of professional learning on teaching practice may be conducted through an individual review and critique or through a group process such as in a professional learning community in which a group of educators share the learning process, the ways in which the new learning has been applied in teaching students, and the critique of the impact the learning community has had on their teaching methods and techniques. Examples of methods used may include gathering work samples such as lesson plans or videos of lesson presentations, peer visits in which other educators observe and critique the teaching, or electronic or other portfolios demonstrating the improvements in educator practices. The impact on professional practice should include an examination of actual use in classroom settings. Some principals require educators to present lesson plans that demonstrate the use of the new program or skills in the classroom. Other principals may observe the educator in the classroom using the new program or skills, or may have the educator submit a self-reflection on the success of the professional learning when applied in the classroom. Classroom walkthroughs with specific checklists of skills are a common method employed. Some districts and consortia require the educators to submit evidence of the use of the new skills or program to principals or the district prior to awarding inservice points. Some educators maintain professional portfolios on paper or electronically demonstrating the ways in which they have improved their teaching practices. Note the similarity of this standard to 1.3.1. – Implementation of Learning. In 1.3.1., make your judgment based on educators' reports on the extent to which they have used the skills and knowledge from any major professional development when they are teaching in the classroom. For 1.4.2., look for the system and documentation used to evaluate the professional learning listed in the IPDP and how the educator and principal determined that educator actually applied the skills and knowledge gained through professional learning. Also note that the cycle of data review/use and IPDP planning is a challenge in many districts. FCAT data are returned at the end of the school year, frequently after the appropriate time to review professional development. Some districts have moved to conducting this review at the beginning of the following school year as part of a continuous improvement cycle. Note

as well that professional learning experienced in the summer is not easily recorded on IPDPs as it occurs prior to the IPDP being written and after the end-of-year reviews.

Documents, Questions, and Probes	
<i>Describe the ways in which you review how your professional learning has impacted your teaching practice.</i>	
<i>How does this school document that you have used the new skills or knowledge in the classroom?</i>	
<i>What are the ways in which you have documented the impact of your professional learning on your teaching practice?</i>	

Rating Rubric for Individual Educators	
4	The educator provides convincing evidence of formally reviewing the impact of professional learning on his or her educator practice and the educator's use of the new skills and knowledge in the classroom.
3	The educator describes formal evaluations of the impact of professional learning on his or her educator practice but without documentation.
2	The educator describes informal or sporadic evaluations of professional learning on his or her educator practice.
1	The educator reports no evaluation of professional learning on his or her educator practice and the application of the skills and knowledge learned in the classroom, or the educator has no IPDP to evaluate.

Rating Rubric across Educators in a School	
4	Almost all of the educators provide convincing evidence of formally reviewing the impact of professional learning on his or her educator practice and the educator's use of the new skills and knowledge in the classroom.
3	Many educators describe formal evaluations of the impact of professional learning on his or her educator practice but without documentation.
2	A few educators describe informal or sporadic evaluations of professional learning on his or her educator practice.
1	Evaluations of professional learning on educator practice IPDPs and the application of the skills and knowledge learned through professional development in teaching students in the classroom are generally not conducted in this school.

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.

Rationale

The purpose of the standard is to ensure that students learn more as a result of the professional learning supported by the school. This standard reflects the requirements of the law for the development and evaluation of Individual Professional Learning Plans (IPDPs). Current law specifies that IPDPs must “*Define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity*” (s. 1012.98 (4)(b)(5)(b) F.S.).

Elaboration

The evaluation should begin with an examination of data linking student change to educators’ professional learning and application of that learning in their classroom. Some principals require educators to present to them charts and graphs of student scores, portfolios of student work, or student test results that document student changes following the implementation of new programs and skills. These efforts should receive high ratings. Other administrators may talk with the educator concerning student changes but require no documentation. These methods should receive low ratings. In some schools, these meetings may be conducted as part of data conferences held several times during the school year.

Documents, Questions, and Probes
<i>Describe how students improved as a result of your professional learning and its application in your classroom.</i>
<i>Describe how you shared these results with your administrator.</i>

Rating Rubric for Individual Educators	
4	The educator provides convincing evidence that student achievement has increased as a result of the professional learning that was applied in the classroom, and presents the data that were shared with the principal.
3	The educator describes details of student achievement increasing as a result of the professional learning, but without supporting data.
2	The educator describes details of student achievement increasing but without any link to specific professional learning completed.
1	The educator presents no evidence of student changes resulting from the professional learning received.

Rating Rubric across Educators in a School	
4	Almost all educators provide convincing evidence that student achievement has increased as a result of their professional learning.
3	Many educators provide convincing evidence that student achievement has increased as a result of their professional learning.
2	A few educators provide convincing evidence that student achievement has increased as a result of their professional learning.
1	Educators have no evidence of student changes resulting from the professional learning they received.

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.

Rationale

The purpose of this standard is to document the methods used in the evaluation of the IPDPs. The findings related to improvements in student achievement resulting from professional learning should be based on valid and reliable measures of student achievement levels and academic growth.

Elaboration

Evaluations of the effect of professional learning on student achievement should be demonstrated through standardized achievement tests when available or through other measures such as district achievement tests, progress monitoring, educator-constructed tests, or portfolios of student work. Formative data should be used on an ongoing basis from periodic measures such as unit tests or benchmark testing to change specific teaching techniques or methods. Summative data should be used at the end of the year in making decisions such as whether the overall professional learning for the year should be continued or changed. Note also that results from action research may be used by individual educators or in small learning communities or lesson study groups to document the impact changes in instruction resulting from professional learning have had on student outcomes. Maintaining documentation of the relationship of professional learning to student performance through any of the listed measures should receive high ratings. Note that this standard addresses the measures used to evaluate the impact of professional learning. If no evaluation of the IPDP has been conducted, mark this standard with a "1."

Documents, Questions, and Probes
<i>Describe the evaluation methods used to document changes in student performance resulting from the professional learning.</i>

Rating Rubric for Individual Educators	
4	The educator provides convincing evidence of conducting formative and summative evaluations of the effect of his or her professional learning on student achievement using objective standardized achievement measures and other appropriate measures with demonstrated validity and reliability.
3	The educator provides evidence of conducting formative and summative evaluations of the effect of his or her professional learning on student achievement using non-standardized objective measures such as unit tests, district-developed tests, and classroom tests.
2	The educator provides evidence of conducting formative and summative evaluations of the effect of his or her professional learning on student achievement using subjective measures such as observations, portfolios, or checklists of performance.
1	The educator did not conduct an evaluation of the effect of professional learning on student achievement through standardized achievement tests or other achievement measures.

Rating Rubric across Educators in a School	
4	Almost all of the educators provide convincing evidence of conducting formative and summative evaluations of the effect of his or her professional learning on student achievement using objective standardized achievement measures and other appropriate measures with demonstrated validity and reliability.
3	Many educators provide convincing evidence of conducting formative and summative evaluations of the effect of his or her professional learning on student achievement using non-standardized objective measures such as unit tests, district-developed tests, and classroom tests.
2	A few educators provide evidence of conducting formative and summative evaluations of the effect of his or her professional learning on student achievement using subjective measures such as observations, portfolios, or checklists of performance.
1	Educators in this school do not conduct evaluations of the effect of educators' professional learning on student achievement through standardized achievement tests or other achievement measures.

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.

Rationale

The intent of conducting an evaluation of the effectiveness of the IPDPs is to use the results for ongoing improvements in classroom instruction and in modifying and adjusting the goals for and nature of professional learning in which educators participate.

Elaboration

The results of the IPDP evaluation, including examination of the application of the learning in the classroom and the impact on educator practice and student achievement, are a part of the continuous improvement process and inform the next school year's IPDP development. Results should also be used to modify or eliminate ineffective programs and strategies and expand effective ones. Note that if an educator is rated low on implementing the IPDP and on evaluation methods, this standard should also be rated low. Note also that a review of two years of IPDP development and evaluation facilitates the judgments formed on this standard.

Documents, Questions, and Probes
<i>Describe how the results from your evaluation of your IPDP were used.</i>

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Rating Rubric for Individual Educators	
4	The educator provides convincing evidence that the results from the evaluation of his or her IPDP are used consistently to plan the subsequent IPDP and revise professional learning goals.
3	The evaluation of the educator's IPDP is used inconsistently to plan the subsequent IPDP and revise professional learning goals.
2	The evaluation of the educator's IPDP is used rarely to plan the subsequent IPDP and revise professional learning goals
1	The educator presents no evidence of using evaluation results, or there is no evaluation conducted of the implementation of the IPDP.

Rating Rubric across Educators in a School	
4	Almost all educators provide convincing evidence that the results from the evaluations of their IPDPs are used to plan subsequent IPDPs and revise professional learning goals.
3	Evaluations of educators' IPDPs are conducted informally with inconsistent use of results to plan subsequent IPDPs and revise professional learning goals.
2	Evaluations of educators' IPDPs are used rarely to plan subsequent IPDPs and revise professional learning goals.
1	Educators in this school do not use results from IPDP evaluations, or evaluations are not conducted of the implementation of the IPDP.

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.

Rationale

Continuous improvement in schools results from ongoing planning to effect key changes impacting the performance level of students. Professional learning is a critical lever available for improving faculty skills and knowledge and implementing new instructional programs or more effective teaching strategies. It can be very effective in ensuring in-depth content knowledge for educators and master-level implementation of content-specific instructional strategies. Planning for educator professional learning is an integral part of the school's process for planning improvements and is driven by analyses of student performance levels.

Elaboration

The school's needs assessment for professional learning begins with a detailed analysis of the student achievement levels and needs on a classroom-by-classroom basis. Administrators may conduct this process as part of the planning conducted for the School Improvement Plans. The school's Technology Plan, Reading Plan, or the Differentiated Accountability Plan may also include professional learning needs for some schools. Educators and administrators also review and analyze the contents of IPDPs across grade levels/subject areas. Check the process to ensure the school is using disaggregated data at the classroom level to determine professional learning needs. The disaggregation may be on various levels such as student performance levels by quartiles, racial/ethnic groupings of students, genders of students, bus riders and non-bus riders, individual skills or benchmarks, or any number of student groupings. Note that if the school does not engage in a needs assessment process for their School Improvement Plan, it may be difficult to identify any process used to identify professional learning needs. Also, note that some districts conduct this process primarily from the district level and return data to schools.

Documents, Questions, and Probes	
<p>Ask for copies of:</p> <ul style="list-style-type: none"> ◆ Individual Professional Development Plans ◆ School Improvement Plan ◆ School Plans for Professional Learning ◆ School Reading Plan ◆ School Technology Plan ◆ School Differentiated Accountability plan, if applicable ◆ Response to Intervention Model and district/state expectations, when appropriate ◆ Documentation of the use of disaggregated student achievement and behavioral data for planning professional learning ◆ Florida Continuous Improvement Model documents, when appropriate ◆ Documentation of reviews and analyses of IPDPs across educators by grade/subject area ◆ Calendars documenting professional learning ◆ Course outlines for planned professional learning ◆ Calendars or other schedules maintained by principal/assistant principal showing meetings with educators to review IPDPs ◆ Expenditure reports on professional learning <p>Check needs assessment for use of disaggregated data in determining professional learning needs.</p> <p><i>Describe the ways in which this school determines the professional learning needs of the faculty.</i></p>	

Rating Rubric	
4	The school bases the needs assessment for professional learning on documented classroom level disaggregated student achievement data.
3	The school conducts a formal needs assessment but does not regularly use classroom level disaggregated student achievement data.
2	The school conducts needs assessments for professional learning informally with little or no documentation.
1	The school does not conduct a needs assessment of professional learning as part of their planning for professional learning.

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.

Rationale

This standard is designed to ensure that the principal or designee meets individually with educators to review the IPDP as it is being developed. These meetings are part of an overall process that ensures adherence to the law (s. 1012.98 (1) F.S.) stipulating that professional learning will “**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 process also reflects the school’s valuing of professional learning as a major tool for the organization to maximize the potential of each faculty member. Results from the reviews of last year’s IPDPs should be incorporated into the planning process for school-level professional learning for the following year.

Elaboration

The principal or designee (such as an assistant principal) should conduct a meeting with the faculty member as part of the development of the IPDP. In the best professional learning systems, the IPDP process is used as an opportunity for administrators to review with individual educators the progress that students in their classes are making and the professional learning needed to help the educator make improvements in student learning. Administrators also use the IPDP administrator review as an opportunity to plan with the educator for long-term professional growth as part of the school’s continuous improvement planning. Although this responsibility may be divided among assistant principals, the designee should be in a position to ensure that the professional learning is appropriate for the educator and beneficial for the school, and to require changes in the IPDP based on performance evaluation data and priorities for students, grade levels, school, content-areas or the whole school. In some schools, these meetings may be conducted as part of data conferences held several times during the school year. Check the IPDPs to determine if they have been signed and dated by an administrator. Note that in some instances there is evidence that the IPDP was created just prior to the visit or on the day of the visit. Provide a low rating for these situations. Also, in some schools no IPDPs may have been developed for the previous year. These schools should receive lower ratings.

Documents, Questions, and Probes
Review all IPDPs generated for the last two years in the school. Review records of professional learning participation by selected educators for the last two years. <i>Tell me about the process you use to review the development of educators’ IPDPs.</i>

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Rating Rubric	
4	School administrators conduct individual meetings with educators in which they review the success of professional learning identified on the IPDP and the relevance of the planned professional learning, and hold a meaningful discussion of the professional growth planned for the educator.
3	Some individual meetings occur, but the meetings take place without meaningful discussion, are conducted with only selected educators, or are held by individuals without authority to ensure the appropriateness of the planned professional learning.
2	IPDP reviews are conducted in a large group meeting, with grade level chairs, or in educator teams rather than with an administrator.
1	There is little or no verifiable or compelling evidence that the principal or designees meet with educators to review the success of previous IPDPs or the relevance of planned professional learning.

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.

Rationale

Planning for school improvement and professional learning is a complex process. Many sources of information must be incorporated into the overall plans. One component should be an analysis of the results from administrative reviews of educators who need to improve their performance. These needs should be incorporated into the school-wide professional learning plan to provide all educators with the best opportunities to increase their proficiencies. Florida Statute s. 1012.98 (3)(c) stipulates that professional learning must **“provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.”** Also, s. 1012.98 (10) F.S. states: **“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.”**

Elaboration

Effective school-level needs assessment processes incorporate information from administrators' annual review of the performance of educators. Look for a school-level process in which trends and patterns across educators of similar needs are identified and then become the content for small-group professional learning. Examples include several educators who need help with classroom discipline or professional learning for educators new to the school that other educators in the school have already implemented in their classrooms. Needs assessments may come from formal data from the Human Resource Development office or formal processes in which administrators consider and document common needs. Also, in some schools no IPDPs may have been developed for the previous year. These schools will receive lower ratings. Note that due to changes in F.S. 1012.34, effective beginning with the 2011-2012 academic year, professional development is incorporated into and is part of the educator performance evaluation system, providing a direct linkage to use performance evaluation data in planning for professional learning.

Documents, Questions, and Probes
Review last year's and this year's IPDPs for educators. <i>Describe how Annual Performance Evaluation Data are used in planning for professional learning in this school. Describe any recent examples of groups of educators who needed specific assistance and how it was provided.</i>

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Rating Rubric	
4	The principal provides convincing evidence that the process for determining professional learning provided to school faculty includes reviews of annual performance evaluation data.
3	Some evidence exists that the process for determining professional learning provided to school faculty includes a review of annual performance evaluation data, or the principal can convey some specific examples of planning professional learning based on needs of specific groups of educators.
2	Little evidence exists for the process for determining professional learning provided to school faculty includes a review of annual performance evaluation data.
1	Professional learning plans reflect only school-wide needs and initiatives.

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.

Rationale

The best way to ensure a coordinated system for ensuring high-quality professional learning for educators that meets their needs and improves overall teaching in the school is to generate and implement a school-wide professional learning system. This system should be integrated with and an essential component of the overall school improvement process, and is best described within and/or a part of the School Improvement Plan. A system is defined as the policies, specific plans, timelines, and facilitators for professional learning for an extended period of time, usually a year or more. Florida Statute s. 1012.98 (4)(b)2 specifies that professional development **“be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students.”** Other language in the statute states that districts must **“assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels...”** (1012.98 (3)(b) F.S.).

Elaboration

Professional learning planned for the school should reflect the needs, goals, and objectives identified in the School Improvement Plan (SIP), both school-wide professional learning and professional learning for groups of educators with similar needs. These processes should both be driven by analyses of grade level and classroom level student performance data to determine gaps and identify priorities. In many schools, the process includes seamless, interactive planning with professional learning serving as a primary means of achieving school improvement. In other schools, SIPs may contain little or no mention of professional learning. The SIP should describe the school-wide Professional Development Plan, although it may be a separate document or plan. The intent is not to create a separate system for professional learning, but to ensure that SIPs include and delineate professional learning as a major solution to many of the school's improvement needs. The policies and logistics for school-level professional learning may be delineated in the district's required professional learning system, district procedures, or professional learning guides disseminated by the district. The SIP should list the professional learning that will be conducted during the year for all educators and for smaller groups of educators such as the third and fourth grade educators, new educators, or all math educators. The SIP should also specify how and when an evaluation will be conducted to determine whether educators participated, learned the intended skills or knowledge, used what they learned in the classroom, and the instruments or methods for

determining whether students learned more as a result of the professional learning. Professional learning should address the range of teachers' level of development, including introductory and advanced levels of learning. The SIP should include approximate timeframes and the planned delivery agent or method (consultant, district staff, educator, professional learning communities, etc.). Note the language in statute related to "scientific research-based educational activities," and the language in the standard that refers to "research- and/or evidence-based professional" learning. Professional learning for educators at the school and district level should have evidence that students taught by educators using the recommended strategies and practices will learn more. Evidence should include results from standardized achievement measures, comparison studies, and research-based designs, preferably including randomization of students to trial programs. One effective method used by some school districts is to pilot test new programs to generate the research or evidence that students will learn more if the school uses the program. Schools and districts that are employing job-embedded professional learning should have evidence documenting the effectiveness of this method for improving the targeted skills and knowledge, and evidence of consistent professional learning provided to the job-embedded facilitators. Note that some schools and districts have moved to generating separate professional development plans that are a component of the SIPs or generated in conjunction with the SIPs. If developed well, these plans may be rated a "4" as exemplary.

Documents, Questions, and Probes

Review the School Improvement Plan, School Technology Plan, School Differentiated Accountability plan if appropriate, school professional learning calendars, and other related documents. Check to ensure concentration on research- and/or evidence-based professional learning and alignment with disaggregated student achievement data, annual performance evaluation data for educators and administrators, annual school reports, IPDPs, and school and district strategic planning.

Tell me about the process the school uses to incorporate results from evaluations of IPDPs into the School Improvement Plan.

How does the school determine that professional learning is based on scientific research and evidence?

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Rating Rubric	
4	The school's professional learning plan integrates all essential components and clearly aligns with the identified school improvement goals and district Professional Development System.
3	The school's professional learning plan integrates most components and aligns with the identified school improvement goals and district Professional Development System.
2	The school's professional learning plan integrates some components and has weak alignment with the identified school improvement goals and district Professional Development System, or little reference to professional learning is documented in the SIP or other documents.
1	There is no document describing the school's planned professional learning or the SIP contains little or no reference to professional learning and no separate document defines professional learning plans or procedures for the school.

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.

Rationale

School administrators who have clearly defined professional learning goals that are derived from the needs of the students in their schools are more focused on and more likely to impact student learning.

Elaboration

Principals, other school administrators, and administrators should have an Individual Leadership Development Plan that serves as a guide for increasing leadership skills and knowledge that will further the career development for the person and maximize the value of the person within and to the school system as a whole. The Florida School Leaders/ W. C. Golden website that may be used by districts and schools has one easily available format, but is not required. The website contains a template and instructions for completing an Individual Leadership Development Plan (ILDLP). This document is an electronic tool to assist in organizing, planning and monitoring the professional learning of a school leader. The tool allows the administrator to incorporate school student data, school improvement goals, and personal leadership development plan into one electronic document. The website is <https://www.floridaschoolleaders.org/>. The site also contains extensive materials that can be used to improve specific skills associated with Florida's Principal Leadership Standards. Reviewers should check the plan format and each Individual Leadership Development Plan for:

- Relationship to school and classroom disaggregated student achievement and behavior data and the needs of student groups not making AYP;
- 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.

Documents, Questions, and Probes	
Review the Individual Leadership Development Plan for the principal and other administrators in the building.	
<i>Tell me about the process used to develop your personal Individual Leadership Development Plan.</i>	
<i>How do the goals in the plan relate to identified student needs within this school?</i>	
<i>Who in this school has an ILDP?</i> Review them.	

Rating Rubric	
4	The Individual Leadership Development Plan contains all components of the standard including the school and classroom data on which the plan is based, specific professional learning goals, measurable improvement in student performance, improvements in teacher effectiveness, changes in administrator practices resulting from professional learning, and an evaluation plan.
3	The Individual Leadership Development Plan contains most of the components.
2	The Individual Leadership Development Plan contains little specificity for the professional learning goals, student performance or teacher effectiveness improvements expected, or planned evaluation methods.
1	The Individual Leadership Development Plan does not specify professional learning goals, contains no references to student performance or teacher effectiveness levels, or has no evaluation plan.

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.

Rationale

Adults learn more effectively when they are engaged in the learning and relate learning to their job responsibilities. Learning communities are **groups of faculty who meet regularly to study more effective learning and teaching practices. They share common learning goals that align with school and/or district goals for student achievement.** Learning communities can be effective methods for infusing evidence-based research programs into classrooms. According to the *Standards for Staff Development*, “the most powerful forms of professional learning occurs in **ongoing teams that meet on a regular basis**, preferably several times a week, **for the purposes of learning, joint lesson planning, and problem solving.** These learning communities operate with a commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance the achievement of school district and school goals for student learning” (Learning Forward, formerly NSDC, 2001).

Learning communities most often are groups or subsets of the entire faculty who meet regularly. These groups are able to function more effectively when school administrators provide structures and support for the collaboration among teachers to occur. Administrators demonstrate support for learning communities when they provide professional development for staff which prepares them for collaboration, when they create structures that support time and opportunity for educators to collaborate, when they recognize and celebrate the work of learning communities, when they monitor the work of the learning communities, and when they model effective participation in learning community structures. Key in the process is the “new learning” experienced by educators. Probe for the presence of an “expert voice” who can assist in guiding new learning in the group. The expert may be a school-based coach or specialist, a master teacher, or research and professional literature obtained in a professional library or on the internet. Examples of this type of support might include preparing teacher leaders to be facilitators of learning communities by providing learning opportunities focusing on facilitation skills, meeting with facilitators on a regular basis to review agendas and meeting summaries, and providing feedback to teams and facilitators about their progress.

Elaboration

Learning communities meet regularly and focus on practical ways to improve teaching and learning. Members of learning communities take collective responsibility for the learning of all students, particularly those represented by team members. Members of learning communities assist one another in examining content standards students are required to master, planning more effective lessons, critiquing student work, and solving the common problems of teaching as identified in a collective review of student data.

Educators are engaged in learning community activities when they are part of a formal structure that meets regularly to identify new programs or topics to investigate, gather or conduct research on instructional practices and share their findings, or implement and study the effectiveness of new practices and share these results with other faculty in the school. Learning communities may be of various sizes and serve different purposes, although they share common goals.

Members determine areas in which additional learning would be helpful and read articles, attend workshops or professional learning, or invite consultants to assist them in acquiring necessary knowledge or skills. In addition to the regular meetings, participants observe one another in the classroom and conduct other job-related responsibilities. Learning communities are strengthened when other support staff (e.g. coaches, administrators) choose to participate, and when communication is facilitated among teams.

Groups are NOT learning communities if they are grade level or subject area planning groups that meet regularly through joint planning time to discuss logistics of planning for instruction, or to discuss non-instructional topics, such as management of extracurricular events or general school logistical information. For example, some members of the faculty may serve on school improvement teams or committees that focus on the goals and methods of school-wide improvement. In other cases, groups may come together to discuss specific student issues and problem-solve solutions to the issues (e.g. child study teams or other special intervention teams). While these teams make important contributions to school culture, learning environment and other priority issues, their focus is not specifically on educator learning necessary to impact student learning, and they are not considered learning communities. The key to determining if the group is a learning community is to investigate whether the purpose of the group is based on an identified learning goal for adults that is measured using student achievement data. Note that groups meeting for the Response to Intervention program or as formal lesson study groups may be considered learning communities if they meet the other requirements of the standard.

Key in the process is the “new learning” experienced by educators. During the interview process, probe carefully to determine the topics of discussion and the results from the meetings of the identified learning community. Ask specifically for the learning goal of the group. Note that a school may have one or two learning communities composed of several educators without the practice being pervasive in the school. The community’s work is informed by members’ learning that can occur within the community by inviting an expert voice through such methods as guiding research and reading on effective strategies, presentations, models, and use of technology. The purpose of the expert voice is to deepen the educator’s content knowledge and specific pedagogy to serve all students in the classroom. Probe for the presence of an “expert voice” who can assist in guiding new learning in the group. The expert may be a school-based coach or specialist, a master teacher, or research and professional literature obtained in a professional library or on the internet. Variations may be apparent as well in the frequency with which a learning community meets and the intensity of the activities. Activities that are more intensive

should receive higher ratings. In some schools, reading and math coaches may be creating and facilitating learning communities for groups of educators. Look for planned sequences of new learning and new skills, and structured learning activities. Book studies may be counted if they are part of a concerted effort to examine practice and implement changes. A learning community may also be formed at the district level of educators from different schools studying a specific new set of strategies or techniques related to increasing student achievement. Note that the presence of a coaching support structure does not necessarily turn a meeting into a learning community unless its members are engaged in the activities listed above. Also note that the expectation is that the learning community will be a subset of the entire faculty, not typically defined as a school as a whole. Note that schools implementing Response to Intervention may be convening teachers to study student data, identifying students needing assistance, and providing concentrated instructional strategies for these students. If these groups are learning and applying new instructional strategies and interventions, they may be counted as learning communities.

Schools may have grade level or subject area planning groups that meet regularly through joint planning time. If the content of these meetings is primarily or solely the logistics of planning for instruction and discussing student needs, they do not constitute a learning community. Note that planning meetings are not necessarily learning communities. If educators are required to find their own resources, times to meet, and focus for professional learning, then there is not strong evidence of support for the implementation of learning communities. Probe carefully to determine the methods by which the administration is encouraging, monitoring and supporting the operation of the learning communities in the school. Look for coordinated structures for grouping educators who share common learning goals based on identified student needs, for supporting their collaboration efforts, and for monitoring the progress and impact of the learning community work.

Documents, Questions, and Probes
NOTE: Learning communities are groups of faculty who meet regularly to study more effective learning and teaching practices in order to achieve the identified learning goal of the group. Review Documents including learning community agendas, learning objectives, notes, schedules, and plans. <i>Describe how your school organizes teachers into professional learning communities. Describe the structures of support in place for these groups.</i>

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Rating Rubric	
4	The principal provides convincing evidence that there are structures in place to encourage, support and monitor implementation of professional learning communities at the school site to achieve common learning goals.
3	Some structures are in place to encourage or support professional learning communities at the school.
2	A few structures are in place to encourage or support professional learning communities at the school to achieve common learning goals.
1	Most teachers are unfamiliar with the concept of professional learning communities or structures are not in place to support formal collaboration among teachers to achieve common learning goals.

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.

Rationale

Florida law states, “*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*” (s. 1012.98 (1) F.S.). This standard reflects the requirements of the law that educators should participate in professional learning that is directly related to improving the skills and knowledge used in the classroom and enhancing rigor and relevance of the content. Note also the requirements in the federal Title I and II programs for content-based instruction. Current law (s. 1012.98 (4)(b)3 F.S.) specifies these content areas for professional learning supported by local school districts:

1. analysis of student achievement data;
2. ongoing formal and informal assessments of student achievement;
3. identification and use of enhanced and differentiated instructional strategies;
4. emphasis on rigor, relevance, and reading in the content areas;
5. enhancement of subject content expertise;
6. integrated use of classroom technology that enhances teaching and learning;
7. classroom management;
8. parent involvement; and
9. school safety.

Elaboration

All professional learning listed in the School Improvement Plan and in which educators participate should have a direct relevance to at least one of the areas specified in the law. The professional learning should also be relevant to the needs of the educators, considering the subject and grade level being taught, and the level of skill and knowledge development of the educator. The content areas specified in the law provide flexibility to be applicable to all faculty at all levels of schools. From time to time, the district or state may support initiatives focusing on specific content areas that are deemed high priority. Note that a school does not have to address all specified content areas. For example, a school may be initiating a new school-wide program for student discipline in which all faculty members participate, and selected educators may be improving their skills in technology while all teachers participate in professional learning communities during joint planning times weekly by content areas. All professional learning should have a sound basis in research and empirical evidence demonstrating that the professional learning increases the skills of educators that will result in increased learning for students. Compare the list of planned and completed professional learning in both years' SIPs with

the content areas specified in the law. If no professional learning is listed in the SIP or in other documents, make judgments on relevance based on the recent professional learning in which the school has participated. Select for further review one or two of the major programs or efforts in the last two years.

Documents, Questions, and Probes	
<p>Select from the School Improvement Plan or other documents describing the planned professional learning for the school one or two professional learning programs or efforts for review. Include learning communities if they are prevalent in the school. Ask these questions concerning the professional learning: <i>Describe the professional learning in which your school participated on [topic listed in school's professional learning plan].</i> <i>How did the school determine that the professional learning on [topic listed in school's professional learning plan] is research- and/or evidence-based?</i></p>	

Rating Rubric	
4	The principal provides convincing evidence that all of the professional learning educators have received recently is research- and/or evidence-based and directly related to one or more of the content areas specified in state law.
3	Most of the professional learning recently provided is research- and/or evidence-based and directly related to one or more of the content areas specified in state law.
2	Little of the professional learning educators have received recently is research- and/or evidence-based and directly related to one or more of the content areas specified in state law.
1	Educators have not received professional learning that is research- and/or evidence-based and directly related to one or more of the content areas specified in state law, or cannot describe the professional learning delivered to educators.

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.

Rationale

Florida law states that professional learning systems must “*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 rigorous and relevant curriculum based on state and local educational standards, goals, and initiatives...*” (s. 1012.98 (3)(a) F.S.). Educators should participate in professional learning that uses learning strategies appropriate to the intended goal of the professional learning. The learning strategies should apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.

Elaboration

Facilitators should model the skills that educators are expected to use in the classroom. The professional learning should provide adequate opportunity for the educators to practice the skills and for the facilitator to provide feedback to educators on their performance during the professional learning session. Whenever possible, facilitators of professional learning should use the same techniques and strategies educators are expected to be using with students. For example, if the learning is designed to teach discipline methods, the facilitator should model the techniques or use videos that model the methods. Educators then should practice using the skills while in the classroom with the facilitator observing and providing feedback. Alternately, follow-up sessions may be scheduled in which school-based coaches or facilitators work with the educators in applying the new methods in their own classrooms with guidance. Note that the intent of providing practice is to help the educators learn and implement the new strategies. When practice is built in as a follow-up component using school-based coaches, it should be counted for both this standard and for 1.3.2. Coaching and Mentoring. Facilitators should avoid providing instruction that is mostly lecture telling educators what to do instead of having them practice and experience the learning. All learning strategies used by facilitators should model research- and/or evidence-based instruction.

Documents, Questions, and Probes

<p><i>Tell me how the professional learning was facilitated on [insert selected topic]?</i> Probe for examples of modeling the skills that were to be used; practice of the skills; feedback on performance during the professional learning session; facilitating the class using the same techniques and strategies to be using with students.</p>
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Rating Rubric	
4	The principal provides convincing evidence that almost all of the recent professional learning included modeling effective research- and/or evidence-based instruction, practice, and classroom-based feedback.
3	The principal describes or documents appropriate learning strategies including modeling, practice, and feedback used in much of the school's professional learning.
2	The principal describes or documents appropriate learning strategies including modeling, practice, and feedback in some of the school's professional learning.
1	The principal describes or documents most of the school's recent professional learning as primarily lecture with little or no evidence of appropriate learning strategies.

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.

Rationale

Professional learning that is most likely to effect improvements in student learning is sustained over an extended period of time and through multiple sessions that reinforce the skills and knowledge learned and provide opportunities for faculty to try the new methods in the classroom. Research confirms that when professional learning extends over 49 hours, there is a 21-percentile point increase in student achievement (Southwest Educational Development Laboratory).

Elaboration

Examples might include a program on reading comprehension strategies that is delivered in three 6-hour sessions, each a month apart, or nine 2-hour sessions extending over a semester during early release planning times. Educators can then use the techniques in the classroom and report at the next session on their successes and areas needing improvements. Another example is a professional learning community in which teachers meet weekly for an hour during common planning time and concentrate on learning and implementing a new instructional method. Rigor should be built into all professional learning ensuring adherence to high standards. To be avoided are one-shot, short-term programs lacking continuity or reinforcement.

Documents, Questions, and Probes
<p><i>How many professional learning sessions did educators participate in for one topic or length of time for the professional learning on [selected topic]?</i> Probe for number of professional learning sessions, length of time for each session, frequency of sessions, and overall total learning time.</p> <p><i>How appropriate was the length of time for the skills being taught?</i> <i>Generally, how sustained and intensive is the professional learning in which educators participate, considering the types of skills and knowledge being learned?</i> <i>What level of mastery is usually attained by the end of the sessions?</i> <i>Tell me about the amount of time you spent in professional learning on [insert selected topic].</i></p>

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Rating Rubric	
4	The principal documents that the professional learning educators have received recently has included rigorous, sustained professional learning over multiple sessions and multiple days.
3	The principal documents many educators receiving rigorous, sustained professional learning over multiple sessions and multiple days for many of their professional learning programs.
2	The principal documents a few educators receiving rigorous, sustained professional learning over multiple sessions and multiple days for a few of their professional learning programs.
1	Little evidence was available documenting that the professional learning is rigorous and sustained over multiple sessions and multiple days.

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.

Rationale

This standard addresses the instructional methods used in the professional learning. Distance learning and technology offer many ways for educators to observe and experience new techniques. Distance learning increases access to professional learning for educators who live in isolated areas or who want professional learning beyond what is available within their schools or districts. To the extent possible and relevant, facilitators should use current and relevant technology and distance learning to engage educators in the professional learning. Current law requires school districts to **“Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs”** (s. 1012.98 (4)(b)8 F.S.).

Elaboration

Professional learning may be facilitated by an expert, directed by the learner, or conducted through a group of learners such as in a learning community. Technology-mediated professional learning may include distance learning, webinars, teleconferences, podcasts, wikis, websites, DVDs, embedded video clips in PowerPoint presentations, Smart Boards, hand-held devices or PDAs, graphing calculators, and computer programs or displays as well as other technologies. Note the emphasis in Florida Statute on distance learning. Professional learning on the use of technology such as computer-based programs or computer-assisted instructional programs should be conducted using the medium being taught. For example, video streaming and embedded video clips in presentations can be very helpful in demonstrating and modeling to educators using appropriate and inappropriate strategies for teaching science experiments, conducting guided reading in small groups, or controlling classroom behavior. Other technologies that increase the availability of professional learning include web-based or online professional learning, some of which have multimedia downloading or viewing capabilities. Technology also should be used to assist educators in implementing, practicing, and reflecting on what they have learned and evaluating the effectiveness of that learning. One example is the use of video capturing of educators applying new strategies in a classroom and critiquing the video with a peer, the facilitator, or a coach. In learning communities, groups of educators can review streaming video of new instructional strategies and participate in webinars related to the learning goal of the group. Review the manuals or agendas of professional learning sessions selected in 1.2.2. to determine the use of technology within the professional learning. Probe during the interview for technologies used in professional learning that are not teaching the technology itself, such as school safety, reading strategies, and classroom management. Examples of advanced technologies include distance learning, document cameras, wikis, podcasts, embedded video clips in PowerPoint presentations, Promethean slates, tablets

with styli and SmartBoards. A less sophisticated technology is using PowerPoint presentations as page-turners.

Documents, Questions, and Probes	
<i>Describe how technology or distance learning supported and enhanced the recent professional learning in [insert selected topic] and the application and assessment of that learning.</i>	
<i>Generally, describe how technology was used to support professional learning at the school in the last two years. In what ways was the technology appropriate for the skills being taught?</i> Probe for distance learning, webinars, teleconferences, podcasts, wikis, websites, DVDs, embedded video clips in PowerPoint presentations, Smart Boards, hand-held devices or PDAs, graphing calculators, computer programs or displays, and other types of technology.	

Rating Rubric	
4	The principal provides convincing evidence that the professional learning in which educators have participated recently appropriately used and was supported by technology appropriate to the content and skills being taught.
3	The principal reports the appropriate use of and support by technology in many professional learning programs.
2	The principal reports the appropriate use of and support by technology in a few professional learning programs.
1	The principal describes most of the school's recent professional learning having limited or no technology use or support.

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

Rationale

To have an impact on teaching performance and ultimately on improving student academic levels, educators must have sufficient time available to participate in professional learning. Districts should provide time during the school day as periodic days dedicated to professional learning, part of a calendar in which students are released from school early on certain days, or embedded within the daily schedule through common or dedicated planning times. Districts may also provide professional learning during pre- or post-planning times.

Elaboration

Most educators will respond that there is never sufficient time to implement planned professional learning. Probe to determine if the district provides time in the calendar that is dedicated to professional learning and if educators are mandated to attend professional learning or allowed to use these days for other purposes. Other effective arrangements may be early dismissal/release days each week or several times a year that are designated as professional learning time with educators required to attend, and common planning times in which professional learning communities meet during specifically scheduled times for professional learning. Professional learning times also may be designated during pre- and post-planning times, but should be clearly denoted and required for teachers to participate. Note that some schools may provide early release days or pre/post- planning days that are used by educators primarily for planning and classroom organization. These should not be counted as part of professional learning. Districts with 30 hours or more in the school calendar that are designated for professional learning and that require educators to attend professional learning on those days should receive high ratings. This amount is approximately one hour of professional learning per school week. Time dedicated to learning communities may be counted if the activities in the learning communities meet the definition in the Learning Community Standard (2.2.1.). Note that some districts may have time designated within a bargaining contract or stipulated per teacher that may also be counted.

Documents, Questions, and Probes
Review the district and school calendars and any other documents containing references to professional learning hours or allotted times. <i>Describe the amount of time allocated for professional learning in this district and school in which teachers must participate.</i> <i>In your experience, is there sufficient time to conduct the professional learning that faculty need?</i>

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Rating Rubric	
4	The district or school has designated in the calendar 30 or more hours for professional learning, and educators are required to participate in professional learning in those hours.
3	The district or school has designated in the calendar 15-29 hours for professional learning, and educators are required to participate in professional learning in those hours.
2	The district or school provides calendar time that may be used for professional learning, educator planning, or other activities at the educator's discretion.
1	The district or school has no designated hours or times for professional learning and is not providing time for educators to participate in professional learning.

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

Rationale

To make informed decisions concerning the need for and to plan professional learning, school administrators need accurate and up-to-date information on the professional learning educators have received and the inservice points awarded for the professional learning. School administrators should have easy access to the records for all professional learning in which educators in their schools have participated and regularly review reports on faculty participation in professional development.

Elaboration

Records should be updated frequently to ensure administrators have current information concerning professional learning participation. Administrators should routinely generate reports to examine the participation of groups of teachers targeted for specific professional learning, such as new educators hired in schools implementing school-wide programs such as a consistent behavior/classroom management system or an intensive reading program. Another example would be ensuring that all educators in a grade level participate in learning a new science program. Schools using automated systems in which educators and administrators can access directly the records on professional development should receive high ratings.

Documents, Questions, and Probes
<i>Describe the system used to document participation of educators in professional learning and the number of inservice points earned toward recertification. How easy is it to access this system? Describe the reports generated recently from this system and your use of the reports.</i>

Rating Rubric	
4	School administrators generate reports routinely on faculty participation in professional learning disaggregated by subgroups and review these reports on a frequent basis in continuous planning for professional development.
3	At least annually, school administrators generate and review reports on faculty participation in professional learning.
2	School administrators can access professional learning records with some effort.
1	The system for documenting professional learning participation is not easily accessible, frequently contains inaccurate or out-of-date information, or administrators do not generate reports on participation.

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

Rationale

Professional learning must be used in the classrooms by educators in order to impact the learning of students. Implementing the skills and knowledge gained through professional learning in the classroom is an essential component of the process. The purpose of this standard is to ensure that schools provide educators the follow-up support needed to implement in the workplace what they have learned.

Elaboration

If the educator does not use the knowledge and skills gained in professional learning to instruct students in the classroom, the value of providing professional learning is diminished. Some educators may try out a new technique but stop using it because it did not work or was too much effort. Schools should provide assistance and support to ensure that educators apply what they have learned. Examples include peer discussions of early implementation efforts, peer observation, examining student work, collaborative planning, and reflection groups.

Documents, Questions, and Probes
<i>Describe the support the school provides to assist educators in implementing newly learned skills and methods. How do you determine that educators are using the new knowledge and skills in their classroom teaching?</i>

Rating Rubric	
4	School administrators routinely provide support and assistance to educators in implementing professional learning for almost all efforts.
3	School administrators provide support and assistance to educators to implement professional learning for many efforts.
2	School administrators provide support and assistance to educators to implement professional learning for a few efforts.
1	School administrators rarely or never provide support and assistance to educators to implement professional learning.

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.

Rationale

Current law states that the district's professional learning system shall "**Provide inservice activities coupled with follow-up support appropriate to accomplish district-level and school-level improvement goals and standards**" (s. 1012.98 (4)(b)3 F.S.). Substantial research concludes that educators are more likely to use new skills and knowledge on an ongoing basis in classrooms if they have assistance in trying out the new skills and knowledge and perfecting their application in their own classrooms (*Professional Learning in the Learning Profession*, National Staff Development Council, 2009). Coaching and mentoring programs increase the likelihood that educators will apply the skills and knowledge.

Elaboration

Coaching and mentoring may occur in many patterns. The facilitators for the professional learning may include follow-up coaching sessions in the classrooms of the participants. The school or district may embark on a new science program and provide coaching in classrooms through a school- or district-based science resource educator who has specialized expertise and/or facilitated the professional learning with the faculty. The district may provide reading, science, math, or technology resource educators to serve a school full-time or several schools on a part-time basis to support a new district initiative. Peer coaching may occur as a part of professional learning communities. Educators may be assigned a mentor (perhaps a National Board Certified Educator) who provides one-on-one assistance in teaching activities and professional guidance related to the professional learning. All of these efforts should be counted as coaching and mentoring. Critical, however, is the skill level of the person assigned as the coach or mentor who should have had classroom experience in the content area for the coaching/mentoring and professional learning specifically on how to be a skilled coach/mentor. Probe to ensure the responsibilities of school-based coaches actually include modeling for and coaching educators. Also probe to ensure that peer coaches or mentors are provided time for the coach/mentor to observe in classrooms. Some districts may also provide some coaching or mentoring activities through web-based resources. Distance learning programs may include online coaching as well and would receive credit for both 2.3.2. and 2.3.3.

Documents, Questions, and Probes
<i>Describe any coaching or mentoring programs or activities that are used to follow up on professional learning at this school.</i> Probe for a facilitator, coach, or mentor going to classrooms to help educators implement the new skills/professional learning.
<i>How long does the coaching or mentoring last?</i>
<i>What determines when the coaching or mentoring ends?</i>

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Rating Rubric	
4	The principal documents coaching or mentoring activities in detail related to almost all of the professional learning in which educators have participated.
3	Many educators are involved in coaching or mentoring activities related to many professional learning opportunities in which educators have participated.
2	Some educators are involved in coaching or mentoring activities related to some of the professional learning in which educators have participated.
1	Coaching or mentoring activities related to professional learning generally are not conducted in this school.

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.

Rationale

Current law requires school districts to “**Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs**” (s. 1012.98 (4)(b)8 F.S.). Web-based resources and assistance can be a very economical and effective method for providing support and help to educators following professional learning as they try out the new skills and knowledge in their classrooms.

Elaboration

The school and/or district may provide web-based resources and assistance through a variety of mechanisms. Districts may maintain their own websites that contain follow-up assistance for specific professional learning programs and more generic resources on best practices for educators. Districts participating with consortia may access the consortium website that provides follow-up assistance. Individual schools or the district may have websites, wikis or discussion rooms through other technology vehicles that allow participants to post experiences with new skills and techniques, share additional information, and obtain follow-up instruction. Districts may maintain their own websites that contain follow-up assistance for specific professional learning programs and more generic instruction on best practices for educators. Districts participating with consortia may access the consortium website that provides follow-up assistance. Individual schools or the district may have websites, wikis or discussion rooms through other mechanisms that allow participants to post experiences with new skills and techniques, share additional information, and obtain follow-up instruction. Some districts may provide ongoing support for new educators in their educator induction program but not provide web-based resources and assistance for most other professional learning. These efforts would receive low ratings. An ongoing issue for districts and schools is providing incentives and encouragement to educators to increase their use of follow-up assistance available on the web. Distance learning programs may include online coaching as well and would receive credit for both 2.3.2. and 2.3.3.

Documents, Questions, and Probes
<i>What type of web-based resources and assistance have educators been offered as follow-up assistance after professional learning?</i> Probe for specific methods.

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Rating Rubric	
4	The principal documents the availability of web-based assistance provided to all or almost all educators as follow-up to all or almost all of their professional learning.
3	Many professional learning efforts are supported through web-based assistance.
2	Some professional learning efforts are supported through web-based assistance.
1	Web-based follow-up assistance related to professional learning generally is not supported in this school.

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.

Rationale

Current law states that district professional learning systems must “**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**” (s. 1012.98 (4)(b)9 F.S.). The emphasis of this standard is to ensure a review of the progress the school made in implementing professional learning for the school year and its actual use in classrooms. Educators and administrators must be certain that the educators received the planned professional learning reflected on the school-wide Professional Development Plan and implemented the new skills and knowledge before drawing any conclusions about the effectiveness of the professional learning or the impact on student change.

Elaboration

The standards for evaluation of the school's professional learning system consist of four criteria or stages:

- 1) (**Standard 2.4.1.**) confirm that educators participated in and completed the planned professional learning;
- 2) (**Standard 2.4.2.**) determine whether educators changed their professional practices by using the skills and techniques learned when teaching in the classroom;
- 3) (**Standard 2.4.3.**) determine any changes or improvements in students resulting from the new approaches; and
- 4) (**Standard 2.4.4.**) ensure that the assessments or measures used to verify the change were appropriate.

Standard 2.4.5. addresses the use of the results from the evaluation in a continuous improvement planning and action cycle. For this standard (2.4.1.), school administrators should conduct at least once a year an evaluation of the school-wide professional development system. Typically, this evaluation would be conducted toward the end of the school year in conjunction with the SIP planning process for the following year. The evaluation should include an assessment of the extent to which the teachers who were identified for specific professional learning actually participated in that planned learning. The learning could be in professional learning communities, through online or distance learning, in small groups by grade levels or content areas, larger or whole faculty professional learning efforts, or new teachers who had not participated in learning methods or techniques pervasively in place throughout the school. Probe to see how administrators monitor the extent to which educators participate in major professional

learning initiatives. Note that information from the reviews principals or designees conduct of the outcomes from educator IPDP evaluations can flow into the evaluation at the school level of the extent to which educators participated in planned school-level professional learning.

Documents, Questions, and Probes	
Review the school's SIP and any documentation of the evaluations conducted of progress in implementing the SIP in preparation for the next year's planning. Review summaries of educator participation in professional learning and any analyses of percentages of targeted teachers participating or additional professional learning conducted to ensure all targeted teachers participated.	
<i>How does this school document that designated educators participated in planned professional learning for major initiatives?</i>	

Rating Rubric	
4	The principal provides convincing evidence that the school evaluates the effectiveness of the planned school-level professional learning by documenting the participation of educators in major planned initiatives.
3	The school conducts formal evaluations of one or two major initiatives, documenting the participation of educators.
2	The school conducts informal evaluations of one or two major initiatives, documenting the participation of educators.
1	The school does not conduct evaluations that document the implementation of the planned professional learning.

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.

Rationale

Simply ensuring educator participation in professional learning is insufficient for effecting improvements in student performance levels. This standard focuses on the ways school administrators determine whether the educators in the school implemented the new skills and knowledge. This step is essential before drawing any conclusions about the effectiveness of the professional learning or the impact on student change.

Elaboration

Examine how principals determine whether educators are implementing new professional learning in their teaching practice. Documentation may take many forms. Some principals require educators to present lesson plans that demonstrate the use of the new learning. Other principals may observe educators in the classroom using the new program or skills through classroom walkthroughs with specific checklists of expected skills. Professional Learning Communities may have a variety of peer coaching or mentoring efforts that include documentation of the use of the new learning. The documentation may be part of the final reviews of IPDPs or linked with the district's performance evaluation system. Some districts require educators to submit evidence of the use of the new learning to principals or the district prior to awarding inservice points. Review as well any summaries or documents generated by the School Advisory Council or administration on the success of the SIP. Note the similarity of this standard to 2.3.1. – Implementation of Learning. In 2.3.1., make your judgment based on principal's reports on the extent to which educators have used the new learning in the classroom. For 2.4.2., look for the system and documentation used to evaluate the professional learning, and how the principal determines that educators actually applied the new learning from major professional learning efforts.

Documents, Questions, and Probes
<i>How does this school document that educators actually use the skills and knowledge they gained from professional learning in their classrooms?</i>

Rating Rubric	
4	The school conducts formal and consistent evaluations of the application by educators of the skills and knowledge acquired through professional learning.
3	The school conducts informal but consistent evaluations of the application by educators of the skills and knowledge acquired through professional learning.
2	The school conducts informal and inconsistent evaluations of the application by educators of the skills and knowledge acquired through professional learning.
1	The school does not conduct evaluations of the application by educators of the skills and knowledge acquired through professional learning.

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

Rationale

The purpose of the standard is to ensure that students learn more as a result of the professional learning supported by the school.

Elaboration

Evidence for this standard can come from two levels. At the school level and usually as part of the SIP planning cycle, administrators may have directly linked improvements in test scores in such content areas as reading, mathematics, and science, with the professional learning of educators in implementing new strategies in these areas. The best designs compare student scores from the classrooms of educators who participated in professional learning and implemented the new skills with scores of students in other schools or classrooms whose teachers did not participate in professional learning or implement the new strategies. Additional evidence can come from reviews of educators' IPDPs to determine the effectiveness of the professional learning in changing student performance levels. Some administrators require educators to present to them charts and graphs, portfolios of student work, or student test results that document student changes following new professional learning. Other administrators may talk with the educator concerning student changes but require no documentation. Districts may also conduct formal evaluations of some major programs being implemented that include a professional learning component. Note that if there is not a link of student achievement changes to the specific professional learning received, this standard should be rated a "1."

Documents, Questions, and Probes	
<i>Describe the way this school evaluates the impact of professional learning on student performance levels. What changes have occurred in student performance that resulted from the professional learning faculty received?</i>	

Rating Rubric	
4	The school provides convincing evidence of increases in student learning as a consequence of the professional learning in which educators participated.
3	The school documents some direct evidence of increases in student learning as a consequence of several major professional learning programs in which educators participated.
2	The school documents some direct evidence of increases in student learning as a consequence of one or two major professional learning programs in which educators participated.
1	The school has no evidence of increases in student learning resulting from the professional learning educators received.

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.

Rationale

The purpose of this standard is to document the measures used in the evaluation of the effectiveness of the school level professional learning.

Elaboration

Most schools are implementing planning systems that are driven by the FCAT and other standardized student achievement tests. Administrators may also use additional achievement measures that are less formal and less rigorous. Examples include district achievement tests, progress monitoring, action research, teacher-constructed tests, or portfolios of student work to assess the impact of professional learning. Check to see the extent to which administrators use these instruments or methods to determine the effects of professional learning on student achievement. Evaluations of the effect of educator participation in professional learning on student achievement should employ standardized achievement tests when available and appropriate. Maintaining documentation of the relationship of professional learning to student performance through any of the listed methods should receive high ratings. Note also that results from action research may be used by individual educators or in small learning communities or lesson study groups to document the impact changes in instruction resulting from professional learning have had on student outcomes. Note that this standard addresses the methods used to evaluate the impact of professional learning at the school level. If administrators have not conducted an evaluation, mark this standard with a "1."

Documents, Questions, and Probes
<i>What evaluation methods were used to document changes in student performance resulting from the professional learning?</i>
<i>Have you or faculty in the school been involved in any action research stemming from or associated with recent professional learning?</i>

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Rating Rubric	
4	Evaluation of the school's professional learning system uses formal reviews of standardized achievement tests and other methods to measure student outcomes in evaluating the school's professional learning for most major programs.
3	Evaluation of the school's professional learning system includes standardized measures for some programs, but usually involves less formal methods.
2	Evaluation of the school's professional learning system seldom includes any formal measures.
1	The school does not conduct an evaluation of the school's professional learning system.

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.

Rationale

The intent of this standard is to ensure that administrators use the information gathered through the evaluation of the professional learning supported by the school to improve the professional learning planned for the next year. Professional learning that is not effective in increasing student achievement should be discontinued or modified. Also, the needs for professional learning change over time, for example, when a school completes professional learning on reading instruction and scores have increased.

Elaboration

The results of the evaluation of the use of the learned skills and knowledge in the classroom and the impact on students should be part of the needs assessment process for the next school year. Typically, administrators conduct this process as a seamless part of planning for school improvement. Administrators should use results to modify or eliminate ineffective programs and strategies and expand effective ones. Review any documents indicating an end-of-year examination of the SIP for progress and effectiveness. Probe to see if planning for one year incorporates results from previous year's evaluations. Also, probe whether the district/school has a system to modify or eliminate professional learning that does not result in achievement gains of students or when the need for professional learning has been eliminated. Note that if a school is rated low on implementing the evaluation of changes in students resulting from professional learning in Standard 2.4.3. and on evaluation methods in Standard 2.4.4., this standard should also receive a low rating.

Documents, Questions, and Probes
Check to see how evaluations of professional learning were integrated into the plan. <i>How have the results from the previous year's evaluations of your school-wide professional learning system been used in planning your school improvement plan and/or the school's professional learning plan?</i>

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Professional Development System Evaluation Protocol
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Rating Rubric	
4	The principal provides convincing evidence that the results from the evaluations of the school-level professional learning system are used to plan additional professional learning or discontinue ineffective professional learning.
3	The principal documents that results from some evaluations of professional learning are used to plan additional professional learning.
2	The principal documents that results from a few evaluations of professional learning are used to plan additional professional learning, or the evidence provided is not convincing.
1	The principal presents no evidence of using evaluation results or there is no evaluation conducted of the implementation of the professional learning.

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.

Rationale

This standard reflects the requirements of the law for the development of district professional learning systems. Current law requires each school district to develop a professional development system “...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” (s. 1012.98 (4)(b)2 F.S.). The intent of the standard is for districts to ensure the rigor and relevance of professional learning and strong alignment between planned professional learning for educators and the academic progress of their students. Improvements in student performance levels should be primary in determining what professional learning educators need to attend that will increase the learning of their students.

Elaboration

Districts most often conduct needs assessments for professional learning as an integral, formal process of reviewing FCAT data and other standardized, routinely collected data on student achievement and student behaviors. Districts may also survey formally or informally all faculty concerning their needs derived from student achievement analyses. This process may be conducted electronically or through a school-level process in which principals and SACs determine the needs of the schools (see 2.1.1.). Professional learning needs may also be identified through the planning for the District Technology Plan, the required K-12 Reading Plan, the Title I Plan, or the Differentiated Accountability Plan. Districts in need of improvement should also have a district-level school improvement plan documenting how the district will ensure the improvement of schools. Examine as well the database for highly qualified teachers. Districts should have processes in place to conduct reviews of professional learning included in IPDPs and/or SIPs with analyses of these results. Note that some districts may collect the IPDPs and/or SIPs, but not review or analyze them. Check the process to ensure the district is using a school-by-school analysis of disaggregated student achievement data by content area and skills and analyses of behavioral data. These results may be contained in data warehouses accessible by district and school staff. Behavioral data may be documented and summarized at the school level. The disaggregation may be on various levels such as student performance levels by quartiles, racial/ethnic groupings of students, individual skills or benchmarks, or genders of students. Some districts may use a “bubble up” process involving educators discussing and identifying needs that are conveyed to

principals and on to the district. Others may be using a web-based system for collecting input from educators. Check for documentation and cross-school analyses and summaries by the district.

Documents, Questions, and Probes	
Ask for copies of:	
<ul style="list-style-type: none"> ◆ District Professional Development System Plan ◆ Master Inservice Plan ◆ District K-12 Reading Plan ◆ District Technology Plan ◆ District School Improvement Plan, if required ◆ School Differentiated Accountability Plan ◆ Response to Intervention Model and district/state expectations, when appropriate ◆ Florida Continuous Improvement Model documents, when appropriate ◆ District strategic plans reflecting professional learning initiatives ◆ Database for highly qualified teachers ◆ Needs assessments for professional learning ◆ Documentation of the use of disaggregated student behavioral data for planning professional learning (charts/graphs/displays of school/grade level analyses) ◆ Calendars documenting professional learning offerings ◆ Course outlines for professional learning delivered ◆ Expenditure reports on professional learning 	
<i>Describe the ways in which this district determines the professional learning needs of the faculty.</i>	
Check needs assessment for use of disaggregated student achievement and behavioral data and other surveys or methods of collecting information on professional learning needs (3.1.1.).	

Rating Rubric	
4	The district conducts a formal needs assessment annually that is based on school level disaggregated student achievement and behavioral data and other formal methods for collecting input from all faculty and staff.
3	The district conducts a needs assessment process that contains most of the components such as formal reviews of student data but data are not disaggregated by school or levels.
2	The district conducts a needs assessment process that is informal, irregularly conducted, or does not include review of school-level disaggregated data.
1	The district does not conduct a needs assessment as part of their planning for professional learning.

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, teachers' 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.

Rationale

Current law requires each school district to develop a professional development system **"...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"** (s. 1012.98 (4)(b)2 F.S.). The statute also states, **"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"** (s. 1012.98 (1) F.S.). Also, **"The system shall be developed in consultation with teachers, teacher-educators of community colleges and state universities, business and community representatives, and local education foundations, consortia, and professional organizations"** (s. 1012.98 (4)(b) F.S.). Note also the requirement in Florida Statute related to instructional materials that must be included in the comprehensive staff development plan. Districts must document how they will provide professional learning and monitoring of fidelity of implementation of instructional materials that are in the first 2 years of the adoption cycle and that the district intends to purchase (s. 1011.67 F.S.). The best way to ensure a coordinated system for delivering quality professional learning to educators that meets their needs and improves overall teaching in the school is to generate and implement a district-wide professional learning system. This system should be integrated with and an essential component of the overall school improvement process. A system is defined as the policies, specific plans, timelines, and facilitators for professional learning over an extended period of time, usually a year or more.

Elaboration

The district should have a written description of the overall system. The district's written system should address each of the areas specified and document how the areas relate to

professional learning in the district. A template for a district's written professional development system is located at <http://www.fldoe.org/profdev/cklist.asp>. Note that in some districts the access to annual performance evaluation data may be limited. Note the language in statute related to "scientific research-based educational activities." Professional learning programs for educators at the school and district level should have evidence that students taught by educators using the recommended strategies and practices will learn more. Evidence should include results from standardized achievement measures, comparison studies, and research-based designs, preferably including randomization of students to trial programs. Schools and districts that are employing job-embedded instruction should have written evidence documenting the effectiveness of this method, and evidence of consistent professional learning provided to the job-embedded facilitators to ensure consistent application and transfer of skills and knowledge. The district's system also should describe the process used to gather information from IPDPs on the needs and planned professional development of teachers. Note also the requirements for collaborative input. Districts should have documentation on the ways in which these groups are included in ongoing planning processes. It is critical that the plan contain a defined method and timing for determining the effectiveness or evaluation of district evaluation of professional learning.

Documents, Questions, and Probes
<p>Review the district Professional Development System as described in the plan. Check to ensure concentration on research- and/or evidence-based professional learning and alignment with disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance evaluation data for educators and administrators, annual school reports, and school and district strategic planning.</p> <p><i>Describe the district's Professional Development System. How is it developed? Who is involved? What does it include?</i></p> <p><i>Tell me about the process the district uses to incorporate results from evaluations of IPDPs into the District Professional Development System.</i></p> <p><i>How is annual performance evaluation data used in planning for professional learning in this district?</i></p> <p><i>What role do the School Improvement Plans play in professional learning?</i></p> <p><i>How does the district determine that professional learning offerings are based in scientific research or on a firm evidence base?</i></p> <p><i>How are educators, teacher-educators of community colleges and state universities, business and community representatives, and local education foundations, consortia, and professional organizations included in the planning process for your District Professional Development System?</i></p>

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Rating Rubric	
4	The District-wide Professional Development System is linked and aligned with all of the areas listed in the standard.
3	The District-wide Professional Development System is linked and aligned with most of the areas listed in the standard.
2	The District-wide Professional Development System is linked and aligned with few of the areas listed in the standard.
1	There is no District-wide Professional Development System or little or no reference to the listed areas in the standard.

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.

Rationale

Over the last several decades, an extensive body of research has been generated on the specific instructional and intervention strategies that have been proven to increase student achievement when implemented appropriately and consistently by classroom teachers. Professional learning efforts are most effective when they concentrate on these research- and/or evidence-based strategies.

Elaboration

Districts should have systems in place to ensure that all major initiatives and professional learning efforts are supported by research or clear evidence of effectiveness in teaching students. Some districts require a listing or discussion of research/evidence supporting professional learning prior to the development of any professional learning efforts. Districts may also use content specialists to certify the research/evidence basis for new professional learning efforts. Computer systems documenting professional learning efforts may prompt developers to cite the research and evidence basis for the content of the effort. Districts and schools may rely on national, state, university or consortia organizations to provide the research. Examples are the national laboratories such as Mid-Continent Research for Education in Learning (MCCREL) and SERVE, the Florida Center for Reading Research, the Florida Center for Research in Science, Technology, Engineering and Mathematics (FCR-STEM), and the Florida regional consortia including the Heartland Educational Consortium (HEC), North East Florida Educational Consortium (NEFEC), Panhandle Area Educational Consortium (PAEC), Florida Diagnostic and Learning Resources System (FDLRS), Florida Inclusion Network (FIN), and others. Districts may also use their own systems of piloting promising efforts to document the evidence that the new strategies and techniques increase student achievement within their schools and with their populations.

Documents, Questions, and Probes
<p>Check the major professional learning efforts to document the basis of the effort in research or evidence of effectiveness in increasing student achievement. Examine the system in place that ensures a clear research or evidence basis for all professional learning efforts.</p> <p><i>How did the district determine that the professional learning listed in your professional learning system is research- and/or evidence-based?</i></p> <p><i>How does the district ensure that professional learning reflects state and district initiatives?</i></p>

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Professional Development System Evaluation Protocol
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Rating Rubric	
4	The district has and uses a system for ensuring that all professional learning is based on research- and/or evidence-based instructional and intervention strategies proven to increase student achievement.
3	The district documents a research and/or evidence basis for some professional learning efforts.
2	The district documents a research and/or evidence basis for few professional learning efforts.
1	The district documents virtually no research and/or evidence basis for professional learning.

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

Rationale

Using state-adopted content standards for student outcomes is a proven method for increasing student achievement. Professional learning should support and facilitate the use of strong content standards by educators throughout the school system.

Elaboration

Teachers' content knowledge influences their ability to plan instruction; therefore, professional learning should facilitate and support strong content knowledge for teachers as well as state-adopted content standards for student outcomes to affect the highest possible performance levels of students in Florida's schools. Florida has been a national leader in establishing strong content standards for instruction. The Sunshine State Standards have guided instruction in Florida classrooms for two decades. The new Next Generation Sunshine State Standards reflect skills and knowledge for the new millennium and establish the more challenging levels of academic performance needed for the workforce of the 21st century. Districts should ensure that educators are proficient in the implementation of state-adopted content standards for student outcomes and the Next Generation Sunshine State Standards. Note that this standard does not limit the content standards used in local districts, but encourages districts to incorporate state and federal standards as a proven method for increasing student learning.

Documents, Questions, and Probes	
Review the District Professional Development System and Master Inservice Plan to document professional learning that supports and encourages strong content standards.	

Rating Rubric	
4	The District Professional Development System places a priority on professional learning that supports implementing state-adopted content standards for student outcomes.
3	The District Professional Development System contains some professional learning that supports implementing state-adopted content standards for student outcomes.
2	The District Professional Development System contains little professional learning that supports implementing state-adopted content standards for student outcomes.
1	The District Professional Development System contains virtually no professional learning that 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.

Rationale

District educational systems are responsible for implementing initiatives and mandates from many levels, including federal and state laws as well as local priorities and requirements. Effective professional learning integrates and coordinates these multiple approaches through integrated and coordinated learning efforts.

Elaboration

District professional learning efforts should ensure that educators have the knowledge and skills to implement major federal, state, and district initiatives targeted at increasing the effectiveness of education in maximizing the performance levels of students. Integration of these initiatives within the professional learning provides educators with the models and practice needed for effective teaching. Examples are mathematics educators learning how to implement Response to Intervention strategies while using practice lessons from the Next Generation Standards, or language arts educators using lesson study methods on a lesson drawn from Next Generation Standards and delivered through podcasts. Districts may also develop and implement their own initiatives that support and extend state initiatives and should be integrated within the professional learning on state and federal initiatives. The District Professional Development System and Master Inservice Plan should demonstrate professional learning components and efforts integrating major initiatives and mandates. If needed, the Department will generate on an annual basis a checklist of any specific initiatives on which reviewers should concentrate when reviewing adherence to this standard. Any checklist generated by the Department will be shared with districts prior to the beginning of the new school year.

Documents, Questions, and Probes
Review the annual checklist of federal and state initiatives, if provided. Review any district initiatives presented by district staff. Review the District Professional Development System and Master Inservice Plan to determine adherence of professional learning to federal, state, and district initiatives and priorities.

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Rating Rubric	
4	The district's Professional Development System contains extensive professional learning that focuses on integrating federal, state and district priorities.
3	The district's Professional Development System contains some professional learning that focuses on integrating federal, state and district priorities.
2	The district's Professional Development System contains little professional learning that focuses on integrating federal, state and district priorities.
1	The district's Professional Development System contains virtually no professional learning that focuses on integrating federal, state and district priorities.

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.

Rationale

Florida's public schools require high-performing instructional leaders that possess and utilize the competencies and skills necessary to lead successfully the improvement of student achievement. The William Cecil Golden School Professional Development Program for School Leaders was established by the 2006 Florida Legislature to provide a high quality, competency-based, customized, comprehensive and coordinated statewide professional development system for current and emerging school leaders. The program is aligned with and supports Florida's Principal Leadership Standards, the standards of the National Staff Development Council, the Florida Professional Development Protocol Standards and NCLB requirements for high quality professional development. The William Cecil Golden School Professional Development Program for School Leaders consists of several distinct components that are integrated with Florida's Continuous Improvement Model that focuses on student achievement. Components of the program address the needs of emerging school leaders engaged in formal educational leadership programs, district principal preparation programs and district professional development programs for current school leaders. Development of the components of the WCG Program is coordinated by a unique statewide partnership involving educational leadership development providers with proven expertise in this area.

Elaboration

Critical Components of the William Cecil Golden Program include:

- Training in Instructional Leadership (tools for effective classroom visits, literacy leadership, using data to drive instruction, etc.)
- Training in Effective Business Practices (training related to high priority education issues, strategies for personnel recruitment and retention, Florida's Continuous Improvement Model, technology, etc.)
- Parent, Community and Business Outreach Training (parental outreach strategies, leveraging business and community partnerships, communication strategies, etc.)
- Ongoing Mentoring and Coaching (provided by highly qualified school leaders trained to use their knowledge and experience to support the effective implementation of the WCG program)
- Online resources and support of all stages of school leadership development for Florida's school leaders at www.floridaschoolleaders.org

All state approved university and district school leadership development programs are required to incorporate appropriate elements of the William Cecil Golden Program to

ensure a statewide foundation for leadership development (Levels 1 and 2). The following Standards are used to review the acceptance of the program:

Standard 1. Core Curriculum Content

The curriculum content delivered in each approved program is based on competencies aligned with the Florida Principal Leadership Standards and includes all other state-mandated requirements.

Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in the core curriculum.

Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

Documents to assist in the process of approving educational leadership and principal certification programs are available through the www.floridaschoolleaders.org website. Florida's school leaders must possess the abilities and skills necessary to perform their designated tasks in a high-performing manner. The school leader, commensurate with job requirements and delegated authority, shall demonstrate competence in the following standards:

Instructional Leadership

- **Instructional Leadership** - High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.
- **Managing the Learning Environment** - High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.
- **Learning, Accountability, and Assessment** - High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

Operational Leadership

- **Decision-Making Strategies** - High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.
- **Technology** - High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

- **Human Resource Development** - High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.
- **Ethical Leadership** - High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

School Leadership

- **Vision** - High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.
- **Community and Stakeholder Partnerships** - High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.
- **Diversity** - High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

Additionally districts may have professional learning for district administrators and executive leaders in instructional and non-instructional areas.

Documents, Questions, and Probes	
Ask for:	
➤ District's Leadership Development Program	
➤ List of participants, current and previous	
➤ Checklists and portfolios of participation	
➤ Outcome measures of success	
➤ Other documentation of the ongoing implementation of the program	
<i>Describe how this district ensures a leadership development program that provides ongoing, continuous improvement of the skills and knowledge of school and district leaders.</i>	
<i>Tell us about your Level 1 system.</i>	
<i>Tell us about your Level 2 system.</i>	

Rating Rubric	
4	The district has and is implementing the state-approved plan for Leadership Development that meets the expectations of the William Cecil Golden Program.
3	Most of the approved plan is being implemented.
2	Some of the approved plan is being implemented.
1	The district has implemented few or none of the planned actions, or the district does not have an approved plan for Leadership Development.

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.

Rationale

Non-instructional staff members are critical to any high-quality educational system. These valuable district and school employees include teaching assistants or paraprofessionals, bus drivers, custodial staff, maintenance staff, food service staff, clerical staff, and others. Students interact in many ways with non-instructional staff. The district should ensure that all non-instructional staff members participate in ongoing updating of their skills and knowledge to maximize their effectiveness in supporting the primary goal of the school system in increasing student achievement.

Elaboration

The principles that apply to planning, implementing, and evaluating professional learning for educators apply as well to non-instructional staff. These positions may also be named non-instructional or support staff. The district's system for learning for non-instructional staff should include a written plan (or be written to include non-instructional staff), descriptions of the methods used to ensure all non-instructional employees participate in ongoing learning, and have a defined system for determining the effectiveness or evaluation of the learning in which the employees have participated. Note that districts may have systems in place to train aspiring leaders to non-instructional supervisory positions.

Documents, Questions, and Probes
Ask for records or documentation of the system used to provide professional learning for non-instructional staff. <i>Describe how this district plans for, conducts, and evaluates professional learning for non-instructional staff.</i> <i>Describe the formal policies and procedures in place to ensure professional learning for non-instructional staff.</i>

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Rating Rubric	
4	The district has a written professional learning system that describes how professional learning for non-certified staff is planned, implemented, and evaluated.
3	The district's professional learning system for non-instructional staff is formal and fully implemented but has not been documented in writing.
2	The district's professional learning system for non-instructional staff is informal, applies to limited groups of non-instructional staff, or inconsistently implemented.
1	The district does not have a plan or system for non-instructional staff learning.

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.

Rationale

The quality of the professional learning depends on the quality of its facilitation. Florida law specifies, **“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”** (s. 1012.98 (1) F.S.). All facilitators should be aware of and incorporate the Florida Protocol Standards into their professional learning programs. Any professional learning facilitators should also be very familiar with and use the Learning Forward (formerly NSDC) standards in developing courseware, professional learning programs, and facilitation of professional learning communities.

Elaboration

Some districts have incorporated the Florida Protocol Standards into professional learning programs required for all of their course developers and trainers. Other districts have disseminated the Florida Protocol Standards to principals or key professional learning contacts in the schools with directions and materials to provide turnkey professional learning to their faculties on the standards. Some districts have only provided the standards to principals but no directions accompany them on further dissemination. Note that the Florida Department of Education document entitled **Professional Development System Evaluation Protocol: Protocol System, Third Cycle** includes the *Standards for Staff Development* document as an appendix. If the district provides professional learning on the Florida Protocol Standards and disseminates this document through the professional learning, the rating should be a “4.” Note that some districts have used the Florida Protocol Standards as checklists for professional learning developers, as part of a district's program or learning plan approval process, and others use the standards as the basis for evaluations of professional learning. Especially critical is the inclusion of the Florida Protocol Standards in professional learning for facilitators of professional learning communities, and other facilitators such as district consultants and staff, school-based reading or learning coaches, and mentors for new teachers. Note that some districts may use the professional learning modules and efforts of consortia with which they collaborate, and these efforts should be counted if in evidence. Professional learning on the Standards should be a continuous process with reviews occurring at least every three years for all staff.

Documents, Questions, and Probes
Ask for records of professional learning or dissemination memos related to the Florida Protocol Standards. <i>Describe how this district disseminates knowledge about professional learning and the Florida standards for professional learning.</i>

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Rating Rubric	
4	The district incorporates the Florida Protocol Standards into professional learning required for all course developers and facilitators, or has through other means provided professional learning on the Florida Protocol Standards to all key professional learning facilitators and decision makers.
3	Some dissemination of the Florida Protocol Standards occurs.
2	Little dissemination of the Florida Protocol Standards occurs.
1	The district does not disseminate the Florida Protocol Standards to facilitators or to district and school staff responsible for planning, implementing, and evaluating professional learning.

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

Rationale

Adults learn more effectively when they are engaged in the learning and relate learning to their job responsibilities. The district provides the support and encouragement that is needed for schools to implement learning communities that meet the criteria for the study of more effective learning and teaching practices. When district leaders make concerted efforts to put policies and structures in place that encourage, monitor and support the work of school-based learning communities and the administrators who support them, educators are able to participate in collaborative efforts that have immediate impact to their own learning and that of their students.

Elaboration

Learning communities most often are groups or subsets of the entire faculty who meet regularly. There are multiple indicators at the district level that learning communities are viable and valued structures for professional learning. District administrators can begin by advocating for goals that support learning communities with school boards, superintendents, community leaders and other district stakeholders so that there is consensus that educators at the school level need and receive the time and resources to engage in professional learning together. In addition, district leadership provides the professional learning necessary to establish a climate of collaboration at the district, school and educator level. This process can take the form of formal professional development at the district level for group development, collaboration skills, and/or facilitation skills. Coaching and or coaches may be part of a formal support system for implementing learning communities. District administrators may be participating in learning communities as a model for what they expect from school center staff. District strategic plans may call for the implementation of learning communities at the school, area and/or district level as viable structures for professional learning. Key in the process is the “new learning” experienced by educators. During the interview process, probe carefully to determine the topics of discussion and the results from the meetings of the identified learning community. Ask specifically for the learning goal of the group. Learning communities meet regularly and focus on practical ways to improve teaching and learning. Members of learning communities take collective responsibility for the learning of all students, particularly those represented by team members. Members of learning communities assist one another in examining content standards students are required to master, planning more effective lessons, critiquing student work, and solving the common problems of teaching as identified in a collective review of student data. Educators are engaged in learning community activities when they are part of a formal structure that meets regularly to identify new programs or topics to investigate, gather or conduct research on instructional practices and share their findings, or implement and study the effectiveness of new practices and share these results with other faculty in the

school. Learning communities may be of various sizes and serve different purposes, although they share common goals.

Members determine areas in which additional learning would be helpful and read articles, attend workshops or professional learning, or invite consultants to assist them in acquiring necessary knowledge or skills. In addition to the regular meetings, participants observe one another in the classroom and conduct other job-related responsibilities. Learning communities are strengthened when other support staff (e.g. coaches, administrators) choose to participate, and when communication is facilitated among teams.

Groups are NOT learning communities if they are grade level or subject area planning groups that meet regularly through joint planning time to discuss logistics of planning for instruction, or to discuss non-instructional topics, such as management of extracurricular events or general school logistical information. For example, some members of the faculty may serve on school improvement teams or committees that focus on the goals and methods of school-wide improvement. In other cases, groups may come together to discuss specific student issues and problem-solve solutions to the issues (e.g. child study teams or other special intervention teams). While these teams make important contributions to school culture, learning environment and other priority issues, their focus is not specifically on educator learning necessary to impact student learning, and they are not considered learning communities. The key to determining if the group is a learning community is to investigate whether the purpose of the group is based on an identified learning goal for adults that is measured using student achievement data. Note that groups meeting for the Response to Intervention program or as formal lesson study groups may be considered learning communities if they meet the other requirements of the standard.

Key in the process is the “new learning” experienced by educators. During the interview process, probe carefully to determine the topics of discussion and the results from the meetings of the identified learning community. Ask specifically for the learning goal of the group. Note that a school may have one or two learning communities composed of several educators without the practice being pervasive in the school. The community’s work is informed by members’ learning that can occur within the community by inviting an expert voice through such methods as guiding research and reading on effective strategies, presentations, models, and use of technology. The purpose of the expert voice is to deepen educator’s content knowledge and specific pedagogy to serve all students in the classroom. Probe for the presence of an “expert voice” who can assist in guiding new learning in the group. The expert may be a school-based coach or specialist, a master teacher, or research and professional literature obtained in a professional library or on the internet. Variations may be apparent as well in the frequency with which a learning community meets and the intensity of the activities. Activities that are more intensive should receive higher ratings. In some schools, reading and math coaches may be creating and facilitating learning communities for groups of educators. Look for planned sequences of new learning and new skills, and structured learning activities. Book studies may be counted if they are part of a concerted effort to examine practice and implement

changes. A learning community may also be formed at the district level of educators from different schools studying a specific new set of strategies or techniques related to increasing student achievement. Note that the presence of a coaching support structure does not necessarily turn a meeting into a learning community unless its members are engaged in the activities listed above. Also note that the expectation is that the learning community will be a subset of the entire faculty, not typically defined as a school as a whole. Note that schools implementing Response to Intervention may be convening teachers to study student data, identifying students needing assistance, and providing concentrated instructional strategies for these students. If these groups are learning and applying new instructional strategies and interventions, they may be counted as learning communities. In addition, look for district coordination efforts among schools within the district. Look for policies and procedures that encourage coordinated structures for grouping educators, for supporting their collaboration efforts, and for monitoring the progress and impact of the learning community work. In addition, review the leadership development plan to see if there are structures to provide support for school-level administrators in implementing learning communities.

Documents, Questions, and Probes	
NOTE: Learning communities are groups of faculty who meet regularly to study more effective learning and teaching practices in order to achieve the identified learning goal of the group.	
Review any district documents or professional learning efforts on learning communities.	
<i>Describe how your district supports and encourages professional learning in collaborative groups at the school.</i>	

Rating Rubric	
4	The district provides extensive support and encouragement to implement professional learning communities at the school and classroom level.
3	The district provides some ongoing support and encouragement to implement professional learning communities at the school and classroom level.
2	The district provides little ongoing support and encouragement to implement professional learning communities at the school and classroom level.
1	The district provides no support and encouragement to implement professional learning communities at the school and classroom level.

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.

Rationale

Florida law states, “*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*” (s. 1012.98 (1) F.S.). Professional learning is most likely to be used in the classroom when the content is relevant to the needs of the educators and the school as a whole. This standard reflects the requirements of the law that educators should participate in professional learning that is directly related to improving the skills and knowledge used in the classroom and enhancing rigor and relevance of the content. Note also the requirements in the federal Title I and II programs for content-based instruction. Current law (s. 1012.98 (4)(b)3 F.S.) specifies these content areas for professional learning supported by local school districts:

1. analysis of student achievement data;
2. ongoing formal and informal assessments of student achievement;
3. identification and use of enhanced and differentiated instructional strategies;
4. emphasis on rigor, relevance, and reading in the content areas;
5. enhancement of subject content expertise;
6. integrated use of classroom technology that enhances teaching and learning;
7. classroom management;
8. parent involvement; and
9. school safety.

Elaboration

All professional learning listed in the district’s Professional Development Plan and Master Inservice Plan and in which educators participate should be relevant to the needs of the educators, considering the subject and grade level being taught, and the level of skill and knowledge development of the educator. The content areas specified in the law provide flexibility to be applicable to all educators at all levels of schools. From time to time, the district or state may support initiatives focusing on specific content areas that are deemed high priority. Districts should have Master Inservice Plan components addressing all specified content areas. All professional learning should have a sound basis in research and empirical evidence demonstrating that the professional learning increases the skills of educators that will result in increased learning for students. Compare the list of planned and completed professional learning in the last two years with the content areas specified in the law. Select for further review one or two of the major district efforts in the last two years. Note that these efforts may include professional learning

communities addressing specific techniques or approaches to increasing learning and studying the needs of specific subsets of students in greater need of improvements.

Documents, Questions, and Probes	
<p>Select from the District Professional Development System one or two professional learning efforts for review. Ask these questions concerning delivery of the professional learning:</p> <p><i>Describe the professional learning effort of your district on [topic listed in professional learning system].</i></p> <p><i>How did the district determine that the professional learning listed in your professional learning system is research- and/or evidence-based?</i></p> <p><i>How does the district ensure that professional learning reflects state and district initiatives?</i></p> <p><i>Generally, is the content the educators receive through professional learning relevant to the needs of educators in the schools?</i></p>	

Rating Rubric	
4	The district provides convincing evidence that all of the professional learning educators have received recently is research-based and directly related to one or more of the content areas specified in state law.
3	Most of the professional learning delivered is research-based and directly related to one or more of the content areas specified in state law.
2	Little of the professional learning delivered is research-based and directly related to one or more of the content areas specified in state law.
1	The district professional learning is not research-based or directly related to the content areas specified in state law.

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.

Rationale

Florida law states that professional learning systems must “*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 rigorous and relevant curriculum based on state and local educational standards, goals, and initiatives...*” (s. 1012.98 (3)(a) F.S.). Educators should participate in professional learning that uses learning strategies appropriate to the intended goal of the professional learning. The learning strategies should apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback. Districts should provide professional learning to facilitators on using appropriate learning strategies.

Elaboration

Facilitators should model the skills that educators are expected to use in the classroom. The professional learning should provide adequate opportunity for the educators to practice the skills and for the facilitator to provide feedback to educators on their performance during the professional learning session. Whenever possible, facilitators of professional learning should use the same techniques and strategies educators are expected to be using with students. For example, if the learning is designed to teach discipline methods, the facilitator should model the techniques or use videos that model the methods. Educators then should practice using the skills while in the classroom with the facilitator observing and providing feedback. Alternately, follow-up sessions may be scheduled in which school-based coaches or facilitators work with the educators in applying the new methods in their own classrooms with supervision. Note that the intent of providing practice is to help the educators learn and implement the new strategies. When practice is built-in as a follow-up component using school-based coaches, it should be counted for both this standard and for 3.3.2. Coaching and Mentoring. Facilitators should avoid providing instruction that is mostly lecture or “talking heads” telling educators what to do instead of having them practice and experience the learning. All learning strategies used by facilitators should model research- and/or evidence-based instruction. Examine the Master Inservice Plan for congruence of instructional strategies with the listed objectives. For the course/classes selected in 3.2.1., review detailed plans for instructional strategies, discuss with district staff, and if possible talk with designer and trainer(s).

Documents, Questions, and Probes
<p><i>Tell me about how the professional learning was conducted.</i></p> <p><i>Probes: How did the facilitator model the skills that were to be used? Describe any of these methods that might have been used: practice of the skills, feedback to you on your performance during the professional learning session, teaching the class using the same techniques and strategies you are to be using with students.</i></p> <p><i>Generally, how do the professional learning facilitators model effective teaching practices?</i></p>

Rating Rubric	
4	The district provides convincing evidence that almost all of the professional learning educators have received recently included modeling effective teaching practices as well as practice and feedback.
3	The district documents appropriate learning strategies including modeling, practice, and feedback were used in most professional learning educators received.
2	The district documents appropriate learning strategies including modeling, practice, and feedback were used in some professional learning educators received, although other sessions are primarily lecture and “talking heads.”
1	The district documents most of the recent professional learning as primarily lecture and “talking heads.”

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.

Rationale

Professional learning that is most likely to effect improvements in teaching practice and student learning is sustained over an extended period of time and through multiple sessions that reinforce the skills and knowledge learned and provide opportunities for faculty to try the new methods in the classroom. Research confirms that when professional learning extends over 49 hours, there is a 21-percentile point increase in student achievement (Southwest Educational Development Laboratory).

Elaboration

The amount of professional learning needed to be sustained will vary with the content and skills targeted. Generally, professional learning that is designed for implementing major new programs or strategies will extend 15 hours or more spread across multiple days. Research confirms that when professional learning extends over 49 hours, there is a 21-percentile point increase in student achievement (Southwest Educational Development Laboratory). An example of sustained professional learning might be a program on reading comprehension strategies that is delivered in three 6-hour sessions, each a month apart, or nine 2-hour sessions extending over a semester during early release planning times. Educators can then use the techniques in the classroom and report at the next session on their successes and areas needing improvements. Another example is a professional learning community in which teachers meet weekly for an hour during common planning time and concentrate on learning and implementing a new instructional method. Rigor should be built into all professional learning, ensuring adherence to high standards. To be avoided are one-shot, short-term programs lacking continuity or reinforcement. Review the Master Inservice Plan or other descriptions of offerings to determine the length of professional learning of offered programs.

Documents, Questions, and Probes
<i>How many professional learning sessions did educators participate in for one topic or length of time for the professional learning?</i>
<i>Considering the skills being learned, how appropriate was the length of time for professional learning?</i>
<i>Generally, how sustained and intense is the professional learning in which educators participate, considering the types of skills and knowledge being learned?</i>
<i>What level of mastery is usually attained by the end of the sessions?</i>

*Florida Department of Education
Professional Development System Evaluation Protocol
Reviewer's Guide, Third Cycle, 2010-14*

Rating Rubric	
4	The district's Master Inservice Plan or other documents depict that all or almost all professional learning sessions delivered to educators included rigorous, sustained professional learning over multiple sessions and multiple days.
3	The district's Master Inservice Plan or other documents depict that many professional learning sessions delivered to educators were rigorous, sustained professional learning over multiple sessions and multiple days for many of their professional learning programs.
2	The district's Master Inservice Plan or other documents depict that few professional learning sessions delivered to educators were rigorous, sustained professional learning over multiple sessions and multiple days.
1	Little evidence was available documenting that the professional learning is sustained over multiple sessions and multiple days.

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.

Rationale

This standard addresses the instructional methods used in the professional learning. Distance learning and technology offer many ways for educators to observe and experience new techniques. Using technology in professional learning may be less expensive and carry fewer risks than using actual classrooms. Distance learning can save time and money for educators wanting to improve their professional skills but living in isolated areas. To the extent possible and relevant, facilitators should use current technology and distance learning to deliver the professional learning for educators. Current law requires school districts to **“Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs”** (s. 1012.98 (4)(b)(8) F.S.).

Elaboration

Note that the learning may be led by a facilitator, directed by the learner, or conducted through a group of learners such as in a learning community. Technology may include distance learning, podcasts, wikis, websites, videotapes, laser discs, Smart Boards, hand-held computers or PDAs, graphing calculators, and computer programs or displays as well as other technologies. Professional learning on the use of technology such as computer-based programs or computer-assisted instructional programs should be conducted using the medium being taught. For example, videotapes and embedded video clips in presentations can be very helpful in demonstrating and modeling educators using appropriate and inappropriate strategies for teaching science experiments, conducting guided reading in small groups, or controlling classroom behavior. Other technologies that reduce costs and increase the availability of professional learning include web-based or online professional learning, some of which have multimedia downloading or viewing capabilities. Technology also should be used to assist educators in implementing what they have learned and evaluating the effectiveness of that learning. One example is the use of videotaping educators applying new strategies in a classroom and critiquing the videotape with a peer, the facilitator, or a coach. Review manuals or agendas of professional learning sessions selected in 1.2.2 for use of technology. Probe during the interview for technology used in professional learning that are not teaching the technology itself, such as school safety, reading strategies, and classroom management. Examples of advanced technologies include distance learning, document cameras, wikis, podcasts, embedded video clips in PowerPoint presentations, Promethean slates, tablets with styli and SmartBoards. A less sophisticated technology is using PowerPoint presentations as page-turners.

Documents, Questions, and Probes	
<i>What kind of technology was used to support the learning? Generally, describe how technology was used to support professional learning at the school in the last two years. In what ways was the technology appropriate for the skills being taught?</i> Probe distance learning, podcasts, videos, streaming video, Smart Boards, wikis, hand-held computers or PDAs, graphing calculators, websites, online professional learning, computer programs and other types of technology.	

Rating Rubric	
4	The district supports professional learning by using advanced technologies appropriate to the content and skills being taught.
3	The appropriate use of technology is documented in many of the district's professional learning programs.
2	The appropriate use of technology is documented in a few of the district's professional learning programs.
1	The district descriptions of recent professional learning reflect primarily limited or no appropriate use of technology.

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

Rationale

To have an impact on teaching performance and ultimately on improving student academic levels, educators must have sufficient time available to participate in professional learning. Districts should provide time during the school day as periodic days dedicated to professional learning, part of a calendar in which students are released from school early on certain days, or embedded within the daily schedule through common or dedicated planning times. Districts may also provide professional learning during pre- or post-planning times.

Elaboration

Most educators will respond that there is never sufficient time to implement planned professional learning. Probe to determine if the district provides time in the calendar that is dedicated to professional learning and if educators are mandated to attend professional learning or allowed to use these days for other purposes. Other effective arrangements may be early dismissal/release days each week or several times a year that are designated as professional learning time with educators required to attend, and common planning times in which professional learning communities meet during specifically scheduled times for professional learning. Professional learning times also may be designated during pre and post-planning times, but should be clearly denoted and required for teachers to participate. Note that some districts may provide early release days or pre-post planning days that are used by educators primarily for planning and classroom organization. These should not be counted as part of professional learning. Note that some districts may provide early release days that are used by educators primarily for planning and classroom organization. These should not be counted as part of professional learning. Districts with 30 hours or more in the school calendar designated for professional learning that require educators to attend professional learning on those days should receive high ratings. This amount is approximately one hour of professional learning per school week. Time dedicated to learning communities may be counted if the activities in the learning communities meet the definition in the Learning Community Standard (3.2.1). Note that some districts may have time designated within a bargaining contract or stipulated per teacher that may also be counted.

<p>Documents, Questions, and Probes</p>
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<p>Review the district calendar and any other documents containing references to professional learning hours or allotted times.</p>

<p><i>Describe the amount of time allocated for professional learning in this district.</i></p>

<p><i>In your experience, is there sufficient time to conduct the professional learning that educators in this district need?</i></p>

*Florida Department of Education
Professional Development System Evaluation Protocol
Reviewer's Guide, Third Cycle, 2010-14*

Rating Rubric	
4	The district has designated in the calendar 30 or more hours for professional learning, and educators are required to participate in professional learning in those hours.
3	The district has designated in the calendar 15-29 hours for professional learning, and educators are required to participate in professional learning in those hours.
2	The district provides calendar time that may be used for professional learning, educator planning, or other activities at the educator's discretion.
1	The district has no designated hours or times for professional learning and is not providing time for educators to participate in professional learning.

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.

Rationale

To make informed decisions concerning the need for professional learning and to plan school level professional learning, administrators need accurate and up-to-date information on the professional learning educators have received, the inservice points awarded for the professional learning, and progress made toward recertification. District staff and principals should have easy access to the records for all professional learning in which educators participate, including inservice points awarded and their progress towards recertification.

Elaboration

District and school administrators should be able to access easily the records for all professional learning in which their educators have participated, including inservice points awarded and their progress towards recertification. Records should be updated frequently to ensure educators have current information concerning inservice points and additional points needed for recertification. Districts using automated systems in which educators and administrators can access directly the records on inservice points should receive high ratings; however, easy access may also be provided in very small districts through efficient office staff who can respond quickly to requests for information.

Documents, Questions, and Probes
<i>Describe the method this district uses to maintain up-to-date records for professional learning, including certification and inservice points.</i>

Rating Rubric	
4	The district provides convincing evidence that the inservice records are easily accessed and updated frequently.
3	Inservice records can be accessed with some effort and are updated at least quarterly.
2	Inservice records are hard to access or are updated infrequently.
1	The system for documenting inservice points is not easily accessible or frequently contains inaccurate or out-of-date information.

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

Rationale

A key factor in the success of any organization and especially a school system is the ongoing support and allegiance of the educators and administrators who make the system run. Organizational theory has documented that effective improvements in school systems incorporate professional learning into all major improvement efforts. Districts should value professional learning as a major tool in changing the culture and increasing the effectiveness and efficiency of the organization.

Elaboration

Check to determine the extent to which professional learning has been a key factor in implementing the most recent district initiatives. Look for the use of professional learning to inform and solicit support for district initiatives as well as developing new skills and implementing new processes. Examples may be reading initiatives, school safety, or behavior and classroom management. Some districts may have reduced or eliminated funding for professional learning, demonstrating a lack of commitment to professional learning in the district.

Documents, Questions, and Probes	
<i>What is the role of professional learning in this district in supporting significant improvements in educational programs?</i>	
<i>How does the district demonstrate that it values professional learning?</i>	

Rating Rubric	
4	The district provides convincing evidence that professional learning is a high priority for the district and is included in major district initiatives.
3	Some evidence exists that professional learning is valued in the district.
2	Little evidence exists that professional learning is valued in the district.
1	The district demonstrates lack of support for professional learning or has substantially reduced the funding for professional learning.

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

Rationale

District school systems should exemplify learning organizations as an effective model of organizational change that emphasizes the professional learning of the organization's human resources as a critical component of increasing effectiveness and efficiency. Districts should openly acknowledge the strength of the people in their organization and make commitments to each one to maximize their potential within the school system. Individual professional learning plans for all employees can play an important role in this process.

Elaboration

Districts should be identifying from within their ranks the potential of faculty and staff to expand their skills and knowledge through professional learning. Individual professional learning plans can serve as an excellent vehicle for planning professional growth and advancement as well as succession planning for key positions in the organization. Look for any formal or informal systems to identify educators with potential and actively support their advancement through professional learning opportunities and other growth experiences. Excellent examples are the use of succession planning for lead positions and structured systems to help guide employees into professional learning that will lead to promotions and career paths within the organization. Some districts operate a leadership academy or principal professional learning program to guide potential new administrators into careers. Similar opportunities may be in place for educator aides and other non-certificated staff. Districts that pay tuition for paraprofessionals to become certified educators, provide compensation to National Board Certified educators, or employ other financial incentives to employees to improve their skills and knowledge should receive a 4 rating.

Documents, Questions, and Probes	
<i>What is the relationship of professional learning in this district to development of human resources? How does the district encourage and support employees to maximize their potential and contribution to the organization?</i>	

Rating Rubric	
4	The district demonstrates the use of professional learning to grow the organization.
3	Some efforts are in place to grow the organization.
2	Few efforts are in place to grow the organization.
1	The district makes little or no use of professional learning to increase organizational capacity and potential.

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

Rationale

Professional learning must be used in the classrooms by educators in order to impact the learning of students. Implementing the skills and knowledge gained through professional learning in the classroom is an essential component of the process. The purpose of this standard is to ensure that districts implement a system to provide schools and educators the follow-up support needed to implement in the workplace what they have learned.

Elaboration

If the educator does not use the knowledge and skills learned in professional learning to instruct students in the classroom, the purpose of providing professional learning is defeated. Some educators may try out a new technique but stop using it because it did not work or was too much effort. Schools should provide assistance and support to ensure that educators apply what they have learned. Examples include peer discussions of early implementation efforts, Ask the district how principals determine the extent to which educators actually apply what they have learned in the classrooms and any use of this information at the district level to establish or modify systems in place to assist the transfer into classrooms. Probe to determine the basis for their judgments on transfer to students. Principals may observe participants using the knowledge and skills learned in professional learning to instruct students in the classroom, or they may require educators to document this transfer through lesson plans or other documentation of actual use. Note that some districts and consortia require educators to submit documentation of follow-up classroom applications prior to awarding inservice points for the professional learning. Classroom walkthrough systems may provide some evidence of transfer if they have checklists of the specific skills or techniques of the programs in which the educator participated. Coaches and mentors may also be documenting applications of skills and techniques for major professional learning efforts, and may or may not be documenting the extent of this transfer or sharing it in any form with the district. For major professional learning efforts, districts may survey teachers at end of school year to check on implementation of learning. Review any data the district may summarize from professional learning evaluation forms or principal reviews of IPDPs. Note that the judgment made on this standard should reflect the extent to which educators actually use the skills and knowledge acquired from professional learning. Standard 3.4.3. examines the formal evaluation of this transfer process and the impact on student learning.

Documents, Questions, and Probes
<i>Describe how the district documents that educators have used what they learned in the professional learning in their classrooms.</i>
<i>How do you determine that educators are using the new knowledge and skills in their classroom teaching?</i>

Rating Rubric	
4	The district provides convincing evidence of systems in place to determine the uses and applications of skills and knowledge educators have gained in their professional learning in the classrooms.
3	The district provides convincing evidence that educators apply the skills and knowledge gained through many of their professional learning programs.
2	The district provides convincing evidence that educators apply the skills and knowledge gained through a few of their professional learning programs.
1	The district documents little or no transfer of the skills to the classroom or there is no system in place to determine the transfer has occurred.

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.

Rationale

Current law states that the district's professional learning system shall "**Provide inservice activities coupled with follow-up support appropriate to accomplish district-level and school-level improvement goals and standards**" (s. 1012.98 (4)(b)(3) F.S.). Substantial research concludes that educators are more likely to use new skills and knowledge on an ongoing basis in classrooms if they have assistance in trying out the new skills and knowledge and perfecting their application in their own classrooms (*Professional Learning in the Learning Profession*, National Staff Development Council, 2009). Educators are more likely to use new skills and knowledge on an ongoing basis in classrooms if they have assistance in trying out the new skills and knowledge and perfecting their application in their own classrooms. Coaching and mentoring programs increase the likelihood that educators will apply the skills and knowledge.

Elaboration

Coaching and mentoring may occur in many patterns. The facilitators for the professional learning may include follow-up coaching sessions in the classrooms of the participants. The school or district may embark on a new science program and provide coaching in classrooms through a school- or district-based science resource educator who has also attended or facilitated the professional learning with the faculty. The district may provide reading, science, math, or technology resource educators to serve a school full-time or several schools on a part-time basis to support a new district initiative. Peer coaching may occur through professional learning communities. Educators may be assigned a mentor (perhaps a National Board Certified educator) who provides one-on-one assistance in teaching activities and professional guidance. A district may write into contracts for consultants that they will be available in the school or through electronic communication. The Differentiated Accountability program has specific requirements for coaches to be placed in higher need schools. All of these efforts should be counted as coaching and mentoring. Critical, however, is the skill level of the person assigned as the coach or mentor who should have had classroom experience in the content area for the coaching/mentoring and professional learning specifically on how to be a skilled coach/mentor. Probe to ensure the responsibilities of school-based coaches actually include modeling for and coaching educators. Also probe to ensure that peer coaches or mentors are provided time for the coach/mentor to observe in classrooms. Some districts may also provide some coaching or mentoring activities through web-based resources. Distance learning programs may include online coaching as well.

Documents, Questions, and Probes	
<i>Describe any coaching or mentoring programs or activities that are used to follow up on professional learning in the district. Probe for facilitators or a coach or mentor going to classrooms to help educators implement the new skills/professional learning.</i>	
<i>How long does the coaching or mentoring last?</i>	
<i>What determines when the coaching or mentoring ends?</i>	
<i>Do the facilitators, coaches, or mentors go to classrooms to help educators implement the new skills/professional learning?</i>	
<i>Does anyone else help educators implement the new skills/professional learning?</i>	
<i>Are any web-based coaching systems in place?</i>	
<i>How does the district determine that educators have mastered the new skills/professional learning before the coaching/mentoring is discontinued?</i>	

Rating Rubric	
4	The district documents coaching or mentoring activities related to all or almost all of the professional learning efforts.
3	Many coaching or mentoring activities are supported by the district.
2	Some coaching or mentoring activities are supported by the district.
1	Coaching or mentoring activities related to professional learning generally are not conducted in this district.

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.

Rationale

Current law requires school districts to “**Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs**” (s. 1012.98 (4)(b)(8) F.S.). Web-based resources and assistance can be a very economical and effective method for providing support and help to educators following professional learning as they try out the new skills and knowledge in their classrooms.

Elaboration

The district may provide web-based resources and assistance through a variety of mechanisms. Districts may maintain their own websites that contain follow-up assistance for specific professional learning programs and more generic instruction on best practices for educators. Districts participating with consortia may access the consortium website that provides follow-up assistance. Individual schools or the district may have websites, wikis or discussion rooms through other mechanisms that allow participants to post experiences with new skills and techniques, share additional information, and obtain follow-up instruction. Some districts may provide ongoing support for new educators in their educator induction program but not provide web-based resources and assistance for most other professional learning. These efforts would receive low ratings. An ongoing issue for districts and schools is providing incentives and encouragement to educators to increase their use of follow-up assistance available on the web. Note that the rating rubric for this standard at the educator level requires the educator to use the resources provided. This standard addresses the district’s provision of the web-based resources and assistance resources.

Documents, Questions, and Probes	
Review district websites and any system to encourage school-based websites providing web-based resources and assistance [also check 1.3.3. and 2.3.3.]. <i>What type of web-based resources and assistance have educators been offered as follow-up assistance after professional learning?</i> Probe for specific examples.	

Rating Rubric	
4	The district documents web-based assistance provided as follow-up to all or almost all professional learning efforts.
3	Many professional learning efforts are supported through web-based assistance.
2	A few professional learning efforts are supported through web-based assistance.
1	Web-based follow-up assistance related to professional learning generally is not supported in this district.

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.

Rationale

Current law states that district professional learning systems must “**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**” (s. 1012.98 (4)(b)(9) F.S.). The emphasis of this standard is to ensure that districts conduct regular evaluation of the effectiveness of the professional learning. Districts must be certain that educators participated in the planned professional learning before drawing any conclusions about the effectiveness of the professional learning or the impact on student change.

Elaboration

The standards for evaluation of the district's Professional Development System consist of four criteria or stages:

- 1) **(Standard 3.4.1.)** confirm that educators participated in and completed the planned professional learning;
- 2) **(Standard 3.4.2.)** determine whether educators changed their professional practices by using the skills and techniques learned when teaching in the classroom;
- 3) **(Standard 3.4.3.)** determine any changes or improvements in student learning or behavior resulting from the new approaches; and
- 4) **(Standard 3.4.4.)** ensure that the assessments or measures used to verify the change were appropriate.

Standard 3.4.5 addresses the use of the results from the evaluation in an ongoing continuous improvement planning and action cycle. For this standard (3.4.1.), the evaluation of the district's Professional Development System should be conducted in conjunction with the district's overall planning for school improvement. Check for any documents that demonstrate that the planned professional learning for a given year was actually delivered, especially for major initiatives. Districts should also examine the extent to which specific educators participate in major professional learning initiatives. Districts with computerized registration and inservice participation systems may generate reports tracking the numbers of educators by grade level taught, subject area, and school for major programs. Examples may be professional learning conducted for adoption of a new textbook series. End-of-course feedback forms should be summarized and used to determine educator satisfaction with the professional learning and guide improvements in the programs. Note that small districts may participate in consortia that generate participation reports and conduct evaluations for member districts of major professional

learning programs. Some federal programs and grant programs also have requirements for evaluations of professional learning. Some schools under the Differentiated Accountability Program have external monitors who generate periodic reports documenting the status of the school. This standard reflects a continuous improvement model for district-school planning related to professional learning.

Documents, Questions, and Probes	
Review any summaries and analyses of end-of-course feedback forms.	
Review summaries of educator participation in professional development and any analyses of percentages of specific teachers participating or additional professional learning conducted to ensure all targeted teachers participated.	
<i>Describe the way that this district evaluates whether the major professional learning initiatives for a year have been implemented as planned.</i>	
<i>How are the results from end-of-course feedback forms used?</i>	

Rating Rubric	
4	Formal evaluation of the fidelity to which the professional development system is implemented is ongoing and pervasive.
3	The district provides some evidence of formal evaluation of the professional development system.
2	The district conducts sporadic or ad hoc informal evaluation of the professional development system.
1	The district does not conduct evaluation of the implementation of its professional development system.

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.

Rationale

The purpose of this standard is to ensure that all districts have data for some professional learning efforts documenting the use of the new knowledge and skills in the classroom.

Elaboration

The intent of this standard is not to require district evaluations of all professional learning but to ensure that data are available for at least 10% of the professional learning conducted throughout the district. Typically, the 10% should include the major program initiatives and may be directly associated with district-level strategic planning. Some districts monitor program implementation on a regular basis, but other districts may have little evidence that the district has a procedure to monitor implementation. Districts should have processes in place to evaluate the extent to which educators learned the skills and knowledge presented in major professional learning programs, and that educators applied the new learning in their classrooms. Evaluations may be conducted in conjunction with major program initiatives such as a new science curriculum or implementing a middle school concept in several schools. Districts may conduct formal evaluations only of major programs. Some districts conduct formal evaluations of professional learning at a three-month or six-month interval to determine whether educators are using the skills. In other districts, this process may be informal rather than formal. Schools may be conducting classroom walkthroughs or coaches may visit classrooms to observe educators implementing major skills and techniques; however, the district should have routine processes in place to summarize and use this information. Some districts have no efforts in place to evaluate the use and impact of professional learning. In determining whether 10% of the programs have follow-up evaluations, review the major initiatives, the proportion of the budget accounted for by the programs evaluated, or the proportion of educators impacted by the new professional learning. Formal evaluations should include the program's goals and objectives, methodology used, educator participation data, evidence of classroom application, and results. Note that for small districts with resources available for only one or two major professional learning programs, a "4" rating would be a formal evaluation of either program.

<p>Documents, Questions, and Probes</p>
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<p><i>How does this district evaluate educator's use of the new skills/knowledge in classrooms after receiving professional learning?</i></p> <p><i>What formal evaluations of professional learning efforts have been conducted in the last two years? (Ask for copies of any reports.) Review any summaries and analyses of implementation of planned professional learning.</i></p>
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Rating Rubric	
4	The district presents convincing evidence including reports from formal evaluations of the degree of fidelity in the transfer of skills and knowledge into the classrooms for approximately 10% of recent major professional learning programs.
3	The district presents some evidence of formal evaluations of the degree of fidelity in the transfer of skills and knowledge into the classrooms for recent major professional learning programs.
2	The district presents evidence from informal evaluations of the degree of fidelity in the transfer of skills and knowledge into the classrooms for recent major professional learning programs.
1	The district does not conduct evaluations of the transfer of skills and knowledge into the classrooms from planned professional learning.

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

Rationale

The purpose of the standard is to ensure that students learn more as a result of the professional learning supported by the school.

Elaboration

The major reason for conducting professional learning is to increase educator effectiveness so that students learn more. Districts should be tracking the impact of professional learning on student performance levels. Districts may conduct formal evaluations of some major programs being implemented that include a professional learning component to link improvements in test scores in such content areas as reading, mathematics, and science, with professional learning provided to educators in implementing new strategies in these areas. The best designs compare student scores with scores of students in schools where educators participated in professional learning and implemented new strategies with scores of students in other schools where educators are not implementing the new strategies.

Documents, Questions, and Probes	
<i>What evidence does this district have that changes have occurred in student performance resulting from the professional learning faculty received?</i>	

Rating Rubric	
4	The district provides convincing evidence from formal evaluations that address the impact of professional learning on increases in student learning.
3	The district provides limited evidence from formal evaluations that address the impact of professional learning on increases in student learning.
2	The district provides evidence of conducting informal evaluations that address the impact of professional learning on increases in student learning.
1	The district has no evidence of conducting evaluations of student learning resulting from the professional learning educators received.

3.4.4. Evaluation Measures: Districts 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 assessments, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Rationale

The purpose of this standard is to document the measures used in the evaluation of the effectiveness of professional learning and ensure that outcome measures include standardized assessments with validity and reliability when available and appropriate.

Elaboration

Most districts are implementing planning systems that are driven by the FCAT and other standardized student achievement tests. Additional achievement measures may also be used that are less formal and less rigorous. Examples include district achievement tests, educator-constructed tests, portfolios, action research, and checklists of student performance. Check to see the extent to which these instruments are being used to determine the effects of professional learning on student achievement. Evaluations of the effect of professional learning provided to educators on student achievement should be demonstrated through standardized achievement tests when available or through other measures such as those referenced above. Maintaining documentation of the relationship of professional learning to student performance through any of the listed methods should receive high ratings. Note that this standard addresses the methods used to evaluate the impact of professional learning. If no evaluation has been conducted, mark this standard with a "1." Note also that results from action research may be used by individual educators or in small learning communities or lesson study groups to document the impact changes in instruction resulting from professional learning have had on student outcomes. The Department encourages schools and educators to use action research as part of a self-renewal learning system. Action research consists of a defined plan of study in which the educator documents what changes will be made and collects formal data on the resulting changes in students. Key defining components are: a defined (written) plan of study, a description of the specific changes to be made in instruction or the classroom, a description of the group or subgroups of students involved, a statement of expected outcomes, a description of the systematic data collection methods, and evidence that the action research was completed such as summaries and analyses of the data and results.

<p>Documents, Questions, and Probes</p> <p><i>What evaluation methods were used to document changes in student performance resulting from the professional learning?</i></p> <p><i>To what extent does this district organize and support action research stemming from or associated with the professional learning received?</i></p>

*Florida Department of Education
Professional Development System Evaluation Protocol
Reviewer's Guide, Third Cycle, 2010-14*

Rating Rubric	
4	The district provides convincing evidence of using standardized achievement tests and other methods to measure student outcomes in evaluating the school's professional learning.
3	Evaluation of professional learning in the district includes standardized measures for some programs, but usually involves less formal methods.
2	Evaluation of professional learning in the district seldom includes any formal measures.
1	The district presents no evidence of using standardized achievement tests or other methods to measure student outcomes from the professional learning educators received.

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.

Rationale

The intent of this standard is to ensure that the information gathered through the evaluation of the professional learning is used to improve the professional learning planned for the next year. In addition, using ongoing evaluation allows the district to respond to changes that occur over time. Professional learning that is not effective in increasing student achievement should be modified or discontinued.

Elaboration

The results of the evaluation of the implementation of professional learning and its impact on student achievement should be part of the needs assessment process for the next school year's professional learning. Results should also be used to modify or eliminate ineffective programs and strategies and expand effective ones. Probe to see if the district has a system to eliminate professional learning that does not result in achievement gains of students or when the need for professional learning has been eliminated. Note that if a district is rated low on implementing the evaluation of professional learning in Standard 3.4.1. and on evaluation methods in 3.4.3., this standard should also receive a low rating.

Documents, Questions, and Probes
<i>How are the results from the evaluation of the District Professional Development System used?</i>

Rating Rubric	
4	The district provides convincing evidence that the results from the evaluations of the professional learning are used to plan the subsequent year's professional learning, modify or adjust continuing professional learning, or discontinue ineffective professional learning.
3	The district provides evidence that some results from the evaluations of the professional learning are used to plan the subsequent year's professional learning, modify or adjust continuing professional learning, or discontinue ineffective professional learning.
2	The district provides limited evidence that the results from the evaluations of the professional learning are used to plan the subsequent year's professional learning, modify or adjust continuing professional learning, or discontinue ineffective professional learning.
1	The district presents no evidence of using evaluation results or there is no evaluation conducted of the implementation of the professional learning.

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.

Rationale

Current law states: “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” (s. 1012.98 (5) F.S.). Districts should provide documentation on the budgets and expenditures of resources for professional learning. Sources of funding include General Revenue, Title I, Title II, grant funds, and School Improvement funds.

Elaboration

All districts must maintain fiscal systems that document expenditures for the school system and report to the Department regularly those expenditures. These systems code direct expenditures for professional learning through a variety of funding sources, including general revenue, Title I, Title II, and grant funds. Expenditures may be related to professional learning including release time, consultants, travel, professional resources, and staff time for professional learning embedded into the school day. Districts should demonstrate that expenditures for the two previous fiscal years for professional learning are closely aligned with district goals and priorities, and sufficient for the needs of the district. Compare district reports with results from the state analysis of the percent of total expenditures used for professional learning. Districts may have justification for the differences between district accounting for professional learning and state documentation.

Documents, Questions, and Probes	
Review state and district expenditure records to determine the funding expended for professional learning.	
<i>How are funds for professional learning expended?</i>	
<i>Are there sufficient financial resources to conduct the professional learning that faculty in this district need?</i>	

Rating Rubric	
4	The district expenditures for professional learning exceed 2% of total district expenditures.
3	The district expenditures for professional learning exceed 1% of total district expenditures.
2	Financial resources are limited, but available for core functions and major priorities.
1	Essential professional learning activities have been eliminated or are not available because of lack of financial resources.

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.

Rationale

The legislature has required that this system for evaluating professional learning “*must include an annual assessment of data that indicates progress or lack of progress of all students.*” To address this component of the overall evaluation system, the Department calculates annually for all districts an index reflecting the increase in student achievement as measured by the Department's school grading system points.

Elaboration

This rating is calculated at the state level. For each school district, the Department calculates a district performance grade based on the number of school grade points earned by all schools in the district. The calculation takes into account the total number of students enrolled at each graded school in order to represent properly the notion of “student” gains. Reviewers may note in the Checklist any extenuating circumstances or comments related to student achievement increases noted in the district, but do not record a rating.

Rating Rubric	
4	The district level grade was “A.”
3	The district level grade was “B.”
2	The district level grade was “C.”
1	The district level grade was “D” or “F.”

Logistics

Department of Education

Prior to the Visit

- ◆ Generate the selection and schedule of site visits for districts for the upcoming school year.
- ◆ Generate state data for selected districts, including professional learning statistics and financial data on percent of expenditures for professional learning.
- ◆ Disseminate selection and schedule.
- ◆ Twelve weeks in advance, notify the school district of the upcoming visit.
- ◆ Eight weeks in advance, form the review team for district review and contact each reviewer to confirm dates and logistics.
- ◆ Arrange for hotel accommodations.
- ◆ Disseminate to team information on logistics, housing, and reimbursement process
- ◆ Select schools to be visited to include elementary, middle, and high schools in various geographic areas of the county and with a variety of school demographic and performance levels. Generate an overall schedule of dates and times for school and district reviews.
- ◆ Call the district professional learning director six weeks in advance to confirm the dates and clarify the site visit process.
- ◆ Inform district of the requirement for the district's written system and request a copy of the document.
- ◆ In large districts, explore the administrative structure for regional offices and staff with key roles in professional learning. Include these people in the interview schedules.
- ◆ Generate packets for district review for each reviewer and each school.

Team Leader

Prior to the Visit

- ◆ Call the district professional learning director one month in advance to confirm the dates and clarify the site visit process. Obtain from the district copies of the selected schools' Master Schedules and a list of educators by grade/subject level. Be sure to have the district identify any new educators and avoid these educators in selection.
- ◆ Obtain directions to the selected schools.
- ◆ Call the schools several days prior to the visit to confirm the dates, times, and logistics for the visit.
- ◆ One week prior to the visit, select five educators at each school with at least one full year of teaching experience at the school for interviews. Talk with the

Principal about the experience levels of the educators or other factors that may limit the input into the review of the individual. Make sure these educators represent different subject areas, grade levels, and experience levels. Interviewers will conduct the interviews with educators separately.

- ◆ Clarify with the Principal the documents that should be gathered and made available to the Team. Examples are the school's plans for professional learning, School Improvement Plans, IPDPs, and records of inservice professional learning delivered in the last two years. A complete listing is provided in the "Document Reviews" section of this *Reviewer's Guide*.
- ◆ Arrange with the Principal to have a space designated for the Team to use for interviews and meeting together.
- ◆ Confirm logistics with reviewers, including hotel locations and directions to schools.
- ◆ Read, in advance, the district's Professional Development System that has been approved by the Department of Education, and the latest School Report Card for the schools.
- ◆ Read, in advance, the report on professional learning from the previous district review.
- ◆ Review the Protocol standards, *Reviewer's Guide*, checklists, and report formats.
- ◆ Review the procedures for using the PDS computer system.

During the Site Visit

- ◆ Conduct an initial meeting with the Team and district staff to receive a district overview of the professional learning system.
- ◆ Conduct an introductory meeting with the district superintendent and district staff to explain the purpose and procedures for the site visit.
- ◆ Coordinate with the reviewers in conducting site visits to schools and the district office.
- ◆ Ensure that the Protocol Team arrives on time at the schools.
- ◆ Schedule "shadow" visits as needed to confirm school activities.
- ◆ Trouble-shoot any difficulties or logistical issues.
- ◆ Serve as a reviewer as needed to complete the schedule.

End of Visit and Follow-up Procedures

- ◆ Arrange for and meet with the entire Protocol Team.
- ◆ Review and summarize numerical findings.
- ◆ Generate narrative findings by level and strand.
- ◆ Send follow-up thank you letters to Principals and district director.

Reviewer

Prior to the Visit

- ◆ Review information on district and schools to be visited.

- ◆ Read, in advance, the district's Professional Development System and the latest School Report Card for the schools.
- ◆ Read, in advance, the report on professional learning from the previous district review.
- ◆ Review the Protocol Standards, *Reviewer's Guide*, and checklists.

During the Site Visit

- ◆ Arrive on time at the school.
- ◆ Meet the Principal and clarify the logistics for the day.
- ◆ Generate a schedule for the activities of the day at the school.
- ◆ Review selection of five educators for interview and adjust the selection as needed to ensure educators represent different grade levels and subject areas. Review their Individual Professional Development Plans prior to the interviews.
- ◆ Reserve time to review documents related to the standards.
- ◆ Conduct five individual educator interviews and review documents. Interviews take approximately 30-45 minutes each.
- ◆ As a team, form joint judgments for the school on each standard.
- ◆ Exit the school, being sure to give your thanks to the Principal for the school's effort.

End of Visit and Follow-up Procedures

- ◆ Meet with the entire Protocol Team.
- ◆ Review and summarize findings.
- ◆ Generate draft narrative findings by level and strand.
- ◆ Submit travel reimbursement request and receipts.

District Leadership Development Logistics (Standard 3.1.5.)

- ◆ Include on each team at least one person with expertise in Leadership Development for the review of Standard 3.1.6., Leadership Development Program.
- ◆ Interview district staff responsible for the district's Leadership Development Program.
- ◆ In the selected schools, interview administrators and review their Leadership Development Plans.
- ◆ Conduct at least one focus group interview of a selected set of 5-7 current participants in the district's Leadership Development Program. Select the participants from the list of current participants submitted by the district in advance to the Team Leader.
- ◆ Review the Leadership Development Plans (if available) for the selected focus group participants and a list of recent professional learning in which they have participated.
- ◆ For larger districts, this process may be expanded to a second focus group.

- ◆ The entire review process for Standard 3.1.5 may take 2-4 hours.

Document Reviews

Various documents are reviewed as part of the evidence base for forming judgments in the *Florida Professional Development System Evaluation Protocol*. Below is a comprehensive list of the documents. The specific standards contain directions to reviewers on which documents are needed for specific standards.

Prior to Visit

- District Professional Development Plan System documents
- District financial report from the Department of Education on the percent of expenditures spent on professional development
- School Report Cards
- School Improvement Plans (on website for the school)
- Leadership Development list of participants

1.0 Faculty Level

- Individual Professional Development Plans (IPDP) for five selected educators (1.1.1. and following)
- Records of participation in professional learning and inservice credit awarded for 5 selected educators
- Learning community agendas, learning objectives, notes, schedules, and plans related to learning communities. (1.2.1.)
- Action Research plans, reports or other documentation (1.4.4.)

2.0 School Level

- ◆ Documentation of the use of disaggregated data for planning professional learning (2.1.1)
- ◆ Needs assessments for professional learning (2.1.1.)
- ◆ School Improvement Plans for last two years
- ◆ School plans for professional learning
- ◆ School Reading Plan
- ◆ School Technology Plan
- ◆ School Differentiated Accountability plan, if applicable
- ◆ Response to Intervention Model and district/state expectations, when appropriate
- ◆ Documentation of the use of disaggregated student achievement and behavioral data for planning professional learning
- ◆ Florida Continuous Improvement Model documents, when appropriate
- ◆ Individual Professional Development Plans for all educators for the last two years (2.1.2.)

- ◆ Documentation of reviews and analyses of IPDPs across educators by grade/subject area (2.1.2.)
- ◆ Individual Leadership Development Plans for school administrators (2.1.5.)
- ◆ Learning community agendas, learning objectives, notes, schedules, and plans (2.2.1)
- ◆ Calendars documenting professional learning (2.2.6.)
- ◆ Course outlines for planned professional learning
- ◆ Calendars or other schedules maintained by principal/assistant principal showing meetings with educators to review IPDPs
- ◆ Reports of evaluations of school-level professional learning (2.4.1.)
- ◆ End-of-year summaries of SIP progress and outcomes (2.4.4.)

3.0 District Level

- ◆ District Professional Development System Plan
- ◆ Master Inservice Plan
- ◆ District K-12 Reading Plan
- ◆ District Technology Plan
- ◆ District School Improvement Plan, if required
- ◆ School Differentiated Accountability plan
- ◆ Response to Intervention Model and district/state expectations, when appropriate
- ◆ Florida Continuous Improvement Model documents, when appropriate
- ◆ District strategic plans reflecting professional learning initiatives
- ◆ Database for highly qualified teachers
- ◆ Needs assessments for professional learning
- ◆ Documentation of the use of disaggregated student behavioral data for planning professional learning (charts/graphs/displays of school/grade level analyses)
- ◆ District's Leadership Development Program
- ◆ List of participants, current and previous for the Leadership Development Program
- ◆ Checklists and portfolios of participation for the Leadership Development Program
- ◆ Outcome measures of success for the Leadership Development Program
- ◆ Other documentation of the ongoing implementation of the Leadership Development Program
- ◆ Records of professional learning or dissemination memos related to Learning Forward and Florida Standards (3.1.8)
- ◆ Calendars documenting professional learning offerings (3.2.6.)
- ◆ Course outlines for professional learning delivered
- ◆ District documents or professional learning efforts on learning communities
- ◆ Summaries and analyses of end-of-course evaluations (3.4.1.)
- ◆ Summaries and analyses of implementation of planned professional learning (3.4.1)

- ◆ Summaries of educator participation in professional development and any analyses of percentages of specific teachers participating or additional professional learning conducted to ensure all targeted teachers participated (3.4.1.)
- ◆ Evaluations of professional learning efforts in last four years (3.4.2.)
- ◆ Expenditure reports on professional learning (3.4.6.)

Reporting

Two levels of reports are generated for the *Florida Professional Development System Evaluation Protocol*:

- ◆ **Team Summary Report** – contains the working notes from the Team and a side-by-side comparison of the results by standard for each school visited.
- ◆ **District Report** – contains final summaries for each section of standards (Planning, Learning, Implementing, and Evaluating for Faculty, School, and District levels) and a single rating for the district on each standard.

Include information in the Team Summary Report that can be used to clarify and explain the ratings the Team has provided on each section of the standards. Using the Team Summary Report, generate a draft report for the district that documents the results of the site visit, areas of strength, and any areas in need of improvement. Numerical results are presented as a district rating for each standard at each level of the system. Generate findings for each standard.

Districts are provided an opportunity to review the report for errors in fact prior to public release. These reports are summarized across districts each year for a report to the Commissioner and Legislature documenting the quality of the professional learning systems across the state.

Additionally, a supplemental report is generated for Standard 3.1.6. Leadership Development Program, based on the Approval Standards of the Florida Department of Education for the Evaluation of School Principal Preparation Programs.

Notes

This document was generated by the Florida Department of Education, Bureau of Educator Recruitment, Development and Retention. It is available on the Department's website at: <http://www.fldoe.org/profdev/pdstandards.asp> or <http://www.teachinflorida.com/ProfessionalDevelopment>.



Bureau of Educator Recruitment, Development and Retention