
Protocol Standards and Evidence



District Level Checklist

District: _____

Reviewer: _____

Date: _____

May 2010 printing

Confidential

3.1 DISTRICT LEVEL – PLANNING	DOCUMENTS, QUESTIONS, AND PROBES
<p>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.</p>	<p>Ask for copies of:</p> <ul style="list-style-type: none"> District Professional Development System 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 <p><i>Describe the ways in which this district determines the professional learning needs of the faculty.</i></p> <p>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.).</p>

Notes:

Rating: _____

3.1 DISTRICT LEVEL – PLANNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>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.</p>	<p>Review the district professional learning 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 appraisal data for educators and administrators, annual school reports, and school and district strategic planning.</p> <p><i>Describe the district’s professional learning 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 IPDP evaluations into the District Professional Development System.</i></p> <p><i>How is annual performance appraisal 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>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

3.1 DISTRICT LEVEL – PLANNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>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.</p>	<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>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>3.1.4. Content Standards for Student Outcomes: The district’s professional learning supports implementing state-adopted content standards for student outcomes.</p>	<p>Review the District Professional Development System and Master Inservice Plan to document professional learning that supports and encourages strong content standards.</p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

3.1 DISTRICT LEVEL – PLANNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>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.</p>	<p>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.</p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>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.</p>	<p>Ask for:</p> <ul style="list-style-type: none"> 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 <p><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></p> <p><i>Tell us about your Level 1 system.</i></p> <p><i>Tell us about your Level 2 system.</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

3.1 DISTRICT LEVEL – PLANNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>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.</p>	<p>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></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
<p>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.</p>	<p>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></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

3.2 DISTRICT LEVEL – LEARNING	DOCUMENTS, QUESTIONS, AND PROBES
<p>3.2.1. Learning Communities: The district supports and encourages professional learning in collaborative teams of educators.</p>	<p>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></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
<p>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.</p>	<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: <i>Describe the professional learning effort of your district on [topic listed in professional learning system].</i> <i>How did the district determine that the professional learning listed in your professional learning system is research- and/or evidence-based?</i> <i>How does the district ensure that professional learning reflects state and district initiatives?</i> <i>Generally, is the content the educators receive through professional learning relevant to the needs of educators in the schools?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

3.2 DISTRICT LEVEL – LEARNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>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.</p>	<p><i>Tell me about how the professional learning was conducted.</i> Probes: <i>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> <i>Generally, how do the professional learning facilitators model effective teaching practices?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
<p>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.</p>	<p><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></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

3.2 DISTRICT LEVEL – LEARNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>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.</p>	<p><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.</p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
<p>3.2.6. Time Resources: Sufficient time within the work day is available and used for professional development.</p>	<p>Review the district calendar 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.</i> <i>In your experience, is there sufficient time to conduct the professional learning that faculty in this district need?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

3.2 DISTRICT LEVEL – LEARNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>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.</p>	<p><i>Describe the method this district uses to maintain up-to-date records for professional learning, including certification and inservice points.</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
<p>3.2.8. District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.</p>	<p><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></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

3.2 DISTRICT LEVEL – LEARNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>3.2.9. Learning Organization: The district fosters and develops the maximum potential of all employees through professional learning.</p>	<p><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></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
3.3 DISTRICT LEVEL – IMPLEMENTING	DOCUMENTS, QUESTIONS, AND PROBES
<p>3.3.1. Implementation of Learning: The district provides a follow-up support system to facilitate implementation of professional learning in the workplace.</p>	<p><i>Describe how the district documents that educators have used what they learned in the professional learning in their classrooms.</i></p> <p><i>How do you determine that educators are using the new knowledge and skills in their classroom teaching?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

3.3 DISTRICT LEVEL – IMPLEMENTING - CONTINUED	DOCUMENTS, QUESTIONS, AND PROBES
<p>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.</p>	<p><i>Describe any coaching or mentoring programs or activities that are used to follow up on professional learning in the district.</i> Probe for facilitators or a coach or mentor going to classrooms to help educators implement the new skills/professional learning.</p> <p><i>How long does the coaching or mentoring last?</i></p> <p><i>What determines when the coaching or mentoring ends?</i></p> <p><i>Do the facilitators or coaches or mentors go to classrooms to help educators implement the new skills/professional learning?</i></p> <p><i>Does anyone else help educators implement the new skills/professional learning?</i></p> <p><i>Are any web-based coaching systems in place?</i></p> <p><i>How does the district determine that educators have mastered the new skills/professional learning before the coaching/mentoring is discontinued?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

3.3 DISTRICT LEVEL – IMPLEMENTING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>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.</p>	<p>Review district websites and any system to encourage school-based websites providing web-based resources and assistance. [also check with 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.</p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
3.4 DISTRICT LEVEL – EVALUATING	DOCUMENTS, QUESTIONS, AND PROBES
<p>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.</p>	<p>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></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

3.4 DISTRICT LEVEL – EVALUATING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>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.</p>	<p><i>How does this district evaluate educator’s use of the new skills/knowledge in classrooms after receiving professional learning? What formal evaluation 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>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>3.4.3. Changes in Students: The district assesses the impact of professional learning on student performance.</p>	<p><i>What evidence does this district have that changes have occurred in student performance resulting from the professional learning faculty received?</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

3.4 DISTRICT LEVEL – EVALUATING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>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, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.</p>	<p><i>What evaluation methods were used to document changes in student performance resulting from the professional learning?</i> <i>To what extent does this district organize and support action research stemming from or associated with the professional learning received?</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>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.</p>	<p><i>How are the results from the evaluation of the District Professional Development System used?</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

3.4 DISTRICT LEVEL – EVALUATING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>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.</p>	<p>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></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
<p>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.</p>	<p>Conducted at the state level.</p>
<p><u>Overall Notes/Comments:</u></p>	