

PROMISING PRACTICES IN PROFESSIONAL DEVELOPMENT

DELIVERY

3.2.1. Relevance of Professional Development:

The training objectives of the delivered training reflect directly the student achievement objectives of the school district and specify the outcome expectations of course offerings.

- Brevard County**
- Data from teacher needs assessment and student achievement targets used to plan professional development offerings
 - Teacher feedback evaluation data following attendance at inservice days clearly support that delivered training met expectations of course offerings
- Palm Beach County**
- Strong relevance to the Academic Business Plan and to increasing student performance levels
 - Summer literacy program, training for AAA schools math/science coaches, CHAMPS program for improving classroom management and school discipline, African/African-American Studies program through the Quality Assurance Program
 - Major programs were directly relevant to the needs of the teachers, especially in the AAA schools visited
- Pinellas County**
- Objectives of training modules in the Master Inservice Plan reflect planned professional development that is relevant to district and teacher needs and sets the outcome expectations for the courses
 - New Educator Support Program and the Transition to Teaching and Alternative Certification programs
- Sumter County**
- “By the Numbers” training was provided to school administrators and coordinators, then to all teachers. Disaggregated data was provided at the school level and for each individual teacher. This process served as a needs assessment for planning instruction and activities

3.2.2., 2.2.2., 1.2.2. Learning Strategies:

The training uses learning strategies appropriate to the intended goal that apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.

- Bay County**
- Classroom Assessment Guidelines program includes demonstrations and practice
 - District staff spot check training provided by consultants and others to ensure appropriate learning strategies
 - Harry Wong tapes provided extensive demonstrations with role plays conducted by the teachers
- Broward County**
- Programs in which consultants have worked for multiple years with a school, visiting and modeling instruction in classrooms and using student results to modify instructional practices
 - NESS program for new teachers incorporates learning communities, coaching and mentoring
 - ALL program
 - District provides a training program for trainers to ensure they incorporate appropriate methods in planning, delivering, following up on, and evaluating the professional development for which they are responsible. This program is exemplary and should be used as a “best practice” for the state. Participants learn about effective teaching behaviors and adult learning theory, and must present a script of the training and are evaluated based on a rubric for good instruction

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- Citrus County**
- All district sponsored training used demonstrations, modeling, practice and feedback
 - Because of the district's work with Phil Schlechty and the *Understanding by Design* book, these techniques have become an integral part of their work pattern
- DeSoto County**
- TESA - in-house trainers utilize a presenter's manual in combination with their personal expertise, a variety of activities, practice opportunities, observations, and discussion groups
- Flagler County**
- SMART board, videos, and role plays
 - Feedback on written assignments was immediate
- Nassau County**
- Programs involve practice by participants such as the creation of products and use of skills that can be used with students
 - In Making Meaning, the trainer modeled how to help children through the process
- Pinellas County**
- Early Success Program (ESP) trained teachers in using intensive diagnostic and remediation techniques for struggling readers
 - Professional development strategies included outside reading, viewing videos of appropriate practices, videotaping of the participant's performances, and coaching and mentoring at the school site
 - Evaluations were tied to student achievement on specific objectives with benchmark expectations

3.2.3., 1.2.3. Sustained Training:

Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants.

- Citrus County**
- Math/science training, Just Reads, and GROW occur over multiple days and sessions
- DeSoto County**
- CCC, TESA, PLS Reading to Learn
 - TESA participants had seven three-hour sessions between October and April, as well as opportunities for team observations that focused on the newly learned skills
- Flagler County**
- Six Early Release days designated for staff development - monthly half-day training throughout the year was strongly supportive in sustaining the district-wide training which was initiated in during the summer of 2003
 - Most teachers indicated the amount of time they spent in training over the extended period allowed for ensuring mastery of the skills through collegial discussions, implementation, and practice of WOW and Gallop
- Nassau County**
- Training sessions are usually delivered in segmented blocks totaling 10 to 12 hours
- Palm Beach**
- Six dedicated one-half day early release professional development days as a district, training schedules during Saturdays, summer institutes, academies, and other non-instructional times provide a greater length of time for participants to practice and apply the skills learned during training

3.2.4., 2.2.4., 1.2.4. Use of Technology:

Training is delivered through a variety of technologies that support individual learning.

- Bay County**
 - PowerPoint presentations, videos, smartboards, TVs, and computers
- Broward County**
 - Online courses, computer-based instruction, courses available on CD-Roms, distance learning opportunities, TV broadcasts through the district's TV station, use of videos for demonstrating skills, PowerPoint
 - The district produces a technology training catalog that accommodates the learning needs of most faculty and provides professional development at times convenient to the staff
 - District goal is to provide just-in-time training on a 24 hour/7 days a week basis
- Citrus County**
 - PowerPoint, video tapes, ELMO, computer-based simulations in delivery method by the person delivering the professional development
 - Principals and teachers have been trained in Microsoft Office Suite to increase their use of technology in the schools and it is common practice for new teachers to receive the training upon hiring
- DeSoto County**
 - Videos, PowerPoint, online training
 - CCC training was a hands-on model in which participants had the opportunity to explore and practice with the various components of the program
 - PLS Reading to Learn includes a CD-Rom coaching component
- Flagler County**
 - SMART boards, video tapes, video clips, internet clips, computer labs, PowerPoint, websites, online research
 - Online courses offered through NEFEC
 - District reading endorsement through FOR-PD
- Glades County**
 - Technology grant to expand resources in technology
 - Heartland Consortium and opportunities from Classroom Connect online courses
 - Videotapes, SmartBoards, PowerPoint presentations, and computer simulations
- Palm Beach**
 - PowerPoint presentations, videos for demonstrating skills and techniques, graphing calculators, ITV broadcasts.
 - Videotapes to demonstrate effective strategies (i.e., Single School Culture), heart monitors, bringing up websites during instruction, hands-on computer training, digital cameras and some presentations in which embedded video was included in the PowerPoint

3.2.5., 2.2.5., 1.2.5. Time Resources:

Sufficient time resources are available to implement the planned professional development.

- Bay County**
 - Four planning days in the calendar plus seven half-days
 - Teachers are allowed to waive two of the four calendar days if they received training in the summer
 - Professional development is available through the Beacon Learning Center for teachers to learn at their own pace, and the Classroom Assessment Guidelines program provides for independent study
- Brevard County**
 - Four days in the school calendar
 - Increasing the teacher's day by one-half hour to allow additional time for planning and professional development provided a total of 10 days for planning and inservice with 45 hours identified for professional development and 35 hours for planning
- DeSoto County**
 - Two days available pre-school, two designated staff development days, one in the fall and one in the spring when teachers are expected to participate in professional development offerings

- Flexibility is provided in that teachers who choose to attend other offerings during the year that equate to the hours of an inservice day may opt to use that scheduled day as compensatory time

Flagler County

- Six Early Release days designated for staff development
- In the 2003-2004 school year, these days were dedicated to delivery and deployment of the WOW initiative. Three full days in October planned for Professional Development initiatives

Palm Beach

- Six half-day early release days in the school calendar
- Staff are encouraged to think outside the box to find time for professional development
- District allows schools to make choices on when and how to provide professional development and have empowered schools to have flexibility to reorganize their days for professional development

Pinellas County

- Three mandatory professional development days, one in Sept., and two in November
- Professional development is delivered during the four dedicated pre-school days, although these days are usually used by teachers to work in their classrooms
- Many schools conduct school-wide professional development during pre-pre-planning multiple-day sessions, supported through School Improvement funds, and may conduct school training during the monthly shortened “early release” days
- District offers “Trade Days” for professional development taken during the summer or other non-instructional time that teachers can use on designated days during the school year, giving considerable flexibility for teachers
- Professional education staff allocates to every school Temporary Duty Elsewhere (TDE) days that they may use as needed for school-based training or individual professional development requests
- Monthly early release days provide more opportunities for individual and school-based professional development. Many schools use their early release days for professional development and provide teachers with TDEs to encourage them to seek professional development

St. Lucie County

- Four days are designated in the school calendar - although teachers are not required to attend on those days, teachers do attend training on Saturday, before and after school and during summer in sustained summer institutes
- District provides some substitutes to allow for attendance at staff development during the school day

3.2.6., 2.2.6. Dollar Resources:

Sufficient dollar resources are available to implement the planned professional development

Bay County

- The availability of SERVE is recognized as a contributing factor

Brevard County

- Multiple sources of revenue in addition to the state allocation
- Superintendent’s commitment has resulted in a District Strategic Plan goal of 1_% of the total district’s budget being dedicated to staff development

Broward County

- New programs receive approval and funding if there is documentation of need and increases in student performance
- Schools with grades of “A,” “D,” or “F” receive additional funding that is often used for professional development
- Annenberg Challenge Grant and grants to implement magnet programs, reading programs, and other special grants

- Flagler County**
 - District sends a small number of teachers and administrators to conferences and out-of-state trainings. It is the expectation that these participants come back and train staff in the district
- DeSoto County**
 - District teacher training funds, funds from Title I, Title II, REAP, and several grants
- Flagler County**
 - Schools receive an allocation of funds and determine how money will be spent
- Glades County**
 - Outside grants such as Titles 1, 2, and 6, and Reading First
- Jackson County**
 - The district pays PAEC for service, divides money among all schools based on an FTE allocation, and maintains funds at the district level to implement district initiatives and to supplement school dollars as requested
 - Other departments (ESE, Title One, and Technology) also have dollars that can be used for professional development
 - Schools receive a staff development budget from the district
 - PAEC provides trainers as well as online training and resources for teachers
 - District also supplements school funding for conferences and special events if the school budget is not adequate
 - Eisenhower and Title I dollars are another source for supplemental staff development funds
- Palm Beach**
 - Local funds, grant funds and other funding sources
 - District-developed initiatives such as the K-9 Algebra effort and the AAA Plan have received district fiscal support
- Pinellas County**
 - Local funds, grant funds and other funding sources
 - The district was one of 11 school districts nationwide to receive a \$550,000 Transition To Teaching (TTT) grant to encourage and train professionals from other fields to enter the teaching profession
 - District-developed initiatives such as the ESP initiative that has received over 5 million dollars in district fiscal support
- St. Lucie County**
 - Grants represent a significant portion of this funding
 - Fund raising activities and community partnerships

3.2.7., 2.2.7., 1.2.6 Coordinated Records:

The district maintains up-to-date records for all professional development including certification and inservice points that is easily accessible by school faculty and administrators.

The school administrators can easily access the district-maintained up-to-date records for all professional development including certification and inservice points for school faculty and administrators.

The school faculty can easily access the district-maintained up-to-date records for all professional development including certification and inservice points.

- Bay County**
 - Records easily accessed via AS-400 technology and the TERMS data system

- Brevard County**
 - Records accessed through the district's home website

- Citrus County**
 - School TEC representatives are trained to access the TERMS system, and teachers reported excellent turn-around on gaining information about their points. The district has implemented an additional ad hoc data reporting system to track district professional development data called the Crystal Report. District staff can pull up reports by teacher, by component, and by school. The system could be improved by generating summary data such as the total number of hours of professional development delivered or the total number of participants. There is a commendable district effort to provide efficient ways that teachers can get information on their professional development and inservice points through the

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- DeSoto County**
 - “My-Points” web-based inservice points management system
 - Assistance given by the professional development staff in accessing records on certification and inservice points

- Jackson County**
 - In-service records are easily accessible and updated frequently on the PAEC website

- Nassau County**
 - TERMS system. Inservice records sent to teachers annually. Teachers can request an update from the district at any time during the school year but do not have immediate access to their records electronically

- Palm Beach**
 - TERMS system to document participation in professional development and the inservice points earned through participation. Every point that is awarded is filtered through the Staff Development Department. Schools submit to the district proposed professional development components. The district staff use a rubric to determine whether the component meets high quality standards for professional development. The inservice points for teachers are then submitted in batch for data entry to the district, or directly at the school site through the professional development contact for the school-based training. Teachers receive a printout of their accumulated points in the spring, and can access reports via the TERMS system at any time via the school professional development contact, usually with less than a day’s turn-around. Principals can access records as needed. Teachers and school administrators expressed uniformly their satisfaction with the ease with which they can access records and appreciation for the district’s effectiveness in maintaining inservice records

- Pinellas County**
 - The district has contracted to develop the Learning Management System (LMS), an online integrated computer interface system that allows every district employee to access the offerings of the MIP by category, is aligned with the state’s coding of professional development content areas, and documents extensive information about the course offerings. Examples are where and when classes are offered, the learning expectations for the course, the instructors, and the amount of time/points awarded upon completion. For instructors, the system displays the roster of registered participants, their participation status (cancelled, no shows, partial completions, completions), and an online evaluation form that is just beginning to be used. The LMS uses data from the TERMS system to document participation in professional development and the inservice points earned through participation. Teachers register online with the computer automatically generating a confirmatory e-mail, and after the course the instructors verify their completion online. Teachers receive an annual printout of their accumulated points, and can access reports via the online LMS system at any time. Principals can access records for all teachers in the school or groups of teachers as needed. Teachers and school administrators expressed uniformly their satisfaction with the ease with which they can access records and appreciation for the district’s effectiveness in maintaining inservice records

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- Learning Management System maintains up-to-date records of professional development and inservice points for recertification of teachers. Administrators have used the system for general selection of professional development as well as to prescribe professional development for individual teachers. Administrators rely on this system heavily and report its success without reservation. It should be noted that all schools selected received a "4" rating on this item

St. Lucie County

- Inservice and certification records are accessible through a computer system within the district. School staff are able to access easily up-to-date information on inservice points
- Most teachers have a technology or information person at the school site access the records. Personnel department provides to principals lists of teachers who need recertification; principals provide the notification to teachers

Walton County

- Easy access to PAEC online records, and they receive updates from the district office

3.2.8. Leadership:

The district recognizes and supports professional development as a key strategy for supporting significant improvements.

Bay County

- Development of teachers as trainers
- Reading demonstration classroom:
<http://www.bay.k12.fl.us/rclassdemo/default.aspx>
- Mentor teachers

Brevard County

- Leadership Team is involved in professional development through participation in the By The Numbers professional development program and by modeling effective follow-up strategies, including the Superintendent's visits to classrooms to review student achievement progress charts
- Resource Teachers and other Leadership Team members participate in the Superintendent's learning community to gain up-to-date knowledge on best practices across the nation
- The establishment of the Professional Development Council provides stakeholder involvement in the planning and implementation of the district's Professional Development System

Broward County

- The commitment of the Superintendent and district to the Sterling philosophy and process is reflected in support for professional development all levels of the school district
- The district has narrowed the gap in student achievement for minority students and attributes this improvement to the leadership philosophy
- The district also has served as a leader for the state in developing and pilot testing new professional development programs and delivery methods

Citrus County

- Professional development is provided for all groups, i.e., instructional, administrative, and support staff
- Professional development is a high priority for the district and the foundation for major district initiatives

DeSoto County

- Literacy councils are in place at each school as part of the reading initiative begun in 1995, and the district is in the process of developing a district council that will include emergent leaders from each site
- CCC leader training recently initiated

- TESA training being delivered using a cadre of district trainers
- District has its own CRISS trainers

Palm Beach

- Strong coordination of professional development efforts with the Academic Business Plan
- AAA program, K-9 Algebra initiative, CHAMPS program and K-2 Literacy effort
- Grant to provide a Masters Degree to 600 teachers in the core curriculum for the AAA participating schools

Pinellas County

- All new district initiatives are planned with professional development as a major implementation strategy, and training is embedded within all major district functions
- District and school staff reported strong support for professional development from the school board and district administration with teacher quality and staff development being a very high priority

St. Lucie County

- The St. Lucie County Literacy Plan is a major district initiative that highlights the role of professional development as a key strategy for supporting significant improvements

Sumter County

- Funding is provided for additional training for National Board Certified Teachers, Teacher Leaders and tuition assistance for Educational Leadership

3.2.9. Growing the Organization:

The district seeks out and fosters professional development and promotion for employees with potential.

Bay County

- District worked with the FSU Center to help develop and improve a “grow your own” approach to meeting staffing needs
- Leadership Development Program provides development opportunities for classroom teachers aspiring to become administrators - similar opportunities provided for assistant principals, administrative assistants, and district office staff
- District conducts a ‘master substitute’ program

Brevard County

- Administrative Awareness I and II series
- Mentoring and supporting National Board Certification candidates
- Resource Teachers encourage and identify school teachers to pursue Master’s degrees and serve in leadership roles
- District plans to reorganize the Staff Development Department office to increase the focus on Leadership Development

Broward County

- Pathways program defines a continuum of professional growth opportunities
- National Board Certified teachers have been supported through professional development funding
- Teacher Academy for Teacher Leaders
- Intern principal program that pairs potential principals with high performing principals

Citrus County

- The Deming Model approach to quality improvement has been a key element in promoting growth of the organization through training provided to district and school administrators
- Master’s Degree programs for teachers who cannot travel the distances to graduate programs at UF, USF, or UCF
- Gallup “Strength Finders” program to identify potential leaders
- Strength-based leadership model
- Opportunities for teacher aides and other non-certified staff to advance their education, including a collaborative effort with Central Florida Community College (CFCC) to provide scholarships for teacher aides to take classes leading to a degree in education

- Nassau County**
- District is a participating member of a management consortium
 - District will host a master's degree program in educational leadership in the county
- Palm Beach**
- District pays bonus of \$2,000 to National Board Certified (NBC) teachers
 - District offers \$10,000 bonus for performance pay based on student gain goals
 - Building higher capacity by allowing in-house experts in the schools to develop training and deliver to their peers and by using a turn-key training approach in some of the major district initiatives
 - Compliance requirements of NCLB (No Child Left Behind) legislation for highly qualified teachers is reflected in the AAA program professional development
- Pinellas County**
- District is committed to the Deming Total Quality Management model and the Baldrige criteria
 - Minority Leadership Program recruits administrators from diverse racial and ethnic backgrounds
 - New Principal Mentor Program in which new principals are paired with a retired principal
 - Active program to recruit teachers to become principals
 - Numerous opportunities for paraprofessionals to become teachers including one program that concludes with a BS in Varying Exceptionalities to meet the need for more ESE teachers
 - Human Resource Department also actively encourages and supports high school students to become teachers
- Sumter County**
- District provides internships for aspiring administrators as well as Preparing New Principals program