

PROMISING PRACTICES IN PROFESSIONAL DEVELOPMENT

EVALUATION

2.4.1., 1.2.1 Implementing the System:

The school conducts an evaluation that documents that the school-wide Professional Development System was implemented as written or revised and that faculty members applied the newly learned knowledge and skills in the classroom.

The faculty member and school administrator conduct an evaluation that documents that the IPDP was implemented as written or revised and the faculty member applied the newly learned knowledge and skills in the classroom.

Glades County

- Multiple classroom observations and opportunities to share ideas with others during faculty and grade group meetings

Bay County

- Three meetings held each year, including a mid-year check and an end-of-year meeting
- Teachers often displayed the charts that they used to demonstrate the improvements of their students over the course of the year using FCAT scores and a variety of measures
- Some teachers submit lesson plans that demonstrated that they had used the skills/knowledge in their classrooms
- Classroom walkthroughs and informal administrator reviews

3.4.2. Transfer into Classroom:

At least 10% of the professional development conducted throughout the district will include a formal evaluation documenting that faculty members applied the newly learned knowledge and skills in the classroom.

Bay County

- Formal evaluation conducted of the impact of the Beacon Learning Center courses by Florida State University
- District has conducted a formal evaluation of the Classroom Assessment Guidelines program

Broward County

- Formal evaluations of professional development of observations in classrooms to determine if the skills are actually being used by the teachers, as well as surveys of participants and examinations of the impact of the professional development on student performance
- Major professional development programs selected for formal evaluations by the district, often when they are part of a major district initiative to change processes in schools
- District also uses focus groups, interviews with staff and students, and observations of student work products

3.4.5. Use of Results:

The district uses the results of the district-level evaluation as part of the needs assessment process for the next school year's district professional development planning process and to discontinue professional development if it does not demonstrate improvements in student performance.

Bay County

- Formal evaluations are conducted of all Beacon Learning Center courses (face-to-face and online) and the results are used to improve the offerings and to terminate ineffective offerings

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County**

- Evaluation results used to replicate successful programs and to discontinue ineffective programs - evaluation of professional development is an integral part of the Sterling philosophy and data-driven decision-making process