

PROMISING PRACTICES IN PROFESSIONAL DEVELOPMENT

PLANNING

3.1.1. District Needs Assessment:

The district conducts an annual needs assessment that includes a school-by-school analysis of disaggregated student achievement data by content area and skills, surveys or other methods of collecting data from faculty and staff in all schools on areas of need for professional development.

- Bay County**
- District has generated an excellent graphic depicting the interrelationship of needs assessment, professional development at the district and school levels, delivery of professional development at the district and school levels, and individual professional development options that include follow-up and evaluation
 - Input gathered through the Bay District Professional Development Council
 - District created **TALK12** (Teachers As Leaders K-12), district-wide groups of teachers who discuss training needs and bring input from teachers in their respective schools
 - Annual NSSE surveys
- Brevard County**
- Formal assessment of teacher training needs based on student achievement data that is used for district planning purposes
 - Teacher needs assessment is conducted at the school level to identify the focus of staff development needed to support the School Improvement Plan
 - Needs assessment is ongoing and continuous at all levels of the organization, beginning with the Superintendent's Leadership Team and supported by the district-designed **By The Numbers** staff development series for administrators and teachers
- Broward County**
- Schools are provided classroom disaggregated and student-by-student performance data as the basis for the planning system. An 80% / 80% criterion is used in which 80% of students in a class are expected to score 80% on the benchmarks for the subject and grade level. The focus is on the established benchmarks and criterion rather on the FCAT. Schools conduct a triage process to determine what is needed to improve student performance
 - Teachers complete a **computerized Professional Growth Plan** to provide the district with comprehensive data on the identified needs and planned professional development. These data are analyzed at the district level to identify the greatest needs by level of school, content area, and other factors
 - Needs assessment survey of principals, information from new principals in the system, the alternative certification program (ACE), and a survey of technology professional development needs
 - Data are presented to the Superintendent to determine district priorities in professional development
 - School administrators work with the area offices and send forward to the district the school benchmarks
 - Leadership teams meet with principals to keep the conversations open
 - Goal is for systemic change in the culture of the entire education system
- DeSoto County**
- Needs assessment based on school-by-school disaggregated data including FCAT and district Progress Test data
 - Information gathered by surveys, individual School Improvement Plans, and discussions among district and school based administrators
 - Staff Development department develops a list of the areas identified for focus in the coming year, and presents the list, along with descriptive information to the schools for prioritization. This final step is accomplished through the use of an **impact matrix**

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- Annual calendar of professional development offerings generated based on the described needs assessment process, updates provided on a monthly basis to include necessary revisions and additions
- Target audiences identified based on the student and teacher data gathered in the needs assessment process

Nassau County

- Accountability data generated for each school
- District Staff Development Director meets with all principals to review data and compare the results with previous years' results
- Analyses of student achievement data generated via the **GOALS program** enables the district to disaggregate the data by school and by classroom teacher in major subject areas
- **Lo Ti Technology Use Profile**, teacher surveys, analyses of data for equity reports

Palm Beach County

- **Data warehouse** provides to schools disaggregated student achievement data by content area and skills
- Informal and formal surveys used by the content area specialists to collect data from faculty and staff in schools on areas of need for professional development
- **District Academic Business Plan** aligned with all the professional development delivered, professional development integrated into and a part of all major district initiatives
- Needs for each year identified through formal reviews of all School Improvement Plans

2.1.1. School Needs Assessment:

The school conducts an annual needs assessment that includes a classroom-by-classroom analysis of disaggregated student achievement data by content area and skills, and surveys or other methods of collecting data from all faculty and staff on areas of need for professional development.

Bay County

- Process is fully integrated with the School Improvement Planning process
- Teams of teachers analyze disaggregated student achievement results, identify professional development needs and generate the SIP plans
- NSSE surveys include input from teachers, students, and parents
- Process is heavily weighted toward using FCAT score results

DeSoto County

- Student performance data sources, including FCAT, SAT, ACT, STAR and District Progress Test results
- Faculty surveys regarding the teachers' personal perceptions of needs for professional development
- Additional needs sometimes identified through student reviews at the elementary level
- Department teams worked together to detail needs specific to instruction in their content area at the high school level

Nassau County

- Needs assessment based on student disaggregated test scores, the School Improvement Plans, school based surveys and input from all faculty
- Principals receive data from the district and provide individual student data to teachers to assist them in making decisions on professional development

Pinellas County

- District generates extensive and rich disaggregated data and makes it available to schools for use in creating School Improvement Plans, as well as Individual Professional Development Plans. This process allows educators at all levels to attend carefully to the information these data bring and their implications for curriculum and instruction

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- School-based decisions driven by extensive analysis and use of data, and these are clearly aligned to district initiatives

1.1.1 Individual Needs Assessment

The faculty member reviews classroom-level reports of disaggregated student achievement data **by content area and skills** in addition to school initiatives, the School Improvement Plan, teacher certification needs, professional growth interests, and other information to identify individual needs for additional professional development.

- Pinellas County**
- PIAP and FCAT scores, Lexiles
 - **Disaggregated student achievement by classroom, content area and skills** are routinely generated and charted for use by teachers and schools in planning for student achievement growth and to determine professional development
 - Use of a needs assessment on which teachers could indicate their preference for professional development

3.1.2. Generating a District-wide Professional Development System:

Based on the needs assessment, the district generates a district-wide Professional Development System comprised of professional development that is scientifically research-based and that is aligned and linked with: disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and district strategic planning.

- Brevard County**
- Teacher training needs assessment survey conducted in the spring of each year
 - **Professional Development Council** analyzes the common needs of schools and identifies professional development activities to support School Improvement Plans across the district
 - **Curriculum and Instruction Resource Teachers** in each of the core subjects take charge of their content areas, examining student achievement data by strands and clusters of needs, then research Best Practices nationally to seek proven resources to provide staff development
 - District compiles comprehensive calendar of appropriate research-based activities provided for the two district inservice days
 - Schools plan and address staff needs identified at the school level during school planning and inservice days
 - **Professional development assistance provided to teachers individually based on their annual performance evaluation**
 - Established the Professional Development Council to assist with the development of the Professional Development System and with leading the coordinated effort involving teachers, school administrators, and departments responsible for Staff Development, Curriculum and Instruction, FDLRS, and Strategic Planning to meet district training needs
- Citrus County**
- **Data-driven strategic planning process** forms the basis for determining strategic planning goals including Professional Development as Goal 6 in the strategic plan
 - District integrated the Individual Professional Development Plan (IPDP) with a system of school improvement planning termed WOW (Working on the Work); this form/process also serves as the annual performance appraisal system for all continuing contract teachers
 - **Heavy district and school emphasis on data-driven** decisions guides extensive processes for searching out research-based solutions and professional development programs
 - **Staff Development Director directly involved in the strategic planning process** and in reviews of all SIPs, resulting in very close alignment of the Professional Development System with other major district planning efforts, all of which are centered on student achievement and other district and school data

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- Palm Beach County**
- **Academic Business Plan drives district initiatives** that are supported through professional development planned and delivered from the district level
 - **School Improvement Plans targeting improvements in school student performance** levels are used extensively to drive professional development at the school level and reviewed at the district level for additional professional development needs that may need to be addressed by the district. These SIPs reflect in part the common needs for professional development identified on individual teachers' IPDPs. Schools may plan and deliver professional development for their own faculty or groups of faculty members. Individual teachers may elect to participate in district professional development or attend conferences and other professional training with the approval of the school and district.
 - District has a **comprehensive calendar of professional development** offerings and activities, and maintains the required Master Inservice Plan containing components that can be accessed by schools or district staff
 - District reviews all planned professional development to ensure an appropriate theoretical basis and evidence of scientifically-based research on effectiveness with students

2.1.2. Reviewing Professional Development Plans:

The school administrator determines the extent to which each training activity on each IPDP for the previous year accomplished the student performance gains that were predicted to result from the training activity, and identifies any unmet needs or undelivered training.

1.1.2. Administrator Review:

The faculty member meets with the school administrator to determine any additional training needs based on performance appraisal data and school or grade level priorities.

- Bay County**
- Three individual meetings are held by the principals or designated administrative staff with faculty members to review progress on PDPs: initially to revise the plan as needed, mid-year, and at the end of the year to determine success of the plan - in some schools, these meetings may be in small groups by grade or content levels
- Citrus County**
- Teachers meet individually with an administrator to review the IPDP as it is being developed
 - Review sessions included meaningful interactions addressing classroom improvements and needed professional development
- Glades County**
- One-on-one meetings with the faculty regarding professional development
 - In almost all cases, faculty and administrators reported both planning and follow up meetings to review the IPDP
- St. Lucie County**
- School administrators are meeting with teachers on an individual basis for the purposes of developing individual professional growth plans - beginning of the school year, mid-year review, and end of year conference

3.1.3., 2.1.6, and 1.1.5 Content:

Training activities in the district's Professional Development System, the school's professional development system and the IPDP focus primarily on the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.

- Brevard County**
 - District-wide implementation of the **By The Numbers professional development** series provided the foundation for teachers and administrators to base their individual professional development plans on disaggregated student achievement data

- Broward County**
 - **New Education Support System (NESS) program for new teachers**, ACE program for alternative certification of teachers, a National Board Certification program, programs directed to specific content such as reading and grade levels
 - **Professional Pathways system** to train developers, presenters and facilitators of professional development

- Flagler County**
 - WOW, Reading First, COMPASS, Reading Revolution, CRISS, and FCAT Review
 - Major district-wide training focus based on **Working on the Work (WOW)** and Discovering Your Strengths (Gallop)

- Lake County**
 - **TOPS program for new teacher orientation**, National Board Certification program, Just Read Lake!, Thinking Mathematics, Alternative Certification Program (ACP)

- Palm Beach**
 - **AAA Plan for changes in targeted schools**, K-2 reading initiative, K-9 Algebra effort, CHAMPS program for improving classroom management and school discipline procedures, Single School Culture professional development
 - District requires schools to complete a proposal for training that includes specification of the research base for the professional development and references documenting the effectiveness of the approaches being promoted
 - Differentiated Instruction, FCAT Explorer, and Classroom Management

- Pinellas County**
 - Subject area supervisors determine the scientific basis for training being delivered in the major content areas
 - Master Inservice Plan (MIP) available on the district's website through **the district's Learning Management System (LMS)**. The LMS is an online integrated computer interface system that allows every 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. 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. Analyses of participation in professional development have documented 5,107 completions of reading inservice programs and 2,027 in mathematics. Additional concentrations have been in the areas of school improvement, instructional strategies and Exceptional Student Education
 - Many elementary teachers involved in professional development using the PDSA (plan, do, study, act) model

2.1.3. Reviewing Annual Performance Appraisal Data:

The school administrator reviews the results from annual performance appraisals of faculty and uses these results in determining professional development for individual faculty members and the school.

- Citrus County**
 - Integrated Individual Professional Development Plan (IPDP) with a system of school improvement planning termed WOW (Working on the Work); this form/process also serves as the annual performance appraisal system for all continuing contract teachers
 - Principals are directly aware of the professional development needs of the instructional staff based on performance appraisals and incorporate this information into the overall SIP plan as well as guidance for individual improvements

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3.1.4. Trainers:

The district's professional development system includes processes to disseminate knowledge of the NSDC standards through skilled trainers and/or principals.

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| Bay County | <ul style="list-style-type: none">▪ District incorporated the NSDC standards into training programs required for all course developers and trainers▪ Two of the most recent district initiatives were generated as models of the NSDC standards |
| Broward County | <ul style="list-style-type: none">▪ NSDC standards have been adopted in School Board policy and are integrated into the Professional Pathways system that is used to train developers, presenters and facilitators of professional development▪ The standards have been disseminated widely in the district through newsletters, on the district's website, and in professional development for administrators▪ The district has created a guild of outstanding teachers that consists of the teachers of the year and the National Board Certified teachers for the district |
| Citrus County | <ul style="list-style-type: none">▪ Teacher Education Council (TEC) consists of representatives from each school in the district and other major cost centers; representatives meet five times a year and serve as conduits of information from and to the district▪ The NSDC and Florida's Professional Development Standards were distributed to all TEC representatives and are discussed regularly in the TEC meetings▪ The standards were also disseminated to all principals at the Superintendent's Retreat as part of the summary and discussion of Goal 6 for strategic planning, and in a principals' meeting where the discussion was led by the FDLRS consultant to the district |
| Pinellas County | <ul style="list-style-type: none">▪ The Professional Development Director trained all Curriculum and Instruction Supervisors in the standards and incorporated the standards into the Improve Student Achievement booklet that every principal receives▪ All principals trained on the Protocol system that includes the NSDC standards in the Appendix, and the NSDC standards are posted on the Department's website as a sidebar on the LMS listing of Professional Development offerings▪ NSDC standards are embedded in the training assessment survey that is administered at every professional development training session, and the district has created a brochure on Standards Based Professional Development in the district as part of their ongoing quality management system |