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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.

<b>Documents, Questions, and Probes</b>
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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<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>	
<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>	

<b>Rating Rubric</b>	
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.

<p><b>Documents, Questions, and Probes</b></p>
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<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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<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>
<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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<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>	
<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.	

<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>
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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<b>Rating Rubric</b>	
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.

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

<b>Rating Rubric</b>	
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.











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<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>	
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>	

<b>Rating Rubric</b>	
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.

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

<b>Rating Rubric</b>	
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."

<b>Documents, Questions, and Probes</b>	
<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>	

<b>Rating Rubric</b>	
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."

<b>Documents, Questions, and Probes</b>
<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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<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>
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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<b>Rating Rubric</b>	
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.

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

<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>
<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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<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>
<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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<b>Rating Rubric</b>	
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 21<sup>st</sup> 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.

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

<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>
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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<b>Rating Rubric</b>	
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](http://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](http://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.

<b>Documents, Questions, and Probes</b>	
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>	

<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>
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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<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>
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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<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>	
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>	

<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>	
<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>	

<b>Rating Rubric</b>	
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).

<b>Documents, Questions, and Probes</b>
<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>

<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>
<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>

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<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>	
<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.	

<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>
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. In your experience, is there sufficient time to conduct the professional learning that educators in this district need?</i>



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<b>Rating Rubric</b>	
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.

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

<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>	
	<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>

<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>	
<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>	

<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>
<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>

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<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>	
<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>	

<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>	
<b>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.].</b> <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.	

<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>	
	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>

<b>Rating Rubric</b>	
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><b>Documents, Questions, and Probes</b></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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<b>Rating Rubric</b>	
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.

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

<b>Rating Rubric</b>	
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><b>Documents, Questions, and Probes</b></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>
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<b>Rating Rubric</b>	
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.

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

<b>Rating Rubric</b>	
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.

<b>Documents, Questions, and Probes</b>	
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>	

<b>Rating Rubric</b>	
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.

<b>Rating Rubric</b>	
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>.**



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**Bureau of Educator Recruitment, Development and Retention**