

Florida Department of Education

Professional Development System Evaluation Protocol

Third Cycle/Third Year Technical Report School Year 2012-2013



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**Florida Department of Education
Professional Development System Evaluation Protocol
Third Cycle/Third Year Technical Report, 2012-13**

Introduction

In the year 2000, the Florida Legislature required the Florida Department of Education (Department) to develop and implement a system for evaluating the quality of district professional learning systems. Pursuant to those requirements stipulated in **section 1012.98 – School Community Professional Development Act, Florida Statutes (F.S.)**, and legislative proviso language, the Department generated the Professional Development System Evaluation Protocol. The First Cycle of reviews for all 67 districts began in the 2002-03 school year and concluded by June 2006. The Second Cycle was implemented in three years from the 2006-07 school year through the 2008-09 school year, plus reviews of the four developmental research schools located at Florida Agricultural and Mechanical University, Florida Atlantic University, Florida State University, and University of Florida. Given the myriad of changes in professional learning that occurred during the decade, the Department took the 2009-10 school year to revise and update the system, generating the Third Cycle of the Professional Development System Evaluation Protocol. Reviews began again in 2010-11 in a four-year cycle with 19 districts reviewed in Year 1 and 17 districts reviewed in Year 2 of the Third Cycle. This report documents the Third Year (2012-13) of implementing the Third Cycle in 17 school districts.

The purposes of the Professional Development System Evaluation Protocol are to:

1. Ensure the highest quality district, school, and faculty Professional Development Systems in Florida to support instructional programs throughout the state and increase student achievement.
2. Provide the Commissioner of Education, State Board of Education, and Legislature with information each year on the quality of the district Professional Development Systems.
3. Provide Florida school districts with the methods and protocols needed to conduct ongoing assessments of the quality of professional development in their schools.

The Third Cycle of the Professional Development System Evaluation Protocol is based on a set of 65 standards* that describe the characteristics and components of a quality professional development system that meets the requirements of Florida’s laws. These standards were generated from the statements in Florida’s laws as well as the professional development standards generated by Learning Forward (formerly *National Staff Development Council*) entitled *Standards for Staff Development (Revised, 2001)*.

*Note: The Department of Education has postponed the review of the district leadership development program standard (3.1.6) for the remainder of the Third Cycle as a result of revision of district professional development system components relevant to leadership development and development of revised criteria for continued approval of Level II principal development programs.

The standards reflect three levels of the Professional Development System and four strands incorporated into each level as follows:

| Levels | Strands |
|--------------------|----------------|
| 1.0 Educator Level | ◆ Planning |
| 2.0 School Level | ◆ Learning |
| 3.0 District Level | ◆ Implementing |
| | ◆ Evaluating |

The model employs a basic systems approach to professional learning addressing these general questions:

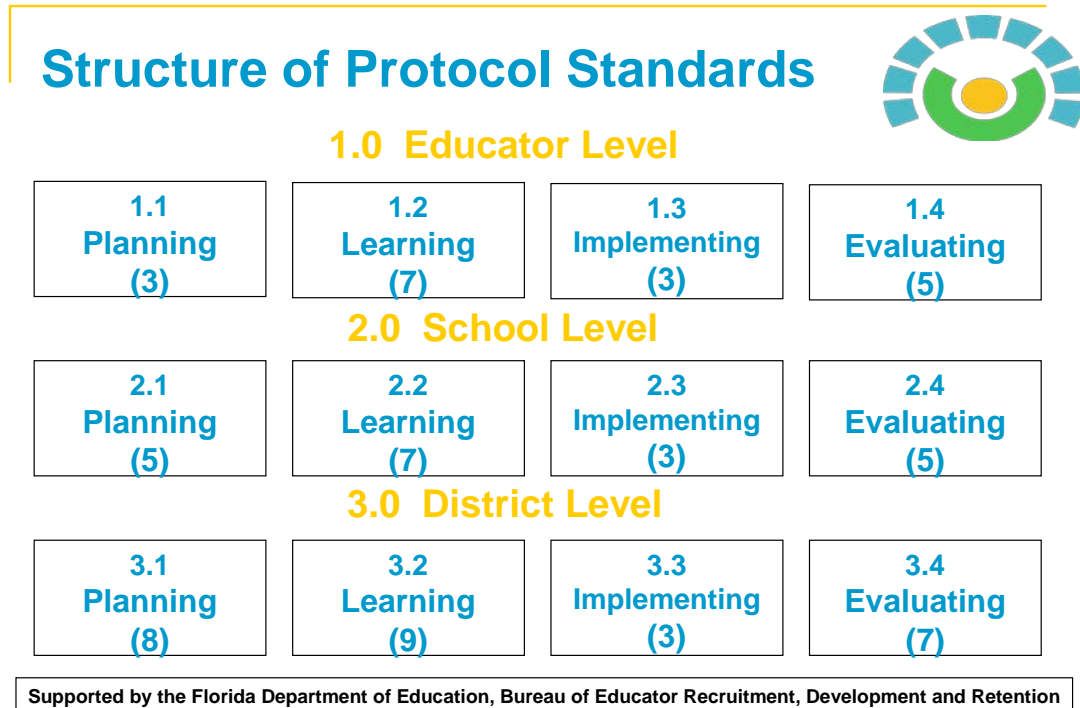
- ◆ **Planning:** What planning occurs to organize and support the professional learning for educators?
- ◆ **Learning:** What is the quality of the professional learning in which educators participate?
- ◆ **Implementing:** How do educators apply the skills and knowledge gained through the professional learning?
- ◆ **Evaluating:** What evaluation occurs to ensure that the professional learning resulted in educators applying what they learned in the classroom and improvements in student learning occurred as a direct outcome?

Figure 1 (*following page*) presents a schematic displaying the three levels and four strands. Note that the Florida Department of Education, Bureau of Educator Recruitment, Development and Retention, provides support and assistance for professional development activities and services in Florida’s public school districts and is displayed as a supporting service at the bottom of Figure 1.

As displayed in Table 1, the scale used for judging each rating is a 4-point scale ranging from unacceptable to excellent. The midpoint on this scale is 2.5.

| Table 1 | |
|----------------------------------|---|
| Rating Scale for Protocol | |
| 1. Unacceptable: | Little or no evidence that the district is implementing the standard |
| 2. Marginal: | Some, but inconsistent evidence that the district is implementing the standard (observed in a few educators or schools, a few components of the standard) |
| 3. Good: | Considerable evidence that the district is implementing the standard (observed in many educators and schools, many components of the standard) |
| 4. Excellent: | Pervasive evidence that the district is implementing the standard (almost all educators and schools, almost all components of the standard) |

Figure 1



Florida Department of Education
Bureau of Educator Recruitment, Development and Retention

Although districts are responsible for creating and implementing a district professional development system, educators in the public schools are the participants in the professional learning and are the ones who in turn use the skills and knowledge gained in their everyday teaching. Much of the planning and implementation of professional learning occurs at the school level. A comprehensive review of the quality of district professional development systems must encompass the perspective of educators and school administrators as well as district coordinators and directors. The Protocol System incorporates input from all three levels in making judgments about the overall district professional development system: educator, school, and district. The system is described in detail in the document entitled *Professional Development System Evaluation Protocol 2010*, available online at <http://www.fldoe.org/profdev/pdstandards.asp>.

District Selections and Visits

The first year of the Third Cycle (2010-11) included reviews of 19 of the 67 Florida school districts (28%). An additional 17 districts (25%) were reviewed during the second year of the cycle (2011-12). The third year included reviews of 17 districts (25%). Thus far in the Third Cycle a total of 53 school districts (78%) have been reviewed, as presented in Table 2, with 14 districts (22%) and four lab schools remaining to complete the cycle.

| Table 2 | | | |
|---|---|--|--|
| Selected Districts for Years 1, 2 and 3 of Third Cycle | | | |
| Third Cycle, Year 1 (2010-11) | | | |
| <ul style="list-style-type: none"> • Bay • DeSoto • Flagler • Franklin • Gadsden | <ul style="list-style-type: none"> • Gilchrist • Glades • Jackson • Jefferson • Lake | <ul style="list-style-type: none"> • Leon • Orange • Palm Beach • Pinellas • Polk | <ul style="list-style-type: none"> • St. Lucie • Sumter • Taylor • Walton |
| Third Cycle, Year 2 (2011-12) | | | |
| <ul style="list-style-type: none"> • Baker • Broward • Citrus • Collier • Columbia | <ul style="list-style-type: none"> • Dixie • Hamilton • Hendry • Lee | <ul style="list-style-type: none"> • Madison • Marion • Nassau • Okaloosa | <ul style="list-style-type: none"> • Okeechobee • Osceola • Pasco • Santa Rosa |
| Third Cycle, Year 3 (2012-13) | | | |
| <ul style="list-style-type: none"> • Brevard • Clay • Duval • Escambia • Hernando | <ul style="list-style-type: none"> • Hillsborough • Holmes • Indian River • Lafayette | <ul style="list-style-type: none"> • Levy • Liberty • Manatee • Martin | <ul style="list-style-type: none"> • Monroe • Suwannee • Union • Washington |

For the First and Second Cycles of reviews, districts were selected in a systematic process to ensure each year included reviews of small, medium, and large districts spread geographically across the state. The Third Cycle for the reviews generally maintained a similar order for selection as the First and Second Cycles with adjustments to ensure representation each year by size and geographic location. Appendix A contains the schedule of site visits conducted to date for each district.

The Department organized and conducted onsite visits to school districts to apply the Professional Development System Evaluation Protocol. Site visits included:

- A. Interviews with district-level staff including the directors of professional learning, curriculum and instruction, testing/assessment, and leadership development, as appropriate.
- B. Reviews of documents depicting and supporting the district's Professional Development System, including the ways in which these items are incorporated into the process: disaggregated student data, school improvement plans, surveys of teachers' professional learning needs, annual performance appraisal data for educators/administrators, annual school reports, evaluation reports, expenditure records, and student achievement data.
- C. Reviews of memos and directives to school principals and educators concerning policies and procedures for the Professional Development System.
- D. Site visits to selected schools (elementary, middle and high) where reviewers interviewed the principal and other administrators, conducted interviews with selected educators, and reviewed documentation including School Improvement Plans, professional learning manuals and agendas, budget records, Individual Professional Development Plans (IPDPs) or Professional Growth Plans (PGPs) for instructional personnel, Individual Leadership Development Plans (ILDPs) for administrators, and evaluation reports and documents.

Statistical Findings

This report presents several sets of findings. The first section addresses information concerning the process used to implement reviews in the Third Year of the Third Cycle. The second section includes a combined analysis of reviews of all 53 school districts for the First, Second and Third Years of the Third Cycle. Mean ratings by standard and standard deviations for those means are presented along with the highest and lowest rated standards. Finally, summaries of results for three years by strand and level within the Third Cycle Protocol System are presented.

Process Results

Table 3 contains data related to the 17 district site visits conducted in the Third Year-Third Cycle. District site visits were conducted by teams of reviewers for 4-5 days, including remaining onsite for a half-day to complete drafts of the reports. Of the 17 visits completed, 14 lasted 4 days and 3 took an entire 5-day week. The average number of days per visit was 4.1. Over the year, site visits lasted a total of 71 days. Third Cycle teams ranged in size from 4 to 18. Teams totaled 104 people over the year, and averaged 6.1 people per team. Fulfilling the legislative requirements for collaborative development and implementation, reviewers included staff from the Florida Department of Education; professional learning staff from school districts; staff from regional consortia and statewide professional learning and technical assistance groups; and qualified university and state college faculty who did not have a working relationship with the district under review.

Team Leaders and Assistant Team Leaders accounted for 27 of the participants, and 77 volunteers served on the teams representing various school districts, consortia, university, and Florida Department of Education staff. The volunteer time accounted for 340 days of contributed time to the overall system. Most districts had representatives serving on review teams. In addition, organizational representation included volunteers from the Florida Diagnostic and Learning Resources System (FDLRS), Heartland Educational Consortium (HEC), North East Florida Educational Consortium (NEFEC), Panhandle Area Educational Consortium (PAEC), Florida A&M University Developmental Research School, P.K. Yonge (UF) Developmental Research School, Argosy University, Barry University, Daytona Beach State College, Florida A & M University, Florida State University School, University of Central Florida, and University of Florida.

| Table 3 | | | | | | |
|--|------------------------------|-------------|------------------------------------|----------------------|-----------------------------|-------------------|
| Schedule of Visits for Third Year-Third Cycle | | | | | | |
| District | Dates | Days | Schools- % of Total | Team Size | Team Leader/ATLs | Volunteers |
| Brevard | Oct. 29- Nov 2, 2012 | 5 | 10 (12%) | 8 | 2 | 6 |
| Clay | Jan. 22- 25, 2013 | 4 | 5 (13%) | 6 | 1 | 5 |
| Duval | May 13 – 17, 2013 | 5 | 18 (12%) | 14 | 3 | 11 |
| Escambia | Feb. 19 - 22, 2013 | 4 | 6 (13%) | 8 | 2 | 6 |
| Hernando | Feb. 11- 14, 2013 | 4 | 3 (14%) | 4 | 1 | 3 |
| Hillsborough | Jan. 28 – Feb. 1, 2013 | 5 | 25 (12%) | 18 | 3 | 15 |
| Holmes | Nov. 5 – 8, 2012 | 4 | 3 (42%) | 4 | 2 | 2 |
| Indian River | Nov. 5 – 8, 2012 | 4 | 3 (16%) | 4 | 1 | 3 |
| Lafayette | Nov. 13– 16, 2012 | 4 | 2 (100%) | 4 | 1 | 3 |
| Levy | Oct. 15 – 18, 2012 | 4 | 3 (30%) | 4 | 1 | 3 |
| Liberty | Jan. 14- 17, 2013 | 4 | 3 (100%) | 4 | 1 | 3 |
| Manatee | Dec. 3-6, 2012 | 4 | 5 (10%) | 6 | 2 | 4 |
| Martin | Feb. 11 – 14, 2013 | 4 | 3 (15%) | 4 | 1 | 3 |
| Monroe | Feb. 4 – 7, 2013 | 4 | 3 (27%) | 4 | 2 | 2 |
| Suwannee | Oct. 22 – 25, 2012 | 4 | 3 (60%) | 4 | 2 | 2 |
| Union | Feb. 4 – 7, 2013 | 4 | 3 (100%) | 4 | 1 | 3 |
| Washington | Nov. 27- 30, 2012 | 4 | 3 (50%) | 4 | 1 | 3 |
| Total | | 71 | 101 | 104 | 27 | 77 |
| Average | | 4.1 | 5.9 | 6.1 | 1.6 | 4.5 |

Results by Standard for Three Years of the Third Cycle

This report presents combined results for the three years of the Third Cycle based on the 53 district reviews conducted to date: 19 reviews in the 2010-11 school year, 17 reviews each for 2011-12 and 201 –13. The data presented in this section include presentations for specific Third Year results as well as combined analyses of the three years of the Third Cycle. Also presented are summaries of results by strand within the Protocol System.

Table 4 presents the mean ratings and standard deviations for the Third Year-Third Cycle for each standard in numbered order from the district level to the educator level. The overall mean (average) rating across all standards for the Third Year-Third Cycle was **3.2**, a level that was above the midpoint of 2.5 on the rating scale that ranged from 1 to 4. The overall average standard deviation was **0.6**, slightly greater than ½ of a score point. The cross-district averages for the Third Year-Third Cycle ranged from **4.0** for Research/Evidence Basis (3.1.3) at the district level, to **2.5** for Coaching and Mentoring (1.3.2) and Learning Communities (1.2.1) at the educator level.

Table 5 presents the mean ratings and standard deviations for standards in rank order from highest to lowest mean. Note that all standards for 2012-13 were at the mid-point of the range (2.5) or higher, with 16 (25%) at 3.5 or higher, a level defined in the system as exemplary. A total of 10 standards received ratings at or above 3.7, as displayed below:

| | | |
|---------------|---|------------|
| 3.1.3. | Research/Evidence Basis | 4.0 |
| 3.1.4. | Content Standards for Student Outcomes | 3.9 |
| 3.2.2. | Content Focused | 3.9 |
| 3.2.7. | Coordinated Records | 3.9 |
| 3.1.5. | Integration of Initiatives | 3.8 |
| 3.2.8. | District Support | 3.8 |
| 2.2.2. | Content Focused | 3.8 |
| 2.1.1. | School Needs Assessment | 3.7 |
| 1.2.7. | Coordinated Records | 3.7 |
| 3.1.1. | District Needs Assessment | 3.7 |

Almost all of these standards are located in the district level Planning or Learning sections. Most represent standards that have been included in the system for all three cycles.

| Standards | Mean 2012-13 | SD 2012-13 |
|---|-------------------------|-----------------------|
| 3.1.1. District Needs Assessment | 3.7 | 0.6 |
| 3.1.2. Generating a District-wide Professional Development System | 3.4 | 0.5 |
| 3.1.3. Research/Evidence Basis | 4.0 | 0.0 |
| 3.1.4. Content Standards for Student Outcomes | 3.9 | 0.2 |
| 3.1.5. Integration of Initiatives | 3.8 | 0.5 |
| 3.1.6.* Leadership Development | NR | NR |
| 3.1.7. Non-instructional Staff | 3.5 | 0.6 |
| 3.1.8. Professional Learning Facilitators | 3.3 | 0.9 |
| 3.2.1. Learning Communities | 3.2 | 0.7 |
| 3.2.2. Content Focused | 3.9 | 0.2 |
| 3.2.3. Learning Strategies | 3.6 | 0.5 |
| 3.2.4. Sustained Professional Learning | 3.5 | 0.7 |
| 3.2.5. Use of Technology | 3.4 | 0.7 |
| 3.2.6. Time Resources | 3.2 | 0.8 |
| 3.2.7. Coordinated Records | 3.9 | 0.3 |
| 3.2.8. District Support | 3.8 | 0.4 |
| 3.2.9. Learning Organization | 3.6 | 0.7 |
| 3.3.1. Implementation of Learning | 3.1 | 0.9 |
| 3.3.2. Coaching and Mentoring | 3.2 | 0.7 |
| 3.3.3. Web-based Resources and Assistance | 3.3 | 0.7 |
| 3.4.1. Implementing the System | 3.4 | 0.7 |
| 3.4.2. Implementation of Learning | 2.7 | 0.9 |
| 3.4.3. Changes in Students | 2.6 | 0.8 |
| 3.4.4. Evaluation Measures | 3.1 | 0.9 |
| 3.4.5. Use of Results | 3.1 | 0.8 |
| 3.4.6. Fiscal Resources | 3.4 | 0.6 |
| 3.4.7. Student Gains | 2.8 | 0.9 |
| 2.1.1. School Needs Assessment | 3.7 | 0.3 |
| 2.1.2. Reviewing Professional Development Plans | 3.4 | 0.6 |
| 2.1.3. Reviewing Annual Performance Appraisal Data | 3.2 | 0.6 |
| 2.1.4. Generating a School-wide Professional Development System | 3.3 | 0.4 |
| 2.1.5. Individual Leadership Development Plan | 3.1 | 0.6 |

| Table 4 (cont.) | | |
|---|--------------------------|-----------------------|
| Third Year-Third Cycle Means and Standard Deviations by Standard | | |
| Standards | Means 2012-13 | SD 2012-13 |
| 2.2.1. Learning Communities | 3.0 | 0.7 |
| 2.2.2. Content Focused | 3.8 | 0.3 |
| 2.2.3. Learning Strategies | 3.4 | 0.4 |
| 2.2.4. Sustained Professional Learning | 3.2 | 0.4 |
| 2.2.5. Use of Technology | 3.2 | 0.5 |
| 2.2.6. Time Resources | 3.4 | 0.5 |
| 2.2.7. Coordinated Records | 3.3 | 0.7 |
| 2.3.1. Implementation of Learning | 3.3 | 0.6 |
| 2.3.2. Coaching and Mentoring | 2.7 | 0.6 |
| 2.3.3. Web-based Resources and Assistance | 2.7 | 0.6 |
| 2.4.1. Implementing the Plan | 2.9 | 0.6 |
| 2.4.2. Changes in Educator Practice | 3.0 | 0.6 |
| 2.4.3. Changes in Student | 2.7 | 0.7 |
| 2.4.4. Evaluation Measures | 2.9 | 0.8 |
| 2.4.5. Use of Results | 2.8 | 0.6 |
| 1.1.1. Individual Needs Assessment | 3.5 | 0.4 |
| 1.1.2. Administrator Review | 3.3 | 0.6 |
| 1.1.3. Individual Professional Development Plan | 3.2 | 0.4 |
| 1.2.1. Learning Communities | 2.5 | 0.8 |
| 1.2.2. Content Focused | 3.5 | 0.4 |
| 1.2.3. Learning Strategies | 2.9 | 0.4 |
| 1.2.4. Sustained Professional Learning | 2.9 | 0.5 |
| 1.2.5. Use of Technology | 3.0 | 0.4 |
| 1.2.6. Time Resources | 3.2 | 0.5 |
| 1.2.7. Coordinated Records | 3.7 | 0.6 |
| 1.3.1. Implementation of Learning | 3.3 | 0.3 |
| 1.3.2. Coaching and Mentoring | 2.5 | 0.7 |
| 1.3.3. Web-based Resources and Assistance | 2.6 | 0.7 |
| 1.4.1. Implementing the Plan | 3.2 | 0.7 |
| 1.4.2. Changes in Educator Practice | 2.7 | 0.6 |
| 1.4.3. Changes in Students | 2.7 | 0.4 |
| 1.4.4. Evaluation Methods | 2.8 | 0.6 |
| 1.4.5. Use of Results | 2.8 | 0.7 |
| Average across All 64 Standards* | 3.2 | 0.6 |

*Note: The Department of Education has postponed the review of the district leadership development program standard (3.1.6) for the remainder of the Third Cycle as a result of revision of district professional development system components relevant to leadership development and development of revised criteria for continued approval of Level II principal development programs.

| Table 5 | | |
|---|-------------------------|-----------------------|
| Third Year-Third Cycle Means and Standard Deviations in Rank Order by Standard | | |
| Standards | Mean 2012-13 | SD 2012-13 |
| 3.1.3. Research/Evidence Basis | 4.0 | 0.0 |
| 3.1.4. Content Standards for Student Outcomes | 3.9 | 0.2 |
| 3.2.2. Content Focused | 3.9 | 0.2 |
| 3.2.7. Coordinated Records | 3.9 | 0.3 |
| 3.1.5. Integration of Initiatives | 3.8 | 0.5 |
| 3.2.8. District Support | 3.8 | 0.4 |
| 2.2.2. Content Focused | 3.8 | 0.3 |
| 2.1.1. School Needs Assessment | 3.7 | 0.3 |
| 1.2.7. Coordinated Records | 3.7 | 0.6 |
| 3.1.1. District Needs Assessment | 3.7 | 0.6 |
| 3.2.3. Learning Strategies | 3.6 | 0.5 |
| 3.2.9. Learning Organization | 3.6 | 0.7 |
| 1.2.2. Content Focused | 3.5 | 0.4 |
| 1.1.1. Individual Needs Assessment | 3.5 | 0.4 |
| 3.1.7. Non-instructional Staff | 3.5 | 0.6 |
| 3.2.4. Sustained Professional Learning | 3.5 | 0.7 |
| 2.1.2. Reviewing Professional Development Plans | 3.4 | 0.6 |
| 3.1.2. Generating a District-wide Professional Development System | 3.4 | 0.5 |
| 3.4.1. Implementing the System | 3.4 | 0.7 |
| 3.4.6. Fiscal Resources | 3.4 | 0.6 |
| 2.2.6. Time Resources | 3.4 | 0.5 |
| 2.2.3. Learning Strategies | 3.4 | 0.4 |
| 3.2.5. Use of Technology | 3.4 | 0.7 |
| 1.3.1. Implementation of Learning | 3.3 | 0.3 |
| 3.1.8. Professional Learning Facilitators | 3.3 | 0.9 |
| 3.3.3. Web-based Resources and Assistance | 3.3 | 0.7 |
| 2.3.1. Implementation of Learning | 3.3 | 0.6 |
| 2.2.7. Coordinated Records | 3.3 | 0.7 |
| 1.1.2. Administrator Review | 3.3 | 0.6 |
| 2.1.4. Generating a School-wide Professional Development System | 3.3 | 0.4 |
| 1.1.3. Individual Professional Development Plan | 3.2 | 0.4 |
| 1.2.6. Time Resources | 3.2 | 0.5 |
| 3.2.1. Learning Communities | 3.2 | 0.7 |

| Table 5 (cont.) Third Year-Third Cycle Means and Standard Deviations in Rank Order by Standard | | |
|---|--------------------------|-----------------------|
| Standards | Means 2012-13 | SD 2012-13 |
| 3.2.6. Time Resources | 3.2 | 0.8 |
| 3.3.2. Coaching and Mentoring | 3.2 | 0.7 |
| 2.2.4. Sustained Professional Learning | 3.2 | 0.4 |
| 2.2.5. Use of Technology | 3.2 | 0.5 |
| 1.4.1. Implementing the Plan | 3.2 | 0.7 |
| 2.1.3. Reviewing Annual Performance Appraisal Data | 3.2 | 0.6 |
| 3.3.1. Implementation of Learning | 3.1 | 0.9 |
| 3.4.4. Evaluation Measures | 3.1 | 0.9 |
| 2.1.5. Individual Leadership Development Plan | 3.1 | 0.6 |
| 3.4.5. Use of Results | 3.1 | 0.8 |
| 2.4.2. Changes in Educator Practice | 3.0 | 0.6 |
| 2.2.1. Learning Communities | 3.0 | 0.7 |
| 1.2.5. Use of Technology | 3.0 | 0.4 |
| 2.4.4. Evaluation Measures | 2.9 | 0.8 |
| 1.2.3. Learning Strategies | 2.9 | 0.4 |
| 2.4.1. Implementing the Plan | 2.9 | 0.6 |
| 1.2.4. Sustained Professional Learning | 2.9 | 0.5 |
| 1.4.5. Use of Results | 2.8 | 0.7 |
| 3.4.7. Student Gains | 2.8 | 0.9 |
| 2.4.5. Use of Results | 2.8 | 0.6 |
| 1.4.4. Evaluation Methods | 2.8 | 0.6 |
| 1.4.3. Changes in Students | 2.7 | 0.4 |
| 2.3.3. Web-based Resources and Assistance | 2.7 | 0.6 |
| 2.3.2. Coaching and Mentoring | 2.7 | 0.6 |
| 1.4.2. Changes in Educator Practice | 2.7 | 0.6 |
| 3.4.2. Implementation of Learning | 2.7 | 0.9 |
| 2.4.3. Changes in Student | 2.7 | 0.7 |
| 3.4.3. Changes in Students | 2.6 | 0.8 |
| 1.3.3. Web-based Resources and Assistance | 2.6 | 0.7 |
| 1.2.1. Learning Communities | 2.5 | 0.8 |
| 1.3.2. Coaching and Mentoring | 2.5 | 0.7 |
| Average across All 64 Standards* | 3.2 | 0.6 |

*Note: The Department of Education has postponed the review of the district leadership development program standard (3.1.6) for the remainder of the Third Cycle as a result of revision of district professional development system components relevant to leadership development and development of revised criteria for continued approval of Level II principal development programs.

As displayed below, eighteen standards (28%) received mean ratings below 3.0. (3.0 is a good rating in the 4-point rating system.)

| Standards | Means 2012-13 | SD 2012-13 |
|---|--------------------------|-----------------------|
| 2.4.4. Evaluation Measures | 2.9 | 0.8 |
| 1.2.3. Learning Strategies | 2.9 | 0.4 |
| 2.4.1. Implementing the Plan | 2.9 | 0.6 |
| 1.2.4. Sustained Professional Learning | 2.9 | 0.5 |
| 1.4.5. Use of Results | 2.8 | 0.7 |
| 3.4.7. Student Gains | 2.8 | 0.9 |
| 2.4.5. Use of Results | 2.8 | 0.6 |
| 1.4.4. Evaluation Methods | 2.8 | 0.6 |
| 1.4.3. Changes in Students | 2.7 | 0.4 |
| 2.3.3. Web-based Resources and Assistance | 2.7 | 0.6 |
| 2.3.2. Coaching and Mentoring | 2.7 | 0.6 |
| 1.4.2. Changes in Educator Practice | 2.7 | 0.6 |
| 3.4.2. Implementation of Learning | 2.7 | 0.9 |
| 2.4.3. Changes in Student | 2.7 | 0.7 |
| 3.4.3. Changes in Students | 2.6 | 0.8 |
| 1.3.3. Web-based Resources and Assistance | 2.6 | 0.7 |
| 1.2.1. Learning Communities | 2.5 | 0.8 |
| 1.3.2. Coaching and Mentoring | 2.5 | 0.7 |

Note that 12 of the 18 lowest rated standards were in Implementing or Evaluating at the school or educator levels.

Table 6 provides a comparison of the mean ratings for the Third, Second, and First Year-Third Cycle for each standard in numbered order from the district level to the educator level. The overall rating across all standards increased from **3.1** for the First Year-Third Cycle to **3.3** for the Second Year, and fell slightly in the Third Year to **3.2**, maintaining an overall upward trend toward improvements in districts' adherence to the Protocol standards.¹ Of the 65 Protocol standards,² 51 (78%) displayed an increase in the mean rating from the First to Second Years in the Third Cycle. Of that group, 38 maintained a higher rating from the First Year – Third Cycle. (See standards with single asterisk in Table 6.) Two standards displayed no change in the average rating across the three year period. Ten standards displayed the same rating for the First Year and Third Year of the cycle and ten standards displayed slight declines in rating for the same time period. These data are displayed in Table 7 in rank order by the Third Year (2012-13) results.

¹ Note that four districts reviewed after April 2012 received no rating on Standard 3.1.6-Leadership Development when the Department postponed the review of district Leadership Development Programs pending revision of continued approval criteria.

² Note that in Year Three, the review of standard 3.1.6 was suspended for the duration of the cycle as a result of revision of district professional development system components relevant to leadership development and development of revised criteria for continued approval of Level II principal development programs.

**Table 6
Third, Second, and First Year-Third Cycle Means by Standard**

| Standards | Mean 2012-13 | Mean 2011-12 | Mean 2010-11 |
|--|-------------------------|-------------------------|-------------------------|
| 3.1.1. District Needs Assessment* | 3.7 | 3.7 | 3.5 |
| 3.1.2. Generating a District-wide Professional Development System* | 3.4 | 3.7 | 3.2 |
| 3.1.3. Research/Evidence Basis* | 4.0 | 4.0 | 3.8 |
| 3.1.4. Content Standards for Student Outcomes* | 3.9 | 3.9 | 3.7 |
| 3.1.5. Integration of Initiatives* | 3.8 | 3.9 | 3.5 |
| 3.1.6. Leadership Development | NR** | 2.8 | 1.6 |
| 3.1.7. Non-instructional Staff* | 3.5 | 3.4 | 3.1 |
| 3.1.8. Professional Learning Facilitators | 3.3 | 3.3 | 3.3 |
| 3.2.1. Learning Communities* | 3.2 | 3.4 | 2.9 |
| 3.2.2. Content Focused | 3.9 | 4.0 | 3.9 |
| 3.2.3. Learning Strategies | 3.6 | 3.5 | 3.6 |
| 3.2.4. Sustained Professional Learning | 3.5 | 3.5 | 3.6 |
| 3.2.5. Use of Technology | 3.4 | 3.7 | 3.6 |
| 3.2.6. Time Resources | 3.2 | 3.4 | 3.6 |
| 3.2.7. Coordinated Records | 3.9 | 3.9 | 3.9 |
| 3.2.8. District Support | 3.8 | 3.9 | 3.8 |
| 3.2.9. Learning Organization | 3.6 | 3.6 | 3.7 |
| 3.3.1. Implementation of Learning | 3.1 | 3.4 | 3.2 |
| 3.3.2. Coaching and Mentoring | 3.2 | 3.2 | 3.3 |
| 3.3.3. Web-based Resources and Assistance | 3.3 | 3.2 | 3.2 |
| 3.4.1. Implementing the System* | 3.4 | 3.3 | 2.8 |
| 3.4.2. Implementation of Learning* | 2.7 | 3.1 | 2.4 |
| 3.4.3. Changes in Students* | 2.6 | 2.9 | 2.4 |
| 3.4.4. Evaluation Measures* | 3.1 | 3.1 | 2.5 |
| 3.4.5. Use of Results* | 3.1 | 3.1 | 2.7 |
| 3.4.6. Fiscal Resources | 3.4 | 3.5 | 3.4 |
| 3.4.7. Student Gains | 2.8 | 3.1 | 3.1 |
| 2.1.1. School Needs Assessment* | 3.7 | 3.6 | 3.4 |
| 2.1.2. Reviewing Professional Development Plans* | 3.4 | 3.6 | 3.3 |
| 2.1.3. Reviewing Annual Performance Appraisal Data* | 3.2 | 3.3 | 2.9 |
| 2.1.4. Generating a School-wide Professional Development System* | 3.3 | 3.4 | 3.1 |
| 2.1.5. Individual Leadership Development Plan* | 3.1 | 2.7 | 2.6 |

**Table 6 (cont.)
Third, Second, and First Year-Third Cycle Means by Standard**

| Standards | Mean 2012-13 | Mean 2011-12 | Mean 2010-11 |
|--|-------------------------|-------------------------|-------------------------|
| 2.2.1. Learning Communities* | 3.0 | 3.3 | 2.8 |
| 2.2.2. Content Focused* | 3.8 | 3.8 | 3.6 |
| 2.2.3. Learning Strategies* | 3.4 | 3.4 | 3.1 |
| 2.2.4. Sustained Professional Learning* | 3.2 | 3.2 | 3.1 |
| 2.2.5. Use of Technology* | 3.2 | 3.4 | 2.9 |
| 2.2.6. Time Resources* | 3.4 | 3.5 | 3.3 |
| 2.2.7. Coordinated Records | 3.3 | 3.3 | 3.4 |
| 2.3.1. Implementation of Learning* | 3.3 | 3.4 | 3.2 |
| 2.3.2. Coaching and Mentoring | 2.7 | 2.8 | 2.8 |
| 2.3.3. Web-based Resources and Assistance* | 2.7 | 2.8 | 2.4 |
| 2.4.1. Implementing the Plan | 2.9 | 3.0 | 2.9 |
| 2.4.2. Changes in Educator Practice* | 3.0 | 3.0 | 2.8 |
| 2.4.3. Changes in Students* | 2.7 | 2.8 | 2.5 |
| 2.4.4. Evaluation Measures* | 2.9 | 3.1 | 2.7 |
| 2.4.5. Use of Results* | 2.8 | 3.0 | 2.7 |
| 1.1.1. Individual Needs Assessment* | 3.5 | 3.6 | 3.3 |
| 1.1.2. Administrator Review* | 3.3 | 3.5 | 3.2 |
| 1.1.3. Individual Professional Development Plan* | 3.2 | 3.2 | 2.9 |
| 1.2.1. Learning Communities | 2.5 | 2.9 | 2.5 |
| 1.2.2. Content Focused* | 3.5 | 3.7 | 3.3 |
| 1.2.3. Learning Strategies | 2.9 | 3.1 | 3.0 |
| 1.2.4. Sustained Professional Learning | 2.9 | 3.1 | 2.9 |
| 1.2.5. Use of Technology* | 3.0 | 3.1 | 2.9 |
| 1.2.6. Time Resources | 3.2 | 3.5 | 3.3 |
| 1.2.7. Coordinated Records | 3.7 | 3.9 | 3.7 |
| 1.3.1. Implementation of Learning | 3.3 | 3.4 | 3.3 |
| 1.3.2. Coaching and Mentoring | 2.5 | 2.6 | 2.5 |
| 1.3.3. Web-based Resources and Assistance* | 2.6 | 2.5 | 2.3 |
| 1.4.1. Implementing the Plan* | 3.2 | 3.1 | 3.1 |
| 1.4.2. Changes in Educator Practice* | 2.7 | 2.8 | 2.6 |
| 1.4.3. Changes in Students | 2.7 | 2.8 | 2.8 |
| 1.4.4. Evaluation Methods* | 2.8 | 2.9 | 2.7 |
| 1.4.5. Use of Results | 2.8 | 2.9 | 2.9 |
| Average across All 65 (or 64) Standards* | 3.2 | 3.3 | 3.1 |

*Note: Standard sustained a higher rating in second and third year than first year.

**Note: Four districts received no rating for standard 3.1.6, Leadership Development in 2011-12; thus the n for this standard was 61 instead of 65 for the Second Year-Third Cycle.

***Note: The Department of Education has postponed the review of the district leadership development program standard (3.1.6) for the remainder of the Third Cycle as a result of revision of district professional development system components relevant to leadership development and development of revised criteria for continued approval of Level II principal development programs.

| Standards | Mean 2012-13 | Mean 2011-12 | Mean 2010-11 |
|---|-------------------------|-------------------------|-------------------------|
| 3.1.3. Research/Evidence Basis | 4.0 | 4.0 | 3.8 |
| 3.1.4. Content Standards for Student Outcomes | 3.9 | 3.9 | 3.7 |
| 3.2.2. Content Focused | 3.9 | 4.0 | 3.9 |
| 3.2.7. Coordinated Records | 3.9 | 3.9 | 3.9 |
| 3.1.5. Integration of Initiatives | 3.8 | 3.9 | 3.5 |
| 3.2.8. District Support | 3.8 | 3.9 | 3.8 |
| 2.2.2. Content Focused | 3.8 | 3.8 | 3.6 |
| 2.1.1. School Needs Assessment | 3.7 | 3.6 | 3.4 |
| 1.2.7. Coordinated Records | 3.7 | 3.9 | 3.7 |
| 3.1.1. District Needs Assessment | 3.7 | 3.7 | 3.5 |
| 3.2.3. Learning Strategies | 3.6 | 3.5 | 3.6 |
| 3.2.9. Learning Organization | 3.6 | 3.6 | 3.7 |
| 1.2.2. Content Focused | 3.5 | 3.7 | 3.3 |
| 1.1.1. Individual Needs Assessment | 3.5 | 3.6 | 3.3 |
| 3.1.7. Non-instructional Staff | 3.5 | 3.4 | 3.1 |
| 3.2.4. Sustained Professional Learning | 3.5 | 3.5 | 3.6 |
| 2.1.2. Reviewing Professional Development Plans | 3.4 | 3.6 | 3.3 |
| 3.1.2. Generating a District-wide Professional Development System | 3.4 | 3.7 | 3.2 |
| 3.4.1. Implementing the System | 3.4 | 3.3 | 2.8 |
| 3.4.6. Fiscal Resources | 3.4 | 3.5 | 3.4 |
| 2.2.6. Time Resources | 3.4 | 3.5 | 3.3 |
| 2.2.3. Learning Strategies | 3.4 | 3.4 | 3.1 |
| 3.2.5. Use of Technology | 3.4 | 3.7 | 3.6 |
| 1.3.1. Implementation of Learning | 3.3 | 3.4 | 3.3 |
| 3.1.8. Professional Learning Facilitators | 3.3 | 3.3 | 3.3 |
| 3.3.3. Web-based Resources and Assistance | 3.3 | 3.2 | 3.2 |
| 2.3.1. Implementation of Learning | 3.3 | 3.4 | 3.2 |
| 2.2.7. Coordinated Records | 3.3 | 3.3 | 3.4 |
| 1.1.2. Administrator Review | 3.3 | 3.5 | 3.2 |
| 2.1.4. Generating a School-wide Professional Development System | 3.3 | 3.4 | 3.1 |
| 1.1.3. Individual Professional Development Plan | 3.2 | 3.2 | 2.9 |

| Table 7(cont.) | | | |
|--|-------------------------|-------------------------|-------------------------|
| Third, Second, and First Year-Third Cycle Means in Rank Order by Third Year | | | |
| Standards | Mean 2012-13 | Mean 2011-12 | Mean 2010-11 |
| 1.2.6. Time Resources | 3.2 | 3.5 | 3.3 |
| 3.2.1. Learning Communities | 3.2 | 3.4 | 2.9 |
| 3.2.6. Time Resources | 3.2 | 3.4 | 3.6 |
| 3.3.2. Coaching and Mentoring | 3.2 | 3.2 | 3.3 |
| 2.2.4. Sustained Professional Learning | 3.2 | 3.2 | 3.1 |
| 2.2.5. Use of Technology | 3.2 | 3.4 | 2.9 |
| 1.4.1. Implementing the Plan | 3.2 | 3.1 | 3.1 |
| 2.1.3. Reviewing Annual Performance Appraisal Data | 3.2 | 3.3 | 2.9 |
| 3.3.1. Implementation of Learning | 3.1 | 3.4 | 3.2 |
| 3.4.4. Evaluation Measures | 3.1 | 3.1 | 2.5 |
| 2.1.5. Individual Leadership Development Plan | 3.1 | 2.7 | 2.6 |
| 3.4.5. Use of Results | 3.1 | 3.1 | 2.7 |
| 2.4.2. Changes in Educator Practice | 3.0 | 3.0 | 2.8 |
| 2.2.1. Learning Communities | 3.0 | 3.3 | 2.8 |
| 1.2.5. Use of Technology | 3.0 | 3.1 | 2.9 |
| 2.4.4. Evaluation Measures | 2.9 | 3.1 | 2.7 |
| 1.2.3. Learning Strategies | 2.9 | 3.1 | 3.0 |
| 2.4.1. Implementing the Plan | 2.9 | 3.0 | 2.9 |
| 1.2.4. Sustained Professional Learning | 2.9 | 3.1 | 2.9 |
| 1.4.5. Use of Results | 2.8 | 2.9 | 2.9 |
| 3.4.7. Student Gains | 2.8 | 3.1 | 3.1 |
| 2.4.5. Use of Results | 2.8 | 3.0 | 2.7 |
| 1.4.4. Evaluation Methods | 2.8 | 2.9 | 2.7 |
| 1.4.3. Changes in Students | 2.7 | 2.8 | 2.8 |
| 2.3.3. Web-based Resources and Assistance | 2.7 | 2.8 | 2.4 |
| 2.3.2. Coaching and Mentoring | 2.7 | 2.8 | 2.8 |
| 1.4.2. Changes in Educator Practice | 2.7 | 2.8 | 2.6 |
| 3.4.2. Implementation of Learning | 2.7 | 3.1 | 2.4 |
| 2.4.3. Changes in Student | 2.7 | 2.8 | 2.5 |
| 3.4.3. Changes in Students | 2.6 | 2.9 | 2.4 |
| 1.3.3. Web-based Resources and Assistance | 2.6 | 2.5 | 2.3 |
| 1.2.1. Learning Communities | 2.5 | 2.9 | 2.5 |
| 1.3.2. Coaching and Mentoring | 2.5 | 2.6 | 2.5 |

*Note: Rating for Standard 3.1.6 (Leadership Development) is not included in the cross year data, as it was suspended for the remainder of this cycle as a result of revision of district professional development system components relevant to leadership development and development of revised criteria for continued approval of Level II principal development programs.

Average Ratings by Strand

Table 8 presents the average ratings for the First, Second and Third Year-Third Cycle on the standards for all levels (District, School, and Educator) and the four strands of the standards (Planning, Learning, Implementing, and Evaluating). These results are also displayed in Figures 2-5. For the Third Year (2012-13), the averages ranged from **3.7 to 2.8** with the most positive average rating in District Planning (**3.7**) and the least positive average rating in Educator Implementing/Evaluating (**2.8**). Average ratings for strands ranged from **3.4** for Planning to **2.9** for Evaluating. In most cases across levels and strands there is an upward trend over the three-year cycle. In some cases, the ratings have remained consistent with the first year of the cycle, and there is no case in which the rating is less than it was at the beginning of this cycle. Increases range from .1 to .5 average rating points with the largest increase noted in District Planning.

| | Planning Strand | Learning Strand | Implementing Strand | Evaluating Strand | All Strands |
|-------------------------------------|------------------------|------------------------|----------------------------|--------------------------|--------------------|
| All Levels - Third Year | 3.4 | 3.3 | 3.0 | 2.9 | 3.2 |
| All Levels - Second Year | 3.4 | 3.5 | 3.1 | 3.0 | 3.3 |
| All Levels - First Year | 3.1 | 3.3 | 2.9 | 2.8 | 3.1 |
| District Level - Third Year | | | | | |
| District Level - Third Year | 3.7 | 3.6 | 3.2 | 3.0 | 3.4 |
| District Level - Second Year | 3.5 | 3.7 | 3.3 | 3.1 | 3.4 |
| District Level - First Year | 3.2 | 3.6 | 3.2 | 2.7 | 3.2 |
| School Level - Third Year | | | | | |
| School Level - Third Year | 3.3 | 3.3 | 2.9 | 2.9 | 3.2 |
| School Level - Second Year | 3.3 | 3.4 | 3.0 | 3.0 | 3.2 |
| School Level - First Year | 3.1 | 3.2 | 2.8 | 2.7 | 2.8 |
| Educator Level - Third Year | | | | | |
| Educator Level - Third Year | 3.3 | 3.1 | 2.8 | 2.8 | 3.0 |
| Educator Level - Second Year | 3.4 | 3.3 | 2.8 | 2.9 | 3.1 |
| Educator Level - First Year | 3.2 | 3.1 | 2.7 | 2.8 | 3.1 |

Figure 2

Third Cycle Average District Ratings by Strand

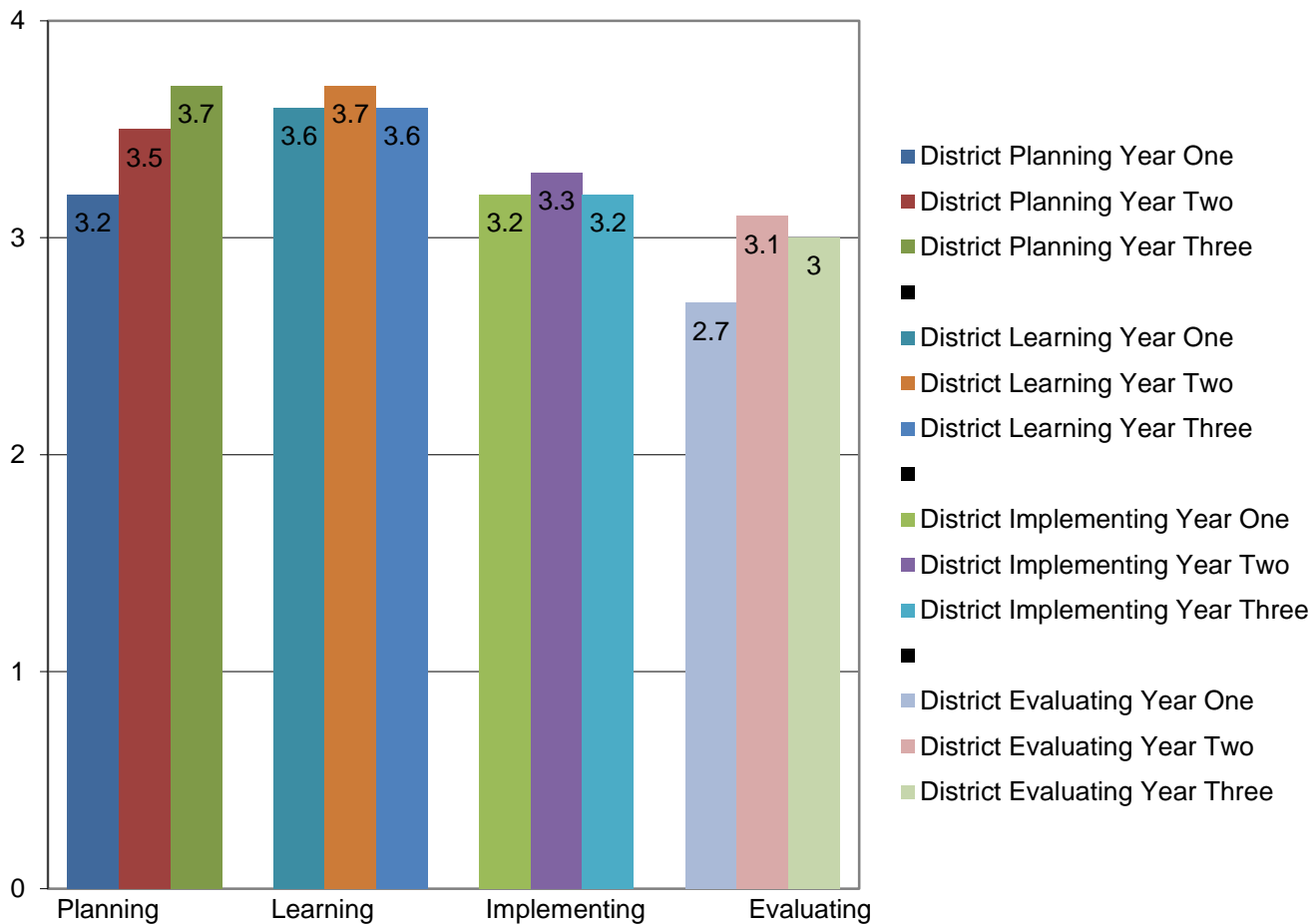


Figure 3

Third Cycle Average School Ratings by Strand

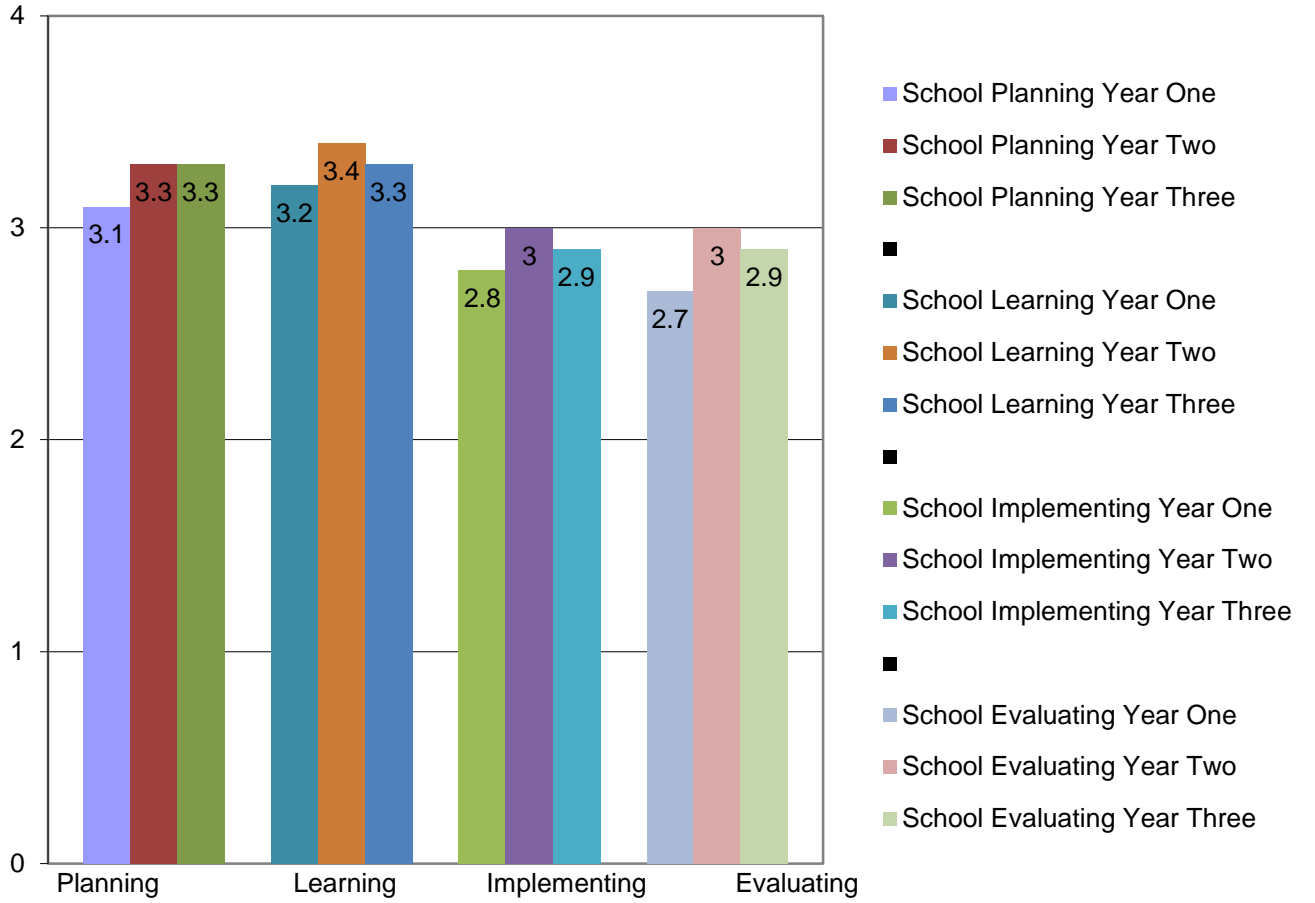


Figure 4

Third Cycle Average Educator Ratings by Strand

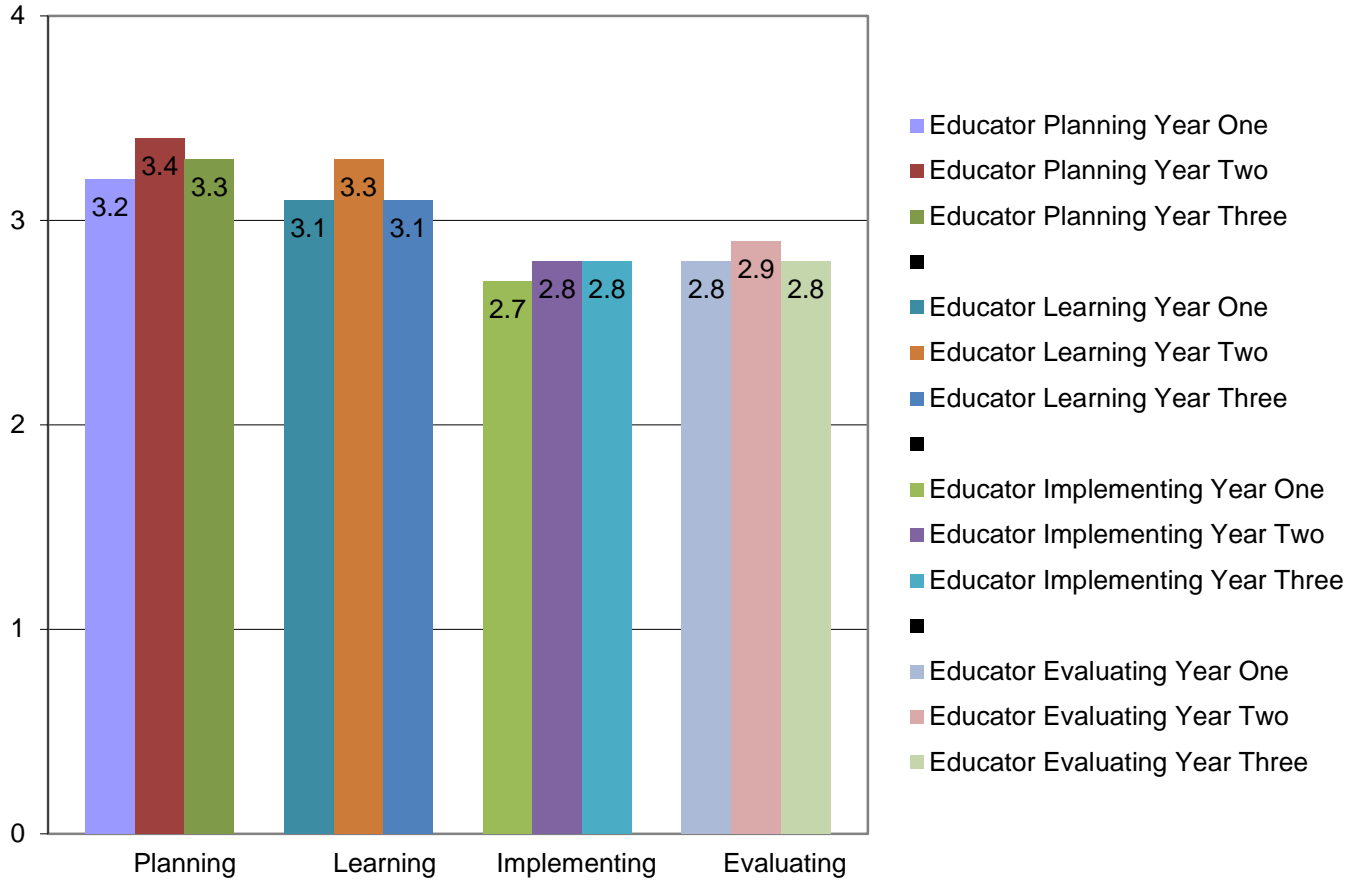
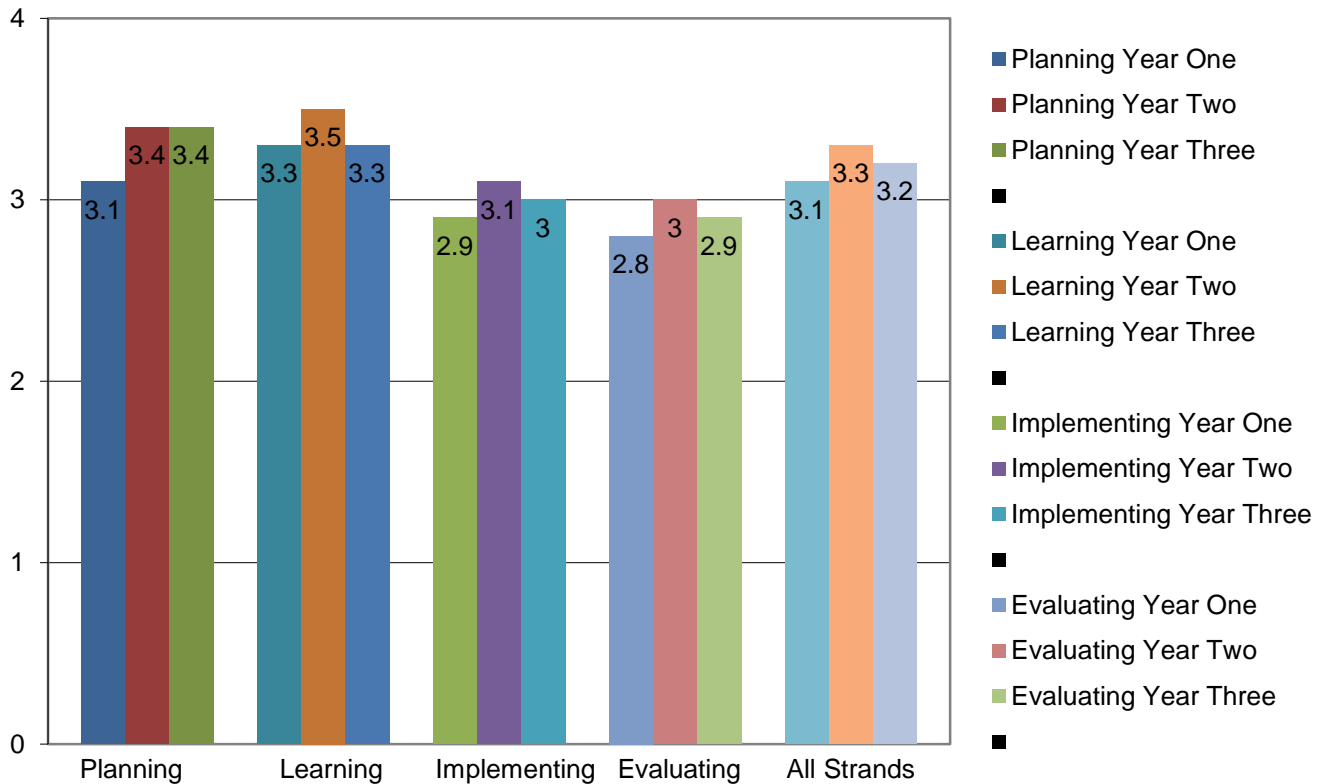


Figure 5

Third Cycle All Level Average Ratings by Strand



Correlational Analysis

For the first two cycles, correlational analyses were conducted across all 67 site visits to examine the relationship between high ratings on the standards and the last district standard, 3.4.7 on Student Gains. This standard states, “The district demonstrates an overall increase in student achievement as measured by the Florida Department of Education’s district accountability system.” Both analyses demonstrated a positive relationship (.31 in the First Cycle and .33 in the Second Cycle) between ratings on student achievement increases and ratings on all other standards, significant at the $p < .01$ level. Conclusions from these analyses led to the conclusion that **districts that receive good or excellent ratings on the district professional development standards also tend to have demonstrated greater increases in student achievement. These results support the effectiveness of high quality professional development programs in contributing to increased student achievement in school districts.** With an incomplete set of data (absent data from the last set of district reviews), it is premature to calculate the correlational relationship until the composite data are available for an appropriate analysis. Any analysis with the existing sample size would be unlikely to have sufficient statistical power to identify a relationship even if one exists.

Observations

Adherence to the Third Cycle standards was reviewed in 19 school districts in the 2010-11 school year, in 17 districts for each of the subsequent years (2011-12 and 2012-13), for a total to date of 53 of the 67 Florida school districts (78%). Based on the experiences during the reviews, several observations were made about the Third Cycle standards and the rating results.

New Language and Focus. The Third Cycle introduced some new language in the standards and the system. The titles of the strands were modified to reflect better the intent of the sections: Planning, Learning, Implementing, and Evaluating. The term “professional development” was shifted to “professional learning,” and the system was broadened to refer to “educator” instead of “teacher.” By the second year of implementation, evidence of integration of these changes into district professional development practices was apparent to reviewers and were viewed by the educational community as improvements in the system.

New District Standards. Several new standards were initiated at the district level for the Third Cycle:

- 3.1.3. Research/Evidence Basis
- 3.1.4. Content Standards for Student Outcomes
- 3.1.5. Integration of Initiatives

Ratings for these standards have been among the top five highest in each year of the Third Year-Third Cycle, with 3.13 and 3.14 being the two highest rated standards for all three years of the current cycle. This indicates that districts are consistently implementing the standards that address specifically the state requirements to ensure all educators understand and use the Next Generation and Common Core State Standards as the basis for their own professional learning. It also indicates that professional learning continues to focus on important initiatives for Florida educators. Such initiatives include:

- Florida’s Multi-tiered System of Supports using Data-based Planning/Problem-solving Process:
 - Response to Instruction/Intervention
 - Differentiated Instruction for effective core instruction and Supplemental and/or Intensive Interventions based on evidence of student needs
 - Integrated supports for the needs of all students, including students with disabilities and English language learners
 - Instructionally relevant formative and interim assessment designed to inform continuous improvement to instructional and behavioral supports
- Florida’s Continuous Improvement Model (FCIM)
- Collegial Learning Teams such as Lesson Study, Professional Learning Communities, and Communities of Practice
- Job-embedded Professional Development that includes on-going instructional coaching and virtual education opportunities

- English for Speakers of Other Languages
- Comprehension Instructional Sequence (CIS) for ALL content areas
- Next Generation Content Area Reading Professional Development (NGCAR-PD)
- Content Specific Literacy Strategies
- Text Complexity
- Faculty Development and Instructional Leadership’s alignment with professional learning - based on revised Florida Educator Accomplished Practices (FEAPs) and Florida Principal Leadership Standards
- Proficiency improvement on teacher evaluation system indicators with high effect on student learning
- Evaluation data informing professional learning plans (e.g., Deliberate Practice/IPDP/ILDP/PGP)

Fiscal Resources. The Third Cycle introduced a new method for examining the adequacy of funding for professional learning. The previous two standards used interview probes to determine the perceptions of district and school staff of the adequacy of funding. For the Third Cycle, Standard 3.4.6 Fiscal Resources uses a ratio of the percent of total district funds expended for professional learning to the total district expenditures, as reported by districts in routine fiscal reports to the state. The rating criterion for an “excellent” rating is 2% or greater. The average rating for this standard was **3.4** in 2010-11, **3.5** in 2011-12, and **3.4** in 2012–13, indicating that many districts reviewed to date in the Third Cycle have met the standard. In some districts, although reductions were noted in the overall budget levels, funds for professional learning had remained the same. Note, however, that the fiscal data are reported by districts to the Department and then readied for release and use. The data used for reviewing the standard each year reflected fiscal data for two years prior to the on-site review.

Leadership Development. The Third Cycle system included two new standards addressing Leadership Development (3.1.6 Leadership Development and 2.1.5 Individual Leadership Development Plans) as part of an expansion of the system to include professional learning for all district and school employees in a “learning organization.” This expansion is aligned with the state’s emphasis on instructional leadership and recent legislative changes emphasizing school leadership. The new Leadership Development standard (3.1.6) was generated and defined to serve as a monitoring system for the plans for districts to implement School Principal Preparation and Certification Programs as approved by the Department of Education in 2008.

Due to recent legislation and the federal Race to the Top (RTTT) grant, most districts have revised significantly their administrative and educator evaluation systems. Consequently, the Department informed districts on April 30, 2012, that further reviews of this standard will be suspended for the remainder of this cycle. \Future iterations of the review cycle will align review of the standard to the newer version of the leadership standards and revised program approval requirements.

Individual Leadership Development Plans. The Third Cycle included a new standard (2.1.5) addressing Individual Leadership Development Plans (ILDPs) for all school administrators. Required elements of the plan track the recent state requirements for an instructional leader and emphasize the use of student achievement results to guide the planning for professional learning for administrators. A format for an ILDP meeting the requirements of the standard is easily available free of charge from the William Cecil Golden Leadership Development website, although this specific format is not required for an excellent rating on the standard. Results from the reviews documented that some districts require all administrators to complete and use an ILDP. Some districts have integrated this requirement with their administrative evaluation system. In some districts the system does not include any specific professional learning, but rather is used only as a personnel evaluation system. In general, districts appeared to support the need for and benefit from ILDPs. The rating for this standard has consistently increased over the course of this cycle, going from **2.4** in 2010-11 to **2.7** in 2011-12 to **3.0** in 2012 -13, indicating that districts are implementing systems that require instructional leaders to identify personal goals for professional growth based on needs of students and educators in their own organizations.

Non-Instructional Staff. As part of the shift to broaden the scope of the Protocol System, a new standard was included (3.1.7) addressing the professional learning for non-instructional staff. Some districts received very high ratings for this standard and are already defining their professional learning system as targeting all of the human resources for the school district, with structured systems in place to increase the skill levels of all employees. Some districts provide stipends to paraprofessionals to encourage them to become teachers, and some provide free tuition for higher education credits through cooperative agreements with higher education institutions. Ratings for this standard have increased each year of this cycle, from **3.1** in 2010-11 to **3.4** in 2011-12 to **3.5** (commendable) in 2012-13. Generally, districts are implementing specific professional learning/training programs for food services, transportation, maintenance, and paraprofessionals in accordance with state and federal requirements. These programs may or may not include follow-up and evaluation components. In most districts the element that is most often not in place is the overarching umbrella of a structured system for planning, learning, implementing, and evaluating all learning programs in the district.

Learning Communities. The three standards for Learning Communities were modified extensively for the Third Cycle, reflecting more accurately the intent that learning communities be “**groups of faculty who meet regularly to study more effective learning and teaching practices. They share common learning goals that align with school and/or district goals for student achievement.**” Considering the more stringent requirements for meeting these standards, districts are making progress in implementing learning communities. While these standards continue to be areas for growth in many districts, infrastructures are emerging for this viable format for professional learning to be implemented with fidelity. Many schools now have organized time for educators to meet regularly, and districts and school staff provide assistance and structure to these meetings. Some of the professional learning communities are serving as the vehicle for implementing Lesson Study, a priority initiative of the Department of Education. Many

districts used the Learning Communities to introduce and train educators on the new systems for teacher performance evaluation. The average ratings for the three standards at the District, School and Educator Levels across the Third Year-Third Cycle were **3.2**, **3.0**, and **2.6** respectively, with implementation at the Educator Level continuing to be an area of need across the state.

Use of Technology. The standards addressing the use of technology in the delivery of professional learning were strengthened for the Third Cycle to reflect more sophisticated types of technology such as 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. Social media systems were noted for the first time being used by districts to organize and support professional learning. Average ratings for the use of technology during the current cycle are commendable at the District Level (**3.6**), but less apparent at the School and Educator Levels (both **3.2** and **3.0**, respectively).

Web-based Resources and Assistance. The School and Educator Level standards addressing the use of web-based resources and assistance in supporting educators as they implement the skills and knowledge gained through professional learning (3.3.3, 2.3.3, and 1.3.3), continue to receive some of the lowest ratings for all standards (**2.7** and **2.6**, respectively). All districts have their own websites, and may post support materials for use by educators following participation in professional learning. Districts are using wikis, podcasts, and many other systems to provide continuous support between initial learning and embedded practice. Although districts have many structures in place to provide web-based resources and assistance to educators following professional learning, some school administrators and educators are unaware of these resources or do not use them to help in their implementation of newly learned skills and methods. Greater efforts are needed to encourage and support educators in using these available systems. In addition, some districts continue to experience firewall issues when social media is being used as a viable method for professional learning. As advances in technologies continue to be made at “warp speed,” this area will continue to be a focus for continuous growth across the state.

Evaluation. The lowest rated strand was the Evaluating Strand (2.9), and four of the five standards in Educator Evaluating were in the lowest 14 rated standards. Merging the planning cycle for professional learning with the educator and administrator performance evaluations, however, is resulting in specific professional learning linked to specific student performance improvements. The Department has proactively sought out professional expertise to provide statewide assistance to districts in the critical effort of evaluating the effectiveness and impact of professional learning. As a result of that technical assistance during the 2012-13 school year, districts are currently engaged in the redesign of their professional development systems. Future review cycles will bear evidence of the impact of that work to these evaluation standards. In addition, the Florida Department of Education’s Bureau of Educator Recruitment, Development and Retention has provided technical assistance regarding illustrative foundational or core policies for a district professional development system and associated practices that support

implementing those policies. It is anticipated that these resources will collectively assist districts, schools and educators with continued growth in the area of assessing impact of professional learning on student and educator performance.

Conclusions

The Department has generated and implemented the Florida Professional Development System Evaluation Protocol in accordance with section 1012.98, Florida Statutes. Two cycles have been successfully completed, and three years of the Third Cycle were successfully completed as of May 2013. The Professional Development System Evaluation Protocol currently is based on a set of 65 standards that describe the characteristics and components of a quality professional development system that meets the requirements of Florida's laws. These standards have been generated from the statements in Florida's laws as well as the professional development standards generated by Learning Forward (formerly *National Staff Development Council*), entitled *Standards for Staff Development (Revised, 2001)*.

Overall conclusions from the analyses conducted to date, including the First and Second Cycles as reported previously for the system, were:

- 1. Districts that receive good or excellent ratings on the district professional development standards also demonstrate greater increases in student achievement.** A correlational analysis was conducted for the Second Cycle to examine the relationship between high ratings on the standards and the last district standard, 3.4.7 Student Gains. The analysis demonstrated a moderate positive relationship (.33) between the state's ratings of districts on student achievement increases and ratings on the quality of professional development in the district, significant at the .01 level. *These results support the effectiveness of high quality professional development programs in contributing to increased student achievement in school districts.*
- 2. The positive relationship between high district level performance on the professional development standards and high levels of student achievement is increasing over time and application of the standards by districts.** The correlational analysis improved from .31 for the First Cycle to .33 for the Second Cycle. Analyses of the Third Cycle will be completed at the end of the cycle when sufficient numbers of reviews have been conducted to allow an appropriate analysis.
- 3. The Third Year-Third Cycle Protocol collaborative effort of the Department of Education and district, consortia, and university staff was successfully completed.** The process results in greater understanding of and adherence to the standards by all participants. Seventy-seven (77) volunteers served on the teams, representing 340 days of contributed time to the overall system.
- 4. Most school districts are currently implementing many standards related to Planning and Learning at the "good" or "excellent" level.** Averages for most

strands and levels for the Third Year-Third Cycle were above 3.0, a rating of “good.”

5. **Many districts have incorporated the standards into their organization/structure.** Districts are using the Protocol standards and the rationales for the standards in their planning and operations. Many districts have used the standards to generate checklists for professional developers and to provide quality control over all planned professional learning.
6. **The system provides a common language.** Conceptually, many discussions and planning sessions center now on the four strands of Planning, Learning, Implementing, and Evaluating. Common language is more apparent now for concepts and practices such as learning strategies and learning communities.
7. **The set of standards raised expectations.** The Department’s wide dissemination and public availability of the standards has encouraged all districts to meet the standards and improve their professional development systems.
8. **Reviewers learn from the review process.** District professional development staff members who participate in reviews of other districts increase their awareness of better methods for planning and implementing professional development, as well as becoming more focused on the need to improve professional learning systems in their own districts. In addition, reviewers from other agencies, such as university faculty or consortia members, increase their understanding of the current realities, imperatives and challenges facing their district colleagues. This also allows for a deeper understanding of the connections and alignments between their own work and this process.
9. **Some districts conduct self-studies.** Some districts have used the Department’s self-study methods to review their professional learning systems and encourage principals and facilitators to adhere to the standards.
10. **Districts need continued improvement and assistance in evaluating the impact of professional learning.** The average rating for the Evaluation Strand was the lowest of the four strands.
11. **Districts continue to need to make improvements in the area of Web-based Resources and Assistance at the Educator and School Levels.** These standards were among the lowest rated standards over the course of the Third Cycle.
12. **Districts are implementing the components of the new teacher evaluation system.** Professional learning efforts in most districts concentrated on the new teacher and administrator evaluation systems and the systems of professional and content skills and knowledge to be assessed through the systems.
13. **The system continues to provide opportunity for verification that major initiatives are being implemented with fidelity across the state.** The review process continues to provide evidence that districts are integrating current Department imperatives within their professional learning systems, and allows identification of specific promising practices regarding implementation of those initiatives as models for other districts.
14. **Teacher and principal evaluation systems help to align change in practice to student performance.** Interviews at the school and educator levels reveal that changes in the evaluation systems are reinforcing the ability of educators to make the alignment between their performances, professional learning and student

performances. The advent of more frequent classroom visitations by administrators is helping to document implementation with fidelity, and end-of-year meetings with administrators are ensuring that teachers provide evidence of impact of professional learning.

Overall, these results demonstrate that districts are continuing to benefit from the review system through adherence to the 65 standards in the Third Cycle of Florida's Professional Development System Evaluation Protocol Standards. District staff continue to improve their systems and methods of planning, learning, implementing, and evaluating professional learning. The statewide community of professional learning facilitators and directors has united around the commitment to quality professional learning systems that encourages all educators to maximize their effectiveness in teaching students.

Appendix A

Schedule of Completed District Site Visits For Cycles One, Two and Three

| Schedule of Site Visits by District | | | |
|--|---------------------|----------------------|---------------------|
| District | First Review | Second Review | Third Review |
| Alachua | April 2006 | January 2009 | |
| Baker | April 2005 | October 2007 | October 2011 |
| Bay | April 2004 | January 2007 | January 2011 |
| Bradford | May 2006 | September 2008 | |
| Brevard | March 2004 | October 2006 | October 2012 |
| Broward | March 2003 | November 2006 | January 2012 |
| Calhoun | October 2005 | September 2008 | |
| Charlotte | May 2006 | December 2008 | |
| Citrus | November 2003 | May 2007 | February 2012 |
| Clay | September 2005 | April 2009 | January 2013 |
| Collier | April 2005 | January 2008 | February 2012 |
| Columbia | October 2005 | October 2008 | February 2012 |
| DeSoto | April 2003 | October 2006 | October 2010 |
| Dixie | September 2004 | November 2007 | October 2011 |
| Duval | April 2006 | November 2008 | May 2013 |
| Escambia | November 2005 | December 2008 | February 2013 |
| Flagler | May 2004 | November 2006 | November 2010 |
| Franklin | November 2005 | April 2009 | April 2011 |
| Gadsden | May 2005 | October 2007 | October 2010 |
| Gilchrist | March 2005 | October 2006 | October 2010 |
| Glades | April 2004 | March 2007 | December 2010 |
| Gulf | November 2004 | October 2007 | |
| Hamilton | October 2004 | October 2006 | January 2012 |
| Hardee | April 2006 | October 2008 | |
| Hendry | April 2006 | November 2008 | November 2011 |
| Hernando | November 2004 | January 2008 | February 2013 |
| Highlands | September 2005 | April 2008 | |
| Hillsborough | November 2004 | April 2008 | January 2013 |
| Holmes | October 2005 | October 2008 | November 2012 |
| Indian River | November 2005 | January 2009 | November 2012 |
| Jackson | April 2004 | October 2006 | September 2010 |
| Jefferson | May 2005 | May 2008 | May 2011 |
| Lafayette | May 2006 | October 2008 | November 2012 |
| Lake | April 2003 | January 2007 | April 2011 |
| Lee | April 2005 | April 2008 | April 2012 |
| Leon | October 2004 | November 2007 | February 2011 |
| Levy | March 2006 | October 2008 | October 2012 |
| Liberty | March 2005 | April 2008 | January 2013 |

| Schedule of Site Visits by District (cont.) | | | |
|---|---------------------|----------------------|---------------------|
| District | First Review | Second Review | Third Review |
| Madison | October 2005 | May 2008 | May 2012 |
| Manatee | May 2006 | May 2009 | December 2012 |
| Marion | April 2005 | April 2008 | November 2011 |
| Martin | December 2005 | May 2009 | February 2013 |
| Miami-Dade | May 2005 | April 2009 | |
| Monroe | October 2004 | October 2006 | February 2013 |
| Nassau | December 2003 | April 2007 | November 2011 |
| Okaloosa | May 2005 | April 2008 | October 2011 |
| Okeechobee | October 2003 | April 2007 | October 2011 |
| Orange | April 2005 | October 2007 | May 2011 |
| Osceola | October 2004 | November 2007 | May 2012 |
| Palm Beach | November 2003 | April 2007 | October 2010 |
| Pasco | April 2005 | December 2007 | December 2011 |
| Pinellas | April 2004 | April 2007 | November 2010 |
| Polk | October 2004 | April 2007 | May 2011 |
| Putnam | October 2005 | October 2008 | |
| Santa Rosa | November 2004 | December 2007 | May 2012 |
| Sarasota | October 2005 | May 2009 | |
| Seminole | December 2005 | November 2008 | |
| St. Johns | March 2006 | May 2009 | |
| St. Lucie | December 2003 | April 2007 | November 2010 |
| Sumter | April 2003 | November 2006 | January 2011 |
| Suwannee | April 2005 | May 2008 | October 2012 |
| Taylor | November 2004 | October 2007 | May 2011 |
| Union | November 2004 | May 2008 | February 2013 |
| Volusia | April 2006 | April 2009 | |
| Wakulla | November 2005 | March 2009 | |
| Walton | April 2003 | January 2007 | December 2010 |
| Washington | April 2006 | May 2009 | November 2012 |
| FAMU Developmental Research School | April 2006 | May 2008 | |
| FAU - A.D. Henderson University School | May 2006 | May 2009 | |
| Florida State University School | May 2006 | May 2009 | |
| UF - P.K. Yonge Developmental Research School | May 2006 | May 2009 | |

Appendix B

Professional Development Protocol Standards Matrix of Average Ratings per Standard: District, School, Educator Levels for Third Year-Third Cycle

Matrix of Average Ratings per Standard

| District | Rating | School | Rating | Educator | Rating |
|---|--------|---|--------|---|--------|
| 3.1.1. District Needs Assessment | 3.7 | 2.1.1. School Needs Assessment | 3.7 | 1.1.1. Individual Needs Assessment | 3.5 |
| | | 2.1.2. Reviewing Professional Development Plans | 3.4 | 1.1.2. Administrator Review | 3.3 |
| | | 2.1.3. Reviewing Annual Performance Appraisal Data | 3.2 | | |
| 3.1.2. Generating a District-wide Professional Development System | 3.4 | 2.1.4. Generating a School-wide Professional Development System | 3.3 | | |
| | | 2.1.5. Individual Leadership Development Plan | 3.1 | 1.1.3. Individual Professional Development Plan | 3.2 |
| 3.1.3. Research/Evidence Basis | 4.0 | | | | |
| 3.1.4. Content Standards for Student Outcomes | 3.9 | | | | |
| 3.1.5. Integration of Initiatives | 3.8 | | | | |
| 3.1.6. Leadership Development | NR | | | | |
| 3.1.7. Non-instructional Staff | 3.5 | | | | |
| 3.1.8. Professional Learning Facilitators | 3.3 | | | | |
| 3.2.1. Learning Communities | 3.2 | 2.2.1. Learning Communities | 3.0 | 1.2.1. Learning Communities | 2.5 |
| 3.2.2. Content Focused | 3.9 | 2.2.2. Content Focused | 3.8 | 1.2.2. Content Focused | 3.5 |
| 3.2.3. Learning Strategies | 3.6 | 2.2.3. Learning Strategies | 3.4 | 1.2.3. Learning Strategies | 2.9 |
| 3.2.4. Sustained Professional Learning | 3.5 | 2.2.4. Sustained Professional Learning | 3.2 | 1.2.4. Sustained Professional Learning | 2.9 |
| 3.2.5. Use of Technology | 3.4 | 2.2.5. Use of Technology | 3.2 | 1.2.5. Use of Technology | 3.0 |
| 3.2.6. Time Resources | 3.2 | 2.2.6. Time Resources | 3.4 | 1.2.6. Time Resources | 3.2 |
| 3.2.7. Coordinated Records | 3.9 | 2.2.7. Coordinated Records | 3.3 | 1.2.7. Coordinated Records | 3.7 |
| 3.2.8. District Support | 3.8 | | | | |
| 3.2.9. Learning Organization | 3.6 | | | | |
| 3.3.1. Implementation of Learning | 3.1 | 2.3.1. Implementation of Learning | 3.3 | 1.3.1. Implementation of Learning | 3.3 |
| 3.3.2. Coaching and Mentoring | 3.2 | 2.3.2. Coaching and Mentoring | 2.7 | 1.3.2. Coaching and Mentoring | 2.5 |
| 3.3.3. Web-based Resources and Assistance | 3.3 | 2.3.3. Web-based Resources and Assistance | 2.7 | 1.3.3. Web-based Resources and Assistance | 2.6 |
| 3.4.1. Implementing the System | 3.4 | 2.4.1. Implementing the Plan | 2.9 | 1.4.1. Implementing the Plan | 3.2 |
| 3.4.2. Implementation of Learning | 2.7 | 2.4.2. Changes in Educator Practice | 3.0 | 1.4.2. Changes in Educator Practice | 2.7 |
| 3.4.3. Changes in Students | 2.6 | 2.4.3. Changes in Students | 2.7 | 1.4.3. Changes in Students | 2.7 |
| 3.4.4. Evaluation Measures | 3.1 | 2.4.4. Evaluation Measures | 2.9 | 1.4.4. Evaluation Methods | 2.8 |
| 3.4.5. Use of Results | 3.1 | 2.4.5. Use of Results | 2.8 | 1.4.5. Use of Results | 2.8 |
| 3.4.6. Fiscal Resources | 3.4 | | | | |
| 3.4.7. Student Gains | 2.8 | | | | |
| Total indicators at 3.5 or above | 11 | | 2 | | 3 |

Overall Average: 3.2